



Primary 7 English

Term 1

TOPIC 3/3: Examinations

Learning Outcome The learner uses vocabulary appropriately related to examinations.

Sub-Topic 3A: Preparation for Examinations

Teaching activities

- (i) Using vocabulary and structures appropriately
- (ii) Asking and answering questions related to preparation for examinations
- (iii) Reading and interpreting timetables, examination cards and result sheets
- (iv) Writing compositions on preparation for examinations
- (v) Role-playing on preparation for examinations
- (vi) Completing word puzzles

Examination Vocabulary – Meanings

- (i) **Timetable** – A schedule showing the dates and times of exams.
- (ii) **Instructions** – Rules or guidelines given to candidates before or during exams.
- (iii) **Signature** – A candidate's handwritten name for identification.
- (iv) **Index number** – A unique number given to each candidate for exam purposes.
- (v) **Candidate** – A person sitting for an examination.
- (vi) **Candidates' name** – The full name of the person taking the exam.
- (vii) **School name** – The name of the candidate's school, written on exam papers.
- (viii) **Time allowed** – The amount of time given to complete the exam.
- (ix) **Examiner** – The person who sets or marks the exam.

- (x) **Examination room** – The place where candidates sit for the exam.
- (xi) **Answer sheet** – The paper where candidates write their answers.
- (xii) **Examination centre** – The school or place officially chosen for exams.
- (xiii) **Briefing** – A meeting or talk before exams to explain rules and procedures.
- (xiv) **Questions** – The tasks or problems candidates must answer in the exam.
- (xv) **Registration** – The process of enrolling for the exam.
- (xvi) **Revision** – Reviewing notes and studying before exams.

Exercise 1: Answer the following questions in full sentences

1. What is an examination timetable used for?
2. Why are instructions important in an exam?
3. What is the difference between a signature and a candidate's name?
4. What is an index number, and why is it important?
5. Who is called a candidate?
6. Where is the school name written during exams?
7. What does "time allowed" mean?
8. Who is an examiner?
9. What is the difference between an examination room and an examination centre?
10. What is the purpose of revision before exams?

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

It was the first day of the Primary Seven examinations. The **timetable** showed English in the morning. During the **briefing**, the teacher gave clear **instructions** to all **candidates**. Each pupil wrote their **candidates' name**, **school name**, and **index number** on the **answer sheet**. The **examiner** checked the **examination room** to ensure everything was quiet. The **time allowed** was two hours, and the pupils worked hard to answer the **questions**. At the end, everyone signed their paper with a **signature** before handing it in. The pupils felt proud to be part of the **examination centre**.

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Questions

1. Suggest a title for the story

2. What subject was written first according to the timetable?
3. Who gave instructions to the candidates?
4. What three things were written on the answer sheet?
5. Who checked the examination room?
6. How much time was allowed for the exam?
7. What did the candidates do before handing in their papers?
8. What was the role of the examiner?
9. Where did the candidates sit for the exam?
10. What did the pupils feel at the end of the exam?
11. Why is a signature important on exam papers?
12. Who wrote the story?

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

Teacher: Good morning, candidates. Please follow the **instructions** carefully.

Candidate 1: Sir, where should I write my **index number**?

Teacher: On the top right corner of your **answer sheet**.

Candidate 2: Should we also write the **school name**?

Teacher: Yes, and don't forget your **signature**.

Candidate 3: How much **time is allowed** for this paper?

Teacher: Two hours. The **timetable** shows Mathematics next.

Candidate 4: Thank you, Sir. We are ready for the **questions**.

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Questions

1. Suggest a title for the dialogue?
2. Who is speaking to the candidates?
3. Where should the index number be written?
4. What else should be written besides the index number?
5. What should not be forgotten on the answer sheet?
6. How much time was allowed for the paper?
7. Which subject was next according to the timetable?

8. Who asked about the index number?
9. Who asked about the school name?
10. What did the candidates say at the end?
11. Why are instructions important in exams?
12. Who wrote the dialogue?

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

In the **examination room** we sit,
With **timetable** and pens neatly fit.
Our **index number** guides the way,
On the **answer sheet** we write today.

The **examiner** watches, calm and wise,
As **instructions** echo, no surprise.
The **time allowed** ticks fast and true,
Revision helps me push right through.

At the **examination centre** we stand,
With **signature** written by my hand.
The **questions** test what we have known,
Success is ours, through seeds we've sown.

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Questions

1. Suggest a title for the poem
2. Where do candidates sit during exams?
3. What guides the candidates on the answer sheet?
4. Who watches over the candidates?
5. What echoes in the examination room?

6. What ticks fast and true?
7. What helps candidates push through?
8. Where do candidates stand proudly?
9. What is written by hand at the end?
10. What do the questions test?
11. What is the final message of the poem?
12. Who wrote the poem?

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

Advertisement

Attention Primary Seven Candidates! Registration for the national examinations is now open. Collect your **timetable** and follow the **instructions** carefully. Ensure your **candidates' name**, **school name**, and **index number** are correct. Remember, the **time allowed** for each paper will be shown clearly. All exams will be held at your nearest **examination centre**. Prepare well through **revision** and attend the **briefing** before the exam day.

Success begins with discipline!

Management

Questions

1. Who is the advertisement addressed to?
2. What is now open according to the advertisement?
3. What should candidates collect?
4. What three things must be correct on the answer sheet?
5. What shows the time allowed for each paper?
6. Where will the exams be held?
7. What should candidates do before exam day?
8. What helps candidates prepare well?
9. What word shows the importance of discipline?

10. Why is the advertisement important for candidates?

How to Use "... or else ..."

The phrase "**or else**" is used to show a **warning, consequence, or alternative**. It means *if not, then something different or negative will happen*.

Structure

- **Clause A + or else + Clause B**

Examples:

- *You must write your index number, or else the examiner will not mark your paper.*
- *Follow the instructions, or else you will lose marks.*
- *Revise well, or else you may fail the questions.*

Key Points

1. **Shows consequence** → what will happen if the first action is not done.
2. **Often used in warnings** → *Do this, or else ...*
3. **Can also mean "otherwise"** → *We must hurry, or else we'll be late.*

Exercise 5: Rewrite one sentences using **or else**:

1. Candidates must write their names. The examiner will reject the paper.
2. You should follow the timetable. You will miss the examination.
3. Write your signature. The answer sheet will not be accepted.
4. Revise before the exam. You may fail the questions.
5. Register early. You will not be allowed in the examination centre.
6. Sit quietly in the examination room. You will be punished.
7. Write your index number correctly. The examiner will cancel your paper.
8. Attend the briefing. You will not know the instructions.
9. Complete the paper within the time allowed. You will lose marks.
10. Write the school name clearly. The examiner will not identify your paper.

☞ Example Answer: *Candidates must write their names, or else the examiner will reject the paper.*

How to Use “... look forward to ...”

The phrase “**look forward to**” is used to express **anticipation, excitement, or expectation** about something that will happen in the future. It shows that you are waiting happily for an event, action, or experience.

Structure

- **Subject + look forward to + noun/verb(-ing)**

Examples:

- *I look forward to the briefing before the examination.*
- *The candidates look forward to answering the questions.*
- *We look forward to receiving the timetable.*

Key Points

1. **Always followed by a noun or verb in -ing form**
 - *I look forward to the exam.*
 - *I look forward to meeting the examiner.*
2. **Polite and formal** → often used in letters, emails, and speeches.
3. **Shows positive expectation** → something you are happy about in the future.

Exercise 6: Rewrite these sentences using **look forward to**:

1. The candidates are excited about the briefing.
2. Mary is waiting happily for the timetable.
3. Peter is eager to answer the questions.
4. The pupils are excited about writing their names on the answer sheet.
5. John is waiting for the examiner’s instructions.
6. Lydia is happy about signing her paper.
7. The candidates are eager to enter the examination room.
8. The pupils are excited about completing the registration.

9. Anna is waiting happily for the revision session.
10. The candidates are eager to join the examination centre.

☞ Example Answer: *The candidates look forward to the briefing before the examination.*

How to Use “Rather”

The word **rather** can be used in several ways in English. It is mainly an **adverb** that expresses degree, preference, or correction.

Main Uses of Rather

Use	Example	Meaning
Adverb of degree	<i>It was rather cold yesterday.</i>	Similar to <i>quite</i> or <i>fairly</i> ; emphasizes an adjective/adverb.
Preference (with “rather than”)	<i>I prefer tea rather than coffee.</i>	Shows choice between two things.
Correction (with “or rather”)	<i>He is a doctor, or rather, a surgeon.</i>	Used to correct or clarify what was just said.
Polite emphasis	<i>I’m rather busy at the moment.</i>	Adds politeness or softens tone.

Key Points

1. **Rather + adjective/adverb** → *She sings rather well.*
2. **Rather than + noun/verb** → *We walked rather than took the bus.*
3. **Or rather** → *It was a mistake, or rather, a misunderstanding.*
4. **Formal tone** → Often used in polite or formal English.

Exercise 7: Rewrite sentences using **rather**:

1. The weather was quite cold.
2. She sings well.
3. I prefer tea to coffee.
4. He is a teacher. Actually, he is a lecturer. (use rather ... than)
5. The pupils worked hard.
6. We walked. We did not take the bus.
7. The examiner was strict.

8. The questions were difficult.
9. He is a doctor. Actually, he is a surgeon.
10. The candidates revised. They did not play games. (Use *rather than*.)

Sub-Topic 3B: Sitting Examinations

Examination Vocabulary – Meanings

1. **Pass mark** – The minimum score required to succeed in an exam.
2. **Quality** – The standard or level of performance in the exam.
3. **Timetable** – A schedule showing dates and times of exams.
4. **Invigilator** – A person who watches over candidates during the exam to prevent cheating.
5. **Supervisor** – A person who oversees the conduct of the exam, often above the invigilator.
6. **Instructions** – Rules or guidelines given to candidates before or during exams.
7. **Ink** – The writing fluid used in pens for answering questions.
8. **Answers** – The responses candidates write to exam questions.
9. **Marking** – The process of checking and scoring candidates' answers.
10. **Results** – The outcome of the exam after marking.
11. **Grades** – Letters or numbers showing how well a candidate performed (e.g., A, B, C).
12. **Aggregate** – The total score from different subjects combined.
13. **Accurate** – Correct and precise answers.
14. **Percent** – A score expressed out of 100.
15. **Candidate** – A person sitting for an examination.
16. **Cheat** – To break exam rules dishonestly.
17. **Malpractice** – Wrong or illegal behavior during exams (like cheating or leaking papers).
18. **Score** – The number of marks obtained in an exam.
19. **Duration** – The time allowed to complete the exam.
20. **Examination** – A formal test of knowledge or ability.
21. **Leakage** – When exam questions are revealed before the exam.
22. **Work** – The effort or answers written by candidates.
23. **Pass** – To succeed in an exam by reaching the pass mark.
24. **Disqualify** – To remove a candidate from the exam for breaking rules.
25. **Fail** – To not reach the pass mark.
26. **Pass slip** – An official paper showing that a candidate has passed.
27. **Success** – Achievement of good results in exams.
28. **Certificate** – An official document showing exam results and qualifications.

29. **Division** – A category of performance (e.g., Division I, II, III).

Exercise 8: Answer the following questions with full sentences

1. What is meant by a pass mark?
2. Who is an invigilator?
3. What is the difference between a supervisor and an invigilator?
4. What is exam malpractice?
5. What does leakage mean in examinations?
6. What is the purpose of a timetable?
7. What is an aggregate score?
8. What document shows that a candidate has passed?
9. What is the difference between grades and percent?
10. What happens when a candidate is disqualified?

Exercise 9: Read the story and answers the questions that follow in full sentences.

It was the day of the final **examination**. The **timetable** showed Mathematics first. The **invigilator** and **supervisor** entered the **examination room** and gave clear **instructions**. Each **candidate** opened their paper and began writing with **ink**. The **duration** was two hours. Some tried to **cheat**, but the invigilator warned them against **malpractice**. After the exam, the examiner began **marking** the **answers**. The **results** showed who had reached the **pass mark**. Those who gave **accurate** work scored high **percent** and good **grades**. The **aggregate** determined their **division**. Some received a **pass slip** and later a **certificate** as proof of **success**, while others who failed were **disqualified**.

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Questions

1. Suggest a title for the story.
2. What subject was written first according to the timetable?
3. Who gave instructions in the examination room?
4. What writing material did candidates use?
5. How long was the duration of the exam?
6. What did some candidates try to do wrongly?
7. What process followed after the exam?

8. What shows the minimum score needed to succeed?
9. What determined the division of candidates?
10. What document is given to successful candidates?
11. What happened to those who failed or cheated?
12. Who wrote the dialogue?

Exercise 10: Read the dialogue and answers the questions that follow in full sentences.

Dialogue

Invigilator: Good morning, candidates. Please follow the **instructions** carefully.

Candidate 1: Sir, how long is the **duration** of this exam?

Invigilator: Two hours, as shown on the **timetable**.

Candidate 2: What happens if someone tries to **cheat**?

Supervisor: That is **malpractice**. The candidate may be **disqualified**.

Candidate 3: How will our **answers** be checked?

Invigilator: Through **marking**, and your **score** will be compared to the **pass mark**.

Candidate 4: What will we receive if we succeed?

Supervisor: You will get a **pass slip**, then a **certificate**, showing your **division** and **grades**.

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Questions

1. Suggest a title for the dialogue?
2. Who gave instructions to the candidates?
3. How long was the exam duration?
4. What shows the exam schedule?
5. What is malpractice?
6. What happens to candidates who cheat?
7. How are answers checked?

8. What is compared to the pass mark?
9. What do successful candidates receive first?
10. What document comes after the pass slip?
11. What shows the division and grades of candidates?
12. Who wrote the dialogue?

Exercise 12: Read the dialogue and answers the questions that follow in full sentences.

Poem

The **timetable** guides us day by day,

The **invigilator** watches what we say.

With **ink** we write our **answers true**,

The **supervisor** checks what we do.

The **duration** passes, the clock ticks fast,

Our **work** must be **accurate** to last.

The **marking** brings our **results** in sight,

Grades and **percent** show who did right.

The **aggregate** decides our **division**,

A **pass slip** proves our good decision.

A **certificate** shows our **success** at last,

But **malpractice** and **cheating** will fail us fast.

Questions

1. Suggest the title to the poem?
2. What guides candidates day by day?
3. Who watches over the exam?
4. What do candidates use to write answers?
5. Who checks what candidates do?
6. What passes quickly during exams?
7. What must answers be to succeed?
8. What brings results in sight?
9. What shows who did right?
10. What decides the division?
11. What proves success at last?

How to Use “Whereas ...”

The word **whereas** is a conjunction used to show **contrast** between two ideas. It means *while on the other hand* or *in contrast to*. It often introduces a clause that is opposite or different from the first clause.

Structure

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

Examples:

- *John likes Mathematics, whereas Peter prefers English.*
- *She studied hard, whereas her friend did not revise at all.*
- *The examination room was quiet, whereas the playground outside was noisy.*

Key Points

1. **Shows contrast** → highlights differences between two people, things, or situations.
2. **Formal tone** → often used in essays, reports, or formal writing.

3. **Position** → usually placed between two clauses.

Exercise 13: Rewrite as one sentence using **whereas**:

1. Mary enjoys reading. Jane enjoys dancing.
2. The candidates followed the instructions. Some ignored them.
3. The timetable showed English in the morning. Mathematics was in the afternoon.
4. Peter wrote his index number correctly. John forgot to write his.
5. The examiner was strict. The invigilator was friendly.
6. The examination room was quiet. The playground was noisy.
7. One candidate signed the answer sheet. Another left it blank.
8. The school name was written clearly. The candidate's name was missing.
9. Some candidates revised well. Others did not prepare.
10. The time allowed was two hours. The briefing lasted only thirty minutes.

How to Use "... could ..."

The modal verb **could** is used to show **possibility, ability, or permission**. When placed in the middle of a sentence, it usually comes after the subject and before the main verb.

Structure

- **Subject + could + verb + rest of sentence**

Examples:

- *Mary **could answer** the questions because she revised well.*
- *The candidates **could write** their index numbers on the answer sheet.*
- *We **could finish** the exam within the time allowed.*

Key Uses of *could*

1. **Past ability** → *When I was younger, I could run very fast.*
2. **Possibility** → *It could rain tomorrow.*
3. **Polite suggestion/request** → *You could revise before the exam.*
4. **Permission (past)** → *We could use calculators in the test last year.*

Exercise 14: Rewrite sentences using ... **could**

1. Mary was able to answer the questions.

Example Answer: *Mary could answer the questions because she revised well.*

2. The candidates were able to write their names on the answer sheet.
3. Peter was able to finish the exam in time.
4. The examiner allowed us to ask questions.
5. Lydia was able to sign her paper.
6. The pupils were able to follow the instructions. (Use *could*.)
7. John was able to write his index number correctly. (Use *could*.)
8. The candidates were able to sit quietly in the examination room. (Use *could*.)
9. Anna was able to revise before the exam. (Use *could*.)
10. The teacher said we were able to register early. (Use *could*.)

How to Start a Sentence Using “In spite ...”

The phrase “**In spite of ...**” is used to show **contrast**. It means *although something happened, another thing still occurred*. It introduces a surprising or unexpected result.

Structure

- **In spite of + noun/phrase, + clause**

Examples:

- *In spite of the rain, the candidates reached the examination centre on time.*
- *In spite of his illness, Peter sat for the exam.*
- *In spite of little revision, Mary answered the questions well.*

Key Points

1. **Shows contrast** → something happens even though there is difficulty.
2. **Followed by a noun or phrase** → *In spite of the noise...*
3. **Similar to “despite”** → but “in spite of” is more common in school-level writing.

Exercise 15: Rewrite or complete sentences beginning with **In spite ...**:

1. It was raining. The candidates attended the briefing.
2. Peter was sick. He wrote his index number correctly.
3. The timetable was tight. The pupils followed the instructions.
4. Mary had little revision. She answered the questions well.
5. The examination room was noisy. The candidates finished their work.
6. John forgot his signature. The examiner accepted his paper.
7. The school name was missing. The candidate's name was clear.
8. The time allowed was short. The pupils completed the answer sheet.
9. The candidate was late. He joined the examination centre.
10. The questions were hard. The pupils tried their best.

How to Use "... in spite of ..." to Join Sentences

The phrase "**in spite of**" is used to join two sentences that show **contrast**. It means *although something happened, another thing still occurred*.

Structure

- **In spite of + noun/phrase, + clause**

Examples:

1. **Sentence 1:** It was raining.
Sentence 2: The candidates attended the briefing.
Joined: The candidates attended briefing in spite of the rain
2. **Sentence 1:** Peter was sick.
Sentence 2: He wrote his index number correctly.
Joined: Peter wrote in index number correctly in spite of his sickness.

Key Points

1. Use **in spite of** before a noun or phrase, not a full sentence.
 - ✗ *In spite of he was sick...*

- ✓ *In spite of his sickness...*
- 2. It shows that one action happened **despite difficulty**.
- 3. Similar to *despite*, but more common in school-level writing.

Exercise 16: Join the sentences using**in spite of**....:

1. It was raining. The candidates attended the briefing.
2. Peter was sick. He wrote his index number correctly.
3. The timetable was tight. The pupils followed the instructions.
4. Mary had little revision. She answered the questions well.
5. The examination room was noisy. The candidates finished their work.
6. John forgot his signature. The examiner accepted his paper.
7. The school name was missing. The candidate's name was clear.
8. The time allowed was short. The pupils completed the answer sheet.
9. The candidate was late. He joined the examination centre.
10. The questions were hard. The pupils tried their best.

How to Begin Sentences with “*Despite ...*”

The word **despite** is a preposition used to show **contrast**. It means *although something happened, another thing still occurred*. It is similar to *in spite of*, but often sounds slightly more formal.

Structure

- **Despite + noun/phrase, + clause**

Examples:

- *Despite the rain, the candidates attended the briefing.*
- *Despite his illness, Peter sat for the exam.*
- *Despite little revision, Mary answered the questions well.*

Key Points

1. **Despite introduces contrast** → one action happens even though there is difficulty.
2. **Followed by a noun or phrase** → *Despite the noise...*
3. **Similar to “in spite of”** → both mean the same, but “despite” is shorter.

Exercise 17: Join or rewrite sentences beginning with **Despite ...**:

1. It was raining. The candidates attended the briefing.
2. Peter was sick. He wrote his index number correctly.
3. The timetable was tight. The pupils followed the instructions.
4. Mary had little revision. She answered the questions well.
5. The examination room was noisy. The candidates finished their work.
6. John forgot his signature. The examiner accepted his paper.
7. The school name was missing. The candidate’s name was clear.
8. The time allowed was short. The pupils completed the answer sheet.
9. The candidate was late. He joined the examination centre.
10. The questions were hard. The pupils tried their best.

☞ Example Answer: *Despite the rain, the candidates attended the briefing.*

Thank You

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