

**GREENHILL ACADEMY**

**PRIMARY SEVEN**

**COMPOSITION LESSON NOTES**

**TERM 1 - 2015**

**HOLIDAY PLANS.**

***Vocabulary***

Holiday  
Report card  
Travel  
Prepare  
Christmas  
New Year eve  
Festive season  
Celebrations  
Rural /urban  
Holiday program  
Vacation

***Phrases***

break up  
break off  
break in  
break out

Study the words, read them correctly, spell them and use them in meaningful sentences.

**Structures:**

**(i) .....going to .....**

Answer the questions in as many ways as possible.

a) What are you going to do during the coming holidays?

I am going to travel to my grand parents' village during the coming holidays.

b) Who are you going to visit during the holidays?

c) With whom are you going to stay during the holidays?

***(Remember to use the learnt vocabulary in the above exercise***

**(ii) Use the suitable question tags to complete these statements.**

(a) You spent your December holidays in the city, .....?

(b) The boys enjoyed their vacation, .....?

(c) Joan will travel upcountry next holiday, .....?

(d) They will spend their holiday in America, .....?

(e) Our remedial classes wont commence this week, .....?

(f) Her cousins have a big house in an urban area, .....?

(g) Those girls have pen-pals in France, .....?

(h) The twins celebrated their birthday on Christmas, .....?

(i) I am in the same class with your niece, .....?

(j) Their parents needn't have taken them to the village doe holidays, .....

Practice the above and form your own sentences for class practice.

### **(iii) A class Exercise**

Drawing a holiday plan that can fit an urban family. Share ideas as a class to fit in all the December and January activities.

Imagine the third term has just come to an end. You have about two months holiday. Draw a holiday plan that can fit an urban family. Share ideas as a class to fit in all the December and January activities. Let your plan be practical enough.

NB. You can group the activities in weeks.

e.g. 1<sup>st</sup> week 2<sup>nd</sup> – 9<sup>th</sup> December : cleaning the home. Weeding flower beds, mowing the compound, trimming the hedge, dusting furniture etc.

**N.B Your plan should cover the whole holiday.**

### **Written Exercise**

In not less than 150 words, write a composition about how you prepared for Christmas. You can follow this sketch.

**Title: (in capital letters)**

**Paragraph I :** Introduction : In brief mention where you usually spend your holidays. Mention where you spent your Christmas season and the people you spent it with.

**Paragraph II:** How you prepared for this season; Let this cover the period from around 1<sup>st</sup> December to 24<sup>th</sup> December. (Mention what you did during this time to prepare for Christmas).

**Paragraph 3:** The Christmas day and Boxing day. Mention how you spent these two days including interesting imaginations)

**Paragraph 4:** Conclude your composition by mentioning whether you enjoyed the season or not. Compare it with the previous Christmas seasons.

N.B. Read through your work before handing it in for marking.

**HOLIDAY ACTIVITIES**

**Vocabulary Practice**

- a) Review of some of the vocabulary done last week – through question and answer.  
e.g. How many of you went to rural areas for holiday?  
What did you enjoy, Christmas or Boxing Day?
- b) Learn the spelling, meaning and use the following words in meaningful sentences.  
Trip, tour, travel, camp, picnic, enjoy, concert,  
house work, chores, bash, routine, fare (fair), fire works,  
party, entertainment, farm.

**Oral activity**

Tell the class some of the things you did during the holiday.

**Structures: IF<sub>3</sub>**

<b>Review</b>	<b>IF Clause</b>	<b>Main Clause</b>
IF <sub>1</sub>	Present simple	Future simple
IF <sub>2</sub>	Past simple	would
IF <sub>3</sub>	Past perfect	would have

Example:

- IF<sub>1</sub> If I sell my pots, I will buy a dress.  
IF<sub>2</sub> If I sold my pots, I would buy a dress.  
IF<sub>3</sub> If I had sold my pots, I would have bought a dress.  
IF<sub>3</sub> Had I sold my pots, I would have .....

- Note:**
- a) The use of a comma.**
  - b) The different tense.**
  - c) If you start with the main clause, you don't use a comma.**

**Complete the following sentences in as many ways as possible. All of them are in condition 3.**

- 1) If our parents had bought a turkey for Christmas,
- 2) Had our cousins visited us during the holidays,
- 3) Joel would have gone to church,
- 4) We would have travelled to the village during the holidays if .....
- 5) If the holiday had been longer,

- 6) My father would have taken us to the concert .....
- 7) Musisi and his friends would have mended the farm buildings .....
- 8) Had my brothers got poor results in the end of year exams,
- 9) If we hadn't watched the Christmas play ,
- 10) We would have milked the cows if .....

**III) Read the poem below and then compose one of your own about holidays.**

**THE FIRE WORKS**

We had supper early,  
Chicken, chips and liver  
Then to bed we went  
To have some sleep  
Before midnight came!

It was thirty first December,  
It would be New Year at midnight  
Then prop prop prop prop  
Fireworks would go up  
Right when midnight came.

I thought I wouldn't sleep  
For I had to be awake  
When the fireworks lit the night  
In the rain bow colours  
When midnight struck

**Form some questions about the poem and let the class answer them orally.**

Imagine (If you didn't) you spent your holiday in a rural area with your relatives.  
Write an interesting composition about how you spent your holidays.  
Remember to include the new things you learnt, the Christmas and New Year celebrations.

Mention what you enjoyed most in this new environment and what you missed away from home.

## **P.7 COMPOSITION WRITING 2015**

### **Lesson 3**

### **LETTER WRITING**

#### **INFORMAL LETTERS**

##### **1. Vocabulary Practice**

- a) Relatives: To whom do we write friendly /in formal letters?  
Parents, friends (name some)  
Relatives (give examples)  
Pen pals- (who are these?)
- b) Why do we write letters to the above people?  
Communication, invitation, (mention more).
- c) What do we need to write a letter? A pen, a clean piece of paper, an envelope, a stamp.
- d) (i) If you want to communicate to somebody today, what else can you use instead of a letter?  
ii) How did people of long ago communicate to friends and relatives?  
Mention the advantages and disadvantages of the ways of communication you have mentioned above?
- e) Learn the following words.  
First name,      surname,      reply,      thank you,      post office,      e-mail,      sms  
Address,      addressee

#### **Parts of a friendly letter.**

1. Writer's address. This helps the receiver of the letter to know the address to send a reply)  
The address must have a place of residence or a place of work.  
The box number.  
The place where one lives or works.

#### **Examples:**

Greenhill Academy  
P.O. Box 6264.  
KAMPALA.

Roseville Grand cottage  
Lilies Avenue  
P. O.Box 55  
MBALE

2. The date: This helps the receiver to know when the letter was written to decide whether it is still necessary to send a reply.  
E.g. 26<sup>th</sup> February, 2015
3. Salutation: A way of greeting the receiver. This shows affection.  
E.g. Dear Marion, (to a friend)  
Dear Mummy, (to a mother)  
Dear Uncle Sam, (to a relative)  
Mention some more.
4. The body: This comprises what you want to tell the person you are writing to. It should be interesting. You should avoid bad language.  
Arrange the points well and write it in paragraphs.
5. The ending Clause. This should be related to the salutation.  
E.g. Dear Susan,  
Your friend,  
  
Dear Mummy,  
Your daughter // your son,  
  
Dear Uncle Sam,  
Your niece // your nephew.

**Do not use the following:**

1. Yours sincerely, yours faithfully – (these are used in a formal letter)
2. Your lovely daughter / son.  
Why not?

**Read the following letter and identify the parts learnt.**

Lake View Apartments,  
Middle Lane,  
P.O. Box 6462  
Jinja.

27<sup>th</sup> February, 2015.

Dearest Cousin Andy,

How is everybody at home? How are your friends at school?

We are okay here at my school and I have got used to boarding life. I don't even know why I was scared of the boarding school.

I have used my home address because I came back home for a week. There are certain things I have to settle but please use my school address which I used in my previous letter to you.

Please, reply and tell me about your school. Don't forget to send my regards to everybody at your home.

Stay well.

Your loving cousin,

Frank

### **Written exercises**

Parts of a friendly letter: Copy the following parts of a friendly letter giving an example of each.

- a) Writer's address
- b) Date
- c) Salutation
- d) Body
- e) Closing remarks
- f) Name (yours)

### **Exercise 2**

Imagine you are Cousin Andy. Using your school address, write a letter of reply to Frank. In your reply, inform him about your home, good things at your school, giving two names of your best friends and what they do for you. Don't forget to thank him for the letter he wrote to you.



**LETTER WRITING**

**THE FORMAL LETTER**

A formal letter is also called an official or business letter.

**When / why do we write formal letters?**

- (i) To apply for a place in a school.
- (ii) To apply for a job.
- (iii) To apologise for something done
- (iv) To request for something
- (v) To give some information
- (vi) To advertise jobs. ....

Mention more

**How is a formal letter different from a friendly letter?**

- 1) It is written for a particular reason, (subject)
- 2) It is brief and to the point.
- 3) The language used is formal.
- 4) It comprises a writer's and a receiver's addresses.
- 5) It has a subject line.
- 6) It ends with yours sincerely or yours faithfully, (when do we use either)
- 7) The writer signs it and then writes the name in block letters.

**Parts of a formal letter and why each?**

- 1) Writer's address – to help the receiver know who the writer is.

To use the address when writing / sending a reply.

e.g.       Greenhill Academy,  
              P.O. Box 7490  
              KAMPALA.

- 2) The date: To help the receiver know when the letter was written and see whether it is necessary to write a reply. E.g. 23<sup>rd</sup> March 2015
- 3) Receiver's address – to help the Secretary file the letter in the right file, or to forward the letter to the right office after removing it from the envelope.

e.g.       The Sports Master  
              Bridge way High School  
              P.O. Box 653,  
              KAMPALA.

- 4) Salutation – A correct way to address the person one is writing to.  
E.g. Dear Sir,
- 5) Subject line: - This is the topic one is writing about. It helps the receiver to know what the contents of the letter are without reading the letter.

The subject line should be in capital letters.

e.g. Re: INVITATION TO OUR SPORTS DAY.  
Re: A FRIENDLY MATCH  
Re: USING YOUR TENNIS COURT

- 6) Body: This contains your subject or points in the letter. It should be short, to the point and you must use good language and be polite.

e.g. USING YOUR TENNIS COURT.

I would like to request you allow my team train in your tennis court for two weeks, thus from 1<sup>st</sup> March to 14<sup>th</sup> March 2015.

We are preparing for the National tournament but our court needs repair. We promise to keep to the rules governing the place if allowed to use it.

Thank you very much.

- 7) Ending clause – a polite way of ending a letter.

E.g. Yours faithfully,  
Find out when to use 'sincerely'.

- 8) Your signature and then the name in capital letters e.g.

*Muwonge Abel*  
MUWONGE ABEL

- 9) Sometimes a title.

E.g. Sports master  
Find out when a title is necessary.

## **2. Oral Exercise**

Read the letter below and take note of the parts as mentioned in number 1

Excellent Bookshop,  
New Lane Arcade  
P.O. Box 77  
Nakivubo - KAMPALA.

14<sup>th</sup> April, 2015

The Librarian,  
Greenhill Academy,  
P.O. Box 7490,  
KAMPALA.

Dear Sir,

**Re: New Readers.**

I wish to inform you that we have stocked a variety of new readers. They are well graded and they are fit for P.3 – P.7 pupils.

We have decided to inform you before other customers can come to pick what they may wish to buy. This is because you are one of our best customers.

Please, give us a call to inform us of your wish.

Thank you.

Yours faithfully,

*Moses Prince*

**MOSES PRINCE**

(Sales Manager)

## **3. Learn the following words and abbreviations.**

Surnames,	maiden name,	first name,	edit,	vacancy,
Post,	application,	advertisement,	pp(person present)	
cc(carbon copy,	email (Electronic mail)	Sign in,	sign out.	
Re: Reference,	referee / referees			
(Find out when referees are required)				

- b) When writing an official letter, you may use some of these titles to address the addressee.  
Reverend, Honourable, professor, doctor, pastor, sheikh  
Mr.            Mrs.            Miss.            Ms.  
Which others can be used?

### **Written Exercise**

Imagine you want to join a senior secondary school for senior one.  
Below is a form for you to fill. Fill it correctly. (Use capital letters)

### **Fill this form carefully and send it to the school. (Use capital letters in numbers 1 and 2.)**

1. Personal information

First name ..... others .....

Sex ..... Age .....

Date of Birth .....

District of birth .....

Belief ..... Nationality .....

Former school .....

Level of Education .....

Hobbies .....

Best subject .....

Co-curricular activity: .....

2. Father's name .....

Occupation .....

Nationality .....

Mother's name .....

Occupation .....

Nationality .....

3. Use both capital and small letters

Give two reasons why you would like to join this school.

i) .....

ii) .....

4. If you're given a place in this school, would you like to be a boarder or a day scholar?

Mention the people you would be staying with and the place where you'll be staying.

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5. Who is to pay your school fees?

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Signature .....

Name .....

**LETTER WRITING**

**FORMAL LETTER**

1. Review parts of a formal letter.
2. When do we use sincerely / faithfully?

**Read the following letter carefully.**

Imagine you didn't do the work given for the weekend. (Weekend work). Write a letter of apology to the subject teacher; give the reason why you didn't do the work and promise never to do it again.

Greenhill Academy,  
P.O. Box 7490,  
Kampala.

14<sup>th</sup> April 2015

The Teacher of English,  
P.7 Blue,  
Greenhill Academy,  
P.O. Box 7490,  
KAMPALA

Dear Mr. Lumu,

**Re: APOLOGY FOR NOT DOING THE WORK.**

I humbly apologise for not doing the work I was given for the weekend.

On Friday evening, my baby sister fell sick and was admitted to Mengo Hospital. I was left in charge of the whole family since my mother was attending to my sister in hospital.

I am very sorry and I promise to complete all the work before I go back home today.

Thank you.

Yours sincerely,

*Fatuma Wandera*

FATUMA WANDERA

(Your pupil)

### **Written Exercise**

A. Read the advertisement that appeared in the Monitor Newspaper of 25<sup>th</sup> January, 2015 and apply for a place in senior one.

Handwritten applications are invited for places in senior one in Sandy S.S.S. Masaka for all candidates who got division I in P.L.E. Give your sex, age, nationality, results, hobbies and include 2 referees. Use your former school address.

Below are jumbled parts of a formal letter. Re-arrange them to make a good letter applying for the place advertised in A.

B. (1) Dear Sir,

(2) I have interest in music more especially gospel music and I am a good swimmer.

(3) Greenhill Academy,

P.O. Box 7490,

KAMPALA.

(4) Lillian / Lawrence

LILLIAN MWESE / LAWRENCE MWESE

(5) 31<sup>ST</sup> January, 2015

(6) For more information about me. Please contact the following;

The Headmaster of my former school at the above address or on 0777177711

Or

The Deputy Headteacher at the same address or at 0777177712

(7) If given a place, I promise to work hard at my studies and to do all my assignments.

(8) Re: APPLICATION FOR A PLACE IN S.1.

(9) I am a (female / male) Ugandan aged 13. I sat my P.L.E last year and I got aggregate 5.

(10) Yours faithfully,

(11) I humbly apply for a place in Senior 1 in reply to the advertisement that appeared in the Monitor Newspaper of 24<sup>th</sup> January 2015.

(12) I will be happy to join the school.

(13) The Headmaster,

Sandy Senior Secondary School

P.O. Box 66,

MASAKA.

- C. Imagine you were offered places (admitted) in two different senior secondary schools and you chose to join Sandy S.S.S. The letter of admission from Dembe S.S.S Katwe, P.O.Box 42, Lira had a clause, if you're unable to join us, write a letter to the headmaster at the above address expressing your regrets and give a reason.
- i) Write the letter using your former school address.
  - ii) Draw an envelope and address it.

**EXAMINATIONS**

**PREPARATION FOR EXAMS.**

**Vocabulary Practice**

Learn the spelling, meaning and pronunciation of the following words. Use them in meaningful sentences.

Examination	examine	practice
Revision	index number	
Candidates	supervisors,	invigilators
Timetable	instructions	answer sheet
Examination centre	briefing	questions
Registration	school name	

**Structures.....or else.....**

1. We must wake up early or else we shall be late for the examination.
2. The headmaster must bank the registration money or else we shall miss the examination.
3. UNEB must release the timetable early or else the candidates will not prepare enough.
4. Use the words in the list of vocabulary with the structure as shown above.

**b) ..... look forward to .....**

We look forward to receiving our results next week.

The candidates look forward to getting index numbers.

Carry out some practice as above using the learnt vocabulary.

**Class discussion**

1. Why should candidates prepare for examinations?
2. Why should candidates register with UNEB? Mention the requirements for registration.
3. Some schools have examination centres while others don't.  
Mention some of the advantages and disadvantages of having an examination centre.
4. What sort of environment is conducive for revision?



### **Written exercise**

Write meaningful sentences using these words.

- i) Candidates
- ii) Examinations
- iii) Preparation

### **Composition writing**

Preparation for Examinations

In not less than 150 words, write a composition about how you are preparing for the PLE.

Remember the following;

- i) Title
- ii) Introduction
- iii) Par I: What you are doing to prepare for the exams.
  - Par II: Challenges you are facing.
  - Par III: How you expect to benefit from the preparation.

### **Conclusion**

**SITTING EXAMINATIONS**

**Vocabulary Practice**

invigilators	leakage
supervisors	aggregate
scouts	marking
examination centre	examiners
malpractice	disqualify

**1. Use the above words in meaningful sentences**

**11. Structures**

In spite of.....

.....in spite of.....

Despite.....

(Note: Despite doesn't take of)

**Practice**

**Change the following sentences each in three different ways thus**

In spite of.....

.....in spite of.....

Despite.....

**E.g.**

Although our school is very near the district headquarters, the examinations were brought late.

In spite of the fact that our school is very near the district headquarters, the examinations were brought late.

The examinations were brought late in spite of the fact that our school is very near the district headquarters.

Despite the fact that our school is very near the district headquarters, the examinations were brought late.

1. There were five invigilators in the room but the candidates tried to cheat.
2. Although the class teacher corrected our names in the register, there were very many mistakes in the final register.
3. Jessica revised seriously but she found the examination difficult.
4. Much as their results were cancelled, they joined senior one.
5. The examinations were marked before Christmas but the results were released in the New Year.

## **WRITTEN COMPOSITION**

### 1. Guided composition

Picture sequence Mk 7pp. 188-189

### 2. **Below are jumbled sentences about PLE 2014. Rearrange them to make a good story**

1. They waited in the shed as they checked their pencil cases to see that they had all the things they needed.
2. They were further told not to eat oily foods and to have enough rest on Sunday so as to wake up early on Monday.
3. They arrived to school before 7am on Monday 5<sup>th</sup> November 2014.
4. Last year, the primary leaving examination was done on 3<sup>rd</sup> and 4<sup>th</sup> November 2014.
5. The first paper began at 9am and after this paper the candidates were excited because everything had been taught to them.
6. During this briefing, the candidates were advised on how to spend the long weekend before the examination.
7. All the candidates took the headmaster's advice seriously.
8. Then on Friday 31<sup>st</sup> October 2014, there was a briefing by the headmasters.
9. Before this examination, the candidates were dedicated to God in a colourful service at our school.
10. At 8:35am, they said a prayer and then entered the examination rooms after being checked.

**ELECTRONIC MEDIA**

**Vocabulary Practice**

Learn the spelling, meaning pronunciation and then use these words in meaningful sentences

advertisement	knot
presenters	volume
programme	aerial
listeners	entertainment
viewers	talk show
tune	forecast

**Structures**

.....prefer.....to

Change these sentences by using prefer .....to.....instead of like more than

**Example**

I like pop music more than gospel music.

**I prefer pop music to gospel music.**

All our visitors liked the Luganda news more than the English news.

**All our visitors preferred the Luganda news to the English news.**

**Practice these sentences in a similar way**

1. My father likes talk shows more than the news.
2. Joan likes viewing the soaps on UTV more than on WBS.
3. That presenter likes reading the adverts more than reading the announcements.
4. The listeners liked the Tuesday programmes more than the Wednesday ones.
5. They liked the morning programmes more than the afternoon ones.

**Oral Exercise**

James was asked his favourite radio programme, the station, the day and time, and the presenter. He was further asked to give the reason why this was the best. Below was his reply.

My best radio programme is “Kungula”. It is presented every Sunday on Radio Bukedde from 9:30pm -11pm. The presenter is Kato. I love this program because the presenter and his guests talk about farming. They talk about keeping different animals, how to look after them and the benefits. They further talk about growing different crops. I love all this because I want to be a farmer.

## **Practice**

In a similar way, talk about your favourite programmes on both TV and radio

## **Written exercise**

### **Group work**

1. Imagine you are the prefect for music dance and drama in your school. You have a play to fundraise for costumes. Write a radio advertisement inviting parents, OBs and OGs, well wishers and pupils to this show. Mention the title, day, date, time, number of shows and fee. Inform them that nobody should miss and they should keep time. Remember, the more the words, the higher the cost. So be precise. Let the advert be enjoyable. Give your group an interesting name.

## **2. Death announcement**

Read the following carefully

The family of the late Kamanye with deep sorrow announces the untimely death of their uncle, Mr. Andrew Kasenge. He died last evening 13<sup>th</sup> April 2015 in Mulago hospital. The body is in the deceased’s home. Burial arrangements will be communicated to you later.

Simon Kamanye (on behalf of the family)

**Exercise;** Imagine the burial arrangements have been finalized, write an announcement informing people about –the requiem mass (place, time)

Burial (date, time, place) and give any other necessary information.

**ELECTRONIC MEDIA**

**Vocabulary Practice**

Learn the spelling, meaning, pronunciation and then use these words in meaningful sentences.

- |                  |                     |
|------------------|---------------------|
| 1. compact disc  | 11. internet        |
| 2. decide        | 12. enjoyable       |
| 3. CD-ROM        | 13. video           |
| 4. decision      | 14. eject           |
| 5. DVD           | 15. computer        |
| 6. communication | 16. connect         |
| 7. recorder      | 17. extension cable |
| 8. message       | 18. broadcast       |
| 9. studio        | 19. telephone       |
| 10. interesting  | 20. sending         |

**Learn the spelling, pronunciation, meaning and then use them in meaningful sentences**

**Structures**

**IF<sub>2</sub>**

If + past simple + would/could

1. go to the studio, record the adverts  
If I went to the studio, I would record the adverts.
2. have a CD player, lend you my wedding CD  
If you had a CD player, I would lend you my wedding CD.

**Do the following in a similar way**

- i) Your handset have the internet, your aunt in America sent you information.
- ii) Lose my extension cable buy me a new one.
- iii) Send your friends messages, they send you money.
- iv) Programme not interesting, switch the radio off.
- v) Study computers, easily get a job.

## Structure II

.....needn't.....

e.g. you shouldn't have used an extension cable

You needn't have used an extension cable.

John sent us a message when we had already got the information.

John needn't have sent us a message because we had already received the information.

### Do the following in a similar way

- i) It was not necessary for Sam to switch off the computer.
- ii) The presenter shouldn't have read the announcements.
- iii) It was not necessary for Peter to learn that computer program.
- iv) He shouldn't have bought an empty CD because he can't record.
- v) Dad shouldn't have switched off the television because the girls were watching cartoons.

### Written Exercise I

Use the given words to fill the spaces in the passage below.

#### OUR NEW YEAR ENTERTAINMENT

tears	welcome	patiently
called	entertain	wonderful
parents	cursed	cable
hotel	midnight	puncture
realised	calmed	watched

Our .....had planned to take us for a party at a big .....in the city. Unfortunately, they had a .....distance away from any garage and couldn't reach us in time. At first, we waited .....trying to figure out why they were not home. Then my sisters and brothers lost calm and broke into .....They cursed thinking that our parents had forgotten us or their promise. But at this very time, our parents were doing everything possible to get home. At around 9pm, our mother .....that they couldn't make it! So she.....me and gave me the news.

I told my siblings what had happened. They shouted and ..... I ..... them down and told them that we could .....ourselves. I got out the television, CDs, DVDs and the extension ..... We went outside in the shed and connected these things. We.....interesting movies and sometimes danced to nice tunes. By.....we had forgotten all about the party. Then we heard people shouting as they.....the New Year. We climbed onto the roof of the shed where we could easily see the fireworks from the hotel. When we went into the house to sleep, everybody admitted that we had had a .....time. We agreed that we needn't have shouted and cursed when we got the disappointing news from our parents.

### **Homework**

2. In not less than 150 words, write a composition on how the mobile telephone has made life easy. Remember to include different uses of a phone and mention how each is useful

Draw the type of phone you would wish to own and give it a name.



**RIGHTS, RESPONSIBILITIES AND FREEDOMS.**

**CHILDREN'S RIGHTS AND RESPONSIBILITIES.**

**Vocabulary Practice**

freedom	mistreatment
right	responsibility/responsible
obligation	convict
duty	defiler
statute	chores
abortion	bad touches
child labour	forced marriages
sentence	criminal

**Structures**

**a).....in order to.....**

**Read these sentences loudly**

- i) School girls should return home early in order to avoid bad men.
- ii) Young girls should dress decently in order not to attract wrong doers.
- iii) Boys should not accept gifts from old women in order to stay safe.
- iv) School going children should take their parents' warning seriously in order to complete their studies.
- v) People should not employ children below the age of eighteen in order to allow them complete school.

**b) Accused of.....charged with.**

**Change the following sentences using charged with instead of accused of**

- 1. The man who married off his twelve year old daughter was accused of child neglect.
- 2. Joan's step mother was accused of starving her step children.
- 3. The criminal was accused of man slaughter.
- 4. Kanungu was accused of defiling his four year old daughter.

5. The woman who has been employing young girls to work as house helps has been accused of child labour.

Every human being has rights but to enjoy them one must observe the responsibilities related to each.

i) Define rights, responsibilities

ii) Mention the children's rights as in the 1996 statute (Mk pp 155). Find the responsibilities connected to each.

e.g. right to a balanced diet

### **Responsibilities;**

- one has to participate in the preparation of the meal
- Wash the utensils
- Go to the market to buy food
- Accept to eat the given food
- Engage in growing the food if you have a garden

Treat each of the rights in a similar way.

### **Written exercise**

1. Guided composition-picture sequence Mk 7 pp. 156-157
2. Guided composition sentence rearrangement

**The sentences below are not in the correct order. Rearrange them to form a composition about John and his mother**

- i. On the way he fell down
- ii. John was carrying a basket full of fruits
- iii. Some people begged her to leave the boy but she refused
- iv. John's mother was annoyed because of the damaged fruits
- v. Most of the fruits were damaged because they were very ripe
- vi. She got a big stick and started beating him badly
- vii. Finally she was found guilty and imprisoned
- viii. One day, John and his mother were taking fruits to the market
- ix. This annoyed the people and they called the police
- x. She was then arrested and charged with child abuse

**ANIMAL NEEDS AND FREEDOMS**

**Vocabulary**

game ranger	poachers	veterinarians
captivity	insemination	species
apiary	distress	spices
sanctuary	aviary tusks	poaching
needs	freedom	extinction

Learn the following abbreviations in full and come up with more

**UWEC** Uganda Wildlife Education Centre

**WSPA** World Society for the Protection of Animals

**UWA** Uganda Wildlife Authority

**WCU** Wildlife Clubs of Uganda

**ABS** Animal Behaviour Society

**ADI** Animal Defenders International

**AVAR** Association of Veterinarians for Animal Rights

**ASAB** Association for the Study of Animal Behaviour

**CAPS** Captive Animals Protection Society

Find more

**Group work**

In a small group discuss and write your findings about:

1. Good points of animals being kept in captivity
2. The bad side of it(on the animal not the person keeping it)
3. Present your findings to the class with examples

**ANIMAL NEEDS AND FREEDOMS**

Review the vocabulary, abbreviations and acronyms learnt last week

**Structures: a)**.....much as.....

E.g. much as animals are given shelter and food by man, they shouldn't be over worked.

Much as a duck loves water, its shelter should be free from water.

Construct sentences of your own using the above structure.

b).....need not have.....

Change the sentences using .....need not have.....

Example: it was not right for Ogong to carry the cock head down for that long distance.

Ogong need not have carried the cock head down for that long distance.

- i) The lorry driver shouldn't have tied the tails of the cows on the bar of his lorry.
- ii) That farmer shouldn't have taken that sick donkey to plough the fields.
- iii) It wasn't right for Susan to feed her dog on rotten meat.
- iv) It was not necessary for the farmer to shear the sheep in this season.

**Written work**

In not less than 150 words, write a composition on how life of domestic animals can be made better. Use words like shelter, food, clean water, vaccinate, protect, care, freedom, needs, and use structures like

much as.....

need not.....

prefer.....

though.....

**IMPORTANCE OF ENVIRONMENTAL PROTECTION**

**Vocabulary**

Pollution	garbage	refuse
Erosion	habitat	flora
Fauna	reserve	conserve
Terraces	burning	dispose of

Learn the above words and use them correctly

**Oral discussion**

1. Answer the following questions and carry out an oral discussion about the following

- What is environment?
- Why should the environment be protected?
- How have the people at school, in our homes and the entire community polluted the environment?

Tell the class why people should not dispose of rubbish in trenches, roads, wetlands, compounds and other places.

**Real situations**

**Story telling**

Pick out any real situation you have seen in your community, on television or read about in the news papers where people were polluting the environment and tell it to the class.

What did the community do about it?

**Written exercise**

- Read the poem about "rain" in Mk 7 p.139 and then compose your own poem about "Why we should protect the environment"
- In not less than 150 words, write a composition about the state of Kampala in the previous years and how KCCA has made it better.

Don't forget to mention things like sweeping the streets, removing garbage, electing areas where garbage is disposed of, skips and trucks that carry away garbage and laws.

End the composition with the structure: ----much as-----and say what KCCA hasn't done yet.

**WAYS OF PROTECTING THE ENVIRONMENT**

**Vocabulary**

Learn and use these words correctly

Sweeping	burning rubbish	skip
Terraces	incinerator	rubbish heap
Mopping	dust bin	mulching
Sewage	waste baskets	dumping

Structure 1

If 1 and if 3

**Change the following sentences from if 1 to if 3 as shown below**

If we do not clean the class room, the teacher won't teach us.

If we hadn't cleaned the classroom, the teacher wouldn't have taught us that day.

1. If the mayor does not provide skips, the residents will take the rubbish to his office.
2. If they build in the road reserve, the rain water will damage the road.
3. If the factory doesn't stop dumping the wastes into the river, it will be closed.
4. If the wastes in the incinerator are not burnt today, we shall inform the matron.

**b).....as well as.....**

Construct meaningful sentences using the above structure as shown below

Amis, as well as Maida, threw the soiled diapers into the incinerator.

The tannery, as well as the brewery, releases the wastes into our water.

Praise, as well as Tenniel, got sick after drinking contaminated water.

**WRITTEN EXERCISE**

**PICTURE SEQUENCE**

Mk 7 pp 143-144

"What will preserve our fertile soil?"

## Exercise 2: Conversation (dialogue)

### "Keeping our environment clean"

#### Written exercise

**Below is a dialogue between Sam and Peter about keeping our environment clean. Study the given parts and fill in what is missing**

**Sam:** Some people are getting sick because of the dirty environment! Rubbish on the streets, markets, in the drainage, water channels and everywhere! Our government hasn't helped us!

**Peter:**.....

**Sam:** It's not the government to blame! Then who? It seems you are a supporter of the government and you can't see anything wrong with it!

**Peter:**.....

**Sam:** The responsibility is mine and yours! I am not part of it! What do you expect me to do! To clean the roads and the markets! To remove garbage from channels!

**Sam:**.....

**Peter:** People shouldn't dispose of rubbish on the roads, in the markets and the drainage system? Then if there is no rubbish in these places what will the cleaners do?

**Sam:** First, rubbish should be disposed of in.....and.....About the cleaners, they can.....

**Peter:** What if the skips and dustbins are far away from where I am? And the cleaners removing the rubbish from the skips and dustbins, is that work enough for them to take tax-payers money?

**Sam:**.....

Peter: There isn't enough money from the tax-payers! What else is the money used for?

**Sam:** Some money is.....

**Peter:** Now I am getting your point. If this is the money they use to repair roads, buy free medicine for our hospitals, build new markets and the like , we need to work together to keep our environment clean . How can I help to educate people in my community?

**Sam:**.....

**Peter:** Okay, I will help to tell them where to dispose of the rubbish and also help in the communal work. Our water source is also ever dirty. How can I help so that our water is safe for drinking?

**Sam:** .....

**Peter:** How often can we clean our well?

**Sam:**.....

**Peter:** Is once a week enough? Can't we do it twice a week or anytime we see it necessary?

**Sam:** .....

**Peter:** Hope I will be able to convince people in my community to come together and do this communal work. Thank you my friend for educating me.

**Sam:** .....

**Below are ten jumbled sentences. Re-arrange them to make a good story**

1. Last week, somebody with a camera took his photograph as he was removing garbage from the boot of his car parked in front of the main post office.
2. He lives in one of the most elegant houses in his neighborhood.
3. When he drinks water or eats something, he throws the bottle or the paper through the window of his car onto the streets.
4. This was later shown on Agataaliko nfufu" on Bukedde TV.
5. And drives one of the most posh cars in town.
6. KCCA arrested him after seeing his photograph and fined him highly.
7. Oakum is a rich man in the outskirts of Kampala.
8. Incidentally, he is very arrogant.
9. More still, he brings sacks of garbage from his home and drops them onto the streets.
10. It was also put in the Bukedde and New Vision newspapers.



**CEREMONIES-MARRIAGES**

**Vocabulary**

Types of marriages; customary, cultural

State, religious (define each)

Couple fiancé fiancée bride-price

Bridal pew aisle train gown

Maid of honour best man flower girl bride

Cake tier tiara bridegroom

**a) Structures.....prefer...**

The bridesmaids liked the pink dresses more than the yellow ones.

The bridesmaids preferred the pink dresses to the yellow ones.

Most people like to attend the reception more than the church service.

Most people prefer attending the reception to attending the church service.

Give similar examples

**b) Neither.....nor.....**

The best man did not sign the certificate. The bridesmaids did not sign the certificate.

Neither the best man nor the bridesmaids signed the certificate.

Give similar examples using the vocabulary learnt.

**Guided composition**

**Oral Exercise**

Arrange the sentences to form a sensible story about life partners

Mukasa weds Seera Mk 7 pp172-172

**Written exercise**

In your own words, write a story about the wedding you attended. Remember to include the following; the brides, when, where, the church, the reception, what you enjoyed and what you didn't like about the wedding. The lesson you learnt and advice to young people.

**CEREMONIES FUNERAL**

**Language**

**Vocabulary: Learn these words**

Ambulance	patient	admitted
Hearse	widow	widower
Orphans	urn	funeral service
Burial	crematorium	funeral
Casket	coffin	cremate
Believed	bereaved	deceased
Wreath	shroud	death

Go through these words and find those whose meaning you don't know. Find them out from a dictionary.

**Learn the following:**

When somebody falls sick, they are taken to hospital.

If doctors find it necessary, the sick person (patient) is admitted.

- admit – to

When the patient gets better, they are allowed to go home.

(discharged)

- discharge from

But when the person dies, the body is wrapped into a piece of cloth (shroud)

The body can also be put in a coffin.

A vehicle that transports sick people to hospital or from one hospital to another is an ambulance and it has right of way. That's why it sounds a siren.

A vehicle that transports a dead body is a hearse.

A person who has just died can be referred to as the deceased. The people who have lost a person are the bereaved.

The mourners are the friends or relatives and other people who attend the funeral.

Ancestors are the members of a family who lived long time ago.

The late are the people who died sometime back. e.g. my late uncle, my late husband.

An heir is the male person who is given responsibility over the property of the deceased.

The female person is the heiress.

Orphans are children who have lost both parents.

A widow is a woman whose husband has died while a widower is the man whose wife has died.

Ancestral grounds are the places where family members are buried.

A grave is the place in the ground where a dead body is buried.

A grave digger is a person whose job is to dig graves.

A requiem mass is a Christian ceremony for a person who has recently died.

To cremate is to burn the body of the dead according to some cultures.

The ashes are kept in a container called an urn.

Messages read at the funeral are referred to as condolences.

The flower laid on the coffin or grave of the deceased is a wreath.

A will is also called a testament. This is a document written by a person to show what he wants to happen to his property and money after his death.

### **Written Exercise**

In not less than 150 words, write a composition about a burial ceremony you've ever attended. Use as many of the vocabulary learnt as you can.