KAZO DISTRICT LOCAL GOVERNMENT
EDUCATION DEPARTMENT
PRIMARY SEVEN ENGLISH LESSON NOTES TERM II 2023

LESSION 1

TOPIC: Electronic Media

SUB-TOPIC: Radio and Television

CONTENT: Vocabulary

Radio, television, programme

Grammar

Writing the words in plural form examples radio- Radios

Structure

Using…..and so….

Examples.

David is a radio presenter.

Esther is also a radio presenter.

David is a radio presenter and so is Esther.

ACTIVITY

(St. Bernard Bk 7 Page 85)

Join the sentences using….and so…..

1. Jennifer bought a niece radio. Dorcus bought a nice radio.
2. My father will go to the studio.
   My sister will go to the studio.
3. The singers should dress decently.
   The dancers should dress decently.
4. Timothy likes Cartoons.
   Joshua also likes Cartoons.
5. You watched the weather forecast.
   I watched it too.

LESSION 2

TOPIC: Electronic Media

SUB-TOPIC: Radio and Television

CONTENT: Vocabulary

Volume, advertisement, editor

Grammar

Writing the short forms.

Examples:

Volume -Vol.

Advertisement - Advert.

Editor- ed.

Structure

I don't like …….

Examples.

I don't like music at a loud volume.

ACTIVITY

(St. Bernard Bk 7 Page 87)

Write the sentences using….don't/doesn't……

1. We rarely participate in talk shows.
2. Rose seldom sits close to the T.V set.
3. T.V presenters rarely go to the studios late.
4. Children seldom watch the late movies.
5. My niece rarely listens to pop music .

LESSION 3

TOPIC: Electronic Media

SUB-TOPIC: Radio and Television

CONTENT: Vocabulary

Music, channel

Grammar

Writing in plural form

Examples

Channel- Channels

Music - Music

Structure

I like …….

Example. I like playing gospel music.

ACTIVITY

(St. Bernard Bk 7 Page 86)

Write the sentences as instructed in the brackets

1. I like talking to radio presenters. (Begin: She……)
2. My friend likes going to radio studios. (Begin: My friends……)
3. Moses likes playing soft music. (Begin: Does Moses……?)
4. Young children like watching cartoons. (Begin: A young ……..)
5. We like watching live talk shows. (Begin: Who……?)

LESSION 4

TOPIC: Electronic Media

SUB-TOPIC: Radio and Television

CONTENT: Vocabulary

Announcements, news.

Grammar

Writing the words in singular form

News - news

Announcements-- announcement

Structure

If I conditional sentences

Examples.

If he reads these newspapers, he will get the information he wants

ACTIVITY

(St. Bernard Bk 7 Page 84).

Rewrite sentences beginning: If……

1. Parents must guide their children or else they will get spoilt.
2. The radio technician will repair your radio when he comes.
3. I have to go to the studio to see the radio presenters.
4. Turn on the T.V set and watch the news.
5. You must adjust the aerial to see the pictures clearly.

LESSION 5

TOPIC: Electronic Media

SUB-TOPIC: Radio and Television

CONTENT: Vocabulary

Presenter, studio

Grammar

Giving one word for many

Structure

If 2 conditional sentences

Examples.

If I went to the studio, I would see the new radio presenter

ACTIVITY

(St. Bernard Bk 7 Page 88)

Change the sentences if 2 conditional.

1. If my friend visits me, he will bring for me new films.
2. Ogola will break the aerial if he adjusts it carelessly.
3. If there is change in programme, the guide will show it.
4. Miria will read her e-mails if she goes to the internet café.
5. If Silas gets his salary, he will buy a radio.

LESSON 6

TOPIC: Electronic Media

SUB-TOPIC: Radio and Television

CONTENT: Vocabulary

Radio, television, programme

Grammar

Giving one word for many

Structure

If 2 conditional

Examples.

If my radio had a good speaker, it would play louder music.

ACTIVITY

(St. Bernard Bk 7 Page 89).

Change the sentences to if 2 conditional.

1. If you push the radio down, it can break.
2. Tomson will teach us about electronic media if we ask him.
3. If you don't repair that extension cable, it will make your T.V set blow.
4. I will spend a lot of time watching movies if I buy a T.V set.
5. If Namubiru listens to this advert, she will like it.

LESSION 7

TOPIC: Electronic Media

SUB-TOPIC: Radio and Television

CONTENT: Vocabulary

Talk show, knob

Grammar

Writing the plural form

Examples knob - knobs

Talk show - talk shows

Structure

Using…..and so….

Examples.

The talk show was so niece and so was the music.

ACTIVITY

(St. Bernard Bk 7 Page 85)

Join the sentences using….and so…..

1. The talk show was aired on Saturday.
   The family show was aired on Saturday.
2. Fred went to the studio.
   Alozius also went to the studio.
3. You like sports. I like sports.
4. Sandra is a gospel singer. Samuel is a gospel singer too.

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

5. The radio presenter advised listeners not to touch on the **knob**.
6. The political **talkshow** is usually held during the weekend.

LESSION 8

TOPIC: Electronic Media

SUB-TOPIC: Radio and Television

CONTENT: Vocabulary

Entertainment, station, musician

Grammar

Writing the words in plural form

Entertainment	-	Entertainments
Station	-	Stations
Musician	-	Musicians

Structure

Using. I like……..

Examples.

i. I like watching gospel musicians.

(ii) She like listening to this programme.

ACTIVITY

(St. Bernard Bk 7 Page 86)

Write the sentences as instructed in the brackets

1. I like talking to radio presenters (Begin: she……)
2. Kanyike likes playing loud music. (Begin: Does Kanyike…….?)
3. We like watching live talk shows (Begin: Who……..?)
4. Our teacher likes watching sports news (Begin: Their teacher ……..)

Write the sentences giving he singular form of the underlined words

5. Gospel **Musicians** should dress decently.

6. Mushana shifted his radio **stations.**

LESSON 9

TOPIC: Electronic Media

SUB-TOPIC: Radio and Television

CONTENT: Vocabulary

Time, broadcast, forecast

Grammar

Writing the verbs in now tense, present simple, past simple and past perfect tense.

Verb	Now tense	Past simple	Past perfect tense
Tune	Tuning	Tuned	Tuned
Broadcast	Broadcasting	Broadcast	Broadcast
Forecast	Forecasting	Forecast	Forecast

Structure

Using…..and so….

Examples.

The radio broadcast the news about his death yesterday. The television broadcast the news about his death yesterday.

The radio broadcast the news about his death yesterday and so did the television.

ACTIVITY

(St. Bernard Bk 7 Page 85)

Join the given sentences using….and so…..

1. T.V presenters follow a fixed timetable.
2. Kakooza likes tuning to Eiraka radio.
   Kasumari likes tuning to Eiraka radio too.
3. Ruth is watching the weather forecast. Elisha is also watching the weather forecast.
4. The sports news was broadcast on T.V West. The Omushongi programme was broadcast on T.V West too.

   Formulate a sentence of your own using the following words.

5. Broadcast.
6. Tuned.
7. Forecast.

LESSON 10

TOPIC: Electronic Media

SUB-TOPIC: Radio and Television

CONTENT: Vocabulary

Edit, listen, switch

Grammar

Forming nouns from the learnt words.

Edit – editor

Listen- Listener

Switch - switch

<u>Structure</u>

Using…..and neither ……

Examples

My mother cannot edit newspapers.

My uncle cannot edit newspapers.

My mother cannot edit newspapers and neither can my uncle.

ACTIVITY

(St. Bernard Bk 7 Page 85)

Rewrite the given sentences using…. and neither……

1. Cartoons are not interesting. Films are not interesting.
2. Zeridah did not go to the studio. Ampumwize did not go to the studio.
3. Timothy doesn't like cartons. Joshua doesn't like cartoons.
4. Jennifer did not buy a nice radio. Damali did not buy a niece radio
5. Gospel singers should not wear min-skirts.
   Pop singers also should not wear mini-skirts.
6. The teacher will not go to the studio. The children will not go to the studio.

LESSON 10

TOPIC: Electronic Media

SUB-TOPIC: Radio and Television

CONTENT: Vocabulary

Soft, loud

Grammar

Forming adverbs from the learnt adjectives.

Soft-softly.

Loud- loudly .

Structure

Using…..and neither ……

Examples

Hellen is not playing music loudly. John is not playing music loudly.

ACTIVITY

(St. Bernard Bk 7 Page 83)

Rewrite the given sentences using…. and neither……

1. Omala cannot sign softly. Okello cannot sing softly too.
2. My grandfather doesn't like loud music. My grandmother doesn't like loud music.
3. You did not watch the weather forecast. I too did not watch it.
4. James was not a good TV presenter. Jacob wasn't a good radio presenter.
5. Sylivia will not attend the family show. Kosam will not attend the family show.

LESSON 12

TOPIC: Electronic Media

SUB-TOPIC: Radio and Television

CONTENT: Vocabulary

Entitled the big colour TV

Activity (St. Bernard Bk 7 Page 90)

Answer these questions in full sentences

1. What is the dialogue about?
2. Who bought the big colour TV?
3. When did John hear the noise?

4. Why did they make noise?
5. Give a suitable title for the dialogue.
6. What are bad films?
7. Suggest two reasons why children should be allowed to watch TV
8. Which programme are they going to watch?

LESSON 13

TOPIC: Electronic Media

SUB-TOPIC: Radio and Television

CONTENT: The passage with the title JOSHUA'S STRANGE IDEAS ABOUT THE RADIO PRESNETERS

ACTIVITY

(St. Bernard Bk 7 Page 91 & 92)

Answer these questions in full sentences

1. Why did Joshua want to open the radio?
2. How are the sound waves sent to radios?
3. When did Joshua get convinced about radio presenters?
4. How old was the village girl?
5. Why did Joshua burst into laughter's?
6. Write the full form of DVD
7. What was the song on the DVD called?
8. Who sang the song?
9. What is the passage about?

LESSON 14

TOPIC: Electronic Media

SUB-TOPIC: Radio and Television

CONTENT: An Advertisement with the title MASTER ELECTRONICS CENTRE

ACTIVITY

Answer the given questions in full sentences.

1. Who is announcing the new arrivals?
2. What type of TV sets do they have?
3. Which type of loud speakers do the radios have?
4. How long is their quarantine on each item?
5. How many days are they open in a week?
6. Mention one item you would buy from Master Electronic centre
7. Where is the shop located?
8. What discount is given on all the items?
9. When was the advertisement written?
10. At what time do they close the centre?

LESSON 15

TOPIC: Electronic Media

SUB TOPIC: Radio and Television

CONTENT: A TV Programme running from 4:00Pm-12:00 Midnight.

Activity (St. Bernard BK7 PP 95)

Study the TV programme line-up and answer the questions about it in full sentences.

Questions

1. What is the above information called?
2. At what time was the news in Kiswahili?
3. Which programme was aired at 4:30Pm?
4. Which show did Nsereko present?
5. Which movie was shown on that day?
6. At what time was news telecast in English?
7. Who was the presenter of the family show?

LESSON 16

TOPIC: Electronic Media

SUB TOPIC: Radio and Television

CONTENT: A passage with the title LISTENING TO RADIO AND TELEVISION.

Activity (Fountain Eng BK7 PP119-120)

Answer these questions in full sentences

1. Why were there few radios in homes in the 1960s?
2. Where did people get news and announcements from?

3. On which programme can listeners ring presenters?
4. Name the Television that existed in 1960s.
5. Name any programme that is presented by a Television or radio station.

LESSON 17

TOPIC: Electronic Media

SUB TOPIC: Radio and Television

CONTENT: A guided composition with the title MUKIBI BUYS A RADIO.

Activity (fountain Eng BK7 pp 126-127)

Use these words given in the box to fill in the blank spaces correctly.

Music, Presented, Button	Announcement, Radio	Radio, Knob	News, Favourite

LESSON 18

TOPIC: **Electronic Media**

SUBTOPIC: **Radio and Television**

CONTENT: A UBC Radio Programme running from 6:00Am – 9:05Am

Activity (Fountain ENG BK7 pp 127)

Study the UBC Radio programme and answer the questions

1. When does the radio station open?
2. How many times is the news read in English?
3. How many languages are used between 6:00AM and 8:00am?
4. When are announcements made?
5. If my favourite programme is gospel music, when should I tune in?
6. Which radio is broadcasting these programmes?

LESSON 19

TOPIC: **Electronic Media**

SUB TOPIC: **Radio and Television**

CONTENT: **Free composition writing.**

Describe your favourite radio programme.

Activity (Fountain Eng BK7 pp128)

Write a short composition describing your favourite radio programme. Explain when you listen to it, what it contains and why you enjoy it.

LESSON 20

TOPIC: Electronic Media

SUBTOPIC: Radio and Television

CONTENT: Free composition writing.

The importance of radio/television to people.

Activity (St. Bernard BK7 pp144)

Write a short composition of (100-150) words about the importance of radio/ television.

LESSON 21

TOPIC: Electronic Media

SUBTOPIC: Radio and Television

CONTENT: An advertisement with the title music.

Activity (fountain BK7 pp 129)

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

1. Who is presenting the music show?
2. Where will it take place?
3. What type of music is this?
4. At what time will it end?
5. If two people are wanted to watch, how much would they pay?
6. Who wrote the advert?

LESSON 22

TOPIC: **Electronic Media**

SUB TOPIC: **Other electronic Media**

CONTENT: **Vocabulary**

Tape, computer

Grammar

Giving the plural form of the learnt words.

Examples: computer – computers

Tape – tapes

Structure

Using: If 2 conditional

Examples: Bazira would buy a computer if he got his salary.

Activity (St. Bernard BK7 pp 99)

Rewrite and change the sentences to If 2

1. If you push the computer down, it can break.
2. If you record your music on a tape, you will listen to it later.
3. Tom will teach us about electronic media if we ask him.
4. If I get a tape recorder, I will record whatever I need.
5. I will buy a new computer if I get money.

LESSON 23

TOPIC: Electronic Media

SUBTOPIC: Other electronic Media

CONTENT: Vocabulary

CD, DVD, CD-ROM

Grammar

Writing the full form

CD- Compact disc

DVD- Digital Video Disc

CD-ROM – Compact Disc Read Only Memory

Structure

Using If 2 conditional

Examples. If you recorded your music on CD, you would listen to it later.

Activity (St. Bernard BK7 PP 99).

Rewrite and change these sentences to If 2.

1. If she uses a dictionary, she will find out what a CD-ROM stands for.
2. If you record your music on a CD, you will listen to it later.
3. You will remove the CD if you press the eject button.
4. If I learn French, I will be able to understand films acted in French.
5. He will be able to produce the stored music if he buys a DVD player.

LESSON 24

TOPIC: Electronic Media

SUBTOPIC: Other electronic media

CONTENT: Vocabulary

Player, recorder

Grammar

Writing the words in plural form.

Player - players.

Recorder – recorders.

Structure

Using……. and so ……

Examples. Kato has experience in electronic media and so has Wasswa.

Activity (St. Bernard BK7 pp 99)

Rewrite the sentences using …… and so …….

1. Students and teachers listen to national news.
2. The videos were interesting. The songs were also interesting.
3. Nsubuga bought a good video player. Mujurizi bought a good video player too.
4. Adverts and announcements should be brief.
5. My mother is a gospel singer. My uncle is also a gospel singer.

LESSON 25

TOPIC: Electronic Media

SUB TOPIC: Other electronic media

CONTENT: Vocabulary

Extension cable

Button

Grammar

Writing the words in plural form

Examples.

Extension cable – extension cables

Button – buttons

Structure

Using …….. needn't have ……..

Examples. The DJ needn't have stolen the extension cable at the party.

Activity (St. Bernard BK7 pp 97, 100), (Fountain BK7 pp 136)

Join the following sentences using …….. needn't have …….

1. It was not necessary for Birungi to adjust the aerial.
2. Sarah pressed the eject button. It was not necessary.
3. Rose disconnected the power. It was not necessary.
4. You turned on the video deck. There was no electricity.
5. You recorded gospel music for me. I don't enjoy gospel music.
6. Agaba switched off the radio yet I was listening to the news.

LESSON 26

TOPIC: Electronic Media

SUBTOPIC: Other electronic media

CONTENT: Vocabulary

Tape recorder, mobile phone

Grammar

Arranging words in alphabetical order

Examples tape, recorder, mobile phone

Structure

Using ……needn't have …….

Example. You needn't have switched off your mobile phone.

Activity (St. Bernard BK7 PP 100, Fountain Eng BK7 PP 136)

Join the following sentences using ……..needn't have ……

1. It was not necessary for the video jockey to copy music without permission.
2. It was not necessary for the dumb to buy a mobile phone.
3. Samantha shed tears in front of the camera. It was not necessary.
4. You switched off the DVD player. I was listening to the music.
5. The teacher switched on his mobile phone. The priest was conducting a church service.

LESSON 27

TOPIC: Electronic Media

SUBTOPIC: Other electronic media

CONTENT: Vocabulary

Network, internet café

Grammar

Writing one word for many

Example.

John has gone to the <u>place where people go to surf news</u> in Ibanda Town.

Structure: using if 2 conditional

Example. Moses would read his e-mails if he went to the internet café.

Activity: (St. Bernard BK7 PP)

Rewrite and change these sentences to If 2.

1. I will receive a clear television signal if I buy a new aerial.
2. If you shift to remote areas, you will not access mobile phone network.
3. I won't buy a mobile phone if I lose the money.
4. If the internet charges increase, surfing will be left for the rich.
5. The teacher will teach learners about electronic media if they ask him.

LESSON 28

TOPIC: Electronic Media

SUBTOPIC: Other electronic media

CONTENT: Vocabulary

Tune, connect

Grammar

Writing the verbs in present, now past simple and past participle tenses.

Present	**Now**	**Past simple**	**Past participle**
Tune	Tuning	Tuned	Tuned
Connect	Connecting	Connected	Connected

Example.

Structure: using …… and neither ……..

Example. Joseph did not tune into Endigito Radio and neither did Ezra.

Activity (St. Bernard BK7 pp 100, Fountain Eng BK7 pp 130)

Join the sentences using……..and neither ……..

1. Moreen wasn't watching news. Zainabu wasn't watching news too.
2. He didn't tune in to VOK Radio. She didn't tune in to VOK Radio.
3. The catechist doesn't like pop music. The pastor doesn't like pop music.
4. The children will not connect the TV set. The mother will not connect the TV set.

LESSON 29

TOPIC: Electronic Media

SUBTOPIC: Other electronic media

CONTENT: Vocabulary

Aerial, headphones

Grammar

Writing one word for many

Example. Sheila bought a new piece of equipment worn over or in the ears that makes it possible to listen to music without other people hearing it.

Structure

Reported speech

Example. My mother said, "The headphones are mine"

Activity (St. Bernard BK7 pp 101)

My mother said that the headphones were hers.

1. Kiiza said, " I can fix the aerial myself".
2. Mother asked, " why are you playing loud music".
3. Zakia said, " I need to buy new headphones".
4. He asked me, " when will you give me back my DVD?".
5. Aunt Betty said, " I may bring my small radio with me".

LESSON 30

TOPIC: Electronic Media

SUBTOPIC: Other electronic media

CONTENT: Vocabulary

Video, studio

Grammar

Writing the plural form of the learnt words.

Video – videos.

Studio – studios.

Structure

Using ……. and neither …….

Example. The video was not interesting. The studio was not interesting.

The video was not interesting and neither was the studio.

Activity (St. Bernard BK7 pp 100)

Rewrite the following sentences using ……. and neither ……..

1. Paul did not take part in the commercial advert. Noah did not take part in the commercial advert.
2. The videos were not interesting. The songs were not interesting.
3. Adverts should not be too long. Announcements should not be too long.
4. My mother will not go to the studio. My sister will not go to the studio.
5. Joan doesn't like watching videos. Apophia doesn't like watching videos too.

LESSON 31

TOPIC: Electronic Media

SUBTOPIC: Other electronic media

CONTENT: Vocabulary

The internet, airtime

Grammar

Writing one word for many

Aidah went to the trading centre to buy the amount of time that is paid for when you are using a mobile phone

Structure

Reported speech

Example. The presenter said that she would get news from the internet the following day.

Activity (Fountain bk7 PP 133, St. Bernard BK7 PP101)

Change the following sentences into reported speech.

1. Diana said, " The company gives me enough airtime"
2. The teacher said, "Your favourite programme will be showing at 1:00 O'clock".
3. Mary said, " I am going to surf at the internet next week".
4. The children said, " we have read the advertisement".
5. " I going to sing in the choir", Monica said.

LESSON 32

TOPIC: Electronic Media

SUBTOPIC: Other electronic Media

CONTENT: Vocabulary

Disc, cable

Grammar

Writing the words in plural form .

Example disc – discs

Cable – cables

If 2 conditional sentences.

Example. If John bought a new cable, he would charge his telephone

Activity (St. Bernard BK7 99)

Change the following sentences into If 2

1. If you store your music on a CD, you will be able to listen to it at any time you want.
2. Amina will need more cables if she buys more computers.
3. If he pays the TV bills, he will access the news.
4. Andrew will not get a discount if he buys that flat TV in installments.

LESSON 33

TOPIC: Electronic media

SUBTOPIC: Other electronic media

CONTENT: Vocabulary

Press, record

Grammar

Writing the words in alphabetical order

Example. Press, record pressing, recording

Structure

Reported speech

Example. "The musician may press a wrong button," said Anent.

Anent said that the musician might press a wrong button.

Activity (St. Bernard BK7 PP 101)

Change the following sentences into reported speech.

1. The young man said, " I will to the studio to record my gospel song tomorrow".
2. Mr. Ziwa said, " I will press the eject button to get the CD out" .
3. "Where are you going to buy the TV from?" Martha asked Hellen.
4. "I will record your songs using my Smartphone", the teacher told the learners.

LESSON 34

TOPIC: Electronic Media

SUBTOPIC: Other electronic Media

CONTENT: Vocabulary

Dial, eject

Grammar

Writing the verbs in tenses i.e. now, present simple, past simple, past participle tenses

Present	Now	Past simple	Past participle
Dial Eject	Dialing Ejecting	Dialed Ejected	Dialed Ejected

Structure

Reported speech

Example. He said that Joan would come that night

Activity (St. Bernard BK7 PP 97, 101)

Change the given sentences into reported speech.

1. "I have dialed a wrong number", Magezi said.
2. The D.J said, "the eject button on my remote – control is faulty".
3. "I am going to the studio next week," Justus said.
4. "I don't know how to remove the CD from the video player," my grandmother said.

LESSON 35

TOPIC: Electronic Media

SUBTOPIC: Other electronic media

CONTENT: Vocabulary

On, off

Grammar

Preposition of words

Example. Press-on

Switch-off

Structure

Using ……. and neither …….

Example: they won't switch on the TV set and neither will they cover it.

Activity (St. Bernard BK7 PP 97)

1. My father cannot switch off the computer. My mother cannot switch off the computer.
2. The children did not watch the late night movie. The parents did not watch it too.
3. They were not going to attend the talk show. They were not going to attend the family show.
4. He isn't a good news editor. He isn't a good news reporter.

LESSON 36

TOPIC: Electronic Media

SUBTOPIC: Other electronic media

CONTENT: A dialogue with the title

DORAH TALKS ON DANIEL

Activity (St. Bernard BK7 PP 142 – 143)

Read the dialogue and answer the questions in full sentences.

1. Who are the people taking part in the dialogue?
2. When did this dialogue take place?
3. What type of music did Daniel have?
4. Why did Daniel need an extension cable?
5. Where was the CD player?
6. Write CD in full
7. Give a suitable title to this dialogue.

LESSON 37

TOPIC: Electronic Media

SUBTOPIC: Other electronic media

CONTENT: A guided composition with words given in the table.

Activity. Fill in the blanks with the correct word from the box below

Internet, media, cells, programmes, cheaper, invention, researchers, access, via, advantages

LESSON 38

TOPIC: Electronic media

SUBTOPIC: Other electronic media

CONTENT: A passage with the title USING A CD OR DVD PLAYER AND THE INTERNET

Activity (Fountain Eng BK7 pp 138 – 141) answer the given questions in the passage in full sentences

1. What is the meaning of CD and DVD?
2. How do you insert a CD or DVD disk into a CD or DVD player or computer?
3. How can you obtain music or videos to put onto a blank CD or DVD?
4. What does 'burn' mean a CD or DVD?
5. What is the passage about?

LESSON 39

TOPIC: Electronic and Media

SUBTOPIC: Other electronic Media

CONTENT: Free composition writing about Electronic media.

Activity (Fountain Eng BK7 pp 144)

Electronic media has done more harm than good to pupils.

In your exercise books, write the good points about electronic media. Discuss a conclusion.

LESSON 40

TOPIC: Electronic and Media

SUBTOPIC: Other electronic Media

CONTENT: A dialogue with the title USING A COMPUTER.

Activity (Fountain Eng BK7 pp 137 and 138)

Answer the given questions in full sentences.

1. Who are the two people taking part in the dialogue?
2. Why did the father buy a computer?
3. Who had knowledge about computers?
4. What do we use to store information?
5. Apart from listening to music and storing information, what else is a computer used for?
6. What is the dialogue about?
7. Write in full CPU

LESSON 41

TOPIC: Electronic and Media

SUBTOPIC: Other electronic Media

CONTENT: Picture composition with the title WELCOME TO TV CENTRE

Activity (St. Bernard BK7 pp 103)

Answer the given questions in full sentences

1. Where did the man buy the TV set from?
2. How much did he pay for the TV set?
3. To whom did the money pay the money?
4. How did he transport the TV set home?

LESSON 42

TOPIC: Electronic and Media

SUBTOPIC: Other electronic Media

CONTENT: A poem with the title COMPUTER AGE

Activity (Fountain Eng BK7 pp 143)

Answer these questions in full sentences

1. In which age is the writer living?
2. Where can one get information in the age?
3. Why does the writer want children to be careful?
4. What do you think is e-age?
5. Give a word or group of words to mean “benefits”
6. What is the poem about?
7. By whom was the poem written?

LESSON 43

TOPIC: Rights, Responsibilities and freedom.

SUBTOPIC: Children rights and responsibilities.

CONTENT: Vocabulary

Education, protection, responsibilities

Grammar

Forming adjectives from the learnt words.

Example. Word adjective

Educate – Educative

Protect – protective

Structure

Using: ……..either……or…….

Example. The teacher will either protect or mistreat the children.

Activity

Rewrite the following sentences using …….either…… or…….

1. They may confess. They may refuse to confess.
2. He is right. He is wrong about children's rights.
3. He is guilty. He is innocent of the crime.
4. She lives with her parents. She lives with her faster parents.

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

5. The children had an ---------- tour. (educate)
6. Nina wore---------- clothes during cold weather. (protect)

LESSON 44

TOPIC: Rights, Responsibilities and freedom

SUBTOPIC: Children rights and responsibilities

CONTENT: Vocabulary

Clothing, food, needs

Grammar

Writing words in plural form

Example. Food – food

Clothing – clothings

Structure

Using……. more interested……..

Example. Children are more interested in food than clothings.

Activity (St. Bernard BK7 PP 108)

Rewrite the sentences using ……more interested in…….

1. Children prefer listening to traditional stories to politics.
2. Anitah likes eating rice more than posho.
3. Parents prefer buying new clothes to old ones.
4. Alex likes playing football better than volley ball .

Give the plural form of the underlined words in the sentences

5. That child needs her **clothing .**
6. Children should get enough **food.**

LESSON 43

TOPIC: Rights, Responsibilities and freedom

SUBTOPIC: Children rights and responsibilities

CONTENT: Vocabulary

Abortion, mistreatment, early, marriage

Grammar

Using relative pronouns such as who, whose, which, whom and that.

Example. The woman who was charged with child labour was imprisoned for two years

Structure. Using ……ought to ……..

Example. Government ought to discourage abortion.

Activity (Fountain Eng BK7 pp 109)

Rewrite the following sentences using …….. ought to ……

1. Police should arrest parents who mistreat their children.
2. We should keep our environment clean .
3. You should report bad people to police.
4. Parents should not force their children into early marriages.

Rewrite the sentences below as instructed in the brackets

5. The man mistreated his children. He was imprisoned (Join using ……..who……).
6. Nancy is a doctor at Ibanda hospital. Her daughter aborted yesterday (join using ….. whose….).

LESSON 46

TOPIC: Rights, Responsibilities and freedom.

SUBTOPIC: Children rights and responsibilities.

CONTENT: Vocabulary

Sugar daddy, sugar mummy

Grammar

Writing opposites of the learnt words

Example. Sugar mummy – sugar daddy

Mummy – daddy

Structure: using …….is likely to ……..

Example. The sugar mummy is likely to go to jail for misconduct.

Activity (St. Bernard BK7 pp 110,111)

Rewrite the sentences using …….is likely to …….

1. The judge may convict the sugar daddy for defilement.
2. The street children will be taken to a remand home.
3. The pregnant girl wants to see the doctor tomorrow.
4. The counsellor might talk to the children about their rights.

The	sugar daddy sugar mummy silly girls offenders	is likely to are likely to	go to jail for misconduct accuse us falsely lie to the judge

Make five correct sentences from the table below

LESSON 47

TOPIC: Rights, Responsibilities and freedom

SUBTOPIC: Children rights and responsibilities

CONTENT: Vocabulary

Rights, chores, home work

Grammar

Writing one word for many.

Example. The teacher gave learners <u>activities to be done at home.</u>

Structure

Using ……..who……

Example: The man who protects children's rights died yesterday.

Activity (St. Bernard BK7 pp 111, 112)

Join the given sentences using……..who……

1. That is a man. He was imprisoned for defiling his daughter.
2. The boy stole our food. He has been punished.
3. The children came late. They were punished.
4. The lady passed at our home. She defends children's rights.
5. Here comes a woman. She was imprisoned for child labour.

LESSON 48

TOPIC: Rights, Responsibilities and freedom

SUBTOPIC: Children rights and responsibilities

CONTENT: Vocabulary

Help, peace, care

Grammar

Forming adjectives from the learnt words.

Care – careful/careless

Peace – peaceful

Help – helpful

Structure

Using ……..in order to……

Example: The girl shouted in order to get help.

Activity (St. Bernard BK7 pp 109, 110)

Join the sentences using ……in order to…….

1. The girl shouted because she wanted to get help.
2. Musoli rang the police. He reported the theft of his bicycle.
3. She went to the hospital. She wanted to immunise her baby.
4. You should eat well not lose weight.
5. I always write down things. I don't want to forget them.

LESSON 49

TOPIC: Rights, Responsibilities and freedom

SUBTOPIC: Children rights and responsibilities

CONTENT: Vocabulary

Drop out, labour

Grammar

Writing the words in alphabetical order

Example. Drop, labour, dropping, labourer

Structure

Using ……whose……..

Example: The girl whose parents forced into marriage was in primary seven.

Activity (St. Bernard BK7 PP 111 – 113)

Join the sentences using …… whose ……..

1. The man was drunk. His children dropped out of school.

2. The lady came to our school yesterday. Her works as housemaid in Dubai.
3. The old woman cried bitterly. Her son was convicted.
4. The girls are likely to drop out of school. Their senior woman doesn't guide them.
5. Sarah is very clever. Her parents died of COVID-19.

LESSON 50

TOPIC: Rights, Responsibilities and freedom

SUBTOPIC: Children rights and responsibilities

CONTENT: Vocabulary

Freedom, bad touches

Grammar

Writing words learnt in alphabetical order. Example; freedom, bad, bad touches, free.

Structure.

Using …….. either ……..or ……

Example. He is either in freedom or captivity.

Activity (St. Bernard BK7 PP 110, 121, 112)

Rewrite the sentences using ……..either or ……

1. He has realized his mistake. He is just pretending.
2. He is a defiler. He is a rapper.
3. Amin was a freedom fighter. He was a dictator.
4. We are going to write about sugar mummies or daddies.
5. He was accused of child neglect or child labour.

LESSON 51

TOPIC: Rights, Responsibilities and freedom

SUBTOPIC: Children rights and responsibilities

CONTENT: Vocabulary

Work, shelter

Grammar

Writing the words in plural form example. Work –work, shelter - shelter

Structure

Using …… is likely to ……

Example; The heavy rain is likely to destroy our shelter.

Activity (St. Bernard BK7 pp 110 and 111)

Rewrite the sentences using…… is likely to ……..

1. Heavy rain might wash away those temporally houses.
2. Abusing children might affect their performance at school.
3. My father may buy for me new clothes this month.
4. Lazy children will be punished.
5. Discipline pupils may perform well in class.

LESSON 52

TOPIC: Rights, Responsibilities and freedom

SUBTOPIC: Children rights and responsibilities

CONTENT: Vocabulary

Force, work

Grammar

Arranging words in alphabetical order; force works, forces, worked.

Structure

Using ……. in order to…….

Example; He works hard at school in order to succeed.

Activity (St. Bernard BK7 pp 109,121, 122)

Join the following sentences using ……in order to ……

1. He went to a dentist so as to have his teeth clean.
2. She writes neatly so as to please the teacher.
3. My father woke up early. He wanted to go to the garden.
4. Joseph worked hard. He wanted to be promoted.
5. Parents force their daughters into early marriage. They want to get dowry.

LESSON 53

TOPIC: Rights, Responsibilities and freedom

SUBTOPIC: Children rights and responsibilities

CONTENT: Vocabulary

Refuse, report

Grammar

Writing verbs in tenses like present, now, past simple, and past participle

Examples;

Present	Now	Past simple	Past participle
Refuse	Refusing	Refused	Refused
Report	Reporting	Reported	Reported

Structure

Using ……..ought to …….

Example; Children ought to report bad people to the police.

Activity (St. Bernard BK7 pp 109)

Rewrite the sentences using ……. Ought to ……..

1. Police should arrest parents who mistreat their children.
2. You should report bad people to the police.
3. Children should refuse gifts from the strangers.
4. One should fight for one's rights.
5. The young girls should report the sugar daddies to their parents.

LESSON 54

TOPIC: Rights, Responsibilities and freedom

SUBTOPIC: Children rights and responsibilities

CONTENT: Vocabulary

Clean, tidy

Grammar

Verb tenses like present, now, past simple, and past participle

Example

Present	Now	Past simple	Past participle
Clean Tidy	cleaning tidying	cleaned tidied	cleaned tidied

Structure

Using …….in order to …….

Example; She cleaned her clothes in order to look smart.

Activity (St. Bernard BK7 pp 109 and 110)

Join the sentences using …… in order to ……..

1. I washed and ironed my clothes. I wanted to look smart.
2. She writes neatly so as to please the teacher.
3. Philip went to the dentist so as to have his teeth cleaned.
4. My parents took me to a boarding school. They wanted me to perform well.
5. She works hard at school so as to be promoted.

LESSON 55

TOPIC: Rights, Responsibilities and freedom

SUBTOPIC: Children rights and responsibilities

CONTENT: Vocabulary

Deny, imprison

Grammar

Forming nouns from the verbs

Example; deny - denial

Imprison - imprisonment

Structure

Using ……..is likely to ……..

Example; Police are likely to imprison the man who raped the young girl.

Activity (St. Bernard BK7 pp 110)

Rewrite the sentences using ……is likely to ……..

1. We are planning to start self help project for the youth.
2. The sugar daddies may be sentenced to seven years imprisonment.
3. Local leaders are going to embrace new laws about children's rights.
4. Peter might deny his children food.
5. My parents will go to Ibanda Town on Saturday.

LESSON 56

TOPIC: Rights, Responsibilities and freedom

SUBTOPIC: Children rights and responsibilities

CONTENT: Vocabulary

Abuse, convict

Grammar

Writing verbs in present, now, past simple and past participle tenses

Present	**Now**	**Past simple**	**Past participle**
Abuse	abusing	abused	abused
Convict	convicting	convicted	convicted

Structure

Using ……who ……

Example; The woman who abused her children's rights was arrested.

Activity (St. Bernard BK7 pp 111, 112, Fountain ENG BK7 pp157)

Join the sentences using ……who ……

1. The man was taken to court. He tried to sacrifice his son.
2. The village chief proved guilty of crime. He was taken to the police.
3. This is the girl. She was forced into early marriage by her parents.
4. The head teacher defiled a school girl. He was arrested.

B. write five sentences using …….is likely to ……

LESSON 57

TOPIC: Rights, Responsibilities and freedom

SUBTOPIC: Children rights and responsibilities

CONTENT: Vocabulary

Attend, help

Grammar

Forming verbs from nouns

Example. Help - helper

Attend – attendance

Structure

Using: In order ……

Examples; In order to perform well in class, the girl attended class lessons regularly.

Activity (St. Bernard BK7 pp 109)

1. John woke up early. He wanted to reach school in time.
2. He will spend the holidays in the village so as to help his grandparents.
3. The head teacher introduced English speaking cards. He wanted to improve on the pupils fluency.
4. Kamukama sat in the front seat. He wanted to see on the chalkboard properly.
5. My father adjusted the radio aerial. He wanted to hear clear sound.

LESSON 58

TOPIC: Rights, Responsibilities and freedom

SUBTOPIC: Children rights and responsibilities

CONTENT: Vocabulary

Obedient, proper

Grammar

Forming adverbs from the words

Examples proper - properly

Obedient - obediently

Structure

Using …….ought to ……

Example: Children ought to be obedient to parents.

Activity (St. Bernard BK7 pp 109)

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

1. School children should be responsible.
2. Parents should keep their children's academic documents properly.
3. We should keep our environment clean.
4. We should be obedient to our parents.
5. The head teacher should ensure that the school compound is clean.

LESSON 59

TOPIC: Rights, Responsibilities and freedom

SUBTOPIC: Children rights and responsibilities

CONTENT: Vocabulary

Innocent, responsible

Grammar

Writing the opposite of the learnt words.

Examples: innocent – guilty

Responsible - irresponsible

Structure

Using …….. either …….or ……..

Example. The boy is either responsible or innocent.

Activity (St. Bernard BK7 pp 110)

Rewrite the sentences using either …… or …….

1. They are going to write about sugar mummies or daddies.
2. You should accept or refuse our proposal.
3. The P7 candidates are clever. They are well behaved.
4. Our village chairperson is sick. He is a sleep.
5. He was accused of child neglect or child labour.

LESSON 60

TOPIC: Rights, Responsibilities and freedom

SUBTOPIC: Children rights and responsibilities

CONTENT: Vocabulary

Improper, disobedient

Grammar

Forming adverbs from the words

Example: improper - improperly

Disobedient - disobediently

Structure

Using …….. is likely to ……

Example; The stubborn boy is likely to behave improperly at school.

Activity (St. Bernard BK7 pp 110)

Rewrite the sentences using ……is likely to ……

1. The counsellor might talk to the children about their rights.
2. Samson might be expelled due to being disobedient.
3. Heavy rains might wash away their temporary houses.
4. The talkative pupils might be punished.
5. The silly girls may falsely accuse us.

LESSON 61

TOPIC: Rights, Responsibilities and freedom

SUBTOPIC: Children rights and responsibilities

CONTENT: A dialogue with a title THE SUGAR DADDY between Tolinda and Santana.

Activity (St. Bernard BK7 pp 114 and 115)

Answer the given questions on the dialogue in full sentences.

1. Where were the girls coming from when they met the sugar daddy?
2. Which trick was the sugar daddy using to trap the young girls?
3. Whom did the sugar daddy abuse?
4. What did he do when he learnt of the girls' pregnancy?
5. Where did the girl get help from?
6. Where is the sugar daddy going to be charged?
7. Why are sugar mummies also being blamed?
8. What advice would you give to children about sugar daddies and sugar mummies?

LESSON 62

TOPIC: Rights, Responsibilities and freedom

SUBTOPIC: Children rights and responsibilities

CONTENT: A poem with the title THE YOUTH.

Activity (St. Bernard BK7 pp 115, 116)

Answer the questions on the poem in full sentences

1. To whom is the message being addressed?
2. Which type of language is cherished?
3. What is termed as old fashioned?
4. Who do the youth hangout with?
5. Why do they hang out with those people?
6. What type of clothes should the youth be given?
7. Mention one shameful thing going on today?
8. Give another word that means the same as **cherished.**
9. Who wrote the poem?

LESSON 63

TOPIC: Rights, Responsibilities and freedom

SUBTOPIC: Children rights and responsibilities

CONTENT: Free composition writing about how children's rights can be promoted.

Activity (St. Bernard BK7 pp 118)

In groups of five discuss and write suggestions about what parents should do to promote children's rights

LESSON 64

TOPIC: Rights, Responsibilities and freedom

SUBTOPIC: Children rights and responsibilities

CONTENT: The passage with the title PROTECTING RIGHTS OF CHILDREN

Activity (Fountain ENG BK7 pp 153 – 155)

Answer the given questions on the passage in full sentences.

1. What is child abuse?
2. Who is a child according to Ugandan law?
3. Who should provide a child with education?
4. According to the story, which children suffer very badly?
5. Write down any three children's rights?
6. Should children break laws because they have rights?
7. What is the passage all about?

LESSON 65

TOPIC: Rights, Responsibilities and freedom

SUBTOPIC: Children rights and responsibilities

CONTENT: Jumbled sentences

Activity (St. Bernard BK7 pp 144)

Rearrange the sentences to form a good composition

a) Child labour means to over work a child.
b) There are many reasons that force children to run to streets.
c) Mistreatment usually involves child labour.
d) These drugs are very dangerous to one's life.
e) This will help to reduce the number of children running to the streets
f) Bad peer influence encourages children to develop bad habits.
g) The children start smoking drugs like marijuana and bhang.
h) Apart from child labour, there is also bad peer influence.
i) It is therefore important for parents to nurture their children well.
j) The first reason is of children being mistreated at home.

LESSON 66

TOPIC: Rights, Responsibilities and freedom

SUBTOPIC: Children rights and responsibilities

CONTENT: A passage with the title NAITI AND THE SUGAR DADDY.

Activity (St. Bernard BK7 PP116 – 118)

Answer the questions on the passage in full sentences.

1. Where was Hellen going when she met Naiti?

2. How did Naiti look Hellen met her?
3. Who was responsible for Naiti's pregnancy?
4. What made Naiti think she would not get pregnant?
5. What shows Hellen acted responsibly when she learnt Naiti's pregnancy?
6. What right was Hellen scared of losing when she get pregnant?
7. What should children do when they get problems?

LESSON 67

TOPIC: Rights, Responsibilities and freedom

SUBTOPIC: Children rights and responsibilities

CONTENT: Free composition writing about "pregnant school girls"

Activity (St. Bernard BK7 pp 118)

Debating on the motion "pregnant school girls should be thrown out of their parents' homes"

LESSON 68

TOPIC: Rights, Responsibilities and freedom

SUBTOPIC: Children rights and responsibilities

CONTENT: Class rule which were pinned on the P7 notice board

Activity (St. Bernard BK7 pp 120 and 121)

Discuss the class rules that were pinned on P7 notice Board. Mention how each rule is useful to pupils.

LESSON 69

TOPIC: Rights, Responsibilities and freedom

SUBTOPIC: Children rights and responsibilities

CONTENT: Picture composition

Activity (St. Bernard BK7 pp 119 – 120)

1. Where were the girls in picture A coming from?
2. Where was the sugar daddy taking the girl in picture E?
3. What lesson do you learn from the story?
4. Why is it advisable to see a counsellor when you have problems?

LESSON 70

TOPIC: Rights, Responsibilities and freedom

SUBTOPIC: Children rights and responsibilities

CONTENT: A dialogue between Lydia and Julius with the title REPORT ADULTS WHO MISTREAT CHILDREN.

Activity (Fountain ENG BK7 pp 151)

Answer the questions on the dialogue in full sentences

1. What is the dialogue about?
2. Who are the two people taking part in the dialogue?
3. Who was badly beaten by her aunt?
4. How did Lydia's face look?

LESSON 71

TOPIC: Rights, Responsibilities and freedom.

SUBTOPIC: Children rights and responsibilities.

CONTENT: A poem with the title THE ABANDONED CHILD.

Activity (St. Bernard BK7 pp 143 and 144)

Answer the questions on the poem in full sentences.

1. What is the poem about?
2. Who mistreats the child?
3. Where does the child sleep?
4. Why does the child smoke bhang?
5. Which other word means the same as snatch?
6. What condition confuses the child?

LESSON 72

TOPIC: Rights, Responsibilities and freedom

SUBTOPIC: Animal Needs and Freedoms

CONTENT: Vocabulary

Game ranger, poacher

Grammar

Writing the words in alphabetical order E.g game, poach, game ranger, poacher.

Structure

Using much as ……

Example; Much as police arrived in time, they were not able to arrest poachers.

Activity (St. Bernard BK7 pp 124 and 125).

Rewrite the following sentences using much as ……

1. Game meat is tasty but many people don't like it.
2. Artificial insemination was done though the cow did not conceive.
3. The game rangers were deployed over the game park. Poachers continued killing animals.
4. Though the weather was bad, we went on to graze animals.
5. He was advised to stop docking animals. He never changed his mind.

LESSON 7

TOPIC: Rights, Responsibilities and freedom

SUBTOPIC: Animal Needs and Freedoms

CONTENT: Vocabulary

Captivity, discomfort

Grammar

Writing the opposite of the learnt words

Captivity - freedom

Discomfort – comfort

Structure

Using: ……..needn't have …….

Example; Wani needn't have kept animals in captivity.

Activity (St. Bernard BK7 pp 125)

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

1. We transported the animals at night yet we were free the whole morning.
2. The poachers set the bush on fire but it was not necessary.
3. We harassed pastoralists although it was not necessary.
4. Samson killed the lion yet it was not necessary.
5. Kiiza grazed his cows in the school compound but it was not necessary.

LESSON 74

TOPIC: Rights, Responsibilities and freedom

SUBTOPIC: Animal Needs and Freedoms

CONTENT: Vocabulary

Reproduction, insemination

Grammar

Forming verbs from the nouns

Example; reproduction – reproduce, insemination – inseminate.

Structure

Using: Much as ……..

Example: Much as insemination was done, the cow did not conceive.

Activity (St. Bernard BK7 pp 124).

Rewrite the following sentences using: Much as ……

1. I was frightened. I was determined to kill a lion.
2. Although we admire pastoralists, they face many hardships.
3. The cow was fat but it produced a thin calf.
4. Though it is good for girls to graze animals, they shouldn't keep in the bush till dark.
5. The weather wasn't good. We went to graze the animals.

LESSON 75

TOPIC: Rights, Responsibilities and freedom

SUBTOPIC: Animal Needs and Freedoms

CONTENT: Vocabulary

Thirst, hunger

Grammar

Forming adjectives from the words

Examples; thirst - thirsty, hunger – hungry.

Structure.

Using: Whereas ……

Example; Whereas the animals were hungry and thirsty, no one bothered to give them food and water.

Activity (St. Bernard BK7 pp 126 and 127)

Rewrite the sentences beginning whereas……..

1. Cows cannot talk. Some people keep on talking to them.
2. Dogs are friendly however they can be dangerous to strangers.
3. Wild animals are not supposed to live in our homes. Some people keep them there.
4. We clean where we sleep but we rarely clean where our animals sleep.

Make five sentences from the table below with your friend.

Whereas	people you we they	have	talked read heard sung written	about animal freedom	little has changed nothing good has come out majority don't care

LESSON 76

TOPIC: Rights, Responsibilities and freedom

SUBTOPIC: Animal Needs and Freedoms

CONTENT: Vocabulary

Hindrance, injury

Grammar

Forming verbs from nouns learnt

Example; Hindrance – hinder, injury – injure.

Structure

Using: Although: ……

Example, Although the animal was injured, it continued moving.

Activity (St. Bernard BK7 pp 126)

Rewrite the sentences beginning: Although……

1. Animals feel pain but some people beat them.
2. Mr. Deo arrested the poachers but he did not fine them for poaching.
3. Pastoralists know more about animal rights but they don't follow them.
4. Game parks are protected but poachers still kill animals.

LESSON 77

TOPIC: Rights, Responsibilities and freedom

SUBTOPIC: Animal Needs and Freedoms

CONTENT: Vocabulary

Needs, responsibilities

Grammar

Arranging words in alphabetical order

Example; responsible, need, responsibility, needs.

Structure

Using …… needn't have …….

Example; You needn't have slaughtered my only cow.

Activity (St. Bernard BK7 pp 125)

1. Tamale docked the animals. It was not necessary.
2. I delegated my responsibilities to my friend yet I could do them myself.
3. The poachers set the bush on fire but it was not necessary.
4. I transported animals instead of passengers in my truck.
5. You sold all the milk. We need some at home.

LESSON 78

TOPIC: Rights, Responsibilities and freedom

SUBTOPIC: Animal Needs and Freedoms

CONTENT: Vocabulary

Zoo, sanctuary

Grammar

Writing the words in plural form

Examples; zoo – zoos, sanctuary - sanctuaries

Structure

Using: Whereas ……

Example: Whereas animals are kept safely in zoos, they lack physical exercises

Activity (St. Bernard BK7 pp 126 and 127)

Rewrite the sentences using whereas…….

1. Dogs provide us with protection. Many homes don't keep them.
2. People have heard about animal freedom but majority don't care.

3. Zoos accommodate small a number of animals. Game parks accommodate a large number of animals.
4. You have written about animal freedom. Little has changed.
5. They sung about animal freedom but nothing good has come out.

LESSON 79

TOPIC: Rights, Responsibilities and freedom

SUBTOPIC: Animal Needs and Freedoms

CONTENT: Vocabulary

Poach, distress

Grammar

Writing the verbs in present, now, past simple, past participle tenses

Examples,

Present	now	Past simple	Past participle
Poach Distress	poaching distressing	poached distressed	poached distressed

Structure

Using …….. as much as ……

Example; Mugila has never been arrested much as he has always been poaching.

Activity (St. Bernard BK7 pp 124)

1. We should not forget our own freedom. There is need to respect animal freedom.
2. Poaching has remained a threat though the government has put up strict laws against it.
3. Animals should not be kept in the same house with people although they need protection.
4. Animals do not talk. They are distressed.
5. Some people don't like game meat. The game meat is tasty.

LESSON 80

TOPIC: Rights, Responsibilities and freedom

SUBTOPIC: Animal Needs and Freedoms

CONTENT: Vocabulary

Capture, frighten

Grammar

Using past perfect tense

Example; The poacher had captured the animal by the time the police arrested him.

Structure

Using: Much as …….

Example; Much as I was frightened, I was determined to kill a lion.

Activity (St. Bernard BK7 pp 124)

1. The animals were in captivity but they looked strong and healthy.
2. Kahiigi was frightened by the roaring of a lion. He continued his journey through the game park.
3. The police released peter later. Peter was caught with elephant tusks.
4. Matiri captured a young antelope but he did not kill it.
5. Although the weather wasn't favourable, the boys went to graze.

LESSON 81

TOPIC: Rights, Responsibilities and freedom

SUBTOPIC: Animal Needs and Freedoms

CONTENT: Vocabulary

Dock, secure

Grammar

Writing the verbs in tenses such as present, now past simple, past participle

Example;

Present	Now	Past simple	Past participle
Dock	docking	docked	docked
Secure	securing	secured	secured

Structure

Using ……..needn't have ……

Example: Monick needn't have docked the animals.

Activity (St. Bernard BK7 pp 125, Fountain Eng BK7 pp 166).

1. The farmer stoned the monkey but it was not necessary.
2. Singiza killed the dog yet it provided protection at home.
3. The game ranger put all the animals in captivity. It was not necessary.
4. Okello frightened the animals yet they were drinking water at the river.

5. Samuel tied his goat on a motorcycle carrier. It was not necessary.

LESSON 82

TOPIC: Rights, Responsibilities and freedom

SUBTOPIC: Animal Needs and Freedoms

CONTENT: Vocabulary

Natural, hungry

Grammar

Forming adverbs from adjectives

Example; natural – naturally, hungry – hungrily

Structure

Using: …….whereas ……

Example: Many homes don't keep dogs whereas they provide protection.

Activity (St. Bernard BK7 pp 126, Fountain ENG bk7 pp)

1. Dogs eat only bones. They are used for hunting.
2. Though people want their rights, they don't respect animal freedom.
3. Joseph never took animals to graze. They were hungry.

Construct five sentences using …….. whereas …….

LESSON 83

TOPIC: Rights, Responsibilities and freedom

SUBTOPIC: Animal Needs and Freedoms

CONTENT: A passage with the title MAN AND THE ANIMALS

Activity (St. Bernard BK7 pp 135-136)

Answer the questions in full sentences

1. Who should care for the animals?
2. Give two ways in which the man should care for the animals.
3. Which two things is the man expected to get from domestic animals?
4. Why does man hunt down elephants?
5. Which animals destroy man's crops?
6. How can government stop people from abusing animals' freedoms?
7. What is the passage?

LESSON 84

TOPIC: Rights, Responsibilities and freedom

SUBTOPIC: Animal Needs and Freedoms

CONTENT: A guided composition with words to use in the table

Activity (St. Bernard BK7 pp 133)

Use each of the words in the box only once to fill in the blank space

Welfare, entry, foreign, visitors, birds, workers, children, poachers, wildlife, medicine

LESSON 85

TOPIC: Rights, Responsibilities and freedom

SUBTOPIC: Animal Needs and Freedoms

CONTENT: A dialogue between Rehema and Kawawa with the title ANIMAL NEEDS AND FREEDOM

Activity (St. Bernard BK7 pp 132- 133)

1. How many people are taking part in the conversation?
2. Who are preachers?
3. What is the dialogue about?
4. Where can one report poachers to?
5. Write UWA in full.

LESSON 86

TOPIC: Rights, Responsibilities and freedom

SUBTOPIC: Animal Needs and Freedoms

CONTENT: A poem with the title THE CRY OF ANIMALS

Activity (St. Bernard BK7 pp 131 – 132)

Questions

1. Which animal is complaining in stanza one?
2. Here does the animal sleep?
3. Why is the cow worried about its calf?
4. Why is the bush fire bad to animals?
5. How can epidemics affect the animals?
6. How many domestic animals are complaining in the poem?
7. Who is the master?

LESSON 87

TOPIC: Rights, Responsibilities and freedom

SUBTOPIC: Animal Needs and Freedoms

CONTENT: A notice about vaccination exercise

Activity (St. Bernard BK7 pp 142)

Questions

1. Who is being informed in the notice?
2. What is the notice informing the people about?
3. How many days will the exercise take?
4. On which day will cattle be vaccinated?

LESSON 88

TOPIC: Rights, Responsibilities and freedom

SUBTOPIC: Animal Needs and Freedoms

CONTENT: A passage with title ANIMAL NEEDS AND FREEDOM

Activity (Fountain ENG BK7 pp 169 -171)

Questions

1. What is the work of a veterinary doctor?
2. Why do animals need protection?
3. Why should donkeys not be kept in captivity?
4. Who is a poacher?
5. Who fights for animals' freedom?
6. How can an animal be injured?

LESSON 89

TOPIC: Rights, Responsibilities and freedom

SUBTOPIC: Animal Needs and Freedoms

CONTENT: A poem with a title DISTRESSED ANIMALS

Activity (St. Bernard BK7 pp 137)

Questions

1. How long had the dog lain?
2. What is the poem about?
3. Which animal roamed at dawn?
4. Give another word to mean the same as 'huge'
5. Why was the elephant killed?
6. Mention one group that fights for animal's freedom

LESSON 90

TOPIC: Rights, Responsibilities and freedom.

SUBTOPIC: Animal Needs and Freedoms.

CONTENT: A picture composition

Activity (St. Bernard BK7 pp134)

Questions

1. Which items are the men in picture A carrying?
2. What is the occupation of men in picture B?
3. Why have the game rangers arrested the hunters?
4. What lesson do you learn from the story?

LESSON 91

TOPIC: Rights, Responsibilities and freedom

SUBTOPIC: Animal Needs and Freedoms

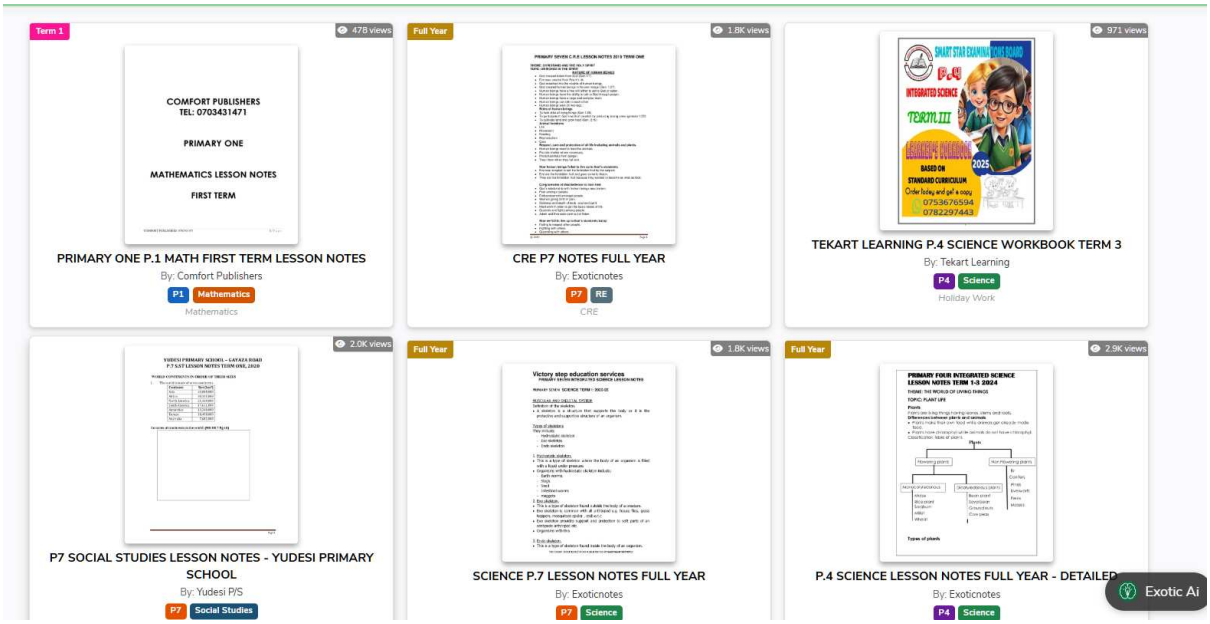
CONTENT: Free composition writing. “A letter to UWA”

Activity (Fountain ENG BK7 pp 175)

You are young animal defender. You see some people shooting and killing animals in a game reserve.

Write a letter to UWA telling them about this act. In the letter, suggest what should be done.

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