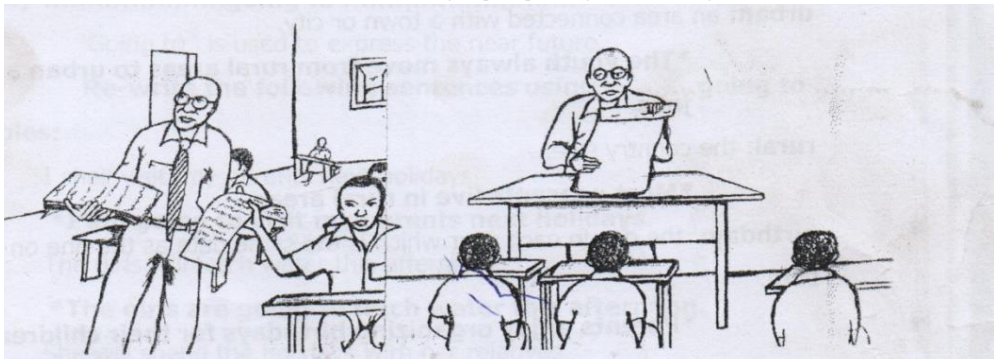



**PRIMARY SEVEN ENGLISH LESSON NOTES GENERAL**
**TERM ONE**

**Topic1: School Holidays**
**Vocabulary**
**Mini dictionary**

Holiday: a period of time when someone is not at school or place of work.
**School children usually for the holidays at the end of every term.*
Travel: to go from one place to another over a long distance.
**I enjoy travelling by train.*
plan: an arrangement or to think a way of doing something.
**It is good for one to plan for one's holidays*.
Break off: to end
**We shall break off for holidays next month.*
Prepare: to arrange, organize or get ready for something
**School children must always prepare for holidays*.



**Preparing for school holidays**.

Vacation: a very long holiday or one of the periods of time when one is away from school, college or university.
* ***My cousin spent his primary seven vacation in the village.***
Relatives: members of your family.
* ***We should always visit our relatives in holidays***.
Pen-pal: Someone you become friendly with by writing letters.
* ***My elder brother's pen-pal lives in Canada***.
Commence: to start or begin.

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***The second term's holidays will commence in August***.

Programme: a list or a series of planned activities.

***Holiday makers should have clear programmes***.

Remedial classes: Classes intended to make an improvement or to correct or help slower learners.

***Weak learners ought to have remedial classes every evening***.

End: To conclude.

***The holidays ended peacefully***.

Board: to get on a bus, train, plane or ship.

***The passengers are waiting to board but to Kigali***.

Up-country: An area which is not near large towns.

***Most game parks in Uganda are located up-country***.

Town: A place with many buildings where people live and work.

***A town is smaller than a city***.

Urban: an area connected with a town or city.

***The youth always move from rural areas to urban areas to look for jobs***.

Rural: the country side.

***Most peasants live in rural areas***.

Birthday: the day in each year which is the same date as the one which you were born.

***Parents enjoy organizing birthdays for their children***.

Written exercise 1.1

(a) Fill in the blank space with a suitable word.

1. He travelled ..... bus from Nairobi to Kampala.
2. The pupils will break ..... for holidays very soon.
3. The third term's holiday is longer ..... the first term's holiday.
4. You will visit your relatives next holiday, ..... you?
5. The village ..... we spent out holidays was full of fruits and vegetables.

(b) Use the correct form of words in the brackets to complete the sentences.

1. I ..... going to visit my grand parents next month (to be)
2. We enjoyed the birthday at the ..... (begin)
3. She ..... the last holiday in Sudan. (spend)
4. Pupils go ..... during the holidays. (swim)
5. It is good to spend your holiday..... (wise)
6. Peter visited his grandmother ..... last year. (two)
7. The third term holiday is ..... of the three. (long)
8. The girls ..... their parents while the boys were playing football. (help)
9. I enjoy ..... to the village by car. (travel)
10. It was such an interesting ..... that everyone enjoyed it. (vacate)

**Language structures**.

(a) ..... going to .....

'Going to' is used to express the near future.

Rewrite the following sentences using ..... going to .....

**Examples**:

1. I shall visit my parents next holidays.

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*I am going to visit my parents next holidays.*

2. The girls will fetch water this afternoon.

   *The girls are going to fetch water this afternoon.*

3. She will spend the holidays with her relatives.

   *She is going to spend the holidays with her relatives*.

**Written exercise 1.2**

Re-write the following sentences using ..... going to .....

1. We shall revise our books during the holidays.
2. You will spend your holiday in Nigeria.
3. The headteacher will address the pupils before they break off for holidays.
4. I shall enjoy my brother's birthday party.
5. Nambi will travel to Kigali next holiday.
6. They will write to their pen-pals next week.
7. The children will go to the zoo next weekend.
8. He will help his parents on the farm tomorrow.
9. The P.7 candidates will do their P.L.E in November.
10. The new term will commence next week.

(b) **Question tags**:

A question tag normally comes at the end of a sentence or statement.
We use a question tag at the end of a sentence or statement in order to change a question and express politeness.

Note:

1. A question tag may be made up of the following helping verbs, do, does, can, will, shall, were, did have etc.
2. A question tag always consists of a pronoun e.g. I, she, he, you, they, it, we, etc.
3. We use a negative question tag after an affirmative or positive statement.

Examples:

i. Mary will spend her holiday here, won't she?
ii. You will go to the village next week, won't you?
iii. We shall pass the examination, shan't we?

4. A positive question tag is used after negative statement.

Examples:

i. Mary will not spend her holiday here, will she?
ii. You will not go the village next week, will you?
iii. We shall not pass the examination, shall we?

5. After let's ..... the question tag is ..... shall we?

   i. Let us go for holidays, shall we?
   ii. Let's help our parents, shall we?

6. In requests and after the imperative Do /Don't do.....
   Etc, the tag is usually ..... will you?

Examples.

i. Revise your books, will you?
ii. Open the classroom, will your?
iii. Listen to the announcements, will your?

**Written exercises 1:3**

**Complete the following sentences with the correct question tag**.

1. We are going for holidays next month, .....?
2. They will do well at the farm, .....?
3. I am not going for holidays, .....?
4. Let's go swimming now, .....?
5. You have eaten two eggs, .....?
6. She sings well, .....?
7. I shall not help you, .....?
8. Open the suit case, .....?
9. Listen to the teacher's advice, .....?
10. He did not attend the birth day party, .....?
11. James has gone for holidays, .....?
12. You don't have the bus fare, .....?
13. There isn't anybody at home.....?
14. There weren't any books at school, .....?
15. The holiday was very interesting, .....?

C. **Direct and reported speech**.

**Re-write the following sentences in reported speech.**

**Examples**:

**Direct**: (i) "Where are you going to spend your holidays Jane?" The headteacher asked.

**Reported speech**: The headteacher wanted to know from Jane where she was going to spend her holidays.

**Direct**: (ii) 'Will you help your parents, Tom?" asked his friend.

**Reported speech**: Tom's friend asked him if he would help his parents.

1A (iii)**Direct**: "I am going for holidays now," said Joyce.

**Reported speech**: Joyce said that she was going for holidays then.

**Written Exercise 1:4**:

(a)

1. The pupils said, " We are going for holidays today,"
2. " I am going to help my grandmother next week," said Alice.
3. " Has any one seen my report card?" asked Betty.
4. " Why don't you like travelling by train?" Moses asked David.
5. "I am very busy now, "said the driver.
6. "How far is it from Kampala to Kaseser?" he asked.
7. "What is the matter, Cynthia?" asked Mrs. Kabanda.

8. "I will spend my holiday on the farm," she said.
9. "Where are you going, Nakato?" asked the mother.
10. "We shall help our grandparents to pick coffee," they said.

B. **Rewrite the following sentences in direct speech**.

11. The boys said that they would fetch water that afternoon.
12. Peter said that he was going for holidays soon.
13. Juma asked Sarah if he could help her.
14. The class teacher advised the pupils to spend their holidays wisely.
15. The young boy said that he was sick.
16. Mrs. Njoroga said that she would spend her holidays in Kenya.
17. He said that he was tired.
18. The doctor asked me what the matter was.
19. David wanted to know if anybody had done the house work.
20. The old man wanted to know it we knew the way to the well.

D. Active and passive voice.

The sentence in active voice begins with the subject whereas in the passive voice the sentence begins with the object.

Note: (a) The voices change according to the tense used.
(b) The main verb in the passive voice is used in past participle form, e.g. gone, seen, helped etc.

**Examples:**
**Change the following sentences to passive voice**.

i. Active: The boys play football during the holidays.
Passive: Football is played during the holidays by the boys.
ii. Active: My children eat a lot of food in the holidays.
iii. Active: Tom helps me.
Passive: I am helped by Tom

**Written Exercise 1.5**

(a) **Change the following sentences into passive voice.**

1. The girls sweep the classroom every evening.
2. My parents feed me during the holiday.
3. Biko eats mangoes every day.
4. The herdsman milks the cows.
5. The boys clean the compound.
6. Our parents organize birthday parties.
7. People grow a lot of sugar canes in Jinja district.
8. Mary weaves nice baskets.
9. The teachers give us remedial work.
10. My aunt takes me to the village every holiday.

**(b) Change the following sentences into active voice.**

11. News papers are read during the holiday by them.
12. The programme is written by the secretary.
13. The camp is organized by the teacher.
14. The letters are sent by the pen-pals.
15. Nice cakes are baked during the holiday by the girls.

**Passage.**
**Read the passage and answer the questions in full sentences.**

**Going for school Holidays**.

There are three terms in a year. At the end of every term, school children break off for holidays. School holidays are the happiest and funniest moments in school life. School holiday give pupils' time to relax, plan and visit their relatives and friends in urban or rural areas. Of the three holidays, the third term's holiday is the longest. This is because I last for two months or sixty days. The first term's and second term's holidays last for about three to four weeks.

During holidays, children get change to help their parents on the farm with garden work or with house chores at home. Holidays also provide children with ample time to learn new skills such as knitting, weaving, modelling, baking and looking after domestic animals. They also enable children to prepare for the next term.

Sometimes children tour places of their interest such as game parks, zoos, museums, historical sites, mountains and forest. In addition, children for camping with their peers. On some occasions religious leaders organise retreats for the youth during holidays. This gives the youth a platform to meet people from all walks of life and share ideas and acquire new knowledge.

Dear children, it is good to plan for your holidays, Never waste your holidays gossping or playing cards.

(a) What happens at the end of every term?
(b) How does the writer describe school holidays.
(c) Which holiday is the longest?
(d) How do good students spend their holidays?
(e) Give another word or group of words with the same meaning as underlined word in the passage; prepare.....
(f) Mention any one skill a holiday maker is likely to acquire in holidays.

**Guided composition**:

The sentence below are not in their proper order. Re-arrange them so that they form a good composition about "School holidays"

1. However, resting does not simply mean being idle or not working at all.

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2. They may also include visiting relatives and friends during this period.
3. Since this would be very difficult to fulfil when we are at school.
4. It only means doing activities that help your body and mind to relax.
5. That is why we should always have holidays at the end of every term.
6. Why do you think so?
7. Most pupils believe that this period is indeed very good for us.
8. Such activities include camping, swimming and touring important places.
9. I think so because holidays enable us to rest.
10. Every school child needs a holiday.

**SUB-TOPIC 1B: HOLIDAY ACTIVITIES.**

**Vocabulary:**

**Mini Dictionary**:

**Study**: to learn about something by reading.
Our cousin will study medicine when he joins Nkumba University.
**Farm**: A place where crops, fish or animals are bred or to use a piece of land for growing crops and keeping animals.
*Olanya's grandfather has a large farm in Mpigi district.*
**Tour**: A journey made for pleasure.
*We shall tour Mombasa harbour in the holiday*.
**Camp**: A place where young people go on holiday so as to take part in various activities.
*The P.7 Candidates spent a week at camp last holidays*.
**Visit**: To stay somewhere for a short time or to go and see somebody.
*Peter usually visits his grandmother in the December holidays*.
**Begin**: To start doing something.
*The first term holiday will begin in April*.
**Concert**: A public performance of music.
*I sometimes attend concerts in the holiday.*
**Show**: A theatre performance.
*Babirye and Kato watched an interesting show last weekend*.
**Cook**: To prepare food or a person who prepares food.
*Girls help their parents to cook food in the holidays*.
**Revise**: To prepare for an examination by reading or going through one's notes.
*Joseph spent the last holiday revising for his examinations*.
**House work**: The activities or duty involved in taking care of a home.
*Washing and cooking are good examples of house work.*
**Trip**: A short journey to a place for pleasure.
*The holiday makers had a trip to Mombasa last December*.
**Enjoy**: To be happy and get pleasure from something.
*School children always enjoy their holidays*.
**Nice**: Something enjoyable, attractive or pleasant.
*My elder brother had a nice holiday in the village*.
**Interesting**: Something that attracts you attention because it is unusual or exciting.
*It was such an interesting journey that everyone enjoyed it.*
**Exciting**: Causing great excitement or interest.
*Swimming in the afternoon is very exciting*.

**Report**: A written statement about a pupil's work and conduct at school.
*School children get reports at the end of every term*.

**Vacation**: A very long holiday or one of the periods of time when one is away from school, college or university.
*Ruth will work in a super market during her P.7 vacation.*

**Chores**: Tasks that one does regularly.
*It is good to spend one's holidays doing domestic chores.*

**Routine**: The normal way or order in which one regularly does things.
*Cleaning and mopping the house is a daily routine*.

**Bash**: A large party or celebration.
*My parents organized a birthday bash in the holiday*.

**Fare**: The money which you pay to travel by plane, bus or taxi.
*School children usually travel at half fare*.

**Written Exercise: 1B . 1**

(a) **Use the correct form of the words in the brackets to complete the sentences.**

1. Babirye ..... her parents every morning. (greet)
2. The girls ..... water while the boys were playing football. (fetch)
3. The farmers in our village ..... plant their crops during the rainy season. (usual)
4. Mary goes ..... every holiday. (to camp)
5. School children usually go for holidays ..... a year. (three)
6. It is very ..... to travel by train. (interest)
7. The boys are busy ..... their notes now. (to revise)
8. If I had seen him in the holiday, he ..... some money. (to give)
9. When the visitors arrived, grandmother was ..... us a story. (tell)
10. He was a ..... pupils because of his hard work. (success)
11. My sister got the ..... position last term. (one)
12. It was such an ..... journey that everybody enjoyed it. (excite)
13. Helping our parents in the holidays is ..... (volunteer)
14. Did you ..... your last holiday? (enjoy)
15. It is the work of the ..... to prepare food. (cooking)

**(b) Re-write the following sentences as instructed.**

16. It is bad to play cards during the holiday. (Begin: Playing.....)
17. "I will work hard next term," said Bruno. (Begin: Bruno said that.....)
18. It was a very nice holiday. (Begin: What.....!)
19. Peter did not enjoy the holiday. Dumba did not enjoy the holiday.
    (Begin: Neither.....nor.....)
20. We got our report cards before we went for holidays.
    (Re-write using..... after.....)
21. I was sick but I enjoyed the holiday. (Begin: Even though.....)
22. If we go to Mbale, we shall see Mt. Elgon. (Re-write using..... went.....)

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23. Martin likes picking coffee more than digging.

(Re-write using..... prefer ..... to.....)

24. It is interesting to watch cartoons on T.V.

(Re-write using..... is interesting.....)

25. We ate a lot of food in the holidays. (Re-write beginning: A lot of .....)

Language structures:

(a) Participle tense:

| **Verb** | **Past participle** |
|---|---|
| break | broken |
| weave | woven |
| take | taken |
| tell | told |
| hold | held |
| sing | sung |
| begin | begun |
| dig | dug |
| help | helped |
| sow | sown |
| sew | sewn |
| sweep | swept |
| visit | visited |
| study | studied |
| fetch | fetched |
| dirty | dirtied |
| eat | eaten |
| drink | drunk |
| drive | driven |
| ride | ridden |
| see | seen |
| sell | sold |
| burst | burst |
| cut | cut |
| clean | cleaned |
| mop | mopped |
| meet | met |
| freeze | frozen |
| flee | fled |
| revise | revised |
| copy | copied |
| leave | left |

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**Written exercise 1B: 2**
**Complete the following sentences using the past participle form to the verb in the brackets**.

1. The new term has ..... very well. (begin)
2. I haven't ..... my grandmother since last holiday. (see)
3. We reached the bus park when the bus had ..... (leave)
4. By mid day the water in the fridge had ..... (freeze)
5. She has ..... a lot of water from the well. (fetch)
6. All my clothes were ..... during the holidays. (tear)
7. The village choir has ..... a nice song. (sing)
8. The school bus is ..... by an old man. (drive)
9. Have you ever ..... your grandparents? (visit)
10. By the time we wet to bed, grandmother had ..... us an interesting story. (tell)

**(b) If 3 Conditional.**

If 3, is used to express what would have happened if a certain condition had been fulfilled. We use the pas perfect tense in the if clause and would, could, might, should /+ have and a past participle verb in the main clause.

| If clause | Main clause |
|---|---|
| If + had + a past participle verb | Would have + a past participle verb<br>Should have + a past participle verb.<br>Could have + a past participle verb<br>Might have + a past participle verb. |
| e.g. If I had seen him in the holiday.<br>If we had gone to the village. | He would have given me some money.<br>We would have seen our grandparents. |

Note: He can be used to start an IF 3 sentence when IF is left out or omitted.

Examples:

i. Had I seen him in the holiday, he would have given me some money.
ii. Had we gone to the village, we would have seen our grandparents.

When the main cause is in negative form, we use the grammatical order below.

- ✓ would not have
- ✓ could not have
- ✓ should not have
- ✓ might not have

E.g. If Mary had helped her parents; they would not have punished her.
If they have boarded the first bus, they might not have reached late.

**Written Exercise 1B. 3**

(a) Use the correct form of the words in brackets to complete the sentences.

1. If you..... your holidays, you would have visited your parents. (to get)

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2. Had she come early, we ..... with her. (travel)
3. If we ..... our notes, we should have passed the examination. (revise)
4. I..... with him If I had known. (go)
5. Peter ..... his holidays in New York if he had got a visa. (spend)

(b) **Change the following sentences into IF3**

6. If I go to the village, I will meet my relatives.
7. If Jane writes to me, I will reply.
8. Tendo will visit her grandmother if she gets the bus fare.
9. If you see her, she will take you for holidays.
10. I did not revise my notes so I failed the examinations.
11. If we get the holidays, we shall help our parents.
12. She did not do the house work. He aunt punished her.

**Guided composition.**

**The sentences below are in a wrong order. Re- arrange them in the correct order to make a good composition about "Nakku goes back to school"**

a) He parents therefore organized a small party to bide her farewell.
b) She sat close to the window so as to see the beautiful scenery on the way.
c) The school holidays had finally ended.
d) As soon as the train set off, Nakku began to feel sleepy.
e) She dreamt that the school holidays had finally ended.
f) Early the next day, Nakku went to the railway station to board a train to school.
g) Nakku was to go back to school the following day.
h) Nakku invited some of her friends to the party.
i) As she slept, she stated dreaming.
j) They danced throughout the night.

Below is the holiday programme for Mr. and Mrs. Kigoye's sons and daughters. Study it carefully and answer the questions in full sentences

| Name of the Holiday maker | Day | Activity |
|---|---|---|
| Kato | Saturday | Making bricks |
| Lydia | Sunday | Attending prayers |
| Brenda | Monday | Shopping/ preparing lunch |
| Gladys | Tuesday | Fetching water /baking cakes |
| Wasswa | Wednesday | Collecting fire wood from the forest. |
| Kato | Thursday | Weeding the banana plantation. |
| Lydia | Friday | Looking after cattle. |
| Brenda | Saturday | Watching cartoons on T.V |
| Gladys | Sunday | Visiting relatives |
| Wasswa | Monday | Helping mother in the shop |
| Kato | Tuesday | Washing clothes and utensils. |
| Lydia | Wednesday | Touring the zoo<br>Camping at Kaazi |

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a) How many children does Mr. Kigoye have?
b) What is the table about?
c) Which child works a lot on Wednesday?
d) Where do you think Wasswa will collect the firewood from?
e) On which day is Lydia likely to watch cartoons on TV?
f) What does Kato do on Thursday?
g) Which child is likely to see wild animals?
h) From which child do we expect some building materials?
i) Which meal does Brenda prepare on Monday?
j) Who is expected to bake a birthday cake?

**Guided composition:**

**Below is a conversation about how Kiiza and Tony spend their holiday**.
Complete it by filling in the missing parts.

Kiiza: Good afternoon, Tonny.
Tony: (i) .....
Kiiza: How do always spend your holidays?
Tony: (ii) .....
Kiiza: Helping your parents in the shop? Is it a retail or wholesale shop?
Tony: (iii) .....
Kiiza: What device do you use to measure wheat flour and sugar in your shop?
Tony: (iv) .....
Kiiza: A weighing scale! How much does a kilo of wheat flour cost?
Tony: (v) .....
Kiiza: Four thousand shillings only! That's expensive.
Tony: What about you Kiiza, how do you always spend your holidays?
Kiiza: (vi) .....
Tony: Visiting relative and touring important places! Do you usually travel alone?
Kiiza: (vii) .....
Tony: With your parents! How do you sometimes travel to Kasese?
Kiiza: (Viii) .....
Tony: By train! For how long do you stay at your grandmother's home?
Kiiza: (ix) .....
Tony: A fortnight! Goodbye, Kiiza
Kiiza: (x) .....

**TOPIC 2 LETTER WRITING.**

**SUB-TOPIC 2A: INFORMAL LETTERS.**
**VOCABULARY:**
**MINI- dictionary**

**Address:** The details of where somebody lives or works and where letters can be sent.
*My pen-pal gave me her address and telephone number*.

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**First name**: The name which was given to you when you were born which comes before your family name.

*Her first name is Grace and her surname is Namusoke*.

**Personal**: Your own or belonging to you.

*A personal letter is different from an official letter*.

Personal letter: A letter that is written or sent to an individual.

*I wrote a personal letter to Uncle George.*

Informal letter: A friendly letter that is written to one's relatives or friends.

*Informal letters and different from formal letters*.

**Stamp**: A small piece of paper with a design on it which you buy and stick on an envelope pr parcel.

May I have two stamps, please?

Envelope: A flat paper container in which letters are sealed and sent somewhere.

Having written a letter, I bought an envelope.



Envelope

**Occasion**: A special ceremony or celebration.

*Tom's birthday party was a memorable occasion.*

**Party**: A feast or social occasion.

*Our school organizes children's party every year*.

**Affectionately**: In away showing feelings and love for somebody.

*I ended the letter which I wrote to my aunt with yours affectionately*.

**Sincerely**: In a way that shows what one really feels or thinks about somebody.

We must sincerely apologise whenever we misbehave at school.

**Yours sincerely**: Used at the end of a letter before you sign your name for example when you address somebody by their name.

*Whenever you address somebody in a letter by their name, you must end with yours sincerely***.**

**Relatives**: Members of your family.

*Teddy's relatives live in Masaka town.*

**Friends**: People you like and who like you too.

*Your cousin is good at making new friends*.

**Classmates**: People with whom you are or were in the same class at school.

*She usually writes to her classmates*.

***Informal introduction***: Beginning which is not official or formal.

*Personal letters sometimes have an informal introduction.*

**Body**: The message one wishes to convey to the receiver in a letter.

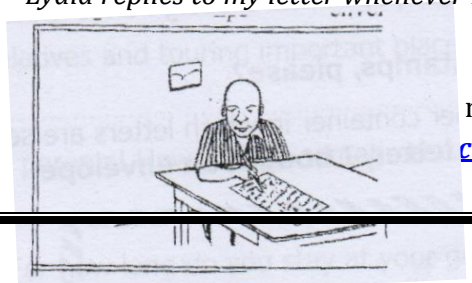
*Informal letters, the body comes after the greeting.*

**Date**: A particular day of the moth or year usually given in figures pr words.

*You should not forget the date every time you write a letter.*

**Reply**: To say, write or give an answer to somebody.

*Lydia replies to my letter whenever I write to her*.



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**Purpose**: The aim or intention of something.

*The purpose of this letter is to invite you to my wedding*.

**Reason**: A cause or an explanation for something which has happened or that has been done.

*I don't know the reason why you don't reply to me*.

**Inform**: To tell someone about something.

*Just incase you change the address, you must inform us*.

**Ask**: To request.

*If you ask her, she will inform him*.

**Thank**: to tell someone that you are grateful for what they have done.

*We must sincerely write and thank our class teacher for teaching us letter writing.*

**Written exercise 2a. 1**

**Use the correct form of the words in the brackets to complete the sentences.**

1. Suzan is ..... to write to me tomorrow. ( like)
2. The letter was ..... to the headteacher. (address)
3. I ..... a personal letter now. (write)
4. Joseph received a ..... a letter yesterday. (person)
5. Whenever I post a letter, I pay the..... fee. (Post)
6. Jane ended the letter to her aunt with yours..... (affection)
7. The ..... tells us what some body is writing about. (introduce)
8. When you address somebody by their name, you may end with yours..... (sincere)
9. She..... writes to me informal letters. (usual)

**Language structure:**

(a) ..... is likely to .....

**Re-write the following sentences using ..... is likely to .....**

**Examples**

1. Judith may write to me next week.
   Judith is likely to write to me next week.
2. I may post these letters tomorrow.
   I am likely to post these letters tomorrow
3. They may visit the post office next week.
   They are likely to visit the post office next term.

**Written exercise 2a. 2**

**Re-write the following sentences using .....is/are or am likely to .....**

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1. Anna may write to the headteacher tomorrow.
2. Many people may apply for the post advertised.
3. Robert may reply to my letter soon.
4. The headmaster may invite our parents to a meeting.
5. The post master may deliver the letters today.
6. The post office might be closed at 4:00pm
7. The date for the wedding may charge.
8. You may inform the class teacher about your sickness.
9. We may be busy this afternoon.
10. The children will learn how to write informal letters.
11. I may join the writer' club.
12. I may forget your address.

**(b) ..... hardly.....**
**Re-write the following using .....hardly .....**

**Examples**

i. There is almost nobody who has bothered to apply for the job.
There is hardly anybody who has bothered to apply for the job.

ii. There was no one at the post office.
There was hardly anyone at the post office.

iii. There isn't any stamp on the envelope.
There is hardly any stamp on the envelope.

**Written exercise 2a.3;**

**Re-write the following sentences using .....hardly.....**

1. There was almost no letter in the mailbox.
2. There isn't anyone at the reception.
3. There was nobody at the main gate.
4. There is almost nobody who has bothered to reply.
5. I haven't written any letter.
6. There was ink in my pen.
7. Peter cannot write an informal letter.
8. There isn't any envelope at the shop.
9. Mary has not received any letter this term.
10. We have not paid the postage fee.

**Writing informal letters.**

**Parts of an informal letter.**

a) The writer's address. e.g. Army primary school
P.O.Box 18,
Nakasongola

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b) Date e.g. 16th March 2012
16-03-2012
March 16, 2012.

N.B: The date is written below the writer's address

c) Greeting e.g. Hello cousin,
Dear Daddy
Dear Mum, etc.

d) **Body or message**.

The body contains the message the write intends to convey or send to the receiver.

E.g. I hope you are fine. I am just writing to say happy birthday to you.

- ✓ Thank you very much for your letter which I received last week.
- ✓ I am writing to invite you to my birthday party which is going to take place next week etc.

e) **Ending / Conclusion**.

You may use any of the following endings in informal letters.

- ✓ your loving cousin
- ✓ yours sincerely,
- ✓ Your best friend,
- ✓ Your loving daughter,
- ✓ Yours affectionately,
- ✓ Your grand daughter,
- ✓ Your grandson,
- ✓ Your nephew,
- ✓ Your niece etc.

f) **The writer's name**.

**e**.g. Nafula Agnes.

Abdul Kiiza etc.

**Methods of writing informal letters**.

There are two methods used in writing letters nowadays.

These are;

1. Block method.
2. Indent method.

a) Block method

Tororo Junior school,
P.O.Box 3,
Tororo
March 16th, 2012

Dear Flavia,
Thank you very much for your letter which I received yesterday. I was indeed pleased to learn that you won the letter writing competition in our school last term.
Congratulations. I kindly invite you to my sister's wedding ceremony which will take place next Saturday.
Please send my greetings to your parents, sisters and brothers.

Yours loving friend,
Matayo Fancis.

b) Indent method

Katwe Primary School,
P.O.Box 10,
Kampala
16th March, 2012

Hello Mike,

For more lesson notes, please ***visit***
***www.freshteacheruganda.com***

Let me hope you are alright. I have written this letter to invite you to my brother's graduation party. The party will take place on Saturday 28th April, 2012 at our home in Ndeeba. The function will begin at 3:00pm.

Yours affectionately
Kabiite Linda.

**Comprehension**:

Hormisdallen school, Gayaza
P.0.Box 30223 kampala
1st February, 2012

Dear Suzan,
Thank you for your letter which was full of news. It is quite interesting to note that the farmer in Kigezi use terrace to control soil erosion.

In your letter you wanted to know how cattle keepers in my home district care for their animals. Well, the cattle keepers in Mbarara keep long-horned cattle for milk and meat production. They take them to the fields to graze every day. Funny enough, even girls and women look after cattle. This activity keeps them out of home from morning to dusk.

The cattle herders wear sandals to guard their feet against thorns and sharp stones. They also carry roasted cassava and water to eat while in the fields.
Sometimes, the cattle stray and destroy crops. When this happens, the owner of the cattle pays fine.

It is my hope that I have answered your question. Once more, thank you for replying to my letter. Please send my regards to your family. God bless you.

Yours sincerely,
Mugisha Lamech

a) In which district does the writer of this letter live?
b) To whom was the letter addressed?
c) Where do farmers use terraces to control soil erosion?

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d) Why do cattle herders wear sandals?
e) When do cattle keepers pay fine?
f) On which date was the letter written?
g) Who wrote the letter?
h) What do the cattle herders carry with them according to the letter?
i) What do girls and women in the writer's district?
j) Why do farmers keep cattle?

**Letter writing**:

You are organizing to celebrate your twelfth birthday. Using your school address, write a letter to your cousin inviting him/her to your birthday party. In your letter tell him/her the date, place and the time the function will begin and end. Tell him/her some of the items on the programme.

Use the words in the box below to complete this letter.

Gayaza primary school.
P.O.Box 310,
Kasangati
.....

Hullo .....

How are you over there? How is your class teacher? I hope you are preparing for the Primary Leaving ..... . By the way, where did you put your first .....?

I have written this letter to ..... you to our school Album launch which will be held in August.

The ..... will take place at Theatre Labonita. The .....of honour is expected to be the Minister of Education and .....

Please ..... soon to confirm your coming. I will be very glad to host you.

Yours .....,
Isabella Natasha.

| | | | | |
|---|---|---|---|---|
| Function, | choice, | reply | sports | sincerely |
| 10th April, 2012, | Examinations, | invite | guest, | leah |

**Guided composition**.

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***www.freshteacheruganda.com***

**The sentences below are not in the correct order. Re-arrange them to form a short composition about "A letter to a cousin"**

1. Secondly, she wrote the date.
2. Then she fixed a postage stamp on the envelope.
3. One day, Birabwa wrote a letter to her cousin.
4. Having sealed the envelope, she addressed the letter to her cousin.
5. Finally, she posted the letter and returned home.
6. After the conclusion, she put the letter in an envelope and sealed it.
7. She concluded the letter with her name.
8. After writing the date, she wrote the greeting as "Dear Cousin"
9. First of all, she wrote her address.
10. In addition, she wrote the message that she wanted to convey to her cousin.

**Guided composition**.

**Below is a conversation between Edith and Toto. Read it carefully and fill in what you think Edith said**.

Toto: Good afternoon, Edith.

Edith: 1 .....

Toto: Where are you going?

Edith: 2 .....

Toto: To the post office! What are you going to do there?

Edith: 3 .....

Toto: To buy stamps and post a letter! From which post office are your going to buy the stamps?

Edith: 4 .....

Toto: Luwum street post office! Is it far from here to the post office?

Edith: 5 .....

Toto: By the way, how much does each stamp cost?

Edith: 6 .....

Toto: Fifty shillings only! What else do you need to post a letter?

Edith: 7 .....

Toto: Postage fee! How is the postage fee charged?

Edith: 8 .....

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Toto: You mean to say it depends on the mileage or weight of the letter or parcel. Do you mind posting my letter, too?

Edith: 9 .....

Toto: I will be very grateful if you post it for me. I wish you a safe journey, Edith.

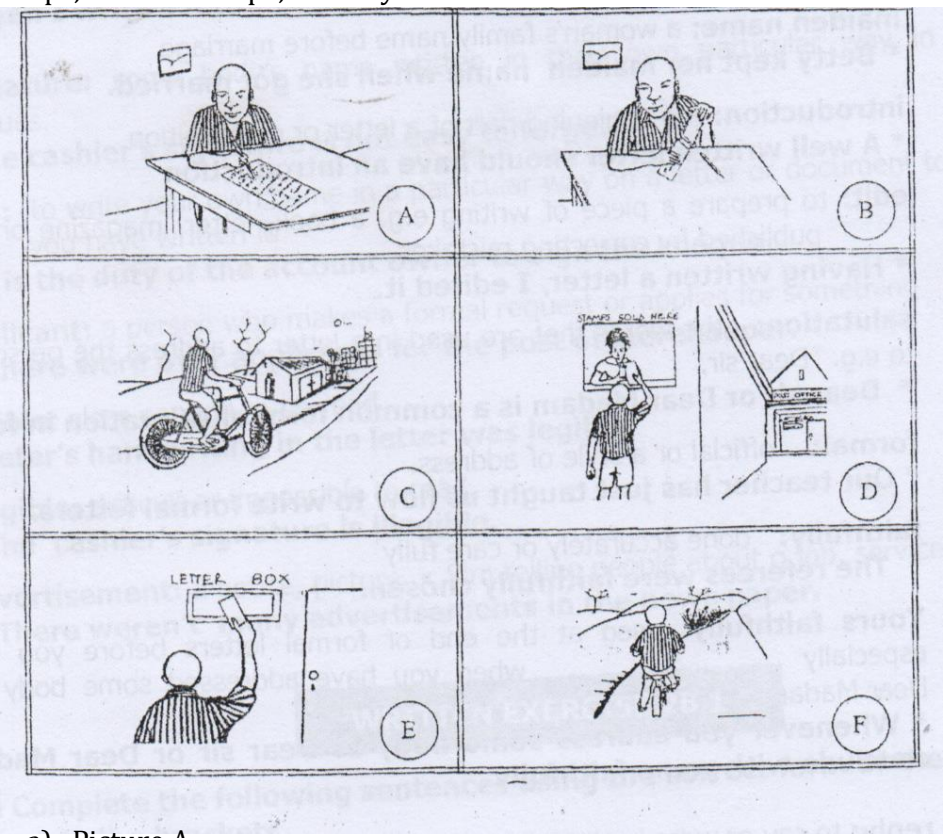
Edith: 10 .....

**Picture composition.**

The pictures A to F tell a story. Study them carefully and then write one sent describe what is happening in each picture.

**Use the words given below to help you**.

writing, buying, sealing, riding, letterbox, posting, stamps, envelope, bicycle.




a) Picture A .....
b) Picture C .....
c) Picture E .....

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d) Picture B .....
e) Picture D .....
f) Picture F.....

g) Where did the boy go after posting the letter?
h) What is the boy doing in picture D?
i) Give a title to this story.

**SUB-TOPIC 2: FORMAL LETTERS**.

**VOCABULARY:**
**MINI- DICTIONARY**

**Formal address**: letters that are usually written to office bearers e.g. headteacher, managers etc.
*A formal letter is different from an informal letter*.

**Surname**: A name which is shared by all the members of a family.
*My name is Kazibwe*

**Maiden name**: A woman's family name before marriage.
*Betty kept her maiden name when she got married*.

**Edit**: To prepare a piece of writing e.g. a book, letter, magazine, or newspaper to be published by correcting mistakes.
*Having written a letter, I edited it*.

**Salutation**: The words that are used in a letter to address the person you are writing to e.g. " Dear sir,
*Dear Sir or Dear Madam is a common form of salutation in formal letters*.

**Formal:** Official or a style of address.
*Our teacher has just taught us how to write formal letters*.

**Faithfully**: Done accurately or carefully.
*The referees were faithfully chosen*.

**Yours faithfully**: Used at the end of formal letters before you sign your name especially when you have addressed somebody as "Dear sir or Dear Madam."
*Whenever you address some body as Dear sir or Dear Madam, you must conclude with your faithfully*.

**Reply**: To say or write back to somebody.
*Every time relatives write to you, you must reply*.

**Vacancy**: A place.
*All candidates will apply for vacancies in senior one*.

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**Application**: A formal request for something such as a job, vacancy service, goods or permission.

*Jonah's application for a vacancy in senior one was addressed to the head teacher of Budo S.S*.

**Reference:** A heading or title of an official letter.

*The short form or reference is Re' or 'Ref'*

**Referee**: A person who give information about some one's behaviour and ability when they are applying for a job.

The chairman L.C.1 acted as my referee when applied for a new job.

**Conclusion**: The dosing part of a letter, composition or speech.

In his conclusion, he wrote his signature and name.

Sincerely: In way that shows what you feel or think about somebody or something.

I sincerely promise that I shall write to you very soon.

**Yours sincerely**. Used at the end of a letter before you sign your name especially when you address some body by their name.

When I write a letter to my cousin, I end with Yours sincerely"

**Signature**: Some body's name written in their own particular way in letters or cheques.

*The cashier's signature is not easy to forge*.

**Sign**: To write your own name in a particular way on a letter or document to show that you have written it.

*It is the duty of the account owner to sign the cheque.*

**Applicant**: A person who makes a formal request or applies for something.

*There were over applicants for the post of store keeper.*

**Legible**. Clear enough to be read.

*Peter's handwriting in the letter was legible*.

**Illegible**: Difficult or impossible to read.

*The cashier's signature is illegible*.

**Advertisement**: A notice, picture or film telling people about a job, service or product.

*There weren't many advertisements in the news paper*.

**Written exercise 2B.**1

(a) Complete the following sentences using the correct form of the words given in the brackets.

1. The headteacher's ..... is very tricky. (sign)
2. Jane always writes her letter ..... (careful)
3. The new pupils will get their ..... letters tomorrow.(admit)
4. Barbara received her ..... letter to the party last week. (invite)
5. I ..... the best pupil in the letter writing completion last term. (to be)
6. The letter was ..... to the bank manager. (address)
7. There was only two ..... who applied for the job. (apply)

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8. Dear sir or Dear Madam is a common ..... in official letters. (salute)
9. It was my own ..... to apply for a vacancy. (decide)
10. That letter was ..... signed by the head teacher. (office)
11. Kato's ..... was misplaced at the post office. (apply)
12. ..... a letter is easier than flying an aeroplane. (write)
13. The letter she received yesterday was ..... in black ink. (write)

**(b) Re-write the sentences giving the opposite of the underlined words.**

14. My sister can hardly write a formal letter.
15. It is cheap to post a letter.
16. Tom's hand writing in the letter was legible.

**Language structures:**

2.2 Barely .....
Barely is used in negative sentences.
Barely can be used to replace 'not' or almost.

**Examples**

a) Your letter cannot be read.
   Your letter is barely read.
b) Your handwriting is not legible.
   Your handwriting is barely legible.
c) There is almost nobody at the post office.
   There is barely anybody at the post office.

**Note: Barely can be used to begin sentences.**

**Examples**:

a) Barely 10% of the people applied for the post advertised.
b) Barely had I written a letter when the visitors arrived.
c) Barely 30% of the population can read and write.

**Written exercise 2.2**
**Re-write the following sentences using .....barely.....**

1. The letter was not legible.
2. My sister is not yet nine years old.
3. Almost 20% of the candidates failed the examination.
4. About 50% of the class can write formal letters'
5. Our teacher hardly speaks French.

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6. She had almost finished writing the letter when the post master came.

**2.3 Barely had..... when.....**

Barely had .....when .....is used in the say way like Hardly had or scarcely had .....when.....

**Examples**

a) I wrote a letter. Then I posted it.
Barely had I written a letter when I posted it.

b) Scarcely had she reached the post office when she bought the stamps.
Barely had she reached the post office when she bought the stamps.

**Written exercises 2.3**

Re-write the following sentences beginning: Barely had .....when.....

1. When he got a pen, he wrote a letter.
2. Hardly had the teacher entered the class when the lesson began.
3. As soon as the teacher left the class, Kato followed him.
4. Immediately the lesson ended, everyone clapped.
5. Jane arrived at the post office. She slotted the letter into the mail box.

**Abbreviations**:

An abbreviation is a short form of a word.
Common Abbreviations used in Letter writing.

C/o .....care of
Rd..... Road
St .....Saint / Street
Co ..... Company
Oc..... Officer-in-charge
I.O.U ..... I owe you
Dr. ..... Doctor
Rev. ..... Reverend
Prof ..... professor
Hon ..... Honorable
M.P ..... Member of parliament
E-mail..... Electronic mail
Brig..... Brigadier
Ave.....Avenue
Ag ..... acting

Mr. ..... Mister
Mrs. ..... Mistress
Ms. ..... Miz
B.C ..... Before Christ
i.e. ..... this is (idest)
e.g. ..... exempli gratia
etc ..... et cetera
via..... by way of
O'clock ..... of the clock
Rtd ..... Retired
Maj..... Major
Col..... Colonel
Bro..... brother

No ..... Number
A/c ..... account
Tel. ..... telephone
C.O.D ..... cash Post Office
G.P.O ..... General Post Office
P.O. ..... Post Office
a.m ..... ante meridiem (before noon)
P.m ..... Post meridiem (afternoon)
R.I.P ..... Rest in peace
N.B ..... nota bene
w.e.f ..... with effect from
viz ..... namely (videlicet)

**Days of the week**

| | | |
|---|---|---|
| Sun | - | Sunday |
| Mon | - | Monday |
| Tue | - | Tuesday |
| Wed | - | Wednesday |
| Thur | - | Thursday |
| Fri | - | Friday |

**Months of the year.**

| | | |
|---|---|---|
| Jan | - | January |
| Feb | - | February |
| Mar | - | March |
| Apr | - | April |
| May | - | May |
| Jun | - | June |
| Jul | - | July |
| Aug | - | August |
| Sept | - | September |
| Oct | - | October |
| Nov | - | November |
| Dec | - | December |

**Other short forms.**

| | |
|---|---|
| won't | will not |
| can't | can not |
| shan't | shall not |
| isn't | is not |
| don't | do not |
| we've | we have |
| I'll | I will / I shall |
| I've | I have |
| Let's | Let us |
| I'm | I am |
| I'd | I would / I had / I could |
| you'll | you will |
| they're | they are |
| you're | you are |
| didn't | did not |
| aren't | are not |
| hasn't | has not |

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haven't have not etc.

**Writing formal letters.**

**Formal letters are the letters that we write to office bears. For example head teachers, managers etc.**

**Reasons why people write letters.**

1. To apply for jobs.
2. To apply or request for vacancies (place)
3. To invite others to functions or ceremonies.
4. To report issues
5. To apologise
6. To express greetings
7. To express greetings.
8. To inform
9. To order for goods or services.

**Parts of a formal letter**.

1. The writer's address.
   e.g. Katwe Primary School.
   P.O.Box 10,
   Kampala
   (Uganda)

   Date e.g. 23 – 3- 2012
   23rd March, 2012
   23/3/2012
   March 23, 2012

2. The addressee's / receiver's address
   e.g. The headteacher,
   Bombo High School,
   P.O.Box 15,
   Bombo

3. Salutation.
   e.g. Dear sir.....
   Dear Madam.....
   Dear Dr. .....
   Dear Rev .....
   Dear Mr/Miss .....

If you know the person's title or name refer to it as Dear Mr. Kizito, Dr. Professor George Kirya etc.

4. Reference

   An official letter usually has a title or heading.

   e.g. Re. Application for a vacancy in senior one
   Re. Application for a job
   Re. Application for a teaching post
   Re. Application for the post of matron / gate keeper etc.
   Re. Friendly football match
   Re. Apology for coming late
   Re. Absence from school etc

5. Body/message

   The body contains the message of information the writer wishes to send or convey. You may begin your letter in the following ways.

   - ✓ I humbly apply for a vacancy in senior one in your school.
   - ✓ I hereby submit my application for the post of gate keeper in your.....
   - ✓ Following your advertisement in the Monitor, Newspaper 1st May,.....I humbly submit my application in your office for the post of waiter or waitress etc.
   - ✓ I wish to submit my application to your office requesting you to allow our school to have a friendly debate or football match with your school.
   - ✓ I hereby request you to grant me permission to leave school at 4:00pm today.

6. Ending /conclusion

   You can end a formal letter with following words.

   Yours faithfully, especially when you use the salutation.
   Dear Sir/Madam
   yours truly,
   Yours in service,
   After that the writer puts his/her signature first then the name is capital letters, e.g. yours faithfully,

   Kato Ali
   KATO ALI

Methods of writing letters.
There are two methods of writing letters.
These are;

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(i) Block method
(ii) Indent method

**BLOCK METHOD**

Bat valley P/s
P.O.BOX 100,
KAMPALA
(UGANDA)
23RD MARCH, 2012

The headteacher,
Railway Primary School,
P.O.Box 11,
JINJA

Dear Sir/Madam,

Re: **FRIENDLY DEBATE**

I humbly request you to allow my school to have a friendly debate with your debating club. Your club can suggest the motion for the debate and whether they would like to propose or oppose the motion.

The debate is proposed to take place 15th April, 2012 in your school main hall at 2:00pm. I would be very grateful if you could allow us to come.

Yours faithfully,

.....
Nakatte Aida
NAKATTE AIDA
CHAIRPERSON DEBATING CLUB

**INDENT METHOD**

BAT VALLEY P/S
P.O. BOX 100,
KAMPALA,

For more lesson notes, please ***visit***
***www.freshteacheruganda.com***

23-3-2012

The Games master,
Nakasero Junior School,
P.O.Box 31062,
Kampala.

Dear Sir/ Madam,

Re: **FRIENDLY NETBALL MATCH**

I here request you to allow my school to have a friendly netball match with your school The match will take place on 18th April, 2013 at your school play ground.

I will be very grateful if you allow us to come.

Your faithfully,
Namale Sarah
NAMALE SARAH

Write a letter to the Sales Manager, National Supermarket P.O.Box 15, Kampala, applying for the post of Sales Assistant during your primary seven vacation. You many include you sex and age.

**Comprehension**

Read the following letter carefully and answer the question in full sentences.
Kyebando Hospital,
P.O.Box 360,
KAMPALA
February 10, 2012

The Headteacher,
Beach Primary School.
P.O.Box 30,
ENTEBBE

Dear Sir,

Re. APPLICATION FOR THE POST OF A SCHOOL NURSE.

For more lesson notes, please ***visit***
***www.freshteacheruganda.com***

I humbly apply for the post of a school nurse in your school which was advertised in the monitor, Newspaper dated 31st January, 2012.

I am a female Ugandan aged 32. I completed my Nursing course two years ago from Makerere University and obtained a certificate in human health and Medicine. At the moment, I am working with Kyebando Hospital, Bukoto Branch.

Attached are photo copies of my academic and professional testimonials.
I will be very grateful if my application is considered.

Yours faithfully,

Abang Mary
ABANG MARY

Referees

1. Dr. Edonu Powell
   Chairman Uganda Medical Workers Association
   P.O.Box 1,
   Kampala
2. Prof. Olivia Grace
   Registrar Makerere University
   P.O.Box
   Kampala

**Questions**

1. Who wrote the letter above?
2. On which date was the letter written?
3. To whom was the letter addressed?
4. Why did the writer write this letter?
5. How old was the writer according to the letter?
6. In which newspaper was the job advertised?
7. Why do you think the writer may be fit for the job?
8. What is Prof. Olivia in the letter?
9. What is the writer's nationality?
10. Which qualification does the writer have?

**Guided composition**

The sentences below are in a wrong order. Re-arrange them to make a good composition about "Letter writing"

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(a) Informal letter are written to relative and friends.
(b) In addition, we discussed several reasons why people write letters.
(c) Last week, our teacher of English taught use about letter writing.
(d) Lastly, people write letters either to apologise or to order for goods and services.
(e) One of them is to apply for jobs or vacancies.
(f) These are informal and formal letters.
(g) While formal letters are written to office bearers.
(h) The other is to invite somebody to a function.
(i) Such as headteachers, bank managers and District Education Officers.
(j) He said, " There are two types of letters.

**Guided composition**
**Complete the letter below by filling in the missing parts from the list below**.

Deo Mixed Primary School,
P.O.Box 300,
.....
27th March, 2012

The Headteacher,
Kamwokya High school,
P.O..... 2056
Kampala.

.....

**Re. <u>APPLICATION FOR A VACANCY IN SENIOR ONE</u>**.

I humbly submit my application to your office a ..... in senior one next year.
I am a male ..... aged 13. I hope to ..... for the Primary Leaving Examinations in November this year at the above mentioned school.

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My beginning of term examination results were as follows,
English 1, Mathematics 1, Science 2, Social studies 2.
Aggregate 6 Division 1
For ..... information about my ....., if my application is considered.

Yours.....,
Kisembo Moses.
KISEMBO MOSES

**Words**
Dear sir, grateful, Kampala, performance, Ugandan, Box, faithfully, more, sit, vacancy.

**An advertisement**.

Read the advertisement below and answer the questions that follow in full sentences.

PARA PRIMARY SCHOOL
P.O.BOX 1,
KOBOKO

**JOB OPPORTUNITY**

**Job**: Matron
**Age**: Between 24 and 45 years
**Level of Education**: At least Primary Leaving Certificate
**Deadline**: 31st August
**Referees**: 2 referees

Apply to: The Headteacher
Para Primary School
P.O. Box 1

KOBOKO
10 -07-2012

**Questions**:

1. What is the above piece of information called?
2. What is the advertisement about?
3. Which post was advertised?
4. Where was the successful candidate going to work?
5. Who received the applications?
6. What was the last day for receiving the applications?
7. What was the minimum qualification required for the job?
8. When was the advertisement written?
9. How old would the applicant be?
10. Why do you think Carol a 15 year old girl could not apply?

**TOPIC 3: EXAMINATIONS**

**SUB- TOPIC 3A: PREPARATION FOR EXAMINATIONS**
**VOCABULARY.**
**MINI DICTIONARY**

Timetable: A list or chat showing the time at which a particular examination is done.
According to the P.L.E time table, Social studies is done in the morning.

Instructions: Directions or detailed guidelines on how to do and conduct examinations.
During briefing, the headteacher reads the instructions to candidates.

Signatures: A signed name.
All candidates must write their signatures on the answer sheets.

Index number, A special number that is given to a candidate according to alphabetical order for easy identification.
The index number consists of the school Emis number and a candidate's number.

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Candidate: A pupil or person taking or sitting for an examination.
Candidates must be checked before entering the examination room.

School name: The name of the school where candidates studies.
Our school name is Hormisdallen schools

Time allowed: The official time an examination is meant to take.
The time allowed is usually written on the front page of the questions paper.

Examiner: An official or person who sets and marks exams or tests.
UNEB is charged with the responsibility of appointing and training examiners.

Examinations room: A special room which is arranged for the candidates who are taking examinations.
The candidates entered the examination room quietly.

Answer sheet: A special piece of paper for writing on the answers in an exam.
The answer sheets must be tidy.

Examination centre: A school or place where candidates or other schools gather to sit their examinations.
Nakasero Primary school is an examination centre for the Primary Leaving Examination

Briefing: The act of giving instructions to candidates before taking an examinations.
The time allowed for briefing is two hours.

Questions: Sentences or phrases that call for answers.
The first question in the examination was easy.

Registration: The act of making an official record of candidates for examinations
The candidates did a lot of revision exercises last week.

Written Exercise 3A: 1

Use the correct form of the words in the brackets to complete the sentences e.g.

(a) Candidates must write their index numbers clearly, (Clear)

1. The ..... was easy so everybody passed it. (examine)
2. Only .....candidates will fail this examination . (care)
3. The candidates entered the examination room ..... (silent)
4. Tom read the .....but he didn't follow them. (instruct)
5. Our class teacher gave us a ..... exercise last week. (revise)

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6. Musana scored high marks because he answered the questions ..... (accurate)
7. Her ..... was attributed to hard work. (succeed)
8. If we had worked hard, we ..... the test. (pass)
9. None of ..... pupils failed P.L.E (we)
10. They received their results with great .....(pleasure)
11. ..... Candidates is done by teachers and headteachers. (brief)
12. His ..... in the exams surprised everybody. (fail)
13. We look forward to ..... our final examinations. (sit)
14. The girls passed the examination quite ..... (easy)
15. The ..... to the examination room is closed. (enter)

(b)**Re-write the sentence giving one word for the underlined group of the words**.

16. The <u>pupils who were taking an exam</u> were checked at the entrance.
17. The <u>woman who supervised the examination</u> was very old.
18. My uncle is one of the officials <u>who set and mark exams</u>.
19. The candidates did the test <u>without any difficulty</u>.
20. James always reads the instructions <u>with care</u>.
21. The <u>woman in-charge of the school</u> briefed the candidates yesterday.

**Language structures**

**(a) .....or else.....**

**Or else means the same as other wise.**

Or else is used to warn or advise some one that something bad could happen.

**Re-write the following sentences using:..... or else.....**

**Examples.**

i) If you don't revise your notes, you will fail the examinations.
You must revise your notes or else you will fail the examinations.

(ii) If you don't write clearly, you may lose some marks.
You must write clearly or else you may lose some marks.

**Written Exercise 3A. 2**

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1. If you don't write your index number, your results will go missing.
2. If you don't keep quiet, I will throw you out of the examination room.
3. If they don't pay registration fee, you won't sit for P.L.E
4. If they don't complete the school fees, they will not be allowed to sit for the examination.
5. If we don't work hard, we shall not pass the exams.
6. If you don't read the instructions, you will not understand.
7. If you come late, you will not be allowed to enter the examination room.
8. If you cheat the examinations, your results will be cancelled.
9. If you don't hurry, you will miss the early morning examination.
10. If you don't revise your notes, you will not perform well.

**b) ..... look forward to .....**

"Look forward to" means being optimistic or thinking with pleasure about something that is going to happen.

"Look forward to" or "looking forward to is following by a verb in –ing" form e.g. sitting, meeting, writing, doing, taking etc.

**Re-write the following sentences using.....,look forward to .....**

**Example**

(i) We expect to sit for our final examinations.
We look forward to sitting for our final examinations.

(ii) I am eager to score four aggregate in PLE.
I look forward to scoring four aggregate in PLE

(iii) He is optimistic to join King's College Budo in senior one.
He is looking forward to joining King's College Budo in senior one.

**Written exercise 3A.3**

**Re-write the following sentences using ..... look forward to .....**

1. They expect to fill the UNEB PLE entry forms.
2. We are eager to pass our final examinations.
3. She is optimistic to attend the briefing.

4. I expect to receive my mocks results.
5. You expect to meet the supervisor at the examination centre.
6. The candidates hope to take the examination.
7. You and I shall pass with flying colours.
8. Moses expects to score 90%.
9. We may arrange the examination room tomorrow.
10. The headteacher will brief the candidates.

**Guided Composition**.

**The sentences below are in a wrong order. Re-Arrange them to make a good composition about Kamaya Registers for PLE**

1. The other copy was sent to his school of first choice.
2. He therefore, revised very hard for the final examinations in November.
3. One copy of form X was sent to the Ministry of Education and Sports career guidance section.
4. Before registration, the headteacher gave him an index number.
5. Kamya registered for PLE in the first term.
6. He was disappointed because he wanted to get 4 aggregate.
7. When UNEB announced the results, he was the best candidate in the country.
8. His school of first choice was Makerere College School.
9. After getting the index number, he filled the PLE entry form and form X.
10. In the second term, Kamya did the Mock exams and scored 8 aggregate.

Below is an extract of the instructions from Uganda National Examinations Board Primary Leaving Examination paper for English.

Read the following instructions carefully and then answer the questions in full sentences.

DO NOT OPEN THIS BOOKLET UNTIL YOU ARE TOLD TO DO SO.

1. This paper has two sections: A and B.
2. Answer all questions. All answers to both sections A and B must be written in the spaces provided.
3. All answers must be written using a blue or black ball-point pen or ink.
4. Unnecessary changes of work may lead to loss of marks.
5. Any handwriting that cannot easily be read my lead to loss of marks.
6. Do not fill anything in the boxes shown. “For examiners Use Only” and those in the questions paper.

(a) Where was the following information extracted?
(b) For which subject are the above instructions?
(c) How many sections does an English examination paper consist?

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(d) What will happen to a candidate who writes poorly?
(e) Why do you think a candidate must answer all the questions?
(f) Which body is responsible for setting and marking national examinations in Uganda?
(g) What does instruction six tell the candidates to do?
(h) Which two instructions are quite similar?

**Jacob is a P.7 candidate and registered to sit for PLE**
**Jacob's father is a taxi driver. Last week he was imprisoned because he knocked down a pedestrian.**

**Below is a Conversation between Kato and Jacob. Fill in the blank spaces what you think Jacob said**.

Kato: Good morning, Jacob.
Jacob: (i) .....
Kato: How are you, my friend?
Jacob: (ii) .....
Kato: You are not fine! What is the matter?
Jacob: (iii) .....
Kato: Why do you think you may miss sitting for the Primary Leaving Examination?
Jacob: (iv) .....
Kato: You have not paid school fees! Isn't your father at home?
Jacob: (v) .....
Kato: Where did your father go?
Jacob: (vi) .....
Kato: Sorry to hear that. Why was your father imprisoned?
Jacob: (vii) .....
Kato: Oh! What a pity for your father to have knocked down a pedestrian! Didn't he leave any money on his bank account?
Jacob: (viii) .....
Kato: That's very bad. I advise you to see the headmaster.
Jacob: (ix) .....
Kato: Yes, I hope he will allow you to sit for the examinations because he is a kind man. Please make sure you see him tomorrow morning. Goodbye, Jacob.
Jacob: (x) .....

**SUB-TOPIC 3B: SITTING EXAMINATION:**
**VOCABULARY**
**MINI-DICTIONARY**

Pass mark: A set successful result in an examination.

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The pass mark is 75%

Quality: A high standard of something.
Uganda National Examinations Board always sets quality examinations.

Timetable: A list or chart showing the time at which a particular examination will be done.
There are four subjects on the PLE time table.

Invigilator: A person who is appointed to watch candidates while they are taking an exam so as to make sure they keep to the rules.
The invigilator must not accept bribes to keep their professional integrity.

Supervisor: A person who is appointed to be in charge of an examinations centre and makes sure that exams are done without any malpractice.
A supervisor must be a person of high integrity.

Instructions: Directions or detailed guidelines on how to do and conduct examinations.
A good candidate reads instructions carefully.

Ink: Coloured liquid for writing.
All answers must be written in blue or black ball-point or ink.

Answers: A reply or response to a question.
All answers to both sections A and B must be written in the spaces provided.
Marking: The activity of scrutinizing candidates' answers and awarding marks.
After making the score guide, the examiners started marking.

Results: The mark or grade which you get in an examination.
The PLE results will be released by UNEB.

Grades Division or marks given in an examination.
Many candidates in our school always get good grades in PLE

Aggregate: The total score one obtains in an examination or test.
The best candidates in PLE usually get four aggregate.

Accurate: Correct and true in every way.
If all your answers are accurate, you will score a hundred percent.

Percent: Out of a hundred or one part in every hundred.
Despite the fact that English paper was difficult, Moses scored eight percent.

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Candidate: A pupil or person taking or sitting for an examination.
Candidates must be thoroughly taught in order to pass their exams.

Cheat; To act in a dishonest way so as to score high marks in an exam.
Anyone caught cheating the examination, will be disqualified.

Malpractice: Cheating or illegal behaviour in an examination.
Copying from one another is a form of examination malpractice.

Score: The number of points a candidate gets for correct answers in an exam or test.
Whenever you revise your notes, you score high marks in the examination.

Duration: The length of the time that an exam lasts.
The duration for the mathematics examination paper is two hours and thirty minutes.

Examination: A special test that is given to a candidate to find out how much thye jnow about a subject or for promotion purpose.
The primary leaving examinations are set by UNEB examiners.

Examiners: Teachers who set and mark examinations.
The Uganda National Examination Board trains examiners every year.

Leakage: Having prior knowledge of something or an examination before the stated time.
All the examination papers were changed due to leakage.
Work: A task or to do something.
If you work hard, you will pass the examinations.

Pass: To be successful in an exam or test.
My cousin passed the examination because she worked hard.

Disqualify: To stop or parent a candidate from doing an examination because of engaging in examination malpractice.
The supervisor told us that my candidate who took part in examination leakage would be disqualified.

Fail: Not successful in an exam or test.
Whereas may candidates passed, Ojok failed.

Pass slip: An official document that shows a candidate's results in an examination.
Our headteacher has not collected the pass slips from UNEB>

Success: An achievement.

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His success in the examination surprised the teachers.

Certificate: An official document providing information that a candidate completed a course of study or passed on examination.
We were given Primary Leaving Examination certificates by the headteacher.

Division: A grade
Ofwono's son passed in division one.

**Written exercise 3B. 1**

(a) **Use the correct form of the words in the brackets to complete the sentences.**

1. Olanya's daughter passed in ..... two. (divide)
2. Who set this easy ..... ? (examine)
3. Mugisha was a .....candidate. (success)
4. The .....checked the candidates before entering the examination room. (invigilate)
5. All the candidates were given comfortable .....(sit)
6. Anyone who fails PLE will not .....to join senior one. (disqualify)
7. Her ..... in the examination surprised the teachers. (fail)
8. ..... examinations is illegal. (cheat)
9. The examiners started ..... PLE last week. (mark)
10. We must prepare .....well for the primary leaving examinations. (self)
11. I could not read her answers because they were ..... written. (poor)
12. A relative of ..... failed the examination. (he)
13. It is the work of the .....to seal the answer sheets in an envelope. (supervise)
14. Nakato is .....than Asiyo at English. (good)
15. All your answers must be written ..... (correct)

(b) Re-write the sentences giving the opposite form of the underlined word.

16. My success in the examination surprised my classmates.
17. Tom passed PLE last year.
18. Your hand writing is really very tidy.
19. The arrival of the supervisor the candidates.
20. Their performance is better than it was last term.
21. Sarah's work was complete.

**Language structure:**

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**(a) Whereas .....**

**Examples:**

i. Many candidates passed the examinations. Okello failed the examination.
Whereas many candidates passed the examinations, Okello failed.

ii. Babirye came to school early, Nakato came to school late.
Whereas Babirye came to school early, Nakato came to school late.

iii. The English examination paper was easy. The mathematics examination paper was difficult.
Whereas the English examination paper was easy, the mathematics examination paper was difficult.

**Written Exercise 3B.2**

**Re-write the following sentences using: Where as .....**

1. The invigilators came early. The supervisor came late.
2. The candidates but they failed the examination.
3. Namara did the examination. Namisi missed the examination.
4. My father was a supervisor. My mother was an invigilator.
5. The social studies examination started at 9:00am. The examination started at 2:00pm
6. The mathematics paper is done in the morning. The Science paper is done in the afternoon.
7. Wasswa passed the test. Kato failed the test.
8. Kityo scored 90%. Kizito scored 75%.
9. The time allowed for science is two hours and fifteen minutes. The time allowed for Mathematics is two and half hours.
10. Girls are good at English. Boys are good at science.

**b).....could.....**

**Examples**.

i. Cheating could lead to closure of the examination centre.
ii. Malpractice could lead to disqualification from the examination.
iii. Examination leakage could lead to cancellation of the results.
iv. Serious revision could lead to success.
v. Misconduct could lead to expulsion from the examination room.

c) .....in spite of.....

Re-write the following sentences using.....in spite of .....

Examples.

i. Atim was sick. Atim sat for the examinations.
Atim sat for the examinations in spite of her being sick.
Atim sat for the examinations in spite of her sickness.

ii. The candidates worked hard. They failed the examination.

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The candidates failed the examination in spite of the fact that they worked hard.

iii. The supervisor rang the bell. The candidates continued to write.
The candidates continued to write in spite of the fact that the supervisor rang the bell.

iv. He was clever but he did not score 10%.
He did not score 100% in spite of his being clever.
He did not score 100% in spite of his cleverness.

**Written exercise 3B. 3**

**Re-write the following sentences using.....in spite of .....**

1. Juma was intelligent. He failed the examination.
2. The candidates came late to school. They were allowed to do the test.
3. Birabwa failed to pay the registration fees. She sat for the final examination.
4. The examinations were difficult. The candidates passed all the papers.
5. Lugoloobi was lazy. He completed the examination in time.
6. The pass mark was high. Zeridah passed in division one.
7. Sarah did all the examinations. She was ungraded.
8. My cousin registered for PLE. He did not do the examinations.
9. The time table was on the notice board. The candidates did not read it.
10. The candidates read the instructions. They did not follow them.

D) In spite of .....
In spite of can be used to begin a sentence.
Note: A comma is used in the middle when in spite of begins a sentence.

Re-write the following sentences beginning: In spite of .....
(i) Agaba was late. She sat for the examinations.
In spite of her being late, Agaba sat for the examinations.

(ii) The candidates worked hard. They failed the examination.
In spite of the fact that the candidates worked hard, they failed the examination.

(iii) Babirye did not pay school fees. She got her pass slip.
In spite of the fact the Babirye did not pay school fees, she got her pass slip.

**Written Exercise 3B. 4**

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**Re-write the following sentences beginning with: In spite of .....**

1. Tendo was late. She completed her examination on time.
2. It rained heavily. The candidates did their final examination.
3. The candidates paid the registration fees. They did not get their certificates.
4. The pass mark was high. Many pupils passed the mathematics.
5. Diana was lazy, she got a first grade.
6. Ogola was accurate. He scored 75%.
7. Suzan got four aggregate. She did not join Makerere College School.
8. The examinations were leaked. Many candidates failed.
9. Magooba read the instructions. He did not follow them.
10. Your nephew cheated the examination but he failed.

**(e) Despite.....**

Despite can be used with abstract nouns such as sickness, wisdom, intelligence, smartness, laziness, cleverness etc.

**Re-write the following sentence beginning: Despite.....**
**Examples.**

(i) Ruth was intelligent. She did not score 100%.
Despite her intelligence, Ruth did not score 100%.
Despite the fact that Ruth was intelligent, she did not score 100%.

(ii) Wilson was late. He finished his examination on time.
Despite his being late, Wilson finished his examination on time.
Despite the fact that Wilson was late, he finished his examination on time.

**Written exercise 3B.5**

Re-write the following sentences beginning: Despite.....

1. Musana as accurate. He did not score ninety percent.
2. Kato was young. He did his primary Leaving Examinations.
3. The supervisor was kind. The candidates did not like him.
4. The boys were given enough time. They did not complete their examination.
5. Jackson knew the answers. He did not fill in the blank spaces.
6. Akello was wise, she failed to interpret the questions.
7. Kisembo was poor. His children completed primary seven.
8. Their father was rich. They did not join senior one.
9. Bruce was sick. He came for the examinations.
10. The candidates read the instructions. They did not understand them.

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11. She was clever but no teacher liked her.
12. I am strong. I cannot lift a jerrycan.

**Passage.**

**Read the passage below and then answer the questions in full sentences**.

It was early in January this year when PLE results 2011 were released. Most candidates became anxious because they wanted to know their results. They therefore sent SMS to 6600.

While releasing the results at Uganda National examinations Board (UNEB) Headquarters at Ntinda, the Minister of Education and Sports, Hon. Jessica Alup was glad to announce that most of the candidates had passed the examinations.

Besides, the general performance indicated that Science was the best done subject. However, she also noted that Social studies was the worst done subject. The Minister congratulated all the candidates on their success. She also thanked the teachers and head teachers who had taught the candidates and conducted the examinations with out any **malpractice**.

Since urban schools performed better than rural schools the minister warned teachers in rural areas against absenteeism, late coming and the high rate of school dropout rural schools. She promised that the Ministry of Education and Sports would come up with a new **policy** very soon.

Finally, the minister called upon headteachers of secondary schools to assemble at Mandela National Stadium at Namboole for selection of successful candidates to secondary schools of their choices.

1. What is the passage about?
2. Who released the PLE results.
3. Why were the candidates anxious?
4. Why was the minister glad to announce PLE results?
5. In which subject did the candidates perform best?
6. How many subjects did the candidates sit for?
7. Which subject was worst done according to the passage?
8. Give another word or group of words with the same meaning as the following underlined words in the passage.
   (i) malpractice
   (ii) assemble
9. Why do you think Matovu who scored 36 aggregate is likely to repeat P.7?
10. Give a suitable title for this passage.

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**Guided composition.**

**The sentences below are in a wrong order. Re-arrange them in the proper order so as to make a good composition about P.7 candidates.**

1. First of all, the parents play their role well.
2. These include textbooks, pens, exercise books, geometry sets and lunch fee.
3. Besides, they give them revision exercises and mark their books regularly.
4. They also give them all the scholastic materials needed.
5. With their hard work and discipline in the end they pass with flying colours.
6. This is by sending their children to school every day.
7. Thirdly, the candidates themselves are disciplined and hard working.
8. Why do some P.7 candidates perform well in their examination?
9. This is really a very interesting question to answer.
10. Secondly, the teachers teach them and cover the syllabus well.

**Study the examination paper and answer the questions in full sentences.**

GULU DISTRICT EXAMINATIONS BOARD
END OF TERM ONE P.7 EXAMINATION 2012
ENGLISH

Time allowed: 2 hours 15 minutes.

Index No. | | | | | | | | | | |

Candidate's Name.....
Candidate's Signature .....

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School Name. .....
District Name..... ....

| For examiner's use only |
| --- |
| |

**Read the following instructions carefully.**

1. The paper has two sections A and B.
2. Answer all questions. All questions to both sections A and B must be written in the spaces provided.
3. All answers must be written using a blue or black ball – point pen or ink.
4. Unnecessary changes of work may lead to loss of marks.
5. Any handwriting that cannot be read my lead to loss of marks.
6. Do not fill anything in the boxes shown. For examiner's use only" and those inside the question papers.

*Gulu District Examinations Board*

| **For examiner's use of only** | | |
| --- | --- | --- |
| **Qn.No** | | |
| **1-10** | | |
| **11-20** | | |
| **21-30** | | |
| **31-40** | | |
| **41-50** | | |
| **51-55** | | |
| **Total** | | |

Questions:

1. Which district set the examinations?
2. For which term was the examination?
3. Which class sat for the examination?
4. In which year was the examination done?
5. How can an examiner identify a candidate's answer sheet?
6. What type of exam was it?
7. Name the subject paper above?
8. How long does this paper last?

**Comprehension**

Below is a timetable for P.L.E November 2015. Study it carefully and answer the questions about it in full sentences.

**EXAMINATION TIME TABLE FOR P.L.E**
**NOVEMBER 2015.**

| Day &Time | Period | Time | Subject | Duration |
| --- | --- | --- | --- | --- |
| Tuesday 1st November | Morning | 9:00am | Briefing of candidate by Headteacher | 2 hours |
| Wednesday | Morning | 9:00am | Social studies | 2h.15minutes |

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| | | | | |
|---|---|---|---|---|
| 2nd November | | | | |
| Thursday<br>3rd November | Morning<br>Afternoon | 9:00am<br>2:00p.m | Mathematics<br>Basic science and health education | 2hr. 15minutes |

**Questions:**

1. For which year is the above examination timetable?
2. Which exercise took place on 1st November?
3. On which date did the examinations begin?
4. Which subject was done on Thursday afternoon?
5. How long did the mathematics paper take?
6. Who briefed the candidates?
7. How long did the briefing take?
8. How many subjects are shown on the timetable?
9. Which examination took the longest time?
10. Why is it important to brief the candidates before the examinations?

**Comprehension**

**The table below shows mock results for 2010 for the candidate of St Bernard Primary School in Mpigi district. Study the table carefully and answer the questions about it in full sentences**.

| Index Number | Candidate's name | Sex | Age | Agg | Div |
|---|---|---|---|---|---|
| 000223/001 | Apio Stella | F | 11 | 10 | 1 |
| 000223/002 | Amuge Angel | F | 14 | 9 | 1 |
| 000223/003 | Birungi Suzan | F | 13 | 5 | 1 |
| 000223/004 | Agaba Tom | M | 12 | 6 | 1 |
| 000223/005 | Chandiru Brenda | F | 13 | 4 | 1 |
| 000223/006 | Dumba Juma | M | 16 | 8 | 1 |
| 000223/007 | Faga Ayubu | M | 14 | 7 | |
| 000223/008 | Kapere Jack | M | 13 | 36 | U |
| 000223/009 | Kasolo Paddy | M | 11 | 5 | 1 |
| 000223/010 | Kityo Timothy | M | 12 | ABS | ABS |
| 000223/011 | Kasasa Luke | M | 13 | 9 | 1 |
| 000223/012 | Namanda Bridget | F | 17 | 7 | 1 |
| 000223/013 | Namusisi Ruth | F | 10 | S | S |
| 000223/014 | Zizinga Tom | M | 13 | 13 | 2 |
| 000223/015 | Zalwango Ann | F | 14 | 6 | 1 |
| 000223/016 | Zziwa Robert | M | 11 | 11 | 1 |
| 000223/017 | Zomu Titus | M | D | D | D |

Key:

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| ABS. | - | absent | U | - | Ungraded | M | - Male |
| S | - | Sick | Agg | - | aggregate | D | - Died |
| Div | - | Division | F | - | Female | | |

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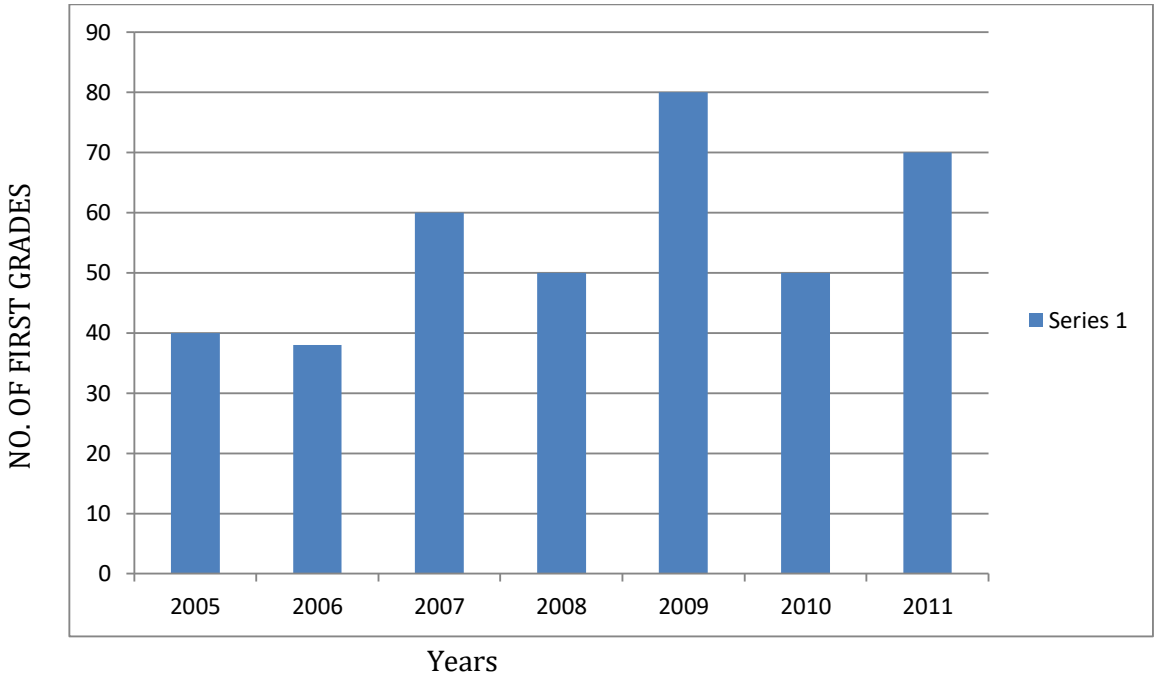
**Questions:**

1. What is the table about?
2. For which school are the above results?
3. How many candidates sat for the examination?
4. Who was the best candidate in the class?
5. How many candidates passed in division one?
6. How many candidates failed the examination?
7. Who was likely to repeat P.7?
8. Why did Kityo miss the examinations?
9. In which grade did Zizinga pass?
10. How old was Dumba?

**Graph**

Study the graph below carefully and answer the questions that follow in full sentences.

LANGO ROAD PRIMARY SCHOOL P.L.E RESULTS (Lira district)



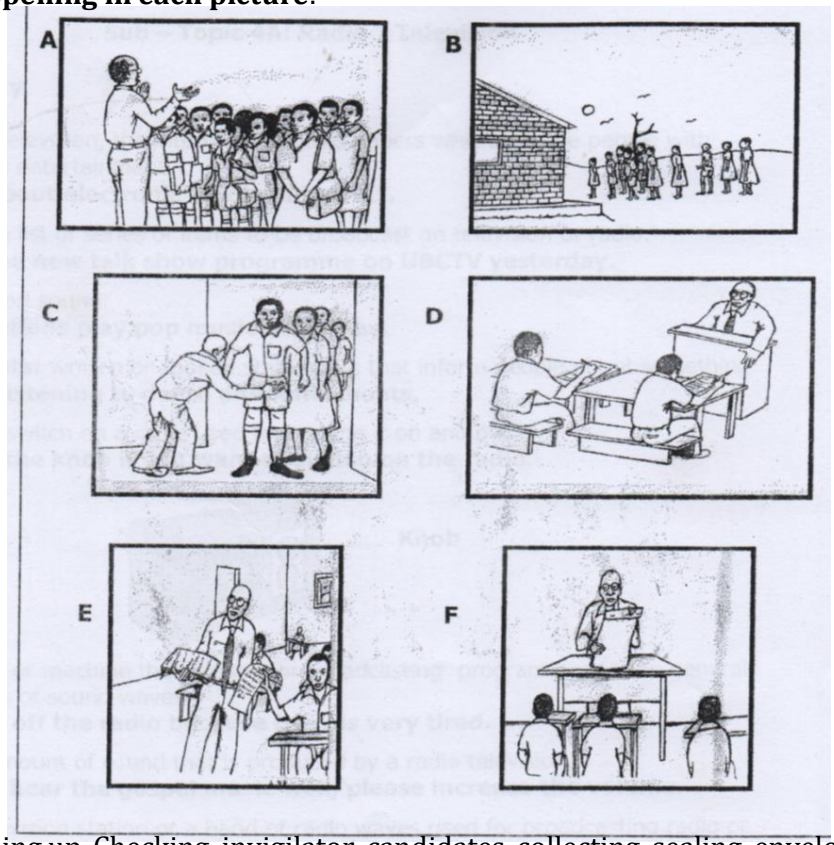

**Questions**:

1. What is the information on the graph about?
2. For which school is the above information.
3. In which year did the school get thirty eight first grades?
4. How many first grades did the school score in 2007?
5. When do you think the candidates in the above school started sitting for P.L.E?
6. How many first graded were obtained between 2005 and 2008?
7. In which year did the school register the highest number of first grades?
8. When did the candidates score the least number of first grades?
9. What is the difference between the highest and lowest number of first grades?
10. Where is Lango Road primary school found?

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**Picture composition.**

**The picture A-F tell a story. Study them and write one sentence to describe what is happening in each picture**.




(Lining up, Checking, invigilator, candidates, collecting, sealing, envelope, taking, briefing, examination, examination room)

Picture A .....

Picture B .....

Picture C .....

Picture D.....

Picture E .....

Picture F .....

(g) Who might be checking the candidates in picture C?

(h) Why did he check the candidates?

(i) What is the invigilator doing in picture F?

(j) Suggest a suitable title for this picture story?

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# TERM TWO

**TOPIC 4: ELECTRONIC MEDIA**

**SUB- TOPIC 4A: RADIO / TELEVISION**

**Vocabulary**

**Mini-Dictionary**

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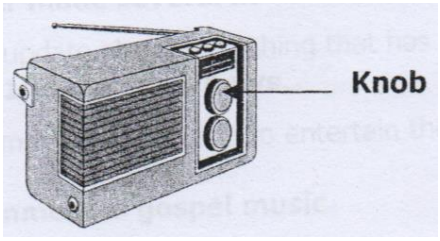
Media: Radio, television, the internet and newspapers which provide people with information and entertainment.
We learnt about electronic media in term II.

Programme: A list or series of items to be broadcast on television or radio.
I enjoyed the new talk show programme on UBC TV yesterday.

Music: Organise sound.
FM radio stations play pop music everyday.

announcements: Written or spoken statements that inform people about something.
I don't like listening to death announcement.

Knob: A round switch on a radio used for turning it on and off.
Please turn the knob if you want to switch on the radio.

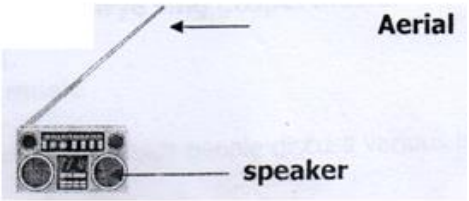



Radio: A device or machine that is used for broadcasting programmes to the general public by means of sound waves.
John turned off the radio because he was very tired.

Volume: The amount of sound that is produced by a radio television.
If you don't hear the gospel music well, please increase the volume.

Channel: A television station or a band of radio waves used for broadcasting radio or TV programmes.
Whenever I want to listen to sports news, I select the sports channel.

Speaker: The part of a radio which the sound comes out of
My uncle's radio has two big speakers.



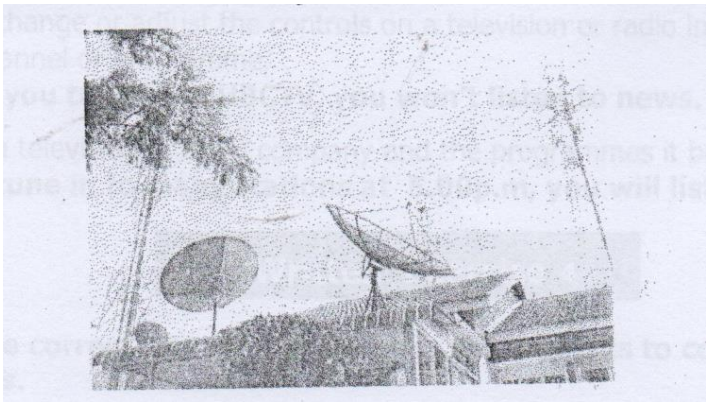

Aerial: Antenna or a metal rod for receiving or sending radio and television signals.

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Whenever I adjust the aerial, I get clear sound.

Guide: a table or line-up showing the time when different radio or television programmes will be broadcast.
According to the guide, the English news will be read at 9:00pm.

Presenter: A person who introduces the various television or radio programmes.
Olanya Columus is a radio presenter.



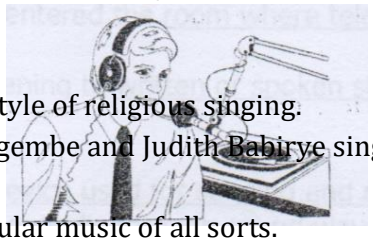
Studio: A room where television and radio programmes are recorded and broadcast.
As soon as we entered the radio studio, the power went off.

Advert: A notice, film or picture informing the public about a product, job or service.
The campaign manager made several adverts on TV and radio.

News: New information or update about something that has happened recently.
I like listening to the 10:00o'clock news.

Entertainment: Music, films or movies used to entertain the public on radio or television.
Her favourite entertainment is gospel music.

Broadcast: To send out programmes on television or radio.
The independence anniversary celebration will be broad cast live on UBC TV.



Gospel music: A style of religious singing.
Paster Wilson Bugembe and Judith Babirye sing gospel music.

Pop: Modern popular music of all sorts.
The youth enjoy listening to pop music.

Talk show. A radio or television programme in which people discuss various issues or topics.

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Politicians and journalists enjoy talk shows.

line-up A set of radio or television programmes arranged to follow one another.
Gospel music comes after news according to the line-up.

Forecast: To predict what you think will happen in the future based on information available now.
The meteorologists forecast that it will rain tonight.

Tune: To change or adjust the controls on a television or radio in order to receive a certain channel or programme.
Unless you tune in to UBCTV, you won't listen to news.

Station: A television or radio company and the programmes it broadcasts.
It you tune in to many stations at 5:00p.m, you will listen to sports news.

**Written Exercise 4**

(a) Use the correct form of the words in the brackets to complete the sentences.

1. The English news was ..... by Bbaale Francis. (broadcast)
2. I like .....to gospel music on Sunday. (listen)
3. Babu is a good ..... and so is Wava. (present)
4. If we tune in to supper FM, we ..... to sports news. (enjoy)
5. It is expensive to make a death..... on television. (announce)
6. We listen to pop music on Radio Simba ..... (day)

**b) Re-write the sentences giving a single word for the underlined group of words**.

1. The P.7 pupils entered the <u>room where television programmes are recorded and broad cast</u>.
2. Do you like listening to <u>written or spoken statements that inform people about something</u>?
3. He brought <u>a device used for sending and receiving programmes that broadcast to the public through sound waves</u>.
4. Abu Kyaze is <u>a person who introduces various radio programmes</u>.

**Language structures**

(a) If + present simple + shall / will + infinitive.

**Example.**

(i) Tune in to many stations at 5:00pm. You will listen to sports news .
If your tune in to many stations at 5:00pm, you will listen to sports news.

(ii) She will go to town. She is likely to buy a CD player.
If she goes to town, she will buy a CD player.

(iii) I shall get some money. I shall buy a radio.
If I get some money, I shall buy a radio.

**Written exercise 4A.2**

**Re-write the following sentences using: If.....**

1. Musoke will listen to pop music when he tunes in to capital FM.
2. I am likely to open up a radio station when I get money.
3. He will go to Kampala. He will visit Radio Simba.
4. When I see the manager, we shall have a talk show.
5. Tune is to Top radio, you will listen to gospel music.
6. She will tune in to BBC. She will listen to world news.
7. Switch on the radio. You will listen to death announcements.
8. Turn to knob. You will increase the volume.
9. My brother will become a radio presenter when he grows up.
10. They will get money. They will buy a new aerial.

**b) ..... and so.....**

**Re-write the following sentences using .....and so.....**

i. Joanita is a good presenter. Stecia is also a good presenter
Joanita is a good presenter and so is Stecia.

ii. My father watched the football match. My mother watched the football match.
My father watched the football watch and so did any mother.

iii. WBS is a TV station. UBC is a TV station.
WBS is a TV station and so is UBC

iv. The pupils will listen to gospel music. The teachers will listen to gospel music.
The pupil's will listen to gospel music and so will the teachers.

v. A radio station broadcasts news. A television broadcasts news.
A radio station broadcasts news and so does a television station.

**Written exercises 4A. 3**

**Re-write the following sentences using: ..... and so .....**

1. Bbaale reads news at 1:00pm. Mugisha reads news at 10:00pm.
2. Judith is a musician. Juliana is also a musician.
3. Gospel music is interesting. Pop music is interesting.

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4. Timothy has a radio. Isabirye also has a radio.
5. The girls like music. The boys also like music.
6. Mary likes listening to gospel music. Nakato also likes listening to gospel music.
7. The bride danced at the party. The bridegroom also danced at the party.
8. My uncle attended the talk show. My aunt attended the talk show.
9. The radio is new. The TV is also new.
10. Dj Mike entered the studio. Raga Dee entered the studio.

**c) ..... and neither.....**
**Note..... and neither is used to join negative sentences.**
**Examples**:

**4A**

i. Mr. Kule does not enjoy pop music. Mrs. Kule does not enjoy pop music.
Mr. Kule does not enjoy pop music and neither does Mrs. Kule.
ii. Brenda is not a radio presenter. Kakuru is not a radio presenter.
Brenda is not a radio presenter and neither is Kakuru.
iii. You did not attend the talk show. Tom did not attend the talk show.
You did not attend the talk show and neither did Tom.

Written exercise 4A.4

Re-write the following sentences using.....and neither .....

1. The presenter was not happy. The guest was not happy.
2. He did not broadcast the news. I did not broadcast the news.
3. Teddy is not a good presenter. Solome is not a good presenter.
4. The boys did not like the programme. The girls did not like the programme.
5. My niece did not listen to the death announcements. Your niece did not listen to the death announcement.=s.
6. Wasswa is not in the studio. Kato is not in the studio.
7. The host was not smart. The guest was not smart.
8. The radio station is not mine. The radio station is not yours.
9. Kaperere does not like pop music. Kapere does not like gospel music.
10. Rukidi did not tune in to Radio Sanyu. Rukidi did not tune in to Radio one.

**(d) I like.....**
**Re-write the following sentences using: I like.....**
**Examples:**
**Re-write the following sentences using ..... and neither.....**

i. I enjoy listening to pop music.

I like listening to pop music.

ii. Mary enjoys listening to sports news.
Mary likes listening to sports news.

iii. The enjoy tuning in to Uganda Broadcasting corporation.
They like tuning in to Uganda Broadcasting Corporation.

Written exercise: 4A.5
Re-write the following sentences using: I like.....

1. We enjoy listening to gospel music.
2. She enjoys watching side mirror.
3. They enjoy tuning in to local news.
4. She enjoys listening to weather forecast.
5. He enjoys listening to health tips.
6. Children enjoy watching cartoons.

**(e) I don't like.....**
**Re-write the following using: I don't like.....**
**Example**:

(i) I hate the sports programme.
I don't like the sports programme.

(ii) We hate listening to death announcements.
We don't like listening to death announcements.

(iii) John hates listening to gospel music.
John doesn't like listening to gospel music.

**Written exercise 4A.6**
**Re-write the following sentences using: I don't like.....**

1. **I** hate tuning in to western music.
2. We hate the new presenter.
3. Peter hates the new programme.
4. Children hate listening to talk show.
5. She hates tuning in to some FM stations.
6. I hate watching obscene movies.
7. You don't enjoy listening to pop music.
8. He doesn't enjoy watching cartoons.
9. They don't enjoy playing hip pop music.
10. We don't enjoy listening to death announcement.

**Comprehension:**

**A radio and television Programme Guide.**

For more lesson notes, please ***visit***
***www.freshteacheruganda.com***

**Below is a radio and TV programme guide for Sunday 6th May, 2015. Study it carefully and then answer the questions that follow in full sentences**.

| Time | Name of station | Programme | Presenter |
|---|---|---|---|
| 7:00-7:30am | WBS TV | Press digest | Diana Kagere |
| 8:00 – 9:00am | CAPITAL FM | Capital Gand | Olanya Columbus |
| 10:00-10:15am | UBC TV | English news | Bbaale Francis |
| 11:00- 12:00pm | TOP TV | Gospel music | - |
| 1:00 – 1:30pm | CBs FM | Luganda Music | Kasibante Moses |
| 3:00 – 5:00pm | Super FM | Sports news | Mark Ssali |
| 5:00 – 6:00pm | UBC TV | Cartoons | - |
| 9:00 – 10:00pm | Bukedde TV | Omuntu w'abantu | Namitala Bridget |
| 10:00 – 11:00pm | Bukedde TV | Agataliiko nfufu | Sanyu and Kayira |
| 11:00 – 12:00am | WBS TV | Health zone | Prof. George Kirya |

Questions:

1. What is the table about?
2. Where can we find such information?
3. How many TV stations are shown on the table?
4. Who presents Health zone on WBS TV
5. How long is the sports programme on Super FM?
6. What are you likely to miss on Top TV if you turned in to WBS TV at 11:00 – 12:00pm?
7. At what time is Luganda news broadcast on CBS FM?
8. What are you likely to listen to your UBC TV between 10:00am and 10:15am?
9. Write FM in full.
10. What programme do you think children enjoy most on UBC TV?

**Passage**

**Read the passage and answer the questions in full sentences.**

**The Greatest inventions in the world**.

There are several greatest inventions in the world. These inventions came as a result of the proverb "Necessity is the mother of invention" Therefore, the greatest men who are known as inventors came up with wonderful ideas.

The telephone is one of the greatest inventions in the world. The telephone was invented in American in 1876 by AG Bell. Nowadays people all over the world use telephones to make communication to relatives and pen-pals. another important invention was the aeroplane. The aeroplane was also invented in American by the Wright Brothers in 1903.

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In 1912, Marconi invented the radio. The radio is used to broadcast different programmes by means of sound waves. Nowadays, there are various FM Radio stations in Uganda such Capital FM, CBS FM, Supper FM and many others. These FM radio stations have studios where radio programmes are recorded and broadcast. However, to be able to produce sound, radios use electricity or dry cells. Then the presenter use microphones and earphones.

Besides, the radio has different parts such as the buttons and knobs. The buttons are used to for switching the radio on and off whereas the knobs are used for tuning in to different stations. The knobs can also be used for reducing and increasing the volume. Radios provide entertainment, news, special announcement, adverts, pop music, sports news and gospel music to the public.

In 1926, the television was invented by J.L. Baird in England, Unlike the radio, the television produces sound as well as pictures. Nowadays, there are several television stations in Uganda. These include UBC, Top TV, WBS TV, NBS TV and NTV

Questions:

1. What is the passage about?
2. In which year was the radio invented?
3. Who invented the telephone?
4. Where was the television invented?
5. How many greatest inventions are mentioned in this passage?
6. Of what importance are radio station in a country?
7. What do radio presenters use in the studios?
8. Which programme is Malibu a sports fun likely to listen to?
9. What did the Wright Brothers invent?
10. Complete the proverb “Necessity”

Sub- topic 4B: Other electronic Media.
Vocabulary
Mini- Dictionary.

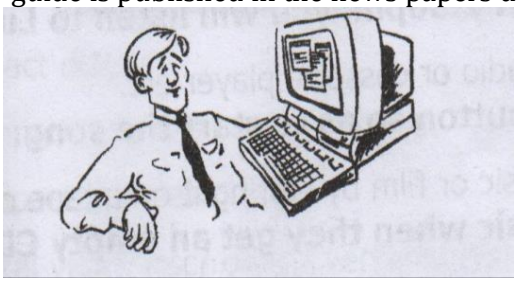
Eject: To press a button or remote so as to get a tape or CD pushed out of the DVD player or radio cassette.
When you want to remove or insert a CD, you must press the eject button.

Aerial: antenna or metal for receiving or sending radio and television signals.
You must adjust the aerial in order to receive a clear picture.

Guide: A table or line-up showing the time when different radio or television programmes will be broadcast.

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Radio and TV guide is published in the news papers daily.



Studio: A room where television and radio programmes are recorded and broad cast.
The talk show took place in WBS TV studio.

Advert: A notice, film or a picture telling the public about a product, job or service.
There were a lot of adverts on UBC TV.

Entertainment: Music, films or movies used to entertain the public on radio or television.
Raid and television stations are a source of entertainment.

CD: A small disc on which sound or information is recorded.
A CD should be kept well and so should a DVD.

DVD: A disk on which large amounts of information especially photographs and video can be stored for use on a computer or DVD –player.
The film is available or DVD now.

CD-ROM: A CD on which large amount of information, sound and pictures can be stored for use on a computer.
The lake Kakoma's biography is available on CD- ROM.

CD RW: a CD on which information, sound and pictures can be recorded and removed more than once.
The gospel songs were recorded on CD RW.

Player: A device or machine for reproducing sound or pictures that have been recorded on discs or cassettes.
Our neighbour bought a new DVD player.

Recorder: A device or machine for recording sound or pictures.
If I had a lot of money, I would buy a video recorder.

Disc: A CD
Judith's gospel music is now available on discs.

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***www.freshteacheruganda.com***

Tape: A long narrow strip of magnetic material which is used for recording sounds or information.
Her new song was recorded on tape or CD.

The internet: A system by which computers are connected through cables and telephone lines to provide useful information all over the world.
The internet is an effective medium of communication.

Video: A copy of a film or programme which recorded on video tape.
If my father gets money, he will buy a video tape.

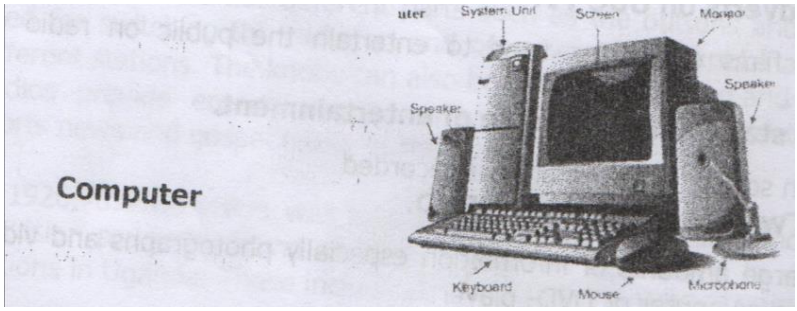
Tune: To change or adjust the controls on a television or radio in order to receive a certain channel or programme.
If you tune into CBS FM at 2:00pm, you will listen to Luganda news.

Press: To push a button on a radio or cassette player etc.
The DJ pressed the play button so as to start the song.

Record: To make a copy of music or film by storing it on a tape or CD.
They will record their music when they get an empty CD.

Station: A television or radio company and the programmes it broadcasts.
The bank manager tuned into BBC to listen to world news.

Connect: To join together two or more things.
The internet is a system by which computers are connected through cables and telephones lines.




Extension cable: A wire, covered in plastic or rubber which carries electricity or telephone signals.
The computers are connected using extension cables.

For more lesson notes, please ***visit***
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Volume; The amount of sound that is produced by a radio or television.
The teacher told me to reduce the volume because it was very high.

Compact: A device which is small and easy to carry.
The gospel music was recorded on compact.

**Written Exercise 4B. A1**

**Use the correct form of the words in brackets to complete the sentences**.

1. Mr. Musoke likes..... in to Top television. (tune)
2. Kato's ..... radio programme is news hour. (favour)
3. We..... two songs on CD yesterday. (record)
4. If I ..... a lot of money, I would buy a DVD player. (have)
5. You needn't have ..... off the DVD because I was watching a nice film. (switch)
6. Electronic media provides us with ..... (entertain)
7. If he had money, he ..... a video recorder. (to buy)
8. He accidentally ..... the eject button and removed the CD. (press)
9. It was not necessary for you to switch off the TV because I was ..... a movie. (watch)
10. Who has a tape..... at home? (record)

Abbreviations:

- ✓ CD - Compact disc
- ✓ CDROM- Compact disc read only memory
- ✓ CD-RW - Compact disc rewritable.
- ✓ DVD - Digital video disc/digital versatile disk.
- ✓ Vol - Volume
- ✓ GB - Gigabytes
- ✓ RAM - Random access memory
- ✓ MHZ - Megahertz
- ✓ PC - Personal computer
- ✓ ROM -
- ✓ VTR -
- ✓ SMS -
- ✓ URL -
- ✓ FM -
- ✓ SW -
- ✓ VJ -
- SIM -
- HTTP -
- WWW -
- CCTV -
- DJ -

**Language structures:**

**IF (2)**
**4B (a) IF + past simple + would/ could + infinitive**

**Examples.**

i. I don't have money. I cannot buy a CD player.
If I had money, I would buy a CD player.
ii. I don't have a CD player. I cannot buy many CDs.
If I had a CD player, I would listen to pop music.
iii. I don't have time. I would listen to pop music.
If I had time, I would listen to pop music.

**Written Exercise 4B .2**

**Re-write the following sentences in if 2.**

1. Marion is likely to cry if she misses her programme.
2. I don't have a lot of money. I would record all the gospel music on one DVD.
3. We don't have a CD player so we cannot listen to pop music.
4. If I go to town, I will buy a tape recorder.
5. If I get a lot of money, I will set up a radio station.
6. You cannot listen to music if you switch off the DVD.
7. I am not your brother; I would be a TV presenter.
8. I don't have an empty CD. I would record my songs.
9. I did not go to school. I would work in the studio.
10. If you tune in to Capital radio, you will listen to capital Gang programme.

b) .....needn't .....

**Re-write the following sentences using .....needn't .....**

**Examples**.

(i) You ought not to have switched off the TV because I was watching the talk show.
You needn't have switched off the TV because I was watching the talk show.

(ii) I ought not to have gone to the studio because I was not invited.
I needn't have gone to the studio because I was not invited.

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**Written Exercise 4B. 3**

**Re-Write the following sentences using .....needn't .....**

1. Bob ought not to have gone to town because it was late.
2. The presenter shouldn't have played gospel music at this time.
3. She ought not to have increased the volume because her father likes soft music.
4. They ought not to have switched off the television because their mother was listening to the news.
5. I shouldn't have pressed the eject button because I was watching a nice film.
6. You ought to have bought a video recorder because we wanted to record our music.
7. Joseph shouldn't have switched off the radio because it was news hour.
8. Alice ought not to have taken my DVD because I was going to repair it.

(c) ..... and so.....

Re-write the following sentences using .....and so.....

Examples

(i) A DVD should be kept well. A CD should be kept well.
A DVD should be kept well and so should a CD.

(ii) A radio should have an aerial. A television set should have an aerial.
A radio should have an aerial and so should a television set.

(iii) Television programmes should be educative, Radio programmes should be educative.
Television programmes should be educative and so should the radio.

Written exercise: 4B.4

Re-write the following sentences using .....and so.....

1. Gospel music should be recorded. Pop music should be recorded.
2. Radio presenters should be polite. TV presenters should be polite.
3. DVDs should be durable. CDs should be durable.
4. Babirye should buy a cassette recorder. Nakato should buy a cassette recorder.
5. The tape recorder should be kept well. The video recorder should be kept well.
6. A radio should be switched off . A television set should be switched off.

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Passage

Read the passage and answer the questions in full sentences.

**The internet.**

The internet is an international computer network connecting other networks and computers from companies, universities or organisations through an internet service provider. The internet service providers include; yahoo, Google, infocom, Gmail and hotmail

An internet service provider provides you with an internet connection and services such as surfing, logging and e-mail. E-mail is the short form of electronic mail. E-mail addresses. An E-mail address consists of a service provider and the user's name e.g. yigaali@google.com.ug.

In order for one to log in or on, one needs a password. The password allows one to begin using a computer system. At the internet cafe, one can have access to the internet explorer. This is a computer programme connected on the internet use for searching information.

Besides, one gets access to the search engine. A search engine is a computer programme that searches the internet for **data**, for example by looking for documents containing a particular word or a group of words from the data base. Data base is a store of information held in a computer. In order to access information, all one needs is to google. Google means to type words into a search engine on the internet in order to find information about something or somebody.
For example job opportunities, educational, political, health or commercial issues. This service is used as a form of communication. For instance, once can chat with pen-pals, peers and colleagues. It also enables individuals, organizations, companies and the government to send and receive **essential** messages and information all over the world within a short period of time.

Further more, it reduces the costs and time that might have been spent for one to pay for air tickets to travel to different parts of the world in search of data.

Finally, the internet provides entertainment such as movies, sports news etc.

Questions:

1. What is the passage about?
2. How are the computers from companies connected?
3. Which people can one chat with through the internet?
4. Write E-mail in full.

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5. What does one need in order to log in or out?
6. Besides sports news, what else does the internet provide?
7. Give another word or group of words with the same meaning as the following underlines words in the passages.
   - ✓ data
   - ✓ essential
8. What does an e-mail address consist of?
9. How useful is a password?
10. What do you think an internet explorer is?

Advertisement:

Read the advertisement below and answer the questions in full sentences.

QUIZ CONTEST! QUIZ CONTEST!
REGISTER NOW
TO WIN VIDEO RECORDERS, RADIO CASSETTE
FLAT SCREEN TELEVISION, DVD PLAYER, CDS, AND TAP RECORDER.
ALL OUT PRIZES WERE IMPORTED FROM CHINA
PARTICIPANTS: P.7 CANDIDATES
WHEN: 31ST AUGUST, 2012
WHERE: UBC TV STUDIOS
TIME: 5:00PM- 6:00PM
WINNER:1 FLAT SCREEN, TELEVISION SET
WINNER: 2 VIDEO RECORDER
LOSERS: CDS
For more information contact
**Mr. Wamono Vincent**
(Programme Director)

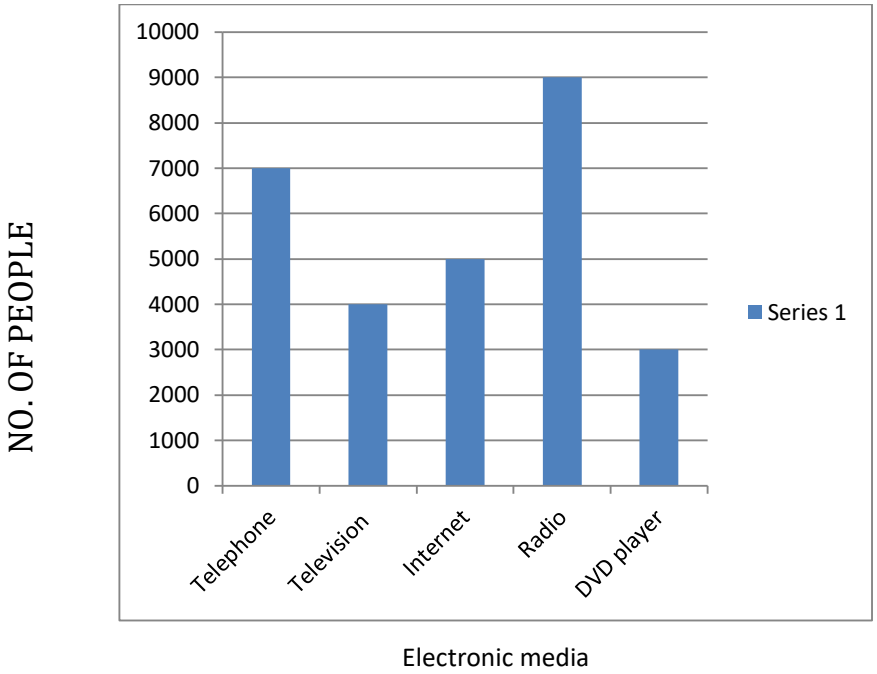
Questions:

1. What is the notice about?
2. Who will participate in this quiz contest?
3. Where will the contest take place?
4. How long will the exercise last?
5. Who has organised the contest?
6. At what time will the contest begin?
7. Which prize will the first winner get?
8. Where were the prizes imported from?
9. When will the contest take place?

10. How can one join the contest

Graph

The graph below shows the number of people who use different electronic media in Uganda. Study it and answer the questions that follow in full sentences.




Questions:

1. What does the graph represent?
2. Which medium has the maximum number of users?
3. How many people use telephones according to the graph?
4. How many has the least number of people?
5. How many electronic media are represented on graph?
6. Which medium has got three thousand users?
7. How many people use the internet?
8. How many more people use the radio than the internet?
9. Which medium is used by four thousand people?
10. Write DVD in full.

Guided composition.

The sentences below are in a wrong order. Re-arrange them so as to make a good composition about "Electronic Media"

(a) Men and women use telephones for sending and receiving messages.
(b) Another electronic medium is the radio.

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(c) Some radios use dry cells while others use electricity.
(d) There are several electronic media used in Uganda today.
(e) Two kinds of telephones are used.
(f) The commonest medium is the telephone.
(g) Besides, other electronic media include the television and the internet.
(h) However, to be able to use telephones, one needs airtime.
(i) These are mobile phones and landlines or fixed lines.
(j) A number of radio stations broadcast different programmes.

**TOPIC 5: RIGHTS, RESPONSIBILITIES AND FREEDOM**.

**Sub Topic 5A: Children's Rights and responsibilities.**

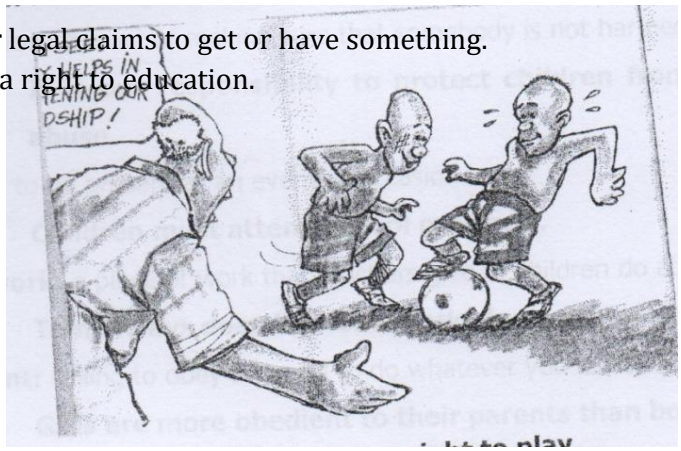
**Vocabulary**

**Mini-Dictionary**

Forced: done or happening against somebody's will
Girls should not be forced to get married.

Freedom: the liberty or right to do or say what you wish without being stopped.
Children must be given freedom.

right: Moral or legal claims to get or have something.
Children have a right to education.



children have a right to play.

Juvenile: A young person who is not yet an adult.
Any person under eighteen years of age in Uganda is a juvenile.

Food: things which people or animals eat.
Children are entitled to food.

Shelter: A house or place to live in.
Children need clothing, food and shelter in order to lead a happy life.
education : A process of teaching, training and learning.
Education and guidance are examples of children's rights.

Care: Providing what somebody needs for their health or protection.
Both children and animals need medical care.

Clothing: Clothes or garments
All human beings need clothing as a basic need.

Medication: A drug or medicine that you take to prevent or treat an illness.
We should not take any medication without the doctor's prescription.

Life: The ability to breathe, grow or produce.
You should guard your life against diseases.

Help: assist
Good children help their parents with domestic work.

Properly: In a way that is socially or morally acceptable.
Parents should teach their children to behave properly.

**Work**: a duty or task.
Children must learn how to work.
**Protection**: The act of making sure that somebody is not harmed or injured.
It is our responsibility to protect children from violence and child abuse.
**Attend**: To be present at an event or occasion.
Children must attend school regularly.
**Homework**: A piece of work that teachers give to children to do at home.
Tom always does his homework always before he goes to bed.
**Obedient**: Willing to obey or ready to do whatever you are told.
Girls are more obedient to their parents than boys.
**Respect**: Polite behaviour towards somebody that you feel is important.
Both boys and girls have a right to be treated with respect.




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Children should respect each other..
Refuse: to say that you will not take or do something.
My step mother refused to give me food yesterday.

Report: To give information to somebody else.
It your rights are violated, you should report to police station or local council.

Peace: A period of time in which there is no violence or war.
We must always live in peace without neighbours.

Grow: To become bigger or taller and develop into an adult.
When my son grows up, he will become a lawyer.

Clean: Not dirty or to remove dirt.
He cleans his teeth every day.

tidy: Keeping neat and inorder.
Our home is really very tidy.

Responsible: Having the duty of taking care of somebody or something.
Asil is a responsible child.

Abuse: To treat somebody in a cruel or violate way.
*Children should not be abused of their rights*.



Girls should say No to money from sugar daddies.
Mistreatment: The act of treating a person or animals in a cruel or unfair way.
She ran away from home because of mistreatment by her step mother.

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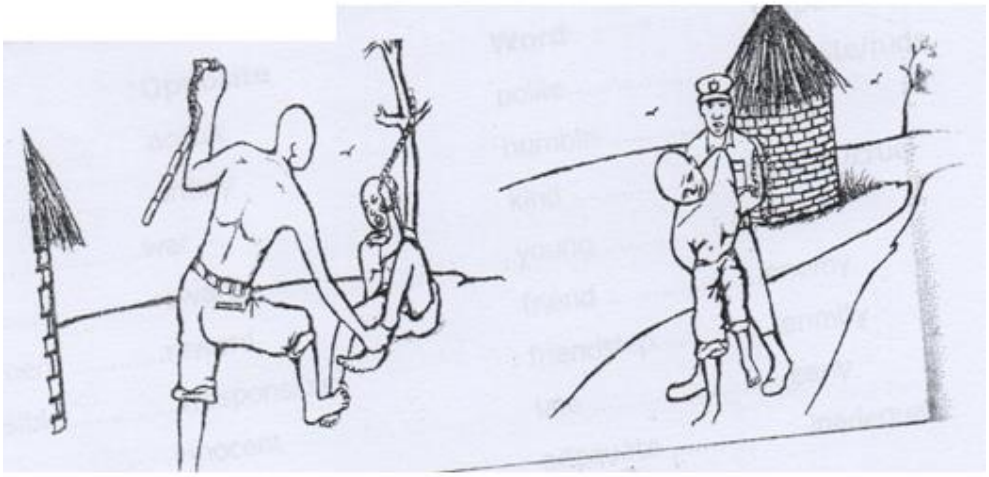
Early marriage:  being married when still under age.
Parents should not force their daughters into early marriage.
**Convict**: To decide and say officially in a court of law that someone is guilty of a crime.
The sugar daddy was convicted of defilement.
**Imprison**: To put someone in prison.
The judge imprisoned him for child abuse.

**Innocent**: Not guilty of crime or not having done anything wrong.
He was set free because he was innocent.

**Guilty**: Having done something against the law or illegal
Kajjubi was found guilty of murder and he was sentences to seven years in prison.

**Sentence**: A punishment given to someone by a court of law.
If you mistreat your children, you will be given a heavy

Crime: an offence.
Child abuse is a crime.



Child abuse is a bad act.
Sugar daddy: A rich older man who gives gifts and money to a much younger girl usually in return for sex.

Sugar mummy: A rich older woman who gives gifts and money to a much younger boy, usually in return for sex.
The police arrested a sugar mummy yesterday.

Dropout:  To leave school before completing studies.
The introduction of Universal Primary Education helped to reduce the number of school dropout.

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Labour: Physical work.
Child labour is punishable by law.
Abortion: A deliberate ending of a pregnancy at the early stage.
Abortion is a criminal act.

Chores: Tasks or tedious work that you do regularly.
Children should help their parents to do house chores.

Criminal: A person who has committed a crime.
The prison's bus took the criminals to court.

**Opposites**

| **Word** | **Opposite** |
|---|---|
| Convict | acquit |
| tidy | untidy |
| peace | war |
| punish | reward |
| punishment | reward |
| responsible | irresponsible |
| guilty | innocent |
| Sugar daddy | sugar mummy |
| polite | impolite/rude |
| humble | proud |
| kind | unkind/cruel |
| young | old |
| friend | enemy |
| friendship | enmity |
| late | early |
| adequate | inadequate |

**Written exercise 5a.1**

**(a) Use the correct form of the words in brackets to complete the sentence**

1. Some children have no..... in their homes. (free)
2. The ..... was arrested by the local police. (crime)
3. Parents should teach their children to behave..... (proper)
4. Girls are more ..... in cooking than playing. (interest)
5. Making wrong friends is ..... to affect your studies. (like)
6. There was no ..... in Musumba's murder case. (prove)
7. ..... is a criminal act. (abort)

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8. The old man was ..... for child abuse. (prison)
9. The sugar daddy was convicted of ..... (defile)
10. Our neighbours was accused of .....her children. (mistreat)

b) Fill the blank space with a suitable word.

1. The woman ..... daughter was defiled report the matter to police.
2. Musana was accused ..... stealing a hen.
3. The man ..... raped a four year old girl was sentenced to death.
4. The judge ..... him to life imprisonment.
5. If you are proved ..... you will be set free.

(c) Re-write the sentence giving the opposite of the underlined word.

6. The food you gave him as <u>adequate</u>.
7. Our home is really very <u>tidy</u>.
8. She was <u>innocent</u> of forcing her daughter into early marriage.
9. Nakintu is a <u>responsible</u> woman.
10. Most step mothers are <u>cruel</u> to their stepchildren.

**Language Structure:**

**(a) ..... more interested in ..... than.....**
**Re-write the following sentences using: More interested in than.....**
**Examples**.

(i) Girls prefer cooking to playing.
Girls are more interested in cooking than playing.
(ii) Children prefer their parents to teachers.
Children prefer their parents to teachers.
(iii) Boys prefer their rights to responsibilities.
Boys are more interested in their rights than responsibilities.

**Written exercise 5A. 2**

**Re-write the following sentence using: more interested in ..... than.....**

1. Boys like football better than netball.
2. Parents like their children more than their neighbours.
3. Children prefer love to hatred.
4. Amos likes food better than medicine.
5. My son likes sweeping the compound better than mopping the house.
6. Girls prefer ice cream to pancakes.
7. Fathers like their sons better than their daughters.

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8. Pupils prefer debating to hunting.
9. Jane likes washing clothes more than peeling matooke.
10. Kato prefers cakes to bread.
11. Sugar daddies like you girls more than old women.
12. Sugar mummies like young boys more than old men.

(b) ..... ought to .....

(i) Both boys and girls should go to school.
Both boys and girls should go to school.

(ii) Parents should respect children's right.
Parents ought to respect children's right.

(iii) Children should be taught their responsibilities.
Children ought to be taught their responsibilities.

**Written exercise 5A. 3**

**Re-write the following sentence using..... ought to .....**

1. All children should respect their parents.
2. Both parent and teachers should protect children.
3. Girls and boys should help their parents.
4. Children should have equal right.
5. Prefects should fight for their rights.
6. Sugar daddies should be imprisoned.
7. All people must respect children's rights.
8. Girls must say no to early marriages.

Written Exercise 5A.2

Re- write the following sentences using: more interested in ..... than.....

1. Boys like football better than netball.
2. Parents like their children more than their neighbours.
3. Children prefer love to hatred.
4. Amos like food better than medicine.
5. My son likes sweeping the compound better than mopping the house.
6. Girls prefer ice cream to pancakes.
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8. Pupils prefer debating to hunting.
9. Jane likes washing clothes more than peeling matooke.
10. Kato prefers cakes to bread.
11. Sugar daddies like young girls more than old women.

12. Sugar mummies like young boys more than old men.

(b) ..... ought to .....

Re-write the following sentences using .....ought to .....

(i) Both boys and girls should go to school.
Both boys and girls ought to go to school.

(ii) Parents should respect children's rights.
Parents ought to respect children's rights.

(iii) Children should be taught their responsibilities.
Children ought to be taught their responsibilities.

Written exercise 5A. 3.

Re-write the following sentences using..... ought to .....

1. All children should respect their parents.
2. Both parents and teachers should protect children.
3. Girls and boys should help their parents.
4. Children should have equal rights.
5. Prefects should fight for their rights.
6. Sugar daddies should be imprisoned.
7. All people must respect children's rights.
8. Girls must say no to early marriages.
9. Parents should feed their children well.
10. Children must move in groups to avoid being abducted.

(c) .....ought not to .....

Re-write the following sentences using.....ought not to .....

Examples.

(i) Parents should not abuse their children.
Parents ought not to abuse their children.

(ii) Step mothers should not mistreat their step children.
Step mothers ought not to mistreat their step children.

Written exercise 5A. 4

1. Children should not disobey their teachers and parents.
2. Girls should not do abortion because it is dangerous to their lives.
3. Boys should not mistreat animals because they are our friends.
4. Parents should not force their daughters into marriage.
5. One should not over work oneself in any job.
6. Adults should not blame a child who has been raped.

7. A girl who has been raped should not bathe before reporting the case to police.
8. Young girls should not accept gifts from sugar daddies.
9. Teachers should not mistreat children at school.
10. Girls should not drop out of school before completing P.7

(d) .....in order to .....
In order to have the same meaning as ' so as to'

Re-write the following sentences using: ..... in order .....
Examples
(i) You should always name in groups so as avoid being abducted.
You should always move in groups in order to avoid being abducted.

(ii) Children should always say no to bad touches so as to avoid children abuse.
Children should always say no to bad touches in order to avoid children abuse.

(iii) Teachers should always encourage girls to keep in school so as to reduce school dropout.
Teachers should always encourage girls to keep in school in order to reduce school dropout.

**Written Exercise 5A. 5**

**Re-write the following sentences using.....in order to.....**

1. We should always feed our children well so as to keep them healthy
2. You should always report wrong doers to police so as to avoid children abuse.
3. Girls should always say no to gifts so as to avoid sugar daddies.
4. Girls should always keep in school so as to avoid early marriage.
5. All children should always be given freedom so as to avoid street children.
6. Children should be taken to school so as to get education.
7. Pupils should be taught their rights so as to live a happy life.
8. Parents should take care of their children to avoid child abuse.

(e) .....either.....or.....
Either .....or can be used at the beginning or middle of the sentence.

Re-write the following sentences using: .....either.....or.....

Examples.

(i) You provide food to your children. You risk going to prison.
You either provide food to your children or you risk going to prison.

(ii) The step mother will be arrested. The step father will be arrested.
Either the step mother or the step father will be arrested.

Written exercise 5A.6

1. The street children should be given food. The street children should be given clothes.
2. The sugar daddies will be imprisoned. The sugar mummies will be imprisoned.
3. Your mother is innocent. Your father is innocent.
4. You take your children to school. You will be arrested.
5. James guilty. You will be sentenced to life imprisonment.
6. James is guilty. His wife is guilty.

(f) ..... is likely to .....
Re- write the following sentences using..... is likely to .....

EXAMPLES

(i) Making wrong friends may affect your studies.
Making wrong friends is likely to affect your studies.

(ii) Mistreating children may force them to go on the streets.
Mistreating children is likely to force them to go on the streets.

(iii) Corporal punishments may increase the number of school dropout.
Corporal punishments are likely to increase the number of school dropout.

**Written Exercise 5A. 7**

1. Forcing young girls into marriage may affect their future.
2. Protecting children may make their lives happy.
3. Feeding children may improve their health.
4. Educating both boys and girls may reduce illiteracy.
5. Denying children food may cause death.

**Passage**

**Reading the passage below and answer the questions that follow in full sentences**.

**Children's rights and responsibilities**.

Children have various rights and responsibilities at home or at school. According to the children's statute 1996, a child is any person under eighteen years of age.

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Children's rights include the right to food, clothing, shelter, medical care, education and guidance. In addition, children are entitled to live with their biological parents or guardians. Children also have right to play.

The statute also sates that children should be protected from all forms of violence abuse, neglect and social discrimination. Children should, therefore have freedom of speech, worship or association.
Similarly, no child shall be employed or engaged in any activity that may be harmful to his or her welfare, health education, physical, mental or moral development to avoid child labour. All children ought to go to school irrespective or regardless of their gender or sex.

Besides their rights, children have a number of responsibilities at home or in society. Children must help their parents or guardians to do house chores such as fetching water, peeling, cooking, washing utensils etc. It is therefore, the responsibility of both parents and guardians to teach their children acceptable behaviour in society for instance, worshipping, greeting elders and attending social or cultural ceremonies like weddings and burial.

At school, teachers must help children to learn the school daily routines like sweeping, doing class work by putting time tables and sweeping rosters. If this is done, there is no doubt that children will understand their rights and responsibilities hence live harmoniously with others and reduce the rampant child abuse in our communities.

Questions:

1. What is the passage about?
2. Who is a child according to the passage?
3. When was the children's stature publish?
4. Write down any two children's rights in this passage.
5. Give anyone responsibility of a child at home.
6. What is rampant in our community nowadays according to the passage?
7. Give another or group of words with the same meaning as the underlined words in the passage.
   (i) Various.....
   (ii) Besides.....
8. Why do you think children should not be employed?

**Dialogue:**
**Read the following and answer the questions that follow in full sentences**

**CHILD ABUSE:**

**Police officer**: How do you do, little girl!

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**Cathy**: How do you do, officer!
**Police officer**: How can I help you, please?
**Cathy**: I have come to report a certain crime.
**Police officer**: What is the crime?
**Cathy**: It's child abuse.
**Police officer**: What is it exactly?
**Cathy**: Our neighbour usually mistreats his children. He denies them food, clothing, shelter and doesn't allow them to go school to get education.
**Police officer**: Oh no! All children have a right to food, clothing, shelter and education.
**Cathy**. Besides, he forces young girls into early marriage because he wants bride price and dowry. In my opinion, this practice and mistreatment must stop now. The police is requested to rescue the innocent children.
**Police officer**: You are right. The police will arrest and prosecute the suspect. If he is proved guilty, he will be charged and imprisoned for at least three months.
**Cathy:** I hope if this step is taken, it will help to reduce the rate o child abuse in our community. Goodbye officer.

Questions:

1. What is the dialogue about?
2. How many people took part in the dialogue?
3. Where do you think this dialogue took place?
4. Why did Cathy go to the police station?
5. How does Cathy's neighbour mistreat his children?
6. What is the police requested to do?
7. What will happen if the suspected is found guilty?
8. For how long will the criminal be imprisoned?
9. Give another word or group of words with the same meaning as the underlined words in the dialogue.
   (i) crime
   (ii) practice
10. Give the opposite of innocent.

**Guided composition**
**The sentences below are in wrong order. Re-arrange them in correct order so as to make a good composition about "A TORTURED ORPHHAN"**

1. At the police station Bridget's aunt made a statement.
2. Within a period of twenty four hours, the suspect was taken to court.
3. In court, the judge convicted Bridget's aunt of the crime.
4. Bridget went to the nearest police station and reported the matter.

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5. He therefore sentenced her to five years in prison for torturing an innocent orphan.
6. Bridget is a twelve year old orphan.
7. One day Bridget's aunt tortured her.
8. And then took her to the police station.
9. She lives with her aunt at Naguru.
10. The police came and arrested her aunt.

**Read the passage below and answer the questions that follow in full sentences**.

It was Friday morning when all the pupils of Katwe Primary School had gathered for their routine assembly. They were eager to listen to the speeches from different speakers such as prefect, the teacher on- duty and headteacher.

This time the Headteacher, Mr. George, Invited a police officer to address children about how to protect themselves from rape and defilement. First of all the police officer, Corporal Mugyenyi Ambrose, defined the terms rap and defilement. He said, "Rape refers to using violence or force in order to have sex with a girl or a woman. The rapist may be a know person or stranger to the victim.
In addition, he defined defilement as the act of having sexual intercourse with a girl who is still under the age of eighteen years.

After defining the terms, the police officer advised pupils to take not of the following points; to say no to gifts from sugar daddies, the girl MUST scream or make an alarm for help.

Children should say no to bad touches in private body parts like breasts and hips. In case one tries to rape or defile a girl, the girl MUST scream or make an alarm for help.
Children should avoid going to dark or isolated places because it is risky. He also encouraged children always to move in groups to avoid child abuse.

A child who has been raped or defiled MUST be immediately taken for a medical check up. Neither the victim nor her clothes MUST be washed before reporting the matter to court. He warned parents and teachers against blaming a defiled or raped girl since most of the time they are **innocent**.

Finally, the police officer told us that a victim of rape of defilement needs comfort and counselling to prevent stigma. By the end of the assembly, the pupils had learnt a lot about rape and defilement. Kato the head prefect was requested by the teacher –on-duty to give a vote of thanks to the police officer for the educate assembly he had conducted.

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Questions:

1. Who was the teacher-on-duty?
2. On which day was the assembly organized?
3. What was the name of the police office?
4. Why was the police officer invited?
5. What did the police officer advice the children to do?
6. What shouldn't a parent or guardian do when a child is raped?
7. Why is it not necessary to blame a child who has been raped?
8. What was Kato told to do according to the passage?
9. What is defilement according to this passage?
10. Suggest a suitable title for this passage.

The notice below was written on the local council I office of Mirembe village. Study it carefully and answer the questions in full sentences.

NOTICE
To parents, teachers and children.
Child abuse is rampant in our communities
Parents: Protect your children
In case a child is raped or defiled, take her for a medical check-up
Children: Be aware say no to gifts from stragers,
Move in groups
Avoid moving along at night
Always report people who abuse your rights to the LC
or nearest Police station
Teachers: Always screen visitors entering or leaving school
Olobo Allan
Vice chairperson L.C.I Mirembe village
31st January, 2012

**Questions**:

1. What is the notice about?
2. Where was the notice written?
3. Who wrote the notice?
4. What are parents advised to do?
5. Where should the children report people who violate their rights?
6. When was the notice written?
7. Why do you think the vice chairperson LC.1 made this notice?
8. What are teachers likely to do to avoid child abuse at school?
9. Write in full: L.C.....
10. How can the children avoid child abuse?

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**Poem:**

**Read the following poem and answer the questions in full sentences.**
**Leave me alone sugar daddy**.

Dear sugar daddy;
Why don't you leave me alone?
Why do you give me sweets and gifts?
Is it because you want me to love you,
Make me pregnant and abandon me by the roadside?

Dear sugar daddy;
Why do you violate my rights?
Why do you want me to drop out of school?
Why don't you leave me to get education?
Don't you have your wife at home?

Dear sugar daddy;
I still need care and protection,
Just like your own daughter,
But why do you pester me to love you,
As if I were your age mate?

Dear sugar daddy;
Please be patient with me;
You are very old and I am very young;
Why don't you have pity on me!

By: Baby Patra.

Questions:

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1. Who is speaking in the poem?
2. To whom is the writer speaking?
3. Does the writer go to school or not?
4. Why do you think the writer goes to school?
5. What does the sugar daddy give to the writer in stanza one?
6. Who is the poetess?
7. How many stanzas does the poem have?
8. What does the writer need in stanza three?
9. Give one word or a group of words with the same meaning as the following words in the poem;
   abandon; .....
   violate; .....
10. What is likely to happen to the writer if she accepts the sugar daddy's gifts?

**Poem:**

**Read the poem and answer the questions that follows in full sentences**.

Defilement! Defilement! Defilement!
What a dangerous vice you are!
In homes, schools, churches, mosques, courts.
Every where people talk about you.

Sugar daddies and mummies,
Trick innocent girls and boys,
With sweets, money and other gifts,
Oh! What a serious crime this is!

Sugar daddies and mummies,
Why do you infect innocent children,
With HIV AIDS
Why don't you have mercy?

Young girls and boys,
Guard your lives against these ruthless men and women,
Say No to sweets, money gifts and lifts,
Say No to bad touches,
Avoid risks to stay safer!

By Allen Kagina.

Questions:

1. What is the poem about?

2. How do defilers trick young girls and boys?
3. Who defiles children according to the poem?
4. What does the writer advise the young girls and boys to do?
5. What does the writer call defilement in this poem?
6. What advice would you give to sugar daddies and mummies?
7. Why do you think defilement is bad?
8. Mention on place where defilement is talked about?
9. Give another word or a group of words with the same meaning as crime.....
10. Suggest a suitable title for this poem.

**Guided composition**.

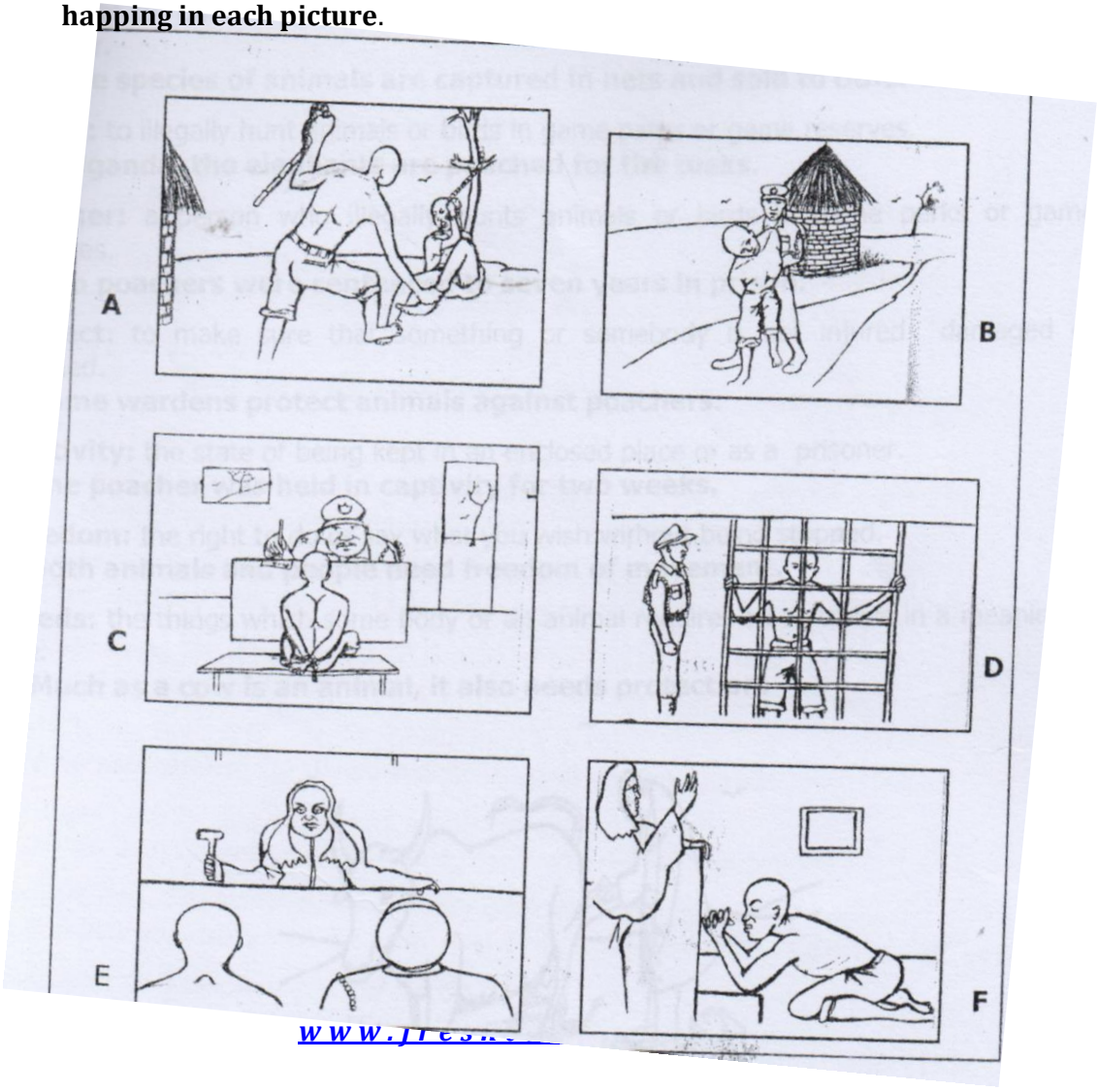
Below is a dialogue between Simon and Luuze. What Luuze said is given. Complete the dialogue by filling in, what do you thing were Simon's correct response.

Luuze: You look un happy, Simon. What is the matter?
Simon: I .....
Luuze: Why did you run away from home?
Simon: 2 .....
Luuze: Why did you fight with your sister?
Simon: 3 .....
Luuze: She ate your cake! Did you report the matter to you parents?
Simon: 4 .....
Luuze: Why didn't you report her to your parents?
Simon:5 .....
Luuze: You feared them! Do your parents mistreat you?
Simon: 6 .....
Luuze: Simon, you are really telling a lie.
Simon: 7 .....
Luuze: Thank you Simon for admitting your mistake.
Simon:8 .....
Luuze: Replying your parents rudely is bad.
Simon: 9 .....
Luuze: You must go to your parents and apologize.
Simon:10 .....
Luuze: Yes, they will forgive you and allow you to return home.

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**Picture Story:**

**The picture A- F tell a story. Study them and write one sentence to describe what is happing in each picture**.



(Judge, torturing, child, pleading, police station, arresting, man)
Picture A .....
Picture B .....
Picture C .....
Picture D .....
Picture E .....
Picture F .....

(g) Where is the man in picture D?
(h) Why is the man pleading with the judge?
(i) Who arrested the man in picture B?
(j) Give a suitable title to this story?

**SUB-TOPIC 5B: ANIMAL NEEDS AND FREEDOMS.**

**VOCABULARY:**
**MINI-DICTIONARY**

Capture: To catch on animal or person and keep them in an enclosed space or as a prisoner.
Some species of animals are captured in nets and sold to other countries,

Poach: To illegally hunt animals or birds in game parts or game reserves.
In Uganda, the elephants are poached for the tusks.

Poacher: A person who illegally hunts animals or birds in game parks or game reserves.
Two poachers were sentenced to seven years in prison.

Protect: To make sure that something or somebody is not injured damaged or harmed.
Game wardens protect animals against poachers.

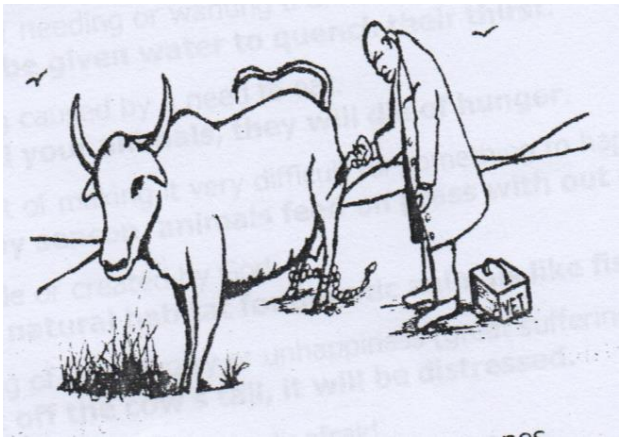
Captivity: The state of being kept in an enclosed place or as a prisoner.
The poacher was held in captivity for two weeks.

Freedom: The right to do or say what you wish without being stopped.
Both animals and people need freedom of movement.

Needs: The things which some body or an animal requires so as to live in a meaningful life.

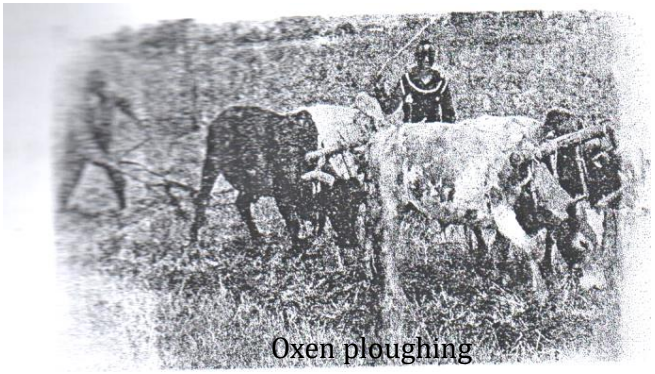
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Much as a cow is an animal, it also needs protection.




**Reproduction**: The process or act of producing young ones.
The farmers studied about reproduction in cattle.

Responsibilities:: Tasks, roles or duties to take care of something.
Children must understand their rights and responsibilities in society.
Insemination: The act of putting sperms into a female animal in order to make it pregnant.
Artificial insemination helps to improve the bread of cattle.


Oxen ploughing

Discomfort: A feeling of slight pain or of being physically uncomfortable.
Animals usually experience severe discomfort during the dry season.

Injury: harm done to an animal's or person's body.
My cow and its calf sustained minor injuries when they fell into a pit latrine.

Secure: Feeling happy and confident about yourself or a particular place.
Domestic animals feel secure when they are not tortured.

Torture: To hurt or cause severe pain to someone or animal.
The youth must not torture animals because they are their friends.

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Tease: To annoy an animal by touching or pulling its ears or tail.
It is not good to tease a dog because it may bite you.

Thirst: The feeling of needing or wanting a drink.
Animals should be given water to quench their thirst.

Hunger: The feeling caused by a need to eat.
If you don't feed your animals, they will die of hunger.

Hindrance: the act of making it very difficult for something to happen.
During the rainy season, animals feed on grass without any hindrance.

Natural: God made or created by God.
Wetlands are natural habitat for aquatic animals like fish.

Distress: A feeling of great worry or unhappiness (great suffering)
When you cut off the cow's tail, it will be distressed.

Frighten: to scare or make some body afraid.
The barking dogs frightened the children at the farm.

Sanctuary: A place where wild birds or animals are protected and left to breed.
There are a lot of flamingos and ostriches at the wild life sanctuary.

**Written exercise 5B.1**

**(a) Give the plural form of these words**.

1. Fox .....
2. ostrich .....
3. flamingo .....
4. buffalo .....
5. butter fly .....

(b) Rewrite the sentences giving the opposite of the underlined word.

1. Some wild animals are <u>secure</u> these days.
2. Animals need <u>discomfort</u>.
3. The <u>cows</u> were given a lot of water.
4. The poachers were attached by <u>a lion</u>.
5. Have you ever seen <u>a tiger</u>?

(c) Use the correct form of words in the brackets to complete the sentences.

6. The poacher was held in ..... for two weeks. (capture)

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7. Both animals and people need ..... of movement. (free)
8. The farmers studied about ..... in cattle. (reproduce)
9. Tom was ..... because of poaching. (prison)
10. Hunting in game parks or game reserves in ..... (legal)
11. Much as a cow is an animal, it also needs ..... (protect)
12. To be honest, poaching is a major ..... tourism. (hinder)
13. Salama was ..... by a poisonous snake yesterday. (bite)
14. Our country receives a lot of .....every year. (tour)
15. Wetlands are a .....habitat for aquatic animals. (nature)

Language structures:

(a) Much as .....

Re-write the following sentences using: Much as .....

Examples

(i) A cow is an animal. It also needs protection.
Much as a cow is an animal, it also needs protection.

(ii) A sheep is an animal. It also needs water.
Much as a sheep is an animal, it also needs water.

(iii) A dog is an animal. It also needs freedom.
Much as a dog is an animal. It also needs freedom.

Written Exercise 5B.2

1. A monkey is an animal. It also needs security.
2. A rabbit is animal. It also needs security.
3. A goat is an animal. It also needs shelter.
4. A cat is an animal. It also needs freedom.
5. A donkey is an animal. It also needs rest.
6. An elephant is a wild animal. It also needs protection.

(b) .....need not have.....

Re-write the following sentences using .....need not have.....

Examples:

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(i) Mugisha should not have tied his goat to his bicycle carrier.
Mugisha need not have tied his goat to the bicycle carrier.

(ii) The farmer ought not have docked his sheep.
The farmer need not have docked his sheep.

Written Exercise 5B.3

1. You should not have slaughtered a sick cow.
2. Farmers ought not to have dipped their calves.
3. Obote should not have tortured his domestic animals.
4. The cyclist should not have tied the hens to the motorcycle carrier.
5. The old man ought not to have sold all his cows.
6. The young man should not have used the bulls to plough his garden.
7. The shepherd should not have tortured the sheep.
8. The poachers should not have trapped the buffalo.
9. The hunters ought not to have killed the antelope.
10. Your neighbour should not have poisoned your animals.

(c) Whereas.....
Re-write the following sentences beginning: whereas.....

(i) Children want their right. They do no respect animals right.
Whereas children want their rights, they do not respect animal rights.

(ii) Hunters want to eat meat. They do not want to keep domestic animals.
Whereas hunters want to eat meat, they do not want to keep domestic animals.

(iii) John wants milk. He does not want to look after his father's cows.
Whereas John wants milk, he does not want to look after his father's cows.

Written exercise 5B.4

Re-write the given sentences beginning. Whereas .....

1. The farmer wants healthy animals. He does not want to feed them well.
2. People want their rights. They do not respect animal freedoms.
3. Kapere admires rabbits. He does not want to rear them at his home.
4. Mrs. Kasujja wants eggs. She does not want to keep hens.
5. Oboth wants medical care. He does not want to treat his animals.
6. People are vaccinated. They don't want to vaccinate their animals.

Abbreviations and acronyms related to animal welfare.

For more lesson notes, please ***visit***
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ABS ..... Animal Behaviour society.

ADI .....Animal Defenders International.

ASAB ..... Association for the Study of Animal Behaviour.

AVAR ..... Association for Veterinarians for Animal Rights.

CAPS ..... Captive Animals Protection Society.

NEMA ..... National Environment Management Authority.

USPS ..... Uganda Society for the Protection of Animals.

UWA ..... Uganda wildlife Authority

UWEC ..... Uganda Wild life Education Centre.

VET ..... Veterinarian

WCU.....Wildlife Clubs of Uganda.

WSPA ..... World Society for the Protection of Animals.

**Read the page and answer the questions in full sentences.**

**ANIMALS LIFE**:
Animals have life like human beings. They also need shelter, water, food and medical care. A person who treats sick animals is called a Veterinarian.

There are two types of animals in Uganda. Some animals live with people at home while others live in the bushes or forests. The animals which live with people at home are referred to as domestic animals. These include sheep, goats, donkeys, camels, rabbits, cows and dogs. In history, the dog was the first animal to be tamed by man. it helps man in hunting and guarding homes.

People get milk, meat, skins and hides from the animals which live at home. Some animals which are kept at home help to do domestic work. For instance camels and donkeys are used for transport. Oxen are used for ploughing.

The animals which live in the bushes and forests are; lions, monkey, hyenas, buffaloes etc. some of the wild animals are kept in the zoos or game parks for study purposes and tourist attraction. People who visit animals in the zoo or game parks are called tourists. they pay money to see wild animals.

Finally, certain species of birds are kept in sanctuaries. These include flamingos, ostriches, crested, marobstock etc.

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Questions:

1. What is the passage about?
2. How many types of animals are in Uganda?
3. What do we call animals kept at home?
4. Which type of animals live in the forests?
5. Why do we keep animals at home?
6. What was the first animal to be tamed by man?
7. Give one example of wild animals.
8. Which animals are used for transport according to the passage?
9. What are oxen used for?
10. Who is a veterinarian?

**Guided composition.**

**Read the passage and fill in the blank spaces with the missing words from the list.**

Animal Needs and Freedoms.

Our teacher taught us about ..... needs and freedoms last term. Like people, animals too need medication, ..... food and water to quench their .....
He emphasized the ..... of respecting and caring for animals. One of the things he told us was much as a cow is an animal, it also need ..... He also told us that whereas people want their rights they do not respect animals ..... He therefore warned us against ..... both domestic and wild animals because it distresses them. " Domestic and wild animals feel ..... when they are tortured," he said.

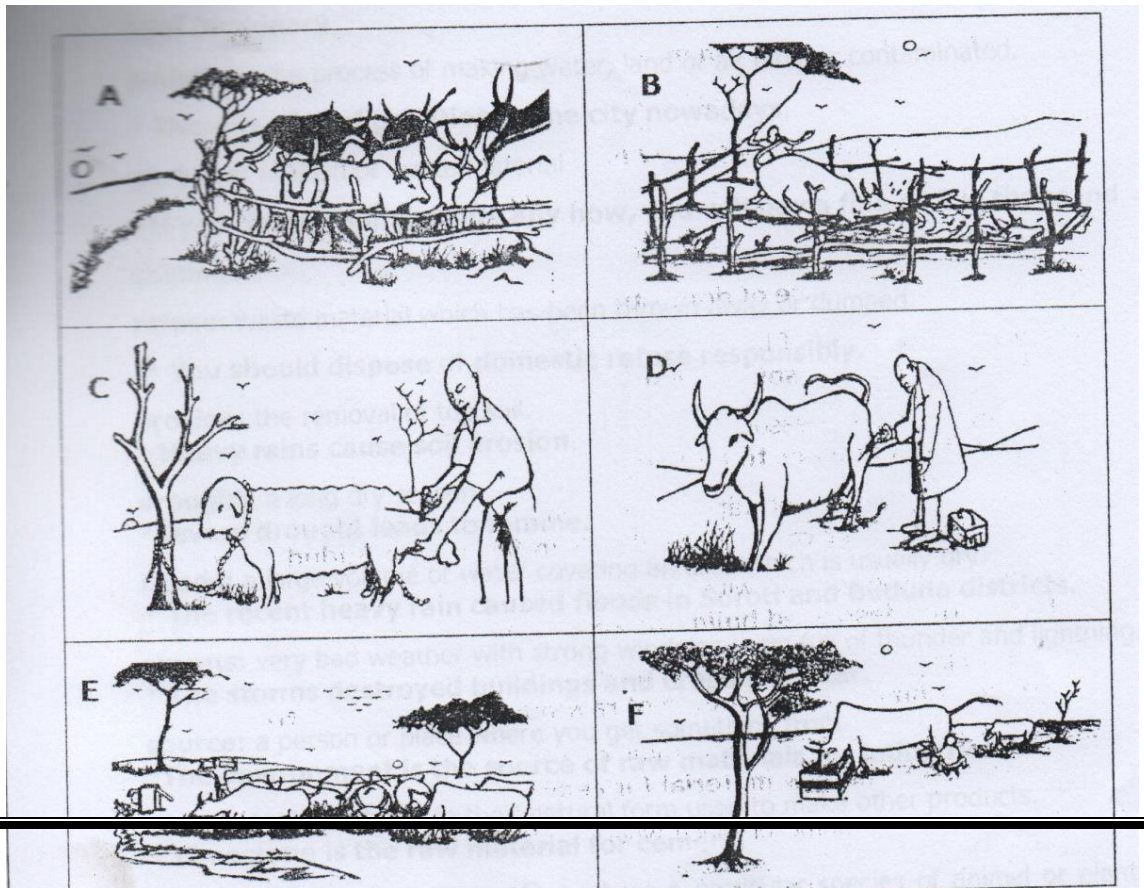
In addition, he said that it is very dangerous to tease a dog because it may ..... you. He concluded that game wardens must protect animals in game parks against .....
They must understand that wildlife attracts tourist to our country.

| |
|---|
| Bit, poachers, importance, insecure, shelter, animal, freedoms, torturing, thirst, protection. |

**Picture composition.**

The picture A to F tell a story. Study them carefully and then write one sentence to describe what is happening in each picture. You may use the following words to help you.

**Herdsman, grazing, looking after, herd of cattle, borehole, drinking, milking, milk can, calf, veterinarian, sick, treating, wearing, gumboots, kraal, docking, syringe**.



(a) Picture .....(b) Picture B: .....

(c) Picture C ..... (d) Picture D .....

(e) Picture E ..... (f) Picture F .....

(g) Why is the vet, officer docking the sheep in picture C?

(h) What is the farmer doing in picture B?

(i) What did the vet, officer use to treat the sick animal?

(j) Suggest a suitable title for this story.

# TERM THREE:

## TOPIC 6: ENVIRONMENTAL PROTECTION

### SUB-TOPIC 6A: IMPORTANCE OF ENVIRONMENTAL PROTECTION

VOCABULARY

MINI- DICTIONARY

Pollution: The process of making water, land or air dirty or contaminated.
There is a lot of pollution in the city nowadays.

garbage: Rubbish or waste material.
If you dump your garbage anyhow, you will pay a fine of five thousand shillings.

Refuse: Waste material which has been thrown away or dumped.
You should dispose of domestic refuse responsibly.

Erosion: The removal of top soil.
Heavy rains cause soil erosion.

Drought: A long dry season.
Severe drought leads to famine.

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***www.freshteacheruganda.com***

Floods: A large volume of water covering an area which is usually dry.
The recent heavy rain caused floods in Soroti and Bududa districts.

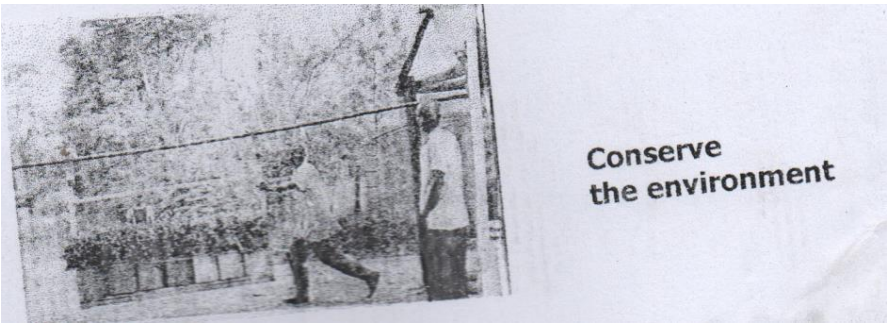
Storms: Very bad weather with strong winds and rain full of thunder and lightning.
The storms destroyed buildings and crops last year.

Source: A person or place where you get something from.
The environment is the source of raw materials for industries.

Raw materials. Things in their natural form used to make other products.
Limestone is the raw materials for cement.

Habitat: A natural home or place where a particular species of animals or plant is normally found.
Wetlands are a habitat for papyrus plant.

Environment: The natural world in which people, plant and animals live.
We must conserve our environment in order to attract tourists.




Flora: The plants of a given area.
There are rare species of flora in Mabira forest.

Fauna: All the animals living in an area.
The poachers have endangered certain species of fauna in the game reserves.

Manure: The waste matter from animals and plants which is mixed with the soil to enable crops grow well.
The farmers had good harvest because they used manure.

Drainage: A system of letting water flow away from an area.
A poor drainage system may results into disease out break.

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Conserve: To protect something and prevent it from being destroyed, wasted or damages.
The ministry of tourism should set up new laws to conserve wildlife.

Conservation: The act of preventing something from being wasted, destroyed or damaged.
The youth should be interested in environmental and wildlife conservation.



Protect the environment.

Smoking: A habit of being addicted to cigarettes.
Smoking in public is illegal.
Burning: Destroying or damaging something by fire.
Burning bushes and charcoal degrades the environment.

Overgrazing. Stocking and looking after a large number of animals in a very small area.
Overgrazing causes environmental degradation.

**Abstract Nouns:**

| **Word** | | **noun** |
|---|---|---|
| pollute | - | pollution |
| erode | - | erosion |
| dry | - | drought/dryness |
| drain | - | drainage |
| conserve | - | conservation |
| overgraze | - | overgrazing |
| bake | - | baking |
| degrade | - | baker |
| carpenter | - | carpentry |

**Formation order**

N.B: .....tion
..... sion
..... al
.....ce
.....ness
..... ing
.....ty
.....ure
.....er
.....ry

**Written Exercise 6A: 1**

**Use the correct form of the words in the brackets to complete the sentences**.

1. They youth should be interested in environmental ..... (protect)
2. ..... in public is illegal. (smoke)
3. Severe ..... may lead to famine in an area. (dry)
4. The government must set up laws against water ..... (pollute)
5. We shall have outbreak of diseases due to poor .....system in our zone. (drain)
6. The seminar which I attended last week was about wildlife ..... (conserve)
7. Cutting down trees spoils our country's .....( beautiful)
8. ..... causes environmental degradation. (overgraze)
9. Since the fertile soil was ....., the land became barren. (erode)
10. People must stop ..... charcoal in order to preserve forests. (burn)

**Language structures**

(a) We must ..... to.....

**Re-write the following sentences using; We must ..... to.....**

**Examples**:

(i) Protect our environment to have rain.
We must protect our environment to have rain.

(ii) Build terraces to prevent soil erosion.
We must build terraces to prevent soil erosion.

(iii) Grow a lot of food to prevent famine.
We must grow a lot of food to prevent famine

**Re-write the following sentences beginning : We must ..... to .....**

1. Conserve forests to prevent drought.
2. Use manure to get better yields.
3. Practice crop rotation to maintain soil fertility.
4. Plant more trees to get reliable rain.

For more lesson notes, please ***visit***
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5. Have good drainage system to avoid disease.
6. Avoid overgrazing to reduce environmental degradation.
7. Stop bush burning to avoid pollution.
8. Get rid of garbage to prevent cholera.
9. Conserve flora and fauna to attract tourists.
10. Dig terraces to control soil erosion.

(b) ..... so .....

Join the given sentences using ..... so.....

Examples.

(i) Our well was polluted. We did not have clean water.
Our well was polluted so we did not have clean water.

(ii) The drainage system was blocked. There was floods during the rainy season.
The drainage system was blocked so there were floods during the rainy season.

**Written exercise 6A. 2**
**Re-write the given sentences using .....so.....**

1. The forests have been cut. We shall have no rain.
2. The soil was infertile. The farmers got poor yields.
3. Gayo burnt the polythene bags. He polluted the environment.
4. The cows were poisoned. They died.
5. The garden was mulched. The tomatoes did not dry up.
6. The water was polluted. Many children suffered from typhoid.
7. The farmers practiced crop rotation. They got better yields.
8. Irumba built the terraces. The fertile soil was not eroded.

(c) Since.....

Re-write the following sentence beginning: Since.....

(i) The forests have been cut. We shall have no rain.
Since the forests have been cut, we shall have no rain.
(ii) The air was polluted. Many people became ill.
Since the air was polluted, many people became ill.
(iii) We experienced drought. All our crops dried up.

For more lesson notes, please ***visit***
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Since we experienced drought, all our crops dried up.

**Written exercise 6A: 3.**

1. It rained heavily. There were floods everywhere.
2. They drank unboiled water. They will suffer from typhoid.
3. We conserved the forests. We received plenty of rain.
4. There was a storm. All the crops were destroyed.
5. The wind was strong. It blew off the roof.
6. It was a dry season. The farmers could not plant their tomatoes.

(d) ..... since.....

Re-write the following sentences using ..... since.....

Examples.

(i) The forests have been cut. We shall have not rain.
We shall have no rain since the forest have been cut.

(ii) The air was polluted. Many people became ill.
Many people became ill since the air was polluted.

(iii) We experienced drought. All our crops dried up.
All our crops dried up since we experience drought.

**Written exercise 6a.4**

**Join the given sentences using .....since.....**

1. It was a dry season. The farmers could not plant their tomatoes.
2. It rained heavily. There was floods everywhere.
3. They drank un boiled water. They will suffer from typhoid.
4. We conserved the forests. We received very many tourists.
5. There was a storm. All the crops were destroyed.

**POEM**

**Read the poem and answer the questions in full sentences**.

Fellow Ugandans,
Cry for the lost beauty,
Of our motherland, the pearl of Africa.
As named, it's beautiful scenery,
Is no more!

Investors, lumberjacks and farmers,
Have degraded our environment,

Flora and fauna,
Will soon become a mystery!
The flowing rivers and lakes,
Are polluted every now and again,
Wetlands have been reclaimed,
To give way to buildings and roads.
Garbage is littered everywhere,
Hence making the environment stink!

Fellow Ugandans,
Rise up now,
And say no to deforestation and swamp drainage,
Conserve the environment,
Just in case you cut a tree, plant two.

By Apanyo Kezia

Questions

1. What should Ugandans cry for?
2. Why are the wetlands reclaimed?
3. How often are the rivers and lakes polluted?
4. Why do you think flora and fauna will become a mystery?
5. Why was Uganda named the pearl of Africa?
6. What does the writer advise Ugandans to do in the last stanza?
7. Suggest how we can conserve the environment.
8. Give another word or a group of words with the same meaning as the underline words in the poem.
   (i) conserve .....
   (ii) fauna.....
   (iii) stink .....
9. Suggest a suitable title for this poem.

**PASSAGE:**

**Read the passage and answer the questions that follow in full sentences**.

There are a number of human activities that spoil the environment. The major one is deforestation. Deforestation is the rapid cutting down of tress without planting new ones. Most people cut down trees to create land for cultivation or to get timber.

However, if we practice afforestation, we can reduce the effects of deforestation such as drought. The masses should be, therefore advised to plant new trees after cutting down the mature ones.

Bush burning, as well as overgrazing, causes environmental degradation. This can be reduced by keeping a minimum number of animals on a given piece of land. It can also help to reduce soil erosion.

Soil erosion in hilly areas can be reduced by digging terraces. The terraces prevent the top soil from eroding during the rainy season.

Pollution is another biggest environmental problem facing Uganda and the rest of the world. The environment is polluted by toxic substances from industries and vehicles. To eradicate pollution, there must be proper disposal of industrial waste. In addition, people should stop dumping garbage in water bodies such as swamps, lakes and rivers which help in the formation of rain.
Finally, the National Environment Management Authority (NEMA), must discourage people from swamp drainage because it destroys the wetlands as well as habitat for wild animals.

NEMA should also educate the general public and encourage farmers to conserve the environment by using good farming practices such as agro forestry, crop rotation, mulching etc.

Likewise, children and the youth should be sensitized on the importance and how to conserve the environment because a healthy environment will nurture a healthy generation.

Questions:

1. What spoils the environment?
2. Why do most people cut down trees?
3. Of what importance are the lakes and rivers according to the passage?
4. Who should sensitize the youth on how to conserve environment?
5. Mention any two good farming practices in the passage.
6. What should the masses do after cutting down mature trees?
7. How can overgrazing be reduced?
8. Which human activities in the passage spoil the environment?
9. How is soil erosion controlled in hilly areas?

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10. Suggest a suitable title for this passage?

**Guided composition.**

**The sentences below are in a wrong order. Re-arrange them in the correct order so as to form a good composition about "OUR ENVIRONMENT"**

1. However, there are several problems affecting the environment today.
2. As a result, the soil has become infertile or barren.
3. Secondly, there is a problem of soil erosion due to deforestation.
4. It includes renewable and non-renewable resources.
5. Environment means everything surrounding us.
6. So, the government should educate the citizens how to conserve the environment.
7. While minerals are non-renewable resources.
8. Thirdly, people practice poor methods of farming like overgrazing and bush burning.
9. The major one is water and air pollution due to poor disposal of waste.
10. For instance wind, water and sunshine are renewable resources.

**SUB- TOPIC 6B : WAYS OF PROTECTING THE ENVIRONMENT.**

**Vocabulary**
**Mini-DICTIONARY**.

Refuse: Rubbish or waste material that has been thrown away.
You should not dump refuse in wetlands.

Erosion: The removal of top soil
Farmers in hilly areas must build terraces to prevent soil erosion.

Terraces: Flat areas of ground that are dug into the sides of a hill like steps to allow crop growing.
Terraces help to prevent soil erosion.

Crop rotation: A scientific way of growing various crops on the same piece of land season after season.
If you practice crop rotation, your harvest will improve.

For more lesson notes, please ***visit***
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Mulching: the act of practice of throwing waste.
Dumping dangerous substance in wetland should be abolished.

Pollute: to add harmful substances to land, water or air.
Whenever air is polluted, people become sick.

Conserve: to protect something and prevent it from being destroyed damaged.
The government should conserve wildlife so as to attract tourists.

Erode: To wear away.
If he digs terraces, the top soil won't erode.

Reserve: To keep something for a particular purpose.
We must reserve forests in order to get adequate rain.

Degrade: To make something become worse or less important.
Swamp reclamation degrades the wetlands.

**ENVIRONMENTAL DEGRADATION**.

Dustbin: A portable container used for storing rubbish before it is disposed of.
KCCA must place dustbins along the streets so as to improve sanitation in the city.

Dispose: To get rid of something that you don't want.
You must dispose garbage regularly.

Incinerator. An enclose container for burning waste at high temperatures.
Every school should have an incinerator for burning sanitary pads.
**Waste baskets**: A small container in which you put pieces of paper and other things which you do not need.
We must have waste baskets to promote sanitation.
The headteacher has a waste basket in his office.
Written exercise 6B.1
Use the correct form of the words in the brackets to complete the sentences.

1. Burning polythene bags causes air .....(pollution)
2. Terraces help to prevent soil ..... (erode)

For more lesson notes, please ***visit***
***www.freshteacheruganda.com***

3. Bush burning and overgrazing cause .....degradation. (environment)
4. Crop .....helps the soil to gain fertility. (rotate)
5. ..... the garden reduces the rate of evaporation. (mulch)
6. He .....the terraces last week. (dig)
7. ..... in lakes and rivers pollutes water. (dump)
8. What is the importance environmental.....? (protect)
9. We must encourage the ..... of natural resources. (conserve)
10. Poor farming methods lead to loss of soil.....(fertile)

Language structures

1. IF1 = will 2. IF 2 = would 3. IF 3 = would have

(a) If we don't .....

Re-write the following sentences using: If we don't .....

Examples.

(i) The soil will erode when we don't build terraces.
If we don't build terraces, the soil will erode.

(ii) We must conserve forests if we want to receive enough rain.
If we don't conserve forests, we shall not receive enough rain.

(iii) We shall experience drought if we do not protect the environment.
If we don't protect the environment, we shall experience drought.

Written exercise 6B.2

1. We shall pollute the environment when we burn garbage.
2. We are likely to get poor yields if we don't mulch our gardens.
3. We shall suffer from malaria when we do not sleep under treated mosquito nets.
4. When the farmers don't dig terraces, the top soil will be carried away.
5. We should spray the tomatoes in order to get good yields.
6. All citizens will starve when they don't grow enough food.

(b) IF3.....

(If + Had + past participle / would / could/ might/ have)

Re-write the following sentences in IF3

Examples.

(i) We did not have more rain because we cut down all the trees.
If we had not cut down all the trees, we would have had more rain.

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(ii) He burnt the polythene bags so he polluted the environment.
If he had not burnt the polythene bags, he would not have polluted the environment.

(iii) The farmers applied manure so they got good yields.
If the farmers had not applied manure, they might not have got good yields.

Written exercise 6B. 3

Re-write the following sentences in IF3

1. He dug the terraces so the fertile soil did not erode.
2. The air was polluted so many people became ill.
3. It did not rain so our crops dried up.
4. We did not get time so we did not mulch our garden.
5. If the farmer gets market, he will sell his sweet potatoes.
6. I will go to town. I will buy some manure.
7. Tom will get a match box. He will burn the rubbish.
8. If we educate the citizens, they will protect the environment.
9. I will inform him if I see him.
10. I didn't know so I did not spray the cabbages.

(c) ..... as well as .....
Re-write the given sentences using.....as well as.....
Examples
(i) Bush burning causes environmental degradation. Overgrazing causes environmental degradation.
Bush burning, as well as over grazing, causes environmental degradation.
(ii) The farmer was happy. His son was also happy.
The farmer, as well as his son, was happy.
(iii) We faced drought. We faced floods.
We faced drought as well as floods.

Written exercise 6B. A

Join the given sentences using: as well as.....

1. Peter is a farmer. Kavuma is also a farmer.
2. Kintu is going to the garden. Mayanja is going to the garden.
3. Babirye was digging. Nakato was also digging.
4. Mulching is a good method in agriculture. Crop rotation is a good method in agriculture.
5. Kigezi is a hilly district. Sironko is also a hilly district.

6. James terraced his garden. Isabirye terraced his garden.
7. Drought is very dangerous. Pollution is very dangerous.
8. Bwambale grows cabbages. Masaba grows cabbages.
9. The food was very delicious. The sauce was very delicious.
10. The parents should protect the environment. Their children should protect the environment.

N.B: Talk about: ..... and so....., Not only.....but also.....

(d) ..... had to .....
Re-write the following sentences using.....had to .....

(i) We must build terraces in order to protect our soil.
We had to build terraces in order to protect our soil.

(ii) We must mulch our gardens in order to maintain moisture in the soil.
We had to mulch our gardens in order to maintain moisture in the soil.

(iii) We must practice afforestation in order to receive adequate rain.
We had to practice afforestation in order to receive adequate rain.

Written Exercise 6B .5

1. We must irrigate our cabbages in order to get good harvest.
2. Wes must stop burning charcoal in order to reserve forests;
3. We must dispose of garbage in order to prevent disease.
4. We must add manure to the soil in order to improve soil fertility.
5. We must dig terraces in order to control soil erosion.

**DIALOGUE:**

***Read the dialogue below carefully and then answer the question in full sentences***.

Sanya: Hallo, Irumba.

Irumba: Hallo, Sanya.

Sanya: You seem to be busy nowadays, you no longer come to our club to play volley ball your best game.

Irumba: Oh, yes! As you see I am very busy digging and building terraces.

Sanya: What are the terraces for?

Irumba: Terraces help to control soil erosion during the rainy season.

Sanya: That's right. I remember our teacher of Social studies taught us how to control soil erosion in hilly areas.

Irumba: Some times we use contours.

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Sanya: Why don't you burn polythene bags these days?

Irumba: It is bad to burn polythene bags because they pollute the environment.

Sanya: What happens when you pollute the environment?

Irumba: People fall sick when water and air in the environment are polluted.

Sanya: How do the farmers in this area improve on soil fertility?

Irumba: The farmers use manure to add fertility to the soil. Later on, they get high yields.

Sanya: Which other good farming methods do farmers in this area practice?

Irumba: The farmers in this area practice crop rotation, mulching, afforestation and agro forestry.

Questions:

1. How many people are talking in the dialogue?
2. What was Irumba doing?
3. Why is it important to dig terraces in hilly areas?
4. How do the farmers in this area improve soil fertility?
5. Why is it not advisable to burn polythene bags?
6. Who enjoys volley ball according to the dialogue?
7. Suggest any one method of controlling soil erosion, in hilly areas.

**Read the following notice carefully and answer the questions that follow in full sentences**.

The Republic of Uganda
National Forest Authority and NEMA
P.O.Box - Kampala
Jinja Road

**NOTICE**

Notice is hereby given to all those who have been cutting trees from Mabira and other forests in Uganda to get timber, firewood or to burn charcoal to stop it with immediate effect. In addition, poachers who have been hunting in game parks, game reserves and sanctuaries must stop this practice because it is illegal

Failure to do so shall force the authority to arrest, charge and imprison any one found in these gazette areas for trespass and environmental degradation without any further notification.

**Management, (0782 622809)**

**1st February, 2014.**

Questions:

1. Who wrote this notice?
2. When was the notice written?
3. To whom was the notice addressed?
4. Do you think the authority will give any other notice?
5. Why should poachers stop hunting in game parks?
6. What will happen to any one found cutting down trees in the gazette areas?
7. Where is NEMA's head office found?
8. Why do you think people cut down trees?
9. Write NEMA in full.

**TOPIC 7 CEREMONIES:**

**SUB- TOPIC 7A: MARRIAGE**

**Vocabulary:**

**Mini- Dictionary.**

Marriage: The legal relationship between a husband and wife.

My aunt's marriage took place at all saints church, Kampala.

Marry: To become the husband or wife of somebody.

The princess will get married very soon.

Marital status: The fact of whether one is single or married.

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What is your marital status?

Ceremony: A religions or public occasion.
It attended a wedding ceremony last Saturday.

Religious marriage: The marriage that is presided over by a religious leader e.g. pastor, sheikh, priest or bishop.
A religious marriage is believed to be holy.

Cultural marriage. (Also known as customary marriage) the marriage that is presided over by cultural leaders, relatives and clan members.
It is interesting to attend a cultural marriage.

State marriage. (Also civil marriage) the marriage that is presided over by a state or government official e.g. Registrar.
Honourable Nobert Mao preferred state marriage to religious marriage.

Baptism. A Christian ceremony in which a person is welcomed into the Christina faith.
The bishop baptized many children on Easter Monday.

Confirmation. A ceremony at which a person becomes a full member of the Christian church.
Rev. Father Mpooza presided over the confirmation service.

Introduction: The act of making one's fiancé or fiancée known to one's parents or family.
In Buganda, the introduction ceremony is held before marriage.

Wedding: A marriage ceremony at which a husband and wife are united.
Betty's wedding took place at Namirembe cathedral.



***s i t***

Engagement: The period before marriage or an agreement to marry someone.

Dr. Opolot bought an engagement ring for his fiancée, Rebecca.

Couple: Two things or people.

Mr. & Mrs. Lubega will make a very good couple.

Spouse: A husband or wife.

Dr. Kazibwe separated from her spouse due to domestic violence.

Function: An official ceremony or social event.

Pope Paul memorial centre is a good venue for wedding and other functions.

Bride: A woman on her wedding day or just before after the wedding.

The bride wore a white gown and carried a bouquet of flowers.

Bridegroom: A ma  on his wedding day or just before or after wedding.

The bridegroom vowed to live happily with his bride.

Bridesmaids: Young women or girls who help the bride during the marriage ceremony.

Suzan and Catherine have been bridesmaids several times.

Maid: A young woman who is not married or a female servant.

Mr. & Mrs. Kamukamu have two maids in their family.

Matron: An older married woman who helps the bride during a wedding.

Mr.&Mrs. Tomusange will be Suzan's matron at her wedding.

Best man: A man friend or relative who helps the bridegroom during his wedding.

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The bridegroom and his best man were smartly dressed for the party.

Fiancé: A man that a woman is engaged to or has officially agreed to marry.
Our cousin often goes shopping with her fiancé.
Fiancée: A woman that a man is engaged to or has officially agreed to marry.
Kevin and his fiancée are students at Makerere University.

Ring: Pastor kayiwa blessed the rings before giving them to the bride and groom.
Bouquet: A bunch of flowers girls carried a nice bouquet.
The bride and her flower girl carried a nice bouquet.
Certificate: An official document that may be used to prove certain facts.
During the wedding, the bride and bridegroom signed a married certificate.
Saloon: A car with four doors and a boot.
The bride was driven in a saloon car.

bridal gown: Along dress that is worn by the bride.
Her bridal gown was soon nicely.

Refreshments: eats and drinks that are served to people at a public event.
The guests will be served with light refreshments after the service.
Bride price: The amount of money and other gifts the bridegroom takes to the bride's family or parents as a sign of appreciation.
Dowry: Money and property that a husband must pay to his wife's family when they become married.
Before cultural marriage, the bride groom pays dowry.

Brother-in-law: A brother of your wife or husband or the husband of your sister.
Ali's brother in-law lives in United States of America.

Sister –in-law: A sister of your wife or husband or the wife of your brother.
Our sister in –law is a very kind woman.

father – in-law: The father of your wife or husband.

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Peter's father –in-law is an old man.

Mother – in-law: The mother of your wife or husband.
He bought a car for his mother – in – law.

Daughter –in- law: The wife of your son.
Suzan is Mrs. Bbaale's daughter – in – law.

Son – in – law: the husband of your daughter.
My son – in- law a bought me a new Kanzi.

Gifts: Things that people give to somebody on a special occasion.
The bride and the bridegroom received a lot of gifts from their friends and relatives.

Pageboy: A small boy who helps or follows a bride groom during a wedding.
Kato will be a pageboy at my wedding.

Flower girl. A small girl who helps or follows a bride during a wedding.
The flower girl wore a beautiful dress and carried a bouquet.

**Written exercise 7B. 1**

(a) Use the correct form of the word in the brackets to complete the sentence.

1. If you don't pay dowry, you .....my daughter (to marry)
2. Her ..... took place at Rubaga Cathedral. (wed)
3. The .....ceremony will be held at my father's home. (introduce)
4. A religious ..... is better than a cultural one. (marry)
5. Maurice's ..... to marry Lydia please his parents. (choose)
6. You may not have a ..... marriage because you don't have a baptism card. (religious)
7. Their ..... rings were blessed by Pastor Kayiwa simon. (engage)
8. The bride had a ..... ring. (gold)
9. My brother married a ..... woman. (beauty)

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10. The bride groom ..... the brides hand and walked out of the church. (hold)
11. His ..... with Marion did last for two years. (friend)
12. A friend of ..... has a wedding next Saturday. (my)
13. All the guest were given ..... cards. (invite)
14. That couple is ..... married. (happy)
15. Her ..... gown was sewn by Joyce. (bride)
16. The bride and the groom were given a warm ..... (receive)
17. Having ..... a cake, the bride and the groom served their guest. (to cut)

**Re-write the sentences giving the opposite of the underlined word.**

18. Elizabeth is going to get married to my sister's son.
19. The bride got an accident on the wedding day.
20. The best man was my friend.
21. The mother-in-law did not attend the wedding.
22. The best man was uglier than the bridegroom.

(c) Re-write the sentence giving a single word for the underlined group of words.

23. The <u>woman who was getting married</u> fell sick on the wedding day.
24. The <u>brother of my wife</u> gave me a gift.
25. The wedding was held at the <u>place where Christians go for prayers</u>.

**Language structures:**

(a) Use of relative pronouns.

Relative pronouns are used to join sentences.

Note: It is always advisable to place the relative immediately after the subject.

**Examples of relative pronouns**.

- ✓ who
- ✓ which
- ✓ where
- ✓ when
- ✓ that
- ✓ whom
- ✓ whose etc.

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**Uses of relative pronouns**.

A. Who is used to refer to a person. Who replaces He/ She / they when joining sentences

e.g. (i) Here comes the man. He married my aunt.

Here comes the man who married my aunt.

(ii) Do you remember the man? He was my uncle's best man.

Dou you remember the man who was my uncle's best man?

(b) Where refers to a place.

(i) This is the village. The bride was born here.

This is the village where the bride was born.

(ii) Do you know the church? Our sister's wedding took place there.

Do you know the church where our sister's wedding too place?

(c) Which is used to talk about animals, things or people?

(i) The bride carried a bundle of flowers. They were beautiful.

The bundle of flowers which the bride carried was beautiful.

(ii) The cow was healthy. His son – in –law brought it.

The cow which his son – in – law brought was healthy.

(iii) To which bridesmaid did you give the ring?

(d) Whom is used to talk about people.

Note: Whom can also be used with prepositions such as to whom, by whom, with whom, from whom, for whom etc.

**Examples**:

(i) The lady with whom I went to the party is my mother.

(ii) The man to whom she gave a ring is the bride groom.

(iii) That is the minister for whom my brother acted as a peg boy.

(iv) The woman from whom I brought the bridal gown was honest.

(v) To whom does this bridal salon belong?

(e) Whose: is used to talk about people.

Whose tells us to whom something belongs, whose replaces. His/ Her and their when joining sentences.

**Examples**:

(i) Juma is the boy. His uncle married my sister.

Juma is the boy whose uncle married my sister.

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(ii) Here is the woman. Her daughter's wedding took place yesterday.

Here is the woman whose daughter's wedding took place yesterday.

(iii) Juliet is my teacher. Her husband is a doctor.

Juliet, whose husband is a doctor, is my teacher.

(f) That: Is used to talk about people, things and animals.

(i) The goat is black. My brother –in-law gave it to me.

The goat that my brother-in-law gave me is black.

(ii) The car has broken down at the junction. It belongs to the matron.

The car that has broken down at the junction belongs to the matron.

**Written exercise 7A.2**

**Fill in the blank space with a suitable relative pronoun**.

1. To .....did you give the bride price?
2. This is the goat .....our son-in-law brought,
3. The woman .....husband died in a motor accident has come.
4. The place .....the wedding was held was well organized.
5. The woman .....was the bride is my aunt.

(b) Join the following sentences as instructed.

6. The boy is here. He was the peg boy. (Join using: who.....)
7. The children cried bitterly. Their mother divorced. (Join using: .....whose.....)
8. The lady is my sister-in-law. She was the matron. (Join using: .....who.....)
9. The car was new. It transported the bride and the bridegroom. (Join using: .....who.....)
10. The church had many chairs. The wedding took place there. (Join using: ....where....)

**(c) Neither.....nor.....**

**Re-write the following sentences using: Neither .....nor.....**

e.g.. (i) My father did not attend the wedding. My mother did not attend the wedding.

Neither my father nor my mother attended the wedding.

(ii) The food was not delicious. The cake was not delicious.

Neither food nor the cake was delicious.

**Written exercise 7a.3**

1. The best man is not here. The matron is not here.
2. The flower girls did not dance. The beg boy did not dance.
3. The bridegroom was not my relative. The bride was not my relative.
4. Their marriage is not religious. Their marriage is not civil.
5. The parents were not happy. The guests were not happy.
6. The bride is not young. The bridegroom is not young.
7. He did not pay dowry. He did not pay bride price.

(c) Both.....and.....

Re-write the following sentences using: Both.....and .....

Examples

(i) The headmaster attended the wedding. The teachers attended the wedding.

Both the headmaster and the teachers attended the wedding.

(ii) The bride was happy. The bridegroom was also happy.

Bothe the bride and the bridegroom were happy.

**Written exercise 7a.4**

1. The best man was smart. The bridesmaid was smart.
2. The flower girl was young. The page boy was young.
3. The parents brought some gifts. The relatives brought some gifts.
4. The mother-in-law drank some soda. The father-in-law drank some soda.
5. The president attended the wedding. The first lady attended the wedding.
6. The bride ate the cake. The bridegroom also ate the cake.
7. The brother-in-law was given a Kanzu. The Father in –law was given a Kanzu.
8. My aunt is a counsellor. She is also a designer.
9. The bride has children. The bridegroom has children.
10. The daughter-in-law does not like fish, The son-in-law does not like fish.

**(c) .....prefer.....**

Prefer means to like one thing better, more than the other.

Singular subjects like He, she, Mary, Tom take 'prefers' in the present simple tense.

Plural nouns and pronouns take 'prefer' e.g.. They, we, children, teachers, parents, guests etc.

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In past tense prefer changes to 'preferred'

**Examples.**

1. He prefers beer to soda.
2. They prefer cakes to bread.
3. The guest preferred chicken to meat.

**Written exercise 7a.5**

**Re-write the following sentences using .....prefer.....**

1. The guests liked soda more than water.
2. Most couples like having a religious marriage better than a civil one.
3. The bride likes chicken better than fish.
4. Mary likes rice. She likes matooke even more.
5. The best man likes dancing more than singing.
6. The bridegroom likes white shirts better than red ones.
7. I like a religious marriage more than a customary one.
8. My brother-in-law likes music. He likes food even more.
9. The flower girl likes a white dress than a bridal gown.
10. The matron likes milk more than a bridal gown.
11. The matron likes milk more than orange juice.

**Passage:**

**Read the following and answer the questions that follow in full sentences**.

Last Saturday was Princess Nassolo's wedding. She got married to Prince Isingoma of Toro who works with MTN Uganda.

That day, the bride woke up early at 5:00a.m and went to Delight Salon at Wandegeya where she was dressed in a white gown. The flower girl and the bridesmaids dressed in white and blue dresses looked very smart and beautiful.

Princess Nasolo and her maids were the first to reach Namirembe Cathedral and shortly after Prince Isingoma and Bukuku his best man followed. They were dressed in royal blue suits, white shirts and red ties.

During the church service, the Bishop advised the couple always to be honest and faithful to each other. After the church service, relative, friends and in-laws who had come to witness the wedding went to Serena hotel where the reception took place. There were a

lot of eats and drinks. At the reception, the entertainment was provided by the UPDF Brass band.

After cutting the wedding cake, the master of ceremonies requested the couple to dance for their guests. This caused excitement. Everybody clapped and cheered the bride and the groom. Later on, the guests danced to the music as they took gifts to the bride and the bridegroom.

**Questions**:

1. What is the passage about?
2. When did princess Nasolo's wedding?
3. To whom did princess Nasolo get married?
4. Where did the wedding reception take place?
5. Who was the best man according to the passage?
6. Which band played the music at the reception?
7. What did the Bishop advise the couple to do?
8. Give the opposite of bride?
9. How were the bridegroom and his best man dressed?
10. Suggest a suitable title for this passage.

**Guided composition,**

**The sentences below are in a wrong order. Re-arrange them in the correct order to make a good composition about Miss Nabirye's wedding.**

1. At 6:00a.m, she went to lady Miriam Bridal salon.
2. During the church service, the priest advised the couple to be faithful to each other.
3. At 11:00a.m, she travelled to Bugembe Cathedral where the wedding took place.
4. Saturday last week was Miss Nabirye's wedding.
5. At the reception, the newly wedded couple cut a cake and served their guests.
6. That day, she woke up early in the morning to prepare for the ceremony.
7. After church, the couple and their guest went to Mesese Beach where the reception took place.

8. She got married to Dr. Wambuzi Isaac of Jinja Hospital.
9. Shortly after, Dr. Wambuzi Isaac and his best man also arrived at the church.
10. While she was dressed in a blue gown.

**Read the invitation card below carefully and answer the questions in full sentences**.

**INVITATION CARD**
**25TH MARRIAGE ANNIVERSARY**

*The family of Mr.& Mrs. Wafula Simon of Busia cordially invites the family of Mr.& Mrs. were of Tororo to their twenty fifth marriage anniversary.*
*When: Saturday, 25th February, 2014*
*Where: Boarder Hotel, Busia*
*Time: 3:15pm – 6:15pm*

**RSVP (regrets only)**

Mr. Wafula Ben
0703 622809

Mrs. Wafula Teddy
0772 328230

**Poem**

**Read the poem and answer the questions that follow in full sentences**.

I will never forget,
The day when my wife and I,
Were united in holy marriage,
And vowed to be honest and faithful,
To each other in times of joy and sorrow,
Because that is what marriage is all about.

In black suits my best man and I,
Were smartly dressed for the wedding,
With a page boy.
Like soldiers we marched to church,
Where we met the bride, her maids and the matron.

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At church, the bride and I,
Were legally married,
And thus received Holy matrimony under the church of Uganda.
Besides, we signed a binding marriage agreement,
Presided over by a religious leader.

**Questions:**

1. What is the poem about?
2. Who is talking in the poem?
3. Where did the wedding take place?
4. Which kind of marriage is mentioned in the poem?
5. Who presided over the function?
6. What promise did the coupled make in stanza one?
7. What did the couple receive to prove that they had been married officially?
8. Suggest a good title for this poem.

***Read this invitation card below carefully and answer the questions in full sentences.***

**INVITATION**

*DAVID OKURUT WEDS STELLA*

*The family of Mr. & Mrs. Opio Francis of Kapodo Pallisa with pleasure invites the company of Fr. Oding James to the wedding ceremony of their son Okuput Daudi with Anyango Stella daughter of Mr. & Mrs. Onyango George Vincent of Kumi District which will take place on Saturday 18th August, 2012 at St. Thomas Catholic church, Pallisa.*

*The reception will take place at Barclays Hotel in Pallisa town*

*RVSP (regrets only)*

*0772 402211* — *Mr. Opio Amos*

*0705109955* — *Hon. Atim Cathy*

Questions:

1. What is the invitation card about?
2. Who is the bride according to the card?

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3. On which date will they wed?
4. From which district does the bridegroom come?
5. In which district does the bridegroom come?
6. Where would the reception take place?
7. To whom was the card sent?
8. How many people were invited according to the card?

**Guided composition**

Gladys is going to attend her cousin's wedding ceremony. On the way, she meets her friend Wanyana. Below is a conversation between Gladys and Wanyana. What Wanyana said is given. Fill in the blank spaces what you think were Glady's responses.

Wanyana: Hello Gladys.
Glady: (i) .....
Wanyana: I am pleased to meet you.
Gladys: (ii) .....
Wanyana: You seem to be in a hurry. where are you going?
Gladys: (iii) .....
Wanyana: To attend your cousin's wedding! Who is wedding?
Gladys: (iv) .....
Wanyana: Kevin is wedding Flora! Where is the ceremony going to be held?
Gladys: (v) .....
Wanyana: Makerere Full Gospel Church! At what time will the ceremony begin?
Gladys: (vi) .....
Wanyana: At 12:00p.m! Who will preside over the wedding?
Gladys: (vii) .....
Wanyana: Pastor Benson! Where will the reception take place?
Gladys: (viii) .....
Wanyana: Highway Hotel! Did the bride and the groom invite a lot of guests?
Gladys: (ix) .....
Wanyana: Do you thing anyone who comes without an invitation card will be allowed at the reception?

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Gladys: (x) .....

Wanyana; I wish you a nice day Gladys.

**SUB-TOPIC 7B. FUNERAL**
**Vocabulary**
**Mini –dictionary**

Burial: The act of placing a dead body in a grave.
The burial of the late Kyabazinga Wako Muloki took place at his ancestral village.

Funeral rites: Rituals done in respect for a dead person.
The last funeral rites for our late mother will be held next month.

Widow: A woman whose husband died.
The widow wept bitterly during the funeral service.

Widower: A man whose wife died.
The widower received a lot of condolence messages from his friends.

Orphan: A child whose parents died.
Mild May orphanage centre is a home for orphans.

Mourners: A person who attends a funeral service.
There weren't many mourners at the late's home.

A will: A legal document that shows how somebody's money and properly will be shared when the owner dies.
My aunt chose me as her heiress in her will.

Condolence: Words of sympathy that you extend to somebody when they lose a member of their family or a person they know well.
The villagers sent condolences to their chief when his wife died in a motor accident.

Pay respect: Polite behaviour towards a dead person.
The widow laid a wreath on the coffin to pay respect to her late husband.



Coffin: A wooden or metallic box in which a dead body is buried.
Their late grandfather was buried in an expensive coffin.

Back cloth: A traditional cloth used for wrapping dead bodies or at cultural ceremonies.
The dead are wrapped in back cloth in Buganda region.

corpse: A dead body or mummy.
We saw a corpse at the battle field.

Funeral service: The ceremonies for buying or cremating a dead body.
The burial of the late minister was managed by Uganda funeral services.

Mourn: To feel and express sadness because someone has died.
The orphans are still morning their father's death.

Shroud: A piece of cloth in which a dead body is wrapped before it is buried.
Despite the fact that Juma was a rich man, he was buried in two shrouds.

State funeral: A special burial given to a dead person by the state.
The late Ignatius Musaazi was given a state funeral.

Requiem mass: A prayer for the dead.
There will be a requiem mass at Namirembe Church tomorrow.

Heir: A successor or person who receives the deceased's property, money or title.
Lubwama became an heir when his father died.

Heiress: A woman who receives the deceased's property, money or title.
In her aunt's will, Juliana was chosen to be an heiress.

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Ancestral grounds. A place that had belonged to or was inherited from your ancestors.
The late Milton Obote was buried at his ancestral grounds in Agogoro.

Cremate: To burn a dead body at a funeral ceremony.
When a person dies in India, his body is cremated.

Cremation: The act of burning a dead body.
Whenever a person dies in India, cremation follows.

Crematorium: A place where dead bodies are burnt to ashes.
The crematorium lies east of the city.
Grave: A hole or place in the ground a dead body is buried.
The mourners put a lot of flowers on Atim's grave.
Mortuary: A building or room where dead bodies are kept.
There were a lot of dead bodies in the hospital mortuary.

Written exercise 7B.1
(a) Re-write the following sentences giving a single word for the under lined group of words.

1. The children whose parents died were served with rice.
2. That is the woman whose husband died last week.
3. The box in which the dead body was buried was made of wood.
4. The government promised to help in the men whose wives died.
5. There were a lot of dead bodies in the room where they are kept.
6. The woman who succeeded our aunt is my elder sister.
7. None of the people who attended the burial missed food.

Use the correct form of words in the brackets to complete the sentences.

8. The woman whose husband died .....bitterly yesterday. (weep)
9. The .....took place in Masaka last week. (burry)
10. Each of the .....was given a mug full of porridge. (mourn)
11. We heard a .....story about his death. (shock)
12. Kasolo's .....shocked everybody at home. (died)
13. Tears rolled down her cheeks because she was .....(sorrow)
14. The orphans could not help ..... when the coffin was lowered into the grave. wail)
15. Whenever a person loses a dear one, he needs a lot of ..... (sympathize)

Language structures.

(a) Despite the fact that .....

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Re-write the following sentences beginning: Despite the fact that .....
Examples;

(i) Sadam was a rich man. He was buried in two shrouds.
Despite the fact that Sadam was a rich man, he was buried in two shrouds.

(ii) Our grandfather had a lot of money. He was not buried in a coffin.
Despite the fact that our grandfather had a lot of money, he was not buried in a coffin.

(iii) The widow was sad. She read the condolence messages.
Despite the fact that the widow was sad, she read the condolence messages.

Written exercise 7B, 2

1. The orphans wept bitterly. The tears did not come out.
2. The relatives were invited to attend the funeral service. They did not turn up.
3. The widower was unhappy. He made a report.
4. The mourners were served. They did not eat.
5. The ground was very hard. The villagers dug the grave.
6. Daudi was very young. He was installed as the heir.
7. The deceased made a will. The orphans did not see it.
8. Rashid was an Indian. His body was not cremated.
9. Hanifah was a Moslem. She was buried by a pastor.
10. We sent our condolence message. It was not red.

(c) Emphatic pronouns

- ✓ myself
- ✓ himself
- ✓ themselves
- ✓ herself
- ✓ yourself
- ✓ ourselves

Examples

1. He dug the grave himself.
2. The mourners prepared the food themselves.
3. The widow read the condolence herself.
4. You must buy the coffin yourself.
5. We made the death announcements ourselves.
6. He was asked to read a few condolence messages himself.

Written exercise 7B. 3

Re-write the following sentences ending with emphatic pronouns e.g.

- ✓ myself

- ✓ himself
- ✓ ourselves
- ✓ yourselves
- ✓ themselves
- ✓ herself.

1. I dug the grave without help.
2. Abdul carried the child without help.
3. The mourners wrapped the dead body without help.
4. The widower organised the funeral rites without help.
5. The orphans carried the coffin without help.
6. You should cremate the dead body without help.

(c) .....often/always/usually/sometimes.....

Make correct sentences from the table below.
Example: I often dream about my dead relatives.

| | | |
|---|---|---|
| I | | bury the dead at their ancestral grounds. |
| She | often | weep when you lose a dear one. |
| We | always | dream about my dead relatives |
| They | sometimes | visits her ancestral home. |
| You | usually | organise a funeral service whenever a person dies. |
| | | make a vigil fire when a person dies. |

**A DEATH ANNOUNCEMENT.**

Read the death announcement below and then answer the questions that follow in full sentences.

**DEATH ANNOUNCEMENT.**

The headteacher and staff of Buikwe Public school with deep sorrow regret to announce the untimely death of three of their pupils who were struck by lightning yesterday while they were standing under a big tree during a heavy rain
Informed are the chairman school management committee, the District Education Officer, RDC and parents.

There will be a funeral service tomorrow at school at 11:00am, there after the burial will take place at 3:00pm, at their ancestral homes in Kidusu village.
May their soul rest in eternal peace.

Oleke Pasquale
Headteacher
3/08/2013

Questions:

1. What is this piece of information called?
2. Who wrote this announcement?
3. How did the children die?
4. Where were the deceased standing?
5. How many children were struck by lightning?
6. To whom was the information addressed?
7. Where did the burial take place?
8. When was the announcement written?
9. At what time was the funeral service held?
10. To which school did the deceased go?

**CONDOLENCE MESSAGE**

Read the condolence message below and answer the questions that follow in full sentences.

Kiira FM
P.O.Box 10, KAMPALA

**CONDOLENCE MESSAGE**

The management of Kiira FM wish to extend their heart condolences to the family of professor Mwaka William for the great loss of their beloved daughter Allen Rose who was a programme producer at Kiira FM

May the lord rest the deceased's soul in eternal peace.
**Management.**

(a) Who wrote this condolence message?

(b) To whom was the message addressed?

(c) What is the name of the deceased?

(d) Where was the deceased working?

(e) Give another word or group of words with the same meaning "deceased"

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Poem:

Read the following poem carefully and answer the questions that follow sentences.

**WHERE DID YOU GO MOTHER?**

Oh! Our dear,
In the coffin your body was laid to rest.
Where did you go mother?
To heaven or to the grave?
Indeed it is a year now.
Since you departed from us.

Oh! Our dear,
you were so special to us,
You breast fed us when hunger came in,
You protected us from our enemies.
Oh mother, when shall we ever meet again?

Oh! Our dear,
No one did we love on this earth like you,
The care you rendered to us,
Was far better than the treatment,
A doctor gives to a dying man!

Oh! Our dear,
Sweet mother, we shall always,
Remember you and talk to God,
To grant you light and rest your soul in peace,
Until we meet again.

Questions:

1. Who is talking in the poem?
2. Why do you think the people talking in the poem are sad?
3. What happened to the writer's mother?
4. Where do you thing the body was laid to rest?
5. What does the doctor do to a dying man?
6. Which person did the writers love most on this earth?
7. When were the writers breast fed?
8. When did the writers mother die?
9. Give another word or a group of words which means the same as the underline words in the poem;
   (i) laid to rest .....
   (ii) rendered .....

Guided composition.

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The sentences below are in a wrong order. Re-arrange them to form a good composition about "the death of a hero"

1. First, his body was taken to parliament for the members to pay their last respects to the hero.
2. Many politicians, religious leaders and other dignitaries attended the burial.
3. Early this year, Uganda lost a hero.
4. Then after the funeral service, the body was laid to rest at his ancestral home in Wakiso district.
5. The late Kakoma is survived by a window and eight children.
6. His name was George William Wilberforce Kakoma.
7. They, therefore suggested that he would be given a state funeral.
8. He was well-known for having composed the National anthem.
9. Next a funeral service was organised at Christ the King Church, Kampala.
10. All Ugandans were saddened by the death of G.W Kakoma.

Guided composition

Use the given words below to complete the following composition.

Last week, my brother and I attended a .....ceremony in our home village. One of our school mates was struck by lighting as she was going back home from school in the evening. She ..... on the spot!

An ambulance, came and the .....was taken to Bududa hospital for post mortem. After the ....., the body was taken to the deceased's ..... for the family to make the burial arrangements.

The villagers spent a ..... night there. The following day, the body was ..... to rest at her ancestral home in Bududa. The Area member of Parliament bought a ..... in which the dead body was buried.

Many people such as politicians, religious leaders and business men sent ..... to the bereaved family and attended the burial.

May the deceased's soul rest in .....peace.

| | | | | |
|---|---|---|---|---|
| Eternal | burial | dead body | vigil | condolences |
| died | home | post-mortem | coffin | laid |

Abbreviations:

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An abbreviation.

Some common abbreviation.

| | | |
|---|---|---|
| abbr | - | Abbreviation |
| A.D | - | Anno Domini |
| A.M | - | ante meridiem |
| A.K.A | - | Also known as |
| Ave | - | Avenue |
| ATM | - | Automated Teller Machine |
| A/c | - | Account |
| Apri | - | April |
| B.C | - | Before Christ |
| Bro | - | Brother |
| CNN | - | Cable News Net work |
| cc | - | Cubi centimetre |
| Maj | - | Major |
| Mon | - | Monday |
| MTN | - | Mobile Telephone Network |
| Cm | - | Centimetre |
| N.B | - | Nota bene |
| Cert | - | Certificate |
| C/o | - | Care of |
| Cpl | - | Corporal |
| Cr | - | Credit |
| Cf | - | Compare |
| Col | - | Colonel |
| C.I.D | - | Criminal Investigation Department. |
| C.O.D | - | Cash on delivery |
| H.D | - | Headquarters |
| i,e | - | that is |
| IGG | - | Inspector General of Government |
| IGP | - | Inspector General of Police |
| I.O.U | - | I owe you |

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| | | | | | |
|---|---|---|---|---|---|
| ISBN | - | International Standard Book Number | | | |
| Kg | - | Kilgram | | | |
| Is | - | Island | | | |
| Lt | - | Lieutenant | | | |
| LCM | - | Lowest Common Multiple | | | |
| Ltd | - | Limited | | | |
| M | - | Metre | | | |
| M.P | - | Member of Parliament | | | |
| Mc | - | Master of ceremonies | | | |
| Mrs. | - | Mistress | | | |
| Mt. | - | Mountain | | | |
| NAADS | - | National Agricultural Advisory Services | | | |
| Co. | - | Company | | | |
| No. | - | Number | | | |
| Neg | - | Negative | | | |
| O'clock | - | Of the clock | pte | - | private |
| Capt | - | Captain | P.o | - | Post office |
| Oct | - | October | pop | - | population |
| Ok | - | All correct | P.M.O | - | Private Motor Omnibus |
| deg | - | degree | DNA | - | Deoxyribonucleic acid |
| P.a | - | per annum | P.T.O | - | Please turn over |
| DMC | - | Dangerous mechanical condition | P.S.V | - | Public Service Vehicle |
| Dept | - | Department | P.E | - | Physical Education |
| D/o | - | Daughter of | PP | - | Pages |
| Doz | - | Dozen | PP | - | On behalf of |
| do | - | ditto, the same | prof | - | professor |
| D.O.B | - | Date of birth | PRO | - | Public Relations Officer |
| e.g | - | Exemplie gratia (for example) | Rd | - | Road |
| e-mail | - | electronic mail | Rev | - | Reverend |
| esq | - | esquire | R.I.P | - | Rest in peace |
| etc | - | et cetera | R.S.V.P | - | Please reply |
| F.M | - | Frequency modulation. | G.P.O | - | General Post Office |
| Rtd | - | Retired | S.O.S | - | Save our souls |

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| | | | | | |
|---|---|---|---|---|---|
| F.O.B | - | Free on board | Sat | - | Saturday |
| gov't | - | Government | St | - | Saint/Street |
| Gen | - | General | Sq | - | Square |
| H.E | - | His/her Excellency | Sun | - | Sunday |
| Hr | - | hour | Sch | - | School |
| Jan | - | January | SMS | - | Short Message Service |
| Jr. | - | Junior | Sh | - | Shilling |
| SIM | - | Subscriber identification module | Shs. | - | Shillings |
| S/O | - | Son of | Via | - | by way of |
| T.B | - | Tuberculosis | Vs | - | Versus, against |
| Temp | - | temperature | T.V | - | Television |
| Tel | - | Telephone | TIN | - | Tax identification number |
| P.S | - | Post script | V.I.P | - | Very Important Person |
| PIN | - | Personal identification number | WWW | - | World wide wed |
| P.m | - | Post meridiem | Vol | - | Volume |

Written exercise 10.14

(a) Write the following abbreviations in full.

- ✓ abbr
- ✓ maj
- ✓ mr
- ✓ dept
- ✓ Capt
- ✓ St
- ✓ St
- ✓ Sch
- ✓ S.O.S
- ✓ don't
- ✓ Shan't

P.T.O -
C.O.D -
etc -
e.g. -
i.e. -
tue -
Apri -
Nov -
Dec -
temp -

Written exercise 10: 15.

(b) Write the following word in short form

- ✓ certificate - is not
- ✓ will not - cannot

- ✓ may he/her soul rest in peace - in the morning
- ✓ in the afternoon - kilogramme
- ✓ master of ceremonies - Lieutenant
- ✓ Not of carefully - Of the clock
- ✓ Tuberculosis - Versus
- ✓ year - hour
- ✓ They are, - Wednesday
- ✓ I would - Sergeant

Write in full

examples:

- ✓ 30th - thirtieth 12th -
- ✓ 1st - first 13th -
- ✓ 2nd - second 14th -
- ✓ 3rd - 20th -

Forming nouns.

Nouns can be formed from verbs and adjectives using different endings e.g.

(a) Using 'r'

| word | | noun |
|---|---|---|
| write | - | writer |
| edit | - | editor |
| receive | - | receiver |
| play | - | player |
| cash | - | cashier |
| Law | - | lawyer |
| lead | - | leader |
| manage | - | manager |
| Engine | - | engineer |
| Teach | - | teacher |
| produce | - | producer |
| announce | - | announcer |

(b) Using .....ist

| word | | noun |
|---|---|---|
| column | - | columnist |
| journal | - | journalist |
| cycle | - | cyclist |
| type | - | typist |
| special | - | specialist |

(c) Using ..... 'ment'

| word | | noun |
|---|---|---|
| manage | - | management |
| advertise | - | advertisement |
| state | - | statement |
| announce | - | announcement |
| entertain | - | entertainment |
| move | - | movement |

(d) Using .....'ness'

happy- happiness
kind- kindness
sad- sadness
careless - carelessness

agree - agreement
punish - punishment
pay - payment
develop - development

(e)Using ……..'ence'

Different - difference
defend - defence
confident - confidence
exist - existence
absent - absence
present - presence
interfere - interference

(f) Using ……..'ance'

perform – performance
important - importance
allow - allowance
enter - entrance
assist - assistance
appear - appearance
endure - endurance

(g) Using …..'sion or ssion'

divide - division
decide - decision
revise - revision
permit- permission
admit - admission

(h) using ……..'al'

arrive - arrival
refuse - refusal
bury - burial

(i) Using ……..'ce' or 'ice'

advise - advice
practise - practise
choose - choice
coward - cowardice

(j) Using ……..'dom'

wise - wisdom
free - freedom
bore - boredom
king - kingdom
chief - chiefdom
martyr- martyrdom

(k) Using ……'hood'

Child - childhood
boy - boyhood
brother- brotherhood
neighbour- neighbourhood

(L) Using ……'y' or cy'

difficult - difficulty
beautiful - beauty
accurate - accuracy
pregnant - pregnancy
Efficient - efficiency

Note: Some nouns are irregular therefore you need to master them.

| **Word** | **noun** |
|---|---|
| long | length |
| wide | width |
| Broad | breath |
| Marry | marriage |
| Behave | Behaviour |
| laugh | laughter |

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Fly - flight
grow - growth
receive- receipt/ reception
Believe- belief
Depart- Departure
Hate - Hatred
Complain – Complaint
Rebel - Rebellion
Warm - warmth
high - height
weigh - weight
save - saviour
lend - loan
see - sight
sit - seat
die - death
rob - robbery
busy - business
wed - wedding
begin - beginning
beg - beggar

WRITTEN EXERCISE

Fill in the blank space with the noun form of the word given in the bracket.

1. I received your ..... card yesterday. (invite)
2. King Solomon was famous for his ..... (wise)
3. Our parents always talk with ..... about our family. (proud)
4. His .....helped us a lot during the meeting. (present)
5. Our teacher ..... get their weekly ..... every Saturday.(allow)
6. The Lamogi ..... was led by Chief Awich. (rebel)
7. The ..... took place at the bank. (rob)
8. A bad .....makes a good ending. (begin)
9. The ..... supervised the construction of the new Radio station. (engine)
10. May people admire her because of her..... (humble)
11. What is your mother's .....(occupy)
12. There was a lot of .....in the newspaper yesterday. (inform)
13. Dr. Lubega is a .....in children's diseases. (special)
14. The pupils who passed in ..... one were published in the New vision. (divide)
15. I like reading newspaper for .....(enjoy)+
16. Is that a total ..... of all what you saw. (describe)
17. The .....of some English words is very difficult. (pronounce)
18. She worked out all the sums without any .....(difficult)
19. Her .....in the news story was not clear. (explain)

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20. The .....about fuel prices was published in the daily monitor. (complain)
21. ..... is the politeness of princess. (punctual)
22. All the new pupils have received their ..... letters. (admit)
23. He was sent away from the New vision because of his .....(behave)

Adverbs:
An adverb is a word that tells us about a verb, an adjective or about another adverb.

Examples.
(i) Daddy always drives very fast on a tarmac road.
(ii) The taxi driver stopped the taxi suddenly to pick a passenger.
(iii) She seldom travels by train to town.
Adverbs tell us how, where or when something happens or happened.

Examples:
(i) He drove fast.
(ii) They went to Mbale by bus yesterday.

Classification of Adverbs
Adverbs are classified according to their uses.

A. Adverbs of time.
e.g. yesterday, tomorrow, today, now, soon, already, seldom, before etc.
(i) The bus has already left.
(ii) We are leaving for Juba now.

B. adverb of place.
Here, there, somewhere, everywhere, nowhere etc
(i) There is a taxi park somewhere in town.
(ii) We shall go there tomorrow.

C. Adverbs of Number.
Once, twice, thrice.
(i) He has been to Entebbe Airport twice this month.
(ii) Their uncle has driven them thrice today.
(iii) Christmas is celebrated once every year.

D. Adverb of degree.
The adverbs tell us to what extent something has occurred or been done.
they include very, rather, almost, quite, only.
(i) The cyclist almost knocked down a school girl.
(ii) He is quite young to drive a car.

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E Adverb of frequency:

Often, seldom, usually, rarely, hardly, sometimes.

(i) She sometimes files to Nairobi at the weekend.

(ii) Our headteacher rarely travels on foot.

F. Adverb of manner

Advert of manner tell us how something happens, will happen or happened.

(i) He always drives dangerously after drinking heavily.

(ii) The young man will drive carefully if you warn him.

(iii) The bus driver drove safely through the forest.

Forming adverbs

A, Most adverbs are formed by adding –ly at the end of an adjective.

| adjective | adverb | | |
|---|---|---|---|
| proud - | proudly | silent - | silently |
| safe - | safely | danger- | dangerously |
| quick - | quickly | careless- | carelessly |
| slow - | slowly | reckless- | recklessly |
| sudden- | suddenly | narrow – | narrowly |
| fierce - | fiercely | | |
| Quiet - | quietly | | |

**B. Adjectives ending in – 'y' please change –y to i and then add – 'ly'**

| **adjective** | | **adverb** |
|---|---|---|
| Voluntary | - | voluntarily |
| lazy | - | lazily |
| heavy | - | heavily |
| steady | - | steadily |
| angry | - | angrily |
| noisy | - | noisily |
| easy | - | easily |
| happy | - | happily |
| hurry | - | hurriedly |
| busy | - | busily |
| hungry | | hungrily |

C. If an adjective ends in 'ive', change - 'ive' to 'ly'

| **adjective** | | **adverb** |
|---|---|---|
| Comfortable | - | comfortably |
| possible | - | possibly |
| gentle | - | gently |
| sensible | - | sensibly |

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| | | |
|---|---|---|
| able | - | ably |
| terrible | - | terribly |
| horrible | - | horribly |
| simple | - | simply |
| noble | - | nobly |
| suitable | - | suitably. |

Note: Exception.
True simply drop 'e' and the '–ly'
e.g. true.....truly.

D. Adjective ending in 'I' add '–ly' directly to make double 'I' before '–y'

| Adjective | Adverb |
|---|---|
| skilful | skilfully |
| merciful | mercifully |
| Faithful | faithfully |
| pitiful | pitifully |
| careful | carefully |
| fearful | fearfully |
| cheerful | cheerfully |
| beautiful | beautifully |
| practical | practically |
| critical | critically |

E. A few adverbs are the same as adjectives.
e.g. late, well, fast, hard.

Written exercise

(a) Fill in the blank space the correct adverb formed from the word given in the brackets.

1. He drove so ..... that he caused an accident. (careless)
2. Juma drove ..... across the narrow bridge. (skilful)
3. You should always drive ..... so as to avoid accidents. (slow)
4. The driver entered the bus ..... and drove away. (hurry)
5. She ran ..... and won the race. (quick)
6. The young boy..... escaped from the classroom. (stealthy)
7. The passengers pushed the bus ..... (voluntary)
8. We went ..... through the thick forest. (safe)
9. The engineer .....supervised the construction of the bridge. (able)
10. None of the passengers was ..... injured in the accident. (critical)

(b) Re-write the given sentences using one adverb instead of the underlined words.

e.g. The naughty boy left the class in a hurry.

The naughty boy left the class lake.

11. The taxi **by accident** fell into the lake.
12. He advised me to drive <u>with care</u>.
13. The traffic police officer talked to the conductor <u>with pride</u>.
14. The train stopped <u>all of a sudden</u>.
15. Our parents travel to Kenya <u>every week.</u>

**Ordering adjectives**.

Sometimes we may use more than one adjective to describe a noun or pronoun.

Example.

The bridegroom is wearing an expensive white suit.

Note: We use the formula 'NOPSHACOMPN' to arrange the adjective in sentences.

N- number (quantity) e.g. a, one, an, three, two etc.

O-Opinion (quality) e.g. nice, beautiful, delicious, handsome etc.

S – Size / shape e.g. small, big, fat, round, oval, thin, rectangular etc.

H- Hieght e.g. tall, short. etc.

A – Age e.g. new, old, young, a two-day old etc.

C- Colour e.g. blue, grey, white, black, brown etc.

O – Origin or nationality e.g. Ugandan, Japanese, Chinese etc.

M –Material e.g. leather, cotton, woollen, silk, plastic, metallic, wooden, etc.

P – Purpose / se e.g. racing, shopping, walking, sports etc.

N – Noun e.g. boy, girl, car, bag, story etc.

(i) Amanda is a beautiful tall girl. She is brown. She is tall.
Amanda is a beautiful tall brown girl.

(ii) Their father is a fat tall black man.
Their father is a fat tall black man.

(iii) He has a ruler. It is made of plastic. It is nice.
He has a nice plastic ruler.

(iv) Our grand mother has a walking stick. It is wooden. It a bamboo stick.
Out grandmother has a wooden bamboo walking stick.

(v) Linda bought a new leather shopping bag.

**Written exercise.**

**Join the following sentences without sing 'who' 'that' 'and' or 'which**'

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1. Atim is a Uganda. She is beautiful. She is a brown girl.
2. Our neighbour is a black man. He is tall.
3. Mayanja is a brown boy. He is handsome. He is also short.
4. The carpenter made two tables. They are small. They are round.
5. The old woman has a bag. It is a leather bag. It is used for shopping. It is new.
6. Grace bought a bucket. It is plastic. It is nice. It is blue in colour.
7. Gilbert bought a new bike. It is used for sports.

**Comparing Adjectives.**

**Most adjectives can be expressed in these degrees**.

(i) Positive degree - Use to talk about one thing.

Betty is a beautiful girl.

(ii) Comparative degree – To compare two things, people or objects.

E.g. Betty is more beautiful than her sister.

(iii) Superlative degree – Use to compare more than two things, people or objects.

Betty is the most beautiful girl in their family.

| Positive degree | Comparative degree | Superlative degree |
|---|---|---|
| Small | smaller | smallest |
| Clean | cleaner | cleanest |
| Big | bigger | biggest |
| Little | less | least |
| Good | better | best |
| Wet | wetter | wettest |
| bad | worse | worst |
| Heavy | heavier | heaviest |
| Dirty | dirtier | dirtiest |
| Active | more active | most active |
| Cleaver | cleverer | cleverest |

Different ways of forming comparative and superlative degrees.

(a) By adding 'r' or 'st'

| | | |
|---|---|---|
| larger | larger | Largest |

| | | |
|---|---|---|
| brave | braver | Bravest |
| safe | safer | Safest |
| wise | wiser | wisest |

(b) By adding – er' or –est'

| | | |
|---|---|---|
| clean | cleaner | cleanest |
| smooth | smoother | smoothest |
| narrow | narrower | narrowest |
| deep | deeper | deepest |
| quick | quicker | quickest |
| quiet | quieter | quietest |
| kind | kinder | kindest |

(c) By doubling the last consonant before adding - 'er' or 'est'

| | | |
|---|---|---|
| thin | thinner | thinnest |
| fat | fatter | fastest |
| hot | hotter | hottest |
| wet | wetter | wettest |
| red | redder | reddest |
| sad | sadder | saddest |

(d) By dropping 'y' before adding - ier' or 'iest'

| | | |
|---|---|---|
| dry | drier | driest |
| funny | funnier | funniest |
| healthy | healthier | healthiest |
| happy | happier | happiest |
| pretty | prettier | prettiest |
| ugly | uglier | ugliest |
| busy | busier | busiest |
| lazy | lazier | laziest |
| noisy | noiser | noisier |
| lucky | luckier | luckiest |

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| | | |
|---|---|---|
| tricky | trickier | trickiest |

(e) Adjectives with two or three syllables have 'more' or 'most' written before them to make comparison.

| | | |
|---|---|---|
| honest | More honest | Most honest |
| difficult | More difficult | Most difficult |
| delicious | More delicious | Most delicious |
| intelligent | More intelligent | Most intelligent |
| generous | More generous | Most generous |
| Beautiful | More beautiful | Most beautiful |
| Hardworking | More hardworking | Most hardworking |
| Handsome | More handsome | Most handsome |
| active | More active | Most active |

(f) Some adjective are irregular

| | | |
|---|---|---|
| good | better | Best |
| little | less | Least |
| old | older | Oldest |
| old | elder | Eldest |
| (elder' and eldest are used for members of the same family) | | |
| far | farther | Farthest |
| far | further | Furthest |
| ill | worse | worst |
| well | better | Best |
| much | more | Most |
| many | more | Most |

Exercise

Complete the sentences using the correct form of the words in the brackets.

1. Joshua is .....than his elder brother. (generous)
2. Today's weather is .....than yesterday. (bad)

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3. I think Nakato is the .....girl in the whole class. (thin)
4. The chief guest arrived .....than we expected. (early)
5. The .....she revised English, the better she understood it. (much)
6. My pocket money is .....than hers. (little)
7. Timothy is taller than his .....sister. (old)
8. Of the two girls, Brenda is the .....(beautifu)
9. This might be the .....movie of the year. (good)
10. Pamela is the .....pupil in primary five. (intelligent)
11. Of the two roads, Masaka road is the .....(narrow)
12. Tinka is the ..... boy is the school choir. (handsome)
13. Jessica is the .....of the two ladies. (pretty)
14. Our grandmother told us the .....story of the year. (funny)
15. Nairobi city is .....than Kampala city. (far)

Forming adjectives:

Adjectives can be formed from nouns using different endings such as _ 'ous' - 'some' – 'y' – ly' - ish' – 'ic' – able' –en' – 'ar' – al' – 'ive' –ible' –'ful' –'less' –ing' and –'ed'

**(a) Using .....'ous'**

| | | |
|---|---|---|
| poison | - | poisonous |
| danger | - | dangerous |
| mountain | - | mountainous |
| courage | - | courageous |
| marvel | - | marvellous |
| anxiety | - | anxious |
| fame | - | famous |
| ambition | - | ambitious |
| luxury | - | luxurious |
| space | - | spacious |

**(b) Using .....'y'**

| | | |
|---|---|---|
| dirt | - | dirty |
| salt | - | salty |
| sun | - | sunny |
| cloud | - | cloudy |
| rain | - | rainy |
| wind | - | windy |
| health | - | healthy |
| wealth | - | wealthy |
| blood | - | bloody |
| water | - | watery |
| sugar | - | sugary |

(c) Using .....some

| | | |
|---|---|---|
| trouble | - | troublesome |
| quarrel | - | quarrelsome |
| tire | - | tiresome |

(d) Using .....'en'

| | | |
|---|---|---|
| wool | - | woollen |
| wood | - | wooden |
| gold | - | golden |

(e) Using .....'al'

| | | |
|---|---|---|
| Nation | - | national |
| bible | - | biblical |
| crime | - | criminal |
| nature | - | natural |
| accident | - | accidental |
| centre | - | central |

(f) Using .....'ible'

| | | |
|---|---|---|
| terror | - | terrible |
| horror | - | horrible |
| sense | - | sensible |

(g) Using .....'ful'

| | | |
|---|---|---|
| pity | - | pitiful |
| mercy | - | merciful |
| care | - | careful |
| pain | - | painful |
| hope | - | hopeful |
| success | | successful |
| help | - | helpful |
| use | - | useful |
| shame | - | shameful |
| boast | - | boastful |
| wonder | - | wonderful |
| colour | - | colourful |
| true | - | truthful |
| sorrow | | sorrowful |
| faith | - | faithful |

(h) Using .....'ive'

| | | |
|---|---|---|
| abuse | - | abusive |
| educate | - | educative |
| sense | - | sensitive |
| expense | - | expensive |
| digestion | - | digestive |
| offense | - | offensive |

(i) Using.....'less'

| | | |
|---|---|---|
| mercy | - | merciless |
| aim | - | aimless |
| care | - | careless |
| hope | - | hopeless |
| help | - | helpless |
| harm | - | harmless |
| use | - | useless |
| colour | - | colourless |
| child | - | childless |
| pity | - | pitiless |

(j) Using .....'ish'

| | | |
|---|---|---|
| child | - | childish |
| fool | - | foolish |
| woman | | womanish |

(k) Using .....'ly'

| | | |
|---|---|---|
| like | - | likely |
| friend | - | friendly |
| coward | - | cowardly |

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boy - boyish

spain - Spanish.

(L) Using.....'ar'

| | | |
|---|---|---|
| circle | - | circular |
| triangle | - | triangular |
| rectangle | - | rectangular |

(M) using .....'able'

| | | |
|---|---|---|
| move | - | movable |
| comfort | - | comfortable |
| misery | - | miserable |
| knowledge | - | knowledgeable |
| service | - | serviceable |
| profit | - | profitable |
| value | - | valuable |
| pity | - | pitiable |
| manage | - | manageable |

**(n) using ..... 'ic'**

| | | |
|---|---|---|
| Acid | - | acidic |
| energy | - | energetic |
| school | - | scholastic |
| hygiene | | hygienic |
| metal | - | metallic |
| hero | - | heroic |
| civil | - | civic |
| volcano | | volcanic |
| science | | scientific |

**(o) Using ..... 'ing'**

| | | |
|---|---|---|
| interest | - | interesting |
| amuse | - | amusing |
| excite | - | exciting |
| bore | - | boring |

**p) using ..... 'ed'**

| | | |
|---|---|---|
| bore | - | bored |
| annoy | - | annoyed |
| amuse | - | amused |
| interest | | interested. |

**A few adjectives from nouns are irregular.**

| **Noun** | **Adjective** | | | |
|---|---|---|---|---|
| heat | hot | width | - | wide |
| warmth | warm | strength | - | strong |
| poverty | poor | cruel | - | cruel |
| length | long | humility | - | humble |

Written exercise.

Complete the sentences using the adjective formed from the word in brackets.

1. Her visit to our home was really .....(accident)

2. The weather today is ..... (sun)
3. Suzan has a ..... wound on her head. (pain)
4. Our class teacher told us an .....story yesterday. (interest)
5. The bride is wearing a .....ring. (success)
6. I hate living with .....children. (quarrel)
7. Mr. Wavamuno is a .....business man. (success)
8. Kigezi is one of the .....districts in Uganda. (hill)
9. I can't eat that food because it is very .....(salt)
10. Our school is full of .....classrooms and blocks. (rectangle)
11. The carpenter made .....table for my uncle. (circle)
12. She was sent away from home because she was very .....(hope)
13. The sun is a .....source of light. (nature)
14. The headteacher's office is located in a .....position. (centre)
15. It is very .....to drive at a high speed. (danger)
16. The local chief's house has ..... doors and windows. (metal)
17. Defilement is a ..... offence according to the law. (crime)
18. Their head prefect is a very .....young boy. (friend)
19. Daddy bought an .....car last month. (expensive)
20. He is an adult but he behaves in a .....way. (child)
21. People in cold places usually wear .....jackets. (wool)
22. Kablale is a ..... area. (mountain)
23. Mutonyi is a very .....girl. (courage)
24. The guest of honour was given a .....seat. (comfort)
25. I suffered from flu because the road to our village was very .....(dust)
26. The passengers has a .....accident along Kampala –Masaka road. (terror)

Extra areas of attention.

1. Physical education.
    - values
    - activities involved
    - equipment used
    - related vocabulary

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- related structure
- related grammar
- related composition
- related comprehension.

2. Art and craft
   - ✓ Vales
   - ✓ activities
   - ✓ equipment used
   - ✓ related vocabulary
   - ✓ related structure
   - ✓ related grammar
   - ✓ related composition
   - ✓ related comprehension
   - ✓

3. Music, Dance and Drama (MDD)

✓ Vales

✓ activities
✓ equipment used
✓ related vocabulary
✓ related structure
✓ related grammar
✓ related composition
✓ related comprehension

4. Interjections (exclamatory)
   (a) What .....!
   (b) How .....!
5. Synonyms.
   (a) word for another word
   (b) good = valuable
   (c) tasty = delicious

6. Dictionary work (ABC order
   - ✓ mean, meant, meat, meal
   - ✓ boy, ark, yes, seat, heat

7. Word sentence order (re- arranging given words to form a correct sentence)
   - ✓ an what boy honest is he!
   - ✓ best He my is friend.

8. Idioms

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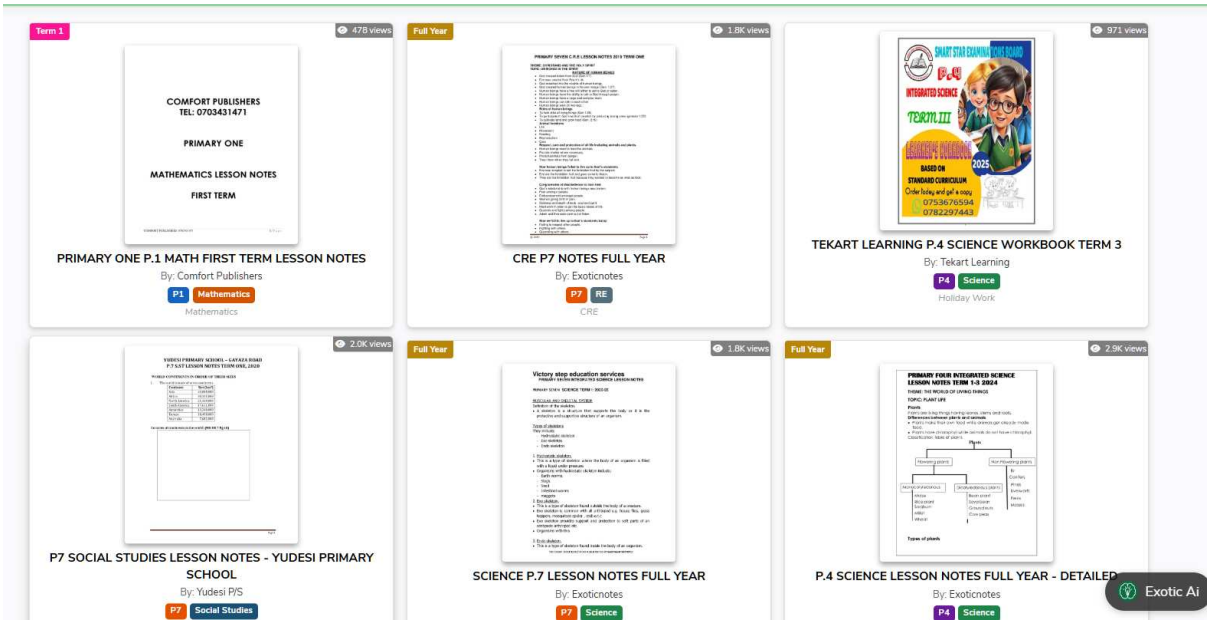
- ✓ Kicked the bucket = died
- ✓ went out of sight = disappeared

9. Analogies (comparisons)
   pairing words.
   - ✓ Birds are to wings as men are to legs. (feet)
   - ✓ Author is to book as potter is to pot.

   N.B: Handle all other examinable structures during remedial lessons.

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