

# **NEW ORDINARY LEVEL**

# **ENGLISH LANGUAGE**

# **RESEARCH BOOK**

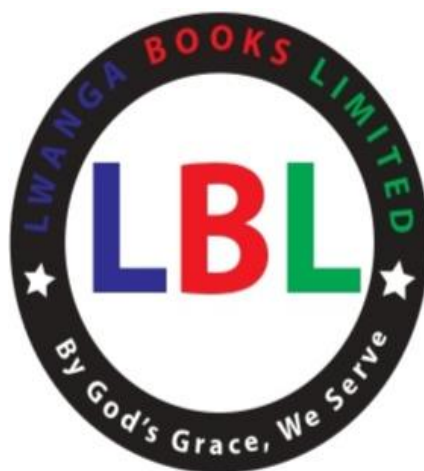
**( DETAILED )**

**SENIOR ONE TO SENIOR FOUR**

**“LEARNER’S RESEARCH BOOK”**

**BASED ON THE NEW LOWER SECONDARY CURRICULUM**

By





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# Preface

This learner's research book has been written in line with the revised english language syllabus for the new lower secondary curriculum.

The main reason as to why We have written this book, is to make research easier to learners as they are making their own notes in english language.

Therefore, this is a detailed research book for the new revised english language ordinary level syllabus.

This research book has been written in a Simplified way to help students read and understand the competence based english language on individual basis as they are coming up with their own notes. Therefore, learners understand key concepts and apply them in real life.

This learner's research book is one of the materials which are to be used to support the teaching and learning process of the new lower secondary curriculum.

**Lwanga Books Ltd feels confident that this Book will be of immense value to both the learners and the teachers.**

Any suggestions for improvement of this book are most welcomed, thanks.

***“It is not what We do for you but what We will teach you to do for and by yourselves that will eventually make you successful beings in the society”***

# Acknowledgement

**Lwanga Books Limited** is deeply indebted to all those who participated in the development of **Lwanga William S1-S4 English Learner's Research Book**. Special thanks go to **Mr. Lwanga William**, CEO of Lwanga Books Ltd for his valuable insights and advice on all publishing matters.

We would like to express our sincere appreciation to all those who worked tirelessly towards the production of this learner's research book.

First and foremost, we would like to thank our families and friends for supporting all our initiatives both financially and spiritually, Lwanga William's parents; **Mr. William Lwanga** and **Mrs. Harriet Lwanga**, his brother; Mr. Nsubuga Grace.

The initiative and guidance of the publishing partners, Ministry of Education and Sports (MoES) and National Curriculum Development Centre (NCDC) in development and implementation of the New Lower Secondary Curriculum are highly appreciated.

We thank God for the wisdom He has given us to produce this volume of work. May the Almighty God bless all the students that will use this book with knowledge of making their own notes as they are making research.....**AMEN**. We welcome any suggestions for improvement to continue making our service delivery better.

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## **Personal Life And Family**

### ***Focus of the Lesson:***

The learner narrates experiences, reads, and responds to stories about personal and family life. In this lesson, we will explore how to talk about your family, share your opinions, and describe personal experiences related to family life. We will also practice using important grammatical structures, including the verb "to be," abstract nouns, and personal pronouns.

### **1. Communicate Information and Opinions About Families and Family Life**

#### ***Definition:***

**Family:** A family is a group of people related by blood, marriage, or other close connections. Family life involves the activities, relationships, and routines that family members share.

**Information:** This refers to factual details or data that describe family members, relationships, or activities.

**Opinion:** An opinion is a personal belief or view about something, like how a family works, what makes a good family, or your feelings about family life.

#### **How to Communicate Information About Families:**

Providing facts: "I have two brothers and one sister."

Describing family structure: "My family consists of my parents, my younger brother, and me."

Sharing family traditions: "Every year, my family celebrates Christmas together."

#### **How to Communicate Opinions About Families:**

Expressing opinions: "I believe that spending time with family is important for happiness."

"In my opinion, families should support each other through difficult times."

"I think it's essential for family members to communicate openly."

***Activity:*** Write a short paragraph that gives information about your family. Then, express your opinion on why family is important to you.

### **2. Interpret and Construct Graphical/Pictorial Representations of Families**

#### ***Definition:***

**Graphical or Pictorial Representations:** These are visual tools, such as family trees or diagrams, that help show the relationships between family members. They make it easier to understand family connections.

**Family Tree:** A family tree is a diagram that shows how different family members are related to each other, often across multiple generations.

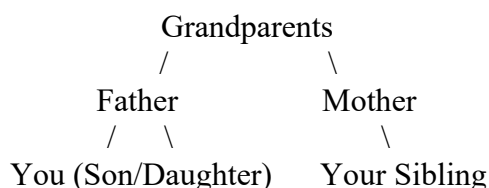
#### **How to Construct a Family Tree:**

Start with the oldest generation: Your grandparents or great-grandparents at the top.

Move downward: Include their children (your parents) and their children (you and your siblings).

Use lines to show relationships: Connecting siblings with horizontal lines, and parents with vertical lines.

#### **Example Family Tree:**



**Activity:**

Draw your family tree, including at least three generations. Label each person (e.g., father, mother, brother, etc.), and make sure to show the connections clearly.

**3. Express Likes and Dislikes**

**Definition:**

Likes: These are things or activities that you enjoy or prefer.

Dislikes: These are things or activities that you do not enjoy or prefer to avoid.

**Key Phrases for Expressing Likes:**

"I like spending weekends with my family."

"My favorite family activity is playing board games."

"I love going on family vacations."

**Key Phrases for Expressing Dislikes:**

"I don't like when my brother is too noisy."

"I dislike doing chores at home."

"I don't enjoy arguing with my parents."

**Activity:** Write five sentences about what you like and dislike regarding your family life, such as family activities, home responsibilities, or specific family members.

**4. Use Abstract Nouns**

**Definition:**

Abstract Nouns are nouns that refer to ideas, emotions, or qualities that cannot be touched or seen. They represent things that exist only in the mind.

**Examples of Abstract Nouns in the Context of Family:**

Love: "The love between my parents is very strong."

Happiness: "Family gatherings always bring happiness."

Respect: "Respect is an important value in our family."

Support: "I get a lot of support from my family during tough times."

Trust: "Trust is essential for a good family relationship."

**How to Use Abstract Nouns:**

"I feel happiness when we all sit down for dinner."

"The support from my family has helped me through many challenges."

"In my family, respect is always shown to everyone."

**Activity:** Write five sentences using abstract nouns related to family life, such as love, support, respect, care, or happiness.

**5. Use Correct Forms of the Verb "To Be" in the Present Tense**

**Definition:** The verb "to be" describes states of being and identity. It changes based on the subject and tense.

**Forms of "To Be" in Present Tense:**

I am (first person singular)

Example: "I am the youngest in my family."



You are (second person singular/plural)

Example: "You are always so kind to your family."

He/She/It is (third person singular)

Example: "She is my mother."

We are (first person plural)

Example: "We are a close-knit family."

They are (third person plural)

Example: "They are my cousins."

**Activity:** Complete the sentences using the correct form of "to be":

1. I \_\_\_\_\_ very close to my family.
2. He \_\_\_\_\_ a great older brother.
3. We \_\_\_\_\_ excited for our family reunion.
4. They \_\_\_\_\_ visiting us this weekend.

## **6. Use All Forms of Personal Pronouns in Conversations and Writing**

**Definition:** Personal pronouns replace nouns in sentences and refer to specific people or things. They help avoid repetition and make sentences smoother.

### **Forms of Personal Pronouns:**

I (first person singular): "I like spending time with my family."

You (second person singular/plural): "You are a wonderful sibling."

He/She/It (third person singular): "He is my father." / "She is my sister."

We (first person plural): "We enjoy going on family trips."

You (second person plural): "You all are invited to our family gathering."

They (third person plural): "They are my cousins."

**Activity:** Write a short conversation between two family members, using at least five different personal pronouns. For example:

Person 1: "I love spending time with you and the family."

Person 2: "Yes, we enjoy it too. I think it's important for us to be together."

### **Summary**

In this lesson on "Personal Life and Family," we have learned how to:

Communicate about our family, including giving factual information and expressing opinions.

Create and interpret graphical representations like family trees to show relationships.

Express likes and dislikes regarding family activities.

Use abstract nouns to describe feelings and qualities related to family life.

Apply the verb "to be" in the present tense in various forms (am, is, are).

Use personal pronouns correctly in conversations and writing.

### **Homework Assignment:**

Write a short story about a memorable family event or experience. Make sure to:

Use at least five abstract nouns (e.g., love, respect, happiness).

Include the correct form of the verb "to be" in the present tense.

Use personal pronouns in different forms.

Share your likes and dislikes about the family event.

## **Finding Information**

### ***Focus of the Lesson:***

The learner finds the information they need, carries out surveys, interprets oral and recorded materials, and reads, including using information from different sources for a variety of purposes.

### **1. Identify Different Sources of Information**

#### ***Definition:***

Sources of Information: These are places, materials, or people from which we get facts, data, or knowledge about a subject.

#### **Types of Sources:**

1. Books: Printed works, often detailed and in-depth, like encyclopedias or textbooks.
2. Internet: Websites, blogs, forums, and online databases.
3. Newspapers and Magazines: Articles on current events, research, and opinions.
4. People: Experts, teachers, or family members who have knowledge.
5. Libraries: A place to find books, journals, and digital resources.
6. Surveys: Information gathered directly from people through questionnaires.
7. Videos: Educational videos or documentaries that provide visual and oral information.
8. Podcasts: Audio sources discussing various topics.
9. Maps: Provide geographical information.
10. Government and Organizational Reports: Official documents with statistical data and research findings.

#### **Examples:**

A student uses an online library database to search for articles on climate change.

You ask your teacher questions to gather information on a historical event.

A news website provides information on the latest sports results.

### **2. Find Sources of Information in a Library**

#### ***Definition:***

Library: A library is a place where books, journals, magazines, newspapers, and sometimes digital resources (like e-books and online databases) are kept for public use.

#### **Steps to Find Information in a Library:**

1. Use the Catalogue: Many libraries have online catalogs where you can search by title, author, or subject.
2. Ask a Librarian: Librarians are trained to help you find what you need.
3. Explore Sections: Libraries are organized into sections (fiction, non-fiction, reference, etc.). Look for the appropriate section related to your topic.

4. Use Online Resources: Some libraries offer online access to journals, books, and articles via platforms like JSTOR or Google Scholar.

**Examples:**

Using the library's catalogue to search for books on World War II.

Asking a librarian to guide you to books about the solar system.

**3. Use Media Correctly and Responsibly to Find Information**

**Definition:**

Media refers to various channels (TV, radio, newspapers, internet, social media) used to communicate information.

**Using Media Responsibly:**

1. Verify Information: Cross-check information from reliable sources to ensure accuracy.
2. Use Credible Sources: Rely on respected sources, such as news organizations, academic journals, or official websites.
3. Avoid Plagiarism: Always credit the source of your information, especially when using online resources.

**Examples:**

Watching a documentary on climate change and cross-checking the facts with scientific articles.

Listening to a news report on radio and verifying the story with a reliable website.

**4. Extract and Present Information from Recorded Materials**

**Definition:**

Recorded Materials: These are audio, video, or digital files that contain information or data (e.g., podcasts, videos, interviews).

**Steps to Extract Information:**

1. Listen or Watch Carefully: Pay attention to key points, facts, or ideas.
2. Take Notes: Jot down important information as you listen or watch.
3. Organize Information: Group related information together.
4. Present: Summarize the information in your own words or in a presentation format.

**Examples:**

Watching a news video about endangered species and writing down the statistics presented.

Listening to an interview on climate change and summarizing the key points discussed.

**5. Summarise Printed Materials**

**Definition:**

Summarizing: This is the process of shortening a text while keeping the main ideas or key points.

**Steps to Summarize:**

1. Read the Text Carefully: Understand the main idea and important details.
2. Highlight Key Points: Identify the most important information.
3. Rewrite in Your Own Words: Condense the information without changing its meaning.
4. Keep It Short: A summary should be significantly shorter than the original material.

Examples:

Summarizing a newspaper article on the environment by focusing on the main points about pollution and solutions.

Writing a brief summary of a chapter in a science textbook about photosynthesis.

**6. Appreciate the Different Language Used in Reference Materials**

**Definition:**

Reference Materials: These are resources used for finding specific facts or data, such as dictionaries, encyclopedias, and thesauruses.

**Understanding Language in Reference Materials:**

1. Formal Language: Often used in academic papers, books, or reports.
2. Technical Terms: Specialized vocabulary used in fields like science or history.
3. Concise Language: Reference materials tend to be direct and to the point.
4. Objective Language: These resources aim to provide facts without personal opinions.

Examples:

Using formal language in an encyclopedia entry about renewable energy.

Understanding technical terms like "photosynthesis" or "mitochondria" in a biology dictionary.

**7. Conduct a Survey**

**Definition:**

Survey: A method of collecting information by asking people questions (usually through questionnaires or interviews).

**Steps to Conduct a Survey:**

1. Define Your Topic: Decide what you want to learn about.
2. Design Your Questions: Make sure the questions are clear and to the point.
3. Collect Responses: Distribute the survey to a group of people.
4. Analyze Data: Look for patterns or trends in the responses.
5. Present Results: Summarize your findings clearly.

Examples:

Surveying classmates about their favorite sports to gather data for a school project.

Conducting a survey on student opinions about school lunches and analyzing the results.

## **8. Use a Variety of Question Forms**

***Definition:***

Question Forms: Different types of questions can be used to gather specific information. These include open-ended, closed-ended, and multiple-choice questions.

***Types of Questions:***

1. Open-Ended Questions: These allow the respondent to answer freely. Example: "What do you think about school uniforms?"

2. Closed-Ended Questions: These have a limited set of answers. Example: "Do you like school uniforms? Yes or No."

3. Multiple-Choice Questions: Provide several options for the respondent. Example: "Which subject do you like the most? a) Math, b) Science, c) History, d) English."

Examples:

Open-ended: "How can we improve the environment?"

Closed-ended: "Do you like watching movies?"

Multiple-choice: "What time do you usually wake up? a) 6 AM, b) 7 AM, c) 8 AM."

## **9. Pronounce Soft and Hard Consonants**

***Definition:***

Hard Consonants: Sounds that are pronounced with more force. Example: "K" in "cat" or "T" in "top."

Soft Consonants: Sounds that are softer and more delicate. Example: "C" in "city" or "G" in "giant."

Examples of Hard Consonants:

"K" in "cat"

"T" in "top"

"P" in "pen"

Examples of Soft Consonants:

"C" in "city"

"G" in "giant"

"S" in "singer"

## **10. Pronounce Sounds of Combined Vowels**

### ***Definition:***

Combined Vowels: These are two vowels that together make a specific sound.

### **Examples of Combined Vowel Sounds:**

1. "ai" (as in "rain")
2. "ou" (as in "house")
3. "ee" (as in "see")
4. "ea" (as in "sea")
5. "oi" (as in "coin")

## **11. Use Comparatives and Superlatives**

### ***Definition:***

Comparatives: Used to compare two things. Often formed by adding "er" to an adjective or using "more."

Superlatives: Used to compare three or more things. Often formed by adding "est" to an adjective or using "most."

### **Examples:**

Comparative: "My house is bigger than yours."

Superlative: "This is the biggest house on the block."

Comparative: "She is more talented than him."

Superlative: "He is the most talented player in the team."

### **Summary**

In this lesson on Finding Information, we have learned how to:

Identify and use different sources of information (books, media, surveys, etc.).

Find sources of information in a library.

Use media responsibly for gathering information.

Extract and present information from recorded materials.

Summarize printed materials and understand the language in reference materials.

Conduct surveys, ask different types of questions, and use language skills like pronouncing consonants and combined vowels.

Understand and apply

## **Food**

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