

CREATIVE PRINTERS



CREATIVE
— Printers —

COMPREHENSION

P.6-P7

TERM II

ENGLISH

0703745068 / 0785681207

#CREATIVE PRINTERS

FORMAT OF LESSON NOTES (Theme based)

SUBJ ECT: ENGLISH CLASS; P7 TERM; TWO YEAR; 2024

ASPECT	TOPIC	DELIVARABLE CONTENT/LESSON – 3 PART MODEL
COMPREHENSION (Reading)	RIGHTS, RESPONSIBILITY AND FREEDOM	<p>Guidelines for answering a dialogue.</p> <p>Facts</p> <ul style="list-style-type: none">✓ Two or more people are involved.✓ Each person speaks/talks at a time.✓ It can be acted. <p>Points to note when attempting question about a dialogue.</p> <p>Before answering a dialogue</p> <ul style="list-style-type: none">✓ Read the instruction first✓ Read/act the dialogue at least two times.✓ Read through all questions as you identify and understand questioning words and tense used.✓ Read the dialogue again as you identify and underline the answer of a particular question could be picked.✓ Use a letter or number to indicate or show where the answer is in the dialogue/conversation for each question. <p>When answering questions about the dialogue/conversation.</p> <ul style="list-style-type: none">✓ Avoid unnecessary crossing of work.✓ Maintain the tense.✓ Be mindful of the spelling and punctuation marks.✓ Maintain keywords in the question and the voice of the question in your answer.✓ Do not change the spelling of names of people and places.✓ While writing or suggesting or giving a title, consider the main idea onto which the dialogue is rotating.✓ Questions with words like; when...?, who...?, where...?, what...? Require answers in full sentences.✓ Is...?, do...?, does....?, did....?, has....?, have....?, was....?, will....?, were....?, shall...? Also require a full sentence answers that may begin with; yes...

		<p>Or no...</p> <p>✓ Maintain the subject/doer as used in the question.eg. How did <u>Musa</u> travel? <u>Musa</u> travelled by taxi. Who is <u>he</u> visiting? <u>He</u> is visiting his grandmother.</p> <p>After answering questions about a dialogue.</p> <p>✓ Read through each question with your answers so as to make necessary changes.</p> <p>Below is a sample dialogue</p> <p>Activity: Read the dialogue below carefully and answer the questions about it.</p> <p>Wasswa: we had a very good concert at school. Okello: when was that? Wasswa: it was last weekend. Okello: at what time did it begin? Wasswa: it began after lunch at 2 o'clock. Okello: what did you present to the parents Wasswa: all classes performed, our class acted a play. Okello: what did you do before the parents arrived? Wasswa: we cleaned the main hall and mended the costumes. Okello: what did you do after the play? Wasswa: it was getting late in the evening, so we returned home. Okello: what class was the best? Wasswa: our class was the best.</p> <p>Question:</p> <p>1. When was the concert held? The concert was held last weekend on Saturday.</p> <p>2. Whose class acted a play? Wasswa's class acted a play.</p> <p>3. At what time did the concert begin? The concert began at two o'clock in the afternoon.</p> <p>4. Where was the concert held? The concert was held in the main hall.</p> <p>5. Whose class performed best? Wasswa's class performed best.</p> <p>6. Who were the two people that took part in the dialogue? Wasswa and Okello were the two people that took part in the dialogue.</p>
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<p>COMPREHENSION</p>	<p>ELECTRONIC MEDIA</p>	<p>Read the dialogue and answer the questions below in full sentences.</p> <p>In pairs, discuss and answer these questions orally.</p> <p>i) Why is a TV useful?</p> <p>ii) Which TV programme do you enjoy?</p> <p>Read and act the dialogue with your partner.</p> <p style="text-align: center;">THE BIG COLOUR TV</p> <p>John: Hello Muysa, what was all that noise I heard about yesterday?</p> <p>Musa: Our father bought a very big colour TV set for us.</p> <p>John: Wow! You are going to be watching interesting programmes.</p> <p>Musa: You are free to come and watch with us. However, our parents have warned us not to watch bad films.</p> <p>John: What are bad films?</p> <p>Musa: Any film which shows mature situations and violence.</p> <p>John: I think they are right. Such films should be watched by adults only.</p> <p>Musa: You should come today and we watch cartoons.</p> <p>Questions:</p> <ol style="list-style-type: none"> Who made the noise? _____ When did John hear the noise? _____ Why did they make the noise? _____ What are bad films? _____ Who bought the big colour T.V? _____ Which kind of programmes are they going to watch? _____ Why do you think children should be allowed to watch television? _____ How many people took part in the dialogue? _____ Who is free to go and watch T.V with the friends? _____ Write the title of the dialogue. _____ Write TV in full. _____
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Lesson 1
COMPREHENSION
READING
PASSAGES/STORIES

Facts about a passage or story:

- ✓ A passage is written in paragraphs.
- ✓ Each paragraph deal with a single subject
- ✓ The first sentences of each paragraph starts on a new line.

Points to note when attempting a passage/story.

Before answering questions about a passage/story

- ✓ Read the passage/story at least twice.
- ✓ Read through all the questions as you identify and underline questioning words and the tense used.
- ✓ Read the passage/story again as you identify and underline where the answer of a particular question could be picked.
- ✓ Use the letter or number to show where the answer to each question is on the passage/story for each question.

When answering questions about a passage.

- ✓ Avoid unnecessary crossing of work.
- ✓ Maintain the tense.
- ✓ Mind the spelling and punctuation marks.
- ✓ Maintain the keywords and the voice.
- ✓ Do not change the spelling of names of people and places on the passage.
- ✓ While writing/giving or suggesting a title, consider the main idea onto which the passage is rotating.
- ✓ Write the title in capital letters.
- ✓ Questions with words like; when...?, who...?, where...?, what...?, how...?, whom...? whose...? which...? And why...?, Require answers in full sentences.
- ✓ Questions that begin with auxiliary words like; Is...?, do...?, does....?, did....?, has....?, have....?, was....?, will....?, were....?, shall...? Also require a full sentence answer and that may begin with; yes... or no...
- ✓ When giving another word for the underlined word, maintain the meaning as used in the passage/story.
- ✓ Maintain the subject/doer as used in the passage.

For example:

How old is Norah?

Norah is ten years old.

How old is she?

She is ten years.

After answering questions about a passage.

- ✓ Read through each question with the answer you gave so as to make necessary changes.

Look at the sample of a passage below

Read the passage carefully and answer the question about it in full sentences.

NAMULONDO COMES TO SCHOOL LATE.

Last Tuesday, Namulondo came to school late. The teacher was not happy with her because she found him already teaching. It was an English lesson. He asked her why she was late. She said that she said that she was late because she first went to fetch water from the well before coming to school.

The teacher forgave her but asked her not to come late again. He promised to go and talk to Namulondo's father about her late coming.

Question:

1. When was Namulondo late for school?

2. Which subject was the teacher teaching that day?

3. Was the teacher happy with Namulondo?

4. What did Namulondo do before she came to school?

5. Did the teacher forgive Namulondo for coming late?

6. Write the title of the passage.

Answers:

1. Namulondo was late for school last Tuesday.

2. The teacher was teaching English that day.

3. No, the teacher was not happy with Namulondo.

4. Namulondo first fetched water from the well before she came to school.

5. Yes, the teacher forgave Namulondo for coming late.

6. NAMULONDO COMES TO SCHOOL LATE

Lesson 2

Following the guidelines On answering passages, read the passage and answer the following questions in full sentences correctly.

JOSHUA'S STRANGE IDEAS ABOUT THE RADIO PRESENTERS!



My name is Joshua. When I was a little boy, I used to think that the radio presenters were inside the radio. One day, I took a knife and wanted to open the radio to see those people. As I was trying to open it, my father came into the sitting room. He asked me what I was doing with the knife.

"I want to see the people who talk inside the radio," I replied innocently. He got the knife from me and explained many things to me. He said, "The people you hear talking in radio are many miles away from here. In fact they are in the broadcasting studios in Kampala." "In Kampala! Then how is it possible that we can hear them in Gulu?" I interrupted. "You see, child, those people are called presenters. When the presenter speaks, the sound waves are sent to the radio through an electronic system," my father labored to explain. I was not convinced until he took me to the radio station in Kampala. I saw the presenters in the studios.

Recently one of our neighbours in the village had a similar problem about the television. This six-year old village girl had never seen a television set. I invited them to watch a play on television. The play was about Children's Rights and Responsibilities. It was in Luo so all of us understood everything well.

"Excuse me, where did those children pass to enter inside that television?" the village girl curiously asked. I burst into laughter. I composed myself and started explaining to her. I said, "Those children are not inside the television set. They are in the studio." "The words and pictures we see now reach us through electronic system."

After that programme, I reached for the DVD player and showed them how it works. I pressed the eject button and placed in the DVD (digital video disc). Then I pressed the play button and there the song played.

"This song is very good. I like the way the boys are dancing," the girl said. "That song is called Bolingo. It was sung by Eddy Kenzo." We all ended our day happily.

Questions:

1. Why did Joshua want to open the radio?

2. How are the sound waves sent to radios?

3. When did Joshua get convinced about the radio presenters?

4. How old was the village girl?

5. Why did Joshua burst into laughter?

6. What does DVD stand for?

7. What was the song on the DVD called?

8. Who sang the song?

9. In what language was the play according to the passage?

10. Who had strange ideas about the radio presenters?

Lesson 3

Following the guidelines on information items, read the advertisement and answer the questions in full sentences.

MASTER ELECTRONICS CENTRE	
NEW ARRIVALS!	NEW ARRIVALS!
We have new arrivals in stock. The items available are:	
<ul style="list-style-type: none">➤ Colour TV sets, black and white TV sets in all sizes.➤ Radios with fixed and detachable loud speakers.➤ DVD players and DVDs.➤ CD players and CDs.	
We give 30% discount on all items and a one year guarantee.	
Days we open:	Monday – Saturday
Time:	7.00 a.m. – 6.30 p.m.
Tel:	0414-281591
We are located on plot 52, Kazinga Road.	
e-mail: masterelectronics@yahoo.com.uk	
Come for your Christmas bonanza!	
Manager Master Electronics Centre 5th December, 2025.	

Question:

1. Who is announcing the new arrivals?

2. What type of TV sets do you have?

3. Which type of loud speakers do the radios have?

4. How long is their guarantee on each item?

5. How many days are they open in a week?

6. Mention one item you would buy from Master Electronics Centre.

7. Where is the shop located?

8. What discount is given on all items?

9. When was the advertisement written?

10. At what time do they close the centre?

11. Write their contact.

12. What is the advert about?

13. Write the following in full

a) e-mail _____

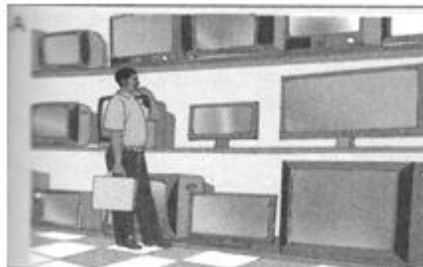
b) CDs _____

Lesson 4

Following the guidelines on picture composition, Study the picture A – F and describe what is happening in each picture.

You may use these words

shop	asking	price	paying	car
counting	carrying	welcoming	watching	



Picture A: _____

Picture B: _____

Picture C: _____

Picture D: _____

Picture E: _____

Picture F: _____

Question:

1. Where did the man buy the T.V from?

2. How much did he pay for the T.V set?

3. To whom did the man pay the money?

4. How did he transport the T.V set home?

5. What is happening in picture D

6. How many people are in picture F?

Lesson 5

Following the guidelines on how to answer questions about information items. Study the T.V programme line up and answers these questions in full sentences.

4.00 p.m. Opening (entertainment)

4.30 p.m. Kids' Corner

5.00 p.m. News in Kiswahili

5.30 p.m. Cartoons

6.00 p.m. Power Rangers

7.00 p.m. News in Luganda

7.30 p.m. Talk show by Nsereko

8.00 p.m. News in English

8.30 p.m. Family show by Aziz

9.00 p.m. Ekina Uganda

10.00 p.m. Movie: The Young and the Restless

11.00 p.m. News round up

12.00 Midnight Late night Show

Questions:

1. What is the above information called?

2. At what time was the news in Kiswahili?

3. Which TV programme was aired at 4:30 pm?

4. Which programme did Nsereko present?

5. Which movie was shown on that day?

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

7. Who was the presenter of the family show?

8. What was the last programme that day?

9. write the following abbreviations in full

a) a.m. _____

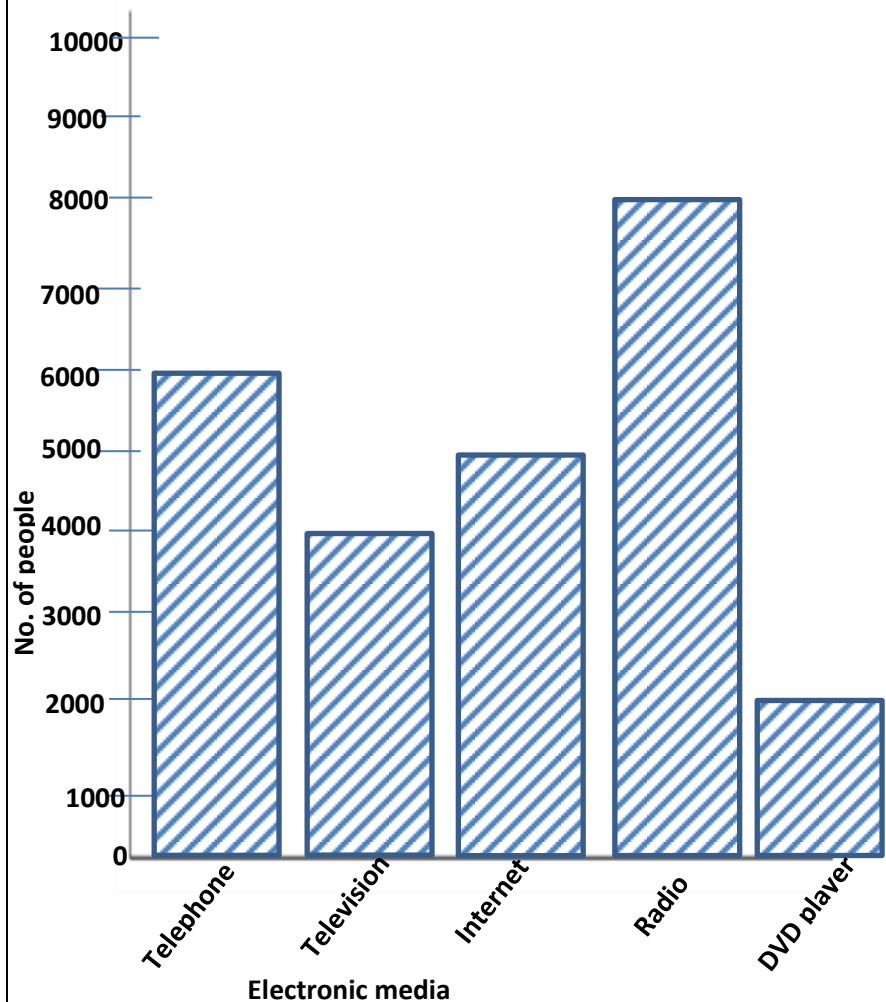
b) p.m. _____

Lesson 6

Following the guidelines on how to answer questions about information items. Study the graph below and answer the questions.

The graph below shows the number of people who use different electronic media in Uganda.

Answer the questions about it in full sentences.



Questions:

a) What does the graph represent?

b) Which medium has the maximum number of users?

	<p>c) How many people use telephones according to the graph?</p> <hr/> <p>d) Which medium has the least number of users?</p> <hr/> <p>e) How many electronics are represented on the graph?</p> <hr/> <p>f) Which medium has got four thousand users?</p> <hr/> <p>g) How many people use the internet?</p> <hr/> <p>h) How many more people use the radio than the internet?</p> <hr/> <p>i) Which medium is used by five thousand people?</p> <hr/> <p>j) Write DVD in full.</p> <hr/>
	<p>Lesson 7</p> <p>Following the guidelines on answering guided composition, fill the blanks of the guided composition.</p> <p>Fill in the blanks with the correct word from the box below.</p> <div><p>Internet, media, cells, programmes, cheaper Invention, researchers, access, advantage, via</p></div> <p>In modern times new of spreading information and knowledge have been developed. These include: the radio, television and the Which is the most recent of all.</p> <p>The radio is widely used in the country because it is than the television and the internet. Secondly, a radio can use dry instead of electric power.</p> <p>The television has one over the radio. You can hear and see the people talking. That's why many children prefer television to radio. Their favourite Include: cartoons and the Luganda show "Emiti Emito" by Eseza Omuto.</p>

The..... On the other hand believe that the Internet is the greatest Of the century. This is because you can Information around the world. You can also receive and send your e-mails..... the internet.

Lesson 8

In about 100 – 150 words, write a composition about the visit you had to UBC television.

- ✓ Mention the preparations you had before the visit.
- ✓ When you visited and the means of transport you used.
- ✓ Interesting things you saw.
- ✓ The journey back to school.

Lesson 9

Guidelines on jumbled stories.

Facts

- ✓ A jumbled story has three parts that is the introduction, body and conclusion.
- ✓ Sentences are presented in a disordered form.
- ✓ A candidate is required to order the sentences.
- ✓ One examines logical flow of ideas.

Before answering a story:

- ✓ Read through all the sentences.
- ✓ Identify the topic of the story.
- ✓ Pair up the sentences which are connected.
- ✓ Identify the pairs which make the introduction and conclusion(last sentences)
- ✓ Read through the paired sentences.

During answering:

- ✓ Write the first and then the second sentence of the first pair.
- ✓ Continue to connect other sentences until you reach the conclusion.

After writing the sentences:

- ✓ Read through the story to see whether it makes sense.
- ✓ Check the spellings and punctuation.

Sample:

The sentences below are in a wrong order. re-arrange them correctly to form a good story.

1. This is what we did before planting our crops.
2. Then we planted our plants.
3. After clearing the land, we ploughed it using an ox plough.
4. Finally, we stored them in a granary.
5. Sometime later, we harvested the crops and dried them.
6. When the crops grew, we weeded them.
7. First, we cleared the land.

Solution:

Step I: pair the sentences.

E.g. (1, 7) (7, 3) (3, 2) (2, 6) (6, 5) (5, 4).

1, 7, 3, 2, 6, 5, 4



Step II: read through the paired sentences.

Step III: write the correct order.

1. This is what we did before planting our crops.
2. First, we cleared the land.
3. After clearing it, we ploughed it using an ox plough.
4. Then we planted our plants.
5. When the crops grew, we weeded them.
6. Sometimes later, we harvested the crops and dried them.
7. Finally, we stored them in a granary.

Step IV: read through the story to see whether it makes sense.

Lesson 9

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 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) There are mobile phones and landlines or fixed lines.

j) A number of radio stations broadcast different
programmes.

TOPIC 5: RIGHTS RESPONSIBILITIES AND FREEDOM

Lesson 1

Following the guidelines on passage/stories, read
the story and answer the questions.

NAITI AND THE SUGAR DADDY



Hellen was on her way to the market when she met her friend Naiti. Naiti looked very pale and had lost weight. From the looks, Hellen noticed that Naiti was in pain. She gently asked her what was wrong.

"I am pregnant, and I am thinking of having an abortion," Naiti said. Naiti's words terrified Hellen. She asked her if she knew the person responsible for the pregnancy.

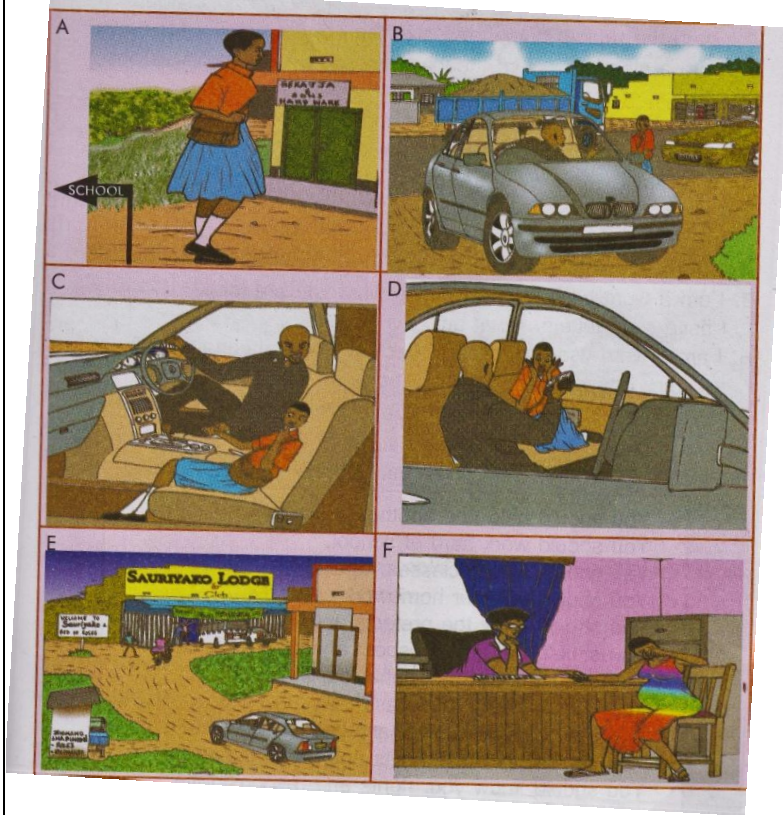
"Yes, I know him. He is a man that I met only once. He gave me a lift in his car and asked me out for lunch. I stupidly agreed. Everything happened very fast! Before I could realise what was going on, I was already in bed with him. This happened at Shauriyako Lodge!" Naiti narrated

		<p>her story in tears.</p> <p>"I was frightened of two things about this man; infecting me with HIV/AIDS and getting me pregnant. I burst out and cried bitterly. The sugar daddy assured me that neither of the two things could happen to me. He told me that he had just taken the HIV test and he was safe. He also told me that he had had a vasectomy. In that way there wasn't any chance of making me pregnant. I believed him. He gave me fifty thousand shillings and asked me not to tell anyone!"</p> <p>"Does your father know about this?" Hellen asked. "No he doesn't know. However, I am sure it won't be long before he finds out. I am worried because he is going to throw me out of the home. I won't be able to have food or shelter." Naiti said painfully.</p> <p>"We need to do something. We should go and talk to counsellor Nakaiza. She may be of help to you," Hellen suggested.</p> <p>"All right, let's go there tomorrow at ten o'clock in the morning," Naiti said.</p> <p>When they reached in the counsellor's office, Naiti narrated the whole story to her. Counsellor Nakaiza listened attentively up to the end. In response, she promised to help Naiti. She called in Naiti's father for counselling for counselling. She requested him not to throw Naiti out of the home while in that situation. Counselling helped Naiti's father to calm down and understand the pain his daughter was going through.</p> <p>Days later, the counsellor and Naiti's father talked to the sugar daddy. At first the sugar daddy didn't want to accept responsibility. But later he realized that if he didn't cooperate, the harsh law regarding children's rights would punish him severely.</p> <p>He accepted to take full responsibility of Naiti and her baby.</p>	
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		<p>He also promised to take her back to school after giving birth.</p> <p>Questions:</p> <p>1. Where was Hellen going when she met Naiti?</p> <hr/> <p>2. How did Naiti look when Hellen met her?</p> <hr/> <p>3. Who was responsible for Naiti's pregnancy?</p> <hr/> <p>4. What made Naiti think that she would not get pregnant?</p> <hr/> <p>5. What shows that Hellen acted responsible when she learnt of Naiti's pregnancy?</p> <hr/> <p>6. Which right was Naiti scared of losing when she got pregnant?</p> <hr/> <p>7. What should children do when they get pregnant?</p> <hr/> <p>8. Did Naiti's father get to know about the pregnancy?</p> <hr/> <p>9. Write the title of the passage.</p> <hr/> <p>10. To which lodge did Naiti go with the sugar daddy?</p> <hr/> <p>11. Who promised to help Naiti after listening to her story?</p> <hr/> <p>12. How much was Naiti given not to tell anyone?</p> <hr/>	
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Lesson 2

Following the guidelines on how to answer a picture composition. Study the picture and describe what is happening in each picture.



Picture A:

Picture B:

Picture C:

Picture D:

Picture E:

Picture F:

Question:

1. Where was the girl in picture A coming from?

2. Where was the sugar daddy taking the girl in picture E?

3. What lesson do you learn from the story?

4. Why is it advisable to see a counselor when you have problems?

Lesson 3

Following the guidelines on how to answer questions about a poem. Read the dialogue and answer the questions about it in full sentences.

THE CRY OF ANIMALS



I live in great uncertainty, she moos!
I don't know if I will eat, drink or sleep in my kraal,
Whether my calf will be allowed to suckle or not,
Because all depends on my master, cries the cow.

I live in great uncertainty, she bleats!
I don't know if my tail will be docked or my wool sheared,
Whether my lamb will be offered for sacrifice or not,
It all depends on my master, so cries the sheep.

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

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

		<p>Questions:</p> <p>1. Which animal is complaining in stanza one?</p> <hr/> <p>2. Where does this animal sleep?</p> <hr/> <p>3. Why is the cow worried about its calf?</p> <hr/> <p>4. What do we call a young of a sheep?</p> <hr/> <p>5. Which animal will carry a load on its back?</p> <hr/> <p>6. Why doesn't the donkey know where it will go tomorrow?</p> <hr/> <p>7. Why is bush fire bad to animals?</p> <hr/> <p>8. How can epidemics affect animals?</p> <hr/> <p>9. How many domestic animals are complaining in the poem?</p> <hr/> <p>10. Who is the master?</p> <hr/> <p>11. What is the title of the poem?</p> <hr/> <hr/>	
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COMPOSITION
GUIDED COMPOSITION

Passages and letters

facts about guided passage and letters:

- ✓ A guided passage or guided letter is where you are required to fill in the missing word to complete it.
- ✓ The words to fill in may be given in a box or you may be required to think of the words by yourself.
- ✓ Each word is used once.

Before filling in a passage;

- ✓ Read the composition at least twice or two times.
- ✓ Read through the given words in the box.
- ✓ Relate each word to each blank space in the composition.
- ✓ Number the words in the box in relation to each blank space.

During filling in a guided passage or letter:

- ✓ Use each word once
- ✓ Write the correct spelling of each word as it is in the box.
- ✓ Punctuate correctly

After filling in a guided passage or letter:

- ✓ Read through the guided composition to check the flow.
- ✓ Make necessary changes where they are needed.

Look at the sample guided passage below. Fill in each blank space using the correct words in the box below.

When natural changes take place, they affect people. Natural changes include; earth quakes, hail stones, storms, floods, lighting and thunder.

Quakes, thunder, natural, affects, floods

Activity:

Following the guidelines above, use each of the words in the box only once to fill in the blank spaces of the guided passage.

Rewrite the passage.

welfare	entry	foreign	visitors	birds
workers	children	poachers	wildlife	medicine

Last week we went to the Uganda..... Education Centre in Entebbe. It is a special place where wild animals and are kept in cages. They keep them in cages for three reasons. The first one is to enable the to see them any time they arrive at the centre. Secondly is to protect them from enemies like..... who capture or kill them.

Thirdly is to control diseases by ensuring that animals' movements are limited.

The people who visit this centre come from different places.

Some of them come from..... lands. Others come from within the country. These include: school....., university students, company workers and individual families.

The management at the centre usually charges..... fees.

This money is used to buy food and for the animals and birds. It is also used to pay the for their services at the centre. These workers have been trained in the field of animal and bird They take good care of the animals and birds.

Lesson 4

Following the guidelines on information items.
Read the notice and answer the questions that follow in full sentences.

The District Veterinary Officer hereby informs all animal owners in Mongori Zone that veterinary doctors will conduct a vaccination exercise in the area as shown in the schedule below. The vaccination exercise is free of charge.

Day	Time	Animal	Disease
Monday	9:00a.m. – 5:00 p.m.	cattle	Foot and mouth
Tuesday	9:00 a.m. – 4:30 p.m.	pigs	Swine fever
Thursday	9:00 a.m. -3:00 p.m.	dogs	rabies
Friday	11:00 a.m. – 2:00 p.m.	rabbits	coccidiosis

Question:

a) Who is being informed in the notice?

b) What is the notice informing people about?

c) How many days will the exercise take?

d) At what time will the exercise end on Tuesday?

e) On what day will the doctors work for fewer hours?

f) Who will carry out the vaccination exercise?

g) On which day will cattle be vaccinated?

h) Which animals will be vaccinated against rabies?

i) What will be done on Friday?

j) What will the pigs be vaccinated against?

k) How much will one pay to vaccinate one's animal?

l) How many diseases are to be vaccinated according to the notice?

		<p>m) For how long will the vaccination of pigs take on Tuesday?</p> <hr/>	
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COMPOSITION
GUIDED COMPOSITION
DIALOGUE/CONVERSATION

Facts about a dialogue:

- ✓ Two or more people are involved in the dialogue
- ✓ Each person speaks at a time
- ✓ The words of one of speakers are given
- ✓ You are required to give the words of the other speaker.

Before completing a guided dialogue:

- ✓ Read the instructions first.
- ✓ Read through the given words so as to get the idea of the dialogue.

When completing a guided passage.

- ✓ Write your answers basing on the given words
- ✓ Follow the tense used in the given words.
- ✓ Punctuate your sentences correctly.
- ✓ Write your answers in full sentences.

After answering questions about a dialogue.

- ✓ Read through the guided dialogue/conversation.
- ✓ Make necessary changes where needed.

Look at the sample guided dialogue below

Below is a dialogue between Sande and Pande. What Sande said is given complete the dialogue by filling in, what you think were Pande's correct response.

Sande: which club do you belong to in your school?

Pande: i belong to young farmers' club.

Sande: young farmers' club. What does that club do?

Pande: the club teaches us good farming practices.

Sande: which garden tools do they use to teach you about good farming practices?

Activity:

Following the guidelines above, complete the dialogue.

Below is a dialogue between Simon and Luuze. What Luuze said is given. Complete the dialogue by filling in, what you think were Simon's correct responses.

Luuze: you look unhappy, Simon. What is the matter?

Simon: _____

Luuze: why did you run away from home?

Simon: _____

Luuze: why did you fight with your sister?

Simon: _____

Luuze: she ate your cake! Did you report the matter to your parents?

Simon: _____

Luuze: you feared them! Do your parents mistreat you?

Simon: _____

Luuze: thank you Simon for admitting your mistake.

Simon: _____

Luuze: replying your parents rudely is bad.

Simon: _____

Luuze: you must go to your parents and apologise.

Simon: _____

Luuze: yes, they will forgive you and allow you return home.

Corrections

[illegible]

Lesson 6

Following the guidelines on answering a poem, read the poem and answer the questions in full sentences.

THE YOUTH

Parents , something is obviously wrong,
The things our youth treasure,
Do not measure to our cultures and values,
Instead they cause pressure to parents.

Parents, whom should we blame for this?
The schools, politicians or ourselves?
The indecent dressing and vulgar language
cherished,
Where traditions are ignored and termed as old
fashioned.

Parents, should we really just look on?
As our youth walk half naked?
Hang out with sugar mummies and daddies for
money?
And end up dying at a tender age due to AIDS!

No, no, parents, let's rise up now,
Guide and counsel our youth,
Give them shelter and decent clothes.
Educate them academically, socially and
politically,

Mulumba

Questions:

1. To whom is the message being addressed?

2. Which type of language is cherished?

3. What is termed as old fashioned?

4. Who do the youth hang out with?

5. Why do they hang out with those people?

6. What type of clothes should the youth be
given?

7. Mention one shameful thing going on today.

8. Give another word that means the same as cherish.

9. To whom was the poem written?

10. Give two rhyming words to the word "treasure" from the poem

i) _____

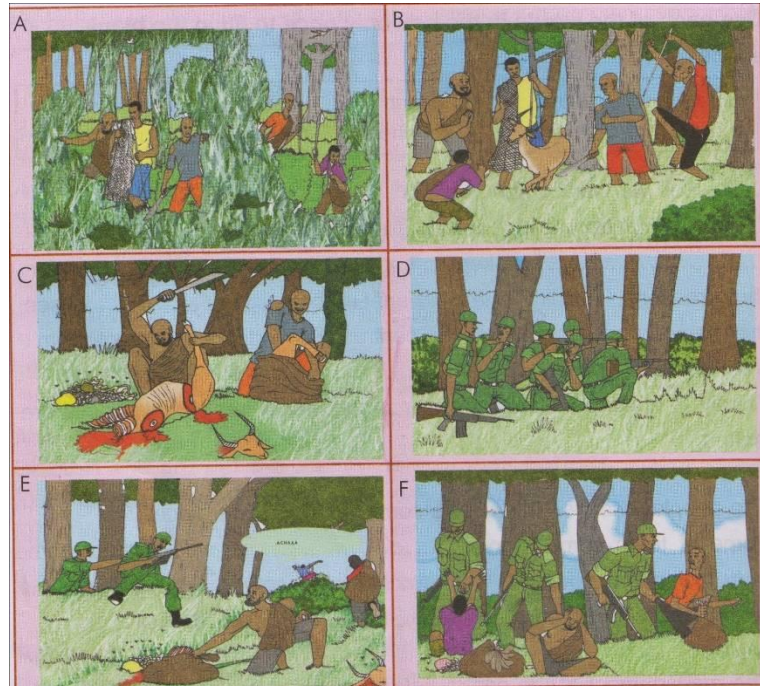
ii) _____

11. Write the title of the poem.

12. How should the youth be educated?

Lesson 7

Following the guidelines on how to answer the picture composition. Study the picture A - F and describe what is happening in each picture.



Picture A:

Picture B:

Picture C:

Picture D:

Picture E:

Picture F:

Question:

1. Which items are the men in picture A carrying?

2. What is the occupation of the men in picture B?

3. Why have the game rangers arrested the hunters?

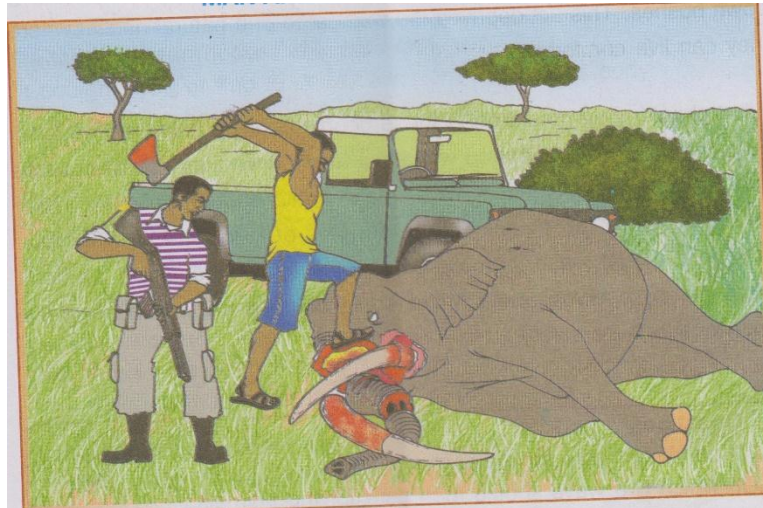
4. Why do you think poaching is a bad practice?

5. How many game rangers do you see in picture D?

Lesson 8

Following the guidelines on how to answer a passage, read the passage and answer the questions in full sentences.

MAN AND THE ANIMALS



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

Unfortunately, man has been irresponsible and

		<p>cruel to the animals in some ways. He has physically participated in activities which are a hindrance to animals' needs and freedom. He has denied them food, docked them and isolated them in captivity.</p> <p>On the side of the wild animals, man has always attacked them in forests and game parks. He has hunted them down to get; meat, skins, and ivory tusks from elephants. Monkeys, baboons and chimpanzees have not been spared either. Man has killed them in revenge because they destroy his crops.</p> <p>Game rangers have tried to stop man from illegal hunting but they have not succeeded. Another bad activity man has carried out is burning down bushes. This act deprives the wild game of a natural habitat where they can live comfortably.</p> <p>What should government do to these people abusing animals' freedom? Government should come up with strict laws concerning animals' needs and freedom. All defenders of animals' rights should wake up. They should sensitize the people on the dangers of killing the wild animals. Teachers should reach the children about animals' needs and freedom. More game reserves and sanctuaries should be set up to allow the animals live there safety.</p> <p>Questions:</p> <ol style="list-style-type: none"> 1. Who should care for the animals? _____ 2. In which two ways should man care for the animals? _____ 3. Which two things is man expected to get from domestic animals? _____ 4. In which one way has man been cruel to domestic animals? _____ 5. Why does man hunt down elephants? _____ 	
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		<p>6. Which animals destroy man's crops?</p> <hr/> <p>7. How can government stop people from abusing animals' freedom?</p> <hr/> <p>8. Which two places can animals live safely?</p> <hr/> <p>9. What is the title of the passage?</p> <hr/> <p>10. Who have tried to stop illegal hunting?</p> <hr/> <p>Lesson 9 Following the guidelines on answering a poem, read the poem and answer the questions in full sentences.</p> <p style="text-align: center;">DISTRESSED ANIMALS</p> <p>A dog rose from where it had lain all day, Its tail had been docked and ears chopped, It couldn't wag or flap to chase away the flies off its body. It looked thin and starved. What a torture!</p> <p>The other day at dawn, a chimpanzee roamed left and right, Her home had been attacked by poachers, They captured her young one and took it into captivity, Where are the animal defenders?</p> <p>Two weeks later, a <u>huge</u> elephant lay dead in the savanna, Her precious tusks had disappeared, With those who get rich from the ivory trade, Who will stop the poaching?</p> <p>Wake up all of you animal defenders, World society for the protection of animals, wake up, Uganda Wildlife Authority, wake up, Fight for the animals' rights and freedom.</p> <p style="text-align: center;">Alice</p>	
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Questions:

1. How long had the dog lain?

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

3. Which animal roamed at dawn?

4. Where was its young taken?

5. Give another word to mean the same as huge as used in the poem.

6. Why was the elephant killed?

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

8. What is the poem about?

9. Give another word to mean roamed.

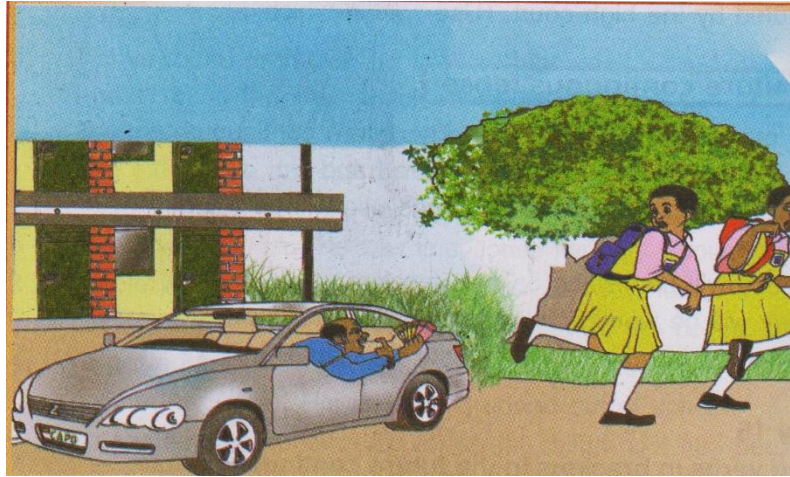
10. Where was the elephant found dead?

11. Who wrote the poem?

12. How many stanzas has the poem?

Lesson 10

Following the guidelines you received, read the dialogue and answer the questions in full sentences.



Tolinda: Do you remember the sugar daddy who wanted to offer us money on our way from school?

Santana: Yes, I do. What has he done?

Tolinda: He abused his maid and made her pregnant. He then threatened to kill her if she refused to have an abortion!

Santana: Did the girl do it?

Tolinda: No, she didn't. Instead she reported him to police.

Santana: Has the police arrested him yet?

Tolinda: Certainly they have. They are going to charge him in courts of law. They may sentence him to life imprisonment.

Santana: That will be a good lesson to all sugar daddies and sugar mummies. They will stop harassing young children!

		<p>Questions:</p> <p>1. Where were the girls coming from when they met the sugar daddy?</p> <hr/> <p>2. Which trick was the sugar daddy using to trap young girls?</p> <hr/> <p>3. Whom did the sugar daddy abuse?</p> <hr/> <p>4. What did he do when he heard of the girl's pregnancy?</p> <hr/> <p>5. Where did the girl get help from?</p> <hr/> <p>6. Where is the sugar daddy going to be charged?</p> <hr/> <p>7. What are sugar mummies also being blamed?</p> <hr/> <p>8. What advice would you give to children about sugar daddies and sugar mummies?</p> <hr/> <p>9. What is the title of the dialogue?</p> <hr/> <p>10. How many people took part in the dialogue?</p> <hr/> <p>11. Who is likely to be sentenced to life imprisonment?</p> <hr/> <p>12. Did the maid carryout an abortion?</p>	
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