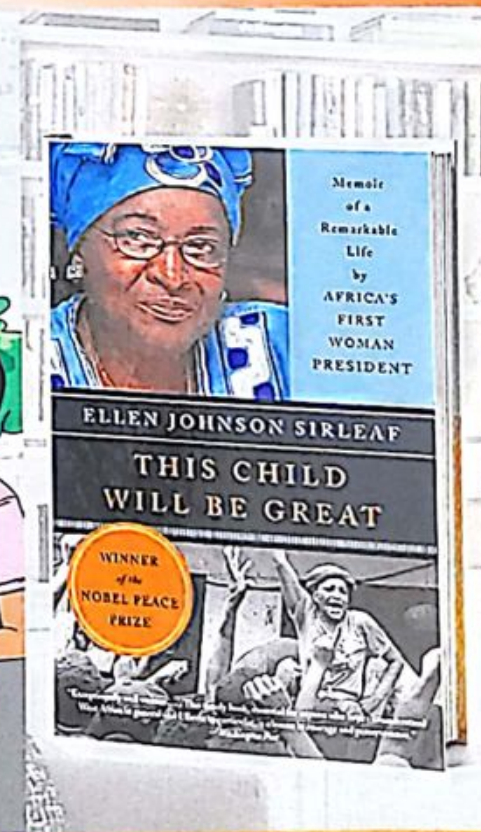


LOWER SECONDARY

ENGLISH LANGUAGE

LEARNER'S BOOK
3



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VISION GROUP
NATIONAL PRIDE • GLOBAL EXCELLENCE

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Note to the Learner

Dear Learner,

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

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

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

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

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

CHILDHOOD MEMORIES



Keywords

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

Learning Outcomes:

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

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



Learning From Each Other

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

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



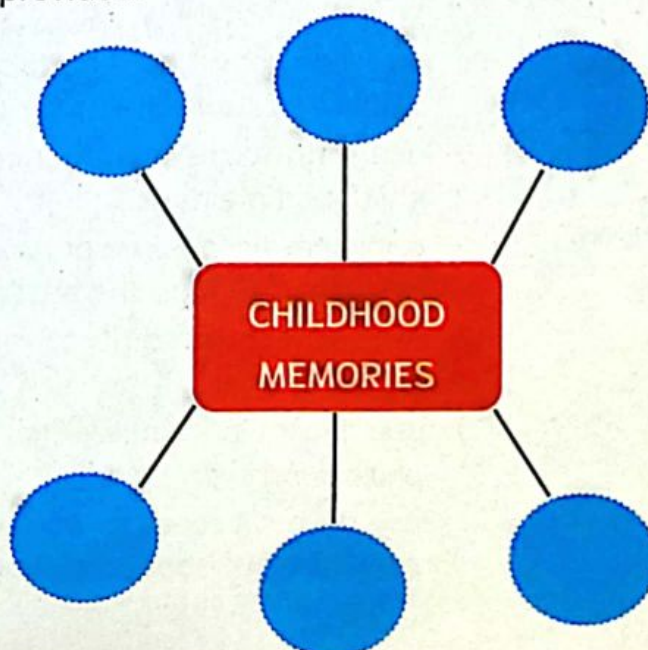
Activity 1.1

Mind Mapping

In groups, share your views.

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

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



1.1 Communicating a Memorable Experience from our Childhood



Activity 1.2 Sharing Experiences

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

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

Table 1.1 Description of myself and the things I like

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



Activity 1.3 Vocabulary Enrichment

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



A: Listening and Speaking



Activity 1.4

Group Discussion



Figure 1.1: A teacher helping children to cross the road

Earliest Days

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

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

Film or Documentary about the Experience of Growing Up



Activity 1.5

Learning English with ICT

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

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

- (d) Compare and contrast the life of the person or people in the film or documentary with your own.
 - (e) Describe your feelings after watching the video.
 - (f) Discuss the lessons you have learnt from the film or documentary.
- Choose a group secretary who will present your answers to the class for comparison and further discussion.



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

Describing Feelings about Childhood Memories



Activity 1.6 Synonyms and Antonyms

Find out the synonyms and antonyms of the following words:

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



Activity 1.7 Group Discussion

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

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

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

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

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

Picture Discussion



Activity 1.8

Group Discussion

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

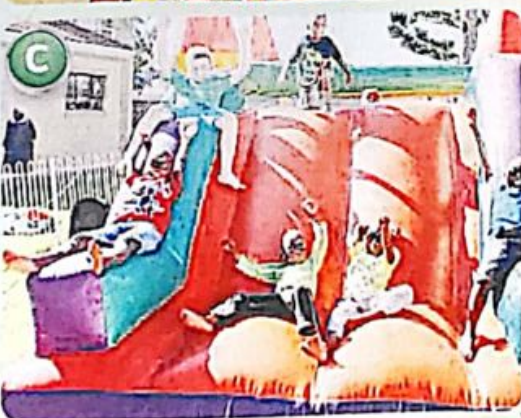


Figure 1.2 Some of the games children delight in

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

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

Listening and Speaking



Activity 1.9 Group Discussion

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

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



Activity 1.10 Practising Speech with ICT

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



FUN SPOT: Tongue Twister

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

1.2 Habitual past 'used to' and 'would'



Activity 1.11 Pair Discussion

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

Example

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

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



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

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

Example

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

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

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

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

When you were young:

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

**Activity 1.13 Pair Discussion**

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



Figure 1.3 Peter and Mary, while young



Figure 1.4 Peter and Mary, today

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

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

Example

Question 1: Would child musicians perform for adults?

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

Question 2: Would girls wear trousers?

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

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

Biography, Autobiography and Memoir

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

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

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



Activity 114 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 115 Distinguishing a Biography from an Autobiography and a Memoir

Your task is to analyse the differences between each genre.

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

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

Group II:



Activity 1.16 Identifying meanings of unfamiliar words in the texts

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

Group III:



Activity 1.17 Forming sentences using the new words and phrases

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

Extracts about Childhood from a Memoir, Biography and an Autobiography



Activity 1.18 Group Discussion

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

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



Activity 1.19 Navigating a text

Your teacher will assign you the following tasks:

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



"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

S*owing 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 (pages 29–30)

Sowing the Mustard Seed

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

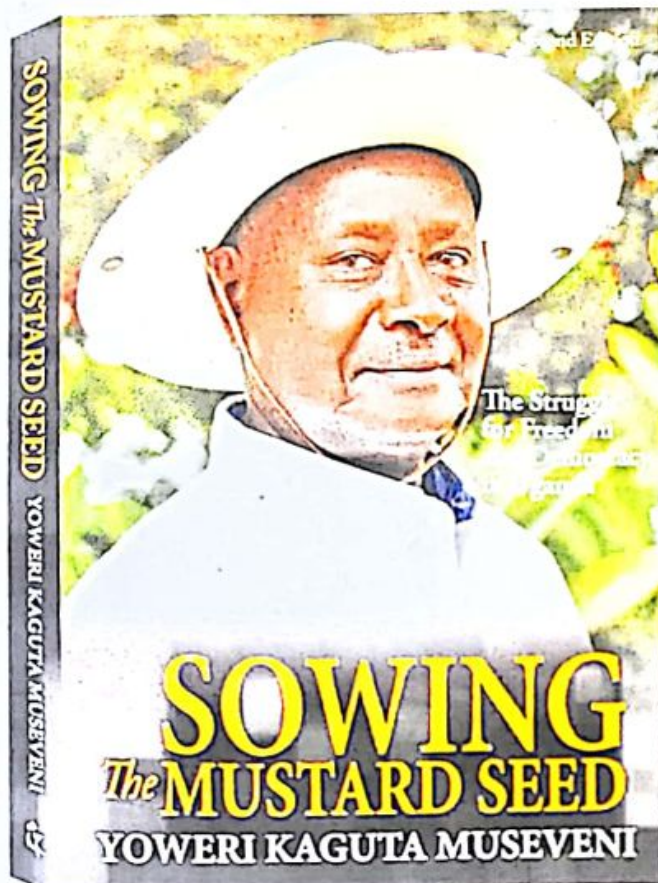


Figure 1.7 Yoweri Museveni's Autobiography

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 the duty of tidying up the urinal area herself.

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

Discussion Questions

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

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

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

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

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

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

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

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

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

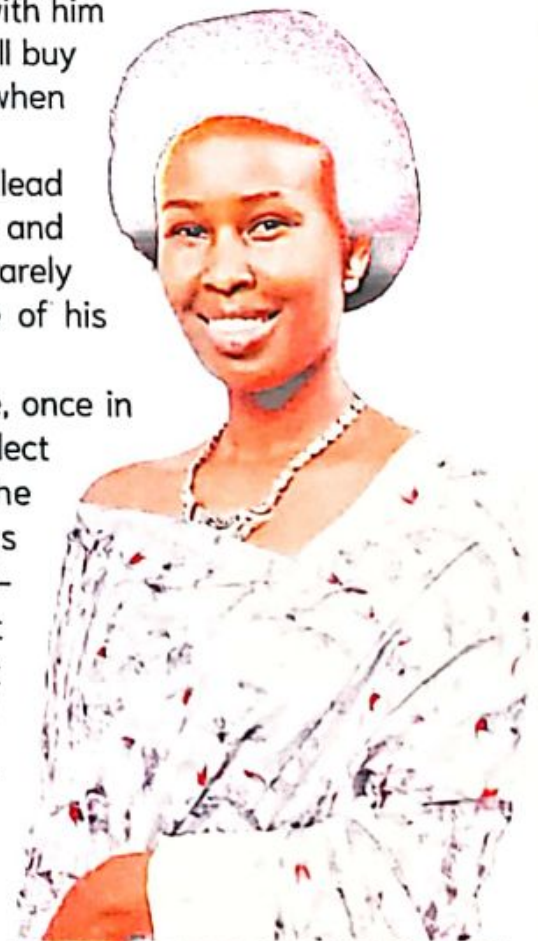


Figure 1.8 Barbara Kyagulanyi

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

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

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



Activity 1.20 Pair Discussion

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

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



Activity 1.21 Role play

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

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



Activity 1.22 Critical Thinking

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

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



Activity 1.23 Debate

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



Activity 1.24 Composition

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

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

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

Usually the boys played among themselves, but we sometimes allowed our sisters to join us. Boys and girls would play games like *ndize* (hide and seek) and *icekwa* (tug). But the game I most enjoyed playing with the girls was what we called



Figure 1.9 Nelson Mandela

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.

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

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

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

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

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



Activity 1.25 Pair Discussion

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



Activity 1.26 Group Discussion

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



Activity 1.27 Group Discussion

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

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

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



Activity 1.28 Group Discussion

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



Activity 1.29 Class Discussion and Presentations

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

Memoir Extract of Hon. Miria Matembe (Ugandan Politician)

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



Figure 1.10 Miria Matembe

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

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

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

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

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

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

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



Activity 1.30 Group Work

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



Activity 1.31 Role play

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

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

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

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


Activity 1.32 Individually

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


Activity 1.33 Library Hour: Navigating a Text

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

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


Activity 1.34 Group Work

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

The Biography of Dr Louis Kasekende

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

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

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

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

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

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

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

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

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



Figure 1.11: Dr Louis Austin Kasekende

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

Debate



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



Activity 1.37 Pre-debate

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

- Narrate an incident similar to the one in Figure 1.12.
- 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.
- Explain your feelings towards the culprit.
- Discuss the impact of the action on the child.
- What do you think should be done to people who mistreat children?
- Choose some three pairs to present their discussion to the class.



Activity 1.38 Debate

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



B: Reading and Comprehension 1



Activity 1.39 Pre-reading

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



Activity 1.40 Reading

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

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

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



Figure 1.13: A village meeting (*medzo*)

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

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

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

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

(From: *Mema* by Daniel Mengara)


Activity 1.41 Comprehension questions

Individually, answer the following questions:

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

(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 your parent, guardian, elder or teacher shared with you when you were going through a challenge. Share them in your groups and show how it helped you to surmount the difficult situation.



B: Reading and Comprehension 2 (Poem)



Activity 1.45 Pre-reading

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



Activity 1.46 While reading

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

FIRST DAY AT SCHOOL

A millionbillionwillion 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 classrooms.
 Whole rooms made out of glass. Imagine.

I wish I could remember my name
 Mummy said it would come in useful.
 Like wellies. When there's puddles.
 Yellow wellies. I wish she was here.
 I think my name is sewn on somewhere
 Perhaps the teacher will read it for me.
 Tea-cher. The one who makes the tea.

Roger McGough



Group work: Questions about the poem

In groups, answer the following questions:

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

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



Activity 1.47 Post-reading

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

Grammar and Usage

1.3 Adjectives and Adverbs

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



Activity 1.48 Pair Work

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

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

1.4 -ing forms

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

1. Participles

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

(a) -ing as actions verbs

**Activity 1.49** Pair Discussion

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

For example:

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

Task 1

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

Example

I enjoyed **playing** netball.

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

(b) '-ing' forms as adjectives

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

Example

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

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



Activity 1.50 Group Work

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

Task 2

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

frightening	exciting	inconveniencing	exhausting	embarrassing
-------------	----------	-----------------	------------	--------------

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

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

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

(c) ‘-ing’ as gerunds

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

Example

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



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



Activity 1.51 Pair Work

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

Task 3

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

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

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



C: Writing



Activity 1.52 Composition (Setting, Character and Emotions)

Most Memorable Incident of your Childhood

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



Activity 1.53 Group Discussion

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

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

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

1.5 Applying Newly Acquired Phrases and Verbs in Writing

Writing an Autobiography

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

The following details are important when writing an autobiography.

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

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



Activity 1.54 Writing autobiographies

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

Consider the following to guide your writing

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

In writing an autobiography, the following should be considered

1. The title

2. The introduction

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

3. Your views of life

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

4. Views of the future

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

You can use some of the following phrases:

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

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



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

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



Activity 1.55 Editing and Critiquing

In groups, express your views on the following questions:

- (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.

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

Description using Adjectives and Adverbs

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



Activity 1.57 Pair Discussion

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

- What was his or her name, the subject he or she taught and his or her complexion?
- 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.
- Describe his or her size and height, gait and how he or she speaks.
- What did you like most about him or her?

Discuss any other item not mentioned about your favourite teacher.



Activity 1.58 Descriptive writing

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

- Introduction - name, subject taught, class
- Appearance
- Behaviour
- What you liked most about your favourite teacher and what set him or her apart from others.
- Conclusion



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

1.7 Using Similes and Metaphors to Describe People

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



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



Activity 1.59 Picture Discussion

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



Figure 1.14: A birthday party

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

For example:

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



Activity 1.60 Interview about Childhood Memories

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

Question 1: What was your favourite food?

Answer: My favourite food was _____. It was as mouthwatering as _____.

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

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

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

Answer: Certainly. It was as magnificent as _____.

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

Answer: I remember it was as excruciating as _____.

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

Answer: The food was as inviting as _____.
The drinks were as nectareous as _____.
The cake was as luscious as _____.



Activity 1.61 Metaphors

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

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

Can you tell the difference between the two sentences?

Similes compare two things using expressions, for example:

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

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

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

Example

Metaphors	Similies
The place is paradise.	The place is as beautiful as paradise.
Acan is an angel.	Acan is as beautiful as an angel.



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



Activity 1.62 Composition (Description)

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



Activity 1.63 Writing a Dialogue (Composition)

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

- GROUP I:** Role-play a teacher's interaction with a learner on his or her first day at school.
- GROUP II:** Create a dialogue you held with your favourite teacher.
- GROUP III:** Dramatise a situation that made you conclude that indeed, that was your favourite teacher.



Activity 1.64 Critiquing Dialogues

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



Activity 1.65 Reading

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

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

Gillian Flynn: Gone Girl

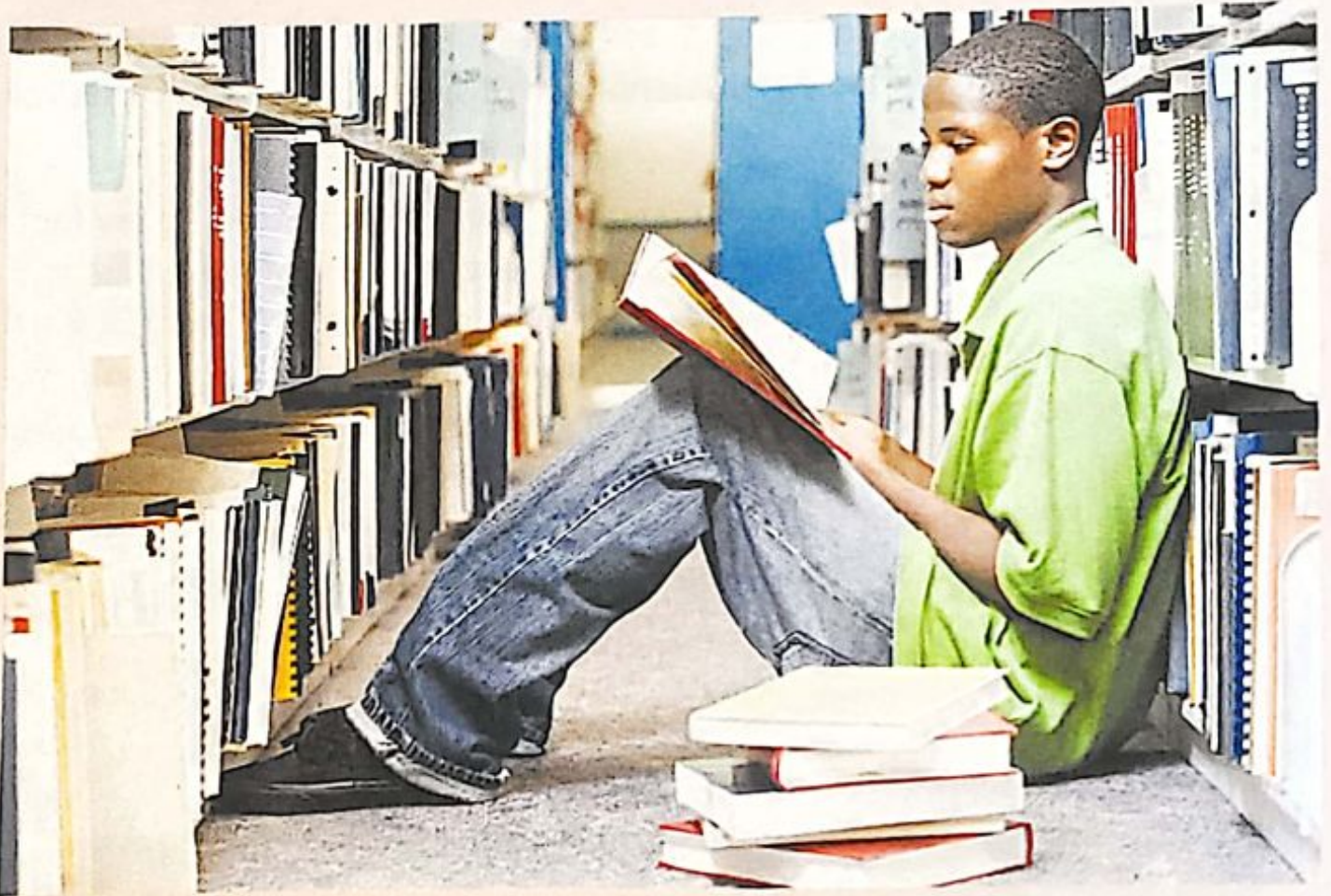
Which of the highlighted expressions are:

Similes?	Metaphors?	Adjectives?

Sample Activity of Integration

Scenario

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



Task

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

End of Chapter Glossary

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

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

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

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

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

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

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

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

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

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

scene is a place of an occurrence or action

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





Chapter Summary

In this chapter, you have learnt to:

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

CHAPTER 2

SCHOOL CLUBS



Keywords

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

Learning Outcomes:

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

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



Learning From Each Other

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

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



A: Listening and Speaking



Activity 2.1

Studying Club Documents

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

PROVIDENCE HIGH SCHOOL WILDLIFE CLUB TERM PLANNER

Goal: Recruit new members

Goal 2: Hold essay-writing competitions

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

CONSTITUTION OF XYZ COLLEGE SCHOOL SWAS CLUB "SANITATION FOR ALL UGANDANS"

Preamble

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

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

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

Values: Integrity, accountability, diligence

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



PROVIDENCE HIGH SCHOOL School Water and Sanitation (SWAS) Club

MEMBERSHIP CARD

2023-2025

Name: Rwotomio Kennedy

Class: Senior Three

Card No: 0015

Date of issue: 02/04/23 Validity: 02/04/25

Kenny

Club President



Patron

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

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



Figure 2.1

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

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

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

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

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

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

**Activity 2.5****Group Discussion**

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

School clubs	Patron/Patroness	President	Activities

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

**Activity 2.6****Mock Debate**

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

2.2**Knowing the Importance of School Clubs****Activity 2.7****Dramatisation**

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

**Activity 2.8****Praise Poem**

Recite the following poem:

A SCHOOL CLUB POEM

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

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

Written by Evie and Alice

Grammar and Usage**Transitive and Intransitive Verbs****Activity 2.9****Pair Discussion**

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

CATEGORY A	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 following sentences are transitive or intransitive. Provide a reason for your answer.

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

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

2.3 Persuading Others



Activity 2.11 Persuasive Presentation

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

Example

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

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



Activity 2.12 Pair Discussion

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

2.4 Forming and Using Comparative and Superlative Forms of Adjectives

Comparisons

A: Comparatives



Activity 2.13 Using Comparatives

A



B



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

Who of the two is smarter?

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



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



Activity 2.14 Pair Discussion

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

C

Join _____ club

It equips one with life skills.

Meaningful connections

Enables them to travel the world



Entrepreneurship skills

D

Join _____ club

It is fun.

It is nice.

It is good.



The club is cool.

B: Superlatives



Activity 2.15 Pair Discussion

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



Figure 2.2: Interact Club



Figure 2.3: Readers' Club

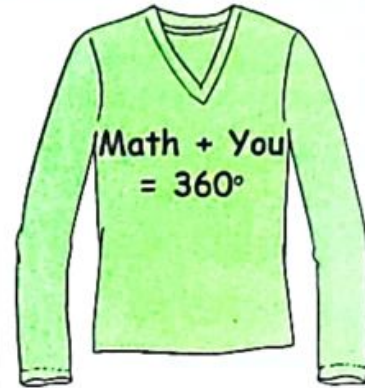


Figure 2.4: Math Club

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

Example

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



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



Activity 2.16 Comparison using Similes

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

C: Using Similes for Comparison

Working in pairs, study the following sentences.

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

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



Activity 2.17 Group Discussion

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

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



B: Reading and Comprehension

School Clubs Equipping Adolescents with Survival Skills

Empowering Young People



Figure 2.5: Beneficiaries of school clubs

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

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

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

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

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

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

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

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

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

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

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

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

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

Source: UNICEF Uganda

Questions about the passage

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



Activity 2.18 Vocabulary Practice

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

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

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

Interpreting and Designing a Poster



Activity 2.19 Pair Work

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

You have probably ever seen or designed a poster,

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



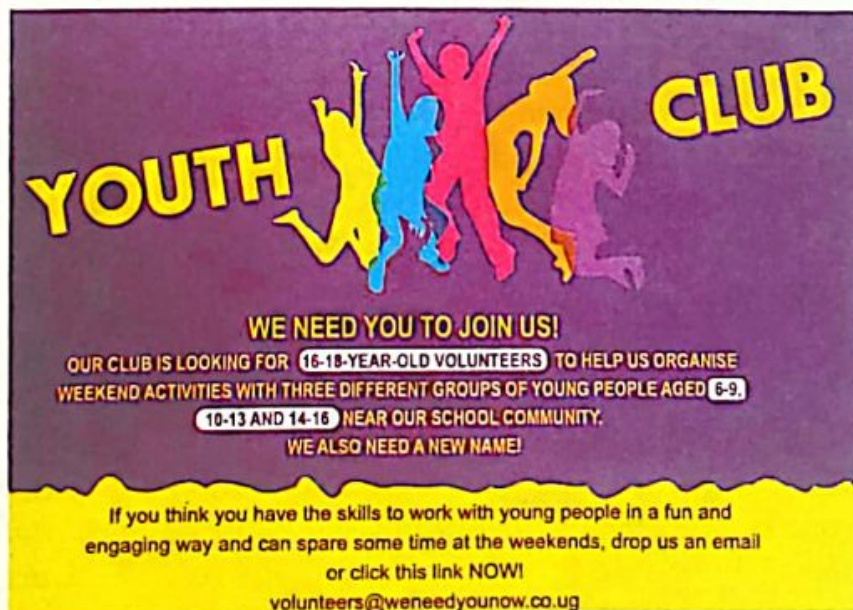
Activity 2.20 Project

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



Activity 2.21 Interpreting a Poster

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



Work in pairs to discuss the following questions:

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

2.5 Using Descriptive Adjectives and Common Idioms



Activity 2.22 Designing a Poster

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

On the poster, include the following:

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

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

2.6 Using Preference Structures



Activity 2.23 Class Presentation

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

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

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



C: Writing

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

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

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

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

Such language is used in formal situations.

Writing a Business Letter

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

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



Activity 2.24 Sample Business Letter

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

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

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

2.7 Writing a Formal Request

Sample Business letter

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

The head teacher,
Winners High School.
Dear Sir,

Re: Sponsor's Visit

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

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

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

Yours faithfully,
Kasadha Robert
KASADHA ROBERT
Club Secretary



Activity 2.25 Composition – Letters of Request

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

2.8 Understanding Documents Related to Club Meetings

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

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

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



Activity 2.26 Class Discussion

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



Activity 2.27 Minutes of a Meeting

In groups, share your views on the following questions.

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



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



Activity 2.28 Group Discussion

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

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

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



Activity 2.29 Pair Discussion

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

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

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



Activity 2.30 Project

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

Group 1: how to present an agenda

Group 2: how to present an attendance list and those in attendance

Group 3: how to write the heading and sub-titles of the minutes

Group 4: How to present the actual minutes of at least one item. For example, drawing the club's term planner.

Group 5: how to present any of the following:

- a) way forward b) resolutions c) recommendations

Group 6: Compile all the groups' findings and write the complete minutes. Display the minutes on the class noticeboard for the class to study and comprehend the parts of minutes.



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



TAKING MINUTES IN A MEETING

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

Minutes should have the following features:

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

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

Note the following guidelines about minutes:

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

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

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

Sample Minutes

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

Members Present

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

Members Absent with Apology

1. Acidri Priscillah
2. Nandutu Shadia

Members Absent without Apology

1. Dempsey Ayebare
2. Mirembe Claire

In Attendance

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

Agenda

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

Minute 01/July 2022: Opening Prayer

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

Minute 02/July 2022: Communication from the Chair

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

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

Minute 03/July 2022: Review of the Previous Minutes

- The club secretary took members through the previous minutes.

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

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

Minute 05/July 2022: Election of New Leaders

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

Minute 06/July 2022: Closure

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

Name in capital letters

Signature

Secretary

(Date of approval)

Name in capital letters

Signature

Chairperson

(Date of approval)

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

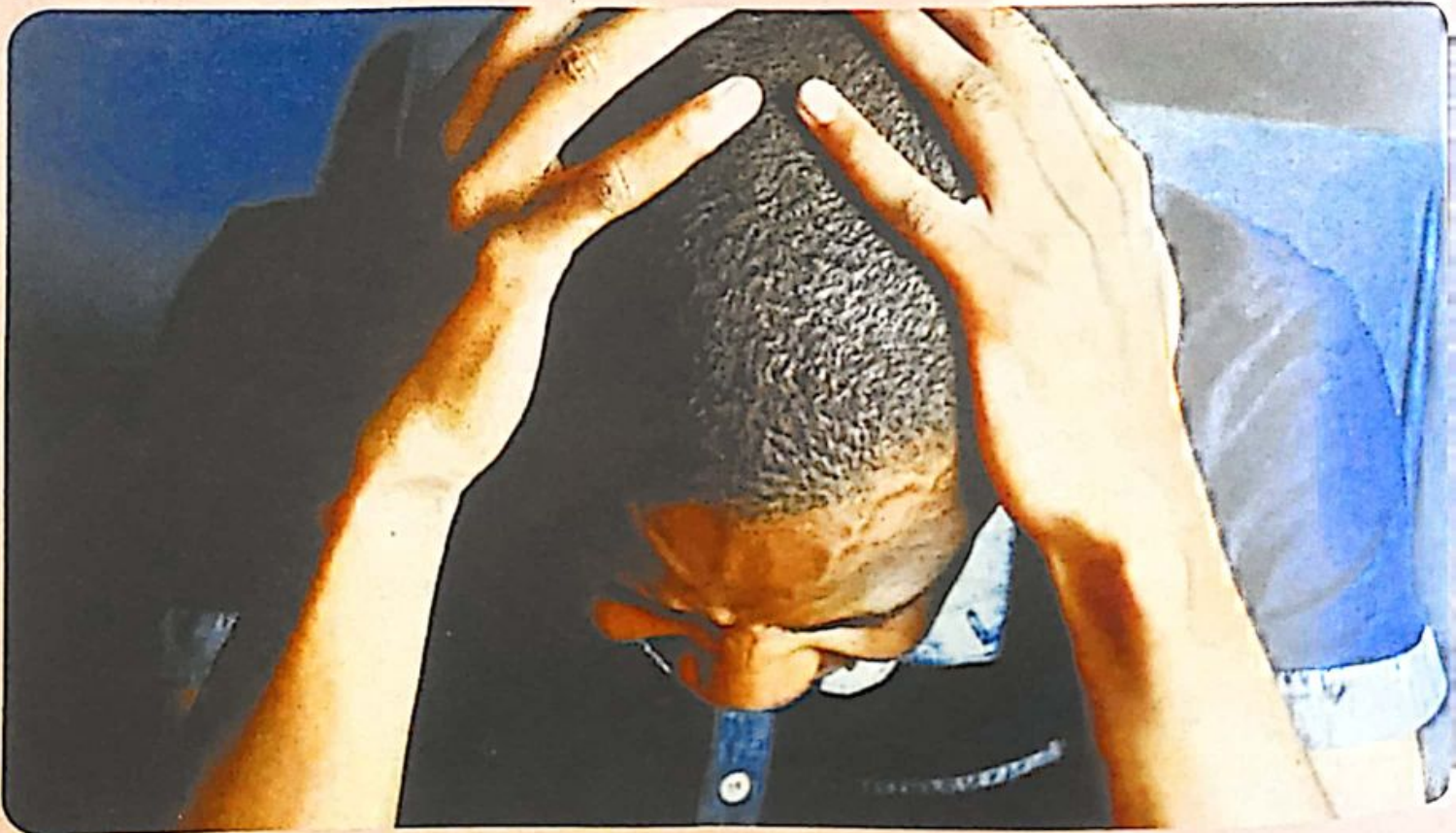
Assume you are the secretary of any club of your choice, write down the minutes of the meeting you held about the following issues:

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

Sample Activity of Integration

Scenario

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



Task

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

End of Chapter 2 Glossary

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



Chapter Summary

In this chapter, you have learnt to:

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

CHAPTER 3

INTEGRITY



Keywords

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

Learning Outcomes:

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

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



Learning From Each Other

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

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



Activity 3.1

Understanding Integrity

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

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

A: Listening and Speaking

Speech Work

Silent Letters

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



Activity 3.2 Pronouncing Words with Silent Letters

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

'h' as in honesty, hour, eight

't' as in listen

'g' as in sigh

'b' as in doubt, dumb

Table 3.1 Showing Silent Letters

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

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

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

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

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

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

Listening Practice**3.1****Recorded Speeches Related to Honesty and Integrity in Personal and Public Life****Activity 3.5****Learning English with ICT (Group Work)**

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

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

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



Activity 3.6 Listening Comprehension

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

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

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

Listening passage (Textbook closed)

The Fish Racket

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

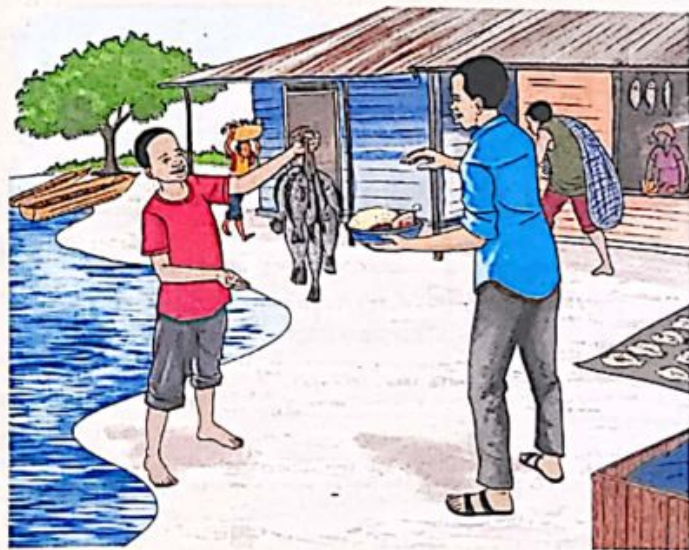


Figure 3.1: The narrator exchanging fish for food

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

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

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

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

"I sent them to grandmother."

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

"Where are my fish?"

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

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

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



Activity 3.7

Group Discussion

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

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

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

**Activity 3.8****Dialogue**

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

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

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

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

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





Activity 3.9 Group Discussion

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

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

3.2 Importance of Honesty in a Home



Activity 3.10 Group Work

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



Activity 3.11 Role play

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

Teacher: What are you doing?

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

Develop the dialogue in two ways:

- (a) if you lied and what happened.
- (b) if you told the truth and what happened.

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



Activity 3.12 Debate

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

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 taxi/bus park and you saw a thief snatching a woman's handbag or phone from someone's hand. If you are narrating the incident to the people at home, you may not give all the irrelevant details. You will have to pick out only the main ideas of the scenario. We call that summarising.

Scenario B

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

Example

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

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



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



Activity 3.14 Group Discussion

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



Activity 3.15 Group Work

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

3.4 Examples of Honesty/Dishonesty in Public Life



Activity 3.16 Library or ICT Hour

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

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

Explain how their actions affect the public.



Activity 3.17 Library for ICT Hour

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

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

Writing a Formal Essay

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

Editing and Critiquing

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



Activity 3.18 Mock Debate

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

Group A: Young Farmers Club

Group B: Writers'/Readers' Club

Group C: Drama Club

Group D: Debate Club

Group E: School Water and Sanitation (SWAS) Club

Group F: Educate Club

Group G: Scouts and Girl Guides Club

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



Note:

Consult the Internet or your teachers for more information.

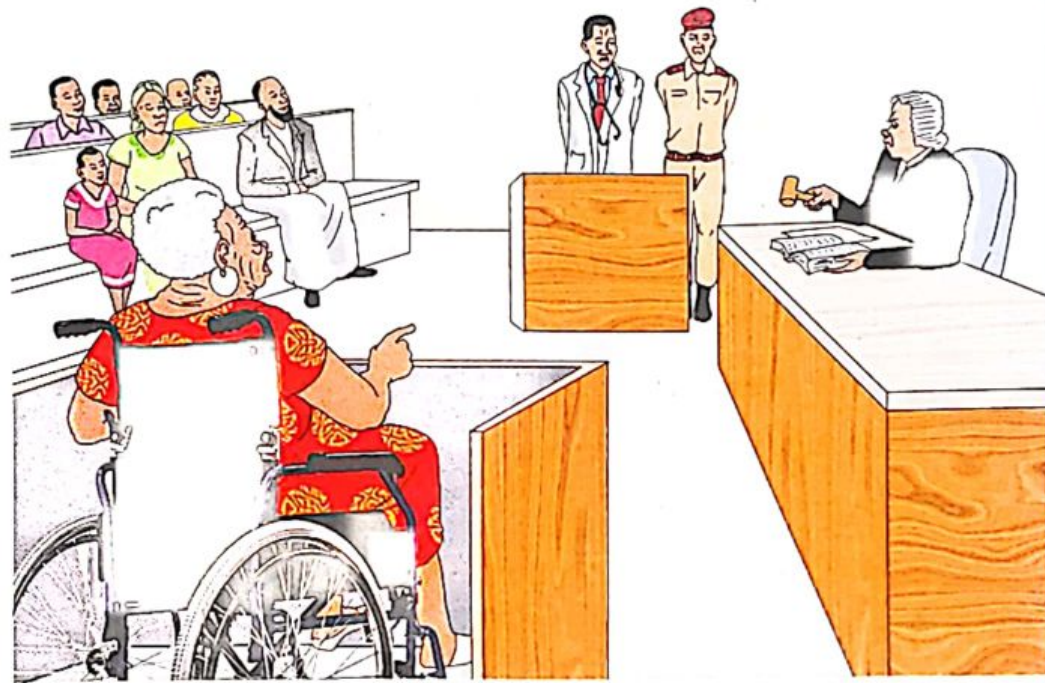
- (a) Choose a representative who will join other group representatives on a roundtable discussion before the class.
- (b) Convince the rest of the class that your group's club is the most important and the best in the school so as to attract new members.



Activity 3.19 Acting a Play on Honesty and Integrity

Work in groups to act the following short play.

Verdict: No Penny for the Doctor!



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

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

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

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

Doctor: When did you lose your sight?

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

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

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

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

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

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

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

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

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

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

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

Old lady: Three, my Lord.

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

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

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

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

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

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

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

(Edgar Mutaryebwa)



Activity 3.20 Group Discussion

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

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

Dictionary Skills

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



Activity 3.21 Pair Discussion

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



Activity 3.22 Writing a Play on Integrity

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

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



B: Reading and Comprehension



Activity 3.23 Pre-reading

In groups, share your views on the following questions:

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



Activity 3.24 While-reading

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

PART ONE

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

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

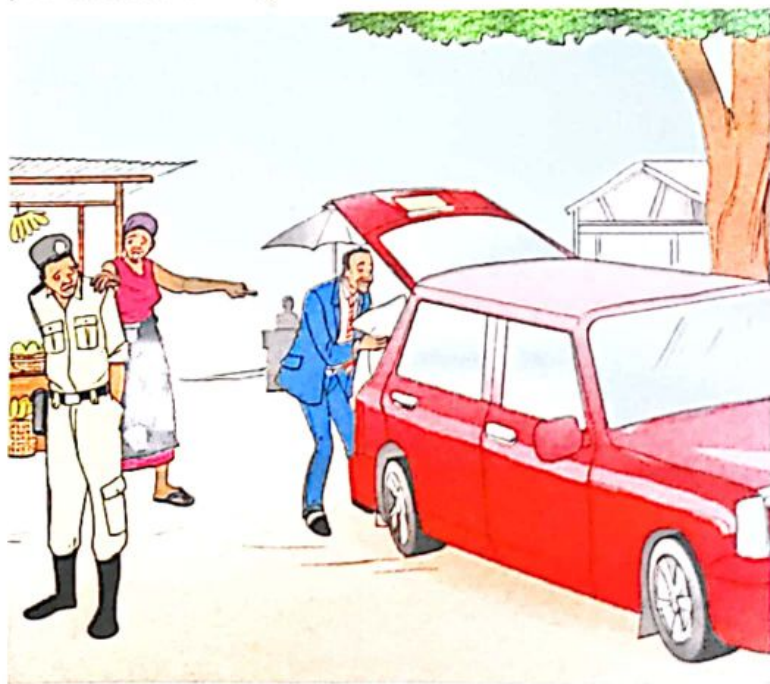
'Get in at the back,' the policeman instructed her, pointing at Gode's car, and turning to Gode, he said, 'Let's go to Lusaka Central Police Station.'

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

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

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

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



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

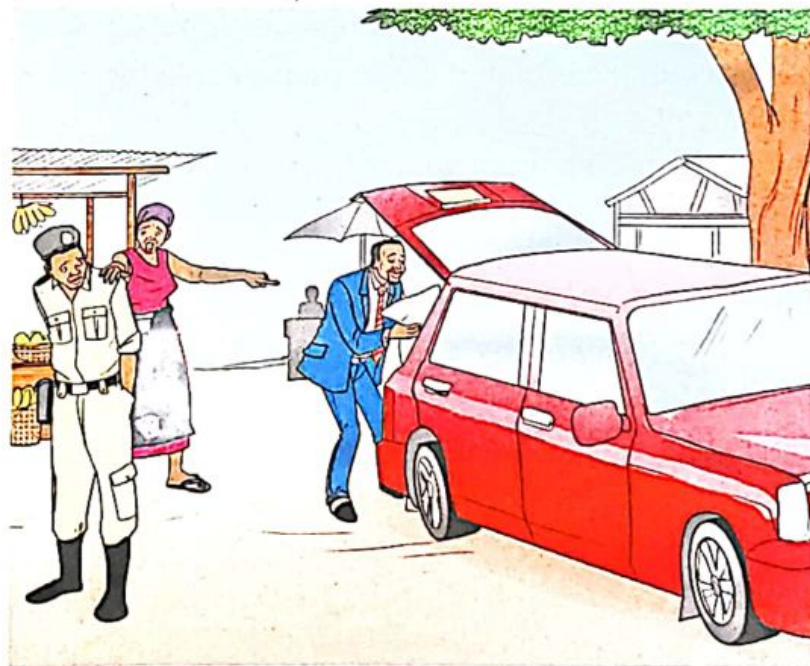
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Gode then said something, again in English, which Nasula did not understand. She sensed something, a false explanation, more untruths, and a cold nervousness coursed through her. True to her fears, when Gode had finished talking, Nasula saw a **strange 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 the words that are unfamiliar. Choose a secretary to write them down. Using your dictionaries, look them up as you write their meanings in your exercise book. You are encouraged to form sentences or short paragraph stories using the words.



Activity 3.27 Summary about Character Traits (Behaviours)

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



Activity 3.28 Group Work

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

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



Activity 3.29 Making Predictions

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

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



Activity 3.30

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

PART TWO

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

'He came with her, Sir.'

'Who?'

'This woman sitting here before you, Sir.'

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

'I handled the case, Sir.'

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

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

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

'I am asking you, inspector?'

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

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

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

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

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



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

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

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

Gode Silavwe coughed and shifted, evidently confused and shaken.

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

'I have recognised her.'

'Did you take her bag of beans?'

'I did.'

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

'Is the bag still there?'

'I have used it.'

'Did you pay for it?'

'I was going to pay for it.'

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

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

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

'One hundred ...'

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

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

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

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

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

(*'A Cowrie of Hope'* by Binwell Sinyangwe)



Activity 3.31 Vocabulary Practice

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

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

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

Questions about the passage

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.

Grammar and Usage

3.5 Past Conditional Tense of Verbs

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



Activity 3.34 Group Discussion

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

Example

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

Third conditional



Activity 3.35 Making Predictions 1

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

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



Activity 3.36 Making Predictions 2

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

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



Grammar Highlight

Third conditionals

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

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

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

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

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

Form

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

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

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



Activity 3.37 Group Work

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

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



Activity 3.38 Follow-up

In pairs, imagine you were any of the following:

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

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



Activity 3.39 Written Task

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

Example

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

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

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

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

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



Grammar Highlight

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



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

Poem



Activity 3.40 Pre-reading

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

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

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



Activity 3.41 While- Reading

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

Psalms 23, Part II

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

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

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

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

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

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

It fills my pocket with allowances, my salary overflows.

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

And I shall dwell in senior staff quarters for ever.

Timothy Wangusa (Uganda)

Questions about the poem: In groups:

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



Activity 3.42 Creative Writing

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

Group I: Compose a poem

Group II: Compose a Song

Group III: Write a play



C: Writing

Composition

Writing an Investigative Report

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

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

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

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

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

Components of the Report

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



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

Language used in Report Writing (Language for Reports)

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

Sample question

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

SAMPLE INVESTIGATIVE REPORT

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

Introduction

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

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

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

Methodology

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

Findings

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

a) Poor Meals

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

b) Teacher-learner Intimate Relationships

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

c) Dodging Lessons and Late-Coming by Teachers

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

Teachers' Responses

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

The Kitchen's Responses

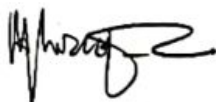
The committee, led by Mr Balimwezo Gabriel (teacher), visited the kitchen and observed that the accusations were true.

Conclusion and recommendations

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

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

Compiled by



MAYANJA ZAVERIO

Secretary to the committee

Task: Composition 1

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

Composition 2

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

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

Composition 3

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

Sample Activity of Integration

Scenario

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

Task

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



End of Chapter 3 Glossary

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



Chapter Summary

In this chapter, you have learnt to:

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