

# English Language

## SENIOR ONE

### ENGLISH LANGUAGE LESSONS

#### LESSON 1

#### TOPIC: ABSTRACT NOUNS

**Before we start our lesson, do not forget that COVID19 is a disease affecting every country in the world:**

We are advised:

- not touch our **soft parts (eyes, nose, mouth)** because the virus can pass through them and enter the body
- to wash our hands thoroughly with soap and water
- not to spit anywhere
- to cover our mouth with a tissue when we are **coughing**
- to use a tissue for our nose when **sneezing**.

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

1. tell the difference between abstract nouns and concrete nouns
2. identify abstract nouns from a given

#### The beauty of good manners

Last Thursday, a huge, tall man clad in a three-piece suit drove up to our school and parked his posh car outside the Principal's office. He got out of the car, strode into the office and announced his presence by shouting in a rough voice, "I want Shanguya."

"I beg your pardon, Sir," said Ms Pertet, the school secretary. "Do you mean you would like to see Mr Shanguya?"

"Yeah!" bellowed the man. "I want to see Shanguya, the boss."

"I am sorry, Sir," said Ms Pertet, "but Mr Shanguya is holding a meeting with the staff. Would you like to wait, please, while I contact him?"

Acknowledge people by greeting them and calling them by their right titles. If you require something, do not demand it. The best way is to ask politely. Saying "thank you" for every service and every kind act is a regular habit of every true lady and gentleman. It is never embarrassing to apologize for our mistakes. Indeed, it is one of the noblest things a person can do. After all, it is human to make mistakes.

To return to our four wheels of politeness, "excuse me" is a form of attracting attention. If you want to ask for information or assistance from someone, it is good to start by saying to them "Excuse me ...", then you proceed with whatever you wish to say to them. We also use "excuse me" to ask people to be patient with us and not to be upset about interruptions in our dealings with them. If you sneeze or cough in the middle of a sentence, for example, you say "Excuse me" to the person or persons listening to you. A person having to leave a room where they are meeting with other people will say "Excuse me a minute" before going out.

"Please" is the most important word in asking for anything. Even when you are giving orders, please, remember to say "please". If you are telling other people what to do, for example, it is important to say, "Sweep this house, please, and wash those clothes in the laundry basket."

Some rude and crude people often go to shops or restaurants and simply demand for services. They say things like "I want tea", or "give me bread". They think that it is not necessary for them to be polite because, after all, they are going to pay for the services. This is wrong. Although you are paying for the goods or services you get, you must show respect to the person who serves you. Would it not be much better to say to the shopkeeper, "Can I have a loaf of bread, please?" At a restaurant you can say to the waiter, "Give me a cup of tea and a samosa, please."

"Sorry" is for conveying apologies.

Of course it is necessary to apologize.

"Sorry" is one little word which can get one out of a lot of trouble. If all people learnt to say "I am sorry" every time they made a mistake, a lot of conflicts would not arise. Yet a lot of people never want to apologize for their blunders. You feel sorry for them.

We also say "sorry" to people to show our sympathy with them over any inconvenience caused to them, whether by us or not. A shopkeeper may, for example, say, "I'm sorry the bread is finished." The waiter at the restaurant may tell the customer,



Read through the passage above again and write down all the abstract nouns which have been used.

#### Activity 3

Write two sentences for each of the abstract nouns you have written down in your notebook.

**For example:** Ms Pertet was now totally disgusted with the man's rudeness.

#### Activity 4

Read the extract below and identify all the nouns and group them into abstract and concrete nouns.

Did you know that tongue-twisters do not tease only our tongues but they tease and twist all our speech organs: the lips, the teeth, the windpipe, as well as our ears and brains? The emphasis is mainly on the rattle of sound. Some tongue-twisters are short and easy to remember. All human beings love having fun and find the word-game in tongue-twisters a challenge.

**For example:** Betty made a bit of butter but the bit of butter that Mary made was very bitter.

#### Follow up activity

Create three tongue twisters and share with anybody at home. You can even use those in your local language.

## LESSON 2

#### TOPIC: PERSONAL PRONOUNS

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

1. use personal pronouns to replace the proper nouns
2. identify the two types of personal pronouns
3. compose sentences using personal pronouns
4. compose sentences using verbs of preference to express preferences
5. read and correctly respond to a given passage.

#### INTRODUCTION

Personal pronouns are always used in the place of the names of people, places and things.

Personal pronouns are used for people, objects, ideas and places.

Read the following examples of sentences using personal pronouns.

1. **We** wanted to talk to **her** but she refused to see **us**.
2. **He** wanted to invite **them** but **they** were out of town.
3. **I am** planning to buy **it** but **you** have not given **me** the money.
4. **They** want to employ **him** as a cleaner.
5. **You** asked **me** to come with **her**.

#### Activity 1

What is common about the words in bold ink? These words are called personal pronouns. They refer to human beings, objects, ideas and places.

Write 10 sentences of your own using any of the pronouns given in the sentences above.

#### Activity 2

Personal pronouns fall in two categories: the singular and the plural forms as seen in the table below:

Pronoun	Singular form	Plural form
First Person	I, me	we/us
Second Person	You	You
Third Person	she/her/he	they/them

The personal pronouns are used, when the name of the noun has been used before. For example:

- James bought three motor cars. **He** really loves **them**.

In the first part of the sentence, there are proper nouns i.e. 'James' and 'cars'. In the second sentence, there are two personal pronouns, which have replaced the proper nouns. These are "he" which takes the place of "James" while the personal pronoun "them" takes the place of the "car."

#### Subject and Object Pronouns

There are two cases of personal pronouns: **subject pronouns** and **object pronouns**.

Adopted from Head Start Book 1

#### Activity 2

Subject pronouns include **I, you, she, he, it, we, they**. Subject pronouns replace the name of the subject in the sentence. For example:

- *I* went to the market.
- *You* are my best friend.
- *He* studied hard but did not make it in life.
- *She* went to church with friends.
- *It's* a boy!
- *We* want to take part in the elections.
- *They* are not party of this team.

Object pronouns include **me, you, her, him, it, us, and them**. Object pronouns are used as the object in the sentence. Object pronouns are used as both direct objects and indirect objects. For example:

- Show *me* the book.
- Father will help you when you come back.
- Put *her* in bed after *her* meal.
- My sister will take *him* home.
- I went back to buy soap for *them*.
- The fruit we bought was not ripe so we gave it to the chicken.

### Personal Pronouns

Personal pronouns are used instead of repeating the nouns which have been mentioned earlier. It is important to choose the correct personal pronoun. For example:

- President Museveni delivered a number of speeches to remind the public about the dangers of the COVID virus. **He spoke for more than an hour.**

It is important to know that personal pronouns are used according to number (singular or plural), person (first, second or third person), gender (masculine, feminine, neuter), and case (subject or object). For example:

- Paul and Jane were new in the school, but **they were able to make many friends.**

There are two subjects, "Paul and Jane," so the plural pronoun "they" is needed here. And as Paul and Jane are the subjects, we use "they" instead of "them."

### Activity 3

**Read the passage below. After reading, rewrite it in your note book replacing the repeated nouns with the appropriate personal pronouns.**

#### MUSA THE RICH MAN

Musa was one of the rich men in Buwaiswa Village. Musa owned cows, goats, sheep and two donkeys. Yokana, Musa's son, used to look after those animals every day. Yokana always took the animals to graze. Yokana would stay in the fields all day long. Yokana got in a habit of calling for help even when Yokana was not in danger. Yokana would shout, "Lion, lion, please help, help ... heeeelp the lion has taken a goat."

Whenever Yokana shouted, people came to help in chasing away the lion but they found none. They always warned Yokana not to lie about something as serious as that, but Yokana never listened. One day, a tiger came and grabbed a goat. Yokana shouted for help, but this time nobody responded to his cry. The tiger killed two goats and a sheep and went away with another sheep.

Yokana went home crying and feeling very miserable and scared. When Yokana told the story to his family, everybody blamed him for being naughty. Musa blamed Yokana for always telling lies which act led to the loss of Musa's animals.

### Activity 4

Every day in our lives we express, consciously or unconsciously, preferences, likes and dislikes about things, people or activities that are performed daily.

The most common verbs used to express these likes and dislikes are **love, enjoy, like and hate**. These are called **verbs of preference**. They are used in the simple present tense because they are routines or habitual actions.

1. Write sentences using the verbs **love, enjoy, like and hate**.
2. Write a composition about activities you, your parents or your friends enjoy doing.

## LESSON 3

### TOPIC: COMPARATIVE AND SUPERLATIVE ADJECTIVES

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

1. tell the difference between comparative and superlative adjectives
2. write sentences using comparative and superlative adjectives
3. read and correctly respond to a given reading comprehension.

### INTRODUCTION

An **adjective** is a word that describes or qualifies or tells us more about a noun. When there is more than one noun we use **comparative adjectives**. For example: **Mary is shorter than Juma**. In doing so, the word '**than**' follows the adjective.

In cases where we want to compare more than two nouns we use **superlative adjectives**. Superlative adjectives are also used to compare one thing against the rest of a group. When using superlatives the article 'the' is used before the superlative and unlike the comparative adjective, the superlative is not followed with 'than'. For example:

**Mary is the shortest learner in Senior One.**

### Activity 1

Complete the following sentences using the **comparative adjectivethan** construction.

For example: Sarah is (tall) than her brother.

Sarah is taller than her brother.

1. He is (young) his sister.
2. The river is (shallow) it was a month ago.
3. She speaks our local language (well) me.
4. Oranges are (cheap) than mangoes.
5. The new head teacher is (strict) the previous one.
6. Most people understand a language (well) they speak it.
7. His health is (poor) it was last month.
8. He reads (fast) Samuel.
9. Kampala is (big) Jinja.
10. John works (slowly) Opio.
11. My brother arrived (soon) I expected.
12. Peter has stayed in Arua (long) Freddie.
13. Water is (good) soda during the outbreak of the virus.

## Activity 2

Adjectives of one syllable/beat, make the comparative and superlative by adding **-er** and **-est** as seen in the table below. An example has been given to you. Using the example, complete the table below.

Simple Form	Comparative form	Superlative Form
Tall	Taller	Tallest
Big		
Fast		
Cheap		
High		
Early		
Good		
Tough		
Sweet		
Quick		
Clean		

## Activity 3

Adjectives of two syllables/beats ending in **-y, -er** and **-ow** and **-le**, form the comparatives and superlatives with **-er** and **-est** respectively.

### For example

**Pretty    Prettier    Prettiest**

Now use the example above to give the comparative and superlative forms of the following adjectives:

Clever            Narrow  
Gentle            Happy  
Simple            Busy  
Angry

## Activity 4

Adjectives which have three or more syllables/beats form comparatives and superlatives with **more** and **most**

### For example:

beautiful    more beautiful    most beautiful  
careful      more careful      most careful  
Write in your note book 5 more adjectives which change using **more** and **most**.

**With reference to exercise below, put the words in brackets into either the comparatives or superlative form as necessary. You may or may not use article 'the'.**

1. This is one of (beautiful) cities in the world.
2. Eria plays quite well but Martin is (good) player in the team.
3. (Many) babies die of malaria than any other disease.
4. (Many) birds can fly, but not all.
5. Which of these people is (important)?
6. I shall buy the car that goes (fast)
7. I can do (many) of the questions but not all.
8. He is (interesting) person I have ever met.
9. I am sure this is (good) of the two.
10. He is (skilful) politician in/of the country.

## Activity 5

Finally, there are adjectives which neither use **er, -est, more** or **most**. These adjectives have **irregular comparatives and superlatives forms**.

### For example:

**many**    more    most

**good**    better    best

**bad**    worse    worst

**well**    better    best

Make 10 sentences using the irregular adjectives in the examples above.

## Follow Up Activity

How much do you know about the Internet? There is a lot of information on the Net. This information is more recent than what you would find in the textbooks which we have at home or at school. Read the passage below about the use of the internet and correctly respond to the questions which follow.

## The use of the Internet

In addition to the various books in the library, today we can get a lot of information on almost any topic and also communicate using the internet. The Internet is a means of connecting a computer to any other computer anywhere in the world through routers and servers. When two computers are connected over the Internet, they can send and receive all kinds of information such as texts, graphics, voice, video, and computer programmes.

Today the email has become the **most popular** way of communication. People are spending more of their everyday lives **online** than ever before in order to communicate. Such commu-

nication includes giving directions, checking **movie listings**, reading novels and getting the latest news. As the Internet becomes more and more **accessible** worldwide, the number of people using it continues to rise as they move to even conducting business online as opposed to offline. Online video and **social networking** sites like Facebook and WhatsApp have played a big role in creating **traffic** on the Internet as people spend a lot of time watching online movies and communicating with each other.

Although the Internet has so many benefits, there is need to know how to make use of the benefits and not to be affected negatively by the misuse. The internet, when misused, can corrupt the mind, which could greatly affect one's academic, social and spiritual being. And yet the internet has lots of new information on whatever we learn and could easily be used to make learning more interesting and useful.

So be aware of what you do with the internet and stay away from the **sites** that may affect your well being.

### Questions:

1. Give the meanings of the following phrases/words as used in the passage above.
  - i. **most popular**
  - ii. **online**
  - iii. **movie listings**
  - iv. **accessible**
  - v. **social networking sites**
2. Why is the Internet becoming the most popular way of getting information?
3. What type of information are people getting from the Internet?
4. Give any two benefits that you think could be got from using the Internet.
5. Give two dangers that could result from misusing the Internet.
6. Identify three main points from the passage on the use of the Internet.

# Art and Design

## ART AND DESIGN SENIOR ONE SELF STUDY MATERIAL

### Lesson 1

Theme: Art Theory

Topic: Appreciation of Art and Design

#### Introduction

Art and design is a subject made of two forms of creativity; Art and Design. To clearly understand this subject you need to know what is art and what is design. **Art** is a diverse range of human activities or feeling to creating visual objects (artworks). In the general form, the activities of art include painting, sculpture and architecture. A **design** is a plan to do something with a specific purpose or the **process** to form a product. You will be doing both; a skilful plan or process and a creation of objects hence the study of “art and design”.

#### Why do we learn Art and Design?

There is a good reason for you to study art and design. You will begin to understand why things are created and their value to society. You will learn Art and Design to:

- i. develop your creativity
- ii. communicate using visuals
- iii. develop your understanding about cultures and
- iv. connect your learning to the society.

Practicing art and design activities will develop your mental (cognitive) and employment (vocational) skills so that you can compete in the 21<sup>st</sup> century. The 21<sup>st</sup> century requires you to possess the following key competences:

• Critical thinking and problem solving
• Creativity
• Collaboration
• Communication

#### The language of design

Just as a child learns a language in order to communicate with the community, an Art student needs to learn a different language of visual Arts. Art is a language used to communicate in two ways of **Art response** and **Art making**. When you look at something, you will like or dislike its appearance. You will somehow **appreciate** it by describing it; Is it small or big, colourful, pleasant or frightening? Appreciation is a **response** to an artwork.

#### Practice

##### Activity 1.1 Appreciating art

1. Look for a cup/mug or a bowl in your home.

2. List down at least three things you like about the cup/mug or the bowl.
3. If you have a chance of adding something on your cup/mug or bowl what would you add on?

**Art response** is a theoretical recalling, understanding and communicating knowledge in a clear and coherent manner. Appreciation involves describing what you see, discussing how an object was done in terms of colour, shape or texture.

The other method is **creating** or **making** something out of the available materials using handy tools. It is **practical** and **skill based**. Art making is the application of knowledge and skills (selection and control of materials, media and processes) to create an object. Creating is designing. You will make your own designs as you go through several activities of art making. The Design language has three basic parts: form, colour, and concept.

Form	Is the composition of the fundamental elements of design. It is the way things look like-the shape, proportion, balance, and harmony of the parts (relationship between them).
Colour	plays an important part of adding variety and mood as well as spatial dimension.
Concept	is the idea or thought behind a design, the processes that artists go through to find an artistic solution to the problem.

These components are what constitutes the language of design.

Art and design has several areas of study called art disciplines. Do you remember them? For example there is drawing, painting, graphic design and others. Each discipline is meant to produce different artworks for the society. These areas of art turn into **careers** of which you may become one.

#### Practice

##### Activity 1.2 Careers in Art and Design

1. In your art book draw a table with three columns.
2. Label the columns as art discipline, art form and career respectively.
3. Fill the table with at least six disciplines of art and its corresponding art forms and career

#### Remember:

1. Art is a visual language with many dialects. Design is one of them.
2. There are two ways of studying Art and

design: **Art response** and **Art making**.

3. You study art and design to fit in the 21<sup>st</sup> century requirements of: **Critical thinking and problem solving, creativity, collaboration, and communication**
4. **There are many careers associated with the study of Art.**

### Lesson 2

Project Theme: Decorative arts

Topic: Making Collage

#### Introduction

**Collage** is a technique of creating decorative art works sticking together pieces of one material of different sizes, shapes, colours, values and textures. These materials may be cut, torn, folded, twisted or woven and later on glued or pasted on a hard flat surface. Materials used commonly is paper, textile or natural plant fibers.

You will practice the making of collage to develop your planning skills through; Planning appropriate compositions for the given task following a theme, carrying out research and make use of information and available materials to create artworks, and creating and presenting artistic ideas based on a technique of collage to suit decorative purposes.

There are several ways of expressing ideas to serve different purposes. Decorative art is one way artists produce works. In this project you are going to learn how to use the visual elements and principles (line, shape, colour, value, form, texture and space) to make a decorative artwork of **Collage**. You will go through stages of art making called a **process**.

#### Resources

You will need:

- Note book, pencils, coloured pencils
- Paper, hard paper, glue, strings, cutters
- Any found or discarded materials or objects
- Paints and brushes if possible
- Computer with internet if possible

#### Technique

In collage, objects or pieces of paper, fabric, or other materials are pasted onto a surface to create a work of art. When planning your collage consider such things as:

**Overlapping:** The sticking of a second layer of materials over the first so that parts of the past of the first layers are exposed while other parts are not.