



# CORNERSTONE JUNIOR SCHOOL - MUKONO

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## P.7 ENGLISH COMPOSITION AND COMPREHENSION SELF-STUDY LESSONS SET 5

### LESSON 1

**TOPIC : CHILDREN'S RIGHTS AND RESPONSIBILITIES**  
**ASPECT : COMPOSITION**  
**SKILLS : LISTENING, SPEAKING, READING, WRITING**  
**CONTENT: VOCABULARY BUILDING**

### Learning outcomes

By the end of this lesson, you should be able to;

- read, pronounce and spell the new words correctly.
- identify the word family of each new word. e.g. the word family of the new word 'criminal' is; crime, criminality, crimes and wrongdoer (synonym)
- use the new word and its word family in sentences correctly.

### Introduction

**In this topic, we shall study the rights and responsibilities of children.**

Children's rights are natural freedoms given to all children without considering their background, age, sex, status or abilities.

### Examples of children's rights.

- A right to education
- A right to medication
- A right to shelter
- A right to be loved, etc.

**Responsibilities are what children are supposed to do.**

### Examples of children's responsibilities

- Washing utensils
- Sweeping the compound
- Mopping
- Washing clothes, etc

## Instructions

1. You are required to do this work in your class workbook.
2. The work should be in a table; this table should show: a new word, meaning and example of sentence usage; and the word family.
3. Please use a dictionary to look up the meaning and word family of the given new words.

## Vocabulary (new words)

- |               |              |                |
|---------------|--------------|----------------|
| ▪ accuse      | ▪ dropout    | ▪ rights       |
| ▪ arrest      | ▪ jail       | ▪ cruel        |
| ▪ child abuse | ▪ clothing   | ▪ plead        |
| ▪ criminal    | ▪ abortion   | ▪ guilty       |
| ▪ convict     | ▪ magistrate | ▪ imprison     |
| ▪ sentence    | ▪ judge      | ▪ innocent     |
| ▪ obedient    | ▪ try        | ▪ judgment     |
| ▪ respect     | ▪ corporal   | ▪ rights       |
| ▪ tidy        | ▪ shelter    | ▪ try          |
| ▪ mistreat    | ▪ remand     | ▪ witness      |
| ▪ sugar daddy | ▪ forced     | ▪ imprisonment |
| ▪ sugar mummy | ▪ freedom    |                |

## Exercise

Rearrange these letters to form a correct story

### Jumbled letters

1. domeefr
2. nesswit
3. nocentin
4. ilguty
5. boration
6. dgejument
7. menttreatmis
8. diencebeo
9. primentsonim
10. tencesen

### Correct words

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Use the correct form of the given words in brackets to complete the sentences below.

1. All children should learn about children's \_\_\_\_\_. (right)
2. A person who is accused of committing a crime is called a \_\_\_\_\_. (crime)
3. The police do not try \_\_\_\_\_. (convict)
4. A witness swears to say the \_\_\_\_\_ all the time. (true)
5. Parents and guardians should not mistreat \_\_\_\_\_ children. (they)
6. \_\_\_\_\_ is a serious offence. (defile)
7. Corporal \_\_\_\_\_ is a type of child abuse. (punish)

8. The police can help you to arrest the wrongdoer more \_\_\_\_\_. (quick)  
 9. One is \_\_\_\_\_ when one is found guilty. (sentence)  
 10. When a child \_\_\_\_\_ guilty of an offence, he or she should be forgiven. (plead)

**Give the opposite of each of the following words.**

<u>Word</u>	<u>Opposite</u>
- sugar daddy	sugar mummy
- innocence	_____
- mummy	_____
- early	_____
- tidy	_____
- clean	dirty
- respect	_____
- refuse	_____
- peace	_____
- obedient	_____
- life	_____
- interesting	_____
- alive	_____
- freedom	captivity

Please, follow the principles of the formation of plurals of nouns.

<u>Word</u>	<u>Plural</u>
- sugar daddy	sugar daddies
- sugar mummy	_____
- bad touch	_____
- marriage	_____
- chore	_____
- responsibility	_____
- a baby's shirt	_____
- a lady's watch	ladies' watches
- a man's house	_____

**Rearrange the following words alphabetically.**

- |             |           |          |        |
|-------------|-----------|----------|--------|
| 1. work,    | care,     | abort,   | refuse |
| 2. freedom, | filthy,   | forced,  | food   |
| 3. respect, | report,   | refuse,  | regard |
| 4. abuse,   | abortion, | abide,   | about  |
| 5. chores,  | convict,  | clean,   | early  |
| 6. life,    | lure,     | list,    | limp   |
| 7. shelter, | shame,    | sugar,   | simple |
| 8. grow,    | touches,  | torches, | great  |
| 9. polite,  | protect,  | proper,  | peace  |
| 10. blame,  | badly,    | bare,    | bless  |

**Write the following abbreviations in full**

<u>Abbreviation</u>	<u>Full form</u>
- Gen.	_____
- Col.	_____
- Lt.	Lieutenant
- Capt.	_____
- Hon.	_____
- Rt. Hon.	_____
- OC.	Officer-in-charge
- Rev.	_____
- Revd	_____
- Govt	_____
- Hons	Honours
- LC	_____
- Rt. Rev.	_____

**LESSON 2**

**TOPIC : CHILDREN'S RIGHTS AND RESPONSIBILITIES**

**ASPECT : COMPOSITION**

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

**CONTENT: Using .....interested in.....**

**Learning outcomes:**

- By the end of this lesson, you should be able to
  - i. state how to use the structure 'interested in' correctly.
  - ii. join sentences using the given structure correctly.

**Using: .....interested.....**

The structure '.....interested in.....' is used to point out what one likes more than the other. It is also used to show what one prefers to the other.

Note: 1. Use the above structure as below: .....more interested in.....than in.....

## Examples

1. Girls like cooking more than playing. (**This means that girls prefer cooking to playing. It also means that cooking is the girls' preference.**)

Girls are more interested in cooking than in playing.

2. I would rather do the home chores than go for remedial lessons. (**Here, the speaker likes doing the home chores more than going for remedial lessons.**)

I am more interested in doing home chores than in going for remedial lessons.

**Note 2** More emphasis should be put on the repeated use of the preposition 'in' as shown in the above examples.

## Exercise

**Follow the above examples and rewrite the given sentences using:.....interested in.....**

1. Children preferred washing utensils to digging during the COVID-19 lockdown.
2. Mary likes wearing long dresses better than wearing short ones.
3. Parents prefer buying new dresses to buying old ones.
4. I prefer resting to working on weekends.
5. Olanya likes living in a permanent house more than living in a temporary one.
6. Parents would rather use peaceful means of ending conflicts than violent ones.
7. Akello likes eating apples more than eating grapes.
8. My mother would rather stay at home than go to town.
9. I should read my books instead of playing the whole day.
10. The candidates would rather obey their parents than abuse them.

## LESSON 3

**TOPIC : ANIMAL NEEDS AND FREEDOM**  
**ASPECT : COMPOSITION**  
**SKILLS : LISTENING, SPEAKING, READING, WRITING**  
**CONTENT: Using:.....ought to/ ought not to.....**

### Learning outcomes:

By the end of this lesson, you should be able to use ‘.....ought to....’ in sentences correctly.

### Introduction

**Using:.....ought to.....**

The structure.....**ought to**..... is used to point out what one is expected to do or what one should do because it is one’s responsibility.

### Examples

1. Tom should respect his parents. (This means that it is Tom’s responsibility to respect his parents.

Tom ought to respect his parents.

2. We should work hard in order to pass this year’s P.L.E with flying colours.

We ought to work hard in order to pass P.L.E with flying colours.

**Using:....ought not to.....**

We use the structure.....ought not to.....to talk about what one is not expected to be done because it is not acceptable in the society.

### Examples.

1. Ojom must not play on a busy road because he may be knocked down by a vehicle. (**This sentence points out the fact that it is wrong for Ojom to play on a busy road due to the high risk of getting accidents**)

Ojom **ought not to** play on a busy road because he may be knocked down by a vehicle.

### Note

- ‘.....ought not.....’ can be written in short as ‘.....oughtn’t.....’
- **the proposition ‘to’ is used after the modal verb ‘.....ought.....’ or ‘...ought not.....’**

## Exercise

**Rewrite the given sentences using: .....ought to...../ought not to.....**

1. Police should arrest parents who mistreat their children.
2. We should report bad people to the police.
3. We should wash hands regularly in order to avoid contracting COVID-19.
4. Children's rights should be respected.
5. School children should be responsible.
6. One should not abuse one's rights.
7. You should stop telling lies to your parents.
8. You don't need to disrespect your teachers and parents.
9. It is not right for Leanne to walk anyhow during curfew hours.
10. It is wrong for stepmothers to mistreat their children.

## LESSON 4

**TOPIC : CHILDREN'S RIGHTS AND RESPONSIBILITIES**

**ASPECT : COMPOSITION**

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

**CONTENT : Using:.....either...or.....**

### Learning outcomes:

By the end of this lesson, you should be able to use .....**either**.....**or**.....in sentences correctly.

**Using: .....either.....or.....**

The structure .....**either**.....**or**.....is used to point out a choice which one can make between two possibilities.

### Examples

1. You provide food to your children. You risk going to prison.  
You either provide food to your children or risk going to prison.
2. You should accept or refuse our proposal.  
You should either accept or refuse our proposal.

## Exercise

**Rewrite the sentences below using:.....either.....or.....**

1. They may confess. They may refuse to confess.
2. The boy will be taken to a remand home or an orphanage.
3. He is right. He is wrong about children's rights.
4. Joy will mop the veranda. Joy will wash utensils.
5. Rose leaves with her parents. Rose leaves with her foster parents.
6. We are going to write about sugar- mummies. We are going to write about sugar –daddies.
7. He was accused of child neglect. He was also accused of child labour.

## LESSON 5

**TOPIC : CHILDREN'S RIGHT AND RESPONSIBILITIES**  
**ASPECT : COMPOSITION**  
**SKILLS : LISTENING, SPEAKING, READING, WRITING**  
**CONTENT: Using .... 'either.....' without 'or'**

### Learning outcomes:

By the end of this lesson, you should be able to use the structure .....either..... in sentences correctly.

### Introduction

The structure .....**either**..... is used to mean one or the other mentioned. It can also be used to mean alternatives.

The structure .....**either**.....without 'or' takes a singular noun.

### Examples

1. **Apio can peel matoke using both hands.**  
Apio can peel matoke using either hand.
2. We have planted trees on both sides of the road.  
We have planted trees on either side of the road.

### Exercise

**Rewrite the sentences using: .....either.....**

1. Mr Okello has planted flowers on both sides of his path.
2. Hassan can kick the ball using both legs.
3. Munabi draws cartoons using both hands.
4. Both answers to this question are correct.
5. That juvenile will sweep the room using both hands.
6. Those girls put on earrings on both ears last week.
7. Both routes can lead you to the city.
8. Both countries have not got a vaccine for COVID-19.
9. I can walk on our compound using both legs.
10. Will Peter put the letters in both envelopes?

## LESSON 6

**TOPIC : CHILDREN'S RIGHTS AND RESPONSIBILITIES**  
**ASPECT : COMPOSITION**  
**SKILLS : LISTENING, SPEAKING, READING, WRITING**  
**CONTENT: Using ....likely .....**

### Learning outcomes:

By the end of this lesson, you should be able to use the structure .....**likely**..... in sentences correctly.

### Introduction

The structure .....**likely**..... is used to talk about or show that something is probable or is expected to happen. We can use 'more' or 'very' and 'most' before 'likely'

### Examples

1. There is a possibility that we shall pass this year's P.L.E with flying colours.  
We are likely to pass this year's P.L.E with flying colours.
2. It may probably rain today.  
It is likely to rain today.
3. If you don't value self-study lessons, you will fail the examinations.  
If you don't value self-study lessons, you are likely to fail the examinations.

### Exercise

**Rewrite the sentences below using:.....likely.....**

1. It is showing signs of raining today.
2. Making wrong friends will affect your studies.
3. Okot may be imprisoned because of defying the president's directives.
4. There is a likelihood that we may eat lunch late today.
5. Samantha might visit her aunt next week.
6. There is a possibility that Uganda will get vaccines for COVID-19.
7. We shall probably go back to school very soon.
8. The guest of honour may delay arriving at the party.
9. The convict may be sentenced to life imprisonment.
10. The arsonist may not be given a police bond.

## LESSON 7

**TOPIC : CHILDREN'S RIGHTS AND RESPONSIBILITIES**  
**ASPECT : COMPOSITION**  
**SKILLS : LISTENING, SPEAKING, READING, WRITING**  
**CONTENT: Using .... in order to/so as to.....**

### Learning outcomes:

By the end of this lesson, you should be able to use the structure .....**in order to/so as to**..... in sentences correctly.

## INTRODUCTION

The structure .....**in order/ so as**..... is used to talk about a person's purpose of doing something. It is also used to point out the reason why someone does/is doing/did/has done or will do something.

### Examples

1. I went to France because I wanted to learn French.
  - i) I went to France in order to learn French.
  - ii) I went to France so as to learn French.
2. Baluku is working hard. He wants to pass this year's P.L.E.
  - i) Baluku is working hard in order to pass this year's P.L.E.
  - ii) Baluku is working hard so as to pass this year's P.L.E.

### Exercise

**Follow the above examples and rewrite the given sentences.**

1. The girls weave baskets all the time. They want to get money.
2. My aunt doesn't want her son to be kidnapped. She drives him to school.
3. She woke up early. She wanted to catch the first bus.
4. Children should obey their parents. They will receive blessings from God.
5. We go to school because we want to learn new skills.
6. Asiano apologized to the teacher. She didn't want to be punished.
7. He went to the police since he wanted to report child abuse.
8. He drove very carefully. He did not want to knock anything down.
9. We write our work neatly. We do not want to repeat it.
10. Mugezi went to the family protection unit. He wanted to report domestic violence in his home.

## LESSON 8

**TOPIC : CHILDREN'S RIGHTS AND RESPONSIBILITIES**  
**ASPECT : COMPOSITION**  
**SKILLS : LISTENING, SPEAKING, READING, WRITING**  
**CONTENT: Using .... so that...../.....such that.....**

### Learning outcomes:

By the end of this lesson, you should be able to use the structure ..... **so that...../.... such that....** in sentences correctly.

### Introduction

-The structure .... in order that/so that/such that..... is used to talk about a person's purpose of doing something. It is also used to point out the reason why someone does/is doing/did/has done or will do something.

-The modal verb 'can' is used in the present tense while the modal verb 'could' is used in the past simple tense.

### Examples

**1. John goes to the internet café. He wants to surf news.**

- i) John goes to the internet café so that he can surf the news.
- ii) John goes to the internet café such that he can surf news.

**2. Joe went to the market. He wanted to buy carrots.**

- i) Joe went to the market so that he could buy carrots.
- ii) Joe went to the market such that he could buy carrots.

### Exercise

**Rewrite these sentences using:**

**a) .....so that.....**

**b) .....such that.....**

- 1. Amelia used a new broom. She wanted to sweep the compound properly.
- 2. Jackie went to the well. She wanted to draw water.
- 3. Mildred entered the head teacher's so as to talk to her.
- 4. He went into the newsroom in order to see the newsreaders.
- 5. The old woman weeds her garden well. She wants to get a good yield.

## LESSON 9

**TOPIC : CHILDREN'S RIGHTS AND RESPONSIBILITIES**

**ASPECT : COMPOSITION**

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

**CONTENT: Using .... accused of .....**

### **Learning outcomes:**

By the end of this lesson, you should be able to use the structure .....**accused of**..... in sentences correctly.

**Using: .....accused of.....**

The structure .....accused of..... is used to say that somebody has done something wrong. It is also used with the preposition 'of' followed by the 'ing' form of the main verb.

### **Examples.**

1. Ssempeebwa stole the neighbour's goat.  
Ssempeebwa was accused of stealing the neighbour's goat.
2. Hannah told lies during the court session.  
Hannah was accused of telling lies during the court session.

### **Exercise**

**Re-write the following sentences using " .....accused of ....."**

1. Did the taxi driver defile the schoolgirl?
2. Stella's stepmother killed a child.
3. Nakato mistreated her children.
4. Mwambu was arrested because he mistreated his son.
5. The headmaster did not register the candidates on time.
6. Kitonto was blamed for locking his daughter out of the house.
7. The older boys bullied the newcomers at school.
8. The policeman was blamed for neglecting his duty at the zebra crossing.
9. Did the man rape the schoolgirl?

## LESSON 10

TOPIC : CHILDREN'S RIGHTS AND RESPONSIBILITIES

ASPECT : COMPOSITION

SKILLS : LISTENING, SPEAKING, READING, WRITING

CONTENT: Using .....whose .....

### Learning outcomes:

By the end of this lesson, you should be able to use the structure .....**whose**..... in sentences correctly.

**Using;**.....**whose**.....

The structure .....**whose**..... is used to give extra information about a person or thing. It is also used to say exactly which person or thing one means.

**Using:** .....**whose** .....

### Examples:

1. The woman went to the local council chairman. Her daughter had been defiled.

The woman whose daughter had been defiled went to the local council chairman.

***(Two commas are not used in this sentence because the subject the woman is not well defined. It requires an additional information-which woman?)***

2. The boy was taken to the hospital. His arm was broken.

The boy whose arm was broken was taken to the hospital.

***(Similarly, this sentence does not also require two commas because the subject the boy is not also well defined. It requires an additional information-which boy?)***

3. Job is a carpenter. His hammer was stolen yesterday.

Job, whose hammer was stolen yesterday, is a carpenter.

***(Two commas are used in this sentence because the subject Job is well defined)***

## Exercise

**Re-write the sentence using .....whose .....**

1. The woman has gone to court. Her daughter was raped.
2. The man has been arrested. His son was found to be malnourished.
3. The woman has gone to the police. Her son was arrested.
4. Ogozo escaped from home. His father is very cruel.
5. The woman talked to me. Her son committed the crime.
6. The man has been sentenced to life imprisonment. His son is in hospital.
7. Ann is sick. Her parents locked her out in the cold.
8. The chief has been arrested. His son stole a cow.
9. The woman is the new judge. Her children are our friends.
10. Mr Kato is a teacher of English. His wife taught us about children's rights and responsibilities last week.