



LOWER SECONDARY

ENGLISH LANGUAGE

TEACHER'S GUIDE

3

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VISION GROUP[®]
NATIONAL PRIDE • GLOBAL EXCELLENCE

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GENERAL INTRODUCTION TO THE TEACHER'S GUIDE

'Tell me and I forget. Teach me and I remember. Involve me and I learn'

Benjamin Franklin.

Dear Teacher,

Among other objectives, the new Lower Secondary curriculum is, to a large extent, premised on empowering learners to attain the requisite competency to achieve learning outcomes, rather than acquire (and retain) a large amount of knowledge for its own sake. In order to achieve that overarching aim, there has been reduction in content overload and classroom hours. Focus is now on fostering learner-centred pedagogy, competency-based approach, as well as, criterion-referenced assessment.

Today's society is highly technological, culturally diverse and interconnected. As a teacher, it is imperative that you are not left behind. Learners must, at the end of the day, be able to learn to analyse, think creatively and solve problems. They will then be able to make the world a better place for everybody and future generations. Consequently, the new curriculum lays emphasis on teaching 21st century skills, such as, communication, collaboration, creativity, critical thinking, problem-solving, leadership, negotiation, tolerance, design/system thinking, and positive attitude towards work.

The above changes, therefore, call on you to reorient yourself so as to put yourself in the best shape to become a valuable facilitator in your learners' learning process. It calls on you to learn and unlearn some of the things you have studied and practised throughout your professional life. This should be easy for you because being a teacher means being a lifelong learner.

In that regard, this guide has been designed to support you to become a better teacher in as far as the new paradigm of teaching the Lower Secondary Curriculum is concerned. This book will also effectively aid and support you to engage your learners in a manner that makes the learning experience enjoyable and rewarding.

In a nutshell, this Teacher's Guide demonstrates and suggests how best you can interpret the new curriculum and Learner's Book, to effectively facilitate your learners to achieve the respective learning outcomes in order to gain the requisite competency. As a teacher you will be judged to have mastered the competency-based education, when you successfully enable your learners to acquire the capacity to apply skills, knowledge, abilities or exhibit desired standards, behaviours and attitudes to a real-world situation.

The Structure of the Teacher's Guide

This Teacher's Guide is divided into the following sections:

- 1.** General Introduction to the Teacher's Guide;
- 2.** Background (Aims of Secondary Education in Uganda, Rationale for the Review of the Lower Secondary Curriculum),
- 3.** Purpose of this Teacher's Guide;
- 4.** Rationale of Teaching/Learning (subject) in Lower Secondary;
- 5.** Pedagogical Approach (The Theory of Constructivism, Kolb's Sequence, The Centrality of the Learner, Role of the Teacher);
- 6.** Alternate Teaching Approaches;
- 7.** Integration of ICT in the Teaching/Learning Process
- 8.** Generic Skills and Crosscutting Issues
- 9.** Assessment, Triangulation and Activity of Integration;
- 10.** Scheme of Work;
- 11.** Lesson Planning;
- 12.** Making and Locating Instructional Materials for (subject);
- 13.** Other Salient Hints for You;
- 14.** Learner's Book Plan (Structure of the Learner's Book).

Background

Aims of Secondary Education in Uganda

Education has been described as the greatest equaliser. It opens the doors of opportunity for all and, subsequently, helps to bridge the gap between the rich and the poor, the haves and the have nots. Indeed, education is a vehicle to personal and socio-economic development; a fundamental right that is essential for creating communities that are just, peaceful and sustainable. In Uganda, as provided in the government white paper on education, the aims of secondary education are to:

- Instill and promote national unity and an understanding of social and civic responsibilities;
- Promote an appreciation and understanding of the cultural heritage of Uganda, including its languages;
- Impart and promote a sense of self-discipline, ethical and spiritual values, as well as, personal and collective responsibility and initiative;
- Enable individuals to acquire and develop knowledge and an understanding of emerging needs of society and the economy;

- Provide up-to-date and comprehensive knowledge in theoretical and practical aspects of innovative production, modern management methods in the field of commerce and industry and their application in the context of socio-economic development of Uganda;
- Enable individuals to develop basic scientific, technological, technical, agricultural and commercial skills required for self-employment;
- Enable individuals to develop personal skills of problem-solving, information gathering and interpretation, independent reading and writing, self-improvement through learning and development of social, physical and leadership skills that may be obtained through games, sports, societies and clubs;
- Lay the foundation for further education;
- Enable the individual to apply acquired skills in solving problems of the community and to develop a strong sense of constructive and beneficial belonging to that community;
- Instil positive attitudes towards productive work and strong respect for the dignity of labour and those who engage in productive labour activities.

In line with the aims above mentioned, the new lower secondary curriculum will produce a secondary school graduate who is competent in the 21st century skills; exhibits positive values and attitudes; an effective and skilled learner with the potential to positively impact the world in a range of ways. It is envisaged, therefore, that the new lower secondary curriculum shall reduce unemployment among school graduates.

Rationale for Review of the Lower Secondary Curriculum

The decision to revise the Lower Secondary Education Curriculum was guided by the recommendations in the Government White Paper on Education (1992), as well as, the desire to make the curriculum relevant to the 21st century requirements.

As already mentioned, the focus of the new curriculum is on the future needs of the learner. It is designed to successfully empower learners to demonstrate knowledge, understanding, skills and attitudes that will be useful to them when they leave school. To that extent, we use the word 'learner' rather than 'student' to emphasise the active involvement of the learner in his/her own learning process – not just a mere passive receiver of knowledge. As such, you as the teacher shall assume the role of facilitator as opposed to the old system where the teacher was the 'all-knowing fountain of knowledge'.

'The new curriculum, therefore, offers a broad and balanced education that emphasises learning how to learn; and not merely to pass the year's examination'

The new curriculum takes care of both profiles of the learners – one: those who may, for different reasons, drop off along the way or not continue after Senior Four; and, two: those who continue with further education after Senior Four. Therefore, through promoting and developing critical thinking and gaining fundamental knowledge, skills, competencies, attitudes and values, you will produce a learner with

attributes that render him/her either employable in today's rapidly evolving society or adequately prepare them for further academic studies. The plan is that every learner who partakes of the new curriculum will gain the generic skills that empower him/her to be able to participate in his/her own development and the development of the country.

Purpose of this Teacher's Guide

Without any doubt, Teachers' Guides are a very effective tool in helping the learners to enjoy the learning experience and, consequently, learn more, faster and better. We realise that some of the learning outcomes are easier to achieve for some learners than others. As such, this Teacher's Guide elaborates the Learner's Book in such a way that allows the learners to learn, practice and apply their skills and knowledge.

This Teacher's Guide has been developed with the knowledge that while there are teachers with little teaching experience there are, as well many teachers with lots of years of experience. Our primary aim is to provide you, the teacher, whatever your background, with guidance and suggestions, so that you can create successful lesson plans that help the learners to acquire the requisite competences, as well as, achieve the desired learning outcomes, life skills and values. This is the reason why we have endeavoured to present a step-by-step outline on how to work through every lesson.

A number of suggestions have been included to assist you create a more dynamic classroom environment. However, as the teacher, you are at liberty to choose what best suits your classroom situation, as well as, the learner's level.

This Guide also reinforces pedagogical methodology/approach, engages and challenges you as a teacher towards ongoing reflection and lifelong learning. As such, there is additional content and other resources, such as, references and a list of useful websites to augment your efforts.

Using this Teacher's Guide

Every topic of the Teacher's Guide includes a reproduction of the corresponding Learner's Book topic for your convenience.

When you receive this Teacher's Guide, you need to do the following:

- Read the Teacher's Guide carefully.
- Become familiar with the curriculum, topic and sub-topics.
- Read each section of the guide again and take notes of the ideas, strategies, processes and methodologies that you think shall be useful to you.
- Organise and meet other teachers in your subject department, who, too, should have read this Teacher's Guide. Brainstorm and share ideas and plan how you will work together to achieve the teaching methodologies and plans that will best facilitate the learners to achieve the requisite learning outcomes, competences, generic skills, as well as, life skills and values.

Rationale of Teaching English Language and Literature in Secondary School

The term “English” is derived from ‘Anglisc’, the speech of the Angles— one of the three Germanic tribes that invaded England during the fifth century. It is an official/primary language in most Commonwealth countries, and is, spoken worldwide in more than 100 countries and a second language in a number of multilingual countries. About 20 per cent of the world’s population (1.5 billion people) speak English as a first or secondary language. It is a common denominator between people of different nationalities when they meet while travelling, doing business, or in other contexts.

Perhaps what makes English special is its ability to keep growing through adopting new words from other languages (350 languages, according to David Crystal in “English as a Global Language”). For example, bodaboda, panga, shamba, matooke, among others. for our Ugandan context.

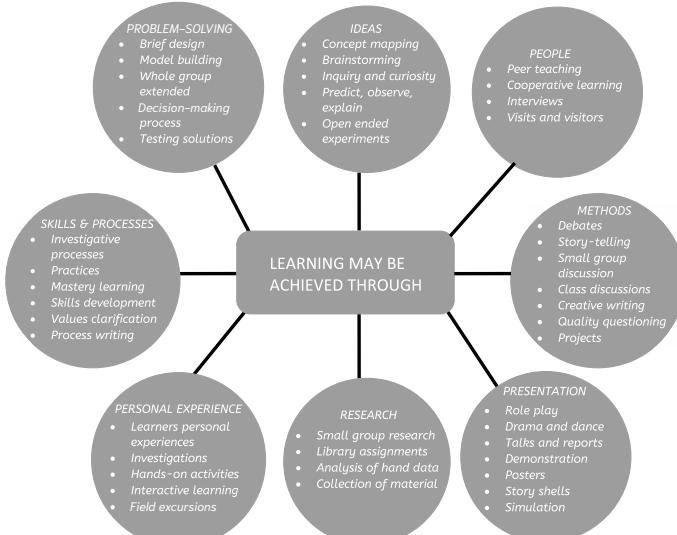
In Uganda, the influence of the English language can be seen in Ugandan pop culture, music, movies, advertising, and TV shows.

Encourage your learners to take this subject seriously because:

- It is the official language and medium of instruction at the secondary level of education.
- It is the language which learners use to learn all other subjects on the curriculum.
- It is the subject which provides learners with communication skills in English.

Pedagogical Approach

As a broad term, pedagogy includes how teachers and learners relate together, as well as, the instructional approaches used in the classroom. The general challenge of teaching has always been to make the teaching/learning process enjoyable and rewarding to the learner.



Source: NCDC

This section of the Teacher’s Guide puts into perspective common pedagogical queries that you may have as a classroom teacher, especially regarding the paradigm of the new curriculum.

Applying the Theory of Constructivism

Under the new curriculum, the teaching/learning process is anchored in the constructivism approach. In this approach, as a teacher, your role is to be alert to your learners’ needs and give them the freedom to construct knowledge for themselves.

In the constructivist approach, the learner engages and interacts with the world around them, with peers, with authorities, and with educational materials. Also, note that you need to be aware of the importance of social and cultural influences on intellectual development. This, in turn, has an effect on how children learn from each other. Each learner brings with them knowledge, opinions and experiences from their individual background that will have an influence on what each learner brings to the group, as a whole.

*Learning is more rewarding for the learner, when new knowledge connects to and expands what the learner already knows.

Through your active engagement and encouragement, the learner constructs knowledge and meaning, observing how objects and ideas interact, and creating a cognitive framework for making sense of it all.

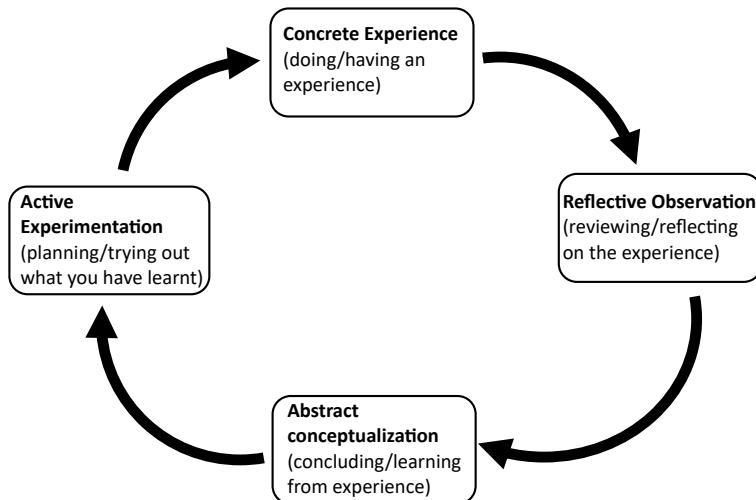
It is important to note that learners are not in competition with one another: they are expected and encouraged to work cooperatively, sharing knowledge and perspectives. Learners may often take on the role of teacher in some area where they have particular knowledge, thereby both assisting their peers and reinforcing their own knowledge.

Kolb’s Sequence

“Learning is the process whereby knowledge is created through the transformation of experience” – Kolb, 1984.

‘I hear and I forget, I see and I remember, I do and I understand’

The Experiential Learning cycle



Kolb's sequence argues that a person learns through discovery and experience. The major idea in Kolb's sequence is that learning involves the acquisition of abstract concepts that can be applied in a range of situations. It embraces the notion that one learns as a result of experience, reflection, conceptualisation and experimentation. In other words, learning is the process whereby knowledge is created through the transformation of experience.

It is encouraged that learners start from the known, and build on, until they reach the unknown. This is supported by the Kolb learning approach where there is emphasis that the learners discover, explain, analyse/synthesise and do things as they are in real life to apply the knowledge, understanding, skills, values and attitudes (KUSVA).

The Centrality of the Learner

Under the new curriculum, the learner is at the heart of the learning process. Perhaps this centrality can be best underscored by the shift from the use of the word '**student**' to '**learner**' so as to emphasise that the learner must be actively involved in his/her own learning process, not just a passive receiver of knowledge.



You should create a learning environment in which your learners are free to discover, explore and take charge of their own learning.

Indeed, the thrust of the new syllabuses is experiential and towards deeper understanding. This requires a shift from 'knowledge transmission mode' to a more 'active-learning' approach in which learners are challenged to think for themselves, draw conclusions, solve problems and make their own judgements.

It is your job to create an enabling environment where your learners will take control of their own learning. You are called upon to build on learners' existing knowledge and experience, and to extend that by posing problems to the learners. This helps them think about their own ideas and experiences as well as adding new knowledge and skills to it.



Learning in Groups

Learning mostly takes place in groups where learners are free to generate and debate their ideas with their groupmates. It is, therefore, important that you, as the teacher, takes a keen interest in how the groups are constituted and how the learners interact with each other during the group sessions. Ensure you avoid the groups turning into 'cliques'. Let groups regularly have different members.

Groups are also key in empowering the learners with a number of life skills and values such as:

- confidence,
- democracy,
- respect for each other's opinions
- socialisation,
- leadership, and
- problem solving.

Leadership positions, such as, group leader and secretary, should rotate so that everyone gets a chance to nurture their leadership skills.

During the course of lessons, ensure that learners exhibit all the above skills.

Role of the Teacher

The role of the teacher will remain critical. However, instead of being the 'sage on the stage' or 'the vanguard of knowledge' who sees his learners as 'empty containers' into which he must deposit knowledge which the learner must store and retain; under the new curriculum, the teacher will be "the guide on the side", who acts as a facilitator.

The idea of the limited role of the teacher is that this encourages learners to engage in collaborative learning. Despite the fact that learning is majorly self-directed, the teacher still plays a tremendous role. You must prepare learning materials that sufficiently challenge the learners to learn more and apply themselves even better; yet they must not be too challenged in a way that they are discouraged and give up. In other words, prepare the learning environment to make it as stimulating as possible for learners to discover new things. Simply, provide opportunities for collaborative work and problem-solving.

Always be mindful that each learner is unique in terms of character, cultural background and prior experience(s), all of which influence their learning. As such, you are called upon to be flexible and adapt to individual learner's interests and needs. Therefore, it is your role to carry out observation, conversation and have activities that result in a product.

Overall, your role is to build on learners' existing knowledge and experience, and to extend that, by posing a range of problems to the learners.

Alternate Teaching Approaches

There are a number of teaching approaches that may be of help to you. They include:

1. The 5Es. This is a constructivist approach based on the idea that learners learn best when they participate in activities that give them opportunities to work things out for themselves. As the name suggests, there are five phases; engage, explore, explain, elaborate and evaluate.
2. The Interactive Approach: The interactive approach involves a teacher–learner partnership, in which the learner and the teacher discuss and cooperate in selecting the topic. The learners are active participants and this helps improve their understanding about familiar and unfamiliar concepts, as well as, their learning processes. There are five phases in this approach; preparation, learners' questions, investigation and reflection.
3. Observe, Predict, Explain: This approach is based on learners drawing on their own experiences to make predictions. There are three phases in this approach: predict, observe and explain.

ICT Integration in the Teaching–Learning Process

The 21st century is digital! You as a teacher, especially of English Language and Literature in English, you have to be abreast with the best methods and tools to facilitate the teaching–learning process. There are vast ways to integrate computers, radios, the Internet, mobile phones (including smartphones), telephones and many other digital devices to facilitate teaching and learning of English Language and Literature in English. By integrating ICT into your teaching–learning process, your learners will become life-long learners and easily adaptable.

ICT has been integrated throughout the Learner's Book. The following table summarises the approaches you can adopt to gainfully make use of ICTs:

Fieldwork	Encourage and help learners to take photos, recording videos and voices.
Class presentations	Encourage and guide learners to use presentation applications such as Microsoft PowerPoint®.
Keywords and definitions/meanings	Encourage learners to search for keywords from dictionaries installed on smartphones and computers.
Drawings, graphics, pictures	Encourage and guide learners to use computer-based drawing software such as Microsoft Word, Adobe suite, and Microsoft Publisher.
Role-play, narrations	Encourage learners to record videos and audios.

Demonstrations	Use video and audio recordings. Introduce them to online computer simulations for the various experiments and scenarios.
Present findings in graphics and written format	Encourage learners to use word processing software such as Microsoft Word. Guide them accordingly.
Showing information on charts and graphs	Encourage learners to use spreadsheets such as Microsoft Excel to make beautiful graphs.
Search for extra reading materials	Encourage learners to search for content from the internet. They can download books, text, or videos.
Writing equations and formulas	Introduce learners to equation-writing applications such as Microsoft Equation and MathType®.
Carrying out academic research	Encourage and guide learners to use online and offline encyclopaedias such as Encarta®, Britannica®, Wikipedia® and other education resources.
Sharing and learning with people across the world	Encourage learners to form online learning social networks, blogs, social media, emails and others.

By making use of the application elements in the table above, you will have produced 21st century graduates at any level.

Generic Skills and Cross-Cutting Issues

Generic Skills

Generic skills enable the learner to access and deepen learning. These are the skills that are sought by employers and, which, will unlock the whole world of work.

The fundamental generic skills are:

- **Critical thinking and problem-solving**
 - Plan and carry out investigations
 - Sort and analyse information
 - Identify problems and ways forward
 - Predict outcomes and make reasonable decisions
 - Evaluate different solutions
- **Creativity and innovation**
 - Use imaginations to explore possibilities
 - Work with others to generate ideas
 - Suggest and develop new solutions
 - Try out innovative alternatives. Look for patterns and make generations

- **Co-operation and self-direct learning**
 - Work effectively in diverse teams
 - Interact effectively with others
 - Take responsibility for own learning
 - Work independently with persistence
 - Manage goals and time
- **Mathematical computing and ICT proficiency**
 - Use numbers and measurements accurately
 - Interpret and interrogate mathematical data
 - Use technology to create, manipulate, and process information
 - Use technology to collaborate, communicate and refine their work
- **Communication**
 - Listen alternatively and with comprehension
 - Talk confidently and explain ideas/opinions clearly
 - Read accurately and fluently
 - Write and present coherently
 - Use a range of media to communicate ideas

Cross-cutting Issues

Cross-cutting issues cannot be confined to one chapter, topic, or lesson. The learner acquires them throughout the entire duration of learning. Cross-cutting issues develop learners' understanding of the connections between the English Language and Literature in English and the complexities of life.

The curriculum identifies the following cross-cutting issues:

- | | |
|--|--|
| <ul style="list-style-type: none"> • Environmental awareness • Health awareness • Life skills | <ul style="list-style-type: none"> • Mixed abilities and involvement • Socio-economic challenges • Citizenship and patriotism |
|--|--|

Assessment, Triangulation and Activity of Integration

Assessment

Assessment is a measure of the extent to which established learning outcomes have been attained by the learner. Forms of assessment include Assessment for learning, Assessment of learning and Assessment as learning.

- (a) Assessment for learning: This is formative and continuous. It is done during the learning process by the teacher and learners. Learners understand exactly what they are to learn, what is expected of them and are given feedback and advice on how to improve their work. You can use assessment for learning in many ways, such as:

Forming Smaller Groups

Assigning tasks to learners in a bid to make them more active.

Giving audience to small groups to present their findings in order to make them more independent.

Guiding the small groups on what to learn and the quality of their findings.

(b) Assessment of learning: This is summative because you need to give feedback to learners, administrators and parents. It is done by the teacher. You can use assessment for learning in many ways, such as:

Evaluating the learning process by observing learners while they demonstrate their skills. You can capture a video, audio or record down and share with the parent, learner.

Collecting written work and other learning products.

Engaging learners in conversation to reveal their understanding and then capturing what the teacher sees and hears digitally.

(c) Assessment as learning: This looks at the external forces and sees that every learner is comfortable in class. The teacher puts in consideration the learner's abilities versus the learning environment. You can use assessment for learning in many ways, such as:

Relating ideas from different groups to come up with a consolidated product.

Observing the groups to check the progress of the learning process.

Giving activities to various groups and availing the sources of information.

Giving challenging activities to learners to check on their learning abilities, skills, values and attitudes during the learning process.

How the assessment improves teaching and learning:

- It gives a second chance to demonstrate success.
- A learner gains confidence as his/her self-esteem is aroused.
- It gives room for critical thinking.
- It promotes cooperation among students.
- It creates activity.
- Learners can easily understand through collaborative learning.

Triangulation

This is a process by which you collect evidence about learners' learning. The evidence is collected from three different sources, namely; Conversations, Observations and Products. Your conversations with learners or between learners should be intentional.

During the conversations, look out for generic skills in learners which will come out as the products. You can document or capture the products on a video or recorder for future reference.

Activity of Integration

To integrate ‘knowledge’ and ‘know-how’ is to apply them in a practical way in daily-life situations. The motive is to allow the learner an opportunity to transfer his/her knowledge from a classroom context to a daily life context, consequently, achieving the shift from theory to practice. The activity of integration, therefore, is an end-of-chapter assessment, aimed at finding out the level of competency a learner has attained.

It evaluates whether the learner has achieved the competency as stated in the chapter introduction. It serves to assess the learner’s use (integration) of the resources acquired in the chapter (knowledge, understanding, skills and behaviour) to solve a real-life problem.

It is critical for you not to confuse integration with revision! Whereas revision is the review of material learned previously, integration is about a learner solving a new real-life problem situation. Revision serves to aid the learner to recall knowledge, while integration enables the learner to use the knowledge and put into practice to face and effectively handle new situations in life or during the course of their studies.

An activity of integration comprises of:

1. Context/problem/scenario/situation (an imagination of a situation or context that could possibly occur in real life. It should be rich in knowledge and information.)
2. An instruction/expected outcome/task (a societal problem that needs to be addressed by the learners. It must be clear).
3. Support (additional information to clarify the scenario; for example, pictures and graphics. It is about what is going to be used to accomplish the task. It is provided by the teacher).
4. Abilities/Resources (materials that a learner needs to accomplish the task. They can be learning experiences which the learner can use in the daily life.)

Sample Activity of Integration

Examples of an activity:

Activity of Integration



Scenario: Your sister is getting married into an inter-cultural marriage. She is getting married to someone from another region in Uganda. You are preparing to host your in-laws at the bethrothal ceremony. You have been tasked with finding out your in-laws favourite food and drawing a menu.

Task: Write a letter, advising the catering committee how to prepare a sumptuous meal that your in-laws will live to remember.

Task: offer advice on how to prepare a sumptuous meal.

What you are looking for:

- Generic skills
- Values
- Proper Language use
- Communication skills
- Attention to context

Output/product: a letter

Support:

- Computers
- Internet connection

Resources: Email address

Assessment Grid

Dimensions of grid assessing activity.

- R – Relevancy
- A – Accuracy
- C – Coherence
- E – Excellence

Relevancy: It should be connected, correct and suitable for the issue at hand.

Accuracy: Does it carefully conform to the facts and truth about the issue? It looks at accurate units, measurements and application of knowledge.

- Coherence:** The teacher must ensure that the ideas presented connect to each other smoothly, logically in choice of words in a way that gives meaning to the issue. Coherence looks for the logical reasoning, flow of facts, clarity of ideas and logical order.
- Excellence:** It is an exceptional relevant response unsolicited in the instructions. It is an exceptional response beyond expectations of a teacher. It takes one point.

Note Carefully:

- The maximum score for relevancy, accuracy and coherence is 3 in each.
- The minimum score for a learner is 3, that is, 1 score from each of relevancy, accuracy and coherence.
- A learner can only earn the mark of excellence, if they perform well under relevancy, accuracy and coherence, and then go on to offer a unique response that satisfies the above three dimensions.
- Assessment grid is only for activity of integration

Structure of an Assessment Grid

Sample Activity of integration

Preparation

- Have the competency in mind: learner finds the information they need and is able to use the information from different sources for a variety of purposes.
- Remember, it is meant to assess an individual learner in relation to the above competency.
- Re-echo what the Activity of Integration is and ask the learners if they think it is important for them.
- The learner describes the necessary steps in the process of preparing a sumptuous meal.

Sample Assessment Grid

Basis of Evaluation	Relevancy	Accuracy	Coherence	Excellence
Process of preparing a sumptuous meal	Score 3: Takes the necessary steps to prepare a sumptuous meal.	Score 3: Relates menu to the region of the in-laws	Score 3: Identifies the region of the in-laws first and then the menu details	Scores 1 (point if the learner added any exceptional response unsolicited in the instructions)
	Scores 2: Suggests some steps and skip others, in the preparation of a sumptuous meal ×2	Scores 2: Uses some of the researched knowledge of the in-laws to come up with the menu ×2	Score 2: Has some logical flow ×2	Giving details of number of people and estimations (budget) and a menu
	Scores 1: Suggests very few steps and miss out on others ×1	Scores 1: Does not relate menu to the region of the in-laws at all ×1	Scores 1: No logical flow ×1	
Total	x/3	x/3	x/3	x/1

Interpretation of Results

Descriptor	Identifier
Some learning outcomes achieved, but not sufficient for overall achievement	1
Most learning outcomes achieved, enough for overall achievement.	2
All learning outcomes achieved with ease.	3

How to arrive at that;

Get the scores the learner garnered in the activity of integration, divide it by the expected outcome and multiply by 3.

For example:

Relevance	Accuracy	Coherence	Excellence	Total
3	2	1	-----	6

Learner A: Scored 6 out of 10 $\frac{6}{10} \times 3 = 1.8$	Learner B: Scored 9 out of 10 $\frac{7}{10} \times 3 = 2.1$	Learner C: Scored 7 out of 10 $\frac{7}{10} \times 3 = 2.1$
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Grading Scale

1 · 5 – 2 · 4	3
1 · 5 – 2 · 4	2
0 · 1 – 1 · 4	1

Recording of Marks**Senior One: Term one 2021**

Name of learner	Topics for term one					
	Topic 1	Topic 2	Topic 3	Topic 4	Score/12	Score/20
Otim. M	2	2	3	2	9	15
Biringi. K	2	2	2	2	8	13
Owomugisha. R	3	2	3	3	11	18

You have to keep the following in mind when planning for assessment:

- What is to be assessed?
- What is the purpose of assessment?
- What assessment tools will best provide the information needed?
- What form will the data take?
- Who will collect the data: teachers, learners, or outside people? Involving learners in self- or peer-assessment can be a very effective teaching and assessment technique. Asking learners to use checklist to rate their peers' performance in a debate by collecting data in several criteria (content, presentation, argument, among others.) Both directs the learners to pay specific attention to these important criteria (teaching) and provides information on how well they understand them (assessment).
- How often and how will the data be collected?
- What will be done with the data making up the assessment?

- As stated above, we assess for different purposes and, depending on the purpose, different things will be done with the data. The assessment can use it to monitor and improve their progress.

Assessment as a means of evaluation. To determine the development of a sense of citizenship, the following four basic skills must be assessed and evaluated:

- The skills of gaining knowledge
- The skill of processing information
- The skill of examining values and beliefs
- The skill of participation

As a teacher of English language and literature in English, you have to ensure that the learner is availed opportunity to grow his or her communications skills through guided and deliberate practice.

In the new English language and Literature in English curriculum, learning has been organised around four broad themes, namely, Personal, Public, Educational and Occupational. Therefore, your role is to facilitate your learners to develop communicative competences in Listening, Speaking, Reading and Writing using the context of the above broad themes.

Here is an example of a class checklist

Learner's name	Can use language effectively	Can give examples connected to what is being learnt	Can explain major words	
Opio. M				
Namuddu. C				
Kyomugisha. S				

When assessment is not used correctly to serve the purpose, it hinders attainment of goals.

Scheme of Work

Writing English Language and Literature Schemes of work

A scheme of work is the systematic and logical breakdown of the school syllabus into manageable teachable units for a specific period of time (a term or a year). It is a teacher-prepared document that shows how the school syllabus has been broken down into manageable units for a specific period of time.

Stages we go through when planning to teach:

STAGE 1: Analysis and comprehension of syllabus content

STAGE 2: Scheming

STAGE 3: Lesson planning

The teaching activity needs thorough planning so as to achieve the aims. The main reason for having a plan for a lesson is to know, firstly, the aims of your lesson and, secondly, what you are going to do during the lesson, in order to achieve the aims. If you do not know what you want your learners to be able to do by the end of the lesson, you risk them going without achieving anything.

Making a scheme of work is the second major stage in planning how to teach.

Interpretation of the Secondary School Curriculum

To be able to teach English Language and Literature in English effectively, you have to be conversant with all the content that you are going to teach in the classes allocated to you in the secondary school.

You should, therefore, keenly study the English Language and Literature in English curriculum to get acquainted with the following:

- The topics
- The competences (subject and language) that is.
- The content that is, what to teach
- The suggested activities that is, what will be done during the lesson
- The suggested competences for assessment.

Scheming

When scheming, you have to allocate adequate time, to ensure that the chapters cater for the available weeks in the school calendar.

Scheming answers the question “what will you teach for the whole term?”

The English language and Literature in English scheme of work should clearly contain the following aspects:

- (a) Title: This is a statement that you make showing the subject, class and the year for which the scheme is prepared for implementation, for example, an English language and Literature in English scheme of work, includes:
- (b) Class: S.1 (include specific stream if available).
- (c) Year: 2020, Term II
- (d) Name of Teacher:
- (e) Week: You should clearly indicate the particular period (months or term)
- (f) When the content will be taught. The order of weeks has to be followed in sequence, i.e, Week 1, week 2, among others. up to the last week of the term.
- (g) Period: You make use of figures to indicate individual sessions per week as guided by the number of periods allocated for English language and Literature in English on the class timetable e.g. Period 1, period 2 and so on.

- (h) Topic: Usually derived from the theme and can easily be got from the syllabus of a specific class.
- (i) Sub-Topic: Got from the topic as reflected in the syllabus.
- (j) Competences: These show what the learner is expected to achieve after a lesson has been taught. They answer the question “why teach”. While starting competences, you have to use verbs that show learners’ observable and measurable responses. Such as; Learner describes, states, mentions and so on.
- (k) Learning outcomes: Contains major ideas, concepts or information about the subject matter (what is to be taught) at that specific time. Answers the question “what to teach”.
- (l) Methods: They are the ways through which content can be derived to the learners for comprehension. As you scheme, you should indicate varied methods that are active, practical and suitable for the level of learners. Such as dramatisation, role-play, discussion, problem-solving, simulation, field trips/visits.
- (m) Activities: Show what you will do (actions) as the lesson progresses. Activities usually have a relationship with the contents and methods. The actions have to be well sequenced so that they sustain learners’ interests and attention. These actions should also influence the acquisition and application of knowledge, skills and attitudes of the learners.
- (n) Life Skills and values: These are abilities/proficiencies needed by an individual. They show what intellectual, practical, and emotional capabilities and behaviours are to be developed in the learners during and after a given learning session (s), such as, values; honesty, trust, care, cooperation, respect, sharing and concern. Examples of life skills, include: interpersonal skills, decision-making, inquiry, teamwork, problem-solving and creativity.
- (o) Instructional Materials: Contains a list of the audio and visual learning aids that you will use to deliver the planned content. They answer the question “what to use”. These materials must be relevant to the subject matter and suitable for class level. You should make sure that they cater for all the learners in your classroom. The selected instructional materials should make learning process meaningful and real. For example, models, realia, charts and so on.
- (p) References: Contain a list of books that were used as a source of information for you (the teacher) and the learner during the process of teaching and learning. Only books that contain relevant information to the sub-topic/content to be taught, are the only ones listed. You include the title of the book, indicate whether it is the teacher’s or learner’s Book and the page number(s). Where applicable, include the class level.
- (q) Remarks: Should be constructive and contain a belief appraisal of how the lesson was conducted. I.e. taught or not taught with belief reason(s).

Sample format for the scheme of work.

Scheme Of Work For The Competence-Based Curriculum

Name Of School: XYZ College, Busiika

Name of Learners: Alizana Martha

Subject: English Language and Literature in English

Class: Form Three C

No. Of Students: 60 Age: 16 years

Week	Period	Topic	Learning outcomes	Teaching methods	Teaching materials	References	Remarks
2	6	Personal Life and Family	By the end of the lesson, the learners will be able to interpret, describe and construct graphics of their families.	Brainstorming, Small groups, Discussion, Presentations, Roleplay.	Dictionary, Learner's Textbook, Teacher's Guide, Internet, Notebook, Photographs, Games	Magazines, Feature's articles in newspapers, Internet, Family diaries/journals, Biographies, Autobiographies	Based on the learners' output/ products, decide whether the lesson was successful and the learning objectives achieved or whether a remedial should be carried out.

NOTE:

In the scheme of work, you should show where you are testing the knowledge (K), understanding (U), skills (S), values (V) and attitude (A).

Use local and low-cost resources that are accessible.

The resources chosen must be intentional.

Lesson Planning

Lesson planning is an important skill for you. A lesson plan is a framework for lessons. A good lesson plan elucidates the structure for the lesson and holds all the elements together, by showing you where to start, and where to end and the route to take to get there.

Why is lesson planning important?

- Planning helps the teacher to stay on track and make the most of class time.
- Planning allows us to anticipate and solve problems before they happen.
- Planning provides a useful record of what has been covered. This is useful for future reference

Sample lesson plan form

School: XYZ college, Busiika	Date 20th May 2022
Subject: English language	Time: 11 a.m. – 11:40 a.m.
Teacher: Alizana Martha	Duration: 40 minutes
Class: Form 3	Number of learner: 60 learners

Objectives

By the end of this lesson, learners should have been made aware of how to express likes and dislikes of their family members, as well as, make and draw a family tree.

Activities	Procedure	Methods	Materials	Duration
Roll call	Greet the learners and find out from them whether any of their friends is absent.	Brainstorming, Question and answer	Roll call sheet, dictionary,	05 minutes
Review of the previous lesson		Discussion presentations	LB/TG	05 minutes

Activities	Procedure	Methods	Materials	Duration
Grouping learners				03 minutes
Introduce the topic to the class	Ask a volunteer learner to read the topic on the board and invite contributions to pronounce and spell.			05 minutes
Learners contribute ideas based on their preferences dislikes, among others.				08 minutes
Sharing their ideas with the rest of the class.				12 minutes
End the lesson				02 minutes

Lesson Procedure

Lesson Procedure is tabulated as illustrated in the following table:

NOTE: Each step should contain its own time and specific activities. Methods stated earlier on should be included within the steps, as well as, instructional materials.

Your English lesson plan should look like the one given below, depending on the period.

Time	step	Teacher's Activity	Learner's Activity
05 Minutes	1st Introduction	<ul style="list-style-type: none"> • Review of the previous lesson • Orientation- while relating the previous lesson to the current lesson 	<ul style="list-style-type: none"> • Responding to questions

Time	step	Teacher's Activity	Learner's Activity
25 Minutes	2nd Experiencing phase	<ul style="list-style-type: none"> Main body of the lesson (where the content is delivered) 	<ul style="list-style-type: none"> Participating in activities and answering questions
		<ul style="list-style-type: none"> This step should be as interactive as possible where the teacher presents content by involving learners through a set of activities 	
05 Minutes	3rd- Sharing experience phase	<ul style="list-style-type: none"> This is an extension of the experiencing phase 	<ul style="list-style-type: none"> Share their experience by asking questions and relating what has been learnt
05 Minutes	4th- Evaluation	<ul style="list-style-type: none"> This deals with assessment of the learner's achievements and progress Teachers should provide exercises, assignments, research relevant to the work covered. 	<ul style="list-style-type: none"> Answer set exercises, assignments, research according to what he or she has understood in the lessons taught.

Lesson evaluation

This includes details about the lesson in terms of strength, weaknesses and way forward. Comments here must be written objectively. At this stage, try to examine the following:

- | | | |
|---------------|---|-----------------------------------|
| • Strength | } | Comments here should be realistic |
| • Weaknesses | | |
| • Way forward | | |

Teacher Reflection: This represents what you think worked, or what did not work, and why. It is meant to give you some insight into practice and, will hopefully, help you to make adjustments and modifications where necessary for other lessons.

Making and Locating Instructional Materials In English.

Instructional Materials

Instructional materials are basically any resources a teacher uses to help him or her deliver a lesson to the learners effectively. Instructional materials for teaching English language and Literature in English are textbook and non-textbook materials. Textbook materials include: Learners textbooks, Bibles, Quran, novels, plays, short poems, biographies, diaries, memoirs, autobiographies and readers i.e. all those books that are published by authorised publishing companies. Non-textbook materials, on the other hand, include: newspapers, photographs, charts, models, magazines, brochures, leaflets, TV, radio, Internet, films, documentaries, among others.

Importance of Instructional Materials

- Good language instructional materials help to solve some language barrier problems.
- They also provide an accurate visual image and convey the desired meaning.
- They make learning easier for the learner. They enhance retaining of knowledge of the subject, that is, aid permanent learning.
- They simplify the teacher's task of explaining some abstract content.
- They aid integration of different English language skills.
- They complement the teacher's instruction.
- They appeal to the sense of the learner.

Criteria for Selecting Instructional Material for Teaching English Language and Literature in English

For any instructional materials to serve its purpose during the teaching and learning process, it must be properly selected. Make use of the following guidance to help for teaching English language and Literature in English:

- i. Content: It should be suitable for the level of the learners you are teaching. It should be organised, motivating and brings out experiences.
- ii. Competences: The material chosen should cater for the competences identified in the lesson.
- iii. (Language: The vocabulary and structures used should be suitable to the level of the learners in the target class.
- iv. Font size: The size of the letter should be appropriate. Learners at the lower level require texts written in bigger fonts while those in upper classes can have text fonts reduced.
- v. Activities: The materials selected should have activities for learners to engage in for further practice. Such activities should be to the level of the learners and cover all the three dimensions of cognitive, affective psycho-motor levels.
- vi. Story line: The texts in the books should have easily interpreted messages. They should not be so complicated.

- vii. Language: Should be simple enough for the learners to quickly understand what they are reading. There should be repetition of vocabulary and structures, as this helps learners to internalise the concepts.
- viii. The textbooks should have a lot of activities catering for various abilities, such as, poor sight and dyslexia. The activities should also enhance “self-study”, such that, in case the teacher is not near, learners can learn on their own.

Making instructional materials

Materials for teaching can be organised in three major ways;

i. Adoption

- This involves taking over an existing material and using it during a teaching-learning process, without adjusting it. For instance, a globe from Geography can be used in English language lesson when teaching vocabulary ‘globe’)

ii. Adaptation

- This involves adjusting the existing textbooks and non-textbook materials to suit a new teaching situation. In adaptation, you can change the order, some content, message or language of the existing material to fit in the new situation. For instance, a chart for a Biology lesson can be adjusted by covering some parts, or making addition of some information, to suit the English language lesson. Or, a newspaper article with related content to teaching comprehension, can be used in the English language and Literature in English lesson.

iii. Material development

- This involves creating or making instructional materials for use in teaching or learning process of English language. You are, therefore, encouraged to make instructional materials when there is none to be adopted or adapted for the particular activities.
- The teacher, together with the learners, parents and other stakeholders should explore the local environment to make instructional materials. The materials should be attractive and appealing to the learners.

NOTE:

As you adapt, adopt or make new instructional materials, have consideration for learners with language learning difficulties. The instructional materials you make should always be in consonance with specific learning needs of the learners. For instance, the blind will require real objects or tactile materials done in Braille. For the deaf, use pictures and real objects, the dumb, too, require real objects, pictures, models, photographs, colours. However, materials should be pitched to their mental abilities and geared towards the competences to be attained.

Guidelines for the use of instructional materials

The use of any instructional materials must be planned, based on their ability to support a specific point in a lesson. A simple process can determine if and, where, instructional materials are necessary.

- Clearly establish the competences you want to develop.
- Gather the necessary update by researching for support material.
- Select ideas to be supported with instructional materials. The material should be concentrated on key points.
- The materials should be simple, attractive; appeal to the learners and should encourage learners' participation.
- It should lead learners into the direction of the behaviour of learning outcomes specified in the competences.
- Check the materials prior to use for competences and accuracy.
- Be easy to understand.
- Should include appropriate safety precautions.

Use of the Library in Preparation for Teaching English and Literature

A library is a place where an assortment of books, recordings (audio and video), newspapers and computers, non-textbook materials are kept. It should, therefore, be carefully organised to give easy access to any information a learner or teacher may need.

A school library does not only have to be a purpose built building. It can consist of an adapted classroom or a series of boxes containing books kept by different class room teachers. What is important is that learners have access to the books and related materials, which will encourage individual reading, advance knowledge and stimulate imagination.

Importance of a Library in English Language and Literature Teaching

- A school library serves as a place where learners do independent work; use the computers to search for materials or information.
- It offers learners an additional choice of reading materials with a variety of reading levels and topics.
- Through instructed and controlled use of the library, you can encourage learners to develop life-long reading habits and skills which will support their own self development.
- It is a centre for active learning, in that, a teacher can conduct a lesson in it especially if the building is big or the teacher can alternatively give learners work which they can search for the information from the library.
- It is a place for storing books and resource materials.
- It can also serve as a centre for the production and storage of materials, including the low-cost teaching/learning aids.

Referencing Skills

Proper arrangement for your library and its system for locating materials is paramount, in that, it aids easy location of the books for reading and getting any information of interest.

In your school library, you will find shelves with books, arranged according to subjects. Either way, you need to develop reference skills that will enable you to find information and make the best use of your library. In light of this, you must, therefore, teach your learners to develop reference skills that will enable them to use the library with ease. **The following skills are important:**

1. Titles: The title of the book is found on the front cover of the book. It helps you to get the general idea of the content of the book. When you visit the library, you look for the subject area you want to look up information. If it is English, go to the shelf marked English, look for a book title in this shelf that has the information you are looking for.
2. Table of content: After the book title, you look at the table of contents. It contains a list of sections/topics discussed in the book. This helps you avoid taking longer time reading the whole book. You just go to that section or topic that has the information you need.
3. Index: The index gives direction on where to find specific information in a book. It is found towards the back of the book; the last few pages of the book.

It is a list of words or phrases that are arranged in alphabetical order on them.

This helps you to avoid reading the whole section or chapter to get a particular piece of information.

A direction is given to get that information on particular pages.

4. Chapter: Instead of reading the whole textbook, you can only read a specific chapter to get the required information. This saves you from taking long reading especially if the texts are long.

How to look for information

To get the information easily, follow the following guidelines:

1. The Dictionary: This is a very important reference book in learning English Language and Literature. Apart from giving you the various meanings of a word, the dictionary gives you the pronunciation, different uses, origin, spelling and tense forms of the word. The dictionary follows an alphabetical order and guidance to find words. This is provided by an index word found on each page. For instance, if the words on the top pages of a dictionary are “artefact” and “aside,” then the words found on the two pages of that dictionary starts with “artefact” and ends with “aside.” On those pages, you will find among others words like artillery, artless, as, ascent, ashore.
2. The Encyclopedia: This is a reference book that gives you information on various words. It is also arranged in alphabetical order but it is different from a dictionary in that it gives general information in ideas.

Developing a Class Library

It is necessary to have a class library even when the school may have a school library. This class library occupy some space left in the classroom. Use low-cost materials, such as, plywood and mats to construct shelves. In congested classes, you may improvise boxes and strong bags where the books can be kept.

The class library books should be exposed to the learners. Let them access them any time they want. This will help them to improve on reading fluency and reading culture.

When developing a class library, have books and materials which are carefully selected for language and content. The content of the library should be at the level of the class. You can add to your library stock by writing the books yourself, encouraging the learners to write stories or seek donor or community contributions.

NOTE

There is a library period or hour provided on the time table. Use it profitably. It is not meant for the learners to take a break from teaching and learning and waste away. Plan for it, have a variety of activities for the learners to do at this time.

The following could be some of the suggested Library Hour Activities;

- Engage learners to read supplementary readers.
- Let them write reports on what they have read.
- Learners can present their book reports to class.
- If you have class readers, learners can do shared reading and writing.
- Learners can roleplay sections of what they have read which they enjoy most.
- Encourage learners to write stories on similar subjects they have read about. You can edit the stories with the learners and put them in your class library.

In developing a class library, you should put the following into consideration;

- Establish rules and regulations to guide the borrowing and returning of books from the library. These regulations should be simple, clear and appropriate.
- Put up a stock register or inventory where you record names of books, the list of borrowers and when they are to be returned. The inventory helps to keep track of all library books.
- Identify helpers you need in class to help with the class library.

Care of library materials

- The place where books will be stored should be clean with good aeration. The books should not be kept with dust because it leads to rusting and rotting of books.
- Torn pages should be repaired or replaced.

- The library materials should be kept in a lockable room.
- Materials should be kept in a place where water (damp-free place) or sunshine cannot destroy them.
- Keep the room clean and tidy. It should also be kept free of insects or termites that may destroy the materials. Label the shelves for quick identification.
- Do stock taking to establish the materials in the library.

Conservation and book repair

The government policy states that, “books should be in the hands of the learners.” Therefore, it is your role to ensure that the policy is put to effect. Encourage learners to take good care of the books they borrow by carrying them in school bags, protecting them from damp and dust and properly putting them in bags, rather than just pushing them to avoid folding and tearing. Have proper borrowing and lending records, which will be used to follow up learners who will have delayed to return the borrowed books.

Book Repair

When books get damaged, they must be repaired immediately. You and your learners can repair simple book damages.

- If the back is getting loose, hold it back with glue.
- Torn papers can be repaired using cello tape.
- If the sheets are separated from the first and last pages, use cello tape

Other Salient Hints for You

Special Education Needs (SEN) and inclusive approach

All Ugandans have a right to access education, regardless of their different needs. The possibility of this assumption is the focus of special needs education (SEN). The critical issue is that we have learners who are totally different in their ways of living and learning, as opposed to, the majority. The difference can either be emotional, physical, sensory and intellectual learning challenged traditionally known as mental retardation. Therefore, there is need for you to adapt the learning activities to meet the special needs and challenges of individual learners. This calls for being aware, attentive and ingenious. The modification of methodology, equipment/facilities, activities, assessment modes and content. Endeavour to consult and seek appropriate assistance in handling some SEN demands that happen to be beyond your means.

HOW TO TEACH USING THIS BOOK

Section	Description	Teaching Procedure
Topic	This is a major area of study as stipulated in the curriculum. In the new competence-based curriculum, language concepts and skills shall be learnt in the context of four major themes, namely; The Personal, The Public, The Educational and The Occupational so as to enable contextualised learning. For example, under the Personal which comprises of family relations, learning shall revolve around the home, family and friends.	<ul style="list-style-type: none"> • Prepare your lessons and instructional materials to reflect a specific topic so that learning English in context can be achieved. For example, under personal life, prepare family photos, magazines, manilla paper for drawing family trees, among others.
Generic picture	This is a thoughtful picture that introduces the topic and stimulates debate and discussion. Generic pictures are always refreshing as visual icebreakers. It may be amusing, entertaining and can liven up the class.	<ul style="list-style-type: none"> • Call the learners attention to the picture • Allow them to study it and relate it to the topic. Do they find it relevant/suitable? • Allow them to share their opinions of the picture. How familiar is and does it in any way relate or reflect their own lives/contexts
Competency	It is the summary of all the learning outcomes. This is what learners are expected to be able to do efficiently by the end of a topic.	<ul style="list-style-type: none"> • At the start of any topic, keenly study what the competency suggests and for every activity henceforth, keep revisiting it to ascertain that you are in line with it • Your teaching aids, activities and activities of integration should aim at satisfying it
Keywords	These are the major words and terms on which the topic revolves. This is what learners will actually learn in the topic. They build the vocabulary of the learners and focus their learning on discovering.	<ul style="list-style-type: none"> • Call the attention of the learners to the keywords at the beginning of every topic • Choose a learner to read them out as the rest of the class try to trap and infer their meanings • Provide opportunities for learners to use the keywords in sentences in context with the topic/theme

Section	Description	Teaching Procedure
Learning Outcomes	Learners are expected to be well acquainted with what the topic will comprise. These are the building blocks that make up the chapter competency. They break down the areas that should be explored to achieve that goal.	<ul style="list-style-type: none"> Call the learners to attention of the learning outcomes and allow them to read and internalise them Prepare all the lessons and activities geared towards the achievement of all or most of them At the end of every topic, ascertain if they have been achieved
Learning from Each other/ Introduction	This is what encourages the learner to explore own knowledge and experiences and share in with other learners' experiences. Presented in the book as an introduction to learners draws on each learner's strengths and experiences, and supporting others with it. The 'learning from each other' is based upon the fact that the new curriculum encourages interacting and learning in groups hence sharing knowledge	<ul style="list-style-type: none"> Draw learners' attention to that corner. It should be introduced early enough since it is part of introductory remarks Encourage learners to read and internalise the message in that corner As you teach, encourage groups and individuals to discuss and share knowledge with each other
Activity	This is a guided engagement that tasks the learner to engage by speaking, listening, reading and writing. It is a tool that facilitates the teacher to continuously ascertain if learning is taking place.	<ul style="list-style-type: none"> After ensuring that learning outcomes have been achieved, assign several activities to the learners in groups or individually and assess them Routinely use the activities to assess learners and give feedback to aid improvement
Listening and Speaking	This activity includes speech work, a pre-listening activity and the listening practice. These will enable the learners to participate in language drills that better articulation and fluency, learn how to listen, and to contribute own ideas, thoughts and experiences.	<ul style="list-style-type: none"> Inform learners that these 2 skills require attentiveness and keenness. Prepare your lesson in such a way that group representatives have a conducive atmosphere where communication must be effective.

Section	Description	Teaching Procedure
Dialogue	Presented in dialogue form, this conversational approach enables the learners to apply the terms that are meaningful to the topic. It can be in form of dialogues, poems and short passages. It allows learners to interact and this expands their vocabulary and their confidence in communicative English	<ul style="list-style-type: none"> Remind learners that the ideas and experience they share in class rotate around daily life experiences. Prepare your lesson in such a way that you spare ample time for interactions. Encourage those that have weakness like lack of confidence, poor speech habits among others.
Learning English with ICT	This purposes the learner to deliberately seek and acquaint the self with the application of ICT devices with which self-development can happen. The ease of using ICT material constitutes the competences required of a 21 st century learner. It facilitates research skills and general computer proficiency.	<ul style="list-style-type: none"> For those students that can afford send them to the computer laboratories after instructing them on what to do. You may supervise the activity in the lab or wait for them to bring the task. Your camera, phone, among others can also help.
Reading and Comprehension	This introduces the learners to the diversity of language, opinion and opens them up to the skill of problem solving. Participating in group work builds a sense of team work, patience and a comradeship associated with 21st century learner.	<ul style="list-style-type: none"> Group the learners and apportion them rotational roles of reading the passage, poem, drama among others. Each group representative writes the new words and explains on the black board and the class uses a dictionary to find their meanings. They can use the new words in sentences of their own, apply them in speech.
Grammar and Usage	The activities in this section require application of language in understanding grammatical aspects. Here the grammar activities have been prepared in context to enable the learner understand how to apply the different grammatical aspects in speech and conversations.	<ul style="list-style-type: none"> Introduce the aspect of grammar. Select learners to read out any sentences that may contain the aspects you want them to learn. Give explanations where necessary. Allow them apply them orally and in written form. Give them activities and activities of integration.

Section	Description	Teaching Procedure
Writing	This section requires the learner to apply the knowledge acquired by writing. Focusing on this skill is intended to stimulate to apply their knowledge with emphasis on this skill. Learners are nurtured with skills of presenting their ideas and emotions in writing using elevated/effective language.	<ul style="list-style-type: none"> Provide learners with a good fertile ground for them to be able to grow their writing skills, e.g. Using literature and other items of merit. Allow them research for their own skills and apply them effectively in compositions and other areas.
Activity	This is a guided engagement that tasks the learner to learn by discussing, listening, brainstorming, and experiencing.	<ul style="list-style-type: none"> After ensuring that the learning outcomes have been achieved, give learners tasks for effective assessment and evaluation.
Activity of Integration	This is a real-life situation that requires the learner to think about and apply all or most of the resources acquired from the topic to find solutions to the challenges at hand. The tasks have been taken from a large scope of themes ranging from personal, public, educational and occupational. These will challenge the learners to connect with the issues that affect them directly, and their community at large.	<ul style="list-style-type: none"> After learners have grasped the concepts of a topic, prepare an appropriate activity of integration in which learners must mobilise the resources to solve a real-life problem Assess the task using the score grid and remind them that their score will be cumulative and part of their overall UCE score
Self-Assessment	This is a wrap-up of what the learner has learnt in the entire topic. This will put the learner in charge of their own learning and get into the habit of continuously seeking improvement. It is presented on a table ton enable learners tick or cross where they think they have achieved particular learning outcomes or not, respectively.	<ul style="list-style-type: none"> After every topic, provide learners with the opportunity to conclude if they have achieved all or some of the learning outcomes They can tick on the areas where they feel they have achieved or put an (X) where they have not achieved as expected. A table has been provided for this purpose
Glossary	This list of terms at the end of every topic serves the purpose of improving the learners' knowledge of important terms. It can serve the role of a mini-dictionary that provides understandable explanations for the words and expressions used.	<ul style="list-style-type: none"> At the end of every topic, take leaners through a list of words that may be unfamiliar to ease their understanding of the message

Section	Description	Teaching Procedure
Vocabulary quiz	This section will enable the learner to infer the meanings of words by seeing them being used in context. This enables the learner to rely on the meanings of different words to understand how words can be used in context.	<ul style="list-style-type: none"> Select some learners or divide them in groups and ask them to create or provide the correct words required.
Fun spot	This facilitates learning with fun. The section gives learners an opportunity for further creativity and practice of learned concepts in a fun way. It adds liveliness to the lesson. It may be in form of jokes, tongue twisters, pun.	<ul style="list-style-type: none"> Draw learners' attention to the fun spot. Ask those who can read them out and allow the rest of the class to enjoy the amusement for a short time.
Did you know?	This is a discovery section. The section that brings learner's attention to particular concepts or information which they may already know but is very crucial in advancing their knowledge and skills in that specific concept.	<ul style="list-style-type: none"> Ask one learner to read the message in that corner. Share the information with the rest of the class and see if they have learnt or got the message.
Learning with ICT	The 21st century being an ICT integrated era, this section of the book suggests different ways through which the learner can integrate ICT in English Language and Literature to come up with solutions.	<ul style="list-style-type: none"> Send students to the computer laboratory to research, design, send messages. Collect their tasks or simply instruct them to share their ideas/findings with the rest of the class.
Crossword puzzles	This section has been used to help learners challenge themselves and identify gaps in their knowledge in a friendly interactive way. It is an activity that enables cooperative play thereby building cooperation and self-directed learning. Puzzles also improve spellings.	<ul style="list-style-type: none"> These are avenues to expand critical thinking and research. They can also grow into fun pastime where learning takes place effortlessly.
Games	In both, English language and Literature, Learning has been made enjoyable with the use of games. They break the monotony of text and offer learners an opportunity to create different synergies.	<ul style="list-style-type: none"> Prepare the lesson in such a way that learners are allowed to play the mind games, interact, laugh, argue and generally have a light moment

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, the learner 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.

Number of periods: 22

Teaching methods: Presentations, discussion, role-play, simulation, workshops, demonstration, project, debate.

Learning materials: photographs, magazines, newspapers, resource person, Internet, audio-visual recordings, journals, textbooks

References: Lower Secondary Curriculum, English Language syllabus, Learner's Book, Teacher's Guide, Dictionary, Thesaurus of English.

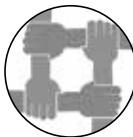
Introduction

- This is an exciting topic since it concerns experiences of everyone through childhood. The learners, most of them in their teens, are eager to share their experiences.
- Childhood memories make us remember the best or worst times of our lives. They shape our thinking and perception of the future. Childhood memories make us who we are.
- Guide the learners to discuss and share their exciting or low memories when they were children. Probably these memories are learning experiences that help shape our characters today.

Lesson 1: Generic picture

Teaching instructions

- Step 1:** Let the learners briefly mention the important lessons they learnt in the previous class and how it has impacted on their lives.
- Step 2:** Let learners work in groups: introduce the topic “Childhood memories” by guiding them to share their childhood memories.
- Step 3:** Let learners refer to the generic pictures on page 1. Better still, you could use power point or video to showcase childhood memories.
- Step 4:** Guide the learners in groups to discuss what the pictures are about, the different activities, homestead setting, the games, the moods and importance of each activity. Let the group secretaries record their deliberations and present them to the plenary.
- Step 5:** From the secretary's presentations, encourage the learners to give a general prediction or opinion about what to expect in this topic.



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.

Lesson 2: Key Words and Learning from Each Other

- Step 1:** Review the previous lesson, guide the learners to review and share what they discussed about the value of childhood memories.
- Step 2:** Let the learners work in groups. Guide them to generate the vocabulary they know about childhood memories and use it in sentences of their own.
- Step 3:** Guide the learners to read the key words. Let them look up their meanings from the dictionary or on the Internet.

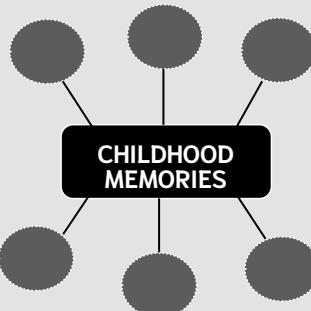


Activity 1.1 Mind Mapping

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.



Lesson 3: Childhood Memories

Teaching instructions

- Step 1:** Review the previous lesson. Guide the learners to share the key words that they learnt and use them in sentences of their own.
- Step 2:** Let learners refer to activity 1.1, Learner's Book, page 2 Mind Mapping. Let them work in groups and share views about what comes to their mind when they hear the expression childhood memories.
- Step 3:** Let the learners write six words or phrases in the bubbles provided.
- Step 4:** Refer the learners to activity 1.2, Learner's Book, page 3. Let them work in groups to answer the questions about the photographs they recalled.
Guide them to share the answers to the questions (1-4).
- Step 5:** Let the learners refer to question 5 and describe their shape, size, appearance and things they liked. Let them compare them with what they are now and fill the table given.
Guide them to share the tables or display them on the noticeboard.

1.1

Communicating a Memorable Experience from our Childhood



Activity 1.2

In groups, recall a photograph or photographs when you were young. For boarders, ask your parents or 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	While infant	(Me) today
Size	<i>small/thin/lean, among others.</i>	<i>big/plump/muscular, among others.</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, among others.) 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.

Lesson 4: Listening and speaking, Learner's Book Page 4

Teaching Instructions

- Step 1:** Review the previous lesson and let the learners share the things/experiences they had when young.
- Step 2:** Refer the learners to Activity 1:4 Group Discussion. Let the learners work in groups and discuss the picture given.
- Step 3:** Guide the learners in groups to share the answers to the questions about the “Earliest Days.” Invite the group leaders to present what the group has discussed.
- Step 4:** Refer the learners to Activity 1.5 page 4 learning English with ICT. If your school has a computer laboratory, send the learners in pairs to the computer laboratory to search for a film or documentary about childhood memories. You may as well search for the film or documentary yourself using your personal gadgets if the school has no computer laboratory.
- Step 5:** Let the learners, still in pairs, answer questions a-f.
Ask the pair representatives to present the answers to the class for comparison and further discussion.
- Step 6:** Guide the learners to do Activity 1.6 Learner's Book page 5 about synonyms and antonyms.
Let them work in small groups to give synonyms/antonyms of the given words with the aid of the dictionary. Let the group leaders share the answers with the class for comparison and corrections.

Step 7: Let the learners work in groups (Activity 1.7). let them share their own experiences about childhood memories. Learners may use the given ideas to develop their discussion.

Picture Discussion



Activity 1.8 Group Activity

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



Figure 1.2

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?

Lesson 5: Picture Discussion, Learner's book page 6

Teaching instructions

Step 1: Review the previous lesson. Guide the learners to share what they learnt from the videos they watched.

Step 2: Refer to Activity 1.8 group activity. Let the learners work in small groups. Guide them to study the pictures and answer the questions. Let them share the answers.

Step 3: Guide the learners, working in groups to discuss question 4.

Let the secretary to the group record and later read their propositions and pieces of advice they would give to a neighbour who locks up children in the house/gate when going away.

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? Which memories sound familiar?

Kaitesi: For me, childhood memories are all made up of recollections of tasty food. I used to enjoy sauce made out of ghee 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 in his arms. To grab his attention, I would always go to my room, grab some toys and deliberately break them. Then I would bring them to my dad so he could fix them. This way, I would play with him and pull his tie. 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, when I was all white. Guess what? I had rubbed 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 younger 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, poured, scattered and, mixed all the millet with sand. I was thoroughly whipped!



Activity 1.10

Share your childhood memories with your group members. It could be about your favourite game/film or documentary, trip/tour, naughty/daring act, birthday celebration or any other memorable event. What are some of the lessons you learnt from it? How similar or dissimilar are the experiences with those of your groupmates? Choose the most unique memories and the members will present them to the class.



FUN SPOT: Quote

Memories of childhood were the dreams that stayed with you after you woke. (*Julian Barner*)



FUN SPOT: Tongue Twister

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

Lesson 6: Group discussion

Teaching instructions

STEP 1: Guide the learners to review the previous exercise of giving advice to a neighbour who locks up children.

STEP 2: Take learners through Activity 1.9 group discussion on Learner's Book, page 7. Let them work in small groups to answer the questions.

Guide the learners to share which memories found familiar.

STEP 3: Let learners refer to activity 1.10 and in groups, share their childhood memories, experiences the similarities and lessons learnt from them.

STEP 4: Guide the learners to share fun spots, the quote and tongue twister.

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?

LESSON 7: Habitual past ‘used to’ and ‘would’ (Learner’s Book Page 8)

Teaching instructions

STEP 1: Review the previous lesson about childhood memories. Let the learners review and share childhood memories, experiences and lessons learnt from them.

STEP 2: Let learners refer to Activity 1.11. Let them work in small groups to discuss the similarities and differences between a film account and their experiences using ‘used to’ and ‘would’

Expect responses such as:

- (a) I used to ride to school each day.
- (b) I would walk to school each day, but in the film account, children are driven in the school van.
- (c) They used to ride to school while I would walk there.

STEP 3: Let learners refer to activity 1.12.

Guide learners to work in pairs to compare activities and experiences from childhood with the present. Let them list down activities they no longer engage in and compare their lists.

STEP 4: Ask learners to refer to exercise 1.1A, Learner’s Book, page 9. Guide them to answer the given questions using “used to” or “used not to” to show if they still do the activities or not as shown in examples. Let them compare the work with other classmates.

STEP 5: Let learners refer to 1.1B Learner’s Book, page 10 and answer the questions using not “used not to”.

Accept the possible answers.

Biography, Autobiography and Memoir

Most prominent people share and put down their success stories or 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.

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.

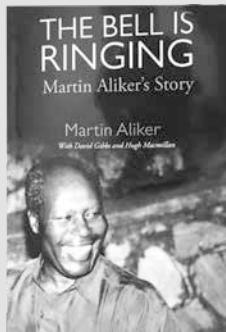
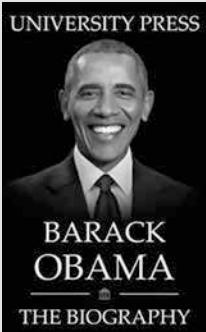
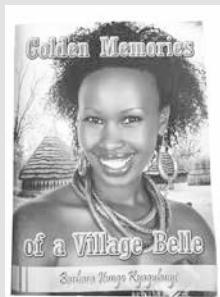
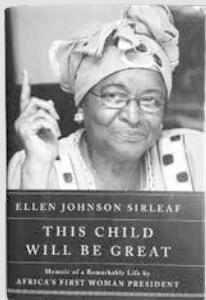


Figure 1.5 Samples of autobiographies and biographies

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, 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 discussed in Activity 1.16**

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

Lesson 9–10: Biography, Autobiography and Memoir**Activity 1.14**

- Step 1:** Review the previous lesson about 'used to' and 'used not to'.
- Step 2:** Refer learners to page 10 and let them study the meanings of a biography, autobiography and memoir.
- Step 3:** Draw their attention to the samples of autobiographies in figure 1.5. You may as well, ask them which personality is familiar to them and why.

Step 4: Guide the learners to Activity 1.15. Let them work in three groups to do the assigned task. Let them utilise any resources available, including the Internet, to execute the work.

Group 1: (Activity 1.15) Distinguishing a Biography from an Autobiography.

Group 2: (Activity 1.16) Identifying meanings of unfamiliar words in texts.

Group 3: (Activity 1.17) Forming sentences from unfamiliar words.

Step 5: Ask the groups to choose a chairperson or a secretary to present their findings to the class.

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.

- (a) Read an extract from 'Sowing The Mustard Seed' by Yoweri Kaguta Museveni.
- (b) Excerpt from 'Long Walk to Freedom' by Nelson Mandela.
- (c) Citation from 'Golden Memories of a Village Belle' by Barbara Itungo Kyagulanyi.
- (d) An extract from Honourable Miria Matembe's memoir.
- (e) 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:

- (a) 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.



"It is no accident that Uganda is today enjoying peace – from corner to corner - for the first time in 500 years. Before colonialism, there were the tribal wars. During colonialism, Karamoja was never pacified. After colonialism, the situation became worse with terrorists, cattle rustlers, extra-judicial killings and other ills. It is only now that the whole of Uganda is at peace."

– YOWERI KAGUTA MUSEVENI

Sowing the Mustard Seed is a story of unflinching bravery. It is the story of unwavering search for a true, revolutionary and development-oriented leadership. The author takes the reader on a tell-all journey of the sacrifice that he and other young Ugandans decided to take in order to liberate their country from the jaws of helplessness to which the first post-independence governments had conspired to consign it.

In this spell-binding tale, told in the first-person voice, Yoweri Kaguta Museveni traces the journey of his life from his first few months on earth, through his education, after which he and other patriots embarked on a journey of seeking empowerment to overthrow the despotic regime of Idi Amin Dada. It also delves into other wars, such as the long-drawn-out bid to neutralise Joseph Kony's ragtag Lord's Resistance Army and professionalising the Ugandan army, after many years of sectarianism. Besides illuminating the struggles of the past, Yoweri Kaguta Museveni shares his vision for Uganda and the pillars he has over the years put in place as President to ensure Uganda's future is secure both economically and socially.

Written in easily accessible but highly Africanised language, it is a tale of unstinting focus and commitment that will both inform and inspire the reader.

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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

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

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 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

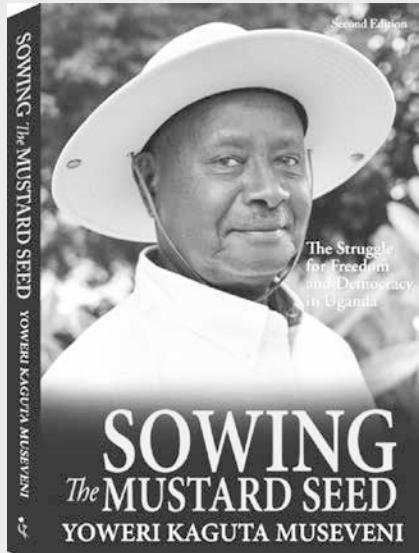


Figure 1.7 Yoweri Museveni's Autobiography

the duty of tying up the urinal area herself.

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

Group 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?

LESSON 11: Reading Extracts about Childhood from a Memoir, Biography and Autobiography

Activity 1.18

- Step 1:** Provide a copy of *Sowing the Mustard Seed*, or any other Memoir, Biography and Autobiography. Examine the cover, the blurb, preface, among others.
- Step 2:** Divide the learners into groups. Ask them to read the extract from *Sowing the Mustard Seed*. You can encourage group members to read one paragraph each until the end. This will encourage participation for all and to avoid redundancy.

'Golden Memories of a Village Belle' pages 2 - 4 by Barbara Itungo Kyagulanyi

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.



Figure 1.8 Barbara Kyagulanyi

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 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.

Lesson 12

Step 1: Still in their previous groups, let them read the extract from *Golden Memories of a Village Belle* by Barbara Itungo Kyagulanyi. They can again read a paragraph, each, up to the end.

Step 2: Activity 1.20 (Pair Discussion)

Expected responses

1. Men gathered in there for a drinking spree and to catch the latest gossip in the village. It also acted as a polling station during LC I elections.
2. The role of the children was to trek behind the groups of supporters, singing, clapping and cheering. Some were sent there to spy for the candidates, just like the narrator.
3. In schools, there are malpractices such as bribing the voters with sweets and other favours.
 - Some learners miscount the votes intentionally to favour some candidates.
4.
 - Disqualifying candidates that bribe voters.
 - Sensitising masses about their election rights, among others.

Step 3: Invite one representative to present what they have discussed for further sharing of ideas.



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?

Lesson 13

Activity 1.21: Role play

Step 1: Divide the learners into pairs.

Step 2: Ask them to write a dialogue, based on the guiding questions about an inspirational female leader.

Step 3: Call each pair to present and perform their dialogue before the class. The best can be pinned on the school noticeboard for a week for motivation.

**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, to defend your argument.
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 denies 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.

Lesson 14**Activity 1.22: Critical Thinking**

Step 1: Group the learners and ask them to discuss and share ideas about the questions.

Expected responses

1. Children should not be allowed at polling stations because any form of insecurity can erupt, such as fights, and trading of insults between rivals.
Or Children should be allowed at polling stations so as to observe and learn about the election process.
(Note: Accept all credible arguments and moderate accordingly)
2. It was not right to have used a child to spy on whoever did not vote her uncle. That is malpractice and it is a form of child abuse. Besides, this could teach the child to do the same in future. Also, in case of any violence, this child is vulnerable. Above all, elections are supposed to be free and fair.
3. To some extent, it could be true. Some women, after attaining power, may look at themselves as greater than men, hence domestic conflicts. Their offices may occupy a lot their time and they may fail to dedicate time to their families.
On the other hand, this may not always be the case. There are many female figures that have managed to balance both work and domestic responsibilities, and have also remained respectful to their husbands. (*Invite learners to vivid examples.*)

4. Women have overcome gender stereotypes in the following ways:
 - The girl-child can go to school.
 - Women can work in offices as chief executives, managers, pilots, doctors, engineers, lawyers, among others.
 - They can run for political positions.
 - (Ask learners to provide more examples)
5. Uncle Eric is;
 - Greedy for power. He is old but won't leave the office for youthful leaders.
 - Sociable. He freely mixes up with people and they share a drink.
 - Persuasive. He convinced his voters that young people have no time for them.
 - (Ask learners to give more characterisation about Uncle Eric)

Step 2: Invite group secretaries to present their discussions.



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.**

Lesson 15

Activity 1.23: Debate

- Step 1:** Review the previous passage, specially where it says that men dictated who their wives should vote.
- Step 2:** Introduce the motion and invite those willing to participate as the main speakers.
- Step 3:** Allow them a few minutes to research, consult and discuss before the main presentation.
- Step 4:** Choose learners to do the following:
 - 'Language Police' to note down all the grammatical errors from the speakers and read them out before the results are announced and correct them.
 - Record who the best presenter is, best speaker, smartest, most audible, most articulate, among others., to be appreciated before announcing the results.
- Step 5:** Announce the winners, not depending on the number of points alone, but how impressive the arguments were expressed.

(Note: Encourage different learners, especially the low-achievers, to participate.)



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)

Lesson 16

Activity 1.24: Composition

- Step 1:** Review composition writing and what constitutes a good essay.
- Step 2:** Introduce the question and guide the learners through the writing process. It should be done individually.
- Step 3:** Go through the learners' work and correct them.
- Step 4:** Read out the best 2 or 3 compositions for further learning.

**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?

Lesson 17**Activity 1.25: Pair Discussion**

- Step 1:** Ask learners to read the extract from *Long Walk to Freedom* by Nelson Mandela on page 16–18 (Learner's Book). They can read in turn, a paragraph each.
- Step 2:** Let them discuss the questions after the passage and present the answers thereafter.

Expected responses

1. He lost face in such a way that the donkey unseated him and threw him down among the thorns which scratched him. This embarrassed him before his friends.
2. (a) I like the games the author and his friends played. I would take part if I had a chance because some are entertaining and harmless, such as hide-and-seek, while the daring ones, such as climbing on a donkey, teaches bravery, and the narrator is also able to draw some life's lessons.
(Invite for more ideas)
- (b) Boys and girls can play indoor games like Ludo, Scrabble, Chess, cards, among others., and vigorous games, such as, volleyball, football, basketball, among others.
- (c) Football is majorly for boys, while netball is for girls. *(Invite more answers from the learners)*

**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 but 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 one 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?

Lesson 26: Group Discussion

Step 1: Group the learners

Step 2: Ask each learner to narrate a brief account of an incident when they got embarrassed.

Step 3: Ask them to choose one account from each group that is most interesting. Let the owners present them to the class.

Activity 1.27 Group Discussion

Step 4: Still in their groups, draw the learners' attention to Mandela's quote “*Virtue and generosity will but be rewarded in ways that one cannot know*”.

Step 5: Ask them to each share with the group members any act of kindness they have ever done, and, if they expected divine reward.

Step 6: Let the learners compare the difference between the ways black and white children acquired knowledge. Let them give their opinions on the two, and share with the class.

Step 7: Still in their groups, let each learner share how they acquire information from their parents or guardians. Ask them to show how similar or different it is from that of the Xhosa children and the white ones. Let them share their views with the class.

Step 8: Still in their groups, ask the learners to discuss the customs, rituals and taboos from their communities and a group secretary or chairperson shares their opinions about the taboos with the class.

Step 9: Let the learners discuss their views on honouring the ancestors the ancestors, how it is done in their community and the impact it has on the lives of those who practise it. Allow them some time to share their views in the class.



Activity 1.29 Class Discussion and Presentations

- (a) Share the customs, rituals and taboos observed and practised in your community. What do you think about them?
- (b) Do you believe it is important to honour your ancestors? Describe how it is done in your community 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)

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!



Figure 1.10: Miria Matembe

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? Are there specific reasons why this may be so?

Lesson 18

Activity 1.29: Class Discussions and Presentations

Step 1: Group the learners

Step 2: Ask them to read the extracts from Miria Matembe's memoir on page 19, Learner's Book. (To avoid redundancy, they can read in turns, one paragraph each.)

Activity 1.30: Group Work

1. Miria Matembe's aunt was dehumanised by her drunkard husband in such a way that he spent months away from home, presumably working, but as soon as he returned home, he battered his wife. As if that was not enough, he returned home with nothing for the wife and children.

2. The writer feels angry, disappointed, shocked
3. After seeing her aunt mistreated by her husband but had no one to turn to, Matembe decided to become a lawyer to defend women's rights.
4. Yes. There are some girls I know who perform better than boys in academics. This is because women can do brilliant things, if given a chance.

Step 3: Invite group secretaries to present and share their answers. Harmonise them conclusively.



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.

Lesson 19

Activity 1.31: Role-play

Step 1: Divide the learners into three groups and give them the general guidelines on drama.

Step 2: Follow your discretion to give them enough time to prepare and them task them to present a short play on the topics assigned to each group. Guide them through their preparations and remind them not to spend much time as it is just a short play.

Step 3: As each group acts, the rest should be noting down the strong and weak points of the presentation and be able to critique at the end.

Step 4: Award marks together with the class and the best presentation/presenters should be pinned on the class noticeboard, or you may reward them accordingly. The best play can also be presented on any appropriate school function.

**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 experience.

Lesson 20

Activity 1.32

- Step 1:** Take the learners through the question.
- Step 2:** Review the guidelines, qualities and steps of essay presentation i.e. the introduction, body, conclusion, linguistic aspects and argumentative language. Encourage expressions like:
- ‘With no doubt, I would definitely ...’
 - ‘Obviously..., I would not waste any time on ...’
 - ‘You will agree with me that ...’, among others.
- Step 3:** Ask learners to write in their exercise books a well-presented argument on who of the twins they would prioritise and with credible reasons.
- Step 4:** Go through the learners’ work, appreciating essays that are well-argued with the best linguistic ability.
- Step 5:** You can choose 3 or 4 masterpieces and the owners read them to the class.
- Step 6:** The best can be pinned on the class noticeboard for others to learn from.

Activity 1.33 – 1.35, page 21 (Learner’s Book)

Library Hour: Navigating a Text

- Step 1:** Tell the learners that this assignment is to be done during their free time, outside the class timetable. They can do it in pairs or groups.
- Step 2:** Instruct the learners to visit the library in their free time and carry out the assignment a–j. Let them record their findings to be presented later.
- Step 3:** Still in their free time, let them choose a text of their choice and read it upto the end as they note down the remarkable moments about the author’s childhood memories that relate to theirs.
- Step 4:** Give them a time frame to submit and present their findings to you for further guidance.
- Step 5:** Take the learners through the instructions in activity 1.35. Ask them, in their pairs, to narrate to each other their biographies as the partner records.
- Step 6:** Ask them to correct any grammatical errors and choose some pairs to present what they have written. You can reward the best presenters.

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. (suffering)	Mafabi is born in a poor family. (suffering)	Namata loses both parents. (suffering)
Differences	Characters may be real or imaginary (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? The beautiful landscape of this school has triggered some fond childhood memories. Do you remember when we used to run around in the rain?

Odeke: Yes, sure! (with a hearty laugh). How time flies! We would run from Nnalongo's place to Maama Kasuku up to the road and back. Oh! The good old days.

Hafsa: (Changing his face) 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

Lesson 21

Activity 1.34: Group work, (Page 22 Learner's Book)

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

Step 1: Group the learners

Step 2: Review the previous film/documentary, written extracts and the experiences the learners shared.

Step 3: Take the learners through the examples of the similarities and differences in the table.

Step 4: Ask them to discuss, in their groups, more points and fill them in the table.

Activity 1.35: Dialogue

Step 5: Draw the learners' attention to the dialogue.

Step 6: Put them in pairs and ask them to go through the dialogue.

Step 7: Ask them to add five more responses.

Step 8: Invite the pairs to present their dialogues. If the class is big, and in the interest of time, you may pick a few pairs at random, to present their dialogues.

Step 9: Reward them accordingly.

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.

Lesson: 22 Debate (Learner's Book page 23)

Step 1: Draw the learner's attention to the picture in Figure 1.10, page 23 (Learner's Book), and ask them to brainstorm what the picture is about. Expect responses, such as, negligent woman/mother is busy dancing/enjoying music, while the baby is almost touching a hot pan/fire, among others. It could be a maid.

Activity 1.36: Pre-debate Activity

Step 2: Ask them to go ahead and brainstorm their experiences about child mistreatment by answering questions a-f.

Step 3: Invite at least 3 pairs to share their discussion to the class. This should not take long, as there is a debate to take place.

Activity 1.37

Step 4: Organise the class to debate the motion: 'Househelps are a necessary evil'. Allow the learners to choose among themselves the proposers and opposers.

Step 5: Agree on which debate style/format to be used, for example, British, Karl Popper, traditional parliament, among others., and go through with the learners how it is conducted, before the debate.

Step 6: Select a team to record the points, and the 'Language Police' to note down the language errors to be read out and corrected, before the winners are announced.

Step 7: Reward the best speakers, smartest, most confident and articulate, among others., and announce the winners, and, thereafter, close the debate.



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 below, 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 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



Figure 1.13: A village meeting (*Medzo*)

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

Answer the following questions:

1. In your own words, explain how a tale/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* so much.
3. When a youngster needed advice from an elder, how was he/she helped?
4. Of direct advice and that told through a tale, story or proverb, which do you think is more effective? Why?
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 called.
7. Do you think village *medzos* are important today? How are civil 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:

(a) trove	(b) judiciously	(c) trying
(d) ideal	(e) fantasy	(f) villain
(g) inspire	(h) tribulations	(i) cope
(j) impart	(k) tale	(l) ponder
(m) vibrant	(n) crucial	(o) 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 or tale 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.

Lesson 23: Reading and Comprehension 1 (Learner's Book, page 24–26)

- Step 1:** Divide the learners into groups.
- Step 2:** Instruct them to read the passage at least three times, paying attention to unfamiliar words and expressions. Remind them to go through the questions before the second and third reading, so as to have in mind what to look for, as they continue reading.
- Step 3:** Ask learners to respond to the questions in their groups.
- Step 4:** Invite the group secretaries to present their answers while the other groups comment and evaluate.
- Step 5:** Assess the learners' responses, fluency, and competency, as well as, any other pertinent details.

Expected responses

1. A tale or proverb helps one to become a good speaker in such a way that they contain a lot of wisdom. They lighten up the mood during serious meetings and help deliver one's message during serious meetings without being boring or too direct. In other words, they act as a tool with which to effectively deliver one's message.
2. The *medzo* was always held whenever there was a problem that needed community intervention or decision.
 - The narrator liked the *medzo* so much because for him, it was more than just trying difficult cases but also a learning experience, and to acquire wisdom from elders.
3. When a youngster needed advice from an elder, he/she was sat down and told a story, from which he/she inferred the message and made a logical conclusion/wise decision.
4. The one told through a story/proverb is better because it gives a real life experience from which the listener can borrow a leaf and apply it in their own situation.
5. (*Elicit learners' own opinion*)
6. The first case when a village *medzo* was called was in preparation for a happy event, such as, a marriage or when something had gone seriously wrong between them.
7. Village *medzos* are still important today because not everyone can afford courts of law. However, due to the changing world, most cases are reported to the police. (*Draw learners' opinions*)
8. The narrator is an intelligent and responsible boy. He attends *medzos* to acquire more knowledge from the elders.

- He is also a good listener and observer. Not many young boys and girls enjoy attending elders' lengthy meetings but this one does. (Ask learners to add more)
- 9.** From this passage, the first lesson I pick is that age is wisdom. Elders sit and exchange wisdom to resolve their issues.
- Secondly, it is important to solve differences amicably. Whenever something went wrong between two villages, a *medzo* was convened and their issues resolved, rather than resorting to physical confrontation and violence.
- 10.** Meanings of words and expressions (Encourage learners to form own sentences using the vocabulary words)
- (i) **trove** – full
 - (ii) **judiciously** – strategically
 - (iii) **trying** – solving cases (in court)
 - (iv) **ideal** – best place/suitable
 - (v) **fantasy** – imaginary
 - (vi) **villain** – wicked/vile/evil
 - (vii) **inspire** – encourage/motivate/impress
 - (viii) **tribulations** – challenges/difficulties
 - (ix) **cope** – deal with/manage/solve
 - (x) **impart** – teach
 - (xi) **tale** – story/narrative
 - (xii) **ponder** – think deeply
 - (xiii) **vibrant** – lively/cheerful
 - (xiv) **crucial** – essential
 - (xv) **casual** – random/accidental/occasional

Post-reading Activities (Learner's Book, page 26)

Step 6: Form three groups and assign each the following activities. Remind them that this will take a short time as a conclusive remark based on the passage they have just answered.

Group I: Activity 1.41: Discuss the idea that most youths today have lost their paths because parents no longer educate them through proverbs, wise sayings and folk stories.

Group II: Activity 1.42: Assume your colleagues at school or classmate has any of the following challenges:

- (a) struggling with poor grades and is at the verge of being discontinued or repeating a class

- (b) ever lacking pocket money because they are poor at home, but there is a sugar daddy or mummy who is willing to providing everything in exchange for an intimate relationship
- (c) is a bully or is being bullied

Ask the group to come up with the best tale to tell the perturbed colleague so as to strengthen them to overcome the problems.

Group III: Activity 1.43

Think of a piece of advice, saying or proverb or tale your parent, guardian, elder or teacher has ever shared with you when you were going through a challenge. Share it in your group and show how it helped you to come out of the difficult situation.

Step 7: Let the group secretaries share their answers with the rest of the class.



B: Reading and Comprehension 2 (Poem)



Activity 1.45 Pre-reading

Working in pairs or small groups, talk about 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 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 for the poem

1. Do you think the child's home is really a million miles away? What do you think the statement implies?
2. What surprises this child about the following?

(a) the bell	(b) the size of other children	(c) the way they speak
---------------------	---------------------------------------	-------------------------------
3. What is implied by the following statements?

(a) "they must have been born in uniform"	(b) "they must have lived all their lives in playground"	
--	---	--
4. What is unusual about the games? Why do you think this child is not allowed to join in the games?
5. What does the child conclude is the use of the railings? Do you think he is correct?
6. What do you think "lessins" are? Why do you think it is pronounced like that in the poem?
7. Do you think this child knows what a classroom is? What shows?

8. Why does the child wish the mother were there?
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.

Lesson: Reading and Comprehension 2 (Learner's Book, Pages 27–28)

Activity 1.44

Procedure: In groups

Step 1: Put the learners in groups.

Step 2: Take the learners through Activity 1.44 as they freely talk about what fascinated or confused them on their first day at school, how they overcame the challenges and what comes first in their mind when they remember their first day at school. These can be shared directly with the class, as one learner stands up and shares loudly. This should take about 3–4 minutes.

Step 3: In pairs or small groups, instruct the learners to read the poem, FIRST DAY AT SCHOOL in their groups. They could read in turns to give each members a chance at recitation. This should take about 15–20 minutes. Move around the class correcting bad poor reading and recitation habits, as well as helping learners with speech barriers. You may invite one learner to volunteer recite the poem aloud for the class, or do recite it to the class for harmonisation.

Step 4: Ask them to respond to the questions, still in their groups.

Expected responses

1. The child's home is not really a million miles away. The statement could possibly imply that being the first time this child is away from home to school, the distance seems too far away.
2. (i) The bell goes and the child wonders where a bell could possibly go.
(ii) The other children are so big compared to him.
(iii) The other children are so noisy.

3. What the following statements imply:
 - (i) “they must have been born in uniform” implies that they were so smart in uniform one would imagine they were born in it.
 - (ii) “they must have lived all their lives in playground” implies that they were so skilled in the games they played.
4. What is unusual about the games is that they were rough that they could swallow you up. The child could not be let in because he was so small, the boys were so big and the games were rough.
5. He concludes that the railings are for keeping out the wolves and monsters that carry off and eat children. He is not correct. Railings function as a fence to protect the children inside the school.
6. “Lessins” is referring to lessons. It is pronounced like that because the child is hearing about it for the first time and cannot properly say it.
7. The child does not know what a classroom is. This is shown by his pronunciation of the word “glassrooms” and he thinks it is some kind of glass in which things are kept.
8. The child wishes the mother were there to remind him of his name.
9. According to the child, a teacher makes tea. He thinks that way because there is the word ‘tea’ in the word teacher.
10. (*Give your own experience. You could do it in form of a poem.*)

Post-reading Activity (to be done in their free time)

Activity 1.46

Procedure: Individual work

- Step 1:** Instruct the learners to compose their own poem about what they liked, disliked or got confused about on their first day at school.
- Step 2:** Give them a time span in which to do this assignment and submit their poem to you for assessment.
- Step 3:** Evaluate the poem at any convenient time and reward the best. Your evaluation or impression should be based on the message and poetic aspects, such as rhyme, description, among others. The best pieces can be pinned on the class noticeboard or presented on assembly.

Grammar and Usage

1.3 Adjectives and Adverbs

In Book 2, we learnt about adjectives and adverbs. Share with a partner what you remember about the function of 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 crowded .	1. The zoo was extremely crowded.
2. My grandparents lived in a beautiful hut.	2. Cautiously , I entered my grandparent's hut.
3. Father Christmas was very kind. He gave all of us toys and sweets.	3. Father Christmas always 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 the toughest teacher. He 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. We would welcome her
5. One day, my two friends fought after arguing
6. Our housemaid used to break utensils. She washed them
7. Ofwono was an ill-mannered boy. The teacher warned him
8. Namata had an accident and bled
9. When they told me to do homework, I mumbled
10. Oluka used to crack jokes and make us laugh

Lesson: Grammar and Usage (Learner's Book, page 31)

Adjectives and Adverbs

Procedure: Group work

Step 1: Take learners through the preamble

Activity 1.48

Procedure: Group Work

Step 2: Instruct the learners to read the sentences in the table, paying attention to the highlighted adjectives and adverbs.

Step 3: Let them attempt the task

Expected responses

1. ... an **interesting/exciting/exhilarating** game.
2. ... the **kindest/most beautiful/most caring** of all.
3. ... **fun-filled/enjoyable/thrilling** experiences.
4. ... a **hearty/toothsome/flavoursome/sensational/sumptuous** meal. My mother bought me **new/brown/party** shoes, among others.

5. thick/dark
6. cold/warm
7. large/tall/yellow/green
8. happy/peaceful, you become cheerful, while if you go through an abusive childhood, you become resentful, miserable, dejected, suicidal ...
9. lovely/cheerful/happy
10. Monday/hectic/end of weekend

Step 4: Invite the group secretaries to present their answers, as you guide and correct them.

- | | |
|---|--|
| <ol style="list-style-type: none"> 1. ruthlessly 2. breathlessly 3. ambitiously 4. blissfully 5. furiously | <ol style="list-style-type: none"> 6. clumsily 7. sternly 8. profusely 9. inaudibly 10. Hysterically. |
|---|--|

1.4 -ing forms

These can be used in different ways apart from the usual continuous tense. They can be used as participle phrases, adjectives and gerunds.

1. Participles

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

(a) –ing as actions



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 about the activities you enjoyed doing in your childhood.

Example

I enjoyed playing netball.

I enjoyed	birthdays bicycles birds a rope rice mango trees maize/millet/sorghum from the garden dodgeball/football
-----------	--	---

(b) ‘-ing’ forms as adjectives

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

Example

1. The roaring head teacher frightened the children out of the classroom.
2. I picked a sweet smelling rose from the school garden.

'Roaring' and 'smelling' are describing nouns.

**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 took 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 sentences below 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.

Lesson: –ing forms (Learner's Book page 32)

Procedure: In pairs

Step 1: Take the learners through the preamble and introductory remarks.

Activity 1.50

- Step 2:** Instruct them to share the activities they enjoyed doing in their childhood using –ing forms.
- Step 3:** Let them complete the table with a participle/-ing form of their choice that is an action. Two or three pairs may share, if time allows.
- Step 4:** Take them through –ing forms that function as adjectives and ask them to complete Task with the words in the table.

Expected answers

- | | |
|--------------------|------------------------------|
| 1. Exhausting | 6. frightening |
| 2. Frightening | 7. Boring |
| 3. Embarrassing | 8. frustrating |
| 4. Exciting | 9. replenishing/invigorating |
| 5. Inconveniencing | 10. irritating |

Step 6: One or two groups may share their answers.

Activity 1.51

Procedure: In pairs

Step 7: Review how to develop a paragraph.

Step 8: Instruct learners to write a paragraph describing five things they hated doing and five things they enjoyed doing in their childhood. Remind them to apply gerunds and underline them.

Step 9: Select some learners to read out their paragraphs as the rest critique and award marks. Reward the best accordingly.

Step 10: Let the learners attempt the task that follows.

Expected responses

- | | |
|---|---|
| <ol style="list-style-type: none"> 1. Flying 2. Riding 3. Swimming 4. Drinking/driving 5. Doing. | <ol style="list-style-type: none"> 6. Telling. 7. Respecting 8. Blowing 9. Fighting 10. Visiting |
|---|---|



C: Writing



Activity 1.52 Composition (Setting, Character and Emotions)

Most Memorable Incident of your Childhood

When you were young, there is that 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 in your childhood? Narrate or describe this incident in detail in your book. Use approximately 2 paragraphs. In it, include the following:

1. Where and when the incident took place (setting – physical and time setting).
2. People involved (character)
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/accounts and update their own to include anything useful that has been suggested.

Lesson 18: Composition (setting, characters emotions)

Activity 1.51

Lesson instructions

STEP 1: Guide the learners to review “..ing” as gerunds, adjectives or participles by giving sample sentences.

STEP 2: Let learners refer to activity 1:51.

Let them work in small groups and share their most memorable (indelible) incidents of their childhood.

STEP 3: Guide the learners to Activity 1.52.

Let them tell what the most indelible activity in their childhood.

Give them time to write the incident in detail in their books, including the guidelines given to them.

STEP 4: Encourage the learners to share their notes in groups and choose the best two to be presented to the whole class.

1.5 Applying Newly Acquired Phrases and Verbs in Writing

Writing an Autobiography

By definition, we said 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 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.

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

We read about an autobiography. What was the title and author of the autobiography you read? Referring to the extracts we read from ‘Sowing the Mustard seed’, ‘Memories of a Village Belle...’, write your own autobiographical piece of 1,000 words (approximately 4 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, among others 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, among others. 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. others 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. It is a biography of yourself. Your own life's journey.

Lesson 19: Writing an Autobiography (Learner's Book page 34)

Lesson instructions

Step 1: Review the previous lesson about the learners' narrations of childhood memories.

Step 2: Let the learners refer to the *Writing an Autobiography* section and work in pairs to read the given important points in writing an autobiography. Let them re-note what an autobiography, a biography and a memoir are;

Step 3: Guide the learners to refer to the given guide in writing their own autobiographies.
Let them consider what to follow as given.

Step 4: Let learners refer to Activity 1.53.

Using the extracts from the “mustard seed” and “memories of a village belle....”. Guide the learners to write their own autobiographical piece of 1000 words.



Activity 1.55 Editing and Critiquing

In groups, express your views on the following questions:

- (a) What do you know about the term ‘editing’? What purpose does it serve?
- (b) How do we call a person that does the editing job?
- (c) 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.

Lesson 20: Editing and Critiquing (page 38)

Lesson instructions

Step 1: Review the previous lesson.

Step 2: Let learners refer to activity 1.55.

Let them work in small groups to express their views on the given questions a-c.

Help them to note the difference between;

- i) a critique: a professional who communicates as assessment and an opinion of various forms of creative works.
- ii) an editor: one who plans, coordinates and revises material for publication.

Step 3: Let the learners refer to activity 1.56.

Guide them to share their drafts and make verbal comments as the author notes them down for improvement.

Let them work in small groups to select one good final autobiography and read it to the class.

After presentation, allow the rest of the class to ask questions and make other comments.

1.6

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

Description using Adjectives and Adverbs

Certainly speaking, all learners have a favourite teacher that impresses them for different reasons at different stages. Is there any teacher you used to like in your lower primary or nursery school?



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

With the notes you have made above, write/present a well organised 5-paragraph description about your favourite teacher. Your composition should have the following;

- (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.

Lesson: Description using Adjectives and Adverbs

Procedure: In pairs

- Step 1:** Review the meaning of adjectives and adverbs and take the learners through the preamble.
- Step 2:** Ask the learners to share who their favourite teachers are and give reasons why?
- Step 3:** Let learners refer to Activity 1.56 and work in groups to talk about their favourite teachers in turns by answering questions a-i.
- Step 4:** Guide the learners to Activity 1.57 on page 39.
- Step 5:** Let learners use the notes they made to write a 5 paragraph description of their favourite teacher. Draw their attention to the note about a good description.
Guide them to compare or display their compositions for others to learn from.
- Step 6:** You can reward the best presented compositions in any way.

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, among others., 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 weaverbirds.



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 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 choose any learner at random to read their composition.

Lesson 21: Using Similes and Metaphors to Describe people (page 40)

Procedure: In groups

STEP 1: Review the meaning of similes and metaphors and take the learners through the preamble and the note.

STEP 2: Draw the learners' attention to Figure 1.11 in activity 1.58 and allow them to respond to the questions after the figure. Take them through the example of comparison using a simile and a metaphor.

Remind them to share the places they visited as children.

Guide them to compare in pairs the state of those places as in the given examples.

- (a) The cave I visited was as silent as a tomb.
- (b) I found my aunt as busy as a bee.
- (c) The main hall was as noisy as a colony of weaver birds.

STEP 3: Let the learners refer to activity 1.60

Let them work in pairs and take turns to ask questions in the dialogue as the other answers about their childhood memories using a suitable simile.

Expected responses

1. as delicious as the forbidden fruit.
2. as intimidating as Goliath/a snake ready to strike/an injection
3. as beautiful as a blazing sunset/wafting snow shower
4. as painful as a heart attack/a burn
5. a) as inviting as a ripe fruit
b) as sweet as pie
c) as tasty as candy/roast maize

Let them compare their descriptions of the places they visited as children.

Step 4: Let the learners refer to activity 1.61 about more application of metaphors and similes.

In small groups let them study the given sentences and tell the differences between similes and metaphors.

..... was “as terrible as hell” is a simile.

..... “was hell” is a metaphor.

Hence similes compare two things using expressions like.....as.....as....., looks like....while a metaphor gives the item being described a name of other similar object.

Step 5: Refer the learners to activity 1.62. Let them write a composition of 2–3 paragraphs, applying at least five similes and five metaphors.

Step 6: Choose at random 2–3 learners to read their compositions to the class.



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 bold 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?

Lesson 22: Writing a Dialogue

Step 1: Let the learners refer to activity 1.62.

Step 2: Take them outside and create three groups. Assign each group a task to create a vivid picture of their favourite teachers using similes and metaphors.

Step 3: Give them guidelines and review the steps and qualities of a good drama. Give them about 20–25 minutes to prepare (rehearse).

Group I: Role-play a teacher's interaction with a learner on his or her first day at school. The teacher must be portrayed as caring, parental, among others.

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 1.63

Step 4: Invite each group to present as other groups critique and award marks with your guidance.

Activity 1.64

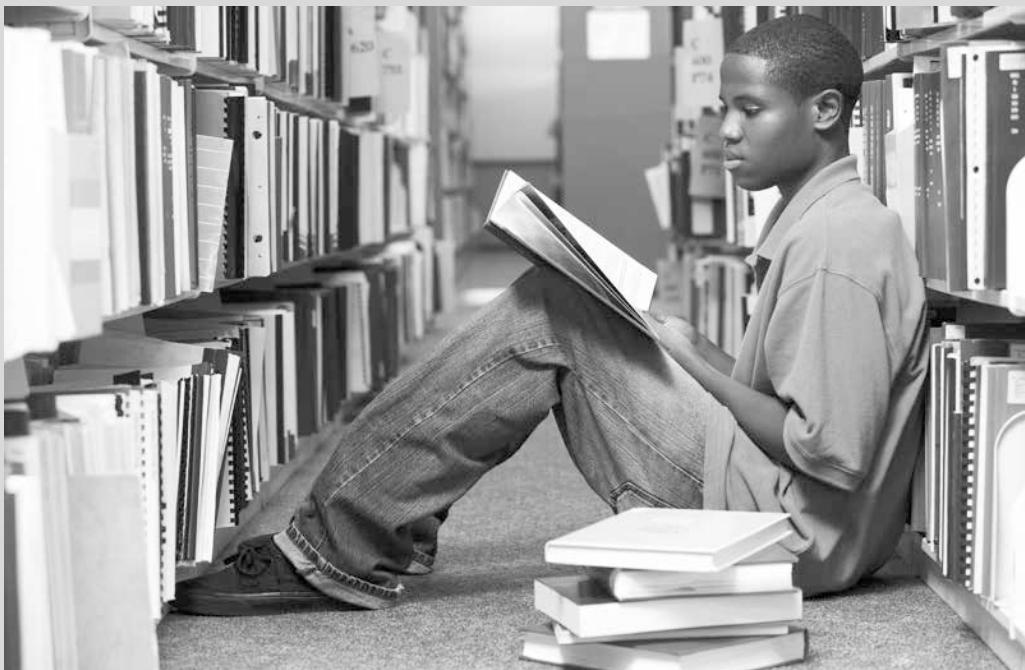
Step 5: Draw their attention to the short extract by Gillian Flynn: Gone Girl. This can be done in their free time.

Step 6: Ask them to read the extract as they study the highlighted words and complete the table thereafter.

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.

Lesson 23: Activity of Integration

Sample Assessment Grid

Output/ product	Basis of evaluation	Criterion 1: Relevance	Criterion 2: Accuracy	Criterion 3: Coherence	Criterion 4: Excellence
Friendly letter	Benefits of interaction and play	Scores 3 If there are 3 credible benefits of play	Scores 3 If the benefits address a homeschooled child	Scores 3 If letter logically flows with correct format, introduction, body and conclusion	Scores 1 If the benefits are outstanding, exhibiting a high level of maturity, are presented with exceptional linguistic ability e.g. idioms, proverbs, vocabulary among others
		Scores 2 If there are at least 2 credible benefits of play	Scores 2 If the benefits do not specifically address a homeschooled child	Scores 2 If the format is altered and the introduction, body and conclusion are quite muddled	
		Scores 1 If only one benefit of play	Scores 1 If the benefits do not address a homeschooled child	Scores 1 If format, introduction, body and conclusion are completely muddled	

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, learners 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

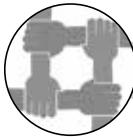


Keywords

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

Learning Outcomes:

- By the end of this chapter, the learner 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, among others)
 - 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 Mind Mapping

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,

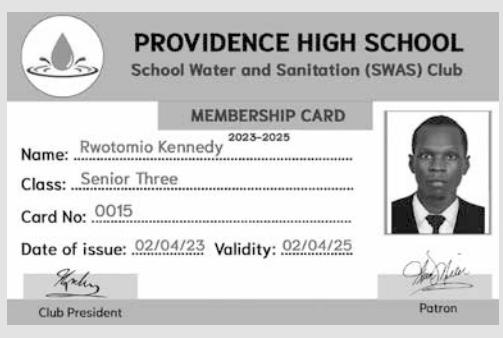
DO HEREBY, in and through this Constitution, solemnly adopt . . .

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.



Number of periods: 22

Teaching methods: Presentations, discussion, role-play, simulation, workshops, demonstration, project, debate.

Learning materials: photographs, magazines, newspapers, resource person, Internet, audio-visual recordings, journals, textbooks

References: Lower Secondary Curriculum, English Language syllabus, Learner's Book, Teacher's Guide, Dictionary, Thesaurus of English.

Introduction

School clubs like many other organisations are important in a school setting. Clubs help develop cohesion among the learners and thus inculcate harmony in schools.

Clubs are a great way to help develop one's character and skills that will benefit learners in school, their careers and in life. Skills such as leadership, commitment, effective communication and being able to work successfully in a group are acquired from participating in clubs or organizations.

Lesson 1: Generic picture

Teaching instructions

Let the learners work in groups

Step 1: Review what was covered in the previous topic about childhood memories.

Step 2: Introduce the topic School Clubs.

Step 3: Draw the learners' attention to the generic picture on page 43. Listen to them as they brainstorm what is happening in the picture.

Step 4: Let learners generate lists of clubs they know in their school or other schools. Let them brainstorm the importance of school clubs to them and the school. You could and better still use the power point or video to show case various club activities.

Keywords and Learning Outcomes

Step 5: Guide the learners through the learning outcomes and the keywords. Let them study the keywords and use them in sentences of their own.

Step 6: Take the learners through the competency on page 47.

Step 7: Pose the questions in the Learning from Each Other section to the learners and listen to their responses.

Step 8: Let learners refer to activity 2.1 (page 48).

Let them work in groups and share views about the club documents given. They should identify them and explain their importance in running a club.



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?

Lesson 2: Picture Discussion

Procedure: In groups

Step 1: Refer the learners to activity 2.2 (page 49). Let them work in groups to study the picture in Figure 2.1, answer the given questions 1–4 and share their views. Let the group secretaries present their answers.

Understanding information about Different clubs (page 49)

Teaching instructions

Activity 2.3: Pre-listening Activity

Step 2: In pairs and in turns, instruct the learners to discuss which clubs they subscribe to and why they decided to join them.

Activity 2.4: Listening practice

Step 3: You or a resource person should talk about different clubs or better still, play a video or an audio recording about school clubs for the learners. Let the learners use the given questions to write a paragraph about (1–4) let them share the paragraphs.

Activity 2.5

Step 4: Guide the learners to carry out the survey and list the clubs in their school other than the ones in the talk, audio or video recording. Let learners fill their findings in the table provided and compare their findings with other groups.

**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.

Lesson 3: Mock Debate (page 50)**Teaching instructions**

- Step 1:** Form groups and assign each the name of a club that exists in the school.
- Step 2:** Give them the motion “which club is the most important at school?”
- Step 3:** Let them discuss why they think their club is the most important.
- Step 4:** Ask them to choose a representative to join the panel of debaters before the class.
- Step 5:** Let each debater stand up and present a convincing argument to defend their side/group.
- Step 6:** Take note of the articulation, audibility, confidence among others and reward those who excel. This may take 20–25 minutes.

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

Lesson 4: Knowing the Importance of School Clubs (page 50)

Activity 2.7: Dramatisation

Teaching instructions

- Step 1:** Let them work in small groups. Guide them to imagine they are members of one of the clubs at their school.
- Step 2:** Let them create a short play as instructed in the activity. Show the activities in the club that may convince others to join and give them about 20–25 minutes to rehearse their roles. They can use the poem 'A School Club Poem' as support material.
- Step 3:** Let the groups present their short play. Encourage other learners to comment about the presentations at the end of each play.
- Step 4:** Reward the best presenters.

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	CATEGORY B
Mamayi: I ate	Ojok: I smiled
Namata: What did you eat?	Akiiki: Why did you smile?
Mamayi: I ate two eggs.	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 sentences below 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.

Lesson 5: Grammar and Usage

Transitive and Intransitive Verbs

Activity 2.9

Teaching instructions

- Step 1:** Refer the learners to activity 2.9. Let them work in groups and study the expressions in categories A and B in the table.
- Step 2:** Still in groups let them answer the questions 1–5.
- Step 3:** Take them through the Grammar Highlight and do activity 2.10.

Expected answers

1. transitive – because the verb 'to invite' carries the object Mun G.
2. intransitive – the verb 'arrive' does not carry a direct object.
3. intransitive – the verb 'smile' does not carry a direct object
4. transitive – the verb 'win' carries the direct object 'grand prize'.
5. intransitive – the verb 'sang' carries no direct object.
6. transitive – the verb 'eat' is carrying the direct object 'delicacies'
7. transitive – the verb 'engage' carries a direct object 'Senior One'
8. transitive – the verb 'join' carries a direct object 'a club'.
9. transitive – the verb 'travel' carries a direct object 'Sanyu Babies Home'.
10. transitive – the verb 'reply' carries a direct object 'Invitation'.

Step 4: Invite group secretaries to present their answers.

2.3 Persuading Others



Activity 2.11 Persuasive Presentation

Imagine you have a friend who does not belong to any club at school and most of you would wish they join your clubs. Prepare a persuasive talk to present to them to convince them to join your club. Write 5 points. Include 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 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 say 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.

Lesson 6: Persuading Others (page 49)

Activity 2.11: Persuasive Presentations

Teaching instructions

Step 1: Ask them to work in small groups. Let each of them imagine they have a friend who does not belong to any club and prepare a persuasive talk to convince them join their clubs.

Task them to write 5 persuasive points and include the transitive and intransitive verbs as given in example 1 and 2.

Step 2: Encourage the learners to share their points as in activity 2.12.

Let them respond to any queries and ask other learners if their points are convincing enough to make them join their clubs or not and why.

Step 3: Guide them to use comments and suggestions given in activity 2.12 to improve their persuasiveness to the second partner. Let the learners find out if the second listener is enthusiastic about joining the 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 two things.



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.



Join _____ club

It equips one with life skills.

Enables them to travel the world



Meaningful connections

Entrepreneurship skills



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

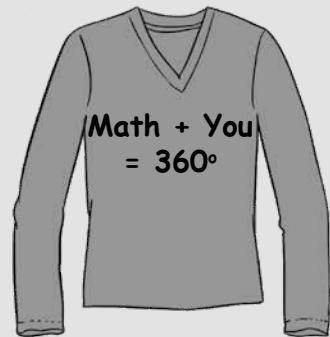


Figure 2.4: Math Club

Which of the above T-shirts is the most 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.

Lesson 7 (page 49): Forming and Using Comparatives and Superlative Forms of Adjectives

Activity 2.13 and Activity 2.14

Procedure: Pair work

Lesson instructions

- Step 1:** Review what comparatives and superlatives are.
- Step 2:** Engage the learners to work in pairs. Let them look at each other and share how unique each one is from the other.
- Step 3:** Let learners compare the two girls, A and B, in the picture given following the example. The small girl in Picture A is smarter because she has combed hair. Ask them to add three more comparatives.

Superlatives (page 55)

Activity 2.15

Teaching instructions

- Step 1:** Review the previous lesson about comparatives.
- Step 2:** Ask them in their groups or clubs to tell who the tallest, smartest, brightest, fastest is and why.
- Step 3:** Refer the learners to Figures 2.2, 2.3 and 2.4. Let them study the table showing T-shirts of different clubs at Bright Future Senior School.
Ask them to point out the most and least appealing and why following the example:
The green T-shirt is the most appealing because it has the brightest colour.
- Step 4:** Invite one or two groups to share their ideas.
- Step 5:** Refer to activity 2.15.
Let the learners work in groups to generate more superlatives from the pictures.

C: Using Similes for Comparison

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

Lesson 12: Using Similes for Comparison (page 55)

Lesson instructions

- Step 1: Remind the learners about making comparison with similes in the previous topic Childhood Memories.
- Step 2: Refer the learners to activity 2.17.
- Step 3: Ask the learners to get the meanings of the adjectives in the table from the dictionary.
- Step 4: Instruct them to construct sentences using the comparatives and superlatives in a way that praises their clubs so that they can persuade another learner to join.

Sample Expected Responses

Comparatives

1. Interact Club is **more entertaining** than any other club in the school.
2. Members of the Young Christian Society had many outings this term yet their activities are not **as engaging as** those of the Debate Club.
3. Drama Club membership is **more inclusive** and open to learners from all classes.
4. There is no club in this school that provides an **educative** experience **like** the Poetry Society.
5. The Scouts Club and the Girls Guides Club both share a common theme, but the former is not **as productive as** the latter.

Superlatives

1. The Red Cross Society is the **most vibrant** club in not only in this school but all over the world.
2. The **brightest** future awaits School Water and Sanitation Club because its objectives are more attainable than any other clubs.

3. The Young Achievers Club has established the **most booming** business ventures.
4. The **least popular** club in the school is the club in the school is the Young Farmers because learners associate it with gardening.
5. Due to its **most efficient** leaders, the Poetry Society is an extremely populated club.



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 scholastics materials and materials like cotton wool, fabric, polythene, among others 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 Sambez Logira, UNICEF Education Officer.

Source: UNICEF Uganda

Questions for 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 meaning 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 |

Lesson 13: Reading and Comprehension (page 56)

Lesson instructions

- Step 1:** Group the learners and briefly guide them in sharing the importance of joining school clubs.
Let them talk about the challenges and opportunities such clubs bring in one's life.
- Step 2:** Refer the learners to the passage "School Clubs Equipping Adolescents with Survival Skills" and ask them to read it in their groups. Ask them to read in turns, for example, one paragraph each to avoid redundancy and monopoly.
- Step 3:** As they read, remind them to note the vocabulary and expressions they may not understand for more review in the vocabulary lesson.
- Step 4:** Let the learners discuss and answer the questions about the passage.

Expected Responses

1. School clubs will benefit the learners in such a way that it equips them with skills which will enable them to survive and thrive in school and after school. Those skills include:
 - self-esteem and assertiveness
 - how to manage self
 - live with others
 - stress management, among others.
2. These clubs target adolescents aged 15 and 20 in secondary because adolescence comes with physical and emotional challenges, needs which, when not addressed, can leave the children lost or confused.
3. These clubs impart values in the learners. They are disciplined, have obtained leadership skills and confidence.
4. Before joining these clubs, the members felt timid, shy and lacked confidence.
5. School club members convey their messages to the community through songs, poems and drama skits that they compose.
6. These clubs have managed to fight against harmful cultural practices, such as, Female Genital Mutilation (FGM), teenage pregnancy and child marriages.
7. Club members earn income from the clubs by making beads, decorations, bangles, belts and walking sticks, which they sell to make some money. Other supply the school with agricultural products.
8. Absenteeism has been minimised on the side of girls by teaching them how to manage menstrual hygiene by making reusable pads.
9. Accept any credible answers according to the available clubs.
10. I would write to the head teacher about the idea. I would begin with that club that addresses pertinent issues in the school.

Answers to vocabulary practice

- (a) **peer-to-peer** – learners teaching fellow learners
- (b) **self-esteem** – feeling valuable/worth/confident
- (c) **impart** – give/teach
- (d) **tremendous** – awe-inspiring/terrific/extreme
- (e) **timid** – fearful/shy/not confident
- (f) **disseminate** – sow/spread/circulate
- (g) **skits** – performances
- (h) **outreaches** – visits
- (i) **fabric** – textile/cloth
- (j) **empowered** – inspired/strengthened

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.



If you think you have the skills to work with young people in a fun and engaging way and can spare some time at the weekends, drop us an email or click this link NOW!

volunteers@weneedyounow.co.ug

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?

Lesson 14: Interpreting/Designing a Poster (page 59)

Lesson instructions

Step 1: Engage the learners to discuss why and how advertising is done if people want to sell items, either in the market, community or other different media, such as television, radio, Internet, among others.

Step 2: Refer to activity 2.19

Let them work in pairs to look up the meaning of the word poster and ask them to answer the given questions and share the answers with other pairs.

Step 3: Refer to activity 2.20- Project.

Still working in small groups let the learners carry out the project by visiting the library to look at newspapers, magazines or other sources of posters and study them. You may invite the Art and Design teacher to advise learners about the best designs when advertising their clubs for others to join.

Step 4: Refer to activity 2.21 – Interpreting a Poster. Let the learners work in groups to study the poster and discuss the questions 1–3.

Step 5: Ask the group secretaries to present to the plenary.

2.5 Using Descriptive Adjectives and Common Idioms



Activity 2.22 Designing a Poster

Work in groups of five. Your teacher will provide you with a manilla paper. Markers of different colours, crayons/coloured pencils, among others. to design a poster.

On the poster, include the following:

- (a) In the poster headline, use some common idioms/slogans related to the club. For example, “A Club Inspired by Fun.”
- (b) While describing your club, apply descriptive adjectives e.g. comparatives and superlatives e.g. “The Most Vibrant Club”, “The Greatest Summit of All” among others.
- (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:

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 “Group III’s poster was the most persuasive and attractive of all.” OR “Group V’s poster is better than Group II’s because ...”

Lesson 15: Using Descriptive Adjectives and Common Idioms in the Language of Posters (page 60)

Lesson instructions

Step 1: Review the previous discussion about a good poster. Let learners share what qualities a good poster should have if it is to attract members to the club.

Step 2: Refer to activity 2.22.

Let the learners work in groups of about five to design a poster. Provide them with all requirements.

Guide them to follow instructions a and b.

Using Preference Structures in the Gallery Walk

Step 3: Refer the learners to activity 2.23. Let them carry out a gallery walk as they critique and award marks using the given structures of preference, such as prefer, like better among others. as they critique and award marks.

Step 4: Pin the best poster on the class noticeboard for more inspiration.



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?

Have you ever written 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 wish to sell or market a product, supply an item, request for funds, solicit a sponsor or partner with another club or company, one can write a formal document to the other company, club or individual, what 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.

Lesson 16: Writing a Business Letter (page 61)

Lesson instructions

Step 1: Take the learners through the preamble as you draw the distinction between formal and informal letters.

Step 2: Ask learners to share why people write letters, for example, enjoyment, record keeping, business, communication among others.

- Step 3:** Share with the learners ways through which we send or receive messages (Expected Responses: telephone, newspapers, letters, magazines and others)
- Step 4:** Draw the learners' attention to Writing a Business Letter and take them through the preamble.
- Step 5:** Refer to activity 2.24. Send the learners in groups to visit the computer lab or school library or a teacher of a business subject to acquire and carefully examine samples of business letters.
- Step 6:** Guide the learners to mention the main parts of a business letter, the nature of language used and how different it is from a friendly letter.
- Step 7:** Invite group secretaries to make presentations of their findings about business letter features to the class.

2.7 Writing a Formal Request

Sample Business letter

Winners High School,
P.O. Box 10032,
Budaka.

30th September, 2021.

The head teacher,
Winners High School.

Dear Sir,

Re: Sponsor's Visit

The Readers' Club of Winners High School would like to humbly 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 that 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. Your club needs to acquire seedlings, hoes, gumboots, spades, 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.

Lesson 17: Writing a Formal Request (page 62)**Lesson instructions**

- Step 1:** Draw the learners' attention to the sample business letter and ask them to study its features and language.
- Step 2:** Refer to activity 2.25 – Requesting for Funds
- Step 3:** Following the example of the business letter, let them work in their groups to write their own business letter to the deputy head teacher to request for funds for the Go Green Club.
- Step 4:** Call on the group secretaries to read the letter to the class.
- Step 5:** The best letter should be pinned on the class noticeboard for motivation.

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 small groups, find out the following. What do we call;

- (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.

Lesson 18: Understanding Documents Related to Club Meetings (page 63)

Lesson Instructions

- Step 1:** Take learners through the list of club documents.
- Step 2:** Let the learners brainstorm about the club documents they know and why they are kept.
- Step 3:** Refer to Activity 2.26. Display or show some club documents to the learners as they identify and explain the salient features that distinguish each from the others.
- Step 4:** Refer to Activity 2.27 – Minutes of a meeting. Let the learners work in small groups and share their views as they answer the given questions in the activity. Answers will vary. Draw their attention to the note about what minutes are.
- Step 5:** Let learners refer to Activity 2.28 and 2.29 and work in groups to answer questions a – d in Activity 2.28 and 2.29.

Call on the group secretaries to make presentations for comparison.

Expected responses for 2.28

- 1 (a)** Secretary
- (b)** Chairperson

- 2 (a)** Members
- (b)** Members in attendance
- (c)** Members absent with apology

Expected responses for 2.29

- | | |
|------------------------|------------------------|
| (a) Agenda | (c) Suggestions |
| (b) Way forward | (d) Resolutions |



Activity 2.30 Project

Your teacher will divide you into 6 groups and assign each group one of the following tasks.

- 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 and with examples.

- 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 use it to write the complete minutes.



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

Lesson 19: Project (page 64)

Lesson instructions

Step 1: Divide the learners into six groups.

Step 2: Refer to activity 2.30

Assign each group the tasks given (group 1–6)

Guide each group to work out its task.

Step 3: Call on any member to read out their work to the plenary.

Step 4: Allow queries and questions from the class for corrections and appreciation.



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:

1. A heading capturing which meeting or what it 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 among others.
5. Closure/closing remarks
6. Signing off i.e. secretary on the left and chairperson on the right.

Note the following about minutes:

1. Minutes should be written in the past tense and passive voice to avoid using people's names. This is because ideas should be objective not personalised i.e. all ideas are owned by all the members. For example: "It was agreed in the meeting that..." not "Wanyama said that..."
2. Different fields have different specific words and phrases. For example, football has its own language such as 'committing a foul, dribbling the ball, top scorers among others. The medics have their own language such as diagnosis, in-patient/out-patient, admission, surgery, among others.
3. Likewise, minutes/meetings have their own language/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/contribute should be addressed as "a member" not with their names to avoid fingerpointing.
- You can use bullets.
- Avoid skipping lines in exams for fear of losing marks.

Sample Minutes

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

Members Present

- | | |
|---------------------|-------------|
| 1. Katto 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

- | | |
|--|--|
| <ol style="list-style-type: none"> 1. Babirye Mary 2. Ojok Zaidi | Director of Studies, who loves poetry
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 chairman welcomed members to the meeting and thanked them for the good turn-up.
- However, he expressed his displeasure with some few individuals who 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 and 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) _____ (Name in capital letters)

Signature

Secretary

(Date of approval)

Signature

Chairperson

(Date of approval)

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

Lesson 20: Taking Minutes in a Meeting

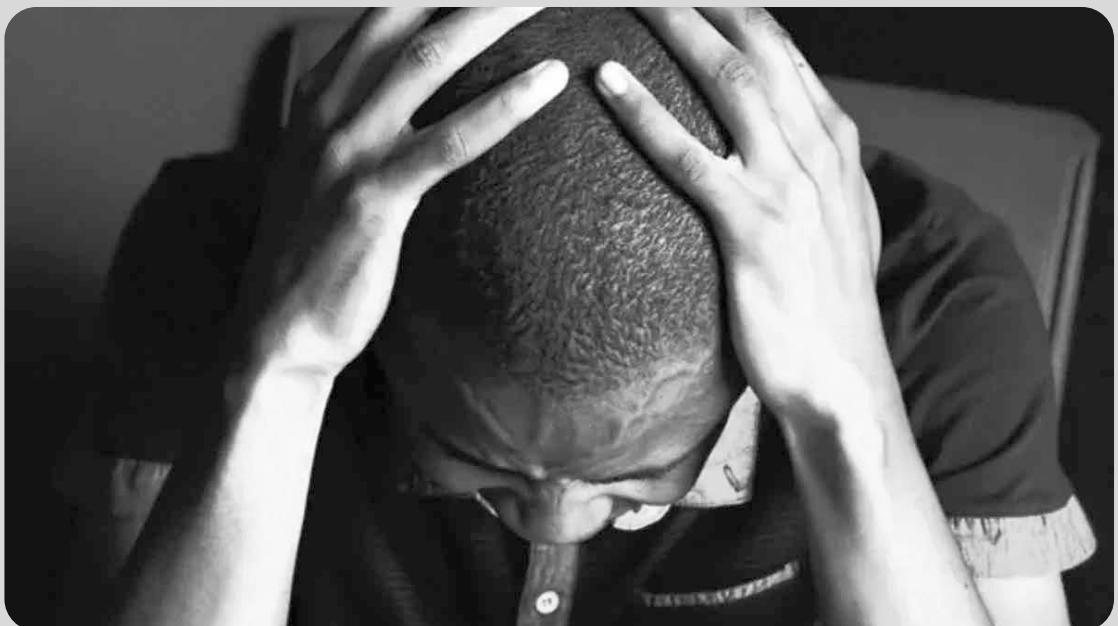
Step 1: Take the learners through the preamble i.e the definition, steps, dos and don'ts of minute writing.

Step 2: Draw the learners' attention to the sample minutes. You can invite a volunteer from each group to read out loudly to the class to improve on the reading skills and articulation among others.

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.

Lesson 21: Sample Activity of Integration (page 68)

SAMPLE ASSESSMENT GRID

Output/ Product	Basis of evaluation	Criterion 1: Relevance	Criterion 2: Accuracy	Criterion 3: Coherence	Criterion 4: Excellency
The Minutes	Basis 1 (Language structures) <ul style="list-style-type: none"> Comparatives Superlative 	Scores 3 If at least 3 comparative and 3 superlative forms are distinct	Scores 3 If at least 3 comparative and 3 superlative forms are correctly employed	Scores 3 If 3 of each structure used enhance meaning and comprehension	Scores 1 If the minutes contain brilliant ideas unsolicited in the instructions; outstanding language; hardly any errors
		Scores 2 If 2 comparative and 3 superlative forms are correctly employed	Scores 2 If 2 comparative and 3 superlative forms are correctly employed	Scores 2 If 2 of each enhance meaning and comprehension	
		Scores 1 If only 1 each or none is correctly employed	Scores 1 If only 1 each or none is correctly employed	Scores 1 If only 1 each or none enhances meaning or comprehension	
Basis 2 (Format)	Scores 3 If at least 3 items are explicitly identifiable	Scores 3 If 3 items conform to the minutes	Scores 3 If 3 are chronologically presented and with suitable content	Scores 3 If 3 are chronologically presented and with suitable content	
	Scores 2 If 2 are explicitly identifiable	Scores 2 If 2 items conform to the minutes	Scores 2 If 2 are chronologically presented and with suitable content	Scores 2 If 2 are chronologically presented and with suitable content	
	Scores 1 If only 1 or none is explicitly identifiable	If only 1 or none conforms to the minutes	Scores 1 If only 1 is logically and suitable, or none is and content is irrelevant to purpose of the meeting	Scores 1 If only 1 is logically and suitable, or none is and content is irrelevant to purpose of the meeting	

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



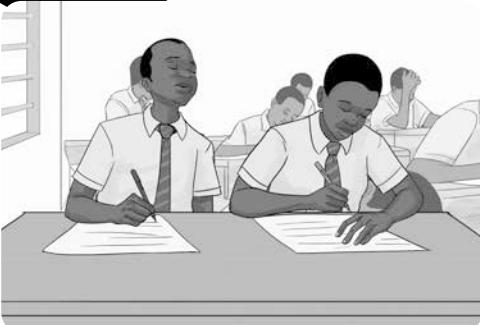
Chapter Summary

In this chapter, you have learnt:

- 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
- to write a formal request
- documents related to club meetings (agenda, attendance, minutes, resolutions, among others.)
- 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, the learner 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.
- 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 related to integrity.
- use the past conditional tense of verbs in role-playing, problem solving and counselling.
- summarise opinions.

Number of periods: 16

Teaching methods: Presentations, discussion, role-play, simulation, workshops, demonstration, project, debate, problem-solving, research, hot-seat, falling leaves, fish bowl

Learning materials: photographs, magazines, newspapers, resource person, pictures and other materials from the Internet, audio-visual recordings, journals, textbooks,

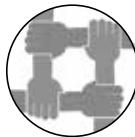
References: Lower Secondary Curriculum, English Language syllabus, Learner's Book, Teacher's Guide, Dictionary, Thesaurus of English.

Introduction

This topic emphasises the foundations of trust and confidence. Integrity rotates around honesty, moral and ethical principles.

Being honest and having integrity helps in building better relationships with other people one stays or works with.

Integrity means the totality of honesty and truthful in every part of our lives. It enhances all values most important to you.

**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.

Lesson 1: Generic Picture (80 Minutes)

Teaching instructions

Step 1: Review the previous topic about school clubs.

Guide learners to reflect on the significance of school clubs and how they factor in our lives.

Step 2: Let learners work in groups. Introduce the topic “integrity” by guiding the learners in sharing what they know about integrity.

Step 3: Refer the learners to the generic pictures on page 71. You could however use power point, video or radio talk from a resource to bring out ideas of integrity.

Step 4: Guide the learners in groups to discuss what the picture is about and let the secretary record the observations and discussion.

Call on the group secretaries to present to the plenary.

Step 5: From the presentation, encourage the learners to give a general prediction, guess or opinion about what to expect in the topic.

Lesson 2: Key Words and Learning From Each Other (page 72) (80 Minutes)

Teaching instructions

Step 1: Review the previous lesson by asking learners to share what they discussed about the value of integrity among people.

Step 2: Let the learners work in groups, guide them to generate vocabulary they know about integrity and use them in sentences.

Step 3: Guide the learners to read the key words and look up their meanings from dictionaries or Internet. Let them, in pairs, use the words in sentences.

Step 4: Ask the learners to read learning from each other and share main points they learn from it.



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 bold 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)

Construct your own sentences using the words with silent letters in Table 3.1 on page 113. You can also use a dictionary or the internet to look for more words with silent letters. Write sentences using the silent-letter words and pronounce the words correctly.

Lesson 3: Mind Mapping (page 72) (80 Minutes)

Activity 3.1

Teaching instructions

- Step 1:** Review the previous lesson by engaging the learners to share the keywords they learnt and using them in sentences.
- Step 2:** Refer learners to activity 3.1
Guide them to work in groups and share their views about what comes to their mind when they hear “integrity”
- Step 3:** Let learners write six words or phrases in the spaces provided.
- Step 4:** Listening and speaking (page 67)

[Speech work: Silent vowels]

Refer to Activity 3.2.

Let the learners work in groups. Guide them to pronounce each word in the columns aloud.

- Step 5:** Task them to point out what they notice about the highlighted letters- MUTED as;
- ‘h’ in hour, honest, eight
 - ‘g’ in sight, sign
 - ‘b’ in doubt, dumb

- Step 6:** Refer to activity 3.3
Let the learners work in groups, read the sentences (1–6) aloud while muting the bold/colored letters.
- Step 7:** Let learners refer to Activity 3.4
Guide the learners to construct own sentences using the silent letters in Activity 3.3.
Encourage them to use dictionaries or the Internet to look for more silent letters.
Ask them to write the silent-letter words and pronounce them correctly.

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, look 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	Incidents of honesty and integrity	Incidents 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 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



Figure 3.1: The narrator exchanging fish for food

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?

Lesson 4: Listening Practice (page 74) (80 minutes)

Teaching instructions

Step 1: Engage the learners to work in groups and share speeches they have heard about integrity concerning personal and public life.

Step 2: Refer to Activity 3.5

Play a recorded audio-visual speech on You-tube about honesty and integrity.
b) Honesty speech by Alphonse Fiya.

Step 3: Refer to activity 3.6: In case the school does not have Internet facilities, let a volunteer read it.

Guide learners to make notes in the given table about the incidences heard depicting honesty and integrity.

Step 4: Let learners work in small groups. Refer to Activity 3.7

Guide them to discuss the questions (1-6) and compare answers with other groups.

Expected answers

1. The writer always kept an eye on the figure of his father because he feared his father would realise he had abandoned his post. Or. He didn't want to be caught away from his post.

2. The writer discovered the food sellers would accept fish in payment for their wares.
3. The writer exchanged the whole pile of fish for food as a gesture of goodwill or bid for popularity among his friends. This is an opinion question. Let learners give their views and support them with logical reasons.
4. Yes, the writer's lies were found out because he states, in line 4 of the last paragraph, that his luck was too good to last.
5. This is an opinion question. Guide learners to base on the text to form their opinions.
6. Let learners cite relevant examples from their school without directly attacking personalities, friends or colleagues.

Step 5: Refer to Activity 3.8. Group discussions

Let learners work in groups.

Encourage them to share their opinions about the questions in 3.7.

Let them choose a group secretary who will then present to plenary for comparison and further discussion.

Step 6: Task the learners to share examples of dishonesty they have witnessed in their school setting and describe their dishonesty acts.



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	
among others	

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.

Lesson 5: Dialogue (page 77) (80 minutes)

Teaching instructions

Step 1: Review the previous lesson. Let learners share what they consider persons of integrity to be like and the benefits therein.

Step 2: Refer to activity 3.8

- Let learners work in pairs. Guide them to imagine the scenario of someone breaking into someone's brief case and what they would do.
- Guide them to think about a dialogue or conversation they would hold with the culprit. Let them write it, practice it and present it to the class.
- Guide the class to decide the best dialogue considering persuasive advice about honesty, integrity, presentation, diction
- Assure the learners that the best dialogue will be displayed for the others' benefits.



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 3 more acts in each column.

Home	School	Community	Government
Returning things that do not belong to you, such as money found in clothes while washing them.	Reporting your schoolmates you find bullying Senior Ones and other newcomers.	LC 1 chairpersons revealing identity of criminals and handing them over to the authorities such as police rather than covering up for them.	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 that act. 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 could have 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.

Lesson 6: Group Discussion**Teaching instructions**

Step 1: Review the previous lesson by engaging learners to work in pairs. Let them talk about incidents they have witnessed that depict lack of integrity at home/ community or school.

Step 2: Refer the learners to activity 3.9

Let them imagine the scenario and express their views about it.

Step 3: Refer to activity 3.9. Let the learners work in four groups to discuss the various scenarios presented.

Lesson 7: Importance of honesty (page 78)**Teaching instructions**

Step 1: Review the previous lesson. Encourage the learners to share what they would do in a scenario expressing lack of integrity.

Step 2: Refer to activity 3.10

Let learners work in groups and describe any mischief they have ever done at home. Let them describe what happened when they were caught and how they felt.

Step 3: Refer to Activity 3:11 (Role-play)

Task the learners to imagine the scenario presented in the activity.

Let them develop the dialogue either:

- (a) If they lied and what happened OR
- (b) If they told the truth and what could have happened.

Step 4: Let the learners work in pairs and present both dialogues to the class.

Encourage the rest of the learners to 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 lying is sometimes justified? Hold a debate on the motion: ‘**Lying, sometimes, is a necessary evil.**’

Lesson 8: Debate (Duration: 80 minutes) (page 79)

Activity 3.12

Teaching instructions

Step 1: Review the previous lesson. Let the learners share their views on the importance of integrity and the consequences of lying.

Step 2: Refer learners to activity 3.12 (debate). Follow the methodology of teaching debate and let learners hold one on the motion “lying is sometimes a necessary evil”.

Step 3: Task the learners to summarise the opinions or reasons in about four paragraphs;

- (a) Why lying is sometimes justified.
- (b) Why there should be no justification for lying at all. Let them share their work on display.

3.3 Summarising Opinions



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 a taxi/bus park and you saw a thief snatching a woman’s handbag or phone from someone’s hand while they were talking. 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 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, correct and make final adjustments, and present your summaries to the class.

Lesson 8: Summarising Opinions (Duration: 80 minutes)

Activity 3.13

Procedure: In Groups

- Step 1:** Let learners brainstorm about ‘summarising’ and share their knowledge and understanding of the word.
- Step 2:** Guide learners through scenario A and B and the example given, in order to give them a practical demonstration of ‘summarising’ in real life situations. Task them to read the **note** and then allocate time to allow learners summarise any television programme, favourite film or drama.

Activity 3.14

Procedure: Group Discussion

- Step 3:** Ask learners to use their own ideas to explain what they know about summarising. Let them share scenarios they think require summarising and any that they have ever summarized.

Activity 3.15

- Step 4:** Send learners to the library or the Internet to search for a story and summarise it.

- Step 5:** Let each group exchange their summary with another group for peer critiquing, before presenting them 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 would affect the public.



Activity 3.17 Library/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 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 divide you into groups of five or six. Each group will be assigned 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 representatives from other groups 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.

Lesson 9: Examples of Honesty/Dishonesty (Duration: 80 minutes) page 80

Teaching instructions

Step 1: Guide learners to share what they learnt from the debate about lying being a necessary evil.

Step 2: Refer learners to activity 3.16 (library or ICT)

Let them think about government officials who have stolen, diverted public funds or misused their offices. Let them share explanations how such actions would affect the public.

Step 3: Activity 3.17

Guide the learners to visit the Internet or library and make research about recognized public figures for their honesty or those apprehended for dishonesty. Let them work out tables to show causes and effects of their actions and in groups compare their findings.

Step 4: Refer learners to Activity 3.17

Guide the learners to base on the research reading and discussion they carried out to write a composition about what leads to dishonesty in public life and what can be done to keep them on an honest path.

Step 5: Activity 3.17: Editing and Critiquing

Ask the learners to exchange their composition and edit each other's composition focus on spellings, punctuation among others. and submit typed work if possible.

Step 6: Refer to activity 3.18 mock debate

Divide the learners into groups A, B, C, D, E, F, G and name each group. Let them discuss activities and benefits of the club they were assigned.

Remind the groups to consult the Internet or other teachers for more information.

Step 7: Let the groups choose representatives to join others in a discussion before the class to convince the class members to join the club.



Activity 3.19 Acting a Play on Honesty and Integrity

Work in small 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 short paragraph stories using the words on the theme integrity. Compare your sentences with other groups.



Activity 3.21 Pair Discussion

Work in pairs and in turns. You have heard of conmen (bafeere) who tell lies or use dishonest means to rip off others or defraud unsuspecting/gullible/credulous people. Share a story about integrity you have ever faced or heard of in your community about conmen. 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.

Lesson 10: Acting a Play (page 82) (80 minutes)

Activity 3:19

Teaching instructions

- Step 1:** Solicit for Volunteers who in small groups will act the short play. “Verdict: No penny for the Doctor”
- Step 2:** You may reward the best performers accordingly
- Step 3:** Let the learners work in groups to discuss the questions in Activity 3:20

Expected Answers

1. The doctor delayed the old lady's cure as he gradually stole most of her fine furniture. He also cheated the old lady by charging her five million shillings for a cure that cost on five hundred thousand shillings.
2. (a) • I am disappointed in the doctor because he stole from and cheated the old lady.
 - I hate the doctor because he tells lies in the court and denies stealing the old lady's property.
 - I am disgusted/upset/displeased/disheartened by the doctor's dishonesty ways of desiring to become rich.
 (b) • I sympathise with the old lady's predicament because she is vulnerable to the doctor's dishonesty.
 - I admire the old lady's wit./The old lady's wit feels me with admiration.
 - I am proud of her courage to prove to the judge the doctor's lies.

(Encourage learners to illustrate their answers using examples from the play.)
3. By referring to the doctor as ‘having long arms’ and ‘a bad egg’ to the profession, the judge means that the doctor is a thief and untrustworthy, and a shame to the profession. He lacks ethical principles and values.

(Let learners explain how the expressions contribute to their understanding of the theme of integrity. For example, the expressions give vivid illustration of integrity or lack of it.)

4. Encourage the learners to discuss the moral they learn from the story about integrity. For example: Do not judge a book by its cover. Or. All that glitters is not gold. The doctor seems to be a professional and honest person but the reverse turns out to be true when he steals from and cheats the old woman.

- Be content with what you have ...
- Greed is the root of human folly ...
- You reap what you sow ...

Learners should explain and illustrate the lessons they have drawn from the play. Encourage them to state the morals in form of proverbs, sayings or idiomatic expressions.

Dictionary Skills

Ask learners to identify and then record in their exercise books, all the new words and expressions that are not familiar to them. Let them use their dictionaries to look up their meanings and write them down. Together with the learners, agree on the mode of practising their usage. That is;

- (a) either, by forming sentences on matters related to integrity
- (b) or, by writing short stories using the words and expressions on the theme of integrity.

The words and expressions may include:

- mogul – tycoon/magnate
- apple-pie – perfect neatness/perfect arrangement
- restored – brought back/reinstated/recovered
- ages ago – way back/a long time
- the sword of Damocles – threat/punishment
- the ball at my feet – in the best position/in control
- fruit of my labour – my earnings/salary/benefits of my work
- plead her case – defend herself/argue her defence
- incarcerate – put you away/imprison
- without a moment's delay – forthwith/immediately
- on tenterhooks – nervous/ill at ease/uneasy
- forfeit – forgo

(Allow the learner to identify more words of expressions from the text.)

Step 4: Still in groups let learners identify all new words from the play and look up their meanings.

Encourage them to use the vocabulary in sentences and let them compare their work with other groups.

Step 5: Refer learners to Activity 3.21

Guide the learners to work in pairs and in turns.

Share stories of common that defraud others and how they were dealt with for their dishonesty.

Step 6: Refer learners to Activity 3.22. Let learners base on the ideas given to write a short play that they can act. Let the class comment on each presentation.



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 people who hold authority in your community.
- (b) Suppose you met a person you needed 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 to 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

1. Explain why Gode's shirt is soiled and missing two buttons.
2. 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 all the new words that you do not understand. 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 a story can tell us whether they are likeable or not in society. Character traits (behaviours) can either be virtues (good deeds) or vices (bad deeds). Characters with virtues are likeable and sometimes rewarded, while characters with vices/villains are dislikeable in society. In most cases, villains are punished for their bad deeds. 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. 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/ Dislikeable
Old Policeman	corrupt	He takes a bribe from Gode Silawwe	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			

Lesson 11: Reading and Comprehension (page 85) (80 minutes)

Teaching instructions

Step 1: Refer learners to Activity 3.23– Before reading

Let the learners work in groups and share their views on questions a-c

Step 2: Refer the learners to Activity 3.24 reading passage.

Let the learners read it carefully and note words or expressions they may not understand to ask later.

Step 3: Let them answer questions 1–8 after reading the passage

PART ONE: Expected answers for the passage

1. Gode's shirt is soiled and missing two buttons because he has been involved in a scuffle with Nasula as she accuses him of stealing her sack of beans.
2. Gode is accused of stealing Nasula's bag of beans and is denying it.
3. Evidence from the passage which illustrates Nasula's accusations towards Gode is valid:
 - Nasula says Gode is trying to run away from her.
 - The spectators are excited by his arrest since he is a known criminal.
4. I think the policeman and Gode exchange smiles because they already know each other and most probably they are accomplices (partners in crime)
5. Nasula gets suspicious when Gode and the police officer are talking in English at the counter because they communicate as friends and the fact that Nasula doesn't understand English, brings her to a conclusion that the two are trying to hide something from her and she will not get justice.
6. In my view, the older policeman takes over Gode's case the young police officer has brought which makes the young policeman feel uneasy because the young police officer is genuine, yet the older police man has always taken bribes from Gode, hence he has to play their games as usual and let him go. Accept any other logical argument.
7. Cases of intimidation and harassment the police officers level at Nasula from the story:
 - The young officer goes away telling Nasula that his boss will deal with her case, leaving with uneasy step.
 - One police officer stares at Nasula with a stern eye.
 - The same officer asks Nasula whether she has evidence that Gode is the man who has taken her bag of beans and whether she has any eyewitnesses against Gode.
8. According to the passage, it would be difficult for Nasula to gather evidence and win the case against Gode in court because Gode has denied ever seeing Nasula before or having taken any bag of beans. Also, that the policeman doubted Gode would ever steal a bag of beans. Gode is also feared by the people because of his influence by the police.

Step 4: Activity 3.25 Vocabulary practice

- Let them work in groups.
- Invite them to ask any vocabulary or expression they don't understand in the passage.
- Let them discuss the selected words and expressions and use them in sentences to show they understand their meanings.
- Guide learners to match the words and expressions.

Expected answers

Vocabulary Practice:

Words

- smudged – smeared
- acquaintances – associates/contacts
- immobilised – transfixed/rooted to the spot
- jesting – joking
- stern – grim/harsh/grave

Expressions

- rapid succession – flowing each other shortly/one after the other
- transfixed with awe – rendered motionless/in disbelief/wonderment
- deafening wailing – very loud cheers/uproar/pandemonium
- grinned subserviently – smiled submissively/obediently/meekly
- mute hopelessness – silent despair

Step 5: Refer to Activity 3.26 dictionary skills

Let the learners in groups identify all the new words they don't understand. Let them choose a secretary to write them down.

Encourage them to look them up and use them to form sentences or short paragraphs.

Step 6: Let learners refer to Activity 3.27

Ask them to read the points given on characterisation and in their small groups share views and comments on the points read.

Step 7: Refer to Activity 3.28

Let the learners work in groups and closely refer to the extract they have read then use it to complete the given table. They should follow the given instructions and sample table.

Invite the group secretaries to present their findings to class for further sharing, comparison and discussion.

Character	Trait (Behaviour)	Example from Extract	Likeable/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 Nafula she is a poor woman and that Gode cannot steal from her.	
	a schemer/manipulative	He takes over the case from the junior policeman.	
Gode	dishonest	He denies stealing Nasula's bag of beans.	dislikeable
	insensitive/inconsiderate	He steals from a poor woman.	
	corrupt	He bribes the policemen to let him go free.	
Nasula	determined	She struggles to take Gode to the police station.	likeable
	brave and courageous	She manages to drag Gode who is feared by everyone.	
Junior policeman	honest and genuine	He helps Nasula to arrest Gode.	likeable
	submissive	He is asked to keep out of the case by the older policeman which he does.	



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? What punishment do you think they deserved for causing suffering to poor Nasula?
- 3.** Do you have 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, 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 *kabulaneti* 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)

Lesson 12: Making Predictions (page 90) (80 Minutes)

Teaching instructions

Step 1: Refer to activity 3.29

Let the learners work in pairs and in turns to make predictions for part 2 of the story by sharing views on the green questions 1–3

Step 2: For Activity 3.30

Ask the learners to read the text; part two of the story, paying attention to words and expressions they may not understand.



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

1. Explain the relationship between Samson Luhila and the inspector.
2. Why do you think Samson Luhila does not greet the person who received the call?
3. “I am informed Gode Silavwe was here again...”. What comes to your mind about Gode Silavwe’s character?
4. 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.

Lesson 13: Vocabulary Practice (80 Minutes)

Activity 3.31

Teaching instructions

Step 1: Invite learners to reflect on the passage in the previous lesson and ask any vocabulary or expression they didn't understand.

Meanings of words

- (i) chastened – humbled/quietened/silenced
- (ii) disintegrate – break into pieces
- (iii) dejection – sadness/depression/downheartedness/despondency
- (iv) irritated – angered/annoyed
- (v) face suddenly became very grave – looked serious/tough
- (vi) puckered face – frown/scowl
- (vii) shaken stick of shame – extreme humiliation
- (viii) shock of relief – surprise that brought comfort/calmness

Step 2: Refer to activity 3.31

Let them work with a partner to discuss and explain the particular words and phrases as used in the passage and construct sentences to show they understood them well.

Call on them to compare their sentences with other classmates.

Step 3: Guide the learners in small groups to identify any other words and phrases which may not be familiar.

Let them write them in their exercise books and find out their meanings as used in the passage.

Invite a group secretary to make a presentation of the vocabulary bank to the class for further sharing.

Step 4: Let the learners to answer the questions about the passage.

Expected answers for the passage

1. Samson Luhila is the inspector's superior.
2. Samson Luhila does not greet the person who receives the call because he is already annoyed with him.
3. This statement shows that Gode is a notorious thief who has already been reported to the police station several times.
4. He is tongue-tied because he is guilty and he also feels embarrassed and humiliated before Nasula and his superior.

5. Gode Silavwe's acknowledgement of having stolen her bag of beans, yet she has thought he would deny when Samson Luhila interrogates him shocked Nasula.
6. I sympathise with Nasula. She has been conned by Gode and cheated by the police inspector.
7. I am absolutely satisfied with the way Samson Luhila handles the case. He exhibits a high degree of integrity and Nasula finds justice as Gode is also punished.
8. Gode could have been jailed or given a stern warning and the inspector could have been demoted, fired or transferred to another station.
9. I would advise them to put themselves in the shoes of the innocent people they cheat and to remember that there is the long arm of the law which will always catch up with the wrongdoers.
10. Similarly, there are many culprits in my country. For example, land grabbers who go scot free after bribing the police. There are many crooks in my country and many innocent people that are cheated by the rich crooks.

(Let learners share as many examples as they can.)

Step 5: Refer to activity 3.32 Characterisation

- Let the learners work in small groups and choose a character from the story
- Guide them to discuss the character and present their likes and dislikes in paragraph or table
- Call on the group secretary to present their findings to the class for comparison and further discussion.
- For the following characters, illustrate from the passage to justify their characterisation. Follow the examples we have learnt in the table above. Feel free to add your own characterisation.

Character	What I like	What I dislike
Samson Luhila	<ul style="list-style-type: none"> • He is honest • kind 	
Inspector		<ul style="list-style-type: none"> • corrupt • unjust • greedy
Nasula	<ul style="list-style-type: none"> • She is determined. • enduring • assertive 	
Gode Silavwe		<ul style="list-style-type: none"> • dishonest • unsympathetic • crook

- Encourage learners to generate more traits for each character. Let them explain why they like or dislike each trait.

Step 6: Refer the learners to activity 3.33– Ethics

- Engage the learners to share some bad deeds people commit to tarnish others.
- In groups, let them search for their future career and expected ethics.
- Let them discuss what the consequences one can face if they went arbitrary to the ethics.

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:

- If Gode Silavwe had not taken Nasula's bag of beans, he wouldn't have ...
- 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 ...

Lesson 14: Grammar and Usage (page 95) (80 minutes)

Teaching activities

Step 1: Ask the learners if they remember conditional sentences they learnt about in book one.

Step 2: Activity 3.34 group discussion

- Let the learners in groups discuss Nasula's ordeal.
- Task them to imagine her bag of beans had not been stolen and the possible different events that could have happened.

Step 3: Refer to activity 3.35: Third conditional

Guide the learners to make prediction about what they think would have happened in each of the given scenarios (a)-(b)

Step 4: In activity 3.36, ask the learners to work in groups to make other predictions using the story.

Let them present the work to the class and through their group secretary.

Step 5: Ask the learners to read the grammar highlight about third conditions and in pairs share sentences as given in examples.

Step 6: Refer the learners to activity 3.37.

Let them work in groups and the sentences to make predictions of what would have happened if the characters in the story had behaved well.

Expected Predictions

1. If Gode Silavwe had not stolen Nasula's bag of rice, he wouldn't have been arrested by the inspector superior and ordered to pay the one hundred and fifty *kwacha* to Nasula.
2. If the police officer had given a fair hearing to Nasula's case, she wouldn't have gone through emotional pain.
3. The police boss would have appreciated the police inspector if he had ordered Gode Silavwe to return Nasula's bag of beans.
4. Had the older police officer not taken over the case from the junior officer, Nasula would have received a fair hearing.
5. If Nasula had given up on her case, Gode Silavwe would have continued with his wicked ways of stealing from the poor.
6. If the police officer had rejected Gode Silavwe's bribe, Gode would have proceeded with his mischievous acts of theft.
7. Had Samson Luhila turned a deaf ear to the bribery scandal, the police officer would have continued to connive with Gode to defraud and steal from the poor.

8. Had the police boss not given the car keys to his junior officer, he would have presented flimsy excuses to avoid arresting Gode Silavwe.
9. Gode Silavwe would have faced the wrath of the police boss if he had tried resisting arrest.
10. If Gode Silavwe had denied stealing Nasula's bag of beans, the police boss would have presented evidence and imposed tougher conditions on him.
11. Nasula's daughter would have failed to go to school if her mother had not taken her bag of beans for sale in Kamwala market.
12. Had Gode Silavwe failed to pay Nasula 150,000 Kwacha, the police boss would have imprisoned him.



Activity 3.38 Follow-up

Work 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 helpless. However, some people were unbelievably seen taking pictures and recordings with smart phones and cameras, and others were simply driving by, watching rather than offering any 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 help 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 help 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 boda boda 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 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)

Group work: Questions for the poem

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 honesty, 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 1

Writing an Investigative Report

In Book 2, we looked at writing a simple report. Now, we shall look at another type of report called an **investigative report**. What do you think ‘to investigate’ means? To investigate is to study, find out, look for information.

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 written 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 about
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 through out paragraphs.
5. Avoid contractions, abbreviations, or explain it if you must use it.

Sample question

There have been several threats of a strike by the learners recently 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 REPORT

A REPORT TO THE HEAD TEACHER ON THE THREATS OF A 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 Jesse (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’.

Lesson 15: Activity 3.38 and 3.39: Follow up on 3rd Conditional**Teaching instructions**

Step 1: Review the previous lesson. Ask the learners to share some predictions using the third conditions in their groups.

Procedure: In pairs

Step 2: Ask the learners to assume they were a police officer on duty, a passer-by or a journalist near or at the scene in the scenario described in activity 3.38.

Step 3: Let learners discuss their views about the behaviour of the people described, saying whether such behaviour is acceptable or not and give reasons.

Step 4: Let each pair discuss what they would have done if they were any of the persons they have imagined in step 1.

Step 5: Remind learners to record their views and prepare to present to the class.

Step 6: Invite each pair to make presentations, as the rest of the class critiques.

Activity 3.39

Step 7: Draw learner's attention to Activity 3.39 and guide them to give their views/say what they would have done, basing on the scenarios suggested in the sentences given. Let them study the examples given and use it to guide them. Also, draw their attention to the grammar highlight for further guidance on how to use If 3.

You may instruct learners to form pairs, then ask and answer questions in turns.

Step 8: Closely monitor each pair and guide them accordingly.

Step 9: Refer to Activity 3.40: Pre-reading

Let the learners work in pairs and share their views about questions a and b

Step 10: Activity 3.41: While reading

Refer to the procedure of teaching poetry to teach the poem.

Ask the learners to study the poem Psalms 23, Part II, extracted from "Growing up with poetry" and let them discuss whether they think the poet is commending government or satirizing it.

Step 11: Let the learners answer the questions about the poem, then present to the class for further sharing of ideas, assessment and feedback.

Expected Answers

1. The services the state is supposed to provide include; shelter/accommodation/housing, security, jobs and job security, peace, among others.
 2. No, the persona is not satisfied with the State because he says it leads him into paths of loan and pensions, for its international reputation's sake. This shows the persona is paid a meagre salary, thus he has to depend on a loan to make ends meet.
- Encourage learners to cite more evidence of the persona's dissatisfaction, explain and illustrate their answers.
3. The State exploits its citizens, pays them salaries that are barely enough for them to survive amidst a crushing economy and does not provide decent accommodation for them.
 4. This is an opinion question. Expect varied responses and accept logical arguments.
 5. Encourage participation across the class, as you assess learners' critical thinking and problem-solving skills, creativity and confidence, among other pertinent matters related to integrity.

Activity 3.42 Creative Writing

Procedure: In groups

- Step 1:** Put learners in three groups and assign each, one of the tasks suggested herein. Guide them to create a poem, song and play on theme of integrity. The plot of each task should bring out acts of honesty and/or dishonesty and their consequences.
- Step 2:** Invite each group to make presentations as the class comments on the relevance of the poem, song or play to their communities, pertaining integrity, how engaging and effective the presentations are, areas of strengths and weaknesses.
- Step 3:** Assess the presentations and give timely feedback, harmonise, then conclude the lesson.

Tasks: Compositions 1–3 (Learner's Book, page 103)

Procedure: In groups

- Step 1:** Draw learners' attention to the guidelines on writing an Investigative Report. Let them brainstorm about Report Writing and refer them to their past conversations on this.
- Step 2:** Let learners study the sample question and sample report given, paying attention to the structure/format (parts)and language.
Encourage them to cite the similarities and differences between a simple report and an investigative report.
- Step 3:** Assign the tasks, composition 1, to the learners and let the secretaries present the reports from each group to the class. The class should assess the format, language and content of the report.
- Step 4:** Comment on the product of each group, giving guidance, as and where, it is necessary. Harmonise learners' responses. Assign them composition 2 and composition 3, and instruct each group, to complete the tasks before the next class. Have their work displayed on the classroom wall or noticeboard for others to read and share their views.

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, I 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

SAMPLE ASSESSMENT GRID

Output/ product	Basis of Evaluation	Criteria 1 Relevance	Criteria 2 Accuracy	Criteria 3 Coherence	Criteria 4 Excellence
Magazine Articles	<ul style="list-style-type: none"> • Rampant cases of boy-girl relationships • risks of teenage pregnancies • risks of STIs • Academic performance decline • condemn the act • guidance and counselling 	<p>Scores 3 If at least 3 bases are noticeable</p> <p>Scores 2 If only 2 are noticeable</p> <p>Scores 1 If only 1 or none of the bases is noticeable</p>	<p>Scores 3 If at least 3 risks and guidance and counselling relate to boy-girl relationships</p> <p>Scores 2 If some ideas do not pertain to boy-girl relationship</p> <p>Scores 1 If only 1 idea or none pertains to boy-girl relationship</p>	<p>Scores 3 If at least 3 ideas consistently relate and choice of words are appropriate to meaning/ message</p> <p>Scores 2 If only 2 ideas consistently relate and some words are inappropriate to meaning/ message</p> <p>Scores 1 If only 1 idea or none pertains to boy-girl relationship</p>	<p>Scores 1 If clarity and relevance, paragraph and sentence structure are exceptional; language is precise, all the features of an article are observable; hardly any error</p>

CHAPTER 4

IDENTITY CRISIS



Keywords

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

Learning Outcomes:

By the end of this chapter, the learner 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 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

Number of periods: 18

Teaching methods: Presentations, discussion, role-play, simulation, workshops, demonstration, project, debate.

Learning materials: photographs, magazines, newspapers, resource person, Internet, audio-visual recordings, journals, textbooks

References: Lower Secondary Curriculum, English Language syllabus, Learner's Book, Teacher's Guide, Dictionary, Thesaurus of English.

Lesson 1: Introduction

Teaching instructions

- Step 1:** Introduce the topic "Identity Crisis" by guiding learners to share the meanings of the words 'identity' and 'crisis'. Ask them if they have undergone any form of crisis and how they overcame it.
- Step 2:** Remind the learners that they need to know that identity crisis is a developmental event that involves a person questioning their sense of self or belonging in the world.
Identity crisis may particularly affect adolescents due to physical growth, sexual maturity and integrating ideas of themselves and about what others think about them.
- Step 3:** Let learners refer to the generic picture on page 97. Better still, you could use power point or video to show case identity crisis.
- Step 4:** Ask the learners to assume they are the boy in the picture and ask them to discuss and try answering the questions in the bubbles.
- Step 5:** Invite two or three learners to share their answers.



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 of 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 Mind mapping

Read about the crises the following people are going through and 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



Lesson 2: Keywords and Learning Outcomes (page 105)

Teaching instructions

- Step 1: Guide the learners to read keywords. Let them look up their meanings from dictionaries or the Internet. Let them use them in sentences.
- Step 2: Take the learners through Learning Outcomes and share main points they learn from it.
- Step 3: Discuss with the learners the competency and the Learning from Each Other section. Allow them to share ideas.

Activity 4.1: Discussing Identity Crisis

Guide them to work in groups and read about the crises the people in the pictures are going through.

- Step 4: Let the learners identify those crises they, or someone they know, have experienced and explain how they overcame them.



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 that 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 own identity?
5. Do you know anybody in Uganda and elsewhere in the world that has bleached their skin? Cite three examples of such. What is the impact of bleaching on their lives?
6. In groups share your findings.



Mnisi (Before)



Mnisi (After)

Lesson 3: Listening and speaking (Page 107)

Step 1: Refer the learners to Activity 4.2 – Group Discussion

Let learners work in groups to study the pictures and describe the kind of crisis observed in each picture and share their ideas.

Step 2: Refer to activity 4.3 – Learning English with ICT.

Play a documentary about a celebrity, Namansoto Mnisi, and let the learners share their thoughts about her identity crisis.

Step 3: Instruct them to answer the questions.

Bleaching is a source of dangerous diseases – WHO

“I’ve been dark skinned for many years and I wanted to experience the other side. I wanted to see what it would be like to be white and I’m happy,” says South African singer Mshoza, whose real name is, Nomasondo Mnisi.

Mshoza is famous for her music—and now for her bleached skin. She initially sought to bleach her hyperpigmentation (dark patches on the skin) but then decided to maintain a light complexion overall.

Skin lightening in Africa is not a new phenomenon. It has been around for decades. Skin-lightening products are sold on Amazon, an e-commerce marketplace.

But the World Health Organisation warns that skin bleaching can cause liver and kidney damage, psychosis, brain damage in foetuses and cancer.

Most contemporary skin-bleaching creams contain ingredients that inhibit the production of melanin, a body chemical that darkens skin. One such ingredient is hydroquinone, a depigmenting agent that lightens skin. But WHO warns that hydroquinone's side effects include dermatitis (skin irritation), blue-black discolouration and even blindness.

Some creams contain steroids, compounds that doctors sometimes prescribe to treat skin conditions such as eczema, allergic reactions and dermatitis, which are meant to be used for not more than seven days and only on affected areas. Overuse of steroid creams over a long period can cause thinning or weakening of the skin, stretch marks and easy bruising.

Because steroids reduce the number of cells that produce melanin, manufacturers of skin-bleaching creams recklessly mix steroids into their products.

The continual use of these creams eventually leads to a dependence or addiction because when they are discontinued, the skin returns to its original colour, according to researchers.

In light of these dangers, African countries, including Ghana, Côte d'Ivoire and most recently Rwanda, have begun banning skin-lightening products, mainly creams with hydroquinone.

Why the whitening craze?

The skin-lightening phenomenon is a nuanced one, says Shingi Mtero, a teacher at Rhodes University, South Africa. She adds that "whiteness has been elevated and presented as a universal standard of progress. When people say it's about whiteness, it's not necessarily to physically be white, it's about wanting to access things white people have easy access to—privileges, economic and social status."

Ms. Mtero continues: "Light skin is what men want; it makes sense for women to assimilate to the standard that men want in order to increase the chances of getting married. And marriage serves as a form of social capital—being someone's wife, a child bearer and esteemed member of society. It will elevate a woman."

She adds, "Proponents of depigmentation maintain the illusion that lighter skin will allow them to find better jobs, and to seduce more easily."

Expected Responses

1. Mnisi bleached her skin out of curiosity. She was tired of looking dark-skinned and wanted to experience what it feels like looking white. She is happy about it.
2. I do not agree that to be beautiful, one must be light-skinned because black can also be beautiful. As long as one is not deformed, and possesses all the five senses, they are beautiful.
 - Besides, we were all created in God's image and God has a reason why He made Africans black.
3. According to the passage, bleaching can;
 - cause the thinning or weakening of the skin

- cause liver and kidney damage
 - psychosis
 - brain damage in fetuses
 - and cancer.
4. I would sensitise them on the dangers of bleaching, plastic surgery and any form of tampering with God's natural presentation of a human being.
- I would also give them psychological satisfaction in form of guidance and counselling that, not all men look out for light-skinned women or physical beauty, but rather brain power and character.
 - (*Call for more ideas from the learners.*)
5. There are a number of celebrities that have bleached their skin, including; (*Allow the learners to mention them*)
- Bleaching has impacted on them in so many ways;**
- They feel confident and happy
 - They have attracted public criticism
 - Some have lost their lives, for example, (*Allow learners to quote examples.*)

You could also formulate this summary question for learners to attempt. They may summarise the passage orally.

Summary question

In one or two sentences, summarise the reasons why African women bleach their skins.

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



Activity 4.4

Debate

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

Lesson 4: Appreciating One's Culture, Community and/or Background

Activity 4.4: Debate

Teaching instructions

Step 1: Organise the learners for a debate.

Step 2: Introduce the motion "Black is Beautiful" and invite those willing to participate as the main speakers.

Note: *Caution the learners against insulting and abusive language. All views in disagreement must be presented using decent language.*

Step 3: Allow them a few minutes to research, consult and discuss before the main presentation.

Step 4: Choose learners to do the following:

- ‘Language Police’ to note down all the grammatical errors from the speakers and read them out before the results are announced and correct them.
- Record who the best presenter is, best speaker, smartest, most audible, most articulate, among others, to be appreciated before announcing the results.

Step 5: Announce the winners, not only depending on the number of points, but also how impressive the arguments were expressed.

(Note: Encourage different learners, especially the low-achievers, to participate.)



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 western 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		

Lesson 5: Group Discussion (Page 108)

Activity 4.5

Step 1: Group the learners.

Step 2: Instruct them to share their views on questions a) and b). Invite one or two learners from any group to share their ideas.

Step 3: Refer to Activity 4.6. Ask the learners in their exercise books to fill in the table about what they like and dislike about themselves.

Step 4: Invite randomly any number of learners, as time allows, to present their views as the rest of the class suggests and gives comments.

Note: 1. The learners may begin by introducing themselves briefly.

2. Emphasise confidence, pronunciation, articulation among others.



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 Aleteo, 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! Aleteo 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 them for the class. The rest of the class will suggest comments after the presentations.

Lesson 6: Role-play

Teaching instructions

Step 1: Refer to activity 4.7

Step 2: Divide the learners into four groups and let each assume the role of one speaker representing a tribe. Invite one learner from each group to read out their conversation loud.

Step 3: Guide them to discuss the advantages and disadvantages of stereotypes and comment on how they can be dealt away with.

Step 4: Allow them to respond to the stereotypes and share their ideas freely and also from other tribes that have not been mentioned.

Step 5: Refer to activity 4.8 – Pair work

Let the learners in pairs, base on the table and conversation to share what they like and dislike about their;

- (a)** family background
- (b)** community
- (c)** country

Call the pairs to present their dialogues to the class.

Invite comments from the rest of the class after the presentation and reward the best dialogue.

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 dialogue below, 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 and, 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.

Lesson 7: Phrases for Comparison and Contrast (page 102)

Teaching instructions

Step 1: Refer to activity 4.9

Step 2: Guide the learners to complete the table by making comparisons and contrasts between their own cultural backgrounds, communities and countries with their partners and other classmates following the examples given.

Step 3: Invite one or two pairs to share their views and ideas.

Note: Emphasise the structures for comparison for example *both, however, among others*.

Activity 4.10 – Dialogue

- Step 4:** Instruct the learners in pairs to read and perform the dialogue as they pay attention to the highlighted words that bring out the comparison and contrast. Encourage them to be audible and confident.
- Step 5:** Take the learners through the grammar highlight emphasising the structures for comparison and contrast.



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?

Lesson 8: Research on Identity Crises Around the World

- Step 1:** In groups, draw the learners' attention to the picture in Figure 4.3 and ask them what they know about that personality.
- Step 2:** Ask them to use the Internet or library and share their feelings about the identity crisis in the USA between the Blacks and the Whites in close reference to George Floyd, a black American, that was murdered by a white police officer.
- Step 3:** Instruct the learners in their groups to discuss questions 1–6.
- Step 4:** Invite group representatives to share what they have discussed.

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

Lesson 9: More about Structures of Comparison and Contrast

Step 1: Group the learners and ask them to study the structures of comparison and contrast in the table and use them to construct their own sentences.

Step 2: Invite the group secretaries to share their sentences with the class for comparison and further sharing.

Step 3: Let learners refer to activity 4.13.

Ask them to join the given sentences using suitable structures for comparison and contrast choosing from the given table.

Let them follow the given example to answer questions 1–8.

Expected responses

1. Learners from the village and urban areas both enjoy learning foreign languages.
2. Although the African culture calls for decent dressing, nowadays, most youths and celebrities find it fashionable to wear mini-skirts and revealing clothes.

3. Both urban and rural dwellers enjoy fast foods.
4. Most African cultures train the girl-child to kneel while greeting elders but in modern society, kneeling is seen as old-fashioned.
5. Pentecostal churches worship and preach very loudly, and in the same way, traditional religions have followed suit.
6. Most girls and women these days prefer wearing artificial hair yet in the olden days, they used to plait and hot-comb their hair.
7. Both artists from the western world and from Uganda tattoo their bodies.
8. Traditional Africa, a few gifts were brought as bride price, but nowadays, a great deal of expensive items are demanded by the in-laws as bride price.



Activity 4.14 Acting a Play



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;

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;

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.
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

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!

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.

Lesson 10: Acting a play

Activity 4.14

Teaching instructions

- Step 1:** Guide the learners to work in pairs. Let them study the picture, give their views and observations and then read out the text Song of Lawino and song of Ocol by Okot P'Bitek.
- Step 2:** Let one of them take the role of Lawino and the other of Ocol to read and act out the extract “The Woman whom I share with my Husband” from the text.
- Step 3:** Let them answer the questions about the poem.

Expected responses

1. Ocol has left her for another woman.
2. Allow any logical answer
3. No, she does not because she attempts to change it.
– She colours her lips, dusts powder on her face
4. a Lawino dislikes/despises/hates Clementine’s perception of beauty. This is illustrated by the following statements
b
 - (i) I am surprised by her perception of beauty. I dislike ... (Encourage learners to share more feelings)
 - (ii) I admire Lawino ...
 - (iii) I am proud of her for being ...
5. This is an opinion question. Accept any logical view or opinion
6. Cancer, skin irritation, among others. Encourage learners to share as many examples as follows



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.

Lesson 11 : Follow-up activity (page 115)

Step 1: Refer to activity 4.15

Let the learners refer to the given table and point out the incidents of identity crisis in the song the two persons are fighting against. Let them follow the given examples provided.

Step 2: Invite different groups to share the crises they have discussed for comparison.

Step 3: Refer the learners to activity 4.16 – Creative writing

Ask them to work in pairs.

Step 4: Let them imagine their friend has confided in them about her plans to bleach herself due to the belief that light-skinned people are more beautiful.

Note: Review the steps of dialogue writing and the qualities of a good dialogue.

Step 5: Let them create a dialogue they would hold with their friend to dissuade her from the act.

Step 6: Invite the ready pairs to present their dialogues before the class.

Step 7: Reward the best presenters according to your discretion.



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.

Lesson 12: Acting Plays on Identity Crisis 2 (page 116)

Activity 4.17

Teaching instructions

- Step 1:** Review with the learners the qualities of a good play.
- Step 2:** Draw their attention to the picture and allow them to make suggestions about what is happening.
- Step 3:** In pairs, let the learners read through the excerpt from the play “The Lion and the Jewel” by Wole Soyinka.
- Note:** Encourage the learners to emphasise the intonation, the highs and lows and to use reasonable pace so as to digest the message in the extract.
- Step 4:** After internalising the message, allow them 15–20 minutes to practise and then call on volunteers to act it.
- Step 5:** Let other class members share their comments on the acting.
- Step 6:** Follow your discretion to reward the best actors/actresses. You can present this play on any appropriate school function.

Questions for 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 of bride price? Imagine you were a groom or a bride, would you pay or be paid bride price?
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	

Lesson 13: Questions about the play

Expected responses

Answers to comprehension

1. The extract is about a young man, Lakunle, making his marriage proposal to Sidi. However, he is not willing to pay bride price, yet it is Sidi's one greatest condition if he is to marry her. Lakunle despises bride price, describing it as outdated, and that reduces a woman to a man's mere property.
2. Lakunle does not like the idea of paying bride price. He compares it to buying a heifer off the market stall, placing a woman in the position of mere property in a man's home.
3. Sidi's problem is that she cannot marry any man who has not paid her bride price as she would be viewed by the public as someone who was not a virgin before marriage.
4. According to Sidi, the value of bride price is respect and pride as it shows that she married while still chaste.

Either

5. My opinion is that bride price is a good custom because it is just a small token of appreciation to the bride's parents. In actual sense, there is no amount that can buy one's child.

Secondly, a man will attach value to a wife whom he painstakingly parted with something to get her.

(Go ahead and give your opinions)

Or

My opinion of bride price is that it is an outdated custom which must be completely phased out. This is because it reduces a woman to mere property. Even when mistreated by the husband, she has no right to make any decision in a home among others.

(Go ahead and give your opinions)

6. The western influence has gone ahead to affect the African culture in the following ways:
 - The mode of dressing has completely changed. Indecent dressing is the order of the day.
 - Homosexuality, lesbianism and other sexual immoralities have infiltrated the African culture.
 - Indigenous crops and animals have been diluted by grafted and inorganic food crops and cash crops (GMOs).

7. (i) Lakunle

- He is proud. He despises bride price and those who believe in it.
- He is brainwashed. He wants to behave like a white man as he despises African customs.

(ii) Sidi

- She is proud of herself. She values her virginity.
- She is assertive. She stands on her word and insists that her bride price must be paid first.
- She is innocent and respects her culture.

8. • Like Lakunle, most young men these days do not want to pay bride price.

- There are still some cultures that treasure bride price, for example, people from Northern Uganda. A white man recently paid 200 million shillings' bride price to the parents of a Karimojong bride.

- Many Africans are brainwashed today and worship the Western culture.

9. The first lesson I learn from the extract is that if you love someone, you must love their culture as well. Lakunle, instead despises Sidi's values.

- Secondly, culture is important in grooming children morally upright. Sidi maintains her virginity in order to earn respect when she gets married.
- (*What other lessons can you think of?*)

10. Meanings of words and expressions

- (i)** chaste – fresh/untouched
- (ii)** bafflement – disbelief/shock
- (iii)** scorn – despise/ridicule
- (iv)** chirrup like a cockatoo – make noise like a parrot
- (v)** deafen me – overwhelm with noise
- (vi)** laughing-stock – everybody's figure of fun/object of ridicule
- (vii)** savage – backward/primitive/uncivilised
- (viii)** is the bag empty? – have you run out of words?
- (ix)** deeply engrossed – taken up by
- (x)** to buy a heifer off a market stall – to acquire property

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, among others. 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 their African cultural values.	<ul style="list-style-type: none"> ○ Sidi rejects Lakunle's marriage proposal, insisting that he must pay her bride price first. ○ Lawino is baffled that her husband, Ocol, has relegated his culture in preference for the Western culture, when he falls in love with Tina, a woman whose desires are akin to those of the white people.

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.

Grammar and Usage

Lesson 14: Possessives as Modifiers or Determiners (page 119)

Teaching instructions

Step 1: Remind the learners about various possessive pronouns. Let them share the one they remember (my, our, your, his, hers, their.....)

Step 2: Refer to activity 4.18

Let the learners work in groups and study the given table about the characters they have read comparing their experiences, feelings, appearance opinions and manner of speaking.

Step 3: Guide them to study more examples of possessives as modifiers paying attention to the highlighted words in numbers 1–8.

Let them note that the possessive case, for example 'Sidi's' modifies the subject in the same way an adjective would.

Step 4: Refer the learners to Activity 4.19

Let the learners work in groups

Call on them to use the possessive cases as modifiers or determiners to compare the characters from the listening and reading texts following examples in the previous discussion

Step 5: Call on the group secretaries to present their 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. Ask learners to find the meanings of the following words and phrases, then construct sentences using them on the theme of 'Identity Crisis'. Encourage learners, in pairs, to exchange, read and compare their sentences. Accept all possible sentences.
 - (i) slammed
 - (ii) picked manhood on the road
 - (iii) sundry admonition
 - (iv) concurred – agreed
 - (v) bled twice from the knife
 - (vi) derisive crowd

Lesson 15: Reading and Comprehension (page 121)

Teaching instructions

Step 1: Refer to Activity 4.20 (Pre-reading activity)

Guide the learners through this activity and listen to their views about how their culture transitions children to adulthood.

Step 2: Refer the learners to the reading passage- an extract from the novel “Upon this Mountain” by Timothy Wangusa.

Let them read it attentively and answer the questions after.

Expected responses about the passage

7. Mwambu is torn between cultural circumcision and the hospital circumcision. However, he opts for hospital circumcision which, by cultural standards, disqualifies him as a real man.
8. They are shocked to find Mwambu already circumcised.
9. Mandu is rational/considerate. I support him because it would be extremely cruel and unreasonable to physically hurt someone who is already circumcised.
10. A real man is the one that has undergone cultural circumcision, not hospital circumcision.
11. According to the ways of the culture, I would really support the community because culture is a very important aspect in Africa that binds us together. OR I do not support the community’s view because cultural circumcision is extremely painful and there is a risk of tetanus and other infections. (Allow as many views from the learners)
12. Lessons
 - Some cultural practices are quite cruel. They should be adjusted.
 - (Allow learners to express other lessons)
13. I would advise him to remain respectful to other cultural values and ignore public opinions. (Welcome learners’ views)
14. Accept a personal/friendly letter with the correct format. Remind learners to respect the rules of grammar).

Ask learners to study the highlighted words in the passage and find their meanings. Encourage learners to construct sentences related to the theme ‘Identity Crisis’, then compare their work with other classmates. Mark their work and give feedback.

- (i) slammed – covered/shut (with sudden force)

- (ii) picked manhood on the road – got circumcised without prior plan
- (iii) sundry admonition – several rebukes
- (iv) concurred – agreed
- (v) bled twice from the knife – circumcised for the second time
- (vi) derisive crowd – ridiculous/scornful/mocking group of people

Let the learners debate the motion in Activity 4.21 ‘In these modern times, cultural practices, such as circumcision, should be abolished’. Allow about 20 minutes.



Activity 4.21 Class Debate

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

Procedure: Activity 4.21 Class Debate

- Step 1: Guide learners to form two teams and then hold a debate on the motion, ‘Cultural practices, such as circumcision should be abolished’.
- Step 2: Monitor the debate and guide learners accordingly.
- Step 3: Appraise debaters and encourage shy or reserved learners to participate.

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

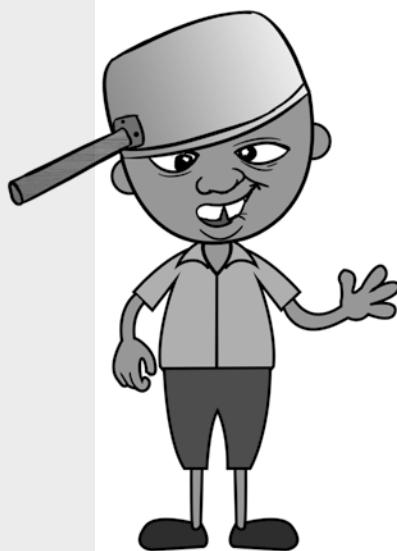
Read the poem and recite it to a partner.

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!

Hello...
My name is Bogus
Crankshaft



Dr Everett Standa

An Anthology of East African Poetry by A.D Amateshe

Lesson 16: Recitation and Comprehension (page 123)

Learning instructions

Activity 4.22: Pre-recitation

Step 1: Take the learners through the pre-recitation activity and listen to the different interpretations of their first name.

Step 2: Refer to the learners' activity 4.23

Call on the learners in their groups to study the poem carefully.

Step 3: Call on a representative from each group to recite the poem. Allow other classmates to make comments and share them.

Note: Let them recite the poem for enjoyment.

Step 4: Reward the best presenters.

Expected responses to the poem 'Conversation on African Names'

1. The message is that parents should give their children meaningful names, putting into consideration culture and African heritage. The persona advises that it wouldn't be really good to give our children alien/foreign names, whose meaning we know nothing about because future generations may not be able to trace their ancestry.
2. It is important to name a child after somebody in his or her ethnic line because they need to have a cultural identity.
3. This child will be affected in a way that in the distant future, those generations will find it difficult to tell that such and such a great person was by race or ethnicity an African, since they will no longer be bearing African names.
4. I agree that African children should have a name derived from their culture/clan/ or mother tongue, because it is one of the component that defines one's origin. Even Americans, Asians and Europeans have names that stem from their families and family backgrounds. However, there are some Africans that give children names with negative connotations and truly, they turn out to be failures in future.
(Feel free to air out your opinions on names, even if you do not believe in traditional names.)
5. *(We hope you discussed the meaning of your name and why it was given to you.)*
6. In my opinion, it is still important to give children African names because a child is an African first before it becomes something else.
7. I would name my child _____ as a surname because it means/stems from _____ and I would wish my child to be _____.

- 8.** Western influence has affected the identity of Africans in many ways.
- Cultural traditional practices that instilled good social behaviours, for example, _____ are no longer practised.
 - Some Africans feel ashamed to be addressed by their surnames, including learners at school.
 - The indecent dressing
 - Some educated Africans can no longer sustain a conversation in their mother tongue.
 - (Add more examples)



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.

Lesson 17: The Pros and Cons of my Identity (page 125)

Learning Instructions

Activity 4.23 – Composition

- Step 1:** Guide the learners to share what they like or dislike about their names, culture, religion or school and why.
- Step 2:** Refer the learners to activity 4.25 – Hot seat
- Step 3:** Ask the learners to take 10–15 minutes to go through the questions.
- Step 4:** Choose learners at random to take the hot seat and answer the questions.
- Step 5:** Reward those who answer confidently, are informed, are audible, have the linguistic ability and the art of public speaking.

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 the group.

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 to 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.

Lesson 18: Politeness in Speech

Activity 4.25: Writing a poem

Teaching instructions

- Step 1:** Divide the learners into groups A–E
- Step 2:** Assign each group an aspect of identity as indicated.
- Step 3:** Let the learners discuss the positive and negative aspects of the identity assigned to them.
- Step 4:** Draw the learners' attention to the poem, Who I Am, on page 126 and pick a few ideas to prepare to write their own.
- Step 5:** Let the learners use the views discussed by the group members to compose poems to be presented by two group members where one will praise the aspect as the other criticises it, but using polite language. Read the note and remind the learners to enrich their poems with poetry aspects such as rhyme, repetition, among others.
- Step 6:** Call on pairs to present their poems to the class for comments, entertainment and judgment based on gestures, tone and other poetic devices
- Step 7:** Use your discretion to reward the best poems/poets and pin the best poems on the class noticeboard for motivation.

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 for 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 Theresa?
4. Are there 'Mother Teresas' in your community? Mention them and explain their contribution to your community.
5. Do you think Mother Teresa is worthy of the 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

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.

Lesson 19: Formal Praise Poems

Step 1: Take the learners through the preamble and listen to their views. You can tickle them by asking them to express and share a few poetic lines showing admiration and appreciation to someone of their choice.

Step 2: Ask them to demonstrate how they usually express their admiration or appreciation to someone. Expect responses such as by writing letters, beautiful poems, songs, among others.

Step 3: Refer to Activity 4.27

In their groups, instruct the learners to read the poem “Mother Teresa” paying attention to the praise words. Let them carefully study the use of punctuation, especially the one in the compound words.

Step 4: Task the learners to answer the questions about the poem.

Expected answers

1. The poem is an appreciation of Mother Teresa’s kindness. (Invite more ideas from the learners)
2. She is kind, motherly, among others.
3. Charity does not need anyone to be rich. Let learners share more lessons.
4. Let learners cite relevant examples from their communities. You may also give one of your own.
5. Accept any logical answer
6. Accept any logical answer

Step 5: Refer the learners to activity 4.28

Let them work in groups as directed in the activity to compose a poem with regular rhyme and rhythm in their endeavour to praise someone they admire. Call on group secretaries to present the poem for comparison and appreciation.

Step 6: Reward the best poems and their presenters.

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.

Sample Personal 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.

**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**

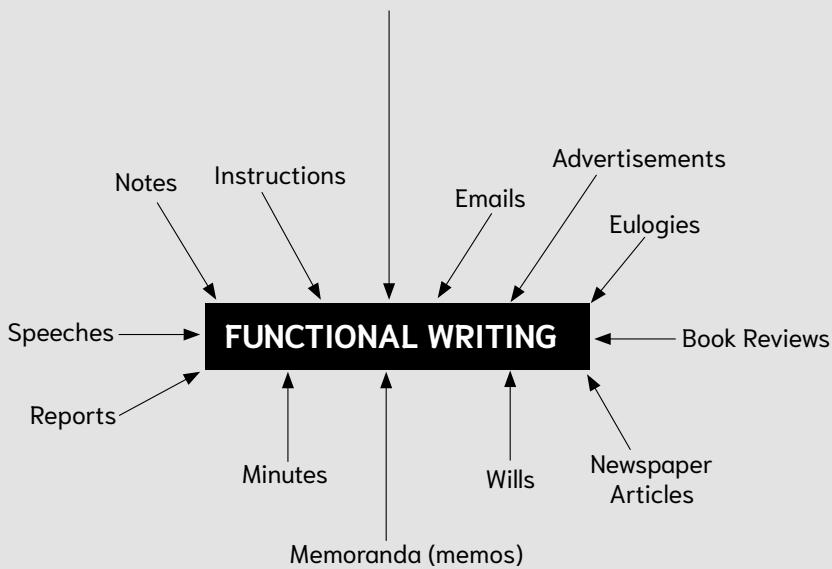
Write another letter to your friend describing the bad experience you have gone through in your school based on any identity crisis of your choice. Exchange your letter with a classmate for peer editing then, submit it to your teacher for marking and feedback.

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.

Lesson 20: Communicating using Informal Letters (page 129)

Activity 4.29 and 4.30

Learning instructions

Step 1: Review with the learners the table about the formal versus personal letter writing, as discussed in Book 1.

Step 2: Invite two or three learners to read the sample personal letter on page 129. Appreciate the one that reads best and encourage those that may not have done so well.

Step 3: You may let them work in pairs. Let them write two letters, one to the headmaster of the school, asking for a place to join their school and another one to a friend, describing their identity crises.

Step 4: Invite some learners to draw two distinctions between the formal and informal letters they have written as the rest of the class critiques.

Step 5: Take the learners through other examples of functional writing.

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? Why?
2. We apologise for errors/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"> ○ written to spouses, friends ○ It is conversational e.g I'll ○ Contractions and omissions may be tolerated e.g. I'm sorry I missed ... ○ The language may be slightly relaxed 	<ul style="list-style-type: none"> ○ Written to colleagues e.g. at work, school etc. ○ Language is slightly relaxed e.g. <ul style="list-style-type: none"> • I apologise for..., • I am sorry I delayed to get back to you.. ○ Contractions may not be tolerated hence, I am (not, I'm), that I missed (not, I missed) 	<ul style="list-style-type: none"> ○ Written to bosses (superiors/supervisors/teachers, etc. ○ Contractions are strictly not allowed. ○ Language is strictly formal e.g. I sincerely regret . . . please accept my apology . . . we deeply/ very much regret . . .

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, among others.

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.

Lesson 21: Further Practice about Functional Writing (page 132)

- Step 1:** Take the learners through the preamble and listen to their views.
- Step 2:** Choose a learner to read notes 1–4 on page 132, as you explain what an apology is and its features.
- Step 3:** Explain to the learners the language used in the different forms of apologies as shown in the table on page 133.
- Step 4:** Select two or three learners to read the sample apology letter on page 133 and appreciate those who read best.
- Step 5:** Instruct the learners, to individually write an apology after having been caught smoking. Encourage and guide those with reading difficulties.

Step 6: Score the learners' answers (apologies) as you correct and guide where necessary. Reward the most well done and pin some on the class noticeboard for further sharing.

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.

Lesson 22: Formal and Informal Language in Texts

Step 1: Refer to activity 4.33

Step 2: Divide the learners into groups and assign tasks to each.

Step 3: Guide the learners to visit the library or computer laboratory to research and read about formal documents as detailed in the activity.

Step 4: Still in their groups, let them compare and clearly identify the differences between formal and informal writing in terms of aspects A-E.

Step 6: Call on group secretaries to present their 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.

SAMPLE ASSESSMENT GRID

Output/ product	Basis of Evaluation	Criterion 1: Relevance	Criterion 2: Accuracy	Criterion 3: Coherence	Criterion 4: Excellency
A play (2-3 scenes)	- polite expressions - structures of comparison and contrasts	Scores 3 If at least 3 polite expressions/structures of comparison and contrast	Scores 3 If at least 3 expressions/structures precisely depict/ describe/decrie discrimination and give the victims hope	Scores 3 If at least 3 expression/ structures enhance thematic and plot development, and all scenes blend logically	Scores 1 If techniques of drama are aptly employed, character, actions, props, setting, ideas are distinguished and relatable
				Scores 2 If only 2 polite expressions/ structures of comparison and contrast	Scores 2 If only 2 expression/ structures enhance thematic and plot development, and some scenes do not logically blend
				Scores 1 If only 1 polite expression/ structures of comparison and contrast or none whatsoever	Scores 1 If only 1 or no expression/ structure enhances thematic or plot development and lacks unity, hence no logical flow
				Sub-total scores	X/3 X/3 X/3 X/1

End of Chapter 4 Glossary

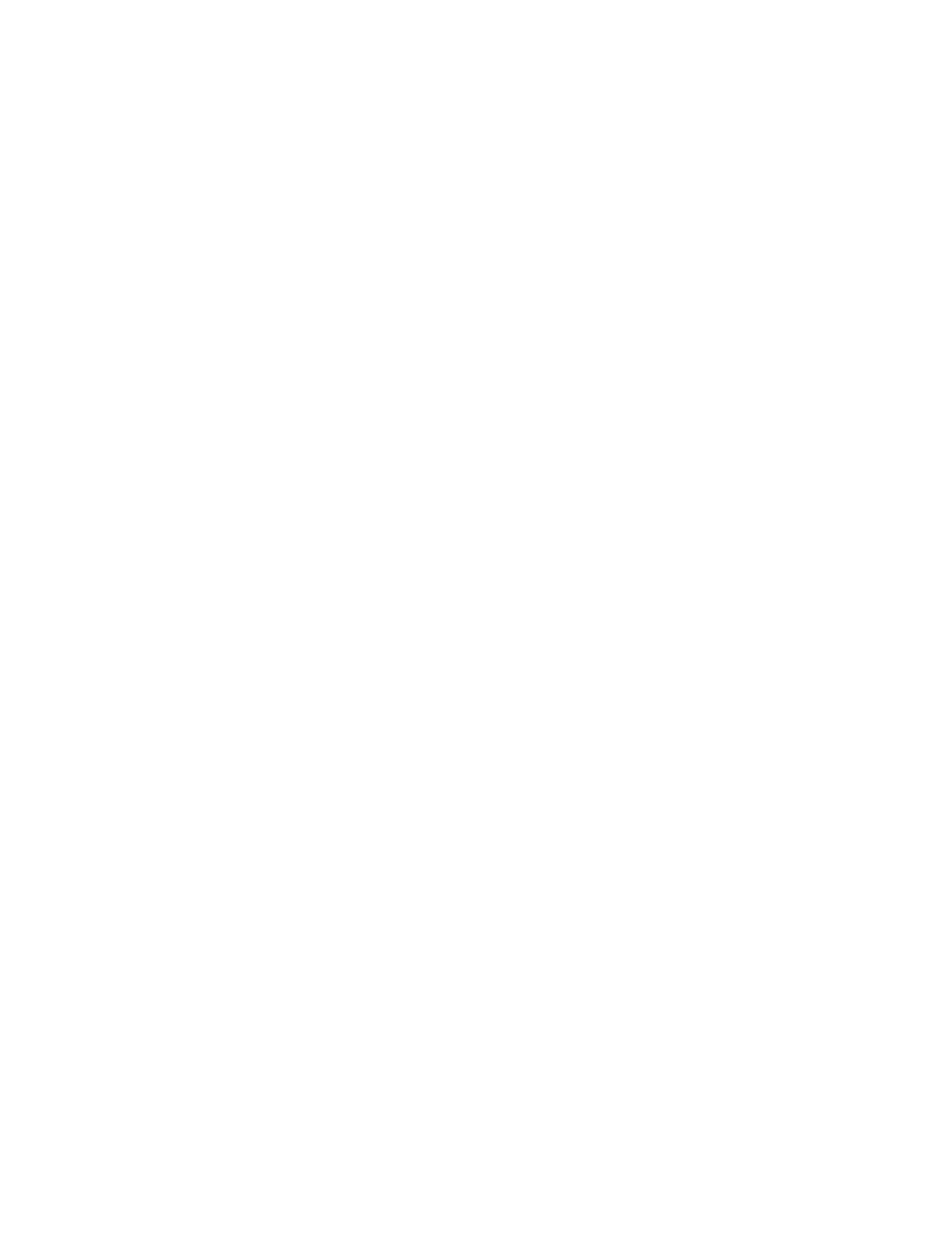
identity:	distinguishing character or personality of an individual
ancestry:	lineage or line of descent
banished:	exclusion or rejection of someone from a group or community
culture:	customary beliefs or way of life/behaviour of a social group, including religion, race and language, food, and clothing.
tradition:	an inherited, established or customary pattern of thought or action
outcast:	not acceptable by society
self-esteem:	confidence in one's own worth or abilities
racism:	tendency or belief; prejudice or discrimination based upon race or ethnicity
marginalisation:	treating of a person, group as insignificant
attributes:	synonyms are talent/gifts
mitigate:	lessen the seriousness or pain
legitimate:	conforming to the laws or rules



Chapter Summary

In this chapter, learners 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, the learner 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.

Number of periods: 25

Introduction

Relationships can be enhanced by recognizing the importance of emotions whether they are negative or positive. The two, emotions and relationships, are complementary. Emotional transparency is an important aspect that enhances the bond between partners as well as the key to great relationship. Emotions affect relationships since the latter are a factor for many different reasons such as our wellbeing, creating stability, learning how to be good friends or having one to trust and lean on in times of need.

Teaching methods: presentations, discussion, role-play, simulation, workshops, demonstration, project, debate.

Learning materials: photographs, magazines, newspapers, resource person, Internet, audio-visual recordings, journals, textbooks

References: Lower Secondary Curriculum, English Language syllabus, Learner's Book, Teacher's Guide, Dictionary, Thesaurus of English.

Lesson 1 and 2: Generic pictures (Duration: 80 minutes)

Learning Instructions

Step 1: Guide learners to review and share what they learnt from the topic on "integrity".

Step 2: Let learners work in groups. Introduce the topic 'Relationships and emotions' by guiding learners to share what they know about relationships and emotions.

Step 3: Guide learners and refer to the generic picture on page 137, better still, you could use power point or video to showcase relationships and emotions.

Step 4: Let learners work in groups to discuss what the pictures are about, the different activities, the posture and facial expressions, gesture, the moods portrayed in each picture.

You may expect responses such as:

In the picture,

- a parent (mother) is talking to a child who is annoyed by or uninterested in what is being said.
- a couple is engaged in a fierce fight
- someone is playing with a pet

Step 5: From the secretaries' presentations, encourage the learners to give a general prediction about what their expectations are in this topic.

Keywords and learning from each other (page 137–138)

Step 1: Guide the learners to review the previous lesson about the value of relationships and emotions as portrayed in the pictures.

Step 2: Task the learners to read the keywords. Let them look up their meanings from the dictionaries or Internet then, use each to construct at least a sentence on relationships and 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 a manila paper. As your partner describes their ancestry, present their information in form of 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 their family relationships.

Lesson 3 and 4: Discussing (80 Minutes)

Learning instructions

Step 1: Review the previous lesson. Guide learners to share the keywords they learnt and use them in sentences about relationships and emotions.

Step 2: Let the learners refer to Activity 5.1 on page 138, Discussion. Guide them to work in groups and identify the emotions expressed in each poem. They may express emotions, such as love, grief, admiration, among others.

Step 3: Let the learners share these emotions with the class.

Step 4: Refer to activity 5.2 about types of relationships within the family.

Let the learners work in pairs and in turns to trace their ancestry as far as at least three generations.

Provide them with manila paper and let them follow the instructions as in the activity 5.2, on page 139.

Step 5: Randomly call on some pairs to present as they describe their family trees to the class for comparison and sharing of ideas about their relationships. Expect such responses John is my maternal grandparent (paternal grandparent), cousin, brother, mother, father, sister-in-law, uncle. Refer them to their knowledge of the family from Book 1.



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.

Procedure

Step 1: Support learners to form and work in groups to search for a video on the Internet, or any other sources, about a birthday, graduation, reunion, introduction, marriage or child naming ceremony. The video may be sought and downloaded ahead of the scheduled lesson. Use your discretion as a facilitator and arrange a conducive environment for learners to watch the video.

Step 2: Let learners watch and enjoy the video.

Step 3: Before learners watch and enjoy the video, ask them to read through the given questions. This will guide them on the key information to watch and listen to.

Step 4: Instruct learners to base their responses to the questions on the video they have watched.

Expected Responses

1. Guide learners to explain their answers. For example:
A graduation party held to celebrate the academic accomplishments of the guest of honour, Nalwoga Julia.
Or
Nalwoga Julia was introducing her fiancé to her family and friends in a ceremony held at her parents' home.
2. The ceremony was attended by her close relations, such as aunts, uncles, grandparents, brothers, sisters and her fiancé's relatives and friends.

- The relationship among the family members is warm and cordial. They love and support one another. However, they do not seem to relate well/they seem to be distant with their neighbours and friends because none of these attended Nalwoga's graduation ceremony.
3. Basing on the video, celebrations bring families and friends closer, especially as everybody comes in to share chores and responsibilities for the success of the function.
 4. If I invite people but they do not attend my function, it shows I have a strained or cold relationship with them./It shows my relationship with them is strained or cold.
 5. Learners will use their knowledge and experiences to respond to question 6. Encourage them to freely share their feelings and lessons drawn. They should describe behavioural and attitude change, giving specific examples. Expect varied responses.
 6. Learners may cite examples, such as:
 - We are able to keep in touch with relatives and friends who are far away through social media platforms such as Facebook, WhatsApp and e-mail.
 - We can easily interact with people beyond our family and community.
 - Our enemies use social media platforms such as Facebook to destroy our reputation by posting false information.



Note: Learners should give both negative and positive effects of social media on relationships.

Step 5: Let group representatives present the group's responses as the class comments.

Step 6: Harmonise and conclude the activity.

5.2 Possessive Pronouns



Activity 5.4 Pair Discussion

Study the following sentences paying attention to the coloured word.

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 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

Possessive pronouns

Learning instructions

Step 1: Guide the learners to review and share their family trees and how they are related to them.

Step 2: Guide the learners to read and study the given sentences paying attention to the coloured words (numbers 1–5)

Let them point out in the grammar highlight that the words in red in the sentences are known as possessive pronouns.

Step 3: Refer to activity 5.5

Task learners to construct sentences using the given possessive pronouns in relation to their family.

Step 4: Call on them to compare their sentences.



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.

Activity 5.6

Lesson 5: (Duration: 80 Minutes)

Learning instructions

Step 1: Review the previous lesson by asking learners to share sentences using possessive pronouns in relation to their family.

Step 2: Guide the learners to review and share the major factors considered in writing composition such as paragraphing, punctuation, clarity of argument/message, neatness, spellings and coherence.

Procedure: (Individual/Pair Work)

Step 3: Let learners write a description of their best friend or pet, or the one they dislike. Instruct them to use possessive pronouns in their composition. Task them to write within the word limit of 400–450. Time the activity.

Step 4: Instruct learners to exchange their work with a partner. Guide them to correct and critique each other's composition. Let learners check the spellings, tenses and punctuation.

Step 5: Invite some learners to read their compositions to the class. The number will depend on the size of the class and the time allocated for this activity.

Step 6: Comment on the use of possessive pronouns as you listen to learners' presentations. Give final guidance and conclude the lesson.

Sample Description

Police, My Boon Companion

I had scarcely reached the edge of the compound when Police came, bounding towards me, tilting his head to the left and wagging his tail incessantly. This warm welcome home always washed away the day's exhaustion accrued from the endless lessons and project work.

Police was a token of appreciation from my grandparents for my exceptional performance in the Primary Leaving Examinations. I was instantly dazzled by his striking beauty.

His brown fluffy coat, sprinkled with white spots took my breath away. Police is the most peaceful and excellent companion I have ever had. His cravings for closeness and attention drew us even closer.

The sense of responsibility exhibited by Police is extraordinary. Once I have removed my shoes and socks, Police begins to carry each item to my bedroom. When he is done with this, he then takes it upon himself to sooth my feet with his tongue – such immense gesture of love.

However, all this display of affection is not without cost. Police knows that later I will invite him for a walk to the well. He relishes this time, darting here and there, chasing imaginary rabbits, wild cats or lizards. He is such an adorable high-spirited loyal friend.

His naughty side usually manifests, especially during the full moon. Police has a ‘girlfriend’. After returning from his nocturnal visits, Police will not look me straight in the eye. Instead, he will hide his cute face behind his front paws, in a vain attempt to conceal his guilt.

As George Eliot says, animals are such agreeable friends—they ask no questions, they pass no criticisms.

(Authored by Atim Christine Dora)

5.3 Expressing Emotions

In Activity 5.4, we the following words. Use them to construct your own sentences which describe your family relationship, then compare your sentences with other classmates:

- favourite (adjective)
- comforts (verb)
- enjoys (verb)
- dislike (verb)
- ill-mannered (adjective)
- fears (verb)
- contented (adjective)

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.

Lesson 6 and 7: Emotive verbs and adjectives (page 141)

Step 1: Guide the learners to review the previous lesson. Let them share in groups what they like or dislike about chosen characters.

Step 2: Guide the learners to use the given words in 5.3 to construct sentences that describe their family relationships. Let them compare their sentences with other classmates for appreciation or critiquing.

Step 3: Refer the learners to activity 5.7.

Let them work in pairs to find 5 more emotive verbs and 5 emotive adjectives.

Examples of emotive words

- love
- hate
- dreadful
- whimper
- withdrawn
- envious
- bewilder
- indifferent
- anxious
- frighten
- gleeful
- judgemental
- excite
- heartbroken

Remind them to use a dictionary or the Internet to aid them in the task.

Step 4: Ask the learners to use the emotive words to describe how they and their family members feel towards one another.

Using emotive words to describe relationships

Examples

1. Our uncle's drunkenness and **violent** behaviour always **frightens** the children.
2. We were **bewildered** by the sudden appearance of our long lost cousin, Uhuru.
3. Zebudayo is not only **indifferent** to the plight of our friends but also **estranged** from the family and his colleagues.
4. Ato **loves** her puppy immensely thus she was **exhilarated** when it won the prize for the **most adorable** dog in the village.
5. The magician **excited** my siblings with his antics, so much that they screamed and beckoned us to join them to watch the show.

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.

Expressing emotions using idioms (page 141)

Learning procedure

Step 1: Guide the learners to share in their groups, how emotions are expressed (i.e. verbally through words and voice tones or non-verbally, using body language or facial expressions, arms akimbo, posturing....)

Step 2: Let them refer to other expressions used to show emotions as given in the examples (a-c), known as idioms which they learnt about in book 2.

Step 3: Refer the learners to activity 5.8, Group Discussion.

Let them work in groups to study the given idioms (1-5) their meanings and sentence examples like in number 2:

- To throw in the towel–accept defeat
- Sharon threw in the towel when she realized her boss was uncaring and mean.

Step 4: Task the learners to work in groups as each member looks up an idiom, writes its meaning and uses it in a sentence.

Let them exchange their work with other groups for comparison and appreciation.



Note: The idiom should not be picked from the examples given.

Lesson 8 and 9:

Activity 5.8 (page 141, Group Discussion)

Learning instructions

Step 1: Guide the learners to review the previous lesson on idioms. Let them share some of the idioms they discussed, their meanings and use them in sentences.

Step 2: Refer to activity 5.9

Let the learners read and study the passage “How I Used to Spend My Day Before Lockdown”

Let them work in small groups and describe to a classmate what the coloured idioms mean.

Step 3: You may randomly pick on learners to share their answers with the class.



Activity 5.9

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.

Lesson 10 and 11

Activity 5.9 Pair Discussion

Step 1: Ask the class to work in pairs to review the previous lesson. Let them share in turns, some of the idioms they learnt about.

Step 2: Refer to activity 5.10 Composition

Let them work in groups and share about five idioms that describe relationships. Guide them to use those idioms in a composition of 500–600 words, based on the title, '*A Bloody Fight*'. Encourage the learners to use dictionaries or Internet to guide them.

Step 3: Call on their group secretaries to present their composition to the class for further discussion, comparison and critiquing.

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 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 in the different kinds of relationships you have identified.

Types of Relationships and Emotions (page 143)

Step 1: Run through a review of the previous lesson. Let them use idioms to describe relationships.

Step 2: Call on the learners to mention other relationships they know apart from those between family members. They could share friendships, acquaintances, romantic relationships, professional, among others.

Step 3: Still working in groups, ask the group secretary to list all other relationships they can think of.

Step 4: Call on any group member to present their lists before the class for comparison.



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 ...

Step 5: Let the learners attempt Activity 5.11: composition and submit for marking and feedback.

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 this 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 into fights and the worst case scenarios, lead to loss of lives.
- (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.

Consequences of Relationships (page 143)

Step 1: Call on the learners in their group to share the different types of relationships they know.

Step 2: Refer to activity 5.12 (page 143)

Divide the learners in five groups. Guide them to discuss the different activities in (a–e). Remind them to record their deliberation per group.

Step 3: Invite the group secretaries to present their group work to the plenary for appreciation, critiquing and more learning.



Activity 5.13 Group Discussion

In groups, perform the following extract from *The Heart Soothers* by Sylvester Onzivua, then answer the questions that follow 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 for 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.

Lesson 12:

Activity 5.12: Group discussion

Step 1: Guide the lesson through a review of the previous lesson. Let them share what lessons they learnt from the presentations about relationship consequences.

Step 2: Refer the learners to activity 5.13.

Guide them to work in groups to perform the extract from "The Heart Soothers" by Sylvester Onzirna (pages 144–146).

Step 3: Let the learners discuss and answer the questions for the play.

Activity 5.13: Group Discussion

Expected Responses

1. Mini cannot bear Jimmy's late-coming, silence, short temper and total indifference.
2. This is an opinion question. Accept any logical answer.
3. Number 3 is an opinion question. Guide the learner to give their own views on infidelity. Expect varied responses. Accept logical answers and guide the learner towards acquiring the right attitude and values.
4. Florence's boyfriend has ended his romantic relationships with other girls, he buys her anything she wants and permits her to take any amount of money from a suitcase whose key is in her custody.
5. Florence sought the services of a native doctor.
6. This is an opinion question. Accept any logical argument.
7. Like number 6, this is also an opinion question. Guide learners to give their views.
8. Ask the learner how they would like the conversation to end. Then instruct each group to complete the conversation between Florence and Mini.

Step 5: Invite two members from each group to make presentations to the class.

Step 6: Comment on their presentations, views and attitude and guide them accordingly.

Listening Practice



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.

Lesson 13: Listening practice (page 144–148)

Activity 5.13

Step 1: Review the previous lesson by prompting the learners to share what they learnt after from the extract “The Heart Soothers” they read and performed.

Step 2: Refer to activity 5.14

Call on the learners to be attentive as their colleague reads the listening passage “Boy–Girl Relationship on the Weighing Scale”

Step 3: Let the learners in groups, discuss and answer questions 1–8

Expected Responses

1. Parents, teachers, cultural leaders, religious leaders
2. Lovers lose attention in class.
3. Some parents chase their daughters away from home.
4. Getting pregnant, dropping out of school, among others.
5. It brings respect/they earn respect
6. One can meet their spouse/future partner
7. Accept any logical answer



Activity 5.15 Group Discussion

Your teacher will put you in groups and assign each 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’.

Lesson 14: Group discussion (page 149)

Activity 5.15 Group Discussion

Step 1: Refer to the previous lesson and let learners share what they learnt from the listening exercise “Boy-girl relationship on the weighing scale”

Step 2: Divide the class into groups.

Assign each group the tasks detailed in (groups A-F page 149)

Step 3: Allow the group members to choose a secretary to record their deliberations.

Step 4: Call on the group secretaries or any member to present group ideas to the class for appreciation and critiquing.

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.

Lesson 15: How relationships are developed (page 149)

Step 1: In groups, refer to the previous lesson and ask the learners to share what they learnt from the presentation by different groups.

Step 2: Guide the learners to read and share the points raised in “How relationships are Developed” on page 149. Invite them to critique what they consider controversial and give their opinions.

Step 3: Refer the learners to activity 5.16 Group Discussion.

Let them in groups, discuss and find out what other aspects affect relationships in their culture or any other. Remind the secretaries to write their main points. Urge them to explain how that happens in terms of;

- (a) gender
- (b) religion
- (c) age

Guide to Responses

- (a) In most cultures in Uganda, romantic relationship and marriages between persons from the same clan are prohibited. It is an abomination and believed to attract curses from the gods.
- (b) Girls in most African cultures are not allowed to relate freely or play common games with boys. This, it is said, is to prevent them from engaging in sexual relations before marriage.
- (c) Some religious denominations do not allow children of their faith to marry those of a different faith.
- (d) Teenagers tend to identify more with their peers with persons of any other age. Among other things, peer relationships provide them with a feeling of belonging.

Encourage learners to cite examples from their communities.

Step 4: Invite the group secretaries to present the groups' deliberation to the class for appreciation and critiquing.



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.

Lesson 16: Friendships and relationships (page 149)

Activity 5.17

Step 1: Refer to the previous lesson and let the learners share aspects that affect relationships. Let them share advice they would offer to redeem affected relationships.

Step 2: Guide them to re-examine and share the causes of failure of relationships between spouses, lovers and friends. Let them suggest answers to possible causes of divorce, separation, quarrels, fighting and even, murder.

Step 3: Refer the learners to activity 5.17

Let them work in groups and suggest what could be done to rectify broken or relationships. Let the group secretary present their findings to the class for comparison with other groups' work and further discussions.



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.

Lesson 17: Writing short essay (page 150)

Activity 5.18

Step 1: Guide the learners through a review of how conflicts in relationships can be rectified. Let them mention the conflict and recommended remedy to it.

Step 2: Refer the learners to Activity 5.18.

Let them choose any of the relationships discussed in lesson 16 and discuss why they think it worked out or not. Let them write the work in 4–5 paragraphs. Ask them to use the pronoun ‘whose’ in the discussion like in the sample sentences 1 and 2.

1. Jane, whose husband was a drunkard could not bear it any more so, she divorced him.

Step 3: Ask the learners to display their work for appreciation and comparison.



B: Reading and Comprehensions



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

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 for 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.

Lesson 18 and 19: Reading and Comprehension (page 151)

Step 1: Guide the learners in small groups, to share their personal problems, if any, with their friends, siblings, parents and let them suggest how they can be resolved.

Step 2: Refer to Activity 5.19 Prereading activity

Let the learners discuss questions a-c and share the responses.

Step 3: Task the learners to read the poem "I love You My Gentle One". Let them answer questions 1-5 about the poem.

Step 4: Guide the learners to review some of the relationships in the poem "I Love You My Gentle One". Let them share how the relationships are shown.

Activity 5.20

Step 5: Instruct learners to construct a praise poem in adoration of a person who has positively contributed to their life.

Step 6: Let learners recite their poems to the class for enjoyment and further sharing of ideas.

Step 7: Refer the learners to Activity 5.21. Let them read the passage carefully. Encourage the learners to point any vocabulary that they don't understand for clarity.

Step 8: Let the learners answer the questions about the passage.

Expected Responses to questions on the passage

1. Nyambura has always loved Waiyaki and has yearned for his love. When this finally happens and Waiyaki proposes to her, she rejects his offer of marriage but has regretted this since for fear that she may never see him again because she still loves him.
2. In spite of her love for Waiyaki, Nyambura rejects his marriage proposal in order not to go against her father's command.
3. Nyambura is desolate and confused, not knowing what she wants to do or where to go due to conflicting feelings of love, guilt towards Waiyaki and sense of duty and obedience to her father.
4. Guide the learner to form their opinions basing on the reading text to discuss what they think Joshua's responsibility in society is. Joshua does not want Nyambura, his daughter, to marry Waiyaki because he considers him a pagan.
5. Waiyaki is Nyambura's suitor and Muthoni's sympathiser, showing most concern for her plight and taking her to hospital.

No, he is not. It is stated in the reading text that in his preaching, Joshua reminded Nyambura and others to keep away from pagans. Also, that Mariamu prays every night to Christ that Waiyaki finds salvation and comes to their side.

6. Miriamu likes Waiyaki because he is kind and has shown concern for Muthoni's (her daughter) plight.
7. Seek learner's contributions and encourage them to cite positive qualities in their dream spouses, such as: prayerful, respectful of beliefs and values, trustworthy, approachable, honest, kind and humorous, among other qualities.

Step 7: Guide learner to adopt more inclusive attitude to guard against discrimination of any religion, gender or tribe.

8. This is an opinion question. Expect varied responses. Accept logical arguments.

**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 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.

Lesson 20: Vocabulary practice (page 153)**Learning instructions****Activity 5.22**

Step 1: Guide the learners to review the previous lesson. Let them, in small groups, share what they learn from the passage (extract from the river between by Ngugi Wa Thiongo) they read in the previous lesson.

Step 2: Invite the learners to discuss any vocabulary or expression they did not understand in the extract.

Step 3: Refer the learner to Activity 5.22

Let the learners in their groups or pairs discuss the vocabulary practice – finding out the meanings of the words and expressions in the table as used in the passage.

Expected Answers**Words**

irritable – bad-tempered

resented – disliked/detested

plight – dilemma/predicament, difficulty

ridiculous – foolish/absurd
soothed – calmed/consoled

Expressions

outward calmness – outer peace, seeming peace
a weight – an influence/a force
find salvation – be saved/believe in God/accept Christianity
at peace – calm/tranquility/serene/collected

Step 4: Refer the learners to activity 5.23, Dictionary Skills.

- Ask the learners to work in groups by closely referring to the passage, identifying any other new words and phrases.
- Guide the learners to use a dictionary, look them up and use them in sentences relating to relationships and emotions.
- Invite the group secretaries to present 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 expressions ‘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 marriage. They may be left heartbroken. (leads to)
6. Girls should be careful with boys. They will disappoint their parents. (or else)



C: Writing

Composition

Using Adjectives and Adverbs of Manner



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

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.

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."

Lesson 21: Grammar and usage (page 153)

Result clauses

Teaching instructions

Step 1: Review the words and phrases the learners learnt in the previous lesson. Let the learners share them in their groups and use them in sentences, relating to relationships and emotions.

Step 2: Refer the learners to Activity 5.21.

Let them work in pairs and study the given sentences extracted from the reading passage.

“Every night she prayed to Christ that Waiyaki might find salvation and come to their side”.

Explain to the learners that “might” is used to introduce the result of an action. Let them note other expressions, including such that, so, so that, too,....as on page 153.

Step 3: Ask the learners to construct sentences using these expressions.

Refer to the task and let the learners join the sentences using the result clauses provided.

Expected answers

1. Young girls drop out of school as a result of getting pregnant.
2. When a boy is in love, he cannot concentrate in class, consequently, his performance will decline.
3. Young people should keep their virginity till marriage such that they get respect.
4. Both boys and girls should abstain from early sex so as to avoid devastating effects.
5. Women should not trust suitors who pester them for marriage as it leads to being left heart broken.
6. Girls should be careful with boys or else they will disappoint their parents.

Step 4: Refer to activity 5.25 (adjectives and adverbs of manner)

Let the learners study the given adjectives that describe relationships and use them in sentences concerning relationships. Randomly, pick learners to read their sentences to the class. Together, appraise the grammatical structures and meaning.

Step 5: Refer to activity 5.26: Group Discussion

Let the learners work in groups and carry out the activity. Let them share their work for appreciation.

Step 6: Refer to activity 5.26

Let the learners find other adverbs and use them to construct sentences of advice. They may share the sentences.

Step 7: Refer to activity 5.26

Ask the learners to write an original story, using adjectives, as detailed in activity instructions. Let them display their work for comparison, critiquing and appreciation.

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.

Lesson 22: Functional writing (page 155)

Teaching instructions

Step 1: Guide the learners through a brainstorming session. Let them share the formats and parts of a formal and informal letters.

Step 2: Ask the learners to write a letter to a friend or newspaper, expressing personal feelings about any relationship. It could be theirs or other person's.

Sample Letter to the Editor

Peace High School,
P.O. Box 333,
Kalangala.
17th February, 2023.

The Editor,
The National News,
P.O. Box 2,
Kampala.
Dear Sir,

Re: Inter-Cultural Relationships and Marriages

I was intrigued by your article on Inter-cultural relationships and marriages, citing the case of a young couple at Nteete village, published on 10th February, 2023. Mixed marriages have always been a contentious issue, especially in African traditions and norms.

Principally, I was dismayed by the comment of a one Salome, who intimated that the husband was inferior and worthless because he belonged to a certain culture. This was such an unfortunate comment that not only left me perplexed but also infuriated. What has culture got to do with success in marriage, anyway? I strongly believe, marriage thrives on the foundation of love and trust, not tribe or culture.

I appreciate that some people are limited to their cultural and tribal prejudices and stereotypes, but it is cruel to judge the strength of a relationship on this premise. The couple in question, is a close family friend and is celebrating five years in holy matrimony. What more proof do we need of a firm liaison? The husband and wife are both loving and sensitive towards each other and everybody around them. I have been enlightened by their union because whenever I meet them, I am reminded that under the skin, we are all the same. The affinity between the two families—the husband's and wife's – has since become cordial and warm. Even here at school, I have always had meaningful friendship with learners from other tribes other than my own.

While it is true that intermarriages are not without challenges, accruing chiefly from the extended family, the benefits are immense. The couple and their relations get to explore new cultures that enable them become better human beings as we progress towards a global village.

I hope this letter will help readers adopt a positive attitude towards inter-cultural and mixed marriages.

Yours faithfully,



TOPY JADONGO
Student

Step 3: Refer to activity 5.26 and in pairs role-play as, indicated, relationship challenges.

Step 4: Call on the pairs to present their short play to the class for appreciation and comments.

5.8 Conditional Sentences (If 1) in Role play

The counsellor should use (If 1) expressions such as:

- (i) If a couple submit 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, among others.

Lesson 23: Conditional sentences (If 1) (page 155)

Teaching instructions

Step 1: Let the learners, in groups share some of the challenges and ways forward in their relationships.

Step 2: Refer to 5.8 Conditional Sentences (If 1) in Role-play

Guide the learners to share the sentences and phrasal verbs from the counsellor as in (1-111)

Let them use some of the phrasal verbs to give advice to people in affected relationships. For example;

- You better put up with your sibling because he is your blood relative.
- Please, don't shout at your wife.

Step 3: Let learners share their sentences for comparison and appreciation.

Step 4: Refer to Writing – Result Clauses (page 155)

Let the learners discuss the notes and use the result clauses.

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 heartbreak 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 key word(s) from a lengthy explanation.

Example

Assume you are listening to your preacher during a service 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.

Techniques of note-taking



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).
4. 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	cout
which	ŵ
you	u

5. Being consistent with one's structure, shorthand and symbols. This will aid understanding.
6. 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, ...

Lesson 24: Expressing Opinions Based on Personal Experience (page 156)

Learning Instructions

Step 1: Put learners in groups and task them to express their views on abstaining from sex until marriage. They may agree or disagree with the proponents of this view, using structures for expressing opinions, such as, ‘I strongly agree ...’, ‘in my opinion ...’, ‘from my point of view’, among others. Task learners to use the dictionary, Thesaurus of English, the Internet or any other sources available, to find more structures for expressing opinions. Refer learner to the example given in LB, Activity 5.28 to guide them in their arguments.

Step 2: Guide the learners to form two teams and then hold a debate on the motion, “Fathers should take custody of the children in case of divorce”.

Let learners select the best speakers for their teams. Go through the rules of the debate and allocate time for the activity.

Step 3: Instruct learners to outline the speakers’ main points as clearly and concisely as possible.

Activity 5.29 and 5.30

Step 4: Let learners, in their teams, go through the techniques of note-taking, in preparation for the activity and, then, carry out the task. Monitor and guide the discussions.

Step 5: After the debate, ask each learner to use the points they have outlined to come up with their own conclusions.



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.

1. Listen carefully to the opening and concluding remarks of the speakers. These usually contain important points or summary of the debate/discussion.
2. Repeated words, phrases and ideas are pointers of the speaker’s important views or message.
3. Use your own words as much as you possibly can as this is also a demonstration of deeper understanding of the message/ideas.
4. You may use heading and sub-headings or adopt any other format that is easier for you to comprehend.

5. Start taking notes immediately the speaker/debater starts talking.
6. Make sure you understand the topic or motion of debate because only then will you be able to note down the key points.
7. 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.

Activity 5.31

Procedure: (In pairs)

Step 1: Let learners identify which of the phrases indicate the main gist of the debate, addition of points, contrast, conclusion, personal opinion or facts. They should use the points they have outlined to aid the discussion.

Step 2: Invite some of the learners to share their findings with the class. Listen to their presentations and guide them accordingly.

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.



Lesson 25: Sample activity of integration

Sample Assessment Grid

Output/ Product	Basis of Evaluation	Criteria 1 Relevance	Criteria 2 Accuracy	Criteria 3 Coherence	Criteria 4 Excellence
A formal Letter	<ul style="list-style-type: none"> Explanation of animal right to liberty and freedom Importance of co-existence Good relationship between animals and humans relationship between animals and humans 	Scores 3 If at least 3 credible points to explain liberty and freedom	Scores 3 If at least 3 points represent knowledge of truth and facts as per animal liberty and freedom, importance of co-existence and good relationship	Scores 3 If at least 3 points are logical and consistent	Scores 1 <ul style="list-style-type: none"> representation of any extraordinary ideas not directly solicited in the activity seamless flow of ideas uncommon at this level.
		Scores 2 If only 2 credible points	Scores 2 If only 2 points precisely represents facts and truth about the issue	Scores 2 If only 2 points are logical and consistent	Scores 1 <ul style="list-style-type: none"> If only 1 or no point is a true representation about the issues
		Scores 1 If only 1 or no credible point		Scores 1 <ul style="list-style-type: none"> If only 1 point or no point is meaningful in relation to the issue 	

End of Chapter 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, learners 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, the learner 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.

Number of periods: 30

Teaching methods: Presentations, discussion, role-play, simulation, workshops, demonstration, project, debate, problem-solving, research, hot-seat, falling leaves, fish bowl

Learning materials: photographs, magazines, newspapers, resource person, pictures and other materials from the Internet, audio-visual recordings, journals, textbooks,

References: Lower Secondary Curriculum, English Language syllabus, Learner's Book, Teacher's Guide, Dictionary, Thesaurus of English.

Introduction

We need to know that patriotism is one's love of one's country, identification with the country and special concern for its well-being.

Patriotism involves devotion and robust support for the support for the nation. It embodies sacrifice for the country to protect its honour.

Ways through which citizen show patriotism include voting, supporting veterans, supporting and protecting the national parks, serving on the jury, self-driven love for community initiatives and getting involved into them and, so on. All of us need to love our country at all times.

**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.

Lesson 1: Generic Pictures, Key words and Learning From Each Other (page 161–162) (80 minutes)

Procedure: In groups

Step 1: Review with the learners the topic about relationships and emotion and the lessons learners learnt from it.

Step 2: Refer the learners to the pictures (page 161). Let them work in groups to discuss what the pictures show. Tickle them to share the various activities depicted and what they learn from them.

Let the group secretary present to the plenary.

Step 3: From the secretary's presentation, encourage learners to give a general predication about what to expect in this topic.

Teaching instruction

Step 1: Review the previous lesson. Guide the learners to review and share what they discussed about the value of patriotism

Step 2: Let the learners work in groups to read keywords and look up their meanings in the dictionaries or Internet. Urge them to construct sentences using the key words.

Step 3: Guide the learners to discuss what they learn from each other after reading.

Step 4: Group the learners to watch a video '*Instilling Patriotism through the education system/Uganda First*'. After watching the video, let the groups answer the questions and compare their responses with other groups. If the school does not have a computer, let the learners listen as you read the BBC article '*Betty Bigombe: The woman who befriended a warlord*', and, then, respond to the questions. You are free to choose another article of a patriot that can inspire learners.



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 can you 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.

Expected answers

1. Patriotism has its roots in the Greek and Roman philosophy, where the citizens had immense love for their country. Patriotism is a feeling of attachment to one's homeland and comradeship between persons. A patriot is someone willing to lay down their lives to protect their motherland or fatherland, exhibited by loving their symbols or values that belong to their society or country. Patriotism is the love for self, environment, community and country.
2. According to the video, patriotism manifest in schools through learners executing their responsibilities diligently, obeying teachers and other staff members, working hard academically to obtain good grades, time-keeping and management, handling leadership roles with integrity, keeping environment tidy (no littering), no trespassing, proper usage of library materials, proper use of dining utensil and respect during cafeteria (self-service), cherishing cultural heritage and respect for family roots and values, and respect for fellow students, among others.
3. Learners joined the patriotic clubs to learn and implement the core values of patriotism that are useful in their lives.
4. When people of a certain tribe feel excluded in the development programmes, they resort to fighting for their rights.
5. Patriotic corps disseminate patriotic messages in the school community.
6. The core values mentioned in the video include honesty, respect for each other (co-existence), hard work, time-keeping, integrity, etiquette and discipline.
7. Suggested activities for Heroes Day and Independence Day are displaying the national flags and symbols, watching documentaries about heroes and their inspiring deeds, reading brochures and articles about heroes, participating in parades and processions throughout the country, listening to speeches from leaders, among others.
8. (Teacher plays short videos of learners expressing how they can promote patriotism in school, as well as learners interviewing people they consider patriotic in the school)

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.

Refer the learners to Activity 6.2. Display photos of Betty Bigombe and ask learners to predict her article they are going to research and discuss on relation to patriotism. After, ask them to use the Internet or library sources or consult from their teachers. Let them read the patriotic deeds of Betty Bigombe.

(Dear teacher, the full version of the article has been provided, you may select a bit of it.)

Betty Bigombe: The woman who befriended a warlord

Published 8 August 2019



Image caption, Bigombe at the Centre of Humanitarian Dialogue Oslo Forum, 2018

When Betty Bigombe was growing up in northern Uganda in the late 1950s, she walked four miles a day to go to school. She knew getting an education was the only way she could change her life and make a contribution to her community.

Thirty years later, her “contribution” would be to carry the fate of her region on her shoulders as she attempted to negotiate peace with Joseph Kony, the notorious leader of the Lord’s Resistance Army.

Bigombe was the eighth of 11 children and grew up in a society where polygamy is still practised today.

“Without education, I probably would be having 20 children in some rural area, carrying out the daily chores of going to the field to dig, harvest, one baby on your back and another one is crawling – one of the many wives,” she says.

Her family received financial and moral support from the church as she continued to study throughout her teens and, ultimately, that led to the offer of a fellowship from Harvard university.

In the early 1980s, she returned home as a married woman with two children. Her country was in the middle of a war that pitted President Milton Obote’s forces against the guerrilla movement of Yoweri Museveni.

"At that time, I was hiding some people who were supporting President Museveni. I worked with a German woman who was with the UNHCR (the UN Refugee Agency) and we smuggled people whose lives were in danger to Kenya. With a UN flag, it was OK. We could go through road blocks and get them to safety. So, that's really what triggered off fighting injustices."

In 1986, Museveni became president, a position he still holds to this day. He rewarded Bigombe by making her a government minister.

"I was very disappointed when I was appointed, because it was just men. All they did was ask me to sit and read papers, so I went and told [the] president that I wanted to resign because I could not do crossword puzzles in the office, I could not take a novel to the office to read. I wanted work. He was shocked that I would want to resign. African ministers don't resign, especially a woman," she says.

So Bigombe came up with a proposal. War had broken out in the north of the country and she volunteered to go and find out where the rebels were and where they kept their weapons.

Museveni came back with a counter proposal. He agreed to send Bigombe to northern Uganda on condition she negotiated with the factions to stop the fighting.

Her friends and family thought this was a suicide mission.

"A lot of people told me: 'Resign, he wants you dead.' Friends came and said, 'This is not a woman's job. Why does he give it to you? You have no experience.'"

Certainly, nobody else was brave enough to try to negotiate with Joseph Kony, the leader of the brutal Lord's Resistance Army. Kony was a former altar boy who now claimed he was God's messenger. He told members of his messianic cult to abduct and rape girls, and he trained boys and girls to kill.

The Lord's Resistance Army sent Bigombe a letter saying Museveni had insulted them by sending a woman to negotiate. They threatened to kill her but she stayed – determined to end the war. Then they sent a victim of Kony's violence to deliver a second letter in person.

"This guy showed up. I don't know how he didn't die. There was no tetanus injection, nothing. Lips cut off, limbs cut off, drenched in blood. The so-called letter that was addressed to me was all very bloody. Of course, I couldn't even touch it."

Not deterred, Bigombe decided to write back to Kony. She referred to him as "my son" and used religion as a way of connecting with him.

Eventually Kony agreed to meet. She feared he would have her tortured and resolved to kill herself rather than be captured by him.

Deep in the jungle they met for the first time.

"He was guarded, there was church music, some men were dressed as nuns and had guns. They were singing hymns and falling down, [saying] that the demon was coming out of them. The scene was just incredible. He was wearing military uniform. He definitely came ready to intimidate."

In the next 18 months, during several face-to-face meetings, Kony started calling her "Mummy" Bigombe. Eventually he agreed to come out of the jungle for peace talks with President Museveni.

Bigombe went to the president and told him they needed to establish the conditions for the peace talks. Instead Museveni went to a public rally and threatened Kony – telling him to come out immediately or face the wrath of government troops.

Kony and his forces responded by massacring 300 people in a trading centre on the border with Sudan.

Bigombe resigned and left for the US.

"I was very devastated. I had a breakdown on the plane. It was a very painful defeat, but it wasn't about me – it was the suffering of the people," she says.

She again studied at Harvard and then got a job at the World Bank in Washington, working in its post-conflict unit. Then one morning in 2004 she turned on the TV and everything changed. There was breaking news on CNN – the Lord's Resistance Army had entered a camp and killed more than 300 people.

"And then, inset, there was suddenly my picture – the only person who almost ended the war, the only person who has met this rebel leader. So I thought that was a calling."

Bigombe returned to Uganda and tried to arrange a fresh meeting with Kony. She felt accepting Ugandan government funding would compromise her impartiality so she used her own money. She spent the cash she'd saved for her daughter's tuition to pay her satellite phone bill.

By this time the International Criminal Court had indicted Kony for war crimes and crimes against humanity. Bigombe's work laid the foundation for peace talks in South Sudan in 2006, though these collapsed at the 11th hour, when Kony refused to sign a peace deal.

Kony and the remnants of the Lord's Resistance Army have maintained a low profile since then. He now is reportedly in ill health and his forces have shrunk to less than 100.

Today, Bigombe is helping to mediate in South Sudan's crisis in a personal capacity, drawing on her experiences in Uganda. Kony had a huge impact on her life and she on his.

"Not too long ago I met one of his fighters. They look for me. It's strange, but they do. A couple of months ago one of them got in touch with me and said: 'This time Kony is very serious, he wants to come.' And I said: 'Stop playing games, show me proof, let him call me. I know his voice.'"

(Source: BBC NEWS)

Questions

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 in a trading centre? What kind of punishment do you think Kony deserves?
5. Explain three major lessons you learn from Bigombe's story.

Expected Answers

1. Bigombe had to walk a long distance to school. She grew up in a polygamous family of many children, perhaps where education could not have been obvious. (Invite more answers.)
2. Education played a very vital role in shaping Bigombe's future. It saved her from marrying early where she would have to give birth to a myriad/cocktail of children, one after the other, get confined to a life of poverty, stress and polygamy.
 If I weren't in school, perhaps I would be a street vendor/hawker, casual labourer, among others. (Invite more views.)
3. (a) Betty Bigombe, indeed, deserves to be honoured on that day. It is not easy for someone, especially a woman, to approach/confront/face such an atrocious/monstrous/heinous/brutal person and his forces. Her courageous act, where she put her life on the line, deserves an award.
 (b) Allow learners to air out their unbiased views on who deserves to receive that award.
4. I am shocked/disenchanted/down in the dumps/alarmed/terrified/horrified.
5. From Bigombe's story, I come to agree that it is better to try and fail but never fail to try.
 - Sweet/beautiful words can soften a hardened heart.
 - A woman can do great things that may not even be attempted by men.
 - A mother can sacrifice her life to save her children, expressed by the statement "My son".

Refer the learners to activity 6.3

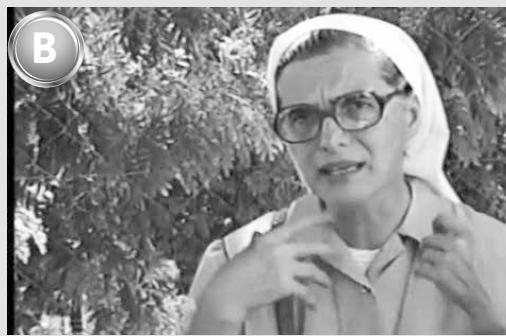
Let the learners work in pairs and in turns share their views on the scenario given. Guide the learners to interpret and share the message in the anthem as well as its meaning.



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 put you into groups to discuss the contribution of the personalities above. Use the Internet and search about 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

Lesson 2: (80minutes) page 164



A: Listening and Speaking

Prepare the learners for the listening practice. Two passages have been provided, one, also appearing in the Learner's book, and another, only in the Teacher's Guide. You could treat one of the passages as a reading extension activity. Exercise judgment to decide which of the passages to conduct the listening practice.



Activity 6.6

Pair Discussion

Listen to your teacher as he or she reads the following passage, then answer the questions after.

Passage 1: When children become heroes

- (a) Why was Yvonne Namaganda celebrated by Parliament as a hero?
- (b) Would you consider Musa Mukidi a hero? Explain your opinion.
- (c) From the children's views you have listened to in the passage, how would you describe the concept, patriotism.
- (d) Generate a list of at least five activities children can do, as you heard from the passage, to exhibit patriotism.
- (e) What would make someone lose their hero status?

WHEN CHILDREN BECOME HEROES

On the fateful night of April 14, 2008, a fire gutted a girls' dormitory at Budo Junior School and led to the death of Yvonne Namaganda, among the 19 pupils killed.

However, it was the heroism displayed by Namaganda, who was a class leader and prefect, which amazed everyone.

Survivors told tales of bravery as Namaganda single-handedly kept returning to the burning dormitory to rescue trapped children who were asleep when the fire started. Unfortunately, after five or so daring rescues, her next attempt turned fatal.

Namaganda's heroic deed was celebrated by Parliament on June 8, 2017 and she was named a national hero.

There are child soldiers popularly called *Kadogos* who participated in the 1981–1985 bush war that brought President Yoweri Museveni to power. Such children are among the heroes celebrated on June 9, for having selflessly sacrificed to ensure victory for the National Resistance Army (NRA).

Musa Mukidi, 12, of Nansololo village, Namasagali sub-county in Kamuli district is taking care of his five siblings after both mother and father fled the home over domestic violence. According to Mukidi, since 2020, he does odd jobs to earn cash for domestic needs, as well as, slash the school compound in exchange for school fees.

Not everyone may have the opportunity to demonstrate such heroism, but you can do lots of other heroic deeds, including helping out when another person is in need. Here are some examples of heroic ambitions of children.

Working to be a hero

Sylvia Nakirya, a P.5 pupil at Namadope Primary School in Luuka district, says she wants to stand up for the rights of the children and be a child hero.

"Many children are defiled and get pregnant, while others are exposed to corporal punishments on a daily basis. My aim is to stand up for the rights of the children and speak out," Nakirya claims.

She believes that such a bold move will not only make her known but expose the injustices children are still facing in our society.

Jovan Bwire, 14, a P7 pupil at Busia Mixed Primary School in Busia district, says he wants to excel in rugby and become a national hero.

"Sportsmen are popular once they develop their talent so well. They can represent their country at international events and then make a triumphant return after winning and that is my target," Bwire avers.

Joan Mirembe, 13, a P6 pupil of Canon Ibula PS in Iganga district, says she wants to study hard and emerge the best pupil in class.

"That will turn me into a hero in school. Everyone will be respecting me as a very bright girl and when I pass PLE with flying colours, all newspapers will write about me and bear my pictures," Mirembe says.

Rose Kirabo, 11, a P4 pupil at Busesa Primary School in Bugweri district, says she wants to become a good athlete who can represent her school at the national competitions and emerge victorious.

"That's my dream and I keep practising in the sports field. In future, I may win a gold medal for my country, Uganda, like Dorcus Inzikuru did in 1999 and become a hero," Kirabo professes.

Geoffrey Mugabi, a P6 pupil at Namalemba Primary School in Bugweri district, says he wants to excel in soccer and become a household name as a plays professional soccer of **dexterous** standard.

"The soccer players are heroes and society holds them in high esteem. That's why when they win international contests, they first dine with the President at State House on return," Mugabi asserts.

Solome Kagoya, a P3 pupils at Musita Primary School in Mayuge district states she wants to polish her netball skills to professional standards to attain heroine status.

"I want to be on the national team's lineup and, thereby, gain fame. Then all my heroic deeds for the team will be documented regularly in the press," Kagoya declares.

Sustaining status

Rt. Rev. Samuel Bogere Egesa, the bishop of Bukedi Diocese, urges those children aiming for heroism to ensure they sustain that status.

"A hero can become a villain overnight if the ideals of heroism aren't upheld. Once you become a hero, remain humble and God will keep you a hero for life," Egesa advises.

(Source: New Vision)

Expected answers

1. Yvonne Namaganda was celebrated by Parliament as a hero because she single-handed and, out of bravery, rescued fellow pupils who were trapped in a fire at Budo Junior School, in a girls' dormitory, on the fateful night of April 14, 2008.
2. I absolutely consider Musa Mukidi a hero because, despite being a child, he is shouldering adult responsibility of looking after his five siblings, after both his mother and father fled the home over domestic violence in Nansololo village, in Namasagali sub-county in Kamuli district. Mukidi does odd jobs to earn cash for domestic needs, as well as, slash the school compound in exchange for school fees.
3. From the children's views I have listened to in the passage, I would describe the concept, patriotism as any heroic deed, including helping out when another person is in need.
4. Five activities children can do from the passage to exhibit patriotism, include; standing up for children's rights, decampaigning injustices of rape and defilement, excelling in games and developing our sports talents, excelling in academics, representing schools in national competitions and emerging victorious, among others.
5. A hero should remain humble and honour God. If he or she behaves contrary, they may become a villain overnight and lose the hero status.

Passage 2: Uganda's legendary athlete

Before listening to the passage, study the pictures below carefully. Describe the sports personality and discuss why he is regarded a patriot.



Figure 6.2 John Akii-Bua, Uganda's legendary athlete



Activity 6.7 While-listening

Now 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 listening.

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 an 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 and set 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

Lesson 3: Activity 6.4 (Group research) (80 minutes)

Teaching instruction

Procedure: In groups

Step 1: Review the previous lesson

Prompt the learners, in groups, to sing the national anthem.

Let Group A sing stanza one, B stanza two and C stanza three.

Step 2: Ask the learners to share Ugandan personalities, they know with fellow classmates.

In groups match the given pictures A, B, C, D with the names of the personalities shown.

Step 3: Let the learners mention or find out each individual's patriotic deed and write brief notes about their findings.

Step 4: Refer the learners to activity 6.5 (Plenary reporting)

Encourage the learners to work in groups and share opinions about patriotism.

Call on the group secretaries to report their findings in the plenary for further discussion, comparison and guidance.

Ask the learners to write down points the class will have agreed to in their exercise books.

Step 5: Refer the learners to activity 6.7

Let them work in groups to base on the pictures they discussed and share their opinions on question (a-d)

Listening Comprehension



Activity 6.8

Vocabulary practice

Explain the meaning of the following 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:

Answer the questions basing on the passage you have just read.

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?

Lesson 4 and 5: Listening and speaking (page 165) (80 minutes)

Teaching instruction

Procedure: In groups

Step 1: Review the previous lesson. Let the learners mention why people become great personalities.

Step 2: Refer to the pictures given on page 165.

Let the learners study the pictures carefully and describe the sports personality.

Let them discuss why he is regarded as a patriot.

Step 3: Refer the learners to activity 6.7

Caution them to listen attentively as you read them a passage about John Akii Bua “First Man to Write Uganda’s Name on Athletics World Map”

Step 4: Refer the learner’s to activity 6.8

Let the learners work in groups. Task them to explain the meanings of the vocabulary and phrases (a-h) as used in the passage.

Step 5: Let the learners answer the questions (1-8)

Expected Answers

- (a) christened – named/termed
- (b) ring a bell – sound familiar/trigger memory
- (c) became a household name – was famous/was known by many people/celebrated
- (d) launched his international career – started/began his global/worldwide calling
- (e) sensational performance – amazing/exciting/breathtaking achievement/attainment/accomplishment
- (f) at par with the favourites – equal/at the same level as the idols/most loved/celebrated
- (g) overwhelmed with joy – extremely happy/overcome with happiness
- (h) standing ovation – applause/a round of applause

Answers for the Comprehension passage

1. Akii-Bua’s speed accelerated his recruitment into the athletics team.
2. Akii-Bua had a rigorous training that saw him become a celebrated athlete in the whole world. (*Look out for adjectives that describe the nature of the training.*)
3. Akii-Bua would have extra training in the evenings and trained twice a day. He would also wear a vest weighing close to 10 kg. He, also, ran 1,500 metres over five hurdles that were 42 inches high.

4. "...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."
5. The legend ran in the little-liked inner lane. (*Let learners base their response to the second part of the question on the text, as well as, their own knowledge and experience.*)
6. Overwhelmed with joy, after winning the race, Akii-Bua ran round the stadium, waving the Ugandan flag in celebration as he received a standing ovation. Since then, athletes all over the world, have celebrated their victory/win in the same manner.
7. Akii-Bua is highly regarded as a hero because he beat Britain's Dave Henery, the defending Olympic champion, and Ralph Mann, an American, to become the first Ugandan (and African) to win a gold medal at the Olympics. Through him, the world came to know about Uganda.
8. It is important to have a sense of identification with one's country. Akii-Bua does this when he accepts the Ugandan flag and, waving it, runs around the stadium, hence identifying with his country.
 - Be a proactive member of society by engaging in activities that will promote one's country.

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's magazines 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 and book or movie 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, entertaining format. A news story, however, can be creative and entertaining, too. It is important to remember that both news and features articles demand the same level of research and reporting.



Activity 6.11 In pairs

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). 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"> 1. attending assembly 2. participating in co-curricular activities 3. keeping the school compound tidy and clean 	<ol style="list-style-type: none"> 1. vandalism of school property 2. littering the school compound 3. disrespecting learners and teachers 4. strikes and violent demonstrations

Lesson 6 and 7: (page 168) (80 minutes)

Teaching instruction

Procedure: In groups

Step 1: Guide the learners to share the qualities of patriotism they would emulate from the legendary athletes,

Step 2: Refer to activity 6.9. Group discussion.

Guide learners to read through the given instructions for the activity.

Let them explain their opinions and share views with the classmates.

Step 3: Refer the learners to activity 6.10

Engage the learners to imagine being the chairperson of a school's patriotic club.

Let them follow the given suggestions to write an article to the editor of their school magazine or newsletter.

Remind the learners the letter should be elaborate and persuasive for members to join the club.

Step 4: Guide the learners to read the information 'Writing a newspaper article' page 168.

Step 5: Refer to activity 6.11

Scan the story of Akii Bua and guide them to discuss with classmates whether they consider it a feature or a news story.

Urge them to share their views in turns.

Step 6: Guide the learners to read the basic story outline given on page 161. Let them note that the five sections a-e form the foundation upon which a story is built.

Step 7: Refer to activity 6.12

Ask the learners to re-read Akii Bua's story and find;

- (a) Headline – First man to write Uganda's name on world athletics
- (b) Lead sentence – First three lines of first paragraph
- (c) Introduction – First paragraph
- (d) Main body – From "The Early Life of Akii-Bua" to "Introducing the victory lap"
- (e) Conclusion – Last paragraph beginning "The great Ugandan sadly died ..."

Step 8: Refer to activity 6.13 Patriotism in school

Engage the learners to write an outline of their favourite patriot/hero after making research.

Teaching instruction

Step 9: Guide learners to review the previous lesson focusing on the important features of an outline.

Step 10: Refer to activity 6.14

Let the learners work in groups to read and internalise the given content.

Guide them to complete the table with their views on patriotism and anti-patriotism.

Let them compare their tables with other groups.



Activity 6.14 Group Discussion on Patriotism and Anti-patriotism at a National Level

Work in groups. Study the following pictures carefully and explain what is taking place in each picture. Base on the pictures A and B to explain the dangers of anti-patriotism in society.



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"> 1. buying Ugandan products 2. paying taxes 3. representing Uganda in international events such as Commonwealth Games, etc. 4. peaceful and non-violence demonstrations 	<ol style="list-style-type: none"> 1. blocking roads with logs 2. stealing, looting people's properties or vandalising security cameras 3. vote rigging and boycotting elections 4. burning car tyres on roads, petrol stations and city buildings 5. obstructing traffic flow

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.

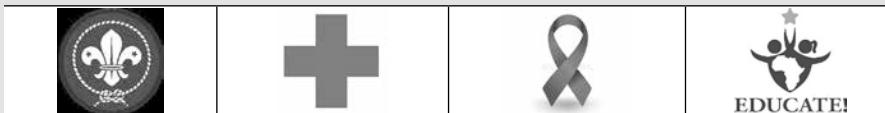


Figure 6.3: Some symbols of NGOs and school clubs



Activity 6.18 Role-playing unofficial symbols

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.

Lesson 8 and 9: Patriotism at National Level (page 162) (80 minutes)

Teaching instruction

Procedure: In groups

Step 1: Refer to Activity 6.13. Engage the learners by encouraging them to share ideas that promote patriotism and those that are anti-patriotic.

Step 2: Let the learners work in groups and explain what the pictures A–B are about. Ask them to explain the dangers of anti-patriotism to society.

Step 3: Refer the learners to Activity 6.15

Let the learners use the table to explain how each patriotic action leads to the development of their country.

Let them also explain the effects of anti-patriotism to a country.

Step 4: Refer to 6.2 understanding patriotic symbols

Let learners refer to Activity 6.16

Working in groups, ask them to study in detail the given notes on regions and national symbols.

Call on them to tell what messages the symbols pass on to the club members.

Step 5: Refer learners to Activity 6.17

Guide the learners to work in groups and carefully study the regions and national symbols.

Let them share answers to the questions given in the activity and guide them to explain how the words and symbols on the logo bring out the patriotism idea.

Step 6: Guide the learners to Activity 6.19 and let them work in groups to accomplish the work in the activity.

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.

Lesson 10 and 11: Designing and Describing logos (80 minutes)

Teaching instruction

Procedure: In groups

Step 1: Review the previous lesson on the importance of regional and national symbols.

Step 2: Refer to Activity 6.19

Let learners work in groups to study instructions in the activity and complete it by writing a persuasive slogan or motto focusing on groups A-D.

Step 3: Refer to Activity 6.20 (dialogue)

Guide the learners to read and act the dialogue by using the general methodology of teaching dialogues.

Step 4: Refer learners to Activity 6.21.

Engage the learners to read the instructions of the activity clearly.

Guide them to write the suggested conversation, including inspirational moments that could uplift their spirit towards becoming a patriot.



Activity 6.20 Dialogue

Read and act the 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 death 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 of treating Ajok, 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, 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

Think of a patriot, living or dead, 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 inspiration moments that could uplift your spirit to also work towards becoming a patriot.



B: Reading and Comprehension/Listening Practice



Activity 6.22 Pre-reading activity

Work in groups. Share your opinions about the questions below.

1. Exhibit how much you know about your school, community and country by reciting at least a stanza of either your school, community, kingdom and national anthem.
2. Explain the meaning of the symbols on your school badge or our national emblem. 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. Do you think it is important for a citizen to love their country? Why?
5. What are some of the things you can advise your fellow learners to do to show that they are patriotic?



Activity 6.23

Read the following passage and answer the questions that follow.

'Most Ugandans are Ignorant About National Symbols'



Figure 6.4



Figure 6.5

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 6.6: Uganda National Anthem



Figure 6.7: Beautiful landscapes of Lake Bunyonyi

(Source: Adapted from Saturday Vision, "Special Report" December 12, 2020, page 10–11)

Questions for 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?

Lesson 12 and 13: Reading and Comprehension/Listening Practice (Page 174)

Teaching instruction

Procedure: In groups

Step 1: Guide the learners to share inspiration moments that could uplift their spirit of working to becoming a patriot.

Step 2: Refer to activity 6.22– pre –reading activity. Let learners work in groups and share their opinions about questions 1–4.

Let them share their opinions with members of other groups.

Step 3: Let learners refer to activity 6.23.

Ask them to read the passage “Most Ugandan Ignorant About National Symbols”

Step 4: Let them answer the given questions 1–8 on page 176.

Expected Answers

1. A national symbol is a patriotic representation of a nation and a country.
 - A national symbol unites people by creating visual, verbal and iconic depictions of a country’s people, history and values.
 - It is also used to encourage togetherness at national events.
2. **The Uganda National Flag**
 - Comprises the colours black, yellow, red and a white disc at the centre, depicting the national symbol – a grey crowned crested crane facing the hoist side.
 - Black symbolises African heritage and Uganda’s fertile soil.
 - Yellow, the glorious sunny days of Uganda
 - Red is symbolic of the red blood that runs in our veins forming a common bond with all humanity.

The Coat of Arms

- comprises a shield and two crossed spears which symbolises our readiness to defend our motherland against all enemies. A green mound on which they stand symbolises Uganda’s lush, green vegetation.
 - The Uganda Kob supporting the shield, represents abundance of wildlife.
 - Across the top of the shield are the waves of Lake Victoria, the second largest fresh water lake in the world.
 - The sun, in the centre of the shield, represents the sunny days and the African drum represents our culture, i.e., the various dances, ceremonial rituals and, the drum is also a communication tool. It is sounded for summoning people to rally.
 - Cotton and coffee are Uganda’s main cash crops growing on the fertile soils, watered by River Nile, the world’s longest river, whose source Uganda boasts of.
 - The National Anthem represents unity, good neighbourliness, the nation’s glory, fertile soils, beauty and heritage.
3. The categories of people listed in the survey were selected basing on the fact that they have a certain knowledge and practice of patriotism.

4. Many Ugandans polled, exhibited a lack of awareness for basic knowledge, such as the colours that comprise the Uganda flag.
 - Many showed erroneous understanding of the national anthem and were unable to interpret the meanings of certain phrases.
 - The responses given regarding the colours on the national flag varied between three and four colours.
5. Different interpretations
 - The interpretation of the first phase, “Oh Uganda! May God uphold thee”, varied from “the country is being he by God”, to “It is a prayer to God”, to “a prayer to God to uphold Uganda”.
 - The colours of the national flag was equally open to different interpretations, with some saying, there were three colours and others four.
6. Respondents attributes the challenges in grasping the national anthem to it being in English, hence posing comprehension difficulties to some Ugandans.
 - It was also believed that playing the national anthem by a brass band at public functions, makes it difficult for citizens to learn and sing the lyrics.
7. There was a misconception about patriotism being regarded as a political aspect for one party and not for every Ugandan.
 - Most Ugandans feel they are not loved back and their fundamental needs are not provided by the country.
 - Patriotic groups are no longer actively spreading information on love for Ugandan in comminutes.
 - There was overwhelming absence of civic education.
 - Ugandans have not been taught to love the beauty that Uganda has.
8. Let learners base their opinions and responses on the passage. Expect and accept variety of logical arguments.
9. Let the learners share their different talents and the activities they usually engage in. Guide them to describe how they can use their talents to carry out patriotic deeds for their community. For example, one may use their singing talents to promote positive or appropriate behaviour in their school and community. Those with exceptional writing skills may write features articles for the school magazines/noticeboard on pertinent issues in their school or community. These may aim at correcting behaviour or misinformation or disseminating information to improve the quality of life in the community.



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

Lesson 14 and 15: Vocabulary Practice (80 minutes)

Teaching instruction

Procedure: In groups

Step 1: Guide the learners to review the previous lesson.

Let them in small groups review the previous lesson and make comments about whether Ugandans are ignorant about national symbols.

Step 2: Refer the learners to activity 6.24

Let them use the Internet or dictionary to find meanings of the given words and expressions. Let them construct sentences related to patriotism using the words and expressions.

Step 3: Refer the learners to 2A (passage), read it carefully and carefully and answer the questions that follow.

Activity 6.24 Vocabulary Practice

Expected Responses

1. **spur** – encourage/stimulate clifford oche
2. **exhibited** – showed/evidenced
3. **indigenise** – localise/bring closer to the community

4. **popularise** – make people interested in/circulate/distribute
5. **misperception** – misunderstanding/mistaken belief/misapprehension
6. **essentials** – fundamentals

Expressions

1. **civic education** – sensitisation on matters of nationalism and patriotism
2. **national symbols** – state signs/representations/images
3. **iconic depictions** – heroic picture/symbolic image
4. **fundamental needs** – primary requirement/essential necessity
5. **dissemination of information** – distribution of knowledge
6. **emotional attachment** – passionate devotion/sensational affection
7. **primrose path** – easy task/simple matter
8. **playing second fiddle** – being unconcerned about/uninterested in

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 poem below taken from *An Anthology of East African Poetry* and use it to answer the questions that follow, then write your own poem after.

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;
 we must stretch our gifted hands
 from the stronghold of our hearts
 to those who yawn at gaping thresholds.

Twelfth-december-nineteen-eighty-eight:



Figure 6.8 October 9, 1962:
Hoisting the Uganda flag and
lowering the Union Jack

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 for 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?
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.

Words	Expressions
stoically	coming down into oblivion
dented	momentary darkness
labyrinth	hugged the warmth of
dwarfed	alien forces
	the ideal of a tranquil state
	gaping thresholds
	imported values stuffed down our yelling throats

Lesson 16 and 17: Activity 6.27 (page 180) (180 minutes)

Teaching instruction

Procedure: In groups

Step 1: Guide the learners to review words and expressions used in the passage they read.

Step 2: Refer the learners to activity 6.25 – pre-recitation

Let the learners share their views about the questions given in the activity.

Step 3: Let the learners refer to activity 6.26–While reading

Ask the learners to recite the poem “The Anniversary” taken from An Anthropology of East African Poetry and answer the questions (1–6) on page 171

Step 4: Guide the learners to base on the poem “The Anniversary” and write their own poems. Let them share the poems.

Step 5: Call on the learners to refer to activity 6.27

Guide the learners to create a poem showing how much they love their country or what they can do it.

Expected Responses

1. The event taking place is the commemoration of Independence from the colonial powers. The flag of the colonial masters has been (removed) lowered and that of Mwangaza is hoisted in its place.
2. The Union Jack is the national flag of the United Kingdom or the colonial masters.
3. People wiped tears because this is the moment that ends several decades of suppression. It is the dawn of hope, freedom and joy.
4. Ask learners to base on the poem to answer question 4. You may expect answers, such as, the persona and his people were oppressed by the colonialists because they considered the flag of Mwangaza going up the heroic post freedom. Encourage learners to give more responses.
5. The new state should guard against moral decadence and selfish ego in foreign aid.

6. Meanings of words

- stoically – quietly
- dented – affected/broken/crippled
- labyrinth – web/tangle
- dwarfed – destroyed/ruined

Meanings of expressions

- coming down into oblivion – forgotten
- hugged the warmth of – welcomed/celebrated
- alien forces – foreign powers/external powers

- the ideal of a tranquil state – the picture/image of a peaceful nation
- gaping threshold – (widely) open doorways
- imported values stuffed down our yelling throats – forced to adopt foreign cultures/beliefs

Activity 6.27 Creative Writing

Create a poem showing how much you love or what you can do for your country.

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 the names; then find out from the internet, library or from your teachers the patriotic work they did for their country and the world. What do you know about them?

Choose one patriot or any other and write his or her autobiography.

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



Lesson 18: Writing a biography About Patriots Around the World (80 minutes)

Activity 6.28 (page 180)

Teaching instruction

Procedure: In groups

Step 1: Review the previous lessons by calling on learners to share how they can show how patriotic they are to their country.

Step 2: Refer the learners to activity 6.28

Let them share what an autobiography is.

Guide the learners to work in groups. Let them share what patriots are, and what they are famous for.

Step 3: Ask the learners to study the given personalities in the pictures and match them with their names.

Step 4: Let the learners find out from the net, library or their teachers, which patriotic work the personalities did for their countries and work.

Guide them to share what they know about the patriots.

Step 5: Let the learners choose one patriot or any other and write their autobiography. Ask them to compare their work.

Expected answer for Nobel Peace Prize

6. The Nobel Peace Prize is an internationally recognised award given to people who generally sacrifice a lot for national and international peace and humanity.
 - People that have received the Nobel Peace Prize include Martin Luther King Jr, Nelson Mandela, Barack Obama, Kofi Anan, Wangari Maathai, Mother Theresa, Ellen Johnson Sirleaf, among others.
 - Allow learners' suggestions and guide accordingly.

Grammar and Usage

6.3 Adverbs of Degree

Adverbs

We learnt about adverbs in Book 1 and 2. We said an adverb is a word that modifies a verb, an adjective and another adverb. 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 without pronouncing the highlighted words. What difference do you notice between the difference 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' and 'blazingly' 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 add more weight to your message 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 an 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.

Lesson 19 and 20: Adverbs of degree (page 181) (80 minutes)

Teaching instruction

Procedure: In groups

Step 1: Guide the learners to mention the parts of speech they know (such as nouns, pronouns, verbs, adverbs, preposition and adjectives) and what roles they play in communication.

Step 2: Refer the learners to adverbs of degree.

Guide them to critically read the notes on adverbs on page 181.

Step 3: Refer the learners to activity 6.29.

Guide the learners to read the sentences given in the activity with the highlighted words and then without pronouncing them.

Let them point out and share what they notice between the two sentences.

Remind them to Note the highlighted words “excruciatingly”, “blazingly” “highly” are adverbs of degree.

Let the learner’s further note that adverbs of degree may intensify the meaning or make it weaker.

Step 4: Assign the learners to make four sentences using adverbs of degree. Let them share for comparison and appreciation.

6.4

Regular and Irregular Adjectives, Graddable and Ungradable Adjectives



Activity 6.30 Group Work

Study the following table about adverbs listed according to degree and use them to form sentences:

Intensify (gradable)	Absolute (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			

Lesson 21 and 22: Regular and Irregular Adjectives (page 182) (80 minutes)

Teaching instruction

Procedure: In groups

Step 1: Guide the class to work in pairs and share sentences using adverbs of degree.

Step 2: Refer the learners to activity 6.30.

Guide them to study the table about adverbs according to degree.

Let them make sentences using the adverbs given in the table.

Examples;

1. The opposition members to the colonialists were remarkably prepared (intensity)
2. Being patriotic is absolutely noble (absolute)
3. The refugees were somewhat patriotic (medium)
4. Those statements are a bit antipatriotic. (mild)

Step 3: Let the learners compare their work for appreciation and critiquing.

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.

Lesson 23 and 24- Completion of sentences (page 182)

Teaching instruction

Procedure: In pairs

- Step 1:** Ask the learners in pairs to make and share sentences using adverbs of intensity.
Step 2: Let them work in groups of threes to do the task on page 182.

Expected answers

- | | |
|----------------------|-------------------|
| 1. more passionately | 7. extremely |
| 2. most generously | 8. frighteningly |
| 3. tremendously | 9. breathtakingly |
| 4. most credible | 10. blindingly |
| 5. stunningly | 11. incredibly |
| 6. painfully | 12. unfathomably |

Step 3: Refer the learners to activity 6.31 (comparative adverbs of degrees)

Guide them to use adverbs in the table and any other of their choice to construct 10 sentences comparing Ugandan patriots or their patriotic deeds with those of other countries in the world.

Let them compare their 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.



SAMPLE EVALUATION GRID

Output/ Products	Basis of Evaluation	Criterion 1: Relevance	Criterion 2: Accuracy	Criterion 3: Coherence	Criterion 4: Excellence
News Article	<ul style="list-style-type: none"> • headline • byline • lead • Body – report on the incident – why he or she deserves an award • conclusion 	Scores 3 If at least 3 are suitable for news article	Scores 3 If at least 3 suitably depict the scenario and the task lends the problem the desired solutions	Scores 3 If at least 3 parts are meaningfully linked and there is chronology	Article is flawless; conforms to conventional structure; parts are meaningfully connected

End of Chapter 6 Glossary

allegiance:	loyalty and service to a group, country, or idea
dedication:	commitment one gives to do something
dependable:	ability of someone to be trusted to do or provide what is needed
devotion:	giving time to something so that it is accomplished
duty-bound:	having a sense of responsibility to do something
fidelity:	quality of being faithful or loyal to someone, a country, organisation, among others. The opposite of fidelity is infidelity.
incorruptible:	cannot be bribed
inspire:	motivate to do something
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.
obligation:	duty or responsibility one is required to do
patriot:	person who loves, defends and supports his or her country.



Chapter Summary

In this chapter, learners 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, the learner 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 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 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

Mind Mapping

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



No. of periods 25

Teaching methods: Presentations, discussion, role-play, simulation, workshops, demonstration, project, debate.

Learning materials: photographs, magazines, newspapers, resource person, Internet, audio-visual recordings, journals, textbooks

References: Lower Secondary Curriculum, English Language syllabus, Learner's Book, Teacher's Guide, Dictionary, Thesaurus of English.

Generic picture, Key words, Learning from each other and Mind mapping**Lesson 1 (80 Minutes)**

Step 1: Introduce the topic and ask the learners to study the generic picture. Allow them to express their opinion and associations of the picture.

Step 2: Take the learners through the learning outcomes.

Step 3: Invite one learner to read out the keywords as you pay attention to the pronunciation and articulation.

Step 4: Ask the learners to look up the meanings of those keywords in the dictionary along with the sentence examples given in there. Let them follow the dictionary examples to construct their own related to further education.

Step 5: Take the learners through the section of learning from each other and invite any responses to the questions therein.

Step 6: Draw the learners' attention to the mind map. Let them tell you the six ideas that come to their mind when they hear the expression 'further' education.

**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?

Lesson 2: Learning English from ICT (80 Minutes)

Prior to the classroom activity:

Ask learners to think about their dream career/ job and what inspires them to pursue it. Instruct them to go to the computer laboratory, if available, and research from the Internet about the highest paying careers or jobs in the world, the subjects one needs to study, the course, the duration of study. In case there is no computer laboratory, secure a laptop or smartphone for the learners to use, either from a nearby secondary school or gain access to a nearby community library. Guide the learners to take notes during the research, following the guidelines given, in preparation for class activity. Also, seek the guidance of the teacher in charge of career guidance on the matter of career choice and subjects to study.

Procedure: (In pairs)

- Step 1: Ask learners to use the notes from their research to respond to the questions in Activity 7.2. Time and monitor them as they carry out the task.
- Step 2: Guide the class presentations from each pair, paying attention to their articulation and fluency, listening skills, formation of ideas and thoughts.
- Step 3: Appraise and harmonise learners' skills, ideas and attitude to ensure agreeable stance.

Expected Responses

1. Neurosurgeon, anaesthesiologist, surgeon, oral and maxillofacial surgeon, gynaecologist, orthodontist, psychiatrist, general practitioner, paediatrician, dentist, pilot and co-pilot, IT manager, petroleum engineer, marketing manager, lawyer – Accept any five, including those not listed herein. Remember the learner has researched. Encourage them to explain or give evidence of expected payment for each career or job.
2. Guide learners to give accurate information regarding subjects to study and other requirements. For example, one needs to study Literature in English, History and Political Education, Geography, as well as possession of other skills such as critical thinking, public speaking and essay writing skills.
3. Costs, lengthy courses (duration), among other challenges.
4. Explanation will depend on course chosen by each pair. They may mention the number of months or years for both the training and internship.
5. Responses will vary according learners' experiences.

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?

LESSON 3: Types of Higher Education (80 Minutes)

Procedure: Group Work

Step 1: Divide learners into groups. Send them to the Internet or library to do research about the differences between a profession and a vocation.

Step 2: While in the library or laboratory. Let them write down their findings on the table below. Which will later on be shared with the class.

Profession	Vocation
<p>This refers to a career that one chooses but is required to get extensive training in order to acquire special skills before they can be given a job. It requires a college or university qualification for one to be employed to do a job.</p> <p>Examples,</p> <ul style="list-style-type: none"> • teaching • law • medicine (doctors, surgeons, dentists) • architecture • accountancy • editing • policing (police officers) • etc. 	<p>This is a job that requires one to have a set of skills acquired through practice (experience) or training on the job (apprentices) not have to obtain a certificate, college or university degree in order to execute the job.</p> <p>A vocation may be an inherent ability to do a particular job.</p> <p>Example,</p> <ul style="list-style-type: none"> • carpentry (woodwork) • blacksmithing (metal fabrication) • artisanship • bricklaying • cookery • art and craft • mechanics • electrician • tailoring • etc.



Activity 7.4

Now read the following adverts, paying attention to the different courses they have to offer.

Advert A



KANAKULYA VOCATIONAL INSTITUTE



Bricklaying and concrete Practice



Electrical Installation



Automotive Engineering

Advert B

MASTERS PROGRAMMES		YEARS
1. Master of Arts in Public Administration and Management (MA-PAM) 2. Master of Business Administration (MBA)		2 2
UNDERGRADUATE PROGRAMMES		YEARS
FACULTY OF HEALTH SCIENCES		
<ul style="list-style-type: none"> • Bachelor of Science in Public Health (BPH) • Bachelor of Environmental Health Sciences (BEHS) • Bachelor of Nursing Science (BNS) • Bachelor of Midwifery Science (BMS)-Top-up • Bachelor of Science in Human Nutrition and Dietetics (BHND) 		3 3 4 2 4
FACULTY OF BUSINESS AND MANAGEMENT		
<ul style="list-style-type: none"> • Bachelor of Business Administration (BBA) • Bachelor of Science in Banking and Finance (BBF) • Bachelor of Procurement and Logistics Management (BPLM) • Bachelor of Tourism and Hospitality Management (BTH) • Bachelor of International Business (BIB) • Bachelor of Arts in Human Resource Management (BHRM) 		3 3 3 3 3 3
FACULTY OF SCIENCE AND TECHNOLOGY		
<ul style="list-style-type: none"> • Bachelor of Science in Computer Science (BCS) • Bachelor of Science in Business Information Systems (BBIS) • Bachelor of Information Technology (BIT) • Bachelor of Business Computing 		3 3 3 3
FACULTY OF HUMANITIES AND SOCIAL SCIENCES		
<ul style="list-style-type: none"> • Bachelor of Public Administration and Management (BPAM) • Bachelor of Social Work and Social Administration (BSWSA) • Bachelor of Arts in Journalism and Media Studies (BJMS) • Bachelor of Arts in International Relations and Diplomatic Studies (BIRDS) • Bachelor of Development Studies (BDS) 		3 3 3 3 3
DEPARTMENT OF PETROLEUM AND ENERGY STUDIES		
<ul style="list-style-type: none"> • Bachelor of Science in Oil and Gas Accounting 		3

Advert C

WHY YOUR CHILD SHOULD STUDY AT WANDEBA MEDICAL SCHOOL

Wandeba Medical School is one of the accredited medical schools in Uganda. Owen Wagabaza spoke to Dr Zakia Musema, 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

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.

Lesson 4: 80 Minutes

Procedure: Group Work

Step 1: Ask the learners to study the adverts and prospectuses of the institutions and the courses they have to offer.

Step 2: Ask them to visit the Internet, library or consult teachers about five more vocational institutions in Uganda and the courses they offer.

Step 3: Let them share their findings with partners for further sharing of ideas.



Activity 7.6 Listening Comprehension

Your teacher will read to you a passage about vocational training. Listen carefully and answer the following questions orally.

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. Mention three vocational institutes in Uganda. 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 benefited from vocational training.

Lesson 5: Listening comprehension (80 Minutes)

- Step 1:** Read the passage to the learners as they listen and note down the message. You may repeat for them for further grasping of the message.
- Step 2:** In their groups, ask them to discuss the questions after the passage.
- Step 3:** Let them compare their answers as a class for further discussion and sharing of ideas.

Vocational Education in Uganda

Vocational education refers to a programme that enables students to obtain knowledge, training, and practical skills of a specific **trade**. It is often referred to as technical or career education as it helps students develop skills in a particular discipline. In addition, vocational education focuses more on application and training, rather than theoretical knowledge.

The vocational training has many benefits not only for an individual but also for the nation. Furthermore, some benefits of vocational training are:

It prepares someone for a job. Students can directly get a job after completing their studies.

The fees of vocational courses are affordable. Moreover, they are an easy alternative for those students who do not want to opt for a 3-year degree course. Many of these vocational courses are as good as degree courses and offer employment quickly. Besides, they are best for those students who cannot afford the cost of the degree course.

They are also the best alternative for those people who have a job and want to acquire new skills. Also, the duration of these courses is quite less compared to the degree courses but the set of skills taught is quite useful and important.

Besides, it is quite effective for a professional to improve the prospect of their career. In addition, dropouts and students who are less interested in academic studies can choose from a range of diverse courses in their field of interest.

The demand for skilled professionals in the various sectors is growing day by day in the world. In addition, the existence of skilled manpower is beneficial to society as well as the economy of developing nations. With this, the need for importing manpower from other nations is also reduced.

Examples of careers in vocational training in Uganda, include Electricians, Truck drivers, Hair stylists, Cosmetology, Ceramics, Welding and Metal Fabrication, Motor Vehicle Mechanics, Block laying and Concrete Practice, Electrical Installation , plumbing and Pipefitting, Carpentry and Joinery, Garment Design and Construction, Fabric and Interior Design, Food preparation and Processing, Leather Work an Shoemaking, Basic Accounting, Computer studies, secretarial studies, and Store keeping, among others.

Some of the vocational training institutes in Uganda include, Lugogo Vocational Training Institute, Ntinda Vocational Training Institute, Uganda Petroleum Institute Kigumba, Uganda Technical College Kichwamba, Bukalasa Agricultural Training Institute, Uganda Technical College Elgon, Uganda Technical College Bushenyi, Uganda Technical College Lira; Nakawa Vocational Training Institute; Uganda Hotel and Tourism Training Institute; Buganda Royal Institute of Business and Technical Education, Mengo; Karera Technical Institute in Bushenyi District; Nyamitanga Technical Institute in Mbarara District; Rwentanga Farm Institute in Mbarara District; Kitgum Technical Institute in Kitgum District, among others.

Expected Responses

1. Vocational education is a programme that enables students to obtain knowledge, training, and practical skills of a specific **trade**. It focuses more on application than theoretical knowledge.
2. Vocational training is advantageous in the following ways;
 - It prepares someone for a job. Someone can directly get a job after completing their studies.
 - The fees of vocational courses are affordable compared to university tuition.
 - It helps people who have a job but want to acquire new skills.
 - It is the best alternative for those who do not want to go through the long periods of degree courses.
 - Professionals can improve the prospects of their career.
 - School drop-outs can easily cross over to vocational training.

3. Examples of careers in vocational training in Uganda are;
 - Cosmetology
 - Ceramics
 - (*Listen to the learners' choices of careers in vocational training and varied reasons for their choices.*)
 - Electrical Installation
 - Metal Fabrication
4. Vocational institutes in Uganda include;
 - Lugogo Vocational Training Institute
 - Uganda Petroleum Institute Kigumba
 - Uganda Technical College Kichwamba
 - Nyamitanga Technical Institute in Mbarara District

(Listen to the learners' choices of an institute and valid reasons for their choices)

5. (*Listen to the learners' views whether they would accept to branch off after Senior Four and valid reasons why.*)
6. Examples of prominent businesses and personalities that have benefitted from vocational training include;
 - Katwe metal fabricators
 - Musa Body manufacturers
 - KFC joints
 - Cooking school in Ntinda

(Invite more examples from learners, according to their location.)

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, among others.

To support your chapter, you can use the following;

- quotations
- statistics
- definitions
- comparisons
- anecdotes
- descriptions, among others.

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

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 have chosen 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.

Lesson 6: Expository writing (80 Minutes)

Procedure: Individual Work

- Step 1: Take learners through the preamble
- Step 2: Allow them to read in their groups the sample expository passage.
- Step 3: Ask the learners to write their own essays in their books, using the guidelines given.
- Step 4: Look at individual work for correction and guidance.
- Step 5: Let the best essays be pinned on the noticeboard named “Essay of the week”

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 long vehicle such as a trailer? I am sure you have heard of such 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 perform well, or even better than men.



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 stereotyping girls against 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

Lesson 7: Gender stereotyping (80 Minutes)

Activity 7.8: Learning English with ICT

Step 1: Download the suggested video prior to the lesson. You may substitute it with one of your own and redesign the activity accordingly.

Step 2: Take learners through the preamble.

Step 3: Play the learners the video of faith Odunsi and allow them to respond to it in relation to gender stereotyping. Then, instruct them to write a paragraph, describing Odunsi. Learners should use adjective and adverbs in their description. Randomly select learners to read their paragraphs to the class. Comment on the use of adjectives and adverbs.

Activity 7.9: In groups

Step 4: Draw their attention to the pictures of women who have gone against the odds of gender stereotyping to pursue science professions. Let them identify them or search about them and share ideas. Let them discuss their professions and contributions to society.



Activity 7.10 Class Debate

Citing local examples in your community, hold a debate on the motion: '**Girls can excel in science subjects better than boys**'.

Lesson 8: 80 Minutes

Activity 7.10: Debate

Step 1: Organise the debate and help the learners to carry it out successfully.

You can reward the best speakers by pinning the best speakers on the notice board named "speakers of the week"

Lesson 9: Dialogue (80 Minutes)

Activity 7.11 and 7.12

Procedure: Pair Work

Step 1: Pair the learners. Let them read and perform the dialogue between Omara and Oliver, paying attention to Oliver's strength.

Step 2: After performing the dialogue, ask the learners to write their own dialogue, imagining they were parents and were encouraging their daughter to study science subjects/course.

Step 3: With a partner, let them share their dialogues for comparison, as you guide them on the usage of correct grammatical structures and communicative English.



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 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 school 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. The essential subjects are Chemistry and Biology. Therefore, I must excel in those 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.

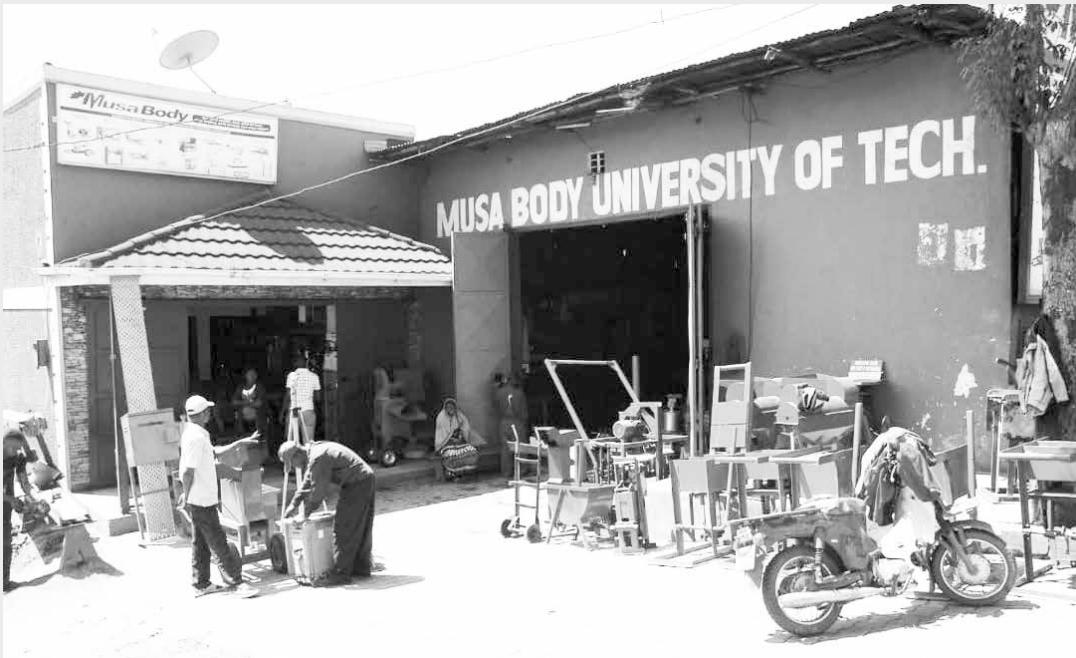
Discuss why you think your group is the most important in the economy and why the government should pay you the highest. Send your group representative to join other representatives to present your views.

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.

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



Figure 7.1 Musa Wakabi (RIP), popularly known as Musa Body, displaying a car model at his workshop.

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 for the passage

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/fruit/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?

Lesson 10: Reading and Comprehension (80 Minutes)

Procedure: Group work

Step 1: Group the learners and ask them to read the passage and respond to the questions after. You may allow them to predict what they think they may find in the text. Watch out for poor reading moments such as lipsing as they read.

Expected Responses

1. Wakabi's dream was to start manufacturing cars and firearms at his workshop in Katwe. This dream was inspired by his knowledge of the Government's huge expenditure on the procurement of these items from abroad, as well as, the desire to provide jobs for unemployed Ugandans.
2. Wakabi's first notable innovation was the manufacture of a car, named Uganda 1 since it was the first car to be named in the country. However, Wakabi lacked government support as when Uganda 1 was put on the road for its first test, it was impounded by the police for lack of an engine and chassis numbers.
3. Learners should cite examples of metal fabricators and workshops currently established in the greater parts of Katwe, as well as, in their own communities.
4. Let learners base their views on the text but also provide relevant examples from their communities to support their arguments.
5. Someone without a natural skill can be helped to acquire one by guiding them to find a mentor, who will guide them, basing on their career goals or dreams. They can secure an apprenticeship with a skilled person in the art or trade of their dreams. Accept logical varied opinions.
6. Accept logical projections in line with how the industry – metal fabrications (blacksmithing), has developed over the years.
7. This question is opinion-based. Accept logical responses.

- 8.** Learners should cite examples of locally-fabricated products, such as, knives, metallic boxes, among others. Which of these are used in their homes? Why are they preferred or not preferred over the imported ones? Responses may vary from costs, durability, availability to user-friendly, among other reasons. Let the learners give their opinions on how they can be convinced to buy locally-fabricated products. Accept logical responses.

Step 2: Let the group secretaries present the answers for further discussion and further sharing of ideas.

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.

Procedure: Individually

- Step 1:** Ask the learners to use the dictionary, Thesaurus of English, or the Internet to look up the meaning of given words and expressions and write them against each expression or word.
- Step 2:** Instruct learners to construct sentences about the matter of further education using the words. Unshackled.

Expected Responses

- (i) humble background – modest upbringing
- (ii) mere speculation – sheer supposition/bare speculation
- (iii) eke out a living – make ends meet
- (iv) one of a kind – unique/unparalleled/exceptional
- (v) big joker – insignificant/accomplished/actualised
- (vi) fascinated – interested/intrigued/thrilled/captivated
- (vii) impounded – seized
- (viii) hiccup – mishap/drawback/setback/trouble/obstacle
- (ix) bequeathed – left/passed on to
- (x) obsession – preoccupation
- (xi) quit – left/departed

Extra Activity

As a class, hold a mini-debate/discussion on the topic/motion: ***Metal fabricators in Katwe are more beneficial to the economy, compared to their graduate counterparts.***

Procedure: Class Activity

- Step 1:** Guide learners to form two teams in preparation for the debate, then select five speakers from each team for the debate, to support and oppose the motion.
- Step 2:** Allocate time, 3–5 minutes to allow the speakers generate and organise their points. Monitor and advise accordingly. Guide the chairperson, timekeeper and secretary on their roles in the debate.
- Step 3:** Let learners hold the debate on motion given. Other learners, other than the speakers, should take notes/points in their exercise books and also participate in the debate when chosen by the chairperson.
- Step 4:** Invite the secretary to read out the summary of the points and then the chairperson will declare the winning team and adjourn the debate.
- Step 5:** Comment on the debate and guide accordingly.



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.

Procedure: Individual Work

- Step 1:** Ask the learner to imagine they had a young brother or sister who has created a model of a rice milling machine and, has since come up with more brilliant inventions. The learner sees great potential in their sibling. You may allow 1–2 minutes of brainstorming – let the learners briefly share about other young persons with great potential in their communities.
- Step 2:** Instruct learners to write a letter to the Ministry of Science, Technology and Innovation, inviting officials to inspect their siblings' invention (product). Ask the learner to describe the machine and explain how it operates in their letter. Remind the learner to adhere to the format of an official letter. Time this task. Let each learner write in their exercise book. Monitor closely, as you guide them accordingly.

Step 3: Let each learner exchange their letter with a neighbour for peer critiquing for 3–4 minutes.

Step 4: Randomly select some learners to read their letters to the class and invite a few comments.

Step 5: Wrap up the lesson as you appraise their work and give feedback.



Activity 7.15 Project

In groups, your teacher will send you to different artisans 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 the following questions:

- (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 about their findings and present it to the class for comparison and further sharing of ideas.

Procedure: In groups

Step 1: Prior to the following activity, carry out a survey to ascertain the availability of artisans in the communities within the learners' reach. In case there are none, source for some from other communities. Remember there are financial implications, too. Assess and use your discretion and redesign the project as you deem fit.

Step 2: Prepare the learners and instruct them to visit different artisans in their community. These artisans may include painters, mechanics, brick layers, blacksmiths, welders, artists and any other available.

Step 3: Ask learner to interview the artisans using the guidelines given in Activity 7.16.

Step 4: Instruct group secretaries to take notes during the interviews which they will use to compile a report on return.

Step 5: Tell group secretaries they will present their findings to the class. Let them display their work on the classroom wall/noticeboard. Other groups should use the first five minutes of the next lesson to read through and share 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 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.



Figure 7.2 Prof. Dr Josephine Nambooze

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 for 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. Why did Prof. Nambooze go to study 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 to 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 be your choice 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

The First Female Doctor in East and Central Africa

Procedure: In Groups

- Step 1:** Set about two minutes for predictions of what the reading text is about. Allow learners to share their views and perception of female doctors they have interacted with or heard of.
- Step 2:** Instruct learners to read the passage at least three times, taking note of unfamiliar words and expressions. Advise them to read the questions before the second and third reading. This will aid their comprehension as it guides them on the information to look for in the text.
- Step 3:** Tell learners to respond to the questions. Then, ask group representatives to share with the class as the rest comment and evaluate.
- Step 4:** Assess learners' responses, fluency and confidence and any other pertinent details.

Expected Responses

1. The learner may base their opinion on how their society perceives the woman as a homemaker, hence does not require a certificate or degree to execute this role. Women cannot excel in academics, among others. Accept logical responses. Prof. Dr. Josephine Nambooze challenged this belief by becoming the first female medical doctor in East and Central Africa.
2. Prof. Nambooze went to study in a boy's school because Mt. St. Mary's College Namagunga had limited facilities for the study of science subjects.
3. The secondary school she joined had facilities geared towards preparing a girl to pursue courses believed to befit a girl such as Nutrition and Food Technology and Art and Design. Expect and accept varied logical responses.
4. • Prof. Nambooze was the first girl to study with boys in a secular institution.
• First woman scientist
• First woman to head the Institute of Public Health
• First female medical doctor in East and Central Africa
• First World Health Organisation (WHO) Representative to Botswana and Director of Support for Health Services Department at WHO's regional office in Brazzaville, The Republic of Congo.

- First medical officer at the Makerere University Medical School's Kasangati teaching health centre.
5. When Prof. Nambooze became a doctor, people were excited and regarded her as a source of pride being the first doctor in the society.
- Society became aware that women can actually study medicine.
 - The myth about women not being able to study medicine was dispelled.
6. Prof. Nambooze success changed society's view about the education of the girl-child.
- She taught medical students.
 - conducted research
 - provided health services to the community
 - introduced home visits for community-based nurses
7. Encourage learners to cite relevant examples from their school, families or communities to explain whether it is easy or not for girls to pursue science courses nowadays.
8. This is an opinion question. Expect varied responses.
9. The learner should imagine they were a parent in the olden days and discuss whether they would allow their daughters to study in an exclusively boy's school. They should generate points, with reasons to back them up.
10. Let learners use the dictionary, the Internet or Thesaurus of English to look up the words and expressions and write their meaning against each.
- battled against all the odds – fought the obstacles
 - paved the way – broke the ground
 - publish or perish – bring into the open or waste away
 - genius – mental giant/intellectual
 - suburb – outskirts/surroundings
 - stereotype – conventional idea/belief
 - reservations – doubts/uncertainties
 - secular – lay/earthly/non-religious
 - jeopardise – endanger/threaten/imperil
 - dispelled – driven away/allayed
 - inaugurated – started/established/founded/instituted
 - elevated – advance/raise/uplift



Activity 7.16 Project

Think about your career path (trajectory) and the profession you admire, such as teaching, medicine, law, engineering, policing, journalism, architecture, among others. 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 order to enroll 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

Procedure: In Groups

Step 1: Make arrangements before the lesson time to enable learners visit some professionals in the communities, or you may work with the school management and invite some to the school. Have the learners interview them or any teacher or accountant (professionals) at school.

Step 2: Challenge the learner to think about their career path and the profession they admire, such as, teaching, medicine, law, engineering, journalism, among others. Set 2–3 minutes to allow them brainstorm on this.

Step 3: Ask the learner to interview the professional you have invited or they have visited. Learner will base their interview on the guidelines provided in activity 7.18, but you may allow learners to ask questions on any other matter of interest related to the profession that is not captured in the guidelines.

Step 4: Task groups to compile their findings in preparation for class presentations.

Step 5: The group secretaries should present their findings to the class. Invite comments from learners and guide the discussion accordingly.

Step 6: Conclude the activity and prepare learners for the next activity.



Activity 7.17 Research

Make research about any the following personalities and explain how their academic success stories inspire you. Use the Internet or consult from the library.

- (a) Dr Jovan Kirbyabwire
- (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

Procedure: In Groups

- Step 1:** Task learners to work in pairs and research about any of the personalities listed in Activity 7.17. They should use the Internet, consult teachers or any other resource persons or the library for information.
- Step 2:** Send learners to carry out the research. Ask them to record their findings in bullet form. Time this activity and give timeline for learners to return to the classroom.
- Step 3:** Let group secretaries make presentations, explaining the success stories of the personalities and how they have been inspired by these personalities. Encourage class arrangement at appropriate intervals.
- Step 4:** Allow time for peer critiquing and appraisal, then harmonise and conclude the lesson.



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 for 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?

Lesson 11: Reciting a poem (80 Minutes)

Step 1: Let the learners read and recite in pairs, the poem Reformed, as they pay attention to the persona and the demonstrative pictures.

Step 2: Ask them to answer the questions

Expected Answers

1. The donors that help these children off the streets and train them into various vocations.
2. They are former street children who have acquired vocational skills.
3. They lived on streets and lacked basic needs
4. Construction, hair dressing, car repair, fixing appliances and carpentry
5. They no longer stink, beg, take drugs or starve.
6. Accept any logical answer

Step 3: Let the group secretaries share the answers with other groups for further sharing of opinions and experiences.



Activity 7.19 Project



Professional training



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 near 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:

- (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

Lesson 12: Project (80 Minutes)

Procedure: Group work

Step 1: Divide learners into groups, name them and send them to vocational institutions and institutions of higher learning to do research.
Help them to design suitable questionnaires

Step 2: You will accompany them to ease their survey. You may have to involve other facilitators to accompany some of the groups.



Activity 7.19

Still in your groups, present the interview you held with the interviewees while the other groups also present the answers from the questionnaire.

Lesson 13: Presentations of research findings (80 Minutes)

Step 1: Ask group secretaries to share their findings for comparison and further sharing of ideas.

Activity 7.20 Plenary presentation (Debate)

Present the advantages and disadvantages of both professional and vocational training by holding a debate on the motion: '**Vocational training is a short-cut to acquiring skills and getting rich early**'. Or '**Vocational education should be made compulsory in all secondary schools in Uganda**'.

Procedure: Class Activity

- Step 1:** Instruct learners to form two teams and select five speakers to support the motion, five to oppose it. They should select the chairperson, secretary, timekeeper and a “doctor of language”.
- Step 2:** Brief learners on their roles in the debate.
- Step 3:** Give the speakers 3–5 minutes to prepare the points on the motion “Vocation Education should be made compulsory in all secondary schools in Uganda”.
- Step 4:** Let learners hold the debate within the time scheduled. The chairperson may choose learners from the floor to also participate in the debate. The secretary should read out the summary of the points at the end of the debate.
- Step 5:** Allow the “language doctor” to read out the errors and invite comments and contributions from the class. After, the chairperson will declare the winner and conclude the debate. Encourage maximum participation across the class.
- Step 6:** Assess learner’s public speaking skills, strengths of the arguments and confidence of the participants, then conclude the lesson.



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) of your choice.

Biased Statement	Counterargument using a conditional
Example: 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. OR 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	

Lesson 14: Grammar and usage: Conditionals in Arguments (80 minutes)

Procedure: Group work

Step 1: Take learners through the conditionals and how they are used to counter argue. Read them examples and ask them to attempt the rest of the numbers.

Step 2: Let them share their answers in pairs for comparison

Sample Counter Arguments Using Conditionals

1. If a girl learnt bricklaying, she would build neater and straighter walls due to their natural desire for perfection.
2. Locally-made metal products in Uganda would compete favourably in the world market if they were made by women.
3. If boys study cosmetology, they will have plenty of career options, as ninety of the clients prefer male cosmetologists.
4. Women always pay attention to detail, so if they study mechanics, they will take more care of their clients' vehicles than men do.
5. If boys learnt floral design, they would be the best florists since they are very creative and inventive.
6. If masonry had not been an entirely male-dominated trade, there would have been a sharp increase in the number of masons as women have now joined the construction industry.

7. If women are allowed to use the computer more often, they will become expert graphic designers because they are blessed with vivid imagination.
8. Men will know which foods to provide for their families as well as the best ways of preservation, if they study nutrition and food technology.

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 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 the career of your dream?’ 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

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: The essential subjects are Chemistry and Biology. Therefore, I must excel in those 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 ...)

Lesson 15: Clauses of purpose in solving gender bias (80 Minutes)

Procedure: In pairs

Step 1: Take learners through the preamble and grammar highlight. Let them study all the examples on note.

Step 2:

Step 3: Following the examples, ask them to attempt the following exercise individually in their books.

Task**Expected answers**

1. I must help my parents on the farm in order for them to prepare my tuition for further education.
2. Girls should enroll for science courses so as to stamp out gender stereotyping.
3. Asio's teacher encourages her to continue with Chemistry such that she may graduate as a pharmacologist.
4. Boys should be encouraged to do courses like cosmetology such that they may earn money in diverse ways.
5. There are few female pilots and, for that purpose, girls should be encouraged to take up that course to have more of them in Uganda.
6. Since women are not believed to study architecture subjects such as Technology and Design should be taken by girls such that we may have more female architects.
7. The Ministry of Education and Sports should make vocational training compulsory in order that the number of female truck drivers may be increased.
8. The number of female students should be increased so as to encourage them to take computer graphics.

7.6 Opinion Words With the Present and Past Simple Tense**Activity 7.23**

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.



Ketrah

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.

7.7 Declarative Statements in Narration



Activity 7.24

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

Still in your groups, 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.

Lesson 16: Opinion words with the present and past simple tense (80 Minutes)

Activity 7.23

Procedure: Group work

- Step 1: Ask the learners to read the speech bubbles and discuss their opinions about ideas expressed therein, giving reasons.
- Step 2: Still in their groups, ask them to discuss other gender stereotypes and share with other groups and correct each other.

Activity 7.24

Procedure: In groups

- Step 1: Ask learners to remember when someone mentioned a gender-biased statement to them. Let them share this statement, how it made them feel and what their counterargument was. Learners should use declarative statements.
- Step 2: Invite representatives from the groups to narrate these experiences to the class.
- Step 3: Seek comments from classmates, opinions and what their counterarguments would have been.

Step 4: Assess the presentations and guide learners to construct and use declarative statements appropriately.

Activity 7.25

Step 5: Ask learners to use declarative statements to discuss other gender stereotypes in relation to domestic work and careers. Let learners represent these statements in speech bubbles. Draw their attention to the notes to enhance their comprehension of declarative statements.

Step 6: Invite group representatives to make presentations and other group members to comment and share their views.

Step 7: Harmonise and conclude the lesson.

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

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 7.24

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 and use persuasive language to make them agree with you. Share your letter with the teacher for corrections and further guidance. The best letter shall be pinned on the class noticeboard.

Lesson 17: The role of parents in choosing a career (80 Minutes)

Activity 7.26

Procedure: In pairs

Step 1: Take learners through the preamble.

Step 2: In pairs, let them read and recite the dialogue and give their own opinions.

Activity 7.27

Step 3: In their exercise books, ask learners to write a personal letter sharing their dream career with the parents. Closely monitor and guide learners as they carry out the task.

Step 4: Let them present the letters to the class and the best be pinned on the noticeboard.

Sample Persuasive letter

Sample Secondary School,
P.O. Box 717,
Hoima.

2nd March, 2021.

Dear Mummy and Daddy,

Hope all is well at home. How is my little brother, Hakim? When I left home, he was under the weather. Are my chicks hatched yet? When they do, please take a photo or a video and WhatsApp it to my class teacher. He can share it with me during project time.

Dear Mum and Dad, I would like you to know that I love you with all my heart. I also appreciate that being your first child, I am the apple of your eye and you always want the best for me. Some of my memories may be a bit hazy, but I do recall your immense support towards my passion for gardening, beginning with tin-flower gardens, to small vegetable gardens, now to five acres of maize in the village. Do you remember the two rabbits aunt Aceng gave me as my birthday present? Oh, how I adored them! Dad, you fell in love with them too. Together, we would comb the neighbourhood, looking for rabbit food and soon I had a dozen of rabbits. My mini farm now supplies our neighbour's restaurant.

My lovely parents, I pray you don't take this as an act of disobedience, but I believe that my career path lies in agriculture. Hope you both still recollect how the sight of blood and the mere thought of standing before an audience always has me rooted to the spot! Can you imagine a doctor who dreads blood or a lawyer who quakes like a twig in the path of a whirlwind while defending a client in court?

Please, Dad and Mum, pleaseee... I hope you will reconsider your choice of a career for me. Looking forward to seeing you both on visitation day.

Lots of kisses and warm regards to you all.

Your loving daughter,
Sauda



Activity 7. 28

In groups, write and act a short 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 ...

Lesson 18 (80 mins)

Activity 7.31

Procedure: Group work

Step 1: Group the learners. Ask them to write and act a short play about parents who give advice about the choice of a future career but the child uses polite language to disagree with them.

Step 2: The best play will be pinned on the class noticeboard.

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' 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

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 for 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?

Lesson 19: Advice about child education

Activity 7.29

Step 1: Pair the learners and play for them a video about dedicating oneself to studies such as Pallaso's song, 'Soma' or any other of your choice. Ensure learners are in a conducive listening environment.

Step 2: Let learners share views about the message in the video or song and how they have been inspired by it. Find out if any of the learners know a song or a poem with a similar message and ask them to sing it with their partner then share their views about it. Remember to control the activity to avoid interruptions of one pair by another.

Step 3: Ask them to read and recite the poem, "my will" and pay attention to the advice the father gives the child.

Activity 7.30

Step 4: Ask them to attempt the questions after.

1. Parent/mother
2. A parent/mother is advising and guiding the son on how to go about life in case he is no longer alive and also the things that she is leaving or passing on to her son.
3.
 - Respect elders
 - Enjoy whatever food God provides
 - Be serious with education
 - Be humble
 - Make constructive friends
 - Not to be money hungry
4. The mother advises her son to love education (reading) for the knowledge and skills attained from it will last forever.

5. Let learners share pieces of advice their parents have given them and which ones they have found useful. Expect varied responses.
6. This Will is written in form of a poem and in conversational language while the usual Will is always written in prose.



Note: Find out how many learners have ever seen a copy of the Will. Many, at this stage, may not have seen any. Avail a copy for them to study and compare with the poem.

Step 5: Let the group secretaries share their answers for further learning.



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

Create a poem which encourages the children of Uganda to stay in school.

Procedure: Group Discussion

Step 6: Ask learners to imagine their parents had given them a lot of property and asked them to choose between the property and education. Let the learners say what they would choose, then support their choice with logical reasons.

Step 7: Guide the discussion, helping learners to make informed decisions and choices.

Step 8: Instruct learners to compose a poem which encourages the children of Uganda to stay in school. Supervise this task closely, reminding learners to employ poetic techniques in their poems.

Step 8: Invite group representatives to recite their poems to the class. Encourage the rest to enjoy and make constructive comments.

Step 9: Commend the learners, harmonise and conclude the lesson.

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?

Persuasive Writing

Informal letter

Read the following letter and proceeding activity questions 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

Assume you are Chemonges, reply to the letter sharing your own subject selection and convincing your friend to change his mind about his subject choice and take up others for another career path of your choice. Make use of 'get + phrasal verb' like in the sample letter above.

Lesson 20: Persuasive writing– Informal letter (80 Minutes)

Procedure: Group work

Activity 7.33

Role-play

- Step 1:** Let learners briefly share the purpose of writing. Encourage them to give specific examples of writing situations or activities. They may also share such works as are written to entertain, educate, inform, inquire, explain, teach or investigate.
- Step 2:** Ask learners to share how they would convince a friend or sibling to help them do their homework or house chores. Base on their responses to introduce persuasive writing. Let learners look up the meaning of “persuade” and also share other situations when they would need to persuade someone.
- Step 3:** Guide learners to form five groups, then allocate each, one of the tasks outlined in the phrases given and others of their own, in their persuasive tasks/role-plays. Allocate time for preparation, after which, you will invite each group to present their role-play.
- Step 4:** Let learners share which role-play is more convincing or vice versa, citing specific strengths or weaknesses.
- Step 5:** Select about two learners (one at a time) to read Ayo’s letter to Chemonges, paying attention to the highlighted words. Ask the class whether they find the letter convincing or not. Learners should give reasons.
- Step 6:** Harmonise the discussion and remind learners that in order for one to be convincing, they need to have ample knowledge and facts on the subject/issue at hand.

7.11 Get/got Forms/Get + Phrasal Verb



Activity 7.35

You have been invited to give a brief career talk to Senior 3s 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 ...

Lesson 21: Get/Got Forms, Get + Phrasal Verbs

Procedure: In Pairs

- Step 1:** Briefly review the previous lesson on persuasive writing. Prompt learners to share their knowledge of phrasal verbs and ask them to cite examples from Ayo's letter to Chemonges and the letters they wrote in reply to Ayo in the previous lesson.
- Step 2:** Let learners assume they have been invited to give a brief talk to Senior 3s about the subjects they need to study and what they have got to do to pass those subjects so as to achieve their goals. Instruct learners to employ get/got forms and get + phrasal verbs such as in the examples given in Activity 7.35. Time the learners as they prepare for this activity.
- Step 3:** Invite some of the pairs to present their 'talk' to the class. Allow a brief moment of peer critiquing. Oversee this activity, giving timely guidance and feedback.
- Step 4:** As you conclude the lesson. Remind the learners to prepare for the activity of integration to be carried out in the next lesson.

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.

SAMPLE ASSESSMENT GRID

Output/ Product	Basis of evaluation	Criterion 1: Relevance	Criterion 2: Accuracy	Criterion 3: Coherence	Criterion 4: Excellency
A personal letter	<ul style="list-style-type: none"> • justification for granting her wish opportunities • resulting from vocational studies • relevant success stories 	Scores 3 If justification, opportunities and success stories relate to the scenario	Scores 3 If justification, opportunities and success stories present precise clarification and solutions to the dispute	Scores 3 If at least 3 ideas are reasonable and chronologically linked	Scores 1 If language is eminently good; learner exhibits fine problem-solving skills

End of Chapter 8 Glossary

alma mater:	school, college or university from which one graduated
alumna:	female pupil or learner of a university or college or female graduate
alumni:	people (male or female) that have graduated from a university or vocational institution
alumnus:	male graduate
artisan:	a worker in a skilled trade, especially one that involves making things by hand
apprentice:	a person who is learning a trade from a skilled employer, having agreed to work for a fixed period at low wages
career:	profession or vocation in which one is trained for or one's person's calling
career's master:	person who guides learners about careers
faculty:	division of a university teaching a specific course
gender bias:	tendency that certain things are meant for men or women
Polytechnic:	training centre of vocational skills
profession:	field in which a graduate has experience after formal qualification
tertiary:	third level of education after secondary school
upgrading:	adding value to oneself by acquiring more education
vocation:	particular occupation, business or profession



Chapter Summary

In this chapter, learners 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
- e-banking
- expenses
- financial literacy
- income
- interest rate
- investment
- liabilities
- loan
- mortgage
- savings
- statement
- transaction
- uncertainties
- wage/salary

Learning Outcomes:

By the end of this chapter, the learner 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, among others 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, among others in texts related to banking/money
- use the future tense: will, shall, going, among others to write and talk about future banking plans

Suggested Teaching Materials

Discussion, debate, survey, projects, presentations, role-play, demonstration, simulation, workshops

Learning materials/aids

Brochures, photographs, magazines, newspapers, resource persons, Internet, audio-visual recordings, journals, textbooks, graphs and charts, bank documents, payway machines, laptop, mobile phone

References

Lower Secondary Curriculum, English Language Syllabus, Learner's Book, Teacher's Guide, Dictionary, Thesaurus of English



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 conversations and learn how different business activities relate with banks. Share your views how else one would relate with the bank. You may use your knowledge of Entrepreneurship and other fields.



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 of ideas.

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 loan sharks who charge exorbitant interest rates on their loans?

Lesson 1 AND 2

Introduction

Introduce learners to the topic by asking them to share their thoughts about the first time they received money or visited the bank. They may share their money plans and business plans. Monitor the conversation and encourage participation across the class. Draw learner's attention to the generic picture and let them discuss what each represents.

Activity 8.1: Group Discussion

Procedure: Group work

- Step 1:** Ask learners to read the speech bubbles about how different businesses relate with the bank.
- Step 2:** Encourage them to share their views about how else one would relate with the bank. Guide them to use their knowledge of Entrepreneurship and other fields.
- Step 3:** Invite group representatives to share their thoughts with the class. Encourage active participation of other learners and ensure there is ample interaction.
- Step 4:** General discussion and plenary presentation.
 - Group learners and assign each group the a question to discuss and present to the rest of the class.

Expected responses

1. Learners may have different views, so expect varied answers such as: By relating with the bank, I will be sure my money will always be safe.
2. Banks provide deposit facilities, savings and current accounts, credit services such as loans, fund transfers, safe custody (boxes).
3. One can easily lose their money or spend it recklessly.
4. Banks have embraced technology and Internet banking, so most clients have opted for online and mobile banking.

5. Financial literacy is having the skills and knowledge that allows an individual to make informed and effective decisions about financial matters. Let learners share the knowledge about any financial literacy programme in their communities. In case they do not know any, guide them to research or download information from the library or the Internet.
6. Question 6 is an opinion question, expect a variety of answers.
7. Expect a variety of answers from the learners.
8. Encourage learners to share their experiences and views and suggest solutions.



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

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.

Activity 8.2: Learning English with ICT

Procedure: In groups

Step 1: Before the lesson, task the learners to search on the Internet, or with your help, find an audio recording or video about money and banking. Also, source for mobile phones, laptops, payway machine, in preparation for activities 8.2 and 8.3.

- Step 2:** Ensure that learners are in a conducive listening environment, then play the audio or visual recording about money and banking.
- Step 3:** Instruct learners to listen carefully and take notes on the opinions of the speaker(s), following the guidelines outlined (a-f) in activity 8.2.
- Step 4:** Guide learners to use the notes they have taken from the recording, to explain how similar or dissimilar these views are from their own, about money banking and money. Let them also share how the message from the recording has inspired them to manage their money better and the lessons they have drawn. Each group secretary should record their views.
- Step 5:** Organise mini-presentations and have one group present their views to another, then later, switch the listening roles.

Activity 8.3: Technological Advancement in Banking

Procedure: In pairs

- Step 6:** Dissolve the groups and ask learners to pair up for this activity. Ask learners to think about the different transactions made through e-banking. These may include, deposits, payments for utilities, money transfer, checking account balances and mini-statements, withdrawals, among others. Let learners first work in pairs before the class presentations. Assign each pair a different task.
- Step 7:** Invite learners, in their pairs, to demonstrate to the class how each of these transactions are carried out, using the gadgets in their possession. Allow peer critiquing.
- Step 8:** Comment on how effective the demonstrations were. For example, were they able to arouse curiosity and stimulate thoughts in the minds of the observers? Assess their public-speaking skills and credibility of their demonstration. Give timely feedback and conclude the lesson.

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.

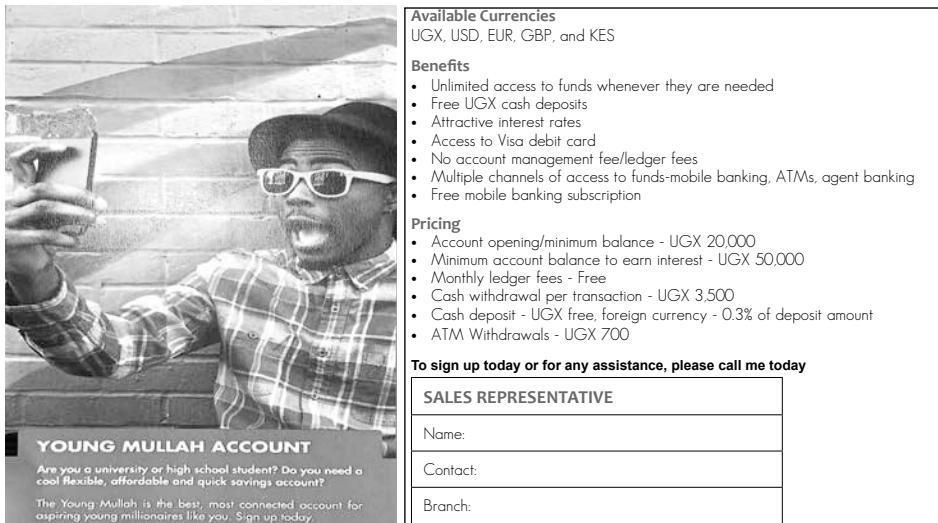


Figure 8.1: Brochure for Young Mullah Account



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



Figure 8.2: Sylvia Juuko, Head Media Relations, Bank of Uganda

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, among others. 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.

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.

Activity 8.4: Pre-listening

Procedure: In groups

Step 1: Task learners to share their thoughts about savings. Invite some learners to define what it means.

Step 2: Then ask learners to make predictions about the listening text. Let learners write these on a manila paper and share with a classmate.

Activity 8.5: Listening Comprehension (While listening)

Step 3: Read the listening text and allow learners to share their views and compare it with their own predictions.

Step 4: Read the text 'Basics of saving' again as learners listen and take brief notes. Then instruct them to answer the questions that follow.

Expected responses

1. The categories of people considered the most active savers are those who earn modest income.
2. The writer was impressed by the guard's financial discipline and consistent saving culture for five years, which improved his finances, hence he was able to manage the impact of the coronavirus pandemic on his income.
3. In order to ensure financial security, one should cultivate the habit of consistently saving.
4. People usually accumulate debts because by the time they receive cash, they have a list of people they owe. Sometimes, this list grows out of control and they end up borrowing from multiple sources to pay debts.
 - They lack financial discipline.
5. One should set aside a percentage of income for one's basic needs.
 - Understand why saving is important for one's financial well-being.
 - Cultivate a habit of saving.

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)

Lesson 3 AND 4: Abbreviations and Acronyms

Task

Expected responses

1. A/C(Account)
2. SACCO (Savings and Credit Cooperative Societies)
3. IR (Interest Rate)
4. SMS (Short Message Service)
5. ASAP (As Soon As Possible)
6. DB(Debit)
7. ATM (Automated Teller Machine)
8. PIN (Personal Identification Number)
9. UGX (Uganda shillings)
10. BS (Bank Statement)

**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

Procedure: In groups

- Step 1:** Group learners and task them to find out the common abbreviations and acronyms used in banking and money and write a glossary.
Let learners share their understanding of a glossary before they engage in the activity.
- Step 2:** Refer learners to the table with examples and ask them to draw it in their exercise books. They will represent their findings in the table.
- Step 3:** Ask group representatives to share their findings with the class. Guide the discussions then wrap up the lesson.

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.

Activity 8.7: Interpreting/explaining banking terms

Procedure: In groups

Step 1: Divide the learners into four groups and assign them the following tasks.

Group A—What is a savings account and its benefits? Briefly describe how it works.

Group B—What is required to open a savings account?

Group C—Advantages of a savings account.

Group D—Disadvantages of a savings account.

Step 2: Make it possible for learners to access the necessary resources such as the Internet, the library or resource persons for their research.

Step 3: Let learners make notes then present to the class and monitor the discussions, then wrap up the lessons.

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 moneyumm... 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.

Activity 8.8:**Procedure: Class presentation**

- Step 1:** Ask learners if they have ever interacted with anyone from the bank or know one who has related with the bank. What did they share about banking and their experiences?
- Step 2:** Let learners describe what they learnt from these interactions.

Activity 8.9: Skit: Sharing banking experiences**Procedure: In pairs**

- Step 3:** Pair up the learners and task them to read, rehearse and perform the dialogue.
- Step 4:** Randomly invite each pair at a time, as the class listens and give constructive comments.
- Ask them to share their views on the message in the dialogue. Comment on their oratory skills, voice projection, non-verbal communication skills and creativity.

Activity 8.10: Writing and performing a skit

- Step 5:** Then, task learners to write a skit based on the scenario given. Let learners use resources from their environment for props and costumes, and evaluate their creativity and innovativeness, speaking and listening skills. Encourage peer-evaluation to enable learners exercise their judgment skills.

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.

Lesson 5 AND 6: Dialogues Related to Money and Banking

Activity 8.11: Dialogue on SACCOS

Procedure: In pairs

Step 1: Let learners work in pairs to read and act the dialogue on SACCOS.

Step 2: Ask learners to interpret the message and relate it to their experiences. They may share any lessons learnt from the message and performance.

Activity 8.12: Writing a dialogue

Step 3: Task learners to extract the highlighted words and phrases and use them to write a dialogue of their own, describing how to request a bank statement. Remind them to look up the meaning of the words before applying them in the dialogue.

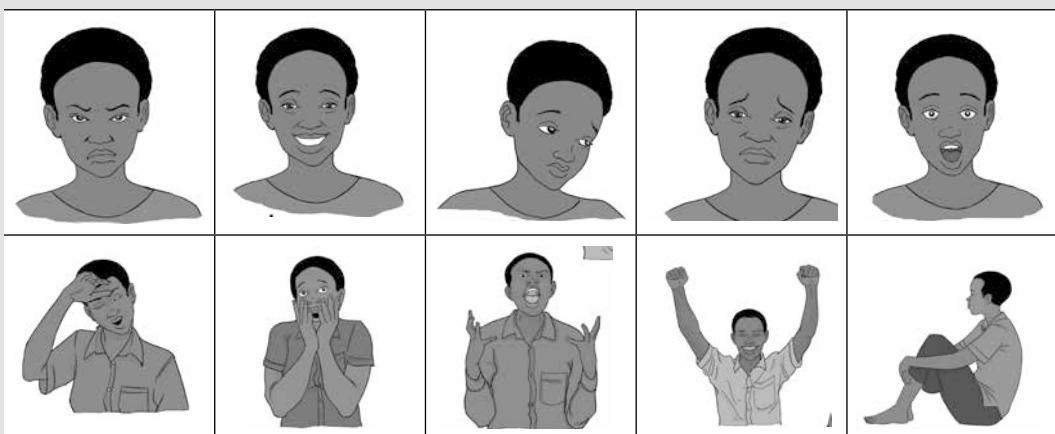
Step 4: Randomly pick a pair to perform the dialogue as the rest appreciate their creativity.

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 issue/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, 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, raised 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 careless.
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.

Non-verbal Features

Activity 8.13: Role-play – using non-verbal features

Procedure Pair work

Step 1: Let learners imagine any situation in the bank such as someone opening an account but is facing challenges.

A school boy/girl comes to the bank to deposit his/her fees but is lost; a security guard comes to his/her aid.

Someone wants to borrow a loan but is denied because they do not have security.

Step 2: Task learners to role-play any of these situations using non-verbal features. Let learners study the pictures and discuss what each expresses.

Step 3: Guide learners through the examples of non-verbal features before they are set on the task.

Step 4: As they present, let the other learners interpret the message conveyed and compare with the intended and make their judgment on how the features have been effectively used.

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.

Traditional and modern banking

Activity 8.14: Distinguishing traditional and modern banking

Procedure: In groups

Step 1: Find out if the learner is familiar with banking methods in Uganda and what methods they know; traditional, modern, informal or formal methods.

- Traditional Banking – It is where the bank has a physical structure, with branches in various parts of the town or country, that a client can visit in order to carry out transactions.
- Modern Banking – It is a system where clients use the Internet and other electronic modes to carry out transactions.
- Formal Banking – Banking system that provides lending, saving and payment services through commercial and development banks.
- Informal Banking – This is a financial system that comprises individual moneylenders, groups or associations, partnership firms of brokers whose services are not monitored by commercial or development banks.

Guide them accordingly.

Step 2: Briefly, let them share which one they would prefer and why.

Step 3: Play a suitable video or audio illustrating any of the banking methods discussed or let the learners read the text Traditional Banking versus Modern Banking.

Step 4: Ask learners to identify similarities and/or differences between the two banking methods using language structures for comparing and contrasting.

Step 5: Guide learners to construct sentences using the points they have raised and represent them in the table.

Learners should later share answers with the class for general discussions.

Sample table

Traditional methods	Modern methods
<ul style="list-style-type: none"> • consumes time • long queues • manual banking • manual filling of forms • access is only possible during working hours • costly • clients must physically visit banks for all transactions 	<ul style="list-style-type: none"> • customers who live abroad can monitor their accounts online • saves time • reduced costs • 24-hour access to accounts • online banking and money transfer • risks of fraud • no face-to-face contact with service providers • most online banks have no atms



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

Learning Instructions

Procedure: Individual work

- Step 1:** Take learners through the steps and principles of summary writing.
- Step 2:** Ask learners to read the text Traditional Banking Vs Modern Banking again, then read the summary guidelines. During the second reading, let learners extract the points and write a rough copy.
- Step 3:** Guide learners to write the fair copy, then exchange their book with a partner for peer editing. Guide learners accordingly. Ask them to submit their summaries to you for marking and feedback.

Sample Summary

ADVANTAGES AND DISADVANTAGES OF MODERN BANKING

Modern Banking is advantageous as the development of Automated Teller Machines, 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. However, 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 do not have ATMs of their own, so clients have to incur extra costs using another bank's ATM.

(126 words)

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.

Task

Choose suitable language structures from the list given in the table 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

Lesson 7 AND 8: Comparing and contrasting

Activity 8.16: Using structures...

Procedure: Pair Work

Step 1: Ask learners to study the grammar, highlight and share what they recall about language structures of comparison and contrast such as equally, less, more.

Step 2: Let learners in their pairs construct sentences using these structures to talk about methods of banking.

Step 3: Instruct learners to attempt the exercise in their notebooks then exchange their books for peer marking. Guide learners accordingly.

Task

Expected responses

1. longer
2. much
3. faster
4. way better than
5. not as fast as
6. safer
7. much lower
8. equally
9. much the same
10. more accessible

**Activity 8.17 Debate**

Form two teams and then hold a debate on the motion, “Modern banking is a menace to rural entrepreneurs”. Prepare your points and select the best debaters/speakers to represent your team. Use polite expressions of opinion and persuasive language. Other members may participate as speakers from the floor.

Activity 8.17: Debate**Procedure: Class Activity**

- Step 1:** Divide the class into two teams to debate the motion, “Modern Banking is a menace to rural entrepreneurs.”
- Step 2:** Let learners choose the debate format they would like to use, then prepare adequately.
- Step 3:** Observe learners organisation skills, listening, speaking and cooperation/teamwork.
- Step 4:** After the debate and declaration of the winning team, allow learners to share their views on how the debate has progressed, citing strengths and weaknesses from other teams.

**Activity 8.18 Library/ICT hour: Opening a student 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.

Procedure: In groups

- Step 1:** Divide learners into groups and have them share thoughts on savings and its benefits.

Find out what they know about Learner savings account, in case there is someone with an account or knowledge about it, invite them to share with the class.

Step 2: Let learners share their financial plans as you guide them to discuss the importance of learning how to manage one's finances while at school.

Step 3: Task learners to find out about banks that have student accounts. You may send them to the library or let them use the Internet, avail them with the resources they require.

Learners should write short notes on the bank, the type of savings account, requirements for opening an account and benefits.



C: Writing

8.8

Writing a Formal Letter



Activity 8.19 Interpreting 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 ever filled in a loan application form? Share your views on the information required in the loan form in Figure 8.7.



**INSTALMENTS
FROM AS LOW AS
UGX 151,743
PER MONTH**

HOME LOAN

Our home loan enables you to purchase or complete your residential property, purchase land, carry out home improvement, home extension and home construction.

This loan is available to both salaried and non-salaried customers with a verifiable source of income.

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

SALES REPRESENTATIVE
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 too for guidance.

Now, imagine you need a large sum of money to pay your school fees balance 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.
- Attach any financial or personal documents you think are necessary such as a national identity card.
- Use polite language and the correct letter format.

Your teacher will guide you as you read your letter to the class.

Writing a Formal letter

Requesting for a loan

Procedure: In pairs

Step 1: Let learners know that sometimes in life, we need a lot more money than we earn or anyone can give or lend us. Allow them to share how one can access such money.

Step 2: Ask learners to look up the word loan and study the brochure in Fig 8.6 and the loan application form in Fig 8.7. Let them attempt to fill in the form or provide the required information.

Guide learners accordingly by explaining complicated terms and interpreting the register. It is better you guide learners to find the answers.

Step 3: Ask learners to study the scenario given in activity 8.20 and then write a formal request for a loan. Review the requirements of a formal letter and remind learners to use the correct format.

Step 4: Invite group secretaries to read the groups letter and guide the discussion that will follow.

Sample Loan Application Letter

Triple Secondary School,
P.O. Box 50,
Kalagi.
5th January, 2022

The Bank Manager,
Uganda Bank,
P.O. Box 1011,
Boma.

Dear Sir,

Re: Application for a Loan to Pay School Fees

I would like to request you to grant me a loan of two million five hundred thousand shillings (Sh 2,500,000) to enable me pay my school fees for Term I, 2022, which will commence on 10th January. I promise to pay back by 15th February, 2022.

I am a Senior Three learner at Tripplle Secondary School in Kalagi. My parents lost their jobs owing to the coronavirus pandemic and the 2-year lockdown, so they do not have that amount of money at the moment. My parents and I established a poultry project which is registered with and being monitored by the Small Business Regulatory Company. Our project supplies Hotel Ritz and Molokony Restaurant with eggs and chickens. Our next delivery will be on 26th January, 2022. On receipt of the money, I will effect the loan payment.

Attached are copies of my father's and mother's National Identity Cards, my school identity card, bank statements and a business certificate.

I will be grateful for your kind and positive response.

Yours faithfully,



NYAKWERA JOSEPH
Student

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 among others.

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 part of 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 idioms related to money. Using the dictionary or the internet, look up their meanings and in turns, use them to construct sentences 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 each of your own.

Articles

Procedure: In groups

- Step 1:** Let learners work in groups to write a humorous article for a school magazine.
- Step 2:** You may ask them to read the notes provided in Activity 8.21 and also use the knowledge from their previous lessons to prepare for the task.
- Step 3:** The group secretary will present the group's article for the rest to enjoy and learn from it.

Sample Humorous Informal Article

RECIPES FOR SAVING MONEY

By Lum John Paul

It is said money talks, but for some people, including us, the learners, the only thing money ever says to us is "goodbye". Why do some people always lack money? This is not only true with those who do not have the luxury of pocket money but also those whose parents and guardians give a monthly, sometimes, weekly subsistence. Let us share a few tips on how to manage our finances better.

Begin by opening a savings account with the right bank. You may want to consider convenience and accessibility, affordable initial deposit and charges, high interest rates, among other factors. Do not go for banks with hardly any branches close to you.

Plan for your money. For many learners, eighty percent of our purchases and expenditures can be classified as "accidents". We tend to spend money on anything we fall in love with at first sight. Why don't you draw a budget to guide you on your expenditure? For example, how much should you spend on school outings and functions? And, which outings should you really go for? Some of us have become the school bus "conductors", hopping on the bus whenever an opportunity strikes.

Set your money goals and priorities. For instance, why don't you save for something big, such as, to buy a laptop for holiday online classes?

Manage your expenses by spending money on what is really needed. Once the teacher on duty stood at the door of the dining hall and bellowed,

"You, you and you, to my office, immediately! Who gave you permission to have breakfast at the canteen?"

But were these learners really at the canteen? No, of course not! The poor teacher was misled by the assortment of bakery products on the table these learners were seated at, so he thought he had entered the canteen. I do have a high regard for such eating aptness, but do our bodies require all that food in one meal? Shockingly, usually a few days later, it is not uncommon to hear these binge spenders make such remarks as "everything is expensive" when what they mean to say is "I am really broke". Do they, you and I ever stop to think why this is so?

Have an emergency fund set aside for unforeseen expenses such as health emergencies or the need for a useful handout or textbook.

Ultimately, the only thing that does not belong to us is money because it is there to be spent. What really matters is how we spend it.

Procedure: Pair work

- Step 4:** Let learners work in pairs to study the idioms related to money. First, review with the learners the meaning of an idiom, then ask the learners to check the meaning of the idioms from the dictionary.
- Step 5:** Let learners study the examples given and then use the idioms to construct sentences of their own to describe situations related to money.
- Step 6:** Task learners to create idioms of their own and use them in meaningful sentences.

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 2 sentences. The group secretary will present your findings to the class for comparison and further discussion.

Activity 8.23: Research on Punctuation Marks

Procedure: In Groups

- Step 1:** Take learners through the preamble on punctuation. Let them punctuate the paragraph therein. Read the sentences out loud, with the correct inflections and pauses as the learners check through the paragraph for errors of punctuation.
- Step 2:** Help learners form groups, then task them to research about apostrophe, hyphen, the quotation mark and the dash. Let each group find out what these punctuation marks are and when they are used.
- Step 3:** Ask each group to apply each punctuation mark in two sentences of their own on matters relating to banking and money. Let group secretaries read their sentences to the class. Listen keenly for grammatical strengths and flaws, then guide learners accordingly. Invite comments from the class and allow learners to learn from each other.



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 8.24: Writing a Letter of Complaint

Procedure: Individually

- Step 1:** Review the previous lesson on punctuation marks and find out whether learners can accurately apply them in different sentences.
- Step 2:** Ask learners to imagine a scenario in Activity 8.24 and write a letter of complaint to the branch manager of a bank of their choice, expressing their dissatisfaction towards the services of the bank. Task learners to employ quotation marks, apostrophes, hyphens and dashes in their letters.
- Step 3:** Randomly select learners to read their letters to the class and encourage peer editing before the letters are submitted to you for further assessment and feedback.

Sample Letter of Complaint

Lugala Local Council One,
P.O. Box 22,
Lugala.

14th December, 2021

The Branch Manager,
Crest Bank,
P.O. Box 19,
Lugala.

Dear Sir,

Re: Poor Service Delivery

I am writing to complain about the poor service delivery at Crest Bank, Lugala Branch.

On 12th December, 2021, I went to Crest Bank, Lugala Branch to withdraw money which I urgently needed to facilitate the treatment of my ailing grandmother. To my dismay, I found the ATM had broken down and from the notice displayed on the machine, I gathered that it had been out of order for two weeks. Moreover, there was a long queue in the banking hall because only one teller was available. Seeking help from the inquiry desk, I was advised to transact using mobile wallet. Unfortunately, the Internet network was poor. My request for a face-to-face interaction with the branch manager was denied – even after explaining the urgency of the matter. One of your employees – names withheld – even remarked that the bank's services were already “above par”. That was an unfortunately rude and insensitive response. I was able to withdraw the money, but after a six-hours long wait in the queue.

Sir, these matters require your immediate attention and I hope that they will be resolved quickly.

Yours faithfully,

NAMIRIMU NANCY
Client



Activity 8.25 Understanding quotation marks, Apostrophes, Hyphens and Dashes

In pairs

Study the following notes and sentences. Each of you will construct atleast one sentence on matters relating to banking the money. Remember to apply quotation marks, apostrophes, hyphens and dashes.

1. Quotation marks (also known as speech marks) ("") (' ').

Is 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,” “Malakwanga” (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 careless 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 paragraphs below 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.

Activity 8.25: Understanding quotation marks

Procedure: In pairs

- Step 1:** Guide learners through the grammar highlights on the use of quotation marks, apostrophes, hyphens and dashes. This should prepare them for Activity 8.26.
- Step 2:** Let learners attempt the activity in their exercise books and then exchange their books with a partner.
- Step 3:** Guide learners through peer marking, editing and critiquing.

Expected response

In spite of reading an inspiring book, “Get Rich Fast”, Toto remains steadfast and pro traditional banking. She vehemently argued 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 client’s 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 Toto’s resolve.

Although many clients agree with Toto on her assertions, some are immensely grateful to the banks for introducing mobile banking.

“It’s 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 smart phone 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 client’s 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

Procedure: In groups

Step 4: Let learners study their request for a loan and articles for a school magazine.

Step 5: Divide the class into two teams and ask one team to edit the articles and the other—the letters. Learners should check the usage of punctuation marks. Ask learners to read the improved letters and articles to the class.

8.11 Future Tense 'will', 'shall', 'going to', among others.

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 dialogue below:

Learner 1: When I leave 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. In fact, it will be operating alongside my father's bar.

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 sentences below, 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 on issues 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 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]

Activity 8.28: The four Future Verb Tenses

Procedure: In groups

Step 1: Divide the learners into groups and ask them to discuss the grammar aspect, future tense-types and usage.

Let them study the examples and then construct sentences of their own on issues related to banking.

Activity 8.29: Future Plans

Procedure: In pairs

Step 2: Write the time clauses in Activity 8.29 on the board and ask learners to use them to talk about their future plans. This activity may be done in pairs but within the groups.

Activity 8.30 Predicting the Future

Procedure: Individually

Step 3: Provide learners with small pieces of papers and let them write predictions about their classmates' future using the present simple tense. They should not write their names or their classmates' on them.

Step 4: Let learners' hand in the predictions to you, then read each to the class. Ask learners to guess who the prediction is about and who wrote it.

Step 5: Now, let each learner write predictions about their own future in a paragraph or two and then exchange it with a partner for peer editing. They will then hand in to you for assessment and feedback.

Task:

Expected responses

- | | |
|---------------------|------------------------|
| 1. Is going to buy | 6. Will have generated |
| 2. Will have saved | 7. Will withdraw |
| 3. Will help | 8. Will open |
| 4. Will have earned | 9. Will be selling |
| 5. Will incur | 10. Will be working |

Activity 8.31: Using Future Tense

Procedure: Individually

Step 6: Let learners construct sentences using the grammar structures provided and write the sentences in their exercise books.

Step 7: Ask learners to exchange their books and guide them to correct their work.

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.

Instruct learners to use the active and passive voice in their 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

In pairs, study the sentences below:

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.

Lesson 9 AND 10: Active and Passive Voice

Activity 8.32, 8.33 and 8.34: Writing Dialogue/Conversation Using Active and Passive Voice

Procedure: In Groups

- Step 1:** Guide learners through the preamble and grammar highlight. Refer them to Book 2 and their knowledge of the Active and Passive voice. Task them to construct meaningful sentences on matters relating to banking and money, using the active and passive voice.
- Step 2:** Assign each group one of the tasks/scenarios outlined in Activity 8.32 and ask them to write a dialogue or conversation. Let learners use the active and passive voice.
- Step 3:** Ask learners to make presentations. Invite reactions from the class. Learners should comment on the communication skills of the presenters, as well as, how the active and passive voice have been applied in the dialogues. Monitor and guide the discussions.
- Step 4:** For further practice, let learners pair up within their groups and take turns to orally construct five sentences in the active voice and five in the passive as they are instructed in Activity 8.33.
- Step 5:** Let learners study the sentences in Activity 8.34 and compare them with their own constructions used in the dialogue. Monitor each group closely and guide learners as and when it is required.



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...]

Activity 8.35

Procedure: In groups

Step 1: Put learners in groups and ask them to construct sentences in the passive and active voice about banking and money.

Step 2: Let them share and edit each other's sentences. Guide them accordingly.

Step 3: Ask learners to write the exercises in their books. Move around the class, assessing learners progress and appraise their work.

Task

Expected answers

1. Basic services are provided by traditional banking.
2. Only a few customers can be attended to at a time by employees and clerical staff.
3. 24-hour access is provided by online banking.
4. Accounts can readily be accessed by customers from anywhere.
5. Costs on paper work and transport is reduced through modern banking.
6. Finances and bank transactions can easily be monitored by customers who travel abroad.

7. The management of school fees has been made easier by the introduction of a junior account.
8. Investment opportunities are not provided through informal banking.
9. Services have been brought closer to the rural farmer through informal banking.
10. School pay cards are used by most parents to pay fees for their children.

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 topic.

When carrying out transactions in a bank, 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.

SAVINGS CASH WITHDRAWAL FORM	UGANDA BANK
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 type="text"/>
Account Name	
Amount in words.....	
.....	
.....	
Amount in Figures:	Signature of account holder:

UGANDA BANK		DEPOSIT SLIP		Teller Copy		
DATE:	CASH <input type="checkbox"/> CHEQUES <input type="checkbox"/>		BRANCH			
1516569		UGX	USD	EUR	GBP	KES
ACCOUNT NUMBER						
ACCOUNT NAME						
CASH DENOMINATIONS						
UGX	FOREX	UNITS	AMOUNT			
50,000	1000					
20,000	500					
10,000	200					
5,000	100					
2,000	50					
1,000	20					
500	10					
200	5					
50	2					
		TOTAL				
CHEQUE DETAILS						
CHEQUE NO	ACCOUNT NO	ACCOUNT NAME	BANK	AMOUNT		
				TOTAL		
SOURCE OF FUNDS						
Amounts 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 sentences below, 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 the instruction given. 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.

Bank forms/Documents

Activity 8.36: Filling in Bank Forms Correctly

Procedure: Pair Work

Step 1: Let learners study the documents below and attempt to fill in the correct information. Guide them accordingly.

Activity 8.37: Using imperatives

Step 2: Ask learners to study the sentences in activity 8.37 and the grammar highlight. Let them construct some imperative statements of their own.

Review the use of imperatives with them and prepare them to use it to write a dialogue.

Activity 8.38: Dialogue on loan application

Procedure: In groups

Step 3: Ask learners to write a dialogue in which a loans officer gives instructions to a client. Let them use the imperatives in their dialogue.

Step 4: Ask learners to present/perform the dialogue before the class. Appraise the presentations then wrap up the lesson.

8.14 Extracts and Articles Related to Banking

Reading and Comprehension



Activity 8.39 Pre-reading Activity

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.



Figure 8.8: A binge spender at the canteen

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), among others. 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, a 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.

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 on 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

5. What are the dangers of habitual borrowing?
6. Explain how persuasive advertisement lures young people into impulse spending.
7. How can one safeguard against purchasing "wants"?
8. What is the danger of parents lavishing their children with money all the time?
9. "Prevention is better than cure". Do you agree with this wise saying in relation to what you have read in the passage? Give reasons.
10. Suppose your friends were lavish spenders, what advice would you give them?

Lesson 11 and 12: Reading and Comprehension

Activity 8.39: Pre-reading

Procedure: In groups

Step 1: Guide learners through the pre-reading activity and let them discuss the importance of making the right decisions.

Step 2: Instruct learners to read the passage, A Word for Young Binge-Spenders, identify unfamiliar words and write them in their vocabulary 'corner', then respond to the questions that follow.

Step 3: Let learners' hand in their books for review after peer marking.

Expected responses

1. Young people are influenced by peers or by their own desires to be accepted by their peers.
2. Young people need to budget for their money, list all their expenses as well as to differentiate between a need and a want.
3. Poor money management habits may make someone become a habitual borrower in future.
4. A "need" is a necessity, something one cannot do without. A "want" is a luxury. Accept logical examples of needs and wants.
5. Habitual borrowing can become a habit.
6. Persuasive advertisement uses alluring images.
7. By listing expenses and if it goes beyond the budget, by crossing out those items that one can do without.
8. Children become used to it and when there is no money, they are tempted to borrow.
9. This is an opinion question, accept logical answers.
10. Like number 9, this is an opinion question, accept logically reasoned answers.

**Activity 8.40 Vocabulary Practice**

- 1.** 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	

- 2.** Construct meaningful sentences on the chapter using these words and expressions.

Activity 8.40: Vocabulary Practice

Step 1: Ask learners to guess the meaning of the words and phrases from the context of their usage. Then, look up their meaning in the dictionary and compare with their own.

Step 2: Let learners use these words and expressions in sentences of their own then exchange their work with a partner for peer editing.

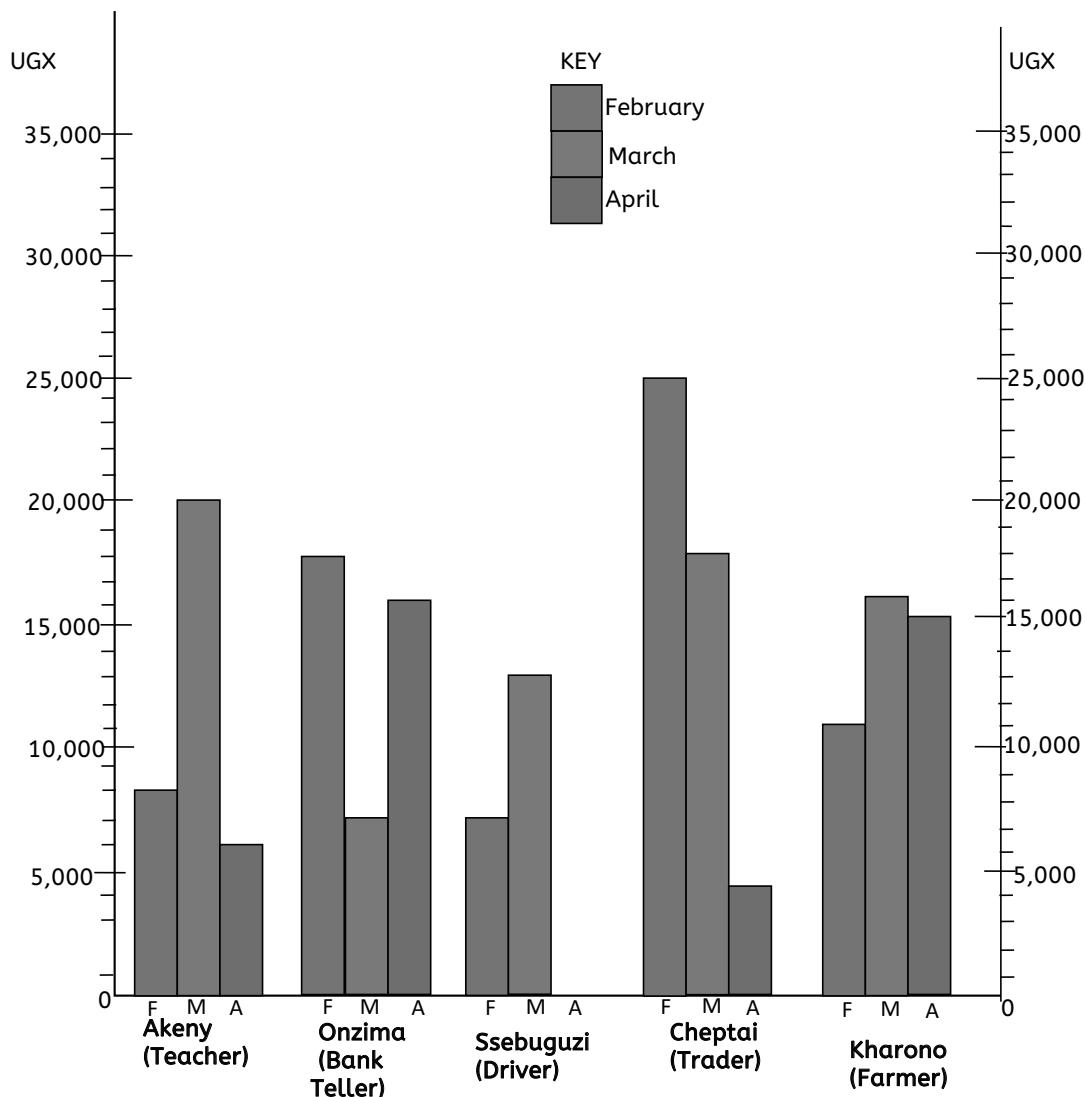
Expected Responses

- i) irrational – irresponsible/illogical
- ii) unbecoming – inappropriate/unacceptable/unfit
- iii) expenditures – spending
- iv) lavishly – extravagantly/carelessly/wastefully
- v) conditioned – used
- vi) cash flow – finances/funds
- vii) precursor – harbinger/forerunner
- viii) debtor – borrower/default
- ix) practice – custom/habit
- x) cost you dearly – cause you serious harm/suffering/loss/damage
- xi) make the most – put to advantage/maximise

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 group, 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 for 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.

Graphs and Charts

Activity 8.41:

Procedure: In groups

Step 3: Put learners in groups and have them study the graph.

Step 4: Ask learners to respond to the questions that follow using structures of comparison. Guide learners through their responses to allow them make corrections.

Expected answers

1. Kharono has the best saving culture because her savings are fairly constant.
2. Akeny and Ssebuguzi need to improve on their saving culture because their savings is not constant.
3. This is an opinion question. Accept logical answers.
4. The savings of all the five dropped because of the effects of COVID-19 outbreak and the lockdown.
5. This is an opinion question. Accept logical answers. Instruct learners to work in their groups and write a dialogue they would hold Ssebuguzi if they were a finance expert. Let learners perform the dialogues. Assess the use of formal and polite language.

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.

SAMPLE ASSESSMENT GRID

Output/ Product	Basis of evaluation	Criterion 1: Relevance	Criterion 2: Accuracy	Criterion 3: Coherence	Criterion 4: Excellency
A Simple Report	<ul style="list-style-type: none"> • good and bad spending habits • challenges arising from bad habits • recommendations (set up a savings scheme) 	Scores 3 If report comprises at least 3 suitable points for issues at hand	Scores 3 If at least 3 ideas are realistic or convincing; recommendations suit the challenges	Scores 3 If at least 3 ideas are consistent and well-reasoned; words chosen add meaning	Scores 1 If distinguished linguistic ability, has all the features of a simple report

End of Chapter 8 Glossary

cash flow:	net balance of cash moving into and out of a business at a specific point in time
financial literacy:	ability to understand and apply different financial skills effectively literacy including personal financial management, budgeting and saving
statement:	document setting out items of debts and credit between a bank or other organization and a customer
transaction:	business event that has a monetary impact on an entity's financial statements and is recorded as an entity in its accounting records
uncertainties:	something that causes one to be doubtful
debt trap:	situation where you are forced to take fresh loans to repay your existing debt obligations
savings:	money one has saved, especially through a bank or official scheme
investment:	an asset that is created with the intention of allowing money to grow
budgeting:	process of creating a plan to spend your money
expenses:	amounts of money that you spend while doing something in the course of your work, what you spend money on
income:	money that an individual or business receives in exchange for providing labour, producing a good or service or through investing capital
interest rate:	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
mortgage:	an agreement by which someone can borrow money from the bank to buy a house
loan:	money that you borrow from a bank or institution or person expected to be paid back with an interest.



Chapter Summary

In this chapter, learners 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 among others. 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, among others in texts related to banking/money
- use the future tense: will, shall, going, among others to write and talk about future banking plans

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