



Ministry of Education
and Sports

HOME-STUDY LEARNING

SENIOR
1

ENGLISH

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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,
National Curriculum Development Centre

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

SENIOR ONE TERM 2

LESSON 1: CHILDREN AT WORK

Lesson Outcomes

By the end of the lesson you should be able to:

- i) read and comprehend the story entitled '*A Girl's Escape*'.
- ii) use the learnt vocabulary to form your own sentences.

Activity 1

Read and enjoy the passage below.

A Girl's Escape

Mary grew up in a **remote** village where no family planning or public schooling was available. She was one of the 12 children born of **impoverished** parents who later separated and the children remained with the mother. When she was 10 years old, Mary walked to her father's house to request for school fees. Instead, he took her to the capital to work as a house help without telling her mother.

Her father didn't want to spend money on her school fees. He instead got her a place where she would work and go to school using the wages she was paid.

Where she worked she slept on the floor and woke up at 5.00 am every morning to clean the house, fetch water and wash the dishes before leaving for school. She was beaten daily with electric cords if she made any mistake.

Mary was allowed no contact with her family. At one point, she tried to run away but was caught and beaten. As a result of the beatings, she got scars on her arms and legs which really hurt her and many times she cried at school.

An aid group called The Children Freedom Foundation helped Mary escape from the home where her father had taken her and she found **refuge** in a beautiful safe house for girls like her. On arrival, the mood was festive as a dozen girls cheered and hugged her. Here she was even allowed to read books which was not the case at the house where she had been working. In the new place she tried on new clothes and slept in a bed and not on the floor.

The family that Mary had been working for was **furious**. The lady of the house informed the director of the Foundation that she had never beaten the girl and that Mary had in effect been **kidnapped** from her. A few days later, the director of the foundation took Mary back to her village. When she stepped out of the car, family members and neighbours were **stunned**. They had assumed that she had died years ago. Her mother, however, was not at all **thrilled** by the **reunion**. Mary told the director of the foundation that she did not want to stay with her mother because she wanted to continue with her studies. When the Foundation officials told her that she had to stay, she burst into tears because she had no choice.

Mary will eventually have to go back to work because the fact is that what makes parents hand over their children to become labourers is poverty and also lack of free education.

(Slightly adapted from Nicholas Krist of the New York Times January 2014 with minor modifications)

Glossary

remote – far from town, deep in the village

impoverished – poor/needy

refuge – shelter/safety

furious – annoyed

kidnapped – taken by force/abducted

stunned – surprised/shocked

reunion – get together again/meet again

thrilled – happy/excited

Activity 2

Read the passage again and answer the questions that follow in full sentences:

1. Why did Mary's father take her to the city to work?
2. Why do you think the family she was working for was angry when Mary escaped?
3. Why do you think Mary's mother was not happy when she was taken back home?
4. What do you think can be done to stop parents like Mary's father from taking their children like Mary to work as child labourers?

Activity 3

In your own words, write sentences using each of the words in thick ink in the story.

Follow up activity

Have you thought of the job you would like to do when you finish your studies? In your exercise book, write down the job you would like to engage in and the reasons for your choice.

LESSON 2: 'WH' INTERROGATIVES

Lesson Outcomes

By the end of the lesson you should be able to apply the “*wh*” questions correctly.

Introduction

‘*wh*’-are used in sentences that ask questions. They are questions that start with ‘*wh*.’ They interrogate. They are used to find out information about something or someone. The question requires specific information about time, place, reason for, name of something or an action and way of doing something. The forms of interrogatives are: who, where, why, when, whom, whose, which, what and how.

Examples include:

1. Why did you come to school late today?
2. How are you?
3. What is your name?
4. When did you arrive at school?
5. Where do you stay?
6. Who has not handed in her work?
7. Which of the two girls is your sister?

From the above examples we note that “*wh*” starts the question, followed by an auxiliary verb (*am/are/is, can/dare, do/did, have/has/had, shall/should, will/would*), then the doer (*I, you, they, she, he, we*) and lastly, the rest of the action. It should end with a question mark.

Activity 1

In your exercise book write down 5 questions of your own using any of the ‘*wh*’ words given in the introduction.

Activity 2

Write down the “*wh*” questions which match the specific answers given in the sentences below:

1. I bought oranges at the market.
2. They arrived at 2.00 o'clock.
3. I am standing because there are no more chairs.
4. He is sweeping behind the head teacher's office.
5. I peeled matooke with a knife.
6. I prefer eating rice to sweet potatoes.

LESSON 3: LETTER WRITING (INFORMAL)

Lesson Outcome

By the end of this lesson you should be able to write an informal letter.

Introduction

An informal letter is a friendly letter; a letter you write to a friend. It can also be to a parent/guardian/sister/brother/aunt/uncle. Informal letters are used for personal communication for example to friends, parents and others. Casual language is used while writing informal letters. Sometimes we express our feelings in such letters which we do not do in formal letters.

Activity 1

Read and enjoy the letter below.

Katiko Secondary School,
P.O. Box 1,
Kamuli.

1st July 2020

Dear Roselyne,

How have you been? How is your mum and dad? The last time we talked, you told me that your mum was sick. Has she recovered? How are your **siblings**, Rosette and Peter? They must have grown tall now. Personally, am fine, the holiday has been busy but interesting. My parents are doing well and the twins, Ethan and Faith, were promoted to Top class.

Do you remember the Leos Club I told you about? Am now its chairperson. Currently, I am busy organising an activity in Kamuli Town.

The purpose of writing this letter is to ask you to join us in the **sensitisation** of our community about children's rights and responsibilities. We have seen that there are parents who are not taking their children to school but engage them in in sugar cane cutting. On the other hand, there are a number of children sleeping on streets and when asked why, some of them say that they are mistreated at home. Such children, think that being told to carry out house chores such as fetching water is mistreatment.

Parents and children need awareness about their responsibilities. We have already set dates for each Village Council and the Local Council chairpersons are mobilising the people. So, if you are free, please join us for the activity. You will meet us at the District Headquarters at 8.00 am on Saturday 5th July 2020.

I look forward to seeing you and send my greetings to Rosette and Peter.
With love from Meg

Glossary

- **siblings** – children/sisters/brothers sharing/having one or both parents in common
- **sensitise/sensitisation** – educate/inform/make aware

Please remember that:

- The address of the writer is on the right hand
- The date is on the right hand after the address
- The greeting is on the left hand
- The grammar used should be correct and easily understood
- The message/reason for writing should be clear
- The language should be respectful and decent
- The punctuation should be correct
- The paragraphs should be indented
- The ending should be friendly

Activity 2

In the follow up activity of Lesson 1, you wrote down the job of your interest and why you liked that job. Now, write a letter to your friend telling him/her about that dream job, why you have chosen it and what you would use the money you will earn for.

LESSON 4: ADVERBS OF TIME

Lesson Outcomes

By the end of the lesson you should be able to:

1. interpret the information given in a table.
2. use adverbs of time correctly.

Introduction

Adverbs are words used to modify or qualify other words like adjectives, verbs and others. Adverbs give more information/they clarify. There are adverbs of time, manner and frequency. This lesson will be about adverbs of time. Adverbs of time are those words used to qualify time. They tell how often an activity occurs.

Examples of adverbs of time include: always, usually, never, once, often, generally, everyday/year, sometimes, frequently, once in a while.

Activity 1

Look at the table below and study what Winfred does every day of the week during the holidays.

Time	Mon	Tue	Wed	Thurs	Fri	Sat
7.00 – 8.00 am	Wash the previous	Wash the previous	Wash the previous	Wash the previous	- Wash the previous	Wash the previous

Time	Mon	Tue	Wed	Thurs	Fri	Sat
	night's utensils	night's utensils	night's utensils	night's utensils	night's utensils	night's utensils
8.00 – 10.30 am	Wash clothes	Go to the garden	Go with mother to the market	Wash clothes	Go to the garden	Wash clothes
10.30 – 12.00 noon	Prepare lunch and clean the house	Prepare lunch and clean the house	Sort the foods from the market and prepare lunch	prepare lunch and clean the house	prepare lunch and clean the house	prepare lunch and clean the house
12.00– 1.00 pm	Revise her books	Revise her books	Revise her books	Revise her books	Revise her books	Revise her books
1.00pm– 2.00pm	L	U	N	C	H	
2.00- 4.00pm	Clean the utensils	Clean the utensils	Clean the utensils	Clean the utensils	Clean the utensils	Clean the utensils
4.00- 6.30pm	Rest	Rest	Rest	Rest	Rest	Rest
6.30- 8.00pm	Iron clothes and keep them in the wardrobe	Iron clothes and keep them in the wardrobe	Iron clothes and keep them in the wardrobe	Iron clothes and keep them in the wardrobe	Iron clothes and keep them in the wardrobe	Iron clothes and keep them in the wardrobe
8.00- 9.00pm	Have a bath and watch TV	Have bath and watch TV	Have a bath and watch TV	Have a bath and watch TV	Have a bath and watch TV	Have a bath and watch TV
9.00- 10.30pm	Have supper, says her prayers and prepare to sleep	Have supper, says her prayers and prepare to sleep	Have supper, says her prayers and prepare to sleep	Have supper, says her prayers and prepare to sleep	Have supper, says her prayers and prepare to sleep	Have supper, says her prayers and prepare to sleep

Using any **five** of the following adverbs of time, write 5 sentences about what Winfred does every day: **always, usually, never, once, often, generally, everyday/year, sometimes, once in a while**, etc.

Activity 2

Write five sentences giving how often you:

- a. study English at school.
- b. have assembly.
- c. have P.E.
- d. have tests.
- e. go for trips.

Follow up Activity

Read and enjoy the passage below:

Child Labour

Millions of children around the world are trapped in child labour. This type of activity prevents them from enjoying their childhood, which includes good health and education, and binds them to a life of poverty and want. Of course, there is work that children do to help their families in ways that are neither harmful nor exploitative. But many children are forced to do work which is not meant for children because this is a serious violation of their rights.

About 168 million children aged 5 to 17 are engaged in child labour which includes slavery and slavery-like practices such as forced and difficult work, child soldiering, sexual exploitation, or are used by adults in illegal activities, including trading in drugs.

Child labour has negative short and long term effects on the lives of the children and this is against the fulfilment of children's rights as stated by the United Nations Convention on the Rights of the Child (CRC).

Child labour is preventable and only requires placing children at the centre of programmes designed to protect children's rights by giving importance to what a child needs in order to have a good future.

This requires the parents and the whole community to work together to fight against any forms of child labour.

Adapted from *The child protection home page* www.unicef.org

Activity

1. Re-read the story and in your exercise book write what you have learnt about children labour.
2. Imagine you have been asked to participate in a school debate on the motion, "Children should be allowed to work as labourers so as to contribute to the wellbeing of the home." In your exercise books, write reasons why you agree or disagree.

LESSON 5: ENVIRONMENT AND POLLUTION

Lesson Outcomes

By the end of the lesson you should be able to:

- i) Read and understand the passage about *Pollution in Uganda*.
- ii) give a summary of the dangers of pollution.

Exercise 1

POLLUTION IN UGANDA

Read the article below from an article about pollution in Uganda.

Pollution is said to be the biggest killer in developing countries. Contaminated air, water and soil claim millions of lives every year. Rapid urbanisation and economic growth brings fears that these numbers will only rise in years to come. In Uganda, the effects of pollution on people are becoming more visible.

The World Health Organisation (WHO) says more than eight million people die around the world each year as a result of living in a polluted environment. In Kampala, Dr Kiggundu Tamale said the effects of air pollution are becoming more and more noticeable.

“Air pollution has become one of the biggest challenges faced in Uganda, especially in urban centres. The main cause of air pollution is transport, especially rapid motorisation that is being experienced in urban areas. But then there are other causes, like mining and open waste burning,” said Dr. Tamale.

Doctors say it is often difficult to tie someone’s health problems especially to air pollution. In recent years though, doctors in Uganda have seen an increase in the number of patients with Lung problems.

Dr William Worodria said air pollution has multiple effects “And particularly the lungs, the heart and other body systems. In the lungs you may have chronic lung disease, like bronchial asthma, and chronic obstructed lung diseases, even lung cancer has been reported to be associated with air pollution,” said Dr Worodria.

Worldwide, the WHO says pollution kills more people than malaria, HIV and AIDS and tuberculosis put together. Yet, the population is many times not protected from pollution by government.

Studies by Ugandan scientists suggest about 14 percent of children between the ages of 8 and 14 living in Kampala have bronchial asthma. Dr Worodria said researchers found similar results in one of Uganda’s rural districts. In such districts, other forms of pollution, included indoor pollution from smoke which comes from the cooking using firewood. About 14 percent of the people in the rural district had some form of lung diseases.

Scientists and health officials say, one of the reasons air pollution is not given attention in many countries is because it cannot be seen easily and therefore not considered to be a big problem.

“For example, if you have poor road infrastructure or electricity, this is obvious. So our politicians tend to focus more on problems that are visible.

But air pollution is less visible and, therefore, our decision makers or policy makers do not see it as very important,” said Dr Tamale.

Recently, however, Ugandan health officials and the government have started a campaign to raise awareness about lung diseases caused by air pollution. One suggested approach includes trying to get people out of their cars and walking, before Uganda becomes congested not only by cars but by their exhaust fumes.

By Serginho Roosblad February 18, 2015

Now answer the following questions using full sentences:

1. According to this passage, what is the cause of millions of deaths?
2. Where in Uganda is the biggest problem of air pollution being faced?
3. What are the two main causes of air pollution?
4. What is the cause of lung diseases in the rural areas mentioned in the passage?
5. What is the danger of having many cars in the urban areas of Uganda like Kampala?

Activity 2

In 3 sentences write the dangers of pollution to people.

Follow up

- Look around your environment and in your notebook write down the types of pollution affecting you.
- Suggest ways of stopping such pollution.

LESSON 6: Modals

Lesson Outcome

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

Introduction

What are modals? Modal verbs are verbs that show ability, possibility, or obligation. These are verbs like *can/could*, *shall/should*, *will/would*, *may/might*.

Activity 1

Read the sentence below:

1. We ought to solve the problem of pollution in our community.

In which tense is this sentence written, past, future or present?

Now read this one:

2. We ought to have solved the problem of pollution in our community.

Is this a suggestion or complaint?

Read and compare these two sentences below:

1. We shouldn't burn polythene bags; they pollute the air.

2. We shouldn't have burnt polythene bags, now our people are suffering from lung diseases.

One sentence gives advice; the other sentence does not offer advice because it is too late!

Read and compare these two sentences:

- (a) We could stop air pollution if we planted more trees.
- (b) We could have stopped air pollution, but we didn't think of planting more trees.

Which sentence says it is too late to stop the air pollution?

Now read and compare these two sentences:

1. It would be a good idea not to pollute our lake.
2. It would have been a good idea not to pollute our lake.

Which sentence says the lake has already been polluted?

Activity 2

Read this dialogue and choose the correct form of the verbs in brackets.

- A. Proper disposal of wastes is something that the government should have (*promoted/promote*) many years ago. Now it is too late.
 - B. I disagree, my friend. Of course, it (*would be/would have been*) better to start years ago, but it is never too late!
 - A. Perhaps you are right. Anyway, the government (*ought to start/ought to have started*) right now, or it will be too late!
 - B. Why only government? What about us? Now we know more about the causes and effects of pollution, we (*could help/could have helped*) ourselves.
 - A. What (*could we do/could we have done*)?
 - B. Dispose of waste properly; not pollute our rivers and lakes – all the things that we (*should do/should have done*) but didn't.
- Now is our chance to cause change!

Activity 3

In your exercise books, complete these sentences with a suitable modal together with the correct form of the verb in brackets.

1. That was the wrong way to do it. You ... it like this. (do)
2. There were several possibilities: we ... a smaller one, for example. (buy)
3. I don't know what you will decide, but in your position I ... to the meeting. (not go)
4. Our father ... more trees if he had understood the part they play in cleaning the air that we breathe in. (plant)
5. We have already bought some seedlings, so one thing we ... is use them to replace the trees we cut down. (do)

Activity 4**Complete these sentences with the correct modals**

- a. We set out early so that we ... arrive early.
- b. She ... go without food part of the day to save for school fees.
- c. In our school the prefects ... guide the new students to all places on the first day of the term.
- d. ... you let us go to church on Christmas day this year?

Follow up Activity

Write a letter to a friend you were with at primary school telling him/her how you preserve the environment in your new school.

LESSON 7: Urban and Rural Life**Lesson Outcomes**

By the end of this lesson you should be able to:

- i) appreciate both rural and urban life.
- ii) apply adjectives correctly.

Activity 1

Read and enjoy the two poems below and write down in your exercise book what is different about the life in the two places.

Urban life

People shouting
 Factory pollution
 People rushing for the bus
 An accident here
 Vehicle inspection there
 Hooters – nonstop
 Thin dogs wander
 Through dirt and litter
 Water comes from a tap
 You hardly see a rabbit
 Or a buck
 You never see real darkness

You pay for everything
 Your food, your fun,
 And people
 Keep spitting on the pavement.
 (By Webster Mubonwa)

The Village

Kanyiriri, a village of Toil,
 Village of unending work
 Like a never drying spring
 Old women dark and bent
 Trudge along with their hoes
 To plots of weedy maize,
 Young wives like donkeys
 From cock crow to setting of the sun
 Go about their timeless duties
 Their scraggy figures like bows set in a row,
 Plod up and down the rolling village farms
 With loads on their backs
 And babies tied to their bellies...
 (By Marma Gashe)

Glossary

1. Toil – work hard
2. Trudge – long tiring walk
3. Scraggy – thin, slim and bonny
4. Plod – walk with difficulty

Activity 2

- Study the poems and write down the sentences or phrases which give a true picture of life in both the town and the village.
- In your exercise book write in which of the two places mentioned in the poems above you would like to live in and give three reasons for your answer.

LESSON 8: Adjectives

Lesson Outcome

By the end of this lesson you should be able to apply adjectives correctly.

Introduction

An adjective is a word that modifies a noun. An adjective defines/describes/gives clarity/gives more information about a noun. For example, **smart** girl, **tall** boy – smart and tall are words that give more information about the nouns. They are adjectives.

Activity 1

Let us re-visit the poems we studied in the previous lesson. Look at the following expressions:

- a. **Thin** dogs – the word thin describes the noun dog. The dogs are thin.
- b. **Old** women – what kind of women walk while bent? The old ones.
- c. **Weedy** maize- - which maize gardens? The weedy ones.

- d. **Young** wives – it is the young wives who work like donkeys, not the old ones.

The words thin, old, weedy and young are used to modify nouns. They are called adjectives.

Activity 2

Study the adjectives in the box below and put them in a table as shown in the example.

noisy, fun,, hard, busy, relaxed, clean, expensive, safe, cheap, dangerous, polluted, monotonous, difficult

Urban life	Village life
noisy	hard
Busy	relaxed

SENIOR ONE TERM THREE

LESSON 1: Regular and Irregular Verbs

Lesson Outcome

By the end of this lesson you should be able to use regular and irregular verbs correctly.

Introduction

Verbs that form the past tense by adding **ed** or **d** to the present tense are called regular verbs while those that end in other non-common ways are called irregular verbs.

Activity

Look at the words in italics in the sentences below. They are in the past tense.

1. The lessons *ended* at 2.00pm.
2. Most of us *passed* the end of first term English examination.
3. I *went* to town yesterday.
4. The teacher *ordered* us to keep quiet when he *found* us making noise.
5. She *kept* on running until she *felt* safe.
6. I *walked* five kilometres to town.
7. She *got* an accident when she *sat* on a broken chair.

The sentences below give the same verbs but in the present tense.

1. The lessons *end* at 2.00pm.
2. Most of us *pass* English examinations.
3. I *go* to town.
4. The teacher *orders* us to keep quiet when he *finds* us making noise.
5. She *keeps* on running until she *feels* safe.
6. I *walk* five kilometres to town.
7. She *gets* an accident when she *sits* on a broken chair.

A	B
Present	Present
Past	Past
end	go
ended	went
pass	finds
passed	found
order	keeps
ordered	kept
walk	feel
walked	felt
	get
	got
	sit
	sat

The words in list A above form past tense by adding **ed** or **d** to the present tense form. Verbs that form past tense this way are called regular verbs. The verbs in list B form their past tense in different ways. Verbs that form past tense in a way other than adding **ed** or **d** are called irregular verbs.

Activity 2

Change the verbs in the following sentences into their past tense and indicate in brackets whether the verb is regular or irregular as shown in the example below.

For example:

We kneel to pray.

Answer: We **knelt** to pray. (irregular)

1. The students march to the playground.
2. I feel sick all the time.
3. Maria finds reading an enjoyable exercise.
4. I sweep the class every morning.
5. Sarah feeds the baby.
6. They reach home late after the games.
7. John jumps across the river every day.
8. The government funds health services in the rural areas.

Activity 3

Choose the correct tense form from the options given in brackets.

1. As the clock (struck/striking) one, the visitors arrived.
2. The frog (hid/hidden) Mulee in its stomach.
3. As I was going downhill, the rear tyre of my car (burst/bursts).

4. The dog (bite/bit/beat) the thief before he could break into the house
5. The sun (rised/rose/raised) at 6.00 o'clock that day.
6. The twins (lay/lie/laid) to the ogre before they escaped.
7. We got (sticked/stuck/stack) in the mud for two hours.
8. The boy (hung/hang/hanged) the picture on the wall.

LESSON 2: Regular and Irregular Verbs in the Perfect Tense

Lesson Outcome

By the end of this lesson you should be able to use regular and irregular verbs in the perfect tense.

Introduction

In the previous lesson we learnt about regular and irregular verbs in the present and past tense. Now we are going to study the behaviour of the regular and irregular verbs in the perfect tense.

Activity 1

Study the sentences below.

- | | |
|---|---|
| 1. (a) The cow <i>kicked</i> the boy. | 3. (a) John <i>ate</i> my cake. |
| (b) The cow has <i>kicked</i> the boy. | (b) John has <i>eaten</i> my cake. |
| (c) The boy was <i>kicked</i> by a cow. | (c) My cake was <i>eaten</i> by John. |
| 2. (a) I <i>cooked</i> the food. | 4. (a) Sarah <i>broke</i> the cup. |
| (b) I have <i>cooked</i> the food. | (b) Sarah has <i>broken</i> the cup. |
| (c) The food was <i>cooked</i> by me. | (c) The cup was <i>broken</i> by Sarah. |

The words in italics are verbs. The verbs in (1) and (2) are regular while those in (3) and (4) are irregular. The verbs *kicked* and *cooked* form their past tense by adding **ed** to the base form of verb. The verbs *ate/eaten* and *broke/broken* are irregular because they do not form their past tense by adding **d** or **ed**. The forms *eaten* and *broken* are used in sentences where they follow words like *has*, *have*, *had*, *was*, *were*, etc. For example, *was eaten*, *had eaten*, *has eaten* or *have eaten*. Other examples include: *sang/has sung*, *went/has gone*, *did/has done*, *sat/has sat*, *broke/has broken*, etc.

Activity 2

Use each of the following regular verbs to make a sentence. Use the verb together with one of the following words: *has, had, have, was* and *were*.

Bake, dance, doze, finish, love, pump, rob, jump,
like, raise

Activity 3

Complete the following sentences using the correct form of the verb given in brackets.

1. The best student in senior 1 B was a bursary. (give)
2. I had already eating my food when the messenger arrived. (begin)
3. The wind has the candle that was in the compound. (blow)
4. The chairs were to the store yesterday. (take)
5. She has to town. (go)
6. I had my sportswear on Monday. (wear)

Follow-up activity

Words often confused – **lie, lay and lie** are three verbs that are easily confused.

Here are their meanings.

- (a) **Lay** means to put down something carefully or put down flat.

Lay laid has laid

Examples:

I laid my books on the bed.

I have laid the phone on the table.

My hen laid an egg yesterday.

My hen had laid 100 eggs by the time we ate it.

- (b) **Lie** means to rest or remain in a flat position. It is an irregular verb.

Lie lay have lain

Examples:

I lay down and slept.

I had lain on the mat for an hour by the time it started raining.

- (c) **Lie** also means saying things which are not true. It is a regular verb.

Lie lied had lied

For example:

You lied to the teacher about your failure to come to school yesterday.

You had lied to him about your parents.

In your exercise books, write sentences using each of the verbs.

Lesson 3: The Future Tense

Lesson outcome

By the end of this lesson, you should be able to express the future in different verb forms.

Introduction

The future tense is a verb form that describes an action expected to happen in the future. You are going to look at the different forms of the future simple tense.

Activity 1

The sentences below provide different ways in which the future tense may be used. Study them well and copy them in your notebook.

1. I shall get my salary tomorrow.
2. I will get my salary tomorrow.
3. I'll get my salary tomorrow.
4. I'm going to get my salary tomorrow.
5. I'm getting my salary tomorrow.
6. I'll be getting my salary tomorrow.

There is an important rule about the use of the future tense and it says: do not use “**shall**” except with **I** and **we**. “**Will**” can also be used with **we**. The examples below explain the rule well.

Please copy them in your notebook.

1. I shall be going to Arua next week.
2. Mary will be going to town with John.
3. We shall have supper at seven in the evening.
4. I will be visiting my parents during the Easter break.
5. We shall visit the children in April.
6. We will see you tomorrow morning.

Activity 2

Choose between ‘**will**’ and ‘**shall**’ according to the general rule that you have just learnt above, to rewrite the following sentences correctly.

1. We *shall/will* be sorry to leave the village.
2. Eria *shall/will* have to stay in the city this holiday.
3. Everyone *shall/will* know that I failed to live in the city.
4. You *shall/will* need somebody in the village.
5. Cattle farming *will/shall* bring him plenty of money now that he is back in the village.
6. The rain *will/shall* spoil everything that we have done.

7. We *shall/will* be able to judge for ourselves how they manage life in the city.

Follow up Activity

Now that you have learnt about the three different forms of expressing the future, try out the following exercise.

Choose the alternative that best suits the sentence as a whole.

1. Don't eat any more, or *you'll/you're going to* fall sick.
2. I think *I'll/ I'm going to* have a bath, said mother.
3. He is putting his hand up because *he'll/he is going to* ask a question.
4. Open the cupboard and *you'll/you're going to* find a piece of string on the left-hand side.
5. The wind is rising. There *will/is going to* be a storm.
6. I *shall/I'm going to* be very pleased to see you at any time.
7. If you do not eat or drink, you *will/are going to* fall sick.

LESSON 4: The Future Tense (Continued)

Lesson Outcome

By the end of this lesson you should be able to express the future using “going to.”

Introduction

In the previous lesson we learnt that there are different forms of the future simple tense and the important rule about its use.

Activity1: The use of ‘going to’

The use of ‘going to’ can be called “the future of anticipation.” In this case, you know in advance that it is going to happen because of something you can see or feel now. It is also important to note that ‘going to’ is not a tense but a special way we use to talk about the future. The future is often certain. Here are some examples:

1. I'm going to sneeze. Although the sneezing is going to take place in the future, this statement tells us how the speaker is feeling right now in the present.
2. That tree is going to fall. This statement means that the speaker perhaps has seen it swaying or heard it crack now in the present.
3. She's going to have a baby. The baby is coming in the future but the speaker by looking at the pregnant state of the woman now, can anticipate the future.

Activity 2

Change the following sentences into 'going to' form of the future. Do the work in your exercise book.

1. John will wait for us there.
2. We shall write the invitation letters in the afternoon.
3. He will lend me the money to go to the village.
4. My father will build a new house in the city.
5. I'm afraid it will cost me a lot of money.
6. They will grow beans in their garden.
7. We'll work harder next year.
8. The dining room will be painted next week.
9. I shall have a three weeks holiday this year.
10. Our house in the village will be pulled down soon.
11. The rain will spoil everything that we have done.
12. There will be a concert at the theatre on Sunday.
13. My mother will take me to school next year.
14. The Uganda government will build a special hospital where the patients of COVID -19 will be treated from.
15. You will present your work to the rest of the class.

Lesson 5: ADVERBS OF MANNER

Lesson Outcome

By the end of this lesson you should be able to use adverbs of manner correctly in sentences.

Introduction

Adverbs of manner tell how something happens. Some adverbs of manner are formed from adjectives while others are not.

Activity 1

Study the following sentences:

1. I woke up *immediately* I heard a loud bang on the door.
2. After hearing gunshots, I *hesitantly* answered the telephone call.
3. I sat down on my bed *slowly*.
4. When I was told that the gunmen had killed the security guard, I *sadly* looked on.

In the above sentences, the words in italics tell us about how something happened. They are called adverbs.

Look at the following sentences.

1. Alex ate his lunch *quickly* and went back to class.
2. Alfred listened *carefully* to the teacher.
3. Open the door *slowly* if you do not want to wake up the baby.
4. She unwrapped the gift *carefully*.
5. The girl danced *beautifully* to the delight of the audience.

The words in italics are adverbs of manner. They tell us about how something happens or how something is done. Many adverbs are formed from adjectives by adding *-ly* to the adjective, for example:

Adjective	Adverb
quick	quickly
careful	carefully
slow	slowly
sudden	suddenly
bad	badly
nice	nicely

Activity 2

Form adverbs from the adjectives given in the brackets to complete the following sentences.

1. The father advised his son to take studies (serious)
2. He walked past the sleeping dog. (quiet)
3. The clothes in her suitcase are arranged (neat)
4. The head prefect asked the students to walk to the dining hall. (quick)
5. The motor cyclist was warned against riding(dangerous)

We have noted that adverbs are formed by adding **ly**, however, there are some adjectives that also end in **ly** too. E.g., lonely, lovely, friendly, etc.

Activity 3

Study the following sentences:

1. I drove to school very *fast*.
2. Mugabi speaks Luganda *well*.
3. John promised his father to work *hard* at his new job.

The words in italics in the sentences above are adverbs of manner that are not formed from adjectives. Therefore, all adverbs are not formed from adjectives.

Complete each of the following sentences with the appropriate word from the box.

Well	happily	hard	carefully
terribly			

1. The head teacher advised the students to work during the holidays.
2. Mary's parents have been married for fifty years.
3. The labourer was tired after offloading the lorry of merchandise.
4. I am now feeling after taking medicine.
5. She washed the newly born baby to avoid any accident.

Follow up Activity

Read and the passage below.

The news of the virus in China was just like any other news and many of us thought that it was one of those viruses which would be cured and go away. Soon it spread like a fire in the forest not only affecting many but killing others as well.

In Uganda it was news that was so far away that nobody dreamt that it would be here that soon. By the second month into the new year the government sent out messages warning the public of the virus. Many made fun that it did not kill black people and that it was a virus for the whites only. Before we knew it schools were closed and worse still the country went into a total lockdown. This was something we had all never heard of. The virus affected the whole world; the rich and the poor, the whites and blacks, the elite and illiterate were all affected by what was now called the pandemic. The language used now came to include, COVID-19, corona virus, lockdown, masks, sanitizers, social distancing. Life changed and we became prisoners in our own homes. Everyone was scared of moving out of their homes for fear of catching the deadly virus.

After many months, the virus is now real in Uganda with people not only falling sick but even dying. It is now important that we follow the guidelines given to us by the Ministry of Health to wear masks if we must move, wash our hands with soap and clean water, use sanitizers and social distance. The schools and the houses of prayer are still closed and we do not know for how long.

But what we know is that if we want to stay alive we need to abide by the guidelines given to us by the Ministry of Health.

Write a letter to your friend telling him or her about the virus and advising him or her on what should be done to stay alive.

Lesson 6: CONDITIONAL SENTENCES

Lesson Outcome

By the end of the lesson you should be able to use the different types of conditional sentences.

Introduction

Conditional sentences are where something must happen before another thing happens.

For example:

- a) If I finish school, I will get a job.
- b) If we follow the Ministry of Health's advice, we shall not die of the Corona virus.

Conditional sentences are also known as 'If' sentences and there are three types.

Type 2: 'If' Two (the unlikely but possible condition)

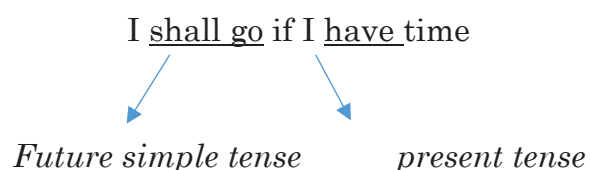
Type 3: 'If' Three (the unfulfilled, rejected or impossible condition)

Activity 1

'If' I

With this type of conditional sentences, we usually use the future simple tense and a present tense to talk about something that may happen before another thing happens.

For example:



Complete the following sentences in as many different ways as you can by using, “must,” “need not,” “may not,” “may”, or “can”.

For example:

If you come early, you may see the head teacher.

1. If you don't want to see him, _____
2. If he arrives tomorrow, _____
3. If he misses the train, _____
4. If they want to see the doctor, _____
5. If she complains, _____

Activity 2

“If” 2

“If” 2 which is also known as the unlikely condition is used to talk or write about a situation that is unlikely to happen but possible. We use the past simple and conditional to talk or write about the situation.

For example:

1. If I saw him this evening, I would greet him.

↓
Past simple

conditional

Write the following sentences correctly.

1. If he (wash) his hands clean all the time, he would not get Corona virus.
2. The electricity supply would fail if the workers at the power station (go on strike).
3. The head teacher would announce a holiday if he (have) the permission of the Ministry.
4. If she didn't work so hard, she (not be) so successful.
5. He (will) leave school this term if he found a good job.

Activity 3

“If” 3

When we want to write or talk about things that were supposed to happen but did not, we use If 3. This is known as unfulfilled, rejected, or impossible condition.

In this case all the sentences are in the past to show that what is supposed to happen did not. We use the past perfect and the perfect conditional.

For example:

1. If I had seen him yesterday, I should have told him.

past perfect

perfect conditional

2. If he had gone, I would have gone with him.

past perfect

perfect conditional

Sentence 1 above means that “I did not see him yesterday and therefore I did not tell him.”

Sentence **2** means that “he did not go and therefore I did not go with him.”

Change the following conditions from present or future time into *past time*.

1. If he goes, I shall go with him.
2. If my mother doesn't write, I shall send her a greetings card.
3. If the young man wants to see me, he can come to my office.
4. If the bus is on time, they will catch the ferry easily.
5. If he learns how to swim, his mother will give him a new pen.

Lesson 7: Possessive and Reflexive Pronouns

Lesson Outcome

By the end of the lesson you should be able to use possessive and reflexive pronouns well.

Introduction

In this lesson we shall have part A: Possessive Pronouns and part B: Reflexive Pronouns.

Activity 1

A: Possessive Pronouns

When we want to show that something belongs to someone, we use words called possessive pronouns.

For example:

1. Those books he is carrying are *mine*.
2. The old woman claimed that the stolen bag was *hers*.

Mine and *hers* are the **possessive pronouns**. They show ownership/possession.

Complete the following sentences by choosing the correct possessive pronoun given in the box.

his	yours	hers	theirs	its	ours	mine
------------	--------------	-------------	---------------	------------	-------------	-------------

1. This chair belongs to me. It is.....
2. This hall belongs to us. It is-----.
3. This ruler belongs to you. It is-----.
4. This book belongs to Kapere. It is-----.
5. This dress belongs to Nankya. It is-----.
6. This ball belongs to the children. It is-----.

Possession can also be indicated by using the word *of* before the pronoun.

For example:

1. I met an old friend *of* mine at the market today.
2. Martin wanted to have a room *of* his own.
3. My mother is talking with a friend *of* hers.
4. What people eat in their houses is no business *of* yours.
5. The children say I am an uncle *of* theirs.

Activity 2

B: Reflexive Pronouns

Words like *ourselves, himself, yourself, themselves, herself, itself* and *myself* are called *reflexive pronouns*. They refer back to the subject.

Look and read the sentences below.

1. We made *ourselves* comfortable at the party.
2. This made Tom feel secure and ready to surrender *himself* to the will of the group.
3. Did you get *yourself* a good house to stay in?
4. All the boys and girls got *themselves* books to read from the library.
5. Sarah hated *herself* when the accident happened.
6. I love treating *myself* to good things.
7. The door closed by *itself*.

In the sentences above, the words in italics refer to the same person (subject) mentioned earlier in the same sentence.

For example:

1. We ____ ourselves
2. Tom ____ himself
3. You ____ yourself
4. Boys and girls ____ themselves
5. Sarah ____ herself
6. I ____ myself
7. The door ____ itself

The reflexive pronouns in the sentences above are either in singular or plural form. That is, 'myself', 'himself', 'herself' are in the singular form while 'ourselves' and 'themselves', are in the plural form.

Fill in the blanks in the following sentences with the correct reflexive pronoun from the box.

myself ourselves yourself yourselves himself herself
themselves itself

1. I dried _____ using an old towel.
2. Okello blamed -----for the burned cake.
3. We must always remind -----of the school motto.
4. Simon hurt ----badly in the game.
5. The head teacher reminded us to conduct-----well at the showground.
6. You can entertain -----this evening at the National Theatre.
7. The rat hid -----in the cupboard.
8. "You can do it---," Ambani told his son.

EXPECTED RESPONSES FOR TERM TWO

LESSON 1: CHILDREN AT WORK

Activity 2

Read the passage again and answer the questions that follow in full sentences:

1. He did not have money to pay for her fees
2. This was because Mary was a hardworking girl/she helped them with the work she was given/they paid her little money compared to the work she was given/they did not have to pay her for the work she did.
3. The family did not have enough food to feed another mouth.
4. There should be free and compulsory education for children like Mary or for poor families/ parent's like Mary's father should be punished.

LESSON 2: 'WH'INTERROGATIVES

Activity 2

Write down the “*wh*” questions which match the specific answers given in the sentences below:

1. I bought oranges at the market. What have bought from the market?
2. They arrived at 2.00 o'clock. At what time did they arrive?
3. I am standing because there are no more chairs. Why are you standing?
4. He is sweeping behind the head teacher's office. What is he doing?
5. I peeled matooke with a knife. What did you use to peel the matooke?
6. I prefer eating rice to sweet potatoes. What would like to eat? Rice or sweet potatoes?/would you prefer sweet potatoes or rice?

LESSON 5 : ENVIRONMENT AND POLLUTION

Activity 1

POLLUTION IN UGANDA EXPECTED RESONSES

1. Pollution is the cause of millions of deaths/Pollution is the biggest killer.
2. The biggest problem of air pollution is faced in the urban areas.
3. The two main causes are transport/rapid motorisation in the urban areas and cooking using firewood in the rural areas.
4. The cause of lung diseases in the rural areas is cooking using firewood.
5. The danger of having many cars in the urban areas of Uganda like Kampala is that they pollute the air.

LESSON 6: Modals

Activity 1

EXPECTED RESPONSES

Read the sentence below:

3. We ought to solve the problem of pollution in our community.

In which tense is this sentence written, past, future or present? It is the present tense.

Now read this one:

4. We ought to have solved the problem of pollution in our community.

Is this a suggestion or complaint? It is a suggestion.

Read and compare these two sentences below:

3. We shouldn't burn polythene bags; they pollute the air.
4. We shouldn't have burnt polythene bags, now our people are suffering from lung diseases.

Sentence 3 gives advice; while sentence 4 does not offer advice because it is too late!

Read and compare these two sentences:

- (c) We could stop air pollution if we planted more trees.
- (d) We could have stopped air pollution, but we didn't think of planting more trees.

Which sentence says it is too late to stop the air pollution? Sentence (d)

Now read and compare these two sentences:

- 3. It would be a good idea not to pollute our lake.
- 4. It would have been a good idea not to pollute our lake.

Which sentence says the lake has already been polluted? Sentence 4

Activity 2

EXPECTED RESPONSES

- C. Proper disposal of wastes is something that the government should have (*promoted*) many years ago. Now it is too late.
 - D. I disagree, my friend. Of course, it (*would have been*) better to start years ago, but it is never too late!
 - C. Perhaps you are right. Anyway, the government (*ought to have started*) right now, or it will be too late!
 - D. Why only government? What about us? Now we know more about the causes and effects of pollution, we (*could help*) ourselves.
 - C. What (*could we have done*)?
 - D. Dispose of waste properly; not pollute our rivers and lakes – all the things that we (*should have done*) but didn't.
- Now is our chance to cause change!

Activity 3

EXPECTED RESPONSES

- 1. That was the wrong way to do it. You should have done it like this.
- 2. There were several possibilities: we should have bought a smaller one, for example.
- 3. I don't know what you will decide, but in your position I would not have gone to the meeting.
- 4. Our father would have planted more trees if he had understood the part they play in cleaning the air that we breathe in.
- 5. We have already bought some seedlings, so one thing we ought/need to do is use them to replace the trees we cut down.

Activity 4

EXPECTED RESPONSES

- 1. We set out early so that we could arrive early.
- 2. She had to go without food part of the day to save for school fees.
- 3. In our school the prefects guide the new students to all places on the first day of the term.
- 4. Will you let us go to church on Christmas day this year?

Follow up Activity

Write a letter to a friend you were with at primary school telling him/her how you preserve the environment in your new school.

LESSON 7: Urban and Rural Life**Activity 2****EXPECTED RESPONSES**

In the urban area: People shouting, pollution, rushing for the bus, accident here, hooters – nonstop.

In the rural area: a village of toil, unending work. old women dark and bent, plots of weedy maize, timeless duties, craggy figures like bows set in a row, loads on their backs, babies tied to their bellies.

LESSON 8: Adjectives**Activity 2**

Study the adjectives in the box below and put them in a table as shown in the example.

noisy, fun, hard, busy, relaxed, clean, expensive, safe, cheap, dangerous, polluted, monotonous, difficult

Urban life	Village life
noisy	hard
Busy	relaxed
Dangerous	monotonous
Polluted	Clean
Difficult	Safe
Expensive	cheap

SENIOR ONE TERM THREE

LESSON 1: Regular and Irregular Verbs

Activity 2

Change the verbs in the following sentences into their past tense and indicate in brackets whether the verb is regular or irregular as shown in the example below.

For example:

We kneel to pray.

Answer: We **kneelt** to pray. (irregular)

EXPECTED RESPONSES

1. The students marched to the playground. (regular)
2. I felt sick all the time. (irregular)
3. Maria found reading an enjoyable exercise. (irregular)
4. I swept the class every morning. (irregular)
5. Sarah fed the baby. (regular)
6. They reached home late after the games. (regular)
7. John jumped across the river every day. (regular)
8. The government funded health services in the rural areas. (regular)

Activity 3

EXPECTED RESPONSES

1. As the clock (struck) one, the visitors arrived.
2. The frog (hid) Mulee in its stomach.
3. As I was going downhill, the rear tyre of my car (burst).
4. The dog (bite) the thief before he could break into the house
5. The sun (rose) at 6.00 o'clock that day.
6. The twins (lied) to the ogre before they escaped.
7. We got (stuck) in the mud for two hours.
8. The boy (hang) the picture on the wall.

LESSON 3: Regular and Irregular Verbs in the Perfect Tense

EXPECTED RESPONSES

Activity 2

1. **Bake.** I have baked a delicious cake.
2. **Dance.** She has danced with the princess.
3. **Doze.** They had dozed off by the time the bell rang.
4. **Finish.** John had finished doing his homework.

5. **Love.** They were loved by their father.
6. **Pump.** The water was pumped into the tank.
7. **Rob.** They were robbed of their property last night.
8. **Jump.** The frog has jumped into the pond.
9. **Like.** The teacher has liked Jane's handwriting.
10. **Raise.** She was raised by her aunt.

Activity 3

1. Give – given
2. Begin - begun
3. Blow - blown
4. Take - taken
5. Go - gone
6. Wear – worn

Lesson 4: The Future Tense

EXPECTED RESPONSES

Activity 2

Choose between '**will**' and '**shall**' according to the general rule that you have just learnt above, to rewrite the following sentences correctly.

1. We *shall* be sorry to leave the village.
2. Eria *will* have to stay in the city this holiday.
3. Everyone *shall* know that I failed to live in the city.
4. You *will* need somebody in the village.
5. Cattle farming *will* bring him plenty of money now that he is back in the village.
6. The rain *will* spoil everything that we have done.
7. We *shall* be able to judge for ourselves how they manage life in the city.

Follow up Activity

EXPECTED RESPONSES

1. Don't eat any more, or *you'll* fall sick.
2. I think *I'll* have a bath, said mother.
3. He is putting his hand up because *he is going to* ask a question.
4. Open the cupboard and *you'll* find a piece of string on the left-hand side.
5. The wind is rising. There *is going to* be a storm.
6. I *shall* be very pleased to see you at any time.
7. If you do not eat or drink, you *will* fall sick.

Lesson 6: THE FUTURE TENSE (CONTINUED)**Activity 2****EXPECTED RESPONSES**

1. John is going to wait for us there.
2. We are going to write the invitation letters in the afternoon.
3. He is going to lend me money to go to the village.
4. My father is going to build a new house in the city.
5. I'm afraid it is going to cost me a lot of money.
6. They are going to grow beans in their garden.
7. We are going to work harder next year.
8. The dining room is going to be painted next week.
9. I'm going to have a three weeks holiday this year.
10. Our house is going to be pulled down soon.
11. The rain is going to spoil everything that we have done.
12. There is going to be a concert at the theatre on Sunday.
13. My mother is going to take me to school next year.
14. The government is going to build a special hospital where the patients of COVID-19 will be treated from.

Lesson 6: ADVERBS OF MANNER**Activity 2****EXPECTED RESPONSES**

1. The father advised his son to take studies seriously.
2. He walked quietly past the sleeping dog.
3. The clothes in her suitcase are arranged neatly.
4. The head prefect asked the students to walk quickly to the dining hall.
5. The motor cyclist was warned against riding dangerously.

Activity 3**EXPECTED RESPONSES**

1. The head teacher advised the students to work hard during the holidays.
2. Mary's parents have been happily married for fifty years.
3. The labourer was terribly tired after offloading the lorry of merchandise.
4. I am now feeling well after taking medicine.
5. She washed the newly born baby carefully to avoid any accident.

Lesson 7: CONDITIONAL SENTENCES**Activity 1****EXPECTED RESPONSES**

1. If you don't want to see him, you can leave now.
2. If he arrives tomorrow, he must go to the village.
3. If he misses the train, he may not be in time for the interview.
4. If they want to see the doctor, they must make an appointment.
5. If she complains, she need not do it all the time.

Activity 2**EXPECTED RESPONSES**

1. If he washed his hands clean all the time, he would not get Corona virus.
2. The electricity supply would fail if the workers at the power station went on strike.
3. The head teacher would announce a holiday if he had the permission from the Ministry.
4. If she didn't work so hard, she would not have been so successful.
5. He would leave school this term if he found a good job.

Activity 3**EXPECTED RESPONSES**

Change the following conditions from present or future time into *past time*.

1. If he were to go, I would go with him.
2. If my mother did not write, I would have sent her a greetings card.
3. If the young man wanted to see me, he could have come to my office.
4. If the bus was on time, they would have caught the ferry easily.
5. If he learnt how to swim, his mother would have given him a new pen.

Lesson 9: Possessive and Reflexive Pronouns**EXPECTED RESPONSES****Activity 1**

1. This chair belongs to me. It is mine.
2. This hall belongs to us. It is ours.
3. This ruler belongs to you. It is yours.
4. This book belongs to Kapere. It is his.
5. This dress belongs to Nankya. It is hers.

6. This ball belongs to the children. It is theirs.

Activity 2

1. I dried myself using an old towel.
2. Okello blamed himself for the burned cake.
3. We must always remind ourselves of the school motto.
4. Simon hurt himself badly in the game.
5. The head teacher reminded us to conduct ourselves well at the showground.
6. You can entertain yourselves this evening at the National Theatre.
7. The rat hid itself in the cupboard.
8. "You can do it yourself," Ambani told his son.



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