



THE REPUBLIC OF UGANDA

Ministry of Education and Sports

O' Level

F

SELF
STUDY

English Language



NCDC

NATIONAL CURRICULUM
DEVELOPMENT CENTRE

SENIOR 4

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**.*

LESSON 1

TOPIC: The Use of Nouns

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

1. use nouns as subjects and objects in sentences
2. use nouns as complements in sentences

INTRODUCTION

The subject of a sentence is the part which names the person or thing that we are speaking about. Usually the subject comes first in a sentence, just before the verb. For example:

1. **Mary** has a good memory.
2. **Nature** is the best cure.

In the examples above, *Mary* and *Nature* are the subjects in the two sentences, Sometimes, however, other introductory phrases can come before the subject. When this happens, the introductory phrase is separated from the subject by use of a comma.

For example:

1. On Monday morning, **Winfred** left for Nairobi.
2. When the pandemic was over, **the schools** reopened.

In questions, the auxiliary verb comes before the subject as shown in the following examples:

1. Has **Winfred** left for Nairobi?

2. Did **the schools** reopen after the pandemic?

In compound and complex sentences, which have more than one clause, each clause has its own subject. For example:

1. Although **Paul** *came* in late for the lesson, **the teacher** *looked* calm.
2. **Martin** will *tell* his mother the truth before **Habiba** is *punished*.

For the sentences above, the words in thick ink are the subjects while those in italics are the verbs.

Activity 1

A) Identify and underline the subject in each of the following sentences. Number 1

has been done for you as an example.

1. The early **bird** catches the worm.
2. Wooden houses are temporary.
3. Muzeeyi Kyijana was a man of courage.
4. After we had been waiting for three hours, the guest of honour arrived.
5. The concert ended at midnight.
6. Should physical education be examined in the examination room?
7. Developed countries attract job seekers from developing countries.
8. Mathematics lessons should always be taught in the morning.
9. The little girl in a red dress is my niece.
10. Do the inhabitants of the islands grow food crops?

B) Use the following nouns and noun phrases to make sentences. The noun or noun phrase should be the subject of your sentence.

1. Swimming girls
2. The school captain
3. Water

4. Mrs Baale
5. The papers on the table

Activity 2

Look at the words in italics in each of the sentences below:

- i. The doctor treated *the patient*.
- ii. The students took *the books*.
- iii. The Board of Governors built *the classroom*.

The nouns in italics in each of the sentences above is the **direct object** of the verb in that sentence. Some verbs in English have two objects. For example:

- i. Mwesigwa gave *Apio oranges*.
- ii. The tailor made *Raynor a new suit*.
- iii. The students cooked *the parents a tasty meal*.

In each of the sentences above, the verbs: **gave**, **made** and **cooked** have two objects which are written in italics. However, while the nouns **oranges**, **new suit** and **tasty meal** are **direct objects**, the nouns **Apio**, **Raynor** and **the parents** are **indirect objects** which answer the questions **to whom**, **for whom** respectively.

Activity 3

In these sentences below, identify the *verb*, the *direct object* and the *indirect object*.

1. The minister donated to the school many books.
2. The headmistress asked the new teacher a number of questions.
3. The citizens lent the school money after the pandemic.
4. The speaker promised the listeners cash awards.
5. My grandmother told George an interesting story.
6. The school bought us new textbooks this term.
7. I will write Mother a letter soon.
8. The missionaries built the community a nursing home.
9. The magistrate gave the lawyer a warning.
10. The doctor wrote the patient a prescription.

Activity 4

Rewrite each of the following sentences using the italicized noun as the subject of your sentence.

1. The head teacher gave the street children *food*.
2. Auntie Jessica baked Cissy a cake.
3. My mother sold *the stranger* ripe tomatoes.
4. Racheal will write the manager *an application letter*.

5. The government built *the street families* houses.

Activity 5

Look at the sentences below:

- i. Anna Mugoya is *the director* of Kampala Medical Centre.
- ii. She became a *professor* of infectious diseases at the University of Bostwana.
- iii. She will remain *the director* of Kampala Medical Centre for four years.
- iv. The United Nations General Assembly elected her *director*.

The words in italics are used as **complements**. They describe a noun or pronoun in the earlier part of the sentence. The *director* in (i), refers to *Anna Mugoya*; *a professor* in (ii) refers to the pronoun *she*; *the director* in (iii) refers to the pronoun *she*; and *director* in (iv) refers to the pronoun *her*.

The director in sentence (i) and *a professor* in sentence (ii), are called **subject complements**. *Director* in sentence (iv) which refers to *her* is called **an object complement**.

Now identify the nouns used as complements in the following sentences.

1. Dushabe became a director last year.
2. Kasule was appointed principal this year.
3. The meeting named my father a national representative.
4. Judas turned traitor when he found he could earn money that way.
5. Luzze is a medical doctor.
6. The singer was a rebel soldier.
7. They named the baby Emmanuel.

Follow Up Activity

After the pandemic you have realized that you need to come up with a family business to support the money earned by your guardian/parents. Write a letter to the manager of an investment bank in your area, requesting for a loan for a business project. Include in your letter the following:

- i. Start by saying who you are and mention very briefly what you need the loan for.
- ii. Summarize in a couple of sentences your business plan.
- iii. State your own contribution to the project (what you are going to provide).
- iv. State exactly how much you need to borrow and what you need the money for.
- v. Mention that you have enclosed a copy of your business plan.
- vi. Request for an appointment at the bank to discuss your business plan.
- vii. Close the letter.

NB: Remember that this is a formal letter and should include the address of the manager.

LESSON 2

TOPIC: Interrogative pronouns

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

1. use interrogative pronouns in direct questions
2. use interrogative pronouns in indirect questions

INTRODUCTION

Interrogative pronouns are used when asking questions. Words such as **what, who, which** and **whom** are some of the interrogative pronouns used with different meanings. Interrogative pronouns are used with direct and indirect questions. We usually use **who, whom, whose** to ask direct questions about people. For example:

- i. *Who* is at the door?
- ii. *Whom* did you see in the morning?
- iii. *Whose* shirt was sold yesterday?

We use **what** to ask questions about things. For example:

- i. *What* are you talking about?
- ii. *What* did father buy at the market?

Which is used with both people and things. It is used to ask questions about a fixed number of things or people. For example:

- i. *Which* is your friend?
- ii. *Which* is your pen?

Interrogatives are also used to ask indirect questions. However the difference between the direct and indirect questions is that the indirect questions do not need a question mark. For example:

- i. He asked me *what* the problem was.
- ii. Eria wanted to know *which* team had won the match.
- iii. My boss wanted to know *whom* I had met at the interview.
- iv. Ruth wanted to know *who* was attending the party.

Study the table below and see the difference between the interrogative as it is used in the direct and indirect questions.

Direct question	Indirect question
1. Whom do you want to see?	He/She asked me whom I wanted to see.
2. What do you want?	He/She/They asked me what I wanted.

3. Who is reading the novel?	He/She asked me who was reading the novel.
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In the direct question, the interrogative pronoun is at the beginning of the sentence and is followed by an auxiliary verb. In the indirect question, the interrogative pronoun is at the beginning of a subordinate clause and is followed by the subject.

Activity 1

Complete each of the questions below using an appropriate interrogative pronoun.

1. ----- knows what will happen next?
2. ----- is better, honour or riches?
3. ----- have you decided to do?
4. ----- of the schools voted against holiday work?
5. ----- is to blame for wasting so much public funding?
6. ----- else knew of the existence of the plans?
7. ----- else did you see during your journey to West Africa?
8. ----- was the head teacher talking about?
9. ----- about stopping for a cup of tea?
10. ----- is this?
11. ----- am I speaking to, please?
12. ----- of these boys did you speak to?
13. ----- did she say is the winner?

Activity 2

Fill the gaps in the following sentences with the appropriate interrogative pronoun.

1. The doctor asked me ----- had happened to my eye.
2. The police officer wanted to know -----had invited the troublemaker to the party.
3. His boss asked him ----- he spoke to at the airport.
4. The head teacher asked the senior teacher ----- class the new student had joined.
5. The leader of the band wanted to know ----- I thought of the performance.
6. We don't know ----- uniform was found hidden near the gate.
7. I want to find out ----- match will be played in the afternoon.

Activity 3

Complete each of the following sentences by supplying the correct interrogative pronoun.

1. ----- dress is yours and ----- is mine?
2. ----- is the matter with Jane?
3. ----- is performing tonight?
4. ----- of those four actors is still in primary school?
5. ----- wrote this book?

6. ----- subject do you like most in school?
7. ----- bus goes to the showground?
8. ----- knows the answers to both questions?
9. ----- colour is the gate?
10. Here are the books. ----- is yours?

Activity 4

Read the passage and answer the questions which follow.

Why Is Africa So Poor?

What is poverty? Is it the horde of chokoras struggling at the rubbish heap for morsels of rotten food? Or is it the army of underpaid labourers; barefoot, in ragged trousers and tattered shirts, toiling away with crude implements in the scorching sun? One could also suggest that the myriads of scruffy people crammed in hovels in smelly, unhygienic slums are a face of poverty. Out in the countryside, a caring observer may be left heartbroken by those scenes of the semistarved peasants scratching the denuded soil with sticks and worn-out jembes, trying to eke out a living from what they call 'agriculture'. A herdsman chasing around a few head of scrawny cattle in the name of livestock-keeping is yet another image of poverty. Then you have the perennial gallery of spindle-limbed children with bloated stomachs and wrinkled faces, dying of kwashiorkor, diarrhoea, malaria, measles whooping cough and a hundred other preventable diseases, just because their parents cannot afford available simple cures.

Are these familiar scenes in Africa? That is perhaps an understatement. They are the most familiar images of Africa. Poverty seems to be almost synonymous with Africa. Even the most optimistic and sympathetic assessments of the state of the world's economy list Africa as the poorest continent on the planet. The situation begs three important questions. The first is: Why is Africa so poor? The second is whether we are going to let the situation continue like this forever, or if we can and should do something about it. The last, of course, is: What can we do and how do we go about it?

The reasons for Africa's poverty are many and varied. Some are historical, some political and others psychological. Historically Africa was, over 500 years, subjected to the dreadful evils of slavery and colonization. First, people came from outside Africa, captured a large number of Africans and took them to their countries to work for them. Since it is obvious that the slavers wanted people who could work, it can be argued that Africa was robbed of its best human power and labour force. Then when the outsiders came and settled in Africa. They took the best African lands to themselves, collected all her riches, including gold, diamonds and other precious minerals, and took them to their countries. Thus Africa was not created poor, and was not always poor. It became poor because it was plundered of its human power and its natural resources.

Though many African countries got their independence over 40 years ago, the 'independent' Africa which the colonialists left behind was a continent riddled with problems. To begin with, it was-- and still is -- fragmented into tiny 'states' and areas of influence, all competing and often fighting against each other and geared towards the interests of their 'home' countries. Africans were never pins to aeroplanes -- from Britain, France or America. This situation has not changed much since independence.

Indeed, some people argue that the colonialists all never left at all! They left by the front door, only to come back through the back door. This is what is called ‘neocolonialism’; a new form of colonialism. This becomes obvious when you look closely at the people who took control business and trade in Africa, and the economy in general. These are mostly from the same old countries which enslaved and colonized Africa. These days they do not come directly as rulers, but as transnational monetary organizations or international monetary organizations. These companies and organizations have a lot of money and power. Once they are in Africa, they tell us what they want us to do or not to do, if we want to get any of their money. Quite often, what they want us to do is not what is best for our people, but is likely to benefit them and their countries.

What can Africa do in the face of such disadvantages? First and foremost, we must free our minds from the dependency syndrome. We can, and we must, learn to do things for ourselves. We cannot always run to our former enslavers and colonizers, and beg them to give us knowledge, technology and money. As long as we continue doing that, the neocolonialists will continue to despise and exploit us. If Africans can show that we can stand on our own and run our own business, outsiders will cooperate with us fairly and respectfully. Otherwise, beggars cannot be choosers.

Secondly, Africa must unite. The scores of tiny units into which Africa was broken by colonialists, without any consideration for the interests of the Africans, are a major cause of African weakness and poverty. To begin with, a lot of resources are squandered on running services and institutions for tiny countries, some of them with less than a million people. Besides, these countries impoverish one another and the ordinary African by placing all sorts of barriers in the way of anyone who wants to do business and earn a living across artificial borders created by the colonialists. If Africa was united into one, viable, political and economic entity, or at least into large, viable regions, Africans would find it great deal easier to earn a living anywhere on the continent. We would be building up our resources instead of squandering them on petty competitions against one another. Moreover, even those outsiders who want to exploit us would find it difficult to bully and exploit us would find it difficult to bully and exploit a big, strong united Africa. Today, the transnationals and other international bodies can intimidate any African country because none of these countries is big or strong enough to stand up to them on its own.

Finally, Africans must start getting their priorities right. Many Africans, especially African leaders, are not poor. Some of them, indeed, are very rich. But what they do with their riches? They kept their money in Swiss bank accounts. Some buy houses and castles in Europe. Others buy fleets of limousines, even in countries where there are no roads fit for use even by bicycles. Do these people, especially in leadership positions, ever stop to ask themselves which is more important; buying a new customized limousine for their teenage daughter or son, saving five thousand starving children who could be fed for the next twelve months using the money spent on the car?

We are not talking about charity. We are talking about honesty and fairness. The starving, diseased and dying people did not elect those leaders so that the leaders could enrich themselves at the people’s expense. The people expect their leaders to be selfless and lead the way out of the cycle of poverty. Much of the so-called African destitution is not due to lack of resources. It is due to the greed and dishonesty of some African leaders who loot and hoard all the available resources for their selfish gratification.

Adopted from: Head Start Secondary English Form 4 by Austin Bukenya, Angelina Kioko and David Njeng'ere

Now answer the questions below:

1. Find the sentences in the passage containing the following words and work out their meanings.
 - a) Horde
 - b) Morsels
 - c) Denuded
 - d) Scrawny
 - e) Understatement
 - f) Squandering
 - g) Hoard
 - h) Gratification
2. How does the author's description of the labourers show their poverty?
3. In about 30 words, explain how historical factors made Africa poor.
4. Do you agree with the writer that African destitution is not due to lack of resources? Explain your answer.

Follow Up Activity

Read the following text and then paraphrase it. Notice that in a paraphrase you need to:

- i. rewrite the original text in your own words
- ii. convey the content of the original text accurately.
- iii. use reported speech

What is poverty? Is it the horde of beggars struggling at the rubbish heap for morsels of rotten food? Or is it the army of underpaid labourers, barefooted and in ragged trousers and tattered shirts, tolling away with crude implements in the scorching sun? One could also suggest that myriads of scruffy people crammed in hovels in smelly, unhygienic slums are a face of poverty. Out in the countryside, a caring observer may be left heartbroken by those scenes of semi-starved peasants scratching the denuded soil with sticks and worn-out jembes. Trying to eke out a living from what they call 'agriculture'. A headsman chasing around a few herd of scrawny cattle in the name of live-stock-keeping is yet another image of poverty. Then you have the perennial gallery of spindle-limbed children with bloated stomachs and wrinkled faces, dying of kwashiorkor, diarrhea, malaria, measles, whooping cough and a hundred other preventable diseases, just because their parents cannot afford the available simple cures.

LESSON 3

TOPIC: Relative Clauses

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

1. use relative clauses as subjects and objects in sentences
2. use relative clauses as conjunctions in sentences
3. know when to omit a relative clause.

INTRODUCTION

Relative clauses are sometimes called adjective clauses and follow the noun which they describe. They are dependent clauses which give additional information about a noun in the main clause, and they follow that noun in the complex sentence they create. Dependent clauses start with a relative pronoun: **that, which, where, when, who**. **Whose** is also used as a relative pronoun but must be followed by a noun in the dependent clause. The correct relative pronoun depends on what noun the relative clause describes. For example:

1. I saw the man *who* came yesterday.
2. I saw the man *whom* you met at the river.
3. Wambuzi bought the car *which* was on sale.
4. The books *that* you gave me are here.

In each of the sentences above, the relative pronouns in italics refer back to a noun in the same sentence without repeating the noun. This repetition is clearly seen in the sentences below which do not have the relative pronouns used. From these sentences you can see how ridiculous the sentences are as a result of the repetition of the noun phrases: **the man, the car and the books**.

1. I saw the man. **The man** came yesterday.
2. I saw the man. You met **the man** at the river.
3. Wambuzi bought the car. **The car** was on sale.
4. The books are here. You gave me **the books**.

These examples show that the noun phrases that are replaced by relative clauses in numbers 1 and 3 are subjects, while the nouns replaced by relative clauses in 2 and 4 are direct objects.

The relative pronoun **who** is always used as a subject, **whom** is always used as an object, while, **which** and **that** can be used as either subject or object pronouns.

When the relative pronoun is an object, it can be left out without losing the meaning of the sentence. In this case sentences in 2 and 4 can be rewritten as follows:

- I saw the man you met at the river.
- The books you gave me are here.

Relative pronouns are also used to link clauses. They function as **clause connectors** by linking s relative clause to a main clause. See the following examples:

1. a. The coffee is from Tanzania. I bought the coffee from the supermarket.
b. The coffee which I bought at the supermarket is from Tanzania.
2. a. James found the keys. My brother had lost the keys.

b. James found the keys that my brother had lost.

Note that the second sentences given in part 'a' are made into a relative clause and joined to the first sentences to make the sentences in 'b'.

Activity 1

Use relative pronoun to join each of the following pairs of sentences.

1. I know a man. The man has been to the moon.
2. My friend migrated to Zambia. I loved my friend.
3. I saw a soldier. He has lost an arm.
4. The man is deaf. You spoke to the man.
5. The ladies have arrived. I was speaking of them.
6. I heard some news. The news astonished me.
7. This is my cousin. I was speaking of her.
8. We got into a bus. It was full of people.
9. A man came running up. He heard me calling.
10. The grapes were very sweet. You bought them.

Activity 2

Fill in the blanks with the suitable relative pronoun.

1. He has gone to Tororo ----- is his home district.
2. I do not know the man ----- answered the question.
3. I know the girl ----- left a message for you.
4. Is this the road --- leads to Kamdin?
5. Truth provokes those ----- it does not convert.
6. Bring the letters ----- the postman delivered.
7. We met the sailors ----- ship wrecked.
8. He plays the game ----- he liked best.
9. Only she ----- bears the burden knows the weight.
10. I know to ---- this box belongs.

Activity 3

Rewrite the following pairs of sentences into relative clauses. Use a relative pronoun only when necessary and remember to use the essential commas.

1. This is a beautiful piece of music. It was composed by Beethoven.
2. The bomb exploded in the cinema yesterday evening. At the time there were several hundred people present.
3. The official gave me a travel warrant and some other documents. I needed them for my journey.
4. She bought a new tennis racquet. It was quite expensive.

5. Do you like suit? I've just bought it.
6. Here are the tablets. The doctor prescribed them.
7. We crossed the river. We crossed it at a point where it was narrow.
8. He learnt to speak French. It is the official language in some West African countries.
9. He didn't give me any reason. He said I should wear a tie.
10. You were telling me about a singer. How old is he?

Activity 4

Read and enjoy the passage below.

Traditional African Values

This text is written by the first president of Zambia, Dr Kenneth Kaunda. In it, he describes traditional values and compares them with those of modern Western society.

The traditional community was an accepting and inclusive community. It did not take account of failure in an absolute sense. The slow, the less able, and the incapable were accepted as any other member in community life, provided that they were socially well-behaved. Social qualities weighed much heavier in the balance than individual achievement. In the best tribal society, people were valued not for what they could achieve but because they were there. Their contribution, however limited, to the material welfare of the village was acceptable, but it was their presence not their achievement which was appreciated.

Take, for instance, the traditional African attitude to old people. Here it should be pointed out how horrified an African is, in most cases, on the first occasion of his acquaintance with the Western phenomenon of old people's homes. In traditional societies, old people are respected and it is respected and regarded as a privilege to look after them. Their counsel is sought on many matters and, however infirm they might be, they have valued and constructive role play in teaching and instructing their grandchildren. Indeed, to deny a grandparent the joy of the company of his grandchildren is a terrible sin. The fact that old people can no longer work, or not as alert as they used to be or even have developed the handicaps of old age, in no way affects our regard for them. We cannot do enough to repay them for all they have done for us.

The experts have all kinds of standards by which judge the degree of civilization of a people. In African traditional society the test is this. How does that society treat its old people and, indeed, all its members who are not useful and productive in the narrowest sense? Judged by this standard, the so-called advanced societies have a lot to learn that the so-called backward societies could teach them.

The traditional society was an Inclusive society. In other words, the web of relationships which involved some degree of mutual responsibility was widely spread. One could describe industrial society as an exclusive society because its members' responsibilities are often confined to the immediate family, and it may be a self-entire little universe, preventing the acceptance of wider commitments.

Here is an example of the inclusiveness of the traditional society. An African does not restrict the title 'father' to his male parent. He also addresses his father's brothers as father. And he calls his mother's sisters as 'mother' also. Only his father's sisters would be addressed as 'aunt' and his mother's brothers as 'uncle'. 'Brothers' would include not only male children but also

certain cousins and even members of the same clan who have no blood relationship in the western sense. Now the eastern mind, confusing state affairs is not merely a matter of terminology. These are not just courtesy titles. With the title of 'father', for example, goes all the responsibilities of parenthood and in return all the 'fathers', receive parental devotion. Hence, no child in a traditional society is likely to be orphaned. Should his literal parents die, then others automatically assume the responsibility for his upbringing? By the same token, no old person is likely to end his days outside a family circle. If his own offspring cannot care for him then other 'children' will accept the duty and privilege.

The extended family provides for richness in knowledge and experience for those fortunate enough to be part of it. Granted, the characteristics of small-scale societies have been described and it could be argued that such a scheme would not work where hundreds of thousands people are gathered together in cities and towns. But the attitudes to human beings as described above are not solely a function of social organization. They are now part of the African psychology.

From; Kenneth Kaunda: *Humanism in Zambia Adopted from English in Use by B Webb, et al.*

Activity 5

Now answer these questions

1. In what ways do you think modern society (for example, in towns) is different from traditional society (in rural areas)? Make a list.
2. What do you think are the writer's attitudes towards traditional and modern societies? Find evidence from the passage to support your choice of attitude.
3. Comment on what the author means by these phrases:
 - a) Socially well-behaved (paragraph 1)
 - b) Old people's homes (paragraph 2)
 - c) The handicaps of old age (paragraph 2)
 - d) The so-called advanced societies (paragraph 3)
 - e) Literal parents (paragraph 5)
4. Explain the following in your own words.
 - a) Horrified (paragraph 2)
 - b) Acquaintance (paragraph 2)
 - c) Counsel (paragraph 2)
 - d) Infirm (paragraph 2)
 - e) Alert (paragraph 2)
5. Do you agree with the writer's viewpoint about the advantages of the extended family?

6. Do the traditional values the writer describes in the text apply to your society in today's modern world?

Follow Up Activity.

The Local Council chairperson has identified you to help develop a radio announcement to help the members of the community to stay safe during the CORONA virus pandemic. Write the announcement which will be aired on the local FM station in your area.

LESSON 4

TOPIC: Forming adjectives from other words

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

1. form adjectives from nouns
2. form adjectives from verbs and other adjectives

Introduction

There are many adjectives that are formed from other words. Such adjectives are easy to identify because they have typical endings. We will start with adjectives formed from nouns. These are formed by the addition of a suffix to a noun as seen in **Table I** below:

Table I

suffix	noun	Adjective	Sentence example
-al	environment	Environmental	Environmental factors influence character.
-ial	Influence	influential	Mazrui is an influential scholar.
-ual	Fact	factual	Scientist give us factual information.

There are also adjectives formed from other adjectives as seen in **Table II** below:

Table II

suffix	verbs	adjectives	Sentence example
-able	manage	manageable	The work I need to do today is manageable.
-less	relent	relentless	The rebels were subjected to relentless bombarding by the loyal soldiers.
-ful	resent	resentful	She was resentful at having been ignored at the party.

Lastly there are a few adjectives formed from other adjectives such greenish from the adjective green; wearisome from the adjective weary and elderly from the adjective elder.

Activity 1

Draw a table similar to the Table I and II above and use the following suffixes to create your own examples of nouns, adjective and sentence examples. **-al, ial, -ual, -less, -en, -ese, -ful, -ly, ic, -some.**

Activity 2

Form adjectives from the following words:

Compassion hope swell demonstrate examine awe child rebel prevent fear.

Activity 3

Use the adjectives you have formed above to make sentences.