

PRIMARY SEVEN ENGLISH LESSON NOTES
TERM ONE

Aspect: Punctuation marks

Lesson 1 Capital Letters and full stops

(i) Usage of capital letters
- (a) Used at the beginning of sentences, e.g. **Mukasa** is riding a bicycle.
- (b) Use for proper nouns and proper adjectives e.g. **Uganda** – **Ugandan**
  Proper nouns e.g.
  - Names of the months of the year
  - Names of people
  - Names of streets
  - Names of buildings
  - Names of avenues etc.
- (c) Used for all **titles** applied to one particular person, e.g. Our **President** met the Egyptian **President** at Hotel Famous Five.
- (d) To begin **direct speech**, e.g. "I have hurt my finger," said Tom.
- (e) To write pronoun **I**, e.g. While I was playing netball, Jane was peeling matooke.
- (f) To begin words of exclamation, e.g. "Oh!" shouted the boy.
- (g) To begin words He, Him, His, Himself, if they refer to God or Jesus Christ.

(ii) Usage of full stops
- (a) Used at the end of either an affirmative or negative sentence, e.g
  - We are learning English.
  - We are not learning English.
- (b) Used in abbreviations, e.g.
  - i.e. - That is to say
  - C.I.D. - Criminal Investigation Department
  - Capt. - Captain
  - P.S.V. - Public Service Vehicle

Activity

1. Rewrite and punctuate the sentences below
- (a) he saw a big snake on tuesday
- (b) robert has left for london
- (c) i said i shall come tomorrow
- (d) tom wants to work in italy, so he is learning italian
- (e) god said i am who i am
- (f) what an honest man dan is
- (g) god was happy with his creation

2. Write the short forms of the following

(h) Mistress
(i) Doctor
(j) Namely
(k) For example

LESSON 2

(a) Question mark
(b) Exclamation

Usage of a question mark

- Used at the end of a direct question, e.g. Where is Tom?
- Used at the end of tag questions, e.g. She is my wife , isn't she?

Use of an exclamation mark

- Used after expressions of strong emotions like surprise, fear, pain, anger etc.
  - What a clever boy you are!
  - Come here at once!

Activity

Punctuate the following sentences correctly

(a) What did you see at the park
(b) Where did you go after supper
(c) What aggregate are you likely to get
(d) What time is it asked the traveler
(e) How beautiful you sister is
(f) What a clever boy you are
(g) What a deadly snake a cobra is
(h) The child suddenly shouted look
(i) What is the capital city of China

LESSON 3

(a) Apostrophe
(b) Comma

Usage of an apostrophe

(i) In contractions (to show that a letter or letters are missing) e.g.

isn't	-	is not
can't	-	cannot
O'clock	-	of the clock
o'er	-	over etc.

(ii) To show possession

- Singular nouns

For example

The girl's dress
The lady's bag etc.

OR;
Jesus' words
Moses' wife and so on, only if the noun ends in s.

- Plural nouns

(a) Put the apostrophe after **s** if the plural noun ends in **s**
For example
boys' books
ladies' shoes

(b) Put the apostrophe and s **('s**) if the plural noun does not end in s, e.g. children's toys, men's hats etc.

SINGULAR POSSESSIVE	**PLURAL POSSESSIVE**
(i) a teacher's chair	teachers' chairs
(ii) a child's cup	children's cups
(iii) the woman's dress	the women's dresses
(iv) a lady's bag	ladies' bags
(v) the baby's tooth	the babies' teeth
(vi) the fly's wing	the flies' wings

(iii) An apostrophe can also be used to show the plural of letters or figures.
For example
- You should cross your **t's** and dot your **i's**.
- I was born in the **1990's**.
- **TV's** are expensive.

N.B: Certain words are contracted without an apostrophe

Example
bus - omnibus
piano - pianoforte
auto - automobile
exam - examination
photo - photograph
plane - aeroplane
specs - spectacles

Activity
Correct the following sentences by putting in the apostrophe.
1. The boys pencil lay on the floor.
2. The ladies coats were hung on a dirty wall.
3. My nephews hand was badly hurt.
4. The mens boots were covered with mud.
5. The childs toy fell in the pond.
6. He looked very smart in page boys suit.

Write the following in short
7. of the clock
8. shall not
9. had not
10. for the attention of

Usage of commas
(i) used in lists of words, clauses etc

Example
He plays football, tennis, volleyball and hockey.
He entered the library, walked to the history section, picked a book and started reading.

(ii) Used after participial phrases
Example
Chained to the post, the dog was unable to attack the thieves.
Having said her prayers, the old woman lay down to sleep.

(iii) Used after an adverbial clause in a main clause.
Example
Although he worked for the company for many years, he was not promoted.

(iv) Used to set off words which come after a proper noun and explain or describe it
Example
George Kakoma, who composed the National Anthem, visited our school.

(v) Used after **yes, no** or **well**, if other words are to follow in a sentence.
Example
Yes, he smokes a lot.
No, I don't think so.
Well, I will see what I can do for her.

(vi) Used with words addressing a person
Example
Mr Mukasa, you can have a seat.
Good morning, **Mr. Mukasa**.
Come here, **Jane**, and see this.

(vii) Used to separate items of the date
Example
Saturday, 14th May, 2012

(viii) Used to separate lines within an address
Example
Hillside Primary School-Naalya,
P. O. Box 29679,
Kampala.

(ix) Used with direct speech to mark off actual words from the reporting verb.
Example
'I am nine years old," said Julius.

Activity

Insert commas and use capital letters where necessary in the following sentences.

1. Although he worked hard he did not get any promotion.
2. Unless you give me my money I will not forgive you.
3. Thursday 14th January 2012
4. Mr Museveni the president of Uganda is a very wise man.
5. In spite of the sickness he played football.

LESSON 4

Semi colon (;), Colon (:), Quotation marks (" "), Hyphen (–)

Usage of a semi colon (;)

- Used between two closely related main clauses

Example

There wasn't a cloud in the sky; it was so hot.

N.B: Certain conjunctions like nevertheless, therefore, moreover showing a close connection between two clauses, are preceded by a semi colon.

Usage of a colon (:)

(a) Used to introduce a question e.g.
Churchill said: "Uganda is the Pearl of Africa."

(b) Used to introduce a list of items or things, e.g.
We study four subjects at school: English, science, social studies and mathematics.

Usage of quotation marks

(a) Used before and after words of direct speech
Example
"Don't forget to bring your own pen," our teacher said.
"The dead man," said John, "is my father."

(b) Used to mark a quotation
Example
Politicians should never forget that "a week is a long time in politics".

(c) Used to quote titles of books
Example
I was reading "Oliver Twist".

(d) Used to quote words not accepted as normal English.
Example
The Baganda women wear "gomesi".

Activity

Punctuate the following sentences correctly

1. Annette is very clever no wonder she passed with flying colours.
2. Her parents are very poor nevertheless they have managed to educate her.
3. She went to the market and bought the following onions sugar meat and rice.
4. I can run faster than any other boy in the school boasted Michael.
5. Susans apple is bigger than mine grumbled jack
6. John go and have lunch

ASPECT 2: COMPREHENSION (MK BK 7)

LESSON 1 SCHOOL HOLIDAYS

(a) Vocabulary:
- bank pay in slips
- break up for
- camp
- help, etc.

(b) Structures (to be done orally)
(i) Using: I am……..
(ii) You won't ……
(iii) Reported speech with ……..going to ……)
(Ref. MK Primary English BK 7 pp 47 – 51)

LESSON II

(i) Pre activity

- Poem reading (A time to relax)
- Identify new words
- Look up their meanings
- Construct oral sentences using the words
- Children answer written questions in their books.
  (Ref MK Primary English BK 7 pages 51 – 53)

LESSON III

Pre – Activity

(SCHOOL HOLIDAYS – ORAL QUESTIONS)

- Identify new words
- Look up their meanings
- Use them in sentences orally
- Read the passage (school holidays) and answer the questions orally

Evaluation activity

SCHOOL BANK PAY-IN-SLIP

- Identify new words and answer written questions

Ref. MK Primary English BK 7 pp 53 – 55

LESSON IV

Pre- activity (Oral questions)

- Guided composition

(i) Evaluation activity

Picture composition

- Emphasis on the tenses used
- Present continuous tense
- Present perfect tense
- Pupils write a sentence describing what is happening in each picture

(Ref. MK Primary English BK 7 pp 56 – 58)

(ii) Composition writing

HOW I SPENT THE LAST HOLIDAY (MK BOOK 7 PAGE 58)

STEPS

- Identify the title and write it in capital letters in not more than six words (don't use any punctuation mark)
- Form an introductory paragraph related to the title.
- The body should be in paragraphs

ASPECT 3 JUNIOR ENGLISH

LESSON 1

Abbreviations and contractions

Ref. Junior English Revised pp 132 – 135

The Students' Comparison pp 95 – 100

The New First Aid in English pp 50 – 52

N.B.

(a) Latin Abbreviations

Example

i.e., etc., a.m., p.m., AD, NB, RIP, No, do, Vs

(b) Military Abbreviations

Example

Brig, Capt., Gen, Col., CPL, LMG, Lt/Lieut., Maj., OC, Pte, RPG, SMG

(c) Organizational abbreviations

Examples

TASO, URA, UNRC, RDC, UWESO, NRM, FDC, UNEB, PLE, PRO, NEMA, UMA, CAA, AG, FUFA, FIFA, NCS, IGG, IGP, MP

(d) Common Abbreviations

Examples

Hon, Rev, Ag, Ave, COD, Co-op, Dr, GPO, IOU, LTD, Messrs, Mrs, PP, P.O, PTO, Rd, Ref, St, w.e.f., via, a/c, asst, cf, doz, dept, govt, GMT, BBC, DVD, Jr, Sr, Bro, OK, OB, OG, PSV, PMO, Xmas, yr, Fr, MTN, ATM, UTL, e-mail, Kg, Internet, WWW, PP, PPP, MC, LC, YMCA, YWCA, BC, CID, Ph D, HM, H/M, MC, PS, Corp., Cert.

ASPECT 4 - NOUNS

A noun is a naming word or a name given to an object, an action, quality, an idea

LESSON I

Types of nouns

(a) Common nouns
(b) Proper nouns
(c) Abstract nouns
(d) Collective nouns

(a) PROPER NOUNS

A proper noun is a particular name of a person, place or a thing.

Example

Name of a;

Person	-	Museveni
Country	-	Uganda
River	-	River Nile
Lake	-	Lake Victoria
Mountain	-	Mt. Elgon

All proper nouns must be written beginning with capital letters

Evaluation activity

(a) Underline proper nouns in each of the sentences below
(b) Exercise in MK precise Eng. Grammar P.2

Punctuate correctly

1. i was born in tanzania
2. the president of kenya mr mwai kibaki will visit uganda in december
3. i was born on tuesday 10th february
4. river nile is the longest in africa
5. We always do four subjects at PLE and these are english, mathematics, social studies and science

LESSON 2

Collective nouns

A collective noun is a name given to a number of persons or things taken together and spoken of as one whole

Example

- A flock of sheep
- A class of pupils

N.B: Collective nouns generally (but not always) take a singular verb.

Example

The herd of cattle has crossed the river.

This bouquet of flowers is expensive.

Evaluation activity

Noun	***collective noun***
Actors	company
Aeroplanes	flight/squadron
Angels	host
Arrows	sheaf
Bananas	bunch/hand
Bees	swarm/hive
Fire	hail

Ref: The Students' Comparison pp 1 – 3
Junior English Revised pp 17 – 19
The New First Aid in English pp 19 – 21

LESSON 3, 4, 5,

ABSTRACT NOUNS

These are nouns of qualities, actions, feelings or ideas.

Example

Qualities	Actions	State
kindness	laughter	childhood
honesty	theft	death
bravely	movement	poverty
cowardice	construction	sickness

Formation of abstract nouns

A lot of abstract nouns end with the following suffixes.

- ness
- sm
- ty
- ment
- th
- dom
- ion
- hood

-ure
-y
-nce/ncy

(a) From adjectives

Example

Cold	-	coldness	wide	-	width
warm	-	warmth	long	-	length
wise	-	wisdom	broad	-	breadth/broadness
able	-	ability	deep	-	
angry	-	anger	true	-	
thirsty	-	thirst	wealthy	–	

sad -		false	-
happy -		famous	-
bitter -		fierce	-
ugly	-	fragrant	-
proceed	-	great	-
guilty	-	high	-
present	-	holy	-
generous	-	just	-
absent	-	lazy	-
abundant	-	merry	-
accurate	-	moral	-
anxious	-	punctual	-
accurate	-	ready	-
beautiful	-	real	-
brave	-	poor	-
bankrupt	-	reliable	-
clean	-	comfortable	-
cruel	-	similar	-
curious	-	enthusiastic	-
loyal	-	humble	-
dark	-	dry	-
faithful	-	ignorant	-

(b) From verbs

Example					
think	- thought	choose	-	employ	-
		congratulate	-	fly	-
		converse	-	fail	-
hate	- hatred	confuse	-	fix	-
separate	-	conclude	-	grow	-
believe	-	confess	-	govern	-
act	-	conduct	-	hinder	-
admire	-	compare	-	imagine	-
advertise	-	clean	-	injure	-
appear	-	compose	-	interfere	-
apply	-	certify	-	introduce	-
approve	-	defend	-	invert	-
arrive	-	decide	-	invade	-
ascend	-	distribute	-	impress	-
assist	-	destroy	-	invite	-
attend	-	discuss	-	imitate	-
attract	-	divide	-	inquire	-
admit	-	diffuse	-	inspire	-
adjust	-	develop	-	interpret	-
advise	-	depend	-	inject	-
avail	-	deceive	-	judge	-
accommodate	-	explain	-	join	-
abstain	-	expand	-	know	-
allow	-	expel	-	lend	-
bury	-	execute	-	laugh	-
begin	-	express	-	lose	-
behave	-	excite	-	live	-
breathe	-	enter	-	locate	-
butcher	-	expect	-	mix	-
classify	-	achieve	-	marry	-

move	-	prepare	-	remain	-
mock	-	prescribe	-	repeat	-
maintain	-	pretend	-	resemble	-
measure	-	prevail	-	resign	-
manage	-	proceed	-	revive	-
multiply	-	produce	-	resist	-
modify	-	pronounce	-	resolve	-
moderate	-	propose	-	remember	-
obey	-	prophesy	-	rely	-
occupy	-	prosecute	-	satisfy	-
occur	-	prove	-	sell	-
oppose	-	provide	-	succeed	-
organize	-	pay	-	serve	-
obstruct	-	publish	-	save	-
persuade	-	proclaim	-	solve	-
pursue	-	qualify	-	see	-
perform	-	rebel	-	secure	-
permit	-	repel	-	speak	-
please	-	receive	-	transmit	-
postpone	-	recognize	-	try	-
practice	-	require	-	transpire	-
punish	-	reveal	-		
press	-	relieve	-		

From nouns, e.g.

child	–	childhood
neighbour	–	neighbourhood
hero	–	heroism
chief	-	chiefdom
owner	-	ownership
infant	-	infancy
captain	-	captaincy
president	-	…….
glutton	-	gluttony
friend	-	friendship
pilgrim	-	pilgrimage
thief	-	theft
patriot	-	patriotism
priest	-	priesthood
man	-	manhood

LESSON 6, 7, 8,

COMMON NOUNS

A common noun is a name given to every person or thing of the same kind.

Example:
tree, man, school, dog, desk, etc.

Formation of singulars and plurals of common nouns

General rules

(a) Most nouns form their plurals by adding 's'

Example

boy	boys
table	tables
plane	planes
chair	chairs
king	kings

(b) If the singular noun ends in s, sh, ch, x or z, we add **es** to it to form the plural.

Example

Singular	Plural
dress	dresses
dish	dishes
church	churches
box	boxes
bench	benches
kiss	kisses
bush	bushes
tax	taxes

N.B taxi — taxis

(c) If the singular noun ends in **f** or **fe**, change the **f** or **fe** to **v** before adding '**es**'

Example

Singular		Plural
calf	-	calves
knife	-	knives
shelf	-	
wife	-	
wolf	-	
leaf	-	

EXCEPTIONS

(i) Other words ending in **f** or **fe** form their plurals by simply adding '**s**'

Example

Singular		Plural
chief	-	chiefs
gulf	-	
roof	-	
cliff	-	
safe	-	
chef	-	
belief	-	
staff	-	

(ii) Other nouns that end in f or fe take either 's' or 'ves' in the plural

Examples

Singular		plural
hoof	-	hoofs/hooves
dwarf	-	dwafts/dwarves
scarf	-	scarfs/scarves

handkerchief - handkerchiefs/handkerchieves

(d) (i) If the singular ends in 'o' preceded by a vowel simply ass 's'

Example

Singular	plural
radio	radios
cuckoo	cuckoos
studio	studios
igloo	igloos
video	videos
bamboo	bamboos
taboo	taboos

(ii) If the singular ends in 'o' preceded by a consonant, add 'es' to form the plural

Example

Singular		plural
Echo	-	
tomato	-	
negro	-	
volcano	-	
mango	-	

EXCEPTIONS

singular		plural
solo	-	solos
photo	-	
piano	-	
logo	-	
dynamo	-	
kilo	-	

(e) (i) If the singular ends in 'y' preceded by a consonant change 'y' into 'i' before adding 'es'

Examples

Singular		plural		singular		plural
City	-	cities	-	company	-	companies
Lady	-	ladies	-	country	-	
Duty	-	duties	-	industry	-	
Fly	-		-	society	-	
Factory	-		-	puppy	-	
Party	-		-	penny	-	
Spy	-		-	family	-	
Story	-		-	family	-	
Vacancy	-		-	body	-	

(ii) If the singular ends in 'y' preceded by a vowel, simply add 's'

Example:

Singular		plural
boy		boys
monkey	-	
donkey	-	

chimney -
storey -
trolley -
play -
turkey -
day -
jockey -
key -

(f) A few nouns form their plural by changing their inside vowels

Example

Singular	plural
man	men
woman	women
tooth	teeth
louse	lice
mouse	mice
goose	geese

(g) There are two nouns that form their plural by adding 'en' to their singular i.e

Singular	plural
Ox	oxen
Child	children

(h) If the singular is a compound noun, add 's' to the word that has the most important meaning.

Example

Singular		plural	singular		Plural
Father-in-law	-		spoonful	-	spoonfuls
Mother-in-law	-		cupful	-	cupfuls
Guest of honour	–		head of cattle	-	head of cattle
Passer-by	-		handful	-	handfuls

By-law
Timekeeper
Life boat
Secretary general
Mouse trap
Egg-tray
Maid of honour

(i) If a compound word has two equal words, its plural is formed by changing both noun into the plural form

Examples

Singular	plural
Manservant	menservants
Womanfriend	womenfriend
Manfriend	menfriend
Woman councilor	women councilors

(j) Some nouns do not change their plural forms

Example

Singular		plural	Singular		plural
sheep	-				
deer	-		grass	-	

fish	-	hair	-
luggage	-	wood	-
equipment	-	swine	-
advice	-	money	-
rubbish	-	baggage	-
information	-	head of cattle	-
aircraft	-		
furniture	-		

(k) Other singular nouns with 'i' change to 'e' when put in plural, e.g oasis – oases

Axis -
Crisis -
Bases -
Analysis -

(l) A few nouns look like plural yet they are singular

Examples

News	athletics	politics	civics
Barracks	rickets	draughts	tuberculosis
Headquarters	measles	sports	Mumps
Mathematics	economic	gallows	

(m) Nouns which have two parts forming a pair are used only in the plural form

Example

Singular		plural
a pair of shorts	-	pairs of shorts
a pair of scissors	-	pairs of scissors
a pair of spectacles	-	
a pair of compasses	-	
a pair of shears	-	
a pair of pants	-	
a pair of knickers	-	
a pair of trousers	-	
a pair of glasses	-	
a pair of pliers	-	

(n) Many nouns taken from foreign languages keep their original plural form, whereas others take two forms

Example

Singular	plural
Index	indices/indexes
formular	formulae/formuli
stadium	stadia/stadiums
syllabus	syllabi/syllabuses
focus	foci/focuses
vertex	vertices
aquarium	aquaria
radius	radii
stimulus	stimuli
bacterium	bacteria
larva	larvae
pupa	pupae
fungus	fungi

(o) Some nouns have two forms for the plural, each with a different meaning

Examples

Brother	-	brothers: sons of the same parent Brethren: members of a society
Die	-	dies: stamps for coining Dice: small cubes for playing games
Index	-	indexes: tables of content in books Indices: sings used in algebra
Cloth	-	cloths : pieces of cloth Clothes: garments

LESSON 9

ARTICLES

These are categorized into two, definite and indefinite articles

Indefinite articles (a, an)

Used to refer to one or a general group

(i) Usage

Article 'a' is used before words beginning with a consonant sound

Example

A boy
A horse
A university
A ewe
A European

(ii) Article 'an' is used before words beginning with a vowel sound.

Example

An orange
An umbrella
An enemy
An ass
An egg
An axe

Used with letters beginning with letter 'h' but having a vowel sound

Example

An hour
An heir
An honest man
An honourable member of parliament
An historical novel

B. Article "The"

"The" is used when talking about a particular person or thing or one already referred to:

Example

The book you want is out of print
Let us go to the park
The girl cried.

C. By changing the prefix

Example

Masculine	-	feminine
He-goat	-	she-goat
Tom-cat	-	tabby-cat
Billy-goat	-	nanny-goat

Ref: Junior English Revised PP 21 – 24

LESSON 11, 12, 13, 14
YOUNG ONES OF SOME COMMON NOUNS (DIMUNITIVES)

Evaluation activity

Adult	-	young ones
Cat	-	
Hen	-	
Hare	-	
Duck	-	

Ref: Junior English Revised Pg 140
The students' companion pp 138 – 140
The New First Aid in English Pp 14

Sounds made by certain common nouns

Noun	sound
Bees -	
Bulls -	
Cows -	
Mice -	
Snakes-	

Ref: Junior English revised pg 141
The Students' Companion 137 – 138
The New First Aid in English pp 31 - 32
DEG P 102 – 103

Homes of animals

LETTER WRITING

LESSON I

Vocabulary practice
--address, aerogram, affectionate
--structural patterns
-------whenever ---------
------ since ---------
------for ---------

Lesson 2
Personal letter writing
Pre-activity

Ex Bp 108
Points to consider
MK Pupils BK 7 pp 112
Revision English Forest pp. 156 – 7

Lesson 4
Pre-activity –
Advertisement MK Pupils BK 7 p 114
(oral discussion)
Evaluation activity
Dialogue reading and answering comprehension questions (MK Pupils BK p. 115)

Lesson 5
Pre activity
MK P. 117 (Guided composition)
Evaluation activity – Poem reading and written comprehension questions MK p 116

Pre activity
Re-arranging the sentences
Ex B MK p 117 – 118

Evaluation activity
Picture composition
Pupils write a sentence describing what is happening in each pictures
Answer questions about pictures MK 119

JUNIOR ENGLISH
LESSON 12
PROVERBS
Ref: Students' Companion page 61 – 74

LESSON 3, 4
SIMILES
Ref: The students' comparison pg 81 – 84

ASPECT 7 – PRONOUNS
Pronouns are words which stand in places of nouns.
They avoid making repetition of the noun.

Types of pronouns
i. Personal pronouns
ii. Relative pronouns
iii. Demonstrating pronouns
iv. Indefinite pronouns
v. Distributive pronouns

PERSONAL PRONOUNS

	Subject	**Objective**	**Possessive objective**	**Possessive**	**Reflexive**
(i) Singular	1 You	Me You	My Your	Mine Yours	Myself Yourself

	He She It One	Him Her It One	His Her Its One's	His Hers Its One's	Himself Herself Itself Oneself
(ii) Plural	We You They	Us Your Their	Our Your Their	Ours Yours Theirs	Ourselves Yourselves Themselves

Ref: The new first aid in English p. 84

Evaluation activity

Standard Aid in English pp 21 – 22 Exercise 18

Living English structure for schools exercise 13 pp 12 – 13

ASPECT 8 - EXAMINATIONS

LESSON 1

Vocabulary practice

Accurate, aggregate, briefing

Structure patterns

(i) Using -------that ----------

(ii) ---------yet ------

(iii) Although

(iv) ---------didn't you

(v) If you were --------

MK pp 175 – 180

LESSON 2

Pre activity

Studying the pictures on page 176 and as a class discuss what is happening in the pictures.

Evaluation activity

Dialogue reading (Never panic in examinations)

Identifying new words

Read the dialogue carefully

Answering written comprehension questions

MK Pupils' BK pg 183 – 184

LESSON 3

Pre activity

Examination papers

Study the front page of an examination paper

MK pupils' pg 182 – 183

LESSON 4

Pre- activity

(Poem reading)

Reading the poem orally and discussing questions

Evaluation activity

Reading the passage (examinations)

Identify new words

Read the message and answer written comprehension questions

MK pupils' Bk Pg 185 – 7

LESSON 5

Pre activity

Picture composition
Orally discussing in one sentence what is happening in picture 1 – 6
MK 188 Answering comprehension questions
Revision exercise a and b

Evaluation activity
Rewrite a short story on how you are planning to pass your primary leaving examinations
Include the following
In which month you are to do the PLE
What you are doing to prepare for PLE
What your teachers are doing to prepare for your exams
Your friends are doing to help you pass.
Revision Exercise
MK Pupils BK pp 199 – 213

ASPECT 9 – JUNIOR ENGLISH
LESSON 1, 2
- Homophones
- Synonyms
- Analogies
- Idioms

Homophones – Exercise 66 pp 232 – 233 MK Precise
Synonyms – PLE Guide Book page 163
Analogies – PLE Guide page 158 – 9
English Aid Standard 8

ASPECT 10 – VERBS AND TENSES
A verb is an action word while a tense is the change of a verb according to time.

LESSON 1 – 13
Present simple tense
This is commonly used for actions which happen every day, always, weekly, yearly etc

We go to school everyday
I always go to the market
I eat food daily

The tense can also be used to describe one's ability to do something.
e.g He plays the guitar very well.
The tense can be used to describe facts e.g The sun rises in the east and sets in the west.
Water boils at 100^0C

The tense is also used after 'if' in likely conditional clauses.
E.g if he comes tomorrow, we shall remind him.

Evaluation activity
Pupils will do the task on page 74 MK precise English
English Grammar in use page 5.

NEGATIVE, INTERROGATIVE AND AFFIRMATIVE OF THE PRESENT
A negative sentence is one that disagrees with an action

Example
The teacher does not come late.
Girls do not grow beards.
Bad students never work hard.

Interrogative sentences are question sentences. They end in a question mark.
Example
Does the teacher come late?
Do girls grow beards?
Do bad girls work hard?

Evaluation activity
Change the following sentences
(a) Interrogative
(b) Negative
Junior English Composition and Grammar page 8 MK Precise English pg 74

ACTIVE AND PASSIVE VOICE

In active voice, the sentence starts with a subject (doer) and ends with an object (receiver)

In passive voice, the sentence starts with an object.
N.B: Vague subjects should not be repeated in passive voice e.g someone, somebody, people, some girls, no one, we, they

Someone ate my food.
My food was eaten.
People speak English allover the world.
English is spoken all over the world.

Evaluation activity
Change the following sentences to passive voice.
Junior English Composition and Grammar page 52

Rewrite the following sentences in passive voice

1. Those girls wear khaki skirts
2. You dig the pit latrine first
3. Radio Uganda often broadcasts lunch time news
4. That team wins a match whenever Bob is the referee.
5. Who punishes the stubborn boys?
6. Why does he clean the blackboard?
7. Who slaps those little boys?
8. Musa doe not drink milk.
9. They never comb their hair.
10. Nobody likes Tom.

QUESTION TAGS IN PRESENT SIMPLE TENSE

NOTE
An affirmative sentence requires a negative question tag
Example
I live here, don't I ?
A negative sentence requires an affirmative question tag.
I don't need to work, do I?

A sentence is separated from the question tag by a comma
A question tag must end in a question mark

The question tag is written beginning with a small letter.
Requests, commands and suggestions require special question tags
e.g Let's go out, will you?
- Stop shouting, will you?/won't you?
- Write to me, will you? / will you?
- You'd better go, hadn't you?
- you'd rather stay, wouldn't you?
  - I am in P.7, aren't I ?
  - I am not in P.7 am I?
  - We need to work, don't we?
  - He rarely comes here, doesn't he?
  - He always comes here, doesn't he?
  - There is a kitten in the kitchen, isn't there?

Evaluation activity
Add a suitable question tag
1. That boy runs very fast,
2. You don't like sugar,
3. You can do that for him,
4. I am not slow,
5. I am very slow,
6. Let's pretend we are not here,
7. Let me have a look,
8. One cannot be perfect,
9. Close the door,
10. He plays the piano badly,

PRESENT CONTINUOUS TENSE
This tense is used to express actions going on at the time of speaking and even for those actions that are to take place in the near future.
Example
The teacher is teaching English
My uncle is coming tomorrow
N.B: Verbs not used in the continuous tense
- See
- Never
- Smell
- Taste
- Feel
- Agree
- Doubt
- Forget
- Wish
- Need
- Desire

Example
I am see you (wrong) etc

Evaluation activity
Junior English Composition and Grammar page 17
DEG BK I page 18

PLE English by Akabway pp 11 – 12

Negative and interrogative in present continuous tense

Example

Betty is cooking cassava (affirm)
Betty is not cooking cassava (negative)
Is Betty cooking cassava?

Evaluation activity

Rewrite to

a. Negative
b. Interrogative

Use the words in brackets to complete the given sentences correctly
Page 13 exercise c PLE Revision English by Akabway
Junior English Composition and Grammar page 16.

ACTIVE AND PASSIVE VOICE IN THE CONTINOUS TENSE

Example

Somebody is sleeping in my bed
My bed is being slept in
The girls are sweeping the room
The room is being swept

Evaluation activity

a. Change the following from passive voice to active voice
1. The room is being swept by the boys'
2. The compound is being cleaned by Fred
3. Football is being played by Kato
4. A letter is being written by Jane.
5. The flowers are being arranged by the florist

QUESTION TAGS IN PRESENT CONTINUOUS TENSE

Example

The baby is smiling, isn't it?
The girls are playing, aren't they?
We are not reading, are we?

Evaluation activity

MK Precise page 115 task 31

THE PRESENT PERFECT TENSE

(i) It is used to show an activity completed in the immediate past
Helping verbs used; has singular subjects
Except I and you/ Have (plural subjects) including I and you
(ii) The main verbs used are in the past participate form
(iii) To show an action which started in the past and still continues,

Example

I have taught in this school for seven years
I have been in this country since 2001

(iv) Adverbs of time used
Already, just, ever, now, this year, yet, this week, etc

Example

He has already announced his candidacy
I have just seen him
Have you read that book yet?

Evaluation activity
Junior English Composition and Grammar pp 20 – 21
PLE English by Akabway pg 19
DEG pg 19

NEGATIVE, INTERROGATIVE AND AFFIRMATIVE IN THE PRESENT PERFECT TENSE

Example
Musa has gone out (affirm)
Musa has not gone out (neg)
Has Musa gone out? (niter)

- I have ever been to London (affirm)
- I have never been to London (neg)
- Have I ever been to London? (inter)

Evaluation activity
Change to negative and interrogative
(a) I have gone to the beach
(b) John has ridden a nice bicycle
(c) The boys have written nice composition
(d) Nambi has joined a new school.
(e) Uganda has gained her independence.

THE ACTIVE AND PASSIVE VOICE OF THE PRESENT PERFECT TENSE

Evaluation
(i) Pupils will write Drill 77 in passive voice from Junior English Composition and Grammar. Pg 53.

Change from passive to active voice
(i) A ring has been taken by Peter
(ii) John and Mary have been punished by the teacher
(iii) Latin has been spoken by him.
(iv) The meeting has been postponed by the chairman.
(v) The rat has been eaten by a lion.

QUESTION TAGS IN PRESENT PERFECT TENSE

Supply suitable question tags to the following
(i) He has come very early today, ……..
(ii) She has treated her brother badly, ……..
(iii) They have not eaten anything, …….
(iv) We have finished the work, …….

Evaluation
1. They have been dancing since morning
2. She has been lying there for three hours.
3. They have been learning English since yesterday.
4. Tom has been driving a lorry for two days
5. It has been raining for 2 hours.
6. AIDS has been killing people since 1980.

7. Christians have been praying since the departure of Jesus
8. He has been boxing since his youth.
9. The baby has been suffering from malaria since its birth.
10. She has been farting since she entered the room.

ACTIVE AND PASSIVE OF THE PRESENT PERFECT CONTINUOUS TENSE

Structural pattern to use;

Example

Act: Namukose has been singing the National Anthem

Pass: The National Anthem has been being sung by Namukose

Evaluation

Change the following to passive voice

1. John has been cleaning the chalkboard
2. We have been playing football.
3. The baby has been drinking milk.
4. The children have been swimming in dirty water
5. A blind man has been cutting a tree.
6. A rat has been eating groundnuts.
7. A pilot has been flying an old aeroplane.

USE OF 'SINCE' AND 'FOR

SINCE: when used

- To show a point in time (when an action began)

Example

(i) They have been playing football since morning

(ii) I have been sick since last week.

FOR: When used;

- When the length of time (duration) of an action has been given

(i) Boys have played football for two hours.

(ii) I haven't seen my niece for three months now.

Evaluation

JEC and Grammar page 25 Drill 28

MK Precise Pupils' Task 35 page 125 (---rewrite --------)

English Grammar in Use page 25 exercise 12.1

N.B: "since" and "For" are used with either the present perfect or the present perfect continuous tenses.

PAST SIMPLE TENSE

- It refers to events which are related to the past.

Example

Tom fought with Nankya last night. (fight)

- Used to show;

(a) Repeated actions in the past.

Example

- They often stole library books
- Ongom used to visit his nephew every holiday

Time adverbs

- Yesterday
- Last night/week/year, ago etc

Evaluation

MK Precise Pupils' task 21 page 81
Detailed English Grammar (DEG) p. 21 – exercise 9

NEGATIVE AND INTERROGATIVE SENTENCES IN THE PAST SIMPLE TENSE

1. John stole Mary's book. (affirm)
   John didn't steal Mary's book. (neg)
   Did John steal Mary's book? (inter)

2. I saw somebody in the living room.
   I didn't see anybody in the living room
   Did I see anybody in the living room?

Evaluation

1. Juma went to the market yesterday.
2. Solomon came early today
3. I put my money somewhere in the house.
4. Jean hurt her finger last week
5. Columbus discovered America more than four hundred years ago.

ACTIVE AND PASSIVE VOICE WITH PAST SIMPLE

Use: was/were + verb (past participate)
Example
Kato played football yesterday.
Football was played by Kato yesterday.
Evaluation activity
MK Precise page 99 pupils' task 29D

QUESTION TAGS IN PAST SIMPLE

Example

1. They wrote letters yesterday, didn't they?
2. I didn't go to the party last evening, did I ?

Evaluation activity

(a) They hardly visited us, ……..
(b) The dog dirtied my uniform, ……..
(c) The maid spoke good English, ……
(d) Irene got aggregate four in PLE, 2008, ……..
(e) We knew their parents, ……..

THE PAST CONTINUOUS TENSE

When used;
(i) To show that two actions were taking place in the past at the same time.
Example
My father was mending the trye while my mother was sweeping the kitchen.
(ii) To show that an activity was going on at some time in the past.
Example
Musoke was peeling matooke all morning
(iii) To show an activity was going on when another one happened (interruption)
Example
I was washing my clothes when he broke the cup.
Evaluation activity
DEG Book 1 page 22 Exercise 10

NEGATIVE AND INTERROGATIVE SENTENCES IN PAST CONTINUOUS TENSE

They were splitting firewood (affirm)
They were not splitting firewood (neg)
Were they splitting firewood? (inter)

Evaluation activity
Change the following sentences in;
(a) Negative
(b) Interrogative
1. I was reading a book when the teacher came in
2. The sun was shinning when we went out.
3. He was lying on the bed.
4. He was working all day yesterday.

ACTIVE AND PASSIVE VOICE OF THE PAST CONTINUOUS TENSE

Use:
Was/were + being + v (past participle)
Example:
- The teacher was writing on the blackboard
- The blackboard was being written on by the teacher.

Evaluation activity:
MK page 100 exercise E

THE USE OF WHEN, WHILE AND AS ----------

N.B: If you begin a sentence with any of the above structures insert a comma to separate the two clauses.

When the above structures are used;
- To show that two activities took place in the past one after the other.
- When Christine was slicing onions, she cut herself.
  - While ----------
  - As ----------

But if when, while and as appear in the middle of a sentence, we don't use a comma.
Example
While /when/as Musoke was drumming, Amooti was dancing.

Evaluation activity
Rewrite the following as instructed
1. The pupils were writing an exam. The teacher was supervising them. (Begin: While ---
2. The doctor was operating on a patient. The patient died. (begin: As ----------)
3. The dentist was examining the boy's teeth. The boy vomited. (Use: …….when ……..)
4. Julius broke his left beg. He was playing football. (Begin: When ……..)
5. I was watching a football match on T.V. my elder sister was doing her homework instead. (begin: When: ……..)
6. My father was organizing his documents, at the same time Barrack Obama was being sworn-in as the USA president. (Begin: While ----------)
7. John was cleaning the kennel but Joseph was cleaning the sty. (Use: ……..as …….)
8. The bat entered the classroom. The pupils were doing an exercise. (Use: …..while …….)
9. I arrived at his house. He was sleeping. (Begin: When ……..)
10. The boy jumped off the train. It was moving. (Begin: While ……..)

PAST PERFECT TENSE

When used;
- It's used to show that two actions took place in the past, one took place before the other one began.

Example
(i) When Robert came, the teacher has started the lesson.
(ii) By the time dad reached home, we had (already) had our supper. We has already had our supper by the time dad reached home.

Characteristics
Use ……..had it past participle of main verb

Evaluation activity
DEG 1 page 22 Exercise 11.
MK Precise page 85 Pupils' Task 23
Akabway (PLE) page 22 exercise A

NEGATIVE AND INTERROGATIVE IN PAST PERFECT TENSE

Example
Mary has gone to church.
Mary hadn't gone to church.
Had Mary gone to church? (inter)

Evaluation activity
J.E Composition and Grammar – page 54-4 Drill – 79
MK Precise Pupils' task 29 exercise H page 101.
Changing from passive to active (past perfect tense)

Evaluation exercise
PLE Akabway page 22 Exercise B

QUESTION TAGS IN PAST PERFECT TENSE

(i) Peter hadn't finished the work before the bell rang, ……..
(ii) The baby had drunk all the milk when I got home, …….

Evaluation activity
1. Jane had swept the classroom by the time we reached school, …….
2. We hadn't discussed the matter, …….
3. People had planted the coffee seedlings when it rained, ……..
4. The rain had stopped by the time we reached town, ……
5. The children has stolen the teacher's pocket money, ……..

MK Precise page 101 exercise H (for tags only)

THE FUTURE SIMPLE TENSE

When used;
- To express facts in the future

Example
We will celebrate X-mass on 25th Dec. this year.
- To express future events

Example
I will pay you tomorrow

Characteristics
It takes: will/shall/going to/ the present tense of the main verb.

Example
John is going to marry next year.

Evaluation activity
(a) Complete correctly using the verbs in brackets
MK Precise. Pupils' task 25 Nos. 1 – 10, page 88
(b) Change the following in future simple.
MK Precise: Page 88 pupils' task 25 Nos. 11 – 20

NEGATIVE SIMPLE FUTURE TENSE

Example

It will rain tomorrow
It won't rain tomorrow
Won't it rain tomorrow
Or: Will it rain tomorrow

Evaluation activity

Change the following sentences to;

(i) Negative
(ii) Interrogative

1. He will ask somebody the way to hospital.
2. She will find us in Naguru.
3. Joan will go and see her granny.
4. The candidates will receive their admission letters
5. The bus will leave at midnight.

ACTIVE AND PASSIVE FUTURE SIMPLE TENSE

----------will/shall be + v(past participate)

Example

Act: Tom will tell him
Pass: He will be told by Tom

Evaluation activity

(Put the following into passive voice)
J.E composition and Grammar page 52 Drill 78

TAGS

Examples

(i) She will pay you tomorrow, won't she?
(ii) The boys will not help us, will they?

Evaluation activity

Complete correctly

1. Someone will leave the money in the house, ……..
2. A bird will entertain us, ……..
3. The guests won't be late, …….
4. We shall bleed after the shots, …….
5. The bandits will not find any resistance, …….

THE FUTURE CONTINUOUS

When use;

- To talk about an action which will be going on at a time in the future.

Example

We shall be playing football at 4 o'clock.
My sister will be doing a course in computer science next year.

Characteristics

----------will /shall be + v (in present participle)
----------shall be eating ……..

Evaluation activity

DEG, Exercise 19 page 30
PLE Akabway page 16 Exercise A

J.A bright page 18 Drill 16.

ACTIVE AND PASSIVE VOICE OF FUTURE CONTINUOUS TENSE

-------will / shall being + v (past participle)

Example

Act: John will be eating mangoes

Pass: mangoes will be being eaten by John

THE FUTURE PERFECT TENSE

When use;

- To show that a particular point of time in the future an action /event will be in the past.

Example

(i) By the time my parents reached home, I will have finished my homework.

(ii) I will have finished primary seven by the time by sister returns from America.

Evaluation activity

Put the verbs in brackets to the correct future perfect.

PLE Akabway page 24 – 5 exercises A and B.

ASPECT 16 – JUNIOR ENGLISH

PREPOSITIONS

Prepositions of time, place and movement

Evaluation

MK Precise page 169 – 179

ASPECT 17 – CONDITIONALS

IF II AND IF III

Kind of condition	Tense in conditional clause	Tense in main clause
Unlikely if II impossible	Past simple	Conditional
Rejected if III	Past perfect	Perfect conditional

If II condition

Example

If I were a fish, I would swim.

If I had money, I would buy a car.

If she came late, she would be punished.

Evaluation MK Precise pg 148 – 49

If III

Example

If I had had money, I would have gone to London.

Evaluation exercise

MK Precise page 151 No 1 – 10

Using Unless

This is another way of expressing conditions in a negative form

e.g

1. If it does not rain we shall go to school.
2. Unless it rains, we shall go to school.

3. If Tom goes to University, he will study law.
4. Unless Tom goes to university, he won't study law.

Evaluation
MK Precise pp 123- 4, English Revision by Ronald Forest pages 22 – 26
Junior English Composition and Grammar pp 37 – 44

ASPECT 18 – COMPREHENSION

LESSON 1

Burial
Vocabulary practice (oral)
Coffin, condolence, funeral, etc.
Structural / patterns
1. Whenever
2. ------who ----
3. Neither -------nor ---------
4. Both -----and ------

LESSON II

Dialogue reading (pre comprehension activity)
Oral comprehension questions
Evaluation activity
Poem reading (The last goodbye)
Identify new words
Answer the comprehension questions

LESSON III

Pre – comprehension activity
1. Farewell to Mr. Muhindo
2. Identify new words

Read the passage and answer the comprehension questions orally
- Pre composition activity (Group discussion)
- Arrange the sentences to make a good story

Evaluation activity
Picture composition
Write a sentence describing what is happening in pictures 1 – 6
Answer comprehension questions about the picture
Ref: Mk BK 7 page 81 – 4
Junior English Composition and Grammar pages 85 – 87
Drills 122, 123, 124

ADJECTIVAL QUALIFIERS OF RESULTS

Too ----------to
so --------that
such --------that
----------enough to ----------

LESSON IV

Pre comprehension activity (appreciation)

Answer questions orally
Evaluation activity
Death announcements
Read the announcement and answer its written questions
Ref: MK Book 7 page 85

ASPECT 19
Relative clauses
A relative clause tells us which person or thing the speaker means

Example
The woman who lives next door is a doctor.
Relative clauses are introduced by the following relative pronouns, who, that, which, whom, whose, where

DEFINING RELATIVE CLAUSES
Defining relative clauses tell us how and what the subject is/was.
Example
A man is not a good citizen. He steals
A man who steals is not a good citizen

Defining relative clause
Defining relative clauses tell us who and what the subject is/was
Example
A man is not a good citizen. He steals.
A man who steals is not a good citizen.
The boy nearly drowned. He fell into the well.
The boy who fell into the well nearly drowned.

Evaluation activity
JEC & G page 78 drill 115
Defining relative clauses with prepositions
The place was on a high hill. The army advanced to it.
The place to which the army advanced was on a high hill.
N.B: No commas are needed

NON –DEFINING ADJECTIVAL CLAUSES
They tell us something about the noun but do not define.
Example
Captain Tamale is leaving for London tomorrow.
You had dinner with him last night.
Captain Tamale, with whom you had dinner last night, is leaving for London.

Evaluation activity

ADJECTIVAL QUALIFIERS OF REASON
---------because ----
-------as----------
---------so that ---------could/can
--------in order to ------
-------in order that --------could/can

CORRELATIVE CONJUNCTIONS
Neither ----------nor ----------
----------neither ---------nor --------
---------and neither -------
--------and so --------
Either ----------or -----
--------either ------(without or)
MK Precise page 126 – 127 page 131 – 136

ASPECT 21 ENVIRONMENTAL PROTECTION
LESSON 1
Vocabulary practice
Conserve, crop, drainage, drought
-structural patterns / coral discussion)
If we do not ----
We must --------to ---
------so -----
If --------could/would
If ----wouldn't have

LESSON II
Pre activity
Exercise page 135 (orally)

Evaluation activity
Poem/comprehension
Vocabulary words
Answer the written comprehension questions
Ref: Mk BK 7 pages 139 – 140

LESSON III
Pre activity
Study the picture and answer the questions about (MK BK 7 page 135)
Evaluation activity
The fight against the water hyacinth
Identify new words
Answer written questions in full sentences
Ref: MK pupils' BK 7 p. 140 – 141

LESSON IV
Guided composition a and b (oral discussion)
Evaluation activity
Picture composition (What must we do to conserve our soils)
Pupils write a sentence describing what is happening in each pictures 1 – 5.
Answer comprehension questions about the pictures.
MK Pupils' BK 7 p. 141 – 143

LESSON V
Pre activity
Picture interpretation

(Plant free for the future)
Evaluation activity
Poetry – compose a poem about environmental protection
(Refer to MK BK 145)

LESSON V
Pre activity revision (Exercise pg 145 – 146 and b)
Evaluation activity
Composition (jumbled sentences)
Re-arrange sentences to form a good story about the environment
Refer to exercise pg. 146

SPEECHES
Direct speech
This is when the actual words of the speaker are written as they were mentioned without changing anything.
Example
Tom said, "I am not feeling well"
"I am very hungry" said Alex.
The actual words of the speaker are enclosed in quotation marks.
A comma separates the speaker's words from the verb that reports.
Example
said
asked
inquired
The actual words of the speaker begin with a capital letter.
Each punctuation mark is placed clearly away from the others.
Evaluation activity
Punctuate the following sentences
1. I am going to school said John
2. The teacher said close your books.
3. Where is my book asked the boy.
4. Can you show me the way to the mosque asked the stranger.
5. I am not coming he said.

Reported speech/ indirect speech
This is when the speaker's words are reported
Example
The man said that he wanted to see his son.
Main points
- Quotation marks are not used in reported speech.
- The comma is also dropped.

Some changes are made
- in tenses
- in pronouns
- in adverbs

- If the reporting verb is in the present tense, the tense does not change when reporting
  Example
  Joy says, "My pen is missing."
  Joy says that per pen is missing.
- When the reporting verb is in the past tense, the tense of the words quoted has to change
  Example
  John said, "my pen is missing.'

John said that his pen was missing.

- When reporting scientific facts, the tense does not change
  Example
  'Water boils at 100^0C, the teacher said.
  The teacher said that water boils at 100^0C.
- 'Must' changes
  (a) 'must' in present tense changes to "had to"
  Example
  "I must write to my friend," Rebecca said
  Rebecca said that she had to write to her friend.
  (b) Must (future) changes to "would have to"

  Example
  "I must leave for London next year," said the teacher.
  The teacher siad that he would have to leave for London the following year.
  (c) Must
  It is used as rule remains MUST
  Example
  "Children must obey their parents," the Headmaster said.
  (d) MUST
  (To mean certainty) remains must
  Example
  "He must be 15 years now," said John.
  John said that he must be 15 years then
  Note:
  Commands and requests
  (i) The imperative form of the verb is changed to infinitive
  Example
  "Take this book to the office," he told me.
  He told me to take the book to the office
  (ii) When the reporting verb say takes an object, it is changed to a verb that introduces a command.
  Example

- We shall go home tomorrow," he said to me.
- He told me that they would go home the next day.

ACTIVE AND PASSIVE VOICE OF FUTURE PERFECT

It takes
Will/shall have + v (past participle) ------
Example
Active – Samuel will have driven the bus to Masindi
Passive- The bus will have been driven by Samuel to Masindi
Evaluation activity
(Change to passive voice)

1. The teacher will have punished the stubborn boys.
2. The barber will have trimmed my hair by Easter.
3. The carpenter will have sold ten beds by Christians
4. The chef will have cooked our food by lunch time.

Note:
Adverbs of manner come immediately after the passive verb BUT
Adverbs of place and time come at the end of passive sentence.

PARTICIPLE PHRASES

These are grouped into two types: present participle and past participle

Examples

(i) Crossing the road, the old man was knocked dead by a speeding lorry.
(ii) Deceived by his friends, he lost all hope of continuing with education.
(iii) Driving carelessly along the road, we knocked a goat down.
(iv) Driven by hunger, he stole a piece of bread.

Evaluation activity

Reference: Ronald Forrest 42 – 43 Exercises 40, 41 and 42
English Grammar in Use 137 Exercise 68.3/4

COMPREHENSION
ASPECT : ELECTRONIC MEDIA
LESSON I

Vocabulary
VCR, DVD, CD, FM, advertisement, announcement, structural patterns
Using
(i) which
(ii) If I had

What is ---------for -----
I like listening to
MK Bk 0 pps 121 – 126

LESSON 2

Pre activity
Broadcasting (oral discussion)
Evaluation activity
Passage reading (THE RADIO)
Identifying new words
Reading and writing written comprehension exercise
MK, Bk 7 pp 127 – 128

LESSON 3

Pre- activity guided composition
Re-arrange sentences to form a dialogue
Evaluation activity
Passage reading (Tendo's radio programme)
Identifying new words
Answering the written comprehension questions
MK Bk 7 pp 129 – 131

ASPECT : JUNIOR ENGLISH

LESSON : OPPOSITES (ATONYMS)
FORMATION

(i) Using prefix:

un-able	-	unable
in-direct	-	indirect
dis-advantage	-	disadvantage
mis-treat	-	mistreat

il-legal - illegal
ir-regular - irregular
non-existent - non existent

(ii) Changing suffix "less" to 'ful'
e.g careless – careful
useful – useful
Ref: Junior English revised by H. Richard pp 94 – 97

(iii) Others e.g Genuine
Counterfeit
Ref: Junior English revised by H. Richard P. 93. Student's Companion pp 123 – 132

Evaluation activity
Supply suffixes or prefixes to write the opposites of the given words
Comfortable
Meaningful
Moral

LESSON 2
ASPECT : OCCUPATIONS (words showing someone's job or profession)
Evaluation
Learners will give occupations of different people
Example
Oculist – one who attends to eye diseases
Optician – tests eye sight and sells spectacles
Ref: Junior English revised pp 144 – 148
Peak Revision English p. 26

LESSON 3
ASPECT : ALPHABETICAL ORDER (arranging words in ABC or dictionary order)
e.g: chair, bench, desk, table
ans: bench, chair, desk, table
Evaluation activity:
Junior English revised p. 88

ASPECT: ADJECTIVES (1 – 10 LESSONS)
Adjective is a word used to describe a noun/nouns.

Types of adjectives (Nosshacopn)
Adjective of number - one, two, a, some, fifth, etc
Adjective of opinion - ugly, interesting, delicious etc
Adjective of size - big, tall, etc
Adjective of shape - circular, spherical, rectangular etc
Adjective of age - new, ancient, modern, young etc
Adjective of colour - yellow, green, etc
Adjective of origin/nationality – Swiss, Dutch, Ghanaian etc
Adjective of material - silver, golden, plastic, woolen etc
Adjective of purpose - walking, shopping etc

Evaluation activity
Pupils will underline adjectives in the following sentences
(i) Musoke killed a tiny black mouse.
(ii) I have a three-legged round table.
(iii) Opeta married a toothless woman.

(iv) John got a red Tanzanian woolen blanket.
(v) I have a twenty- page red sports book.
(vi) My father has a black Swiss golden watch.
(vii) They entered a narrow dark room.
(viii) Miss Athieno is a young ugly Mathematics teacher.
(ix) The president's office has comfortable, large, yellow, rectangular, Italian, wooden chairs.

Other types of adjectives

(x) Demonstrative adjectives: These point out which personal thing is meant.

Example

This/These – point to nearer nouns
That/Those – point to distant nouns

Such

I hate such things
Tell those boys to hand in their books for marking.

From other adjectives

Adjective	
Black	blackish
Sick	sickly
Magic	magical

By adding suffixes: ous

Poison	poisonous
Danger	dangerous

Adding ful/less

Use	-	useless/useful
Hope	-	hopeless/hopeful

Adding 'y'

Rain	-	rainy
Dirt	-	dirty
Wealth	-	wealthy

Adding 'able'

Eat	-	eatable /edible
Comfort	-	comfortable

Adding 'ish'

Child	-	childish
Baby	-	babyish
Yellow	-	yellowish

(xi) Interrogative adjectives : They are used to ask questions used with nouns.

Examples

What, which, whose

Application

(i) Which book do you want?
(ii) whose bag is this?
(iii) What type of man is he?

Formation of adjectives

Adjectives can be formed from

(a) Nouns
(b) Verbs
(c) Or from other adjectives using suffixes

Nouns	adjective
Boy	boyish
Fool	foolish
Dirt	dirty
Trouble	troublesome
Gold	golden

Verb	adjective
Talk	talkative
Avail	available
Advise	advisable

Other categories	
Bible	biblical
Angel	angelic
Geography	geographical etc

Activity
Pupils will do exercise 63 p. 55 Junior English Revision

FORMATION OF PROPER ADJECTIVES (NATIONAL ADJECTIVES)

Proper noun	proper adjectives
Poland	Polish
Netherlands /Holland	Dutch
Greece	Greek
France	French
Spain	Spanish

Evaluation activity
Junior English Revised Exercise 67 p. 57

COMPARISON OF ADJECTIVES

Adjectives are compared in three forms thus

Positive degree (made when on comparison is made) It is used to show the existence of some quality of what we speak about.

Example
Anna's mango is sweet.

Comparative degree: It is to show a higher/greater degree of quality than the positive. It is used when two sets of things are compared.

Example:
Musoke is taller than Joy.
Cars are dearer than bicycles.

Superlative degree: It is used to show the highest degree of quality and it is used when more than two things or set of things are compared.

Formation of comparatives and superlatives

(i) Adjectives (and adverbs) of one syllable (except adjectives in the form of the past participle) make the comparative by adding 'er' and 'est'

Example

Tall	-	taller	-	tallest
Big	-	bigger	-	biggest
Fast	-	faster	-	fastest
Torn	-	more torn	-	most torn

(ii) Adjectives of two syllable ending in "y" 'er' 'ow' and 'le' normally from the comparative and superlative with 'er' or 'est'

Pretty	prettier	prettiest
Clear	clearer	clearest
Narrow	narrower	narrowest
Able	abler	ablest

(others in the same category are: common, polite, quiet, wicked, cruel, stupid, pleasant

(iii) Adjectives of two syllables other than those ending in 'y', 'er' 'ow' and 'ye' form the comparative with more and most.

Hopeful	-	more hopeful	-	most hopeful
Honest	-			
Selfish	-			

(iv) Adjectives of three or more syllables form their comparative and superlative with more and most.

Efficient	more efficient	most efficient

(v) Irregular adjectives

Good	better	best
Ill	worse	worst
Evil	worse	worst
Dad	worse	worst
Much	more	most
Little	less	least
Many	more	most
Old	older	oldest (not related Eldest (same family)

(vi) When the adjective ends in 'y' proceeded by a consonant, the 'y' is changed into 'i' before adding 'er' or 'est'

Example
Easy
Happy
Merry
Noisy
Clumsy

(vii) If the adjective ends in a simple consonant proceeded by a short vowel, the last consonant is doubled before adding 'er' or 'est' (cvc of the last three letters)

Red	redder	reddest

Fat	fatter	fattest
Thin	thinner	thinnest
Hot	hotter	hottest

Structures

……as……..as ……..(same quality)
…….not as …….as…….(not the same quality)

Example

Rose is clever. Richard is also clever
Rose is as clever as Richard (positive)
Tom is tall. Joanita is not tall.
Joanita is not as tall as Tom.
DEG pg 127-8 Exercise 89 - 90

COMPARATIVE DEGREE OF ADJECTIVES

Evaluation

Revision English by Ronald Forest
p.97 – 8 exercises 73 – 4 – 5
DEG pg 130 Ex. 93

DOUBLE COMPARATIVE

Use of The ……..the ……
When you climb high, it becomes cool
The higher you climb, the cooler it becomes
If you pay attention to the teacher, you will score good marks.
The more attention you pay to the teacher, the better marks you will score.

Evaluation activity

DEG p. 131 Ex 94
(i) As you pump air into the bicycle tube, it becomes bigger and bigger.
(ii) As you continue eating nutritious food, you will become healthier.
(iii) As you grow old, you will become weak.
(iv) One drank a lot of beer, one became very poor.
(v) He walked far, he became very tired.
(vi) She revised Maths, she understood it better. (The more ……)

ORDER OF ADJECTIVES

NOPSHACOMPN

Number	Opinion	Size	Shape	Age	Colour	Origin	Material	Purpose	Name
One	Smart	Big	Oval	Modern	Green	Kenyan	Solver	Walking	Cup
Few	Beautiful	Small	Circular	Old	Black	German	Woolen	Smiling	Girl
A	Dirty	Medium	Rectangular	Ancient	Red	Uganda	Golden	Laughing	Boy

Evaluation

(a) Ronald Forest Revision English p. 105 Ex 79
(b) DEG P. 135 Exercise 95

ASPECT ADVERBS

An adverb is a word that tells us more about a verb, an adjective or another adverb

Example

Once, slowly,yesterday etc

Types of adverbs

(i) Adverbs of manner – tell us how something happens to happened.
Example:
They sing beautiful

(ii) Adverbs of time – tell us when something happens or happened
Example
He came yesterday

(iii) Adverbs of place – tell us where something takes place or took place e.g My aunt lives in Kenya.

(iv) Adverbs of frequency – tell us how often something happens or happened.
Usually
Rarely
Example
He seldom comes here.
(Often seldom)

(v) Adverbs of degree – tell us to what extent something is or was
Example
She is very tired
quite, too, indeed, so, almost, much, only

(vi) Adverbs of quality/number tell us how much, many something is or was, once, twice, thrice

(vii) Adverbs of questioning
Where
When
How

(viii) Adverbs of affirmation and negation
Yes, certainly, surely, no, not
Ref: MK Precise Pg 50 – 4
First Aid English – pg 74

FORMATION OF ADVERBS

(i) Adverbs of manner are most formed from adjectives by adding ly.

Adjective	adverb
Wise	wisely
Foolish	foolishly
Slow	slowly
Beautiful	beautifully

(ii) When the adjective ends in y proceeded by a consonant, change y into i and add ly

Adjective	adverb
Happy	happily
Early	
Clumsy	
Easily	
Sleepy	
Busy	

Hurry
Dry

(iii) When an adjective ends in 'le' simply change 'e' into 'y'

Single	singly
Double	
Humble	
Terrible	
Audible	
Credible	
Able	
Horrible	

Others

True	-	truly
Public	-	publicly

Evaluation Exercise
Junior English Revised pp 59 – 61
MK Revised Pp 57 – 8
Read and write standard 8 p.16 Exercise 11.

COMPARISON OF ADVERBS

(i) Adverbs like adjectives have three degrees of comparison. i.e positive, comparative and superlative. If any adverb is one syllable, the comparative is formed by adding 'er' and the superlative by 'est'

Fast	faster	faster
Hard	harder	hardest
Soon	sooner	sooner
Clean	cleaner	cleanest

(ii) If an adverb ends in 'ly' add 'more' to form the comparative and 'most' to form the superlative.

Clearly	more clearly	most clearly
Bravely		
Loudly		
Steadily		

(iii) Irregular adverbs

Positive	comparative	superlative
Badly	worse	worst
Well	better	best
Late	later	last (time)
Far	farther	farthest
Ill	worse	worst

Evaluation activity
Pupils will complete the activity correctly
Ref: First Aid English page 75

Order of adverbs
When there are two or more adverbs (a verb and its object) the normal order is, (MPT)

i) Adverb of manner
ii) Adverb of place
iii) Adverb of time

Example
She sang well at the party last Friday.
If there are more adverbs of time or place in a sentence, it's usual to put more exact expressions before the more general ones.

Example
- He was born at 6 0'clock on a cold December morning in 2008.
- She lives at Nateete, Rubaga division in Kampala district.

LESSON 3
PRE – ACTIVITY
Children must be responsible
Children should read and answer questions orally p. 154

Evaluation activity
Poem recitation (RISING UP FOR YOUR RIGHTS)
- Identification of new words
- Reading and answering written questions
- MK 154

LESSON 4
Pre – activity- Guided Composition
(Kantac and the Cruel mother)
Oral discussion
Children orally discuss what is happening – 1 – 6
Children answer the comprehension questions orally.

Evaluation Activity
Study the children's statute and answer the written questions

LESSON 5
Pre activity revision exercise a, b, c, and d MK 157 – 159

Evaluation activity
Write a composition which should be published in a magazine
MK page 157

ASPECT : 24
NECESSITY, OBLIGATION AND DUTY
Modal verbs
- Should have to, shouldn't
- Ought to, have got to, oughtn't
- Must, must not
- Needn't, didn't need to
- Ability, capable of

- Necessary – necessity
- Had better

Ref: Junior English Composition and Grammar p. 97 – 94
Revision English by Ronald Forest pp 47 – 49
MK Precise pp 153 – 162
Living English structure for schools pp 22 – 35
English Grammar in Use pp 52

Topical revision (pamphlet on previous lesson notes)

ASPECT: 25
CEREMONIES (Funeral and marriage)
BURIAL / FUNERAL (Ref MK Pupils BK 7 p. 76)
LESSON 1

Vocabulary practice
Coffin, condolences, funeral, grave, mourn, mourners, orphans, respects, shock, sympathize, wail, widow, widower, will

Structural patterns
- Whenever --------, there is / are
- ……..who …….
- Neither ……..nor ….
- Both ……and …….

Lesson 2
Comprehension (poem)
THE LAST GOODBYE (REF: MK PUPILS' BK 7 P. 82)
Pre activity
Exercise: 1 pg 77
Forming words p. 81

Lesson: 3
Reading the dialogue
Passage reading (FAREWELL TO MR MUHINDO)
Reading and writing written comprehension exercises
MK BK 7 pp 83 – 84

Lesson 4
Pre – activity (Guided composition)
Re-arranging sentences to form a good composition
MK BK 7 p. 84
Picture composition (SILVESTO DIES IN A CAR ACCIDENT) MK BK 7 p. 85

Lesson 5
Pre activity (oral discussion) Ex A and B p. 86
Write an announcement (death announcement for the radio)

Lesson 6

Pre – activity (Revision Exercise p. 87)

Evaluation activity:

- Reading the notice and answering comprehension questions about it p.88
- Reading the death announcement and answering questions about it (p. 89)

REVISION EXERCISE (Copying and filling in the puzzle) p. 90

ASPECT : 26

LESSONS 1 – 12 – ADVERBIAL CLAUSES

CLAUSES OF TIME

A clause is a group of words that include a subject and a verb and forms a sentence or part of the sentence.

- ------as soon as ---------
- Immediately
- ……immediately ---------
- The moment
- --------the moment --------
- After / ---------after ---------
- Often ---------Before
- Since
- No sooner had/did
- Hardly ---------when
- Scarcely ----------when
- Barely ----------when
- Just as ----------

Clauses of intention / purpose /

- So that
- Such that
- In order to
- ……..so as to …
- ……..in order that

Clauses of reason

- --because
- --since
- as
- so

Clauses of correction

- not only ---------but also
- both -------and

- neither ---------nor –
- either --------or -----

Clauses of contrast
- 'but'
- Although ---------
- Though …..
- In spite of --------
- Despite ----------
- Even though ----------
- However
- Never the less -----

(Ref: MK Precise pp 126 – 129)

ASPECT : 27 (CEREMONIES)

MARRIAGE

LESSON 1

Vocabulary practice

Bride agreement, brother-in-law, bridemaid, couple, master of ceremonies, dowry, spouse

Structural patterns
- Using adjectives
- Using ……..delicious….
- Using ……..looked ……..and so did ……
- Using "Both …….and …..
- Using …….prefer ……..to

LESSON 2 :
DIALOGUE READING

Pre –activity

Studying pictures on page 173

Evaluation activity
- Reading the dialogue
- Identifying new words
- Answering written comprehension questions
- Reading the poem carefully and answering written questions about it. (MK p. 181 – 182)

LESSON 4

Passage reading (Marriage)

Reading , identifying new words and orally answering comprehension questions

(MK pp 181 – 182)

Evaluation activity
- Guided composition
- Re-arranging sentences to form a sensible story about life partners (MK Bk 7 p. 183)

LESSON 5

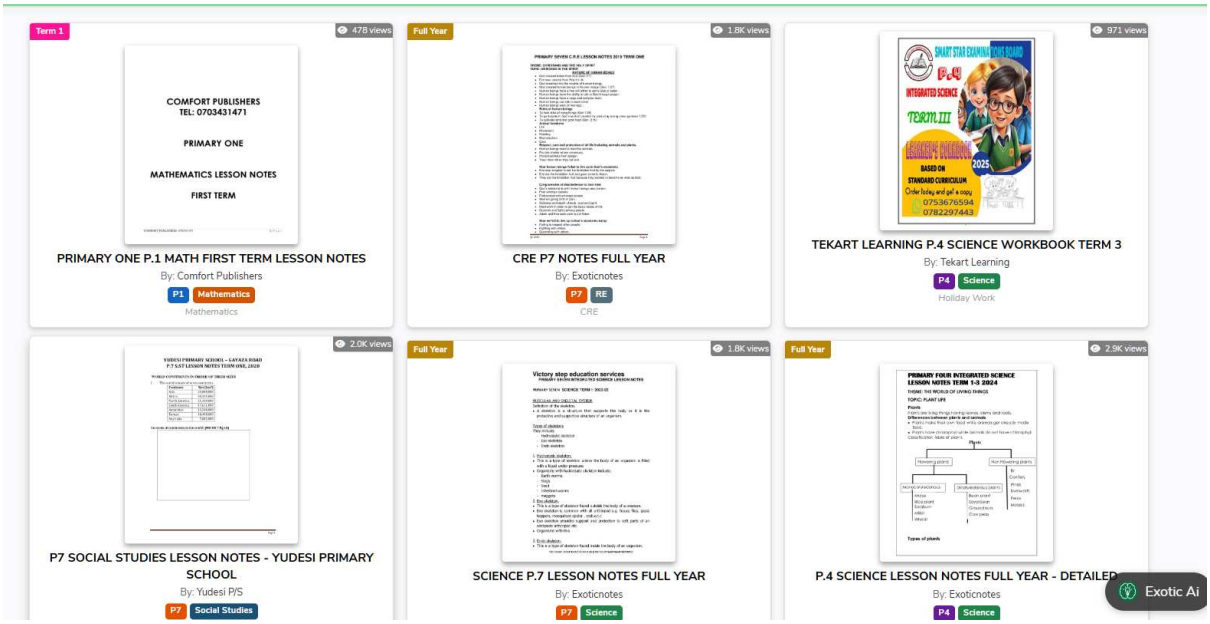
Topical revision
Pre – activity
Revision exercises A, B and C as class discussion pp. 187 – 189

Evaluation activity

- Picture composition (Mukasa Weds Seera)
- Study the pictures carefully and in one sentence describe what is happening in each picture
  (Ref: MK Bk 7 pp 184 – 185)

END

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