



LOWER SECONDARY

ENGLISH LANGUAGE

LEARNER'S BOOK



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VISION GROUP<sup>®</sup>  
NATIONAL PRIDE • GLOBAL EXCELLENCE

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## Note to the Learner

**Dear Learner,**

Welcome to this **New Vision English Language Book Three**. We are hopeful that our **Book One** and **Book Two** have empowered you form a firm foundation on which you will nourish your communicative (listening, speaking, reading and writing) skills – for that is the sole aim of studying English.

This **Book Three** is specially intended for deeper mastery and understanding of the underlying knowledge, skills, attitudes and values already acquired, as well as, the attainment of new expertise, as will be made possible by the learning experiences and environment. This book shall give you inroads into understanding a wide range of other subjects and truly equip you with the requisite potential to develop into a well-rounded human being – a true 21st century global citizen.

Every successful aspiration begins with a good foundation and this book provides a host of prospects for you to form a career path. Have you ever thought of who or what you would like to become? How about what you desire to do differently for your community or country? No matter what your dream may be, this book provides a wide range of engaging activities which create a model of and allow you to interact with the world outside school. These will help you to translate your English language knowledge, skills, and talents into gainful products for both the society and yourself.

It is certain that you desire to become an effective communicator and critical thinker who is ready to face new challenges and situations on your own. This dream shall be easily realised by the end of this year of study, if you endeavour to study diligently using this book.

True success is about the kind of person you are and the positive influence you have in the community. How do you think you can utilise English language to positively impact your community?

CHAPTER  
1

# CHILDHOOD MEMORIES



## Keywords

- autobiography
- biography
- brainwashing
- diary/journal/chronicle
- documentary
- flashback
- foreboding
- imbue
- incident
- memoir
- mindscape
- non-fiction
- nostalgic
- recollection
- reminiscence
- scene

## Learning Outcomes:

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

- communicate a memorable experience from your childhood
- use correctly the habitual past: **used to.../ would...** to share memories
- use **-ing** forms in sentences to illustrate your childhood memories
- apply newly acquired phrases and verbs to your writing to engage the reader about the past
- use adjectives and adverbs to describe a former teacher
- use similes and metaphors to describe people, places and events
- use a word processor to prepare activities and assignments about childhood memories



## Learning From Each Other

On your first day at school, some of you cried when your parents left. Why do you think some children cry on their first day to school? How did you acclimatise to the situation? Do you remember your favourite song/cartoon/musician/film? Do you remember the day you received a beautiful toy/doll? Do you remember your favourite game/sport? What happened on sports day in nursery school? What nursery rhymes do you remember enjoying to sing? What about a trip/tour? Did you steal something and you were caught? Describe the first meal you cooked or first ride on a bicycle? Do you remember when you visited your relatives in the village/another village/town/city? What about the time when you celebrated your 5th or 6th or nth birthday? What do you feel when you remember the past? If you had a happy childhood, you become nostalgic. If you, unfortunately, went through a sad and abusive childhood, you become resentful. Nevertheless, we all have something beautiful to remember about our childhood.

**By the end of this chapter, you will recall, narrate and write about your childhood memories using habitual past tense and link words.**

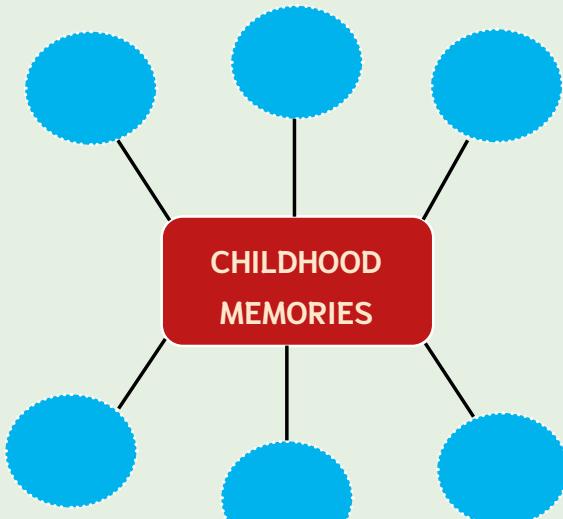


### Activity 1.1 Mind Mapping

In groups, share your views.

What comes to your mind when you hear the phrase, “Childhood memories”?

In your exercise book, write six words or phrases of your childhood memories in the spaces provided.



## 1.1 Communicating a Memorable Experience from our Childhood



### Activity 1.2 Sharing Experiences

In groups, recall a photograph or photographs when you were young. For boarders, ask your parents/guardians to send you pictures of your childhood, then answer the following questions:

1. When and where were the photographs taken?
2. How do you feel when you look at those photographs? Do you feel nostalgic, hypnotised, eccentric or amazed? Why? List other feelings.
3. What memories do you reminisce about when you look at the photographs?
4. Why do some people hang photographs on the walls in their homes or places of work?
5. Look at photographs in your family album or the photo gallery in your smart phone that were taken when you were young. Describe your size, shape, appearance and the things you liked. Compare them with what you are now. Present the information in the table below. Use the words (adjectives) to write a paragraph describing your childhood.

*Table 1.1 Description of myself and the things I like*

| Description       | While infant                 | (Me) today                      |
|-------------------|------------------------------|---------------------------------|
| Size              | <i>small/thin/lean, etc.</i> | <i>big/plump/muscular, etc.</i> |
| Shape             |                              |                                 |
| Appearance        |                              |                                 |
| The things I like |                              |                                 |



### Activity 1.3 Vocabulary Enrichment

With the aid of a dictionary, look up the meanings of the keywords on page 1. Use each of them in a sentence.



## A: Listening and Speaking



### Activity 1.4 Group Discussion



Figure 1.1: A teacher helping children to cross the road

#### Earliest Days

Do you remember the first day you went to school or any of the early days in school?

1. Who took you to school?
2. Which teacher(s) do you remember?
3. What challenges did you face? Who helped you out?
4. Who was your friend?
5. What did you eat?
6. What do you remember about the compound, classrooms or the head teacher's office?
7. Which games did you play that day?
8. Do you remember any of your classmate(s)?

#### Film or Documentary about the Experience of Growing Up



### Activity 1.5 Learning English with ICT

In pairs, search for a film or documentary about experiences of growing up, then watch and listen carefully, and answer the following questions:

- (a) What is the title of the film or documentary you have watched?
- (b) Briefly explain what the film or documentary is about.
- (c) Explain how the experiences of the person or people in the film or documentary helped to shape their lives.

- (d) Compare and contrast the life of the person or people in the film or documentary with your own.
- (e) Describe your feelings after watching the video.
- (f) Discuss the lessons you have learnt from the film or documentary.

Choose a group secretary who will present your answers to the class for comparison and further discussion.



**Note:** A **Documentary** is a non-fictional (true/believable/accurate/authentic story) or recording/report/account about real events and people. Documentaries use archived footage, accounts of people who were present when the events occurred (eye-witnesses) and voice over narration, graphics (pictures, both motion and still/photos/illustrations, tabulations, etc.) The aim of a documentary is to educate, inform or inspire an audience. A **film** (UK) or **movie** (US), on the other hand, is usually a fictional, dramatised account for entertainment purposes. A **video** can be either a documentary or film.

## Describing Feelings about Childhood Memories



### Activity 1.6    Synonyms and Antonyms

Find out the synonyms and antonyms of the following words:

| Feeling        | synonym    | antonym      |
|----------------|------------|--------------|
| mesmerised     | spellbound | disenchanted |
| (a) enthralled | .....      | .....        |
| (b) fascinated | .....      | .....        |
| (c) hypnotised | .....      | .....        |



### Activity 1.7    Group Discussion

We all have lots of memories from when we were young. Base on the video you watched to share your own experience about your childhood memories.

Use the following ideas to guide the development of your discussion.

- (a) What were your earliest memories?
- (b) What events do you remember?
- (c) Make a list of the things that have affected you later in your life.

- (d) Explain whether people are likely to remember you for the good or bad deeds. Mention them.

*You are free to consider any other related ideas of your own. You are not required to make any writing.*

## Picture Discussion



### Activity 1.8 Group Discussion

In groups, study the following pictures carefully and answer the questions that follow.



Figure 1.2 Some of the games children delight in

In groups, base on the pictures in Figure 1.2 to share your childhood experiences on any of the following:

1. Identify the games the children are playing in each picture.
2. Which of the games did you enjoy and why? If the game you enjoyed is not shown in any of the pictures, share it with your group members.
3. Why do you think playing is important for children?
4. Suppose your neighbour locks up his or her children in the house or gate whenever they are going to work, what advice would you give to the neighbour?

## Listening and Speaking



### Activity 1.9 Group Discussion

In groups, each of you will read the childhood memories below while others listen. Does any of the memories relate to your childhood experience?

- Kaitesi:** For me, childhood memories are all made up of recollections of tasty food. I used to enjoy sauce mixed with ghee, accompanied with bananas and milk. Now that is the taste of childhood! Tomorrow, I'm going to grab a can of condensed milk; I just realised how much I miss it. You all know what I'm talking about!
- Bbosa:** When I was five, I was always convinced that my dad, when he came back from work in the evening, got busy while watching news on TV or reading his newspapers. I would sometimes miss him lifting me up. To grab his attention, I would always go to my room, grab some toys and deliberately break them. Then I would bring them to him so he could fix them. This way, I would play with him and pull his necktie. Sometimes, I would hide his newspapers or the TV remote so that he attends to me.
- Acen:** My grandmother used to work in the garden the whole day. One time, she didn't keep her eye on me, and I sneaked out. She found me inside the granary, all white. Guess what? I had poured and smeared myself with all the maize flour and was the perfect description of a ghost. She was scared to the bone, thinking the stories she had been narrating to us about ghosts had become a reality. She screamed at the top of her voice and fainted. Luckily, the caring neighbours came to her rescue but cautioned me never to prank grandmother again or play with food.
- Wanyama:** One time, when I was in Primary Four, my mother took my youngest sibling for immunisation. She left me in charge of giving my other sibling porridge and, then, we could have lunch at exactly midday. Before reaching far, she realised she had forgotten the immunisation card, so she came back for it. It was about 10:30 a.m. and she found us already eating. We had not waited for midday!
- Wabwire:** My mother was invited to an urgent meeting and she left me in charge of watching over the millet she had spread outside to dry so that chickens would not eat and pour it. Immediately she left, my friends came to play. We played dodgeball and I eventually forgot about the millet. By the time she came back, the chickens had eaten, pooped, scattered and, mixed all the millet with sand. I was thoroughly whipped!



### Activity 1.10 Practising Speech with ICT

Record a video of yourself sharing your childhood memories with your group members. It could be about your favourite game or film or documentary, trip or tour, naughty or daring act, birthday celebration or any other memorable event. In the recording, highlight the lessons you learnt. Upload your video and share it with your classmates for comparison.



#### FUN SPOT: Tongue Twister

Mr See had a saw, and Mr Soar had a seesaw, so See's saw sawed Soar's seesaw.

### 1.2

### Habitual past 'used to' and 'would'



### Activity 1.11 Pair Discussion

In pairs, discuss the similarities and differences between a film account/extracts and your experiences using **used to** and **would**.

#### Example

We used to enjoy playing while the elder siblings would be cooking.

| Similarities                            | Differences                              |
|---|--|
| We both used to ... would               | They used to...while I used to ... would |
| We both used to enjoy cycling ... would |  |
| We both used to enjoy playing ... would |  |
|   |  |



### Activity 1.12 Using 'used to'/'used not to' ... 'but now'/'still do' ...

**A:** Answer the following questions using **used to** or **used not to**, showing whether or not you still do the activities. Do the task in your exercise book. Compare your answers with your classmates.

**Example**

**Question:** When you were young, did you use to bathe yourself?

**Answer:** No, I used not to bathe myself, but now I do.

**Question:** Did you use to take a lot of milk?

**Answer:** Yes, I used to take a lot of milk, and I still do/but now I don't.

When you were young:

1. did you use to sleep alone?
2. did you use to wet the bed?
3. did you use to fight a lot?
4. did you use to disturb your siblings?
5. did they use to take you to school?
6. did your mother use to carry you on her back?
7. did they use to punish you a lot?
8. did you use to play in bouncy castles?
9. did your parents use to celebrate your birthday?
10. did your teacher use to play with you?

**Activity 1.13 Pair Discussion**

In pairs, study the following pictures and base on them to compare the activities or experiences from your childhood with the present. List down the activities that you no longer do.



Figure 1.3 Peter and Mary, while young



Figure 1.4 Peter and Mary, today

## Using 'would' ... 'but now' ...

**B:** Answer the following questions about how things would be and how they are now.

### Example

Question 1: **Would** child musicians perform for adults?

Answer: Child musicians **would not** perform for adults, **but now** they do.

Question 2: **Would** girls wear trousers?

Answer: Girls **would not** wear trousers, **but now** they do.

1. Would children have play stations?
2. Which games would children play?
3. Would the househelp do house chores?
4. Would many people have smartphones?
5. Would there be many school vans?
6. Would many schools have computer laboratories?
7. Would musicians dress decently?
8. Would parents do baby showers?
9. Would school girls plait their hair?
10. Would some children carry a lot of pocket money to school?

## Biography, Autobiography and Memoir

Most prominent people share and put down their success stories or chronicles (life's journey) in books. These can be written in three genres; biography, autobiography or memoir.

By definition, an **autobiography** means a history of someone's personal account written by himself or herself. A **memoir** is similar to autobiography but usually takes the form of a collection of individual memoirs rather than a complete account. A **biography**, on the other hand, is the history of the life of a person written by someone else. These genres are invariably imbued with difficult narratives of what the personalities have gone through and lessons drawn from them in order to achieve success.

The following are biographies, autobiographies and memoirs of some prominent political leaders and influential people. Have you read any of the texts? Find out which biographies and memoirs are available in your school library.



### Activity 1.14 Picture Discussion

Study the following pictures and identify the personalities.

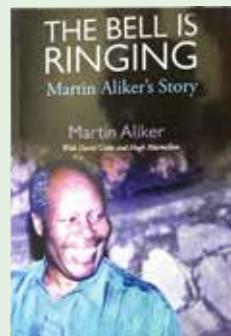
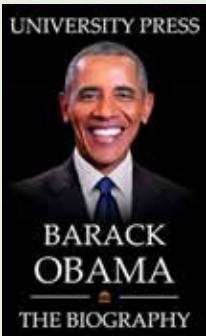
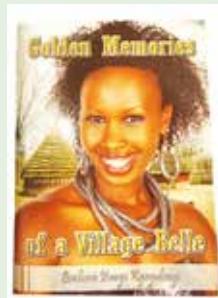
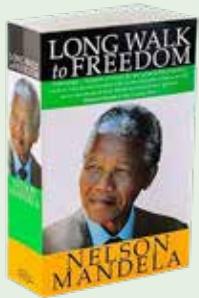
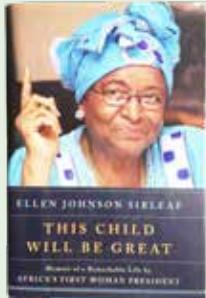


Figure 1.5 Samples of autobiographies and biographies

Your teacher will put you in three working groups and assign you one of the following tasks. Each of you should contribute to the discussion. Use any resources available, including the Internet. Choose a group chairperson or secretary who will present your findings to the class.

#### Group I:



### Activity 1.15 Distinguishing a Biography from an Autobiography and a Memoir

Your task is to analyse the differences between each genre.

| Biography                | Autobiography       | Memoir                |
|--------------------------|---------------------|-----------------------|
| Written by someone else  | Written by self     | Written by self       |
| Uses 3rd person 'he/she' | Uses 1st person 'I' | Uses first person 'I' |
|                          |                     |                       |

Visit the Internet, library, or ask parents and, teachers for samples of the above text. Let the secretary present the findings to the class for sharing of ideas.

**Group II:****Activity 1.16 Identifying meanings of unfamiliar words in the texts**

After reading the extracts, list the new words, phrases, verbs and other unfamiliar words on the blackboard. Look up their meanings in the dictionary.

**Group III:****Activity 1.17 Forming sentences using the new words and phrases**

Use the new phrases, verbs and words discussed in Activity 1.16 to construct a sentence each. Let the secretary present them to the class for further discussion.

## Extracts about Childhood from a Memoir, Biography and an Autobiography

**Activity 1.18 Group Discussion**

You are going to read the following extracts from the different genres. You will answer the activities that follow in your exercise book.

- Read an extract from ***Sowing The Mustard Seed*** by Yoweri Kaguta Museveni.
- Excerpt from ***Long Walk to Freedom*** by Nelson Mandela.
- Citation from ***Golden Memories of a Village Belle*** by Barbara Itungo Kyagulanyi.
- An extract from Honourable Miria Matembe's memoir.
- A biography of Dr Louis Kasekende from ***The Rise and Fall of Louis Kasekende***.

**Activity 1.19 Navigating a text**

Your teacher will assign you the following tasks:

- Survey the text, ***Sowing The Mustard Seed***, by studying the title, the front cover and the back cover details, including the blurb. Also, if available, the preface and epigraph. Share your views with your groupmates.

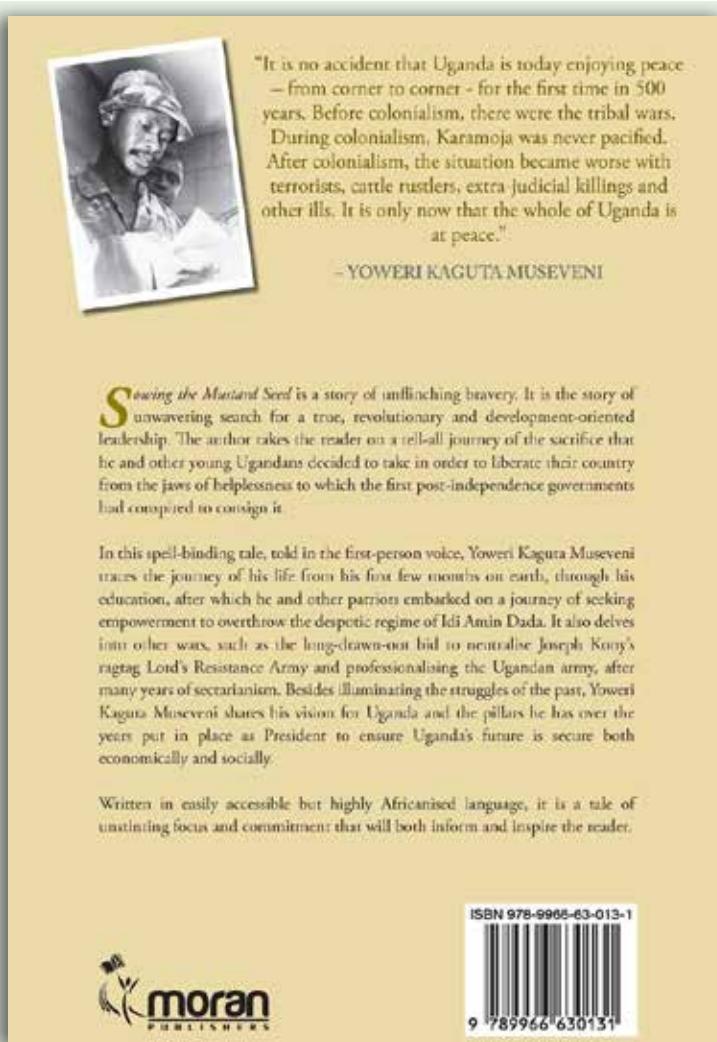


Figure 1.6 *Sowing the Mustard Seed*, back cover

- (b) Read the extract from ***Sowing The Mustard Seed*** and answer the questions that follow.

### Autobiography of Yoweri Kaguta Museveni (pages 29–30)

#### ***Sowing the Mustard Seed***

I, therefore, started school in the second term of 1952, in the girl's school that was unflatteringly called Kyenkobe – “the school of the monkeys”. This was because we were as small as the monkeys, according to the big boys and girls of Kyamate Boy's School. We had two female teachers: Merab Bagambirero and Kenshuubi. The majority were girls. The boys were only four: Magara, Nasani Tandekwire, one Munyarwanda boy whose father was known as Kakyere and myself. Anybody who

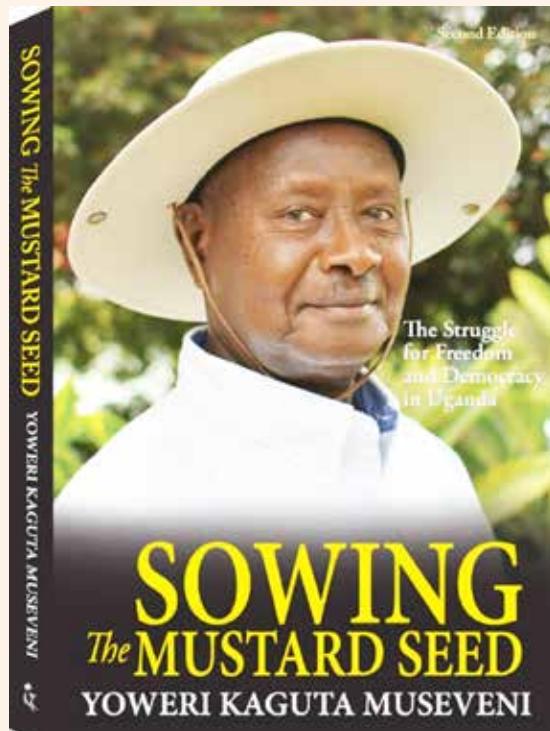


Figure 1.7 Yoweri Museveni's Autobiography

prefect decided that it must have been the boys who committed the offence upon which we were stripped of our short trousers and inspected to detect evidence for the said offence. Unfortunately, for our imperious prefect, no evidence could be found by that crude method. She had to swallow her bad manners and look for a solution that necessitated climbing down from her high office of prefectship. She had to perform the duty of tying up the urinal area herself.

(Source: *Sowing The Mustard Seed*, Yoweri Kaguta Museveni, 2016, Moran Publishers, Kenya)

### Discussion Questions

- (i) "Anybody who says women could run society better than men has never attended a girls' school where boys are minority". Explain this statement basing on the text.
- (ii) Discuss the poor public etiquette exhibited in the narrator's school. How is hygiene maintained in your school?
- (iii) Use three adjectives to describe the female prefects from the text, giving illustrations. Assuming you were the female prefect, how better would you have handled the matter?

says women could run society better than men has never attended a girls' school where boys are a minority. I remember, in particular, one incident where the human rights record of the female race came into dispute when our prefect, a prominent personality today whose name I dare not reveal, framed the boys without any regard to the due process of justice and fair play. We had two sites of sorting out certain issues with nature – a urinal and a latrine. In case of minor demands by nature on you, you went to the urinal. If, on the other hand, the demand was serious, you would go to the latrine. Some anti-social individual decided to mix up the roles of the two places. What was supposed to be delivered to the latrine was deposited in the urinal area. When the offence was discovered, our undemocratic

### **Golden Memories of a Village Belle by Barbara Itungo Kyagulanyi (pages 2-4)**

Omukayenje was a male-dominated place. Men gathered there for a drink and to catch the latest gossip in the village. The women there were usually alcohol sellers who they considered village harlots. Local brew, tonto, dominated the sales because it was cheap. A litre cost two hundred shillings, and two litres were always enough to get a hardcore drinker started on the journey of thinking it is raining, when it is blazing hot. Waragi, a local gin, was also sold there in tots of 'kikumi'. Beers were sold there too, but they were reserved for the few, since they were expensive for most villagers.

Omukayenje was a no-go area for children. The patrons of the place would chase away any child at sight. What kind of a parent would allow his or her children to step in such a filthy place anyway! To many of us, this place remained a nightmare.

I secretly went to Omukayenje for the first time when I was eight years old. It was time for LC elections. Uncle Eric smuggled me there to spy and monitor the voting process with intentions of seeing whether all his friends voted for him. Uncle had contested for LC I chairmanship again the seventh time. He had never lost an election. He was vigilant at his job and he had refused to retire from this position too. Uncle Eric's supporters believed in him. Whenever they were asked why they always voted in his favour, they had this to say.

"He understands us better. We drink and eat with him almost on a daily basis. He isn't a mean man. He will buy you a beer if you like. The others come to us only when they want our votes."

When asked whether he was not too old to lead them, the villagers would say that old age is wisdom and that potential young people stayed in the city and rarely came back. However, this time round, Kakira, one of his opponents, appeared to be a challenge for him.

Elders and the youth gathered at Omukayenje, once in three years, for a different cause and that was to elect their leaders. Time for campaigns was always the best. People would move in groups, from mornings to evenings. The contestants went from house-to-house, requesting qualified voters to entrust them with votes. Children, this time, were not always left out.

They usually trekked behind the groups, singing, clapping and cheering. Once in a while, the contestants gave money to the voters to lure them into voting in their favour. The children would be given mostly sugarcane, mangoes and guavas to



Figure 1.8 Barbara Kyagulanyi

boost their morale in cheering. You can trust that I was always a beneficiary to this. I loved this period as much as I loved Christmas.

On that day, the voters gathered. I was watching at a distance. I remained alert and kept a sharp eye on uncle Eric. I also was alert in case one of the elders attempted to ask why I was there, since all the children were to remain in their homes that day. Some people came in groups, others as couples. It was usually said that the men cautioned their wives on who to vote and they often watched whose line their wives joined. If a woman joined a different line, it would mean trouble. Men were the major contestants. No man allowed his wife to join politics. It was believed that leadership made the women unruly and consumed their time, which they would be spending taking care of their children and husbands. The women were usually timid and could not join politics. They only participated in voting, after which, they would disappear to their homes.

(Source: *Golden Memories of a Village Belle*, Barbara Itungo Kyagulanyi, 2011, MK Publishers (U) Limited, Uganda)



### Activity 1.20 Pair Discussion

Working in pairs and, in turns, share your view on the following questions:

1. In your own words, explain the activities that took place in Omukayenje.
2. Explain the role of the children during the election period.
3. Cite examples of election malpractices from your school or community.
4. Imagine you are the election officer in your community and suggest how best election malpractices would be redressed in your school and country at large.



### Activity 1.21 Role play

Imagine you were a journalist and your friend was one of the female leaders at your school or in your community. Write and act an interview. Base your interview on the following guidelines:

- (a) What inspired you to become a leader?
- (b) Describe the challenges you faced while campaigning.
- (c) How do you balance leadership roles with family responsibilities?
- (d) What advice can you give young people who aspire to become leaders in future?
- (e) What are some of your achievements or contributions to your society and the nation as a leader? Do you think you would have achieved these, if you had not been voted into this position?



## Activity 1.22 Critical Thinking

Your teacher will put you in groups and task you to discuss the following assignments. Share your opinions with your group members.

1. Do you agree that polling stations should be a no-go area for children? Explain your view, giving evidence from the extract.
2. The writer says she was used by her uncle, Eric, to spy and monitor the voting process to see which of his friends would vote against him. Do you think this was right? Give reasons.
3. Do you believe that leadership makes women unruly or deny them time to look after their children, husbands and homes? Explain your view.
4. Cite examples from your community showing how women have overcome gender stereotypes.
5. How can you explain Uncle Eric's character? Give at least four traits backed up with illustrations from the extract.



## Activity 1.23 Debate

As a class, hold a debate on the motion: **Husbands should decide for their wives whom to vote in order to maintain a peaceful home.**



## Activity 1.24 Composition

Have you ever listened to any of your colleagues campaigning for leadership positions in your school? Have you ever vied for a post, too? How do candidates seek the support of the voters? Write an essay of 400–500 words, describing the election process at your school.

### ***Long Walk to Freedom by Nelson Mandela (pages 11-13)***

I learned my lesson one day from an unruly donkey. We had been taking turns climbing up and down its back and when my chance came I jumped on and the donkey bolted into a nearby thornbush. It bent its head, trying to unseat me, which it did, but not before the thorns had pricked and scratched my face, embarrassing me in front of my friends. Like the people of the East, Africans have a highly developed sense of dignity, or what the Chinese call ‘face’. I had lost face among my friends. Even though it was a donkey that unseated me, I learnt that to humiliate another person is to make him suffer an unnecessarily cruel fate. Even as a boy, I defeated my opponents without dishonouring them.

Usually the boys played among themselves, but we sometimes allowed our sisters to join us. Boys and girls would play games like *ndize* (hide and seek) and *icekwa* (tug). But the game I most enjoyed playing with the girls was what we called *khetha*, or choose-the-one-you-like. This was not so much an organised game, but a spur-of-the-moment sport that took place when we accosted a group of girls our own age and demanded that each select the boy she loved. Our rules dictated that the girl's choice be respected and once she had chosen her favourite, she was free to continue on her journey escorted by the lucky boy she loved. But the girls were nimble-witted—far cleverer than we doltish lads—and would often confer among themselves and choose one boy, usually the plainest fellow, and then tease him all the way home.



Figure 1.9 Nelson Mandela

The most popular game for boys was *thinti*, and like most boys' games it was a youthful approximation of war. Two sticks, used as targets, would be driven firmly into the ground in an upright position about a hundred feet apart. The goal of the game was for each team to hurl sticks at the opposing target and knock it down. We each defended our own target and attempted to prevent the other side from retrieving the sticks that had been thrown over. As we grew older, we organised matches against boys from neighbouring villages and those who distinguished themselves in these fraternal battles were greatly admired, as generals who achieve great victories in war are justly celebrated.

After games such as these, I would return to my mother's kraal where she was preparing supper. Whereas my father once told stories of heroic battles and Xhosa legends and fables that had come down from numberless generations. These tales stimulated my childish imagination, and usually contained some moral lessons. I recall one my mother told us about a traveller who was approached by an old woman with terrible cataracts on her eyes. The woman asked the traveller for help, and the man averted his eyes. Then another man came along and was approached by the old woman. She asked him to clean her eyes, and even though he found the task unpleasant, he did as she asked. Then, miraculously, the scales fell from the old woman's eyes and she became young and beautiful. The man married her and became wealthy and prosperous. It is a simple tale, but its message is an enduring one: **virtue and generosity will be rewarded in ways that one cannot know.**

Like all Xhosa children, I acquired knowledge mainly through observation. We were meant to learn through imitation and emulation, not through questions. When I first visited the homes of whites, I was often dumbfounded by the number and nature of questions that children asked their parents – and their parents' unfailing willingness to answer them. In my household, questions were considered a nuisance; adults imparted such information as they considered necessary.

My life, and that of most Xhosas at the time, was shaped by custom, ritual and taboo. This was the alpha and omega of our existence, and went unquestioned. Men followed the path laid out for them by their fathers; women led the same lives as their mothers had before them. Without being told, I soon assimilated the elaborate rules that governed the relations between men and women. I discovered that a man may not enter a house where a woman has recently given birth, and that a newly married woman would not enter the kraal of her new home without elaborate ceremony. I also learned that to neglect one's ancestors would bring ill-fortune and failure in life. If you dishonoured your ancestors in some way, the only way to atone for that lapse was to consult a traditional healer or tribal elder, who communicated with the ancestors and conveyed profound apologies. All of these beliefs were perfectly natural to me.

(Source: **Long Walk to Freedom: The Autobiography of Nelson Mandela**, 1995, Time Warner Books, UK; Trade Paperback Edition, October 1, 1995)



### Activity 1.25 Pair Discussion

1. How did the narrator lose face before his friends?
2. (a) Do you like the games played by the author and his friends? Would you take part if you had a chance? Explain your answer.  
(b) What games can both girls and boys play together in a healthy manner without disrespecting, degrading or abusing one another?  
(c) What games are exclusively played by either boys or girls in your community?



### Activity 1.26 Group Discussion

Let each group member narrate an experience when they were embarrassed. Choose the most interesting experience and share it with the class.



### Activity 1.27 Group Discussion

Mandela says, “Virtue and generosity will be rewarded in ways that one cannot know”. What do you understand by this statement?

Share with your group members an act of virtue and generosity you have ever extended to someone. Do you think you will ever be rewarded for your kind gesture? Discuss how one may be rewarded. You may refer to any scenario from your school, church, mosque or community.

1. Compare how Xhosa children acquired knowledge from their parents or guardians as opposed to the white children. Which of the two do you prefer and why?



### Activity 1.28 Group Discussion

Share how each member of your group acquires knowledge from your parents or guardians. How similar or different is it from the way Xhosa children and White children learnt?



### Activity 1.29 Class Discussion and Presentations

- (a) Share the customs, rituals and taboos observed and practised in your culture. Explain what you think and how you feel about them.
- (b) Do you believe it is important to honour your ancestors? Describe how it is done in your culture and how this impacts on the lives of those who practise it.

### Memoir Extract of Hon. Miria Matembe (Ugandan Politician)

#### Early Childhood and the Big Dream – I Want to be a Pleader (pages 5–6)



Figure 1.10 Miria Matembe

Growing up in rural Kashari in Mbarara district, I witnessed many harrowing incidents of the mistreatment of women at the hands of men but this particular incident hurt me the most. It is still fresh and vivid in my memory. Here was my poor aunt married to what I would call a vagabond drunkard man, who used to go away from home for a long time, presumably to work as a casual labourer somewhere far away, while my aunt stayed at home and fended for herself and the children. After some months, my aunt's husband would return home with nothing; neither money nor clothes for his children and wife. Instead of thanking her for keeping the home and children well, he would beat and mistreat her. But

when she sought refuge at our home, my father – her own brother – did not show any sympathy for his sister. Instead, he took the side of the vagabond drunk!

Such injustice against women and girls did not sit well with me. In my young mind arose a strong feeling of resentment. I thought: “But why must it always be like this for women? Why?” I then came to learn that in my community, women were not as important as men because they were deemed as ‘inferior’.

Even in those early formative years, this was not acceptable to me. When I was about nine years old, I came to know that when people are accused of committing crimes they engage ‘pleaders’ to plead for them. On asking around who this pleader person was, I was told that he was a lawyer. And just like that, my career goal and

ambition was set. I wanted to become a pleader – a pleader for women. It was the only way to help women and girls fight against injustices and discrimination. So by the time I joined secondary school I had made up my mind that I would study law and become a **pleader**.

Not only did I witness the scourge of gender inequality, I personally experienced it. I know how it feels and how it hurts to be unjustly treated because one is a girl or woman. I often had to miss class to stay home and help with household chores. Sometimes I missed school due to late payment of my fees and yet my brother's fees were always paid on time because he was a boy and, therefore, he never missed any classes. Despite that, I was a brilliant learner and did not repeat a single class. Although I was the fourth born among my siblings, I became the first member of my family to be admitted to secondary school.

(Source: *The Struggle for Freedom & Democracy Betrayed: Memoirs of Miria Matembe as an insider in Museveni's Government*: (Ed) Benjamin Mpaka, February 1, 2020)



### Activity 1.30 Group Work

1. In your own words, explain how Miria's aunt was dehumanised by her drunkard husband.
2. Describe the writer's feelings towards the actions of her aunt's husband.
3. How do you think the writer's experiences during her childhood has shaped her future?
4. Are there girls, who may be your friends, siblings, classmates, family members, neighbours or in your school, who perform better than boys in academics? Discuss the reasons why this is so.



### Activity 1.31 Role play

**Group I:** Dramatise a scene in which a violent husband mistreats his wife.

**Group II:** Act a skit about a good husband who treats his wife well.

**Group III:** Act a play in which the characters suggest solutions to family conflicts, i.e. what the abused woman should do. You may include some of the following ideas:

- Reporting to the police
- Involving Federation of Women Lawyers in Uganda (FIDA), counsellors, family court or council of elders
- Note that the scenario should aim at encouraging women to stand up against violence.



### Activity 1.32 **Individually**

Imagine you were a parent of twins, a girl and a boy, who are studying in the same class. You are experiencing financial constraints and cannot afford to pay school fees for both at once. Who would you prioritise? Write an essay of about 500 words elucidating your choice.



### Activity 1.33 **Library Hour: Navigating a Text**

In groups, visit the library or use the Internet. Borrow one of the following texts; a biography, an autobiography or memoir. If you experience difficulty identifying the text, consult the librarian. Read it up to the end, including during your free time, as you will be required to write your own.

- (a) What is the title of the text you have selected? Do you like it or not? Give reasons for your opinion.
- (b) Who is the author? Why do you think he/she chose that title?
- (c) According to the title, what do you think the text is about?
- (d) After reading the first three chapters, do you find the title suitable? If yes, give three reasons. If not, give three reasons and suggest an appropriate title.
- (e) Who is the publisher and the editor of the text?
- (f) When was the text published?
- (g) Do you like the front cover design? Why or why not?
- (h) How would you improve the design on the front cover?
- (i) Turn to the back of the text and describe what do you find there.
- (j) Are there any other interesting details on the front and back cover you would wish to share with your classmates? Name the interesting details.



### Activity 1.34 **Group Work**

Proceed to read a chapter or two, and in your free time, read the text up to the end, in preparation to write your own account. Note down any important moments about the author's childhood memories which relate to your own experience.

## The Biography of Dr Louis Kasekende

Dr Louis Austin Kasekende is a Ugandan economist who recently left Bank of Uganda (BoU), where he had been serving as its Deputy Governor. He began his five-year term in this position on 18 January 2010, having served in the same capacity from 1999 until 2002.

Many people in Uganda, especially those in the banking industry, thought Kasekende would replace BoU Governor Emmanuel Tumusiime-Mutebile, but the turn of events painted a different picture.

Dr Kasekende holds a degree of Bachelor of Arts (BA) in Economics from Makerere University. He possesses a Master of Arts (MA) degree in economics and Doctor of Philosophy (PhD) in Economics, from the University of Manchester in the United Kingdom.

From 1988 until 1994, Dr. Kasekende worked as a part-time lecturer at Makerere University. He joined BoU in 1986 and served in various capacities including Director of Research, Executive Director of Research and Policy and Deputy Governor.

Between 2002 and 2004, Dr Kasekende was seconded to the World Bank by the Uganda government to serve as the Executive Director to the World Bank, representing 22 African countries, including Uganda, on the bank's executive board.

From May 2006 to 2009, he served at the offices of the African Development Bank (AfDB), in Tunis, Tunisia, as AfDB's Chief Economist. During his tenure, he is credited for playing a leading role in the AfDB's efforts to help African economies withstand the impact of the global economic crisis.

In January 2010, Dr Kasekende was re-appointed Deputy Governor of BoU, to serve for the next five years. The contract was, however, renewed until January 2020.

He was appointed Executive Director of Macroeconomics and Financial Management of Eastern and Southern Africa (MEFMI) on 1st April, 2021. The MEFMI Secretariat is based in Harare, Zimbabwe.

Dr Kasekende is married to Edith Kasekende and, together, are the parents of three children. He has written extensively on a wide range of economic subjects and his work has been widely published in journals and books.

*Adapted from: ***The Rise and Fall of Louis Kasekende****



Figure 1.11: Dr Louis Austin Kasekende



### Activity 1.35 Pair Work

In pairs, do the following task:

Imagine yourself twenty years from now, in relation to your future dreams. Following the example of Louis Kasekende's biography, narrate to your partner the kind of successful person you will be, as he or she writes down your biography. Do the same for your partner. Go through your biographies and correct any grammatical errors. Your teacher will then pick some pairs at random to read out their biographies to the class for comparison and discussion.

### Similarities and Differences between the Film Account and/or Written Extracts and Personal Accounts

Previously, we watched a film or documentary, read a written extract and shared our own experiences. Basing on the three genres, use the following table to discuss at least 5 similarities and 5 differences. An example has been done for you.

|              | FILM ACCOUNT   | WRITTEN ACCOUNT                                    | PERSONAL ACCOUNT                             |
|--------------|--|--|--|
| Similarities | Mary is mistreated.<br>(suffering)                     | Mafabi is born<br>in a poor family.<br>(suffering) | Namata loses both<br>parents.<br>(suffering) |
| Differences  | Characters may be<br>real or imaginary<br>(fictitious) | Characters are real.                               | Characters are real.                         |



### Activity 1.36 Dialogue

Work with a partner to rehearse and perform before the class. Please note that you will have to complete the dialogue below first. Write at least six responses for each character. Include activities you used to engage in as a child using the habitual past **used to** and **would**.

*It is your first day in a secondary school. You have met a childhood friend and you share your childhood memories.*

**Odeke:** Hello Hafsa, long time. Glad to meet you again. We used to be great friends.

**Hafsa:** Oh, hello Odeke, long time indeed! Where did you sit your PLE?

**Odeke:** From ..... And you?

- Hafsa:** From ..... You know what? I feel so much nostalgia. The beautiful landscape of this school has evoked fond childhood memories. Do you remember when we used to run around in the rain?
- Odeke:** Yes, sure! (Laughing heartily). How time flies! We would run from Nnalongo's place to Maama Kasuku's up to the road and back. Oh! The good old days hover around my mindscape.
- Hafsa:** (Frowning) But nowadays, it is dangerous. Lightning strikes people quite often. The thunderbolts can make one's hair stand on end.
- Odeke:** What about when we used to.....
- Hafsa:** ..... It rings a bell .....

## Debate

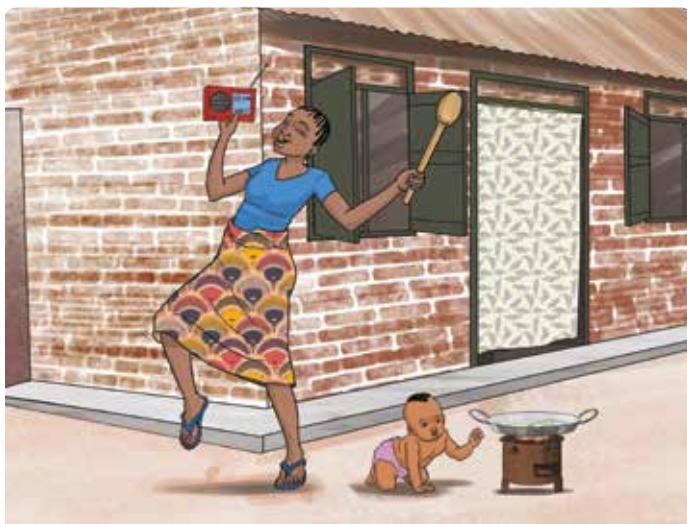


Figure 1.12: A house maid listens and dances to music, oblivious of the baby crawling towards a hot charcoal stove



### Activity 1.37 Pre-debate

Working in pairs, and in turns, express your views about the following questions.

- (a) Narrate an incident similar to the one in Figure 1.12.
- (b) Were you ever mistreated by a maid, elder, sibling, relative, guardian, seen or heard or watched the news of someone mistreating a child? If yes, describe what happened.
- (c) Explain your feelings towards the culprit.
- (d) Discuss the impact of the action on the child.
- (e) What do you think should be done to people who mistreat children?
- (f) Choose some three pairs to present their discussion to the class.



### Activity 1.38 Debate

Your teacher will put some of you into two groups; opposers and proposers, to debate the motion: “**Househelps are a necessary evil**”. Choose a chairperson, secretary, timekeeper and seconders. The chairperson will allow the rest of the class to contribute their points when the main speakers have finished arguing theirs.



### B: Reading and Comprehension 1



### Activity 1.39 Pre-reading

- (a) In groups, each learner will contribute a proverb and its interpretation, that guides young people about life.
- (b) Each group will discuss and write their views down.
- (c) A group representative should read the group’s proverbs or wise sayings to the class for comparison.



### Activity 1.40 Reading

As you read the following extract, from Daniel Mengara's Novel, *Mema*, discuss whether you would categorise it as a biography or an autobiography.

My mother was a good speaker. Like all the village people who mastered the art of speech, she always began her talks with a tale or a proverb that was appropriate for the particular situation. And since my mother had a tale or a proverb for all the situations in which she was involved, I believe she herself was a treasure trove of tales and proverbs.

In my village, good speakers had a tale for every situation. You could not claim to be a good

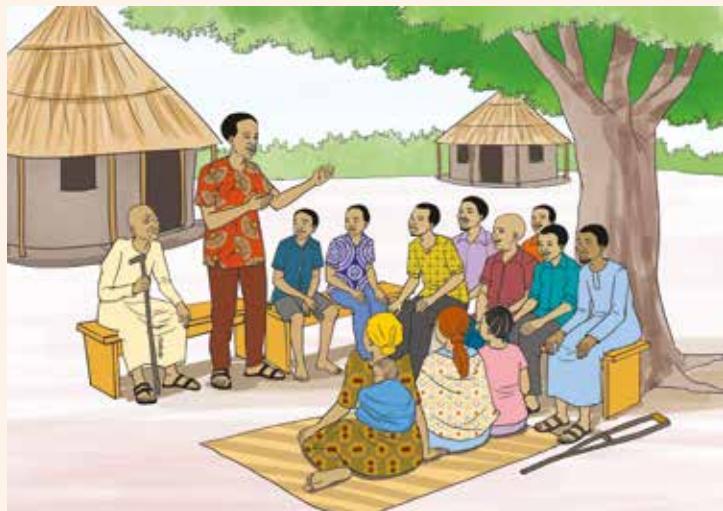


Figure 1.13: A village meeting (*medzo*)

speaker if you knew no tale. In the days of my childhood, tales were like the water with which you helped the rebellious food down your throat. They still are, but in my village only, perhaps. Things have changed so much in our land since my childhood. So, I cannot be certain that what I am saying here is still true. But that is how I remember the things of my childhood. Yes, I remember. I remember that whenever there was a problem that needed community intervention or decision, some *medzo* were held in the *aba* judiciously situated at the centre of the village. I liked the village *medzo* because, for me, they were not just about trying difficult cases. They were also a learning experience. They were the ideal place to be for a child who wanted to acquire the wisdom of the elders. A wisdom made of tales and proverbs, of wise decisions taken in order to ensure peace among village members. Tales told during village *medzo* were always full of dreams of better worlds. That is why I liked them so much. They were full of life, of fantasy lands, of worlds known and unknown, of past memories, of myths and stories long forgotten. They were always full of evil acts and good deeds, of long-fought epic battles lost and won, of challenges and rewards, of heroes and villains, of victories and defeats, of lives ended and began. They were life itself and they brought wisdom to both the speaker and the listener. Through tales, the speakers acquired the wisdom to make a good speech that would inspire the community's decisions. Through tales, the listeners acquired the wisdom that would enable them to learn about the tribulations of life and how to cope with them.

In my village, elders never gave direct advice to youngsters. When a youngster approached an elder with the words 'Father' or 'Mother, I have a problem. Teach me how to cope with it,' the elder would say: 'Sit here, my son' or 'Sit here, my daughter.' This 'Sit here' was then followed by a 'Let me tell you a story.' Thus, the elder would begin to tell a well-chosen tale that would impart wisdom. After telling the tale, the elder would not say 'Do this' or 'Do that'. Instead, he or she would simply get up and go, leaving the youngsters alone to ponder over the meaning of the story. It was up to the youngsters to show cleverness by getting out of the tale the wisdom that they needed.

Village *medzo* were like that too. They were about bringing wisdom to the behaviour of people. Tales made them like that. Village *medzo* would be boring without tales. In my village, and in all other villages of the area and beyond, tales were what made people wise. No man or woman was considered wise without the mastery of tales and proverbs. The more you knew, the wiser you were thought to be, and my people always called upon the wisest elders when there were cases to try.

So, village *medzo* were never boring. They were vibrant. They were battlegrounds where wisdoms confronted other wisdoms. I remember some *medzo* that would cause two villages to gather. Two villages gathering because of *medzo* was always a crucial moment, tense with all sorts of emotions. Two villages could be holding *medzo* in preparation for a happy event such as a marriage. But, at times, there were *medzo* filled with hardened emotions such as anger or even hatred. Village *medzo* were never a casual affair. Often, two villages gathering because of *medzo* meant that something had gone seriously wrong between them.

(From: *Mema* by Daniel Mengara)



### Activity 1.41 Comprehension questions

Individually, answer the following questions:

1. In your own words, explain how a tale or proverb helps one to become a good speaker.
2. What was the role of the *medzo*? Give two reasons why the narrator liked the *medzo*.
3. When a youngster needed advice from an elder, how was he or she helped?
4. Of direct advice and that told through a tale, story or proverb, which one do you think is more effective? Give reasons for your view?
5. Have you ever sought advice from an elder? Share your experience and how you were helped.
6. Describe two cases when village *medzos* were convened.
7. Do you think village *medzos* are still relevant? How are conflicts handled in your community?
8. Describe two character traits of the narrator.
9. What two lessons do you learn from the passage?
10. Explain the meanings of the following words and expressions as used in the passage:
 

|                    |                         |                    |
|--------------------|-------------------------|--------------------|
| <b>(a)</b> trove   | <b>(b)</b> judiciously  | <b>(c)</b> trying  |
| <b>(d)</b> ideal   | <b>(e)</b> fantasy      | <b>(f)</b> villain |
| <b>(g)</b> inspire | <b>(h)</b> tribulations | <b>(i)</b> cope    |
| <b>(j)</b> impart  | <b>(k)</b> tale         | <b>(l)</b> ponder  |
| <b>(m)</b> vibrant | <b>(n)</b> crucial      | <b>(o)</b> casual  |

### Post-reading Activities



### Activity 1.42 Group Discussion

**Group I:** Discuss the idea that most youths today have lost their path because parents no longer educate them through proverbs, wise sayings and folk stories.



### Activity 1.43 Group Work

**Group II:** Assume your colleague at school or a classmate has any of the following challenges:

- (a)** Struggling with poor grades and is on the verge of being discontinued or repeating a class.

- (b) Always lacks pocket money because they are poor at home but there is a sugar daddy or mummy who is willing to provide everything in exchange for an intimate relationship.
  - (c) Is a bully or is being bullied.
- Tell them a tale from which they can pick the wisdom to guide them solve the problem.



#### Activity 1.44 Group Discussion

**Group III:** Think of a piece of advice, saying or proverb your parent, guardian, elder or teacher shared with you when you were going through a challenge. Share them in your groups and show how it helped you to surmount the difficult situation.



#### B: Reading and Comprehension 2 (Poem)



#### Activity 1.45 Pre-reading

Working in pairs or groups, share the things that fascinated or confused you about your first day at school? How did you overcome the challenges? What memories are triggered when you recall your first day at school? Are there some incidents you wrote down in a diary or journal?



#### Activity 1.46 While reading

Read the following poem carefully paying particular attention to things which confused the speaker on his first day at school.

##### FIRST DAY AT SCHOOL

A millionbillionmillion miles from home  
Waiting for the bell to go. (To go where?)  
Why are they all so big, other children?  
So noisy? So much at home they  
Must have been born in uniform  
Lived all their lives in playgrounds  
Spent the years inventing games  
That don't let me in. Games



That are rough, that swallow you up.  
 And the railings.  
 All around, the railings.  
 Are they to keep out wolves and monsters?  
 Things that carry off and eat children?  
 Things you don't take sweets from?  
 Perhaps they're to stop us getting out  
 Running away from the lessins. Lessin.  
 What does a lessin look like?  
 Sounds small and slimy.  
 They keep them in the glassrooms.  
 Whole rooms made out of glass. Imagine.  
 I wish I could remember my name  
 Mummy said it would come in useful.  
 Like wellies. When there's puddles.  
 Yellow wellies. I wish she was here.  
 I think my name is sewn on somewhere  
 Perhaps the teacher will read it for me.  
 Tea-cher. The one who makes the tea.

Roger McGough



### Group work: Questions about the poem

In groups, answer the following questions:

- 1.** Do you think the child's home is really a million miles away? If not, what do you think the speaker means in line 1, stanza 1?
- 2.** What surprises the speaker about the following:
  - (a)** the bell?
  - (b)** the size of other children?
  - (c)** the way they speak?
- 3.** Explain what is implied by the following statements:
  - (a)** "they must have been born in uniform"
  - (b)** "they must have lived all their lives in playgrounds"
- 4.** How unusual are the games described in the poem? Why do you think this child is not allowed to join in the games?
- 5.** Explain the child's imagination about the use of the railings? Do you think he is right? Give reasons for your views.
- 6.** What do you think "lessins" implies? Why do you think it is pronounced like that in the poem?

7. Cite the line or lines which demonstrate the speaker's misapprehension of 'classrooms'.
8. Why does the child wish the mother were with him?
9. According to the child, what does a teacher do? Why does he think so?
10. Compare the child's account with your own when you joined Senior One. How similar or dissimilar is it from yours? Give 3 reasons for each. Make presentations to the class.



### Activity 1.47 Post-reading

Compose a poem depicting things which you either liked, disliked or which confused you on your first day at school.

## Grammar and Usage

### 1.3 Adjectives and Adverbs

In Book 2, we learnt about adjectives and adverbs. Share with a partner sentences depicting your childhood memories using adjectives and adverbs.



### Activity 1.48 Pair Work

Study the following table carefully. Read the sentences, paying attention to the highlighted adjectives and adverbs. After reading, explain their function in each sentence. What value do they add to the sentences?

| Adjectives  | Adverbs   |
|---|---|
| 1. The zoo that we visited was <b>crowded</b> .                               | 1. The zoo was <b>extremely</b> crowded.                          |
| 2. My grandparents lived in a <b>beautiful</b> hut.                           | 2. <b>Cautiously</b> , I entered my grandparent's hut.            |
| 3. Father Christmas was very <b>kind</b> . He gave all of us toys and sweets. | 3. Father Christmas <b>always</b> gave all of us sweets and toys. |

### Task 1

Supply a suitable adjective to complete the following sentences.

1. I used to play dodgeball. It was an ..... game.
2. My favourite teacher, Ms Nakalemebe, was the ..... of all.
3. I used to travel to the village where I encountered the most ..... experiences.

4. On my fifth birthday, we enjoyed a ..... meal. My mother bought me ..... shoes and a ..... cake.
5. We need to collect firewood in a ..... forest.
6. My mother used to bathe me with ..... water with a ..... soap.
7. Our nursery school had a ..... compound with ..... trees, ..... flowers and ..... grass.
8. If you go through a ..... childhood, you become ....., while, if you go through an ..... childhood, you become .....
9. My childhood best friend was such a ..... child. He/She had a ..... smile and was always .....
10. The person/game/day of the week I hated most was ..... He/She/It was very ..... because of his/her/its ..... behaviour/timing.

## Task 2

Fill in the gaps with the most suitable adverb from the following table. Compare your answers with other classmates.

|            |              |           |             |           |
|------------|--------------|-----------|-------------|-----------|
| ruthlessly | blissfully   | profusely | incessantly | sternly   |
| clumsily   | hysterically | anxiously | expectantly | furiously |

1. Mr Magogo was such a tough teacher who used to cane us .....
2. When Sports Day ended, we waited for the results .....
3. My father promised me a toy but I had to work for it.....
4. Everybody loved teacher Cherop so much that they would welcome her .....
5. One day, my two friends fought after arguing .....
6. Our housemaid used to break utensils while washing them .....
7. – Ofwono was such an ill-mannered boy that the teacher warned him .....  
– Such ill-mannered a boy was Ofwono that the teacher warned him .....
8. Scarcely had Namata had an accident when she bled .....
9. No sooner had they told me to do homework than I mumbled .....
10. Oluka used to crack jokes and make us laugh .....

## 1.4 -ing forms

Gerunds or -ing forms can be used in different ways besides the usual continuous forms of verbs. They can be used as participle phrases, adjectives and gerunds.

### 1. Participles

Participles are verb forms that end in –ing but not necessarily functioning as the main verbs. They can function as action verbs, adjectives and nouns (gerunds).

### (a) -ing as actions verbs



#### Activity 1.49 Pair Discussion

Working with a partner and in turns, share the activities you enjoyed doing in your childhood.

**For example:**

I enjoyed **watching** cartoons. (watching is an action)

### Task 1

Study and complete the following table with a participle, expressing the activities you enjoyed doing in your childhood.

#### Example

I enjoyed **playing** netball.

|           |       |  |
|-----------|-------|--|
| I enjoyed | ..... | birthdays despite the fact that resources were scarce.                 |
|           | ..... | bicycles and seldom walked to the shops.                               |
|           | ..... | birds in quiet serene forests during holidays.                         |
|           | ..... | a rope besides playing dodgeball.                                      |
|           | ..... | rice regardless of any sauce that accompanied it.                      |
|           | ..... | mango trees, however lofty they were.                                  |
|           | ..... | maize/millet/sorghum from the garden as though it were the only chore. |
|           | ..... | dodgeball/football to the chagrin of my unskilled playmates.           |

### (b) '-ing' forms as adjectives

'-ing' forms can also be used as adjectives (descriptive words) to describe nouns.

#### Example

- The **roaring** head teacher frightened the children who darted out of the classroom frantically.
- I picked a sweet **smelling** rose from the school garden and gave it to my ideal teacher as a token of appreciation.

'Roaring' and 'smelling' are describing the nouns **head teacher** and **rose**.



## Activity 1.50 Group Work

In groups, follow the examples above and use “-ing” forms as adjectives to construct five sentences describing the activities you did in your childhood. Choose a group secretary to make a presentation of your work to the class for sharing and comparison.

### Task 2

Fill in the gaps with the most suitable adjective from the table.

frightening     exciting     inconveniencing     exhausting     embarrassing

1. One time, we visited my grandmother in another village but the journey was so ..... that we took eight hours by bus.
2. In kindergarten, I saw a spider in the bookshelf which was such a ..... moment that I shook like a leaf.
3. When my classmate in Primary One wetted himself in class, it was so ..... for him that he did not want to come back to school.
4. Every New Year's day, my father took us out to watch fireworks, an event which turned out to be extremely .....
5. I hated sharing my bed with my brother or sister as it was always immensely .....

For numbers 6–10, fill in the gaps with a suitable adjective of your choice.

6. The robber who broke into our house was carrying a gun and wearing a mask, making him...
7. In primary school, some teachers were very... They spoke so indolently that half of the class would fall asleep during lessons.
8. One day, our school had a match with the neighbouring school. However, it was extremely.... because we tried tooth and nail but never won the trophy.
9. Whenever I played so vigorously, I would take an... bath afterwards.
10. I remember when a caterpillar crawled up Rita's arm, she screamed so deafeningly that the entire episode turned out to be...

### (c) ‘-ing’ as gerunds

‘-ing’ forms can be used as gerunds. Gerunds are nouns that end in ‘-ing’.

#### Example

1. I prefer **travelling** alone to bird watching in a desolate forest on a rainy day.
2. **Dancing** is extremely important because it helps one to keep physically fit.
3. Kemigisa loves **singing** so much that she does not miss any opportunity to learn a new song.



**Note:** A noun is a name of anything. **Singing** is not functioning as a verb but a noun.



### Activity 1.51 Pair Work

In pairs, write a paragraph about five things you hated doing and five you enjoyed doing when you were young. Underline the gerunds used in the paragraph. Compare your work with other classmates.

#### Task 3

Complete the following sentences by forming gerunds using the verb in the box.

|         |             |        |     |      |           |
|---------|-------------|--------|-----|------|-----------|
| swim    | drink/drive | listen | do  | fly  | eavesdrop |
| respect | visit       | cycle  | lie | blow | follow    |

1. ..... kites with playmates was the most thrilling hobby.
2. ..... on my new bicycle left my friends beaten up with envy.
3. ..... took me centuries to learn due to the fact I always quivered at the sight of water.
4. "..... and ..... is like digging your own grave," our teacher always said.
5. ..... homework was always treated with distaste.
6. ..... to stories helped us to be shaped and rooted in good morals and tradition.
7. ..... elders was groomed in us from the grassroots.
8. ..... balloons on Christmas made us happy as a clam.
9. ..... was an odious habit our teachers remorselessly punished us for.
10. ..... relatives no matter how far they lived was always looked forward to.
11. ..... elders' conversations was strictly prohibited.
12. ..... our elder siblings everywhere seemed to irritate them.



### C: Writing



### Activity 1.52 Composition (Setting, Character and Emotions)

#### Most Memorable Incident of your Childhood

When you were young, there was one incident, good or bad, that either caused you ecstasy, agony or shock you can never erase from your mind. Such is described as an **indelible** incident.



### Activity 1.53 Group Discussion

What is the most indelible incident from your childhood? Narrate or describe this incident in detail, using adjectives, adverbs and participles (-ing forms), in your book. Use approximately two paragraphs. In it, include the following:

1. Where and when the incident took place (setting – physical and time setting).
2. People involved (characters)
3. How different people reacted – what did they say?
  - (a) Was there screaming/quarrelling? What did they see?
  - (b) How horrifying or pleasing was it?
  - (c) Was there any noise?
  - (d) Was anyone hurt? burnt? fought? carried?
  - (e) Was there any odour? smoke? aroma? scent?
  - (f) How did everything end?

Share your notes in your groups and select the best two accounts to be presented to the whole class. The rest of the class will be allowed to make comments and ask questions about the presentations or accounts and edit their own to include anything useful that has been suggested.

## 1.5 Applying Newly Acquired Phrases and Verbs in Writing

### Writing an Autobiography

You recall that an **autobiography** means a history of someone's personal account written by himself or herself. A **memoir** is similar to autobiography but usually take the form of a collection of separate accounts rather than a complete account. A **biography**, on the other hand, is the history of the life of a person written by someone else.

The following details are important when writing an autobiography.

- (a) Place and date of birth
- (b) Early childhood and schools attended
- (c) Interests and hobbies
- (d) Ambitions and careers
- (e) Memorable events in one's life
- (f) What you like or dislike, including your role models in life

Use the first person singular 'I', such as 'me', 'we', 'us' because they refer to the 'self' that includes **you**, the writer. If you cannot remember events of childhood consult old letters, photographs, diaries, persons you grew up with, parents, guardians, relatives, nannies and other people in the neighbourhood. Be creative and use various styles to make your autobiography interesting, but do not alter facts. Use the past tense.



## Activity 1.54 Writing autobiographies

What was the title and author of the autobiography you read? Referring to the extracts we read from 'Sowing the Mustard seed' or 'Memories of a Village Belle...', write your own autobiographical piece of about 700 words (approximately 2 pages).

### Consider the following to guide your writing

- Base it on the notes created about the chosen childhood incident.
- Apply the new verbs and phrases you noted down from the autobiography, biography and memoir you read.
- Use descriptive words (adjectives), emotive words, similes and metaphors, etc. to paint a mental picture for the reader and develop different feelings for them.
- Write very good background information of who you are.
- Capture the most crucial happenings of the incident.
- Write very good conclusive remarks. This can be in form of appreciation, lessons learnt, how the incident affected your life, etc.

### In writing an autobiography, the following should be considered

- 1.** The title
- 2.** The introduction

This should cover the background information on your life such as your name, when and where you were born, where you live, what you do (profession), who you live with whether or not you have won an award.

- 3.** Your views of life

In this paragraph, state how you see life, Where your friends are, Who you admire and why? Your view of school, life, your hobbies and your optimistic and pessimistic views about life. Here, give your opinions and back them up with your experiences in life.

- 4.** Views of the future

Talk about what you think the future will be like, your ambitions in life and plans. Talk also about the kind of life you would like to lead.

### You can use some of the following phrases:

- I was an active/shy/curious, etc. child .....
- My childhood dream was .....
- My earliest memory is .....
- I am grateful to my parents/teachers because .....
- My role model is .....
- The most memorable day of my life was .....
- My lifetime dream is .....

- One phrase/lesson etc that I will never forget is .....
- If only my dreams come true, I would wish to .....
- The principle that drives my life is .....
- I am driven by my passion for charity and .....
- What I learnt from my parents is .....
- My childhood hobby that has shaped my life is .....
- One event that influenced who I am today is .....
- My favourite book is .....
- When I was growing up, I always dreamed of .....
- When I was young, I enjoyed eating .....
- One thing I wish I knew ..... years ago is .....
- My favourite childhood picture is when I .....



**Note:** Differentiate between an **autobiography** and a **biography**.

A **biography** is an account of someone's life story, written by another person. An **autobiography** is a narrative of your own life as told by yourself. Your own life's journey.



### Activity 1.55 Editing and Critiquing

In groups, express your views on the following questions:

- What do you know about the term 'editing'? What purpose does it serve?
- How do we call a person that does the editing job?
- Mention places where we usually find people who carry out editing?

Editing can be someone's full-time job. It is essential in writing. Discuss the difference between editing and a critiquing. Do you think it is important to have your written piece critiqued? Gives reasons.

Share the autobiography you wrote previously. Make verbal comments as the partner (author) notes them down for improvement. Write a final draft, incorporating the changes you agreed upon with your partner. Remember to use correct grammar, spelling and punctuation. Compare your autobiography with that of another classmate.



### Activity 1.56 Plenary

In groups, select one final autobiography and read it to the class. After the presentation, allow the rest of the class to ask questions about it and make comments.

## 1.6

## Exploring the Adjectives and other Expressions used to Describe a Former Teacher

### Description using Adjectives and Adverbs

Did you have a favourite teacher? What attributes endeared him or her to you.



#### Activity 1.57 Pair Discussion

Working in pairs and in turns, describe your favourite teacher. Use the following guidelines to aid your description.

- (a) What was his or her name, the subject he or she taught and his or her complexion?
- (b) What do you reminisce about his or her hairstyle, fashion or dressing code? Do you find his or her fashion sense appealing? Give reasons for your view.
- (c) Describe his or her size and height, gait and how he or she speaks.
- (d) What did you like most about him or her?

Discuss any other item not mentioned about your favourite teacher.



#### Activity 1.58 Descriptive writing

Using the notes you have made above, write and present a well-organised description, of about five paragraphs, of your favourite teacher. Remember your composition should have the following features;

- (a) Introduction – name, subject taught, class
- (b) Appearance
- (c) Behaviour
- (d) What you liked most about your favourite teacher and what set him or her apart from others.
- (e) Conclusion



**Note:** A good description employs adjectives and adverbs of manner and degree to add more life to the message. Refer to the grammar section about adjectives and adverbs to guide your descriptive writing.

## 1.7 Using Similes and Metaphors to Describe People

How would you bring out a comparison vividly? The easiest way of achieving this is by employing similes and metaphors in our descriptions.



**Note:** In addition to adjectives and adverbs, when you want to make a compelling description, you can compare it to something similar. It can be an object, person, situation, etc., so as to create a mental picture.



### Activity 1.59 Picture Discussion

In groups, study the following picture and use it to answer the questions that follow:



Figure 1.14: A birthday party

- (a) What occasion is taking place in the picture? Where do you think it took place?
- (b) Why are such occasions celebrated?
- (c) Which places did you visit as a child? Were they noisy or quiet?
- (d) What can you compare the quietness or noisiness with?

#### For example:

- (a) The cave I visited was **as quiet as a graveyard/silent as a tomb**.
- (b) It was **as noisy as a colony of weaver birds**.



## Activity 1.60 Interview about Childhood Memories

Working in pairs and in turns, each of you will interview the other about your childhood memories using suitable similes.

**Question 1:** What was your favourite food?

**Answer:** My favourite food was \_\_\_\_\_. It was as mouthwatering as \_\_\_\_\_.

**Question 2:** You have probably ever been bullied or seen anyone that was bullied? Describe the bully.

**Answer:** Yes, \_\_\_\_\_ he/she was as fierce/ruthless/intimidating as \_\_\_\_\_. Due to immense fear, I submitted to his torture as meekly as \_\_\_\_\_.

**Question 3:** Have you ever visited a beautiful place? How beautiful was it?

**Answer:** Certainly. It was as magnificent as \_\_\_\_\_.

**Question 4:** Have you ever fallen and injured your knee/toe/arm or leg? Have you ever cut yourself with a knife or razorblade? Have you ever burnt yourself? How painful was it?

**Answer:** I remember it was as excruciating as \_\_\_\_\_.

**Question 5:** Which party did you attend as a child? Was it a birthday/wedding/baptism, or get-together party? Describe how the different food items you enjoyed tasted.

**Answer:** The food was as inviting as \_\_\_\_\_.

The drinks were as nectareous as \_\_\_\_\_.

The cake was as luscious as \_\_\_\_\_.



## Activity 1.61 Metaphors

In groups, study the following sentences and compare their meaning.

1. The COVID-19 lockdown was **as dreadful as hell**. (**simile**)
2. The COVID-19 lockdown **was hell**. (**metaphor**)

Can you tell the difference between the two sentences?

**Similes** compare two things using expressions, for example:

- ...as...as... (Terissa is as beautiful as an angel.)
- ...like... (Terissa is like an angel.)

- ...resembles... (Terissa resembles an angel.)
- ...similar to... (Terissa is similar to an angel.)
- ...looks like... (Terissa looks like an angel.)

**Metaphors** give the item being described the name of the other similar object directly.

### Example

| Metaphors              | Similes                                |
|------------------------|--|
| The place is paradise. | The place is as beautiful as paradise. |
| Acan is an angel.      | Acan is as beautiful as an angel.      |



**Note:** The words ‘graveyard’, ‘hell’, ‘paradise’ and ‘angel’ are known as images. They help the reader draw a mental picture of the people or objects being described.



### Activity 1.62 Composition (Description)

Describe, in one or two paragraphs, the nursery school you went to or a beautiful/ugly place you visited as a child. Use at least five similes and five metaphors. Exchange your composition with a partner after which the teacher will pick a learner at random to read their composition.



### Activity 1.63 Writing a Dialogue (Composition)

The activity will be carried out outside the classrooms. Form three groups, each will be assigned a task to create a vivid description of your favourite teacher, using similes and metaphors. Present your written accounts (memories of your favourite teacher) to the class. Make it interesting and engaging.

**GROUP I:** Role-play a teacher's interaction with a learner on his or her first day at school.

**GROUP II:** Create a dialogue you held with your favourite teacher.

**GROUP III:** Dramatise a situation that made you conclude that indeed, that was your favourite teacher.



### Activity 1.64 Critiquing Dialogues

Decide which portrayal is the most memorable giving reasons, on the basis of the language used. (How effective is the language? Did it create the intended mental picture?)



### Activity 1.65 Reading

Study the following extract about someone's childhood memories, paying attention to the highlighted expressions then answer the questions that follow.

My father was a mid-level phone company manager who treated my mother at best **like an incompetent employee**. He never beat her, but his **pure, inarticulate fury** would fill the house for days, weeks, at a time, making the air **humid, hard to breathe**, my father stalking around with his lower jaw jutting out, giving him the look of a **wounded, vengeful boxer**, grinding his teeth so loud you could hear it across the room... I'm sure he told himself: 'I never hit her'. I'm sure because of this technicality, he never saw himself as an abuser. But he turned our family life into an endless road trip with bad directions and a rage-clenched driver, a vacation that never got a chance to be fun.

*Gillian Flynn: Gone Girl*

Which of the highlighted expressions are:

Similes?

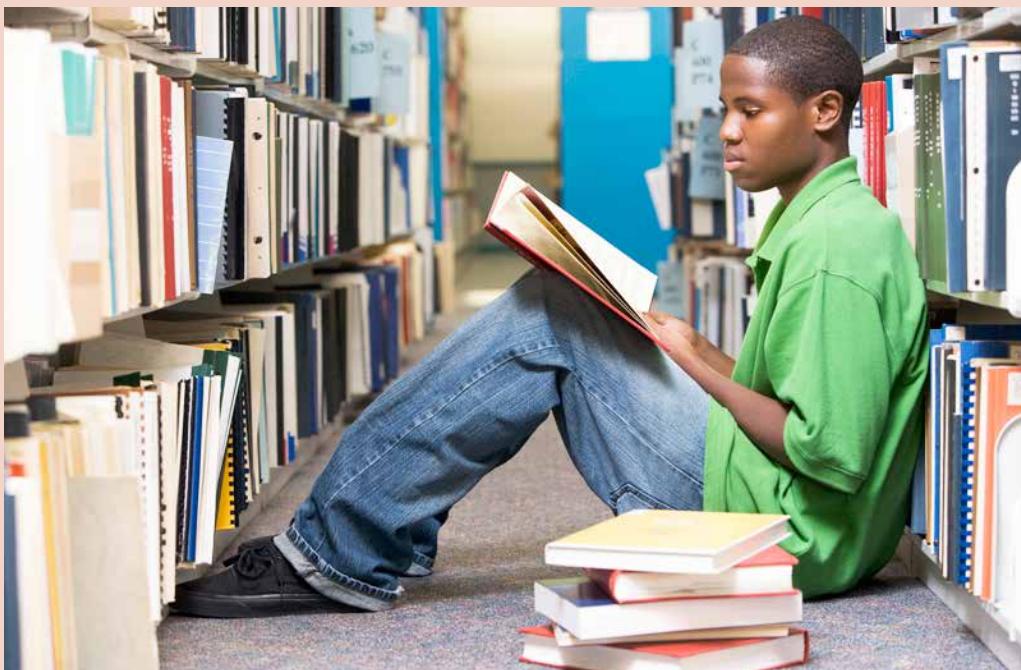
Metaphors?

Adjectives?

## Sample Activity of Integration

### Scenario

Your neighbour and family friend has been homeschooling their son or daughter since nursery stage and now he or she is in Primary Four. You have observed that in spite of his or her academic excellence, he or she has become extremely irritable and unsociable. Therefore, your neighbour is extremely anxious and concerned about the child's unsocial behaviour.



### Task

Using your childhood memories, and experiences, write a letter to the parent, expressing the benefits of interaction and play in the growth and development of a child.

## End of Chapter Glossary

**biography**, or simply bio, is a detailed description of a person's life. It involves more than just the basic facts like education, work, relationships, and death; it portrays a person's experience of these life events

**an autobiography** is a **biography** in which the author writes about his or her own life

a **memoir** is a record of events written by a person having intimate knowledge of them and based on personal observation

**fiction** is a literary work based on imagination rather than on fact, like a novel or short story

**life story** recounts the things that have happened to someone in **life**

**biographer** is someone who tells the account of a real person's life

a **journal** is a brief record (as in a **diary**) of daily happenings

**reminisce** concerns thinking and talking about things of one's past history

**nostalgia** is a longing (affectionate feeling) for something in the past or wistful desire to return to a former time in one's life

**recollect** is to bring back to the level of conscious awareness or to remind (oneself) of something temporarily forgotten

**scene** is a place of an occurrence or action

**trigger** is to cause an intense and usually negative emotional reaction in someone



## Chapter Summary

In this chapter, you have learnt to:

- communicate a memorable experience from your childhood
- use the habitual past correctly: **used to.../would...** to share memories
- use **-ing** forms in sentences to illustrate your childhood
- apply newly acquired phrases and verbs to your writing to engage the reader about the past
- use adjectives and adverbs to describe a former teacher
- use similes and metaphors to describe people, places and events
- use a word processor to prepare activities and assignments about childhood memories

# CHAPTER 2

## SCHOOL CLUBS



### Keywords

- agenda
- cooperation
- constitution
- creativity
- goal
- membership
- minutes
- mission
- project
- resolutions
- schedule
- subscription
- vision

### Learning Outcomes:

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

- interpret information about different clubs and make notes
- analyse the importance of school clubs
- use transitive and intransitive verbs in sentences and compositions
- use the persuasive technique
- write a formal request
- interpret documents related to club meetings (agenda, attendance, minutes, resolutions, etc.)
- form and use comparative and superlatives of adjectives, e.g. to promote/advertise their club
- apply common idioms in writing
- use preference structures in sentences and essays
- use descriptive adjectives in sentences and essays



## Learning From Each Other

Are there clubs at your school? Mention them. Which of these clubs is the most popular or vibrant, and why? Who is allowed to join? In what ways are the clubs beneficial to the members while in school and after?

**By the end of this chapter, you will name the clubs that can be formed in schools and discuss their importance, objectives and different roles, and write about specific purposes in the business operation of clubs.**



## A: Listening and Speaking



### Activity 2.1 Studying Club Documents

In groups, study the following club documents and identify them, then explain the importance of each, and any other you know, in running a club.

**PROVIDENCE HIGH SCHOOL  
WILDLIFE CLUB  
TERM PLANNER**

**Goal: Recruit new members**

**Goal 2: Hold essay-writing competitions**

| Timeline | Activity   | Person responsible                 | Comment |
|----------|--|------------------------------------|---------|
| Week 1   | Club executive meeting   | Club President                     |         |
| Week 2   | Sensitise/give learners information about the club at assemblies | Club executive                     |         |
| Week 3   | Register new members/issue membership cards                      | Club coordinators                  |         |
| Week 4   | General meeting for all members                                  | Club President                     |         |
| Week 5   | Launch of essay-writing competitions                             | Club Executive                     |         |
| Week 6   | Submission of essays   | Participants                       |         |
| Week 7   | Evaluation of essays   | Club Patron/Executive              |         |
| Week 8   | Declaration of winners/Grand awards                              | Head teacher/Patron/Club Executive |         |

**CONSTITUTION OF XYZ COLLEGE SCHOOL SWAS CLUB**  
“SANITATION FOR ALL UGANDANS”

**Preamble**

We members of XYZ College School SWAS Club, herein referred to as SWASC; MOTIVATED by the desire to ensure sanitation for all Ugandans; COMMITTED to sensitising Ugandan citizens about Hygiene and safe water for drinking so as to fight hygiene-related diseases,

DO HEREBY, in and through this Constitution, solemnly adopt . . .

**Vision:** To be the leading sensitisers and educators of the public about sanitation

**Mission:** To achieve sanitation for all Ugandan citizens through observing basic hygiene.

**Values:** Integrity, accountability, diligence

**Goal/Purpose:** To promote cleanliness and fight hygiene-related diseases in homes, institutions and public places



**Activity 2.2****Discussion on Club Activities**

In groups, study the following pictures and share your views about them. Your group secretary will present your findings to the class for comparison and further discussion.



Figure 2.1

- 1.** Write a suitable caption for each picture.
- 2.** Describe the activities you think are taking place in the pictures.
- 3.** Where are the activities taking place?
- 4.** Identify the clubs you think the pictures represent? Give reasons for your views.

**2.1****Understanding Information about Different Clubs****Activity 2.3****Pre-listening**

Working in pairs and, in turns, share your opinion basing on the pictures above. What clubs are available in your school and which ones do you subscribe to? Why did you decide to join that club?

**Activity 2.4****Listening Practice**

Your teacher will invite a resource person who will address you about different clubs or the teacher will play a video or an audio recording. After listening, you will be expected to write a paragraph depicting the following ideas:

- 1.** The clubs discussed.
- 2.** How the clubs are beneficial to the members.
- 3.** Describe some of the activities that learners can engage in.
- 4.** If you were a member of any of the clubs mentioned, how would you use the knowledge and skills you have acquired to solve problems in your community?



### Activity 2.5 Group Discussion

In groups, carry out a survey. Besides the clubs discussed by the resource person or played in the video or audio recording, list the different clubs in your school. Write your findings in the following table and compare with another group.

| School clubs | Patron/Patroness | President | Activities |
|--------------|------------------|-----------|------------|
|              |                  |           |            |
|              |                  |           |            |

1. Do the clubs carry out activities only within the school or outside as well?
2. Which clubs are not in your school which you feel would be important to have? Give reasons to support your view.
3. What activities would the new clubs offer?
4. How often would the new clubs meet and what would their rules be?



### Activity 2.6 Mock Debate

Your teacher will randomly select some of you to represent the different clubs in your school. Hold a debate on which club is the best. Glamorise the club in order to persuade new members to join it.

## 2.2 Knowing the Importance of School Clubs



### Activity 2.7 Dramatisation

In groups, imagine you are members of one of the clubs in your school. Create and perform a play of two scenes, showcasing the activities that you do in the club.



## Activity 2.8 Praise Poem

Recite the following poem:

### A SCHOOL CLUB POEM

Breakfast club is the best,  
After school beats the rest,  
Everyone is welcome, as a member of our crew,  
You'll do lots of different things, and make new friends too  
There's an Xbox, Football, Art, Craft & Glue,  
There's Scooters and ICT, there's loads you can do.  
Julie is lovely, Kelly is sweet,  
Josh is a clown, yet still a treat.

Breakfast is yummy  
Really kind staff  
Exciting things  
Active fun  
Kicking the ball  
Fun games  
Amazing arts and crafts  
Shining stars is the name  
Together  
Cheerful  
Laughter  
Understanding  
Brilliant

*Written by Evie and Alice*

## Grammar and Usage

### Transitive and Intransitive Verbs



## Activity 2.9 Pair Discussion

In pairs or groups, discuss how you would respond to the following questions represented in category A and B.

### CATEGORY A

Mamayi: I ate  
Namata: What did you eat?  
Mamayi: I ate two eggs.

### CATEGORY B

Ojok: I smiled  
Akiiki: Why did you smile?  
Ojok: I smiled a .....

**Cherop:** We **invited**  
**Mugoya:** Whom did you **invite**?  
**Cherop:** We **invited** many guests.

**Ahabwe:** I **dreamt**.  
**Sowedi:** What did you **dream**?  
**Ahabwe:** I **dreamt** .....

## Questions

1. What verbs do you realise take on a direct object? Why do you think this is so?
2. Which verbs do not require a direct object?
3. Basing on the above findings, use a dictionary or the Internet to find out what the terms ‘transitive and intransitive verbs’ mean.
4. Identify the category that falls under transitive and intransitive. Give reasons to support your answer.
5. Add other sentences using verbs of your choice to each category and compare them with those of other classmates.



### Grammar Highlight

One way of distinguishing transitive verbs is by using the passive voice. If a sentence has no object, it cannot be rewritten in the passive voice. The highlighted verbs in category A are known as **transitive verbs**. They take on objects to become meaningful or sensible sentences. In category B, you will find it difficult to provide a suitable answer with a direct object. Verbs, such as ‘smile’ and ‘dream’, which do not require direct objects to make their meaning complete, are known as **intransitive verbs**. In Category A, you will find it easy to provide a suitable answer with a direct object. Verbs, such as ‘eat’ and ‘invite’, which require a direct object to complete their meaning, are known as called **transitive verbs**.



### Activity 2.10 Group Discussion

Say whether the highlighted verbs in the following sentences are transitive or intransitive. Provide a reason for your answer.

1. The SWAS Club **invited** Mun G to entertain members at the teens’ reunion.
2. The visitors from the Writers’ Club of St Catherine’s High School **arrived** early.
3. The head teacher **smiled** when he saw the vibrant poultry project of the Young Farmers’ Club.
4. The Poetry Society of our school **won** the grand prize from the national competition.
5. Members of the Drama Club **sang** like nightingales.

6. At the inauguration of the Wildlife Club at the zoo, members **ate** a lot of delicacies.
7. The SWAS Club **engaged** the Senior Ones in cleaning the dormitories.
8. As a rule at our school, all learners must **join** a club.
9. The Red Cross Club intends to **travel** to Sanyu Babies Home in Nsambya, Kampala.
10. Do you think all the invited schools will join us for the charity walk? Some have not yet **replied** to our invitation.

## 2.3 Persuading Others



### Activity 2.11 Persuasive Presentation

Imagine you have a friend who does not belong to any club at your school and you would wish they join the club to which you belong. Prepare a persuasive talk to present to them to convince them to join your club. Write five points, using the transitive and intransitive verbs.

#### Example

1. Join the Robotics/Agriculture Club because it **trains** young people new life skills that would enable them fly or traverse the world.
2. The Interact Club will not only **bring** you numerous friends now and in the future but it is also full of fun.

Share your points with your partner before presenting them to the class. Respond to any question your partner may raise. Ask the partner to indicate whether your points are convincing enough to make them join your club. If not, ask them to give reasons why.



### Activity 2.12 Pair Discussion

Using the comments and suggestions from your partner, improve your points to make them better and more persuasive. Make another appeal to a different partner. Establish if the second listener is enthusiastic about joining your club or not and why.

## 2.4 Forming and Using Comparative and Superlative Forms of Adjectives

### Comparisons

#### A: Comparatives



#### Activity 2.13 Using Comparatives



Work with a partner to compare the two girls in the pictures.

Who of the two is smarter?

**Example:** Girl A is **smarter** because she has combed hair.



**Note:** The word **smarter** is a comparative. It compares the two girls.



#### Activity 2.14 Pair Discussion

Using the examples above, which other three comparatives can you derive from the pictures above and why? Study the speech bubbles and explain which descriptions are more convincing.

C

Join \_\_\_\_\_ club

It equips one with life skills.

Meaningful connections

Enables them to travel the world

Entrepreneurship skills



D

Join \_\_\_\_\_ club

It is fun.

It is nice.

It is good.

The club is cool.



**B: Superlatives****Activity 2.15 Pair Discussion**

Study the following table showing T-Shirts of different clubs in Wonderful Future Senior Secondary School.



Figure 2.2: Interact Club



Figure 2.3: Readers' Club

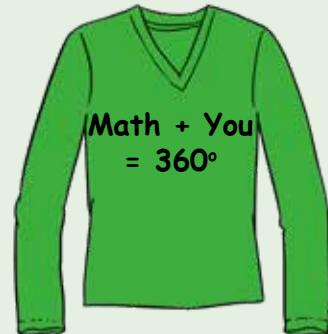


Figure 2.4: Math Club

Which of the above T-shirts is the most or least appealing?

**Example**

The blue T-shirt is the **most appealing** because it has the **brightest** colour.



**Note:** The words **most appealing** and **brightest** are superlatives. They compare three or more things.

**Activity 2.16 Comparison using Similes**

Using the examples above, which other three superlatives can you derive from the pictures above?

**C: Using Similes for Comparison**

Working in pairs, study the following sentences.

1. Girl B is not as neat as girl A.
2. The green T-shirt is not as appealing as the rest because it has long sleeves.
3. The red T-shirt is as spectacular as the blue one because they are both tight-fitting.

Another way of making comparisons is by using similes. Do you remember similes? We studied them in the previous chapter on Childhood Memories.



### Activity 2.17 Group Discussion

Working in groups, use the comparative and superlative forms of the adjectives in sentences of your own to make your work outstanding.

| Comparatives    | Superlatives |
|-----------------|--------------|
| 1. entertaining | 1. vibrant   |
| 2. engaging     | 2. bright    |
| 3. inclusive    | 3. booming   |
| 4. educative    | 4. popular   |
| 5. productive   | 5. efficient |



### B: Reading and Comprehension

#### School Clubs Equipping Adolescents with Survival Skills

*Empowering Young People*



Figure 2.5: Beneficiaries of school clubs

In two faraway districts of Amudat and Napak, in the Karamoja sub-region, Straight Talk Foundation (STF), has established school clubs which are equipping adolescents with life skills. The skills will enable them survive and thrive in school and after school. To date, 208 UNICEF-supported clubs, in 208 schools in the seven districts

of the Karamoja region have been established with financial support from the Irish Aid. The clubs target adolescents aged 10 to 14 years in primary schools and 15 to 20 year olds in secondary schools, with a minimum of 30 members per club.

Through the senior women teachers, the club members are trained on several life skills that include but not limited to **self-esteem** and assertiveness, how to manage self, how to live with others, **peer to peer** support, stress management in school and at home because some of them have been living on the street and are now back in school. The club members then **impart** all the skills learnt to the rest of the pupils in their schools and those out of school.

“We have seen **tremendous** changes among our learners. Their engagement in the clubs has helped them learn several things. Before the clubs, they were **timid**, shy, and lacked confidence. But today, they are disciplined, have obtained leadership skills, and their public speaking has greatly improved,” says Napayok Betty, Headmistress, Lodoi Primary School, Napak District. “They also participate in radio talk shows, speak with confidence as they **disseminate** messages to people.”

Peru Hellen from STF and one of the trainers, is excited to talk about the school clubs and the transformation she has seen among the adolescents and how they are impacting communities. “These children are now very organised and creative. After the trainings, many have returned to school and drawn workplans that guide their activities every term.”

The members also compose songs, poems and drama **skits**, which they utilise to convey messages to fellow pupils, communities, parents and children out of school during community **outreaches**. They sensitise them on harmful cultural practices like Female Genital Mutilation, teenage pregnancy, child marriages, as well as urge them to prioritise education.

“I call my pupils change agents because of the changes I see as a result of their efforts.”

In Alakas Primary School, Amudat District, the clubs too are doing well. The members move door-to-door encouraging parents to send children to school reminding them that education is the future. As a result some parents have sent their children back to school while some mention that girls should stay home! The testimonies from the club members are very touching.

The club members have also been taught how to make beads, decorations, bangles, belts, walking sticks, which they sell to make some little money. Others have started up vegetable gardens, while many are rearing animals like goats and sheep. To support their income generating projects, the school administrators are buying the vegetables to supplement on the school food.

“These skills will change their lives forever. They will also utilise them to earn a living after school,” Napayok confirms.

Menstrual hygiene management is another area that the members have been sensitised on and also trained to make locally made reusable pads. This has addressed absenteeism especially among girls which was very high in many schools.

"Our clubs use some of the money earned, to buy scholastic materials and materials like cotton wool, fabric, polythene, etc. that are used to make the locally-made reusable pads." Napayok adds.

Driven by their slogan 'Start small, grow big', the club members have been empowered by the skills acquired from the UNICEF-supported clubs and are changing communities. There is therefore no doubt that they are called 'change agents,' mentioned Sambey Logira, UNICEF Education Officer.

*Source: UNICEF Uganda*

### Questions about the passage

1. Explain ways in which school clubs will benefit the learners.
2. Why do these clubs target adolescents aged between 15 and 20 in secondary schools?
3. What values do these clubs impart in the learners?
4. How did the members feel before joining these clubs?
5. Explain the means through which school club members convey their messages to their community.
6. What bad elements have these clubs managed to fight against?
7. Describe how these club members manage to earn income from the clubs.
8. How has absenteeism from school been minimised on the side of girls?
9. What changes and benefits have clubs brought about in your school?
10. If you joined a school where there are no clubs, which steps would you take to convince the school to establish them? Which one would you begin with and why?



### Activity 2.18 Vocabulary Practice

Explain the meanings of the following words and expressions as used in the passage. Use them in sentences of your own:

- |                  |                 |
|------------------|-----------------|
| (a) peer-to-peer | (b) self-esteem |
| (c) impart       | (d) tremendous  |
| (e) timid        | (f) disseminate |
| (g) skits        | (h) outreaches  |
| (i) fabric       | (j) empowered   |

Exchange your book with your partner and your teacher will guide you to assess your tasks.

## Interpreting and Designing a Poster



### Activity 2.19 Pair Work

Work with a partner. Using a dictionary, find the meaning of the word ‘poster’. In turns, share what you know about a poster by answering these questions.

You have probably ever seen or designed a poster,

1. What message was it conveying?
2. What is the purpose of a poster?
3. Describe the features of a poster.



### Activity 2.20 Project

In groups, either visit the library or computer laboratory and study newspapers and magazines. You can also walk around your school compound or try to find any other poster on display. Choose any club poster and read the message written on it. Share the message with other groups. Your teacher will invite the Art and Design teacher to guide you on designing posters advertising a club of your choice.



### Activity 2.21 Interpreting a Poster

The Youth Club in your school is looking for new members to join the club. Read the following poster and do the activities that follow.



Work in pairs to discuss the following questions:

1. Who is the target audience?
2. Is the message on the poster convincing enough to attract you to join the club?
3. How would you improve on the poster to make it better?

## 2.5 Using Descriptive Adjectives and Common Idioms



### Activity 2.22 Designing a Poster

Work in groups. Your teacher will provide you with a manilla paper, markers of different colours, crayons or coloured pencils and any other necessary materials to design a poster.

On the poster, include the following:

- (a) In the poster headline, use some common idioms or slogans related to the club. For example, “A Club Inspired by Fun.”
- (b) While describing your club, apply descriptive adjectives, comparatives and superlatives, such as “The **most vibrant** club”, “The **greatest** club on the campus”.
- (c) Display your posters on the wall nearest to you or classroom noticeboard. Let other groups walk around as they take notice.

Each group should evaluate and critique the rest of the posters, pointing out the strong qualities and weak areas which require improvement.

## 2.6 Using Preference Structures



### Activity 2.23 Class Presentation

Each group should present their observations of other groups' posters using the following words and phrases of preference and any other:

|                  |                     |
|------------------|---------------------|
| prefer ...to...  | like ...            |
| like better      | would prefer ... to |
| would prefer ... | rather than         |
| would rather     |                     |

For example, “Group II used light green for vegetation but I **would rather** they used dark green to bring out the natural appearance”, or “I prefer Group III’s poster to the rest because it is the most persuasive and attractive of all”, or “Group V’s poster is **better than** Group II’s because ...”



## C: Writing

Probably you have ever written a letter or received one from a friend in another school. You may have used certain words known to you as learners or peers which are unfamiliar to teachers. Such words are known as **slang** or **jargon**. For example, “*nara*” to mean “no”. What other slang or jargon do you use in your school?

Such language is used in an informal situation such as in a letter, to a friend, chatting with a classmate or even an e-mail to a parent or sibling.

You have possibly written or seen someone write an apology to a teacher, received an invitation to a club function at another school, attended a debate or a club meeting. What kind of language did you use or was used in the document or session? Expressions, such as:

- (a) “Madam in Chair...”
- (b) “The table of juries...”
- (c) “I am sorry to interrupt, but you have misunderstood our point...”
- (d) “Excuse me, but that is not quite correct...”
- (e) “Sorry, I just have to disagree with you...”

Such language is used in formal situations.

### Writing a Business Letter

In situations where a company, club, department or even an individual wishes to sell or market a product, supply an item, request for funds, solicit for a sponsor or partner with another club or company, one can write a formal document to the other company, club or individual, which is known as a **business letter**.

What should a business letter entail? Have you ever written, seen or received one?



#### Activity 2.24 Sample Business Letter

In groups, either visit the computer laboratory, if your school has Internet and google samples of business letters or use the school library or consult a teacher of a business subject. Ask for samples of business letters and study them carefully.

- (a) What are the features of a business letter?
- (b) Describe the kind of language used in a business letter.
- (c) How is a business letter different from a friendly one?

Choose a group secretary to make a presentation of your research findings to the plenary.

## 2.7 Writing a Formal Request

### Sample Business letter

Winners High School,  
P.O. Box 10032,  
Budaka.  
30th September, 2023

The head teacher,  
Winners High School.

Dear Sir,

Re: Sponsor's Visit

The Readers' Club of Winners High School would like to seek your permission to allow a donor to visit the club.

Given the big dreams the club has, we have contacted a sponsor who is willing to donate some funds to the club which will enable us to do the following projects; purchase reading materials to boost the reading culture and research, buy computers to ensure the smooth running of club activities, purchase fabric for club T-shirts and to cater for a few other necessary logistics.

He intends to visit as soon as you grant him your permission.  
It will be our great pleasure if our humble request is given a positive response.

Yours faithfully,  
Kasadha Robert  
KASADHA ROBERT  
Club Secretary



### Activity 2.25 Composition – Letters of Request

Imagine you are the President of the Go Green Club at your school. You have come up with a new club activity of tree planting in the school and the neighbouring community. Your club needs to acquire seedlings, hoes, gumboots, spades and watering cans among others. Write a business letter to the Deputy head teacher in charge of clubs, requesting for funds for that cause. Choose one member to read your letter to the class.

## 2.8 Understanding Documents Related to Club Meetings

To be organised, a club must keep proper records of all the activities, meetings and other engagements for future reference.

Examples of club documents written and kept by the clubs which we discussed previously are:

1. the constitution
2. programme (agenda) or term planner
3. minutes (resolutions)
4. attendance lists
5. membership cards



### Activity 2.26 Class Discussion

Your teacher will display club documents which you will identify. Explain the salient features that distinguish each. Which other documents does your club keep? Share them with the class.



### Activity 2.27 Minutes of a Meeting

In groups, share your views on the following questions.

You have previously attended a meeting. What activities took place during that meeting? Did you contribute or say anything? What was the meeting about?



**Note:** In every meeting, whatever is discussed is recorded. This includes all the persons who attend, current issues (issues at hand) and how to solve them, future plans, list of things to be discussed and any other pertinent business.



### Activity 2.28 Group Discussion

In groups, share your views about the following features of minutes:

1. What title is given to the person who;
  - (a) records the minutes?
  - (b) co-ordinates the discussion?
2. People who;
  - (a) attend the meeting?
  - (b) attend the meeting but are not members of the group?
  - (c) fail to attend the meeting?

The group secretary will make a presentation to the class for comparison and further discussion.



## Activity 2.29 Pair Discussion

In pairs, discuss the following questions. What name is given to;

- (a) the items to be discussed in the meeting?
- (b) how to overcome the current problems?
- (c) ideas brought up in the meeting?
- (d) decisions/conclusions of the best things to be done?

Your group secretary will make a presentation to the class for comparison and further discussion.



## Activity 2.30 Project

Your teacher will divide you into groups and assign each one of the following tasks which you will present with illustrations.

- Group 1:** how to present an agenda
- Group 2:** how to present an attendance list and those in attendance
- Group 3:** how to write the heading and sub-titles of the minutes
- Group 4:** How to present the actual minutes of at least one item. For example, drawing the club's term planner.
- Group 5:** how to present any of the following:
  - a) way forward    b) resolutions    c) recommendations
- Group 6:** Compile all the groups' findings and write the complete minutes. Display the minutes on the class noticeboard for the class to study and comprehend the parts of minutes.



**Note:** The teacher will guide you clearly on how to present the minutes.



### TAKING MINUTES IN A MEETING

Minutes are official notes or written records of a meeting. Those unable to attend the meeting can be able to know what transpired in the meeting. They (minutes) are also for future reference.

Minutes should have the following features:

1. A heading capturing what the meeting is about, the venue, date and time.
2. Names of the participants, i.e. those present, absent with apology, without apology and those in attendance (guests/visitors if any).

- 3.** Agenda i.e. items or issues to discuss, how they should follow each other and by whom.
- 4.** Main body or discussion, e.g. actions and tasks, due dates, future decisions etc.
- 5.** Closure/closing remarks
- 6.** Signing off i.e. secretary on the left and chairperson on the right.

**Note the following guidelines about minutes:**

- 1.** Minutes should be written in the past tense and passive voice to avoid using members' names because ideas should be objective not personalised i.e. the ideas are owned by all the members. For example: "It was agreed in the meeting that..." not "Wanyama said that ..."
- 2.** Different fields use different specific words and phrases. For example, football has its own language such as 'committing a foul, dribbling the ball, top scorers, match commissioner, fullback/leftback/rightback, set pieces, ball-to-hand/hand-to-ball, hard tackles, Video Assistant Refereeing (VAR) among others. The medics have their own language, such as diagnosis, in-patient/out-patient, admission, surgery, allergy, caesarean section (C-Section), chemotherapy, emergency room (ER), intensive care unit (ICU).
- 3.** Likewise, minutes or meetings have their own language or register.

**N.B You can highlight some of the most crucial items or:**

- give them subtitles for easy identification and attention.
- others, draw a column on the right, showing who should do which task, or whether it was fulfilled.
- your minutes should bear a past simple tense since they are for future reference.
- members who speak or contribute should be addressed as "a member" not with their names, to avoid finger-pointing.
- you can use bullets.

## Sample Minutes

MINUTES OF THE POETRY CLUB OF SUCCESS HIGH SCHOOL HELD ON 22ND JULY, 2022, IN THE MAIN HALL.

### Members Present

- |                     |             |
|---------------------|-------------|
| 1. Kato Joel        | Chairperson |
| 2. Onzivua Hamza    | Treasurer   |
| 3. Druciru Gladys   | Secretary   |
| 4. Adriko Mizamil   |             |
| 5. Mugisha Wambaata |             |
| 6. Acen Martha      |             |

### Members Absent with Apology

1. Acidri Priscillah
2. Nandutu Shadia

### Members Absent without Apology

1. Dempsey Ayebare
2. Mirembe Claire

### In Attendance

- |                 |                                       |
|-----------------|---------------------------------------|
| 1. Babirye Mary | Director of Studies, who loves poetry |
| 2. Ojok Zaidi   | well-wisher                           |

### Agenda

1. Opening prayer
2. Communication from the chair
3. Previous minutes
4. Reactions to item 2 and 3 above and way forward
5. Election of new leaders
6. Closure

Minute 01/July 2022:      Opening Prayer

1. The meeting commenced at 5:15 p.m. with a prayer led by Acen Martha.

Minute 02/July 2022:      Communication from the Chair

- The chairperson welcomed members to the meeting and thanked them for the good turn up.
- However, he expressed his displeasure with some individuals who had made it a habit to dodge meetings. He sent them a warning that they risked cancellation of their membership in the club.
- He congratulated members on the trophy they had recently won during the regional poetry competitions. He was extremely delighted and encouraged members to continue raising the school flag high to keep the accolade.

- He informed members that due to the excellent performance, the head teacher, supported by the PTA and BOG, had agreed to reward the club members with a special outing to the National Theatre to watch a comedy show.
- He called upon members to start practising for the upcoming poetry slam the following month at Winners Secondary School.
- He concluded with a word of caution, reminding members to be responsible for their actions, especially now that there were rumours of drug abuse and some cases of careless sexual behaviour in the school.

Minute 03/July 2022: Review of the Previous Minutes

- The club secretary took members through the previous minutes.

Minute 04/July 2022: Reactions to Item 2 and 3 above and Way Forward

- A member expressed her dissatisfaction with some members who did not participate in club activities but only appeared during outings. It was agreed that the club secretary should always note down the committed participants for every activity and, that at departure, the list should always be reviewed and uncommitted members turned away.
- Another member shared his gratitude for the large number of Senior Ones and other new members that had joined the club due to the fact that it was the most booming in the school.

Minute 05/July 2022: Election of New Leaders

- The club chairperson took the members through the election exercise and new leaders were elected democratically.
- Those that had lost were encouraged to accept defeat honourably and remain committed to the club as well as work hard-in-hand with the elected leaders.
- The new leaders were called upon to work even harder than their predecessors and take the club to greater heights.
- The hand-over party would be held the following Saturday at the school premises.

Minute 06/July 2022: Closure

The meeting ended at exactly 6:35 p.m. with a closing prayer from the new chairperson.

Name in capital letters

Signature

Secretary

(Date of approval)

Name in capital letters

Signature

Chairperson

(Date of approval)

**Task:** Individually, in your exercise books, do the following task.

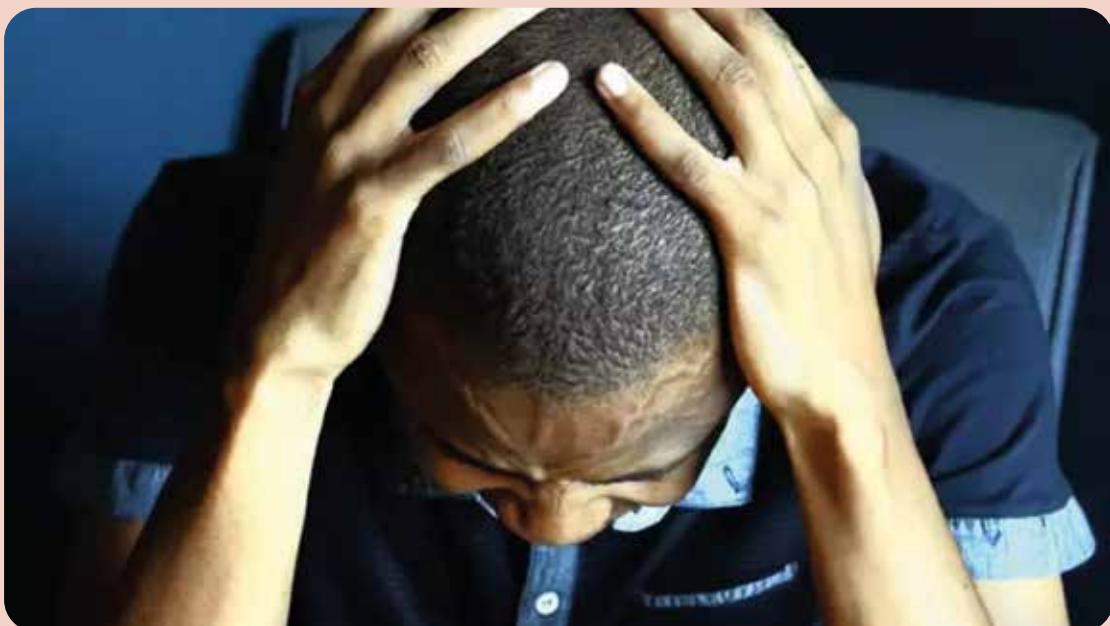
Assume you are the secretary of any club of your choice, write down the minutes of the meeting you held about the following issues:

- few members in the club
- lack of funds to run the club projects
- limited time for club activities

### Sample Activity of Integration

#### Scenario

You are a club president. You have identified a classmate whose academic performance has declined tremendously. You decide to talk to him and during your discussion, you find out that he or she is depressed because his or her parents recently separated as a result of serious disagreements. As the president of any of the clubs, such as Scripture Union, Young Muslim Society (YMS), Young Christian Society (YCS) or Legion of Mary, you know that the major objective of your club is to counsel and guide learners with challenges. Imagine you have called for a meeting to discuss how to help this child as you persuade him or her to join your club.



#### Task

Write down the minutes of the meeting using comparative and superlative forms of adjectives.

## End of Chapter 2 Glossary

- subscription:** arrangement for providing, receiving, or making use of something of a continuing or periodic nature, especially on prepayment plan, such as membership dues
- membership:** state or status of being a member of a club
- constitution:** basic principles and laws of a social group (e.g. club) that determine the powers and duties of the club and members
- agenda:** list of things to be considered or done
- minutes:** official record of the proceedings of a meeting
- project:** task or problem engaged in, usually by a group of club members
- co-operation:** act of being helpful by doing what is wanted or asked for, same as common effort
- goal:** target towards which effort is directed
- vision:** thought, concept formed by imagination
- mission:** objective or purpose
- schedule:** procedural plan that indicates the time and sequence of each operation
- resolution:** formal expression of opinion, will, or intent voted by a club executive body



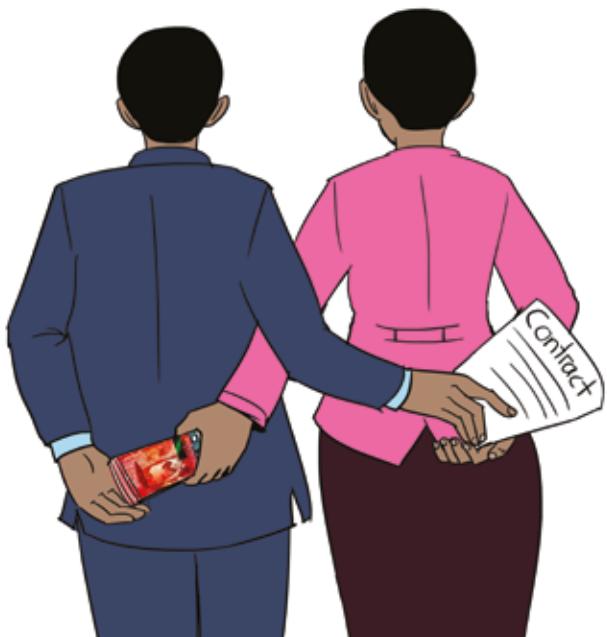
## Chapter Summary

In this chapter, you have learnt to:

- give information about different clubs and make notes
- articulate the importance of school clubs
- use transitive and intransitive verbs in sentences and compositions
- persuade others
- write a formal request
- write documents related to club meetings (agenda, attendance, minutes, resolutions, etc.)
- form and use comparative and superlatives of adjectives, e.g. to promote/advertise a club
- apply some common idioms in speech and writing
- use preference structures
- use descriptive adjectives

# CHAPTER 3

# INTEGRITY



## Keywords

- ethical code of conduct
- honesty
- morals
- principles
- purity
- reputation
- righteousness
- scrupulous
- virtue

## Learning Outcomes:

- By the end of this chapter, you should be able to:
- read and listen to recorded speeches related to honesty and integrity in personal and public life
  - discuss the importance of honesty in a home
  - identify examples of honesty/dishonesty in public life
  - interpret and respond to extracts/texts about honesty/dishonesty and integrity
  - write poems, songs and compositions on integrity
  - identify the ‘silent’ letters in pronunciation of English words related to integrity
  - use the past conditional tense of verbs in role-playing, problem-solving and counselling
  - summarise opinions



## Learning From Each Other

The term **integrity** resonates with following your moral or ethical convictions and doing the right thing in all circumstances, even if no one is watching you. Having **integrity** means you are true to yourself and would do nothing that demeans or dishonours you. In general, **integrity** is a word used to describe a person's commitment to honesty and will to do what is right. For example, a person who distances from cheating, doing tasks shoddily, selfishness, fraud/forgery, telling lies, malice, blackmail or stealing would be considered to be a person who acts with great **integrity**. **Integrity** is one of the fundamental values that teachers seek in learners so that they do not cheat in examinations or tell lies. Integrity and honesty are closely related. At work places, employers seek honesty in the employees that they hire. Integrity is the hallmark of a person who demonstrates sound moral and ethical principles at **work**. A person who has **integrity** lives his or her values in relationships with schoolmates, classmates, co-workers, customers, and stakeholders. As learners, you are required to stick to the six fundamental values of integrity, which are: honesty, trust, fairness, respect, responsibility and courage as you sail through school to your career trajectory.

**By the end of this chapter, you will identify behaviours that demonstrate honesty and integrity and appreciate the qualities for self.**



### Activity 3.1 Understanding Integrity

In pairs and, working in turns, interview each other using the following guiding questions:

1. What does the word 'integrity' mean to you?
2. Have you ever faced pleasant or unpleasant consequences for doing the right thing? Describe what happened.
3. In life, we are sometimes required to admit our mistakes. Tell me about a time when you felt you needed to do so, and how you felt about it.
4. Narrate an incident which tested your integrity and the decision you took.
5. Have you ever dealt with failure in the past? Explain how you handled the challenge(s).
6. Do you think other people consider you to be trustworthy? Explain your view with illustrations.



## A: Listening and Speaking

### Speech Work

#### Silent Letters

There are some letters that cannot be pronounced or heard when a word is spoken. Examples include letter 'k' in the word 'knife', letter 'b' in subtle, letter 'c' in scissors, letter 'g' in feign and eight. Do you remember what homophones are? Well, homophones are two or more words with the same pronunciation but different meanings, origins, or spelling, for example 'new' and 'knew'. The purpose of silent letters is to distinguish between homophones.



#### Activity 3.2 Pronouncing Words with Silent Letters

In groups, pronounce each word in each column aloud. As you pronounce them, mute the silent letters.

'h' as in honesty, hour, eight

't' as in listen

'g' as in sigh

'b' as in doubt, dumb

*Table 3.1 Showing Silent Letters*

| Silent H | Silent T  | Silent G    | Silent B | Silent C  | Silent N | Silent K  |
|----------|-----------|-------------|----------|-----------|----------|-----------|
| ghost    | apostle   | align       | bomb     | ascent    | condemn  | knee      |
| honest   | listen    | benign      | climb    | scenario  | damn     | knead     |
| hour     | fasten    | design      | comb     | scene     | hymn     | knew      |
| heir     | hustle    | assign      | debt     | scent     | solemn   | knowledge |
| honour   | often     | malign      | doubt    | sceptic   | column   | knuckle   |
| eight    | butcher   | campaign    | dumb     | fascinate |          | knob      |
| what     | mortgage  | champagne   | plumber  | muscle    |          | knack     |
| when     | witch     | consignment | lamb     |           |          | knit      |
| where    | whistle   | foreign     | numb     |           |          | knock     |
| why      | wrestle   | feign       | subtle   |           |          |           |
| while    | Christmas | gnash       | thumb    |           |          |           |
| rhythm   |           | gnarled     | tomb     |           |          |           |
|          |           | gnu         | womb     |           |          |           |



### Activity 3.3 Reading Sentences with Words Containing Silent Letters

In groups, read the following sentences aloud while muting the silent letter in the highlighted words.

1. Whether the weather gets cold, I will not put on my jacket.
2. “Fasten your seatbelt!” the conductor shouted at the passenger.
3. Did you hear the dog gnash its teeth?
4. Simon Peter was an apostle of Jesus Christ.
5. A squirrel is a gnawing animal.
6. The security officer quickly defused the bomb.
7. Claire gave her friend a subtle hint about the party.
8. The tourists are set out to climb Mountain Elgon in Mbale District.
9. I doubt that Okot will be promoted to the next class.
10. That honourable member of parliament is an honest character.
11. He lost a limb during the riots that rocked Kampala.
12. The referee blew the whistle and the game started.
13. I saw a girl wrestle a bully to the ground.
14. The waitress brushed the crumb off the table.
15. Opio has a knack for gardening.
16. We had to call a plumber to fix the broken pipe.



### Activity 3.4 Learning English With ICT (Individual Work)

Record a video of yourself constructing your own sentences using any two words of your choice that have silent letters in Table 3.1. You can also use a dictionary or the Internet to look for more words with silent letters. Upload your video and share it with your teacher and classmates.

#### Listening Practice

##### 3.1 Recorded Speeches Related to Honesty and Integrity in Personal and Public Life



### Activity 3.5 Learning English with ICT (Group Work)

In groups, search for a video about honesty and integrity by Alphonsa Fiya of Holy Child Central School Snehagiri.

Listen to it carefully as you take notes, then answer the following questions:

1. How does the speaker describe honesty?
2. Explain the acts of honesty Gandhi did while in school.
3. Why do some people act dishonestly?
4. Describe acts of honesty that you have ever done.
5. Think of a person you regard as honest. Describe what he or she does.



### Activity 3.6 Listening Comprehension

Your teacher will choose a volunteer to read the passage after the following table as you listen carefully.

After listening, make notes in the following table about the incidences that depict honesty or integrity, dishonesty and the consequences.

| Character            | Incidences of honesty and integrity | Incidences of dishonesty | Consequences of dishonesty |
|----------------------|-------------------------------------|--------------------------|----------------------------|
| The narrator         |                                     |                          |                            |
| Narrator's playmates |                                     |                          |                            |
| Food sellers         |                                     |                          |                            |

### Listening passage (Textbook closed)

#### The Fish Racket

My father always gave his share of the catch to me to guard while he went to help another group. At first, I sat there, patiently and proudly guarding the pile of fish. But then, a group of my friends came by, laughing and playing. They called to me and I left my post to play with them for a few minutes, but always with frequent glances at my pile of fish, and with one eye on the figure of my father. If anyone came too near my fish, or if my father turned in my direction, I hurried back to my post. But the morning was long and hot, and I was

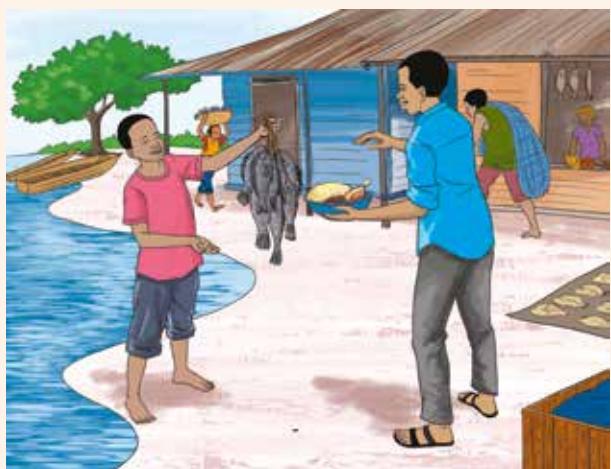


Figure 3.1: The narrator exchanging fish for food

only five years old. I became tired, hungry and thirsty. Food-sellers went to and from among the fishermen, with trays of tempting cakes, fruits and sweets upon their heads. I looked **longingly** at the food, but I had no money to buy things with.

Then, one day, I made a discovery which was to lead me into such a **tangled** web of deception that I was in the end unable to extract myself from it. I discovered that the food-sellers would accept fish in payment for their wares.

I began by exchanging the smallest fish in my charge for an orange, or a piece of sugarcane. Then, with a larger fish, I bought cakes and sweets and shared with my friends. At last, the day came when, in a **reckless** burst of good-will, or bid for popularity, I exchanged my whole pile of fish for food, and distributed it among all the children who came crowding round me. During the next half-hour, while I waited for my father, I was in agony. At last, I saw him coming.

"Where are my fish?" he asked at once.

"I sent them to grandmother."

My father was contented with this answer. He took my hand and we walked to my grandmother's compound. Here, he spoke for a few minutes with his mother and then asked her,

"Where are my fish?"

My grandmother assumed that he was speaking about that part of the catch that was always put aside for him as a son of the house. She fetched a tray of fish and gave them to me to carry. My father assumed that the fish which I bartered away were among those which his mother gave me. He was quite satisfied. He took my hand again and led me home. I could hardly believe my good **fortune**. I breathed easily again, and I began to think I was clever.

The next Saturday, I did the same thing. I bartered away all my father's fish. I told him that I had given them to my grandmother to be put with those which she had for us, and I was not found out. I did it again the following Saturday, and again and again. But my luck was too good to last...

(Extracted from **Francis Selormey's** autobiographical novel ***The Narrow Path***)



### Activity 3.7 Group Discussion

Orally, discuss the following questions in groups. Compare your answers with other groups.

1. Why did the narrator always keep an eye on the figure of his father?
2. Describe the discovery the narrator made about the food sellers.

3. Do you find the reason the narrator gives for exchanging the whole pile of fish for food convincing? Explain your opinion.
4. Do you think the narrator's lies were found out? Give reasons for your answer.
5. Do you think this boy has integrity? How can you describe his character?
6. What examples of dishonesty have you witnessed in your school?



### Activity 3.8 Dialogue

In pairs, imagine you found a learner breaking into someone's suitcase. What would you do? Think about the kind of dialogue or conversation you would hold with the culprit.

| Competency         | Scores |
|--------------------|--------|
| persuasiveness     |        |
| Linguistic ability |        |
| entertainment      |        |
| diction            |        |
| tone               |        |
| gestures           |        |
| props              |        |
| costumes           |        |
| etc                |        |

Write the dialogue that would take place, then practise it in preparation for presentation to the class.

The class will decide the best dialogue, by drawing a table with the following criteria; advice about honesty and integrity, linguistic ability and entertainment, choice of words (diction), tone, gestures, improvisation of props and costumes using the available resources in the environment, plus any other items of merit deemed relevant. Each should be out of 10, giving a total of 100%.

The best dialogue will be published in the school newsletter or magazine or pinned on the classroom noticeboard for the benefit of other learners.



### Activity 3.9 Group Discussion

In the following table are examples of acts of integrity and lack of integrity in different settings. Each group should add three more acts in each column.

| Home  | School  | Community   | Government   |
|---|---|---|--|
| Returning things that do not belong to you, such as money found in clothes while doing laundry. | Reporting your schoolmates you find bullying Senior Ones and other newcomers. | LC1 Chairperson who connives with land grabbers by signing twice on the same land titles for money. | Arresting government officials who misappropriate public funds, for example, the Government of Uganda cancelled tenders of food suppliers who inflated prices during the food distribution exercise of the COVID-19 lockdown |

## 3.2 Importance of Honesty in a Home



### Activity 3.10 Group Work

In groups, describe any mischief you have ever done at home, such as stealing sugar, sauce, milk or hiding a TV remote. Describe what prompted you to do so. What happened when you were caught and how did you feel?



### Activity 3.11 Role play

Imagine you are writing an examination. Thirty minutes into the exam, you realise your best friend has not written anything because they did not prepare. The teacher notices your friend talking to you.

**Teacher:** What are you doing?

**You:** *(Thinking of a reply to tell the teacher, e.g. He/She was asking me for a ruler.)*

Develop the dialogue in two ways:

**(a)** if you lied and what happened.

**(b)** if you told the truth and what happened.

In pairs, present both dialogues to the class, as the rest of the learners comment on how realistic the role plays are and whether the learners agree with the consequences brought out.



### Activity 3.12 Debate

Think about a time you or someone else told a lie which got them out of trouble. Do you think telling lies is sometimes justified? Hold a debate on the motion: ‘**Lying, sometimes, is a necessary evil.**’



### Activity 3.13 Group Discussion

Consider the following scenarios:

#### **Scenario A:**

Imagine you are standing by the roadside in a busy place, such as a market or taxi/bus park and you saw a thief snatching a woman’s handbag or phone from someone’s hand. If you are narrating the incident to the people at home, you may not give all the irrelevant details. You will have to pick out only the main ideas of the scenario. We call that **summarising**.

#### **Scenario B**

Imagine a situation when your friend could not attend the assembly because they were sick and you would like to share with him or her what was communicated. In this case, you will summarise the information, leaving out what is irrelevant to your conversation.

#### **Example**

You may not be expected to say that “The head teacher marched on to the assembly ground and greeted us. He then asked us to keep quiet and even mentioned the name of the boy/girl who was shouting the most ...”

Instead, you may simply say: ‘Today, the head teacher condemned bullying and even threatened to expel the culprits. He also reminded us to prepare for the forthcoming exams ...”



**Note:** When you recount something that took place, you are actually summarising. Narrating a film, a sports match, a play you watched recalling a memorable experience and other aspects of life generally involve summary.

**Activity 3.14 Group Discussion**

- (a)** Using your own ideas, explain what you know about summarising.
- (b)** Under which scenarios do you think summarising is necessary?
- (c)** Share with the group any scenario that you have ever summarised.

**Activity 3.15 Group Work**

Visit the library or the Internet and choose a story from the newspapers, textbooks, magazines or novels, and summarise it. Exchange your summary with other groups and critique them. Do corrections and make final adjustments. Present your summaries to the class.

**3.4****Examples of Honesty/Dishonesty in Public Life****Activity 3.16 Library or ICT Hour**

Before visiting the library or the Internet, think about this situation and share your views in groups:

Have you heard of government officials who have stolen, diverted or misappropriated public funds, or misused their offices to gain advantage over others? If so, what happened to the culprits and how were they investigated and punished for their wrongs?

Explain how their actions affect the public.

**Activity 3.17 Library for ICT Hour**

Visit the Internet, library or read a newspaper and research about public figures who have been recognised for being honest or apprehended for their dishonesty. Read about them and make notes.

In a table, list the causes and effects of their actions, then in groups, compare your findings.

**Writing a Formal Essay**

Base on the research, the reading and discussion you carried out, to write a composition of 400–500 words about what leads people to become dishonest in public life and what can be done to keep them on an honest path.

## Editing and Critiquing

Exchange your compositions with those of other classmates and edit for spellings, sentence construction, punctuation and correctness of factual details before you submit your work to the teacher for marking and giving feedback. You are encouraged to hand in typed work, where possible.



### Activity 3.18 Mock Debate

Your teacher will assign each group a club in the following names, plus any other club that exists in your school.

**Group A:** Young Farmers Club

**Group B:** Writers'/Readers' Club

**Group C:** Drama Club

Group D: Debate Club

**Group E:** School Water and Sanitation (SWAS) Club

**Group F:** Educate Club

**Group G:** Scouts and Girl Guides Club

- (a)** In your groups, discuss the activities and benefits of the club assigned to you.



#### Note:

Consult the Internet or your teachers for more information.

- (a)** Choose a representative who will join other group representatives on a roundtable discussion before the class.
- (b)** Convince the rest of the class that your group's club is the most important and the best in the school so as to attract new members.



### Activity 3.19 Acting a Play on Honesty and Integrity

Work in groups to act the following short play.

**Verdict: No Penny for the Doctor!**



*There once lived an old lady, who was a property mogul. She had accumulated a lot of wealth from her life's savings and investments. Everything in her home was so carefully arranged in apple-pie order. Unfortunately, she lost her sight. She wanted to be cured of her blindness. She called in an ophthalmologist to her house who examined her eyes. The two held the following dialogue.*

**Doctor:** I suppose I shall be able to cure your blindness. I shall charge you five million shillings for the treatment.

**Old lady:** (*The old lady thought for a while. She felt the fees were too high compared to what her optician had suggested.*) I shall pay you the fee only if my sight is completely restored. I shall pay you nothing if you fail to cure me.

*The doctor agreed. So, he called on her house daily and carried on with the treatment. In the rich old lady's house was very fine expensive furniture the doctor admired. Everytime, he was tempted to steal a piece of it.*

**Doctor:** When did you lose your sight?

**Old lady:** Donkey's years. (*A long time*).

**Doctor:** (*thinking*) This lady lost her sight ages ago, yet this furniture which is pretty new can cost an arm and a leg! Who doesn't want to become rich! Maybe one of her close rich relations brought it for her! If I stole it, she wouldn't find out, after all. My actions won't attract **the sword of Damocles**. I can't miss this opportunity when I have **the ball at my feet**.

*Every day, the doctor took away some of her furniture. He even delayed the cure, until he had stolen most of her furniture. At last, the doctor cured her blindness.*

**Doctor:** I have completed the task you assigned me. May I have the **fruit of my labour**, please?

**Old lady:** (*upset*) How! You haven't completed the job. How dare you ask for payment? The cure is not complete, yet.

*The doctor was disturbed. He was sure he had finished treating the old lady. That afternoon, the doctor went away very annoyed.*

**Doctor:** (*infuriated*) How come she can't pay my fees!

*He sued the old lady and the judge called her to plead her case in court.*

**Judge:** (*to the old lady*) Why wouldn't you pay the doctor his fees after curing your blindness?

**Old lady:** (*distressed*) Because my sight has not been fully restored. Our agreement was that I would only pay him if he cured my blindness completely.

**Judge:** (*showing three fingers*) How many fingers do you see?

**Old lady:** Three, my Lord.

**Judge:** (*showing a green book*) What is the colour of this basket I'm holding?

**Old lady:** It is not a basket, my Lord. It is a book and its colour is green.

*The judge went on showing her objects with different colours, sizes and shapes, which she easily identified.*

**Judge:** (*passing judgment*) Ma'am, I'm sorry you have to pay the doctor his fees or else I will **incarcerate** you. It is obvious the doctor performed his duty professionally and to the letter. So, you have no choice but to pay him here and now in my court **without a moment's delay**!

**Old lady:** (*vexed, bursting*) How about my furniture! I cannot see my furniture in my house! Nobody enters my house apart from the doctor! He also cheated me! My optician told me the fee should have been sh500,000!

*At this moment, the judge asked the doctor, who was seemingly on tenterhooks, about the old lady's furniture. He had no way he would deny, so he just kept silent, his face dressed in shame.*

**Judge:** (flabbergasted) A doctor having long arms! How disgraceful! You are a bad egg to the profession! You must not only return the furniture you stole, but also forfeit your payment. And, if you don't turn over a new leaf, you risk losing your practising licence!

(Edgar Mutaryebwa)



### Activity 3.20 Group Discussion

In groups, share your views on the following questions based on the play you have read and acted.

1. Discuss the doctor's actions that showed his lack of integrity.
2. What feelings are evoked in you towards;
  - a) the doctor
  - b) the old lady?
3. The judge refers to the doctor as 'having long arms' and 'a bad egg' to the profession. What do you think he means by these expressions? Explain how the expressions contribute to your understanding of the theme of integrity. Use them in sentences.
4. What moral lessons do you learn from the story?

### Dictionary Skills

Identify all the new words from the play that are not familiar to you. Record them in your exercise books. Use your dictionaries to look up their meanings as you write in your exercise book. Then form sentences or write short stories about integrity using these words. Compare your sentences with those of other groups.



### Activity 3.21 Pair Discussion

Work in pairs and in turns. You have heard of conmen who tell lies or use dishonest means to rip off others or defraud unsuspecting/gullible/credulous people. Share a story about conmen you have ever heard of or your experience with them in your community. How were the perpetrators dealt with for their dishonesty?



## Activity 3.22 Writing a Play on Integrity

Work in groups. Imagine you are the Chief Justice (CJ) of your school. The case has been brought before you for hearing and to administer justice. All the parties involved in the case are present, including the witness, Aleto. Write a short play depicting a courtroom situation.

In your composition, show how each side pleaded their case. As the CJ, weigh the evidence and pass a verdict. Prepare to act the play for the class. Use gestures, body language and verbal and non-verbal cues (your teacher will provide guidance about these). The rest of the class will comment on your group's presentation and the best performer may be rewarded by the teacher.



## B: Reading and Comprehension



### Activity 3.23 Pre-reading

In groups, share your views on the following questions:

- (a) Discuss the injustices meted out to poor people by those in authority in your community.
- (b) Suppose you met a person you need a service from and he/she solicits for a bribe, what would you do?
- (c) What advice can you give to a disgruntled person who has been cheated?



### Activity 3.24 While-reading

Read the following extracts taken from *A Cowrie of Hope* by Binwell Sinyangwe carefully and answer the questions that follow:

#### PART ONE

She looked around for Gode Silavwe and saw him standing by the driver's door, his smart pinkish shirt now missing two buttons and **smudged** with dust grime. These, it seemed, had come from her hair and body when she had clutched at the lapels of his jacket and plunged headfirst into him.

'He stole my bag of beans at Kamwala, last week,' she said, looking in the direction of Gode pointedly. 'I have been looking for him for many days. I found him, here, today and he is trying to run away from me.'

'Get in at the back,' the policeman instructed her, pointing at Gode's car, and turning to Gode, he said, 'Let's go to Lusaka Central Police Station.'

The policeman went round the car and jumped into the car's front passenger seat next to Gode. The doors of the car banged closed in **rapid succession** and Gode drove off through the watching crowd of men and women **transfixed with awe** and amid a **deafening wailing**, clapping and whistling by a host of street kids.

When he had ushered Nasula and Gode into the hall, the policeman showed them to the only visitor's seating – a wooden platform by the eastern wall, opposite the Enquiries desk. They sat down and the policeman joined two colleagues behind the desk.

One of the two policemen at Enquiries was sitting on a waist-high stool busy writing something in a big book with thick black covers. The other was standing with his back to the counter, looking something up on a large colourful calendar that was hanging on the western wall. The two policemen were both middle-aged and older than the one who had brought Nasula and Gode to the station.

The policemen dutifully exchanged greetings, the young one saluting his older, more senior workmates. Without wasting time, the younger one busied himself looking for paper and something to write with.



A moment later, the policeman standing before the calendar turned and walked over to the counter. But when he looked in the direction of the visitors' platform, he and Gode recognised each other and exchanged smiles. The officer said something in English and Gode responded similarly. Then Gode went up to the counter and the two greeted each other as warmly as good **acquaintances** would, shaking hands, laughing and **jesting**.

Gode then said something, again in English, which Nasula did not understand. She sensed something, a false explanation, more untruths, and a cold nervousness coursed through her. True to her fears, when Gode had finished talking, Nasula saw a **strange glance** pass between the two men; then the officer nodded and wet his lips with his tongue in a **suspicious way**.

After that, the officer patted the young one on the back and said something to him in English. The younger one nodded and **grinned subserviently**, a shade of uneasiness spreading all over his face. Then, in the vernacular, the older one told the younger one to go back to the field saying that he would handle the case that he had brought in. The former picked up his gun and as he was crossing the hall to the door, he told Nasula that his boss would deal with her case and left with an uneasy step.

The one who had been writing in the book, finished what he was writing and left the hall with the book. The other one stared at Nasula with a **stern** eye. Nasula's heart jumped with fear and horror.

'Madam, what evidence do you have that this is the man who took your bag of beans?' the officer said. He was an arrogant looking man with a long face and a straight body. 'Do you have any eye witness?'

'Many people saw him take my bag of beans and know that truth, only they may not come forward to be my witnesses because I am just a poor woman they don't know and I am told this man is feared by many here in Lusaka.'

'I am sorry, madam. It will be difficult to help you. This man has denied ever having seen you before or ever having taken any bag of beans from anyone. I personally don't think he is the kind of man who would steal a bag of beans, and *not* from you. I think you are just mistaken.'

'I cannot understand this,' Nasula said, utterly distraught.

'You can go, madam.'

She did not move, she could not move. Cold strands she could neither see nor touch had **immobilised** her; they were tying her down.

'Mr Silavwe, it's alright, you can go.'

'Thank you, officer,' Gode said and started off.

After a while, the officer followed him. Nasula sensed something. She went out of the building. Standing in **mute hopelessness** at the verandah of the police-station building, she saw Gode Silavwe, in the driver's seat of his car, give the police officer money in several notes and then drove off.

### Questions about the passage

- Explain why Gode's shirt is soiled and missing two buttons.
- According to the passage, explain the crime Nasula is accusing Gode of.

3. What shows that Nasula's accusations towards Gode are true?
4. Why do you think the policeman and Gode exchanged smiles?
5. Why does Nasula get suspicious when Gode and the policeman speak English at the counter?
6. In your view, why do you think the older policeman takes over Gode's case the young police officer has brought? Why does the young policeman feel uneasy?
7. Cite incidences of intimidation and harassment the police officers dispense at Nasula from the story.
8. According to the policeman, why would it be difficult for Nasula to gather evidence and win the case against Gode in court? What similar incidents happen in your community? Cite a vivid example. What does that show about the judicial system and the poor man?



### Activity 3.25 Vocabulary Practice

In groups, find out the meanings of the following words and expressions as used in the passage. Form sentences relating to integrity using the words and expressions, to show that you have understood their meanings. Compare your sentences with other classmates.

| Words         | Expressions           |
|---------------|-----------------------|
| smudged       | rapid succession      |
| acquaintances | transfixed with awe   |
| immobilised   | deafening wailing     |
| jesting       | grinned subserviently |
| stern         | mute hopelessness     |



### Activity 3.26 Dictionary Skills

In groups, identify the words that are unfamiliar. Choose a secretary to write them down. Using your dictionaries, look them up as you write their meanings in your exercise book. You are encouraged to form sentences or short paragraph stories using the words.



### Activity 3.27 Summary about Character Traits (Behaviours)

In your Literature classes, you learnt about characterisation. The behaviour of characters in the story can tell us whether they are heroes or villains in society. Character traits (behaviours) can either be virtues (good deeds) or vices (bad deeds). Virtuous characters are likeable and, sometimes, rewarded while villains are dislikeable in society and are usually punished. However, before we pass judgment about a character, we have to provide sufficient evidence/proof.



### Activity 3.28 Group Work

Work in groups. Closely refer to the extract you read in Part One. Use it to complete the following table, suggesting whether the characters are likeable or dislikeable. You will need to quote evidence from the passage to justify your opinions. An example has been done for you. Quote as many traits and evidence as you possibly can. Your group secretary will present your findings to the class for further sharing, comparison and discussion.

| Character        | Trait (Behaviour)        | Example from Extract   | Likeable/<br>Dislikeable |
|------------------|--------------------------|--|--------------------------|
| Old Policeman    | corrupt                  | He takes a bribe from Gode Silavwe.                                      | dislikeable              |
|                  | liar/deceitful/dishonest | He sides with Gode who stole Nasula's bag of rice.                       |                          |
|                  | disrespectful            | He tells Nasula she is a poor woman and that Gode cannot steal from her. |                          |
|                  | a schemer/manipulative   | He takes over the case from the junior policeman to manipulate evidence. |                          |
| Gode             |                          |  |                          |
| Nasula           |                          |  |                          |
| Junior policeman |                          |  |                          |



### Activity 3.29 Making Predictions

Work in pairs and in turns. The story you are going to read is a continuation of the previous one. Make predictions for part two of the story by sharing your views on the following questions.

1. Do you think Nasula received justice? Who do you think came to her rescue?
2. Was the police officer and Gode Silavwe punished for their misdeeds? Suggest a punishment you think they deserved for causing suffering to poor Nasula.
3. Have you heard of dishonest people in your community who behave like the police officer and Gode Silavwe? What did they do? How were they punished for their evil deeds?
4. Make a presentation to the class.



### Activity 3.30

Read and enjoy part two of the story. It is a continuation from the previous one you read.

#### PART TWO

Samson Luhila's **face suddenly became very grave**. He picked up the receiver and dialed a number. When a voice answered on the other end, he instructed the person to come and see him, without greeting the person first or **saying anything in preamble**. The person arrived within moments. It was the man who had dismissed Gode Silavwe. The officer, standing in the middle of the room to the left of Nasula, saluted his superior. Samson Luhila nearly missed the act. Then he sat back in his chair and coughed lightly as if to contain himself. 'I am informed that Gode Silavwe was here again and that again he has been freed as if he had no case to answer,' Samson Luhila said very slowly and calmly. 'Is this report correct?'

'He came with her, Sir.'

'Who?'

'This woman sitting here before you, Sir.'

'Did you handle the case yourself and not the officer who arrested him?'

'I handled the case, Sir.'

Samson Luhila drew a deep breath of annoyance and, with a **puckered face**, leant forward and stared so hard at the other officer that you would have thought his junior was some living symbol of a shameful disease. Shaking his head in disgust, he spoke again.

'Inspector, tell me for once,' he said, 'just when are we going to finish with Gode Silavwe and the problem of innocent people who bring beans for sale at Kamwala market? Where are we going with senior officers like you?'

The inspector kept quiet, **chastened**. He stood at attention, but he was frightened itself, a **shaken stick of shame** which appeared as if it might fall down and **disintegrate** at any moment.

'I am asking you, inspector?'

In absurd, confused, overflowing words the inspector attempted to say something about why he had taken over the case instead of leaving it to the arresting officer. But something within him disturbed his flow and he stopped talking. Then Samson Luhila told him that he was tired of his ways and that he was not going to force him to explain any further or bother to listen to him.

'Is there a vehicle at the station that is free which you can use now?' he asked.

'I am not sure, Sir,' the inspector replied, unsteadily.

Samson Luhila stood up and searched his pockets. From the side pocket of his trousers, he produced a small bunch of keys that he threw down on the table before sitting down again.

'You can use my vehicle,' he said to the inspector in a sterner but still even voice. 'Things won't end so easily for you this time. I want Gode Silavwe here and now.'



Without a word, the inspector picked up the keys from the table and walked out of the office.

At last, the knock came, the door opened and the inspector entered the office accompanied by Gode Silavwe, the latter as usual suited and wearing a tie. He had changed into a khaki green suit and white, striped shirt. Smart. Sharply scented perfume.

'I don't expect you to make this case more complicated for yourself than it is already,' Samson Luhila said to Gode Silavwe firmly, 'I expect you to be honest and straightforward with yourself. Do you recognise this woman?'

Gode Silavwe coughed and shifted, evidently confused and shaken.

'Look at her properly before you answer me,' advised Samson Luhila. 'Do you recognise her or not?'

'I have recognised her.'

'Did you take her bag of beans?'

'I did.'

The **shock of relief** descended upon Nasula like a lightning bolt. Sudden, swift, bright. A shower of the rain of light and hope crossed the parched and dusty grounds of her **dejection** and despair. She wiped her mouth with her hand and cupped her chin in her palm, shaking her head lightly in disbelief. Was this Gode Silavwe? Was this the very man who had stolen her bag of beans accepting his offence in broad daylight?

'Is the bag still there?'

'I have used it.'

'Did you pay for it?'

'I was going to pay for it.'

'I won't ask you any more questions now,' Samson Luhila said with a note of finality. He was visibly **irritated**. 'We shall deal with the rest later. This woman comes from very far away and had been sleeping at the inter-city bus terminus for a week without eating or washing because of what you did to her. She has been looking for you all this time. She is stranded. The bag of beans you took from her was her only hope of money for her food, her travel back to the village and for sending her only daughter to school when it opens this coming Monday. I want you to give her the money for her bag of beans now so that she can go back to her home.'

'I only have fifty thousand *kwacha* just here,' Gode Silavwe said, meekly, dipping his hands into first this pocket and then that.

'A bag of beans at Kamwala is going for how much at this time of the year?'

'One hundred ...'

‘One hundred and twenty thousand *kwacha*,’ Nasula quickly answered, afraid Gode Silavwe might lie to the officer.

‘I thought it was one hundred and fifty thousand,’ Samson Luhila said.

‘That is the price for the *kabulangeti* one,’ Gode Silavwe corrected; ‘hers was the yellow and white type.’

‘You give her one hundred and fifty *kwacha*,’ Samson Luhila commanded. ‘You have troubled her a lot. Regard the way she is looking. Does it please you to see a mother looking like this?’

‘I’ll give her one hundred and fifty thousand *kwacha* as you have suggested, Sir.’

(‘A Cowrie of Hope’ by Binwell Sinyangwe)



### Activity 3.31 Vocabulary Practice

- (a)** Work with a partner. The following words and phrases have been selected from the passage. Explain their meaning as used in the passage, then, after, construct sentences using the words and phrases. Compare your sentences with other classmates.

| Words        | Phrases                         |
|--------------|---------------------------------|
| chastened    | face suddenly became very grave |
| disintegrate | puckered face                   |
| dejection    | shaken stick of shame           |
| irritated    | shock of relief                 |

- (b)** Still in groups, identify any other words and phrases that are unfamiliar. Write them in your exercise book and find out their meanings as used in the passage. Choose a group secretary to make a presentation of your vocabulary bank to the class for further sharing.

### Questions about the passage

- Explain the relationship between Samson Luhila and the inspector.
- Why do you think Samson Luhila does not greet the person who received the call?
- “I am informed Gode Silavwe was here again...”. What comes to your mind about Gode Silavwe’s character?
- Why do you think the inspector is tongue-tied when being interrogated by Samson Luhila?

5. What surprises Nasula about Gode Silavwe?
6. Who of the people in the story do you support or sympathise with? Give reasons for your answer.
7. Are you satisfied with the way Samson Luhila handles Nasula's case? Explain your opinion.
8. Predict what happens to Gode Silavwe and the inspector after this story.
9. What sort of advice would you give to a dishonest person?
10. How relevant or similar are the events in the passage to those in your community? Do you believe justice can be dispensed to the poor in a case against the rich in Uganda? Support your view with ample illustrations.



### Activity 3.32 Characterisation

In groups, choose a character from the story and discuss what you like and dislike about him or her in either a paragraph or table. Your group secretary will present your findings to the plenary for comparison and further sharing.

| Character     | What I like | What I dislike |
|---------------|-------------|----------------|
| Samson Luhila |             |                |
| Inspector     |             |                |
| Nasula        |             |                |
| Gode Silavwe  |             |                |



### Activity 3.33 Research on Ethics and Integrity

It is true that in each profession, there are certain vices some people commit that tarnish their integrity. Have you heard of the term **ethics**? Profession sets standards which should be adhered to. This is called **ethical code of conduct**.

In groups, choose a future career, e.g., medical doctor. Use the Internet or library to find out the ethical code of conduct for medical doctors in Uganda. Discuss the consequences a doctor can face if he/she breaches the code of conduct.

## Grammar and Usage

### 3.5 Past Conditional Tense of Verbs

In Book One, you learnt about conditional sentences. Differentiate between real conditionals (If 1), unreal conditionals (If 2) and impossible conditionals (If 3), by constructing a sentence for each conditional.



#### Activity 3.34 Group Discussion

Think about Nasula's ordeal. Imagine her bag of beans had not been stolen, what would have happened? Write five sentences describing how different the events or the situation would have transpired.

##### Example

If Nasula had not been naive of the city and its crooks, she would not have fallen prey to loafers and fraudsters.

## Third conditional



#### Activity 3.35 Making Predictions 1

In groups, predict what you think would have happened in each of the following scenarios:

- (a) If Gode Silavwe had not taken Nasula's bag of beans, he wouldn't have ...
- (b) Had Nasula not sought the help of the police inspector, she would have ...



#### Activity 3.36 Making Predictions 2

In groups, make other predictions using the story. Present your work to the class through your group secretary.

The above predictions you have made relate to an imaginary past which cannot be altered. This is known as If 3 conditionals or impossible conditionals.



## Grammar Highlight

### Third conditionals

Third or impossible conditionals refer to an imagined result of something that didn't happen in the past.

*If I had known you were dishonest, I wouldn't have trusted you.*

(I didn't know you were dishonest. I trusted you.)

*If I had known then what I know now, I wouldn't have been conned.*

(I didn't know then what I know now. I have been conned.)

### Form

Conditional sentences usually have two parts. There is the **if clause** (also called **the conditional clause**) and the **result clause** (also called the **main clause**). The clauses can come in any order.

If the **if clause** precedes the result clause, the two clauses are separated by a comma.

If the **if clause** proceeds the **result clause**, we do not punctuate the statement with a comma.



### Activity 3.37 Group Work

In groups, read the following sentences carefully and make a prediction of what would have happened if the characters in the story had behaved differently.

1. If Gode Silavwe had not stolen Nasula's bag of beans, ....
2. If the police inspector had given a fair hearing to Nasula's case, ....
3. The police boss would have appreciated the inspector if ....
4. Had the older police officer not taken over the case from the junior officer, ....
5. If Nasula had given up on her case, ....
6. If the police officer had rejected Gode Silavwe's bribe, ....
7. Had Samson Luhila turned a deaf ear to the bribery scandal, the police officer, ....
8. Had the police boss not given the car keys to the junior officer, ....
9. Gode Silavwe would have faced the wrath of the police boss if ....
10. If Gode Silavwe had denied stealing Nasula's bag of beans, the police boss ....
11. Nasula's daughter would have failed to go to school if ....
12. Had Gode Silavwe failed to pay Nasula 150,000 Kwacha, the police boss ...



### Activity 3.38 Follow-up

In pairs, imagine you were any of the following:

- a police officer on duty     a passer-by     a journalist

In the 2021 Kampala twin bomb blasts at parliamentary Avenue and CPS, a number of victims were seriously injured and left helpless. However, some people were unbelievably seen taking pictures and recordings with smart phones and cameras, while others were seen simply driving by or watching instead of offering the necessary assistance. Do you think this kind of behaviour shows integrity?



### Activity 3.39 Written Task

Discuss the following questions and provide answers using the Third Conditional.

#### Example

**Question:** If you had been the police officer on duty, what would you have done?

**Answer:** If I had been the police officer on duty, I would have called an ambulance to take the victims to hospital, and a hearse to transport the dead bodies to a mortuary.

**Or:** Had I been the police officer on duty, I would have called an ambulance to take the victims to hospital, and a hearse to transport the dead bodies to a mortuary.

**Question:** What would you have done, if ...

1. ...you had been driving a pick-up near the scene of the blast?
2. ...you had been a survivor next to a seriously injured victim?
3. ...your sister rang you that she had seen a family member injured in the bomb blasts?
4. ...you had been a journalist covering the story at the scene?
5. ...you had been in a nearby building enjoying a cup of coffee with a friend?
6. ...you had seen a bodaboda rider next to you?
7. ...you had seen a suspect trying to hide a bag under a hedge?
8. ...you had been a member of the Red Cross Society?
9. ...your mother had the knowledge of detonating bombs?
10. ...you had been a newsreader in the studios?



#### Grammar Highlight

The **past conditional** describes a **past** situation that never happened, but we wish had happened or a situation that happened, but we wish had happened differently. "If Gode Silavwe had sympathised with Nafula, ..." (is the condition); "he wouldn't have stolen her bag of beans." (is the likely result)



**Note:** For all conditional clauses, we can begin a sentence with either the conditional phrase or result phrase.

## Poem



### Activity 3.40 Pre-reading

In pairs, and working in turns, share your views about the following questions:

- (a) Basing on your knowledge of History and Political Education, discuss the services a government is supposed to provide for its citizens.
- (b) Do you think the citizens in your country receive the services you have mentioned? Base on the complaints you have heard in your community to illustrate your views.

Some poets criticise an idea in an indirect or mocking way. In Literature, we call this **satire**.



### Activity 3.41 While- Reading

Study the following poem from the anthology *Growing up with Poetry* and discuss whether you think the poet is commending the government or mocking (satirising) it.

#### Psalms 23, Part II

The State is my shepherd, I shall not want; it makes me to lie down in a subsidised house.

It leads me into political tranquility; it restores my faith in a lucrative future.

It leads me into paths of loans and pensions, for its international reputation's sake.

Yea, even though I walk through the valley of the shadow of Kivvulu I will fear no Kondos;

For the State is with me, its tanks and guns comfort me.

It preserves for me a bank account, in the presence of devaluation;

It fills my pocket with allowances, my salary overflows.

Surely increments and promotions shall follow me all the days of my life;

And I shall dwell in senior staff quarters for ever.

*Timothy Wangusa (Uganda)*

## Questions about the poem: In groups:

1. Identify five services mentioned in the poem that the State is supposed to provide.
2. Do you think the persona is satisfied with the State? Give reasons.
3. According to the poem, how does the state treat the citizens?
4. If you were a leader of the State, how would you improve on the areas or services the persona is dissatisfied with?
5. Imagine you were a president for one year, what would you do for your country?



### Activity 3.42 Creative Writing

Your teacher will divide you into three groups to carry out the following activities about acts of dishonesty or integrity and their consequences, which you will later perform to the class for comparison and further discussion.

**Group I:** Compose a poem

**Group II:** Compose a Song

**Group III:** Write a play



## C: Writing

### Composition

#### Writing an Investigative Report

In Book 2, we looked at writing a simple report. We shall now explore another type of report known as an **investigative report**. What comes to your mind when you hear the word 'investigate'? Cite scenarios which require investigation and share them with your classmates.

To investigate is to study, find out, look for information, analyse or dig deeper into a situation.

An investigative report is, therefore, a document that gives details of an inquiry into pertinent issues in an institution or society. For example, an impending strike/demonstration or riot, rampant theft, fires, kidnaps, labour export, rampant pregnancies among teenagers during the lockdown or reluctance among Ugandans to go for COVID-19 vaccination, child sacrifices, among others.

If the investigative report is the result of a study or a survey, it may also include a procedure of collection of facts. The body may be subdivided into sections, under subtitles. Every section of the body will explain an item.

The report should have recommendations and the name of the one who compiled it at the end, on the left-hand side.

## Components of the Report

1. The heading
2. Introductory remarks to usher the reader into the details
3. The factual observations of what you are investigating
4. The major concerns form the sub-headings or titles
5. The conclusion i.e. the opinion of the compiler(s), based on the factual observations
6. The recommendations generated by the observations. For example, if the observations were that certain problems exist, then recommendations should suggest solutions to the problems.



**Note:** You may use sub-headings/subtitles, numbering or paragraphs while writing reports.

## Language used in Report Writing (Language for Reports)

1. The language should be simple and grammatical i.e. not flowery (not figurative).
2. Attention should be given to spellings, sentence constructions and paragraphing.
3. Use formal and impersonal language, preferably the passive voice.
4. Be consistent in tense use throughout the report.
5. Avoid contractions, abbreviations, or if used, they must be explained.

### Sample question

There have recently been several threats of a strike by the learners in your school. The head teacher has appointed a committee of five prefects, and one teacher to investigate the threats and compile a report in three days. As the secretary to the committee, write a report and, in it, include the purpose of the study, methods of collecting information, at least three findings and the recommendations.

## SAMPLE INVESTIGATIVE REPORT

### A REPORT TO THE HEAD TEACHER ON AN IMPENDING STRIKE IN VICTORS' HIGH SCHOOL AND RECOMMENDATIONS ON THE WAY FORWARD

#### Introduction

Since the beginning of second term, there has been an impending strike by the learners. For that matter, the head teacher appointed a committee of five prefects and a teacher to find out the likely causes of the strike and come up with recommendations on how to avert the situation. The following persons formed the committee:

1. Mr Balimwezo Gabriel (teacher)
2. Okia Salim (prefect)
3. Nansukusa Faima (prefect)
4. Tukamuheebwa Victor (prefect)
5. Auma Jeniffer (prefect)
6. Mayanja Zaverio (secretary)

This committee had only three days to investigate and submit the report to the administration.

#### Methodology

Private interviews, secret chits without names and questionnaires were administered to learners, some in private and others in the open.

#### Findings

The committee found out the following grievances that were likely to lead to a strike in the school.

##### a) Poor Meals

The committee learnt that learners were tremendously unhappy with the posho they were served. They asserted that even pigs would reject it, if they had a choice. They described the beans as nauseating, with just a layer of thin soup and weevils swimming in it as though they were in a competition. Learners were not provided with water for drinking and, if available, it looked like it has been drawn from the nearest fish pond. One even suggested that a sample be brought to the head teacher to taste.

##### b) Teacher-learner Intimate Relationships

A group of learners was unhappy with the way teachers conducted themselves. Majority of the learners, especially the boys, challenged the fact that male teachers were involved in intimate relationships with their female learners. Asked if this was out of jealousy or genuine concern, they said, it was both.

c) Dodging Lessons and Late-Coming by Teachers

It also came to the knowledge of the committee that a good number of teachers did part-timing in other schools and, quite often, left classes unattended to. Others were usually seen in the staffroom simply chatting or watching football, hence going to class late. Others stepped out to answer their phone calls and took centuries to return while the lesson was ongoing. As a result, syllabus coverage is poor, compared to other schools, and it has been seen as one of the reasons for the poor grades.

Teachers' Responses

The committee went ahead to approach some teachers whose names were mentioned. Some admitted to the accusations while others denied the allegations. However, without their knowledge, the committee secretly observed them and proved the allegations true.

The Kitchen's Responses

The committee, led by Mr Balimwezo Gabriel (teacher), visited the kitchen and observed that the accusations were true.

Conclusion and recommendations

As observed by the committee, all the accusations and learners' grievances did hold water and something must be urgently done to rescue the situation. The committee, therefore, came up with the following recommendations:

- a) An urgent staff meeting should be convened and the matters be treated with the seriousness that they deserve.
- b) The administration should visit the kitchen, inspect the quality of the meals and devise ways of improving them.
- c) Both male teachers and learners having intimate relationships should be summoned by the authority and given a stern warning.
- d) Teachers who came late to class or dodged lessons should be recorded by the class captains i.e. the time of arrival, minutes missed, and submit the details to the head teacher for punitive measures such as deducting their salaries or wages.

Compiled by

MAYANJA ZAVERIO  
Secretary to the committee

### Task: Composition 1

There have been attempts to burn the school, which has thrown everyone into panic. The board of governors and PTA, in their meetings, have decided to appoint a committee of all prefects and two teachers to investigate the causes of the problem of the attempted arson and the possible mitigation measures, and compile a report in two days. As the welfare prefect in the school and a member of the committee, compile a report to that effect.

### Composition 2

Write about a real life experience where either you, a close friend or family member felt cheated by someone. Describe the experience in detail. You may use the following guides:

- (a) What happened
- (b) Where and when it happened (setting both time and place)
- (c) Why it happened
- (d) How it happened
- (e) How the matter was resolved so that justice and fairness was dispensed.

### Composition 3

Create an original composition based on the saying ‘Justice delayed is justice denied’.

#### Sample Activity of Integration

##### Scenario

Imagine there are rampant cases of boy-girl relationships in your school, resulting in juveniles having intimate relations. Due to this, the risk of teenage pregnancies and of sexually transmitted infections (STIs) has increased. The academic performance has also drastically declined.

##### Task

Write an article for the school magazine, condemning the act and, at the same time, guiding and counselling fellow learners.



## End of Chapter 3 Glossary

|                        |  |
|------------------------|--|
| anti-social behaviour: | being or marked by behaviour deviating sharply from the social norm                  |
| honesty:               | speaking the truth and acting morally  |
| principle:             | belief that helps you know what is right and wrong and guides your actions/behaviour |
| vice:                  | bad habit  |
| virtue:                | good habit   |
| moral:                 | lesson about right and wrong learned from a story or event.                          |
| purity:                | decent behaviour or free from anti-social behaviour                                  |
| scrupulous:            | acting in strict regard for what is considered right or proper                       |
| reputation:            | deals with character of an individual  |
| moral:                 | refers to doing the right thing  |
| bleach:                | going against an earlier agreed position   |
| justice:               | quality of being impartial or fair   |
| verdict:               | finding or decision of a jury on a matter submitted to it in a trial                 |



## Chapter Summary

In this chapter, you have learnt to:

- read and listen to recorded speeches related to honesty and integrity in personal and public life
- discuss the importance of honesty in a home
- identify examples of honesty/dishonesty in public life
- interpret and respond to extracts/texts about honesty/dishonesty and integrity
- write poems, songs and compositions on what integrity means
- identify the ‘silent’ letters in pronunciation of English words
- use the past conditional tense of verbs
- summarise opinions

# CHAPTER 4

# IDENTITY CRISIS



## Keywords

- ancestry
- attributes
- banished
- culture
- identity
- legitimate
- marginalise
- mitigate
- outcast
- racism
- self-esteem
- tradition
- stereotypes

## Learning Outcomes:

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

- understand why people have failed to fit into a community/group
- use possessives as modifiers/determiners
- identify things people like/do not like about themselves, and their culture, community and/or background
- use phrases/structures in comparing and contrasting situations
- appreciate both the good and bad things happening in your life
- avoid giving offence in responding to other's views
- identify non-verbal communication features used by different people in different situations
- write formal poems/compositions that praise
- use punctuation correctly: quotation marks, apostrophes and hyphens
- give information to others clearly in informal writings
- Identify formal and informal language in texts



## Learning From Each Other

Everyone has something they like about themselves. What do you like or dislike about yourself, your family, tribe, school and religion? Are there moments you felt you should belong to another home or family? Share why you developed such thoughts. Each of us belongs to a family, school, tribe, country or religion. However, sometimes we may wish we belonged to another for various reasons. When an individual is not coping well with life, he or she becomes confused and uncertain about their sense of identity. A change in their expectations, aims or role in society creates a sense of insecurity. For example, a learner may change a subject combination or course many times. Do you know any family member, neighbour or friend who has converted to a different faith, changed schools, gender, or bleached their skin? Such people undergo what we call **identity crisis**.

**By the end of this chapter, you will develop self-esteem, positively appreciate who you are based on cultural background and personal qualities and celebrate your personal uniqueness and that of others.**



### Activity 4.1 Discussing Identity Crises

In groups, read about the crises the following people are going through. Identify those you or someone you know have experienced, and explain how you overcame them.

*I should have been taller and fatter. My boyfriend says he doesn't like my slim size.*

**A**



*I wish I were born in Nono's family. They have everything they want.*

**B**



*I don't like this black hair. I wish I were created differently.*

**C**



*My stepbrother hounds and shouts at me always. How I wish my mother were alive!*

**D**





## A: Listening and Speaking



### Activity 4.2 Group discussion

In groups, study the following pictures and explain what is taking place in each. Describe the identity crises you observe.



Figure 4.1 Some of the identity crises in society



### Activity 4.3 Learning English with ICT

Search for a documentary about a South African musician, Nomansoto Mnisi who hated her skin colour and bleached it. Listen carefully to your teacher as he or she reads an article about Mnisi and answer the following questions:

1. Why did Mnisi bleach her skin and how does she feel about it?

2. Do you agree with Mnisi and other people who bleach their skins that to be beautiful, one must be light-skinned? Give reasons to support your view.
3. Mention three health hazards of bleaching.
4. What would you do to help people appreciate their identity?
5. Do you know anybody in Uganda and elsewhere in the world that has bleached their skin? Cite three examples. What is the impact of bleaching on their lives?
6. In groups, share your findings.



Mnisi (Before)



Mnisi (After)

## 4.1

## Appreciating One's Culture, Community and/or Background

**Activity 4.4****Debate**

Hold a debate on the motion, '**Black is Beautiful**'.

**Activity 4.5****Group Discussion**

Share your views about the following situations:

- (a) Have you heard about people who have become alienated (strangers) from their culture? For example, some people have embraced Western lifestyles and feel their traditional African customs are inferior or outdated. This is depicted in the way they dress (fashion and style), language, pop culture/music, preference for fast foods, and other ways.
- (b) What is your view about people who abandon their culture in preference for other cultures? Do you support the notion that western cultures are superior to African culture? What arguments would you advance to support your opinion?



## Activity 4.6 Individual Work

In a table, list four things you like and four things you dislike about yourself. Present your work to the class for comments.

| Descriptors       | What I like                                 | What I dislike   |
|-------------------|---|--|
| colour            | I am dark-skinned and I love my complexion. | My classmates despise dark-skinned people and I feel hurt. |
| size and shape    |   |  |
| height            |   |  |
| tribe             |   |  |
| facial appearance |   |  |



## Activity 4.7 Role play

In groups, read the following conversations aloud and discuss what the characters are saying about the things they like or dislike about their culture. In your discussions, say whether you agree with their views and suggest other stereotypes you have heard about in your culture or others. Discuss the effects of stereotypes on an individual or society.



Aleteo

My name is Aleto, I am a proud Atesot. I enjoy eating *atap* and *eboo*, our staple foods. However, I dislike the way our brides are overworked, instead of enjoying their honeymoon.

Haa! Aleto I am a Musoga and my culture is the best. You ought to try our staple food, *embooli* and *envulugha*. These are incomparable. However, I don't like the way society despises my people and culture, yet we have some of the most brilliant brains in the land.



Ateenyi

Oh! Sorry about that, Basoga. In my culture, we are proud of our pet names, known as *empaako*, which are a sign of respect, identity and prestige. However, I am disappointed when society labels us as backward and lacking exposure.



Basoga

Oh! I like the Batooro. They are sociable and kind. I love my Kabaka and the Ganda culture. We look elegant in our *kanzus* and *gomesi*, especially during traditional ceremonies. However, some people brand us as untrustworthy, yet every society has both good and bad people.



Musoke



### Activity 4.8 Group Discussion

Basing on the table and conversation, share with your groupmates what you like and dislike about the following:

- a) Family background
- b) Community
- c) Country

After discussing your opinions, present them as conversations or dialogue and perform it for the class. The class will comment after the presentations.

## 4.2 Phrases for Comparison and Contrast



### Activity 4.9 Pair Discussion

Working in pairs and, in turns, study the following sentences:

1. The naming ceremony among the Acoli is **similar** to that of the Lango.
2. **Unlike** the Bagisu, the rest of the Ugandan tribes do not hold initiation rites for passage into adulthood.

NOTE: The words, **similar** and **unlike** are phrases of comparison and contrast, respectively.

The following table shows other structures of comparison and contrast:

| Comparison       | Contrast          |
|------------------|-------------------|
| alike            | differ            |
| same             | different         |
| like             | on the other hand |
| also             | however           |
| in comparison to | although          |
| as well as       | in contrast to    |
|                  | while             |

Use the dictionary or the Internet to enrich the table with more words and phrases of comparison and contrast.

Compare your culture, community and family background with your partner's and other classmates, using structures of comparison and contrast, and then present your views in the following table. You will compare your findings with other classmates.

**Example**

| Similarities                          | Differences  |
|---------------------------------------|--|
| Both John and I like studying French. | However, John would wish to marry a white French woman while I prefer to marry a black African girl. |

**Activity 4.10 Dialogue**

Base on the experiences you have shared, to read and perform the following dialogue, paying attention to the highlighted words.

**Maate:** Hello Naigaga.

**Naigaga:** Hello Maate.

**Maate:** What plans do you have after studying French at the end of the course?

**Naigaga:** Oh! I intend to get a white French Pen pal so as to enrich my French-speaking and writing skills.

**Maate:** Wow! That's a brilliant idea. **But** why didn't you choose a native Ugandan language since you want to pursue a career in language?

**Naigaga:** No, no, no! I cannot make that mistake! French is a very prestigious language. Besides, it has many job opportunities. You can even fly to France. **However**, studying a native language would give me a better sense of belonging.

**Maate:** My opinion **differs** from yours.

**Naigaga:** Oh! Really? How?

**Maate:** **In as much as** our ambitions are **the same**, I **prefer** a native language which will enable me work as an interpreter in our kingdom.

**Naigaga:** I trust **both** of us will achieve our dreams in future.

**Maate:** Yes, sure! **As long as** we put our shoulders to the wheel.

**Grammar Highlight**

The highlighted words in the dialogue are the phrases or structures that we use to compare and contrast situations. Use them to construct your own sentences. Work in groups and share your answers with other groups.



### Activity 4.11 Research on Identity Crises around the World



Figure 4.2 Floyd George/Vanguard News

1. Do you think black people in the diaspora enjoy the same rights as the Caucasians? If not, which of their rights are compromised?
  2. Have you heard of the Floyd George murder in the USA? What happened to him? Why do you think this happened? What was the reaction of the:
    - (a) Black people across the world?
    - (b) White people across the world?
3. What punishments were given to Floyd's tormentors/murderers? In your opinion, were the punishments fair?
  4. What was ironic about the police authorities and how they handled Floyd's life?
  5. Why do you think Floyd and other blacks are treated the way they are by the whites?
  6. What message would you send to the blacks in America and elsewhere in the world following Floyd's incident?

### More about Structures of Comparison and Contrast



### Activity 4.12 Group Work

In groups, study the following structures for comparison and contrast. Use them to construct sentences which you will present to the class for comparison and further discussion.

| Words that compare | Words that contrast |
|--------------------|---------------------|
| further            | conversely          |
| similar            | rather              |
| likewise           | on the contrary     |
| in the same way    | contrarily          |
| most important(ly) | even though         |
| similarly          | yet                 |
| comparable         | in spite of         |
| equally            | nevertheless        |
|                    | alternatively       |
|                    | whereas             |
|                    | notwithstanding     |



### Activity 4.13 Individually

Join the following sentences using suitable structures for comparison and contrast from the table above. Use each structure once.

#### Example

**Question:** Some blacks would rather marry white spouses. Other blacks prefer black spouses.

**Answer:** Some blacks would rather marry white spouses while others prefer black spouses.

1. Learners from rural areas enjoy learning foreign languages. Learners from urban schools enjoy learning foreign languages.
2. The African culture calls for decent dressing. Nowadays, most youths and celebrities find it fashionable to wear miniskirts and revealing clothes.
3. Urban dwellers enjoy fast foods. Rural dwellers enjoy fast foods.
4. Most African cultures train the girl-child to kneel while greeting elders. In modern society, kneeling is seen as old-fashioned.
5. Pentecostal churches worship and preach very loudly. Traditional religions have also followed suit.
6. Most girls and women these days prefer wearing artificial hair. In the olden days, they used to plait and hot comb their hair.
7. Artistes from the Western world tattoo their bodies. Artistes in Uganda tattoo their bodies.
8. In traditional Africa, a few gifts were paid as bride price. Nowadays, a great deal of expensive items are demanded by the in-laws as bride price.

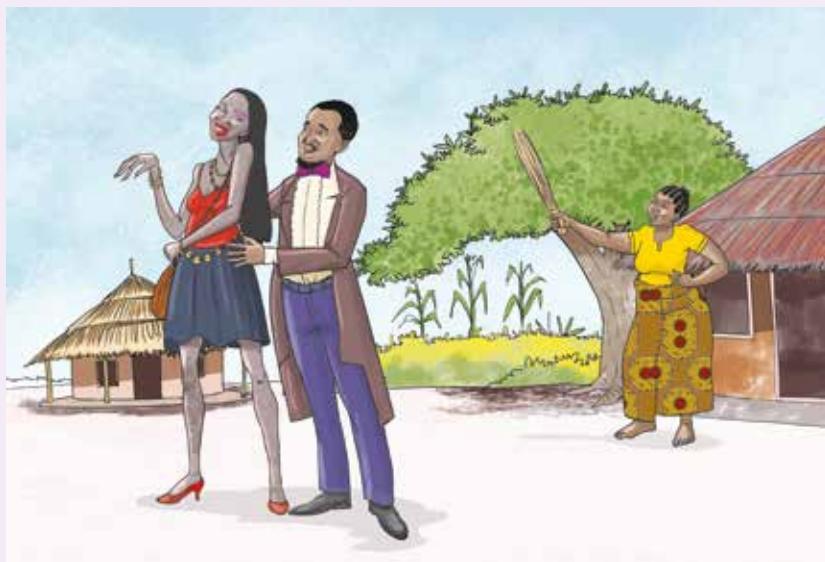


### Activity 4.14 Acting a Play 1



Working in pairs, read, rehearse and perform the following extract from the text, *Song of Lawino* and *Song of Ocol* by Okot p'Bitek. One of you will assume the role of Lawino, and the other Ocol.

## The Woman With Whom I share My Husband



Ocol is no longer in love with  
the old type.  
He is in love with a modern girl.  
The name of the beautiful one  
Is Clementine.

Brother, when you see  
Clementine!  
The beautiful one aspires  
To look like a white woman;

Her lips are red-hot  
Like glowing charcoal,  
She resembles the wild cat  
That has dipped its mouth in  
blood,

Her mouth is like raw yaws  
It looks like an open ulcer,  
Like the mouth of a fiend!  
Tina dusts powder on her face  
And it looks so pale;  
She resembles the wizard  
Getting ready for the midnight  
dance.

I do not like dusting myself  
with powder:  
The thing is good on pink skin  
Because it is already pale,  
But when a black woman has  
used it

Provokes the ghosts in my head;  
It is then necessary to fetch a goat  
From my mother's brother.  
She looks as if she has  
dysentery;

Tina looks so sickly  
And she is slowly moving,  
She is a piteous sight.

Some medicine has eaten up  
Tina's face;  
The skin on her face is gone  
And it is all raw and red,  
The face of the beautiful one  
Is tender like the skin of a newborn  
baby!

She dusts the ash-dirt all over  
her face  
And when little sweat  
Begins to appear on her body  
She looks like the guinea fowl!

The smell of carbolic soap  
Makes me sick,  
And the smell of powder

And she believes  
That this is beautiful  
Because it resembles the face of  
a white woman!

*Okot p'Bitek (Uganda)*

### Questions about the poem: In pairs:

1. Explain why Lawino is complaining about her husband.
2. Compare Lawino and Clementine. Whose character do you admire and why?
3. Does Clementine appreciate her identity? Describe what she does in her attempt to change her identity.
4. a) Describe Lawino's feelings towards Clementine.  
b) What do you feel towards;  
    i) Clementine.  
    ii) Lawino.
5. How can a black woman maintain her beauty without altering her natural look?
6. Discuss the dangers of bleaching one's skin. What other practices have people carried out in the name of beauty?
7. According to Lawino, what are the qualities of a beautiful woman?
8. Imagine you are Clementine. Write a three stanza poem, replying to Lawino.



### Activity 4.15 Follow-up Activity

In the following table, cite the incidences of identity crisis in the song the two female characters are fighting for or against. Examples have been provided.

| Lawino (Ocol's first wife)    | Clementine (Ocol's second and new wife)             |
|-------------------------------|---|
| She hates white people's hair | She desires hair of whites                          |
| She wants Acoli beauty        | She is against beauty associated with Acoli culture |
|                               |   |



### Activity 4.16 Creative Writing

Imagine your friend has confided in you that she is planning to bleach herself because there is a popular belief in Uganda that light-skinned people are more beautiful. Create a dialogue you would hold with your friend to dissuade him or her from the act.



### Activity 4.17 Acting Plays on Identity Crisis 2

Act the following excerpt from the play, *The Lion and the Jewel*, by Wole Soyinka, then answer the questions that follow.



**LAKUNLE:** Sidi, my love will open your mind  
Like the chaste leaf in the morning, when  
The sun first touches it.

**SIDI:** If you start that I will run away.  
I had enough of that nonsense yesterday.

**LAKUNLE:** Nonsense? Nonsense? Do you hear?  
Does anybody listen? Can the stones  
Bear to listen to this? Do you call it  
Nonsense that I poured the waters of my soul  
To wash your feet?

**SIDI:** You did what!

**LAKUNLE:** Wasted! Wasted! Sidi, my heart  
Bursts into flowers with my love.  
But you, you and the dead of this village  
Trample it with feet of ignorance.

SIDI: (*shakes her head in bafflement.*)  
 If the snail finds splinters in his shell  
 He changes house. Why do you stay?

LAKUNLE: Faith. Because I have faith.  
 Oh Sidi, vow to me your own undying love  
 And I will scorn the jibes of these bush minds  
 Who know no better. Swear Sidi,  
 Swear you will be my wife and I will  
 Stand against earth, heaven, and the nine  
 Hells ...

SIDI: Now there you go again.  
 One little thing  
 And you must chirrup like a cockatoo.  
 You talk and talk and deafen me  
 With words which always sound the same  
 And make no meaning.  
 I shall marry you today, next week  
 Or any day you name.  
 But my bride-price must first be paid.  
 Aha, now you turn away.  
 But I tell you, Lakunle, I must have  
 The full bride-price. Will you make me  
 A laughing-stock? Well, do as you please.  
 But Sidi will not make herself  
 A cheap bowl for the village spit.

LAKUNLE: On my head let fall their scorn.

SIDI: They will say I was no virgin  
 That I was forced to sell my shame  
 And marry you without a price.

LAKUNLE: A savage custom, barbaric, outdated,  
 Rejected, denounced, accursed,  
 Excommunicated, archaic, degrading,  
 Humiliating, unspeakable, redundant.  
 Retrogressive, remarkable, unpalatable.

SIDI: Is the bag empty? Why did you stop?

**LAKUNLE:** I own only the Shorter Companion Dictionary, but I have ordered The Longer One—you wait!

**SIDI:** Just pay the price.

**LAKUNLE:** (with a sudden shout.) An ignoble custom, infamous, ignominious Shaming our heritage before the world.

Sidi, I do not seek a wife  
To fetch and carry,  
To cook and scrub,  
To bring forth children by the gross ...

**SIDI:** Heaven forgive you! Do you now scorn Child-bearing in a wife?

**LAKUNLE:** Of course I do not. I only mean ...  
Oh Sidi, I want to wed  
Because I love,  
I seek a life-companion ...  
(pulpit-declamatory.)  
'And the man shall take the woman  
And the two shall be together  
As one flesh.'  
Sidi, I seek a friend in need.  
An equal partner in my race of life.

**SIDI:** (attentive no more. Deeply engrossed in counting the beads on her neck.) Then pay the price.

**LAKUNLE:** Ignorant girl, can you not understand?  
To pay the price would be  
To buy a heifer off the market stall.  
You'd be my chattel, my mere property.

### Questions about the play

1. In two or three sentences, say what they extract is about.
2. Does Lakunle like the idea of paying bride price? What explanation does he give?
3. What is Sidi's problem? Why is she hesitating to marry Lakunle?
4. According to Sidi, why is bride price valued in her culture?
5. What is your opinion about bride price? Imagine you were a groom or a bride, would you pay or be paid for, bride price? Give reasons.

6. Discuss how else Western influence has affected the African culture and customs. (Explain three ways).
7. Describe and illustrate the traits of;
  - (a) Lakunle
  - (b) Sidi
8. How similar are the events in this extract to what is happening in your community?
9. Discuss two lessons you learn from this extract.
10. What do the following words and expressions as used in the extract mean?
 

|                             |  |
|-----------------------------|--|
| (a) chaste                  | (g) savage                             |
| (b) bafflement              | (h) is the bag empty                   |
| (c) scorn                   | (i) deeply engrossed                   |
| (d) chirrup like a cockatoo | (j) to buy a heifer off a market stall |
| (e) deafen me               |  |
| (f) laughing-stock          |  |

## Grammar and Usage

### 4.3 Possessives as Modifiers or Determiners

In Book One, we learnt about various possessive pronouns which show ownership. Words that show possession include; my, your, our, whose, their, his, hers, its, etc. Form sentences using the possessive pronouns above.



#### Activity 4.18 Group Discussion

In groups, study the following table about the characters you have read, comparing their experiences, feelings, appearance, opinions and manner of speaking, paying attention to the highlighted words.

| Lakunle and Ocol  | Sidi and Lawino   |
|---|---|
| Lakunle and Ocol do not want to marry women who stand for <b>their</b> African cultural values. | <ul style="list-style-type: none"> <li>○ Sidi rejects Lakunle's marriage proposal, insisting that he must pay <b>her</b> bride price first.</li> <li>○ Lawino is baffled that <b>her</b> husband, Ocol, has relegated <b>his</b> culture in preference for the Western culture, when he falls in love with Tina, a woman <b>whose</b> desires are akin to those of the white people.</li> </ul> |

Study more examples of possessives as modifiers, paying attention to the highlighted words.

1. In spite of Lakunle's ridicule, **Sidi's** virginity remains her greatest pride.
2. **Lakunle's** pride is not only the beginning of his shame but also his downfall.
3. **Mnisi's** new celebrity status did not leave **her views** on beauty the same.
4. A **moment's** thought would have earned Lakunle **Sidi's** love, but he obstinately remained stuck to **his** strange ideas of modernity.
5. **Africas'** cultural values are changing rapidly with the increase in interaction between Africans and Europeans.
6. **Mnisi's** children might emulate their **mother's** perception of identity, especially regarding complexion.
7. **Ocol's** new girlfriend, Clementine, aspires to be like a white woman, basing on her preference for a white **woman's** physical beauty.
8. Modernity has eroded **Africa's** cultural values, hence giving rise to undisciplined youth.



### Grammar Highlight

The highlighted words in the preceding sentences are possessives used as modifiers or determiners because they describe or give more information about the subject.



**Note:** The possessive case, for example: **Sidi's** modifies the subject, just like an adjective would.



### Activity 4.19 Group Work

In groups, use the possessive cases as modifiers or determiners to compare the characters from the listening and reading texts, following the examples in the previous discussions.

#### Differences

1. Clementine's and Lawino's complexion
2. Lakunle's and Ocol's manner of speaking
3. Lawino's and Mnisi's feelings
4. Lawino's and Mnisi's attitude

### Similarities

5. Ocol's and Lakunle's attitude
6. Mnisi's and Clementine's appearance
7. Lawino's and Sidi's feelings
8. Sidi's and Lawino's manner of speaking

Your group secretary will present your sentences to the class for comparison and further discussion.



## B: Reading and Comprehension



### Activity 4.20 Pre-reading

In groups, discuss any cultural rites you know that initiate young men and women into manhood and womanhood respectively. Briefly describe how the rites are performed. Do you support them or not? Why?

Read the following passage, extracted from a novel, *Upon This Mountain*, by Timothy Wangusa, then answer the questions that follow:

From behind the grass shelter Butoto wa Mutoto the circumciser came dashing towards Mwambu with a drawn knife.

'You people!' screamed Mwambu, frantic with confusion. 'I want to tell you that I ...' But his mouth was **slammed** by a heavy hand.

'No talking on ritual courtyard!'

Two appointees quickly undid Mwambu's trouser belt. Then they fumbled with his buttons one by one, while **sundry admonitions** and commands were flung at him.

'As by choice you refused it, by force accept the knife ... We today circumcise you ... Make you a man before you reach home ... To go tell Masaaba your father how you **picked manhood on the road** ... Down with those trousers and cut him clean!'

And down came the trousers – at once revealing an utter surprise to all the onlookers amid a riot of exclamations and questions.

'What! How! When and where were you circumcised? By whom and why? Tell us ...'

Those who had held his hands behind him released them and came to the front to see for themselves.

Regaining a little composure, Mwambu pulled up his trousers and started buttoning them.

'When were you circumcised, Mwambu?' demanded Kuloba disappointedly.

'Three months ago,' replied Mwambu, looking Kuloba straight in the face. 'On the day Buwayirira was baptised.'

'What!' shouted Kuloba, insulted by the coincidence. 'Did you have to do it on that day?'

'Yes.'

'Why?'

'Because that's the day I happened to see the doctor!'

'The doctor?' sneered Wayero. 'Were you circumcised in hospital?'

'Just as you say,' replied Mwambu, as from the crowd came a storm of further questions.

'Was the doctor a man?'

'Or an *Etesot*?'

'Or a *eunuch*?'

Mwambu made no reply, momentarily unsure how to answer the insults, and this only aggravated the annoyance of the chief planners.

'Circumcise him again!' shouted Wopata in an enraged voice. 'Circumcise him properly!'

Everyone burst into laughter at the ludicrous proposition.

'No, no, no,' protested Mandu with a wry smile. 'He has been circumcised enough as he is. Who ever heard of anyone circumcised a second time? Who of us ever **bled twice from the knife?**'

'You're right,' concurred another elder. 'One is done only once. Otherwise how would one ever swear by the knife? That it's as true as I cannot be circumcised a third time?'

Another burst of laughter rang from the crowd. And then the atmosphere cleared a little. The main actors in the pre-arranged drama with an unforeseen ending started walking back to the brewing pot in the grass shelter.

'All right, Mwambu!' shouted Wayero, feeling outsmarted and duped. 'All right, mistah. Tuck in your shirt like a good little school-boy, hide your tail and go. But never you be the first,' he superiorly ruled, 'to open your mouth in the council of real men.'

'Never you be the first,' added Wopata, 'to put your tube in a pot of beer.'

'Never you risk castration,' pronounced Kuloba, 'by being caught with the wife of a proper man!'

'Go tell him,' Wopata complemented, 'that you're half a man!'

Mwambu dizzily took up his bag and walked away from the **derisive crowd**. He was feeling both distressed and delighted: distressed at being so crudely set upon; and delighted at the unexpected disclosure of his recent quiet hospital circumcision.

### Questions about the passage: Individually:

1. Explain the cultural conflict Mwambu is faced with.
2. What shocks the people that try to manhandle Mwambu?
3. Describe one character trait of Mandu. Do you support him? Why?
4. Who is a real man according to Kuloba, Wayero or Wopata?.
5. Would you support the community members' view that Mwambu is 'half a man' because he ran away from the cultural circumcision? Give reasons.
6. Explain two lessons about cultures that you learn from the extract.
7. If you were Mwambu's friend, what would you tell him?
8. Write a letter expressing your concern about what happened to him.
9. Find the meanings of the highlighted words in the passage and use them to construct sentences.



#### Activity 4.21 Class Debate

In these modern times, cultural practices such as circumcision should be abolished.

### Recitation and Comprehension



#### Activity 4.22 Pre-recitation

In groups, share your views. Have you heard of people who give themselves strange names? Do you know such names? Why do you think people prefer names whose origin and meaning they probably are naive of? How do families or culture perceive names not known in their cultural context?

What is the meaning of your first name? Why do you think you were given that name?



## Activity 4.23 Poetry Recitation

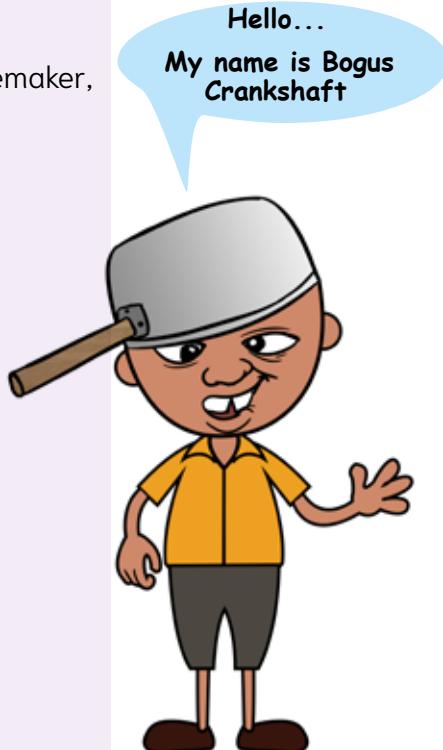
Read the poem and recite it to a partner.

### Conversation on African names

My dear  
I've been thinking  
That we should name the baby –  
like it used to be in our grandpa's time –  
after somebody in our ethnic line, you know,  
Because the child must have some identity  
And not just Patrick Johnson,  
David Stewberry, Peter Maclizzard, Charles Shoemaker,  
Kim Peking, Kennedy Dickson...

You see  
I know you value these English  
Or, Christian names as they are often called,  
but we do not want to lose our identity  
like that!  
God will not refuse you just because  
you are called Ochieng Adala, or Wekesa Makesi  
Or, Wanjiko Kimani, or whatever other;  
Or, let us put it this way.  
Supposing you were born, say  
One thousand years in future,  
And you went to the future museum  
And picked a book  
Written by some fellow by the name  
'Bogus Crankshaft'  
And, on reading, you discovered later  
that this was a real name of a famous  
African philosopher, engineer, or whatever;  
Wouldn't you wish  
The man were called Mutali or Okello  
Instead of some meaningless so-called Christian name  
Bogus Crankshaft!

*Dr Everett Standa  
An Anthology of East African Poetry by A.D Amateshe*





## C: Writing

### 4.4 The Pros and Cons of my Identity



#### Activity 4.24 Composition

You have read and listened to the experiences of other people's identity crises. Some of you may not even like being addressed by your surnames. Are there some attributes about your culture that you admire or those aspects that you detest and you would wish them adjusted?

Basing on these experiences and your own, write two paragraphs, one describing what you like and, another, describing what you dislike about your identity. You may consider the following items or any other to write your composition:

- (a) mode of dressing in your culture/community/country
- (b) manner of speaking
- (c) being addressed by your surname
- (d) your religion
- (e) your school
- (f) your choice of subject combination/future career
- (g) the staple food of your tribe
- (h) your gender and appearance
- (i) skin complexion, height, size and shape
- (j) family background or place of residence (home area) or economic status

Exchange your composition with a partner for peer editing. Thereafter, submit it to your teacher for marking and feedback.



#### Activity 4.25 Hot Seat

Your teacher will organise a hot seat session where a learner will be picked at random, to take a position in front of the class and say what you like or dislike about the following in your life:

1.
  - (a) mode of dressing in your culture/community/country
  - (b) manner of speaking
  - (c) being addressed by your surname
  - (d) your religion
  - (e) your school
  - (f) your choice of subject combination/future career
  - (g) the staple food of your tribe
  - (h) your gender and appearance
  - (i) skin complexion, height, size and shape
2. Suggest two ways of mitigating the dislikes mentioned.

## 4.5 Politeness in Speech



### Activity 4.26 Writing a Poem

Your teacher will divide you into groups and name them A – E. Each group will be assigned an aspect of identity as follows:

**Group A:** traditional circumcision (*imbalu*)

**Group B:** rural/upcountry school

**Group C:** religion

**Group D:** career/subject combination

**Group E:** race

Each group will discuss the positive and negative aspects of the identity assigned to it.

Using the views discussed by the group members, compose a poem to be presented by two people from the group, where one praises the aspect and the other criticises it, albeit using polite language.



**Note:** Enrich your poem with aspects of poetry, for example, rhyme, repetition, similes, metaphors, personification, onomatopoeia, among others. Also, use gestures, body language and facial expressions, to bring out your meaning and enhance emotions, attitude and feelings, while presenting your poem to the class.

### Example

#### Who I Am

**Atim:**

Atim is my name  
It is my fame  
It is my identity  
Acoli is my tribe  
Acoli is my pride  
I feel proud when my teacher calls me ‘Atim’

**Oscar:**

Hmm, that ain’t bad, friend,  
But, wouldn’t it sound  
A little bit more proud  
If the teacher called you Dora?  
That, my dear is the trend

*By Sarah and Atim*

In pairs, present the poem to the class for comments and entertainment. Rating of the poems should be based on gestures, tone and other poetic devices. The best poem shall be displayed on the class noticeboard or presented on any appropriate school function.

## 4.6 Formal Praise Poems

In life, there are people to whom we owe immeasurable appreciation for their great contribution in our lives. Do you owe appreciation to anyone in your life? Such people may include our parents and guardians, family members, friends, teachers, neighbours, religious leaders, among others. It may also be personalities we admire such as our favourite footballers or any other sports personalities, musicians, actors and actresses, politicians, professionals, among others.

How do you usually express your admiration or appreciation to someone? This can be done in many forms, for example, you may write them a beautiful poem, a letter, a song or essay.



### Activity 4.27 Comprehending a Poem

Read the following poem, paying attention to the praise words (phrases and expressions) about the character(s). Study carefully the use of punctuation marks, such as apostrophes, quotation marks and hyphens.

#### MOTHER TERESA

There is a story I want you to hear  
A story of a saint no one can compare  
Saint Teresa who to all was a mother  
We shall surely take long to get another



A heart for the poor like the Nile flowing into the sea  
"If you can't feed a hundred people, feed just one", said she  
A great inspiration for you and for me  
A ray of light streaking from the fly-infested slums of Calcutta  
Mixing freely with the pauper like bread and butter

The love that burned in her sparkling eyes  
Tells a story of a model that never dies

Her desperate efforts to subjugate tears  
Always brought joy that consumed fears

Today I stand and share the story  
Of a saint in her own category  
A saint with a dedication that gives direction  
To this sickening nation  
And when today's selfishness and greed abound  
Mother Teresa's love still lives and stands its ground!

*Joseph Kimbugwe*



### Questions about the poem: Individually:

1. In about two sentences, summarise what the poem is about.
2. Describe Mother Teresa's character.
3. What do you learn from Mother Teresa?
4. Are there 'Mother Teresas' in your community? Mention them and explain their contributions to your community.
5. Do you think Mother Teresa is worthy of a praise poem? Give illustrations from the poem.
6. If God blessed you with a hundred million shillings, what would you do for the poor?



**Note:** A formal praise poem follows a set pattern of regular rhymes and rhythms based on specific rules such as regular end rhyme, regular lineation, regular stanzas among others.



### Activity 4.28 Composing a Praise Poem

In groups, decide on someone you would wish to show admiration and appreciation. Compose a formal praise poem with a regular rhyme and rhythm in their praise. Endeavour to use punctuation marks, apostrophes and hyphens. Your group secretary will recite your poem before the class for comparison and critical appreciation.

## 4.7 Communicating Using Informal Letters

### Informal letter writing

In Book 1, we learnt about informal or personal letters. Study the following personal letter, and identify the features of an informal letter.

Njovu College School,  
P.O. Box 89,  
Kagera.  
16th April, 2023.

Hi Precious,

I hope life is treating you kindly. I am doing well, too. What's up, anyway? Have you finally settled? You seemed not to like your school when you joined. As for me, I am now as comfortable as a coin in my school.

Recently, we held a sports competition for all houses and as you may guess, my House, the one and only mighty Kakooza House, took the blue ribbon. Our house teacher Madam Kiza and Mr Mureefu, are organising a fantastic bull roasting at Nabinoonya Beach. I believe it is going to be a blast. We usually take balls to play volleyball there. Previously, we held a similar function as we had emerged the cleanest house. Which competitions do you have in your school? How does your house perform?

By the way Precious, did you stop wetting the bed? It has been your worst nightmare! I hope you've outgrown it.

Meanwhile, I am proud to inform you that I am flying to Arusha in two weeks' time. Our school participated in the East African Essay Writing Competition and I emerged East Africa's best. This was not in my wildest dreams as I had come from a third world school and fellow learners scorned me for that. This terribly hurt my identity. We are going with the first and second runner's-up and our patrons. We shall be presented in the East Africa Community Parliament with the other winners from other East African countries. You should have seen me smile from ear to ear when our head teacher announced the news on assembly and the whole school gave me a standing ovation. Which competition did you hold in your school?

Well, I'd better pen off here and get on with my preps. We do chapteral tests every week and failure to score 60% attracts a few lashes. Our teacher says the ears of African children are on the buttocks. All the best dear.

Always,  
Teddy

## Formal Writing versus Personal Writing

### Note the Differences Between Formal and Informal Letters

| Formal   | Informal  |
|--|---|
| Has two addresses i.e. addresser's address and addressee's address | Has one address i.e. addresser's address  |
| Has a title/subject/reference                                      | Does not require a title/subject/reference  |
| Begins with 'Dear Sir/Madam'                                       | You can use a name (could be a surname)   |
| Strictly adheres to formal language                                | Allows informal expressions   |
| Has referees   | Has no referees   |
| Ends with 'Yours faithfully'                                       | Can end with 'Yours Sincerely', 'Lots of love', 'Your friend', 'Love', 'From your friend', 'Always' |
| Has signature and name (capital letters) for ending                | Must have sender's name (small letters)   |

Personal/friendly/informal writing, is undertaken when communicating to friends, relatives and acquaintances. Such people are close to us or known to us and we can often share jokes with them. The language should be less strict. When writing to relatives and friends, simply think about how you would converse with your close associate. Allow the communication to flow freely and naturally.

#### Example

Personal writing includes:

- (i) An e-mail to a friend or schoolmate
- (ii) Letter to a parent, friend or classmate

The language of personal writing is relaxed, less formal, and can accommodate contractions. For example;

- I promise I won't fail to drop by.
- I can't believe you've grown big like an elephant.
- See you later.
- Will soon catch up with you buddy.

Slang, too, is acceptable in personal writing. However, it should be employed with caution.



#### Activity 4.29 Individually

Write a letter to the head teacher of a school of your choice, asking to join his or her school because the faith/religious foundation of your current school does not match your religion.



### Activity 4.30 **Individually**

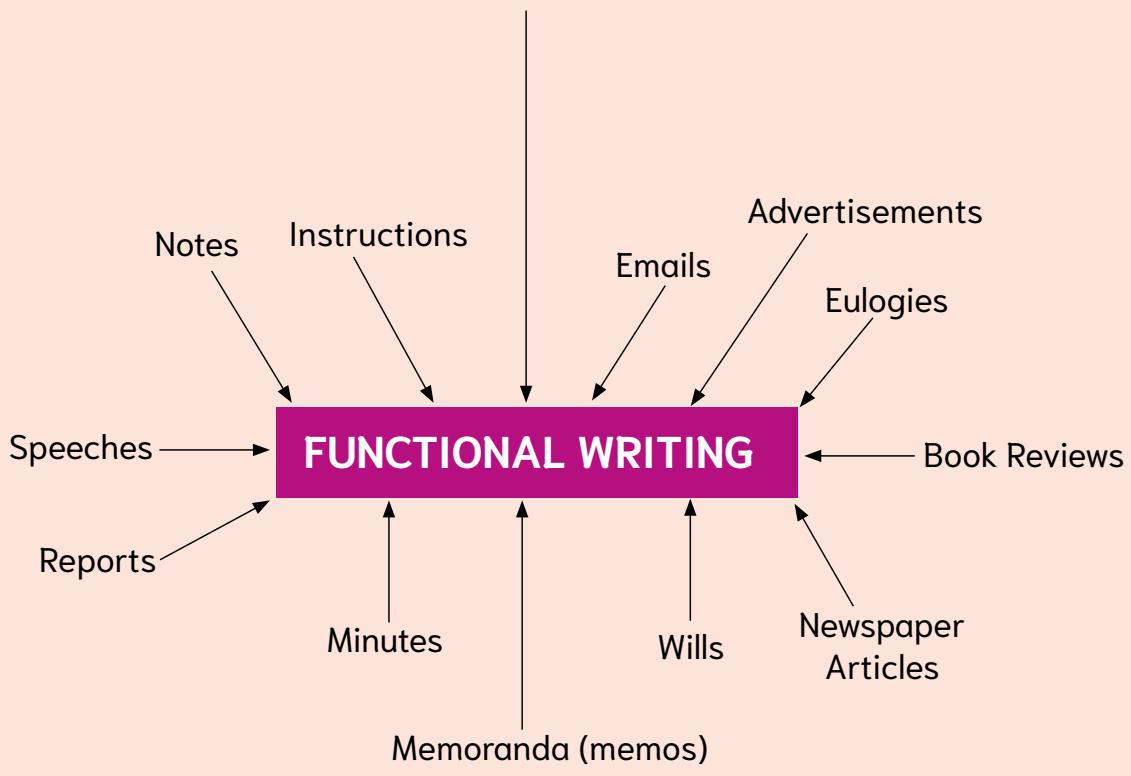
Write another letter to your friend describing the bad experience you have gone through in your school based on any identity crisis of your choice. Exchange your letter with a classmate for peer editing then, submit it to your teacher for marking and feedback.

Now base on the two letters you have written to explain two major differences and similarities between formal and informal (personal) writing in terms of language and expression.

Functional writing aims at equipping you with practical and useful skills for special, specific and variety of purposes. It also targets a particular audience unlike academic and creative writing.

#### **Further examples of functional writing**

Letters – business letters, such as sales letters and orders. Letters of complaint, inquiries, follow-up letters, recommendations, acknowledgement letters, cover letters and letters of resignation.





### Activity 4.31 Individually

Imagine you are writing a letter to your friend in a different school, sharing with them the subject combination you are going to offer in Form Three to lead you to your future career. Write the letter explaining the subjects you have chosen and why. Exchange your letter with a partner for peer review and submit it to your teacher for marking and feedback.

## Further Practice about Functional Writing

### Writing an Apology Letter

Have you heard of the saying “To err is human, to forgive is divine”? What do you think it means? When you offend someone and you realise your mistake, how do you apologise to that person? How do you know if the person you offended has accepted your apology and forgiven you? Why do you think it is important to make amends with people when at fault?

- 1.** A written apology is an expression of remorse or regret for having said or done something that hurt another. When do we write an apology? Have you ever written one? To whom and why?
- 2.** We apologise for errors or mistakes, misunderstandings, inconveniences, delays, poor services or oversights.
- 3.** An apology letter comprises the following:
  - Two addresses, if formal, that is, the sender's and the receiver's, or one address if informal (personal), that is, the sender's
  - Salutations e.g Dear Mr Mutaawe, Dear Sir or Dear Madam (formal), or Dear John (informal)
  - The reference or subject e.g Re: Apology for ... (formal)
  - The body should entail the following:
    - expression of regret
    - acknowledgement of responsibility or owning one's mistake
    - explanation of what happened and why it happened. However, do not be on the defensive as that ceases to be an apology
    - declaration of repentance
    - offering or promising to change or improve and how
    - requesting forgiveness
- 4.** Apologies may be informal, semi-formal (neutral) or formal, depending on the relationship between the two parties.

| Informal (personal)   | Semi-formal (neutral)   | Formal  |
|---|---|---|
| <ul style="list-style-type: none"> <li>○ written to spouses, friends</li> <li>○ It is conversational e.g I'll</li> <li>○ Contractions and omissions may be tolerated e.g. I'm sorry I missed ...</li> <li>○ The language may be slightly relaxed</li> </ul> | <ul style="list-style-type: none"> <li>○ Written to colleagues e.g. at work, school etc.</li> <li>○ Language is slightly relaxed e.g. <ul style="list-style-type: none"> <li>• I apologise for...,</li> <li>• I am sorry I delayed to get back to you..</li> </ul> </li> <li>○ Contractions may not be tolerated hence, I am (not, I'm), that I missed (not, I missed)</li> </ul> | <ul style="list-style-type: none"> <li>○ Written to bosses (superiors/supervisors/teachers, etc.</li> <li>○ Contractions are strictly not allowed.</li> <li>○ Language is strictly formal e.g. I sincerely regret ... please accept my apology ... we deeply/ very much regret ...</li> </ul> |

You can use some of the following phrases:

- I am very sorry for/about/that ...
- I sincerely apologise ...
- Please, accept my sincerest apology ...
- I am sorry I missed the meeting ...
- I apologise for the delay/poor service/misconduct, etc.

### Sample Apology Letter

St. Alice Memorial School,  
16th September, 2023.

The Disciplinary Committee,  
St Alice Memorial School.

Dear Sir,

Re: Apology for Bullying a Fellow Learner

Please, accept my sincere apology for my gross misconduct of emotionally abusing Mukasa, S.3C, that he is an albino and a social misfit. I realise how foolish and irresponsible I was, and how upset you are. I admit that I am in the wrong and wish to express how awfully sorry I am.

I truly regret my actions and I have already apologised to Mukasa. I have learnt to respect and appreciate the differences in our personalities.

I apologise from the very depth of my soul and, solemnly promise you that this will not happen again.

Yours faithfully,

**Signature**

MUGOLOLE MARTIN

S4 C



### Activity 4.32 Composition

Imagine you have been bullied due to differences in appearances, beliefs, economic status, among others, and you feel so dejected and humiliated. In low spirits, you decide to seek solace in smoking. While doing so behind a building, the teacher on duty catches you red-handed. Write an apology to that effect.

### 4.7

### Formal and Informal Language in Texts



### Activity 4.33 Research

In groups, visit the library or computer laboratory to research and read about formal documents, such as speeches, poems, essays (passages), reports, articles in newspapers or magazines on identity. Select and categorise them under formal and informal.

Compare and clearly identify the differences between formal and informal writing in terms of:

|          | Aspect                 | Formal | Informal |
|----------|------------------------|--------|----------|
| Group A: | format                 |        |          |
| Group B: | language               |        |          |
| Group C: | punctuation            |        |          |
| Group D: | originality/creativity |        |          |
| Group E: | clarity of expression  |        |          |

Your group secretary will present your findings to the class for comparison and further discussion.

## Sample Activity of Integration 1

### Scenario

High levels of unemployment among the youth in Uganda has triggered the exodus of thousands overseas, your friend inclusive, in search of jobs. Recently, your friend wrote to you, saying she and other Ugandans, have been subjected to abuse and marginalisation due to race, gender identity, age, physical ability, sexual orientation, language and immigration status. He or she admits being overwhelmed by loneliness and depression. Some of her friends have committed suicide.



### Task

Basing on your friend's predicament, write a play of 2–3 scenes for the forthcoming parents and teachers' meeting, decrying discrimination and encouraging the victims in different communities, to desist from suicidal tendencies. Employ polite expressions and structures of comparison and contrast in your play.

## End of Chapter 4 Glossary

|                         |  |
|-------------------------|--|
| <b>identity:</b>        | distinguishing character or personality of an individual   |
| <b>ancestry:</b>        | lineage or line of descent   |
| <b>banished:</b>        | exclusion or rejection of someone from a group or community  |
| <b>culture:</b>         | customary beliefs or way of life/behaviour of a social group, including religion, race and language, food, and clothing. |
| <b>tradition:</b>       | an inherited, established or customary pattern of thought or action  |
| <b>outcast:</b>         | not acceptable by society  |
| <b>self-esteem:</b>     | confidence in one's own worth or abilities   |
| <b>racism:</b>          | tendency or belief; prejudice or discrimination based upon race or ethnicity   |
| <b>marginalisation:</b> | treating of a person, group as insignificant   |
| <b>attributes:</b>      | synonyms are talent/gifts  |
| <b>mitigate:</b>        | lessen the seriousness or pain   |
| <b>legitimate:</b>      | conforming to the laws or rules  |



## Chapter Summary

In this chapter, you have learnt to:

- analyse why people have failed to fit into a community/group
- use possessives as modifiers/determiners
- identify things they like/do not like about themselves, and their culture, community and/or background
- use phrases/structures in comparing and contrasting situations
- appreciate both the good and bad things happening in their life
- avoid giving offence in responding to other's views
- identify non-verbal communication features used by different people in different situations
- write formal poems/compositions that praise
- use punctuation correctly: quotation marks, apostrophes and hyphens
- give information to others clearly in informal writings
- Identify formal and informal language in texts

CHAPTER  
**5**

# RELATIONSHIPS AND EMOTIONS



## Keywords

- acquaintance
- altercation
- courtship
- dependency
- domestic violence
- emotive
- estranged
- gender
- strife

## Learning Outcomes:

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

- identify different types of relationships within the family
- use possessives in sentences
- express emotions
- recognise and appreciate the different types of relationships and emotions
- realise the consequences of some relationships, such as with members of the opposite gender
- interpret a variety of texts on the chapter to form/reinforce personal opinions
- use the relative pronoun “whose” in sentences
- use adverbs in sentences and composition writing
- use first/real conditional: if..., future tense in sentences
- use phrasal verbs
- use result clauses in your speaking and writing
- express opinions based on personal experience
- write notes from discussions



## Learning From Each Other

What does the expression 'Relationship and emotions' mean to you? Share your views with the class. Share two things or persons you love most, and describe what endears them to you. Also, two things or persons you are disenchanted by, giving reasons.

**By the end of this chapter, you will describe relationships with different people and understand/learn language to express your emotions.**



### Activity 5.1 Discussion

In groups, identify the emotions expressed in each poem. Share your group's views with the class.

#### Lament for the dead mother

Mother dear,  
Mother you freely give of what you have  
fresh food and cooked meals alike.  
Mother, listen to me:  
the crying child will call after its mother.  
Why don't you answer, Mother, when I call?  
Are we quarrelling?

Ewe (Ghana)

#### The magnificent bull

My bull is white like silver fish in the river  
white like shimmering crane bird on the river bank  
white like fresh milk  
His roar is like thunder to the Turkish  
cannon on the steep shore  
My bull is dark like raincloud in the storm  
He is like a summer in the winter  
Half of him is dark like the storm cloud  
Half of him is light like sunshine  
His back shines like morning star  
His brow is red like the beak of hornbill  
His forehead is like a flag, calling the people from the distance,  
He resembles the rainbow.  
I will water him at the river,  
With my spear I shall drive my enemies.  
Let them water their herds at the well;  
The river belongs to me and my bull.  
Drink, my bull, from the river; I am here  
to guard you with my spear.

Dinka (Sudan)

#### Letter from a contract Worker

I wanted to write you a letter  
My love,  
A letter that would tell  
Of this desire  
To see you  
Of this fear  
Of losing you  
Of this more than benevolence that I feel  
Of this indefinable ill that pursues me  
Of this yearning to which I live in total surrender...  
Of you  
Of your lips red as henna  
Of your hair black as mud  
Of your eyes sweet as honey  
Of your breasts hard as wild orange  
Or your lynx gait.  
And your caresses  
Such that I can find no better here ...

(Antonio Jacinto)



## A: Listening and Speaking

### 5.1 Types of Relationships Within the Family



#### Activity 5.2 Pair Work

Working in pairs and in turns, trace your ancestry as far back as at least three generations. Your teacher will provide you with manila paper. As your partner describes their ancestry, present their information in a family tree, placing the grandparents at the bottom to represent the roots.

Thereafter, trace your own ancestry, as your partner also presents your information on the family tree. On your family tree, also include your siblings, cousins, aunts, uncles and in-laws.

Your teacher will randomly select some pairs to present and describe their family trees to the class for comparison and sharing of ideas about family relationships.



#### Activity 5.3 Learning English with ICT

Search for a video on the Internet about any ceremony, such as birthday party, graduation, reunion, introduction, marriage/wedding, among others. Watch the video carefully, then base on it to discuss the following questions:

1. Discuss the ceremony or celebration depicted in the video.
2. Which kinds of people attended the function? What does that show about their relationship?
3. Basing on the video you have watched, explain how celebrations can help to build relationships.
4. Suppose you invited people to your function and they do not turn up, what would that show about your relationship with them?
5. Have you ever attended a function? How did the events make you and other guests feel? How did the function change or improve your relationships? Give specific examples.
6. Explain how social media has helped to build or destroy relationships.

## 5.2 Possessive Pronouns



### Activity 5.4 Pair Discussion

In pairs, study the following sentences, paying attention to the coloured words.

1. Atim is **my** favourite sister because she always comforts me whenever I am sad.
2. Peter enjoys spending Christmas holidays with **his** grandparents in Bungatira village.
3. My cousins dislike playing with **their** neighbour's children because they are ill-mannered.
4. Aunt Sarah fears driving fast with **her** children in the car.
5. Lule is usually contented when his German shepherd gets **its** meals in time.



### Grammar Highlight

The highlighted words in the sentences above are known as **possessive pronouns**. As the name suggests, possessive pronouns show ownership or to whom something belongs.



### Activity 5.5 Individually

Construct your own sentences using the following possessive pronouns in relation to your family.

|     |      |      |       |       |        |
|-----|------|------|-------|-------|--------|
| our | ours | your | yours | their | theirs |
| my  | mine | his  | her   | hers  | its    |



### Activity 5.6 Composition

In your exercise book, write a composition of about 400–450 words, describing your best friend, pet or even someone you dislike using possessive pronouns. In your composition, clearly show why you like or dislike the character you have chosen. In pairs, exchange your compositions for corrections and critiquing. Your teacher will randomly pick some of you to read your compositions to the class for comparison.

## 5.3 Expressing Emotions

In Activity 5.4, we learnt the following words. Use them to construct your own sentences which describe your family relationship, then compare your sentences with other classmates:

- favourite (adjective)
- ill-mannered (adjective)
- comforts (verb)
- fears (verb)
- enjoys (verb)
- contented (adjective)
- dislike (verb)

The words above express emotions or feelings. Do you remember what you learnt about verbs? What are they? What are adjectives?



### Activity 5.7 Pair Work

In pairs, use a dictionary or the Internet to find five more emotive verbs and five emotive adjectives.

In your exercise book, use the emotive words you have identified, to describe how you and your family members feel towards one another.

#### Example

My uncle and his neighbours are always **fighting** and **arguing** over land. Consequently, the strained relationship has culminated in conflict.

## Expressing Emotions Using Idioms

There are other expressions which we can use to express our emotions.

#### Example

- (a) at loggerheads (always fighting)
- (b) at daggers drawn
- (c) living a cat and dog's life

These expressions are known as **idioms**. You learnt about idioms in Book 2.



### Activity 5.8 Group Discussion

In groups, study the following idioms, their meanings and sentence examples:

1. **armed to the teeth** – heavily equipped with weapons or arguments or well equipped for a task/assignment

**Example:** The robbers, armed to the teeth, ordered everyone to lie down, or else they would be shot instantly.

**Example:** Our teacher reminded us to be armed to the teeth for the examination with calculators, mathematical sets and pens.

2. **throw in the towel** – accept defeat

**Example:** Sharon threw in the towel when she realised her boss was uncaring and mean, despite her hard work.

3. **throw dust in someone's eyes** – mislead/deceive/trick someone

**Example:** The police officer cautioned the taxi driver against earning money by throwing dust in the customer's eyes.

4. **smell a rat** – doubt something/call something into question/believe that something is dishonest or wrong

**Example:** I smelt a rat when a voter whispered something in the presidential candidate's ear at the rally.

5. **shed crocodile tears** – to pretend or deceive

**Example:** The cleaner shed crocodile tears when his supervisor was dismissed from his job.



### Activity 5.9 Pair Discussion

Study the following passage and describe to a classmate what the highlighted idioms mean.

#### How I Used to Spend my Day Before Lockdown

At **cockcrow**, the alarm would wake me up from my slumber. I would then crawl out of my bed **at a snail's pace** and head to the bathroom to take a replenishing bath. I would lay my bed and organise my property **in apple-pie order**.

Thereafter, I used to run to the school premises **at breakneck speed** to attend the morning assembly. In case I arrived late, I would **throw dust in the teacher's eyes** that I was sick so as **to save my neck**, but if they insisted, I would **throw in the towel** and accept the canes.

**Armed to the teeth** with books, pens, mathematical set and others, I would enter the class. Lessons would begin, teacher after teacher and at break time, we would move out to **let off steam**. At the peak of the day, we would **make a bee-line** to the dining hall for lunch, as hungry as hunters.

As **the day drew to its close**, the bell for end of lessons would be sounded. I would **take to my heels** to the playground, score a few goals and then finally head back home/to the dormitory.



### Activity 5.10 Composition

In groups, share five idioms that describe relationships and emotions, and use them to write a composition of 500–600 words, based on the title, '**A Bloody Fight**'. You may use a dictionary or the Internet to guide you. Your group secretary will present your composition to the class for further discussion and comparison.

## 5.4 Types of Relationships and Emotions

Apart from the relationships between family members, which other relationships do you know?

Look around your school, place of worship, community, home and identify the types of relationship you have with the people and pets in those communities, and the relationship between other members. Present your work in a table.

The person next to you in the classroom may be your classmate, best friend, clubmate, soulmate or roommate. Apart from yourself, what other relationships have you observed between other people? Describe the different kinds of relationships you have identified.



### Activity 5.11 Composition – Individually

In 2–3 paragraphs, choose one type of relationships mentioned above and describe that person or pet. Using emotive words and idioms, clearly explain why you like or dislike their character, how you feel towards them and, generally, how you relate. You may begin your description following the example below:

MY BEST FRIEND/PET ...

My best friend/the person/pet I dislike most is . . .

## 5.5 Consequences of Relationships



### Activity 5.12 Group Discussion

- (a) Work in groups. Have you ever heard of the phrase “domestic violence”? If you do not know it, look up the meaning of the phrase on the Internet, dictionary or ask your teachers.
- (b) Today, there are many reported cases of domestic violence in our communities. These problems culminate in fights and, the worst case scenarios, lead to loss of lives and property. Cite examples.
- (c) Discuss the causes of domestic violence in our communities.
- (d) Explain how domestic violence affects the individual, family and community.
- (e) Suggest what can be done to combat the problems you have discussed above.



### Activity 5.13 Group Discussion

In groups, perform the following extract from *The Heart Soothers* by Sylvester Onzivua, then answer the questions that follow:

**Mini:** Jimmy goes on safaris and appointments so often. And the money for the house is also reduced.

**Florence:** Is that all?

**Mini:** As I said, one by one, I might have found them bearable but to combine late coming, silence, a short temper and total indifference kills me, Florence.

**Florence:** Do you have any suspicions?

**Mini:** I do know somewhere something is crystallising, but I can't put my finger on it.

**Florence:** If you believed in our native doctors, I could take you to my doctor and you would find out.

**Mini:** Maybe in the long run I might, but I am scared of these people.

**Florence:** Can you imagine what my doctor has made me do to my boyfriend?

**Mini:** (With interest) What?

**Florence:** First of all, he has dropped all the girls he had. He even beat up one in my presence ...

**Mini:** You are the limit.

**Florence:** Not only that, he buys whatever I demand. He keeps most of his money in a suitcase of which I have the keys and whenever I ask him for money, he tells me to get any amount from the suitcase.

**Mini:** People are made differently. For me I must be the unfortunate type. Some of us are made to suffer at the hands of men, by the looks of it.

**Florence:** Nonsense. The only problem is you expect to get good things for nothing. God helps those who help themselves. You know how much money I have to spend on these doctors?

**Mini:** Anyway, I do not have the courage or the money.

**Florence:** My dear Mini, I just dropped in to see your new place. I have a few things to do in town so I beg to leave. (*stand to leave.*)

**Mini:** I too was on my way to town to take Jimmy's jacket for dry cleaning. If you can just give me a few minutes, we can go together.

**Florence:** That will be all the more fun. (*Mini routinely checks the pockets of the jacket. She comes across a letter, which she silently reads. Shock and disbelief register on her face as she does so.*)

**Florence:** What is it Mini?

**Mini:** No, this can't be true.

**Florence:** (Joins her) What is it?

**Mini:** I think I must be running mad.

**Florence:** (She gets the letter from Mini and silently, she quickly reads through). Listen to this. (She reads aloud.)

*Jimmy dearest,*

*I find it hard if not impossible to rub the sweet  
memories of the wonderful safari we had. Ever since  
we came back, I have never stopped day dreaming.  
I had never before had a plane ride nor travelled so  
far north. Hotbed Lodge and Stranger's Inn were  
wonders, weren't they? What's more, sitting close to  
you all along the safari made all the difference.*

*Jimmy, my love, I am just crazy about you. Although  
I know you have a wife, I can't just help it, what  
with all the love and understanding you showed me.  
I can't forget the way you kept me laughing all  
along the safari. No man has ever made me feel so  
queenly.*

*The touch of your hands.*

*The twinkle in your eyes,*

*Am I ever to forget?*

*Once again, a million thanks for  
the safari.*

*Forever hungry for you, I remain J.*

**Mini:** This can't be true.

**Florence:** Mini do grow up. A  
letter is right here  
before you. What  
more proof do you  
need?

**Mini:** Oh God what should I  
do now?

**Florence:** Take my advice. Get  
yourself a domestic  
painkiller.

**Mini:** (*absent minded*) What is that?



**Florence:** Get yourself a Panadol.

**Mini:** A Panadol? What for?

**Florence:** My dear, at this stage you need a Panadol.

**Mini:** You mean these tablets for killing pain?

**Florence:** (With glee) I can't believe you are so green.

**Mini:** Green about what?

**Florence:** Panadols! (Silence) Listen! When your husband or any man begins to give you heartaches, especially by cheating on you, you simply get another man to soothe your heart. This new man you will call your heart soother, your painkiller or simply your Panadol.

### Questions about the play

1. Explain Jimmy's behaviour that Mini finds unbearable.
2. If you were Mini, what would you do if you found a love letter in your lover's bag?
3. Comment on Florence's advice to Mini to get a 'Panadol'.
4. Discuss the benefits Florence enjoys from her submissive lover.
5. How did Florence manage to subdue her lover?
6. Imagine your friend has a problem and intends to visit a witch doctor. What advice would you give him or her?
7. Do you find Florence a good friend to Mini? Explain your view.
8. How would you have loved this conversation between Mini and Florence to end? Continue with the conversation.

Your group secretaries will present your findings to the class for further discussion, guidance and comparison of views.



### Activity 5.14 Listening Practice

Your teacher will pick a learner at random to read the passage, one after another. Listen attentively and grasp the message, then answer the questions that follow.

#### Boy-Girl Relationships on the Weighing Scale

Boy-girl relationships have been a long standing bone of contention among learners, parents, teachers, cultural and religious leaders. While adolescence hormones are raging and stimulating learners' sexual urge, the school rules and regulations are screaming "coupling is strictly prohibited". The parents, cultural and religious leaders are insisting "virginity before marriage is highly precious". Few benefits have resulted from these relationships but on a wider scope, no matter how worthy they may be, experience has shown unpleasant repercussions from them.

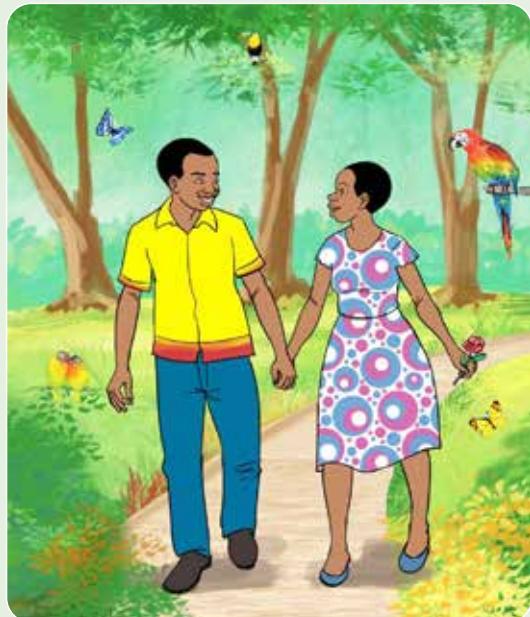
To begin with, boy-girl relationships affect the emotional stability of learners, more so the girls. When a girl is praised to the moon what a goddess of beauty she is, she will most certainly lose focus in class. It is clear that when someone is head over heels in love, they may feel uneasy, especially around the person they are in love with. How then do you expect such a learner to put up their hand in response to a teacher's question or ask questions for that matter?

This goes hand in hand with writing love missives to each other while the teacher is busy labouring to explain difficult concepts. The end result will not be far from academic deterioration.

In addition, school relationships have more often than not ended in unwanted pregnancies. Which parent would wish this to happen to their daughter? The effects have always been devastating to both the girl and her parents.

We have seen some parents, especially fathers, sending their pregnant daughters away from home to whoever planted the seed in them. Others have threatened to hack them to pieces after toiling to pay school fees while the girl was busy jumping about with boys. It is not until such grotesque scenarios have happened that the two will get the rude awakening that what they engaged in was absolutely in the wrong time.

Furthermore, boy-girl relationships can be compared to putting a cart before the horse. The two young minds are not mature enough to handle the emotional burdens and vast consequences of a relationship. It is psychologically proven that a man's desire for a woman is soaring in the sky before sleeping with her and the reverse is true. This is a proven reality illustrated with the biblical story of Amnon and Tamar. Amnon even suffered from hysteria and failed to eat food due to his promiscuity and lust for Tamar. No sooner had he had sex with her than he threw her out like she had a plague and never wanted to look at her ever again. We have heard of or read numerous stories of teenage boys and girls committing suicide after being jilted by their lovers.



More so, boy-girl relationships go against the cultural and religious values. The girl-child is always reminded that chastity before marriage is a highly prized virtue which not only brings everlasting pride to the girl but also to her husband, parents and God. A husband who marries a virgin will shower her mother with a million praises for the spectacular upbringing of her daughter. Any wonder therefore that boy-girl relationships in school will only reap low self-esteem and discredit the girl-child? Unfortunately, no one cares about the boy's virginity.

Nevertheless, boy-girl relationships have had some few benefits, most of which are crowned by the fact that some spouses have confessed that they started relating in school. However, these are just a handful. Majority of these relationships simply die a natural death right at school. Even so, those which end in marriage have to jump numerous hurdles from school and parents if they are to blossom into marriage.

In conclusion, this humourous assertion that: "it is better to fall from a tree and break your arm than fall in love with the wrong person and break your heart" actually holds water as an arm can heal but some broken hearts never mend. Boys and girls should realise that their teachers and parents have their interests at heart and by prohibiting them from relating at a tender age, it is like a doctor giving you a painful injection to immunise you against a killer disease. Learners may see nothing with the matter of boy-girl relationships but elders who have tested the waters insist that girls should keep boys at arm's length until marriage.

(Sarah Tumwebaze)

### Questions about the passage: In groups,

1. Mention the four categories of people who are opposed to boy-girl relationships.
2. Describe how lovers behave in class during lessons.
3. How do some parents react when their daughters become pregnant?
4. Explain the negative effects of young people engaging in boy-girl relationships.
5. Why is it important for young people to keep their virginity until marriage?
6. What are some of the benefits of boy-girl relationships?
7. Do you support boy-girl relationships? Give reasons to support your views.



### Activity 5.15 Group Discussion

Your teacher will put you in groups and assign each group the following tasks. Share your views and choose a group secretary who will present your ideas to the class:

**Group A:** Narrate a story about a celebration which took place in your family that ended badly.

**Group B:** Write about a situation where one's team was beaten and when a supporter of the opposite team was celebrating the victory, a fight ensued.

**Group C:** Describe a graduation ceremony which was full of fun and merry-making.

**Group D:** Write a story about a family where a couple developed a misunderstanding and it ended in a violent fight/domestic violence.

**Group E:** Describe a situation where a learner or learners escaped from school or home and encountered serious problems.

**Group F:** Write a descriptive story with the title: 'My Lovely Pet'.

## How Relationships are Developed

There are different factors that determine who we relate with, for example, culture, gender, age and religion. How does each of these affect our relationships?

For example, among the Bagisu of eastern Uganda, a man who is not circumcised does not qualify to marry. Males are initiated into manhood through circumcision. A man who is not circumcised is scorned and disrespected by the society, especially during courtship by the girl whom he admires or wishes to marry.



### Activity 5.16 Group Discussion

In groups, discuss and find out what other aspects affect relationships in your culture. Explain how this happens in terms of:

- (a) gender
- (b) religion
- (c) age

Oftentimes, friendships and relationships between spouses, lovers and friends fail. What do you think causes this? These days, it is common to hear of or witness divorce and separation, enemies killing each other, altercations (quarrels) and fights, for example, among the youth.



### Activity 5.17 Group Discussion

In groups, discuss the causes of such conflicts and suggest what can be done to put things right. Choose a secretary who will present your findings to the class for comparison with other groups' work and for further discussion.



### Activity 5.18 Writing (Short essay)

Choose any of the relationships and, in about four to five paragraphs, discuss why you think it worked out or not. Use the relative pronoun “whose” in your discussion like in the following sentences:

1. Jane, whose husband was a drunkard, could not bear it anymore, so she divorced him.
2. Amina, whose stepmother had denied her food, decided to run away from home.



### B: Reading and Comprehension



#### Activity 5.19 Pre-reading

- (a) What things do lovers do to express their feelings to each other in your community?
- (b) What gifts should someone give to his or her loved one to show their appreciation of their love and care?
- (c) Mention the ways in which the lover makes the persona feel loved and comfortable.

Recite and perform the following poem

#### I Love You My Gentle One

I love you, my gentle one;  
 My love is the fresh milk in the Rubindi  
 Which you drank on the wedding day;  
 My love is the butter we were smeared with  
 To seal fidelity into our hearts.  
 You are the cattle–bird’s egg,  
 For those who saw you are wealthy;  
 You are the papyrus reed of the lake,  
 Which they pull out with both hands.  
 And I sing for you with tears  
 Because you possess my heart:  
 I love you, my gentle...

*Ralph Bitamazire*



### Activity 5.20 Composing a Poem

Write a poem praising a person you feel has positively contributed to your life. Share your poem with a classmate.

## 5.6 Consequences of Relationships



### Activity 5.21 Reading Extracts on Relationships

Read the following passage carefully and answer the questions that follow:

When the service was over, Nyambura went to prepare food for her father. He came with some other people. Nyambura could not rest. After she had given them something to eat, she went out.

She did not know what she wanted to do or where she wanted to go. All she wanted was to be alone. She had never been the same since she rejected Waiyaki's offer of marriage. She kept her **outward calmness**. At home she did her small jobs as usual. But she was becoming more **irritable** and often **resented** her father's commands. She wanted to live over again the moment when she stood in Waiyaki's arms feeling that all was well. She had often prayed that Waiyaki should come to her, should love her and save her from misery. That had almost happened. He loved her. But she could not marry him. It was the thought that she was the one who had refused him which most troubled her. Would he understand? She feared that she might never see him again.

Why had she said "No" when she would have been happier saying "Yes"? She loved him. He was her only saviour. Yet when he came to her she had run away from him. It was difficult for her to rebel against her father. He was always there, at the back of her, **a weight**, a conscience that showed her only one way to follow. But it was a way she did not want to follow. She now wished to rebel. Muthoni had done it. Nyambura had not Muthoni's courage. And so the struggle went on in her heart. At one time she would want to go to seek Waiyaki out and ask him to take her again. She would whisper to him, "Waiyaki, I love you." At other times she would fight against her feelings for him and she would feel proud that she had stuck to her father. She was not sure if Joshua had so far heard about her being seen with Waiyaki. She never understood why she had told Waiyaki a lie. "He knows we have met ..."

Yet she was convinced it was not a lie. She had always had a feeling that Joshua knew. It could be the way he looked at her, or it could be the way he twisted his preaching to remind her and others of the absolute necessity of keeping away from pagans, however learned. And then a few days before she met Waiyaki, her mother had spoken to her privately. "Waiyaki is a good young man. But people can talk, you know. We do not want any more trouble in this house. I cannot bear it. Not after Muthoni ..." Another woman had just then called on them and so Nyambura had not had a chance of hearing all that her mother had to say.

Nyambura knew that her mother liked Waiyaki. For Miriamu had never forgotten that it was Waiyaki who had showed most concern at the **plight** of Muthoni.

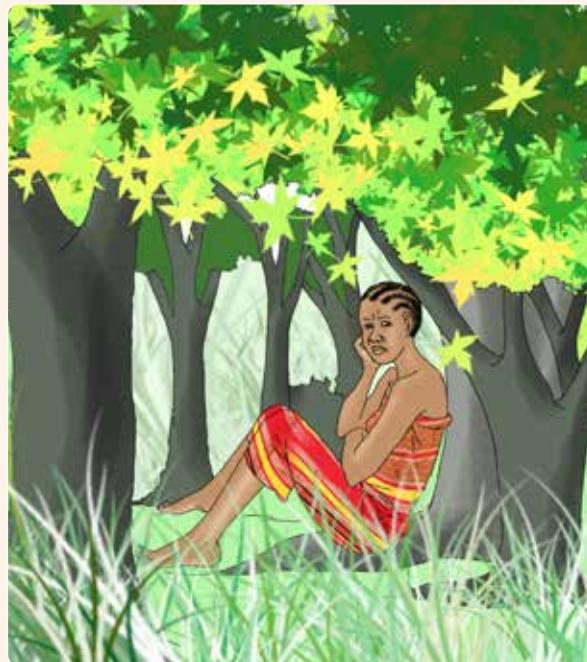
It was he who had taken her to hospital. Every night she prayed to Christ that Waiyaki might **find salvation** and come to their side.

Nyambura went to her usual place. It was there, there in the forest, that she had stood and rested in his arms. It was there that she had heard from his own lips that he loved her. She thought that he might still be there waiting for her. She crossed the river and tore through the bush, hoping, praying that Waiyaki might be there. Would she tell him that now she was ready, ready to marry him, and go to live with him forever?

But she knew he would not be there. After all, she had not been to the place since they had parted. Still, it hurt her that he was not there. Her heart accused him of unfaithfulness. Surely he ought to come and see her. He must come again. Now. Her misery mingled with despair and she felt she could hate him. Of course it was all **ridiculous**. And inside her she was accusing herself for having rejected him.

She went back to the opposite bank and sat in her favourite spot. To her left was open ground where the candidates for circumcision went to shed their blood. Muthoni too had come here on the morning of her sacrifice. Nyambura did not **feel at peace**. The river no longer **soothed** her.

(From: *The River Between* by Ngugi Wa Thiong'o)



### Questions about the passage: In groups,

1. What conflict is going on in Nyambura's heart that has caused her so much misery?
2. Nyambura rejects Waiyaki's marriage proposal yet she loves him. What is the reason for this?
3. Discuss how this rejection affected her emotionally.
4. What do you think is Joshua's responsibility in society? Why doesn't he want Nyambura, his daughter, to marry Waiyaki?
5. Who is Waiyaki? Do you think he is a Christian? Explain.
6. What is Miriamu's attitude towards Waiyaki? Illustrate your answer.
7. What qualities would you wish your spouse to have in terms of religion and tribe?
8. Do you think culture and religion should hinder two lovers from getting married? Explain your opinion.



## Activity 5.22 Vocabulary Practice

Explain the meaning of the following words and expressions as used in the passage:

| Words      | Expressions      |
|------------|------------------|
| irritable  | outward calmness |
| resented   | a weight         |
| plight     | find salvation   |
| ridiculous | at peace         |
| soothed    |                  |



## Activity 5.23 Dictionary Skills

Working in groups, and by closely referring to the passage, identify any other new words and phrases. Use a dictionary to look up their meaning and use them in sentences. Your group secretary will present word meanings and sentences to the class for comparison and further discussion.

## Grammar and Usage

### 5.7 Result Clauses



## Activity 5.24 Pair Discussion

In pairs, study the following sentences extracted from the reading passage.

1. Every night she prayed to Christ that Waiyaki **might find** salvation and come to their side.

The expression '**might**' is used to introduce the result of an action. Other examples of expressions we use to introduce result clauses include **such that, so, so that, so ... that, that, too, enough, and so, therefore, as a result, consequently, in consequence and leads to.**

## Task

Join the following sentences using the result clauses provided.

1. Young girls drop out of school. They get pregnant. (as a result)
2. When a boy is in love, he cannot concentrate in class. His performance will decline. (consequently)

3. Young people should keep their virginity till marriage. They get respect. (such that)
4. Both boys and girls should abstain from early sex. It leads to devastating effects. (so as)
5. Women should not trust suitors who pester them for sex. They may be left heartbroken. (leads to)
6. Girls should be careful with boys. They will disappoint their parents. (or else)



## C: Writing

### Composition



#### Activity 5.25 Using Adjectives and Adverbs of Manner

Study the adjectives below that describe relationships.

- |                                     |  |
|-------------------------------------|--|
| <input type="radio"/> estranged     | <input type="radio"/> warm/cordial               |
| <input type="radio"/> hunter–hunted | <input type="radio"/> father–son/mother–daughter |
| <input type="radio"/> husband–wife  | <input type="radio"/> strained                   |
| <input type="radio"/> bitter        | <input type="radio"/> pathetic                   |



#### Activity 5.26 Group Discussion

1. In groups, choose one relationship and describe it using the above adjectives or any other. In your description, include the advice you would give to a couple in a strained relationship to rekindle it.  
You may use adverbs of manner in your piece of advice.

#### Example

**quietly and privately**

You should discuss your issues **quietly** and **privately** in the absence of children and outsiders.

Other examples you can use in your description are:

- |                                    |                                |                                    |
|------------------------------------|--------------------------------|------------------------------------|
| <input type="radio"/> speak gently | <input type="radio"/> amicably | <input type="radio"/> respectfully |
| <input type="radio"/> peacefully   | <input type="radio"/> calmly   |                                    |

Can you find other adverbs? Construct sentences and use them in your advice.

2. Write an original story, using adjectives and adverbs, ending, "... and as I watched my mother leaving our home, I knew that was the end of me."

## Functional Writing

Write a letter to a friend or the newspapers, expressing your personal feelings about any relationship. It could be yours or any other person's.

Remember, there are two types of letters — formal and informal. If written to a friend, parent, or an acquaintance, it is informal and bears one address. If it is to the newspaper, it is formal and bears two addresses.

## 5.8 Conditional Sentences (If 1) in Role play

The counsellor should use (If 1) expressions such as:

- (i) If a couple submits to each other, they will have no reason to fight.
- (ii) If you appreciate the little your poor husband offers, he will never forget you when he becomes rich.

## Phrasal Verbs in the Role play

The counsellor should use expressions such as:

- (i) You should not **give up** on your marriage due to infertility.
- (ii) If you do not respect each other, your marriage will certainly **break-up**.
- (iii) You can also use the following phrasal verbs in your advice.
  - sign up       shut up       put up with

## Result Clauses/Purpose Clauses



### Activity 5.27 Role play (Drama)

In pairs, imagine you are having challenges in your relationship, fighting and arguing all the time. You decide to visit a counsellor. Present a short play where one of you presents a problem, and the counsellor gives helpful advice using conditional sentences (If 1), phrasal verbs and result (purpose) clauses. This advice is meant to make the relationship blossom again.

### Example

I am giving you this advice **in order to** save your marriage and children.

## Writing – Result Clauses

After the role play, if you acted as the counsellor, discuss with the class the source of your advice and if you have seen it work somewhere else. Use result clauses.

**Example**

I advised the couple to be patient with each other in order to raise their children together just like the couple in ... book/article, etc.

## 5.9 Expressing Opinions Based on Personal Experience

When and how do we express our opinions? Have you ever been asked for your opinion or thought on a particular topic of discussion or an incident? Which expressions do we use when giving opinions?

In pairs, study the following expressions and add your own to the list.

- (a) ...as far as I am concerned ...
- (b) ... from my own point of view ...
- (c) ... I strongly believe ...
- (d) ... personally speaking ...
- (e) ... I would strongly disagree ...
- (f) ... in my opinion ...



### Activity 5.28 Group Discussion

Suppose you agree or disagree with your parents or guardians or teachers about abstaining from sex until marriage, express your views using the structures for expressing opinions.

**Example**

I strongly discourage premarital sex because young people may suffer heartbreaks when the relationship ends, or contract sexually transmitted infections.

**Debate**

Hold a debate on the motion “**Fathers should take custody of the children in case of divorce**”.

Listen to the speakers and outline the main points in bullet form in your exercise book. Write clear and concise points which you will use for further discussion or to write an essay.

## 5.10 Writing Notes for Discussion



### Activity 5.29 Individually

In your English notebook, note down the main points which both sides presented during the debate and come up with your own written conclusions.

**Note-taking** is the practice of recording important information or idea(s) to aid comprehension and enhance memory. It involves active listening which requires determination, energy and attention.

It involves noting the keyword(s) from a lengthy explanation.

#### Example

Assume you are listening to your preacher during a sermon and you must share the message with your sibling who could not attend due to sickness.

The preacher goes thus:

There are numerous ways to help the poor. You do not have to be very rich. Most of you have a tendency of giving excuses, such as not having enough money.

**Effective note-taking** is a key ingredient for excelling in academics and succeeding in life. It involves listening while writing down key points that you may need to refer to later. Have you ever attended a lesson in a particular subject or an assembly or a preaching at a place of worship but could hardly remember anything the moment you walked away? You probably had to consult the teacher, or a friend in order to refresh your memory. You may have wished to have notes to refer to, right?

Apart from the ones above, mention other benefits of note-taking.

#### Note-taking Techniques



### Activity 5.30 Group Discussion

In groups, discuss the importance of each of the following techniques during note-taking:

1. Listening carefully and summarising what each speaker has said.
2. Not interrupting the speaker while speaking unless it is meant to seek/request him or her to speak more audibly.
3. Focusing on keywords, dates, names, figures and phrases that convey the gist of the debate motion (discussion).

- Developing one's own shorthand, as this will help one to keep up with the speed of the speaker. Short hand may include abbreviations, symbols and phrases, instead of complete words or sentences.

### Example

| Complete words | Shorthand |
|----------------|-----------|
| because        | coz       |
| without        | ćout      |
| which          | ŵ         |
| you            | u         |

- Being consistent with one's structure, shorthand and symbols. This will aid understanding.
- Listening carefully for transitional or signal words that act as pointers to the speaker's ideas/line of discussion. For example;
  - The reason ...
  - Furthermore,...
  - Consequently,....
  - The major reason,....
  - Lastly, ...
  - To sum up, ...
  - In my opinion,....
  - Nevertheless, ...



### Activity 5.31 Pair Work

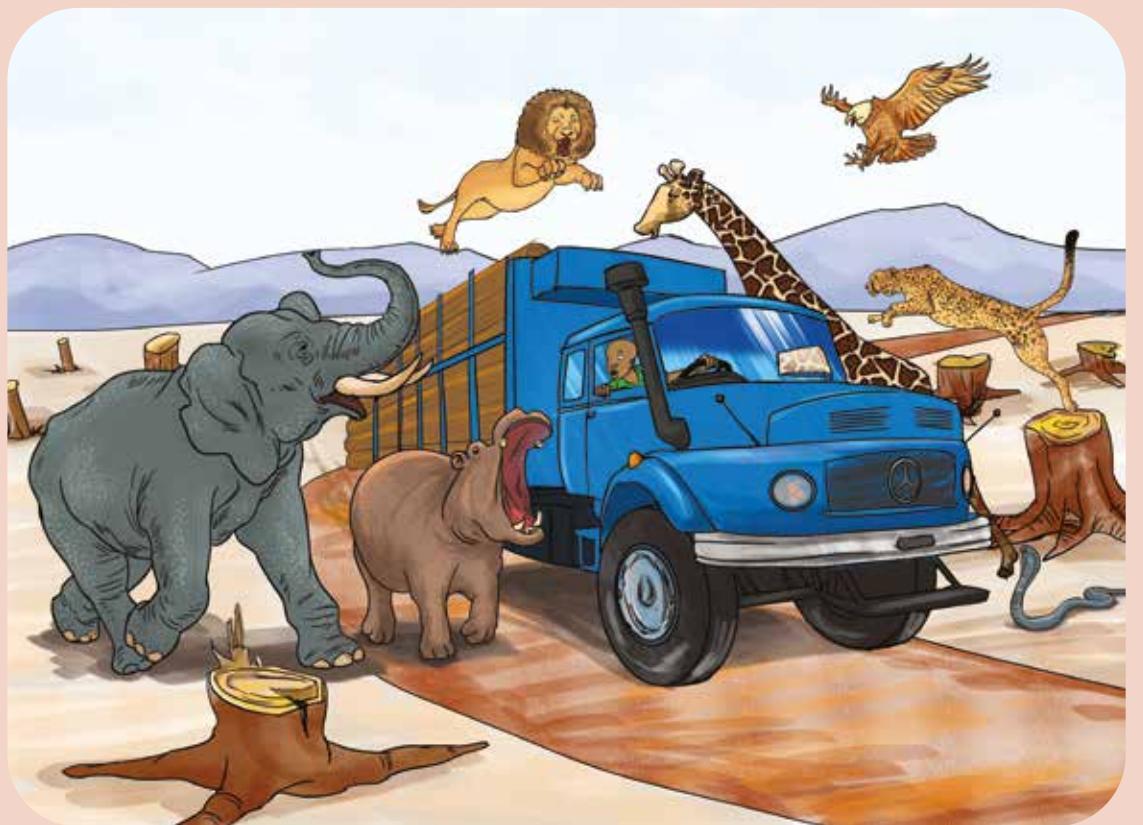
Discuss with a partner and identify which of the above phrases indicate, the main gist of the debate, addition of points, contrast, conclusion, personal opinion or facts.

- Listen carefully to the opening and concluding remarks of the speakers. These usually contain important points or summary of the debate/discussion.
- Repeated words, phrases and ideas are pointers of the speaker's important views or message.
- Use your own words as much as you possibly can as this is also a demonstration of deeper understanding of the message/ideas.
- You may use heading and sub-headings or adopt any other format that is easier for you to comprehend.
- Start taking notes immediately the speaker/debater starts talking.
- Make sure you understand the topic or motion of debate because only then will you be able to note down the key points.
- Review your notes immediately and compare with your groupmates or partner. You may discover points that you missed out. This is the time to fill in the gaps.

## Sample Activity of Integration

### Scenario

Your home is near one of the national game parks in the country. Some farmers from your community have turned part of the game park, including the elephants' tracks, into farmland, cultivating rice, simsim, beans and maize. Recently, a herd of elephants ravaged the crops as they trampled and fed on the nutritious foods. Farmers have employed techniques such as digging deep trenches, keeping watch at night, shouting and banging empty tins, to keep the elephants at bay in vain. There has developed a friction between the elephants and the farmers, who have now resorted to killing the elephants. The animals are now threatened with extinction.



### Task

Imagine you are the President of the Environmental Club at your school. Write a letter to the chairman LC I of your village, requesting him or her to read it at a village meeting. In your letter, explain how animals have the right to liberty and freedom in their environment, and outline the importance of co-existence and good relationship between animals and humans.

## End of Glossary

|                    |  |
|--------------------|--|
| strife:            | bitter sometimes violent conflict  |
| culture:           | customary beliefs of a social group  |
| domestic violence: | violent or abusive behaviour directed by one family member against another |
| dependency:        | not self-supporting  |
| estranged:         | loss of former closeness and affection                                     |
| gender:            | associated with being either male or female                                |
| acquaintance:      | person whom one knows but who is not a particularly close friend           |
| altercation:       | noisy, heated, angry dispute   |



## Chapter Summary

In this chapter, you have learnt to:

- identify the different types of relationships within the family
- use possessives in sentences
- express emotions
- recognise and appreciate the different types of relationships and emotions
- realise the consequences of some relationships such as members of the opposite gender
- interpret a variety of texts on the chapter to form/reinforce personal opinions
- use the relative pronoun “whose” in sentences
- use adverbs in sentences and composition writing
- use first/real conditional: if ..., future tense in sentences
- use phrasal verbs
- use result clauses in your speaking and writing
- express opinions based on personal experience

# CHAPTER 6

## PATRIOTISM



### Keywords

- allegiance
- civic education
- dedication
- dependable
- devotion
- hero/heroine
- inspire
- integrity
- loyalty
- obligation
- patriot

### Learning Outcomes:

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

- acquire the vocabulary related to patriotism
- interpret patriotic symbols
- express patriotic feelings
- read and understand stories/passages/articles/poems about patriotism
- use adverbs of degree in sentences to express patriotism
- describe what people should do to demonstrate patriotism
- use regular and irregular adjectives, gradable and upgradable adjectives, noun phrases and noun-phrase modifiers to write a patriotic cause



## Learning From Each Other

You have probably heard of the term **patriotism**. Do you have a patriotism club in your school or community? What is its role? How does a country benefit from its patriots? How are patriots honoured in your country?

**Patriotism** does not always require a big sacrifice, though. For example, a citizen who discharges his or her duties diligently is considered a patriot. As you are about to find out, random acts of humanness can turn out to be a patriotic deed, for example, not littering rubbish in the school compound.

**By the end of this chapter, you will define the concept of patriotism, identify, talk and read about tenets of patriotism, appreciate your country and discuss how it can be developed or improved.**



### Activity 6.1 Class Discussions

Watch a video on the YouTube channel about patriotism titled '*Instilling patriotism through the education system/UGANDA FIRST*', then answer the following questions.

1. How do the learners explain the term 'patriotism'?
2. How is patriotism described in the video?
3. Explain how patriotism manifests in schools, according to the video.
4. Why did the learners join the patriotism club?
5. When do people of a given ethnicity resort to fighting?
6. Explain the role of patriotic corps in schools. Would you wish to become one? Why?
7. Identify the core values of patriotism you listened to in the video.
8. Suggest activities you can recommend to be included on patriotic days such as Heroes Day and Independence Day?
9. **Either:** Record a video of yourself expressing how you can promote patriotism in your school. Upload the video and share it with your teacher and classmates for comments.  
**Or:** Identify any learner or member of staff you consider patriotic. Interview him or her about what inspires them to be patriotic. Upload and share your video with the class.

## 6.1 Expressing Patriotic Feelings



### Activity 6.2 Learning English with ICT

If your school does not have Internet facilities, listen carefully to your teacher read the following BBC News article: “[Betty Bigombe: The woman who befriended a warlord](#)” and discuss the following questions. The article is also available on the Internet. Your group secretary will present your views to the class.

1. Describe the challenges Bigombe went through to acquire education. How would you compare those challenges with your own today?
2. What role did education play in shaping Betty Bigombe’s future? If you weren’t in school, what kind of person would you be now?
3. (a) On the 9th June, every year, Uganda celebrates the National Heroes Day, where the President honours patriotic citizens with medals and other awards. Do you think Betty Bigombe deserves to be honoured on that day? Explain your view.  
 (b) With vivid examples, suggest two or more people in Uganda who deserve such prizes.
4. How do you feel when you hear that Kony and his forces massacred 300 people at ago? What kind of punishment do you think Kony deserves?
5. Explain three lessons you learn from Bigombe’s story.



Figure 6.1: Hon. Betty Bigombe



### Activity 6.3 Pair discussion

In pairs, sing the three stanzas from the Uganda national anthem. Identify the words in the anthem that portray patriotism.

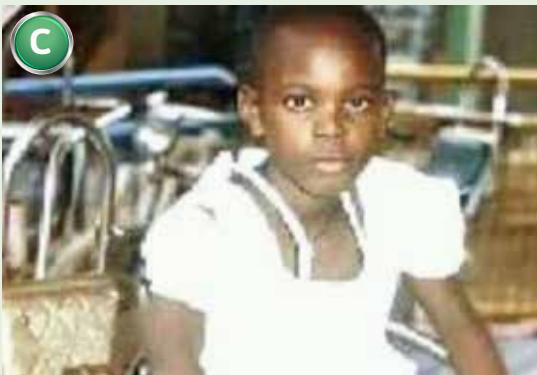


### Activity 6.4 Group research

In groups, match the following pictures with the names:

|                    |                    |
|--------------------|--------------------|
| Yvonne Namaganda   | Dr Matthew Lukwiya |
| Sr Rachele Fassera | Joshua Cheptegei   |





### Activity 6.5 Plenary Presentations

Your teacher will divide you into groups to discuss the contribution of the personalities above. Use the Internet and search their works using the following keywords. Use the library or consult your teachers, if your school does not have Internet facilities. The group secretary will report your findings to the class.

**Group A:** Sr Rachele Fassera's efforts to rescue the abducted Aboke girls

**Group B:** Joshua Cheptegei international marathon conquest

**Group C:** Dr Lukwiya's death while on frontline duty treating Ebola patients

**Group D:** Joan Namaganda, the Buddo Junior inferno heroine



### A: Listening and Speaking



### Activity 6.6 Group Discussion

Listen to your teacher as he or she reads the following passage, then answer the questions after.

#### Passage 1: When children become heroes

- Why was Yvonne Namaganda celebrated by Parliament as a hero?
- Would you consider Musa Mukidi a hero? Explain your opinion.
- From the children's views you have listened to in the passage, how would you describe the concept, patriotism.
- Generate a list of at least five activities children can do, as you heard from the passage, to exhibit patriotism.
- What would make someone lose their hero status?

## Passage 2: Uganda's legendary athlete

Before listening to the passage, study the following pictures carefully, and relate them to your school setting. Are there learners who are good at games or sports that you admire? Why should they be celebrated? How do they inspire you?

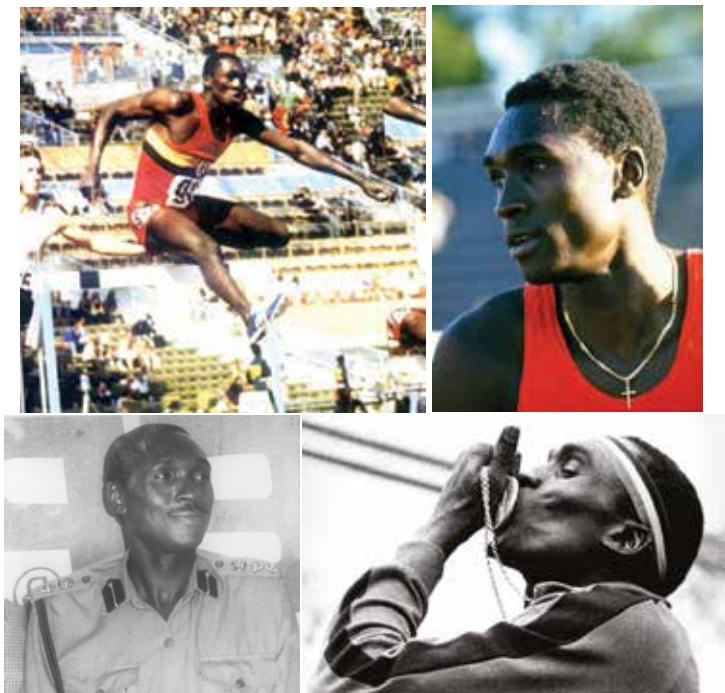


Figure 6.2 John Akii-Bua, Uganda's legendary athlete



### Activity 6.7

### While Listening

(Textbook closed) Listen to your teacher as he or she reads a newspaper article from *The New Vision* about John Akii-Bua. You will be required to answer questions after.

#### First Man to Write Uganda's Name on World Athletics Map

If we ever discuss personalities who shaped Uganda's sports history and wrote our country's name on the world map, the name, John Akii-Bua, will forever **ring a bell**. The legend comes first on Uganda's international sports menu. His story is an inspiration to many athletes. His name had such a remarkable impact that the people who wanted to visit Uganda, at the time, would say 'I am going to Akii-Bua land'. Akii-Bua **became a household name** when he won an Olympic gold medal in Munich in 1972, setting himself a world record that took many years to break.

## The Early Life of Akii-Bua

John Akii-Bua was born on December 3, 1949. His early life started in 1964 after the death of his father, Rwot Bua, and his migration to Kampala.

As one of 43 children, Akii-Bua wanted to have a good life but saw no future in Abako Village, Lira District. When he arrived in Kampala, his strategy was to get a job in the Police force. Luck was on his side and, indeed, Akii-Bua joined the Police Football Club and later, the Police Force. His speed saw him recruited into the athletics team.

## His Gateway to Sports

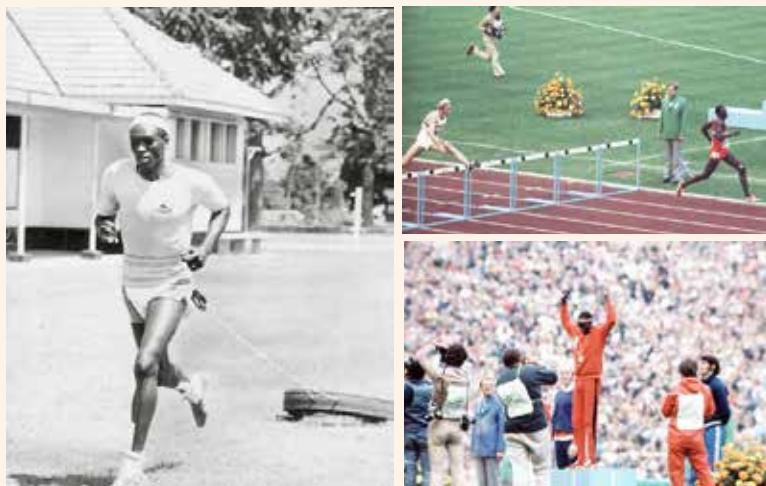
Akii-Bua started his career as a jumper and sprinter. He later became a hurdler after Malcolm Arnold, his coach, realised his potential. Like most sportsmen of the time, Akii-Bua used to have extra training in the evenings at the current Kyambogo University grounds.

"I would call him either hardworking or selfish."

"We were younger boys by then and he used to call us to help him carry hurdles at around 7 p.m. when most of the athletes had retired," says Francis Demayi, now an athletics coach. "It is this hard work that made him shine."

His training package included wearing a vest weighing close to 10 kg and he would run 1,500 metres over five hurdles that were 42 inches high. He trained twice daily.

## Taking on the World



Akii-Bua launched his international career at the Commonwealth Games in Edinburgh in 1970, but was unlucky not to win a medal because he finished fourth. However, he took this as a learning point. He increased his workouts and, with no international event on the calendar, managed to run the fastest season time in 1971, a sign that he would compete for the top honours at the Olympic Games in 1972. Indeed, on 2nd September 1972 in the Olympic Stadium in Munich, Germany, Akii-Bua was drawn in Lane One for the 400m hurdles. At exactly 4:31 p.m. local time, he won the gold medal in an astonishing new world record time of 46.82 seconds, beating Britain's

Dave Hemery, the then world record holder and defending champion, and Ralph Mann, an American athletics champion.

This was despite running in a two-year-old pair of shoes, with one missing a spike.

"In Germany, everybody was talking about our own national athletes. We had a number of favourites in various disciplines like Heide Rosendahl (long jump) and Ulrike Meyfarth (high jump) who managed to win gold in their competitions. With the exception of a few better informed experts maybe, nobody expected a **sensational performance** involving an African athlete on his mind," says the German Ambassador to Uganda, Klaus Dieter Duxmann, who was a child at that time.

"None of us had ever heard of Akii-Bua who had been chosen to run on the little-liked inner lane. So everybody focused on the favourites like David Hemery (UK) and our own German athlete.

When the group of runners were about to **finish the final curve**, to everybody's surprise, Akii-Bua was **at par with the favourites** and with each passing metre increased his lead. The audience got increasingly excited and finally celebrated Akii-Bua as if he was one of their own."

### Introducing the victory lap

While other runners were gasping for breath at the end of the race, Akii-Bua was so **overwhelmed with joy** for winning that when he was given the Uganda flag to celebrate, he ran around the stadium waving the flag as he received a **standing ovation**.

Little did he know he was starting a new trend in sports and, since then, athletes have had what has come to be **christened** a victory lap in almost all international events.

The great Ugandan, sadly, died on 20th June 1997 at Mulago Hospital in Kampala from abdominal complications. He was penniless and almost forgotten, 25 years after the Munich glory.

*Source: The New Vision, Friday July 29, 2016*

## Listening Comprehension



### Activity 6.8

### Vocabulary practice

Explain the meanings of the following words and phrases as used in the passage to show how they contribute to your understanding of the passage.

- |                                       |                                |
|---------------------------------------|--------------------------------|
| (a) christened                        | (e) sensational performance    |
| (b) ring a bell                       | (f) at par with the favourites |
| (c) became a household name           | (g) overwhelmed with joy       |
| (d) launched his international career | (h) standing ovation           |

## Questions about the passage: In pairs:

1. Describe Akii-Bua's skills that accelerated his recruitment into the athletics team.
2. How would you describe his training?
3. What personal sacrifices did he undertake in order to succeed in his running career?
4. Quote a sentence from the story which shows that Akii-Bua was indeed incomparable.
5. In which lane did the legend run? Why do you think it was disliked by other athletes?
6. How has the legend's victory lap become a signature celebration style among international athletes?
7. Base on the story to explain why Akii-Bua is highly regarded as a hero or patriot in Uganda?
8. What qualities of patriotism would you emulate from the legendary athlete?
9. How can you and other young people at school and in your community express patriotism using your talents?



### Activity 6.9 After Listening

In groups, share your view about patriotism in relation to John Akii-Bua. The athlete was not a global brand because he did not have any international track record, yet he went ahead to beat the reigning global champion and other favourites. Share five more popular Ugandan patriots Akii-Bua inspired. Apart from sports personalities, which other Ugandan patriots do you know? What have they done for the country?



### Activity 6.10 Composition

Imagine you are the chairperson of your school's Patriotism Club. You wish to invite new members to join the club. Write an article to the editor of your school magazine or newsletter. In your article, talk about the activities of the club and elaborate reasons why members should join your patriotism club.

## Writing a newspaper article

When you want to report for a newspaper, it is important to know that most newspaper articles are categorised as:

- news articles
- feature articles

You will also find opinion pieces, such as editorials, letters and book or film reviews. But let us learn about the two main categories listed above:

**News articles** cover the basics of current events. They answer the questions: who, what, where, how, and when?

**Feature articles** are longer and more in-depth than regular news articles. They cover one subject from multiple angles and are written in a more creative, compelling and entertaining format. A news story, however, can be creative and entertaining, too. It is important to remember that both news and feature articles demand the same level of research and reporting.



### Activity 6.11 Pair Discussion

Scan the story of Akii-Bua, and discuss with a classmate whether you consider it a feature or news story. Support your view with characteristics of the article category you have chosen. Share your views in turns.

#### The basic story outline

The best way to structure a newspaper article is to first write an outline. Review your research and notes, just like you would do to a draft of your essay/composition writing. Then, jot down ideas for the following six sections which form the foundation upon which to build your story.

**(a) Headline**

This forms your title. It should be crisp, punchy and eye-catching so as to grab and hook your reader straight away.

**(b) Byline**

A line that states the name of the writer and his position or title.

**(c) Lead paragraph (Introduction)**

Which facts and figures will support your story? You have to tell your readers where and when this story is happening. This will make it credible (believable). The opening sentence or quotation in the paragraph should give the reader an understanding of the people involved and what they are thinking.

**(d) Main body**

What is at the heart and gist of the story?

**(e) Closing sentence or quotation**

Find something that sums the article up in a few words.



## Activity 6.12 Group Discussion

Read Akii-Bua's story again and find the following:

- (a) Headline
- (b) Byline
- (c) Lead paragraph (Introduction)
- (d) Main body
- (e) Conclusion

Research and make notes about a favourite personality you consider a patriot, then write an outline for your own article.



## Activity 6.13 Group discussion on Patriotism in School

In groups, think about the activities you can do in your school to promote patriotism and those activities that show anti-patriotism (having no love for your school). Write your views in the following table. Compare your lists with those of other groups for further discussion. Some ideas have been provided to guide you.

| Patriotism   | Anti-patriotism  |
|--|--|
| <ol style="list-style-type: none"> <li>1. attending assembly</li> <li>2. participating in co-curricular activities</li> <li>3. keeping the school compound tidy and clean</li> </ol> | <ol style="list-style-type: none"> <li>1. vandalism of school property</li> <li>2. littering the school compound</li> <li>3. disrespecting learners and teachers</li> <li>4. strikes and violent demonstrations</li> </ol> |



## Activity 6.14 Group Discussion on Patriotism and Anti-Patriotism at a National Level

In groups, study the following pictures carefully and explain what is taking place in each. Base on the pictures A and B to explain the dangers of anti-patriotism in society.



Figure 6.3



Figure 6.4



### Activity 6.15 Group Discussion

Use the following table to explain how each patriotic action leads to the development of our country. Then, explain how each unpatriotic action in the table affects our country. Add at least two aspects to each column.

| National patriotism  | National anti-patriotism  |
|--|---|
| <ol style="list-style-type: none"> <li>1. buying Ugandan products</li> <li>2. paying taxes</li> <li>3. representing Uganda in international events such as Commonwealth Games, etc.</li> <li>4. peaceful and non-violent demonstrations</li> </ol> | <ol style="list-style-type: none"> <li>1. blocking roads with logs</li> <li>2. stealing, looting people's properties or vandalising security cameras</li> <li>3. vote rigging and boycotting elections</li> <li>4. burning car tyres on roads, petrol stations and city buildings</li> <li>5. obstructing traffic flow</li> </ol> |

Base on your discussions to write an article for your school magazine sharing your ideas about patriotism and how it benefits your community.

## 6.2 Understanding Patriotic Symbols



### Activity 6.16 Group Discussion: Regional and National symbols

Study your school flag, badge and explain the symbols there. What do they stand for?

Symbols can be at a local or national level. Regional and national symbols are patriotic images which represent nations and countries. National symbols unite people or send a message by representing the people, values, goals, or history. People often honour their nation, country, or group by celebrating their national symbol. Look at your school. Identify any symbols used in your school. What messages do the symbols carry to the members? Share your findings with the class.



### Activity 6.17 Interpreting Symbols

In groups, carefully study and discuss what you know about the following regional and national symbols. Is any of the symbols familiar to you? Which group of people use the symbols below? In a paragraph, explain how the words and images on the symbols bring out the idea of patriotism.



Figure 6.5: Symbols of NGOs and clubs



### Activity 6.18 Role-playing unofficial symbols

Working in pairs, and in turns, your partner will demonstrate an unofficial (personal) symbol as you interpret its meaning. In case one fails to generate the meaning, the role taker will reveal it.



### Activity 6.19 Designing and Describing Logos

Your teacher will put you in groups and assign each group to design a new logo. Write a persuasive slogan or motto that can attract new members to join the club.

**Group A:** a school club

**Group B:** community football club

**Group C:** community or national netball/football teams

**Group D:** government or charity organisation

Display your logos, symbols or emblems to the class. The rest of the class will do a gallery walk as your secretary explains them to the class. Your teacher will display the best pieces on the classroom noticeboard for comparison and further discussion.



### Activity 6.20 Dialogue

Read and act the following dialogue before the class.

**Mirembe:** Hello friend.

**Samula:** Hello dear. How was today's lesson?

**Mirembe:** Today's lesson was awe-inspiring. We read about Dr Matthew Lukwiya, a physician, who died on duty, while trying to save the lives of Ebola patients at Lacor Hospital in Gulu District.

**Samula:** (*frowning, in sadness.*) Oh! That's really sad! He died while treating Ugandans! How did it all happen? I'm anxious to know, please.

**Mirembe:** He epitomised medical success, commitment and personal sacrifice before he contracted the disease and met his demise in 2000.

**Samula:** Oh! That's awful!

**Mirembe:** Dr Lukwiya reached the isolation ward at St. Mary's Hospital Lacor in Gulu at night, to save nurse Ajok's life. He found her coughing, bleeding and vomiting blood. Lukwiya tried his best, but alas! He couldn't save Ajok's life!

**Samula:** How sad that was, indeed!

**Mirembe:** It was suspected that the doctor contracted the Ebola Virus in the process, since he was not wearing protective gear, yet Ajok was bleeding.

**Samula:** Oh! Dear me!

**Mirembe:** He fell sick shortly and started developing fever which was treated as malaria. Few days after, he developed Ebola signs and oh, he breathed his last!

**Samula:** (*nodding his head in appreciation*) He's a true hero, a nation builder, a true definition of a patriot. He will always be remembered and forever embedded in the hearts of Ugandans.



### Activity 6.21 **Individually**

Think of a patriot, alive or deceased, and write down an imaginary interview you would hold with him or her pertaining to his or her, patriotic deeds. In your conversation, include the inspiring moments that could uplift your spirit to work towards becoming a patriot.



### **B: Reading and Comprehension**



### Activity 6.22 **Pre-reading**

Work in groups. Share your opinions about the following questions.

1. Exhibit how much you know about your school, community and country by reciting at least a stanza of your school, club or kingdom anthem.
2. Explain the meaning of the symbols on the national emblem of Uganda. If you come from abroad, share the meaning of the symbols on your national emblem.
3. Why do you think it is important to know our school symbols, national emblem and school and national anthem?
4. Are there justifications where a citizen may not love their country? Why?



## Activity 6.23 Reading Articles about Patriotism

Read the following passage and answer the questions that follow.

### **'Most Ugandans are Ignorant About National Symbols'**



Figure 6.6



Figure 6.7

World over, national symbols unite people by creating visual, verbal and iconic depictions of a country's people, history and values. At national events, these symbols are often rallied to spur togetherness.

However, while Uganda adopted its own, such as the national flag, coat of arms and the national anthem, on May 25, 1962—and the symbols have been embedded in subsequent constitutions of Uganda—many Ugandans have little knowledge of key state symbols that are supposed to be a source of pride and identification. Even with the constant awareness campaigns about our national symbols in the media and at public gatherings, some Ugandans turn a deaf ear to such civic education programmes.

According to a survey carried out by Makerere University Department of Religion and Peace Studies, many Ugandans across almost all ages are shockingly ignorant about the symbols. This has called into question their levels of patriotism.

The survey on the implication of national symbols and values on patriotism and national development was carried out under the Makerere University Research and Innovative Fund (RIF). It was conducted in the sub-regions of Buganda, Acholi, Teso, Rwenzori and Kampala. Participants included Resident District Commissioners (RDCs), Local Council 5 (LC5) leaders and members of patriotism clubs (regional patriotism coordinators, patriotism patrons and patriotism matrons). Others were religious leaders, youth, journalists, teachers and other local leaders.

"These categories were selected basing on the fact that they have a certain knowledge and practice of patriotism," said the report.

The project intended to address the knowledge and practice gaps among Ugandans in relation to the national symbols and values with a view of contributing to national development.

The knowledge deficiencies were recorded at nearly all levels and many Ugandans polled exhibited a lack of awareness for basic knowledge, such as the colours that comprise the Uganda flag.

Many also exhibited flawed understanding of the national anthem and were unable to interpret the meanings of certain phrases in the national anthem of Uganda.

“For instance, the first phrase “*Oh Uganda! May God uphold thee*” was interpreted differently: to some, that the country is being upheld by God and to others, it is a prayer to God; and to others, it is a prayer to God to uphold Uganda,” the survey which was funded by the Government, revealed.

“During a session on the national flag, the responses given were three and four colours,” the report added.

Those that gave three colours based their argument on the lessons that they had received during primary school, where they were taught that the Uganda Flag has three colours, while those who stated four emphasised the white which forms the background for the Crested Crane as standing for peace.”

The misinterpretation of the phrases in the words in the Uganda anthem was attributed to the anthem being in English, which posed comprehension challenges to some Ugandans.

According to the report, the delay by the Government to indigenise national symbols is also causing some problems.

One of the participants from Fort Portal city pointed out that the ignorance on how to use the Constitution was not their fault because little has been done to popularise the law of the land.

“It is my first time to open the Constitution of Uganda and read it since I was born. Therefore, the blame is not on us,” one of the respondents was reported as saying.

Some people feel the execution of the national anthem at public functions, which is often done by a brass band, also makes it difficult to learn and sing the lyrics because it is the instrumental version that is played.

According to the report, there was a misconception about patriotism being regarded as a political aspect for one party, i.e. the ruling party and not for every Ugandan.

“Most Ugandans are not patriotic because they feel they are not loved back and their fundamental needs are not provided by the country,” the report said.

The report also blamed the problem on patriotic groups that are no longer active in communities regarding dissemination of information on love for Uganda.

Dr Paddy Musana, the principal investigator of the research project, attributed the problem to the overwhelming absence of civic education.

“This is a serious concern to me as a Ugandan. Why should a Muganda or Musoga sing their kingdom anthem and fail to sing the National anthem? Is it an issue of language? Or emotional attachment? We have not taught the people to love the beauty that Uganda is,” Musana says.

"Understanding and appreciation of the value inherent in the **national symbols** is key to inculcating patriotism among the populace and for national development. We cannot talk about our rights without knowing the **essentials**."

Issues concerning our motherland, Uganda, should be a **primrose path**, if we all pulled our weight to them and desisted from **playing second fiddle** to matters of national importance. If it means pricking up our ears, then so be it.

Oh, Uganda! may God uphold thee,  
We lay our future in thy hand;  
United, free for liberty  
together we'll always stand.

Oh, Uganda! the land of freedom,  
Our love and labour we give;  
And with neighbours all  
At our country's call  
In peace and friendship we'll live.

Oh, Uganda! the land that feeds us,  
By sun and fertile soil grown;  
For our own dear land,  
We'll always stand,  
The Pearl of Africa's Crown.

Figure 6.8: Uganda National Anthem



Figure 6.9: Panoramic sights of Lake Bunyonyi

(Source: Adapted from Saturday Vision, "Special Report" December 12, 2020, page 10-11)

### Questions about the passage: In pairs

1. What is a national symbol? Explain its importance.
2. List the national symbols of Uganda and what they represent.
3. Explain why the categories of people listed in the survey were selected.
4. What were the findings of the survey?
5. Cite examples from the passage which show that Ugandans are ignorant of their national symbols.
6. What reasons are given to explain why some Ugandans find it challenging to learn the national anthem?
7. Explain the reasons given by the people for not being patriots.
8. How do you think patriotism should be inculcated in Ugandans?



### Activity 6.24 Vocabulary practice

Use the Internet or dictionary to find the meanings of the following words and expressions, then use them in sentences of your own related to patriotism.

| Words         | Expressions                  |
|---------------|------------------------------|
| spur          | civic education              |
| exhibited     | national symbols             |
| indigenise    | iconic depictions            |
| popularise    | fundamental needs            |
| misconception | dissemination of information |
| essentials    | emotional attachment         |
|               | primrose path                |
|               | playing second fiddle        |

### Reading and Recitation



### Activity 6.25 Pre-recitation

Share your views about the following questions:

What do you know about independence? What kind of life do you think Africans experienced during the colonial rule? Do you know any patriot who fought for Uganda's independence? Describe briefly what the person did.



### Activity 6.26 While-reading

Recite the following poem taken from *An Anthology of East African Poetry* and use it to answer the questions that follow.

#### The Anniversary

At the mid of the memorable night  
we watched the Union Jack,  
in a **momentary darkness**,  
slowly **coming down into oblivion**:

Wiped the tears  
of several decades of suppression;  
recalled the terror  
of a colonial past;  
**hugged the warmth of** the New Day,  
long-awaited by millions of patriots.  
We watched the flag of Mwangaza  
steadily, **stoically** going up  
the heroic post of freedom  
amidst joyful sighs of relief –  
radiating smiles from those  
whose lives had been **dented**  
by the national struggle;  
deafening cheers from a people  
whose history had been trampled upon  
by **alien forces** of destruction.  
But dawn unveiled our eyes  
to the **labyrinth** of self-rule;  
each one of us longer part  
of the momentous **FREEDOM SQUARE**  
different paths of tribalism  
through waterlogged valleys of greed;  
slippery slopes of nepotism  
down the dungeons of power-struggle,  
crawling into tunnels of sabotage  
for we wanted a jungle of our own!  
Now, we stand firm,  
several years of untold challenges,  
to build a nation – ONE in all, ALL in one  
unrivalled by our enemies' model:  
**the ideal of a tranquil state**  
must not be **dwarfed** by decadence  
or a selfish ego in foreign aid;



Figure 6.10 October 9, 1962:  
Hoisting the Uganda flag and  
lowering the Union Jack



we must stretch our gifted hands  
from the stronghold of our hearts  
to those who yawn at **gaping thresholds**.

Twelfth-december-nineteen-eighty-eight:  
our minds rove to the misty beginning  
scan the annals of toil and tolerance  
to take stock of the distance –  
    we have come a long, long way  
    from the days of **imported values**  
    **stuffed down our yelling throats**  
    to the Nyayo Era of Vision;  
    we now sing a New Anthem  
    weighing our strength against TOMORROW.

A.D. Amateshe

### Questions about the poem: In groups:

1. What event is taking place in the poem? Explain with evidence from the poem.
2. What do you think the Union Jack refers to? Why was it lowered and the flag of Mwangaza hoisted?
3. Why do you think people wiped the tears?
4. Explain what you think are the untold challenges the persona and his people experienced.
5. What should the new state guard against?
6. Explain the meanings of the following words and phrases as used in the poem.

| Words     | Expressions                                      |
|-----------|--|
| stoically | coming down into oblivion                        |
| dented    | momentary darkness                               |
| labyrinth | hugged the warmth of alien forces                |
| dwarfed   | the ideal of a tranquil state                    |
|           | gaping thresholds                                |
|           | imported values stuffed down our yelling throats |



## Activity 6.27 Creative Writing

Individually, create a poem showing how much you love your country and what you can do for it. Use 2–3 stanzas. Employ poetic devices to enrich your poem. Share your poem with the class for comparison and entertainment.



## Activity 6.28 Patriots around the World

There are many patriots in the world. Do you know some of them? What are they known for? Match the personalities below with their names; then find out from the Internet, library or from your teachers the patriotic work they did for their country and the world.

Choose one patriot or any other and write his or her biography.

|                     |                           |                      |                               |
|---------------------|---------------------------|----------------------|-------------------------------|
| Malala Yousafzai    | Martin Luther King Jr     | Princess Diana       | Miriam Makeba aka Mama Africa |
| John Pombe Magufuli | Mother Teresa of Calcutta | Florence Nightingale | Nelson Mandela aka Madiba     |



Have you heard of the Nobel Peace Prize? Who was Alfred Nobel? Which kind of people have been awarded the Nobel Peace prize in the world and why? Suggest, with reasons, four personalities in Uganda you think deserve the Nobel Peace Prize.

## Grammar and Usage

### 6.3 Adverbs of Degree

#### Adverbs

We learnt about adverbs in Book 1 and 2. What do you remember about them? Adverbs answer questions such as ‘how?’ or ‘when’. Adverbs are often formed by adding **–ly** to an adjective. However, there are some that do not follow these rules and look more or less like their adjective counterparts. Examples include **fast**, **very**, **quite**.



#### Activity 6.29 Pair Discussion

Read the following sentences with the highlighted words and then try reading them again without the highlighted words. What difference do you notice between the two sentences?

- (a) The injured soldier screamed with a bullet in his arm. It was **excruciatingly** painful.
- (b) It was **blazingly** hot but we carried on working.
- (c) Miriam Makeba was remarkably the greatest African female human rights activist of the colonial times just like Malala Yousafzai who is **highly** celebrated for the same cause in a hostile Arab world.



**Note:** The highlighted words; ‘**excruciatingly**’ ‘**blazingly**’ and ‘**highly**’ are adverbs of degree.

Quite often, if we want to make our point clearer and lay more emphasis on what we are talking about, we apply **adverbs of degree**. Adverbs of degree make your message clearer and enable the listener/reader grasp the meaning better because they specify the degree (amount, level or extent) to which an adjective (a word that modifies a noun) or another word applies. Adverbs of degree are in a way descriptive words that paint a clearer image of the situation or appearance. They answer the question ‘how much?’ or ‘to what extent?’ Adverbs of degree may **intensify** meaning or make it **weaker**.

## 6.4

**Regular and Irregular Adjectives, Graded and Ungradable Adjectives****Activity 6.30 Group Work**

In groups, study the following table about adverbs listed according to degree and use them to form sentences:

| Intensify<br>(gradable) | Absolute<br>(ungradable) | weaken       |          |
|-------------------------|--------------------------|--------------|----------|
|                         |                          | Medium       | Mild     |
| very                    | totally                  |              |          |
| extremely               | utterly                  | fairly       | a little |
| immensely               | completely               | quite        | a bit    |
| really                  | absolutely               | rather       | slightly |
| strongly                | entirely                 | pretty       |          |
| remarkably              | perfectly                | somewhat     |          |
| most                    | thoroughly               | especially   |          |
| incredibly              |                          | particularly |          |
| enormously              |                          |              |          |
| greatly                 |                          |              |          |
| deeply                  |                          |              |          |
| highly                  |                          |              |          |
| terribly                |                          |              |          |
| awfully                 |                          |              |          |
| a lot                   |                          |              |          |

**Task**

Complete the following sentences using the words from the table. You may have to find the meanings of the words.

|                   |               |                 |               |
|-------------------|---------------|-----------------|---------------|
| breathtakingly    | incredibly    | unfathomably    | painfully     |
| blindingly        | stunningly    | extremely       | tremendously  |
| more passionately | frighteningly | most generously | most credible |

1. Martin Luther King Junior spoke ..... about civil rights than any other patriot in the world.
2. Mother Teresa had ..... devoted her time and love to the oppressed and broken-hearted all over the world.

3. All patriots in East Africa have ..... contributed towards the establishment of democratic governments in their countries.
4. Philly Bongole Lutaaya was the ..... Ugandan music legend whose songs penetrated the world, thus raising the Ugandan flag high.
5. The party venue was ..... beautiful.
6. In war-torn Somalia, people are ..... suffering.
7. George is .... bright. He is always top of his class.
8. The accident scene was ..... gruesome.
9. Wow! You are ..... smart in that blue suit. Are you going to attend the Patriotism seminar?
10. As soon as I stepped on the road, my eyes were flashed with lights that were ..... bright.
11. The traffic jam was ..... thick.
12. You won't be allowed in. You are ..... late for the Heroes Day celebrations.



### Activity 6.31 Using Comparative Adverbs of Degree

Using the adverbs in the table and any other of your choice, construct 10 sentences comparing Ugandan patriots or their patriotic deeds with those of other countries in the world. Compare your sentences with other classmates.

### Sample Activity of Integration

#### Scenario

In your community, heavy floods are threatening to destroy lives and property and even submerge homes. A certain youth courageously rescues people by carrying them on his back to safer places, an act of patriotism you consider worth covering. Unfortunately, there is no media coverage.

#### Task

Write an article to a newspaper, reporting the incident so that the courageous youth can be considered for the award of a medal on Heroes Day.



## End of Chapter 6 Glossary

|                |  |
|----------------|--|
| allegiance:    | loyalty and service to a group, country, or idea   |
| inspire:       | motivate to do something   |
| obligation:    | duty or responsibility one is required to do   |
| devotion:      | giving time to something so that it is accomplished  |
| dedication:    | commitment one gives to do something   |
| dependable:    | ability of someone to be trusted to do or provide what is needed   |
| patriot:       | person who loves, defends and supports his or her country.   |
| fideliy:       | quality of being faithful or loyal to someone, a country, organisation, etc. The opposite of fidelity is infidelity. |
| loyalty:       | having or showing true and constant support for someone  |
| nationalism:   | strong attachment someone has towards their country, or nation. It is also called patriotism.                        |
| duty-bound:    | having a sense of responsibility to do something   |
| incorruptible: | cannot be bribed   |



## Chapter Summary

In this chapter, you have:

- acquired the vocabulary related to patriotism
- understood patriotic symbols
- learnt to express patriotic feelings
- read and understood stories/passages/articles/poems about patriotism
- used adverbs of degree in sentences to express patriotism
- described what people should do to demonstrate patriotism
- used regular and irregular adjectives, gradable and upgradable adjectives, noun phrases and noun-phrase modifiers

# CHAPTER 7

# FURTHER EDUCATION



## Keywords

- alma mater
- alumna
- alumni
- alumnus
- artisan
- apprentice
- career
- faculty
- fellowship
- polytechnic
- profession
- tertiary
- upgrading
- vocation

## Learning Outcomes:

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

- analyse information from advertisements, websites and prospectuses about further education
- identify the types of higher education in Uganda
- discuss gender-biased statements about certain careers
- use conditional clauses and clauses of purpose to provide counterarguments against gender-biased statements
- use opinion words with the present and past simple tense to recount personal experiences
- use the past participle tense, and declarative statements to explain bias/prejudice
- appreciate the role played by parents in choosing a career for their children
- use persuasive language to advise a person on a course of study
- use get/got forms, get + phrasal verb to role-play getting a job or to enrol for a course



## Learning From Each Other

Every young person like you, surely has a dream of who and what they want to be in future. It is common to hear statements like 'When I grow up, I want to become a doctor or lawyer'. It takes a focused mind to attain that dream. It is also very sad to drop out of school without attaining a certificate, diploma or degree. Higher education and further education means that after a certain level of secondary education, you either join a university or tertiary institution respectively. What do you want to become in future? Do you know the subject combination do you need to achieve your dream career? Which institution of higher learning or vocational institution do you wish to join and why?

**By the end of this chapter, you will discuss the benefits of continuing your studies to higher levels of education, the qualifications you need to do a specific course in higher and further educational institutions, and gender stereotyping when it comes to certain courses.**



## A: Listening and Speaking



### Activity 7.1 Expressing opinions

In groups, read the following opinions about further education. Share with your opinions about each speech bubble.

I excel in science subjects, but I want to pursue Bachelor of Laws. It is what my heart desires.

A



I want to pursue Bachelor of Medicine and Surgery, but I am a girl. Will I manage?

B



I am not so good at sciences, but I must pursue them because President Museveni said scientists matter more than other professionals in developing the economy.

C



I want to be a millionaire like Mukwano and Sudhir Ruparelia. I wonder if they studied science subjects or arts!

D





## Activity 7.2 Learning English with ICT/research

Think about your dream career/job and share with a partner your motivation to pursue that particular career. Visit the Internet and research or ask your teachers about the highest paying careers/jobs in the world, the subjects one needs to study, the course, the duration of study and the average salary. Then, answer the following questions:

1. List about five highest paying careers/jobs you found out.
2. Choose one of the careers/jobs and discuss the subjects one needs to study, and other requirements needed in order to enrol for the course.
3. Enumerate the challenges one might encounter as they pursue the career/jobs you have chosen.
4. Briefly explain the duration of the course.
5. Are there people in your community who have attained the careers you discussed? Describe how they have inspired you. How have they contributed to society?

## 7.1 Types of Higher Education



### Activity 7.3 Group Discussion

In groups, visit the Internet or the library. Discuss the differences between a profession and a vocation. Your group secretaries will share your findings in the table below.

| Profession | Vocation |
|------------|----------|
|            |          |

Which of the two would you like to pursue and why?



### Activity 7.4 Group Discussion

In groups, study the following adverts, paying attention to the different available courses. Discuss the opportunities a learner is likely to achieve. Choose one course from those listed in the advertisements, that falls within your dream area. Why would you choose that specific course? If your choice is not included in the advertisement, which other course would you like to pursue and why?

## Advert A

**KVI**

# KANAKULYA VOCATIONAL INSTITUTE



Bricklaying and concrete Practice



Electrical Installation



Automotive Engineering

## Advert B

**WAKU**

WAKASanke  
UNIVERSITY

### Why choose Wakasanke University

Wakasanke University is one of Uganda's most popular universities, receiving more undergraduate applicants every year. Here are a few reasons why we're the right choice for Uganda's brightest and best.

| MASTERS PROGRAMMES   | YEARS |
|--|-------|
| 1. Master of Arts in Public Administration and Management (MA-PAM)           | 2     |
| 2. Master of Business Administration (MBA)                                   | 2     |
| <hr/>  |       |
| UNDERGRADUATE PROGRAMMES   | YEARS |
| <hr/>  |       |
| <b>FACULTY OF HEALTH SCIENCES</b>  |       |
| • Bachelor of Science in Public Health (BPH)                                 | 3     |
| • Bachelor of Environmental Health Sciences (BEHS)                           | 3     |
| • Bachelor of Nursing Science (BNS)  | 4     |
| • Bachelor of Midwifery Science (BMS)-Top-up                                 | 2     |
| • Bachelor of Science in Human Nutrition and Dietetics (BHND)                | 4     |
| <b>FACULTY OF BUSINESS AND MANAGEMENT</b>                                    |       |
| • Bachelor of Business Administration (BBA)                                  | 3     |
| • Bachelor of Science in Banking and Finance (BBF)                           | 3     |
| • Bachelor of Procurement and Logistics Management (BPLM)                    | 3     |
| • Bachelor of Tourism and Hospitality Management (BTH)                       | 3     |
| • Bachelor of International Business (BIB)                                   | 3     |
| • Bachelor of Arts in Human Resource Management (BHRM)                       | 3     |
| <b>FACULTY OF SCIENCE AND TECHNOLOGY</b>                                     |       |
| • Bachelor of Science in Computer Science (BCS)                              | 3     |
| • Bachelor of Science in Business Information Systems (BBIS)                 | 3     |
| • Bachelor of Information Technology (BIT)                                   | 3     |
| • Bachelor of Business Computing   | 3     |
| <b>FACULTY OF HUMANITIES AND SOCIAL SCIENCES</b>                             |       |
| • Bachelor of Public Administration and Management (BPAM)                    | 3     |
| • Bachelor of Social Work and Social Administration (BSWSA)                  | 3     |
| • Bachelor of Arts in Journalism and Media Studies (BJMS)                    | 3     |
| • Bachelor of Arts in International Relations and Diplomatic Studies (BIRDS) | 3     |
| • Bachelor of Development Studies (BDS)                                      | 3     |
| <b>DEPARTMENT OF PETROLEUM AND ENERGY STUDIES</b>                            |       |
| • Bachelor of Science in Oil and Gas Accounting                              | 3     |

## Advert C

### WHY YOUR CHILD SHOULD STUDY AT WANDEBA MEDICAL SCHOOL (WMS)

Wandeba Medical School is one of the accredited medical schools in Uganda. Owen Wagabaza spoke to Dr Zabeth Okanya, the dean, Wandeba Medical School on what they are doing to improve on the workforce in the healthcare sector.

The core values of the university, the vision and the mission are supported by five core values of faith, integrity, excellence, diversity and creativity.

The main priorities of WMS are; providing quality teaching and learning, research, scholarship and community engagement towards solving health and associated socioeconomic challenges.

It offers diploma courses in nursing at WMS main campus in Zombo and degree courses (MB, ChB, BSN and BMS) at Kampala campus, Mengo. In November 2019, 34 pioneer learners, who started their training in October of the year 2014, graduated with Bachelor of Medicine and Bachelor of Surgery degrees.



#### Activity 7.5 Pair Discussion

With a partner, visit the library or the Internet or ask your teachers and generate a list of five vocational institutions in Uganda and the courses they offer.



#### Activity 7.6 Listening Comprehension

Your teacher will read to you a passage about vocational training. Listen carefully and answer the following questions orally.

#### Questions about the listening passage

1. What is vocational education?
2. Explain three examples of vocational training.
3. Mention three examples of careers in vocational training in Uganda. Which one would you pursue and why?
4. Which other vocational institutes in Uganda do you know. Which one would you join and why?
5. If your parents advised you to complete your Senior Four and join a vocational institute, would you accept? Give two reasons.
6. Cite two examples of prominent businesses or personalities from your local area that have benefitted from vocational training.

## 7.2 Expository Writing

Expository writing is the type of writing that conveys information to the reader. The writer explains to the reader about something that may not be known to them. Expository writing helps the audience to understand something better. Expository texts are educational and purposeful, based on facts and reliable information.

An expository essay should have an introduction, body and conclusion. Examples of expository chapters are:

- (a) What is your dream career?
- (b) Describe what it is like to fly in an aeroplane.
- (c) Tell me about your school, etc.

To support your chapter, you can use the following;

- |                                  |                                   |  |
|----------------------------------|-----------------------------------|--|
| <input type="radio"/> quotations | <input type="radio"/> definitions | <input type="radio"/> anecdotes          |
| <input type="radio"/> statistics | <input type="radio"/> comparisons | <input type="radio"/> descriptions, etc. |

### Sample Expository Composition

#### Causes and Solutions to School Dropouts in Uganda

School dropouts is one of the most serious hurdles Africa has had to contend with over the years. While financial bottlenecks seem to be the most obvious reason for this, traditional and cultural customs, coupled with the learner's personal frustrations, such as the system of grading the examinational result and, lack of motivation or proper guidance, have played a pivotal role in creating school dropouts. (According to the Unesco report (2010), the dropout rate of Ugandan learners was marked at a high 68%, where more than two out of three children starting primary school are expected to leave before reaching the last grade). Girls have been the major victims as compared to boys.

It goes without saying that the commonest response a school dropout will give is "lack of school fees". With most of Africa's household population living below the poverty line, a parent may most likely fail to meet the lofty school tuition, accompanied by a myriad of school requirements. This will eventually weigh heavily on the shoulders of the already grappling parent who has a large number of children to fend for.

Better still, Africa has its own system of handling social aspects. Until some aggressive human rights activists rose up to fight against some barbaric customs against the girl-child, a big number of school dropouts comprises the female gender. There are some common beliefs that a girl should simply be beautiful and well-groomed, and this will be a ticket to a rich man's heart that will pay a handsome bride price to the girl's parents. Being educated may not exactly be a priority to both the parents and the child.

Now, this may sound funny but you will agree with me that some learners, especially at lower primary level, do not even know why they are at school. To them, it is a simple routine that a parent requires a child to fulfil. Some children lack guidance on future dreams and ambitions. Recently, I visited a primary school, in one of the rural settings in Uganda, and tried to chat with the learners. So, I asked,

"How many of you want to become doctors?" None responded.

"How many of you want to become lawyers and engineers?" Still, no one responded.

"What do you guys want to be, then? Okay, how many of you want to become Members of Parliament (MPs)?"

All raised their hands in a standing ovation, while others cheered and whistled in approval!

This proved to me that these poor innocent souls had only MPs ad their source of inspiration, regardless of the fact that their miserable health facilities lacked drugs and equipment, and that they studied in dilapidated classroom blocks!

Equally important, most schools have an unfair grading system of final result. A child's success is based on their termly academic report card and failure to attain a lofty cut-off is a direct condemnation to the child's future, and such are damned as failures in life! School is not a thing for them! This has frustrated most African children who have viewed themselves as incapable of anything, hence dropping out of school.

This goes hand-in-hand with the physical setting of the school where the child learns from. You will agree with me that most rural schools are not as advantaged as their urban counterparts. More often than not, these are the schools that lack science laboratories, apparatus, well-equipped libraries and computer laboratories. Brilliant as the learner may be, their limit only stops at the mercy of the theoretical knowledge of the unfacilitated teacher. Most concepts may not make so much meaning to them, after, say, primary school level, and with little hope into the academic future, they will most obviously drop out of school.

To prevent learners from dropping out of educational institutes, the government should take measures, such as ensuring the attendance of teachers in schools to run academic activities. There should be establishment of schools with all the basic facilities such as furniture, library, electricity, water and computer and science laboratories. Attention should be given to the establishment of teacher training programmes, to train the teachers to compete with international levels of education.

Awareness seminars should be launched to interest the parents and learners towards study in order to reduce school dropouts. Also, the Ministry of Education should discourage influence of external powers in schools which have adverse effect on education systems.

Government should establish schools near villages to ensure accessibility of education for the rural population. There should be free education at secondary level. In addition, the government should try to support learners with free education materials, such as, uniforms, books and provide meals to learners.

The government should offer scholarships to intelligent and needy learners, as well as, study loans to provide financial support. The curriculum should be reviewed and adopted according to the market demand and international standard. We should safeguard young girls and decampaign and altogether abolish early marriages.

Schools should provide favourable environments for learners and make a school the place of interest for them. The school environment will then be interesting and learners will find it a place of learning, as well as relaxation and liberation.

*Written by: Sarah Tumwebaze and Edgar Mutaryebwa*



## Activity 7.7 Essay Writing

Following the sample expository essay you have read, in your notebook, write a short essay of 400–450 words describing your dream university or tertiary institution after secondary school education.

Use the following guidelines to write your essay;

- (a) Name, distance and location of the institution
- (b) Reasons why you would choose that particular institution
- (c) Courses offered in relation to your ambition
- (d) What makes the institution stand out, for example, facilities such as buildings, equipment, library and laboratories, accommodation, meals and amenities.
- (e) Any other personal reasons

Share your essay with a partner to learn more about the education institution in Uganda he or she has chosen.

## 7.3 Gender Stereotyping in Career Choices

What would your reaction be if you found a man plaiting a woman's hair in a salon or applying make-up on their faces? How about a woman driving a heavy vehicle such as a trailer? I am sure you have heard of statements such as 'Girls don't usually pass mathematics.' Or 'Science courses are for boys.' Such statements are called **stereotypes** because they are just beliefs and not necessarily true.

Do you believe in stereotypes? Why? There could be a girl you know that beats boys at Mathematics and other Science subjects or a female doctor, engineer, pilot who performs well, or even better than their male counterparts.



## Activity 7.8 Learning English with ICT

Watch a video titled (WATCH) (15-Year Nigerian Mathematics Genius wins Global Mathematics Competition—Faith Odunsi,) who won the Global Mathematics Tournament, beating all the geniuses, including male learners from America, Asia, Europe and Africa, with a very high margin. Watch it carefully and share your views whether female learners can defeat their male counterparts in science subjects or not.



In a paragraph, describe to a friend the kind of girl Odunsi is. Use adjectives and adverbs to achieve this.



### Activity 7.9 Group Discussion

In groups, study the following Ugandan personalities that have defied stereotypes. Discuss what their professions are and their contributions to society. You can use the Internet, the library or even consult your teachers.



Chef Henry Wanyama



Irene Koki Mutungi



Eng. Winnie Byanyima



Dr Maggie Kigozi



### Activity 7.10 Debate

Citing local examples in your community, hold a debate on the motion: '**Girls are better at science subjects than boys**'.



### Activity 7.11 Dialogue

Read and act the following dialogue:

**Omara:** Hi Oliver

**Oliver:** Hi Omara.

**Omara:** Congratulations on completing Form II. I hope you are enjoying the holidays.

- Oliver:** Thanks, and you too. I had to study hard in order to be promoted to Form III.
- Omara:** So, which subjects options are you taking in Form III?
- Oliver:** Oh, my dream course is Human Medicine and Surgery, so I must excel in Physics, Chemistry and Biology so as to live my dream!
- Omara:** Really? That's great! I know you can make it because I trust your brilliance. You must be a genius in those subjects. I guess you even beat boys at them. I can't forget how you gave us a bloody nose in primary seven when you beat all of us to score aggregate four.
- Oliver:** Ha-ha-ha! You are still funny as always. (*After a while.*) So, what's your career path after secondary school education?
- Omara:** On my side, I want to pursue Cosmetology. Therefore, I must excel in order to realise my dream.
- Oliver:** Wonderful! I hope you are not demoralised by the gender stereotyping that cosmetology is for girls.
- Omara:** Not at all! Anyone can do anything to be successful in life.
- Oliver:** Very well then. I wish you the very best of luck.
- Omara:** Thanks, and have a splendid time.



### Activity 7.12 **Mock Debate**

Your teacher will categorise you into the following groups; Doctor, Artisan e.g welder, Science teacher, Farmer, History teacher, Priest/Sheikh, Musician, Banker, Beautician, etc.

Discuss why you think your group is the most important in the economy and why the government should pay you the highest. Send your group representative to join other representatives to present your views.

The best presenter shall be rewarded by the teacher in any convenient way.



## B: Reading and Comprehension 1

### School of Metal Fabricators



Musa Wakabi, popularly known as Musa Body, grew up in Katwe, a Kampala suburb. He was a metal fabricator, with a **humble background**. He did metal fabrication throughout his entire life to such perfection that one could think he had gone to school to acquire the skills. Wakabi was a semi-skilled Ugandan with a big dream – fabricating cars and guns. In the early 1990s, Wakabi wanted to start manufacturing guns and bullets at his workshop in Katwe, so as to reduce the huge sums of money the Government was spending to buy firearms from abroad. In the process, he said, he would also be employing many Ugandans. Unfortunately, he did not get government support and his dream was never **realised**. This was largely because many thought he was a **big joker**.



Figure 7.1 Musa Wakabi, popularly known as Musa Body, displaying a car model at his workshop.

However, Wakabi managed to make a car at his metal fabrication workshop called Musa Body University of Technology in Katwe. The car was named *Uganda 1*, because it was the first car to be made in the country. Everything about the car, apart from the tyres and glass, was made in Katwe and it **fascinated** many. However, the claim that it operated on water was **mere speculation**. The car was powered by a Jeep engine and it ran on petrol. But when *Uganda 1* was put on the road for its first test, it was **impounded** by the Police for lack of engine and chassis numbers. Restrictions were slapped on it for being on the wrong side of the law, which saw it being grounded. Despite this **hiccup**, Wakabi continued fabricating several machines, among them farm and construction tools.

But after the fabrication of *Uganda 1*, many people changed their opinion about Wakabi. Today, many fabricators believe that Musa Body could have gone far had he received government support. When he realised that government support was not forthcoming, Wakabi attempted to seek external funding for his car-manufacturing workshop.

Wakabi taught hundreds of youth, including his own children, how to **eke out a living** through making machines and many have since become self-employed. According to 30-year-old Ibrahim Luyombya, Wakabi's son to whom the workshop was **bequeathed**, the old man (as he fondly refers to him), did not acquire much formal education.

His 'great trek' started at his home village in Kakinzi, Luweero District, where he went to a local primary school, before joining Boroboro High School in Lira in 1930. He then enrolled at Wandegeya Technical School and later, Kisubi Technical School, where he graduated with a certificate in carpentry in 1938. "By Ugandan standards today, you wouldn't say my father was literate. But the brain that lay in his skull was **one of a kind**," says Luyombya.

Luyombya is the sixth of the Wakabi's 14 children of whom many are employed at the workshop. Luyombya runs the workshop together with Musa Sserunjogi, Rehema Najjuma, Hadad Ssebunza, Janat Namakula and Isma Wakabi. Luyombya is younger than them but is more experienced, thanks to his childhood **obsession** with machines, which bought him more time with his father.

"I didn't complete my O'levels. I spent more time with dad, who kept sending me for this and that tool. So I learnt their names and how they worked." Luyombya says his father was 21 in 1940, when he took up a job with a local Indian furniture mart. When he **quit** after 16 years, he established Musa Furniture Mart in Industrial Area where he became renowned for building wooden body parts for Bedford lorries.

**(Adapted from, Uganda, Building of a Nation, a product of Vision Group)**

### Questions about the passage. In pairs:

1. What was Wakabi's dream in the early 1990s? Explain what inspired this dream.
2. Describe Wakabi's first notable innovation and discuss the challenges he faced.
3. Apart from his children who have taken after him, where else in Uganda can we trace the impact/fruits/reflection of his innovation?
4. Do you think someone who is naturally gifted with a skill needs formal education to prosper or succeed in life?
5. How can someone without a natural skill be helped to acquire one?
6. Had Musa Body been supported by the government, how far do you think his artisan project would have thrived by now?
7. If you were the Minister of Science, Technology and Innovation, what would you do to support or promote people such as Musa Body and other metal fabricators?
8. Compare locally fabricated products with imported ones. Why do you think Ugandans prefer the latter? How can you convince Ugandans to buy locally fabricated products (BUBU)?

### Vocabulary Practice



#### Activity 7.13 Dictionary Skills

Study the words and expressions in the following table:

|                   |               |                  |                  |
|-------------------|---------------|------------------|------------------|
| humble background | realised      | mere speculation | hiccups          |
| big joker         | fascinated    | impounded        | eke out a living |
| bequeathed        | one of a kind | obsession        | quit             |

Use the dictionary or Internet to look up the meaning of the words and expressions in the table. Construct a sentence using each of the words expressions.



#### Activity 7.14 Composition Writing

You have observed that your young sibling has come up with a model of a rice milling machine that separates rice grains from chaff. The skill actually grows and he/she comes up with more brilliant ideas of different inventions.

Write a letter to the Ministry of Science, Technology and Innovation inviting ministry officials to come and inspect your sibling's innovations. In the letter, explain what exactly the machine looks like and how it operates.



### Activity 7.15 Project

In groups, your teacher will send you to different artisans and technicians in your community. These may include, painters, mechanics, bricklayers, blacksmiths, welders, art crafters, basket weavers, sculptors, bakers, leather tanners, jewellers, or any other artisans available in your community.

Interview the artisans by asking them questions based on the following ideas;

- (a) the kinds of products they make
- (b) how they make them
- (c) the challenges faced and how they overcome them
- (d) support they need to improve their products
- (e) achievements
- (f) what inspired them to join their trade
- (g) what training they received, if any
- (h) why young people should join such projects

Afterwards, each group, through their group secretary, will compile a report on their findings and present it to the class for comparison and further sharing of ideas.

## Reading and Comprehension 2

In groups, read the following passage carefully and then answer the questions that follow.

### The First Female Doctor in East and Central Africa

In the early days, Prof. Josephine Nambooze **battled against all the odds** that stood in the way of girls, especially in pre-independence Uganda. In the end, she became the first female medical doctor, not only in Uganda, but East and Central Africa. In addition, she has earned herself a place in history as the pioneer female Ugandan learner at Makerere University's Medical School.

By entering and excelling in a male-dominated field, she became an inspiration to women. She is among those who **paved the way** for women in Uganda to progress.

Born to poor parents in a society which thought it was a waste of time



Figure 7.2 Prof. Dr. Josephine Nambooze

sending a girl to school, Nambooze was only saved by a scholarship, and she made good use of it.

In the last 50 years of Uganda's independence, this **genius** of a woman is not only an accomplished physician and professor, but also a maternal and child healthcare specialist and public health consultant.

### **Background**

Nambooze was born at Nsambya, a **suburb** of Kampala to Joseph Lule, a school teacher, and Maria Magdalena Lule, a housewife. She was the firstborn in a family of thirteen children.

Born into a committed Christian family, Nambooze attended missionary schools during the pre-independence period. From St. Joseph Girls' Primary School, Nsambya, she joined Mt. St. Mary's College Namagunga, but switched to Namilyango College, a boys' school, under special arrangement to enable her study sciences.

From a low-income family, she only managed to attain secondary education by sitting a special examination in addition to the ordinary primary examinations.

"The passing of the exam entitled me to a full scholarship of sh100 per year, which was about \$75 and which far exceeded my parents' income," she says.

However, the secondary school she joined bore the **stereotype** of what a girls' school should be.

"It was new with limited facilities for the study of science subjects. It had poorly equipped laboratories. After realising that I had the potential, arrangements were made and I joined a boys' school for additional science classes and practical work," recalls Nambooze.

This was the first time she was studying with boys. While at Namilyango College, she expressed interest in studying Medicine and joined Makerere University College.

"There was probably no provision for female learners in the original plan of the Medical School. We were only seven in our class. I was the only girl and all my colleagues treated me well. 'Ladies first' was a familiar phrase," she remembers.

Back in her community, people were excited and regarded her as a source of pride, since their village had never produced a doctor.

"Many women would say to me, 'Daughter' or 'Sister, we admire your courage to venture into a male-dominated profession. We are proud of you and we pray for your success,'" Nambooze says. She adds that at the time parents had **reservations** about sending girls to study with boys in **secular** institutions. They feared that it would negatively influence their morals and **jeopardise** their success.

Upon graduation, Nambooze became famous overnight and the myth about women not being able to study medicine was **dispelled**.

The Faculty of Medicine honoured her with a reception and a present at the residence of the Dean, Prof. Alexander Galloway.

In 1959, Nambooze had the honour of receiving her licentiate in medicine and surgery from the British Queen Mother as the Chancellor of London University, to which Makerere University College was affiliated.

This qualification was later converted to a Bachelor of Medicine and Bachelor of Surgery degree when the University of East Africa was **inaugurated**.

### Career Journey

In 1962, after completing her post graduate studies, Nambooze was appointed the first medical officer at the Makerere University Medical School's Kasangati teaching health centre.

“She taught medical learners, conducted research and provided health services to the community. She also introduced home visits for community-based nurses,” said Dr Sam Okware, her former student and currently the director general, Uganda National Health Research Organisation.

Okware added that she has a passion for disease prevention, public and child health.

As a lecturer, she came up with the slogan: “**Publish or perish**,” which enabled her to move up in the academic hierarchy from lecturer to professor. Later, she headed the Institute of Public Health, a position she held from 1978 to 1988. She was the first woman to hold the post.

Professor Joseph Lule Konde acknowledges her commitment to duty. “Although she had a family, she always did her work with dedication. She was a shining example of how dedication to service can **elevate** someone to the top,” he says.

Robert Ssebunya, the presidential advisor on the Buganda Kingdom, says being the first woman scientist, Nambooze inspired many young girls to study medicine and dispel the fear that women could not study sciences.

From the seed of her inspiration, Uganda soon had several women pursuing science courses, including Prof. Williebrold Ssebunya, the first woman to get a degree in Mathematics from Makerere University.

Nambooze has also worked with the World Health Organisation (WHO) as the first WHO Representative to Botswana and Director of Support for Health Services Development at WHO’s regional office in Brazzaville, Republic of Congo, where she was responsible for a number of programmes for the 46 countries in the region.

**(Adapted from, *Uganda, Building of a Nation*, a product of Vision Group)**

### Questions about the passage

1. Why do you think society thought sending girls to school was a waste of time? How did Prof. Nambooze challenge this stereotype?
2. Explain how Prof. Nambooze ended up studying in a boys’ school?

3. "...the secondary school she joined bore the stereotype of what a girls' school should be". What do you think is being referred to as stereotype in as far as a girls' school was concerned?
4. Mention three major records Prof. Nambooze broke.
5. How did society react when Prof. Nambooze became a doctor?
6. Describe how Prof. Nambooze benefitted society.
7. How easy is it for girls these days to pursue science courses? Explain your view.
8. Do you think Uganda is still a male-dominated society? Explain your opinion.
9. Parents used to fear to let their daughters study in a boy's school thinking that they would get spoilt by the boys. Imagine you were a parent in those days, what would your choice be and why?
10. Explain the meanings of the following words and expressions as used in the passage:

|                              |              |            |                   |
|------------------------------|--------------|------------|-------------------|
| battled against all the odds | suburb       | secular    | inaugurated       |
| paved the way                | stereotype   | jeopardise | publish or perish |
| genius                       | reservations | dispelled  | elevate           |



### Activity 7.16 Project

Think about your career path (trajectory) and the profession you admire, such as teaching, medicine, law, engineering, the forces, journalism, architecture, etc. Your teacher will invite some professionals or make an arrangement for you to visit them. Interview the professional about his or her job, based on the following guidelines:

- (a) subjects you need to study and other requirements needed for one to enrol for the course
- (b) duration of the course or training
- (c) qualifications attained
- (d) job opportunities available
- (e) what inspired him or her to choose that career path
- (f) his/her challenges and why the profession has few or many graduates
- (g) remuneration package and other fringe benefits that the job attracts



## Activity 7.17 Research

Make research about any of the following personalities and explain how their academic success stories inspire you. Use the Internet or consult from the library.

- (a) Dr Jovan Kiryabwire
- (b) Sarah Ntiro
- (c) Prof. Francis Omaswa
- (d) Engineer Proscovia Njuki
- (e) Hamu Mukasa
- (f) Aeronautical Engineer Winnie Byanyima
- (g) Frank Kalimuzo
- (h) Prof. William Senteza Kajubi



## Activity 7.18 Reciting a Poem

Read the following poem and discuss the benefits of vocational training.

### REFORMED

They laughed at us  
When we roamed the streets  
They scorned us  
When we overturned the dustbins  
They spat at us  
When we passed near them with tattered clothes  
And stinking bodies



They sneered at us  
When we lay on the streets  
In the cold nights  
And heavy rains  
They stared at us  
When we sniffed glue  
They never took notice  
When we begged for food



But today  
 We design their clothes  
 We build their mansions  
 We dress their hair  
 We drive and repair their cars  
 We fix their appliances  
 We make their furniture



They no longer despise us  
 For we no longer stink  
 We no longer beg  
 We no longer sniff  
 We no longer starve  
 Our donors have seen us  
 We are reformed and refined.



*Alex Mutiso*

### Questions about the poem: In pairs:

1. Whom do you think is being appreciated in the poem?
2. What kind of people do you think the speakers are in the poem? Give reasons to prove your answer.
3. Explain the kind of life the speakers lived. What hardships did they have to endure?
4. Discuss the kinds of vocational skills they have acquired.
5. Explain the ways in which these children have transformed and refined.
6. Suppose your parents advised you to join a vocational institution after lower secondary, would you accept? Why?



## Activity 7.19 Project



Figure 7.3 Professional training



Figure 7.4 Vocational training

Your teacher will divide you in groups to carry out a survey. Some of you will visit a vocational institution and others an institution of higher learning such as a university nearest to your school. Each group shall visit a different faculty and request to interview a learner there. Those who will visit a vocational institution will design a questionnaire which they will use to collect information while those who will go to the university or any other institution of higher learning will generate interview questions which they will use to collect information. The questions for both the questionnaire and interview shall be based on the following ideas/guidelines:

- (a) the profile of the institution
- (b) faculties
- (c) facilities
- (d) enrolment
- (e) prominent alumni
- (f) what inspired the interviewees to do the course
- (g) essential subjects and weights to qualify for the course
- (h) possible job opportunities
- (i) the tuition
- (j) role models
- (k) advantages of vocational training and professional training



## Activity 7.20 Plenary presentation

The groups will present the interviews they held with the interviewees as well as the responses from the questionnaire.



## C: Writing

### Grammar and Usage

#### 7.4 Using Conditionals in Arguments



#### Activity 7.21

In groups, read the following list of gender stereotypes and give your own opinion by counter-arguing each of them as seen in the following table. You are free to use any conditional (If I, If II or If III).

| Biased Statement   | Counterargument using a conditional   |
|--|---|
| <b>Example:</b> Technology and Design (TD), carpentry and woodwork should be done by boys. | If I: I have a different opinion. If a female learner does carpentry, she will make an excellent carpenter because women have a keen eye for beauty.<br>OR<br>If II: If a female learner did carpentry, she would become an excellent carpenter because women have a keen eye for beauty. |
| 1. Girls cannot manage bricklaying.  |   |
| 2. Boys should do metal work.  |   |
| 3. Girls should do cosmetology.  |   |
| 4. It's boys who can manage mechanics.   |   |
| 5. Floral designing and salon work should be for girls only.                               |   |
| 6. Masonry is suited for boys.   |   |
| 7. Girls may not do computer graphics very well.   |   |
| 8. Boys may not pass Nutrition and Food Technology examinations.                           |   |

## 7.5 Clauses of Purpose in Solving Gender Bias

All of you are destined to become intellectuals. Who is an intellectual? As a promising intellectual, you should participate in fighting gender stereotypes. What can be done to encourage girls to take Science subjects and courses?



### Grammar Highlight

#### Expressions of Purpose

What do you understand by the word ‘purpose’? Sometimes, we communicate when we want to express a reason as to why something is done. So, we use clauses of purpose to show why certain things are done. For example, we have expressions such as ‘in order to’, ‘in order that’, ‘so that’ and ‘so as’.

#### **Consider the following scenario.**

If you were asked ‘Why do you want to pursue that particular career?’ Whatever answer you will give employs a clause of purpose.

In your answers, you may have used words such as ‘in order to’, ‘in order that’, ‘so that’ and ‘so as’.



**Note:** A clause is a part of a sentence that has a subject and a verb.



#### Activity 7.22 Pair Discussion

In pairs, study the following sentences extracted from the dialogue between Omara and Sanyu, paying attention to the highlighted words.

Sanyu: I had to study hard **in order to** be promoted to Form III.

Sanyu: I must excel in Physics, Chemistry and Biology **so as to** live my dream of pursuing Bachelor of Medicine and Surgery.

Omara: Really? ... you gave us a bloody nose in primary school when you beat all of us **to** score aggregate four.

Omara: Therefore, I must excel **in order** that I may realise my dream.



**Note:** The highlighted expressions are called **clauses of purpose**. They bring out what should be done to achieve a certain goal. Clauses of purpose answer the questions ‘why’ or ‘for what purpose’. Other examples of clauses of purpose include:

- such that       for the purpose of

## Task

Rewrite the following sentences as instructed:

1. I must help my parents on the farm. They have to prepare my tuition for further education. (Join using 'in order to')
2. Girls should enrol for science courses. Gender stereotyping has to be stamped out. (Join using 'so as to')
3. Asio's teacher encourages her to continue with chemistry. She should graduate as a pharmacologist. (Join using 'such that' instead of 'to')
4. Boys should be encouraged to do courses like cosmetology. They need to earn money in diverse ways (Join using 'such that they ... )
5. There are few female pilots. Girls should be encouraged to take up that course to have more of them in Uganda. (Rewrite using ... for that purpose ...)
6. Women are not believed to study architecture. Subjects like Technology and Design should be done by girls to have more female architects. (Join beginning: Since ...such that...)
7. Female truck drivers are rare. The Ministry of Education and Sports should make vocational training compulsory to increase on their number. (Join beginning: The ministry ... in order that ...)
8. Female learners need to be encouraged that they, too, can take computer graphics. Their number should be increased. (Join beginning: The number of ...so as to ... )

## 7.6 Opinion Words With the Present and Past Simple Tense



### Activity 7.23 Group Discussion

In groups, read the following speech bubbles and say whether you agree with them or not. Give reasons to support your opinion.



Rwezahura

I don't like sweeping and washing plates. I feel that's a girl's job.



Ssemaganda

I don't mind being a gynaecologist. Most people think it's best done by women.



Danielle

I feel bad when my parents tell me that Human Medicine is for boys. I perform well in sciences and I want to become a doctor.

My father is so proud of me. He even thinks I should inherit his estate because he believes I act more responsibly than my brothers.



Ketrah

## 7.7 Declarative Statements in Narration



### Activity 7.24 Group Discussion

In groups, relate an experience when someone mentioned a gender-biased statement to you, how you felt and what your counterargument was.



### Activity 7.25 Pair Discussion

Working with a partner, use declarative statements to discuss other gender stereotypes in relation to domestic work and careers and make your own speech bubbles. Share your narration with other groups and correct each other.



**Note:** A declarative statement is one that is simply a plain statement, not a question or exclamation. It usually ends with a full stop.

## 7.8 The Role of Parents in Choosing a Career

With no doubt, our parents want the best for us. They have our best interests at heart. However, their demands and wishes may not coincide with our ability to attain their dreams. Sometimes, when we do not perform to their expectations, they become tremendously disappointed in us. What do your parents want you to become? How do they react when you take home a bad report card? How do you feel yourself? Do you think you can work to their expectations? How possible is it?



### Activity 7.26 Pair Work

Read and perform the following dialogue:

**Mother:** I am so proud of Junior, my first born son. I will do my best to ensure that he becomes the best lawyer in Uganda.

**Father:** I wouldn't wish Junior to become a lawyer. I would rather he becomes the most prominent doctor in the land. I will do all it takes to fulfil that dream. After all, I am a doctor too and there are many doctors in our family.

**Mother:** No! He will become a lawyer. There are many lawyers in my family too.

**Father:** No way! He will be a doctor.

**Mother:** Lawyer!

**Father:** Doctor!

**Mother:** Lawyer!

**Father:** I said doctor!



### Activity 7.27 Individually,

In your exercise book, answer the following question:

Suppose you were Junior, and your dream is to become neither a lawyer nor doctor. Write a letter to your parents informing them about your dream career. Use persuasive language to convince them to agree with you. Share your letter with the teacher for corrections and further guidance. The best letter shall be pinned on the class noticeboard.



### Activity 7.28 Group Work

In groups, write and act a play where parents give a mixture of both good and bad advice about a future career which the child doesn't want. However, the child should reject the bad advice using polite language as he or she endeavours to enlighten the parents on the changing world.



**Note:** You can use some of the following polite expressions:

- I beg to be listened to ...
- May I request ...
- I would wish to ...
- Do you mind if ...

## 7.9

### Giving Advice to a Child about Education



### Activity 7.29 Recitation

Your teacher will play for you a video, such as Pallaso's song 'Soma,' 'I can,' by Nas or any other about dedicating yourself to studies. Listen to the message and share how you have been inspired by it. You may also recite a song or poem you know with a similar message to your groupmates and share your views about the message.



### Activity 7.30 **Individually**

Read the following poem about a parent giving advice to a child about education and life in general.

#### **My will**

Son, my will,  
albeit premature  
when the palm readers  
divine  
for me an extended  
life line.

Besides who knows what  
Worth bequeathing  
I could acquire  
before the life line  
inches to the darker side  
of my hand.

But, for a start,  
the gift of song,  
this sweet immediate source  
of release was not given me  
so I leave it for you in the hope  
that God takes hints.

Then the right to call  
all older than you  
Miss, mister or mistress  
in the layered love of our  
simplest ways,  
eat each day's salt and bread  
with praise,  
and may you never know hungry  
And books  
I mean the love of them.

May you like me earn good  
friends  
but just to be sure,  
love books.  
When bindings fall apart  
they can be fixed  
you will find  
that is not always so  
with friendships.  
And no gold.  
Too many die/kill for it  
besides its face is too bold.  
This observation is the  
last I give:  
most times assume a  
patina a shade subdued  
so when you bloom they  
will value it.

*Lorna Goodison (Jamaica)*

### Questions about the poem

In pairs:

1. Who is speaking in the poem?
2. In one sentence, describe what is taking place in the poem.
3. Discuss six pieces of advice the parent gives the child.
4. Explain the advice given to the child about education.
5. What advice have your parents given you about education that you have found useful?
6. How different is this kind of will from the usual wills you know?



### Activity 7.31 Group Discussion

In groups, share your views about the following scenario:  
If your parents offered you a lot of property and asked you to choose between property and education, what would you choose and why?



### Activity 7.32 Group Work

Create a poem which encourages the children in Uganda to stay in school.

## 7.10 Persuasive Writing

Generally, we write to give information or facts, to explain, to entertain, to teach, to inquire or investigate about something. Sometimes, we write with the aim of convincing someone to take on a particular point of view, or to get them to do something. This is called persuasive writing. When do we write persuasively?

In pairs, search for the meaning of the word ‘persuade’ in the dictionary or using the Internet. When do we need to persuade someone?



### Activity 7.33 Role play

Your teacher will divide you in groups. Role-play each of the following scenarios to persuade your group members, then choose a member to present your findings to the class for comparison.

**Group A:** Debate the motion: “It is unnecessary for one to go far with education to become rich”.

**Group B:** Imagine a court situation where someone is accused of a crime they did not commit. Defend their innocence.

**Group C:** At school, give a speech on assembly about the need to improve on the quality of meals.

**Group D:** Imagine it is election period when prefects are campaigning for leadership positions. Present your manifesto.

**Group E:** Imagine you are a religious leader preaching the word of God. Convince the congregation to turn away from sin.

If you put any of the above in writing, you are doing persuasive writing. Note that, you can only write persuasively on a topic if you have ample knowledge and facts or you have thoroughly researched on a subject.

#### Some common phrases used in persuasive language

- You must agree with me ....
- The fact is that ...
- I am certain/sure that you have all seen/heard ...
- After a thorough research and observation, I have proven that ...
- What needs to be done is ...

What more can you add on to the list?

## Informal letter

Read the letter below and answer the questions which follow, paying attention to the highlighted expressions.

### Sample Letter

St Mary's College,  
Pakwach.  
24th October, 2021.

Hello Chemonges,

I hope this letter finds you alive and kicking. Myself, I am just terrific, more so, for the wave of excitement sweeping across all Senior IIs. We are soon joining Senior III, where we shall have to study only selected subjects that will usher us into our future careers.

Early this week, our career's master visited our class and guided us through the exercise. You should have seen how boys and girls got excited choosing this subject and discarding the other. Some naughty ones even tore the books whose subjects they did not need anymore, but our no-nonsense Director of Studies gave them some 'fire' on the buttocks.

That aside, I am writing to respond to your choice of subjects that you made last week. You told me you opted for Technology and Design, Art and Design, French and Literature in English. It is not a bad combination, however, I'm afraid those subjects will not lead you to your dream course of Bachelor of Commerce or Accountancy. Have you talked to your careers teacher yet? If so, did he or she approve of it? Is BCOM or Accountancy still your dream career?

Dear Chemonges, what I know about those courses is that they require business subjects, such as Entrepreneurship and Mathematics. I suggest that you drop either Technology and Design or French to take up a business subject. You have always been good at Mathematics, which will make your passing of business subjects easier.

I wouldn't want to miss out on the future brilliant governor of Bank of Uganda known as Chemonges.

All the best,  
Ayo

**Activity 7.34 Individually,**

Assume you are Chemonges, reply to the letter, sharing your own subject choices and convincing your friend to change his mind about his subject choice to take up others for another career path of your choice. Make use of 'get + phrasal verb' like in the sample letter above.

**7.11 Get/got Forms/Get + Phrasal Verb****Activity 7.35 Pair Discussion**

You have been invited to give a brief career talk to Senior Three learners about the subjects they need to study, what they have got to do to pass those subjects and achieve their goals in general.

In your talk, employ get/got forms and got forms plus a phrasal verb expression like;

- You've got to dedicate more time to...
- get out of your comfort zone...
- get on with the subjects ...
- got to mix-up with people who are ...

## Sample Activity of Integration

### Scenario

Your sister has recently completed her O'level studies. She performed excellently in school. Throughout her studies, she was a star performer in Technology and Design, which has granted her wish to enrol into a technical institute for further studies to farther her skills in building construction. Your parents are, however, opposed to the idea, saying her career choice of building construction is unsuitable for girls. That it is for boys. Your parents also think that vocational studies are for weak learners, or those from unprivileged/humble backgrounds.



### Task

Write a letter to your parents explaining why they should allow your sibling to pursue her career dream. In your letter, show how vocational studies provide opportunities for all, and can lead someone to become successful.

## End of Chapter 7 Glossary

|                         |   |
|-------------------------|---|
| <b>alma mater:</b>      | school, college or university from which one graduated  |
| <b>alumna:</b>          | female pupil or learner of a university or college or female graduate   |
| <b>alumni:</b>          | people (male or female) that have graduated from a university or vocational institution                         |
| <b>alumnus:</b>         | male graduate   |
| <b>artisan:</b>         | a worker in a skilled trade, especially one that involves making things by hand                                 |
| <b>apprentice:</b>      | a person who is learning a trade from a skilled employer, having agreed to work for a fixed period at low wages |
| <b>career:</b>          | profession or vocation in which one is trained for or one's person's calling                                    |
| <b>career's master:</b> | person who guides learners about careers  |
| <b>faculty:</b>         | division of a university teaching a specific course   |
| <b>gender bias:</b>     | tendency that certain things are meant for men or women   |
| <b>polytechnic:</b>     | training centre of vocational skills  |
| <b>profession:</b>      | field in which a graduate has experience after formal qualification   |
| <b>tertiary:</b>        | third level of education after secondary school   |
| <b>upgrading:</b>       | adding value to oneself by acquiring more education   |
| <b>vocation:</b>        | particular occupation, business or profession   |



## Chapter Summary

In this chapter, you have learnt to:

- analyse information from advertisements, websites and prospectuses about further education
- identify the types of higher education in Uganda
- discuss gender-biased statements about certain careers
- use conditional clauses and clauses of purpose to provide counterarguments against gender-biased statements
- use opinion words with the present and past simple tense to recount personal experiences
- use the past participle tense, and declarative statements to explain bias/prejudice
- appreciate the role played by parents in choosing a career for their children
- use persuasive language to advise a person on a course of study
- use get/got forms, get + phrasal verb to role-play getting a job or to enrol for a course

# CHAPTER 8

# BANKING/MONEY



## Keywords

- assets
- binge spenders
- bookkeeping
- budgeting
- capital
- cash flow
- debt trap
- expenses
- e-banking
- financial literacy
- income
- interest rate
- investment
- liabilities
- loan
- mortgage
- savings
- statement
- transaction
- uncertainties
- wage/salary

## Learning Outcomes:

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

- analyse information and vocabulary related to banking
- interpret and use abbreviations/acronyms used in banking
- listen to and narrate experiences related to banking/money
- write and act dialogues related to money and banking
- analyse extracts, articles, etc. related to banking/money
- listen to and read information about traditional and modern informal and formal methods of banking
- use non-verbal features to communicate matters related to banking
- use structures for comparing/contrasting orally and in writing about different methods of banking
- use active and passive voice to talk about how banking was done in the past
- fill in the correct information in forms related to banking
- use the imperative in documents related to banking
- write a formal letter requesting a loan or mortgage
- write an article for a school magazine
- apply quotation marks, apostrophes, hyphens, dashes, etc. in texts related to banking/money
- use the future tense: will, shall, going, etc. to write and talk about future banking plans



## Learning From Each Other

Most of the activities we carry out revolve around money. We need money to buy food, water, clothes, pay school fees, build houses or travel. Your parents/guardians do various jobs to earn money for these purposes. One of the reasons why you are studying, is to acquire skills to be creative and productive. For example, so as to establish projects and create jobs in order to employ people to earn money. Any responsible and organised entrepreneur ought to relate with the bank.

**By the end of this chapter, you will acquire the language used in managing money and banking and handle different situations related to money and banking.**



## A: Listening and Speaking 1



### Activity 8.1 Group discussion

Study the following speech bubbles and learn how different business activities relate with banks. Share your views on how else one would relate with the bank. You may use your knowledge of Entrepreneurship and other fields.

*It has been a good business season. I have made a lot of profits. I need to rush and deposit my money in the bank.*



*After a bumper harvest, there is a lot of maize on the market. I must get a loan and purchase a maize mill to process my maize into flour to avoid making losses.*



*We no longer suffer carrying money and queuing at the bank. I can now easily make transactions using my phone.*



*I have been remitting my weekly earnings to the SACCO. Next week, I am going to withdraw my money in order to pay school fees and bills.*



## General Discussion and Plenary Presentation

Your teacher will divide you into groups and assign each, one of the following questions related to money and banking. Share your views in your group and your secretary will present them to the class for comparison and further sharing.

1. What do you, as an individual, stand to benefit when you relate with banks?
2. Describe the types of services banks render to their clients.
3. What risks is one likely to face when they do not keep their money in the bank?
4. How have banks managed to solve the stressful long queues and congestion in banking halls?
5. Explain what you understand by the term ‘financial literacy’. Describe any financial literacy programme you have heard of and its importance.
6. How much pocket money do you think parents or guardians should give their children? Discuss how you budget for your pocket money in a term and how you keep your money safe.
7. What do you do with your savings? Do you have any project(s) in which you invest your money? Share them (if any) with the class. If not, think of a project you would establish and how you would run it.
8. Have you heard of people in your community whose property has been confiscated by people known as ‘loan sharks’? What leads to such incidences? What do you think should be done to money lenders who charge exorbitant interest rates on their loans?



### Activity 8.2 Learning English with ICT

In groups, search the Internet, or with the help of your teacher, find an audio-recording or video about money and banking. Listen carefully and take notes on the opinions of the speaker(s) about any, or all of the following:

How to;

- (a) use money wisely
- (b) budget for money
- (c) save and invest your money
- (d) modern banking methods
- (e) benefits of keeping money in the bank
- (f) any other relevant information about money and banking

Explain how these views are similar or different from your own. How has the message inspired you to manage money better? Explain the lessons you have drawn. Discuss the lessons with groupmates, then make mini-presentations to other groups.



### Activity 8.3 Technological Advancement in Banking

Discuss in pairs.

With the changing world of technology, new methods of doing things keep emerging. With the help of the teacher's mobile phone, school bursar's laptop, or any staff member's, or a payway machine, find out and demonstrate in your pairs, how to carry out the different ways of e-banking.

### Listening practice



### Activity 8.4 Pre-listening

Share with the class your thoughts about saving and banking, by studying the brochure in figure 8.1. Make notes on a manila paper and share with a classmate what you think the listening text is about.

**YOUNG MULLAH ACCOUNT**

Are you a university or high school student? Do you need a cool flexible, affordable and quick savings account?

The Young Mullah is the best, most connected account for aspiring young millionaires like you. Sign up today.

#### Available Currencies

UGX, USD, EUR, GBP, and KES

#### Benefits

- Unlimited access to funds whenever they are needed
- Free UGX cash deposits
- Attractive interest rates
- Access to Visa debit card
- No account management fee/ledger fees
- Multiple channels of access to funds-mobile banking, ATMs, agent banking
- Free mobile banking subscription

#### Pricing

- Account opening/minimum balance - UGX 20,000
- Minimum account balance to earn interest - UGX 50,000
- Monthly ledger fees - Free
- Cash withdrawal per transaction - UGX 3,500
- Cash deposit - UGX free, foreign currency - 0.3% of deposit amount
- ATM Withdrawals - UGX 700

To sign up today or for any assistance, please call me today

#### SALES REPRESENTATIVE

Name:

Contact:

Branch:

Figure 8.1: Brochure for Young Mullah Account



## Activity 8.5 While listening

Listen to the text attentively and compare it with your ideas.

### BASICS OF SAVING

Do you ever wonder where all your money goes? How many of us have cultivated the important habit of consistently saving for a goal? While saving should be one of the most fairly known money concepts, a good number of income earners struggle with implementing it. If you took a random survey of how many income earners (who can afford to) consistently save, you will be shocked at the scores.

Many of us do not take this key concept of money management seriously. Surprisingly, even those who earn a decent income find excuses not to save. On the contrary, some of the most active savers are those who earn modest income.

A couple of days ago, I was pleasantly surprised when I found two guards in an animated discussion about saving. One was lecturing his colleague how they would be shocked at the improvement in their finances at the end of December if they embarked on saving. His testimony was that he was able to manage the impact of the coronavirus pandemic on his income because of the saving that he has consistently done for the last five years of his work life. I was forced to give him a thumbs up.

The key message is that if you want to realise financial security, you have to cultivate a habit of consistently saving. If you lack that discipline, you cannot manage your money prudently. For those struggling with saving, the simplest way to look at it is paying yourself first.

Picture this scenario, whenever you receive cash, the first people you think about are those you owe i.e. the bank, a friend who gave you a soft loan, utility company, landlord, etc. Paying for these should not be a problem, because you need these services to function.

However, the problem arises when the list of people you owe grows out of control. This points to a lack of discipline. If you need to borrow from multiple sources to consume, it is clear you lack discipline. You would not have been in this mess, in the first place, if you set aside a percentage of income for these needs. That is why you need to go back to the basics to understand why saving is important for your financial well-being. Cultivating a habit of saving is no child's play, but it can be done once you put your mind to it.



Figure 8.2: Sylvia Juuko, Head Media Relations, Bank of Uganda

### Questions about the passage: In groups:

1. Which category of people are considered the most active savers?
2. What amuses the writer about the discussion of the guards?
3. How can one ensure financial security?
4. Why do people usually accumulate debts? What is the effect of this?
5. How would one avoid being in this mess?
6. If someone gave you UGX 500,000 (five hundred thousand shillings), write a detailed description of a project you would establish.

### 8.1 Abbreviations/Acronyms Used in Banking

It is common to find terms, abbreviation and acronyms in banking that may be unfamiliar. For example, the first time you heard about the acronym ATM, what did you think it stood for? Perhaps, you had accompanied your parent/guardian or friend to withdraw money from an ATM and marvelled at the machine. Look up the meaning of 'acronym' in the dictionary. Can you think of any acronym related to banking?

#### Task

**Read the following paragraphs carefully, then look up the acronyms/abbreviations in the table and use them to fill in the missing words.**

Mudomo opened a savings 1 with Stanbic Bank, City branch, after many years of saving with 2. He was persuaded by a friend, who had spoken passionately to him about how the bank would pay him a high 3, for using his savings for a period of time.

Two days later, Mudomo received an 4 from the bank, telling him to report there 5.

When he arrived, the receptionist at the Enquiries advised him to apply for a 6 card so that he could access his money from any 7 within his reach. Exhilarated, but also worried, Mudomo asked the receptionist whether his money was safe as the device could be accessed by every member of the public. Mariam, the receptionist, then explained to him that he needed a secret 8, which only he, would use to access his account through the device.

"Can I access all currencies through this device?" Mudomo asked.

"No, not all currencies. You'll only withdraw 9 notes because you don't have a dollar account," she replied.

Mariam also advised Mudomo to apply for mobile banking to enable him carry out fund transfers, check account balance or generate a 10 using his phone.

"What is a 10, madam?" he inquired.

"Oh, it is a statement with a list of transactions that have happened in your bank account over a particular period of time. It shows all the debits, credits and the balance you have on the account," she elucidated.

|   |                                      |
|---|--------------------------------------|
| UGX (Uganda shillings)                            | PIN (Personal Identification Number) |
| BS (bank statement)                               | a/c (account)                        |
| SACCO (savings and credit co-operative societies) | DB (Debit)                           |
| ATM (Automated Teller Machine)                    | IR (interest rate)                   |
| ASAP (as soon as possible)                        | SMS (Short Message Service)          |



### Activity 8.6 Identifying Common Abbreviations and Acronyms Used in Banking

In groups, investigate/find more abbreviations and acronyms used in banking and money and write a glossary. Study the examples in the table and add as many abbreviations/acronyms/banking terms as you can. Your secretary will present your findings to the class for comparison and further discussion.

| Abbreviation/Acronym | Meaning                        |
|----------------------|--------------------------------|
| PIN                  | Personal identification number |
| a/c                  | Account                        |
| WB                   | World Bank                     |
|                      |                                |

## 8.2 Specific Vocabulary Terminology Related to the Chapter



### Activity 8.7 Interpreting/explaining banking terms

Form four groups and carry out the following tasks.

**Group A:** What is a savings account? Briefly describe how it works.

**Group B:** What is required to open a savings account?

**Group C:** What are the advantages of a savings account?

**Group D:** What are the disadvantages of a savings account?

Use the Internet, the library or consult any resource persons to research about the assignment given to your group. Make brief notes in your own words. Note down specialist vocabulary you might encounter, giving definitions of each. Your secretary will present your findings to the class for further discussion.

## 8.3 Experiences Related to Banking/Money



### Activity 8.8 Class Presentation

You have perhaps heard your parents/guardians/friends, relate their experiences about banking and money. Some may have fond memories, others nasty experiences. What are some of the things that made these experiences good or bad?



### Activity 8.9 Skit: Sharing banking experiences

In pairs, read and act the following skit. Use non-verbal features to make your dialogue interesting and credible.

*(At a community market, two farmers are engaged in a heated argument)*

**Penina:** *(raising a hand in approval)* Just like I have always said! Since I started saving with the bank, I have not had any financial challenges.

**Popo:** I am happy for you. Personally, I prefer my traditional way of saving, it's very convenient.

**Penina:** I agree, but I'd rather you saved with the bank. There are some benefits you will enjoy, besides keeping your money safe. For example, that pot in which you always bury your money, cannot multiply it. It will always remain the same.

**Popo:** Oh, so your bank gives free money ...

**Penina:** *(shaking her head)* Not really. There is an interest. The more the money or the longer you save, the higher the interest rate.

**Popo:** No way! I am told the bank always asks for some money ....umm... Sh 10,000 or something...before agreeing to keep your money. My pot, on the other hand, only receives without asking for a bribe.

**Penina:** That is no bribe. The bank uses that money to process the documents on which your details are written.

**Popo:** *(undaunted)* Besides, I don't like begging for my own money. That's what those banks make us do. Right now, I can easily withdraw my money from the pot and spend it at anytime I want.

**Penina:** That's why it is said," Easy come, easy go."

**Popo:** No, no, no ! I struggle for this money, working every day on my farm.

- Penina:** You are right. (*patting his shoulder*) The more reason you should save with the bank. Have you ever imagined someone breaking into your house and walking away with all your money?
- Popo:** You are right. I had not thought about the risks involved. Besides keeping my money safe, how else will I benefit from the bank?
- Penina:** (*counting off her fingers*) The bank will give you an ATM Card, so you can withdraw your money from any ATM machine across the country. You can register for online banking, too. You will also be able to plan and spend your money more meaningfully.
- Popo:** Thank you, Penina. However, I think I will come with you to the bank on your next visit. I need to learn more about banking and saving money. Also, about that interest you talked about.
- Penina:** That's all right (*a customer approaches*) Oh, we'll chat more later. Allow me attend to my customer...Good day.
- Popo:** Good day to you, too.



### Activity 8.10 Writing and performing a skit

In pairs, imagine a friend has UGX 100,000 or even less pocket money. His or her parents or guardians have warned him or her against extravagant spending and have told him or her that that was all he was entitled to for the entire term. He or she seeks your advice on what to do. Write a skit, guiding him or her on what to do to keep his money safe and to avoid spending it lavishly. Your teacher will invite some of you to perform before the class. Perform your skit for other classmates to enjoy and learn.

#### 8.4

### Specialist Vocabulary Related to Money and Banking



### Activity 8.11 Acting a Dialogue on SACCOs

Work in pairs to act the following dialogue.

**Banker:** Hello, please sanitise, put on your mask and sit down.

**Client:** Oh, thanks. I would like to open an account, please.

**Banker:** Here are the forms. Which type of account would you like to open?

**Client:** I'm naïve about the accounts. Would you mind educating me a little more about them?

**Banker:** I'm obliged to. We have the **savings account** where you **deposit** money and make **withdrawals** at your whim; then the **current account** which attracts **an interest**; and the **fixed account**. With a fixed account, the account holder authorises the bank to hold their money for an agreed period of time. The bank pays annual interest which is higher than all the other accounts. Finally, we have the **dollar** or **British Sterling account**. So, which is your preferred account?

**Client:** I'm a low-income earner and would wish to make withdrawals, invest, save, and so on.

**Banker:** In that case, you need a savings account. Here. Please, fill in the forms, then head to the counter to pay an **account opening deposit** of UGX 20,000 to the **teller** over there.

**Client:** Thank you. What other services will I enjoy?

**Banker:** Here is a brochure. Read it carefully for your guidance. You will get **periodical e-statements**.

**Client:** I don't have a signature. I don't know how to read and write. What can I do?

**Banker:** Use your thumbprint, then.

**Client:** You've been very helpful. Thank you.

**Banker:** It's been a pleasure serving you.



### Activity 8.12 Writing a dialogue

In pairs, discuss what is happening in the dialogue in Activity 8.11. Have you ever been to a banking hall or interacted with someone who has? Share the experiences with a partner.

Explain the meaning of the highlighted words and phrases. You may consult a teacher or look them up in the dictionary or the Internet.

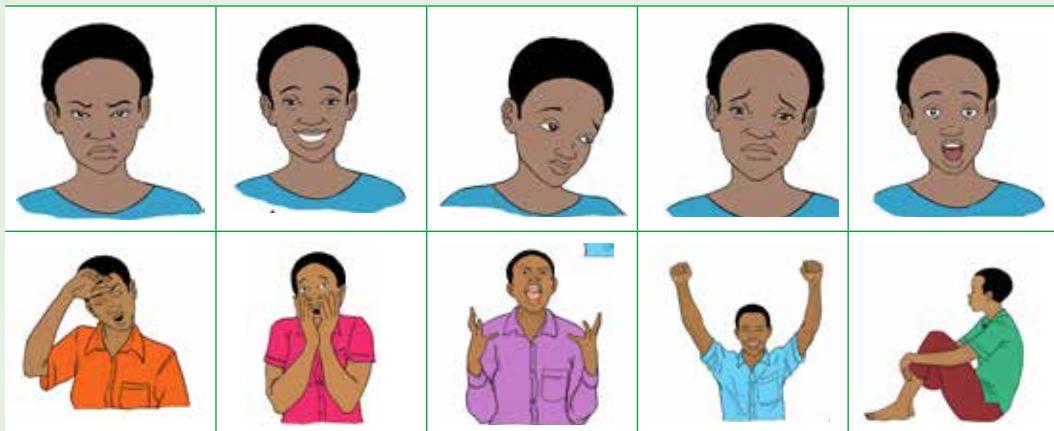
Then, write a dialogue using some of the highlighted words in the dialogue describing how to request for a bank statement.

## 8.5 Non-Verbal Features in Dialogues

As you interact with each other at home or in school, you impart or exchange information on a variety of issues/subject of interest. This is called **communication**. Share with the class the different types of communication you know. People with speech and hearing impairment or difficulties communicate effectively with each other and everybody around them. What is this type of communication? Have you ever heard of non-verbal communication? Share the various forms with your classmates.



### Activity 8.13 Role play: Using non-verbal features



Working in pairs, imagine any common situations in a bank, such as opening a savings account, depositing or withdrawing funds or paying school fees or even, someone may have a challenge and needs help.

Discuss it with your partner and prepare to role-play, using non-verbal communication. Make your presentations as the rest of the class observes. Interpret the non-verbal features of the role plays presented by other pairs and compare with the intended meaning or message. Share views on how effectively or not, the message has been conveyed, giving reasons to support your views.

Still in your pairs, study and discuss the following non-verbal communication forms:

1. Facial expressions, such as a frown, smile, wink, raising the eyebrows, blushing, wide-eyed, eyes closed and pursed lips. Which of these show happiness, shock or surprise, anger, fear, disgust, sadness?
2. Gestures include beckoning, waving, pointing, nodding the head, holding your hand up, palm out, folding your arms across the chest, hands in the pocket. Do you know what each of these expresses? Discuss them with a partner, for example feelings, the message, among others.
3. Body language includes the way one sits, walks, stands, holds their head, carries themselves, raise shoulders, stiff body, relaxed posture, among others. What feelings or messages do these convey?
4. Haptics (touch) include polite touch, firm handshake, hug, a kiss on the cheek or forehead, a kiss on the lips, a pat, a grip, a caress.
5. Eye gaze – how can you tell one's feelings by the look in their eyes? You can tell one's affection, hostility, attraction, interest, boredom or shyness, among others.

## 8.6

## Traditional and Modern, Informal and Formal Methods of Banking



## Activity 8.14 Distinguishing Traditional and Modern Banking

In groups, watch a video from the link **Success stories of SACCOs in Uganda PART 1** <https://youtube.be/Zfg7II1zhkk>. Describe the people's experiences and reactions about informal methods of banking such as SACCOs and Village Savings and Loan Association (VSLA).

Or

Read the following extract about **Traditional Banking Vs Modern Banking**. Find out any similarities or differences between the two methods. Then, draw a table after the passage in your exercise books and represent your points on it. Your teacher will randomly select any group member to read your points to the class. Using the table you produced, write sentences using language structures for comparing and contrasting. Share your sentences with other groups.

### Traditional Banking Vs Modern Banking

The banking system in Uganda has evolved from traditional practice to modern electronic banking in the recent past. Most Ugandans are probably familiar with traditional banking. This is where the bank has a physical location that a client can visit in order to open an account. Although some of these physical banks allow customers to open accounts online, they still require that the customers visit the banks to confirm their identity and submit documents.



Figure 8.3: Traditional banking hall (queuing)

However, traditional banking has its shortcomings. Transactions consume a lot of time as customers have to visit banks to carry out activities, such as opening accounts, checking bank balances and transferring money from one account to another. Access time is also limited to only working hours. It is not uncommon to find long queues in banking halls because employees and clerical staff can only attend to a few customers at a time. Customers incur a lot of costs on transport to the bank every time they need to carry out transactions and clerical (paper) work.

The development of Automated Teller Machines (ATMs), credit and debit cards, phone banking and online banking has helped to drastically reduce costs and save time, as clients do not have to physically visit banks to carry out transactions, but can do it through the phone or laptop.

Accounts can be readily accessed from anywhere provided there is internet connection. Clients who travel abroad can access and monitor their accounts without having to travel home.

It is not all plain sailing though. The lack of physical location denies clients direct contact with service providers, as only electronic contact is provided. Online accounts are also prone to hacking and fraud. Virtual banks also do not have ATMs of their own, so clients have to incur extra costs using another bank's ATM.

By and large, traditional and modern banking are interdependent. One would be right to say modern banking has come to support traditional banking because there is evidence that we cannot completely run away from the old practices of visiting the physical banks, for example, in case we need a replacement for a credit card.



Figure 8.4: Modern banking

| Traditional methods  | Modern methods       |
|--|----------------------|
|  | No physical location |
| Consumes a lot of time as customers visit banks physically |                      |
| Manual banking   | Online/phone banking |

Add other comparisons between traditional and modern banking as discussed in the passage.



## Activity 8.15 Summary Writing

In your exercise book, summarise the advantages and disadvantages of modern banking in a paragraph of about 150 words. Exchange your summary with a partner for comparison and, after, hand it in to your teacher for marking and feedback.



Figure 8.5: Fraudulent action

## Grammar and Usage

### 8.7 Comparing and Contrasting



## Activity 8.16 Using structures for comparing and contrasting

In pairs, using the table produced, write sentences using language structures for comparing and contrasting.

Study the following sentences:

1. Modern online banking is **more convenient** because it is available at any time, hence providing 24hours access.
2. Traditional banking consumes **much more** time than modern banking as customers have to physically visit the bank.
3. Modern banking involves **less** mail and no transport making it less costly.



### Grammar Highlight

The underlined phrases “more”, “less” and “much more” are language structures for comparison and contrast. We use these structures to compare nouns and ideas, (people, places, things and thoughts, views and facts).

Here are more structures of comparison; **resemble, equally, just as...as, nothing like, nowhere near, much the same as...**

1. For contrasting: **In contrast, on the other hand, however, but, though, although, way better than, more...than...**

We may also use double comparatives for example. “**The more...the more**”

#### Example

- The more people save with the bank the more they are convinced of the benefits.

2. Progressive comparatives are used to show degree and for emphasis. For example, “higher and higher”.

**Example**

- Interest rates on savings accounts are getting higher and higher.
- Financial risks are becoming less and less with the improvement in the management of finances by most banks.

### Task

Choose suitable language structures from the list given in the table below to complete the following paragraph.

#### Traditional or Modern Banking

Traditional banking has been in existence and has been used by many generations for 1 time than modern banking. However, with the introduction of online banking which is by far 2 3 customers who have smart phones and access to Internet say the latter is 4 the former. Obonyo, a large-scale farmer says, although traditional banking services are 5 those of online, it is still 6 as the risks of fraud are 7 he also asserts that both methods are 8 good as their primary functions are 9; that is to enable clients deposit money into and withdraw it from their savings account. He adds that online banking is 10 as customers can carry out transactions at any time and from any place but that traditional banking provides face to face contact which is sometimes highly desired.

|                 |                 |
|-----------------|-----------------|
| equally         | much the same   |
| most            | faster          |
| way better than | more accessible |
| not as fast as  | safer           |
| much lower      | longer          |



#### Activity 8.17 Debate

Form two teams and hold a debate on the motion, “**Modern banking is a menace to rural entrepreneurs**”. Prepare your points and select the best debaters or speakers to represent your team. Use polite expressions of opinion and persuasive language. Other members may participate as speakers from the floor.



## Activity 8.18 Library/ICT hour: Opening a learner account

In groups,

Have you thought of opening a student bank account before you graduate? Do you know a friend, colleague or sibling with a student account? If, yes, share with a partner what you know about a student account. If not, it is high time you interested yourself in having one. Financial well-being is a moral that grows from a tender age and, the best setting, is a school.

Your teacher will divide you in groups and task you to go to the library or use the Internet to research about banks that have designated student bank accounts. Find out which banks have these accounts, account opening requirements and benefits. Let your group secretary write a report on your findings which will be displayed on the classroom wall or noticeboard, as well as the school noticeboard for the consumption of all the learners.



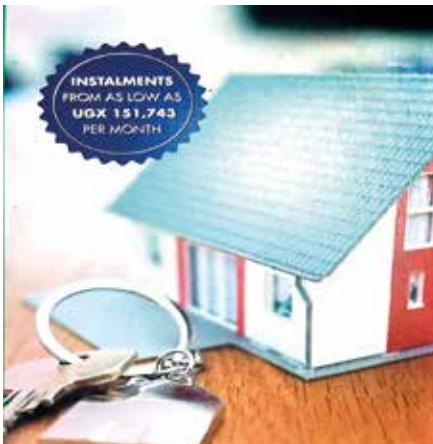
## C: Writing

### 8.8 Writing a Formal Letter



## Activity 8.19 Interpreting a loan agreement form

In pairs, study the loan brochure in Figure 8.6 and loan application form in Figure 8.7, and share your thoughts about them. Have you or your parent/guardian ever filled in a loan application form? Share your views on the information required in the loan form in Figure 8.7.



**Benefits**

- Multipurpose offer that covers house purchase, construction, completion, renovation, equity release, land acquisition and refinance
- Discounted interest rates
- Financing options of up to 80% value of property
- Loan amounts of up to UGX 1BN or USD 300,000
- Discounted property valuation costs

**General Requirements**

- Completed loan application form (provided by the bank)
- Valuation report of property to be financed
- Approved building plans (Home construction)
- Sale agreement of property to be financed
- Copy of bills of quantities for construction or renovation
- Copy of financial card

**Salaried Individual Requirements**

In addition to the above general requirements, please present the following:

- Copy of employment contract, appointment and confirmation letters
- Employer letter of undertaking
- 3 months salary account bank statement
- Employees authority to offset loan (for those borrowed in other banks)

**Non-salaried Individual Requirements**

In addition to the above general requirements, please present the following:

- Copy of trading license
- 6 months account bank statement
- Verifiable source of income

To sign up today or for any assistance, please call me today.

|                             |
|-----------------------------|
| <b>SALES REPRESENTATIVE</b> |
| Name:                       |
| Contact:                    |
| Branch:                     |

Figure 8.6: Brochure

State of \_\_\_\_\_

# LOAN AGREEMENT

---

This Loan Agreement (this "Agreement"), is made as of this \_\_\_\_\_ day of \_\_\_\_\_, 20\_\_\_\_\_  
 (the "Effective Date") by and among/between:

**Borrower(s):** \_\_\_\_\_, located at \_\_\_\_\_  
 \_\_\_\_\_ [Address] ("Borrower"), and

**Lender(s):** \_\_\_\_\_, located at \_\_\_\_\_  
 \_\_\_\_\_ [Address] ("Lender").

The parties agree as follows:

**1. Loan Amount.** Lender agrees to loan Borrower the principal sum of \$\_\_\_\_\_ (the "Loan"), together with interest on the outstanding principal amount of the Loan (the "Principal Balance"), and in accordance with the terms set forth below.

**2. Repayment of Loan. (Check one)**

**Single Payment.** The Loan together with accrued and unpaid interest and all other charges, costs and expenses, is due and payable (Check one)  on demand of the Lender  on or before \_\_\_\_\_, 20\_\_\_\_\_.

**Regular Payments.** The Loan together with accrued and unpaid interest and all other charges, costs and expenses, is due and payable on or before \_\_\_\_\_, 20\_\_\_\_\_. All payments under this Agreement are applied first to accrued interest and then to the Principal Balance. The Loan shall be payable in installments equal to \$\_\_\_\_\_. The first payment is due on \_\_\_\_\_, 20\_\_\_\_ and due thereafter in \_\_\_\_\_ [Number of payments] equal consecutive: (Check one)

- Monthly installments. Each successive payment is due on the \_\_\_\_\_ day of the month.
- Quarterly installments. Each successive payment is due on the \_\_\_\_\_ day of the quarter.
- Semi-annual installments. Each successive payment is due on the \_\_\_\_\_ day of the half-year.
- Annual installments. Each successive payment is due on the \_\_\_\_\_ day of the year.

**3. Security. (Check one)**

The loan is secured by collateral. Borrower agrees that until the Loan together with interest is paid in full, the Loan will be secured by \_\_\_\_\_, and Borrower hereby grants to Lender a security interest in and to such property.

Figure 8.7: Sample loan application form



### Activity 8.20 Requesting for a Loan: Writing a formal letter

Sometimes, you may need a huge sum of money within a short time. Have you ever heard about or ever been in such a situation? Share your experiences with your groupmates. Talk about the nature of the problem, how much money was needed and how it was finally obtained. Using your dictionary, find out what a loan is. You may consult your teacher for guidance.

Imagine you need a large sum of money to pay your school fees or to set up a business to help your parents with some of the family expenses. No one is able to come to your aid or lend you money, so the only option is to take out a loan from the bank. Write a formal request to the bank manager requesting for a loan. In your letter:

- Clearly state the reason why you need the loan.
- State the amount of money you are requesting.
- Describe how you will repay the loan, including collateral you will offer to the lender/bank to protect the loan, in case of default.
- Attach any financial or personal documents you think are necessary such as a national identity card, guarantor, income statement, among others.
- Use polite language and the correct letter format.

Your teacher will guide you as you write and, later, read your letter to the class.

## 8.9 Articles



### Activity 8.21 Writing informal articles

Form groups and write an informal humorous article for a school magazine, advising schoolmates on how to manage their money.

For example,

- how to open the right bank account
- plan for their money
- set money goals
- manage their expenses
- have an emergency fund, etc.

You may use the imperative and modal verbs where necessary.

The group secretary will read your article for the class to enjoy and learn from it.

## Features of an Article

1. The Headline (Title/Heading). It should be interesting enough to arrest the attention of the reader. It should highlight the general gist of the body.
2. Byline (the full name of the writer).
3. The lead paragraph or introduction should also be very interesting to keep the reader wanting more. Tell the reader why the article is important, by providing a brief background as to why you are writing.
4. The body contains, the details of the article. It may be broken into paragraphs. It may include, illustrations or examples, pictures (if any) quotes, saying/proverbs/idioms that form the major parts of the article.
5. Conclusion. The writer should attempt to make a lasting impression and prompt or provoke action from the reader or to have a change of opinion or make a decision.



### Activity 8.22 Idioms/Wise Sayings Related to Money

In pairs, study the following idioms related to money or banking. Using the dictionary or the Internet, look up their meanings and, in turns, use them to construct sentences or narrate/write an experience where any of the idioms applied in your life or someone you know, to further demonstrate your comprehension of their meaning and usage. In case of any challenges, seek the guidance of your teacher.

#### Idioms

1. A fool and his money are soon parted.
2. Easy come, easy go.
3. Money burns a hole in someone's pocket.
4. Money is like a sixth sense without which you cannot make a complete use of the other five.
5. Money doesn't grow on trees.
6. I know of nothing more despicable and pathetic than a man who devotes all of the waking day to the making of money for money's sake.

**Example:** “Money burns a hole in someone’s pocket.”

**Meaning:** “Someone feels the urge to spend money as soon as he earns it.”

**Sentence:** James has a lot of money burning a hole in his pocket.

Look up more idioms related to money and, together with your partner, create at least two idioms of your own.

## 8.10 Quotation Marks, Apostrophes, Hyphens, Dashes

### Punctuation

Study the following sentences and identify the punctuation errors as you correct them.  
 peter wanted to set up a restaurant in his neighbourhood but he hardly had any money so he decided to take out a loan however later his bosom friend Natalie called him

Talk about what you find unusual and then rewrite the sentences making corrections.

Now, listen to your teacher read the sentences out loud, with the correct inflections and pauses, to help you edit and use the correct punctuation mark.

Do you notice any remarkable difference?

Punctuation helps to regulate and clarify meaning and rhythm within a text by linking or separating words, phrases clauses and sentences.



**Note:** Let us recapitulate briefly on the function and usage of quotation marks, apostrophes, hyphens and dashes.

### Punctuation marks



#### Activity 8.23 Research on punctuation marks

Your teacher will divide you into groups to research about the following punctuation marks.

|            |        |                 |        |
|------------|--------|-----------------|--------|
| apostrophe | hyphen | quotation marks | dashes |
|------------|--------|-----------------|--------|

Each group will be tasked to find out what the punctuation marks are, when to use them, and apply each in two sentences. The group secretary will present your findings to the class for comparison and further discussion.



#### Activity 8.24 Writing a letter of complaint

Imagine you visited your bank, but you found a long queue, yet you had an urgent programme, such as your relative has been admitted in the hospital. So, you decided to use the ATM which you find has broken down. You, therefore, wait begrudgingly, full of anxiety. You cannot transact on the mobile wallet as the network is down.

Write a letter of complaint to the branch manager, expressing your dissatisfaction towards the services of the bank. In your letter, remember to employ quotation marks, apostrophes, hyphens and dashes.

Your teacher will randomly select some of you to read your letter to the class.



## Activity 8.25 Understanding quotation marks, Apostrophes, Hyphens and Dashes

Working in pairs, study the following notes and sentences. Each of you will construct at least one sentence on matters relating to banking money. Remember to apply quotation marks, apostrophes, hyphens and dashes.

### 1. Quotation marks (also known as speech marks) (“ ”) (‘ ’).

Are used in direct speech to mark off the actual words of the speaker.

**Example**

- “*You only need UGX 10,000 to open an ordinary savings account,*” *said the bank manager.*
- “*Oh, I thought,*” *replied Nina, “it was much more than that.”*

**(a)**

With titles of novels, plays, poems and other texts.

**Example**

- “*Growing up with Poetry*” “*The Alien woman*”

**(b)**

To draw attention to non-English words and expressions in a text.

**Example**

- “*Kamalewa,*” “*Malakwang*” (*traditional dishes in Uganda*)

**(c)**

To mark off short quotations or sayings or proverbs in a text.

**Example**

- “*Money never declines. Money just moves.*”
- “*Your bank account can be overdrawn, but it can never be overfilled*”.
- “*Anybody who dies with money in the bank is a failure*” (Dan Gilbert).

### 2. Apostrophes (‘ ’)

**(a)**

An apostrophe is used to form possessive. That is, to show that something or somebody belongs to something.

**Example**

- *We withdrew the money from John’s savings account.*
- *Jane used all the money from her piggy bank to build the dog’s kennel.*

**(b)**

It is used in contractions, to show where a letter or some letters have been left out in a word.

**Example**

- *it’s-* contracted form of *it is* or *it was* or *it has*.
- *I’d-* contracted form of *I would* or *I had*.
- *can’t-* contracted form of *cannot*.

**(c)**

It is also used with the plurals of lower case letters.

**Example**

- *Dot your i’s and cross your t’s or else teacher will not mark your work.*

- (d) Also, used with plurals of certain words, such as;
- *During the voting on the removal of mobile banking charges, the yes's were more than the no's. There was hardly any maybe's.*

- (e) An apostrophe is also used with plurals of certain abbreviations.

Example

- *MD's (managing Directors)*

### 3. Hyphens [-]

- (a) Used between two or more words to form a compound word or form.

Example

- *User friendly user-friendly.*
- *Face to face face-to-face*

- (b) It is used to separate a prefix (a group of letters placed before the root word) ending in a vowel from a word beginning with the same vowel in some words.

Example

- *Pre- eminently. The bank teller is friendly and pre-eminently a woman of integrity.*

- (c) It is used when writing compound numbers between 21–99 in words.

Example

- *twenty-one.*
- *ninety-nine.*

- (d) It is used to form the compound from a prefix and a proper noun in some words.

Example

- *Pre-teen*

- (e) Also, after the first syllable of a word that is divided at the end of a line.

Example

- *Save your money in the bank in order to avoid carelessness-spending.*

### 4. Dash (-)

Be careful not to confuse a hyphen (-) with a dash (—). A dash is longer than a hyphen.

- (a) A dash is used in formal English to denote that what follows is a summary or conclusion of what has been written before.

Example

- *In the long queue at the bank this morning, men were shouting and cursing, women were screaming, the bank teller was pushing customers away from the counter — it was chaos.*

- *I lost all my money to fraudsters — how can I believe in online banking again?*

(b) Also, to separate an afterthought or a comment from the rest of the sentence. It can be used singly or in pairs.

**Example**

- *His Excellency, Shanika was the wealthiest person — so I thought.*



### Activity 8.26 Using quotation marks, apostrophes, hyphen and dashes

Punctuate the following paragraphs with **quotation marks, apostrophes, hyphens** and **dashes** where necessary. Then, exchange your work with a partner. Your teacher will guide you as you mark.

In spite of reading an inspiring book, *Get Rich Fast*, Toto remains steadfast and pro traditional banking. She vehemently argues that traditional banking provides the most desired face to face contact with service providers. She goes on to explain that this kind of interaction boosts clients confidence that their money is safe in the bank. The fact that physical banks are not available in most hard to reach areas is not enough to break Totos resolve.

Although many clients agree with Toto on her assertions, some are immensely grateful to the banks for introducing mobile banking.

Its quite satisfying and convenient to be able to carry out bank transactions from the comfort of my home, said Ssentumbwe, especially with the help of a smartphone which is quite user friendly.

Maria, a business woman from Elegu, has a different opinion too.

Mobile banking is the best so I thought until I lost all my money to fraudsters. How can I trust online banking again?

All in all, a clients choice of banking methods is determined by their financial status where they live, banking experiences, exposure to technological advances, influence from friends or family the list is endless.



### Activity 8.27 Critiquing/punctuation check

In pairs, take turns reading the letters and articles you wrote in activities 8.20 and 8.21. Discuss/check punctuation marks giving comments and making corrections to ensure effective communication. Check for the correct usage of quotation marks, apostrophes, hyphens and dashes.

## 8.11 Future Tense 'will', 'shall', 'going to', etc.

Have you ever thought of something you would like to do during the holidays or after your Senior Four? Share ideas with a colleague, listing the activities you would like to carry out. Do you think you require funds/money in order to accomplish your goals? Share ideas on how you will save and spend and for what purpose. Use different forms of the future tense.

In pairs, read the following dialogue:

- Learner 1: When I complete school, I am **going to** set up my own business.
- Learner 2: Really? What business **will** that be?
- Learner 1: I am **going** to open up a restaurant.
- Learner 2: I guess that **will** cost an arm and a leg, but it's a good idea.
- Learner 1: Yes, by this time next year, I **shall have** saved enough money. In fact, it **will be** operating alongside my father's bar business.
- Learner 2: Hmm, running the two **will not be** easy.
- Learner 1: I know. My brother **will have** completed his course, so he **will be** available to give a hand.



### Grammar Highlight

The highlighted words and expressions “going to” “will” “shall have” “will be” “will not be” “will have” depict future actions or events that are likely to happen in future. These grammatical structures are used before the main verbs to predict an event in the future, give advice, depict the duration of an action that starts before and continues up to another action or time in the future, state plans or an action in progress. There are four future verb tenses.

### Simple Future Tense (will+ verb)

How do you express your future plans? For example, what are you planning to do tomorrow? Which tense do you use to express what you are planning to do?



### Activity 8.28 The Four Future Verb Tenses

In pairs, study the following sentences, paying attention to the highlighted words.

1. The branch manager **will give** a speech about banking and money at the assembly. (predicting the future)
2. **You will** bank the money today. (order)
3. **Will you** come along with me to the bank? (invitation)
4. I **will help** you to fill in the loan application form. (willingness)

Study the following sample sentences then construct two of your own, under each category of the future tense related to money and banking or your future plans. Seek your teacher's guidance where you find challenges.

## Future Continuous Tense (will + be + ing; is/are + going to + verb)

- (a) The future continuous tense is used to talk about an action that is likely to be in progress at some point in the future.

### Example

- I **will be** filling in the loan application form at seven o'clock in the evening.

- (b) To talk about plans.

### Example

- Joseph is **going to** take out a loan from Centenary Bank to build a house.

- (c) To predict a future event.

### Example

- We **will be watching** a video about banking and money on Monday.

## Future Perfect Tense (will+ have+ past participle)

- (a) The future perfect tense is used to depict an event or action that starts and continues up to a time in the future. Or, up to when another action starts. It also gives duration of the action.

### Example

- At four o'clock in the afternoon, Akiteng **will have been** in the bank for six hours.

- (b) To show that an action will be completed before a certain time in the future or before another action begins. It does not, however, show the exact time.

### Example

- By Friday next week, Nakayenga **will have paid** all her debts.

## Future Perfect Continuous Tense (will+ have+ been + present participle)

The future perfect continuous tense is used to show an action that will continue up until a point in future. It also shows the duration of an action that continues up to another point in time in the future or an action that finishes just before another in the future.

**Example**

- By the time we receive the money, we will have been in debt for eleven months.
- When I meet you, I will have been saving some money for two months, so I will be back in school.
- By the time the bell for break is rung, the branch manager will have been giving a speech for one and a half hours.

Describe how you will spend your pocket money in the next one week.

**Activity 8.29 Future Plans—Using future tense**

In pairs, your teacher will write the following time clauses used to refer to the future on the blackboard. **Before, after, as soon as, when, until, once, immediately, the moment, by the time, the day**. Tell a partner your future plans using any of these structures. Talk about where you think you will be in two years or five years. And how you think you will get there. What you think you will become or you will have and how you will achieve it. Take turns writing down each other's plans, using the simple future tense.

**Example**

- I am **going to** get a job as soon as I leave school. **Once I** get a job, I will start saving money to buy a car. Then, I will....

**Activity 8.30 Predicting the future**

Individually,

On small pieces of paper, write anonymous predictions about your classmates' future using the future perfect tense. **Do not** write your name or classmates' names in the predictions.

**Example**

- In five years, this person **will have completed** his course in banking and secured a well-paying job.

Hand the predictions in to the teacher who will read each to the class. Try to guess who the prediction is about and who you think wrote it. Then, write predictions about your own future in a paragraph or two. Exchange your work with a partner for peer editing, after which, you will hand it in to your teacher for further guidance.

## Task: Class Activity

Fill in the blanks with appropriate future tenses

1. Rachael has sold her watch. She ..... a scientific calculator. (to buy)
2. By this time tomorrow, I ..... enough money to open a Cente Junior Account (to save)
3. Wait! I ..... you to decide between opening a savings account and a current account. (help)
4. I am happy that by the end of this month my family ..... a considerable amount of profit from the money-lending business. (earn)
5. Watch out or you ..... serious losses. (incur)
6. By the end of this term, the school .... enough money from the project to buy a standby generator. (generate)
7. .... You .... some money from your Junior Account for the function? (withdraw)
8. Some learners said they .... not.... a Junior Account with Stanbic Bank because they prefer Cente Account. (Open)
9. The Young Farmers' club..... a tray of eggs at nine thousand shillings only. (sell)
10. During the holidays, I.....at my mother's garage in order to earn money to buy a tablet. (work)



### Activity 8.31 Using future tense

Construct meaningful sentences using the grammar structures in the table. Write your answers in your exercise book then exchange it with a partner. Your teacher will guide you accordingly as you carry out peer assessment.

|              |   |
|--------------|---|
| will         | will have   |
| shall        | will not have                                     |
| will not     | will be   |
| going to     | will not be                                       |
| not going to | is/are/am + subject + going to [asking questions] |

## Grammar

### 8.12 Active and Passive Voice

Banking transactions are made in numerous ways in modern-day banking. You may transact using your mobile phone, an Automated Teller Machine (ATM), Payway and, of course, through a bank teller at a physical bank, using bankslips, cheques and bank drafts. Have you ever transacted using any of the above methods? How was it done?

Supposing someone needs your help, how would you ably guide them on how the process is carried out using the passive voice?



#### Activity 8.32 Writing Dialogue/Conversation

In groups, study the following scenarios and, in a dialogue or conversation, help out someone you have found stranded in the following ways:

**Group 1:** In the banking hall, struggling to pay school fees

**Group 2:** Someone trying to pay a utility, such as, electricity, water, or television subscription using a mobile phone

**Group 3:** Struggling to withdraw money from an ATM

**Group 4:** Struggling to deposit or withdraw money from a mobile money account.

Use the active and passive voice in your dialogues.



#### Activity 8.33 Using Active and Passive Voice

In pairs,

In Book 2, you learnt about the passive and active voices. Working in turns, with a partner, say five statements in active voice as your partner changes them to the passive voice.



#### Activity 8.34 Pair Discussion

In pairs, study the following sentences carefully:

1. a) **My grandmother kept** money in a small tin which she then buried in the banana plantation.
- b) **Money was kept** in a small tin which was then buried in the banana plantation (by my grandmother).
2. a) Clients had to **fill in** forms in order to withdraw money from the account. (forms)

- b) Forms had to be **filled in** in order for money to be withdrawn from the account. (by clients)
3. a) **Customers** can now **use** electronic cards to withdraw money from an Automated Teller Machine. (Electronic cards)
- b) **Electronic cards** can now be **used** to withdraw money from a Automated Teller machine.

Compare the grammatical structures and meaning of the sentences.



### Grammar Highlight

In sentences 1a), 2a) and 3a) the subjects **My grandmother**, **clients** and **customers** actively perform the action of the verbs **kept**, **fill in** and **use**. These sentences are in the active voice. While in sentences 1b), 2b) and 3b), the objects **money**, **forms** and **electronic cards**, which experience the action or are “acted on” in sentences 1a), 2a) and 3a), have taken the initial (subject) position. However, they do not perform the action of the verbs. This time, the focus is on the **object** not the “**doer**.” Sentences 1b), 2b) and 3b) are, therefore, in the passive voice.



### Activity 8.35 Using active and passive voice

In groups, construct sentences using the active and passive voice, comparing traditional and modern banking. Your group secretary will read your sentences to the class for comparison and further discussion.

### Task

Rewrite each item, 1–10 as instructed. Do not change the meaning unless you are told to do so.

1. Traditional banking provides basic services. (Begin: Basic services...)
2. Employees and clerical staff can only attend to a few customers at a time. (Begin: Only...)
3. Online banking provides 24 hours access. (Rewrite ending...banking)
4. Customers can access their accounts readily from anywhere. (Begin: Accounts...)
5. Modern banking reduces costs on paper work and transport. (Rewrite using... reduced...)
6. Customers who travel abroad can easily monitor finances and bank transactions. (Begin: Finances...)

7. The introduction of a Junior Account has made the management of school fees easier. (Rewrite ending: ...Account.)
8. Informal banking does not provide investment opportunities. (Begin: Investment...)
9. Informal banking has brought services closer to the rural farmer. (Begin: Services...)
10. Most parents use School Pay Cards to pay fees for their children. (Begin: School...)

### 8.13 Bank Forms/Documents

Do you have a CenteVolution Account with Centenary Bank or a Stanbic Bank Ez Dimes Account, or with any other bank? If yes, share your experiences about steps taken to open one. If not, share any knowledge you have read or heard of from a friend or relative about the forms/documents of any bank or SACCO.

When carrying out transactions in a bank/SACCO, you are, sometimes, required to provide your personal details by filling in forms, especially when you wish to open an account or take out a loan.



#### Activity 8.36 Filling in bank forms correctly

In pairs, study the sample forms given. Fill in the correct required information. In case of any challenges, seek the guidance of your teacher.

|   |   |
|---|---|
| <b>SAVINGS CASH<br/>WITHDRAWAL FORM</b> | <b>UGANDA BANK</b>  |
| Date: .....                             | Tick: <input type="checkbox"/> UGX <input type="checkbox"/> USD <input type="checkbox"/> EUR <input type="checkbox"/> GBP <input type="checkbox"/> KES  |
| Account Number.                         | <input style="width: 100px; height: 20px; border: 1px solid black; margin-right: 10px;" type="text"/> <input style="width: 100px; height: 20px; border: 1px solid black; margin-right: 10px;" type="text"/> <input style="width: 100px; height: 20px; border: 1px solid black; margin-right: 10px;" type="text"/> <input style="width: 100px; height: 20px; border: 1px solid black; margin-right: 10px;" type="text"/> <input style="width: 100px; height: 20px; border: 1px solid black; margin-right: 10px;" type="text"/> <input style="width: 100px; height: 20px; border: 1px solid black; margin-right: 10px;" type="text"/> |
| Account Name .....                      |   |
| Amount in words.....                    |   |
| .....                                   |   |
| .....                                   |   |
| Amount in Figures:                      | Signature of account holder:  |

|                           |  |                     |        |                    |     |     |
|---------------------------|--|---------------------|--------|--------------------|-----|-----|
| <b>UGANDA BANK</b>        |  | <b>DEPOSIT SLIP</b> |        | <b>Teller Copy</b> |     |     |
| DATE .....                | <input type="checkbox"/> CASH <input type="checkbox"/> CHEQUES |                     | BRANCH |                    |     |     |
| <b>1516569</b>            |  | UGX                 | USD    | EUR                | GBP | KES |
| ACCOUNT NUMBER .....      |  |                     |        |                    |     |     |
| ACCOUNT NAME .....        |  |                     |        |                    |     |     |
| <b>CASH DENOMINATIONS</b> |  |                     |        |                    |     |     |
| UGK                       | FOREX  | UNITS               | AMOUNT |                    |     |     |
| 50,000                    | 1,000  |                     |        |                    |     |     |
| 20,000                    | 500  |                     |        |                    |     |     |
| 10,000                    | 200  |                     |        |                    |     |     |
| 5,000                     | 100  |                     |        |                    |     |     |
| 2,000                     | 50   |                     |        |                    |     |     |
| 1,000                     | 20   |                     |        |                    |     |     |
| 500                       | 10   |                     |        |                    |     |     |
| 200                       | 5  |                     |        |                    |     |     |
| 50                        | 2  |                     |        |                    |     |     |
|                           |  | TOTAL               |        |                    |     |     |
| <b>CHEQUE DETAILS</b>     |  |                     |        |                    |     |     |
| CHEQUE NO                 | ACCOUNT NO   | ACCOUNT NAME        | BANK   | AMOUNT             |     |     |
|                           |  |                     |        |                    |     |     |
|                           |  |                     |        |                    |     |     |
|                           |  |                     |        |                    |     |     |
|                           |  |                     |        | TOTAL              |     |     |
| SOURCE OF FUNDS           |  |                     |        |                    |     |     |
| Amount in words .....     |  |                     |        |                    |     |     |
| Depositor's Name .....    | Sign .....   | Contact .....       |        |                    |     |     |

## Types of Sentences used in Documents



### Activity 8.37 Using the Imperative in Instructions

In pairs, study the following sentences, paying close attention to the highlighted words. Discuss what meaning you think each sentence conveys. Construct some of your own about matters relating to Banking and Money.

1. Complete this form in triplicate.
2. Choose your banking option.
3. Go to page six for further instructions.
4. Fill in the form with your personal data.
5. Read this document carefully before agreeing to the terms and conditions.
6. Switch off your phone while in the bank.
7. Write your full name in capital letters.
8. Consider the banking options given.
9. Do not share your Mobile Money PIN.
10. Submit your application by 28th April.



### Grammar Highlight

The preceding sentences are examples of imperatives. An imperative sentence expresses a command or order. It leaves the reader or listener with no option, but to obey a given instruction. The subject of an imperative is usually the second person 'you', although always omitted with the verb taking the initial position.



### Activity 8.38 Dialogue on loan application

In pairs, use the dictionary or Internet to look up the meaning of a loan. Then, create a dialogue in which a loan officer gives instructions to a client who wants to take out a loan to pay school fees for their child. Use imperative sentences in your dialogue. Practice and then present/act it out to the class for comparison and critiquing.

## 8.14 Extracts and Articles Related to Banking

### Reading and Comprehension



### Activity 8.39 Pre-reading

#### Why the choices we make

Each day, we are faced with many decisions. While most decisions are simple, such as, what to wear or what to eat, others are more complex, such as, deciding between buying a smartphone or a textbook for a certain subject. Once you improve on your decision-making skills, the quality of your life is enhanced. Wiser choices result in better use of time, money and other resources. What usually influences you to make a decision? Share this with your classmates.

#### Interpreting extracts related to money and banking

Read the following passage and answer the questions that follow.

##### A Word for Young Binge Spenders

As a teenager, secondary school can be an exciting place for self-discovery and growth, but it is also where some young adults develop poor money management habits. At this stage, most of your actions are rather **irrational**, influenced by your peers or by your own desires to be accepted by your peers. Many times, we do things to impress those around us regardless of how it may impact our lives. Owing

to this, many young people develop **unbecoming** behavior including poor money management habits which if not addressed can stick long after they have left school.

One of the most common financial problems for secondary school teenagers is not having a budget. Without one, you may have a hard time monitoring your **expenditures**. You need to draw a budget for however **modest** pocket money you have. List your expenses such as books, pens, soap, food, transport, entertainment (school shows or performances), etc. set a limit for each of those expenses and make sure everything fits within your budget.

Also, young people do not know the difference between **needs and wants** and tend to act on impulse to buy things they do not even need because of alluring images or advertisement. Before you purchase a product, ask yourself

Will this product make my life easier?

How will this product add value to my life?

How many times will I use this product?

Then, write a list of essentials and non-essentials. If the expenditures stretch beyond your budget, consider deleting some of the wants from your list.

Another financial **blunder** is failure to plan for the future. Young people spend **lavishly** on insignificant items because sometimes they are **conditioned** to a constant **cash flow** from their parents or guardians and so they want to **make the most** out of it. To a young person, the future seems to be very far and this is a serious mistake that will **cost you dearly** in the long run.

**Prevention is better than cure.** Financial management is a skill that is not taught in school like other academic subjects yet it is an invaluable life skill. Of what good is a lawyer, a doctor, farmer, a teacher or an architect who cannot manage his or her finances? Start now! On your budget, put aside some money to drop in your piggy bank and wait for a pleasant surprise when you are out of school and ready to open it.



Figure 8.8: A binge spender at the canteen

Compulsive spending tendencies is a **precursor** to high debt levels as the spender is always inclined to borrow money to get out a financial crisis. The consequences of this may be grave, especially when the **debtor** fails to pay his or her debt or even worse when it becomes a **practice**.

### Questions about the passage

- What are the reasons why young people find challenges managing their finances?
- Describe what young people need to do to improve their financial management.
- Explain how poor money management habits at a young age may affect the life of a person when they become an adult.
- Distinguish between a **need** and a **want**. Represent them with examples on the table below.

| Need | Want |
|------|------|
|      |      |

- What are the dangers of habitual borrowing?
- Explain how persuasive advertisement lures young people into impulse spending.
- How can one safeguard against purchasing "wants"?
- What is the danger of parents lavishing their children with money all the time?
- "Prevention is better than cure". Do you agree with this wise saying in relation to what you have read in the passage? Give reasons.
- Suppose your friends were lavish spenders, what advice would you give them?



### Activity 8.40 Vocabulary Practice

- Explain the meaning of the following words and expressions used in the passage.

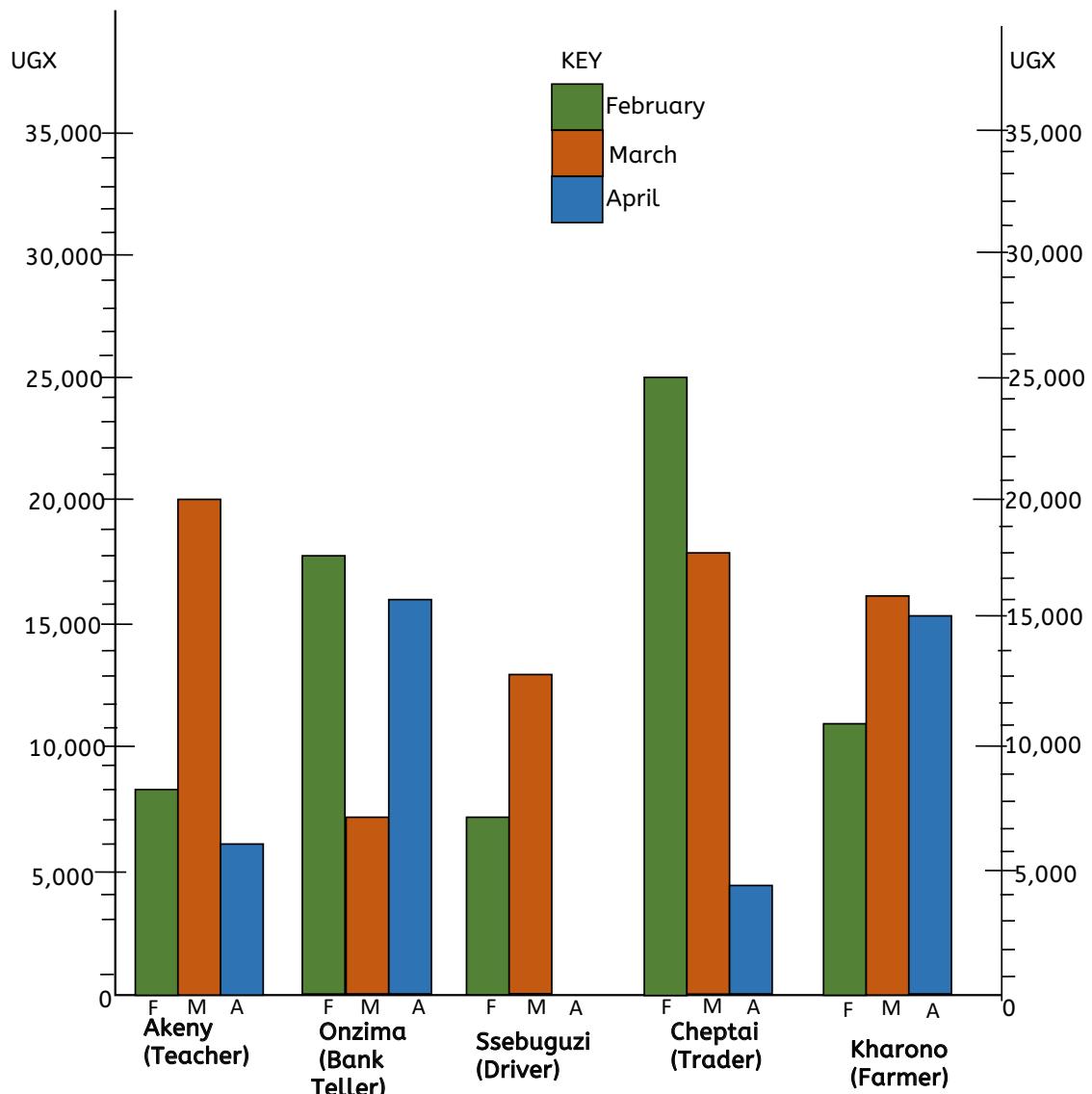
| Words        | Expressions     |
|--------------|-----------------|
| irrational   | cost you dearly |
| unbecoming   | make the most   |
| expenditures |                 |
| lavishly     |                 |
| conditioned  |                 |
| cash flow    |                 |
| precursor    |                 |
| debtor       |                 |
| practice     |                 |

- Construct meaningful sentences on the chapter using these words and expressions.

## Graphs and Charts

A bar graph showing monthly savings of five people for three months in the year 2020.

**A GROUPED BAR GRAPH SHOWING MONTHLY SAVINGS OF FIVE PEOPLE FOR THREE MONTHS IN THE YEAR 2020**





## Activity 8.41 Interpreting graphs related to money and banking

In groups, carefully study the bar graph and respond to the following questions. Use structures for comparison and contrast. Your secretary will share your answers with the class for comparison and critiquing.

### Questions about the graph

1. Of the five, who has the best saving culture? Give your reasons basing on the graph.
2. Who do you think needs to improve on their saving culture and why?
3. Do you think there is a relationship between one's occupation or job and one's saving culture? Base your reasons and views on the bar graph.
4. Why do you think the savings of all the five dropped in the month of April, 2020?
5. If you were a finance expert, what advice would you give Ssebuguzi to help him improve his saving culture? Write a short dialogue you would hold with him. Use formal and polite language to act the dialogue before the class.

### Sample Activity of Integration

#### Scenario

Two of your friends are nicknamed “Young Tycoons” because they always come to school with more pocket money than that of the entire senior three class combined. Ironically, the two are always broke in a record time of five days, owing to their extravagant expenditure and, are soon, borrowing from the “paupers” of your class. What is more, they are notorious for not paying back within the time agreed with the lender or in worse scenarios, not paying back at all. The duo has been served the last warning by the school administration.



#### Task

Write a report to the teacher in charge of student's affairs on the spending habits of the learners and express the need to set up a savings scheme for the learners to help the binge spenders appreciate the importance of saving money and also change their behaviours.

## End of Chapter 8 Glossary

|                            |   |
|----------------------------|---|
| <b>cash flow:</b>          | net balance of cash moving into and out of a business at a specific point in time   |
| <b>financial literacy:</b> | ability to understand and apply different financial skills effectively, including personal financial management, budgeting and saving                           |
| <b>statement:</b>          | document setting out items of debts and credit between a bank or other organisation and a customer  |
| <b>transaction:</b>        | business event that has a monetary impact on an entity's financial statements and is recorded as an entity in its accounting records                            |
| <b>uncertainties:</b>      | something that causes one to be doubtful  |
| <b>debt trap:</b>          | situation where you are forced to take fresh loans to repay your existing debt obligations  |
| <b>savings:</b>            | money one has saved, especially through a bank or official scheme   |
| <b>investment:</b>         | an asset that is created with the intention of allowing money to grow   |
| <b>budgeting:</b>          | process of creating a plan to spend your money  |
| <b>expenses:</b>           | amounts of money that you spend while doing something in the course of your work, what you spend money on   |
| <b>income:</b>             | money that an individual or business receives in exchange for providing labour, producing a good or service or through investing capital                        |
| <b>interest rate:</b>      | sum of money you pay on top of what you owe the bank, a sum of money the bank pays you, if you have a savings account for using your money for a period of time |
| <b>mortgage:</b>           | an agreement by which someone can borrow money from the bank to buy a house   |
| <b>loan:</b>               | money that you borrow from a bank or institution or person, expected to be paid back with an interest.  |



## Chapter Summary

In this chapter, I have learnt to:

- interpret and use abbreviations/acronyms used in banking
- listen to and narrate experiences related to banking/money
- write and act dialogues related to money and banking
- analyse extracts, articles, etc. related to banking/money
- listen to and read information about traditional and modern informal and formal methods of banking
- use structures for comparing/contrasting orally and in writing about different methods of banking
- use active and passive voice to talk about how banking was done in the past
- fill in the correct information in forms related to banking
- use the imperative in documents related to banking
- write a formal letter requesting a loan or mortgage
- apply quotation marks, apostrophes, hyphens, dashes etc. in texts related to banking/money
- use the future tense: will, shall, going etc. to write and talk about future banking plans

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