WEEK ONE:

ELECTRONIC MEDIA

Radio and Television.

Read, spell and use given words.

a) Vocabulary

telecast	gospel	aerial	studio
programme	pop	straight talk	cassette
live coverage	channel	broadcast	drama
announcements	country music	tune	eject
entertainment	speaker	station	favourite
knob	talk show	forecast	

b) Structures.

Using: " If I had …… , I would ……"

Example:

(having money, buying a radio)

If I had money, I would buy a radio.

Exercise:

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

1. Having a record player, listening to music.
2. Turning to other stations, my radio having a knob.
3. Broadcasting the news, radio station having electricity.
4. Recording my favorite music, having a blank tape.
5. Having money, making radio announcements.
6. Having good speakers, staging a disco
7. Giving a better reception, my radio having a n aerial.
8. Being in the house, switching off the record player.

d) Making meaningful sentences from the given substitutional table.

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

e) Comprehension.

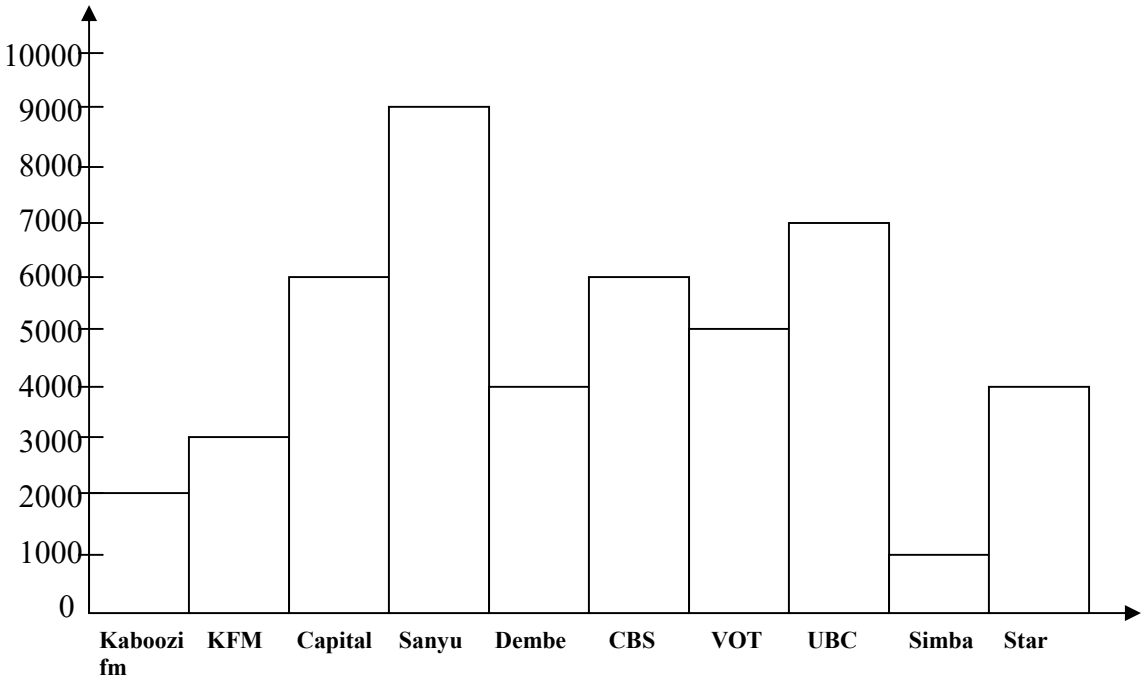
Read the passage and answer questions about it in full sentences.

THE RADIO.

Ref: MK book 7, page 127

1. According to the passage, what is the other name for a radio?
2. Who invented the radio?
3. How is a radio useful to the people?
4. Give two functions of the knob.
5. Why is an aerial important on a radio or a TV set?
6. How has the radio been improved upon over the years?
7. According to the passage, write down the different programmes you can hear on the radio.
8. Give a word or group of words to mean:
   a) bulletin …….
   b) invention …….
9. Suggest another title to this passage.

f) Study the given graph about FM radios that was made by the National Broadcasting Council of Uganda in 2012 and then answer questions about it in full sentences.



1. Which organization carried out this survey?
2. When was the survey carried out?
3. What was the most popular radio?
4. How many radio stations were included?

5. Write CBS in full.
6. Which radio station had the least number of listeners?
7. What is the difference between the radio with the lowest and biggest number of listeners?
8. According to you, which is your favourite radio station and why?
9. Write programme in short.
10. What do we call someone who conducts a programme on a radio?

WEEK TWO.

ELECTRONIC MEDIA.

Other Electronic Media.

a) Read, spell and use given words meaningfully.

eject	advert	press	volume
on	video	compact	critically
off	CD ROM	disc	amazed
guide	CD	internet	fan
extension cable	DVD	connect	

b) Structures:

Using: Despite the fact/ Inspite of the

Example:

They did not switch off the TV. Their father told them to switch it off.

- Despite the fact that their father told them to switch off the TV, they didn't.
- Inspite of the fact that their father told them to switch off the TV, they didn't.

c) Exercise.

Use the following words to begin these sentences.

(a) Despite ……

(b) Inspite …..

1. I bought an expensive aerial but my TV doesn't show clear pictures.
2. Sarah reminded you to buy for her a DVD but you have not bough it.
3. Moses took his radio to the mechanic to repair it but he never repaired it.
4. The children were told by their parents to reduce the volume on the radio cassette but they never paid heed.
5. There were many adverts about the programme but many people did not watch it.
6. Sarah's TV set is very new but it does not work effectively.

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

Tom: Hullo Simon, which is your favourite TV programme?

Simon: Well, I have three TV programmes which I like most. These include, The Sports Round up on NTV at 10:0opm, The Current Affairs programme on UBC at 1:00pm and The World Panorama on WBS.

Tom: For me I am interested in CNN programmes especially that of the News summary, The Documentary, The Documentary on Star TV plus Omuntu Wabantu on WBS and of course the Agataliiko Nfuufu on Bukedde TV.

Sarah: Personally, I like watching Wildlife Expedition on NBS, Aljazeera brings almost all the news in all parts of the world and I also like watching music on NTV when it telecasts local and international music stars.

Tom: Sincerely speaking if one is not very careful, one may end up spending the whole day without doing any constructive work but watching TV and this can be very dangerour especially to the school going children.

Simon: Watching TV is not bad. All you need to do is to be so selective and have a time table to balance your other activities so that you can accomplish your duties and assignments.

Sarah: Frankly speaking, it is not ideal for the young children to watch those TV shows which show nude pictures and even those that spend most of their programmes on politics.

Questions:

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

WEEK THREE.

RIGHTS, RESPONSIBILITIES AND FREEDOMS.

a) Children's Rights and Responsibilities.

Vocabulary:

Read, spell and use meaningfully.

forced	attend	responsibility	drop out
food	rights	abuse	labour
clothing	education	convict	abortion
protection	properly	imprison	mistreatment
freedom	attendance	innocent	chores
shelter	care	sugar-daddy	bad-touches
medication	tidy	sugar-mummy	

b) Structures

------more interested in ----------than

- Girls are more interested in cooking than boys.

----- ought to --------

- All children ought to go to school.

-----in order to ------

-You should always move in groups in order to avoid child abuse.

----- is likely to -----

- Making wrong friends is likely to affect your studies.

c) Comprehension.

Read the given passage and fully answer questions about it.

CHILDREN MUST BE RESPONSIBLE.

Ref: MK Book 7, page 154.

Questions.

1. What is being referred to as being nice in the passage?
2. Write the different ways how children are abused.

3. What type of children grow under fear?
4. Write down five children's rights.
5. List down the causes of misery and suffering among children.
6. When are children sometimes wrong?
7. What message would you send to parents who abuse children?
8. At what age is a child considered to be an adult?

   Write a word or group of words to mean:

   a) misery

   b) responsibilities

   c) admired
9. What lesson do you learn from the passage above?
10. Draw a picture showing a child being abused.

WEEK FOUR.

CHILDREN'S STATUTE 1996.

a) Read, spell and use given words in grammatical sentences.

statute	moral	discrimination	delinquent
entitled	diet	court	council
engaged	neglect	juvenile	parliament
right	harmful	development	judge
violence	attention	behaviour	

b) Structures

The moment …….

As soon as ……

Immediately ….

No sooner …… than……

Hardly …….. when …….

Scarcely …….. when …..

Barely …. when……

E.g: The moment the defiler was arrested by the police, he was taken to court.

1. As soon as the defiler was arrested by the police, he was taken to court.
2. Immediately the defiler was arrested by the police, he was taken to court.
3. No sooner had the defiler been arrested by the police then he was taken to court.

4. Hardly had the defiler been arrested by the police when he was taken to court.
5. Scarcely had the defiler been arrested by the police when he was taken to court.
6. Barely had the defiler been arrested by the police when he was taken to court.

c) Study the children's statute and answer questions about it in full sentences.

Ref: MK bk 7, page 155

Questions.

1. When was the statute written?
2. What is the children's statute about?
3. What should be done to a parent who stubbornly
4. Suggest what Local Council should do to protect a child.
5. Where juvenile delinquents should be tried?
6. Why did the government come up with the statute above?
7. Who is a juvenile?
8. Write a word or group of words that mean:
   a) Clothing
   b) Discrimination
   c)

   Entitled
9. What is the work of parliament?
10. In case of any problem as regards child abuse, where should one report to?

WEEK FIVE.

ANIMAL NEEDS AND FREEDOMS.

a) Read, spell and use given words in meaningful sentences.

capture	poach	protect	captivity	insemination
discomfort	injury	secure	thirst	hindrance
distress	frighten	sanctuary	instinct	disappear

Structures

b) Much as …….

E.g. Much as a cow is an animal, it shouldn't be mistreated.

Need not have ……

E.g. Simon needn't have stoned the goat.

c) Abbreviation related to animals.

1. WSPA – World Society for the Protection of Animals.
2. USPA – Uganda Society for the Protection of Animals.
3. UWEC – Uganda Wildlife Education Center
4. UWA – Uganda Wildlife Authority.
5. WCU – Wildlife Clubs of Uganda
6. ABS – Animal Behaviour Society
7. ADI – Animal Defenders International
8. AVAR – Association of Veterinarians for Animal Rights
9. ASAB – Captive Animals Protection Society

d) Study the given table below which was recorded by Animal Behaviour Society in 2012 and then answer questions about it in full sentences.

ANIMAL	RICE	GRASS	CASSAVA	MEAT	YELLOW BANANA
PIG	X	X	X	X	X
COW		X	X		X
MAN	X		X	X	X
RABBIT		X			X
LEOPARD				X	
FROG					

N.B: Represents the food eaten by the given creature.

Questions:

1. What animal doesn't eat any of the given food above?
2. What food is eaten by only one animal?
3. Which animal eats all the given food?
4. Which animal eats only one type of food in the table?
5. Which food is mostly eaten by all the animals?
6. How many animals eat yellow banana?
7. Which animals from the table eat both meat and grass?
8. What food does the rabbit eat?
9. From the table, how many animals don't eat grass?

10. What name is given to a creature that feeds on meat and grass?

WEEK SIX.

ENVIRONMENTAL PROTECTION.

Importance of Environmental Protection

a) Read, spell and use the given words in grammatical sentences.

Vocabulary.

pollution	erosion	storm	flora	drainage
conserve	grazing	degradation	mulching	over grazed
garbage	drought	source	fauna	
conservation	raw material	drainage	terraces	
refuse	floods	habitat	manure	
smoking	environment	dump	reserve	

b) Structures:

Using: "If ….wouldn't have…"

Join these beginning: "If I had known ….wouldn't have …."

Example.

i) I drank the milk not knowing that it had gone sour.

- If I had known that the milk had gone sour, I wouldn't have drunk it.

ii) Houseflies flew from the dust bin because I did not cover it with a lid.

- If I had known that houseflies would fly from the dust bin, I wouldn't have left it uncovered.

Exercise.

1. The farmers lost all the fertile soil because they did not dig the terraces.
2. I planted the trees not knowing there was no rain that season.
3. All the fish have been killed because the pond was not protected.
4. The weevils attacked the banana plantation because it was not protected.
5. People cut down trees because they did not know their importance.
6. They keep very few cattle because they don't have enough land.
7. The land has lost all its fertility because I didn't practice crop rotation.
8. The lake was polluted because people didn't keep the sewage away from it.

9. The farmers lost all the fertile soil because they did not strips in their gardens.
10. The farmer lost all the fertile soil because they overgrazed their land with too many goats on their farms.

c) Comprehension.

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

No more rain.

Cry the youth, cry for nature
Life has been destroyed
Farms, buildings and roads
Have replaced nature.

Rich forests that once covered the land
Are green no more, no more food.
Erosion, pollution, degradation
And destruction are the result.

The value in nature
Flora for grazers and browsers
Fauna for meat and tourism for the nation
All sacrificed in the name of development.

The Flora and the fauna are no more
Meaningful life will soon end
Conserve the environment too
You the youth of today and tomorrow.

Words to note:

1. Flora – plants
2. Fauna – animals
3. grazers – animals that mainly feed on grass.
4. browsers – animals that mainly feed on shoots.
5. degradation – destruction

Questions:

1. Why should the youth cry?
2. What has been done in the place of nature?
3. Write down one reason why you think nature is important.
4. Who will suffer if nature is destroyed?
5. What do the words ‘grazers’ and ‘browsers’ refer to?
6. How can you conserve the environment?
7. Who should conserve the environment?
8. List two living things that form the environment.
9. How many stanzas has the poem?
10. Who wrote the poem?

WEEK SEVEN.

Ways of Protecting the Environment.

Read, spell and use given words correctly.

a) Vocabulary:

dustbin	vicious	waste basket	ferry
suffocate	degrade	prospers	hyacinth
dispose of	stagnant	hamper	professor
decay	dumping	creature	
incinerator	borne	hazard	

b) Structure.

Using: Since ….

For….

Comprehension.

c) Read the given passage and answer the question in full sentences.

Ref: MK book 7 page 140 – 141

Questions.

1. What weed is addressed in the passage?
2. Why do the fishermen dislike the weed?
3. Why do the ferries find it difficult to move across the weed – covered lake?
4. How does the fishing problem affect other people?
5. What diseases are likely to break out as a result of the weed?
6. What country has been nominated the best example in fighting the weed?

7. What methods were used to remove the weeds?
8. What three countries are greatly affected by the water hyacinth?
9. Write a word or group of words to mean;
   a) suffocate …….
   b) stagnant ……..

WEEK EIGHT

CEREMONIES

Marriage

Read, spell and use the given words in meaningful sentences.

a) Vocabulary

cultural	bouquet	dowry	fiancé
confirmation	gown	bridal	marriage
engagement	saloon	feast	certificates
maid	refreshment	bridesmaid	customary
spouse	entertainment	couple	companion

b) Structures

Use of "who" e.g.

The woman who was the bride is my aunt.

Neither….nor…

Neither my aunt nor my uncle attended the burial.

Both……and….

Both the President and Prime minister attended the wedding.

…..prefer….

Most couples prefer having a religious marriage to a state one.

c) Comprehension:

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

MARRIAGE.

1. What ceremony should one perform one starts a family?
2. What is the major purpose of marriage?
3. What is the acceptable age for marriage in Uganda?
4. How many types of marriage are practiced in Uganda?
5. What is the difference between Christian and customary marriage?
6. What is the similarity between Christian and Hindu marriage?
7. What is bride price?

8. Explain the following words:
   a) Monogamy …….
   b) Polygamy ……
9. Write two symbols of Christian marriage.

WEEK NINE.

CEREMONIES.

Funeral

Read, spell and use the given vocabulary in grammatical sentence.

a) Vocabulary.

burial	state burial	coffin	widower
funeral rite	heir	corpse	grave yard
mourners	heiress	lay the wreath	weep
condolences	cremate	sympathized	wail
pay last respect	casket	will	orphan
shroud	bereaved	widow	

b) Structures.

Neither …nor….

E.g. Mugizi did not attend the burial. Opio did not attend the burial.

- Neither Mugizi nor Opio attended the burial.

Ref: MK book 7 page 77 – 78

Both ….and….

E.g. The chief sympathized with the bereaved family. The priest sympathized with the bereaved.

- Both the chief and the priest sympathized with the bereaved family.

Ref: MK book 7 page 78 – 79

c) Read the given poem and then answer questions about it in full sentences.

THE LAST GOODBYE.

What a ceremony!

What a function!

Death has robbed people of their beloved one!

They weep and wail for their dear

Tears roll down their cheecks

Condolences come from hundreds of mourners

Oh, what a crowd of mourners!

Courage, brothers and sisters, says the Sheikh.
Shock to the bereaved, but the Sheikh resists,
Grief to all mourners but the Priest insists,
Brethren, courage, that is not the end of the world.
From dust we come to dust we return
No one owns life no one chooses death
Down they lower the coffin into the last home
Mourners will weep and wail their dear one is gone
Courage widows and orphans
The Sheikh and Priest console the mourners.

Questions.

1. Who is being referred to as the dear one?
2. Who are the sympathizers?
3. What does the Sheikh resist?
4. What is being referred to as the "Last home"?
5. What do we call a place where orphans are kept?
6. Why are widows sad?
7. How many stanzas has this poem?
8. In which mood is the writer?
9. Give a word or group of words to mean
   a) condolences
   b) mourners

WEEK TEN.

CEREMONIES.

a) Vocabulary.

burial	soul	deceased
pass on	rest in peace (rip)	occur
announcement	requiem mass	untimely
burial arrangements	eternal life	appreciation

Read, spell and use the given words meaningfully.

b) Structures:

Whenever….., there is/are…..

E.g. What happens when the head of a family passes on? (a lot of wailing)

- Whenever the head of the family passes on, there is a lot of wailing.

Do oral exercises on page 76, MK book 7.

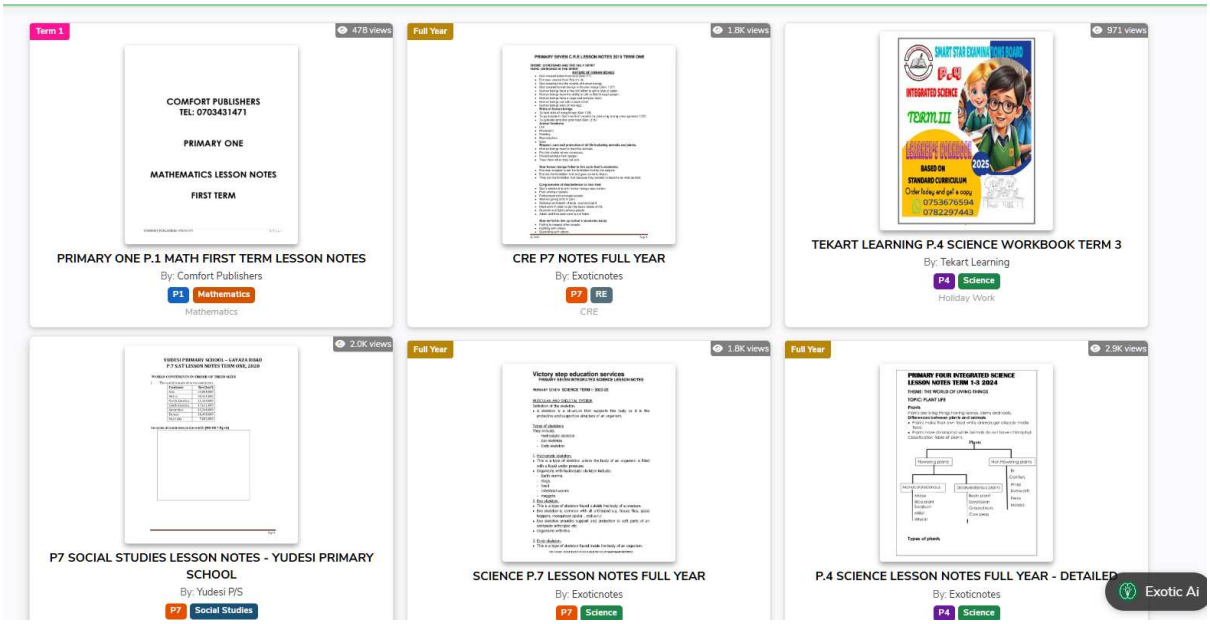
c) Comprehension.

Death announcements.

i) Read the death announcement given in MK book 7, page 86 and answer questions about it in full sentences.

ii) Make a similar death announcement about a person who has passed on. Show where he died from and the burial arrangements.

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