



Primary 7 English

Term 3

TOPIC 2/2: Ceremonies

Learning Outcome: The learner appreciates and uses appropriate language related to different ceremonies.

Teaching activities

1. Using vocabulary and structures appropriately
2. Listening to and telling stories about different ceremonies
3. Spelling words correctly
4. Reading texts on different ceremonies
5. Writing and acting plays on different marriage ceremonies
6. Writing stories on real and imaginary marriage ceremonies
7. Writing and acting conversations on different marriage ceremonies
8. Writing and singing songs on marriage ceremonies
9. Writing a guided composition on marriage ceremonies

Sub-topic 7A: Marriage

Vocabulary Meanings



Marriage ring



Introduction



Saloon



Couple

1. **Marriage** – The union of a man and woman as husband and wife.
2. **Religious marriage** – A marriage conducted according to religious beliefs (e.g., in church, mosque, or temple).
3. **Cultural marriage** – A marriage celebrated according to traditional customs of a community.
4. **State marriage** – A marriage registered officially by the government.
5. **Baptism** – A Christian ceremony of admitting someone into the faith, often with water.
6. **Confirmation** – A Christian ceremony where a person strengthens their faith.
7. **Introduction** – A ceremony where the man’s family visits the woman’s family to declare marriage intentions.
8. **Wedding** – The ceremony where a couple is officially joined in marriage.
9. **Engagement** – A promise to marry, often marked by giving a ring.
10. **Function** – A formal event or ceremony.
11. **Couple** – Two people who are married or engaged.
12. **Spouse** – A husband or wife.
13. **Bride** – A woman on her wedding day.
14. **Bridegroom** – A man on his wedding day.
15. **Maid** – A young woman who helps the bride during the wedding.
16. **Matron** – An older married woman who supports the bride.
17. **Best man** – A man who supports the bridegroom during the wedding.
18. **Fiancé** – A man engaged to be married.
19. **Ring** – A circular band worn on the finger to show engagement or marriage.
20. **Bouquet** – A bunch of flowers carried by the bride.
21. **Certificate** – An official document proving marriage.
22. **Saloon** – A place where people go for beauty services like hair styling.
23. **Bridal gown** – The special dress worn by the bride.
24. **Bridesmaids** – Young women who accompany the bride during the wedding.
25. **Marry** – To become husband and wife.
26. **Bridal** – Anything related to the bride or wedding.
27. **Refreshments** – Food and drinks served at a ceremony.
28. **Bride price** – Gifts or money given by the groom’s family to the bride’s family.
29. **Dowry** – Property or gifts given by the bride’s family to the groom’s family.

Exercise 1: Answer the following questions in full sentences

1. What is marriage?
2. What is the difference between religious marriage and cultural marriage?
3. What is state marriage?

4. What is baptism?
5. What is confirmation?
6. What is introduction in marriage ceremonies?
7. Who is a bridegroom?
8. What is the role of a best man?
9. What is a bridal gown?
10. What is the difference between bride price and dowry?

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

Story

In Rainbow Village, a young **couple** prepared for their **marriage**. First, they held an **introduction** ceremony where the groom's family paid the **bride price** and received the **dowry**. Later, they had a **religious marriage** in church, followed by a **state marriage** where they received a **certificate**.

On the **wedding** day, the **bride** wore a beautiful **bridal gown** from the **saloon**, carried a **bouquet**, and was accompanied by her **bridesmaids**, **maid**, and **matron**. The **bridegroom** stood proudly with his **best man**. The **fiancé** placed a **ring** on the bride's finger, and they promised to **marry** each other. Guests enjoyed **refreshments** after the **function**, and everyone celebrated the new **spouse** happily.

Dr. Bbosa Science

Questions

1. Suggest a title of the story?
2. What is marriage?
3. What happens during an introduction ceremony?
4. What is the difference between bride price and dowry?
5. What is a religious marriage?
6. What is a state marriage?
7. Who wears the bridal gown?
8. What is carried by the bride during the wedding?
9. Who supports the bridegroom?
10. What document proves marriage officially?
11. What did guests enjoy after the function?

12. Who wrote the story?

Exercise 3: read the dialogue and answer the questions that follow in full sentences

Dialogue

Teacher: What is the difference between a **religious marriage** and a **cultural marriage**?

Pupil: A religious marriage is done in church or mosque, while a cultural marriage follows traditions.

Teacher: Good. What is a **state marriage**?

Pupil: It is when the couple registers with the government and gets a **certificate**.

Teacher: Who is a **bridegroom**?

Pupil: He is the man on his wedding day.

Teacher: And who is a **bride**?

Pupil: She is the woman on her wedding day.

Teacher: Excellent. What is the role of the **best man**?

Pupil: He supports the bridegroom during the wedding.

Dr. Aida Namitala

Questions

1. Suggest the title of the story?
2. How many people are in the dialogue?
3. What is a cultural marriage?
4. What is a religious marriage?
5. What is a state marriage?
6. Who is a bridegroom?
7. Who is a bride?
8. What is the role of the best man?
9. What is given during introduction?
10. What is a certificate used for?
11. Who are bridesmaids?
12. What is a fiancé?

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

Poem

A **wedding** is a joyful day,

The **bride** in her **bridal gown** on display.

The **bridegroom** smiles, the **ring** is worn,

A new **couple** together is born.

The **best man** stands, the **matron** too,

The **maid** and **bridesmaids** all dressed in blue.

The **bouquet** shines, the **saloon** prepared,

Refreshments served, with love they shared.

Marriage comes with culture and state,

Religious marriage makes faith great.

With **dowry** and **bride price** paid,

A happy union is surely made.

Dr. Aida Namitala

Questions

1. Who wears the bridal gown?
2. What does the bridegroom give the bride?
3. Who supports the bridegroom?
4. Who supports the bride?
5. What do bridesmaids do?
6. What is carried by the bride?
7. What is served after the wedding?
8. What is a religious marriage?
9. What is dowry?
10. What is bride price?

11. Who wrote the story

Exercise 5: Read the advertisement and answer the questions that follow in full sentences.

Advertisement

Grand Wedding Services at Sunshine Saloon!

Are you preparing for your **marriage**? We provide everything you need:

- Beautiful **bridal gowns** and **bouquets**
- Styling for **bridesmaids, maid, and matron**
- Groom packages for the **bridegroom** and **best man**
- Elegant **rings** and official **certificates**
- Venues for **religious marriage, cultural marriage, and state marriage**
- Delicious **refreshments** for your **function**

Come to Sunshine Saloon and make your **wedding** unforgettable. We help every **fiancé** and **spouse** celebrate love in style!

Dr. Bbosa Science

Questions

1. What services does Sunshine Saloon provide?
2. Who wears the bridal gown?
3. Who carries the bouquet?
4. Who is styled along with the bride?
5. What packages are offered for the groom?
6. What is given to prove marriage officially?
7. What types of marriage are mentioned?
8. What is served at the function?
9. Who is a fiancé?
10. Why should couples choose Sunshine Saloon?
11. Who wrote the advertisement?

How to Use *Relative Pronouns*

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

Common Relative Pronouns

- **Who** – refers to people (*The teacher who taught us is kind.*)
- **Whom** – refers to people (object form) (*The girl whom you met is my friend.*)
- **Whose** – shows possession (*The boy whose book is lost is crying.*)
- **Which** – refers to animals or things (*The car which is red belongs to me.*)
- **That** – refers to people, animals, or things (*The house that we built is strong.*)

Key Points

1. Relative pronouns join two ideas into one sentence.
2. They avoid repetition by linking nouns to descriptions.
3. They make sentences richer and more detailed.

Exercise 6: Fill in the blanks or answer using **relative pronouns**:

1. The man ___ teaches us English is very kind.
2. The girl ___ you saw yesterday is my cousin.
3. The farmer ___ cows were stolen reported to the police.
4. The book ___ is on the table belongs to Sarah.
5. The house ___ we visited was very old.
6. The teacher ___ punished the pupils is very strict.
7. The boy ___ you helped is grateful.
8. The car ___ broke down was repaired.
9. The woman ___ son is a doctor lives nearby.
10. The dog ___ barked loudly chased the thief.

How to Use “Neither ... nor ...”

The phrase “**neither ... nor ...**” is used to show that **two or more things are not true or do not happen**. It is a way of expressing **negative agreement**.

Structure

- **Neither + option A + nor + option B**

Examples:

- *Neither John nor Peter came to school.*
- *Neither the teacher nor the pupils were happy.*
- *We shall neither pollute the water nor dump garbage.*

Key Points

1. It is used to **deny two things at once**.
2. The verb agrees with the **nearest subject** (singular or plural).
 - *Neither the boy nor his friends are playing.*
 - *Neither the boys nor the teacher is here.*
3. It makes sentences stronger than just saying “*not ... and not ...*”.

Exercise 7: Rewrite as one sentence using **neither ... nor ...**:

1. The bride was not late for the wedding. The bridegroom was not late for the wedding.
2. The farmer did not practice mulching, so the soil degraded. The farmer did not practice crop rotation, so the soil degraded.
3. We did not see floods last year. We did not see storms last year.
4. The teacher did not want pollution in the classroom. The pupils did not want pollution in the classroom.
5. The couple did not have a cultural marriage. The couple did not have a religious marriage.
6. The dustbin was not used to dispose garbage. The waste basket was not used to dispose of garbage.
7. The villagers did not built terraces, soil erosion increased. The villager did not build drainage, so erosion increased.
8. The maid did not forget the bouquet. The matron did not forget the bouquet.

9. The pupils did not have refreshments after the function. The pupils did not have water after the function.
10. Bride price was not paid during the introduction. Dowry was not paid during the introduction.

How to Use “Both ... and ...”

The phrase “**both ... and ...**” is used to show that **two things are included together**. It emphasizes that *two ideas, people, or actions are equally true*.

Structure

- **Both + option A + and + option B**

Examples:

- *Both John and Peter came to school.*
- *We must protect both animals and plants.*
- *The farmer practices both mulching and crop rotation.*

Key Points

1. It is used to **join two positive ideas**.
2. It emphasizes that **two things happen at the same time**.
3. It is stronger than simply saying “*and*”.

Exercise 8: Fill in the blanks or answer using **both ... and ...**:

1. The bride carried ___ a bouquet ___ wore a bridal gown.
2. Farmers use ___ terraces ___ crop rotation to prevent erosion.
3. We must conserve ___ water ___ soil.
4. The couple had ___ a cultural marriage ___ a religious marriage.
5. Pupils cleaned ___ the classroom ___ the compound.
6. The teacher teaches ___ English ___ Science.
7. The villagers built ___ drainage ___ terraces to stop floods.
8. The bridegroom was supported by ___ the best man ___ the matron.
9. We should protect ___ flora ___ fauna.

10. The children collected ___ garbage ___ planted trees.

How to Use “... prefer ...”

The verb “**prefer**” is used to show **choice or liking one thing more than another**. It expresses what someone likes better.

Structure

- **Subject + prefer + option A + to + option B**
- **Subject + prefer + verb-ing (action)**

Examples:

- *I prefer tea to coffee.*
- *She prefers reading to watching TV.*
- *We prefer planting trees to burning them.*

Key Points

1. **Prefer ... to ...** compares two things and shows which one is liked more.
2. **Prefer + verb-ing** shows liking an activity more.
3. It is often used in everyday speech, advice, and choices.

Exercise 9: Rewrite the sentences using **prefer**:

1. I like rice more than posho.
2. She likes reading more than watching TV.
3. We like planting trees more than cutting them down.
4. The pupils like playing football more than netball.
5. Farmers like crop rotation more than overgrazing.
6. He likes using a dustbin more than dumping garbage.
7. They like cultural marriage more than state marriage.
8. The bride likes a white bridal gown more than a colored one.
9. We like conserving water more than wasting it.
10. The teacher likes teaching Science more than teaching Music.

How to Use Adjectives

Adjectives are words that **describe or modify nouns** (people, places, things, or ideas). They tell us more about the noun, such as its size, color, shape, quality, or quantity.

Formation of Adjectives

Adjectives can be formed in different ways:

1. **From nouns**
 - *Gold* → *golden*
 - *Child* → *childish*
 - *Danger* → *dangerous*
2. **From verbs**
 - *Talk* → *talkative*
 - *Care* → *careful*
 - *Create* → *creative*
3. **From other adjectives**
 - *Red* → *reddish*
 - *Full* → *hopeful*
 - *Able* → *unable*
4. **By adding suffixes**
 - *-ful*: *beauty* → *beautiful*
 - *-less*: *hope* → *hopeless*
 - *-ous*: *fame* → *famous*
 - *-ish*: *fool* → *foolish*
5. **By adding prefixes**
 - *un-* (not): *happy* → *unhappy*
 - *in-* (not): *correct* → *incorrect*
 - *dis-* (opposite): *honest* → *dishonest*

Exercise 10: Answer as instructed.

1. Form an adjective from the noun *danger*.
2. Form an adjective from the noun *beauty*.
3. Form an adjective from the verb *care*.
4. Form an adjective from the verb *talk*.
5. Form an adjective from the noun *child*.

6. Form an adjective from the noun *fame*.
7. Form an adjective from the adjective *red*.
8. Form an adjective from the noun *hope* using the suffix *-ful*.
9. Form an adjective from the noun *hope* using the suffix *-less*.
10. Form an adjective from the adjective *able* using the prefix *un-*.

🔑 Example Answers:

1. Dangerous
2. Beautiful
3. Careful
4. Talkative
5. Childish
6. Famous
7. Reddish
8. Hopeful
9. Hopeless
10. Unable

How to Use: *Past Perfect Tense*

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

Structure

- **Subject + had + past participle (verb)**

Examples:

- *She had finished her homework before the teacher arrived.*
- *By the time the rain started, the farmer had built terraces.*
- *They had cleaned the classroom before the head teacher came.*

Key Points

1. Use **had** for all subjects (I, you, he, she, we, they).

2. The verb is always in the **past participle form** (e.g., eaten, gone, built, written).
3. Often used with time expressions like *before, after, by the time*.
4. It shows the **sequence of past events** clearly.

Exercise 11: Fill in the blanks or answer using **past perfect tense**:

1. She ___ (finish) her homework before the teacher arrived.
2. The pupils ___ (clean) the compound before assembly started.
3. By the time the rain began, the farmer ___ (build) terraces.
4. The bride ___ (wear) her bridal gown before the guests arrived.
5. The villagers ___ (dispose) refuse before the health inspector came.
6. The teacher ___ (explain) crop rotation before the pupils asked questions.
7. The couple ___ (receive) their certificate before the wedding function ended.
8. The children ___ (collect) garbage before the saloon opened.
9. The matron ___ (prepare) refreshments before the bridegroom arrived.
10. The pupils ___ (study) hard before they sat for the exams.

How to Use *Future Perfect Tense*

The **future perfect tense** is used to describe an action that **will have been completed before a specific time in the future**. It helps us show that something will be finished by a certain deadline or event.

Structure

- **Subject + will have + past participle (verb)**

Examples:

- *By tomorrow, she will have finished her homework.*
- *By the time the guests arrive, the bride will have worn her bridal gown.*
- *They will have built terraces before the rainy season begins.*

Key Points

1. Use **will have** for all subjects (I, you, he, she, we, they).
2. The verb must be in the **past participle form** (e.g., eaten, gone, built, written).

3. Often used with time expressions like *by tomorrow, by the time, before, by next week*.
4. It emphasizes **completion before a future moment**.

Exercise 12: Fill in the blanks or answer using **future perfect tense**:

1. By next week, the pupils ___ (finish) their exams.
2. By the time the teacher arrives, the children ___ (clean) the classroom.
3. The farmer ___ (build) terraces before the rainy season begins.
4. By tomorrow, the bride ___ (choose) her bridal gown.
5. The villagers ___ (dispose) garbage before the health inspector comes.
6. By the time the guests arrive, the matron ___ (prepare) refreshments.
7. The couple ___ (receive) their certificate before the wedding function ends.
8. By next month, the pupils ___ (study) all topics in Science.
9. The bridegroom ___ (buy) the ring before the engagement ceremony.
10. By the time the sun sets, the children ___ (collect) refuse from the compound.

👉 Example Answers:

1. By next week, the pupils **will have finished** their exams.
2. By the time the teacher arrives, the children **will have cleaned** the classroom.
3. The farmer **will have built** terraces before the rainy season begins.

Sub Topic 7B: Funeral

Vocabulary Meanings



Coffin



Graveyard



Cremate



Bark cloth

1. **Burial** – Placing the dead body in the ground.
2. **Funeral rites** – Traditional or religious practices performed when someone dies.
3. **Widow** – A woman whose husband has died.
4. **Widower** – A man whose wife has died.
5. **Orphan** – A child whose parents have died.
6. **Mourner** – A person who attends a funeral and grieves for the dead.
7. **A will** – A written document stating how someone's property should be shared after death.
8. **Condolences** – Words of sympathy given to comfort the family of the deceased.
9. **Pay respect** – To honor the dead, often by attending the funeral or visiting the grave.
10. **Coffin** – A box in which a dead body is placed for burial.
11. **Bark cloth** – A piece of cloth used to decorate or cover during funeral ceremonies.
12. **Funeral services** – The organized ceremony held to honor the deceased.
13. **Mourn** – To show sadness when someone dies.
14. **Shroud** – A cloth used to wrap a dead body before burial.
15. **State funeral** – A funeral organized by the government for important leaders.
16. **Heir** – A person who inherits property from someone who has died.
17. **Heiress** – A female heir.
18. **Ancestral grounds** – Land where family members are traditionally buried.
19. **Cremate** – To burn a dead body until only ashes remain.
20. **Grave** – A hole in the ground where a dead body is buried.

Exercise 13: Answer the following questions in full sentences

1. What is burial?
2. What are funeral rites?
3. Who is a widow?

4. Who is a widower?
5. Who is an orphan?
6. What is a will?
7. What does it mean to pay respect?
8. What is a coffin used for?
9. What is a state funeral?
10. What is the difference between an heir and an heiress?

Exercise 14: Read the story and answer the following questions in full sentences

Story

In Green Valley, a respected elder passed away. His family prepared the **funeral rites** according to tradition. A **coffin** was placed in the house, covered with a **back cloth** and a **shroud**. Many **mourners** came to **pay respect** and give **condolences** to the **widow** and her children, who were now **orphans**.

The elder had written a **will**, naming his eldest son as the **heir** and his daughter as the **heiress**. The burial took place at the **ancestral grounds**, where the **grave** was dug. Some leaders suggested a **state funeral** because of his service to the nation, but the family chose a cultural burial. Others asked if the body should be **cremated**, but the family decided on a traditional **burial**.

Dr. Bbosa Science

Questions

1. Suggest a title for the story.
2. What are funeral rites?
3. What is a coffin used for?
4. What is a shroud?
5. Who is a widow?
6. Who is an orphan?
7. What is a will?
8. Who is an heir?
9. Who is an heiress?
10. What is an ancestral ground?
11. What is the difference between burial and cremation?

12. Who wrote the story?

Exercise 15: Read the dialogue and answer the following questions in full sentences

Dialogue

Teacher: What is a **state funeral**?

Pupil: It is a funeral organized by the government for important leaders.

Teacher: Good. What is a **grave**?

Pupil: It is a hole in the ground where a dead body is buried.

Teacher: Who is a **widower**?

Pupil: A man whose wife has died.

Teacher: And who is a **widow**?

Pupil: A woman whose husband has died.

Teacher: Excellent. What do people do when they **pay respect**?

Pupil: They honor the dead, often by attending the funeral or visiting the grave.

Dr. Aida Namitala

Questions

1. Suggest a title of the dialogue.
2. What is a state funeral?
3. What is a grave?
4. Who is a widower?
5. Who is a widow?
6. What does it mean to pay respect?
7. What is a mourner?
8. What is a will?
9. What is an ancestral ground?
10. What is cremation?
11. What is a funeral service?
12. Who wrote the dialogue

Exercise 16: Read the poem and answer the following questions in full sentences

Poem

The **funeral rites** are solemn and deep,
Where **mourners** gather, some even weep.
A **coffin** rests, a **shroud** is near,
The **widow** cries for her spouse so dear.

The **grave** is dug on **ancestral grounds**,
Where memories echo in silent sounds.
The **will** is read, the **heir** takes lead,
The **heiress** too, with rightful deed.

We **pay respect**, we mourn with care,
Offer **condolences**, love we share.
Whether **burial** or **cremate** the soul,
The **funeral services** make hearts whole.

Dr. Aida Namital

Questions

1. Suggest a title to the poem
2. What are funeral rites?
3. Who is a mourner?
4. What is a coffin?
5. What is a shroud?
6. Who is a widow?
7. Where is a grave dug?
8. What is a will?
9. Who is an heir?
10. What does it mean to pay respect?

11. What is cremation?
12. Who wrote the poem?

Exercise 17: Read the advert and answer the following questions in full sentences

Advertisement

Peaceful Rest Funeral Services

We provide caring and respectful **funeral services**:

- Traditional **burial** at **ancestral grounds**
- Government-organized **state funerals**
- Professional handling of **coffins, shrouds, and back cloths**
- Guidance on **funeral rites** and cultural practices
- Support for **widows, widowers, and orphans**
- Legal help with **wills, heirs, and heiresses**
- Options for **cremation** or **grave** burials
- Comfort through **condolences** and helping families **mourn**

Choose Peaceful Rest Funeral Services – where we help you **pay respect** with dignity.

Dr. Bbosa Science

Questions

1. What services does Peaceful Rest Funeral Services provide?
2. What is burial?
3. What is a state funeral?
4. What is a coffin used for?
5. What is a shroud?
6. Who is supported during funeral services?
7. What is a will?
8. Who is an heir?
9. What is cremation?
10. Why should families choose Peaceful Rest Funeral Services?
11. Who wrote the advert?

How to Use “Despite the fact that ...”

The phrase “**despite the fact that**” is used to introduce a **contrast**. It shows that something happened or is true **even though another situation might suggest otherwise**.

Structure

- **Despite the fact that + clause (full sentence), + result/consequence**

Examples:

- *Despite the fact that it was raining, the pupils went to school.*
- *Despite the fact that she was tired, she finished her homework.*
- *Despite the fact that the farmer was poor, he paid the bride price.*

Key Points

1. It is similar to *although* or *even though*, but more formal.
2. It always introduces a **contrast** between two ideas.
3. The clause after *despite the fact that* must be a **complete sentence**.

Exercise 17: Fill in the blanks or answer using **despite the fact that ...**:

1. ___ it was raining, the pupils attended assembly.
2. ___ she was sick, she came to class.
3. ___ the farmer was poor, he paid the dowry.
4. ___ the bride was nervous, she wore her bridal gown proudly.
5. ___ the pupils were tired, they cleaned the compound.
6. ___ the teacher was strict, the pupils respected him.
7. ___ the villagers had little money, they built terraces.
8. ___ the bridegroom was late, the wedding continued.
9. ___ the child was an orphan, he was cared for by relatives.
10. ___ the couple had no certificate, they lived happily together.

How to Use *Emphatic Pronouns*

Emphatic pronouns are pronouns used to place **extra emphasis** on the subject of a sentence. They are the same words as reflexive pronouns (*myself, yourself, himself, herself, itself, ourselves, yourselves, themselves*), but instead of reflecting back, they stress importance.

Structure

- **Subject + emphatic pronoun** (for emphasis)
- **Emphatic pronoun + verb/clause** (to stress who did the action)

Examples:

- *I myself cleaned the classroom.*
- *The bride herself chose the bridal gown.*
- *The pupils themselves planted the trees.*
- *We ourselves will pay respect at the funeral.*

Key Points

1. Emphatic pronouns are used to **highlight responsibility or importance**.
2. They are not necessary for grammar but add **strength and clarity**.
3. They can appear **after the subject** or **at the end of the sentence**.

Exercise 18: Fill in the blanks or answer using **emphatic pronouns**:

1. I ___ prepared the refreshments for the wedding.
2. The bridegroom ___ paid the bride price.
3. The pupils ___ cleaned the compound.
4. She ___ wore the bridal gown proudly.
5. The teacher ___ explained the funeral rites.
6. We ___ will conserve water and soil.
7. The villagers ___ built terraces before the rains.
8. The widow ___ received condolences from mourners.
9. The couple ___ chose cultural marriage.
10. The children ___ collected garbage after the function.

🔑 Example Answers:

1. I **myself** prepared the refreshments for the wedding.
2. The bridegroom **himself** paid the bride price.
3. The pupils **themselves** cleaned the compound.

How to Use *Adjectives of Number (few)*

Adjectives of number tell us **how many** or **in what order** people or things are. The word “**few**” is an adjective of number that shows a **small quantity**.

Structure

- **Few + plural noun**

Examples:

- *Few pupils attended the function.*
- *Few farmers practice crop rotation.*
- *Few mourners came to the funeral rites.*

Key Points

1. **Few** means *not many* (small number).
2. It is always used with **plural nouns**.
3. It shows limitation or scarcity.

Exercise 19: Fill in the blanks or answer using **few**:

1. ___ pupils cleaned the compound before assembly.
2. ___ farmers use manure to improve the soil.
3. ___ mourners attended the burial.
4. ___ bridesmaids wore blue dresses.
5. ___ villagers built terraces to stop erosion.
6. ___ children collected garbage after the function.
7. ___ teachers explained the importance of dowry.
8. ___ couples had cultural marriages last year.
9. ___ pupils studied hard before the exams.
10. ___ widows received condolences during the funeral services.

☞ Example Answers:

1. **Few** pupils cleaned the compound before assembly.
2. **Few** farmers use manure to improve the soil.
3. **Few** mourners attended the burial.

Thank You

Dr. Bbosa Science