PRIMARY 7

ENG

NOTES

FULL YEAR

EXOTIC TEACHER

FOREWORD AND RECOMMENDATION

COVID 19 pandemic caused a disruption in our education system and made learners missed schooling for two years of 2020 to 2021 schooling period. This has created a need to rethink what and how learners will be taught when schools open.

The Kolfram Educational Services Kampala has developed a series of teaching materials for preprimary, primary and secondary schools in Uganda. These materials are prepared in accordance to the abridged curriculums right from primary two up to senior six.

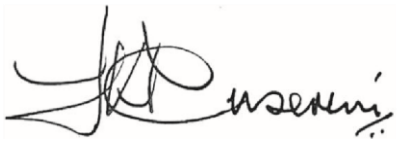
"***Special thank goes to all the board of director and staff of Kolfram Educational Services Kampala for the great work done***.'

Congratulations

This material presents a selection of priority learning competences and concepts, along with psychological support, which should be focus of instruction in the 2022 school year in order to achieve learning recovery.

This material is not a departure from the existing old curricula for this level but is a modification of the same with a purpose of recovering the lost learning time with maximum learning loss. They have been packed for all primary and secondary classes in Uganda including **pre- primary**, **primary one**, **senior one** and **senior five** that are still using the old standard curriculums.

I therefore, recommend this material and ask all stake holders, educational fraternity to support its implementation as a strategic intervention towards the mitigation of the effects of COVID 19 pandemic on the education system. The effective implementation of this material by the implementors will be a great milestone towards the recovery of lost learning time and giving hope and confidence to learners and teachers.



HON. Janet K. Museveni

First Lady and Minister for Education and Sports



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- *I'm very grateful to the Almighty God the Most High who enabled us to accomplish the mission and publish this book.*
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- *Lastly we do sincerely regret any error, mistakes or incorrect writing in a paragraph which may be found in this book; it could have cropped up unknowingly*

- *All rights to photocopy, print ,reproduce or duplicate this material found herein are strictly reserved.*

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MESSAGE FROM THE DIRECTOR NCDC- UGANDA

Dear reader, having gone through this book reasonably, I strongly recommend you to adopt its implementation with confidence as it covers a wide range of everyday real life experience carefully selected for this level in accordance to the abridged curriculum.

Dr. Grace K. Baguma





DIRECTOR,

NATIONAL CURRICULUM DEVELOPMENT CENTRE

PREFACE

The Standard Kolfram in Use; Abridged Curriculum, pupil's book 7 is purely based on the New revised Primary seven Syllabus 2021.

It is one of the **60** books set in the same series set to solve the challenges caused by Covid 19 pandemic in teaching and learning in primary and secondary schools. Other books in the series cover all the classes and other subjects which do exist in Ugandan schools.

Features of this book

- ✓ This book is simple and easy to use.
- ✓ Topics and explanations have been simplified to suit the level and the age of the learners.
- ✓ The topics and subtopics in this book have been logically and systematically arranged to guide learners in their own revision time.
- ✓ The languages used in the book are learner friendly.
- ✓ The book contains a number of assessment exercises and tests which guides both the teachers and the learners using the book in preparation for the examinations.
- ✓ Hundreds of live examples from the Past Primary Leaving Examinations are also included in this book.

We hope the content in this book will not only amuse or attract the users, but also play a tremendous role in solving the teaching and learning problems in English in both urban and rural private and government primary schools.

First published in 2022



Okol Dicken
Head of department

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KOLFRAM EDUCATIONAL SERVICES KAMPALA
"Let's Discover Our Potentials"

Term I

TOPIC 1: SCHOOL HOLIDAYS

Sub- Topic 1A: Holiday Plans

VOCABULARY DEVELOPMENT:

Vocabulary practice l

Learn the pronunciation, spellings and the meanings of the following words and use them in sensible sentences to show you have understood them.

school:	*A place where children go to learn or to study.* ***Kitagobwa UMEA primary school is a very good school.***
School holiday	*A period of time when somebody is away from home or school.* ***Benita always goes to the village of a holiday.***
plan:	*An arrangement or a way or a series to actions that you need to take in order to achieve something.* ***My plan is to read hard in order to score aggregate four.***
vacation:	*A very long holiday between a term when a university or college is closed.* ***Nahwera will go for a church camp during her P.7 vacation.***
traveller	*Someone who is travelling or who often travels.* ***My father is a traveller.***
remedy	*A way or an activity of improving a difficult situation.* ***Our teacher gave us a remedy for hardworking.***
relative:	*A member of your family.* ***Our relatives live in the villages.***
pen pal/pen friend	*A person with whom you make friendship by writing letters.* ***My pen pal always sends me gifts in the third term holiday.***
up – country:	*An area of a country that is not near large towns.* ***My sister went up – country.***
town (urban):	*A place with many houses/ buildings, shops, schools, hospitals, offices and where many people live or work.* ***I spend most of the time in town during holidays.***

ACTIVITY

Choose a word from the bracket to complete these sentences

1. *Our grandmother told us an _____story. (interesting, sad)*
2. *My uncle owns a big _____ in the village.(concert, farm)*
3. *I took part in the music and dance_____ (vacation, concert)*
4. *I am going to _____rice for the guests (enjoy, cook)*
5. *We_____our books everyday.(revise, report)*
6. *Joseph helps his parents with_____(housework, playing)*
7. *We went on a_____to Kigezi highlands.(tour, nice)*
8. *Our class has organized a music_____(show, routine)*

Arrange the vocabularies in correct ABC order.

9. vacation, traveller, remedy,relative

10.urban, town, village, relative

11.travel, traveler, traveling, travelled

Arrange these words to form a meaningful sentence.

12.a town nice What is this!

13.relatives visit you When normally do?

14.villages our live in the of Most relatives.

Vocabulary practice ll

village (rural):	***A small settlement in a country area.*** ***I shall go to the village in my vacation.***
birthday:	*The anniversary of the day on which a person was born.* ***I celebrated my birthday at my aunt's place.***
programme/ program	*A list of a planned series of events.* ***Visiting my grandmother is one of my programmes.***
concert:	*A public performance of music.* ***Our school is going to have a concert during the holiday.***
house work	*Work done in a house e.g. cleaning and cooking.* ***I was sent to do a lot of house work last holiday.***
trip	*A short journey or outing.* ***My cousin and I will go for a trip during our vacation.***
report card	*A written statement about the work of a student at school, college etc* ***I did not receive my report card.***
chores	*A tedious or difficult task* ***Chores are tiresome.***
routine	*A regular or fixed way of doing things.* ***It is a routine to do house work.***
bash	*A large party or celebration* ***We had a bash in my aunt's house.***

Exercise

Use the suitable form of the word in the brackets to fill in the spaces below.

1. *Of the three chores, the third one is the_____ (hard)*
2. *We enjoyed the birthday party at the _____(begin)*
3. *My aunt _____in rural area.(live)*
4. *They enjoy _____ to Soroti by bus.(travel)*
5. *She_____her last holidays in Kenya.(spend)*
6. *I will visit all my _____during this Christmas holiday.(relative)*
7. *Most children have poor _____for the word **bash**. (pronounce)*
8. *Letter 'e' is _____in the word Wednesday.(two)*
9. *His _____ was very lengthy. (explain)*

Rewrite the sentences giving one word for the underlined group of words.

1. *Juma went to the small settlement in a country area last week.*
2. *I made a list of a planned series of events for my holidays activities.*
3. *Sarah has a lot of work done in a house today.*
4. *Judith was doing some tedious or difficult task at home.*
5. *It is a regular or fixed way of doing things in our home that we should go for a concert.*

Arrange these vocabularies in ABC order

6. *Village, birthday, program,concert*
7. *trip chores,routine, bash*

The words in the brackets are in wrong order. Arrange them and fill in the gaps to make the sentences correct.

(a) I am planning to go _____ during the holidays.(country up)
(b) The term has come to an _____. (dne)
(c) Many people celebrate their_____.(daysbirth)

Vocabulary practice 2.

Construct correct sentences using the words given in the word box.

break up	*board*	*end*	*relatives*	*prepare for*
travel	*pick*	*plan*		*town*

Examples

*1. The term has **ended** today.*

Suggested work

1. *I have made my holiday plans.*
2. *We shall travel to Kampala this week.*
3. *His uncle took us to Lira town yesterday.*
4. *Most of my relatives live in the villages.*
5. *They will prepare for vacation after their last examination.*

Rewrite these sentences giving one word for the underlined words groups of words.

1. *Term one has come to the final part today.*
   Term one has ended today.
2. *We shall go for holidays next week.*
   We shall break up for holidays next week.
3. *I shall get ready for term one vacation soon.*
   I shall prepare for term one soon.

Give the plural forms of these words.

a. *pen pal _____*
b. *programme _____*
c. *holiday _____*
d. *vacation _____*

Write the opposites of the following.

a. *rural people _____*

b. *relatives _____*

c. *ended_____*

Arrange these words in ABC order.

a. *study, visit, revise, tour*

b. *begin, enjoy, farm, camp*

c. *plans, plan, planner, planning, planned*

LANGUAGE STRUCTURES

The use of :……..going to……

The structure is used to express the near future activity or event.

It is used instead of the auxiliary verbs, look forward to, is likely to

Examples

1. I shall visit my parents next holidays.

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. I intend to work hard in the holidays.

I am going to work hard in the holidays

Trial activity

Rewrite these sentences using :…….going to……

1. *You have no intention of traveling up-country.*
2. *Our teacher is likely to prepare for our vacation.*
3. *I plan to stay upcountry with my parents.*
4. *My relatives will be happy if I visit them.*
5. *I strongly believe that we shall pass the examinations.*
6. *You should board a taxi from the school.*
7. *Term two will begin next month.*
8. *The children will go to the sanctuary next Friday.*
9. *The candidates will do PLE in November.*
10. *We may visit our parents next holiday.*

GRAMMAR

THE USE OF QUESTION TAGS

A *question tag is a short question that comes at the end of the sentence or a statement.*

We have two question tags; the negative and the positive/ affirmative question tags.

Guidelines on the use of question tags

Most question tags are formed from the helping verbs and personal pronouns in a sentence.

a) She is tall, isn't she?

b) *They are not active, aren't they?*
c) *It is enjoyable,……?*

When the statement is affirmative, the tag is always negative

a) *He is sick, isn't he?*
b) *They have gone away,……..?*
c) *I can do that work,……?*

When the statement is negative, the tag is always affirmative

a) *They don't eat pork, do they?*
b) *She doesn't write well,…….?*
c) *We shan't go home today,……..?*

A question tags consist of auxiliary verbs such as: can, do, has, have, must, will, could, would, had

a) *You will drive me,……?*
b) *Anita couldn't get money, could she?*
c) *Jona and Sarah must do that work,……?*

Helping verbs used in the statement are the same as one in the question tags

a) *She **does** not play football, **does** she?*
b) *They **have** gone to school, **have**n't they?*
c) *We shall sing together,……?*

If the statement has two or more helping verbs, we use the first helping verb in the question tag.

a) *She doesn't have money, does she?*
b) *I didn't want to do it, ……?*
c) *He has been reading since morning,……?*
d) *They have had it before,……..?*

We use do/ does in the question tags when the statement is in present simple tense.

a) *Umar lives in Butambala,……?*
b) *I play football every day,……?*
c) *Brenna and Bonny sing the song well,……..?*

We use did/ didn't in the question tags when the statement is in past simple tense.

a) *I didn't understand the teacher's explanation, did I?*
b) *John attended the party, ……?*
c) *We didn't enjoy the party meals, ……?*

Special helping verbs with specific question tags

(a). I am has the tag aren't I? affirmative statement or am I? for negative statement

i I am going with you,……?
ii I am not going to school,……?
iii I'm right about the date for the party,……?

(b). used to takes did/ didn't?

i They used to get lunch at school, didn't they?

ii We used not to go to school, ……?
iii I used to sing well,……?

(c). <u>let's</u> takes shall we, <u>shan't we?</u>

i) Let's hurry to school,……?
ii) Let's help him……..?
iii) Let's never do our homework,……?

After the imperatives, we can use: <u>will/ would/ can/ could/ you?</u> when we want people to do something for us.

a) Lock the door, will you?
b) Help me with a glass of water, will you?
c) Open the door,……?

Activity

Add a correct question tag on each of the statement below.

1. *Let's go out,……?*
2. *Open the door,……..?*
3. *Kenneth has not done the work,……?*
4. *There are many people in towns,……..?*
5. *Our holiday programme is not yet out,……?*
6. *Your school is far away from mine,……?*
7. *You wish to see him today, ……..?*
8. *Peter wanted to see Tom,……?*

Activity ll

Rewrite these sentences as instructed in the brackets

9. *You will go to the village this week, won't you? (Rewrite and end:……,will you?)*
10. *Your uncle works at Mulago Hospital, doesn't he?*
(Begin: Your uncle is working…….)
11. *He knows my holiday plans, doesn't he?*
(Rewrite and begin: She knows ……..)
12. *Ronald will attend my birthday party, , won't he?*
(Rewrite and begin: Ronald won't…….)
13. *We know what we do, don't we?*
(Rewrite and begin: I don't know……)
14. *The driver must pick us from the school mustn't he?*
(Rewrite and begin: The driver will……)
15. *His house is under repair, isn't it? (Rewrite and end:……..wasn't it?)*
16. *You have done your duty, haven't you?*
(Rewrite the sentence using :……..done my part…….)

DIRECT SPEECH

Direct speech means quoting the actual words spoken by a person.
The speech marks are used to enclose the speaker's words (" ") for example:

1) *"I am a Nigerian," he said.*

2) *The teacher said, "We shall break up for holidays soon."*

<u>When writing direct speech, you should take note of the following.</u>

a) *A comma is used to separate actual words used by a speaker from the word or verb that reports e.g. said, asked, told me, requested, ordered, exclaimed.*
b) *The actual words begin with a capital letter.*
c) *The speaker's words begin with opening quotation marks and closes with closing quotation marks. (" …")*
d) *The quotation marks only enclose the actual speech and not the reporting verb.*
e) *A closing quotation mark is placed clearly away from the nearest punctuation mark, a comma, a full stop, a quotation mark, or an exclamation mark.*

Exercise

Punctuate the following sentences correctly.

1. *Juma said holidays is time to relax.*
2. *There are three holiday periods said the teacher.*
3. *We are making holiday plans they answered.*
4. *He said the term one holiday is shorter than the third term holiday.*
5. *Pupils should do house work during holidays said Martin.*
6. *I am watching a movie said Charlene.*
7. *You should learn computer during holidays said my aunt.*
8. *I am going to have holiday studies said Alvin.*

LESSON II

Patterns of direct speech.

There are three patterns of writing direct speech. i.e. pattern I, II, pattern III.

Pattern I

Reporting verb begins and end with speaker's words.
He said, "cl _____."
He said, "Every living thing needs a holiday."
They said, "We normally go for holidays in the village."

Pattern II

Begin with speaker's words and end with the reporting word.
"cl _____," he said.
1. *"I work with bank of Uganda," said Adrian.*
2. *"She will write her exams tomorrow," said Moses.*

Pattern III

Refers to as broken sentence. The reporting verb comes in the middle of the sentence.
(ie)
"Cl _____," he said, "sl_____."

1. *"I think," said Hary, "we shall go for holidays soon."*
2. *"Why," asked the headmaster, "haven't you done holiday work?"*

Punctuate the sentences indicating the pattern used:

1. *Please hand in your work said the class captain.*
2. *I think said Hanifa we shall go for holidays tomorrow.*
3. *Do you come here often he asked.*
4. *After holidays said Atim, we shall get ready for beginning of term exams.*
5. *I shall miss you when you have gone whispered James.*
6. *When is the term ending asked the nurse.*
7. *I think said Barry we shall have our end of year party on Friday.*
8. *The old lady said the new teacher teaches well.*
9. *I asked Patrick what do you want from here.*
10. *The P.E. teacher asked do you like football or netball.*
11. *I saw you take the sweets said the store man.*
12. *Please said the school boy politely take my seat.*

LESSON III

INDIRECT SPEECH

This is reporting without quoting the words of the speaker.

For example.

***Direct**: "I write to my pen pal during holidays," said Brian.*

***Indirect**: Brian said that he wrote to his pen pal during holidays.*

***Direct**: "I didn't get a holiday last year, "said Allen.*

***Indirect:** Allen said that he had not got a holiday the previous year.*

Formation of reported / direct speech

Direct speech is the actual word of the speaker

Examples

Moses said" I am very hungry."

"We are coming home." Said Juliet.

"Why are you crying today?" the teacher asked me.

Changes in time and persons from the direct to the indirect or reported speech.

Changes in persons

I	*he/she*	***ours***	*theirs*
we	*they*	***you (singular)***	*he/she/you/me/I*
my	*his/her*	***you (plural)***	*they*
me	*His/her*	***you***	*him/her*
mine	*his/hers*	***us***	*them*
our	*their*	***ours***	*theirs*

Changes in the demonstratives and time phrases

here	*there*	***today***	*that day*
now	*then*	***tomorrow***	*the following day* *the next day* *the day after*
ago	*before*	***yesterday***	*the previous day* *the day before*

this	*that*	***today***	*that day*
these	*those*	***tomorrow***	*the following day* *the next day* *the day after*
last	*previous*	***yesterday***	*the previous day* *the day before*

Changes in the helping/ auxiliary verbs

Direct speech	***Reported speech***	***Direct speech***	***Reported speech***
is/am	*was*	***has to***	*had to*
are	*were*	***must***	*had to*
will	*would*	***was to***	*had to*
shall	*should*	***were to***	*had to*
can	*could*	***may***	*might*
have to	*had to*	***come***	*go/ went*
has to	*had to*	***bring***	*take*

Changes in the tenses

present simple	*past simple*
present continuous	*past continuous*
present perfect continuous	*past perfect*
past simple	*past perfect continuous*
past continuous	*past perfect*
past perfect continuous	*past perfect continuous*
past perfect	*past perfect*
past perfect continuous	*past perfect continuous*
future simple (present)	*future simple (past)*
future continuous (present)	*future continuous (past)*
future perfect (present)	*future perfect (past)*
future perfect continuous (present)	*future perfect continuous (past)*

Reporting statements in the present simple tense

The present simple tense in the direct speech changes to the past simple tense in the indirect or reported speech.

Sentence practice;

1. "We do our homework today.", said the pupils.

The pupils said that they did their homework then.

2. Ddumba said," he buys sweets."

Ddumba said that he bought sweets.

3. "I sing the song well today.", said Tom.

Tom said that he sang the song well that day.

4. John and Juma said "We try it twice this week.

John and Juma said that they tried it twice the that week.

Reporting statements in the present continuous tense

The present continuous tense in the direct speech changes to the past continuous tense in the indirect or reported speech.

Sentence practice;

1. Mukasa said", I am doing my homework."

Mukasa said that he was doing his homework.

2. " It is raining now," John told Jane.

John told Jane that it was raining then.

3. "We will be traveling tomorrow." Peter answered Tom.

Peter answered Tom that they would be traveling the following day.

4. The pupils said, "we are going for holidays today."

The pupils said that they were coming for holidays that day.

5. "I am planning my holiday activities," said Zoe.

Zoe said that he was planning his holiday activities.

6. "I am completing my homework now," said George.

George said that he was completing his homework then.

Activity

Change these sentences from direct to indirect speech

1. *She said, "I am writing my holiday work."*
2. *"I am taking these books home now," said Angela.*
3. *"We are driving home now," said Obote.*
4. *The class monitor said, "I am collecting the books after the lesson."*
5. *She said, "Joan is sleeping in the classroom today."*
6. *"Babirye is talking to her parents about the holidayplan ," says Kato.*
7. *"She is getting ready for her holiday," said Mary.*

Reporting statements in the present perfect tense

The present perfect tense in the direct speech changes to the past perfect tense in the indirect or reported speech.

Sentence practice;

Direct: *(1) The teacher said, "I have marked your books."*
Indirect: *The teacher said that he had marked our books.*

Direct: *(2) "We have made our holiday plans," said the candidates.*
Indirect: *The candidates said that they had made their holiday plans.*

Direct(3) *Omara said," my parents have traveled up-country."*
Indirect: *Omara said that his parents had traveled up-country.*

Activity

Change these sentences from direct to indirect speech

1. *The pupils said," It has been a wonderful holiday."*
2. *I have finished all my holiday work," said Sarah.*
3. *"I have seen Obadiya in the holidays," said Oloya.*

4. "We have worked hard last year," Matthew and Sam said.

Reporting statements in the present perfect continuous tense

The present perfect continuous tense in the direct speech changes to the past tense in the indirect or reported speech.

Sentence practice;

1. "George has been playing football here," said Ivan.

Ivan said that George had been playing football there.

2. Charlie said," my dogs have been barking tonight."

Charlie said that his dogs had been barking that night.

3. "We have been digging here," said the girls.

The girls said that they had been digging there.

Activity

Change these sentences from direct to indirect speech

1. " I have been singing the songs gently," said Doreen.

2. "My brothers have been doing their examinations," said Bogere.

3. " She has been preparing for the holidays," Said Mark.

4. "We have been doing our homework since morning," said Tracy.

Reporting statements in the past simple tense

The past simple tense in the direct speech changes to the past perfect tense in the indirect or reported speech.

Sentence practice.

1. "I broke my friend's rulers," said my brother.

My brother said that he had broken his friend's rulers.

2. " We met him near the main road," said Robinah.

Robinah said that they had met him near the main road.

3. Tom said, "I sang the song gently."

Tom said that he had sung the song gently.

Reporting statements in the past continuous tense

The past continuous tense in the direct speech changes to the past perfect continuous tense in the indirect or reported speech.

Trial

Construct three sentences in active voice and change it to passive voice.

Reporting statements in the past perfect tense

The past perfect tense in the direct speech remains the same in the indirect or reported speech.

Trial

Construct three sentences in active voice and change it to passive voice.

Reporting statements in the past perfect continuous tense

The past perfect continuous tense in the direct speech remains the same in the indirect or reported speech.

Trial

Construct three sentences in active voice and change it to passive voice.

Reporting statements in the future simple tense (present)

The future simple tense (present) in the direct speech changes to the future simple tense (past) in the indirect or reported speech.

Trial

Construct three sentences in active voice and change it to passive voice.

Reporting statements in the future continuous tense (present)

The future continuous tense (present) in the direct speech changes to the future continuous tense past in the indirect or reported speech.

Trial

Construct three sentences in active voice and change it to passive voice.

Reporting statements in the future perfect tense (present)

The future perfect tense (present) in the direct speech becomes the future perfect tense (past) in the indirect or reported speech.

Reporting statement in the future continuous tense (present)

The future perfect continuous tense (present) in the direct speech changes to the future perfect continuous tense (past) in the indirect or reported speech.

Trial

Construct three sentences in active voice and change it to passive voice.

Reporting questioning statements;

When reporting questions, we remove the questioning idea and even the conjunctions or joining words change accordingly.

Questions are reported in two ways/categories.

a) ***Questions which short with helping verbs such as;***

is, am, are, was, were, do, did does, has, have, had, will, shall, can, would, should, could, may, might, must etc have "whether" or "if" as their conjunctions.

b) *Questions which start with questions words like; what, why, where, when, who, whom, which, whose, how, the conjunction or joining word will be that very questioning word.*

Reporting Commands / Orders

Compounds are classified into two groups; *a)*

Positive commands

b) Negative commands

When reporting commands, the conjunction or joining word is preposition "to".

- *When reporting commands, the word "said" in the direct speech changes to the indirect or reported speech.*

Other conjunctions when reported commands can be ordered commanded

Reporting Negative Commands

- *When reporting negative commands, the words "do not" or "don't" in the direct speech change to "not" in the indirect or reported speech.*

Turn these sentences into indirect speech.

1. *"I went home yesterday" the boy said.*
2. *"The thieves broke into my house and stole my money," the man said.*
3. *The boy asked, "John, why are you late?"*
4. *"James are you coming with me?" Mary asked.*
5. *"I read this book last night," Susan said.*
6. *The boy said, "I did my work last night."*
7. *"Did you wash your clothes, girls?" mother asked.*
8. *The woman said, "I was delayed by the rain"*
9. *"Is your mother at home?" the doctor said.*
10. *"I will go to the cinema tomorrow," the boy said.*
11. *Zakia said, "I need some help with my radio."*
12. *Joan said, "I can repair your radio today."*
13. *The teacher said, "Your favorite programme will be showing at 1:00 O'clock."*
14. *Kizza said, "I can fix the aerial myself"*
15. *Dian said, "my father can record songs on CDs"*
16. *Mother asked me, "Why are you playing loud music?"*
17. *He asked me, "When will you give me back my DVD?"*
18. *Aunt Betty said, " I may bring my small radio with me"*
19. *Musa said, "I will sow my seeds tomorrow."*
20. *"We shall perform well if we work hard" the girls said.*
21. *John said, "I am washing my clothes now."*
22. *"Sit down and do your work," the teacher said.*

Rewrite as instructed in the brackets

1. *He said that he was going out alone. (Begin: I……)*
2. *The man asked the boy what he was doing out in the rain. (end "……" the man asked.)*
3. *He said that he was late. (Begin: "I ……..)*
4. *Joy asked joy where she has put her bag. (End……..Joy asked.)*
5. *Uncle Tom said that it was time for the children to go to bed. (End…said uncle.)*
6. *"Where is my book, Jane" Mary asked. (Begin : Mary wanted to…….)*

Re-write these sentences in direct speech.

1. *"Who is the owner of this pencil?" the lady asked me.*
2. *"What is your name?" the lady asked.*
3. *"Did you wash your clothes, girls?" mother asked.*
4. *"Is your mother at home," the doctor asked.*
5. *"Do you the answer to the question?" Sarah asked Jimmy.*
6. *Where are you going?" Anita asked.*

7. *"Did you come for the remedial classes yesterday?" the teacher asked.*
8. *"Can I help you Andrew?" asked angels.*
9. *"Do you think the examination results will be out in January?" Benita asked.*
10. *"Why?" asked the boy. "Did you eat my food?"*
11. *"Who?" asked the teacher, "punish this small boy?"*
12. *"What!" explained the girl "a tall building?"*
13. *"Do you remember where Tom lives?" Angela asked.*
14. *"Which place are you going to, Michelle?" Janet asked.*

THE PRESENT SIMPLE TENSE;

a) The present simple tense is used to express repeated or habitual actions and general truths.

Sentence practice.

1. *John runs everyday.*
2. *Pupils pay school fees every term.*
3. *I bathe daily.*
4. *We believe in one God.*
5. *River Nile flows northwards.*

b) The main verb takes "s" or "es" when the sentence has a singular subject and the main verb doesn't take "es" when the sentence has a plural subject.

Note carefully.

- *The main verb does not take "s" when the sentence has the first person singular (I) and the second person singular (you).*

c) *Main verbs ending with "o" and hissing sounds take "es" in the present simple tense.*

d) *Main verbs ending with "y" but have a consonant before "y" drop "y" and take "ies" in the present simple tense.*

e) *Below are some of the main adverbs in the present simple tense.*

- *always*	- *regularly*	- *daily (everyday)*
- *often*	- *sometimes*	- *usually*

Construct seven sentences in present simple tense using different pronouns.

Present continuous tense

(a) *The present continuous tense is used to express what is happening at the present moment in front of the speaker.*

(b) *We use "is", "are", "am" plus "-ing" from the main verb which is then referred to as a* ***gerund****.*

(c) *Singular subjects take "is" as "a" linking or helping verb in the sentence.*

That is to say;

…….am/is/are + '-ing' verb…….

Examples;

1. *Sarah is climb**ing** a tree.*
2. *He is fight**ing**.*

d) Plural subjects take "are" as a linking or helping verb in the sentences.

Examples;

1. *We are running to school.*
2. *Leah and Anita are sitting together.*

e) The first person singular (I) takes "am" as a linking or helping verb in the sentence.

Example;

1. I am going to school now.

Verbs which have a (CVC) consonant vowel Consonant order of the last three letters, double the last consonant and then take "ing" in the present continuous tense.

Examples;

sit	*sitting*	***travel***	*travelling*
get	*getting*	***clap***	*clapping*
run	*running*	***mop***	*mopping*
dig	*digging*	***shut***	*shut*
skip	*Skipping*	***let***	*letting*

Exceptions

Exception

loosen loosening
roughen roughening
listen – listening
open – opening
tow – towing
show – showing
saw – sawing
sew – sewing

draw – drawing
snow – snowing
bow – bowing
pray – praying
say – saying
buy – buying
enjoy – enjoying
delay – delaying

Main verbs ending with "e" lose it and take "ing" in the gerund (verb) form.

Examples;

leave	*leaving*	***choose***	*choosing*
come	*coming*	***dance***	*dancing*
bake	*baking*	***trace***	*tracing*
strive	*striving*	***shade***	*shading*
write	*writing*	***take***	*taking*

Main verbs ending with "ie" lose them and take "ying" in the present continuous tense. Examples;

die	*dying*
tie	*tying*
lie	*lying*

Main verbs whose actions cannot be controlled because they take place in our mind do not "is", "are" or "am".

see	*smell*	*hear*
feel	*taste*	*agree*
believe	*forgive*	*hate*

forget	*think*	*own*
listen	*refuse*	*wish*
decide	*have*	*care*
like	*notice*	*love*
remember	*posses*	*want*
understand	*certain*	*consist*
know	*disagree*	*matter*

- Therefore, when using the above verbs in the present continuous tense with;

Pronoun	***Helping verb***	***Main verb***
I	*am*	*-ing*
He	*is*	
She		
It		
We	*are*	
They		

Activity

Complete these sentences using the present continuous form of words given in the brackets.

1. *Grandmother is _____on the mat.(lie)*
2. *I _____to the radio now. (listen)*
3. *Uncle Sam is _____for his holidays. (leave)*

Construct six sentences in present simple tense.

Present perfect tense

a) *The present perfect tense is used to express actions or events which have just happened or taken place.*

b) *We use "has" for singular subjects and "have" for plural subjects.*

Examples.

1. *Namata has gone to school.*
2. *The boys have gone to the theatre.*
3. *She has taken my mango.*
4. *He has just broken the glass.*
5. *They have gone for prayers.*

c) The first person singular (I) and the second person singular and the third person (you) take "have".

Examples;

1. *You have taken her shoes. (take)*
2. *I have just _____ the teacher's work. (do)*
3. *I have just_____the sweetest mango from the basket.(choose)*
4. *You have _____ me your money.(give)*
5. *You have _____ good poems.(write)*

The main verb in the present perfect tense in a sentence is always in the perfect or participle form.

d) *Below can be some of the adverbs of time used in the present perfect tense.*

1. *just*	4. *since*	7. *yet*
2. *ever*	5. *for*	
3. *never*	6. *already*	

Active and passive voice

THE ACTIVE VOICE.

This is a voice which clearly indicates the subject of the sentence performing an action of a verb onto an object.

Example;

Richard plays football everyday.

THE PASSIVE VOICE:

This is a voice which shows or emphasizes the object onto which an action of a verb is performed by the subject or doer.

Example;

Football is played by Richard everyday.

We use the preposition "by" incase we are to mention the doer or subject.

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*

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

Changing sentences from the active to the passive voice:

a) The present simple tense;

We use;

Object + is/ am/ are + the perfect or participle verb + subject.

Examples;

1. The housemaid beats the child everyday.
The child is beaten by the housemaid everyday.

2. My father drives me to school everyday.
I am driven to school by my father everyday.

3. My mother mends my shorts everyday.
My shorts are mended by my mother everyday.

Lesson activity;

Change the sentences from the active to the passive voice:

1) *She loves her daughter.*
2) *A lot of people buy insurance policies every year.*
3) *Rubina plays cricket very well.*

4) *No one pushes you.*
5) *Mariam teaches me English.*

Change these sentences from the passive to the active voice.

6) *A candidate is helped to pass by one-page.*
7) *Her daughter is loved by*
8) *Cricket is played very well by Rubina*
9) *Credit cards are offered by all banks*

b) The present continuous tense;

We use;

Object + is + being + the perfect or participle verb + subject.
Object + am + being + the perfect or participle verb + subject.
Object + are + the perfect or participle verb + subject.

Examples;

1. The housemaid is beating the child.
The child is being beaten by the housemaid.
2. My father is taking me to China.
I am being taken to China by my father.
3. My mother is mending my shorts.
My shorts are being mended by my mother.

Lesson activity;

Change the following from passive voice to active voice.

(a) *The room is being swept by the boys.*
(b) *The compound is being cleaned by Fred.*
(c) *Football is being played by Kato.*
(d) *A letter is being written by Jane.*
(e) *The flowers are being arranged by the florist.*

Change these sentences from the active to the passive voice:

(f) *Karan is playing Hockey*
(g) *The council is looking into the matter*
(h) *We are laughing at her silly things*
(i) *YouTube is doing a big business.*

c) The present perfect tense;

We use;

Object + has + been + the perfect or participle verb + subject.
Object + have + been + the perfect or participle verb + subject.

Examples;

1. The housemaid has beaten the child.
The child has been beaten by the housemaid.
2. The hens have laid the eggs in the basket.
The eggs have been laid by the hens in the basket.

Lesson activity;

Change this statement from passive to active voice.

1. *A ring has been taken by Peter.*
2. *John and Mary have been punished by the teacher.*
3. *Latin has been spoken by Tom.*
4. *The meeting has been postponed by the chairman.*
5. *The rat has been eaten by a lion.*
6. *Have you ever seen an elephant?*

d) The present perfect continuous tense;

We use;

Object + has + been +being + the perfect or participle verb + subject.

Object + have + been +being + the perfect or participle verb + subject.

Examples;

1) *The housemaid has been beating the child.*
   The child has been being beaten by the housemaid.
2) *The ducks have been laying the eggs in the basket.*
   The eggs have been being laid by the ducks in the basket.

Lesson activity;

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.*

e) The past simple tense;

We use;

Object + was + the perfect or participle verb + subject.

Object + were + the perfect or participle verb + subject.

Examples;

1. The dog chased the goat yesterday.

The goat was chased by the dog yesterday.

2. My aunt mended my shorts yesterday.

My shorts were mended by my aunt yesterday.

Lesson activity;

Change the following to passive voice.

1) *He attacked me with a knife*
2) *He gave me a home loan*
3) *They promised him*

Change the following from passive voice to active voice.

4) *My time was wasted by me*
5) *He was promised by them.*

6) His time was wasted by me.
7) She was asked the way to Lira by the little boy.
8) Your admittance was refused by the teacher.
9) A record of all his transactions was given by the manager.

f) The past continuous tense;

We use;

Object + was + being + the perfect or participle verb + subject.
Object + were + being + the perfect or participle verb + subject.

Examples;

1. The dog was chasing the goat yesterday.
- The goat was being chased by the dog yesterday.
2. My aunt was mending my shorts yesterday.
- My shorts were being mended by my aunt yesterday.

Lesson activity;

Change these sentences from active voice to passive voice.

1) *The teacher was writing on the blackboard.*
2) *A senior officer was investigating that case*
3) *They were choosing income-producing investments*
4) *He was hitting the nail on the head*
5) *The men were digging a hole on the beach*
6) *The chairman of the board was disconnecting my phone*

g) The past perfect tense;

We use;

Object + had + been + the perfect or participle verb + subject.

Example;

1. The dog had chased the goat.
- The goat had been chased by the dog.

Lesson activity;

Change these sentences from active voice to passive voice.

1) *We had not heard that song before.*
2) *He had earned money online.*
3) *They had seen a big lion*
4) *His father had saved money for him*
5) *A mad man had disturbed the class.*
6) *I had bought a Lenovo laptop.*
7) *He had given me an invitation letter.*

h) The past perfect continuous tense;

We use;

Object + had + been + being + the perfect or participle verb + subject.

Example;

1. My aunt had been mending my shorts.
- My shorts had been being mended by my aunt.

i) The future simple tense;

We use;

Object + will + be + the perfect or participle verb + subject.

Object + shall + be + the perfect or participle verb + subject.

Examples;

1. *Ritah will break that glass.*
   That glass will be broken by Ritah.
2. *The teacher will beat me.*
   I shall be beaten by the teacher.

Lesson activity;

Change these sentences from active voice to passive voice.

1) *He will pass the exam*
2) *The bank loan will drown him in debt*
3) *The order will be respected by the commander*
4) *My mother will look after me very well*
5) *The father will carry my luggage*
6) *He will purchase gym equipment*

j) The future continuous tense;

We use;

Object + will + be + being + the perfect or participle verb + subject.

Object + shall + be + being + the perfect or participle verb + subject. Examples;

1. Rita will be breaking that glass.

- That glass will be being broken by Rita.

2. The teacher will be beating me.

- I shall be being beaten by the teacher.

Lesson activity;

k) The future perfect tense;

We use;

Object + will + have + been + the perfect or participle verb + subject.

Object + shall + have + been + the perfect or participle verb + subject.

Examples;

1. Ritah will have broken that glass.

That glass will have been broken by Ritah.

2. The teacher will have beaten me.

I shall have been beaten by the teacher.

Lesson activity;

Change these sentences from active voice to passive voice.

1) *Sonam will have married Varun*
2) *My sister will have cooked delicious food*
3) *My English teacher will have taken a moral test.*
4) *Kailash will not have saved enough money*

5) He will have bought a new bicycle.

l) The future perfect continuous tense;

We use;

Object + will + have + been + being + the perfect or participle verb + subject.
Object + shall + have + been + being + the perfect or participle verb + subject.

Examples;

1. Ritah will have been breaking that glass.
That glass will have been being broken by Ritah.
2. The teacher will have been beating me.
I shall have been being beaten by the teacher.

COMPREHENSION

Passage

Read the passage and answer the sentences that follow in full sentences.

GOING FOR SCHOOL HOLIDAYS

There are three terms in a year. At the end of every term, school children break up for holidays. School holidays are the happiest and funniest moments in school life. School holidays 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 it lasts for two months or sixty days. The first term's and second term's holiday last for about three to four weeks.

During holidays, children get chance 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 four places of their interest such as game parks, zoos, museums, historical sites, mountains and forests. In addition, children go camping with their peers. On some occasions religious leaders organize retreats for the youth during holidays. This gives the youth a plat form to meet people from all walks of life and share ideas and ***acquire*** *knowledge.*

Dear children, it is good to plan for holidays. Never waste your holidays gossiping or playing cards and watching televisions.

Questions:

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 pupils spend their holidays?*
e) *Give another word with the same meaning as, "**acquire**".*
f) *How are religious leaders important to school children during their holidays?*
g) *Mention **any two** skills a holiday maker is likely to acquire in holidays.*
h) *How productive can a holiday maker spend a holiday?*
i) *Why are school holidays important to learners?*
j) *Write the **title** for the above passage.*

NOTICE

Read the given notice which was written by one keen observer in Kampala and then answer questions about it.

12th APRIL, 2022

DURING SCHOOL HOLIDAYS, HOLIDAY MAKERS GO HOLIDAY MAKING TO DIFFERENT PLACES HOLDING EACH OTHER'S HANDS, STUDYING LITTLE BUT CARING MORE ABOUT PLAYING GAMES MOST OF THE TIME, WATCHING TVS AND LIVING TO EAT AND SLEEP.

Questions.

1. *What is the notice about?*
2. *When was the notice written?*
3. *Who wrote the notice?*
4. *Where do holiday makers go?*
5. *According to the writer, how do holiday makers move?*
6. *What do holiday makers care about?*
7. *Explain the meaning of "Live to eat and sleep"*
8. *Do holiday makers take a lot of time to read during the holiday?*
9. *Write a suitable title to this notice.*
10. *According to you, what can you say about the holiday makers?*

GUIDED DIALOGUE

When Tom reported back to Kati kati Parents Schools after holidays, the Head teacher called him to his office. What the Head teacher said is given below. Fill in the blanks with what you think Tom said.

Tom: _____
Head teacher: Good morning, Tom. Welcome back from holidays.
Tom: _____
Head teacher: Can you please hand in your pay slip for fees?
Tom: _____
Head teacher: You're sorry, you don't have it. What happened?
Tom: _____
Head teacher: Your father is not at home? Where did he go?
Tom: _____
Head teacher: Admitted in hospital? What happened to him?
Tom: _____

Head teacher: Oh! What a pity for your father to have had such a terrible motor accident! Is your mother looking after him now?
Tom: _____
Head teacher: It is good that your mother is looking after him in hospital. Who are you staying with now?
Tom: _____
Head teacher: It is nice if you're staying with your uncle. Is his home near this school?
Tom: _____
Head teacher: That is good. Now go to class and start your lessons. You will pay your fees later.
Tom: _____

POEM

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

Holidays, sweet holidays!
The time everybody needs,
After hard and serious work,
To rest and feel fresh again.

Holidays, sweet holidays!
That precious time for teachers and pupils,
Keep away from books,
And celebrate success.

Holidays, sweet holidays!
Rest time for the public and civil servants,
To stay home and relax,
Labour Day, Women's Day, Independence Day.

Holidays, sweet holidays!
For believers to thank and praise God,
For His wisdom, mercy and kindness,
Fridays, Saturdays and Sundays.

Mungufeni Phoebe

a) What is the poem about?
b) How many stanzas does the poem have?
c) Why does everybody need a rest?
d) When do you think teachers and pupils celebrate examination success?
e) How do the public and civil servants benefit from holidays?
f) Why are holidays useful to believers?
g) Mention any one day in the poem on which believers praise God.
h) Give any one example of a holiday for the public and civil servants.
i) Who wrote the poem?
j) Suggest a suitable title for the poem.

Term I

TOPIC 1: SCHOOL HOLIDAYS

SUB- TOPIC 1B: HOLIDAY ACTIVITIES.

Vocabulary lesson 1

fare	*The money you pay to travel on a bus, train, ship or air craft.* ***The bus fare was very expensive.***
bank pay – in slip	*A written record showing how much money you have paid in a bank.* I ***gave my bank pay – in slip to the bursar.***
teacher:	*Someone who teaches people at a school or college.* ***Our teacher has gone for his vacation****.*
journey	*Going from one place to another.* ***My father went for a journey.***
pupil	*A person who is learning at school.* ***There are few pupils at school****.*
student:	*A person who is studying at a college or university.* ***There are many students at that university.***
visitor	*Someone who is staying visiting a place.* ***We should always greet visitors.***
host	*Some one who has guests and looks after them.* ***The host was very kind.***
hostess	*A woman who has guests and looks after them.* ***The hostess was rude.***
break off:	*to end* ***We shall break off for holidays in April****.*

Vocabulary practice I

Arrange the vocabularies in ABC order

1. *host, hostess, horse, horses*
2. *study, student, studies, studying*

Rewrite the sentences giving one word for the underlined groups of words

3. *The money you pay to travel on a bus is higher.*
4. *A woman who has guests and looks after them came here yesterday.*

Give the opposites of these vocabularies

5. *That is the hostess's home.*
6. *The term will break off very soon.*

Arrange the words to form a meaningful sentence.

7. *good What a hostess is she!*
8. *always We greet must our visitors.*

Give the plural form of these vocabulary words

9. *bank pay – in slip*
10. *journey*

Vocabulary lesson II

prepare	***To make yourself ready to do something or for something that you expect to happen.*** ***I had no time to prepare for the trip.***
pick	*To choose somebody or something from a group of people or things.* ***My father went to pick my report card.***
travel	*To go from one place to another especially over a long distance.* ***We shall travel to Soroti next week.***
end:	*To finish or stop.* ***The vacation is gong to end tomorrow.***
remedial	*Intended to help, improve or correct something.* ***"Where is the remedial exercise"? asked the teacher.***
vacate	*To leave a building especially so that somebody else can use it.* ***They should vacate the house.***
commence	*To begin or start.* ***The journey will commence at noon.***
board	*To get on a ship, plane or train.* ***We boarded the ship to Mombasa.***
study	*The activity of learning or gaining knowledge.* ***We always study during holidays.***
farm	*An area of land used for growing crops or keeping animals.* ***We visited the farm last holidays.***

Vocabulary practice II

Arrange the vocabularies in a dictionary order.

1. *commence,board, study, farm*
2. *prepare, travel, remedial, study*

Rewrite these sentences giving another word to mean the same as the underlined word.

3. *The vacation is gong to **end** soon.*
4. *The journey will **commence** next week.*

Rewrite these sentences giving the opposite of the underlined word.

5. They have **started** their journey now.
6. I saw the ***laziest*** man in the farm today.

Use these words in a sentence to show that you know the difference in their meaning

7. *boarding*
8. *bordering*

Arrange these words to form a meaningful sentence.

9. *it What a big is farm !*
10. *study always holidays They during.*

Vocabulary practice V

tour	***A journey made for pleasure during which several towns, countries etc are visited.*** *We went for a tour in Australia.*
camp	*A place where young people go on holiday or vacation and take part in various activities.* ***We shall go for a camp.***
visit	*To go and spend time in a place or with someone.* ***Which countries did you visit last year?***
begin	*To start dong something.* ***I'll begin my journey at noon.***
show	*To be or make something available for the public to see.* ***We went for a show.***
cook	*To prepare food for eating using heat.* ***I learnt how to cook.***
revise	*To prepare for a test by studying books and notes from your lessons.* ***I revised my books during holidays.***
enjoy	*To get pleasure from something.* ***I enjoyed the show.***
nice	*Pleasant, attractive or enjoyable* ***Our vacation was very nice.***
interesting	*Attracting your attention because it is special exciting or unusual.* ***The concert was interesting.***
exciting	*Causing great interest or excitement.* ***The journey was exciting***
sort	*Arrange things in groups or in particular order according to their types etc Did you sort your clothes?*

Vocabulary practice

Fill in the blank space with a suitable word

1. *I revise my books _____ holidays.*
2. *Mary was sorting _____ clothes for washing.*
3. *I prefer a bash _____ a concert.*
4. *The journey we made last night _____ tiresome.*
5. *Which country _____they visit last year?*
6. *It is very interesting _____travel by trains.*

Rewrite the sentences giving a single word for the underlined group of words

7. *I know how to **prepare food for eating using heat.***
8. *They had a **pleasant, attractive or enjoyable** vacation last year.*
9. *The bash was **causing great interest or excitement.***

Match the words in the table to their correct meanings.

vacation	***A friend with whom you exchange letters.***

pen pal	*A day when a person was born.*
programme	*People who are related to one another.*
Up-country	*A period when students are not at school studying.*
relatives	*A list of planned events.*
birth day	*The country side.*
urban	*Sessions carried out to teach people with learning difficulties.*
remedial classes	*A place belonging to towns or cities.*

GRAMMAR

Participle tenses

How verbs change to their past simple forms and past participle

Add **d/ed** to the verb

Infinitive	***Past participle***		
arrive	*arrived*	***slow***	*slowed*
bake	*baked*	***laugh***	*laughed*
brake	*braked*	***need***	*needed*
breathe	*breathed*	***slaughter***	*slaughtered*
enclose	*enclosed*	***dive***	*dived*

By doubling the last consonant before adding -ed.

Verb	***Past participle***	***Verb***	***Past participle***
slap	*slapped*		
admit	*admitted*	***omit***	*omitted*
prefer	*preferred*	***permit***	*permitted*
refer	*referred*	***clap***	*clapped*
commit	*committed*	***travel***	*travelled*
mop	*mopped*	***regret***	*regretted*
skip	*skipped*	***knit***	*knitted*

If there is a consonant before y ,change y to i and add ed.

Verb	***Past participle***	***Verb***	***Past participle***
carry	*carried*	***beautify***	*beautified*
dry	*dried*	***deny***	*denied*
hurry	*hurried*	***empty***	*emptied*
cry	*cried*	***simplify***	*simplified*
dirty	*dirtied*	***clarify***	*clarified*
pacify	*pacified*	***spy***	*spied*
study	*Studied*	***bury***	*buried*

If a vowel letter precedes y, simply add ed in both forms.

pray *prayed*
delay
destroy

Except;

lay	*laid*	*laid*
pay	*paid*	*paid*
say	*said*	*said*

Drop e and add _t at the end in both forms.

keep	***creep***
kneel	*feel*
weep	*sleep*

*Add **t** to form both the past simple and past participle forms.*

burn	*burnt*	***lean***	*leant*
dream	*dreamt*	***leap***	*leapt*
learn	*learnt*	***deal***	*dealt*

*Change **d** to **t** in both forms.*

build	*built*	***lend***	*lent*
bend	*spend*	***bend***	*bent*
send	*sent*		

*Change **i** to **u** in the past participle*

drink	*drunk*	
begin	*begun*	***wear***
ring	*rung*	***swear***
swim	*swum*	***tear***
sink	*sunk*	***bear***
sing	*sung*	***weave***

Change i to ou in participle forms.

fight	*fought*	*find*	*found*
wind	*wound*	*grind*	*ground*
rewind	*rewound*	*bind*	*bound*

Drop one e to form both the past simple and past participle

speed	*sped*	*sped*
breed	_____	_____
bleed	_____	_____
feed	_____	_____
meet	_____	

Do not change in past participle

spread	*spread*	***shut***	*shut*
hit	*hit*	***beat***	*beat*
hurt	*hurt*	***burst***	*burst*
cost	*cost*	***cast***	*cast*
broadcast	*broadcast*	***cut***	*cut*

Activity

Complete these sentences using the correct participle form of the verbs in the brackets.

1. *The new term has_____very well. (begin)*
2. *Our school bus is being_____by an old man.(drive)*
3. *All my clothes were_____during the holidays.(tear)*

4. *She has _____ a lot of water from the borehole.(fetch)*
5. *If I had _____Tom, he would have told me the story.(see)*
6. *I would not have been poor if I had_____ my money wisely.(spend)*
7. *Have you ever _____ your uncles in Moroto.(visit)*
8. *The school choir has _____ a nice anthem. (sing)*
9. *By the time we came to school, the father had_____us an interesting story. (narrate)*
10. *Anita reached home when her father had _____already.(leave)*

If 3 Conditional sentences

If conditional III is used to express an action which was supposed to happen and did not take place.

If conditional III is made up of two tenses it.

If clause ***main clause***

If + past perfect tense	*would / could / should + have+ past participle verb.*
Examples	
If I had gone to the village,	*I would have seen my relatives*

*If(1): **If** they **have** enough money, they **will go** to the market.*
*If (3): **If** they **had had** enough money, they **would have gone** to the market.*

Activity

Complete the following sentences in if conditional III (three).

1. *Had we written to him ……*
2. *If had had time, I ……*
3. *If your uncle had seen you……*
4. *If you had left the opener,……*
5. *He would have been drowned if……*
6. *Had he driven carelessly……*
7. *He would have lent it to you if……*
8. *They would not have done it if……..*
9. *If the train had not gone……*

Change these sentences to if 3 conditionals

1. *Hurry up or else you shall miss the remedial classes.*
2. *Parents must guide their children or else they will fail the exams.*
3. *Don't play loud music , your neighbours will complain.*
4. *You must work harder to pass the PLE examinations.*
5. *I have to go to the school to see our class teacher.*
6. *The radio technician will repair your radio when he comes.*

7. Candidates have to work hard in order to pass PLE examinations.
8. Unless he wakes up early, he will be late for the seminar.
9. My uncle needs to save enough money to buy a radio.

Put the verbs in brackets into the correct tense.

a) If I had known that you were in hospital, I ……..you. (visit)
b) If I ……a map, I would have been all right. (had)
c) I …….to help him if I had realised that he was sick. (offer)
d) The hens …….. into the house if you had shut the door. (not get)
e) If you…….. more slowly he might have understood you. (speak)
f) If he had known the whole story he…….so angry. (not be)
g) If you had left the wasp alone it……. you. (not sting)
h) If I …….. again, I would have succeeded. (try)
i) I ……a taxi if I had realised that it was such a long way. (take)

POEM

Read the following poem carefully and answer the questions that follow in full sentences.

School days for me were very hard.
Whether it rained or not I had to go,
To school very early in the morning,
Hunger and canes were my daily friends,
Running bare-footed gave me wounded toes.

At school, I had no time to relax,
I had to learn mathematics, English, science,
And social studies because there was no option,
Moments of peace were only during break,
When I could go out to eat something.

The journey home was also not peaceful,
I had to run all the way home to go,
And fetch water, wash dishes and prepare supper,
When I completed P.7 successfully,
I had reason to rejoice.

Atimango Joyce (P.7)

Questions

(a) Who were the writer's daily friends?
(b) Why were the writer's toes wounded?
(c) Why did the writer learn all the four subjects?
(d) When did the writer get some peace at school?
(e) Give one reason why the writer had to run back home?
(f) What do you think was the reason for the writer to rejoice?

(g) Give another word or group of words with the same meaning as those underlined in the poem,

(i) relax

(ii) fetch

(iii) rejoice

(h) Give a title to this poem

GUIDED DIALOGUE

Read the dialogue below and answer the questions about it in full sentences.

Maria:	***Excuse me. Could you direct me to the post office, please?***
Gloria:	*Certainly. Go straight along this road then turn left and you will see the building on your right. That is the post office.*
Maria:	*Thank you very much.*
Gloria:	*You are welcome. Where are you from?*
Maria:	*I am from Poland.*
Gloria	*: Are you on holiday in Kenya?*
Maria	*: Yes, I am. I am staying in Nairobi for four days and I will visit Tsavo National Park.*
Gloria:	*Are you enjoying yourself here?*
Maria:	*Oh, yes! Very much. Everybody I **come across** is good and welcoming.*
Gloria:	*Everything here must be much different from Poland. Are you enjoying the meals?*
Maria:	*Yes, they are **delicious**. I love the fish. We eat lots of fish in Poland although we have different types.*
Gloria:	*Well, I wish you a wonderful stay in Kenya.*
Maria:	*Thank you very much.*

Questions

1. *How many people are talking in the conversation?*
2. *Did Maria know where the post office was?*
3. *From which country did Maria come?*
4. *For how long is Maria staying in Nairobi?*
5. *Which place is Maria going to visit after Nairobi?*
6. *What food is basically eaten in Poland?*
7. *What did Maria want Gloria to do for her?*
8. *Why did Maria come to Kenya?*
9. *Give the meaning of the word or group of words bolded in the conversation.*

(a) *come across*

(b) *delicious*

FREE COMPOSITION

Write a composition of 100 words about the holiday you never enjoyed.

In your composition include:

- *The place where you had your holiday.*
- *Why you had holidays in that place.*
- *Whom you spent the holidays with.*

- *What you did in the holidays.*
- *Why you didn't enjoy the holidays.*

Note:

In your composition, remember to include the title and paragraphs.

You may use the following tips:

Step 1: *Choose the title of the composition you are going to write.*

Step 2: *List the words to be used while writing the composition (on a draft page).*

Step 3: *Pair up the words that you will use while writing sentences.*

Step 4: *Write the sentences in their correct order.*

Step 5: *Write the final composition in your exercise book. Begin each sentence with a capital letter. Use commas, full stops, and other punctuation marks well.*

Step 6: *You should proofread to correct the misspellings and misuse of words. Read your composition to others.*

JUMBLED SENTENCES

The sentences below are not in their proper order, re-arrange them so that you can make a good composition about "School holidays".

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

COMPREHENSION

Below is Rehema's holiday programme for 2019. She is a resident of Merikit village, Tororo District. Study it carefully and then in FULL sentences, answer questions that follow.

Day	***Date***	***Activity***
SUN	*3rd May*	*Praying and doing holiday work*
MON	*4TH May*	*Visiting her aunt in Busia.*
WED	*5th May*	*Mopping the house and cooking.*
THUR	*7th May*	*Paying her fees to Pesa bank.*
FRI	*8th May*	*Purchasing her stationery.*
SAT	*9th May*	*Washing and ironing clothes.*
SUN	*10th May*	*Ironing and packing clothes.*
MON	*11thMay*	*Checking for missing school items.*
TUE	*12th May*	*Reporting to school.*
WED	*13th May*	*Sitting beginning of Term One Exams*

Questions:-

1. *Whose programme is shown above?*
2. *For which year was the holiday programme?*
3. *Where do you think Rehema comes from?*
4. *When did Rehema pack her clothes?*
5. *Where was Rehema on Monday of week one?*
6. *How many activities did Rehema do during that holiday?*
7. *In which bank did Rehema pay the school fees?*
8. *When did Rehema report to school?*
9. *According to the programme, who stays in Busia?*
10. *Give another word or group of words to mean:*
    (a) Purchasing

GUIDED DIALOGUE

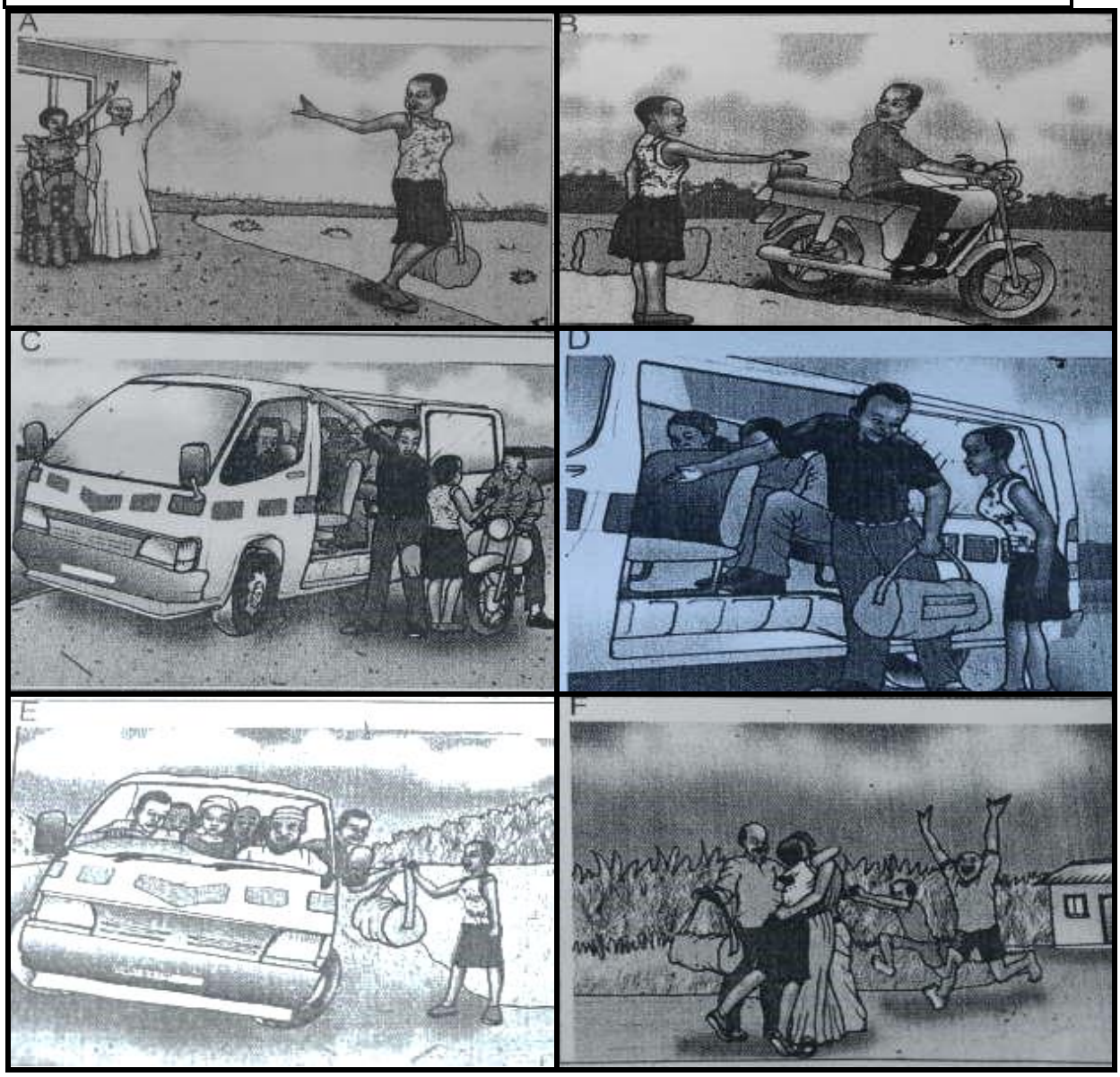
Below is a conversation about how Kiiza and Tonny spend their holidays. Complete it by filling in the missing parts.

Kizza: Good afternoon, Tonny
*Tonny:*_____
Kizza: How do you always spend your holidays?
*Tonny:*_____
Kizza: Helping your parents in the shop? Is it a retail or wholesale shop?
*Tonny:*_____
Kizza: What device do you use to measure sugar in your shop?
*Tonny:*_____
Kiiza: A weighing scale! How much does a kilo of sugar cost?
*Tonny:*_____
Kizza: Three thousand four hundred shillings only! That is expensive.
Tonny: What about you? How do you spend your holidays?
*Kiiza:*_____
Tonny: Visiting relatives and touring important places! Do you usually travel alone?
*Kizza:*_____
Tonny: With your parents! How do you travel to Kasese?
Kizza: _____
Tonny: By train. For how long do you stay there?
Kizza: _____
Tonny: A fortnight! Goodbye, Kizza.
Kizza: _____

PICTURE COMPOSITION

Pictures A-F tell a story about Ruth's journey to the village. Study them and describe what is happening in each picture. You may use the words below to help you.

waving	stopping	paying	taxi
showing	destination	welcoming	



Questions:

1. Picture A: _____
2. Picture B: _____
3. Picture C: _____
4. Picture D: _____
5. Picture E: _____
6. Picture F: _____
7. Why is the girl waving at her grandparents in picture A?
8. Do you think the girl has reached her destination in picture E?
9. Who are welcoming the girl in picture F?
10. Give the opposite of '***board'***.

Term I

TOPIC 2: LETTER WRITING

Sub- Topic: FORMAL LETTERS

Vocabulary lesson I

letter:	*A message written down or printed on a paper and usually put in an envelope and sent to another person* *Our teacher taught us how to write a friendly letter.*
address:	*The details where somebody lives or works and where letters can be sent.* ***I was told to write my address on the letter.***
envelope:	*A flat paper container in which letters are sealed and sent somewhere.* ***I bought a cheap envelope.***
card	*A small piece of hard paper or plastic with some information.* ***My uncle gave me a success card.***
occasion:	*A special ceremony or function or celebration.* ***John was invited to the occasion.***
party:	*A feast or a social occasion* ***Mary sent me an invitation letter to her birthday party.***
guest:	*A visitor or a person who is invited to a particular ceremony.* ***The guest of honour attended the ceremony.***
visitor:	*A person who visits a place or another person.* ***Did you greet the visitors?***
function	*A social event or official ceremony.* ***Where will the function take place.***
ceremony	*A public or religious occasion that involves a series of events.* ***Many people attended the introduction ceremony.***

Vocabulary practice I

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

1. *My little sister knows how to write _____letters. (office)*
2. *Jane always writes her letters _____. (careful)*
3. *_____a letter is easier than writing a composition. (write)*
4. *The manager rejected the applicant's letter because it did not have the _____. (salute)*
5. *The letter I received was _____written. (legible)*
6. *May got some strange _____last night.(visit)*

Rewrite the sentences giving the opposite of the underlined words.

7. *My brother can hardly write a formal letter.*

8. *It is cheaper to post a letter.*
9. *Tom's handwriting in the letter was illegible.*
10. *The teacher blamed Wasswa for writing a good letter.*

Use each of the word in a sentence to show that you know the difference in their meaning.

11. *later*
12. *letter*

Vocabulary lesson II

host	***A man who invites guests to a meal or party.*** *The host was very kind.*
hostess	*A woman who invites guests to a meal or party.* ***The hostess was rude.***
friend	*A person you like and who likes you too.* ***My friend will send me a letter tomorrow.***
sender	*A person who sends a letter or something.* ***The letter didn't have the senders address.***
writer:	*A person who writes a letter or something.* ***The writer has a good handwriting.***
addresser:	*A person who writes or sends a letter to an addressee.* ***The addresser doesn't know the features of an informal letter.***
receiver	*A person who receives a letter something.* ***Did the receiver read through the letter?***
recipient;	*A person who receives something.* ***Did the recipient get the token?***
addressee	*A person to whom a letter is addressed.* ***The letter the addressee received was not his.***
reply	*Something to answer somebody.* ***I wrote a reply to that letter.***

Vocabulary practice II

Use each of the words in a sentence to show that you know the difference in their meaning.

1. *host*
2. *horse*

Rewrite these sentences giving one word for the underlined groups of words.

3. *That woman who invites guests to a party is a Mutoro by tribe.*
4. *You have got a person you like and who likes you too.*
5. *Nambi was the person who sends a letter or something.*
6. *We saw a person to whom that letter was addressed.*

Give the opposites of the following vocabularies.

7. *I met the **receiver** of the letter at the shop.*

8. *His **replies** were very tricky.*
9. *They are now our **friends**.*

Vocabulary lesson III

postage:	***The money that is paid to post a letter.*** *I didn't pay the postage fee.*
apology.	*A statement that you make to show that you are sorry for having done something wrong.* ***Andrew wrote an apology letter to Nathan.***
banquet:	*A formal meal for a large number of people usually for a special occasion at which speeches are often made.* ***My parents organized a banquet at Serena Hotel.***
feast:	*A large or special meal especially for a lot of people when celebrating something.* ***Abdu and Annie invited me for their wedding feast.***
reception:	*An area inside/at the entrance of a hotel, an office or any building where guests or visitors go when they arrive.* ***We arranged to meet at the reception at 6:30p.m.***
receptionist:	*A person whose job is to deal with people arriving or telephoning a hotel, an office building or a doctor's surgery.* ***The receptionist was very polite.***
chief guest/guest – of – honour:	*The most important invited guest to an ceremony.* ***The chief guest arrived late at the function. The guest of honour was smartly dressed.***
invitation:	*A spoken or written request to somebody to attend a function /event / ceremony/occasion.* ***Turyaguma received an invitation to Ketra's wedding.***
invitation card:	*A small piece of hard paper or plastic with information on it inviting somebody to a social event.* ***Daphine sent many invitation cards to her friends.***
messenger:	*A person who gives/delivers to somebody/people as a job.* ***The office messenger is absent today.***

Vocabulary activity

Write the verb stem of the following vocabularies

1. *Invitation*
2. *receptionist*
3. *messenger*

Construct a single sentence using each of these vocabularies

4. *postage*

5. *banquet*
6. *feast*
7. *reception*
8. *invitation*

Rewrite the sentences giving a singular from of the underlined words.

9. *My parents organized banquets at Serena Hotel*
10. *The guests of honour were smartly dressed.*
11. *Daphine sent many invitation cards to her friends*

Vocabulary lesson IV

e-mail	***The short form of electronic mail.*** *Our e-mail address is keskkampala@gmail.com.*
internet:	*A computer network that allows people all over the world to send and receive messages.* ***Do you know how to use the internet?***
directory:	*A book that contains list of people with their telephone numbers and address.* ***The directory is being used by Sarah.***
seal:	*A piece of wax or paper that is placed across the opening of something such as a letter/ box and has to be broken before the letter or box can be opened.* ***He broke the wax seal and unrolled the paper.***
classmate:	*A person who is/ was in the same class with you at school/ college.* ***Maria is one of my class makes.***
block method:	*A straight sided form of writing.* ***She used the block method o write the letter***
indent method:	*The space made on the surface of something.* ***Did you use the indent method to write the letter.***
venue/place:	*A particular point or area or part where people are to meet for an organized event e.g. a concert, conference or sporting event.* ***The band will be playing at twenty venues.***
ordinary.	*Not unusual/ different in anyway.* ***His letter was ordinary compared to others.***
formal:	*Some thing relaxed and friendly or suitable for a relaxed occasion.* ***He wrote a formal letter.***

Write the full forms of these abbreviations

1. *pp*
2. *e-mail*

Rewrite these sentences giving the opposite of the underlined words.

3. *My <u>last</u> name is Ofamba.*
4. *My <u>mother's maiden</u> name is Byamugisha.*
5. *John knows how to write an <u>official letter</u>.*

Arrange these vocabularies in a dictionary order.

6. *Internet, directory, seal, ordinary*
7. *form, formal formality, formulation*

Vocabulary lesson V

applicant:	*A person who makes a formal request for something especially a job.* ***There were over five hundred applicants for the job.***
regrets:	*A feeling of sadness or disappointment one has because of something that has happened or something that has been done or not done.* ***I have no regrets about the postponement of my graduation party.***
Genuine/ authentic:	*Real or exactly what it looks to be.* ***Baker bought a genuine art book.***
invite:	*To ask or request somebody to come and attend a social event. Sentence practice:* ***Vanessa invited Vincent to her birthday party.***
sign:	*To write your name on a letter or any document showing that you wrote it or agreed with it.* ***She signed on the letter that she sent to the chairperson.***
edit:	*To make a book, newspaper or magazine ready i.e easy for reading.* ***She will edit the newspaper tomorrow.***
stamp:	*To print some words or a design and the date by pressing a stamp onto a surface.* ***Did you stamp the letter?***
sign in:	*To write your name to show that you have arrived at a hotel, club.* ***The minister has signed in at the hotel.***
sign out:	*To write your name to show tat you have left a hotel, club* ***She will sign out after eating food.***
post:	*To send a letter, parcel to someone by post.* ***I will post that letter tomorrow.***
submit:	*To give in a plan, a document to an organization so that it can be studied and considered.* ***I submitted my report last week.***

Give the opposite of these words

sign in
submit

Fill in the blank space with a suitable word or group of words

1. *I certainly agree_____your submission.*
2. *The old man was blind_____one eye.*

Rearrange the following words to form sensible sentences

3. *you me at are laughing Why?*
4. *a My handbag yellow mother small bought beautiful.*
5. *accidents in lot die to road due A careless people of driving.*

Use the words given in the brackets to complete the sentences correctly

6. *That boy over there _____to school late every day. (come)*
7. *Kataswa is used to_____at nothing. (laugh)*
8. *She ordered the children to enter their classrooms _____(quick*
9. *That book belongs to_____(he)*
10. *A friend of _____has flown back to America. (they)*

Vocabulary lesson VI

friend	***person you like and who likes you too.*** *My friend will send me a letter tomorrow.*
sender	*person who sends a letter or something.* ***The letter didn't have the senders address***
writer:	*A person who writes a letter or something.* ***The writer has a good handwriting.***
addresser:	*a person who writes or sends a letter to an addressee.* ***The addresser doesn't know the features of an informal letter.***
receiver	*A person who receives a letter something.* ***Did the receiver read through the letter?***
recipient;	*person who receives something.* ***Did the recipient get the token?***
addressee	*a person to whom a letter is addressed.* ***The letter the addressee received was not his.***
reply	*Something to answer somebody.* ***I wrote a reply to that letter.***
aerogram/ aerogramme	*A sheet of light paper that can be folded and sent by air as a letter.* ***The aerogram was torn into pieces***
mail	*The official system of sending and delivering letter, packages* ***Mary sent a mail to her pen pal in America.***

Vocabulary practice

Use the correct form of words in a bracket to complete the sentences

1. *There is more than one _____of the word '**was**' (pronounce)*
2. *The guest of honour was given a warm _____at school. (receipt)*
3. *If Paul_____ his camera, he would have taken some photographs. (take)*

4. *The boy has _____ a lot of songs during holidays. (sing)*
5. *The winners of the match were given a _____prize. (better)*
6. *The _____ pupil has been elected as the head prefect. (Ghana)*

fill in the blank space with a suitable word.

7. *When my motorcycle _____down, I took it to the garage.*
8. *Let us wash our clothes, _____we?*
9. *Some candidates are as _____as a snail.*
10. *The speaker was neither clear _____loud.*

lesson vi

referee	***person who gives information about your character and ability usually in a letter.*** *The chairman LCI acted as my referee when I applied for a new job.*
conclusion:	*The end of something such as a writing.* ***John did not write the conclusion on his letter.***
summary	*short statement that gives only the main points of something but not its details* ***Write those sentences in summery.***
signature:	*Somebody's name written in their own particular w ay in letters. Sentence practice:* ***You should write your signature on the formal letter.***
parcel	*Something wrapped in a paper so that it can be sent by mail.* ***Did you mail the parcel?***
package	*A box or bag etc in which things are wrapped or packed.* ***I received the package.***
telegram	*A printed message sent by a telegraph.* ***Did you receive the telegram?***
reference:	*A heading or title or main subject of an official letter.* ***The reference wasn't clear***
introduction	*The beginning of something new* ***The introduction of the letter was interesting.***
paragraph	*Apart or piece of writing starting on a new line and containing one main idea.* ***She forgot to skip a paragraph when she was writing her letter.***

Vocabulary practice v

Rewrite these sentences giving the plural form of the underlined words

1. *Mary sent <u>me</u> many invitation letters to her birthday party.*
2. *The <u>guest of honour</u> attended the ceremony.*
3. *Did you greet the <u>visitors</u>?*

Rewrite the sentences giving the plural form of the underlined word.

4. *I received the **package**.*
5. *The **reference** wasn't clear*

Rearrange the given words to form a correct sentence.

6. *a you parcel mail Did pen pal your?*
7. *a What nice is it telegram!*
8. *wrote She an letter address without a.*

Rearrange the given words in alphabetical order

9. *parcel, package, reference, paragraph*
10. *signature, telegram ,reference, paragraph*

Rewrite the sentences giving the opposite of the underlined word.

11. *Did you **receive** the telegram?*
12. *She **forgot** to skip a paragraph when she was writing her letter.*

Vocabulary lesson 7

stamp	***small piece of paper with a design on it that you buy and stick on an envelope or parcel.*** *The stamps were very much.*
post office:	*A place where you can buy stamps, send or receive letters.* ***I bought those stamps from the post office.***
letter slot	*A narrow opening in a door or box through which letters are dropped or delivered.* ***Letters slots always open easily.***
post box:	*A box into which you can put letters to be sent by post.* ***Did you put the letter on the post box?***
first name:	*A name that came from your parents and comes before your family name. Sentence practice:* ***My first name is Joshua.***
Last name surname	*Your family/ clan/ ancestral name.* ***My last name is Ofamba.***
maiden name:	*A woman's family name before marriage.* ***My mothers maiden name is Nyafwono.***
application:	*A formal request for something such as a job, a vacancy, a service, goods or permission.* ***Mubiru's application for a vacancy in Senior One was addressed to the head teacher of Makerere college school.***
affectionate	*Expressing caring feelings and love for somebody.* ***My affectionate cousin promised to visit me next Sunday.***
faithful:	*Always staying with and supporting a person, organization or belief.*

	Joan is always faithful to her husband.
sincere:	*Showing that you really feel or mean something.* ***Henry is sincere to Clever.***
casual:	*Not showing much care or thought.* ***It is just a casual remark.***
deliver:	*To send to the place requested or to the address intended.* ***Amanda will deliver the letter to her.***

Give the opposite of these vocabularies.

1. *first name*
2. *faithful*
3. *sincere*

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

1. *Jane is _____to write to me next week. (like)*
2. *The letter was _____to the head teacher. (address)*
3. *We_____official letter now.(write)*
4. *Whenever I posted the letter, I paid the _____ fee.(post)*
5. *James _____ writes to her aunt living in Arua. Usual)*
6. *Teddy's _____ live in Butambala. (relate)*
7. *My cousin is good at_____new friends. (make)*
8. *May I have two _____please? (stamp)*
9. *Tom's birthday was a memorable _____.(occur)*
10. *Having _____ a letter, I bought an envelope. (write)*

LANGUAGE STRUCTURE

..... is likely to.....

The structure ***.....likely to.....*** *is used to talk about or show that something is probable or is expected to happen. We can use 'more' or 'very' and 'most' before 'likely'*

Examples

1. *There is a possibility that we shall pass this year's P.L.E with flying colours.*

We are likely to pass this year's P.L.E with flying colours.

2. *It may probably rain today.*

It is likely to rain today.

3. *If you don't value self-study lessons, you will fail the examinations.*

If you don't value self-study lessons, you are likely to fail the examinations.

Exercise

Rewrite the sentences below using:.....likely to.....

1. *It is showing signs of raining today.*
2. *Making wrong friends will affect your studies.*
3. *Okot may be imprisoned because of defying the president's directives.*
4. *There is a likelihood that we may eat lunch late today.*

5. *Samantha might visit her aunt next week.*
6. *There is a possibility that Uganda will get vaccines for COVID-19.*
7. *We shall probably go back to school very soon.*
8. *The guest of honour may delay arriving at the party.*
9. *The convict may be sentenced to life imprisonment.*
10. *The arsonist may not be given a police bond.*

Using: ----------hardly.....
Hardly is proceeded with ***any*** *to mean almost not.*
Examples
1. There was no one at the post office.
There was hardly anyone at the post office.
2. There isn't any postman at the station.
There is hardly any postman at the station.
There is almost no letter in the in the mailbox.
There is hardly any letter in the in the mailbox.
Activity
Rewrite these sentences using:.....hardly.....

1. *There isn't any one at the reception.*
2. *There wasn't any ink in the inkpad.*
3. *Peter can't write any formal letter.*
4. *Joan has not received any letter this term.*
5. *There isn't any envelope in the shop.*
6. *We don't pay the postage fee from that post office.*
7. *I haven't written any letter.*

Using: Barely .....
Barely is used to mean ***Almost not*** *and can also* ***mean not more than***
Barely can be used to mean almost not or very little or very few.
The structure can be used at the beginning or in the middle of the sentences.

Examples

1. *Not more than two post offices are operating.*
   Barely two post offices are operating.
2. *Only 50% of the candidates applied for the job.*
   Barely 50% of the candidates applied for the job.
3. *Less than 2% of the girls read the advert.*
   Barely 2% of the girls read the advert.
4. *Around twenty girls know how to use the internet.*
   Barely twenty girls know how to use the internet.

using ..... barely .....

Examples

1. *There isn't any stamp on the envelope.*
   There is barely any stamp on the envelope.

2. *This letter is not tidy.*
   This letter is barely tidy.
3. *We received very few letters last week.*
   We received barely any letters last week.
4. *The applicant did not write the date on his letter.*
   The applicant barely wrote the date on his letter.
5. *There were limited vacancies at the post office.*
   There were barely any vacancies at the post office.

Activity

Rewrite the sentences as instructed in the brackets.

1. *There were few pupils who could access the internet. (Use …. barely ……)*
2. *Not more than two official letters were written. (Begin: Barely ….)*
3. *She was about ten years old when she sat for her PLE. (Use ……. barely …)*
4. *Only ten applicants turned out for the interview. (Begin: Barely ……)*
5. *The salutation was not written well. (Use …. barely ……)*
6. *Almost thirty advertisements were published. (Begin: Barely …..)*
7. *Peter could hardly remember his uncle's new address. (Use …. barely …..)*
8. *Less than 50% of the candidates wrote applications for the new posts. (Begin: Barely*

Answers

1. There were barely any pupils who could access the internet.
2. Barely two official letters were written.
3. She was barely ten years old when she sat for her PLE.
4. Barely ten applicants turned out for the interview.
5. The salutation was barely written well.
6. Barely thirty advertisements were published.
7. Peter could barely remember his uncle's new address.
8. Barely 50% of the candidates wrote applications for the new posts.

Abbreviation, contractions and acronyms

Abbreviation, contractions and acronyms are all short forms.

Abbreviation is a word shortened with or without full stops.

Examples

Mr., c.c, Dr., Rd, Capt. Etc.

Acronyms *are words shortened by using only the first letter of each word and is pronounced as a word.*

They are written in capital letters only.

Examples NIRA, UNICEF, FAPAD, UNEB.

Contractions are words shortened by use of an apostrophe.(')

Examples of contraction.

Haven't, didn't, weren't, hasn't, doesn't, wouldn't, won't, shan't,

-didn't - did not

Exercise

Write full form of the following abbreviations.

1. p.m ----------
2. P.T.O ----------
3. P.O ----------
4. e.g ----------
5. Feb ----------
6. CID ----------
7. Co. ----------
8. cm ----------
9. Ave ----------
10. Aug ----------
11. G.P.O----------
12. I.O.U ----------
13. jn. ----------
14. via ----------
15. viz ----------
16. Rd. ----------
17. Mr. ----------
18. Mrs. ----------
19. etc ----------
20. e.g ----------
21. do ----------
22. i.e ----------
23. Tel. ----------
24. St. ----------
25. Rev. ----------
26. No. ----------
27. N.B ----------
28. p.a ----------
29. Dr. ----------
30. c/o ----------
31. cap ----------
32. Dept. ----------
33. C.O. D ----------

Give the contractions of the following.

1.

I have ----------
2. They would ----------
3. I am ----------
4. We will ----------
5. I had ----------
6. You were ----------
7. It is ----------
8. did not ----------
9. can not ----------
10. need not ----------

ADVERBS

An adverb is a word which modifies or adds to the meaning of a verb, adjective or another adverb.

Adverbs may be divided, according to their use; as below:

(a) TIME: before, now, since, then, already, soon, seldom.
Example: We have met before.

(b) PLACE: here, there, everywhere, nowhere. Example;
They came here yesterday

(c) MANNER: badly, easily, slowly, well. Example; The tall boy won easily.

(d) DEGREE: almost, much, only, quite, very, rather.
Example; The old lady walked very slowly.

(e) NUMBER: once, twice. Example; they ran twice round the park.

(f) Questioning: where, when, how.
*Example; **When** did you see him?*

(g) Affirmation and negation: yes, certainly, no not

*Example; She can **certainly** swim.*

*I have **not** read the book.*

Many adverbs can be used as connecting words and therefore become conjunctions.

EXERCISE I

Underline the adverbs in the following sentences.

1. *Dinner will soon be ready.*
2. *There lay the object of our search.*
3. *The man walked slowly across the field.*
4. *The apples were quite good.*
5. *I once saw an eagle kill a rabbit.*
6. *Where did you find that knife?*
7. *He can certainly boast about his adventures.*
8. *We did not go to the concert.*

LESSON II

ADVERB FORMATION

The majority of regular adverbs are formed from the adjectives.

(a) by adding – ly to given adjective.

Adjective	***Adverb***	***Adjective***	***Adverb***
quiet	*quietly*	***willing***	*willingly*
generous	*generously*	***bad***	*badly*
slow	*slowly*	***smart***	*smartly*
open	*openly*	***nice***	*nicely*
wrong	*wrongly*	***poor***	*poorly*

*(b) If the adjective ends in **'y'** you have to change y into **'i'** and then add – ly e.g.*

Adjective	***Adverb***	***Adjective***	***Adverb***
happy	*happily*	***easy***	*easily*
heavy	*heavily*	***Shabby***	*shabbily*
hurry	*hurriedly*	***noisy***	*noisily*
hungry	*hungrily*	***steady***	*steadily*
angry	*angrily*	***merry***	*merrily*
crazy	*crazily*	***pretty***	*prettily*

*(c) If the adjective ends in '**le**' you have to drop **le** and then add – **ly***

Adjective	*Adverb*	*Adjective*	*Adverb*
simple	*simply*	*humble*	*humbly*
simple	*simply*	*suitable*	*suitably*
gentle	*gently*	*reliable*	*reliably*
able	*ably*	*possible*	*possibly*

*Formation of adverbs from adjectives that end with the suffix "**ful**" and double **"l"** plus "**y".***

Adjective	Adverb	Adjective	Adverb
beautiful	beautifully	**merciful**	mercifully
beautiful	beautifully	**merciful**	mercifully
careful	carefully	**successful**	successfully
grateful	gratefully	**useful**	usefully
harmful	harmfully	**cheerful**	cheerfully
skillful	skillfully	**shameful**	shamefully

Some adjectives don't change as adverbs;

	Adjective	Adverb	Adjective	Adverb
1.	**fast**	fast	**next**	next
2.	**early**	early	**better**	better
3.	**late**	late/lately	**last**	last
4.	**hard**	hard	**next**	next

b) *Some irregular adverbs have no order of formation.*

	Adjective	Adverb	Adjective	adverb
1.	good	well/better/worst	hard	hard/hardly
2.	better	better/best	bad	badly/worse/worst

EXERCISE II

Form adverbs from the following nouns.

Noun	Adverb	Noun	Adverb
1. accident	-	10. centre	-
2. anger	-	11. economy	-
3. beauty	-	12. force	-
4. distance	-	13. peace	-
5. force	-	14. nature	-
7. law	-	16. pride	-
8. memory	-	17. silence	
9. music	-	18. skill	-

COMPARISON OF ADVERBS

Adverbs are compared in the same way as adjectives. This is by putting them under positive, comparative and superlative degree. Some adverbs are compared by adding er or ***est*** *respectively.*

positive	comparative	superlative
well	better	best
hard	harder	hardest
fast	faster	fastest
soon	sooner	soonest
long	longer	longest
much	more	most
badly	worse	worst
far	farther	farthest

Adverbs that end – ly are compared by adding more to form the comparative degree and most to form the superlative degrees.

positive	***comparative***	***superlative***
slowly	*more slowly*	*most slowly*
quickly	*more quickly*	*most quickly*
smartly	*more smartly*	*most smartly*
shabbily	*more shabbily*	*most shabbily*
generously	*more generously*	*most generously*
happily	*more happily*	*most generously*
promptly	*more promptly*	*most promptly*

Re-write the following sentences using the correct form of the word

1. *They arrived much _____ than we did. (early)*
2. *No one can ran as_____ as Charles. (fast)*
3. *Of the three brothers, it is always Othieno who works……(hard)*
4. *Kamau worked _____ but Njirige worked*
5. *My sister is_____ interested in science than I. (little)*
6. *Of the six children, Joe worked_____ .of all (little)*
7. *He did _____ (badly) in English .*
8. *Rono can run a long way. Rotich can run_____ (far) than Rono. Koech can run _____ (far) of the three.*
9. *The ten boys had a competition to see who could throw _____ into the air.*
10. *Which member of the class did _____ in the exam. (well)*

Complete the table below by putting the right degree of the adverb.

Positive	***comparative***	***Superlative***
Badly	……	……
Far	……	……
Little	……	
Much	……	……
Quickly	……	……
Stupidly	……	……
Early	……	……
Fast	……	……
Soon	……	……
Long	……	……

ORDER OF TWO ADVERBS

When we wish to use an adverb of place and an adverb of time in the same sentence or clause, the usual order is adverb of place + adverb of time.

e.g.

- *He left for Europe last Thursday.*
- *She went to the theatre last Saturday.*

If we wish to emphasise the adverb of time we may place it before the adverb of place.

He left last Thursday for Europe.
She went on Saturday to the theatre.
As mentioned above, the adverb of time can come at the beginning of the sentence or clause.
Last Thursday he left for Europe.
On Saturday she went to the theatre.

An adverb giving the number of times or frequency normally comes before an adverb of time.

- *She went to the library several times last week.*
- *He went fishing every weekend last summer.*

The rule also applied when often is used towards the end of a sentence.

- *She went there often in 1982.*
- *He used to come here often last year.*

Practice I

Re-arrange the group of words following the procedure discussed and form good sentences.

1. *To his parents home at weekends often goes he class he.*
2. *class this term every Saturday play, will he.*
3. *to the clinic last month six times he went.*
4. *thoroughly last week cleared the rooms were.*
5. *hardly this year able be her education to complete she will.*
6. *he in class reminded last year was to pay attention often*
7. *to his office yesterday I went three times.*
8. *before had been we there never.*
9. *arrived last week on time never she for her classes.*
10. *get up he before seven O'clock never these days.*

Practice II

Put the adverb in a suitable position in the sentence without emphasizing it.

1. *The builders have completed the house. (almost)*
2. *His parents arrived. (half an hour ago)*
3. *This student does good work. (generally)*
4. *I met him (in the library)*
5. *He doesn't refer to a dictionary. (often)*
6. *He has heard of Marconi (never)*
7. *We were able to hear what he said. (hardly)*
8. *She doesn't play volleyball. (still)*
9. *Our teacher has marked these books. (just)*
10. *He goes to see his parents. (five times a year)*
11. *Have you glanced through the book. (merely)*
12. *He has explained the theory to me. (often)*

13. *I have glanced at the newspaper. (scarcely)*
14. *Has her brother been a schoolmaster. (always)*

PASSAGE

Read the passage below very carefully and then answer, in full sentences, the questions that follow.

On week before the end of the school first term, the District Education officer of Kibu district wrote a letter to all the head teachers of primary schools in the district. This is what the D.E.O said in the letter.

"All the head teachers of government and private schools must follow what the minister of Education and sports said about school holidays. The minister said that no primary school in the whole country is allowed to do any teaching during the school holidays. All primary school children must be at home. They must rest at home. They need a rest. Children work very hard at school for three months in a term and so they need a rest. Some clever children have even written letters to the ministry of Education to complain that they are being over- worked by making them study during holidays. These children are right. Their brains must rest for some time.

Parents too must be informed that their children need a rest during school holidays. There are a number of things parents must remember if they want their children to rest properly during the holidays. The first one is that parents must not look for private teachers to teach or coach their children during the holidays. The child cannot learn much at that time; the brain is still very tired. The parent is therefore paying the private teacher money for doing nothing to the child. The second thing to remember is that the children should do a lot of play while they are at home for holidays. They can also help their parents with some work.

Let me say it again. No teaching during the holidays. My inspectors will be visiting schools, classrooms and private places to see if there is any teaching going on anywhere".

Questions

a. *When did the DEO of Kibu district write the letter?*
b. *To whom was the letter written?*
c. *What was the most important thing the minister had said?*
d. *Why is it useless for parents to look for private teachers during holidays?*
e. *Write down two things children should do during holidays.*
f. *Why will the inspectors visit schools during holidays?*
g. *Give another word or group of words with the same meaning as these underlined words in the passage.*
   i. complain
   ii. properly
h. *Suggest a suitable title for the passage.*

Parts/elements/features/items/components of a formal /official/business letters:

1. *The writer's or sender's or addresser's address.*
2. *The date.*
3. *The receiver's or recipient's title and address.*
   Example:
   THE HEAD TEACHER.
   AMURU SEED SECONDARY SCHOOL,
   P.O BOX 26708, GULU.
4. *The salutation. Examples:*
   Dear Sir,
   Dear Madam,
   Dear Rev, Fr,
   Dear Rev Wilberforce,
   Dear Prof. Gilbert, etc
5. *The subject/reason/reference (Re :) Example:*
   Re: APOLOGY.
   Re: APPLICATION FOR A VACANCY IN SENIOR ONE.
   Re: APPONTMENT AS A HEAD TEACHER:
   Re: ABSENCE FROM SCHOOL.
   Re: A FRIENDLY DEBATE.
   Re: TERMINATION OF SERVICE.
6. *The body (main message/purpose)*
7. *The conclusion/summary.*
8. *The writer's character/nature/description/closing remarks.*

   Examples:

   Yours faithfully,
   We use "Yours faithfully," when we have addressed somebody as Dear Sir/Madam/Dear Rev, but not by their names.

   Yours truly,
   We use "Yours truly," either in informal or formal letters when we have addressed somebody by either their names or not.

   Yours sincerely,
   We use "Yours sincerely", when we have addressed somebody by their name.
9. *The writer's/sender's/addresser's signature.*
   Examples:
   Nakibuuka Emily *Laura Ssekabira.*
   N.E. ***Laura Ssekabira***
10. *The writer's/ sender's/ addresser's full name in block or capital letters.*

Examples:

KICONCO EMILY KEMBABAZI .

i.

Activity

In pairs ,read and identify the parts of a formal letter.

Elain Nursery School,
P.O Box 154 *1*
Entebbe.

2 *{* ***13th June ,2020.***

The manager
Kid`s toys store, *3*
P.o box 883,
Kampala

Dear sir/madam , *4*

RE:PURCHASE OF KID`S TOYS *5*

I wish to order 100 pieces of kid`s toys for ages 1.5yaers. I could be happy if you send us toys in different colours. *6*
I have enclosed a cheque for one million shillings in payment for packing and postage.

Yours sincerely. *}7*

ALLEN KATIKAMU
HEAD TEACHER *8*
TEL:0778866222

E-MAIL: Okoldicken2019@g.mail.com.

Name the part marked

*1*_____
*2*_____
*3*_____
*4*_____
*5*_____
*6*_____
*7*_____
*8*_____

EXERCISE

Join the parts of a formal letter below to make a meaningful letter to the manager of Rider Hotel, P O Box 474, Mukono, applying for the post of a compound cleaner.

Allen Primary School,
P O Box 30223,
Kampala.

The Manager,
Rider Hotel,

P O BOX 474,
Mukono.

Dear Sir,

Re: APPLICATION FOR THE POST OF A COMPOUND CLEANER

I am writing to apply for the post of a compound cleaner. I am a Ugandan female aged fifteen.
I have successfully completed Primary Seven and I do not want to be idle during my vacation. I would like to work with you so that I can raise some pocket money.

For more information about me, I refer you to my former head teacher, Mr. Birungi Samuel.

I look forward to receiving your positive consideration.

Yours faithfully,
Asio Stephanie
ASIO STEPHANIE

ACTIVITY

Imagine you sat your Primary Leaving Examination last year and you passed in division one. Using your school address, write a letter to the head teacher of Immaculate Heart Secondary School, P O Box 46, Ntungamo applying for a vacancy in senior One. In your letter include your Primary Leaving Examination results and any one responsibility you held while at your former school.

Morrisdale Primary School,
P O Box 30223, Kampala.

11th October 2021
The Head teacher,
Immaculate Heart Secondary School,
P O Box 46, Ntungamo.

Dear Sir / Madam,

Re: APPLICATION FOR A VACANCY IN SENIOR ONE
I am writing this letter applying for a vacancy in Senior One in your school. I am a Ugandan female aged twelve.

I sat my Primary Leaving Examination last year at the above mentioned school and obtained the following results;

English - 1
Mathematics - 2
Science - 3

Social studies - 1
Aggregate - 7
*Division - **One***
While at my former school, I was the health prefect.
I will be grateful if my application is considered.
Yours faithfully,
Kengozi Prisca
KENGOZI PRISCA

Other important points to note when writing letters.

1. *Language flow:*
   The ideas must be displayed in a smooth and correct language.
2. *Spellings:*
   Only correct spellings must be written.
3. *Tenses:*
   Relevant and appropriate tenses must be used.
4. *Punctuation:*
   All parts/elements/items/features must be well punctuated
5. *Paragraphing:*
   All parts/elements/items/features/in the letter must be properly paragraphed.
   We can either indent or block the items in the letter.

Activity

You completed your Primary Leaving Examination last year and performed well. Using your school address, write a letter to the headmaster of Trinity College, P.O Box 1349 Kaliro applying for a vacancy in Senior One. Indicate how you performed and promise to work hard if offered a vacancy. In your letter mention at least two referees.

Activity I

Read the formal letter below and answer the questions about it in full sentences.

Muchwa Primary School,
P. O. Box 1994, Ntungamo.
6th March, 2020.

The Debate Coordinator,
Nyange Primary School,
P. O. Box 80, Masaka.

Dear Sir/Madam,

Re: Invitation for A Friendly Debate

I am writing to invite your school to have a friendly debate with ours. The motion of the debate will be "Day Schools Are Better than Boarding Schools". It will take place on 11th March 2020, and will start at 2.00 pm. It will last one and a half hours, so try to keep time.

Please inform your pupils to decide whether they will be proposers or opposers.
Kindly let me know the side you have taken as soon as possible.
I am looking forward to hearing from you soon.
Yours faithfully,
Nsamba Charles
NSAMBA CHARLES
(Chairperson Debate Club)

Questions

a) *When was this letter written?*
b) *To whom was it written?*
c) *In which school is the writer?*
d) *Mention the motion for this debate.*
e) *At what time will the debate end?*
f) *When will the debate take place?*
g) *Why did Nsamba Charles write this letter?*
h) *How is Nsamba Charles important in his school?*
i) *What type of debate will it be?*
j) *Write **Re.** in full.*

Activity 2

Imagine that an announcement has been made giving the dates when schools are set to reopen after the national lockdown which was due to Coronavirus. Unfortunately, you are not sure when your school will be reopening.
Write a letter to your head teacher asking him/her the date when your school will reopen.
In your letter, inform him/her that you are safe, healthy and ready to continue with your studies. Use your school address.

GUIDED COMPOSITION

Study the application letter below and fill in the blank spaces in the box.

FOX TAIL P/S
P.O BOX 20,
LARDO ,

15/01/2021

The _____
Nera Secondary School
P.O _____113,
Ngora.

_____Sir,

Re _____TO JOIN SENIOR ONE.
I am kindly requesting for a _____ in senior one in your school. I am 13 years old. I sat for my PLE in Fox Tail primary _____ in 2019 and the results are: English 4, _____ 2,SST 3 and Science 5.
Total _____Division 2.
I was the _____prefect at school and a member of mathematics club.
I will be grateful to receive your kind reply.

Your _____,
Babirye Juliet
BABIRYE JULIET

faithfully, vacancy, head teacher, Dear, application, Mathematics, sports, school, aggregate, BOX

More practical exercise

1. *Write a letter to the head teacher Rock High School P.O. Box 222 Tororo applying for a vacancy in senior one. Use your school address. In your letter you should mention your gender and age and that you passed PLE in division one. You should also give the responsibility that you held at your former school.*
2. *Imagine you are playing with a friend in a classroom at lunch time. While playing you accidentally hit a window plane with a ball and broke it. Using your address, write an apology letter to your class teacher. Ask him for forgiveness, tell him what happened, mention that you will talk to your parent to replace the window, promise never to play in the classroom again.*

Activity II

Fill in the blank space with an appropriate word to complete the letter.

NAMATABO PRIMARY SCHOOL,
_____3214,
GABBA

_____

The Head teacher,
Kajjansi Secondary School.
PO. Box 114,
Wakiso

Dear Sir or _____,

*Re: _____ **FOR THE POST OF SCHOOL STORE KEEPING***
Following your_____ in the New vision

newspaper of 15th February 2022. I hereby submit my _____for the post of store keeper. I am a male _____ age 18. I sat for my PLE two years ago but I didn't continue with my studies due to lack of _____. I am currently working as an office manager at Natasha P/S Mukko. I managed to get the following scores in my PLE 2019
English: 2
Mathematics: 2
SST: 1
Science : 1
Aggregate: _____
*Division: **one**.*
For more information about me, kindly refer to the following people. Mrs. Abigaba Benna Class teacher P.6V, Mobile: 0796934030, Mrs. Akiki Joyce Senior woman. Mob. 0792245768.
I will be grateful to receive your kind reply.

Your _____,
Babirye Juliet
BABIRYE JULIET

JUMBLED SENTENCES

The sentences below are in a wrong order. Rewrite them to form a good composition.

a. *First he bought paper, a pen and an envelope.*
b. *After writing the letter, he put it in an envelope and sealed it.*
c. *He stuck the stamps on the envelope.*
d. *Thirdly, he took it to the post office for posting.*
e. *Secondly, he sat down and wrote the letter.*
f. *Michael wanted to communicate to his home.*
g. *Finally, he posted the letter and went back home.*
h. *At the post office, he bought postage stamps.*
i. *These items were from Musoke's stationers.*
j. *The items cost him one thousand shillings.*

COMPREHENSION

Read the letter below very carefully and in full sentences answer the questions that follow.

KADIC HOSPITAL,
P.O BOX 360, KAMPALA.

10/02/2022.

THE HEAD TEACHER,
NKUMBA PRIMARY SCHOOL,
P.O BOX 30, ENTEBBE.

Dear Sir,

Re: APPLICATION FOR THE POST OF A SCHOOL NURSE:

I humbly apply for the post of a school nurse in your school which was advertised in the Monitor newspaper dated 31st January 2022.

I am a female Ugandan aged 32 years. 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 Kadic hospital Bukoto Branch.

Attached are the photocopies of my academic and professional testimonials.

In case of any more information about me, I refer you to;

1. *Dr. George Kirya,*
   Chairman, Uganda Medical Workers Association, P.O
   BOX 1,
   KAMPALA.

2. *Prof. Akampa Enid,*
   Registrar, Makerere University
   P.O BOX 7,
   KAMPALA.

I shall be very grateful if my application is considered.

Yours faithfully,
Bako Vanessa,
BAKO VANESSA

Questions

a) *Who wrote this letter?*
b) *Why was the letter written?*
c) *What type of letter is this ?*
d) *To whom was the letter addressed?*
e) *Which post was the writer applying for?*
f) *Where did the writer see the advert from?*
g) *How old is the writer?*
h) *From which university did the writer qualify as a nurse?*
i) *What is the qualification of the applicant?*
j) *Mention any one of the writer's referee.*

Term I

TOPIC 3: EXAMINATIONS

Sub- Topic 3A: Preparation for examinations.

Vocabulary lesson 1

Learn the pronunciation, spellings and meanings of the following words and use them to make meaningful sentences.

examination	*A special test tat is given to a candidate to find out how much he/she knows about a subject for a promotional purpose.* *We sat for our beginning of term examinations last week.*
timetable:	*A list or chart showing the time at which a particular examination will be written or done.* ***According to this year's P.L.E timetable, science will be written last.***
instructions	*These are directions or detailed guidelines on how to conduct and do examinations.* ***You must read the instructions carefully before doing any examination.***
signature:	*A signed name.* ***All candidates should write their signatures on their answer sheets.***
index number:	*A special number that is given to a candidate according to the alphabetical order for easy identification.* ***Have you written your index number on your answer sheet?***
candidate:	*A pupil or a person taking/sitting for an examination.* ***The school registered forty nine candidates.***
candidates name:	*The name a pupil or a candidate uses in an examination.* ***The candidates' names were written in alphabetical order.***
school name:	*The name of the school where the candidate studies.* ***Our school name is Yudesi Primary School.***
time allowed:	*The official time the examination is meant to take.* ***The time allowed for an English examination paper is two hours and fifteen minutes.***
examiner:	*An official or a person who sets and marks tests or exams.* ***Mr. Mwesigye Samuel is an examiner.***

Vocabulary practice II

Fill in these words with the correct form of the words in brackets.

1. *Having written her _____, she wrote her name. (sign)*

2. *We are normally encouraged to write our exams_____(care)*
3. *The _____in her application letter wasn't well written. (conclude)*
4. *The _____fee for letters was higher than that of the parcels.(post)*
5. *The _____for formal letters is Dear Sir/Madam. (salute)*
6. *She wrote a very lengthy _____. (insruct)*
7. *She denied being a _____ to the school account. (sign)*
8. *One of the _____was my cousin.(examine)*
9. *Robin _____ our examinations before returning it.(envelope)*
10. *Kato's _____was poorly written. (exam)*

examination room:	*special room which is arranged for the candidates who are taking examinations.* ***The students entered the examination room quietly.***
answer sheet:	*special sheet of paper for writing on the answers in an examination.* ***All answer sheets should be clean.***
examination centre:	*Examination or place where candidates or other schools gather to sit their examinations.* ***Lira Integrated Primary School is an examination center for Primary Leaving Examinations.***
questions:	*These are sentences or phrases that call for answers.* ***The second question in an exam was not easy.***
briefing:	*The act of giving instructions to candidates before taking an examination.* ***The head teacher briefed the candidates yesterday.***
revision:	*The process of learning the previous work for examinations.* ***We have to carry out a lot of revision in order to pass the forth coming examination.***
percentage:	*The number, amount, rate and something expressed as if it is part of a total which is one hundred.* ***The results were analyzed in the percentage terms.***
duration:	*The length of time that examination lasts of takes.* ***The duration of the mathematics paper is two hours and thirty minutes.***
leakage:	*Having prior knowledge about something or an examination before the stated time.* ***All the examination paper were changed due to leakage.***
work:	***task or to do something.*** *If you work hard, you will pass the examination.*
seat:	***place where you can sit.*** *the candidates were given comfortable seats*

Fill in the gaps using the correct form of words in brackets.

1. *Mauso is a Mathematics _____. (examine)*
2. *Most candidates misread the _____ during the examination. (instruct)*
3. *The _____of Primary Leaving Examination usually takes two hours.(brief)*
4. *She has conducted _____for two hours now. (revise)*
5. *There are twenty-three _____candidates going to sit their PLE in this centre. (register)*
6. *The headboy's _____surprised the teachers.(fail)*
7. *The candidates' names were _____arranged. (alphabet)*
8. *They are looking forward to _____their final examination. (write)*
9. *All the _____to the examination room are out of bounds to non-candidates.(enter)*
10. *She attributes her _____ in Mock Examinations to her teachers. (succeed)*
11. *The _____cards were given to all those who had no fees balances. (clear)*

Write the plural forms of these words.

1. *examination centre*
2. *answer sheet*
3. *examination room*
4. *candidate's name*

LANGUAGE STRUCTURES

The use of : .....or else.....

This is used to give a warning or advice to somebody that something bad could happen. It can mean "otherwise or lest" or "if not"

Examples

If you don't revise your notes, you will fail the exams.

You must revise your notes orelse you will fail the exams.

If you don't write neatly, you may lose some marks.

You must write neatly or else you will lose some marks.

Re-write these sentences using: _____or else _____

1. *Candidates should be disciplined if they want to excel.*
2. *If you don't write your name, your results will go missing.*
3. *Unless you work hard, you won't pass the exams.*
4. *If you don't pay the registration fee, you won't be registered.*
5. *Unless you read the instructions, you won't understand.*
6. *Unless you hurry, you will miss the morning examinations.*
7. *If they don't reach early, they won't be allowed to sit the Maths exams.*
8. *If they don't complete paying their school fees, they won't be allowed to sit their final examination.*
9. *You will misfire questions if you don't read and understand the instructions.*
10. *You will be expelled from school if you misbehave.*

……look forward to……

*The structure ……**look forward to** ……' is used to express an eagerness to experience a certain situation in the future. "Looking forward to" is normally followed by a verb ending in …… **ing***

Examples

1. ***We** look forward to meeting you there tomorrow.*
   We are looking forward to receiving you in time.
2. *We are very eager to see you next week.*
   We are looking forward to seeing you next week.
3. *I am anxious to visit my relatives.*
   I am looking forward to visiting my relatives.

Rewrite the following sentences using:….looking forward to…….

1. *The candidates are eagerly waiting to sit their PLE.*
2. *I shall give my report to my parents on Friday.*
3. *Many children are very eager to go to a picnic during the holiday.*
4. *Jane is hoping to build her own house.*
5. *Matovu is eagerly waiting to win the race.*
6. *I shall look after cows during the holiday.*
7. *They expect to pass this examination with flying colours.*
8. *Hellen and Anita are eager to write their PLE.*
9. *This year's candidates hope to excel in PLE.*
10. *I am eager to register for PLE*
11. *The manager is expecting to see his workers busy.*

GRAMMAR

Possessive pronouns

Pronouns are words used instead of nouns.

Subjective pronoun	***Objective pronoun***	***Possessive pronoun***	***Adjective pronoun***	***Reflexive pronoun***
I	*me*	***mine***	*my*	*myself*
we	*us*	***ours***	*our*	*ourselves*
you	*you*	***yours***	*your*	*yourself*
you	*you*	***yours***	*your*	*yourselves*
she	*her*	***hers***	*her*	*herself*
it	*it*	***its***	*its*	*itself*
they	*them*	***theirs***	*their*	*themselves*
one	*one*	***one's***	*ones*	*oneself*
he	*him*	***his***	*his*	*himself*

Complete the following sentences correctly.

1. *One should talk to_____parents politely.*
2. *_____should keep peace in their country.*
3. *If _____went to the market, she would buy salt.*
4. *_____dad is so kind to him.*
5. *_____should care for one's property.*

6. If _____go to the supermarket, I will buy biscuits.
7. The food they are eating is_____.
8. _____should hand in your books for marking.
9. When David was a young boy, _____stole a toy car.
10. The girl stole the dog's food because _____was hungry.
11. On my way to home_____saw a donkey.

Use the correct form of word in the bracket to answer questions.

12. I expected _____to feed the baby. (she)
13. The dog has _____food. (it)
14. The baby is drinking _____milk. (it)
15. The cow drank _____Water yesterday. (itself)
16. The cat produced _____young ones last Monday. (their)
17. He was successful because of _____ hard work. (he)
18. The puppy which was stolen was _____(she)
19. One should care for _____property. (one)
20. Is that the girl who stole _____father's money? (she)

Passage

Read the passage below carefully and in complete sentences, answer questions about it.

EXAMINATIONS

Examinations are formal tests that one takes to show how much knowledge or ability one has in a particular subject. Examinations are done in all levels of Education.

At Primary level, the examination journey begins all the way from primary one and ends in primary seven. In Primary seven, the last examination you prepare for as a candidate is termed as Primary Leaving Examination abbreviated as PLE.

There are lots of activities one does to do prepare for this final examination while in primary seven. For one to successfully accomplish these longest courses, a primary course which is for seven years: one must have a total commitment because it calls for foregoing all activities that may destruct one's mind.

Among these may include total and intensive attendance of class lessons, being self-driven in terms of revising your books, consulting both teachers and fellow candidates individual carrying out of research and doing of corrections when and where necessary. In order to have a balanced performance across all subjects, one must show and have love for all the subjects.

Total and serious preparations for Primary Leaving Examination kicks off when the time table has been put up by the head teacher. This

timetable contains the Uganda National Examination Board logo. Having done this mighty examination, its results are in most cases released by the Ministry of Education and Sports around mid January, after UNEB has made all compilations of the results.

Questions:-

1. *According to the passage, what are examinations?*
2. *Which examination concludes a primary course?*
3. *For how long is primary course according to the passage?*
4. *What must one do in order to have a balanced performance?*
5. *Give another word or group of words to mean:*
   a) kick off
   b) put up
6. *Mention any two things in the story that can make one complete course successfully.*
7. *Who releases these results?*
8. *Write in full:*
   (a) PLE
   (b) UNEB
9. *Where does the journey to PLE begin from?*

CONVERSATION

Read the conversation below carefully and answer the questions after, in full sentences.

Sam:	***Good morning my friends.***
Juma:	*Good morning, Sam.*
Madinah:	*Good morning, Sam.*
Sam:	*I hope you have read the examination timetable.*
Juma:	*Examination timetable!*
Madinah:	*I have. We are going to begin the End of Term Examinations tomorrow.*
Juma:	*What! I didn't know. Where was it displayed?*
Sam:	*It is on the noticeboard, but I also have a copy in my bag.*
Madinah:	*Don't worry, Juma. We are going to have a briefing today after lunch.*
Sam:	*What do you think the teachers will talk about?*
Juma:	*My elder sister told me that they will guide us on how to follow the instructions, how to write our index numbers,*
Madinah:	*That's good. I think they will also tell us the time allowed for each paper.*
Juma:	*You are right. Let's go and revise our notes. I hope the teachers have set easy questions.*
Sam:	*I also pray so, because I really want to achieve my target.*
Madinah:	*Indeed, as candidates, we need to work very hard, or else we won't achieve our targets.*
Juma:	*Let's go and revise.*

Activity 1

a) *How many people are taking part in the conversation?*
b) *When was the examination going to begin?*
c) *Which exanimations were they going to do?*
d) *Who didn't know about the timetable?*
e) *Who had a copy of timetable in his bag?*
f) *According to the conversation, who wants to achieve his targets?*
g) *Where was the timetable displayed?*
h) *What took place after lunch?*
i) *In which class are the people in the conversation?*
j) *Mention one thing which is talked about during the briefing.*

The sentence below are not in their correct order.

Re –arrange them so that they form a composition about P.7 pupils.

a. We therefore became more serious with our work.
b. The improvement was observed in the mock results.
c. At the beginning of the year, we knew we were in P.7.
d. The teachers in the P.7 class told us that there was no time to waste.
e. This was done in November and it marked the end of the primary course.
f. After the last paper we left for a long holiday.
g. During this period, we helped our parent at home.
h. After the mock examinations, we began preparing for PLE.
i. While there, we wanted very much to know our results.
j. With that seriousness, our performance improved greatly.

The following candidates sat PLE in Supa Primary School in 2017. Below is how they performed. Study the information carefully and then answer in full sentences the questions that follow.

CANDIDATE'S NAME	INDEX NUMBER	SEX	AGE	MTC	SST	SCI	ENG	AGG	DIV.
Apio Mary	001	F	15	1	2	2	1	6	1
Ayu Damali	002	F	12	X	X	X	X	X	CS
Nankya Lucy	003	F	11	6	2	3	2	13	11
Kajubi Daniel	004	M	17	2	1	1	2	6	I
Onapa James	005	M	13	7	7	6	2	22	II
Pesa Martha	006	F	15	2	3	3	1	9	I
Sebabi Twaha	007	M	12	3	6	4	1	14	II
Sagula Moses	008	M	13	1	1	1	1	4	I
Talemwa Tabisa	009	F	14	9	8	8	9	34	U
Welishe Hadad	010	M	15	2	X	X	1	X	X

Key: *F – Female*
M – Male
X – Absent
CS – Changed School
U – Ungraded

a) What does the table show?

b) How many candidates sat all the papers?
c) Who was the best candidate in this class?
d) Which candidate could have gone to another school?
e) Who was the youngest candidate in this class?
f) Which subject was done best?
g) What do you think happened to Welishe Hadad not to be graded?
h) Which candidates got the same aggregate?
i) How many candidates were females?
j) Who got grade nine (9) in Mathematics?

GUIDED DIALOGUE

The following conversation was between Byamugisha Stephen and the headmaster. Read it and fill in what you think Byamugisha said.

*Byamugisha:*_____
Headmaster: Good morning young man. What is your name?
*Byamugisha:*_____
Headmaster: Yes, Martin, can I help you?
*Byamugisha:*_____
Headmaster: A place in my school! Which class would you like?
*Byamugisha:*_____
Headmaster: P.7 ! Which school are you coming from?
*Byamugisha:*_____
Headmaster: Namirembe infants! Is that the school whose uniform is blue in colour?
*Byamugisha:*_____
Headmaster: You didn't perform well in Mathematics, why?
*Byamugisha:*_____
Headmaster: Even if it is difficult, you have to work hard.
*Byamugisha:*_____
Headmaster: I will give you a place but ensure that you work hard this term.
*Byamugisha:*_____
Headmaster: Have a nice day, Stephen.
*Byamugisha:*_____

Term I

TOPIC 3: EXAMINATIONS

Sub- Topic 3B: Sitting examinations.

Vocabulary development

Vocabulary practice 1

pass mark:	***A set successful result in an examination.*** *The pass mark for the final examinations is 75%*
invigilator:	*A person who is appointed to watch candidates while they are taking an examination so as to make sure that they keep to the rules and regulations.* ***The invigilators must not accept bribes to keep their professional integrity.***
supervise:	*To be in charge of something or somebody and make sure that everything is done correctly.* ***Mr. Mukasa will supervise the midterm examinations.***
supervisor:	*person who is appointed to be in charge of an examination centre and makes sure that the examinations are done without any malpractice.* ***A supervisor must be of high integrity.***
marker:	*A person who marks or grades the candidates' work or examination papers.* ***The markers have gone for breakfast.***
disqualify:	*To stop a candidate from doing an examination because of engaging himself in examination malpractice.* ***The supervisor told us that any candidate who took part in the examination leakage would be disqualified.***
impersonator	*A person who copies the way another person talks or behaves in order to entertain others.* ***The show included a female impersonator.***
distributor:	*A person or company that supplies examination to a school.* ***The distributor was very punctual***
monitor:	*A person who watches what takes place during examinations.* ***The monitor was very friendly.***
scout:	*a person who monitors exams Sentence practice:* ***The scout moved quietly around the examination room.***

Fill the blank space with the correct word or group of words.

1. *My distributor is _____ honest woman.*
2. *Mukembo did not find _____ reason why we wrote him a letter.*

3. *I always look _____ hard words in the dictionary.*
4. *This is _____ a busy road that traffic is always slow.*
5. *The distributor was _____ punctual.*

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

1. *All children have a right to _____ (educate)*
2. *Several people are imprisoned because of _____ in Uganda. (impersonate)*
3. *The examiners' vehicles cause air _____ (pollute)*
4. *One is supposed to respect _____ in public. (self)*
5. *After writing the examinations, the invigilator _____ it. (envelope)*
6. *By October, we shall _____ all the syllabi. (to cover)*
7. *Petra is my _____ sister. (old)*
8. *The school bus driver _____ knocked down a pupil. (accident)*
9. *Had Tom _____ the answer, he would have written it down. (know)*
10. *Examination malpractice can lead to_____ . (disqualify)*

Vocabulary lesson II

results:	*The marks or grades that you get in an examination.* ***The P.L.E results will be released by UNEB.***
grades:	*The division or marks given in an examination.* ***Many candidates in P.L.E usually get good grades.***
aggregate:	*The total score one obtains in an examination.* ***The best candidates in P.L.E get aggregate four.***
accurate:	*Correct and true in every way.* ***If all your answers are accurate, you will score one hundred percent.***
percent:	*Out of a hundred.* ***Despite the fact that the English paper was difficult, most candidates scored 80 percent.***
percentage:	*The number, amount, rate and something expressed as if it is part of a total which is one hundred.* ***The results were analysed in the percentage terms.***
cheat:	*To act in a dishonest way so as to score high marks in an examination.* ***Caught cheating examination, the girl was 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 the examination or test.* ***Whenever you revise your notes, you score high marks in the examination.***
duration:	*The length of time that examination lasts of takes.* ***The duration of the mathematics paper is two hours and thirty minutes.***
leakage:	*Having prior knowledge about something or an examination before the stated time.* ***All the examination paper were changed due to leakage.***

Vocabulary practice 2

Arrange these in correct dictionary order.

1. *results, accurate, percent, percentage*

2. *grades, percentage, malpractice,leakage*

Write a word to mean these group of words.

3. *The division or marks given in an examination*
4. *The total score one obtains in an examination*
5. *Correct and true in every way*

Write these short forms in full.

6. *Div.*
7. *Agg.*

Use the word in the brackets to complete the sentences below.

8. *The P.L.E results will be _____ by UNEB.(release)*
9. *The _____ candidates in P.L.E get aggregate four.(good)*
10. *the girl was disqualified because of_____ (Cheat)*

work:	*a task or to do something.* ***If you work hard, you will pass the examination.***
pass:	*To be successful in an examination or test,* ***My cousin passed the examination because she worked very hard.***
fail:	*Not successful in an examination or test.* ***Whereas many candidates passed the examination, Nelson failed.***
success:	*An achievement.* ***His success in the examination surprised the teacher.***
failure:	*Lack of success in doing of achieving something.* ***Failure to make enough practice, you will not pass the test.***
disqualify:	*To stop a candidate from doing an examination because of engaging himself in examination malpractice.* ***The supervisor told us that any candidate who took part in the examination leakage would be disqualified.***
pass slip/result slip:	*An official document that shows candidate's results in an examination.* ***Our head teacher has not collected the pass slips from the UNEB headquarters.***
certificate:	*An official document providing information that a candidate completed a course of study or passed an examination.* ***We were given the Primary Leaving Examination certificates by the head teacher.***
division:	*A grade.* ***Ofwono's son passed in division one.***

Use the words in brackets in their correct form to complete the sentences.

1. *All candidates who sat exams in that centre were_____.(disqualify)*
2. *The pupils prepared _____ for PLE. (self)*
3. *In order to be _____in future, one has to be hardworking. (succeed)*
4. *_____in examinations are brought by very many things.(success)*
5. *Malpractice in examination can lead to _____of candidates.(disqualify*
6. *A relative of _____is invigilating the PLE. (me)*
7. *All the candidates got comfortable _____.(sit)*
8. *Opio's daughter passed in _____one last year. (divide)*
9. *_____exanimations is illegal.(chest)*
10. *Write in short: certificate*

Re-write using: Whereas _____)

1. *They failed to succeed. They worked very hard at school. (Begin: Whereas____)*
2. *The pass mark was high. All pupils in my class got it. (Use: _____whereas _____)*
3. *Sheema was feeling well. She managed to complete the exams. (Begin: Whereas_____)*

Vocabulary lesson 2

scrutiny:	*A careful look through an examination.* ***The examinations should be available for private scrutiny.***
scrutinize:	*To look at or examine somebody or something.* ***The examination were carefully scrutinized yesterday.***
sheet:	*a piece of paper that is used for writing or printing.* ***Write your answers on separate sheets.***
seal:	*An official design or mark, stamped on a document to show that it is genuine and carries the authority at a particular person or organization.* ***The seal on the examination envelope was cut by the supervisor.***
read through:	*This is an occasion when a candidate reads the questions in an examination paper before attempting or answering them.* ***May you read through your answers please?***
confident:	*Feeling sure of your own ability to do something and be successful.* ***She was in a relaxed confident mood during the examination.***
print:	*This is to produce letters or pictures on a paper using a machine that puts ink on a surface.*

	He was advised to print his letters clearly for easy interpretation.
release:	*The act of making something available to the public.* ***The Uganda National Examinations Board released our P.L.E results yesterday.***
impersonation:	*Pretending to be somebody in order to trick people or to entertain them.* ***Impersonation is very risky.***
difficult:	*Needing a lot of effort or skill to do or understand.* ***Your handwriting is really difficult to read.***

Rewrite the sentences giving the opposite form of the given words.

1. *May you read through your **answers** please?*
2. *Impersonation is very **risky**.*
3. *Your handwriting is really **difficult** to read.*

Arrange the vocabularies in a dictionary order.

4. *scrutiny, scrutinize, sheet,seal*
5. *impersonal, impersonate, impersonator, impersonating*

Use each of the words in a sentence to show that you know the difference in their meanings.

6. *Seat*
7. *sheet*

LANGUAGE STRUCTURES

Could.....

Could is the Past form of 'can'

It is used to:

- ✓ express the general possibility in the past
- ✓ ask for permission in a very polite way
- ✓ suggest something

e.g. Cheating could lead to closure of the examination centre

Rewrite these sentences using :.....could.....

1. Impersonation can lead to imprisonment.
2. Laziness can lead to failure in examinations.
3. Revising books can make one pass very well.
4. Beating children can give them discomfort.

.....in spite of.....

***In spite** is used to mean that something happened yet it was not expected to happen.*

It is a preposition of contrast used to introduce a state which makes the main clause of sentence surprising or unexpected.

*It can either be used with **of** and **the fact that** or with the abstract nouns.*

It can be used at the beginning or in the middle of the sentences.

If the structure is used at the beginning of the sentence, a comma(,) is used to separate the two sentences but if used in the middle, no comma is needed.

Examples.

1. **Mukasa married a beautiful lady yet he is not educated.**

(In this case, uneducated man is never expected to marry a beautiful woman)

- ✓ Mukasa married a beautiful lady **in spite** being uneducated.
- ✓ Mukasa married a beautiful lady **in spite of the fact that** he is uneducated.

(The commonest mistake here is in writing the pronouns first. This changes the meaning of the sentences joined.

Don't say: *In spite of the fact that* **he** is uneducated, Mukasa married a beautiful lady.

- ✓ **Say: In spite of the fact that** Mukasa is uneducated,he married a beautiful lady.
- ✓ *In spite Mukasa being uneducated, he married a beautiful lady*

2. The policeman was present. The thief escaped.
   In spite of *the fact that* the policeman was present, the thief escaped.
   The thief escaped **in spite of** *the fact that* the policeman was present

Join the sentences using: .....in spite of the fact that.....

1. *It was raining heavily. We went out for the show.*
2. *Bolingo's parents are very rich. They didn't visit their son on VDs.*
3. *Golder revised day and night. Golder didn't perform to her expectations in PLE.*
4. *I arrived early at the airport. I missed the plane.*
5. *The girl didn't get the prize. She worked hard.*
6. *It rained heavily. All pupils were in time for exams.*
7. *Jim and Kim are brothers. They go to different schools.*
8. *Ampairwe escaped from school. He was not punished.*
9. *He was allowed to write exams. He arrived late.*
10. *I failed the exams but I did not lose hope.*

Join the sentences using: ...in spite (without the fact that).....

1. *Richard is very rich. His children study in a very poor school.*
2. *I failed the exam but I didn't lose hope.*
3. *She was beautiful. She didn't win the beauty contest.*
4. *He was very popular. He didn't get a prize.*
5. *He is not a politician. He know a lot about politics.*

Despite .....

Despite is used to mean that something happened as it was not expected to be.

It is a preposition of contrast used to introduce a state which makes the main clause of sentence surprising or unexpected.

It can either be used with ***the fact that*** *or with the abstract nouns. The structure does not take* ***of*** *and it can be used at the beginning or in the middle of the sentences.*

If the structure is used at the beginning of the sentence, a comma(,) is used to separate the two sentences but if used in the middle, no comma is needed.

Examples

1. Sandra is a very beautiful girl. She has failed to get married

- ✓ Sandra failed to get married despite the fact that she is a very beautiful girl.
- ✓ Sandra failed to get married despite her beauty.
- ✓ Despite Sarah's beauty, she failed to get married.
- ✓ Despite the fact that Sarah is a very beautiful girl, she failed to get married.

Activity

Join the sentences using: 'despite'

1. *The teacher taught the lesson yet he came late.*
2. *Namubiru was very smart. She didn't impress anybody.*
3. *They performed well but they didn't join secondary school.*
4. *The police man was present. The thieves escaped.*
5. *The read was very slippery. No car was involved in an accident.*
6. *I was very tired. I continued working.*
7. *Walubi is very stubborn. Walubi performs better in class*
8. *Ruth is very bright. She is too quite in class.*
9. *The police didn't have hand cuffs. The police arrested the thieves.*
10. *Maria danced very well. Maria didn't receive the prize.*

Possessive pronouns

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

Types of pronouns

i. *Personal pronouns/ subjective*
ii. *Adjective pronouns*
iii. *Demonstrative pronouns*
iv. *Relative pronouns*
v. *Objective pronouns*
vi. *Reflexive pronouns*
vii. *Possessive adjectives*

PERSONAL PRONOUNS

	Subjective/ personal	***Objective***	***Adjective***	***Possessive***	***Reflexive***
(i) Singular	*1* *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* *Your* *Them*	*Our* *Your* *Their*	*Ours* *Yours* *Theirs*	*Ourselves* *Yourselves* *Themselves*

PASSAGE

Read the passage below and then answer, in full sentence, the questions that follow.

One evening, while Mugisha was listening to news read on radio by Sungura, he heard that the PLE results for 2022 had been released. Mugisha became worried because he was one of the candidates.

Releasing the results at the Ministry headquarters, Honourable Minister of Education and Sports Mrs. Janet Kataha Museveni was happy to note that most of the candidates had passed.

The general performance showed that Mathematics was the best done subject. The Minister congratulated all the teachers of Mathematics upon overcoming the old thinking that the subject was hard. She hoped that the country would be able to produce more engineers and doctors.

She thanked the pupils who had worked hard to produce the wonderful results. She also thanked the teachers who taught those young men and women tirelessly. She also thanked the teachers who taught those young men and women tirelessly. She was happy with the parents who sent their children to school. However, she warned those parents who pull out their children from school to shop the habit otherwise the law would get them.

The Minister also noted that she was releasing true results because the examination had been done without any malpractice. She called upon the head teachers to of all the primary schools in the country to have a high level of discipline in their schools.

Activity

(a) *Who read the news on the radio?*

(b) Why did Mugisha become worried?

(c) Why was the Minister happy with the PLE results?

(d) What was the old thinking about Mathematics?

(e) What habit did the Minister tell the parents to stop?

(f) Why did the Minister say that the results were true?

(g) What advice did the Minister give to the head teachers?

(h) Give one word or group of words with the same meaning as the following underlined words in the passage.

(i) Habit

(ii) Malpractice

(i) Suggest a suitable title for this passage

GUIDED DIALOGUE

Betty went to her former primary school to collect her primary leaving examination pass – slip. At the Headmaster's office, she found the school secretary. What the secretary said is given below. Write in the blank spaces what you think Betty said.

Betty: _____

Secretary: Good morning Betty

Betty: _____

Secretary: No, he is not in the office today.
Betty: _____
Secretary: No, even tomorrow he won't be in the office.
Betty: _____
Secretary: Yes, we have collected all the pass slips from UNEB.
Betty: _____
Secretary: Yes, you can collect yours.
Betty: _____
Secretary: No, Marion hasn't taken hers yet,
Betty: _____
Secretary: Yes, I will allow you to sign for hers as well.
Betty: _____
Secretary: Yes, Mr. Mugerwa still teaches P.7
Betty: _____
Secretary: No, Mrs Kamau is not present. She went back to Kenya to join her family.
Betty: _____
Secretary: Thank you Betty. Good bye,
Betty: _____

JUMBLED SENTENCES

The sentences below are in wrong order, write them out in order to make a complete composition about Mugisha's holiday.

a. Mugisha had passed with four aggregate.
b. This was because PLE was easy for him.
c. He bought for him a new bicycle to congratulate him.
d. It was all happiness the day Mugisha finished his PLE.
e. The next morning, Mugisha travelled to his uncle's place.
f. Toward the end of the holiday, the PLE results were realized.
g. At his uncle's place, he spent good times with his cousins.
h. His uncle invited him to spend the holiday with him.
i. His uncle was very happy with his performance.
j. After his last paper, Mugisha received a call from his uncle.

TABLE

The table below shows grades of PLE candidates obtained in a trial test done at the end of term II 2022. Study it carefully and answer in full sentences the questions that follow.

Subject	D1	D2	C3	C4	C5	C6	P7	P8	F9	Total	Subject teachers
English	30	78	30	1	0	1	0	0	0	141	Mr. Maitum Steven
Mathematics	107	31	1	0	0	0	0	0	0	141	Ms. Oulanya
Science	133	6	0	0	0	0	0	0	0	139	Mr. Tibenda
Social Studies	66	68	5	0	0	0	0	0	0	141	Mr. Ezoi
Class teacher: Mr. Maitum Steven Maitum Steve											

Questions:

(a) Which class did the above test?
(b) From what kind of test did the pupils get the above scores?
(c) When did the pupils write the test?
(d) How many teachers teach the class shown above?
(e) How many pupils scored D1 in Mathematics?
(f) Which subject was performed best compared with other subjects?
(g) Which subject is taught by the class teacher?.
(h) In which subject do the pupils need to do a lot of revision?
(i) What is the work of Mr. Maitum Steven?
(j) How many pupils missed the Science test?

TIMETABLE:

The PLE timetable below was pinned on the school notice board of Aber Primary School in Oyam district in 2022 .Study the timetable below very carefully and answer the questions that follow in full sentences.

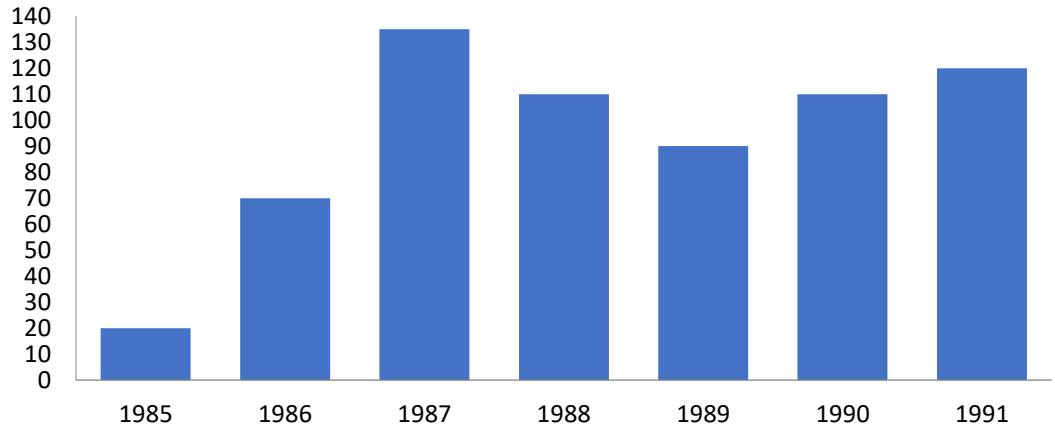
Day and date	***Period***	***Time***	***Subject***	***Duration***
Friday, 30st October	*Morning*	*9:00a.m*	*Briefing by head teacher*	*2 hours*
Monday, 3rd November	*Morning Afternoon*	*9:00a.m 2:00p.m*	*Mathematics Social studies*	*2hrs 30 min 2hrs 15 min*
Tuesday, 4th November	*Morning Afternoon*	*9:00a.m 2:00p.m*	*Science English*	*2hrs 15 min 2hrs 15 min*

Questions

i) *Where was this timetable pinned?*
ii) *For which exanimation was the timetable?*
iii) *In which district is this school found?*
iv) *Which class used this timetable?*
v) *Who briefed the candidates?*
vi) *Which examinations took the longest duration?*
vii) *At what time did the briefing end?*
viii) *Which paper was done last on Monday 3rd November ?*
ix) *When was Social Studies Examinations done?*
x) *What do you think the candidates did on Wednesday?*

A GRAPH

A school presented 200 candidates for the Primary Leaving Examinations each year. The number of candidates that obtained Division 1 each year is shown in the graph below. Study the graph carefully and answer the questions that follow in full sentences.



(a) How many candidates passed in Division 1 in 1985?

(b) In which year did the school get the highest number of candidates in division 1?

(c) In which years was the number of candidates obtaining division 1 the same?

(d) In which year was there least increase in the number of candidates obtaining Division 1 over that of the previous year?

(e) How many candidates did not obtain division 1 in 1991?

(f) In which year did 75 candidates obtain division 1?

(g) In which two years did the performance of the school decline over the years before?

(h) Describe how this school has performed over the years shown.

REPORT FORM

Below is a report form. Study it and answer, in full sentences, the questions that follow.

UNIQUE VALLEY PRIMARY SCHOOL- KIRYA

TEL. 070/077/075/2323739

TERMINAL REPORT FORM

NAME: ***WANDA GERALD*** CLASS: **P.6** TERM **TWO** Year **2022**

Subject	Out of	Scores	Teachers's Comment	Signature
Mathematics	100	85	Quite good	O. D. Moni
English	100	90	Very good, keep it up	Jjo
Integrated	100	65	**Good, but you can do better**	Mr. Kayemba
Science	100	88	Good work	N. Java
SST with RE				
Total	400	338		

Class position **2nd** Out of: **80**

Pupil's Conduct: **Good**

Class teacher's remarks: you need to work harder in integrated Science so as to balance your performance.

Class teacher's name: **Mrs. Kayemba Maria**

Head teacher's signature: *Kayemba Maria*

Next term begins on: 13TH October, 2022

UNIQUE VALLEY NURSERY AND PRIMARY SCHOOL 30 SEPT 2022 DIRECTOR INVEST IN EDUCATION

Questions

(a) Where is this school found?
(b) Whose report form was it?
(c) In which year was the report form made?
(d) Which subject was done best?
(e) Who teaches mathematics?
(f) What did the pupils get in SST with R.E?
(g) How many pupils are in this class?
(h) Who was the class teacher?
(i) What were the head teacher's remarks?
(j) When did the head teacher sign this report?

Study the given information carefully and answer in full sentences, the questions that follow. Primary seven pupils of Bulo UMEA Primary School were given the end of term test and they were asked to take note of the following instructions,

(i) Answer all questions
(ii) The total mark is 100.
(iii) You lose ten marks if you don't number your answers,
(iv) You lose ten marks for poor handwriting,
(v) You lose ten marks if you cancel any of your answers,
(vi) You lose five marks for any question you don't answer.

Four pupils did the following:
Musa did all questions, numbered his answers, but cancelled one and wrote very poorly.
Lucy did all questions and followed all instructions.
Agnes did not number her answers although she did all questions. .
Halima did not answer two questions, forgot to number her answers and wrote very poorly.

(a) How many pupils failed to number their answers?
(b) Why do you think Lucy got the highest marks?
(c) Which instruction was followed by most of the pupils?
(d) What advice do you think Musa could have given Agnes?
(e) Which pupil needs more help from the teacher?

THE NOTICE

The notice below was displayed on the notice board of St. Patrick Primary School Njala.

Examinations *Examinations*

All P. 7 candidates should be ready for these examinations papers to be written on Monday, 5th October, 2020.

Time : *9: 00 am - 11: 30 am* *2: 00 pm - 4: 15 pm*

Subjects : *SCIENCE* *ENGLISH*

Venue : *School Main Hall*

NB*: The first ten candidates will sit at the new desks.*

Academic Board.

Questions:

1. *What is the notice about?*

2. *How many subjects did the candidates sit that day?*
3. *When did the candidates sit the examinations?*
4. *On which day of the week were the examinations done?*
5. *How long will the science paper take?*
6. *Give another word to mean:* ***Venue****.*
7. *Write in full.*
   (i) *st.*
   (ii) *NB*
8. *Why do you think Matte will come early that day?*
9. *How many subjects are shown on the notice?*
10. *Where was the notice displayed?*

Term II

TOPIC 4: ELECTRONIC MEDIA

Sub- Topic 4A: Radio/Television.

Vocabulary development

Vocabulary practice I

electronic: *Any device that uses electricity to function.*

She uses an electronic calculator.

media:	*Radio, television, the internet and newspapers which provide people with information and entertainment.* ***Rose got the news through the media.***
music:	*The organized sound.* ***I enjoy listening to gospel music.***
radio:	*A device or machine that is used for broadcasting programmes to the general public by means of sound waves.* ***Janet turned off the radio because she was very tired.***
television:	*A device/piece of electrical equipment with a screen on which you can view programmes with moving pictures and sound.* ***Shaky likes watching comedies on Urban Television.***
broadcast:	*To sent out programmes on television or radio.* ***The news will broadcast over radio Simba.***
telecast:	*To broadcast on a television.* ***This event will be telecast to nearly fifty countries.***
televise:	*To broadcast something on television.* ***The speech will be televised live.***
programme	*plan of things that will be done or included in the development if something.* ***The programme line – up was cancelled.***
studio:	*room where television or radio programmes are recorded and broadcast.* ***Our home is next to WBS Television studios.***

Vocabulary practice 1

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

1. *I heard his death _____ on radio one. (announce)*
2. *Kakuru's _____musician is the Late Paulo Kafeero. (favour)*
3. *The _____on the television were boring. (programme)*
4. *The naughty boy broke all the radio _____ (knob)*
5. *Our teacher likes _____ to radio Paidha. (tune)*
6. *My television set has two _____ . (aerial)*
7. *The tape was _____ when I pressed the button. (eject)*

8. The radio _____ today is Mr. Kalungi Deus. (announce)
9. This event will be telecast to nearly fifty _____. (country)
10. He _____ the "eject" button and got the tape out. (press)
11. Musa _____ the news yesterday. (broadcast)
12. The football match was _____ at UBC radio. (telecast)

Give the plurals of each of the following words.

1. *Studio*	5. *Antenna*	9. *Piano*
2. *Tape recorder*	6. *Line up*	10. *Medium*
3. *Radio*	7. *Video*	11. *Aerial*
4. *News*	8. *Talk show*	12. *Stadium*

Use each of the given word in a sentence to show that you know the difference in their meaning.

1.	*Cast*	-	6.	*Leave*	-
2.	*Cost*	-	7.	*News*	-
3.	*Eject*	-	8.	*New*	-
4.	*Inject*	-	9.	*Air*	-
5.	*Live*	-	10.	*Hair*	-

Vocabulary lesson II

announce:	*To tell people about something such as decision, plan officially.* ***They will announce the loss of their vehicle soon.***
announcement	*A spoken or written statement that informs people about something.* ***We listened to announcements on CBS radio station.***
favourite/ favorite:	*Something you like much more than others of the same kind.* ***Capital FM, is my favourite radio station.***
pop music:	*The modern popular music of all kind.* ***The youth enjoy listening to pop music.***
camcorder:	*A video camera that records pictures and sounds that can be carried around.* ***That is the studio from where I bought the camcorder.***
aerial:	*An antenna or metal rod for sending or receiving radio and television signals.* ***Whenever I adjust the aerial, I get clear pictures.***
knob:	*a round switch on a radio used for turning it on & off.* ***Please, turn the knob if you want to switch the radio on.***
speaker:	*The part of the radio out of which the sound comes.* ***My uncle's radio has two big speakers.***
tape:	*A long narrow strip of magnetic material which is sued for recording sounds or information.* ***She bought a tape with nice music.***

player:	*A machine for reproducing sound or pictures that have been recorded on CDs.* ***My DVD player is old.***

Arrange these vocabularies in correct Aplhabeical order.

1. *announce, announcement, favourite, camcorder*
2. *aerial, knob, speaker, tape*

Rewrite the following sentence giving one word for the underlined group of words.

1. *The football match was broadcast as it was taking place.*
2. *The person who analyses a game as it has taken place was very smart.*
3. *People who watched the football match in Nambole stadium were cheerful.*
4. *The person who reads news on television or radio is very audible.*
5. *The device for switching on the radio is broken.*
6. *The sound producing device on radio or television is spoilt.*
7. *The rod for searching signals on a television is very long.*
8. *The people listening to the news are very speechless.*
9. *The part of the phone put near the mouth while speaking on a telephone has a mechanical problem.*
10. *The part of a phone put near the ear as one is making a call needs repair.*

Fill in the blank space with a suitable word.

1. *The man _____whom I spoke, gave us this letter.*
2. *Luka is interested _____ watching movies.*
3. *Hardly had I reached the bus station _____it started raining.*
4. *Fred smokes and _____does his brother.*
5. *We _____written many tests this month.*

Vocabulary lesson III

volume:	***The amount of sound that is produced by a radio or television.*** *If you cannot hear the gospel music well, please increase the volume.*
bulletin:	*A short news report on a radio or television.* ***I heard a bulletin on the president's health.***
channel:	*A television station or a band of radio waves used for broadcasting radio or television programmes.* ***I select the sports channel whenever I want to listen to sports news.***
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 9:00a.m.***

news:	*The new information about something that has happened recently. Sentence practice:* ***Have you watched the news?***
entertainment:	*The must, films, movies or plays that are used to entertain the public on radio or television.* ***Her favourite entertainment is gospel music.***
gospel:	*A style of religious singing developed by Africans and Americans.* ***I prefer gospel music to pop music.***
line – up:	*A set of radio or television programmes arranged following one another.* ***Gospel music will come after the news according to the line – up.***
talk show:	*A radio or television program in which people discuss various issues or topics.* ***Politicians and journalists enjoy talk shows.***
laptop:	*A small computer that works with a battery and can easily be carried.* ***She bought a laptop last year.***

Use the correct form of the word given in the brackets to complete the sentences.

1. *The _____took place along that busy road. (rob)*
2. *Of what _____is that rope? (long)*
3. *Lule drove _____and caused the accident. (care)*
4. *Having _____his food, he went to sleep. (eat)*
5. *The animal was _____to death. (beat)*
6. *The headmaster _____warned us yesterday. (angry)*
7. *She made a very good _____of his new car. (choose)*
8. *My mother loves _____dress very much. (she)*
9. *This old man's _____is not good (see)*
10. *He was the _____in the race. (nine)*

LANGUAGE STRUCTURES

Using: ……..and so ……

*we use **and so** to mean the same as **also** and to avoid repetition*

Examples:

Join these pair of sentences using :……..and so…….. correctly.

1. *Both Tom and James like listening to news.*
   Tom likes listening to news and so does James.
2. *Cartoons are interesting. Films are interesting.*
   Cartoons are interesting and so are Films.
3. *Radio one broadcast news yesterday.*
   Radio samba broadcast news yesterday.
4. *Radio one broadcast news yesterday and so did Radio Simba.*

Radio one broadcast news yesterday and so did Radio Simba.

Exercise:

1. *Peter, as well as the moderator, anchored the news.*
2. *Both the listeners and the presenter seem interested in the programme.*
3. *John and Peter have an antenna each.*
4. *The talk show and the family show were aired on Saturday.*
5. *The DVD player was spoilt. The extension cable was spoilt.*
6. *You watched the weather forecast. I watched it too.*
7. *James has a TV set. Peter also has a TV set.*
8. *A CD player should be kept well. A DVD player should be kept well.*
9. *Radios and TVs run commercial adverts.*
10. *NTV is a broadcasting station. UBC is a broadcasting station.*
11. *Both my father and mother love local music.*

LANGUAGE STRUCTURES

I like.....

The structure is used when one is expressing the feeling about his/ her positive choice.

I don't like.....

The structure is used when one is expressing the feeling about his/ her negative choice.

Make five meaningful sentences from the given substitutional table.

			pop music.
Sarah	*do not like*	*listening to*	*radio programmes.*
They			*children's corner on WBS TV.*
I	*like*	*watching*	*school programmes.*
You			*traditional songs on Wan Luo TV.*
James	*likes*	*tuning to*	*Luganda songs.*
			power rangers on TV.

GRAMMAR

Using: If I had ....., I would .....

If conditional II is used to express the condition which is impossible and we are only imagining the result and we don't expect it to happen. e.g.

If Tom went to London, he would study law. This is known as unlikely condition. If conditional II is made up of two tenses

Past simple tense conditional tense

That is to say

If + past simple verb + would/ could/ should + infinitive verb

If clause Main clause

Example:

1. (having money, buying a radio)

   If I had money, I would buy a radio.

2. *Having money, buying a radio.*

If I had money, I would buy a radio.

3. *Playing the Afrigo tape, having a cassette player.*

If I had a cassette player, I would play Afrigo tape.

Exercise

Use the given words to write sentences beginning: If I had….., I would……

1. *Having a record player, listening to music.*
2. *Turning to other stations, my radio having a knob.*
3. *Making a radio station, having a studio.*
4. *Broadcasting the news, radio station having electricity.*
5. *Recording my favourite music, having a blank late.*
6. *Having money, making radio announcements.*
7. *Having good speakers, staging a disco.*
8. *Giving a better reception, my radio having an aerial.*

Change these sentences to if 3 conditionals

1. *Tom will teach the electronic media if we ask him.*
2. *If you record your music on CDs, will listen to it later.*
3. *If I learn French, I will understand the films acted in French.*
4. *If she uses a dictionary, she will find out what a CD-ROM stands for.*
5. *I will receive clear pictures if I buy a new antenna.*

Complete the following sentences in it condition II

1. *If I told my father……*
2. *If he saved enough money…….*
3. *I would give him the book if……*
4. *If he spent a year in France……*
5. *We would be late……*
6. *If I had a bicycle…… …..*
7. *The school would close the door if……*
8. *If I were a king……*
9. *If I were the president of Uganda……*
10. *If I had two heads……*

Complete the sentences using if condition II.

1. *If I had a type writer I ……it myself (type).*
2. *If…….. I his address, I would give it to you. (know)*
3. *He……a lot better if he saved more often. (look)*
4. *If he worked more slowly, he ……so many mistakes. (not make)*
5. *I would drink that wine if I ……you. (be)*
6. *If I were sent to prison, you ……..me. (visit)*
7. *I ……..shares in that company if, I had some money. (buy)*
8. *If I ……..a big prize in a lottery I would give up my job (min).*
9. *He would get fat if he ……..smoking. (stop)*

STRUCTURES / GRAMMAR.

Using: "if ..... I / she / he / they will .....)

Examples:

1. *Magezi may get money and buy a radio.*

If Magezi gets money, he will buy a radio.

2. *I may go to Kampala and buy a record player.*

If I got to Kampala, I will buy a record player.

Exercise

1. *Kobugabe may apply for the job when she sees the advertisement.*
2. *I may learn a lot when I tune to Radio One.*
3. *Nafula has to adjust the aerial when the sound is not clear.*
4. *When I turn on the radio I listen to the sports programmes.*
5. *I may get money today and repair my speakers.*
6. *When I visit the studio, I will learn a lot.*
7. *Matama may tune radio West to listen to pop music.*

Using : ……. needn't …….

The structure is used to point out what one does but it is not necessary to be bone.

Examples

1. *It was not necessary for you to switch off the DVD because I was watching a nice movie.*

You needn't have switched off the DVD because I was watching a nice movie.

2. You should not play loud music.

You needn't play loud music.

Exercise:

Rewrite these sentences using: ……needn't……

1. *It was not necessary for father to lock the television set in his room.*
2. *It was not necessary for children to watch wrestling.*
3. *It is not necessary for Jalia to translate those films.*
4. *It is not necessary for Birungi to adjust the aerial.*
5. *The video Jockey should not copy some of the words.*
6. *You should not pay to call the customer care service.*
7. *Our father mustn't install a landline at our home.*
8. *You shouldn't charge the phone for so long.*

Join these sentences using: ……needn't……

9. *Rose disconnected the power. It was not necessary.*
10. *He sheds tears in front of the camera. It is not necessary.*

Rewrite the sentences as instructed

11. *It was not necessary for you to buy an empty CD. (Use….needn't..)*
12. *We needn't air for the next TV programme. (Begin: It is ……)*
13. *John needn't have tuned to another channel. (Use:…necessary…..)*

COMPREHENSION

Read the following advertisement carefully and answer, in full sentences, the questions that follow.

LAUGH – TANK STARS AT ROYAL THEATRE
WITH THEIR PLAY
THE BISHOP'S CANDLE STINKS

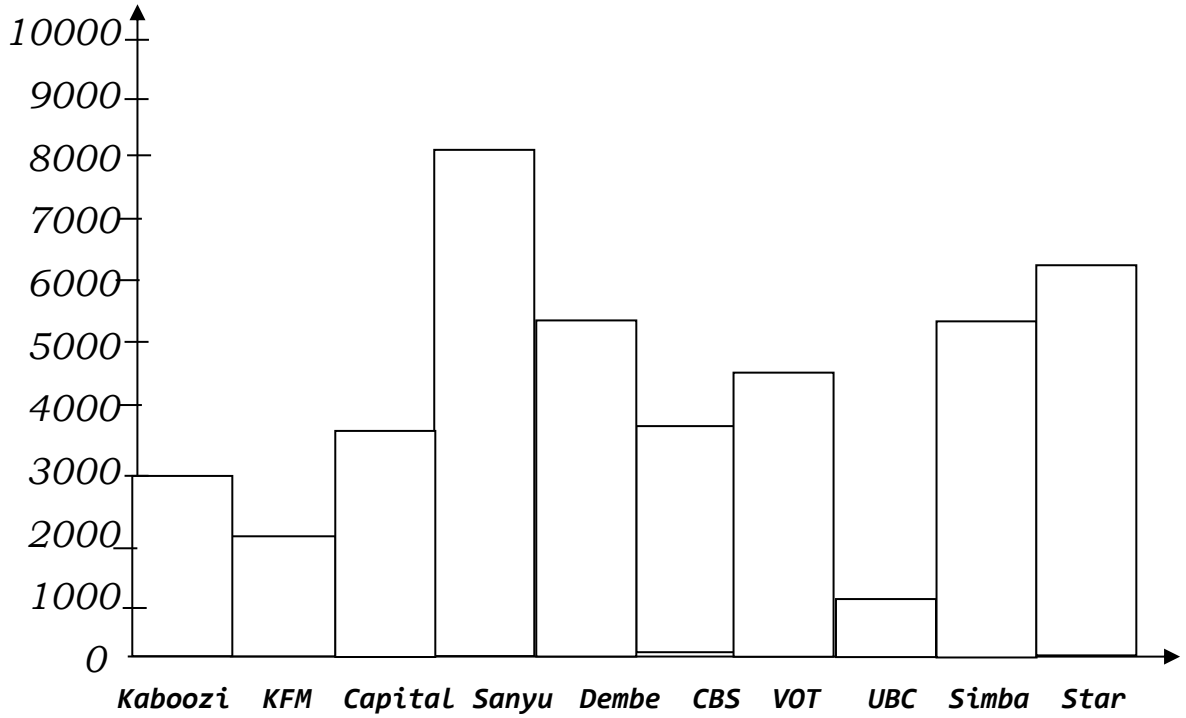
WHEN	:	25TH SEPT 2022 ON SUNDAY
TIME	:	7:00PM – 10:00PM
CHARGES		
ADULTS	:	20,000/=
STUDENTS	:	10,000/= (COME WITH YOUR IDENTITY CARD
COUPLE	:	15,000/=

COME ONE! COME ALL!
MANAGEMENT
16TH SEPT 2013

a) Who is staging the show?
b) Where will the show take place?
c) On what day of the week will the show take place?
d) At what time will the show begin?
e) How much will Mr. Gimoyi and his wife pay?
f) Who are the people invited?
g) For how long will the show last?
h) Who wrote this advertisement?
i) Why do you think students are asked to carry identity cards?
j) Give another word or group of words to mean 'couple'

GRAPH

Study the given graph about FM radios that was made by the National Broadcasting Council of Uganda in 2021and then answer questions about it in full sentences.



fm

1. *Which organization carried out this survey?*
2. *When was the survey carried out?*
3. *What was the most popular radio?*
4. *How many radio stations were included?*
5. *Write CBS in full.*
6. *Which radio station had the least number of listeners?*
7. *What is the difference between the radio with the lowest and biggest number of listeners?*
8. *According to you, which is your favourite radio station and why?*
9. *Write programme in short.*
10. *What do we call someone who conducts a programme on a radio?*

THE PROGRAMME LINEUP

Study the programme line up for NBS TV station and answer the questions about it in full sentences.

S/N	TIME	PROGRAMME
1.	***2:00 p.m.***	***Opening the station (entertainment)***
2.	***2:30 p.m.***	***Cartoons – Andy Jackson***
3.	***3:00 p.m.***	***News in Kiswahili***
4.	***3:30 p.m.***	***Kids' corner***
5.	***4:00 p.m.***	***News in Luganda***
6.	***4:30 p.m.***	***Power Rangers(the most interesting)***
7.	***5:00 p.m.***	***Culture – Aino mugisha***
8.	***6:00 p.m.***	***Movie: THE YOUNG AND THE RESTLESS***
9.	***7:00 p.m.***	***News in English - Mrs. Rose Nsereko***

Questions

a) For which TV station is the above programme line up?
b) How many programmers are shown on the NBS lineup?
c) Which programme is presented by a married lady?
d) On which programme does a viewer learn about people's dressing styles?
*e) Which **two** programmes take an hour each?*
f) Which programme is presented by Andy Jackson?
g) What programme do you think children enjoy the most?
h) Name the movie mentioned in the line up.
i) What programme may not be well understood by an English man?

COMPREHENSION.

Read the dialogue and answer questions about it in full sentences.

***Kitonsa**: Good morning my friend.*

Kiconco: *Good morning, dear.*
Kitonsa: *Have you watched the new programme on TV?*
Kiconco: *What is it about? It must be very interesting.*
Kitonsa: *It is a nice interactive show about corruption and police.*
Kiconco: *Who is the presenter?*
Kitonsa: *Charles Obonyo. He is very objective in his presentation.*
Kiconco: *At what time is it aired?*
Kitonsa: *At 10:00 a.m. on Thursdays.*
Kiconco: *Oh! I have missed it, I wish you had told me to before.*
Kitonsa: *Don't mind! It has just started. You will watch it nest Thursday.*
Kiconco: *All right. Thank you for being a friend indeed.*
Kitonsa*: You are welcome, dear.*

Questions*.*

1. *What is the conversation about?*
2. *At what time of the day did the conversation take place?*
3. *Who did not watch the programme that Thursday?*
4. *What is the programme about?*
5. *Write the short form of all right.*
6. *By whom is the programme presented?*
7. *When is the programme presented?*
8. *Write a word which has similar meaning as "aired"?*
9. *Is Kitonsa a friend to Kiconco?*
10. *When would Kiconco start watching the programme?*

THE TV GUIDE

The T.V Guide below was found in the Daily Monitor of Thursday, May 8, 2014. Study it carefully and answer in full sentences, the questions that follow.

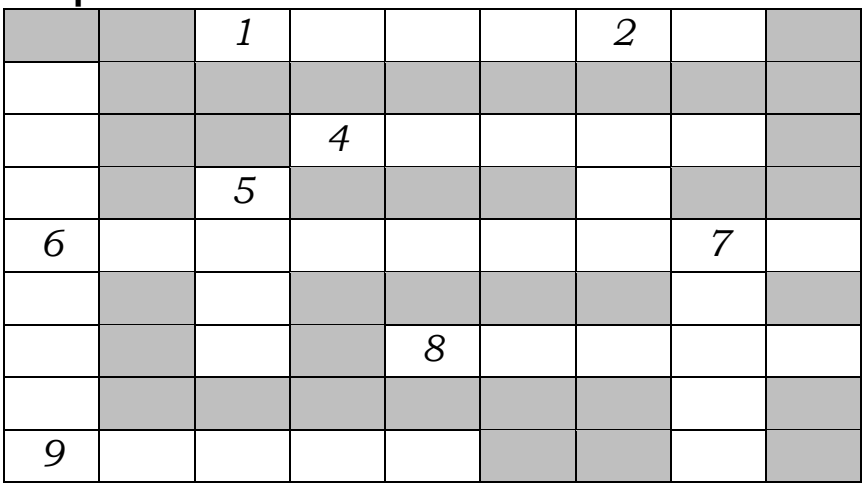
STATION	TIME	MORNING	TIME	AFTERNOON	TIME	EVENING
UBC	6:00	Breakfast News	12:00	Farming in Uganda	6:00	Habari
	6:30	Fitness	12:30	Vital Doctor (Rpt)	6:30	Life Talk
	7:00	Good Morning Uganda	1:30	News Journal	7:00	Amawulire
	9:00	Business Today	2:00	I Do (Rpt)	8:00	UBC Tonight
	10:00	Global 3000			8:30	Business Week
	10:30	Super Book (Rpt)			9:05	Matters of Policy
	11:00	Thallus			12:15	France 24

Rpt: Repeat

Questions:

1. *On which day were these programmes shown?*
2. *Why should crop growers watch UBC at noon?*
3. *At what time was the programme I Do repeated?*
4. *Which programme ended he day?*
5. *Which programme takes two hours?*
6. *Mention two programmers which lasted for an hour.*
7. *Which programme was broadcasted at midday?*
8. *How many programmes were shown in the evening?*
9. *Apart from I Do, which other programmes were repeated?*

Crossword puzzle



Clue Across

1. The loaches of sound (6)
4.Push a radio button (5)
7. Stated on a radio (9)
8. Recorded on a tape (5)
9. Where music or radio programmes are recorded (6)

Clues down

2. Pleasant sound (5)
3.Where sound comes from a radio (8)
5. A round switch on a radio or TV (4)
8. Press to throw out a tape (5)

ADVERTISEMENT

Read the following Poster carefully and answer in full sentence the questions that follow:

VIDEO SHOW! VIDEO SHOW! VIDEO SHOW!

THE GENERAL PUBLIC IS HEREBY INVITED TO COME
AND WATCH AN INTERESTING VIDEO SHOW. IT IS ABOUT THE LIBERATION WAR IN UGANDA - 1979 OVERTHROW OF AMIN.
VENUE: HOIMA TOWN COUNCIL
DATE: 24/11/2022
TIME: FROM 8.00PM-12.00 MIDNIGHT
ENTRY FEES:
ADULTS: 3000/- **CHILDREN**: 1000/- **DISABLED**: FREE
COME ONE! COME ALL!
A FREE SODA WILL BE PROVIDED BY PEPSI COLA COMPANY
MANAGEMENT
18/11/2022

a) What is the advertisement about?

b) *What is the show about?*
c) *Where will the show take place?*
d) *How much money are the disabled supposed to pay?*
e) *Who is being invited for the show?*
f) *When was the poster written?*
g) *When did the liberation war take place in Uganda?*
h) *Who is inviting people for the show?*
i) *When will the video show take place?*
j) *Why do you think that video shows are dangerous to young children?*

Choose a suitable word from the given list to fill the blank spaces

columns, Monitor, tabloids, editors, Toto correspondents, media, magazines, relationships, televisions

There are many_____ through which information is passed to people. These include radios, _____ and newspapers.

In Uganda, we have different newspapers and they include The New Vision.
The Daily _____, The Weekly Observer and so on. There are also some newspapers which are considered to be less serious. These are referred to as _____.

All information published in the newspapers is proofread by the _____ who decide whether the language used is correct and easy to understand.
Different newspapers have _____ majorly focused on basic issues like health, education, _____ and many others. People who write these columns are referred to as columnists.

Different media have several _____ who report news events for them. Some newspapers also produce and publish _____ to supplement the newspapers. Examples of these include Full Woman, City Beat and _____ magazines.

Term II

TOPIC 4: ELECTRONIC MEDIA

Sub- Topic 4B: Other Electronic Media

Vocabulary lesson

CD:	*A small disc on which sound or information is recorded* ***A CD should be kept well and so should be a DVD.***
DVD:	*A disc on which large amounts of information especially photographs and videos can be stored for use on a computer or DVD player.* ***This film is available on DVD now.***
CD – ROM:	*A disc on which large amounts of information sounds and pictures can be stored for use on a computer.* ***The late Oulanya's biography is available on a CD – ROM.***
C.P.U:	*The part on a computer that controls all the other parts of the system.* ***They have bought a new C.P.U.***
RAM:	*A computer memory in which data can be changed or removed and can be looked at in any order.* ***The RAM of my computer is very fast.***
recorder:	*A device or machine for recording sound or pictures.* ***If I had a lot of money, I would buy a video recorder***
press:	*To push a button of a radio or cassette player.* ***Press the button to stop the music.***
connect:	*To join two or more things together.* ***Where is the connecting wire?***
internet:	*A system by which computers are connected through cables and telephone lines to give useful information all over the world.* ***The internet is an attractive medium of communication.***
website:	*A place connected to the internet where people put or store information.* ***Every website has a password***

Arrange these vocabularies in ABC order.

1. *press, connect, internet, website*
2. *CD, DVD, RAM, CCTV*
3. *connect, connector, connecting connected*

Write the following abbreviations in full.

i. CD	*ii. DVD*	*iii. VCD*	*iv. email*
v)CPU	*vi) CCTV*	*vii). FM*	*viii). AM*

Vocabulary lesson II

extension cable:	*A wire covered in plastic or rubber that carries electricity or telephone signals.*

	All computers were connected using extension cables
compact disc:	*A device that is small and easy to carry on information and music can be recorded.* ***The gospel music was recorded on the compact disc.***
surf:	*To use the internet.* *She used her phone to **surf**.*
internet explorer:	*A computer program connected on the internet for searching for information.* ***The internet explorer was shut down.***
password:	*A series of letters or numbers that you must type into a computer or computer system in order to be able to use it.* ***Her password is difficult**.*
service fee:	*An amount of money paid at the internet café.* ***How much is the service fee?***
service provider:	*A business company that provides a service to customers especially one that connects customers to the internet.* ***Gmail is one of the internet service providers.***
virus:	*The instructions that are hidden within a computer program and are designed to cause faults or destroy data.* ***Does your computer have a virus?***
search:	*The act of looking for information in a computer data base. Sentence practice:* ***She had searched for information in a computer.***
search engine:	*computer program that searches the internet and information about a particular word or group of words.* ***Open up the search engine now.***
log	*To perform actions that follow one another to beg to use a computer system.* ***One usually need a password to log in.***
access:	*To open a computer file in order to get or add information.* ***Did you access my face book account?***
google:	*To type words into the search engine on the internet so as to find information about them.* ***I typed the word "Alien" on the google.***

Vocabulary activity II

Use the most suitable form of the words in brackets to complete these sentences.

1. *All computers were _____ using extension cables(connect)*
2. *The gospel music was _____ on the compact disc.(record)*
3. *The internet _____ was shut down. (explore)*
4. *Gmail is one of the internet service _____. (provide)*
5. *She had searched for _____ in a computer.(inform)*
6. *One _____ need a password to log in.(usual)*

Give the plural forms of these words

1. *extension cable*
2. *internet explorer*
3. *service fee:*
4. *service provider*

Vocabulary lesson III

newsreader**:** *A person who reads news on a television or radio***.**
Daniel Arap Moi is a newsreader on WBS television.

pause:	*Stop a tape, CD etc for a short time using the pause button.* *Pause that movie, please.*
reporter:	*A person who collects and reports news for newspapers, radios or television.* *The news reporter published that the former minister was corrupt.*
landline:	*A telephone connection that uses wires carried on poles or under the ground.* ***I will call you later on your landline***
mobile phone:	*A telephone that you can carry around with you.* ***Most Ugandans use mobile phones to communicate***
receiver:	*The part of a telephone that you hold next to your mouth and ear while speaking.* ***Mummy beat me for spoiling the receiver of the telephone.***
network mast:	A *tower used for sending telephone or radio signals. Mobile telephone companies have built network masts to boost their signal reception.*
SIM card:	*A plastic card inside a mobile phone or cell phone that stores personal information about the user.* *I bought a new SIM card.*
delete/ erase:	*To remove written or recorded information from a computer, mobile phone etc.* ***Did you delete the photos?***
computer:	*An electronic machine that can store, organize ad find information, do calculations and control other machines. She bought a new* ***computer****.*
internet café:	*A place where people go to surf for information.* ***I met him at the internet café.***
mouse:	*asmall device that is moved by hand across a surface to control the movement of the cursor on the screen of a computer.* ***Click on the right button of the mouse to delete the message.***

Activity

Arrange these vocabularies in alphabetical order.

1. *pause, reporter, receiver, mouse*

2. *phone, delete, erase, computer*

Give another word to mean the same as:

3. *erase*
4. *pause*

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

1. *Mr. Musoke has two mobile_____(telephone)*
2. *Kato's _____radio programme is News hours. (favor)*
3. *He accidentally _____the eject button and removed the CD.(press)*
4. *If John had money, he would_____ a radio cassette.(buy)*
5. *Who _____the video last night? (pause)*
6. *I have two computer _____at home. (mouse)*
7. *Electronic media provide us with_____. (entertain)*

Vocabulary lesson IV

video:	*a copy of a film or programme which is recorded on a video tape.* ***If my father gets money, we will buy Michael Jackson's music video.***
e – mail:	*A message sent by a computer or an internet.* ***I received an e – mail last week***
microphone	*a piece of electrical equipment that is used for making sounds louder or for recording them.* ***The microphone needs a new dry cell.***
earphone:	*A piece of equipment that fits in the ears and it is used for listening to music radio etc.* ***Where are my earphones?***
deck:	*A part of the sound system that records or plays sound on a disc or tape.* ***Our video deck got spoilt.***
telephone:	*a system of talking to someone else over long distances by using wires, radios etc.* ***The telephone rang and Dalton answered it.***
amplifier:	*An electrical device or piece of equipment that makes sounds or radio signals louder.* ***That amplifier is very powerful.***
handset:	*The part of a telephone that you hold near your mouth.* ***Our home handset is very loud.***
screen:	*The part of a television or a computer where the picture or information appears.* ***Who broke the screen of my laptop?***

Fill in the blank spaces with the most suitable words.

1. *Mary has neither a screen _____an amplifier.*
2. *Okello bought _____ a mobile and a landline telephone.*

3. _____*are my headphones?*
4. *A handset is* _____ *from a headset.*
5. _____*you put a new amplifier, your radio won't be louder.*

Arrange these words in a dictionary order.

6. *telephone, video, screen,microphone*
7. *earphone, deck, amplifier,handset*

Rewrite these sentences giving the opposite of the underlined words.

8. *He* ***lost*** *his headphones last night.*
9. *That* ***most beautiful*** *lady has the best earphones.*
10. *It is* ***better*** *to buy a new amplifier.*

LANGUAGE STRUCTURES

If + past simple + would/ could + verb

Examples

1. Don't play loud music , your neighbours will complain.

If you ***played*** play loud music , your neighbours ***would*** complain.

Activity

Rewrite these sentences using: If……would/ could…….

1. You must adjust the aerial to see the pictures properly.
2. I have to go to the radio studio to see the radio presenter.
3. Leave now or else you won't be in time to for your favorite programmes.
4. The radio technician will repair your radio when he comes.
5. Turn on the TV set now to watch cartoons.
6. My uncle needs to save enough money to buy a radio.
7. I am not a snake. I cannot hiss.
8. If I buy a T.V set, I will spend a lot of time watching cartoons.
9. Tezitah will read her e-mails if she goes to the internet café.
10. If there is a change in programme, the guide will show it.
11. Bazira will buy a radio if she gets her salary.
12. If Nadia listens to this advert, she will like it.
13. Ogola will break the aerial if he adjusts carelessly
14. If Diana buys a tape recorder, she will record her music.
15. If my friend visits me, she will bring me a new film.
16. You will remove the CD if you press the eject button
17. Tom will teach the electronic media if we ask him.
18. If I learn French, I will understand the films acted in French.
19. If you record your music on CDs, will listen to it later.

PASSAGE

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

One day, my father talked on his phone for a long time. His airtime got used up before he could end his talk. He was conversing with his workmate, Mr. Obadiya. He decided to send me to buy more airtime Using my bicycle, I rode as fast as a horse. I returned within ten minutes with airtime. When I reached home, I found my father busy listening to the news on radio. He was so attentive that he didn't want any disturbance. He therefore, gave me the mobile phone to load the airtime for him. He was excited because I was going to do so for the first time. I got the airtime card and scratched it. Since I did not know what to do after scratching, I opened the phone. Then I took it to my father thinking I had done the right thing.

My father immediately tried to call his friend. He dialled repeatedly but the call could not go through. ''Have you loaded the airtime?'' he asked me. I responded happily that I had loaded it. As he removed the battery, the airtime card dropped on the floor. ''oh my son! You didn't know how to load airtime!'' he laughed. I was disappointed that I did not load airtime for my father. He realized that I was sad. He held me in his arms and said, ''don't worry my son. let's do it together.'' Then he loaded as I was watching. I was very happy to learn how to load airtime.

Questions

(a) What happened t the airtime of the writer's father?

(b) Who was the writer's father talking to?

(c) Why did the writer go to the shop?

(d) How did the writer travel to the shop?

(e) When the writer brought airtime, what was his father doing?

(f) Why was the writer excited?

(g) Where did the writer place the airtime card?

(h) Give another word or group of words with the same meaning as each of the underlined words in the passage.

(i) conversing

(ii) responded

(i) Give a suitable title for the story.

CONVERSATION

Read the given conversation and then fully answer questions about it in full sentences.

Tom:	***Hullo Simon, which is your favourite TV programme?***
Simon:	*Well, I have three TV programmes which I like most. These include, The Sports Round up on NTV at 10:0opm, The Current Affairs programme on UBC at 1:00pm and The World Panorama on WBS.*
Tom:	*For me I am interested in CNN programmes especially that of the News summary, The Documentary, The Documentary on Star TV plus Omuntu Wabantu on WBS and of course the Agataliiko Nfuufu on Bukedde TV.*
Sarah:	*Personally, I like watching Wildlife Expedition on NBS, Aljazeera brings almost all the news in all parts of the world and I also like watching music on NTV when it telecasts local and international music stars.*
Tom:	*Sincerely speaking if one is not very careful, one may end up spending the whole day without doing any constructive work but watching TV and this can be very dangerous especially to the school going children.*
Simon:	*Watching TV is not bad. All you need to do is to be so selective and have a time table to balance your other activities so that you can accomplish your duties and assignments.*
Sarah:	*Frankly speaking, it is not ideal for the young children to watch those TV shows which show nude pictures and even those that spend most of their programmes on politics.*

Questions:

1. *What is the talk about?*
2. *How many people are involved in the talk?*
3. *According to the talk, who is more interested in the sports news?*
4. *Which TV according to the talk brings almost all news in all parts of the world?*
5. *Write the abbreviations in full.*
   a) *NTV*
   b) *UBC*
   c) *CNN*
6. *What name is given to people who watch a TV?*
7. *According to you, which is your favourite TV and why?*
8. *What advice does one speaker give to those people who spend all their time on TV?*
9. *Write a word or group of words to mean:*
   a) *programme*
   b) *telecast*
   c) *nude*

POEM

Read poem below and answer, in full sentence, the question that follow.

I connect everybody in the world
Ready to serve if you feed me
Airtime is my favourites meal
Measured according to the user's packet.
From as low as five hundred shillings

I am mobile and <u>easy to carry</u>
In the pocket or hand bag. I am present,
Ready to be used,
To send or receive a message
As the user may choose.

I <u>connect</u> people near and far
To talk and laugh.
For seconds minutes or hours
But I quickly switch off
When my meal get finished

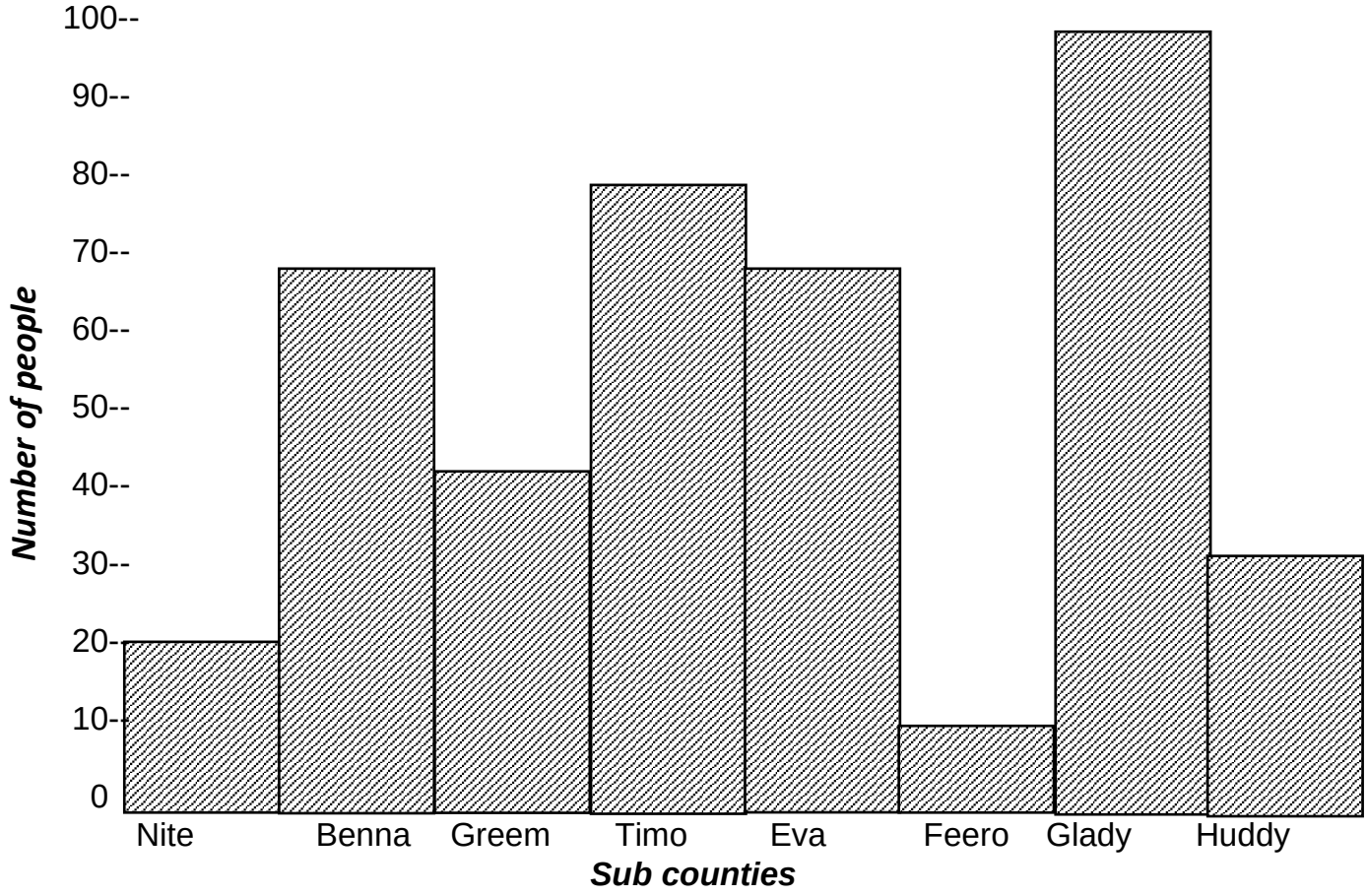
I can be your bank
As I keep or carry money safety
Without losing even a coin
I deliver it all to receiver.
I pay fees or solve other problems.

Akisam Ggoobi

Questions

(a) What does the writer do in the world?
(b) What does the writer need in order to work?
(c) Where can we find the writer?
(d) Apart from receiving, what else does the writer do to messages?
(e) How does the writer stop conversation?
(f) In which way would the writer help a parent, according to stanza four?
(g) How is the writer similar to a bank?
(h) Given another word or a group of words with the same meaning
(i) Connect
(ii) easy to carry
(j) Who is the writer of the poem?

The graph below shows the number of people owning television in Mamba District. Study it carefully and answer, in full sentences, the questions that follow.



Questions

1. *What is the graph showing?*
2. *From which district was the information collected?*
3. *From which sub county are the least number of television users?*
4. *which sub county has the largest number of television users?*
5. *how many sub counties are represented on the graph?*
6. *which village has 20 television users?*
7. *Which two programmes can be shown on the television? (1 mark)*
8. *Which two sub counties has the same number of television users?*
9. *How many more people use television in Huddy than Nite village?*
10. *Why do you think many people use television in Glady village?*

Term II

TOPIC 5: RIGHTS, RESPONSIBILITIES AND FREEDOM

Sub- Topic 5A: Children's rights and responsibilities

Vocabulary (new words)

Learn the pronunciation, spellings meanings of the following words and use them to make meaningful sentences

freedom/free: *The liberty or right to do or say what you wish without being stopped.*

Children must be given freedom.

force:	*Something done or happening against somebody's will. Girls shouldn't be forced to get married.*
Rights	*The moral or legal claims to get or have something. Children have a right to education*
food:	*The things that people or animals eat. Children are entitled to food.*
shelter:	*A house or a place to live in. Children need clothing, food and shelter in order to lead a happy life.*
education	*The process of teaching, training and learning. Education and guidance are examples of children's rights.*
care:	*To provide what somebody needs for their health and protection. Both children and animals need medical care.*
clothing:	*These are clothes or garments. All human beings need clothing as a basic need.*
medication:	*The drugs or medicine that you take to prevent or treat an illness or a sickness. We should not take any medication without the doctors prescription.*
life:	*The ability to breathe or grow old. You should guard your life against diseases.*

Lesson II

help: **To assist.**

Good children help their parents with domestic work.

properly:	Done in a way that is socially/morally acceptable. Parents should teach their children to behave properly.
work:	A duty or a task children must learn how to work.
protection	The act of making sure that somebody is not harmed or injured.

	Its our responsibility to protect children from violence and child abuse.
attention:	To be present at an event or function or occasion or ceremony or celebration. Children must attend school regularly.
homework:	A piece of work that teachers give to children to do at home. Eva always does her homework before she goes to bed.
obedient:	To be ready or willing to do whatever you are told. Girls are more obedient to their parents than boys.
respect:	The polite behavior towards somebody that you feel is important. Both boys and girls have a right to be treated with respect.
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. If your rights are violated, you should report to the police station or local council.

Vocabulary practice II

Complete in the blank spaces below

1. *It is our ……..to help parents with work at home.*
2. *……children and adults have rights to medication.*
3. *That is the man …… Denied his children rights to education.*
4. *What ……..child needs for a foster growth is good feeding*

Arrange the words in ABC order

5. *force, life, medicine, educate*
6. *medication, education, clothing, shelter*

write the plural from of these words

7. *The **criminal** was arrested by the police.*
8. *Very many Ugandan parents neglect their **child's right**.*
9. *All children are entitled to **education.***

Rewrite the sentences giving one word for the underlined group of words.

10. Zainabu was **not guilty** of child abuse.
11. Angela will be **put in jail** when she is found guilty.
12. Lendo is still a **young human being**.

peace:	*A period at time when there isn't violence or war.* ***We must always live with our neighbours in peace.***
grow:	*To become bigger or taller and develop into an adult.* ***When my son grows, he will become a lawyer.***
clean:	*Not dirty or to remove dirt.*

	He cleans his teeth everyday.
tidy:	*Keeping neat and in order.* ***Our home is really tidy.***
abuse:	*To treat somebody in a cruel or violent way.* *Children should not be abused of their rights.*
mistreat.	*To treat a person or animal in a cruel or unfair way.* ***She ran away from home because of the mistreatment by her step mother.***
early:	*To arrive or do before the usual expected or planned time.* ***Hilda got married at an early age.***
convict:	*To decide and say officially in a court of law that somebody is guilty or a crime:* *The sugar daddy was convicted of defilement.*
Imprison/jail:	*To put someone in prison or jail or goal.* ***The judge imprisoned him for child abuse.***
prison/jail/goal:	*A building or place where criminals are kept as a punishment.* ***The sugar daddy was sent to prison fir three years.***

Vocabulary lesson III

Use the form of the words in a bracket to complete these sentences.

1. *The judge _____Tom for child abuse. (prison)*
2. *The sugar mumy was _____ of defilement.(convict)*
3. *Growth is a _____process throughout human life.(gow)*
4. *Girls are more _____in cooking than playing(interest)*
5. *When my son grows, he will become a _____. (law)*
6. *Children should not be _____ of their rights. (abuse)*
7. *She ran away from home because of the _____by her step mother.(mistreat)*
8. *Hilda got _____ at an early age.(marry)*
9. *The _____ was arrested by the local police. (crime)*
10. *Child abuse is a_____offence.(crime)*

cell:	***A room for one or more prisoners in a prison or police stat ion.*** ***The prisoner died in that cell.***
innocent:	*Not having done any thing wrong.* *He was set free because he was innocent.*
guilty:	*Having done something against the law or illegal.*

	Kato was found guilty of murder and he was sentenced to seven years in prison.
sugar daddy:	*A rich older man who gives gifts and money to a much younger girl usually in return for sex.* *A sugar daddy was accused of defiling a P.7 girl.*
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 dropouts.*
abortion:	*A deliberate ending of a pregnancy at an early stage.* *Abortion is a criminal act.*
labour:	*Physical work.* *Child labour is punishable by law.*
bad touches:	*The acts of putting one's hands and fingers onto sensitive body parts.* *Young girls should say no to bad touches.*
accuse:	*To say that somebody has dome something wrong or is guilty of something.* *He was accused of raping a young girl.*

Fill in the blank spaces with a suitable word.

1. *The woman _____ was raped reported the case to the police.*
2. *Musa was accused _____stealing a hen.*
3. *The judge sentenced him _____life imprisonment.*
4. *If you are proved_____, you will be set free.*
5. *The man _____ defiled our candidate was sentenced to life imprisonment.*
6. *Child labour is punishable _____law.*
7. *The _____ arrested a sugar mummy yesterday.*
8. ***Rewrite these sentences giving the opposites of the underlined words.***
9. *The old man was* ***innocent*** *of child abuse.*
10. *All children* ***dislike*** *kind parents.*
11. *The sentence given to John was* ***inadequate*** *for this foul.*
12. *Josette is a* ***responsible*** *man.*

Rearrange the following words alphabetically.

13. *work, care, abort, refuse*
14. *freedom, filthy, forced, food*
15. *respect, report, refuse, regard*
16. *abuse, abortion, abide, about*

Vocabulary lesson

arrest:	***To seize somebody with the authority of the law.*** *Edrine was arrested because he raped a girl.*
child abuse:	*The act of harming or hurting a child in a physical, sexual or emotional way* ***Most parents in Uganda practice child abuse.***
criminal:	*Being forbidden by law.* ***Raping is a criminal offence.***
rapist/raper:	*A person who forces somebody to have sex with him/her when they don't want.* ***The rapist ran into a bush.***
set free:	*To release or let go.* ***All prisoners were set free yesterday.***
custody:	*The legal right or duty of taking care of or keeping somebody or something.* ***The parents were locked in a safe place for custody.***
victim:	*A person who has been attacked, injured or killed as a result of crime, a disease or an accident.* ***All the victims were taken to court.***
indecent assault:	*A sexual attack on somebody that does not include rape.* ***A The youth are found of practicing indecent assault.***
prisoner:	*A person who is kept in prison as a punishment or while waiting for trial. Sentence practice:* ***The prisoners were sent back to jail.***
jailer/gader:	*A person in charge of a prison and the prisoners in it.* ***The jailer died of cancer.***
lawyer:	*A person who is trained and qualified to advise people about the law to represent them in court and to write legal documents.* ***Tom Alvin Diego is a lawyer.***

Rearrange these letters to form a correct story

Jumbled letters	***Correct words***
1. domeefr	_____
2. nesswit	_____
3. nocentin	_____
4. ilguty	_____
5. boration	_____
6. dgejument	_____
7. menttreatmis	_____
8. diencebeo	_____
9. primentsonim	_____
10. tencesen	_____

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

1. *All children should learn about children's_____. (right)*
2. *A person who is accused of committing a crime is called a _____.(crime)*
3. *The police do not try _____. (convict)*
4. *A witness swears to say the _____ all the time. (true)*
5. *Parents and guardians should not mistreat_____ children. (they)*
6. *_____is a serious offence. (defile)*
7. *Corporal _____is a type of child abuse. (punish)*
8. *The police can help you to arrest the wrongdoer more _____. (quick)*
9. *One is _____when one is found guilty. (sentence)*
10. *When a child _____guilty of an offence, he or she should be forgiven. (plead)*

Give the opposite of each of the following words.

Word	***Opposite***
- *sugar daddy*	*sugar mummy*
- *innocence*	_____
- *mummy*	_____
- *early*	_____
- *tidy*	_____
- *clean*	*dirty*
- *respect*	_____
- *refuse*	_____
- *peace*	_____
- *obedient*	_____
- *life*	_____
- *interesting*	_____
- *alive*	_____
- *freedom*	*captivity*

Please, follow the principles of the formation of plurals of nouns.

Word	***Plural***
- *sugar daddy*	*sugar daddies*
- *sugar mummy*	_____
- *bad touch*	_____
- *marriage*	_____
- *chore*	_____
- *responsibility*	_____
- *a baby's shirt*	_____
- *a lady's watch*	*ladies' watches*
- *a man's house*	_____

Rearrange the following words alphabetically.

1. *chores, convict, clean, early*
2. *life, lure, list, limp*
3. *shelter, shame, sugar, simple*
4. *grow, touches, torches, great*
5. *polite, protect, proper, peace*
6. *blame, badly, bare, bless*

Write the following abbreviations in full

Abbreviation	***Full form***
- *Gen.*	_____
- *Col.*	_____
- *Lt.*	*Lieutenant*
- *Capt.*	_____
- *Hon.*	_____
- *Rt. Hon.*	_____
- *OC.*	*Officer-in-charge*
- *Rev.*	_____
- *Revd*	_____
- *Govt*	_____
- *Hons*	*Honours*
- *LC*	_____

LANGUAGE STRUCTURES

..... interested in .....than.....

The structure '.....interested in..... ' is used to point out what one likes more than the other. It is also used to show what one prefers to the other.

Use the above structure as below: .....more interested in.....than in.....

Examples

1. *Girls like cooking more than playing.*
   (This means that girls prefer cooking to playing. It also means that cooking is the girls' preference.)
   Girls are more interested in cooking than in playing.
2. *I would rather do the home chores than go for remedial lessons.*
   *(**Here, the speaker likes doing the home chores more than going for remedial lessons.)***
   I am more interested in doing home chores than in going for remedial lessons.

Note 2 *More emphasis should be put on the repeated use of the preposition '**in**' as shown in the above examples.*

Exercise

Follow the above examples and rewrite the given sentences using:.....interested in.....

1. *Children preferred washing utensils to digging during the COVID-19 lockdown.*
2. *Mary likes wearing long dresses better than wearing short ones.*

3. *Parents prefer buying new dresses to buying old ones.*
4. *I prefer resting to working on weekends.*
5. *Olanya likes living in a permanent house more than living in a temporary one.*
6. *Parents would rather use peaceful means of ending conflicts than violent ones.*
7. *Akello likes eating apples more than eating grapes.*
8. *My mother would rather stay at home than go to town.*
9. *Sugar daddies like young girls more than the old women.*
10. *The candidates would rather obey their parents than abuse them.*

Using:----- ought to --------

Using:…….ought to/ ought not to……

*The structure**……..ought to……** is used to point out what one is expected to do or what one should do because it is one's responsibility.*

Examples

1. *Tom should respect his parents.*
   (This means that it is Tom's responsibility to respect his parents.)
   Tom ought to respect his parents.
2. *We should work hard in order to pass this year's P.L.E with flying colours.*
   We ought to work hard in order to pass P.L.E with flying colours.

Using:….ought not to……

We use the structure……ought not to……to talk about what one is not expected to be done because it is not acceptable in the society.

***Examples**.*

1. *Ojom must not play on a busy road because he may be knocked down by a vehicle. (**This sentence points out the fact that it is wrong for Ojom to play on a busy road due to the high risk of getting accidents**)*
   *Ojom **ought not to** play on a busy road because he may be knocked down by a vehicle.*

Note

'….ought not….'**can be written in short as **'….oughtn't…….. '

*the proposition **'to'** is used after the modal verb **'…..ought……' or '…ought not…..'***

Exercise

Rewrite the given sentences using:…….ought to……

1. *Police should arrest parents who mistreat their children.*
2. *We should report bad people to the police.*
3. *All children should respect their parents.*
4. *Children's rights should be respected.*
5. *School children should be responsible.*
6. *You should stop telling lies to your parents.*
7. *Both parents and teachers should protect children from dangers.*

Rewrite the given sentences using:……/ought not to……

8. *One should not abuse one's rights.*
9. *You don't need to disrespect your teachers and parents.*
10. *It is wrong for stepmothers to mistreat their children.*
11. *Adult shouldn't blame a child who has been raped.*
12. *Girls shouldn't drop out of schools before completing p.7.*

Using: ……either……or……

The structure ……either……or…….is used to point out a choice which one can make between two possibilities.

It is used at the beginning or in the middle of the sentences.

Examples

1. *You provide food to your children. You risk going to prison.*
   You either provide food to your children or risk going to prison.
2. *You should accept or refuse our proposal.*
   You should either accept or refuse our proposal.

Exercise

Rewrite the sentences below using:……either……or……

1. *They may confess. They may refuse to confess.*
2. *The boy will be taken to a remand home or an orphanage.*
3. *He is right. He is wrong about children's rights.*
4. *Joy will mop the veranda. Joy will wash utensils.*
5. *Rose leaves with her parents. Rose leaves with her foster parents.*
6. *We are going to write about sugar- mummies. We are going to write about sugar –daddies.*
7. *He was accused of child neglect. He was also accused of child labour.*
8. *James is guilty. James is innocent.*
9. *Stepmother will be arrested. Stepmother will be arrested.*
10. *Your father is innocent. Your mother is innocent.*

Using …. 'either…….' without 'or'

The structure ***……..either…….****without '****or****' takes a singular noun.*

Examples

1. ***Judith can peel matoke using both hands.***
   Judith can peel matoke using either hand.
2. *We have planted trees on both sides of the road.*
   We have planted trees on either side of the road.

Exercise

Rewrite the sentences using: ……either……

1. *Mr Okello has planted flowers on both sides of his path.*
2. *Hassan can kick the ball using both legs.*
3. *Munabi draws cartoons using both hands.*
4. *Both answers to this question are correct.*
5. *That juvenile will sweep the room using both hands.*
6. *Those girls put on earrings on both ears last week.*

7. *Both routes can lead you to the city.*
8. *Both countries have not got a vaccine for COVID-19.*
9. *I can walk on our compound using both legs.*
10. *Will Peter put the letters in both envelopes?*

Using …. in order to/so as to…….

*The structure ……**in order/ so as…….** is used to talk about a person's purpose of doing something. It is also used to point out the reason why someone does/is doing/did/has done or will do something.*

Examples

1. ***I went to France because I wanted to learn French.***
   i) *I went to France **in order to** learn French.*
   ii) *I went to France **so as to** learn French.*
2. ***Baluku is working hard. He wants to pass this year's P.L.E.***
   i) *Baluku is working hard **in order to** pass this year's P.L.E.*
   ii) *Baluku is working hard **so as to** pass this year's P.L.E.*

Exercise

Follow the above examples and rewrite the given sentences.

1. *The girls weave baskets all the time. They want to get money.*
2. *My aunt doesn't want her son to be kidnapped. She drives him to school.*
3. *She woke up early. She wanted to catch the first bus.*
4. *Children should obey their parents. They will receive blessings from God.*
5. *We go to school because we want to learn new skills.*
6. *Asianzo apologized to the teacher. She didn't want to be punished.*
7. *He went to the police since he wanted to report child abuse.*
8. *He drove very carefully. He did not want to knock anything down.*
9. *We write our work neatly. We do not want to repeat it.*
10. *Mugezi went to the family protection unit. He wanted to report domestic violence in his home.*

Using …. so that……./…..such that…….

-The structure …. in order that/so that/such that……. is used to talk about a person's purpose of doing something. It is also used to point out the reason why someone does/is doing/did/has done or will do something.

-The modal verb 'can' is used in the present tense while the modal verb 'could' is used in the past simple tense.

Examples

1. ***John goes to the internet café. He wants to surf news.***
   i) *John goes to the internet café so that he can surf the news.*
   ii) *John goes to the internet café such that he can surf news.*
2. ***Joe went to the market. He wanted to buy carrots.***
   i) *Joe went to the market so that he could buy carrots.*
   ii) *Joe went to the market such that he could buy carrots.*

Exercise

Rewrite these sentences using:

a) ……so that……

b) ……such that……

1. *Amelia used a new broom. She wanted to sweep the compound properly.*
2. *Jackie went to the well. She wanted to draw water.*
3. *Mildred entered the head teacher's so as to talk to her.*
4. *He went into the newsroom in order to see the newsreaders.*
5. *The old woman weeds her garden well. She wants to get a good yield.*

Using: ……accused of……

*The structure ……accused of……. is used to say that somebody has done something wrong. It is also used with the preposition 'of' followed by the 'ing' form of the main verb***.**

Examples.

1. *Ssempeebwa stole the neighbour's goat.*
   Ssempeebwa was ***accused of*** *stealing the neighbour's goat.*
2. *Hannah told lies during the court session.*
   Hannah was accused of telling lies during the court session.

Exercise

Re-write the following sentences using "…….accused of ……

1. *Did the taxi driver defile the schoolgirl?*
2. *Stella's stepmother killed a child.*
3. *Nakato mistreated her children.*
4. *Mwambu was arrested because he mistreated his son.*
5. *The headmaster did not register the candidates on time.*
6. *Kitonto was blamed for locking his daughter out of the house.*
7. *The older boys bullied the newcomers at school.*
8. *The policeman was blamed for neglecting his duty at the zebra crossing.*
9. *Did the man rape the schoolgirl?*

Future continuous tense

Use the words in the brackets to complete the sentences

1. Joy _____food to her guests at lunch time. (to serve)
2. The MPs _____the bill on abortion next year. (to discuss)
3. We _____supper at 9:00 o'clock. (have)
4. They _____their children again.(not mistreat)
5. The girls _____ how to sew clothes this morning. (learn)
6. They _____to our concert this year. (to come)
7. We _____after doing our homework. (to rest)
8. They _____about it by next term. (learn)
9. The train _____by 6:00 o'clock.(leave)
10. The patients _____by done by the end of this term.(visit)

COMPREHENSION.

Passage

Read the given passage and fully answer questions about it.

CHILDREN MUST BE RESPONSIBLE.

Ref: MK Book 7, page 154.

Questions.

1. *What is being referred to as being nice in the passage?*
2. *Write the different ways how children are abused.*
3. *What type of children grow under fear?*
4. *Write down five children's rights.*
5. *List down the causes of misery and suffering among children.*
6. *When are children sometimes wrong?*
7. *What message would you send to parents who abuse children?*
8. *At what age is a child considered to be an adult?*

   Write a word or group of words to mean:

   a) misery

   b) responsibilities

   c) admired

9. *What lesson do you learn from the passage above?*
10. *Draw a picture showing a child being abused.*

POEM

Read the poem and answer the questions that follow in full sentences.

Defilement! Defilement! Defilement!
What a dangerous vice you are!
In homes, schools, churches, mosques, courts,
Everywhere 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 Okol Evans

Questions

(a) *What is the poem about?*
(b) *Where are defilement talked about?*
(c) *Who tricked innocent girls and boys?*
(d) *What gifts are sude to trick innocent boys and girls?*
(e) *What do sugar mummies infect innocent children with?*
(f) *Why do you think one should avoid bad touches?*
(g) *Mention two ways one can Guard ones life against the ruthless men and women*
(h) *Which stanza talked about tricking innocent juveniles?*
(i) *How many stanzas has the poem?*
(j) *Write the title of the poem.*

POSTER

Read the following poster carefully and answer in full sentences.

VIDEO SHOW! VIDEO SHOW! VIDEO SHOW!

THE GENERAL PUBLIC IS HEREBY INVITED TO COME AND WATCH AN INTERESTING VIDEO SHOW, IT IS ABOUT SUFFERING ANIMALS IN UGANDA

VENUE. HOIMA TOWN HALL.

DATE24/05/2020

TIME 8:00P.M -12:00MIDNIGHT

ENTRY FEES

ADULTS: 3000SHS

CHILDREN: 1000SHS

DISABLED: FREE.

COME ONE COME ALL

A FREE SODA WILL BE PROVIDED BY PEPSI COLA COMPANY.

MANAGEMENT

8/05/2022

Questions.

(a) *What is the advisement about?*
(b) *What is the show about?*
(c) *Where will the show take place?*
(d) *How much money are disabled supposed to pay?*
(e) *Who is being invited for show?*
(f) *When was this poster written?*
(g) *Who is inviting people for the show?*
(h) *When will the video show take place?*
(i) *When did the liberation way take place in Uganda?*
(j) *Why do you think very many people will attend this video shows?*

LANGUAGE STRUCTURES

Using .....whose .....

*The structure **.....whose.....** is used to give extra information about a person or thing. It is also used to say exactly which person or thing one means.*

Use: .....whose ..... To join these sentences.

Examples:

1. *The woman went to the local council chairman. Her daughter had been defiled.*
   The woman whose daughter had been defiled went to the local council chairman.
   *(**Two commas are not used in this sentence because the subject the woman is not well defined. It requires an additional information-which woman?**)*
2. *The boy was taken to the hospital. His arm was broken.*
   The boy whose arm was broken was taken to the hospital.
   *(**Similarly, this sentence does not also require two commas because the subject the boy is not also well defined. It requires an additional information-which boy?**)*
3. *Job is a carpenter. His hammer was stolen yesterday.*
   Job, whose hammer was stolen yesterday, is a carpenter.
   *(*Two commas are used in this sentence because the subject Job is well defined***)***

Exercise

Re-write the sentence using .....whose .....

1. *The woman has gone to court. Her daughter was raped.*
2. *The man has been arrested. His son was found to be malnourished.*
3. *The woman has gone to the police. Her son was arrested.*
4. *Ogoso escaped from home. His father is very cruel.*
5. *The woman talked to me. Her son committed the crime.*
6. *The man has been sentenced to life imprisonment. His son is in hospital.*
7. *Ann is sick. Her parents locked her out in the cold.*
8. *The chief has been arrested. His son stole a cow.*
9. *The woman is the new judge. Her children are our friends.*
10. *Mr Kato is a teacher of English. His wife taught us about children's rights and responsibilities last week.*

Exercise III

Rewrite the sentences and put commas where necessary.

1. Gandi is called the father of nations. He belonged to a holy family.
2. Dalip is a clever boy. Dalip is my friend.
3. Magino's books are so popular. Magino is an author.
4. Mulefu was a policeman. He noticed a fire.
5. Allan is waiting outside. Allan wants to see you.

6. Mr. Sonko works as a head of department. He was once a class teacher.
7. We visited solitik last year. He was a colleague of mine in Kenya.
8. Mr. Mweya's lorry knocked down a cow. He is our deputy headmaster.
9. Mr. Warugaba used to live in Nairobi. We were hoping to meet him yesterday.
10. Kibera has already started to learn Swahili. He has just qualified as a teacher from Kyambogo.

Immediately ….
Immediately is used to talk about what happen sooner than the other.
It is used to mean the same as as soon as, no sooner……than, hardly had….when…
Examples
1. No sooner had the players arrived than the band started playing.
Immediately the players arrived,the band started playing
2. The dogs barked as soon as they heard the footsteps of the stranger.
Immediately the dogs heard the footsteps of the stranger, they barked.
3. No sooner had I entered the house than it started drizzling.
Immediately I entered the house, it started drizzling
Activity
Rewrite the sentences using: Immediately…….
4. As soon as the bank was opened, I filled the withdrawal forms.
5. No sooner had the mother gone the bed than the girls escaped through the window.
6. The children crossed the road as sooner as it was clear.
7. Hardly had the visitors left when my father arrived.
8. She was given a bottle of soda. She opened it there and then.
9. As soon as Jenifer heard the ringtone, she picked the receiver.
10. No sooner had the boys heard the bell than they went out to play.

No sooner ……. than……

Hardly, scarcely, *and* ***barely*** *are negatives and are therefore used to express a near negative / negative situation e.g. (a) We hardly eat meat. This means we almost don't eat meat. These three conjunctions can be used in place of 'No sooner,' as soon as,' 'just as,' 'the moment' and 'immediately'.*
Note: No sooner *is used with* ***'than'*** *and* ***barely, scarcely,*** *and* ***hardly*** *go with* ***when*** *e.g.*

1. *No sooner had he come than we went away.*
2. *Scarcely had he come when we went away.*
3. *Barely had the teacher entered the class when the pupils clapped their hands.*
4. *Hardy had the manager arrived when the applicant knocked at the door.*

No comma in the middle of the sentence except when the sentence begins with: As soon as, just as, the moment or immediately.

Rewrite the following beginning: No sooner……

1. *As soon as Cate saw the book, she shouted for joy.*
2. *As soon as it started raining, we entered the room.*
3. *Just as the visitors arrived, the host brought soda.*
4. *Just as the elections were over, the electoral commission announced the results.*
5. *They sang the national anthem the moment the president arrived.*
6. *She complained as soon as she go the salary.*
7. *As soon as the doctor arrived, the patient died.*
8. *The taxi started moving just as all the passengers sat.*
9. *The moment the hair dresser arrived, all the women stopped working.*
10. *As soon as the parent came back, the child reported the matter.*

Rewrite the following beginning:Hardly …….. when …….

1. *No sooner had the bus arrived in town than it got an accident.*
2. *No sooner did the head teacher go out than the children started shouting.*
3. *No sooner had the players arrived than the band started playing.*
4. *No sooner had the rain started than everybody took shelter.*
5. *The term ended. The children went up country.*
6. *The accident occurred. The first aider arrived*
7. *No sooner had the bus arrived than the passengers moved out.*

Rewrite the following beginning: Scarcely …….. when …..

1. *As soon as Cate saw the book, she shouted for joy.*
2. *As soon as it started raining, we entered the room.*
3. *Just as the elections were over, the electoral commission announced the results*
4. *She complained as soon as she got the salary*
5. *The moment the hair dresser arrived, all the women stopped working*
6. *The moment the sun rose, the peasant went to the garden*
7. *No sooner had the doctor arrived than the patient died*
8. *Immediately the cook arrived at school, the headmistress called him to her office.*

Barely …. when……

1. *As soon as the defiler was arrested by the police, he was taken to court.*
2. *Immediately the defiler was arrested by the police, he was taken to court.*
3. *No sooner had the defiler been arrested by the police then he was taken to court.*
4. *Hardly had the defiler been arrested by the police when he was taken to court.*
5. *Scarcely had the defiler been arrested by the police when he was taken to court.*
6. *Barely had the defiler been arrested by the police when he was taken to court.*

COMPREHENSION

Read the following poem carefully and then answer, in full sentences, the questions that follow.

I have a dream
That one day in the future all the little girls
And little boys in this country
Will be great women and men
Governing this country
In a spirit of love.

I have a dream……
My little boy will not despise my little girl
Because she is a girl
And that my little girl will not hate
My little boy because their daddy will have left him
All the wealth because he is a boy.

I have a dream
That a day will come when
All our little boys will be
Responsible fathers educating their children
And all out little girls will be
Loving mothers caring for their children.

I have a dream….
That one day all our little girls and little boys
Will walk hand in hand with their children.
Singing songs of love and freedom
In a world where there is no hatred
In a world covered with flowered and love.

(Adapted from: Wanjira muthoni: " A dream" in the Anthology

Questions

a. When will the little girls and boys be able to govern this country?
b. What should those governing the country have?
c. What must the little boy not to do to his little sister?
d. What must the little sister not do to her little brother?
e. What is the responsibility of fathers over their children?
f. What responsibility do mothers have over their children?
g. Give another word with the same meaning as the following underlined words in the poem.
i. governing
ii. wealth
iii. hatred
h. Suggest a suitable title for this poem.

JUMBLED SENTENCES

The sentences below are not in correct order. Re-write them in a correct order to form a short composition about John and His mother.

a. On the way, he fell down.
b. John was carrying a basket full of fruits.
c. Some people begged her to leave the boy but she refused.
d. John's mother was very annoyed because of the damaged fruits.
e. Most of the fruits were damaged because they were very ripe.
f. She got a big stick and started beating him badly.
g. One day, John and his mother were taking fruits to the market.
h. Finally she was found guilty and imprisoned.
i. This annoyed the people and they called the police.
j. She was then arrested and charged with child abuse.

GUIDED DIALOGUE

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

Luuze: you look unhappy, Simon, What is wrong?
Simon: ……
Luuze: why did you run away from home?
Simon: ……
Luuze:Why did you fight with your sister?
Simon: ……
Luuze:She ate your cakes? Did you report the matter to your parents?
Simon: ……
Luuze: Why didn't you report her to your parents?
Simon: ……
Luuze:You feared them! Do your parents mistreat you?
Simon: ……
Luuze: Simon, you're really telling a lie.
Simon: ……
Luuze: Thank you Simon for admitting your mistakes.
Simon: ……
Luuze:replying your parents rudely is bad.
Simon: ……
Luuze: You must go back to your parents and apologize.
Simon: ……
Luuze: Yes, they will forgive you and allow you to return home.
Simon: ……

Term II

TOPIC 5: RIGHTS, RESPONSIBILITIES AND FREEDOM

Sub- Topic 5B: Animal Needs and Freedom

Vocabulary development

Learn the pronunciation spellings, meanings of the following words and use them to make meaningful sentences.

animal:	*A creature that is not a bird, a fish, an insect or a human being.* ***A lion is a dangerous animal and so is tiger.***
need:	*Something which somebody or an animal requires so as to live in a meaningful life.* ***Much as a cow is an animal, it also needs protection.***
capture:	*To catch an animal or a 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.***
captivity:	*The state of being kept in an enclosed space or as a prisoner.* ***The poacher was held in captivity for two weeks.***
reproduction:	*The process of reproducing young ones.* ***The farmers studied about reproduction in cattle.***
insemination:	*The process of putting sperms in a female animal in order to make it pregnant.* ***Artificial insemination helps to improve the breed of cattle.***
discomfort:	*A feeling of slight pain or of being physically uncomfortable.* ***Animals usually experience severe discomfort during the dry season.***
injury:	*The harm or damage done to a person's or animal's body.* ***My cow and its calf sustained minor injuries when they fell into a pit latrine.***
secure:	*Feeling confident and happy about yourself or a particular place.* ***Domestic animals fell secure when they are not tortured.***
thirst:	*The feeling of needing or wanting a drink.* ***Animals should be given water to quench their thirst.***

hunger:	*The feeling of needing or wanting something to eat.* ***If you don't feed your animals, they 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.* ***All animals are natural.***
distress:	*A feeling of great worry or unhappiness or great suffering.* ***When you cut off the cows tail, it will be distressed.***
frighten:	*To scare or make somebody or something afraid.* ***The barking of the dog frightened the goats.***
sanctuary:	*Aplace where wild birds and animals are protected.* ***There are a lot of flamingos and ostriches at the wildlife sanctuary.***
dock:	*To cut an animals' tail short.* ***Was that sheep docked.***

Activity

Fill in the blank space with a suitable word.

1. A tree is taller than _____ elephant.
2. You can use _____ blue or black ink to write this test.
3. _____did you go to the sanctuary yesterday?
4. That scary dog produced five beautiful _____ last Friday.
5. Sarah leaned _____ the wet wall and dirtied her dress.

Rewrite the sentence giving one word for the underlined group of words.

*6. We visited a **place where wild birds and animals are protected** last week.*
***7.** All birds and animals are **created by God**.*
*8. The boy got **a damage on his body** last week.*
*9. The farmers studied about **process of reproducing young ones** in cattle from Nkozi University.*

10. Rewrite these sentences giving the opposite of the underlined words.

*11. Most Animals feel **comfortable** whenever they are docked.*

Arrange the given words in alphabetical order

12. cape, cage, cash, case
13. stoop, stop, stool, stole

LANGUAGE STRUCTURES

The use of : Much as .....

***Much as** is used to mean the same as on the other side.*
It is used at the beginning or in the middle of the sentence.
If it is used at the beginning of the sentence, a comma is used to separate the sentences but if it is used in the middle of the sentence, no comma is needed.

Examples

A cow is an animal but it shouldn't be mistreated.

Much as a cow is an animal, it shouldn't be mistreated.

A sheep is an animals but it also needs water.

Much as a sheep is an animals, it also needs water.

Use: Much as..... to join these sentences.

1. *Even though she beats me, I will not do her exercise*
2. *I was frightened. I was determined to kill the lion.*
3. *Artificial insemination was done but the cow did not conceive.*
4. *Though the animal was injured, it continued walking.*
5. *The animals were in captivity however they looked strong and healthy.*
6. *Although we admire the pastoralists, they face hardships.*
7. *Though it is not good for the girls to graze animals, they shouldn't keep in the bush till dark.*
8. *Despite the bad weather, we went to graze animals*
9. *There's a need to respect animal freedom but we should not forget our own freedom.*
10. *Game meat is tasty but many people don't like it.*

.....need not have .....

E.g. Simon needn't have stoned the goat.

Rewrite the sentences as using.....needn't.....

1. *Wani kept animals in captivity although it was not necessary.*
2. *It was necessary for Mugumia to kill the wild animals.*
3. *It was not necessary for John to dock his sheep.*
4. *It was not necessary for me to mistreat my animals.*

c) Abbreviation and acronyms related to animals.

1. *WSPA – World Society for the Protection of Animals.*
2. *USPA – Uganda Society for the Protection of Animals.*
3. *UWEC – Uganda Wildlife Education Centre*
4. *UWA – Uganda Wildlife Authority.*
5. *WCU – Wildlife Clubs of Uganda*
6. *ABS – Animal Behaviour Society*
7. *ADI – Animal Defenders International*
8. *AVAR – Association of Veterinarians for Animal Rights*
9. *ASAB – Captive Animals Protection Society*

Write these abbreviations in full.

i. UTRO
ii. FAO
iii. CAPS
iv. FIDA
v. NARO
vi. USPA
vii. UWA
viii. WSPA
ix. ADI
x. ASAB
xi. WCU
xii. AVAR
xiii. CAA
xiv. ADI
xv. COD
xvi. NFA
xvii. NEMA
xviii. UWEC
xix. NAADS
xx. UNIDO

PASSAGE

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

Once upon a time, there was a man who kept a pigeon in a cage. It was very unhappy in the cage because it was a wise pigeon. It wanted to be free to be able to fly over the world.

One day, the man decided to go on a journey. The pigeon asked him, "Please master, if you meet any other pigeons just greet them and tell them I send them my best wishes." The man said he would do so. But all the pigeons he met pretended to be dead, so the man walked past them.

When he came back, the man told the pigeon all these things, ending his tale this way, "Your pigeon friends pretended to be dead, so I left them lying there."

The next morning when the man woke up, he saw his pigeon lying dead in its cage. So he opened the cage, took out the pigeon and threw it away in the bushes behind his house. As soon as it was out of his hands, the pigeon spread its wings flying up to a high branch on which it perched.
There it said, "Thank you, You are no longer my master! Those pigeons gave me good advice. They showed me how I could be free and leave your cage!"

Questions:

1. What was kept in the cage?
2. What did the pigeon want?
3. Who was to send the best wishes to other pigeons?
4. What did the other pigeons do when they saw the man?
5. Did the man succeed in doing what the pigeon asked him to do?
6. What did the man see when he woke up the next morning?
7. Do you think the pigeon was dead?
8. What did the pigeon do when it was out of the master's hands?
9. Give the opposite of each of the underlined words in the story:

(i) unhappy
(j) high

NOTICE

1. Read the notice below and answer questions that follow.

ATTENTION! ***ATTENTION!***

THE GENERAL PUBLIC IS HEREBY INFORMED THATPROPER TRANSPORATION OF ANIMALS MUST BE OBSERVED. AVOID TRANSPORTING ANIMALS ON BIKES AND IN CARBOOTS. AS THIS CAN DISTRESS THE ANIMALS. ANIMALS MUST BE TRANSPORTED IN SPECIAL TRUCKS OFFENDERS WILL BE ARRESTED AND CHARGED WITH INFRINGEMENT OF AMINAL FREEDOMS

LUCHEN

(DIRECTOR, USPA)

8th October, 2016.

Questions

a. *Who wrote the above notice?*
b. *What is the notice about?*
c. *When was the notice written?*
d. *Who is being informed according to the notice?*
e. *How best must animals be transported?*
f. *What will happen to offenders?*
g. *Give a word or graph of words to mean the same as "offenders"*
h. *Why shouldn't animals be transported on bikes?*
i. *Write USPA in full.*

TABLE

Study the given table below which was recorded by Animal Behaviour Society in 2021 and then answer questions about it in full sentences.

ANIMAL	RICE	GRASS	CASSAVA	MEAT	YELLOWBANANA
PIG	*X*	*X*	*X*	*X*	*X*
COW		*X*	*X*		*X*
MAN	*X*		*X*	*X*	*X*
RABBIT		*X*			*X*
LEOPARD				*X*	
FROG					

N.B: ***x*** *Represents the food eaten by the given creature.*

Questions:

1. *What animal doesn't eat any of the given food above?*
2. *What food is eaten by only one animal?*
3. *Which animal eats all the given food?*
4. *Which animal eats only one type of food in the table?*
5. *Which food is mostly eaten by all the animals?*
6. *How many animals eat yellow banana?*
7. *Which animals from the table eat both meat and grass?*
8. *What food does the rabbit eat?*
9. *From the table, how many animals don't eat grass?*
10. *What name is given to a creature that feeds on meat and grass?*

GUIDED DIALOGUE.

A boy was walking to Harrrambe Farm, he lost his way and he was injured from Julius. What Julius said written down. Write down what you think Musa Said.

*Musa*_____

Julius: Good afternoon young man, can I help you?

*Musa:*_____

Julius: How can I help you?

*Musa:*_____

Julius: You have lost your way. Where are you going?

*Musa:*_____

Julius: To Harambe Farm, you have left it behind.

*Musa:*_____

Julius: Yes, can I direct you? Go back to the junction then turn left. Ahead of you will see sign post showing Harambe Farm.

*Musa:*_____

Julius: If you are very tired, then better get a Boda-boda.

*Musa:*_____

Julius: No, here we only use a bicycle boda-boda.

*Musa:*_____

Julius: They will charge about 500sh for that journey.

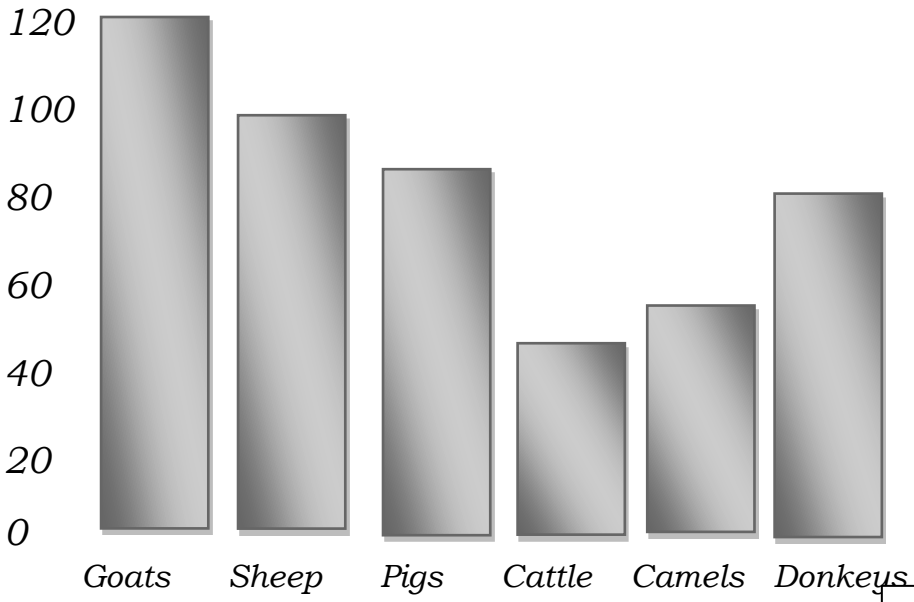
*Musa:*_____

Julius: You can't afford that amount! How much do you have so that I can top up?

*Musa:*_____

GRAPH

The graph below shows number of animals on Omong's farm in the second week of September 2022. The record was taken by the agriculture students of Tororo Progressive Academy for two weeks.Study it well and answer questions about it.



Questions

a) *When was the above collection done?*
b) *Whose farm collected the milk?*
c) *For how long was the collection?*
d) *Who took the above record?*
e) *How many animals were counted on Wednesday?*

f) Mention the days when the counting was the same.
g) When was the highest quantity of animals counted?
h) What is the difference between the highest and lowest counting?
i) When were one hundred animals?
j) How many animals were found in the farm on Sunday and Thursday?

GUIDED COMPOSITION

Read the passage and fill in the blank spaces with the missing words from the word 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 needs_____.
He told us that whereas people want their rights, they don't respect animal_____. He therefore, warned us against _____ both domestic and wild animals because it distressed them. "domestic and wild animals feel_____ when they are tortured," he said.
In addition, he said that it was 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 tourists to our country.

bite, poachers, importance, insecure, shelter, Animals, free*doms, torturing, thirsts, protection*

GUIDED DIALOGUE

One day, Mark a P.7 pupil met Joseph carrying a young monkey. He had captured it from his maize garden. What Joseph said is given below. In each line, write what you think Mark said.

Mark:_____

Joseph *: Good afternoon Segula.*

Mark:_____

Joseph *: It is a young monkey.*

Mark:_____

Joseph *: No, I am not a poacher.*

Mark:_____

Joseph *: I caught it when I scared them with my dogs and the mother abandoned it. They were eating my maize.*

Mark:_____

***Joseph** : I shall keep it at home and build a small cage for it.*

***Mark**:_____*

***Joseph** : I shall feed it with some yellow bananas and maize.*

***Mark**:_____*

***Joseph** : Why should I report to Uganda Wildlife Authority?*

***Mark**:_____*

***Joseph** : I need permission! Is Uganda Wildlife Authority in charge of wild animals?*

***Mark**:_____*

***Joseph** : Okay. Then, let me go and report to Uganda Wildlife Authority. Thank you, young boy.*

***Mark**:_____*

Vocabulary pouch

poach:	*To illegally hunt animals or birds in game parks or game reserves.*
poacher:	*A person who illegally hunts animals or birds in game parks or game reserves.*
pet:	*An animal, a bird etc that you keep at home for pleasure rather than being kept for work or food.*
stray:	*An animal that has got lost or separated from its owner or that has no answer.*
slaughter.	*The killing of an animal for their meat.*
abattoir:	*building where animals are killed for food. (slaughter house)*
torture:	*To cause severe pain to somebody or something.*
husbandry:	*Farming, especially when done carefully and well.*
veterinary:	*The process of caring for the health of animals*
veterinarian:	*A person who cares for the health of animals.*
dip:	*To put animals in a bath of liquids containing chemicals in order to kill the external parasites on them.*
herdsmen:	*man whose job is to take care of cattle*
shepherd:	*A person who look after or takes care of sheep*
goatherd:	*A person who looks after goats.*
welfare:	*The general health, happiness and safety of a person or an animal.*
vaccinate:	*To give a person or and animal a vaccine especially by injection to protect them from diseases.*
sorrow:	*feeling of great sadness because something bad has happened.*
anxious:	*Feeling worried and nervous.*
heifer:	*young cow especially one that does not have a calf. The*
bullock:	*young bull that has not been castrated and hasn't started mounting*
ox:	*bull that has been castrated and especially used for pulling in farm.*
tame:	*To make used to living with people.*
graze:	*To eat or feed on grass*
butcher:	*person who kills and sells animals meat.*
butcher's:	*place where meat is sold.*
butchery:	*The cruel, violent and unnecessary killing of animals.*

Term III

TOPIC 6: ENVIRONMENTAL PROTECTION

Sub- Topic 6A: Importance of environmental protection

Vocabulary

environmental:	***The natural world in which people, plants and animals live.*** *We must conserve our environment in order to attract tourists.*
protect:	*To make sure that somebody or something is not harmed, injured or damaged or destroyed.* ***We should protect our environment from being destroyed.***
conserve:	*To protect something and prevent it from being destroyed, wasted or damaged.* ***The Ministry of Tourism should set up laws to conserve wildlife.***
pollution:	*The process of making water, land, air etc dirty or contaminated.* ***There is a lot of pollution in the city nowadays.***
pollutant:	*A foreign substance that makes something dirty or impure.* ***Most pollutants are wastes from human activities.***
garbage:	*This is rubbish or useless or waste material of any kind.* ***Dumping garbage in water bodies is a bad act.***
refuse:	*The waste material that has been thrown away or damaged.* ***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.***
floods:	*The large volumes of water covering an area.* ***The heavy rains caused floods in Bududa and Kasese districts.***

Vocabulary practice I

Fill in the blank space with a suitable word.

1. *People in our village experience droughts _____ they cut down all trees.*
2. *_____ we dig terraces, the soil will be eroded.*
3. *Farmers practise crop rotation in _____ to get good yields.*
4. *You _____ control soil erosion if you dug terraces.*
5. *The soil was poor _____ the farm manager added manure to make it fertile.*

In the questions below, use the correct form of the words given in the brackets to complete the sentences.

6. *We shall experience soil _____ since we have cut down all the trees. (erode)*
7. *The pupils _____ the garbage in the pit last Friday. (dump)*
8. *Hakim was _____ his garden when it started raining. (mulch)*
9. *If you throw garbage in lakes, you will cause water _____ (pollute)*
10. *December is the _____ month of the year. (dry)*
11. *Our gardens are no longer _____ as before. (produce)*
12. *The village was polluted with black _____ smoke. (smell)*
13. *The prisoners have _____ a deep pit. (dig)*
14. *Irumba cleared the bushes so as to _____ his garden. (wide)*
15. *The soil lost its _____ due to poor farming methods. (fertile)*

Re-arrange the words in alphabetical order.

16. *drain, dig, drainage, dry*
17. *flora, floods, fauna, fuss*

storms:	*A very bad weather with strong winds and rainfall of thunder and lightning.* *The storms destroyed many buildings last year.*
source:	*A person or a place where you get something from.* ***The environment is a source of raw materials for industries.***
raw material:	*Things in their natural form used for making other products.* ***Limestone is the raw material for cement.***
habitat:	*Anatural home or place where a particular species of animals or plants is normally found.* ***Wetlands are a habitats for papyrus trees.***
flora:	*The plants of a given area.* ***There are rare species of flora on Mabira forest.***
fauna:	*All the animals living in an area.* ***The poachers have endangered certain species of fauna in game reserves.***
manure:	*The waste from animals and plants which is mixed with the soil to enable crops grow well.* ***The farmers had a good harvest because they used manure.***
drainage:	*A system of letting water flow away from an area.* ***A poor drainage system may result into disease outbreak.***
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:	*The excess grazing to an extent that the land is damaged* ***Overgrazing causes environmental degradation.***

Activity:

Make correct sentences using each of the given vocabulary.

1. *bin*
2. *bean*
3. *dump*
4. *dumb*

Give the opposites of:

1. *deforestation*
2. *degradation*

Use the correct form of the word in brackets to complete the sentence correctly.

1. Cattle keepers should avoid _____ in order to avoid soil erosion. (overgraze)
2. Soil _____ affect soil fertility in a garden. (erode)
3. The method of interchanging crops in a garden is known as crop
4. _____ (rotate)
5. We _____ all the polythene bags after using them last week. (burn)
6. Terracing is a good method in soil _____ (conserve)
7. _____ affect land, air and water. (pollute)
8. A poor _____ system can lead to cholera. (drain)
9. If we do not _____ the environment, we shall have poor yields in future. (protect)
10. All _____ need water and air to grow well. (plant)
11. _____ is a good method of agriculture. (mulch)
12. The _____are dirty. (chimney)
13. Kabale has more _____than Kampala. (hill)
14. I expected soil_____to happen in August. (erode)
15. constant _____will lead to famine. (dry)

Fill in the blank space with a suitable word.

11. The man _____whom I spoke, gave us this letter.
12. Luka is interested _____ conserving natural forest.
13. Hardly had I reached the bus station _____it started raining.
14. Fred smokes and _____does his brother.
15. We _____written many tests this month.

Give the plural for of the given words.

1. garbage
2. monkey
3. butterfly

Give a word or group of words to mean each of the given word below.

11. Flora
12. Fauna

13. *degradation*
14. *conserve*

Re-write each sentence giving one word for the underlined words.

15. *The long dry season caused fear among farmers.*
16. *KCCA has failed to remove all the waste material.*

LANGUAGE STRUCTURES

We must.....to.....

The structure gives a condition to fulfill a certain objectives.

Examples

1. ***Protect our forests to have rain.***
2. *We must protect our forests to have rain.*
3. ***Grow a lot of food to prevent famine.***
4. *We must grow a lot of food to prevent famine.*

Activity

Rewrite these sentences beginning: We must.....to.....

1. *Dig terraces to control soil erosions.*
2. *Conserve flora and fauna to attract tourists.*
3. *Get rid of garbage to prevent cholera.*
4. *Stop Bush burning to avoid desertification of plant species.*
5. *Have good drainage system to avoid flood.*
6. *Plant more trees to get more rain.*
7. *Practice crop rotation to maintain soil fertility.*
8. *Use manure to get better yields.*
9. *Avoid overgrazing to avoid loss of soil fertility*
10. *Lets stop charcoal burning to preserve forests.*

Using: " ....., so ..... "

Join the sentences using: .....so ....."

1. ***The soil was poor. The farm manager added manure it fertile.***
   The soil was poor, so the farm manager added manure to make it fertile.
2. ***The air was polluted. A number of residents fell sick.***
   The air was polluted so, a number of residents fell sick.

Exercise

Join sentences using: .....so ....."

1. *The terraces broke down. They were not well made.*
2. *We drank polluted water, we became sick.*
3. *There was drought. All the crops withered.*
4. *The soils were fertile. The farmers got high yields.*
5. *There was garbage in the compound. The garbage attracted many flies.*
6. *There was too much rain. The top soil was washed away.*
7. *The school garden was mulched. It produced good crops.*
8. *Manure was applied to the plantation. The soil became fertile.*

9. *The forests were reserved. There was much more rainfall.*
10. *There was much refuse in the compound. Dysentery broke out.*

The use of: _____since_____

Examples

The forests have been cut. We shall have no rain.

- ✓ *We shall have no rain **since** the forests have been cut.*
- ✓ ***Since** the forests have been cut, we shall have no rain.*

The air was polluted. Many citizens became sick.

- ✓ *Many citizens became sick **since** the air was polluted.*
- ✓ ***Since** the air was polluted, many citizens became sick.*

We shall have no rain because the forests have been cut.

- ✓ *We shall have no rain since the forests have been cut.*
- ✓ *Since the forests have been cut, we shall have no rain.*

Join these sentences using: Since.....

1. *The land in Kabale is hilly. People dig terraces to control soil erosion.*
2. *The water was polluted. Many aquatic animals died.*
3. *Ongana had a big piece of land. He used it to plant trees.*
4. *I did not have money to buy official fertilizers. I used organic manure.*
5. *Mungu was an example environmentalist. She was given to oversee its activities.*

Rewrite these sentences using: _____since_____

6. *I wasn't very busy in the holiday. I planted some trees.*
7. *I needed to plant more trees. I bought seedlings from the forestry department.*
8. *It was a dry season. Farmers could not plant their cross.*
9. *There was a storm. All the crops were destroyed.*
10. *We conserved many forests. We received plenty of rainfall.*

GRAMMAR

Abstract nouns

Abstract nouns are nouns of things which donate express ideas, feelings, states, quantity or quality.

Abstract nouns are things can't either, see, hear, feel, taste or smell but we only realize them or imagine them in our mind.

FORMATION OF ABSTRACT NOUNS;

Abstract nouns can be formed from adjectives, verbs or other nouns.

Formation of abstract nouns from adjectives by adding "ness".

ADJECTIVE	ABSTRACT NOUN	ADJECTIVE	ABSTRACT NOUN
dark	darkness	**cold**	coldness
sad	sadness	**hot**	hotness
happy	happiness	**ugly**	ugliness
kind	kindness	**dry**	dryness
mad	madness	**clean**	cleanliness

Formation of abstract nouns from adjectives that end with "t" or "te" by changing the "t" or "te" to "ce" or "cy".

ADJECTIVE	ABSTRACT NOUN		
distant	*distance*	**accurate**	*accuracy*
innocent	*innocence*	**urgent**	*urgency*
silent	*silence*	**vacant**	*vacancy*
patient	*patience*	**accountant**	*accountancy*
violent	*violence*	**accurate**	*accuracy*
pregnant	*pregnancy*	**arrogant**	*arrogancy*

Formation of abstract nouns from adjectives that end with "ful" by dropping the "ful".

ADJECTIVE	ABSTRACT NOUN	ADJECTIVE	ABSTRACT NOUN
hopeful	*hope*	**powerful**	*power*
faithful	*faith*	**useful**	*use*
peaceful	*peace*	**harmful**	*harm*
helpful	*help*	**careful**	*care*
beautiful	*beauty*	**merciful**	*mercy*

Formation of abstract nouns from adjectives with no order of change.

ADJECTIVE	ABSTRACT NOUN	ADJECTIVE	ABSTRACT NOUN
dangerous	*danger*	**wealthy**	*wealth*
old	*age*	**coward**	*cowardice*
dead	*death*	**angry**	*anger*
poisonous	*poison*	**hungry**	*hunger*
healthy	*health*	**thirsty**	*thirst*

Formation of abstract nouns from adjectives by adding "ty".

ADJECTIVE	ABSTRACT NOUN	ADJECTIVE	ABSTRACT NOUN
difficult	*difficulty*	**honest**	*honesty*
casual	*casualty*	**pure**	*Purity*
loyal	*loyalty*	**able**	*ability*
royal	*royalty*	**safe**	*safety*
		possible	*possibility*

Formation of abstract nouns from verbs by adding "tion".

Adjective	Abstract noun	Adjective	Abstract noun
explain	*explanation*	*repeat*	*repetition*
pronounce	*pronunciation*	*invite*	*invitation*
exclaim	*exclamation*	*congratulate*	*congratulation*
inform	*information*	*accommodate*	*accommodation*
		introduce	*introduction*

Formation of abstract nouns from other nouns.

NOUN	ABSTRACT NOUN	ADJECTIVE	ABSTRACT NOUN
child	*childhood*	***friend***	*friendship*
brother	*brotherhood*	***slave***	*slavery*
neighbour	*neighbourhood*	***adult***	*adulthood*
king	*kingdom*	***relation***	*relationship*

Abstract nouns which do not change the verbs at all.

VERB	ABSTRACT NOUN	ADJECTIVE	ABSTRACT NOUN
process	*process*	***work***	*work*
produce	*produce*	***rule***	*rule*
record	*record*	***date***	*date*
play	*play*	***fish***	*fish*
progress	*progress*	***share***	*share*
cut	*cut*	***pull***	*pull*
water	*water*	***rest***	*rest*
push	*push*	***walk***	*walk*
conduct	*conduct*	***ride***	*ride*
race	*race*	***drive***	*drive*
repair	*repair*	***love***	*love*
dance	*dance*	***look***	*look*

PASSAGE

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

Last week, Primary seven pupils of Opeta Boarding Primary school in Kole district went for an educational tour. They visited Mrs. Beridwogo's farm in Aboke sub county. This followed their science lesson on domestic animals by Mr. Okello Dominick.

The pupils started preparing for the journey as soon as the lesson ended. Some children washed and ironed their uniforms. Others wrote down questions they would ask the farm manager.

The following morning on Friday, they woke up very early to prepare. They bathed, dressed and had breakfast. Immediately the school bus reached the parking yard, they just boarded. On the way, they saw many important places. Their social studies teacher showed them Mabira forest and Kakira sugar factory. Other places were the Coca Cola industry and Kile tea estate. He told them how important these places were to the country.

At the farm, they were welcomed by Mrs. Beridwogo herself. They were surprised to see the old woman managing the farm very well. She had only four workers. The farm was divided into two units. There were a unit for livestock and crops. The crops grown in the farm were maize, coffee and greens.

With the help of workers, Mrs. Beridwogo led the pupils to the different units. At each unit she explained the activities that were taking place there. Some pupils asked questions which she answered very well. She encouraged the pupils to start rearing cattle and bird in their own farms when they grow up.

Questions:

(a) Who teaches Science in Primary seven?
(b) Where is Mrs. Beridwogo's farm?
(c) In which is district is opeta primary school?
(d) What happened immediately the bus reached the parking yard?
(e) Who welcomed the pupils at the farm?
(f) Mention the two units the farm had.
(g) In which unit did the pupils see the dairy cows?
(h) Give one word or group of words with the same meaning as the underlined words in the passage.
(i) Livestock
(ii) surprised
(j) What did the pupils promise to do when they grow up?

POEM

Save the environment
Don't let the environment die
Don't let the factories lie
All they do is make pollution
Toxic gases killing conservation

They find the flora and fauna pure
We often use some of the manure
Leaving clean our habitats
Then they came to kill us!
What a fuss that is!

Oh! They cut the forests down
They brought the heat and drought
Which are now so hard to reduce
We're planting some to stop erosion
Before there comes a great explosion

The trees are good, they house the bees
The lakes and seas send a breeze
The rivers are full of nutritious fish
She shores rich with fruits

Silvesto Atiko

Questions

a) Why shouldn't we let factories lie?
b) What kills conservation?
c) Why is cutting of trees dangerous?
d) How are forests good?
e) What should be done to prevent a great explosion?
f) Give the meaning of the following words;
i) fauna:
ii) flora
g) Who wrote the poem?
h) How many stanzas are in the poem?
i) Suggest a suitable title for the poem.

JUMBLED STORY.

Re-arrange the following sentences to make a meaningful story.

a. For example, some plants are eaten as food.
b. These categories include domestic and wild animals.
c. Which is a source of revenue to the government.
d. Our environment is very important to human life if we take care of it.
e. While others give us medicine that treat diseases like malaria and cough.
f. This environment consist of plants and animals.
g. Domestic animals like dogs provide security while cows are kept for milk and meat production.
h. Plants and animals have a lot functions.
i. As for animals are grouped into two categories.
j. However wild animals like elephants, zebras, rhinos lions and hippopotamuses attract tourists.

Composition

Imagine you are the secretary for the debating club of Vumba Primary School P. O. Box 997, Luwero. Write a letter to the patron debating Club of Amur P/s. P. O. Box 622, Gulu. Invite his or her school for a friendly debate.
In your letter, inform the patron the following; The motion ***"POLTYHENE PAPERS SHOULD BE ABOLISHED."*** *That the debate will take place on 1st May, 2020 starting at 2: 00 pm – 4: 00 pm that his/her school is going to support the motion and that the chairperson and timekeeper will come from his / her school as well.*

Study and fill in the puzzle below correctly.

1		2						
3							**4**	
				5				
6								
						7		
8								

Clues across

Put seedlings in the soil to grow. (5)

3. Cover the soil with grass to keep it moist. (8)
6. Plants, animals, air, water, land as God created them. (6)
7. Same as father. (3)
8. Protected the environment against destruction. (9)

Clues down

1. Heaping rubbish in a place. (7)
2. To make the environment dirty. (7)
4. Same as rubbish. (7)
5. To wash away top soil by rain or wind. (5)

POEM

Read the given poem and then answer questions about it in full sentences.

No more rain.

Cry the youth, cry for nature
Life has been destroyed
Farms, buildings and roads
Have replaced nature.

Rich forests that once covered the land
Are green no more, no more food.
Erosion, pollution, degradation
And destruction are the result.

The value in nature
Flora for grazers and browsers
Fauna for meat and tourism for the nation
All sacrificed in the name of development.

The Flora and the fauna are no more

Meaningful life will soon end
Conserve the environment too
You the youth of today and tomorrow.

Judith Babirye (P.7)

Questions:

1. *Why should the youth cry?*
2. *What has been done in the place of nature?*
3. *Write down one reason why you think nature is important.*
4. *Who will suffer if nature is destroyed?*
5. *What do the words 'grazers' and 'browsers' refer to?*
6. *How can you conserve the environment?*
7. *Who should conserve the environment?*
8. *List two living things that form the environment.*
9. *How many stanzas has the poem?*
10. *Who wrote the poem?*

Term III

TOPIC 6: ENVIRONMENTAL PROTECTION

Sub- Topic 6B: Ways of protecting the environment

Vocabulary development

Learn the pronunciations, spellings, meanings of the following words and use them to make meaningful sentences.

conservation:	*The process of preventing something from being wasted, destroyed or damaged.* ***The youth should be interested in environmental and wildlife conservation.***
terraces:	*The flat area of the ground are dug into the sides of a hill like steps to allow crop growing.* ***Terraces help to prevent soil erosion.***
crop rotation:	*The scientific way of growing various crops on the same piece of land season after season.* ***If you practice crop rotation, your harvest will improve.***
mulching:	*The process of covering the soil with dry grass so as to keep moisture in it.* ***It is good to mulch your tomato garden.***
mulch:	*The material e.g. dry grass, dry leaves, etc that you put around a plant to protect its base, to keep moisture in the soil and to prevent weeds from growing.* ***The mulch has to rot in order to form humus.***
dumping:	*The act of throwing waste.* ***He was told to dump the rubbish into the pit.***
reserve:	*To keep something for a particular purpose.*

	We must reserve forests so that we can get adequate rain.
degrade:	*To make something become bad or less important.* ***Swamp reclamation degrades wetlands.***
dust-bin/rubbish bin:	*A portable container used for storing rubbish before it is disposed of.* ***People should dispose of rubbish in the dustbin.***

Fill in the blank space with a suitable word.

1. *The ignorant villagers cut _____ all the trees.*
2. *_____ it had rained heavily, the road was slippery.*
3. *Burning rubbish is _____ dangerous than dumping it.*
4. *If we had added manure to the soil, it _____ have lost its fertility.*
5. *Overgrazing, as _____ as bush burning, causes environment degradation.*

Use the correct form of the word given in the brackets.

6. *The _____ of the environment depends on how it's conserved. (beautiful)*
7. *Our neighbour_____ to mulch his garden last season. (refuse)*
8. *Environmental _____ leads to soil erosion. (degrade)*
9. *A poor _____ system can lead to a smelly environment. (drain)*
10. *March is _____ than August. (wet)*
11. *A good home should have atleast four _____. (dustbin)*
12. *Wasswa slashed the compound _____ than Kato. (careful)*

Vocabulary lesson II

waste paper/ basket/bin:	***A small container in which you put some pieces of paper and other things that you don't need.*** *The head teacher has a waste paper basket in his office.*
rubbish pit:	*A pit/a hole dug underground in which rubbish is dumped.* ***The boys are burning the rubbish in the rubbish pit because it was full.***
dispose of:	*To get rid of something that you don't want.* ***One should not dispose of human waste in the garden.***
litter:	*The small pieces of rubbish or garbage such as paper, cans, bottles etc that people have left lying in a public place.* ***There will be fines for people who drop litter in the environment.***
incinerator:	*An enclosed container for burning waste at high temperatures.* ***The cleaner is burning rubbish in the incinerator.***
deforestation:	*The rapid cutting down of trees without planting new ones.* ***What is the danger of deforestation?***
afforestation:	*The growing of trees where they have never been.* ***Do people in your village practice afforestation?***
re-afforestation:	*The planting of trees where they have ever been.* ***The Prime Minister of Buganda kingdom is encouraging most people to practice re-afforestation.***

Re-arrange the following words in alphabetical order.

1. court, conserve, cruel, choir

2. dispose, degrade, dump, degradation

Construct a sentence using each of the given words to show that you know the meaning.

3. quite
4. quiet

Rewrite the sentences as instructed in the brackets.

5. *The farmers made terraces but the soil was washed away. (Re-write beginning: Although…….)*
6. *We terraced the hill sides so we did not experience any soil erosion. (Re-write using: If we had not……)*
7. *Both the farmer and the farm manager are responsible for the animals. (Re-write using: ……as well as……)*
8. *If you don't practise crop rotation, you will get poor crop yields. (Re-write beginning: Unless…….)*
9. *They must weed their maize garden today. (Re-write using;……had to……..)*
10. *Koreta is likely to pollute the environment when he burns the rubbish. (Begin: If Koreta…….)*
11. *Doreen is mulching the maize gardens. (Begin: The maize gardens…….)*
12. *If Naome mulches her garden, she will get better yields. (Use: …….mulched…..)*

LANGUAGE STRUCTURES

Using: If we do not ……

The structure explains what will happen if we don't fulfil a certain condition.

It is used in the same ways as : ***Unless we****……*

Examples

Re-write the sentences using.

a) *If we do not ……*
b) *Unless we ……*

Examples

1. *We dig terraces to avoid soil erosion.*
   (a) ***If we do not dig terraces, we shall not avoid soil erosion.***
   (b) ***Unless we dig terraces, the fertile soil will be eroded.***
2. *We reserve forests to get sufficient rainfall.*
   (a) ***If we don't reserve forests, we shall not get sufficient rainfall.***
   (b) ***Unless we reserve forests, we shall not get sufficient rainfall.***

Exercise

Rewrite the sentences using: If we don't……..

1. *We drain swamps to avoid stagnant water.*
2. *We dump garbage in a pit to avoid houseflies.*
3. *We practice crop rotation to avoid soil degradation.*
4. *We mulch tomatoes to get health crops.*
5. *We avoid overgrazing in order to prevent soil erosion.*
6. *We fight air pollution to have a healthy environment.*
7. *We conserve soil fertility to get good yields.*
8. *We apply manure to the soil so as to make it fertile.*

Using "If ……. could / would have ……)

Examples

1. Juma did not dig terraces because he did not bring a hoe.

(a) *If Juma had brought a hoe, he would have dug the terraces.*

(b) *If Juma had brought a hoe, he could have dug the terraces.*

Exercise

Re-write the following sentences using: "If …….could / would have …….. "

1. *Aloyo did not buy the manure because she did not have the money.*
2. *Father did not protect the soil because he didn't praise crop rotation.*
3. *Stella didn't get a good yield because he did not irrigate the crops.*
4. *Kiyengo didn't clean the drainage because he did not have the tools.*
5. *Asiimwe did not drink the water because she did not boil it.*
6. *Lule didn't remove the garbage because he did not have a rake.*
7. *Adeke did not cook the food because she did not buy firewood.*
8. *The man did not overgraze the land because they did not have many cattle.*

Using: "If ……wouldn't have ……..."

Examples

Join the sentence using: "If …… wouldn't have ……

1. *Drank the milk not knowing that it had gone sour.*
   If I had known that the milk had gone sour, I wouldn't have drunk it.
2. *House flies flew from the dustbin because I did not cover it with a lid. If I had known that houseflies would fly from the dust bin, I would have left it uncovered.*

Exercise

1. *The farmers lost all the fertile soil because they did not dig terraces.*
2. *I planted the trees not knowing there was no rain that season.*
3. *All the fish have been killed because the pond was not protected.*
4. *The weevils attacked the banana plantation because it was not mulched.*
5. *People cut down trees because they didn't know their importance.*
6. *They keep very few cattle because they didn't have enough land.*
7. *The land has lost all its fertility because I didn't practice crop rotation.*
8. *The lake was polluted because people didn't keep the sewage away.*

.....as well as.....

'As well as' *simply means just like the other. When using this conjunction, focus should be on the similarity or likeness.*

Using ***'as well as'*** *calls for a comma just before* ***'as well as'*** *and then after the second noun.*

E.g*. 1. Mary, as well as Betty, has gone to fetch water.*

2. John, as well as Henry, is very polite.

N.B: *Don't confuse '****both****', '****together with'*** *and '****and****' with as well as. '****Both****', '****and****' and '****together*** *with' make the subjects plural. As well as doesn't change the subject to plural.*

Rewrite the following using:.....as well as.....

1. *James is sick. Kato is sick too.*
2. *Mary has come. Betty has come.*
3. *Julius is going to Jinja. Matovu is also going to Jinja.*
4. *Razak is a farmer. Badru is a farmer.*
5. *Jamiro terraced his garden. Mubiru also terraced his garden.*
6. *Education is wealth. Health is wealth.*
7. *The secretary has to come. The teacher has to come.*
8. *Kigezi is a hilly district. Kabale is also a hilly district.*
9. *My father is very generous. My mother is very generous.*
10. *The headmistress is happy. The teachers are happy.*

.....had to.....

Had to is the past tense of must

The structure is used to explain the reason why an action had taken place.

Examples

1. *People must plant more trees in order to get enough rain.*
2. *People had to plant more trees in order to get enough rain.*
3. *We must plant more trees in order to receive more rain.*
4. *We had to plant more trees in order to receive more rain.*
5. *They must mulch their gardens in order to maintain moisture in the soil.*
6. *They had to mulch their gardens in order to maintain moisture in the soil.*

Rewrite these sentences using: .....had to.....

1. *We must plant trees to work as windbreaks.*
2. *We need to stop burning charcoal in order to eliminate pollution.*
3. *L.Cs must set up rules on garbage collections in town.*
4. *Students must plant grass in the school compound.*
5. *Parents must train children in self-help projects to earn income.*
6. *She must plant more trees in order to get more firewood.*
7. *They must dig terraces in order to control soil erosions.*
8. *We must dispose off garbage properly in order to avoid diseases.*

GRAMMAR

Abstract nouns

A) ***Formation of abstract nouns from verbs by adding "sion".***

VERB	***ABSTRACT NOUN***	***VERB***	***ABSTRACT NOUN***
decide	*decision*	*admit*	*admission*
conclude	*conclusion*	*permit*	*permission*
confuse	*confusion*	*possess*	*possession*
divide	*division*	*express*	*expression*
comprehend	*comprehension*	*provide*	*provision*

B) ***Formation of abstract nouns from verbs by adding "ment".***

VERB	*ABSTRACT NOUN*	***VERB***	*ABSTRACT NOUN*
more	*movement*	***advertise***	*advertisement*
announce	*announcement*	***manage***	*management*
equip	*equipment*	***commit***	*commitment*
develop	*development*	***defile***	*defilement*
improve	*improvement*	***pay***	*payment*

C) ***Formation of abstract nouns form verbs but with no order or change;***

VERB	***ABSTRACT NOUN***	***VERB***	***ABSTRACT NOUN***
arrive	*arrival*	*avail*	*availability*
depart	*departure*	*lend*	*loan*
choose	*choice*	*maintain*	*maintenance*
fail	*failure*	*marry*	*marriage*
succeed	*success*	*speak*	*speech*
sit	*seat*	*just*	*justice*
assemble	*assembly*	*obey*	*obedience*
mix	*mixture*	*disobey*	*disobedience*
grow	*growth*	*hate*	*hatred*
advise	*advice*	*enter*	*entrance*
receive	*receipt*	*refuse*	*refusal*
receive	*reception*	*exist*	*existence*

COMPREHENSION

Read the passage below and answer in full sentences the questions about it.

Environmental conservation is very important to both human and animal life. It is important due to a number of reasons discussed.

First, it is the habitat for all living things. When these habitats are destroyed, it therefore means that living things will be homeless.

Secondly, it also helps in the protection of the Ozone layer. The ozone layer is a thin part of the earth's atmosphere that absorbs almost all the sun's harmful ultraviolet light, so, poor environmental conservation shall also lead to the earth's destruction and hence the atmospheric conditions shall greatly be affected. Therefore good environmental conservation protects the Ozone layer.

Thirdly, good environmental conservation habits help in the maintenance of human and animals food chains. According to the internet, a food chain in simple terms is the sequence of who eats whom in a biological community or an ecosystem in order to obtain nutrition. You can consult your teachers of SST and Science to know more about the ozone layer and food chains respectively.

Last but not least, the good habitat also helps in the prevention of probable water which results into efficient use of non-renewable resources.

According to Nature Conservancy, serious environmental damage often takes decades for negative results or impacts affecting humans, animals and the atmospheric conditions to be noticed. So, it is everybody's responsibility to take charge of the environment.

Questions.

1. *What is the passage about?*
2. *How many important reasons on environment conservation are talked about in the passage?*
3. *Which importance according to you affects the atmospheric conditions and earth?*
4. *According to the passage, what is the Ozone layer?*
5. *Write 'internet' in full.*
6. *Give anther word or group of words to mean the same as;*

(a). due to (b). homeless (c). obtain

7. *Who do you think one can consult incase one wished to know about the food chain?*
8. *Who should take charge of the environment according to the passage?*
9. *According to the nature conservancy, how long does it take to realize the negative impacts of poor environmental conservation?*
10. *Suggest a suitable title to the passage.*

POEM

Read the poem below carefully and in full sentences the questions that follow.

THE ENVIRONMENT IN DANGER

Side by side encroachers are penetrating.
Forests are cherished by elders
To build their houses and start factories
The forests once kept intact
From the time of our ancestors,

Are now no more because of greed,
For mankind to set farms, buildings and roads.
Animals have no homes to live in,
The flora and the fauna, no more to see,
Carpenters want timber for furniture.

Environment ever in danger,
Swamps have been drained for rice plantations,
Rocks even in their hardness are no more for building stones
Land has been fragmented,
Just for the good of all to live in,
Paving way for soil erosion and overgrazing.

Overgrazing, NGO's helps the vulnerable,
To regain their rights to a natural setting
NEMA, help us get back or swamps,
No more fish, no more fresh water,
All sources have been polluted,
By constructing of heavy industries,
In the name of investors.

Kirenzi Bodum

Questions

1. *How many stanzas are in the poem?*
2. *How does the writer ask to help the vulnerable?*
3. *Write the following abbreviations in full.*
   (i). NEMA (ii). NGO
4. *What are no more according to the poem?*
5. *By whom was the poem written?*
6. *Which crop is mentioned in the poem?*
7. *Give any word or group of word to mean;*
   (i). intact (ii). flora (iii). fauna
8. *What is the title of the poem?*

JUMBLED SENTENCES

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"

a) However, there are several problems affecting the environment today.
b) As a result, the soil has become infertile.
c) Secondly, there is a problem of soil erosion due to deforestation.
d) It include renewable and non-renewable resources.
e) Environment means everything surrounding us.
f) So, the government should educate the citizens how to conserve the environment.
g) While mineral are non-renewable resources
h) Thirdly, people practice poor methods of farming like overgrazing and burning.
i) The major one is water and air pollution due to poor disposal of waste.
j) For instance wind, water and sunshine are renewable resources.

The table below shows the different species of trees in Oketa's Tree Nursery Bed, he imported in 2018. Study it carefully and answer the questions that follow in full sentences.

Name of tree(species)	***Origin***	***No. of seedlings***
Crab apple	*Congo*	*75*
White beam	*Sweden*	*103*
Sessile oak	*Turkey*	*53*
Wild pear	*Europe*	*120*
Norwal spruce	*Norway*	*103*
Field maple	*Italy*	*79*
California juniper	*California*	*30*
Oregon white oak	*Colorado*	*20*
Flowering dogwood	*Brazil*	*11*
Rich pin	*Virginia*	*44*
Mountain pine	*Congo*	*58*

Questions

1. *What does the table show?*
2. *How many species of seedlings does Oketa have?*
3. *Name the species from Congo?*
4. *From how many countries did Oketa import the seedlings?*
5. *How many more white bean seedlings are there than sessile oak?*
6. *How many seedlings did Oketa get from Congo?*
7. *What type of seedlings did he get from Italy?*
8. *From which country did he get the eats seedlings?*
9. *What is the total number of seedlings he imported that year?*
10. *From which countries did he get the same number of seedlings?*

JUMBLED SENTENCES

Re-arrange the sentences to form a good story about the environment.

a) The environment includes forests, wetlands, lakes and rivers.
b) As a result farmers can no longer harvest good yields.
c) In the end, the future generations will enjoy the beauty of this country.
d) There are a number of environmental problems facing Ugandans today.
e) Thirdly, overgrazing and soil erosion have reduced manure.
f) About the danger of the uncontrolled use of the environment.
g) First of all, some forests and wetlands are now farming areas.
h) The greatest one being poor conservation of environment.
i) Secondly, people do not practise the best methods of farming.
j) There is no doubt, therefore, we have to educate everybody.

Term III

TOPIC 7: CEREMONIES

Sub- Topic 7A: Marriage

Vocabulary practice I

marriage: ***The legal relationship between a husband and a wife.***

Their marriage lasted for over a decade.

marital status:	*The fact of whether you are single or married.* ***What is your marital status?***
religious marriage:	*The type of marriage presided over by a religious leader e.g. a pastor, a priest, a sheikh, or bishop.* A ***religious marriage is believed to be holy.***
customary/ cultural marriage:	*The type of marriage presided over by cultural leaders, relatives and clan members.* ***It is interesting to attend a cultural marriage.***
state/civil marriage:	*The type of marriage presided over by a state or government official e.g Registrar.* ***I prefer state marriage to cultural marriage.***
introduction:	*The act of making one's fiancé or fiancé known to one's parents or family.* ***In Buganda, the introduction ceremony is held before marriage.***
baptism:	*A Christian ceremony in which a person is welcomed into the Christian faith.* ***The Bishop baptized many children on Easter Monday.***
confirmation:	*A ceremony at which a person becomes a full member of the Christian church.* ***I attended the confirmation ceremony at church last Sunday.***
date:	*A meeting that you have arranged with a boyfriend or girl friend.* ***Clinton has a date with Ritah in the morning..***
engagement:	*The period before marriage or an agreement to marry someone.* ***Dr. Opolot bought an engagement ring for his fiancé Rebecca.***

Fill in the blank space with a suitable word.

1. *The man _____ came to our home was the bridegroom.*
2. *_____ the bestman nor the bridesmaid was smart.*
3. *The bride preferred religious marriage _____ a state one.*
4. *_____ the President and the Vice President attended the wedding.*
5. *The suit _____ the bridegroom was wearing was nice.*
6. *The bestman looked smart and _____ did the bridesmaid.*

Use the correct form of the word given in the brackets.

7. *Cultural _____ is so interesting. (marry)*
8. *I bought my _____ gown from Wina classic. (bride)*
9. *Before his _____, he had to produce his birth-certificate. (baptise)*
10. *The couple was given a nice _____ ring. (engage)*
11. *The bride had a _____ ring. (gold)*
12. *Most people prefer _____ marriage to state one. (religion)*
13. *Musoke's _____ to marry Lydia pleased his mother. (decide)*
14. *The brides _____ each other and moved out of the church. (hold)*
15. *Their _____ took place at Christ the King church. (wed)*
16. *The couple was given a warm _____. (receive)*
17. *A teacher of _____ will wed next weekend. (they)*

Vocabulary lesson II

engagement ring: ***ring which a man usually gives to a woman as a sign that they have decided to get married.***

Jonas gave Catherine a diamond ring.

nuptial/ wedding:	*A marriage ceremony at which a husband and wife are united.* ***Betty's wedding took place at Namirembe cathedral.***
wedding ring:	*A ring that is given during a marriage ceremony and worn afterwards to show that you are married.* ***Your wedding ring has fallen.***
couple:	*Two things or people.* ***The couple got married yesterday.***
spouse:	*A husband or wife.* ***Mr. Kazibwe separated from his 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 or her wedding day or just before pr after the wedding.* ***The bride collapsed on her wedding.***
Bridegroom /groom:	*A man oh his wedding day or just before or after the wedding.* ***The bridegroom never came at the wedding ceremony.***
bridesmaid/ maid – of – honour:	*A young woman or girl who helps a bride before or during the marriage ceremony.* ***The bridesmaid stole a cake, didn't she?***
best man:	*A male friend or relative of the bridegroom at a wedding who helps him before and during the marriage ceremony.* ***The best man danced very well.***

Vocabulary practice ll

Fill in the blank spaces with the correct form of the given word.

1. *The flower girl……herself before the church service. (dirty)*
2. *Several ……instruments were played during the ceremony. (music)*
3. *It is ……to forge a marriage ceremony. (danger)*
4. *All young children need ……care and love. (parent)*
5. *The grooms-men were very …… (energy)*
6. *If you don't pay dowry, you won't _____my daughter. (marry)*
7. *The bride has a _____ ring. (gold)*
8. *My brother married a _____ wife. (beauty)*
9. *Their wedding_____place at Lira Cathedral.(take)*
10. *Her _____gown got torn at the party.(bride)*

Vocabulary lesson III

maid: *A young woman who is not married.*
The maids were dressed very well in red colour.

matron:	*An older married woman.* ***The matron doesn't know English.***
fiancé:	*The man that a woman is engaged to.* ***Linda and her fiancé went for a date.***
fiancée:	*The woman that a man is engaged to.* ***Rwot's fiancée ran after him yesterday.***
bouquet:	*A bunch of flowers arranged in an attractive way so that it can be carried in a ceremony or presentence as a gift.* ***A little girl presented a bouquet to the bride on their date.***
marriage certificate :	*Alegal document that proves two people are married.* ***Their marriage certificate fell in the swimming pool.***
salon:	*A shop that gives customers hair or beauty treatment that sells expensive clothes.* ***The salon is closed.***
saloon:	*A car with four doors and a boot or trunk which is separated from the part the driver and passengers sit.* ***The saloon cars are expensive.***
bridal:	*The bride, the groom and the people helping them at their wedding.* ***The bridal were shy.***
bridal gown/wedding gown:	*long dress that is worn by a bride.* ***Was so beautiful that everybody admired it.***

<u>Re-write the sentences using the opposite of the underlined word.</u>

1. *The <u>bride</u> was smartly dressed.*

2. *The bestman looked organised.*
3. *The heir should be understanding.*
4. *The widow stays in a hut.*
5. *Her mother-in-law did not attend the wedding.*
6. *The bride was uglier than the bridesmaid.*

Use each of the given word in a sentence to show that you know their difference in meaning.

7. *Salon*
8. *Saloon*

Give the plural of the given words.

9. *ceremony*
10. *son-in-law*
11. *brother-in-law*
12. *family*

Re-write each sentence giving one word for the underlined words.

13. *The brides were given a collection of flowers.*
14. *The matron was taken to the place where hairdressing is done.*
15. *The woman who was getting married was rude.*
16. *My sister's son got married.*

refreshment:	**The eats and drinks that are served to people at a public event.** Pancakes and water were the refreshments at Daltons and Sunday's wedding.
gifts:	The things people give to somebody on a special occasion. **The bride and the groom received a lot of gifts from their friends and relatives.**
pageboy:	A small boy who helps or follows a bridegroom during a wedding. **Amos will be a page boy at my wedding.**
flower girl:	A small girl who helps or follows a bride during a wedding. **The flower girl wore a beautifully dress and carried a bouquet.**
relatives:	People having a connection with somebody. Sentence practice: **Most of our relatives attended the wedding.**
father – in – law.	The father of your wife or husband. **Peter's father – in – law is an old man.**
mother – in – law.	The mother of your wife or husband. **Mary's mother – in – law is generous.**
brother – in – law:	The brother of your wife/husband or the husband of your sister. Sentence practice: **Ally's brother in law lives in Algeria.**

sister – in – law:	The sister of your wife or husband or the wife of your brother. **My sister – in – law is a very kind woman.**
son – in – law:	The husband of your daughter. **My son in law bought me a new cassock.**

Re-write the sentence giving one word for the underlined group of words.

Their wedding was held at a ***place where Christians go for prayer.***
The ***woman who was getting married*** *felt sick on the wedding day.*
The ***brother of my wife*** *gave me a gift.*

Arrange these words to form a meaningful sentence.

name My mother's is Elisabeth.
colourful What a introduction is that!
John Is man a married ?

write the given abbreviation in full

e.t.c
corp.

Give the plural form of the underlined word

The driver has drunk a cupful of milk.
The chief – of – staff had gone to Sweden.
Ddumba was ordered to cut off the hoof of his goat.

daughter – in – law:	**The wife of your son.** Ritah is Mrs. Muwanga's daughter – in – law.
agreement:	An agreement, a promise or a contract made with somebody. **She never fulfilled her agreement with her husband.**
entertain:	To interest and amuse somebody in order to please them. **Jose Chameleon entertained us at Matovu's wedding.**
feast:	large or special meal especially for a lot of people or to celebrate something. **They invited us on their wedding feast.**
betrothed:	Having promised to marry somebody. **Ritah betrothed to be with Sekamate forever.**
vow:	formal and serious promise especially a religious one. Sentence practice: **God hates people who break their marriage vows.**

Vocabulary practice

Fill in the blank spaces with the correct form of the given word.

1. John is …… to propose to Mary. (like)
2. Swabur 'the bride' rarely _____ his teeth. (brush)

3. Of the couples, the bride is the _____. (shy)
4. The pageboy made a very good _____ yesterday. (speak)
5. The _____ of the Monitor is a very intelligent man. (edit)
6. We _____ some letters at the moment. (write)
7. The _____ of the river could easily be identified. (deep)
8. The wedding of the chief was _____ late in the evening. (conduct)
9. Mary has the _____ room at our home. (tidy)
10. Those _____ are waiting for their Ugandan counterparts. (Rwanda)

LANGUAGE STRUCTURES

RELATIVE CLAUSES

We have two main relative clauses.
Defining clause
Non-defining clauses

Defining relative clause

*A defining clause is a clause required to define or q**ualify** the main clause when the subject of the main clause is not clear.*

However, defining relative clauses have three main characteristics.
The subjects of the main clauses are not clear.
When joining the two clauses, no commas are used.

Examples:

*The children are sick. The children were playing in the **mud**.*
The children who were playing in the mud are sick.
The jokes which Banda made caused a lot of chaos.
The clauses are short.

Activity

In the following sentences use the correct form of the interrogative pronouns.

1. _____ said these words?
2. Of _____ boy are you speaking?
3. _____ do you want to see?
4. _____ pen was stolen?
5. _____ are you doing?
6. _____ did he come here for?
7. _____ is preferable, honour or riches?
8. _____ of them desires to see me?
9. _____ do you think he is?
10. With _____ were you exchanging pleasantries?

Non-defining clause

These are relative clauses which don't define the subject but simply give more information about it. They have three characteristics.

1. *The subjects of the main clauses are clear.*
2. *The clauses are long.*
3. *When the two clauses are joined, they take commas*

Examples

1. *George Wegulo, whom I like very much, lives next door.*
2. *Tamale, who knocked down a pedestrian, has been arrested.*
3. *Ngugi, who wrote many books, a famous writer.*

Exercise I:

Fill in the blank space with a suitable relative clauses.

1. *People love boys……respect their parents.*
2. *I don't know…… he wants.*
3. *It is an ill wind ……..blows nobody good.*
4. *God helps those …….help themselves.*
5. *The book……..is lying on the tale is mine.*
6. *The letter ……..he wrote was in reply to mine.*
7. *The boy……..was knocked down by a lorry is now in hospital.*
8. *The girl ……the headteacher gave the prize to was in primary six.*
9. *The girl to…….the minister gave the prize was in form I.*
10. *Where is the boy ……..father came to see the headmaster?*
11. *The concert……we attended last night was very enjoyable.*
12. *This is the paragraph about …….the teacher was talking.*
13. *I haven't seen the boy……..suitcase was stolen.*
14. *……..teacher are you talking about?*

Exercise II

Join together each of the following pairs of sentences by means of a relative pronoun.

1. *I saw a hill. The hill was very charming.*
2. *I have a friend, I like him very much.*
3. *The boy teased another boy. He was punished by the teacher.*
4. *A leader is sincere. He is loved by his followers.*
5. *We met a traveller. His bag had been stolen.*
6. *Air is essential for life. It is present everywhere.*
7. *Those students are crying. They have been wasting their time over trifles.*
8. *This is the house. I purchased it from Danish.*
9. *He said something. I was surprised at it.*
10. *The boy has come. I was saying something about him.*

Rewrite these sentences as instructed in the brackets.

1. We leave in the house. It leaks whenever it rains. (join using ……in which…….)
2. I stay with my aunt. She respects children's rights. (join using …..with whom……)
3. Here is the carpenter. His workshop was burnt down. (join using…….whose……..)
4. This is the police officer that you should address your letter to. (join using….to whom……)
5. Mukasa talked to the doctor yesterday. Begin To…….?
6. Peter lives in his house. (join using. The…….in which……..)
7. The man has died. I told you about him yesterday. (join using……whom….)
8. That is the hospital. Kintu was born in that hospital. (join using……..where….)
9. Okello visited our school today. You met him last month. (join using…..whom….)

10. You will not sit for examinations. You failed to pay the examination fees. (begin using. Whoever……..)
11. Kakira produces sugar. Kakira is a factory. (join using ……which……)
12. The man cried bitterly. His cows were stolen. (join using ……..whose……)
13. This is the village. I was born here. (join using ……where……)
14. I sat with a lady in the bus. The lady was going to Moyo. (join using …whom...)
15. Mondo will visit our school tomorrow. You met his son last week. (join using ……whose……..)
16. The goat has died. The goat was bitten by the snake. (join using……..which……)
17. The animal is here. We saw it in the zoo. (join using…….which……..)
18. The little girl was crying bitterly. Her uniform was stolen. (join using ….whose….)
19. There goes the man .He married my sister.(re-write using……..who……)
20. Here comes the carpenter. His workshop was burnt down. (join using ……..whose……..)

THE FUTURE PERFECT TENSE

The tense simply indicates that a point of future time an event will be in the past. It is formed with will have /shall have + past participle e.g.

1. *They will have completed their work by this time.*
2. *I shall have sewn my shirt by the time the clock strikes ten.*

Exercise

Write the future perfect tense of the verb to complete the sentences.

1. *By the end of this year I ……..at this school for seven years. (be)*
2. *By tomorrow the children ……. everything the teachers taught them today. (forget)*
3. *By the time we get to the stadium the match …… (start)*
4. *I think the rain……by the time we go out. (stop)*
5. *I think she…… home by now. (reach)*
6. *They've got sugar in the shop. Go and get some now. Soon it…….out. (sell)*
7. *In two days, time old George ……. here for ten years. (work)*
8. *I think those greedy boys……. ……. all the food by this time. (eat)*
9. *By evening the old woman ……all her eggs and vegetables. (sell)*
10. *I think we……. our lunch by the time the school bell rings. (have)*

PASSAGE

Read the given passage and then answer questions about it in full sentences.

Mr. Bitek, the Primary Five teacher, wanted to ask his pupils to write about marriage customs in the northern part of Uganda. He talked to the headteacher, Mr. Opio and said "I'd like my father to talk to my pupils about marriage customs but he doesn't want to. He says he doesn't speak as well as he used to."

Mr. Opio said, "It was a pity that you couldn't persuade him to. Look here, write to Mr. Gera. He is the village chief. He can talk to Primary Five, Six and Seven." "That is a good idea," said Mr. Bitek. I'll write and give the letter to his grandson, Geria. "I usually see Geria though I haven't seen him yet today." Mr. Bitek wrote to Mr. Gera and Geria took the letter. The next day Mr. Gera sent a message saying that he would come and talk to the pupils.

On Friday, the pupils gathered together in a big hall where they waited for Mr. Gera's arrival. Minutes later, Mr. Gera arrived and Mr. Bitek met him at the gate as he did not want to keep him waiting. After greeting him, Mr. Gera said, "These are my friends Mr. Okor, Dr. Asega, Rev. Akello and Constable Okot. They were led to the hall where the pupils welcomed them with a thunderous hand clap."

"Good afternoon children," Mr. Gera said. "I am happy to be here with you to talk to you about our marriage customs." Then he said "The elders do not like people who are related to marry each other." Young people do need occasions to meet. They usually meet at dances, market places and on roads where the girls would go to grind millet. Also girls were visited by the boys in the girls' special hut. A girl can be visited by different boys but not allowed to meet the same boy too often.

Questions:

a. *Who was the Primary Five class teacher?*
b. *What did Mr. Bitek want his pupils to write about?*
c. *To whom did Mr. Bitek write the letter?*
d. *Why did Mr. Bitek's father refuse to talk to the pupils?*
e. *Who was given the letter to deliver to the village chief?*
f. *When did Mr. Gera meet the pupils?*
g. *Did Mr. Gera travel alone?*
h. *Where do the boys usually meet the girls?*
i. *How did the children welcome the village chief?*
j. *Write Rev in full.*

MARRIAGE.

1. *What ceremony should one perform as one starts a family?*
2. *What is the major purpose of marriage?*
3. *What is the acceptable age for marriage in Uganda?*
4. *How many types of marriage are practiced in Uganda?*
5. *What is the difference between Christian and customary marriage?*
6. *What is bride price?*
7. *Explain the following words:*
   a) *Monogamy …….*
   b) *Polygamy ……*
8. *Write two symbols of Christian marriage.*

TABLES

The table below shows people who had their marriages in different forms. Study it carefully and in full sentences answer questions that follow.

NAME	DATE OF MARRIAGE	TYPE OF MARRIAGE	RELIGION	WITNESS
ONEKA	30/4/2020	CIVIL	CATHOLIC	RDC -Kampala
AKELLO	15/6/2020	CUSTOMARY	PROTESTANT	
BATTE	20/5/2020	HOLY MATRIMONY	CATHOLIC	BISHOP TAKA

Questions:

1. *How many people got married?*
2. *When did Oneka marry?*
3. *Who witnessed Akello's marriage?*
4. *What type of marriage did Batte take?*
5. *How many people were catholic?*
6. *What is holy matrimony?*
7. *Why is marriage important?*
8. *Where did Oneka's marriage take place?*
9. *What religion is Batte?*
10. *On which date was Akello's marriage?*

INVITATION CARD

Read the invitation card below carefully and answer in full sentences the questions that follow.

INTRODUCTION CEREMONY.

The family of Mr. and Mrs. Olum of Bunga Abbey with
pleasure invite the company of
Mr. and Mrs. Abdul Mukasa
to the introduction ceremony of their daughter.
Aol Precious
The ceremony will take place on 6/01/2023 at their home
in Bunga at 12: 00 noon.
Your presence will grace the occasion.

RSVP

Musoke Paul
078195341

Jim Herald
0776430120

Questions:

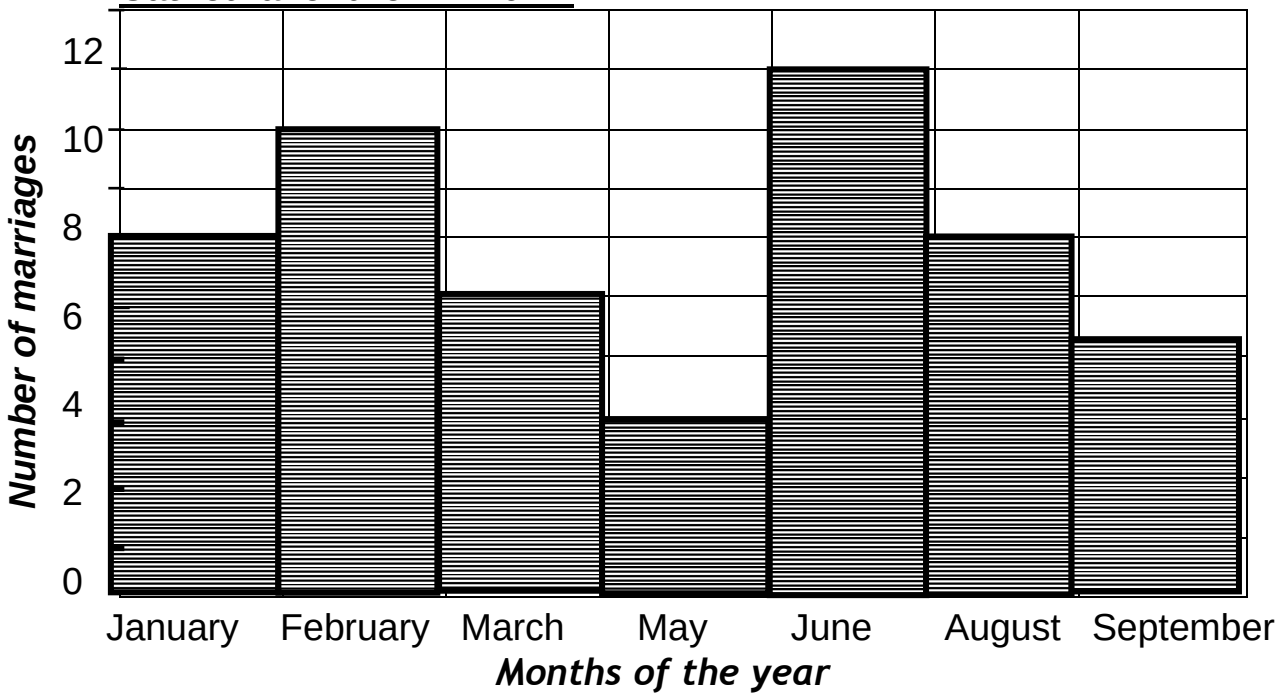
1. *What is the invitation about?*
2. *Where will the ceremony take place?*
3. *How is Aoal related to Mr. Olumu?*
4. *How many people are invited to this function?*
5. *Which two people should be contacted for further information?*

6. *Write the meaning of RSVP?*
7. *When will the function take place?*
8. *Where is Mrs. Olum's residence?*
9. *At what time will the function take place?*
10. *Write in full*

Mr.

GRAPH

Below is a graph showing marriages conducted by Bishop Turu at Arua Cathedral church in 2022.



1. *What is the graph about?*
2. *When was this information recorded?*
3. *For how many Months was the information recorded?*
4. *Who conducted the marriages?*
5. *Where were the marriages conducted?*
6. *In which month did Bishop Turu tie the same number of knots?*
7. *Which month had the least number of marriages schedule?*
8. *Which month is not represented on the graph?*
9. *What was the difference between those who tied the knots in June and in August?*
10. *Mention one thing couples do in the church.*

JUMBLED SENTENCES

The sentences below are in the wrong order. Re – arrange them to form a meaningful composition about" Mr. HARE MARRIES THE KING'S DAUGTER"

(a) " I will let you marry my lovely daughter."
(b) He loved her so much that could not let any man marry her.
(c) He would die.
(d) But in the end, Mr. Hare cleverly drank a pot of hot water and married the king's lovely daughter.
(e) He said to every man who came to ask to marry her,

(f) "If you drink a pot boiling water,"
(g) This was a hard thing to do.
(h) Once upon a time,
(i) If anybody drank hot water,
(j) There lived a king who had lovely daughter.

GUIDED COMPOSITION

Read the passage below and complete it by filling in the blank spaces with the alternatives given in the box.

Saturdays _____ the country are always very busy days. This is due to the lots of _____ ceremonies carried out. These_____ range from holy _____ to traditional _____ ceremonies and cultural marriages. However, what is _____ with all these functions is all the _____ used. These are in all forms; hard cash gifts like cars and household ware, animals and recent, even land titles.

What is disturbing with all the above is that most people aim at _____ off.

The eats and _____ leave those who sleep hungry wondering why on earth God gives resources to those who can't use them _____.

common,	*introduction,*	*showing,*	*across,*	*resources,*
matrimony,	*sparingly,*	*ceremonies,*	*marriage,*	*drinks*

Vocabulary pouch

ceremony:	*Areligious or public occasion.*
marry:	*To become a husband or a wife of somebody.*
monogamy:	*The custom of being married to one particular person at a time.*
polygamy:	*The custom of being married to more than one wives at the same time.*
bigamy:	*The crime of marrying somebody when you are still legally married to somebody.*
monogamist:	*A person who is married to only one person at a particular time.*
polygamist:	*A person who is married to more than one wife at the same time.*
bigamist:	*A person who is marrying somebody when they are still legally*
spinster:	*A woman who is not married and is not likely to marry.*
bachelor:	*A man who has never been married and is not likely to marry.*
concubine:	*A woman who lives with a man often in addition to his wife or wives but less important than they are.*
virgin:	*A person who has never had sex.*
divorce:	*The legal ending of a marriage.*
aisle:	*A passage between the rows in a church theatre, bus*
parents:	*A person's father and mother.*
estranged:	*No longer living with your husband or wife.*
suitor:	*A man who wants to marry a particular woman.*
church:	*A building where Christians go for prayers.*
mosque:	*A building where Muslims go for prayers.*
service:	*A religious rite or ritual.*
priest:	*A person who is qualified to perform religious duties and ceremonies in the Roman Catholic church, Anglican and Orthodox churches*
preacher:	*person, especially a member of the clergy who gives religious talks and often performs religious ceremonies.*
sheikh:	*An Arab prince leader or the head of an Arab family or village.*
beautiful:	*Being pleasant to the senses or to the mind or having beauty or being nice looking.*
handsome:	*Being attractive is good looking.*
honey moon:	*The period of time immediately following a marriage.*

Term III

TOPIC 7: CEREMONIES

Sub- Topic 7B: Funeral

Vocabulary development

Vocabulary lesson1

funeral:	***A religious ceremony usually for burying.*** *Did you go for the funeral?*
burial:	*The act or ceremony of burying a dead body.* ***His family insisted that he should be given a proper burial.***
mourners:	*The people who attend a funeral, especially the relatives and friends to a dead person.* ***The mourners could not help crying on Mr. Kawolo's burial.***
widow:	*A woman whose husband is dead.* ***Ketra is a widow.***
widower:	*A man whose wife is dead.* ***Kamoga is a widower.***
orphan:	*A child whose parents are dead.* ***Sekabira and Kakula are helping the orphans.***
will:	*A legal document that says what is to happen to somebody's money and property after they have died.* ***She ought to make a will.***
heir:	*A male person who has the legal right to receive somebody's property, money or title when that person has died.* ***Who is the heir of this family.***
heiress:	*A female person who has the legal right to receive somebody's property, money or tile when that person has died.* ***She is an heiress of the late Nakaziba Florence.***
condolences:	*The sympathy that we feel for somebody when their family member or somebody they know well has died.* ***Our condolences go to his wife and family.***

***Vocabulary Lesson** I*

Use a suitable word to fill in the blank space.

1. The chief died _____ Tuberculosis.

2. He switched _____ the radio to listen to the announcements.

3. Each _____ the mourners was given a mugful of porridge.

4. The woman _____ husband died cried bitterly.

5. She dug the grave _____.

6. _____ we sent the condolence message, it was not read.

Use the correct form of the word given in brackets to complete the sentence.

7. *The villagers _____ loudly when the chairman died. (weep)*
8. *Neither my father nor my mother attended the _____. (bury)*
9. *He was _____ when he heard about the death of his friend. (sorrow)*
10. *All the mourners were _____ to the bereaved family. (sympathy)*
11. *The _____ of the minister shocked everybody. (die)*
12. *The dead body was _____ last week. (bury)*
13. *The _____ who attended the burial were hostile. (mourn)*
14. *Women were wailing _____ when I arrived at the grave. (loud)*
15. *The body of the late Jacob Oulanyah was buried at his _____ home in Omoro District. (ancestor)*

Construct a sentence using each of these words to show that you know the difference in their meanings

1. *heir*
2. *hair*

Rewrite each sentence giving a word for the underlined words.

1. *The <u>woman who lost her husband</u> has come.*
2. *A <u>vehicle carrying the casket</u> was involved in an accident.*
3. *The <u>child whose parents died</u> got a bursary.*

Vocabulary Lesson II

pay respects:	***To show polite behaviours towards a dead person.*** *All mourners should pay respects to the dead.*
last respects:	*The final honour/ respects to a dead person before burial.* ***All mourners paid their last respects to the late Bigirimana.***
coffin/casket:	*A wooden/ metallic box in which a dead body is buried.* ***Their late grandfather was buried in an expensive coffin.***
bark cloth:	*A traditional cloth used for wrapping dead bodies at cultural ceremonies.* ***In Buganda region, the dead are wrapped in bark cloths.***
corpse/dead body.	*A dead body.* ***We saw many corpses in the battle field.***
funeral service:	*A ceremony for burying or cremating a dead body.* ***The funeral service of the late minister will take place at 2:00p.m.***
memorial service:	*A ceremony performed to remember somebody.* ***The memorial service was held at St. Peter's church.***
shroud:	*A piece of cloth in which a dead is wrapped before it is buried. Sentence practice:* ***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 Dr. Samson Kiseka was given a state funeral.***
requiem mass:	*prayer for the dead.* ***There will be a requiem mass for the late Dr. Samson Kiseka at Namirembe church tomorrow.***

Activity

Rewrite the sentences giving one word for the underlined group of words.

1. *Only the Speaker Anita Among was allowed to view Oulanyah's dead body.*
2. *Both Walter Ochora and Brian Bukenya were given special burial by the state.*
3. *A prayer for the dead which was organized by John took so long.*
4. *The child whose parents died got a bursary.*
5. *A box in which the dead body is placed for burial should be durable.*
6. *The mourners sat around the place in the ground where a dead body is buried.*
7. *Our neighbour is a man who lost his wife.*
8. *The President laid a collection of flowers on the grave.*
9. *The woman who lost her husband was miserable.*
10. *The woman who succeeded our mother is our aunt.*

Use the correct form of the word given in brackets to complete the sentence.

11. *The Late Jacob Oulanyah was _____the speaker of the parliament of Uganda.(one)*
12. *Lokech's _____ was organized by A-plus funeral services. (bury).*
13. *Both Lokech and Ochora _____ buried in Acholi land.(to be)*
14. *Neither the head teacher nor the deputy attended the……(bury)*
15. *Very few……were at the ceremony. (mourn)*
16. *Our neighbour……bitterly when he lost his wife. (weep)*
17. *The dead body was buried at their……..grounds. (ancestors)*
18. *The widows read the condolences……(she)*
19. *His son's ……..caused breakage in their marriage. (die)*
20. *Were always ……..his ancestral home during the holiday.(visit)*
21. *A friend of ……got an accident. (they)*
22. *One is expected to make a will……..(one)*
23. *He was ……..when he lost his son. (sorrow)*

Arrange the words given below in alphabetical order.

24. *die, death, dead, died*
25. *cremate, corpse, coffin, cremation*

Use each of the given words in a sentence to show that you know the difference in their meaning.

26. *die*
27. *dye*

Write the given short forms in full.

28. *RIP*
29. *Cert*

Vocabulary lesson III

ancestral grounds:	***place that belongs to or was inherited from your ancestors.***

	The late Milton Obote was buried at his ancestral ground in Akokoro.
cremate:	*To burn a dead body at a funeral service:* ***When a person dies in India, his/her body is cremated.***
cremation:	*The act of burning a dead body.* ***Whenever a person dies in India, cremation follows.***
crematorium:	*place where dead bodies are burnt to ashes.* ***The crematorium lies in the East of the city.***
deceased:	*person who has recently died.* ***Who are the parents of the deceased?***
eulogy/ panegyric:	*A speech or piece of writing praising somebody especially a deceased.* ***They never gave a eulogy about the late Amin Dada.***
tragedy:	*A very sad event or situation especially one that involves death. Sentence practice:* ***It is a tragedy that she died so young.***
yell:	*To shout loudly for example because you are angry, somebody has died.* ***The widow yelled at the mourner.***
groan.	*long deep sound of pain.* ***She groaned loudly at brother's burial.***
moan:	*To make a long deep sound or cry of pain, sorrow or pleasure.* ***"Please don't leave me", he moaned.***

Vocabulary practice

Re-write the sentences opposite the plural of the underlined words.

1. *The widow cried bitterly*
2. *Jovita was chosen the heir*
3. *The mourners departed late*

Rewrite the sentences giving a single word for the underlined group

4. *The piece of cloth for wrapping in a dead body before burial was bought expensively.*
5. *There were very few people attending the funeral at Mugalu's home.*
6. *They have gone to Namirembe Cathedral to attend a Christian ceremony for the person who died yesterday.*
7. *We visited a place where dead bodies are burnt to ashes in India.*
8. *The act of burning a dead body is common among Hindus.*
9. *They shared the property of the person who has recently died.*

10. He made long deep sound of pain for the death of Speaker Jacob Oulanyah.

Use the following words in meaningful sentences to show that you understand their meaning.

11. morning –

12. mourning

Write the following words in short form.

13. *Reverend:*

14. We had

Arrange the words alphabetically

15. grounds, grave, grand, granny

16. *condolence, coffin, cremate, cloth*

LANGUAGE STRUCTURES.

The use of : Despite the fact that……

The structure is used to mean the same as in spite of, much as , whereas, though , although and even though.

Rewrite these sentences beginning: Despite the fact that……

1. Our grandfather was a rich man. He was buried in a coffin.

Despite the fact that our grandfather was a rich man, he was buried in a coffin.

2. The widower was sad. He read the condolence message.

Despite the fact that the widower was sad, he read the condolence message.

3. My brother was buried in two shrouds. He had a lot of money.

Despite the fact that my brother had a lot of money, he was buried in two shrouds.

Activity

Rewrite these sentences beginning: Despite the fact that……

1. *He has never gone to his ancestral grounds. He was chosen to be the heir.*

2. Although that widower has a lot of money, he doesn't wear shoes.

3. The orphans wept bitterly. The tears did not come out.

4. The widow was unhappy. She made a report.

5. Hanifah was a Muslim. She was buried by a pastor.

6. Rashid was an Indian. His body was not cremated.

7. The deceased made the will. Nodody saw it.

8. The villagers dug the grave. The ground was hard.

9. I sent my condolence message but it was not read.

10. The deceased was not a government official. He was given a state burial.

REFLEXIVE PRONOUNS

A reflexive pronoun is called so when the action of the subject reflects upon itself

Thus, the reflexive pronoun is the object to the verb of which the preceding pronoun in the nominative case is the subject.
They are, in fact, compound personal pronouns since they are formed by the addition of the suffix "self or "selves" to the simple pronouns e.g.

Singular possessive pronouns			*Plural possessive pronouns*		
My	self	Myself	Our	Selves	Ourselves
Your		Yourself			
Him		Himself	Them		Themselves
Her		Herself			
It		Itself	Your		Yourselves
One		Oneself			

Examples

1. *I completed digging the grave myself.*
2. *The mourners prepared food themselves.*
3. *You will buy the coffin yourself.*
4. *We read the death announcement ourselves.*
5. *Annet wrote the condolence message herself.*

Activity

Rewrite the sentences ending with the reflexive pronouns.

1. *Johnson drug the two Graves without help.*
2. *The widow bought the shrouds without help.*
3. *The mourners carried the coffins without help.*
4. *I cremated the corps without help.*
5. *Nobody helped the orphans to lower the coffin into the grave.*

Fill in the blank spaces correctly.

6. *Anitah saw the corpse _____.*
7. *John and Ben wrapped the dead body_____.*
8. *One must respect_____ while at the burial.*
9. *They went to the graves_____.*

The use of : .....often.....

Examples

I often dream about my dead ancestors.

Make six correct sentences from thetable below

I	*often*	*bury the dead at their ancestral grounds.*
He	*always*	*weep when she loses dear ones.*
She	*usually*	*dream about my dead relatives.*
We		*visit their ancestral homes.*
They		*make a vigil for when a person dies.*
You		*leads a required mass whenever she is*
Shanita		*invited.*
Jerry		

PASSAGE

Read the following passage carefully and answer in full sentences, the questions that follow.

*Mulekwa Arnold is an orphan who had for the last four years lived with his **widowed grandmother.***

It was after losing both his parents in a fatal accident in 2018 that he was brought to live with this only surviving relative. Coping with the grief was very hard for the first six months, but later, life went back to normal.
Mulekwa had proved to be a very hard working boy, both at home and at school. It is for this reason that he was liked by his grandmother and teachers. His school mates admired him for the same reason.

However, last month, he was put to a harder test of losing his only hope, his grandmother. Efforts are being made to console and urge him to move on with life but all in vain.

Questions

a. *Who is being talked about?*
b. *When did he lose his parents?*
c. *How did he lose his parents?*
d. *With whom has he been living?*
e. *Why was he liked by his teachers?*
f. *By whom was he admired?*
g. *How has he been put to test?*
h. *How long did he take coping with grief?*
i. *Give another word to mean "widowed grandmother".*
j. *Suggest a suitable title to the passage.*

POEM

Read the given poem and then answer questions about it in full sentences.

THE LAST GOODBYE.

What a ceremony!
What a function!
Death has robbed people of their beloved one!
They weep and wail for their dear
Tears roll down their cheecks
Condolences come from hundreds of mourners
Oh, what a crowd of mourners!

Courage, brothers and sisters, says the Sheikh.
Shock to the bereaved, but the Sheikh resists,
Grief to all mourners but the Priest insists,
Brethren, courage, that is not the end of the world.
From dust we come to dust we return,
No one owns life no one chooses death
Down they lower the coffin into the last home

Mourners will weep
And wail their dear one is gone
It is the last day to see the special person
You are no more in this world,
Forever you are gone without saying ***good bye****.*
Courage widows and orphans
The Sheikh and Priest console the mourners.

Questions.

1. *Who is being referred to as the dear one?*
2. *Who are the sympathizers?*
3. *What does the Sheikh resist?*
4. *What is being referred to as the "Last home"?*
5. *What do we call a place where orphans are kept?*
6. *Why are widows sad?*
7. *How many stanzas has this poem?*
8. *In which mood is the writer?*
9. *Give a word or group of words to mean*
   a) condolences
   b) mourners

DEATH ANNOUNCEMENTS.

Read the death announcement below and then answer the questions that follow in full sentences.

Death announcement

The Headteacher and staff of Atapara Parents' primary School with deep sorrow regret to announce the untimely death of their candidate; ***Odongo Haggard*** *who was bitten by a snake yesterday while he was coming back from the shop.*

Informed are the Chairman School Management Committee, the District Education Officer, RDC and parents.

There will be a funeral service tomorrow at school at 11:00 a.m., there after the burial will take place at 2:00 p.m. at their ancestral home in Opeta village, Opeta parish in Aboke Sub County in Kole district

May his soul rest in eternal peace.
Mr. Olobo Casomiro
Headteacher
3/04/2019

Questions

1. *What is this piece of information called?*
2. *How did Odongo Haggard die?*

3. *Where were the deceased coming from?*
4. *How many people were struck by lightning?*
5. *Where did the burial take place?*
6. *When did the burial take place?*
7. *In which school was Haggard?*
8. *In which class was Haggard?*
9. *Who wrote the announcement?*
10. *When was this announcement written?*

COMPOSITION

Assume that you are a parent and you have lost a child, write a letter informing your friend of the death of your child. (Give all the necessary information)

JUMBLED SENTENCES

The following sentences are not arranged in their correct order. Re-arrange them correctly to form a good composition about "The Death of Akena"

(a) "Oh, thanks dear you've made my evening," Akena appreciated.
(b) On his way, he lost control over the car and knock the stationary trailer parked along the road.
(c) Then, he remembered to drive home though he was drunk.
(d) He branched to the nearest bar to quench his thirst.
(e) Akena was taken to the hospital where he died from and his car was towed to the nearby police post.
(f) One evening, Akena decided to take a bottle of beer before returning home.
(g) They sat and conversed for some hours as they sipped their beers.
(h) "Bar man please, give him another drink," his friend ordered.
(i) He staggered into his car and drove away recklessly.
(j) While at the bar, a friend of his came and joined him.

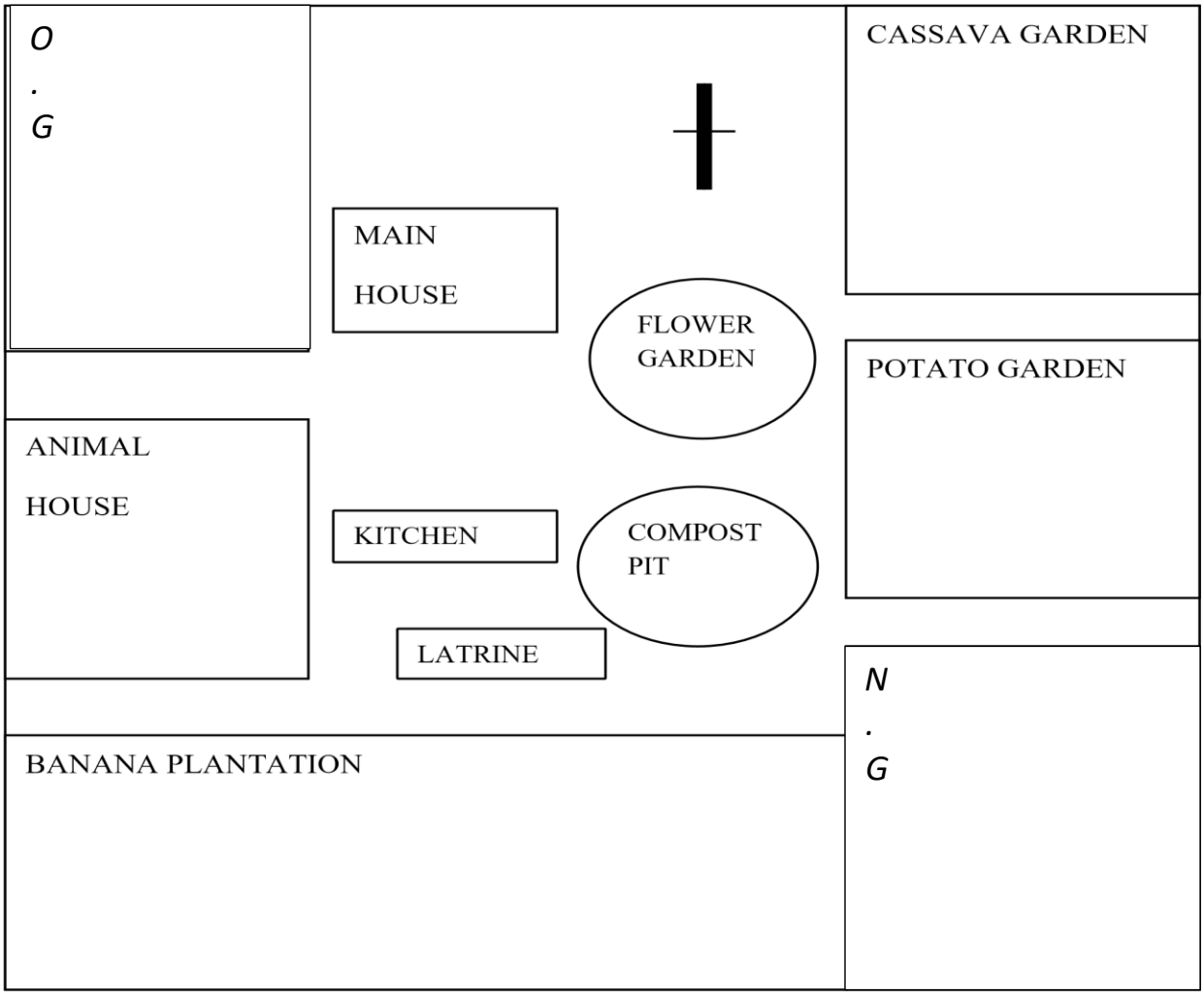
JUMBLED SENTENCES

Re-arrange these sentences to make a good story.

1. *At 7:00p.m. Mugara heard people wailing at the chief's home.*
2. *The following morning, there was a funeral service.*
3. *People can still come to visit and console these sad people.*
4. *On hearing these wailing, Mugara rushed to the chief's home.*
5. *The deceased left a widow and ten children.*
6. *Mugara entered the house and found that the chief had actually died.*
7. *When he reached the home, the chief's wife told Mugara that the chief had collapsed.*
8. *After service, the body was buried.*
9. *A lot of villagers came to sympathize with the chief's wife that night.*
10. *A lot of mourners attended the service.*

MAPS

The map below shows an Ankole homestead in Western Uganda. Study it and answer questions about it in full form.



Key:

G – Old Graveyard

N.G - New Graveyard

Questions.

1. *How many buildings are they on the homestead?*
2. *Which plantation is in south of the latrine?*
3. *How many grave yards are shown on this map?*
4. *In which direction is the kitchen from the animal house?*
5. *Why do you think the compost pit is near the kitchen?*
6. *Whose homestead is shown on the map?*
7. *Where is this homestead found?*
8. *In which direction is the new graveyard from the old graveyard?*
9. *Where is the latrine located?*
10. *Write down all the food crops grown by people in this homestead.*

CONDOLENCE MESSAGE

Read the condolence message below and then answer the questions that follow in full sentences.

RADIO UNITY FM
P.O BOX 231, LIRA
CONDOLENCE MESSAGE

The management of Unity FM Lira, wish to extend their heartfelt condolence to the family of Mukiili Joseph *for the great loss of their beloved son;* Ogwal Walter Mukiili *who was a sports presenter at Unity FM.*

May the Lord rest the deceased's soul in eternal peace.

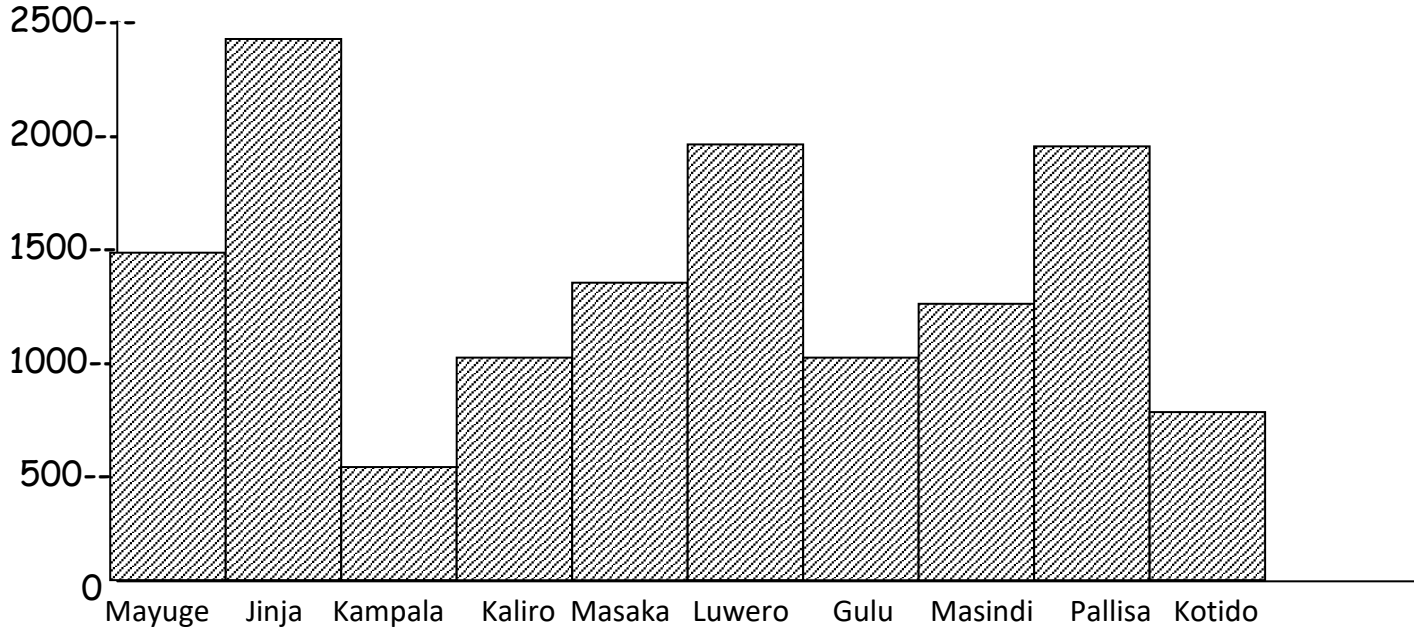
Management

Questions

(a) *Who wrote the condolence message?*
(b) *To whom was the message addressed?*
(c) *What is the name of the deceased?*
(d) *Where was the deceased working from*
(e) *What was the deceased work at Unity FM?*
(f) *Where is unity FM found?*
(g) *Write rest in peace in short.*
(h) *Give a word or a group of words to mean the same as*
  i) *eternal*
  ii) *deceased*
(i) *Where do you think people send condolence messages?*

GRAPH

Below is graph about the number of children who die due to malaria in ten districts in Uganda. Study it carefully and answer in full sentences the questions that follow.



Questions

(a) *What is the graph about?*
(b) *Which district had the highest number of deaths?*
(c) *How many children died in Luwero district?*
(d) *Which districts had the same number of deaths?*
(e) *Which district had two thousand deaths?*
(f) *What is the total number of deaths in Kampala and Luwero?*
(g) *How many districts are shown?*
(h) *What is the average number of children who died in Kaliro and Gulu?*
(i) *Why do you think Jinja has the highest number of deaths?*
(j) *Name any one district with deaths below one thousand children.*

GUIDED COMPOSITION

Use the words in the word box to complete the composition below.

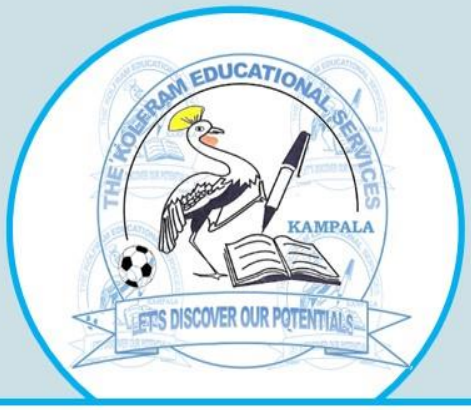
THE MOST WONDERING DAY IN MY LIFE

Two years ago, we attended a burial _____in our neigbouring Omoro district.
It was the _____of the Late Right Honorable Speaker Jacob Oulanyah L'okori who died from abroad while serving as a speaker on the parliament of Uganda.
Earlier on, our _____of Social Studies had taught us that the speaker is head of the legislative organ of the government and he/ she chairs the parliamentary session.
So I reached the _____home before the arrival of the dead body hoping that I would be the first person on the ground, instead I found uncountable number of _____from all over the _____.
*I kept watching at the people who were performing "**Bwola dance"** as they welcome the dead body.*
At around _____, I heard of an helicopter. Soon after hearing that, I saw a military helicopter which has brought the _____containing Oulanyah's body.
It was a beautiful white casket covered with the flag of our country. It was received by the soldiers who escorted it to the tent where the _____mass was supposed to be.
It was the time everybody started yelling, _____and moaning.
The late speaker's father started comforting people then. Hardly had he started addressing the mourners than the wind blew away the tent in which the casket was put.

burial	*mourners*	*teacher*	*country*	*midday*
requiem	*groaning*	*ceremony*	*casket*	*ancestral*

Vocabulary pouch

funeral rites:	***religious ceremony performed by a particular group of people to pay the last respects to a dead person.***
bury:	*To place a dead body in a grave and cover it with soil.*
mourn:	*To feel and show sadness or grief because somebody has*
grave:	*place or hole in the ground where a dead body is buried.*
mortuary/morgue/funeral parlour:	*building or room where dead bodies are kept.*
die:	*To stop breathing and living.*
pray:	*To speak to God either privately or in a religious*
shock:	*The emotional pr physical reaction towards a sudden*
sympathize:	*To feel sorry for somebody showing that you understand their problems.*
wail:	*long and high cry usually because of pain or sadness.*
weep:	*To weep is to produce liquid such as tears or pus.*
bereaved:	*Having lost a relative or close friend who has recently*
cortege:	*line of cars or people moving a long and slowly at a funeral.*
late:	*No longer alive or living.*
obituary:	*An article about somebody's life and achievements that is printed in the newspaper soon after they have died.*
cry:	*To produce tears from your eyes because you are un happy*
sob:	*To cry noisily taking sudden sharp breaths.*
sorrow:	*feeling of great sadness because something very bad has*
sad:	*Being unhappy or showing unhappiness.*
grief:	*feeling of great sadness especially when somebody has*
whimper:	*To make low, weak crying noises.*
embalm:	*To prevent a dead body from decaying by treating it with*
entomb:	*To put a dead body in a tomb.*
epitaph:	*The words that are written or said about a dead*
cemetery/graveyard/memorial park:	*An area of land where the dead are buried.*
shoot:	*To fire a gun or another weapon.*
hearse:	*long vehicle used for carrying coffins or caskets.*
post – mortem:	*medical examination of the body of a dead person in order to find out the cause of their death.*
vigil:	*watch kept during the normal sleeping hours over the body of a recently deceased person.*
vigil fire:	*The fire where mourners sit around mourning for a dead person.*
R.I.P:	*Rest in peace.*



STANDARD KOLFRAM IN USE

This book is designed for both the learners and the teachers in accordance to the bridged