



Primary 7 English

Term 2

TOPIC 2/2: Rights, Responsibilities and Freedom

Learning Outcome The learner uses the language related to rights and responsibilities appropriately.

Teaching methods

1. Using vocabulary and structures appropriately
2. Distinguishing between rights and responsibilities
3. Talking about rights and responsibilities
4. Answering questions about texts related to rights and responsibilities
5. Writing and reciting poems on rights and responsibilities
6. Acting dialogues
7. Role-playing rights and responsibilities
8. Conducting debates on rights and responsibilities
9. Completing word puzzles

Sub-Topic 5A Children's Rights and Responsibilities

Vocabulary Meanings

1. **Forced** – Made to do something against your will.
2. **Freedom** – The ability to act, speak, or live without unfair control.
3. **Rights** – Things every person is entitled to (e.g., education, food, shelter).
4. **Food** – What people eat to live and stay healthy.
5. **Shelter** – A safe place to live.
6. **Education** – Learning in school or other settings.
7. **Care** – Looking after someone's needs.
8. **Clothing** – Clothes worn to cover and protect the body.
9. **Medication** – Medicine used to treat illness.

10. **Life** – The existence of a person; the right to live.
11. **Help** – Support given to someone in need.
12. **Properly** – Doing something in the correct way.
13. **Work** – Tasks or jobs done to earn or achieve something.
14. **Protection** – Keeping someone safe from harm.
15. **Attend** – To be present at school, work, or an event.
16. **Homework** – Schoolwork done at home.
17. **Obedient** – Willing to follow rules or instructions.
18. **Respect** – Showing regard and value for others.
19. **Refuse** – To say no to something.
20. **Report** – To tell an authority about something wrong.
21. **Peace** – A state of calm without conflict.
22. **Grow** – To develop physically, mentally, or socially.
23. **Clean** – Free from dirt.
24. **Tidy** – Neat and orderly.
25. **Responsible** – Able to take care of duties and actions.
26. **Abuse** – Cruel or violent treatment of someone.
27. **Mistreatment** – Treating someone badly or unfairly.
28. **Early marriage** – Being married before reaching adulthood.
29. **Convict** – A person found guilty of a crime.
30. **Imprison** – To put someone in jail.
31. **Innocent** – Not guilty of a crime.
32. **Sugar-daddy** – An older man who exploits young girls by giving them gifts or money.
33. **Sugar-mummy** – An older woman who exploits young boys by giving them gifts or money.
34. **Dropout** – A person who leaves school before finishing.
35. **Labour** – Work, especially hard physical work.
36. **Abortion** – Ending a pregnancy before birth.
37. **Bad touches** – Unwanted or inappropriate physical contact.
38. **Chores** – Small tasks or duties done at home (e.g., cleaning, cooking).

Exercise 1: Answer the questions with full sentences.

1. What does it mean to be forced?
2. What is freedom?
3. Name three basic rights every child should have.
4. What is shelter?
5. What is the importance of education?
6. What does medication provide?

7. What does it mean to be obedient?
8. What is early marriage?
9. Who is called a dropout?
10. What are chores?

Exercise 2: Read the story answer the questions that follow in full sentences.

Story

Anna was **forced** to leave school early, but she knew children have **rights** to **education, food, shelter**, and **care**. Her parents provided **clothing, medication**, and a safe **life**. At school, she received **help** with her lessons and learned to do her homework **properly**. She understood that children must also **work** hard, be **obedient**, and show **respect**. When she saw a friend suffer **mistreatment** and **abuse**, she did not **refuse** to act—she decided to **report** it. Anna believed in **peace**, wanted to **grow** responsibly, and kept her home **clean** and **tidy**. She knew that **early marriage, sugar-daddies**, and **sugar-mummies** could harm children, leading to **dropouts, labour**, or even **bad touches**. She promised to be **responsible** and avoid such dangers.

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Questions

1. Suggest a title for the story
2. What was Anna forced to do?
3. Name three rights children have.
4. What did her parents provide?
5. What did Anna receive at school?
6. What must children do to succeed?
7. What wrongs did Anna see happening to her friend?
8. What action did Anna take?
9. What values did Anna believe in?
10. What dangers did Anna want to avoid?
11. What promise did Anna make?
12. Who wrote the story?

Exercise 3: Read the dialogue answer the questions that follow in full sentences.

Dialogue

Teacher: Children, you all have **rights** to **education, food, and shelter**.

Pupil 1: What if someone is **forced** into **early marriage**?

Teacher: That is wrong. It can cause **dropouts** and even **abuse**.

Pupil 2: What should we do if we see **mistreatment**?

Teacher: Never **refuse** to act. Always **report** it.

Pupil 3: How can we be **responsible** at home?

Teacher: By doing **chores**, keeping things **clean** and **tidy**, and respecting parents.

Pupil 4: What about **sugar-daddies** and **sugar-mummies**?

Teacher: They exploit children. Stay away from them for your **protection**.

Pupil 5: And what about **bad touches**?

Teacher: Say no, report immediately, and remember you deserve **care** and **peace**.

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Questions

1. What rights did the teacher mention?
2. What can early marriage cause?
3. What should pupils do if they see mistreatment?
4. How can children be responsible at home?
5. What chores can pupils do?
6. What should pupils do to keep things tidy?
7. Who exploits children according to the teacher?
8. What should pupils do about bad touches?
9. What values did the teacher emphasize?
10. What must children remember they deserve?
11. How many people are in the dialogue?
12. Who wrote the dialogue?

Exercise 4: Read the poem answer the questions that follow in full sentences.

Poem

Children need **freedom**, children need **rights**,

Food, shelter, and **education** lights.

With **care, clothing**, and **medication** too,

A safe **life** is what we all pursue.

Be **obedient**, show **respect**,

Do your **homework** and work correct!

Stay **responsible**, keep things **tidy**,

Grow in **peace**, strong and mighty.

Say no to **abuse, mistreatment**, and fear,

Avoid **early marriage**, keep your future clear.

Reject **sugar-daddies, sugar-mummies** too,

Report **bad touches**—that’s the right thing to do.

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Questions

1. What do children need according to the poem?
2. What lights the way for children?
3. What three things provide care and safety?
4. What should children do with homework?
5. How should children behave towards others?
6. What values help children grow strong?
7. What wrongs should children say no to?
8. What danger should children avoid?
9. Who should children reject?
10. What should children report immediately?

How to Use “... more interested in ... than ...”

This structure is used to **compare preferences**. It shows that someone prefers one thing or activity more than another.

Structure

- **Subject + be + more interested in + noun/verb(-ing) + than + noun/verb(-ing)**

Examples:

- *I am more interested in reading books than watching TV.*
- *She is more interested in music than sports.*
- *They are more interested in playing football than doing chores.*

Key Points

1. “**More interested in**” shows preference.
2. “**Than**” introduces the thing that is less preferred.
3. Can be used with **nouns** (*music, sports*) or **verbs (-ing form)** (*reading, swimming*).
4. Often used in everyday conversation to compare likes and dislikes.

Exercise 5: Rewrite or complete sentences using “... more interested in ... than ...”:

1. Express that you prefer football to netball.
2. Show that you enjoy reading books more than watching TV.
3. Write a sentence about liking music more than sports.
4. Say you prefer playing with friends to doing homework.
5. Express that you enjoy drawing pictures more than cleaning.
6. Write a sentence about liking education more than early marriage.
7. Show that you prefer entertainment programmes to adverts.
8. Express that you enjoy using The Internet more than watching DVDs.
9. Write a sentence about liking peace more than conflict.
10. Show that you prefer doing chores properly to refusing them.

📖 Example Answer: *I am more interested in reading books than watching TV.*

How to Use "... ought to ..."

The phrase "ought to" is used to express **duty, advice, or moral obligation**. It is similar to "should".

Structure

- **Subject + ought to + verb (infinitive without "to")**

Examples:

- *Children ought to respect their parents.*
- *We ought to attend school every day.*
- *You ought to do your homework properly.*

Key Points

1. "Ought to" is followed by the **base form of the verb**.
 - *He ought to work hard.*
2. It expresses **what is right, proper, or advisable**.
3. It is often used in **moral or social contexts**.
4. Negative form: *ought not to* (less common, but correct).
 - *You ought not to cheat in exams.*

Exercise 6: Rewrite or complete sentences using **ought to**:

1. Children ... (respect) their parents.
2. Pupils ... (attend) school regularly.
3. We ... (do) our homework properly.
4. People ... (care) for the sick.
5. Citizens ... (report) cases of abuse.
6. You ... (keep) your classroom clean and tidy.
7. Teachers ... (protect) children from mistreatment.
8. We ... (refuse) bad touches.
9. Pupils ... (work) hard to succeed.
10. Everyone ... (live) in peace with others.

How to Use "... in order to ..."

The phrase "in order to" is used to show **purpose or reason** for doing something. It explains *why* an action is done.

Structure

- **Subject + verb + in order to + verb (infinitive)**

Examples:

- *She studies hard in order to pass the exam.*
- *We keep our classroom clean in order to stay healthy.*
- *He works hard in order to earn money.*

Key Points

1. "In order to" is followed by the **base form of the verb**.
 - *They attend school in order to learn.*
2. It answers the question "Why?".
3. It is more formal than simply using "to".
 - *He eats well to grow strong → He eats well in order to grow strong.*

Exercise 7: Rewrite or complete sentences using **in order to**:

1. She studies hard ... (pass the exam).
2. We keep our classroom clean ... (stay healthy).
3. He works hard ... (earn money).
4. Children attend school ... (get education).
5. The teacher explains the lesson ... (help pupils understand).
6. They plant trees ... (protect the environment).
7. The doctor gives medication ... (treat the sick).
8. Pupils do homework ... (practice what they learned).
9. Citizens report crimes ... (get protection).
10. Parents provide food ... (keep children strong).

How to Use "... either ... or ..."

The phrase "**either ... or ...**" is used to show a **choice between two options**. It means one of the two will happen, but not both at the same time.

Structure

- **Subject + verb + either + option A + or + option B**

Examples:

- *You can either eat rice or eat beans.*
- *She will either attend school or stay at home.*
- *We must either respect the rules or face punishment.*

Key Points

1. "**Either ... or ...**" joins two alternatives.
2. It can be used with **nouns** (*either tea or coffee*) or **verbs** (*either study or play*).
3. It expresses **choice, possibility, or decision**.
4. Negative form: *neither ... nor ...* (shows that none of the options apply).

Exercise 8: Rewrite or complete sentences using **either ... or ...**:

1. Pupils can ... (attend school / stay at home).
2. You may ... (eat rice / eat beans).
3. She will ... (do homework / play outside).
4. We must ... (respect rules / face punishment).
5. The teacher can ... (teach English / teach Mathematics).
6. They will ... (watch TV / listen to the radio).
7. You can ... (read books / draw pictures).
8. The candidate may ... (pass the exam / fail the exam).
9. Children should ... (be obedient / be punished).
10. He will ... (work hard / drop out of school).

🔗 Example Answer: *Pupils can either attend school or stay at home.*

How to Use “... is likely to ...”

The phrase “is likely to” is used to show that something **will probably happen**. It expresses **possibility or probability** in the future.

Structure

- **Subject + be + likely to + verb (infinitive)**

Examples:

- *She is likely to pass the exam.* (It is probable she will pass.)
- *The sky is cloudy; it is likely to rain.*
- *Children who study hard are likely to succeed.*

Key Points

1. “**Is likely to**” shows a strong chance of something happening.
2. It is followed by the **base form of the verb**.
 - *He is likely to win.*
3. It can be used with different subjects: *I am likely to...* / *You are likely to...* / *They are likely to...*
4. Negative form: *not likely to* → *She is not likely to fail.*

Exercise 9: Rewrite or complete sentences using **is likely to**:

1. The pupil studies hard. He ... (pass the exam).
2. The sky is cloudy. It ... (rain).
3. She revises daily. She ... (succeed).
4. The team trains well. It ... (win the match).
5. The child eats healthy food. He ... (grow strong).
6. The candidate cheats. He ... (be disqualified).
7. The teacher explains clearly. Pupils ... (understand the lesson).
8. The broadcast aerial is weak. The sound ... (be unclear).
9. The student refuses to work. He ... (drop out).
10. The community works together. It ... (live in peace).

📖 Example Answer: *The pupil studies hard. He is likely to pass the exam.*

How to Use - Relative Pronouns

Relative pronouns are words that connect a clause to a noun or pronoun. They introduce **relative clauses**, which give more information about a person, place, thing, or idea.

Common Relative Pronouns

- **Who** → refers to people.
 - *The boy who is reading is my brother.*
- **Whom** → refers to people (object of the verb).
 - *The teacher whom we respect is kind.*
- **Whose** → shows possession.
 - *The girl whose book is missing is sad.*
- **Which** → refers to animals or things.
 - *The car which is parked outside is mine.*
- **That** → refers to people, animals, or things.
 - *The house that we built is strong.*
- **Where** → refers to places.
 - *This is the school where I study.*
- **When** → refers to time.
 - *I remember the day when we met.*
- **Why** → refers to reasons.
 - *That is the reason why she left.*

Key Points

1. Relative pronouns **join sentences** together.
2. They add **extra information** without starting a new sentence.
3. They can refer to **people, places, things, time, or reasons**.

Exercise 10: Fill in the blanks or rewrite sentences using **relative pronouns**:

1. The boy ... is playing football is my friend.
2. The teacher ... teaches us English is very kind.
3. The girl ... book was stolen is crying.
4. The car ... is parked outside belongs to my father.
5. The house ... we live in is very old.
6. I remember the day ... we first met.

7. This is the school ... I attend classes.
8. The man ... you saw yesterday is my uncle.
9. That is the reason ... she refused to go.
10. The student ... won the prize is very hardworking.

☞ Example Answer: *The boy who is playing football is my friend.*

How to Use *Future Continuous*

The **Future Continuous tense** is used to describe an action that **will be happening at a specific time in the future**. It emphasizes the ongoing nature of the activity.

Structure

- **Subject + will be + verb(-ing)**

Examples:

- *I will be reading at 8 o'clock tomorrow.*
- *She will be attending school next week.*
- *They will be playing football in the afternoon.*

Key Points

1. Shows an action that will be **in progress at a future time**.
 - *At 10 a.m. tomorrow, I will be writing an exam.*
2. Often used with **time expressions** (tomorrow, next week, at 5 o'clock).
3. Can also show **planned future events**.
 - *We will be visiting the studio on Monday.*

Exercise 11: Complete the sentences using the **Future Continuous tense**:

1. At 7 p.m. tomorrow, I ... (do) my homework.
2. Next week, she ... (attend) classes at school.
3. At this time tomorrow, we ... (play) football.
4. The teacher ... (teach) English at 9 o'clock.

5. They ... (watch) a video in the studio.
6. At noon, the pupils ... (eat) their lunch.
7. Tomorrow evening, my parents ... (work) in the garden.
8. At 10 a.m., the candidates ... (write) their exams.
9. Next Saturday, we ... (visit) our grandparents.
10. At this time next year, I ... (study) in secondary school.

☞ Example Answer: *At 7 p.m. tomorrow, I will be doing my homework.*

Sub-Topic 5B: Animal Needs and Freedoms

Vocabulary Meanings

1. **Capture** – To catch or trap an animal.
2. **Poach** – To illegally hunt or kill animals.
3. **Protect** – To keep animals safe from harm.
4. **Captivity** – When animals are kept in cages, zoos, or restricted areas instead of living freely.
5. **Freedom** – The ability of animals to live naturally without restrictions.
6. **Needs** – Basic things animals require to survive (food, water, shelter).
7. **Reproduction** – The process of animals producing young ones.
8. **Responsibilities** – Duties humans have to care for and protect animals.
9. **Insemination** – Placing male reproductive cells into a female animal to help reproduction.
10. **Discomfort** – A state of unease or not feeling well.
11. **Injury** – Physical harm or damage to the body.
12. **Secure** – Safe and protected.
13. **Thirst** – The need for water.
14. **Hunger** – The need for food.
15. **Hindrance** – Something that stops or slows down animals' freedom or growth.
16. **Natural** – Existing in the wild without human control.
17. **Distress** – Extreme worry, pain, or suffering.
18. **Frighten** – To cause fear.
19. **Poacher** – A person who illegally hunts animals.
20. **Sanctuary** – A safe place where animals are protected and live in a more natural environment.

Exercise 12: Answer the following questions in full sentences

1. What does it mean to capture an animal?
2. What is poaching?
3. What does it mean to protect animals?
4. What is captivity?
5. What is animal freedom?
6. Name three basic needs of animals.
7. What is reproduction?
8. Who is a poacher?
9. What is a sanctuary?
10. What does hunger mean for animals?

Exercise 13: Read the story and answer the following questions with full sentences

Story

In the forest, a young antelope was **captured** by a **poacher** who wanted to **poach** animals for money. The antelope was taken into **captivity**, where it felt **discomfort, hunger, and thirst**. Without **freedom**, the animal could not live in its **natural** environment or continue its **reproduction**. Rangers had the **responsibility** to **protect** animals, so they rescued the antelope and took it to a **sanctuary**. There, it was **secure**, free from **injury, distress**, or anything that could **frighten** it. The sanctuary provided food, water, and care, removing every **hindrance** to its growth.

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Questions

1. Suggest a title for the story.
2. Who captured the antelope?
3. Why did the poacher poach animals?
4. Where was the antelope taken?
5. What did the antelope feel in captivity?
6. What was denied to the antelope without freedom?
7. What responsibility did the rangers have?
8. Where did the rangers take the antelope?
9. What made the sanctuary secure?

10. What basic needs were provided in the sanctuary?
11. What was removed to help the antelope grow?
12. Who wrote the story

Exercise 14: Read the dialogue and answer the following questions with full sentences.

Dialogue

Ranger: We must **protect** animals from **poachers**.

Pupil: Why do poachers **capture** animals?

Ranger: They **poach** for money, but it causes **injury** and **distress**.

Pupil: What happens when animals live in **captivity**?

Ranger: They suffer **hunger**, **thirst**, and **discomfort**.

Pupil: Where can animals find **freedom**?

Ranger: In a **sanctuary**, where they are **secure** and live in a **natural** way.

Pupil: What are our **responsibilities** as children?

Ranger: To respect animals, avoid **hindrance**, and report poachers.

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Questions

1. Suggest a title for the dialogue.
2. What must rangers do for animals?
3. Why do poachers capture animals?
4. What harm does poaching cause?
5. What happens to animals in captivity?
6. What needs are denied in captivity?
7. Where can animals find freedom?
8. How do sanctuaries help animals?
9. What responsibilities do children have?
10. What should children report?
11. What should we avoid doing to animals?
12. Who wrote the dialogue?

Exercise 15: Read the poem and answer the following questions with full sentences.

Poem

Animals need **freedom**, not **captivity**,
They must live in the **natural** activity.
No **poacher** should **capture** or **frighten**,
We must **protect** them, their lives to brighten.

Without **food**, they feel **hunger** and pain,
Without water, **thirst** comes again.
In **sanctuaries**, they are **secure**,
With care and love, their growth is sure.

Our **responsibility** is clear to see,
Stop **abuse**, end **distress**, let them be free.
Remove each **hindrance**, give them space,
So animals can **grow** in a peaceful place.
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Questions

1. Give a poem a title?
2. What do animals need instead of captivity?
3. Where should animals live naturally?
4. Who should not capture or frighten animals?
5. What must we do to brighten animals' lives?
6. What happens without food?
7. What happens without water?
8. Where are animals secure?
9. What is our responsibility?
10. What should we stop to end distress?
11. What should we remove to give animals space?

How to Use “**Much as ...**”

The phrase “**Much as ...**” is used to introduce a contrast. It means “*although*” or “*even though*”. It shows that one fact is true, but another fact is also true and may go against it.

Structure

- **Much as + clause, + main clause**

Examples:

- *Much as I like football, I prefer reading books.*
- *Much as she studied hard, she did not pass the exam.*
- *Much as we respect him, we cannot accept his bad behavior.*

Key Points

1. “**Much as**” is similar to “*although*” or “*even though*”.
2. It is used at the beginning of a sentence to show contrast.
3. It is followed by a **clause** (subject + verb).
4. It makes writing more formal and expressive.

Exercise 16: Complete or rewrite sentences using **Much as ...**:

1. ... I enjoy sweets, I know they are not healthy.
2. ... she worked hard, she failed the test.
3. ... we respect our teacher, we sometimes fear his punishments.
4. ... he likes playing, he must finish his homework first.
5. ... they wanted to go out, it was raining heavily.
6. ... the pupils cleaned the classroom, it still looked untidy.
7. ... the farmer cared for his animals, one cow got sick.
8. ... she loves singing, she prefers dancing.
9. ... we admire the player, he made a mistake in the match.
10. ... the children wanted freedom, they had responsibilities at home.

How to Use "... need not have ..."

The phrase "need not have" is used to show that someone **did something in the past, but it was unnecessary**. It expresses regret or points out that the action was not required.

Structure

- **Subject + need not have + past participle (verb in -ed form or irregular past participle)**

Examples:

- *You need not have bought so much food (because we already had enough).*
- *She need not have worried about the exam (because it was easy).*
- *They need not have shouted (because everyone was listening).*

Key Points

1. Refers to **past actions** that were unnecessary.
2. Always followed by a **past participle**.
3. Similar to "didn't need to", but with a slight difference:
 - *Didn't need to* → the action was not necessary, and maybe it wasn't done.
 - *Need not have* → the action was done, but it was unnecessary.

Exercise 16: Complete or rewrite sentences using **need not have**:

1. She carried an umbrella, but it did not rain. She ... (carry).
2. He studied all night, but the test was very easy. He ... (study).
3. They bought extra chairs, but everyone had a seat. They ... (buy).
4. You cleaned the classroom again, but it was already tidy. You ... (clean).
5. We arrived early, but the teacher was late. We ... (arrive).
6. She worried about her homework, but the teacher did not check it. She ... (worry).
7. He shouted loudly, but everyone was already listening. He ... (shout).
8. They prepared food, but the visitors did not come. They ... (prepare).
9. You paid for the book, but it was free. You ... (pay).
10. We rushed to the station, but the bus was delayed. We ... (rush).

🔑 Example Answer: *She need not have carried an umbrella.*

How to Use “Whereas ...”

The word “**whereas**” is a **conjunction** used to show **contrast** between two ideas. It is similar to “*while*” or “*although*”.

Structure

- **Clause A + whereas + Clause B**

Examples:

- *John likes football, whereas Peter prefers basketball.*
- *She is hardworking, whereas her brother is lazy.*
- *We must protect animals, whereas poachers capture them for money.*

Key Points

1. “**Whereas**” is used to compare two different facts.
2. It is often used in **formal writing**.
3. It can appear in the **middle** or at the **beginning** of a sentence.
 - *Whereas John is tall, Peter is short.*
4. It emphasizes **contrast or opposition**.

Exercise 17: Rewrite as one sentences using **whereas**:

1. Lions live in the wild. Cows live on farms.
2. She likes reading. Her friend likes drawing.
3. The teacher is strict. The pupils are playful.
4. Some animals live in captivity. Other animal enjoy freedom.
5. He worked hard. His brother refused to help.
6. The sanctuary protects animals. Thee poachers capture animal.
7. Pupils attend school. Dropouts miss education.
8. The farmer feeds his animals. The poacher causes them injury.
9. The classroom is tidy. The compound is dirty.
10. We respect our parents. Some children disobey theirs.

🔗 Example Answer: *Lions live in the wild, whereas cows live on farms.*

Formation of Nouns from Verbs

In English, many **verbs** can be changed into **nouns**. This process is called **nominalization**. It helps us talk about actions or processes as *things*.

Common Ways to Form Nouns from Verbs

1. **Add suffixes:**
 - *-tion / -sion* → *educate* → *education*, *decide* → *decision*
 - *-ment* → *develop* → *development*, *enjoy* → *enjoyment*
 - *-er / -or* → *teach* → *teacher*, *act* → *actor*
 - *-ing* → *read* → *reading*, *swim* → *swimming*
 - *-al* → *arrive* → *arrival*, *approve* → *approval*
2. **Use the verb itself as a noun** (sometimes unchanged):
 - *love* → *love*, *help* → *help*, *work* → *work*
3. **Irregular changes:**
 - *speak* → *speech*, *strong* → *strength*

Examples

- *Create* → *creation*
- *Move* → *movement*
- *Employ* → *employment*
- *Protect* → *protection*
- *Explore* → *exploration*

Exercise 19: Form nouns from the following verbs:

1. Decide → ?
2. Educate → ?
3. Develop → ?
4. Employ → ?
5. Arrive → ?
6. Approve → ?
7. Act → ?
8. Teach → ?

9. Move → ?
10. Explore → ?

☞ Example Answer: *Decide* → *decision*

How to Use *Past Perfect Tense*

The **Past Perfect tense** is used to show that one action **happened before another action in the past**. It emphasizes the *earlier* of two past events.

Structure

- **Subject + had + past participle**

Examples:

- *She had finished her homework before her mother arrived.*
- *By the time the teacher came, the pupils had cleaned the classroom.*
- *He had eaten lunch before going to play.*

Key Points

1. Use **had + past participle** for the past perfect.
2. It is often combined with another past action (usually in the **simple past**).
 - *The bus had left before we reached the station.*
3. It shows **sequence of events**: which action came first.
4. Negative form: *had not + past participle*.
 - *She had not studied before the exam.*

Exercise 20: Complete the sentences using the **Past Perfect tense**:

1. She ... (finish) her homework before her mother arrived.
2. By the time the teacher came, the pupils ... (clean) the classroom.
3. He ... (eat) lunch before going to play.
4. The bus ... (leave) before we reached the station.
5. They ... (prepare) food before the visitors came.

6. The farmer ... (feed) the animals before he went to rest.
7. We ... (study) hard before the exam began.
8. The pupils ... (tidy) the compound before the head teacher inspected it.
9. She ... (wash) her clothes before she went to school.
10. The children ... (play) before the rain started.

☞ Example Answer: *She had finished her homework before her mother arrived.*

Thank You

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