



Senior 2 English (New curriculum)

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President of Uganda 2031** 

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Term 1

Topic 1/4: Relationship and Emotions

Competency: The learner describes relationships with different people and understands/learns language to express their emotions.

Lesson 1: Intonation and Stress in Speech

(i) Intonation

Intonation is the **rise and fall of the voice** when speaking.

It shows **emotion, attitude, and meaning**.

Examples:

Rising intonation (↗) is often used in **yes/no questions**: “Are you coming ↗?”

Falling intonation (↘) is used in **statements and commands**: “Sit down ↘.”

Mixed intonation can show surprise or uncertainty: “Really ↗↘?”

(ii) Stress

Stress means **emphasizing certain words or syllables** to make meaning clear.

Examples:

“I **didn't** say you stole the book.” (stress on *didn't* shows denial).

“I didn't say **you** stole the book.” (stress on *you* shifts blame).

“I didn't say you stole the **book**.” (stress on *book* changes the object).

👉 Stress changes the **focus and meaning** of a sentence.

(iii) Tips for Correct Use

Practice reading aloud with attention to pitch and emphasis.

Use rising intonation for questions, falling for statements.

Stress important words to highlight meaning.

Avoid monotone speech—it sounds dull and unclear.

Exercise 1

1. What is intonation in speech?
2. Which type of intonation is used in yes/no questions?
3. What does stress in speech mean?
4. How does stress change the meaning of the sentence *“I didn’t say you stole the book”*?
5. Why should speakers avoid monotone speech?

✓ Answers

1. Intonation in speech is the rise and fall of the voice that shows emotion, attitude, and meaning.
2. Rising intonation is used in yes/no questions.
3. Stress in speech means emphasizing certain words or syllables to make meaning clear.
4. Stress changes the meaning of the sentence *“I didn’t say you stole the book”* by shifting focus—for example, stressing *you* shifts blame, while stressing *book* changes the object.
5. Speakers should avoid monotone speech because it sounds dull and unclear, making communication less effective.

Lesson 2: Family Relationships



(i) **Immediate Family**

Parents: A mother and father care for their children.

Children: Sons and daughters belong to their parents.

Siblings: Brothers and sisters share the same parents.

(ii) **Extended Family**

Grandparents: A grandmother and grandfather are the parents of your mother or father.

Grandchildren: The children of your sons or daughters.

Uncles and Aunts: The brothers and sisters of your parents.

Cousins: The children of your uncles and aunts.

(iii) **Beyond Grandparents**

Great-grandparents: The parents of your grandparents.

Great-grandchildren: The grandchildren of your children.

Ancestors: Family members from many generations before, who form the roots of your family history.

(iv) **Importance of Family Relationships**

They provide **love and support**.

They teach **values and traditions**.

They connect us to our **heritage and culture**.

Exercise 2

1. Who are siblings?
2. What is the relationship between grandparents and grandchildren?
3. Who are uncles and aunts?
4. What do we call the parents of our grandparents?
5. Why are ancestors important in a family?

 **Answers**

1. Siblings are brothers and sisters who share the same parents.
2. Grandparents are the parents of your mother or father, while grandchildren are the children of your sons or daughters.

3. Uncles and aunts are the brothers and sisters of your parents.
4. The parents of our grandparents are called **great-grandparents**.
5. Ancestors are important in a family because they form the roots of our heritage and culture, passing down traditions and values.

Lesson 3: Comprehending and Appreciating Texts on Emotions and Relationships

Comprehension

To comprehend texts about emotions and relationships, students should:

- (i) **Identify the main idea:** What is the text mainly about? (e.g., love between family members, friendship, conflict).
- (ii) **Recognize emotions:** Look for words that show feelings such as joy, sadness, anger, or pride.
- (iii) **Understand relationships:** Notice how characters are connected (friends, siblings, parents, grandparents).
- (iv) **Interpret context:** Ask why the emotions or relationships are important in the situation.

Appreciation

To appreciate texts about emotions and relationships, students should:

- (i) **Value the message:** Understand the lesson or moral (e.g., respect, kindness, unity).
- (ii) **Relate personally:** Connect the text to their own experiences with family or friends.
- (iii) **Admire style:** Notice how the writer uses adjectives, imagery, or dialogue to express feelings.
- (iv) **Respect diversity:** Recognize that emotions and relationships may differ across cultures and families.

Example Text (Short Passage)

"Maria felt proud when her younger brother won a prize at school. She hugged him warmly, and their grandmother smiled with joy. The family celebrated together, showing love and support."

Comprehension: The passage is about family pride and support.

Appreciation: It teaches the value of celebrating achievements together.

Exercise 3

1. What should students look for when comprehending texts about emotions?
2. How can students appreciate texts about relationships?
3. In the example passage, what emotion did Maria feel?
4. How did the grandmother show her feelings in the passage?
5. Why is it important to connect texts about emotions and relationships to personal experiences?

Answers

1. Students should look for the main idea, emotions expressed, relationships between characters, and the context when comprehending texts about emotions.
2. Students can appreciate texts about relationships by valuing the message, relating personally, admiring the writer's style, and respecting diversity.
3. In the example passage, Maria felt **proud** when her younger brother won a prize.
4. The grandmother showed her feelings by **smiling with joy**.
5. It is important to connect texts about emotions and relationships to personal experiences because it helps students understand the message better and apply it in real life.


Lesson 4: Logical and Complete Statements

(i) Relationships

Logical statements about relationships should clearly show **who is related to whom** and **how**.

Example: "A grandmother is the mother of one's father or mother."

Example: "Cousins are the children of your uncles and aunts."

 These statements are complete because they identify both sides of the relationship.

(ii) **Emotions**

Logical statements about emotions should explain **what the emotion is** and **why it occurs**.

Example: *"Happiness is the feeling we get when something good happens."*

Example: *"Anger is the emotion we feel when we are treated unfairly."*

👉 These statements are complete because they define the emotion and give a reason.

(iii) **Combining Relationships and Emotions**

We can make statements that connect relationships with emotions.

Example: *"Parents feel proud when their children succeed in school."*

Example: *"Children feel loved when grandparents spend time with them."*

Exercise 4

1. Write one logical statement about grandparents.
2. What makes a statement about emotions complete?
3. Give one example of a logical statement about cousins.
4. How do relationships and emotions connect in a statement?
5. Why is it important to make statements logical and complete?

 **Answers**

1. A logical statement about grandparents is: *"Grandparents are the parents of one's father or mother."*
2. A statement about emotions is complete when it explains what the emotion is and why it occurs.
3. An example of a logical statement about cousins is: *"Cousins are the children of your uncles and aunts."*
4. Relationships and emotions connect in a statement when we show how family ties lead to feelings, such as *"Parents feel proud when their children succeed."*
5. It is important to make statements logical and complete because they help us communicate clearly and avoid confusion.

Exercise 5

Read the story and answer the questions that follow in full sentences

The Bond That Holds Us Together

John lived in a small town with his parents, his younger sister Grace, and their grandparents. Their family was known for being close-knit and supportive. Every evening, they gathered around the dinner table, where their grandmother told stories about their ancestors. These stories reminded them of the importance of unity, respect, and kindness.

One rainy season, Grace fell seriously ill and had to stay in bed for weeks. The family immediately came together to care for her. Her mother prepared warm soup and herbal tea, her father took her to the doctor and bought medicine, and John read her favorite books to keep her entertained. Their grandfather prayed daily for her recovery, while their grandmother stayed by her side, comforting her with gentle words.

During this time, John realized how much love and sacrifice each family member gave. He noticed that even small acts—like reading a story or preparing a meal—made Grace smile and feel stronger. Grace herself said, *“I am lucky to have all of you. Your love makes me feel better every day.”*

When Grace finally recovered, the family celebrated together. They sang songs, shared a special meal, and thanked one another for the support they had shown. John understood that family relationships are not only about living together but also about standing by each other in times of need. He learned that emotions like love, care, and pride are the glue that holds families together across generations.

Questions

1. Who were the members of John’s family?
2. What did the grandmother often do during dinner?
3. How did the family care for Grace when she was sick?
4. What lesson did John learn from the family’s support?
5. Why are emotions important in family relationships according to the story?

✓ Answers

1. John's family included his parents, his younger sister Grace, and their grandparents.
2. The grandmother often told stories about their ancestors during dinner.
3. The family cared for Grace by preparing soup and tea, taking her to the doctor, buying medicine, reading her books, praying for her, and comforting her.
4. John learned that family relationships are about love, sacrifice, and standing by each other in times of need.
5. Emotions are important in family relationships because they create bonds of love, care, and pride that hold families together across generations.

Exercise 6

Read the dialogue below and answer the questions that follow:

Tension at the Dinner Table

Father: John, why are you always late for dinner? Don't you care about this family?

John: I do care, Father, but I have a lot of schoolwork. I try my best to finish early, but sometimes it's impossible.

Mother: You could at least inform us. We wait for you, and it feels disrespectful when you don't show up.

John: I understand, Mother. I should have called. But sometimes I feel like nobody understands how much pressure I'm under.

Grandfather: Pressure or not, family time is important. In our days, we respected traditions. Isn't it true that you spend more time with your friends than with us?

John: That's not fair, Grandfather. I spend time with my friends, yes, but I also study hard. I just wish you would see that I'm trying.

Sister Grace: You're always defensive, John. Don't you think we miss you when you're not here?

John: I know, Grace. I miss you too. But when everyone criticizes me, I feel hurt instead of supported.

Father: Maybe we should listen more and judge less. John, we want you here because we love you, not to make you feel guilty.

Mother: Yes, we should balance our expectations with understanding.

Grandfather: Perhaps I was too harsh. Family should be about care, not only rules.

John: Thank you. I'll try harder to be present, and I hope we can all be patient with each other.

Dr. Aida Namitala

Questions

1. Why was John late for dinner?
2. How did the mother feel when John did not show up?
3. What did the grandfather accuse John of?
4. How did John feel when everyone criticized him?
5. What lesson about family relationships is shown in the dialogue?

Answers

1. John was late for dinner because he had a lot of schoolwork.
2. The mother felt disrespected when John did not show up.
3. The grandfather accused John of spending more time with his friends than with the family.
4. John felt hurt instead of supported when everyone criticized him.
5. The dialogue shows that family relationships should be built on care, patience, and understanding rather than constant criticism.

Lesson 5: Future Continuous Tense, Superlative Forms of Adjectives, Superlative Forms of Adverbs

(i) Future Continuous Tense

Structure: *Subject + will be + verb-ing*

Example: *She will be reading tomorrow at 5 p.m.*

(ii) Superlative Forms of Adjectives

Superlatives show the **highest degree** of quality.

Formed with *-est* (short adjectives) or *most + adjective* (long adjectives).

Example: *He will be sitting in the **largest** hall.*

(iii) **Superlative Forms of Adverbs**

Superlatives show the **highest degree of manner or action**.

Example: *She will be speaking **most clearly** during the meeting.*

(iv) **Relative Pronouns**

Words like *who, whom, whose, which, that* connect clauses.

Example: *They will be helping the student **who works hardest**.*

(iv) **Sample Sentences**

*Tomorrow, we will be celebrating in the **biggest** park in town.*

*The teacher will be praising the student who writes the **neatest** essays.*

*By next week, she will be running **fastest** among all the athletes.*

*They will be visiting the museum **which is most interesting** to tourists.*

*Our team will be working with the leader **whose ideas are most creative**.*

Exercise 7

1. What is the structure of the future continuous tense?
2. Write one sentence using the future continuous tense with a superlative adjective.
3. Give one example of a superlative adverb in a future continuous sentence.
4. Which relative pronoun is used in the sentence “*They will be helping the student who works hardest*”?
5. Why are superlatives useful in describing actions or qualities?

Answers

1. The structure of the future continuous tense is *Subject + will be + verb-ing*.
2. Example: *Next month, we will be staying in the **largest** hotel in the city.*
3. Example: *She will be singing **most beautifully** during the concert.*
4. The relative pronoun used in the sentence is **who**.

5. Superlatives are useful in describing actions or qualities because they show the highest degree and make comparisons clear.

Lesson 6: Relationships and Emotions

(i) Types of Relationships

Family Relationships: Parents, siblings, grandparents, and extended family.

Friendship: Built on trust, support, and shared experiences.

School/Work Relationships: Between teachers, classmates, colleagues, and leaders.

Community Relationships: Neighbors, religious groups, and cultural ties.



(ii) Types of Emotions

Positive Emotions: Love, joy, pride, gratitude.

Negative Emotions: Anger, sadness, jealousy, fear.

Mixed Emotions: Feeling happy and nervous at the same time (e.g., during graduation).

(iii) Appreciating Relationships and Emotions

Relationships give us **support, identity, and belonging.**

Emotions help us **communicate feelings** and understand others.

Appreciating both means respecting differences, showing empathy, and valuing connections.

Exercise 8

1. Name two types of relationships mentioned in the lesson.
2. Give two examples of positive emotions.
3. What are mixed emotions?
4. Why are relationships important in human life?
5. How can we appreciate emotions in others?

Answers

1. Two types of relationships are **family relationships** and **friendship**.
2. Two examples of positive emotions are **love** and **joy**.
3. Mixed emotions are feelings that combine both positive and negative emotions at the same time, such as being happy and nervous during graduation.
4. Relationships are important in human life because they give us support, identity, and a sense of belonging.
5. We can appreciate emotions in others by respecting their feelings, showing empathy, and listening carefully.

Lesson 7: Factors Affecting Relationships

(i) **Culture**

Culture shapes how people behave, communicate, and show respect.

Example: In some cultures, greeting elders with a bow shows respect, while in others a handshake is common.

Cultural differences can strengthen relationships through diversity, but they may also cause misunderstandings if not appreciated.

(ii) **Sex (Gender)**

Gender roles can influence expectations in relationships.

Example: In some societies, men are expected to provide financially, while women care for the home.

Modern relationships often challenge these roles, promoting equality and shared responsibilities.

(iii) **Age**

Age affects relationships through experience and authority.

Example: Younger people may look up to elders for guidance, while elders may feel responsible for teaching values.

Differences in age can create respect, but sometimes also conflict if generations do not understand each other.

(iv) **Religion**

Religion influences values, traditions, and moral behavior.

Example: Religious practices such as prayer, fasting, or attending services can bring families and communities closer.

Differences in religion may cause tension, but they can also encourage tolerance and respect when handled with understanding.

Exercise 8

1. How does culture affect relationships?
2. What role does gender play in shaping relationships?
3. Why can age differences strengthen relationships?
4. Give one way religion can bring people closer.
5. What should people do when cultural or religious differences cause misunderstandings?

 **Full-Sentence Answers**

1. Culture affects relationships by shaping how people behave, communicate, and show respect.
2. Gender plays a role in shaping relationships by influencing expectations and responsibilities between men and women.
3. Age differences can strengthen relationships because younger people look up to elders for guidance, while elders provide wisdom and authority.

4. Religion can bring people closer through shared practices such as prayer, fasting, and attending services.
5. When cultural or religious differences cause misunderstandings, people should show tolerance, respect, and try to understand each other's values.

Lesson 8: Consequences of Relationships Between Members of the Opposite Sex



(i) **Positive Consequences**

Emotional Support: Such relationships can provide care, companionship, and encouragement.

Mutual Growth: They help individuals learn respect, cooperation, and understanding.

Social Development: Friendships between boys and girls promote teamwork and reduce stereotypes.

(ii) **Negative Consequences**

Misunderstandings: Differences in expectations may lead to conflict or hurt feelings.

Distraction: Over-involvement may affect studies or responsibilities.

Risk of Exploitation: If not handled with respect, one person may take advantage of the other.

(iii) Balanced Approach

Relationships between members of the opposite sex should be based on **respect, honesty, and boundaries.**

When managed well, they enrich life; when mismanaged, they may cause emotional or social problems.

Exercise 9

1. Mention two positive consequences of relationships between members of the opposite sex.
2. What is one negative consequence of such relationships?
3. How can misunderstandings arise in these relationships?
4. Why is respect important in opposite-sex relationships?
5. What is the main lesson about managing these relationships?

 **Full-Sentence Answers**

1. Two positive consequences are **emotional support** and **mutual growth.**
2. One negative consequence is **distraction from studies or responsibilities.**
3. Misunderstandings can arise when expectations differ or communication is unclear.
4. Respect is important because it prevents exploitation and ensures fairness in the relationship.
5. The main lesson is that opposite-sex relationships should be managed with respect, honesty, and clear boundaries to avoid problems.

Exercise 10

Read the poem below and answer the questions that follow

Threads of Connection

When boys and girls begin to meet,
Friendship grows, sometimes sweet.
They share ideas, they laugh, they learn,
Respect is a gift they both must earn.

At times the bond is strong and true,
Building trust between the two.
Encouragement flows, support is near,
Companionship wipes away the fear.

Yet shadows fall when care is lost,
Misunderstanding comes at a cost.
Distraction steals from work and play,
Dreams may fade or drift away.

Some may misuse the bond they hold,
Turning warmth into actions cold.
Exploitation leaves a lasting scar,
Breaking trust that once shone far.

But when respect and patience stay,
Love and kindness light the way.
Opposite hearts can learn to grow,
Teaching lessons all should know.

So guard the ties with wisdom's hand,
Let honesty and fairness stand.
For relationships, both weak and strong,

Shape the path we walk along.

Questions

1. What positive consequence of opposite-sex relationships is mentioned in the poem?
2. What negative consequence is described when care is lost?
3. How does exploitation affect relationships according to the poem?
4. What values are needed to make such relationships successful?
5. What is the main lesson of the poem?

Answers

1. A positive consequence mentioned in the poem is **friendship that brings encouragement and support.**
2. A negative consequence described when care is lost is **misunderstanding and distraction from important goals.**
3. Exploitation affects relationships by **leaving scars and breaking trust.**
4. The values needed to make such relationships successful are **respect, patience, honesty, and fairness.**
5. The main lesson of the poem is that **relationships between members of the opposite sex should be guided by respect and wisdom to avoid harm and promote growth.**

Lesson 9: Using *Whose*

(i) Definition

Whose is a relative pronoun used to show **possession**.


It connects two clauses and tells us who something belongs to.

(ii) Examples in Sentences

*The boy **whose** father is a doctor will be joining us.*

*I met a girl **whose** smile brightened the whole room.*

*This is the house **whose** roof was damaged by the storm.*

 Notice that *whose* always introduces a clause that describes ownership or belonging.

(iii) **Rules**

Whose can refer to **people, animals, or things**.

It is always followed by a **noun** (e.g., *whose book, whose car, whose idea*).

It makes sentences more connected and avoids repetition.

Exercise 11

1. What does the relative pronoun *whose* show in a sentence?
2. Write one sentence using *whose* to describe a person.
3. Can *whose* be used for things as well as people? Give an example.
4. In the sentence “*The boy whose father is a doctor will be joining us,*” what does *whose* connect?
5. Why is *whose* useful in writing?


 **Full-Sentence Answers**

1. The relative pronoun *whose* shows **possession or belonging** in a sentence.
2. Example: *I know a student whose brother plays football.*
3. Yes, *whose* can be used for things as well as people. Example: *This is the tree whose branches give shade.*
4. In the sentence, *whose* connects the boy with his father, showing that the father belongs to the boy.
5. *Whose* is useful in writing because it makes sentences clear, connected, and avoids repeating ownership words.

Lesson 10: First/Real Conditional (If... + Future Tense)

The **first conditional** (also called real conditional) is used for **possible future situations**.

Structure: *If + present simple, will + verb.*

 Example: *If it rains tomorrow, we will stay at home.*

Examples

- (i) *If you study hard, you will pass the exam.*
- (ii) *If she calls me, I will answer politely.*
- (iii) *If we visit our grandparents, they will tell us stories.*
- (iv) *If the teacher explains clearly, students will understand the lesson.*
- (v) *If I save money, I will buy a new phone.*

Key Notes

The *if-clause* uses **present simple tense**.

The main clause uses **future tense (will + verb)**.

It expresses a **real possibility** that can happen.

Exercise 12

1. What is the structure of the first conditional?
2. Write one sentence using the first conditional about school.
3. Why is it called a “real” conditional?
4. In the sentence “*If I save money, I will buy a new phone,*” what is the condition?
5. Give one example of a first conditional sentence about family.

Full-Sentence Answers

1. The structure of the first conditional is *If + present simple, will + verb*.
2. Example: *If I finish my homework, I will go to school tomorrow.*
3. It is called a “real” conditional because it describes a possible situation that can actually happen in the future.
4. The condition is “*If I save money.*”
5. Example: *If we visit our grandparents, they will cook us a special meal.*

Lesson 11: Phrasal Verbs + Result Clauses

(i) Phrasal Verbs

A phrasal verb is a verb combined with a preposition or adverb that changes its meaning.

Examples:

Give up (stop doing something)

Look after (take care of)

Run into (meet unexpectedly)

Carry on (continue)

(ii) Result Clauses

A result clause shows the **effect or outcome** of an action.

Commonly introduced by *so...that*, *such...that*, or *therefore*.

Examples:

She studied hard, so she passed the exam.

It was such a hot day that we stayed indoors.

He was tired, therefore he went to bed early.

(iii) Combining Phrasal Verbs and Result Clauses

She gave up the race, so she lost the medal.

They looked after the baby carefully, so he slept peacefully.

I ran into my teacher, and therefore I got advice about my homework.

He carried on working late, so he finished the project on time.

👉 Notice how the phrasal verb shows the action, and the result clause explains the outcome.

Exercise 13

1. What is a phrasal verb?
2. Give one example of a phrasal verb and its meaning.
3. What is the purpose of a result clause?
4. Write a sentence using the phrasal verb *give up* with a result clause.
5. Why is it useful to combine phrasal verbs with result clauses in speaking and writing?

✔ Full-Sentence Answers

1. A phrasal verb is a verb combined with a preposition or adverb that changes its meaning.
2. Example: *Look after* means *to take care of*.
3. The purpose of a result clause is to show the effect or outcome of an action.
4. Example: *She gave up studying, so she failed the test.*
5. It is useful to combine phrasal verbs with result clauses because they make sentences more natural, expressive, and clear in both speaking and writing.

Lesson 12: Expressing Opinions from Personal Experiences

(i) Definition

An opinion is a personal belief or view about something.

When based on experience, it becomes stronger and more meaningful.

(ii) How to Express Opinions

Use phrases like:

I think...

In my experience...

From what I have seen...

I believe...

(iii) Examples

In my experience, studying with friends helps me understand lessons better.

I think family support is the most important factor in success because my parents always encourage me.

From what I have seen, honesty builds stronger friendships.

I believe respect between teachers and students creates a better learning environment.

(iv) Tips

Always give a **reason** for your opinion.

Connect your opinion to a **real-life example**.

Speak politely, even if others disagree.

Exercise 14

1. What is an opinion?
2. Give one phrase used to express opinions.
3. Write one opinion based on your school experience.
4. Why should opinions be supported with reasons?
5. How can expressing opinions politely help relationships?

Full-Sentence Answers

1. An opinion is a personal belief or view about something.
2. One phrase used to express opinions is “*I think...*”.
3. Example: *In my school experience, I think group discussions help me learn faster.*
4. Opinions should be supported with reasons because reasons make them clear and convincing.
5. Expressing opinions politely helps relationships because it shows respect and prevents conflict.

Exercise 15

Read the story and answer the questions that follow

Story: *My Opinion on Friendship*

When I joined secondary school, I was shy and nervous. I worried that I would not make friends easily. On the first day, I met Sarah, a cheerful girl who offered to share her notes with me. That simple act of kindness changed my experience. From then on, we became close friends.

In my opinion, friendship is one of the most important relationships in life. Friends give us courage when we feel weak, and they celebrate with us when we succeed. I believe that without Sarah’s support, I would have struggled more in school. She encouraged me to join debates, and because of her, I discovered my talent in public speaking.

However, I also learned that not all friendships are positive. At one point, I trusted another classmate who often discouraged me and laughed at my mistakes. That experience taught me that true friends build us up, while false friends bring us down.

From my personal experience, I think friendship should be based on respect, honesty, and encouragement. A friend whose words inspire confidence is more valuable than one who only criticizes. Today, I appreciate Sarah even more because she showed me that good friendships can shape our future.

Questions

1. Who helped the narrator on the first day of school?
2. What personal opinion does the narrator express about friendship?
3. How did Sarah encourage the narrator?
4. What negative experience did the narrator have with another classmate?
5. What lesson about friendship does the narrator share at the end of the story?

Full-Sentence Answers

1. Sarah helped the narrator on the first day of school by sharing her notes.
2. The narrator expresses the opinion that friendship is one of the most important relationships in life.
3. Sarah encouraged the narrator by supporting her to join debates, which helped her discover her talent in public speaking.
4. The narrator had a negative experience with another classmate who discouraged her and laughed at her mistakes.
5. The narrator shares the lesson that true friendship should be based on respect, honesty, and encouragement.

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Thank you

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