



THE REPUBLIC OF UGANDA

Ministry of Education and Sports

SENIOR FOUR

SELF STUDY MATERIALS

HUMANITIES PACKAGE



NCDC

NATIONAL CURRICULUM
DEVELOPMENT CENTRE



Geography

Topic 1: The Climate of Africa

Instructions:

- You will be studying one lesson each day. Try to do all activities programmed for each day.
- Remember that some activities may take you more than one hour to complete.
- Read the instructions carefully before you begin doing each activity.
- In case you find an activity difficult, ask an older person around you to assist you.

Lesson 1: Types of climate in Africa

Equatorial Climate

Materials you need:

Notebook, map of Africa showing climate regions, graph paper, pen, pencil, foot ruler and a rubber

Introduction

In Senior One you learnt about the major climatic regions of the world while in Senior Three you learnt about the climate of East Africa. Do you still remember these climates? Which of those climate types do you think are found in Africa? In this lesson you are going to explore Equatorial climate in Africa and how it affects people's ways of life.

Activity 1

Study the information in Figure 1 and Figure 2, and do the tasks that follow.

| Month | J | F | M | A | M |
|--------------|-----|-----|-----|-----|-----|
| Temp(°C) | 30 | 31 | 31 | 31 | 30 |
| Rainfall(mm) | 250 | 250 | 325 | 300 | 213 |

| J | J | A | S | O | N | D |
|----|----|----|-----|-----|-----|-----|
| 29 | 28 | 28 | 29 | 29 | 29 | 30 |
| 25 | 25 | 25 | 100 | 275 | 380 | 200 |

Figure 1: Mean monthly Temperature and Rainfall for Libreville, Gabon

| Temperature | |
|-------------------------------|-----------|
| Temperature(°C) | Term used |
| Below -10 | Very cold |
| -10 – 0 | Cold |
| 1 – 10 | Cool |
| 11 - 21 | Warm |
| 22 - 30 | Hot |
| More than 30 | Very hot |
| Annual Temperature range (°C) | Term used |
| Less than 5 | Small |

| | |
|--------------|----------|
| 5 – 19 | Moderate |
| More than 20 | Large |

| Rainfall | |
|----------------------|-----------|
| Annual Rainfall (mm) | Term used |
| More than 1500 | Very wet |
| 1001 - 1500 | Wet |
| 501 - 1000 | Moderate |
| 250 – 500 | Dry |
| Less than 250 | Very dry |

| Monthly Rainfall (mm) | Term used |
|-----------------------|-----------|
| Less than 0 - 50 | Dry |
| More than 50 | Wet |

Figure 2: Temperature and Rainfall conditions and Terms used to describe them

- Using the information in Figures 1 and 2, describe the climate of Station **L** in your notebook.
To assist you with this, consider the following things:
 - The total amount of rainfall received
 - Rainfall distribution pattern; including peak seasons, hottest and coolest months of the year
 - Expected levels of relative humidity
 - Temperature conditions and their pattern over the year; including the annual temperature range.
 - The hottest and coolest months of the year
- Using the characteristics of climate you have described for station **L** as a guide, suggest the likely economic activities carried out in the area where the station is located. Give reasons to support each activity you have suggested.
- Explain the likely problems facing the people living in the area where Station **L** is located.
- Carry out textbook or internet research about Equatorial climate and crosscheck your responses to this Activity. Have you got it right?

The climate you have described for Station **L** is a typical Equatorial climate. The economic activities and the problems you have suggested are also similar to those found in the areas of Africa experiencing an Equatorial climate.

Summary

In this lesson you have learnt that:

- areas with an Equatorial type of climate receive rainfall throughout the year, have two seasons with maximum rainfall called rainfall peaks.
- equatorial regions experience hot temperatures throughout the year.
- the activities carried out by people living in

the equatorial region are mainly influenced by the hot temperatures and heavy rainfall. there are certain problems associated with equatorial climate. These problems are brought about by heavy rainfall, hot temperatures, and high humidity.

Follow-up Activity

Study Figure 3 and do the tasks that follow.

| Month | M | A | M | J | J |
|---------------|----|-----|-----|-----|-----|
| Temp (°C) | 27 | 27 | 26 | 25 | 25 |
| Rainfall (mm) | 85 | 150 | 250 | 225 | 125 |

| A | S | O | N | D | |
|----|----|----|-----|-----|-----|
| 25 | 26 | 27 | 27 | 26 | 26 |
| 75 | 75 | 75 | 112 | 125 | 125 |

Figure 3: Mean monthly Temperature and Rainfall for Station E

- Draw a suitable graph to represent the information in the table.
- Using the graph you have drawn, describe the climate of Station E.
- In your opinion, does Station **E** experience an Equatorial climate or not? Give reasons to support your view.

Lesson 2: Savannah (Tropical Continental) Climate

Materials you need:

Textbooks, map of Africa showing climate regions, notebook, graph paper, pen, pencil, foot ruler and a rubber

Introduction

In the Geography of East Africa, you learnt about Savanna lands; including their location, climate, economic activities, and how the climate affects people's life styles. Do you remember the areas found in the Savannah region of East Africa? Is your home found in one of the Savannah lands of East Africa? In this lesson, you are going to learn more about Savannah climate with special focus on Africa.

Activity 1

Study Figure 3 and do the tasks that follow.

| Month | J | F | M | A | M | J |
|---------------|----|----|----|----|----|-----|
| Temp (°C) | 22 | 24 | 27 | 32 | 31 | 26 |
| Rainfall (mm) | 0 | 0 | 0 | 25 | 75 | 125 |

| J | A | S | O | N | D |
|-----|-----|-----|----|----|----|
| 26 | 25 | 26 | 26 | 25 | 23 |
| 200 | 325 | 150 | 25 | 0 | 0 |

Figure 1: Mean monthly Temperature and Rainfall for Station K

- Draw a suitable graph to represent the

- climate of Station K.
- Using the graph you have drawn and Figure 2 in the previous lesson (the table showing Temperature and Rainfall conditions and Terms used to describe them), describe the climate of Station K.
 - Using the characteristics of climate you have described for station **K** as a guide, suggest the likely economics activities carried out in the area where the station is located. Give reasons to support each activity you have suggested.
 - Explain the likely problems facing the people living in the area where Station **K** is located.
 - Carry out textbook or internet research about Savannah climate and crosscheck your responses to this Activity. Have you got it right?

The characteristics of climate you have described for Station **K** are typical of Savannah climate. The economic activities and the problems you have suggested are also similar to those found in the Savanna lands of Africa.

Summary

In this lesson you have learnt that:

- areas with a Savannah type of climate receive moderate rainfall, one rainy season stretching for about seven months followed by a dry season lasting about four months. This is called unimodal climate.
- Savannah regions experience hot temperatures for most of the year.
- the activities carried out by people living in the savannah lands are mainly influenced by the hot temperatures and moderate rainfall.
- there are unique problems which are brought about by the climate.

Follow-up Activity

Study Figure 2 and do the tasks that follow.

| Month | J | F | M | A | M | J |
|---------------|-----|-----|-----|----|----|----|
| Temp (°C) | 24 | 23 | 22 | 21 | 20 | 18 |
| Rainfall (mm) | 200 | 175 | 100 | 25 | 20 | 0 |

| J | A | S | O | N | D |
|----|----|----|----|-----|-----|
| 17 | 18 | 20 | 23 | 24 | 24 |
| 0 | 0 | 0 | 50 | 100 | 175 |

Figure 2: Mean monthly Temperature and Rainfall for Station H

- Draw a suitable graph to represent the information in the table.
- Determine the:
 - wettest month, and
 - driest months at Station **H**.
- How many rain seasons does Station **H** experience?
- Why is it correct to say that Station **H** experiences a Savannah climate?

Lesson 3: Mediterranean Climate in Africa

Materials you need:

Textbooks, notebook, map of Africa showing climate regions, graph paper, pen, pencil, foot ruler and a rubber

Introduction

Africa, you learnt about Savanna lands; including their location, climate, economic activities, and how the climate affects people's life styles. Do you

remember the areas found in the Savannah region of East Africa? Is your home found in one of the Savanna lands of East Africa? In this lesson, you are going to learn more about Savannah climate with special focus on Africa.

Activity 1

Study Figure 3 and do the tasks that follow.

| Month | J | F | M | A | M | J |
|---------------|----|----|----|----|----|-----|
| Temp (°C) | 22 | 24 | 27 | 32 | 31 | 26 |
| Rainfall (mm) | 0 | 0 | 0 | 25 | 75 | 125 |

| J | A | S | O | N | D |
|-----|-----|-----|----|----|----|
| 26 | 25 | 26 | 26 | 25 | 23 |
| 200 | 325 | 150 | 25 | 0 | 0 |

Figure 1: Mean monthly Temperature and Rainfall for Station K

- Draw a suitable graph to represent the climate of Station K.
- Using the graph you have drawn and Figure 2 in the previous lesson (the table showing Temperature and Rainfall conditions and Terms used to describe them), describe the climate of Station K.
- Using the characteristics of climate you have described for station **K** as a guide, suggest the likely economics activities carried out in the area where the station is located. Give reasons to support each activity you have suggested.
- Explain the likely problems facing the people living in the area where Station **K** is located.
- Carry out textbook or internet research about Savannah climate and crosscheck your responses to this Activity. Have you got it right?

The characteristics of climate you have described for Station **K** are typical of Mediterranean climate. The economic activities and the problems you have suggested are also similar to those found in the Savanna lands of Africa.

Summary

In this lesson, you have learnt that:

- areas with a Savannah type of climate receive moderate rainfall, one rainy season stretching for about seven months followed by a dry season lasting about four months. This is called unimodal climate.
- Savannah regions experience hot temperatures for most of the year.
- the activities carried out by people living in the savannah lands are mainly influenced by the hot temperatures and moderate rainfall.
- there are unique problems which are brought about by the climate.

Follow-up Activity

Study Figure 2 and do the tasks that follow.

| Month | J | F | M | A | M | J |
|---------------|-----|-----|-----|----|----|----|
| Temp (°C) | 24 | 23 | 22 | 21 | 20 | 18 |
| Rainfall (mm) | 200 | 175 | 100 | 25 | 20 | 0 |

| J | A | S | O | N | D |
|----|----|----|----|-----|-----|
| 17 | 18 | 20 | 23 | 24 | 24 |
| 0 | 0 | 0 | 50 | 100 | 175 |

Figure 2: Mean monthly Temperature and Rainfall for Station H

- Draw a suitable graph to represent the information in the table.
- Determine the:
 - wettest month, and
 - driest months at Station **H**.
- How many rain seasons does Station **H** experience?
- Why is it correct to say that Station **H** experiences a Savannah climate?

Topic: The Natural Vegetation of Africa

Lesson 4: Equatorial or Tropical rain forest Vegetation

Materials you need:

Textbooks, atlas, map of Africa showing natural vegetation, notebook, pen, pencil, foot ruler and a rubber

Introduction

In the Geography of East Africa, you learnt about Savanna lands; including their location, climate, economic activities, and how the climate affects people's life styles. Do you remember the areas found in the Savannah region of East Africa? Is your home found in one of the Savanna lands of East Africa? In this lesson, you are going to learn more about Savannah climate with special focus on Africa.

Activity 1

Study Figure 3 and do the tasks that follow.

| | | | | | | |
|---------------|----|----|----|----|----|----|
| Temp (°C) | 22 | 24 | 27 | 32 | 31 | 26 |
| Rainfall (mm) | J | F | M | A | M | J |

| | | | | | |
|----|----|----|----|----|----|
| 26 | 25 | 26 | 26 | 25 | 23 |
| J | A | S | O | N | D |

for station **K** as a guide, suggest the likely economics activities carried out in the area where the station is located. Give **Figure 1: Mean monthly Temperature and Rainfall for Station K**

- Draw a suitable graph to represent the climate of Station K.
- Using the graph you have drawn and Figure 2 in the previous lesson (the table showing Temperature and Rainfall conditions and Terms used to describe them), describe the climate of Station K.
- Using the characteristics of climate you have described reasons to support each activity you have suggested.
- Explain the likely problems facing the people living in the area where Station **K** is located.
- Carry out textbook or internet research about Savannah climate and crosscheck your responses to this Activity. Have you got it right?

The characteristics of climate you have described for Station **K** are typical of Savannah climate. The economic activities and the problems you have suggested are also similar to those found in the Savanna lands of Africa.

In this lesson, you have learnt that:

- areas with a Savannah **Summary** type of climate receive moderate rainfall,

one rainy season stretching for about seven months followed by a dry season lasting about four months. This is called unimodal climate.

- Savannah regions experience hot temperatures for most of the year.
- the activities carried out by people living in the savannah lands are mainly influenced by the hot temperatures and moderate rainfall.
- there are unique problems which are brought about by the climate.

Follow-up Activity

Study Figure 2 and do the tasks that follow.

| Month | J | F | M | A | M | J |
|---------------|-----|-----|-----|----|----|----|
| Temp (°C) | 24 | 23 | 22 | 21 | 20 | 18 |
| Rainfall (mm) | 200 | 175 | 100 | 25 | 20 | 0 |

| J | A | S | O | N | D |
|----|----|----|----|-----|-----|
| 17 | 18 | 20 | 23 | 24 | 24 |
| 0 | 0 | 0 | 50 | 100 | 175 |

Figure 2: Mean monthly Temperature and Rainfall for Station H

6. Determine the:
 - (v) wettest month, and
 - (vi) driest months at Station **H**.
7. How many rain seasons does Station **H** experience?
8. Why is it correct to say that Station **H** experiences a Savannah climate?

5. Draw a suitable graph to represent the information in the table.

What You Can do if You are at Higher Risk of Severe Illness from COVID-19

Are You at Higher Risk for Severe Illness?



Based on what we know now, those at high-risk for severe illness from COVID-19 are:

- People aged 65 years and older
- People who live in a nursing home or long-term care facility

People of all ages with underlying medical conditions, particularly if not well controlled, including:

- People with chronic lung disease or moderate to severe asthma
- People who have serious heart conditions
- People who are immunocompromised
 - Many conditions can cause a person to be immunocompromised, including cancer treatment, smoking, bone marrow or organ transplantation, immune deficiencies, poorly controlled HIV or AIDS, and prolonged use of corticosteroids and other immune weakening medications.
- People with severe obesity (body mass index [BMI] of 40 or higher)
- People with diabetes
- People with chronic kidney disease undergoing dialysis
- People with liver disease

Here's What You Can do to Help Protect Yourself



Stay home if possible.



Wash your hands often.



Avoid close contact (6 feet, which is about two arm lengths) with people who are sick.



Clean and disinfect frequently touched surfaces.



Avoid all cruise travel and non-essential air travel.

History

LESSON 1: The Influence of the 19th Century Islamic Movements

Topic: Islamic Movements of the 19th Century

Learning Outcomes

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

1. Define Jihad.
2. Explain causes of Jihads in the 19th century in West Africa.
3. Outline the importance of Uthman dan Fodio and Mohammed Bello in the Islamic movements of West Africa.

Materials you will need:

- textbooks
- Pens
- Notebooks
- the internet
- the Atlas of West Africa

Instructions

1. Use a handbook for Senior 4 history.
2. You can make reference to other related books.
3. If possible, consult an adult and Google/ internet while doing an activity.

Step 1: Introduction

A Jihad is a holy war ordained by God with the intention of purifying Islam. In simple terms, it is an effort made by believers to live out the Muslim faith as well as possible, to build a good Muslim society and to defend Islam with force if necessary. The holy Quran teaches that soldiers who die in Jihad go to heaven immediately. The Muslim leaders in West Africa tirelessly worked for a spirit of oneness as they fought to purify Islam.

See Figure 4.1 below.



Figure 4.1: Jihadists in Central Mali

Step 2: Causes of the 19th century Jihads in West Africa

Although Jihads were religious movements, they had a mixture of political, economic and intellectual causes. The Muslim leaders of the Jihads also had an important mission of spreading Islam. They looked at war essentially as a religious duty. The war was an extension of intensive teaching and preaching.

The number of pagans was increasing steadily and it created a need to convert them to Islam with force where it was necessary. There was an increase in evil practices such as adultery, alcoholism and corruption. Some leaders of the Hausa were greedy and their mission was self-enrichment. Leaders such as Uthman dan Fodio launched Jihads because they were sure of defeating the corrupt ones.

Jihads were also caused by political factors such as interstate conflicts. The Fulani were tired of being dominated by the Hausa and, therefore, wanted to get rid of Hausa domination. The Jihad leaders wanted to protect people from all forms of oppression and exploitation. War became one of the means of bringing about meaningful changes in society. The 19th century recorded unfair judgements in courts of law. The Muslim leaders were, therefore, focused on ending these unfair judgements since they were against the practices of Islam.

The 19th century Jihads also had some economic causes. Governments such as that of Western Sudan overtaxed their subjects. Fulani town merchants always complained of heavy taxes in their trade while Fulani pastoralists were opposed to high taxes on their cattle. Worse still, the methods of collecting taxes were ruthless.

There were also intellectual causes. The Jihad movements aimed at spreading Islamic education in West Africa. They hoped to make an ideal Islamic society through education.

A look at the above factors shows that the situation was ripe for a revolution. All that was needed was a spark to set things ablaze.

Task

1. Why were Jihads called Holy Wars?
2. Mention any developments that West Africa experienced during the Jihad movements.

Step 3

The Islamic movements of West Africa were largely spearheaded by Muslim leaders such as Uthman dan Fodio and Mohammed Bello. They committed themselves to ensuring that Islam is spread all over West Africa.

Uthman (Uthman dan Fodio)

Shaihu Uthman dan Fodio, born Uthman in Foduye, was a religious teacher, revolutionary, military leader, writer and Islamic promoter, and the founder of the Sokoto caliphate. Dan Fodio was one of a class of urbanised ethnic Fulani who

had been living in the Hausa states since the early 1400s in what is now northern Nigeria.



Figure 4.2: Uthman dan Fodio

He was the leader of the first Jihad in Western Sudan Hausa land in the 19th century. He was a Fulani preacher and scholar. He played an important role in the wide spread of the West African Jihad movements. He was a great teacher, scholar and Islamic reformer. He was very eloquent and highly learned; he, therefore, built up a large number of followers who looked to him as a saviour. He preached against unfairness in Hausa land, such as over-taxation of the poor; he also revived Islam throughout Hausa land and brought together the different states that were under Fulani leadership.

He brought about national unity in the Sokoto caliphate. As a leader, he treated others fairly, and eventually everyone started treating others as citizens. He preached against all forms of unfairness and became extremely popular.

Uthman was a great scholar who encouraged education. He advocated the building of many Koran schools in the Sokoto caliphate which concentrated on the teaching of Islam and Arabic. He was also a good leader who managed to delegate power and responsibility to other leaders.

Importance of Mohammed Bello

Muhammad Bello was the second Sultan of Sokoto and reigned from 1817 until 1837. He was also an active writer of history, poetry and Islamic studies. He was the son and primary aide to Uthman dan Fodio, the founder of the Sokoto caliphate and the first sultan.

He was a great believer in Islam and Islamic reforms. He worked hand in hand with Uthman dan Fodio to establish and administer the Sokoto caliphate. He was a scholar of dan Fodio and when dan Fodio died, Mohammed took on the leadership of the Sokoto caliphate.

He concentrated on the establishment of a modern and competent army (see **Figure 4.4 below**). The army was trained with a promotion strategy based on merit. For every soldier to be promoted, he would first undergo the right training and prove that he was competent enough to serve as required. He also ensured that the army was well supplied with military equipment. Owing to its being competent and well-equipped, the Sokoto caliphate army was able to survive on the battlefield.



Figure 4.4: Modern soldiers undergoing training

Mohammed Bello held peaceful negotiations with hostile tribes in order to get them to accept his peaceful administration. This strategy was very favourable, since he did not have to do much to convince the people to practise the good values of Islam.

He improved education by encouraging the establishment of Quranic schools (see **photos below**). He made sure that the teachers in those schools were well facilitated so that they would deliver efficiently and effectively. Many mosques were also built during his time.



Figure 4.5: Class time in an Islamic school



Figure 4.6: An Islamic school

Mohammed Bello fought corruption and ensured that all forms of injustice were wiped out from the face of West Africa.

Task

Using the library and research, describe the contribution of the following personalities in West Africa:

- i) Seku Ahmadu
- ii) Al Hajj Umar

Lesson Summary

The Islamic Jihad movements in West Africa resulted largely from the need to spread Islam as far as possible and also to purify the Muslim religion. In the process of spreading and purifying Islam, the Jihad leaders made an effort to wipe out all forms of injustice in the communities. This, however, was not a smooth operation for some people required force to get them to convert to Islam and follow some of its principles. Much as the movement brought about remarkable changes, some of the results were negative, such as the big death toll that the population suffered.

Follow-up Activity

1. Discuss the impact of the Jihad movements on the people of West Africa.
2. Describe the changes that occurred in West Africa during the Jihad movements.

LESSON 2: The Influence of Christian Missionaries in the History of West Africa

Topic: Christian Missionary Activities in West Africa

Learning Outcomes

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

1. identify the Christian missionary groups that operated in West Africa.
2. explain the motives for their coming.
3. find out the activities of Christian missionaries in West Africa.
4. explain the problems which they faced.

Materials you will need:

- a pen
- a pencil
- a notebook

Instructions

1. Make sure you have nothing distracting you. Switch off the TV and create a quiet environment for yourself that is suitable for study.
2. Take time to study and understand the information given for each step.
3. In case you find difficulty, it is all right to seek help from any adult that is near you.

Step 1: Introduction

- What do you understand by Christianity?
- Think of the different Christian religions around you and the differing beliefs they have.
- These religions started a long time ago and they continue to grow.

Christianity is an Abrahamic monotheistic religion based on the life and teachings of Jesus of

Nazareth. Its believers, known as Christians, believe that Jesus is the Christ, the messiah, whose coming was prophesied in the Hebrew Bible, called the Old Testament in Christianity, and narrated in the New Testament.

A Christian mission is an organised effort to spread Christianity to attract new converts. Missions involve sending individuals and groups, called missionaries, across boundaries, most commonly geographical boundaries, to carry on evangelism or other activities, such as educational or health work.

The activities of Christian missionaries in West Africa first became evident as early as 1456 when the Portuguese launched their mission there. However, they were not successful in their work owing to a number of factors, including the wide spread of Islam. It was only in the 19th century that the activities of the Christian missionaries proved successful. The initiative to embark on missionary work was first taken by the Protestant churches of Europe, with the Catholic Church following later.

Task

1. Outline the different European Christian missionary groups that operated in West Africa.
2. Identify the challenges that the Christian missionaries faced in West Africa.

Step 2: Motives and activities of Christian missionaries in West Africa

The main purposes of missionaries were: First, to make converts to Christ; to build up the Church in the entire world; and to extend Christ's influence by pervading non-Christian societies with his standard of right and wrong. The primary motives of Christian missionaries in West Africa were religious. Many people viewed Africa as a dark continent (see **Figure 5.1 below**). The European missionaries, therefore, wished to save the souls of Africans by converting them to Christianity with the hope to bring them light.



Figure 5.1: The African dark continent

Christian missionary interest in West Africa was further stimulated by the desire to stop the spread of Islam. In the 19th century, Islam was spreading like a bushfire in West Africa following the Jihad movements. Christian missionaries, therefore, wanted to halt the spread of Islam in West Africa.

European missionaries wanted to wipe the images of slave trade (see **Figures 5.2 and 5.3 below**) from the face of West Africa and clear their name before the Africans. They looked at their effort to spread Christianity in Africa as a way to compensate for the horrible crimes that Europe had committed against Africa.



Figure 5.2: A slave caravan



Figure 5.3: A slave ship

The missionaries also had humanitarian motives. In the process of spreading Christianity, they hoped to stop all inhuman acts that were rampant in Africa through preaching against them and preaching the love of Christ to Africans who had been dehumanised.

Missionaries had economic motives, too. Through their teaching and preaching, they wanted to create an atmosphere that was conducive to carrying out legitimate trade in Africa. They also encouraged Africans to grow cash crops, which would be a great boost to the economy.

The missionaries also wanted to spread western education so as to spread western cultures and values. That is why they established many schools in West Africa.

Christians also came to West Africa to facilitate the establishment of colonial rule. They worked hand in hand with the colonial governments and even helped them to identify areas in West Africa that were rich in raw materials.

Christian missionaries made an intentional effort to lead others to the saving faith in Jesus Christ. This was their primary task but, in order to accomplish it, they had to do quite a number of things. They cared for freed slaves, and other vulnerable people that needed help.

They spread Christianity and preached the good news of Jesus Christ and made an effort to convert as many people as possible. They shaped the attitude of people towards many things. The Africans changed their attitude towards certain practices such as polygamy, witchcraft and traditional African practices.

The missionaries encouraged the development of education, establishing many schools, such as Fourah Bay College, which was set up by the Church Missionary Society and where prominent historical figures such as Samuel Ajayi Crowther received their education. The missionaries also built many churches in West Africa.



Figure 5.4: A missionary school



Figure 5.5: A Christian church



Figure 5.6: A mission church

The missionaries taught local people many languages, such as English and French. Many people learnt the languages through missionary education. These languages became very important in the development of West Africa. The missionaries also played a significant role in the development of agriculture by teaching Africans better methods of farming. The missionaries taught Africans by example because they knew farming. The missionaries also taught many skills, such as bricklaying and carpentry, which Africans later used as sources of livelihood, hence improving their livelihoods.

Task

Carry out internet research and find out the careers of the following missionaries in West Africa:

- i) Bishop Samuel Ajai Crowther
- ii) Bishop Joseph Shanahan



Figure 5.7: A brick-making project

Step 3: Problems faced by missionaries in West Africa

Missionaries faced a number of challenges as they performed their activities. They included the following:

The greatest problem faced by the early European Christian missionaries were the tropical climate and health hazards. Many missionaries died because of the climate. This single problem made missionary work very difficult. The missionaries were also affected by tropical diseases such as malaria. Most of them contracted the tropical diseases and because they had no access to medicines, some of them succumbed to the diseases during their missionary work.

Missionaries did not have enough funds to carry out their missionary activities. They depended on alms that came from their mother countries. These alms would always take very long to reach them, thus causing them to lead very difficult lives. When the missionaries came to West Africa, most of the roads and railways were not yet developed so they faced difficulties in moving from place to place to carry out their activities.

The missionaries faced the problem of language barrier. It was very difficult for them to communicate with Africans yet they had to work closely with them. They used interpreters who were not reliable sometimes. In addition, the Africans who worked for them as porters were not honest; they would run away with some of the missionaries' items.

The missionaries also met resistance from Africans who looked at all whites as connected to slave trade. It took some time for the missionaries to convince these Africans that they had come for a good cause.

The missionaries also faced the problem of natural vegetation such as thick forests which were difficult for them to penetrate. They would sometimes encounter wild animals which were a threat to their lives. This put their lives at risk and interfered with their activities.

Task 3

1. Discuss the social, economic and political impact of Christianity on West Africa.
2. Carry out research and find out the different measures that Christian missionaries used to preach their message.

Lesson Summary

Christian missionaries in West Africa came with a major intention of spreading the gospel of Jesus Christ. However, they paved the way for the colonisation of West Africa and influenced Africans to adopt foreign cultures and practices. This left African culture partly eroded and western culture and successfully established western education. Regardless of the challenges faced by European missionaries, they successfully accomplished their mission.

Entrepreneurship Education

PROJECT: Making charcoal briquettes, designing a poster for advertising them and making a package for the briquettes

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

1. Identify the right materials needed for making charcoal briquettes.
2. Make charcoal briquettes.
3. Explain three benefits of using charcoal briquettes in relation to ordinary charcoal.
4. Write a brief report on making charcoal briquettes explaining some of the challenges faced while making the briquettes, how these were overcome and any lessons learnt from the project work.
5. Design a poster for advertising your charcoal briquettes.
6. Identify the right materials for making packages, design a package for your charcoal briquettes and label it.

NOTE: You can use any material you think will make your package attractive.

Read the scenario below and respond to the instructions given.

SCENARIO

HOME MADE SOLUTIONS TO EFFECTS OF THE CORONAVIRUS PANDEMIC

The world registered the first case of Coronavirus (COVID 19) in December 2019, in Wuhan City in China. The disease was declared a global pandemic by the World Health Organisation on 11th March 2020. By 14th April 2020, the pandemic had spread to 210 countries infecting over 2,000,000 people with close to 120,000 deaths registered.

To mitigate the spread of the virus and to avoid creating a fertile ground for its spread, His Excellency the President of the Republic of Uganda, Mr. Yoweri Kaguta Museveni ordered the closure of public gatherings like Schools, Churches and Bars, and suspended public transport on 20th March 2020. He further put in place a Task Force to steer the fight against the **spread** of the disease. Among the measures taken, was to declare a national lock down and curfew from 7:00pm to 6:30am for 14 days.

The effects of the coronavirus are enormous, ranging from health, social and economic among others. Indeed, following the lockdown, a number of people have complained about failure to feed their families. Consequently,

government provided food for such families. However, due to the lock down, fuel specifically charcoal, became expensive and scarce yet majority of families especially in the urban areas use it as a source of energy. As a learner of entrepreneurship, you are expected to provide solutions to business challenges.

Activity one

At your home, you have several resources like domestic waste, peelings and soil which you can use to make charcoal briquettes, to solve the problem at hand.

Task

- i. Identify the right materials needed for making the charcoal briquettes.
- ii. Make charcoal briquettes using the materials you have identified following the step by step procedure provided below.
- iii. Write a report, explaining some of the challenges you faced while doing the project work. How did you overcome the challenges? Mention any lessons you have learnt from the project work.
- iv. Explain three benefits of using charcoal briquettes.
- v. Assuming you want to make briquettes for sale, design a poster to advertise your charcoal briquettes, using either your exercise book or a plain sheet of paper whichever is available. Make your poster as attractive as possible.
- vi. Design a labelled package for your charcoal briquettes. You will present your report, the poster and the package to your class teacher when schools reopen after the lockdown.

Note: The project may not be finished in one day, you may choose to take a few days doing it. You can keep some of the briquettes for home use but keep some for presenting to your teacher as part of your project work when schools reopen.

MATERIALS REQUIRED

| SN | ITEM | ALTERNATIVE | QUANTITY |
|----|---------------------------------|--------------------------------|------------------|
| 1 | charcoal dust | Fresh cow dung | 4 (tumpeco) cups |
| 2 | Soil | Anti-hill soil/brown soil/Clay | 2 (tumpeco) cups |
| 3 | Water | | 4 (tumpeco) cups |
| 4 | Basins | Container | 3 |
| 5 | Gloves | Polythene bag/open hand | 1 pair |
| 6 | Plastic cup (tumpeco) = ½ litre | Mug | 1 |

Instructions

1. Make charcoal briquettes using some of the readily available materials at your home.
2. Use the cup (tumpeco) or mug to measure the materials.
3. Place the materials in different containers.
4. In case you do not have charcoal dust you can use cow dung in the same quantities.
5. Make sure you do not miss out on any step.
6. Record every step followed in the making of briquettes in your note book, because you will have to write the report for submission to your teacher.
7. Using your note book or a sheet of paper, design an advert for your charcoal briquettes.
8. Design a package for your charcoal briquettes. You will submit the report, the advert and the package to your teacher on the day of reporting to school.

Step by Step Procedure of Making Charcoal Briquettes

Please pay attention to every detail outlined in the step by step process provided below.

Step one: Preparing the waste materials

Using a pair of gloves, polythene bags or your free hands collect the waste materials to use as guided below. Be very careful with the safety of your hands.



Fig. 1. Putting on Gloves

Collect four cups of charcoal dust and put it in a container. If you do not have charcoal dust, you can use carbonized charcoal dust or fresh cow dung in the same quantities and follow the same procedure.



Fig. 2. Charcoal dust



Fig.3. Carbonized charcoal dust



Fig. 4. Fresh Cow dung Fig. 5. Plastic cup

Step two: preparing the charcoal dust

Sieve/filter the charcoal dust and remove the big particles, plastics and any other unwanted materials using your hands to remain with fine charcoal dust. (You can also crush the bigger particles into powder form and use it).



Fig. 6. A boy sieving charcoal dust.

Step three: preparing the soil

Collect two cups of soil preferably brown or anthill soil or Clay soil if its available but normal soil can also be used. Put it in a second container.

Sort the soil removing the bigger particles, sticks, broken glass, stones and plastics.

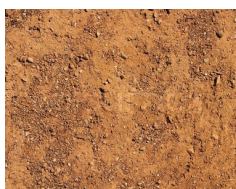


Fig. 7. Brown Soil

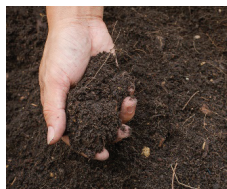


Fig. 8. Any other soil



Fig. 9. Clay Soil

Step four: Measuring the quantity of water

Get a small Jerrycan/Jug or any other container and pour in four cups of water.

Step five: Making the mixture

Measure off two cups of charcoal dust and one cup of soil. Put them in a third container and mix them well using your hands until they are thoroughly mixed.



Fig. 10. Mixing Charcoal dust, soil & water

Add water. Start with a small amount of water and mix it into the mixture using your hands. Keep adding water until the mixture becomes easily moldable. When squeezed, your mixture should hold together easily. When the mixture is too soft add more charcoal or soil, and if it is too hard add more water.

Step six: Molding the briquettes

Take a hand full of your mixture and mold using your two hands until it is hard enough. The mold or briquette can be in a round shape or any other shape you want. You can make briquettes of any reasonable size.



Fig. 12. Picking a handful of mixture



Fig. 13. Molding the mixture into briquettes

Step seven: Drying the briquettes

Place the molded briquettes on a flat surface ready for drying. Set your briquettes in a dry place. Briquettes need 2-3 days to dry properly before you can use them. If placed in an open place do not leave them outside because in case it rains they can get spoilt. Alternatively, you can dry them under a shade.

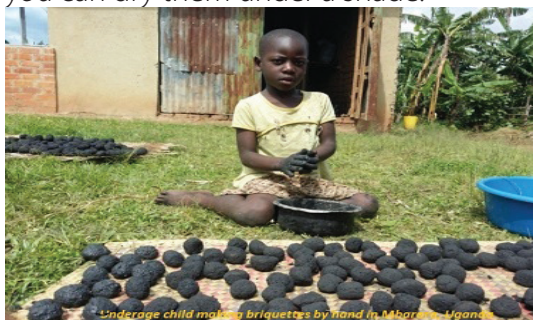


Fig. 14. Laying molded briquettes on a flat surface for drying.

Step eight: Using your briquettes

Light your charcoal stove using a few usual charcoal pieces. When it is hot enough add the

briquettes and cook.



Fig. 15. Lighting the charcoal briquettes and cooking.

Summary

After going through the step by step process, it is assumed that you now know what briquettes are. Below is an explanation of what briquettes are.

These are small, compact blocks made from organic waste which you can use for cooking in the charcoal stove or fire. While some briquettes require expensive machinery to make, others can easily be made at home from the locally available waste materials with no machinery required.



Fig. 16. Sample of Charcoal briquette



Fig. 17. Briquettes burning in a charcoal stove

Follow up activity

- Continue practising the making of charcoal briquettes until you perfect the process.
- You can sell the excess briquettes to your neighbours at the end of the lockdown. This will help you to save your earnings.
- In case you have access to the internet, you can make further research using Google on the other ways and materials you can use to make charcoal briquettes.
- Practice designing several adverts for the briquettes to have a variety from which to choose the best.
- Practice designing several packages for the briquettes to have a variety from which to choose the best.

NOTE: This project will enable you to answer Paper one at senior four during examinations.

Art and Design

Theme: Graphic Design

Topic: Designing a Flier

Introduction

A Flier is one category of graphic designs which is relatively inexpensive and quick passage of information. Fliers contain selective information in an eye-catching manner. It is usually passed by hand and may have a varying ratio of image to text all put on a single sheet. By practicing this topic, you will be able to create functional designs for the purpose of self-expression and to communicate ideas, information and messages. You will also develop the skill of transforming verbal and text information into graphic design works that communicate ideas

Resources

You will need:

- Note book, pencils, coloured pencils
- Paper, mathematical set
- Paints, markers and brushes if possible
- Computer with internet if possible

Project Description: Flier Designing

Fliers being part of graphic designing has similar characteristics and follows the same process of designing like the rest of graphic communications. To remind you of some of the key steps include:

- Determining your format
- Brainstorming the content (idealisation)
- Picking suitable template (orientation)
- Choosing colours
- Integrating graphics with typography (craftsmanship) and
- Cleaning up any clutter (finishing)

Practice: Analysing Key features of graphic designing

1. Study and discuss examples of fliers presented in figure 4.1a and 4.1b) regarding lay out, choice of fonts, images, and clarity of message.
2. Examine the concept, practices, and vocabulary associated with graphic designing
3. Study the interrelationship of images and or symbols to take the place of words, and consider the effect of illustrations in relation to text.
4. List the common criteria and key purpose of Fliers.

Artists choose to communicate information and or ideas differently to the public depending on the given circumstances and the targeted audience. Why do you think fliers and posters can serve the same purpose but differently? How are the two designs different?

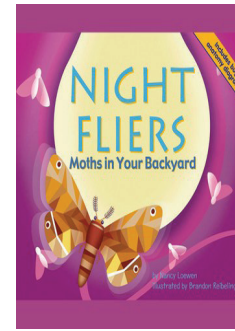


Figure 4.1(a) Examples of Fliers 4.1(b)

Create

Using colour, shape, typography and shapes to communicate a message

1. Study the stages in the graphic making process.
2. If you have access to a computer with internet, search information on the use of fliers.
3. List terms associated with graphic design.

Task

As part of the campaign to fight the 'COVID-19' the public is being told to keep indoors and avoid gatherings. The cause is not known but the information available is contained in the strategies laid down by the government to containing the pandemic. Create and design a Flier to be circulated to the public illustrating the given strategies to contain the spread of the virus.

SYMPTOMS OF CORONAVIRUS DISEASE 2019

Patients with COVID-19 have experienced mild to severe respiratory illness.

FEVER



Symptoms* can include

COUGH



SHORTNESS OF BREATH



*Symptoms may appear 2-14 days after exposure.

English Language

SENIOR 4

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

We are advised:

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

LESSON 1

TOPIC: The Use of Nouns

LESSON OUTCOMES:

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

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

INTRODUCTION

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

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

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

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

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

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

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

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

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

Activity 1

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

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

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

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

Activity 2

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

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

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

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

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

Activity 3

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

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

Activity 4

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

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

Activity 5

Look at the sentences below:

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

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

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

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

1. Dushabe became a director last year.
2. Kasule was appointed principal this year.

3. The meeting named my father a national representative.
4. Judas turned traitor when he found he could earn money that way.
5. Luzze is a medical doctor.
6. The singer was a rebel soldier.
7. They named the baby Emmanuel.

Follow Up Activity

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

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

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

LESSON 2

TOPIC: Interrogative pronouns

LESSON OUTCOMES:

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

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

INTRODUCTION

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

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

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

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

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

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

Interrogatives are also used to ask indirect questions. However the difference between the direct and indirect questions is that the indirect

questions do not need a question mark. For example:

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

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

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

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

Activity 1

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

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

Activity 2

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

1. The doctor asked me ----- had happened to my eye.
2. The police officer wanted to know ----- had invited the troublemaker to the party.
3. His boss asked him ----- he spoke to at the airport.
4. The head teacher asked the senior teacher ----- class the new student had joined.
5. The leader of the band wanted to know ----- I thought of the performance.

6. We don't know ----- uniform was found hidden near the gate.
7. I want to find out ----- match will be played in the afternoon.

Activity 3

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

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

Activity 4

Read the passage and answer the questions which follow.

Why Is Africa So Poor?

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

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

and how do we go about it?

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

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

Indeed, some people argue that the colonialists all never left at all! They left by the front door, only to come back through the back door. This is what is called 'neocolonialism'; a new form of colonialism. This becomes obvious when you look closely at the people who took control business and trade in Africa, and the economy in general. These are mostly from the same old countries which enslaved and colonized Africa. These days they do not come directly as rulers, but as transnational monetary organizations or international monetary organizations. These companies and organizations have a lot of money and power. Once they are in Africa, they tell us what they want us to do or not to do, if we want to get any of their money. Quite often, what they want us to do is not what is best for our people, but is likely to benefit them and their countries.

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

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

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

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

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

Now answer the questions below:

1. Find the sentences in the passage containing the following words and work out their meanings.
 - a) Horde
 - b) Morsels

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

Follow Up Activity

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

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

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

LESSON 3

TOPIC: Relative Clauses

LESSON OUTCOMES:

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

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

INTRODUCTION

Relative clauses are sometimes called adjective clauses and follow the noun which they describe. They are dependent clauses which

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

For example:

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

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

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

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

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

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

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

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

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

b. James found the keys that my brother had lost.

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

Activity 1

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

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

Activity 2

Fill in the blanks with the suitable relative pronoun.

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

Activity 3

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

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

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

Activity 4

Read and enjoy the passage below.

Traditional African Values

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

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

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

The experts have all kinds of standards by which

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

The traditional society was an Inclusive society. In other words, the web of relationships which involved some degree of mutual responsibility was widely spread. One could describe industrial society as an exclusive society because its members' responsibilities are often confined to the immediate family, and it may be a self-entire little universe, preventing the acceptance of wider commitments.

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

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

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

Activity 5

Now answer these questions

- In what ways do you think modern society (for example, in towns) is different from traditional society (in rural areas)? Make a list.
- What do you think are the writer's attitudes towards traditional and modern societies? Find evidence from the passage to support your choice of attitude.
- Comment on what the author means by these phrases:
 - Socially well-behaved (paragraph 1)
 - Old people's homes (paragraph 2)
 - The handicaps of old age (paragraph 2)
 - The so-called advanced societies (paragraph 3)
 - Literal parents (paragraph 5)
- Explain the following in your own words.
 - Horrified (paragraph 2)
 - Acquaintance (paragraph 2)
 - Counsel (paragraph 2)
 - Infirm (paragraph 2)
 - Alert (paragraph 2)
- Do you agree with the writer's viewpoint about the advantages of the extended family?
- Do the traditional values the writer describes in the text apply to your society in today's modern world?

Follow Up Activity.

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

LESSON 4

TOPIC: Forming adjectives from other words

LESSON OUTCOMES:

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

- form adjectives from nouns
- form adjectives from verbs and other adjectives

Introduction

There are many adjectives that are formed from

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

Table I

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

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

Table II

| suffix | verbs | adjectives | Sentence example |
|--------|--------|------------|---|
| -able | manage | manageable | The work I need to do today is manageable. |
| -less | relent | relentless | The rebels were subjected to relentless bombarding by the loyal soldiers. |
| -ful | resent | resentful | She was resentful at having been ignored at the party. |

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

Activity 1

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

Activity 2

Form adjectives from the following words:

Compassion hope swell demonstrate examine awe child rebel prevent fear.

Activity 3

Use the adjectives you have formed above to make sentences.

unicef 
for every child



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