

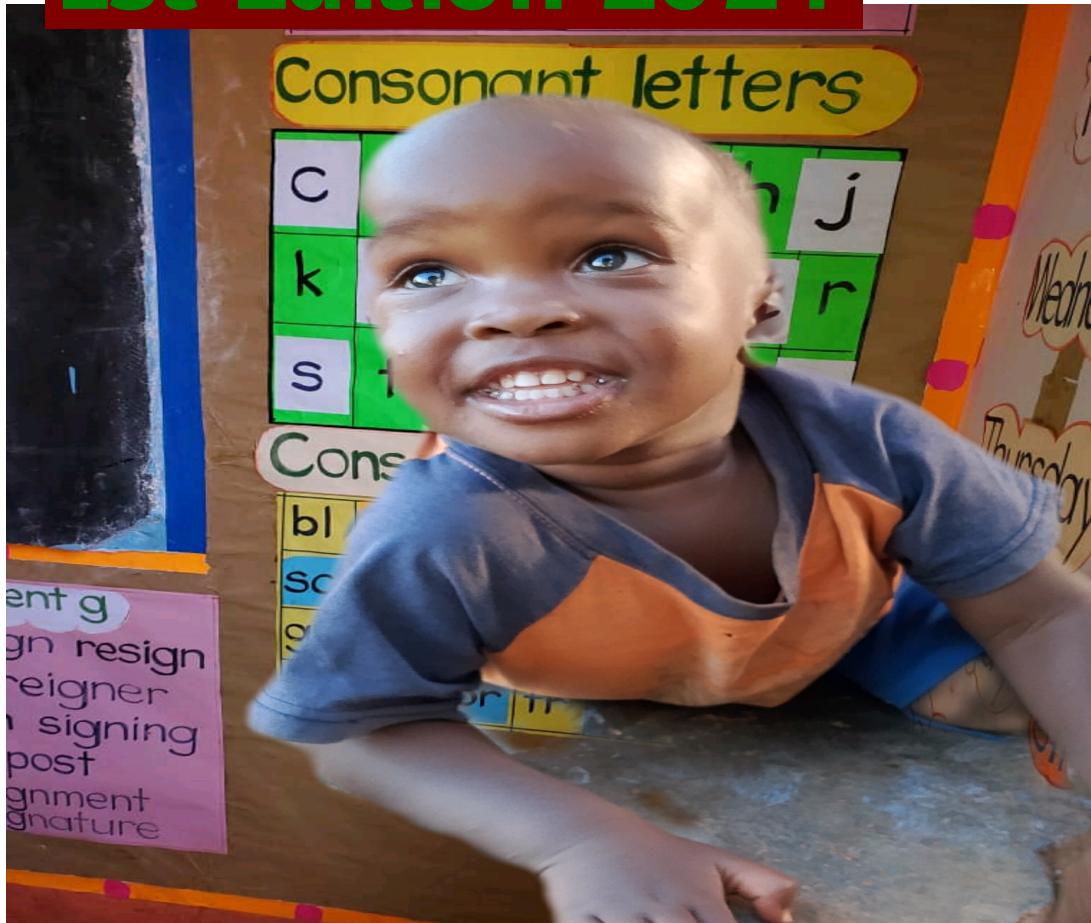
# **EXCEL IN ENGLISH WITH DISTINCTIONS**

## **P.7 WORK BOOK**

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**Consult: 0750633975**

**1st Edition 2024**





Date : \_\_\_\_\_

Proverb : \_\_\_\_\_

Spelling Exercise	Corrections

## **DIRECT SPEECH**

### **DIRECT AND INDIRECT SPEECH**

Direct speech means quoting the actual words spoken by a person. The speech marks / quotation marks / inverted commas are used to enclose the speaker's words (" ")

#### **Examples**

1. "I am a Ugandan," he said.
2. The teacher said, "We shall break up for holidays soon."
3. The crew asked, "Where is the ship now?"

When writing direct speech, note the following:

- (a) A comma is used to separate actual words used by a speaker from the speech tag or verb that reports e.g. said, asked, told, requested, ordered, exclaimed.
- (b) The words of the speaker begin with a capital letter.
- (c) The speaker's words begin with opening quotation marks and close with closing quotation marks (" .....")
- (d) The quotation marks only enclose the actual speech and not the reporting verb.
- (e) A closing quotation mark is placed clearly away from the nearest punctuation marks.

## **DIRECT SPEECH PATTERNS**

There are three patterns of writing direct speech i.e. pattern 1, pattern II, pattern III.

### **PATTERN 1**

Reporting verb comes before the speaker's words.

#### **Examples**

- He said, "My teacher is very intelligent."
- Hud asked, "Juma, where did you put my pen?"
- They said, "We normally go for holidays in the village."

### **PATTERN II**

Begins with speaker's words and ends with a reporting verb or speech tag.

#### **Examples**

- "I work with Bank of Uganda," said Adam.
- "She will write her exams tomorrow," said Musa.
- "How old are you?" asked the teacher.
- "How precious this model is!" the children exclaimed.

### **PATTERN III**

Refers to as broken sentence. The reporting verb comes in the middle of the sentence.

#### **Examples**

- "I think," said Hussein, "we shall go for holidays soon."
- "Why," asked the headmaster, "haven't you done holiday work?"
- "Your mother," said my father, " has been a good woman."

### **ACTIVITY**

**Punctuate the sentences indicating the pattern used.**

1. Please hand in your work said the class captain

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2. Do you come here often he asked

3.  
4. When is the term ending asked the nurse

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5. The old lady said the new teacher teaches well.

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6. I think said Barry we shall have our end of year party on Friday

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7. I asked Jamal what do you want from here

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8. Please said the school boy take my seat

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9. I saw you take the sweets said the store man.

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10. After holidays said Atim we shall get ready for beginning of term examinations.

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11. The P.E teacher asked do you like football or netball

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### INDIRECT SPEECH

This is reporting without quoting the words of the speaker e.g.

- Direct : "I write to my penpal during holidays," said Badir.
- Indirect : **Badir said that he wrote to his penpal during holidays.**
- Direct : "We didn't get holidays last year," said Alaisa.
- Indirect **Alaisa said that they hadn't got holidays the previous year.**

### CHANGES

Make these major changes

- (i) Time adverb changes
- (ii) Pronoun changes
- (iii) Tense changes

## TIME ADVERB CHANGES

### Direct

today  
yesterday  
tomorrow  
yesterday afternoon  
last night  
here  
ago  
now

### Indirect

that day  
the previous day / the day before  
the following day / the next day  
the afternoon before  
the previous night / the night before  
there  
before  
then

## **PRONOUN CHANGES**

### Direct

I  
we  
my  
our  
you  
this  
these  
us

### Indirect

he / she  
they  
his / her  
their  
me / us  
that/the  
those/the  
them

## **VERB CHANGES**

### Direct

is/am  
are  
will/shall  
has/have  
must  
was/were  
come  
bring

### Indirect

was  
were  
would  
had  
had to  
had been  
go  
take

## **TENSE CHANGES**

When the reporting word /verb is in the past simple, the tense is changed to past.

### **PRESENT SIMPLE TENSE**

Present simple becomes past simple if the speech tag is in the past. When the speech tag is in present, the tense does not change.

#### **Examples**

1. He said, "I am a teacher,"  
**He said that he was a teacher.**
2. "We are in our holidays," said the pupils.  
**The pupils said that they were in their holidays.**
3. They said, "We walk to school everyday."  
**They said that they walked to school everyday.**
4. Muzamir says, " I go to mosque every Friday."  
**Muzamir says that he goes to mosque every Friday.**

#### **ACTIVITY**

**Change these sentences in indirect speech.**

1. He said, "I drink water everyday."

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2. "I take this bag to school everyday," says Kaadu.

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3. Mbaawa said, "I bring coloured pencils in every Art lesson."

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4. "We go for holidays after exams," said Kisaakye.

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5. The patient says, "We take medicine everyday."

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6. The gate keeper said, "This cat jumps over the fence everyday."

7. The man says, " We use English in public speech."

8. Muzaifa said, "These wasps sting us everyday."

9. The herdsboy said, "I milk the cows every morning."

~~9 .Sarah says, "We help our matron every evening."~~

# **CORRECTIONS**

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### **THE PRESENT CONTINUOUS TENSE**

Present continuous tense becomes past continuous tense if the reporting verb is in the past.

#### **Example**

1. " I am planning my holiday activities," said Zidane.  
**Zidane said that he was planning his holiday activities.**
2. "Huwaudah said, "I am doing my homework now."  
**Huwaidah said that she was doing her homework then.**
3. The headmaster says, " I am going to Masaka now."  
**The headmaster says that he is going to Masaka then.**
4. "We are taking this car now," they said.  
**They said that they were taking that car then.**

**ACTIVITÉ**

**Change the following sentences to reported speech.**

1. She said, " I am writing my holiday work."

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2. She says, "I am writing my holiday work."

3. "I am taking these books now," said Aisha.

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- ~~4. "We are driving home now," said Othman.~~

5. The class monitor says, "I am collecting the books after the lesson."

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6. She said, "Jamirah is sleeping in the classroom today."

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7. "She is getting ready for examinations," said Mary.

**Figure 1.** A schematic diagram of the experimental setup. The horizontal black line represents the optical axis of the telescope. The red lines represent the light paths from the stars through the telescope to the camera. The stars are located at different distances along the optical axis.

8. "Babirye is helping her parents in the farm," says Kato.

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## **CORRECTIONS**

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### THE PRESENT PERFECT TENSE

The present perfect tense changes to past perfect tense if the speech tag is in the past. The tense does not change when the speech tag is in the present.

#### **Examples:**

1. The teacher said, "I have marked my books."

**The teacher said that he had marked his books.**

2. "We have made our holiday plans," said the candidates.

**The candidates said that they had made their holiday plans.**

3. " I have seen the doctor," the patient says.

**The patient says that he has seen the doctor.**

### ACTIVITY

**Change these sentences into reported speech.**

1. They said, "We have spoilt this desk from here today."

\_\_\_\_\_

2. The girl said, "This dog has bitten our baby today."

\_\_\_\_\_

3. He said, "I have slept for a long time today."

\_\_\_\_\_

4. "I have lost the way to my father's farm," said Jem.

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5. "Nambosa has lost her ring," said Miriam.

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6. He says, " I have designed your compound."

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7. "The holiday has ended today," said Angella.

8. "I have received this gift from my aunt," said Sarah.

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9. Mother says, "Babies need good care."

## **CORRECTIONS**

## **The past simple tense becomes past perfect**

### **Examples**

1. The teacher said, " I met Sinan in the holidays."

**The teacher said that he had met Sinan in the holidays.**

2. " I worked hard last year," she said.

**She said that she had worked hard the previous year.**

3. Mugwanya said, "I slept for a long time last Sunday"

**Mugwanya said that he had slept for a long time the previous Sunday.**

4. " I sang a song well yesterday," Edris said.

**Edris said that he had sung a song well the previous day.**

### **ACTIVITY**

**Change the sentences in indirect speech.**

1. He said "My brother passed P.L.E last year."

\_\_\_\_\_

2. The badly behaved girl said, " I got AIDS virus last year."

\_\_\_\_\_

3. The defence secretary said, "The owner of this radio hit this thief on the head last night."

\_\_\_\_\_

4. The dancers said, "We lay on our beds late last night."

\_\_\_\_\_

5. They said, "We swore not to steal anymore."

\_\_\_\_\_

6. She said, "I bought it here yesterday."

\_\_\_\_\_

~~7. The lazy girl said, "I didn't complete my holiday work."~~

8. Abdul-Haq said, " I lost my bag yesterday."

9. "This dog bit our baby last evening, " said Mugisha.

10. Akram said, " The hen laid this egg last week."

### **CORRECTIONS**

Give the future simple tense to change to indirect speech, the "will" or "shall" changes to "would".

**Example**

1. " We shall go for holidays next week," said Abubakar.

**Abubakar said that they would go for holidays the following week.**

2. Rinah and Sharifah said, "We shall bring this luggage to your home

**tomorrow." Rinah and Sharifah said that they would take that luggage to my home the following day.**

3. They said, "We shall have finished this lesson by tomorrow."

**They said that they would have finished that lesson by the following day.**

4. The boy said, " This will take us five minutes only."

**The boy said that that would take them five minutes only.**

5. "She will tell you the story, " said Miriam.

**Miriam said that she would tell us the story.**

**ACTIVITY**

Change these sentences into reported speech.

1. "I shall see you tomorrow," said the teacher.

\_\_\_\_\_

2. "We shall not finish this examination," said the pupils.

\_\_\_\_\_

3. They said, "We shall eat our share here and now."

\_\_\_\_\_

4. "The visitors will find us here," said mum.

\_\_\_\_\_

~~5. "We shall break up for holidays next week," said Ali.~~

6. "I will go alone to the shop," said the small boy.

**CORRECTIONS**

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### REPORTING QUESTIONS

Questions which start with questioning words like: **what, when, where, which, who** and **how** take those questioning words for conjunctions.

Examples:

1. "Why have you come late today?" the teacher asked me.  
**• The teacher asked me why I had gone late that day.**
2. "Why is the baby crying?" asked mother.  
**• Mother wanted to know why the baby was crying.**
3. "What is your name?" the headteacher asked.  
**The head teacher asked what my name was**

**. The head teacher asked what her name  
was.**

4. She asked, "When must I bring this baby here?"  
**She wanted to know when she had to take that baby there.**

5. "Where is my dictionary, Sarah?" asked Jagenda  
**Jagenda wanted to know from Sarah where his dictionary was.**

### ACTIVITY

**Change the question from the direct to indirect.**

1. "When shall we dye our hair?" asked the maids.

2. "How old are you?" she asked me.

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3. "What are you chewing during my lesson?" the teacher asked Janat.

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4. "What is your name, young girl?" the teacher asked.

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5. The leader asked, "What has he done now?"

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6. "What will you do during holidays?" my uncle asked me.

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7. "How have you arrived at the answer?" my neighbor asked me.

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8. "Why have you locked the door?" the teacher asked me.

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9. "What problem do you have now?" Shifrah asked me.

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10. "At what time do you listen to local news?" my uncle asked me.

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### QUESTIONS THAT BEGIN WITH HELPING VERBS

When the question begins with a helping verb like. has, have, had, is, are, was, shall, will and must, “**if**” or ‘**whether**’ is used as the conjunction in the reported speech.

#### Example

1. “Have you already made holiday plans?” asked Tr. Sophie.

**Tr. Sophie asked whether I had already made holiday plans.**

2. “Are the children in classroom?” asked the headmaster.

**The headmaster wanted to know if the children were in classroom.**

3. They asked, “Must we come with our parents today?

**They asked whether they had to go with their parents that day.**

4. My father asked my mother, “Is there any food today?”

**My father asked my mother whether there was any food that day.**

**My father wanted to know from my mother if there was any food that day.**

11. “Will you come back tomorrow, Sir?” asked the woman.

**The woman wanted to know from him if he would go back the following day.**

**Activity**

**Change the following statements to indirect speech**

1. "Will the Sheikh attend the wedding next week?" asked Hassan.

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2. "Were you involved in the motor accident?" inquired Mirembe.

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3. "Did you take your breakfast?" asked the nurse.

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4. "Do you go to church every Sunday?" mum asked me.

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5. The class monitor asked, "Shall we understand this topic today?"

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6. The teacher asked, "Must you listen properly to understand this topic?"

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7. "Has the class monitor collected all the books?" asked my friend.

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8. Binasari asked , "Are you going with us?"

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9. "Is today Sunday?" asked the old .

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### ADJECTIVES

An adjective is a word which explains, qualifies, talks about, give more meaning to or describes a noun.

### **FORMATION OF ADJECTIVES**

Adjectives can be formed from nouns by using suffixes :ar, ive, y, en, ible, al, ful, less

#### **Example:**

<b>Noun</b>	<b>Adjective</b>	<b>Noun</b>	<b>Adjective</b>
accident	accidental	energy	- energetic
ancestor	ancestral	favour	- favourite
angel	angelic	fool	- foolish
athlete	athletic	fury	- furious
beauty	beautiful	gold	- golden
Bible	biblical	crime	- criminal

centre	central	hero	heroic
circle	circular	influence	- influential
credit	creditable	music	- musical
metal	metallic	hygiene	- hygienic
nature	natural		
industry	industrial / industrious		

### **ACTIVITY**

Complete each sentence by inserting the adjective formed from the noun given in brackets.

1. The shop was situated in a position (centre)
2. Kampala is an town of Uganda. (industry)
3. We had an meeting in town yesterday. (accident)
4. We held a event in the village. (ceremony)
5. - areas get a lot of rain. (mountain)
6. The pilot's action saved the lives of many people. (hero)
7. We killed two snakes. (poison)
8. The lady has lost her golden ring. (value)
9. Where have you kept my jacket? (wool)
10. It is to drive very fast at night. (danger)
11. To keep ourselves , we must do exercises. (health)
12. The Primary Seven Pupils 'actions are very indeed.(child)
13. Christians always sing songs to God.(glory)
14. he made a very statement.(pity)
15. We held a Sports Day last year.(colour)

## **MORE FORMATION OF ADJECTIVES**

<b>Noun</b>	<b>Adjective</b>	<b>Noun</b>	<b>Adjective</b>
courage	courageous	skill	skilful
danger	dangerous	triangle	triangular
disaster	disastrous	volcano	volcanic
labour	laborious	mercy	merciful
marvel	marvelous	ocean	oceanic
mountain	mountainous	poet	poetical
dirt	dirty	rebellion	rebellious
coward	cowardly	service	serviceable
hunger	hungry	suspicion	suspicious
parent	parental	sun	sunny
pride	proud		
vacancy	vacant		

### **ACTIVITY**

#### **Form adjectives from the following nouns**

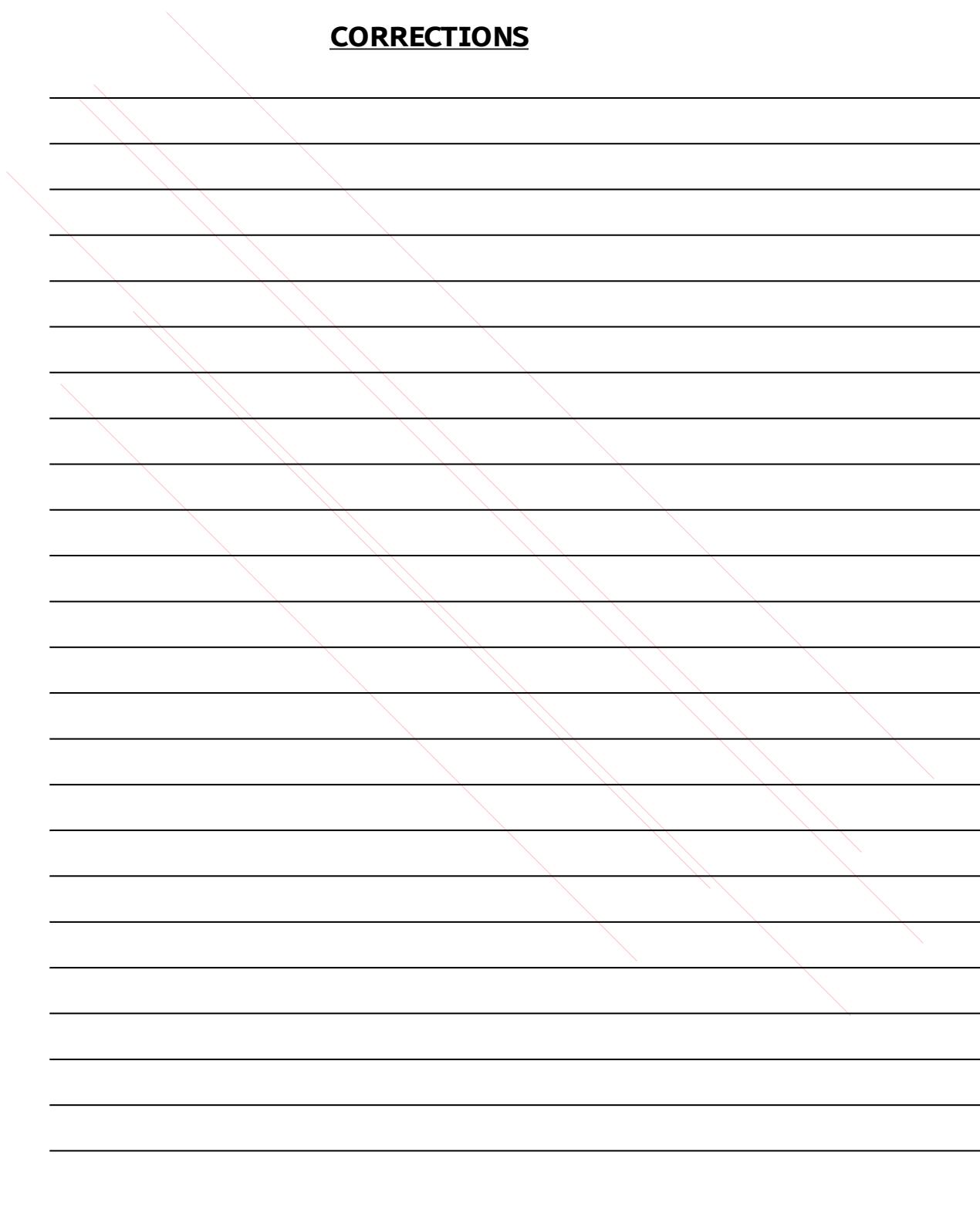
- |             |   |              |   |
|-------------|---|--------------|---|
| 1. misery   | - | 9. crime     | - |
| 2. caution  | - | 10. sympathy | - |
| 3. courage  | - | 11. winter   | - |
| 4. disaster | - | 12. fury     | - |
| 5. grief    | - | 13. nature   | - |
| 6. fable    | - | 14. industry | - |
| 7. fortune  | - | 15. skill    | - |
| 8. method   | - |              |   |

#### **Complete the phrases, using the adjectives formed from the nouns**

1. A - sea. (tempest)
2. - berries. (poison)
3. A cure. (miracle)
4. A suggestion. (sense)
5. A sound. (metal)

6. An friend. (influence)
7. An home. (ancestor)
8. An discovery. (accident)
9. An man. (industry)
10. An outing. (expense)

**CORRECTIONS**



**FORMATION OF ADJECTIVES FROM VERBS**

<b>verb</b>	<b>adjective</b>	<b>verb</b>	<b>adjective</b>
tire	tiresome	amuse	amusing
excite	exciting	surprise	surprising
please	pleasing	care	caring
love	loving	cure	curable
eat	eatable/edible	quarrel	quarrelsome
enjoy	enjoyable	abuse	abusive
break	breakable	please	pleasing
continue	continuous	talk	talkative

**Use the correct form of the given words.**

1. Othieno has a face.(circle)
  2. AIDS is not a disease.( cure)
  3. The president's house has the most \_ seats.(luxury)
  4. He feels quite after taking milk.(energy)
  5. We normally get advice from our teachers.(parent)
  6. \_ people tell a lot of lies.(talk)
  7. I have always thought him to be a person.( charm)
  8. Our teachers are to us.(help)
  9. Children don't like living with parents.(quarrel)
  10. The greedy boy was given a of porridge.(mug)
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### **COMPARISON OF ADJECTIVES**

Adjectives are compared using three degrees i.e. The positive, comparative and Superlative. Short adjectives take "er/r" for comparative and st/est for superlative.

#### **Example**

<b>Positive</b>	<b>comparative</b>	<b>superlative</b>
safe	safer	-
small	smaller	smallest
short	shorter	shortest
nice	nicer	nicest
long	longer	longest
wise	wiser	-
strong	stronger	strongest
cheap	-	cheapest
proud	-	proudest
rough	rougher	roughest
smooth	-	-

- Some adjectives double the last consonant before adding "er" and "est" e.g.

<b>Positive</b>	<b>comparative</b>	<b>superlative</b>
fat	fatter	fattest
thin	thinner	thinnest
big	bigger	biggest
wet	wetter	wettest
hot	hotter	hottest
sad		
glad	gladder	

- Those which change their "y" into "i" before "er" and "est" is added.

<b>Positive</b>	<b>comparative</b>	<b>superlative</b>
friendly	friendlier	-
ugly	-	-
lofty	-	loftiest
happy	-	-
lazy	lazier	-
heavy	-	-
tasty	-	-
early	earlier	-
shabby	-	shaggiest
merry	-	merriest
stealthy	naughtier stealthier wealthier	stealthiest
lovely	-	loveliest
pretty	-	-
empty	-	emptiest
dry	drier busier	driest busiest
Except; <b>shy</b>	<b>shyer</b>	<b>shyest</b>

- Most two syllable and three syllable adjectives add "more" in comparative and "most" in superlative.

handsome	more handsome	most handsome
beautiful	-	-
important	-	most important
	more difficult	-
active	-	most active
comfortable	-	most comfortable
interesting	more ignorant	-
famous	more interesting	most famous
	- more delicate	most delicate
hardworking	more hardworking	-
expensive	-	most expensive
dangerous	more dangerous	-

### IRREGULAR COMPARISONS

These change the whole word.

<b>Positive</b>	<b>comparative</b>	<b>superlative</b>
bad	worse	worst
good	better	best
little	less	least
old	older	oldest
	elder	eldest
many/much	more	most
far	farther	farthest
far	further	furthest

### ACTIVITY

**Re-write the sentence giving the correct degree of the adjective.**

- Abdul is the boy in our class. (fat)
- This exercise is than the previous one. (difficult)

3. Only the lady will be selected for the prize. (pretty)

4. These mangoes are than those ones. (sweet)

5. What is the news? (late)

6. Of the twins, Kato is the . (old)

7. The soldier crawled than you. (far)

8. The children ate the amount of food. (little)

9. The patient said he would need help. (far)

10. This is the shirt in the shop. (good)

11. Today's condition is than that of yesterday. (bad)

12. Jamir is than his sister. (generous)

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### **ORDER OF ADJECTIVES**

When adjectives are used to qualify a noun, They must appear in a certain order.

NB: Opinion adjectives like beautiful, lovely, generally, come before factual adjectives.

The following order can be taken;

N - number

Op - opinion

S - size

H - height

A - age

S. - shape

C - colour

O - origin

M - material

P - purpose

N - noun

**Example**

1. I met a man in town. He was tall and fat. He was also light skinned.  
**I met a fat tall light skinned man in town.**
2. Our secretary is a brown lady. She is beautiful. She is thin.  
**Our secretary is a beautiful thin brown lady.**
3. I saw a girl. She was dark skinned. She was from Congo. She was young.  
**I saw a young dark-skinned Congolese girl.**
4. My father arrested a man. The man was brown. The man was from India.  
**My father arrested a brown Indian man**
5. I solved numbers. They were good. They were fifteen.  
**I solved fifteen good numbers.**

**ACTIVITY**

Join these adjective clauses.

1. I solved numbers. They were good. They were fifteen.  
\_\_\_\_\_

2. My father took a man. The man was brown. The man was from India. The man was handsome. The man was fat.  
\_\_\_\_\_

3. A policeman arrested a thief. The thief was black. The thief was from Africa. The thief was old. The thief was slender. The thief was stupid.  
\_\_\_\_\_

4. My sister received a dress. The dress was made of silk. The dress was made from China. The dress was purple. The dress was new. The dress was large. The dress was nice.  
\_\_\_\_\_

5. He was given a shirt. It was red. It was of cotton. It was made from German. It was new. It was big.  
\_\_\_\_\_

6. The tree is large. It is green. It was wonderful. It is from Amazon. It was cut down.

7. She brought children. They were young, They were black. They were ignorant. They were slim. They were from Uganda. They were several.

8. I saw a girl. She was light skinned. She was from Belgium. She was ugly.  
She was young.

9. My aunt bought a basket. It is beautiful. It is for shopping. It is big and made from papyrus.

10. We have a machine. It is modern. It is large. It is for washing.

# **CORRECTIONS**

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### QUESTION TAGS

There are two types of question tags and these are;

#### (a) Positive / Affirmative

This is when the speaker's statement is negative and the question tag is positive or affirmative.

#### Example

1. I don't like swimming, **do I?**
2. I am not a Rwandan, **am I?**
3. We didn't enjoy our holidays, **did we?**

#### (b) Negative

This is when the speaker's statement is positive

#### Examples:

1. I am a tall man, **aren't I?**
2. We had a nice holiday, **didn't we?**
3. She can write a letter, **can't she?**

## **ACTIVITY**

Supply a suitable question tag.

1. You are coming with us, ?
2. Claire has not paid for the film, ?
3. They play football every Sunday, ?
4. He should write a letter, ?
5. He is studying English, ?
6. You will read his letter, ?
7. John lives with his parents, ?
8. I am better at English, ?
9. He must come today, ?
10. Mary ate food quickly, ?
11. They always work hard, ?
12. Bitu has many books, ?

## **EXERCISE II**

**Affirmative question tags.** Following the examples given, supply the right question tag.

1. He must come to see you, ?
2. Macon didn't invent the telephone, ?
3. You wouldn't like a sweet, ?
4. He doesn't need this book, ?
5. I didn't take your pen, ?
6. She doesn't have money, ?
7. I am not going with you, ?
8. He does not like this idea, ?
9. You don't write well, ?
10. She never obeyed her parents, ?
11. It doesn't last long, ?
12. He can't drive that car, ?

- **Special Question tags**
- Need, dare, needn't, used are not used to supply question tags. Instead they take do, don't does, doesn't, did, didn't.

**Examples:**

1. You dared to fight a leopard, **didn't you?**
  2. You need to see a doctor, **don't you?**
  3. She needs to write to her uncle, **doesn't she?**
  4. I need to listen to elders, **don't I?**
  5. Mr. Muledhu used to be our classteacher, **didn't he?**
- The following modal verbs remain in the tag that is "must", "ought", "should"

**Examples:**

1. You must complete your holiday work, **mustn't you?**
  2. You mustn't come to school on Saturday, **must you?**
  3. You ought to make a good decision, **oughtn't you?**
- Commands / polite question tags.

**Examples:**

1. Let's go swimming, **shall we?**
2. Close that door, **will you?**
3. Bring me that book, **will you?**

**ACTIVITY**

Supply a suitable question tag to the following sentence.

1. You needn't have left your books at school, ?
2. They need to revise for exams , ?
3. She must write to her father, ?
4. He dared to travel on water, ?
5. She ought to check on her sick parents, ?
6. Mototo couldn't tell lies, ?
7. He wouldn't have missed the party, ?
8. Let's go shopping, ?



Date:

Proverb:

## Spelling Exercise

Spelling Exercise	Corrections

## Sample Hand writing

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## **NOUNS**

Review what nouns are

### **TYPES OF NOUNS**

- Proper nouns
- Common nouns
- Collective nouns
- Abstract nouns

### **PROPER NOUNS**

These are particular names of people, places, mountains, rivers, lakes, countries, days of the week, months, titles of books etc.

e.g.

River Nile	China	Tuesday
Mountain Elgon	Ghana	The Tale of the Animal King
Kampala	December	

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## **COLLECTIVE NOUNS**

These are nouns that stand for a group of things or individuals.

### **Examples.**

A **team** of players.

A collection of knives, forks, spoons **cutlery**.

A **block** of flats.

A collection of dishes, cups ,plates **crockery**.

A **bevy** of beautiful girls.

A collection of ducks, chickens,fowls **poultry**.

A **fleet** of ships.

A **bench** of magistrates.

A **crew** of sailors.

**Fill in the gaps with correct collective names of the given nouns.**

<b>Noun</b>	<b>Collective Noun</b>
A group of lions	troop/pride
A group of sheep	
A group of singers	choir
A group of soldiers	troop/army
A group of bishops	bench
A group of elephants	herd
A group of whales	school
A group of thieves	
A group of prisoners	gang
A group of musicians	band
A group of dancers	
A group of monkeys	troop
A group of actors	company
A group of directors	
A group of kittens	litter
A group of geese	gaggle
A group of leopards	leap
A group of birds (flying)	Flight

<b>Noun</b>	<b>Collective Noun</b>
A group of birds (not flying)	flock
A group of angels	host
A group of worshippers	congregation
A group of cattle	
A group of buffalos	herd
A group of elephants	
A group of bees	
People watching a game	spectators
People listening to a speech	audience
People attending a funeral	mourners
A collection of flowers	bouquet
A collection of keys	
A collection of books	
A collection of sticks	bundle
A collection of firewood	
A collection of soil	heap
A collection of pens, pencils, rulers, books.	stationery
A collection of flags	bunting



<b>Noun</b>	<b>Collective Noun</b>	<b>Noun</b>	<b>Collective Noun</b>
A group of ships	fleet	A collection of rays of light	beam
A group of cars	fleet	A set of tools	
People lining up	queue	A collection of ships/cars in a line under protection	convoy
Disorderly people	mob	A group of chicks	brood
Group of orderly people	crowd	A group of ants	army
A set of furniture	suite	A collection of papers	sheaf
People listening to a concert	audience	A group of players	
Groups of horses	Stud	A group of experts	panel
Group of pigs/dogs/cats born at a single birth	litter	A group of crows	murder
A collection of poems	anthology		
A collection of books	library		
A collection of fish	shoal		
A collection of eggs	clutch		
A collection of grapes, bananas on a bunch	cluster		
A group of savages	horde		

People attending a funeral	Mourners
A group of mourners	cortege
A group of ducklings	brood
A group of ants	colony
A group of owls	parliament
A group of sailor	crew
A collection of islands	chain
A collection of stars	constellation
A collection of mountains	range

## **ABSTRACT NOUNS**

These are names of ideas or feelings e.g. kindness, stupidity, happiness, cleverness etc.

### **FORMATION OF NOUNS**

Nouns can be formed from verbs, adjectives and even from nouns. This is done by using suffixes. Nouns from verbs are formed by using the following suffixes :ment, tion, ance, al, age, ence.

Examples:

	(MENT)		(TION)	
<b>Verb</b>	<b>noun</b>		<b>Verb</b>	<b>Noun</b>
enjoy	enjoyment		abolish	abolition
manage	management		create	-
commence	commencement		pronounce	pronunciation
judge	judgement		converse	-
move	movement		oppose	-
postpone	postponement		publish	publication

	(SION)		(ANCE)	
<b>Verb</b>	<b>noun</b>		<b>Verb</b>	<b>Noun</b>

admit

\_

permit

\_

assist

\_

perform

\_

omit	omission	resemble	resemblance
divide	-	resist	-
extend	extension	appear	-
persuade	persuasion	abundant	-
transmit	transmission	important	importance
(ENCE)		(NESS)	
silent	silence	ugly	ugliness
lenient	lenience	mad	madness
present	presence	tall	tallness
patient	patience	sweet	-
innocent	-	rude	rudeness
ignorant	ignorance	shabby	shabbiness
defend	defence	fat	fatness
		stubborn	stubbornness

## MORE FORMATIONS OF ABSTRACT NOUNS FROM VERBS

<b>verb</b>	<b>abstract noun</b>	<b>verb</b>	<b>abstract noun</b>
advise	advice	fail	-
depart	-	practise	practice
choose	choice	lose	loss
explain	explanation	fly	flight
continue	continuation	sell	sale
argue	argument	hate	hatred
conclude	-	argue	argument
complete	completion	satisfy	satisfaction
please	pleasure	explain	explanation
repeat	repetition	obey	-
refuse	refusal	intend	-
mix	mixture	know	knowledge
speak	speech	laugh	laughter
sit	-	die	-
arrive	arrival	punctual	punctuality
behave	behavior	bury	burial
marry	-	prove	proof
enter	entrance	applaud	applause

## FORMATION FROM OTHER ADJECTIVES

<b>adjectives</b>	<b>abstract noun</b>	<b>adjective</b>	<b>abstract noun</b>
cruel	cruelty	high	height
wide	-	warm	warmth
free	freedom	wise	-
deep	depth	safe	-
anxious	anxiety	poor	poverty
angry	-	generous	generosity
inferior	inferiority	coward	cowardice
humble	humility	envious	envy
strong	-	prior	priority
proud	-	able	ability
broad	breadth	absent	-
greedy	greed	loyal	loyalty
scarce	scarcity	jealous	jealousy

## **ACTIVITY**

Complete the sentences with the correct noun formation.

1. They played enough to their supervisor. (loyal)
  2. They went for in Dubai. (busy)
- 

3. His \_\_\_\_\_ prevented us from talking the truth. (cruel) of  
4. \_\_\_\_\_ work wastes time. (repeat)

5. The new road had a good . (expand)
6. Musa's over the matter was very good. (reveal)
7. It was her that enabled her to win the case. (innocent)
8. Katono's rapid surprised everybody. (grow)
9. He was very weak at his (child)
10. The Manager gave me a of ten dollars. (lend)
11. Mary's to Wamono was the poorest. (marry)
12. He was very stubborn during his . (young)
13. There is of food in Isingiro. (scarce)
14. She has already made the for the job. (apply)
15. Their resulted into a quarrel. (argue)
16. The teacher's was not clear. (explain)
17. She left school without ( permit.)
18. It's my pleasure hosting you in my home. (please)
19. The President sent a ten man to Nairobi. (delegate)
20. Our letters were sent through the post office. (admit)
21. I shall take the given by the headmaster. (advise)
22. You don't have full over that car. (own)
23. The rain delayed the of the plane. (fly).

Date:

Proverb:

### Spelling Exercise

Spelling Exercise	Corrections

### Sample Hand writing

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### **NECESSITY AND OBLIGATION**

Using ..... "need" "needn't" and "needn't have"

#### **"NEED"**

It is used to show a necessity .

#### **For example**

1. I need to write a letter to my aunt.
2. They need to post their letters before 4:00 O'clock.
3. She needs to learn how to write an informal letter.

#### **".....NEEDN'T....."**

This is used when we want to remove the necessity .

#### **For example**

1. I needn't write a letter to my aunt.
2. They needn't post their letters.
3. School children needn't reach school late.

- The past form of “needn’t” is “didn’t need to”

1. I didn’t need to post my letter.
2. She didn’t need to post her letter.

### **“..... NEEDN’T HAVE.....”**

This is used when something was done but there was no need for it to be done or it wasn’t necessary.

#### **For example**

1. It wasn’t necessary for you to write to your aunt.  
**You needn’t have written to your aunt.**
2. It wasn’t necessary for her to post the two letters.  
**She needn’t have posted the two letters.**
3. It is not necessary for you to go to town.  
**You needn’t go to town.** (The action is not yet done)
4. It is not necessary for us to dodge Maths lessons.  
**We needn’t dodge Maths lessons.**

#### **ACTIVITY**

Practice the following sentences as instructed in the brackets.

1. It is not necessary for Barya to eat pancakes in the classroom.  
(Use..... needn’t....)

\_\_\_\_\_

3. It was not necessary for me to become a street kid. (Use needn’t....)

\_\_\_\_\_

3. It was unnecessary for Fiona to refuse to go to Nakasero primary school.  
(Use needn’t.....)

\_\_\_\_\_

4. There was no need for Henry to tell me about his journey to Lira.  
(Use ..... needn’t.....)

\_\_\_\_\_

5. There wasn't any necessity for a lame man to pay graduated tax.

(Use .... Needn't .....)

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6. John needn't have climbed uphill. (Use necessary.....)

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7. Juliet needn't have attended the party when she was shabby. (Use necessary .....)

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8. It isn't necessary for you to keep all these books. (Use ..... needn't....)

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9. They needn't put the receiver's address when it is an informal letter. (Use .... necessary...)

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10. We needn't have spent all that money on transport. (Use ..... necessary....)

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11. It was unnecessary for me to ask him his name. (Use ..... needn't .....)

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12. You needn't have gone to the post office on Sunday . (Use ..... necessary....)

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Date:

Proverb:

### Spelling Exercise

Spelling Exercise	Corrections

### PASSIVE AND ACTIVE VOICE

In active voice, we are interested in the doer whereas in passive we are interested in the object and the section of the verb.

### THE PASSIVE WITH THE PRESENT SIMPLE TENSE

Object + is/are + past participle verb + doer if necessary

Examples:

1. Mr. Sanyu sets the Midterm Exams. (Active)  
**The Midterm examinations are set by Mr. Sanyu (Passive)**
2. A supervisor manages the conduct of an exam. (Active)  
**The conduct of an exam is managed by a supervisor (Passive)**

### ACTIVITY

**Change the following sentences to passive voice.**

1. The Deputy manages the conduct of academic programmes.

\_\_\_\_\_

2. He does homework everyday.

\_\_\_\_\_

3. Afsarudeen eats mangoes everyday.

\_\_\_\_\_

4. The IINER secretary releases P.I.E results every year

5. People speak English all over the world.

6. Victor washes my car.

7. Madam Sumaiyyah teaches English everyday.

8. My aunt drives me to mosque every Friday.

9. The hens lay eggs in the basket.

10. Shifat does homework everyday.

### **CORRECTIONS**

CONTINUOUS TENSE

Object + has / have been + past participle verb + doer

Object +has/have been+being +past participle verb+doer

Examples:

1. Mariam has drawn a nice picture. (Active)

**A nice picture has been drawn by Mariam.** (Passive)

2. Remah has been singing a sweet song.(active)

**A sweet song has been being sung by Remah.** (Passive)

3. My mother has woven nice baskets. (Active)

**Nice baskets have been woven by my mother.** (Passive)

**Activity**

Re-write the sentences in passive voice

1. The learners have done the holiday work.

2. The farmer has milked the cows.

2. The tailor has sewn my pair of shorts.

3. They have repaired my radio.

4. The gatekeeper has kept the keys

5. The bees have been stinging the robbers.

6. The young boy has been making kites.

7. The baby has been taking some milk.

8. We have drawn pictures of frogs.

## THE PASSIVE WITH THE PAST SIMPLE & PAST PERFECT TENSES

Object + was / were + past participle verb + doer

Object+ had been +participle verb + doer

### Examples:

1. The candidates did the beginning of term examinations. (Active)

**The beginning of term exams were done by the candidates.** (Passive)

2. The teacher punished the stubborn boy . (Active)

**The stubborn boy was punished by the teacher.** (Passive)

4. The cat had eaten he rat.(active)

**The rat had been eaten by the cat.**

### ACTIVITY

Change the sentences into their passive form.

1. The learners did the holiday work.

2. The pupils did the English paper yesterday .

3. Saidah sang the school anthem.

4. The bees stung the two boys.

5. Someone stole the wall clock.

Date:

Proverb:

### Spelling Exercise

Spelling Exercise	Corrections

### **THE PASSIVE WITH THE PAST CONTINUOUS TENSE**

Object + were/was being + past participle verb + doer

Examples:

1. Mwanje was making the holiday program. (Active)  
**The holiday program was being made by Mwanje. (Passive)**
2. The hen was laying eggs. (Active)  
**Eggs were being laid by the hen. (Passive)**

### **THE PASSIVE WITH THE FUTURE SIMPLE TENSE**

Object + will / shall + past participle verb + doer.

Examples:

1. My aunt will post a letter tomorrow. (Active)  
**A letter will be posted by my aunt tomorrow. (Passive)**
2. Mr. Magero will teach us formal letters. (Active)  
**We shall be taught formal letters by Mr. Magero.**

### **ACTIVITY**

**Write the passive form of the following sentences.**

1. The headmaster was addressing the school.

\_\_\_\_\_

2. My mother was preparing lunch.

\_\_\_\_\_

2. The children were making kites yesterday.

4. My father will sell all the eggs.

5. The teacher will punish the children without work.

6. The carpenter was making new tables.

7. The waitress will mop the dining hall.

8. The dog will bite the thieves.

### **CORRECTIONS**

## ~~CHANGING FROM PASSIVE TO ACTIVE VOICE~~

Here the object becomes the subject and the subject becomes the object.

The participles are changed back to the corresponding tense.

Examples:

1. Meals are served by the waitresses. (Passive)

**The waitresses serve meals.** (Active)

2. The dough is being kneaded by the baker. (Passive)

**The baker is kneading the dough.** (Active)

3. A formal letter has been written by Twaha. (Passive)

**Twaha has written a formal letter.** (Active)

4. The reports were written by the teacher. (Passive)

**The teacher wrote the reports.** (Active)

### ACTIVITY

**Change these sentences from passive to active form.**

1. The red pen will be chosen by you.

2. The house is being cleaned by Twalaha.

3. The car was driven carelessly by Ashraf.

4. The environment has been protected by the community.

5. The baby is being stung by a swarm of bees.

6. The whiteboard was being cleaned by the class captain.

7. The car was stolen by a Nigerian man.

8. Meals are being served by mother Mayen.

9. A letter has been posted by Salma U.

10. The herdsman will milk the cows.

**CORRECTIONS**

## **VOICES WITH QUESTIONS AND COMMANDS.**

e.g.

1. Who has taken my book?

**By whom has my book been taken?**

4. Who is going to deposit this letter now?

**By whom is this letter going to be deposited now?**

5. Eat all that food.

**Let all that food be eaten.**

6. Don't slaughter this hen now.

**Let this hen not be slaughtered now.**

**Change the following questions and commands to passive voice.**

1. Who can teach him Maths?

2. What spoilt this classroom very early?

3. Who are dancing with those girls?

4. Do not insult the poor.

5. Expel them from school.

6. What has worn off your new shoes?

7. Who will sow the seeds?

**corrections**

Date:

Proverb:

### Spelling Exercise

Spelling Exercise	Corrections

### **STRUCTURES (Hardly, Scarcely, Barely, No sooner)**

The structures "Barely," "Scarcely" and "Hardly" take the helping verb "had" and "when" as a time adverb whereas "No sooner" takes helping verb "had" and "than" as a time adverb.

#### **Example:**

1. Hardly had we got our reports when the bell for break rang.
2. Scarcely had they reached the stage when the bus left.
3. Barely had I rung my penpal when he sent me an SMS.
4. No sooner had the plane landed than it caught fire.

#### **ACTIVITY**

1. The teacher read out the best mark. All the candidates clapped their hands.  
(Begin: No sooner.....)

\_\_\_\_\_

2. We went home as soon as the headmaster left school. (Begin: Hardly.....)

\_\_\_\_\_

3. The pupils sat down immediately they received their reports. (Begin: No sooner.....)

\_\_\_\_\_

4. We all went to play immediately we heard the bell. (Begin: Hardly....)

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5. The learners saw a snake. They shouted loudly. (Begin: Barely.....)

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6. I wrote to my aunt this moment I received an SMS. (Begin: Scarcely...)

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7. We ended the examination as soon as we heard the bell. (Begin: No sooner....)

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# CORRECTIONS

Date:

Proverb:

### Spelling Exercise

Spelling Exercise	Corrections

### Sample Hand writing

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## TENSES

### THE PRESENT PERFECT TENSE

- The present perfect tense is a past tense in one way but it keeps strong links with the present.
- You can use the present perfect with "just", "already" and "yet".
- The present perfect tense is made up of subject + has / have + past participle

### Examples:

1. I have bought a watch.
2. He has finished his assignment.
3. Yusuf and Musa have gone swimming.
4. I have just had lunch.
5. I have already posted my letter.
6. Has it stopped raining yet?

**ASTRONOMY**

**Complete the sentences with the right form of the present perfect tense.**

1. I this book several times. (read)
  2. He everything he was supposed to do. (do)
  3. I to Busia. (never be)
  4. My father isn't in. He to town. (go)
  5. There are no sweets left. My little brother them all. (eat)
  6. Where they ? (go)
  7. Her family to live with him in England. (go)
  8. My brother who died had just married. (get)
  9. Juma has ill since Friday. (to be)
  10. This shirt me a lot of money. (cost)
  11. Yowana his hands because he is happy. (clap)
  12. I because I am sick. (sleep)

## ~~THE PRESENT PERFECT CONTINUOUS TENSE~~

- We use the present perfect continuous for an activity that has recently stopped or just stopped.
- This tense is made up of; has / have been + "ing"

### **Examples.**

1. It has been raining for two hours.
2. We have been learning how to swim since last week.
3. Jamada has been swimming in the river.
4. Okuma and Okott have been shooting at birds
5. We have been dancing all day today.

### **ACTIVITY**

Put the verb in the present continuous tense.

1. They have been splitting firewood for the party. (split)
2. The orphan claim the property of the deceased. (claim)
3. The sun since half past eight in the morning. (shine)
4. The teacher the exercise on the whiteboard since it started raining. (write)
5. The machine the clothes since we reached the factory. (spin)
6. The boy the bicycle since morning. (ride)
7. The hens eggs in the basket since last week. (lay)
8. It its puppies . (feed)

### **CORRECTIONS**

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Date:

Proverb:

### Spelling Exercise

Spelling Exercise	Corrections

### Sample Hand writing

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### **THE PAST SIMPLE TENSE**

- The main use of the past simple tense is to describe events which began and ended in the past e.g.
  - (i) We worked hard last year.
  - (ii) He drove carelessly and knocked a cow.
- The past simple tense is also used for habitual actions in the past . When used in this way, verbs are often found with adverbs like "often", "always" and "never". e.g. (i) During his life time, he often fell sick.
  - (ii) Deborah always came late.

### **Examples:**

Complete the sentences by putting the verb in the past form.

1. It was warm, so I  off my coat. (take)
2. We went to Kate's house but she  there (not be)
3. I was in a hurry, so I  time to phone you. (not have)

4. The window was open and a bird ~~into the room.~~ (fly)

5. He ~~his shirt last Saturday. (tear)~~  
6. They ~~the red colours only. (choose)~~  
7. The newsmen ~~sad news over the radio. (broadcast)~~  
8. She ~~her belt in the air. (swing)~~  
9. The teacher ~~those who didn't complete the work. (beat)~~  
10. The wrong doers ~~not to do it again. (swear)~~  
11. We ~~the rope tightly during the struggle. (hold)~~  
12. The bed was very comfortable. I ~~very well. (sleep)~~

**CORRECTIONS**

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## ~~PAST PERFECT TENSE~~

- It corresponds with the present perfect but in the past. e.g.
  - (i) They had taken their books for marking.
  - (ii) I had seen the President.
- When we want to say that an event happened before an event in the past. e.g.
  - (i) The lesson had begun when we arrived.
  - (ii) We had gone to town by the time uncle came back.
  - (iii) The candidates wrote their P.L.E on 4<sup>th</sup> and 5<sup>th</sup> November.  
**By 6th November, the candidates had written their P.L.E.**
  - (iv) Sarah got the invitation after the wedding had taken place.  
**By the time Sarah got the invitation, the wedding had taken place.**
  - (v) I answered all the questions before I was asked to stand up.  
**By the time I was asked to stand up, I had answered all the questions.**

## ACTIVITY

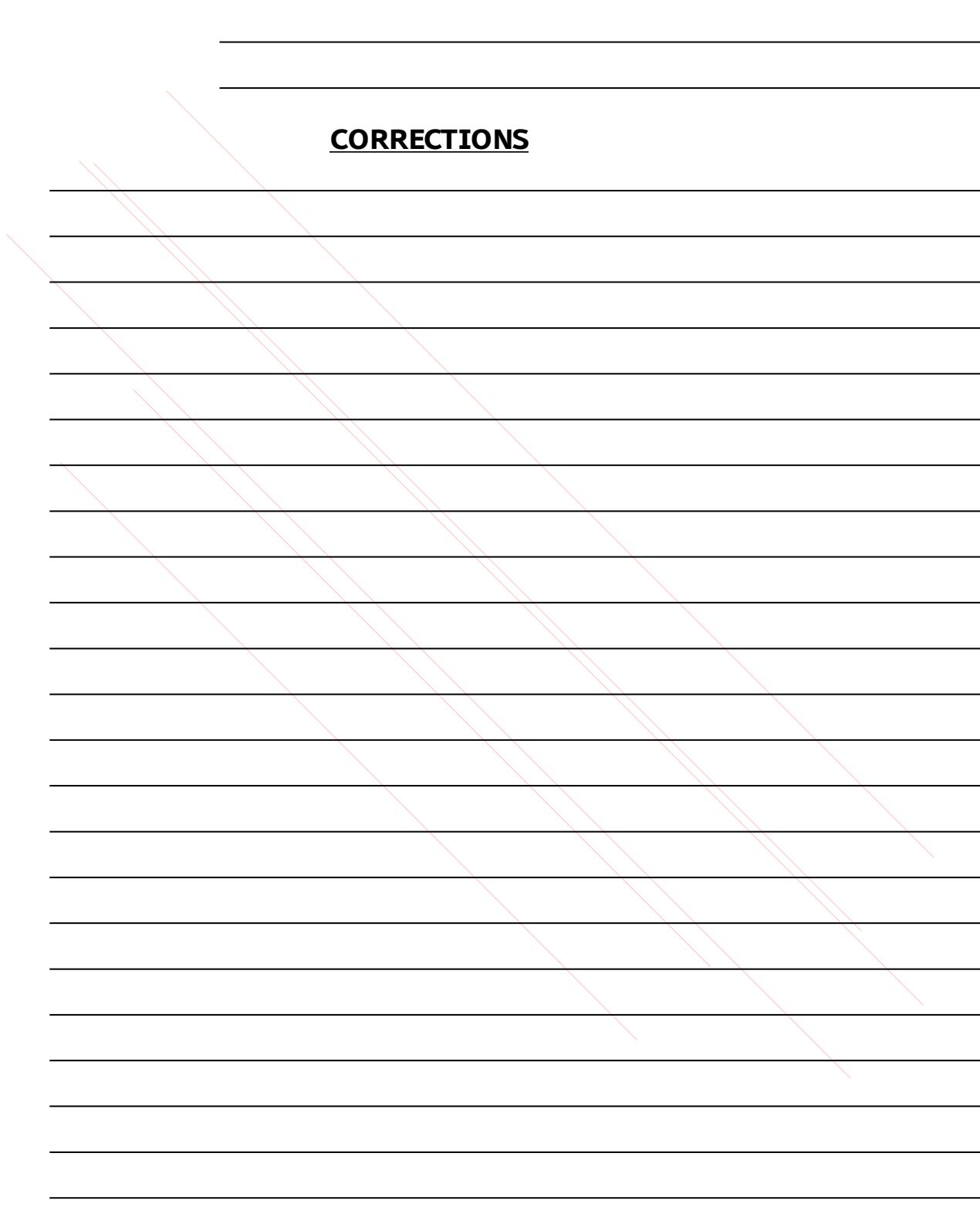
**Use the past perfect tense to complete the following sentences.**

1. By the time we reached the hospital, the patient . (die)
  2. The beer down the straw by the time I slipped. (flow)
  3. They the match by six O'clock. (win)
  4. The bees \_the baby by the time the mother came. (sting)
  5. The bell when he entered the class. (ring)
  6. The test by the time I entered. (begin)
  7. The greens by the time mother cooked them (shrank)
  8. The patient the medicine by the time she took it. (shake)
  9. We advice for a long time before you came. (seek)
  10. The English lesson began before I reached school. (Begin: By the time.....)
- 
-

~~I got married before joining Makenyere University. (Begin: By the time.....)~~

12. He said his prayers. He entered the court room. (Begin: By the time.....)

**CORRECTIONS**



Handwriting practice lines for corrections.

Date:

Proverb:

### Spelling Exercise

Spelling Exercise	Corrections

### Sample Hand writing

Handwriting practice lines.

### UNLESS

- Unless means "if not"
- Unless cannot be used in the same sentence with "if"

### USAGE

1. When there's a negative in the "if clause", that negative is eliminated i.e. both if and not die away e.g.

(i) If he doesn't come today, you will follow him up.

**Unless he comes today, you will follow him up.**

2. When the negative is in the main clause, it will be eliminated also with if. e.g. (i) If Khalid comes early, he won't be locked outside.

**Unless Khalid comes early, he will be locked outside**

3. When the negatives are in both clauses, you eliminate the one in the "If clause"

e.g. (i) If you don't disturb that dog, it won't chase you.

**Unless you disturb that dog, it will not chase you.**

4. When there are no negatives in both clauses, then you create one in the main clause.

e.g. (i) If we eat all that food, we shall be satisfied.

**Unless we eat all that food, we shan't be satisfied.**

### **ACTIVITY**

**Re-write the sentences as instructed in the brackets.**

1. If Mbaawa keeps the promise, her friend will be happy. (Begin: Unless....)

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2. If they don't bring the money, the headteacher will send them away.

(Use .... Unless .....)

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3. If he does the work, the teachers won't punish him. (Use ..... unless.....)

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4. If there's a football match at Namboole, we shall attend it. (Begin: Unless.....)

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5. If my father doesn't pay school fees, I shan't go to school. (Use ..... unless....)

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6. If Namugwanya doesn't take the money, I will spend it off. (Begin: Unless.....)

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7. If she becomes happy, she will dance for us. (Use ..... unless....)

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8. I won't give you your pen if you don't return mine. (Begin: Unless....)

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2. If the pupil comes early, he won't be beaten. (Begin: Unless.....)

10. Unless you work hard, you won't pass P.L.E. (Begin: If..... )

11. You won't get better unless you see a doctor. (Begin: If .....)

12. Unless Shulayyah performed better, she wouldn't please her parents. (Use ...  
if  
....)

### **CORRECTIONS**

Date:

Proverb:

### Spelling Exercise

Spelling Exercise	Corrections

### Sample Hand writing

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### IF CONDITIONAL II

- If conditional II is used to express the condition which is impossible and we are only imagining the result and we don't expect it to happen. Thus is known as unlikely condition.

e.g. (i) If Tom went to London, he would study law.

- If conditional II is made up of two tenses:

**(a) If clause**

Past simple tense

**Main clause**

conditional tense (would)

### Example

1. If I were fish, I would stay on land.
2. If River Nile became blood, we would draw free blood.
3. If I were you, I would escape from the house.
4. I would give him a lift if I saw him.
5. We would receive prizes if we sang the song well.
6. If I had a wife, I would be happier.

## **ACTIVITY I**

### **Complete the sentences using if condition II.**

1. If I had a type writer, I it myself. (type)
2. If he his address, he would give it to you. (know)
3. He a little bit better if he saved more often. (look)
4. If he worked more slowly, he so many mistakes. (not make)
5. I would drink that wine if I you. (to be)
6. If I were sent to prison, you me. (visit)
7. I shares in that company if I had some money. (buy)
8. If I a big prize in a lottery, I would give up my job.  
(win)
9. He would get fat if he smoking. (stop)
10. I would tell you what this means if I Luganda.(know).

### **CORRECTIONS**

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## **ACTIVITY II**

## **Complete the statements sensibly.**

1. If I were my father,  
2. if he lived in America.
  3. If Kakuru had ten eyes,  
4. If Mulondo had wings,
  5. \_ if it rained tomorrow.
  6. If my father was a King,  
7. if a baby of two weeks old was able to speak',  

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  8. If the sun didn't rise tomorrow,  
9. \_ if he helped me.
  10. The children  
if they saw their moth

Corrections

**RE-WRITE THE SENTENCES IN THE CLAUSE II**

1. If he shoots at them, they will fear.  
\_\_\_\_\_
  2. They will arrive early if he drives fast.  
\_\_\_\_\_
  3. I will tell him if I meet him.  
\_\_\_\_\_
  4. Daddy will not give me a prize if don't pass well.  
\_\_\_\_\_
  5. If I eat, I shall not feel hungry.  
\_\_\_\_\_
  6. If Ramadhan builds a new house, he will leave the town.  
\_\_\_\_\_
  7. I will not attend the party if they don't invite me.  
\_\_\_\_\_
  8. I shall give him the news if I meet him today.  
\_\_\_\_\_

## **Corrections**

Date:

Proverb:

### Spelling Exercise

Spelling Exercise	Corrections

### Sample Hand writing

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### IF CONDITIONAL III

- If conditional III is used to express an action which was supposed to happen and did not take place.
- IF (3) is used in the past perfect tense. The "if clause" takes a past perfect with "had" and the main clause takes a future perfect (past) i.e. "would have clause"
- The position of "not" in the main clause is after the helping verb "would" – "wouldn't have"

### Examples:

1. If he had seen me yesterday, he would have told me.
2. If I had caught the bus, I would have reached in time.
3. She would have passed the exams had she worked very hard.
4. Had we written to him, he would have replied.
5. Had she known that he was a thief, she wouldn't have gone with him.

## **ACTIVITY I**

**Put the verbs in brackets into the correct tense.**

1. Had I known that you were in hospital, I would have visited you. (visit)
  2. If you had arrived earlier, you would have got a seat. (arrive)
  3. If he had kicked him, he would have fallen 500 metres. (fall)
  3. Peter would have bought a car if he had enough money. (have)
  4. That boy wouldn't have broken his legs if he hadn't been swinging in that tree. (not swing)

5. We                          in that lake if we had known there was a crocodile. (not to swim)

6. The hens into the house if you had shut the door.  
(not get)

7. If I that you were coming, I'd have baked a cake.  
(know)

8. If you more slowly, he would have understood you.  
(speak)

## **CORRECTIONS**

## **Complete the statements sensibly**

1. If had got time,\_
2. Had he told me the truth,\_
3. \_ if it had rained early.
4. Had she visited me,\_
5. \_ if my watch had got lost.
6. The dogs would have barked at us if\_
7. Had we gone early,\_
8. \_ if they had stolen the money.
9. Had he got married,\_
10. If the teachers had been away,\_

### **CORRECTIONS**

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**RE-WRITE THE SENTENCES IN IF CLAUSE III**

1. I will not go with them if they do not pay for my transport.

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2. Sarah will travel with us if she has a passport.

- ~~3. The old man will not die if they take him to the hospital.~~

Page 1 of 1

4. If Shadia works harder, she will get four aggregate.

---

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5. If you come early, you will find the principle in his office.

## Corrections.

Date:

Proverb:

### Spelling Exercise

Spelling Exercise	Corrections

### Sample Hand writing

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### **PRONOUNS**

A pronoun is a word used in place of a noun. it must be of the same number, gender and person as the noun.

- e.g. (i) Molan is a good boy. He doesn't hate anybody.  
(ii) Sheila is a naughty girl. She plays tricks with her friends.  
(iii) Women are responsible people. They should be respected.

**NOTE:** Pronouns are used to avoid boring repetitions.

### **KIND OF PRONOUNS**

1. Personal pronouns
2. Reflexive pronouns
3. Interrogative pronouns
4. Relative pronouns
5. Possessive pronouns
6. Demonstrative pronouns
7. Object pronouns

- The common kinds of pronouns are briefly described below.

## **1. PERSONAL PRONOUNS**

These are pronouns that can be used in place of a person. They are used to replace a subject or object of a sentence.

Personal pronouns are grouped into subject and object .

## **Subject personal pronouns**

## Examples:

Singular	plural
I	we
You	you
He/she/it	they

# Sentence construction

- (a) I saw the chief yesterday.
  - (b) He knows the answer
  - (c) They live here.

## OBJECT PRONOUNS

These pronouns come after the subject. They show one who suffers the action.

		<u>Subject</u>	<u>Object</u>
<b>Singular</b>	1 <sup>st</sup>	person	I
	2 <sup>nd</sup>	person	you
	3 <sup>rd</sup>	person	he/she/it
<b>Plural</b>	1 <sup>st</sup>	person	we
	2 <sup>nd</sup>	person	you
	3 <sup>rd</sup>	person	them

### **ACTIVITY:**

**Put the correct pronoun in the space provided.**

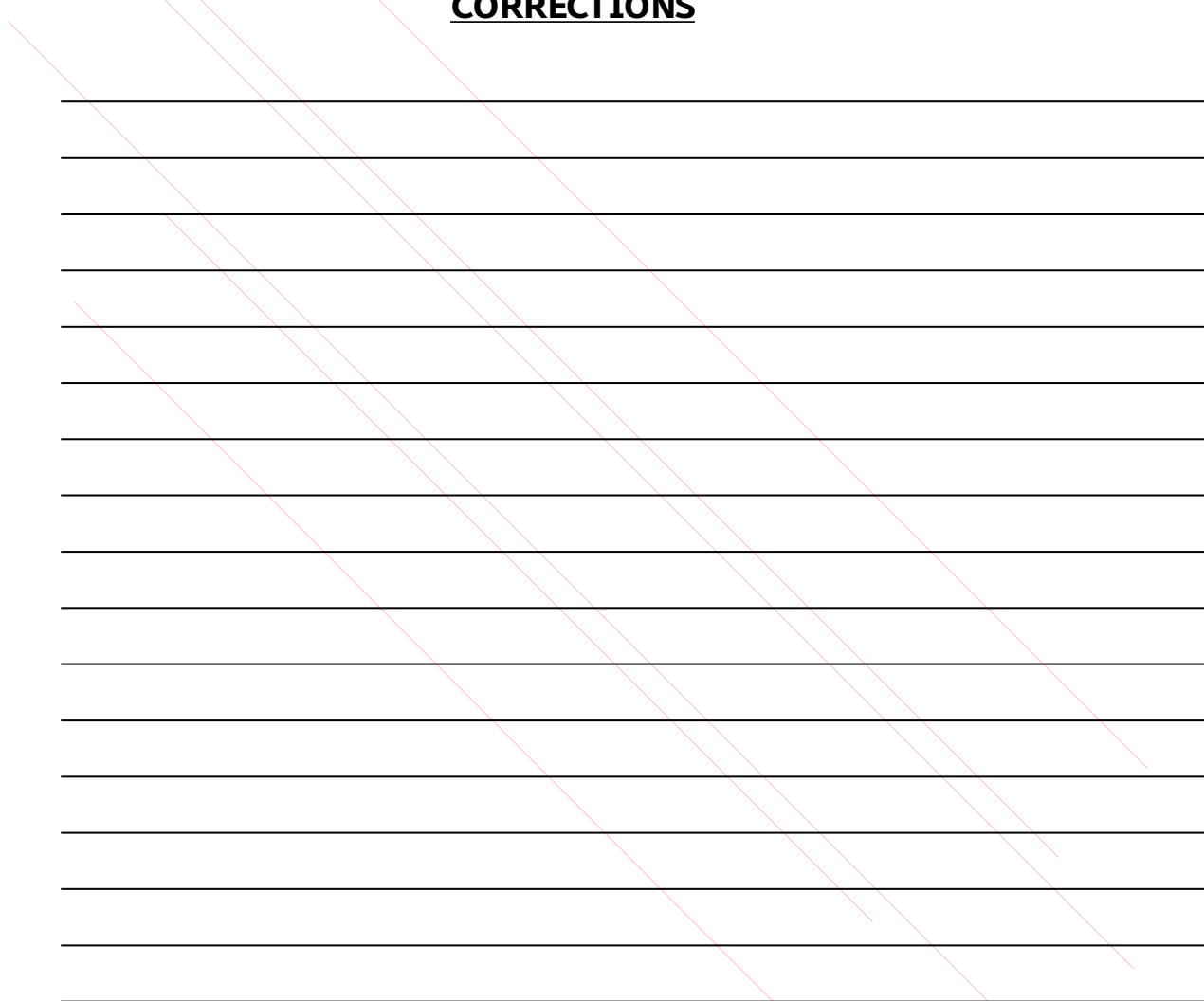
- I dropped the vase and broke.
  - We are waiting for aunt Mary. was supposed to arrive at 4 O'clock.
  - Namiiro and Mariam are my best friends. are in the same class as me.
  - My father and I went to a football match last week. - enjoyed very much.



When you see your sister, give \_\_\_\_\_ my best wishes.

6. My grandmother took my brother and I out and bought \_\_\_\_\_ some sodas.
7. We didn't understand the topic so the teacher explained it to \_\_\_\_\_ again.
8. If you do that again, the teacher will punish \_\_\_\_\_ .
9. When the boss comes, tell \_\_\_\_\_ I've just gone out for a minute.
10. A stray dog come into the compound. We chased \_\_\_\_\_ away.

### **CORRECTIONS**



Handwriting practice lines for the corrections section.

Date:

Proverb:

## Spelling Exercise

Spelling Exercise	Corrections

## Sample Hand writing

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## REFLEXIVE PRONOUNS

They are, in fact, compound personal pronouns since they are formed by the addition of the suffix "self" or "selves" to the simple pronouns.

Examples

my + self	myself
your + self	yourself
him + self	himself
her + self	herself
it + self	itself
one + self	oneself

## Plural

our + selves	ourselves
your + selves	yourselves
them + selves	themselves

## SUMMARY ON PRONOUNS

Subjective	Objective	Adjective	Possessive	Reflexive
I	me	my	mine	myself
we	us	our	ours	ourselves
you	you	your	yours	yourself
she	her	her	hers	herself
he	him	his	his	himself
It	it	its	its	itself
they	them	their	theirs	themselves
one	one	one's	one's	oneself

### ACTIVITY

#### Fill in the gap with the correct reflexive pronoun

1. Muhammad Ssegirinya clapped hands by \_
2. One clapped hands by \_
3. We clapped hands of \_
4. Kawala Rita had his first grade by \_
5. The bird missed its pre by \_
6. Nankalubo Rosette threw her skirt\_
7. You can go and do it \_
8. Nassiw, Kaija and Mutebi took their school fees to school\_
9. Jane, Juliet and I sought our places in senior one by \_
10. I was going to bring the boar from the sty by \_

#### Re-write and answer as instructed in the brackets

11. Jane and Joseph have done the test without any body helping them. (End the sentence with ..... selves.....)
- \_\_\_\_\_
- \_\_\_\_\_

12. The cat climbed up the ditch without help. (End .... self)
- \_\_\_\_\_
- \_\_\_\_\_

13. One was supposed to carry out and experiment independent of others. (Use .... "self"... in the sentence)
- \_\_\_\_\_
- \_\_\_\_\_

14. She took her problems to her parents by herself. (Begin: One.....)

15. He worked very hard with his determination to pass his examinations by himself. (Begin: One.....)

**CORRECTIONS**

Date:

Proverb:

### Spelling Exercise

Spelling Exercise	Corrections

### Sample Hand writing

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## **RELATIVE PRONOUNS**

The pronoun which relates (or refers) to a proceeding noun is called a relative pronoun. The relative pronouns perform two functions.

- On one hand, it is used instead of a noun. therefore, it is a pronoun.
- On the other hand, it connects two statements. Therefore, it also does the work of a conjunction. The relative pronouns are who, whom, whose, that and which.

### **“WHO”**

**It is used to talk about people (subject)**

e.g.(i) Med who lives in London is my friend.

(ii) The boy who stands first will get a prize.

### **“WHICH”**

**It is used with things or animals.**

e.g. (i) The book which he borrowed from you is mine.

(ii) I used a towel which I found in the bedroom.

## ~~"THAT"~~

**It can be used with both persons and objects.**

- e.g. (i) Martha is my friend that lives in London.  
(ii) The house that my father built has been sold.

## ~~"WHOM"~~

**"Whom" is also used with people.**

It can be used with a preposition such as; by whom, about whom, for whom, to whom, with whom, from whom.

- e.g. (i) The man from whom I got a present is mine.  
(ii) The nurse about whom they were talking is my aunt.

## ~~"WHOSE"~~

- It is used for persons. It is used instead of his / her / their/its.**
- It is also used to show possession.

- e.g. (i) We met a woman whose husband died last week.  
(ii) That is the girl whose book was lost.  
(iii) Is this the man whose car was borrowed?

## ACTIVITY

**Join the sentences using "whom".**

1. The lady was really beautiful. The man fought for her at the party.

\_\_\_\_\_

2. The man has just died. I worked with him last year.

\_\_\_\_\_

3. I sat with a lady in the bus. The lady was going to Moyo.

\_\_\_\_\_

4. Nelson Mandela was the President of South Africa. Many books have been written about him.

\_\_\_\_\_

5. The man is my father. The headmaster has been talking to him.

\_\_\_\_\_

**Join the sentences using "whose"**

6. The girl was punished. Her dress was torn at the breasts.

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7. Rufaidah and I are crying. Our ball has been taken by James.

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8. Nyanda is very clever. Nyanda's results were withheld.

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9. That is the old man. His leg was shoot at.

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10. The learners always pass their studies successfully. Their concentration is always in books.

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**CORRECTIONS**

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Date:

Proverb:

## Spelling Exercise

Spelling Exercise	Corrections

## Sample Hand writing

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## RELATIVE CLAUSES

We have two main relative clauses

- Defining clauses
- Non defining clauses

## DEFINING CLAUSES

- A defining clause is a clause required to define or qualify the main clause when the subject of the main clause is not clear.
- Defining clauses have three main characteristics
  - (i) The subject of the main clause are not clear.
  - (ii) When joining the two clauses, no commas are used
  - (iii) The clauses are short

## Examples:

- (i) The children are sick. The children were playing in the mud.  
**The children who were playing in the mud are sick.**
- (ii) Banda made jokes. The jokes caused a lot of chaos.  
**The jokes which Banda made caused a lot of chaos.**

## **NON-DEFINING CLAUSES**

These are relative clauses which don't define the subject but simply give more information about it. They have three characteristics.

- The subjects of the main clauses are clear.
- The clauses are long.
- When two clauses are joined, they take commas.

### **Examples**

1. Rayyaan Wegulo, whom I like very much, lives next door.
2. Tamala, who knocked a pedestrian, has been arrested.
3. Muwaga, who wrote many books, is a famous writer.
4. Mr. Kyagha was elected the member of Parliament. Mr. Kyagha displayed good leadership at the university.

**Mr. Kyagha, who displayed good leadership at the university, was elected the member of parliament.**

5. The cow was dragged to Wankulukuku abattoir. The butcher bought it from Rwakitura farm in Mbarara.

**The cow, which the butcher bought from Rwakitura farm in Mbarara, was dragged to Wankulukuku abattoir.**

**NOTE:** The cow is clear because of the definite article "the"

### **ACTIVITY**

#### **Join the following non-defining relative clauses.**

1. The boy was punished after a long struggle. The boy deceived his father that the teacher sent him for school fees.  
\_\_\_\_\_

2. The dress was beautifully made out of silk. The lady was wearing it on Christmas day.  
\_\_\_\_\_

2. My uncle has just arrived from Nigeria. The Nigerian gave him a lot of prizes for performing well.

4. Me. Badanga was crossing the road along the bridge. Mr. Badanga is the tallest man in Lubanga village.

5. The edible rat has been trapped in the net today. The hunters had tried to kill it several times.

6. The companies will be closed immediately. The companies are not making profits for the country at all.

7. The master of ceremonies collapsed immediately after the concert. The master of ceremonies made a very good funny drama before the audience.

# **CORRECTIONS**

Date:

Proverb:

### Spelling Exercise

Spelling Exercise	Corrections

### Sample Hand writing

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## ADVERBS

An adverb is a word which modifies or adds to the meaning of a verb, adjective or another adverb. Adverbs may be divided according to their use as follows:-

- (a) **TIME:** before, now, since, then, already soon, seldom.  
e.g. We have met before.
  - (b) **PLACE:** here, there, everywhere, nowhere.  
e.g. They came here yesterday.
  - (c) **MANNER:** badly, easily, well, slowly, quickly.  
e.g. The tall boy ate the food hungrily.
  - (d) **DEGREE:** almost, much, only, quite, very, rather.  
e.g. The lady was quite beautiful.
  - (e) **NUMBER:** once, twice, several, thrice.  
e.g. They ran twice around the park.
  - (f) **QUESTIONING:** where, when, how  
e.g. when did you see him?
- Many adverbs can be used as connecting words and therefore become conjunctions. Many of these will be looked at under the unit "conjunctions"

## ACTIVITY

Underline the adverbs in the following sentences

1. Dinner will soon be ready.
2. There lay the object of our search.
3. The man walked slowly across the field.
4. The apples were quite good.
5. I once saw an eagle kill a rabbit.
6. Where did you find that knife?
7. He can certainly boast about his adventures.
8. We did not go to the concert.

Date: \_\_\_\_\_

### **ADVERB FORMATION**

The majority of adverbs are formed from corresponding adjectives.

- (a) Adding - "ly" to given adjective.

**Adjective**

quiet  
generous  
slow  
open  
willing

**Adverb**

quietly  
generously  
slowly  
openly  
willingly

- (b) If the adjective ends in "y", you have to change "y" into "i" and then add -"ly".

**Adjective**

merry  
heavy  
lazy  
greedy  
hurry  
angry  
happy

**Adverb**

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- (c) If the adjective ends in "e", you have to drop "e" and add "y".

**Adjective**

simple  
gentle  
able  
humble  
suitable

**Adverb**

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EXCEPT : true----- truly

## ACTIVITY

**Form adverbs from the following nouns.**

- |             |   |            |   |
|-------------|---|------------|---|
| 1. accident | - | 6.economy  | - |
| 2. anger    | - | 7.pride    | - |
| 3. beauty   | - | 8.silence  | - |
| 4. distance | - | 9.skill    | - |
| 5. hope     | - | 10. centre | - |

Date:

Proverb:

### Spelling Exercise

Spelling Exercise	Corrections

### Sample Hand writing

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### COMPARISON OF ADVERBS

Adverbs are compared in the same way as adjectives. This is by putting them under positive, comparative and superlative degree. Some adjectives are compared by adding "er" or "est" respectively.

#### Examples:

positive	comparative	superlative
well	better	best
hard	harder	hardest
fast	faster	fastest

soon  
long  
much  
badly  
far

sooner  
longer  
more  
worse  
farther

soonest  
longest  
most  
worst  
farthest

Adverbs that end \_\_"ly" are compare by adding "more" to form the comparative degree and "most" to form the superlative degree.

**Examples:**

**positive**

slowly

**comparative**

more slowly

**superlative**

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quickly

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smartly

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shabbily

more shabbily

generously

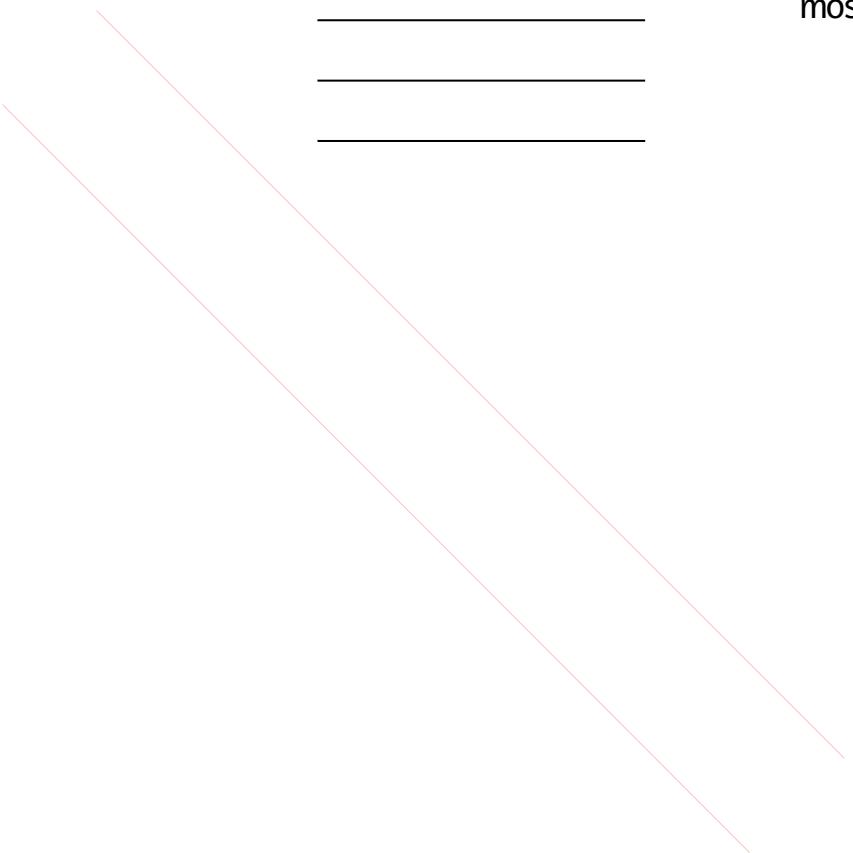
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happily

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greedily

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most quickly

most happily

- more proudly most proudly  
skillfully

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beautifully  
strongly

more beautifully

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most strongly

more wisely

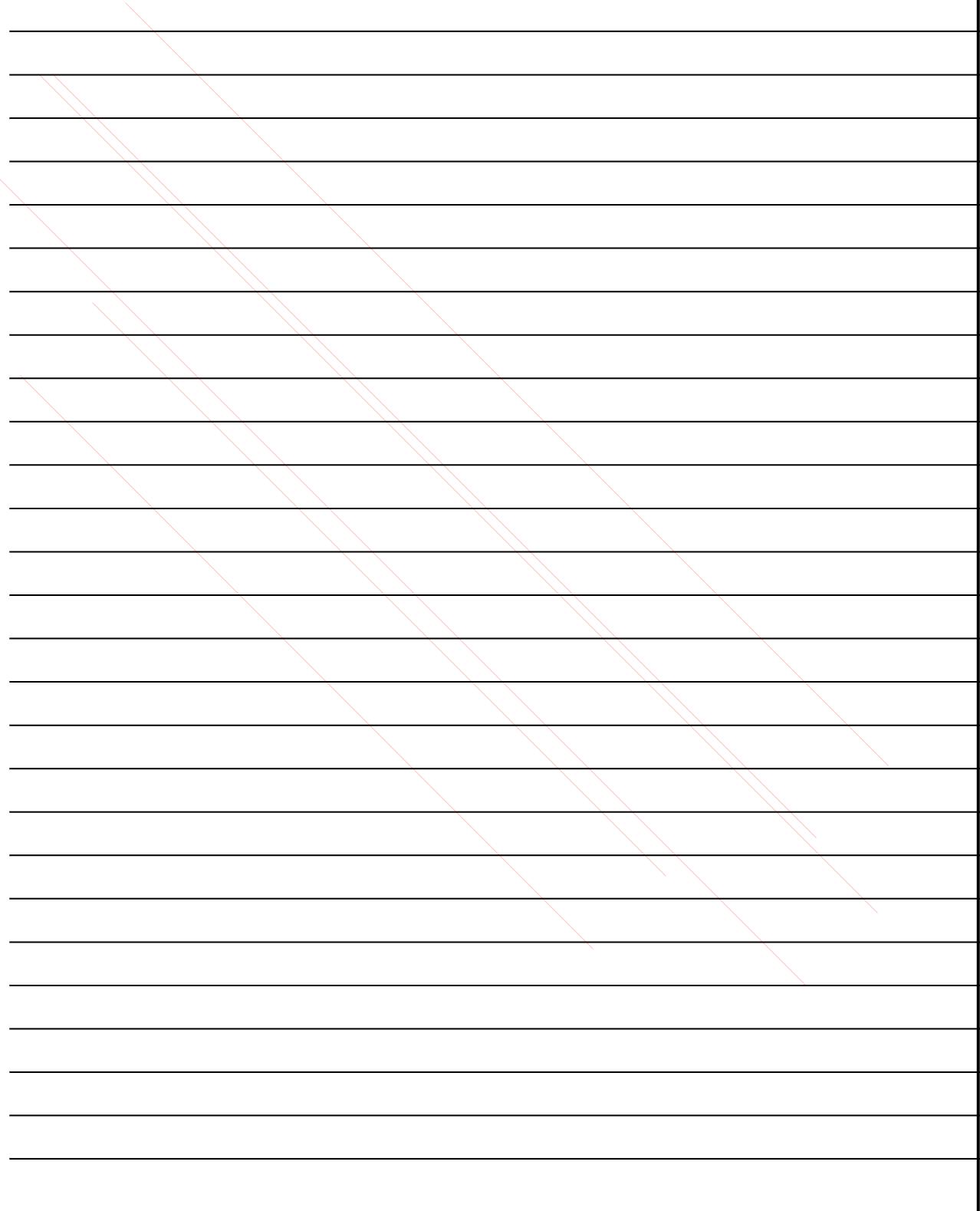
## ACTIVITY

**Fill in the blank space with the correct form of the word**

1. They arrived much than we did. (early)
2. No one can run as as Charles. (fast)
3. Of the three brothers, Othieno always works (hard)
4. This exercise was written than the previous one (neat)
5. My sister is interested in science than I do. (little)
6. Rotich can run than Rono. (far)
7. Of the six children, Joe worked the of all. (little)
9. Wasswa eats of the twins. (hurriedly)
10. Maneno walks than Amos.(gentle)
11. Sandra was dressed of all the guests.(smart)
12. Brian plays the keyboard than Moses.(skillful)

13. The Head prefect speaks \_\_\_\_\_ of all the prefects. (confident)
14. Rahma answered the questions \_\_\_\_\_ of all the candidates. (wise)
15. The baby woke up \_\_\_\_\_ than we expected.(soon)

### Corrections



Date:

Proverb:

### Spelling Exercise

Spelling Exercise	Corrections

### Sample Hand writing

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### ORDER OF ADVERBS

When we wish to use an adverb of place, adverb of time and advert of manner in the same sentence or clause, the usual order is adverb of manner + adverb of place + adverb of time.

#### Examples

1. We take milk (every morning, hurriedly at home).

**We take milk hurried at home every morning.**

#### ACTIVITY

#### Rewrite these sentences using the correct adverb order

1. The perfect spoke (yesterday, at the parade, carefully).

2. The couple moved (to the reception hall, smartly, after the church ceremony)

3. I shall take the ball (outside, today, stealthily).

#### 4. The candidates go (to school) at 7:00am

5. Take it (there, silently, now).

6. Our teacher spoke to us (in class, very rudely, this afternoon)

7. The late comers stayed (all day, quickly, there)

8. The bus arrived (at the bus park, late, this afternoon)

~~9. Let's go (tonight, to the film)~~

10. before had been we there never

# CORRECTIONS

# **COMPREHENSION AND COMPOSITION**

**Date:**

## **SCHOOL HOLIDAYS**

### **Holidays plans**

#### **vocabulary**

**holiday** : a period of time when someone is not at school or work.

**Travel** : to go from one place to another over a long distance.

**Plan** : an arrangement or to think a way of doing something.

**break up** : to end.

**Prepare** : to arrange, organise or get ready for something

**Vacation**: a very long holiday/one of the periods when one is away from school

**Relatives**: members of your family

**Penpal**: someone you become friendly with by writing letters

**Commerce**: to start or begin

**Programme**: a list or series of planned activities

**remedial classes**: classes intended to make an improvement or help weak

learners

**board**: to get on a bus , train ,plane or ship

**up country**: an area which is not near large towns

**town** : a place with many buildings where live and work

**urban** : an area connected with town or city

**birthday** : the date in the year which is the same as that on which one was born.

Vacationer: one who is on vacation.

**ACTIVITY****Construct meaningful sentences using the given vocabulary**

1. break up: \_

2. travel : \_

7. commence: \_

8. programmes: \_

9. birthday: \_

10. penpal: \_

11. vacationer: \_

**PASSAGE****Read the passage and answer the questions in full sentences.****GOING TO SCHOOL HOLIDAYS**

There are three terms in a year. At the end of every term, school children break off for holidays. School holidays are the happiest and funniest moments in school life. School holiday give pupil's time to relax, plan and visit their relatives and friends in urban or rural areas.

Of the three holidays, the third term's holiday is the longest. This is because it lasts for two months or sixty days. The first term's and second term's holidays last for about three to four weeks.

During holidays children get chance to help their parents on the farm with garden work or with house chores at home. Holidays also provide children with ampletime to learn new skills such as knitting, baking and looking after domestic animals. They also enable children to prepare for the next term.

Sometimes children tour places of their interest such as game parks, zoos, museums, historical sites , mountains and forests, In addition ,children go camping with their peers. On some occasions religious leaders organize retreats for the youth during

holidays. This gives the youth a platform to meet people from all walks of life and share ideas and acquire new knowledge.

Dear children, it is good to plan for your holidays. Never waste your holidays gossiping or playing cards .

- (a) What happens at the end of every term?

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- (b) How does the writer describe school holidays?

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- (c) Which holiday is the longest?

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- (d) How do good students spend their holidays?

Page 1 of 1

- (e) Give another word or group of words with the same meaning as underlined word in the passage: **prepare**.....

- (f) Mention any one skill a holiday maker is likely to acquire in holidays.

- (g) What do religious leaders organize for the youth?

# **CORRECTIONS**

The image shows a set of horizontal black lines for handwriting practice. There are five lines in total, with a slightly larger top line and four smaller lines below it. Three red arrows are drawn across the middle section of the lines to indicate the direction of strokes: one arrow points from the left towards the right, another points from the right towards the left, and a third points downwards from the top line towards the bottom line.

## **ACTIVITY II**

**The sentences below are not in their correct order.**

**Re-arrange them so that they form a good composition about "school Holidays"**

1. However, resting doesn't simply mean being idle or not working at all
2. They may also include visiting relatives and friends during this period.
3. Since this would be very difficult to fulfill when we are at school.
4. It only means doing activities that help your body and mind to relax.
5. That's why we should always have holidays at the end of every term.
6. Why do you think so?
7. Most pupils believe that this period is indeed very good for us.
8. Such activities include camping swimming and touring important places
9. I think so because holidays enable us to rest.
10. Every school child needs a holiday.

Date:

Proverb:

### Spelling Exercise

Spelling Exercise	Corrections

### Sample Hand writing

### HOLIDAY ACTIVITIES

#### Vocabulary.

**Study**:to learn about something by reading

**tour** : a journey made for pleasure

**camp**:a place where young people go on holidays so as to take part in various activities

**concert**: a public performance of music

**show** : a theatre performance

**cook** :a person who prepares food or to prepare food

**revise**:going through one's notes

**house work**:the activities or duty involved in taking care of a home

**trip**: a short journey to a place for pleasure

**exciting**: causing great excitement or interest

**chores**: tasks that one does regularly

**routine**: the normal way or order in which one does activities

**bash** : a large party or celebration

**fare** : the money which you pay to travel by plane, bus ,train or taxi

## ACTIVITY

**Construct correct sentences using the given vocabulary**

1. revise: \_\_\_\_\_

2. fare: \_\_\_\_\_

3. housework: \_\_\_\_\_

4. vocation: \_\_\_\_\_

5. concert: \_\_\_\_\_

6. begin: \_\_\_\_\_

7. exciting: \_\_\_\_\_

# ~~corrections~~

Date:

Proverb:

### Spelling Exercise

Spelling Exercise	Corrections

### Sample Hand writing

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### ACTIVITY

**Below is the holiday programme for Mrs. Kyebakuwa's sons and daughters.  
Study it carefully and answer the questions in full sentences**

Name of the Holiday maker	Day	activity
Munib	Saturday	Making bricks
Aisha	Sunday	Attending prayers
Najjat	Monday	Shopping / Preparing lunch
Nakki	Tuesday	Fetching water / baking cakes
WaswaAmuza	Wednesday	Collecting the wood from the forest
Aisha	Thursday	Weeding the banana plantation
MinawaWaswa	Friday	Attending Juma prayers
Munib	Saturday	Watching cartoons on TV
Aisha	Sunday	Visiting relatives
	Monday	Helping mother in the shop
	Tuesday	Washing clothes and utensils
	Wednesday	Touring the zoo
		Camping at Kaazi

(a) How many children does Mrs. Kyeakuwa have?

(b) What is the table about?

(c) Which child works a lot on Wednesday?

(d) Where do you think Wasswa will collect the firewood from?

(e) On which day is Aisha likely to watch cartoons on TV?

(f) What does Amuza do on Thursday?

(g) Which child is likely to see wild animals?

(h) From which child do we expect some building materials?

(i) Which meal does Najjat prepare on Monday?

(j) Who is likely to go camping at Kaazi?

(k) Who is expected to bake a birthday cake?

### **CORRECTIONS**

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Date: \_\_\_\_\_

## **ACTIVITY II** **Guided Composition**

**Below is a conversation about how Kiiza and Tony spend their holidays.  
Complete it by filling in the missing parts.**

**Kiiza :** Good afternoon, Tonny.

**Tonny:** (i) \_\_\_\_\_

**Kiiza :** How do you always spend your holiday?

**Tonny:** (ii) \_\_\_\_\_

**Kiiza :** Helping your parents in the shop! Is it a retail or wholesale shop?

**Tonny:** (iii) \_\_\_\_\_

**Kiiza :** What device do you use to measure wheat flour and sugar in your shop?

**Tonny:** (iv) \_\_\_\_\_

**Kiiza :** A weighing scale! How much does a kilo of wheat flour cost?

**Tonny:** (v) \_\_\_\_\_

**Kiiza :** Four thousand shillings only! That's expensive.

**Tonny:** What about you Kiiza, how do you always spend your holidays?

**Kiiza :** (vi) \_\_\_\_\_

**Tonny:** Visiting relatives and touring important places! Do you usually travel alone?

**Kiiza :** (vii) \_\_\_\_\_

**Tonny:** With your parents! How do you sometimes travel to Kasese?

**Kiiza :** (viii) \_\_\_\_\_

**Tonny:** By train! For how long do you stay at your grandmother's home?

**Kiiza :** (ix) \_\_\_\_\_

**Tonny:** A fortnight ! Goodbye, Kiiza

**Kiiza :** (x) \_\_\_\_\_

Date: \_\_\_\_\_

### ACTIVITY III

#### **JUMBLED STORY**

The sentences below are in a wrong order. Re-write them in the correct order to make a good composition about "Nakku goes back to school"

- (a) Her parents therefore organized a small party to bid her farewell.
- (b) She sat close to the window so as to see the beautiful scenery on the way .
- (c) The school holidays had finally ended.
- (d) As soon as the train set off, Nakku began to feel sleepy.
- (e) She dreamt that the school holiday had finally ended.
- (f) Early the next day, Nakku went to the railway station to board a train at school
- (g) Nakku was to go back to school the following day.
- (h) Nakku invited some of her friends to the party.
- (i) As she slept, she started dreaming.
- (j) They danced throughout the night.

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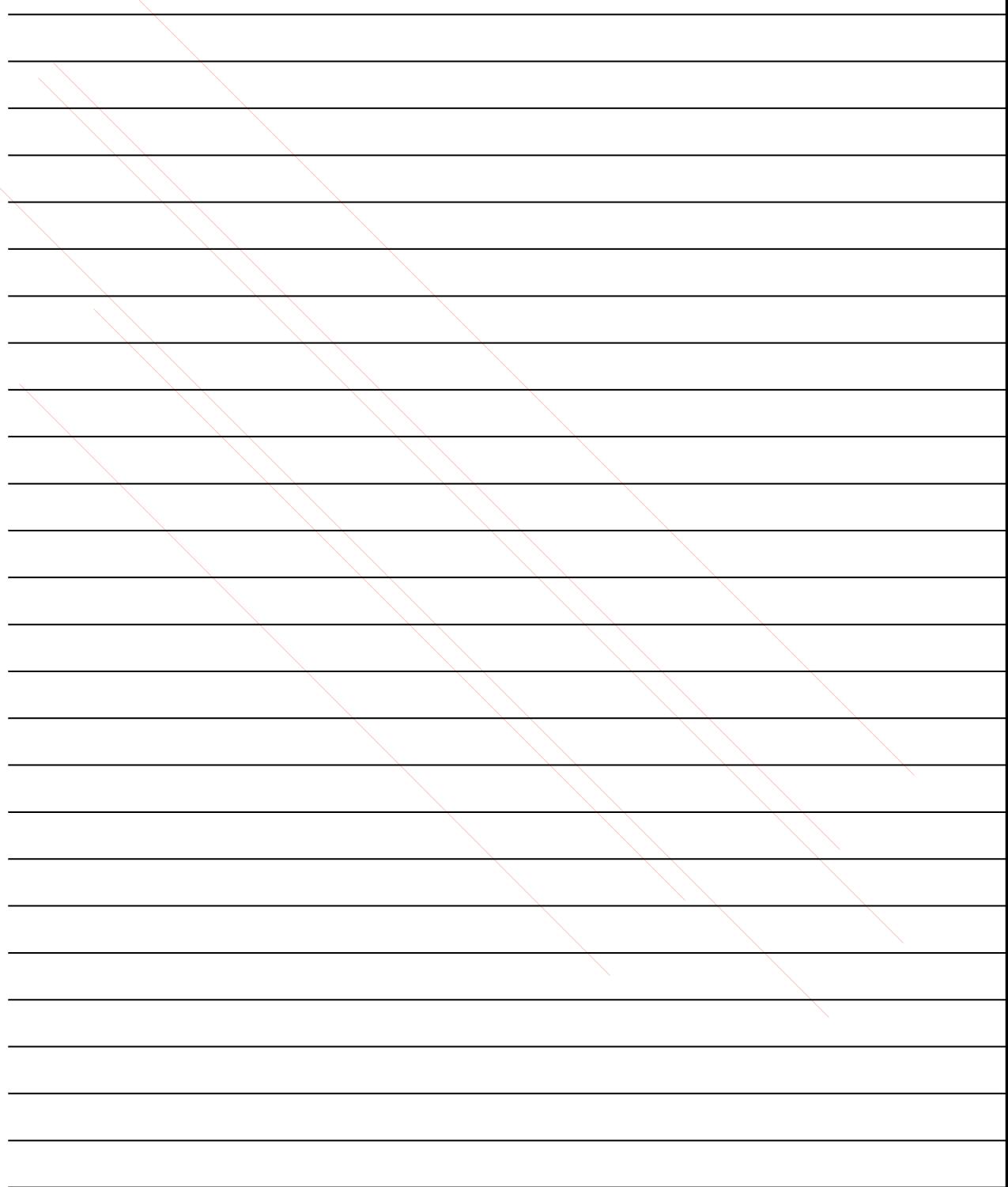
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## **COMPOSITION WRITING**

Write a composition of 100-150 words about your plans after the Primary Leaving Examination .Use these points to guide you; thanking your head teacher and teachers, what results you expect, helping your parents/guardians and celebrating your results.



The page features a large area for writing, consisting of approximately 20 horizontal lines. A prominent red 'X' is drawn across the upper portion of these lines, indicating they are not to be used for the composition task.

Date:

Proverb:

### Spelling Exercise

Spelling Exercise	Corrections

### Sample Hand writing

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## LETTER WRITING

### Vocabulary

**address**: the details of where somebody lives or works and where a letter can be sent.

**first name**: a name that was given to you that comes before the family name

**personal letter**: a letter that is written or sent to an individual

**informal letter**: a friendly letter that is written to one's relatives or friends.

**Stamp** : a small piece of paper with a design which is stuck on an envelope or parcel

**envelope**: a flat paper container in which letters are sealed and sent somewhere

**occasion**: a special ceremony or celebration

**party** : a feast or social occasion

**affectionately** : in a way showing love for somebody

**friends** : people you like and who like you.

~~body~~: the message one wishes to convey to the receiver in a letter

**reply**: to say or write back to somebody

**purpose**: the aim or intention

**thank**: to tell someone that you are grateful for what they have done

**formal letters**: letters that are usually written to office bearers

**introduction**: the beginning part of a letter

**salutation**: the words that are used to address the person you are writing to

**vacancy**: place

**application**: a formal request for something such as a job, vacancy ,goods or permission

**reference**: a heading or title of an official letter

**referee**: sa person who gives information about someone's behavior and ability when they are applying for a vacancy.

**applicant**: a person who makes a formal request or applies for something

**Conclusion**: the closing part of a letter

**Yours sincerely**: used to end a letter when you address

### **ACTIVITY 1**

Construct meaningful sentences using these words

party -

stamp -

purpose -

address -

reply -

thank -

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**WRITING INFORMAL LETTERS**

**PARTS OF AN INFORMAL LETTER**

**(a) the writer's open address**

e.g Gombe Junior School

PO Box 71523

Kampala

**(b) Date**

**e.g. 16<sup>th</sup> March 2017**

16-03-2024

March 16, 2024

**NB:** The date is written below the writer's address

**(c) Salutation**

Dear Aidah,

Dear Daddy,

**(d) Introduction**

e.g Greeting : How are you nowadays? How is baby Andrew? I am fine together with my classmates.

**(e) Body or message**

The body contains the message the writer intends to convey or send to the receiver. e.g. I hope you are fine. I am just writing to say happy birthday to you.

- Thank you very much for your letter with I received last week.
- I have written to invite you to my birthday party which is going to take place next week etc.

**(f) Ending / Conclusion**

**You may use any of the following endings in informal letters;**

Your loving cousin, Your grandson

Your best friend, Your granddaughter

Your loving son, Your nephew

Your loving daughter, Your niece etc.

**(g) The writer's name (signature)**

e.g. Naboosa Raunah

Abdul Kiiza etc.

**Methods of writing informal letters.**

**There are two methods used in writing letters nowadays**

**These are:**

1. Block method.
2. Indent method.

**(a) Block method**

Iganga Junior School

PO Box 300

IGANGA

March 16<sup>th</sup>, 2024

Dear Faridah,

Thank you very much for your letter which I received yesterday. I was indeed pleased to learn that you won the letter writing competition in our school last term. Congratulations. I kindly invite you to my sister's wedding ceremony which will take place next Saturday.

Please send my greetings to your parents, sisters and brothers.

**Your loving friend,**

**Kadagu Safa**

Date:

Proverb:

### Spelling Exercise

Spelling Exercise	Corrections

### Sample Hand writing

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### **Read the letter and answer the questions that follow in full .**

Mbarara Town Academy

PO Box 60

MBARARA

1<sup>st</sup> February 2024

Dear Sumaiyyah,

Thank you for your letter which was full of news. It is quite interesting to note that farmer in Kigezi use terrace to control soil.

In your letter you wanted to know how cattle keepers in my home district care for their animals. Well, the cattle keepers in Mbarara keep long-horned cattle for milk and meat production. They take them to the fields to graze every day. Funny enough, even girls and women look after cattle. This activity keeps them out of home from morning to dusk.

The cattle herders wear sandals to guard their feet against thorns and sharp stones. They also carry roasted cassava and water to eat while in the fields.

Sometimes, the cattle stray and destroy crops. When this happens, the owner of the cattle pays fine.

It is my hope that I have answered your question. Once more, thank you for replying to my letter. Please send my regards to your family. God bless you.

Yours affectionately,  
Mugisha Lamech

**QUESTIONS:**

- (a) In which district does the writer of this letter live?

\_\_\_\_\_

- (b) To whom was the letter addressed?

\_\_\_\_\_

- (c) On which date was the letter written?

\_\_\_\_\_

- (d) Who wrote the letter?

\_\_\_\_\_

- (e) What do the cattle herders carry with them according to the letter?

\_\_\_\_\_

- (f) What do girls and women in the writer's district do?

\_\_\_\_\_

- (g) Why do farmers keep cattle?

\_\_\_\_\_

\_\_\_\_\_

## CORRECTIONS

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Date:

Proverb:

### Spelling Exercise

Spelling Exercise	Corrections

### Sample Hand writing

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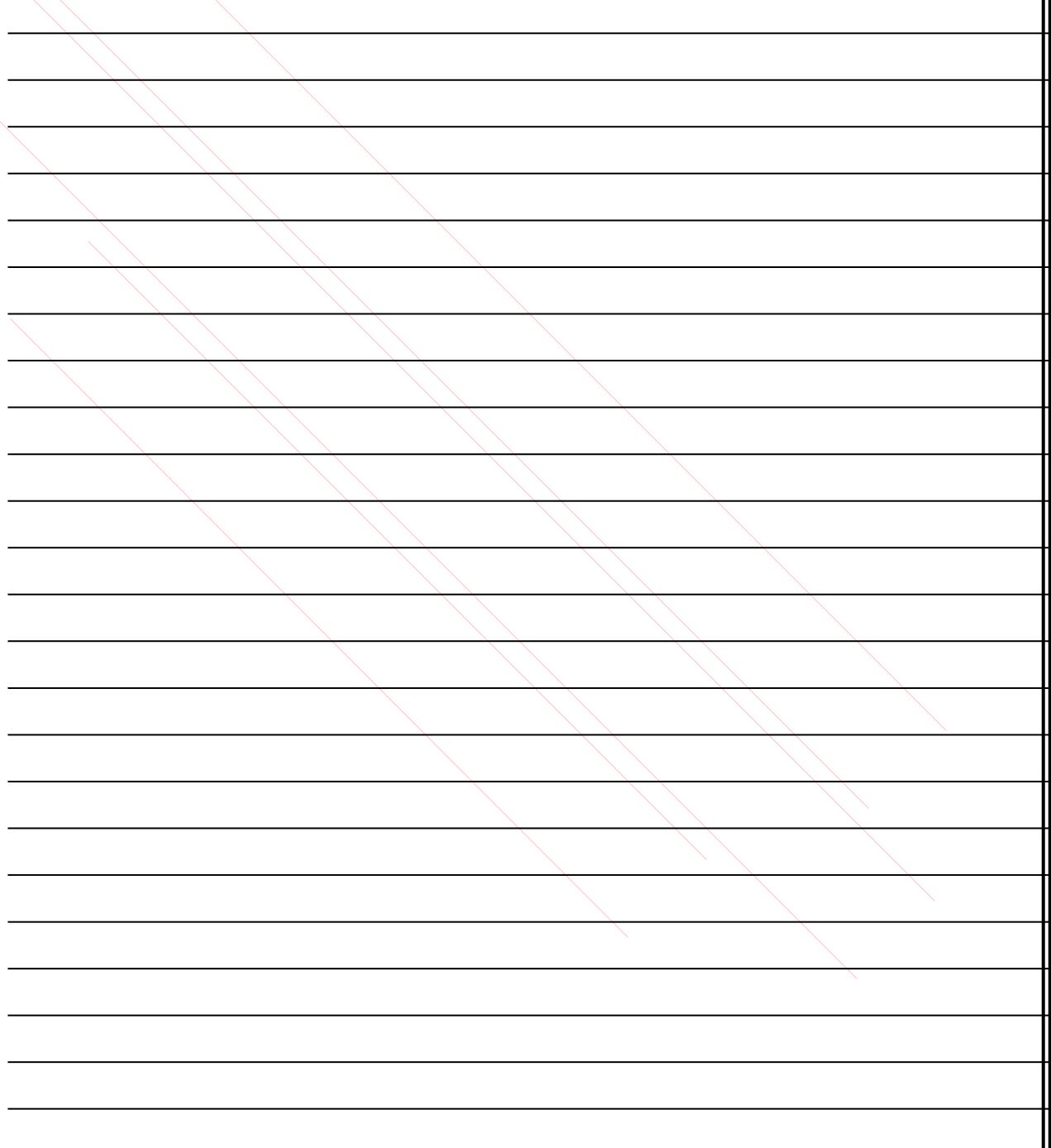
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## **ACTIVITY**

You are a pupil of St. Lambert Primary School. PO Box 121, Mukono. You have just received a letter from your new pen-pal, Fauzia Napeyok of Kotido Parents School.

Write a reply to her thanking her for the letter that you have received. Request her to visit you in Kampala during Christmas holidays. Inform her about the interesting places you will visit together like Wildlife Education Centre, Museum and Entebbe Airport.

A large grid of 20 horizontal lines for writing a reply letter. The lines are evenly spaced and extend across the width of the page. There are two red diagonal lines drawn across the grid to indicate where to start writing.

Date: \_\_\_\_\_

## PICTURE COMPOSITION

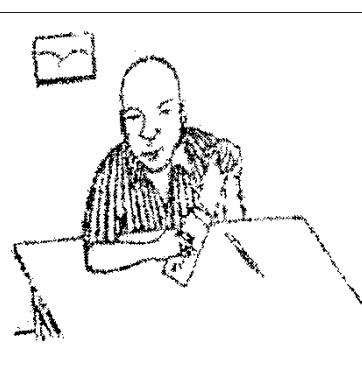
The pictures A to F tell a story. Study them carefully and then write one sentence to describe what is happening in each picture

Use the words given below to help you.

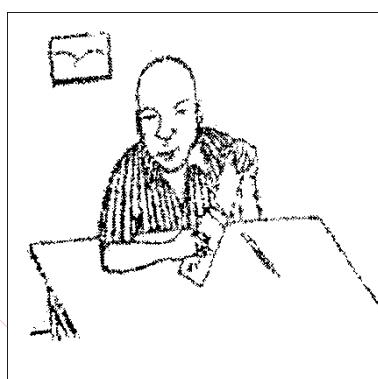
writing      buying  
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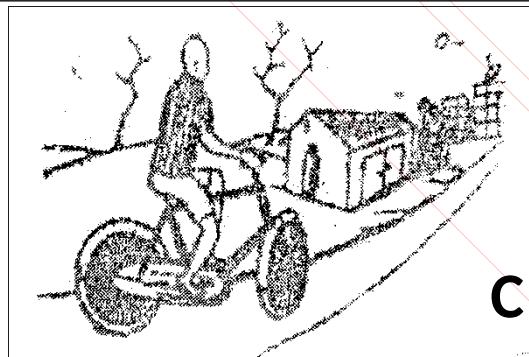
riding  
bicycle



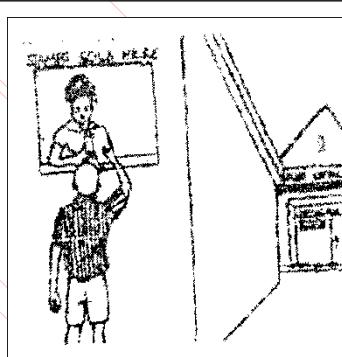
**A**



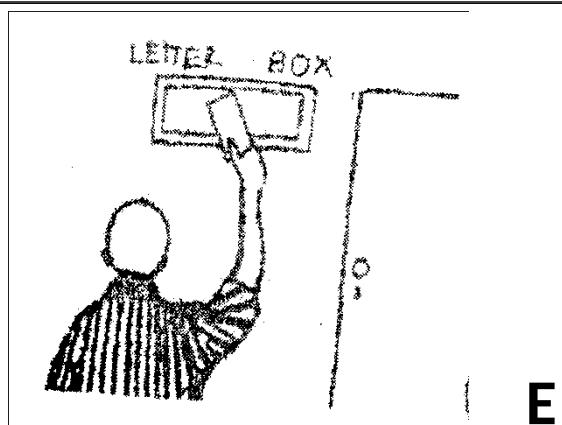
**B**



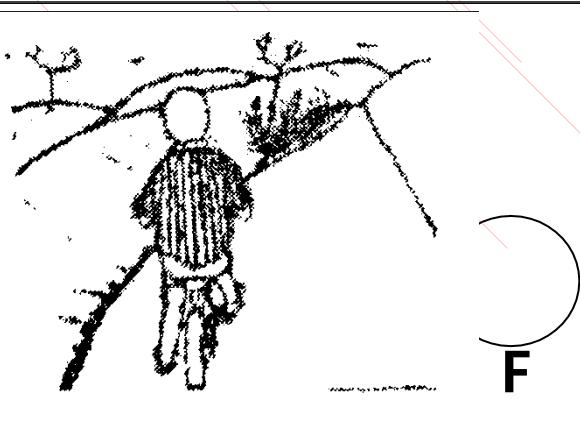
**C**



**D**



**E**



**F**

(a) Picture A \_\_\_\_\_

(b) Picture B \_\_\_\_\_

(c) Picture C \_\_\_\_\_

(d) Picture D \_\_\_\_\_

(e) Picture E \_\_\_\_\_

(f) Picture F \_\_\_\_\_

(f) Where did the boy go after posting the letter?  
\_\_\_\_\_

(g) What is the boy doing in picture D?  
\_\_\_\_\_

(h) Give a title to this story.  
\_\_\_\_\_

Date:

Proverb:

### Spelling Exercise

Spelling Exercise	Corrections

### Sample Hand writing

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## **FORMAL LETTERS**

### **PARTS OF A FORMAL LETTER (WADARASABOCOSIN)**

1. The writer's address

**e.g. Katwe Primary School**

PO Box 101  
Kampala

2. Date

**e.g. 23-3-2020**

23<sup>rd</sup> March 2024  
23/3/2024  
March 23. 2024

3. The addressee's / receiver's address

**e.g. The Headmaster**

Bombo High School  
PO Box 15  
Bombo

#### **4. Salutation**

e.g. Dear Sir,

Dear Madam,

#### **5. Subject heading**

An official letter usually has a title or heading

**e.g.** Re: APPLICATION FOR A VACANCY IN SENIOR ONE.

Re: APPLICATION FOR A JOB

Re: APPLICATION FOR A TEACHING POST

Re: APPLICATION FOR THE POST OF MATRON / GATE KEEPER etc.

Re: FRIENDLY FOOTBALL MATCH

Re: APOLOGY FOR .....

Re: APOLOGY FOR COMING LATE

Re: ABSENCE FROM SCHOOL etc.

#### **6. Body / message**

The body contains the message of information the writer wishes to send or convey. You may begin your letter in the following ways:-

- ❖ I have written to apply for .....
- ❖ I humbly apply for a vacancy in senior one in your school.
- ❖ I hereby submit my application for the post of gate keeper in your.....
- ❖ Following your advertisement in the Monitor Newspaper 1<sup>st</sup> May, ..... I humbly submit my application to your office for the post of waiter or waitress etc.
- ❖ I wish to submit my application to your office requesting you to allow our school to have a friendly debate or football match with your school.
- ❖ I hereby request to you grant me permission to leave school at 4:00p.m today.

#### **7. Complementary clause / conclusive remarks.**

e.g. I will be grateful if my .....

#### **8. Ending / conclusion/valediction**

You can end a formal letter with following words.

Yours faithfully,

Yours sincerely(if your salutation bears a name of the addressee)

#### **9. The writer's Signature,**

e.g. Kato Ali

**10. The writer's name.**

e.g. KATO ALI

**EXAMPLE 1**

Gombe Junior School

PO Box 71523

**Kampala**

13<sup>th</sup> July 2024

The Headteacher

Gombe High School

PO Box 71523

Kampala

Dear Sir,

**RE: APPLICATION FOR A VACANCY IN SENIOR ONE AT YOUR SCHOOL**

I hereby request to be considered for a vacancy in Senior One next year, 2025.

I am a Ugandan aged thirteen years and expecting to write my last paper for P.L.E certificate on 7th November, 2024 at the above named school.

I have been a school prefect and sports leader at Gombe Junior School since last year. For any more information about me, the following are my referees:

1. Mr. Ababiri Siragi  
Director Rayyaan Junior Sch  
PO Box 190  
Bugweri

2. Mr. Were Muhammad  
Principal Gombe Junior Boarding Sch  
PO Box 71523  
Kampala

I shall be very grateful if you accept my application.

Yours faithfully,

Kassuja Twaha

KASSUJJA

TWAHA

### **Example 11**

Awtad Education Centre

PO Box 291

Jinja

22<sup>nd</sup> April 2024

The Head teacher

Al-Hanan Orphanage Centre

PO Box 11

Iganga

**Re: A FRIENDLY DEBATE**

I have written to request you to allow my school have a friendly debate with yours.  
Your club can suggest the motion for the debate.

The debate is proposed to take place on 25<sup>th</sup> April, 2024 in our school main hall at  
2:00pm.

I will be grateful if you consider my request.

Yours faithfully,

Sanyu Twahiri

SANYU TWAHIRI

CHAIRPERSON DEBATING CLUB.

Read the following letter carefully and answer the questions in full sentences.

Kadic Hospital  
PO Box 360  
Kampala.

February 10, 2020

The Headteacher,  
Nkumba Primary School  
PO Box 30  
Entebbe

Dear Sir,

Re: APPLICATION FOR THE POST OF A SCHOOL NURSE.

I humbly apply for the post of a school nurse in your school which was advertised in The Monitor Newspaper dated 31<sup>st</sup> January, 2024.

I am a female Ugandan aged 32. I completed my Nursing course two years ago from Makerere University and obtained a certificate in human health and Medicine.

At the moment, I am working with Kadic Hospital, Bukoto Branch.

Attached are photo copies of my academic and professional testimonials. I will be very grateful if my application is considered.

Yours faithfully,  
**Lukooya**  
**Shukran**  
**LUKOoya**  
**SHUKRAN**

**Referees:**

1. Dr. Lukooya Najiib  
Chairman Uganda Medical Workers Association  
PO Box 87  
Kampala
  
2. Prof. Natulinda Saudah  
Registrar Makerere University  
PO Box  
Kampala

**Questions:**

1. Who wrote the letter above?

2. On which date was the letter written?

3. To whom was the letter addressed?

4. Why did the writer write this letter?

5. How old was the writer according to the letter?

6. In which newspaper was the job advertised?

7. Why do you think the writer may be fit for the job?

8. What is Prof. Natulinda in the letter?

9. What is the writer's nationality?

10. Which qualification does the writer have?

**CORRECTIONS**

## Activity

Using school address write a letter to a headteacher of a school of your choice requesting for a vacancy in Senior One. In your letter, mention your age, Nationality, and the responsibility you held while at your former school.

**Date:**

# JUMBLED STORY

**The sentences below are in a wrong order. Re-arrange them to make a good composition about “Letter Writing”**

- (a) Informal letters are written to relatives and friends.
  - (b) In addition, we discussed several reasons why people write letters.
  - (c) Last week, our teacher of English taught us about letter writing.
  - (d) Lastly, people write letters either to apologize or to order for goods and services.
  - (e) One of them is to apply for jobs or vacancies.
  - (f) These are informal and formal letters.
  - (g) While formal are written to office bearers.
  - (h) The other is to invite somebody to a function.
  - (i) Such as head teachers, bank managers and District Education Officers.
  - (j) He said there are two types of letters

## **GUIDED COMPOSITION**

**Complete the letter below by filling in the missing parts from the list below**

Kazo Mixed Primary School  
P.O.Box 300

.....

27<sup>th</sup> March, 2024

The Head teacher  
Kampala High School  
PO ..... 2056  
KAMPALA

.....

### **Re: APPLICATION FOR A VACANCY IN SENIOR ONE**

I humbly submit my application to your office for a ..... in senior one next year. I am a male ..... aged 13. I hope to ..... for the Primary Leaving Examinations in November this year at the above mentioned school.

My beginning of term Examination results were as follows,  
English 1, Mathematics 1, Science 2, Social Studies 2 Aggregate 6 Division 1.

For ..... information about my ....., I refer you to my head teacher Mr. Kijjambu Robert.

I will be very ..... if my application is considered.

Yours .....

Khemis Mourishid

**KHEMIS MOURISHID**

### **Word list**

Dear Sir,      grateful,      Kampala,      performance,      Ugandan,  
Box,      faithfully,      place,      sit,      more

## ~~ADVERTISEMENT~~

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

MWIRI PRIMARY SCHOOL

P.O. BOX 1

JINJA

Job Opportunity

Job: Matron

Age: Between 24 and 45 years

Level of Education: At least Primary Leaving Certificate.

Deadline: 31<sup>st</sup> August

Referees: 2 referees

apply to: The Headteacher

Mwiri Primary School

P.O. Box 1

JINJA

10-07-2018

**Question:** What is the advertisement about?

1. What is the above piece of information

2. Which post was advertised?

3. Where was the successful candidate going to work?

4. Who receive the applications?

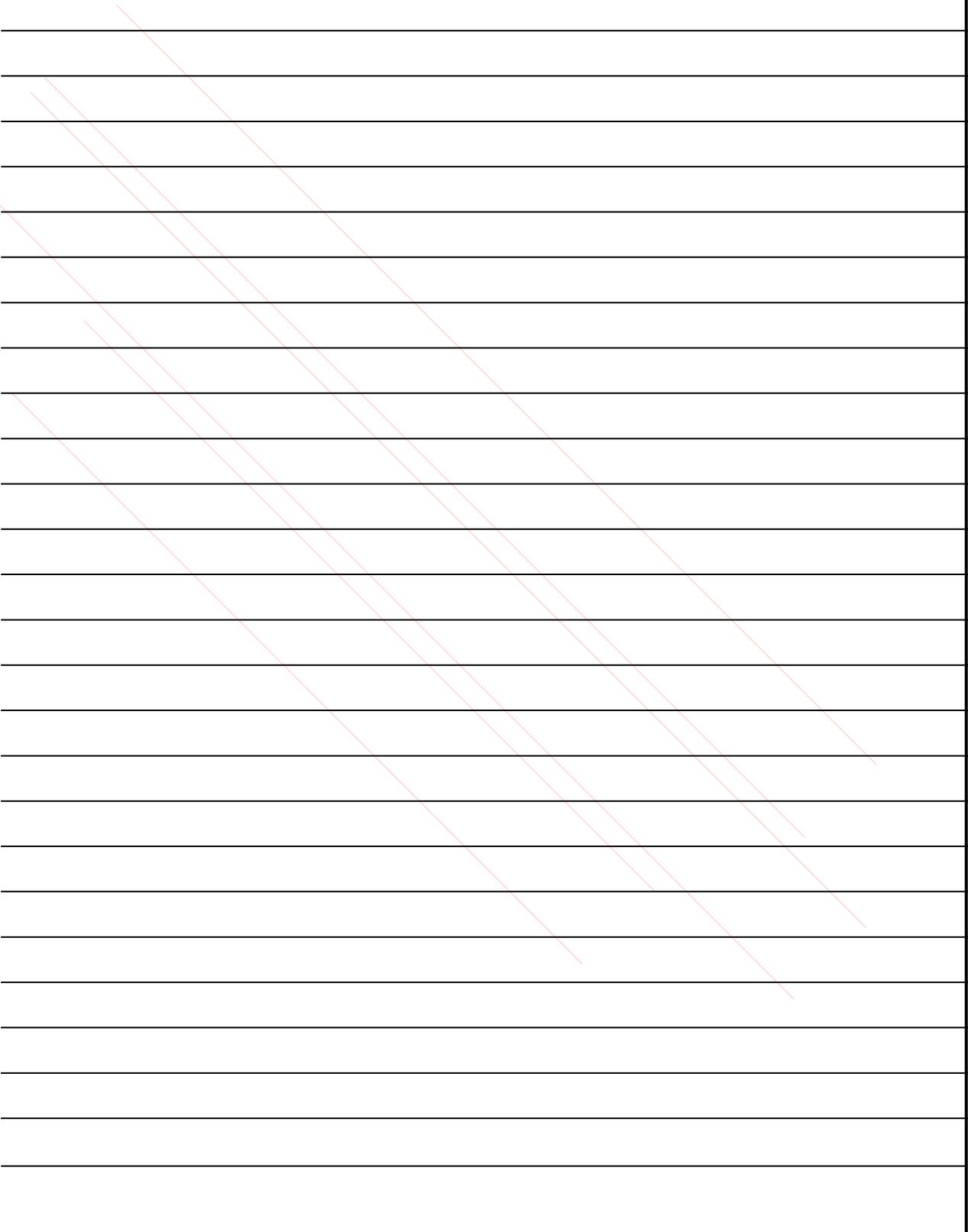
5. What was the last day for receiving the application?

6. What was the minimum qualification required for the job?

7. When was the advertisement written?

8. How old would the application be?
9. Why do you think Carol a 15 year old girl could not apply?

**CORRECTIONS**



A large red 'X' is drawn diagonally across a grid of 20 horizontal lines, intended for corrections.

Date:

Proverb:

### Spelling Exercise

Spelling Exercise	Corrections

### Sample Hand writing

## EXAMINATIONS

### PREPARATIONS FOR EXAMINATIONS

#### Vocabulary

**timetable**: a list showing the time at which a particular examination will be done

**instructions** :directions or detailed guide lines on how to do and conduct examinations

**index number**: a special number that is given to a candidate according to alphabetical order for easy identification

**candidate**: a person sitting for an examination

**candidate's name**: a name a candidate uses in an examination

**school name**: the name of the school where the candidate studies

**time allowed**: the official time an examination is meant to take e

**xaminer**: an official who sets or marks exams

**answer sheet**: a special paper for writing on answers in an examination

**examination centre**: a school or place where candidates sit their examinations

**briefing**: the act of giving instructions to candidates before taking an examination

**registration**: the act of making an official record of candidates for an examination

## **ACTIVITY**

Use the given vocabulary to conduct meaningful sentences.

1. timetable \_\_\_\_\_

2. index number\_\_\_\_\_

3. examiner \_\_\_\_\_

4. briefing\_\_\_\_\_

5. revision\_\_\_\_\_

6. school name \_\_\_\_\_

## **CORRECTIONS**

**Date:** \_\_\_\_\_

# JUMBLED STORY

**The sentences below are in a wrong order. Re-arrange them to make a good composition about “Kamya Registers for P.L.E”**

1. The other copy was sent to his school of first choice.
  2. He therefore, revised very hard for the final examinations in November.
  3. One copy of form X was sent to the Ministry of Education and Sports career guidance section.
  4. Before registration, the headteacher gave him an index number.
  5. Kamya registered for P.L.E in the first term.
  6. He was disappointed because he wanted to get 4 aggregate.
  7. When UNEB announced the results, he was the best candidate in the country.
  8. His school of first choice was Makerere College School.
  9. After getting the Index number, he filled the PLE Entry form and form x.
  10. In the second term, Kamya did the Mock examinations and scored 8 aggregate.

Date: \_\_\_\_\_

Proverb:

### Spelling Exercise

Spelling Exercise	Corrections

### Sample Hand writing

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Date: \_\_\_\_\_

## **COMPREHENSION**

**Below is an extract of the instructions from Uganda National Examinations Board Primary Leaving Examination paper for English.**

**Read the following instructions carefully and then answer the questions in full sentences.**

**DO NOT OPEN THIS BOOKLET UNTIL YOU ARE TOLD TO DO SO.**

1. This paper has two sections **A** and **B**.
2. Answer all questions. All answers to both sections **A** and **B** must be written in the space provided.
3. All answers must be written using a blue or black ball-pen or ink.
4. Unnecessary changes of work may lead to loss of marks.
5. Any handwriting that cannot easily be read may lead to loss of marks.

C. Do not fill anything in the boxes shown "For Examiner's Use Only" and

those inside the question paper.

## Questions

- (a) Where was the following information extracted?

---

Digitized by srujanika@gmail.com

- (b) For which subject are the above instruction?

What are the above instructions?

- (c) How many sections does an English examination paper consist?

Digitized by srujanika@gmail.com

- (d) What will happen to a candidate who writes poorly?

to see what the other students are doing.

- (e) Why do you think a candidate must answer all the questions?

~~If a candidate must answer all the questions?~~

- (f) Which body is responsible for setting and marking national examinations in Uganda?

Table 6. Summary of the main results obtained.

- (g) What does instruction six tell the candidates to do?

Section six tell the candidates to do?

# CORRECTIONS

Date: \_\_\_\_\_

## **GUIDED DIALOGUE**

Jacob is a P.7 and registered to sit for P.L.E.

Jacob's father is a taxi driver. Last week he was imprisoned because he knocked down a pedestrian.

Below is a conversation between Kato and Jacob. Fill in the blank spaces what you think Jacob said.

**Kato :** Good morning, Jacob

**Jacob:** (i) \_\_\_\_\_

**Kato :** How are you, my friend?

**Jacob:** (ii) \_\_\_\_\_

**Kato :** You are not fine! What is the matter?

**Jacob:** (iii) \_\_\_\_\_

**Kato :** Why do you think you may miss sitting for the Primary Leaving Examination.

**Jacob** (iv) \_\_\_\_\_

**Kato :** You have not paid school fees! Isn't your father at home?

**Jacob:** (v) \_\_\_\_\_

**Kato :** Where did your father go?

**Jacob :** (vi) \_\_\_\_\_

**Kato :** Sorry to hear that. Why was your father imprisoned?

**Jacob :** (vii) \_\_\_\_\_

**Kato :** Oh! What a pity for your father to have knocked down a pedestrian. Didn't he leave any money on his bank account?

**Jacob:** (viii) \_\_\_\_\_

**Kato :** That's very bad. I advise you to see the headmaster.

**Jacob :** (ix) \_\_\_\_\_

**Kato :** Yes, I hope he will allow you to sit for the examinations because he is a kind man. Please make sure you see him tomorrow morning. Good bye.

**Jacob :** (x) \_\_\_\_\_

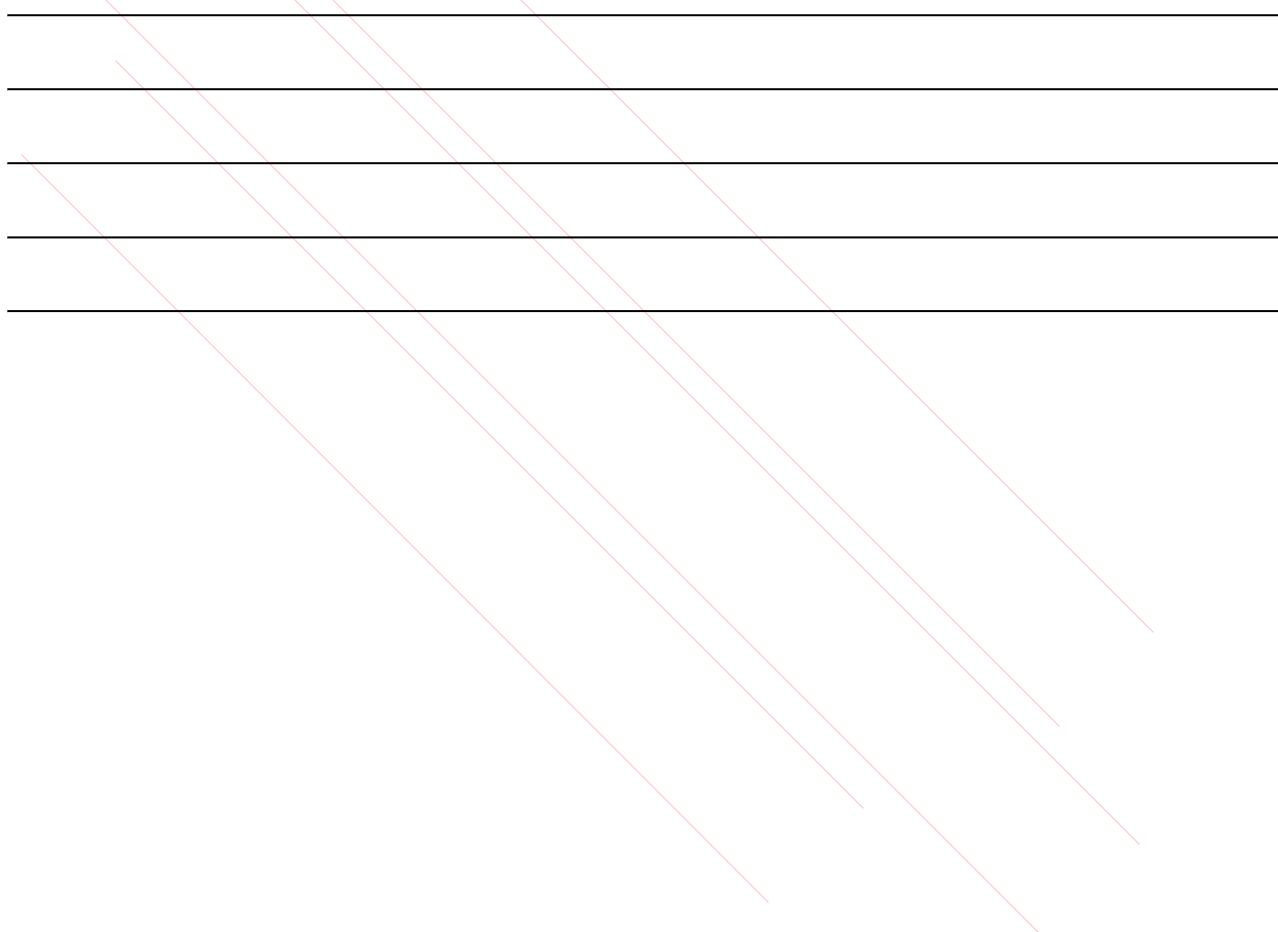
Date:

Proverb:

### **Spelling Exercise**

Spelling Exercise	Corrections

### **Sample Hand writing**



The page features four sets of horizontal lines for handwriting practice. Each set consists of three lines: a solid top line, a dashed midline, and a solid bottom line. These lines are evenly spaced and extend across the width of the page.

## **SITTING EXAMINATIONS**

Vocabulary :

**Pass mark:** a set successful result in an examination

**malpractice:** cheating or illegal behavior In an examination

**cheat** :to act in a dishonest way so as to score high marks in an exam

**certificate:** an official document proving that a candidate completed a course of study

**invigilator:** a person who is appointed to watch candidates while they are taking an examination

**division:** a grade

**supervisor:** a person who is appointed to be in charge of an examination centre and to ensure that exams are conducted without any malpractice

**aggregate:** the total score one obtains in an examination

**duration:** the length of time that an examination lasts

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**examination**: a special test that is given to a candidate to find out how much they know about a subject

**leakage**: having prior knowledge of an examination before the stated time

**pass slip**: an official document that shows a candidate's results in an examination

**disqualify**: to stop a candidate from doing an examination because of engaging in examination malpractice

### **ACTIVITY**

**Construct correct sentences using the given words**

1. score \_

2. aggregate\_

3. results\_

4. examination\_

5. fail\_

6. invigilator\_

7. supervisor\_

### **CORRECTIONS**

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Date: \_\_\_\_\_

## **JUMBLED STORY**

The sentences below are in a wrong order. Re-arrange them in the proper order so as to make a good composition about "P.7 Candidates".

- (a) First of all, the parents play their role well.
- (b) These include text books, pens, exercise books, geometry sets and lunch fee.
- (c) Besides, they give them revision exercises and mark their books regularly .
- (d) They also give them all the scholastic material needed.
- (e) With their hard work and discipline in the end they pass with flying colours
- (f) Why do some P.7 candidates perform well in their examination?
- (g) This is by sending their children to school everyday.
- (h) Thirdly, the candidates themselves are disciplined and hard working.
- (i) This is really a very interesting question to answer.
- (j) Secondly, the teachers teach them and cover the syllabus well.

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Date:

Proverb:

### Spelling Exercise

Spelling Exercise	Corrections

### Sample Hand writing

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## COMPREHENSION

Below is a timetable for P.L.E November 2018. Study it carefully and answer the questions about it in full sentences.

### EXAMINATION TIMETABLE FOR P.L.E NOVEMBER 2018

DAY AND DATE	PERIOD	TIME	SUBJECT	DURATION
Friday 2 <sup>nd</sup> November	MORNING	9:00am	Briefing if candidate by Head teachers	2 hours
Monday 5th November	MORNING	9:00am	Mathematics	2hr.30min
	AFTERNOON	2:00pm	Social Studies	2hr.15min
Tuesday 6th November	MORNING	9:00am	Integrated Science	2hr.15min
	AFTERNOON	2:00pm	English	

### Question

- (a) For which year is the above examination timetable?

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(b) Which exercise took place on 2<sup>nd</sup> November?

**ANSWER** The answer is 1000. The first two digits of the product are 10.

(c) On which date did the examinations begin?

[View Details](#) | [Edit](#) | [Delete](#)

(d) Which subject was done on Tuesday afternoon?

(e) How long did the Mathematics paper take?

(f) Who briefed the candidates?

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(g) How long did the briefing take?

(h) How many subjects are shown on the timetable?

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www.nature.com/scientificreports/

(i) Which examination took the longest time?

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(j) Why is it important to brief the candidates before the examinations?

For more information about the study, please contact Dr. John Smith at (555) 123-4567 or via email at [john.smith@researchinstitute.org](mailto:john.smith@researchinstitute.org).

# CORRECTIONS

Date:

Proverb:

### Spelling Exercise

Spelling Exercise	Corrections

### Sample Hand writing

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The table below shows mock results for 2024 for the candidate of St. Kalemba Primary School in Mpigi district. Study the table carefully and answer the questions about it in full sentences.

Index Number	Candidate's name	Sex	Age	Agg.	Div.
000223/001	Babirye Rahmah	F	11	10	1
000223/002	Nakato Rahimah	F	14	5	1
000223/003	Nawal Rashida	F	13	5	1
000223/004	Kato Abdul Latwiif	M	12	6	1
000223/005	Jagenda Imran	M	13	4	1
000223/006	Kabaale Hassan	M	16	12	1
000223/007	Mukunya Shafic	M	14	7	1
000223/008	Ssebuwufu Magezi	M	13	36	U
000223/009	Wofakale Ashim	M	11	5	1
000223/010	Kabuye Shakur	M	12	ABS	ABS
000223/011	Bowa Tasniim	F	13	9	1
000223/012	Fahimah Fidali	F	14	7	1
000223/013	Bwona Janat	F	10	5	1

000223/014	Jumba Abdul Rahman	M	13	13	II
000223/015	Waguma Aisha	F	14	6	1
000223/016	Khemis Sakari	M	11	11	1
000223/017	Zomu Khalifa	M	D	D	D

**Key** **ABS** – Absent  
**Agg** – Aggregate  
Female

**U** – Ungraded  
**D** – Died

**M** – Male      **S** – Sick  
**Div** – Division **F** –

## **Questions**

(a) What is the table about?

\_\_\_\_\_

(b) For which school are the above results?

\_\_\_\_\_

(c) How many candidates sat for the examination?

\_\_\_\_\_

(d) Who was the best candidate in the class?

\_\_\_\_\_

(e) How many candidates passed in division one?

\_\_\_\_\_

(f) How many candidates failed examinations

\_\_\_\_\_

(g) Who was likely to repeat P.7?

\_\_\_\_\_

(h) Why did Kabuye miss examinations?

\_\_\_\_\_

(i) In which grade did Magezi pass?

\_\_\_\_\_

(j) How old was Kabaale?

\_\_\_\_\_

\_\_\_\_\_

Date:

Proverb:

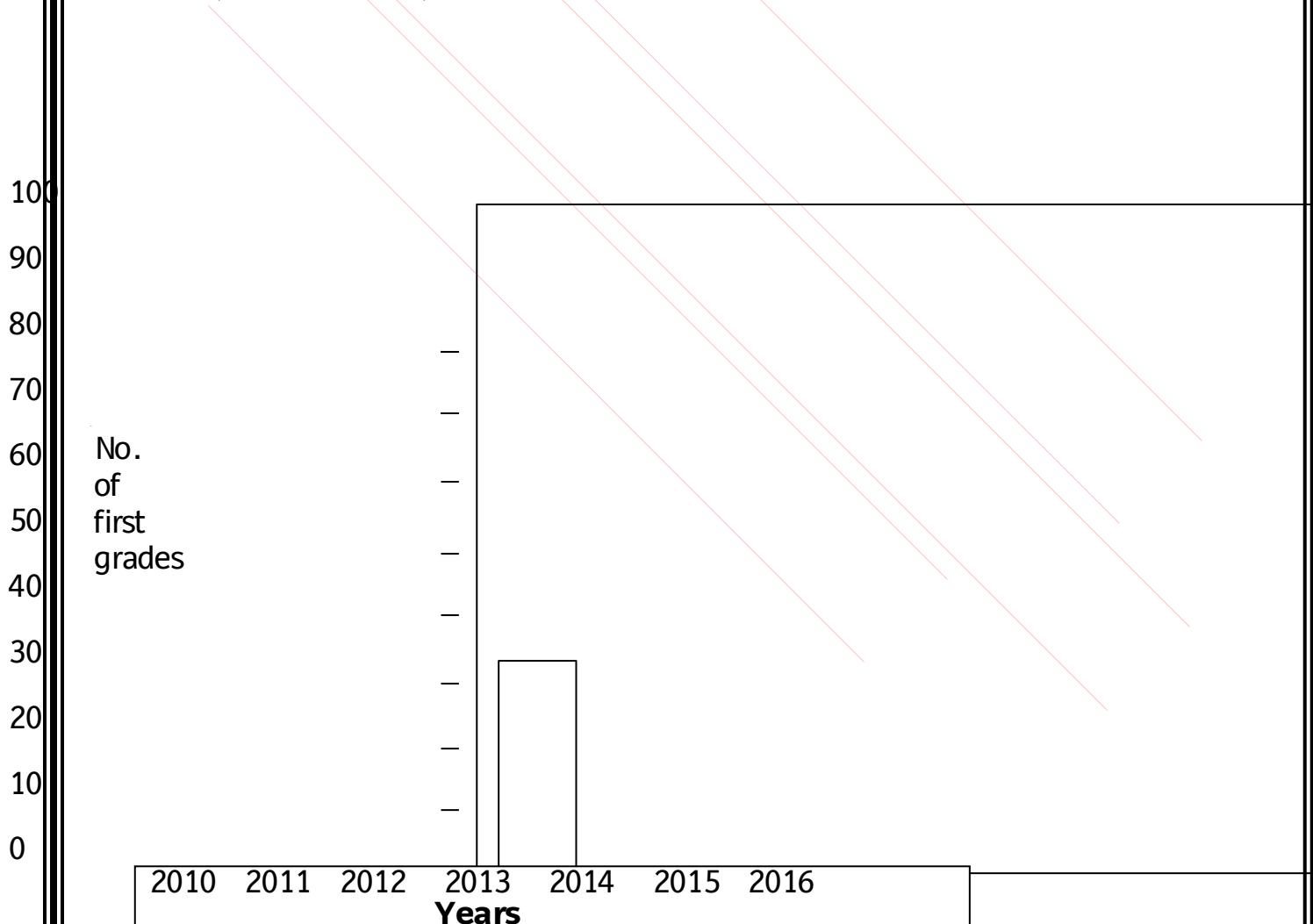
### Spelling Exercise

Spelling Exercise	Corrections

**Study the graph below and answer the questions that**

**following full sentences NORTH Road Primary School**

### PLC Results (Lira District)



## **Questions**

(a) What is the information on the graph about?

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(b) For which school is the above information.

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(c) In which year did the school get thirty five first grade?

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(d) How many first grades did the school score in 2016?

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(e) When do you think the candidates in the above school started sitting for P.L.E?

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(i) How many first grades were obtained between 2014 and 2016?

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(j) In which year did the school register the highest number of first grades?

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(k) When did the candidates score the least number of first grades?

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(l) What is the difference between the highest and lowest number of first grades?

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(m) Where is North Road Primary School found?

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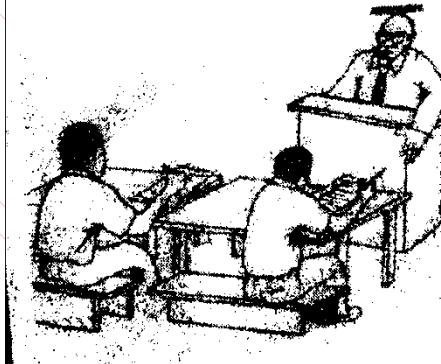
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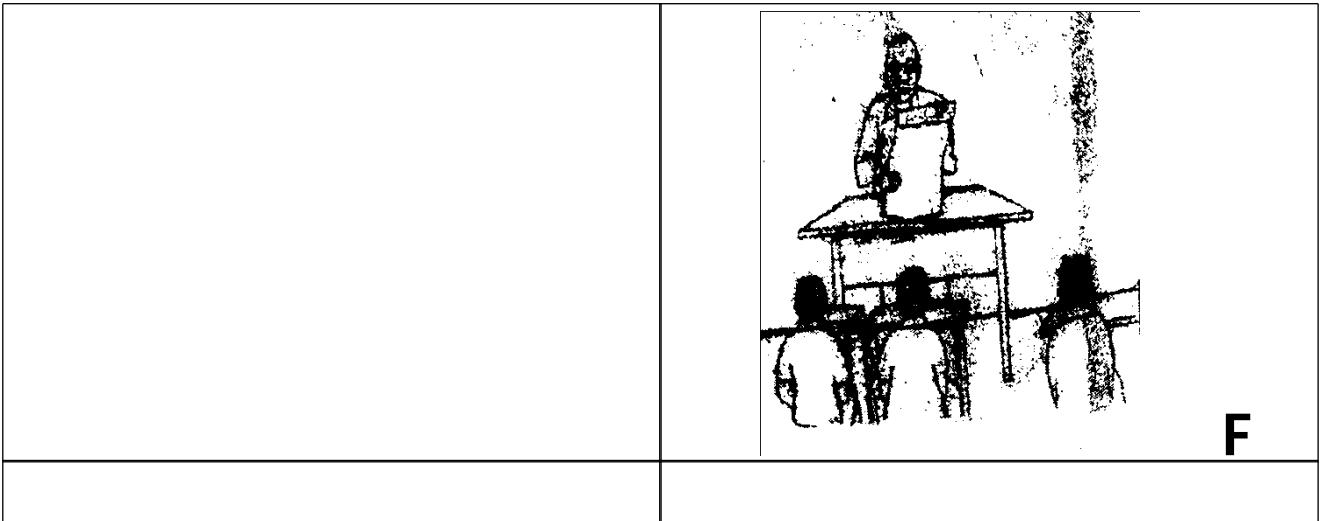
### PICTURE COMPOSITION

The pictures A-F tell a story. Study them and write one sentence to describe what is happening in each picture.

(Lining up, checking, invigilator, candidates, collecting, sealing, envelope, taking, briefing, examination room)



E



**Picture A**

### Picture B

## Picture C

## Picture D

## Picture E

## Picture F

- (h) Who might be checking the candidates in Picture C?

- (i) Why is he checking the candidates?

- (i) What is the invigilator doing in picture F?

- (k) Suggest a suitable title for this picture story.

## **CORRECTIONS**

Date : \_\_\_\_\_

## **COMPOSITION**

In about 100-150 words, write about the way you are Preparing yourself for the Primary Leaving Examination.

Date:

## Proverb:

## Spelling Exercise

Spelling Exercise	Corrections

## ELECTRONIC MEDIA

## RADIO / TELEVISION

Vocabulary entertainment

**media**: radio, television, the internet and newspapers which provide people with information and entertainment.

**broadcast**: to send out a programme on television or radio.

**programme** :a list or series of items to be broadcast on television or radio

**gospel music**: a style of religious singing

**music** : organized sound

**pop:** modern popular music of all sorts

**announcements**: written or spoken statements that inform people about something

**talk show**: a radio or television programme in which people discuss various issues or topics

**knob** :a round switch on a radio used for turning it on and off

**line-up**: a set of radio or television programmes arranged to follow one another

**radio**: a device or machine that is used for broadcasting programmes to the general public by means of sound waves.

**forecast**: to predict what you think will happen in the future based on the information available

**volume**: the amount of sound that is produced by a radio or television

~~turn to change or adjust the controls on a radio or television in order to receive a certain channel or programme~~

certain channel or programme

**channel**: a television station or a band of radio waves used for broadcasting radio or TV programmes

**station**: a television or radio company and the programmes it broadcasts

**speaker**: part of a radio or television which the sound comes out

**aerial**: antenna or a metal rod for receiving or sending radio and television signals

guide: a table or lie-up showing the time when different radio or television programmes will be broadcast

**presenter**: a person who introduces a television or radio programme

**studio**: a room where television or radio programmes are recorded and broadcast

**advert**: a notice, film or picture informing the public about a product, job or service

### **ACTIVITY**

**Construct meaningful sentences using the given words**

Presenter \_\_\_\_\_

Studio \_\_\_\_\_

broadcast \_\_\_\_\_

announcements\_\_\_\_\_

programme \_\_\_\_\_

music \_\_\_\_\_

volume \_\_\_\_\_

## **CORRECTIONS**

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Date:

Proverb:

### **Spelling Exercise**

Spelling Exercise	Corrections

**Read the passage and answer the question in full sentences**

### **THE GREATEST INVENTIONS IN THE WORLD**

There are several greatest inventions in the world. These inventions came as a result of the proverb "Necessity is the mother of invention." Therefore, the greatest men who are known as inventors came up with wonderful ideas.

The telephone is one of the greatest inventions in the world. The telephone was invented in America in 1876 by A.G.Bell. Nowadays people all over the world use telephones to make communication to relatives and pen-pals.

Another important invention was the aero plane. The aero plane was also invented in America by the Wright Brothers in 1903.

In 1912, Marconi invented the radio. The is used to broadcast different programmes by means of sound waves. Nowadays, there are various FM Radio stations in Uganda such as Busoga One Radio, Eye FM, NBS FM Baaba FM Capital FM, CBS FM, Supper FM and many others.

these FM radio stations have studios where radio programmes are recorded and broadcast. However to be able to produce sound, radios use electricity or dry cells, Then the presenters use micro phones and ear phones.

Besides, the radio has different parts such as the buttons and knobs. The buttons are used for switching the radio on and off whereas the knobs are used for tuning in to different stations. The knobs can also be used for reducing and increasing the volume, Radios provide entertainment, news, special announcements, adverts, pop music sports news and gospel music to the public.

In 1926, the television was invented by J.L Baird in England, unlike the radio, the television produces sound as well as pictures. Nowadays, there are several television stations in Uganda. These include Bukedde TV, Spark TV, Makula TV, Baba TV, Salam TV, UBC TV, TOP TV, BBS TV, WBS TV and NTV.

### **Adapted From Jagenda Imran's Literature book**

#### **Questions**

1. What is the passage about?  
\_\_\_\_\_
2. In which year was the radio invented?  
\_\_\_\_\_
3. Who invented the telephone?  
\_\_\_\_\_
4. Where was the television invented?  
\_\_\_\_\_
5. How many greatest inventions are mentioned in this passage?  
\_\_\_\_\_
6. Of what importance are radio stations in the country?  
\_\_\_\_\_
7. What do radio presenters use in the studios?  
\_\_\_\_\_
8. Which programme is Kabaale, a sports fun likely to listen to?  
\_\_\_\_\_
9. What did the Wright Brothers invent?  
\_\_\_\_\_

10. Complete the proverb "necessity....."

**CORRECTIONS**

Date: \_\_\_\_\_

## OTHER ELECTRONIC MEDIA

### **vocabulary**

**eject** :to press a button or remote so as to get a tape or CD pushed out of the DVD player or radio cassette

**CD** :(compact disc) a small disc on which sound or information is recorded **DVD**

: (digital video disc/ digital versatile disc) a disc on which large amounts of information can be stored for use on a computer or DVD-player

**CD-ROM**: (compact disc read only memory) a CD on which information, sound and pictures can be stored on a computer.

**CD-RW** : (compact disc rewritable) a CD on which information, sound and pictures can be recorded and removed more than once.

**Player**: a device or machine for reproducing sound or pictures that have been recorded.

**recorder**: a device or machine for recording sound or pictures

**disc**: a CD

**tape**: a long narrow strip of magnetic material which is used for recording information

**the internet**: a system by which computers are connected through cables and telephone lines to provide useful information all over the world.

**video** : a copy of a film or programme which is recorded on a video tape

**press** : to push a button on a radio or cassette player

**extension cable**: a wire covered in plastic or rubber which carries electricity or telephone signals

**compact**: a device which is small and easy to carry.

### **ACTIVITY**

**Use the given words to construct meaningful sentences.**

Recorder \_\_\_\_\_

Eject \_\_\_\_\_

Press \_\_\_\_\_

Tune \_\_\_\_\_

volume.

Date:

## ADVERTISEMENT

Read the advertisement below and answer the questions in full sentences

QUIZ CONTEST! QUIZ CONTEST!

REGISTER NOW

TO WIN VIDEO RECORDERS, RADIO CASSETTE  
FLAT SCREEN TELEVISION SET, DVD PLAYER CDS AND  
TAPE RECORDER

ALL OUR PRIZES WERE IMPORTED FROM CHINA

PARTICIPANTS: P.7 CANDIDATES

WHEN: 31<sup>ST</sup> AUGUST 2024

WHERE: UBC TV STUDIOS

TIME: 5:00PM – 6:00PM

WINNER 1: FLAT SCREEN TELEVISION SET

WINNER 2: VIDEO RECORDER

WINNER 3: DVD PLAYER

LOSERS:CDS

For more information contact:

**Mr. Wavamuno Jackson**

Questions:

(a) What is the notice about?

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(b) Who will participate in this Quiz contest?

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(c) Where will the contest take place?

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(d) How long will the exercise last?

(e) Who has organized the contest?

(f) Which prize will the first winner get?

(g) Where were the prizes imported from?

(h) When will the contest take place?

(i) How can one join the contest?

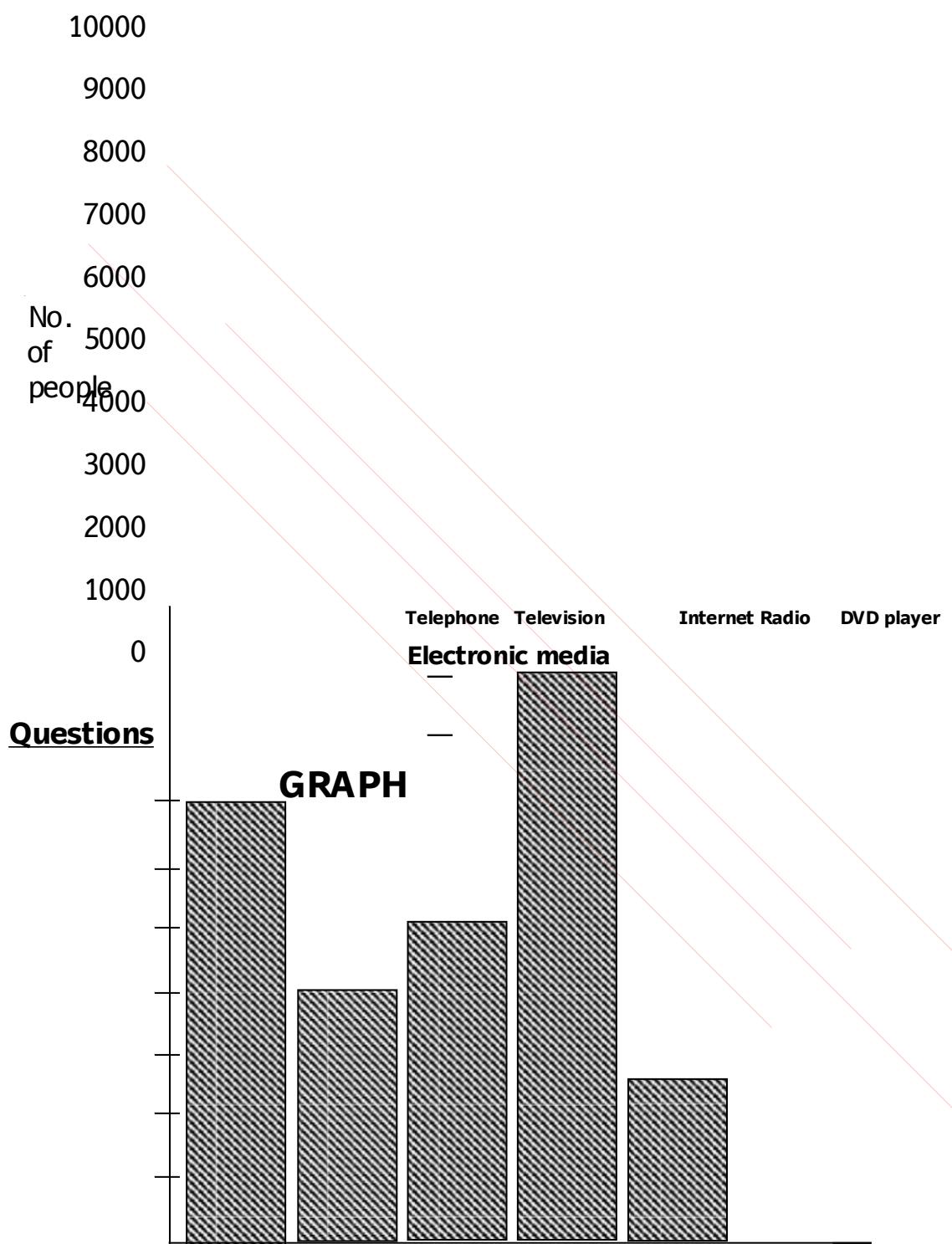
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# ~~CORRECTIONS~~

Date: \_

The graph below shows electronic media and the number of people that use each of them .Study it carefully and answer the questions that follow in fu sentences.





(a) What does the graph represent?

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(b) Which medium has the maximum number of users?

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(c) How many people use telephones according to the graph?

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(d) Which medium has the least number of people?

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(c) How many electronic media are represented on graph?

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(f) Which medium has got three thousand users?

[Home](#) | [About Us](#) | [Services](#) | [Contact Us](#)

(g) How many people use the internet?

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(h) How many more people use the radio than the internet?

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(i) Which medium is used by four thousand people?

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(j) Write DVD in full.

www.nature.com/scientificreports/

# **CORRECTIONS**

**Date:** \_\_\_\_\_

# JUMBLED STORY

The sentences below are in a wrong order. Re-arrange them so as to make a good composition about "Electronic Media"

- (a) Men and women use telephones for sending and receiving messages.
  - (b) Another electronic medium is the radio.
  - (c) Some radios use dry cells while others use electricity .
  - (d) There are several electronic media used in Uganda today.
  - (e) Two kinds of Telephones are used.
  - (f) The commonest medium is the telephone.
  - (g) Besides, other electronic media include the television and the internet.
  - (h) However, to be able to use telephones, one needs airtime.
  - (i) These are mobile phones and land lines or fixed lines.
  - (j) A number of radio stations broadcast different programmes.

# COMPOSITION

**In a composition of 100-150 words, write the importance of electronic media in our community.**

Date: \_\_\_\_\_

## **RIGHT, RESPONSIBILITIES AND FREEDOM**

### **CHILDRENS RIGHTS AND RESPONSIBILITIES**

#### Vocabulary

**Freedom**: the liberty or right to do or say what you wish without being stopped

**rights** : moral or legal claims to get or have something

**peace** : a period of time when there is no violence or war

**juvenile**: a young person who is not yet an adult

**shelter**: a house or place to live in

**education**: a process of teaching, training or learning

**responsible**; having the duty of taking care of somebody or something

**care**: providing what somebody needs for their health or protection

**abuse**: to treat somebody in a cruel or violent way

**clothing**: clothes or garments mistreatment

**medication** :a drug or medicine you take to prevent or treat an illness

**early marriage** :being married when still under age

**imprison**: to put someone in prison

**innocent**: not guilty of crime or not having done anything wrong

**attend**: to be present at an event or occasion

**guilty**: having done something illegal

**sentence**: a punishment given to someone by court of law

**obedient** :willing to obey or ready to do whatever you are told

**crime**: an offence

**respect**: polite behavior towards somebody that you feel important

**sugar mummy**: a rich older woman who gives gifts and money to a much younger boy, usually in return for sex

**sugar daddy** : a rich older man who gives gifts and money to a much younger girl usually in return for sex.

**dropout** : to leave school before completing studies

**labour** :physical work

**abortion** : a deliberate ending of a pregnancy at the early stage

~~bad touches~~ : an act of putting hands onto sensitive body parts

**criminal** : a person who has committed a crime

**convict** : to decide and say officially in court of law that someone is guilty of a crime.

**acquit** : to declare that someone is innocent of the crime

**mistreatment** : the act of treating a person or animal in a cruel or unfair way

### **ACTIVITY**

Use the given words to construct meaningful sentences.

1. responsible \_

2. criminal\_

3. abortion\_

4. guilty\_

5. early marriage \_

### **CORRECTIONS**

## **POEM**

**Read the following poem and answer the questions in full sentences**

### **leave me alone sugar daddy**

Dear sugar daddy,  
Why don't you leave me alone?  
Why do you give me sweets and gifts?  
Is it because you want me to love you,  
Make me pregnant and abandon me by the roadside?

Dear sugar daddy;  
Why do you violate my rights?  
Why do you want me to drop out of school?  
Why don't you leave me to get education?  
Don't you have your wife at home?

Dear sugar daddy;  
I still need care and protection,  
Just like your own daughter,  
But why do you pester me to love you,  
As if I were your age mate?

Dear sugar daddy;  
Please be patient with me;  
you are very old and I am very young;  
Why don't you have pity on me!  
By Niwaha Lailah.

### **Questions**

1. Who is speaking in the poem?  
\_\_\_\_\_
2. To whom is the writer speaking?  
\_\_\_\_\_
3. Does the writer go to school or not?  
\_\_\_\_\_
4. Why do you think the writer goes to school?  
\_\_\_\_\_
5. What does the sugar daddy give to the writer in stanza one?  
\_\_\_\_\_

7. How many stanzas does the poem have?  
\_\_\_\_\_

8. What does the writer need in stanza three?  
\_\_\_\_\_

9. Give one word or a group of words with the same meaning as the following words in the poem;

(i) abandon \_

(ii) violate \_

10. What is likely to happen to the writer if she accepts the sugar daddy's gifts?

# CORRECTIONS

## **POEM**

**Read the poem and answer the questions that follow in full sentences.**

Defilement! Defilement! Defilement!

What a dangerous **vice** you are!

In homes, schools, churches, mosques, courts,

Every where people talk about you.

Sugar daddies and mummies,

Trick innocent girls and boys,

With sweets, money and other gifts,

Oh, What a serious crime this is!

Sugar daddies and mummies,

Why do you infect innocent children?

With HIV/AIDS

Why don't you have mercy?

Young girls and boys,

Guard your lives against these ruthless men and women,

Say No to sweets, money, gifts and lifts,

Say No to bad touches,

Avoid risks to stay safer!

**By Bwona Janat**

### **Questions**

1. What is the poem about?

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2. How do defilers trick young girls and boys?

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3. Who defile children according to the poem?

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4. What does the writer advise the young girls and boys to do?

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What does the writer call defilement in this poem?

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Page 1 of 1

6. What advice would you give to sugar daddies and mummies?

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7. Why do you think defilement is bad?

— — — — —

8. Mention **one** place where defilement is talked about?

**ANSWER** The first two digits of the answer are 10.

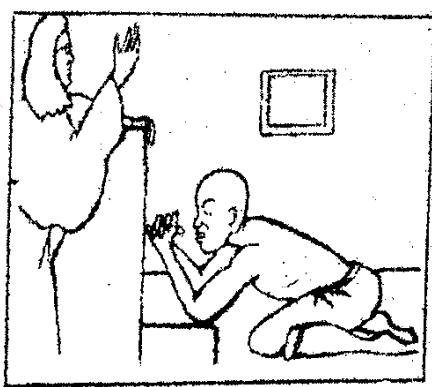
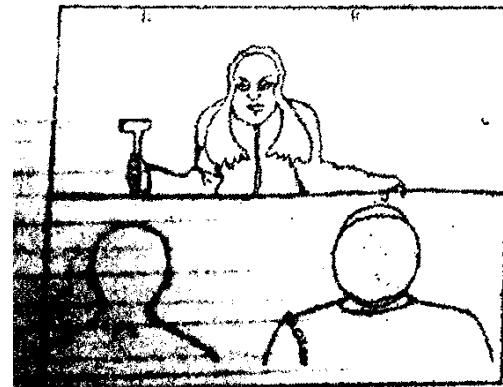
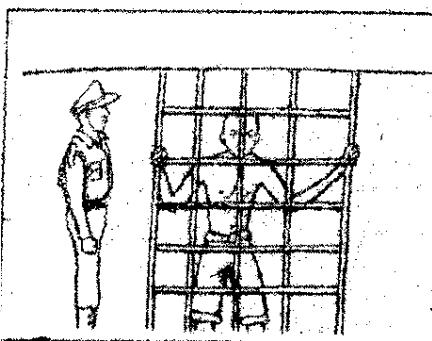
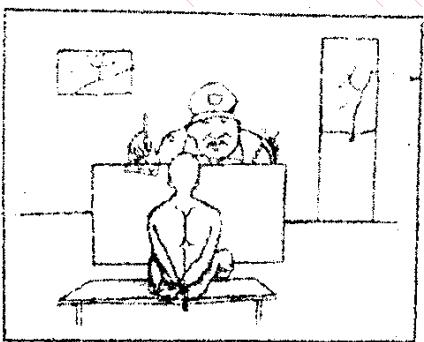
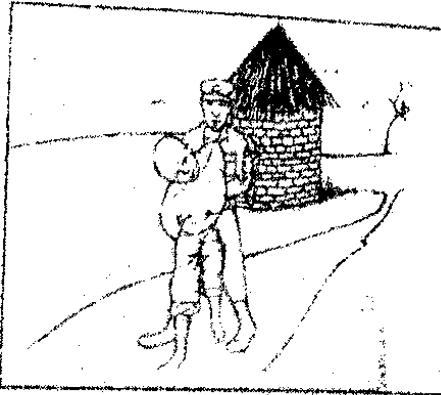
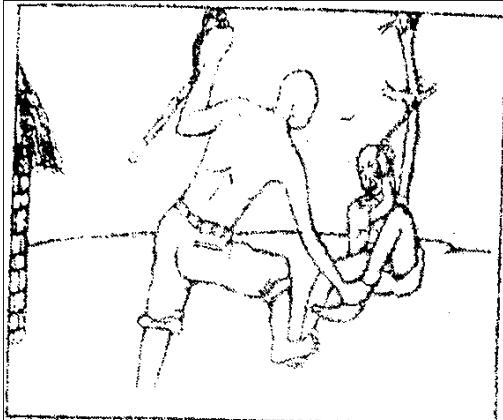
# CORRECTIONS

Date: \_\_\_\_\_

## **PICTURE STORY**

The pictures A-F tell a story. Study them and write one sentence to describe what is happening in each picture

(Judge, torturing, child, pleading, police station, arresting man)



Picture A \_

Picture B \_

Picture C \_

Picture D \_

Picture E \_

Picture F \_

(g) Where is the man in picture D?

(h) Why is the man pleading with the judge?

(l) Who arrested the man in picture B?

(m) Give a suitable title to this story.

**CORRECTIONS**

**In composition of 150-200 words, write ways in which children's rights are violated. Mention the major forms of child abuse in your community and what can be done to stop them.**

Date:

Proverb:

### Spelling Exercise

Spelling Exercise	Corrections

## ANIMAL NEEDS AND FREEDOM

### Vocabulary

**capture**: to catch an animal and keep it an enclosed place

**Sanctuary**: a place where wild animals and birds are protected and left to breed

**poach** : to illegally hunt animals or birds in a game park or game reserves

**discomfort** : a feeling of slight pain or being physically uncomfortable

**poacher** : a person who illegally hunts animals or birds in a game park or game reserve

**injury**: a harm done on an animal's body

**captivity** :the state of being kept in an enclosed place as a prisoner

**torture** :to hurt or cause severe pain to an animal

**freedom**: The right to do what you wish without being stopped

**tease** :to annoy an animal by touching or piling its ears or tail

**needs** : the things which an animal requires so as to live a meaningful life

**reproduction** : the process act of producing young ones

**distress**: a feeling of great worry or unhappiness

**responsibilities**: tasks, roles or duties to take care of something.

**frighten**: to scare or make somebody afraid.

## ACTIVITY

**Construct meaningful sentences using the words**

1. torture\_

2. frighten\_

3. freedom\_

4. capture\_

5. poach\_

6. needs\_

## **CORRECTIONS**

Date: \_\_\_\_\_

## PASSAGE

**Read the page and answer the questions in full sentences**

### **ANIMAL LIFE**

Animals are like human beings. They also need shelter, water, food and medical care. A person who treats sick animals is called a Veterinarian.

There are two types of animals in Uganda. Some animals live with people at home while others live in the bushes or forests. The animals which live with people at home are referred to as domestic animals. These include sheep, goats, donkeys, camels, rabbits, cows and dogs. In history, the dog was the first animal to be tamed by man. It helps man in hunting and guarding homes.

People get milk, meat, skins and hides from the animals which live at home. Some animals which are kept at home help to do domestic work. For instance camel and donkeys are used for transport. Oxen are used for ploughing.

The animals which live in the bushes and forests are; lions, monkeys, hyenas, buffaloes etc. Some of the wild animals are kept in the zoos or game parks for study purposes and tourist attraction. People who visit animals in the zoo or game parks are called tourists. They pay money to see wild animals.

Finally, certain species of birds are kept in sanctuaries. These include flamingoes, ostriches, crested cranes, marabou stocks etc.

(Resource from Researcher Wofakale)

### **Questions**

1. What is the passage about?

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2. How many types of animals are in Uganda?

---

3. What do we call animals kept at home?

---

4. Which type of animals live in the forest?

---



5. Why do we keep animals at home?  
\_\_\_\_\_  
\_\_\_\_\_

6. What was the first animal to be tamed by man?  
\_\_\_\_\_

7. Give **one** example of wild animals?  
\_\_\_\_\_

8. Which animals are used for transport according to the passage?  
\_\_\_\_\_

9. What are oxen used for?  
\_\_\_\_\_

10. Who is a veterinarian?  
\_\_\_\_\_

# CORRECTIONS

Date: \_\_\_\_\_

## **POEM**

### **Read the poem and answer the questions in full sentences**

Follow Ugandans,  
Cry for the lost beauty,  
As named, its beautiful scenery,  
Is no more!

Investors, lumberjacks and farmers,  
Have degraded our environment,  
Flora and Fauna,  
Will soon become a mystery!

The following rivers and lakes,  
Are polluted every now and again,  
Wetlands have been reclaimed,  
To give way to buildings and roads,  
Garbage is littered everywhere,  
Hence making the environment **stink!**

Fellow Ugandans,  
Rise up now,  
And say no to deforestation and swamp drainage,  
Conserve the environment,  
Just in case you cut a tree, plant two,  
**(Composed by Kato Latwiif)**

#### **Questions:**

(a) What should Ugandans cry for?  
\_\_\_\_\_

(b) Why are the wetlands reclaimed?  
\_\_\_\_\_

(c) How often are the rivers and lakes pullulated?  
\_\_\_\_\_

(d) Why do you think flora and fauna will become a mystery?  
\_\_\_\_\_

(e) Why Uganda was named the pearl of Africa?

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(f) What does the writer advise Ugandans to do in the last stanza?

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(g) Suggest how we can conserve the environment?

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(h) Give another word or group of words with the same meaning as the underlined words in the poem.

(i) ~~Conserve~~

(ii) fauna

(iii) ~~stink~~

(i) Suggest a suitable title for this poem

# **CORRECTIONS**

Date:

Proverb:

### Spelling Exercise

Spelling Exercise	Corrections

## ENVIRONMENTAL PROTECTION

### IMPORTANCE OF ENVIRONMENTAL PROTECTION

#### Vocabulary

**pollution** : the process of making water, land or air dirty or contaminated

**garbage** : rubbish or waste material

**overgrazing** : stocking and looking after a large number of animals in a very small area

**refuse** : waste material which has been thrown away or dumped

**erosion** : the removal of top soil

**drought** : a long dry season

**floods** : a large volume of water covering an area which is usually dry

**storms** : very bad weather with strong wind and rain full of thunder and lightning

**raw materials** : things in their natural form used to make other products

**habitat** : a natural home or place where a particular species of animals or plants is normally found

**environment** : the natural world in which people, plants and animals live

**flora** : the plants of a given area

**fauna** : all the animals living in an area

**manure** : the waste matter from animals and plants which is mixed with soil to enable crops grow well

**drainage** : a system of letting water flow away from an area

**conserve** : to protect something and prevent it from being destroyed, wasted or damaged

**conservation** : the act of preventing something from being destroyed or damaged

## ACTIVITY

Construct meaningful sentences using these words.

- 1. drought \_
  - 2. drainage \_
  - 3. conserve
  - 4. overgrazing \_
  - 5. garbage \_

# **CORRECTIONS**

**Date:** \_\_\_\_\_

### **PASSAGE**

**Read the passage and answer the questions that follow in full sentences.**

There are a number of human activities that spoil the environment. the major one is deforestation. Deforestation is the rapid cutting down of trees without planting new ones. Most people cut down trees to create land for cultivation or to get timber.

However, if we practice forestation, we can reduce the effects of deforestation such as drought. The masses should be, therefore advised to plant new trees after cutting down the mature ones.

Soil erosion in hilly areas can be reduced by digging terraces. The terraces prevent the top soil from eroding during the rainy season.

Pollution is another biggest environmental problem facing Uganda and the rest of the world. The environment is polluted by toxic substances from industries and

vehicles. To eradicate pollution, there must be proper disposal of industrial waste. In addition, people should stop dumping garbage in water bodies such as swamps, lakes and rivers which help in the formation of rain.

Finally, the national Environment Management Authority (NEMA), must discourage people from swamp drainage because it destroys the wetlands as well as habitat for wildlife.

NEMA should also educate the general public and encourage farmers to conserve the environment by using good farming practices such as agro forestry, crop rotation, mulching etc.

Like wise, children and the youth should be sensitized on the importance and how to conserve the environment because a healthy environment will nurture a healthy generation. **(Composed by P.7 class, 2024)**

#### **Question**

1. What spoils the environment?

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---

2. Why do most people cut down trees?

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---

3. Of what importance are the lakes and rivers according to the passage?

---

Page 10 of 10

positive thoughts on how to enhance environment?

5. Mention any **two** good farming practices in the passage.

(i)

(ii)

6. What should the masses do after cutting down mature trees?

—  
—  
—  
—  
—

Can grazing be reduced?

8. Which human activities in the passage spoil the environment?

#### 9. How is soil erosion controlled in hilly areas?

---

Page 1 of 1

**10.** Suggest a suitable title for this passage.

## **CORRECTIONS**

### **JUMBLED STORY**

**The sentences below are in a wrong order. Re-arrange them in the correct order so as to form a good composition about "Our Environment."**

1. However, there are several problems affecting the environment today.
2. As a result, the soil has become infertile or barren.
3. Secondly, there is a problem of soil erosion due to deforestation.
4. It includes renewable and non-renewable resources.
5. Environment means everything surrounding us.
6. So, the government should educate the citizen how to conserve the environment.
7. While minerals are non-renewable resources.
8. Thirdly, people practice poor methods of farming like overgrazing and bush burning.
9. The major one is water and air pollution due to poor disposal of waste.
10. For instance wind, water and sunshine are renewable resources.

Date:

Proverb:

### Spelling Exercise

Spelling Exercise	Corrections

## WAYS OF PROTECTING THE ENVIRONMENT

### Vocabulary

**erode** : to wear away

**terraces** : flat areas of ground that are dug into the sides of a hill like steps to allow crop growing

**reserve** : to keep something for a particular purpose

**degrade** : to make something become worse or less important

**crop rotation** : a scientific way of growing various crops on the same piece of lands season after season

**mulching** : the act of covering the soil so as to keep moisture in it

**dispose** : to get rid of something that you don't want

**dumping** : the act or practice of throwing waste

**incinerator** : an enclosed container for burning waste at high temperature

**pollute** : to add harmful substance to land, water or air

**waste baskets** : a small container in which you put pieces of paper and other things which you don't need

### ACTIVITY

**Construct meaningful sentences using the following words.**

1. Mulching \_

---

2. dispose\_

3. degrade\_

4. erosion\_

5. terraces \_

6. erode\_

7. dumping.\_

### **CORRECTIONS**

## **NOTICE**

**Read the following notice carefully and answer the questions that follow in full sentences**

**The Republic of Uganda**

**National Forest Authority and NEMA**

**PO Box – Kampala**

**Jinja Road**

### **NOTICE**

Notice is hereby given to all those who have been cutting down trees from Mabira and other forests in Uganda to get timber, firewood or to burn charcoal to stop it with immediate effect. In addition, **poachers** who have been hunting in game parks, game reserves and sanctuaries must stop this practice because it is **illegal**. Failure to do so shall force the authority to arrest, charge and imprison any one found in these gazette areas for trespass and environmental degradation without any further notification.

**Management**

**1<sup>st</sup> February, 2024**

### **Question**

(a) Who wrote this notice?

(b) When was the notice written?

(c) To whom was the notice addressed?  
\_\_\_\_\_  
\_\_\_\_\_

(d) Do you think the authority will give any other notice?  
\_\_\_\_\_

(e) Why should poachers stop hunting in game parks?  
\_\_\_\_\_

(f) What will happen to anyone found cutting down trees in the gazette areas?  
\_\_\_\_\_

(g) Where is NEMA's head office found?

---

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(h) Why do you think people cut down trees?

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(i) Write NEMA in full.

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## **CORRECTIONS**

**Date:** \_\_\_\_\_

In a composition of 150-200 words, write cause of environmental degradation and how man can conserve the environment.

Date:

## **CEREMONIES** **MARRIAGE**

### Vocabulary

**marriage** : the legal relationship between a husband and wife

**bride** : a woman on her wedding day or just after the wedding

**marry** : to become the husband or wife of somebody

**bridegroom**; a man on his wedding day or just before or after wedding

**marital status** :the fact of whether one is single or married

**bridesmaids**: young women or girls who help the bride during the marriage ceremony

**ceremony** :a religious or public function

**maid of honour**: the most important bridesmaid at a marriage ceremony

**religious marriage**: the marriage that is presided over by a religious leader. **best**

**man** : a male friend or relative who helps the bridegroom during his wedding ceremony

**cultural marriage**: (customary marriage) the marriage that is presided over by cultural leaders ,relatives or clan members

**fiancé** :a man that a woman is engaged to or officially agreed to marry

**fiancee'** : a woman that a man is engaged to or officially agreed to marry

**state marriage** :the marriage that is presided over by a state or government officials

**bouquet** :a bunch of flowers

**certificate** : an official document that may be used to prove certain facts

**salon**: a place where women go for hair dressing

**wedding** : a marriage ceremony at which a husband and wife are united

**saloon** :a car with four doors and a boot

**engagement** :the period before marriage or an agreement to marry someone

**bridal gown** :a long dress that is worn by the bride

**coupe** : two people or things

~~bride price : the amount of money and other gifts the bridegroom takes to the~~

**brides family as a sign of appreciation**

**spouse**: a husband or wife

**dowry**: money and property that a husband must pay to his wife's family when they become married

**function** : an official ceremony or social event

**pageboy** : a small boy who helps or follows a bridegroom during wedding

**father – in – law** :a father to one's husband or wife

**mother- in- law** :a mother to one's husband or wife

**brother-in-law** : a brother to one's husband or wife

**sister-in-law** : a sister to one's husband or wife

**daughter-in-law**: a wife to one's son

**son-in- law** : a husband to one's daughter

**flower girl** :a small girl who helps or follows the bride during a wedding

## **ACTIVITY**

**Construct meaningful sentences using these words.**

1. function

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2. marriage

---

3. bride

---

4. introduction

---

5. spouse

---

6. wedding

---

7. father-in-law

---

## PASSAGE

**Read the following and answer the questions that follow in full sentences.**

Last Saturday was Princes Nassolo's wedding. She got married to Prince Isingoma of Toro who works with MTN Uganda.

One day, the bride woke up early at 5:00a.m. and went to Delight Salon at Wandegeya where she was dressed in a white gown, The flower girl and the bridesmaids dressed in white and blue dresses looked very smart and beautiful.

Princess Nassolo and her maids were the first to reach Namirembe Cathedral and shortly after Prince Isingoma and Bukuku his best man followed. They were dressed in royal blue suits, white shirts and red ties.

During the church service, the Bishop advised the couple always to be honest and faithful to each other. After the church service, relatives, friends and in-laws who had come to witness the wedding went to Serena hotel where the reception took place. There were a lot of eats and drinks. At the reception, the entertainment was provided by the UPDF brass band.

After cutting the wedding cakes, the master of ceremonies requested the couple to dance for their guests. This caused excitement. Everybody clapped and cheered the bride and the groom. Later on, the guests danced to the music as they took gifts to the bride and the bridegroom.

### **Questions:**

- (a) What is the passage about?

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- (b) When did princess Nasolo's wedding take place?

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- (c) To whom did princess Nasolo get married?

---

---

- (d) Where did the wedding reception take place?

---

---

- (e) Who was the best man according to the passage?

(f) Which band played the music at the reception?

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(g) What did the Bishop advise the couple to do?

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(h) Give the opposite of bride?

(i) How were the bridegroom and his best man dressed?

(j) Suggest a suitable title for this passage?

# **CORRECTIONS**

**Date:**

**Read this invitation card below carefully and answer the questions in full sentences**



**INVITATION CARD**

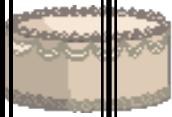


**KAADU UMAR WEDS SHEILAH**

*The family of Mr. and Mrs. Naminya Faisal of Busei Iganga with pleasure invites the company of Hajji. Khalid Muwaga to wedding ceremony of their son Lukooya Bashir with Anyango Sheilah daughter of Mr. and Mrs. Onyango Abubakar of Kumi District which will take place on Saturday 18<sup>th</sup> August, 2024 at Gadaf Mosque, Palisa.*

*The reception will take place at Bismillah Hotel in Palisa town.*

**RSVP (Regrets only)**



**0772402211**

**Mr. Kaadu Ayub**



**0705109955**

**Shk Matisaad**

**Question**

1. What is the invitation card about?

---

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2. Who is the bride according to the card?

---

---

3. On which date will they wed?

---

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5. In which church was the wedding going to take place?

---

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6. Where would the reception take place?

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7. To whom was the card sent?

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8. How many people were invited according to the card?

## **CORRECTIONS**

Date: \_\_\_\_\_

## **GUIDED DIALOGUE**

Leilah is going to attend her cousin's wedding ceremony. On the way, she met her friend, Shally. Below is a conversation between Leilah and Shally. What Shally said is given. Fill in the blank spaces with what you think were Leilah's responses.

Shally : Hello Leilah

Leilah : (i) \_\_\_\_\_

Shally : I am pleased to meet you

Leilah : (ii) \_\_\_\_\_

Shally : You seem to be in a hurry. Where are you going?

Leilah : (iii) \_\_\_\_\_

Shally : To attend your cousin's wedding! Who is wedding?

Leilah : (iv) \_\_\_\_\_

Shally : Rayyaha is wedding Fahimah! Where is the ceremony going to be held?

Leilah : (v) \_\_\_\_\_

Shally : Mbale IUIU! At what time will the ceremony begin?

Leilah : (vi) \_\_\_\_\_

Shally : At 12:00pm! Who will preside over the wedding?

Leilah : (vii) \_\_\_\_\_

Shally : Regional Kadhi, Hussein Bowa! Where will the reception take place?

Leilah : (viii) \_\_\_\_\_

Shally : Mega Highway Hotel! Did the bride and the groom invite a lot of guests?

Leilah : (ix) \_\_\_\_\_

Shally : Do you think anyone who comes without an invitation card will be allowed at the reception?

Leilah : (x) \_\_\_\_\_

Shally : I wish you a nice day, Leilah.

Date:

Proverb:

### Spelling Exercise

Spelling Exercise	Corrections

## **FUNERAL**

### **Vocabulary**

**burial** :the act of placing a dead body in a grave

**shroud** :a piece of cloth in which a dead body is wrapped before it is buried

**funeral rites** :rituals done in respect for a dead person

**state funeral** :a special burial given to a dead person by the state

**widow** : a woman whose husband died

**requiem mass** : a prayer for the dead

**widower**: a man whose wife died

**heir**:a successor or a man who receives the deceased's property, money or title

**orphan**: a child whose parents died

**heiress**: a woman who receives the deceased's property, money or title

**mourner** :a person who attends a funeral service

**ancestral grounds** :a place that belonged to or was inherited from your ancestors

**a will** :a legal document that shows how somebody's money and property will be shared when the owner dies

**cremate**: to burn a dead body at a funeral service

**condolences** : words of sympathy that you extend to somebody when they lose a member of a family

**cremation** :the act of burning a dead body

**pay respect** :a polite behavior towards a dead person

**crematorium**: a place where dead bodies are burnt to ashes

---

~~coffin~~ : a wooden or metallic box in which a dead body is buried

**grave**: a hole or place in the ground where a dead body is buried

**bark cloth** : a traditional cloth used for wrapping dead bodies

**mortuary** :a building or room where dead bodies are kept

**corpse** : a dead body

**funeral services** :the ceremonies of burying or cremating a dead body

**mourn**: to feel or express sadness because someone has died

**hearse** :a vehicle used to carry a body in a coffin to a funeral

**wreath** : an arrangement of flowers and leaves in a circular shape used as a sign of respect and remembrance for a dead person

### ACTIVITY

**Construct meaningful sentences using these words**

1. burial \_

\_\_\_\_\_

2. widower\_

\_\_\_\_\_

3. mourn\_

\_\_\_\_\_

4. mourners\_

\_\_\_\_\_

5. ancestral grounds \_

\_\_\_\_\_

6. heir\_

\_\_\_\_\_

7. mortuary\_

\_\_\_\_\_

## **DEATH ANNOUNCEMENT**

**Read the death announcement below and then answer the questions that follow in full sentences.**

### **Death announcement**

The Head teacher and staff of Buikwe Public School with deep sorrow regret to announce the untimely death of three of their pupils who were struck by lightning yesterday while they were standing under a big tree during a heavy rain.

informed are the chairman School Management Committee, the District Education Officer RDC and parents.

there will be a funeral service tomorrow at school at 11:00am, thereafter the burial will take place at 3:00pm at their ancestral homes in Kidusu village.

May their soul rest in eternal peace.

**Muhammad Musa**

**Headmaster**

3-08-2024

### **Questions**

(a) What is this piece of information called?

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(b) Who wrote this announcement?

---

(c) How did the children die?

---

(d) Where were the deceased standing?

---

(e) How many children were struck by lightning?

---

(f) To whom was the information addressed?

(g) Where did the burial take place?

(h) When was the announcement written?

(i) At what time was the funeral service held?

(j) To which school did the deceased go?

## CORRECTIONS

Date:

Proverb:

### Spelling Exercise

Spelling Exercise	Corrections

### POEM

**Read the following poem carefully and answer the questions that follow in full sentences**

#### **Where did you go mother?**

Oh! Our dear,  
In the coffin your body was **laid to rest**  
Where did you go mother?  
To heaven or to the grave?  
Indeed it is a year now.  
Since you departed from us.

Oh! Our dear,  
You were so special to us,  
You breast fed us when hunger came in,  
You protected us from our enemies,  
Oh mother, when shall we ever meet again?

Oh! our dear,  
No one did we love on this earth like you,  
The care you rendered to us,  
Was far better than the treatment,  
A doctor gives to a dying man!

Oh! Our dear,  
Sweet mother, we shall always,  
Remember you and talk to God  
To grant you light and rest your soul in peace,  
Until we meet again.

### **Question**

- (a) Who is talking in the poem?
- (b) Why do you think the people talking in the poem are sad?
- (c) What happened to the writer's mother?
- (d) Where do you think the body was laid to rest?
- (e) What does the doctor do to a dying man?
- (f) Which person did the writers love most on this earth?
- (g) When were the writers breast fed?
- (h) When did the writer's mother die?
- (i) Give another word or a group of words which means the same as the underlined words in the poem.
- (i) laid to rest \_
- (ii) rendered \_

### **CORRECTIONS**

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**Email address:**  
**sanyutwahiri03@gmail.com**

**What's up on 0750633975**

**I wish you success**

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