



# **CORNERSTONE JUNIOR SCHOOL - MUKONO**

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## **PRIMARY SEVEN ENGLISH SELF - STUDY LESSONS**

**Instructions to the candidates,**

**Due to the current situation, the school has designed self-study lessons to enable candidates continue with their studies at home. You are therefore expected to copy this work in your class work books and attempt the activity after every lesson.**

**A topical test shall also be administered after every sub topic, study the lesson competences given at the beginning of every lesson to understand the lesson expectations**

### **LESSON 8**

**ASPECT: GRAMMAR**

**TOPIC: THE PAST CONTINUOUS TENSE**

**SKILLS: LISTENING, SPEAKING, READING, WRITING**

### **LEARNING OUTCOME**

**By the end of the lesson, the learner will be able to:**

- **Express actions that were continuous in the past using past continuous tense.**
- **Use past continuous tense to construct oral situational sentences.**

### **CONTENT:**

**Simile: As eager as a bridegroom.**

**Proverb: No news is good news.**

### **Affirmative negative interrogative**

The pattern is was + present participle

Were + present participle

<b>affirmative</b>	<b>negative</b>	<b>interrogative</b>
Tom was laughing	Tom was not laughing	Was Tom laughing? Wasn't Tom laughing?
They were playing	They weren't playing	Were they playing? Weren't they playing?
She was stealing	She wasn't stealing	Was she stealing? Wasn't she stealing?

All the interrogative sentences end in a question mark.

### **Exercise**

1. Botton was lying to his father about tours.
2. The mob was striking again the prices of fuel.
3. They were cutting down tress when I fond them.
4. Tom was tiding up the rooms.
5. Our head teacher was addressing a meeting yesterday.
6. My aunt was preparing to go for work when he died.
7. The maid was wringing my clothes.
8. The baboons were crossing the road at that fibre.
9. A friend of mine was swimming in that pond.

## **LESSON 9**

**ASPECT: GRAMMAR**

**TOPIC: PAST CONTINUOUS TENSE**

**SKILLS: LISTENING, SPEAKING, READING, WRITING**

**CONTENT:**

**LEARNING OUTCOME**

**By the end of the lesson, the learner should be able to;**

**Express past continuous tense in passive voice.**

### **Active and Passive voice**

In active voice we begin with the doer while n Passive voice we begin with the receiver.

However, there are cases, where we do not need to mention the doer.

- In the passive of this tense, we introduce the use of “being” since it is a continuous tense. The main verb must be in past participle.

### Example

1. **She** was **stealing** **a book**  
 doer action receiver

**A book** was being **stolen**  
 receiver action

2. **Mariam** was **playing** with **the calf**  
 doer action receiver

**The calf** was being **played** with **by Mariam**  
 receiver action doer

3. **Someone** was **eating** **my apples**  
 doer action receiver

**My apples** were being **eaten**  
 receiver action

### Exercise

1. The girls were wearing nice baskets last week.
2. Moses was dirtying Lillian’s chair
3. She was kicking me.
4. People were mopping the room.
5. The teacher was teaching the package.
6. A cat was eating a piece of meat.
7. Everyone was admiring Mavis piece.
8. Harriet and Harris were breaking into the room.
9. They were sweeping it away.

## LESSON 10

**ASPECT: GRAMMAR**

**TOPIC: THE PRESENT PERFECT CONTINUOUS**

**SKILLS: LISTENING, SPEAKING, READING, WRITING**

**CONTENT:**

### LEARNING OUTCOME

**By the end of the lesson, the learner should be able to construct both oral and written sentences.**

### Affirmative and negative form

The pattern for this tense is:

Has + been + present participle

Have

#### Examples

1. She has been crying all day.
2. Moses' book has been missing for two days now.

<b>affirmative</b>	<b>negative</b>
She has been crying all day.	She has not been crying all day.
Moses' books have been missing	Moses' books haven't been missing
Mike has been reporting	Mike hasn't been reporting.

#### Exercise

##### Change the sentences below to negative form

1. Alex has been riding the guard's bicycle.
2. They have been destroying those flowers.
3. My friend has just been singing sweet songs.
4. The bees have been stinging the robbers.
5. The carpenter has been cutting timber.
6. Alice and Annet have been cleaning the yard.
7. My class mates have been finishing the assignments.
8. She has been organizing the visitor's room.
9. The children have been jumping up and down.
10. Cissy's basket has been lying over there.

## LESSON 11

**ASPECT: GRAMMAR**

**TOPIC: THE PRESENT PERFECT CONTINUOUS TENSE**

**SKILLS: LISTENING, SPEAKING, READING, WRITING**

**CONTENT:**

**LEARNING OUTCOME**

**By the end of the lesson, the learner should be able to:**

- Use present perfect continuous tense to construct sentences orally.
- Use present perfect continuous tense to express actions that began in the past and are taking place.

### **Interrogative form**

In the interrogative of the Present perfect continuous tense, we begin with the helping verb **have** or **has** and end with a question mark.

#### **Examples**

<b>affirmative/negative</b>	<b>interrogative</b>
She has been crying.	Has she been crying?
She has not been crying.	Hasn't she been crying?
They have been bathing.	Have they been bathing?
They haven't been bathing	Haven't they been bathing?

For affirmative sentences, we form affirmative questions.

For negative sentences, we form negative questions.

#### **Exercise**

**Form negative from the following sentences.**

1. She has been attending classes.
2. Martin has been playing from the dormitory.
3. The girls have been knitting the baskets.
4. We haven't been fighting any fires today.
5. He has been shooting at the birds.
6. Mutyaba has been lying on that dirty mat.
7. Abdul has been letting the birds in
8. The naughty boy has been filling up the tank with water.
9. The station has been broadcasting news for years.
10. She has been coming to me for some money.

## LESSON 12

**ASPECT: GRAMMAR**

**TOPIC: THE PAST PERFECT TENSE**

**SKILLS: LISTENING, SPEAKING, READING, WRITING**

**CONTENT:**

**LEARNING OUTCOME**

**By the end of the lesson, the learner should be able to differentiate past simple and past perfect tense and use the two to construct situational sentences.**

### **Affirmative form**

This tense is used to show an activity that happened before another in the past.

It is formed as Had + Past Participle

#### **Example:**

1. Tina had told me about it.
2. We had just broken the window.

#### **The use of by the time \_\_**

#### **Example**

1. The patient died at 12:30pm. The doctor arrived at 2:00pm  
By the time the doctor arrived, the patient had died.  
The patient had died by the time the doctor arrived.
2. She left after giving me the money.  
By the time she left, she had given me the money.  
She had given me the money by the time she left.

#### **Exercise**

#### **Rewrite the sentences below.**

- a) Beginning. By the time \_\_
  - b) Using " \_\_ by the time \_\_\_\_
1. The police secured the scene at noon. The thieves left at 3pm.
  2. The hut got burnt after I had left for work.
  3. She sang the National anthem and sat down.
  4. Madina died before writing her will.
  5. The primary seven wrote their PLE in Nov. the first week. Tim left school in Nov. the second week.
  6. Donald lost the phone after purchasing fruits.

## LESSON 13

**ASPECT: GRAMMAR**

**TOPIC: THE PAST PERFECT TENSE**

**SKILLS: LISTENING, SPEAKING, READING, WRITING**

**CONTENT:**

**LEARNING OUTCOME**

**By the end of the lesson, the learner should be able to express past perfect tense in all the types of sentences.**

### **Negative and Interrogative form**

Negative form: ..... hadn't + Past Participle

Interrogative form: Had \_\_\_ + Past Participle\_\_?

#### **Example**

<b>affirmative</b>	<b>negative</b>	<b>interrogative</b>
Tina had told me	Tina hadn't told me	Had Tina told me? Hadn't Tina told me?
They had lost it	They hadn't lost it	Had they lost it? Hadn't they lost it?
Paul had killed all	Paul hadn't killed all	Had Paul killed all? Hadn't Paul killed all?

- All the interrogative sentences end in a question mark

#### **Exercise**

1. The girls had designed the room by then.
2. Pauline had contributed to the present before.
3. My cousin had looked u the word from the dictionary.
4. Sabrina had rung the bell for assembly.
5. Gadaffi had lost his seat as president by November.
6. They had wound the clock without permission
7. She had made a wrong explanation about the theme.
8. The people had been asked to leave the mountainous areas.
9. He had given a wrong pronunciation to the word.
10. Peter had frozen all his fish.

## **P.7 COMPOSITION SELF STUDY LESSONS**

### **LESSON 8**

**TOPIC: EXAMINATIONS**

### **LEARNING OUTCOME**

**By the end of the lesson, the learner should be able to use the language structure correctly.**

### **LEARNING MATERIAL**

**Use the compo and compre classwork book to write this work.**

**ASPECT: Vocabulary practice**

**Using:.....could.....**

### **Examples**

1. Cheating may lead to closure of examination centre.  
Cheating could lead to closure of examination centre.
2. Bad handwriting is likely to lead to loss of marks  
Bad handwriting could lead to loss of marks

### **Exercise**

**Rewrite the sentences using .....could.....**

1. Fighting is likely to lead to expulsion from school.
2. Heavy rain may lead to delays in the distribution of examination .
3. Our results are likely to be out next week.
4. Beating children may discourage them from coming to school.
5. Hard work may lead to success.
6. Candidates with low vision are likely to find reading very difficult.
7. Paying less attention during lesson is likely to yield poor results.
8. Seeking teacher's advice may yield good results.

## LESSON 9

**TOPIC: EXAMINATIONS**

### LEARNING OUTCOME

**By the end of the lesson, the learner should be able to use the language structure correctly.**

### LEARNING MATERIAL

**Use the compo and compre classwork book to write this work.**

**ASPECT: Vocabulary practice**

**Using “.....ly”**

#### Examples

1. Etima does his work with great care.  
Etima does his work carefully.
2. The examiners mark our exams with patience.  
The examiners mark our exams patiently.

#### Exercise

**Re-write the sentence by changing the underlined words into adverbs**

1. The candidates sat for her primary Leaving examination with confidence
2. Pupils should never read the instructions in a hurry.
3. The teacher advised us to write the answers with accuracy.
4. Opondo does all exercise with ease.
5. The candidates entered the examination room in silence.
6. Karama wrote all his answers in a clear way.

## LESSON 10

**TOPIC: EXAMINATIONS**

**LEARNING OUTCOME**

**By the end of the lesson, the learner should be able to use the language structure correctly.**

### LEARNING MATERIAL

**Use the compo and compre classwork book to write this work.**

**ASPECT: Vocabulary practice**

**Using: “....., didn’t you?”**

**Examples:**

1. You (pass) the Science examination, didn’t you?  
You passed the Science examination, didn’t you?
2. You (write) the answers in ink, didn’t you?  
You wrote the answers in ink, didn’t you?

### Exercise

**Re-write the following sentences by using the correct form of words in bracket to complete the sentences.**

1. You ..... him from the examination, didn’t you? (disqualify)
2. You ..... Primary Leaving Examination, didn’t you? (sit)
3. You ..... 80% in English, didn’t you? (get)
4. You ..... examinations, didn’t you? (cheat)
5. You ..... the examinations accurately, didn’t you? (answer)
6. You ..... the candidates, didn’t you? (supervise)
7. You ..... the test, didn’t you? (fail)
8. You .....the students, didn’t you? (brief)
9. You .....them last week, didn’t you? (examine)

## **LESSON 11**

**TOPIC: EXAMINATIONS**

### **LEARNING OUTCOME**

**By the end of the lesson, the learner should be able to use the language structure correctly.**

### **LEARNING MATERIAL**

**Use the compo and compre classwork book to write this work.**

**ASPECT: Vocabulary practice**

**Using: “If ....., you will .....”**

### **Examples**

1. When you cheat the examinations, you are disqualified.  
If you cheat the examination, you will be disqualified.
2. When you do not revise your work, you will fail the examination.  
If you do not revise your work, you will fail the examination.

### **Exercise**

**Re-write the following sentences using “If....., you will.....”**

1. When you are accurate, you can get the answer right.
2. Once you understand the instructions, you are able to pass the examination.
3. When you get 90%, you are able to get a first grade.
4. When you are involved in malpractice. You will be disqualified.
5. Once you scrutinize the question, you will understand it.
6. When you score 85%, you are assured of a distinction.
7. When you finish your examination, you may read through.
8. When you study hard, you may pass your examination.
9. When you want to be an invigilator, you apply to Uganda National Examination Board.
10. When you go for briefing, you should write down some notes.

## LESSON 12

**TOPIC: EXAMINATIONS**

**ASPECT: COMPREHENSION**

**LEARNING OUTCOME:**

**By the end of the lesson, the learner should be able to read the given text and answer the questions below it in full sentences.**

**Read the dialogue between “Adong and Chebrot and answer the questions that follow in full sentences**

**“Never Panic in Examinations!”**

Adong: Did you attend last Friday’s briefing which was held in our school main hall?

Chebrot: No, I didn’t. I was absent. I had gone to the hospital. What was the briefing about?

Adong: It was about PLE. The teachers told us to be confident enough and answer all the questions. They also warned us against any form of examination malpractice.

Chebrot: What else did the teachers talk about?

Adong: The teachers also said that we would write our examination from the school main hall.

Chebrot: Did they talk about the invigilators and supervisors?

Adong: Yes, they said that the invigilators would be there to watch over us during the examination period.

Chebrot: Thank you for updating me about the briefing. We shall meet on Monday morning.

Adong: You are welcome. Please, don’t forget to carry with you your mathematical set, pens and sharpened pencils.

Chebrot: Okay. Good day.

Adong: Good day too.

### **Questions**

1. Which examinations are they going to sit for?
2. What did the teachers tell the candidates?
3. Where will the candidates sit their examinations?
4. What is the work of an invigilator?

5. What is the dialogue about?
6. Give an example of examination malpractice.
7. What may happen to a candidate who is caught cheating?
8. Why do you think Adong advised Chebrot to carry with her a sharpened pencil?
9. Give another word with the same meaning as: malpractice
10. Suggest a suitable title for the dialogue.

### LESSON 13

#### ASPECT: COMPREHENSION

#### LEARNING OUTCOME:

**By the end of the lesson, the learner should be able to read the given text and answer the questions below it in full sentences.**

Below is a report form. Study it and then answer, in full sentences, the questions that follow

<b>MBULA PRIMARY SCHOOL</b>				
<b>P.O.BOX 288, SHEEMA</b>				
<b>TEL: 070/077/075/2323739</b>				
<b>NAME:</b> Kakuru Micheal		<b>CLASS:</b> P.6		
<b>TERM:</b> Two		<b>YEAR:</b> 2019		
Subject	Out of	Scores	Teacher's comment	Signature
Mathematics	100	85	Quite good	O.Dmoul
English	100	90	Very good, keep it up	J.Iga
Integrated Science	100	65	Good, but you can do better	M.Kayemba
SST with R.E	100	88	Good work	N.Java
Total	400	338		

Class position: 2<sup>nd</sup> Out of : 80

Pupil's conduct: Very good

Class teacher's remarks:  
 You need to work harder in Integrated Science so as to balance your performance.

Class teacher's name :MrsKayemba Maria

Class teacher's signature :*M.Kayemba*

Head teacher's remarks : Good result, keep it up!

Head teacher's signature :*B. Sebuliba.* Date: 10/08/2019

Next term begins on : 13<sup>th</sup> September 2019

## Questions

- a) Where is this school found?
- b) Whose report form is it?
- c) In which year was the report form made?
- d) Which subject was done best?
- e) Who teaches Mathematics?
- f) What did the pupil get in SST and R.E?
- g) How many pupils are in this class?
- h) Who was the class teacher?
- i) What were the head teacher's remarks?
- j) When did the head teacher sign this report?

## LESSON 14

### ASPECT: COMPOSITION

### LEARNING OUTCOME:

**By the end of the lesson, the learner should be able to read the given text and arrange it in order to make a meaningful story about Musa as a Conductor.**

### Jumbled composition

1. The manager of Akamba Bus gave him this job.
2. After a few months, Musa had saved a lot of money.
3. This increased his daily collections.
4. When Musa completed primary Seven, he did not have money for school fees
5. He decided to apply for the post of conductor in Akamba Bus.
6. The promotion led to an increment in his salary.
7. He was supposed to collect the money and report it to the office every day.
8. He did it carefully and honestly.
9. He used his saving to pay school fees in secondary school.
10. The manager therefore promoted Musa and made him the general supervisor of all conductors.

## LESSON 15

### ASPECT: COMPOSITION

### LEARNING OUTCOME:

**By the end of the lesson, the learner should be able to write a meaningful composition using the given statement.**

Between 100 – 150 words, write a composition about how you will prepare for examination. In your composition include the following, attend classes, do exercises and assignments, make a revision timetable and follow it, focus on my books, take part in group discussions, consult my teachers on my weak areas, writing materials, go to bed early, write corrections given, pay attention.