

# CALTEC ACADEMY MAKERERE

## ENGLISH LANGUAGE/2 WORK

### SENIOR FOUR

**INSTRUCTIONS: Read, Copy and Do all Exercises please**

#### FUNCTIONAL WRITING

##### A) WRITING A WILL

A will is a legal document that says what is to happen to somebody's and property after they die.

##### The features of a will

- i) The title: for instance;  
Musokes Yosiya's will  
My will
- ii) The owners Bio – data
  - Name, age etc
  - Physical address (village, parish, sub county, District etc).
- iii) Date
- iv) Dependants / beneficiaries
- v) Distribution of property and money
- vi) Declaration
- vii) Witnesses.

##### Sample of a will

##### Timothy Dudgeons will

This is my last will and testament of me Timothy Dudgeon a male Adult aged 81 years and a son of the Late Jordan Dudgeon and Mrs. Jane Dudgeon formerly of Southampton.

I am a resident of Navistown, Derby country, websterbridge. I make this will on the 21<sup>st</sup> Day of March two thousand and twenty. I hereby revoke all former wills made by me and declare that I am of sound mind and know well what I am doing and that this is my real will according to my won wish and affections.

I give and bequeath ten million pounds to my young son Christoper Dudgeon, Half of this money will be given to him on his graduation day.

I give and bequeath my wife Annie Dudgeon eleven million pounds.

I give and bequeath my house at Websterbridge with the land belonging to it and all the rest of my property to my eldest son and heir, Richard Dudgeon.

Finally, I give and bequeath my soul into my makers hands, humbly asking forgiveness for all my sins and mistakes, and hoping that He will so guide my son that it may not be said that have done wrong in trusting to him rather than to others in the perplexity of my last hours on earth.

**EXERCISE I: (Use 180-250 words)**

- a) Imagine your Grandparent has invited you to his/ her home. You're one of his / her trusted grandchild and wants you to help him / her write his / her will. Write down that will.
- b) Your close friend has died in a fatal accident, prepare an eulogy to be said on his/her burial ceremony.
- c) Write a condolence letter to your close friend who has lost both parents due to corona virus.

**B) GIVING DIRECTIONS**

Phrases that may be used

- i) Go straight ahead...
- ii) Turn left / right....
- iii) Drive on for half an hour .....until...
- iv) Cross the swamp / bridge etc ...
- v) Go along ...
- vi) Take the first / second road on the left / right
- vii) It's opposite the ...
- viii) At the cross roads, turn ...
- ix) When you reach the junction, folk left / right
- x) Just around the corner
- xi) It's a stone's throw away...

When giving direction remember the following;

- Use the landmarks along the road such as swamps, bridges, buildings etc
- Cardinal directions such as North, South, East or West should be mentioned in case they're relevant.
- Be brief but clear
- Common measurements such as 2km, 3 metres wide should be used.
- Tell the person the time it takes to reach the place.
- Always remember to write the title.

**EXERCISE II**

Give directions to a parent you meet at the bus park and wants to go to your school.

## C) BIOGRAPHY

It's a story of someone's life written by somebody else.

It may include among others one's parentage, education, work experience and social life.

Sample of a Biography

### ***NGUGI WA THIONGO***

*He is one of Kenya's prolific writers. He was born in Rongai (Central Kenya) in 1938. His mother and father were both secondary school teachers.*

*He was educated in Kenya for his primary and secondary education before joining Makerere University (Uganda) and Leeds University in U.K. He is well known internationally as a novelist, playwright and literary critic. Among his novels include, Weep Not, Child, The River Between, A Grain of Wheat, Petals of Blood and Devil on the Cross. He has also written some good plays. He is married with and has seven children. During his free time he enjoys playing scrabble and adventure.*

### **EXERCISE III**

After having a successful interview with your favorite celebrity, write his/her biography.

Use 200 – 250 words.

### **EXERCISE IV**

Imagine you are the Secretary Prefectorial Body of your school and you are having a second meeting in term II. Write the minutes. Use 200 – 250 words.

## D) CREATIVE WRITING

### ***Writing a Narrative***

#### **What makes a good Narrative**

1) Ability to use rare words and expressions for example

Common word	Rare word
i) Friend	ally, confidant, crony etc
ii) Energy	Foe, Villain, Adversary
iii) House	abode, castle condominium
iv) Home	abode, hatch, habitation
v) Beautiful	adorable, stunning, Gorgeous
vi) Sleep	Slumber, Snooze, drowse
vii) Handsome	suave, spruce, robust

## 2) Ability to use idiomatic expressions

Use the following idioms meaningfully and aptly in sentences

- i. To let the cat out of the bag
- ii. By hook or by crook
- iii. To take up arms
- iv. To fall out
- v. A nine day wonder
- vi. To sit on the fence
- vii. A hard nut to crack
- viii. The jewel in the crown
- ix. Line on borrowed time
- x. Give a cold shoulder

## 3) Using phrasal verbs such as

- Calm down	Keep calm / cool down
- Look forward to	- Excited of the future
- Show off	- Act special
- Pass away	- to die
- Getup	
- Come up	
- Cry out	

## 4) Ability to use similes

Note:

The similes expected should be those that are not so common

## 5) Use some proverbs. Example

..... I decided to walk out before he come back after all a stitch in time saves nine. Or

It is always said that one man's meat is another man's poison. I came to believe this on this eventful day.

### **Don'ts while writing a Narrative**

- i) Avoid spelling errors especially for elementary words for instance  
Some body                      instead of somebody  
Foot ball                        instead of football etc
- ii) Punctuate properly. Avoid using sentences that are too long.
- iii) Paragraph properly. Don't skip lines or use sub – titles.
- iv) Avoid repetitions especially beginning sentences phrases or paragraphs with the same words.
- v) Use standard / formal English. Avoid using informal words.

Before you start writing, think about the following

- Plan your composition in terms of
  - \* what am I writing about?
  - \* What people / person am I talking about.
  - \* Which places are the events taking place.
  
- Use words that describe the six senses
  - \* What do I hear?
  - \* What do I smell?
  
  - \* What can I see?
    - What about the taste?
    - How do I feel?
    - What special words / idioms / proverbs/ similes am I going to use.
    - What tittle can capture the attention of the reader?

## EXERCISE VI

In about 250 – 300 words, use five phrasal verbs, four similes, three proverbs, four idioms and seven rare words, to do the following;

1. You are a witness at the Police station where your friend has been arrested for fighting a woman on your way from school. Write your statement.
  
2. There has been an epidemic in the country that claimed many lives of people. As the state minister for health, you have been tasked to head a committee to find out the causes and the possible solutions to this epidemic. Write a general report to the office of the president of Uganda.

## E) GRAMMAR

### Expressing preference

Using prefer ... to

- Like one thing better than another
- Prefer is followed by 'to' **Not** 'than'.

#### Example

- i. Some people prefer camping to staying in hotels.
- ii. I prefer a blue pen to a red one.
- iii. I prefer travelling to swimming

Using rather .... than

Used to show preference.

Example

I rather prepare it now than tomorrow.

## ADVERBS

### Think of these issues

- i. Where do we place adverbs in sentences
- ii. How do we use adverbs of degree
- iii. How do we use double negatives
- iv. How do we avoid repetition and redundancy

### Placement of Adverbs

There are 3 positions for adverbs

In front, in the middle at the end.

### Front position

For Adverbs of time and Adverbs of comments

Example

- i. In 1588, the Dutch captured Goree Island.
- ii. Fortunately the guides were helpful to us.
- iii. Personally, I prefer traveling to swimming.

### Mid position

a. Adverbs of frequencies

Example

- i. The school nurse was **always** kind to us.
- ii. I have **never** been to an island.

b. Adverbs of degree

- i. The school nurse was **very** kind to us.
- ii. Tom walked rather **slowly** out of class.

### End position

a. Adverbs of manner

- i. Tom walks **slowly**.
- ii. Ann speaks English **well**.

b. Adverbs of place

- i. He stood in **the door way**.

c. Adverbs of time

- i. Ann spoke at the Assembly **yesterday**.

d. Adverbs of degree

Using so, very, too, quite and rather

## EXERCISE VII

Construct three meaningful sentences using each of the above adverbs. Put the adverb at the front, middle or end of the sentence.

## EXERCISE VIII

(a) Identify the negatives in these sentences and rewrite them avoiding double negatives.

1. The guides didn't have no communication skills.
2. We couldn't hardly wait for the teacher.
3. I don't have nothing to eat.

(b) Rewrite the sentences below by avoiding redundancy

1. Please return back my book that I lent you.
2. Sort out those chairs, Kadada.
3. Finish up the work please.
4. You should refer back to the comments made on your report.

## EXERCISE IX

*Put the adverbs in brackets in their correct positions*

1. Jerry was born (at seven o'clock in the morning in the year 1998, on Monday)
2. Shall we go (tonight, to my Aunts place?)
3. The boys were (at the party, smartly dressed today)
4. she eats porridge (at home, every evening)
5. We are going (for two days, to the source of the Nile, on Friday)
6. My brother played chess (all day quietly, here)
7. Nandutu walked (sadly, away)
8. The girl climbed (out of the window, awkwardly)
9. He waited (patiently, every day, at the bus stop)
10. They lived (for a year, here, happily)

## ADJECTIVES

(a) Participles used as Adjectives

(i) **Present participles (--- ing form)**

Example

- He was an **interesting** parent.
- They went for the **awarding** ceremony.

ii) **Past participle (---- ed form)**

Example

- The parent was **interested** in the work.
- The officers **directed** them.

b) Compound Adjectives

They are formed with a participle

**Example**

- They were **well –n behaved** children
- The **newly – built** home belongs to a Karimojong lady.
- That a **no- go** Area

### c. Order of Adjectives

1. Article 4. age 7. material
2. opinion 5. colour 8. Purpose (NOPSHACOMP)
3. size age 6. origin 9. noun

Example

- i. An interesting, tall, young, dark skinned Afro German parent,
- ii. A new brown metallic watering can
- iii. A frightening old Chinese mask.

### EXERCISE X

Put the adjectives in brackets in the most appropriate order to complete the sentences.

1. He was a \_\_\_\_\_ teacher (Biology, Wonderful, young, Muganda)
2. My father bought me an / a \_\_\_\_\_ clock. (alarm, digital, useful, new)
3. Have you heard of the \_\_\_\_\_ invention? (German, fantastic, new)
4. There was a \_\_\_\_\_ girl at the gate. (anxious, pale, little).
5. The old mans \_\_\_\_\_ stick is here. (Wooden, walking, long)
6. Okuni received \_\_\_\_\_ shoes from his parents. (Party, grey, leather, new).
7. They live in a \_\_\_\_\_ hut. (mud, small, old)

### F) SUMMARY WRITING

When writing a summary, take note of the following

1. Give your summary a title. It should be formulated from the question. Write the title in capital letters.
2. One paragraph is expected even when the question is two sided.
3. For two sided questions, a word of contrast is expected for instance, however so that there's a line between the two parts of the question.
4. Construct complete and meaningful sentences, each sentence must have a subject.
5. A topical phrase is expected at the beginning of the summary.
6. Put into consideration the number of words required. Otherwise the points beyond the required number of words will not be considered.
7. Write legibly putting into consideration the spellings, the tense and punctuation.
8. Only three punctuation marks are expected when writing the summary, that is, the capital letter at the beginning of the sentences, the comma to separate the points and a full stop at the end of the sentence.

## COMPREHENSION

Attempting such questions requires one to consider the following.

- i) Keep the tense original
- ii) Use complete sentences
- iii) Punctuate your work.
- iv) Use correct spellings.
- v) Use synonyms where you're to give the meanings of words and expressions or phrases.

## EXERCISE XI

1. You are the head prefect and you wish to have a meeting with all the prefects about hygiene and sanitation of the school, write a memo to the prefects. (Use 100 – 150 words)
2. Write a letter to a friend who has passed his/her Uganda Certificate of Education very well. (Use 200 – 250 words)
3. You have received a bad report card at the end of the year of S.3. Your father has invited you to his study room to explain the poor performance, write the dialogue that took place. (Use 250 – 300 words)
4. You are the first speaker in a debate whose motion is “Money is everything”. Present your ideas on the motion. (Use 200 – 250 words)
5. The following advertisement appeared in the new vision newspaper on 15<sup>th</sup> March 2020. Caltec Academy Makerere is seeking a teacher of Music. The suitable candidate should have the following requirements;
  - A Bachelor’s Degree in Music
  - Related talent and skill
  - Good command of the English Language and any other local one.
  - Age between 30 – 40 years
  - At least two year of experience in the same field.
  - a) Write an application letter for the Job. (Use 250 – 300 words)
  - b) Write a Curriculum Vitae using the same information. (Use 250 – 300 words)

