



P. 7 TOPICAL EXERCISE SET IV (INTEGRATED SCIENCE)

Name: Stream:

MUSCULAR - SKELETAL SYSTEM.

1. Define the term skeleton.

.....

2. What type of skeleton do animals like cats and dogs have?

.....

3. What type of change is moulting of crustaceans?

.....

4. Why do insects and arachnids shed their exo-skeleton?

.....

5. What is hydrostatic skeleton?

.....

.....

6. What type of skeleton do earth-worms possess?

.....

7. What are non vertebrates?

.....

8. What type of bones are ulna, radius and femur?

.....

9. Give any one example of a flat bone.

.....

10. Name any one delicate organ of the head protected by the skull.

.....

11. Which part of the skeleton protects the spinal cord?

.....

12. How is the skeleton related to the circulatory system?

.....

13. What are phalanges?

.....

14. Which is the largest and strongest bone in the human body?

.....

15. What is a joint?

.....

16. Why are ligaments so useful in the body?

.....

17. State the role of tendons at joints.

.....

18. Name any one place on the human body where a hinge joint can be located.

.....

19. Which type of movable joint allows movement in all planes or directions?

.....

20. Name the movable joint that is found where the neck vertebra joins the skull.

.....

21. (a) What are voluntary muscles?

.....

.....

(b) Give any two examples of voluntary muscles.

(i)

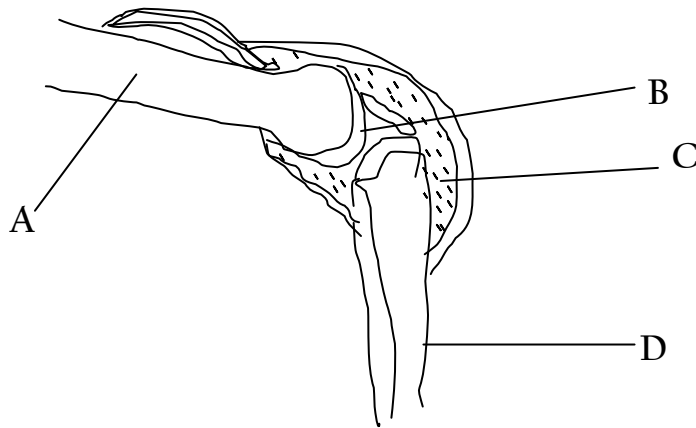
(ii)

(c) Describe the movement made by the triceps muscles as one,

(i) Raises the arm

(ii) Lowers the arm

22. The diagram below shows bones of the leg. Use it to answer the questions that follow.



(a) Identify the bone marked A.

.....

(b) How is part B similar to C in terms of their function?

.....

(c) What type of bone is bone D?

.....

(d) Write down one function of joints in the body.

.....

23. Which type of skeleton is possessed by;

(i) vertebrates -

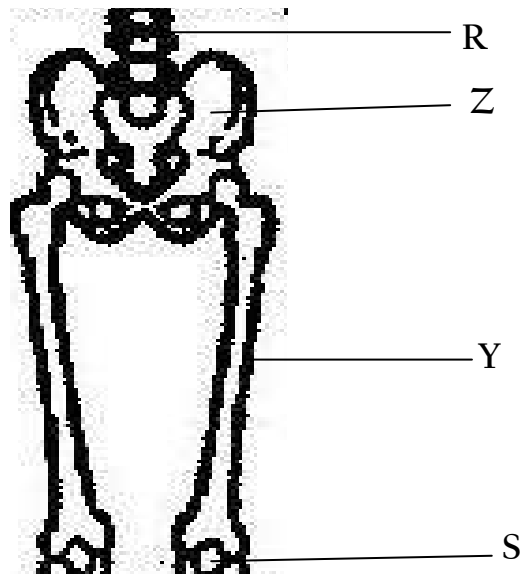
(ii) Insects -

(iii) Arthropods -

(iv) Mammals -

(v) Leeches -

24. The diagram below shows part of a human skeleton. Use it to answer the questions that follow.



(a) Name the parts marked;

- (i) R (iii) Z
 (ii) Y

(b) What part (organ) of the body is protected by bone Z?

.....

25. Write down the bones that protect the following delicate organs in the body.

- (a) Brain -
 (b) Lungs and heart -
 (c) Kidneys -
 (d) Spinal cord -

26. State any two functions of muscles in the body.

- (i)
 (ii)

27. What are antagonistic muscles?

.....

28.State any one antagonistic muscle of the human body.

.....

29.What is the danger of having poor posture all the time?

.....

30.What parts of the body are affected by sprains?

.....

31. Mention any one importance of physical exercises to the skeletal system.

.....

32.Outline one part of the body with the pivot joint.

.....

33. Of what importance is a balanced diet to the skeleton?

.....

34.What is dislocation?

.....

.....

35.How is the synovial fluid in the joint related to oil in moving parts of a machine?

.....

36. (a) Explain any two ways you can promote the proper working of the skeletal system.

(i)

(ii)

(b) State any two importance of physical exercises to the body.

(i)

(ii)

37. Name two parts of the body with the following:-

(i) Hinge joint (a)

(b)

(ii) Gliding joint (a)

(b)

(iii) Ball and socket joint (a)

(b)

(iv) Suture joint (a)

(b)

38. (a) Write down any **two** functions of the skeleton.

(i)

(ii)

(b) Give any **two** reasons why the skeleton is important to mammals.

(i)

(ii)

39. (a) Write down the structure which joins:

(i) A bone to a bone

(ii) A bone to a muscle

40. (a) State the movement made by the following joints.

(i) Ball and socket joints

(ii) Hinge joints

(b) Explain the following terms.

(i) Sprain

.....

(ii) strain

.....

41. (a) What are involuntary muscles?

.....

.....

(b) How are the following involuntary muscles important in the body?

(i) intercostals muscles?

(ii) cardiac muscles?

(iii) Eyelids?

42. (a) Outline any two diseases that affect the skeletal system.

(i)

(ii)

(b) Write down any two disorders of the muscles and skeleton.

(i)

(ii)

43.(a) What is posture?

.....

(b) State any **two** importance of a good posture to the skeleton.

(i)

(ii)

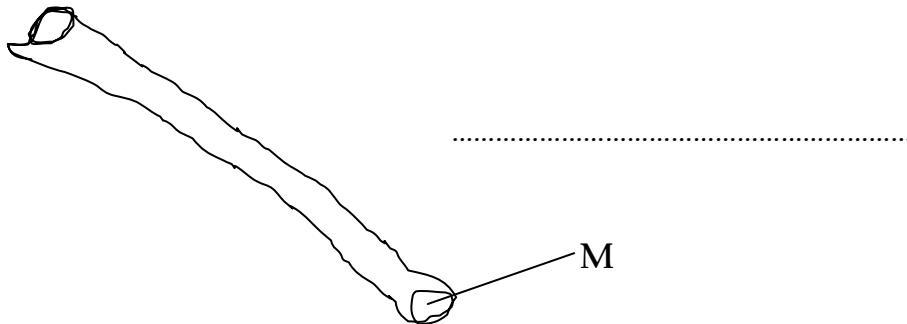
(c) Explain any **one** health habit which can keep the muscular skeletal system in a healthy working condition.

.....

44.Name the mineral salts responsible for the proper formation of strong bones and teeth.

.....

45. What type of bones is shown in the diagram below.



46. How is the part marked **M** above useful in a joint?

.....

47. Identify the largest bone in the human skeleton.

.....

48. Where in the body do we find the shortest and the smallest bones?

.....

49. Give any one example of a flat bone.

.....

50. What type of immovable joints are found in the skull?

.....

51. Name the type of muscles that help the heart to pump blood to all body parts.

.....

52. Why are muscles of the reproductive and excretory system called involuntary or smooth muscles?

.....

53. Name one viral water borne disease that affects the skeletal system.

.....

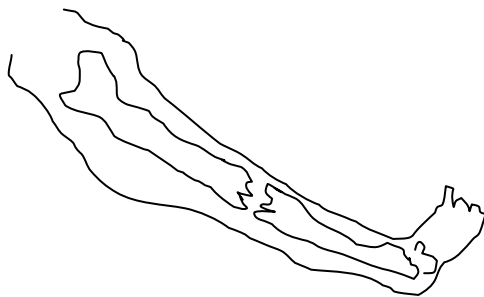
54. Which bacterial immunisable disease enters the body through dirty open cuts and wounds?

.....

55. Name the nutritional deficiency disease which affects bones.

.....

56. Study the diagram showing a skeletal disorder and use it to answer the questions that follow.



a) What type of fracture is shown above?

.....

b) State any one sign of the named fracture in (a) above.

.....

c) Write down the First Aid for such a fracture.

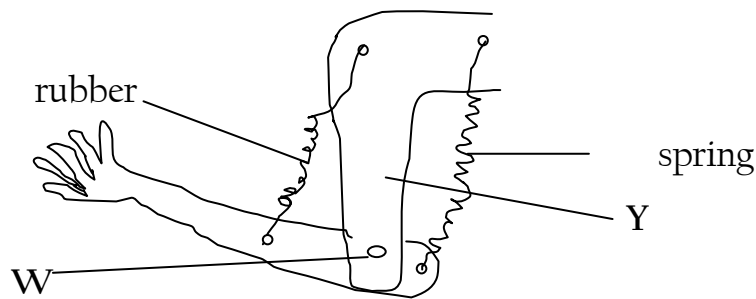
.....

d) What is the difference between a sprain and a strain?

.....

.....

57. The diagram below shows a diagram of a wooden structure of an arm,. Use it to answer the questions that follow.



(a) What do the following represent on the human body?

(i) Rubber -

(ii) Spring -

(b) Name the bone marked Y.

.....

(c) Give an example of the movable joint found at point W.

.....

END.



ENGLISH FOR P. 7

Name: Stream:

Study the T.V programme line up and answer the questions about it in full sentences.

4: 00 p.m.	Opening (entertainment)
4: 30 p.m.	Kids' Corner
5: 00 p.m.	News in Kishwahili
5: 30 p.m.	Cartoons
6: 00 p.m.	Power Rangers
7: 00 p.m.	News in Luganda
7: 30 p.m.	Talk Show by Nsereko
8: 00 p.m.	News in English
8: 30 p.m.	Family show by Aziz
9: 00 p.m.	"Ekina Uganda"
10: 00 p.m.	Movie: The Young and the Restless
11: 00 p.m.	News round up
12: 00 Midnight	Late Night Show by Rasta Pepe

Questions:

1. What is the above information called?

.....

2. At what time was the news in Kiswahili?

.....

3. Which programme was aired at 4: 30 p.m?

.....

4. Which show did Nsereko present?

.....

5. At what time was the news telecast in English?

.....

6. Who was the presenter of the Family Show?

.....

7. What was the last programme for the day?

.....

Comprehension

Read the poem and answer the questions in full sentences.

THE YOUTH.

Parent, something is obviously wrong.

The things our youth treasure,

Do not measure to our culture and values,

Instead they cause pressure to parents.

Parents, whom should we blame for this?

The schools, politicians or ourselves?

The indecent dressing and vulgar language cherished,

Where traditions are ignored and termed as old fashioned.

Parents should we really just look on?

As our youth walk half naked?

Hang out with sugar mummies and daddies for money?

And end up dying at a tender age due to AIDS!

No, no, parents, let's rise up now,

Guide and counsel our youth,

Give them shelter and decent clothes,

Educate them academically, socially and politically.

Mulumba

Questions

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. Why is it bad for parents to throw away their daughters out of the home when they get pregnant while at school?

.....

.....

10. How can such girls be helped?

.....

Read the passage below and answer the questions in full sentences.

Hellen was on her way to the market when she met her friend Naiti. Naiti looked very pale and had lost weight. From the looks, Hellen noticed that Naiti was in pain. She gently asked her what was wrong. "I am pregnant, and I am thinking of having an abortion," Naiti said. Naiti's words terrified Hellen. She asked her if she knew the person responsible for the pregnancy.

“Yes, I know him. He is a man that I met only once. He gave me a lift in his car and asked me out for lunch. I stupidly agreed. Everything happened very fast! Before I could realize what was going on, I was already in bed with him. This happened at Shauriyako Lodge!” Naiti narrated her story in tears.

I was frightened of two things about this man, infecting me with HIV / AIDS and getting me pregnant. I burst out and cried bitterly. The sugar daddy assured me that neither of the two things could happen to me. He told me that he had just taken the HIV test and he was safe. He also told me that he had had a vasectomy. In that way there wasn't any chance of making me pregnant. I believed him. He gave me fifty thousand shillings and asked me not to tell anyone!”

“Does your father know about this?” Hellen asked. “No he doesn't know. However, I am sure it won't be long before he finds out. I am worried because he is going to throw me out of the home. I won't be able to have food or shelter.” Naiti said painfully.

“We need to do something. We should go and talk to counselor Nakaize. She may be of help to you.” Hellen suggested. “All right, let's go there tomorrow at ten o'clock in the morning,” Naiti said.

When they reached in the counsellor's office, Naiti narrated the whole story to her. Counsellor Nakaize listened attentively up to the end. In response, she promised to help Naiti.

She called in Naiti's father for counseling. She requested him not to throw Naiti out of the home while in that situation. Counselling helped Naiti's father to calm down and understand the pain his daughter was going through.

Days later, the counselor and Naiti's father talked to the sugar daddy. At first the sugar daddy didn't want to accept responsibility. But later he realized that if he didn't cooperate, the harsh law regarding children's rights would punish him

severely. He accepted to take full responsibility of Naiti and her baby. He also promised to take her back to school after giving birth.

Questions:

1. Where was Hellen going when she met Naiti?

.....

2. How did Naiti look when Hellen met her?

.....

.....

3. Who was responsible for Naiti's pregnancy?

.....

4. What made Naiti think she would not get pregnant?

.....

.....

5. What shows that Hellen acted responsibly when she learnt of Naiti's pregnancy?

.....

6. What right was Hellen scared of losing when she got pregnant?

.....

7. What should children do when they get problems?

.....

.....

POEM

I live in great uncertainty, she moos!

I don't know whether I will eat, drink or sleep in my kraal.

Whether my calf will be allowed to suckle or not,

Because all depends on my master, cries the cow.

I live in great uncertainty, she bleats!

I don't know if my tail will be docked or my wool sheared,
Whether my lamb will be offered for sacrifice or not,
It, all depends on my master, so cried the sheep.

I live in great uncertainty, so he brays!
I don't know where I will go tomorrow,
How many kilograms of load I will carry on my back,
Because my master dictates, cries the donkey.

We live in great uncertainty, they cry in unison!
We don't know when bush fires or drought will come,
When deadly epidemics will strike, or forests be cut,
Because man decides it all. Cry the wild animals.

Questions:

1. Which animal is complaining in stanza one?

.....

2. Where does this animal sleep?

.....

3. Why is the cow worried about its calf?

.....
.....

4. What do we call a young of a sheep?

.....

5. Which animal will carry a load on its back?

.....

6. Why doesn't the donkey know where it will go tomorrow?

.....

7. Why is bush fire bad to animals?

.....
.....

8. How can epidemics affect the animals?

.....

9. How many domestic animals are complaining in the poem?

.....

10. Who is the master?

.....

11. Why do people keep animals?

.....

12. How can we care for the animals?

.....

13. How can we stop mistreatment of our animals?

.....

Read the passage below and answer the questions in full sentences.

MAN AND THE ANIMALS.

Domestic animals have always been man's responsibility because they live with him at his home. He is supposed to take care of them by providing: water, food, shelter, protection and care. In return man is expected to get income, milk meat, hides and skins from the animals.

Unfortunately, man has been irresponsible and cruel to the animals in some ways. He has physically participated in activities which are a hindrance to animals' needs and freedom. He has denied them food, docked them and isolated them in captivity. On the side of the wild animals, man has always attacked them in forests and game parks. He has hunted them down to get; meat, skins and ivory tusks from elephants.. Monkeys, baboons and chimpanzees have not been spared either. Man has killed them in revenge because they destroy his crops.

Game rangers have tried to stop man from illegal hunting but they have not succeeded. Another activity man has carried out is burning down bushes. This act deprives the wild game of a natural habitat where they can live comfortably.

What should government do to these people abusing animals' freedom? Government should come up with strict laws concerning animals' needs and freedom. All defenders of animals' rights should wake up. They should sensitise the people on the dangers of killing the wild animals. More game reserves and sanctuaries should be set up to allow the animals live there safely.

Questions:

1. Who should care for the animals?

.....

2. In which two ways should man care for animals?

.....

3. Which two things is man expected to get from domestic animals?

.....

.....

4. In which one way has man been cruel to domestic animals?

.....

.....

5. Why does man hunt down elephants?

.....

.....

6. Which animals destroy man's crops?

.....

7. How can government stop people from abusing animals' freedom?

.....

.....

8. Which two places can animals live in safety?

.....
.....

Distressed Animals.

A dog rose from where it had lain all day.
Its tail had been docked and ear chopped;
It couldn't wag or flap to chase away the flies off its body,
It looked thin and starved. What a torture!

The other day at dawn, a chimpanzee roamed left and right,
Her home had been attacked by poachers,
They captured her young one and took it into captivity,
Where are the animal defenders?

Two weeks later, a huge elephant lay dead in the savanna,
Her precious tusks had disappeared,
With those who get rich from the ivory trade,
Who will stop the poaching?

Wake up all of you animal defenders,
World Society for the Protection of animals, wake up,
Uganda Wild life Authority, wake up,
Fight for the animals' rights and freedom.

Alice

Questions:

1. How long had the dog lain?

.....

2. Why was the dog unable to wag its tail?

.....

3. Which animal roamed at dawn?

.....

4. Where was it young one taken?

.....

.....

5. Give another word to mean the same as “huge”.

.....

6. Why was the elephant killed?

.....

7. Mention one group that fights for animals’ freedom.

.....

Study the programme.

Kakuuto Mixed School.

Exhibition Day Programme - Saturday 5th August 2020.

8: 00 a.m - 8: 30 a.m. : all pupils assemble in front of the main
Block for a briefing from the Director
Of studies, Mr. Kugonza.

8: 30 a.m. - 9: 00 a.m. : pupils finalise their displays in their
Respective departments.

9: 00 a.m. – 10: 00 a.m. : the headteacher welcomes the chief guest,
The District Inspector of Schools,
Mr. Okwong
Singing of the National Anthem and the
School Anthem.

10: 00 a.m. - 1: 00 p.m. : Visit to various departments where pupils’
Work is exhibited.

1: 00 p.m. – 2: 00 p.m. : Lunch (Guests to be entertained by
School choir)

2: 00 p.m. - 2: 20 p.m. : headteacher addresses invited guests,

	Parents and pupils.
2: 20 p.m. - 3: 30 p.m. :	The Chief Guest addresses the gathering And gives prizes to pupils with best Exhibitions.
3: 30 p.m. - 4: 00 p.m. :	Entertainment by the school choir Singing of the National and School Anthems.
4: 00 p.m. - 6: 00 p.m. :	Departure of all invited guest.

Questions:

1. When did the pupils assemble?

.....

2. Who addressed the assembly?

.....

.....

3. When were the parents expected to arrive at the school?

.....

.....

4. Who was the Chief Guest?

.....

5. What took place between 10: 00 a.m – 1: 00 p.m?

.....

.....

6. How long was the lunch break?

.....

7. What else took place after the invited guest had had their lunch?

.....

.....

8. What did the Chief Guest give the pupils with the best exhibitions?

.....
.....

9. What happened shortly before the departure of the Chief Guest and invited guests?

.....

10. For how long did the choir entertain the guests?

.....

Dialogue

Study the dialogue and answer the questions.

The Music Dance and Drama Day.

Doi : How are you getting on with the rehearsals?

Asaba : Quite interesting but I am not yet ready to recite my poem, "In Praise of our Parents".

Doi : Then you need to do a lot of practice. There's little time left before the function. By the way, who is the chief guest?

Asaba : The headmistress invited the District Education Officer.

Doi : Will your parents attend?

Asaba : I hope they will, I 'am sure my father will be very proud of me When he sees me reciting a poem on stage.

Doi : I hope many of our parents will turn up to see us perform on stage.

Asaba : I am sure they will. They cannot afford to miss the Speech Day because it takes place once a year. What will your class be presenting?

Doi : Runyege dance.

Asaba : Have you read the programme?

Doi : Yes, I have. First we shall present the poems; next we shall

Present the folk songs and then traditional dances will
Follow towards the end of the function.

Questions

1. What functions are the pupils preparing for?

.....

2. How often is the function organized?

.....

.....

3. Who are expected to attend the Music, Dance and Drama day?

.....

.....

4. What item will Doi's class present?

.....

.....

5. What are the pupils doing in preparation for the function?

.....

.....

6. Name at least three activities that can be presented on a speech day.

.....

.....

A. Read the letter and answer the questions:

Bukidi Primary School,
P. O. Box 247,
Kabale.

14th February, 2020.

Dear Isaac,

Let me take this opportunity to write to you about our school sports day. It was on 10th December 2019. I won both the 400 metre race and the high jump competition in the intermediate group. My Dad and Mum were watching. You can imagine how nice it was for me and how proud my parents were!

We had practised for this event for three months. We were therefore fit for it. The Master of Ceremonies was Mr. Kilama, our teacher for Mathematics. He made the ceremony so exciting because of the way he commented on the events.

The house in the last position was Green with 180 points. The 2nd last was Red with 240 points. The second was Blue with 340 points. My house Yellow, took the trophy with 400 points. We got a lot of prizes. The chief guest, Mr. Chebet, promised to give us a bull. We shall also go on a trip to Lake Mburo National Park. The games master is the chief organizer of the trip. The music department will entertain us at the bull roasting function. Mrs. Kunya, our headmistress will be the guest of honour.

I am writing to invite you to this party. It will take place on the last Saturday of the term. Please, let me know whether you can attend or not.

Your friend,

Namono Jackie.

Questions

1. Who wrote the letter?

.....
.....

2. When was the sports day at Bukinda Primary School?

.....

3. What do you think enabled Namono win in those events?

.....
.....

4. Who was the Master of Ceremonies at the ceremony?

.....

5. Name two activities the music department can present to entertain member of Yellow House.

(i)

(ii)

6. By how many points did Yellow House beat Blue House?

.....

7. Write one event that made Namono's parents proud of her.

.....

8. To which function has Isaac been invited?

.....

B. Read the passage and answer the questions.

School Concert at Kakumiro.

My name is Mugisha Edwin. I am in P. 7 at Kakumiro Primary School. Our school usually holds functions such as Speech Day, Sports Day, Parents' Days. Education Weeks and concerts.

On such days, parents and other invited guests visit the school to see the pupils' work.

Last year, our school organized an end of year concert. All pupils were encouraged to take part in the various activities. The activities included songs, plays, poems, speeches and dances. Every class was supposed to present at least two items. The teachers were responsible for helping the pupils with their rehearsals. We rehearsed for a month.

When all was ready, the headteacher sent invitation letters to the parents. The concert was held on the last Saturday of the term. Very many parents attended. The school teachers and prefects welcomed the parents. The programme for the day was as follows:

- 12: 00 p.m. - Pupils assemble in the main hall.
- 12: 10 p.m. - Arrival of invited guests.
- 12: 15 p.m. - Arrival of guest of honour.
- 12: 20 p.m. - Singing of the National Anthem and the School Anthem.
- 12: 30 p.m. - Concert begins: (Reciting poems, Western Choral traditional Dances and other activities.)
- 3: 20 p.m. - Headgirl's speech
- 3: 30 p.m. - Headteacher's speech
- 3: 40 p.m. - Guest of Honour's speech.
- 4: 00 p.m. - Trophy and certificate presentation.
- 4: 20 p.m. - National Anthem.
- 4: 25 p.m. - Departure.

The master of ceremonies was Mr. Mbaine David.

The parents were very impressed by the pupils' performance. Parents clapped and cheered their children as they presented various items on stage. Some of the parents actually joined in the dances on stage.

After all the presentations were over, the master of ceremonies invited the headgirl to give her speech. It was an impressive speech. The headteacher, in his speech, thanked the parents for the big turn up and support given to the school. She also thanked the teachers and pupils for the wonderful work they do. The headgirl then invited the guest of honour to address the guests.

The guest of honour was the District Education Officer. He said that Kakumiro Primary School was one of the schools whose parents are taking advantage of UPE programme. He thanked everybody for the team spirit. He promised to buy costumes

for the school choir. He was then requested to present trophies and certificates to the best performers. The National Anthem was sung. This marked the end of the programme.

Questions

1. What are some of the functions that take place at school?

.....
.....

2. In which school is the writer of the story?

.....
.....

3. Who trained the pupils?

.....

4. Who assisted the headteacher in welcoming the parents?

.....

5. What activity took place at 4: 00 p.m?

.....

6. How many stanzas does the Uganda National Anthem have?

.....

7. Write the following abbreviations in full:

(a) UPE

(b) MC

8. What did the guest of honour promise to do?

.....
.....

Guided Composition

Write Julius' questions. Begin with the words in brackets.

Julius : (When...?).....

Barbara: Our fundraising function will take place next Sunday?

Julius : (Next Sunday! Who...?)

.....

Barbara: The chief guest is going to be Mr. Ateba, the LC III Chairman.

Julius: (Why...?)

.....

Barbara: I think he was chosen because he is an OB of the school.

Julius: (Who?)

.....

Barbara: The master of ceremonies will be Mr. Waibi.

Julius: (How many ...?)

.....

Barbara: There are about six items on the program.

Julius: (Do you?)

.....

Barbara: I don't think it will be too long.

Julius: (Has the?)

.....

Barbara: Of course the Education Officer has been invited.

Julius: (Who are ...?)

.....

Barbara: The PTA Executive Committee members are the organizers.

Julius: (Do you ...?)

.....

Barbara: I hope we shall raise a lot of money.

Julius: (By the way, what?)

.....

Barbara: We are going to use the funds to stock the library.

Study the poem and answer the questions.

Learn to Work Hard.

Learning to work hard
Through voluntary work,
You become something good
You become a responsible citizen.

Voluntary work enriches
Not only an individual
But your community as a whole
It is the way forward
For the good of your country.

The garbage around your home
That is work to begin with
Even the gullies on the road side
Is your responsibility
Today and tomorrow

Involve your community, all the time
Check on the sanitation and hygiene
Even security and education
Are important matters, too.

Questions

1. What should a good citizen do?

.....

2. What work should be done in our community?

.....

.....

3. Why should people work together?

.....

.....

4. Write down two examples of community work.

(i)

(ii)

5. What is the advantage of community work?

.....

6. What kind of work do people do as a team?

.....

.....

Read the poem and answer the questions.

A Time to Relax.

Holiday in town

Is good time to relax

Just as holiday in the village

Is good time to rest

But to enjoy your holiday

A plan is necessary, my friend.

Away from the tiring work

And busy timetables

To camping and leisure

Tour and pleasure

That is exactly

What holiday is all about.

You can gain from your holiday

It's fun to play for a while

But it's foolish not to work at all
Of course it is good to help others at work
But it is wise to occupy oneself
With what relaxes the body and mind.

Questions

1. When can one enjoy holidays?
.....
2. What kind of work makes the body relax?
.....
3. What should you always do before any holiday?
.....
.....
4. According to the poem, how can you wisely spend a holiday.
.....
.....
5. Explain how you would like to spend your next holiday.
.....
.....

Read the passage below and answer the questions.

School Holidays

Children from all types of schools break off for holidays when the term is over. Students in institutions of higher learning also go for holiday. When our parents and guardians get 'leave' from work, they spend more time at home because they are on holiday. Whether young or old each one of us looks forward to holidays. Everyone loves holidays. During the holidays we get the opportunity to visit our friends and relatives. Holiday time is a time to rest. Remember, even the Lord our God took a holiday after creation.

The Bible tells us that God created the world in six days and rested on the seventh day.

There is even a saying that “work without play makes Jack a dull boy.” Holidays enable us to take a break from the usual routine at school and at the place of work. Holidays bring a welcome change after the routine of activities and duties at school. During our holidays, we get time to do other things which we don’t normally do when we are busy with school activities.

There are people who take a lot of trouble to plan each and everything they want to do during their holidays. The reason for this is simple. Time ‘flies’ fast, very fast indeed. We all know this, don’t we? While there are people who carefully plan for their holidays, others simply waste their time sitting at home either doing nothing useful all day long or just watching TV or listening to music on radio.

We should all take trouble to make the best of our holidays. We may read interesting books, write letters to friends, meet or visit our friends, help our parents and guardians with some housework or tour some places of interest if there is a chance to do so. Holidays help our minds to keep fresh and our bodies relaxed after many weeks or months of hard work in school or at the place of work.

When we do the same things over and over again, day after day, week after week, everything becomes boring. Every activity we do becomes monotonous. When this happens we are no longer able to think of new things, new ideas, or to think of new things, to develop new ideas.

During holidays we are also able to learn new skills. I always look forward to the holidays because it is the time I get to learn more about

poultry farming and other skills in agriculture. I normally spend my holidays at Aunt Tereza's home in Busaakwa village.

Questions:

1. On what day did the Creator rest?

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2. Why does everyone love holidays?

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3. What activity may one not be able to do during school time?

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4. Why do people have to plan holiday activities?

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5. What skill does the writer intend to learn in the village?

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6. How do people spend their holidays profitably?

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7. How may the time for holidays be wasted?

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8. Which word in the passage means the same as "the same thing happening again and again"?

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<p>Bank Copy</p> <p>City Bank (U) Ltd Kampala Road Branch A/c no.33-200045-4 No. 0567 MUSUMALI PARENTS SCHOOL CASH ONLY Date <u>16.06.2020</u> Name: WANGOLO DENIS Class: <u>7 B</u> Term <u>II</u></p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <th style="width: 20%;">Cashier's</th> <th style="width: 80%;">Notes</th> </tr> <tr> <td rowspan="10" style="text-align: center; vertical-align: middle;">Stamp</td> <td>Shs. 20000</td> </tr> <tr> <td>“ 10000 100,000</td> </tr> <tr> <td>“ 5000 50,000</td> </tr> <tr> <td>“ 1000</td> </tr> <tr> <td style="text-align: center;">Coins</td> </tr> <tr> <td>“ 500 5,000</td> </tr> <tr> <td>“ 200</td> </tr> <tr> <td>“ 100 3,000</td> </tr> <tr> <td>“ 50</td> </tr> <tr> <td style="text-align: right;">TOTAL 158,000</td> </tr> </table> <p>Total amount in words</p> <p><u>One hundred and fifty eight thousand</u> <u>shillings only.</u></p> <p>Payee's signature <u>Namata Anita</u></p>	Cashier's	Notes	Stamp	Shs. 20000	“ 10000 100,000	“ 5000 50,000	“ 1000	Coins	“ 500 5,000	“ 200	“ 100 3,000	“ 50	TOTAL 158,000	<p>School Copy</p> <p>City Bank (U) Ltd Kampala Road Branch A/c no.33-200045-4 No. 0567 MUSUMALI PARENTS SCHOOL CASH ONLY Date <u>16.06.2020</u> Name: WANGOLO DENIS Class: <u>7 B</u> Term <u>II</u></p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <th style="width: 20%;">Cashier's</th> <th style="width: 80%;">Notes</th> </tr> <tr> <td rowspan="10" style="text-align: center; vertical-align: middle;">Stamp</td> <td>Shs. 20000</td> </tr> <tr> <td>“ 10000 100,000</td> </tr> <tr> <td>“ 5000 50,000</td> </tr> <tr> <td>“ 1000</td> </tr> <tr> <td style="text-align: center;">Coins</td> </tr> <tr> <td>“ 500 5,000</td> </tr> <tr> <td>“ 200</td> </tr> <tr> <td>“ 100 3,000</td> </tr> <tr> <td>“ 50</td> </tr> <tr> <td style="text-align: right;">TOTAL 158,000</td> </tr> </table> <p>Total amount in words</p> <p><u>One hundred and fifty eight thousand</u> <u>shillings only.</u></p> <p>Payee's signature <u>Namata Anita</u></p>	Cashier's	Notes	Stamp	Shs. 20000	“ 10000 100,000	“ 5000 50,000	“ 1000	Coins	“ 500 5,000	“ 200	“ 100 3,000	“ 50	TOTAL 158,000
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Questions

1. In which bank does Namata Anita pay school fees?

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2. Whose school fees is being paid?

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3. What work does a cashier do?

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4. When was the money paid?

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.....

5. What is the school account number?

.....

6. How many five thousand shilling notes did Namata Anita pay the cashier?

.....

.....

7. In what school is Wangolo?

.....

.....

8. How many coins of five hundred shillings did Namata Anita bank?

.....

.....



Name: Stream:

MEASUREMENTS

(P. 7 MATHEMATICS) DISTANCE, SPEED AND TIME.

Expressing minutes to hours and vise versa.

1 hour (60 min.) = 60 x 60 seconds

1 hour = 3600 seconds

1 minute = 60 minutes

Examples:

Change hours to seconds

1. Change 3 hours seconds.

<u>Hrs.</u>	<u>sec.</u>	
1 hr	= 3600 min	1 3600
∴ 3 hrs	= (3600 x 3) sec	x 3
3 hrs	= 10800 sec	<u>108000</u>

2. Change 2½ hours to seconds.

<u>Hrs</u>	<u>sec.</u>	
1 hr	= 3600 sec	4 800
∴ 2½ hrs	= (3600 x 2½) sec.	x 5
	1800	<u>9000</u>
	= (3600 x 5/2) sec	
	= 9000 sec	

Exercise: Change hours to seconds.

1. Change 9 hours to seconds.

2. Change $1\frac{1}{4}$ hours to seconds.

3. Change $2\frac{2}{3}$ hours to seconds.

4. Change 6 hours to seconds.

5. Change 4 hours to seconds.

6. Change $2\frac{1}{2}$ hours to seconds.

Changing seconds to hours.

1. Change 300 seconds to hours.

Sec. hrs

$$3600 \text{ sec} = 1 \text{ hr}$$

$$1 \text{ sec.} = \frac{1}{3600} \text{ hr.}$$

$$\therefore 300 \text{ sec} = \frac{1}{3600} \times \overset{1}{\cancel{300}} \text{ hr}$$

12

$$300 \text{ sec} = \frac{1}{12} \text{ hr}$$

2. Change 7200 seconds to hours.

Sec. hrs.

$$3600 \text{ sec.} = 1 \text{ hr.}$$

$$1 \text{ sec.} = \frac{1}{3600} \text{ hr}$$

$$\therefore 7200 \text{ sec} = \frac{1}{3600} \text{ hr}$$

$$= \frac{1}{3600} \times 7200 \text{ hr}$$

$$7200 \text{ sec.} = 2 \text{ hrs}$$

Exercise:

Change seconds to hours.

1. Change 600 seconds to hours.

2. Change 1800 seconds to hours.

3. Change 900 seconds to hours.

4. Change 36000 seconds to hours.

5. Change 27000 seconds to hours.

MEASUREMENTS:

SPEED, DISTANCE AND TIME.

Changing minutes to seconds and seconds to minutes.

1 minute = 60 minutes

Examples: Changing minutes to seconds and changing seconds to minutes.

1. Change 20 min to seconds.

<u>min.</u>		<u>sec.</u>
1 min.	=	60 sec.
∴ 20 min.	=	(60 x 20) sec
20 min.	=	1200 sec.

$$\begin{array}{r} 600 \\ \times \quad 2 \\ \hline 1200 \end{array}$$

2. Change 7 minutes to seconds.

Min.		Sec.
1 min	=	60 sec.

$$\begin{aligned}
 \therefore 7 \text{ min.} &= 60 \text{ sec.} \\
 &= (60 \times 7) \text{ sec} \\
 &= 60 \\
 &\quad \times 7
 \end{aligned}$$

$$7 \text{ min.} \quad \underline{420}$$

Exercise : Change minutes to seconds.

1. Change 5 minutes to seconds.

2. Change 30 minutes to seconds.

3. Change 70 minutes to seconds.

4. Change 10 minutes to seconds.

5. Change 60 minutes to seconds.

6. Change 3 minutes to seconds.

Changing seconds to minutes.

1. Change 120 seconds to minutes.

<u>Sec.</u>		<u>Min.</u>
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60 sec.	=	1 min.
---------	---	--------

1 sec.	=	$\frac{1}{60}$ min.
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$$\therefore 120 \text{ sec.} = \frac{1}{\cancel{60}} \times \overset{2}{\cancel{120}} \text{ min.}$$

$$120 \text{ sec.} = 2 \text{ minutes}$$

2. Change 240 seconds to minutes.

Sec. Min.

60 sec. = 1 min.

60 sec. = $\frac{1}{60}$ min

$$\therefore 240 \text{ sec.} = \frac{1}{\cancel{60}} \times \overset{4}{\cancel{240}} \text{ min}$$

Exercise: Change seconds to minutes.

1. Change 140 seconds to minutes.

2. Change 900 seconds to minutes.

3. Change 600 seconds to minutes.

4. Change 90 seconds to minutes.

5. Change 270 seconds to minutes.

Changing time in a 12 hr clock system to a 24 hour clock system.

- To all am time we add 00: 00 hrs. to it (if it is below 12: 00)
- To all pm time we add 12: 00 hrs to it.
- Units used in a 24 hr clock is hours (hrs)

Examples: Changing am to a 24 hrs.

1. Change 9: 00 am to a 24 hour clock.

$$\begin{array}{r} 9: 00 \\ + \quad 00: 00 \\ \hline 09: 00 \text{ hrs} \end{array}$$

2. Change 2: 30 am to a 24 hr clock.

$$\begin{array}{r} 2: 30 \\ + \quad 00: 00 \\ \hline 02: 30 \end{array}$$

Exercise: Change to a 24 hour clock.

1. Change 1: 30 am to a 24 hr. clock.

2. Change 10: 20 am to a 24 hr. clock.

3. Change 3: 40 am to a 24 hr. clock.

4. Change 8: 10 am to a 24 hr. clock.

Changing pm to 24 hr. clock.

1. Change 7: 00 pm to a 24 hr. clock.

Time is in pm

7 : 00

+ 12: 00

19: 00 hrs.

2. Change 9: 40 pm to a 24 hr. clock.

$$\begin{array}{r} 9: 40 \\ + 12: 00 \\ \hline \underline{21: 00 \text{ hrs.}} \end{array}$$

Exercise: Change to a 24 hour clock.

1. Change 2: 00 pm to a 24 hr. clock.

2. Change 3: 20 pm to a 24 hr. clock.

3. Change 4: 30 pm to a 24 hour clock.

4. Change 11: 30 pm to a 24 hr. clock.

5. Change 1: 40 pm to a 24 hr. clock.

6. Change 5: 00 pm to a 24 hr. clock.

Time from 12: 00 noon and from 12: 00 to midnight.

- 12: 00 noon is a half a day (12: 00 hrs.)
- 12: 00 midnight is a full day (2400 hrs or 00: 00 hrs.)
- To time after 12: 00 midnight subtract 12: 00 hrs. from it.

1. Change 12: 00 noon to a 24 hr. clock system

To a 24 hr. clock.

$$\begin{array}{r} 12: 00 \\ + 00: 00 \\ \hline 12: 00 \text{ hrs.} \end{array}$$

2. Change 12: 20 pm to a 24 hr. clock.

$$\begin{array}{r} 12: 20 \\ + 00: 00 \\ \hline 12: 20 \text{ hrs.} \end{array}$$

Exercise: Change time after 12 noon to a 24 hr. clock.

1. Change 12: 01 pm to a 24 hr. clock.

2. Change 12" 10 pm to a 24 hr. clock.

3. Change 12: 35 pm to a 24 hr. clock.

4. Change 12: 55 pm to a 24 hr. clock.

Midnight to a 24 hr. clock.

1. Change 12: 00 midnight to a 24 hr. clock.

$$\begin{array}{r} 12: 00 \\ - 12: 00 \\ \hline 00: 00 \text{ hrs.} \end{array} \quad \text{or} \quad \begin{array}{r} 12: 00 \\ + 12: 00 \\ \hline 24: 00 \text{ hrs.} \end{array}$$

2. Change 12: 45 am to a 24 hr clock.

$$\begin{array}{r} 12: 45 \\ - 12: 00 \\ \hline 00: 45 \text{ hrs.} \end{array}$$

Exercise: Change to a 24 hr. clock.

1. Change 12: 30 am to a 24 hr. clock.

2. Change 12: 00 midnight to a 24 hr. clock.

3. Change 12: 20 am to a 24 hr. clock.

4. Change 12: 38 am to a 24 hr. clock.

5. Change 12: 59 am to a 24 hr. clock.

- Finding duration on a 12 hour clock.
- Between midnight and mid-day (noon) 5 am.
- From noon to mid night is pm.

1. What duration is from 8: 30 am to 11: 20 am?

Duration is ending time - starting time.

Hrs.	Min.
10	60
11	20
<u>— 8</u>	<u>30</u>
<u>2</u>	<u>50</u>

Duration is 2 hrs. 50 min.

2. How long is it from 2: 30 am to 9: 00 am?

Duration = ending time - starting time

Hrs.	Min.	
8	60	
— 9	: 00	60
2	: 30	- 30
<hr/>		<hr/>
6	: 30	30
<hr/>		<hr/>

Duration is 6 hrs. 30 min.

Exercise: Find duration.

1. How long is it from 7 : 00 am to 11: 00 am?

2. A flight started at 2 : 30 am and ended at 12 : 00 noon. How long was the flight?

3. An examination started at 8 : 30 am and ended at 11 : 00 am. How long did the examination take?

4. A music concert started at 1 : 30 am and ended at 10 : 15 am. How long did it last?

5. It started raining at 4 : 15 am and stopped at 11 : 30 am. Find how long did the rain last.

-Changing time in 24 hr clock to a 12 hr clock system.

- We subtract 12: 00 hrs from any time above 12 : 00 hrs. to change a 12 hr clock (get pm).
- We subtract 00 : 00 hrs from any time below 12 : 00 hrs and the time will be am.

Examples: Change a 24 hr. clock to a 12 hr. clock.

1. Write 02 : 00 hrs in a 12 hr clock.

$$\begin{array}{r} 02 : 00 \\ - 00 : 00 \\ \hline 2 : 00 \text{ am} \\ \hline \end{array}$$

2. Write 07 : 30 hrs to a 12 hr. clock.

$$\begin{array}{r} 07 : 30 \\ - 00 : 00 \\ \hline 7 : 30 \text{ am} \\ \hline \end{array}$$

Exercise: Change to a 12 hr. clock.

1. Change 01 : 00 hrs to a 12 hr. clock.

2. Change 03 : 20 hr to a 12 hr. clock.

3. Change 07 : 50 hrs to a 12 hr. clock.

4. Change 11 : 40 hrs. to a 12 hr. clock.

5. Change 09 : 10 hrs. to a 12 hr. clock.

Changing time above 12 : 00 to a 12 hour clock.

1. Change 15 : 00 hrs to a 12 hr. clock.

$$\begin{array}{r} 15 : 00 \\ - 12 : 00 \\ \hline 3 : 00 \text{ pm} \\ \hline \end{array}$$

2. Change 23 : 10 hrs. to a 12 hr. clock.

$$\begin{array}{r} 23 : 10 \\ - 12 : 00 \\ \hline 11 : 10 \text{ pm} \\ \hline \end{array}$$

Exercise:

1. Change 13 : 00 hrs to 12 hr. clock.
2. Change 21 : 20 hrs. to a 12 hr. clock.
3. Change 16 : 30 hrs to a 12 hr. clock.
4. Change 20 : 30 hrs. to a 12 hr. clock.

- Changing time in a 24 hr. clock which is above 12 : 00 hrs to 12 : 59 hrs.
- 12 : 00 noon to 12 : 00 hrs (add 00 : 00)
- 24 : 00 hrs = 12 : 00 Mid night
- 12 : 30 noon = 12 : 30 am (Add 12 : 00 hrs.)

Examples:

1. Change 12 : 05 hrs to a 12 hr. clock.

$$\begin{array}{r} 12 : 05 \\ + \quad 00 : 00 \\ \hline 12 : 05 \text{ pm} \\ \hline \end{array}$$

2. Change 12 : 20 hrs to a 12 hr. clock.

$$\begin{array}{r} 12 : 20 \\ + \quad 00 : 00 \\ \hline 12 : 20 \text{ pm} \\ \hline \end{array}$$

Exercise:

1. Change 12 : 10 hrs. to a 12 hr. clock.

2. Change 12 : 30 hrs to a 12 hr. clock.

3. Change 12 : 55 hrs. to a 12 hr. clock.

4. Change 12 : 45 hrs to 12 hr. clock.

5. Change 12 : 01 hrs. to a 12 hr. clock.

1. Change 00 : 10 hrs to 12 hrs. clock.

$$\begin{array}{r} 00 : 10 \\ + 12 : 00 \\ \hline 12 : 10 \text{ am} \\ \hline \end{array}$$

2. Change 00 : 30 hrs to a 12 hr. clock.

$$\begin{array}{r} 00 : 30 \\ + 12 : 00 \\ \hline 12 : 30 \text{ am} \\ \hline \end{array}$$

Exercise

1. Change 00 : 15 hrs to a 12 hr. clock.

2. Change 00 : 40 hrs to a 12 hr. clock.

3. Change 00 : 35 hrs. to a 12 hr. clock.

4. Change 00 : 50 hrs. to a 12 hr. clock.

- Finding duration on a 12 hr. clock.
- Finding duration when time is running from pm to pm. Subtract starting time from ending time. (Ending time – starting time)

Examples: Duration when time is both pm.

1. How long is it from 7 : 00 pm to 11 : 00 pm.

Time is in pm,

Duration = End - start

	Hrs.	Min.
	11	: 00
—	7	: 00
	4	: 00

Duration is 4 hrs.

2. A flight started at 2 : 00 pm and ended at 11 : 20 pm. How long was the flight?

Time is in pm

Duration = End time - Start time

	Hrs	min.
	11	: 20
—	2	: 00
	9	: 20

It took 9 hrs. 20 min.

Exercise: Find duration.

1. An English Examination started at 2 : 30 pm and ended at 5 : 15 pm. How long did it last?

2. A church service started at 1 : 30 pm and ended at 4 : 00 pm. How long did it take?
3. A football match started at 3 : 15 pm and ended at 5 : 10 pm. How long did it last?
4. A music concert started at 7 : 30 pm and ended at 11 : 15 pm. How long did it take?

- Finding duration when time is from am to pm. and pm to am.
- Time from am to pm, you subtract am time from 12 : 00 noon then add pm time.
- Time from pm to am, you subtract pm time from 12 : 00 midnight then add am time.

Exercise:

1. A flight started at 4 : 4- am and ended at 8 : 50 pm. How long was the flight?
2. Amiti started travelling at 7 : 30 pm and reached her destination at 3 : 45 am. How long was the journey?

3. A football match started at 11 : 15 am and ended at 1 : 30 pm. For how many hours was the match played?

4. Owola reached school at 8 : 15 am and left the school at 5 : 30 pm, how long did she stay at school?

- Finding duration in a 24 hr clock.
 - When both times is below 24 00 hrs. then subtract starting time from ending time.
- Examples:**

1. A plane left Entebbe at 13 : 00 hrs and arrived in Cairo at 17 : 30 hrs. How long did the flight take?

Duration = End - start

$$= 17 : 30 \text{ hrs} - 13 : 00$$

Hrs.	Min.
17	30
- 13	00
4	30

The flight took 4 hrs. 30 min.

2. A nurse on night duty started working at 18 : 45 hrs. and ended at 07 : 30 hrs. How long was her duty?

18 : 45 hrs. to 07 : 30 hrs

Hrs.	Min.	Hrs.	Min.
23	60	5	15
24	00	+ 07	30
- 18	45	12	45
5	15		

Her duty took 12 hrs. 45 min.

Exercise: Find duration.

1. How many hours are there between 11 : 10 hrs and 18 : 30 hr.

2. How long is it from 17 : 00 hrs and 03 : 30 hrs. the next day?

3. A car left Mbarara at 13 : 30 hrs. and reached Mbale at 18 : 00 hrs. How long did the journey take?

4. A party started at 17 : 00 hrs. and ended at 10 : 30 pm. How long did the party take?

5. An exam started at 13 : 59 hrs. and ended at 16 : 10 hrs. How long did it take?

6. We departed from Kisoro at 18 : 45 hrs. and reached Kampala at 04 : 15 hrs. How long was the journey?

- Finding starting and ending time of an activity.
- Finding starting time = Ending time - duration
- Finding ending time = starting time + duration

Examples:

1. An examination that lasts for 2 hrs. 30 min. ended at 11 : 00 am. At what time did it start?

Start time = End time - duration

$$\begin{array}{r}
 11 \quad 00 \\
 - 2 \quad 30 \\
 \hline
 8 \quad 30
 \end{array}$$

It started at 8 : 30 am

2. A concert that lasts 4 hrs. 45 min. started at 1 : 05 pm. At what time did it end?

End time = start time + duration

$$\begin{array}{r}
 1 \quad 05 \\
 + 4 \quad 45 \\
 \hline
 5 \quad 50
 \end{array}$$

It ended at 5 : 50 pm.

Exercise:

1. Namagembe slept for $3\frac{1}{4}$ hrs from 7 : 30 pm. At what time did she wake up?

2. A football match ended at 6 : 40 pm after being played for 45 min. At what time did it start?

3. A science lesson started at 9 : 30 am. It took $2\frac{1}{2}$ hrs. At what time did it end?

4. An athletic competition that lasts 2 hrs : 30 min started at 8 : 45 am. At what time did the competition end?

5. The end of year party that lasted for $2\frac{1}{4}$ hrs. ended at 4 : 20 pm. At what time did the party start?

6. A 40 minutes lesson started at 9 : 30 am. At what time did it end?

- Finding distance covered .
- Distance is measure in km, metres, dm, cm.
- Distance = Speed x Time

Examples: Finding distance covered.

1. Find the distance covered by a car at a speed of 120 km/hr. for 4 hrs.

$$\text{Distance} = \text{Speed} \times \text{Time}$$

$$\text{Distance} = \underline{120 \text{ km}} \times \cancel{4 \text{ hrs}}$$

$$\text{Distance} = \overset{\cancel{1 \text{ hr}}}{120 \text{ km}} \times 4 \text{ hr}$$

$$\text{Distance} = 480 \text{ km}$$

$$\begin{array}{r} 120 \\ \times \quad 4 \\ \hline 480 \end{array}$$

2. A bus covered a certain journey for $3\frac{1}{2}$ hrs at a speed of 60 km/hr. Find the distance it covered.

$$\text{Distance} = \text{Speed} \times \text{Time}$$

$$\text{Distance} = \frac{60 \text{ km}}{1 \text{ hr}} \times 3\frac{1}{2} \text{ hrs}$$

$$\text{Distance} = \frac{\cancel{60} \text{ km}}{\cancel{1} \text{ hr}} \times \frac{\cancel{7} \text{ hrs}}{\cancel{2}}$$

$$= 30 \text{ km} \times 7$$

$$\begin{array}{r} 30 \\ \times 7 \\ \hline 210 \end{array}$$

$$\text{Distance} = 210 \text{ km}$$

Exercise: Find the distance covered.

1. Calculate the distance covered by a car at a speed of 30 km/hr for 5 hours.

2. What distance does a car cover at a speed of 80 km/hr for $3\frac{1}{2}$ hrs?

3. Find the distance covered by a car at 55 km/hr for 3 hours.

- Examples: Finding distance.

- $$\text{Distance} = \text{Speed} \times \text{Time}$$

$$\begin{aligned}
 &= \frac{2}{\cancel{120} \text{ km}} \times \frac{45 \cancel{\text{hr}}}{\cancel{60}} \\
 &= 2 \text{ km} \times 45 \\
 &= 90 \text{ km}
 \end{aligned}$$

2. What distance will be covered at a speed of 10m/sec for 5 minutes.

$$\text{Distance} = \text{Speed} \times \text{Time}$$

$$D = ?$$

$$\text{Distance} = 10 \text{ m} \times 200 \text{ sec}$$
$$1 \text{ sec}$$

$$S = 10 \text{ m / sec}$$

$$T = 5 \text{ mins}$$

$$\text{Distance} = 3000 \text{ m (or 3 km)}$$

$$T = (60 \times 5) \text{ sec}$$

$$T = 300 \text{ sec}$$

Exercise: Find distance.

1. A car moving at 120 km/hr takes 20 minutes to cover a journey. How long is the journey?
2. Amooti takes 40 minutes to cover a journey at a speed of 60 km/hr. How long is the journey?
3. Join takes 48 minutes travelling at 80 km/hr. How far does he go?

4. A biker cycles at 20 m/sec for 6 minutes. Find the distance it covered.

5. What distance will be covered at a speed of 30 m/sec for 15 minutes?

6. Calculate the distance covered in 7 seconds at 8 m/sec?

- Finding distance covered.
- First find the duration in hours.

Example: Finding distance.

1. A car which travels at 50km/hr leaves Kampala at 7 : 30 am and arrives at Mbarara at 1 : 30 pm. Find the distance between Kampala and Mbarara.

	Hr.	Min.	
Duration	12 ¹¹	00	noon
	— 7	30	
	4	30	
	1	30	
Time =	6	00	
Distance =	speed x time		50
	= $\frac{50 \text{ km}}{1 \text{ hr}}$ x 6 hrs		$\times 6$
	= 300 km		300

speed = 50 km/hr

Time from 7: 30 am is 1 : 30 pm

D = ?

T = 6 hrs

2. A car moves at a speed of 70 km/hr from 8 : 15 am to 11 : 15 am. What distance did it cover?

Duration = Hrs. Min.

11 : 15

8 : 15

3 : 00

S = 70 km / hr

T = 8 : 15 am to 11 : 15 am

D = ?

Time = 3 hrs.

Distance = Speed x Time

Distance = $\frac{70 \text{ km}}{1 \text{ hr}}$ x 3 hrs

Distance = 210 km

70

$\times 3$
210

Exercise: Finding distance.

1. A motorist starts his journey at 70 km/hr. What distance did he cover?

2. At a speed of 54 km/hr a cyclist left Katonga at 9 : 00 am and reached Kampala at 10 : 30 am. How far is Kampala from Katonga?

3. Moving at 60 km/hr a bus completed the journey from 10 : 30 am to 1 : 20 pm. How long was the journey?

4. From 8 : 30 pm to 1 : 30 am Amos covered a certain distance at 40 km/hr. Calculate the distance he covered.

5. A cyclist leaves Jinja at 11 : 30 am and arrives at Kampala at 3 : 30 pm riding at an average speed of 40 km/hr. What is the distance from Jinja to Kampala?

- Finding time taken.
- Time = Distance ÷ Speed
- Time is measured in hours, minutes, seconds.

Examples:

1. How long will a car take to cover a distance of 120 km at a speed of 40 km/hr?

$$\begin{aligned}\text{Time} &= \text{Distance} \div \text{Speed} \\ &= 120 \text{ km} \div \frac{40 \text{ km}}{1 \text{ hr}}\end{aligned}$$

$$\begin{array}{r} 3 \quad 1 \quad 1 \\ = \cancel{120}^{\cancel{3} \quad \cancel{1} \quad \cancel{1}} \text{ km} \times \frac{1 \text{ hr}}{\cancel{40}^{\cancel{1} \quad \cancel{1}} \text{ km}} \\ \quad \quad \quad 1 \quad 1 \quad 1 \end{array}$$

$$\text{Time} = 3 \text{ hrs.}$$

2. If a bus moves at a speed of 30 km/hr and covered a distance of 240 km. How long does it take to cover the journey?

$$\begin{aligned}\text{Time} &= \text{Distance} \div \text{Speed} & D &= 240 \text{ km} \\ &= 240 \text{ km} \div \frac{30 \text{ km}}{1 \text{ hr}}\end{aligned}$$

$$\begin{array}{r} 8 \quad 1 \\ = \cancel{240}^{\cancel{8} \quad \cancel{1}} \text{ km} \times \frac{1 \text{ hr}}{\cancel{30}^{\cancel{1} \quad \cancel{1}} \text{ km}} \\ \quad \quad \quad 1 \quad 1 \end{array}$$

$$\text{Time} = 8 \text{ hrs}$$

Exercise: Finding Time.

1. How long will it take a cyclist to cover a distance of 80 km at a speed of 20 km/hr?
2. If a car moves at a speed of 60 km/hr and covers a distance of 240 km. What time does it take to cover that journey?
3. The speed of a cyclist is 70 km/hr. How long does it take to cover 280 km?
4. How long does it take a bus to cover 350 km at a speed of 70 km/hr?

5. How long will a car take to cover 420 km at a speed of 60 km/hr?

6. How long will a train take to cover 150 km at a speed of 30 km/hr?

- More about Time taken.
- Time = Distance \div Speed.

Examples:

1. A car covered a distance of 120 km at an average speed of 60 km/hr. How much longer does it take if it moves at 40 km/hr?

1st part

$$\text{Time} = \text{Distance} \div \text{Speed}$$

$$\text{Time} = 120 \text{ km} \div \frac{40 \text{ km}}{1}$$

$$\text{Time} = \overset{3}{\cancel{120} \text{ km}} \times \frac{1 \text{ hr}}{\underset{1}{\cancel{40} \text{ km}}}$$

$$\text{Time} = 2 \text{ hrs.}$$

2nd part

$$D = 120 \text{ km}$$

$$S = 60 \text{ km/hr}$$

$$T = ?$$

2nd journey

$$D = 120 \text{ km}$$

$$\text{Time} = \text{Distance} \div \text{Speed}$$

$$\text{Time} = 120 \text{ km} \div \frac{40 \text{ km}}{1 \text{ hr}}$$

$$\text{Time} = \frac{120 \text{ km}}{40 \text{ km}} \times 1 \text{ hr}$$

$$\text{Time} = 3 \text{ hrs.}$$

The car will take 3 hrs - 2 hrs

$$= 1 \text{ hr longer.}$$

Exercise:

1. At 30 km/hr a car moves a distance of 180 km. How many hours less will it take to cover the same distance at 90 km/hr?

2. At 40 km/hr a car can cover a distance of 240 km. How many hours less can the same car cover the journey at 60 km/hr?

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Name: Stream:

SOCIAL STUDIES

1. What are school symbols?

.....

2. List down four examples of school symbols.

(i) (iii)

(ii) (iv)

3. Mention the things found on the school signpost.

.....

.....

4. State the significance of each of the following school symbols.

(a) school uniform:

.....

(b) school motto :

.....

(c) school prayer :

.....

(d) School flag :

.....

(e) School anthem :

.....

(f) School badge :

.....

5. What are school rules?

.....

6. Write any one common school rule.

.....

7. Why are school rules important?

.....

.....

8. Why is a timetable an important class item?

(i)

(ii)

9. Write down any three school needs.

(i)

(ii)

(iii)

10. State any three ways a school meets its needs.

(i)

(ii)

(iii)

11. Write down any three challenges faced by schools when meeting their needs.

(i)

(ii)

(iii)

12. Write down at least two roles of a headteacher.

(i)

(ii)

13. How does a school benefit from its neighbours?

.....

14. How does a school benefit its neighbours?

.....

.....

15. Write down any two problems that may happen to the school and its neighbourhood.

(i)

(ii)

16. Point out any two causes of the problems between the school and its neighbourhood.

(i)

(ii)

17. State how the problems between the school and its neighbourhood can be solved.

.....

18. Point out any two causes of bad health at school.

(i)

(ii)

19. State at least three ways we can keep good health at school.

(i)

(ii)

(iii)

Our home and Community.

1. What is a family?

.....

.....

2. Name the smallest unit of a community.

.....

3. What is a community?

.....

4. List down three examples of communities.

(i)

(ii)

(iii)

5. State how you as a child benefit your family.

.....

6. State how a child benefits from family members.

.....

7. Point out any four problems faced by people in a community.

(i)

(ii)

(iii)

(iv)

8. Define the following;

(i) Culture

.....

(ii) Values

.....

9. Name any two things that make up culture.

(i)

(ii)

10. State the importance of culture in a community.

.....

.....

11. State any two ways the COVID-19 pandemic has affected the countries in each of the following ways.

(a) Economically

(i)

(ii)

(b) Socially

(i)

(ii)

12. Write down three cultural practices that promote unity.

- (i)
- (ii)
- (iii)

13. State how culture promotes peace and security in the community.

.....

CRAFTS

1. What are crafts?

.....

2. List down any four materials used to make crafts.

- | | |
|------------|-------------|
| (i) | (iii) |
| (ii) | (iv) |

3. Mention any four crafts.

- | | |
|------------|-------------|
| (i) | (iii) |
| (ii) | (iv) |

4. Mention any four sources of craft materials.

- | | |
|------------|-------------|
| (i) | (iii) |
| (ii) | (iv) |

5. List any four groups of people in the craft industry.

- | | |
|------------|-------------|
| (i) | (iii) |
| (ii) | (iv) |

6. What are traditional industries?

.....

.....

7. What are ornaments or jewellery?

.....

.....

8. Give examples.

.....

9. State any two social importance of crafts.

(i)

(ii)

1. TRANSPORT

1. What is transport?

.....

.....

2. How is transport important to a country?

.....

.....

3. There are two types of roads depending on the materials.

(i) (ii)

4. What are feeder roads?

.....

5. How are feeder roads important?

.....

.....

6. Why do places in western Uganda like Kabale have few feeder roads?

.....

7. Under what ministry are the feeder roads in Uganda?

.....

8. What are trunk roads?

.....

9. Uganda is crossed by two international highways i.e.

(i)

- (ii)
10. Give a reason why most feeder roads in Uganda are made of murram.
.....
11. State any two disadvantages of murram roads.
- (i)
- (ii)
12. State any two disadvantages of tarmac roads.
- (i)
- (ii)
13. State any two advantages of tarmac roads.
- (i)
- (ii)
14. Point out any three problems people meet when using roads.
- (i)
- (ii)
- (iii)
15. State any three causes of road accidents.
- (i)
- (ii)
- (iii)
16. State how heavy rains affect road transport.
.....
17. Effects of road accidents.
- (i)
- (ii)
- (iii)
18. Road safety - These are the safe ways of using the road.
- (i)

- (ii)
- (iii)
- (iv)

19. Road signs (Page 116 (Kobta) Lit. Book II

How are road signs important to road users?

.....

.....

20. People who help us to use the road safely.

.....

.....

21. Why do pedestrians in Uganda keep right when using roads?

.....

22. State how each of the following is important on a road;

- (i) Zebra crossing
-
- (ii) Traffic lights
-
- (iii) Round about
-
- (iv) Road signs
-
- (v) Humps
-

2. Water transport:

1. Means of water transport.

.....

2. What are inland ports?

.....

3. What are sea ports?

.....

.....

4. Name the inland ports on Lake Victoria.

(a) Uganda

(b) Kenya

(c) Tanzania

5. Of what advantage is Uganda using more than one seaport of different countries.

.....

.....

6. What is a hinterland?

.....

.....

7. State any three advantages of water transport.

(i)

(ii)

(iii)

8. Why is water transport good for bulky goods?

.....

.....

9. State any three dangers of using water transport.

(i)

(ii)

(iii)

10. Why are most parts of River Nile not navigable?

.....

11. How do dams affect water transport;

(i) positively?

(ii) negatively?

12. State how heavy rains affect water transport.

.....

13. Why is water transport not suitable to goods like fresh vegetables from Africa to Europe?

.....

14. What is an island?

.....

15. State any three problems faced by people on islands.

(i)

(ii)

(iii)

16. State any two dangers of water hyacinth.

(i)

(ii)

17. How are water bodies dangerous to people's health?

.....

18. How are ports important?

.....

4. RAILWAY TRANSPORT.

1. Name the railway line to be built in East Africa.

.....

3. Who built the first railway line in East Africa?

.....

4. Why did colonialists introduce railway transport in East Africa?

.....

5. Who built the Kenya Uganda railway?
.....
6. Give any two reasons why the colonialists brought Indian coolies to build the Uganda railway.
(i)
(ii)
7. Point out any four challenges faced by the builders of Uganda railway?
(i)
(ii)
(iii)
(iv)
8. Why was the Uganda railway built?
.....
9. Why was it named Uganda railway?
.....
10. How did the rift valley affect the work of building the Uganda railway?
.....
11. Name the new railway line being built by the countries of East Africa.
.....
12. State how the above mentioned railway will benefit the countries of East Africa.
.....
13. How did the Uganda railway benefit;
(i) the colonialists?
.....
(ii) the people of East Africa?
.....
14. How did the Uganda railway help in the stopping of slave trade?
.....

15. Outline any two challenges faced by the users of railway transport.

- (i)
- (ii)

5. Air Transport

1. Write down any three means of air transport.

- (i) (iii)
- (ii)

2. State any two advantages of using air transport.

- (i)
- (ii)

3. Point out any two reasons why very few people use air transport in Uganda.

- (i)
- (ii)

4. Name any three international airports in East Africa.

- (i)
- (ii)
- (iii)

5. Why is air transport good for transporting goods such as fruits from East Africa to Britain?

6. Which type of weather is dangerous to air transport?

.....
.....

7. Explain why the journey from Kampala to Moroto by air is shorter than that on land?

.....

General questions on transport.

1. State two reasons why people move today.
 - (i)
 - (ii)
2. How does the climate of Uganda affect the road network?
.....
3. State any three reasons why there are many road accidents on Uganda's roads.
 - (i)
 - (ii)
 - (iii)
4. List down any three factors one should consider when choosing the type of transport.
 - (i)
 - (ii)
 - (iii)
5. Explain how a good road network can promote development in a country.
.....
.....
6. How is transport related to other social services?
.....
.....
7. How does good transport contribute to industrial development?
.....
.....
8. State how the government of Uganda benefits from the transport industry.
.....
.....

9. Why is transport referred to as an industry?

.....
.....

10. What type of industry is transport?

.....
.....

11. Point out any two characteristics of good transport.

(i)

(ii)

6. Communication.

1. What is communication?

.....
.....

2. How is communication related to transport?

.....
.....

3. State the difference between transport and communication.

.....

4. State any three importance of communication.

(i)

(ii)

(iii)

5. Explain briefly how good communication can promote peace in a country.

.....
.....

6. State how communication can be useful to;

(i) a farmer.

.....

(ii) A trader.
.....

7. State any two examples of traditional communication.

(i)

(ii)

8. State any two advantages of a radio over news papers.

(i)

(ii)

9. What is audio-visual communication?

.....
.....

10. State how modern communication has become a threat to the young generation.

.....

11. State any four challenges faced by Uganda in the provision of social services.

(i)

(ii)

(iii)

(iv)

12. What is Mass Media?

.....
.....

13. Give three examples of Mass Media.

(i)

(ii)

(iii)

14. State any two advantages of a radio over a television.

(i)

(ii)

15. How are news papers important in communication?

.....

.....

16. Point out any two reasons why very few people in Uganda use news papers.

(i)

(ii)

17. Point out any two advantages of advertising a business through a television.

(i)

(ii)

18. Give any two reasons why telephone communication has over taken letter writing.

(i)

(ii)

7. Security

1. What is security?

.....

.....

2. Point out any two ways security can promote development in a community.

(i)

(ii)

3. Name any three groups of people who provide security.

(i) (iii)

(ii)

4. Who provides security at home?

.....

5. Outline any three signs of peace and security in a school.

(i)

(ii)

(iii)

6. State the major role of each of the following people in promoting peace and security.

- (i) Police officers :
-
- (ii) Soldiers :
-
- (iii) Religious leaders :
-
- (iv) Local council leaders :
-
- (v) Judges :
-
- (vi) The government leaders :
-

7. Name any two places people go to get peace and security.

- (i)
- (ii)

8. Point out any three ways you as a child can promote peace and security.

- (i)
- (ii)
- (iii)

9. State how people in the community should promote peace and security.

.....

10. What is insecurity?

.....
.....

11. Write down any three forms of insecurity.

- (i)
- (ii)

(iii)

12. Name examples of people who cause insecurity.

.....

13. Point out any two problems caused by insecurity.

.....

8. Child Protection.

1. Name any four basic needs of a child.

(i)

(ii)

(iii)

(iv)

2. What are children's rights?

.....

.....

3. Outline any four of the children's rights.

(i)

(ii)

(iii)

(iv)

4. What are children's roles and responsibilities?

.....

.....

5. Mention any two responsibilities of a child.

(i)

(ii)

6. What is child abuse?

.....

.....

7. Point out any four ways children's rights are abused.

- (i)
- (ii)
- (iii)
- (iv)

8. Identify any four causes of child abuse.

- (i)
- (ii)
- (iii)
- (iv)

9. Outline any three effects of child abuse.

- (i)
- (ii)
- (iii)

10. State any four ways parents or adults should protect children's rights.

- (i)
- (ii)
- (iii)
- (iv)

11. Suggest at least ways you as a child can protect yourself against child abuse.

.....
.....

9. FOREIGN INFLUENCE IN UGANDA.

1. Why did the Arabs come to Uganda?

.....

2. How did the coming of Arabs contribute to Uganda's.

(a) Economic development?

.....

(b) Social development?

3. How were the monsoon winds helpful to the early Arabs to come to East Africa?

4. What type of trade did the Arabs find in Uganda?

5. What was long distance trade?

6. State any two positive effects of long distance trade.

(i)

(ii)

7. How were slaves obtained by the Arabs from East Africa?

8. Name two tribes in Uganda that participated in the long distance trade.

(i)

(ii)

9. State how the above mentioned tribes participated in the long distance trade.

10. How did slave trade contribute to the following;

(i) Population decrease

(ii) Famine

(iii) Development of towns

11. Name any two personalities in the struggle against slave trade.

(i)

(ii)

12. How some European explorers contribute to abolition of slave trade?

.....

13. Which European country spearheaded the abolition of slave trade?

.....

14. Name the first foreign religion to East Africa.

.....

15. Give any two reasons why the religion you have mentioned above delayed to spread in East Africa.

(i)

(ii)

(b) Give any two reasons why the religion you have mentioned above delayed to spread in East Africa.

(i)

(ii)

16. State any three ways Indians have contributed to the social and economic development of Uganda.

(i)

(ii)

(iii)