



## Primary 7 English

### Term 1

#### TOPIC 1/3: School Holidays

**Learning Outcome:** The learner uses appropriate language and skills developed to communicate effectively in different situations.

#### Sub-topic 1A: Holiday Plans

#### Teaching activities

1. Using vocabulary and structures appropriately
2. Asking and answering questions
3. Listening to and answering questions on given texts
4. Reading stories and articles on holiday plans
5. Spelling words correctly
6. Writing and reciting poems on holiday plans
7. Acting dialogues
8. Writing holiday plans
9. Completing puzzles and riddles
10. Writing and telling stories on holiday plans

#### Holiday Plan Terms

1. **Holidays** – Days of rest or celebration when people do not go to work or school.
2. **Travel** – The act of going from one place to another, usually for leisure or work.
3. **Plan** – A set of ideas or arrangements made in advance for what to do.
4. **Break off** – To stop or end something suddenly (e.g., *break off a trip*).
5. **Prepare for** – To get ready for something in advance.

6. **Pick** – To choose or select something.
7. **Remedial classes** – Extra lessons given to help students improve in subjects they find difficult.
8. **End vacation** – The time when a holiday or break finishes.
9. **Relatives** – Family members such as cousins, uncles, aunts, grandparents.
10. **Pen pals** – Friends who write letters or emails to each other, often from different places.
11. **Up-country** – Areas away from the main city, usually rural or less urban.
12. **Town** – A smaller urban area where people live and work.
13. **Urban** – Relating to cities or developed areas.
14. **Rural** – Relating to villages or countryside areas.
15. **Commence** – To begin or start something.
16. **Board** – To get onto a bus, train, plane, or ship.
17. **Birthdays** – The yearly celebration of the day someone was born.
18. **Programme** – A planned schedule of activities or events.

**Exercise 1:** Read the story and answer the questions in full sentences.

### Sarah's Holiday Plan

Sarah was excited about the school **holidays**. She made a **plan** to **travel** up-country to visit her **relatives**. Before leaving, she had to **prepare for** the trip and **pick** the clothes she needed. Unfortunately, she had to **break off** her journey for a few days to attend **remedial classes**. When the classes ended, she boarded a bus to the **rural** area. She enjoyed her stay, wrote letters to her **pen pals**, and celebrated her cousins' **birthdays**. At the **end of vacation**, she returned to **town** ready to **commence** the new school **programme**.

Dr. Bbosa Science

### Questions

1. What is the title of the story?
2. Why was Sarah excited?
3. What did Sarah plan to do during the holidays?
4. Who did Sarah visit up-country?
5. What did Sarah have to prepare for?
6. Why did Sarah break off her journey?
7. Where did Sarah board a bus to?
8. Who did Sarah write letters to?

9. What special event did Sarah celebrate?
10. Where did Sarah return at the end of vacation?
11. What did Sarah commence after the holidays?
12. Who wrote the story?

**Exercise 2:** Read the dialogue and answer the questions in full sentences.

### **At the Bus Station**

**David:** Are you ready for the **holidays**?

**Eseza:** Yes, I made a **plan** to **travel** to the **urban** town.

**David:** I will **board** a bus to the **rural** area to see my **relatives**.

**Eseza:** That's nice. I must **prepare for** my trip and **pick** some gifts.

**David:** Don't forget to write to your **pen pals**.

**Eseza:** Sure! I'll also attend **remedial classes** before the **end vacation**.

**David:** Great idea. Let's meet after the holidays to share our experiences.

Dr. Aida Namitala

### **Questions**

1. Where does Eseza plan to travel?
2. Where does David plan to travel?
3. What will Eseza pick before her trip?
4. Who does David want to visit?
5. What does Eseza promise to do for her pen pals?
6. What classes will Eseza attend?
7. What transport will David use?
8. What kind of area is David visiting?
9. What kind of area is Eseza visiting?
10. What will they do after the holidays?
11. Who wrote the dialogue?

**Exercise 3:** Read the poem and answer the questions in full sentences.

### **Holiday Time**

Holidays come, we laugh and play,

We make a plan for each new day.

We travel far, both town and rural,

Visit relatives, joy is plural.

We break off work, prepare for fun,

Pick our gifts for everyone.

Pen pals wait for letters sweet,

Birthdays make the time complete.

End vacation, commence with cheer,

A programme starts for the new school year.

Dr. Namitala Aida

### **Questions**

1. What do holidays bring according to the poem?
2. What do we make for each new day?
3. Where do we travel according to the poem?
4. Who do we visit during holidays?
5. What do we break off during holidays?
6. What do we prepare for?
7. Who waits for letters?
8. What events make holidays complete?
9. What happens at the end of vacation?

10. What commences after holidays?

**Exercise 4:** Read the advertisement and answer the questions in full sentences.

### Happy Holidays Programme

**Special Holiday Programme!** 🎉 Plan your **holidays** with us!

- **Travel** up-country or to **urban** towns.
- **Board** our buses safely.
- **Prepare for** fun activities.
- **Pick** from exciting trips.
- Join **remedial classes** before the **end vacation**.
- Celebrate **birthdays** with relatives.
- Write to your **pen pals**.
- Enjoy rural adventures and commence the new school year with joy!

Dr. Bbosa Science

### Questions

1. What is being advertised?
2. What can you plan with the programme?
3. Where can you travel?
4. What transport is mentioned?
5. What should you prepare for?
6. What can you pick from?
7. What classes are included?
8. What family events are celebrated?
9. Who can you write to?
10. What commences after the holidays?

### How to Use *Going to*

1. **Future plans or intentions**
  - *I am **going to** travel during the holidays.* (Shows a decision already made.)
2. **Predictions based on evidence**

- Look at those clouds! It is **going to** rain. (We can see signs that something will happen.)

### 3. Structure

- Subject + *be* (am/is/are) + **going to** + verb
- Example: *She is **going to** pick her clothes for the trip.*

**Exercise 5:** Rewrite the following sentences using “going to”

1. Sarah has a plan to visit her relatives.
2. The teacher has arranged remedial classes.
3. James sees dark clouds in the sky.
4. Lydia has decided to write to her pen pals.
5. The bus is ready at the station. (Use *going to*)
6. The family has prepared for a trip up-country.
7. The students have decided to commence the new programme.
8. Anna has chosen to celebrate her cousin’s birthday.
9. The hotel has planned to break off service for repairs.
10. The children have decided to play after the end vacation.

Example answer: *Sarah is **going to** visit her relatives.*

## Participle

The term “**participle**” refers to a verb form that can act like an **adjective** or combine with auxiliary verbs to form different **tenses**. There isn’t a “participle tense” by itself, but participles are essential in building verb tenses and descriptive phrases.

### Types of Participles

1. **Present participle**
  - Ends in *-ing*.
  - Shows ongoing action.
  - Example: *The **running** boy is fast.*
2. **Past participle**
  - Often ends in *-ed*, *-en*, or irregular forms.
  - Shows completed action or passive voice.
  - Example: *The **broken** vase was expensive.*
3. **Perfect participle**

- Formed with *having + past participle*.
- Shows an action completed before another.
- Example: *Having finished homework, she went out to play.*

### How Participles Are Used

- **As adjectives:** *The **barking** dog kept us awake.*
- **In verb tenses:**
  - Present continuous: *She is **reading**.*
  - Present perfect: *He has **eaten**.*
- **In passive voice:** *The car was **polished** yesterday.*
- **In participle phrases:** *Walking quickly, she caught the bus.*

### Exercise 5: Rewrite as instructed

1. Identify the participle in this sentence: *The crying baby needs attention.*
2. Rewrite using a participle: *She finished her work. She went to bed.*
3. Which type of participle is used in *The stolen car was found?*
4. Write a sentence with a present participle describing a person.
5. Write a sentence with a past participle describing an object.
6. Change this into a participle phrase: *She opened the dictionary. She found the word.*
7. What participle is in *The teacher is explaining the lesson?*
8. Use a perfect participle in a sentence about holidays.
9. Identify the participle in *The repaired bike is mine.*
10. Write a sentence using both a present and a past participle.

### How to Use Reported Speech

1. **Change pronouns**
  - Direct: *She said, "I am happy."*
  - Reported: *She said that she was happy.*
2. **Change verb tense (usually one step back in time)**
  - Present → Past
    - Direct: *He said, "I like ice cream."*
    - Reported: *He said that he liked ice cream.*
  - Past → Past perfect

- Direct: *She said, "I visited my relatives."*
  - Reported: *She said that she had visited her relatives.*
3. **Change time and place words**
    - *today → that day*
    - *tomorrow → the next day*
    - *here → there*
  4. **Reporting verbs**
    - Common verbs: *say, tell, ask, explain, reply.*
    - Example: *The teacher told us that remedial classes would commence after the holidays.*

**Exercise 6:** Convert the following into reported speech:

1. Sarah said, "I am going to travel up-country."
2. James said, "I will board the bus tomorrow."
3. Lydia said, "I am preparing for remedial classes."
4. The teacher said, "The programme commences next week."
5. Anna said, "I picked my clothes yesterday."
6. John said, "I am writing to my pen pals."
7. The relatives said, "We are celebrating birthdays today."
8. The manager said, "The town is very busy."
9. The children said, "We are enjoying the holidays."
10. The headmaster said, "We will break off school at the end vacation."

## Adjectives

An **adjective** is a word that **describes or modifies a noun or pronoun**. It tells us more about the quality, quantity, size, color, or condition of something.

### What Adjectives Do

1. **Describe qualities**
  - *The **beautiful** girl smiled. (beautiful describes the girl)*
2. **Show quantity or number**

- *He has **three** books. (three tells how many)*
- 3. **Indicate size or shape**
  - *They live in a **small** house. (small describes the house)*
- 4. **Show color or appearance**
  - *She wore a **red** dress. (red describes the color of dress)*
- 5. **Express feelings or opinions**
  - *It was an **interesting** story.*

### Examples of Adjectives

- **Big, small, tall, short** (size)
- **Happy, sad, angry, kind** (feelings)
- **Red, blue, green, yellow** (colors)
- **Three, many, few, several** (quantity)
- **Beautiful, dangerous, helpful, noisy** (qualities)

### Exercise 7: Answer as instructed.

1. Identify the adjective: *The tall boy is my friend.*
2. Write a sentence using the adjective *happy*.
3. Which adjective describes the noun in: *She bought a red car.*
4. Add an adjective to describe this sentence: *The \_\_\_\_ dog barked loudly.*
5. Write a sentence using the adjective *dangerous*.
6. Identify the adjective: *We saw three birds in the tree.*
7. Write a sentence using the adjective *small*.
8. Which adjective describes the noun in: *The kind teacher helped us.*
9. Add an adjective to describe this sentence: *The \_\_\_\_ river flows quickly.*
10. Write a sentence using the adjective *beautiful*.

## Formation of Adjectives

Adjectives can be formed from **nouns, verbs, or other adjectives** using **suffixes** and **prefixes**.

### 1. From Nouns

- Add suffixes like *-ful, -less, -ish, -y, -ous*.
  - *Hope* → *hopeful*
  - *Care* → *careless*
  - *Child* → *childish*
  - *Sun* → *sunny*
  - *Danger* → *dangerous*

### 2. From Verbs

- Add suffixes like *-able, -ive, -ing, -ed*.
  - *Read* → *readable*
  - *Act* → *active*
  - *Interest* → *interesting*
  - *Bore* → *bored*

### 3. From Other Adjectives

- Add prefixes like *un-, in-, im-, dis-*.
  - *Happy* → *unhappy*
  - *Possible* → *impossible*
  - *Correct* → *incorrect*
  - *Honest* → *dishonest*

### 4. Compound Adjectives

- Combine words to describe qualities.
  - *Well-known, part-time, high-speed*

**Exercise 8:** Answer as instructed.

1. Form an adjective from the noun *beauty*.
2. Form an adjective from the noun *care*.
3. Form an adjective from the verb *read*.
4. Form an adjective from the verb *bore*.
5. Add a prefix to make the opposite of *honest*.
6. Add a prefix to make the opposite of *possible*.
7. Form an adjective from the noun *danger*.
8. Form an adjective from the noun *child*.
9. Write a compound adjective to describe a teacher who is well known.
10. Write a sentence using the adjective *hopeful*.

### Active Voice in English

**Active voice** is when the **subject of the sentence performs the action** of the verb. It is direct, clear, and usually preferred in writing.

#### Examples

- *The teacher explained the lesson.* (Subject = teacher, Verb = explained, Object = lesson)
- *Sarah wrote a letter to her pen pals.*
- *The bus driver boarded passengers safely.*

#### Difference from Passive Voice

- **Active voice:** *The students completed the homework.*
- **Passive voice:** *The homework was completed by the students.*

In active voice, the focus is on **who is doing the action**.

**Exercise 9:** Answer as instructed.

1. Change to active voice: *The dictionary was used by Sarah.*
2. Write a sentence in active voice using the word *holidays*.
3. Change to active voice: *The remedial classes were attended by James.*

4. Write a sentence in active voice using the word *relatives*.
5. Change to active voice: *The bus was boarded by the children.*
6. Write a sentence in active voice using the word *pen pals*.
7. Change to active voice: *The programme was commenced by the teacher.*
8. Write a sentence in active voice using the word *birthdays*.
9. Change to active voice: *The plan was prepared by Anna.*
10. Write a sentence in active voice using the word *travel*.

### Question Tags in English

**Question tags** are short questions added at the end of a statement. They are used to **confirm information** or **seek agreement**.

#### How They Work

1. **Positive statement → Negative tag**
  - *You are a student, **aren't you?*** (We expect an agreement.)
2. **Negative statement → Positive tag**
  - *She isn't coming, **is she?***
3. **Auxiliary verbs are repeated**
  - *He can swim, **can't he?***
  - *They have finished, **haven't they?***
4. **With "be" verbs**
  - *It is hot, **isn't it?***
5. **With "do" verbs**
  - *You like holidays, **don't you?***
  - *She doesn't travel often, **does she?***

**Exercise 10:** Add the correct question tag:

1. You are going to travel, \_\_\_\_\_?
2. Sarah visited her relatives, \_\_\_\_\_?
3. The teacher explained the programme, \_\_\_\_\_?
4. James will board the bus, \_\_\_\_\_?
5. They prepared for remedial classes, \_\_\_\_\_?
6. Anna picked her clothes, \_\_\_\_\_?
7. The holidays are ending soon, \_\_\_\_\_?
8. Lydia writes to her pen pals, \_\_\_\_\_?
9. The town is busy, \_\_\_\_\_?
10. We shall commence school after the end vacation, \_\_\_\_\_?

☞ Example Answer: *You are going to travel, aren't you?*

### Sub-Topic 1B: Holiday Activities

#### Holiday Activities – Meanings

1. **Study** – To read, learn, or practice schoolwork.
2. **Farm** – To grow crops or keep animals for food.
3. **Tour** – A journey made to visit places of interest.
4. **Camp** – To stay outdoors in tents or temporary shelters.
5. **Visit** – To go and spend time with someone or at a place.
6. **Begin** – To start something.
7. **Concert** – A musical performance before an audience.
8. **Show** – A performance or display for people to watch.
9. **Cook** – To prepare food by heating it.
10. **Revise** – To review or go over lessons again.
11. **House work** – Daily tasks done at home, like cleaning or washing.
12. **Trip** – A short journey for pleasure or business.
13. **Enjoy** – To take pleasure in something.
14. **Nice** – Pleasant, good, or kind.
15. **Interesting** – Something that attracts attention or curiosity.
16. **Exciting** – Something that causes joy, thrill, or enthusiasm.
17. **Report** – A written or spoken account of something.
18. **Vacation** – A period of rest or holiday away from work or school.
19. **Chores** – Small regular tasks, especially at home.
20. **Routine** – A regular way of doing things.
21. **Bash** – A lively party or celebration.

22. **Fare** – The money paid for travel on a bus, train, or other transport.

**Exercise 11:** Read the story and answer the questions that follow in full sentences.

### Peter's Holiday

During the long **vacation**, Peter made a plan to **study** and also help on the **farm**. He joined his friends for a **tour** of the national park and later went to a school **camp**. He loved to **visit** his relatives and even helped them **cook** food. Before school could **begin** again, Peter attended a **concert** and a drama **show** in town. He also had time to **revise** his notes and do **house work**. His favorite part was a short **trip** to the lake, which he really did **enjoy**. It was a **nice, interesting, and exciting** holiday. At the end, he wrote a **report** about his activities, including his **chores**, daily **routine**, and the birthday **bash** he attended. He even saved money for his bus **fare** back to school.

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### Questions

1. What is the title of the story?
2. What did Peter plan to do during vacation?
3. Where did Peter go for a tour?
4. What activity did Peter join with his friends?
5. Who did Peter visit?
6. What did Peter help his relatives to do?
7. What events did Peter attend in town?
8. What school-related activity did Peter do before term began?
9. What short trip did Peter enjoy?
10. What written work did Peter complete at the end?
11. What did Peter save money for?
12. Who wrote the story?

**Exercise 12:** Read the story and answer the questions that follow in full sentences.

## At the End of Vacation

**Janet:** How was your **vacation**?

**John:** It was great! I helped on the **farm** and also went on a **tour**.

**Janet:** That sounds **interesting**. I joined a school **camp** and did some **house work**.

**John:** Did you **revise** your notes?

**Janet:** Yes, I did. I also attended a **concert** and a **show**.

**John:** Nice! I had a short **trip** to the lake and really did **enjoy** it.

**Janet:** Did you write a **report** of your activities?

**John:** Yes, and I included my **chores**, my daily **routine**, and even the birthday **bash** I attended.

**Janet:** That's exciting! Did you save money for your bus **fare**?

**John:** Of course, I did.

Dr. Aida Namitala

## Questions

1. What is the title of the dialogue?
2. What did John do on the farm?
3. What did Mary join during vacation?
4. What school-related activity did Mary do?
5. What events did Mary attend?
6. Where did John go for a trip?
7. What did John enjoy most?
8. What written work did John complete?
9. What did John include in his report?
10. What celebration did John attend?
11. What did John save money for?
12. Who wrote the dialogue?

**Exercise 12:** Read the Poem and answer the questions that follow in full sentences.

## Holiday Fun

We **study** hard, then take a break,  
On the **farm**, fresh food we make.  
A **tour** of places, far and near,  
A **camp** with friends brings us cheer.

We **visit** homes, we laugh, we cook,  
We **revise** our notes, we read a book.  
A **concert**, a **show**, both shining bright,  
A **trip** to the lake, what a delight!

Our **chores** and **routine** we don't ignore,  
A birthday **bash**, excitement galore.  
At **vacation's** end, we write a **report**,  
Save bus **fare**, and back to school we resort.

Dr. Aida Namitala

## Questions

1. What is the title of the poem?
2. What do we do before taking a break?
3. Where do we make fresh food?
4. What activity brings cheer with friends?
5. What do we do when we visit homes?
6. What school-related activity is mentioned?
7. What two events are described as shining bright?
8. Where do we go for a delightful trip?

9. What daily tasks are mentioned?
10. What celebration is described?
11. What do we save money for at the end?
12. Who wrote the poem?

**Exercise 12:** Read the Poem and answer the questions that follow in full sentences.

### Holiday Adventure Programme

#### Enjoy Your Vacation With Us!

- **Study** and **revise** with our teachers.
- Help on the **farm** and learn to **cook**.
- Join our school **camp** and go on a **tour**.
- **Visit** exciting places and attend a **concert** or **show**.
- Do **house work** and learn daily **chores**.
- Take a short **trip** and **enjoy** the fun!
- Celebrate birthdays with a lively **bash**.
- Keep a **routine** and write a **report** of your holiday.
- Save money for your bus **fare** before school **begins**.

Dr. Aida Namitala

### Questions

1. What is the title of the advertisement?
2. What activities are offered in the programme?
3. What can learners do on the farm?
4. What school-related activities are included?
5. What outdoor activities are mentioned?
6. What entertainment events are listed?
7. What home activities are included?
8. What short journey is offered?
9. What celebration is part of the programme?
10. What written work is encouraged?
11. What should learners save money for?

12. Who wrote the advertisement?

### Third Conditional (If + Past Perfect → Would Have + Past Participle)

The **third conditional** is used to talk about **imaginary situations in the past** — things that did not happen, but we imagine what would have happened if they had.

#### Structure

- **If + past perfect, would have + past participle**
- Example:
  - *If I had studied harder, I would have passed the exam.*
  - *If she had prepared for the trip, she would have enjoyed the vacation.*

#### Uses

1. **Regret about the past**
  - *If we had left earlier, we would have caught the bus.*
2. **Imaginary past results**
  - *If he had attended remedial classes, he would have improved.*
3. **Criticism or reflection**
  - *If they had done their chores, the house would have been clean.*

**Exercise 13:** Convert or complete using the **third conditional**:

1. If Sarah had studied, she \_\_\_\_\_ (pass) the test.
2. If James had saved money, he \_\_\_\_\_ (pay) the bus fare.
3. If Lydia had visited her relatives, she \_\_\_\_\_ (enjoy) the vacation.
4. If Peter had joined the camp, he \_\_\_\_\_ (meet) new pen pals.
5. If Anna had cooked food, the relatives \_\_\_\_\_ (be) happy.
6. If the teacher had explained the programme, the students \_\_\_\_\_ (understand).
7. If John had revised his notes, he \_\_\_\_\_ (score) better marks.
8. If Mary had gone on the tour, she \_\_\_\_\_ (see) exciting places.
9. If the children had done their chores, they \_\_\_\_\_ (play) earlier.
10. If we had attended the concert, we \_\_\_\_\_ (enjoy) the show.

**Thank You**

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