



#Notes

#Exams

#Binding

#Schemes

CALL:

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PRIMARY SEVEN LESSON NOTES
ENGLISH COMPOSITION

ELECTRONIC MEDIA.

RADIO AND TELEVISION.

Vocabulary practice

(a). Spellings:

- | | | |
|-----------------|------------------|---------------|
| 1. programme | 6. advertisement | 11. knob |
| 2. broadcast | 7. talk show | 12. aerial |
| 3. announcement | 8. record | 13. presenter |
| 4. channel | 9. studio | 14. guest |
| 5. volume. | 10. tune | 15. host |

Meaning of the vocabulary

1. **programme**: a planned broadcast on radio or television. e.g. My favourite radio **programme** is local sports in Uganda.
2. **to broadcast**: to transmit radio or television programmes. e.g. The news about Obama's victory as the first Black African American president was widely **broadcast** on radios and televisions.
3. **announcement**: a statement to inform the public about something. e.g. I heard the radio **announcement** about Saddam Hussein's death.
4. **advertisement**: a notice or message to the public especially through the newspaper, radio or television. e.g. The job of a secretary was **advertised** on WBS television.
5. **volume**
6. **to record**: to register sound on a disc or tape. e.g. Our choir **recorded** their favourite songs from Radio Simba Studios.
7. **to tune**: to adjust a radio, television or cassette player so as to receive a programme or station. e.g. Please, **tune** to Capital Radio for the football commentary.
8. **an aerial**: a structure that transmits or receives radio or television signals. e.g. Please, could you move the aerial/ pull out the **aerial** so that we can get the pictures clearly?
9. **a knob**: a round button on a machine for adjusting it. e.g I was told not to touch the **knob** because my father was listening to the morning news.
10. **studio** (pl - s): a room from which radio or television programmes are broadcast or recorded. e.g. I was hosted in Beat FM **studio** for a talk show.
11. **presenter**: a person who introduces and appear in a television or radio programme. e.g. He has never worked as a radio **presenter**.

12. **a moderator**: a person who presides over a debate on/ in a the studio. e.g. Medi Nsereko, the **moderator** of “Kiriza oba gaana programme”, was interrogated by the police.

Activity.

- a). Construct a sentence using each of the new words learnt.
- b) Write the following in full form:
CD, DVD, FM, AM, TV, DJ

PROSE COMPLETION

Fill in the blanks with the correct word from the list below.

Programmes, upon, cassette, receive, sets, recorded, cells, buttons, therefore, wireless.

A radio is also known as the _____. It is a machine that is used to send and _____ programme broadcasts to the public through sound waves.

There are different types, shapes, sizes and colours of radio _____. Some radios use electricity, while others use _____ or batteries.

The radio has been improved _____ over the years. Many radio sets have a cassette part where tapes can be played. Radio sets which have _____ players are able to use compact tapes that have _____ music or any other information. Some radio sets have disc players. What is special about these complex sets is that they have special _____ to play, stop, forward, rewind, record and eject the tapes and discs with recorded messages. When you have a radio set, you are able to listen to different radio _____ such as news bulletins, pop and traditional music, education, politics, current affairs, sports, religion, talk shows, children’s programmes, announcements and advertisements. A radio, _____, plays a big part in people’s lives.

JUMBLED STORIES

Some points to remember when writing a jumbled story.

1. Ideas in a jumbled story move from the general to the specific and sometimes back to the general.
2. Certain words or group of words commonly known as connectors (cohesive devices) help to show the link or connection between one sentence and another. Pronouns e.g. he, she, we, it, -- etc. and words like ‘also’, ‘next’, ‘then’, ‘finally’ are some examples of connectors.

3. Certain words such as nouns, articles (a, an, & the), can help one to identify the opening sentence. (N.B. but no always).
4. Before you finally start writing a jumbled story, take note of the following:
 - (i). Read through all the ten sentences carefully, at least twice, to establish the theme of the story.
 - (ii). Look for the opening sentence. Certain words such as nouns, articles (a, an, & the), can help one to identify the opening sentence. (N.B. but no always).
 - (iii). Pair up the sentences logically. (relate them using a pencil).
 - (iv). Write out the story carefully.
 - (v). Read out the story carefully to establish whether your story is coherent (flowing).

Activity:

The sentences below are in wrong order. Rearrange them to make a good composition about “The Death of a Hero”

- a). First, his dead body was taken to parliament for the MPs to pay their last respects to the hero.
- b). Many politicians, religious leaders and other dignitaries attended the burial.
- c). Early this year, Uganda lost a hero.
- d). Then after the funeral service, the body was laid to rest at his ancestral home in Wakiso District..
- e). May his soul rest in eternal peace.
- f). His name was George William Wilberforce Kakoma.
- g). They, therefore, suggested that he would be given a state funeral.
- h). He was well-known for having composed the National Anthem.
- i). Next, a funeral service was organized at Christ the King Church, Kampala.
- j). All Ugandans were saddened by the death of G.W.W. Kakoma.

Correct order.

- c). Early this year, Uganda lost a hero.
- f). His name was George William Wilberforce Kakoma.
- h). He was well-known for having composed the National Anthem.
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Composition Writing. (paragraph building (TRI)).

T. topic sentence. (broad statement).

R. restriction. (support sentences).

I. illustration. (examples).

Definition- compose-to make up.

-to write.

Types of composition.

- Narrative (story telling).
- Descriptive (giving facts).
- Explanatory (recipe-explaining).
- Imaginative (not real-imagined).
- Discursive (argumentative-give the reasons for and against).
- Letter writing (informal and formal).
- **Others include.**
- Adverts
- Invitations
- Notices
- Conversations.
- Announcements
- Dialogues
- Poems.

Components of a good composition.

a) Title/ Heading.

- Brief and comprehensive.
- Carrying the main message.
- About six key words or less.
- Present tense or passive form or future/simple/infinitive.
- Upper case. (capital letters).
- Title case. (small letters capitalizing every initial word except prepositions, articles and conjunctions only at the beginning).
- May be underlined or not.
- Quotation marks not necessary except in a sentence.
- Should be catchy, appealing, interesting, motivating and captivating.

b). Introduction:

- Should be brief 2-3 sentences.
- Should put the reader in mood giving the general overview of what is contained in the communication.
- Giving a summary sort of, on what is going to follow in the body.
- It may be an explanation/ definition of the topic.

c). The Body:

- Contains the main points to be communicated.
- Points should be arranged logically.
- Points should lead/connect to each other smoothly. (use transitional words e.g. secondly, furthermore, additionally, however, therefore, just as, closely related to the above--etc).
- Each point should be in one paragraph.
- Every opening sentence of a paragraph should contain the main idea.
- The main idea should be supported by other sentences (2-3 sentences).
- The sentences should be short and clear.
- Avoid flowery/pompous/complicated language.

d). Conclusion:

- Reinforces the main idea.
- Ties the ideas together.
- Leaves the reader with the sense of completion.
- And or repeat the significant details in the conclusion.

- You can include a thought or provoking comment.
- Call to action.

Activity:

- Free composition writing- narrative.(**A Visit to Beat FM**).
- Free composition writing- argumentative composition.(**A Phone is better than a Radio**).

SCHOOL HOLIDAYS

(Vocabulary practice)

1. holidays
2. travel
3. plan
4. break off
5. prepare for
6. vacation
7. relatives
8. pen pals
9. birthdays
10. programme.

SCHOOL ACTIVITIES

1. **assemble** bring or gather people together e.g. The pupils will assemble in the main hall for the head teachers' briefing.
2. **ceremony** a special event or function e.g. The prefects were sworn in on a colourful ceremony
3. **concert** a music or drama entertainment performed by one or many performers e.g. Our class presented a "ding ding" dance at the school concert.
4. **depart** :same as leave to go away, to start a journey eg The guest departed when the concert was over.
5. **education week**: This is the week during which parents and other guests visit the school to see what their children do.
6. **entertainment**: They are activities such as dance, drama, plays, sports that are exciting and amusing
7. **fundraising**: to collect money for a particular purpose.
8. **guest of honour**(plural = guests of honour):This is the most important or special guest who presides over/on a function.
9. **invite** to call or ask some one to attend a function.
10. **prepare**: to make something or somebody ready for any event.
11. **programme**: a list of the order of activities taking place during a function.
12. **speech day**: a special day on which parents and guests visit a school to see different activities taking place, and to hear reports on the performance of their children.

Revision activity on vocabulary practice

Study the table and write out sentences from it that are sensible and meaningful beginning: On a....

A	B
-Speech day	-the priest and the Imam were invited to attend.
-Sports day	-parents discussed the pupils performance with teachers
-Science exhibition day	-we put up a concert.
-General assembly day	-several speakers addressed the pupils.
-Parents day	-our class emerged winner in creativity
-Prayer day	-there were football and netball competitions
-School harvest day	-prefects were presented to the pupils
-End of term entertainment day	-pupils demonstrated that light travels in a straight line.
-Inter class music, dance and drama day	-a variety of foodstuffs were prepared.

Re write the sentences below giving one word to mean the underlined group of words

1. The LC 111 was the main guest at speech day
2. The head master made up his mind to have an education week.
3. All prefects are in charge of preparing the school concert.
4. Mr. Kasibante was the person in charge of ceremony
5. The guest of honour reached the main hall at 8:00 am.
6. All parents had left the school compound by 6:00 pm
7. The board of governors organized a ceremony to collect money for building a school library.
8. The secretary typed a list of activities to take place on sports day.

Activity:

Construct a correct sentence using each of the given words.

Dialogue composition.

Fill in what you think are the correct responses in a conversation between Mrs. Bbaale and her pupils.

Mrs. Bbaale: Good afternoon, class.

Pupils: _____

Mrs. Bbaale: Well come back from your holidays.

Pupils: _____

Mrs. Bbaale: Did you enjoy your holidays?

(Tom shoots up his hand and quickly answers).

Tom: _____

Mrs. Bbaale: Very sorry to learn of the loss of your brother.

How old was he?

Tom: _____

Mrs. Bbaale: Only five! What happened?

Tom: _____

Mrs. Bbaale: What! Electrocuted! Where did it happen?

Tom: _____

Mrs. Bbaale: Oh! At an aunt's place where you had gone visiting and your brother touched a live wire in the compound. Children, teach your young siblings not to touch live wires.

Pupils: _____

Mrs. Bbaale: Sarah, what about you? How did you spend your holidays?

Sarah: _____

Mrs. Bbaale: Thank God for your fantastic holiday. The whole family traveled to Australia to attend your eldest sister's wedding.

How was the wedding?

Sarah: _____

Mrs. Bbaale: The best you have ever attended! Will you show us some photos?

Sarah: _____

Mrs. Bbaale: That will be good of you, Sarah. But do get permission first to bring them.

Advertisement writing:

- Guide the learners to identify what an advert looks like.
- Explain why adverts are written.
- Write an advert about carpentry products.
- **A Few Vacancies Left in P.1, 2, 3 at Kabojja Junior School.**
- NB. An advertisement may refer to a notice, picture, or film telling people about a product, job or service.

LETTER WRITING

Spelling activity

signature	envelope
address	reference
affectionate	introduction
conclusion	carbon copy
mail	posted
referee	faithfully
e-mail	received
reply	sincerely
aerogram	application
ordinary	apology
resignation	stamp
postage	parce

Vocabulary.

1. an aerogram (n) / aerogramme (n): ero = air travel or air movement. Therefore an aerogramme/aero gram is a letter sent by air. E.g. I received an aerogramme from my friend in America.
2. an address (n) the location of the writer or receiver if the letter it my address include the number of the house of the road and town where a person lives or works and where letters or parcels can be sent.
3. a parcel (n) An object or a collection of objects wrapped in paper so that it can be sent by post. e.g. she got a parcel and lots of cards or her birthday.
4. affectionate (adj) from affection which means feeling of liking (someone or something). She gave her daughter an affectionate kiss and put her to bed.
5. affectionately (adj) with love liking she smiled (adj) with love liking. She smiled affectionately at him.
6. mail (n) letters and parcel that are transported and delivered by post she spent the morning reading and answering reading her mail.

7. e-mail (electronic mail) a system of using computers for sending messages from one place to another. An electronic mailbox is the place where the computer stores messages.
8. referee (n) a person who know you and who is willing to support you when you are trying to get a job. e.g. She gave her college tutor as her referee to the interviewer.
9. signature (n) the act for writing you name written by yourself in the same way usually to show that something has been written, read, etc... by you.
10. conclusion (n) the way a letter/ mail ends e.g. I found the conclusion of her letter rather irritating.
11. to reply (n)/v to make or answer / an answer e.g. She received the letter from the parents, but she never replied it.
12. resignation (n) to resign means to give up a job or position by telling your employer that you are leaving. He resigned (from the company) in order to take a more challenging job. I sent in /hand in/ gave in my resignation letter.

Writing a friendly / personal letter.

When it's written: when one is writing to a friend or a relative.

Points to consider when writing personal letters.

- a). Write your address/writer's address at the top right hand corner; end each line of the address with a comma, except the last line, which ends in a full stop. Do not put your name above your address.
- b). Skip one line and write date under the writer's address. There are different ways of doing this, but it is usually written as –day –month–year.
- c). Begin the letter with Dear ____, (don't forget the comma). There is, however, no standard method of writing the final greeting- in a friendly letter. One may write Dearest Arthur or Dear Agnes etc.
- d). Such a letter may end with yours affectionately, best wishes, with love, yours ever loving friend, your loving daughter, yours ever, yours etc...
- e). Your may not need to sign a friendly letter as the case with a formal letter. Write only the first in lower case letters.

The following letter was written by Dorcus to Martha. Complete it correctly. Underline every answer you fill in.

Fill in a friendly letter.

St. Pius Primary School,
P.O. Box 2113, Masaka.

4th _____, 2013

Dear _____,

How are you and your family? Thank you very much for _____ letter.

I was delighted to _____ that you were having a _____ time.

Let me tell you my own good luck too. When I reached home last night, I found a new bright _____ leaning against the wall. You can _____ my joy at such a _____. It was a surprise from my parents!

As you know, I had long wanted a bicycle _____ yours. Now we shall be able to go _____ together.

Do let me know when you will be at home so that I can arrange to _____ you.

Looking _____ to meeting you.

Your affectionate friend,
_____.

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Activity.

Your father is the head teacher Kyampisi Primary School. Write a letter to him and inform him that your classmate has invited you to her birthday party to be celebrated tomorrow at Kololo Air strip at 2:00 pm. Request him to permit you attend and to buy a present for your friend.

An official letter

Otuboi Primary School,
P.O. Box 334,
Soroti.

20th January, 2013.

The Headmistress,
Kitante S.S,
P.O. Box 7102,
Kampala.

Dear Madam,

Re: Admission to Senior One

I wish to apply for a place in S.1 of your school this year.

I am a male Ugandan aged fourteen years. I sat the Primary Leaving Examination last year and obtained the following results:

<u>Subject</u>	<u>Results</u>
English language	3
Mathematics	2
Science	3
Social studies	<u>4</u>
Total aggregates	<u>12</u>
Division	1(ONE)

In addition to my academic performance, I am very good at music, drama, pottery and storytelling. Throughout my primary education, I have tried to put Otubo Primary School on the Ugandan map.

For further information, madam, I refer you to the head master, Otubo P.S.

I shall be grateful if my application is considered.

Yours faithfully,
Martin Okware
MARTIN OKWARE

The letter begins with Dear sir/ madam because the writer does not know the gender of the addressee.

N.B. (a) If you know the gender, write either Dear Sir, or Dear Madam. If you are writing to more than one man of a particular or certain company, write Dear Mrs. Kasibante and Mawaggali.

The letter has a heading – the subject written about. This heading is usually underlined. The heading starts with Re: which means reference.

The body of the letter should:

- (a). Have independent paragraphs with short, but meaningful sentences.
- (b). Be well punctuated and each point in a sentence should have a supporting sentence.

The letter should have a closing sentence called a conclusion. This must be in its own paragraph after the body. e.g.

- (a) I shall be pleased if my request/ apology is accepted.
- (b) I shall be very grateful if my application is considered.

The letter ends with “yours faithfully or yours truly” when the greeting was Dear Sir/ Madam.
The letter ends with “yours sincerely” if the greetings had Dear Mr/Mrs/Ms/ Miss.....

The letter is signed and in addition, the sender’s name is printed clearly under the signature.

Activity:1. An apology to the headmaster for breaking a classroom window glass (write the class teacher).

Activity:2. An application for a place in P7 term 2, 2013 at Mpya Boarding Primary School.

Activity:3 Apply for job below.

Sales assistants wanted Bargain Supermarket.

Applications are invited for two posts as sales assistants at the above new supermarket. Applicants must be over 18years and must have completed p.7. They must be able to read and write good English. Attractive salary. Apply in your own handwriting by the end of this month to:

The General Manager,
Bargain Supermarket Ltd,
P.O Box 8989,
Jinja.

After applying for the job in question, Jane was called for an interview.

Jane went to the interview room at Pope-Paul Memorial Hall on the 15th September 2007. She arrived at the venue at 2:00p.m, ten minutes before the time for her interviews with the general manager, Mr. Lumbuye; A secretary gave her this form to fill first.

EXAMINATIONS PREPARATION.

Vocabulary.

Timetable, index No., candidate, candidate's name, school, time allowed, examiner, examination room, answer sheet, examination center, briefing, for a X, registration, revision.

A poem is a piece of writing in which the words are chosen from their **sound** and **images** they suggest, not just for their obvious meaning. (meaning is derived from feelings not literally).

The words are arranged in separate lines, usually with a repeated rhythm, and sometimes the lines rhyme at the end.(= saying what you want to say to say in the best way).

Poetry is the collection of poems; poems in general.

Parts of a poem.

Stanza/verse: Poems have no paragraphs, but stanzas or verses.

Lines: Poems have lines and not sentences, usually beginning with a capita letter.

Word choice/selection: Formal rules grammar are not strictly followed. (poetic licence)

NB. A male writer is a **poet** and a female writer is a **poetess**. cf **playwright**.

Figures of speech.

Metaphors: the imaginative use of a word or phraseto describe something else. To show that the two have the same qualities. (comparison without using 'as' or 'like').e.g. She has a **heart of stone**.

Similes: a word or phrase that compares something to something else, using words 'like' or 'as'. e.g. a face like a mask/ or as white as snow.-----etc.

Oxymoron: a phrase that combines two words that seem to be opposite of each other, e.g. deafening silence/ wise or clever fool/ successful failure/ cruel kindness.-----etc.

Idiom: a group of words whose meaning is different from the meanings of the individual words. e.g. 'Let the cat out of the bag' is an idiom meaning 'to tell a secret by mistake'.

Activity.

Write a poem preparing for the examinations.

Complete the form in block capitals.

Job applied for: _____

Name in full: _____ Age: _____

Date of birth: _____ Marital status: _____

Name and address of schools you have attended, with dates/ years

_____ Years _____

_____ Years _____

_____ Years _____

Qualifications:

Previous employment:

Name of the referee: _____

Activity.

Filling form **X**.

Announcement writing:

- Guide the learners to identify what an announcement looks like.
- Explain the main parts of an announcements.
- Write an announcement about **Exams to be done soon**.
- Which exam.
- –when-date, time.
- –timetable.
- -writer.

PICTURE COMPOSITION (SITTING EXAMINATIONS).

Points to bear in mind when writing a picture composition.

1. Observe the pictures very carefully in their totality, then read the questions set after the pictures before writing what is happening in each picture.
2. Study the given words and insert each suitable word in the picture.
3. Only the **present continuous and or the present perfect tenses** are allowed in writing about each picture.
4. The ideas must be expressed in only **one sentence** and words such as ‘and’, ‘while’ may be used in linking these ideas.
5. Use ‘a’ when writing about thing of person you have seen for the **first** time.
6. Use ‘the’ when writing about thing of person you have **already seen**.
7. Observe correct punctuation marks. Start each sentence with a capital letter and end it with a full stop.

The pictures below tell a story. Study the carefully and write what is happening in each picture about **“taking an examination”**.

Questions.

7. What time of the day did the examination take place?
8. Which exam are the children doing?
9. What special name is given to a person who oversees an exam in an examination room?
10. Why are the children reading the instructions in picture 4?

COMPOSITION

Guided composition

Aida and Opio are talking about the environment. Complete the dialogue correctly.

Aida: Hello Opio, what is your opinion about our environment?

Opio: Hello Aida, Today our environment _____ at a very fast rate. (destroy)

Aida: In which way is the environment being destroyed?

Opio: People are busy _____. (cut trees / burn grass)

Apio: How else is the environment endangered?

Opio: Farmers constantly _____ (overgrazing land and polluting water)

Aisha: What have you done to stop these bad practices?

Opio: My friend, Tom and I have _____ (teach people conservation methods)

Aisha: What are these methods you have taught them?

Opio: We have _____ (educate terracing, mulching)

Aisha: I would also like to know the disadvantages of overgrazing.

Opio: Overgrazing _____ (cause soil erosion)

Aisha: Do you ever talk about the importance of trees?

Opio: Yes, trees _____ (keep air pure)

Aisha: What else do you advise people to do?

Opio: All people _____ (plant trees)

Aisha: Do trees have any other importance?

Opio: Yes, trees _____ (shade, holding soil, act as wind breaks)

Aisha: They provide us with food as well.

Opio: True. Trees _____ (give nutritious fruits)

Aisha: I hope people's attitude towards the environment will change positively.

Opio: Hopefully. Then our beautiful environment can sustain us for a long time.

Revision exercise

Rewrite the following sentences as instructed in brackets.

1. Musa might suffer from cough (Re-write usinglikely.....)
2. If you do not practise good farming methods, you will get poor crop yields. (Rewrite beginning: Unless)
3. We terraced the hill – sides, so we did not experience any soil erosion (Rewrite using beginning: If we had not.....)
4. Boys are mulching the tomato gardens. (Rewrite beginning: The tomato garden.....)
5. Opio had to buy manure. He wanted good crops. (Join using “so that”)
6. The villagers planted trees to control soil erosion. (Rewrite using “in order”)

7. People in Kamito village cut down all trees. Now they experience droughts. (Join as one sentence using “for”)
8. The farmers made terraces but the soil was washed away all the same. (Rewrite and begin: Although.....)
9. The farmers made terraces but the soil was washed away all the same. (Rewrite using “yet”)

CHILDREN’S RIGHTS

Spelling

- accuse	- rape	- sentence
- arrest	- imprison	- try
- child abuse	- guilty	- defilement
- crime	- innocent	- freedom
- criminal	- judge	- mistreatment
- convict	- magistrate	
- witness	- plead	

Vocabulary and its meaning

1. **to accuse**: to blame a person by saying he/ she has done something wrong such as breaking the law. e.g. Arinaitwe was accused of teasing newcomers in the school.
2. **to arrest** (v) to get hold of someone for having committed or being suspected of committing a crime. e.g. The man who beat up a child was arrested by the police.
3. **child abuse**: (n) the act of denying a child his or her rights. e.g. Starving a child is an example of child abuse.
4. a **crime** (n) an offence punishable by law e.g Rape is a serious crime.
5. **criminal** (n): a person who commits a crime. e.g. A rapist is a criminal.
6. **to / a convict** (v) to find someone guilty of having broken the law. (n) = Someone who is in prison because he/ she is found guilty of a particular crime. e.g John broke the law. Therefore, John was convicted for breaking the law. John is a convict.
7. **be cruel** (adj) causing pain or suffering to others, being unkind. e.g. Sandra is a cruel woman. she cut Kosodde’s finger with a knife.
8. **be guilty** (adj): being responsible for having done something wrong. e.g. Arinaitwe was found guilty of murder.
9. **to imprison** (v): keep a person in a prison/ jail or place where one is not free to move at his / her own will. e.g. The guilty culprits were imprisoned for a year.

10. **be innocent** (adj) found not to have broken the law. e.g. The magistrate found Okello innocent and released him.
11. **a judge** (n): a person who works in court and has the power to decide whether the suspect is guilty or innocent. e.g. Mukisa a court judge.
12. **to plead** (v): to give an explanation or excuse for failing to do something or having done something wrong. e.g. The child pleaded with the parent for forgiveness. Cf – plea (n) e.g. The child's plea was not considered.
13. **rights** (n): expected requirements of a person. e.g. Children's rights include education and medicare.
14. **a sentence** (n): a ruling given after finding a criminal guilty. e.g. The man who defiled a girl was given a heavy sentence.
15. **to try** (v) to find out whether the accused person committed a crime or not. e.g. Mukasa will be tried at the High Court.
16. **a witness** (n) a person who is present when something happens. e.g. The witness wrote his statement before the police officer.

Activity

Write the plural forms of

1. court of law
2. witness
3. sugar daddy

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

4. All wrong doers should be _____ (punish)
5. The police _____ supposed to keep law and order.(to be)
6. _____ is a very serious offence.(defile)
7. Even children should have _____ of speech. (free)
8. Early _____ should be discouraged (marry)
9. Bikoko was found _____ because he forced his daughters into early marriage. (guilt)
10. The culprits were _____ for two years. (prison)

Structures

- a). Usingaccused.....

Examples

1. John was charged with defilement.
➤ *John was accused of defilement.*
2. Mwambu was arrested because he mistreated his son.
➤ *Mwambu was accused of mistreating his son.*

Activity:

- a). **Rewrite usingaccused.....**

1. Akello's mother beat up her step – daughter.
2. The policeman was charge with rape.
3. The old boys bullied the newcomers at school.

- b). Using Thewhose.....

Examples

1. The woman went to the Local Council Chairman. Her daughter had been defiled.
➤ *The woman whose daughter had been defiled went to local Council Chairman.*
2. The boy was taken to hospital. His arm was broken.
➤ *The boy whose arm was broken was taken to hospital.*

Activity**Join usingwhose.....**

4. The man has been arrested. His son was found to be malnourished.
5. The girl is sick. Her parents locked her in the cold.
6. The woman talked to me. Her daughter is a magistrate.

- c). Using.....mistreat.....

Examples

1. My aunt never treated her step – daughters well.
➤ *My aunt mistreated her step – daughters.*
2. Taddewo does not handle his children well.
➤ *Taddewo mistreats his children.*

English Revision Work (children's Rights)

NB. Do not forget to write legibly! Aim at getting at least 97 %

Use the correct form of the words in brackets to complete the sentences below

1. The old man was _____ for defilement.(prison)
2. It is a _____ act to force a girl into marriage. (crime)
3. Children must have their _____. (free)
4. Four men were arrested for _____(defile)
5. You will receive a heavy _____ for child abuse. (punish)
6. To say that I defiled your daughter is a serious _____ (accuse)
7. That man has been _____ to twenty years in jail for incest. (sentence)
8. The man who was arrested _____ guilty. (plead)
9. They are tired because they _____ in the garden since nine O'clock. (work)
10. In many parts of Africa, people live in a _____ condition. (pity)
11. The fatal accident on Jinja Road was a head – on _____ with an on – coming truck. (collide)
12. Of all the animals in the world, which one lives _____. (long)
13. Mary _____ her homework before she went to bed. (do)
14. We all _____ our lanterns when the electricity went off.(light)
15. The games master announced that in future, steps _____ to buy games equipment in time.(take)

Use the best words to complete the sentences below.

16. _____ you tell me the truth, everything will be all right.
17. The police officer _____ my daughter was defiled has been arrested.
18. Since she pleaded, _____ in the court of law, she was acquitted.
19. All the defilers pleaded _____ the judge for forgiveness.
20. Alintuma was _____ with defilement.

Rewrite the following sentences as instructed in brackets

21. Kamalu was charged with defilement. (Rewrite using..... accused.....)
22. The sugar daddy was arrested. He was caught defiling a schoolgirl. (Join as one sentence using.....because.....)

4. **dowry** (n) money or property that a woman brings to her husband in marriage. e.g. Rehema took dowry to her husband/ fiancé one month before the wedding ceremony.
5. **introduction ceremony** (n) a function when a woman shows her fiancé to her parents and relatives. e.g. Most guests at the introduction ceremony wore traditional clothes.
6. **engagement ring** (n) a ring given to a woman by a man after they have decided to get married. e.g. Mr. Kasiba gave his fiancée a gold engagement ring.
7. **father-in-law** (n) a father to one's husband or wife e.g. Mrs. Mutwe has great respect for her father – in-law.
8. **brother-in-law** (n) a brother to one's wife or husband. e.g. At my introduction ceremony, I gave my brother – in-law a huge cock.
9. **sister-in-law** (n) a sister to one's husband or wife. e.g. Long ago in Buganda, if one's married wife died, he would be given a sister – in-law as a new wife.
10. **a fiancé** (n) a man to whom a woman is engaged. e.g. Mariam smiled whenever she was talking to her fiancé.
11. **a fiancée** (n) a woman engaged to be married e.g. You ought to be very faithful to only one fiancée till marriage.
12. **a marriage certificate** (n) a written agreement which a couple receives after getting married. e.g. Both the bride and the groom signed the married certificate.
13. **spouse** (n) a husband or a wife. All people attended the party with their spouses.
14. **a couple** (n) two people who are married or romantically involved.
 - b). two partners in a dance or game.
 - c). a pair
 cf – **couplet** = two consecutive lines of verse, usually rhyming and of the same end.
15. **beau** (pl = beaux/ beaus) – boyfriend or admirer.

Activity

Use the correct form of the words in brackets to complete the sentences

1. The couple's _____ was signed at the District Headquarters. (agree)
2. Kamukamu got _____ to Mutosi. (marry)
3. The manager asked all the _____ to be on time. (serve)
4. Mary was given a _____ ring at the introduction ceremony. (gold)
5. Amuge made a very good _____. (choose)
6. Can you get married before the _____? (introduce)
7. If you wish to have a _____ marriage, contact the priest. (religion)
8. An _____ marriage is respected by many. (office)
9. The _____ will take place at Luwero Town Hall. (wed)

Structures (learnt in P.6)

Rewrite as instructed in bracket

1. The bag that the matron was holding was a nice one. (End.....bag.)
 2. The dress that the maid was wearing was very long.(End.....dress)
 3. The suit that the bridegroom was wearing was an expensive one. (Endsuit)
 4. The bag that the flower girl was carrying was a beautiful one. (End.....bag)
 5. The bouquet that the bride was carrying was a white one. (End.....bouquet)
- b).served by / with.....
- We were all served with cakes and cold sodas.
 - We were all served with cakes and cold sodas by the servers.
- c).delicious.....
- The bride looked very tired. The bridegroom looked very tired.
➤ *The bride looked very tired and so did the bridegroom.*
 - The matron looked beautiful. The bride looked beautiful.
➤ *The matron looked beautiful and did the bride.*
- e). “bothand.....”
- The bride was smart. The groom was smart.
➤ *Both the bride and the groom were smart.*
 - The matron ate a cake. The matron ate chips.
➤ *The matron ate both a cake and chips.*
- f).preferto...../ enjoy.....more than/ ...liked.....more than....more interested than.....
- Some people like drinking beer. They like drinking soda more.
➤ *Some people like drinking soda more than drinking beer.*
➤ *Some people prefer drinking soda to drinking beer.*
➤ *Some people enjoy drinking soda more than drinking beer.*
➤ *Some people are more interested in drinking soda than drinking beer.*
 - The bride liked cakes. The bride liked chicken more.
➤ *The bride preferred chicken to cakes.*
➤ *The bride liked chicken more than cakes.*
➤ *The bride was more interested in chicken than cakes.*
➤ *The bride enjoyed chicken more than cakes.*
- g). so.....that...../such.....that.....
- She's got very good qualifications. She never sit another examination in her life!
➤ *She's got so good qualifications that she never sit another examination in her life!*
➤ *She's got such good qualifications that she never sit another examination in her life!*
- h). Verb + object + ing:
- They heard them going out
 - He saw Joseph leaving.
- NB. When we see, notice, etc.....an action that takes place over a period of time, we use the ‘ – ing’ form in the subordinate clause.
- Kagoro saw the men chopping down the trees. (The work of chopping down trees took place over a period of time)
- i). verb + object + infinitive without to:
- *They heard them go out.*

- *He saw Joseph leave.*

NB. When we see, notice etc...an action that has been completed, we use the infinitive without to

- *Kagoro saw the men chop down the trees.* (The work of chopping down trees was completed)

NB Other words that are followed by gerunds include – enjoy, like, deny, interested in, succeeded in, accustomed in, used to, help, accepted, fond of, was found,.....

Revision test (marriage)

In questions 1- 5, use the correct form of the words in brackets to complete the sentences.

1. The young boy could not help _____ when he saw a naked man.(laugh)
2. _____ marriage is witnessed by relatives and village elders.(custom)
3. My daughter – in – law is a very _____ person. (help)
4. It is unlawful for parents to force their daughter into _____ before she is 18 years of age. (marry)
5. Many _____ were introduced at the wedding function. (relate)

In questions 6 – 10, use the most suitable word or words to complete the sentences below.

6. Jack is a son to my aunt, so he is my _____.
7. Both the bride and the groom signed the _____ certificate.
8. Ronald is the doctor _____ my sister got married.
9. The President's daughter's wedding function was presided _____ by Pastor Kayanja.
10. Since Vicent had failed to pay all the _____ to parents of the bride, he never married her.

In question 11 – 13, replace the underlined words with a single word.

11. The aunt to the bride slapped her without any mercy for refusing to say her vows.
12. Jackson was off and on during my wedding meetings.
13. The young of a fox is as cunning as its father.

In questions 14, rearrange the words given in the English alphabetical order.

14. chase, crust, castle, caste, crib, club

Re – arrange the words given to form meaningful sentences.

15. man / to/ married/ which/ are/ getting/ you?
16. dress/ how/ your/ beautiful/ was/ gown!

Give the opposite of the underlined words.

17. The river is deeper near the source
18. Maria is a responsible class monitor.

Use the words below in your sentences to show you know their meaning.

19. steal
20. still

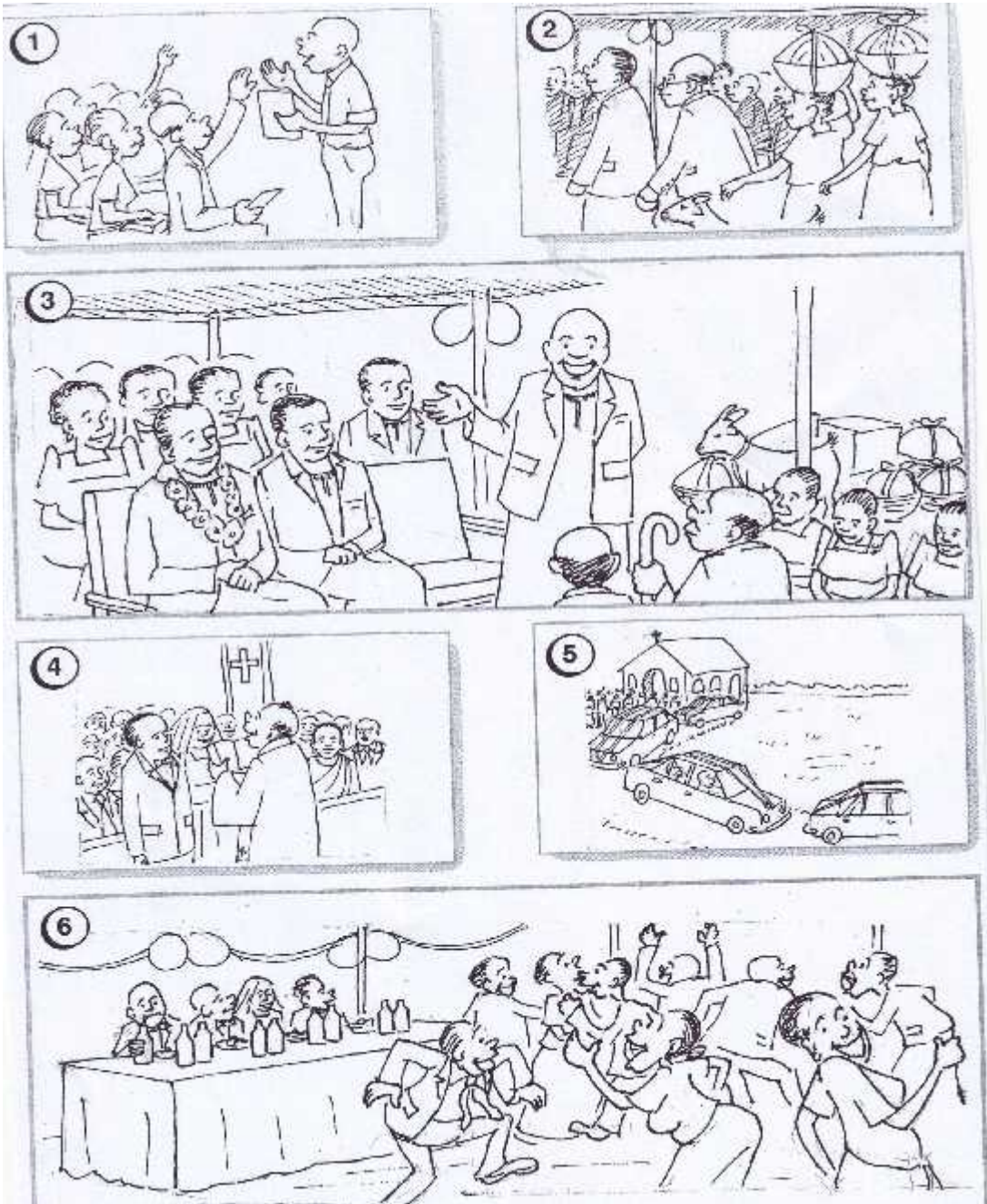
In questions 21 – 23, rewrite the sentences, giving the plural form of the underlined words.

21. A mouse took my cheese without being caught in the mousetrap.
22. The police called for the eye – witness to give evidence in court.
23. The doll was placed on the shelf by the child.

Rewrite the sentences given as instructed in brackets

24. The wind blew her hat down the street. (Begin: Her hat.....)
25. I did all the housework, then I went out for a walk. (Rewrite and begin: Having.....)
26. The journey was not interesting. The journey was not comfortable. (Join using “neither”)
27. What has happened to the money? It was on my desk. (join using “which”)
28. There are some pictures in this book. (Begin: Are there.....)
29. We must go now, if we don’t, we shall miss the train. (Rewrite and use.....or.....)
30. “ I am just going out, so I can’t stop to speak to you now,” said Maria. (Rewrite and begin: Maria said that.....)
31. I won’t lend you the car if you don’t promise to drive carefully. (Rewrite and begin: Unless.....)
32. The bride was not annoyed. The groom was not annoyed. (Join using “and neither”)
33. The sheikh spoke aloud. The Reverend spoke aloud. (Join using.....and so.....)
34. Teo likes travelling by taxi. Teo likes travelling by bus more. (Join usinginterested...)
35. The car that my uncle was driving was a black benz. (Rewrite and begin: My uncle.....)
36. John said that he could not marry Jane because she was ill – mannered. (Rewrite using “ ” said John)
37. Brian sold all his cows so that he could marry the princess. (Write a question for which the sentence given is an answer)
38. Joan introduced her husband. The husband was born of Congo. The husband is tall. He is very handsome. (Join as one sentence without using any joining word)
39. All the brides in the church were happy. (Begin: Each of.....)
40. As soon as the bride and the groom reached the reception hall, it started raining heavily. (Rewrite using.....barely.....)

41. Study the story and construct a sentence explaining what is happening in each picture 1 – 6 Use the words below :bride price carried, eating and dancing at the reception, taking vows in church, decorated cars move to the reception, introduction ceremony, preparatory meeting for the introduction function.



1. Picture 1.(preparations / introduction meeting)
2. Picture 2. (introduction ceremony)
3. Picture 3 (bride price)
4. Picture 4 (church / priest / marriage vows)
5. Picture 5 (decorated cars)
6. Picture 6 (guests / reception / food)
7. What do you think the priest is doing in picture 4?

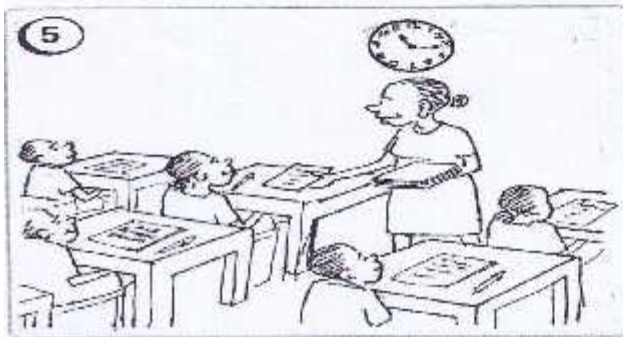
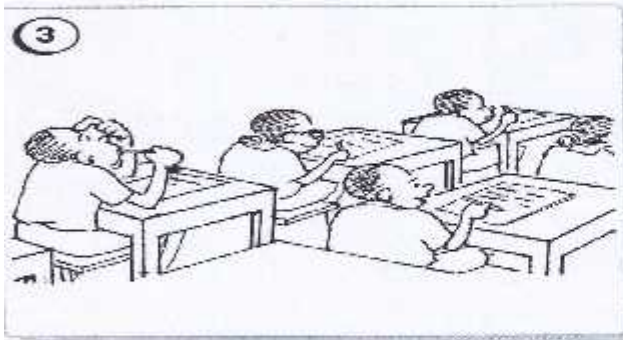
8. Where is the newly wedded couple seated in picture 6?
9. Who is wearing a wreath in picture 3?
10. Suggest a suitable title for the picture story.

Composition work for practice

A. Picture compositions.

Below is a picture story about Examination at Kabojja Junior Primary School. In only one sentence, explain what is taking place in each picture. You can use the words given below in your sentence construction.

invigilator, briefing, teacher, candidates lamenting, recalling the answers, headmaster, cheering, teaching, give out exams



- a). Picture 1
- b). Picture 2
- c). Picture 3
- d). Picture 4

- e). Picture 5
- f). Picture 6
- g). Why do you think candidate in picture 3 has put his finger on the head?
- h). At what time of the day did the examination end?
- i). How long did the examination take?
- j). Why do you think candidates in picture 6 are happy?