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and Sports

HOME-STUDY LEARNING

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3

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This material has been developed as a home-study intervention for schools during the lockdown caused by the COVID-19 pandemic to support continuity of learning.

Therefore, this material is restricted from being reproduced for any commercial gains.

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FOREWORD

Following the outbreak of the COVID-19 pandemic, government of Uganda closed all schools and other educational institutions to minimize the spread of the coronavirus. This has affected more than 36,314 primary schools, 3129 secondary schools, 430,778 teachers and 12,777,390 learners.

The COVID-19 outbreak and subsequent closure of all has had drastically impacted on learning especially curriculum coverage, loss of interest in education and learner readiness in case schools open. This could result in massive rates of learner dropouts due to unwanted pregnancies and lack of school fees among others.

To mitigate the impact of the pandemic on the education system in Uganda, the Ministry of Education and Sports (MoES) constituted a Sector Response Taskforce (SRT) to strengthen the sector's preparedness and response measures. The SRT and National Curriculum Development Centre developed print home-study materials, radio and television scripts for some selected subjects for all learners from Pre-Primary to Advanced Level. The materials will enhance continued learning and learning for progression during this period of the lockdown, and will still be relevant when schools resume.

The materials focused on critical competences in all subjects in the curricula to enable the learners to achieve without the teachers' guidance. Therefore effort should be made for all learners to access and use these materials during the lockdown. Similarly, teachers are advised to get these materials in order to plan appropriately for further learning when schools resume, while parents/guardians need to ensure that their children access copies of these materials and use them appropriately. I recognise the effort of National Curriculum Development Centre in responding to this emergency through appropriate guidance and the timely development of these home study materials. I recommend them for use by all learners during the lockdown.



Alex Kakooza
Permanent Secretary
Ministry of Education and Sports

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The Centre appreciates the contribution from all those who guided the development of these materials to make sure they are of quality; Development partners - SESIL, Save the Children and UNICEF; all the Panel members of the various subjects; sister institutions - UNEB and DES for their valuable contributions.

NCDC takes the responsibility for any shortcomings that might be identified in this publication and welcomes suggestions for improvement. The comments and suggestions may be communicated to NCDC through P.O. Box 7002 Kampala or email admin@ncdc.go.ug or by visiting our website at <http://ncdc.go.ug/node/13>.



Grace K. Baguma
Director,
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ABOUT THIS BOOKLET

Dear learner, you are welcome to this home-study package. This content focuses on critical competences in the syllabus.

The content is organised into lesson units. Each unit has lesson activities, summary notes and assessment activities. Some lessons have projects that you need to carry out at home during this period. You are free to use other reference materials to get more information for specific topics.

Seek guidance from people at home who are knowledgeable to clarify in case of a challenge. The knowledge you can acquire from this content can be supplemented with other learning options that may be offered on radio, television, newspaper learning programmes. More learning materials can also be accessed by visiting our website at www.ncdc.go.ug or ncdc-go-ug.digital/. You can access the website using an internet enabled computer or mobile phone.

We encourage you to present your work to your class teacher when schools resume so that your teacher is able to know what you learned during the time you have been away from school. This will form part of your assessment. Your teacher will also assess the assignments you will have done and do corrections where you might not have done it right.

The content has been developed with full awareness of the home learning environment without direct supervision of the teacher. The methods, examples and activities used in the materials have been carefully selected to facilitate continuity of learning.

You are therefore in charge of your own learning. You need to give yourself favourable time for learning. This material can as well be used beyond the home-study situation. Keep it for reference anytime.

Develop your learning timetable to cater for continuity of learning and other responsibilities given to you at home.

Enjoy learning



TERM TWO

TOPIC: INTEGRITY AND TRANSPARENCY

LESSON 1

CONTENT: THE PAST CONDITIONAL TENSE OF VERBS

LEARNING OUTCOMES

By the end of this lesson, you should be able to use the past conditional tense of verbs.

INTRODUCTION

Conditional clauses are clauses that begin with ‘if’ or ‘unless’. They cannot stand alone as sentences. They need a main clause. The past conditional clause expresses unlikely, unfulfilled, and impossible conditions. When the conditional clause is in the past simple tense, the main clause has ‘would’ and the present tense form of the verb. For example:

1. If I told the truth, I would live happily.
2. You would lose respect if you stole.

Conditional clause

1. told (past)
2. stole (past) would lose

Main clause

would live

These are unlikely conditions. No. 1 means you are not likely to live happily because you do not tell the truth and No. 2 it is unlikely that you will have respect if you steal. When the conditional clause is in the past perfect tense, the main clause has ‘would’ and the present perfect tense form of the verb. For example:

If I had obeyed my boss, I would have been promoted. This is an unfulfilled condition meaning I was not promoted because I did not obey my boss.

Some conditional sentences containing a past perfect can begin with ‘had’ followed by the subject. In this case no ‘if’ is used. For example:

- ***Had** I obeyed my boss, I would have been promoted.*
- ***Had** the student been disciplined, he would have got the post.*
- ***Had** our boss been considerate, she would have recommended her.*

Some conditional sentences express wishes which are impossible or quite unlikely to happen. In such sentences, the verb ‘**were**’ is used even when the subject used is singular. For example:

4. *If I were a bird, I would fly to the moon.*
5. *If he were an artist, he would entertain people every day.*

Other words introducing conditional clauses and requiring the above tense sequences are: *even if, suppose that, supposing that, assuming that, on condition that, provided that, as long as.*

ACTIVITY 1

Complete the following sentences by supplying the correct tense of the verb given in brackets.

1. You would do well if you -----to your father. (listen)
2. If the colonialists had not come to our country, the people’s minds -----
--(not pollute)
3. She would go back to the university and teach if she -----(want)
4. I would educate the people about the dangers of violence If I..... the minister of ethics. (be)
5. Rewrite the following sentences according to the instructions after each.
6. Juma jumped off the bus and hurt his ankle. (Begin: If Juma had not-----
--)
7. He didn’t have time to revise the work, so he failed the examination. (Begin: Had-----).
8. Nagudi did not come to school because her uniform was dirty. (Begin: If Nagudi had-----).
9. There was a lot of rain so the animals could not be taken to graze. (If the rain...)
10. To avoid catching the corona virus, we should follow the medical instructions. (Begin: If)
11. Many lives were lost to Covid- 19. The people disregarded the lockdown. (Begin: Had....)

FOLLOW-UP ACTIVITY

Suppose you are the prefect of discipline in your school, what areas would you talk often about to your fellow students?

LESSON TWO

CONTENT: READING COMPREHENSION

LEARNING OUTCOME

By the end of this lesson, you should be able to appreciate the importance of honesty/dishonesty in public, and identify the examples of honest and dishonest servants.

INTRODUCTION

Reading comprehension is the ability to understand what one is reading. It is a process by which the reader gets meaning from the texts. If you have good reading comprehension, you need to carefully and silently read the text. Before you read the text you are usually provided with questions to raise your interest as in the following activity.

ACTIVITY 1

Read the following passage carefully.

1. Do you like people who tell the truth?
2. How do you feel when you find out that someone you listened to their story, trusted, and even gave advice was telling a lie?
3. Why do people tell lies? Give three reasons.

INTEGRITY AND TRANSPARENCY

‘Will she come to parliament wearing a see-through dress and a glass hat?’ some MPs wondered. Ms Sheila Alice Angaza had just been appointed the first Cabinet Minister for Ethics, Integrity and Transparency in the Republic of Tcheza. Few MPs, let alone ordinary citizens, knew what a minister for Ethics, Integrity and Transparency was supposed to do. In any case, what do these big words; Ethics, Integrity, Transparency, mean?

‘‘My job’’ she told the curious and attentive MPs, ‘‘is simple but challenging. I am required to teach our citizens to behave well. That is Ethics. I will teach them to be honest. That is Integrity. Finally, I will urge them to tell the truth. That is Transparency. Any questions, honourable members?’’

There were no immediate questions but quite a big applause from the MPs. They were impressed and pleasantly surprised by the simplicity with which she had outlined her novel and intriguing task. Questions were however bound to arise later. Why, for example, was it necessary to teach people to behave well? Don’t they already know how? What was behaving well anyway? Who is an honest person? What does she or he have to do to prove that she or he is honest? Did the Republic of Tcheza require a whole ministry to tell people to

behave, be honest and tell the truth?

Ms Angaza' answer to the last question was an emphatic 'yes.' This was not because she needed the job of Minister for Ethics, Integrity and Transparency. After all, she told those asking the questions, she could go back to the university any time and earn her living by teaching as she had always done before. It was the country itself that needed lessons, guidance and supervision in Ethics, Integrity and Transparency, she explained.

"This country, you see," Ms Angaza patiently elaborated, "has gone through a lot of bad experiences in the last hundred years and more. The colonialists left a lot of unfinished business in Africa. After messing up our minds and our manners, they just abandoned us to our own devices. What followed was even worse than what was happening when the colonialists kept us in check through the use of force. We turned on one another and on everything in sight, and started an orgy of destruction that has left our country in complete shambles. You know what I am talking about. This country has been through military coups, ruled by bloody dictators and a series of brutal civil wars. It is true that we have now managed to establish some form of civilised administration. But our people's minds, attitudes and manners are still very much in the jungle of savagery where they were stranded for decades on end. In those years of blood, you had to learn to kill or you would be killed. If you did not steal, you would have nothing to eat, so we forgot all about respecting other people's property. You could not afford to tell the truth. If you told the truth, even about your name or where you came from, you risked being massacred, most probably because you came from a 'wrong' ethnic community. So, we learnt to lie about everything including ourselves. What we have to do now is to re-educate a whole generation of people who grew up surrounded by lies, theft, deceit, murder, and all sorts of violence to start living decently."

"But how can that be done?"

"Well," she answered optimistically, "you can start where I am starting by telling people that normal human beings in a free society do not have to lie, cheat or indulge in violence. To the young people, we shall explain to them the evils of violence, dishonesty, bribery and lack of self-respect. Eventually, they will adopt the virtues of truthfulness, honesty, openness, and peaceful resolution of conflicts. I am sure we will succeed because my faith is strong, my determination unshakable, and my plans are realistic. Above all, I am confident that our citizens are willing to change for a better future. After all, we all want development, but we cannot develop anything without developing our behaviour, our attitudes and our mentality. My Ministry, whose business is to make people ethical, honest and truthful, may turn out to be the most important Ministry in the Tcwezan Government." (slightly adapted from *Head Start Secondary English Form 3* by Austin Bukonya et.al by Oxford Publishers)

ACTIVITY 2

Comprehension Questions

1. Apart from some MPs, who else did not know what a Minister for Ethics, Integrity and Transparency was supposed to do?
2. What is 'integrity' according to the passage?
3. Give five examples of honesty and five of dishonesty from the passage.
4. Do you think Ms Angaza's Ministry would be the most important Ministry in their Government as she says? Support your answer.
5. Does our country need a Ministry for Ethics, Integrity and Transparency? Give five reasons.

LESSON 3

CONTENT: SUMMARY WRITING

LEARNING OUTCOMES

By the end of the lesson you should be able to write a good summary.

INTRODUCTION

Summary writing is the activity of representing a text in a shorter version while maintaining meaning of the original text. In our everyday life we write summaries but the common examples of summary is writing meeting minutes and reports of speeches.

A summary begins with an introductory sentence that states the text's title, the author and the main point of the text as you see it. It is written in your own words and contains only the ideas of the original text. This means that you should not insert any of your own opinions, interpretations, deductions or comments.

There are two kinds of summaries which are: a general summary of what has been said or written and a short statement of what is said or written about a particular subject.

ACTIVITY 1

Re-read the passage **integrity and transparency**

ACTIVITY 2

In about 25 words summarise the effects of colonialism on the people of Tchweza.

TOPIC 3: IDENTITY CRISIS

LESSON: 1

CONTENT: COMPREHENSION

LEARNING OUTCOMES

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

Understand why people have failed to fit into a group/community.

Know things they like and dislike about themselves, their culture, community, and country.

Appreciate both the good and bad things happening in their lives.

Avoid being offensive while responding to the views of others.

ACTIVITY 1

Read and enjoy the following passage

Do you like yourself?

1. Are there things you dislike about yourself?
2. Have you at any one time desired to look like somebody else?
3. Do you think you can do exactly as someone else does?

APPRECIATE YOURSELF THE WAY YOU ARE

Have you ever felt uncomfortable with a certain part of your body, like big eyes, thin legs, thick lips or wide nose? You might look at your face and imagine you are not attractive enough. You might even be tempted to ask God why He didn't shape your body in a particular way or make you as brilliant as your friend. Any feelings of self-doubt that fill you with a sense of inadequacy would be a sign of your failure to accept yourself.

Accepting yourself may not be as simple as you think. It is a gradual process that begins with knowing who you are and accepting the fact that there are a number of things in you that you cannot change. Body shape might worry you especially during teenage years but as you grow, it ceases to matter. There will be a time when the shape of your nose, lips, head or legs will not be of importance to you.

Self-acceptance certainly goes beyond the physical. It also entails knowing and accepting your strengths and weaknesses as a human being. How do you view yourself? Do you see yourself as a failure, good for nothing or ugly? Poor self-image is one key hindrance to self-acceptance. Negative thinking might be a signal that you do not like yourself and hence you find it difficult to accept yourself. Auma a senior three girl has a fairly big head and thin legs. She, however, is a very bright girl. Ojambo, her classmate is a slender boy from a well-to-do family and as such, he is very proud and arrogant. He does not concentrate on his studies so his performance is very poor. One day, the teach-

ers were called for an urgent staff meeting, so they left work for the students. After a short while, Ojambo started talking in class thus disrupting everybody. Auma told him to keep quiet but he said, “Auma, the weight of your head will soon break your thin legs, so you had better mind your business.” This caused a lot of laughter from some of the classmates. However, Auma boldly stood up and told him,

“I am proud of my big head because it is due to my big brain that I am able to lead you all in the examinations. My thin legs have always faithfully carried me to school and I am ever the first to arrive; so, mind your own business as well. You have to strive for your future.” She told the rest of the class to remember their own backgrounds. This worked miracles and there was no more noise in the class until the teacher returned.

Like Auma, you should accept that you are not responsible for your body shape and you should not feel guilty about it. Since we are different, your abilities, interests and personality make you who you are. Did you know that nobody is better than you? Instead, you are simply different from them. Have you ever heard of the saying that beauty lies in the eyes of the beholder? There is something in you that somebody will appreciate. Your abilities, interests and personality make you unique and it is this uniqueness that constitutes your beauty and should make you proud of who you are. You can never be a photocopy of somebody else. You are original and your originality is too precious to be played with. Know who you are and avoid any unrealistic picture of yourself. You can do this through self-reflection. Deal with any negative thought about your image and personality. See a counsellor to help you come to terms with yourself in case you have a negative self-image.

You might have made some mistakes in life and things perhaps seem to work against you. This, however, does not mean you are worthless to hate yourself. You could still change your attitude and accept yourself afresh.

[slightly adapted from: *The New Vision*, 29th November, 2005 by Wagmar Jamesa]

ACTIVITY 2

Re-read the passage and answer the questions that follow.

1. According to the passage, what shows that you do not accept yourself?
2. What should you consider in order to accept yourself?
3. Whereas Ojambo is proud and arrogant, what can you say about Auma?
4. Explain the phrase that beauty lies in the eyes of the beholder.
5. Why can't you ever be exactly as someone else or another person?

FOLLOW UP ACTIVITY

Write down five good and five bad things about yourself. Do you think you can overcome the bad ones? Support your answer.

LESSON 2:

CONTENT: POSSESSIVES AS MODIFIERS/DETERMINERS

LEARNING OUTCOMES

By the end of the lesson you should be able to use possessives as modifiers/determiners.

INTRODUCTION

Possessives are words that indicate ownership. They express possession. To possess means to have or own something e.g. If you possess a pen, then you have it or you own it.

Possessives as determiners include:

‘my’ as in: This is my pen.
‘your’ as in: That is your book.
‘her’ as in: There is her bag.
‘their’ as in: Those are their bags.

ACTIVITY 1

Re-read the passage and identify the possessive determiners.

ACTIVITY 3

Fill the gaps with the correct determiner.

Musa lives with uncle. They stay in Mbiiko.house is a small brick-walled structure with a grass thatch. The uncle’s wife lives in the village withchildren. He usually visitsfamily over the weekends. She spends most oftime in the garden. When asked whether she does not get tired, she joyfully answers, “It is pleasure.”

LESSON 3

CONTENT: USING PHRASES/STRUCTURES IN COMPARING AND CONTRASTING

LEARNING OUTCOMES

By the end of the lesson, you should be able to use phrases/structures in comparing and contrasting situations.

INTRODUCTION

Apart from using the comparative or superlative form of the adjective For example:

A lorry is bigger than a taxi.

Pande is the fastest of all the boys.

We can use phrases or structures like:

The+ comparative clause+ the + comparative clause to say that two things change together or that one thing depends on another. For example:

a) When you grow older, you mind less about your appearance. / The older you grow, the less you mind about your appearance.

b) When you appreciate yourself, you will be happy. / The more you appreciate yourself, the happier you will be.

2. We can also use the ‘**as.....as....**’ pattern. This shows that two people or things are the same in some way. When we use this pattern, the ordinary form of the adjective or adverb is used. For example:

a) Lwabi is tall. Makonde is tall. / Lwabi is as tall as Makonde.

b) Your dress is short. / Her dress is long.

Your dress is not as long as hers. This can also be written as; Your dress is not so long as hers.

ACTIVITY 1

Rewrite the following sentences using the “the + comparative clause + the+ comparative clause.”

1. The students understand their plight. They are easy to teach.

2. When we get older, we become very thoughtful.

3. When it is cool, your concentration spun is much.

Rewrite the following using the “**as.....as**” or “**so.....as**” pattern.

4. A mile is long. A kilometre is not very long.

5. Auma is bright. Ojambo is not bright.

6. I did not take long to complete the novel. I had thought it would take long.

ACTIVITY 2

Consider five things you do differently from your friends and write five sentences using each of the above patterns.

TOPIC: RELATIONSHIPS AND EMOTIONS: EXPRESSING EMOTIONS

LESSON 1:

CONTENT: USE OF POSSESSIVES

LESSON OUTCOMES

By the end of this lesson you should be able to Identify different relationships in a family and correctly use possessives.

INTRODUCTION

Possessives are words that indicate ownership. They express possessions. To possess means to have or to own something, for example if you possess a pen then you have a pen or you own a pen. There are two main types of possessives.

1. The possessive determiners. Which you learnt these in the previous unit.
2. Possessive pronouns.

Pronouns are the words that can be substituted for nouns such **he, she, it** or **they**. When we want to indicate possession; we use the pronouns that indicate possession.

They include:

| | |
|--------|------|
| mine | ours |
| yours | his |
| hers | its |
| theirs | |

Activity 1

Construct three sentences using each of the possessive pronouns listed above.

Activity 2

Complete the following sentences with the correct possessive pronouns.

1. We know their address but they don't know.....
2. The dress you have taken belongs to Sarah. It is not
3. Their home is not as big as but is much more beautiful.
4. James has got her book but Wills has lost
5. The sick dog didn't eat food.

LESSON 2

CONTENT: COMPREHENSION

LESSON OUTCOMES

By the end of this lesson you should be able to read, enjoy and understand the story identify different relationships that exist in a family and tell the effects of some relationships.

Read and Enjoy the Story

Abenakyo and I were born and grew up in an extended family. Our grandfather Mzee Mikaya was considered to be wealthy by the standards of that time. He had three lovely and hardworking wives. In our culture, like in many African

communities, it is fine for a man to be polygamous. Actually, a man with one wife is looked down upon. Our grandfather's wealth was also seen by his other property. He had lots of cows, goats, sheep, chicken, ducks and turkeys and big chunks of land on which his gardens thrived. He had twenty-three children: ten sons and thirteen daughters. He loved it very much whenever his children and grandchildren gathered around him.

Our father was Mzee Mikaya's eldest son but he and all his brothers had built their homes very close to their father's. All of them got along well with each other. It was a big homestead full of loving people. It stretched for more than a kilometre in all directions from our grandfather's house. We have grown up in close contact with our uncles, the yet-to-marry aunts and our male and female cousins. Many of our aunts have already married. Some of them now live far from their childhood home but always come by to visit and it is usually highly exciting when they come without cousins.

We also occasionally visit our aunts and stay with them for some time. During those visits, our aunts teach us how to behave well with different people. The last time Abenakyo and I visited aunt Naikoba, she talked to us about different relationships and she told us to be careful. She said that if we are not careful about juvenile sexual relationships, such relationships would get us into trouble. This is because some men or boyfriends try to convince you that they love you, but when they get you pregnant, they disappear or just refuse to take the responsibility to look after you or the baby. If that happens, you drop out of school and end up with a child. You have no resources to look after it. She also warned us about friends who could teach us bad habits such as drug abuse. She told us that could ruin our lives too. We thanked her and promised to be careful because we are very much interested in our studies and we hope to graduate and get very good jobs.

Our father Mr. Kitimbo has two wives, each of our mothers has eight children but all together father has ten sons and six daughters. We deeply love each other and happily help our parents by obediently doing everything required of us. It is difficult for anyone visiting to tell which children belong to which mother. These two ladies love their stepchildren like their own. And for us children, we treat each other with love and respect whether one is your biological sibling or a stepsister or stepbrother.

Abenakyo is only two months older than me. She is my closest sister and friend. We share almost everything that we own. My clothes, shoes, books and everything else are hers too and hers are mine too. We share the bedroom during holidays but we go to different schools. This gives us a lot of fun because we usually have a lot of stories to tell each other. We love each other very much and we share both our big and small secrets. Since we are both in senior three,

we do our revision together. I give her my notes and she gives me hers, and after reading, we discuss what we have read. One other nice thing is that everybody says that we resemble each other. Actually, many visitors think that we are twins and those who don't think so sometimes do not realise that we are stepsisters. It is not only us, some of our brothers are also close that one might not realise that they are stepbrothers. I think this is because most of us take after our father. One serious fact is that in our family respect is key. We strongly respect everybody especially the elders and we always do what we are told diligently.

Activity 1 Comprehension Questions

1. What shows that the grandfather was rich?
2. What kind of relationship existed between Mzee Mikaya and his sons?
3. Were there wrangles in Mr. Kitimbo's family?
4. Write three sentences about the relationship between Abenakyo and the writer.
5. According to the passage, what are the consequences of juvenile sexual relationships?
6. Write down some of the emotions you can sense that could be experienced by the people in the story.
7. Write down the best two things you have learnt from this story.

Activity 2

1. List members who make up an extended family.
2. What type of family would you like to belong to? Extended or nuclear family. Give reasons for your choice.
3. What are the other types of relationships that can exist in a family?
4. List three different feelings people who live in extended families feel and give examples of what can cause those emotions.

LESSON 3

CONTENT: ADVERBS AND If1

LESSON OUTCOMES

By the end of this lesson you should be able to explain at least three different types of emotions, correctly use adverbs in sentences, and construct sentences using first/real conditions i.e. if future tense.

Introduction

An **adverb** is a word that is used to change, modify or qualify several types of words including an adjective, a verb, a clause, another adverb or any other type of word or phrase. For example

1. My sister is **always** a happy woman.
2. My grandfather greatly **enjoys** active people.
3. We all **carefully** handled our sick mother.

On the other hand, we use the first conditional (if 1) when we are talking about future situations we believe to be real or possible. For example:

1. *If our uncle comes tomorrow, we shall happily welcome him.*
2. If my sister is happily married off, she will have a happy marriage.
3. If you do not handle my brothers with care, I will be annoyed with you.

In first conditional sentences, the structure is usually: *if/when* + present simple + infinitive.

Activity 1

Name the emotions that are expressed in each of the following sentences.

Sometimes he would smile openly as though he was talking to someone.
 In tears, the boy who was being beaten cried out for his mother several times.
 Seeing my daughter coming out of the aeroplane made me a proud mother.
 is the feeling one gets when one sees other people having better things than him or her.
 It was dark and quiet outside. I failed to get some sleep.

Activity 2

Now construct five sentences, each should express a different emotion you have ever felt.

Activity 3

Re-read the story about the families talked about by Abenakyo's sister and:

Name the emotions described in the story.
 Explain three different emotions which are not expressed in the story.

Activity 4

Write short paragraph for each of the contrasting emotions listed below. It should be about a time in your life when you felt both emotions at the same time.

1. love and late
2. fear and courage
3. joy and sadness

LESSON 4

CONTENT: ADVERBS AND PHRASAL VERBS

LESSON OUTCOMES

By the end of this lesson you will be able to identify and use adverbs correctly in sentences, and know the meaning of phrasal verbs.

Introduction

Adverbs are words that give more information or modify verbs or actions words. They also explain how the action took place (the way things happen or are done). Examples include **happily**, as in: *They happily ate the fruits* or **sadly** as in, *She sadly left the room.*

Activity 1

Re-read the passage about Abenakyo and identify the adverbs used.

Activity 2

In sentences, use the following adverbs correctly.

1. often
2. always
3. never
4. quickly
5. heavenly

Activity 3

Use the correct word from the options provided to complete the following sentences.

1. We have learnt to wash our hands because of the Covid 19. (*frequently/cleanly*)

2. May I have one word with you before I go. (quick/quickly)
3. The water boiled because the charcoal was hot already. (quick/slowly)
4. Florence talked very about her work (interesting/interestingly)
5. You can learn any language if you are interested in it. (easy/easily)
6. Abenakyo always shared her dresses with her sisters. (free/freely)
7. He talked in way to the sick man. (friends/friendly)
8. I sing very I cannot join the choir. (bad/badly)

On the other hand, phrasal verbs are phrases that indicate actions and they are generally used in spoken English as well as informal texts. Examples of such verbs include: turn down, come across and run into.

Phrasal verbs consist of a verb and a preposition or an adverb:

| Verb | Preposition/adverb |
|-------|--------------------|
| get | up |
| go | through |
| write | down |
| take | after |

Sometimes phrasal verbs consist of three elements:

| Verb | Preposition / adverb 1 | Preposition / adverb 2 |
|------|------------------------|------------------------|
| | | |

These verbs are verbs that are made up of two words and the first word must be a verb. The second and/or third word could be a particle, a preposition or an adverb.

Activity 1

Identify at least three phrasal verbs from any of the passages that you read in this handout.

Activity 2

Read these examples of phrasal verbs and their meanings.

break into (a house) – enter by force

drop by – pay a casual visit

get away – escape

do away with – get rid of, kill, or abolish
come through – survive or endure

Identify and give the meaning of phrasal verbs in the following sentences and state what they mean.

1. James turned down the invitation.
2. You should not give in to peer pressure.
3. Many of Mr. Kitimbo's children took after their father.
4. He got up from his seat and offered it to me.
5. The Police were looking into the murder cases that were caused by the corona virus curfew.
6. The organisers put off the party to the next month.
7. She never gave up on her children.
8. I cannot put up with such behaviour
9. The matches usually kick off at 2.00 o'clock.
10. I plan to link up with the group in Cairo.

Activity 3

Use the following phrasal verbs to make correct sentences.

figure out

1. look down upon
2. grow up
3. watch out for
4. come up
5. pick up
6. pass out
7. do away with
8. look forward to
9. run out of

LESSON 5

CONTENT: THE FIRST/REAL CONDITIONAL (If future tense)

LESSON OUTCOMES

By the end of the lesson you should be able to explain what is meant by the first or real conditional state of affairs, and make sentences using the first conditional form.

INTRODUCTION

We use the first/real conditional structure to indicate that something is likely to happen or a possible reality. This kind of a sentence contains two clauses; a main clause that can stand alone with meaning and a conditional clause that accompanies the main clause.

For example, **If you don't study hard, you will not go to the university.**

The conditional clause is **If you do not study hard**, it gives the condition that can influence what is likely to happen that is – you will not go to university. **You will not go to the university** is the main clause.

Please note that in this form, the conditional clause is in the simple present tense and the main clause is in the future simple tense.

Activity 1

Using the information from Abenakyo and her sister's story, write three sentences using the first/real conditional structure.

Activity 2

Think of things that can happen in your life in future but could also fail to happen depending on circumstances. Now write ten sentences using the 'If future tense.'

TOPIC: PATRIOTISM

LESSON 1

CONTENT: USE OF ADVERBS OF DEGREE

LESSON OUTCOMES

By the end of this lesson you should be able to use adverbs of degree, and identify adverbs of degree from the given passage.

INTRODUCTION

Adverbs are words that modify or tell us more about verbs. They give information about actions or describe how actions take place. Adverbs sometimes tell us how, when, where or to what extent something is true. There are several types of adverbs. One of those types is the **adverb of degree**. Adverbs of degree also modify adjectives and other adverbs. They are also referred to as intensifiers. They tell us the extent to which something happens. They indicate the intensity of the action. Examples of adverbs of degree include: very, extremely,

quite, too, absolutely, really completely, almost, enough, strongly, totally etc.

Read the following sentences, the adverbs of degree have been written in bold.

1. The president loves his country **very** much.
2. The weather is **too** hot today.
3. The information Martin gave us was **absolutely** true.
4. It was a **rather** boring football match.
5. Going uphill in that car is **extremely** risky.

Activity 1

Construct sentences using the following words:
very, totally, quite, really and fairly.

Activity 2

Complete the following sentences using suitable adverbs

1. He was in one of his ----- cheerful moods.
2. The fate of the criminal was decided.
3. Mary walked very because she was scared.
4. The exercise we were given was done very
5. You could only tell that the wind was blowing because you could see that the leaves were moving.
6. Covid-19 has affected people's lives in different ways.
7. He read the passage because he wanted to understand it.
8. She was late for the meeting but she entered just as it was beginning.
9. I was tired to listen to dad attentively.
10. My grandfather speaks Arabic well, you can think he is an Arab.

Activity 3

Think of, and write five adverbs of degree.

Now construct correct English sentences using the adverbs you have listed.

LESSON 2

CONTENT: ADVERBS OF DEGREE

LESSON OUTCOMES

By the end of this lesson you should be able to read, enjoy and understand the story about patriotism, use adverbs of degree, and identify adverbs of degree from the given passage.

Introduction

Patriotism means love of your country and willingness to defend it. As we all love our countries, we can do a lot of different things to show that love.

Activity 1

1. List the names of the African presidents that you know.
2. Write three things one can do to show that they love/loved their country

Activity 2

Read and enjoy the story

Great people never die. They can physically die and we bury them but they are always remembered by their great deeds. One such person was Mwalimu Julius Kambarage Nyerere. Mwalimu is a Swahili word that means teacher. And that is what Mr. Nyerere was. He was educated in Tanganyika, which later became Tanzania, Uganda, and Britain. As a young graduate, and for a long time, he became a truly perfect teacher in many schools. He was a humble and well-behaved man who always took his work seriously. He was highly respected and admired by both the young and old in Tanzania.

As time passed, Mwalimu Nyerere strongly realised that he wanted a bigger classroom than any school could offer. He wanted to teach all his people in Tanganyika and the subject he wanted to teach them was *uhuru* – freedom, liberty and independence. This desire came from the great love he had for both the people and the country. He loved the two very much and he was always hurt to see how the colonialists were exploiting them. That great love slowly led him into politics in the early 1950s. The very intelligent Mwalimu led an extremely successful non-violent but firm liberation struggle against British colonialism, and he peacefully ushered his country into independence in 1961. He became its first president.

In 1964, the Zazibari (people from Zanzibar) revolutionaries overthrew their colonial masters and Nyerere had a big challenge. He did not want Tanganyika and a neighbouring state to end up in chaos. He taught the citizens of the two countries that they could happily and profitably live together as one country. His good negotiations led to the birth of Tanzania when the Zanzibar island joined Tanganyika to form one country. Unity was really the best lesson Nyerere taught to Africans in his life. He was the founder member of the Organisation of African Union (OAU) which is the African Union (AU) today. Mwalimu Nyerere passionately wanted Kenya, Uganda and Tanganyika to go forward together as the East African Federation but the white settlers who were living in those countries did not like the idea because they were afraid of the African power such a federation would have.

Mwalimu Julius Nyerere did all that because he loved his country very much. When we love our country, we do many good things to ensure that the country develops well and that the citizens live comfortably. Each of us can do something however little. For example, we can avoid bad habits such as abusing drugs which can greatly and negatively affect our lives and make us less productive. We can think deeply and come up with new developmental projects that can employ the young energetic people. We can get many ideas from the old wise people in the community and work on those ideas to improve our country.

There are very many ways in which we can demonstrate patriotism. We can look around us and identify services that can help improve society. One caring and loving young man showed how they love their country by action. One of them is a young man called Bogere. Bogere lives in Naibowa, a suburb near one of Uganda's towns. One day as he was going to visit a friend, he looked around the place and realised that it was very dirty. A lot of rubbish had been carelessly thrown everywhere he looked. He got the idea of doing something for his community. He thought that cleaning up the community would be a good way of showing how he loved his community and country because he had learnt in school that dirt breeds germs which cause numerous serious diseases. He thought that this could be one of the reasons why there was always a long line at the community health centre. The germs from the filth around were making people sick.

Thinking deeply about his idea, Bogere, went and talked to the leaders in the community. He told them about his idea and they happily welcomed it. The area chairman decided to call a meeting. Every adult in the community was invited. All people who were invited to the meeting turned up and they all unanimously supported Bogere's idea. They decide that each family would collect their rubbish and put it somewhere where it could be picked. The families would pay some money for hiring the vehicle that would take away the rubbish for disposal. From the collected money it was decided that Bogere should be in charge of his project and be paid a little amount in reward for the great idea he came up with.

(Adapted from: Austin Bukenya *et.al* 2004, *Head Start Secondary English form 3*, Oxford University Press.)

Activity 3

Answer the questions below.

1. Who is Julius Nyerere?
2. Write down three things you admire about Nyerere.
3. What are the three things that show that Mwalimu Julius Nyerere loved his

- country?
4. Do you think that Bogere is also a patriot? Explain your answer.
 5. Use the information in this story to explain the statement 'Great people never die.'
 6. Identify five adverbs of degree from the story and write them down.
 7. Construct your own sentences using the adverbs of degree you identified in number 6.
 8. Write four things people can do to demonstrate patriotism.

LESSON 3

CONTENT: REGULAR AND IRREGULAR ADJECTIVES

LESSON OUTCOMES

By the end of this lesson you should be able to distinguish between regular and irregular adjectives, and correctly use regular and irregular adjectives in sentences.

INTRODUCTION

An adjective is a word that describes a noun or pronoun. Adjectives give more information about or modify nouns/pronouns. They answer such questions as:

- Which one(s)? for example, a **red** dress, a **sweet** mango, the **old** man
- What kind? For example, a **good** person, **wild** beast
- How many or how much? As in **twelve** books.

English adjectives have only one form, which, we use with singular or plural nouns. The nouns have both the singular and plural form but the adjectives do not have a plural form. They can be categorised in different ways, for example, adjectives of size, shape, quantity, demonstrative, possessive, comparative or superlative and regular or irregular.

In this lesson, you will learn about regular and irregular adjectives. The best way to identify regular and irregular adjectives is by looking at the comparative and superlative forms. Regular adjectives take '-er' as in **kind** becomes **kinder** in comparative form and takes '-est' in the superlative form as **kindest**. Other examples of regular adjective include:

| | Comparative | Superlative |
|-------|--------------------|--------------------|
| few | fewer | fewest |
| great | greater | greatest |

Activity 1

Think of five regular adjectives, write them down and write their comparative and superlative forms.

- 1.

- 2.
- 3.
- 4.
- 5.
- 6.

Now note the irregular adjectives do not follow that pattern. They form their comparative and superlative forms differently. Examples of irregular adjectives include:

| | Comparative | Superlative |
|--------|--------------------|--------------------|
| good | better | best |
| little | less | least |

Activity 2

1. Think of nine irregular adjectives, write them down and write their comparative and superlative forms.

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.
- 9.

2 Construct fifteen sentences using the adjectives you have written in activity two above.

Activity 3

Re-read the story about patriotism.

1. Identify eight regular and as many irregular adjectives as you can from the story.
2. Choose five of the regular adjectives you have identified in (a) above and use them to construct correct sentences of your own.
3. Choose five of the irregular adjectives you have identified in (a) above and explain what they imply in the story.

Activity 4

Write a short composition about what you have done to show that you love either your school, your community or your country.

LESSON 4

CONTENT: NOUN PHRASES

LESSON OUTCOMES

By the end of this lesson you should be able to, define a noun phrase, identify noun phrases from the given sentences, and correctly use noun phrases in sentences.

INTRODUCTION

A noun phrase is a group of words that have a noun or a pronoun as its head, and function as noun. We can also say that noun phrases are nouns with modifiers i.e. with more information about that noun. We can also say that it is a group of words that work together to name and describe a person, thing, place or idea. Sometimes noun phrases work as the subject in a sentence or they describe what is talked about in a particular sentence. Look at the following examples:

Camels are used for transport in deserts.

That girl speaks very good English.

The man wearing a light blue shirt shot the thief.

You can see that in the first sentence, the subject is the noun **camels**. It is one word. In the second sentence the subject is **that girl**. Those are two words. The two words refer to one specific girl. In the third sentence the noun is the man, but we have been given more information about the particular man who shot the thief. He is **the one wearing a light-blue shirt**. That shows that more information can be given about nouns to help eliminate confusion.

From the second sentence above, we know the particular girl the speaker is referring to. He could even be pointing at her. This means she has been singled out of the rest. The third sentence implies that there are several men wearing different shirts, but the one who shot the thief is the one wearing the light-blue shirt.

Activity 1

Re-read the story on patriotism and identify five noun phrases.

- 1.
- 2.
- 3.

4.

5.

Explain how the information given about the nouns help you to avoid confusion.

Activity 2

Below are some nouns. Build them into noun phrases by adding more information to them and write correct English sentences using the noun phrases you have made.

passengers food Covid-19
facts Uganda students

Activity 3

1. Identify the noun phrases in the following sentences.
2. The deadly new disease led to the on-going lockdown.
3. The two best-behaved students in my class are very clever.
4. The beautiful girl driving a posh car is my sister.
5. The committed teachers in our school give us a lot of homework.
6. The book she was reading got lost.
7. The house they were living in collapsed and two people died.

EXPECTED RESPONSES

TOPIC 1: INTEGRITY

ACTIVITY 1

1. listened
2. would not have been polluted
3. wanted
4. were
5. If Juma had not jumped off the bus, he would not have hurt his ankle.
6. Had he had time to revise his work, he would have passed the examination/
would not have failed the examination.
7. If Nagudi had had a clean uniform, she would have come to school.
8. If the rain had not been a lot, the animals would have been taken to graze.
9. If we follow the medical instructions, we shall/will avoid catching the corona virus.
10. Had the people not disregarded the lockdown, many lives would not have been lost to Covid-19.

ACTIVITY 3

If you did not steal, you would have nothing to eat.

If you told the truth, even about your name, you risked being massacred.

LESSON 2: COMPREHENSION**ACTIVITY 2: COMPREHENSION QUESTIONS**

The ordinary citizens

According to the passage, integrity means being honest.

3. HONESTY

truthfulness

openness

respect for self and others

peaceful conflict resolution

decent dressing

DISHONESTY

a. killing/murder

b. stealing/theft

c. lying/deceiving

d. discrimination/tribalism

e. cheating

4. Yes, it is going to change people's attitude/behavior

5. Free response

SUMMARY WRITING**ACTIVITY 2****THE EFFECTS OF COLONIALISM ON THE PEOPLE OF TCHWEZA**

1. Points to consider

2. Messed up the people's minds and manners

3. Abandoned people to their own devices

4. People destroyed one another and everything they saw

SAMPLE SUMMARY

Colonialism messed up the minds and manners of the people of Tchweza and abandoned them to their own devices. They also destroyed one another and everything they saw.

TOPIC 2: IDENTITY CRISIS**ACTIVITY 2: COMPREHENSION QUESTIONS**

Feelings of self-thought that fill you with a sense of inadequacy/looking at/ thinking about yourself and feeling that you lack something.

Knowing who you are and accepting that there are things in you that you cannot change.

Auma is proud/confident/responsible/respectful/bold

We all have different ideas about what is beautiful
 You are original/not made like anybody else/new and different from anybody else/you cannot ever be exactly as someone else

LESSON 2: POSSESSIVES AS MOIFIERS/DETERMINERS

ACTIVITY 2

Determiners in the passage are

“your” (body..... face....friend.....failure.....nose, abilities)

“his” (studies)

“my” (big head....brain.....thin legs)

“their” (own backgrounds)

ACTIVITY 3

(Fill the gaps)

his, their, their, his, her, my

LESSON 3: USING PHRASES/STRUCTURES IN COMPARING AND CONTRASTING SITUATIONS

ACTIVITY 1

1. The more the students understand their plight, the easier they are to teach.
2. The older we get, the more thoughtful we become.
3. The cooler it is, the more your concentration span is.
4. A kilometre is not as/so long as a mile.
5. Ojambo is not as bright as Auma.
6. I did not take as long as I had thought to complete the novel.

ACTIVITY 2- SELF RESPONSE

TOPIC 3: RELATIONSHIPS AND EMOTIONS: EXPRESSING EMOTIONS

Possible answers for lesson 1 activity 2:

1. Ours, 2. hers, 3. Ours, theirs 4. His, 5. Its

Possible answers to lesson 2, activity 1.

The comprehension questions

1. He had lots of cows, goats, sheep, chicken, ducks and turkeys and big chunks of land.
2. A happy and loving relationship.
3. No, there were no wrangles in Mr. Kitimbo’s family.
4. Examples of the sentences could be: They were stepsisters. They loved each other very much. They went to different schools.

5. Pregnancy, dropping out of school, having a child when you do not have resources to look after it.
6. Joy, love, sadness in case you get pregnant and the man disappears.
7. a. to love my family
8. b. avoid juvenile sexual relationship.

Possible answers for lesson 2 activity 2

1. Grandfather, grandmother, father, mother, brothers, sisters, stepsisters, stepbrothers, cousins, aunts, uncles
2. The choice must be supported with good reasons
3. Happiness, love, sadness, hatred etc.

Possible answers lesson 3 activity 1

1. Joy/ happiness
2. Sadness
3. Happiness/joy/excitement
4. Envy/jealousy
5. Fear/scared

Possible answers lesson 3 activity 2

These could be the same as for activity 1 and some others.

Possible answers lesson 3 activity 3

Sadness, jealousy, fear etc.

Possible answers lesson 4 activity 3

frequently 2. Quickly 3. Slowly 4. Interestingly
5. Easily 6. Freely 7. Friendly 8. badly

Possible answers lesson 4-part B activity 2

turned down 2. give in 3. took after 4. got up 5. looking into
6. put off 7. gave up on 8. put up 9. kick off 10. link up

TOPIC 4: PATRIOTISM

Possible answers for lesson 1 activity 2

very/most 2. ultimately 3. quickly/fast 4. badly / well 5. slightly
6. greatly 7. slowly/seriously 8. almost 9. too 10. perfectly

Possible answers for lesson 2 activity 3

1. Nyerere was the first president of Tanzania. He loved his country so much and led it to independence. He is the one who made the Zanzibar people to join the Tanganyika people to form one country called Tanzania.
2. He was highly educated. He was a teacher. He loved his country. He united people etc.
3. He did not like the way the colonialist were treating the people and exploiting the country.
4. The yes or no must be supported by valid reason.
5. Their actions remain relevant and are always remembered and talked about. They can't be forgotten.
6. Many, highly, strongly, slowly etc.

Possible answers for lesson 4 activity 1 these could include the following:

1. Great people
2. a young graduate and for a long time he
3. The very intelligent Mwalimu
4. Possible answers for lesson 4 activity 3
5. The deadly new disease
6. The two most well-behaved students
7. The beautiful girl driving a posh car
8. The committed teachers in our school
9. The book she was reading
10. The house they were living in

TERM THREE

TOPIC: FURTHER EDUCATION

LESSON 1

CONTENT: COMPREHENSION

LESSON OUTCOMES

By the end of this lesson you should be able to Use the information in the conversation to answer questions, and reflect and write about what you want to be in future.

Activity 1

Read the following conversation and answer the questions that follow.

Aunt Betty: So, what about these exam results? Not very good, are they?

Rosie: No, I've failed some subjects and just got through others.

Aunt Betty: That's just because you are lazy. You are not stupid. If you'd worked hard, you'd have passed all your exams.

Mother: I don't think secondary school agrees with you. It's not for our girls, is it?

Aunt Betty: Now come on, sister. That's a bit old-fashioned. Look at a woman today: they are in government, in business, they are doctors. All kinds of things. There's no reason our Rosie shouldn't end up with a really good job. If I had had the chance, I would have stayed at school and now I'd be staying in a big house with a car.

Mother: Well, I think you are better off as you are. I think I should start thinking of finding a husband for Rosie.

Rosie: Oh, not yet, please! I know I'm not a good student. I could leave school now and get a job, I don't know, in a shop or something.

Joseph: Yes, I agree, you could leave school now. But I think you should start thinking carefully about what you want and what you can do. What are your best subjects at school? What kind of work are you interested in?

Aunt Betty: Rosie, you should stay on at school. With 'A' level or a university degree you could get a job or at least proceed to a tertiary institution for a diploma and then a degree later when you go for further education.

Joseph: That's true, Auntie, but I don't think that will suit you, will it, Rosie?

Rosie: No, please. I can't face all that studying. I don't think I'm going to change.

Aunt Betty: Of course, you can change. If you know what you want, you will be able to do it. You have the brains.

Joseph: Maybe her brains are better suited to something more practical. Let's have a look at these grades: English – fail, maths – fail, agriculture – pass, home economics – pass. Now, that's interesting. You have always been a practical person. What sort of work do you think you would be interested in?

Rosie: I like being outside. I do well in agriculture in school and I'm a member of the Farm club. I'm good at looking after animals.

Joseph: Well, that is a start. I could help you look around and see if there are any jobs on a farm with animals.

Aunt Betty: But she'll end up milking cows and cleaning sheds. What kind of work is that? What money will she earn?

Joseph: In fact, it's very important work. But Rosie is bright. If she spends a few more years getting to know cows and showing some initiative, she would become a manager one day.

Mother: But what about getting married? If she got married now, she wouldn't have to worry about all this.

Rosie: Mother, many women marry and have jobs.

Joseph: If you stay at school and complete your 'O' levels, you could then go to a tertiary institution and do a practical diploma in agriculture. That would give you a better start.

Rosie: That's something to think about. Maybe I can stay at school this year and see how my exams go at the end of next year.

Aunt Betty: If you do well, you can think about 'A' level.

Joseph: 'A' level is useful, and maybe with it she can earn more money, but it isn't for everyone, auntie. Look at the situation we have now. More and more students are doing 'A' level and even going to the university and that is good in many ways as our country develops. We need our own experts, so we don't rely on foreigners. But you know, more than one of my classmates who did 'A' level has not found a job to match with the subjects he did. You know Samuel Otim? He's driving a taxi now. He said to me the other day that if he'd left school af-

ter 'O' level he would have bought his own taxi by now.

Mother: And all these young people going to the city, leaving their homes, that is not good. Life is so difficult and dangerous in the city. They are better off with their own people.

Aunt Betty: But parents want the best for their children. Good salaries are only found in the city for people with qualifications.

Joseph: The point I am making, Auntie, is that other jobs are also important. It is time we recognised that academic qualifications and sitting at a desk are not the only thing that our country needs. Producing food, building roads, working in a mine are also necessary. Without these we would be in trouble.

Aunt Betty: But I'm thinking of Rosie. I can't worry about the whole country! Shouldn't we help her get the best job she can?

Joseph: What do you mean by the best job? She could spend the next few years struggling to get qualification and maybe fail. And if she succeeds, she may end up doing a job she is not suited for. Or she could use the education she already has to find something she can do well and enjoy which give her a reasonable living.

Rosie: You should be a politician! That's a well-paid job! And as for me, or dear! I have so much to think about! So many decisions to make!

(Slightly adapted from *English in Use Student book 3 2nd Ed. Longman.*

Answer the following questions

1. Name the four people taking part in this conversation, and briefly write what they think Rosie should do.
2. Everybody said something during the conversation. Write the following statements and for each, indicate the person who made the statement.
 - Rosie is lazy.
 - She is intelligent but not academic.
 - If Rosie doesn't do 'A' level, she won't get a good job.
 - Rosie should get married.
 - The nation needs people with high qualifications.
 - The nation needs all kinds of workers.
 - Rosie should try hard to study and get a good job.
 - Young people should stay amongst their people.
 - A woman can still have a job even when she is married.
 - Milking cows is important.

3. What advice would you give Rosie?

Rosie's mother says, 'I don't think secondary school agrees with you. It's not

for our girls, is it?’

What does she mean by implying that secondary school education is not for girls?

Why does she say so?

How do people in your community feel towards the education of the (i) girl child (ii) the boy child?

What do you think about their view?

4. Having heard about Rosie, think about yourself and write a short composition about your own future plans, consider how long you would like to stay in school, the kind of job you would like to do, and the reasons for such choices.

LESSON 2

CONTENT: CONDITIONAL CLAUSES (OPEN AND CLOSED CONDITIONAL)

LESSON OUTCOMES

By the end of this lesson you should be able to write open and closed conditional sentences, and write conditional sentences about your own future.

INTRODUCTION

In Topic 5 you learnt about conditional expressions. They were conditions that depended on another condition. In that case, you learnt about the first/real conditional. You learnt that the first/real conditional indicates something is likely to happen or a possible reality as long as the condition is fulfilled. In this lesson, you are going to learn about conditional expressions that use an imperative in the results instead of will.

A Open conditional (Zero Conditional)

Look at the following sentences:

1. If Peter comes home, please give him this letter.
2. If you feel sick, go to the hospital.
3. If you refuse the medicine, you die.
4. If you are unable to help me, do not bother me.
5. If you want to go further, study hard.
6. If you get a degree, take my gift.

These sentences indicate that the moment the first condition happens then the second condition **must be** fulfilled. They are also referred to as **open** conditionals. This means that one day the condition may happen or may not happen, but in case it happens, then the second condition **must be** fulfilled.

Activity 1

Match the clauses in list A with those in list B to form correct sensible sentences.

- | A | B |
|--|-------------------------------------|
| 1. If you see an angry lion | wash your hands frequently. |
| 2. If you want to be a doctor | hold it under cold water. |
| 3. If you see rubbish in the classroom | run as fast as you can! |
| 4. If you don't understand this exercise | try to hold your breath and listen. |
| 5. If you burn your hand | don't just leave it there. |
| 6. If you hear sounds outside at night | you must study very hard. |
| 7. If you don't want to catch Covid-19 | ask your teacher. |

Activity 2

Now following the same pattern think of situations and construct five sentences of your own using the open conditional form. Don't forget to put a comma between the two clauses.

B Closed conditional

In this case the 'if' has the same meaning as 'when' or 'whenever.' It is used to talk about general facts.

For example: If very dark clouds appear in the sky, it rains.

Activity 2

Match the clauses in list A with those in list B to form correct sensible sentences.

- | A | B |
|----------------------------------|------------------------|
| 1. If you go to Mombasa | it expands. |
| 2. If water is cooled below 0° C | it boils. |
| 3. If good seeds are planted | it freezes. |
| 4. If a metal is heated | they germinate |
| 5. If water is heated to 100° C | you can see the ocean. |

Activity 3

Complete the following sentences with appropriate words.

- If plants, they don't grow well.
- If you see a snake, sure you kill it.
- You green if you blue and yellow.
- If someone a car recklessly they.... a danger to other road users.
- If you iron outside in the rain, it....

Activity 4

Think of and write three open conditional sentences and three closed conditional sentences about the future you would like to have.

LESSON 3**CONTENT: CLAUSES OF PURPOSE****LESSON OUTCOMES**

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

Explain what clauses of purpose are and when they are used.

Use different clauses of purpose in sentences

INTRODUCTION

We use clauses of purpose to show why somebody does something, or what their intentions are. There several clauses of purpose. In this lesson you will look practice with **so that**, and **in order to**. All these clauses give reasons for particular actions.

A**so that**...

For example,

1. She studied hard **so that** she could pass the exam.
2. My sister read a lot of books so that she could pass her examinations.
3. The students waited for a long time that they almost gave up.
4. The questions were revised so that many of the applicants could be admitted.

Activity 1**Join the following pairs of sentences using ‘so that’**

1. Everybody wears a mask. They want to avoid catching Covid-19.
2. He was handcuffed. They didn't want him to run away.
3. They locked the door. They wanted to feel secure.
4. We turned off the music. We did not want the baby to wake up.
5. She saved her pocket money. She wanted to buy a nice car.
6. All voting is done in secret. They want everybody to vote without fear.
7. Mary wakes up early. She doesn't want to be late for school.
8. I travelled to Cairo. I needed specialised treatment.
9. The examination papers are opened in the class. They want everybody to see that there was no cheating.
10. They bought land. They wanted to set up a farm.

Activity 2

Now construct five sentences of your own using so that.

B in order to...

Rewrite the sentences in Activity 1 above using **in order to...**

LESSON 4**CONTENT: GET/GOT AND PHRASAL VERBS****LESSON OUTCOMES**

By the end of this lesson you should be able to know the different meaning of the word **'get'**, use the verb **'get'** in several ways, and use phrasal verbs which have **'get'** in sentences.

INTRODUCTION

Get is one of the most commonly used verbs especially in spoken English. But we also used it in written English. It has several meanings. In this lesson you will learn about some of them. Here are some of them:

a). It can be used to mean to *receive, obtain or buy something*.

For example: You need to get some bread on your way home.

You might get a complaint letter from the club members.

b) To fetch

For example: Please get me some water.

Just go and get the books from the store.

c). To experience something

For example: I get nervous in tests and exams.

He got afraid when he saw the snake.

d). To begin to have an illness

For example: We will get Covid-19 if we don't follow the doctor's advice.

I got malaria when I went to visit my aunt in Tanga.

e). To become

For example: My brother gets angry if anyone takes his things without asking.

I get worried when he doesn't come home early.

f). To arrive somewhere

For example: I get to school before all the other students in my class.

We got to Lira when it was already dark.

Activity 1

Now following the examples given above, write two sentences of your own using the different meanings that have been explained.

On the other hand, **get** is also used in many phrasal verbs.

In term 2, you learnt about **phrasal verbs**. You learnt that they are verbs that are made up of two words. The first word in the phrasal verb must be a verb. The second and/or third word could be a particle, a preposition or an adverb. Examples of prepositions in phrasal verbs are in, out, down. In this lesson, you are going to learn about the phrasal verbs that have the word **get**. For example,

- get aboutmanage to move
- get along with.....to have a friendly relationship with or be friendly with
- get away..... escape
- get rid of..... dispose of, give away or throw away

Activity 2

Match the definitions in A to the phrasal verbs with get in the sentences in B.

| A | B |
|---|---|
| a) All the members of your family get together on Saturdays | to manage with only a small amount of money |
| b) It took an hour to get away after the match as there were so many people. | to become involved in something |
| c) I have got behind with my homework this week as I have been out every night. | to meet some friends or members of your family for a pleasant event |
| d) Many people get by with only one meal a day. | to return |
| a) Come on it is time to weed the shamba let us stop chatting and get down to work. | to start doing something that needs time and energy |

| | |
|---|-------------------------------------|
| b) My brother leaves in Kampala but gets back to our house for a visit every weekend. | to fail to do as much as you should |
| c) I never used to enjoy reading novels but now I have got into it and I read a lot. | to leave somewhere with difficulty |

Activity 3

Copy the text below in your notebook replacing the words and expressions in bold with the following words or expressions.

receives doesn't do doesn't like start worrying go
 into
 become becomes started mixing with do something that is against the
 law

Everyone in the family is **1 getting worried** about my brother. He **2 gets** low marks at school and at home. He **3 doesn't get jobs done** that he is asked to do. If you speak to him about this, he **4 gets** angry. He **5 doesn't get on with** old friends anymore and he has **6 got in with** a group of bad boys who hang around the centre of town. When my eldest brother sat him down and asked him what the problem was, he said he **7 gets** bored at school. He said it is not the way to **8 get** rich. He wants to **9 get into** business and he doesn't need good marks at school to do that. We are worried that he is going to **10 get into trouble with the police**.

TOPIC: BANKING/ MONEY

LESSON 1:

CONTENT: COMPREHENSION

LEARNING OUTCOMES

By the end of the lesson, you should be able to understand information and vocabulary related to banking/money, appreciate traditional and modern, informal and formal methods used in different communities for banking and money

ACTIVITY 1

Read the following passage and answer the questions that follow.

1. What is a bank?
2. Have you ever been to a bank?
3. What benefits do people get in a bank?
4. Do you think banks are very necessary?

OPENING A BANK ACCOUNT

In the old days people used to put their money into money bags and hide them under their beds or in holes in the ground. But nowadays people usually keep it in a bank. To do this you have to open a bank account. A bank account enables you to do three things: first move your money about, for example, to pay a bill, or to give somebody a present, without having to handle it, all you have to do is write a **cheque**. **Then** keep your money safe in the bank, and even earn **interest** on it, and last you may borrow money from the bank.

Opening a bank account is very easy. If you like, you may get a reliable person to introduce you to the manager of a nearby branch of a bank of your choice. But this may not be absolutely necessary. You will be asked to complete an application form with your name and address as well as the name and address of your employer and your signature.

You will be asked what kind of account you wish to open. If you want to have a cheque book, you should open a current account. This is very convenient, in fact essential, for any business person and many householders. It enables you to pay bills quickly and easily without having to carry large sums of money around with you. If you do not wish to write cheques, but simply want to keep your money in a safe place, you can open a different type of account called a savings or deposit account. In this case, the bank will pay you interest on the money you have deposited. The amount of interest payable is usually laid down by the government. Under certain circumstances, the bank will sometimes agree to lend you some money if it is satisfied that you will be able to pay it back including the interest that is paid on a bank loan. This is one way the bank makes money.

To open your account you must pay in a sum of money. To pay the money

in, you have to fill a form called a **paying-in slip**. The bank will stamp the slip, together with its **counterfoil**, which is torn off and given to you as your receipt to prove that you have paid the money in. If you are opening a current account, the bank will then issue you with a cheque book free of charge. You will have to provide a sample signature in case the cheque gets into the wrong hands.

You can use a cheque for two purposes; to pay someone else some money and also to draw out money for yourself. In this case, you write **self** or **cash** on the cheque. In case you write a cheque when there is not enough money in your account, the cheque will usually **bounce**; the bank will reject it and return it to the **payee** unless you have arranged with the bank to allow your account to be **overdrawn**. If the bank agrees, you will be charged a small amount of interest on the amount that the bank has in effect lent you. Another expression for being overdrawn is **being in red**.

Whatever kind of account you have, the bank will issue you with a **statement** of your account at regular intervals. A statement is a document which records all the transactions in your account in the previous month: how much you have paid in and paid out and it then gives you the amount of money currently in your account.

(slightly adapted from English In Use bk 3 by B. Webb Oxford Publishers)

ACTIVITY 2

Questions

1. According to the passage, why should one open an account?
2. What type of account should one who wants to keep their money for security reasons open?
3. What is the difference between being “overdrawn” and “taking out a loan”?
4. Is it a good idea for a young person to open a bank account when she or he starts earning money? Give reasons for your answer.

LESSON 2: A DIALOGUE

LEARNING OUTCOMES

By the end of the lesson, you should be able to understand dialogues related to money and banking.

I

INTRODUCTION

In our daily lives, we always interact and exchange ideas with our friends and other important people. Nambi is a fresh university graduate. She is lucky to have got a job immediately after her studies. She gets a good amount of money and so has decided to open an account in order to keep her money for bigger plans.

ACTIVITY 1

Match the situations on the left with the different parts of the dialogue on the right, and then write the dialogue in the correct order.

Nambi opens an account

Clerk: Greet the customer.

Nambi: Return the greeting and explain what you want.

Clerk: Politely ask the customer to complete an application form.

Nambi: Ask what information is required in the form.

Clerk: Explain that the customer must give their name as well as the name and address of their employer and then sign it.

Nambi: Ask if you have done it correctly.

Clerk: Reply that it is fine and ask what kind of account the customer wants to open.

Nambi: Reply that you want a current account and that you have Shs 20,000 to open your account. Give the clerk the money.

Clerk: Explain that you are completing a paying-in slip, stamp it and give the counterfoil to the customer. Then explain that the customer should come back in a week to collect their cheque book.

Nambi: Close the conversation and leave.

Your name and address here, please. (pointing) And here please, write the name and address of your employer. And then we need your signature here, at the bottom.

I want a current account, please, and I would like to open it with this twenty thousand shillings. Is that alright?

Thank you.

Good morning. Can I help you?

Is that alright?

Good morning. Yes, I would like to open a bank account.

Now, please come back in about a week, and we shall issue you with a cheque book.

Certainly. Let's just complete this paying-in slip. Then, I will stamp it, here. {rubber stamps it}, and here is your counterfoil.

Thank you. What information is required?

That's fine. Do you just want a current account or a savings account?

Certainly. Please complete this application

ACTIVITY 2

Using information from the text, define the following words:

- a) cheque d) counterfoil g) statement
- b) interest e) payee
- c) paying-in-slip f) bounce a cheque

LESSON 2**CONTENT: USING THE ACTIVE AND PASSIVE VOICE****LESSON OUTCOMES**

By the end of the lesson, you should be able to use the Active and the Passive voices.

INTRODUCTION

The active voice in a sentence is where the performer/doer of the action is mentioned. While in the passive voice, the performer/doer of the action is not mentioned or not important. The passive voice is used when:

1. We do not know the performer or the doer of the action. For example:
 - Someone broke into the bank. (active)
 - The bank was broken into. (passive)
 - Some people changed my PIN code. (active)
 - My PIN code was changed. (passive)
2. We are interested in the action and not the doer of the action. For example:
 - He was hit by a stone as he was crossing the street. (passive)
 - We were served by a happy cashier. (passive)
 - The cheques was written by her daughter. (passive)
3. It is not necessary to state the doer/performer of the action because the doer is obvious. For example:
 - Farmers grow coffee for export. (active)
 - Coffee is grown for export. (passive)
 - Money is kept in the bank. (passive)

ACTIVITY 1

Rewrite the following sentences in the passive voice.

1. Someone washed the clothes.
2. Bena opened an account in Tropical Bank.
3. Banks have helped the business people to grow their businesses.
4. Okoth got a loan to start a business.
5. The manager encourages the bank workers to work hard.

Complete the sentences with the correct form of the verb in brackets.

1. Interest on the amount of money in your account. (pay)
2. A paying-in-slip..... and a sum of money..... (fill, pay)
3. A statement of your account at regular intervals. (issue)
4. A cheque book and an application form..... (issue, complete)
5. Someone reliable to introduce you to the manager. (find)

ACTIVITY 2

The passive is formed with the different verb forms as illustrated below:

1. The Present Simple Tense

We have **am/are/is + past participle**

Example:

Active: He washes his clothes every day.

Passive: His clothes are washed every day.

Or: His clothes are washed every day.

2. The Present Continuous Tense

am/are/is +being + past participle

Example:

Active: They are opening a new bank.

Passive: A new bank is being opened.

3. The Past Simple Tense

was/were + past participle

Example:

Active: She opened a bank account yesterday.

Passive: A bank account was opened yesterday.

4. The Past Continuous tense

was/were + being + past participle

Example:

Active: They were talking to the people about Covid-19.

Passive: The people were being talked to about Covid-19.

5. The Present Perfect tense

have/has + been + past perfect

Example:

Active: The manager has promoted Droma.

Passive: Droma has been promoted.

6. The Past Perfect tense

had + been+ past participle

Example:

Active: I thought that Pam had told me the truth.

Passive: I thought that I had been told the truth.

7. The Future Simple tense

will/shall + be + past participle

Example:

Active: I will buy the flour tomorrow.

Passive: The flour will be bought tomorrow.

ACTIVITY 2

Change the following sentences into the passive voice.

1. We serve lunch at 1.00 o'clock.
2. She drives her children to town every day.
3. They did the work yesterday.
4. She cooked the food using firewood.
5. He has worked on the compound.
6. He had already received the admission to senior five.
7. You will write a letter to her.
8. We shall overcome Covid-19.
9. We are observing the Covid-19 directives.
10. They have got all the necessary treatment.

Complete the following text with the correct form of the verb in brackets using the active or passive in the present simple or continuous.

GROWING TEA

Tea..... (grow) from cuttings in nurseries where the tender plants (shade) from the sun. While they.....(grow), the land is (clear), (break up) and (fertilise) ready for planting. When the plants (be) ready, they (transplant) to the hillside fields. The plants (prune) regularly to about 1.2 metres so that they..... (not grow) too high. They (spray) too, to prevent diseases. The bushes (take) from 3-5 years to mature. A tea bush (can last) for over 80 years.

FOLLOW-UP ACTIVITY

Describe an experiment you have done as a class in any subject using the passive voice.

LESSON 3

CONTENT: THE FUTURE TENSE: "WILL/SHALL," "GOING TO"

LEARNING OUTCOMES

By the end of the lesson you should be able to use the future tense with "will/shall" and "going to."

INTRODUCTION

"Will" and "Shall" are used to form the future simple tense. They are used to

predict what is going to happen in the future.

You should note that in modern English, the distinction between “will” and “shall” for the pure future is almost non-existent. Consider these two sentences.

“I will take my money to the bank tomorrow.” and

“I shall take my money to the bank tomorrow.”

The future can also be expressed by using “going to + infinitive” if there is an idea of intention, certainty or prediction.

e.g.: We are going to see the bank manager at 2.00 O’clock.

This construction is particularly common to express decisions that we have already taken.

e.g.: We are going to stay with uncle Ocen next holidays.

but not for a future action decided at the moment of speaking.

e.g.: “I am sick, I think I will see a doctor,” but not “I am sick, I think I am going to see a doctor.”

This construction does not usually occur in conditions.

e.g.: If I get much money, I will take it to the bank. and not

If I get much money, I am going to take it to the bank.

ACTIVITY 1

Complete the following sentences using “will/shall” and “going to” wherever possible.

I have got very little money; I don’t think I take it to the bank.

This road take you to the city centre.

I do not know whether yoube chosen for the show.

The bank ask you what type of account you want to open.

The bank.....lend you money if you ask them.

The president address the nation at 8.00 o’clock.

Covid -19 be controlled if we cooperate.

LESSON 2

CONTENT: USING “WILL/SHALL” FOR THE FUTURE CONTINUOUS TENSE

LEARNING OUTCOMES

By the end of the lesson, you should be able to use the future continuous tense.

INTRODUCTION

The future continuous tense talks about activities which will be going on at a certain time in the future. These activities begin before and continue after a certain time in the future. (will/shall + be doing)

e.g.: **We shall be talking to the bank manager at 2.00 p.m.**

This means you will start talking to the bank manager at 2.00 p.m. and continue talking to him / her.

The future continuous can also be used to indicate that an activity or state will be going on over a period of in the future time.

e.g.: **The doctors will be testing all the returnees for the corona virus.**

The future continuous can also be used to show that an event has been definitely planned for the future. e.g.: **We will be harvesting our maize in November.**

ACTIVITY 1

Do the following exercises.

1. Construct five sentences using the future continuous tense to indicate an activity beginning before and continuing after a point of future time.
2. Construct five sentences using the future continuous tense to indicate that an activity will be going on continuously over a period of time.
3. Construct five sentences using the future continuous tense to indicate that an event has been definitely planned for the future.

LESSON 3

TOPIC: USING “WILL/SHALL” FOR THE FUTURE PERFECT TENSE

LESSON OUTCOMES

By the end of the lesson, you should be able to use the Future Perfect tense.

INTRODUCTION

“Will/Shall” can be used to show the future perfect tense (i.e. “will/shall” + have done)

The future perfect tense talks about past events from a point of time in the future.

e.g.: We hope that by the end of the year, the vaccine for the corona virus will have been found.

ACTIVITY 1

Write out the following sentences using the future perfect form of the verb in brackets.

1. The bank (close) by six o'clock.
2. The line in the bank (reduce) by the time we get there.
3. When I bank all this money, I (save) myself from thieves.
4. His sister (prepare) the meal by the time he gets home.
5. After that customer, he (attend) to twenty customers already.

FOLLOW-UP ACTIVITY

Think of ten activities you will have done by the end of the year and write them out in ten sentences.

POSSIBLE RESPONSES**TOPIC 1: FURTHER EDUCATION****Possible answers for lesson 1 activity 1**

- Aunt Betty: Rosie should stay in school, work harder, get a good job that will give a good salary.
- Rosie's mother: Rosie should leave school and get married.
- Joseph: Rosie's brain is not suitable for academics so she should leave school and get a practical job.
- Rosie: Much as she wasn't doing well in school, she was not yet ready to marry.

2. Everybody said something during the conversation. Write down the following statements and for each of them indicate the person who said that statement.

- | | | |
|----|--|-----------------------|
| a. | Rosie is lazy. = | Aunt Betty |
| b. | She is intelligent but not academic. = | Joseph |
| c. | If Rosie doesn't do 'A' level, she won't get a good job. = | Aunt Betty |
| d. | Rosie should get married. = | Rosie's mother |
| e. | The nation needs people with high qualifications. = | Joseph |
| f. | The nation needs all kinds of workers. = | Joseph |
| g. | Rosie should try hard to study and get a good job. = | Aunt Betty |
| h. | Young people should stay amongst their people. = | Rosie's mother |
| i. | A woman can still have a job even when she is married. = | Rosie |
| j. | Milking cows is important. = | Joseph |

The best advice should be supported by sound reasons.
Rosie's mother does not believe in girls being highly educated.

Possible answers for lesson 2 activity 1

- If you see an angry lion, run as fast as you can!
- If you want to be a doctor, you must study very hard.
- If you see rubbish in the classroom, don't just leave it there.
- If you don't understand this exercise, ask your teacher.
- If you burn your hand, hold it under cold water.

- If you hear sounds outside at night, try to hold your breath and listen.
- If you don't want to catch covid19, wash your hands frequently.

Possible answers for lesson 2 activity

- If you go to Mombasa, you can see the ocean.
- If water is cooled below 0° C, it freezes.
- If good seeds are planted, they germinate
- If a metal is heated, it expands.
- If water is heated to 100° C, it boils.
- Possible answers for lesson 2 activity 3
- don't get enough water/rain 2. make 3. get mix
- 4. drives become 5. leave rusts

Possible answers for lesson 4 activity 2

get together - to meet some friends or members of your family for a pleasant event

get away - to leave somewhere with difficulty

got behind - to fail to do as much as you should

get by - to manage with only a small amount of money

gets back- to return

get down - to become involved in something

got into - to start doing something that needs time and energy

Possible answers for lesson 4 activity 3

1 start worrying, 2 receives, 3 doesn't do 4 becomes 5 doesn't like 6 started mixing with 7 becomes 8 become 9 go into 10 do something that is against the law

TOPIC 2: BANKING/MONEY

ACTIVITY 2: COMPREHESSION QUESTIONS

For safety of money, getting interest and borrowing money from the bank a savings or deposit account

`Being overdrawn' means taking more money from your account than what you have and `taking out a loan' means borrowing money from a bank

Yes. For security, and for convenience

LESSON 2: DIALOGUE

ACTIVITY 1

(`C' for Clark `N' for Nambi)

C-d

N-f

C-k

N-i

C-a
N-e
C-j
N-b
C-h
N-g
C-c

ACTIVITY 2: MEANING OF WORDS

Cheque: a written form used for paying for something instead of using money

Interest: money earned on top of what you keep in the bank

Paying-in slip: a form filled to pay money when opening an account

Counterfoil: part of a cheque given to you to show that you have paid for opening an account

Payee: a person that money or a cheque is paid to

Bounce a cheque: the cheque is rejected because there is not enough money on your account

Statement: a document that shows how much you have banked or withdrawn in the previous months and the amount of money in your account

LESSON 2: USING THE ACTIVE AND PASSIVE VOICE

ACTIVITY 1

1. The clothes were washed.
2. An account was opened in tropical bank.
3. Business people have been assisted to grow their businesses.
4. A loan was got to start a business.
5. The bank workers are encouraged to work hard.
6. Is paid
7. Is filled....paid
8. Is issued
9. Is issued....completed
10. Is found

ACTIVITY 2

1. Lunch is served at 1.00 o'clock.
2. Her children are driven to town every day.
3. The work was done yesterday.
4. The food was cooked using firewood.
5. The compound has been worked on.
6. The admission to senior five had already been received.

7. A letter will be written to her.
8. Covid-19 will be overcome.
9. The covid-19 directives are being observed.
10. All the necessary treatment has been got.

ACTIVITY 3

GROWING TEA

Is grown....are shaded....are growing...cleared...broken up...fertilized...are...are transplanted...are pruned...do not grow...are sprayed...take...can last

FOLLOW-UP ACTIVITY- self response

LESSON 3: Using `will', `shall', `going to'

ACTIVITY 1

Will/shall

Will

Will

Will

Will

Is going to

Will

LESSON 4: USING WILL/SHALL FOR THE FUTURE CONTINUOUS TENSE

ACTIVITY 1- self response

LESSON 5: USING WILL/SHALL FOR THE FUTURE PERFECT TENSE

ACTIVITY 1

The bank will have closed by six o'clock.

The line in the bank will have reduced by the time we get there.

When I bank all this money, I will have saved myself from thieves.

His sister will have prepared the meal by the time he gets home.

After that customer, he will have attended to twenty customers already

FOLLOW-UP ACTIVITY-self response



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