

St. Bernard

ENGLISH

Pupil's Book **6**

Second Edition

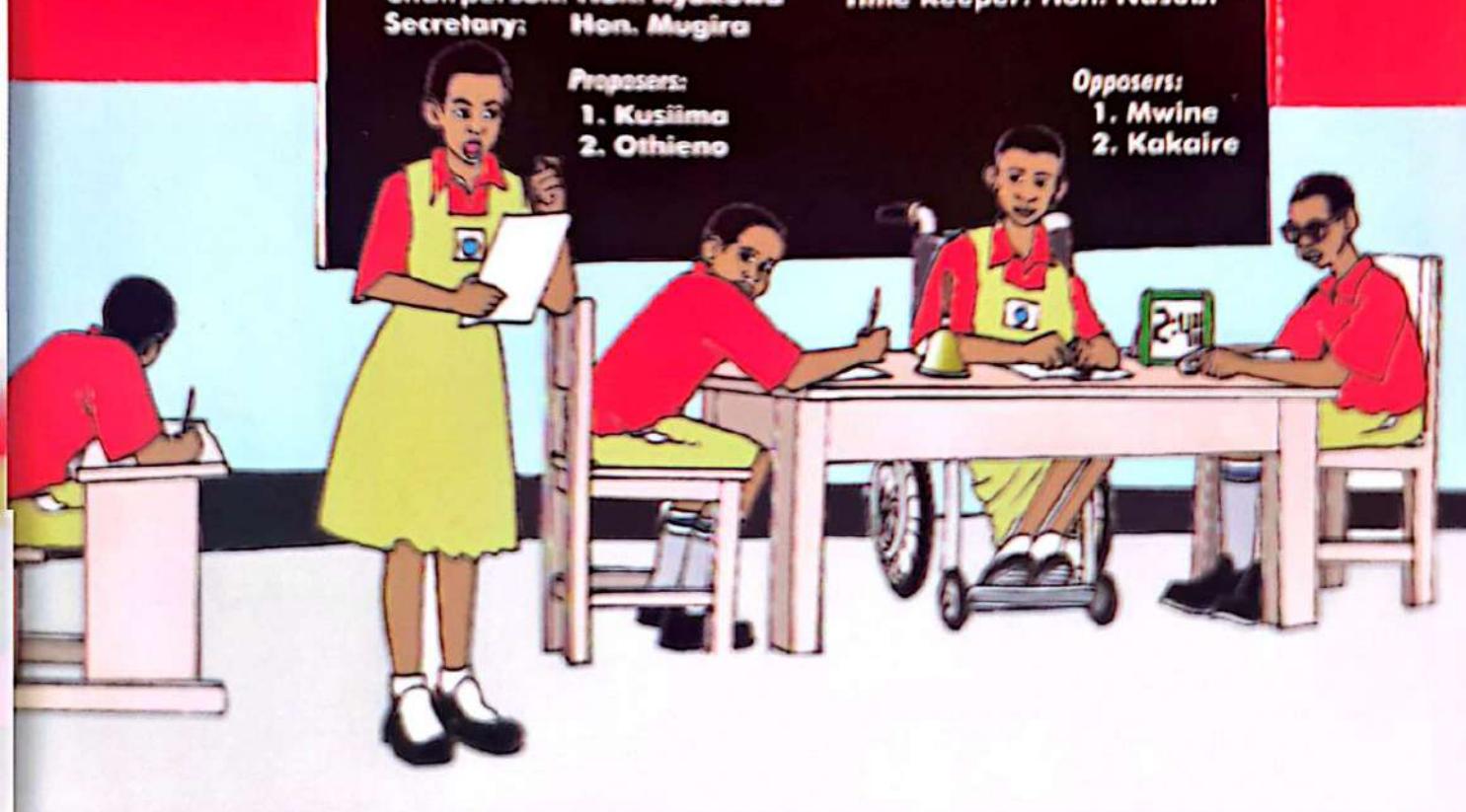
BOARDING SCHOOLS ARE BETTER THAN DAY SCHOOLS

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TERM I

TOPIC 1 A:



SAFETY ON THE ROAD

Sub-Topic 1 A: SAFETY ON THE ROAD

Vocabulary

Activity 1

Read the words in the box with your neighbour.

traffic	cyclist	motorist	signal	right	left
taxi	bus	cross	heavy	light	police

Picture Discussion

Activity 2

Study the pictures 1- 4 with your neighbour and discuss how you can be safe on the road.

1



Pedestrians should cross busy roads at the zebra crossing.



2
Drivers should follow instructions from traffic officers.



3
Drivers should respect traffic lights.

4

Humps Ahead



Accident Ahead



Men at Work



Cattle



No Parking



Crossroads



Roundabout



Traffic Lights



Road Narrows



Children crossing



Stop



Parking

Road Signs / Symbols

Answer the questions in full sentences.

- At which point should we cross busy roads?
- Name the three colours of the traffic lights.
- What does the red colour on the traffic lights tell a motorist?
- Mention one thing we mustn't do while on the road.
- Why are road signs put on roads?
- Design a poster with a message about road safety.

Vocabulary

Activity 3

Construct sentences using the words given in the box below.

zebra crossing	signpost	black spot	pedestrians
rail-crossing	seat belt	traffic jam	motorist

Spelling Game

Activity 4

Fill in the missing letters to form a correct word.

Examples

- | | | |
|-------------------|---|---------------|
| i) p-destr-ans | - | pedestrians |
| ii) ra-l cr-s-ing | - | rail crossing |

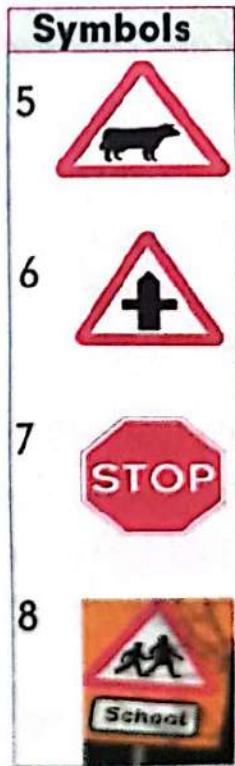
- | | |
|-------------|--------------|
| 1. cy-li-t | 6. saf-ty |
| 2. m-to-ist | 7. sea-be-t |
| 3. sig-al | 8. bl-ck-pot |
| 4. tra-fic | 9. h-avy |
| 5. he-m-t | 10. lig-t |

Activity 5

Match the road symbols with their correct meanings.



Meaning
School ahead
Stop
Crossroads
Road works
Cattle
Roundabout
No U-turns
Wild animals



Activity 6 Matching Exercise

Match the two parts to make correct words.

Examples

- | | | |
|---------|----------|---------------|
| i) rail | met | rail crossing |
| ii) hel | crossing | helmet |

1. zebra	belt	6. black	post
2. traffic	lights	7. pede	limit
3. taxi	signal	8. speed	strian
4. hand	crossing	9. traffic	spot
5. seat	driver	10. sign	jam

Words with r and l sound

Minimal pairs (words with r and l sound)

Examples

right light

- i) You should look left and right before crossing the road.
- ii) The red light on the traffic lights means that motorists should stop.

Activity 7 Fun with words

Read these pairs of words with r sound and l sound then construct your own sentences using the first eight pairs.

1. right	light	6. rain	lain
2. ramp	lamp	7. race	lace
3. rush	lash	8. rack	lack
4. road	load	9. brake	black
5. rock	lock	10. rust	last

Activity 8 Tongue twister

In pairs, practise this tongue twister with sound r and l.

Red lorry, yellow lorry. Is red lorry ready for the road load race?

Yes, the red lorry red is really ready for the road load race.

Is yellow lorry ready for the road load race? Yes, yellow lorry yellow is really ready for the road load race.

Activity 9 Dialogue Safety on the Road

Read and act this dialogue with your friend.

Pedestrian: Hello Afande, what is road safety?

Traffic officer: Road safety means the methods and measures used to prevent road accidents.

Pedestrian: What is the main cause of road accidents?

Traffic officer: Distracted driving.

Pedestrian: What is distracted driving?

Traffic officer: Distracted driving occurs when a motorist diverts his or her attention from the road, usually to talk on a cell phone or send a text message.

Pedestrian: How can we control road accidents?

Traffic officer: Simple! Follow the rules of the road.

Pedestrian: Who is responsible for road safety?

Traffic officer: All road users are responsible!

Pedestrian: Thank you, Afande for protecting our lives on the roads.

Pair Activity**Activity 10 Sentence Construction**

Read the sentences below with your neighbour. Construct more sentences using the underlined words.

1. The motorist was arrested by the police for speeding.
2. Pedestrians should walk on the pavement.
3. There is always traffic jam during peak hours.
4. Vehicles should not stop at the rail-crossing.
5. He forgot to fasten the seat belt.
6. Taxis should carry fourteen passengers only.
7. That is the signpost to the hospital.
8. Uganda National Roads Authority marked off the black spots on the highway.

i) Adjectives

Adjectives are words that describe nouns or pronouns. They are usually written before the nouns they describe. They tell us the number/quantity, size, age, shape, colour, origin/nationality, material, purpose of something and give an opinion about the given noun.

Examples

- (i) number/quantity: two, a few, plenty
- (ii) opinion: good, expensive, nice, pretty
- (iii) size: big, small, thin
- (iv) age: new, old, modern, ancient
- (v) shape: round, large, triangular
- (vi) colour: red, blue, yellow, black
- (vii) nationality/origin: Ugandan, Kenyan, Congolese
- (viii) material: plastic, wooden, silk, soft

Activity 11

Underline the adjectives in the sentences below.

1. A taxi park is a busy place.
2. There is a big signpost near our school.
3. The police have arrested the reckless driver.
4. There are several black spots along Masaka-Mbarara Road.
5. The driver lost control as he negotiated a sharp corner.
6. He bought new black seat belts for his car.
7. Buses from up-country usually carry heavy goods.
8. We have wide roads in the city.

Comparison of adjectives

Adjectives are given in three different forms/degrees of comparison. These forms include: the **positive**, **comparative** and **superlative**.

The **positive degree** describes **one** object or one person.

The **comparative degree** is used to compare **two** objects or two persons. The adjective is always followed by the word **than** to show the comparison.

The superlative degree is used when comparing more than two objects or persons. The superlative degree uses the word the before the adjective.

We form comparisons in the following ways:

1. By adding letters -er and -est to the adjective.

	positive	comparative	superlative
(i)	fast	faster	fastest
(ii)	strong	stronger	strongest

2. By dropping letter y before adding -ier and -iest.

	positive	comparative	superlative
(i)	busy	busier	busiest
(ii)	lazy	lazier	laziest

3. By doubling the last letter before adding -er and -est.

(i)	fat	fatter	fattest
(ii)	hot	hotter	hottest

4. By adding more and most before the adjectives with two or more syllables.

(i)	dangerous	more dangerous	most dangerous
(ii)	courageous	more courageous	most courageous

5. By changing the word completely.

(i)	good	better	best
(ii)	little	less	least

Activity 12

Use the correct degree of the adjective given in the brackets to fill in the blank spaces.

1. Traffic jam is in the evenings than at noon. (heavy)
2. A plane is the means of transport. (expensive)
3. The way to cross busy roads is at a zebra crossing. (safe)
4. Bicycle riding is than horse riding. (good)
5. He has the vehicle of all. (old)
6. Bicycles are to maintain than cars. (cheap)

7. There are motorcycles in towns than in villages. (many)
8. Motorcycles are than bicycles. (good)

ii) **Adverbs**

Adverbs are words which tell us more about verbs, adjectives or other adverbs. They tell us **how**, **where**, **why**, **when** and **in what manner** an action was performed.

The different types of adverbs are shown below.

Types of adverbs

Examples for each type

Adverbs of time answer the question when .	The accident occurred in the morning .
Adverbs of place answer the question where .	Ongaria left his driving permit here .
Adverbs of manner answer the question how .	He crossed the road carefully .
Adverbs of degree or quantity answer the question to what extent .	The boy was very lucky to survive the accident.
Adverbs of frequency answer the question how often .	Traffic police officers usually arrest reckless drivers.

Activity 13

Rewrite the sentences below and underline the adverb in each.

Examples

- (i) The conductor talked politely to the passengers.
- (ii) The lorry was fully packed with charcoal.

1. A zebra crossing was recently put near our school.
2. The motorist drove carefully on the muddy road.
3. We walked slowly down the slope.
4. The driver talked calmly to the police officer.
5. I passed the driving test easily.
6. Rally cars go very fast.
7. The children successfully swam across the river.

Activity 14

Fill in the blanks with the correct form of the word given in the brackets.

Examples

- i) You must drive carefully while on the road. (careful)
- ii) They must cross the road quickly. (quick)

- 1. The motorist waited for the pedestrians to cross the road. (patient)
- 2. The witnesses were told to explain the cause of the accident (clear)
- 3. Conductors must talk to their passengers. (polite)
- 4. Motorists must drive to avoid accidents on the roads. (skill)
- 5. You should talk to the traffic police officers when they stop you. (tactful)
- 6. Motorists and pedestrians must be careful while on the road. (equal)
- 7. Drivers must keep to their lanes during peak hours. (strict)
- 8. Slow moving vehicles must give way to fast moving vehicles. (willing)

Language Structures

a) **as soon as**

We use **as soon as** to talk about two actions or events that happen one after the other. This structure can be placed at the beginning or in the middle of a sentence.

Examples

- i) The pedestrian crossed the road **as soon as** it was clear.
- ii) The motorist parked his car at the road side **as soon as** his phone rang.

Activity 15 Reading Sentences

Read these sentences with your friend.

1. The car stopped as soon as it developed an engine failure.
2. The children shouted as soon as the rally car passed by.
3. Our driver hooted as soon as he reached the gate.
4. The motorcycle overturned as soon as it bumped into the pot hole.
5. We fastened our seat belts as soon as we sat in the car.
6. The driver stopped the car as soon as he saw the children crossing the road.
7. We called for an ambulance as soon as Bob was knocked down by a car.
8. The casualty was taken to the hospital as soon as the ambulance arrived.

Activity 16

Join the sentences using as soon as

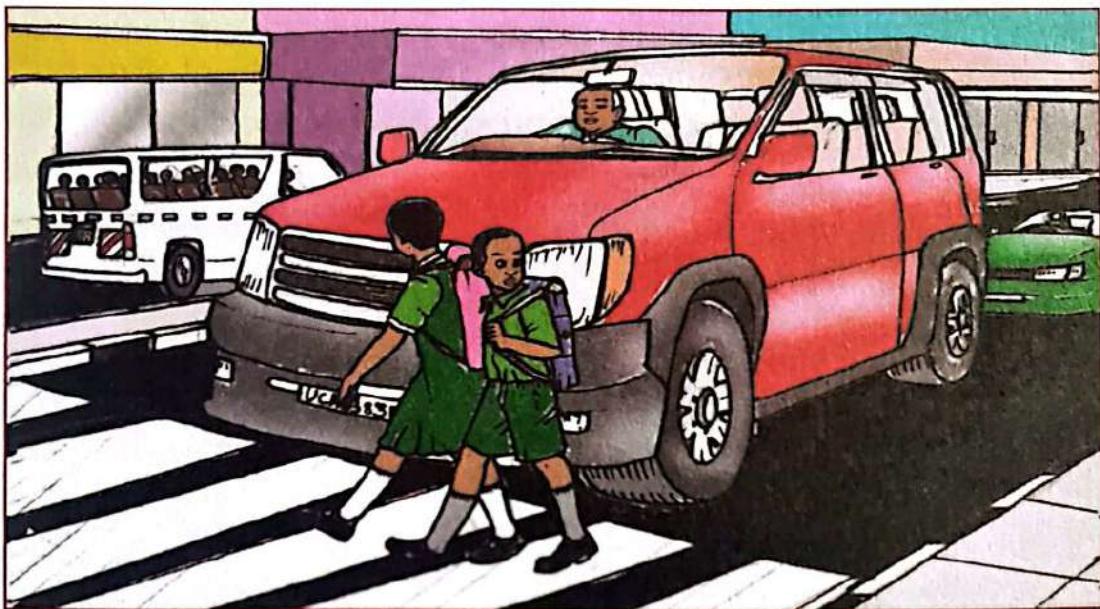
Examples

- i) The driver lost control. The brakes failed.
The driver lost control **as soon as** the brakes failed.
- ii) The traffic police arrested the driver. He hit a schoolboy.
The traffic police arrested the driver **as soon as** he hit a schoolboy.

1. He jumped off the bus. It reached the humps.
2. I called my friend. I reached the zebra crossing.
3. The police diverted all the vehicles. The accident occurred.
4. The casualties were rushed to hospital. The police patrol car arrived.
5. The vehicles started moving. The traffic light showed green.
6. She unfastened her seat belt. She reached her destination.
7. Mpaka rang the mechanic. His car broke down.
8. He switched on the wipers. It started raining heavily.

b) must

This structure is used when we want to say that it is necessary to do something or when we are giving strong advice and orders. It is used in affirmative sentences only.



You **must** cross a busy road at a zebra crossing.

Activity 17

Join part A and B to form complete sentences with your neighbour.

Examples

- i) You **must** cross a busy road at a zebra crossing.
- ii) The police **must** teach the people **about** road safety.

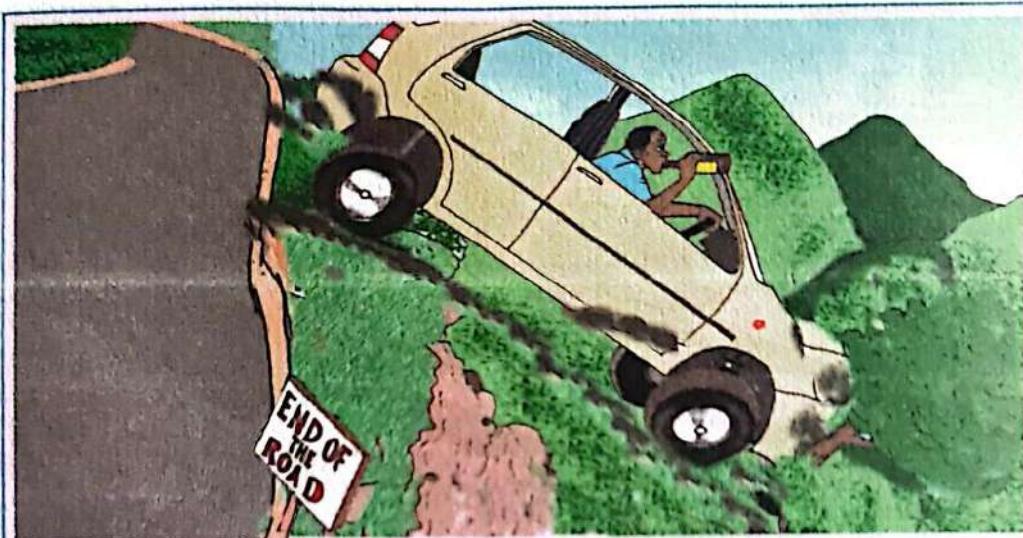
Part A	Part B
1. Motorists must stop when the	while driving on the road.
2. Ochola must go to a driving	the traffic police officers.
3. Trailer drivers must rest after a	road signs.
4. Drivers must keep left	helmets to protect their heads.
5. Uganda National Road Authority must declare this place	long journey.
6. Roads must have	school to learn driving.
7. Cyclists must wear	traffic lights turn red.
8. We must report bad driving to	a black spot.

c) should not

We use should not to give advice to the listener not to do whatever he or she is doing or is about to do. **Shouldn't** is the short form of should not.

Examples

- i) The traffic police officers should not mistreat motorists.
- ii) Children should not play football on the road.



You **should not** drink alcohol and drive.

Activity 18

Fill in the blank spaces with the most suitable word from the box below.

forced	disrespect	conceal	written
bribes	stop	overload	import

1. You should not information from the police.
2. You should not give to traffic police officers.
3. Motorists should not other road users.
4. Government should not vehicles in bad mechanical condition.
5. You should not where the sign says "No stopping."
6. Passengers should not be to wear helmets.
7. Signposts should not be inaccurately.
8. Bus drivers should not their buses.

d)

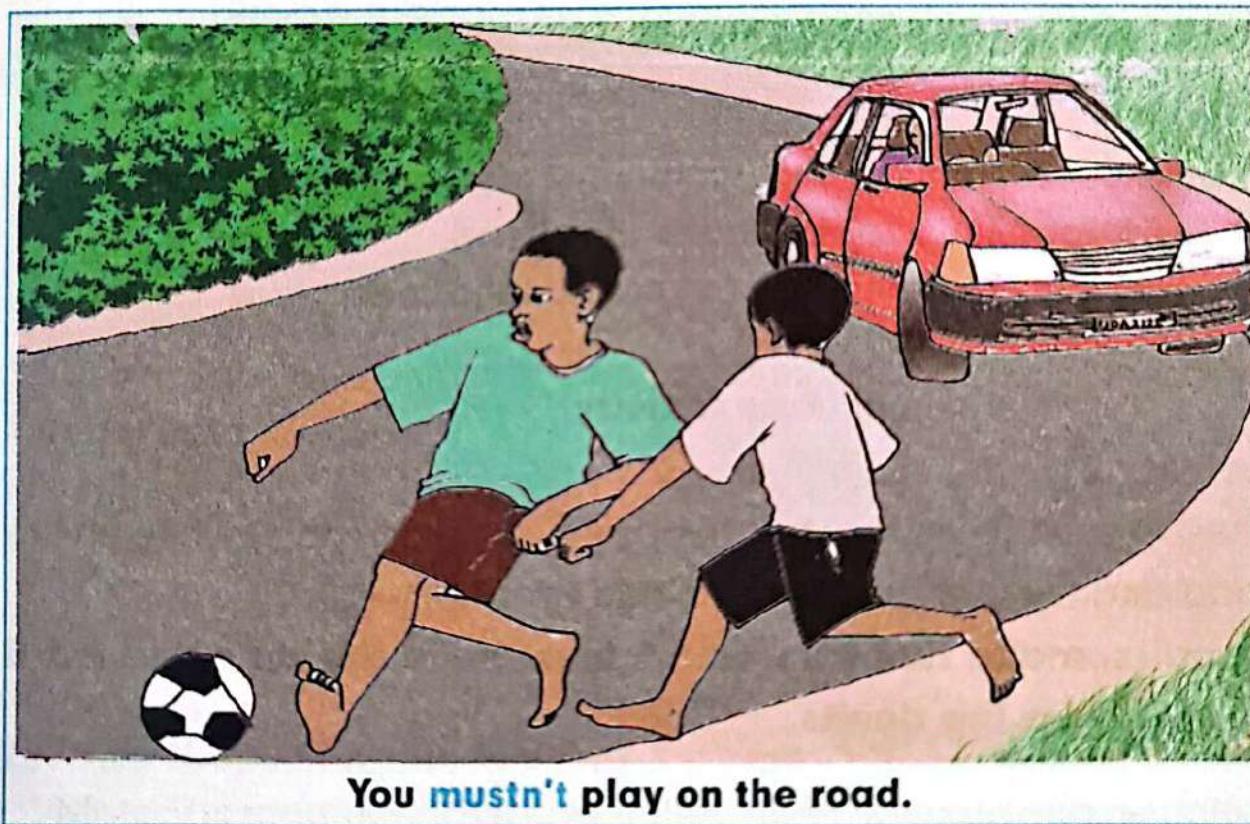
..... mustn't

We use **mustn't** when giving advice to people not to do certain things or when giving a strong warning.

Mustn't is the short form of **must not**. It is used in the negative sentences only.

Examples

- i) Overloading your vehicle is bad.
You **mustn't** overload your vehicle.
- ii) Playing on the road is bad.
You **mustn't** play on the road.

**Activity 19**

Rewrite the sentences beginning with: You mustn't

1. Being rude to the traffic police officers is not good.
2. Overtaking at a road bend is not safe.
3. Talking on the phone while driving is bad.
4. Hit and run is a bad habit.
5. Playing loud music in your vehicle is bad.

6. Disobeying traffic rules is a serious offence.
7. Opening the door while the vehicle is moving is dangerous.
8. Jumping off a moving vehicle is risky.

Activity 20

Write eight meaningful sentences from the given table.

Motorists		overtake at a bend.
Cyclists		abuse one another.
The police officers	mustn't shouldn't	arrest innocent road users. accept bribes from motorists.
School children		play on the road.
Pedestrians		cross roads at a bend. stand in the middle of the road.

Examples

- i) Motorists **mustn't** overtake at a bend.
- ii) School children **shouldn't** play on the road.

Pair Activity**Activity 21**

The table in this activity has things you must do (do's) while on the road and those that you mustn't do (don'ts).

In pairs, make two lists. List A must have the do's and list B should have the don'ts.

Example

List A (do's)	List B (don'ts)
Respect other road users.	Drive vehicles in dangerous mechanical condition.

- drive vehicles in dangerous mechanical condition.
- respect other road users.
- stop when the traffic light turns red.
- overload the vehicle.
- drive your car at high speed.
- cross a busy road at the zebra crossing.
- quarrel when there is heavy traffic jam.
- have valid driving permits.
- be careful where there is a black spot.
- read and observe road signs.
- wear the helmets.
- disobey the traffic police officers.
- report bad driving to the traffic police.
- play on the road.
- give bribes to traffic police officers.
- off load passengers in the middle of the road.

e) mustn't unless

We use **mustn't** and **unless** in form of warnings or as a condition for something to happen.

Examples

- i) You **mustn't** get off the car **unless** it has stopped.
- ii) Motorists **mustn't** go **unless** the light has turned green.

Activity 22

Rewrite these sentences using mustn't unless

1. Motorists must not drive cars if they don't have driving permits.
2. One should not cross the road if it is not clear.
3. You should not overtake if the road is not wide and clear.
4. Learning drivers should not drive if they don't have their instructors.
5. A driver should not hoot when there is no problem.
6. You should not call the police if there aren't any emergencies.
7. You should not stop a taxi if you are not going to board it.
8. The police should not arrest motorists if they are not in the wrong.

Comprehension

Activity 23

Poem

Discuss these questions with your neighbour.

- i) Which type of transport is shown in the picture?
- ii) What means of transport is commonly used in your area?

Read the poem below and answer the questions about it in full sentences. THE ROAD!



The road

The collecting place for all vehicles
Where motorists display their means of transport
Cruising in posh Land-Cruisers and Hummers
While pedestrians suffer the dust showered on them.

The road

Decorated with zebra crossings
To allow pedestrians cross busy roads
Decorated with traffic lights
To control traffic at junctions.

The road

Where traffic police officers show their authority
 Arresting reckless drivers and other bad users
 Who fail to follow the Highway Code
 As a measure to reduce road accidents.

The road

The number one killer of innocent people
 Perishing in fatal accidents here and there
 Others trapped at black spots and junctions
 What a tragedy!

Milika Naddunga

Questions

1. Who wrote the poem above?
2. What is the poem about?
3. Describe the vehicles that motorists drive.
4. In what way do the pedestrians suffer on the road?
5. What do the police officers do to reckless drivers?
6. Which dangerous places did the poetess talk about?
7. Why are zebra-crossings put on the roads?
8. What is the importance of traffic lights?

Group Work

Activity 24 Jumbled Sentences

Rearrange the sentences below to form a good composition about the role of the traffic police officers.

1. The main role of the traffic police is to reduce road accidents.
2. Finally, police can reduce these risks by sensitizing people about road safety.
3. It is not an easy task because they deal with different road users.
4. Some of the road users know about road safety rules.

5. This will help to reduce road accidents.
6. These road users cross roads without looking left or right.
7. Yes, together we can! Help police to help you.
8. Crossing roads in such a manner puts their lives at risk.
9. Other road users know little or nothing about the safety rules.
10. Reducing road accidents is not an easy task.

Activity 25 **Guided Composition**

Use the words in the box to fill in the blank spaces correctly.

traffic jam	casualties	driving	magistrates	licences
inspecting	safety	routes	obstruction	Martyrs

Traffic police is one of the departments in police. Their main role is to ensure for all the road users. Traffic police officer help to control flow of traffic on the roads. This helps to reduce during peak hours.

In case of a road accident, the traffic police officers provide assistance by taking the to hospital. It is also their duty to remove vehicles involved in the accident to avoid to other road users. The police can be called upon by the in court to give evidence in any traffic offence.

On special days like day and MTN Marathon days, traffic police works hard to direct motorists on which to use. Sometimes, they place temporary signs and cones during these activities or during road works.

On the side of vehicles, traffic police is responsible for all of them to ensure that they are in perfect condition. The learning drivers have to do a test with the police department before issuing them with provisional driving

Activity 26**Motorist Safety Measures**

Read about the road safety measures below and answer the questions in full sentences.

People who use vehicles to go to work should know this. If you are going to work, leave time for delays. It will help you not to rush and crash into other vehicles. You should also avoid driving at peak hours because you will waste a lot of time in traffic jam.

If you are to go on long journeys, make sure you have a good night's sleep. Remember to take more rest and refreshment breaks during the journey. Do not drive when you are fatigued because you can easily cause an accident.

While on the road, be mindful of crossing animals, potholes and black spots. These are unpredictable and can result in an accident.

If you are going to a new place, first ask for proper directions. As you drive, read and follow all the road signs. Use also maps and sign boards to help you reach your destination safely.

On rainy days, it is advisable to drive at low speed because the roads get slippery. You should also mark a good distance behind the vehicle in front of you. This gives you chance to escape unhurt in case the front vehicle brakes abruptly.

You should never drink alcohol then drive. It is also not advisable to take strong medication because some medicines make you dizzy and this can result in an accident.

Questions

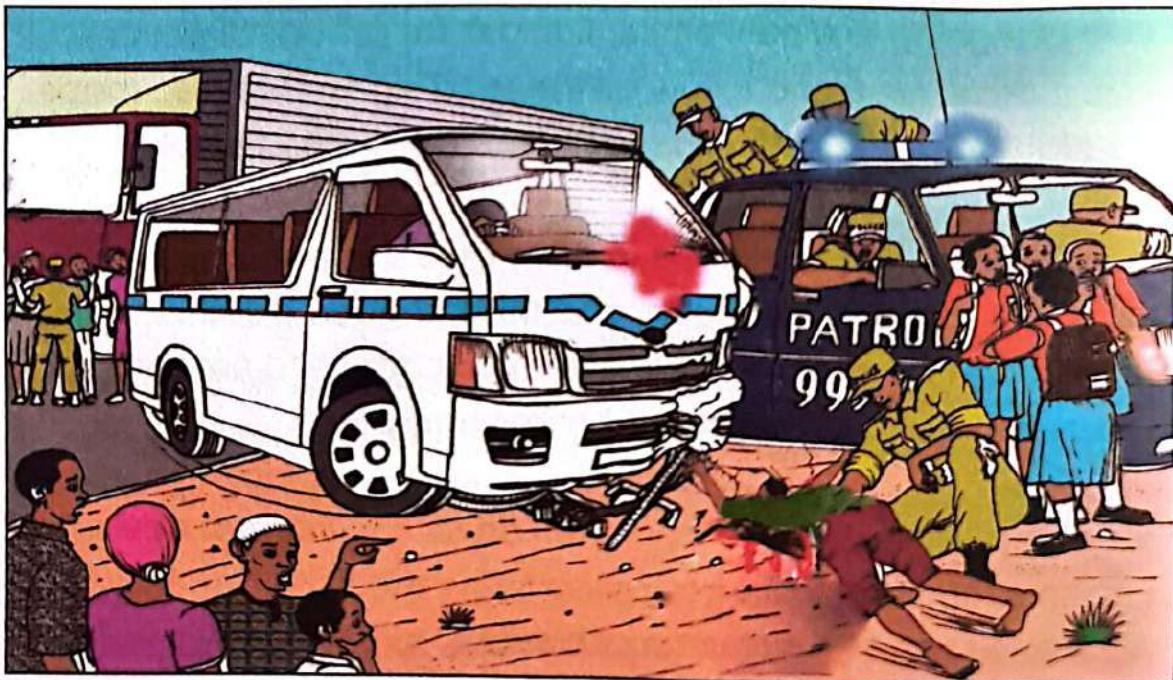
1. What should a motorist do when going to work?
2. Why is it not good to drive at peak hours?
3. What is likely to happen if you rush?
4. What should a motorist do if he is to go on long journeys?
5. Why is it advisable to drive at low speed on rainy days?
6. Which two things should a motorist be mindful of while on the road?

Comprehension**Activity 27****Passage**

With a friend, discuss and answer the questions orally.

- i) Why are traffic police officers needed on our roads?
- ii) In what way can traffic police officers reduce road accidents

Read this passage and answer the questions about it in full sentences.

ROAD ACCIDENTS

My name is Joseph. I go to Nakasero Primary School in Kampala. I usually wake up at six o'clock so as to beat the traffic jam and also get to school in time. That fateful Monday morning, I got up early as

usual to go to school. I prayed that I get a taxi quickly because it was threatening to rain.

After a short while, a taxi from Munyonyo came. The driver hooted while the conductor put out his hand calling, "Kampala! Kampala! I stopped it and I sat in the front seat. As soon as I took my seat, I fastened my seat belt.

The driver started the car and moved on steadily but as we were sloping down towards the junction, a group of school children crossed the road. Some of them did not pay attention to the approaching car. They didn't even bother to look left, right and then left before crossing the road. The passengers in the taxi screamed in fear!

Thanks to the driver's quick decision. He applied the brakes instantly. This helped to save the school children. Unfortunately, the car swayed to one side of the road knocking down a cyclist. The cyclist was badly hurt. He got deep cuts on the head and face because he did not have a helmet on his head.

When the car finally stopped, all of us struggled to get out. Some jumped through the windows while others squeezed through the door.

The accident attracted many people. This slowed the traffic and caused a heavy traffic jam. One concerned passenger rang the police and they responded immediately. The police took the injured cyclist to Mulago Hospital for treatment. The taxi driver was taken to the police station to record a statement.

People in the crowd blamed the accident on lack of a zebra crossing on such a busy road. They also wondered why there weren't any road signs warning motorists of school children crossing.



One old woman said, "This place has become a black spot!" "I hope this accident will be an eye opener to the authorities to put the necessary measures in place!" she concluded.

Frightened as I was, I decided to continue with my journey to school. By the time I reached, the first lesson had ended but I managed to attend the rest of the lessons.

Questions

1. At what time does Joseph usually wake up?
2. Where was Joseph going?
3. How did the driver manage to save the school children?
4. What important thing didn't the cyclist have?
5. Where was the injured cyclist taken?
6. Why was the driver taken to the police station?
7. Why should there be zebra crossings on busy roads?
8. In your own words, give advice to all children who use busy roads.

REVISION EXERCISE 1A

A) Fill in the blank spaces with a suitable word.

1. Our uncle wears a to protect his head while riding a motorcycle.
2. You should look and right before crossing the road.
3. The young man died in a car
4. The casualty was given before taking him to hospital.
5. The policeman told the driver to fasten his
6. What a heavy jam there is today!
7. The zebra crossing near our school is painted and white.
8. The teacher told us to be while on the road so as to avoid accidents.
9. Is there a sign to direct people to your school?
10. Drivers must when turning off the road.

B) Rewrite the sentences giving a single word for the underlined group of words.

1. I usually cross the road at a place where there are white and black stripes.
2. The motorist knocked down four people walking on the pavement yesterday.
3. Why are you not wearing the strap used to protect you from harm if an accident occurs?
4. The accident happened at a place where a road and a railway cross.
5. The officers whose job is to enforce law and order arrested a reckless driver.
6. Can you lend me your strong hard hat that protects and covers the head?
7. It is not good to cross the road at the place where vehicles have to go round before turning.
8. Traffic lights are usually put at the place where roads meet.
9. Many unfortunate events causing injury happen on our roads daily.
10. All main roads should have a set of the red, green and yellow lights.

C) Fill in the blank spaces with must or mustn't.

1. A driver have a valid driving permit.
2. A good traffic officer accept bribes from motorists.
3. The police help school children to cross busy roads.
4. You cross roads at a bend.
5. They put speed humps at black spots.
6. Motorists park at a rail-crossing.
7. Motorists drink and drive.
8. Pedestrians look left and right before crossing the road.
9. Road users respect one another while on the road.
10. Cyclists wear the helmet when riding.

D) Form adjectives from the following words.

- | | | |
|------------|-----------|---------------|
| 1. wood | 5. metal | 9. obey |
| 2. tribe | 6. hunger | 10. absence |
| 3. victory | 7. peace | 11. advantage |
| 4. envy | 8. play | 12. compete |

E) Write a paragraph to describe the best way how to use the road.

Key words and their meanings

zebra-crossing	- a place marked by black and white stripes in the road, at which vehicles must stop to allow pedestrians to cross
pedestrians	- people travelling on foot, especially in an area also used by cars
traffic	- the movement of vehicles on a road
cyclist	- somebody who rides a bicycle
motorist	- somebody who drives a car
signal	- a piece of information communicated by an action, gesture, or sign
right	- on the side of the body that is east when you face north, or on the corresponding side to your left
left	- on the side of the body that is west when you face north, or on the corresponding side to your right
traffic jam	- vehicles at standstill or slow moving because of overcrowding
taxi	- a car taking paying passengers
bus	- large passenger vehicle
cross	- to move from one side of something to the other
signpost	- a poster which shows the name of a place and pointing to its direction
heavy	- something with much weight
light	- something with little weight
police	- organisation for maintaining law and order
rail-crossing	- a place where a road and a railway cross
black spot	- a place on the road where accidents frequently occur or happen
seat belt	- a belt used to secure someone in the seat of a motor vehicle or aircraft
helmet	- a strong hard hat that covers and protects the head

• SUB-TOPIC 1 B: TRAFFIC DANGERS

Vocabulary

Activity 1

Read the words in the box with your neighbour.

crossroads
side path

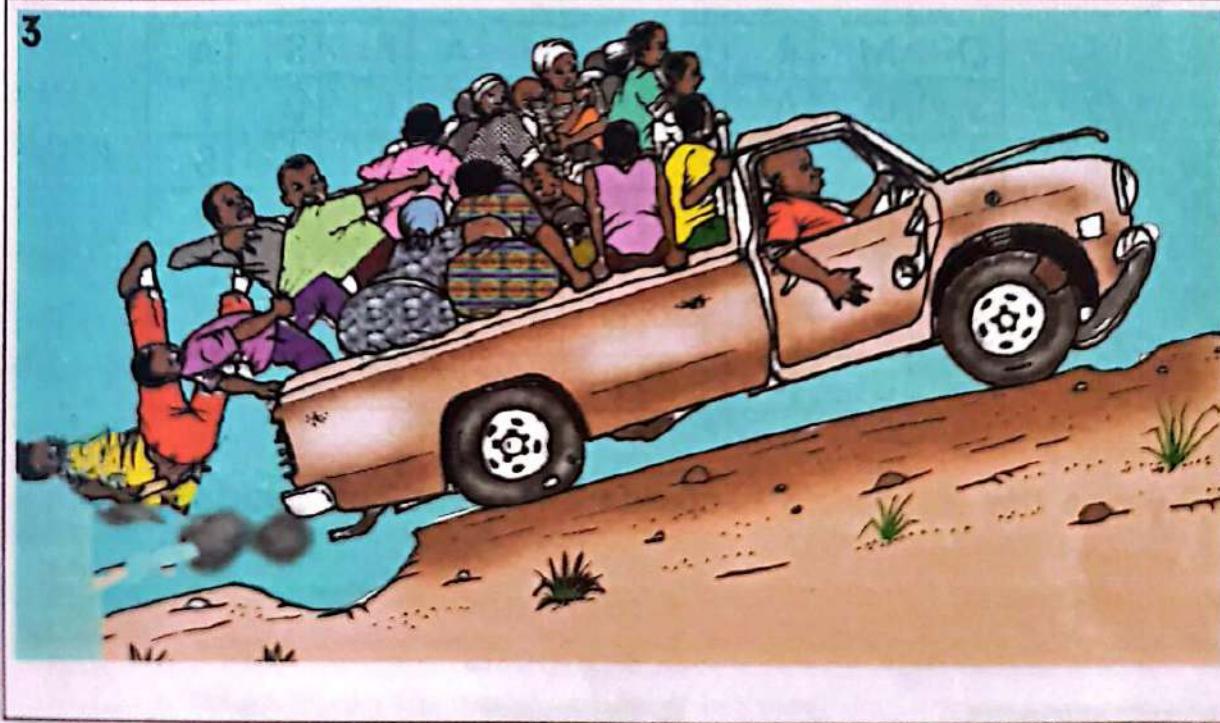
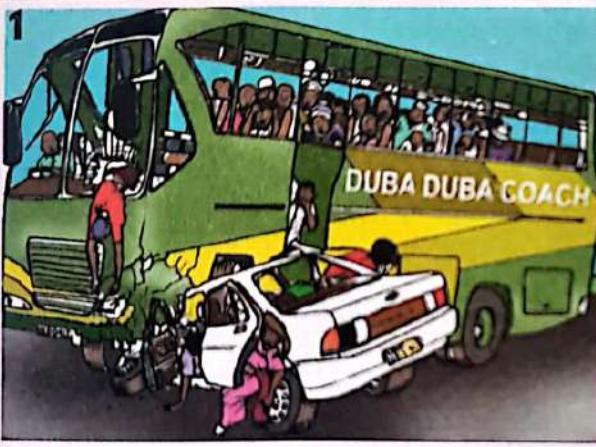
roundabout
Highway Code

traffic lights
speed humps

Picture Discussion

Activity 2

Discuss with a neighbour what is shown in each picture and answer the questions below.



Questions

1. Which coach was involved in the accident in Picture 1?
2. What happened in Picture 2?
3. Mention the road safety rule which was not observed in Picture 3.
4. What advice would you give to the driver in Picture 3?
5. Give another word that can be used to mean a coach.

Vocabulary

Activity 3

Construct sentences using the words given in the box below.

junction first aid accidents careless careful island

Activity 4 Word Hunt

Copy this table in your book. Hunt and circle these words below.

roundabout	careful	junction	danger	reach
code	careless	road hump	seat belt	island
traffic	stop	first	car	path

R	E	A	C	H	C	R	S	P	C
C	O	D	E	B	E	S	M	H	C
R	A	U	R	G	E	U	T	I	I
O	M	R	N	L	H	A	F	S	A
S	G	A	E	D	P	F	C	L	T
S	D	R	A	F	A	Z	A	A	S
T	A	O	D	R	U	B	R	N	R
C	R	S	T	O	P	L	O	D	I
S	E	A	T	B	E	L	T	U	F
J	U	N	C	T	I	O	N	G	T

Activity 5

Why are the following features important on roads?

- | | |
|--------------------|------------------|
| 1. speed humps | 5. traffic lanes |
| 2. traffic lights | 4. roundabouts |
| 3. zebra crossings | 6. signposts |
| 4. pavements | 8. fly-overs |

Pair Activity

Activity 6

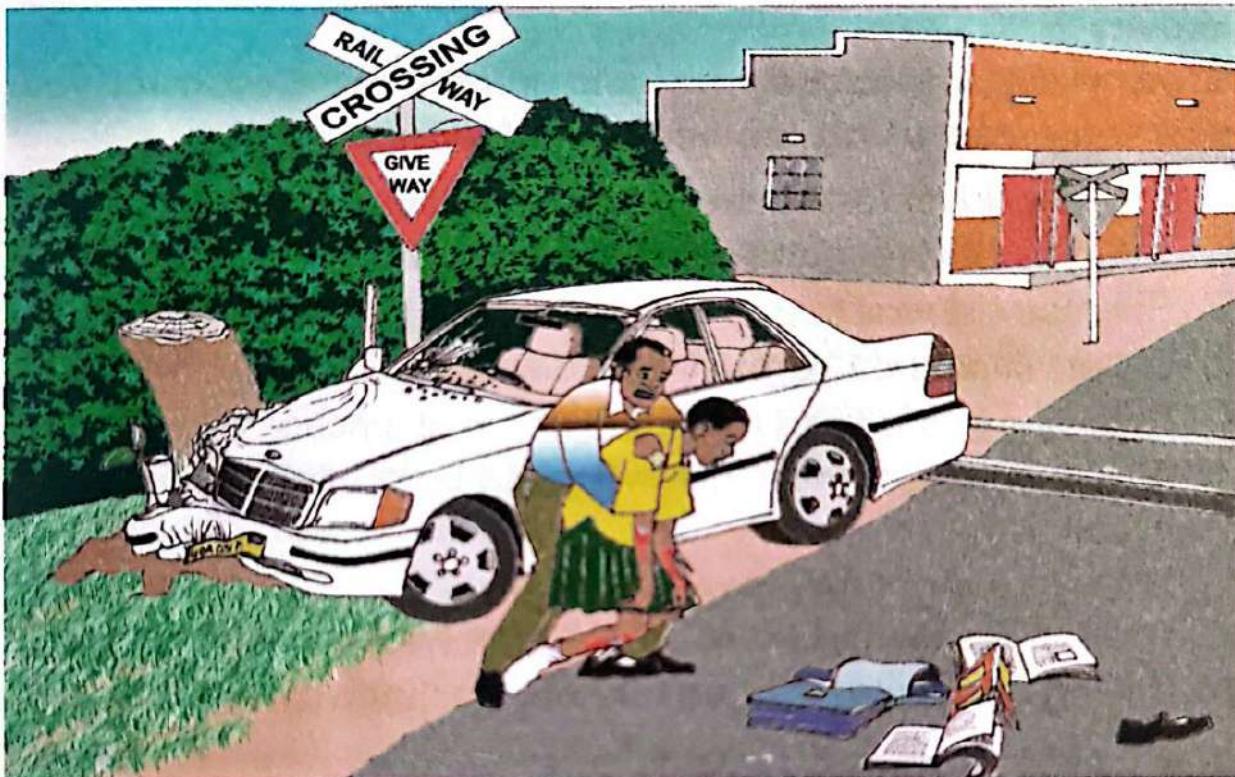
Dialogue

In pairs, discuss and answer these questions orally.

- i) What is happening in the picture below?
- ii) Where should the driver take the injured girl?

Read and act the dialogue with a friend.

THE ACCIDENT



Teacher: Hello, Babirye, where is your twin sister, Nakato?

Babirye: She is in the hospital. A car knocked her down.

Teacher: Where exactly did the accident take place?

Babirye: Near the railway crossing.

Teacher: How did the accident happen?

Babirye: Nakato crossed the road before it was clear.

Teacher: That was a terrible thing to do. That place is a black spot.

Babirye: I think they should put a zebra crossing there.

Teacher: You are right but pedestrians also should be careful while on the road. They must always look left and right then cross the road when it is clear.

Answer the questions in full sentences.

1. Who was involved in an accident?
2. Where did the accident take place?
3. How was Nakato responsible for causing this accident?
4. What should pedestrians always do before crossing the road?
5. What is a black spot?

Reading Sentences

Activity 7

Read these sentences with your neighbour. Construct your own sentences using the underlined words.

1. The rally driver lost control when he reached the crossroads.
2. There is a big roundabout at the city tower.
3. The motorist was told to turn at the next junction.
5. Drivers should be careful while driving.
6. Traffic lights are used to control traffic at junctions.
7. All the casualties were given first aid before taking them to hospital.
8. Vehicles move slowly over speed humps.
9. Wide roads always have an island between them.
10. Driving on shoulders is not allowed on highways.

Activity 8 Dictation Exercise

Take turns to dictate this exercise then both of you mark it together.

Many people have lost their lives due to traffic dangers. The major causes of these road accidents include: overloading vehicles, speeding, playing on the road and driving under the influence of alcohol. We should therefore use the Highway Code to be safe on the road.

Grammar

i) **because**

This is a conjunction used to join sentences.

We use **because** when we have to mention the reason why something happened or why someone did a particular thing.

Activity 9

Join the sentences using because

Examples

- i) The motorist stopped the car. The traffic light had turned red.
The motorist stopped the car because the traffic light had turned red.
- ii) He arrived at school late. There was traffic jam.
He arrived at school late because there was traffic jam.
1. The traffic police officer stopped the car. He wanted to check the driver's license.
2. It was raining heavily. He took an umbrella.
3. He wrote down the registration number of the car. He wanted to report it to the police.
4. Government has built wider roads. It wants to reduce road accidents.
5. The policeman stopped the vehicles. He wanted the school children to cross the road.
6. All vehicles were diverted to another route. An accident had occurred at the roundabout.
7. This passenger did not get any injuries. He was wearing a seat belt.
8. The motorist reduced the speed. He was approaching a black spot.

ii) so that ...

We use so that to express the extent to which something is done.

Activity 10

Join the sentences using so that

Examples

- i) The motorist drove recklessly. He knocked down one pupil dead.

The motorist drove so recklessly that he knocked down one pupil dead.

- ii) The policeman was honest. He refused bribes from the motorists.
The policeman was so honest that he refused bribes from the motorists.

1. The road was muddy. The vehicles could not move fast.
2. You are young. You cannot be allowed to drive a vehicle.
3. The road is narrow. Big vehicles cannot use it.
4. The accident was fatal. All the passengers died in it.
5. The traffic policeman acted fast. He arrested the driver who was running away.
6. The traffic lights are bright. You can see them from a distance.
7. Driving on shoulders is dangerous. It can lead to accidents.
8. It was very dark. The driver could not see the way very well.

iii) so

We use so to give a reason why something was done and also to mean **for that reason** or **therefore**.

Examples

- i) The headlamps were faulty. We took them to the mechanic.
The headlamps were faulty **so** we took them to the mechanic
- ii) He wanted to repair his vehicle. He took it to the mechanic.
He wanted to repair his vehicle **so** he took it to the mechanic.
- iii) She wanted to be on time. She got on a motorcycle.
She wanted to be on time **so** she got on a motorcycle.

Activity 11

Join the sentences using so

Examples

- i) He wanted to see clearly at night. He switched on the headlamps
He wanted to see clearly at night **so** he switched on the headlamps.

ii) Our car broke down. We walked to town.
Our car broke down so we walked to town.

1. The traffic light turned red. All the vehicles stopped.
2. The little boy crossed the road carelessly. The vehicle knocked him down.
3. The road was muddy. The car got very dirty.
4. Kapchorwa is a hilly area. It is difficult to construct roads there.
5. He was turning off the road. He used a hand signal.
6. It was very dark. The driver could not see the big pothole ahead.
7. The cyclist was very tired. He took a rest under a tree.
8. Some motorists do not follow road signs. They cause accidents.

Language Structures

a) may

This is a modal verb usually used in sentences before the main verb. We use **may** to talk about present or future possibility, necessity, asking for permission or when talking about an obligation. With this modal verb, **s** is not added to the **verb** for singular nouns or pronouns.

Activity 12

Read and write 8 correct sentences from the table below.

You	may	cause	an accident	when	you	drive	carelessly.
I			injury	if	I	ride	recklessly.

You **may** cause an accident if you cross the road carelessly.

I **may** cause injury when I drive recklessly.

Activity 13

Rearrange the words in each sentence to form meaningful sentences.

Examples

- i) knock down a pedestrian you may go to jail if you.

- You may go to jail if you knock down a pedestrian or If you knock down a pedestrian, you may go to jail.
- ii) hoot to warn the I may pedestrians if I am driving.
I may hoot to warn the pedestrians if I am driving or If I am driving, I may hoot to warn the pedestrians.

1. you if you don't follow the may be arrested Highway Code.
2. accidents by following she may avoid road signs the.
3. he the road may hoot pedestrians to warn on.
4. they school speed humps near reduce the to accidents may put.
5. you the side path if you may use are on foot.
6. may get help you from police problem on the if you get a road.
7. cross the we may road if vehicle coming there is no.
8. get an when you may need the road first aid you accident on

b)

..... should always

We use the structure should always to advise somebody to do the right thing.

Examples

- i) We should always keep left when driving in Uganda.
- ii) We should always teach our friends about traffic dangers.

Activity 14

Fill in the blank spaces with the most suitable word chosen from the table below.

maintain	mark	follow	cross	look
careful	give	signal	wear	teach

Examples

- i) We should always look left, look right and left again before we cross the road.
- ii) Teachers should always teach children about traffic dangers.



1. We should always busy roads at the zebra crossing.
2. We should always first aid to casualties before taking them to hospital.
3. Drivers should always the road signs.
4. Cyclists should always be to avoid accidents.
5. Drivers should always at a junction.
6. We should always our vehicles in good mechanical condition.
7. We should always the black spots on our roads.
8. Motorcyclists should always helmets when riding.

c) First, next, then

We use the above words when a number of things, actions, or events are arranged to happen in a specific order.

Activity 15

Give the order you should follow when handling the situations below.

Example

- i) What should you do before you cross the road?

First, you should look left; next look right then left again before you cross the road.

1. What should you do before you take casualties to hospital?
2. What should you do when the traffic light turns red?
3. What should you do when your car gets a puncture?
4. What should a traffic police officer do when he arrests a reckless driver?
5. What should a driver do when someone calls him on his mobile phone when he is driving?
6. What should you do when a traffic police officer stops you on the road?
7. What should you do when you see children playing football on the road?

Activity 16

Study the road accident chart recorded at Nansana Police Station and answer the questions that follow in full sentences.

Date of offence	Nature of offence	No of people involved	Age bracket	Officer in charge	Status of the offenders	Action taken
1/1/2019	talking on mobile phone while driving	4	18-28	Kasule	hospitalised with major injuries	each fined 500,000/=
15/1/2019	driving without a driving license	2	35-43	Omona	No injuries	restricted from driving for 1 year
3/2/2019	speeding	14	all ages	Ndifuna	6 died and 4 hospitalised with serious injuries	High court to review.
5/6/2019	Driving without seat belt	1	70-80	Mpiira	admitted with broken limbs	To appear before the judge in August.
7/7/2019	Drunk driving	8	16-30	Kato	01 died and the rest admitted in hospital	each fined 2 million shillings and to appear before the judge in October.
30/7/2019	Teenage driving	3	16-19	Mwine	all died	investigations underway

Questions

1. What is the chart about?
2. Where can one get this information?
3. How many offences were recorded in this chart?
4. Which police officer worked on 15/1/2019?
5. How many people were involved in teenage driving?
6. How many people survived death on 7/7/2019?
7. Why is drunk driving dangerous?

Activity 17 Traffic Dangers

Imagine you are a traffic police officer and you have been invited to Faith High School Ssonde to do a presentation about traffic dangers. Use this information below to role play your presentation.

Traffic Dangers

Traffic **dangers** are things that can cause an accident involving a car, bicycle or pedestrians.

The commonest causes of traffic dangers include:

Sharp bends	Over flooding rivers
Black spots	Pedestrians walking on the opposite side of the road
Car doors opening	Vehicles moving off or coming out of driveways
Car tyres bursting	Children running out from between parked cars
Potholes	Children playing at the side of the road
Fallen trees	Animals running out into the road mainly dogs
Reckless cyclists	Slow moving vehicles, such as trailers
Overloading	Unexpected appearance of a bird
Road debris	Turning or crossing the roads at wrong points
Unmarked junctions	Drivers reversing at wrong points
Fatigue	Drunk driving

Activity 18 Highway Code

Read the information about the Highway Code and answer the questions that follow in full sentences.

The Highway Code

The Highway Code refers to information and rules that govern all road users. The Highway Code helps to promote road safety. This Code applies to all pedestrians, cyclists, motorcyclists and drivers.

What does the Highway code say about cyclists and motorcyclists? A cyclist is a person who rides a bicycle. A motorcyclist is a rider of a motorcycle.

Both the cyclists and motorcyclists should:

- always keep both feet on the pedals.
- always keep both hands on the handlebars except when signalling.
- always take extra care near speed humps and when overtaking
- always obey all traffic signs and traffic light signals.
- always wear helmets and light-coloured clothing to help other road users see them easily.
- Cyclists and motorcyclists are discouraged from holding on to a moving vehicle.
- They should never ride close behind another vehicle.

Pedestrians

Pedestrians are people walking and not travelling in a vehicle.

The Highway Code advises them to:

- always check that the traffic has stopped before they start to cross.
- always cross at the zebra crossings.
- always get on or off a vehicle only when it has stopped.
- always watch out for cyclists when they are getting off.
- never cross the road directly behind or in front of a vehicle.

The drivers should:

- always wear seat belts before starting to drive.
- always have sufficient fuel before starting the journey.
- never to drive under the influence of alcohol or drugs.
- never overload the vehicle

Questions

1. What is this information about?
2. Why is the Highway Code important?
3. Who is a motorcyclist?
4. Cyclists should keep both hands on the handlebars except
5. Why should cyclists wear light coloured clothes?
6. When should pedestrians start to cross?
7. Who should wear a helmet, a cyclist or a pedestrian?
8. Give another word to mean the same as sufficient.

Comprehension

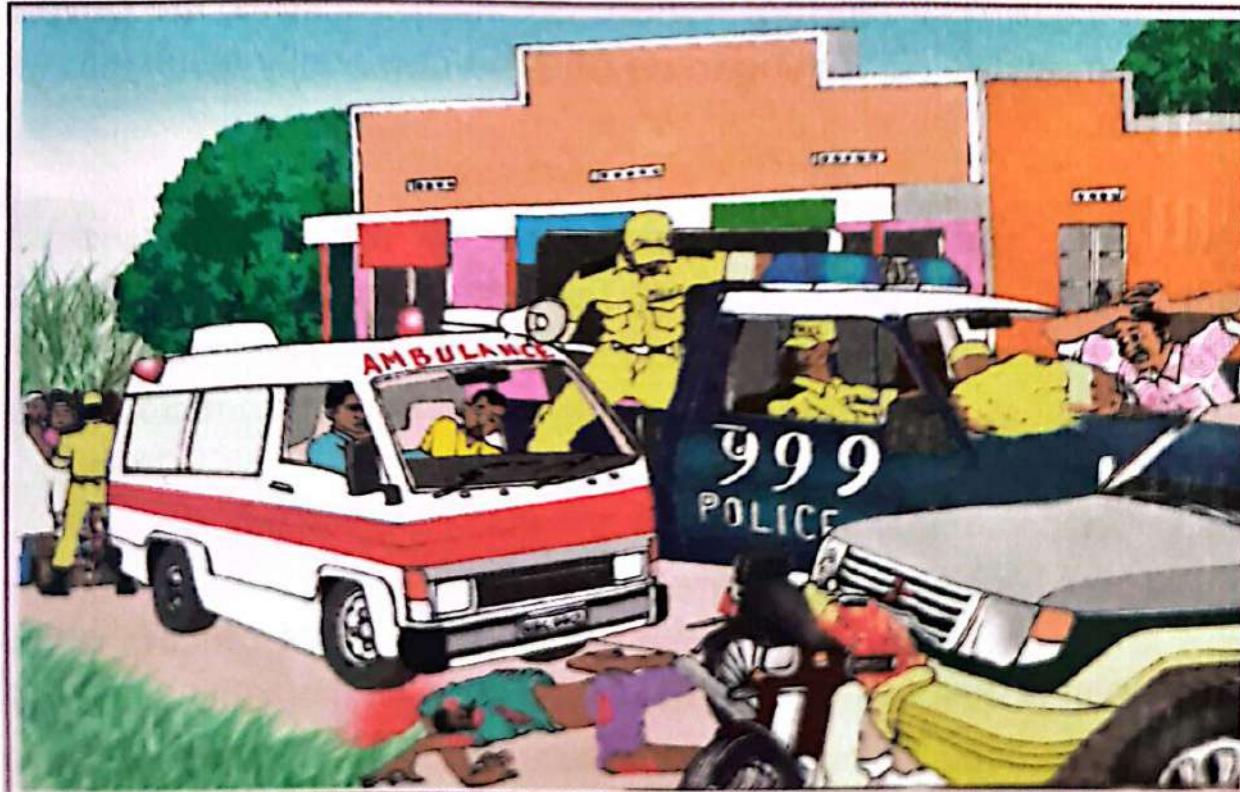
Activity 19 Passage

In pairs, discuss and answer these questions orally.

- i) What is happening in the picture?
- ii) What is the work of an ambulance?
- iii) How can accidents be avoided on our roads?

Read this passage and answer the questions about it in full sentences.

CAUSES OF ROAD ACCIDENTS



Everyday news about road accidents and death make headlines in newspapers, on radios and televisions. So one wonders what causes these cruel accidents!

According to national research carried out by the traffic police department, their report revealed that the leading cause of road accidents are the careless motorists. The motorists do not follow traffic rules. More to this, they do not bother to read and follow the road signs hence causing accidents and hurting pedestrians.

The motorists however, do not accept these claims; instead they blame the pedestrians. They say that some of the pedestrians do not look left, right and then left again before crossing the road. So the motorists find it difficult to save such pedestrians who cross the road carelessly. They further allege that some pedestrians cross the roads at wrong points such as at the blind bends, junctions or at the roundabouts which puts their lives in danger.

The other cause revealed by the report was the lack of road signs on the roads. It is true that if there are no road signs, the drivers will not know the right thing to do and this can easily result into an accident.

Few traffic police officers on the roads was another factor contributing to road accidents. They said that in the absence of vigilant police officers, motorists will always do as they wish because there will be no one to see or stop them from doing the wrong thing.

The report also said that there were some corrupt police officers who let wrong doers go unpunished. The corrupt officers allow vehicles in poor mechanical condition to be on the road, mindless of people's lives. They allow drunken motorists to drive because they give them money. They allow unlicensed drivers to drive

putting passengers' lives at risk. They allow drivers to overload and speed because of the money they have been given.

Narrow roads and big potholes have also greatly contributed to road accidents. With an increasing number of vehicles and pedestrians all competing for the same narrow roads, chances of accidents are high. Driving while under the influence of alcohol and talking on mobile phones while driving have caused people to lose their lives because the driver cannot pay much attention to what is happening on the road. New drivers also sometimes cause accidents because they are nervous and not very sure of what to do in order to avoid accidents.

There are many more causes of road accidents like ignorance of the Highway Code; illiterate drivers who can't read or write hence unable to interpret the road signs. The report however, says that there is still something we can do to reduce road accidents. This can be done through sensitising all road users about traffic dangers and putting road signs on our roads.

Lastly, the traffic police officers should do their job honestly. If they do that then our roads will be safe.

Questions

1. How do careless drivers cause accidents?
2. What should every pedestrian do before crossing the road?
3. Mention two wrong points at which some pedestrians cross roads.
4. Give one example of how corrupt officers cause accidents on our roads.
5. Why are narrow roads dangerous?
6. How can a driver on a phone conversation cause an accident?
7. What problem will an illiterate driver face while on the road?
8. Suggest three possible ways to reduce traffic dangers.

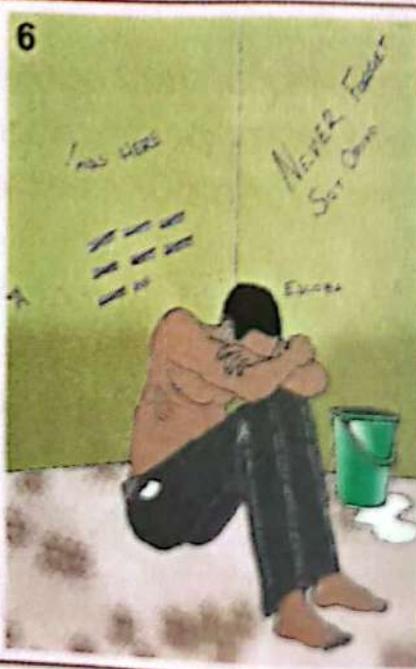
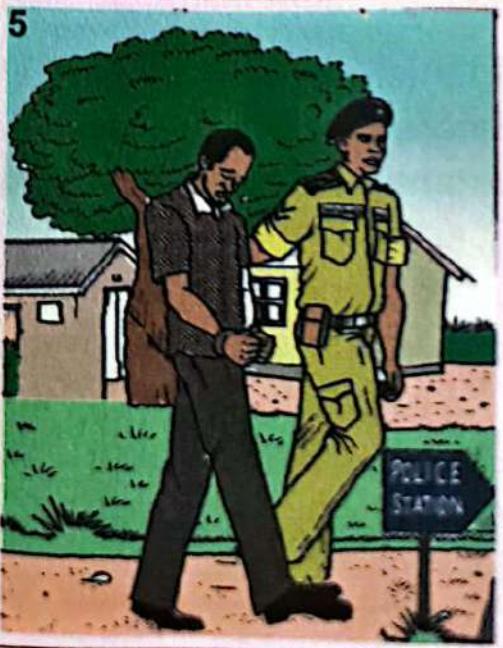
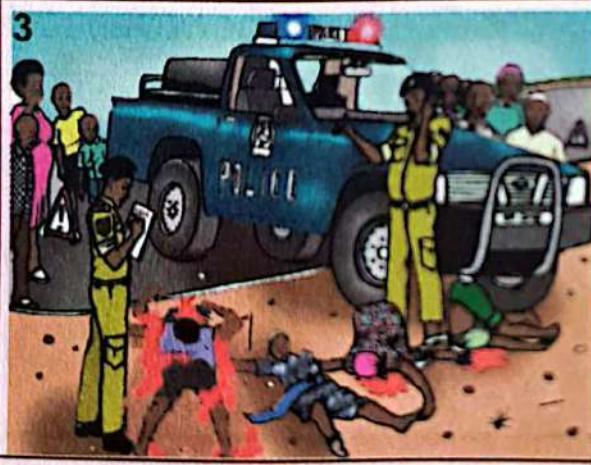
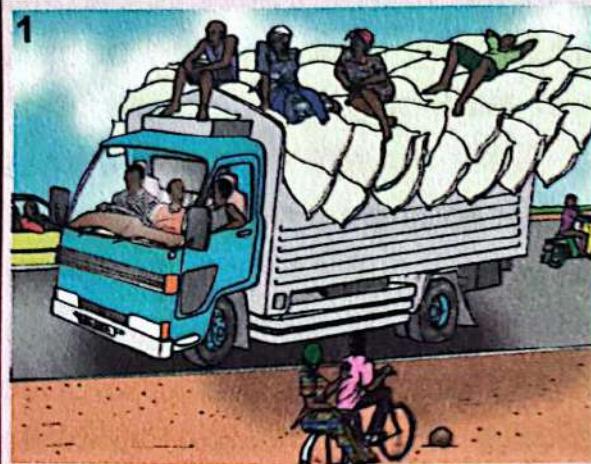
Picture Composition

Activity 20

Study the pictures with your neighbour and describe what is happening in each.

You may use these words below:

lorry, charcoal, carrying, ambulance, police station, cell



REVISION EXERCISE 1 B

- A)** Rearrange the letters to form correct words.

Examples

- i) ingcrossrail - rail crossing
ii) ristmoto - motorist

- | | | | |
|-------------------|---|--------------|---|
| 1. jounctin | - | 6. seid paht | - |
| 2. eccisdant | - | 7. haighwy | - |
| 3. triffac litsgh | - | 8. hupms | - |
| 4. lessreca | - | 9. fisrt iad | - |
| 5. carfule | - | 10. dengars | - |

- B)** Fill in the blank spaces with the correct form of the word in the brackets.

- The traffic police officer the motorist and warned him against speeding. (stop)
- She us about safety on the road yesterday. (teach)
- they reported the accident to the police? (has)
- The little girl crossed the road (careless)
- The cyclist was down by a car last week. (knock)
- Wandera a lot about the Highway Code. (know)
- My uncle a new motorcycle last year. (buy)
- The police officer the children how to cross the road safely. (show)
- Who was in the car accident? (injure)
- He on the headlamps because it was very dark. (switch)

- C)** Rewrite the sentences as instructed in the brackets.

- I witnessed the accident. I was called in to record a statement. (Use: so)
- The car overturned. It hit a cow. (Use as soon as)
- The driver was very careless. He caused a terrible accident. (Use so that)
- He was turning. He put on the indicators. (Use so)

5. The teacher taught us about traffic dangers. He wanted us to be safe on the road. (Use because)
6. The traffic police officer blew the whistle in order to warn the cyclists. (Use because)
7. If the road is not clear, you should not cross it.
(Begin: Unless
8. You should not drive if you don't have a driving permit.
(Use unless
9. The pedestrians need to be careful while on the road.
(Use must
10. We don't play while on the road. (Use ... should not)

- D) (i) Write five causes of road accidents.
(ii) Write a short conversation between a reckless driver and a traffic police officer. The conversation should be about half a page.

Key words and their meanings

crossroads	- a place where two roads cross each other
roundabout	- an area where vehicles have to go round before turning off
junction	- a place where two or more roads meet
accident	- an unfortunate event causing injury or damage
traffic lights	- a set of lights that indicate how traffic must move
side path	- the sides of the road where pedestrians can walk
first aid	- the first treatment given to an injured person before he/she is taken to hospital
careless	- not being careful
careful	- being cautious and avoiding danger
island	- a narrow strip of land left between two wide roads
Highway Code	- a set of laws or rules to guide all road users
speed humps	- large raised parts across the road which make

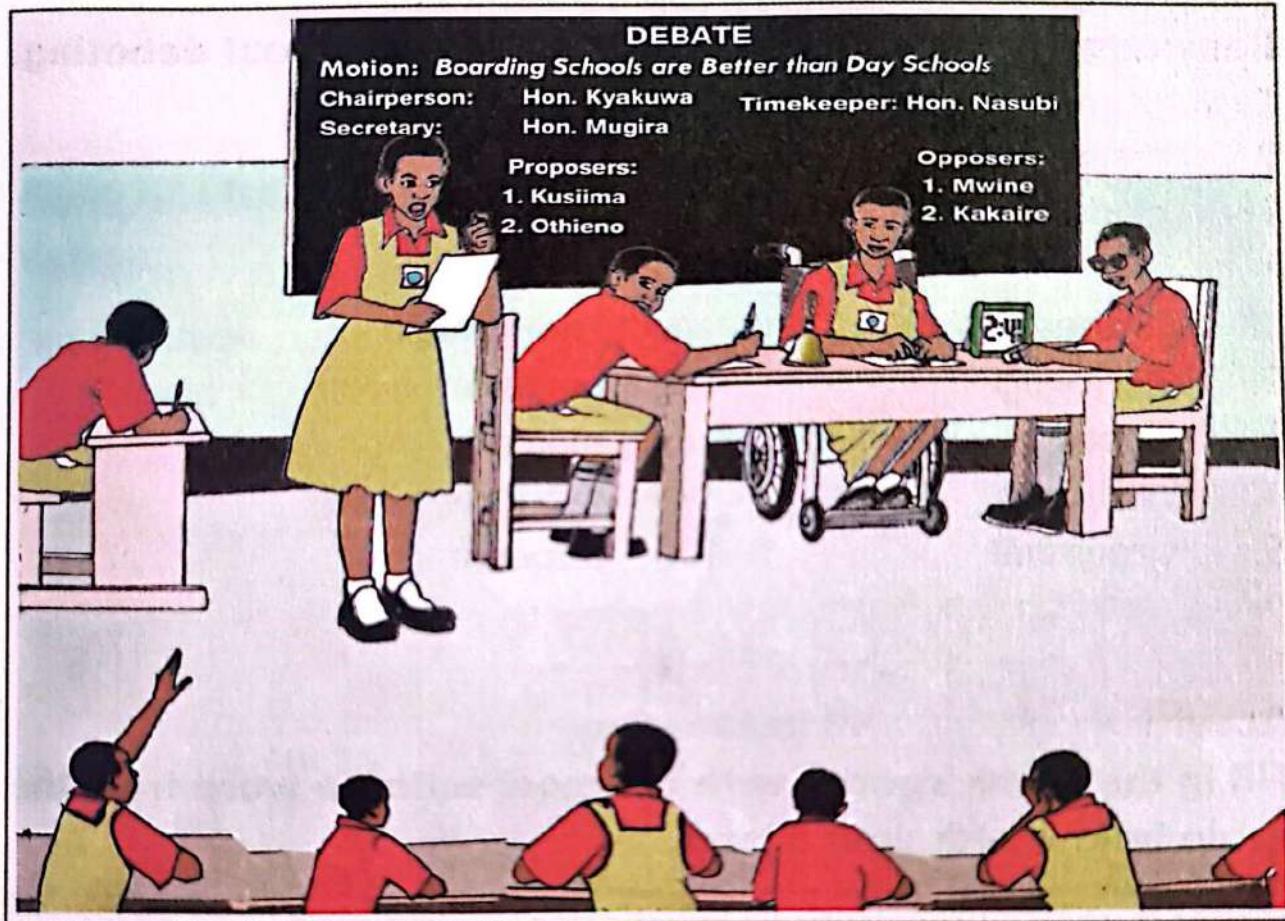
TOPIC 2: DEBATING

Vocabulary

Activity 1

Read these words with your neighbour.

speakers	opposer	roles	argue	previous
motion	proposer	points	argument	secretary



Questions

1. What is the motion of the debate?
2. Who is chairing this debate?
3. Who is the secretary?
4. On which side is Hon. Mwine?
5. Name one of the proposers.
6. Why is a timekeeper needed in a debate?
7. Write Hon. in full form.
8. Write your own motion and give two points either to support it or to oppose it.

Activity 3**Construct sentences using the words given in the box.**

point of order	timekeeper	audience	opinion	current
point of inquiry	chairperson	conclude	point of information	

Spelling Game**Activity 4****Rearrange the letters to form correct words about debating.****Examples**

- i) reslo - roles
ii) cludecon - conclude

- | | | | |
|-------------|---|----------------|---|
| 1. propesor | - | 6. cheirparson | - |
| 2. deabitng | - | 7. piniono | - |
| 3. pontis | - | 8. motoni | - |
| 4. audicene | - | 9. secrtarey | - |
| 5. argumnet | - | 10. oppesor | - |

Pair Activity**Activity 5****Fill in Exercise****Fill in the blank spaces with the most suitable word from the table below with your friend.**

procedures	timekeeper	audience	opinion	chair
speakers	secretary	argument	opposers	motion

Examples

- i) The motion of our debate was "Education is Better than Wealth"
ii) The speakers from both sides had very strong points on the motion

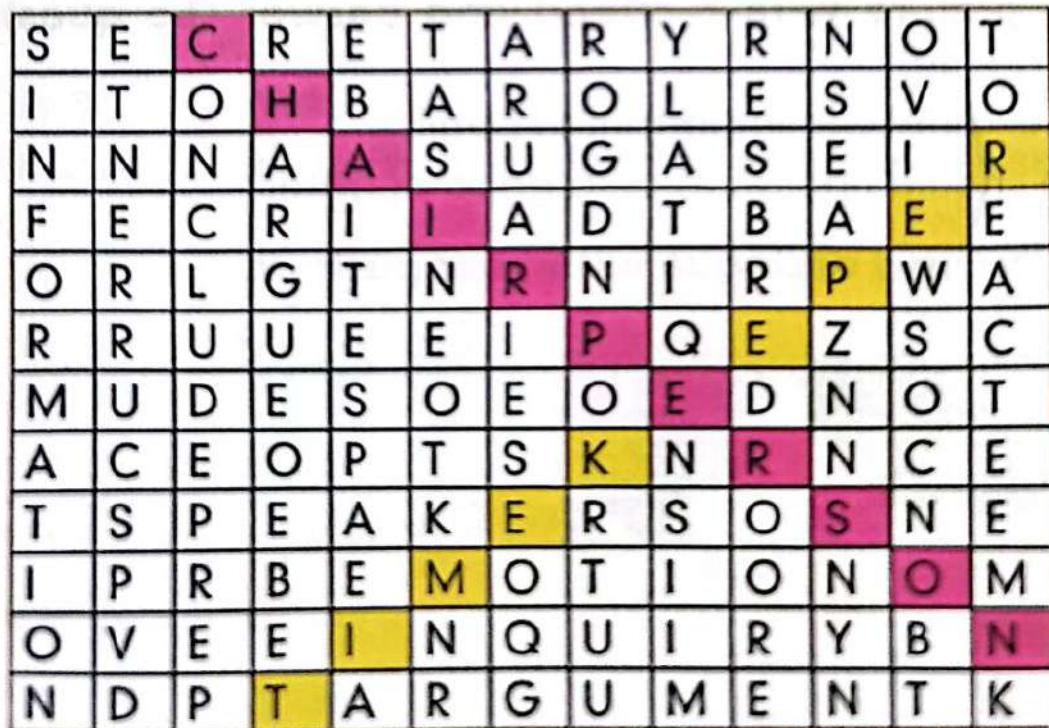
- Who is going to today's debate?
- The sounded the bell to warn the speaker about time.
- The audience listened attentively to the as she read out the points.

4. The role of the chairman is to ensure that of the debate are being followed.
5. The proposers had more points than the
6. "In my, Education is Better than Wealth," said Anyait.
7. There was a heated between the opposers and the proposers.
8. The chairman explained to the the difference between a previous speaker and a current speaker.

Activity 6**Word Hunt**

Copy this table in your book. Hunt and circle these words below.

chairperson	conclude	proposer	speakers	argue
argument	timekeeper	audience	opposer	points
secretary	information	opinion	inquiry	current
views	debate	roles	react	keep



Activity 7

Match the words in list A to the correct part in list B.

List A	List B
chairman	a personal view about a given motion.
speakers	a debate or discussion about whether something is correct or wrong.
secretary	somebody who presides over a debate.
timekeeper	a person who argues against the motion.
audience	the people in the house listening to the speakers in the debate.
proposer	a person who supports the motion.
opposer	a proposal put forward for discussion during a debate.
argument	the person responsible for recording important points during the debate.
motion	people speaking in favour or against the motion during a debate.
opinion	a person who watches the time when a debate is in progress.

Oral work**Activity 8****Dialogue**

Study the picture with a friend and answer the question orally.

- i) How is a debate important to pupils?
- ii) What should one do to be a good debater?

Read and act this dialogue with your partner.

THE DEBATE

- Othieno:** Good afternoon, Mugira.
- Mugira:** Good afternoon, Othieno.
- Othieno:** Are you ready for the debate?
- Mugira:** Yes, I am. And I am sure my side will win.
- Othieno:** That is impossible! We are going to beat you in this debate.
- Mugira:** Do you honestly think that children should be forced to speak English at school?
- Othieno:** Why not? All the exams are set in English.
- Mugira:** I don't agree with you. I think children should be given the freedom to use any language they want so as to understand better.

Answer the questions in full sentences.

1. How many pupils are taking part in the dialogue?
2. At what time did the pupils have the dialogue?
3. What was the motion of the debate?
4. What does Mugira think about this motion?
5. Give your opinion about the motion.

Activity 9 Riddles

Read these riddles with your friend and give a correct answer for each.

Examples

- i) I am a statement or topic to be debated on. I have six letters.
What am I? Motion
 - ii) I am a person who argues against the motion. I have seven letters. What am I? Opposer
1. I am a person who supports the motion. I have eight letters.
What am I?
 2. We are the people in the house listening to the speakers in the debate. Who are we?
 3. I am the important ideas given by speakers in a debate. I have six letters. What am I?

4. I am the person responsible for recording important points during the debate. I have nine letters. What am I?
5. I am the person whose role is to watch the time when a debate is in progress. I have ten letters. What am I?
6. I am a word used to mean what someone thinks about the given motion in a debate. I have seven letters. What am I?
7. I am a phrase used to guide a speaker to follow the correct way of doing things. I have twelve letters. What am I?
8. I am a word used to mean forming an opinion by reasoning. I have eight letters. What am I?

Grammar

i) Direct and indirect speech

The direct speech states the exact or actual words of the speaker. We use quotation marks “.....” to mark off those exact words the speaker used. The exact words of the speaker must begin with capital letter. An appropriate punctuation mark is placed at the end of the sentence before putting the closing quotation marks.

Indirect / Reported speech:

In this speech, someone else reports the information that he/she has heard. The reporter usually uses words such as: **said**, **the says**, **told**, **asked**, **inquired**.

As you change from direct to indirect speech, some words change. We do not use quotation marks in the indirect speech.

Rules for changing sentences from direct to indirect speech.

a) The simple present tense changes to simple past tense.

Examples

Ayo said, “Mugala is late for the debate.” (**direct speech**)

Ayo said that Mugala **was** late for the debate. (**indirect speech**)

b) The present continuous changes to past continuous tense.

Examples

Abasa said, “Nakiirya **is** doing her homework.” (**direct speech**)

Abasa said that Nakiirya was doing her homework. (indirect speech)

c) The present perfect changes to past perfect tense.

Examples

She said, "The teacher has called me." (direct speech)

She said that the teacher had called her. (indirect speech)

d) The past simple changes to the past perfect tense.

Examples

Kelly said, "Dan drew a nice picture." (direct speech)

Kelly said that Dan had drawn a nice picture. (indirect speech)

e) Adverbs change as follows in the indirect or reported speech.

direct	Indirect	Direct	Indirect
here - there		today	- that day
now - then		tomorrow	- the following day/the next day
ago - before		yesterday	- the day before/the previous day
thus - so		last night	- the night before/the previous night

f) Verbs change as follows:

Direct	Indirect	Direct	Indirect
am/ is	- was	will	- would
can	- could	are	- were
do/ does	- did	may	- might
have/ has	- had	like	- liked
want	- wanted	go	- went
know	- knew		

g) Pronouns change as follows:

Direct	Indirect	Direct	Indirect
I	- him/her	we	- they
my	- his/her(s)	our(s)	- their(s)
you	- him/her/they	us	- them

Activity 10

Change the sentences below into the indirect speech.

Examples

- i) Norah said, "I can defend myself."
Norah said that she could defend herself.
ii) "I am tired," said the chairperson.
The chairperson said that he/she was tired.

1. "These boys like debating a lot," the teacher said.
2. "Why did you say such a thing in the debate?" he asked me
3. "Get out of the room!" the chief whip ordered me.
4. "I do not support this motion," Katono said.
5. "The timekeeper is strict," one of the proposers said.
6. "Everyone is entitled to his/her opinion," my friend said.
7. Hellena said, "I must go home now."
8. "I will see you tomorrow," the teacher said.

Activity 11

Change these sentences into the direct speech.

Examples

- i) The teacher said that Amani was good at debate.
The teacher said, "Amani is good at debate."
ii) The secretary said that she was very busy then.
The secretary said, "I am very busy now."
1. Onyango said that the secretary was writing the main points.
 2. Naali asked me which side I was supporting.
 3. My friend told me that the chairman had introduced the main speakers.
 4. Our teacher told us that we had done a good job.
 5. I asked her if she would give me some points for the debate.
 6. The girls said that they had gone there to support the opposers.
 7. He asked us if we would support such a motion.
 8. Kato asked Waswa if he had understood the motion.

Activity 12

Read the following statements that Maiteke made when you met him yesterday.

Note the words that will change in indirect speech.

1. "I go to Kyankwanzi Primary School."
2. "Kyankwanzi is a beautiful place."
3. "People in Kyankwanzi are both subsistence and livestock farmers."
4. "My parents are livestock farmers."
5. "We have a big ranch at Kyankwanzi."
6. "We have one hundred heads of cattle."
7. "We get a lot of milk from our cows."
8. "Can we have lunch together today?"
9. "I need to see my former teacher of English before I leave."
10. "I will be going to Rwanda next week."
11. My friend Omona went to London.

Activity 13

Now report what Maiteke told you using the statements in Activity 10. Begin each sentence with: Maiteke

Examples

- i) "I go to Kyankwanzi Primary School." **(direct)**
Maiteke said that he goes to Kyankwanzi Primary School.
(Indirect)
- ii) "Kyankwanzi is a beautiful place." **(direct)**
Maiteke said that Kyankwanzi is/was a beautiful place.
(Indirect)

Activity 14

Rewrite these sentences in direct speech.

Examples

- i) Apuuli said that he could not chair the debate.
Apuuli said, "I cannot chair the debate."
- ii) The proposers said that they had been cheated.
The proposers said, "We have been cheated!"

1. The teacher told us that we would have a debate the following day.
2. Kamya said that he would give me some points about the new motion.
3. Nankya said that she wanted to be a secretary.
4. The chairman asked me if I had anything to say on behalf of the opposers.
5. The chief whip ordered the audience to be quiet.
6. The head teacher said that she would attend our debate.
7. The chairman said that he would not tolerate abusive language during the debate.
8. Our patron said that it gave him great pleasure to be present during our debate.
9. The chairman told us that we were not supposed to bully the speaker on the floor.
10. The timekeeper said that the main speakers would have five minutes each.

Language Structures

a) even though

We use this structure to suggest that the result was not as it had been expected. This structure can be put at the beginning or in the middle of the sentence.

Examples

i) Even though the opposers raised many good points, they did not win the debate.

The opposers did not win the debate even though they raised many good points.

ii) Even though his time was up, he continued speaking.

He continued speaking even though his time was up.

Activity 15

Join the sentences beginning with: Even though

1. She is very shy. She gave very good points during the debate.
2. He spoke confidently. He hadn't prepared himself for the debate.
3. He has plenty of good ideas. He doesn't like debating.
4. We lost during the debate. We did not get annoyed.
5. They teased the speakers. The chairman did not say anything about it.

Join the sentences using even though

6. He was a very tiny boy. He spoke with a lot of command and pride.
7. We won the debate. We did not get any prize.
8. The room was large. It could not accommodate the audience.
9. The Chairman read the rules before the debate began.
The audience did not follow them.
10. Andy gave wrong information during the debate. Nobody raised a point of information.

b) **although**

We use this structure **although** to say that there is something surprising about the result.

Although is used in sentences with both positive and negative quality.

Examples

i) Although the teacher was not around, the debate went on well.

Negative quality

Positive quality

The debate went on well although the teacher was not around.

Positive quality

Negative quality

ii) Although the chief whip was present, there was disorder in the house.

There was disorder in the house although the chief whip was present.

Activity 16

Rewrite the sentences using although

1. The secretary was experienced. She forgot to write some of the main points raised.
2. It was very hot inside the room. The members enjoyed the debate.
3. They disagreed on many issues during the debate. They remain friends.
4. There were enough seats. Some pupils chose to stand during the debate.
5. The opposers and proposers arrived on time. The debate started late.
6. There was a lot of noise from the audience. We heard clearly what the speaker was saying.
7. The debate lasted the whole afternoon. We did not get tired.
8. We talked about the same point. We presented it in two different ways.

c) if and would

We use **if** and **would** to talk about unreal situations, things that we probably not happen, or imaginary situations.

This is called **If (2) conditional**. We use the **past simple tense** in the if clause and **would** in the main clause.

We often use **were** instead of **was** to put emphasis on the nature of impossibility.

When a sentence begins with **If**, we put a comma after the if clause.

If clause + past simple + would + infinitive

Examples

- i) If I were the chief whip, I would request Zika to leave the room for misbehaving.
I would request Zika to leave the room for misbehaving if I were the chief whip.
- ii) If I were you, I would ask for more time to complete my points.
I would ask for more time to complete my points if I were you.

Activity 17

Rewrite the sentences as instructed in the brackets.

Examples

- i) If I were the secretary, I would listen attentively to every one's points. (Begin: I would)

I would listen attentively to every one's points if I were the secretary.

- ii) If the teacher saw you teasing your friends during the debate, he would punish you. (Begin: The teacher would)

The teacher would punish you if he saw you teasing your friends during the debate.

1. You would speak confidently if you had enough knowledge about the motion. (Begin: If)
2. If you spoke loudly, the secretary would get all your points clearly. (Begin: The secretary)
3. You would get enough points on the motion if you researched on it. (Begin: If)
4. If we lost the motion, we would feel bad. (Begin: We would ...)
5. If you had enough time, you would explain your points better. (Begin: You would)
6. I would not support this motion if I were you. (Begin: If)
7. If I were that speaker, I wouldn't waste time like that. (Begin: I wouldn't)
8. I would ask you where you got that information if I were the chairperson. (Begin: If)

d)

..... whereas

We use **whereas** to introduce a contrast between two ideas. This structure can be used at the beginning or in the middle of a sentence.

Examples

- i) Whereas Akiki was the secretary, Amooti was the timekeeper.
Akiki was the secretary **whereas** Amooti was the timekeeper.

- ii) Whereas Balaba raised a point of order, Atukwasa raised a point of inquiry.

Balaba raised a point of order whereas Atukwasa raised a point of inquiry.

Activity 18

Join these sentences using whereas

1. A timekeeper manages time. A secretary records points in a debate.
2. Proposers support the motion. Opposers do not support it.
3. The proposers raised ten points. The opposers raised twelve points.
4. The chairman arrived at 2.00 p.m. The secretary arrived at 2.15 p.m.
5. Some speakers are shy. Others are bold.
6. I like debating. My friend doesn't like it.
7. The teacher wanted to take the whole class for debating.
The head teacher picked just a few.
8. The first speaker was dull. The second one was lively and bold.
9. She wanted to be the first speaker. Her friend wanted to be the last speaker.
10. The chairman was very friendly. The chief whip was rude.

Composition Writing

Activity 19 An invitation for a friendly debate

Imagine you are the Secretary for the Debating Club of Opindi Primary School PO Box 997, Opindi. Write a letter to the patron of the debating club of Kamuding Primary School PO Box 451, Pakwach. Invite his or her school for a friendly debate.

- In your letter, inform the patron about the following; that the motion will be "Boarding Schools are Better than Day Schools," that the debate will take place on 13th October, 2020 starting at 2.00 p.m. 4.00 p.m. that his or her school is going to support the motion and that the chairperson and timekeeper will come from his/her school as well.



Composition Writing

Activity 20 A letter of Acceptance

Imagine that you are the Patron of the Debating Club of Kamuding Primary School and you have received the invitation. Write a reply accepting the invitation. Tell the secretary of Opindi Primary School that you will be taking 80 pupils to participate in the debate.

Group Activity

Activity 21 Arguments

Below are the arguments that two main proposers raised during the debate. Read them and raise your own arguments on the opposition side for the motion

"Town Life is Better than Village Life".

1. Town life is better than village life because in town there are easy means of transport.
2. People get employment because there are many factories and industries in town.
3. People have tap water and they don't have to walk long distances to fetch it.
4. There is enough security in town.
5. There are better health facilities in town.
6. There are different recreation centres in town.
7. There are good schools in town.
8. In town, many people use electricity for lighting and cooking which leads to conservation of the environment.
9. In town, there are many professionals who sensitise people on different issues of public interest.
10. There are better communication services in town, including the Internet.
11. There are better roads and other infrastructure in towns.

Write your arguments in favour or against the motion
"Village Life is Better than Town Life"

Group Activity

Activity 22

Raising points on the given motions

Read these motions below. Pick one of them and write points for each side that is proposers' side and opposers side.

1. "The Internet has done more harm than good to our youths."
2. "Boarding schools are better than day Schools."
3. "Primary pupils should be allowed to vote for a president."
4. "All Teenagers should be allowed to drive cars."
5. "Hard work rather than education is the key to success."

Proposition side	Opposition side
1.	
2.	

Comprehension

Activity 23

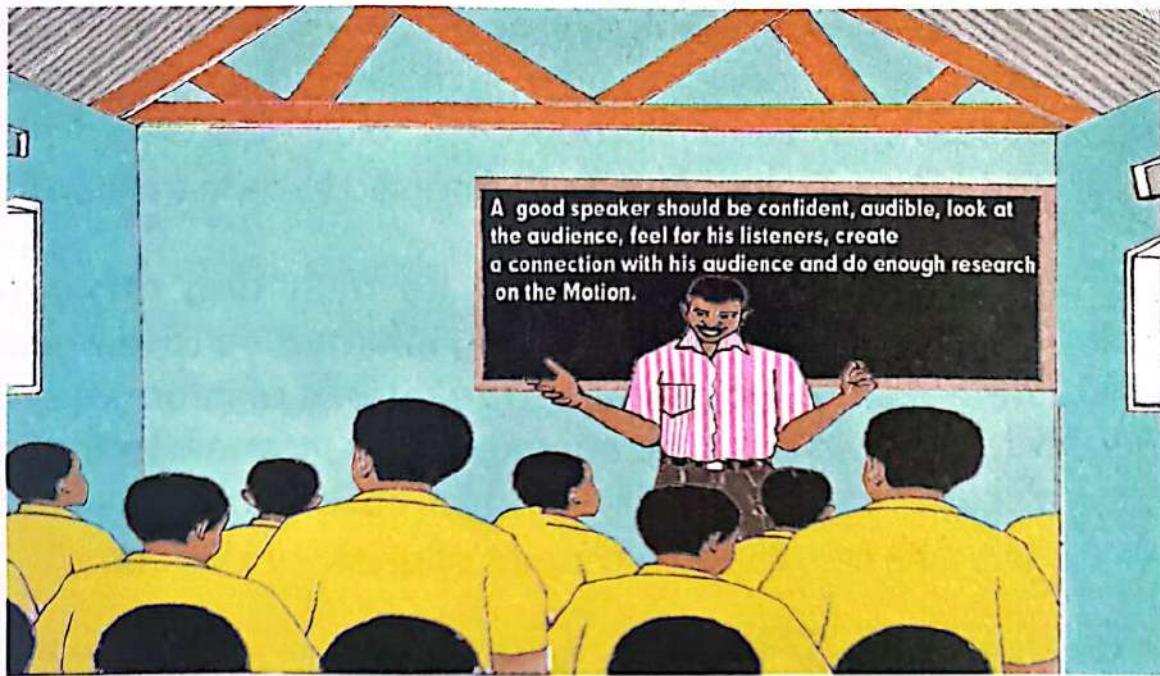
Passage

With a friend, discuss and answer the questions orally.

- i) What is the teacher in the picture talking about?
- ii) What should a good speaker do?
- iii) Why should a speaker do enough research on the motion?

Read this passage and answer the questions about it in full sentences.

"EDUCATION IS BETTER THAN WEALTH"



Yesterday our teacher Mr. Oguti entered the classroom with a smile on his face. We all wondered what the smile was about. In fact we also found ourselves smiling back.

After greeting us, the teacher said, "I am very happy today because our school has been invited for a debate competition with Bright Future Junior School Kaliro. The debate is going to take place on Friday. The motion will be "Education is Better than Wealth" Our school will be on the proposition side. The chairman will be Rev. David Manyike. The letter says that the winning school will be given a big bull by the Honourable Member of Parliament.

This news excited all of us. We clapped and danced assuring our teacher victory. Amidst this excitement, the teacher said, "I am sure we can win this debate if we prepare ourselves properly and follow what I tell you."

The first thing is to know all the procedures of a debate and the office bearers. The most important person in a debate is the chairperson. He is in charge of the procedures of the debate.

All the speakers must get permission from him. The next in command is the secretary. This one records the points raised by both sides. The proposers speak in favour of the motion while the opposer speak against it. The other important person is the timekeeper. He/she is in charge of managing time. In modern debates, there is a person called a chief whip. His/her role is to enforce discipline in the house. The people in the house are referred to as the audience.

"During the debate, it is important to be alert and observant because your opponent may give wrong information to the house and when this happens, you should raise a point of information or a point of correction. In case the speaker gives vague information, you can raise a point of inquiry. And in case of unacceptable behaviour, you are free to raise a point of order or direction."

"Let's now look at the way a good speaker should conduct himself or herself while on the floor. The speaker should be confident because the audience always wants to follow somebody who is sure of what he is talking about. They want a speaker to be audible enough for everyone to hear him. The speaker has the task of showing the audience that he is worth their time and emotion. And the best way to show them this is by looking at them as this will create a connection with them.

In addition to this, the speaker needs to use varied and appropriate gestures. This will help him to add life to his communication. The other trick a speaker should use is to surprise and tease his audience. If this is done correctly, it will keep the audience entertained throughout one's presentation.

"Lastly, there is need to research on the motion in order to build winning arguments. It is also important to rehearse your point before you come to the floor.

"With all this information, I am very confident that we shall win the debate on that day."

Answer these questions in full sentences.

1. Why was Mr. Oguti happy that day?
2. When will the debate take place?
3. What role does a secretary play in a debate?
4. Mention the two sides that compete in a debate.
5. Which office do you like to hold during a debate? Why?
6. What should one do when a speaker gives wrong information?
7. Why is a timekeeper important in a debate?
8. Why should gestures be used during a debate?

REVISION EXERCISE 2

A) Fill in the blank spaces with one suitable word.

1. Speak is to speaker as keep is to
2. is to argument as inquire is to inquiry.
3. Conclude is to as inform is to information.
4. is to opposer as propose is to proposer.
5. Permit is to permission as encourage is to
6. Shy is to bold as lazy is to
7. is to punishment as forgive is to forgiveness.
8. Support is to as sympathise is to sympathisers.
9. Direct is to indirect as is to disagree.
10. True is to false as is to wrong.

B) Copy these sentences and insert in the necessary punctuation marks.

1. who chaired the debate matthew asked.
2. we didnt respond correctly to the question did we
3. the proposers were sure of winning the debate
4. the secretary is busy now said the chairperson
5. where did you keep my book the boy asked
6. what an interesting debate it was
7. can I go out please
8. the teacher told us to be attentive during the debate
9. is there any truth in what he is saying
10. we need new books pens and pencils

- C) Rewrite the sentences as instructed in the brackets.
- I asked for permission to go out. The chairperson refused to grant it. (Begin: Even though)
 - The speaker was clever. He failed to answer some of the questions. (Use even though)
 - The boy was shabby. He spoke confidently during the debate. (Use even though)
 - We were busy doing Maths. The teacher called us for a debate. (Begin: Even though)
 - The teacher taught us about debating. He wanted us to be good public speakers. (Use because)
 - Musa talked arrogantly. No one complained about it. (Begin: Although)
 - The timekeeper had not rung the bell. The speaker stopped talking. (Use although)
 - You are in Primary Six. You failed to speak in a debate. (Begin: Although)
 - Ruth was the one who suggested the motion. She did not take part in the debate. (Use although)
 - He made notes during the debate. He did not use them. (Begin: Although)

D) Fill in the blank spaces with the correct form of the verb given in the brackets.

- If the chairman you teasing the speaker, he would send you out. (see)
- If I you, I wouldn't argue with my friends. (be)
- If you harder, you would get a solution to your problem. (think)
- If you part in the debate, you would speak better English (take)
- If she attention to the points we raised, she would understand clearly. (pay)
- They would remember the points if they them down. (write)
- The audience would doubt you if you to them. (lie)
- He would answer back if he enough courage. (has)
- Many speakers would get confused if you them a lot.

- of questions during the debate. (ask)
10. You would have seen me debating if you a few minutes ago. (come)
- E) Write all the office bearers in a debate and the role played by each.

Key words and their meanings

- speakers - people speaking in favour or against the motion during a debate
- motion - a proposal put forward for discussion during a debate
- opposer - a person who argues against the motion
- proposer - a person who supports the motion
- point of order - a question raised by one of the participants in a formal debate to ask whether the rules are being followed
- point of information - a request for making facts known
- point of inquiry - a request for information
- audience - the people in the house listening to the speakers in the debate
- points - the important ideas given by speakers in a debate
- argue - to give reasons for an opinion in order to support it
- argument - a debate or discussion about whether something is correct or wrong
- chairperson - somebody who presides over a debate
- secretary - the person responsible for recording important points during the debate
- timekeeper - a person whose role is to watch the time when a debate is in progress
- roles - someone's duties in a debate
- opinion - a personal view about a given motion
- conclude - to come to an end
- previous - something happening before in time
- current - happening or being done now

End of Term I Test Paper

Fill in the blank spaces with the correct form of the word given in the brackets.

1. The motorists as soon as the lights turned red. (stop)
2. Bad drivers always drive their cars (reckless)
3. There were several on the road yesterday. (cyclist)
4. Good motivate their listeners. (speak)
5. Ken was one of the during the debate. (oppose)
6. Do you know what the is about? (argue)
7. Martha raised a good point of to the pre current speaker. (inquire)
8. You should raise a point of through the chairman. (inform)
9. They presented views in a clear manner. (them)
10. The driver is to the children to cross the road. (signal)

Fill in the blank spaces with one word or a group of words.

11. You should look left and right before you the road.
12. The is recording down the main points in the debate.
13. Green traffic indicates that the motorists should go.
14. You mustn't cross the road it is clear and safe.
15. Our uncle died in a motor last year.

Rewrite the sentences giving the opposite of the underlined words

16. Your luggage is heavier than mine.
17. Teachers always talk about careless children.

Use these words in a sentence to show that you understand their meaning.

18. role
19. roll

Give the plural form of:

20. black spot
21. secretary

Rearrange the words to form a correct sentence.

22. road not play on Children the should.
23. accident The was so driver careless he caused an.

Rewrite the sentences giving a single word for the underlined words.

24. The people listening to the debate applauded the last speaker.

25. The motorist got the accident at a place where two or more roads meet.

Arrange the words in alphabetical order.

26. hello, helmet, heel, heal
 27. signal, signature, sight, sigh

Rewrite the sentences as instructed in the brackets.

31. "I am ready for today's debate," Nancy said.
 (Begin: Nancy said that)
32. He did not make any notes during the debate.
 He remembered most of the points raised.
 (Begin: Even though)
33. Daphine read the motion several times. She could not interpret it. (Begin: Although)
34. You are likely to get an accident if you cross the road carelessly. (Use may)
35. I looked left and right before crossing the road.
 (Begin: First, then)
36. Drivers need to read the road signs carefully.
 (Use should always)
37. The teacher demonstrated to the pupils how to cross the road. He wanted them to be safe on the road.
 (Use because)
38. It is important to learn about the traffic dangers.
 (Begin: One must)
39. It was misty. The motorist couldn't see clearly.
 (Use so that)
40. If you are careless on the road, you will get an accident.
 (Begin: If you were)
41. They went to the hall for a debate. The bell rang.
 (Use as soon as)
42. You have just learnt about something. It is quite useful.
 (Begin: What)
43. I was getting off the bus. I hurt my leg. (Begin: While)
44. If Joy followed the Highway Code, the police wouldn't arrest her. (Begin: If Joy follows)

45. Are you the owner of this motorcycle? (Begin: Does?)
 46. Traffic lights are useful. Signposts are useful. (Use: ..and ..)
 47. It was a very educative debate. (Begin: What)
 48. My aunt taught me about the Highway Code last week.
 (Begin: An aunt)
 49. Although the traffic lights indicated red, the motorist did not stop. (Use: but)
 50. It is very dangerous to cross the road at a sharp bend.
 (Begin: Crossing)
 51. Study the information in the table below and answer the questions about it in full sentences.

Date	Vehicle involved in the accident	Place where the accident occurred	Cause of the accident	Number of people involved	Police officer who handled the case	Action taken
5/3/2019	lorry	Mityana	Overloading	5	Sgt. Mpiuma	Fined 500.000/=
8/3/2019	bus	Ntungamo	Speeding	40	Cadet Kitimbo	Still under investigation
10/3/2019	motorcycle	Kotido	Talking on phone	4	Corp. Kutte	Fined 140.000/=
14/3/2019	lorry	Bukwo	Slippery road	6	Sgt. Chepotoris	Sent to prison for one year
15/3/2019	taxi	Hoima	Speeding	12	Cadet Mubiru	Sent to prison for 2 years
18/3/2019	motorcycle	Kampala	Jumping traffic lights	3	Sgt. Barigye	Fled from the police
21/3/2019	bicycle	Busia	Pothole	2	Corp. Atwine	Assigned communal work
23/3/2019	train	Tororo	Animals crossing	20	Cadet Ochan	Still under investigation
28/3/2019	motorcycle	Kiboga	Influence of alcohol	1	Cadet Amuge	Fined 300.000/=
30/3/2019	bus	Arua	Overtaking at a bend	50	Corp. Sanyu	Sent to prison for 6 years

Questions

- a) How many people were involved in the accident on 5/3/2019?
- b) Which vehicle was involved in the accident on 14/3/2019?
- c) What was the cause of the accident on 30/3/2019?
- d) Which officer handled the case at Tororo?
- e) What action was taken against the driver from Mityana?
- f) How many police officers are shown in the table?
- g) Write corp. in full.
- h) How many cases are still under investigation?
- i) Which police officer worked at Hoima on 15/3/2019?
- j) Mention two causes of accidents given in the table above.

52. Read the poem below and answer the questions that follow in full sentences.

Debate, Debate

A teacher of confidence and fluency

Creating fine political orators

Orators like my own president

A teacher you are indeed!

Debate, Debate

A provider of skills to both the proposers and opposers

Imparting skills of sustaining arguments effectively

Also an opportunity to argue out points on different issues

To convince majority on their side.

Debate, Debate

All pupils who cherish you

Always learn new vocabulary

They develop the value of respecting other people's views

And live in harmony with others.

Debate, Debate

Creating offices for different posts

Chairperson to preside over the debate

Secretary to record points raised in the debate

Timekeeper to manage time.

Questions

- a) What is the poem about?
- b) To whom are the skills provided?
- c) What does debate teach its users?
- d) Who wrote this poem?
- e) How many stanzas does the poem have?
- f) Give another word to mean the same as opportunity.
- g) What happens to pupils who cherish debate?
- h) Suggest a suitable title for the poem.

53. Read the poster below and answer the questions that follow in full sentences.

DEBATE ! DEBATE! DEBATE!

Bright Future Junior School with pleasure invites St. Claire Girls' Boarding School for a friendly debate.

WHEN	Friday 14th August, 2020.
VENUE	Bright Future Junior main hall.
TIME	2.00 p.m. to 4.00 p.m.
MOTION	Town Life is Better than Village Life.
CHAIRPERSON	Mr. Muliisa Paul.

Questions

- a) What is the poster about?
- b) Which school is going to host the debate?
- c) What type of school is St. Claire?
- d) When will the debate take place?
- e) Where is the debate going to take place?
- f) What is the motion for the debate?
- g) What role will Mr. Muliisa Paul play during the debate?
- h) Write the following in full:
 - i) St.
 - ii) p.m.
 - iii) Mr.

55. Write an article about Safety on the Road. You may illustrate it.