



Ministry of Education
and Sports

HOME-STUDY LEARNING

SENIOR
4

ENGLISH LANGUAGE

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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.

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

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

ACKNOWLEDGEMENTS

National Curriculum Development Centre (NCDC) would like to express its appreciation to all those who worked tirelessly towards the production of home-study materials for Pre-Primary, Primary and Secondary Levels of Education during the COVID-19 lockdown in Uganda.

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,
National Curriculum Development Centre

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 2

TOPIC: Choosing a Career

LESSON 1: Types of Questions

Learning Outcome

By the end of this lesson you should be able to use different types of questions to get information about career choices.

Introduction

A question is a type of clause or sentence which has an information gap that needs to be filled. There are many types of questions in English language. We have the general or 'yes or no' questions, the 'WH' questions, indirect questions, appended questions, tag/tail questions, negative questions, free response and multiple choice questions.

The 'yes or no' questions relate to the whole sentence and not to a separate element of it. These kinds of questions should be answered the same way they have been asked. If the question begins with a form of the verb 'to be' - am, is, are, then the answers should follow like this, 'Yes, I am, he is, they are or No, I am not/ he isn't, they aren't'.

The 'WH' questions begin with who, what, where, when, why, how. They are used to ask for information.

An indirect question is a question embedded inside a statement. (i.e., a declarative sentence) or another question (i.e., an interrogative sentence).

Tag questions (or question tags) turn a statement into a question. They are used to check or confirm that you have understood something correctly. Usually if the main clause is positive, the question tag is negative and if the main clause is negative, it is positive.

An indirect question is used to ask for information in a polite way.

A negative question is a question that contains the word 'not' or a negative verb contraction like didn't (did not) hadn't (had not).

Appended questions are those that are added to a statement or question. Statement questions are used to get information from others. This is done by moving a helping verb, moving the being verb, or adding the doing verb.

Below are examples for each type of questions.

- Yes/no: This is for questions such as: Do you like teaching?
- WH: This is used for questions such as: What profession do you like best?
- Tag questions such as: She likes teaching, doesn't she? / He does not like teaching, does he?
- Appended questions for example: Teaching is a good profession; don't you think so?
- Indirect questions such as: The boy would like to know what it takes to become a doctor.
- Negative questions such as: Don't you think that you may need to change your profession when you get married? Or doesn't she know that she is the nurse on duty today?
- Statement question for example. Have the teachers treated us kindly ?

Activity 1: Language Practice: Questions

Match the question types on the left with the example questions on the right.

1	Information (or WH-) question	a. What other languages can you speak?
2	Yes/no question (the answer is yes or no)	b. You are a Kiswahili speaker, aren't you?
3	Negative question	c. Do you live in the city?
4	Tag question (there is a 'tag' at the end of it)	d. Would you mind telling me your date of birth?
5	Statement question (it doesn't look like a question)	e. Haven't you ever used a computer?
6	Indirect question (very polite)	f. Tell me about your interests.
7	An instruction (not really a question)	g. You've got six passes at 'CSE' level?
8	Appended question	Teaching is a noble profession, don't you think so?

Activity 2.

Imagine that your careers' master would like to know more information about your career choice. Use the types of questions we have identified above to formulate questions that he or she might ask you.

For example:

Appended question: Education is very important to our lives, don't you think so?

Using the type of questions, you have learned so far, formulate questions that would give you the following answers.

- 1 (a) I like the idea of working with people.
2. (a) I am a practical person. I need to work with my hands.
3. (a) I am interested in making money. That is the most important thing.
- 4 (a) I am prepared to travel away from home for my work if necessary.

Follow up Activity

From the answers you have given above, what do they say about the kind of career that would suit you well?

LESSON 2**Activity 1**

Read and enjoy the following article about choosing a career.

Choosing a Career

One of the key aspects of choosing the best career is by thinking about yourself. Many people in your life can tell you what you should do, or what they think you'd be good at, but the only person who truly knows which career is best, is yourself.

Start by thinking about your passions and what you're interested in. If you have a love for writing, a career in construction, for example, may not be the best fit. Instead, you'd look at more creative fields such as journalism, copywriting or even creative writing. Knowing and discovering what you enjoy and feel passionate about will give you a strong start to discovering a career path for you.

Choosing a career is one of the most important decisions you will make in

life. It's about so much more than deciding what you will do to make a living. To start with, think about the amount of time we spend at work. We are on the job approximately 71% of every year. Over our lifetimes, this comes to roughly 31½ years out of the 45 years most of us spend working, from the beginning of our careers until retirement. The importance of selecting a career with which we are satisfied cannot be overemphasized.

While some people are lucky enough to just know what they want to do and end up in satisfying careers without giving it much thought, most of us are not. Many people don't put enough effort into choosing occupations, or pick them for the wrong reasons. Maybe they choose careers that seem secure or pay well. They then end up unhappy. The best way to make sure that doesn't happen to you is to make a well-thought out decision.

There are four steps you can take to plan for your Career:

Knowing Yourself; Skills, likes/dislikes and values

Finding out; exploring what is out there

Making decisions; comparing options

Taking action; working towards your goals

Career planning is an ongoing process that can help you manage your learning and development. You can use the four-step planning process whether you are at school, at college, an adult returning to education or adding on skills, an adult changing job or career.

Career planning is the continuous process of: thinking about your interests, values, skills and preferences; exploring the life, work and learning options available to you; ensuring that your work fits with your personal circumstances; continuously fine-tuning your work and learning plans to help you manage the changes in your life and the world of work. You can revisit and make use of this process all the way through your career.

Begin by thinking about where you are now, where you want to be and how you're going to get there.

Once you have thought about where you are now and where you want to be, you can work on getting to know your skills, interests and values.

Begin by asking yourself the following questions: Where am I now? Where do I want to be? What do I want out of a job or career? What do I like to do? What are my strengths? What is important to me?

At the end of this step you will have a clearer idea of your work or learning goal and your individual preferences. You can use this information about yourself as your personal 'wish list' against which you can compare all the information you gather in Step 2: Finding out. Your personal preferences are very useful for

helping you choose your best option at this point in time, which you can do in Step 3: Making decisions.

Step 2: Finding out

This step is about exploring the occupations and learning areas that interest you. Once you have some idea of your occupational preferences you can research the specific skills and qualifications required for those occupations. Explore occupations that interest you and ask yourself how do my skills and interests match up with these occupations? Where are the gaps? What options do I have to gain these skills or qualify for these occupations? What skills do I need? Where is the work? At the end of this step you will have a list of preferred occupations and/or learning options.

Step 3: Making decisions

This step involves comparing your options, narrowing down your choices and thinking about what suits you best at this point in time. Ask yourself: What are my best work/training options? How do they match with my skills, interests and values? How do they fit with the current labour market? How do they fit with my current situation and responsibilities? What are the advantages and disadvantages of each option? What will help and what will hinder me? What can I do about it? At the end of this step you will have narrowed down your options and have more of an idea of what you need to do next to help you achieve your goals.

Step 4: Taking action

Here you plan the steps you need to take to put your plan into action.

Use all you have learnt about your skills, interests and values together with the information you have gathered about the world of work to create your plan. Begin by asking yourself: What actions/steps will help me achieve my work, training and career goals? Where can I get help? Who will support me?

At the end of this step you will have:

a plan to help you explore your options further (e.g. work experience, work shadowing or more research); or a plan which sets out the steps to help you achieve your next learning or work. Decide which step is relevant for you right now and start from there.

(Adapted from: <https://brainly.in/question/6171123>)

Activity 2

Using the information in the above article, formulate 2 yes/no questions, 2 WH questions, 2 tag questions, 2 appended questions, and two indirect questions about choosing a career.

Activity 3

In not more than 100 words, write a summary of what it takes to choose a career.

Follow up activity

A well-known and well-liked person (invent a name) has just died. Write ten questions you would ask about his (or her) career. These questions should include something about his/her family background, education and old age.

LESSON 3: Reading Comprehension

Learning Outcomes

By the end of this lesson you should be able to skim and scan the following passages and identify relevant information about possible career opportunities.

Introduction

Skimming and scanning are key reading skills that will help you locate key information in the passage. They are very key skills that will help you in summary writing.

Activity 1

Read and enjoy the following passage.

Mkami: Entrepreneur

I always thought I would work for someone else, I never imagined that I would be the boss! But that is how things have turned out for me. I left school with quite a good Certificate of Secondary Education and as I had done well in maths, I managed to get a job in the accounts department of a tourist hotel. I did this for about four years.

Meanwhile my cousin Jimmy, who didn't go to secondary school, had trained as a carpenter. He got a grant from SIDO; that is the Small-Scale Industries Development Organisation, to set up a workshop and started employing a few untrained workers, who he trained up. Jimmy came to the hotel one day and saw that they had a very poor selection of crafts for sale to guests. He suggested asking the hotel if we could take over the tourists shop. He would provide the goods and I would run the shop. We managed to get a loan from an investment bank to set up the shop. The bank also gave us a lot of advice and helped us put together a business plan. Eventually it was agreed that we would pay rent to the hotel and a percentage of the earnings. That was ten years ago. Since then I have done some courses in running a business and that has helped us to expand. We now have a chain of 20 tourist shops in different hotels. The

workshop still supplies a lot of our goods but I also travel around the country to find other suppliers. We have come a long way, and I think the reason for this is that we have asked for advice from the people who know, and we listen to our customers. Tourists want to see a good variety of high quality crafts and that's what we give them. Running a business is hard work and at the beginning you can't expect to make any money for yourself; all the profit goes into building up the business. So you have to have a cool head and be prepared to take risks. We employ 40 people now and have made reasonable livings for our own families, so I am satisfied. I am married and I've got one daughter. I haven't had time to have another!

Asha: Office manager

I am the office manager in a company which publishes education books. What is an office manager? Well, it's difficult to say exactly. I usually tell people that I'm the one who keeps the company going! Most of the work that is done here lands on my desk at some time or other. For example, invoicing, either sending out invoices or paying them, they come to me first. I am also responsible for receiving and passing on the book orders to our warehouse and then checking that they have been sent and also for sending out samples. If any problems come up, the director relies on me to sort them out. I have to supervise all the administrative staff: the receptionists and the secretaries. If we need to recruit staff, I have to deal with job adverts and the application process. There are other things as well, but I hope I've given you some idea of the variety of things I do.

The job is never done! When I leave the office every day, there is always a pile of things waiting for the next day. Obviously, the job requires good organizational skills and you have got to be able to deal with the employees kindly but firmly. It is very stressful at times but I have learnt to be calm in a crisis and polite to our customers even when they are being unreasonable. On the other hand, the salary is fair for the type of work I do and have little time to feel bored!

I left school with the Certificate of Secondary Education and then did a degree in Business Administration for three years. After graduating. I got a job in a small office where I had to do more or less all the administrative work and that was good preparation for this job, which I have been doing for three years. I am not married but I'm engaged and hope to get married soon. I will definitely continue my job when I am married. In my free time I like emailing my friends and surfing the Internet.

(Extracted from: English in Use book 4)

Activity 2

The careers mentioned above represent many other career opportunities you may choose to pursue. What possible career opportunities do the above passages reveal to you?

Activity 3

What are the advantages and disadvantages of each of the two jobs talked about in the above passages?

Activity 4

Identify some good advice in these texts for young people like you about how to succeed as an employee or in your own business.

Follow up activity

Which of these three jobs would you:

(a) Most like to have? (b) least like to have?

Give reasons for your choice.

LESSON 4: Adjectives

Learning Outcomes

By the end of this lesson you should be able to use adjectives in composition writing.

Introduction

Adjectives are describing words. They are used to describe nouns or pronouns. Adjectives give us additional information about things, places, people, qualities or ideas. Adjectives may come immediately before the noun they describe or they may come after the verb and therefore be detached from the noun or pronoun they are describing.

For example:

The teaching profession is sought after by many compassionate people.

Other kinds of adjectives

Demonstrative adjectives

These define which thing or things, person or persons, is/are being spoken or written about. They include: this, that, these and those.

For example:

That doctor is the best in Mulago Hospital.

- This business plan has to bring in a lot of money.
- These midwives are the best in this country.
- Those charming marketeers can make you buy anything on this planet.

(a) Possessive adjectives

These indicate ownership.

For example:

- I love my teaching profession.
- Your kind of profession is what we all crave for.
- The nursing aid prides in her work.
- Her ambition to become an astronaut knew no bounds.
- Our promises to our clients are made to be kept.
- Their Professional conduct touches everybody in the hospital.
-

(b) Interrogative adjectives

These ask questions such as, which, whose, or what questions.

For example:

- Which profession is revered most by the youth?
- Whose business plan is that?
- What kind of profession allows such behaviour?

Activity 1

Use the examples given in each category to create own sentences related to choosing a career.

Activity 2

Describe a career you would like to pursue in future using the above types of adjectives.

LESSON 5: Using adverbs of degree

Adverbs are usually, but not always, attached to verbs and give additional information about them. They qualify the meaning of verbs, for example, by showing how an action is carried out. Adverbs of degree however tell us about the degree to which an action was performed or a feeling was experienced.

For example:

- The performance of the orchestra was *much* improved.
- I was so angry.
- He was very late.

Activity 1

Pick out the adverbs of degree in these headlines:

- 'I am so disgusted with my performance in class,' says Mary.
- 'We played very badly,' admits the Manager.
- 'The country must do much better,' states the Minister.

TOPIC: Applying for a Job**LESSON 1: Reading for Meaning****Learning Outcomes**

By the end of this lesson you should be able to understand job requirements from newspapers.

Introduction**Activity: Read and enjoy the passage below.**

What do employees expect?

What do employers expect from a school leaver? The answer to this question is not easy, but in general employers seem to look for a number of qualities in job applicants.

In the first place, employers like would-be employees to know their own minds. They like applicants to be decisive - to have a clear idea of what they want to do in life, as well as realistic notions of what is involved in achieving their goals. Thus, applicants who are career-conscious definitely stand a better chance than those who are indecisive.

Clearly, applicants can only show this quality if they have done some homework before the interview, to find out something about the organization they are applying to join, and to understand the kinds of opportunity that might open up. They should also find out if possible about the history, aims, and the problems of the organization; its products, if any; its training programmes; the long-term job prospects. Showing evidence of your interest in the organization will impress the interviewer.

However, this does not mean that the applicant should try to appear a 'know-all' at the interview. Far from it! While employers expect certain

minimum academic achievements in their would-be employees, they are far more interested in whether the applicant is ready, willing and able to learn, often from fellow-workers who may, on paper, be far less well-qualified.

This last point is crucial. A new employee must have respect for those already employed in the organization, even if the latter are less qualified. There are plenty of older employees around, who, when young, did not have the same educational opportunities as the present generation. There can be no feature for those new employees who look down on any of their colleagues or senior officers on these grounds.

On the other hand, employees do like their young workers to be reasonably ambitious. Organisations depend a great deal for their growth and prosperity on the willingness of their younger employees to improve themselves, and a spirit of friendly competition is usually highly desirable, provided it is carried on in a reasonable way.

However, ambition is not the same thing as greed. Many young people, when they first get a job, think that the world is at their feet. In their desire to impress their friends and relatives, they often bite off more than they can chew in terms of financial obligations. It is easier to apply for a car or motor-cycle loan than to make sure you have enough money left every month to pay off your debt. Employers lay great stress on new employees having a realistic judgment of their income, so that they can budget properly in their personal affairs.

One last point is worth mentioning: it pays to dress conventionally and smartly. It would be foolish to throw away your chance of a job, or of promotion once in the job, merely because of your clothes.

(Extracted from: English in use, Book 4 by Longman publishers)

Activity 2

Outline the job requirements mentioned in the passage.

Activity 3

(i) Which of the suggestions given in the text do you agree with and which do you disagree with?

(ii) Do you think you will be able to follow this advice when you apply for or start a job? Why or why not.

LESSON 2: Composition Writing: Curriculum Vitae (CV)

Learning Outcomes

By the end of this lesson you should be able to write a CV.

When you apply for a job, the would-be employer would like to know who you are and how qualified you are. He is also interested in your skills, hobbies and interests. This is all captured in the CV. A CV provides your personal information, educational background, working experience and any other useful information that may help you secure employment, scholarship or admission to an institution of learning.

Study the CV below.

Curriculum Vitae

Personal data	
Name:	Stanislaus Mugeche Omangi
Address:	P.O. Box 30094-00600 Munge'tho
Telephone number:	0624-764318
Email:	Curriculum vitae smugeche@muge'etho.com
Date of birth:	31 st May 1980
Sex:	Male
Marital status:	Single

Nationality:	Kenyan
Education	
1998-2000:	Kenya Polytechnic Certificate in Hospitality Graduate with Distinction
1994-1997:	Mbariki Secondary school. Kenya Certificate of Secondary Education (attained B grade overall. Subject: English, Mathematics, Kiswahili, Biology, Chemistry, History, Geography, French, Home Science.
1986-1993:	Jacaranda Primary School. Kenya Certificate of Primary Education (attained 500 out of 700 marks)
Work experience 2001-To date.	Sarufi Hotel Reception Duties: Booking guests, responding to guests' queries, receiving guests
Interests <ul style="list-style-type: none"> • Tennis, travelling, swimming • Member of the Rotary Club of Kenya 	
References <ol style="list-style-type: none"> 1. Mr Tom Chesina <ul style="list-style-type: none"> • Managing Director • Sarufu Hotel • PO Box 9248-0100 • Sarufi • 2. Ms Jane Armarode <ul style="list-style-type: none"> • Principal • Mbariki Secondary School • PO Box 236-0040 • Mbaraki 	

(Extracted from: Head Start Secondary English Form 4 by Oxford publishers)

A CV has information about the following:

Personal data:

Name, address, date of birth, nationality, marital status and sex

Education:

Name of the school(s) or other institutions of learning attended and qualifications attained

Work experience:

Name of the organization (s), position(s) held, duties and responsibilities and duration.

Interests:

Hobbies, community service and anything about you that may help you be favourably considered for the job, scholarship or admission.

References:

Names and positions of people who know you and can recommend you. These could be your teachers, former employers or even religious leaders. However, note that you cannot give the names of your parents or relatives as your references.

Activity 1

Compose your own CV using the above structure for a teaching job vacancy in a school in your community.

Activity 2

Study the following job advertisements and decide which one is the most suitable for Farida and why.

Urgently required

Male and female security staff for city centre office building.

Contact:

The personnel Manager,
Securico, P.O, Box 35, Dar es Salaam.

VACANCY

Busy international trading company requires a junior registry assistant for general office work. Ability to use a computer and foreign language an advantage.

Write to: The Manager, Ocean Trading Ltd, P.O. Box 12, Dar es Salam.

WE ARE RECRUITNG.

A junior reporter for our newspaper

Please write with a full CV to The Editor, The Daily News, P.O. Box 51 Dar es Salaam.

Activity 3

Select one other advert from the three above and create a CV that matches it.

LESSON 3: Composition Writing: Letter of Application**Learning Outcomes**

By the end of this lesson you should be able to write a letter of application in response to a job advertisement.

Introduction

Letters of application are written when applying for a job, a training course, a college or a university. It is important to create an impression with this letter as this will help decide whether or not you are called for interview and/or accepted for a job or course. When you apply for a job, you have to 'sell' yourself so every aspect of the letter is important:

- Neat writing and appearance
- Clean paper
- Good use of English and correct spelling
- All the necessary information, but not too long
- Polite in tone
- A formal layout and style

When writing a letter of application, you should follow these steps:

- Begin the letter by referring to the advertisement and the name of the newspaper/website/other where you saw it.
- Give the necessary information about yourself: age, schools attended, examinations passed, subjects taken, languages spoken as well as any other useful information such as relevant experience, posts of responsibility inside or outside school.
- If possible say why you think you may be suitable for this post.
- Furthermore, you should include the names of two referees who are willing to answer questions about you. These should be responsible and respected people who are not related to you.

Useful Language

Opening paragraphs

- With reference to your advertisement in 'The Standard' dated 23rd January for the post of....., I wish to.....
- I am writing with regard to the vacancy ofas advertised in the 'The standard' of.....
- I am a sixteen-year old student
- It was with interest that I read your advertisement for

Middle Paragraphs

- I, therefore, feel that I am suitable for the post.....
- I passed my KCPE with 55 points and at present I am studying
- I have had some experience in this field.....
- I have held the following posts of responsibility since I have been at school.....

Ending paragraphs

- I am available for interview
- I will be available to take up employment from.....
- I look forward to hearing from you.

Sample Question

Wanted

A school-leaver for the post of

OFFICE ASSISTANT

Applicants should be KSCE leavers with an interest in clerical work, with a pleasant manner and most importantly a willingness to learn.

Applications in own handwriting should be sent to:

The Manager of Personal Services

Karani Incorporated

Box 3215

Kisumu

Sample response

St John's school,

P.O. Box 89264

Machakos

Manager of Personal Services,
Karani Incorporated
Box 3215
Kisumu

Dear sir,

Re: Application for the Post of Office Assistant

It was with interest that I read your advertisement seeking a KSCE school-leaver for the post of Office Assistant in your firm. I am due to take my KSCE examination this November after which I will be seeking employment.

Among the subjects I am studying for the examination are Typing and Office Practice. These have been of particular use to me in my position as secretary of Debating Society. I enjoy these subjects and wish to continue to use these practical skills when I leave school.

As Head Girl I have to deal with both staff and students and I believe I do this politely, pleasantly, and effectively.

My interest and willingness to learn has not just been confined to my KSCE subjects. I am also a member of the young Farmers' Club and of the school sports team. Recently, I began to teach myself shorthand.

I, therefore, feel that I am well suited to the vacant post of Office Assistant in your firm. I will be available for interview after the eighteenth of next month.

I look forward to hearing from you.

Yours faithfully, Miss Jane Mutua

Adapted from: KCSE REVISION ENGLISH**Activity 1**

Use one of the following adverts to write an application letter.

LOOKING FOR A CAREER?

National Airlines has vacancies for technical and non-technical ground staff and cabin crew. Apply with full details of yourself to the Chief Personnel Officer, P.O. Box 96, Dar es Salaam.

Urgently required.

General office assistant. Good English and Kiswahili needed.

Write to: Mrs K. Wanambwa, Cross Border Trading, P.O. Box 12, Jinja.

Urgently required.

General office assistant. Good English and Kiswahili needed.

Write to: Mrs K. Wanambwa, Cross Border Trading, P.O. Box 12, Jinja.

Kitchen assistant needed in lively restaurant in city centre. No previous cooking experience required. Suit school leaver. Apply: The Manager, Half Moon Restaurant, and Box 34, Kampala.

Adapted from: (English in Use, Book 3 Longman publishers)

TERM 3

TOPIC: Globalisation

LESSON 1: Comprehension

Learning Outcome

By the end of this lesson you should be able to understand oral and written texts on globalisation.

Introduction

Globalisation is often used to describe large companies which are present in many countries around the world buying goods from local farmers, manufacturing them in factories, or selling them to the local people. According to World Health Organisation (WHO) globalisation is the increased interconnectedness and interdependence of people's and countries. It is generally understood to include two inter-related elements: the opening of international borders to increasingly fast flows of goods, services, finance, people and ideas; and the changes in institutions and policies at national and international levels that facilitate or promote such flows. In other words, globalization isn't just about business. It also involves travel, tourism, migration, culture, language and political ideas.

(Adapted from: <https://youmatter.world/en/definition/definitions-globalization-definition-benefits-effects-examples/>)

Activity 1

Read and enjoy the following passage.

For John, Ramini, Liv and Rukuba and the staff at the Four Palm Hotel, globalization may be a good thing. But there is another side of the story. The big multi-national company that manufactures John's jeans has operations in many other countries. It is so powerful that it can put pressure on the governments of some of these countries, particularly less developed countries, to make them do what it wants. For example, the governments may be forced to allow the company to open factories where it wants them even if the sites are environmentally unsuitable. The factories may then produce chemicals which pollute the air and water. Although they provide jobs for the local people, they are often poorly paid and have no hope of promotion in the company. The opening of the factory may lead to the closure of a locally owned factory which can't compete. Then, when it no longer suits the company to be in that country, it can simply close down its operation and move on to another place. The profits from the company go back to its headquarters in another country: usually in the USA, Europe or China. So how much benefit does it really bring the less developed countries?

With people moving around the world more easily, a global culture is emerging and local traditions are disappearing. Baseball caps, T-shirts and jeans are now global fashion. There is also global music, global films and so on. This global culture promotes ideas and values which are often at odds with those of traditional societies; for example young people may start to copy the behaviour of their peers in American films by speaking to elders less respectfully, or refusing to conform to local marriage customs. This can lead to conflict between the generations with in families. Another factor is that world languages, particularly English, have a dominant role and are seen as more progressive, while local languages may die out.

Of course, from the earliest times people have travelled from one part of the globe to another. What is different nowadays is the amount of contact people have with other countries through air travel, satellite TV and internet communications. We are part of the global village: even people living in villages in Africa may have an opinion on a speech by the President of the United States, just a few hours after it has been made. Globalisation, whether we like it or not, is probably here to stay. We must therefore learn to live with it. In Africa especially it is up to all of us to try to make it a force for good and to limit its negative impact as much as possible.

Activity 2

Re- read the passage and answer the following questions.

1. What power does a large multi-national company have over governments?
2. What negative aspects of global culture are mentioned?
3. In your view has globalisation always been a feature of human life ?

TOPIC: Grammar

LESSON 1: Transitive, Intransitive and Reflexive Verbs

Learning Outcome

By the end of this lesson you should be able to understand transitive, intransitive and reflexive verbs.

Introduction

A transitive verb is a verb that requires an object to receive the action. The following are some of the examples of transitive verbs: “address,” “borrow,” “bring,” “discuss,” “raise,” “offer,” “pay,” “write,” “promise,” and “have.”

Example: The artist sketched the model.

The verb ‘sketched’ requires an object, ‘model’ to make sense.

An intransitive verb does not take an object. We do not use an object immediately after an intransitive verb. For example, you cannot say ‘The students arrived Kampala. The correct sentence should be, ‘The students arrived at the Diplomat’s residence in Kampala. The following are some examples of intransitive verbs; “deteriorate,” “vote,” “sit,” “increase,” “laugh,” “originate,” “fluctuate,”

Reflexive verbs are verbs that reflect an action that is done by the agent to itself. In other words, reflexive verbs are transitive verbs whose subject and object always refer to the same person or thing, so the object is always a reflexive pronoun. For example, ‘to enjoy yourself’. They essentially use reflexive pronouns such as “-self” or “-selves.”

Activity 1

Find the verb in the following sentences and tell whether it is transitive and intransitive

1. My brother visited me yesterday.
2. Tom’s father teaches boys.
3. Julius grows flowers in boxes.
4. The blood donor donates frequently.
5. The supervisor issued several orders at the same time.

Activity 2

Identify reflexive verbs in the following sentences.

1. I enjoyed myself last summer
2. They purchased a new car for themselves
3. We encourage ourselves to read something new every day.
4. Tony took a weekend holiday to be by himself.

Practice Activities

Activity 1

Read the passage below and then answer the questions that follow.

She went on walking down though other roads seemed to crisscross, and after a time she became conscious of clanking and rattling noises on her right. Of course, the railway. This was one thing she was sure of. After some time, she found someone who knew her language to direct her to the station. There she could sit down safely and maybe get a drink of water and from there she would know her way.

About two o’clock in the afternoon she reached the station, her feet fumbling on the pavement by that time, drank some water from the tap in her cupped hands and curled herself in a corner of the waiting hall. Perhaps she slept or perhaps she didn’t but to move seemed impossible. She shrank herself even smaller inside her wrapper, took off her shoes and carefully sat on them,

then slipped from full consciousness. A couple of men tried to speak to her but they were answered only by a frightened stare and she fell back into a confusion dream.

When she was jolted quite awake by someone banging petrol cans one after another on the floor she knew at once that it was time to move. She must get home before Martin came from work. She had not learnt the town capacity for moving from one place to the next without returning home. Looking at the sky - thank God the sky is the same everywhere, that is why it has the name as heaven - she realized it must be about four o'clock. She set off on the right road but was soon entangled with crowds of little khaki-clad boys coming out of school. Round the corner another school was discharging, great tall girls in blue tunics with yellow, gauzy scarves like butterflies, boys with yellow turbans. They were so pretty and so happy-looking, compared with the bitterly hungry faces of the black children that she could not help pausing to watch. She came nearly to the market and then hesitated. This was where she had begun to feel so bad only two days before and she remembered why and choked at the memory. By the time she had reviewed her experience of the baby, the house and the hospital, she had lost her longer recollection and took the wrong turning. Crossing the road by placing herself behind a large woman who looked at home and following on her heels, she found herself isolated by traffic on the station side of that seemingly endless road that followed the railway landhies.

People were pouring down the road on foot or by bicycle, the first section of that interminable crowd flowing out of shops and offices. This in itself made her think, though she recognized no landmarks that she was on the right lines, going towards where people lived. The landhies consisted of good block houses with water taps outside, all with letters and numbers: they were stoutly fenced from the road and each gate guarded by a railway policeman. She walked on and on, recognizing nothing but fearful of crossing against the current of men walking. Round a corner came a kaloleni and she thought for a moment they must be European houses, so new and neat, till she saw the faces of people going in and out, many of them Lous. Most of them kikuyu people, had she known how to recognize them - only those with the yellowish skin and high cheekbones were easy to tell, but the powers that be always seemed to know - were going on to a place called Bahati, 'Good Luck'. Funny name for a ghetto, but then she still did not know what that meant. Kaloleni with the football stadium, then she still did not know what that meant. Kaloleni with the football stadium, then Makongeni and Mbotela, then the big new church, set like a small town church at the edge, just before the bush began. But of course they knew - one hoped they knew - that soon the houses would grow further and further on and the church be where it belonged, in the middle of the city. If they had known that, how could they have borne to change it for the old St Stephen's which had given way to LEGGO and later parliament, but gave way only inch by inch, refusing to fall down, while week after week the blasting alarmed the

faint- hearted and enlivened the bearers of wild rumours. Martin had seen it and told her about it.

She knew for certain now that she was on the wrong road. She was afraid to go on and almost too tired to turn back and she determined to consult the first Luo with a kindly face. By good fortune the first person she met at the gate of Makongeni Estate was an elderly lady who could only be Luo, tall, long-skirted, carrying a bible sticking out of the top of a plastic shopping bag.

‘Excuse me,’ said Paulina shyly, ‘but I am a stranger here and I am looking for the house of Martin Were from Siaya, Can you direct me?’

‘Were?’ said the lady thoughtfully. ‘I do not know one from Siaya. Does he work on the railway? And how is he related to you?’

From ***Coming to Birth*** by Marjorie Oludhe Macgoye,
East African Educational Publishers.

Explain what has just happened before this extract.

..... (2 marks)

About how long did Paulina stay at the railway station?

..... (1 mark)

When else had Paulina been to the same railway station?

..... (1 mark)

What makes Paulina take the wrong turn as she walks from the railway station?

..... (2 marks)

‘That was one thing she was sure of,’ (Rewrite beginning: She was...)

..... (1 mark)

In about 70 words, summarize what Paulina encounters from the time she leaves the railway station to the time she asks for direction.

.....
.....
..... (4 marks)

Explain what Paulina goes through before she gets to her husband's house.

.....
..... (4 marks)

What does the extract reveal about Paulina?

.....
.....
..... (3 marks)

What aspects of the politics of the time come out in this extract?

.....
..... (2 marks)

Does he work on the railway? (Rewrite as a statement)

.....
..... (1 mark)

Identify and explain one metaphor from the extract.

.....
..... (2 marks)

What happens after this extract?

.....
..... (2 marks)

Activity 2

Rewrite the following sentences according to the instructions given after each. Do not change the meaning of the original sentence.

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- (i) A line of riot police was *behind the protesting students*. (Rewrite starting with the italicised phrase)
- (ii) Nzilani did not realise it was four o'clock. She got out of bed. (Rewrite as one beginning: Not realizing...)
- (iii) My father would not allow us to swim in the river under any circumstances. (Begin: I never...)
- (iv) I always loved poetry. (Begin: I never....)
- (v) The exhibition was opened by the Prime Minister. (Begin: The Prime Minister...)
- (vi) 'The sun rises in the east,' the teacher told the students. (Rewrite the sentence in report speech)
- (vii) The man has arrived. His wife is the chief guest of honour. (Combine into one sentence using 'whose')
- (viii) If you believe in yourself, other people will believe in you. (Join into one sentence starting: Unless.....)
- (ix) I would rather visit the needy than watch a movie during Easter holidays. (Begin: I prefer.....)
- (x) She is a great lawyer. She is also a celebrated author of literary books. (Join into one sentence beginning: Not only....)

Activity 3

Write the following sentences using the correct word from the alternatives given.

- (i) The teacher told the pupils to..... their homework regularly if they wanted to.....progress. (make, do)
- (ii) If you are not careful, you will.....your riches. (loose, lose)
- (iii) She has been.....in bed all morning. (lying, laying)
- (iv) The train.....Nairobi at three in the morning. (arrived, reached)
- (v) The servant.....the table. (lay, laid, lain, lied)
- (vi) Our teacher always.....smart clothes. (wears, puts on)
- (vii) Shemore than she could return. (lent, borrowed)
- (viii) His father was.....in the war and could no longer work. (injured, hurt, wounded)
- (ix) We..... that school in football last week. (won, beat)
- (x) After lunch I will.....down for half an hour. (lie, lay).

Activity 4

Reported Speech

Report the following questions.

1. I asked the mechanic, 'Will it take long to repair the car?'
2. She asked Musa, 'Have you seen my husband?'
3. 'Did you know I had been appointed headmistress of the junior school?'
Ritah asked her friend.
4. 'Will you contribute to college building fund if I do?' Mary asked me.
5. 'Where have you been for the last three months?' The minister asked his secretary.
6. My father asked, 'When do you expect to hear the result of your examination?'
7. 'Expect nothing and you will never be disappointed,' my father advised.
8. 'Don't leave the door open,' she warned me.
9. 'You should stop smoking,' the doctor advised my brother.
10. 'I can do the washing up,' I offered.

Activity 5

Conditional Clauses without 'if'

Rephrase the following using 'unless'

1. If you don't wear your coat, you will catch a cold.
2. We shall play tennis tomorrow if it doesn't rain.
3. He won't receive the letter tomorrow if you don't post it today.
4. If I don't get a pay rise at work, I will start looking for another job.
5. Your cough won't get better if you don't stop smoking.

For items 6-10, make new sentences using the verbs in brackets.

6. If you don't drive carefully, you will have an accident. (or else)
7. If you don't stop making that noise, I will hit you. (and)
8. I will buy that car if it is not too expensive. (as long as)
9. He won't forgive you unless you say you are sorry. (provided)
10. Provided you tell the truth, everything will be alright. (as long as)



National Curriculum
Development Centre,
P.O. Box 7002,
Kampala.

www.ncdc.go.ug