PRIMARY SEVEN ENGLISH LESSON NOTES I

ASPECT 1: COMPREHENSION (MK BK 7)

LESSON 1 SCHOOL HOLIDAYS

A: HOLIDAY PLANS

(a) Vocabulary practice:
Vacation , Travel, Breakup, Prepare , Relatives , Penpal , Commence , Chores , Programme, Remedial, Board, Urban , Rural , Birthday , Up country, End , Remedial classes, holidays ,

(b) Language Structures (to be done orally)
…….going to……
Near future
Examples
(i) I am going to visit my grandparents during holidays
(ii) Tom is going to travel to up country when holidays commence

1) Question tags
(i) We shall do a lot of chores in holidays, shan't we?
(ii) I am not going for holidays, am I?
(iii) They will have planned for holidays, won't they?

2) Speeches
Examples
"Tom will come to the village tomorrow," he said
He said that Tom would go to the village the next day
NB: and, other

Comprehension

1. Passage (going for school holidays)
2. Dialogue (a telephone conversation)
3. Poem (MK modern P7)
4. Guided composition (the sure key to success P.16)
5. Picture composition (Mk modern)
6. Revision exercises

SUB TOPIC 1B

HOLIDAY ACTIVITIES

1. Vocabulary practice
Study, tour, camp, visit, begin, concert, show, cook, advice, house work, trip, enjoy, nice, interesting, exciting, report, vacation, chores, routine, bash, fare
2. Language structures
Participle
A participle is a word formed from a verb. It can act as the main verb in a verb phrase or as an adjective to explain a noun or pronoun.
e.g. Mbara has visited several places in the city.
The exciting moments made him delay at the hotel
A past participle is formed by adding 'd' or 'ed' to a regular verb. E.g. cook – cooked, bake – baked.
A helping verb is usually used with the participle such as has, had, have
Exercise
(The winners P20 – 21)
3. If 3 conditional
If 3 is used to express what would have happened if a certain condition had been fulfilled.
If clause – past perfect tense
Main clause – would / wouldn't have
e.g. If I had seen him in the holiday, he would have given me some money.
NB: You can also express If 3 by beginning with "Had"
Ref: The sure key to success Pg 13
The Winner pg 21 – 22
4. Guided composition (jumbled story)
Nakku goes back to school" (Ref: The sure key to success pg 14
5. Holiday programme (table : The sure key to success Pg 15)

ASPECT2: PUNCTUATION MARKS

Lesson 1 Capital Letters and full stops

(i) Usage of capital letters
   (a) Used at the beginning of sentences, e.g Mukasa is riding a bicycle.
   (b) Use for proper nouns and proper adjectives e.g Uganda – Ugandan
   Proper nouns e.g
   - Names of the months of the year
   - Names of people
   - Names of streets
   - Names of buildings
   - Names of avenues

   (c) Used for all titles applied to one particular person, e.g Our president meet the Egyptian President.
   The Famous Five
   (d) To begin direct speech, e.g "I have hurt my finger," said Tom
   (e) To write pronoun I, e.g. While I was playing netball, Jane was peeling matooke.
   (f) To begin words of exclamation, e.g. "Oh!" shouted the boy
   (g) To begin words He, Him, His, Himself, if they refer to God of Jesus Christ.

(ii) Usage of full stops
   (a) Used at the end of either an affirmative or negative sentence, e.g
   - We are learning English
   - We are not learning English

   Activity
   Write these abbreviations in full
   WSPA, USPA, UWEC, UWA, WCU, ABS, ADI, AVAR, ASAB, CAPS, PP, cc, Re, Mr, MRs, Br, Mt, Hon, Rev, Prof. e-mail

   (b) Used in abbreviations, e.g

i.e	-	that is
C.I.I.D	-	Criminal Investigation and Intelligence Directorate
Capt	-	Captain
P.S.V	-	Public Service Vehicle
PMO	-	Private Motor Omnibus

Activity

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

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

LESSON 2

(a) Question mark
(b) Exclamation

Usage of a question mark
- Used at the end of a direct question, e.g Where is Tom?
- Used at the end of tag questions, e.g She is my wife , isn't she?

Note: Indirect or reported questions do not take a question mark e.g. He sked me if I had been to America

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

Activity

Punctuate the following sentences correctly

(a) What did you see at the park
(b) Where did you go after supper
(c) What aggregate are you likely to get
(d) What time is it asked the traveler
(e) How beautiful you sister is
(f) What a clever boy you are
(g) What a deadly snake a cobra is
(h) The child suddenly shouted look
(i) What is the capital city of China

LESSON 3

(a) Apostrophe (b) Comma

Usage of an apostrophe

(i) To show contractions (to show that a letter or letters are missing) e.g.

isn't - is not
can' - cannot
O'clock - of the clock
o'er - over

(ii) To show possession / ownership

- Singular form

Example

The girl's dress, the student's book
The lady's bag
However, it may be shown by the apostrophe only if the noun ends in s. e.g.
Jesus' words
Moses' wife

- Plural form

(a) By the apostrophe only if the plural ends in s

Example

Boys' books
Ladies' shoes

(b) By the apostrophe and s ('s) when the plural does not end in s, e.g children's toys.
Men's hats

SINGULAR POSSESSIVE	PLURAL POSSESSIVE
(i) a teacher's chair	teachers' chairs
(ii) a child's cup	children's cups
(iii) the woman's dress	the women's dresses
(iv) a lady's bag	ladies' bag
(v) the baby's tooth	the babies' teeth
(vi) the fly's wing	the flies' wings

An apostrophe can also be used to show the plural of letters of figures.

Examples

- You should cross your t's and dot your i's
- I was born in the 1990's

N.B: Certain words are contracted without an apostrophe

Example

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

Activity

Correct the following sentences by putting in the apostrophe

1. The boys pencil lay on the floor.
2. The ladies coats were hung on a dirty wall.
3. My nephews hand was badly hurt.
4. The mens boots were covered with mud.
5. The child's toy fell in the pond.
6. He looked very smart in page boys uniform.

Write the following in short

7. of the clock
8. shall not
9. had not
10. attention

Usage of commas

(i) used to separate words in a list, phrases or clauses
Example
He plays football, tennis, volleyball and hockey
A tall ugly man entered the room
He entered the library, walked to the history section, picked a book and started reading.

(ii) Used after participle phrases
Example
Chained to the post, the dog was unable to attack the thieves
Having said her prayers, the old woman lay down.

(iii) Used after an adverbial clause in a main clause follows;
Example
Although he worked for the company for many years, he was not promoted.

(iv) Used to set off words which come after a proper noun and explain or describe it
Example
George Kakoma, who composed the National Anthem, visited our school.

(v) Used after Yes, No or well, if other words are to follow in a sentence
Example
Yes, he does smoke a lot
No, I don't think so
Well, I will see what I can do for her.

(vi) Used with words used to address a person
Example
Mr Mukasa, you can have a seat
Good morning, Mr. Mukasa
Come here, Jane, and I tell you

(vii) Used to separate items of the date
Example
Saturday, 14th May, 2012

(viii) Used to separate lines within an address
Example
Sir Apollo Kaggwa Primary School
P. O. Box 28589,
Kampala.

(ix) To separate a question tag from the rest of the sentence e.g.
It is quite expensive, isn't it?

(x) Used with direct speech to mark off actual words from the reporting verb.
Example
'I am nine years old," said Julius

Activity

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

1. Although he worked hard he did not get any promotion.
2. Unless you give me my money I will not forgive you.
3. Thursday 14th January 2012
4. Mr. Museveni the president of Uganda is a very wise man.
5. In spite of the sickness he played football.

LESSON 4

Semi colon; colon: Quotation marks " " Hyphen –

Usage of a semi colon;

- Used between two closely related main clauses

Example

There was not a cloud in the sky; it was so hot.

N.B: certain words like nevertheless, therefore, moreover

Show a close connection between two clauses and are preceded by a semi colon

Usage of a colon:

(a) Used to introduce a quotation which may be indented e.g.
Churchill said: "Uganda is the Pearl of Africa."

(b) Used to introduce a list of items or things, e.g.
We study four subjects at school: English, Science, Social studies and Mathematics.

Usage of quotation marks

(a) Used before and after words of direct speech
Example
"Don't forget to bring your own pen," our teacher said.
"The dead man," said John, "is my father"

(b) Used to mark a quotation
Example
Politicians should never forget that "a week is a long time in politics"

(c) Used to quote titles of books, articles, poems, and plays
Example
I was reading "Oliver Twist"

(d) Used to quote words not accepted as normal English.
Example
The Baganda women wear "gomesi"

Usage of a hyphen

(a) To form compound words (composite words) e.g.
Hard – hearted, mother – to – be, fork – lift truck

(b) Writing compound numbers between 21 and 99 in words e.g.
Twenty – one , ninety – nine etc

(c) To form a compound from a prefix e.g.
Pro – European, pre – PLE, pre – mock etc

(d) To separate a prefix ending in a vowel from a word beginning with the same vowel e.g.
Co – operate, pre –eminent

Activity

a) Writing figures 21 – 99 in words

b) Identifying compound words in sentences by inserting hyphens e.g.
   (i) Moses is a hard hearted boy in primary seven
   (ii) Anita bought twenty nine eggs from the supermarket

Activity

Punctuate the following sentences correctly

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

ASPECT 3 JUNIOR ENGLISH

LESSON 1

Abbreviations and contractions

Ref. Junior English Revised pg 132 – 135

The students' Comparison pg 95 – 100

The New First Aid in English pg 50 – 52

N.B

(a) Latin Abbreviations

Example

i.e, etc, a.m, p.m, AD, NB, RIP, No, do, Vs

(b) Military Abbreviations

Example

Brig, capt, Gen, Col, CPL, LMG, Lt/Lieut, Maj, OC, Pte, RPG, SMG

(c) Organizational abbreviations

Examples

TASO, URA, UNRC, RDC, UWESO, NRM, FDC, UNEB, PLE, PRO, PS, NEMA, UMA, CAA, AG, FUFA, FIFA, NCS, IGG, IGP, MP

(d) Common Abbreviations

Examples

Hon, Rev, Ag, Ave, COD, Co-op, Dr, GPO, IOU, LTD, Messrs, Mrs, PP, P.O, PTO, Rd, Ref, St, w.e.f, via, a/c, asst, cf, doz, dept, govt, GMT, BBC, DVD, Jr, Sr, Bro, OK, OB, OG, PSV, Xmas, yr, Fr, MTN, ATM, UTL, e-mail, Tr, Kg, Internet, WWW, PP, PPP, MC, LC, YMCA, YWCA, BC, CID, Ph D, HM, H/M, MC

ASPECT 4 - NOUNS

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

LESSON I

Types of nouns

(a) Common nouns
(b) Proper nouns
(c) Abstract nouns
(d) Collective nouns

(a) PROPER NOUNS

A proper noun is a particular name of a person, a thing or a place

Example

Name of a;

Person	-	Museveni
Country	-	Uganda
River	-	River Nile
Lake	-	Lake Victoria
Mountain	-	Mt. Elgon
City	-	Nairobi
Month	-	February
Day	-	Sunday

All proper nouns must be written beginning with capital letters

Evaluation activity

(a) Underline proper nouns in each of the sentences below

(b) Exercise in MK precise Eng. Grammar P1 and 2

Punctuate correctly

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

LESSON 2

Collective nouns

A collective noun is a name given to a number of persons or things taken together and spoken of as a whole

Example

- A flock of sheep
- A class of pupils

N.B: Collective nouns generally (but not always) take a singular verb.

Example

The herd of cattle has crossed the river.

This bouquet of flowers is expensive.

Evaluation activity

Noun	***collective noun***
Actors	company
Aeroplanes	flight/squadron
Angels	host
Arrows	sheaf
Bananas	bunch/hand
Bees	swarm/hive
Fire	hail

Ref: The Students' Companion pg 1 – 3
Junior English Revised pg 17 – 19
The New First Aid in English pg 19 – 21

ABSTRACT NOUNS

These are names of qualities actions or ideas.

Example

Qualities	actions	state
Kindness	laughter	childhood
Honesty	theft	death
Bravely	movement	poverty
Cowardice	construction	sickness

Formation of abstract nouns

A lot of abstract nouns end in the following suffixes.

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

(a) From adjectives

Example

Cold	-	coldness	generous	-	
warm	-	warmth	absent	-	
wise	-	wisdom	abundant	-	
able	-	ability	accurate	-	
angry	-	anger	anxious	-	
thirsty	-	thirst	accurate	-	
wide	-	width	beautiful	-	
long	-	length	brave	-	
broad	-	breadth/broadness	bankrupt	-	
deep	-		clean	-	
true	-		cruel	-	
wealthy	–		curious	-	
sad	-		loyal	-	
happy	-		dark	-	
bitter	-		faithful	-	
ugly	-		false	-	
proceed	-		famous	-	
guilty	-		fierce	-	
present	-		fragrant	-	

great -
high -
holy -
just -
lazy -
merry -
moral -
punctual -
ready -
real -
poor -
reliable -
comfortable -
similar -
enthusiastic -
humble -
dry -
ignorant -

(b) **From verbs**

Example
think - thought
hate - hatred
separate-
believe -
act -
admire -
advertise -
appear -
apply -
approve -
arrive -
ascend -
assist -
attend -
attract -
admit -
adjust -
advise -
avail -
accommodate -
abstain -
allow -
bury -
begin -
behave -
breathe -
butcher -
classify -
choose -
congratulate -
converse -
confuse -
conclude -
confess -
conduct -
compare -
clean -
compose -
certify -
defend -
decide -
distribute -
destroy -
discuss -
divide -
diffuse -
develop -
depend -
deceive -
explain -
expand -
expel -
execute -
express -
excite -
enter -
expect -
achieve -
employ -
fly -
fail -
fix -
grow -
govern -
hinder -
imagine -
injure -
interfere -
introduce -
invert -
invade -
impress -
invite -
imitate -
inquire -
inspire -
interpret -
inject -
judge -
join -
know -
lend -
laugh -
lose -
live -
locate -
mix -
marry -
move -
mock -
maintain -
measure -
manage -
multiply -
modify -
moderate -
obey -
occupy -
occur -
oppose -
organize -
obstruct -
persuade -
pursue -
perform -
permit -
please -
postpone -
practice -
punish -
press -
prepare -
prescribe -
pretend -
prevail -
proceed -
produce -
pronounce -
propose -
prophesy -
prosecute-
prove -
provide -
pay -
publish -
proclaim -
qualify -
rebel -
repel -
receive -
recognize-
require -
reveal -
relieve -
remain -
repeat -
resemble -
resign -
revive -
resist -

resolve	-	succeed	-	secure	-
remember	-	serve	-	speak	-
rely	-	save	-	transmit	-
satisfy	-	solve	-	try	-
sell	-	see	-	transpire	-

From nouns, e.g

Child	–	childhood
Neighbour	–	neighbourhood
Hero	–	heroism
Chief	-	chiefdom
Owner	-	ownership
Infant	-	infancy
Captain	-	captaincy
Glutton	-	gluttony
Friend	-	friendship
Pilgrim	-	pilgrimage
Thief	-	theft
Patriot	-	patriotism
Priest	-	priesthood
Man	-	manhood

LESSON 6, 7, 8,

COMMON NOUNS

A common noun is a name given to every person or thing of the same kind.

Example:

Tree, man, school, dog, desk, etc.

Formation of singulars and plurals of common nouns

General rules

(a) Most nouns form their plurals by adding 's'

Example

boy	boys
table	tables
plane	planes
chair	chairs
king	kings

(b) If the singular noun ends in s, sh, ch, x or z we add es, to it to form the plural

Example

Singular	plural
dress	dresses
dish	dishes
church	churches
box	boxes
bench	benches
kiss	kisses
bush	bushes
tax	taxes

(c) If the singular noun ends in f or fe, change the f or fe to v before adding 'es'

Example

Singular		plural
Calf	-	calves
Knife	-	knives
Shelf	-	
Wife	-	
Wolf	-	
Leaf	-	

EXCEPTIONS

(i) Other words ending in f or fe form their plurals by simply add 's'

Example

Singular		plural
Chief	-	chiefs
Gulf	-	
Roof	-	
Cliff	-	
Safe	-	
Chef	-	
Belief	-	
Staff	-	

(ii) Other nouns that end in f or fe take either 's' or 'ves' in the plural

Examples

Singular		plural
Hoof	-	hoofs/hooves
Dwarf	-	dwafts/dwarves
Scarf	-	scarfs/scarves
Handkerchief	-	handkerchiefs/handkerchieves

(d) (i) If the singular ends in 'o' preceded by a vowel simply ass 's'

Example

Singular	plural
radio	radios
cuckoo	cuckoos
studio	studios
igloo	igloos
video	videos
bamboo	bamboos
taboo	taboos

(ii) If the singular ends in 'o' preceded by a consonant, add 'es' to form the plural

Example

Singular		plural
Echo	-	
tomato	-	
negro	-	
volcano	-	
mango	-	
flamingo	-	

EXCEPTIONS

singular		plural
solo	-	solos
photo	-	
piano	-	
logo	-	
dynamo	-	
kilo	-	
avocado	-	

(e) (i) If the singular ends in 'y' preceded by a consonant change 'y' into 'i' before adding 'es'

Examples

Singular		plural		singular		plural	
City	-	cities	-	company	-	companies	
Lady	-	ladies	-	country	-		
Duty	-	duties	-	industry	-		
Fly	-		-	society	-		
Factory	-		-	puppy	-		

Party	-		-	penny	-
Spy	-		-	family	-
Story	-		-	family	-
Vacancy	-		-	body	-

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

Example:

Singular	plural
boy	boys
monkey	-
donkey	-
chimney	-
storey	-
trolley	-
play	-
turkey	-
day	-
jockey	-
key	-

(f) A few nouns form their plural by changing their inside vowels

Example

Singular	plural
man	men
woman	women
tooth	teeth
louse	lice
mouse	mice
goose	geese

(g) There are two nouns that form their plural by adding 'en' to their singular i.e

Singular	plural
Ox	oxen
Child	children

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

Example

Singular	plural	singular		Plural
Father-in-law	-	spoonful	-	spoonfuls
Mother-in-law	-	cupful	-	cupfuls
Guest of honour	–	foot print	-	
Passer-by	-	handful	-	handfuls
By-law				
Timekeeper				
Life boat				
Secretary general				
Mouse trap				
Egg-tray				
Maid of honour				

(i) If a compound word has two equal words, its plural is formed by changing both noun into the plural form

Examples

Singular	plural
Manservant	menservants
Womanfriend	womenfriend
Manfriend	menfriend
Woman councilor	women councilors

(j) Some nouns do not change their plural forms

Example

Singular	plural	Singular	plural
sheep	-		
deer	-	grass	-
fish	-	hair	-
luggage	-	wood	-
equipment	-	swine	-
advice	-	money	-
rubbish	-	baggage	-
information	-	head of cattle	-
aircraft	-		
furniture	-		

(k) Other singular nouns with 'i' change to 'e' when put in plural, e.g oasis – oases

Axis	-
Crisis	-
Basis	-
Analysis	-
Oasis	-

(l) A few nouns look like plural yet they are singular

Examples

News	athletics	politics	civics	
Barracks	rickets	draughts	tuberculosis	
Headquarters	measles	sports		Mumps
Mathematics	economic	gallows		

(m) Nouns which have two parts forming a pair are used only in the plural form

Example

Singular		plural
a pair of shorts	-	pairs of shorts
a pair of scissors	-	pairs of scissors
a pair of spectacles		-
a pair of compasses		-
a pair of shears	-	
a pair of pants	-	
a pair of knickers	-	
a pair of trousers	-	
a pair of glasses	-	
a pair of pliers	-	

(n) Many nouns taken from foreign languages keep their original plural form, whereas others take two forms

Example

Singular	plural
Index	indices/indexes
formular	formulae/formulars
stadium	stadia/stadiums
syllabus	syllabi/syllabuses
focus	foci/focuses
vertex	vertices
aquarium	aquaria
radius	radii
stimulus	stimuli
bacterium	bacteria
larva	larvae
pupa	pupae
fungus	fungi
agendum	agenda

(o) Some nouns have two forms for the plural, each with a different meaning

Examples

Brother	-	brothers:	sons of the same parent
		Brethren:	members of a society
Die	-	dies: stamps for coining	
		Dice: small cubes for playing games	
Index	-	indexes: tables of content in books	
		Indices: sings used in algebra	
Cloth	-	cloths: pieces of cloth	

NB: Clothes refer to garments and ever in plural

ASPECT 5: LETTER WRITING

a) Vocabulary practice

Address, first name, personal letter, stamp, envelope, occasion, party, affectionately, sincerely, relatives, friends, classmates, informal, introduction, body, date, reply, purpose, thank, ask, salutation

b) Language structures

(i) ……..is likely to…….. (Used when there's a possibility that something will happen)

(ii) Judith may write to me next week

Judith is likely to write to me next week.

(iii) ……..hardly ……(Used to show quantity or near negative i.e. very little, few, or none, It also means unlikely or almost not)

Examples

There is hardly any ink in pen

We have hardly received any letters this week.

Exercise 4 (Ref: The winner pg 36)

c) Dialogue (Mk English….)

d) Comprehension: Passage 31 The winner

e) Picture composition (MK English)

f) Guided composition (MK English)

g) Revision exercises

SUB TOPIC 2A

Informal letters

1. Vocabulary

Address, personal, greetings, affectionately, loving, sincerely , relatives, salutation

Parts of an informal letter

Address (writer's) e.g. Winston Boarding primary school

P.O Box 25629 Kampala

Date: 21st February, 2015

Greetings/ salutation; Dear Joseph

Introduction; body Message

Conclusion / ending, Your loving ….

Signature

2. A sample of an informal letter

Reading and answering questions about it (Ref The sure key to success pg 23)

3. Guided composition (Jumbled) : The sure key Pg 25)

4. Picture composition: The sure key pg 27

5. Revision exercise ; writing friendly letters

SUB TOPIC 2B

FORMAL LETTERS

a) Vocabulary practice

Formal letters, surname, address, maiden name, (First or given name) introduction, edit, salutation, formal, faithfully, reply, vacancy, application, reference, referees, conclusion, signature, application, legible, illegible, advertisement, sign, post, pp (person present) draft, for, c.c. (carbon copy) re (reference) , Madam, Sir, Mr, aerogram, Hon, Rev, Miss, Sister, Professor, post office, e-mail, internet, sign in, sign out

b) Language structures
Barely: We can use barely at the beginning to mean "any" , "very few", or "very little"
e.g. Barely 30% of the people applied for the position advertised
…….barely…….(The winner pg 43 – 45)
e.g. The letter was barely legible
…….since and for……..
…….whenever…….(Ref: MK English pg 109 – 110)

c) Dialogue: Ezati and Alena (The winner pg 46 – 48)
d) Guided composition: The sure key to success (Pg 39)
e) Guided composition (jumbled) "Letter writing" (the sure key pg 39)
f) Reading the letter and answering the question (The sure key pg 38)
g) Poem: Why write letters (Mk bk 7 pg 116)
h) Picture composition :"Fiona's success (Mk bk 7 pg 118)
i) Revision exercises: A, B, C, D (Mk bk7 119 – 120)

WRITING FORMAL LETTERS

PARTS OF FORMAL LETTERS

a) Writer's address
b) Date
c) Receiver's title ad address
d) Salutation
e) Reference (Re)
f) Body/ message(introduction, message, conclusion)
g) Complimentary clause
Sign, name, designation (if necessary)

ASPECT 6: JUNIOR ENGLISH

LESSON 12

PROVERBS

Ref: Students' Companion page 61 – 74

LESSON 3, 4

SIMILES

Ref: The students' comparison pg 81 – 84

ASPECT 7 – PRONOUNS

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

Types of pronouns

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

PERSONAL PRONOUNS

	Subjective/ personal	**Objective**	**Adjective**	**Possessive**	**Reflexive**
(i) Singular	1 You He She It One	Me You Him Her It One	My Your His Her Its One's	Mine Yours His Hers Its One's	Myself Yourself Himself Herself Itself Oneself
(ii) Plural	We You They	Us Your Them	Our Your Their	Ours Yours Theirs	Ourselves Yourselves Themselves

Ref: The new first aid in English p. 84

Evaluation activity

Standard Aid in English pg 21 – 22 Exercise 18

Living English structure for schools exercise 13 pg 12 – 13

ASPECT 8: EXAMINATIONS

Sub topic A1: Preparation for examinations

a) Vocabulary practice

Timetable, instructions, index number, candidate, school name, time allowed, examiner, answer sheet, examination room, examination centre, briefing, registration, revision

b) Language structures

Using …….or else…….(means otherwise)

It is used to warn or advise someone that something bad could happen

e.g. If you don't revise your notes, you will fail your examinations

you must revise your notes or else you will fail your examinations

……..look forward……means thinking with pleasure about something that is going to happen.

e.g. We expect to sit for our final examinations

We look forward to sitting our final examinations (Ref: The sure key to success pg 43)

……..so…….that……..

…….although……. Mk bk 7 pg 178 – 181

If ……., you will…….

c) Guided dialogue

d) Jumbled : Kamaya registers for PLE (the sure key pg 44)

e) Conversation : The winner pg 58 – 59

SUB TOPIC 3B: SITTING EXAMINATIONS

a) Vocabulary practice

Pass mark, quality, timetable, invigilator, supervisor, instructions, ink, answers, marking, results, grades, aggregate, accurate, percent, candidate, cheat, malpractice, score, duration, examination, leakage, disqualify, pass-slip, success, certificate, revision

b) Language structures

(i) Using: Whereas…… (is used to compare and contrast two facts)

When 'whereas' begins a sentence, a comma is used

e.g. Whereas many candidates passes, Okello failed

the pupils were busy revising whereas the teachers were meeting in the staffroom (Ref: The winner pg 70-71, the sure key pg 49)

(ii) Using……could…….

Past form of 'can'

Used to express the general possibility in the past

Used to ask for permission in a very polite way

Used to suggest something

e.g. Cheating could lead to closure of the examination centre (The winner pg 72, the sure key pg 50)

(iii) Using……..in spite of……..

Is a preposition of contrast

It introduces a state which makes the main clause of sentence surprising or unexpected

NB: followed by the fact that…….e.g.

In spite of the fact that Ssebulinde revised thoroughly he had less time

……being …….e.g. HE attended school in spite of his being sick.

……..ing of the verb e.g. In spite of owning a car, Abaasa prefers walking

……a possessive determiner or noun e.g.

We lived with him in spite of his behavior

In spite of Tugume's riches, he did not contribute towards the displaced people (Ref: The winner pg 74, the sure key pg 50)

(iv) Using : Despite …….
Is a preposition of contrast
e.g. followed by …..being: Despite being beautiful, she never married a serious man
a possessive determiner e.g. : Despite her beauty, she never married a serious man
(Ref: The winner pg 75, the sure key pg 51 – 52)

Comprehension

1. Passage : examinations (MK pg 186) Apolot gets the top prize (The Winner pg 67)
2. Poem: Examinatons (MK pg 185)
3. Dialogue: Never panic in examinations (MK pg 183)
4. Picture composition: Examination at Lugazi parents school (Mk pg 188 – 189)
5. Graph: The sure key pg 57
6. Jumbled : the sure key pg 53
7. Revision exercises (Mk bk 7 pg 189)

PRESENT SIMPLE TENSE

We use it for

a) Facts: e.g. A magnet attracts other metals/ River Nile flows in the north
b) Repeated actions, customs and habits e.g. He visits his family every weekend./ We cerebrate Christmas on 25th December./ He goes to bed at 11:00 o'clock every night
c) Abilities: e.g. He plays the piano very well. / She writes neatly
d) The future:
   (i) after: 'if' in likely conditional clauses
   if he gets money tomorrow, he will go to Dubai
   (ii) after words like 'when', 'until' ' before' ' after' , 'as soon as'
   e.g. When the rain stops, we shall go out.
   They will stop playing as soon as the whistle blows

ASPECT 9 – JUNIOR ENGLISH

LESSON 1, 2

- Homophones
- Synonyms
- Analogies
- Idioms

Homophones – Exercise 66 pp 232 – 233 MK Precise
Synonyms – PLE Guide Book page 163
Analogies – PLE Guide page 158 – 9
English Aid Standard 8

ASPECT 10 – VERBS AND TENSES

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

LESSON 1 – 13

<u>Present simple tense</u>

This is commonly used for actions which happen every day, always, weekly, yearly etc.
We go to school everyday
I always go to the market
I eat food daily
The tense can also be used to describe one's ability to do something.
e.g. He plays the guitar very well.
The tense can be used to describe facts e.g The sun rises in the east and sets in the west.
Water boils at 100^0C
The tense is also used after 'if' in likely conditional clauses.
E.g. if he comes tomorrow, we shall remind him.

Evaluation activity
Pupils will do the task on page 74 MK precise English
English Grammar in use page 5.

NEGATIVE, INTERROGATIVE AND AFFIRMATIVE OF THE PRESENT

A negative sentence is one that disagrees with an action
Example
The teacher does not come late.
Girls do not grow beards.
Bad students never work hard.
Interrogative sentences are question sentences. They end in a question mark.
Example
Does the teacher come late?
Do girls grow beards?
Do bad girls work hard?
Evaluation activity
Change the following sentences
(a) Interrogative
(b) Negative
Junior English Composition and Grammar page 8 MK Precise English pg 74

ACTIVE AND PASSIVE VOICE

In active voice, the sentence starts with a subject (doer) and ends with an object (receiver)
In passive voice, the sentence starts with an object.
N.B: Vague subjects should not be repeated in passive voice e.g someone, somebody, people, some girls, no one, we, they
Someone ate my food.
My food was eaten.
People speak English all over the world.
English is spoken all over the world.
Evaluation activity
Change the following sentences to passive voice.
Junior English Composition and Grammar page 52

Rewrite the following sentences in passive voice

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

QUESTION TAGS IN PRESENT SIMPLE TENSE

NOTE

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

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

The question tag is written beginning with a small letter.
Requests, commands and suggestions require special question tags
e.g Let's go out, will you?
- Stop shouting, will you? /won't you?

- Write to me, will you? / will you?
- You'd better go, hadn't you?
- you'd rather stay, wouldn't you?
  - I am in P.7, aren't I ?
  - I am not in P.7 am I?
  - We need to work, don't we?
  - He rarely comes here, doesn't he?
  - He always comes here, doesn't he?
  - There is a kitten in the kitchen, isn't there?

Evaluation activity

Add a suitable question tag

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

PRESENT CONTINUOUS TENSE

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

Example

The teacher is teaching English

My uncle is coming tomorrow

N.B: Verbs not used in the continuous tense

- See
- Never
- Smell
- Taste
- Feel
- Agree
- Doubt
- Forget
- Wish
- Need
- Desire

Example

I am see you (wrong) etc.

Evaluation activity

Junior English Composition and Grammar page 17

DEG BK I page 18

PLE English by Akabway pp 11 – 12

Negative and interrogative in present continuous tense

Example

Betty is cooking cassava (affirm)

Betty is not cooking cassava (negative)

Is Betty cooking cassava?

Evaluation activity

Rewrite to

a. Negative
b. Interrogative

Use the words in brackets to complete the given sentences correctly

Page 13 exercise c PLE Revision English by Akabway

Junior English Composition and Grammar page 16.

ACTIVE AND PASSIVE VOICE IN THE CONTINOUS TENSE

Example

Somebody is sleeping in my bed

My bed is being slept in

The girls are sweeping the room

The room is being swept

Evaluation activity

a. Change the following from passive voice to active voice

1. The room is being swept by the boys'
2. The compound is being cleaned by Fred
3. Football is being played by Kato
4. A letter is being written by Jane.
5. The flowers are being arranged by the florist

QUESTION TAGS IN PRESENT CONTINUOUS TENSE

Example

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

Evaluation activity

MK Precise page 115 task 31

THE PRESENT PERFECT TENSE

(i) It is used to show an activity completed in the immediate past
Helping verbs used; has singular subjects
Except I and you/ Have (plural subjects) including I and you

(ii) The main verbs used are in the past participate form

(iii) To show an action which started in the past and still continues,

Example

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

(iv) Adverbs of time used
Already, just, ever, now, this year, yet, this week, etc

Example

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

Evaluation activity

Junior English Composition and Grammar pp 20 – 21
PLE English by Akabway pg 19
DEG pg 19

NEGATIVE, INTERROGATIVE AND AFFIRMATIVE IN THE PRESENT PERFECT TENSE

Example

Musa has gone out (affirm)
Musa has not gone out (neg)
Has Musa gone out? (niter)

- I have ever been to London (affirm)
- I have never been to London (neg)
- Have I ever been to London? (inter)

Evaluation activity

Change to negative and interrogative

(a) I have gone to the beach
(b) John has ridden a nice bicycle
(c) The boys have written nice composition
(d) Nambi has joined a new school.
(e) Uganda has gained her independence.

THE ACTIVE AND PASSIVE VOICE OF THE PRESENT PERFECT TENSE

Evaluation

(i) Pupils will write Drill 77 in passive voice from Junior English Composition and Grammar. Pg 53.

Change from passive to active voice

(i) A ring has been taken by Peter
(ii) John and Mary have been punished by the teacher
(iii) Latin has been spoken by him.
(iv) The meeting has been postponed by the chairman.

(v) The rat has been eaten by a lion.

QUESTION TAGS IN PRESENT PERFECT TENSE

Supply suitable question tags to the following

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

Evaluation

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

ACTIVE AND PASSIVE OF THE PRESENT PERFECT CONTINUOUS TENSE

Structural pattern to use;

Example

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

Evaluation

Change the following to passive voice

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

USE OF 'SINCE' AND 'FOR

SINCE: when used

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

Example

(i) They have been playing football since morning
(ii) I have been sick since last week.

FOR: When used;

- When the length of time (duration) of an action has been given

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

Evaluation

JEC and Grammar page 25 Drill 28
MK Precise Pupils' Task 35 page 125 (---rewrite --------)
English Grammar in Use page 25 exercise 12.1

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

PAST SIMPLE TENSE

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

Example

Tom fought with Nankya last night. (fight)

- Used to show;

(a) Repeated actions in the past.

Example

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

Time adverbs

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

Evaluation

MK Precise Pupils' task 21 page 81

Detailed English Grammar (DEG) p. 21 – exercise 9

NEGATIVE AND INTERROGATIVE SENTENCES IN THE PAST SIMPLE TENSE

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

2. I saw somebody in the living room.
   I didn't see anybody in the living room
   Did I see anybody in the living room?

Evaluation

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

ACTIVE AND PASSIVE VOICE WITH PAST SIMPLE

Use: was/were + verb (past participate)

Example

Kato played football yesterday.

Football was played by Kato yesterday.

Evaluation activity

MK Precise page 99 pupils' task 29D

QUESTION TAGS IN PAST SIMPLE

Example

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

Evaluation activity

(a) They hardly visited us, ……..
(b) The dog dirtied my uniform, ……..
(c) The maid spoke good English, ……
(d) Irene got aggregate four in PLE, 2008, ……..
(e) We knew their parents, ……..

THE PAST CONTINUOUS TENSE

When used;

(i) To show that two actions were taking place in the past at the same time.

Example

My father was mending the trye while my mother was sweeping the kitchen.

(ii) To show that an activity was going on at some time in the past.

Example

Musoke was peeling matooke all morning

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

Example

I was washing my clothes when he broke the cup.

Evaluation activity

DEG Book 1 page 22 Exercise 10

NEGATIVE AND INTERROGATIVE SENTENCES IN PAST CONTINUOUS TENSE

They were splitting firewood (affirm)

They were not splitting firewood (neg)

Were they splitting firewood? (inter)

Evaluation activity

Change the following sentences in;

(a) Negative

(b) Interrogative

1. I was reading a book when the teacher came in
2. The sun was shining when we went out.
3. He was lying on the bed.
4. He was working all day yesterday.

ACTIVE AND PASSIVE VOICE OF THE PAST CONTINUOUS TENSE

Use:

Was/were + being + v (past participle)

Example:

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

Evaluation activity:

MK page 100 exercise E

THE USE OF WHEN, WHILE AND AS ----------

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

When the above structures are used;

- To show that two activities took place in the past one after the other.
- When Christine was slicing onions, she cut herself.
  - While ----------
  - As ----------

But if when, while and as appear in the middle of a sentence, we don't use a comma.

Example

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

Evaluation activity

Rewrite the following as instructed

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

PAST PERFECT TENSE

When used;

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

Example

(i) When Robert came, the teacher has started the lesson.

(ii) By the time dad reached home, we had (already) had our supper. We has already had our supper by the time dad reached home.

Characteristics

Use ……..had it past participle of main verb

Evaluation activity

DEG 1 page 22 Exercise 11.

MK Precise page 85 Pupils' Task 23

Akabway (PLE) page 22 exercise A

NEGATIVE AND INTERROGATIVE IN PAST PERFECT TENSE

Example

Mary has gone to church.

Mary hadn't gone to church.

Had Mary gone to church? (inter)

Evaluation activity

J.E Composition and Grammar – page 54-4 Drill – 79

MK Precise Pupils' task 29 exercise H page 101.

Changing from passive to active (past perfect tense)

Evaluation exercise

PLE Akabway page 22 Exercise B

QUESTION TAGS IN PAST PERFECT TENSE

(i) Peter hadn't finished the work before the bell rang, ……..

(ii) The baby had drunk all the milk when I got home, …….

Evaluation activity

1. Jane had swept the classroom by the time we reached school, …….
2. We hadn't discussed the matter, …….
3. People had planted the coffee seedlings when it rained, …….
4. The rain had stopped by the time we reached town, ……
5. The children has stolen the teacher's pocket money, …….

MK Precise page 101 exercise H (for tags only)

THE FUTURE SIMPLE TENSE

When used;

- To express facts in the future

Example

We will celebrate X-mass on 25th Dec. this year.

- To express future events

Example

I will pay you tomorrow

Characteristics

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

Example

John is going to marry next year.

Evaluation activity

(a) Complete correctly using the verbs in brackets

MK Precise. Pupils' task 25 Nos. 1 – 10, page 88

(b) Change the following in future simple.

MK Precise: Page 88 pupils' task 25 Nos. 11 – 20

NEGATIVE SIMPLE FUTURE TENSE

Example

It will rain tomorrow

It won't rain tomorrow

Won't it rain tomorrow

Or: Will it rain tomorrow

Evaluation activity

Change the following sentences to;

(i) Negative

(ii) Interrogative

1. He will ask somebody the way to hospital.
2. She will find us in Naguru.
3. Joan will go and see her granny.
4. The candidates will receive their admission letters
5. The bus will leave at midnight.

ACTIVE AND PASSIVE FUTURE SIMPLE TENSE

----------will/shall be + v(past participate)

Example

Act: Tom will tell him

Pass: He will be told by Tom

Evaluation activity

(Put the following into passive voice)

J.E composition and Grammar page 52 Drill 78

TAGS

Examples

(i) She will pay you tomorrow, won't she?

(ii) The boys will not help us, will they?

Evaluation activity

Complete correctly

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

THE FUTURE CONTINUOUS

When use;

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

Example

We shall be playing football at 4 o'clock.

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

Characteristics

----------will /shall be + v (in present participle)

----------shall be eating ……..

Evaluation activity

DEG, Exercise 19 page 30

PLE Akabway page 16 Exercise A

J.A bright page 18 Drill 16.

ACTIVE AND PASSIVE VOICE OF FUTURE CONTINUOUS TENSE

-------will / shall being + v (past participle)

Example

Act: John will be eating mangoes

Pass: mangoes will be being eaten by John

THE FUTURE PERFECT TENSE

When use;

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

Example

(i) By the time my parents reached home, I will have finished my homework.

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

Evaluation activity

Put the verbs in brackets to the correct future perfect.

PLE Akabway page 24 – 5 exercises A and B.

ASPECT 11 – JUNIOR ENGLISH

PREPOSITIONS

Prepositions of time, place and movement

Evaluation

MK Precise page 169 – 179

ASPECT 12 – CONDITIONALS

IF II AND IF III

If	Condition	Tenses in the condition clause	Tenses in the main clause
If 1	Open / likely	Present (simple	Future simple(will/ shall)
If 2	Impossible / unlikely	Past simple	Conditional (would)
If 3	Rejected/ unfulfilled	Past perfect	Perfect conditional (would have)

If II condition

Example

If I were a fish, I would swim.

If I had money, I would buy a car.

If she came late, she would be punished.

Evaluation MK Precise pg 148 – 49

If III

Example

If I had had money, I would have gone to London.

Evaluation exercise

MK Precise page 151 No 1 – 10

Using Unless

This is another way of expressing conditions in a negative form

e.g

1. If it does not rain we shall go to school.
2. Unless it rains, we shall go to school.
3. If Tom goes to University, he will study law.
4. Unless Tom goes to university, he won't study law.

Evaluation

MK Precise p 123- 4, English Revision by Ronald Forest pages 22 – 26

Junior English Composition and Grammar pp 37 – 44

TERM II

ASPECT 1: ELECTRONIC MEDIA

Sub topic 1A

Radio and television

1. Vocabulary
   Programme, music, announcements, knob, volume, channel, aerial, guide, speaker, presenter, studios, advert, news, entertainments, broadcast, gossip, pop, talk show, line up, forecast, tune, station
2. Language structures

a) If 1 – if clause – present simple
   Main clause – future simple + infinitive
   e.g. If the radio presenter arrives, the Headmaster will welcome him/ if you tune in to many stations at 5:00pm, you will be listening to soccer news.
   Exercise: ref: The winner pg 88, the sure key pg 62

b) Using ……and so……..
   Used to compare ideas, things and people that are not the same quality
   e.g. Joan is a good presenter. Amina is also a good presenter/ Joan is a good presenter and so is Amina
   ref: The winner pg 88, the sure key pg 62 - 63

c) Using ……and neither……(the sure key pg 63)

d) Using: I like……..
   We use 'I like' to show our preferences
   e.g. I like listening to gospel music. I like reading novels (Ref the sure key pg 61, the winner pg 89)

e) Using: I don't like……expressed "dislike"
   e.g. I don't like the new programme on the television. (Ref: the winner pg 89, the sure key pg 65)

Comprehension

a) Passage : the sure key pg 66, Mk bk7 pg 127)
b) Poem: the winner pg 82 – 83
c) Guided composition : Mk bk7 pg 130
d) Table interpretation: a radio and Tv programme (guide: the sure key pg 65)
e) Picture composition: Mk bk7 pg 127
f) (f) Revision : Mk bk7 pg 131 – 132

SUB TOPIC 4B

Other electronic media

1. Vocabulary
   Eject, on, off, aerial, CD player, tape, recorder, disc, DVD, the internet, video , tune, press, record, connect, extension, cable, compact, CD ROM
2. Language structures

a) If 2 – if clause – past tense
   Main clause – would + infinitive
   Used for unlikely or impossible conditions
   e.g. If I had a lot of money, I would record all the gospel music on the DVD
   Ref: The sure key pg 70, the winner pg 90

b) Using :……..needn't
   Examples
   Bob oughtn't have gone to town because it was late/ Bob needn't have gone to town because it was late
   Ref: The sure key pg 70, the winner pg 98
   NB: Needn't have – used in the past to show that it was not necessary to do something

Comprehension

(a) Passage : the winner pg 92 – 94
(b) Puzzle : the winner pg 95
(c) Advertisement : the sure key pg 73
(d) Jumbled : the sure key pg 73
(e) Graph: the sure key pg 74

ASPECT 2: JUNIOR ENGLISH
LESSON: OPPOSITES (ATONYMS)
FORMATION

(i) Using prefix:

un-able - unable
in-direct - indirect
dis-advantage - disadvantage
mis-treat - mistreat
il-legal - illegal
ir-regular - irregular
non-existent - non existent

(ii) Changing suffix "less" to 'ful'
e.g careless – careful
useful – useful
Ref: Junior English revised by H. Richard pp 94 – 97

(iii) Others e.g Genuine
Counterfeit
Ref: Junior English revised by H. Richard P. 93. Student's Companion pp 123 – 132

Evaluation activity
Supply suffixes or prefixes to write the opposites of the given words
Comfortable
Meaningful
Moral

LESSON 2
ASPECT : OCCUPATIONS (words showing someone's job or profession)
Evaluation
Learners will give occupations of different people
Example
Oculist – one who attends to eye diseases
Optician – tests eye sight and sells spectacles
Ref: Junior English revised pp 144 – 148
Peak Revision English p. 26

LESSON 3
ASPECT 3 : ALPHABETICAL ORDER (arranging words in ABC or dictionary order)
e.g: chair, bench, desk, table
ans: bench, chair, desk, table
Evaluation activity:
Junior English revised p. 88

ASPECT 4: ADJECTIVES (1 – 10 LESSONS)
Adjective is a word used to describe a noun/nouns.
Types of adjectives (Nosshacopn)
Adjective of number - one, two, a, some, fifth, etc
Adjective of opinion - ugly, interesting, delicious etc
Adjective of size - big, tall, etc
Adjective of shape - circular, spherical, rectangular etc
Adjective of age - new, ancient, modern, young etc
Adjective of colour - yellow, green, etc
Adjective of origin/nationality – Swiss, Dutch, Ghanaian etc
Adjective of material - silver, golden, plastic, woolen etc
Adjective of purpose - walking, shopping etc
Evaluation activity
Pupils will underline adjectives in the following sentences
(i) Musoke killed a tiny black mouse.
(ii) I have a three-legged round table.

(iii) Opeta married a toothless woman.
(iv) John got a red Tanzanian woolen blanket.
(v) I have a twenty- page red sports book.
(vi) My father has a black Swiss golden watch.
(vii) They entered a narrow dark room.
(viii) Miss Athieno is an ugly young Mathematics teacher.
(ix) The president's office has comfortable, large, yellow, rectangular, Italian, wooden chairs.

Other types of adjectives

(x) Demonstrative adjectives: These point out which personal thing is meant.

Example

This/These – point to nearer nouns
That/Those – point to distant nouns

Such

I hate such things
Tell those boys to hand in their books for marking.

From other adjectives

Adjective	
Black	blackish
Sick	sickly
Magic	magical

By adding suffixes: ous

Poison poisonous
Danger dangerous

Adding ful/less

Use - useless/useful
Hope - hopeless/hopeful

Adding 'y'

Rain - rainy
Dirt - dirty
Wealth - wealthy

Adding 'able'

Eat - eatable /edible
Comfort - comfortable

Adding 'ish'

Child - childish
Baby - babyish
Yellow - yellowish

(xi) Interrogative adjectives: They are used to ask questions used with nouns.

Examples

What, which, whose

Application

(i) Which book do you want?
(ii) Whose bag is this?
(iii) What type of man is he?

Formation of adjectives

Adjectives can be formed from

(a) Nouns
(b) Verbs
(c) Or from other adjectives using suffixes

Nouns	adjective
Boy	boyish
Fool	foolish
Dirt	dirty
Trouble	troublesome
Gold	golden
Verb	adjective

Talk	talkative
Avail	available
Advise	advisable

Other categories

Bible	biblical
Angel	angelic
Geography	geographical etc

Activity

Pupils will do exercise 63 p. 55 Junior English Revision

FORMATION OF PROPER ADJECTIVES (NATIONAL ADJECTIVES)

Proper noun	proper adjectives
Poland	Polish
Netherlands /Holland	Dutch
Greece	Greek
France	French
Spain	Spanish

Evaluation activity

Junior English Revised Exercise 67 p. 57

COMPARISON OF ADJECTIVES

Adjectives are compared in three forms thus

Positive degree (made when on comparison is made) It is used to show the existence of some quality of what we speak about.

Example

Anna's mango is sweet.

Comparative degree: It is to show a higher/greater degree of quality than the positive. It is used when two sets of things are compared.

Example:

Musoke is taller than Joy.

Cars are dearer than bicycles.

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

Formation of comparatives and superlatives

(i) Adjectives (and adverbs) of one syllable (except adjectives in the form of the past participle) make the comparative by adding 'er' and 'est'

Example

Tall	-	taller	-	tallest
Big	-	bigger	-	biggest
Fast	-	faster	-	fastest
Torn	-	more torn	-	most torn

(ii) Adjectives of two syllable ending in "y" 'er' 'ow' and 'le' normally from the comparative and superlative with 'er' or 'est'

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

(others in the same category are: common, polite, quiet, wicked, cruel, stupid, pleasant

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

Hopeful	-	more hopeful	-	most hopeful
Honest	-			
Selfish	-			

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

Efficient	more efficient	most efficient

(v) Irregular adjectives

Good	better	best
Ill	worse	worst
Evil	worse	worst
Dad	worse	worst
Much	more	most
Little	less	least
Many	more	most
Old	older	oldest (not related
		Eldest (same family)

(vi) When the adjective ends in 'y' proceeded by a consonant, the 'y' is changed into 'i' before adding 'er' or 'est'

Example
Easy
Happy
Merry
Noisy
Clumsy

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

Red	redder	reddest
Fat	fatter	fattest
Thin	thinner	thinnest
Hot	hotter	hottest

Structures

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

Example

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

COMPARATIVE DEGREE OF ADJECTIVES

Evaluation

Revision English by Ronald Forest
p.97 – 8 exercises 73 – 4 – 5
DEG pg 130 Ex. 93

DOUBLE COMPARATIVE

Use of The ……..the ……
When you climb high, it becomes cool
The higher you climb, the cooler it becomes
If you pay attention to the teacher, you will score good marks.
The more attention you pay to the teacher, the better marks you will score.

Evaluation activity

DEG p. 131 Ex 94

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

ORDER OF ADJECTIVES

NOSHACOMPAN

Number	Opinion	Size	Shape	Age	Colour	Origin	Material	Purpose	Name
One	Smart	Big	Oval	Modern	Green	Kenyan	Solver	Walking	Cup
Few	Beautiful	Small	Circular	Old	Black	German	Woolen	Smiling	Girl
A	Dirty	Medium	Rectangular	Ancient	Red	Uganda	Golden	Laughing	Boy

Evaluation

(a) Ronald Forest Revision English p. 105 Ex 79
(b) DEG P. 135 Exercise 95

ASPECT 5: RIGHTS, RESPONSIBILITIES AND FREEDOM

Sub topic 5A

1. Children's rights and responsibilities

Vocabulary practice

Forced, freedom, rights, food, shelter, education, care, clothing, medication, life, help, properly, work, protection, attend, homework, obedient, respect, refuse, report, peace, grow, clean, tidy, responsible, abuse, mistreatment, early marriage, convict, imprison, innocent, sugar daddy, sugar mummy, drop out, labour, abortion, bad touches, chores

Language structures

a) Using…….more interested in…….than……
Girls prefer cooking to playing
Girls are more interested in cooking than playing
Use words like prefer, enjoy, like, rather etc
Ref: the sure key to success pg 81, the winner pg 109

b) Using:…….ought to…….
e.g. All children should go to school
All children ought to go to school
The police must arrest those who mistreat children
The police ought to arrest those who mistreat children
NB: "ought to" is used to say what the right thing to do is. (the winner pg 110, the sure key pg 82)
Negative: oughtn't to
Children mustn't / shouldn't greet elders while standing
Children oughtn't to greet elders while standing

c) Using…….in order to…….
Used to show the reason for doing something
e.g. We should always move in groups in order to avoid child abuse(the winner pg 111, the sure key pg 83)

d) Suing …either…….or……
Used to show a choice between two things
e.g. you either provide to your children or risk going to prison
we can prepare either matooke or rice
ref: The sure key to success pg 84, the winner pg 112
NB: You can also embark on neither …….nor…….

e) Using …….likely to……..
Used to say that something is expected or there many chances that it can happen
e.g. Making wrong friends may affect your studies.
Making wrong friends is likely to affect your studies.
Mistreating children may force them to go to streets.
Mistreating children is likely to force them to go to streets
Ref: the sure key pg 84, the winner pg 112

f) Using ……accused of…….. (Ref Mk bk7 pg 150)

COMPREHENSION

a) Dialogue : respect children Mk bk7 pg 152
b) Poem: rise up for your right Mk bk7 pg 153
c) Passage: children must be responsible Mk bk7 pg 154
d) Passage: the sure key pg 88
e) Notice: the sure key pg 89, Mk pg 155
f) Picture composition: Mk pg 156
g) Revision exercise: A, B, C and D Mk bk7 pg 157 – 159

SUB TOPIC 5B

ANIMAL NEEDS AND FREEDOMS

Vocabulary practice

Capture, poach, protect, captivity, freedom, needs, reproduction, responsibilities, insemination, discomfort, injury, secure, thirst, hunger, hindrance, natural, distress, frighten, poacher, sanctuary

Language structures

a) Using : much as…….
   Used to mean 'even though' or 'although'
   E.g. Much as a cow is an animal, it also needs protection
   Much as the goat bleated, the farmer couldn't help it
   Ref: the winner pg 118, the sure key pg 97
b) Using : needn't have……..
   Used to say that what was done, was not necessary
   e.g. James needn't have tied his goat on the bicycle carrier. (Ref: the winner pg 119, the sure key pg 97)
c) Using:…….whereas……..
   Used to compare or contrast tow facts
   e.g. Whereas people want their rights, they don't respect animal freedoms
   Ref: the winner pg 119, the sure key pg 98

Comprehension

a) Passage : animal life: ref: the sure key pg 99
b) Passage: animals: ref: the winner pg 116 – 117
c) Guided composition: Animal needs and freedoms: the sure key pg 100
d) Picture composition: the sure key pg 101
e) Jumbled : ref: the winner key pg 124
f) Revision exercises : the winner pg 124 – 125

TERM III

ASPECT 1: ENVIRONMENTAL PROTECTION

Sub topic 1A

Importance of environmental protection

1. Vocabulary practice
   Pollution, garbage, refuse, erosion, drought, floods, storms, source, raw materials, habitat, flora, fauna, manure, drainage,, conserve, conservation, smoking, burning, over grazing
2. Language structures

a) Using: We must…….to…..
   Examples
   We should protect our environment. We need to have rain
   We must protect our environment to have rain
   We ought to protect wild animals. We should stop destroying forests.
   We must stop destroying forests to protect wild animals
   Exercise: The winner pg 130, the sure key pg 104

b) Using: ……so…..
   Examples
   Our well was polluted. We didn't have clean water
   Our well was polluted, so we didn't have clean water
   It was hot. Musoke removed his shirt
   It was hot, so Musoke removed his shirt
   Exercise: the winner pg 131, the sure key pg 105

c) Using: ..since
   Since is used to say why something happens. It can be at the beginning or in the middle of sentences
   Examples
   We shall have no rain. The forests have been cut.
   Since the forests have been cut we shall have no rain.
   We shall have no rain since the forests have been cut
   Exercises: the winner pg 132, the sure key pg 106

Comprehension

a) Passage : the winner pg 136 – 138
   Passage: Mk bk 7 pg 140 – 141
   Passage: the sure key pg 108
b) Poem: No more rain Mk bk7 pg 139
c) Guided composition: The sure key pg 109, MK bk 7 pg 141 – 142
d) Picture composition: Mk bk7 pg 143 - 144
e) Revision exercises: Mk bk7 A, B, C pg 145 – 146

Sub topic 6B

WAYS OF PROTECTING THE ENVIRONMENT

1. Vocabulary
   Refuse, erosion, terraces, crop rotation, mulching, dumping, pollute, conserve, erode, reserve, degrade, dustbin, dispose, incinerator, waste basket
2. Language structures

a) Using: If we don't ……..
   Used to begin sentences that tell us that unless we do something, something bad or negative may happen
   Examples
   The soil will erode when we don't build terraces
   If we don't build terraces, the soil will erode
   Exercises : the winner pg 141 – 142, the sure key pg 111, Mk bk 7 pg 136

b) Using: If we had not……..
   Used to say that we did something in the past that has affected us in some way
   Example
   They cut down all the trees. They didn't have more rain.
   If they had not cut down all the trees, they would have had more rain.

Exercises: The winner pg 142, the sure key pg 112

c) Using:…..as well as……..
"as well as" is used to mean "also"
Examples
Bush burning causes environmental degradation. Over grazing causes environmental degradation
Bush burning, as well as, over grazing causes environmental degradation
Exercises: the winner pg 142 – 143, the sure key pg 113

d) Using:……..had to……
Used after the subject to talk about what we must have done
Used to mean that there was no choice
Examples
We built terraces. We wanted to protect our soil.
We had to build terraces in order to protect our soil
Exercises: the winner pg 144, the sure key pg 113 – 114

COMPREHENSION

a) Guided composition: Ref: the winner pg 139 – 140
b) Dialogue: the sure key pg 114
c) Notice: the sure key pg 115
d) Revision exercises: teacher's own resource.

ASPECT2: ADVERBS

An adverb is a word that tells us more about a verb, an adjective or another adverb

Example

Once, slowly, yesterday etc

Types of adverbs

(i) Adverbs of manner – tell us how something happens to happened.
Example:
They sing beautiful

(ii) Adverbs of time – tell us when something happens or happened
Example
He came yesterday

(iii) Adverbs of place – tell us where something takes place or took place e.g My aunt lives in Kenya.

(iv) Adverbs of frequency – tell us how often something happens or happened.
Usually
Rarely
Example
He seldom comes here
Often seldom

(v) Adverbs of degree – tell us to what extent something is or was
Example
She is very tired
quite, too, indeed, so, almost, much, only

(vi) Adverbs of quality/number tell us how much, many something is or was, once, twice, thrice

(vii) Adverbs of questioning
Where
When
How

(viii) Adverbs of affirmation and negation
Yes, certainly, surely, no , not
Ref: MK Precise Pg 50 – 4
First Aid English – pg 74

FORMATION OF ADVERBS

(i) Adverbs of manner are most formed from adjectives by adding ly.

Adjective	adverb
Wise	wisely
Foolish	foolishly
Slow	slowly
Beautiful	beautifully

(ii) When the adjective ends in y proceeded by a consonant, change y into i and add ly

Adjective	adverb
Happy	happily
Early	
Clumsy	
Easily	
Sleepy	
Busy	
Hurry	
Dry	

(iii) When an adjective ends in 'le' simply change 'e' into 'y'

Single		singly
Double		
Humble		
Terrible		
Audible		
Credible		
Able		
Horrible		
Others		
True	-	truly
Public	-	publicly

Evaluation Exercise

Junior English Revised pp 59 – 61

MK Revised Pp 57 – 8

Read and write standard 8 p.16 Exercise 11.

COMPARISON OF ADVERBS

(i) Adverbs like adjectives have three degrees of comparison. i.e positive, comparative and superlative. If any adverb is one syllable, the comparative is formed by adding 'er' and the superlative by 'est'

Fast	faster	faster
Hard	harder	hardest
Soon	sooner	sooner
Clean	cleaner	cleanest

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

Clearly	more clearly	most clearly
Bravely		
Loudly		
Steadily		

(iii) Irregular adverbs

Positive	comparative	superlative
Badly	worse	worst
Well	better	best
Late	later	last (time)
Far	farther	farthest
Ill	worse	worst

Evaluation activity

Pupils will complete the activity correctly

Ref: First Aid English page 75

Order of adverbs

When there are two or more adverbs (a verb and its object) the normal order is, (MPT)

i) Adverb of manner ii) Adverb of place iii) Adverb of time

Example

She sang well at the party last Friday.

If there are more adverbs of time or place in a sentence, it's usual to put more exact expressions before the more general ones.

Example

- He was born at 6 0'clock on a cold December morning in 2008.
- She lives at Nateete, Rubaga division in Kampala district.

ASPECT 3: CEREMONIES

SUB TOPIC 7A

Marriage

1. Vocabulary practice
   Marriage, religious marriage, cultural marriage, state marriage, baptism, confirmation, introduction, wedding, engagement, function, couple, spouse, bride, bridegroom, maid, bridesmaid, best man, fiancé, fiancée, ring, bouquet, certificate, salon, bridal gown, bridal, refreshments, marry, bride price, dowry, customary, pageboy, flower girl, feast, maid
2. Language structures
   Using: Relative pronouns
   Used to introduce extra information about the noun mentioned before
   "Who" and "whom" are used to refer to people
   "whose" is used to show that something belongs to somebody or something
   "Which" is used to refer to things
   "that" may be used for both people and things

a) Using ……..who……..
   Examples
   The woman was the bride. The woman is my aunt.
   The woman who was the bride is my aunt.
   Exercise: the winner pg 154

b) Using……..neither……..nor….
   Neither……..nor is a double conjunction used to show that one and not the other. It expresses negative
   Examples
   My uncle did not attend the burial. My aunt did not attend the burial.
   Neither my uncle nor my aunt attended the burial
   Exercises: the winner pg 156, the sure key pg 122

c) Using: Both…….and……
   Used to show not only one but also the other
   Examples
   The president attended the wedding. The Minister attended the wedding.
   Both the president and the minister attended the wedding
   Exercises: the winner pg 157, the sure key pg 122, Mk bk7 pg 165

d) Using:…….prefer……..
   Used to show the one likes one thing more than the other. It is used with 'to'
   It is a verb, it doubles its last letter in past tense i.e. preferred
   Examples
   Most couples like having a religious marriage more than a state one
   Most couples prefer having a religious marriage to a state one
   Exercises: the winner pg 158, Mk bk7 pg 156, the sure key pg 123

Comprehension

a) Passage: Mk bk7 pg 170 – 171, the sure key pg 124
b) Dialogue: Ayo plans to wed, MK bk 7 pg 166 – 167
c) Guided composition (jumbled): the sure key pg 125
d) Guided composition: the winner pg 164 – 165
e) Guided composition: the sure key pg 128
f) Poem (When to have marriage): Mk bk7 pg 168 – 19
g) Poem: the sure key pg 126
h) Invitation card: the sure key pg 125 and 127
i) Marriage certificate: Mk bk7 pg 174
j) Picture composition: Mukasa weds Sarah Mk bk7 pg 172

SUB TOPIC 7B
FUNERAL

1. Vocabulary
   Burial, funeral rites, widow, widower, orphan, orphanage, mourner, will, condolences, last respects, coffin, casket, corpse, bark cloth, funeral services, shroud, state funeral, heir, heiress, ancestral home, cremate, grave, commentary
2. Language structure

a) Using: Despite the fact that……..
   Used to introduce a fact which makes the other part of a sentence suprising.
   e.g. Abdul was a rich man. He was buried in two shrouds
   Despite the fact that Abdul was a rich man, he was buried in two shrouds
   Exercises: The winner pg 170, the sure key pg 131, 132
b) Using: Emphatic pronoun
   These are pronouns that end with self/ selves
   Examples
   He was asked to read a few condolence messages alone.
   He was asked to read a few condolence messages himself.
   Exercises: the sure key pg 132, the winner pg 171 – 172
c) Using:…….often……..
   Often means many times or commonly
   Often also means frequently
   Used within the sentence
   Examples
   I always dream about dead relatives
   I often dream about dead relatives
   Exercises: the winner pg 173, the sure key pg 133

Comprehension

(a) Passage: farewell to Mr. Muhindo Mk bk7 pg 81 – 82
(b) Dialogue: Mk bk 7 pg 79 – 80
(c) Poem: Mk bk7 pg 80 – 81
(d) Guided composition: pg 82
(e) Picture composition: Silvesto Dies in a car accident Mk bk 7 pg 83 and 84
(f) Revision exercise: Mk bk 7 pg 84, 85, 86

ASPECT 4 – JUNIOR ENGLISH
PREPOSITIONS

Prepositions of time, place and movement
Evaluation
MK Precise page 169 – 179

ASPECT 6 – COMPREHENSION

LESSON 1

Burial

Vocabulary practice (oral)

Coffin, condolence, funeral, etc

Structural / patterns

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

LESSON II

Dialogue reading (pre comprehension activity)

Oral comprehension questions

Evaluation activity

Poem reading (The last goodbye)

Identify new words

Answer the comprehension questions

LESSON III

Pre – comprehension activity

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

Read the passage and answer the comprehension questions orally

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

Evaluation activity

Picture composition

Write a sentence describing what is happening in pictures 1 – 6

Answer comprehension questions about the picture

Ref: Mk BK 7 page 81 – 4

Junior English Composition and Grammar pages 85 – 87

Drills 122, 123, 124

ADJECTIVAL QUALIFIERS OF RESULTS

Too ----------to

so --------that

such --------that

----------enough to ----------

LESSON IV

Pre comprehension activity (appreciation)

Answer questions orally

Evaluation activity

Death announcements

Read the announcement and answer its written questions

Ref: MK Book 7 page 85

ASPECT 7

Relative clauses

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

Example

The woman who lives next door is a doctor.

Relative clauses are introduced by the following relative pronouns, who, that, which, whom, whose, where

DEFINING RELATIVE CLAUSES

Defining relative clauses tell us ho and what the subject is/was

Example

A man is not a good citizen. He steals

A man who steals is not a good citizen

Defining relative clause
Defining relative clauses tell us who and what the subject is/was
Example
A man is not a good citizen. He steals.
A man who steals is not a good citizen.
The boy nearly drowned. He fell into the well.
The boy who fell into the well nearly drowned.

Evaluation activity
JEC & G page 78 drill 115
Defining relative clauses with prepositions
The place was on a high hill. The army advanced to it.
The place to which the army advanced was on a high hill.
N.B: No commas are needed

NON –DEFINING ADJECTIVAL CLAUSES
They tell us something about the noun but do not define.
Example
Captain Tamale is leaving for London tomorrow.
You had dinner with him last night.
Captain Tamale, with whom you had dinner last night, is leaving for London.
Evaluation activity

ADJECTIVAL QUALIFIERS OF REASON
---------because ----
-------as----------
---------so that ---------could/can
--------in order to ------
-------in order that --------could/can
CORRELATIVE CONJUNCTIONS
Neither ----------nor ----------
----------neither ---------nor --------
---------and neither -------
--------and so --------
Either ----------or -----
--------either ------(without or)
MK Precise page 126 – 127 page 131 – 136

ASPECT 8: SPEECHES
Direct speech
This is when the actual words of the speaker are written as they were mentioned without changing anything.
Example
Tom said, “I am not feeling well”
“I am very hungry” said Alex.
The actual words of the speaker are enclosed in quotation marks.
A comma separates the speaker’s words from the verb that reports.
Example
said
asked
inquired
The actual words of the speaker begin with a capital letter.
Each punctuation mark is placed clearly away from the others.

Evaluation activity

Punctuate the following sentences

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

Reported speech/ indirect speech

This is when the speaker's words are reported

Example

The man said that he wanted to see his son.

Main points

- Quotation marks are not used in reported speech.
- The comma is also dropped.

Some changes are made

- in tenses
- in pronouns
- in adverbs

- If the reporting verb is in the present tense, the tense does not change when reporting
  Example
  Joy says, "My pen is missing."
  Joy says that per pen is missing.
- When the reporting verb is in the past tense, the tense of the words quoted has to change
  Example
  John said, "my pen is missing.'
  John said that his pen was missing.
- When reporting scientific facts, the tense does not change
  Example
  'Water boils at 100^0C, the teacher said.
  The teacher said that water boils at 100^0C.
- 'Must' changes
  (a) 'must' in present tense changes to "had to"
  Example
  "I must write to my friend," Rebecca said
  Rebecca said that she had to write to her friend.
  (b) Must (future) changes to "would have to"

  Example
  "I must leave for London next year," said the teacher.
  The teacher siad that he would have to leave for London the following year.
  (c) Must
  It is used as rule remains MUST
  Example
  "Children must obey their parents," the Headmaster said.
  (d) MUST
  (To mean certainty) remains must
  Example
  "He must be 15 years now," said John.
  John said that he must be 15 years then
  Note:
  Commands and requests
  (i) The imperative form of the verb is changed to infinitive
  Example
  "Take this book to the office," he told me.
  He told me to take the book to the office

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

Example

- We shall go home tomorrow," he said to me.
- He told me that they would go home the next day.

ASPECT 9: NECESSITY, OBLIGATION AND DUTY

Modal verbs

- Should have to, shouldn't
- Ought to, have got to, oughtn't
- Must, must not
- Needn't, didn't need to
- Ability, capable of
- Necessary – necessity
- Had better

Ref: Junior English Composition and Grammar p. 97 – 94
Revision English by Ronald Forest pp 47 – 49
MK Precise pp 153 – 162
Living English structure for schools pp 22 – 35
English Grammar in Use pp 52

Topical revision (pamphlet on previous lesson notes)

ASPECT 10: LESSONS 1 – 12 – ADVERBIAL CLAUSES

CLAUSES OF TIME

A clause is a group of words that include a subject and a verb and forms a sentence or part of the sentence.

- ------as soon as ---------
- Immediately
- …….immediately ---------
- The moment
- --------the moment --------
- After / ---------after ---------
- Often ---------Before
- Since
- No sooner had/did
- Hardly ---------when
- Scarcely ----------when
- Barely ----------when
- Just as ----------

Clauses of intention / purpose

- So that
- Such that
- In order to
- ……..so as to …
- ……..in order that

Clauses of reason

- because
- --since
- as
- so

Clauses of correction

- not only ---------but also
- both -------and
- neither ---------nor –
- either --------or -----

Clauses of contrast

- 'but'
- Although ---------
- Though …..
- In spite of --------
- Despite ----------
- Even though ----------
- However
- Never the less -----

(Ref: MK Precise pp 126 – 129)

TERM I TOPICAL BREAK DOWN

ASPECT: GRAMMAR (PARTS OF SPEECH)

UNIT I

Punctuation
Areas to emphasize
Capital letters
Full stops
Question marks
Apostrophe
Hyphen
Comma
Colon
Semi – colon
Quotation marks

Unit 2

Nouns
Types of nouns
Proper nouns
Collective nouns
Abstract nouns
Common nouns
Numbers (singular and plurals)
Formation of plurals
By adding ‘s’, ‘es’, ‘ies’, ‘ves
Nouns that don’t change
Irregular formation of plurals
The use of article ‘a’/ ‘an’ and the uncountable nouns
Formation of abstract nouns
Gender i.e. masculine, feminine, common and neuter
Unit 4
Pronouns
Subjective pronouns
Objective pronouns
Adjective pronouns
Reflexive pronouns
Demonstrative pronouns
Relative pronouns
Plurals of pronouns

Unit 4

Grammar (parts of speech)
Adjectives
Formation of adjectives
By adding suffixes, e.g. ous, ful, able, ly, less, ive
Formation of proper adjectives
Comparison of adjectives
By adding ‘er’, ‘est’, more, most
Double comparatives the use of ‘the’, order of adjectives

Unit 5

Verbs / tenses
Formation of verbs
Forms of verbs i.e. regular and irregular verbs
Present simple tense
Negative/ interrogative / affirmative
Active and passive voice
Question tags

Past simple tense
Negative/ interrogative
Active and passive voice
Question tags
Present perfect tense
Negative/ interrogative
Active and passive voice
Question tags
The use of since and for
Present perfect continuous tense
Negative and interrogative
Active and passive voice
The use of since and for

TERM II

Unit 1
Adverbs
Types of adverbs
Adverbs of manner
Adverbs of place
Adverbs of frequency
Formation of adverbs
By adding 'ly'
Irregular formation of adverbs
Comparison of adverbs
Emphasize the use of 'more' and 'most'
By adding 'er' and 'est'
Position (order) of adverbs

Unit 2

Articles

Unit 3

Conditional sentences if 1, if 2, if 3
Use of unless

Unit 4

Relative clauses

Unit 5

Tenses and
Future simple tense
Negative / interrogative
Active and passive voice
Question tags
The use of 'going to' as a future tense
Future continuous tense
Past perfect tense
Negative / interrogative
Active and passive voice
Question tags
Past perfect continuous tense
Negative / interrogative
Future perfect tense
Negative / interrogative
Active and passive voice

Unit 6

Parts of speech

Unit 7
Adverbial clauses
The use of; no sooner, immediately, as soon as, just as, hardly, scarcely, barely, in spite of, despite, even though, though, never the less, none the less, however, not only…..but also, although

Unit 8
Adjectival qualifiers
Results
The use of; too…..to.., so…….that…, such a/ an…….that…, enough to,
Reason
……so that……, ……..in order to……, ……so as….., ……in order that, …….neither…….nor…., either…….or, ……..and neither……., …..and so.
Unit 9
Junior English
Synonyms
Opposites
Analogies
Occupation
Alphabetical order
Prepositions

Term I
Comprehension
Unit 1 and 2
Topic school holidays
Vocabulary practice
Structural patterns
Dialogue
Comprehension
Guided composition
Picture composition
Revision exercise
Unit 3 and 4
Topic holiday plans
Vocabulary practice
Dialogue
Poem
Comprehension
Guided composition
Picture composition
Revision exercise
Unit 5 and 6
Topic holiday activities
Vocabulary practice
Structural patterns
Dialogue
Poem
Comprehension
Guided composition
Picture composition
Revision exercises
Unit 7 and 8
Topic: letter writing
Vocabulary practice
Structural patterns
Dialogue

Comprehension
Guided composition
Picture composition
Revision exercises
Sub topic: informal letters
Vocabulary practice
Structural patterns
Dialogue
Comprehension
Guided composition
Picture composition
Revision exercise
Sub topic: formal letters
Vocabulary practice
Structural patterns
Dialogue
Comprehension
Guided composition
Picture composition
Revision exercises
Unit 9 and 10
Topic: examinations
Vocabulary practice
Structural patterns
Dialogue
Poem
Comprehension
Guided composition
Picture composition
Revision exercises
Unit 11 and 12
Sub topic: preparations for examinations
Vocabulary practice
Structural patterns
Dialogue
Poem
Comprehension
Guided composition
Picture composition
Revision exercise
Unit 13 and 14
Sub topic: sitting examinations
Vocabulary practice
Structural patterns
Dialogue
Poem
Comprehension
Guided composition
Picture composition
Revision exercises

TERM II TOPICAL BREAKDOWN

Unit 16 and 17
Topic: electronic media
Vocabulary practice
Structural pattern
Dialogue
Poem
Comprehension
Guided composition
Picture composition
Revision exercises
Unit 18 and 19
Sub topic: radio and television
Vocabulary practice
Structural pattern
Dialogue
Poem
Comprehension
Guided composition
Picture composition
Revision exercises
Unit 20 and 21
Sub topic: other electronic media
Vocabulary practice
Structural pattern
Dialogue
Poem
Comprehension
Guided composition
Picture composition
Revision exercises
Unit 22 and 23
Topic: rights, responsibilities and freedom
Vocabulary practice
Structural pattern
Dialogue
Poem
Comprehension
Guided composition
Picture composition
Revision exercises
Unit 24 and 25
Sub topic: Children's rights and responsibilities
Vocabulary practice
Structural pattern
Dialogue
Poem
Comprehension
Guided composition
Picture composition
Revision exercises
Unit 26 and 27
Sub topic: animal needs and freedoms
Vocabulary practice
Structural pattern
Dialogue

Poem
Comprehension
Guided composition
Picture composition
Revision exercises

Unit 28 and 29

Topic: environmental protection

Vocabulary practice
Structural pattern
Dialogue
Poem
Comprehension
Guided composition
Picture composition
Revision exercises

Unit 30 and 31

Sub topic: importance of environmental protection

Vocabulary practice
Structural pattern
Dialogue
Poem
Comprehension
Guided composition
Picture composition
Revision exercises

Unit 32 and 33

Sub topic: ways of protecting the environment

Vocabulary practice
Structural pattern
Dialogue
Poem
Comprehension
Guided composition
Picture composition
Revision exercises

Unit 34 and 35

Topic: Ceremonies

Vocabulary practice
Structural pattern
Dialogue
Poem
Comprehension
Guided composition
Picture composition
Revision exercises

Unit 36

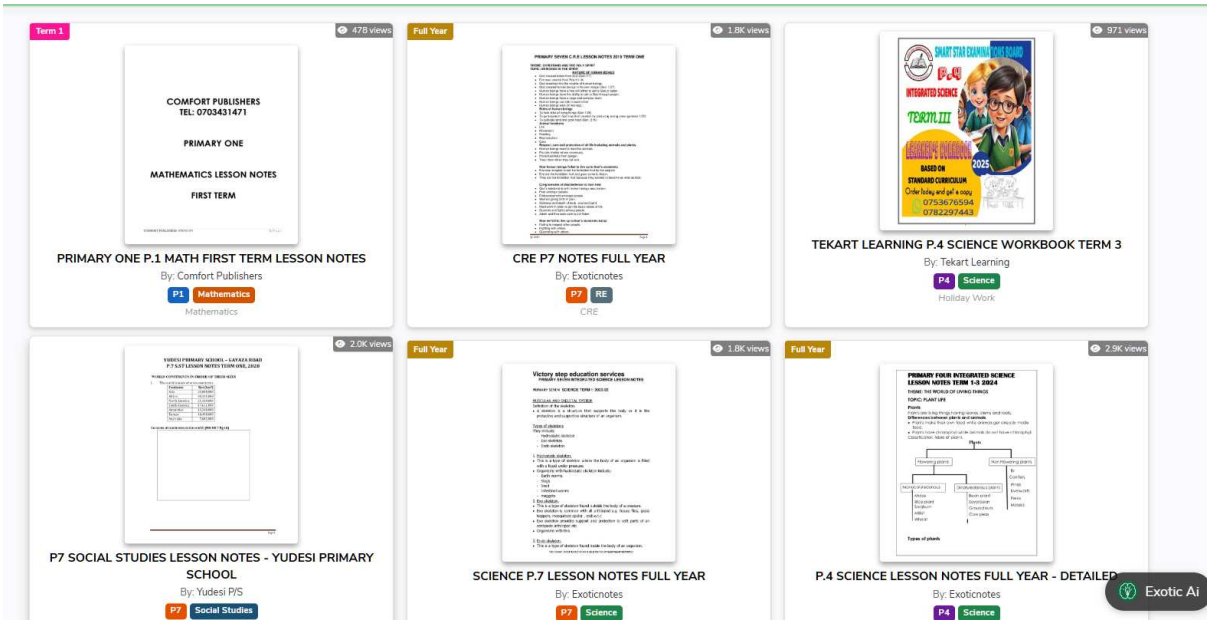
Sub topic: Marriage

Vocabulary practice
Structural pattern
Dialogue
Poem
Comprehension
Guided composition
Picture composition
Revision exercises

Unit 37
Sub topic: Funeral
Vocabulary practice
Structural pattern
Dialogue
Poem
Comprehension
Guided composition
Picture composition
Revision exercises

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