**P.6 ENGLISH LANGUAGE LESSON NOTES FOR TERM 1 2023**

**TOPIC ONE: SAFETY ON THE ROAD**

1. **VOCABULARY PRACTICE**

**A) LISTEN AND WRITE**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **WORD** | **×**  **√** | **CORRECTION 1** | **×**  **√** | **CORRECTION 2** | **×**  **√** |
| 1. cyclist |  |  |  |  |  |
| 1. motorist |  |  |  |  |  |
| 1. pedestrian |  |  |  |  |  |
| 1. lollipop |  |  |  |  |  |
|  |  |  |  |  |  |

b) Dictionary work

Look up the meaning of these words in the dictionary.

1.

2.

3.

4.

c) Construct a sentence in past simple tense using the learnt vocabulary.

1.

2.

3.

4.

***2. Grammar***

***Give the plural form of the given nouns.***

cyclist

motorist

pedestrian

lollipop

traffic office

traffic light

zebra crossing

round about

sign post

truck

trailer

***3. Structure and tense work***

***Using ……………………....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 the sentence.

***Examples***

1. The driver lost control. The brakes failed

The driver lost control as soon as the brakes failed.

1. The traffic police arrested the driver. He hit a school boy.

The traffic police arrested the driver as soon as he hit a school boy

***Activity***

***Join the sentences using … as soon as…………………………………………***

1. The lollipop man stopped the vehicle. The pupils crossed the road.
2. He jumped off the bus. It reached the humps.
3. The police adverted 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.
9. The taxi set off. The passengers entered it.
10. Immediately the cyclist wore the helmet, he set off.
11. The passengers started complaining. The driver drove quickly.
12. He reduced speed. He reached the corner.
13. She drove off. She saw the signal.

**DELIVERABLE CONTENT 3 PART MODEL**

**VOCABULARY PRACTICE**

**a) Listen and write**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **WORD** | **×**  **√** | **CORRECTION 1** | **×**  **√** | **CORRECTION 2** | **×**  **√** |
| 1. bus |  |  |  |  |  |
| 1. taxi |  |  |  |  |  |
| 1. motorcycle |  |  |  |  |  |
| 1. bicycle |  |  |  |  |  |

b) Dictionary work

Look up the meaning of these words in the dictionary.

1.

2.

3.

4.

5.

c) Construct a sentence in past simple tense using the learnt vocabulary.

1.

2.

3.

4.

***2. Grammar***

***Write the plural forms of the words below***

bus

tax

motorcycle

bicycle

helmet

cyclist

driver

conductor

conductress

signal

1. ***Structure and tense work***

***Using: As soon as ………………………………………………….***

When as soon as is used at the beginning of the sentence, a comma is applied to separate the two clauses.

We normally begin with the first action.

***Examples.***

1. The traffic office agreed to help the boy immediately he approached him.

As soon as the boy approached the traffic officer, he agreed to help him

1. He crossed the road. The vehicle topped passing.

As soon as the vehicles stopped passing, he crossed the road.

1. The traffic officer signaled. The other vehicle crossed.

As soon as the traffic office signaled, the other vehicle crossed.

**Activity**

**Join the sentences beginning: As soon as……………………………………………**

1. We reached the black spot. The driver pointed there.
2. The accident occurred. The police were called in.
3. Asa saw his helmet. He put it on.
4. He felt disappointed. He met the traffic jam.
5. Sandra reached the rail crossing. She topped.
6. The passengers entered the bus. They tightened their seat belts.
7. The driver turned right. The pedestrians continued their way.
8. They saw the vehicles coming. They stepped in the zebra crossing.
9. The motorist signaled. The cyclist overtook.
10. The traffic officer came to rescue the situation. The traffic got heavy on the road.
11. The old bridge weakened. The heavy vehicles were stopped from crossing it.
12. The motorist checked the vehicle. He set off.

**DELIVERABLE CONTENT 3 PART MODEL**

**VOCABULARY PRACTICE**

**a) Listen and write**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **WORD** | **×**  **√** | **CORRECTION 1** | **×**  **√** | **CORRECTION 2** | **×**  **√** |
| 1. black spot |  |  |  |  |  |
| 1. round about |  |  |  |  |  |
| 1. traffic lights |  |  |  |  |  |
| 1. zebra crossing |  |  |  |  |  |

b) Dictionary work

Look up the meaning of these words in the dictionary.

1.

2.

3.

4.

5.

c) Construct a sentence in present simple tense using the learnt vocabulary.

1.

2.

3.

4.

***2. Grammar***

***Write the plural forms of the words below***

black spot

roundabout

traffic light

zebra crossing

traffic police officer

journey

road sign

helmet

engine

seat belt

***3. Structure and tense work***

***Using ………………….…..must……………………………………………***

“must” is used when something is necessary or very important.

It is used in most cases when a rule or law is involved.

**Note:** The past simple of “must” is “had to”

***Examples***

***Rewrite the sentences using………………. must ………………………………..***

1. We should cross the road from the zebra crossing.

We must cross the road from the zebra crossing.

1. Cyclist should wear helmets all the time.

Cyclists must wear helmets all the time.

1. Pedestrians should walk along the pavement.

Pedestrians must walk along the pavement

***Activity***

***Rewrite these sentences using ………. must …………………………..***

1. The traffic police should always be alert on the road.
2. You should tighten your seat belt before you set off.
3. It is necessary for pedestrians to walk along the right side of the road.
4. Drivers and cyclists should drive from the left side of the road.
5. You should avoid speeding at the black spots.
6. Road users should signal when turning to either side of the road.
7. All of us should always obey the signals of the traffic lights.
8. We ought to read the sign posts on the way.
9. You should cross the road carefully.
10. It is necessary for you to avoid playing on the road.
11. All road users should take circular movement at the roundabouts.
12. You should use a zebra crossing if there is one.
13. You should be careful when you are in the traffic.

**DELIVERABLE CONTENT 3 PART MODEL**

**VOCABULARY PRACTICE**

**a) Listen and write**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **WORD** | **×**  **√** | **CORRECTION 1** | **×**  **√** | **CORRECTION 2** | **×**  **√** |
| 1. left |  |  |  |  |  |
| 1. right |  |  |  |  |  |
| 1. heavy |  |  |  |  |  |
| 1. light |  |  |  |  |  |
| 1. careless |  |  |  |  |  |

b) Dictionary work

Look up the meaning of these words in the dictionary.

1.

2.

3.

4.

5.

c) Construct a sentence in future simple tense using the learnt vocabulary.

1.

2.

3.

4.

5.

***2. Grammar***

***The use of adjectives***

An adjective is a word which explains, talks more, talks about, give more meaning, qualifies or describes a noun or pronoun.

Some adjectives come before nouns and others come after.

**Examples**

1. an interesting trip
2. a long journey
3. a careless driver

***Activity***

***Underline the adjectives in the sentences below***

1. My father is always careful.
2. The traffic officer is very fat.
3. The zebra crossing is marked black and white.
4. Crossing the road while running is not good.
5. There are very many vehicles on the road.
6. The boy took his old bus to the garage.
7. I bought two helmets.
8. Zephanus saw a blue sign post on his way to school.
9. The bus in which I travelled is very big.
10. The accident occurred in that black spot.

***Classification of objectives.***

Adjectives are grouped in to very many classes which include: -

1**. Quality adjectives:**

These talk about the goodness or badness of a noun e.g., nice, good, bad, ugly, beautiful, bright, etc.

**Examples**

Mugalu is very clever

Tom looks ugly.

1. **Quality adjectives/Numerical adjectives**.

These show how much or many a noun is e.g., one, four, many, much, a lot, of, little, plenty, several, etc.

***Examples.***

a) I met many pedestrians.

There are few buses in the park.

1. **Demonstrative adjectives;**

These adjectives show the noun, pointing them out e.g., that, those, this, these.

1. That seat belt is not tightened.
2. These motorists don’t have driving permits.
3. Colour adjectives:

These talk more about the colours of the nouns e.g., yellow, blue, green, red, violet, indigo, white, black etc.

1. The pedestrian is putting on a white shirt.
2. The taxi in which I travelled is black.
3. **Personal pronoun adjectives**

These are personal pronouns which are used as adjectives e.g. his, it, her, your, my, our, their, one.

1. The motorcyclist took his helmet.
2. The driver parked her car near the zebra crossing

*Comparison of adjectives*

These are two types of degrees of comparisons:

1. Regular comparison
2. Irregular comparison

These types comprise three parts; namely; -

1. Positive b) comparative c) superlative

***Regular comparison of adjectives.***

On these adjectives, we add ‘r’ ‘er’, ‘more’, ‘less’, ‘ier’, in the comparative form and ‘st’ ‘est’, the superlative degree.

***Activity***

1. ***Double the last letter and add ‘er’ in the comparative and ‘est’ in the superlative degree.***

Positive Comparative Superlative

big bigger biggest

sad \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

fat \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

thin \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

glad \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

red \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

hot \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

wet \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

flat \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. ***Add ‘er’ in the comparative and ‘est’ in the superlative.***

Positive Comparative Superlative

green \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

loud \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

proud \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

round \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

common \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

stubborn \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

brown \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

dull \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

clever \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

bright \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

steep \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

weak \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

short \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

old \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

dear \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

new \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

slow \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

quick \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

rich \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

hard \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

few \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

strong \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

thick \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

high \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

rough \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

tall \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

long \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

young \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

fast \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

near \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

warm \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

handsome \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

cold \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

soft \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

cheap \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

light \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

clear \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

clean \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

fresh \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

smart \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

deep \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

black \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

sweet \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

wild \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. ***Change ‘y’ to ’i’ and add ‘er’ in the comparative and ‘est’ in the superlative degree.***

Positive Comparative Superlative

healthy \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

lovely \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

friendly \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

dirty \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

shabby \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

ugly \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

heavy \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

dry \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

stealthy \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

busy \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

early \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

happy \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

lazy \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

merry \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

pretty \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_ easier

\_\_\_\_\_\_\_\_\_\_\_\_\_\_ emptiest

Wealthy \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Funny \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. ***Add ‘r’ in the comparative and ‘st’ in the superlative degrees.***

Positive Comparative Superlative

fine finer finest

free \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

nice \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

polite \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

handsome \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

humble \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

safe \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

blue \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

wide \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

gentle \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

wise \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

white \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

pure \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

noble \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

idle \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

rude \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

large \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

brave \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. ***Add ‘more’ or ‘less’ in the comparative and ‘most’ or ‘least’ in the superlative degrees.***

Positive Comparative Superlative

handsome \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

careful \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

beautiful \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

hopeful \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

active \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

harmful \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

important \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

difficult \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

dangerous \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

careless \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

interesting \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

industrious \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

delicate \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

doubtful \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

famous \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

wonderful \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

generous \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

graceful \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

peaceful \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

expensive \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

natural \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

***irregular comparison of adjectives***

These adjectives change completely from the original world who used in comparison.

positive comparative superlative

bad worse \_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_ better \_\_\_\_\_\_\_\_\_\_\_\_\_

well better \_\_\_\_\_\_\_\_\_\_\_\_\_\_

ill worse \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ least

\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ most

much \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

far \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ farthest

\_\_\_\_\_\_\_\_\_\_\_ further \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Old elder \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

More work (refer to the Sipro learners’ workbook P.6 I Eng)

1. ***Structure and tense work***

***Using …………………………………. 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.***

1. The traffic officers oughtn’t mistreat motorists.

The traffic officers should not mistreat motorists.

Children must not play football on the road.

2. Children should not play football on the road.

***Activity***

***Rewrite these sentences using……should not………………………….***

1. It is not good for cyclists to ride without helmets.
2. Pedestrians must not play in the road.
3. Taxis oughtn’t overload luggage and massagers.
4. Drivers must not drive with seat belts not tightened.
5. Pupils must not cross the road while playing.
6. Road users must not ignore the message on the signpost.
7. It is not good for motorists to disrespect pedestrians.
8. Bus dives must not boost that they ae driving heavy vehicles.
9. The traffic police must not sympathize with criminals on the road.
10. It is bad for motorists to speed at the railroad crossing.
11. Cyclists oughtn’t walk in the middle of the road.
12. Drivers are not supposed to drive from the pavement.
13. Motorists must not speed at the bends.

**DELIVERABLE CONTENT 3 PART MODEL**

**VOCABULARY PRACTICE**

**a) Listen and write**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **WORD** | **×**  **√** | **CORRECTION 1** | **×**  **√** | **CORRECTION 2** | **×**  **√** |
| 1. side path |  |  |  |  |  |
| 1. railway crossing |  |  |  |  |  |
| 1. road humps |  |  |  |  |  |
| 1. zebra crossing |  |  |  |  |  |

b) Dictionary work

Look up the meaning of these words in the dictionary.

1.

2.

3.

4.

c) Construct a sentence in present simple tense using the learnt vocabulary.

1.

2.

3.

4.

***2. Grammar***

***Write the plural forms of the following nouns***

side path

railway crossing

road humps

zebra crossing

highway code

traffic light

traffic island

seat belt

road sign

black spot

roundabout

***3. Structure and tense work***

***Using ……………...mustn’t……………unless***

We use mustn’t and uncles in form of warnings or a condition for something to happen.

***Examples.***

1 you should not het off the car if it has not stopped.

You mustn’t get off the car unless it has stopped.

Motorists mustn’t go unless the light has turned green.

***Activity***

***Rewrite these sentences using …………. mustn’t ……...unless***

1. Motorists must not cars if they don’t have driving permits.
2. One should not cross the road 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 tax if you are not going to board it.
8. The police should not arrest motorists if they are not in the wrong.
9. You should not drive if the seat belt is not tight.
10. You should not drive away if the police hasn’t allowed you.
11. You should not speed in case the road workers are on the road.
12. You should not speed in case the road workers are on the road.
13. You should not call the police if you haven’t confirmed the accident.
14. Drivers shouldn’t dive old vehicles if they are not in good mechanical condition.

**DELIVERABLE CONTENT 3 PART MODEL**

**VOCABULARY PRACTICE**

**a) Listen and write**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **WORD** | **×**  **√** | **CORRECTION 1** | **×**  **√** | **CORRECTION 2** | **×**  **√** |
| 1. cross road |  |  |  |  |  |
| 1. roundabout |  |  |  |  |  |
| 1. junction |  |  |  |  |  |
| 1. side paths |  |  |  |  |  |

b) Dictionary work

Look up the meaning of these words in the dictionary.

1.

2.

3.

4.

c) Construct a sentence in present simple tense using the learnt vocabulary.

1.

2.

3.

4.

***2. Grammar***

***Write the plural forms of the words below.***

side path

cross road

roundabout

junction

pavement

bridge

hump

motorist

cyclist

motorcyclist

lorry

***3. Structure and tense work***

This is a model verb usually used in sentences before the main verb.

We use may to talk about present or future possibility, necessary, asking permission or when talking about on obligation.

With this modal verb, s is not added to the very for singular or nouns or pronouns.

***Examples.***

If you don’t use a side path, you can get an accident.

If you don’t use a side path, you may get an accident.

If you overload the vehicle, it can overturn.

If you overload the vehicle it may overturn.

***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 we go through the humps at a high speed, we can cause problems
4. If I drive carelessly, it will knock people down.
5. You can drive safely if you drive carefully.
6. He might cross the road safety if there is a traffic break
7. He might stop bleeding if he gets firs aid.
8. They might use the road well if they read the highway code.
9. Annet will cause an accident if she doesn’t follow the traffic lights.
10. You can crush into a vehicle if you don’t use the roundabout well.
11. He can cause danger if he is not careful at the crossroads.
12. If you keep the vehicle in good condition, you can avoid accidents.
13. If you play in the road. You will be knocked down by a car.
14. You can avoid collision if you follow the traffic rules.
15. If you reduce speed at the junction, you will reduce accidents.

**DELIVERABLE CONTENT 3 PART MODEL**

**VOCABULARY PRACTICE**

**a) Listen and write**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **WORD** | **×**  **√** | **CORRECTION 1** | **×**  **√** | **CORRECTION 2** | **×**  **√** |
| 1. highway code |  |  |  |  |  |
| 1. traffic jam |  |  |  |  |  |
| 1. seat belt |  |  |  |  |  |
| 1. traffic lights. |  |  |  |  |  |

b) Dictionary work

Look up the meaning of these words in the dictionary.

1.

2.

3.

4.

c) Construct a sentence in present simple tense using the learnt vocabulary.

1.

2.

3.

4.

***2. Grammar***

***Form plurals of the words below.***

highway code

traffic jam

seat belt

traffic light

pothole

bend

car door

car tyre

traffic sign

***3. structure and tense work***

***Using………..should always………………………..***

‘Should’ shows what is appropriate or right.

Here, it is used with always when advising about the best thing to be done all the time or usually.

***Examples***

***Rewrite the sentences using……...should always…………***

1. walk along the pavement

you should always walk along the pavement.

1. drive carefully

he should always drive carefully

***Activity***

***Rewrite the sentences using ………...should always………………………….***

1. avoid playing in the road
2. use the highway code correctly
3. move clockwise at the roundabout.
4. reduce speed at the junction
5. follow the traffic lights.
6. avoid overloading passengers or luggage
7. minimize the speed as you draw towards the road humps
8. give firs aid to the casualties.
9. be careful when you are at the crossroads.
10. signal when turning to either side of the road
11. cross the road when it is clear.
12. make the best use of the traffic island.
13. wipe the windscreen when it’s raining.
14. avoid running when crossing the road.

**DELIVERABLE PRACTICE**

**VOCABULARY PRACTICE**

**LISTEN AND WRITE**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **WORD** | **×**  **√** | **CORRECTION 1** | **×**  **√** | **CORRECTION 2** | **×**  **√** |
| 1. traffic island |  |  |  |  |  |
| 1. traffic police |  |  |  |  |  |
| 1. sign post |  |  |  |  |  |
| 1. first aid |  |  |  |  |  |
| 1. accidents |  |  |  |  |  |

b) Dictionary work

Look up the meaning of these words in the dictionary.

1.

2.

3.

4.

5.

c) Construct a sentence in present simple tense using the learnt vocabulary.

1.

2.

3.

4.

5.

***2. Grammar***

***Give the plural forms of the following nouns***

accident

sign post

traffic police

traffic island

causality

windscreen

wipe

passenger

***3. Structure and tense work***

***Using……because……………………***

* “Because” is used to mean “for the reason that”
* It is used to show the reason why something happened or was done.

***Examples***

He was arrested. He was speeding.

He was arrested because he was speeding

Topher caused an accident. He wasn’t moving in the right direction at the roundabout.

Topher caused an accident because he wasn’t moving in the right direction at the roundabout.

The vehicle was overloaded. It overturned.

***Activity***

***Join the sentences using ………...because……………………………………***

1. Accidents occur at times. Drivers are careless.
2. He failed to negotiate the corner. He caused an accident.
3. She stayed alive. She got first aid.
4. That motorist was banned from the company. He was careless.
5. They don’t know the highway code. Most road users cause accidents.
6. The vehicles ran into other. There were no traffic lights at the crossroads.
7. He was knocked down. He was walking in the middle of the road.
8. The baby didn’t know how to cross the road. The baby was hit by a speeding truck.
9. The woman was running across the road. She fell and hurt herself.
10. The lorry driver ran in to the car. He did not see the signals of the traffic lights.
11. She avoided the accident. She was careful.
12. They goy first aid. They stopped bleeding.
13. The woman was arrested. He distracted the driver.

**DELIVERABLE CONTENT 3 PART MODEL**

**1. VOCABULARY PRACTICE**

**a) listen and write**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **WORD** | **×**  **√** | **CORRECTION 1** | **×**  **√** | **CORRECTION 2** | **×**  **√** |
| 1. left |  |  |  |  |  |
| 1. right |  |  |  |  |  |
| 1. before |  |  |  |  |  |
| 1. after |  |  |  |  |  |

b) Dictionary work

Look up the meaning of these words in the dictionary.

1.

2.

3.

4.

c) Construct a sentence in present simple tense using the learnt vocabulary.

1.

2.

3.

4.

***2. Grammar***

***Arrange these words alphabetically***

1. left, right, before, after
2. heavy, careless, reckless, light
3. helmet, seatbelt, highway code, traffic lights
4. traffic island, traffic police, traffic lights, first aid
5. side path, railway crossing, road humps, zebra crossing
6. crossing road, roundabout, junction, side path
7. highway code, traffic jam, seat belt, traffic lights
8. lollipop, pedestrian, motorist, cyclist
9. motorcycle, bicycle, taxi, bus
10. careless, careful, carelessly, carefully

***Structure and tense work***

***using: First……next………. then………………………***

we use the above words when a number of things, actions, evens are arranged to happen in a specific order.

***Activity***

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

**Example**

1. 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 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?

**DELIVERABLE CONTENT 3 PART MODEL**

1. **Vocabulary practice**
2. **Listen and write**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **WORD** | **×**  **√** | **CORRECTION 1** | **×**  **√** | **CORRECTION 2** | **×**  **√** |
| 1. careless |  |  |  |  |  |
| 1. heavy |  |  |  |  |  |
| 1. reckless |  |  |  |  |  |
| 1. light |  |  |  |  |  |

b) Dictionary work

Look up the meaning of these words in the dictionary.

1.

2.

3.

4.

c) Construct a sentence in past simple tense using the learnt vocabulary.

1.

2.

3.

4.

***2. Grammar***

***Formation of adverbs from adjectives.***

***Adverbs***

These are words which talk more about verbs, adjectives and other adverbs. They give more meaning to the verbs, adjectives and other adverbs.

They give more meaning to the verbs, adjectives, clauses and adverbs.

Adverbs explain how, where and when the action was done.

***The following are some of the kinds of adverbs;***

1. Adverbs of manner
2. Adverbs of place
3. Adverbs of time
4. Adverbs of frequency

***Adverbs of manner***

These are adverbs which talk about how the action is or was done. They show how the action happened.

Most of these adverbs are formed by adding ‘ly’ on the adjectives.

***a) Add ‘ly’ to the words below to form adverbs of manner.***

***Adjective Verbs***

slow \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

quick \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

smart \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

loud \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

bright \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

careless \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

sudden \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

silent \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

strong \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

hopeless \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

violent \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

wrong \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

sweet \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

brief \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

exact \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

recent \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

open \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

regular \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  
sound \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

hopeful \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

peaceful \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

harmful \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

beautiful \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

loving \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

careful \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

grateful \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

merciful \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

***b) Adjectives ending with ‘el’ or ‘al’ take double ‘I’ and then ‘y’ when forming adverbs.***

***Adjective Adverb***

mental \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

real \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

cruel \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

official \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

social \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

annual \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

equal \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

parental \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

occasional \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

brutal \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

accidental \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

personal \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

fatal \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

loyal \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

***c) Change ‘y’ to ’i’ and -ly to form the advert.***

***Adjective Adverb***

merry \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

busy \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

necessary \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

clumsy \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

lucky \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

easy \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

shabby \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

happy \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

worry \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

lazy \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

heavy \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

noisy \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

***Note***: These are some verbs which first change to adjective (which seen to be past tense before becoming adverbs.

***Examples:***

***verb adjective adverb***

worry worried worriedly

hurry hurried hurriedly

repeat repeated repeatedly

delight delighted delightedly

***d) Omit – e and add y to form adverbs.***

***Adjectives Advert***

capable \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

humble \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

simple \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

suitable \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

able \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

impossible \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

gently \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

possible \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

probable \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

achievable \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

terrible \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**e*) Retain – e and add ‘ly’ to form the adverbs.***

***Adjective Advert***

crude \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

wide \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

safe \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

nice \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

rude \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

polite \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

immediate \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

tense \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

fine \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

brave \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

fortunate \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

complete \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

wise \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

free \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

rare \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

active \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

active \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

passionate \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

***f) These adjectives remain unchanged; but it does mean that they aren’t adverbs of manner.***

***Adjective adverb***

fast \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

hard \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

early \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

better \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

last \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

late \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

next \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

well \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

***Activity***

***use the correct form of the word in the brackets to complete the sentence.***

1. The driver drove the bus very\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. (slow)
2. We reached town \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. (safe)
3. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_the traffic officer stopped the vehicles, the pupils crossed the road. (immediate)
4. The motorcyclist knocked the old woman \_\_\_\_\_\_\_. (accidental)
5. The drive \_\_\_\_\_\_\_\_ allowed the children to cross the road. (merciful)
6. The man crossed the road. (quick)
7. The pedestrian turned left very \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. (fast)
8. You should cross the road very \_\_\_\_\_\_\_\_\_. (careful)
9. The stranger\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ met the signpost. (able)
10. The bus was driven \_\_\_\_\_\_\_\_\_\_\_. (gentle)
11. The motorist \_\_\_\_\_\_ tightened the seat belt. (hurry)
12. Stecia \_\_\_\_\_\_\_\_\_went through the traffic jam. (smart)

***Structure and tense work***

***Using…………so…………that………………***

* The structure gives more information as to why something or somebody appears to be so
* The part is so + adjective + that + relative clause.
* If “very is used it is replaced by ‘so’

***Examples***

***Join the sentences using ………so that…………………….***

1. The driver was very careless. He caused an accident

The driver was so careless that he caused an accident.

1. Th lorry was very overloaded. It overturned.

The lorry was so overloaded that is overturned.

1. The officer was very strict. He did not excuse the drunken driver.

The officer was so strict that he did not excuse the drunken**.**

***Activity***

***Join the sentences using ………….so…………. that………………………….***

1. The cyclist was very careless. He bumped in to the tree.
2. The corner was very sharp. The motorist failed to negotiate it.
3. The motorist drove recklessly. He knocked down one pupil dead.
4. The road was muddy. The vehicle could not move fast.
5. You are young. You cannot be allowed to drive a vehicle.
6. The man was very weak. He couldn’t cross the road in time.
7. The side path was very narrow. Many pedestrians couldn’t use it.
8. The roundabout has very many roads. Vehicles take time to turn around it.
9. The bus was very fast. It could not stop at the bus stop.
10. The boy was very naughty. He stood in the middle of the road.
11. The firs aid was very helpful. It saved the life of the causality.
12. The road humps as very big. You can’t drive over them at a high speed.
13. It was very dark. The driver could not see the way very well.
14. The traffic lights are bright. You can see them from a distance.
15. The traffic police man acted fast. He arrested the driver who was running away.

**DELIVERABLE CONTENT 3 PART MODEL**

1. **Vocabulary practice**
2. **Listen and write**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **WORD** | **×**  **√** | **CORRECTION 1** | **×**  **√** | **CORRECTION 2** | **×**  **√** |
| 1. helmet |  |  |  |  |  |
| 1. seat belt |  |  |  |  |  |
| 1. highway code |  |  |  |  |  |
| 1. traffic lights |  |  |  |  |  |

b) Dictionary work

Look up the meaning of these words in the dictionary.

1.

2.

3.

4.

c) Construct a sentence in past simple tense using the learnt vocabulary.

1.

2.

3.

4.

***2. Grammar***

***Write the plural forms of the nouns below.***

helmet

seat belt

head lamp

conductor

conductress

policeman

cyclist

mechanic

sign

vehicle

bus

motorcycle

***3. Structure and tense work***

***Using ………………...so………………………***

‘So as a conjunction is used to show the reason why something was done and also to mean for that reason or therefore.

Examples.

1. He saw the corner. He reduced speed.

He saw the corner so he reduced speed.

1. Our car broke down. We walked to town.

Our car broke down so we walked to town.

1. The drive met the cows on the way. He minimized the speed.

The driver met the cows on the way so he minimized the speed.

***Activity***

***Join the sentences using……………so…………………***

1. The traffic light signaled red. The driver stopped.
2. He reached the junction. He reduced the speed.
3. The motorist was the old women crossing. He passed behind her
4. He forgot some rules. He checked in the highway code.
5. She saw the trailer coming. She rode from the side path.
6. Andrew saw the road being clear. He crossed to the other side.
7. The driver came closer to the blackspot. He switched off his mobile phone.
8. Some motorists do not follow road signs. The cause accidents.
9. The cyclist was very tired. He took a rest under a tree.
10. He was turning off road. He used a hand signal.
11. Kapchorwa is a hilly are. It is difficult to construct roads there.

**TOPIC TWO: DEBATING**

**DELIVERABLE CONTENT 3 PART MODEL**

1. **VOCABULARY PRACTICE**
2. **Listen and write**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **WORD** | **×**  **√** | **CORRECTION 1** | **×**  **√** | **CORRECTION 2** | **×**  **√** |
| 1. previous speaker |  |  |  |  |  |
| 1. current speaker |  |  |  |  |  |
| 1. audience |  |  |  |  |  |
| 1. opposer |  |  |  |  |  |

b) Dictionary work

Look up the meaning of these words in the dictionary.

1.

2.

3.

4.

c) Construct a sentence in past simple tense using the learnt vocabulary.

1.

2.

3.

4.

***2. Grammar***

***Write the plural forms of the words below.***

previous speaker

current speaker

audience

speaker

secretary

opposer

proposer

timekeeper

chairperson

judge

1. ***Structure and tense work***

***Using……………………………. 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.

When used within the sentence, the result comes before the condition.

***Examples.***

1. He raised a point of inquiry. He didn’t ask.

He didn’t ask though he raised a point of inquiry.

1. The speaker was shabby. The speaker was confident

The speaker was confident even thought he was shabby

1. The audience was excited. The motion was not interesting.

The audience was excited even though the motion was not interesting.

**Activity**

**Joint the sentences using …………...even though……………………………….**

1. He was a very tiny boy. He spoke with a lot of command and pride.
2. We won the debate. We did not get any prize.
3. The room was large. It could not accommodate the audience.
4. The chairman read the rules before the debate begin. The audience did not follow them.
5. Andy gave wrong information during the debate. Nobody raised a point of information.
6. The chairperson was not lively. He made the audience jolly.
7. Ketty didn’t argue well. He won the argument.
8. The speaker’s points were not clear. The supporters continued supporting him
9. Everybody debated. The motion was complicated.
10. He managed the time. The timekeeper had no watch.
11. We were given the motion late. We debated it well.
12. He did not do his duty. He was praised.
13. The secretary was not attentive. She noted the points.
14. We were allowed in. we arrived late for the debate.
15. I had a notebook. I did not take notes during the debate.

**DELIVERABLE CONTENT 3 PART MODEL**

1. **Vocabulary practice**
2. **Listen and write**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **WORD** | **×**  **√** | **CORRECTION 1** | **×**  **√** | **CORRECTION 2** | **×**  **√** |
| 1. speaker |  |  |  |  |  |
| 1. chairperson |  |  |  |  |  |
| 1. secretary |  |  |  |  |  |
| 1. motion |  |  |  |  |  |
| 1. timekeeper |  |  |  |  |  |

b) Dictionary work

Look up the meaning of these words in the dictionary.

1.

2.

3.

4.

5.

c) Construct a sentence in past simple tense using the learnt vocabulary.

1.

2.

3.

4.

5.

***2. Grammar***

***Write the plural forms of the below.***

chairperson

secretary

timekeeper

motion

speaker

chief whip

judge

teacher

head prefect

debate

**3. Structure and tense work**

**Using: Even though…………………………………….**

When ‘even though’ is used at the beginning, the condition follows it and then result.

***Examples***

He had no views. He debated.

Even thought he had no views he debated.

The speaker went on discussing. He was stopped.

Even though the speaker was stopped, he went on discussing.

She thought she stood up, she did not say anything.

**Activity**

**Join these sentences beginning. Even though…………………….**

1. She is very shy. She gave vary 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 the debate. We did not get annoyed.
5. They teased the speakers. The chairman did not say anything about it.
6. Kitty didn’t argue well. she won the augment.
7. The chairperson was not lively. He made the audience.
8. The supporter’s continued supporting. The speaker’s points were not clear.
9. Everybody debated. The motion was complicated.
10. We were allowed in. We arrived late for the debate.
11. He was praised. He did not do his duty.

**DELIVERABLE CONTENT 3 PART MODEL**

**1. Vocabulary practice**

**a) Listen and write**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **WORD** | **×**  **√** | **CORRECTION 1** | **×**  **√** | **CORRECTION 2** | **×**  **√** |
| 1. argue |  |  |  |  |  |
| 1. conclude |  |  |  |  |  |
| 1. inquire |  |  |  |  |  |
| 1. inform |  |  |  |  |  |

b) Dictionary work

Look up the meaning of these words in the dictionary.

1.

2.

3.

4.

c) Construct a sentence in past simple tense using the learnt vocabulary.

1.

2.

3.

4.

***2. Grammar***

***Arrange these words alphabetically.***

1. Argue, inform, conclude, oppose
2. Roles, motion, conclude, opinion
3. Motion, secretary, oppose, current
4. Proposer, previous, point of inquiry, point
5. Secretary, audience, motion, opinion
6. Speak, opposer, conclude,
7. Argue, argument, audience, chairperson
8. **Structure and tense work**

**Using …………. although…………………………….**

‘Although’ is used the same way we use ‘even though’

It is used for introducing statements that make the main statement in a sentence seem surprising.

When used at the beginning, a comma follows the condition and the result later comes in.

If it is used within the sentence, the result comes first and it condition later, a comma is not needed.

***Examples***

1. The boy was called to debate. He did not come.

The boy did not come although he was called to debate.

1. She kept arguing. The audience was laughing at her points.

She kept arguing although the audience was laughing at her points.

1. The debate went on. The chairperson wasn’t around.

The debate went on although the chairperson wasn’t around.

***Activity***

***Join the following sentences using ……. although…………………***

1. The secretary was experienced. She forgot to write some of the main points.
2. It was very hot inside the room. The members enjoyed the debate,
3. They disagreed on many issues during the debate. They remained friends.
4. There were enough seats. Some pupils chose to stand during the debate.
5. The opposers and proposes 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 some point. We presented it in two different ways.
9. Europeans mistreated Africans. They brought development.
10. The speaker was smart. She didn’t give any point.
11. He was present. He wasn’t involved in the debate.
12. Duncan was given a role to play. He didn’t do anything.

**DELIVERABLE CONTENT 3 PART MODEL**

1. **Vocabulary practice**
2. **Listen and write**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **WORD** | **×**  **√** | **CORRECTION 1** | **×**  **√** | **CORRECTION 2** | **×**  **√** |
| 1. point of order |  |  |  |  |  |
| 1. point of inquiry |  |  |  |  |  |
| 1. point of supplement |  |  |  |  |  |
| 1. point of information |  |  |  |  |  |

b) Dictionary work

Look up the meaning of these words in the dictionary.

1.

2.

3.

4.

c) Construct a sentence in past simple tense using the learnt vocabulary.

1.

2.

3.

4.

2. Grammar

Form the plurals of the words below.

point of order

point of inquiry

point of information

point of supplement

view

point

speaker

motion

timekeeper

argument

1. **Structure and tense work**

**Using: Although………………………………**

When used at the beginning a comma follows the condition and the result later comes in

***Examples***

1. The boy was called to debate. He did not come.

Although the boy was called to debate, he did not come.

1. She kept arguing. The audience was laughing her points off, she kept arguing.

The debate went on. The chairperson wasn’t around.

1. Although the chairperson wasn’t around, the debate went on

***Activity***

***Join the following sentences beginning: Although…………………………***

1. The motion was interesting. The debaters were bored.
2. The debate teacher wasn’t around. The debate was very organized.
3. Europeans mistreated Africans. They brought development.
4. He was present. He wasn’t involved in the debate.
5. She argued a lot. She didn’t convince the audience.
6. Duckan was given a role to play. He didn’t do anything.
7. They opposed the motion. They were not happy about it.
8. The points of order was granted. It was irrelated.
9. The speaker was smart. She didn’t give any point.
10. He wrote notes during the debate. He didn’t go through them.

**DELIVERABLE CONTENT 3 PART MODEL**

**Vocabulary practice**

1. **Listen and write**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **WORD** | **×**  **√** | **CORRECTION 1** | **×**  **√** | **CORRECTION 2** | **×**  **√** |
| 1. chairperson |  |  |  |  |  |
| 1. secretary |  |  |  |  |  |
| 1. speaker |  |  |  |  |  |
| 1. timekeeper |  |  |  |  |  |

b) Dictionary work

Look up the meaning of these words in the dictionary.

1.

2.

3.

4.

c) Construct a sentence in past simple tense using the learnt vocabulary.

1.

2.

3.

4.

2***. Grammar***

***Form the plurals of the words below.***

chairperson

secretary

speaker

timekeeper

audience

opinion

role

point

1. **Structure and tense work**

**Using ………if……………. were………………………….**

We use if would to talk about unreal situations, things that will 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 impossibly

Whan a sentence begins with if, we put a comma after the if clause.

If clause +past + would + infinitive.

***Examples***

1. If I were the chief whip, I would request Zakia to leave the room for misbehaving.

I would request Zakia to leave the room for misbehaving if I were the chief whip.

1. If I get views, I will debate.

If I get views, I would debate.

1. 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***

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

1. If I were the secretary, I would listen attentively to everyone’s points. (Begin: I would …………………)
2. If the teacher saw you teasing your friends during the debate, he would punish you. (Begin: The teacher would………….)
3. You would speak confidently if you had enough knowledge about the motion. (Begin: if………………………….)
4. If you spoke loudly, the secretary would get all your points clearly. (Begin: The secretary…………………………………..)
5. You would get enough points on the motion if you researched on it. (Begin: If…………………………)
6. If we lost the motion, we would feel bad. (Begin: We would…………………)
7. If you had enough time, you would explain you points better) Begin: You would……………….)
8. I would not support this motion if I were you. (Begin: If………………)
9. if I were that speaker, I wouldn’t waste time like that. (Begin: I wouldn’t………………….)
10. I would ask you where you got that information if I were the chairperson. (Begin: if…………………………….)

**DELIVERABLE CONTENT 3 PART MODEL**

1. **Vocabulary practice**
2. **Listen and write**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **WORD** | **×**  **√** | **CORRECTION 1** | **×**  **√** | **CORRECTION 2** | **×**  **√** |
| secretary |  |  |  |  |  |
| proposer |  |  |  |  |  |
| argument |  |  |  |  |  |
| point of order |  |  |  |  |  |
| Point of information |  |  |  |  |  |
|  |  |  |  |  |  |

b) Dictionary work

Look up the meaning of these words in the dictionary.

1.

2.

3.

4.

c) Construct a sentence in past simple tense using the learnt vocabulary.

1.

2.

3.

4.

2***. Grammar***

***Write the plural forms of the words below.***

secretary

prosper

opposer

argument

point of order

point of information

point of supplement

point of defense

chief whip

***3. structure and tense work***

***Using …………………………whereas ……………………….***

We use whereas to introduce a contrast between two ideas.

This structure can be used at the begging or in the middle of the sentence.

***Example***

1. Akiki was the secretary. Amooti was the timekeeper.
2. Akiki was the secretary whereas Amooti was the timekeeper
3. Balaba raised a point of order. Atukwatse raised a point of inquiry.
4. Balaba raised a point of order whereas Atukwatse raised a point of inquiry.

***Activity***

***Join the sentences using…………...whereas ………………………………….***

1. A time keeper 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 2:00p.m. The secretary arrived at 2:15p.m
5. Some speakers are shy. Others are bold.
6. I like debating. My friends don’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 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.

**DELIVERABLE CONTENT 3 PART MODEL**

1. **Vocabulary practice**
2. **Listen and write**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **WORD** | **×**  **√** | **CORRECTION 1** | **×**  **√** | **CORRECTION 2** | **×**  **√** |
| 1. point of supplement |  |  |  |  |  |
| 1. point of inquiry |  |  |  |  |  |
| 1. point of information |  |  |  |  |  |
| 1. point of order |  |  |  |  |  |

b) Dictionary work

Look up the meaning of these words in the dictionary.

1.

2.

3.

4.

c) Construct a sentence in past simple tense using the learnt vocabulary.

1.

2.

3.

4.

***2. Grammar***

***The use of direct and indirect speech***

In direct speech, we use the very words spoken by the speaker whereas in indirect speech, we report what the person said indirectly.

The direct speech has two parts. The speech tag and the actual words used. The indirect has three parts. The speech tag, the joining word and the said words.

***Changing from direct speech to indirect speech.***

In direct speech, inverted commas and a comma are used to separate the actual speech from the reporting words; but in indirect speech (reported speech), commas, question marks, exclamation and inverted commas are not used.

In direct speech, the word words of the speaker are used in indirect speech, they are sometimes changed according to time and the person speaking.

Some changes that take place;

***Change in pronouns***

***Direct speech indirect speech***

We they

I/me he, she/him, her

this that

these those

us them

your their

***b) change in tense***

Direct speech indirect speech

Present past

Future (will/shall conditional (would)

Past simple past perfect

Present perfect past perfect

***c) Change in adverbs***

Direct Indirect speech

today that day

here there

now then

tomorrow the following /next day

yesterday the previous day/day before

***d) Change in verbs***

Direct speech Indirect speech

come go

bring take

1. The inverted commas, question marks and exclamation marks are not used in direct speech.

(Refer the Sipro learner’s workbook primary six term I pgs 73, 74, 75, 76, 77,78,79, 80, 81, 82, 83, and 84)

1. ***Structure and tense work***

***Using: Whereas…………………………….***

***Examples***

Akiki was the secretary. Amooti was the time keeper.

Whereas Akiki was the secretary, Amooti was the timekeeper.

Balaba raised a point of order. Atukwatse raised a point of inquiry.

Whereas Balaba raised a point of order, Atukwatse raised a point of inquiry.

***Activity***

***Rewrite the sentences beginning: 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 proposers raised twelve points.
4. The chairman arrived at 2;00 pm. The secretary arrived at 2;15pm.
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 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