

	<p>Demonstrative pronouns</p> <p>Relative pronouns</p> <p>Plurals of pronouns</p> <p>Unit 4</p> <p>Grammar (parts of speech)</p> <p>Adjectives</p> <p>Formation of adjectives</p> <p>By adding suffixes, e.g. ous, ful, able, ly, less, ive</p> <p>Formation of proper adjectives</p> <p>Comparison of adjectives</p> <p>By adding 'er', 'est', more, most</p> <p>Double comparatives the use of 'the', order of adjectives</p> <p>Unit 5</p> <p>Verbs / tenses</p> <p>Formation of verbs</p> <p>Forms of verbs i.e. regular and irregular verbs</p> <p>Present simple tense</p> <p>Negative/ interrogative / affirmative</p> <p>Active and passive voice</p> <p>Question tags</p> <p>Past simple tense</p> <p>Negative/ interrogative</p> <p>Active and passive voice</p> <p>Question tags</p> <p>Present perfect tense</p> <p>Negative/ interrogative</p> <p>Active and passive voice</p> <p>Question tags</p> <p>The use of since and for</p> <p>Present perfect continuous tense</p> <p>Negative and interrogative</p> <p>Active and passive voice</p> <p>The use of since and for</p>
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TERM ONE

ASPECT 1: COMPREHENSION (MK BK 7)

LESSON 1 SCHOOL HOLIDAYS

A: HOLIDAY PLANS

(a) Vocabulary practice:

Vacation , Travel, Breakup, Prepare , Relatives , Penpal , Commence , Chores , Programme, Remedial, Board, Urban , Rural , Birthday , Up country, End , Remedial classes, holidays ,

(b) Language Structures (to be done orally)

.....going to.....

Near future

Examples

(i) I am going to visit my grandparents during holidays

(ii) Tom is going to travel to up country when holidays commence

1) Question tags

(i) We shall do a lot of chores in holidays, shan't we?

(ii) I am not going for holidays, am I?

(iii) They will have planned for holidays, won't they?

2) Speeches

Examples

"Tom will come to the village tomorrow," he said

He said that Tom would go to the village the next day

NB: and, other

Comprehension

1. Passage (going for school holidays)

2. Dialogue (a telephone conversation)

3. Poem (MK modern P7)

4. Guided composition (the sure key to success P.16)

5. Picture composition (Mk modern)

6. Revision exercises

SUB TOPIC 1B

HOLIDAY ACTIVITIES

1. Vocabulary practice

Study, tour, camp, visit, begin, concert, show, cook, advice, house work, trip, enjoy, nice, interesting, exciting, report, vacation, chores, routine, bash, fare

2. Language structures

Participle

A participle is a word formed from a verb. It can act as the main verb in a verb phrase or as an adjective to explain a noun or pronoun.
 e.g. Mbarara has visited several places in the city.
 The exciting moments made him delay at the hotel

A past participle is formed by adding 'd' or 'ed' to a regular verb. E.g. cook – cooked, bake – baked.

A helping verb is usually used with the participle such as has, had, have

Exercise
 (The winners P20 – 21)

3. If 3 conditional
 If 3 is used to express what would have happened if a certain condition had been fulfilled.
 If clause – past perfect tense
 Main clause – would / wouldn't have
 e.g. If I had seen him in the holiday, he would have given me some money.
 NB: You can also express If 3 by beginning with "Had"
 Ref: The sure key to success Pg 13
 The Winner pg 21 – 22

4. Guided composition (jumbled story)
 Nakku goes back to school" (Ref: The sure key to success pg 14)

5. Holiday programme (table: The sure key to success Pg 15)

ASPECT2: PUNCTUATION MARKS

Lesson 1 Capital Letters and full stops

(i) Usage of capital letters

(a) Used at the beginning of sentences, e.g Mukasa is riding a bicycle.

(b) Use for proper nouns and proper adjectives e.g Uganda – Ugandan
 Proper nouns e.g

- Names of the months of the year
- Names of people
- Names of streets
- Names of buildings
- Names of avenues

(c) Used for all titles applied to one particular person, e.g Our president meet the Egyptian President. The Famous Five

(d) To begin direct speech, e.g "I have hurt my finger," said Tom

(e) To write pronoun I, e.g. While I was playing netball, Jane was peeling matooke.

(f) To begin words of exclamation, e.g. "Oh!" shouted the boy

(g) To begin words He, Him, His, Himself, if they refer to God of Jesus Christ.

(ii) Usage of full stops

(a) Used at the end of either an affirmative or negative sentence, e.g.

- We are learning English

- We are not learning English

Activity

Write these abbreviations in full

WSPA, USPA, UWEC, UWA, WCU, ABS, ADI, AVAR, ASAB, CAPS, PP, cc,

Re, Mr, MRs, Br, Mt, Hon, Rev, Prof. e-mail

(b) Used in abbreviations, e.g.

i.e - that is

C.I.I.D- Criminal Investigation and Intelligence Directorate

Capt - Captain

P.S.V - Public Service Vehicle

PMO - Private Motor Omnibus

Activity

1. Rewrite and punctuate the sentences below

(a) he saw a big snake on tuesday

(b) robert has left for london

(c) i said i shall come tomorrow

(d) tom wants to work in italy, so he is learning italian

(e) god said i am who i am

(f) what an honest man dan is

(g) god was happy with his creation

2. Write the short forms of the following

(h) Mistress

(i) Doctor

(j) Namely

(k) For example

LESSON 2

(a) Question mark

(b) Exclamation

Usage of a question mark

- Used at the end of a direct question, e.g Where is Tom?

- Used at the end of tag questions, e.g She is my wife , isn't she?

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

Use of an exclamation mark

- Used after words that are shouted and after expressions of surprise, e.g

- What a clever boy you are!
- Come here at once!

Activity

Punctuate the following sentences correctly

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

LESSON 3

- (a) Apostrophe
- (b) Comma

Usage of an apostrophe

- (i) To show contractions (to show that a letter or letters are missing) e.g.
 - isn't - is not
 - can' - cannot
 - O'clock - of the clock
 - o'er - over

- (ii) To show possession / ownership

- Singular form

Example

The girl's dress, the student's book

The lady's bag

However, it may be shown by the apostrophe only if the noun ends in s. e.g.

Jesus' words

Moses' wife

- Plural form

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

Example

Boys' books

Ladies' shoes

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

Men's hats

SINGULAR POSSESSIVE

PLURAL POSSESSIVE

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

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

Examples

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

N.B: Certain words are contracted without an apostrophe

Example

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

Activity

Correct the following sentences by putting in the apostrophe

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

Write the following in short

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

Usage of commas

- (i) used to separate words in a list, phrases or clauses

Example

He plays football, tennis, volleyball and hockey

A tall ugly man entered the room

	<p>He entered the library, walked to the history section, picked a book and started reading.</p> <p>(ii) Used after participle phrases</p> <p>Example</p> <p>Chained to the post, the dog was unable to attack the thieves</p> <p>Having said her prayers, the old woman lay down.</p> <p>(iii) Used after an adverbial clause in a main clause follows;</p> <p>Example</p> <p>Although he worked for the company for many years, he was not promoted.</p> <p>(iv) Used to set off words which come after a proper noun and explain or describe it</p> <p>Example</p> <p>George Kakoma, who composed the National Anthem, visited our school.</p> <p>(v) Used after Yes, No or well, if other words are to follow in a sentence</p> <p>Example</p> <p>Yes, he does smoke a lot</p> <p>No, I don't think so</p> <p>Well, I will see what I can do for her.</p> <p>(vi) Used with words used to address a person</p> <p>Example</p> <p>Mr Mukasa, you can have a seat</p> <p>Good morning, Mr. Mukasa</p> <p>Come here, Jane, and I tell you</p> <p>(vii) Used to separate items of the date</p> <p>Example</p> <p>Saturday, 14th May, 2012</p> <p>(viii) Used to separate lines within an address</p> <p>Example</p> <p>Sir Apollo Kaggwa Primary School</p> <p>P. O. Box 28589,</p> <p>Kampala.</p> <p>(ix) To separate a question tag from the rest of the sentence e.g.</p> <p>It is quite expensive, isn't it?</p> <p>(x) Used with direct speech to mark off actual words from the reporting verb.</p> <p>Example</p> <p>'I am nine years old,' said Julius</p>
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Activity

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

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

LESSON 4

Semi colon; colon: Quotation marks " " Hyphen –

Usage of a semi colon;

- Used between two closely related main clauses

Example

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

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

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

Usage of a colon:

- (a) Used to introduce a quotation which may be indented e.g.

Churchill said: "Uganda is the Pearl of Africa."

- (b) Used to introduce a list of items or things, e.g.

We study four subjects at school: English, Science, Social studies and Mathematics.

Usage of quotation marks

- (a) Used before and after words of direct speech

Example

"Don't forget to bring your own pen," our teacher said.

"The dead man," said John, "is my father"

- (b) Used to mark a quotation

Example

Politicians should never forget that "a week is a long time in politics"

- (c) Used to quote titles of books, articles, poems, and plays

Example

I was reading "Oliver Twist"

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

Example

The Baganda women wear "gomesi"

Usage of a hyphen

(a) To form compound words (composite words) e.g.

Hard – hearted, mother – to – be, fork – lift truck

(b) Writing compound numbers between 21 and 99 in words e.g.

Twenty – one , ninety – nine etc

(c) To form a compound from a prefix e.g.

Pro – European, pre – PLE, pre – mock etc

(d) To separate a prefix ending in a vowel from a word beginning with the same vowel e.g.

Co – operate, pre –eminent

Activity

a) Writing figures 21 – 99 in words

b) Identifying compound words in sentences by inserting hyphens e.g.

(i) Moses is a hard hearted boy in primary seven

(ii) Anita bought twenty nine eggs from the supermarket

Activity

Punctuate the following sentences correctly

1. Annette is very clever no wonder she passed with flying colours.

2. Her parents are very poor nevertheless they have managed to educate her.

3. She went to the market and bought the following onions sugar meat and rice.

4. I can run faster than any other boy in the school boasted Michael.

5. Susans apple is bigger than mine grumbled jack

6. John go and have lunch

ASPECT 3 JUNIOR ENGLISH

LESSON 1

Abbreviations and contractions

Ref. Junior English Revised pg 132 – 135

The students' Comparison pg 95 – 100

The New First Aid in English pg 50 – 52

N.B

(a) Latin Abbreviations

Example

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

(b) Military Abbreviations

Example

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

(c) Organizational abbreviations

Examples

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

(d) Common Abbreviations

Examples

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

ASPECT 4 -NOUNS

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

LESSON I

Types of nouns

(a) Common nouns

(b) Proper nouns

(c) Abstract nouns

(d) Collective nouns

(a) **PROPER NOUNS**

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

Example

Name of a;

Person - Museveni

Country - Uganda

River - River Nile

Lake - Lake Victoria

Mountain - Mt. Elgon

City - Nairobi

Month - February

Day - Sunday

All proper nouns must be written beginning with capital letters

Evaluation activity

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

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

Punctuate correctly

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

LESSON 2

Collective nouns

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

Example

- A flock of sheep

- A class of pupils

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

Example

The herd of cattle has crossed the river.

This bouquet of flowers is expensive.

Evaluation activity		
Noun	collective noun	
Actors	company	
Aeroplanes	flight/squadron	
Angels	host	
Arrows		
sheaf		
Bananas	bunch/hand	
Bees	swarm/hive	
Fire	hail	
Ref:	The Students' Companion pg 1 – 3	
	Junior English Revised pg 17 – 19	
	The New First Aid in English pg 19 – 21	
ABSTRACT NOUNS		
These are names of qualities actions or ideas.		
Example		
Qualities	actions	state
Kindness	laughter	childhood
Honesty	theft	death
Bravely	movement	poverty
Cowardice	construction	sickness
Formation of abstract nouns		
A lot of abstract nouns end in the following suffixes.		
- ness	- th	
- sm	- dom	
- ty	- ion	
- ment	- hood	
(a) From adjectives		
Example		
Cold -	coldness	
warm -	warmth	
wise -	wisdom	
able -	ability	
angry -	anger	
thirsty	-thirst	
wide -	width	
long -	length	
broad -	breadth/broadness	

	deep	-
	true	-
	wealthy	-
	sad	-
	happy	-
	bitter	-
	ugly	-
	proceed	-
	guilty	-
	present	-
	generous	-
	absent	-
	abundant	-
	accurate	-
	anxious	-
	accurate	-
	beautiful	-
	brave	-
	bankrupt	-
	clean	-
	cruel	-
	curious	-
	loyal	-
	dark	-
	faithful	-
	false	-
	famous	-
	fierce	-
	fragrant	-
	great	-
	high	-
	holy	-
	just	-
	lazy	-
	merry	-
	moral	-
	punctual	-
	ready	-
	real	-

poor -
 reliable -
 comfortable-
 similar -
 enthusiastic -
 humble -
 dry -
 ignorant -

(b)From verbs

Example

think -thought

hate -hatred

separate-

believe -

act -

admire -

advertise -

appear-

apply -

approve-

arrive -

ascend-

assist -

attend-

attract-

admit-

adjust-

advise-

avail-

accommodate-

abstain-

allow -

bury-

begin -

behave-

breathe-

butcher-

	classify- choose- congratulate- converse- confuse- conclude- confess- conduct- compare- clean - compose- certify - defend - decide- distribute - destroy - discuss- divide- diffuse- develop- depend- deceive- explain- expand - expel - execute- express- excite - enter - expect - achieve - employ- fly- fail- fix- grow - govern- hinder- imagine-
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	injure - interfere- introduce- invert - invade- impress- invite - imitate- inquire- inspire- interpret- inject - judge - join- know - lend- laugh - lose- live- locate- mix- marry - move - mock - maintain- measure- manage- multiply- modify - moderate- obey- occupy- occur - oppose- organize- obstruct- persuade- pursue- perform-
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	permit- please- postpone- practice- punish- press- prepare- prescribe- pretend- prevail- proceed- produce- pronounce- propose- prophecy- prosecute- prove - provide- pay- publish- proclaim- qualify- rebel - repel - receive- recognize- require- reveal- relieve- remain- repeat- resemble- resign- revive - resist - resolve- remember- rely- satisfy-
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sell	-
succeed	-
serve	-
save	-
solve	-
see	-
secure	-
speak	-
transmit	-
try	-
transpire	-

From nouns, e.g

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

LESSON 6, 7, 8, COMMON NOUNS

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

Example:

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

Formation of singulars and plurals of common nouns

General rules

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

Example

boy	boys
table	tables

	plane	planes
	chair	chairs
	king	kings
	(b) If the singular noun ends in s, sh, ch, x or z we add es, to it to form the plural	
	Example	
	Singular	plural
	dress	dresses
	dish	dishes
	church	churches
	box	boxes
	bench	benches
	kiss	kisses
	bush	bushes
	tax	taxes
	(c) If the singular noun ends in f or fe, change the f or fe to v before adding 'es'	
	Example	
	Singular	plural
	Calf	calves
	Knife	knives
	Shelf	
	Wife	
	Wolf	
	Leaf	
	EXCEPTIONS	
	(i) Other words ending in f or fe form their plurals by simply add 's'	
	Example	
	Singular	plural
	Chief	chiefs
	Gulf	
	Roof	
	Cliff	
	Safe	
	Chef	
	Belief	
	Staff	

	(ii)	Other nouns that end in f or fe take either 's' or 'ves' in the plural	
		Examples	
		Singular	plural
		Hoof	- hoofs/hooves
		Dwarf-	dwafts/dwarves
		Scarf	- scarfs/scarves
		Handkerchief	- handkerchiefs/handkerchieves
	(d)	(i) If the singular ends in 'o' preceded by a vowel simply add 's'	
		Example	
		Singular	plural
		radio	radios
		cuckoo	cuckoos
		studio	studios
		igloo	igloos
		video	videos
		bamboo	bamboos
		taboo	taboos
	(ii)	If the singular ends in 'o' preceded by a consonant, add 'es' to form the plural	
		Example	
		Singular	plural
		Echo	-
		tomato	-
		negro	-
		volcano	-
		mango	-
		flamingo	-
	EXCEPTIONS		
		singular	plural
		solo	- solos
		photo	-
		piano	-
		logo	-
		dynamo	-
		kilo	-
		avocado	-

(e) (i) If the singular ends in 'y' preceded by a consonant change 'y' into 'i' before adding 'es'	
Examples	
Singular	plural
City	- cities
Lady	- ladies
Duty	- duties
Fly	-
Factory	-
Party	-
Spy	-
Story	-
Vacancy	-
(ii) If the singular ends in 'y' preceded by a vowel, simply add 's'	
Example:	
Singular	plural
boy	boys
monkey	-
donkey	-
chimney	-
storey	-
trolley	-
play	-
turkey	-
day	-
jockey	-
key	-
(f) A few nouns form their plural by changing their inside vowels	
Example	
Singular	plural
man	men
woman	women
tooth	teeth
louse	lice
mouse	mice
goose	geese
(g) There are two nouns that form their plural by adding 'en' to their singular i.e	

Singular plural	
Ox	oxen
Child	children
(h) If the singular is a compound noun, add 's' to the word that has the most important meaning.	
Example	
Singular	plural
Father-in-law	-
Mother-in-law	-
Guest of honour –	
Passer-by	-
By-law	
Timekeeper	
Life boat	
Secretary general	
Mouse trap	
Egg-tray	
Maid of honour	
(i) If a compound word has two equal words, its plural is formed by changing both noun into the plural form	
Examples	
Singular	plural
Manservant	menservants
Womanfriend	womenfriend
Manfriend	menfriend
Woman councilor	women councilors
(j) Some nouns do not change their plural forms	
Example	
Singular	plural
sheep	-
deer	-
fish	-
luggage	-
equipment	-
advice	-
rubbish	-
information	-
aircraft	-
Singular	plural
grass	-
hair	-
wood	-
swine	-
money	-
baggage	-
head of cattle	-

furniture	-
(k) Other singular nouns with 'i' change to 'e' when put in plural, e.g. oasis – oases	
Axis	-
Crisis	-
Basis	-
Analysis	-
Oasis	-
(l) A few nouns look like plural yet they are singular	
Examples	
News	athletics politics civics
Barracks	rickets draughts tuberculosis
Headquarters	measles sports Mumps
Mathematics	economic gallows
(m) Nouns which have two parts forming a pair are used only in the plural form	
Example	
Singular	plural
a pair of shorts	- pairs of shorts
a pair of scissors	- pairs of scissors
a pair of spectacles	-
a pair of compasses	-
a pair of shears	-
a pair of pants	-
a pair of knickers	-
a pair of trousers	-
a pair of glasses	-
a pair of pliers	-
(n) Many nouns taken from foreign languages keep their original plural form, whereas others take two forms	
Example	
Singular	plural
Index	indices/indexes
formular	formulae/formulars
stadium	stadia/stadiums
syllabus	syllabi/syllabuses
focus	foci/focuses
vertex	vertices
aquarium	aquaria

radius	radii
stimulus	stimuli
bacterium	bacteria
larva	larvae
pupa	pupae
fungus	fungi
agendum	agenda

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

Examples

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

NB: Clothes refer to garments and ever in plural

ASPECT 5: LETTER WRITING.

a) Vocabulary practice

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

b) Language structures

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

(ii) Judith may write to me next week

Judith is likely to write to me next week.

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

Examples

There is hardly any ink in pen

We have hardly received any letters this week.

Exercise 4 (Ref: The winner pg 36)

c) Dialogue (Mk English....)

d) Comprehension: Passage 31 The winner

e) Picture composition (MK English)

f) Guided composition (MK English)

g) Revision exercises

SUB TOPIC 2A

Informal letters

1. Vocabulary

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

Parts of an informal letter

Address (writer's) e.g. Winston Boarding primary school
P.O Box 25629 Kampala

Date: 21st February, 2015

Greetings/ salutation; Dear Joseph

Introduction; body Message

Conclusion / ending, Your loving

Signature

2. A sample of an informal letter

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

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

4. Picture composition: The sure key pg 27

5. Revision exercise; writing friendly letters

SUB TOPIC 2B

FORMAL LETTERS

a) Vocabulary practice

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

b) Language structures

Barely: We can use barely at the beginning to mean "any", "very few", or "very little"

e.g. Barely 30% of the people applied for the position advertised

.....barely.....(The winner pg 43 – 45)

e.g. The letter was barely legible

.....since and for.....

.....whenever.....(Ref: MK English pg 109 – 110)

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

WRITING FORMAL LETTERS

PARTS OF FORMAL LETTERS

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

ASPECT 6: JUNIOR ENGLISH

LESSON 12

PROVERBS

Ref: Students' Companion page 61 – 74

LESSON 3, 4

SIMILES

Ref: The students' comparison pg 81 – 84

ASPECT 7 – PRONOUNS

Pronouns are words which stand in places of nouns.

They avoid making repetition of the noun.

Types of pronouns

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

PERSONAL PRONOUNS

Subjective/ personal Objective Adjective Possessive Reflexive

(i) Singular 1

You

He

She

It

One Me

You

Him

Her

It

One My

Your

His

Her

Its

One's Mine

Yours

His

Hers

Its

One's Myself

Yourself

Himself

Herself

Itself

Oneself

(ii) Plural We

You

They Us

Your

Them Our

Your

Their Ours

Yours

Theirs Ourselves

Yourselves

Themselves

Ref: The new first aid in English p. 84

Evaluation activity

Standard Aid in English pg 21 – 22 Exercise 18

Living English structure for schools exercise 13 pg 12 – 13

ASPECT 8: EXAMINATIONS

Sub topic A1: Preparation for examinations

a) Vocabulary practice

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

b) Language structures

Usingor else.....(means otherwise)

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

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

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

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

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

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

.....so.....that.....

.....although.....

Mk bk 7 pg 178 – 181

If, you will.....

c) Guided dialogue

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

e) Conversation : The winner pg 58 – 59

SUB TOPIC 3B: SITTING EXAMINATIONS

a) Vocabulary practice

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

b) Language structures

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

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

e.g. Whereas many candidates passes, Okello failed

	<p>the pupils were busy revising whereas the teachers were meeting in the staffroom (Ref: The winner pg 70-71, the sure key pg 49)</p> <p>(ii) Using.....could.....</p> <p>Past form of 'can'</p> <p>Used to express the general possibility in the past</p> <p>Used to ask for permission in a very polite way</p> <p>Used to suggest something</p> <p>e.g. Cheating could lead to closure of the examination centre (The winner pg 72, the sure key pg 50)</p> <p>(iii) Using.....in spite of.....</p> <p>Is a preposition of contrast</p> <p>It introduces a state which makes the main clause of sentence surprising or unexpected</p> <p>NB: followed by the fact that.....e.g.</p> <p>In spite of the fact that Ssebulinde revised thoroughly he had less timebeinge.g. HE attended school in spite of his being sick.</p> <p>.....ing of the verb e.g. In spite of owning a car, Abaasa prefers walking</p> <p>.....a possessive determiner or noun e.g.</p> <p>We lived with him in spite of his behavior</p> <p>In spite of Tugume's riches, he did not contribute towards the displaced people (Ref: The winner pg 74, the sure key pg 50)</p> <p>(iv) Using : Despite</p> <p>Is a preposition of contrast</p> <p>e.g. followed bybeing:Despite being beautiful, she never married a serious man</p> <p>a possessive determiner e.g.: Despite her beauty, she never married a serious man</p> <p>(Ref: The winner pg 75, the sure key pg 51 – 52)</p> <p>Comprehension</p> <ol style="list-style-type: none"> 1. Passage : examinations (MK pg 186) Apolot gets the top prize (The Winner pg 67) 2. Poem: Examinatons (MK pg 185) 3. Dialogue: Never panic in examinations (MK pg 183) 4. Picture composition: Examination at Lugazi parents school (Mk pg 188 – 189) 5. Graph: The sure key pg 57 6. Jumbled : the sure key pg 53 7. Revision exercises (Mk bk 7 pg 189)
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PRESENT SIMPLE TENSE

We use it for

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

ASPECT 9 – JUNIOR ENGLISH

LESSON 1, 2

- Homophones
- Synonyms
- Analogies
- Idioms

Homophones – Exercise 66 pp 232 – 233 MK Precise

Synonyms – PLE Guide Book page 163

Analogies – PLE Guide page 158 – 9

English Aid Standard 8

ASPECT 10 – VERBS AND TENSES

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

- Formation of verbs
- Forms of verbs

LESSON 1 – 13

Present simple tense

This is commonly used for actions which happen every day, always, weekly, yearly etc.

We go to school everyday

I always go to the market

I eat food daily

The tense can also be used to describe one's ability to do something.

e.g. He plays the guitar very well.
The tense can be used to describe facts e.g The sun rises in the east and sets in the west.
Water boils at 100oC
The tense is also used after 'if' in likely conditional clauses.
E.g. if he comes tomorrow, we shall remind him.
Evaluation activity
Pupils will do the task on page 74 MK precise English
English Grammar in use page 5.

NEGATIVE, INTERROGATIVE AND AFFIRMATIVE OF THE PRESENT

A negative sentence is one that disagrees with an action

Example

The teacher does not come late.

Girls do not grow beards.

Bad students never work hard.

Interrogative sentences are question sentences. They end in a question mark.

Example

Does the teacher come late?

Do girls grow beards?

Do bad girls work hard?

Evaluation activity

Change the following sentences

(a) Interrogative

(b) Negative

Junior English Composition and Grammar page 8 MK Precise English pg 74

ACTIVE AND PASSIVE VOICE

In active voice, the sentence starts with a subject (doer) and ends with an object (receiver)

In passive voice, the sentence starts with an object.

N.B: Vague subjects should not be repeated in passive voice e.g someone, somebody, people, some girls, no one, we, they

Someone ate my food.

My food was eaten.

People speak English all over the world.

English is spoken all over the world.

Evaluation activity

Change the following sentences to passive voice.

Rewrite the following sentences in passive voice

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

QUESTION TAGS IN PRESENT SIMPLE TENSE

NOTE

An affirmative sentence requires a negative question tag

Example

I live here, don't I?

A negative sentence requires an affirmative question tag.

I don't need to work, do I?

A sentence is separated from the question tag by a comma

A question tag must end in a question mark

The question tag is written beginning with a small letter.

Requests, commands and suggestions require special question tags

e.g Let's go out, will you?

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

Evaluation activity

Add a suitable question tag

1. That boy runs very fast,
2. You don't like sugar,

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

PRESENT CONTINUOUS TENSE

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

Example

The teacher is teaching English

My uncle is coming tomorrow

N.B: Verbs not used in the continuous tense

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

Example

I am see you (wrong) etc.

Evaluation activity

Junior English Composition and Grammar page 17

DEG BK I page 18

PLE English by Akabway pp 11 – 12

Negative and interrogative in present continuous tense

Example

Betty is cooking cassava (affirm)

Betty is not cooking cassava (negative)

Is Betty cooking cassava?

Evaluation activity

Rewrite to

- a. Negative
- b. Interrogative

Use the words in brackets to complete the given sentences correctly

Page 13 exercise c PLE Revision English by Akabway

Junior English Composition and Grammar page 16.

ACTIVE AND PASSIVE VOICE IN THE CONTINUOUS TENSE

Example

Somebody is sleeping in my bed

My bed is being slept in

The girls are sweeping the room

The room is being swept

Evaluation activity

- a. Change the following from passive voice to active voice
- 1. The room is being swept by the boys'
- 2. The compound is being cleaned by Fred
- 3. Football is being played by Kato
- 4. A letter is being written by Jane.
- 5. The flowers are being arranged by the florist

QUESTION TAGS IN PRESENT CONTINUOUS TENSE

Example

The baby is smiling, isn't it?

The girls are playing, aren't they?

We are not reading, are we?

Evaluation activity

MK Precise page 115 task 31

THE PRESENT PERFECT TENSE

- (i) It is used to show an activity completed in the immediate past

Helping verbs used; has singular subjects

Except I and you/ Have (plural subjects) including I and you

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

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

Example

I have taught in this school for seven years

I have been in this country since 2001

(iv) Adverbs of time used
 Already, just, ever, now, this year, yet, this week, etc
 Example
 He has already announced his candidacy
 I have just seen him
 Have you read that book yet?
 Evaluation activity
 Junior English Composition and Grammar pp 20 – 21
 PLE English by Akabway pg 19
 DEG pg 19

NEGATIVE, INTERROGATIVE AND AFFIRMATIVE IN THE PRESENT PERFECT TENSE.

Example
 Musa has gone out (affirm)
 Musa has not gone out (neg)
 Has Musa gone out? (inter)
 - I have ever been to London (affirm)
 - I have never been to London (neg)
 - Have I ever been to London? (inter)

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

THE ACTIVE AND PASSIVE VOICE OF THE PRESENT PERFECT TENSE

Evaluation
 (i) Pupils will write Drill 77 in passive voice from Junior English Composition and Grammar. Pg 53.
 Change from passive to active voice
 (i) A ring has been taken by Peter
 (ii) John and Mary have been punished by the teacher
 (iii) Latin has been spoken by him.
 (iv) The meeting has been postponed by the chairman.
 (v) The rat has been eaten by a lion.

QUESTION TAGS IN PRESENT PERFECT TENSE

Supply suitable question tags to the following

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

Evaluation

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

ACTIVE AND PASSIVE OF THE PRESENT PERFECT CONTINUOUS TENSE

Structural pattern to use;

Example

Act: Namukose has been singing the National Anthem

Pass: The National Anthem has been being sung by Namukose

Evaluation

Change the following to passive voice

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

USE OF 'SINCE' AND 'FOR'

SINCE: when used

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

Example

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

FOR: When used;

- When the length of time (duration) of an action has been given
- (i) Boys have played football for two hours.
- (ii) I haven't seen my niece for three months now.

Evaluation

JEC and Grammar page 25 Drill 28

MK Precise Pupils' Task 35 page 125 (---rewrite -----)

English Grammar in Use page 25 exercise 12.1

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

PAST SIMPLE TENSE

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

Example

Tom fought with Nankya last night. (fight)

- Used to show;
- (a) Repeated actions in the past.

Example

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

Time adverbs

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

Evaluation

MK Precise Pupils' task 21 page 81

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

NEGATIVE AND INTERROGATIVE SENTENCES IN THE PAST SIMPLE TENSE

1. John stole Mary's book. (affirm)
John didn't steal Mary's book. (neg)
Did John steal Mary's book? (inter)
2. I saw somebody in the living room.

I didn't see anybody in the living room

Did I see anybody in the living room?

Evaluation

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

ACTIVE AND PASSIVE VOICE WITH PAST SIMPLE

Use: was/were + verb (past participle)

Example

Kato played football yesterday.

Football was played by Kato yesterday.

Evaluation activity

MK Precise page 99 pupils' task 29D

QUESTION TAGS IN PAST SIMPLE

Example

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

Evaluation activity

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

THE PAST CONTINUOUS TENSE

When used;

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

Example

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

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

Example

Musoke was peeling matooke all morning

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

Example

I was washing my clothes when he broke the cup.

Evaluation activity

DEG Book 1 page 22 Exercise 10

NEGATIVE AND INTERROGATIVE SENTENCES IN PAST CONTINUOUS TENSE

They were splitting firewood (affirm)

They were not splitting firewood (neg)

Were they splitting firewood? (inter)

Evaluation activity

Change the following sentences in;

(a) Negative

(b) Interrogative

1. I was reading a book when the teacher came in

2. The sun was shining when we went out.

3. He was lying on the bed.

4. He was working all day yesterday.

ACTIVE AND PASSIVE VOICE OF THE PAST CONTINUOUS TENSE

Use:

Was/were + being + v (past participle)

Example:

- The teacher was writing on the blackboard

- The blackboard was being written on by the teacher.

Evaluation activity:

MK page 100 exercise E

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

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

When the above structures are used;

- To show that two activities took place in the past one after the other.

- When Christine was slicing onions, she cut herself.

- While -----

- As -----

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

Example

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

Evaluation activity

Rewrite the following as instructed

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

PAST PERFECT TENSE

When used;

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

Example

- (i) When Robert came, the teacher has started the lesson.
- (ii) By the time dad reached home, we had (already) had our supper. We has already had our supper by the time dad reached home.

Characteristics

Usehad it past participle of main verb

Evaluation activity

DEG 1 page 22 Exercise 11.

MK Precise page 85 Pupils' Task 23

Akabway (PLE) page 22 exercise A

NEGATIVE AND INTERROGATIVE IN PAST PERFECT TENSE

Example

Mary has gone to church.

Mary hadn't gone to church.

Had Mary gone to church? (inter)

Evaluation activity

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

MK Precise Pupils' task 29 exercise H page 101.

Changing from passive to active (past perfect tense)

Evaluation exercise

PLE Akabway page 22 Exercise B

QUESTION TAGS IN PAST PERFECT TENSE

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

.....

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

.....

Evaluation activity

1. Jane had swept the classroom by the time we reached school,

.....

2. We hadn't discussed the matter,

3. People had planted the coffee seedlings when it rained,

.....

4. The rain had stopped by the time we reached town,

.....

5. The children has stolen the teacher's pocket money,

.....

MK Precise page 101 exercise H (for tags only)

THE FUTURE SIMPLE TENSE

When used;

- To express facts in the future

Example

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

- To express future events

Example

I will pay you tomorrow

Characteristics

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

Example

John is going to marry next year.

Evaluation activity

(a) Complete correctly using the verbs in brackets

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

(b) Change the following in future simple.

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

NEGATIVE SIMPLE FUTURE TENSE

Example

It will rain tomorrow

It won't rain tomorrow

Won't it rain tomorrow

Or: Will it rain tomorrow

Evaluation activity

Change the following sentences to;

(i) Negative

(ii) Interrogative

1. He will ask somebody the way to hospital.

2. She will find us in Naguru.

3. Joan will go and see her granny.

4. The candidates will receive their admission letters

5. The bus will leave at midnight.

ACTIVE AND PASSIVE FUTURE SIMPLE TENSE

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

Example

Act: Tom will tell him

Pass: He will be told by Tom

Evaluation activity

(Put the following into passive voice)

J.E composition and Grammar page 52 Drill 78

TAGS

Examples

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

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

Evaluation activity

Complete correctly

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

THE FUTURE CONTINUOUS

When use;

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

Example

We shall be playing football at 4 o'clock.

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

Characteristics

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

-----shall be eating

Evaluation activity

DEG, Exercise 19 page 30

PLE Akabway page 16 Exercise A

J.A bright page 18 Drill 16.

ACTIVE AND PASSIVE VOICE OF FUTURE CONTINUOUS TENSE

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

Example

Act: John will be eating mangoes

Pass: mangoes will be being eaten by John

THE FUTURE PERFECT TENSE

When use;

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

Example

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

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

Evaluation activity

Put the verbs in brackets to the correct future perfect.

PLE Akabway page 24 – 5 exercises A and B.

ASPECT 11 – JUNIOR ENGLISH

PREPOSITIONS

Prepositions of time, place and movement

Evaluation

MK Precise page 169 – 179

ASPECT 12 – CONDITIONALS

IF II AND IF III

If Condition Tenses in the condition clause Tenses in the main clause

If 1 Open / likely Present (simple Future simple(will/ shall)

If 2 Impossible / unlikely Past simple Conditional (would)

If 3 Rejected/ unfulfilled Past perfect Perfect conditional (would have)

If II condition

Example

If I were a fish, I would swim.

If I had money, I would buy a car.

If she came late, she would be punished.

Evaluation MK Precise pg 148 – 49

If III

Example

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

Evaluation exercise

MK Precise page 151 No 1 – 10

Using Unless

This is another way of expressing conditions in a negative form

e.g

1. If it does not rain we shall go to school.

2. Unless it rains, we shall go to school.

3. If Tom goes to University, he will study law.

4. Unless Tom goes to university, he won't study law.

Evaluation

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

Junior English Composition and Grammar pp 37 – 44

TERM TWO NOTES.

TERM II TOPICAL BREAKDOWN

Unit 16 and 17

Topic: electronic media

Vocabulary practice

Structural pattern

Dialogue

Poem

Comprehension

Guided composition

Picture composition

Revision exercises

Unit 18 and 19

Sub topic: radio and television

Vocabulary practice

Structural pattern

Dialogue

Poem

Comprehension

Guided composition

Picture composition

Revision exercises

Unit 20 and 21

Sub topic: other electronic media

Vocabulary practice

Structural pattern

Dialogue

Poem

Comprehension

Guided composition

Picture composition

Revision exercises

Unit 22 and 23

Topic: rights, responsibilities and freedom

Vocabulary practice

Structural pattern

	<p>Dialogue</p> <p>Poem</p> <p>Comprehension</p> <p>Guided composition</p> <p>Picture composition</p> <p>Revision exercises</p> <p>Unit 24 and 25</p> <p>Sub topic: Children's rights and responsibilities</p> <p>Vocabulary practice</p> <p>Structural pattern</p> <p>Dialogue</p> <p>Poem</p> <p>Comprehension</p> <p>Guided composition</p> <p>Picture composition</p> <p>Revision exercises</p> <p>Unit 26 and 27</p> <p>Sub topic: animal needs and freedoms</p> <p>Vocabulary practice</p> <p>Structural pattern</p> <p>Dialogue</p> <p>Poem</p> <p>Comprehension</p> <p>Guided composition</p> <p>Picture composition</p> <p>Revision exercises</p> <p>Unit 28 and 29</p> <p>Topic: environmental protection</p> <p>Vocabulary practice</p> <p>Structural pattern</p> <p>Dialogue</p> <p>Poem</p> <p>Comprehension</p> <p>Guided composition</p> <p>Picture composition</p> <p>Revision exercises</p>
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Unit 30 and 31
Sub topic: importance of environmental protection
Vocabulary practice
Structural pattern
Dialogue
Poem
Comprehension
Guided composition
Picture composition
Revision exercises

Unit 32 and 33
Sub topic: ways of protecting the environment
Vocabulary practice
Structural pattern
Dialogue
Poem
Comprehension
Guided composition
Picture composition
Revision exercises

Unit 34 and 35
Topic: Ceremonies
Vocabulary practice
Structural pattern
Dialogue
Poem
Comprehension
Guided composition
Picture composition
Revision exercises

Unit 36
Sub topic: Marriage
Vocabulary practice
Structural pattern
Dialogue

	<p>Poem</p> <p>Comprehension</p> <p>Guided composition</p> <p>Picture composition</p> <p>Revision exercises</p> <p>Unit 37</p> <p>Sub topic: Funeral</p> <p>Vocabulary practice</p> <p>Structural pattern</p> <p>Dialogue</p> <p>Poem</p> <p>Comprehension</p> <p>Guided composition</p> <p>Picture composition</p> <p>Revision exercises</p> <p>ASPECT 1: ELECTRONIC MEDIA</p> <p>Sub topic 1A</p> <p>Radio and television</p> <p>1. Vocabulary</p> <p>Programme, music, announcements, knob, volume, channel, aerial, guide, speaker, presenter, studios, advert, news, entertainments, broadcast, gossip, pop, talk show, line up, forecast, tune, station</p> <p>2. Language structures</p> <p>a) If 1 – if clause – present simple</p> <p>Main clause – future simple + infinitive</p> <p>e.g. If the radio presenter arrives, the Headmaster will welcome him/ if you tune in to many stations at 5:00pm, you will be listening to soccer news.</p> <p>Exercise: ref: The winner pg 88, the sure key pg 62</p> <p>b) Usingand so.....</p> <p>Used to compare ideas, things and people that are not the same quality</p> <p>e.g. Joan is a good presenter. Amina is also a good presenter/ Joan is a good presenter and so is Amina</p> <p>ref: The winner pg 88, the sure key pg 62 - 63</p> <p>c) Usingand neither.....(the sure key pg 63)</p> <p>d) Using: I like.....</p> <p>We use 'I like' to show our preferences</p>
--	--

e.g. I like listening to gospel music. I like reading novels (Ref the sure key pg 61, the winner pg 89)

e) Using: I don't like.....expressed "dislike"

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

Comprehension

a) Passage : the sure key pg 66, Mk bk7 pg 127)

b) Poem: the winner pg 82 – 83

c) Guided composition : Mk bk7 pg 130

d) Table interpretation: a radio and Tv programme (guide: the sure key pg 65)

e) Picture composition: Mk bk7 pg 127

f) (f) Revision : Mk bk7 pg 131 – 132

SUB TOPIC 4B

Other electronic media

1. Vocabulary

Eject, on, off, aerial, CD player, tape, recorder, disc, DVD, the internet, video, tune, press, record, connect, extension, cable, compact, CD ROM

2. Language structures

a) If 2 – if clause – past tense

Main clause – would + infinitive

Used for unlikely or impossible conditions

e.g. If I had a lot of money, I would record all the gospel music on the DVD

Ref: The sure key pg 70, the winner pg 90

b) Using :.....needn't

Examples

Bob oughtn't have gone to town because it was late/ Bob needn't have gone to town because it was late

Ref: The sure key pg 70, the winner pg 98

NB: Needn't have – used in the past to show that it was not necessary to do something

Comprehension

(a) Passage : the winner pg 92 – 94

(b) Puzzle : the winner pg 95

(c) Advertisement : the sure key pg 73

(d) Jumbled : the sure key pg 73

(e) Graph: the sure key pg 74

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

(i) Using prefix:

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

(ii) Changing suffix "less" to 'ful'

e.g careless – careful
useful – useful

Ref: Junior English revised by H. Richard pp 94 – 97

(iii) Others e.g Genuine
Counterfeit

Ref: Junior English revised by H. Richard P. 93. Student's Companion pp 123 – 132

Evaluation activity

Supply suffixes or prefixes to write the opposites of the given words

Comfortable

Meaningful

Moral

LESSON 2

ASPECT : OCCUPATIONS (words showing someone's job or profession)

Evaluation

Learners will give occupations of different people

Example

Oculist – one who attends to eye diseases

Optician – tests eye sight and sells spectacles

Ref: Junior English revised pp 144 – 148

Peak Revision English p. 26

LESSON 3

ASPECT 3: ALPHABETICAL ORDER (arranging words in ABC or dictionary order)

e.g: chair, bench, desk, table

ans: bench, chair, desk, table

Evaluation activity:

Junior English revised p. 88

ASPECT 4: ADJECTIVES (1 – 10 LESSONS)

Adjective is a word used to describe a noun/nouns.

Types of adjectives (Nosshacopn)

Adjective of number - one, two, a, some, fifth, etc

Adjective of opinion - ugly, interesting, delicious etc

Adjective of size - big, tall, etc

Adjective of shape - circular, spherical, rectangular etc

Adjective of age - new, ancient, modern, young etc

Adjective of colour - yellow, green, etc

Adjective of origin/nationality – Swiss, Dutch, Ghanaian etc

Adjective of material - silver, golden, plastic, woolen etc

Adjective of purpose - walking, shopping etc

Evaluation activity

Pupils will underline adjectives in the following sentences

(i) Musoke killed a tiny black mouse.

(ii) I have a three-legged round table.

(iii) Opeta married a toothless woman.

(iv) John got a red Tanzanian woolen blanket.

(v) I have a twenty- page red sports book.

(vi) My father has a black Swiss golden watch.

(vii) They entered a narrow dark room.

(viii) Miss Athieno is an ugly young Mathematics teacher.

(ix) The president's office has comfortable, large, yellow, rectangular, Italian, wooden chairs.

Other types of adjectives

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

Example

This/These – point to nearer nouns

That/Those – point to distant nouns

Such

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

From other adjectives

Adjective

Black blackish

Sick sickly

Magic magical

By adding suffixes: ous

Poison poisonous

Danger dangerous

Adding ful/less

Use - useless/useful

Hope - hopeless/hopeful

Adding 'y'

Rain -rainy

Dirt -dirty

Wealth -wealthy

Adding 'able'

Eat - eatable /edible

Comfort - comfortable

Adding 'ish'

Child - childish

Baby - babyish

Yellow - yellowish

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

Examples

What, which, whose

Application

(i) Which book do you want?

(ii) Whose bag is this?

(iii) What type of man is he?

Formation of adjectives

Adjectives can be formed from

(a) Nouns

(b) Verbs

(c) Or from other adjectives using suffixes

Nouns	adjective
Boy	boyish
Fool	foolish
Dirt	dirty
Trouble	troublesome
Gold	golden
Verb	adjective
Talk	talkative
Avail	available
Advise	advisable
Other categories	
Bible	biblical
Angel	angelic
Geography	geographical etc
Activity	
Pupils will do exercise 63 p. 55 Junior English Revision	
FORMATION OF PROPER ADJECTIVES (NATIONAL ADJECTIVES)	
Proper noun	proper adjectives
Poland	Polish
Netherlands /Holland	Dutch
Greece	Greek
France	French
Spain	Spanish
Evaluation activity	
Junior English Revised Exercise 67 p. 57	
COMPARISON OF ADJECTIVES	
Adjectives are compared in three forms thus	
Positive degree (made when on comparison is made) It is used to show the existence of some quality of what we speak about.	
Example	
Anna's mango is sweet.	
Comparative degree: It is to show a higher/greater degree of quality than the positive. It is used when two sets of things are compared.	
Example:	
Musoke is taller than Joy.	
Cars are dearer than bicycles.	

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

Formation of comparatives and superlatives

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

Example

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

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

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

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

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

Hopeful	-	more hopeful	-	most hopeful
Honest	-			
Selfish	-			

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

Efficient		more efficient		most efficient
-----------	--	----------------	--	----------------

(v) Irregular adjectives

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

Eldest (same family)

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

Example

Easy
Happy
Merry
Noisy
Clumsy

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

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

Structures

.....as.....as(same quality)

.....not asas.....(not the same quality)

Example

Rose is clever. Richard is also clever

Rose is as clever as Richard (positive)

Tom is tall. Joanita is not tall.

Joanita is not as tall as Tom.

DEG pg 127-8 Exercise 89 - 90

COMPARATIVE DEGREE OF ADJECTIVES

Evaluation

Revision English by Ronald Forest

p.97 – 8 exercises 73 – 4 – 5

DEG pg 130 Ex. 93

DOUBLE COMPARATIVE

Use of Thethe

When you climb high, it becomes cool

The higher you climb, the cooler it becomes

If you pay attention to the teacher, you will score good marks.

The more attention you pay to the teacher; the better marks you will score.

Evaluation activity

DEG p. 131 Ex 94

(i) As you pump air into the bicycle tube, it becomes bigger and bigger.

(ii) As you continue eating nutritious food, you will become healthier.

- (iii) As you grow old, you will become weak.
 (iv) One drank a lot of beer; one became very poor.
 (v) He walked far, he became very tired.
 (vi) She revised Maths, she understood it better. (The more)

ORDER OF ADJECTIVES

NOSHACOMPAN

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

Evaluation

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

ASPECT 5: RIGHTS, RESPONSIBILITIES AND FREEDOM

Sub topic 5A

1. Children's rights and responsibilities

Vocabulary practice

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

Language structures

- a) Using.....more interested in.....than.....

Girls prefer cooking to playing

Girls are more interested in cooking than playing

Use words like prefer, enjoy, like, rather etc

Ref: the sure key to success pg 81, the winner pg 109

- b) Using:.....ought to.....

e.g. All children should go to school

All children ought to go to school

The police must arrest those who mistreat children

The police ought to arrest those who mistreat children

NB: "ought to" is used to say what the right thing to do is. (the winner pg 110, the sure key pg 82)

Negative: oughtn't to

Children mustn't / shouldn't greet elders while standing

Children oughtn't to greet elders while standing

c) Using.....in order to.....

Used to show the reason for doing something

e.g. We should always move in groups in order to avoid child abuse(the winner pg 111, the sure key pg 83)

d) Using ...either.....or.....

Used to show a choice between two things

e.g. you either provide to your children or risk going to prison

we can prepare either matooke or rice

ref: The sure key to success pg 84, the winner pg 112

NB: You can also embark on neithernor.....

e) Usinglikely to.....

Used to say that something is expected or there many chances that it can happen

e.g. Making wrong friends may affect your studies.

Making wrong friends is likely to affect your studies.

Mistreating children may force them to go to streets.

Mistreating children is likely to force them to go to streets

Ref: the sure key pg 84, the winner pg 112

f) Usingaccused of..... (Ref Mk bk7 pg 150)

COMPREHENSION

a) Dialogue: respect children Mk bk7 pg 152

b) Poem: rise up for your right Mk bk7 pg 153

c) Passage: children must be responsible Mk bk7 pg 154

d) Passage: the sure key pg 88

e) Notice: the sure key pg 89, Mk pg 155

f) Picture composition: Mk pg 156

g) Revision exercise: A, B, C and D Mk bk7 pg 157 – 159

SUB TOPIC 5B

ANIMAL NEEDS AND FREEDOMS

Vocabulary practice

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

Language structures

a) Using : much as.....

Used to mean 'even though' or 'although'

E.g. Much as a cow is an animal, it also needs protection

Much as the goat bleated, the farmer couldn't help it

Ref: the winner pg 118, the sure key pg 97

b) Using : needn't have.....

Used to say that what was done, was not necessary

e.g. James needn't have tied his goat on the bicycle carrier. (Ref: the winner pg 119, the sure key pg 97)

c) Using:.....whereas.....

Used to compare or contrast two facts

e.g. Whereas people want their rights, they don't respect animal freedoms

Ref: the winner pg 119, the sure key pg 98

Comprehension

a) Passage: animal life: ref: the sure key pg 99

b) Passage: animals: ref: the winner pg 116 – 117

c) Guided composition: Animal needs and freedoms: the sure key pg 100

d) Picture composition: the sure key pg 101

e) Jumbled: ref: the winner key pg 124

f) Revision exercises: the winner pg 124 – 125

TERM THREE NOTES.

ASPECT 1: ENVIRONMENTAL PROTECTION

Sub topic 1A

Importance of environmental protection

1. Vocabulary practice

Pollution, garbage, refuse, erosion, drought, floods, storms, source, raw materials, habitat, flora, fauna, manure, drainage, conserve, conservation, smoking, burning, over grazing

2. Language structures

a) Using: We must.....to.....

Examples

We should protect our environment. We need to have rain

We must protect our environment to have rain

We ought to protect wild animals. We should stop destroying forests.

We must stop destroying forests to protect wild animals

Exercise: The winner pg 130, the sure key pg 104

b) Using:so.....

Examples

Our well was polluted. We didn't have clean water

Our well was polluted, so we didn't have clean water

It was hot. Musoke removed his shirt

It was hot, so Musoke removed his shirt

Exercise: the winner pg 131, the sure key pg 105

c) Using: ..since

Since is used to say why something happens. It can be at the beginning or in the middle of sentences

Examples

We shall have no rain. The forests have been cut.

Since the forests have been cut we shall have no rain.

We shall have no rain since the forests have been cut

Exercises: the winner pg 132, the sure key pg 106

Comprehension

a) Passage : the winner pg 136 – 138

Passage: Mk bk 7 pg 140 – 141

Passage: the sure key pg 108

b) Poem: No more rain Mk bk7 pg 139

c) Guided composition: The sure key pg 109, MK bk 7 pg 141 – 142

d) Picture composition: Mk bk7 pg 143 - 144

e) Revision exercises: Mk bk7 A, B, C pg 145 – 146

Sub topic 6B

WAYS OF PROTECTING THE ENVIRONMENT

1. Vocabulary

Refuse, erosion, terraces, crop rotation, mulching, dumping, pollute, conserve, erode, reserve, degrade, dustbin, dispose, incinerator, waste basket

2. Language structures

a) Using: If we don't

Used to begin sentences that tell us that unless we do something, something bad or negative may happen

Examples

The soil will erode when we don't build terraces

If we don't build terraces, the soil will erode

Exercises : the winner pg 141 – 142, the sure key pg 111, Mk bk 7 pg 136

b) Using: If we had not.....

Used to say that we did something in the past that has affected us in some way

Example

They cut down all the trees. They didn't have more rain.

If they had not cut down all the trees, they would have had more rain.

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

c) Using:.....as well as.....

"as well as" is used to mean "also"

Examples

Bush burning causes environmental degradation. Over grazing causes environmental degradation

Bush burning, as well as, over grazing causes environmental degradation

Exercises: the winner pg 142 – 143, the sure key pg 113

d) Using:.....had to.....

Used after the subject to talk about what we must have done

Used to mean that there was no choice

Examples

We built terraces. We wanted to protect our soil.

We had to build terraces in order to protect our soil

Exercises: the winner pg 144, the sure key pg 113 – 114

COMPREHENSION

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

ASPECT₂: ADVERBS

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

Example

Once, slowly, yesterday etc

Types of adverbs

- (i) Adverbs of manner – tell us how something happens to happened.

Example:

They sing beautiful

- (ii) Adverbs of time – tell us when something happens or happened

Example

He came yesterday

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

- (iv) Adverbs of frequency – tell us how often something happens or happened.

Usually

Rarely

Example

He seldom comes here

Often seldom

- (v) Adverbs of degree – tell us to what extent something is or was

Example

She is very tired

quite, too, indeed, so, almost, much, only

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

- (vii) Adverbs of questioning

Where

When

How

- (viii) Adverbs of affirmation and negation

Yes, certainly, surely, no , not

Ref: MK Precise Pg 50 – 4

First Aid English – pg 74

FORMATION OF ADVERBS

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

Adjective	adverb
-----------	--------

Wise	wisely
------	--------

Foolish	foolishly
---------	-----------

Slow	slowly
------	--------

Beautiful	beautifully
-----------	-------------

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

Adjective	adverb
-----------	--------

Happy	happily
-------	---------

Early	
-------	--

Clumsy	
--------	--

Easily	
--------	--

Sleepy	
--------	--

Busy	
------	--

Hurry	
-------	--

Dry	
-----	--

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

Single	singly
--------	--------

Double	
--------	--

Humble	
--------	--

Terrible	
----------	--

Audible	
---------	--

Credible	
----------	--

Able	
------	--

Horrible	
----------	--

Others	
--------	--

True	- truly
------	---------

Public	- publicly
--------	------------

Evaluation Exercise

Junior English Revised pp 59 – 61

MK Revised Pp 57 – 8

Read and write standard 8 p.16 Exercise 11.

COMPARISON OF ADVERBS

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

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

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

Clearly	more clearly	most clearly
Bravely		
Loudly		
Steadily		

(iii) Irregular adverbs

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

Evaluation activity

Pupils will complete the activity correctly

Ref: First Aid English page 75

Order of adverbs

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

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

Example

She sang well at the party last Friday.

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

Example

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

ASPECT 3: CEREMONIES

SUB TOPIC 7A

Marriage

1. Vocabulary practice

Marriage, religious marriage, cultural marriage, state marriage, baptism, confirmation, introduction, wedding, engagement, function, couple, spouse, bride, bridegroom, maid, bridesmaid, best man, fiancé, fiancée, ring, bouquet, certificate, salon, bridal gown, bridal, refreshments, marry, bride price, dowry, customary, pageboy, flower girl, feast, maid

2. Language structures

Using: Relative pronouns

Used to introduce extra information about the noun mentioned before

"Who" and "whom" are used to refer to people

"whose" is used to show that something belongs to somebody or something

"Which" is used to refer to things

"that" may be used for both people and things

a) Usingwho.....

Examples

The woman was the bride. The woman is my aunt.

The woman who was the bride is my aunt.

Exercise: the winner pg 154

b) Using.....neither.....nor....

Neither.....nor is a double conjunction used to show that one and not the other. It expresses negative

Examples

My uncle did not attend the burial. My aunt did not attend the burial.

Neither my uncle nor my aunt attended the burial

Exercises: the winner pg 156, the sure key pg 122

c) Using: Both.....and.....

Used to show not only one but also the other

Examples

The president attended the wedding. The Minister attended the wedding.

Both the president and the minister attended the wedding

Exercises: the winner pg 157, the sure key pg 122, Mk bk7 pg 165

d) Using:.....prefer.....

Used to show the one likes one thing more than the other. It is used with 'to'

It is a verb, it doubles its last letter in past tense i.e. preferred

Examples

Most couples like having a religious marriage more than a state one

Most couples prefer having a religious marriage to a state one

Exercises: the winner pg 158, Mk bk7 pg 156, the sure key pg 123

Comprehension

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

SUB TOPIC 7B

FUNERAL

1. Vocabulary

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

2. Language structure

a) Using: Despite the fact that.....

Used to introduce a fact which makes the other part of a sentence suprising.

e.g. Abdul was a rich man. He was buried in two shrouds

Despite the fact that Abdul was a rich man, he was buried in two shrouds

Exercises: The winner pg 170, the sure key pg 131, 132

b) Using: Emphatic pronoun

These are pronouns that end with self/ selves

Examples

He was asked to read a few condolence messages alone.

He was asked to read a few condolence messages himself.

Exercises: the sure key pg 132, the winner pg 171 – 172

c) Using:.....often.....

Often means many times or commonly

Often also means frequently

Used within the sentence

Examples

I always dream about dead relatives

I often dream about dead relatives

Exercises: the winner pg 173, the sure key pg 133

Comprehension

(a) Passage: farewell to Mr. Muhindo Mk bk7 pg 81 – 82

(b) Dialogue: Mk bk 7 pg 79 – 80

(c) Poem: Mk bk7 pg 80 – 81

(d) Guided composition: pg 82

(e) Picture composition: Silvesto Dies in a car accident Mk bk 7 pg 83 and 84

(f) Revision exercise: Mk bk 7 pg 84, 85, 86

ASPECT 4 – JUNIOR ENGLISH

PREPOSITIONS

Prepositions of time, place and movement

Evaluation

MK Precise page 169 – 179

ASPECT 6 – COMPREHENSION

LESSON 1

Burial

Vocabulary practice (oral)

Coffin, condolence, funeral, etc

Structural / patterns

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

LESSON II

Dialogue reading (pre comprehension activity)

Oral comprehension questions

Evaluation activity

Poem reading (The last goodbye)

Identify new words

Answer the comprehension questions

LESSON III

Pre – comprehension activity

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

Read the passage and answer the comprehension questions orally

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

Evaluation activity

Picture composition

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

Answer comprehension questions about the picture

Ref: Mk BK 7 page 81 – 4

Junior English Composition and Grammar pages 85 – 87

Drills 122, 123, 124

ADJECTIVAL QUALIFIERS OF RESULTS

Too -----to

so -----that

such -----that

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

LESSON IV

Pre comprehension activity (appreciation)

Answer questions orally

Evaluation activity

Death announcements

Read the announcement and answer its written questions

Ref: MK Book 7 page 85

ASPECT 7

Relative clauses

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

Example

The woman who lives next door is a doctor.

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

DEFINING RELATIVE CLAUSES

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

Example

A man is not a good citizen. He steals

A man who steals is not a good citizen

Defining relative clause

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

Example

A man is not a good citizen. He steals.

A man who steals is not a good citizen.

The boy nearly drowned. He fell into the well.

The boy who fell into the well nearly drowned.

Evaluation activity

JEC & G page 78 drill 115

Defining relative clauses with prepositions

The place was on a high hill. The army advanced to it.

The place to which the army advanced was on a high hill.

N.B: No commas are needed

NON –DEFINING ADJECTIVAL CLAUSES

They tell us something about the noun but do not define.

Example

Captain Tamale is leaving for London tomorrow.

You had dinner with him last night.

Captain Tamale, with whom you had dinner last night, is leaving for London.

Evaluation activity

ADJECTIVAL QUALIFIERS OF REASON

-----because ----

-----as-----

-----so that -----could/can

-----in order to -----

-----in order that -----could/can

CORRELATIVE CONJUNCTIONS

Neither -----nor -----

-----neither -----nor -----

-----and neither -----

-----and so -----

Either -----or -----

-----either -----(without or)

MK Precise page 126 – 127 page 131 – 136

ASPECT 8: SPEECHES

Direct speech

This is when the actual words of the speaker are written as they were mentioned without changing anything.

Example

Tom said, "I am not feeling well"

"I am very hungry" said Alex.

The actual words of the speaker are enclosed in quotation marks.

A comma separates the speaker's words from the verb that reports.

Example

said

asked

inquired

The actual words of the speaker begin with a capital letter.

Each punctuation mark is placed clearly away from the others.

Evaluation activity

Punctuate the following sentences

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

Reported speech/ indirect speech

This is when the speaker's words are reported

Example

The man said that he wanted to see his son.

Main points

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

Some changes are made

- in tenses
- in pronouns
- in adverbs

	<ul style="list-style-type: none"> • If the reporting verb is in the present tense, the tense does not change when reporting Example Joy says, "My pen is missing." Joy says that her pen is missing. • When the reporting verb is in the past tense, the tense of the words quoted has to change Example John said, "my pen is missing." John said that his pen was missing. • When reporting scientific facts, the tense does not change Example 'Water boils at 1000C, the teacher said. The teacher said that water boils at 1000C. • 'Must' changes (a) 'must' in present tense changes to "had to" Example "I must write to my friend," Rebecca said Rebecca said that she had to write to her friend. (b) Must (future) changes to "would have to" Example "I must leave for London next year," said the teacher. The teacher said that he would have to leave for London the following year. (c) Must It is used as rule remains MUST Example "Children must obey their parents," the Headmaster said. (d) MUST (To mean certainty) remains must Example "He must be 15 years now," said John. John said that he must be 15 years then <p>Note:</p> <p>Commands and requests</p> <p>(i) The imperative form of the verb is changed to infinitive Example "Take this book to the office," he told me. He told me to take the book to the office</p>
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(ii) When the reporting verb say takes an object, it is changed to a verb that introduces a command.

Example

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

ASPECT 9: NECESSITY, OBLIGATION AND DUTY

Modal verbs

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

Ref: Junior English Composition and Grammar p. 97 – 94

Revision English by Ronald Forest pp 47 – 49

MK Precise pp 153 – 162

Living English structure for school's pp 22 – 35

English Grammar in Use pp 52

Topical revision (pamphlet on previous lesson notes)

ASPECT 10: LESSONS 1 – 12 – ADVERBIAL CLAUSES

CLAUSES OF TIME.

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

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

Clauses of intention / purpose

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

Clauses of reason

- because
- --since
- as
- so

Clauses of correction

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

Clauses of contrast

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

(Ref: MK Precise pp 126 – 129)

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