ENGLISH

P.6 GRAMMAR TERM ONE

**WEEK 2**

**ADJECTIVES.**

**LESSON 1**

**Adjectives.**

An adjective is a word which is used to describe a noun or Pronoun. It tells more about something or someone.

**Examples of adjectives.**

clean, helpful, courageous, hardworking, lazy beautiful, ugly, cheerful, interesting, green, yellow, red, reckless, careless etc.

* **Adjectives can be placed in two positions.**

(a) after a verb ‘to be’ e.g.

-The headmaster was busy.

The traffic officer was rude at the careless driver.

-The boy is lazy.

-This exercise is hard.

(b) before the noun e.g.

-Careless drivers are not good.

-Diana is a helpful girl

-God-fearing people live longer.

-Hard working children are loved by all teachers.

**Exercise.**

**Use the adjectives given below to construct correct sentences.**

1. safe
2. careful
3. expensive
4. dangerous
5. reckless

**Underline the adjectives in the following sentences.**

1. A taxi park is a busy place.
2. There is a big signpost near our school.
3. The police has arrested the careless driver.
4. There are several black spots along Masaka – Mbarara Road.

10. The driver lost control as he negotiated a sharp corner.

11. The mechanic bought new black seatbelts.

12. My father bought an expensive car.

13. Buses from upcountry usually carry heavy goods.

14. We do not have wide roads in the city.

15. The conductress was very rude.

**LESSON 2and 3**

**KINDS OF ADJECTIVES**

**(a) Descriptive adjectives (Adjectives of quality)**

**These tell us what kind of person or thing is. They answer the question:**

**What kind of………………………?**

***Examples.***

**- a cunning conductor.**

**-dangerous mechanical condition**

**-a careful driver**

**-a troublesome passenger**

**-quarrelsome traffic officer**

**(b) Adjectives of quantity.**

**These show how much of a thing is meant. They answer the question;**

**How much/ many…?**

***Examples***

**-Joel ate some rice.**

**-He showed much patience at the reception.**

**There isn’t anyone in that bus.**

**-I spoke few words to the conductor.**

**(c) Adjectives of number.**

**These show how many persons or things are meant or in what order a person or thing stands.**

***Examples.***

**-He has lost all his wealth.**

**-Each driver must show his driving permit every time he is stopped by a traffic police officer.**

**-Few conductors respect passengers.**

**-John’s car had only two seatbelts.**

**(d) Demonstrative adjectives.**

**These point out which person or thing is meant e.g. those, these, that, this.**

**These adjectives answer the question ‘which…?’**

**Examples;**

**That car is very expensive.**

**Those traffic officers are corrupt.**

**This is the driver who disobeyed the traffic officers.**

**These traffic lights have not worked for two weeks now.**

Activity

Underline the adjectives in the following sentences

1. There aren’t many people in this village.
2. How much money do you have in your bag?
3. Those boys you see over there are my friends.
4. Very few cats like eating rats.
5. He took the third position in the race.
6. The most honest teacher is hated by everybody.
7. How old are you, my friend?
8. There wasn’t much sugar in that tea.
9. What a wide road the one that leads to town is!

10. He is a great soldier in the army.

11. This room has been painted by the builder.

12. The builders have eaten some rice.

13. We all agreed that the shortest boy be punished.

14. Have you ever seen the ugliest bird in the world?

15. My father has paid huge amounts of money.

Formation of Adjectives

Adjectives are formed from nouns.

Example

|  |  |
| --- | --- |
| Noun | Adjectives formed |
| accident  danger  care  interest  beauty  anger  crime  courage  comfort  anxiety  safety  discipline  indiscipline  recklessness  wood  wool  victory  metal  obedience  play  competition | accidental  dangerous  careful/careless  interesting  beautiful  angry  criminal  courageous  comfortable  anxious  safe  disciplined  undisciplined  reckless  wooden  woollen  victorious  metallic  obey  playful  competitive |

Exercise

Use the correct form of the word in brackets to complete the given sentences.

1. The rally drivers were very……………………………. in the race. ( compete)
2. The …………………………. man killed a hungry lion. (courage)
3. A …………………….. driver knocked a pedestrian. (care)
4. My father’s shop is situated in the ……………. of the city. (centre)
5. He feels quite …………………………… after a long journey. (tiredness)
6. Gold is a very ………………………. metal. (value)
7. Shirah wrote many…………………stories during our trip to Israel. (interest)
8. Kabale has the ……………………...scenery in East Africa. (beauty)
9. The ………………… cyclists disobeyed the O.C Traffic. (mischief)
10. Who is the……………………..child in this class? (responsibility)
11. My father drives the …………………….vehicle in this town. (expense)
12. This examination is ……………………than the previous one. (ease)
13. The \_\_\_\_\_\_\_\_\_\_mourners consoled the widow of the accident victim. (sympathy)
14. It is \_\_\_\_\_\_\_\_\_\_to drive a car in poor mechanical condition. (crime)
15. Matove prefers\_\_\_\_\_\_\_\_\_ car carpets to plastic ones. (wool)

WEEK 3

LESSON 1

**COMPARISON OF ADJECTIVES.**

Adjectives can be compared in three degrees.

**(a) Positive degree of adjective.**

-It is used when no comparison is made.

Examples

Stella is a short girl.

-What a rough road that is!

-Our driver is very rude.

-It is dangerous to drive at night without lights.

-That pedestrian is very fat.

**(b) Comparative degree of adjective.**

This denotes a higher degree of the quality than the positive one. It is used when two people or things are compared e.g.

Sophie is taller than Samuel.

Which of the twins is brighter?

-This vehicle is older than that one.

My daddy’s car is more expensive than your mummy’s car.

**(c) The superlative degree of adjective.**

This denotes the highest degree of the quality. It is used when comparing more than two persons or things. e.g.

-Atenyi is the tallest of the three boys.

-Which is the most expensive car on the market?

-Susan is the eldest girl in her family.

Which is the oldest building in Greenhill Academy?

**NOTE**: The definite article ‘the’ should always be used before an adjective in the superlative degree.

**Formation of comparative and superlative adjectives.**

* Most adjectives of one syllable, and some of more than one, form the

comparative by adding -----------er and the

superlative by adding -------------est to the positive e.g.

**Positive Comparative Superlative**

sweet sweeter sweetest

small smaller smallest

cheap cheaper cheapest

* When the positive ends in --------------e, only -------------r and -------------st are added. e.g.

**Positive Comparative Superlative**

brave braver bravest

large larger largest

wise wiser wisest

* When the positive ends in -------------y, preceded by a consonant, the --y is changed into -i- before adding --er and --est

***Examples.***

**Positive Comparative Superlative**

happy happier happiest

easy easier easiest

heavy heavier heaviest

busy busier busiest

pretty prettier prettiest

* When the positive is a word of one syllable and ends in a single consonant preceded by a short vowel, this consonant is doubled before adding ----er and -----est………

**Examples.**

**Positive Comparative Superlative**

big bigger biggest

hot hotter hottest

fat fatter fattest

thin thinner thinnest

* Adjectives of more than two syllables and many of those with two, form the comparative by using the word ‘more’ with the positive and ‘most’ with the superlative. e.g.

**Positive Comparative Superlative**

courageous more courageous most courageous

handsome more handsome most handsome

beautiful most beautiful -------------------

difficult more difficult most difficult

**LESSON 2**

* **Irregular comparisons.**

The following adjectives are compared irregularly i.e. their comparative and superlative are not formed from the positive e.g.

**Positive Comparative Superlative/**

good/well better best

bad worse worst

little less least

much more most(quantity)

many more most(number)

late later/latter latest/last

old older/elder oldest/eldest

far farther farthest(distance)

near nearer nearest/next

***Exercise.***

**Complete the table correctly.**

**Positive Comparative Superlative**

1. ignorant -------------- -------------
2. ugly -------------- -------------
3. tidy -------------- tidiest
4. --------- luckier luckiest
5. --------- worse
6. thin ----------- ----------
7. well ----------- ----------
8. --------- ----------- cleverest
9. rude ----------- ----------
10. -------- dirtier -----------
11. industrious ----------- ----------
12. faithful ----------- ----------
13. --------- ----------- richest
14. noisy ----------- -----------
15. happy ----------- -----------

**Complete the following sentences using the correct degree of adjective of the word given in brackets.**

1. She looked-----------------------than the rest of the pupils. (serious)
2. Sir Winston Churchill was the -------------English man in the world war II. (famous)
3. Last year, Agnes got the -------------------------mark in class. (high)
4. His manners are ----------than mine. (bad)
5. Mr. Kadogo has acted the ------------------ part of the play. (interesting)
6. Most animals are -------------------- than snails. (quick)
7. This book is the ---------------------of the two. (good)
8. The boy chose the cake which looked the --------------------.(sweet)
9. Both exercises are difficult but the second one is the -------------- of the two.(difficult)

25. Suzan was the --------------------- dancer in the main hall. (graceful)

**LESSON 3**

**PARALLEL ADJECTIVES**

**The use of ‘The more/The further/The bigger/The higher/……..**

***Examples***

1. Walyenge drank a lot of alcohol. He became weak and weak.

-The more alcohol Walyenge drank, the weaker he became.

1. She went deep and deep down the mine. She felt a lot of heat.

- The deeper she went down the mine, the hotter she felt.

1. She grew fat and fat but became lazy and lazy.

-The fatter she grew, the lazier she became.

***NOTE***: According to the examples given above, ‘the more’ is followed by the comparative form of adjectives.

**Oral Practice.**

1. Juma mismanaged his business. He became poor and poor. (Begin: The more------)
2. They walked long distances and became tired. (The longer------------)
3. Kapere ran further and further. He became slow and slow. (Begin: The further-----)
4. If you do it early, it will be better.(Begin: The earlier---------)
5. He moved near the screen. The pictures became clear and clear. (Begin: The nearer-----)

**Exercise.**

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

1. When you grow old, your health becomes weak. (Use---------the more--------)
2. He ran further and further. He became very tired. (Use----------the more----)
3. Tamale made many friends and he had a great expenditure. (Use---------greater------)
4. He felt a lot of coldness as he walked deep into the forest. (Use--------deeper----)
5. She took many tablets as she could. The disease became worse.(Use--------the worse---)
6. If you drive very fast, you are likely to cause an accident. (use-----------more---)
7. Jamawa read many books and became wise. (use--------wiser---------)
8. Adulu sang many songs and became popular and popular. (Begin: The more-----)
9. When he was given a lot of money, he became confused. (Start: The more------)
10. When you grow old, you become ugly. (Use----------uglier-----------)

**WEEK 4**

**LESSON 1**

**THE USE OF…… as … as … ADJECTIVES**

**The use of ----------as -----------as----------**

* This pattern is used to compare two objects which have got some similarity in size, colour, quality manner etc.
* It is written in both negative and affirmative sentences.
* In affirmative, we say-------------as-----------as---------

***Examples.***

1. My mother is as busy as a bee.
2. He is as big as I am.
3. That boy is as proud as a peacock.

* In negative, we say --------------- not as ----------as---------------

***Examples.***

(a) Peter is not as hardworking as his brother Paul.

(b) Ouma is not as tall as Okello.

(c) That room is not as big as the one on the ground floor.

* This pattern is commonly used in similes or comparisons.

**Exercise**

**Fill in the gaps with a suitable word.**

1. Speak is to speaker as keep is to……………………………..

2. …………………..is to argument as inquire is to inquiry.

3. Conclude is to …………………………..as inform is to information.

4………………………..is to opposer as propose is to proposer.

5. Permit is to permission as encourage is to ……………………………..

6. Shy is to bold as lazy is …………………………………….

7. ………………………is to punishment as forgive is to forgiveness.

8. Support is to ………………………as sympathize is to sympathizers.

9. Direct is to indirect as ………………………..is to disagree.

10. True is to false as ……………………..is to wrong.

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

11. A taxi park is a very busy place. It is like a bus park.

(Use………as……..as………)

12. Kamagu was playful. Kamagu’s brother was also playful.(Join using……..as ……..as……………………

13. The new car is very fast but the old one is not. (use ………………..not as….)

14. Ndemirwe was pretty. She was exactly like her mother. (Use……as……as…….)

15. A thorn is not as sharp as a needle. (Write two separate sentences)

16. Maddo and his sister, Jennifer are equally tall. (use……..as………as….)

17. Boys are clever. Girls are clever.(use …….as well as………….)

18. Peter weighs 60kg. James weighs 60kg. (use ……..as well as……)

19. Mrs. Wako is 5 feet tall. Richard is 5 feet tall.(Use…….as…..as….)

20. All the teachers and the pupils in my school are equally creative. (Write two separate sentences)

**Note at ‘not so……..as…’**

**LESSON 2**

**ORDER OF ADJECTIVES**

* When there is more than one adjective before a noun, they are arranged in a particular order.
* Any adjective in form of a noun or gerund comes next to the noun it qualifies e.g
* an interesting history book
* a cheap transistor radio
* some clean drinking water
* a strong walking stick
* an American riding bike
* a green milking cup
* a beautiful swimming costume
* some new washing powder
* Opinion adjectives normally come first followed by fact adjectives. e.g ugly, beautiful, interesting, lovely, nice, expensive, handsome, exciting , good looking, attractive, cheap etc.

**Order of adjectives.**

Order = Number – opinion – size – shape- height- age – colour – origin /nationality – material – purpose – noun.

This order forms a word called OPSHACOMPN.

**N O P S H A C O M P N**

Noun (snake)

Purpose (walking)

Material (cotton)

Origin/nationality( Tanzanian)

Colour (green)

Age (old)

Height (long/tall)

Size (big)

Opinion (beautiful)

Determiners/ Number (an, a, three, some, few, five, ten, etc)

**Examples.**

1. I found a snake. It was long. It was green in colour. It was big and ugly.

***Order:***

I found an ugly big long green snake.

1. Jimmy bought a coat. It was made of wool. It was expensive. It was large and brown in colour.

A- Age

C- Colour (brown)

O- Origin

M- Material (woollen)

P- Purpose

N- Noun(coat)

N - Number (an)

O-

Opinion (expensive)

P-

S- Size/shape (large)

H- Height

* Jimmy bought an expensive large brown woollen coat.

**Exercise.**

**Arrange the adjectives in the correct order adding a or an where necessary.**

1. I met a man. He was from Kenya. He was handsome and light-skinned.
2. The Banyoro sit on stools. The stools are short and large.
3. She had a carpet. It was multicoloured and beautiful.
4. Birungi wore a jacket. It was made of wool. It was brown and cheap.
5. He has a shirt. It is yellow in colour .It is made of cotton and it is expensive.
6. Bring that bag. It is large. It is old and blue in colour.
7. Our school has a machine. It is used for duplicating paper. It is large and modern.
8. Musa is a teacher of Mathematics. He is light skinned and young.
9. The photographer uses a camera which he bought from German. It is very expensive but old.
10. Why do you wear that jacket? It is made of leather. It is brown in colour and untidy.
11. Patel is an Indian. He is tall and intelligent. He is fat.
12. The pupils watched a play which was interesting. It was ancient and short.
13. You should talked to a lady from Japan. She is fat and beautiful.
14. My mother was promised a necklace which is made of gold. It is expensive and small in size.
15. That baby boy is charming and little.16.
16. The salonist has worn gloves. They are long and attractive. They are made of leather. They are brown in colour.

**LESSON 3**

**ADVERBS**

**What is an adverb?**

An adverb is a word which shows how an action is done.

**Examples**

I drove the car carefully.

She slammed the door angrily.

The pupils did the work willingly.

The competitors sang very beautifully.

**Kinds of adverbs:**

These include time, place, manner, number, degree and affirmation.

Adverbs of manner are formed from adjectives by adding’ ly’ for **example**

wisely, cleverly, extremely, beautifully

Adjectives ending in ‘y’ preceded by a consonant, change the ‘y’ into **‘I’** before adding ‘ly’.

* **Manner**: these tell how things are done such as slowly, quickly, greedily, carefully, hurriedly and many others.

-The man is walking slowly.

* **Place:** there, here, everywhere, somewhere, near.

-He came here yesterday.

* **Time**: soon, next year, tomorrow, yesterday, today.

-They will meet the teacher tomorrow.

* **Number:** These show how frequently something happens such as usually, always, seldom, sometimes rarely

**-** I seldom visit my uncle in America.

* **Degree**: these state the quality of something such as: very, extremely, quite, too.

-The food was very hot.

* **Interrogation**: these are used to ask questions. These include : why, when, what, where, how.

-When did you see him?

* **Duration**: these show how long something has taken. These include:for a week, a month, a year, two days.

-I have been here for two days.

**Activity**

Underline the adverbs in the following sentences

1. We did all our homework successfully.
2. It rained heavily and all the houses got destroyed.
3. She is certainly a good person to us.
4. Shamim played the piano very skillfully.
5. We did the grammar activity faster than anybody in our class.
6. Obonyo usually makes a lot of noise when the teacher has left the class.
7. Immediately I had a knock at the door, I stood up and opened the door.
8. Kadogo ate the food hurriedly and went away.
9. We visited his office yesterday.
10. Nambi faced the lion courageously.
11. He did the work better than anybody else.
12. Please, do your work very fast and prepare yourself for school.
13. The teacher sometimes talks angrily.
14. He angrily shouted at the doctor.
15. Everybody should dress decently.
16. I looked everywhere in the room.
17. He will come on Sunday.
18. The ship is moving slowly.
19. Annet sang the song very beautifully.
20. He played the violin skillfully.

**Formation of adverbs from adjectives**

**Examples**

|  |  |
| --- | --- |
| **Adjective** | **Adverb formed** |
| Happy | happily |
| Heavy | heavily |
| Ready | readily |
| Easy | eaasily |

* Adjectives ending in ‘e’, we simply drop it before adding ‘ly’

|  |  |
| --- | --- |
| **Word** | **Adverb formed** |
| Single | singly |
| Double | doubly |
| Able | ably |

* Some adjectives and adverbs are the same such as hard, fast late, etc

**Activity**

Use the correct form of the word in brackets to complete each sentence correctly.

1. Most of the pupils do their work ………………… (perfect)
2. We all ate our food ……………… in order to leave very early.(hurry)
3. It has rained …………………….for the last three months.
4. Girls speak English very ………………… (good)
5. Our new car works …………………….. the old one.(good)
6. A good pupil always does his homework very ………….. (careful)
7. The road to Mpigi was constructed very ………….. (good)
8. Good drivers ……………… repair their cars.(regular)
9. That taxi shouldn’t be ……………. loaded.(heavy)
10. We reached our ………………. (safe)
11. We waited ……………….. at the road junction.(patient)
12. The traffic police controlled the traffic jam ……………. (wise)
13. The conductor was ………………. careful when loading the passengers.(extreme)
14. Mr. Oseku turned his vehicle very ……………… (dangerous)
15. Our teacher…………………… maintains his car.(often)
16. The guest …………….arrived at the bus park.(final)
17. Merina did …………….in the examinations.(good)
18. She ………………..plays repairs his vehicle.(usual)
19. We should always fasten our seatbelt ………………..(tight)
20. Did you answer those questions ……………….?(correct)

**WEEK 5**

**LESSON 1**

**Comparison of adverbs**

Comparing adverbs is similar to comparing adjectives. We use both the comparative and the superlative degree. Adverbs which end with ‘ly’ are compared using…… **more….** and …..**most…..** in the comparative and superlative degree respectively.

**Study the following examples**

**Positive comparative superlative**

happily more happily most happily

carefully more carefully most carefully

confident more confidently most confidently

The comparative degree takes ‘than’ as it is with adjectives

You must do your work more carefully than your sister does.

Some adverbs remain in the same form as adjectives and these include:

**Positive comparative superlative**

early earlier earliest

fast faster fastest

The words below look like adverbs formed in the usual way but have special and different meanings.

nearly -means almost

hardly- means almost none

lately -means in the near past

shortly -means in the near future

directly -means immediately,

**Lesson 2**

**Structure: ……as soon as …………………..**

**Read the sentences below**

1. As soon as the lights turned red, all the motorists stopped.
2. All the motorists stopped as soon as the lights turned red.

As soon as can be used in place of immediately and no sooner because they carry the same meaning

**Now compare the following sentences**

1. Immediately the car over turned, all the passengers started calling Jesus.

2. As soon as the car over turned, all the passengers started callingJesus.

3. The car over turned **as soon as** the tyre burst.

4. No sooner had the tyre burst than the car over turned.

5. Hardly had the tyre burst when the car overturned.

6. Scarcely had the tyre burst when the car overturned.

7. Barely had the tyre burst when the car overturned.

**Activity:**

**Join the following sentences using as soon as**

1. The police officer gave a signal. All the vehicles stopped.
2. The motorist turned the direction. He sensed danger.
3. The bus got full. The driver started the engine.
4. We reached the black spot. The driver reduced the speed.
5. Immediately the accident happened, the police brought the ambulance.
6. We got a bus with comfortable seats. We paid for the journey.
7. No sooner had the road been closed than the traffic started.
8. No sooner had the children started playing in the middle of the road than they were all knocked down.
9. We felt very happy immediately we crossed the railway line.
10. Immediately we reached the rail crossing, we looked right, left and thenright before crossing**.**

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

1. The injured boy was removed from the accident scene immediately he was knocked down. (Begin: Hardly…………………………..)

12. The driver started the bus. It started raining heavily.

( Begin: Scarcely………)

13. As soon as the officer signaled, all vehicles stopped.

(Begin: Barely…………….)

**Lesson 3**

**The use of ……………must/ mustn’t……………….**

This structure can be used to tell the do’s and don’ts about something or sometimes used to give a strong warning.

Study the following sentences

1. All road users must be very careful on the road.
2. Drivers mustn’t drive after drinking.
3. We mustn’t play in the middle of the road.

**Activity**

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

1. Everybody should observe all the road signs.
2. All motorists should repair their vehicles regularly.
3. All pedestrians have to walk on pavements.
4. He has to cross the road carefully.
5. Every road should have a zebra crossing.
6. We have to keep right while walking on the road.

**Structure: ……must ………/…..unless…………………**

**Study the following sentences**

1. Motorists must not drive unless they have a driving permit.

2. Pedestrians must not cross the road unless it very clear.

3. Vehicles must not move unless the traffic lights have turned green.

**NB: This can also be used to give a serious warning or used to tell that a certain condition must be fulfilled before something can take place.**

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

1. Don’t cross the road, it is not clear.
2. If you don’t buy new tyres, don’t drive that car.
3. Don’t drive at night if your car doesn’t have headlights.
4. You shouldn’t overtake if the road is not clear.
5. We should not drive if we are not trained.
6. Do not cross the road if you don’t know the right steps to take.
7. Children shouldn’t walk along the road unless they are with their parents.
8. Do not drive that car if it is not repaired.
9. If you don’t have a driving permit, don’t ride that motorcycle.
10. If you don’t know the road signs, don’t drive on theroad.

**WEEK 6**

**LESSON 1**

**Structures: When……….. because…………… and so………………………**

**Study the sentences below**

**a.** The car knocked the man because he crossed the road carelessly.

b. Many accidents have occurred on that road because it is narrow.

c. The driver reduced the speed because there was a hump ahead.

d. The car knocked the man when he was crossing the road.

e. When the passengers realized that the car was not in good condition, they ordered the driver to stop.

f. The headlamps were faulty so we took them to the mechanic.

g. She wanted to be on time so she jumped on a motorcycle.

h. He wanted to repair his vehicle so he took it to the garage.

**NB; Because is used to give reason for something done while ‘when’ is used to refer to time. We also use so to give reason why something is done and also to mean for that reason or therefore.**

( oral construction of sentences using because, when and so)

**Activity**

**Insert when, because or so to complete each sentence below**

1. The driver knocked the tree …………… he lost control.
2. They did not get into the taxi ………… it was over loaded.
3. ……………………………… the driver refused to behave well, all the passengers decided to leave the taxi.
4. ………………………the traffic police taught us the High way code, we learnt all the traffic dangers.
5. Our car broke down------- we walked to town.
6. He wanted to see clearly at night………………….he switched on the headlamp.
7. The number of accidents has reduced on this road ………….all the potholes were covered.
8. The driver caused an accident …………….. he did not follow the traffic rules.
9. They were taken to hospital ………………… they had sustained serious injuries.

10. There was heavy traffic jam …………….. the traffic lights had stopped working.

11. Did you stop ………………… the traffic lights had turned red?

12.………………….. the tyre burst, the taxi rolled three times.

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

13. The road was muddy. The car got very dirty.

14. Kapchorwa is a hilly area. It is difficult to construct roads there.

15. He was turning off the road. He used a hand signal.

16. The cyclist was very tired. He took a rest under a tree.

17. Some motorists do not follow road signs. They cause accidents.

**LESSON 2**

**Structural patterns**

**(i) The use of ………so…….that……………**

This is a structure that is used to express the extent to which something is done.

**Example**

1. The policeman was honest. He refused bribes from the motorists.

**The policeman was so honest that he refused bribes from the motorists.**

2. The motorist drove recklessly. He knocked one pupil dead.

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

**(ii) The use of such-----that-----**

This structure is used to talk about a high degree of something.

**Example**

1. It was such a cold day that the triplets had to wear woollen jackets.

2. He is such a good driver that everyone admires him.

3. The conductress was such a rude lady that all passengers disliked her.

**Note;**

When ---such-----that is used, words like so, very, quite, enough, are not applied. If used in a place of----so---, there is need to use a noun after an adjective.

**Exercise**

**Rewrite the sentences using such----that----**

**1**.Jesse is a very careful driver. Every passenger wants to travel in his bus.

2. He was a very stupid man. He refused to follow the road signs.

3. Their uncle was a very strong man, he won the battle.

4. It was a very busy day for us. We worked up to mid-night.

5. Mr. Kasiiru is a very hardworking man. All his bosses love him.

6. Beetroot is a very nutritious fruit. All diabetic patients should eat it.

7. Traffic lights are very important road signs. All road users must follow them.

8. Mukwaya is a very strong fighter. He cannot lose the wrestling contest.

9. Safety on the road is a very educative topic. Pupils enjoy learning it.

10. Being careful while using a road is a very good act. It saves lives.

11. Traffic lights are very good road signs. They guide drivers to control speed.

12. Traffic Police officers are very important people. They help reduce road accidents.

**Lesson 3**

**Structures**

**The use of ---- may-----**

This is a model verb usually used in sentences before the main verb. We use it to talk about future possibility, necessity, asking for permission or when talking about an obligation.

With this model verb- (s) is not added to the verb for singular nouns or pronouns.

**Examples**

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

2. You may go to jail if you knock a pedestrian.

3. If I am driving, I may hoot to warn the pedestrian.

4. John may cause trouble when he runs very fast.

**Exercise**

**Re-arrange the words to form meaningful sentences**.

1.you if you don’t follow the may be arrested High Court.

2. road accidents by following she may avoid the road signs.

3. he the road may hoot pedestrians to warn on

4. they school road humps near reduce the to accidents may put.

5. you the side paths if you may use are on foot.

6. may get help you from police problem on the if you get a road.

7. cross the we may road if vehicle coming there is no.

8. get an when you may need the road first aid you accident on.

9. hit be play you speeding a if middle may in you car the road of the by.

10.arrest may the permit driving without police a if you drive you.

**Structure: ……….should always…………………**

Study the sentences below

1. All drivers should always be sober.

2. Pedestrians should always follow all the road signs.

3.A good motorist should always consider other road users.

The structure …… should always ……….. can be used to show obligation and that something should be done regularly

(oral construction of oral sentences using the structure ….. should always…..)

**Activity**

**Use the structure….. should always… in the following sentences.**

1. All drivers must drive very carefully.

2. You must take your car for service at the end of every month.

3. Traffic officers must be very strict over errant drivers.

4. All drivers must be trained at the end of every year.

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

6. One has to look right, left and right again before crossing the road.

7. Errant drivers must be arrested

8. All road users must be very careful.

9. My mother has to buy tyres for her vehicle.

1. We mustobserve all the road signs.

**WEEK 7**

**LESSON 1**

**Structure: First …..…. next ………. then**

**Read the sentences and find out their meaning.**

First repair the car, next wash it and then begin driving.

First learn how to drive, next process a driving permit, then begin driving.

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

Now choose activities involving three steps and then direct your friend such as fetching water – first get a jerry can, next move to the well, then draw water.

**This structure can be used to describe steps taken in doing something in the right way.**

Use the structure……. first …….. next …. then to direct the following activities.

6. Spelling a new word.

1. travelling to town.

2. looking for the right taxi.

3. replacing a flat tyre.

4. paying the fare.

5. assisting a victim.

6. cleaning the house

7. reading a story.

8. answering question.

9. taking your car to the garage.

10. Beginning a journey.

**Lesson 2**

**DIRECT AND INDIRECT SPEECH**

**(a) Direct speech pattern one**

* This is used when writing down the actual words of the speaker. These words are always enclosed into inverted commas(quotation marks “ “)
* They are always used in reporting matters in court, newspapers, books and many other writings or quotations.
* This pattern one follows the order as shown below;
* He said, “ CL……….”

***Examples.***

1. Mukulu said, “I can defend myself. “

2. The chairman said, “Stop making noise!”

3. The proposers said, “We have been cheated.”

4. Apuuli, “I cannot chair the debate now.”

5. He asked me, “John, do you support such a motion?”

**Note**: In pattern one, the reporting verb comes before the actual words. It is followed by a comma before opening the quotation marks.

**Exercise**

**Punctuate the following sentences in direct speech . Do not change the order of words.**

1. The teacher asked what is the matter with you

2. John said I am not feeling well today

3. The old man said you can go and rest in my house

4. Alex replied thank you sir

5. Anne said i have lost my pen

6. She said we have never eaten mutton

7. He told us i am sitting on a broken chair.

8. Suzan said I eat mangoes every Sunday

9. victor said she is older than juma

10. his father said the money is in the box

11. he asked me have you ever seen a plane crash

12. I said to her I have something to show you

13. Kondo said my wife has just been made a judge

14. He said I’m going away tomorrow mother

15. Bisubi said English men make good husbands

**LESSON 3**

**(b)Pattern Two of Direct Speech.**

In pattern two, the reporting verb comes immediately after the actual words of the speaker in quotation marks. “CL…….,“he/she said.

***Examples.***

(a) “I will give you some points about the new motion,” Kamya said.

(b) “Do you have anything to say on behalf of the opposers?”

the chairman asked me.

(c) “I will attend your debate tomorrow,” the headmaster told the pupils.

(d) “I was planning to meet the teacher,” said the chief.

(e) “When were you born?” She asked me.

**Exercise.**

**Punctuate the following sentences correctly without changing the order of words in the sentence.**

1. Which cup is mine asked the cook.

2. Why don’t you go to school mother asked me.

3. don’t put your pen in the shelf advised the class prefect.

4. I read my news paper last night, father said.

5. I watched an interesting movie last evening said Jackson.

6. You needn’t panic said the teacher.

7. Uganda is steadily developing remarked the president.

8. What big feet you have got wondered Abduls friend.

9. it is surprising that you have got bad results the teacher commented.

10. A rolling stone gathers no moss the father warned his son.

11. It is natural for one to feel hungry said Tony.

12. Divide this cake into halves said the teacher.

13. I will have to come with alice in a few hours time stressed twine.

14. We shall ride to school tomorrow Sam said.

15. what a cold day it is exclaimed the visitor.

**WEEK 8**

**LESSON 1**

**Direct Speech Pattern 3**

* In pattern three, spoken words

- reporting part – spoken words.

* Spoken words – unspoken words-spoken words.
* Broken quotations (“CL-----------------,”sl------------, “sl------------“)

**Examples.**

(a) “Come here,” Annet said, “ and we write down the points about the motion.”

(b) “Are you ill?” the teacher asked, “in that case, you had better go home.”

(c) “Excuse me chairperson,” said the main speaker, “his point is wrong.”

(d) “Your father,” said the police officer to Deo, “will be charged with murder.”

(e) “I am organizing the room, “said the secretary, “it will be ready for the debate.”

**Exercise**

**Punctuate the following sentences correctly.**

1. We did History yesterday said Tim it was interesting.

2. Obua will visit us next year said Inzikuru if he gets time.

3. Why Mr. Owino asked are you making noise.

4. I will punish all the children said the teacher who have not done the work.

5. I shall be alone in the forest said the hunter if my friends turn up.

6. The tea is very hot said my son so I will wait a bit.

7. I will sweep the compound she said if I get a good broom.

8. Things fall apart said the literature teacher is an interesting book.

9. Come at 8 o’clock he said because this is when I will be at home

**Exercise**

Punctuate the following sentences without changing the meaning and order.

1.The dead woman said the doctor will be buried in Masaka

2. The proposers said the chairperson have won the debate

3. Excuse me madam said the main speaker my point is valid

4. Where is my file asked the secretary

5. Give me the chance to express my opinion said Olivia

6. Moses said let the opposers begin giving their views

7. Mr. Kagoda will chair the debate said the Head of department

8. The class teacher said we shall have a video clip showing a debate in progress

9. The head teacher said the two campuses will have a debate competition

10. Who chaired the debate Matthew asked

***Ref: Revision Eng by Forests Pg 65 Practical Eng Grammar 3rd Edition Pg 127 – 32, A KCPE course Bk Grammar and structures Pg 72 – 79***

**LESSON 2**

**Changes from direct to indirect speech**

* Tenses (verbs)
* Pronouns
* Adverbs

The present tense in direct speech becomes the past in indirect speech.

***Example.***

**Direct Indirect**

am/is was

are were

do/does did

has/have had

can could

will would

shall should

must had to

**Pronouns**

**Direct Indirect**

I he/she

you us/him/her/they

us them

**Adverbs of time and place**

**Direct indirect**

here there

now then

today that day

yesterday the day before/the previous day

tomorrow the next day/the following day

this that

these those

last night the night before/the previous night

next week the following week/the week after

**Exercise**

**Fill in the table with suitable words to complete the exercise.**

**Direct Indirect**

last year ----------------------------

this year ----------------------------

---------------------------- then

today’s newspaper ----------------------------

last Saturday ---------------------------

my instruction --------------------------

-------------------------- their uncle

today’s work --------------------------

-------------------------- there

yesterday morning --------------------------

-------------------------- would cry

I am sick --------------------------

**CHANGE THE FOLLOWING SENTENCES FROM DIRECT TO INDIRECT**

1. She said, “I will see you tomorrow.”

2. Tom said, “We are not going to town today.”

3. Ann asked, “Is she really at school now?”

4. The lazy pupil said, “My work is not complete.”

5. I asked, “Do think your father will punish you?”

6. He said, “It is rare for my father to reach that level.”

7. I asked, “Do you know it is a sin to disobey teachers?”

8. John said, “You need to consult a reverend about it.”

9. The clerk informed me, “The plane will arrive at 5:00 o’clock tomorrow morning.”

10. John and Mary said, “We are late for school.”

**RULES FOR CHANGING FROM DIRECT TO INDIRECT**

**SPEECH.**

1. Changes in the tense of the verb.

* When the reporting verb is in the present or future tense, there is no change in the tense of the verb in indirect speech.

***Examples.***

(a) “The book is interesting,” he says.

-He says that the book is interesting.

(b) “I am going home,” the teacher says.

- The teacher says that she/he is going home.

(c) “I will see you later,” Jane says.

- Jane says that she will see me/us later.

2. When the reporting verb is in the past tense, the following changes take place in the tenses of the verb in the indirect speech.

**Present tense (simple or continuous) becomes past tense (simple or continuous)**

(a) “The child is in the room,” she said.

- She said that the child was in the room.

(b) “I saw him last week,” he said.

- He said that he had seen him the previous week.

(c) “Fiona was very ill last night,” Mother said.

- Mother said that Fiona had been very ill the previous night.

(d) “I shall study French next year,” he said.

He said that he would study French the following year.

**Exercise.**

**Change the following sentences into indirect speech.**

1. “I want to talk to you,” he told John.

2. “We saw a leopard yesterday,” said Ssenkungu.

3. “I don’t like sports,” Mary said.

4. “We shall do a Geography test tomorrow,” said the students.

5. “My uniform is dirty,” said Solomon.

6. “I am going to buy sweet potatoes from the market this evening,” said Peter.

7. “Miriam is crying,” said Sande.

8. “A bicycle without tyres is useless,” said the farmer.

9. “When a metal is heated, it expands,” said the science teacher.

10. “David, do you want your parents to choose you a wife?” Kankwanzi inquired.

11. “This book is too hard for me to understand,” said Tino.

12. “What would you like for lunch?” asked my mother.

13. “I will write to my father,” he said.

14. “The pupils are making a lot of noise in class,” the duty teacher said.

15. “The wind blows furiously,” she says.

16. “She sings sweetly,” says the music teacher.

17. “They couldn’t open the safe on the spot,” says the night watchman.

18. “My uncle has just bought a new car,” says Jack.

19. “My friend ate all the apples,” Manzi says.

20. “I don’t want to wear my old dress,” says Mary.

**LESSON 3**

**RULES FOR CHANGING FROM DIRECT TO INDIRECT SPEECH**

**1. Present perfect becomes past perfect.**

**Present perfect continuous becomes past perfect continuous.**

**Examples**

(a) He said, “I have just arrived,”

-He said that he had just arrived.

(b) “We have just seen a doctor,” she said, “he is still within the room.”

-She said that they had just seen a doctor and he was still within the room.

(c) he said, “I have been travelling for five days.”

-He said that he had been travelling for five days.

(d) “I have been travelling for five days,” said the tourist, “so I am very tired.”

-The tourist said that he had been travelling for five days, so he was tired.

**2. Past simple becomes past perfect.**

**Past continuous becomes past perfect continuous.**

***Examples***

(a) He said, “I met Peter several times.”

-He said that he had met Peter several times.

(b) “I was waiting for him,” he said. He said that he had been waiting for him. Or He said that he was waiting for him.

(c) “I saw Alex,” said Moris, “as he was going home.”

Moris said that he had seen Alex as he was going home.

**Exercise.**

**Change the following sentences into indirect speech.**

1. “The teacher is soft-spoken,” said Alice, so we cannot hear anything.”

2. “Here is the key,” said Aunt, “you can go and rest in my house.”

3. “We did History yesterday,” said the pupil, “it was very interesting.”

4. “Santos will visit us next Friday,” he said, “if he gets money.”

5. “You will not go for a trip,” the teacher said, “if you continue to misbehave.”

6. “My little brother,” she said, “can’t ride a bicycle.”

7. “The key,” said Micheal, “which I got yesterday is missing.”

8. “He was sleeping,” said the old lady, “when the thieves broke into the house.”

9. “He has been sick for a period of time,” the doctor said.

10. “I will be alone in the house,’ said Andrew, “if my sister doesn’t return this holiday.”

**WEEK 9**

**LESSON 1**

**SPECIAL RULES FOR QUESTIONS IN INDIRECT SPEECH**

(1) Questions are of two kinds.

(a) Those which are introduced by the interrogative word like who, when, which, why, how, where, what.

(b) Those that are introduced by words like is, was, did, do, had, have, shall, will, can and may etc.

(2) If the question is introduced by an interrogative word, that word is retained in the indirect speech and the question mark is dropped.

***Examples***

(a) “Why have you locked the door?” the teacher asked me.

- The teacher asked me why I had locked the door.

(b) He said, “What is your name?”

-He asked me what my name was.

**3. Questions made by inversion are joined by using ‘if’ or ‘whether’**

**Examples**

(a) “Will you see me tomorrow?” he asked me.

- He asked me if I would see him the following day. OR

-He asked me whether I would see him the following day or not.

(b) “Has your father come back?” Tom asked Jane.

- Tom asked Jane if her father had come back. OR

- Tom asked Jane whether her father had come back or not.

**Exercise.**

**Changing the following sentences into indirect speech.**

1. “Did John meet Peter yesterday?” she asked.

2. “Alice, can you tell me the story in short?” asked Mary.

3. “Is your father at home?” asked the chief.

4. Owen asked the teacher,” What does the word mean?”

5. “Where have you put your shoes?” John asked his sister.

6. Jack asked me, “When are you going to have dinner?”

7. The judge asked the prisoner, “Why don’t you tell the truth?”

8. “Where does your uncle live?” Samuel asked Bob.

9. “Why haven’t you written your corrections? “the teacher asked Sarah.

10. The teacher asked Eric, “When did you learn to swim?”

11. Kagodo asked Doe, “How much will you give me for my bicycle?”

12. “Are you the first born in the family?” the doctor asked the patient.

13. Mary’s Mother asked her, “Why are you crying?”

14. “Is my number correct?” Joy asked the teacher.

15. He asked his guest, “Do you like coffee?

**LESSON 2**

**REVISION EXERCISE ON INDIRECT SPEECH**

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

1. “I have seen Joan in the supermarket this morning,” said Jane. (Begin: Jane said that------)

2. The doctor says, “Paw paws are rich in vitamin C.” (Rewrite in indirect speech)

3. “Is there water in the tank?” the plumber asked. (Use--------wanted to know---------)

4. The doctor asked me if I had got a headache. (Change the sentence into direct speech)

5. “The work load is too much, “ he said. (Rewrite in reported speech)

**Punctuate the following sentences correctly.**

6. Will you help me to move the cupboard she asked her husband?

7. Clean your teeth before you go to bed Tom’s father said to him or else rats will bite you.

8. Take the letter to the post office the headmaster said and bring my parcel.

9. It has been a dry season the farmer said and my crops are in need of rain.

10. You look better now the doctor told the patient

**LESSON 3**

**INDIRECT SPEECH**

**Changing sentences from direct to indirect speech**

* Indirect speech is what we use to describe what someone has said. In other words, it refers to reporting words spoken by someone.
* There is no pause or comma but the verbs usually change in tense.
* The word ‘that’ is used a lot to show that it is reported speech.
* Indirect speech has no quotation marks, question marks and exclamation marks.

**Examples.**

1. Amina said that she was feeling unwell.

2. Abdul asked me if I would like a drink.

3. The headmaster said that the head prefect had behaved well.

4. The teacher asked the small boy what the matter was.

5. He told us that we were sitting on dirty chairs.

**Scientific facts do not change**

**Examples**

1. The science teacher said, “Water boils at 1000C.”

The science teacher said that water boils at 1000C.

2. The teacher said, “The sun rises in the east and sets in the west.”

The teacher said that the sun rises in the east and sets in the west.

**Exercise**

**Put the following sentences into reported speech (indirect speech)**

1. She said, ‘I will call the receptionist tomorrow.”

2. My daughter said, “We are learning English.”

3. Paul said, “Mary, come tomorrow.”

4. She informed me, “I have already completed writing the composition.”

5. The stranger told John, “I want to talk to you.”

6. Our teacher told us, “You must correct your mistakes.”

7. Suzan said, “I shall buy ten kilos of salt.”

8. She said, “I enjoy swimming lessons.”

9. Daniel and Peter said, “We are going to attend a meeting.”

10. Rose asked, “Jane, will Romeo many you?”

11. Viola answered, “This book is not mine.”

12. She asked, “Is the wind blowing now?”

13. He said to me, “I shall take my examination next April.

14. Cathy told me, “I am interested in all games but hockey is my favourite game.”

15. The doctor asked, “Young lady, what is your problem?”

**WEEK 10**

**LESSON 1**

**Structures (Conjunctions)**

…….. Even though / Although / … although …… though …. even if /In spite of/ Despite/ much as/ whereas

These conjunctions are used to express an expected result bringing in a contrast.

**Study the following sentences.**

1. The speaker continued to say his points even though the timekeeper had rung the bell.
2. Even though they have given me the points, I can’t stand before the audience.
3. Although the motion was easy, they failed to give their views.
4. They failed to give their views although the motion easy.
5. In spite of the fact that proposers had good points, they didn’t win the debate.
6. The proposers didn’t win the debate in spite of the fact that they had good points.
7. Despite the fact that they disagreed on many issues during the debate, they remained friends.
8. They remained friends despite the fact that they disagreed on many issues during the debate.
9. Whereas Akiiki was the secretary, Amooti was the time keeper.
10. Akiiki was the secretary whereas Amooti was the time keeper.
11. Much as Balaba raised a point of order, the audience continued making noise.
12. The audience continued making noise much as Balaba raised a point of order.

**Note the following points**

When a sentence opens with although/even if, the condition follows and the result comes last.

e.g. Although the motion was announced in time, the learners did not have good points.

|  |  |  |
| --- | --- | --- |
| **Conjunction** | **Condition** | **Result** |
| Although/Even if…… | Motion was announced in ……. | The learners did not……. |

**Although/even if +condition + result**

When the structure is in the middle of the sentence, the result opens the sentence, then the structure follows and the condition comes last.

e.g. The learners did not have good points although/ the motion was announced in time.

|  |  |  |
| --- | --- | --- |
| **Result** | **Conjunction** | **Condition** |
| The learners did not……. | although/even if…… | motion was announced ……. |

**Activity**

**Join the sentences using: Although ……/ although ….. / Even if … / even if … Despite...../ In spite of....../Whereas.....**

1. The chairperson ended the debate. The audience continued shouting.

2. We gave out a lot of points. The Secretary didn’t write them all.

3. The motion was put on the notice board. Some members didn’t know it.

4. The school was invited for a debate. They didn’t turn up.

5. The opposition side had good ideas. They couldn’t express themselves well.

6. The floor speaker was told to sit down. He didn’t respect the chairman.

7. The timekeeper rang the bell. The speaker requested for more time.

8. All the Primary Six pupils prepared for the debate. It was postponed.

**LESSON 2**

**CONDITIONAL SENTENCES**

**If (1), If (2) and If (3)**

Conditional sentences are sentences that express conditions.

A conditional sentence is made up of two parts; an If clause and a main clause.

When an IF CLAUSE comes before the MAIN CLAUSE, the two clauses are separated with a comma.

When the MAIN CLAUSE comes before the IF CLAUSE, no comma is needed.

Examples

1. If you speak confidently in a debate, people will learn better from you.

2. People will learn better from you if you speak confidently in a debate.

**The review of IF (1)**

It is used to say that something is going/will/shall happen if a condition is fulfilled. The present simple tense is used in the IF CLAUSE and the simple future tense in the MAIN CLAUSE.

Examples

(a) If you **cross** the road carelessly, a speeding car **may** knock you.

(b) The debate **will** be very interesting if the chairperson **plans** for it before time.

(c) We shall have a debate in the main hall if the headmaster allows us.

(d) If the headmaster allows us, we shall debate in the main hall.

(e) They are going to support the motion if they get points.

(f) If they get points, they are going to support the motion.

**Practice exercise.**

**Complete the exercise sensibly in if I**

1. If the first proposer ends his speech,……………………………………….

2. We shall be happy if………………………………………………………………………..

3. If the debate patron comes today,………………………………………………

4. The chairperson will end the debate if………………………………………

5. If the O.C traffic sees that black spot…………………………………….

Exercise

Rewrite the following pairs as if I sentences.

|  |  |
| --- | --- |
| Result | Condition to be fulfilled |
| 1.My reporting the loss of my number plate | My going to the police |
| 2.His being the best debater | Tom’s finishing research |
| 3.Our going to the zoo | Her coming here |
| 4.Her making work easy | Pretty’s buying a generator |
| 5.Nyamata’s reporting to the police | Nyamata’s knocking a tree |
| 6.Her writing all points in a debate | Dina’s being a secretary |
| 7.Proposers winning the debate | Proposers expressing themselves well |

**IF CLAUSE 2( If I were ………)**

This one can be known as THE IMAGINATIVE or UNLIKELY CONDITION

It is used to express a condition that is impossible and we are only imagining the result and not expecting it to come true in most cases.

Examples

1. If I were a cow, I would stop farmers from taking my milk.

2. If I were the chairperson, I would chase that stubborn boy from the debate.

3. I would not accept his apology if I were the traffic police officer.

4. If I were the teacher, I would stop the debate.

5. I would stop the debate if I were the teacher.

6. If I were the Secretary, I wouldn’t miss out any point in the debate.

7. If I were you, I wouldn’t accept to be the chairman of this debate.

5. If I were the patron, I would write all the motions for the coming term.

NOTE:

If I were ……. expresses if condition II. i.e. If + past simple tense + conditional tense (would).

**Now construct your own sentences using the structure: If I were …**

**Activity 11**

**Complete the sentences sensibly.**

1. If I were one of the main speakers……..

2. I would be the chairperson if …………………..

3. If the debate began in time, ………….

4. If we were prepared for the debate, ……………….

5. If all the Primary Six were………

6. If learners were fluent in English ………..

7. I would be annoyed with the time keeper if I were …………..

8. The audience would be unhappy if the debate …………….

9. If they were the opposers, they …………………..

1o. I would manage the debate if I ……………..

11. If they were told what to do,…………………..

**Revision exercise**

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

1. If they perform well, they will get applause from the audience.(Begin: If they performed………………….)

2. You will not understand English if you don’t speak it every day.(Use ……..would………………)

3. If the audience makes noise, the speakers will not be heard clearly.(Use …………………unless……….)

4. If you wake up late, you will not catch the first bus. (Begin: Unless……………….)

5. We won’t get many points unless the motion of the debate is clear. .(Use ……..would………………)

6. If the driver does not keep time, he will be stuck in the traffic jam. (Begin: Unless……………….)

7. The lorry will cause an accident if you overload it. .(Use ……..would………………)

8. Unless you prepare your points well, you won’t speak with confidence.(Begin: If………)

9. The traffic police officer will arrest stubborn drivers if they refuse to follow traffic rules. .(Use ……..would………………)

10. If the debater is argumentative, he will get more points.(use :…………was…………………..)

**LESSON 3**

**Structural Pattern**

**The use of Not only………but also…………**

We use this structure to mean that apart from what has been said earlier, there is some other thing to say.

Examples

1. Not only did the traffic police officer stop the reckless driver but also arrested him.

2. Not only was the main speaker shy but also nervous while talking.

***Oral Practice.***

1. He is a farmer. He is also a carpenter. (Use --------both------and -----/Not only------but--)
2. He speaks fluently. He writes well. (Use: Not only ----but also ---) (Use: He--both ----- and --)
3. I like soft music. I also like films.

(a) (Use ---------------not only --------------but also -------------)

(b) (------------both ----------------- and ------)

**Exercise.**

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

1. She reads loudly. She also reads clearly .(Use----------------not only -----------)
2. The hijacker was blind. he was also deaf. (Use----------both --------and-------)
3. Nalongo speaks a lot. She also tells lies. (Begin: Not only--------)
4. Musoke owns a big shop in owino market. Musoke also owns a beautiful house in Kisaasi. (Use-----------not only------------)
5. The Principal spoke with kindness. He also spoke with understanding. (Use------not only------)
6. Most P.6 pupils are intelligent. They are also quick at decision making. (Use---both-)
7. Kyagulanyi is a Ugandana Artist who is creative. He is also interesting. (Use---------not only--------but also -------)
8. Munura drinks Mahua. He also drinks beer. (Use----------not only-------)
9. He plays football and volley ball. (Use---------not only----------but also----------)
10. Juma owns a big herd of cattle. He also owns a beautiful wife. (Use-------not only----)
11. She sings well. She also plays a long drum. (Not only----------but also--------)
12. She has a round face. She also has pointed breasts. (Use-------------not only-------)
13. He is sick. He is depressed. (use------------not only-------)
14. They enjoy playing tennis and netball. (Use---------------both----)
15. Mary reads her Bible everyday. She also reads newspapers. (Use -----not only-------)
16. The soldiers blew up the bridge. They also blew up my house. [begin: Not only---]

END TERM ONE NOTES FOR GRAMMAR

**P.6 ENGLISH COMPOSITION TERM 1**

**WEEK 1**

**ORIENTATION**

**GOING THROUGH HOLIDAY WORK**

**PRACTICAL LESSON ABOUT SAFETY ON THE ROAD**

(i) An excursion on the fly over

(ii) Discussing some of the activities that take place on the road.

(iii) Identifying road signs

(iv) Discussing some of the dangers on the road.

(v) Watching a video clip about safety on the road and answering oral questions.

**WEEK 2**

**SAFETY ON THE ROAD**

(Free Composition Writing)

***(a)Vocabulary:***

Cyclist

;helmet

first aid

seat belt

predestrian

driving

motorist

carelessly

traffic police

recklessly

zebra crossing

scene of accident

cross-roads

sign post

junction

driving school

dangerous mechanical condition( dmc) level-crossing

Highway – a main road

Code – written rules.

The Highway Code – the official rules for road users.

**(b) Oral sentence construction using the vocabulary**

**STUDY THE HIGHWAY CODE.**

When crossing the road

Look left, look right, look left again, If it is safe, cross but don’t run.

Oral questions

* What is the Highway code?
* Mention any four road signs
* Of what importance is the Highway code?
* Which side of the road do drivers in Uganda use?
* What should pedestrians do before crossing the road?

**(d)Free composition**

In not less than 150 words, write a composition about keeping safe on the road.

1- title

2-explain key words in the title

3-ways of keeping safe on the road

4- likely dangers on the road

5- advice to all road users

**WEEK 3**

**SAFETY ON THE ROAD**

***(Picture composition)***

***(a) Vocabulary***

crossroads

road humps

patient

junction

careless

**(b) Oral sentence construction**

**(c) Jumbled story (St.. Bernard Bk 6, p17)**

patiently

traffic lights

careful

roundabout

**(d) Care on the Road (MK. Pupils book 6 page 15)**

**The pictures A – F tell a story. Study them carefully and write one sentence to describe what happening in each picture. You may use the following words to help you.**

**Children, approaching, ambulance, doctor, running, lying, playing, first aid, treating, giving, carry ball**

1. Picture A ……………………………….
2. Picture B……………………………….
3. Picture C ………………………………
4. Picture D ……………………………..
5. Picture E ……………………………..
6. Picture F ……………………………..
7. What mistake did the children make?
8. Where do you think the little boy was taken after the accident?
9. Who caused the accident in picture C?
10. Give a suitable title to this story.

**WEEK 4**

**(Guided Composition)**

**TRFFIC DANGERS**

**(Guided Composition)**

**(a) Vocabulary**

fatal critically

highway drunken

side path permit

first aid traffic

accidents hospital

collision offences

speed favour

bend passengers

**(b) Construct sentences using some of the vocabulary.**

**(c) Use the words in the table to complete the passage**

|  |  |
| --- | --- |
| Safely | Road |
| Because | Cyclists |
| Traffic | Rush |
| Pedestrians | Moving |
| Dangerous | Careful |

**ROAD ACCIDDENT ( ORAL WORK)**

Drivers,………… passengers and …………………..are always on the road day and night. All of them are called…………………. users. All road users should be ……………………. when …………………… on the road…………………..the road is sometimes ………………………….especially during ………………..hours. In order to use the road ……………………….,all road users should follow the ……………………rules.

**Exercise**

**Fill in the blank spaces with the correct words chosen from the box.**

**A FATAL ACCIDENT**

Last-------------there was a fatal accident in Mabira forest along Kampala – Jinja Highway. The…………….was caused by a----------------driver. He did not also have a valid driving---------------

This driver had been driving the taxi at a very high speed. At the same time, he wanted to overtake at the bend, a trailer that was carrying petrol to Kampala………., there was a head-on collision with a Tata Lorry registration No. UED 188D. The Total lorry was carrying sugarcanes to Lugazi Sugar works.

Nine-------------died on the spot and others were-------------injured.

Immediately, the----------- police was called. The O.C traffic Lugazi came to the scene. He blamed the driver for the accident. The O.C advised the passengers to be vigilant on the road at all times.

After they had been given first----------- the casualties and the dead were rushed to Kawolo --------------.for treatment and post mortem.

eventually aid

passengers critically

traffic hospital

accident permit

Christmas drunken

**WEEK 5**

**SAFETY ON THE ROAD (A Guided Conversation)**

**(a) Vocabulary**

officer

destination

cause

accidents

speeding

permit

offences

bribe

favour

(b) Construct meaningful sentences using the vocabulary

(c) Sample guided conversation

**ABOUT THE ROAD**

Nancy: Hello my friend, Martha, how are you today?

Martha:……………………………………………………………………………………….

Nancy: Please tell me, how do you come to school daily?

Martha:………………………………………………………………………………………..

Nancy: You use a motorcycle! I wonder! Isn’t it expensive for you?

Martha:…………………………………………………………………………………………

Nancy: Oh! It helps you to go through the jam easily; but isn’t it risky?

Martha: Yes it is, but ……………………………………………Highway Code.

Nancy: Very true, it is important for all road users to observe the Highway Code. How did you learn what happens on the road?

Martha:………………………………………………………………………………………………..

Nancy: Oh, you learnt about the Highway Code in class. Is road safety one of the topics taught in P.6?

Martha:………………………………………………..…………………………………………………

Nancy: Its been nice talking to you. Have a nice day dear.

Martha: ………………………………………………………………………………………………….

**(d) Below is a guided conversation between the O.C and a taxi driver. Complete it by filling in what you think were the O.C’s questions.**

**Traffic Officer Arrests a Taxi driver**

O.C: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Taxi driver: Good morning, officer.

O.C: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Taxi driver: I am thirty three years old.

O.C: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Taxi driver: Yes, I have a driving permit.

O.C: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Taxi driver: No, officer, this taxi is not mine.

O.C: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Taxi driver: It belongs to my uncle.

O.C: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Taxi driver: There are eighteen passengers in the taxi, sir.

O.C: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Taxi driver: I am coming from Hoima

O.C: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Taxi driver: This taxi is licensed to carry fourteen passengers.

O.C: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Taxi driver: I am sorry officer. I know very well that over loading and speeding are very serious ;offences and cause accidents.

O.C: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Taxi driver: Please officer, don’t take me to court now. Do me a favour. There is something for you, sir

O.C: Shut up your mouth! Officers don’t take bribes.

**WEEK 6**

**TRAFFIC DANGERS (Free Composition writing)**

(a) Vocabulary

first aid traffic lights

careful side path

junction careless

humps Highway code

helmet sensitize

left carelessly

carefully black spot

**(b) Oral sentence construction**

**(c) Discussing a sample article below about traffic dangers**

|  |
| --- |
| Motorist and cyclists should be very careful especially when they are approaching crossroads and zebra crossings. Many people have lost their lives due to Traffic dangers. The major causes of road accidents include over loading, speeding, playing on the road and driving under the influence of alcohol. It is very important to realize that life is precious and once it is lost, it can’t be recovered. Therefore, all road users should respect one another’s life by following Traffic Rules and the Highway Code to be safe on the road.  Ninah Kampala |

**(d) Free Composition Writing**

W;rite an article about Traffic Dangers. In your article, include the following:

* Causes of traffic dangers
* How we can control traffic dangers
* The advice you can give to all road users.
* Design your article

**WEEK 7**

**DEBATING.**

**Picture composition**

***(a)Vocabulary***

argue

proposer

opposers

conclude

argument

secretary

inquire

audience

chairman

inform

speaker

motion

opinion

**(c) Phrases used in a debate**

**-**point of order

-point of information

-point of inquiry

-point of defence

-point of correction

**(d) A video clip showing how a debate is conducted.**

**(e) Roles of people in a debate . Match A with B**

|  |  |
| --- | --- |
| A | B |
| The secretary | Speaks in support of the motion |
| The proposer | Takes notes during the debate |
| The chairperson | Speaks against the motion |
| The oppose | Controls the meeting |
| The timekeeper | Gives the main points during a debate |
| The main speaker | Keeps the time |

(d) Picture Composition about a memorable day.(Mk pupils book 6 page 61)

(e) Jumbled story (Mk pupils book 6 page 62 Exercise B)

**WEEK 8**

**DEBATING;**

**Free Composition**

**(a)Vocabulary**

-interesting

-patron

-supporter

-jot down

-record

-confidence

-proposing

-opposing

-chief whip

-research

-agree

-disagree

**(b) Discuss advantages and disadvantages of debate in schools**

|  |  |
| --- | --- |
| Advantages | Disadvantages |
|  |  |
|  |  |
|  |  |

**(c) Free Composition**

Study the motion (internet has done more harm than good to our youth). Explain six points each in a paragraph side,that is opposers side and proposers side.

**(d)Guided Composition.**

**Below is an incomplete passage. Read it carefully and fill in the blank spaces correctly with the given words in box. Each word should be used only once.**

……………….in schools is a very interesting activity. Debating promotes self expression, critical thinking, reasoning and confidence among learners. It also prepares children for further formal discussions and studies. Learners express their……………..freely and develop the ………………of debating.

The teacher in charge of the debating……………….usually suggests two or three…………for the debate then the pupils themselves choose the one they like most. Sometimes the pupils suggest the motion themselves.

After selecting the motion, some of the pupils propose while others oppose the motion. The proposers and …………..organize their…………..who are always referred to as principal or main speakers. Then the different speakers prepare themselves for the debate.

The debate is chaired and controlled by the…………………..During the debate, the secretary records the ……………..raised by both sides. Each speaker is allowed three minutes and the timekeeper takes note of the time allocated.

The audience cheers and applauds the speakers from the sides they support. The audience raises points such as ‘point of inquiry’, ‘point of …………’ and point of order’ among others. When the debate is about to end, the chair person calls upon one speaker from each side make a ……………..Lastly, the secretary announces the points each side has declares the …………………..and the losers.

**winners, motions, club, information, chairperson, opposers, debating, skills, speakers, conclusion, points, opinions.**

**(e) Jumbled sentences.**

Re-write the following sentences in the correct order so as to make a good composition about **“Why some pupils are more confident and fluent than others”**

a) Perhaps the best answer would be ‘Environmental factors’.

b) Finally, the children themselves must be very interested in speech exercises like

debating and dialogues.

c) First of all, the teachers should play their roles properly.

d) Pupils must also emulate their teachers.

e) This is really a very difficult question to answer.

f) Why are some pupils more confident and fluent than others?

h) Secondly, the pupils must be obedient to their teachers.

i) In addition, teachers should be exemplary.

j) With this obedience it is easy for teachers to transform them.

**WEEK 9**

**DEBATING (2) FREE COMPOSITION**

**(a)Vocabulary**

point of order

argument

motion

speaker

inquire

debate

secretary

chairperson

argue

opinions

**(b) Construction of oral sentences using the vocabulary and the application of phrases in a debate**

**(c) Free composition.**

In not less than 150 words, write a composition about a debate you have attended in your school. The guidelines below may help you

1. Title

2. When and where the debate took place

3. Which classes participated?

4. Who proposed / opposed?

5. Which side had more points?

6. Who announced the winners?

7. Conclusion.

**WEEK 10**

**A FRIENDLY LETTER ( An Informal Letter)**

**(a)Vocabulary:**

communication

letter

stamp

envelope

friendly

informal

affectionately

envelop

(b)**Study the words above** and answer the following questions.

* To whom do we write friendly letters?

Friends, parents, relatives etc-----

* What do we write about?

Discuss

**(c)Parts of a friendly letter.**

1. **Address**; this shows the place of residence or place of work, Box number, town or city and sometimes country of the addresser / writer.

e.g.

Muyenga Lake view residence,

P.O. Box 66,

KAMPALA

2. **The date:** It helps the receiver to know when the letter was written and whether it is still necessary to read it.

e.g. 31 march, 2024

3. Salutation (greetings)

Note: You must be polite and address the person according to the way you are related.

e.g. Dear Mummy,

4. **Body**: It is where the actual reason for writing the letter is the content. Be organize .Each paragraph carried a different idea.

5**. Complimentary close**, ending the letter. It shows that you have come to the end.

It has to be in line (related to) to the salutation.

e.g. Since you began with

Dear mum, you have to end with your (loving) son/daughter,

6. Write your name at the end.

**(d)Study the above parts and next time you write a letter include all of them.**

Class discussion:

Find the right End statement for the following:

Dearest Linda, Dear Cousin Mary,

Dear Uncle, Dearest Patricia

Dear Grandma, Dear Aunt Jane,

**(e)Oral Exercise:**

**Rearrange the following parts to make a good letter. Don’t forget the paragraphs.**

1. Dear Mum,

2. I’m very well at school and I have joined the Home Economics society. Hope by Easter, I will have learnt enough to bake a cake for the family.

3. Your loving daughter,

4. Bridge-way Boarding Primary School,

P.O. Box 13,

Mbarara.

5. I hope you are fine. How is everybody at home? Did Jolly join Namagunga or Gayaza for senior one? Please, let me know so that I can write to her.

6. Barbra Matovu.

7. 14 March, 2024

8. with love from,

9. Please, send my greeting to dad, Anita and all my friends.

10. May God bless you.

b) Write on the board a reply to this letter. Take note of the parts discussed.

c) Address an envelope for the letter above.

**(f)Written Exercise**

**1. Rearrange the following sentences to make a letter. Remember the paragraphs. (Use block form)**

1- The examinations were easy.

2- Abdalla and sons,

P.O. Box 7,

Jinja

3. During their stay, Nabila did the cooking.

4. Secondly, last week, we had guests at home.

5. Have a nice stay in Mombasa and have fun.

6. My dearest mum,

7. They were from Kisumu and they stayed for two days.

8. First, I was busy with my examinations.

9. Please, forgive me for not replying soon.

10. I hope I shall pass them well.

11. 21st march, 2024.

2. Imagine you reported to a boarding school and you received a letter from your aunt asking you how you are coping with the new place, write a reply using your school address, then draw an envelope and show the receiver’s address.

**PRIMARY SIX COMPREHENSION LESSON NOTES TERM ONE**

**WEEK TWO**

**SAFETY ON THE ROAD.**

Bend, crossroads, cyclists, first aid, signal, junction, motorist, pedestrian, pavement, round-about, signpost, traffic, zebra, crossing, unconscious, faint, exhausted, puzzled.

**Task**

Look up the new words in the dictionary.

* Constructing oral sentences using the vocabulary.
* Making a glossary of the new words.

**Activity one**

**Dialogue.**

**Read the dialogue and answer the questions in full sentences.**

**Robert:** Good morning, Stella.

**Stella:** Good morning, Robert.

**Robert:** Why are you late today?

**Stella:** My father’s car had a mechanical problem last evening and it also had a flat tyre so I had to walk to school that is why I am late.

**Robert:** You walked to school? Where do you live?

**Stella:** We live at Muyenga tank hill and my dad told me to walk to school.

**Robert:** Was it a punishment? What crime did you committe?

**Stella:** No it wasn’t .a crime. Dad told me to walk and get the experience he went through while still studying.

**Robert:** Oh no! That road is very busy with traffic. How did you manage to cross all the busy roads?

**Stella:** I used the foot paths it is very safe for pedestrians.

**Robert:** Oh, that was very good. How about crossing the

road?

**Stella:** It was very tricky so I had to cross from where the

Zebra crossing was.

**Robert:** That was very good. How did you manage to cross from where there was no Zebra crossing?

**Stella:** It was a nightmare, I waited for a long time until the road cleared but then I had to look left, right and left again when the road was clear, I crossed.

**Robert:** You are very clever Stella. How did you know all this?

**Stella:** My teacher of English taught us how to cross the road safely.

**Robert:** Ha-ha, you survived the reckless taxi drivers, motorcyclists and crazy motorists.

**Stella:** Yes; the good thing there were traffic police officers at every junction and black spots too.

**Robert:** What were they doing at the road?

**Stella:** They were controlling the traffic and arresting whoever was driving from the shoulders to overtake.

**Robert:** Okay, see you later Stella.

**Stella:** Okay, Robert bye.

**Questions.**

1. How many people are taking part in the dialogue?
2. How did Stella cross the busy road?
3. Why did Stella walk to school that day?
4. Where does Stella reside?
5. What crime did Stella committe?
6. Where do pedestrians walk from on a busy road?
7. How did Stella manage to cross the road without using a Zebra crossing?
8. In case there was no traffic police officer, what helps the drivers to use the road safely at roundabouts and at junctions?
9. Apart from drivers, mention any other two road users.
10. Suggest a suitable title for the conversation.

**Activity for the learners**

**Read act out and then answer the questions in full sentences.**

**Jonah**: Do youknow what I witnessed on my way home?

**Stuart:** Tell me, what was it?

**Jonah:** A taxi joined the road carelessly and knocked a pedestrian.

**Stuart: Oh dear! Was the pedestrian badly hurt?**

**Jonah: Yes, he bled allover. You could see that the man was in a lot of pain.**

**Stuart: Was the police at the accident scene?**

**Jonah**: The police came shortly after the accident had taken place.

**Stuart: I wonder what could have caused the accident?**

**Jonah: The taxi driver simply ignored the stop sign.**

**Stuart: If only the pedestrian had run faster across the road!**

**Jonah: The poor guy couldn’t! The car was too fast.**

**Stuart: We really need to be careful on the road.**

**Jonah: We must also observe and respect the road signs.**

**Stuart: You are right Jonah and police should always arrest and charge the bad road users.**

**Jonah**: Yes, when this is done. Accidents will be less on the road.

**Stuart: Sincerely Police should be vigilant on the road.**

**Questions**

**1.What is the dialogue about?**

**2. According to the conversation, who was knocked down by a speeding car?**

**3.How many people are taking part in the dialogue?**

**4.Who witnessed the accident?**

**5.What caused the accident?**

**6. What should all road users do while on the road?**

**7. Why couldn’t the pedestrian run faster across the road?**

**8.What should the police do?**

**9. According to the dialogue, who should be vigilant on the road?**

**10. Where was Jonah going when he witnessed the accident?**

**WEEK TWO**

**SAFETY ON THE ROAD**

**Vocabulary**

Pedestrian, knocked, ambulance, Zebra-crossing, Highway Code, road safety, motorist cyclist mechanical condition crossroads round about traffic lights pedestrian, ambulance, cyclist, motorist, casualty, hearse, wreath

**b.Construct six sentences using the new words orally.**

c. Read the passage and answer the questions in FULL sentences.

**Read the passage and answer questions in full sentences.**

**An accident at a zebra crossing.**

One Saturday morning I witnessed an accident at a zebra crossing. I was going with my mother to do our weekly shopping and we hard been caught up in the traffic jam. When we approached the zebra crossing, we stopped to allow some pedestrians to cross the road. In the meantime, I kept myself busy by studying the sign posts.

After sometime, we heard the regular sounding of the car horns. It was a fleet of bridal cars, all of them sleek Pajeros. Beep! Beep! They went as all the other cars gave way.

Suddenly a speeding taxi appeared from nowhere and knocked down a man who was crossing the road.

The reckless driver had been talking on a mobile phone. In the process he rammed into one of the bridal cars in the opposite direction. The man was thrown off his feet onto the road, where he lay unconsciously. My mother being a nurse, rushed over to him in order to give first aid. I quickly took note of the taxi registration number and wrote it on a piece of paper.

Soon, a curious crowd had gathered at the scene and everyone was talking at once. The taxi driver tried to escape but some youth stopped him and started beating him up. In the midst of all this confusion, the police patrol arrived. One police officer, who seemed to be the patrol leader asked what had happened. Everyone started talking in excitement. At the moment, the police officer pointed to my mother an asked her to describe what she had seen. She did this as he wrote some notes in a little notebook.

Afterwards, he thanked her and called two other policemen to carry the victim onto the police patrol pickup truck.

The police officer pointed out that most accidents were caused by careless drivers. “These drivers,“ he said, “over speed and they do not read of follow the road signs, let alone respect other road users.“

Two breakdown trucks arrived. One towed away the damaged Pajero car. Another one towed away the taxi. The police confiscated the reckless driver’s driving permit and arrested him. “Serves you right,“ shouted the crowd as they waved their fists in his face.

**Questions.**

1.Where did the accident take place?

2. What was the writer studying when the accident happened?

3.How did the accident happened?

4. Why was the driver beaten by the youth?

5.Which vehicles did the break down truck tow?

6. How could the taxi driver have avoided the accident?

7.According to the passage, when did the accident happen?

8. Give the meaning of these words as used in the passage;

fleet…………………………..

rammed……………………………

scene……………………………

**B: Passage.**

**Read the passage and answer questions in FULL sentences.**

Nakasi was overjoyed for several reasons. To begin with, she was going to travel by bus for the very first time. Secondly, it was going to be her first visit to Kampala, the capital city.

She was going to see many road signs that she had learnt in Social studies and English as well.

She sat close to the driver and hoped to see everything along the way.

“Fasten your seat belts please,” the driver ordered. When everybody was seated, the huge bus let out some black smoke as it set off.

Although Nakasi hardly slept a wink the previous night, she was so anxious that she vowed to remain awake throughout the journey. She, therefore joined the other pupils in singing loudly to ensure that she stayed awake and alert.

As she was singing, she started sleeping and suddenly the huge bus jerked into a stop disrupting her sweet sleep. She rubbed her eyes and opened them widely.

Oh we are at a Zebra-crossing and we have to let the pedestrians cross before we can proceed, teacher Kato explained clearly.

There were so many other road users that the bus could not move as fast as Nakasi and other passengers would have liked.

There were Lorries, taxis, cars and motorcycles. There were bicycles and carts too.

Traffic was really heavy, we soon found ourselves in one of the long queues of the slow –moving vehicles. There were other queues both on the right and on the left.

Teacher Kato explained that the bus had stopped as a result of traffic jam.

After a short distance, the pupils saw a signpost showing directions to different places after which they saw some traffic lights and when the light turned red, Musa, the driver applied the emergency brakes which made the passengers jerk forward. Were it not for the safety belt, Nakasi could have fallen.

All the vehicles which were moving into town were stopped by the traffic police officer in smart white uniforms were at the roundabout.

One of the traffic police officer gave a signal for the vehicles to move. As we started, there were sharp corners a head but the driver negotiated them carefully.

“As the passengers were admiring the tall buildings in the city when the bus came to an abrupt halt. This has been a black spot. I think there is need for humps,” the driver announced.

**QUESTIONS.**

a.What made Nakasi to be overjoyed?

b.Why did Nakasi sit close to the driver?

c.What is the importance of a seat belt in a car?

d.Why did the driver had to stop at the Zebra- crossing?

e.What is the name of the driver?

f.Why did Nakasi join the other passengers in singing?

g.Why did the writer refer to the bus as moving at a snail’s pace?

h.What did Musa the driver do when the traffic lights turned red?

1. In your opinion, what should drivers do when they are nearing the black spots on the road?

j.According to the driver, what road sign should be put at the black spot? Give any one reason.

1. Suggest a suitable title for the passage.

**WEEK THREE**

**SAFETY ON THE ROAD**

**a. vocabulary*.***

Accident, approaching, cyclist, crashed, regret, highway, statement, claim, mortuary, traffic , emergency, , traffic rules, motorist, pedestrians,

**b. Oral sentences.**

Construction of oral sentences using the vocabulary

c.**Notice**

**Read the notice below that appeared in the Weekly Observer on Sunday 17th December, 2023 and answer the questions that follow in FULL sentences.**

**GO SLOW! GO SLOW! ACCIDENT AHEAD!**

The public is hereby informed that the road from Monitor Publications to Namuwongo Market is temporary closed.

The road will be closed for a fortnight, to allow the construction of a trench and pavement along this road.

Motorists and cyclists are asked to cooperate and follow traffic rules.

Any inconveniences caused are highly regretted.

**A.G PERMANENT SECRETARY,**

**Mr. Muganza Francis Ceaser,**

**Ministry of Works and Housing.**

**Tuesday, 24th January, 2023**

**Questions.**

1. What is the notice about?
2. Where can one find the above notice?

3. Who wrote the notice?

4.To whom is the notice addressed?

5. When was the notice written?

6 .Why was this notice written?

7 For how long will the road be closed?

8 What were the road users advised to do?

1. What do you think would happen if the road users did not cooperate?

10.What is A.G in full

**Activity two**

**The notice below appeared in The Monitor Newspapers of 9th February 2023. Study it and answer questions about it in full sentences.**

|  |
| --- |
| **ATTENTION ATTENTION ATTENTION**  **ALL RESIDENTS OF KATWE ZONE A, NGORA DISTRICT ARE HEREBY INFORMED THAT THERE WILL BE A GENERAL SENSITISATION PROGRAMME ON ROAD SAFETY IN THIS AREA. THIS IS FOLLOWING SEVERAL ROAD ACCIDENT REPORTS ON OBOJA ROAD WHICH OCCURRED LAST YEAR.THIS SENSITISATION WILL TAKE PLACE ON 28TH OF February 2024.**  **ISSUES TO ADDRESS INCLUDE:**  **\*POTHOLE MANAGEMENT**  **\*CHILDREN CROSSING**  **\*ROAD MANAGEMENT**  **\*TAXI BROCKERS ETC**  **ATTEND IN PERSON AND LEARN FOR THE BETTERMENT OF OUR COMMUNITY.**  **OC TRAFFIC NGORA POLICE STATION**  **APILI RONALD** |

**Questions**

1. What is the information about?

2. Where can Otim find this important information?

3. In which district is Katwe zone?

4. When will the general sensitization programme take place?

5. Which issue addresses childrens’ safety?

6. Who wrote the notice?

7. Why was the sensitization organised?

8. Who was invited for the sensitization in the above notice?

9. Why should everyone in Katwe zone attend the sensitization?

10. Give another word to mean occurred as used in the notice.

**WEEK FOUR**

**ARTICLES ABOUT SAFETY ON THE ROAD**

**Read the following newspaper articles which appeared The New Vision on the 30th, Tuesday January, 2024 and discuss the following questions in pairs**.

**Article one**

A school boy was rushed to hospital in critical condition after he was knocked down by a speeding motorist along Kampala- Masaka highway.

Doctors at Mulago hospital at the emergency ward are working hard to save his life.

The boy is said to have been playing football in the middle of the road with others.

The motorist is said to have fled from the scene of the accident but the police are looking for him.

By Mwesigwa Jordan

Mpabire Trading Centre.

**Article two**

A motorist was arrested by the traffic police yesterday and was charged with committing traffic offences in a Kampala court.

The young man was riding without a helmet and refused to obey traffic lights.

He went ahead to pick a passenger from an unauthorized location.

By Allister Alice

William Street.

**Questions**

1. Who do you think is to blame for the accident?
2. What offence did the motorist committee in article one?

3. In which newspaper did the two articles appear?

4.Where was the casualty taken after the accident?

5.What was the boy doing at the time the accident happened?

6.On which road did the accident occur?

7.If you were a magistrate, what would be your ruling against the motorist in article one if arrested?

8.Where was the case of the motorcyclist in article two ruled from?

9.Mention any two offences the motorist in article two made?

10.Which ward were the doctors working from to save the young boy’s life?

11.Who reported about the accident on Masaka Road and which trading Centre was the reporter?

12.What did Allister Alice report about?

**WEEK FIVE**

**SAFETY ON THE ROAD**

**Vocabulary.**

Destination urgent traffic police safety junction pavement round about highway pedestrians signal traffic lights victim accident casualty critical emergency

1. Look up the new words in the dictionary.
2. Constructing sentences using the new words.
3. Passage

**A VISIT BY THE TRAFFIC OFFICER (*MK bk 6 pg. 13 – 14)***

Read the passage and answer questions about it in FULL sentences.

ACTIVITY TWO.

Read the passage below and answer questions that follow in FULL sentences.

The pupils of Wansale primary school went for a tour, in the capital city they went around the whole city and saw many things.

When they came back from the city they had too many questions on traffic rules.

Their teachers of English and Social studies decided to invite one of the police inspector from Buloopa police station to the school to address the pupils on road safety.

The inspector left the head teacher’s office in the company of teacher Mukose and addressed both the pupils and the teachers. The inspector was holding a small book

entitled “The Highway code and he kept on referring to it. He also said that the work of the police traffic officers is to ensure that there is safety on the roads.

He also informed the school that the police collaborate with the Ministry of Works and Transport to see that all road users are safe.

The inspector said that the pedestrians should always use a foot paths at all times. Pedestrians should also avoid crossing the road at points where they cannot see both ends of the road clearly. These are places behind the parked vehicles, at the road bends or where there is a hillock. Instead, they should cross the road where it is straight and can clearly see both sides of the road.

In towns and busy areas on the road, they should cross at the zebra-crossing or on an overhead pedestrian’s bridge. Before crossing the road, one should look left, right and then left again to confirm that there is no vehicles coming before one crosses the road. Drivers should be patient with other road users. They should let the pedestrians cross without hooting at them and especially when crossing the road.

Vehicles should be in a good mechanical condition because those without side mirrors, faulty brakes headlights, light reflectors and tyres without treads have been a major cause of road accidents. Drunkards and careless drivers also cause accidents on the roads.

In conclusion, both the cyclists and the passenger should wear helmets and reflector to be visible in the dark.

Thank you for listening to me. The pupils gave him a thunderous clap as he sat down. The pupils asked some questions about traffic dangers which the inspector answered properly.

INSPECTOR OF POLICE

Brig; Mwala Janson

O C BULOOPA POLICE STATION

Sgt; Kamara Elvis

**Questions**

1. What was the name of the inspector?
2. Which school did the inspector visit?
3. Mention any two traffic dangers?
4. Which road user is supposed to use the foot paths?
5. Which area should the pedestrians avoid crossing from?
6. Who invited the inspector to Wansale primary school?
7. Which book was the inspector referring to while addressing the school?
8. Mention two areas where the pedestrians should cross from?
9. Write OC in full.
10. Which police station was the inspector come from?

**WEEK six**

**TRAFFIC DANGERS.**

***Vocabulary:***

Cross road side paths Highway Code

Round about first aid

Accidents careless

Traffic lights road humps

(a) Read and pronounce the above vocabulary correctly.

(b) Construct sentences using the above vocabulary.

e.g. There are many accidents at the traffic lights.

**Reading.**

**A POEM**

**Read the poem and answer the questions about it in full sentences.**

Whether by road or railway transport,

Passengers need safety on the road,

Drivers avoid over speeding,

Because it is the source of accidents.

Brothers and sisters,

Nephews and nieces,

Never play on the road,

Remember you are the leaders of tomorrow,

Guard your lives against accidents.

Pilots never fly the planes,

When the weather is bad,

Safety is important for all,

The young and the old,

Together we can reduce accidents.

**Nabagala Clara**

**Questions:-**

1. What is the poem about?

2. How many stanzas does this poem have?

3. Which two types of transport are mentioned in the first stanza?

4. Who is the writer of the poem?

5. Why should brothers and sisters guard their lives?

6. What does the writer advise the pilots not to do in stanza three?

7. According to the poet, what is the source of road accidents?

8. Suggest a suitable title to this poem.

**Read the poem and answer the questions about it in full sentences.**

**On the Road.**

From dawn to dusk,

Roads are full of different road users,

Heading to various destinations,

In the city or village.

Pedestrians trek on the pavements,

Passengers sit comfortably in taxis and buses,

As they pass by,

Trees appear as if they were running backwards,

Yet they are stationary.

Hand signals, traffic lights, indicators,

And horns are used for communication,

The red light commands the driver to stop,

Orange lights alerts him to be ready,

While the green light tells him to move forward,

With an indicator, one can make a left or right turn,

Traffic officers help to keep law and order on the road,

Smartly dressed in their uniform,

They stand at the road junctions,

Because safety on the road is for all.

**By Reyzor Don Castro**

**Questions:-**

a) How many stanzas does this poem have?

b) Where must pedestrians walk?

c) Who is the poet?

d) Why is it not advisable to cross the road while running?

e) Mention any one road user in the poem.

f) Which traffic light tells the drivers to move forward?

g) Give another word or group of words with the same meaning as the following words

in the poem

1. destination…………………….. (ii) trek ……………..

(iii) Pedestrians ……………….

h) What happens to trees as the passengers pass by?

**WEEK SEVEN**

**TRAFFIC DANGERS.**

a)***Vocabulary***

ambulance vehicles crossroads

trains accidents Highway code

planes side paths first aid road humps

Traffic lights

**Study the pie-charts below and use them to answer the questions that follow in**

**full sentences.**

**Causes of road accidents in Uganda Different means of transport**

 A

B

1. What is the pie-chart ‘A’ about?
2. According to the pie-chart, what is the major cause of road accidents in Uganda?
3. What percentage of accidents is caused by drunken drivers?
4. Suggest three possible ways of reducing road accidents in Uganda.
5. What is the percentage of unqualified drivers?
6. What is pie chart B about?
7. Name all the means of transport in the pie chart.
8. Do bad roads also cause accidents?
9. Name any two causes of road accidents (i) \_\_\_\_\_\_\_\_ (ii) \_\_\_\_\_\_\_\_\_\_\_

**(j)Complete the table below.**

|  |  |  |  |
| --- | --- | --- | --- |
| **Road transport** | **Water transport** | **Air transport** | **Railway transport** |
|  |  |  |  |

Use pie chart B to complete the above table

ACTIVITY TWO

Causes of road accidents



A Unqualified drivers.

B Reckless driving.

C Over speeding.

D. Over loading.

E. Bad road condition.

F. Vehicles in dangerous mechanical condition.

G Drunkard drivers

Questions

1. What is the graph about?

2. According to the graph, what is the major cause of road accidents in Uganda? Give its percentage.

3. What percentage of accidents is caused by reckless driving?

4. What type of accidents ranks the highest percentage?

5. What is the percentage of unqualified drivers?

6. Suggest three possible ways of reducing road accidents in Uganda?

1\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

2\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

3\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

7. Name any other cause of road accidents in Uganda.

**WEEK EIGHT**

**DEBATING.**

a. vocabulary

|  |  |  |  |
| --- | --- | --- | --- |
|  | opposer | point of order |  |
| Argue | proposer | point of inquiry |  |
| audience | speaker | point of information |  |
| Debate | timekeeper | point of education |  |
| Motion | opinion | conclude |  |
|  | |  |  |
| b. Oral discussion | | |  |
| -Discussing debating procedures. | | |  |

**Study the debate time table of Rwentojo Junior School and answer questions about it.**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| DAY | 10:00a.m-  11:00a.m | 11:00a.m  12:00p.m | LUNCH | 2:00p.m  3:00p.m | 3:00p.m  5:00pm |
| Monday | P.2 Blue | P.3G |  | P.7 Y | P.5R |
| Tuesday | P.3 Red | P.7B |  | P.5R | P.4B |
| Wednesday | P.5 Yellow | P.2R |  | P.2G | P.2Y |
| Thursday | P.4 Green | P.6G |  | P.3Y | P.3B |
| Friday | P.6 Blue | P.4Y |  | P.5B | P.4R |
| Saturday | P.7 Red | P.5R |  | P.6Y | P.7G |
| Sunday | All classes | All classes |  | All classes | All classes |

Questions

1. What is the information about?
2. For which school is the timetable?
3. When are the pupils of primary three yellow supposed to practice?
4. On which day will all the classes practice?
5. Which classes practice three times a day?
6. According to the time table, why do you think all classes
7. Practice the whole day on Sunday?
8. What is the first class that practice on a Monday morning?
9. How many hours does p.7 Green practice on a Saturday?
10. According to the time table, why do you think debating should be taught to school children?

**NOTICE ABOUT DEBATE**

**STUDY THE NOTICE AND ANSWER THE QUESTIONS THAT FOLLOW IN FULL**

**SENTENCES**

ST. JACOBS PRIMARY SCHOOL

INTER-CLASS DEBATE

P.6 VS P.5

**VENUE**: SCHOOL MAIN HALL

**TIME**: 2:15pm – 4:15 pm

**DATE**: 1ST APRIL,2023.

MOTION: “A NUCLEAR FAMILY IS BETTER THAN AN EXTENDED FAMILY”

**CHAIRPERSON**

Hon: Kalyango Mwesigwa

**SECRETARY**

Hon: Wawe Alister

**TIME KEEPER**

Hon: Ssuubi Jesse

**CHIEF WHIP**

Hon: Kalla Stuart

**Proposers Opposers**

Hon: Kalla Samantha Hon: Santos Wanume

Hon: Sisha Cindy Hon: Don Castro

Hon: Ssenoga Chris Hon: Nabagala Clara

Main speakers: 5min :Floor speakers: 3min

**Mr. Mwesigwa Arthur**

**PATRON DEBATING CLUB.**

**Questions:-**

a) What is the notice about?

b) Where is the seminar held?

c) How long does the seminar take?

d) Who wrote the notice?

e) To whom is the notice addressed?

f) In which newspaper did the notice appear?

g) How often is the seminar conducted?

h) Give another word or group of words with the same meanings as the following words in the notice;

(i) venue…………………

(ii) noon ………………..

i) Why do you think the above seminar is organised ?

**WEEK NINE**

**DEBATING**

1. ***vocabulary***

argue, argument, audience, chairperson, conclude, current,

motion, opinion, oppose, secretary, timekeeper, proposer

b. Oral **sentences;** Construct oral sentences and give meanings of the new words.

d: The advertisement below appeared in the Monitor Newspapers on Sunday, 22nd March, 2024, and also it was published again in the Weekly Observer on Thursday, 9th April, 2024.

|  |
| --- |
| **THE DEBATE! THE DEBATE!**  **MINISTRY OF EDUCATION AND SPORTS**  invites  All the super grade one schools in kampala for a debate competition  motion: all private schools should have the same school fees  structure.  VENUE: NATIONAL THEATRE    TIME: 8:00a.m--- 4:00p.m    schools to participate: greenhill academy, kampala parents,  city parents, mother manjeri, kabojja  junior, sir apollo kaggwa, mengo  cornerstone primary  and homisdallen primary school,  kirinya.  competitions: greenhill vs city parrents  kampala parents vs kabojja junior  mother manjeri vs sir apollo kaggwa  homisdallen vs cornerstone  chairperson : hon: senidde mary secretary: hon: fagil m    timekeeper : hon: bakabulindi chief whip: hon: nsereko  note:   * all the about chosen schools should prepare their participants as * opposers and proposers. the competition is a knockout kind and the last two schools will compete and we will come up with a winner. * the winning school will get ten million shillings , * second runner up five million shillings * third runner up three million shillins.   all the participants will travel to rwanda to witness debate in their parliament.  minister of education and sports  hon: kataha janet    **QUESTIONS**   1. What is the advertisement about? 2. Who wrote the above advertisement? 3. Where will john who is driving from Nakasero cathedral on 22nd find this advertisement? 4. How many schools were invited to participate? 5. Where will all the participants go after the debate competition? 6. Stella had travelled abroad and came back on 9th April, how will she find this advertisement? 7. According to the advertisement, which school will compete with Greenhill academy? 8. Write the motion of this debate? 9. Which is the venue of this debate? 10. Who is in charge of this debate? |

**END**