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and Sports

HOME-STUDY LEARNING

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2

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This material has been developed as a home-study intervention for schools during the lockdown caused by the COVID-19 pandemic to support continuity of learning.

Therefore, this material is restricted from being reproduced for any commercial gains.

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FOREWORD

Following the outbreak of the COVID-19 pandemic, government of Uganda closed all schools and other educational institutions to minimize the spread of the coronavirus. This has affected more than 36,314 primary schools, 3129 secondary schools, 430,778 teachers and 12,777,390 learners.

The COVID-19 outbreak and subsequent closure of all has had drastically impacted on learning especially curriculum coverage, loss of interest in education and learner readiness in case schools open. This could result in massive rates of learner dropouts due to unwanted pregnancies and lack of school fees among others.

To mitigate the impact of the pandemic on the education system in Uganda, the Ministry of Education and Sports (MoES) constituted a Sector Response Taskforce (SRT) to strengthen the sector's preparedness and response measures. The SRT and National Curriculum Development Centre developed print home-study materials, radio and television scripts for some selected subjects for all learners from Pre-Primary to Advanced Level. The materials will enhance continued learning and learning for progression during this period of the lockdown, and will still be relevant when schools resume.

The materials focused on critical competences in all subjects in the curricula to enable the learners to achieve without the teachers' guidance. Therefore effort should be made for all learners to access and use these materials during the lockdown. Similarly, teachers are advised to get these materials in order to plan appropriately for further learning when schools resume, while parents/guardians need to ensure that their children access copies of these materials and use them appropriately. I recognise the effort of National Curriculum Development Centre in responding to this emergency through appropriate guidance and the timely development of these home study materials. I recommend them for use by all learners during the lockdown.



Alex Kakooza
Permanent Secretary
Ministry of Education and Sports

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

The Centre appreciates the contribution from all those who guided the development of these materials to make sure they are of quality; Development partners - SESIL, Save the Children and UNICEF; all the Panel members of the various subjects; sister institutions - UNEB and DES for their valuable contributions.

NCDC takes the responsibility for any shortcomings that might be identified in this publication and welcomes suggestions for improvement. The comments and suggestions may be communicated to NCDC through P.O. Box 7002 Kampala or email admin@ncdc.go.ug or by visiting our website at <http://ncdc.go.ug/node/13>.



Grace K. Baguma
Director,
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ABOUT THIS BOOKLET

Dear learner, you are welcome to this home-study package. This content focuses on critical competences in the syllabus.

The content is organised into lesson units. Each unit has lesson activities, summary notes and assessment activities. Some lessons have projects that you need to carry out at home during this period. You are free to use other reference materials to get more information for specific topics.

Seek guidance from people at home who are knowledgeable to clarify in case of a challenge. The knowledge you can acquire from this content can be supplemented with other learning options that may be offered on radio, television, newspaper learning programmes. More learning materials can also be accessed by visiting our website at www.ncdc.go.ug or ncdc-go-ug.digital/. You can access the website using an internet enabled computer or mobile phone.

We encourage you to present your work to your class teacher when schools resume so that your teacher is able to know what you learned during the time you have been away from school. This will form part of your assessment. Your teacher will also assess the assignments you will have done and do corrections where you might not have done it right.

The content has been developed with full awareness of the home learning environment without direct supervision of the teacher. The methods, examples and activities used in the materials have been carefully selected to facilitate continuity of learning.

You are therefore in charge of your own learning. You need to give yourself favourable time for learning. This material can as well be used beyond the home-study situation. Keep it for reference anytime.

Develop your learning timetable to cater for continuity of learning and other responsibilities given to you at home.

Enjoy learning



TERM 2**TOPIC: Connective Clauses****LESSONS: 1 and 2****Learning Outcome**

By the end of the lesson, you should be able to use connective clauses.

Materials

You will need an exercise book, a pen, a dictionary if possible and this handout.

Introduction

A connective clause is a word that links sentences or clauses. Connectives can be conjunctions like *but*, *when*, *because* or adverbs like *however*, *then*, *therefore*. Commas are often used to separate connecting clauses from the subordinate sentences or clauses.

In the following sentences, the connecting clauses have been bolded:

- Corruption is a disease in our society, **however**, many people have got used to it.
- **Although** I had already passed the interview, the lady insisted on asking me to give her some money.
- **Much as** corruption happens in many different forms, many of us still believe that it is only bribery that shows corruption.
- Many of the young people, **if not well guided**, will always fall prey to corruption.
- I failed to come to school yesterday **because** I was scared of that teacher's looks.

Note that connectives can either be put at the beginning or in between the sentence.

Activity 1: Join the following sentences using the connectives in brackets. Remember to avoid repetitions.

For example: The children were not late for class. The teacher wanted to give them a punishment. (although) **The children were not late for class although the teacher wanted to give them a punishment.**

1. The girls made loud alarms. Nobody came to rescue the girls. (although)
2. You have come in time. You can help me with this work. (since)
3. Nabwami is a very young girl. Nabwami has mature reasoning styles. (though)
4. Mukasa did not use his pocket money. Mukasa wanted to save in the bank. (because)
5. Sseddunga came very quickly. He heard his father calling. (when)
6. Basajjabalaba studied carpentry. Basajjabalaba wanted to study engineering. (though)
7. You will not be served well. You did not book in time. (since)
8. We enjoyed all his lessons. The teacher used very good methods of teaching. (because)
9. The children will be entertained by Miriam. The children will come for the holiday. (when)
10. Sharon has not yet called us. We shall not wait for Sharon. (so)

11. We had to pay him well. He knew what he was doing. (because)
12. Reading is an important language skill. Writing is an important language skill. (and)
13. The elephant is not fast. The elephant is very strong. (but)
14. Nakakande abused the man's rights. Nnakitto abused the man's rights. (with)
15. The traffic police officer warned the drivers. The reckless driver did not mind. (but)

Activity 2: Write six sentences of your own using six different connectives. Remember in this to compose your sentences based on the topic Anti-corruption.

LESSONS 3 and 4

TOPIC: Interrogative Clauses

Learning Outcome

By the end of the lesson, you should be able to use interrogative clauses.

Materials

You will need an exercise book, a pen, a dictionary if possible and this handout.

Introduction

Interrogative clauses are sentences which are used to ask questions or seek information. There are five interrogative pronouns and each one is used to ask either direct or indirect questions. These pronouns are *who*, *whose* and *whom* that only refer to people; then *what* and *which* that refer to both objects and people.

What This is used to ask questions about people or objects. For example:

- What do you want to do after school?
- I wonder what we are going to do after exams tomorrow.

Which This is used to ask questions about people or objects. For example:

- Which colour shall we put on the wall?
- Which of these ladies is your mother?
- Acheng asked me which direction to take when she was going to her sister.

Who This is used to ask questions about people. For example:

- Who was driving the car that caused an accident?
- We were wondering who was coming to replace our English language teacher.

Whom This is used to ask questions about specific people. For example:

- Whom did you speak to as you went out?
- Of all those standing, whom do you prefer to vote for?

Whose This is used to ask questions about people in relation to possession. For example:

- Whose children have been sent away?
- I wonder whose book will be used for reference.

Interrogative pronouns can also work as indefinite pronouns when they take on the suffix – *ever*. For example:

- *Whatever* our head teacher says will be accepted as truth.
- *Whatever* you want to say, I will not accept.
- *Whichever* course one takes, the end will always be good.
- *Whoever* picked my money should kindly return it to me.

Activity 1: Fill in the blank spaces with appropriate interrogative pronouns.

For example: beautiful wife is that? **Whose** beautiful wife is that?

1. threw the football that hit the glass?
2. would you prefer for breakfast, coffee or tea?
3. Everyone wondered was to be our Guild President.
4.time are we needed for assembly?
5. car is the most expensive these days?
6. is the name of the teacher who taught us English?
7. did you tell the lady who was asking about me?
8.of these books have you read?
9. I still wonder exactly saved my cat from drowning.
10. The woman will take is given to her.
11. actually destroyed our fence?
12. did you want me to tell her?

Activity 2: Basing on the topic anti-corruption, write seven different interrogative clauses.

LESSONS: 5 and 9

TOPIC: Direct and Indirect Speech

Learning Outcome:

By the end of the lesson, you should be able to use direct and indirect speech.

Materials:

You will need an exercise book, a pen and this handout.

Introduction

Direct and indirect speech is used when one wants to say what another person said, thought or felt. In other words, this speech is used to convey another person's message, thought or feeling.

The **direct speech** uses the **actual words** of the speaker and **quotation marks** are used to show what the speaker actually said. For example:

- Lubwama said, Dorothy **will come tomorrow**".
- **"Will all of you get what you want?"** Medi wondered.
- **"I shall not accept such behaviour in my house"** he observed.

Activity 1: Write 10 statements about anti-corruption using the direct speech.

The **indirect (reported) speech**, on the other hand, does not use quotation marks but is introduced by verbs like **say, think, tell, admit, complain, ask** and **reply** in the past tense. These verbs are called **reporting verbs** while the speaker's message is called **reported speech**. This is why indirect speech is also referred to as '**reported speech**'. It usually uses '**that**' as a conjunction joining the reporting verb to the reported speech.

For example, the statements written in direct speech above, have been changed as follows:

- Lubwama **said that** Dorothy would come the following day.
- Medi **wondered if** all of us were to get what we wanted.
- He **observed that** he would not accept such behaviour in his house.

Activity 2: Re-write the statements you wrote in Activity 1 in indirect speech

Statements are changed from direct to indirect speech following these principles:

Verb tenses

The verb tenses change as follows:

- The **present tense** changes to **the past tense**, for example:
 - "*We never make silly mistakes,*" the soldiers boasted. **The soldiers boasted that they never made silly mistakes.**
 - Beatrice remarked, "*I have done all I can to promote you*". **Beatrice remarked that she had done all she could to promote us.**
 - "*We have been monitoring this man's movements for a long time,*" the police chief reported. **The police chief reported that they had been monitoring that man's movements for a long time.**
- The **past tense** changes to **past perfect** tense as follows:
 - "*I was thinking about the last time we met,*" she replied. **She replied that she had been thinking about the last time they had met.**
 - "*Akello did not see Agaba in the bar,*" Nnabulya insisted. **Nnabulya insisted that Akello had not seen Agaba in the bar.**
- For the future, **will** and **shall** change to **would** as in the following:
 - "*We shall be able to see what we missed at school,*" they hoped. **They hoped that they would see all they had missed at school.**
 - Eric said, "*I shall definitely go with Esther*". **Eric said that he would definitely go with Esther.**

In addition, **should** changes to **would** and **may** changes to **might** as in the following:

- "*We should always be thankful to our uncle,*" Wakisonko observed. **Wakisonko observed that they would always be thankful to their uncle.**

- Cherotich said, “*I may call* my sweetheart when I leave the college”. **Cherotich said that she *might call* her sweetheart when she left the college.**

On the other hand, a **verb tense does not change** in the following cases:

- When **the reporting verb is in the simple present tense** as in the following:
 - Daphne *says*, “*I am going* home right now”. **Daphne says that she *is going* home right now.**
- When the **truth is reported** as in the following:
 - The Priest observed, “*God is* always merciful to us”. **The Priest observed that *God is* always merciful to them.**
- When what is reported is **still happening at the time of reporting** as in:
 - “*The baby is crying* for food,” Bogere confirmed. **Bogere confirms that the baby *is crying* for food.**
- When the reported speech has these auxiliary verbs: ‘**would**’, ‘**might**’, ‘**could**’, ‘**ought to**’ and ‘**used to**’ as in the following:
 - “*Linda ought to stay* in bed,” Irene observed. **Irene observed that Linda *ought to stay* in bed.**
 - “*The lesson might take* us a long time,” they all concluded. **They all concluded that the lesson *might take* them a long time.**
- When the verb follows: ‘**wish**’, ‘**would rather**’, ‘**had better**’ and ‘**it is high time**’ as in the following:
 - “*It is high time you stopped* calling him names,” the old man observed. **The old man observed that it was *high time* we *stopped* calling Frank names.**
 - “*We would rather sit* for the paper,” they thought. **They thought that they *would rather sit* for the paper.**
- Though the auxiliary verbs ‘**must**’ and ‘**needn’t**’ are not usually changed, it is also proper to change them and so, ‘**must**’ becomes ‘**had to/would have to**’ and ‘**needn’t**’ becomes ‘**didn’t have to/wouldn’t have to**’ as in the following:
 - Wakisonko observed, “*Sophie needn’t* get a phone”. **Wakisonko observed that Sophie *didn’t have to* get a phone.**
 - “*The students needn’t* leave their property behind,” the head teacher noted. **The Head teacher noted that the students *wouldn’t have to* leave their property behind.**

Note that ‘would/wouldn’t have’ are used for reported future obligations while ‘had/didn’t have to’ are used for reported suggestions.

Activity 3: Write sentences in both direct and indirect speech following the principles of verb changes as given above.

Activity 4: Rewrite the following sentences in indirect/reported speech.

1. “Gusongoirye moves to town every afternoon,” Itaaga reported.
2. “We did not sign the agreement with you,” the workers protested.
3. “Nnakku was lovely to all her children,” Lubwama remarked.
4. The man observed, “I was admiring Teddy’s beauty”.
5. “We shall meet Miriam in town,” they hoped.
6. “You should all be glad that you are here,” the doctor joked.
7. “I am going out for a country walk,” Eria reports.
8. Issac says, “I will never make bad furniture”.

9. The man said, “God is always good”.
10. “We missed her good jokes,” they all said.

Follow up activity

Read the following extract and answer the questions that follow it

Mr Pumblechook and I had breakfasted at eight o'clock in the sitting room at the back for his shop and at ten we **started** for Miss Havisham's house which we reached within a quarter of an hour. It was of old brick and **unwelcoming** and had a great many iron bars to it. Some of the windows had been walled up; of those that remained, all the lower ones were barred.

There was a courtyard in front with a big iron gate; so we had to wait after ringing the bell until someone came along to open it. While we waited at the gate. I looked in and saw that at the side of the house there was a large brewery.

A window was raised and a clear voice **demanded**. ‘what name?’ To which my **protector** replied ‘Pumblecook.’ Then the voice returned, ‘Quite right,’ and the window was shut again and a young lady came across the courtyard with keys in her hand. ‘This,’ said Pumblecook ‘is Pip.’

‘This is Pip, is it?’ **Returned** the young lady, who was very pretty and seemed very proud. ‘Come in Pip.’

Mr Pumblecook was coming in also, when she stopped him with the gate.

‘Oh!’ she said. Did you want to see Miss Havisham?

‘If Miss Havisahm wished to see me.’ Returned Mr Pumblecook.

‘Ah!’ said the young girl; but you see she doesn't

She said it so firmly that Mr Pumblecook could not protest. But he eyed me severely – as if I had done something to him – and departed with the words, Boy! Let your behaviour be a credit to those who brought you up by hand.’

Adopted from Great Expectations Level 6 by Pearsons Education Limited

1. How long was the journey to Miss Havisham's house?
2. Describe the house where Miss Havisham lived.
3. What is a brewery?
4. What do you think Pumblecook meant by the last statement to Pip?
5. Write in your exercise book the meanings of the following words as used in the passage:
 - i) started
 - ii) unwelcoming
 - iii) demanded
 - iv) protector
 - v) returned

LESSONS: 10 and 11**TOPIC: Modal Verbs****Learning Outcome**

By the end of the lesson, you should be able to use modal verbs.

Materials

You will need a pen, an exercise book and this handout.

Introduction

A modal verb is a type of auxiliary (helping) verb that is used to express an ability, a possibility, a permission or an obligation. The commonest modal verbs used are:

- can/could: for example, I can be able to report all corrupt officers. / I could be able to report all corrupt officers if it was not for my life.
- may/might: for example, We may all be in position to fight corruption. / We might all be in position to fight corruption if we are to save our society.
- shall/should: for example, I shall not accept any bribe. / One should not accept any bribe.
- must/have to: for example, we must all report any form corruption to the authority. / We have to report any form of corruption to the authority.
- will/would: He will definitely arrest you if you try to corrupt him. / They would arrest whoever tried to corrupt them.

Activity 1: Write 10 sentences using each of the above modals.

Activity 2: Compose as many sentences as you can from the table below and then write ten of them in your exercise book.

All people	should	report corrupt officials.
Every one of us	could	shun corruption tendencies.
You	will	fight corruption.
They	may	not accept to be bribed.
He	might	have to ignore bribes.
She	can	

For example:

1. All people will report corrupt official.
2. He might have to ignore bribes.

TOPIC: The simple future tense (will, shall)

Learning Outcome

By the end of the lessons you should be able to use the simple future tense.

Materials

You will need an exercise book, a pen and this handout.

Introduction

The Simple Future Tense is used to tell what is going to happen in the coming period which can be minutes, hours, days, months or years.

For example:

- I *shall* be here at six o'clock tomorrow.
- *Patricia will* call you in the afternoon.
- *We shall* all go to the market with her.
- They will be in school next year.
- The *cat will* purr when it is angry.
- *He will* punish you if you annoy him.
- *I will* contribute towards your wedding.
- *You shall* have all that you require from me.
- My cousin *shall will* always be with me.

Note the following:

- The auxiliary verb **shall** is used for the 1st person both singular and plural.
- The auxiliary verb **will** is used for 2nd and 3rd persons both singular and plural.
- The auxiliary verb **will** can, as well, be used for the 1st person if the speaker is making a definite promise.
- The auxiliary verb **shall** is used to express a speaker's decision about the 2nd or 3rd person.

Activity 1: For each of the following sentences, use the verb in the bracket in a simple future tense. Remember how to use the two auxiliary verbs **will and shall**.

1. The cock three times before you deny your relationship with me.
(crow)
2. Brian her tuition after meeting her uncle. (pay)
3. Everyone to see everybody at somebody's occasions everywhere every time. (like)
4. The cook the meal in time for us to eat before departure.
(prepare)
5. The teachers if their salary is not paid in time. (demonstrate)
6. We the match if we do not prepare adequately. (lose)
7. This work us a short time to complete. (take)
8. It nice to see all of you tomorrow. (be)
9. Our teacher of English our work after all of us have finished it.
(mark)

Activity 2

Write twelve sentences using verbs of your choice. Remember to use all the 'three persons' in your sentences and talk about corruption.

The simple future tense is also used in both negative and interrogative sentences. Study the following:

- The computer will not start unless you press the right button.
- We shall not see you as we had planned.
- Will he see the doctor tomorrow?
- Shall I tell my parents about the bribe you are asking for?
- Will you call the Police when he asks for a bribe?

You should realise that:

- For the negative form, the auxiliary verb 'shall/will' comes after the subject.
- For the interrogative form, the auxiliary verb 'shall/will' comes before the subject.

Activity 3

Re-write the following sentences either in the negative or interrogative as directed in the brackets.

1. I shall tell you tomorrow. (negative)
2. We shall see her next week. (interrogative)
3. The fish will be ready for supper. (negative)
4. The teacher will mark our books in the evening. (interrogative)
5. Nagawa will talk to us in the morning. (negative)
6. All the learners will try this exercise. (interrogative)
7. Nnabankema will prepare us nice meals. (negative)
8. Miriam will give Eric the money he needs. (interrogative)
9. You shall go out alone. (negative)
10. Nanteza will visit Ssekagya on his birthday. (negative)
11. Katagala's grandson will be 50 on June 21st. (interrogative)
12. I shall enjoy all future actions. (negative)

TOPIC: Past Perfect and Simple Past Tenses**Lessons 1-8****Learning Outcome**

By the end of the lesson, you should be able to use the simple past and past perfect tenses.

Materials

You will need an exercise book, a pen and this handout.

Introduction

a. **The simple past tense** is used to show:

- Something that **used to happen**, for example: He *took* medicine after meals when he was sick.
- Something that **was a habit**, for example: We *used* to write letters to our friends.
- Something that **was general**, for example: In the past, women could not travel on lorries.
- An event that that **took place at one time but is being reflected on**, for example: He *prepared* a nice breakfast today.
- An event that may **have been continuous but considered as completed action**, for example: she *looked* into the mirror and *saw* how red her eyes were.

Note that the verb changes in the past tense by adding ‘...ed’ for regular verbs that sometimes double the last letter or change the last ‘y’ to ‘i’ but the irregular verbs do not change.

Activity 1: Write down ten regular verbs and ten irregular verbs. Remember that regular verbs change in past tense by adding ‘...ed’ or ‘...ied’ but the irregular ones change within or do not change at all.

Activity 2: Complete each of the following sentences giving the simple past tense of the verb in brackets.

1. Mugisha his teeth for a long time this morning. (brush)
2. Lillian a good meal yesterday. (prepare)
3. You all that you were supposed to do. (do)
4. Sheall the fruits for her birthday party. (want)
5. She in the chair near the window. (sit)
6. The teacher our names loudly in the class. (read)
7. Nnamakula 18 years old when she birth to her first child.
(be, give)
8. We someone knocking at the gate last night. (hear)
9. Luswata off his hat before greeting the headteacher. (take)
10. The cat the dog taking its milk. (find)

11. That soldierall the wars in this country. (fight)
12. Katagala a lot of money for that picture. (pay)
13. Nakku stubborn children when she was still alive. (hate)
14. The referee quite late for the match. (arrive)

You can change sentences from simple present to simple past tense. For example:

- We see women and men cooking every day. *We saw women and men cooking yesterday.*
- That watchman keeps guard at night. *The watchman kept guard at night.*
- She sings very well these days. *She sang very well those days.*

Activity 3: Change the following sentences to the simple past tense.

1. I believe in whatever my daughter says.
2. She plays scrabble on the balcony.
3. Ndalike hates working in the kitchen.
4. Nakayiza annoys people who love her a lot.
5. It takes a long time to teach us tenses.
6. They like learning simple English language.

It also possible to change sentences from present continuous to simple past tense. For example:

- The Supervise is barking at the workers. *The Supervisor barked at the workers.*
- The dog is smelling the footprints. *The dog smelt the footprints.*
- Kyakuwa is running away from his father. *Kyakuwa ran away from his father.*

Activity 4: Change the following sentences from the present continuous to the simple past tense.

1. Nantale is quarrelling for food.
2. You are writing with an old pencil.
3. They are running to the field.
4. We are approaching a junction.
5. Kalule is building a big house near a church.
6. The referee is judging the match in a professional way.
7. The teacher is giving us instructions.
8. We are registering for the final examinations.
9. Nakagya is writing a letter to her cousin Kasirye.

10. The bitch is caring for her puppies.

The simple past can be used in both interrogative and negative statements. For example:

- Were all men supposed to be cared for?
- We did not see boys fetching water.

Activity 5: Change the following sentences as instructed in the brackets.

1. The boys cried out loudly. (negative)
2. All women learnt to work like men. (interrogative)
3. They all worked in their gardens. (interrogative)
4. The Secretary typed all the work last week. (negative)
5. The Chairman led the meeting correctly. (negative)
6. She was not used to moving out at night. (interrogative)
7. They all clapped at the end of the show. (interrogative)
8. It took her ten minutes to prepare the meal. (interrogative)
9. The children saw the teacher when he arrived. (negative)
10. They hated those calling them names. (negative)

b. **The past perfect tense** This tense, is used to express an action in the past that happened before another. Study the following sentences that are all in the past perfect tense.

- I *had listened* to the music when the children came in.
- Since she *had taken* a lot of food she felt pain in her stomach.
- The teacher *had already given* us the instructions when he came in.
- Before you told him, Ssendaula *had already heard* the news.
- The cat *had spilt* the milk when the cook arrived.
- The boy *had shaken* the mangoes before he saw a snake.

Note that:

- Both auxiliary verbs 'have' and 'has' change to 'had'.
- The main verb is used in the participle form.

Activity 6: Complete each of the following sentences using the given verb in the past perfect tense.

1. The radio the announcements before it was closed.(pass)
2. By the time the doctor came, our patient(die)
3. Natungaalready the medicine when I called her. (take)
4. We the tenses when they transferred our teacher. (do)

5. Sam the song before the play was ended. (sing)
6. The children the bad food when their father arrived. (eat)
7. Nambusu her prayers when the lights went out. (say)
8. Droti the picture by the time the teacher gave instructions. (draw)
9. I his face somewhere before you introduced him. (see)
10. Our striker already.....when the linesman raised the flag.
(score)

Activity 7: Write sentences in the past perfect tense using each of the following verbs:

come, shake, look, say, climb, stay, change, fly, sweep, bear, try, hear, cry.

The past perfect tense can as well be used in both the interrogative and negative forms as follows:

- *Had you done* the work when the lights went off?
- *Had they seen* the sign before they were called?
- Nakasi *had not yet woven* the table cloth when we called her.
- Kirabo *had not yet finished* the work by the time I went to her.
- It *had not rained* for many months by the time we went to that village

Note that for the interrogative and negative forms, the past perfect tense:

- Uses the auxiliary verb '**had**' in all persons.
- The auxiliary verb precedes the noun/pronoun in the interrogative form.
- The auxiliary verb precedes the main verb in the negative form.

Activity 8: Complete the following sentences sensibly using the past perfect tense.

For example, when we reached here? **Had the man cooked food** when we reached here?

1. The dog not at us but the noise we made frightened it.
2. before the teacher gave them work?
3.any food before swallowing the drugs?
4. We not our sister for a long time.
5.the news when it started raining?
6. Nantume not the call by the time I sent her an SMS.
7. Nakakande not her husband when she went back home.

8. The children not any lessons when the CCT came to school.
9. at the work by the time you left the office?
10. Our cat not mice by the time it was stolen.

Follow up activity

Read the extract below and answer the questions that follow

All manner of people grew interested in Kino –people with things to sell and people with favours to ask. Kino had found the Pearl of the World. Every man suddenly became related to Kino’s pearl and Kino’s pearl went into the dreams, the speculations, the schemes, the plans, the futures, the wishes, the needs, the lusts, the hungers, of everyone and only one person stood in the way and that was Kino, so that he became curiously every man’s enemy. The news of Kino and the pearl **stirred up** something infinitely black and evil in the town; but Kino and his wife Juana did not know this. They were happy and they thought that everyone shared their joy. Their house was **crowded with neighbours**. Kino held the great pearl in his hand and it felt warm and alive in his hand. The neighbours looked at the pearl and wondered how luck could come to any man they way it had to Kino.

When some of them asked him what he would do now that he had become a rich man, Kino looked at the pearl and **pictures formed in his mind** of the things he would do. Things which in the past he had given up on. In the pearl he imagined him and his wife and child Coyotito standing at the high altar and they were being married. He spoke softly: ‘We will be married – in church.’ In the pearl he saw how they were dressed- Juana in a new shawl and from under the long skirt she would wear new shoes. He himself would be in a new white clothes and he would carry a new hat not one of straw. He would wear new shoes too and not sandals. His son would wear a blue sailor suit from the United States. ‘We will have new clothes.’

In the pearl he saw Coyotito sitting at a little desk in school, dressed in a jacket and he had on a white collar and a broad silken tie. ‘My son will go to school.’ ‘My son will read and open the books and my son will write and will know writing. And my son will make numbers and these things will make us free because we will know – he will know and **through him we will know**. This is what the pearl will do,’ said Kino.

Adopted from The Pearl by John Steinbeck, Pearson Education Limited

Questions

1. Why were the people now interested in Kino?
2. What was the general feeling of the people about Kino’s luck
3. Write down the list of the things which Kino dreamt of doing.
4. How do you think Kino was going to use what he had found to do the things he dreamt of doing.
5. Give the meanings of the following words and phrases as used in the passage:
 - i) all manner of people

- ii) stirred up
- iii) crowded with neighbours
- iv) pictures formed in his mind
- v) through him we will know

6. Write a suitable title for this passage.

LESSONS 9-15

TOPIC: Simple Present, Present Perfect and Present Continuous

Learning Outcome

By the end of the lesson, you should be able to use the simple present, present perfect and present continuous tenses.

Materials

You will need an exercise book, a pen, a dictionary (if possible) and this handout

Introduction

- a. **The Simple Present Tense.** This is used to show:
- An action of nature, for example, All girls grow breasts.
 - An action of habit or that is recurrent, for example, The teacher teaches us English.
 - Senses, for example, She wears a nice perfume.

Note that the 3rd person singular verb changes in that it adds 's', 'ies', or 'es' accordingly but for other persons, it does not.

The simple present tense is often indicated by using words like **every day, sometimes, usually, often, always, and rarely.**

Activity 1: Complete each of these sentences using the verb given in brackets.

1. Most Ugandanshosting visitors. (like)
2. A person who ladies' hats is called a milliner. (sell)
3. You often here at night. (come)
4. The stars on the sky at night. (appear)
5. We to the beach every last Sunday of the month. (go)
6. It a lot of effort to learn a foreign language. (require)
7. Lubwama our vehicle every weekend. (service)
8. A baby when she is hungry. (cry)
9. I sometimes cold sodas. (enjoy)
10. An honest person always the truth. (speak)
11. That is the woman who usually our food. (cook)
12. A vegetarian is a person who never meat. (eat)

Activity 2: Write sentences using the simple present tense: *run, climb, stay, learn, fly, take, look, smile, write, teach, fetch, shut.*

The simple present tense in **negative** and **interrogative** sentences uses the verb ‘do’ whereby, the third person singular adds ‘...es’ as in *he does not ...*, *she does not ...*, *it does not ...*, *Does he ...?* *Does she ...?* Or *Does it ...?* but for the other persons it does not.

Examples:

- Kyeyune does not like sitting for long.
- They do not enjoy playing netball.
- It does not take long to write ten sentences.
- Does Lwetutte respect his parents?
- Do all girls play netball?

Activity 3: Complete the following sentences using ‘do’ or ‘does’.

1. you like playing volleyball?
2. Our cat not take hot milk.
3. The children not always complete their work in time.
4. My fathernot like stubborn children.
5. That carpenter not make good tables.
6. Nakakande cook food for her husband?
7. we need to say all that to our teachers?
8. The teachers not teach hungry learners.
9. How often you visit the dentist?
10. Why teacher Lydia come to school late?

Activity 4: Write five negative and five interrogative sentences about human rights, gender and responsibilities in the simple present tense.

b. **The present continuous tense.** This is also called the **present progressive tense**. It is used to show an activity taking place at the time of speaking and it is not yet completed. It is also used to show a temporary activity or situation. Examples:

- The teacher *is marking* our books. (not completed)
- I *am crossing* the road. (not completed)
- The children *are playing* in the field. (temporary)
- It *is raining* now. (temporary)
- We *are studying* the pictures. (temporary)
- Nantume *is planning* to come with her sister. (temporary)
- The tree *is lying* in the middle of the road. (temporary)

Note that in the present continuous tense:

- The 1st person singular uses the auxiliary verb ‘**am**’ before the main verb.
- The 3rd person singular uses the auxiliary verb ‘**is**’ before the main verb.
- The 2nd person singular and plural, with the 3rd person plural use the auxiliary verb ‘**are**’ before the main verb.
- The main verb adds ‘... **ing**’

Activity 5: Complete each of the following sentences using the verb given in the present continuous tense.

1. The traffic Police officer road users at the junction. (direct)
2. We to fix this tyre. (try)
3. Nantezasome food right now. (cook)
4. I to Tukamuheebwa. (write)
5. The teachers to all the learners. (talk)
6. Ssemuyaba the class in running. (lead)
7. They for their vacation. (prepare)
8. The dog with a cat. (play)
9. You a cloth on the table. (put)
10. Our teacher us instructions right now. (give)
11. Nabwami and Nantale a movie in the living room. (watch)
12. The clothes on the cloth line. (hang)

In the **negative** and **interrogative** forms of the present continuous tense is used as follows:

- *Is Bugembe* coming with us?
- *Bugembe is* not coming with us.
- *Her mother is* not cooking in the kitchen.
- *We are* not listening to the teacher.
- *Are you* moving out now?
- *Am I* eating food?

Note that for the negative and interrogative statements in present continuous tense:

- The 1st person singular uses the auxiliary verb '*am*'.
- The 2nd person and 3rd person plural use the auxiliary verb '*are*'.
- The 3rd person singular use the auxiliary verb '*is*'.
- The auxiliary verb comes *after the noun/pronoun* in the negative, and *before the noun/pronoun* in the interrogative.

Activity 6: Complete the following sentences using the appropriate auxiliary verb.

For example, we learning good English? **Are** we learning good English?

1. Lugoloobi riding the right bicycle?
2. Wakisonko not walking properly.
3. The teachers not punishing wrong doers.
4.you listening to what that man is saying?
5. It not taking us long to master this tense.
6. the butcher selling good meat today?
7. I not paying for your ticket to day.
8. I using the right punctuation marks?
9. Florencenot using her computer well.
10. this work becoming simpler?
11. It not raining heavily to day.

Activity 7: In the present continuous tense, write 5 sentences in the negative and 5 sentences in the interrogative forms, based on the topic of human rights, gender and responsibilities.

- c. **The present perfect tense** is used to show an action carried out in the past but has a connection with the present time of speaking. This tense is used to show the following:

Continuity – the perfect tense shows that something that happened in the past is still continuing. For example:

- Mary has been teaching in this school for the past fifteen years.
- It *has rained* for months now.
- You *have remained* silent for the last two hours.

Inclusiveness– here, this tense shows that something happened in the past and it is still relevant at the time speaking. For example:

- We *have all seen* dangers of misbehaving.
- That boy *has survived* many road accidents.

Relativity – here, this tense shows the relationship between an action and the present situation. For example:

- We *have got* what brought us here.
- Lwanga *has bought* a new telephone handset.
- The bitch *has given* birth to four puppies.

Experience – here, the tense shows what has actually happened in the speaker’s experiences. For example:

- I *have known* what it requires to be a good student.
- My sister *has understood* the problem of not attending school.

Note that with the present perfect tense, the **verb** changes to a **participle** form and there is use of an auxiliary verb as follows:

- The 1st, 2nd person singular and plural; and the 3rd person plural – **have** is used.
- The 3rd person singular – **has** is used.
- The auxiliary verb comes before the main verb

Activity 8: Complete each of these sentences in the present perfect tense using the correct form of the word in brackets.

1. We to meet our cousin at the airport. (go)
2. It cats and dogs today. (rain)
3. All his children in this school. (study)
4. Nantaba that it is not good to misuse money. (know)
5. The driver already the bad tyre. (remove)
6. That phone for the last thirty minutes. (ring)
7. The examination just now. (begin)
8. It us quite a short time to understand this tense. (take)
9. Tukamuheebwalies to many people. (tell)
10. Okello with us for a short time. (be)

Activity 9: Write sentences in present perfect tense using these verbs – *say, cook, see, climb, look, sing, fly, put, know, lay, post*.

In the **negative** and **interrogative forms**, the present perfect tense is used as follows:

- *Has* Ndalike *told you* about the tour?
- *Have* we been *invited* to the party?
- *Has* it *been* here?
- *Have* I *called* you yet?
- The learners *have* not yet *understood* what all this means.

Note that the auxiliary verb comes before the noun or pronoun.

Activity 10: Complete each of the sentences with an appropriate auxiliary verb.

1. We not seen our teacher for the last two months.
2. Nnabaggala not yet completed her course.
3. the teacher given us any work yet?
4. you written the letter to your uncle?
5. It not been an easy task.
6. Our teamnot won the match.
7. The policenot arrested all the thieves in this village.
8. You not yet handed in your book to the teacher.
9. the staff discussed the case of that boy?
10. The bachelorette not yet got a man to marry.

Follow-up Activity

Your sister who is at the university has used her knowledge of chemistry to produce sanitizers which are highly required during the COVID-19 pandemic. She has asked you to design a poster which she will use to advertise her product. In your exercise book write the poster and provide the information required to market the sanitizers.

TOPIC: Descriptive Words (Adjectives)**LESSONS 1-3****Learning Outcome**

By the end of the lesson, you should be able to use adjectives.

Materials

You will need an exercise book, a pen, a dictionary (if available) and this handout.

Introduction

Adjectives are word classes that help in the modification of nouns or pronouns. When you need to give more information about a certain noun/pronoun in a statement, you will use an adjective to make your audience to understand better.

An adjective can describe a noun/pronoun by talking about either the **quality** or the **quantity** of an object/subject.

When the adjective is describing quality, it is talking about one's opinion, size/shape, colour, origin and/or material of a given noun/pronoun. Here, we have words like *nice, small, black, African* and *metallic*.

On the other hand when the adjective is describing quantity it is talking about amount or number of nouns. Here, we use words like *ten, million, twenty, some, few, many, little* and *vast*.

Activity 1: Complete each of the following sentences with a suitable adjective(s) of quantity or quality.

1. I saw a lady who gave me advice.
2. That colour is for my house.
3. Our school is not very from the university.
4. All learners will be entertained to feast by our head teacher.
5. The teacher would have called thestudents if it had not rained.
6.people tend to think thatbehaviour costs much.
7. Thechairman made the chair to break.
8. I will have to carry myload alone.
9. The learners were in the room and this made the teacher
10. The table wasenough for all guests.
11. Thebag that he was carrying made him very
12. Sophie always spokewords to herbrother George.
13. Mycousin Miriam has willingly helped me through this work.

Formation of adjectives

Adjectives can be formed from the following:

- **Nouns** – for example, *beautiful, charitable, dangerous, troublesome, childish* and *merciless*.
- **Verbs** – for example, *enjoyable, workable, hurried, thankful, seated, blessed, errant, damaging* and *talkative*.

Activity 2: Write ten sentences using adjectives formed from the two categories of words. for example:

- We visited a **wonderful** place with trees and grass.
- The **daring** guide took us through the park.

Activity 3: Complete the following sentences using the given words to form adjectives.

1. Akoth was more than her sister Apiny. (fancy)
2. The speech that he gave made many of the listeners to doze off. (length)
3. God always rewardspeople with lots of returns. (thank)
4. It is not beingthat the teachers are not well paid. (appreciate)
5. It was herwords that I was able go this far. (encourage)
6. Thoseboys made our teacher to be transferred. (trouble)
7. It has been such aday that all of us are excited. (wonder)
8. Because many of them wereof new trends, they did not appreciate his work. (ignorance)
9. Thestriker will make our team fail to score enough goals. (error)
10. Njira could not work with her cousin in thatorganisation. (charity)

Follow up Activity

Write a letter to your friend telling him or her about your experiences during the lockdown.

LESSONS: 4-6

TOPIC: Compound Words

Learning Outcome

You should be able to use compound words.

Materials

You will need an exercise book, a pen, a dictionary (if available) and this handout.

Introduction

A compound word is formed when two or more words are put together to form a new word with a new meaning. When compound words are formed, they work as different parts of speech, which can dictate what form the compound takes on. For example, the word *carry over* is an open compound word when it's used as a verb but it is closed when used as a noun and an adjective and it can be used in the following ways:

- We shall **carry over** this paper to our next geography lesson. (verb)
- This extra paper will be a carryover to the next geography lesson. (noun)
- This paper **carryover** will be used in the next geography lesson. (adjective)

Activity 1: Get 4 compound words and use them in the three different ways.

Compound words are put in three categories and one word can be found in more than one category. The three categories of the compound words are **closed**, **open** and **hyphenated** compound words.

1. **The closed compound words** are formed when two words are joined together. They don't have a space between them and they are the type that generally comes to mind when we think of compound words. For example:

Cannot	Baseball
Fireworks	Grandmother
Elsewhere	Upside
Somewhere	Sunflower
Crosswalk	Become
Basketball	Moonlight
Football	Railway
Anybody	Watchman
Somebody	Earthquake
Everything	Sometimes
Schoolhouse	Upstream
Fireflies	Grasshopper
Inside	Playthings

Activity 2: Pick seven words from the list and use them to write words. For example:

- We saw animals by the moonlight when we went for a tour in park.
 - The schoolhouse was not included on the map.
2. **The open compound words** have a space between the words but when they are read together a new meaning is formed. For example:

ice cream	game park
cave in	post office
real estate	middle class
full moon	Attorney General
half sister	Guild President

Activity 3: Pick five words from the list and use them to write sentences. For example:

- The Attorney General has advised the map drawers use proper regional names.
 - It was my half brother who directed me to the grandfather's place.
3. **The hyphenated compound** words are connected by a hyphen. Words that modify other compounds are often hyphenated, especially when they precede a noun, for

example, *part-time* teacher, *high-speed* chase, and *ten-minute* run, but when they come after the noun they are written as open compound words, for example, a chase that is *high speed*, that teacher is *part time here* and the referee was put to a test called *ten minute*. Furthermore, comparative and superlative adjectives are hyphenated when they are compounded with other modifiers, for example, the *highest-priced* computer, the *lower-priced* car. On the other hand, adverbs that end in *-ly* and compounded with another modifier are not hyphenated for example, a highly rated restaurant, a publicly held meeting. Here are more examples of hyphenated compound words.

one-half	mother-in-law
eighty-six	one-third
merry-go-round	well-being
mass-production	over-the-counter
daughter-in-law	commander-in-chief
first-in-command	teacher-on-duty

Activity 4: Select six words from the list and use them to write sentences. For example:

- My father-in-law failed to get directions to my home.
- The second-in-command took us around the school plant.

LESSONS 7-9

TOPIC: Prepositions

Learning Outcome

By the end of the lessons, you should be able to use appropriate prepositions.

Materials

You will need an exercise book, a pen, a dictionary (if available) and this handout.

Introduction

Prepositions are important words that are necessary for effective communication in English. They help to show the relationship of nouns/pronouns in sentences. Prepositions grouped under three main categories according purpose and they include **expression of time**, **expression of place** and **those attached to verbs**.

1. Prepositions used in expression of time

These are used to show a given period and they include:

- **at** –which helps to show a certain point in time or land marks in a year. For example, we shall have lunch **at** 2 pm; we hope to visit the park **at** Christmas.
- **on**– which helps to show a specific day or part of a given day like. For example, Asio left **on** Monday for the tour; Winhope was with us **on** Saturday afternoon.
- **in** – which helps to show specific periods of time or total length of time taken like. For example, I was born **in** 1964; Nankanja has drawn the map **in** two hours.

- **during** – which helps to show continuation in specified period of time or occurrence within a specified period of time. For example, many animals were killed **during** the war; We shall visit the zoo **during** the holidays.
- **by** – which helps to give the latest time of doing something or before ‘day’ and ‘night’ to mean during. For example, this work is supposed to be done **by** Friday this week; Grasshoppers always move **by** night.
- **for** – which helps to indicate the length of time by which an event takes place. For example, The guide has been taking us around **for** over two hours.

Note the following:

- These prepositions should not be used when the noun showing time is preceded by an adjective like **every**, **next** or **last**. For example, *we shall all be here **next Wednesday***, but not *...on next Wednesday*.
- These prepositions should not be used before **yesterday**, **today** and **tomorrow** because much as they are nouns, they are also used as adverbs. For example, *I did not see her **yesterday*** but not *...on yesterday*.

Activity I: Complete the given sentences with appropriate prepositions.

1. My father was bornthe rule of Sir Daudi Chwa.
2. If you were hereMonday, you would see mebreak time.
3. Sophia’s birthday isJuly 29 while that of Doreen isSeptember.
4. The lunch-break bell goes1:00 pm.
5. My cousin called.....Friday8 pm.
6. All forms must be submittedFriday 14th.
7. Our shop was broken intonight.
8. The King will open the exhibitionThursdaythe afternoon.
9. Our end of year party will be heldChristmas day.
10. The plane leaves Entebbe9:00 am and arrives in Kigali10am.

2. Prepositions used in the expression of place

These are used to indicate location and they include:

- **in** – to show a general place, continent, country, district and region or a particular house or a name of a street or for identification with a small village or a particular department or a particular place located in a building. For example:
 - Nabasirye works **in** town.
 - Kabenge lives **in** Africa and he was born **in** Luwero district.
 - Centenary bank is **in** Mapeera house.
 - I once worked **in** Luwum Street.
 - Katagala was buried **in** Kibirizi.
 - Margaret works **in** NCDC.
 - Judith works **in** a bank.
- **at** – to show a small village or a particular place. For example, Ocen has a house **at** Kkungu; They all teach **at** St. Peters SS.

Activity 2: Complete the following sentences with appropriate prepositions.

1. I met Uncle Charlestown yesterday.
2. After studyingMakerere University she went to workUganda Revenue Authority.

3. Much as Byaruhanga stayedhis father's farm, he did not learn much about cattle rearing.
4. After her studies, Miriam workeda shopBen Kiwanuka Street.
5. When we wereMbarara, we stayedLake View Hotel.
6. After workingNSSF, Kyambadde got employmentKyambogo University.
7. Thoseglass houses should not throw stones.
8. Simon worksthe publishing house.
9. Wilson made us believe that he has some workthe Medical Stores.
10. I rather teachlocal school than going for slaverythe States.

3. Prepositions attached to verbs

In English language, intransitive verbs may need an object and so they get a preposition before that object to make correct grammatical construction. Once this preposition is left out, the sentence becomes clumsy. Remember that intransitive verbs cannot take objects on their own so they are supported by this preposition. The following are some of the prepositions attached to verbs:

apply *to* somebody
 apply *for* something
 arrive *at*
 attend *to*
 bank *on*
 care *for*
 compete *with/against*
 defer *to*
 depart *from*
 depend *on*
 enquire *from*
 gaze *at*
 hope *for*
 insist *on*
 lean *against*
 listen *to* somebody
 listen *for* something
 long *for*
 look *at*
 object *to*
 point *to/at*
 rely *on*
 remind somebody *of*
 repent *of*
 reply *to*
 search *for*
 smile *at*
 stare *at*
 sympathise *with*
 talk *to* somebody
 talk *of, about* something

think *of, about*
 wish *for*
 write *to*

Activity 3: In each of the following sentences, supply the appropriate preposition(s).

1. I have been lookingmy dictionary since morning but I can't find it.
2. Everyone is talking.....his indiscipline.
3. Was that your friend that you were speaking?
4. Each woman wants to be staredby a man.
5. Why do you ogleme like that?
6. Which kind of music do you want to listen?
7. I borrowed this atlasthe library and so I will not lend ityou.
8. I want to write a lettermy mother but I don't know where to post it.....
9. I have always wished.....a day like this.
10. Do not smile.....everyone you meet.
11. Who were you waitingwhen I met you?
12. I hope we shall be taken careby that kind man.

Note that there are transitive verbs that are not usually followed by prepositions and they include ***approach, attack, ask, enter, discuss*** and ***resemble***.

However, it is appropriate to have '**enter into**' if the verb does not mean going inside. For example,

- Both sides **entered into** an agreement to stop fighting. or
- One has to **enter into** a spirit of forgiving if one has to be a good student.

In the same way we can have '**answer to**' if we want to mean corresponding. For example, 'The suspect **answered to** the descriptions the police had'.

LESSONS 10-11

TOPIC: Relative Clauses

Learning Outcome

By the end of the lessons, you should be able to use relative clauses.

Materials

You will need a pen, an exercise book, a dictionary (if available) and this handout.

Introduction

Relative clauses are groups of word that are precede with relative pronouns. This is to say, a sentence may have two parts and repeating a noun or personal pronoun may make it appear ambiguous. In this case, a relative pronoun is used and relative pronouns are *who, whom, whose, that, which, why, when* and *what*. For example, the words in italics are relative pronouns:

- The girl *whose directions were misleading* has come again.
- The map *which you gave us* was very accurate.
- The teacher *whom we asked to show us the maps* has disappeared.
- We all want to know *when we shall be leaving for the tour*.

- The guide asked us *what we exactly wanted to see in the park*.
- The instructions *that we were given* were clear.
- You must all know *why you going to have that tour*.

Activity 1: Write seven sentences using different relative clauses.

Activity 2: Join these sentences using the relative pronoun given in the brackets.

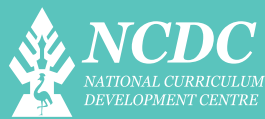
For example:

- We met a woman on the way. She was also going for the show. (who) **We met a woman on the way who was going for the show.**
- The puppies have been bought. The puppies' mother died last week. (whose) **The puppies whose mother died last week have been bought.**

1. The book belongs to my uncle. The book is being auctioned. (which)
2. She is the girl. She ran away from school. (that)
3. That is my beautiful and active daughter. Her name is Akello. (whose)
4. That was the reason given. The reason for Mukasa being absent last week. (why)
5. The woman was my auntie. You met the woman at the market yesterday. (whom)
6. She did not tell us the day and time. The day and time they were to arrive. (when)
7. Anybody is wanted. Anybody can assist Nabaloga. (who)
8. Nambatya bought me a good watch. The watch was also very expensive. (which)
9. The roads authority has repaired a junction. At the junctions many accidents would happen. (where)
10. All these names belong to our clan. These names have been recorded on the website. (which)
11. The government has removed all the huddles. The huddles would affect development. (that)

Follow up activity

One of the people in your district is campaigning to become a Member of Parliament. He has asked you to write a poster for him. Write the poster convincing the people that he is the best candidate for the post.



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