

# ***ENGLISH LANGUAGE: SENIOR ONE GUIDE NOTES.***

## **CHAPTER 1: Personal and family life.**

A family is a specific group of people who that may be made up of partners (wife and husband) children, parents,aunt's,uncle's,cousins, grandparents and other relatives. A good example of a family is a set of parents living with their children. We have different kinds of families like; extended family, nuclear family, foster family,single parent family, child headed family among others.

### **Activity**

#### **Self introduction**

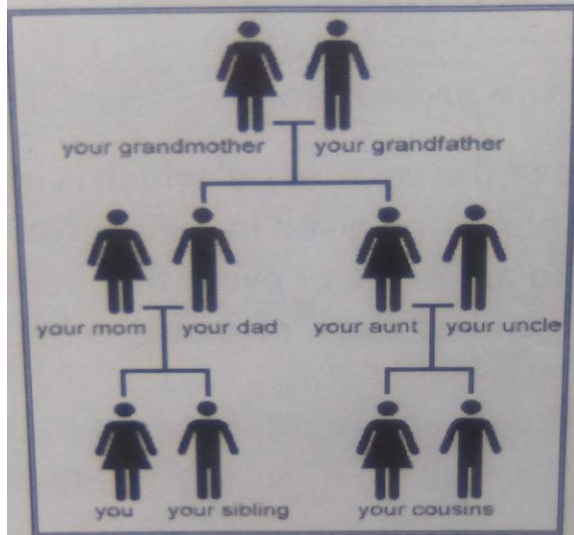
- ❖ Write details about yourself and your family. Include your name,former primary school,your age,tribe and what you want to be in future.
- ❖ Also tell us the family members, their names, number of siblings if any as well as their responsibilities at home
- ❖ Tell us about your likes and dislikes(as an individual and as a family)
- ❖ Tell us what you do during your free time

#### **Family tree**

This is a chart that indicates the relationship between the different member of the family. It

traces the ancestry of a particular family . For example the great grandparents, grandparents, parents and their children.

age it comes out as a family tree



**Figure 1.1 : Family tree**

### **Activity**

With the aid of the computer or laptop design a clear family tree to show your family heritage.

### **The use of the verb form to be (in the present simple tense)**

The verb form **be** is used a lot in English. It is irregular in that it has varied forms like;

Am

Is

Are

The above are in the present simple. However, other forms include; were, was, has, have, had, be, will, being, extra.

**To be** is used to refer to an action or event that usually take place. It also refers to present or general state of being, whether temporary, permanent or common.

## Examples

- I **am** happy.
- He **is** Happy.
- We **are** happy.

**To be** also expressed something that is true at the present moment. For example;

- She **is** twelve years old
- She **is** my mother.

## Affirmative form of to be

Subject pronoun	Verb be	Rest of the sentence
I	am	tired.
You	are	tired.
She/he/it	is	tired.
They	are	tired.
We	are	tired.

**Affirmative** means that the sentence is in positive form as seen in the examples above.

## Contracted form(affirmative)

- I'm tired.
- You're tired.
- She's tired.
- They're tired.
- It's tired.

**Contracted form** is when a word is shortened especially by putting an apostrophe to show some words that are missing.

## Negative form

Subject pronoun	Verb to be	Rest of the sentence
I	am	not tired
We	are	not tired
She/he/it	is	not tired

You	are	not tired
They	are	not tired

**Contracted form of the negative form.** It has two kinds;

- ★ I'm not tired
- ★ You're not tired.
- ★ It's not tired.
- ★ We're not tired.
- ★ She's/he's not tired.

**OR**

- ★ I am n't tired.
- ★ You aren't tired.
- ★ We aren't tired.
- ★ She/he isn't tired.

**Interrogative ( question) form of the verb to be.**

The verb **to be** sometimes is used to create simple 'yes' or 'no' questions.

The order of subject and the verb to be is inverted (switch positions) The most important function of these forms of verbs bis their use in short answers and responses. For example;

Are you find of matooke? No, I am not or yes, I am.

Do you like fish?

**Activity**

- Write five sentences using the affirmative form of the verb to be in the present simple tense.
- Write five sentences using the negative form of the verb to be in the present simple tense

Fill in the blanks with the right personal pronoun, from the list provided in the brackets (**I, you, she, he,it, we, they**)

1..... am a beautiful woman.

2.....are extremely late.

3.....is my brother.

4..... are intelligent students.

Fill in the blanks with the right form of the verb to be (**am, are, is**)

5. We.....wet.

6.He..... fast.

7. Jane..... is ill.

8. You..... bright.

9. Compose five sentences of the verb to be in the interrogative form.

Academic article.

It is a piece of writing about a particular subject and written in a form that answers the **5ws** (what, when, why, where, who, how)

### **Format**

Title

Name of the writer

Introduction; provide preview of the story and summaries of the story or topic.

Body; presentation of facts, explanations, examples and illustrations.

Conclusion; normally with a recommendation or personal view or judgement.

### **Activity of integration.**

The head teacher of St. Mark's College Namagoma has instructed the editor of the school magazine to ask all new senior one students to write articles about their families, in preparation for the school day celebrations.

1. Write a magazine article about your family using the present tense, personal pronouns and abstract nouns learnt in this chapter.
2. Include your personal family tree starting with your great grandparents to you and include their names
3. Describe the responsibilities of the members of your family, and show how each one of them helps in ensuring that there is no conflicts in the home.

Chapter two: **Finding information.**

## Sources of information

- ❖ Dictionary
- ❖ Library
- ❖ Internet
- ❖ Bible
- ❖ Koran
- ❖ Atlas
- ❖ Text book
- ❖ Newspapers
- ❖ Magazines
- ❖ Encyclopedia
- ❖ Phone
- ❖ Radio and television
- ❖ Thesaurus
- ❖ Journals
- ❖ Diaries
- ❖ Reference books, extra.

## Activity

Use your knowledge about information to answer the questions below by writing the right source of information which would be used to find the following;

1. The life of Jesus .....
2. The meaning of a word.....
3. synonyms and antonyms.....
4. Latest fashions.....
5. The news of the day.....
6. Capital cities of countries in the world.....
7. Personal information.....

## The library.

The library is a collection of sources of information. It has different materials for research. Indeed in the modern times, it provides both physical and digital access to materials.

## Activity

Prepare a visit to the library and find out about the following;

- different sources of information
- how to locate a particular text book .
- Do you think it is necessary to have libraries in the community in addition to the school libraries?
- According to your visit, what is really missing that should be included as soon as possible?

## Adjectives

These are words which are used to describe people and things one is talking about. Their role is to make the information clear.

### Examples.

- Tall.
- Big.
- Ugly.
- Beautiful.
- Good.
- Clever.
- Kind, extra.

Adjectives can be used before nouns like;

- ★ I saw a beautiful girl.
- ★ That small boy is sick.

Adjectives can also be used after verbs like;

- ★ Our teacher is smart.
- ★ My father is kind.

Adjectives can also be used after adverbs;

- ★ My mother is very courageous.

### Order of adjectives in sentences (NOPSACOM)

At times two or more adjectives may appear in one or the same sentence. Some adjectives refer to size, colour, shape, material, age, origin, opinion and size/shape.

Take a keen look at the table below and try to study the different sentences formed.

Quality	Size	Age	Shape	Colour	Origin	Material	What kind	Noun
Nice	small	new	wide	red	African	leather	travelling	bag

### Examples

- ★ Mary has just bought a nice new wide red African leather travelling bag.
- ★ I have always met that friendly tall thirty year old Muganda lady.

**Note:**

Not all qualities will appear every time. However, once more than one quality is used, the order should be followed.(NOPSACOM)

**Comparative and superlative forms of Adjectives.**

Comparative form is used to compare two things, while the superlative is used to compare more than two things. Most adjectives have three forms especially by adding **er** to the comparative and **est** in the superlative form. These are known as regular adjectives.

Consider the table below

Simple form	Comparative form	Superlative form
Tough	Tougher	Toughest
Sweet	Sweeter	Sweetest
Smart	Smarter	Smartest
Dark	Darker	Darkest
Kind	Kinder	Kindest
Simple	Simpler	Simplest
Weak	Weaker	Weakest
Young	Younger	Youngest

There are those adjectives which change completely in the comparative and superlative forms. They are known as irregular adjectives.

Consider the table below

Simple form	Comparative form	Superlative form
Good	Better	Best
Bad	Worse	Worst
Far	Farther	Farthest
Many	More	Most



There are some adjectives which not change but we add **more** and **most** before them. Examples

- More interesting. Most interesting.
- More beautiful. Most beautiful.
- More successful. Most successful.

#### Activity

Put the words in brackets into either the comparative bit superlative form as necessary. You may or may not use article **the**

1. This is one of ..... cities in the world.(beautiful)
2. Maria plays quite well but Jesca is.....player in the team.(good)
3. ....babies die of malaria than any other disease.(many)
4. I am sure this is.....of the two.(good)
5. He is the.....in our class.(short)

#### Conducting a survey

Sample

**Table showing the essential materials needed for English Language**

Materials	Quantity	Purpose
Dictionary	One	Building vocabulary Grammar

		Definitions of rare terms

## Survey

A survey is a method of gathering information from individuals. We carry out surveys when we want to get information from the public other than the sources such as text books.

Do you know why a survey is conducted? Some reasons are;

- ★ get real answers that are tangible and moreover first hand from people not from any other who writes or reports.
- ★ get people talk about and discuss an issue at hand.
- ★ get real first-hand information and reliable facts.
- ★ Compare information such as that in other sources and that from people themselves.

Today it is necessary that in whatever we do we carry out research to get the real facts. Carrying out a survey is one way of getting information from people. This doesn't mean that we don't need information from other sources.

Steps necessary while conducting a survey

### 1. Planning

Doing some homework before you start surveying will be very helpful. Planning out the surveys process will make sure that the beginning of the survey goes off well and get you the answer you need.

### 2. Success of a survey

Before you even sit down to write your survey, there are a few steps you should follow;

- I. **Ask yourself why?** The **FIRST** thing you should **ALWAYS** do before writing the survey is to figure out why you are using this method to gather information for your task.
- II. **Know the people you are going to use in your survey.** To have a manageable task, you should decide on who you will be asking to fill it out.
- III. **How many people you will need.** Once you have known who you are asking, make sure you have enough of them! The number of people also known as **sample size** needs to be big enough so as to give you views from different people.
- IV. **Choose the right time.** The right time for the survey is important since the wrong time can give you results that are not really correct. For example if you wanted to carry out a survey

in a school, going there at the beginning of the term or during examination or during lunch time may not be wise.

### 3. Ways of conducting a survey

- Telephone
- Mail(post)
- Online survey
- Personal in-home survey
- Street intercept survey
- Hybrid of the above.

### Activity of integration

The Christian/Moslem Youth Club in your school is planning to give out story books to the neighbouring primary school in your community to support the development of Literacy. You have talked to students in your school and they have promised to come with some story books which they have at home but are no longer using.

- ★ Find out the schools which need these story books, the number of learners in the schools, the number of in your school who are ready to help you in this activity.
- ★ Develop a survey tool to gather this and more information that you think will help you do a good job.
- ★ Write a report on your findings which you will present to the Head teacher and the staff.

## CHAPTER 3: Food.

(a) List the most common dish(es) which you usually have in your home.

(b) Write about your favourite dish and tell us why you really prefer it.

(c) Write about that dish which you dislike and perhaps the reason .

(d) Write about that dish which you really admire but you never got the chance to have it.

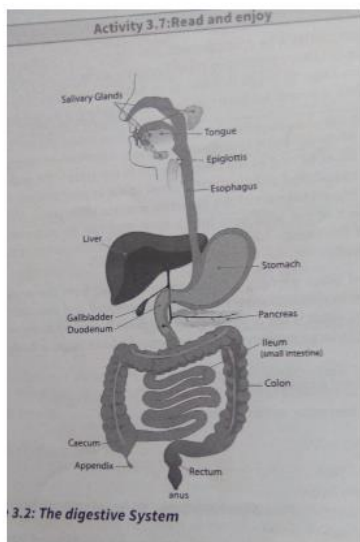
(e) Using your scientific knowledge about food,diet and nutrition,could you make some recommendations on the appropriate food necessary for our bodies during this lock down.

### List

Cassava, mango, chicken, matooke (plantain) , spinach, fish, eggs,rice, beans, milk, liver, cheese, groundnuts, sweet potatoes, sim sim,

Use the list above to fill the table appropriately

Cereals	Vegetables	Fruits	Dairy	Meat



List A

Stomach

Large intestine, rectum, anus

Mouth

Small intestine

List B

Broken down, absorbed into the bloodstream

Chewed to pulp, mixed with saliva

Mixed with gastric juice

Water extracted, remains pushed out of the system

Use the lists above to show the part of the digestive system and what



Part of the digestive system	What happens to the food
Mouth	
Stomach	
Small intestine	
Large intestine	
Rectum	
Anus	

#### Activity 2

##### The use of **much** and **many**

**Many** and **much** are used in the negative and interrogative (questions) sentences: between them is that **much** on one hand is used before uncountable nouns in things such as money, energy, time, ink, extra. **Many** on the other hand is used before the plural form such as friends, cars, books, pens, extra.

Complete the sentences below using either **Many** or **Much**.

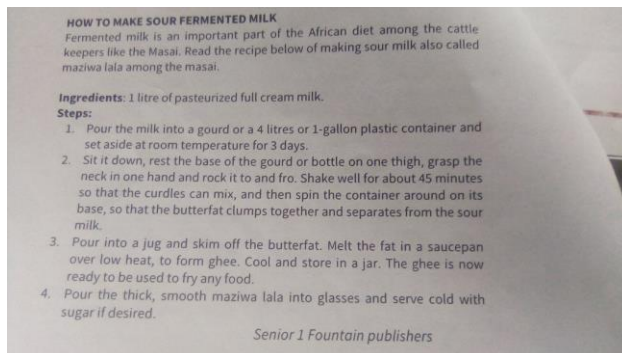
1. I am not very busy today. I haven't.....to do.
2. The museum was very crowded. There were too..... people.
3. There are very..... buildings in town.
4. Did it cost..... to have the car repaired?
5. Mr Josh has ..... children to feed.
6. We haven't had ..... rain this month.

End.

## writing a recipe

A recipe is a list of ingredients and instructions for making something especially a meal or dish.

Model recipe.



## Use of **for** and **since**

### **For**

The preposition **for** is used to talk about an amount of time or space. The amount of time is usually not exact or clearly stated. Examples are; for the weekend, for ages, for a long time. **For** can be used when talking about the present, past or the future as in the examples below;

- I travelled for three weeks.(past)
- I am travelling for three weeks.(present continuous)
- I will travel for three weeks.(future)

### **Since**

**Since** is used to refer to a particular point in time or event in the past. It is normally used in the present perfect and past perfect tenses. It is never used to talk about the future because it refers to a specific point in the past. Examples.

- It has been raining since yesterday.
- I have been walking since 10:00pm.
- He had been waiting since morning when the doctor came in.

### The use of **neither....nor**

We can use **neither** as a conjunction with **nor**. It connects two or more negative alternatives. **Neither** and **nor** as conjunctions are always used in pairs hence known as correlative conjunctions. Examples

- ❖ Neither John nor Zebidayo fed the animals.
- ❖ He neither danced nor jumped.

### Activity.

A. Complete the following sentences using either **for** or **since**

1. I haven't seen him.....I left Mbale.
  2. We have been waiting..... over half an hour.
  3. Kennedy has worked hard..... the day he joined secondary school.
  4. His family have been farmers..... generations.
  5. She has been ill in bed.....six days.
  6. The library has been closed..... the beginning of this week.
- B. Join the sentences using **neither....nor**
7. My brother will not join the race. My sister will not also join the race.
  8. I could not eat. I could not drink.
  9. The journey was not interesting. The journey was not comfortable.
  10. Nyende could not sleep. Nyende could not sit.
  11. She didn't attend the meeting. She didn't send a message.
  12. Kibedi was absent. Ssebowa was absent.

### **Activity of integration**

You are planning to hold a birthday party for your mother

- ❖ Write a letter inviting your best friend, using adjectives and verbs of preference to describe what you plan to do so as to make it a memorable function for your mother.
- ❖ In the letter, include a recipe of your mother's favourite dish which you want her to prepare and bring to the party. The recipe should have countable and uncountable nouns for ingredients to be used.
- ❖ Write the actions taken to prepare the dish based on the proposed recipe.

## **Chapter 4; The market**

A market is a physical place where foods and other items are sold directly by farmers or market vendors to the consumers/customers. Farmer's markets usually consist of booths, tables or stands, outdoors and indoors. Vendors sell fruits, vegetables, meats, food and beverages. The size usually ranges from a few stalls to several city blocks. In some cultures, live animals, imported delicacies and personal goods and crafts are sold.

### **Activity**

- Write 10 items that come from the market.
- Write atleast 5 items found in the market but not in the shop.
- Which market does your family go to?

With your partner, make up a scene (dialogue) in the market between a market trader and a customer.

Follow these steps:

- ✓ Decide what the customer wants to buy. It should be at least three items.
- ✓ Decide what the market trader has and what he/she doesn't have.
- ✓ Begin with a greeting and end a conversation in a suitable way.
- ✓ Use quantities like kilo, half a kilo, a little, etc.
- ✓ Use polite language.
- ✓ Include some kind of disagreement (about the price or the quality of the goods).
- ✓ Practice your dialogue several times
- ✓ When you are ready, perform your scene.

### **Market vocabulary**

- bargain
- discount
- purchase
- kilo
- litre
- Weighing scale
- cluster
- bunch
- quantity
- cost
- cheap
- expensive
- Vendor
- customer
- customer service/care

### **Letter writing.**

Informal letter which is one we write to a friend, a family member or anyone known to us.

Parts of the letter

- ❖ Address
- ❖ Opening word or salutations
- ❖ Body
- ❖ Conclusion



❖ Signature.

### Advertisements

These are different ways of persuading customers to buy the available products. They are different from other forms of information because advertisements are phrases or slogans which draw us to the products so that we choose it over similar products. It often gives opinion and not facts. Sometimes such information maybe misleading. For example,

*Kill your thirst with pure, fresh and tasty sunlight juices. Why drink something else when there is sunlight.*

### Formation of plural nouns

A noun is a word or a group of words used to present a person or a thing. Some nouns have regular plural forms (they follow certain pattern to form their plural) while others have irregular plural forms(they do not follow any particular pattern). Below are some rules on how nouns form their plurals:

- ★ Adding **-s** to the noun, for example, bananas, tins, books,pens..
- ★ Adding **-es** to the nouns endind in **ch, sh, x, z** such as in, churches, bushes, boxes ....
- ★ Adding **-s** to words ending in **y** as in boys, trays, toys....
- ★ Dropping **y** and adding **ies** to words ending in **y** as in; parties, dummies, stories.....
- ★ Adding **s** to nouns ending in **f** for example cliffs, beliefs, chiefs.
- ★ Changing **f** to **v** then adding **es** to words ending in **f** or **fe** as in, wives, knives, wolves...
- ★ Adding **s** to some nouns ending in **o** as in , radios, pianos, solos, with the exception of nouns such as tomatoes, echoes.
- ★ Some nouns remain the same as in, deer, sheep, equipment...
- ★ Some irregular nouns change their order completely in order to form the plurals. For example, ox\_oxen, goose\_geese, child\_children.
- ★ Other nouns do not change at all because they already have the **-s** such as news, series, etc.

### Activity

Complete the table below by providing the plural forms of the given nouns.

Singular	Plural
Bus	
Goose	
Mango	
Meat	

Sheep	
Fish	
Greens	
Market	
Loaf	
Chief	
Spice	
Sugar	
Salt	
Yam	
Rice	
Flour	
Cassava	
Potatoes	
Child	
Chicken	

### **Activity of integration**

Your community has grown since the time you started living there. Unfortunately, there is no market for the people to sell the products from their farms, and to buy the food stuff and other things which they do not grow.

There is however land where the market can be set up.

- a. Write a letter to your area member of parliament (MP) asking him to use his position to ask the government to put up a market.
- b. Use persuasive language in the letter to convince the MP that the market will be of great use to the community.

## Chapter 5: Children at work

### Activity

#### Types of work children do

Home	School	Community

Write down the dangers of child labour

#### Note:

**Not all work done by children is classified as child labour. This is because there are right kind of work that provides you with skills and experience to prepare you to be productive members of society in future.**

- ❖ What kind of job would you like to pursue in future. Outline the essential features that make you admire your dream job.
- ❖ Prepare to conduct a debate on the motion **It is better for children not to work so that they concentrate on growing up and preparing for adult life.**

#### Adverbs of time

These tell us how often an activity occurs. Such adverbs are; **always, often, generally, frequently, usually, sometimes, once in a while, everyday/week.**

#### Schedule

This states what a person does quite often in reference to time and days.

Viola's daily schedule during holidays.

Take a look at the table.

TIME	MON	TUE	WED	THUR	FRI	SAT
6:00-6:30am	Morning prayers	Do	Do	Do	Do	Do
6:30-7:00am	Cleaning the face.	Do	Do	Do	Do	Do
7:30_8:00am	Cleaning utensils	Do	Do	Do	Do	Do
9:00am-10:00am	Breakfast	Do	Do	Do	Do	Do
11:00-1:00pm	Revision	Do	Do	Do	Do	Do
1:30-2:20pm	Lunch	Do	Do	Do	Do	Do
3:00-6:30pm	Watching TV	Do	Do	Do	Do	Do
7:00-7:30pm	Bathing	Do	Do	Do	Do	Do
8:30-9:10pm	Supper	Do	Do	Do	Do	Do
10:00pm-morning	Pray and sleep	Do	Do	Do	Do	Do

### Activity

Write three sentences to show how often you ;

- Study English language at school.
- have P.E.
- have assembly.
- have tests
- go for trips.

### Activity of integration

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 well-being of their homes***

Write your reasons for whether you agree or not in preparation for your presentation.

## Chapter 6. Environment and pollution.

Environment is the surrounding or conditions in which a person, animal or plant lives or operates.

### 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. With rapid urbanization and economic growth come fears that these numbers will only rise in years to come. In Uganda, the effects of pollution on people are becoming more visible. For instance, it culminates in to diseases like lung cancer, bronchial asthma. pollution leads to

- Reduced lung function
- Irritation of eyes, nose, mouth and throat
- Asthma attacks
- Increased respiratory diseases
- Cancer
- Premature death
- Reduced energy levels

Water pollution on human beings

- Typhoid
- Waterborne diseases like, encephalitis, gastroenteritis, diarrhoea, stomachache.

## Chapter 7 : **Urban and rural life.**

Urban life refers to that life experienced in towns which is punctuated with rapid infrastructural growth and development. It is believed to an area of civilization and a centre of trade and commerce. It is also expensive. On the other hand, rural life is one which is characterised by scarce population, remoteness, cheap life style among others.



### Activity

- With the aid of the picture above, tell the differences between rural life and urban life.
- What are the advantages and disadvantages of living in both urban or rural life.
- According to you, despite the disadvantages, where would you prefer to live, clearly explain the reasons for your choice.
- Today, there is increased movement of people from villages to town. What advice would you give to such people in order to stay in villages despite the challenges?

### 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. For example; **I am 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.

**That tree is going to fall**. This statement means the speaker perhaps has seen it swaying or has heard it crack now in the present.

### Activity

**Change the following sentences into the *going to* form of the future**

1. My father built a new house in the city.
2. He has lent me the money to go to the village
3. I am afraid it costs a lot of money.
4. They will grow beans in their garden.

5. The dining room will be painted next week.

### Activity of integration

Your school has learners from both the rural and urban settings. You have learnt about the benefits of both settings and you have been asked to talk to the rest of the school about the benefits so as to remove the bias that the urban area is better than the rural.

1. Write an article in which you give three benefits of living in the rural and urban settings as a way of showing that both settings are okay as long as you make use of what is there.
2. Use regular and irregular verbs, adverbs and adjectives correctly in your article.

## Chapter 8: Travel



### Activity

- How far do you travel every day during holidays?
- Have you ever been to a long journey? where did you go? How did you travel?
- Which kind of transport do you;

Prefer

dislike

never used.

Stop, station, terminal building, ticket board card, platform, gate, departure lounge, waiting room, shelter, conductor, driver, pilot, ticket collector, ticket office, flight attendant, luggage rack, hand, luggage, restaurant car.

Use the list in the table to categorize them into three groups; **bus travel, train travel and air travel**

Bus travel	Train travel	Air travel



## Airport announcement



الخطوط الجوية العراقية  
Iraqi airways

# ANNOUNCEMENT

## DIRECT FLIGHT FROM LONDON TO SULAYMANIYAH START ON 28TH MAR 2018

Iraqi Airways delighted to announce the resume of the direct flight services from London Gatwick Airport to Sulaymaniyah and the first flight departure will be on 28th Mar 2018.

The said flight will continue operating every Wednesday of each week to and from Sulaymaniyah. Iraqi Airways will be the first airline resume the services to and from Sulaymaniyah after the announcement of re-opening Sulaymaniyah airport for the international flight.

You can now book and purchase your ticket online on  
[www.iraqiairways.co.uk](http://www.iraqiairways.co.uk)

**Our Office Opening Hours:**  
Monday to Friday: 09:30 to 18:00  
Saturday: 10:00 to 17:00  
Sundays: Close

You can call Iraqi Airways office in London and reserve your flight on  
**0207 724 8455**

## **Travel: at the airport** *Announcements you might hear*



### Hurricane Irma

Orlando International Airport will cease commercial flights at 5:00 p.m. on Saturday 9th.

Please check with your airline for the status of specific flights.

For hotel accommodation availability, please go to [Expedia.com/Florida](http://Expedia.com/Florida)

There has been a gate change for Flight 10.

*The gate moved to another location in the airport.*

Flight 10 has been delayed.

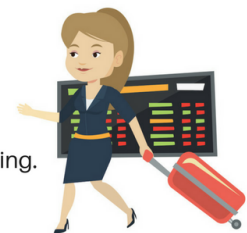
*The flight will leave later than expected.*

Flight 10 to New York is now boarding.

*It is time for people to get on the airplane.*

This is the final boarding call for Flight 10.

*This is your last chance to get on the airplane.*



## Departure card

DEPARTURE CARD		FOR FOREIGN TRAVELLERS	
PLEASE COMPLETE IN ENGLISH. FILL IN <input type="checkbox"/> WITH <input checked="" type="checkbox"/>			
Family Name	Date of Birth	YEAR MONTH DAY	OFFICIAL USE ONLY
Given Names	Male <input type="checkbox"/>	Female <input type="checkbox"/>	证件类型
Passport No.	Your Main Reason for Departure from China (one only)		
Nationality	Convention / Conference <input type="checkbox"/>	Business <input type="checkbox"/>	出入境管理局 监制
Flight No. / Ship Name / Train No.	Employment <input type="checkbox"/>	Settle down <input type="checkbox"/>	
Destination	Visiting friends or relatives <input type="checkbox"/>	Study <input type="checkbox"/>	
Address in China	Outing / in leisure <input type="checkbox"/>	Return home <input type="checkbox"/>	
I declare the information I have given is true, correct and complete. I understand incorrect or untrue answer to any questions may have serious consequences.		SIGNATURE	Date of Departure
			YEAR MONTH DAY

## Entry card

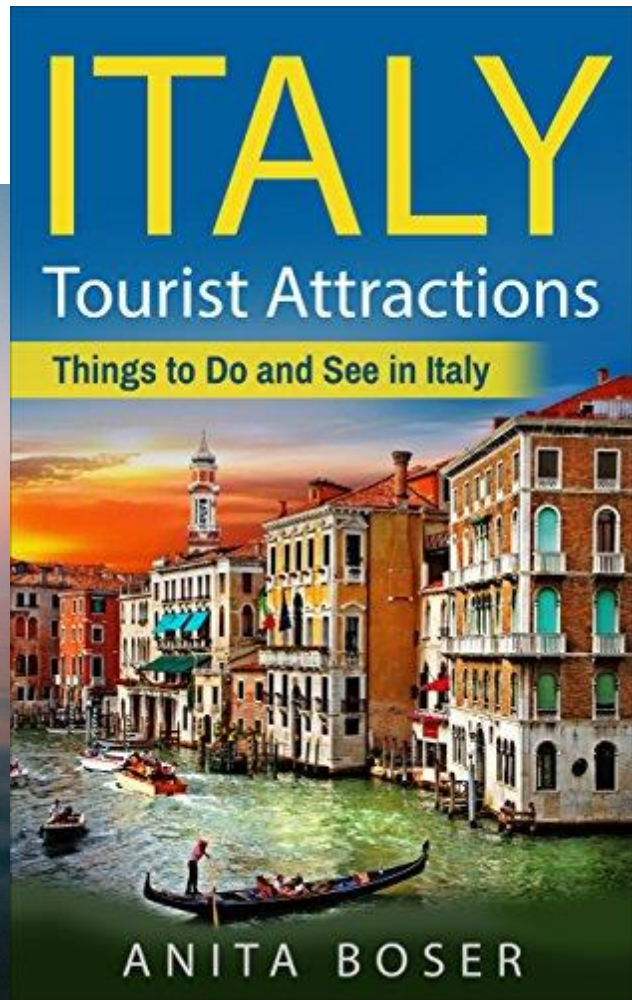
ENTRY CARD		FOR FOREIGN TRAVELLERS	
PLEASE COMPLETE IN ENGLISH. FILL IN <input type="checkbox"/> WITH <input checked="" type="checkbox"/>			
Family Name	Date of Birth	YEAR MONTH DAY	OFFICIAL USE ONLY
Given Names	Male <input type="checkbox"/>	Female <input type="checkbox"/>	证件类型
Passport No.	Nationality	Your Main Reason for Coming to China (one only)	
Visa No.	Convention / Conference <input type="checkbox"/>	Business <input type="checkbox"/>	出入境管理局 监制
Place of Visa Issuance	Employment <input type="checkbox"/>	Settle down <input type="checkbox"/>	
Flight No. / Ship Name / Train No.	Visiting friends or relatives <input type="checkbox"/>	Study <input type="checkbox"/>	
From	Outing / in leisure <input type="checkbox"/>	Return home <input type="checkbox"/>	
Intended Address in China	SIGNATURE		
I declare the information I have given is true, correct and complete. I understand incorrect or untrue answer to any questions may have serious consequences.		Date of Entry	
		YEAR MONTH DAY	

## Air ticket

AIR TICKET			BOARDING PASS		
Name of passenger	DATE	TIME	NAME	FROM	TO
Class	GATE	SEAT	DATE	TIME	GATE
From	FLIGHT		SEAT	FLIGHT	
Destination					

## A travel guide book

This gives information about places. They are often used by visitors or tourists. Some guide books can be obtained from websites. They give full details relating to accommodation, restaurants, transportation, and other similar activities.



### Greetings cards

These are sent by a person who has travelled, to give messages about how they are and how their holidays are. However, a greetings card require limited writing (precision) .The sender has to be brief and straight to the



point



What to write in greetings cards. Below are some examples of words used

- ★ With special thanks and much appreciation for the memorable visit. God bless you
- ★ Sincere thanks for your extra efforts. I was able to get the visa and I'm leaving next week.
- ★ It was a pleasure talking to you. I hope we can speak again soon.
- ★ May your New year be full of friends, family and fun.

- ★ May all your hopes and dreams come true during the New year.
- ★ Reaching across the miles to wish you happy holiday season and a wonderful New year.

## Conditional situations

### If(1)

**If(1)** is used when we want to say that something is going to happen if a certain condition is fulfilled. We normally use the **future simple tense** and the main clause and **present tense(simple, continuous or perfect)** in the **if clause**.

### Examples

- If Namitala comes, I will tell you.
- If Keith buys her lunch, Mary will definitely be happy.
- If Alice goes to church, she will repent.
- If she is reading, she will pass.
- If you have seen the thief, you will be rewarded.

### If (2)

**If(2)** is used when there are conditions that cannot be fulfilled and the imagine what might happen if the impossible came true.

If we want to show that the condition is impossible and we are only imagining the result and not expecting it to come true, we use the **past simple** tense in the **if clause** and a **would** tense in the main clause. In such sentences we use **were** instead of **was**, which emphasizes the impossibility.

We use the **present/ future tense**, if the condition sounds likely to be fulfilled but we want to imagine what might happen if the impossible happened.

### Examples

- If Joel lived nearby, he would not be in hostel.
- If I were hungry, I would eat something here.

### If(3)

In this case all the sentences are in the past to show that what was supposed to happen didn't.

The **if(3)** conditional clause and the main clause are both in the past perfect tenses.

### Examples

- If I had seen Tracy, I would have said something.
- I would have gone out if I hadn't been so tired.

## Conjunctions

**Conjunctions** are words that are used to join other words, phrases and sentences. we have; coordinating, subordinating and correlative conjunctions.

Coordinating conjunctions like; **and, but, or**

Subordinating conjunctions like; **although, even though, though, despite, in spite of**

Correlative conjunctions like

- Both.....and
- Either.....or
- Whether....or
- Enough.....to
- Too.....to
- So/such.....that
- Neither..... nor
- Not only.....but (also)
- Hardly/barely/scarcely/ .....when
- No sooner.....than

#### **Activity of integration**

- ★ The rotary club of Kampala is organizing exchange visits for secondary school students to share experiences of their lives in secondary schools.
- ★ Write a letter to your mother.
- ★ Tell her where you will be going, how you are going to travel and what you need to do before you set off.
- ★ Remember to use the correct adverbs, adjectives, conjunctions and the conditionals in your letter.

## **chapter 9: My experience in a secondary school .**



### Activity

- Write a story narrating the wonders you met in school during your first term.
- Are these wonders still fascinating?
- What are some of the challenges you encountered? How did you deal with them?
- What are those you expected to encounter before joining secondary school that you didn't find in your school.
- Tell differences between your primary school and the secondary school.

### Possessive pronouns

These are pronouns which show that something belongs to someone. They show possession.

Examples

- My, mine
- Your, yours
- his, hers, its
- Our, ours
- Theirs.

Those things she is carrying are **mine**

- ✓ This country is **ours**.
- ✓ David counted **his** change.

- ✓ Did Peter react to **their** remarks?

### **Reflexive pronouns**

These are pronouns which end in **self or selves** hence refers back to the noun or pronoun that has occurred earlier in the sentence. Examples include; **myself, ourselves, yourself, yourselves, himself, herself, itself, themselves.**

Have you hurt **yourself**?

I enjoyed **myself**.

They washed **themselves** after working in a shamba.

### **Activity.**

In case you were put in charge of welcoming new students to the school. What type of guidance you would want the new students to know.

How would you help them find important places like the Head teacher's office, class rooms, dining room, school canteen and the sick bay.

the school rules and regulations, mission, vision and values.

Conduct a debate on the motion **Boarding schools are better than day schools.**

### **Activity of integration**

As a result of the excellent performance made by last year's senior four candidates, the number of senior one students has increased this year. However, you as the perfect in charge of welfare have noticed that many of them are joining boarding school for the first time and they are taking long to adjust to the new environment.

- ★ Write a message in the school magazine welcoming the new students to their new school.
- ★ Use comparatives, superlatives, possessive pronouns and reflexive pronouns correctly in the article.
- ★ In your message, make the new students feel welcome and eager to be part of the school.

**The end**