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Ministry of Education
and Sports

HOME-STUDY LEARNING



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NCDC
NATIONAL CURRICULUM
DEVELOPMENT CENTRE



Save the Children



NCDC
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DEVELOPMENT CENTRE

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This material has been developed as a home-study intervention for schools during the lockdown caused by the COVID-19 pandemic to support continuity of learning.

Therefore, this material is restricted from being reproduced for any commercial gains.

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FOREWORD

Following the Outbreak of the CoVID-19 Pandemic, Government of Uganda closed all schools and other educational institutions to minimize the spread of the coronavirus. This has affected more than 36,314 primary schools, 3129 secondary schools, 430,778 teachers and 12,777,390 learners.

The COVID-19 outbreak and subsequent closure of all has had drastically impacted on learning especially curriculum coverage, loss of interest in education and learner readiness in case schools open. This could result in massive rates of learner dropouts due to unwanted pregnancies and lack of school fees among others.

To mitigate the impact of the pandemic on the education system in Uganda, the Ministry of Education and Sports (MoES) constituted a Sector Response Taskforce (SRT) to strengthen the sector's preparedness and response measures. The SRT and National Curriculum Development Centre developed print Home- Study Materials, radio and television scripts for some selected subjects for all learners from Pre-Primary to Advanced level. The materials will enhance continued learning and learning for progression during this period of the lockdown, and will still be relevant when schools resume.

The materials focused on critical competences in all subjects in the curricula to enable the learners to achieve without the teachers' guidance. Therefore effort should be made for all learners to access and use these materials during the lockdown. Similarly, teachers are advised to get these materials in order to plan appropriately for further learning when schools resume, while parents/guardians need to ensure that their children access copies of these materials and use them appropriately.

I recognise the effort of National Curriculum Development Centre in responding to this emergency through appropriate guidance and the timely development of these home study materials. I recommend them for use by all learners during the lockdown.



Alex Kakooza

Permanent Secretary

Ministry of EDUCATION AND SPORTS

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National Curriculum Development Centre (NCDC) would like to express its appreciation to all those who worked tirelessly towards the production of home-study materials for Pre-Primary, Primary and Secondary Levels of Education during the COVID-19 lockdown in Uganda.

The Centre appreciates the contribution from all those who guided the development of these materials to make sure they are of quality; Development partners - SESIL, Save the Children and UNICEF; all the Panel members of the various subjects; sister institutions - UNEB and DES for their valuable contributions.

NCDC takes the responsibility for any shortcomings that might be identified in this publication and welcomes suggestions for improvement. The comments and suggestions may be communicated to NCDC through P.O. Box 7002 Kampala or email admin@ncdc.go.ug or by visiting our website at http://ncdc.go.ug/node/13.



Grace K. Baguma
Director,
National Curriculum Development Centre

ABOUT THIS BOOKLET

Dear learner, welcome to this home-study material which has been prepared for you. The material covers content for term 1, II and III.

The content covered has been carefully written covering the different topics in the syllabus. This is an addition to what you had learnt before schools were closed due to outbreak of COVID-19. The content is arranged using simple steps for your understanding. The activities provided in each topic are organised in such a way that they will enable you to relate with your local environment.

The content is organised into lessons. Each lesson has activities and summary notes that help you to understand the concepts. Some lessons have projects that you need to carry out at home during this period. You are encouraged to work individually as you do the practical and interactive activities.

Feel free to try out all the activities in this material.

Enjoy learning

HEALTH TIP: Observe social distancing, stay safe and healthy!

TOPIC ONE: EXAMINATIONS

Lesson 1: Preparation for Examinations

Learning Outcomes
By the end of the lesson, you should be able to:
a) read the given words correctly.
b) use the given words to construct sentences.

You will need:
an exercise book/sheets of paper/a notebook, a pen/a pencil, a dictionary.

Introduction
Remember, you have done quite a number of examinations before. Examples of examinations which you may have done include: Beginning of Term Examination, Mid Term Examination, End of Term Examination and End of Year Examination.
Before you leave the primary level, you will have to sit a national examination known as PLE (Primary Leaving Examination).

Activity 1
Read these words:

Timetable, instructions, signature, index number, candidates, candidate's name, school name, time allowed, examiner, examination room, answer sheet, briefing, registration, revision, briefing.

Activity 2
Use some of the words you know from the table above to construct 8 sentences of your own.

LESSON 2: Use of ……look forward to…….

HEALTH TIP: Keep distance from anyone who is coughing or sneezing!

Learning Outcome
By the end of the lesson, you should be able to:
a. use ……look forward to…….
b. construct sentences using:……look forward to……

You will need:
an exercise book/sheets of paper/a notebook, a pen/a pencil, a dictionary

Introduction
Let us imagine some of the things which have not yet happened, yet we are so eager for them. 'Look forward to' or 'looking forward to' is one of the structures used when you get excited about something which is going to happen. Examples of such things that we

may wish to happen:
- to reopen schools
- to pass our examinations
- to join high school after P.L.E.

NOTE:
'Look forward' is followed by **the preposition** 'to', so a noun or a verb with 'ing' comes next.
- I look forward to the holiday. (Noun)
- I look forward to returning to school. (VERB with 'ing')

Let us use the examples above:
a) Students look forward to reopening of schools.
b) We look forward to passing our examinations.
c) We look forward to joining high school after P.L.E.

Activity
Rewrite the following sentences using: ..... look forward.....
1. I am eager to talk to the examiner.
2. My friend wishes to sit his examination this year.
3. I hope to hear from you soon.
4. My friend expects to excel in her exams.
5. With pleasure, the head teacher waits to brief the candidates.
6. I expect your reply.
7. My parents would like to support me.
8. We are eager to prepare for our exams.

LESSON 3: Guided Composition

HEALTH TIP: Avoid touching your eyes, nose and mouth at all times!

Learning Outcome
By the end of the lesson, you should be able to:
a) read jumbled sentences about preparation for examinations.
b) rearrange the jumbled sentences to form a meaningful composition about preparation for examinations.

You will need:
an exercise book/sheets of paper/a notebook, a pen/pencil, a dictionary.

Introduction /A Jumbled Story
A jumbled story is a group of sentences which are not in a correct order, for example look at these numbers: 3, 5, 2, 1, 4. When you arrange them, you will come up with 1, 2, 3, 4, 5. Even the jumbled sentences can be arranged to form a flowing and meaningful story. Today's jumbled story is about preparing for examinations

ACTIVITY
The sentences below are not in a correct order; rearrange them to form a meaningful story about how my school prepared for P.L.E. last year.

a) Last year, the P7 candidates of our school prepared themselves for P.L.E.
b) They used to revise with their teachers every day.
c) The preparation started with serious revision
d) After the revision, the time table was pinned in their classroom.
e) But the head teacher advised them to relax.
f) When they saw the time table, they started panicking
g) She told them that P.L.E is like any other test they had done before.
h) This confidence helped them to pass their P.L.E.
i) They thanked the head teacher and the teachers for their victory.
j) The candidates took the head teacher's advice and they all became confident.

Points to Consider When Arranging the Sentences

- read the sentences more than once to know what they are all about
- try to identify the connectives (these are the words or ideas which link you from one sentence to another)
- identify the sentences which form the introduction
- identify the sentences which form the body
- identify the sentences which form the conclusion
- when writing the arranged order, ensure correct spelling and punctuation.

LESSON 4: Language Structures (Use of Whereas..., use of...in spite of...

HEALTH TIP: Keep distance from anyone who is coughing or sneezing!

Learning Outcome
By the end of the lesson, you should be able to:
a) use: ...**Whereas**... in a sentence.
b) use: ...**in spite of**...in a sentence
c) construct sentences using: **In spite**...

You will need:
an exercise book/sheets of paper/a note book, a pen/pencil, a dictionary

Introduction

Using: Whereas…….

Like other conjunctions, '**whereas'** is also a conjunction used to indicate a contrast between two ideas. 'Whereas can be used either at the beginning of a sentence or inside a sentence.

Examples:
a) Whereas many candidates passed, their friend failed.
b) My sister likes Mid-term examinations, whereas my brother likes End of term examinations.

NOTE: 'Whereas means the same as 'while' in sentences expressing contrasts, but when we are referring to time, we use 'while' only.

Example:
The invigilator checked all the examinees while my friend was away.

Activity
i) Rewrite the following sentences beginning:
a) Whereas…….. and using b) …whereas….
1. I am in Primary Seven. My siblings are in Primary Five.
2. Charles reached the examination centre early. Others didn't reach the examination centre early.
3. The invigilator was driving. The supervisor was walking.
4. My signature is simple. His signature is not simple.
5. Alyssa does her work quickly. Zaneta does her work slowly.

Using: 'In spite of…'
In spite and **despite** are joining words which show a contrast between two ideas.
Both 'in spite' and 'despite' can be at the beginning of a sentence or within. In spite is followed by 'of'.
'In spite of' and 'despite' are similarly used in three ways.
i) Using 'the fact that'
Examples: In spite of the fact that it rained heavily, they did the examination.
Despite the fact that it rained heavily, they did the examination.

ii) before a noun
Examples: In spite of the heavy rain, they did the examination.
Despite the heavy rain, they did the examination.

iii) before the ….ing form of a verb
Examples: In spite of raining heavily, they did the examination.
Despite raining heavily, they did the examination.

ii) Rewrite the following sentences using: …in spite of…
6. Nabuuma was sick. She came for the examination.
7. Ayana was late. He completed his examination on time.
8. We passed the test. The test was difficult.

LESSON 5: COMPOSITION WRITING

HEALTH TIP: There is no vaccine against Covid-19 yet, so stay safe!

HEALTH TIP: Keep distance from anyone who is coughing or sneezing!

Learning Outcome
By the end of the lesson, you should be able to:
d) write a composition about sitting an examination

You will need:

an exercise book/sheets of paper/a note book, a pen/pencil, a dictionary

Introduction
By the end of the lesson, you should be able to:
a) mention components of composition.
b) write a composition about Sitting Examinations.

You will need:
an exercise book/sheets of paper/a note book, a pen/pencil, a dictionary

Introduction
A composition is like a house. It has parts that make up one whole unit. In every house, there is an entrance called a door, and after going through the door, you will be able to see everything in the house. Then you will see the walls that show that the house ends here. A house becomes the title, the door is the introduction, things in the house are the body, and the walls are the conclusion. A good composition has got four parts:
i) the title
ii) the introduction
iii) the body
iv) the conclusion

The title summarises the whole composition in about six words. It should be in capital letters.

The introduction: This says something about the topic and it generates interest. It should lead you to the body. One may define the key words in the title.

The body: This is where the main points are written. This part is presented in different paragraphs and all must have a logical/sequential flow.

The conclusion: This is the last paragraph. It shows the reader a sense of end. It might be in form of advice or suggestion.

ACTIVITY
SAMPLE COMPOSITION
Write a composition about the advantages of examinations.

ADVANTAGES OF EXAMINATIONS

An examination may be defined as a written or spoken test at school to show how much you know about a particular subject. There are many examinations done in schools - Beginning of Term, Mid Term, End of Term among others. Advantages of examinations include.

Promotion where by people move from one level to another after passing these examinations. As people get promoted, they also learn new things which widens their knowledge.

Examinations prove to other people that you are competent enough to do a particular job. When you pass them very well, there are many opportunities of getting jobs because you are regarded as a clever person.

Confidence is another advantage about examinations. People who have done examinations and passed them very well, become confident which enables them to be successful in life.

Much as examinations bring pressure and stress, they are very good. Therefore, as long as education lives, examinations should be there too due to the advantages explained above.

ACTIVITY

Write a composition about the examination day you will not forget. In your composition, mention which examination it was, which class you were, who invigilated the examination, and what you learnt from that examination. Use one page.

HEALTH TIP: Covid-19 kills, so follow the ministry of health regulations!

TOPIC TWO: Electronic Media

LESSON 1: Vocabulary for Radio/Television

By the end of the lesson, you should be able to:

a. read and spell words about radio and television correctly
b. construct sentences using the words about radio and television

You will need:

- a radio and/or a television
- an exercise book/sheets of paper/a note book
- a dictionary
- a thesaurus

Introduction

Look at the pictures below and name them.





Activity

Read these words:

aerial	studio	channels	programmes	advertisements
Music	Announcements	Knob	Volume	Channel
speakers	Presenter	advert	News	Entertainment
broadcast	gospel	Talk show	L i n e - u p , forecast	Tune

SIMILARITIES BETWEEN A RADIO AND A TELEVISION

A radio is a piece of equipment used for listening to the programmes that are broadcast to the public. A television is a piece of electrical equipment with a screen on which you can watch programmes with moving pictures and sounds. A radio is the same as a television in the following ways.

Both are kinds of electronic media. If you want to turn on a radio, you need batteries or electricity and if you want to turn on a television, you need electricity.
Both a television and a radio have different channel and they also have volume. This means that you can increase or reduce it.

A television and a radio have similar parts like a knob, an aerial and speakers.

They give the same information like news, announcements, advertisement, talk shows, and weather forecasts among others. You can also find entertainment on both devices in form of music.
Both their programmes are recorded and broadcast from a room known as a studio. Also, a person who introduces the different sections of a radio and television programmes is called a presenter.
A presenter can work on both a television and a radio because some of the tools used in the studios are the same. Presenters on both a television and a radio are listened to by big numbers of people in the country and the world at large.
All in all, a radio and a television differ in many ways, but they are also similar as explained in the different ways above.

ACTIVITY
Use the correct form of the word in brackets to complete the following sentences.
1. Robinah is a sports _____ on Kagonge F.M. (present)
2. My grandparents are fond of listening to death _____. (announce)
3. The Corona Virus updates are always _____ on all TV and radio stations. (broadcast)
4. During the commercial break, the MTN _____ runs for 2 minutes. (advertise)
5. Gospel _____ can sing and dance at the same time. (music)

LESSON 2: Language Structures (…. and so ….)

HEALTH TIP: Keep safe distance from strangers!
Learning Outcome
By the end of the lesson, you should be able to:
a) use: …….and so……
b) construct sentences using: …….and so……

You will need:
an exercise book/sheets of paper/a note book, a pen/pencil, a dictionary

Introduction
The structure …….and so is used in affirmative sentences. It is used to talk about two things that look similar.

Example:

Janice is a good presenter. Kyron is a good presenter.
In order to avoid repeating some words from the previous sentence, we can use 'and so'

with a helping verb to combine the two statements.

Below are some of the helping verbs that we can use after 'and so:
-is, are, was, were, has, have, do, does, did, will, would, can and should.
Janice is a good presenter and so is Kyron.

Activity
Let us look at more pairs of sentences which are positive or true. While joining them, the helping verbs have to be matching with the tense.
a) A radio is important. A television is important.
   A radio **is** important and so **is** a television.
b) Capital Radio broadcasts in English. UBC Radio also broadcasts in English.
   Capital Radio **broadcasts** in English and so **does** UBC Radio.
c) The news will be read in our local language. The announcements will be read in our local language.
The news will be read in our local language and so will the announcements.

Activity
Join the following sentences using: .....and so.....
1. The studio was painted yellow. The hospital was painted yellow.
2. Talk shows educate the public. Gospel music also **educates** the public.
3. Alicia can read the news. Alvin can read the news too.
4. Our school toured the TV station. Their school toured the TV station.
5. His radio speakers are black. His TV is black.
6. The presenter will speak to us. The manager will also speak to us.

LESSON 3: Grammar (The First Conditional)

HEALTH TIP: Beware of Covid-19, it is deadly!

Learning Outcome
By the end of the lesson, you should be able to: **:**
a. use the first conditional correctly
b. construct sentences in the first conditional

You will need
an exercise book/sheets of paper/a note book, pen/pencil.

Introduction
Think about the possible future actions for example buying a radio. Then think of what can make that action happen after getting enough money.
So, you can say: If I get enough money, I will buy a radio.
OR: I will buy a radio if I get enough money.
This is known as the first conditional or If 1. It is used when we want to say that something will happen if a condition is fulfilled.

This conditional is presented in the present simple and the future tenses.
(If + present simple + will/shall)
a) If the government gives us televisions, I will be happy.

I will be happy if the government gives us televisions.

b) If we finish our work in time, we shall watch the news.
We shall watch the news if we finish our work in time.

c) They will not catch the virus if they follow the ministry guidelines.
If they follow the ministry guidelines, they will not catch the virus.

You should always remember that a conditional sentence has two main parts: **the 'if' part** and the **main part**.
The 'if' part expresses the condition while the main part expresses the result.
When **the "if" part** comes first, it is followed by a **comma**. If it comes **last, no comma is required**.

ACTIVITY
Now, using your own words, complete the following sentences.

1. If the radio presenter mentions my name,_____
2. If I pass my examination, _____
3. My brother will watch the talk show if _____
4. If she goes to the studio, _____
5. If our radio gets a mechanical problem, _____

Rewrite these sentences as instructed in brackets.

6. I plan to play gospel music when I buy a radio. (Begin: If.....)
7. Alyssa will not pay the technician unless he repairs her TV. (Begin: If.....)
8. If you tune in, you will listen to the news. (Use:.....if.....)
9. If Jedidah gets money, she will pay for the advert. (Begin: Jedidah.....)
10. Mohammed will invite the technician on condition that he gets money.
(Begin: If.....)

LESSON 4: Electronic Media (Vocabulary)

HEALTH TIP: Observe social distancing, stay safe and healthy!
Learning Outcome
By the end of the lesson, you should be able to:

a) read the given words correctly.
b) correctly use the given words in sentences.

You will need:
an exercise book/sheets of paper/a note book, a pen/pencil, a dictionary, a DVD player

Introduction
Music and information can be stored and played over and over again. There are devices with special parts to play this music or information. Read each of the words below carefully.
Activity
Read these words:

eject	player	record	compact
cd	press	extension cable	**DVD**

After reading, look up these words in the dictionary and find out their meanings

TOPIC THREE: Use of …….needn't……..

By the end of the lesson, you should be able to:

a. explain how to use …….needn't……..
b. use ……..needn't…….. in sentences

You will need:

An Exercise book/sheets of paper/a note book, a pen/pencil, a dictionary.

Introduction

The structure …….needn't…… is used to show that something or an action is not necessary. Needn't is the present form and when changed to the past form, it becomes …….needn't have……

Use of …….needn't……..

Example:

You needn't buy an empty CD. (**Present tense**) This means that it is not necessary and you should not buy it.

Example: **You needn't have bought an empty CD**. (**Past tense**) This means that it was not necessary for you to buy an empty CD, but unfortunately you bought it.

Look at these examples:

a) It is not necessary for Nsamba to record very many songs.
   Nsamba needn't record very many songs.
b) It was not necessary for my sister to switch off the TV during the talk show.
   My sister needn't have switched off the TV during the talk show.

ACTIVITY

Rewrite the following sentences using: ….needn't……..

1. It was not necessary for you to buy an old radio.
2. It is not necessary for the presenter to speak softly.
3. He lowered the aerial, but it was not necessary.
4. We didn't have to listen to secular music.
5. The neighbours played loud music, but it was not necessary.
6. My friend should not buy an old CD player.
7. It wasn't necessary for her to use an extension cable.
8. The students do not need to visit the studio.
9. It is not necessary for Amos to listen to soccer news.
10. Arsene and Brandon increased the volume, but it was not necessary.

HEALTH TIP: Always remember to wash your hands with soap, or to sanitise frequently!

LESSON 5: Grammar (Reported Speech)

Learning Outcomes
By the end of the lesson, you should be able to:
a) Use reported speech correctly
b) make correct sentences in reported speech.

You will need:
an exercise book/sheets of paper/a note book, pen/pencil

Introduction
Imagine a situation when a father is speaking to his son, "I am listening to news." The words in quotation marks are the actual/exact words of the father, and this is direct speech. When we want to report what the father told his son without using his actual words. We shall say: The father told his son that he was listening to news. This is known as reported speech or indirect speech.

You must have noticed that pronouns, tense, adverbs change. These are some of the changes we make in reported speech.

PRONOUNS

WORD	CHANGE
I	he/she
my	his/her
mine	his/hers
we	they
our	their
ours	theirs

ADVERBS

ADVERB	CHANGE
now	then
here	there
today	that day
yesterday	the day before/the previous day
tomorrow	the day after/the next day
this day	that day

TENSES CHANGES

TENSE	CHANGES TO	EXAMPLE
present simple	past simple	DIRECT: "**I love** gospel music," said Eliasaph. INDIRECT: Eliasaph said that **he loved** music.
present continuous	past continuous	DIRECT: "**We are tuning** to UBC TV," said Ahmed. INDIRECT: Ahmed said that **they were tuning** to UBC TV.
present perfect	past perfect	DIRECT: My uncle said, "**I have** bought a new radio." INDIRECT: My uncle said that **he had** bought a new radio.
past simple	past perfect	DIRECT: "**I watched** the advert yesterday," said Sam. INDIRECT: Sam said that **he had** watched the advert the previous day.
past continuous	past perfect continuous	DIRECT: Mother said, "**I was** recording my music." INDIRECT: Mother said that **she had been** recording her music.
past perfect	doesn't change	DIRECT: "**We had** visited the studio," they said. INDIRECT: They said that **they had** visited the studio.
will/shall	would	DIRECT: "**I will** present **tomorrow**," said Nansamba INDIRECT: Nansamba said that she **would** present the **following day**.

When we are reporting questions, we turn them into statements.
Examples:

a) "Why are you buying a big radio?" Sande asked me.
- Sande asked me why I was buying a big radio.

OR
- Sande wanted to know from me why I was buying a big radio.

b) Kyarikunda asked Nayiga, "Are you interested in entertainment news?"
- Kyarikunda asked Nayiga if/whether she was interested in entertainment news.
- Kyarikunda wanted to know from Nayiga if/whether she was interested in entertainment news.

When reporting commands and requests, we use reporting verbs like 'ordered' and 'told'.

Examples:

a) "Reduce the volume now," said Father.
- Father told/ordered me to reduce the volume then.

b) Nassande said to me, "Bring your radio for repair."
- Nassande told me to take my radio for repair.

ACTIVITY

Rewrite the following sentences in reported speech.

1. "I am a radio presenter," said Obua.
2. The children said, "We are enjoying the gospel songs now."
3. She said, "I shall buy a new CD tomorrow."
4. "Were you going to the studio?" the manager asked the producer.
5. "Eject the DVD," the technician said to my cousin.

6. My friend said, “I am interested in cartoons.”
7. “Where is the CD-ROM?” the maid asked me.
8. Our teacher said, “I have taught you about electronic media.”

LESSON 6: Comprehension

HEALTH TIP: Covid-19 is a deadly disease, so keep alert!

Learning Outcomes
By the end of the lesson, you should be able to:
a) Read the poem carefully.
b) Comprehend the poem and answer the questions about it correctly.

You will need:
an exercise book/sheets of paper/a note book, pen/pencil

Introduction
Comprehension is the ability to read and understand a given text and then answer the questions correctly. In comprehension, we need to identify some challenging words and statements and then give them more attention to make sure we understand them very well before answering the questions.
You are going read the poem below and answer the questions about it.

I hope you remember these words:

studio	player	tune	On
CD	switch	volume	off

They are related to other electronic media.

Activity
Read the poem below carefully and answer the questions about correctly.
Buy new batteries
And switch me on
Pull the aerial up with care
And increase the volume

Tune in to your favourite station
91.3 Capital F.M. Radio
And listen to what is in the studio
Sometimes news, talk shows and entertainment

Don’t switch me off
Until the presenter plays
Your favourite gospel song ‘Hosanna’
I know you like it.

I can’t show you **its** video
Until you buy my friend, CD Player
Then you buy a CD with your song

And play it again and again

By V. Divya P.7 A

Activity
Now, answer the following questions.
a) What does the speaker want to be bought?
b) Which is the listener's favourite radio station?
c) Mention one programme on the above radio.
d) What type of music does the listener enjoy?
e) Who is the speaker's friend?
f) How many stanzas are in the poem?
g) Mention a word or group of words with the same meaning as '**presenter'.**
h) Who is the speaker in the poem?

TOPIC FOUR: Rights, Responsibilities and Freedom

Sub-topic 5A: Children's Rights and Responsibilities

Lesson 1: Vocabulary (Children's Rights and Responsibilities)

Learning Outcome
By the end of the lesson, you should be able to:
a) read and spell the given words.
b) complete the given sentences with suitable words.

You will need:
an exercise book, pen, dictionary

Introduction
Has your parent or guardian ever threatened not to give you food because you have refused to do something? How did you feel? Did you tell yourself that it was your right to eat? Were you bold enough to tell him/her that it was your right to eat? Or has your parent or guardian ever stopped you from going to play with your friends? How did you feel? Well, in this topic, you will learn about your rights and responsibilities as a child.

Activity

Read and Spell these Words

forced	freedom	rights	food	education	care	clothing
Shelter	medication	life	help	work	protection	attend

Activity
Construct 8 sentences using any of the **words** in the table above.

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

Examples:
a. The government has tried to reduce forced marriages in Uganda today. (force)
b. Every child has a right to education. (educate)
1. As children, we need.....from our elders. (protect)
2. Our teachers have been so.....to us. (help)
3. Where has the class monitor kept the.....register? (attend)

Give the plural form of the following words:
Example:
right = rights
a. cloth
b. life

Arrange the following words in alphabetical order:
clothing, shelter, protection, care
medication, freedom, education, food

Lesson 2: The use of: '*.....more interested in.....than.....*'

Learning Outcome

By the end of the lesson, you should be able to:
a) learn the use of '*.....more interested in.....than.....*'
b) form sentences using '*.....more interested in.....than.....*'

You will need:
an exercise book, pen

Introduction
The structure .....more interested in ..... is used to show what one likes better than the other. Sarah does not like rice the way she likes matooke. This means that she is more interested in matooke than in rice.

In your community, there are activities for girls and there are those for boys. Draw a table like the one below and write:

What girls like doing	**What boys like doing**
Cooking	Looking after cattle

Activity
Following what you have written in your table, form sentences to compare what girls like doing to what boys like doing using: '***.....more interested in.....than.....***'

Examples:
1. Girls are more interested in cooking than in looking after cattle.
2. Boys are more interested in looking after cattle than in cooking.

Activity
Rewrite the following sentences using: *.....more interested in.....than.....*
Example:
Okure likes playing football more than swimming. = Okure is more interested in playing football than in swimming.
1. I like reading storybooks more than playing.
2. Do you prefer dancing to singing?
3. Jane Afoyo likes digging more than washing.
4. Mukasa liked watching TV more than listening to the radio.
5. Does Helen prefer tailoring to carpentry?
6. Girls like fashion shows more than action movies.
7. He prefers gospel music to secular music.
8. Grandfather preferred hunting to farming.

Lesson 3: The use of: '*.....ought to.....*'

Leaning Outcomes
By the end of the lesson, you should be able to:
a) learn the use of '*.....ought to.....*'
b) form sentences using '*.....ought to.....*'

You will need:
an exercise book, pen

Introduction
Ought to' is used to say what the right thing to be done .
Examples:
1. You must wash your hands after visiting the latrine.
2. You should kneel when greeting elders.

Apart from those two words, there is also *ought to*. You say: *You ought to wash your hands after visiting the latrine.*
In this lesson therefore, you are going to learn the use of '***ought to*'.**
Examples:
1. You ought to apologise whenever you hurt your friends.
2. Okalebo ought to behave well towards his classmates.

Activity
Rewrite the sentences using: *.....ought to.....*
Example:
You should knock before you enter the classroom. = You ought to knock before you enter the classroom.
1. We should complete our domestic chores before we go to play.
2. Rose should work hard in order to pass her exams.
3. All children must go to school.
4. Pupils should dress smartly.
5. Kenneth has to obey the school rules and regulations.
6. The class monitor must keep the classroom clean.
7. The magistrate must punish the defiler.

8. Ely should file all his past papers.

Lesson 5: The use of '.....*in order to*.....'/ '*In order to*.....'

Learning Outcome

By the end of the lesson, you should be able to:
a. learn the use of '.....*in order to*.....'/'*In order to*.....'
b. form sentences using '.....*in order to*.....'/'*In order to*....'

You will need:
an exercise book, pen, knife, saucepan, hoe, etc.

Introduction
Your home, like other homes, has tools that are useful to the family members. A knife, for example, is used for peeling. In other words, the reason for having a knife in your home is to help you peel matooke, cassava, sweet potatoes, etc. To show reason for something or for doing something, you can use '*in order to*'.

Activity
You use '.....*in order to*.....'/'*In order to*.....' to show purpose of doing something.
Examples:

1. The police officers came to our village. They wanted to arrest the sugar daddy. = The police officers came to our village in order to arrest the sugar daddy. /In order to arrest the sugar daddy, the police officers came to our village.
2. We went home early. We wanted to help our **mother** with domestic chores.
3. We went home early in order to help our **mother** with domestic chores. /In order to help our **mother** with domestic chores, we went home early.

Activity
Rewrite the following sentences using: ...*in order to*.....
Example:
We wash our hands regularly. We want to avoid Covid-19 infections. = We wash our hands regularly in order to avoid Covid-19 infections.
1. I went to hospital. I wanted to get medication.
2. Rembo ran very fast. He wanted to win the race.
3. You should always move in groups so that you can avoid child abuse.
4. We refused the gifts so as to avoid temptations.
5. I looked for Mrs. Tabu. I wanted to report the bad boy to her.

Activity
Rewrite the above sentences beginning: *In order to*.....
Example:
We wash our hands regularly. We want to avoid Covid-19 infections. = In order to avoid Covid-19 infections, we wash our hands regularly.
1. We ran away. We wanted to escape from the kidnapper.
2. Philip ironed his uniform. He wanted to look smart.
3. I wanted to be safe. I locked the door.

4. Joyce went to the dispensary. She wanted to see a doctor.
5. Our school driver stopped the van. He wanted to give Nelson a lift.

Lesson 5: The use of '.....either.....or.....'

Learning Outcomes
By the end of the lesson, you should be able to:
a) learn the use of '.....*either*.....*or*.....'.
b) form sentences using '.....*either*.....*or*.....' .

You will need:
an exercise book, pen

Introduction
In Primary five, under the topic ***Communication*** and Sub-Topic: ***The Post Office*****,** you looked at the use of **'.....*either*.....*or*.....**'. For example, you looked at sentences like:

a. Peter will send you a letter. Peter will send you a telegram. = Peter will send you either a letter or a telegram.
b. Joan may receive a letter. Joan may receive a parcel. = Joan may receive either a letter or a parcel.

In this lesson, you will still learn more about the use of '.....***either*.....*or*.....'**

'.....*either*.....*or*.....' is used when we want to make a choice between two people or two things.

Examples:
a) He will visit a prison. He will visit a remand home. = He will visit either a prison or a remand home.
b) The police officer may come in the morning. The police officer may come in the afternoon. = The police officer may come either in the morning or in the afternoon.

Activity
Now do the exercise below.
Rewrite the following sentences using: ...*either*...*or*...

Example:
David will use a bus. David will use a lorry.
= David will use either a bus or a lorry.
1. Ms. Namirembe can ride. Ms. Namirembe can drive.
2. My father reads newspapers. My father reads storybooks.
3. Mark likes playing the guitar. Mark likes playing the piano.
4. Mr. Odoi may buy a cow. Mr. Odoi may buy a bull.
5. Kiwanuka may be guilty. Kiwanuka may be innocent.
6. We shall visit the airport. We shall visit the game park.
7. I want to be a teacher. I want to be a nurse.
8. Most girls like cooking. Most girls like skipping.

Lesson 6: The use of '*Relative Pronouns*'

Learning Outcome

a. By the end of the lesson, you should be able to: learn about '*Relative Pronouns*'
b. use '*Relative Pronouns*' in sentences

You will need:
an exercise book, pen, and any tool that is near you

Introduction
When you take a walk with your friend and you come across a person you know but your friend does not know. You need to say something more about that person. Assuming the person is the owner of the biggest shop in the village, you will form a sentence like: *This is the man* **who** *owns the biggest shop in our village*. The word **who** is a relative pronoun. A relative pronoun is a word used to add more information about a person, place or thing that has already been mentioned. Examples of relative pronouns are *which*, *who*, *whose*, *whom*, and *that*. Relative pronouns refer to a noun, a sentence or part of a sentence that had been mentioned earlier.

I am quite sure that you know at least something about the tools you have got as one of the things you will need. Using any of those tools and a suitable relative pronoun, form a correct sentence. For **example:**

i) This is the knife **which mother** bought last weekend.
ii) This is the hoe **that** Grandpa made for me.

Activity
Sit at a point where you can see some people of your neighbourhood pass. I am sure you know something about them. Using suitable relative pronouns, form sentences and say something about those people. For **example:**

1. Here comes the man **whose** daughter reported the sugar daddy to the police.
2. That is the girl **who** does not want to go to school.

Activity

A) Fill in the blank space with a suitable relative pronoun.
Example:
This is the girl **<u>whose</u>** parents are writers.
1. This is the woman.....mistreats her stepchildren.
2. That is the goat.....was bitten by a dog.
3. Mr. Oketcho, ... teaches us English, will wed next year.
4. That is the boy to.....I gave the self-study work.
5. The woman with.....you talked is my relative.

B) Rewrite as instructed in brackets.
Example:
This is the phone. Aunt Tabisa bought it for me. (*Rewrite as* one *sentence using*: ..... which.....) = This is the phone which Aunt Tabisa bought for me.
1. Here comes the police officer. He arrested the defiler. (*Rewrite as* one *sentence using*:

.....whose.....)
2. I found the puppies. They got lost yesterday. (*Rewrite as* one *sentence using*: ..... which.....)
3. That is the house. I live in that house. (*Rewrite as* one *sentence using*: ..... which.....)
4. That is the girl. She won the race. (*Rewrite as* one *sentence using*: .....who.....)
5. This is the man. I gave the letter to him. (*Rewrite as* one *sentence using*: ..... whom.....)

Lesson 7: The Use of '*The Future Continuous tense*'

Learning Outcome
By the end of the lesson, you should be able to:
a) learn the use of '*The Future Continuous tense*'.
b) use '*The Future Continuous tense*' in sentences.

You will need:
an exercise book, a pen

Introduction
When talking about what will happen, we use the Future tense. It shows that the action will take place some time to come. Form some sentences to talk about what will happen sometime to come. For example:
a) Aaron will go to the market tomorrow.
b) Denise will join Senior One next year.

In this lesson, you will learn about the '*The Future Continuous tense*'. '*The Future Continuous tense*' is used to talk about what will be going on for some time in future.

For example:
1. Nabulo will be playing for her team next week.
2. I shall be writing a story next month.

Activity
Write five sentences in *The Future Continuous tense*.
Example:
We shall be learning how to bake soon.

Lesson 8: Comprehension (Passage)

Learning Outcome
By the end of the lesson, you should be able to:
a) read the given passage.
b) answer the questions about the passage.

You will need:
an exercise book, a pen

Introduction
At the beginning of this academic year, Kidoko Primary School, Tororo organised a meeting. It was attended by parents of primary seven pupils of the school. Awori Mary, a Primary Seven girl, was given a chance to make a speech. Below is her speech.

Activity

Read the speech at least twice.

Our dear parents, our dear head teacher, our beloved teachers, my fellow pupils, ladies and gentlemen. My name is Awori Mary, one of the pupils of primary seven. I would like to begin by thanking all of you for attending this meeting. This shows how committed we all are to see that the school goes to another level.

Today, I want to raise one issue concerning our performance in class. All the pupils of Primary Seven want to perform well in class. In fact we all try our best. However, there is one thing letting us down - lack of a meal at school.

Our dear parents, in order for us to perform well, we need to have at least lunch at school. Just imagine how you, an adult, feels if you have not had anything to eat since morning! Won't your stomach rumble because you're so hungry? Won't you stop doing any work in order to look for what to eat? That is exactly what we go through as pupils in this school. At the end of the day, do you expect a good performance from us? No. Expect a hungry performance!

You have to do something, our dear parents. We are your own children. We did not ask you to produce us but you asked God to give us to you. You ought to know that it is your responsibility to give us food and it is our right to be fed. We love you and I want to say that when we are given what to eat while we are at school, our performance is likely to improve. We shall also know that you really love us. God bless you all!

Step 2:
Now answer the following questions in full sentences.
a) Which school organised a meeting?
b) Which parents attended the meeting?
c) In which class is Awori Mary?
d) What did Awori Mary thank all people for?
e) What do all pupils of primary seven want to do?
f) Why don't the pupils of the class perform well?
g) According to the speech, why does one's stomach rumble?
h) Whose responsibility is it to give the children food?

i) When is the pupils' performance likely to improve?
j) What did the parents ask God?

Lesson 9: Comprehension (Poem)

Learning Outcomes
By the end of the lesson, you should be able to:
a. read the poem.
b. answer questions about the poem.

You will need:
an exercise book, a pen

Introduction
As a child, you have your rights. But remember that those rights are not to be enjoyed to the extent that you destroy yourself. Here below is a poem about a child who thought had a right to do anything she wanted. In the end, she regretted doing what she did.

Activity
Read the poem below at least two times.

Who is to blame,
For my failure to stay at school
Surely not my teachers
To whom I failed to listen,
As they tried their best to advise me

Who is to blame
For I am pregnant at a tender age
Surely not my classmates
Who talked to me many times
But I looked down on them!

At home I am sure,
My parents are sleepless
Because they are disturbed
In the name of children's rights,
I brought them sadness.
See the state I am in now,
My health is poor
And my so-called 'friends' have disappeared.
I must go back home now
And ask my parents to forgive me.

Activity
Now answer the questions about the passage in full sentences.
a) What has the writer failed to do?
b) To whom did the writer fail to listen?
c) What has happened to the writer at a tender age?
d) How did the writer react to his classmates who talked to him many times?

e) Why is the writer sure that his parents are sleepless at home?
f) What has happened to the writer's so-called 'friends'?
g) Why must the writer go back home now?

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

- stay
- state
- Suggest a suitable title to the poem.

Sub-Topic 5B: Animal Needs and Freedoms

Lesson 1: Vocabulary (Animal Needs and Freedom)

Learning Outcomes
By the end of the lesson, you should be able to:
a) read and spell the given words.
b) complete the given sentences with suitable words.

You will need:
an exercise book/sheets of paper/a note book, a pen/a pencil, a dictionary

Introduction
In your home or your neighbour's home, there is at least a cow, a goat, a sheep, a dog, a cat or any other animal. How do you treat that animal? Do you beat it again and again? Do you feed it well? Is the animal healthy? How does your neighbour treat his animal? Does he beat it every now and again? Well, just like people, animals have their needs and freedoms much as they cannot speak. In this topic, you are going to look at *Animal Needs and Freedoms*. First, you will look at the words that are always used when talking about ***Animal Needs and Freedoms.***

Activity
Read and spell the following words

Capture	poach	captivity	freedom	reproduction
responsibilities	insemination	discomfort	injury	secure
Thirst	hunger	hindrance	natural	distress
Frighten	poacher	Sanctuary		

Activity
A) Complete the sentences below with the correct form of the word given in brackets.
Examples:
a. Animals should be left to live in their natural habitats. (nature)
b. We must not injure animals. (injury)
1. Some of the.....have been sentenced to many years in prison. (poach)
2. Why do some animals look.....? (distress)

B) Arrange the following words to form meaningful sentences.
Example:
been have The arrested poachers.

= The poachers have been arrested.
3. should Animals not frightened be.
4. held are animals Why captive some?

C) Give the plural forms of the following words.

Example:
Sanctuary = Sanctuaries
5. Responsibility .....
6. Hindrance .....

Lesson 2: The use of '*Much as.....*'

Learning Outcomes
By the end of the lesson, you should be able to:
a) learn the use of '*Much as.....*'.
b) use '*Much as.....*' in sentences.

You will need:
An exercise book/sheets of paper/a note book, a pen/pencil, a dictionary.

Introduction
Much as ..... is used to talk about contrasts. A contrast is used to talk about an obvious difference between two things.
Examples
1. It was very hot, the cows refused to drink water.
   Much as it was very hot, the cows refused to drink water.
2. Although a cow is animal, it needs medical care.

Just like '*although*', '*Much as.....*' is used the same way.

Examples:
1. Although a cow is an animal, it needs protection
   Much as a cow is an animal, it needs protection.
2. Although the weather is bad, the cows are grazing on the hills.
   Much as the weather is bad, the cows are grazing on the hills..

Activity
Rewrite the following sentences beginning: *Much as....*
Example:
Although the cows had destroyed the neighbour's crops, they were not supposed to be tortured. = Much as the cows had destroyed the neighbour's crops, they were not supposed to be tortured.
1. Although Mr. Limo takes good care of his children, he does not mind about the welfare of his animals.
2. The farmer is rich. He does not have a car.
3. He tortures his animals although he is a kind man.
4. The veterinary surgeon came but she did not treat the animals.
5. I went to the dairy farm very early but I did not find any milk.
6. Although animals in game parks bring us a lot of money, bad people still kill them.
7. The lion was injured but it was not given medication.

8. Although dogs are useful, some people do not take good care of them.

Lesson 3: The use of '*.....need not have.....*'

Learning Outcomes
By the end of the lesson, you should be able to:
a) learn the use of '*.....need not have.....*'.
b) use '*.....need not have.....*' in sentences.

You will need:
an exercise book, pen

Introduction
There are a number of things that people do to animals. Some hurt the animals. Can you name some of the things we do to animals that end up hurting them? You should avoid them.

In order to form sentences that show what should not be done to animals because it hurts them, you can use '*.....need not have.....*'. '*.....**need not have.....***' is used to say that somebody did something but it was not necessary. Its short form is '***needn't have*'.**

Examples:
a) You need not have captured a wild pig. (= It was not necessary for you to capture a wild pig).
b) The farmer need not have tethered his goats by the roadside. (= It was not necessary for the farmer to tether his goats by the roadside).

Activity

Rewrite the following sentences using: ..... *need not have.....*
Example:
It was not necessary for you to frighten the animals. = You need not have frightened the animals.
1. Ofumbi tortured the animals. It was not necessary.
2. It was not necessary for them to transport many animals in a small truck.
3. It was unnecessary for the villagers to kill the elephant.
4. It was not necessary for the farmer to distress his animals.
5. Byaruhanga injured his bull. It wasn't necessary.
6. It was not necessary for the farmer to sell the calves.
7. It was not necessary for the businessman to sell the goats expensively.
8. It wasn't necessary for the ploughman to whip the oxen.

Lesson 4: The use of '*whereas……*'

Learning Outcomes
By the end of the lesson, you should be able to:
a) learn the use of '*Whereas……*'.
b) use '*Whereas……*' in sentences.

You will need:
an exercise book, pen, some objects

Introduction
Many times, you compare people, things and situations. Look at any two of your family members. Are they of the same height? Are both of them light-skinned or dark-skinned? Are both of them strong? You will agree with me that they are not the same. Since they are not the same, you can form some sentences using '*although*' to show how different they are. You can also use '***while'.***

Examples:
Whereas Mr. Brown is tall, Mrs. Brown is short.
Whereas the farmer had a big land, he had very few animals.

Activity
A. Rewrite the following sentences beginning: *Whereas……*
Example:
Kevin is tall. Pius is short. = Whereas Kevin is tall, Pius is short.
1. A game park is big. A game reserve is small.
2. The elephant was killed. The leopard was captured.
3. Dad visited the zoo. **Mummy** visited the game park.
4. A giraffe has a long neck. A lion has a short neck.
5. A cow is expensive. A goat is cheap.
6. Timothy loves teaching. David loves raring animals.
7. The cows are distressed. The sheep are insecure.
8. While Mr. Mawagali is a great farmer, his brother is a great tailor.

B. Rewrite the above sentences using: *….whereas……*
Example:
A square has four sides but a triangle has three sides. = A square has four sides, whereas a triangle has three sides.

Lesson 5: Abbreviations and Acronyms

Learning Outcomes

By the end of the lesson, you should be able to:

a) identify abbreviations and acronyms related to animal welfare.
b) write the full forms of abbreviations and acronyms related to animal welfare.

You will need:

an exercise book, a pen

Introduction

There are a number of organisations that take care of animals in Uganda in particular and the world in general. These organisations, just like your school and other institutes of learning, may have short forms known as abbreviations or acronyms. Can you form an abbreviation or an acronym for your school? See the table below:

Institution	**Abbreviation/Acronym**
Kampala Junior Academy	KJA
Amurwo Primary School	APS
Molo Primary School	MPS
St. Mary's College Lugazi	SMACOL
Tororo Girls School	TGS
Makerere University Kampala	MUK
Uganda Martyrs University	UMU

Abbreviation/Acronym	Name of Organisation
WSPA	World Society for the Protection of Animals
USPA	Uganda Society for the Protection of Animals
UWEC	Uganda Wildlife Education Centre
UWA	Uganda Wildlife Authority
WCU	Wildlife Clubs of Uganda
ABS	Animal Behaviour Society
ADI	Animal Defenders International
AVAR	Association of Veterinarians for Animal Rights
ASAB	Association for the Study of Animal Behaviour
CAPS	Captive Animals Protection Society

Which of those short forms are acronyms? Discuss with your elders.

Lesson 6: Comprehension (Dialogue)

Learning Outcomes
By the end of the lesson, you should be able to:
a. read the dialogue.
b. answer questions about the dialogue.

You will need:
an exercise book, a pen

Introduction
There are people who illegally kill animals that are in game parks or game reserves. This is bad because it can affect our economy. The wild animals help in attracting tourists. When tourists come to our country, we benefit in a number of ways. Your teachers of Social Studies have taught you about tourism so you may know this much better than I do. Below is a dialogue between Obene and Napito. Follow the given steps to go through it.

Activity
Read the dialogue below at least twice.
Obene: Where have you been, Napito**?**
Napito: I've been at the game reserve.
Obene: **Why did you go there?**
Napito: I'd gone to see a poacher who had been arrested.
Obene: What! Do we still have poachers in our country?
Napito: Yes, we do. They don't know why we ought to protect our wild game.
Obene: Sure! But why do they kill the innocent animals?
Napito: The poacher confessed that it was the only way he earned money. He said that he sold meat, skins, hoofs and horns of the animals.
Obene: Whereas he earns money to benefit himself, he doesn't know that the government may one day lose foreign exchange because of his actions. So what has he been done to the poacher?
Napito: He has been taken to police. He now has a case with **the** Uganda Wildlife Authority.
Obene: Good for him! It's going to be a lesson to other poachers. Bye, Napito.
Napito: Goodbye.

Activity
Answer the following questions in full sentences:
a) Where has Napito been?
b) Why did Napito go to the game reserve?
c) What don't poachers know?
d) How did the poacher earn money?
e) What may the government end up losing because of the actions of the poacher?
f) Where has the poacher been taken?
g) To whom will the poacher be answerable?
h) Do you think other poachers will learn a lesson from this poacher's arrest?

TOPIC 6: ENVIRONMENTAL PROTECTION

Sub-topic 6 A: Importance of Environmental Protection

Lesson 1: Vocabulary (Importance of Environmental Protection)

Learning Outcomes
By the end of the lesson, you should be able to:
a) read and spell the given words.
b) complete the given sentences with suitable words.

You will need:
an exercise book, pen, a dictionary

Introduction
Before you read the given words, I want you to look around you. What can you see? All that you can see is part of the environment. When you take a walk within your home or away from home, there are areas that make you feel bad. Sometimes you spit or even block your nostrils with your fingers. Sometimes you get annoyed because someone is smoking a cigarette somewhere near you. You do so because the environment is bad. It must be protected. There is need for environmental protection.

Activity
Read and spell these words

Pollution	garbage	refuse	erosion	drought
Floods	storms	source	raw materials	habitat

Activity
A. Choose a word from the table to complete the sentences below.
Examples:
a) Farmers mulch their gardens to control soil erosion.
b) Our **environment** is a source of raw materials.
1. Smoking leads to air.....
2. Most of our crops were destroyed by.....during the rainy season.
3. Our crops dried out because of the.....that lasted many months.
4. Our teachers told us to use a dustbin to collect all the.....in the compound.

B. Arrange the following words to form correct sentences.
Example:
Materials of raw affected has supply the Covi-19. = Covid-19 has affected the supply of raw materials.
5. Animals The should government natural protect of habitats.
6. huts destroyed **were** our storm the by?

Lesson 2: The Use of '*we must....to....*'

Learning Outcomes
By the end of the lesson, you should be able to:
a) understand the use of '*We must....to....*' in sentences.
b) use '*We must....to....*' in sentences.
c) rewrite the given sentences using '*We must....to....*'.

You will need:
an exercise book, a pen

Introduction
Do you remember the words which you learnt in the last two lessons? Mention some of those words. It is good of you if you can remember some of them without opening your exercise book. In this lesson, you will learn that there are certain things that you should do if you are to live a better life. To say those things, you can use '*We must...to...*' in your sentences.

Examples:

1. We should plant more trees if we want to have a good environment
   We must plant more trees to have a good environment.
2. We need to conserve the environment if we want to prevent drought.
   We must conserve the environment to prevent drought.

Activity

Rewrite the following sentences beginning: *We must.....to.....*
Example:
To control soil, we have to plant grass. = We must plant grass to control soil erosion.
1. To continue learning, we should use radios.
2. We ought to use dustbins to avoid littering the compound.
3. To conserve the environment, we have to plant trees.
4. We should build terraces to control soil erosion on hilly areas.
5. To benefit from tourism, we should protect wildlife habitats.
6. To control soil erosion, we have to mulch our gardens.
7. We ought to compose songs to teach about Covid-19.
8. We have to work hard to pass our final examinations.

Lesson 3: The Use of '*....so....*'

Learning Outcomes
By the end of the lesson, you should be able to:
a. understand the use of '*...so...*'.
b. use '*...so...*' in sentences.
c. rewrite the given sentences using '*...so...*'.

You will need:
an exercise book, a pen

Introduction
There are words that you always use when you want to show a result of something, for example 'therefore'. For example, you can say: *The compound was bushy therefore it kept snakes*. One other word that we can use to show a result of something is '*...so...*'

Examples
a) Richard opened the window. It was very hot. = It was very hot so Richard opened the window.
b) We did not have clean water. Our well was polluted. = Our well was polluted so we did not have clean water.

Activity
Rewrite the following sentences using: '*...so...*'
Example:
The classroom was dirty. We cleaned it. = The classroom was dirty so we cleaned it.
1. I have a test soon. I must work very hard.
2. She woke up early. She wanted to catch the first bus.
3. We **want** to avoid Covid-19. We wash our hands with soap regularly.
4. Droughts lead to poor crop yields. We must plant trees.
5. The villagers cut down trees. They are no longer receiving reliable rainfall.
6. We shall buy tree seedlings. The rainy season has begun.
7. Dad bought dry cells. We listened to the radio programme.
8. Diseases are not easily spread. We kept our environment clean.

Lesson 4: Reading

Learning Outcomes
By the end of the lesson, you should be able to:
a) read the given passage.
b) answer the questions related to the passage.

You will need:
an exercise book/sheets of paper/a note book, a pen/a pencil, a dictionary

Introduction
Since you returned home due to the COVID-19 pandemic, I know you have helped your parents in many ways. For example, you have looked after cattle, you have done domestic chores and you have taken part in digging. In this story, you are going to read about what a Primary Seven girl has been doing ever since she returned home.

Activity

Now read the passage:



My name is Nyanduru Kevin. My dad is a police officer and my mom is a teacher. I am a Primary Seven pupil in one of the schools in Kampala. Before the Coronavirus pandemic, I was enjoying my studies very much since I knew it was my last year in a primary school. I was looking forward to joining a secondary school soon.

When schools closed on 20th March 2020, we had a brief meeting at home. Dad chaired it. It was all about what we would be doing during the one-month break as the government had announced.

"What are you people going to do during this time?" Dad asked us.

"Mom is going to teach us from home," Angela, my sister, said.

"Yes, Mom will teach us," Andrew, our six-year-old brother, agreed. "And she will allow us to watch TV after teaching us."

Dad asked me what my suggestion was. I suggested that going to the village would be a better choice. Mom supported me and in the end, we won! We travelled to the village two days later.

At home, we **were** provided a washing facility and soap so we can wash our hands regularly to avoid Covid-19 infections. While in the village, **we were** helping our grandparents in their gardens and also to look after cattle, sheep and goats. We **also** learnt a lot from the village: how to control soil erosion, how to spread manure over the soil and how to make baskets. When it started raining heavily, we decided to plant some trees so as to protect the environment. **It was really great staying in the village for such a long time.**

Step 2:

Now answer the questions that follow in full sentences.

a) Who is the writer of the story?
b) Where is the writer's school found?
c) Why was the writer enjoying school before the Coronavirus pandemic?
d) Who had announced the one-month break?
e) How old is Andrew?
f) What did the writer suggest?
g) Why did the family **provide a** washing facility and soap?
h) Mention one thing the **family learnt from** the village.

Lesson 5: The use of '*Since/....since....*'

Learning Outcomes

By the end of the lesson, you should be able to:

a) understand the use of '*Since...../.....since*' in sentences.
b) use 'Since.../.... *since....*' in sentences.
c) rewrite the given sentences beginning '*Since....*' and using '*.....since....*'.

You will need:

an exercise book, a pen

Introduction

Have you ever used or heard of the word '*since*' in sentences? I am sure you have. I know you have learnt about the use of '*for*' and since being used as adverbs. For example:

a) I have not met John *for* two years now.
b) I have not met John *since* 2018.

In this lesson, however, we are going to look at another use of '*since*'. Have you ever used the word '*because*'? Why do you think we use '*because*' in sentences? I know in your mind you have an idea like '*To give a reason for something*'. That's wonderful! Just like '*because*', '*since*' is also used in the same way.

Examples:

1. We wear masks because we want to avoid coronavirus infections.
   = Since we want to avoid coronavirus infections, we wear masks.
   = We wear masks since we want to avoid coronavirus infections.
2. We shall have no rain because the forests have been destroyed.
   = Since the forests have been destroyed, we shall have no rain.
   = We shall have no rain since the forests have been destroyed.

Activity

1. Rewrite these sentences beginning: *Since.....*

Example:

Apio planted grass. She wanted to control soil erosion. = Since Apio wanted to control soil erosion, she planted grass.

a) We planted trees. We want to protect our environment.
b) Aine turned on the radio. It was already time for the English lesson.
c) The farmer wanted to control soil erosion. He mulched his garden.

d) The chairman of our village invited *a* doctor. He wanted her to teach us about COVID-19.
e) I want to be free from coronavirus. I sanitise my hands regularly.

2. Rewrite these sentences using: *....since....*
Example:
Apio planted grass. She wanted to control soil erosion. = Apio planted grass since she wanted to control soil erosion,
a) I went to see *a* doctor. I was not feeling well.
b) I want to avoid coronavirus infections. I wash my hands with soap regularly.
c) The farmer got poor yields because there was soil erosion.
d) There may be famine in East Africa because locusts have destroyed most people's crops.
e) We wanted to control soil erosion. We built terraces.

Lesson 6: Abstract Nouns

Learning Outcomes
By the end of the lesson, you should be able to:
a) understand what an abstract noun is.
b) give examples of abstract nouns.
c) use the correct forms of words given in brackets to complete the sentences.

You will need:
An exercise book, pen
Any item that you can see and hold in your hand

Introduction
Do you remember what *a* noun is? A noun is *a* naming word. Look around you and mention names of every person or everything you can see. Try to touch the people and things you have mentioned. Since you can see and touch them, they are concrete nouns.
Now mention any day of the week. Can you see the day you have mentioned? What colour is it? What is its shape? Well, *a* word like Monday is *a* noun but an abstract noun. There is the word love. You have *love* for your parents, right? Close your eyes now for ten seconds and hold that *love* which you have for your parents. Is it really in your hand? Open your eyes and look at it (the *love*). Is it really there? What colour is it? Does it smell nice? *Love* is also an abstract noun. Other abstract nouns include: *beauty*, *time*, *truth*, *enjoyment*, *freedom* and *celebration*.

Activity

Use the correct form of the words given in brackets to complete the sentences.
Example:
Howard answered the chairperson's questions with confidence. (confident)
1. We all need to stand firm against all forms of..... (pollute)
2. I have the.....to read and write. (able)
3. All my brothers broke into.....after Grandfather's story. (laugh)
4. Poor handwriting always leads to.....of marks. (lose)
5. Everybody talks about the.....of our village. (beautiful)
6. The villagers like Mr. Ogweno because of his..... (wise)

7. We are at school to acquire.....and skills. (know)
8. He was filled with.....when his wife died. (grieve)

Lesson 7: Comprehension (Poem)

Learning Outcomes

By the end of the lesson, you should be able to:

a) read the given poem.
b) answer the given questions about the poem.

You will need:

an exercise book/sheets of paper/a note book, a pen/a pencil, a dictionary

Introduction

You are going to read the poem about environment. Look at the following words keenly. Oxygen, rainfall, pollution, pollutants, wetlands, safeguard.

Activity

Read and recite the poem below correctly, at least two times.

It is good to plant trees,
Trees attract rainfall,
Trees give us oxygen.
Important trees!

It is good to plant grass,
Grass reduces pollution,
Grass reduces soil erosion.
Important grass!

It is good to conserve our wetlands,
Wetlands reduce flooding,
Wetlands absorb pollutants.
Important wetlands!

Our environment is precious,
My advice is: safeguard it
While you enjoy yourself on this earth
In which God has put you.
John Paul

Activity

Answer the questions below in full sentences.

a) What do trees attract?
b) What do trees give us according to the poem?
c) In which way does grass reduce soil erosion?
d) According to the poem, mention one way in which wetlands are important.
e) What does the writer advise you to do?
f) Who has put us on this earth?
g) By whom was the poem written?

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

h) reduces
i) precious
j) Suggest a suitable title to the poem.

Sub-Topic 6B: Ways of Protecting the Environment

Lesson 1: Vocabulary (Ways of Protecting the Environment)

Learning Outcomes

By the end of the lesson, you should be able to:

a) read the given words.
b) complete the given sentences with suitable words given.

You will need:

an exercise book, pen, a dictionary

Introduction

Environment is man and his surroundings. Environment has trees, grass, swamps, forests and many others. All these things are very important. Man gets herbal medicine from the trees and grass. Forests provide rain, people cultivate in swamps. A good environment can also be used for recreation purposes

Activity

Read and spell the words given in the table below.

terraces	crop rotation	mulching	dumping	pollute	dustbin
erode	reserve	degrade	wastebasket	dispose	incinerator

Activity

A. Use the above words to complete the following sentences:

Examples:

a. Poor farming methods will **degrade** the soil.
b. Wind and rain **erode** away the fertile soil.

1. We normally protect the soil through mulching and.....
2. Most wastes are burnt in an.....
3. **Please,** use a.....to dump paper that is not wanted.
4. .....helps in stopping weeds from growing.
5. We must not.....rivers with wastes from factories.

B. Arrange the following words to form correct sentences.

Example:

of properly wastes dispose should People. = People should dispose of wastes properly.

6. **Help soil to control Terraces erosion in hilly areas.**
7. reserve Is forest a there in village your?
8. big that What wastebasket is a!

Lesson 2: The use of (*If 1*) and (*If 3*)

Learning Outcomes

By the end of the lesson, you should be able to:

a) learn the use of (*If 1*)

b) construct (*If 1*) sentences.
c) learn the use of (*If 3*).
d) construct (*If 3*) sentence.

You will need:
an exercise book, a pen

Introduction
In Primary Five, under the topic *Vehicle Repair and Maintenance*, your teacher helped you to form sentences like:
a) If my car gets a flat tyre, I shall call the mechanic.
b) Jane will ride to school on Monday if she repairs her bicycle,

The two sentences given above are in (*If 1*). In this lesson therefore, you will form similar sentences like:
a) If we don't build terraces, the soil will erode.
b) We shall be infected with Covid-19 if we don't wash our hands with soap regularly.

Now I want you to ask yourself: *What important thing would I have done if schools did not close due to Covid-19?*
You would have registered for PLE or participated in Games and Sports, for example. If it is to do with PLE registration, you are sure you would have registered. No one would have blocked you from doing so. UNEB was ready to receive your registration form. However, it just did not happen, yet it was possible. So you will form a sentence like: ***If schools had not closed due to Covid-19, I would have registered for PLE*. A sentence of this kind is in (*If 3*).**

More examples:
i) If we had not cut down all the trees, we would have had more rain.
ii) Most of us would have got infected with Covid-19 if we had not followed the Ministry of Health guidelines.

Activity
a) Construct five sentences in (*If 1*).
b) Construct five sentences in (*If 3*)

Lesson 3: Comprehension (Poem)

Learning Outcomes
By the end of the lesson, you should be able to:
a) read the given poem.
b) answer the given questions about the poem.

You will need:
an exercise book, pen

Introduction
Before you read the poem below, take a few seconds to think about some of the problems affecting wildlife in Uganda. Have you thought about the following: *diseases*, *natural calamities*, *poaching*, etc.?

Activity
Read or recite the poem below at least two times:

Birds in the air are happy
Since air pollution is nearly gone
During this time when
A small number of vehicles move
And a few factories have remained open.
All the animals in game parks and reserves
Are joyfully singing and dancing,
Since the war against them is no more.
It's time for them to live in peace,
And forget about the merciless poacher.

But little do they know
That the poacher is fighting an enemy
Who can't be killed with a gun or bomb,
But with water, sanitizer, and soap,
And the face protected with a mask.

Activity
Answer the following questions in full sentences:

a) What are happy in the poem?
b) What is nearly gone?
c) How are the animals in game parks and reserves singing and dancing?
d) Why are the animals in game parks and reserves singing and dancing?
e) What should the animals in game parks and reserves forget about?
f) Who is the poacher fighting?
g) How useful is a mask to the poacher?

Lesson 4: The Use of '*...as well as...*'

Learning Outcomes
By the end of the lesson, you should be able to:learn the use of '*....as well as....*' in sentences:

a) use '*....as well as....*' in sentences.
b) rewrite the given sentences using: '*....as well as....*'.

You will need:
an exercise book, ***a* pen, *a*** dictionary, Bible, Qur'an, an atlas, plate, cup

Introduction
Identify two items from the above list that are similar in use and put them together. Imagine you have been asked to form a sentence with the two items in it, which words will you use to join the two items? (***Think about them for about ten seconds before you continue reading.***)
Well, I expect words like '*both.... and...*', '*either...or...*', and '*neither...nor...*'. You can for example say:
Both *the Bible* **and** *the Qur'an are important books.*

Instead of using '*Both.... and....*', you can use '*....as well as....*'.

Examples:
a. Both the Bible and the Qur'an are important books.

   = The Bible, as well as the Qur'an, is an important book.
b. Dictionaries are expensive. An atlas is expensive.

   = Dictionaries, as well as an atlas, are expensive.

Activity

Now do the exercise below:

Rewrite the following sentences using: *.....as well as.....*
Example:
Ben has gone to the library. Jeremy has gone to the library. = Ben, as well as Jeremy, has gone to the library.
1. AIDS is a deadly disease. Coronavirus is a deadly disease.
2. A radio is useful. A television is useful.
3. Poems educate people. Songs educate people.
4. Bush burning causes environmental degradation. Overgrazing causes environmental degradation.
5. Both a dustbin and a wastebasket are important.
6. The farmer has attended the ceremony. The teachers have attended the ceremony.
7. Mulching controls soil erosion. Terraces control soil erosion.
8. Pollution is bad. Soil erosion is bad.

Lesson 5: Comprehension (Notice)

Learning Outcomes
By the end of the lesson, you should be able to:
a) read the notice.
b) answer questions about the notice.

You will need:
an exercise book, **a** pen

Introduction
A notice is a piece of information or a warning about what is going to happen in future. There is always a reason given why something is going to happen. It also shows who has written it.

Activity
Now read the information below at least twice. It was put on the notice board of Merikit Sub-County Headquarters on 04/05/2020.

TREE PLANTING
ALL CHILDREN ARE INFORMED THAT THE ABOVE ACTIVITY WILL TAKE PLACE ON 19/05/2020 (9.00AM - 12.00 NOON). YOU ARE ASKED TO COME WITH AT LEAST TWO TREE SEEDLINGS IN THE MORNING OF THAT DAY. THE SEEDLINGS WILL BE PLANTED ALONG MAJOR ROADS IN OUR TOWN COUNCIL. L.C I CHAIRPERSONS ARE ASKED TO ORGANISE THIS EVENT.
PLANT A TREE TO REMEMBER COVID-19!
TOWN COUNCIL CHAIRPERSON
01/05/2020

Step 2:
Now answer the questions below in full sentences.

Where was the above information put?

Activity
Answer the questions below in full sentences.
a. Where was the above information put?
b. When was the above information put?
c. What is the information about?
d. For whom is the information intended?
e. On which day will the activity take place?
f. At what time will the activity begin?
g. How long will the activity last?
h. How many seedlings is each pupil of the class expected to go with?
i. Who wrote the information?
j. When was the information written?

Lesson 6: Dialogue
Learning Outcomes
By the end of the lesson, you should be able to:
a) read and act the dialogue below.
b) answer questions about the dialogue.

You will need:
an exercise book, ***a*** pen

Introduction
The dialogue below is between Mugisha and Kirunda. They were discussing the different ways of protecting the environment. Read and act the dialogue.

Mugisha: Good afternoon, Kirunda.
Kirunda: Good afternoon, Mugisha.
Mugisha: Where have you been doing with a hoe this afternoon?
Kirunda: I've been transplanting some tree seedlings.
Mugisha: Where did you get them?
Kirunda: My mother bought them for me on her way from town yesterday.
Mugisha: What are you planting them for? Are they for firewood?
Kirunda: Oh, Mugisha! Trees have so many uses. But I'm planting them mainly for one reason.
Mugisha: What reason?
Kirunda: To protect the environment. People are felling trees every day but they're not planting
any. This is bad. Maybe it's the reason why we're not receiving reliable rainfall.
Mugisha: I get your point. I think I should also do the same soon. We must surely protect the environment in order to have rain.

Activity
Answer the following questions in full sentences.
a. What had Kirunda been doing with a hoe?
b. Who bought the tree seedlings?
c. Why is Kirunda planting trees?
d. What are people doing every day?
e. Why must we protect the environment?

Lesson 7: Composition (Jumbled Story)

Learning Outcomes
By the end of the lesson, you should be able to:
a) read the jumbled story.
b) rewrite the sentences to form a good story.

You will need:
an exercise book, a pen

Introduction

Points to Consider When Arranging the Sentences
- read the sentences more than once to know what they are all about
- try to identify the connectives (these are the words or ideas which link you from one sentence to another)
- identify the sentences which form the introduction
- identify the sentences which form the body
- identify the sentences which form the conclusion
- when writing the arranged order, ensure correct spelling and punctuation.

Activity
Read the jumbled story below at least two times.
a. First, they are a source of food.
b. For example, we gather under the cool shades with family and friends.
c. Last but not least, trees are an important part of every community.

d. Trees are of great importance.
e. Secondly, they provide oxygen.
f. They do so by reducing the effects of the sun, rain and wind.
g. They provide food to human beings and other animals.
h. They take in carbon dioxide and produce the oxygen we breathe.
i. Third, trees control climate.
j. We ought to plant and preserve them.

Activity
Draw a table or just use letters/figures to re-arrange the sentences.

Activity
Rewrite the sentences following how you have re-arranged them.

TOPIC 7: CEREMONIES

Sub-topic 7A: Marriage

Lesson 1: Vocabulary (Marriage)

Learning Outcomes
By the end of the lesson, you should be able to:
a) read the given words.
b) complete the given sentences with suitable words given.

You will need:
An exercise book**, *a*** pen, *a* dictionary, pictures of your parents, sisters, brothers, aunts, uncles, etc. on their wedding.

Introduction
You have attended many ceremonies in your life. Mention some of the ceremonies you have ever attended. Have you ever attended *a* burial ceremony? Have you ever attended *a* circumcision ceremony? Have you ever attended *a* marriage ceremony? In this lesson, you are going to learn about one of these ceremonies and that is ***Marriage*.**



Activity
Identify the people in the picture above.

Activity
Now read and spell the words below.

marriage	religious marriage	c u l t u r a l marriage	state marriage	baptism
confirmation	introduction	Wedding	engagement	function

Activity
Now **write** the exercises below following the given instructions:
1. Use some of the words given in the table to complete the sentences below.

Example:
A **state marriage** is the type of marriage performed by a government official.
a. The bride and the bridegroom cut a cake on their.....day.
b. .....always takes place before confirmation.
c. My aunt was given an.....ring by her fiancé.
d. In Uganda, ...is the commonest type of marriage.

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

Example:
a) Grandfather wished his first grandchild a happy marriage. (marry)
b) My mother attends only.....marriages. (religion)
c) How did the.....ceremony end? (introduce)
d) Few people have organised.....this year. (function)

Lesson 2: Vocabulary (Marriage)

Learning Outcomes
By the end of the lesson, you should be able to:
a) read the given words.
b) complete the given sentences with suitable words given.

You will need:
an exercise book/sheets of paper/a note book, a pen/pencil, a dictionary, pictures of your parents, sisters, brothers, aunts, uncles, etc on their wedding

Introduction
Remind yourself of the words you learnt in the previous lesson. In this lesson, you will learn more words you can use when you are talking about ***Marriage.***

Activity

Read and spell these words.

couple	spouse	bride	bridegroom	maid
best man	fiancé	ring	bouquet	certificate

Activity

1. Give the plural form of the following words:
Example:
spouse = spouses
a. bouquet
b. bridegroom
c. maid
2. Rewrite the following sentences giving the opposite of the underlined words.
Example:
Is that your cousin's fiancé?
Is that your cousin's fiancée?

a. That bridegroom is my father's great friend.
b. The best man was smartly dressed.

3. Use each of these words in a sentence to show that you know the difference in their meaning.
   a. ring .....
   b. wring .....
4. What is the short form of 'certificate'?

Lesson 3: Vocabulary (Marriage)

Learning Outcomes
By the end of the lesson, you should be able to:
a) read the given words.
b) complete the given sentences with suitable words given.

You will need:
An exercise book, ***a* pen, *a*** dictionary
Pictures of your parents, sisters, brothers, aunts, uncles, etc on their wedding

Introduction
Remind yourself of the words you learnt in the previous lesson. Use those words to form sentences. In this lesson, you are again going to look at more words that you can use when you are talking about ***Marriage*.**

Activity
Read and spell these words.

Salon	Bridal	Bridal Gown	Marry	Refreshments
Reception	Bride Price	Dowry	Matron	Ceremony

Activity
1. Use some of the words given in the table to complete the sentences below.
Example:
The bride wore a very beautiful bridal gown.
a. After the church, they held a.....in the new hotel.
b. The bride treated her hair from the most expensive.....in the village.
c. Bride price and.....are the payments made at the time of marriage in many cultures.
2. Use the words given in brackets to complete the sentence.
Example:
a. Has your uncle already **married?** (marry)
b. .....were available at the reception. (refresh)
c. The.....have been busy since morning. (matron)
d. How many.....did you attend since schools closed? (ceremony)
3. Give the plural forms of the following words.
Example:
Salon = Salons
a. Dowry .....
b. Bridal gown .....

Lesson 4: The use of '*Neither…nor…*'

Learning Outcomes
By the end of the lesson, you should be able to:
a) to learn the use of '*Neither….nor….*'.
b) use '*Neither….nor…..*' in sentences.
c) rewrite the given sentences using '*Neither….nor…..*'.

You will need:
an exercise books, a pen
two objects of the same kind but of different colours or sizes

Introduction
When you are presented with two mangoes that are sweet, for example a ripe one and an unripe one, you are free to use '*Both…*', '*Either…or*', '*Neither…nor*', and '*…as well as…*' to talk about the mangoes, depending on what you want to mean. If you like the two mangoes, you can say: *Both the ripe and the unripe mangoes are sweet* and *I like the ripe mango as well as the unripe one*. You can also say: *I like either the ripe or the unripe mango.* If you do not like the two of them, you can simply say: *I like neither the ripe nor the unripe mango.*

In this lesson, you will learn how to use '*Neither….nor….*' '*Neither…nor…*' is used when referring to two people or things. You use it to mean not one of the two people or things. Assuming you attended a scientific wedding recently. In that wedding, you did not like the bride and neither did you like the bridegroom because they were not smart. You would form a simple sentence like: **Neither** *the bride* **nor** *the bridegroom was smart*.

More examples:
1. My aunt did not attend the wedding. My uncle did not attend the wedding. = Neither my aunt nor my uncle attended the wedding.
2. Mr. Okongo has not received a wedding card. Mrs. Okongo has not received a wedding card. = Neither Mr. Okongo nor Mrs. Okongo has received a wedding card.

Activity
Rewrite the following sentences beginning: *Neither….nor…*
Example:
The bride has not arrived. The bridegroom has not arrived. = Neither the bride nor the bridegroom has arrived.
1. Opio did not attend the party. Odongo did not attend the party.
2. A dictionary is not cheap. A Bible is not cheap.
3. The mango was not ripe. The orange was not ripe.
4. The teachers have not arrived. The parents have not arrived.
5. Religious marriage is not expensive. Cultural marriage is not expensive.
6. The best man has not been smart and neither has the bridesmaid.
7. My father will not attend the wedding and neither will my mother.
8. The girl did not buy a bouquet. The boy did not buy a bouquet.

Lesson 5: The Use of '*Both....and....*'

Learning Outcomes
By the end of the lesson, you should be able to:to learn the use of '*Both....and....*'
a) use '*Both ...and.....*' in sentences.
b) rewrite the given sentences using '*Both....and.....*'.

You will need:
an exercise book, pen
objects like a knife, a spoon, a hoe, a rake, a plate, a cup, etc.

Introduction

Put any of the two objects you have got together, for example ***a*** knife and ***a*** spoon and answer the following questions: *What are they made up of? What colour are they? Are they long or short? Are they useful to you? Are they cheap or expensive? Are they old or new?*

Activity
Now look at how '*Both.....and....*' is used in sentences:
- If the knife and the spoon are metallic, you can say: *Both the knife and the spoon are made up of metal*.
- If the cup and the plate are red, you are to say: *Both the cup and the plate are red*.

You can now answer the rest of the questions on your own.

Activity
Rewrite the following sentences beginning: *Both.....and.....*
Example:
The bride was smart. The groom was smart. = Both the bride and the groom were smart.
1. The president attended the wedding. The Speaker attended the wedding.
2. The bride has been to the salon. The bridesmaid has been to the salon.
3. My father will attend the wedding. My mother will attend the wedding.
4. Bruno was baptised. Brenda was baptised.
5. The baptism is for this Saturday. The confirmation is also for this Saturday.
6. Gawaya enjoys parties. Mugisha enjoys parties.
7. Joan has bought a ring. Joshua has bought a ring.
8. The photographer has come. The driver has come.

Lesson 6: The Use of '*.....prefer.....*'

Learning Outcomes
By the end of the lesson, you should be able to:
a) to learn the use of '*...prefer...*'.
b) use '*...prefer...*' in sentences.
c) rewrite the given sentences using '*...prefer...*'.

You will need:
an exercise book, a pen
objects like a knife, a spoon, a hoe, a rake, a plate, a cup, etc.

Introduction
Once again put any of those two objects together, for example the knife and the spoon. Which one do you like more than the other? Why do you like it more than the other?

If you are to answer the first question, you can say: *I like the knife more than the spoon*. If you use 'prefer', you will form a sentence like: ***I prefer the knife to the spoon***.

More examples:
1. Jane likes attending introduction ceremonies more than weddings. = Jane prefers attending introduction ceremonies to weddings.
2. I like blue masks more than white ones. = I prefer blue masks to white ones.

Activity

Rewrite the following sentences using: *...prefer...*

Example:
I like gospel music more than secular music. = I prefer gospel music to secular music.
1. Ann likes religious marriage more than cultural marriage.
2. Does the bridegroom like soda more than beer?
3. Our teachers like teaching more than anything else.
4. My dad is more interested in reading newspapers than in watching TV.
5. I like local music more than international music.
6. Denis likes riding more than driving.
7. Do children like rice more than posho?
8. Is Faridah more interested in skipping than in swimming?

Lesson 7: Formation of Adjectives

Learning Outcomes
By the end of the lesson, you should be able to:
a) tell how adjectives are formed.
b) use adjectives in sentences.

You will need:
an exercise book, a pen, any object/objects

Introduction
Imagine you are at home alone one morning. Then a visitor comes home to see your parents. You tell her where your parents have gone, and you clearly see she is disappointed. She tells you her name and leaves. In the afternoon your parents return and you tell them about the visitor. They ask for the visitor's name and you tell them but still they are not sure of the real person because they know two people by the same name. So they still ask questions like: Is **she tall**? **Is she fat?** Is she **light-skinned** or **dark-skinned?** Is her voice somehow **deep** like that of a man? Etc. All these underlined words are adjectives. Adjectives are words that describe people or things.

There are adjectives that are formed from other words by adding **-y, -ish, -ous, -able, -less, -ful, or -ive** to nouns or verbs.

Activity
Complete the table below:

Noun/Verb	Adjective
dirt	dirty
enjoy	
attract	
success	
talk	talkative
poison	

Activity
Use the correct form of the word given in brackets to complete the sentence.
Example:
She is a **beautiful** girl. (beauty)
1. I attended a.....marriage yesterday. (culture)
2. Why does that boy behave in a.....way? (child)
3. It is.....to play on a busy road. (danger)
4. The priest has been.....to the people. (help)
5. My father likes using.....phones. (china)
6. Our classroom doors are..... (metal)
7. That.....gown is so nice. (bride)
8. Do you like.....marriage more than other types of marriages? (religion)

Lesson 8: The Use of *the Past Perfect Tense* and *the Future Perfect Tense*

Learning Outcomes
By the end of the lesson, you should be able to:
a) understand about the Past Perfect tense.
b) form sentences in the Past Perfect tense.
c) understand about the Future Perfect tense.
d) form sentences in the Future Perfect tense.

You will need:
an exercise book, a pen

Introduction
The past perfect tense is formed by using …..had + the past participle form of the verb.
Examples

Clean	**had cleaned**	**sing**	**Had sung**
Play	**had played**	**sweep**	**had swept**
wash	**had washed**	**carry**	**had carried**

Examples:
1. she had cleaned the room in the morning.
2. Mother had cooked food at midnight.
3. The bridegroom had gone to change when I arrived.

The Future Perfect tense is used to talk about an action that will happen before another action. You use 'will + have + past participle'. The future Perfect tense is formed using……. will/shall +have+ the participle of the verb

Examples

1. They will have had dinner by the time you reach the reception.
2. By 4 O'clock, the dance will have begun.
3. I will have gone away by+
4. the time you come.

Activity

Complete the following sentences with the correct forms of words given in brackets.

Example:

a. They **had gone** to church by the time the news was read. (go)
b. By the time the wedding takes place, we **shall have bought** new suits. (buy)

1. We.....our supper by the time Dad comes back. (have)
2. Jakech.....the letter by the time he went to the Post Office. (write)
3. We.....many things about Covid-19 by the time schools open. (learn)
4. The cake.....when we arrived. (cut)
5. When Max arrived, the baptism ceremony..... (end)
6. By the time the band began, the guests..... (eat)
7. It.....raining by the time power went off. (start)
8. By the time he weds, his family.....the bride price. (pay)

Lesson 9: Comprehension: Passage

Learning Outcome

a. By the end of the lesson, you should be able to:read the given passage
b. answer questions about the passage

You will need:

an exercise book, pen

Introduction

You are going to read a passage about Uncle Mike's wedding that took place during COVID TIME. Find out the meaning of these words in the passage
Announcement, commenced, reception, infection, increase

Activity

Read the passage at least twice.

Early this year, Uncle Mike informed all his close relatives that he would be wedding his fiancé in April. My brothers and sisters were very excited and so were my cousins. I was excited as well. The nearby church began making announcements about the wedding. By mid-January, wedding meetings had started. As children we all looked forward to nothing but the wedding. Schools commenced. Since most of us were in boarding schools, we sweet talked our parents to collect us from school so that we could attend the wedding. They accepted, although some of us were not sure whether our parents would keep their promises. On my side I gave up with the wedding. I knew my parents would not pick me up to go and attend it. No way.
Fortunately, Covid-19 came around. The government ordered schools to close. How happy I became! Immediately we returned home, I began showing my friends how I would walk and dance on Uncle Mike's wedding day. I wanted to be a star on that day. One evening, as we listened to the President's speech, the President talked about a scientific wedding. He explained that not more than fifteen people were allowed to attend such a wedding. The point is to help reduce the risk of Covid-19 infection! I remember asking, "But Dad does it mean that even the reception isn't allowed to have a big number?"
"Yes, my daughter," Dad answered.
I was disappointed. When I asked him why, he said that having many people at the reception would increase the risk of infection.
"I think Uncle can wed after Coronavirus has ended," I suggested.
"Pauline, your uncle will wed," Dad said. "It doesn't matter whether many people attend the wedding or not."
I walked out of the sitting room to my bed. There would not be any big wedding cake for us. There wouldn't be any dancing. To me there wasn't going to be any wedding.

Step 2:
Now answer questions about the passage.
a) What did Uncle Mike inform all his close relatives?
b) What did the nearby church begin doing?
c) In what kind of school is the writer?
d) Why did the writer give up with the wedding?
e) Why did the writer become happy?
f) Why should few people attend a scientific wedding?
g) Who wrote the story above?
h) Why do you think Pauline walked out of the sitting room?

Lesson 10: Comprehension (Poem)

Learning Outcomes
By the end of the lesson, you should be able to:
a) read the given poem.
b) answer the given questions about the poem.

You will need:
An exercise book, a pen, pictures of weddings

Introduction
You are going to read a poem about a wedding. Find out the meaning of the words Preached, forgiveness, refreshments, groom, religious, excited

Activity
Read and recite the poem below correctly.

The wedding I attended,
The choir sang beautifully
And the religious leaders
Preached about forgiveness

The wedding I attended,
A big cake with several tiers
Was cut amid cheers
And refreshments were also served.

The wedding I attended,
Everyone was excited.
And alongside the bride and the groom,
Everyone danced the night away.

The wedding I attended,
Everyone was full of smiles
You could see the smiles from a mile
And a complaint was not made about it.

Activity
Answer the following questions below in full sentences.
a) What did the writer attend?
b) How did the choir sing?
c) What did the religious leaders preach about?
d) What kind of cake was cut amidst cheers?
e) What did everyone do alongside the bride and the groom?
f) What was everyone full of?
g) How many stanzas are **there** in the poem?
Give another word or group of words **with the same meaning** *as each of the underlined words in the poem.*
h) big
i) groom
j) Suggest ***a*** suitable title to the poem.

Lesson 11: Composition (Picture Composition)

Learning Outcome
By the end of the lesson, you should be able to:
a) study the pictures.
b) write a sentence to describe what is happening in each picture.

You will need:
an exercise book, ***a*** pen

Introduction

The picture composition is about a weeding that took place. Use the words given in the box to write a correct sentence about each picture. Use the present the continuous tense and the present perfect tense.
Example: The bride and the groom are waving to their guests. (Present continuous)
The bride and the groom have cut the cake. (Present perfect tense)

Activity
Study pictures A – F below. The following words will help you:

bride reception wedding cake gifts wave dance dinner children bridesmaid serve best man enjoy bridegroom guests





Activity
Describe what is happening in he pictures above.

Lesson 12: Composition (Letter Writing)

Learning Outcomes
By the end of the lesson, you should be able to:
a. read the given instruction.
b. write a letter.

You will need:
an exercise book, pen

Introduction
Letters are used for communication. We can write letters to friends, relatives and many others. A letter written to a friend is called a friendly letter. A friendly letter has the following parts.
1. **Writer's address which shows the place where the writer lives or works**
2. **Date - which shows when the letter was written**
3. **Salutation - Dear Mummy, Dear Jane,**
4. **Body where we find the major aim of writing the letter**

5. **Conclusion – shows that you are ending the letter**
6. **Closing remarks – your loving friend,**
7. **Names - these must be two names**

Activity
Read the instruction below:

You are a pupil of Paya Boarding Primary School, PO Box 200, Tororo. Your uncle is wedding over the weekend. In the holidays, he chose you to be the pageboy/flower girl during the wedding. Write a letter to your class teacher requesting him to allow you go back home so that you can prepare for the wedding. In your letter, mention when you are to go home and when you are to come back to school. Also suggest how you will catch up with your classmates as far as lessons are concerned. Use your school address.

Step 2:
Write down the parts that make up the type of letter you are supposed to write. After, write a letter, following the instructions given above.

Sub-Topic 7B: Funeral

Lesson 1: Vocabulary (Funeral)

Learning Outcomes

By the end of the lesson, you should be able to:

a) read the given words.
b) complete the given sentences with suitable words given.

You will need:

an exercise book, a pen, dictionary

Introduction

Every living thing goes through a number of changes. Since birth, you have gone through many changes. For example, you have grown and you are still growing. Sometimes you have fallen sick and recovered. One day you will marry and have your own children. Then finally you will have to die. Unlike your dog at home, which, when it dies, it is thrown anywhere and no one bothers to know what happens to its **cactus**, you, when you die, your body is often taken care of until it is laid in its permanent home, the grave. In most cases, there are ceremonies to be carried out before the body is laid to rest. In this lesson, we are going to begin looking at such ceremonies which we shall call *Funeral*. First, we have to learn some words about *Funeral*.

Activity

Read and spell these words:

bury	funeral rites	widow	condolences	orphan
mourner	will	pay respect	widower	coffin

Activity

Use the words given in the table to complete the following sentences.

Example:

According to the **will**, the house was left for the eldest daughter.

1. Many people came to pay their last.....to him when he died.
2. We always give.....to the families that have lost their dear ones.
3. The.....in which the musician was buried was made of gold.
4. When our parish chief died, ...were performed.

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

5. bury .....
6. berry .....

Rewrite the following sentences giving the plural form of the underlined words.

Example:

The coffin will be varnished tomorrow. = The coffins will be varnished tomorrow.

7. The mourner will be dressed in black.
8. Who is taking care of the orphan?

Lesson 2: Vocabulary (Funeral)

Learning Outcomes
By the end of the lesson, you should be able to:
a) read the words given in the table.
b) use the words in sentences.

You will need:
an exercise book, a pen, dictionary

Introduction
In the previous lesson, you read the words given in the table. You also completed the given sentences with suitable words from the table. Read those words again. Which of those words **mean** the same as *casket*? Which of those words **give** you a right to own the property of somebody who has died?

Activity
Now read and spell the words given below.

Mourn	a n c e s t r a l grounds	cremate	heir	shroud
Heiress	grave	bark cloth	state funeral	funeral service

Activity

Use some of the words given in the table to complete the following sentences.
Example:
Bark cloth is used for winding dead bodies in Buganda.
1. In most cultures, people are buried in their .....
2. We all.....when someone dies because of grief.
3. A.....was organised when the former Vice President passed on.
4. In some cultures, people.....dead bodies instead of burying them.

Use each of the given words in a sentence to show that you know the difference in their meaning.
5. heir .....
6. air .....

Give the plural of the following words.
Example:
grave = graves
7. funeral service .....
8. shroud .....

Lesson 3: The use of: *Despite the fact that.....*

Learning Outcomes
By the end of the lesson, you should be able to:understand the use of '*Despite the fact that.....*'

a) use: '*Despite the fact that.....*' in sentences.
b) form sentences beginning with '*Despite the fact that.....*'.

You will need:
an exercise book, a pen

Introduction
The structure 'Despite the fact'.....is used to talk about contrasts. A contrast means an obvious difference between two things. E.g. a tall person but cannot touch a very high point.
Examples: Despite the fact that Moses is very tall, he cannot touch the roof.
Moses cannot touch the roof despite the fact that he is very tall.
Other structures that are used to talk about contrasts are: In spite of...../.... although.....

Activity
Using the words, you have learnt under this Sub-Topic of *Funeral*, form sentences beginning: *Despite the fact that.....*

Examples:
1. Despite the fact that he was rich, he was not buried in a casket.
2. Despite the fact that the widow was rich, mourners still gave her money to take good care of her children.

Activity
Rewrite the following sentences beginning: *Despite the fact that.....*
Example:
Our neighbour was a rich man. He was buried in two shrouds. = Despite the fact that he was a rich man, he was buried in two shrouds.
1. He was a great man in the country but he was not given a state funeral.
2. She was taken to the best hospital in the country but she passed on.
3. Although it was very cold, we slept outside during the vigil.
4. She was made the heiress although she was not the firstborn.
5. Although the army officers arrived last of all, they were allowed to see the body.
6. The condolence message was received but it was not read.
7. The coffin was made of gold but the widow did not like it.
8. Few people attended his burial yet he did not die of Covid-19.

Lesson 4: The use of *Emphatic Pronouns*

Learning Outcomes
By the end of the lesson, you should be able to:
a) understand what an emphatic pronoun is.
b) use emphatic pronouns in sentences.

Materials
an exercise book, a pen, any object you have ever made, any picture you have ever drawn

Introduction
Assuming you have dug a big piece of land and someone asks you: *Who dug that whole piece of land?* You can simply say: *I dug it* or *I myself dug it*. You can see that the second answer gives a special importance to who dug the piece of land. In this lesson, we are going to look at the use of words like *myself* which are known as emphatic pronouns.

Activity
Complete the table below and read the words.

Subject pronoun	Emphatic pronoun
I	myself
	himself
she	
	yourself /yourselves
we	
	themselves

Activity
Use the above emphatic pronouns to form sentences.
Examples:
1. I will lay a wreath on the grave myself.
2. Sarah herself read the condolence message.
3.

Activity
Write five sentences using emphatic pronouns. (Follow examples given above)

Lesson 5: The use of '*often*'

Learning Outcome
By the end of the lesson, you should be able to:
a) understand the use of 'often'.
b) use 'often' in sentences.

You will need:
an exercise book, pen

Introduction
There are words that you use in sentences to show how many times you do something. Such words are: *always*, *frequently* and *often*. In this lesson, you are going to learn

about *often*.
'*Often*' is used to show *how many times you do something*.

Examples:
1. Andrea often attends funerals of relatives and friends.
2. We often bury the dead in caskets.

Activity
Using the words you have learnt under this sub-topic, form five sentences using '*often*'.
Example:
In our culture, we bury the dead in white winding sheets. = In our culture, we often bury the dead in white winding sheets.

Lesson 6: Comprehension (Passage)
Learning Outcomes
By the end of the lesson, you should be able to:
a) read the passage.
b) answer questions about the passage.

You will need:
an exercise book, a pen

Introduction
Have you ever attended a funeral? Who had died? Did you feel scared? Did you keep thinking about the person who had died? In this passage, you will read about a child who attended a funeral for the first time.

Activity
Study the picture below and describe what is happening.

Illustration

Draw a body being lowered into the grave. People are sad. Others are crying.

Activity

Read the passage below, at least two times.

The first time I attended a funeral was last December. My grandfather, Mzee Benekito, had passed on. He passed on from Tororo Hospital. We left Entebbe as early as five in the morning. By midday, we had already reached Tororo Hospital. We found when Goodbye Funeral Service van had arrived to transport Grandfather's body to the village.

Dad drove to a food store in Tororo town. He bought a hundred kilograms of maize flour, fifty kilos of beans and some cooking oil. Then we left for the village. In the village, neighbours and other villagers had come and were helping in organising Grandfather's home. Tents had been erected and everything was in order. We helped in fetching water from the nearby borehole.

When the body arrived at eleven, every activity stopped. There was wailing all over the place. We had a chance to take a look at Grandfather's body. I shook with fear. Aunt Mary held me to her and told me to be a strong girl.

The following day the clan members organised the digging of the grave. Mourners came from many parts of the country. Most of them came with blankets and shrouds. A bull was slaughtered so that mourners could have lunch. At exactly 2 o'clock, the church service began. The Reverend said that Grandfather was a God-fearing person and a strong Christian. He contributed a lot towards the construction of the village church. We all prayed for his soul to rest in peace.

Activity
Now answer the following questions in full sentences:

a) When did the writer attend a funeral?
b) From which hospital did the writer's grandfather pass on?
c) How much maize flour did the writer's father buy?
d) Who were helping in organising Mzee Benekito's home?
e) At what time did the body arrive?
f) Who helped in digging the grave?
g) Why was a bull slaughtered?
h) What shows that the writer's grandfather was a strong Christian?

Lesson 7: Programme

Learning Outcomes
By the end of the lesson, you should be able to:
a) study the given programme.
b) answer questions about the programme.

You will need:
an exercise book, a pen

Introduction
A programme is a series of activities to be done. A programme is important because it helps us to do things in an organised way and to manage time.

Activity
Study the programme below. It was made on 28th February 2020 when Mr. Kala, a teacher in Agoro Primary School died.

Time	Item	Person Responsible
10.30am	Arrival of the priest	Family head
10.30am – 11.45am	Speech	District Education Officer
10.45am – 11.00am	Speech	Clan leader
11.00am – 11. 15am	Speech	Eldest son
11.15am – 2.00pm	Church Service	Priest
2.00pm – 2.15pm	Laying wreaths on the coffin	Goodbye Funeral Service
2.15pm – 2.45pm	Paying last respects	Goodbye Funeral Service
2.45pm – 3.00pm	Laying the body to rest	Goodbye Funeral Service
3.00pm	Departure	All mourners

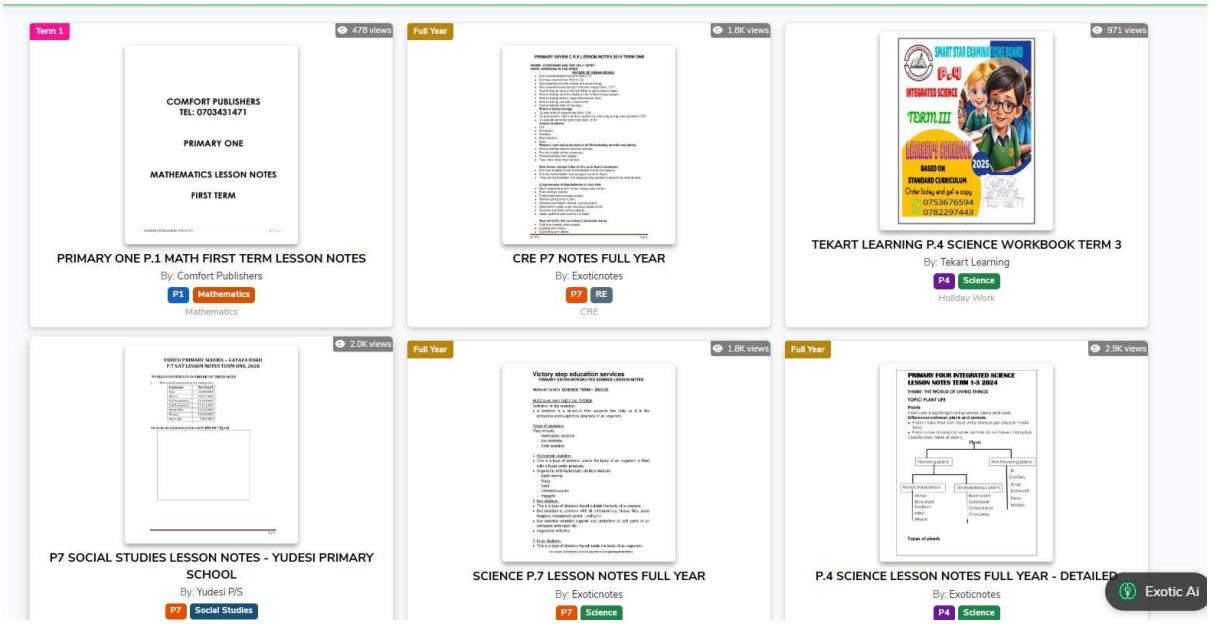
Activity
Answer the following questions in full sentences:
a) When was the programme made?
b) In which school was Mr. Kala a teacher?
c) At what time did the priest arrive?
d) Who was the first person to make a speech?
e) Who was responsible for laying the wreaths on the coffin?
f) When was the body laid to rest?
g) For how long did the eldest son make a speech?
h) At what time did the mourners leave the home of Mr. Kala?



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