PRIMARY SEVEN ENGLISH LESSON NOTES

ASPECT: PUNCTUATION MARKS

LESSON 1 Capital letters and full stops.

i. Usage of capital letters.
   a. Used at the beginning of sentences. E.g Mukasa is riding a bicycle.
   b. Used for proper nouns and proper adjectives e.g Uganda - Ugandans
      Proper nouns e.g
      - Names of the months
      - Names of people
      - Names of streets
      - Names of buildings
      - Names of avenues
   c. Used for all titles applied to one particular person. E.g Our president met the Egyptian President.
      - For titles of books, plays, poems (The Famous Five)
   d. To begin direct speech. e.g "I have hurt my finger", said Tom.
   e. To write word I. e.g While I was playing netball, Jane was peeling matooke.
   f. To begin words of exclamation. "Oh! Shouted the boy.
   g. To begin words; He, Him, His, if they refer to God or Christ.

ii. Usage of fullstops
   a. Used at the end of either an affirmative or a negative sentence. E.g
      We are learning English.
      We are not learning English.
   b. Used in abbreviations.
      Examples
      i.e - That is
      Dr. - Doctor
      Mrs. - Mistress
      P.S.V - Public Service Vehicle.

Activity:

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

2. Write the short forms of the following
   h. Mistress
   i. Doctor
   j. Namely
   k. For example

LESSON 2

a. Question mark
b. Exclamation mark

Usage of question mark
- Used at the end of direct questions e.g Where have you been?

Usage of exclamation marks
- Used after words that are shouted and after expressions of surprise.
  e.g What a clever boy you are!
- Come here at once!

Activity:
Punctuate the following sentences correctly.

a. what did you see at the park
b. where did you go after supper
c. what aggregate are you looking forward to getting in PLE this year.
d. what time is it asked the traveler
e. how beautiful your sister is
f. what a clever boy you are
g. what a deadly snake a cobra is
h. the child suddenly shouted look
i. what is the capital city of china

LESSON 3

a. Apostrophe
b. Comma

Usage of apostrophe

a. To show contractions (to show that a letter or some letters are missing)
   e.g
   isn't - is not
   can't - cannot
   o'clock - of the clock

b. To show possession
   Singular form

Example
The girl's dress
The lady's bag
However it may be shown by the apostrophe only if the noun ends in s
Example
Jesus' words

Moses' wife

Plural forms

a. By the apostrophe only when the plural ends in "s" or "es"

Example

Boys' books

Ladies' shoes

b. By the apostrophe and (s) when the plural does not end in (s)

Example

Children's toys

Men's huts

Singular possessive	**Plural possessive**
i. Lady's bag	Ladies' bags
ii. The child's cup	The children's cups
iii. Baby's tooth	Babies' teeth
iv. Woman's dress	Women's dresses
v. The boy's tooth brush	The boys' tooth brushes.

- Can be used for the plural of letters and figures.

Example:

Every child should cross his t's and dot his i's

I was born in the 1990's

N.B: Certain w ords are contracted without an apostrophe

Example:

Bus - omnibus
Piano - pianoforte
Auto - automobile
Exam - examination
Photo - photograph
Plane - aeroplane
Specs - spectacles

Activity:

Correct the following sentences by putting in the apostrophe.

1. The boys pencil lay on the floor.
2. The ladies coats were hung on a dirty well.
3. My nephews hand was badly hurt.
4. The mens boats were covered with mad.
5. The childs toy fell in the pond.
6. He looked very smart in boys uniform

Write the following in short.

7. Of t he clock
8. Shall not
9. Had not

10. Had not

Usage of commas
Used in lists.
Can be of nouns, adjectives, clauses, etc.

Example:
He plays football, tennis, volleyball and hockey.
A tall, ugly man entered the room.
He came in the library, walked into the history section, searched for a book, saw it wasn't there and left.
b. After participle phrases (either past or present)

Example:
Chained to the post, the dog was unable to attack the thieves.
Having said his prayers, the old woman lay down.

c. After an adverbal clause if a main clause follows;

Example:
Although he worked for the company, for many years, he was not promoted.

d. Used to show words which come after the noun and explain or describe it.

Example:
George Kakoma, who composed the National Anthem, visited our school.

e. After yes or No

Example:
Yes, he does smoke a lot.
No, they never go to that cinema hall.

f. With words used to address a person.

Example:
Mr. Mukasa, you can have a seat.
You can have a seat, Mr. Mukasa.
Good morning, Mr. Mukasa.

g. To separate items of a date.

Example:
To separate item of a date.

Example:
Saturday, 14th May, 2009.

h. To separate the lines within in an address.

Example:
Sir Apollo Kaggwa Primary School,
P.o. Box 28589,

Kampala.

i. With direct speech to mark off spoken words form the reporting VERB.

Example:
"I am nine years old," said Julius.

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

1. Although he worked hard he did not get any promotion.
2. Unless you give me my money I will not forgive you.
3. Saturday 14th May 2008.
4. The book which I borrowed from you get lost.
5. In spite of the fact that he was sick he passed the exams.

LESSON 4

Semi colon; colon: quotation mark"" hyphen –
Semi colon; usage

- Used between two closely related main clauses.

Example:
There was not a cloud in the sky; it was so hot.
NB: Certain words like nevertheless, therefore, moreover, show a close connection between two clauses and are preceded by a semi colon.

Colon: Usage

This is used;

a. To introduce a quotation.
b. E.g Churchhill said: "Uganda is the Pearl of Africa."

To introduce a list of items or things.
e.g We study four subjects at school: English, Science, Social Studies and Maths.

Quotation marks: Usage

Used before and after words of direct speech.

Example
i. "Don't forget to bring your own pens with you" our teacher said.
ii. "The dead man," said John , is my father." Quotation marks are a quotation.

Example:
Politicians should never forget that "a week is a long time in politics."

c. For titles of books

Example:

"Oliver Twist"

d. For words not accepted as normal English .

Example

The Baganda women wear "gomesi".

Activity:

Punctuate the following sentences correctly.

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

ASPECT 2 : COMPREHENSION (MK BK 7 Pg 1 - 15)

LESSON 1 BAKING

Vocabulary: Practice

Bake, bakery, dough, icing sugar, knead

Evaluation

Activity:

The jumbled letters in the sentences form words you already know. Form correct sentences using the words.

Ex C Pg 3 Mk Pupils Bk 7

Write the plural forms of the words in brackets.

Ex D Pg 4 Mk Pupil's Bk 7.

Write the plural forms of the words in brackets.

Ex D Pg 4 Mk Pupil's Bk 7

LESSON 2

Structures (Oral work) Pgs 4 - 9

LESSON 3

Dialogue (Oral questions)

Evaluation: Passage reading and written

Activity: Comprehension questions. Pgs 10 - 12

COMPOSITION

LESSON 4 Guided composition

Pre – exercise . How to make good buns.

Evaluation activity: Ex (b) Pg 14.

LESSON 5 PICTURE COMPOSITION

Pre - activity.

The use of the present continuous tense and present perfect tense in picture composition.
e.g Usage
a. Present continuous tense.
- Used to show that an activity is taking place.
- Used to show that an activity is taking place.
e.g Sarah is kneading the dough.
The teacher is teaching children how to bake cakes.
b. Present perfect
- used to indicate actions which have just taken place.

Example

I have burnt the cakes.
- Sarah has added yeast to flour.

Evaluation activity.

The pictures 1 -6 tell a story. Write a sentence to describe what is happening in each picture. You may use the words given below.
Mk Pg 13 - 14.

LESSON 6

Topical revision
Oral work Ex A Pg 14

Evaluation activity

Ex B and C Pg 15.

ASPECT 3 JUNIOR ENGLISH

LESSON 1

Abbreviations and contractions.
Ref. Junior English Revised Pgs 132 - 135
The students Companion Pgs 95 – 100

The First Aid in English Pgs 50 - 52.

N.B (a) Latin Abbreviations

Example:
i.e, e.t.c., am, p.m, AD, N.B, RIP, No. do, Vs

c. Military abbreviations

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

d. Organizational abbreviations.

Example:
TASO, URA, UHRC, NCC, RDC, UWESO, NRM, FDC, UNEB, PLE, PRO, PS, NEMA, UMA, CAA, AG, FUFA, FIFA, NCS, IGG, IGP, MP.

d. Common Abbreviations

Example:
Hon. , Rev. , Ag. , Ave., $^{c}/_{o}$, C.O.D, Cop. Dr., GPO, I.O.U, Ltd., Messrs, Mrs., PP, PO, P.T.O, Rd, Ref., Ref, St., W.e.f., via, a/c, asst., cf, doz., dept., govt., GMT., BBC, DVD, Jr., Sr., Bro, O.K., O.B, O.G, PSV, X-mas, yr., Fr., MTN, ATM, UTL, E- mail, Tr., Kg, Internet, WWW, pp, P.P.P, MC. LC, YMCA, YWCA, BC, C.I.D, Ph.D, H.M, H/M, Mcee

ASPECT 4 NOUNS

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

LESSON 1

Types of nouns

a. Common nouns
b. Proper nouns
c. Abstract nouns
d. Collective nouns

a. PROPER NOUNS

Proper nouns are particular names of a person or a thing.

Example:
Name of a;-
Person - Museveni
Country- Uganda
River - River Nile
Lake - Victoria

Mountain Rwenzori

NB: All proper nouns must be written beginning with capital letters.

Evaluation activity:

a. Underline proper nouns in each of the sentences below.
b. Exercise MK Precise English Grammar Pg 2

Punctuate correctly.

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

LESSON 2

COLLECTIVE NOUNS

Is a name of a number of persons or things taken together and spoken of as one whole.

Example:

- A flock of birds.
- A class of pupils.

NB: Collective nouns generally (but not always) taken as a singular verb.

Example:

Our school choir is leaving for Mombasa today.
A flock of sheep was seen crossing the road.

Evaluation activity:

Noun	Collective noun.
Actors	Company
Aeroplanes	flight/squadron
Angels	host
Arrows	sheaf
Bananas	bunch/hand
Bees	swarm/hive
Fire	hail

Ref. The students Companion Pg 1 - 3,
Junior English Revised Pg 17 - 19
The first Aid in English Pg 19 - 21.

LESSON 3, 4, 5.

ABSTRACT NOUNS

These are names of qualities, actions or ideas.

Example:

quality	action	state
kindness	laughter	childhood
honesty	theft	death
bravery	movement	poverty
cowardice	judgment	sickness

Formation of abstract nouns

A lot abstract nouns end in the following suffixes

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

a. From adjectives

Example;

Cold	-	coldness	Loyal	-	
Warm	-	warmth	Dark	-	
Wise	-	wisdom	Faithfull	-	
Able	-	ability	False	-	falsehood
Angry	-	anger	Famous	-	
Hungry	-	hunger	Fierce	-	fierceness
Thirst	-	thirsty	Fragrant	-	fragrance
Wide	-	width	Great	-	
Long	-	length	High	-	
Broad	-	breadth	Holy	-	
Deep	-		Just	-	
True	-		Lazy	-	
Wealth	-		Long	-	
Sad	-		Merry	-	
Happy	-		Moral	-	
Bitter	-		Punctual	-	
Ugly	-		Ready	-	
Proceed	-		Real	-	
Guilty	-		Poor	-	
Present	-		Reliable	-	
Generous	-		Comfortable	-	
Absent	-		Similar	-	
Abundant	-		Amusing	-	
Accurate	-		Enthusiastic	-	
Acquaint	-	acquaintance	Free	-	
Anxious	-		Young	-	
Beautiful	-		Humble	-	
Brave	-		Believe	-	
Bankrupt	-		Strong	-	
Clean	-		Prudent	-	
Content	-	contentment	Wide	-	
Cruel	-		Dry	-	
Curious	-		Ignorant	-	

Sane -
Dirty -
Human -
Clumsy -
Lazy -
Child -
Distant -
Innocent -
Lenient -
Patient -
Abundant -
Silent -
Agent -
Violent -
Powerful -
Truthful -
Harmful -
Painful -
Merciful -
Careful -
Enemy -
Scarce -
Prosperous -
Popular -
Short -
Good -
Quick -

From verbs

Think -
Hate -
Separate -
Believe -
Act -
Admire -
Advertise -
Appear -
Apply -
Approve -
Arrive -
Ascend -
Assist -
Attend -
Attract -
Admit -
Adjust -
Advise -
Avail -
Accommodate -
Abstain -
Allow -
Bury -
Begin -
Behave -
Breathe -
Butcher -
Classify -
Choose -
Congratulate -
Converse -
Confuse -
Conclude -
Confess -
Conduct -
Compare -
Cruel -
Clean -
Compose -
Certify -
Defend -
Decide -
Distribute -
Destroy -
Discuss -
Divide -
Diffuse -
Develop -
Depend -
Deceive -
Explain -
Expand -
Expel -
Execute -
Express -
Explore -
Extend -
Enumerate -
Explode -
Expect -

Excite -
Achieve -
Entertain -
Educate -
Encourage -
Enter -
Enlighten -
Exhaust -
Employ -
Fly -
Fail -
Fix -
Feed -
Favour -
Grow -
Govern -
Hinder -
Imagine -
Injure -
Interfere -
Introduce -
Invert -
Invade -
Impress -
Invite -
Imitate -
Inquire -
Inspire -
Interpret -
Inject -
Judge -
Join -
Know -
Lend -
Laugh -
Lose -
Live -
Locate -
Mix -
Marry -
Move -
Mock -
Maintain -
Measure -
Manage -
Multiply -
Modify -

Moderate -
Obey -
Occupy -
Occur -
Oppose -
Organise -
Obstruct -
Persuade -
Pursue -
Perform -
Permit -
Please -
Postpone -
Practise -
Punish -
Press -
Prepare -
Prescribe -
Pretend -
Prevail -
Proceed -
Produce -
Pronounce -
Propose -
Prophesise -
Prosecute -
Prove -
Provide -
Pay -
Promise -
Publish -
Proclaim -
Qualify -
Rebel -
Repel -
Receive -
Recognize -
Require -
Reveal -
Relieve -
Remain -
Repeat -
Resemble -
Rule -
Resign -
Revive -
Resist -

Resolve -
Revise -
Revolve -
Remember -
Resent -
Rely -
Satisfy -
Sell -
Sit -
Succeed -
Serve -
Save -
Solve -
Subtract -
Substitute -
Submit -
Subscribe -
Seize -
Secure -
State -
Separate -
Select -
See -
Speak -
Steal -
Think -
Transit -
Transmit -
Tempt -
Try -
Tell -
Translate -
Transpire -
Transport -
Weigh -
Wet -

c. From nouns to abstract nouns.

Neighbor -
Hill -
Child -
Martyr -
Baby -
Man -
Woman -
Hero - heroism
Chief - chiefdom
Priest - priesthood
Brother -
Bag -
Patriot - Patriotism
Thief -
Infant - infancy
Owner -
Author -
Pilgrim -

Pirate	-	piracy
Bond	-	bondage
Friend	-	
Captain	-	captaincy
Glutton	-	

LESSON 6,7,8
COMMON NOUNS

Is a name given to every person or thing of the same kind.

Example:
Tree, man, school, etc.
Formation of singulars and plurals of common nouns.

General rules.

a. Most nouns from their plurals by adding "s"

Example:

Singular	Plural
Boy	boys
Table	tables
Aeroplane	aero planes
Chair -	
King -	

If t he singular noun ends in "s", "sh", "ch", "x" and z, we add "es" to it to form the plural

Example:

Singular		Plural
Dress	-	dresses
Dish	-	
Church	-	
Box	-	
Blaze	-	
Bench	-	
Trench	-	
Class	-	
Brush	-	
Gas	-	
Kiss	-	
Branch	-	
Match	-	
Match	-	
Speech	-	
Tax	-	
Watch	-	

NB: taxi - taxis

c. If the singular noun ends in "f" or "fe" change "f" or "fe" into "v" before adding "es"

Singular	-	Plural
Calf	-	
Knife	-	
Self	-	
Wife	-	
Wolf	-	
Shelf	-	
Leaf	-	
Half	-	
Sheaf	-	
Life	-	

C(i) Exceptions
Other words ending in "f" or "fe" form their plural by adding "s"

Example:

Singular	-	Plural
Chief	-	
Gulf	-	
Safe	-	
Cliff	-	
Proof	-	
Roof	-	
Stuff	-	
Belief	-	
Staff	-	

C(iii) Other nouns ending in "f" take either "s" or "ves" in the plural.

Example:

Singular	-	Plural
Dwarf	-	dwarfs/dwarves
Hoof	-	hoofs/hooves
Scarf	-	scarfs/scarves
Handkerchief	-	handkerchiefs/handkerchieves
Wharf	-	wharfs/wharves

D(i) If the singular ends in "o" preceded by a vowel, simply add "s"

Singular	-	Plural
Radio	-	
Cuckoo	-	
Studio	-	
Video	-	

D(ii) If singular ends with 'O' preceded by a consonant, add 'es' to form the plural.

Example:

Singular	-	**Plural**			
Echo	-			Buffalo	-
Tomato	-			Mango	-
Mosquito	-			Potato	-
Negro	-			Volcano	-
Nero	-			Cargo	-
Flamingo	-				

Except

Singular	**-**	**Plural**			
Solo	-			Disco	-
Photo	-			Ratio	-
Piano	-			Bamboo	-
Dynamo	-			Taboo	-
Kilo	-			Igloo	-
Logo	-			Memento	-
Commando	-			Hippo	-
Stereo	-			Rhino	-

E(i) If the singular ends in 'y' preceded by a consonant, change 'y' into 'I' before adding 'es'.

Example:

Singular	-	**Plural**			
City	-			Berry	-
Lady	-			Baby	-
Copy	-			story	-
Duty	-			Country	-
Fly	-			Lorry	-
Factory	-			Body	-
Ministry	-			Industry	-
Treaty	-			Society	-
Company	-			Puppy	-
Battery	-			Penny	-
Party	-			Boundary	-
Story	-			Family	-
Missionary	-			Dictionary	-
Spy	-			Vacancy	-
Sty	-			Vocabulary	-
Sky	-			Visionary	-
Salary	-			Voluntary	-

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

Example:

Singular		**Plural**			
Boy	-		Trolley		
Monkey	-		Turkey	-	
Donkey	-		Spray	-	
Way	-		Jokey	-	
Day	-		Tray	-	
Chimney	-		Play	-	
Ray	-		Gay	-	
Storey	-				

e. A few nouns form their plural by changing their inside vowel sound

Example:

Singular	**-**	**plural**
Man	-	
Woman	-	
Tooth	-	
Foot	-	
Mouse	-	
Louse	-	
Goose	-	

f. There is one noun that forms its plural by adding 'en' to its singular i.e

Singular	**-**	**Plural**
Ox	-	

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

Example:

Singular	**-**	**Plural**			
Father-in-law	-		Mouse-trap	-	
Mother - in- law	-		Egg-tray	-	
Life-boat	-		Cupful	-	
Time-keeper	-		Spoonful	-	
Passerby	-		Herd of cattle	-	herds- of- cattle
Egg-plant	-		Handful	-	
By-law	-		General secretary	-	general
Secretary general	-		secretaries		

Exception to the rule:
Tug-of-war
Herd-of-cattle
The above don't change into plural

NB: We say spoonfuls, handfuls, basketfuls, platefuls because they are regarded as one word.

1. If a compound noun has two equal nouns, its plural is formed by changing both nouns into the plural form.

Examples: woman-driver, man-servant

These nouns don't change e.g

Singular	**-**	**Plural**
Sheep	-	
Deer	-	
Fish	-	
People	-	
Rubbish	-	
Hair	-	
Luggage	-	
Garbage	-	

Advice	-	
Furniture	-	
Baggage	-	
Money	-	
Wood	-	
Water	-	

j. Other singular nouns with 'I' change to 'e' when put in plural.

e.g oasis
axis
crisis
basis
analysis

l. A few nouns look like plural and yet they are singular.

Examples:

News	Athletics
Barracks	Electronics
Headquarters	Rickets
Mathematics	Billiards
Measles	Draughts
Mumps	Economics
Tuberculosis	Economies
Civics	Sports
Politics	Mastitis

l. Nouns which have two parts forming up a pair are used only in the plural form.

Example:

Singular	**-**	**Plural**
A pair of shorts	-	
A pair of spectacles	-	pairs of spectacles
A pair of glasses		
A pair of knickers		
A pair of pants		
A pair of trousers		

A pair of scissors
A pair of compasses
A pair of pliers
A pair of shears

m. Many nouns taken from foreign languages change plural forms - differently.

Example

Index	-	indices/indexes	Corrigendum	-	
Appendix	-		Alga	-	
Radius	-		Syllabus	-	
Formula	-		Aquarium	-	
Antenna	-		Hippopotamus	-	
Abacus	-		Stadium	-	
Larva	-		Vertex	-	
Fungus	-		Focus	-	focuses/foci
Bacterium	-		Stimulus	-	
Plasmodium	-				
Agendum	-				

Some nouns have two forms for the plural each with a different meaning.

Example:

Brother	-	brothers	- sons of the same parent
	-	Brethren	- members of a society
Die	-	dies	- stamps for coining
	-	Dice	- small cubes used in games.
Index	-	Index	- tables of content books
	-	Indices	- signs used in algebra

LESSON 9

ARTICLES

These are categorized into two, definite and indefinite articles.

Indefinite articles (a, an)

- Used to refer to one or a general group e.g a collective noun like a choir.

(i) Usage

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

Example:

A boy
A horse
A university
A ewe
A European

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

Example:

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

Used with letters beginning with letter 'h' 33 but having a vowel sound.

Example:

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

B Article "The"

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

Example:

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

Used before plurals of some adjectives used as nouns.

Examples:

The rich
The poor
The youth
The deaf

Evaluation activity:

Ref:

1. English Grammar in Use Pg 145.
2. Junior English Composition anf Grammar Pg 61 Drill 87,88
3. Living English Structure for schools. Pg 3 – 5

GENDER

It is a fact of being either male or female.

Types of gender

Masculine e.g uncle, boy, ram, lion, cock- sparrow
Feminine e.g aunt, girl, ewe, lioness, hen- sparrow
Common e.g child, teacher, friend, thief
Neuter e.g a book, a pen, a stick, a tree.

Formation
a. By using a different word.

Examples:

Masculine		Feminine
Boy	-	girl
Drake	-	duck
Drone	-	bee

b. Formation by adding a syllable (suffix)

Example:

Masculine	-	Feminine
Actor	-	actress
Author	-	authoress
Giant	-	giantess
Jew	-	jewess

c. By changing the prefix

Example:

Masculine	-	feminine
He-goat	-	she goat
Tommy-cat	-	tobby-cat
Billy-goat	-	nanny-goat

Ref: Junior English Revised Pgs 21 - 24.

LESSON 11, 12, 13, 14

YOUNG ONES OF SOME COMMON NOUNS (DIMUNIITIVES)

Evaluation activity

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

Ref: Junior English Revised Pg 140.
The Students' Companion Pgs 138 - 140
The new First Aid in English Pg 14.

Sounds made by certain common nouns

Noun	-	sound	Bees	-

Bulls	-	Mice	-
Cows	-	Snake	-

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

Homes of animals

ASPECT 5: SCHOOL FUNCTIONS

LESSON 1

Vocabulary

- Arrive
- Assembly
- Ceremony, etc.

Evaluation Activity
b. Give one word for the underlined group of words.
Ex D Mk Pupils Page 20/ Longman Pg 11 – 20.

c. Structures (Oral work)
i. ……invited……
ii. ……organised by……
iii. ……reached /arrived……..
iv. What happens……?

LESSON 2

Pre-activity:
-Dialogue.
The speech day Pg 25.
Oral Comprehension questions

Evaluation Activity
Exhibition day programme
Mk Pupils Bk 24

LESSON 3

Pre-activity - COMPREHENSION
Letter reading and oral comprehension questions.

Evaluation activity: Writing a friendly letter Pg 31

LESSON 4

Pre-activity:

Comprehension

i. Reading the passage (School concert at Bumbaire)
ii. Guided composition

Evaluation activity
The pictures 1-6 tell a story. Write a sentence describing what is happening in each picture.

You may use some of the following words.
Ref: Mk Pupils Bk Pg 31

LESSON 5 COMPREHENSION

Pre- activity

Revision exercises a and b (oral discussion)

Evaluation activity: Exercise page 31-32

ASPECT 6 JUNIOR ENGLISH

LESSON 1,2

PROVERBS

Ref: Students Companion Page 61 - 74.

LESSON 3,4

SIMILES

Ref: The Students' Companion Page 81 - 84

ASPECT 7 PRONOUNS

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

Types of pronouns

i. Personal pronouns
ii. Relating pronouns
iii. Demonstrating pronouns
iv. Indefinite pronouns
vi. Distributive pronouns.

PERSONAL PRONOUNS

	Subject	Objective	Possessive objective	Possessive	Reflexive
i. Singular	I You He She It One	Me You Him Her It One	My Your His Her Its One's	Mine Yours his Hers Its One's	Myself Yourself Himself herself Itself Oneself
ii. Plural	We You They	Us You Them	Our Your their	Ours Yours Theirs	Ourselves Yourselves Themselves

Ref: The new first aid in English Pg 84

Evaluation activity
Standard Aid in English Page .21 – 22 Exercise 18
Living English Structure for schools Exercise 13 Page 12 - 13.

ASPECT 8 COMMUNITY WORK

LESSON 1

Vocabulary: community, committee, donate, voluntary.

Ref: Mk Pupils' Bk 7 Pages 33-35.
Oral construction of sentences using the new vocabulary.

Evaluation activity
Complete the sentences with the correct for of the words in brackets.
MK Page 36 Exercise C./ Longman Pg 27-33

Structural patterns

Structures
i. Sometimes/often/usually
ii. You/she/He should
iii. Myself/himself
iv. It is important

LESSON 2

Pre-activity - Dialogue (Oral comprehension questions)

Evaluation activity
Written comprehension questions
Ref. Page 39 - 40.

LESSON 3

Pre-Activity: Passage reading

Evaluation activity: Picture Composition
(Kazo Parents build a school)

Ref: Mk Page 44- 45.

LESSON 5

TOPICAL REVISION

(Pre-activity)

Write a composition about constructing a well. Include the following;

- Preparation
- Materials used
- Place
- Costs
- How the community was involved.

ASPECT 9 JUNIOR ENGLISH

LESSON 1,2

- Homophones
- Synonyms
- Analogies

Homophones Ex 66 Page 232- 233 Mk Precise .
Synonyms – PLE Guide Book Page 163
Analogies - PLE Guide Page 158 - 9
English Aid Standard 8.

ASPECT 10 VERBS AND TENSES

A verb is an action word while a tense is the change of a verb according to time.

LESSON 1 - 13

PRESENT SIMPLE TENSES

This tense is commonly used for actions which happen everyday, always, weekly, yearly, etc.

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

The tense can also be used to describe one's ability to do something. E.g He plays the guitar very well.
The tense can be used to describe facts e.g The sun rises in the East.

Water boils at 100^0C.

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

EVALUATION ACTIVITY

Pupils will do the task on page 74 Mk Precise English.
English Grammar in use Page 5
Junior English Composition and Grammar Page 6.

NEGATIVE, INTERROGATIVE AND AFFIRMATIVE OF THE PRESENT

A negative sentence is one that disagrees with an action.

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

Interrogative sentences are question sentences. They end in a question mark.

Example
Does the teacher come late?
Do girls grow beards?
Do bad students work hard?

Evaluation activity
Change the following sentences.

a. Interrogative
b. Negative

Junior English Composition & Grammar Page 8 Mk Precise English Page 74.

ACTIVE AND PASSIVE VOICE

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

In passive voice, the sentence starts with an object.

NB: Vague subjects should not be repeated in passive voice e.g, someone, somebody, people, some girls, no one, we, they
Someone ate my food.
My food was eaten.
People speak English all over the world.
English is spoken all over the world.

Evaluation activity

Change the following sentences to passive voice.
Junior English Composition & Grammar Page 52.

Rewrite the following sentences in passive voice.

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

QUESTION TAGS IN PRESENT SIMPLE TENSE

NOTE

An affirmative sentence requires a negative question tag.

Example:

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

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

The question tag is written beginning with a small letter.

Requests, commands and suggestions require special question tags. E.g

- Let's go out, will you?
- Stop shouting, will you?/ Won't you?
- Write to me, won't you?
  Will you?

You'd better go, hadn't you.
You'd rather stay, wouldn't you?

- I am in P.7, aren't I
- I am not in P.7, am I?
- We need to work, do we
- He rarely comes here, does he?
- He always comes here, doesn't he?
- There is a kitten in the kitchen, isn't there?

Evaluation activity

Add a suitable question tag.

1. That boy runs very fast,

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

PRESENT CONTINUOUS TENSE

This tense is used to express actions going on at the time of speaking and even for those actions that are to take place in the near future.

Example:
The teacher is teaching English.
My uncle is coming tomorrow.

NB: Verbs not used in the continuous tense.

- See
- hear
- Smell
- Taste
- Feel
- Agree
- Doubt
- Forget
- Wish
- Need
- Desire

Example:

I am seeing you. (wrong), etc
I see you .(correct)

EVALUATION ACTIVITY

Junior English Composition and Grammar Page 17
DEG Bk 1 Page 18
PLE English by Akabway Page 11- 12.

NEGATIVE AND INTERROGATIVE IN PRESENT CONTINUOUS TENSE.

Example:
Betty is cooking cassava (affirm)
Betty is cooking cassava (negative)
Is Betty cooking cassava?

Evaluation activity:
2. Rewrite into
   a. Negative
   b. Interrogative

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

ACTIVE AND PASSIVE VOICE IN THE PRESENT CONTINUOUS TENSE.

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

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

QUESTION TAGS IN PRESENT CONTINUOUS TENSE.

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

Evaluation activity
Mk Precise Page 115 task 31.

THE PRESENT PERFECT TENSE.

i. It is used to show an activity completed in the immediate past.
Helping verbs used: Has singular subjects)
Except I and You/ Have (plural subjects) including I and You.

ii. The main verbs used are in the past participle form.

iii. To show an action which started in the past and still continues ;

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

iv. Adverbs of time used;
already, just, ever, now, this year, yet, this week, etc.

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

Evaluation Activity:
Junior English Composition & Grammar Page 20 - 21

PLE English by Akabway Page 19
DEG Page 19

NEGATIVE, INTERROGATIVE AND AFFIRMATIVE IN THE PRESENT PERFECT TENSE.

Example:
Musa has gone out. (affirm)
Musa has not gone out . (neg)
-Has Musa gone out? (inter)
-I have ever been to London. (affirm)
- I have never been to London. (neg)
Have I ever been to London? (inter)

Evaluation activity
Change to negative form interrogative.
i. I have gone to the beach.
ii. John has ridden a nice bicycle.
iii. The boys have written nice compositions.
iv. Nambi has joined a new school.
v. Uganda has gained her independence

THE ACTIVE AND PASSIVE VOICE OF THE PRESENT TENSE.

Evaluation:

h. Pupils will write Drill 77 in Passive voice from Junior English Composition & Grammar Page 53.
ii. Change from passive to active voice.
iii. A ring has been taken by Peter.

iv. John and Mary have been punished by the teacher.
v. Latin has been spoken by Tom.
vi. The meeting has been postponed by the chairman.
vii. The rat has been eaten by a lion.
viii. Have you ever seen an elephant?

QUESTION TAGS IN PRESENT PERFECT TENSE

Supply suitable tags to the following:

i. He has come very early today,……
ii. She has treated her brother badly,…….
iii. They have not eaten anything,……..
iv. We have finished the work, ……..

Evaluation:

1. They have been dancing since morning.
2. She has been lying there for three hours.
3. They have been learning English since yesterday.
4. Tom has been driving a lorry for two days.
5. It has been raining for 2 hours.
6. AIDS has been killing people since 1980.
7. Christians have been praying since the departure of Jesus.
8. He has been boxing since his youth.
9. The baby has been suffering from malaria since its birth.
10. She has been farting since she entered the room.

ACTIVE AND PASSIVE OF THE PRESENT PERFECT CONTINUOUS TENSE.

Structural pattern to use:-

Example:

Act: Namusoke has been singing the National Anthem.
Pass: The National Anthem has been being sung by Namusoke

Evaluation:

Change the following to passive voice.

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

USE OF 'SINCE' AND 'FOR'.

SINCE When used

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

Example:
i. They have been playing football since morning.
ii. I have been sick since last week.

For: When used
-When the length of time (duration) of an action has been given.

i. Boys have played football for two hours.
ii. I haven't seen my niece for three months now.

Evaluation
JEC and Grammar Page 25 Drill 28.
MK Precise Pupils' Task 35 Page 125 (….rewrite…….)
English Grammar in Use Page 25 exercise 12.1

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

PAST SIMPLE TENSE

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

Example:
Tom fought with Nankya last night. (fight)
-Used to show:-
a. Repeated actions in the past.

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

Time adverbs.

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

Evaluation:
MK Precise Pupils' task 21 Page 81.
DEG Page 21 - exercise 9

NEAGATIVE AND INTERROGATIVE SENTE CES IN THE PAST SIMPLE TENSE.

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

2. I saw somebody in the livingroom.

I didn't see anybody in the livingroom.
Did I see anybody in the livingroom?

Evaluation:

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

ACTIVE AND PASSIVE VOICE WITH PAST SIMPLE

Use: was/were + verb (past participle)

Example

Kato played football yesterday.
Football was played by Kato yesterday.

Evaluation activity:

Mk Precise Page 99. Pupils' task 29D

QUESTION TAGS IN PAST SIMPLE

Example:

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

Evaluation Activity:

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

Evaluation activity:

i. They hardly visited us,……..
ii. The dog dirtied my uniform,…….
iii. The maid spoke good English,……
iv. Irene got aggregate four in PLE, 2008,……..
v. We knew their parents, ……

THE PAST CONTINUOUS TENSE

When used:
i. To show that two actions were taking place in the past at the same time.

Example:

My father was mending the tyre while my mother was sweeping the kitchen.
ii. To show that an activity was going on for sometime in the past.

Example:
Musoke was peeling matooke all morning.

iii. To show an activity was going on when another one happened (interruption)

Example:
I was washing my clothes when he broke the cup.

Evaluation activity:
DEG Book 1 Page 22 Exercise 10.

NEGATIVE AND INTERROGATIVE SENTE CES IN PAST CONTINUOUS TENSE.

1. They were splitting firewood.
2. They were not splitting firewood (neg)
3. Were they splitting firewood? (interrogative)

Evaluation Activity:
a. Change the following sentences in:-
a. negative
b. interrogative
1. I was reading a book when the teacher came in.
2. The sun was shining when we went out.
3. He was lying on the bed.
4. He was working all day yesterday.
5. It was raining this morning when I got up.

ACTIVE AND PASSIVE VOICE OF THE PAST CONTINUOUS TENSE

Use:-
Was/were + being + v (past participle)

Example:
The teacher was writing on the blackboard.

- The teacher was writing on the blackboard.
- The blackboard was being written on by the teacher.

Evaluation activity: Mk Page 100 Exercise E

THE USE OF : WHEN, WHILE AND AS…….

NB.

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

When the above structures are used:
-To show that two activities took place in the past one after the other.
- When …..Christine was slicing onions, she cut herself.
While……
As…….
But if when, while and as appear in the middle of a sentence, we don't use a comma.

Example:
Christine cut herself as/while/when she was slicing onions.

-To show that two activities took place in the past concurrently.

Example:
While/when/as Musoke was drumming, Amooti was dancing.

Evaluation activity:
Rewrite the following activity as instructed.

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

PAST PERFECT TENSE

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

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

We had already had our supper, by the time dad reached home.

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

Evaluation activity:

DEG 1 Page 22 Exercise 11
MK Precise Page 85 Pupil's Task 23.
Akabway (PLE) Page 22 exercise A.

NEGATIVE AND INTERROGATIVE SENTENCE IN PAST PERFECT TENSE.

Example:
Mary had gone to church.
Mary hadn't gone to church.
Had Mary gone to church? (interro)

Evaluation Activity:
J.E Composition & Grammar - Page 53-4 Drill - 79

Mk Precise Pupils' task 29 exercise H Page 101.
Changing from passive to active (past perfect tense)

Evaluation Exercise:
P.L.E Akabway Page 22 Exercise B

Question Tags in Past Perfect tense.
i. Peter hadn't finished the work before the ball rang,……..
ii. The baby had drunk all the milk when I got home,……

Evaluation activity:

1. Jane had swept the classroom by the time we reached school.
2. We hadn't discussed the matter,……..
3. People had planted the coffee seedlings when it rained.
4. The rain had stopped by the time we reached town,……..
5. The children had stolen the teacher's pocket money,……
   MK Precise Page 101 exercise H (For tags only)

THE FUTURE SIMPLE TENSE

When used:-

- To express facts in the future

Example:
We will celebrate x-mas on 25th Dec. This year.

- To express future events.

Example:
I will pay you tomorrow.

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

Example:
John is going to marry next year.

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

NEGATIVE SIMPLE TENSE

Example:
a. It will rain tomorrow.
i. It won't rain tomorrow.
ii. Won't it rain tomorrow?
Or Will it rain tomorrow?

Evaluation Activity:
Change the following sentences to:-
i. Negative
ii. Interrogative
1. He will ask somebody the way to hospital.
2. She will find us in Nagulu.
3. Joan will go and see her granny.
4. The candidates will receive their admission letters.
5. The bus will leave at midnight.

ACTIVE AND PASSIVE OF FUTURE SIMPLE TENSE

……will /shall be + v(past participle)

Example
Act - Tom will tell him.
Pass - He will be told by Tom.

Evaluation activity:
(Put the following into passive voice)
J.E Composition & Grammar Page 52 Drill 78

TAGS

Examples:
i. She will pay you tomorrow, won't she?
ii. The boys will not help us, will they?

Evaluation activity:

Complete correctly:

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

THE FUTURE CONTINUOUS

When used;

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

Example:

We shall be playing football at 4 o'clock.

- My sister will be doing a course in computer science last year.

Characteristics:

……..will/shall be + V (in present participle)

…….shall be eating……..

Evaluation activity

DEG, Exercise 19 page 30

PLE Akabway Page 16 Exercise A

J. A. Bright Page 18 Drill 16.

ACTIVE AND PASSIVE VOICE OF FUTURE CONTINUOUS TENSE.

……..will/shall being + v(past participle)

Example:

Aci - John will be eating mangoes.

MCS – Manger will be being eaten by John.

THE FUTURE PERFECT TENSE

When used:

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

Example:

i. By the time my parents reach home, I will have finished my homework.

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

Evaluation activity:

Put the verbs in brackets to the correct future perfect.

P.L.E Akabway Page 24 -5 exercises A and B.

ACTIVE AND PASSIVE VOICE OF FUTURE PERFECT

It takes;
Will/shall have + V(past participle)……

Example:
Aci – Samuel will have driven the bus to Masindi.
Pass – The bus will have been driven by Samuel to Masindi.

Evaluation activity:
(Change to passive voice)

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

Adverbs of manner come immediately after t he passive verb BUT adverbs of place and time come at the end of the passive sentence

PARTICIPLE PHRASES
These are grouped into two types; Present participle and past participle.

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

Evaluation activity:
Reference : Ronald Forrest 42 - 43. Exercises 40, 41 and 42.
English Grammar in use 137 Exercise 68.3 /4

COMPREHENSION

ASPECT 11 SCHOOL HOLIDAYS

LESSON 1

a. Vocabulary: bank pay- in slips
   - Break up
   - Camp
   - Help, etc.
b. Structures - to be done orally.
   i. Using…… I am…….

ii. You won't…….

Reported speech with……..”going to……..”

MK Primary English Bk 7 Page 47 - 51

LESSON II

i. Pre-activity:

- Poem reading (A time to relax)
- Identify new words in case.
- Look up their meanings.
- Construct oral sentences using those identified words.
- Children answer written questions in their books.

Ref: Mk Primary English Bk 7 Page 51 - 53.

LESSON III

Pre-activity:
(SCHOOL HOLIDAYS - ORAL QUESTIONS)
Identify new words.
Look up their meanings
Use them in sentences orally.
Read the passage (school holidays) and answer the questions orally.

Evaluation activity:
SCHOOL BANK PAY-IN SLIP
Identify new words and answer written question

Ref: Mk Primary English Bk B7 Page 53 -55.

LESSON IV

Pre-activity: (Oral questions)
Guided composition.

i. Evaluation activity
Picture composition

- Emphasis on the tenses used.
- Present continuous tense
- Present perfect tense
- Pupils write a sentence describing what's happening in e ach picture.
- Mk Primary English Bk 7 Page 56 -8

ii. Composition writing
HOW I SPENT THE LAST HOLIDAY (Mk Bk 7 Primary English Page 58)
STEPS

- Identify the title and write it in capital letters in not more than six words. (don't use any punctuation mark)

- From an introductory paragraph related to the title.
- the body (should be in paragraphs)
- Conclusion (in one paragraph)

Other areas.
Paragraphs - one - when the holiday began - introduction
Paragraph 2 - body – what you did
Paragraph 3 - people and places visited
N.B: Paragraph when introducing a new idea.
Paragraph 4 - whether you liked or disliked the holiday (conclusion)

SPELLINGS - PICTURE DRAWING
Punctuation
Language flow (tense work) sequence

Note: There is no need for writing your name after the conclusion .

GROUP DISCUSSION
Exercise B Page 59 – Mk Bk 7.

ASPECT : JUNIOR ENGLISH

LESSON OPPOSITES (Atonyms)

FORMATION.
i). Using prefix: un- able- unable
in - direct- Indirect.
Dis- advantage- disadvantage
Mis- treat - mistreatment
Il –legal - illegal
Ir- regular - irregular.
Non- existent- nonexistent

ii) Changing suffix ess to ful.
e.g careless- Careful
useless- useful

Ref: Junior English revised by H. Richard page 94- 97

iii)Others e.g
- Genuine
- counterfeit

Ref: Junior English revised by H. Richard page 93.
Student's companion page 123- 132
Evaluation activity

Supply suffixes or prefixes to write the opposites of the given words.
Comfortable
Meaning ful
Moral
LESSON II

ASPECT: OCCUPATIONS. (words showing some ones job or profession)
EVALUATION:
Learners will give occupations of different people

Example:
oculist - one who attends to eye diseases
optician: tests eye sight and sells spectacles.
Ref: Junior English revised- 144- 148
Peak Revision English Page 26.

LESSON III

ASPECT: ALPHABETICAL ORDER. (arranging words in abc or dictionary order).
e.g chair, bench, desk table.
Ans: Bench , chair, desk, table.

Evaluation activity Junior English revised page 88

ASPECT 13.- ADJECTIVES. (1- 10 lessons)
An adjective is a word used to describe a noun/nouns.

TYPES OF ADJECTIVES (Nosshacopn).
Adjective of number- one, two, a ,some, fifth e.t.c.
Adjective of opinion- ugly, interesting, delicious e.t.c.
Adjective of size- big ,tall, fat
Adjective of shape- circular, spherical, rectangular, e.t.c.
Adjective of age- new, ancient, modern, young,
Adjective of colour- green yellow.....
Adjective of origin/ nationality- Swiss, Dutch, Gananian.
Adjective of material- silver, golden, plastic, woollen e.t.c
Adjective of purpose- walking, shopping. E.t.c.

Evaluation activity.
Pupils will underline adjectives in the following sentences.
i). Musoke killed a tiny black mouse.
ii). I have a three legged round table
iii). Opeta married a toothless woman.
iv). John got a red Tanzanian woolen blanket.
v). I have a twenty- page red sports book.
vi). My father has a black Swiss golden watch.
vii). They entered a narrow dark room.

ix). Miss Athiano is a young ugly Mathematics teacher.
x). The resident's office has comfortable, large, rectangular yellow Italian wooden chairs.

Other types of adjectives.
xi) Demonstrative adjectives: these point out which person/ thing is meant

Examples:
This/ these- point to nearer nouns.
That/ those- point to distant nouns.

Such
I hate such things.
Tell those boys to hand in their books for marking.
That boy is industrious.

From other adjectives.

Adjective	
Tragic	tragically
Black	blackish
Sick	sickly

By adding suffixes: ous,

Word	**adjective**
Poison	poisonous
Danger	dangerous.

Adding ful/ less.
Use- useful- useless
Hope: hopeful- hopeless.

Adding 'y'
Rain – rainy
Dirt – dirty
Wealth – wealthy

Adding 'able'
Eat – eatable/ edible
Comfort – comfortable

Adding 'ish'
Child – childish
Baby – babyish
Yellow – yellowish

xii). Interrogative adjectives: these are used to ask questions when used with nouns.

Example;

What
Which
Whose

Applications.
Which book do you want?
Whose bag is this?
What type of man is he?

FORMATION OF ADJECTIVES.

Adjectives Can be formed from ;
a). Nouns
b). Verbs
c). Or from other adjectives using suffixes.

Noun	**adjective**
Boy	boyish
Fool	foolish
Dirt	dirty
Trouble	troublesome
Gold	golden

Verb	**adjective**
Talk	talkative
Avail	available
Advise	advisable.

Other categories

Bible	biblical
Angel	angelic
Geography	geographical e.t.c

Activity.
Pupils will do exercise 63, pg 55. Junior English revision.

FORMATION OF PROPER
(National adjectives).

Proper noun	**proper adjective**	
Poland	Polish	People
Netherlands	Holland	Dutch
Greece	Greek	Greeks
France	French	French
Spain	Spanish	Spaniards

Denmark	Danish	Danes

Evaluation activity.
Junior English revised exercise 67 page.57

COMPARISON OF ADJECTIVES.
Adjectives are compared in three forms thus;
Positive degree; (made when no comparison is made) it is used to show the existence of some quality of what we speak about.
Example
Anna's mango is sweet.
Comparative degree: It is used to show a higher/greater degree of quality than the positive. It is used when two sets of things are compared.

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

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

Formation of comparatives and superlatives.

i). Adjective (and adverbs) of one syllable (except adjectives in the form of the past participle) make the comparative by adding –er- and –est-.

Example

Tall	–	taller	–	tallest
Big	–	bigger	–	biggest.
Fast	–	faster	-	fastest.
But torn	–	more torn	–	most torn.

ii). Adjectives of two syllable ending in ,y, er, ow and le normally from the comparative and superlative with –er -0- est.

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

(Others in the same category are: common, polite, quite, wicked, cruel, stupid, pleasant.

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

Hopeful	**more hopeful**	**most hopeful**
Honest		

Selfish

iv). Adjectives of three or more syllables form t6he comparative and superlative with more and most.

Beautiful	More beautiful	most beautiful
Efficient	more efficient	most efficient.

v). Irregular adjectives.

Good	better	best.
Bad	worse	worst
Ill	worse	worst
Evil	worse	worst
Much	more	most
Little	less	least
Many	more	most
Old	older	oldest(not related)
Old	elder	eldest (same family.

vii). When the adjective ends in "y" proceeded by a consonant the 'y' is changed into 'i' before adding 'er' or 'est'

Examples

Easy
Happy
Merry
Noisy
Clumsy

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

Red	redder	reddest (**mistake)**
Fat	fatter	fattest
Thin	thinner	thinnest
Hot	hotter	hottest.

Characteristics

Pupils will do exercise 89 using the positive degree in comparison.
Structures .....as....as (same quality).

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

Example

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

COMPARATIVE DEGREE OF ADJECTIVES

Evaluation.
Revision English by Ronald Forest.
Page 97-8- exercise 73- 4- 5.
DEG PAGE130 EXERCISE 93.

DOUBLE COMPARATIVES.
Use of the .....,
When you climb high, it becomes cool.
Ans: The higher you climb, the cooler it becomes.

If you pay attention to the teacher you will score good marks.
Ans: The more attention you pay, the better marks you will score.

Evaluation activity.

DEG pg. 131 Exercise 94

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

ORDER OF ADJECTIVES.

Nosshacompn.
Number (quality).
Opinion
Size

number	opinion	size	shape	age	colour	origin	material	purpose	Noun
One	Smart	Big	Oval	modern	Green	Kenyan	Silver	Walking	Cup
Few	Beautiful	Small	Circular	old	Black	Germany	Woolen	Smiling	Girl
a	dirty	medium	rectangular	Ancient	red	Ugandan	golden	coughing	boy

Evaluation

a) Ronald Forest_ Revision English page 105 exercise 79
b) DEG I page 135 exercise 95

Topical Revision.

Sir Apollo Kaggwa schools lesson plan page 21 aspect 13
Nos 1-15.

ASPECT 14

ADVERBS:

An adverb is a word that tells us no more about a verb, an adjective or another adverb.

Example

Once, slowly, yesterday e.t.c.

Types of adverbs.

i). Adverbs of manner- tell us how some thing happens or happened

Example

They sing <u>beautifully</u>.
ii). Adverbs of time v- tell us when something happens or happened.

Example

He came yesterday.
iii). Adverb of place- tell us where something takes place or took place. E.g .My aunt lives in Kenya.
iv). Adverbs of Frequency- tells us how often something happens or happened.

Usually
rarely

Example:
He seldom comes here. Often seldom

v). Adverbs of degree- tell us to what extent something is or was.

Example
She is very tired

Quite almost
too much
indeed only
so

vi). Adverbs of quantity/ number tell us much, many , something is or was; once, twice, thrice

vii). Adverb of questioning:
Where
When
How

viii). Adverb of affirmation and negation.
Yes, certainly, surely
No, not

Ref: Mk Precise page 50- 4
First Aid English 74

Formation of adverbs.
Adverbs of manner are most formed from adjectives by adding ly.

Adverb	adverb
Wise	wisely
Foolish	foolishly
Slow	slowly
Beautiful	beautifully.

ii). When the adjective ends in Y proceed by a consonant, change Y to i and add LY

adjective	**adverb**
Happy	happily
Clumsy	
Easy	
Sleepy	
Busy	

Exceptions

Hurry	Hurriedly
Dry	dryly

iii). When an adjective ends in LE simply change E into Y.

Single	singly
Double	
Humble	Terrible
Audible	credible
Able	
Horrible	

Others

True	truly
Public	Publicly.

Evaluation Exercise.

Junior English revised page 59- 61.
Mk revised page 57-8
Read and write standard 8 page 16 exercise 11.

COMPARISON OF ADVERBS.

Adverbs like adjectives have three degrees of comparison, positive, comparative and superlative.

If an adverb is one syllable the comparative is formed by adding ER and superlative EST.

Fast	faster	fastest
Hard	harder	hardest
Soon	sooner	soonest
Early	earlier	earliest.

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

Clearly	more clearly	most clearly
Bravely		
Loudly		
Stealthily.		

Irregular adverbs.

Positive	comparative	superlative
Badly	worse	worst
good	better	best
Late	later	last (position)
Late	later	Latest (most recent)
Far	farther	farthest.
Ill	worse	worst.

Evaluation activity.
Pupils will complete the activity correctly from;
First Aid: English page 75

Order of adverbs.
When there are two or adverbs, (a verb and its object) the normal order is;
i). Adverb of manner.
ii). Adverb of place.
iii). Adverb of time

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

Example
He was born at 6 o'clock on a cold December morning 2008.
She lives at Natete, Rubaga division in Kampala district.
iv). Adverbs of frequency (always, never, often, usually, seldom, rarely...) are put between the Subject and the verb.

Example:
She has never seen a live elephant.
They often arrive late for service.

Evaluation activity
Living English structure pg 10 exercise 11.
DEG and comprehension II pg8 exercise 6.
Revision English- Ronald Forest page 103 exercise 78.

ASPECT 15
COMPREHENSION. **ART AND CRAFT LESSONS.**

Vocabulary
Curve, craft, design
Mk English Bk 7 Page 60-6.

Structural patterns(oral work)
Which materials.
What do you see....
Using more than

LESSON 2.

Pre- activity: Dialogue reading.

A POEM: THE BEAUTY OF ART.
Written comprehension exercise.
Mk English bk 7 page 68.

LESSON 3

COMPREHENSION.
Pre activity (oral work)
Identification of new words and reading the passage. Weaving baskets.

Evaluation activity.
Rearranging sentences to make a meaningful composition.
Mk. English Bk. 7 Page 69-70

LESSON 4.

Pre composition.
Mk. Bk 7 Page 72-73.

Evaluation activity.
Picture composition. Hard work pays.
Pupils will write a sentence describing what is happening in each picture.
b). Answer the comprehension question about the picture.

ASPECT 16 JUNIOR ENGLISH.

PREPOSITIONS.
Prepositions of time, pace and movement.

Evaluation.
Mk precise page 169- 179.

ASPECT 17 C0NDITIONALS.

IF I AND IF III

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

If II Condition

Example
If I were a fish, I would swim.
If I had money, I would buy a car.
If she came late, She would be punished.
Evaluation Mk. Presice pg 148-49
If III

Example

If I had had money, I would have gone to London.
Evaluation exercise.
Mk. Precise page 151 No 1-10

Using unless.
This is another way of expressing conditions in a negative form. E.g.

1. If it did not rain, we would go to school.
2. Unless it rained, we would go to school.
3. If Tom went to university, he would study law.
4. Unless Tom went to university, he wouldn't study law.

Evaluation
Mk precise page 123-4
English revision
By Ronald Forest
English Revision.
By Ronald Forest page 22-26
Junior English composition and grammar page 37- 44.

ASPECT 18.
COMPREHENSION
Burial lesson I

Vocabulary practice (Oral)
Coffin, condolence, funeral e.t.c.
Structural/ patterns.

1. Whenever
2. .....who.....
3. Neither...nor.....
4. Both.....and

LESSON II.
Dialogue reading (pre comprehension activity)
Oral comprehension questions.

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

LESSON III

Pre- comprehension activity.

1. Farewell to Mr. Muhindo.
2. Identify new words.

Read the passage and answer the comprehension questions orally.

- Pre composition activity (Group discussion).
- Arrange the sentences to make a good story.

Evaluation activity.
Picture composition.
Write a sentence describing what is happening in pictures 1-6.
Answer comprehension questions about the picture
Ref: Mk bk7 page 81-4

LESSON 4.

Pre comprehension activity. (appreciation).
Answer questions orally.

Evaluation activity.
Death announcements.
Read the announcement and answer its written questions.
Ref Mk B7 page 85.

ASPECT 19.

RELATIVE CLAUSES.
A relative clause tells us which person or thing the speaker means

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

Defining relative causes.
Defining relative clauses tell us who and what the subject is / was e

Example
A man is not a good citizen. He steals.
A man who steals is not a good citizen.

The boy nearly drowned. He fell into the well.
The boy who fell into the well nearly drowned.

Evaluation activity.
Junior English composition and grammer.
Page 78 drill 115.

Defining relative clauses with prepositions.
The place was on a high hill. The army advanced to it.
The place to which the army advanced was on a high hill.

NB: No commas are needed.

Non defining adjectival clauses.
They tell us something about the noun but do not define

Example.
Captain Tamale is leaving for London tomorrow. You had dinner with him last night.
Captain Tamale, with whom you had dinner last night, is leaving for London.

Evaluation activity.
Junior English composition and grammar pages 85-87
Drills 122,123,124.

Adjectival Qualifiers of results.
Too.....to
So .....that
Such often....that.
.....enough to.....

Adjectival qualifiers of reason.
.....because.....
.....as.....
.....so that.....could/can
.....in order to.....
.....in order that.....could/can

Correlative conjunctions
Neither.....nor.....
.....neither.....nor.....
.....and neither.....
.....and so.....
Either.....or.....
.....either..... (without or)

Mk precise page 126-127 page 131-136

TOPICAL REVISION EXERCISE.

Lesson plan handout Sir Apollo Kaggwa schools
Page 26

ASPECT 21 COMPREHENSION.

MUSIC DANCE AND DRAMA.

LESSON 1.
A vocabulary practice 1 and 3 act
, cast, conceal choir, audience,

- Looking up the words in the dictionary.
- Using them in sentences.

Structural patterns(Oral discussion).
Which....do oyu.....
i). So.....
ii). Must.....it.....
Mk pupils Bk7 pg87-94

Pre activity
Dialogue reading (answer questions orally)

Evaluation activity.
Passage reading. (THE SCHOOLS CULTURAL FESTIVALS 2009)
Identify new words
Use t6hem in sentences.
Answer written comprehension topics.
Mk. Pupils Bk7 Pg. 95-98

LESSON 3
i). ***Pre activity***
(Respect the environment).
-Answer comprehension questions orally
- song- wild life clubs of Uganda. **Nsiliozi** to be sorry orally

ii). ***Pre composition.***
(MUSIC FESTIVAL).
-Pupils should write a sentence describing what is happening in picture one –six.
- Pupils should the questions about the pictures.

Evaluation activity.
Write a composition about AIDS. Include the following;
How AIDS s spread
What people should do to stop the speed of AIDS.
Hw=ow to care for people suffering from AIDS.
What people should know about AIDS.
Mk. Pupils Bk. Pg. 103-106

ASPECT 22

SPEECHES.

Direct speech.

This is when the actual words of the speaker are written as they were mentioned without changing anything.

Example

Tom said, "I am not feeling well"
"I am very hungry," said Alex.
The actual words of the speaker are enclosed in quotation marks.
A comma separates the speaker's from the verb that reports.

Example

Said
Asked
Inquired.
The actual words of the speaker begin with a capital letter.
Each punctuation mark is placed clearly away from the others.

Elastration activity.

Punctuate the following sentences.

1. I am go to school so and John.
2. The teacher said close your books.
3. where is my book asked the boy
4. can you show me the way to the mosque asked the stranger
5. I am not coming he said

Reported speech/ indirect speech.
This is when the speakers' words are reported

Example

The man said he wanted to see his son.

Main points.

Quotation marks are used in reported speech.
The comma is also dropped.
The conjugation can either be used or left out.

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

If the reporting tense n in the present tense, the tense does not change when reporting.

Example

John says, "My pen is missing."
John says that his pen is missing.

When the reporting verb is in past simple tense, the tense of the words quoted will have to change.

Example
John said, “My pen is missing.”
John said that (his) pen was missing.
When reporting scientific facts, the tense does not change.

Example
“Water boils at 100^0c,0” the teacher said.
The Teacher said (that) water boils at $100C^0$.

Must changes.
a). Must present tense changes to had to when reporting.

Example
"I must write to my friend," Rebecca said.
Rebecca said that she had to write to her friend.
b). Must (future) changes to would have to
"I must leave for London next year," said the teacher.
The teacher said that he would have to leave for London the following year.
c). Must used as a rule remains must .

Example
"Children must obey their parents," the Headmaster said.
d). Must (to mean certainty) remains must.

Example
"He must be 15 years now," said John.
John said that he must be 15 years then.

Note:
Commands and requests.
i). The imperative form of the verb is changed to infinity.

Example
"Take this book to the office," he told me.
He told me to take the book to the office.

ii). When the reporting verb said takes an indirect object , it is changed, to a verb that introduces a command.

Example
" Get out now," the teacher said to me."
The teacher told me to get out then.

Direct and indirect questions.
To change a question from direct to indirect
-The question mark is dropped
-Question beginning with why, who, when, what , how, which, etc (interrogative) use the interrogative as injunctions
e.g He asked ,Why are you crying?"
He asked me why I was crying.

- Questions beginning with helping verbs e.g Is, Are, Has, Did, Have, etc require the addition of If or whether as a conjunction. e.g

Example

" Is your mother at home?" she asked.
She asked if my mother was at home.
Reference about changes to be made with direct and indirect speech and vice versa.
English Revision by Ronald Forest. Pg.65-68.
Mk precise English page 203- 204.

Evaluation

Mk. Precise page 209210.
DEG page 74-75

TOPICAL REVISION.

Ref: Sir Apollo Kaggwa Trs. Note Pg.28.

ASPECT 23 LETTERS.

LESSON 1.

Vocabulary practice
-address aerogram affectionate
Structural patterns.
.....whenever.....
.....since.....
.....for.....
Lesson 2. Personal letter writing.

Pre-activity.
Ex. B Pg.108
Points to consider.
Mk. Pupils Bk. 7 p112
Revision English Forest pg. 156-7

LESSON 4.
Pre activity- advertisement Mk ppsBk7 pg114.
(Oral discussion).

Evaluation activity.
Dialogue reading and answering comprehension questions.
Mkp115.

LESSON 5

Pre activity
Mk. P.117 (Guided composition).
Evaluation activity – poem reading and written comprehension questions.
Mk. P116

Pre activity.
Re arranging the sentences
Ex. B Mk. P.117- 118

Evaluation activity-
Picture composition.
Pupils write a sentence describing what is happening in each pictures .
Answer questions about pictures Mk. P 119.

LESSON 6

TOPICAL QUESTIONS.

Pre-activity- Exercise A and B
Evaluation activity.
Ex C and B.

Mk Bk. 7 pg 119-120

ASPECT 24
NECESSITY, OBLIGATION AND DUTY.
Modal verbs.
-should have to, shouldn't.
-Out have to, have got to
-must, must not
Needn't, didn't need to
Ability, capable of
Necessary – necessity
better
Ref Junior English composition and Grammar Pg. 97-94.
Revision English – Forest Pg. 47-49
Mk. Precise pg. 153-162.
Living English structure for schools
Pg. 22-35

English Grammar in use. Pg 52-68

TOPICAL REVISION (Pamphlet on previous lesson notes.- 2008.

ASPECT 25

COMPREHENSION.
RADIO/ TELEVISION/ VIDEO TAPE/ AND CASSETTE PLAYER.

vocabulary.
-VCR, DVD, CD,FM advertisement, announcement, structural patterns. (Oral discussion).
Using
i). Which
ii). If I had
What is…….for…….
I like listening to
Mk Bk. 7 pg. 121-126

LESSON 2

Pre-activity.
Broad casting (Oral discussion)

Evaluation activity.
Passage reading (THE RADIO)
Identifying new words.
Reading and writing written comprehension exercise.
Mk. BNK 7 Pg127-128.

LESSON 3.

Pre- activity guided composition.
Re-arrange sentences to form a dialogue.

Evaluat6ion activity.
Passage reading (Tenda's radio programme).
Identifying new words.
Answering the written comprehension questions.
Mk. Bk. 7 Pg.129- 131.

LESSON 4

TOPICAL REVISIION.

Pre-activity (Oral discussion) ex A and B.
Write a composition about a function you have ever attended.

Teaching points
Identify the function (Graduation party)
Where it took place and when.
Who was graduating
How intense was it?
Activities that took place.

ASPECT 26

LESSON 1-12 ADVERBIAL CLAUSES.

CLAUSES OF TIME.
A clause is a group of words that include a subject and a verb and forms a sentence or part of the sentence
As soon as ……..
Immediately
....immediately.....
The moment.....

....the moment.....
After.....
Often.....Before.....
Before.....
Since.....
……..before……
No sooner had/did
Hardly...when.....
Scarcely.....when.....
Barely.....when.....
Just as.....

CLAUSES OF INTENTION OR PURPOSE/REASON

……..because.....
……as……
……..since……
……..for……..
In order to .....
……In order that
So as to.....
Not only.....

CLAUSES OF SPIE/ CONTRAST SENTENCES.

……..but.....
Although.....
Though……..
In spite
Despite
Even though.....However.....Never the less.....
Deg Bk 2. Pg. 35-57.Mk precise Pg. 126-129

ASPECT 27

ENVIROMENTAL PROTECTION.

LESSON 1.
Vocabulary practice.
Conserve, crop, drainage, drought
-Structural patterns I (oral discussion).
If we do not.....
We must....to
.....so.....
If.....could/would
If.....wouldn't have

LESSON II

Pre activity.
Exercise I page 135 (orally).

Evaluation activity.
Poem/ comprehension.
Vocabulary words.
Answer the written comprehension questions.
Ref. Mk Bk7 pages 139-140

LESSON III

Pre activity.
Study the picture and answer the questions about (Mk Bk7 page 135).

Evaluation activity.
The fight against the water hyacinth.
Identify new words.
Answer written questions in full sentences.
Ref. Mk. Ppls Bk7 140-141.

LESSON IV

Pre-activity
Guided composition a and b
(Oral discussion)
Evaluation activity- picture composition(What must we do to conserve our soils).
Pupils write a sentence describing what is happening in each pictures 1-5.
Answer comprehension questions about the pictures.
Mk Pupils bk7 page 141-143.

Lesson v Pre activity- picture interpretation
(Plant tree for the future)

Evaluation activity.
a). Poetry- compose a poem about environmental protection.
(Refer to Mk Bk, 145)

LESSON V
Pre activity revision (Exercise pg.145-146 and b)

Evaluation activity.

Composition (Jumbled sentences.
Re arrange sentences to form a good story about the environment.
Refer to exercise pg. 146.

ASPECT 28. CHILDREN'S RIGHTS.

LESSON 1.
Vocabulary practice.
Accuse, arrest, child abuse, defile, reformatory school.

Structural patterns.
i). Accused of.....
ii). The .....whose.....
.....mistreats.....
Ref Mk. Ppls Bk.7 147-148.

Evaluation activity. Dialogue reading
(Re aspect children)

Read and answer written comprehension questions. On pg.152.

LESSON 3.

Pre activity.-
Children must be responsible.
Children read and answer questions orally. Pg. 154.

Evaluation activity.-
POEM READING (RISING UP FOR YOUR RIGHTS).

- Identification of new words.
- Reading and answering written questions.
- Mk. 154.

LESSON 4

Pre activity- Guided composition.
(Kantac and the cruel mother)
(oral discussion).
Children orally discuss what s happening 1-6.
Children answer the comprehension questions orally.

Evaluation activity.
Study the children's state and answer the written questions.
Mk. Pg. 155)

LESSON 5.

Pre activity revision exercises a, b, c and d. Mk157-159.

Evaluation activity.
Write a composition which should be published in a magazine.
Mk. Pg.157.

ASPECT 29 COMPREHESSION MARRIAGE.

LESSON 1.
Vocabulary practice.
Bride agreement, brothers –in law.
Customary daughter in law.
Couple, master of ceremonies.
Structural patterns). Using adjectives
Delicious
Looked (adjective)
Prefer –to-

LESSON 2. DIALOGUE READING.

Pre activity-
Studying pictures on page 162

Evaluation activity.
-Reading the dialogue
Identifying new words.
Answering written comprehension questions.

Reading the poem carefully and answering written questions about it.
Mk. Pg.169.

LESSON 4.- Passage reading (marriage).
Reading, identifying new words and orally answering comprehension questions. Mk. Pg.170-179

Evaluation activity.
Guided composition.
Rearranging sentences form a sensible story about life.
Patterns.
Mk. Pg. 171.

LESSON 5: TOPICAL REVISION.

Pre- activity.
Revision exercise a, b and c as class discussion page 173-174.

Evaluation activity.
Picture composition (Mukasa weds seeds)
Studying the pictures carefully and in one sentence describe what is happening in picture 1-6.
Mk. 172.

ASPECT 30. EXAMINATIONS.

LESSON 1

Vocabulary practice
Accurate, aggregate, briefing.

Structural patterns.
i). Using -...that....
ii). – y -
iii). Although
.....didn't you
v). If.... you were.....
Mk.pg175-180

LESSON 2.

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

Evaluation activity.
Dialogue reading (Never panic in examinations).
-Identifying new words.
Read the dialogue carefully.
Answering written comprehension questions.
Mk. Ppl's Bk. 183-184.

LESSON 3
Pre- activity.
Examination papers.

Study the front page of an examination paper
Mk. Ppl's 182 - 83

LESSON 4.
Pre activity poem reading.
Reading the poem orally and discussing questions.

Evaluation activity.
Reading the passage (examinations).
Identify new words
Read the passage and answer written comprehension questions.

Mk. Ppl's Pg 185-7

LESSON 6.

Pre activity-

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

Evaluation activity.

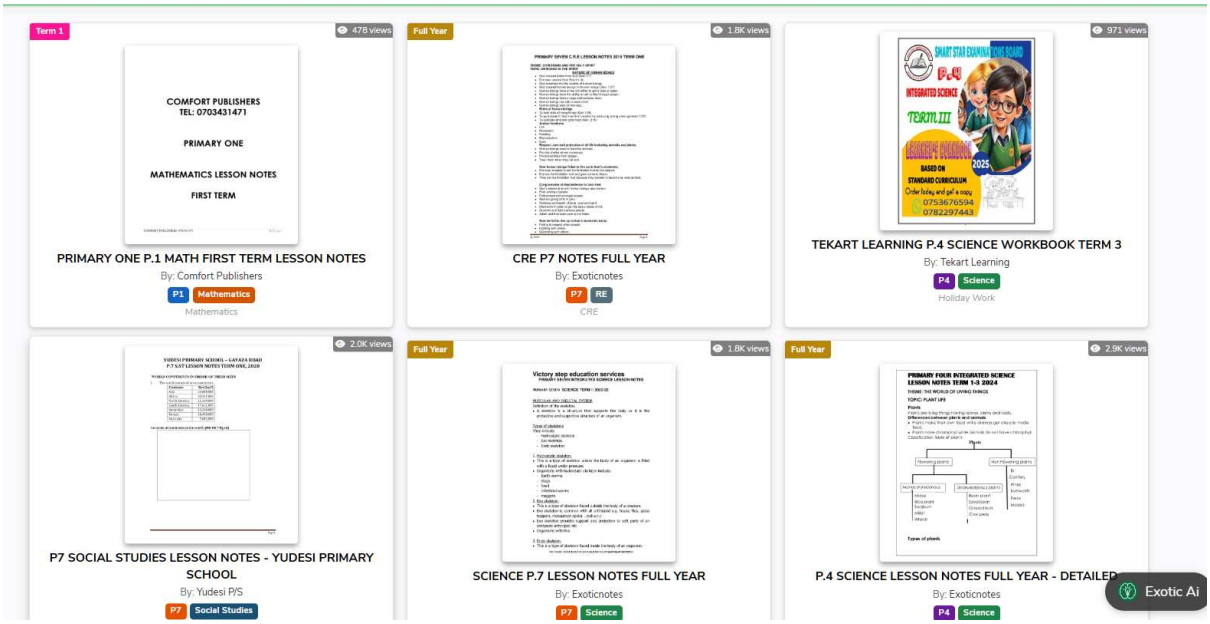
Rewrite a short story on how you are planning to pass your primary leaving examinations.

Include the following.
In which month you are to do the PLE.
What you are doing to prepare for PLE
What your teachers are doing to prepare for your exams
Your friends are doing to help you pass.

REVISION EXERCISE

MK PPL'S BK Pg. 199-213

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