



## PRIMARY SEVEN ENGLISH LESSON NOTES TERM ONE

**Aspect: 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 etc.
  - (c) Used for all **titles** applied to one particular person, e.g. Our **President** met the Egyptian **President** at Hotel 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 or 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.
  - (b) Used in abbreviations, e.g.
    - i.e. - That is to say
    - C.I.D. - Criminal Investigation Department
    - Capt. - Captain
    - P.S.V. - Public Service Vehicle

### **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?

Use of an exclamation mark

- Used after expressions of strong emotions like surprise, fear, pain, anger etc.
  - 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) In contractions (to show that a letter or letters are missing) e.g.
  - isn't - is not
  - can't - cannot
  - O'clock - of the clock
  - o'er - over etc.
- (ii) To show possession
  - Singular nouns

For example  
The girl's dress  
The lady's bag etc.

**OR;**

Jesus' words

Moses' wife and so on, only if the noun ends in s.

- Plural nouns

(a) Put the apostrophe after **s** if the plural noun ends in **s**For example

boys' books

ladies' shoes

(b) Put the apostrophe and s (**'s**) if the plural noun does not end in s, e.g. children's toys, men's hats etc.

<b>SINGULAR POSSESSIVE</b>	<b>PLURAL POSSESSIVE</b>
(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' bags
(v) the baby's tooth	the babies' teeth
(vi) the fly's wing	the flies' wings

(iii) An apostrophe can also be used to show the plural of letters or figures.

For example

- You should cross your **t's** and dot your **i's**.
- I was born in the **1990's**.
- **TV's** are expensive.

**N.B:** Certain words are contracted without an apostropheExample

- 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 childs toy fell in the pond.
6. He looked very smart in page boys suit.

Write the following in short

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

Usage of commas

- (i) used in lists of words, clauses etc

### Example

He plays football, tennis, volleyball and hockey.

He entered the library, walked to the history section, picked a book and started reading.

- (ii) Used after participial phrases

### Example

Chained to the post, the dog was unable to attack the thieves.

Having said her prayers, the old woman lay down to sleep.

- (iii) Used after an adverbial clause in a main clause.

### 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 smokes a lot.

No, I don't think so.

Well, I will see what I can do for her.

- (vi) Used with words addressing a person

### Example

**Mr Mukasa**, you can have a seat.

Good morning, **Mr. Mukasa**.

Come here, **Jane**, and see this.

- (vii) Used to separate items of the date

### Example

Saturday, 14<sup>th</sup> May, 2012

- (viii) Used to separate lines within an address

### Example

Hillside Primary School-Naalya,

P. O. Box 29679,

Kampala.

- (ix) 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 14<sup>th</sup> 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 wasn't a cloud in the sky; it was so hot.

**N.B:** Certain conjunctions like nevertheless, therefore, moreover showing a close connection between two clauses, are preceded by a semi colon.

### Usage of a colon (:)

- (a) Used to introduce a question 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

#### Example

I was reading "Oliver Twist".

- (d) Used to quote words not accepted as normal English.

#### Example

The Baganda women wear "gomesi".

### **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 2: COMPREHENSION (MK BK 7)**

### **LESSON 1 SCHOOL HOLIDAYS**

- (a) Vocabulary:

- bank pay in slips
- break up for
- camp
- help, etc.

- (b) Structures (to be done orally)

(i) Using: I am.....

(ii) You won't .....

(iii) Reported speech with .....going to .....

(Ref. MK Primary English BK 7 pp 47 – 51)

## **LESSON II**

### (i) Pre activity

- Poem reading (A time to relax)
- Identify new words
- Look up their meanings
- Construct oral sentences using the words
- Children answer written questions in their books.  
(Ref MK Primary English BK 7 pages 51 – 53)

## **LESSON III**

### Pre – Activity

### ***(SCHOOL HOLIDAYS – ORAL QUESTIONS)***

- Identify new words
- Look up their meanings
- Use them in sentences orally
- Read the passage (school holidays) and answer the questions orally

### ***Evaluation activity***

#### SCHOOL BANK PAY-IN-SLIP

- Identify new words and answer written questions

Ref. MK Primary English BK 7 pp 53 – 55

## **LESSON IV**

### Pre- activity (Oral questions)

- Guided composition

### (i) Evaluation activity

#### Picture composition

- Emphasis on the tenses used
- Present continuous tense
- Present perfect tense
- Pupils write a sentence describing what is happening in each picture

(Ref. MK Primary English BK 7 pp 56 – 58)

### (ii) Composition writing

#### HOW I SPENT THE LAST HOLIDAY (MK BOOK 7 PAGE 58)

#### **STEPS**

- Identify the title and write it in capital letters in not more than six words (don't use any punctuation mark)
- Form an introductory paragraph related to the title.
- The body should be in paragraphs

## **ASPECT 3 JUNIOR ENGLISH**

### **LESSON 1**

#### Abbreviations and contractions

Ref. Junior English Revised pp 132 – 135

The Students' Comparison pp 95 – 100

The New First Aid in English pp 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, 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, PMO, Xmas, yr, Fr, MTN, ATM, UTL, e-mail, Kg, Internet, WWW, PP, PPP, MC, LC, YMCA, YWCA, BC, CID, Ph D, HM, H/M, MC, PS, Corp., Cert.

## **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, place or a thing.

Example

Name of a;

Person	-	Museveni
Country	-	Uganda
River	-	River Nile
Lake	-	Lake Victoria
Mountain	-	Mt. Elgon

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 P.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 10<sup>th</sup> 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 one 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**

Actors  
Aeroplanes  
Angels  
Arrows  
Bananas  
Bees  
Fire

#### **collective noun**

company  
flight/squadron  
host  
sheaf  
bunch/hand  
swarm/hive  
hail

**Ref:** The Students' Comparison pp 1 – 3  
Junior English Revised pp 17 – 19  
The New First Aid in English pp 19 – 21

## **LESSON 3, 4, 5,**

### **ABSTRACT NOUNS**

These are nouns of qualities, actions, feelings or ideas.

#### **Example**

##### Qualities

kindness  
honesty  
bravely  
cowardice

##### Actions

laughter  
theft  
movement  
construction

##### State

childhood  
death  
poverty  
sickness

#### Formation of abstract nouns

A lot of abstract nouns end with the following suffixes.

- |        |        |          |
|--------|--------|----------|
| - ness | - th   | -ure     |
| - sm   | - dom  | -y       |
| - ty   | - ion  | -nce/ncy |
| - ment | - hood |          |

#### **(a) From adjectives**

##### Example

Cold	-	coldness	wide	-	width
warm	-	warmth	long	-	length
wise	-	wisdom	broad	-	breadth/broadness
able	-	ability	deep	-	
angry	-	anger	true	-	
thirsty	-	thirst	wealthy	-	



sad	-	false	-
happy	-	famous	-
bitter	-	fierce	-
ugly	-	fragrant	-
proceed	-	great	-
guilty	-	high	-
present	-	holy	-
generous	-	just	-
absent	-	lazy	-
abundant	-	merry	-
accurate	-	moral	-
anxious	-	punctual	-
accurate	-	ready	-
beautiful	-	real	-
brave	-	poor	-
bankrupt	-	reliable	-
clean	-	comfortable	-
cruel	-	similar	-
curious	-	enthusiastic	-
loyal	-	humble	-
dark	-	dry	-
faithful	-	ignorant	-

**(b) From verbs**

<u>Example</u>		choose	-	employ	-
think	-	congratulate	-	fly	-
	thought	converse	-	fail	-
		confuse	-	fix	-
hate	-	conclude	-	grow	-
	hatred	confess	-	govern	-
separate-		conduct	-	hinder	-
believe	-	compare	-	imagine	-
act	-	clean	-	injure	-
admire	-	compose	-	interfere	-
advertise	-	certify	-	introduce	-
appear	-	defend	-	invert	-
apply	-	decide	-	invade	-
approve	-	distribute	-	impress	-
arrive	-	destroy	-	invite	-
ascend	-	discuss	-	imitate	-
assist	-	divide	-	inquire	-
attend	-	diffuse	-	inspire	-
attract	-	develop	-	interpret	-
admit	-	depend	-	inject	-
adjust	-	deceive	-	judge	-
advise	-	explain	-	join	-
avail	-	expand	-	know	-
accommodate	-	expel	-	lend	-
abstain	-	execute	-	laugh	-
allow	-	express	-	lose	-
bury	-	excite	-	live	-
begin	-	enter	-	locate	-
behave	-	expect	-	mix	-
breathe	-	achieve	-	marry	-
butcher	-				
classify	-				

move	-	prepare	-	remain	-
mock	-	prescribe	-	repeat	-
maintain	-	pretend	-	resemble	-
measure	-	prevail	-	resign	-
manage	-	proceed	-	revive	-
multiply	-	produce	-	resist	-
modify	-	pronounce	-	resolve	-
moderate	-	propose	-	remember	-
obey	-	prophesy	-	rely	-
occupy	-	prosecute	-	satisfy	-
occur	-	prove	-	sell	-
oppose	-	provide	-	succeed	-
organize	-	pay	-	serve	-
obstruct	-	publish	-	save	-
persuade	-	proclaim	-	solve	-
pursue	-	qualify	-	see	-
perform	-	rebel	-	secure	-
permit	-	repel	-	speak	-
please	-	receive	-	transmit	-
postpone	-	recognize	-	try	-
practice	-	require	-	transpire	-
punish	-	reveal	-		
press	-	relieve	-		

**From nouns, e.g.**

child	-	childhood
neighbour	-	neighbourhood
hero	-	heroism
chief	-	chiefdom
owner	-	ownership
infant	-	infancy
captain	-	captaincy
president	-	.....
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

<u>Singular</u>	<u>Plural</u>
dress	dresses
dish	dishes
church	churches
box	boxes
bench	benches
kiss	kisses
bush	bushes
tax	taxes

**N.B** taxi taxis

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

Example

<u>Singular</u>		<u>Plural</u>
calf	-	calves
knife	-	knives
shelf	-	
wife	-	
wolf	-	
leaf	-	

### **EXCEPTIONS**

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

Example

<u>Singular</u>		<u>Plural</u>
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

<u>Singular</u>		<u>plural</u>
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 add 's'

Example

<u>Singular</u>		<u>plural</u>
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

<u>Singular</u>		<u>plural</u>
Echo	-	
tomato	-	
negro	-	
volcano	-	
mango	-	

### **EXCEPTIONS**

<u>singular</u>		<u>plural</u>
solo	-	solos
photo	-	
piano	-	
logo	-	
dynamo	-	
kilo	-	

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

Examples

<u>Singular</u>		<u>plural</u>		<u>singular</u>		<u>plural</u>
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:

<u>Singular</u>		<u>plural</u>
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

<u>Singular</u>	<u>plural</u>
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

<u>Singular</u>	<u>plural</u>
Ox	oxen
Child	children

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

Example

<u>Singular</u>	<u>plural</u>	<u>singular</u>	-	<u>Plural</u>
Father-in-law	-	spoonful	-	spoonfuls
Mother-in-law	-	cupful	-	cupfuls
Guest of honour	-	head of cattle	-	head of cattle
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

<u>Singular</u>	<u>plural</u>
Manservant	menservants
Womanfriend	womenfriend
Manfriend	menfriend
Woman councilor	women councilors

(j) Some nouns do not change their plural forms

Example

<u>Singular</u>	<u>plural</u>	<u>Singular</u>	<u>plural</u>
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 -  
 Bases -  
 Analysis-

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

Examples

News	athletics	politics	civics
Barracks	ricketts	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

<u>Singular</u>		<u>plural</u>
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

<u>Singular</u>	<u>plural</u>
Index	indices/indexes
formular	formulae/formuli
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

(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: signs used in algebra      |
| Cloth   | - | cloths : pieces of cloth            |
|         |   | Clothes: garments                   |

**LESSON 9**

**ARTICLES**

These are categorized into two, definite and indefinite articles

Indefinite articles (a, an)

Used to refer to one or a general group

(i) Usage

Article 'a' is used before words beginning with a consonant sound

Example

- A boy
- A horse
- A university
- A ewe
- A European

(ii) Article 'an' is used before words beginning with a vowel sound.

Example

- An orange
- An umbrella
- An enemy
- An ass
- An egg
- An axe

Used with letters beginning with letter 'h' but having a vowel sound

Example

- An hour
- An heir
- An honest man
- An honourable member of parliament
- An historical novel

**B. Article "The"**

"The" is used when talking about a particular person or thing or one already referred to:

Example

- The book you want is out of print
- Let us go to the park
- The girl cried.

### **C. By changing the prefix**

#### Example

Masculine	-	feminine
He-goat	-	she-goat
Tom-cat	-	tabby-cat
Billy-goat	-	nanny-goat

Ref: Junior English Revised PP 21 – 24

### **LESSON 11, 12, 13, 14**

#### **YOUNG ONES OF SOME COMMON NOUNS (DIMUNITIVES)**

Evaluation activity

<u>Adult</u>	-	<u>young ones</u>
Cat	-	
Hen	-	
Hare	-	
Duck	-	

Ref: Junior English Revised Pg 140

The students' companion pp 138 – 140

The New First Aid in English Pp 14

Sounds made by certain common nouns

Noun            sound

Bees -

Bulls -

Cows -

Mice -

Snakes-

Ref: Junior English revised pg 141

The Students' Companion 137 – 138

The New First Aid in English pp 31 - 32

DEG P 102 – 103

Homes of animals

### **LETTER WRITING**

#### **LESSON I**

Vocabulary practice

--address, aerogram, affectionate

--structural patterns

-----whenever -----

----- since -----

-----for -----

#### **Lesson 2**

#### **Personal letter writing**

#### **Pre-activity**



Ex Bp 108  
Points to consider  
MK Pupils BK 7 pp 112  
Revision English Forest pp. 156 – 7

#### **Lesson 4**

##### **Pre-activity –**

Advertisement MK Pupils BK 7 p 114  
(oral discussion)  
Evaluation activity  
Dialogue reading and answering comprehension questions (MK Pupils BK p. 115 )

#### **Lesson 5**

##### **Pre activity**

MK P. 117 (Guided composition)  
Evaluation activity – Poem reading and written comprehension questions MK p 116

##### Pre activity

Re-arranging the sentences  
Ex B MK p 117 – 118

##### Evaluation activity

Picture composition  
Pupils write a sentence describing what is happening in each pictures  
Answer questions about pictures MK 119

### **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
- ii. Relative pronouns
- iii. Demonstrating pronouns
- iv. Indefinite pronouns
- v. Distributive pronouns

#### **PERSONAL PRONOUNS**

	<b>Subject</b>	<b>Objective</b>	<b>Possessive objective</b>	<b>Possessive</b>	<b>Reflexive</b>
(i) Singular	I You	Me You	My Your	Mine Yours	Myself Yourself

	He She It One	Him Her It One	His Her Its One's	His Hers Its One's	Himself Herself Itself Oneself
(ii) Plural	We You They	Us Your Their	Our Your Their	Ours Yours Theirs	Ourselves Yourselves Themselves

Ref: The new first aid in English p. 84

**Evaluation activity**

Standard Aid in English pp 21 – 22 Exercise 18

Living English structure for schools exercise 13 pp 12 – 13

**ASPECT 8 - EXAMINATIONS**

**LESSON 1**

Vocabulary practice

Accurate, aggregate, briefing

Structure patterns

(i) Using -----that -----

(ii) -----yet -----

(iii) Although

(iv) -----didn't you

(v) If you were -----

MK pp 175 – 180

**LESSON 2**

Pre activity

Studying the pictures on page 176 and as a class discuss what is happening in the pictures.

Evaluation activity

Dialogue reading (Never panic in examinations)

Identifying new words

Read the dialogue carefully

Answering written comprehension questions

MK Pupils' BK pg 183 – 184

**LESSON 3**

Pre activity

Examination papers

Study the front page of an examination paper

MK pupils' pg 182 – 183

**LESSON 4**

Pre- activity

(Poem reading)

Reading the poem orally and discussing questions

Evaluation activity

Reading the passage (examinations)

Identify new words

Read the message and answer written comprehension questions

MK pupils' Bk Pg 185 – 7

**LESSON 5**

Pre activity

Picture composition

Orally discussing in one sentence what is happening in picture 1 – 6

MK 188 Answering comprehension questions

Revision exercise a and b

### Evaluation activity

Rewrite a short story on how you are planning to pass your primary leaving examinations

Include the following

In which month you are to do the PLE

What you are doing to prepare for PLE

What your teachers are doing to prepare for your exams

Your friends are doing to help you pass.

### Revision Exercise

MK Pupils BK pp 199 – 213

## **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.

### **LESSON 1 – 13**

#### Present simple tense

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°C

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

### **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 CONTINUOUS 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 participle 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? (inter)  
- 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



### **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 participle)

#### 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 tyre 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 Barack 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 25<sup>th</sup> 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 participle)

### 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 my 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 16 – JUNIOR ENGLISH**

#### **PREPOSITIONS**

Prepositions of time, place and movement

#### Evaluation

MK Precise page 169 – 179

### **ASPECT 17 – CONDITIONALS**

#### **IF II AND IF III**

Kind of condition	Tense in conditional clause	Tense in main clause
Unlikely if II impossible	Past simple	Conditional
Rejected if III	Past perfect	Perfect conditional

#### **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 pp 123- 4, English Revision by Ronald Forest pages 22 – 26  
Junior English Composition and Grammar pp 37 – 44

## **ASPECT 18 – 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 19**

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 how 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 21 ENVIRONMENTAL PROTECTION**

### **LESSON 1**

Vocabulary practice

Conserve, crop, drainage, drought

-structural patterns / coral discussion)

If we do not ----

We must -----to ---

-----so -----

If -----could/would

If ----wouldn't have

### **LESSON II**

Pre activity

Exercise page 135 (orally)

Evaluation activity

Poem/comprehension

Vocabulary words

Answer the written comprehension questions

Ref: Mk BK 7 pages 139 – 140

### **LESSON III**

Pre activity

Study the picture and answer the questions about (MK BK 7 page 135)

Evaluation activity

The fight against the water hyacinth

Identify new words

Answer written questions in full sentences

Ref: MK pupils' BK 7 p. 140 – 141

### **LESSON IV**

Guided composition a and b (oral discussion)

Evaluation activity

Picture composition (What must we do to conserve our soils)

Pupils write a sentence describing what is happening in each pictures 1 – 5.

Answer comprehension questions about the pictures.

MK Pupils' BK 7 p. 141 – 143

### **LESSON V**

Pre activity

Picture interpretation



(Plant free for the future)

Evaluation activity

Poetry – compose a poem about environmental protection  
(Refer to MK BK 145)

**LESSON V**

Pre activity revision (Exercise pg 145 – 146 and b)

Evaluation activity

Composition (jumbled sentences)

Re-arrange sentences to form a good story about the environment

Refer to exercise pg. 146

**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 her 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°C, the teacher said.  
The teacher said that water boils at 100°C.

- 'Must' changes
  - '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.

- Must (future) changes to "would have to"

Example

"I must leave for London next year," said the teacher.  
The teacher said that he would have to leave for London the following year.

- Must

It is used as rule remains MUST

Example

"Children must obey their parents," the Headmaster said.

- 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

- 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

- 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.

## **ACTIVE AND PASSIVE VOICE OF FUTURE PERFECT**

It takes

Will/shall have + v (past participle) -----

Example

Active – Samuel will have driven the bus to Masindi

Passive- The bus will have been driven by Samuel to Masindi

Evaluation activity

(Change to passive voice)

- The teacher will have punished the stubborn boys.
- The barber will have trimmed my hair by Easter.
- The carpenter will have sold ten beds by Christians
- The chef will have cooked our food by lunch time.

Note:

Adverbs of manner come immediately after the passive verb BUT  
Adverbs of place and time come at the end of passive sentence.

## **PARTICIPLE PHRASES**

These are grouped into two types: present participle and past participle

### Examples

- (i) Crossing the road, the old man was knocked dead by a speeding lorry.
- (ii) Deceived by his friends, he lost all hope of continuing with education.
- (iii) Driving carelessly along the road, we knocked a goat down.
- (iv) Driven by hunger, he stole a piece of bread.

### Evaluation activity

Reference: Ronald Forrest 42 – 43 Exercises 40, 41 and 42  
English Grammar in Use 137 Exercise 68.3/4

## **COMPREHENSION**

### **ASPECT : ELECTRONIC MEDIA**

#### **LESSON I**

Vocabulary

VCR, DVD, CD, FM, advertisement, announcement, structural patterns

Using

- (i) which
- (ii) If I had

What is -----for -----

I like listening to

MK Bk 0 pps 121 – 126

#### **LESSON 2**

Pre activity

Broadcasting (oral discussion)

Evaluation activity

Passage reading (THE RADIO)

Identifying new words

Reading and writing written comprehension exercise

MK, Bk 7 pp 127 – 128

#### **LESSON 3**

Pre- activity guided composition

Re-arrange sentences to form a dialogue

Evaluation activity

Passage reading (Tendo's radio programme)

Identifying new words

Answering the written comprehension questions

MK Bk 7 pp 129 – 131

## **ASPECT : JUNIOR ENGLISH**

### **LESSON : OPPOSITES (ANTONYMS)**

#### **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 : 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: 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 a young ugly 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

<u>Nouns</u>	<u>adjective</u>
Boy	boyish
Fool	foolish
Dirt	dirty
Trouble	troublesome
Gold	golden

<u>Verb</u>	<u>adjective</u>
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)**

<u>Proper noun</u>	<u>proper adjectives</u>
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 form 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 'le' 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' preceded 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 preceded 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**

NOPSHACOMP

Number	Opinion	Size	Shape	Age	Colour	Origin	Material	Purpose	Name
One	Smart	Big	Oval	Modern	Green	Kenyan	Silver	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 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.
- | <u>Adjective</u> | <u>adverb</u> |
|------------------|---------------|
| 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
- | <u>Adjective</u> | <u>adverb</u> |
|------------------|---------------|
| 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	fastest
Hard	harder	hardest
Soon	sooner	soonest
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

<u>Positive</u>	<u>comparative</u>	<u>superlative</u>
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 o'clock on a cold December morning in 2008.
- She lives at Nateete, Rubaga division in Kampala district.

## **LESSON 3**

### **PRE – ACTIVITY**

Children must be responsible

Children should read and answer questions orally p. 154

### Evaluation activity

Poem recitation (RISING UP FOR YOUR RIGHTS)

- Identification of new words
- Reading and answering written questions
- MK 154

## **LESSON 4**

Pre – activity- Guided Composition

(Kantac and the Cruel mother)

Oral discussion

Children orally discuss what is happening – 1 – 6

Children answer the comprehension questions orally.

### Evaluation Activity

Study the children's statute and answer the written questions

## **LESSON 5**

Pre activity revision exercise a, b, c, and d MK 157 – 159

### Evaluation activity

Write a composition which should be published in a magazine

MK page 157

## **ASPECT : 24**

### **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: 25**  
**CEREMONIES (Funeral and marriage)**  
**BURIAL / FUNERAL (Ref MK Pupils BK 7 p. 76)**  
**LESSON 1**

Vocabulary practice

Coffin, condolences, funeral, grave, mourn, mourners, orphans, respects, shock, sympathize, wail, widow, widower, will

Structural patterns

- Whenever -----, there is / are
- .....who .....
- Neither .....nor ....
- Both .....and .....

**Lesson 2**

Comprehension (poem)

**THE LAST GOODBYE (REF: MK PUPILS' BK 7 P. 82)**

Pre activity

Exercise: 1 pg 77

Forming words p. 81

**Lesson: 3**

Reading the dialogue

Passage reading (FAREWELL TO MR MUHINDO)

Reading and writing written comprehension exercises

MK BK 7 pp 83 – 84

**Lesson 4**

Pre – activity (Guided composition)

Re-arranging sentences to form a good composition

MK BK 7 p. 84

Picture composition (SILVESTO DIES IN A CAR ACCIDENT) MK BK 7 p. 85

**Lesson 5**

Pre activity (oral discussion) Ex A and B p. 86

Write an announcement (death announcement for the radio)

## **Lesson 6**

Pre – activity (Revision Exercise p. 87)

Evaluation activity:

- Reading the notice and answering comprehension questions about it p.88
- Reading the death announcement and answering questions about it (p. 89)

REVISION EXERCISE (Copying and filling in the puzzle ) p. 90

## **ASPECT : 26**

### **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)

## **ASPECT : 27 (CEREMONIES)**

### **MARRIAGE**

#### **LESSON 1**

##### Vocabulary practice

Bride agreement, brother-in-law, bridemaide, couple, master of ceremonies, dowry, spouse

##### Structural patterns

- Using adjectives
- Using .....delicious....
- Using .....looked .....and so did .....
- Using "Both .....and .....
- Using .....prefer .....to

#### **LESSON 2 :**

#### **DIALOGUE READING**

##### Pre –activity

Studying pictures on page 173

##### Evaluation activity

- Reading the dialogue
  - Identifying new words
  - Answering written comprehension questions
  - Reading the poem carefully and answering written questions about it.
- (MK p. 181 – 182 )

#### **LESSON 4**

Passage reading (Marriage)

Reading , identifying new words and orally answering comprehension questions

(MK pp 181 – 182)

##### Evaluation activity

- Guided composition
- Re-arranging sentences to form a sensible story about life partners (MK Bk 7 p. 183)

#### **LESSON 5**

Topical revision

Pre – activity

Revision exercises A, B and C as class discussion pp. 187 – 189

Evaluation activity

- Picture composition (Mukasa Weds Seera)
- Study the pictures carefully and in one sentence describe what is happening in each picture  
(Ref: MK Bk 7 pp 184 – 185)

***END***