

**PROTOTYPE**



**NCDC**

NATIONAL CURRICULUM  
DEVELOPMENT CENTRE

**ENGLISH**  
LANGUAGE AND  
**LITERATURE**  
IN ENGLISH

**SENIOR ONE**

**TEACHER'S GUIDE**



**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.

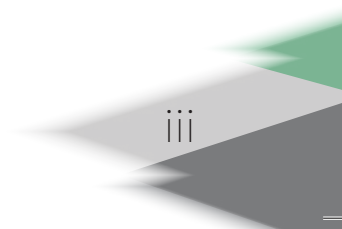
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## Preface

This Teacher's Guide has been designed to enable the teacher to interpret the revised curriculum and use the accompanying learner textbook effectively. The Teacher's Guide provides guidance on what is required before, during and after the teaching and learning experiences.

To ease the work of the teacher, all the activities and instructions in the Learner's Book have been incorporated in this Guide but with additional information and possible responses to the activities. The guide has been designed bearing in mind the major aim of the revised curriculum which is to build in the learners the key competences that are required in the 21st century while promoting values and attitudes and effective learning and acquisition of skills, to prepare the learner for higher education and eventually the world of work.

This book has been written in line with the Revised Lower Secondary School Curriculum. The book has incorporated knowledge, skills partly required to produce a learner who has the competences that are required in the 21st century; promoting values and attitudes; effective learning and acquisition of skills in order to reduce unemployment among school graduates.



**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 the Teacher's Guide.

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 support 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](mailto:admin@ncdc.go.ug).



**Grace K. Baguma**

Director, National Curriculum Development Centre

### Note to the Teacher

The new textbook and teacher's guide for the **English Language and Literature in English** follows the competence based approach to learning as provided for by the new English Language and Literature in English syllabi. So, what is the competence-based approach?

According to Roegiers, Xavier A competence is what enables someone to correctly perform a complex task. A competent learner is one who uses the knowledge and skills learnt across the subjects on the curriculum, to deal with daily life problems. This therefore requires you as the teacher to provide the learner with the tools, which are called **resources** and teach how to use these resources to solve a problem situation/activity/task. The competency approach requires that two or three competences are identified, and used to help each learner to develop by the end of each year. You should define what the learner needs in terms of the knowledge, skills and know-being (values and attitudes) which become the objectives and activities.

The learner should be shown the relevance of the knowledge. For example, grammar is meant to help the learner to communicate fluently in English. Your task then is to give situations that will prompt the learners to put into practice what has been learnt. These situations should be related to their everyday lives.

In language learning for instance, for a learner to be considered competent in requesting for written instructions to a destination that he/she does not know the resources which he/she will need are:

- He/she must know the status of the person giving him/her the instructions, letter format, courtesy rules, grammar rules. This requires him/her to acquire the appropriate **knowledge;**
- He/she must be able to give the different forms of a verb, use the knowledge depending on the context to state the request clearly and accurately. For this he/she requires **the skills;**
- Finally, he/she must be courteous and respectful in writing, read through what has been written. For this he/she requires the attitude or values also known as **the know-being.**



The words highlighted are the tools that the learner needs before he/she can solve a communication problem in English. So, it is your responsibility to give learners opportunities to acquire the resources that will help them tackle any language situation however complex.

A number of activities are provided in the textbook and others should be generated by you. At the end of each chapter a wrap up activity, which is given as activity **of integration**, is provided. The activity requires an integration of the three types of resources which have already been mentioned above as **knowledge, skills and the know-being or values and attitudes**. In order to assess the learner, the competence levels are provided in the evaluation grid as **relevance of the production, coherence of the narrative, language accuracy and originality and creativity of the production**, for the task or activity given at the end of each chapter.

An evaluation grid showing the different competence levels and descriptors has been provided in the guide. This is to help you assess the learner's performance objectively. To simplify your work, the learner's textbook has also been provided for in this guide. This is to help you during the lesson preparation and delivery. The learner text has been given in a red colour. The guide also has expected responses for the activities in the learner's book.

Unlike the other textbooks which you have been using to teach language, this new textbook has also included guidance on how to support the teaching and learning of literature in English. The guidance given is mainly for the schools which will offer literature in English as an elective. However, conscious of the role of literature in the learning of English language, teachers are encouraged to teach only the general areas in literature.

It is important to note that this is just a guide and it does not in any way prevent you from using any other reference and your vast experience of teaching the language areas expected to be covered in Senior One.

### **Feedback from learners' work**

Despite the fact that some of your classes are large, there is need of you to mark learner's works and give them feedback. You may from time to time encourage them to mark each other's work under your guidance, but it is

important that you look at their work so as to be able to provide remedial for those who will need it. Learners will need to get feedback on their work as a way of motivation.

### **LISTENING AND SPEAKING**

The learners have just joined S.1. It is important that they are engaged in listening and speaking in English during the lessons. The resources which they need include the:

#### **Knowledge:**

- Types of speech: narrative and persuasive
- Language variety as in stress and intonation
- Elements of good speech such as diction, fluency intonation
- Logical connectors and their functions

#### **Skills:**

- Introduce and end a speech
- Select proper narrative techniques
- Use language to speak interestingly
  
- **Know-being/Attitude/Values**  
Use body language appropriately
- Draw the attention of the audience/class/group
- Speak confidently
- Be audible and articulate in speech.

### **READING AND WRITING**

#### **Knowledge/content**

- Types of writing such as narration, description and prose
- Writing conventions, rules, styles

#### **Skills:**

- Analyse texts
- Use logical connectors to achieve coherence and cohesion
- Use appropriate vocabulary and structures



- The verb to be, personal pronouns and abstract nouns and word power

**Know how/attitudes/ values /behaviour**

- Express opinions
- Express feelings using descriptive words such as like and dislike
- Plan/outline writing piece.



# CHAPTER 1

## PERSONAL AND FAMILY LIFE

### MY FAMILY



### Introduction

By the end of this chapter, the learners should be able to narrate a story about personal and family life, use the verb 'to be' in the present tense and personal pronouns to communicate effectively in the English language. They need to know that 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.

### Teacher Preparation

The following are the materials which you will need to prepare to teach this chapter:

- dictionary
- thesaurus
- family photographs/documentaries/illustrations about family life

- passages/extracts about family life
- illustration of a family tree
- texts in form of poems/plays/prose

Learners open their textbook and read the introduction to the unit. Using **Fig 1** learners in pairs talk about the illustration and use it to talk about themselves, their hobbies and their families.

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

### Activity 1.1: Listen and speak

In pairs, let the learners introduce one another to giving their names, where they live, former school and what they like doing during their free time. Let them talk about their family giving the family name, number of siblings and the responsibilities of the different members of their family.

Ask some of them to present to the class who they are and say something about their families and the things they like and dislike. Take note of the following as they speak:

- body language
- language usage especially the use of the present tense
- learners attitude towards themselves and their families

### Activity 1.2: Write

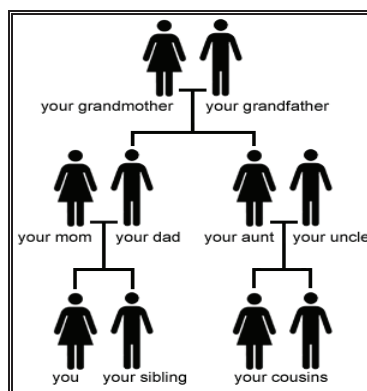
In small groups, let them share how their family works together to avoid conflicts so as to have a peaceful family. Let them write down what they have shared and prepare to present to the whole class. Encourage the shy and introverts who may not want to get involved and give them the role of being the secretaries to the group. If a learner has reservations talking about their families, do not force them. Let them listen in and they will participate in any other of the topics.

### Activity 1.3: Write

Families are usually beyond the nuclear one. Ask learners if they remember what they learnt about nuclear and extended families in Social Studies at the primary level.

Ask them to write down two differences between nuclear and extended families and share with a partner.

**Note:** Do you know that we all started from somewhere. We had great grandparents on both our father's (paternal) and mother's (maternal) sides. We then have grandparents, aunts, uncles and cousins. When you try to follow your origin or lineage it comes out as a family tree as shown in **Figure 1** below.



**Figure 1.1 : Family tree**

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

Remind the learners of the two types of families: nuclear and extended. A nuclear family is a family that comprises father, mother and children; and the extended one which includes the broader families or relatives.

For this task, learners should concentrate on the extended family so as to easily represent it on a family tree. Learners should be introduced to the vocabularies related to the different family members and their relationship.

Refer to the instructions in the learner's book to run the lesson. Ask the learners to find out from their parents or guardians the different people that they are related to. Ask them to discuss why it is important to know our family lines. For learners who will not know much about their lineage encourage them to find out from an elder person related to them. Help the learners understand why it is important to know their lineage. For instance, there are tribes in their countries that do not marry from the same lineage. Knowing it would help to protect incest. If the learners do not have this information, encourage them to get it from any older person or parent who they can access easily.

Using the information the learners have gathered about their family (ies), ask them to draw their family tree and make a class presentation. If possible, ask them to use ICT to design their family trees.

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

Introduce the learners to the use of the verb 'to be' which is also known as the present simple tense. Use the explanation given in their textbook.

The verb 'to be' is used to refer to an action or event that usually takes place. It also refers to a present or general state of being, whether temporary, permanent or common.

**For example:**

- I am happy.
- She is useful.



Ask the students to compose ten sentences using the verb 'to be' expressing their feelings towards members of their family. The verb 'to be' can also be used to refer to something that is true at the present 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

Inform the learners that in spoken English we usually say I'm/you've/didn't etc. rather than I am/you have/did not. We also use this short form in informal written English as in letter to friends etc. The following is the list of the short forms of auxiliary verbs:

- 's can be is or has. But let's = let us
- 'd can be would or had
- 'm for am
- 're for are
- 've for have
- 'll for will

The verb to be is used to create a simple 'yes' or 'no' questions by inverting the order of subject and the 'To be' verb. The most important function of these forms of the verbs is their use in short answers and responses. For example:

- Are you fond of matooke? No, I'm not/Yes I am.
- Do you like fish? No I don't/Yes I do.

Let the learners appreciate the use of the short forms in relation to the Unit.

After taking them through Tables 1.1 and 1.2 in the learner's textbook, guide them to compose sentences using the affirmative and negative forms of the verb 'to be'.

### Activity 1.5: Writing

Ask learners to complete the following activities.

**A. Fill in the blanks with the right personal pronoun from the brackets (you, he, she, it, we, and they):**

#### Expected Responses

1. Francis is my father, he isn't my mother.
2. Dorcas is my mother, she isn't my father.
3. My friend and I belong to the same clan, but we aren't of the same family.
4. Our home is in Kiira, it isn't in Kyambogo.

**B. Fill in the blanks with the right form of the verb to be (am, are, is)**

#### Expected Responses

1. Are you his sister?
2. Yes, I am.
3. Pearl and Carol are sisters.
4. My brother Eria and I are twins.
5. The food is delicious.

**C. Complete the sentences below with the correct form of the verb to be (negative or affirmative)**

#### Expected Responses

1. Is Julie a sister to Paul? No, she isn't.
2. What about Robert? Is he related to Julie? Yes, he is.
3. Were Mr and Mrs Mugoya grandparents to Alice? No, they weren't.
4. Does Mrs Mukasa live with her daughter in Masaka? No, she doesn't.

### Activity 1.6: Writing

Ask learners to write a short story, of about two paragraphs, about their families and the things that they like or dislike. When you check their work, look out for the following:

- The use of the right form of the verb 'to be'
- Correct use of punctuation marks
- Legible handwriting
- Coherence in the follow of ideas.

### Activity 1.7: Writing

Remind the learners about their class of sets in Mathematics, and ask them to draw a Venn diagram to illustrate the number of people in their family who share the same likes and dislikes. This activity is meant to show the relationship between mathematics and language.

The comprehension passages in **Activities 1.8** and **1.9** are meant to help learners read, understand and answer the questions about what they have read. The illustrations are meant to help them comprehend the passage.

Begin the activity by asking them to study the picture and discuss it. They could also be asked, using the illustration, and the title of the chapter, to make a prediction of what the passage will be about. After they have read, you may ask them if their predictions were correct. This is meant to get them prepared for the reading task.

### Activity 1.8: Read and write

Ask learners to read the passage, and identify the difficult words. Ask them to look them up in the dictionary and their meaning.

***Read the following passage from a book called a Dakar Childhood by Nafissatou Dialo, a female writer from Guinea and do the task that follows.***

I was born in Titene on March 11 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 little 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 folk 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 *jinn* 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.

After reading this passage, ask the learners to write a brief of what they have just read showing who the author is, what their home looked like and what they liked about their home.

### ***Expected Response***

The products from the learners should:

- be coherently written.
- use appropriate language structures.
- include who the author is; a description of what the home in the article was like and what the children in the article liked about their home.

### **Activity 1.9: Read and talk about It**

Ask the learners to read the story silently and study the picture. Thereafter, ask them to discuss with a partner the questions that follow. Let them share their 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 in 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.

**Expected Responses**

- Where did Musa live? In the village of Buwaiswa
- Did he have children? Yes, he had a son.
- Name some of the animals Musa had. He owned cows, goats, sheep and two donkeys.
- Why was Yokana always calling for help? He did it as a bad habit/ He did it as a joke.
- Who used to help Yokana to chase away the lion? The people in the village.
- Why, you do think, the tiger did not attack Yokana? Because there were the animals that were easy to catch/Because he ran away.

- What do you learn from Yokana's behaviour? When we play tricks and mislead people we will not get help when we really need it/some jokes can end up being costly.
- Suggest a suitable title for the story. Yokana the foolish boy/How Yokana got into trouble/Always do the right thing at the right time/Foolish behaviour can be costly

### **Additional Exercises**

***Rewrite these affirmative sentences in the negative form.***

- He must do it again.
- We're coming tomorrow morning.
- You must come in this morning.
- Why did you come with him?
- Our teacher wants the homework now.
- You must use the phone while walking in the road.

### **Activity 1.10: Oral Literature**

Ask the learners to tell a traditional story their parents, grandparents, aunties or mothers used to tell them when they were young. Ask them to share with a partner any of the stories and present to the class.

Do you know that in addition to the traditional stories you can create your own stories on any topic? This is known as oral literature.

In this chapter you have learnt language related to Personal and Family life. Can you write your own story on this chapter?

### **ACTIVITY OF INTEGRATION**

The head teacher of Nakatooke Secondary School has instructed the editor of the school magazine to ask all the new 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 to you 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.

For the task above, you will use the correction grid below to evaluate the work of the learners. This grid helps give justification for the level in which the learner falls so as to avoid subjectivity. A learner who scores a total of 2/3 from the three (3) expected outputs, is considered competent. For the learners below this mark there will be need for remedial which should be based on the area of weakness as per the criterion in the grid.

Expected Output	C1: Relevance of the Production	C2: Coherence of the Narrative	C3: Language Accuracy	C4: Excellence (Originality and Creativity of the Production)
<b>An article for the school magazine TOTAL /9</b>	i) Learner earns two (2) points if the production is an article about their family. ii) Learner earns one (1) point if the production is an article about a family but not their own and lacks some of the creativity as in i) above. iii) Learner earns no point if the production is not relevant to the task.	i) Learner earns three (3) points if the production: <ul style="list-style-type: none"> <li>- can be understood as a totality e.g. as unified sequence giving the names, age of the family members and what their roles are.</li> <li>- is logical or consistent e.g. it makes sense as a whole.</li> <li>- has logical links between the words, sentences, and paragraphs and makes it possible for a reader to move easily and clearly from one idea to the next.</li> </ul> ii) Learner earns two (2) points if the production: <ul style="list-style-type: none"> <li>- can fairly be understood but is not very unified as in i) above.</li> <li>- is fairly logical but not as in i) above.</li> <li>- the ideas can be identified though with not as much ease as in i) above.</li> </ul>	i) Learner earns three (3) points if he/she uses: <ul style="list-style-type: none"> <li>- grammar and vocabulary correctly such as adjectives to describe the family, gives how they all work together as a family.</li> <li>- uses present tense, personal pronouns and abstract nouns learnt in this chapter.</li> </ul> ii) Learner earns two points (2) if he/she uses: <ul style="list-style-type: none"> <li>- grammar and vocabulary correctly such as adjectives to describe the family but with less creativity than the student in i) above.</li> <li>- uses present tense, personal pronouns</li> </ul>	Learner earns one (1) point if he/she has added any element unsolicited in the instructions in terms of the vocabulary, ideas and others to make the production stand out.

Expected Output	C1: Relevance of the Production	C2: Coherence of the Narrative	C3: Language Accuracy	C4: Excellence (Originality and Creativity of the Production)
		<p>iii) Learner earns one point (1) if the production:</p> <ul style="list-style-type: none"> <li>- has been written as a narrative with poor sequence of ideas.</li> <li>- is not logical and in some cases does not make sense.</li> <li>- there are hardly any logical links between words, sentences and paragraphs.</li> </ul> <p>iv) Learner earns no points if the production:</p> <ul style="list-style-type: none"> <li>- cannot be understood at all.</li> <li>- cannot be understood because there is no sequence of events.</li> <li>- has no paragraphs and if they are there, there are hardly any linkages between them and the sentences within.</li> </ul> <p style="text-align: right;">/3</p>	<p>and abstract nouns but in fewer instances than the student in i) above.</p> <p>iii) Learner earns one (1) point if he/she uses:</p> <ul style="list-style-type: none"> <li>- weak grammar and vocabulary such as adjectives in relation to the purpose of the product.</li> <li>- uses the present tense but leaves out the personal pronouns and abstract nouns.</li> </ul> <p>iv) Learner earns no points (0) if he/she:</p> <ul style="list-style-type: none"> <li>- uses poor and wrong grammar and vocabulary.</li> <li>- uses the following wrongly: present tense but leaves out</li> </ul> <p style="text-align: right;">/1</p>	

Expected Output	C1: Relevance of the Production	C2: Coherence of the Narrative	C3: Language Accuracy	C4: Excellence (Originality and Creativity of the Production)
	/2		the personal pronouns and abstract noun.  /3	
<b>A personal family tree starting with your great grandparents to you and include their names.</b>  <b>TOTAL/6</b>	i) Learner earns two points (2) if the production is an illustration of a personal family tree starting with their great grandparents to themselves. ii) Learner earns one (1) point if the production: - is an illustration of a family tree but starting with	i) Learner earns three (3) points if the production: - includes the names/titles of the family. - the illustration shows the relationships between the different family members. - includes the title of the family tree. ii) Learner earns two points (2) if the production: - does not include all the titles of the family members. - the illustration does not show the relationships between all		Student earns one (1) point if he/she has added any element unsolicited in the instructions in terms of the vocabulary, ideas and others to make the production stand out.  /1

Expected Output	C1: Relevance of the Production	C2: Coherence of the Narrative	C3: Language Accuracy	C4: Excellence (Originality and Creativity of the Production)
	<p>the parents leaving out the relatives on the paternal and maternal sides.</p> <ul style="list-style-type: none"> <li>- has not included all the titles.</li> <li>iii) Learner earns no (0) points if the production has not followed the instructions.</li> </ul> <p style="text-align: right;">/2</p>	<p>the different family members.</p> <ul style="list-style-type: none"> <li>- does not include the title of the family tree.</li> <li>iii) Learner earns one point (1) if the production has no names and is only a tree/is a narrative and not illustrated.</li> <li>iv) Learner earns no (0) points if the production is not clearly understood/is a tree but not labelled and with no titles for the different family members.</li> </ul> <p style="text-align: right;">/3</p>		

Expected Output	C1: Relevance of the Production	C2: Coherence of the Narrative	C3: Language Accuracy	C4: Excellence (Originality and Creativity of the Production)
<p><b>A description of the responsibilities of the members of their family, and how each one of them helps in ensuring that there is no conflict in the home.</b></p>	<p><b>Learner earns two points (2) if the production:</b></p> <ul style="list-style-type: none"> <li>- is a description of the members giving their names and titles and the roles.</li> <li>- gives the roles that each of them plays in the home to ensure harmony.</li> </ul> <p>ii) Learner earns one point (1) if the production is a description but lacks the roles they play in ensuring harmony in the home</p> <p>iii) Student earns no point (0) if the production is not</p>	<p>i) Learner earns three points (3) if the production:</p> <ul style="list-style-type: none"> <li>- can be understood as a totality e.g. as unified essay giving the number of the members, their names, roles and how they contribute to the harmony in the family.</li> <li>- is logical or consistent e.g. it makes sense as a whole.</li> <li>- has logical links between the words, sentences, and paragraphs and makes it possible for a reader to move easily and clearly from one idea to the next.</li> </ul> <p>ii) Learner earns two points (2) if the production:</p> <ul style="list-style-type: none"> <li>- can fairly be understood but the sequence of the narrative is not very unified as in (i) above.</li> <li>- is fairly logical but not as in (i) above</li> </ul>	<p>i) Learner earns three points (3) if he/she uses:</p> <ul style="list-style-type: none"> <li>- grammar and vocabulary correctly such as adjectives to describe the makeup of the family and what they do.</li> <li>- relevant parts of speech such as verbs and adverbs are correctly used in relation to the task.</li> </ul> <p>Learner earns two points (2) if he/she uses:</p> <ul style="list-style-type: none"> <li>- grammar and vocabulary correctly such as adjectives to describe the family and the roles played but with less creativity than the</li> </ul>	<p>i) Learner earns one point (1) if he/she has added any element unsolicited in the instructions in terms of the vocabulary, ideas and others to make the production stand out.</p> <p>ii) Learner earns no points (0) if the production is plain with no evidence of creativity or if it is not written as an original product.</p>

Expected Output	C1: Relevance of the Production	C2: Coherence of the Narrative	C3: Language Accuracy	C4: Excellence (Originality and Creativity of the Production)
	<p>relevant to the task.</p>	<ul style="list-style-type: none"> <li>- the ideas can be identified though with not as much ease as in (i) above</li> <li>iii) Learner earns one point (1) if the production:                             <ul style="list-style-type: none"> <li>- has been written as a narrative with poor sequence of the ideas.</li> <li>- it is not logical and in some cases does not make sense</li> <li>- there are hardly any logical links between words, sentences and paragraphs.</li> </ul> </li> <li>iv) Learner earns no points (0) if the production:                             <ul style="list-style-type: none"> <li>- cannot be understood at all.</li> <li>- cannot be understood because there is no sequence of ideas.</li> <li>- has not paragraphs and if they are there in hardly any linkages between them and the sentences within.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>- student in i) above</li> <li>- parts of speech such as verbs and adverbs are used but in fewer instances than the student in (i) above.</li> <li>iii) Learner earns one point (1) if he/she uses weak grammar and vocabulary such as adjectives in relation to the purpose of the product.</li> <li>iv) Learner earns no points (0) if he/she:                             <ul style="list-style-type: none"> <li>- uses poor and wrong grammar and vocabulary</li> <li>- has no adjectives or uses them wrongly.</li> </ul> </li> </ul>	<p>/1</p>
<b>TOTAL /9</b>	/2	/3	/3	/1

# CHAPTER 2

## FINDING INFORMATION



### Introduction

By the end of this chapter, the learner should be able to conduct a survey and use the different sources of information to communicate his/her findings in writing using comparatives and superlatives.

### Teacher Preparation

The following are the materials which you will need to prepare and teach this chapter.

- dictionary
- thesaurus
- copies a newsletter, newspaper, atlas, encyclopaedia and others sources of information.
- texts in form of poems/plays/prose.



Key Words	Learning Outcomes
source of information journals periodicals encyclopaedia library internet survey consonants superlatives comparatives reference books dictionary textbooks atlas charts maps	In this chapter the learner should be able to: <ul style="list-style-type: none"> <li>• identify different sources of information.</li> <li>• find sources of information in a library or the internet.</li> <li>• use media correctly and responsibly to find information.</li> <li>• extract and present information from a recorded material.</li> <li>• summarise printed materials.</li> <li>• appreciate the different language used in reference materials.</li> <li>• appreciate the different language used in reference materials.</li> </ul>

### Activity 2.1: Listen and write

#### Listening Comprehension

Listening is the first skill which every person acquires. The ability to listen and comprehend takes practice. You are going to read the following extract to the learners. Make sure that they pay attention to you. Before reading the extract allow learners to read through the questions below which are found in their textbook.

**Read the extract twice and make sure that you are audible and clear.**

There are different sources of information. Each of these sources presents information in different ways. Some of these sources are reference books,

dictionaries, textbooks, atlases, maps, newspapers, magazines, radios, television, the Internet, newsletters and many others. We need information to know about the things around us. If we are to excel in whatever we do, we need information. At school much of the information we need is found in the textbooks and in the reference books which are found in the library. We access information by reading and listening to those who have read it like our teachers. Information makes us knowledgeable. Without knowledge we are as good as dead because knowledge is power!

You are going to read a text and ask the learners to listen carefully and answer the questions below.

### **Expected Responses**

1. Give any three different sources of information mentioned in the passage. Learners give any three from this list: reference books, dictionaries, textbooks, atlas, maps, newspapers, magazines, radios, television, the Internet, newsletters.
2. Why do we need information? We need information to know about the things around us; to excel in what we study at school.
3. Where do we find the information we need at school? We find it in the library/from the Internet/from our teachers/from our fellow learners.
4. Why is it said that, “knowledge is power”? When we have knowledge then we get informed on what decisions to take and so make the right choices.

### **Activity 2.2: Listen and say**

Just like listening, speaking is one of the primary skills which learners need to develop. At the secondary level many of the learners will be able to speak English. Since English is the second language, many will still have interferences from their mother tongues. Some of the sounds which tend to interfere in their ability to speak fluently will be covered at this level. However, there might be others that you identify as they speak which you must deal with.

**/ʃ/, /ʒ/, /tʃ/, /dʒ/**

Read the sounds and the words which use that sound to the learners first so that they get the correct pronunciation. Thereafter, ask them to try pronouncing them correctly with a partner. You may need to use the dictionary so as to get the pronunciations right.

/ʃ/ Sheep, ship, shoe

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

/dʒ/ Jeep, jeer, joke

/ʒ/ decision, usually, television

Let the learners thereafter write 3 sentences using words that have the sounds above and then read them in front of the class. Listen to learners as they help you pronounce them well.

### Activity 2.3: Write and share

#### Sources of Information

Ask learners with a partner to share where they would find information on any topic that they were not familiar with. Let them write the list and share with the other learners in class.

#### Information Box

**reference books, magazine, periodicals, journals, encyclopaedia, dictionary, thesaurus, newspapers, internet, maps, charts, Bible, Koran**

Using the vocabulary in the information box above, ask learners to:

- A. Find out what the materials in the information box are.
- B. Write which source material they 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**

If there is a school library work with the librarian. Ask the librarian to prepare a talk for the learners as a way of introducing them to the setup of the library. This is to help them to know the number system, and how to locate particular sources of information. They can be shown how to use identifying numbers, titles or web addresses.

After the visit to the library, ask them to work with their partners to create rules for using the library, imagining they have been chosen to be a library prefect.

**Activity 2.5: Read and write**

Learners in this activity will read the extract provided and write a one paragraph summary about what a library is, and what they expect to find in it. Look out for the following in their work:

- Identification of the main points
- Coherence in the presentation of the points
- Correct use of the sentence structure
- Proper use of the punctuation marks



**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 organized 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 organize 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 free encyclopaedia)**

### Activity 2.6: Read and write

At this level, learners need to be exposed to the various forms of writing so that they build their vocabulary. Here is yet another passage for them to read.

#### 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 even conducting business online as opposed to offline.

Online video and **social networking** sites like face book 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 use 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.

### ***Expected Responses***

1. Give the meanings of the following phrases/words as used in the passage above.
  - **most popular:** used by many people/the preferred source of information
  - **online:** on the net/using the phones/using the computer
  - **movie listings:** lists of what films/movies will be run
  - **accessible:** easy to reach/available for use
  - **social networking:** meeting people/contacts with other people using the Internet, face book or mobile phones
  - **sites:** sources of information on the net
2. Why is the Internet becoming the most popular way of getting information? It has a range of sources of information/it has got the latest

information/you can get information right where you are/it is a cheap way of getting information.

3. What type of information are people getting from the Internet? Information on almost any topic/subject ranging from what we study to health/religious/social information.
4. Give any 2 benefits that you think could be got from using the Internet. It is cheap/gives the latest information/gives a range of sources of information/it is accessible anytime from anywhere.
5. Give 2 dangers that could come from misusing the Internet. You may get unedited information/it may become addictive/there is no limitation on what you access.
6. Identify 3 main points from the passage on the use of the Internet.

### Activity 2.7: Think and write

#### ***'Comparative' and 'Superlative' Forms of Adjectives***

The learners need to know that the comparative form is used to compare two things, while the superlative is used to compare more than two things.

Most adjectives have 3 forms as shown in Table three below. Fill in the blanks with more adjectives in each category. Examples have been given to guide them.

**Table 2.1: Expected Responses**

Simple Form	Comparative Form	Superlative Form
<b>adjectives that add '-er' to their comparatives and '-est' to their superlatives</b>		
tough	tougher	toughest
sweet	sweeter	sweetest
smart	smarter	smartest
dark	darker	darkest
intelligent	more intelligent	most intelligent
beautiful	more beautiful	most beautiful
successful	more successful	most successful

interesting	more interesting	most interesting
<b>Adjectives that change completely</b>		
good	better	best
many	more	most
far	farther	farthest
bad	worse	worst

### Activity 2.8: Work on your own

Learners should do the following exercise on their own. Let them exchange their books and lead the discussion of the answers to the questions.

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

#### Expected Responses

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

### Activity 2.9: Read, discuss and write

#### Use of the Media to Find Information

*Ask the learners to read more about the media in the passage below, and then discuss and answer the questions that follow with a 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 read newspapers or use 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 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 there is 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***

### **Expected Responses**

1. What is the advantage of using the media as a 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.
2. Why is the media a rich source of information? It is a rich source because it covers a wide range of topics.
3. What type of topics is usually covered by the media? The topics range from politics, health to entertainment and sports.
4. According to this extract which are some of the important issues that are not taken seriously by the media and yet they affect our society?  
The issues which are not taken seriously include; the importation of

cheap things like sugar by the rich people, which affects the farmers in that country; the issue of the many young students who are dealing in and using drugs or schools that lack teachers.

5. According to Tannis McBeth, what benefit is there of reading newspapers over that of watching television or listening to the radio? The benefit of reading the newspapers is that it makes one intelligent and prepares one to take action while the radio and the television just become addictive and affect one's intelligence.

### Activity 2.10: Speak and listen

#### Conducting a Survey

##### Do you know what a survey is?

One of the ways in which we get information is by carrying out a survey. Unlike what was covered earlier in this chapter about the sources of information which is usually documented, we can also get information from people. This is what a survey is about.

With a partner ask learners to find out and discuss what they know about a survey and why they think it is important to carry out a survey. They can look up the word if it is new to them or use the Internet.

**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 about and discuss an issue.
- get real or even undated information or facts.
- compare information such as that in other sources and that from the people themselves.

Let learners know that they are going to be in school for some time and some of them are going to be professionals in many fields. Today it is important that in whatever we do we carry out research so as to get the real facts. Carrying out a survey is one way of getting information from people. This does not mean that we will not need to read information from other sources.

### Activity 2.11: Speak, listen and write

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

### Activity 2.12

Now that they know what a survey is, take them through how to conduct a survey. Read the information below and discuss it with the class.

#### 1. Planning

Doing some homework before you start surveying will be very helpful. Planning out the survey process will make sure that the beginning of the survey goes off well, and gets you the answers you need.

#### 2. Success of a Survey

Before you even 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 the learner should be able to respond to extracts in written and spoken language. They should be able to describe sequence of actions like recipes, using adjectives, verbs of preference, non-countable and countable nouns with quantifiers and appropriate sentence structures.

#### Teacher Preparation

The following are the materials which you will need to prepare and teach this chapter.

- dictionary
- thesaurus
- copies of a recipes, pictures of eating places
- texts in form of poems/plays/prose

Key Words	Learning Outcomes
Food types Recipes Dishes Adjectives Etiquette Verbs of preference Vowel sounds	By the end of this chapter, a learner should be able to: <ul style="list-style-type: none"> <li>• identify the food that is grown in the different areas of Uganda.</li> <li>• interpret recipes/articles/passages about food and nutrition.</li> <li>• sequence actions/events.</li> <li>• give clear instructions.</li> <li>• apply ‘some/’any’ countable and non-countable nouns.</li> <li>• utilise adjectives to describe taste.</li> <li>• identify and appreciate table manners and etiquette.</li> <li>• apply verbs of preference.</li> <li>• articulate correctly short and long vowel sounds.</li> <li>• analyse and evaluate how speakers present points.</li> <li>• understand basic poetic features such as stanza.</li> <li>• analyse their response to poetry with reference to a particular poem.</li> </ul>

### Activity 3.1: Listen and say

#### **Consonant Sounds**

In chapter 2, the learners were introduced to the pronunciation of some of the consonant sounds. They also saw the vocabularies which use such sounds. In this chapter, they will be introduced to yet another group in which they are given in pairs. Practise the sounds below and listen to the learners make the same sounds. Correct their errors by pronouncing it with them.

- (a) They are going to look at the use of the /b/, /p/; /d/, /t/; /k/, /g/ sounds. You will demonstrate the sounds as the students listen. These pairs represent sounds which are usually interchanged.
- (b) Ask learners to say the pair of sounds with a 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>/b/</b>	<b>/p/</b>
bat	pat
bit	pit
bride	pride
bull	pull
beep	peep

- (a) Remind them that we are looking at the sounds that are made with these letters and not the way in which they are written. Ask them to make sentences using the sounds above.

**Activity 3.2: Read and write**

Ask learners to read the following short passage silently and then aloud to a partner. The passage includes words which have the consonant sounds which they 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 cheer us up. There will be goat roasting at the end of the day to celebrate the victory for the teams which will have won in the different games. I pray that my house will be among the best performers.

- (b) Ask them to identify the words which have sounds that they learnt in part (a) and write them in their exercise books and share with a 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 a partner

Learners will discuss with a partner the difference between food and cash crops and list five types of foods grown in their home areas and put them in a table as shown in **Table 1** below.

**Table 3.1: Possible Responses**

Food Crops		Cash Crops
1. Irish potatoes	1.	2. Pine trees
2. Sweet potatoes	3.	4. Eucalyptus trees
3. Banana/Matooke	5.	6. Coffee
4. Fruits	7.	8. Tea
5. Cassava	9.	10. Sugar canes
6. Cabbages	11.	12. Sunflower

Let them explain how the different crops are grown. Note that most of the food crops are also be grown as cash crops.

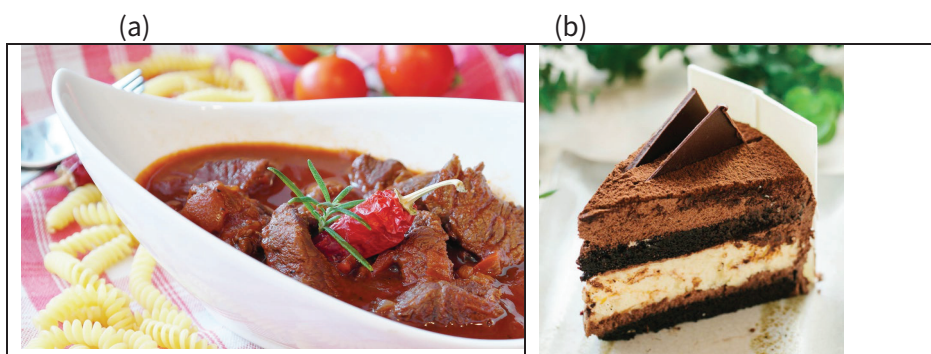
### Activity 3.4 : Discuss and write

#### Consonant sounds /k/, /g/

Guide the learners to 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**

- Ask them to look at the pictures above and name it. Let them talk to their partners about what type of food it is, and how it is prepared.
- Ask them to write a list of some of the dishes or products which can be made with the foods they have gathered in Table one, and compare with other learners 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

#### **Find out if the learners know the different ways in which food is prepared.**

In groups, let them discuss the ways food is cooked. Using **Table 2** below they should give the types of food cooked in the ways mentioned.

**Table 3.2: Possible Responses**

Boil	Fry	Steam	Bake	Grill	Roast
matooke	irish potatoes	greens	irish potatoes	chicken	meat
beans	cassava	gonja	cakes	meat	pork

In some parts of the world milk is a food for some people. Discuss this with the learners then ask them to read the instructions below on how sour milk can be prepared. Such instructions are called **recipes**.

### 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

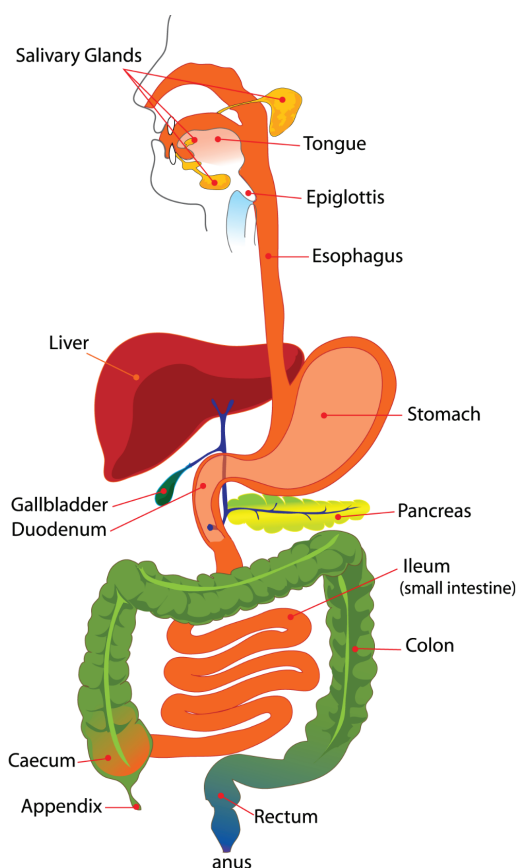
**Many** and **much** are used in the negative and interrogative sentences. The difference between them is that **much** on the one hand is used before uncountable nouns in the plural form such as money, energy, time, ink. **Many** on the other hand is used before countable nouns in the plural form such as friends, cars, books, countries.

**Ask learners to complete these sentences using *much* or *many* correctly.**

#### Expected Responses

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

**Activity 3.7: Read and enjoy**



**Figure 3.2: The digestive System**

Ask the learners to talk about what they learnt about the digestive system in primary school. They may use the illustration above to discuss with their partners the different parts of the digestive system and what happens to the food we eat, at each stage.

Let them then 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 for 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*

1. From the passage, find other words for the following:

#### **Expected Responses**

- oesophagus: food pipe
- gastric juice: acidic liquid
- the most important part of the digestive process: the small intestines
- the rectum: the anus

2. Copy the table below in your exercise book. 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**

- i) stomach
- ii) large intestine, rectum, anus
- iii) mouth
- iv) small intestine

**List B**

- i) broken down, absorbed into the bloodstream
- ii) chewed to pulp, mixed with saliva
- iii) mixed with gastric juice
- iv) water extracted, remains pushed out of the system

**Table 3.3: Expected Responses**

A. Part of the digestive system	B. What happens to the food
1. mouth	1. Chewed to pulp, mixed with saliva
2. stomach	2. Mixed with gastric juice
3. small intestine	3. Broken down, absorbed into the bloodstream
4. large intestine	4. Water extracted, remains pushed out of the system
5. rectum	5. Water extracted
6. anus	6. remains pushed out of the system

3. What is this text about? It is about the digestive system/How food is broken down in the digestive system/The process of food digestion/What happens to the food we eat.

**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'm travelling for 3 weeks. (Present continuous)
- 3. Next year, I will travel for 3 weeks. (Future)

### **‘Since’**

‘Since’ is used to refer to a particular point in time or event in the past. It 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.

After taking the learners through the above information ask them to complete the following sentences correctly using either ‘**for**’ or ‘**since**’.

### ***Expected Responses***

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

### **Activity 3.8: Read and work with words**

The learners learnt about adjectives in the primary school. Ask them if they still remember what they are. You may need to remind them that an adjective is a word which 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.

***Ask them to 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 3.9**

The activity below is meant to give practice on the use of adjectives.

**Find suitable adjectives to describe the following food.**

**Expected Responses**

- a. Sweet cake b. delicious juice c. tasty rice d. appetizing meat e. delicious samosa f. sweet mango g. delicious grass hoppers h. fresh milk i. fresh maize j. sour lemons

**Activity 3.10: Improve your writing**

Using the foods in **Activity 3.9** above, ask the learners to write sentences using verbs of preference like; 'hate', 'can't stand', and 'prefer'. An example is given below to guide them but you are free to give more examples.

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

**Activity 3.11: Use the right language****Dialogue**

In this chapter, the learners should look at the types of crops grown in their country. Discuss how some of the foods are prepared. When eating food, we are expected to have manners especially when we are eating 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. Let them first read it on their own then practise it with a 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, 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 3.12: Use the right language****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 type of



conjunctions is 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.

After the discussion, ask the learners to join these sentences using ***neither...nor*** in their exercise books.

### **Expected Responses**

1. Neither my brother nor my sister will join the race.
2. I could neither eat nor drink.
3. She neither attended the meeting nor sent a message.
4. Nyandere could neither sleep nor sit.
5. The journey was neither comfortable nor interesting.

## **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. This poem has got 3 stanzas. Ask the learners to look at any other poems either in the library or those that have read before to identify the stanzas. Some have got only one stanza while

others have more than one. This is one of the features of a poem and this makes poems different from plays or stories.

### Activity 3.13

Now ask them to read the poem above and then take note of the following:

#### Expected Responses

- i) What is this poem about? It is about food.
- ii) What are the other features of this poem? There are repeated words/ each stanza begins the same way with the words food! Food! /there is the use of exclamation marks at the end of stanzas 3&4/each stanza has four lines.
- iii) Give a suitable title for this poem. Food our life line/Food.

#### 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, the learners should be able to respond to passages in the oral and written forms, by use of persuasive language, the correct form plurals from singular nouns and the correct tenses, to communicate effectively in English language.

#### Teacher Preparation

The following are the materials which you will need to prepare and teach this chapter.

- dictionary
- thesaurus
- photographs of market places, newspaper articles about market places
- texts in form of poems/plays/prose

Key words	Learning Outcomes
market supermarket stalls measures of quantity plural forms of nouns	By the end of this chapter the learner should be able to: <ul style="list-style-type: none"> <li>• identify the value of markets to communities.</li> <li>• join in conversations/role-plays about visits to the market.</li> <li>• extract information from conversations.</li> <li>• understand stories/extracts about the topic.</li> <li>• organise information.</li> <li>• communicate and write about his/her personal experience.</li> <li>• use vocabulary and tenses related to market scenarios.</li> <li>• form plurals of nouns.</li> <li>• utilise punctuation marks appropriately.</li> <li>• understand advertisements and promotional materials.</li> <li>• employ language to persuade.</li> <li>• understand persuasive techniques related to selling a product or service.</li> <li>• state personal opinions.</li> <li>• hold a conversation that involves explaining and giving reasons for their views or choices.</li> </ul>

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 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

Find out from the learners:

1. If they have ever been to a market, which stall or seller they liked best and why. Then ask them to write at least 10 items that come from a market.
2. Let them talk with a partner and later share their lists in a 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. Let them think about the activities which take place in a market and describe what takes place in a market which they have either visited or seen in a film. In their description they 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: Role play

At the market there is always a lot of conversation that takes place between the sellers and the buyers. Ask learners to write five questions that might be asked at the market. In groups, share the questions which they have developed.

Guide them to role play buying and selling at a market.

#### Activity 4.3: Field work

Organise a visit to a market near your school and ask the learners to do the following which will also form part of what they will have in their reports:

- 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.

#### Activity 4.4: Role play

##### **At the Market**

Here is a conversation at the market. Ask learners to first read it alone and then read with a partner.

**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

Here is an opportunity for learners to develop the reading skill. Ask them to read and respond to this extract.

**The story below about the experience of a teenager like you; read it 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.

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



### **Expected Responses**

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

1. **sky-rocket:** high/very expensive/very high price
2. **overwhelming:** too much/more than the ordinary
3. **aggressive:** tough/over bearing/pushy/noisy
4. **exhausted:** very tired/worn out
5. **groceries:** the things bought from the market/the food from the market/fresh food.

### **Activity 4.6: Write**

After reading the extract above, write two paragraphs of an experience that you have had in a market. 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. Write two sentences on each word so that you learn how to use them well.

- i) bargain
- ii) discount
- iii) purchase
- iv) fingers
- v) kilo



- vi) weighing scale
- vii) cluster
- viii) bunch
- ix) quantity
- x) heap

#### Activity 4.8: Letter writing

Ask learners if they remember what they learnt about letter writing in 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,  
5th November 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 visited. You may include a list of five things that attracted you most during the visit. Use the correct vocabulary and punctuation to make your letter interesting.

#### 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 advertisements that have been included there and discuss with your partner the language and the illustrations used.

Advertisements 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. Advertisements often give opinions and not facts and sometimes the information in an advertisement maybe misleading. Below are examples of such slogans. Study the illustrations and discuss the slogans with your partner. What is the purpose of advertisement?

	<p><b><i>“Kill your thirst with pure, fresh and tasty Sunlight juices Why drink something else when there is Sunlight.”</i></b></p> <p><b><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></b></p>
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Ask the learners to work with a partner to create an advertisement for a new market that is to open soon near their school. Guide them to follow these steps which are given in their textbooks:

- 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 you as shown in the example above.
- Decide on the picture that you want to use for your advertisement. You may use the Internet to get images or use cut-outs from magazines or newspapers.

#### Activity 4.10: Listen and talk

##### **Radio and Television Promotions**

Discuss with your learners and let them know that apart from advertisements written in the newspapers, there are many that are run on the radio and television.

Ask them to work with a partner, let them listen to the advertisements provided by you or a fellow learner and after, let them compare those that are broadcast on radio with those run on the television.

Ask them for the advantages and disadvantages of using the radio and the television. You may use recorded advertisements on radio and TV for this lesson to guide the teaching and learning process.

#### Activity 4.11

In groups, let them design a radio or television advertisement. Ask the learners to perform it in front of the class. Listen to the presentations and make comments on each of their presentations for improvement. Encourage them, if possible, to use the ICT facilities to design their advertisements.

#### Activity 4.12

##### **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

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

**Expected Responses**

**Table 4.2: Plurals for the given nouns**

<b>Singular</b>	<b>Plural</b>	<b>Singular</b>	<b>Plural</b>
Bus	<i>buses</i>	Sugar	<i>Sugar</i>
Goose	<i>Geese</i>	Salt	<i>Salt</i>
Mango	<i>mangoes</i>	Flour	<i>Flour</i>
Meat	<i>meat</i>	Chicken	<i>Chickens</i>
Sheep	<i>Sheep</i>	Potato	<i>Potatoes</i>
Fish	<i>Fish</i>	Cassava	<i>Cassava</i>
Greens	<i>Greens</i>	Yam	<i>Yams</i>
Market	<i>Markets</i>	Box	<i>Boxes</i>
Loaf	<i>Loaves</i>	Rice	<i>Rice</i>
Chief	<i>chiefs</i>	Grain	<i>grains</i>
Spice	<i>spices</i>	Mutton	<i>mutton</i>

### **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 (MP) asking him to use his position to ask government to put up a market.
2. Use persuasive language in the letter to convince the MP that the market will be of great use to the community.

### **EVALUATION GRID**

For the task above, you will use the correction grid below to evaluate the work of the learners. This grid helps give justification for the level in which the learner falls so as to avoid subjectivity. A learner, who scores a total of 2/3 from the three (3) expected outputs, is considered competent. For the learners below this mark there will be need for remedial which should be based on the area of weakness as per the criterion in the grid.

## CHAPTER 5

### CHILDREN AT WORK



#### Introduction

In this Chapter, the learners should be able to respond to questions about the passage in both oral and different written forms. The passage should be about the different types of work done by children by expressing their opinions using adverbs of time and in the correct tense.

#### Teacher Preparation

The following are the materials which you will need to prepare and teach this chapter.

- Dictionary
- Thesaurus
- Illustrations, newspaper articles about children working for example at a stone/sand mineral quarry

- Texts in form of poems/plays/prose

Key Words	Learning Outcomes
work labour workplace interrogatives adverbs of time	By the end of this chapter the learner should be able to: <ul style="list-style-type: none"> <li>• identify the kinds of work carried out by children in your communities.</li> <li>• apply vocabulary related to work and the workplace.</li> <li>• evaluate work in different settings.</li> <li>• express opinions in discussions.</li> <li>• comprehend extracts/stories/magazine articles.</li> <li>• name works that children do in different places.</li> <li>• discuss topics arising from their reading.</li> <li>• apply 'wh' interrogatives to question the views of others in a debate.</li> <li>• use adverbs of time correctly.</li> <li>• evaluate poems with a similar theme.</li> <li>• analyse their response to poetry with reference to a particular poem.</li> <li>• create opinions about a book in a review and other formats based on specific character and plot points.</li> <li>• analyse prose in order to identify themes and structures.</li> </ul>

### Activity 5.1: Talk and write

#### CHILDREN AT WORK

Ask learners in pairs to talk about the above picture, and then discuss the types of work that children do at home, in schools and in their community. Ask them to fill in the table below showing that type of work that is done by children in the three different places and present to the rest of the class.

**Table 5.1: Types of work children do**

Home	School	Community



**After they have done the presentation, discuss with them as follows:**

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, 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.

Find out if they 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.

**Activity 5.2: Library search**

Using the Internet or the library, ask learners to find out more about child labour and write down five dangers of child labour in their exercise books.

**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.

Ask the learners the kind of job they would want to do when they grow up. Let them give three features that they would look for in that job. An example is given below.

I would like to be a teacher because teaching:

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

Here is a list of features that they could use to support the job of their choices:

- Secure
- Opportunities to travel

- Opportunities for further training
- A good salary
- Housing provided
- It is interesting
- A chance to meet other people
- Long holidays

Let them share their lists with a partner.

### Activity 5.4: Read

Ask learners to 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 Marilaine'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**

### ***Expected Responses***

1. Why did Marilaine's father take her to the capital to work? Because he did not want to spend money on her for fees and feeding.
2. Why do you think the family she was working for was angry when Marilaine escaped? Because they had paid her family and now she had been taken away.
3. When Marilaine was taken back to her mother, why wasn't she happy to see her? Because they did not have what to feed her on.
4. What do you think can be done to stop children like Marilaine from being taken to work as labourers away from their homes? The parents must be encouraged to have the number of children they can look after/The parents can be supported to have money generating activities to support the families.

**Ask the learners to use their dictionaries to 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, learners should write what they have learnt about children who work as a way of learning how to write summaries.

### Activity 5.6: Debate

You are going to guide learners how to hold a debate. Remind them that a debate has two sides: the proposers and the opposers.

In preparation for the debate, discuss the motion and ask them to 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 they have written their points prepare them for the class debate on the same motion.

### Activity 5.7: Letter writing

In **Activity 5.3**, the class looked at the jobs which they would wish to do and gave the features that make those jobs attractive to them. Ask them to recall the job they chose. Now ask them to write a letter to a friend mentioning the job they have chosen with reasons for their choice. They could also include what they would use the money they will have earned for. Remember that this is an informal letter.

### 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. Now ask them to 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
700 – 8.00am	Wash the previous night's utensils	-do-	-do-	-do-	-do-	-do-
8.00 –	Wash the	Go to	Go with	Wash	Go to	Wash

10.30am	clothes	the garden	mother to the market	clothes	the garden	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 – 1.00pm	Revise her books	-do-	-do-	-do-	-do-	-do-
1.00 – 2.00pm	<b>L</b>	<b>U</b>	<b>N</b>	<b>C</b>	<b>H</b>	
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 and watch TV	-do-	-do-	-do-	-do-	-do-
9.00 – 10.30pm	Have supper, say her prayers and prepare to sleep	-do-	-do-	-do-	-do-	-do-

Ask them, using the adverbs of time above, to write 5 sentences about what Winfred does every day.

### Activity 5.9: Write

In this activity, ask them to write three sentences giving how often they:

- 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 their home.”

1. Write your reasons for whether you agree or not in preparation for your presentation.

## LITERATURE

Let the learners share with a partner how different poems are from stories. They could use a table like the one below to give 3 differences. An example has been given to guide them.

### **Possible Responses**

#### **Poetry**

Short sentences  
Has rhymes  
May have repetitions  
May not use full sentences

#### **Story**

Long sentences  
Has no rhymes  
Does not use repetitions  
Needs to have full sentences

Now prepare them to read two poems and after make a comparison between them by identifying the similarities and differences between them.

### **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, rickety, rack!  
And now for a roaring rushing race  
On my smooth and shining track!  
(By E. Worsely-Benson)

## CHAPTER 6

### ENVIRONMENT AND POLLUTION



#### Introduction

In this chapter, the learners should be able to respond to issues raised in recorded and written texts about environmental pollution. They should be able to do research on the causes and the effects of pollution, create own articles about preservation, and use modal verbs and their relevant vocabulary correctly.

#### Teacher Preparation

The following are the materials which you will need to prepare and teach this chapter.

- dictionary
- thesaurus

- illustrations, newspaper articles about environmental degradation showing water, air and soil pollution
- video clips on how to improve the environment
- texts in form of poems/plays/prose

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

### Activity 6.1: Did you know?

#### **What is Environment?**

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?

You are going to read the following passage to the learners to test their listening skills and the ability to get main ideas from spoken articles. Before you read, write the following questions on the board for them to read them before listening to you. After you have read the article twice, allow them to write the answers to the passage. Make sure that they do not write as you read so as to train them to listen attentively.

#### **Questions for the Listening Passage**

1. Name the three things that make up our environment.

2. How do cars pollute the air?
3. Name the three things that cause soil pollution.
4. What is causing problems on Lake Victoria?

### **Protecting our Environment**

**Ask them to read the following and have a discussion with them.**

Our environment consists of the air we breathe, the lakes, rivers and water resources we use for drinking and watering our crops, and the soil we grow our crops in. Almost everything we do has some effect on our environment. Sometimes we improve our environment, but usually what we do makes it deteriorate. We must think about how we can conserve and improve the environment, rather than pollute and destroy it.

Air pollution is caused by smoke from factory chimneys, by the dirty, smelly smoke that comes from the exhausts of vehicles, especially old ones and by the smoke from burning rubbish or the burning of waste when forests are cleared and trees cut down for timber and charcoal.

Soil pollution is caused by using too many chemical fertilisers by over grazing and by dumping refuse, especially garbage which contains polythene bags (buveera), which do not rot when thrown away.

Water pollution is caused by the drainage of chemicals and fertilisers into our lakes and rivers and by the discharge of untreated industrial waste and human waste into our rivers and wetlands. This encourages the growth of weeds such as water hyacinth, which is causing problems in places such as Lake Victoria where it is stifling the fish.

#### **Activity 6.2: Read and respond**

Discuss with the learners that pollution is now a global concern and even here in Uganda, we have started getting affected by its effects. After the discussion ask them to read the extract below and before they answer the questions that follow, have another discussion on the extract.

### **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 urbanization 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 Organization (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... In Uganda, 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 tie 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/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 form 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 a 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**

#### ***Expected Responses***

1. According to this passage, what is the cause of millions of deaths every year? Pollution
2. Where in Uganda is the biggest problem of air pollution being faced? In the urban areas.
3. What are the 2 main causes of air pollution in Uganda? Transport, open space burning, indoor smoke, mining.
4. Which type of disease has become common in Uganda as a result of air pollution? Chronic lung disease/bronchial asthma/chronic obstructed lung diseases/lung cancer
5. What is the cause of lung diseases in the rural areas? Indoor pollution from smoke
6. What is the danger of having many cars in the urban areas of Uganda like Kampala? It has increased exhaust fumes which have brought about air pollution.
7. What, according to the passage, is the advantage of walking rather than using a car? It gives people the opportunity to exercise and therefore keep fit.
8. What are the other dangers of pollution if any? It raises the cost on medical bills/It affects both the young and the old.

**Activity 6.4**

**Air Pollution**

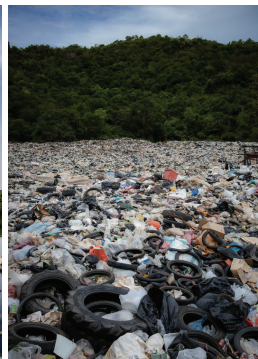


**Figure 6.1: Air Pollution**

**Water Pollution**



**Figure 6.2: Water Pollution**



**Figure 6.3: Soil Pollution**

Ask learners to study the three photographs above and discuss as a class. There are 3 main types of pollution namely air, water and soil pollution. Find out if they know the effects of pollution on our lives. Let them then read the passage below and find out the effects of pollution on us.

**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
- Neurobehavioral 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 © Irina Gray & Tropical-Rainforest-Animals.com*

You may use the Internet to get alternative texts about the types of pollution.

Now guide the learners to write a summary of about eight sentences, about the effects of each type of pollution on human lives. Encourage them to use their own words as much as possible.

Now that your learners have learnt about pollution on our lives, let them using the information above or any other from the library or the Internet present their findings in a table as shown below.

**Table 6.1: Effects of pollution on our lives**

Type of pollution	Effect on Humans
Soil	<ul style="list-style-type: none"> <li>• Developmental damage to the brain.</li> <li>• Kidney damage.</li> <li>• Liver toxicity.</li> <li>• neuromuscular blockage</li> <li>• headaches, nausea, fatigue, eye irritation and skin rash</li> </ul>

Air	<ul style="list-style-type: none"> <li>• Reduced lung functioning</li> <li>• Irritation of eyes, nose, mouth and throat</li> <li>• Asthma attacks</li> <li>• Respiratory symptoms, such as coughing and wheezing</li> <li>• Increased respiratory disease, such as bronchitis</li> <li>• Reduced energy levels</li> </ul>
Water	<ul style="list-style-type: none"> <li>• In the aged: Parkinson's disease, multiple sclerosis, Alzheimer's disease, heart disease, and even death.</li> <li>• In children: slower reflexes, learning deficits, delayed or incomplete mental development, autism and brain damage.</li> </ul>

#### Activity 6.6: In my opinion

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

After the discussion, let them write down in their exercise books what they have agreed should be done. What they are going to give are their own opinions and so this is how they will be expected to write their sentences:

- *In my opinion, every home should contribute towards their rubbish disposal.*
- *In my view, factories should have proper disposal places for their waste.*

#### Activity 6.7: Use of modal verbs

You are going to introduce the learners to Perfect modals by looking at the way they are used in the different sentences as given in parts A-C. Discuss the difference and ask them to generate their own after each of the sections.

**A. Ask the learners to look at this sentence:**

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

Then compare it with the following sentence:

- (b) We ought to have solved the problem of pollution in our community.

Ask them if this is a suggestion or a complaint.

**B. Now let them compare these two sentences below:**

- (a) We shouldn't burn polythene bags; it pollutes the air.
- (b) 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! Ask them which sentence is which.

**Let them 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.

Ask them which sentence says it is too late to stop the air pollution.

**C. They should compare these two sentences:**

- (a) It would be a good idea not to pollute our lake.
- (b) It would have been a good idea not to pollute our lake.

Then ask them which sentence says the lake has already been polluted.

**Now ask them to read this dialogue and choose the correct form of the verbs in brackets in their exercise books and discuss the answers as they mark each other's work.**

***Expected Responses***

- A. Proper disposal of wastes is something that the government should have (promoted) many years ago. Now it is too late!
- B. I disagree, my friend. Of course, it (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) 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) ourselves.
  
- A. What (could we do)?

- B. Dispose of waste properly; not pollute our rivers and lakes – all the things that we (should have done), but didn't. Now is our chance to change our ways!

### Activity 6.8: Write

Ask the learners to complete these sentences with a suitable modal together with the correct form of the verb in brackets.

#### **Expected Responses**

- a. That was the wrong way to do it. You should have done it like this.
- b. There were several possibilities: we could have bought a smaller one, for example.
- c. I don't know what you will decide, but in your position I would not have gone to the meeting.
- d. Our father would have planted more trees if he had understood the part they play in cleaning the air that we breathe in.
- e. I think that in future we have to follow the government's advice.
- f. We have already bought some small trees, so one thing we have to do is use them to replace the trees we cut down.

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

#### **Expected Responses**

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

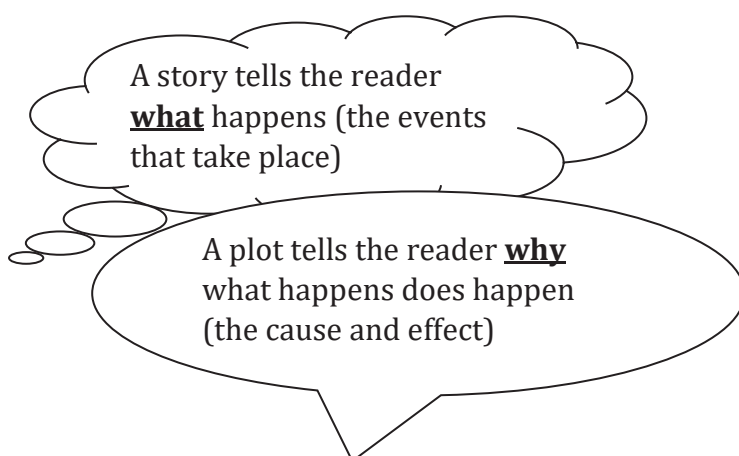
**Change the verbs in the brackets to the correct tense to complete the following sentences.**

***Expected Responses***

- i) She has been married for ten years now and they have not broken up.
- ii) My brother had been in the US for five years by the time he invited me to visit him.
- iii) Nowadays most African countries are members of the African Union.
- iv) Uganda has been independent since 1962.
- v) Easter does not come on the same date every year.

**Activity 6. 9: Literature**

Use any literature materials which may be available around your school, and is suitable for the learners at this level to handle this activity.



Now ask them to make 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.

**POETRY**

Look for two poems, one by a poet from the western world and another written in Africa and ask the learners to read in groups so as to identify:

- The main ideas which are called themes, in the poems.
- The way in which the poems are written.

- The main differences between the poem written by Africans and that written by non-Africans.
1. Discuss the differences and let the learners know that each of the poems is different according to the different situations.

### 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 telling a friend you were with at primary school what you have learnt about keeping the environment clean and the dangers of not doing so.
2. In the letter give how you preserve the environment in your new school.



## CHAPTER 7

### URBAN AND RURAL LIFE



#### Introduction

In this chapter, the learners should be able to respond to issues related to urban and rural life. Use regular and irregular verbs, adverbs, sentence connectors and conjunctions, adjectives and conditionals to create imaginative accounts of life in either setting.

#### Teacher Preparation

The following are the materials which you will need to prepare and teach this chapter.

- Dictionary
- Thesaurus
- Illustrations, newspaper articles about rural and urban life.
- Texts in form of poems/plays/prose

Key words	Learning Outcomes
<b>urban</b> <b>rural</b> <b>advantages</b> <b>disadvantages</b> <b>regular</b> <b>irregular</b> <b>consonant sounds</b> <b>adverbs of time, manner and frequency</b> <b>connectors</b> <b>conjunctions</b> <b>superlatives</b> <b>comparatives</b> <b>conditionals</b> <b>verb forms</b>	In this chapter the learner should be able to: <ul style="list-style-type: none"> <li>• state advantages and disadvantages of urban and rural life.</li> <li>• participate in conversations/role-plays about rural and urban life.</li> <li>• appreciate written accounts of young people’s experiences of success in different settings.</li> <li>• utilise regular and irregular verbs.</li> <li>• articulate consonants sounds that are often confused.</li> <li>• carry out a debate on a motion related to rural/urban life.</li> <li>• use adverbs of time, manner and frequency.</li> <li>• employ the appropriate vocabulary and tenses.</li> <li>• support his/her views in writing.</li> <li>• use sentence connectors and conjunctions.</li> <li>• compare poems with a similar theme.</li> <li>• analyse their response to poetry with reference to a particular poem.</li> </ul>

### Activity 7.1: Listen and Say

Inform the learners that 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 the learners may already know. Ask them to read the two poems from the different settings to learn more. Inform them to take note of the message and the way in which it is written as they read.

Let them read the poem aloud to a partner and go round the class taking note of the pronunciation of the words. You may ask some of them to come to the front of the class and read aloud.

## LIFE IN THE URBAN AREA



**Figure 7.1: Urban life**

### **Urban Life**

People shouting

Factory pollution

People rushing for the bus.

An accident here.

Vehicle inspection there.

Hooters – non-stop.

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



### 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: Write**

After reading the poems, let them answer the questions below. Go through the answers with the whole class or taking the books for marking.

### Questions about the Two Poems

#### Expected Responses

1. From the two given poems give the points which help you to get a true picture of life as it really is in either the town or the village.

**Urban life:** People shouting, factory pollution, people rushing for the bus, accidents, hooting of horns, thin dogs wandering, dirt and litter, no animals like rabbits or bucks, lights everywhere, everything is bought and you see people spitting on the pavements.

**Village life:** unending work, old women dark and bent working on the land, young wives work like donkeys, from cock crow to setting of the sun with babies tied to their bellies.

2. Which of the places would you prefer to be in and why? The answers of the learners should be convincing in the way they use the language.
3. Look at the adjectives in this box and put them in a table as shown. An example has been given to guide you.

#### 7.1 Expected responses

Urban life	Village life
Noisy	hard
Fun	exhausting
Relaxed	busy
expensive	cheap
Polluted	clean
dangerous	safe
Difficult	monotonous

#### Activity 7.3

Working with a partner, ask the learners to list five advantages and five disadvantages of rural life and urban life.

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. Ask the learners to discuss the reasons why some people may want to change from the rural to the urban or vice versa.

In groups, let them 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 and ask them to share with the whole class.

#### Activity 7.4: Debate

You have, with your class, now discussed much about urban life and rural life. Prepare the class to participate in a debate. Remind them to identify the proposers or opposers. Agree on the motion for the debate.

#### Activity 7.5: The use of the future tense

The learners are now 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 get my salary tomorrow.
7. 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

Now ask the learners to do the exercise below to practise the use of the future tense.

**Choose between 'will' and 'shall' according to the general rule that you have just learnt above.**

#### ***Expected Responses***

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

### Activity 7.7

Now that they have learnt about the three different forms of expressing the future let them try out the following summary exercise.

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

#### ***Expected Responses***

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

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

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

### Activity 7.8

#### ***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. Here are a few examples to share with the class:

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.

You may generate other sentences with the class before giving them the exercise below.

#### ***Change the following sentences into the 'going to' form of the future***

1. John is going to be waiting for us there.
2. We are going to write the invitation letters in the afternoon.
3. He is going to lend me the money to go to the village.
4. My father is going to build a new house in the city.



5. I'm afraid it is going to cost a lot of money.
6. They are going to grow beans in their garden.
7. We are going to work harder next year.
8. The dining-room is going to be painted next week.
9. I am going to have three weeks holiday this year.
10. Our house in the village is going to be pulled down soon.

### LITERATURE

In pairs ask the learners to 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. After reading the poem, ask them to discuss with a partner the differences between a poem, story and a play and write down these differences and share them with another pair.
2. Now ask them to compose a poem of their own about either urban or rural life.

**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 okay as long as you make use of what is there.
2. Use regular and irregular verbs, adverbs and adjectives correctly in your article.

## CHAPTER 8

### TRAVEL



#### DIFFERENT MEANS OF TRAVEL

##### Introduction

In this chapter, the learners should be able use adverbs, adjectives, conjunctions, real and unreal conditionals to respond to experiences related

to travelling such as means of transport, filling in travel documents, making reservations and giving directions.

### Teacher Preparation

The following are the materials which you will need to prepare and teach this chapter.

- dictionary
- thesaurus
- copies a newsletter, newspapers, articles, forms about travel
- texts in form of poems/plays/prose

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

### ACTIVITY 8.1: Listen

You are going to read to the class an experience of a young person like them, who travelled far from home for the first time. Before they listen to you, write the questions on the board which have also been given in their textbooks. After you have read it twice, allow them to write down the answers. Make sure that they do not write as you read so as to train them to listen attentively.

#### **Moving from Kisoro to Norway**

My name is Byaruhanga Allan. I was born and raised in a remote village of Kisoro. Our place is at the foot of the Muhabura Mountains in south western Uganda. It is hilly and usually very cold in this part of the country.

Since it is a remote area many people have moved away and gone to study or to work in other parts of the country, especially in the capital city of Kampala. We also have a few who have left the country all together and gone abroad.

I longed to be like them and studied hard because I knew that it was through education that I would be able to achieve my dream. Hard work paid off when I passed with flying colours after my senior six. The District Education Officer advised me to apply for a scholarship in Europe to pursue an engineering course. The application was granted and I was to study in Stavanger in Norway for a period of five years.

I had one month in which to prepare myself. I had to get a passport and a visa which were a requirement for me to travel. I was to travel by air from Entebbe to Norway and the thought of it both excited and scared me. I also had to get vaccinated against yellow fever and hepatitis B.

The day finally came and I moved from Kisoro to Kampala by bus, then from Kampala to Entebbe airport by taxi and finally from Entebbe to Amsterdam then to Stavanger in Norway by aeroplane. It was the longest journey I had ever made, for the flight took ten hours because of the connection I had to make at Amsterdam. I finally got there and it was so different from my home district of Kisoro. My experiences in Norway will be a story for another day!

After you have read this extract give the learners time to respond individually to the questions below. Ask them to exchange their books and then guide them as they share the responses. Remind them of the importance of integrity when they mark their own work.

### Questions

#### *Expected Responses*

1. Where did the writer go for further studies? He went to Stavanger in Norway.
2. What were his feelings as he prepared for the journey? He was both scared and excited.
3. What two things did he have to do before he could leave his country? He needed to get a passport, a visa and vaccination. (They should give any two from this list)
4. What means of transport did he use? He went by air/ He used an aeroplane.
5. How long was the flight? It was ten hours.

#### **Activity 8. 2: Group work**

In groups ask the learners to discuss:

- the means of transport that there are in terms of comfort and speed.
- 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 one for example from your home to your village in another district.

Let them write their answers, and then later present to the rest of the learners in class.

#### **Activity 8. 3: Speech work**

**/b/ /p/**

Guide the learners to read the following pairs with a partner as you move round the class listening to the difference in sound between them.

/b/	/p/
Big	Pig
Bin	Pin
Bill	Pill
Best	Pest
Robe	Rope
Rib	Rip

Ask them to make three sentences using each of the pair of words in the table.

**For example:**

*Take the big pig to the market today.*

**NOTE:** You may use recorded sounds to help the learners with the pronunciation of the confusing sounds.

#### Activity 8.4: Work with words

Riddles are one of the interesting ways of tasking the learners to use their brains to solve problems. Here are some of the examples to use with your class.

**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?

**Expected Responses**

1. An aeroplane
2. A bicycle

Now in groups ask the learners to compose their own riddles about means of transport while the rest provide the solutions.

You may ask them to use the Internet to get more riddles and share with a partner. But remind them to only get those related to the chapter.

**Activity 8. 5: Speech work**
**/k, /u/**

Here are more of the words whose sounds are easily confused. Ask the learners to read them with a partner while you go round the class listening to the difference between their sounds.

**/k/**
**/u/**

Buck	Bug
Dug	Duck
League	Leak
Pig	Pick
Plug	Pluck
Lug	Luck

Now after they have presented to the whole class, ask them to compose three sentences using any pair to show that they have learnt the differences between the words.

**For example:**

*The duck dug a hole in the pond.*

**Activity 8.6: Dialogue**

Now it is time for dialogue. Ask the class to first read the following dialogue silently, then get volunteers to come and present in front of the class. Remember to give comments at the end of each presentation and not during to avoid killing their self-esteem.

**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 2 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: Read and comprehend

#### 1. 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.

Discuss the announcement above then ask the learners to look up the meanings of the words that are underlined in the passage above.

#### 2. TRAIN ANNOUNCEMENT

This is another announcement but this time at the railway station. Discuss it after they have read it.



**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.”*

Now ask them to identify the similarities and differences between the two announcements and write their answers in their exercise books.

#### **Activity 8.8: Role play asking for directions**

Your learners 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. Remind the learners that they learnt much about polite language in their primary school and it is still important even at the secondary level.

Ask them to read the dialogue below and note how polite language is used and then write a dialogue of their 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 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 work

/r/ /l/

Ask the learners to read the following pairs with a partner and go round the class listening to the way they sound them.

Road	Load
Rice	Lice
Right	Light
Rake	Lake
Play	Pray
Rock	Lock

Now ask them to generate three sentences using any pair to show that they know the differences between the words.

**For example:** You need to use the right light to read.

### Activity 8.10: Read and Write

#### A Travel Guide Book

Discuss the following information with the learners.

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 which one would find in a guide book. Let them read the information and answer the questions that follow.

**Countries and territories**



**Figure 8.2: A map**

**Burundi**

On the shores of Lake Tanganyika, it is 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 is a relatively small nation and 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 has 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

**After reading, let them answer the questions that follow.**

#### ***Expected Responses***

1. Of what use is a guide book? It helps travellers know more about a place, how to travel and where to stay.
2. What is another name for a guide book? It may be called a travel guide.
3. What type of travellers will need a guide book? Those travelling to foreign countries or to places which they have not been to.
4. Which are the countries mentioned in this guide book? Burundi, Rwanda, Uganda, Tanzania, Kenya, Djibouti, Ethiopia, Eritrea and Somalia.
5. Mention 2 things written about Uganda in this guide? It is the best place for treks into the Congolese jungle and to the mountain gorillas and there is lots of wildlife.
6. Look at the map in this guide and write the features that have been used. Lakes, islands, the different countries
7. Which of the destinations mentioned would you like to visit and why? Any answer from the learners with convincing reasons will be accepted. But the country should be one of those mentioned in number 4 above.

**Activity 8.9: Filling in a form**



**Figure 8.3: Entebbe International Airport**

Find out if the learners have ever had to fill in a form. This could have been when they joined this school. Inform them that if one is to travel outside the country they will need to fill in a form. In this form one is expected to provide information regarding where they are going, for how long they will be staying in the country they are visiting, the purpose of the visit and the means of transport have used.

Use the form below or any that you may have access to and guide the learners in a discussion on the features on this form. Let them try filling it in, to practice how to fill in such forms.

The image shows two travel forms side-by-side. The left form is an 'ARRIVAL CARD' and the right is a 'DEPARTURE CARD'. Both forms are for flight number RI27766247. They contain various fields for personal information (name, sex, nationality, date of birth, passport number, date of expiry, country of residence, last place of embarkation), travel details (flight number, vessel name, vehicle registration, accommodation, intended length of stay, address in Indonesia), and official use (BVKS, VITAS, YOA, VS, VK). There are also checkboxes for occupation (Professional/Technical, Management/Administration, Sales/Clerical, Student, Housewife, Others) and purpose of visit (Business, Official mission, Convention, Holiday/Visiting friends/relatives, Education, Leisure, Others). The forms are numbered (2) and (4) at the bottom.

**Figure 8.4: A travel form**

Thereafter ask them 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: Write

When we are planning to stay away from home and in a place like a hotel, we need to call the hotel and make a booking or reservations. Let them find out from the dictionary or the Internet what reservations are.

Bookings are 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/the 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-bedrooms 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.

Guide learners to write an imaginary letter to Top of the World Cottages and Campsite, to make a booking. The letter will be a formal one with all the features of a formal letter, giving details of the number of people that they will be travelling with, the number and sizes of the rooms that are needed and the number of days that they will spend there. Collect their books to check on the format used, the details given and the language used.

#### **Activity 8.12: Write**

Ask the learners if they have ever seen a greetings card by mentioning what is usually written on it. These are informal messages but written on a card. Ask learners to bring to the class sample greetings cards for examples 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 you may share and discuss with the learners about what is written on 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.

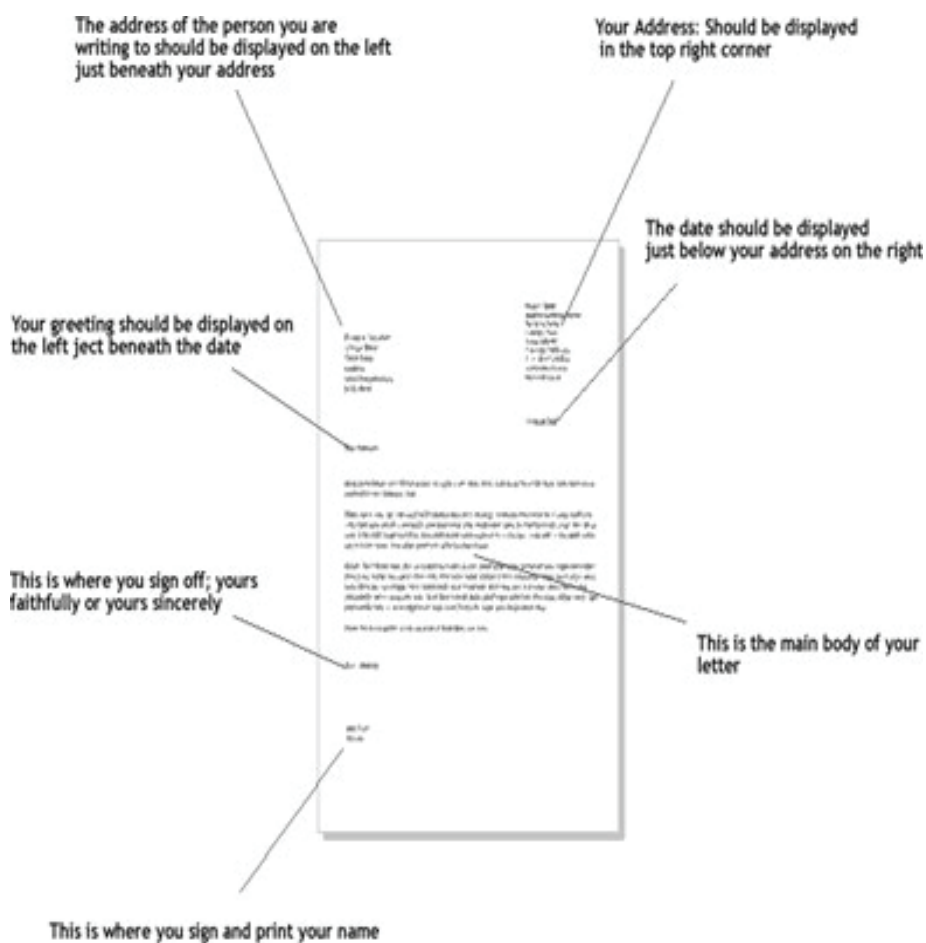
Now ask the learners to imagine they have gone away for a tour in one part of Uganda that they had not been to. Let them design a greetings card to a friend to let them know about the tour. Remind them that they have to be brief and to the point. They may also use ICT to design their cards.

### Activity 8.13: Write

#### Formal letters

Your class has already learnt how to write an informal letter. Let them refresh their minds by discussing with a partner what an informal letter is. For this activity you will take them through what formal letters are and when they are

used. But first let them look at the example below and discuss with a partner the different parts of a formal letter. You may prefer if you can to get a real formal letter and get photocopies and use them to teach the structure of a formal letter.



Now ask them to write a formal letter either asking for information from a tour and travel company about a trip they are supposed to make for a function outside the country. They should make a booking with a travel company regarding a journey that they are planning to make.

Remind them to use polite language and to be clear on what it is that they want.

**Activity 8.14a: The Real and unreal conditionals**

For this Activity 8.14 a, and b, you will have to explain the rules of using the real and unreal conditionals.

**If (1)**

If (1) is used 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.

It is usually used with 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**

Now ask the learners to complete the following sentences in as many different ways as they can, using '**must**', '**need not**', '**may not**', '**may**' or '**can**'.

**Expected Responses**

1. If you don't want to see him, you need not go to his place.
2. If he arrives tomorrow, you must tell him that his mother is in town.
3. If he misses the train, he may not get there in time.
4. If they want to see the doctor, they must set off early in the morning.
5. If she complains, you may not get what you want from her.

**If (2)**

If (2) is used when there are conditions that cannot be fulfilled and then to imagine what might happen if the impossible came true.

If we want 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:** If he were a river, he would be too lazy to reach the sea.

### Exercise

Let them complete the following sentences in as many different ways as possible. Note that some are **impossible** and some are **quite likely**.

### Expected Responses

1. If I were a king, I would make a difference in the lives of my people.
2. If horses had eight legs they would be very fast.
3. If that cow has a broken leg it will have to be slaughtered.
4. Unless you tell me I will not be in position to help you
5. If I lived in London, I would be able to see the queen.
6. If I was my father, I would love my mother very much.
7. If I had two heads, I would never get tired.
8. If I see you this afternoon I will tell you what to do.

### Activity 8.14b

#### If (3)

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

#### For example:

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

### Exercise

Ask them to change the following conditions from **present** or **future** time into **past** time.

### Expected Responses

1. If he goes, I shall go with him. If he had gone, I would have gone with him.
2. If my mother doesn't write, I shall send her a greetings card. If my mother had not written, I would have sent her a greetings card.
3. If the young man wants to see me, he can come to my office. If the young man had wanted to see me, he could have come to my office.
4. If Eria is late the bus will not wait for him. If Eria had been late the bus would not have waited for him.
5. If the bus is on time, they will catch the ferry easily. If the bus had been on time, they would have caught the ferry easily.
6. If the driver drives carefully, there will be no danger of an accident. If the driver had driven carefully, there would have been no danger of an accident.
7. If he goes, he will let us know. If he had gone, he would have let us know.
8. If she plays netball all day, she will get tired. If she had played netball all day, she would have been tired.
9. If he doesn't want to know, he needn't ask. If he had not wanted to know, he needn't have asked.
10. If he learns to swim, his mother will give him a new pen. If he had learnt to swim, his mother would have given him a new pen.

### Activity 8.15: Language use

#### Conjunctions

In your primary school, your learners learnt about conjunctions. Find out if they remember what we use them for and let them 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**.

Guide them to join the following sentences using the conjunctions **and, but, and or** correctly.

1. All the village children were delighted to see the new class rooms. 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 called **correlative conjunctions**. These 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'

Generate examples of sentences using the second type of conjunctions before asking them to try the exercise below.

***Rewrite the following as instructed without changing the meaning.***

***Expected Responses***

1. Simon passed the examinations. Sarah passed the examination. Both Simon and Sarah passed the examination.
2. They do not like each other but I invited them to my party. They do not like each other but I invited both of them.
3. We can travel by bus. We can also go by taxi. We can either travel by bus or by taxi.
4. I did not see his sister. And I did not see his brother. I neither saw his sister nor his brother.
5. Rogers did not know the answer. And Amos did not know the answer. Neither Rogers nor Amos knew the answer.
6. My new car was not expensive. It was not high class. My car was neither expensive nor of high class.
7. My sister is very short. She cannot touch the roof. My sister is too short to touch the roof.

8. The athlete is very slow. He cannot win the race. The athlete is too slow to win the race.
9. My mother is still strong. She can join school. My mother is strong enough to join school.
10. Their parents did not have a lot of money. They did not take them to school. Their parents did not have enough money to take them to school.

### Activity 8.16: The Use Adjectives and adverbs

Let learners discuss with a partner and 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.**

**Discuss with them which are the adjectives and adverbs.**

Ask them to write 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 school.

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 introduce your learners to drama or plays in literature. Find out what they know about drama. Choosing a text from those which are available in your school for this level, introduce them 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, the learners should be able to use comparative and superlative adjectives, possessive and reflexive pronouns and the past tense, to respond to both oral and written extracts about their experiences and those of other learners about secondary school life.

#### Materials and Resources Required

- Dictionary
- Thesaurus
- Texts about experiences in secondary school

Key Words	Learning Outcomes
<b>experience</b> <b>possessive pronouns</b> <b>reflexive pronouns</b> <b>past tense</b> <b>comparatives</b> <b>superlatives</b>	By the end of this Chapter the learner should be able to: <ul style="list-style-type: none"> <li>• identify spoken and written information, instructions and rules about a new school.</li> <li>• use possessive and reflexive pronouns.</li> <li>• use the simple past tense.</li> <li>• guide a visitor around the school and give relevant information.</li> <li>• compare and contrast schools.</li> <li>• use the comparative and superlative forms.</li> <li>• appreciate oral accounts of the experiences of other learners in a new school.</li> <li>• analyse their response to poetry with reference to a particular poem.</li> </ul>

### Activity 9.1: Listen and write

Ask them what their experience was like when they first came to their new school. You may decide to narrate what your experience as a secondary school student in senior one was so many years ago. Let them discuss with a partner what their fears and expectations were.

### Activity 9.2: Role play

Ask learners to read this role play silently first and later choose which part they want to take. Then ask pairs to role play the dialogue in front of the class.

**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:** Thanks for the assistance and God bless you.

**Peter:** God bless you too.

### Activity 9. 3: Language use

**Ask the learners to look at the sentences below and read them.**

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*.

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

Now let them complete the following sentences by supplying the correct possessive pronoun in their exercise books and then go through the answers.

### **Expected Responses**

1. This desk belongs to me. It is mine.
2. This hall belongs to us. It is ours.
3. This book belongs to you. It is yours.
4. This ruler belongs to Kapere. It is his.
5. This dress belongs to Nankya. It is hers.
6. This ball belongs to the children. It is theirs.
7. This tyre belongs to that car. It is its tyre.

### **Activity 9. 4: Write**

Ask learners to imagine that they were put in charge of welcoming new students to the school. Discuss with them what type of guidance they would want the new students to know. Later ask them to use the points which you will have written on the board to develop a guide in which they will 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**

In groups, ask them to compare their new school with the former school and write down the similarities and differences between the two schools. Let groups present their work to the class. Inform the learners that regardless of whether a school is day or boarding they are the same because what is taught is the same since they all use the national curriculum to teach the learners.

Let them in groups discuss the advantages and disadvantages of both day and boarding schools. Let them choose a chairperson to manage the discussions and a secretary who will record and later present the group's discussions to the rest of the class.

After the presentations, ask them to write the advantages and disadvantages of day and boarding schools in their exercise books.

### **Activity 9. 6: Reflexive pronouns**

Ask the learners to 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?
2. All the boys and girls got *themselves* books to read from the library.
3. Sarah hated *herself* when the accident happened.
4. I love treating *myself* to good things.

Explain to them that 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*
2. Boys and girls – *themselves*
3. Sarah – *herself*
4. I – *myself*

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

Now ask them to fill in the gaps in the sentences below with the correct reflexive pronoun from the box in their exercise books and later go through their answers.

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

***Expected Responses***

1. I dried myself using an old towel.
2. Okello blamed himself for the burned cake.
3. We must always remind ourselves of the school motto.
4. Simon hurt himself badly in the game.
5. The head teacher reminded us to behave ourselves well at the showground.
6. You can entertain yourself this evening at the National Theatre.

7. The rat hid itself in the cupboard.
8. “You can do it yourself ,” 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 and reflexive pronouns correctly in the article.
3. In your message make the new students feel welcome and eager to be part of the school.

## LITERATURE

### A Poem about the School

Literature introduces learners 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 decide to write is determined by what the message is and who it is meant for.

Here is a poem that they will read aloud so as 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 it let them answer the questions below.

### 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)

- a) How many verses does this poem have?
- b) How many lines does the poem have?
- c) Which words in the poem rhyme?
- d) Which words do you think are made up by the poet?
- e) In one sentence say what you think the poem is about.









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