

**HORMISDALLEN SCHOOLS**  
**ENGLISH COMPREHENSION LESSON NOTES**  
**FOR PRIMARY SIX**  
**FOR TERM ONE**

**TOPIC 1 : SAFETY ON THE ROAD**  
**SUB-TOPIC: SAFETY ON THE ROAD**

**VOCABULARY**

Safe	<p>Adj – protected from any danger, not likely to lead to any physical danger or harm</p> <p><b>Comparison</b>= safer – safest</p> <p><b>Syn</b>-protected, secure</p> <p>It is <u>safer</u> to drive during day than at night.</p> <p><b>Adv</b> - safely – We reached home <u>safely</u>.</p>
zebra crossing  <b>synonym</b> crosswalk	<p>an area of road marked with broad black and white lines where vehicles must stop for people to walk across.</p> <ul style="list-style-type: none"> <li>The motorist braked his vehicle when he approached the <u>zebra crossing</u>.</li> </ul>
traffic (noun)	<p>the vehicles that are on a road at a particular time.</p> <ul style="list-style-type: none"> <li>There is almost no <u>traffic</u> in the city after midnight.</li> </ul>
traffic jam (n)	<p>a long line of vehicles on a road that cannot move or that can only move very slowly.</p> <ul style="list-style-type: none"> <li>Heavy <u>traffic jam</u> has delayed the guest of honour.</li> </ul>
pedestrian (n) pl. pedestrians <b>syn</b> -ambler, walker	<p>a person who is walking especially along a street or other place used by cars.</p> <ul style="list-style-type: none"> <li>Pedestrians are advised to use pavements to avoid accidents.</li> </ul>
motorist (n) <b>synonym</b> driver <b>pl.</b> motorists <b>(compare:</b> chauffeurs)	<p>a person driving a car.</p> <ul style="list-style-type: none"> <li>Motorists ought to respect other road users.</li> </ul>
cyclist (n) <b>pl.</b> cyclists	<ul style="list-style-type: none"> <li>someone who rides a bicycle.</li> </ul> <p>The police advised the cyclist to ride with care.</p>

motorcyclist (n) <b>pl.</b> motorcyclists <b>synonym.</b> Biker	a person who rides a motorcycle. <ul style="list-style-type: none"> <li>All <u>motorcyclists</u> should always wear a helmets.</li> </ul>
helmet (n) <b>pl.</b> helmets <b>adj.</b> helmeted	a hard hat that you wear to protect your head. <ul style="list-style-type: none"> <li>Motorcyclist should wear <u>helmets</u> while riding.</li> </ul>
black spot (n) <b>pl.</b> black spots	a place on the road where a lot of motor accidents usually occur. <ul style="list-style-type: none"> <li>Mabira Forest is a notorious <u>black spot</u> along Kampala – Jinja Highway.</li> </ul>
seat belt (noun)  <b>syn.</b> safety belt <b>pl.</b> seat belts	a belt that is attached to the seat in a car or plane that you fasten around yourself to hold you in your seat. <ul style="list-style-type: none"> <li>The conductor asked all the passengers to fasten their <u>seat belts</u>.</li> </ul>
taxi (n) <b>syn.</b> cab, taxi cab <b>pl.</b> taxis	a car with a driver that you pay to take you somewhere. <ul style="list-style-type: none"> <li>Cynthia boarded a <u>taxi</u> to Kayunga last week.</li> </ul>
taxi (v) tense taxing – taxied – taxied	to move slowly along the ground before taking off or after landing (of a plane) <ul style="list-style-type: none"> <li>The plane <u>taxied</u> to a halt.</li> </ul>
halt (v) <b>tense</b> halt – halting – halted	to stop or make somebody or something stop. <ul style="list-style-type: none"> <li>The police were <u>halting</u> traffic on the parade route.</li> </ul>
halt (n)	an act of stopping the movement or progress of somebody or something. <ul style="list-style-type: none"> <li>The traffic came to a <u>halt</u> when an accident occurred.</li> </ul>
board (verb) <b>tense</b> board– boarding – boarded <b>opp.</b> alight	to get on a plane, ship, train, bus, etc. <ul style="list-style-type: none"> <li>The passengers are waiting to <u>board</u> the bus.</li> </ul>
alight (v)  <b>syn.</b> get off, disembark	to get out of a bus, train or other vehicles. <ul style="list-style-type: none"> <li>The passengers <u>alighted</u> from the bus after reaching their destination.</li> </ul>

<b>opp.</b> board <b>tense</b> alight – alighting- alighted- alighted	
signal (verb) <b>tense</b> signal – signalling – signalled – signalled <b>syn.</b> indicate  signal (noun) <b>syn.</b> sign <b>pl.</b> signals	to show that your vehicle is going to change direction, by using light or your arm. <ul style="list-style-type: none"> <li>Did you <u>signal</u> before you turned right?</li> </ul> a movement or sound that you make to give somebody information, instructions, warning, etc.
heavy (adj) <b>comparison</b> heavy-heavier –heaviest <b>opp.</b> light	busy <ul style="list-style-type: none"> <li>There is always <u>heavy</u> traffic at junctions.</li> </ul>
light (adj)  <b>opp.</b> heavy <b>comparison</b> light – lighter – lightest	not great in amount or degree  The traffic was <u>light</u> today.
signpost (n) <b>pl.</b> signposts  signpost (verb) <b>tense</b> signpost – signposting - signposted – signposted	a sign at the side of a road giving information about the directions and distance of places. <ul style="list-style-type: none"> <li>✓ Passengers should always read signposts while travelling.</li> </ul> to mark a road, place, etc with signposts. <ul style="list-style-type: none"> <li>✓ The route is well <u>signposted</u>.</li> </ul>
a bus (n) <b>pl.</b> buses (compare coach)	a large road vehicle that carries passengers, especially one that travels along a fixed route and stops regularly to let people get on and off. <ul style="list-style-type: none"> <li>✓ Shall we walk or go by <u>bus</u>?</li> </ul>
bus (verb) <b>tense</b> bus –bussing – bussed – bussed	to transport somebody by bus.  We were <u>bussed</u> from the airport to the hotel.

lollipop man (n) pl. lollipop men <b>opp.</b> lollipop lady	a man whose job is to help children cross a busy road on their way to and from school by holding up a sign on a stick telling traffic to stop. ✓ <u>The lollipop man</u> helped the two pupils to cross the road.
pavement (n) <b>pl.</b> pavements <b>syn.</b> sidewalk/side path	a flat part at the side of a road for people to walk on. ✓ Pedestrians must walk on the <u>pavements</u> so as to avoid accidents.
railroad crossing (n) <b>syn.</b> level crossing	a place where a road crosses a railroad at the same level (not a bridge) ✓ The accident happened at the railroad crossing.

### Activity

#### A) Arrange the following words in ABC order.

- i. motorcar, motorist, motorcyclist, motorcars
- ii. signal, sign, signalled, signalling
- iii. helmet, accident, pedestrian, signpost

#### B) Use the correct form of the words given in brackets to fill the gaps.

- i. The officer in charge \_\_\_\_\_ to the motorist to stop. (signal)
- ii. \_\_\_\_\_ should wear helmets while riding. (cycle)
- iii. We were advised to always \_\_\_\_\_ our seat belt before setting off. (fastening)
- iv. The lorry knocked him down as he was \_\_\_\_\_ the road. (cross)
- v. Have you seen the \_\_\_\_\_ who caused the accidents? (drive)
- vi. I have been \_\_\_\_\_ from school to home since 2018. (bus)

#### C) Rewrite the sentences giving the opposite of the underlined words.

- i. There is always heavy traffic along Jinja Road.
- ii. We boarded the bus at 6:00p.m.
- iii. The lollipop man helped the school children to cross the road safely.

**D) Write the plural form of the following words.**

- i. taxi \_\_\_\_\_
- ii. bus \_\_\_\_\_
- iii. lollipop lady \_\_\_\_\_
- iv. seat belt \_\_\_\_\_
- v. cyclist \_\_\_\_\_

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

- i) Very many people travelling on foot died in motor accidents last month.
- ii) Motorists ought to drive carefully at places where accidents usually occur.
- iii) Cyclists must always wear hard hats that protect their heads while riding.

**LANGUAGE STRUCTURES**

- a) \_\_\_\_\_ should not \_\_\_\_\_
- ✓ We use should not to give advice to the listener not to do whatever he /she is doing or is about to do.
  - ✓ Shouldn't is the short form of should not.

**Examples**

- 1) The traffic police officers should not mistreat motorists.
- 2) Children should not play football on the road.
- 3) You shouldn't drink alcohol while driving.

**Activity**

**Use the table below to construct meaningful sentences.**

Motorists	should not	ride on pavements
Pedestrians		overload their vehicles
Passengers		drink and drive
Road users		harass their drivers
Children		underpay their chauffeurs
Motorcyclists		disobey traffic officers
Drivers		alight from moving vehicles
Travelers		play along the road
Bosses		cross the road at a junction

- b) \_\_\_\_\_ must \_\_\_\_\_
- ✓ Must is used to show that it is necessary or important to do something.
  - ✓ Must can also be used to order somebody to do or not to do something.
  - ✓ In sentences, 'must' is followed by an infinitive without 'to'

### **Examples**

- 1) Motorists have to respect other road users.  
Motorists must respect other road users.
- 2) Pedestrians have to always cross the road at a zebra crossing if there is one.  
Pedestrians must cross the road at a zebra crossing if there is one.

### **Activity**

#### **Rewrite the following sentences using 'must'**

- 1) Motorists have to stop whenever they see red traffic lights.
- 2) Pedestrians should always walk on the right side of the road.
- 3) All road users should obey traffic.
- 4) We should treat cyclists and pedestrians with respect.
- 5) Drivers should slow down whenever they are driving through busy areas.
- 6) Cyclists should not ride bicycles with flat tyres.

#### **c) \_\_\_\_\_ mustn't \_\_\_\_\_**

(Revise need and needn't / ought and oughtn't)

- ✓ We use 'mustn't' when giving advice to people not to do certain things or when giving a strong warning.
- ✓ Mustn't is a short form of must not.

### **Examples**

- 1) Overloading your vehicle is bad.  
You mustn't overload your vehicle.
- 2) Speeding is very bad.  
You mustn't speed.

## Activity

**Rewrite the sentences beginning: You mustn't \_\_\_\_\_**

- 1) Being rude to the traffic police officers is not good.
- 2) Overtaking at a road bend is not safe.
- 3) Passengers should not alight from moving cars.
- 4) Opening the door while the vehicle is moving is very dangerous.
- 5) Playing loud music in your car is bad.

**d) \_\_\_\_\_ mustn't \_\_\_\_\_ unless \_\_\_\_\_**  
We use 'mustn't' with 'unless' in form of warning.

## Examples

- 1) You mustn't get off the car unless it has stopped.
- 2) Motorists mustn't go unless the light turns green.

## Activity

**Rewrite these sentences using \_\_\_\_\_ mustn't \_\_\_\_\_ unless \_\_\_\_\_**

- 1) A driver should not hoot if there isn't a good reason.
- 2) You should not overtake if the road is not wide and clear.
- 3) Do not drive if you don't have a permit.
- 4) Drivers should not drive if they are not sober.
- 5) The police should not arrest motorists if they are not in the wrong.
- 6) You should not turn on the headlights when it is not dark.

**e) As soon as / \_\_\_\_\_ as soon as \_\_\_\_\_**

- ✓ We use 'as soon as' as a time conjunction to talk about two actions or events that happen one after the other.
- ✓ This structure can be placed at the beginning or in within a sentence.
- ✓ When 'as soon as' begins a sentence, a comma is used to separate the two actions.

## Examples

1. The road was clear. The boy crossed the road. (Use \_\_\_\_ as soon as \_\_\_\_)  
✓ The boy crossed the road **as soon as** it was clear.
2. Immediately the police arrived, the taxi driver ran away.  
(Begin: As soon as \_\_\_\_\_)

- ✓ **As soon as** the police arrived, the taxi driver ran away.

**Note:** 'As soon as' and 'immediately', are used in the same way.  
(Also revise the moment)

### Activity

**A) Rewrite the following sentences beginning: As soon as \_\_\_\_**

1. The passengers got involved in an accident. They were taken to hospital shortly.
2. Alice saw a signpost. Alice turned right.
3. The traffic officer put up his arm. The driver stopped.
4. The cyclist ran away when he caused an accident.
5. The bus stopped. The old woman alighted.

**B) Rewrite the sentences using \_\_\_\_\_ as soon as \_\_\_\_\_**

6. The driver lost control. The brakes failed.
7. He jumped off the bus. It reached the humps.
8. The vehicles started moving. The traffic light showed green.
9. Mpaka rang the mechanic. His car broke down.

**f) No sooner \_\_\_\_\_ / \_\_\_\_\_ no sooner \_\_\_\_\_**

- ✓ The conjunction 'no sooner' is used to show that something happened immediately after the other.
- ✓ No sooner goes with 'than'
- ✓ A comma is not needed when using 'no sooner'.
- ✓ Note: '**No sooner**' can be followed by either had or did when used at the beginning.

### Examples

- 1) As soon as she came back, we set off for the journey.
  - a) No sooner **had** she **come** back than we set off for the journey.  
No sooner **did** she **come** back than we set off for the journey.
  - b) She **had** no sooner **come** back than we set off for the journey.
- 2) As soon as Alice saw a signpost, she turned right.
  - a) No sooner **had** Alice **seen** a signpost than she turned right.  
No sooner **did** Alice **see** a signpost than she turned right.
  - b) Alice **had** no sooner **seen** a signpost than she turned right.



**Rewrite as instructed in the brackets.**

- 1) The pupils sat quietly. The teacher started teaching them how to cross the road. (Begin: No sooner had \_\_\_\_\_)
- 2) As soon as the road was clear, I crossed. (Use \_\_\_\_\_ no sooner \_\_\_\_\_)
- 3) The driver reduced speed when he reached a bend. (Begin: No sooner did \_\_\_\_\_)
- 4) The traffic police were called the moment an accident happened. (Begin: No sooner had \_\_\_\_\_)
- 5) As soon as I sat in a taxi, I fastened the seat belt. (Use \_\_\_\_\_ no sooner \_\_\_\_\_)
- 6) The cyclist gave a hand signal when he reached a junction. (Begin: No sooner did \_\_\_\_\_)

**g) Hardly, Scarcely, Barely \_\_\_\_\_ when \_\_\_\_\_**

The conjunctions scarcely, hardly and barely are used to show that something happened immediately after the other.

**Note:** In sentences where the above conjunctions are used, a comma is not expected since they are correlative. The word 'when' takes up the position of a comma.

**Examples**

1. Immediately the driver saw a road block, he told the conductor.
  - a. Hardly **had** the driver **seen** a road block when he told the conductor.
  - b. Scarcely **had** the driver **seen** a road block when he told the conductor.
  - c. Barely **had** the driver **seen** a road block when he told the conductor.

**Note:** 'Hardly, Scarcely and Barely' can also be used within a sentence.

e.g. The driver **had** barely **seen** a road block when he told the conductor.

## Activity

**Rewrite as instructed in brackets.**

1. I reached the zebra crossing. I called my friend. (Begin: Hardly .....)
2. She reached her destination. She then unfastened her seat belt. (Begin: Barely.....)
3. She switched on the wipers as soon as it started raining heavily. (Use:..... hardly .....when.....)
4. As soon as the traffic lights flashed red, the driver stopped the car. (Begin: Scarcely.....)
5. Immediately I reached the bus park, I boarded the bus. (Use .....barely.....when.....)
6. The conductor gave me a ticket as soon as I paid the fare. (Begin: Hardly.....)

## COMPREHENSION

**Read the poem below carefully and then answer, in full sentences the questions that follow.**

I lead to all places of various interests,  
All people use me day and night without rest,  
I am made of either tarmac or murram,  
I have no specific shape though,  
I am straight in most parts and sometimes curvy in others.

I am very useful to the country,  
But some people use me wrongly  
**Drivers** drive carelessly on me and cause deaths;  
Motorists don't fasten their seat belts;  
**Cyclists** forget the helmets,  
**Pedestrians** don't cross me at the zebra crossing.

**Traffic officers** are nowhere to be seen,  
They only appear when the traffic is heavy on me,  
**Motorcyclists** no longer signal when turning,  
Children are playing along me,  
Buses and taxis drivers speed even at corners,  
Some advice to you road users,  
Failure to use me well, is the door for accidents  
By **Jack Mukisa**

## Questions

1. What is the poem about?
2. When is the speaker in the poem used?
3. Where does the speaker people according to the first stanza?
4. Who should use the seat belt?
5. What is the shape of the speaker?
6. Why does the speaker say drivers are bad?
7. Which people should use the zebra crossing?
8. What should motorcyclists do when turning?
9. What shouldn't drivers do according to the last stanza?
10. What will happen if the speaker in the poem is used wrongly?
11. By whom was the poem written?
12. How many stanzas are in the poem?
13. Suggest a suitable title to the poem.

**Read the passage below and, in full sentences, answer the questions that follow.**

Different tribes in Uganda celebrate their customary practices differently. For example, the Bagisu celebrate theirs in one way. They circumcise boys at the age of fourteen. The circumcision is carried out as a sign of promotion from childhood to adulthood. During this occasion, a lot of activities take place. Dancing, drinking and singing. These activities take place before circumcision is carried out. There is a lot of fun and enjoyment during this time.

However, last year, something unusual happened to some of the boys who were preparing for the usual ceremony. A taxi knocked down some of the teenagers who were to undergo circumcision. These boys were busy dancing in the middle of a busy road. A speeding taxi knocked them down. All the twenty-four boys lost their lives in the fatal accident.

The driver who caused the accident ran away. The onlookers said that the accident happened because the driver had not switched on the headlamps. So, he could not see the boys. The area traffic officer told the elders to advise the boys to always hold cultural celebrations in safe places. He also promised to put road signs on roads to avoid such sudden happenings.

### Questions

1. Which people are talked about in the passage?
2. How do the Bagisu celebrate their customs and beliefs?
3. At what age are the Bagisu boys circumcised?
4. Which activities take place before the circumcision?
5. How many boys were knocked dead?
6. How could the boys have avoided the accident according to the area traffic officer's advice?
7. Why did the accident occur?
8. What was the area traffic officer's promise?
9. Write another word to mean the following as used in the passage:
  - a. unusual
  - b. fatal
  - c. hold
10. Suggest a suitable title to the passage.

**Read the dialogue below and, in full sentences, answer the questions that follow.**

- Jovia : Eh! The road is too busy today.
- Scovia : Oh yeah! The traffic is heavy as it has always been on Jinja Road.
- Jovia : There goes Monica's dad. Why does he wear that **cap** when riding the motorcycle?
- Scovia : It isn't a cap, it is a..... It protects the head in case there is an accident.
- Jovia : Is it that necessary?
- Scovia : Yes, cyclists must **put on** such caps.
- Jovia : Then, how about motorists?
- Scovia : As soon as they enter the cars, they must **tighten** their seat belts.
- Jovia : We are late for the market. Let us cross now.
- Scovia : Sister, mum told us that we mustn't cross the road unless it is clear.
- Jovia : Oh! Sorry! I was only minding about time.
- Scovia : Mind about nothing else when you are on the road; be careful and don't play along the road.
- Jovia : Thanks for the advice, big sister.

## Questions

1. Who is talking in the dialogue?
2. What did Monica's dad have on the head?
3. Why must a motorcyclist wear a helmet?
4. What should motorists do before they drive off?
5. Where were the two girls going?
6. What is the relationship between Scovia and Jovia?
7. Who was warned against careless crossing of the road?
8. Give a word or group of words with the same meaning as the underlined in the dialogue.
  - i) put on
  - ii) tighten
  - iii) cap
9. How many people are involved in the dialogue?

## COMPOSITION

**Use the words in the box to complete the composition correctly.**

reduce, play, up, pedestrians, right, heavy, cyclists, duty, corner, traffic

Whenever there is a lot of \_\_\_\_\_ on the road, pedestrians must take care. It is at this time that \_\_\_\_\_, motorists and motorcyclists are hurrying to catch \_\_\_\_\_ with time.

It leaves most of them panicking because of the \_\_\_\_\_ traffic jam.

\_\_\_\_\_ are encouraged to cross from the zebra crossing in case there is one. They should look right, left and \_\_\_\_\_ again and then cross the road as soon as it is clear. It is also not advisable to cross the road from a bend or a \_\_\_\_\_.

Children should not \_\_\_\_\_ along the road because in most cases, vehicles don't have eyes. Drivers should also \_\_\_\_\_ speed at the corners, railroad crossings and black spots. Let the police and all road users also do their \_\_\_\_\_ to ensure there is safety on the road at all times.

## **JUMBLED SENTENCES**

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

1. Crossing the roads in such a manner puts one's life at risk.
2. Their main role is to reduce accidents on the roads.
3. The biggest number at risk are the children.
4. Some of the road users know about the road safety rules.
5. This will help to reduce accidents on the road.
6. They cross the road without looking left or right.
7. Traffic police officers have a big role to play.
8. Unfortunately, others do not know about them.
9. It is everyone's responsibility to teach children how to cross the road safely.
10. However, this is not easy because they deal with different road users.

## **FREE COMPOSITION WRITING**

Write a composition about the accident you have ever witnessed. Mention the cause of the accident, people involved in the accident, where it took place and what happened after.

### **NB:**

Take the children through the parts of a composition and how to write each (title, introduction, body and conclusion).

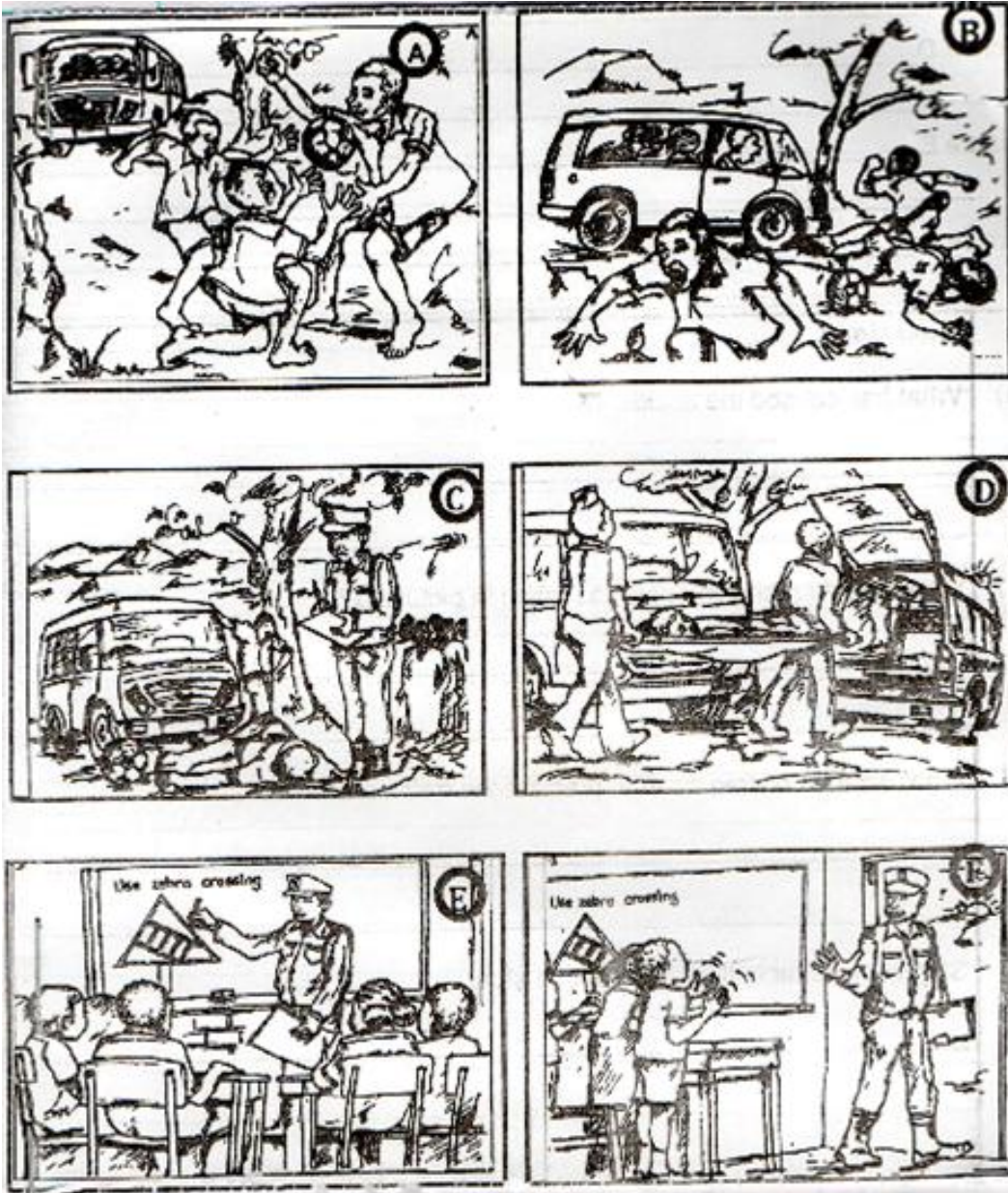
Guide the child that the points of a good composition must be written in well-written (clear) paragraphs. Write one with them before they write theirs.

## PICTURE COMPOSITION

**Pictures A –F tell a story. Study them and describe what is happening in each picture.**

You may use these words to guide you.

boys, on-lookers ambulance, clap, carry stretcher, teach, knock, traffic officer, run, bus.



### Reminders:

- Study the story carefully and pay attention to main action in each.
- Identify the key character(s) in the story.

- c. Get to know the theme/message/topic on which the story was built.
- d. Make correct use of articles in your sentences.
- e. Present continuous tense should be used for actions seen going on (long actions).
- f. Present perfect tense should be used for actions that have ended but are related to the present.
- g. Avoid writing very long sentences.

### **Questions:**

1. What are John, Jorum and Matthew doing in picture A?
2. How many boys have been knocked down by a vehicle in picture B?
3. Why are Matthew and Jorum running away in picture B?
4. Who do you think has been knocked down?
5. Where do you think he is being taken after the accident?
6. How was he carried to the ambulance?
7. By whom are the children in picture E being addressed?
8. What do you think caused the accident?
9. Suggest a suitable title for the story.

### **B) Construct your sentences about what is taking place in the story:**

1. In picture A,.....  
.....
2. In picture B,.....  
.....
3. In picture C,.....  
.....
4. In picture D,.....  
.....
5. In picture E,.....  
.....
6. In picture F,.....  
.....



## TOPIC 1 : (b) TRAFFIC DANGERS

### VOCABULARY

crossroads (n) <b>pl.</b> crossroads	- a place where two roads meet and cross each other. ❖ At the next <u>crossroads</u> , turn right.
careless (adj) opp. careful adv. carelessly <b>noun.</b> carelessness	- not giving enough attention and thought to what you are doing, causing mistakes. ❖ It was <u>careless</u> of me to leave the door open.
first aid (n)  first aider (n) <b>pl.</b> first aiders	- simple medical treatment that is given to a somebody before a doctor comes or before a person is taken to the hospital. ❖ The casualties were given instant <u>first aid</u> . - person who is trained to give first aid.
roadblock (n) <b>pl.</b> roadblocks	- a barrier put across the road by the police or army so that they can stop and search vehicles. <b>Sentence:</b> .....
road hump	- a large mass that sticks out above the surface of something especially the ground that forces traffic to slow down. ❖ When the bus reached the road <u>humps</u> , it reduced speed.
roundabout (n) <b>pl.</b> roundabouts <b>syn.</b> traffic circle	- a place where two or more roads meet, forming a circle that all traffic must go around in the same direction. ❖ That traffic officer guides the traffic at the <u>roundabout</u> .
junction (n) <b>pl.</b> junctions	- a place where two or more roads or railway lines meet. ❖ We saw our school signpost at a <u>junction</u> in the nearby town.
traffic island (n) or island or refuge <b>abbr.</b> Is  <b>pl.</b> traffic islands	-An area in the middle of a road where you can stand and wait for cars to go past until it is safe for you to cross. ❖ As soon as the pedestrian crossed the first part of the road, he stepped in the Island.

traffic light (n) <b>pl.</b> traffic lights	- a set of lights that controls the traffic on a road; by means of red, orange and green lights that show when you must stop and when you can go. ❖ The <u>traffic lights</u> signalled green and the drivers set off.
Highway(n)	- a main road which connects cities and towns <b>syn:</b> main road, trunk road ❖ Masaka Road is a very busy <u>highway</u> .
the Highway Code (n)	- the official rules for drivers and other road users of public roads. Or – the book that contains these rules. ❖ All road users should follow the <u>Highway Code</u> .
casualty	a person who is killed or injured in an accident ❖ The ambulance has taken all the <u>casualties</u> to the hospital.
collide (v) <b>other forms:</b> collided(v) collision(n)	to come together with direct impact <b>Synonyms:</b> <ul style="list-style-type: none"> <li>- bump</li> <li>- crash</li> <li>- hit</li> <li>- strike</li> </ul> ❖ His car <b><u>collided</u></b> with a school van.
accident (n) <b>pl.</b> accidents <b>adj.</b> accidental <b>adv.</b> accidentally	- a sudden happening that may cause harm or death. ❖ He died in a car <u>accident</u> .
Kph/kmph or km/h	Abbreviation for kilometres per hour.

### Activity

#### A) Fill in the missing letters to complete the words below.

h) \_\_ sha\_d      ii) j\_n\_ti\_n      iii) c\_r\_\_ul      iv) \_\_ ci\_en\_

#### B) Give the singular form of the words below.

- i) accidents
- ii) road humps
- iii) traffic lights
- iv) roundabouts

**C) Use the correct form of the word given in brackets.**

- i) He drove \_\_\_\_\_ and caused an accident. (care)
- ii) The \_\_\_\_\_ was thanked by the on-lookers. (first aid)
- iii) The motorist has \_\_\_\_\_ past the traffic lights. (drive)
- iv) The \_\_\_\_\_ of the traffic officers on the road caused a lot of chaos. (absent)
- v) That is the \_\_\_\_\_ time I have crossed a railway. (five)
- vi) He knocked down the school child \_\_\_\_\_ (accident)
- vii) It is very \_\_\_\_\_ to cross the road while running. (danger)
- viii) Peter sustained serious \_\_\_\_\_ during the accident. (injury)
- ix) The lorry was \_\_\_\_\_ loaded with maize flour and beans. (heavy)
- x) Our headmaster is a \_\_\_\_\_ driver. (skill)

**D) Fill in the blank space with the most suitable word.**

- 1. A careless driver knocked \_\_\_\_\_ a pedestrian.
- 2. Okurut, our uncle, died \_\_\_\_\_ a motor accident.
- 3. It is bad to cross the road \_\_\_\_\_ running.
- 4. The driver about \_\_\_\_\_ I told you was arrested by the police.
- 5. The accident occurred \_\_\_\_\_ the junction.

**Rewrite the sentences below giving the opposite of the underlined word**

- 6. The motorcyclist collided with a cyclist intentionally.
- 7. Our roads are very narrow.
- 8. The casualty was conscious for twenty minutes.

**Write the plurals of the following**

- 9. passerby
- 10. casualty
- 11. driving permit

**Rearrange the words below in alphabetical order.**

- 12. victim, safety, casualty, helmet

- 13. full, friend, freedom, fracture

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

- 14. How many accident victims survived?
- 15. What a fast vehicle which transports accident victims to hospital this is!

**Rearrange the jumbled words to form a meaningful sentence.**

16. corner, a, what, sharp, is, this !

## THE ROAD TRAFFIC SIGNS



## 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, requesting permission, when talking about an obligation, or to express wishes and hopes.

- With this modal verb, 'S' is not added to the verb for singular nouns or pronouns.
- The word 'may' is used to mean 'likely'
- The short form of 'may' is may not (**mayn't**)
- The past tense of 'may' is 'might', whose short form is might not (**mightn't**)

### Examples

1. That drunken driver is likely to cause accidents.  
That drunken driver may cause accidents.
2. Joelle and Najjuma will reach their destination in time.  
Joelle and Najjuma may reach their destination in time.

### Activity

**Rewrite the sentences using \_\_\_\_\_ may \_\_\_\_\_.**

1. You can cause an accident if you drive at a very high speed.
2. You can be arrested if you drive while drunk.
3. If you go through the road humps at a high speed, you are likely to cause problems.
4. If I ride carelessly, I will knock down people.
5. You can arrive safely if you drive carefully.
6. He is likely to cross the road safely if there is a traffic break.
7. He is likely to stop bleeding if he gets first aid.
8. Sharon will buy the Highway Code.
9. The teacher is likely to tell us to draw road signs in our books.
10. We are likely to miss the front seats.

B. \_\_\_\_\_ so that \_\_\_\_\_/\_\_\_\_\_ such that \_\_\_\_\_

- 'So that' is used to show purpose and intention of doing something.
- 'So that' goes with 'can' in the present simple tense and 'could' in the past simple tense.

### Examples

1. He took his car to the garage. He wanted the mechanic to repair it.  
He took his car to the garage **so that** the mechanic **could** repair it.
2. School children cross the road at a zebra crossing. They want to avoid road accidents.  
School children cross the road at a zebra crossing **so that** they **can** avoid road accidents.

3. Cyclists wear helmets. They want to protect their heads.  
Cyclists wear helmets **such that** they **can** protect their heads.

### ACTIVITY

**Rewrite the sentences as instructed in brackets.**

- 1) The chairman boarded a taxi. He wanted to be early for the meeting. (Use \_\_\_\_\_ so that \_\_\_\_\_)
- 2) They rushed the casualty to the hospital. They wanted to save his life. (Use \_\_\_\_\_ so that \_\_\_\_\_)
- 3) Road users respect traffic lights. They want to avoid accidents. (Use \_\_\_\_\_ so that \_\_\_\_\_)
- 4) The careless driver humbled himself before the police officer. He wanted to get back his driving permit. (Use \_\_\_\_ so that \_\_\_\_)
- 5) The pedestrian walked on the pavement. He wanted to be safe. (Use \_\_\_\_ such that \_\_\_\_\_)
- 6) They gave the casualty first aid. They wanted to control bleeding. (use \_\_\_\_\_ such that \_\_\_\_\_)

C. \_\_\_\_\_ so \_\_\_\_\_

- We use the conjunction above to introduce the result of an action mentioned in the first clause.

### Examples

1. The head lamps were faulty. We took them to the mechanic.  
The head lamps were faulty, so we took them to the mechanic.
2. Esther knocked down a pedestrian. Esther was arrested.  
Esther knocked down a pedestrian, so she was arrested.

### ACTIVITY

Join the sentences using \_\_\_\_\_ so \_\_\_\_\_

1. I had an accident because I did not drive with care.
2. Mugisha took his car to the garage. Mugisha's car had been damaged in an accident.
3. The driver didn't have a permit. The driver was arrested.
4. The motorist saw the old woman crossing. He passed behind her.
5. He reached the zebra crossing. He reduced the speed.
6. The driver came closer to the black spot. He switched off his mobile phone.
7. He reached the roundabout. He signaled the indicator.
8. They met the accident victims. They offered them a lift.

.....so .....that.....

- This structure gives more information as to why something or somebody appears to be so.
- The pattern is so + adjective + that + relative clause.
- If 'very' is used, it is replaced by 'so'

### Examples

- 1) The road was muddy. The vehicles could not move fast.  
The road was so muddy that the vehicles could not move fast.
- 2) You are young. You cannot be allowed to driver a car.  
You are so young that you cannot be allowed to drive a car.
- 3) It was very dark. The driver could not see the road.  
It was so dark that the driver could not see the road.

### Activity

**Join the sentences using \_\_\_\_\_ so \_\_\_\_ that \_\_\_\_**

1. The side path was very narrow. Many pedestrians couldn't use it.
2. Your vehicle is very complicated. I cannot drive it.
3. Nakimera is a very careful driver. She has never caused an accident.
4. Driving on shoulders is very dangerous. It can lead to accidents.
5. Juma is a extremely lazy man. He cannot drive for more than an hour.
6. The roundabout has very many roads. Vehicles take time to turn around it.
7. Theresa's lorry was very old. The traffic police impounded it.
8. The policeman was very honest. He refused bribes from the motorists.

..... **such** ..... **that** .....

When using this structure, articles 'a' and 'an' are used considering the adjectives and number of the given noun, for countable.

### Examples

- 1) The taxi was very small. It could not carry forty passengers.  
It was such **a** small **taxi** that it couldn't carry forty passengers.
- 2) Robert was a very careless driver. He caused a fatal accident.  
Robert was such **a** careless **driver** that he caused a fatal accident.
- 3) James is a very honest traffic police officer. He doesn't accept bribes.

James is such **an** honest **traffic police officer** that he doesn't accept bribes.

**NB:** Uncountable nouns and plural countable nouns take no articles 'a' and 'an' with '**such....that...**'

### **Activity**

**Join the sentences using \_\_\_\_\_ such \_\_\_\_ that \_\_\_\_\_**

- 1) An ambulance is a very important vehicle. It takes casualties to hospital.
- 2) Mrs Kimala is a very careful driver. He has never caused any accident.
- 3) Karen bought a very expensive car. All people admired it.
- 4) Mr. Giligoli is a very good first aider. He has saved lives of many casualties.
- 5) The accident was very fatal. All the on-lookers got scared.
- 6) The driver was very kind. All the passengers liked him.

**..... because ...../ ..... since .....**

- This conjunction '**because**' is used to join sentences. It is used to show the reason why something happened or was done.

**Note:** '**Since**' is used in the same way as because.

### **Example**

1. He was arrested. He was speeding.  
He was arrested **because** he was speeding.
2. He arrived at school late. There was heavy traffic jam.  
He arrived at school late **because** there was heavy traffic jam.
3. I will not drive because I have driving licence.  
**Since** I have no driving licence, I will not drive.  
I will not drive **since** I have no driving licence.

### **Activity**

**Join the sentences using as instructed in brackets.**

1. The motorist stopped the car. The traffic light had turned red. (Join using: Since.....)
2. Government has built wider roads. It wants to reduce road accidents. (Join using: .....because....)
3. The failed to negotiate the corner. He caused an accident. (Join using: .....because....)
4. She stayed alive. She got first aid. (Join using: .....because....)
5. They don't know the Highway Code. Most road users cause accidents. (Join using: .....because....)



6. The woman was running across the road. She fell and hurt herself. (Join using: .....because....)
7. All vehicles were diverted to another route. An accident had occurred at the roundabout. (Join using: Since.....)
8. The motorist reduced the speed. He was approaching a black spot. (Join using: .....because....)

**First, \_\_\_\_\_; next, \_\_\_\_\_; then, \_\_\_\_\_**

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

### Examples

1. What do you do to cross a road? (Look left, look right, look left again, cross the road)
- First, look left; next, look right; then, left again before you cross the road.

### Activity

**Use the guiding words in brackets to make sentences.**

- 1) What should you do before driving away?  
(check the condition of the car, start the engine, drive away)
- 2) What do you do to cross from a zebra crossing?  
(wait for cars to slow down, look left and right, walk as you cross )
- 3) What do you do to give first aid to an accident victim? (Remove the victim from the accident scene, observe the injuries the victim has sustained, clean the injured part in case of wounds)

**.....should always.....**

This structure is used to give advice.

It is used with bare infinitives

### Examples

- We should always be aware of the Highway Code.
- Motorists should always mind other road users.

**Construct five sentences from the table below**

I	should always	signal before turning
We		apply brakes carefully
He		cross the road carefully
All pedestrians		avoid riding recklessly
That cyclist		stop vehicles before children
The lollipop man		cross

## TEXT

The information below shows the number of accidents which occurred along Bombo Road in 2020. Study it and, in full sentences, answer the questions that follow.

Month	Number	Type of Vehicle	Cause (s)
January	21	buses – 10 taxis - 8 cars - 3	speeding overloading
February	4	taxis - 3 lorry - 1	overloading poor mechanical condition.
March	5	cars – 3 buses - 2	speeding making phone calls
April	1	bus	poor road
May	4	lorries – 2 taxis - 2	carelessness drunken driving
June	12	motorcycle – 8 pickups - 4	recklessness speeding
July	20	double cabins – 2 taxis – 18	speeding poor road
August	3	buses – 2	drunken driving overloading
September	2	buses – 2 lorry - 1	recklessness poor mechanical condition
October	-	-	-
November	5	taxis – 5	tyre bursting
December	11	buses	speeding

## Questions

1. What is the information about?
2. Where did the accidents occur?
3. What caused the accidents in April?
4. Why did the motorcycle cause accident in October?
5. Which two months had the same number of accidents?
6. How many buses were involved in accidents in the whole year?
7. Which type of vehicle caused the highest number of accidents?
8. How many motorcycles caused accidents due to recklessness?
9. Which month had the least number of accidents?

10. What caused the accidents in December?

**NOTICE**

**Study the notice below and, in full sentences, and the questions that follow.**

**NOTICE**

Dues to raise in accidents in Uganda nowadays, the general public is here notified to be more vigilant and strict when they are on the road. The traffic officers are to be very strict on the following crimes.

- Overloading of passengers and goods
  - Speeding of all vehicles.
  - Poor mechanical conditions of vehicles.
  - Absence of driving permits.
  - Not using the protective gears i.e. helmets and seat belts.
- Anyone who commits any of the above will be charged in court of law. All bus drivers must wear ID cards around their necks.

Spokes Person Traffic Police  
8 January 2023

**Questions**

- 1) What is the notice about?
- 2) Who is being informed in the notice?
- 3) What is the public asked to do?
- 4) Why do you think it is wrong to overload vehicles?
- 5) Which vehicles are not allowed on the roads?
- 6) What should a bus driver have apart from a driving licence?
- 7) What will happen to a driver who will be found speeding?
- 8) Who wrote the notice?
- 9) When was the notice written?
- 10) Give a word or group of words to mean the same as the underlined in the notice.
  - i. raise
  - ii. notified
  - iii. vigilant

## **PASSAGE**

**Read the story below and, in full sentences, the questions that follow.**

“Don’t come!” were the last words Lawrence spoke to his brother Kato. In a blink of an eye, he was witnessing the splashing of his brother’s blood on his clothes.

He couldn’t believe it when he saw the brother had been torn apart by the speeding truck.

Tears flowed on his cheeks when he couldn’t identify the broken body parts of Kato who was initially running fast to cross the road after the brother had left him on the opposite side. Apart from the clothes, no body part could be recognized by any relative of his.

The journey to their aunt’s place turned out to be Kato’s journey to leave the world in such a painful death.

Lawrence later lost the energy and guts of putting together the remains of Kato before the sympathisers came in to offer a helping hand. The incident remained an unforgettable experience in Lawrence’s mind and it always left him in sorrow anytime he crossed the road. Since then, Lawrence has been extremely careful every time he crosses the road. The incident was so painful that he at times sheds tears when he remembers it. So, that is why we should always be careful when we are crossing the road because if not, we may get accidents. Remember, before crossing, first look left, next look right, then left again; if the road is clear, you can then cross but do not run.

## **Questions**

1. What is the relationship between Kato and Lawrence?
2. Which vehicle knocked down Kato?
3. Why do you think Lawrence told Kato not to cross?
4. How does Kato cross the road nowadays?
5. Who helped Lawrence to gather Kato’s remains?
6. Why do you think it is dangerous to cross the road while running?
7. Write another word or group of words to mean the same as the underlined in the passage.
  - i. extremely \_\_\_\_\_
  - ii. remembers \_\_\_\_\_

8. Suggest a suitable title to the story.
9. What lesson do you learn from the story?

## COMPOSITION

### JUMBLED STORY

**The sentences below are in a wrong order. Rearrange them correctly to form a story.**

- a) When his mother asked him why he hadn't bought sugar.
- b) His mother warned him to be careful before he left.
- c) The answer he gave the mother angered her.
- d) So, he together with the mother, went back to the road.
- e) When he reached the road, he found the traffic heavy.
- f) When the road was clear, they both crossed and bought sugar.
- g) Tito was sent to the shop across the road to buy sugar.
- h) He went back home without sugar.
- i) He waited and waited but the vehicles continued passing.
- j) He said that he had failed to cross the road.

## GUIDED COMPOSITION

### A FATAL ACCIDENT

eventually, people, critically, traffic, Hospital, aid accident, permit, vigilant, December , drunken, high
--

Last **1)**\_\_\_\_\_, there was a fatal accident in Bombo along Kampala - Gulu Highway. The **2)**\_\_\_\_\_ was caused by a **3)**\_\_\_\_\_ driver. He did not also have a valid driving **4)**\_\_\_\_\_.

The driver had been driving the taxi at a very **5)**\_\_\_\_\_ speed. At the same time he wanted to overtake a trailer at a bend. The trailer was carrying crates of soda to Gulu. **6)**\_\_\_\_\_ there was a head-on collision with a Tata Lorry. The Tata Lorry was carrying matoke to Kiryandongo. Nine **7)**\_\_\_\_\_ died on the spot and others were **8)**\_\_\_\_\_ injured.

Immediately, the **9)**\_\_\_\_\_ police was called. The O.C traffic Bombo came to the scene. He blamed the driver for the accident. The O.C advised the passengers to be **10)**\_\_\_\_\_ on the road at all times.

After they have been given first **11)**\_\_\_\_\_, the casualties and the dead were rushed to Bombo **12)**\_\_\_\_\_ for treatment and post mortem.

## FREE COMPOSITION WRITING

Write a composition of about 100 – 150 words on the topic  
“CONTROL OF ROAD ACCIDENTS”.

### TOPIC 2: DEBATING

#### Vocabulary

debate (n)  <b>syn.</b> discussion <b>pl.</b> debates  debater(n) adj. debatable debate (v) <b>syn.</b> discuss <b>tense</b> debates, debating – debated – debated	- a formal discussion or argument expressing different opinions.     - a person who is involved in a formal debate  - to discuss something especially formally before making a decision.  - We <u>debate</u> every Friday at our school.
motion (n)  <b>syn.</b> topic	- a formal proposal that is discussed in a debate. - Today's <u>motion</u> was very interesting.
proposer (n)  <b>pl.</b> proposers <b>opp.</b> opposer <b>noun.</b> proposition	- a person who formally speaks in favour of a motion.  - James is a <u>proposer</u> for today's debate.
propose (verb) <b>tense</b> propose – proposing – proposed – proposed  <b>opp.</b> oppose	- to speak in favour of a motion.   - the boys will propose the motion in today's debate.
opposer (n)  <b>pl.</b> opposers <b>opp.</b> proposer <b>abst (n).</b> opposition	- a person who speaks against the motion.  The <u>opposers</u> are likely to win today's debate.

oppose (verb) <b>tense</b> oppose, opposing, opposed, opposed  <b>opp.</b> propose	- to speak against the motion.  - All the girls will <u>oppose</u> the motion.
chairperson (n) <b>pl.</b> chairpersons	- a person in charge of a debate. - Mr. Kigere will be the <u>chairperson</u> of today's debate.
secretary (n)  <b>pl.</b> secretary (n) <b>abbrev</b> – Sec.	- a person who notes down the points /views raised by the speakers in a debate.  - The <u>secretary</u> did not note down all our views.
timekeeper (n)  <b>pl.</b> timekeepers	- a person who records the time spent doing something - The <u>timekeeper</u> rang the bell and the speaker left the floor.
audience (n)	a group of people who watch or listen to speakers in a debate.  The <u>audience</u> was lively in last week's debate.
argue (verb)  <b>tenses</b> argue, argues, arguing , argued, argued	- to give reasons why you think that something is right or wrong, true or not.  - We <u>argued</u> for the right to strike.
argument (n)  <b>pl.</b> arguments <b>adj.</b> argumentative	- a reason or set of reasons that somebody uses to show that something is true or false.
conclude (verb)  <b>abst noun:</b> conclusion <b>syn.</b> end	- to come to an end or to bring something to bring something to an end. <b>tenses</b> conclude – concluding – concluded – concluded - The speaker <u>concluded</u> that modern life is better than traditional life.

current (adj)	<ul style="list-style-type: none"> <li>- happening now</li> <li>- of the present time.</li> <li>✓ The <u>current</u> speaker is very argumentative.</li> </ul>
pre –current (adj)	<ul style="list-style-type: none"> <li>- previous / before the present time.</li> <li>✓ The pre-current speaker spoke confidently.</li> </ul>
points (n)	<ul style="list-style-type: none"> <li>- things that something says or writes giving the opinion or stating a fact.</li> </ul> <p><b>Sentence:</b>.....</p>
point of information  pl. Points of information	<ul style="list-style-type: none"> <li>- a point raised in order to <b>notify</b> the speaker about something.</li> </ul> <p>Or to <b>educate</b> the speaker having lied to the audience.</p> <ul style="list-style-type: none"> <li>✓ The speaker didn't know what he was talking about, so I raised the point of information.</li> </ul>
point of inquiry	<ul style="list-style-type: none"> <li>- a point raised when one wants to <b>ask about</b> something or seek clarity.</li> <li>✓ His <u>point of inquiry</u> was not clear.</li> </ul>
point of order  pl. points of order	<ul style="list-style-type: none"> <li>- a question about whether the rules of behaviour in a formal discussion or meeting are being followed correctly.</li> </ul> <p>I raised the <u>point of order</u> because the speaker was shabbily dressed.</p>
opinion (n)  pl. opinions	<ul style="list-style-type: none"> <li>- your feelings or thoughts about something or somebody, rather than a fact.</li> <li>✓ I was asked to give my <u>opinion</u> about the motion.</li> </ul>
opine (verb)  tense opine – opining opined – opined	<ul style="list-style-type: none"> <li>- to express a particular opinion.</li> <li>✓ He <u>opined</u> that girls' education should be abolished.</li> </ul>
begin (verb) tense begin – beginning – began – begun syn. start, commence	<p>To start or commence</p> <ul style="list-style-type: none"> <li>✓ The debate will <u>begin</u> at 2:00p.m.</li> </ul>



rules (n) <b>syn.</b> etiquettes	- accepted principles or orders which guide behaviour. ✓ All the speakers must obey the <u>rules</u> and regulations in a debate.
roles (n)	duties or work ✓ The <u>role</u> of the chief whip is to main order in the August house.

### Activity

**A) Arrange these words in ABC order.**

- i. debate, argue, secretary, motion
- ii. argument, arguing, argued, arguable

**B) Re-arrange the given words to form correct and meaningful sentences.**

- i) among you Were opposers the?
- ii) debaters smartly been have dressed.
- iii) debaters wonderful What proposers the were!

**C) Use the correct form of the words in brackets to fill the gaps.**

- i. The opposer's \_\_\_\_\_ was very impressive. (introduce)
- ii. The \_\_\_\_\_ of the previous debates were all boys. (chairperson)
- iii. Did the \_\_\_\_\_ talk about the corrupt officials? (oppose)
- iv. Their \_\_\_\_\_ was not necessary. (argue)
- v. Only three \_\_\_\_\_ were raised in this evening's debate. (point of inquiry)
- vi. The chairperson's \_\_\_\_\_ was very brief. (speak)
- vii. The chairperson did not grant my point of \_\_\_\_\_. (inform)
- viii. "Point of \_\_\_\_\_!" Martha said. (inquire)
- ix. The audience enjoyed the debate most especially at the \_\_\_\_\_. (begin)
- x. Debates are very \_\_\_\_\_ to children. (educate)
- xi. Debaters are not allowed to use \_\_\_\_\_ words. (abuse)

**Write in short**

- xii. secretary

## LANGUAGE STRUCTURES

### 1) **Even though, although, even if**

- These conjunctions are used in the same way.
- They show that two contradicting ideas or actions took place.
- When used within a sentence, the result comes before the condition.
- 'Even though' is followed by the condition.
- When used at the beginning, a comma(s) is needed to separate the result from the condition.

Note: 'But' is not used with the above structures in the same sentence but with the reversed position of the facts.

### Examples

1. The boy was called to debate. He did not come.
  - a) **Even though** the boy was called to debate, he didn't come.
  - b) **Although** the boy was called to debate, he did not come.
  - c) **Though** the boy was called to debate, he did not come.
  - d) **Even if** the boy was called to debate, he did not come.
2. The debate went on. The chairperson wasn't around.
  - a) The debate went on **even though** the chairperson wasn't around.
  - b) The debate went on **although** the chairperson wasn't around.
  - c) The debate went on **even if** the chairperson wasn't around.

### Activity

#### Rewrite as instructed in brackets.

1. I had a note book. I did not take notes during the debate. (Begin: Even though \_\_\_\_\_)
2. We were allowed in. We arrived late for the debate. (Use \_\_\_\_\_ although \_\_\_\_\_)
3. We were given the motion very late. We debated it well. (Begin: Though \_\_\_\_\_)
4. Ssubi managed the time. Suubi had no watch. (Begin: Even if \_\_\_\_\_)
5. Everybody debated. The motion was complicated. (Use \_\_\_\_\_ even though \_\_\_\_\_)
6. The secretary was not attentive. She noted down all the points. (Begin: \_\_\_\_\_)

Note: 'Despite, in spite of and much as' can as well be used in the same way as the above mentioned structures.

### Example

Even though the proposers had many points, they didn't win the debate.

- a. **Despite** the fact the proposers had many points, they didn't win the debate.
- b. **In spite of** the fact that the proposers had many points, they didn't win the debate.
- c. **Much as** the proposers had many points, they didn't win the debate.

## 2) **CONDITIONAL SENTENCES**

- i. Conditional sentences are also called if sentences because in them there is a condition.

If sentences are divided into 3.

i.e.

If 1

If 2

If 3

### If 1

This is used to express something that **is likely** to happen when a certain condition is fulfilled.

In If 1, the conditional or If clause is in the **present simple** tense and the main clause or result is in the **future simple tense**.

### Examples:

- 1) You will cause an accident if you drive carelessly.
- 2) If you dress shabbily, you will lose the debate.

Note: When the 'If Clause' begins a sentence, a comma is needed in the middle.

### Activity

#### A) **Complete the following sentences sensibly.**

1. If you argue confidently during the debate, \_\_\_\_\_
2. If it rains today, \_\_\_\_\_.
3. If the timekeeper rings the bell, \_\_\_\_\_

4. I will give you a gift if \_\_\_\_\_
5. If they wake up late, \_\_\_\_\_

**B) Use the correct form of the words in brackets.**

6. The opposers \_\_\_\_\_ if they win the debate. (celebrate)
7. If the lion \_\_\_\_\_ me, it will eat me up. (see)
8. The proposers \_\_\_\_\_ the debate if they gather enough points. (win)

**C) Fill in the blank space correctly.**

9. \_\_\_\_\_ you work, you will pass your examination.
10. If you follow all the debating rules, you \_\_\_\_\_ win the debate.

**UNLESS**

**“Unless” means ‘if not’.**

**Examples**

1. If you don't call me, I will not come.
  - Unless you call me, I will not come.
  - To understand the use of unless, use the following guidelines.

**The four rules that govern the use of ‘unless’**

i. If the condition and the result are negative, use unless and maintain a negative result.

**e.g.**

If you don't come, I will not see you.

Unless you come, I will not see you.

ii. If the condition and the result are affirmative, use unless in the condition and change the result to negative.

**e.g.**

If you come, I will see you.

Unless you come, I will not see you.

iii. If the condition is affirmative and the result is negative, use unless in the condition and change the result to affirmative.

e.g. If he stops his indiscipline, I will not punish him.

iv. If the condition is negative and the result is affirmative, use unless in the condition but maintain an affirmative result.

e.g. If you don't pay attention, you will fail.  
Unless you pay attention, you will fail.

**Note:** When unless is used within a sentence, no comma is needed.  
e.g. You will fail unless you pay attention in class.

### Activity

**Rewrite the sentences using unless in the position of if.**

1. If you come early, you will attend the lesson.
2. We shall not win the debate if we don't argue confidently.
3. The chairperson will send you out of the debate room if you misbehave.
4. If you drink unboiled water, you will get typhoid.
5. If she gives you one million shillings, give her that box.
6. I will answer your call if I am free from work.
7. I can't talk to you if you continue being rude.
8. We shall call the doctor if the condition worsens.
9. The snake will not bite you if you don't play with it.
10. The audience will make noise if the speakers bore them.

### If 2 CONDITIONAL SENTENCES

If 2 is used to express conditions which cannot be fulfilled at all.

We just imagine what would happen if the impossibilities became true.

We use the **past simple tense** in the 'if clause' and **would + infinitive** verb in the main clause.

'**Were**' is used instead of 'was' **to emphasis the impossibility** especially if what we imagining is impossible and cannot happen.

### Examples

- 1) If I get views, I will debate.  
If I **got** views, I **would debate**.
- 2) I will raise a point of inquiry if the chairperson allows me.  
I **would raise** a point of inquiry if the chairperson **allowed** me.
- 3) I am not the chairperson. I cannot control the debate.  
I **would control** the debate if I **were** the chairperson.
- 4) I am not a lion. I cannot roar.  
If I **were** a lion, I **would roar**.

## Activity

Use the correct form of the word given in brackets.

1. If we debated well, we \_\_\_\_\_ win the debate. (will)
2. If the proposers \_\_\_\_\_ enough points, they would win the debate. (have)
3. If the chief whip \_\_\_\_\_ the noise makers, he would punish them. (see)
4. If we practiced seriously, we \_\_\_\_\_ the debate. (to win)

### Rewrite the sentences in If 2.

5. If Anita misses the debate, she will cry.
6. If the boys win the debate, I will be unhappy.
7. I am not the timekeeper. I cannot control time in a debate.
8. I am not the head teacher. I cannot admit you in this school.
9. I am not the chairperson. I cannot end the debate now.
10. I don't have enough money. I cannot buy gifts for all the debaters.

## TEXT

### PASSAGE

Read the story below and, in full sentences, answer the questions that follow.

"I have to oppose the motion. Women shouldn't have equal rights with men; because of the following views;" Those were the final words before I lacked what to add on. Amidst anxiety from the audience about what I was going to discuss, I remained stuck and silent.

All I could hear was the murmuring resulting from the long silence. "As if he is dead alive," complained one of my classmates. All I was silent for a while, the chairperson was patient enough to wait for the following moment of shame. I looked at the audience and eventually started becoming afraid.

'If were him, I wouldn't come in front of the audience,' said Patra.

I had nothing else to do other than accepting the shame ahead of me in case I disappeared from the floor. The shouting accompanied me back to my seat before the friend of mine comforted me. "Even though you have not said anything, at least you were brave enough to stand before us," said Aisha, my friend.

So, ladies and gentlemen, before you go for a debate, you must prepare yourself by gathering enough views that will help you to be able to convince the audience.

You must also make sure that you understand all of them so that you can explain them comprehensively. Make consultations before debating to avoid such embarrassment. Debating helps us to express ourselves confidently and freely.

### Questions

- 1) What do you think was the motion of that day's debate?
- 2) What happened when the writer finished introducing the motion?
- 3) Why did the audience murmur?
- 4) Who comforted the speaker?
- 5) How many points did the speaker present during the debate?
- 6) What did the writer do after failing to give any point?
- 7) What advice was given to all people before debating?
- 8) How must the debater explain his points during the debate?
- 9) What do you understand by the word 'audience' as used in the passage?
- 10) Give a word or group of words with the same meaning as the underlined in the story.
  - i) silent \_\_\_\_\_
  - ii) afraid \_\_\_\_\_
  - iv) embarrassment \_\_\_\_\_
- 11) Suggest a suitable title to the passage.

**Study the notice below and use it to answer the questions that follow about it in full sentences.**

**NOTICE**

This is to notify all the pupils and teachers of P.6 and P.7 classes that we shall have a debating competition between the two classes on 15<sup>th</sup> March 2023.

Motion : EDUCATING A GIRL CHILD IS NOT A WASTE OF MONEY.

Venue : Ddungu Masters Hall

Time : 2:00p.m. – 3:00p.m.

Opposers : Primary Seven pupils

Proposers : Primary Six pupils

Chairperson: Hon. Namukasa Patience (P.6)

Secretaries : Hon. Leju Kats (P.7)

Hon. Jane Franklyn Nsubuga (P.6)

Timekeeper : Hon Daniel Oputo (P.6)

Chief whip : Hon. Emmanuel Kiyangi (P.7)

NB. You are requested to attend without fail and dress smartly.

Fahim Katende

(Prefect in charge of debating)

Kasiita Junior School.

10<sup>th</sup> February 2023

**Questions**

1. What is the notice about?
2. To whom was it addressed?
3. On what date will the debate take place?
4. At time will the debate commence?
5. Which classes will participate in the competition?
6. Who will oppose the motion?
7. At what time will the debate be held?
8. Who do you think will preside over the debate according to the notice?
9. By whom was the above notice written?
10. Apart from Leju Kats, mention another secretary.
11. Which school organized this debate?
12. What do you think is the work of the chief whip in a debate?



**Read the poem below carefully and, in full sentences, answer the questions that follow about.**

Bring that notebook and a pen to prepare myself for the debate,  
By writing the views I am to present,  
So that I can present confidently,  
To the listeners and attain good points.

The chairperson is taking a long time to call me,  
So that I can argue, discuss and debate,  
About ancient life being better than the modern life,  
Let him call me now,  
When I still have the morale.

I want to express my opinions Mr. timekeeper,  
Forget about time when I am around,  
Points of inquiry are all welcome,  
For I have all the answers,  
I really like debating.

**Dianah, P6 Praise Primary School-Wakiso**

### **Questions**

1. What is the poem about?
2. What does the writer need?
3. Why does she need the items?
4. How will the writer prepare himself?
5. Who do you think will listen to the writer?
6. What does the writer want the chairperson to do?
7. Write the motion that the writer wants to debate about.
8. What did the writer tell the timekeeper to do?
9. Why isn't the writer afraid of the points of inquiry?
10. By whom was the poem written?
11. Suggest a suitable title to the poem.

### **COMPOSITION**

#### **Guided Dialogue**

Below is a conversation between Oteba and Otim. What Oteba said has been given. Fill in what you think Otim said.

Oteba : Good morning, Otim

Otim : 1 \_\_\_\_\_

Oteba : Did you attend yesterday's debate?

Otim : 2 \_\_\_\_\_

Oteba : You missed it!

Otim : 3 \_\_\_\_\_

Oteba : Yes, it was so interesting a debate that we enjoyed it.

Otim : 4 \_\_\_\_\_

Oteba : The boys were the proposers.

Otim : 5 \_\_\_\_\_

Oteba : The motion was VILLAGE LIFE IS BETTER THAN TOWN LIFE.

Otim : 6 \_\_\_\_\_

Oteba : Hon. Welikhe Flavia presided over the debate.

Otim : 7 \_\_\_\_\_

Oteba : Yes, Ofundi was among the proposers.

Otim : 8 \_\_\_\_\_

Oteba : Atim Mary and Nankya Pamela were the best opposers among the girls.

Otim : 9 \_\_\_\_\_

Oteba : Yes, it was extremely good because those two speakers tried to argue very well although their side never won.

Otim : 10 \_\_\_\_\_

Oteba : Yes, we shall have another debate next Friday.

Otim : Okay, I will endeavor to attend so that I don't miss out.

### **JUMBLED SENTENCES**

**The sentences below are in a wrong order. Rearrange them to form a correct story.**

1. After the refreshment, the debate started.
2. The visiting school arrived at 12 noon.
3. Therefore, the debate patron had to invite St. Francis Primary School to our school for a debate.
4. We celebrated our victory by roasting a bull that was given to us by our school director.
5. Our school managed to win this debate.
6. Fortunately, St. Francis Primary School accepted our invitation.
7. The debate was held in the school main hall.
8. One day, our school decided to have a debate with St. Francis Primary School.

9. They immediately took them to the dining hall to have refreshment.
10. On arrival, the head prefect and the debate patron welcomed them.

### **FREE WRITING**

You are a pupil at Mapera Primary school PO Box 323 Kiwenda. Using your school address, write a letter to your friend informing him/her about the debate you attended at your school. Tell him/her the motion, opposers and proposers, the venue, time and the winning side.

## TERM TWO

### TOPIC 3 : FAMILY RELATIONSHIPS

#### Vocabulary

family (n) pl. <b>families</b> (consider types of family)	a group consisting of one or two parents, their children and close relatives.  Father is the head of the <u>family</u> .
relate (verb) : <b>tense</b> relate –relates – relating – related – related opp. <b>unrelated</b>	to be connected with something or somebody.  He ..... with his father very well. Hillary is ..... to me.
relation (n) pl. <b>relations</b>	The way in which two or more people behave towards each other.
relative (n) syn. <b>relation</b>	A person who is in the some family as somebody else.  Jorum is a close ..... of mine.
nephew (n) opp. <b>niece</b>  pl. <b>nephews</b>	the son of one's brother or one's sister. Prudence is my ..... because he is my brother's son.
niece (n) opp. nephew pl. <b>nieces</b>	the daughter of one's brother or one's sister. Sheila is my <u>niece</u> since she is my sister's.....
cousin (n) pl. cousins	a child of one's aunt or uncle. Tom is Mary's .....because he is her uncle's son.
uncle (n) pl. uncles opp. aunt	the brother of one's mother or one's father. Or The husband of one's aunt. He is my.....because my mother's brother.
aunt (s) pl. aunts opp. uncle	the sister of one's mother or one's father.

	<p>Or the wife of one's uncle.</p> <p>My sister had a baby girl last month, so, I am her.....</p>
<p>young (adj)</p> <p><b>opp.</b> old</p> <p>comparison</p> <p>young – younger – youngest</p>	<p>having lived or existed for only a short time (not fully developed)</p> <p>Denis is too <u>young</u> to marry.</p>
<p>old (adj)</p> <p><b>opp.</b> young</p> <p>syn. aged, mature, long-lived, elderly</p> <p>degrees</p> <p>old – older – oldest</p> <p>old – elder – eldest</p>	<p>having lived for a long time. (no longer young)</p> <p>Mr. Mukasa is a very <u>old</u> man.</p> <p><b><u>Use of elder and eldest</u></b></p> <p>She is my <u>elder</u> sister. (not older)</p> <p>She is <u>older</u> than me.</p>
<p>family tree (n)</p> <p>pl. family trees</p>	<p>a diagram that shows the relationships between different members of a family (ies)</p>
<p>in –law (n)</p> <p>pl. – in – laws</p>	<p>One's relatives by marriage especially the parents of your husband or wife.</p> <p>We are visiting my <u>in- laws</u> on Sunday.</p>
<p>father –in-law (n)</p> <p><b>pl.</b> fathers-in-law</p> <p><b>opp.</b> mother-in-law</p>	<p>The father of your husband or wife.</p> <p>My <u>father-in-law</u> is a very cruel man.</p>
<p>sister-in-law (n)</p> <p><b>pl.</b> sisters-in-law</p> <p><b>opp.</b> brother-in-law</p>	<p>The sister of your husband or wife.</p> <p>Your brother's wife</p> <p>Jane is my brother's wife therefore, she is my <u>sister-in-law</u>.</p>
<p>grandfather (n)</p> <p><b>syn.</b> granddaddy</p> <p>granddad</p> <p>grandpa</p> <p><b>opp.</b> grandmother</p> <p><b>pl.</b> grandmothers</p>	<p>the father of one's father or one's mother</p> <p>Our <u>grandfather</u> died two years ago.</p>
<p>half-brother (n)</p> <p>pl. half –brothers</p>	<p>a brother related through one parent only.</p> <p>Your <u>half-brother</u> is a very kind boy.</p>

<b>opp.</b> half-sister	
stepmother (n) <b>pl.</b> stepmothers  <b>opp.</b> stepfather	the woman who is married to your father but is not your real mother.  Teddy's <u>stepmother</u> is very <u>cruel</u> . (Rewrite and give the opposite of the underlined word.)
stepdaughter (n)  <b>pl.</b> stepdaughters <b>opp.</b> stepson	a daughter that one's husband or wife has from an earlier marriage to another person.
stepbrother (n) <b>pl.</b> stepbrothers <b>opp.</b> stepsister	the son from an earlier marriage of one's stepmother or one's stepfather.
guardian (n)	a person who is legally responsible for the care of another person; especially a child whose parents have died.