

THEME: SAFETY ON THE ROAD
TOPIC 1: SAFETY ON THE ROAD

Vocabulary

Vocabulary lesson I

zebra crossing	A part of the road marked with black and white stripes where vehicles must stop to let pedestrians cross the road. We must cross a busy road from the zebra crossing.
passenger	A person travelling by a bus, a car, taxi, plane or train. Most buses carry more passengers than taxis.
traffic	Vehicles moving along a road or street in a particular time. There is a heavier traffic in the city than in our village.
cyclist	A person who rides a bicycle. Martha is a good cyclist.
motorist	A person driving a vehicle. That motorist is a Kenyan national.
signal	A gesture, sound or movement made to give somebody information or a warning. John made a hand signal when he was turning left.
right	The opposite to left. It is against the Highway code to park vehicles on the right hand side.
left	The opposite to right. We normally use pavement on the left to go to the school.

Vocabulary practice I

Arrange these vocabularies in ABC order

1) right, signal, passenger, traffic

2) pedestrian, passenger, traffic, cyclist

3) signal, single, signaling, singled

Arrange the words to form a meaningful sentence.

4) along the road John walking Was then?

5) the road my to How village busy is!

6) motorist The wear didn't careless his helmet.

Use the words: first aid, hand signal, junction, and motorists to fill in the blank space

7) The cyclist made a _____ to show that he was turning right.

8) Drivers should not take over at the _____ of a road.

9) Motorists should be careful not to knock _____ down.

10) He was given _____ after getting in an accident.

11) We met John at the zebra_____.

Vocabulary lesson II

traffic jam:	A long line of vehicles on the road which can hardly move. The accident which involved the two buses caused the traffic jam.
traffic police:	Police officer who direct road users to make sure that traffic rules are respected. Is Marina a traffic police?
taxi:	A small vehicle which carries passengers. A taxi is smaller than a bus.
bus:	a large vehicle that carries passengers We travelled to the village by bus.
cross:	To go from one side to the other. We must cross the road carefully.
heavy:	more than usual in number The traffic jam in Kampala is heavier than that of our town.
light:	not great in amount Our aunt reaches earlier due to light traffic jam along Mukene Street.

Vocabulary practice II

Fill in the blank space with a suitable word.

1. I would _____ be a driver than a cyclist.
2. Lina was knocked _____ by a speeding car.
3. The cars are moving slowly _____ of heavy traffic jam.
4. The traffic jam in Kampala is heavier _____ that of Arua town.
5. We shall all board buses to Mbale, _____ we?

Write the full form of the given abbreviations.

6. Rd.
7. St.

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

8. Ritah drives a small vehicle which carries passengers from Lira to Kampala daily.

9. The traffic was more than usual in Kampala today.

10. We travelled to Kampala by a large vehicle that carries passengers.

Rewrite the sentences giving the plural form of the underlined word.

11. The travel tour will commence tomorrow.

12. We travelled to the Eastern part of the Game Park by taxis.

Use each of the given words in a sentence to show that you know the difference in their meaning.

13. light: _____

14. right: _____

Vocabulary lesson III

sign post:	a sign at the side of the road giving information about the distance and direction of places He knocked down the signpost of Ararak Junior School.
rail crossing	a point where railway line crosses the main road The accident happened at the rail crossing.
black spot:	a place on the road where accidents frequently happen. Many passengers have lost their lives from Nanda black spot.
seat belt (safety belt)	a belt attached to the seat in a car or a plane that keeps the passenger fix Immediately I sat in the bus, I fastened the seatbelts.
helmet	a hard hat worn by motorists to protect their heads All motorists are supposed to wear their helmets.
first aid	first help given to the person who has got an accident Pemba was given first aid when he got an accident.

Vocabulary practice III

Use the correct form of the words in brackets to complete the sentences.

- 1) Tom gave me the _____ aid immediately I got an accident. (one)
- 2) We learnt about _____ on the road last week. (safe)
- 3) The old woman walked _____ at the zebra crossing. (hurry)
- 4) All the road users must be very _____ care)
- 5) The lorry knocked him down as he was _____ the road. (knock)
- 6) Before his _____, he was rushed to Lacor Hospital. (die)
- 7) Roads should be _____ to reduce traffic jam. (wide)
- 8) That policeman arrested a _____ yesterday. (cycle)

Rewrite the sentences giving one word for the underlined group of words.

- 9) Musa bought two hard hats worn by motorists to protect their heads yesterday.

- 10) Very many people travelling on foot died in motor accident last year.

- 11) His uncle passed away in a car accident.

Give a word or a group of words to mean the same as these words

- 12) seat belt: _____

- 13) traveler: _____

Language structures

The use of: _____ **as soon as** _____

This structure is used to mean shortest possible time something happens.

It is used to mean the same as: immediately

Examples

1. **The driver lost control. The brakes failed.**
The driver lost control **as soon as** the brakes failed.
2. **I called my friend. I reached the zebra crossing.**
I called my friend **as soon as** I reached the zebra crossing.
3. **There were no more cars coming. The pupils crossed the road.**
The pupils crossed the road as soon as there were no more cars coming.
4. **The driver knocked the pedestrian. He ran away.**

The driver ran away as soon as he knocked the pedestrian.

TRIAL ACTIVITY

Complete these sentences using: _____ as soon as _____

1. The traffic officer stopped the car _____ we left the park.
The driver stopped the car _____ the traffic lights flashed red.

Join these sentences using: _____ as soon as _____

- 1) The cyclist gave a hand signal. He saw the junction.

- 2) The vehicles started moving. The traffic light showed green.

- 3) He jumped off the lorry. It reached the humps.

- 4) The reckless motorist ran away. The policeman called him.

- 5) The driver started the engine. It started raining.

- 6) The boy died. The boy was knocked down by a motorist.

- 7) Mark was given first aid. He got an accident.

- 8) John bought his motorcycle. He sold his gardens.

- 9) The driver stopped the vehicle. We reach the zebra crossing.

LANGUAGE STRUCTURES

The use of:immediately.....

This structure is used to talk about something that happened soon after the other. It is used in the same way as**as soon as**.....

Examples

1. **The driver lost control. The brakes failed.**

The driver lost control **immediately** the brakes failed.

2. **I called my friend. I reached the zebra crossing.**

I called my friend **immediately** I reached the zebra crossing.

Activity

Re-write these sentences using: _____ immediately _____

1. As soon as Cathy wrote her letter, she edited it.

2. The driver caused the accident. He was arrested.

3. The car crashed. The police officers arrived.

4. Karen boarded the car. She fastened the seat-belt.

5. Tom saw pot-holes. Tom reduced the speed of the car.

6. The driver opened the door. Daniel removed the luggage from the boot.

7. The traffic police officer signaled. The motorist stopped.

8. We came out of the taxi. It started burning.

9. The driver died. He was beaten by the mob.

Language structures

The use of: **must**.....

We use **must** when we are saying that something has to be done as a command.

Examples

1. **The police officer need to help pupils to cross the road.**

Police officers must help children to cross the road.

2. **The taxi drivers have to obey traffic rules.**

The taxi drivers must obey traffic rules

3. **The teachers should teach children with a Highway Code rule.**

The teachers **must** teach children with a Highway Code rule.

TRIAL ACTIVITY

Rewrite these sentences using: _____ **must** _____

1) It is good for motorists to signal at the junction.

2) Pedestrians ought to walk on the pavement.

3) Cars should have indicators.

4) A good driver should drive carefully.

5) All motorists should have driving permits.

6) It is good to tarmac roads.

7) Parents ought to help their children to cross the roads.

8) They ought to place traffic lights at the crossroads.

9) One should check on the condition of a car before starting the engine.

(b) The use of:mustn't.....

We use this structure to say that something is not supposed to be done.

Mustn't is the contraction form of the negative helping verb **must not**.

Examples

1. **It is not good to stand behind a parked car.**

You must not stand behind a parked car.

School children ought not to play on the road.

2. School children mustn't play on the road.

TRIAL ACTIVITY

Re-write the following sentences using: mustn't

1. Drivers ought not to drive on the pavement.

2. A good driver shouldn't drive carelessly.

3. One should not drive a car with worn-out tyres.

4. Parents ought to help their children cross the road.

5. All road users shouldn't be reckless while using the road.

6. All busy roads ought not to be narrow.

7. Morgan shouldn't stop in the middle of the road.

8. Traffic police officers shouldn't accept bribes.

The use ofshouldn't.....

We use this structure to talk about what one must not do or what is not supposed to be done.

shouldn't is the contraction for **should not**

Examples

1) Children should not play on the road.

2) Good drivers shouldn't over speed the junction.

Activity

Make five correct and meaningful sentences from the table below

Pedestrians
Motorists
School children
Cyclists
Vehicles
Traffic police officers
Roads

should not

accept bribes
play along the road.
ride while drunk.
throw stones at the road users
drive recklessly
be too narrow
be overloaded

Example

1) Pedestrians **should not** ride while drunk.

Language structures

The use of:mustn't.....unless.....

We used this structure to talk about what one must not do or what is not supposed to be done if a certain condition is not fulfilled.

Unless means if.....not.....

Examples

1. **You should not cross the road if it is not clear.**

You must not cross the road unless it is clear.

2. **Peter should not go to school if he doesn't have a school uniform.**

Peter must not go to school unless he has a school uniform.

TRIAL ACTIVITY

Re-write the following sentences using: _____ mustn't _____ unless _____

1. John should not drive my car if he doesn't have a driving permit.

2. You shouldn't turn on the headlight if it is not dark.

3. A good driver should not drive a car if it doesn't have a functional brakes

4. One must not have a driving permit if one doesn't know the Highway Code.

5. The suspect should not go away if the policeman hasn't come.

LANGUAGE STRUCTURES

The use of:.....as soon as.....

This structure is used to mean shortest possible time something happens.

It means the same as: immediately

Examples

5. **The driver lost control. The brakes failed.**

The driver lost control **as soon as** the brakes failed.

6. **I called my friend. I reached the zebra crossing.**

I called my friend **as soon as** I reached the zebra crossing.

7. **There were no more cars coming. The pupils crossed the road.**

The pupils crossed the road as soon as there were no more cars coming.

8. The driver knocked the pedestrian. He ran away.

The driver ran away as soon as he knocked the pedestrian.

TRIAL ACTIVITY

Complete these sentences using: _____ as soon as _____

3. The traffic officer stopped the car _____ we left the park.

4. The driver stopped the car _____ the traffic lights flashed red.

Join these sentences using: _____ as soon as _____

1. He switched on the wipers. It raining heavily.

2. The vehicles started moving. The traffic light showed green.

3. He jumped off the lorry. It reached the humps.

4. The reckless motorist ran away. The policeman called him.

5. The driver started the engine. It started raining.

6. The boy died. The boy was knocked down by a motorist.

7. Mark was given first aid. He got an accident.

8. John bought his motorcycle. He sold his gardens.

9. The driver stopped the vehicle. We reach the zebra crossing.

Language structures

The use of:immediately.....

This structure is used to talk about something that happened soon after the other. It is used in the same way as**as soon as**.....

Examples

3. The driver lost control. The brakes failed.

The driver lost control **immediately** the brakes failed.

4. I called my friend. I reached the zebra crossing.

I called my friend **immediately** I reached the zebra crossing.

TRIAL ACTIVITY

Re-write these sentences using: _____ immediately _____

1. As soon as Cathy wrote her letter, she edited it.

2. The driver caused the accident. He was arrested.

3. The car crashed. The police officers arrived.

4. Karen boarded the car. She fastened the seat-belt.

5. Tom saw pot-holes. Tom reduced the speed of the car.

6. The driver opened the door. Daniel removed the luggage from the boot.

7. The traffic police officer signaled. The motorist stopped.

8. We came out of the taxi. It started burning.

9. The driver died. He was beaten by the mob.

Language structures

The use ofbecause....

We use the structure to tell the reason why something happened or the reason for doing something.

This structure is used in all the tenses.

Examples

1. **The car knocked Hamza down. Hamza's bicycle had weak brakes.**
The car knocked Hamza down because his bicycle had weak brakes.
2. **Sarah's father's car broke down she came to the school late.**
Sarah came to school late because her father's car broke down.

TRIAL ACTIVITY

Join the sentences below using: _____ because _____

1. Angela was knocked down. She crossed the road while running.

2. My father didn't drive a car. He was sick.

3. The victims died. They did not get any first aid.

4. The cyclists beat him. He had stolen a helmet.

5. Moses drank a lot of water. He was very thirsty.

6. I did not get the taxi. I woke up very late.

7. David got an accident. He was driving carelessly.

8. Our bus driver has never caused any accident. He drives carefully.

9. He drove badly. He didn't know the Highway Code.

10. We gave Irene first aid. She was injured by a reckless motorist.

LANGUAGE STRUCTURES

Modal / Defective verbs:

These are also referred to as modal auxiliary verbs. They are used with other verbs to express possibility, ability, permission, obligation or determination.

Examples: can, may, will, shall, have to, need, ought to, dare

The use of:..... Should.....,

.....ought to.....

These are modal verbs of obligation, duty advice.

✓ to talk about an obligation and duty.

✓ to ask for and give advice.

✓ to say what is right or good.

Examples

Rewrite these sentences using: _____ ought _____

1. **You should respect elders.**

You ought to respect elders.

2. **Children should obey their parents.**

Children ought to obey their parents.

3. **Tom should stop smoking.**

Tom ought to stop smoking.

Activity

Rewrite these sentences using: _____ ought to _____

1. You should stop smoking since it causes lung cancer.

2. People should boil drinking water to make it safe.

3. You should revise your books in preparation for exams.

4. Children should obey their parents.

5. He should apologize to the headmaster

6. They should go for further studies.

7. You should know the Highway Code.

8. Young people should cross the roads carefully.

9. All road users should respect the traffic rules.

10. Anita must be careful while crossing the busy road.

GRAMMAR

PRESENT CONTINUOUS TENSE

It is also called the now tense. The helping verbs are "is" "am" and "are" when constructing a sentence, you add "-ing" to the main verb.

Note: Main verbs with short vowels before the final consonant double the final consonants and then take "-ing" at the end.

Affirmative sentences

1. She is working now.
2. They are swimming in the river.
3. My sister is putting the cup on the table.

Affirmative sentences can be changed to negative sentences.

1. **The mechanic is working now.**
The mechanic is not working now.
2. **I am going with my father today.**
I am not going with my father today.
3. **My sister is learning to drive a car.**
My sister is not learning to drive a car.

ACTIVITY

Turn the following sentences into affirmative

1. The motorist isn't driving very fast.

2. The cyclists aren't riding carefully.

3. School children are not crossing the road from zebra crossing.

Use the correct word in the brackets to complete these sentences.

1. Our teacher is _____ us how to cross the busy road. (show)
2. Tom and Kety are _____ the roads carelessly. (cross)
3. Betty is _____ her new car now. (drive)

Fill in the blank spaces sensibly.

1. The pedestrians _____ crossing the roads now.

- Our driver _____ starting the engine now.
- We _____ learning safety on the road now.
- We _____ fixing Juma first aid.
- They _____ coming to rescue the driver who caused the accident.

GRAMMAR

FUTURE SIMPLE TENSE

It expresses what will happen in future/ tomorrow.

We use **will** and **shall** as the helping verbs in this tense.

I	}	shall	It	}	will
We		shan't	He		
		She	won't		
		They			

The negative forms of these helping verbs are **won't** for will and **shan't** for shall.

Examples

Affirmative sentences

- We shall help you to cross the road.
- You will pay for this repair next weekend.
- Mary and Martha shall learn how to cross the busy roads.

Affirmative sentences can be changed to negative sentences.

When changing affirmative to negative sentences in this tense, we only change the helping verbs as below.

- Shall** changes to shall not which in short is **shan't**
- Will** changes to will not which in short is **won't**

Examples

- We shall help you to cross the road.**
We shan't help you to cross the road.
- You will pay for this repair next weekend.**
You won't pay for this repair next weekend.
- Mary and Martha shall learn how to cross the busy roads.**
Mary and Martha shan't learn how to cross the busy roads.

GRAMMAR

The Present Perfect Tense

This tense name an action finished in the past but which still has something to do with the present. The action happens a few moments before the present time.

The present perfect tense is formed with **has** or **have+ past participle**

Has is used with singular while **have** is used with plural pronoun and pronoun I.

Examples

- We have crossed the road beautifully.
- I have driven on the street carefully
- She has checked on the car properly.
- He has driven his car gently.

GRAMMAR

ADVERBS

Adverbs are words that modify verbs or tell us how, when an action take place.

FORMATION OF ADVERBS

Most adverbs are formed out of adjectives by simply adding "ly"

Adjective	adverb	Adjective	adverb
clear	clearly	pain	painful
accidental	accidentally	proud	proudly
sudden	suddenly	skillful	skillfully

quick	quickly		anxious	anxiously
royal	royally		poor	poorly
grateful	gratefully		annual	annually
fair	fairly		careful	carefully
mental	mentally		cheap	cheaply
equal	equally		hopeful	hopefully
clever	cleverly		practical	practically

Adverbs which are formed from adjectives by adding 'ly' after changing 'y' to 'i'

Examples

Adjective	Adverb		Adjective	Adverb
angry	angrily		easy	easily
lucky	luckily		hungry	hungrily
steady	steadily		noisy	noisily
heavy	heavily		merry	merrily
lazy	lazily		clumsy	clumsily

Other adverbs are formed by dropping 'e' and adding 'ly'

Adjective	Adverb		Adjective	Adverb
sensibly	sensibly		simple	simply
possible	possibly		terrible	terribly
gentle	gently		miserable	miserably
suitable	suitably		probable	probably
immediate	immediately		humble	humbly

Some adverbs are the same as adjectives e.g. hard, fast, well, late, early, better, next

Adverbs formed from nouns

Noun	adverb	Noun	adverb
danger	dangerous	force	forcefully
haste	hastily	nature	naturally
courage	courageously	office	officially
wonder	wonderfully	centre	centrally
cheer	cheerfully	active	actively

Comparison of adverbs by adding 'more' and 'most'

bravely	more bravely	most bravely
clearly	more clearly	most clearly
briefly	more briefly	most briefly
easily	more easily	most easily
freely	more freely	most freely
happily	more happily	most happily
loudly	more loudly	most loudly
quickly	more quickly	most quickly
slowly	more slowly	most slowly

ACTIVITY

Form adverbs from each of the following words












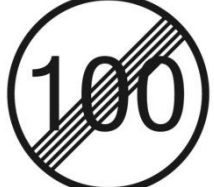
Horrible, able, nice, bad, cruel, whole, worth, careful, cheer,

Use the correct form of the words in brackets to complete each sentence

1. That girl writes very_____.(slow)
2. I did my work _____.because I was in a hurry. (bad)
3. The headmaster_____walked into his office. (hurry)

4. It rained _____ last night. (heavy)
5. The little girl _____ gave a speech. (courage)
6. The basket was _____ woven. (beauty)
7. _____ the teacher entered the room the pupils stoop up. (immediate)
8. We were _____ welcomed by the waiter. (warm)

COMMON ROAD TRAFFIC SIGNS

No hooting 	Speed limit 	No U-turn 	No cycling 
			
Pedestrian not allowed	Junction ahead	Roundabout	No parking
			
Stop	No left turn	No right turn	End of speed limit

COMPREHENSION

PASSAGE

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

Nakku 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 Nakku 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 precede, teacher Kato explained clearly.

There were so many other road users that the bus could not move as fast as Nakku 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, Nakku 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 Nakku to be overjoyed?

(b) Why did Nakku 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 Nakku 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?

(i) 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?

(k) Give any one reason.

(l) Suggest a suitable title for the passage.

PASSAGE

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 inspectors from Buloopu 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 Mwala
OC Buloopu station

Questions

(a) What was the name of the inspector?

(b) Which school did the inspector visit?

(c) Mention any two traffic dangers?

(d) Which road user is supposed to use the foot paths?

(e) Which area should the pedestrians avoid crossing from?

(f) Who invited the inspector to Wansale primary school?

(g) Which book was the inspector referring to while addressing the school?

(h) Mention two areas where the pedestrians should cross from?

(i) Write O.C. in full.

(j) Which police station was the inspector come from?

COMPREHENSION

POEM

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

From dawn to dusk,
Morning to sunset,
Roads are full of different road users,
Heading to various destinations,
In the city or village.

Pedestrians trek on the pavement,
Passengers sit comfortably in taxis and buses,
As they pass by,
Trees appear as if they are running backward,
Yet they're stationary.

Hand signals, traffic light, indicators,
And horns are used for communication,
The red light commands the driver to stop,
Orange light alerts him to get 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 maintain law and order on the road,
They stand at the road junctions,
Smartly dressed in their uniforms,
Because the safety of the road is for all.

Tino Maria (P6)

Questions

(a) How many stanzas does the above poem have?

(b) According to stanza one, what are roads full of?

(c) Where are road users heading to?

(d) Who trek on the pavements according to the stanza two?

(e) Where do passengers sit comfortably?

(f) Who help to maintain law and order on the road?

(g) Mention any **one** road user in the poem.

(h) Which traffic light tells the driver to move forward?

(i) Give another word or a group of words with the same meaning as the following words used in the poem

a) destination

b) trek

c) pedestrians

(j) What happens to trees as the passengers pass by?

COMPREHENSION

DIALOGUE

Below is the dialogue between Robert and Stella. Read it and answer the questions that follow 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 commit?
Stella:	No it wasn't .a crime. Dad told me to walk and get the experience the he went through while still studying.
Robert:	Oh no! That road is very busy with traffic. How did you manage to 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

- How many people are taking part in the dialogue?

- How did Stella cross the busy road?

- Why did Stella walk to school that day?

- Where does Stella reside?

- What crime did Stella commit?

- Where do pedestrians walk from on a busy road?

- How did Stella manage to cross the road without using a Zebra crossing?

- In case there was no traffic police officer, what helps the drivers to use the road safely at roundabouts and at junctions?

- Apart from drivers, mention any other two road users.

- Suggest a suitable title for the conversation.

COMPOSITION

JUMBLED SENTENCES

Re-arrange the sentences below to form a good composition about the role of the traffic police officers.

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

Solution table

Incorrect order	(a)	(b)	(c)	(d)	(e)	(f)	(g)	(h)	(i)	(j)
Correct order										

Good story

- (a) _____
- (b) _____
- (c) _____
- (d) _____
- (e) _____
- (f) _____
- (g) _____
- (h) _____
- (i) _____
- (j) _____

Guided dialogue

Below is a dialogue between the O.C traffic and a taxi driver.

Complete it by filling in what do you think what were O.C's questions or statements

O.C traffic:	
Taxi driver:	Good morning, Officer.
O.C traffic:	
Taxi driver:	I am 33 years old.
O.C traffic:	
Taxi driver:	Yes, officer. I have a driving permit.

O.C traffic:	
Taxi driver:	No, officer, this taxi is not mine.
O.C traffic:	
Taxi driver:	It belongs to my uncle.
O.C traffic:	
Taxi driver:	There are eighteen passengers in the taxi, sir.
O.C traffic:	
Taxi driver:	I am coming from Kasese.
O.C traffic:	
Taxi driver:	This taxi is lenses to carry 14 passengers only.
O.C traffic:	
Taxi driver:	I am sorry officer. I know very well that overloading and over speeding are very serious offenses that can cause accidents.
O.C traffic:	
Taxi driver:	Please, officer. Do not take me to court now. Do me a favour. Here is something for you sir.
O.C traffic:	Shut up your mouth. Officer does not take bribes.

Guided composition

Fill in the blanks with suitable words given below.

careful	road signs	killed	green	headteacher
pedestrians	traffic police	signal	zebra crossing	pavement

Last Friday, our _____ addressed the whole school.

With deep sorrow, he informed the school about an accident in which a motorist had knocked down one of the pupils in primary three.

The driver did not _____ to show where he was going to turn. The _____ tried to stop him but instead he drove off very fast.

The headteacher asked all the pupils to cross at the _____.

He told them that _____ must walk on the _____.

Every pupil should know the rules of the Highway Code and learn the important _____

“if you want to cross the road, you must look left, right, then left again. If it is safe, cross quickly but do not run.” The pupil would not have been _____ if she had been _____

At the junction, observe the traffic lights carefully. Red means the traffic must stop, _____ means it is safe to go and Yellow or amber means drivers should get ready to stop or to go.

TOPIC 1: SAFETY ON THE ROAD

SUB TOPIC II: TRAFFIC DANGERS

Vocabulary

Vocabulary lesson I

crossroad:	a place where two roads meet and cross John lost his direction when he reached the crossroad.
junction:	a place where roads meet but do not cross each other It is not safe to cross the road from the junction.
roundabout:	A multiple road junctions in the form of a circle. We shall take our photographs from the main roundabout.
accidents:	unpleasant sudden occurrence that can lead to injury or death Both over speeding and over loading cause accidents.
traffic light:	a set of green, orange and red color light used for controlling road users on busy roads There are more traffic lights in Kampala city than in Gulu city.
side paths:	a space where people can walk at the side of the road Motorists must not park from the narrow side paths.
first aid:	first help given to a person who has got an accident Peter was given first aid before being taken to the hospital.
overload:	to put too greater load on something The driver overloaded the school truck.

Vocabulary practice I

Arrange these new words in a dictionary order

1) crossroad, accidents, roundabout, junction

2) light, right, bright, night

Fill in the blank space with a suitable word.

3) Not _____ is John a driver but also a first aider.

4) Our traffic police records daily events in his _____.

5) Morgan jumped _____ the bicycle when its tyre burst.

6) I succeeded _____ in crossing the road from the junction.

7) If we worked hard, we _____ pass this examination.

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

8) All cyclists must ride with both hands on the handle _____. (bar)

9) A teacher is as _____ as a driver. (importance)

10) Mugalu was the _____ boy to get an accident at the crossroad. (five)

11) How many _____ did Mrs. Bukenya have in his bus? (luggage)

12) What a _____ day it was! (rain)

13) The tourist _____ climbed the mountain up to the highest peak. (slow)

14) Our teacher of English is a very _____ lady. (knowledge)

15) I know the _____ between the crossroad and the junction. (differ)

16) John was given first aid when he _____ an accident. (get)

17) That old driver _____ caused the accident. (narrow)

Vocabulary lesson II

careful:	taking care/ Avoiding hurting or damaging/ to do things with great care All cyclists must cross the roads carefully.
highway:	a public road connecting towns and cities Entebbe highway is the widest of all roads in Uganda.
traffic island:	area in the middle of the road where you can stop until it is safe for you to cross The hawker has been standing on the traffic island for five hours.
highway code:	the official rules for drivers and other users of public roads A book containing traffic rules All road users must learn and respect the Highway Code.
road humps:	raised parts of the road that reduced the speed of vehicles Mark fell off the motorcycle from that road hump.
scene:	the place where unpleasant thing happens The traffic police officers reached the accident scene very late.
fatal:	something deadly The fatal accident claimed the lives of fifteen passengers.
rail crossing:	a point where the railway line crosses the road The accident happened at the rail crossing.

Vocabulary practice II

Write the full form of the given abbreviations.

1. Capt. Mubiru was walking along Mukulu highway.

2. We've learnt the Highway Code today.

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

3. We met Morgan at a point where the railway crosses the road in Jinja.

4. Migadde has never seen a set of green, orange and red color light used for controlling road users on busy roads from Kampala.

5. The accident occurred from the place where two roads meet and cross in Amuca.

Give the plural form of these words.

6. traffic island: _____

7. road hump: _____

Use each of the given words in a sentence to show that you know the difference in their meaning.

8. scene: _____

9. seen: _____

Rearrange the given words in alphabetical order.

10. speed, avenue, street, accident

11. gruesome, avenue, street, collision

Rearrange the given words to form a correct sentence.

12. father's I occupation his know.

13. traffic value light Of a what is?

14. careless What a cyclist is Tom !

Vocabulary lesson III

ambulance:	a special vehicle for transporting patients The patient was put in an ambulance and rushed to Mulago referral Hospital.
hearse:	a special vehicle for transporting dead people Our late bursar was transported by A-Plus funeral hearse.
destination:	A final place where one is going to We shall pay our fare when we reach our destination.
black spot:	a part of the road where accidents are very common The junction in Nanda is the main black spot along Kampala-Gulu highway.
casualty:	a person who has got an accident Ten casualties survived in Nanda fatal accident.
careless :	to do thing in a reckless way All pedestrians must not cross the roads carelessly.
hand signal:	a message delivered using the hand The cyclist used hand signal to show where he was crossing from.
pothole:	a large rough hole in the surface of the road that is formed by traffic and bad weather The potholes made the road to our village floody.

Vocabulary practice III

Rearrange the given words to form a correct sentence.

1. we reach Shall destination our late very?

2. careless What a motorist is John!

3. A mechanic want to be I.

Rearrange the given words in alphabetical order.

4. gruesome, gullet, glutton, green

5. careless, care, carefully, carelessly

Rewrite the sentences giving the opposite of the underlined word.

6. The conductor deposits the fare he collects daily.

7. Our uncle will visit us tomorrow

Write the short form of the given abbreviations.

8. Rev. _____

9. UNRA _____

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

10. Maria was put in a special vehicle for transporting patients and rushed to Mulago referral Hospital.

11. The junction in Nanda is the main part of the road where accidents are very common along Kampala-Gulu highway.

12. Several people who have got accidents survived in Mabira fatal accident.

13. He did not cross the road in a correct way.

Vocabulary lesson IV

speed:	the state of moving quickly It is risky to over speed the vehicle.
overload:	to load excessively Our school driver was arrested because of overloading.
collision:	two things coming in a sudden contact The fatal accident was caused by head on collusion between the two taxis.
avenue:	abroad street We met Great Mark at Obote Avenue in Lira city.
street :	a paved part of the road John perished in a road accident which took place at Lumumba Street in Kampala.
gruesome:	scaring or shocking information The news about the death of his father in road accident was very gruesome.
speedometer:	a device that measures the current speed of a vehicle The speedometer of my father's car is not functioning.
traffic lamps :	lamps put along the roads to help the road users at night Have you ever seen traffic lamps in Gulu city?

Vocabulary practice IV

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

- 1) The smart boy kept on _____ my clothes till we reached our destination. (dirty)
- 2) One pedestrian _____ fell down on the road. (sudden)
- 3) Our teacher spoke _____ about Highway code and Road safety. (clear)
- 4) That cyclist is riding with a lot of _____ on that busy road (carefully)
- 5) The triplets switched on the traffic light by _____ them)
- 6) Samuel is _____ his lorry now. (overload)
- 7) Pupils who are _____ to their teacher usually get no road accidents. (obey)
- 8) Which book gives the correct _____ of the word Hearse? (pronounce)
- 9) The _____ of the twins was given a prize (smart)
- 10) The boy _____ down to thank the traffic police officer who helped him to cross the road. (kneel)

Rewrite the sentences giving the plural form of the underlined word.

- 11) That is the widest avenue in our town.

- 12) Mugume sold the old traffic lamp to my father yesterday.

Rearrange these words to form a meaningful sentence.

- 13) stopped The driver red the light shown when.

- 14) cyclist fell of The careless his bicycle.

Rewrite the sentences giving the opposite of the underlined word.

- 15) The arrival of the buses excited all the pupils.

- 16) Asil's uncle donated a new speedometer for our school bus.

Language structures

The use of: _____ **may** _____ **if** _____

The structure is used to tell one what is likely to happen if a certain condition is not fulfilled. It's not a commanding word.

Examples

1. **Use a side path or else you will get an accident.**

You may get an accident if you don't use a side path.

2. **Unless Jane wakes up early, she will miss the plane.**

Jane may miss the plane if she doesn't wake up early.

TRIAL ACTIVITY

Rewrite the following sentences using:may.....if.....

- 1) Pedestrians should walk on the pavements or else they will be knocked down.

- 2) Do not play on the road or else you will get an accident

- 3) Hurry, or else you will miss the bus to Arua.

4) Practice hard or else you will not win the motor rally.

5) Look right, look left and right again or else you will not cross the road.

Should always

The structure is used when we are talking about what one needs to do regularly.

Examples

Join these sentences using: _____ should always _____

1. We need to be aware of the Highway Code.

We should always be aware of the Highway Code.

2. We need to be careful when crossing a busy road.

We should always be careful when crossing a busy road.

Activity

Fill in the blank spaces using: should always.....

1) Cyclists _____ slow down near cross roads.

2) Pedestrians _____ the side paths.

3) Motorists _____ near the road humps.

4) Children _____ avoid playing on the roads.

5) Teachers _____ guide learners on know the Highway Code.

Rewrite these sentences using:should always.....

6) The cyclists ought to wear helmets.

7) Mugume must drive his car carefully.

8) Drivers need to turn on the headlight when it is dark.

9) Pedestrians need to be careful when crossing the road.

10) Motorists need to be disciplined and patient while driving.

Language structures

The use of: First _____ next _____ then _____

A structure like this one is used to show the correct order in which something is to happen.

commas are put before **next** and **then**.

Examples

Join these sentences using: First _____ next _____ then _____.

1. Get into the car. Fasten your seatbelt and drive.

First get into the car, **next** fasten your seatbelt, **then** drive.

2. Slow down. Drive over the humps gently. Then you can increase the speed.

First slow down, **next** drive over the humps gently **then** you can increase the speed

Activity

Rewrite these sentences using: First.....next.....then.....

1) Get into a vehicle, get a seat, fasten a seatbelt.

2) Look left, look right, look left again and cross the road.

3) Put the gear in neutral, switch on the engine, engage the gear and drive.

4) Walk on the road, wait for vehicles to pass, cross carefully.

5) Look at the mirrors, check at the light, check the gears before you start the engine.

6) The traffic lights turn red, they turn orange, they turn green. Motorists can now go.

7) Check on the condition of the car, start the engine, drive away.

8) Go to a training school, buy a car and drive.

Using: _____ because _____

This conjunction is used to connect related ideas in a sentence and to give a reason for an action or occurrence.

Examples

1) **Sarah was knocked down by a car. She crossed the road carelessly.**

Sarah was knocked down by a car because she crossed the road carelessly.

2) **Jane cannot cross the road alone. She is very young.**

Jane cannot cross the road alone because she is very young.

Trial Activity

Complete these sentences using: _____ because _____

1. Faisal was arrested _____ of over speeding.

2. Road humps are put on roads _____ they slow down speeding motorists.

3. He was taken to the hospital _____ he got an accident..

Activity

Join these sentences using: _____ because _____

1. He was not appointed as a driver. He was illiterate.

2. She was not promoted to Primary Six. She writes poorly.

3. He did not write the exams. He was sick.

4. Many people like my father because he is generous.

5. The bus driver left him. He was late.

6. There is no theft at our school. There is tight security.

7. Most teachers dislike Katusaabe. She is very lazy.

Language structures

Using: _____ **because of** _____
 _____ **due to** _____

These conjunctions are used to give a reason for an action or occurrence.
They are usually followed by a noun.

Examples

1. The motorist was careless. He knocked down a cyclist.
 - ✓ The motorist knocked down a cyclist **because of** carelessness.
 - ✓ The motorist knocked down a cyclist **due to** carelessness.
2. Gloria ate all the food. She was very hungry.
 - ✓ Gloria ate all the food **due to** hunger.
 - ✓ Gloria ate all the food **because of** hunger.

Activity

Join the following sentences using:**because of**

1) The chauffeur was arrested. He was driving carelessly.

2) The driver caused an accident. He failed to recognize road signs.

3) The government has issued a new highway code. There is an increase in traffic accidents.

4) Several pedestrians were knocked down by a bus. They were playing on the road.

Join the following sentences using:**due to**

5) He was not appointed as a driver. He was illiterate.

6) She was not promoted to Primary Six. She writes poorly.

7) He did not write the exams. He was sick.

8) Many people like my father because he is generous.

Rewrite these sentences as instructed in the brackets.

9) There is no theft at our school because there is tight security.
(Rewrite the sentence using:because of.....)

10) Most teachers dislike Katusaabe because she is very lazy.
(Rewrite the sentence using:due to.....)

Language structures

Using:so.....that.....

Examples

1. **The dog was very big. It frightened us all.**
The dog was so big that it frightened us all.
2. **That boy is very active. All teachers like him.**
That boy is so active that all teachers like him.

Exercise

Rewrite the sentences below using: _____ **so** _____ **that** _____

1) The accident was very terrible. Many people were reported dead.

2) John is very careful. He walks on the right side of the road.

3) The day was very misty. Drivers could not notice some road signs.

4) Accidents are very common. We must all avoid them.

5) This park is very insecure. You cannot leave your car here for six hours.

6) Speeding is very deadly. Many lives have been lost due to speeding.

7) The laughter was extremely loud. It scared us all.

8) We had a very old vehicle. We did not travel with comfort.

9) The chauffeur is very proud. People do not want to hire him.

10) The journey was very interesting. We managed to tour the taxi park.

LANGUAGE STRUCTURES

Using:so that.....can/could.....

.....so that is used to mean the same as: (i).....in order to.....

(ii) **so as to**

The conjunctions are used to state the reason for doing something.

The conjunction '**so that**' is usually used with '**can**' in the present tense and '**could**' in the past simple tense.

Examples

1. **The traffic police arrived. They wanted to control the traffic jam.**

The traffic police arrived **so that** they **could** control the traffic jam.

2. **I will wake up very early in the morning. My intension is to board the 5:00 O'clock bus.**

I will wake up very early in the morning **so that** I **can** board the 5:00 O'clock bus.

TRIAL ACTIVITY

Rewrite the following sentences using: _____ so that _____

1. The motorist braked his vehicle. His intension was to avoid knocking down a pedestrian.

2. The traffic officer stopped the driver. He wanted to look at the driver's driving permit.

3. Kintu joined the driving school so as to learn how to drive buses.

4. Most chauffeurs drive carefully. Their intention is to avoid accidents.

5. I woke up very early in the morning in order to catch the 5:00 O'clock bus.

6. The driver wiped the windscreens. He wanted to see where he was heading.

7. Dad sped up in order to reach his destination in time.

8. Our teachers teach us about road safety. They want us to be safe on the road.

9. My mother drove off very early. She wanted to dodge traffic jam.

10. The traffic stopped at the zebra crossing. The reason was the pedestrians to cross the road.

GRAMMAR

NOUNS

Nouns are naming words. Nouns name things, places animals and people.

Abstract nouns:

Abstract nouns are names of things that we cannot see, touch or count but they are expressed in term of ideas, quantity and opinion.

These are names of ideas or feelings e.g. kindness, stupidity, happiness, cleverness,

FORMATION OF ABSTRACT NOUNS

Nouns can be formed from verbs, adjectives, and even from nouns. This is done by using suffixes.

Nouns from verbs are formed by using the following suffixes, ment, tion, ance, al, age, ence.

Study the following examples

-ment

Verb

enjoy

manage

commence

judge

move

postpone

noun

enjoyment

management

commencement

judgment

movement

postponement

-tion

abolish

create

pronounce

converse

oppose

publish

abolition

creation

pronunciation

conversation

opposition

publication

-sion

admit

permit

omit

divide

extend

persuade

transmit

admission

permission

omission

division

extension

persuasion

transmission

-ance

assist

perform

resemble

resist

appear

assistance

performance

resemblance

resistance

appearance

EXERCISE

Complete the sentences with the correct noun formation.

1. They played enough _____ to their supervision. (loyal)
2. They went for _____ in Dubai (busy)
3. His _____ prevented us from talking the truth. (cruel)
4. _____ of work wastes times. (repeat)
5. The new road had a good _____ (expand)
6. Musa's _____ over the matter was very good. (reveal)
7. It was her _____ that enabled her to win the case. (innocent)
8. Katono's rapid _____ is surprising everybody. (grow)
9. He was very weak at his _____ (child)
10. The manager gave me a _____ of five hundred thousand shillings. (lend)
11. Mary's _____ to Womono was the poorest. (marry)
12. He was very stubborn during his _____ (young)
13. Their _____ didn't last long. (friend)
14. There is _____ of food in Bushenyi. (scarce)
15. She has already made the _____ for the job. (apply)

GRAMMAR

FORMATION OF ADJECTIVES

ADJECTIVES

Adjectives are words that are used to describe nouns (naming words)

For example;

- | | |
|-------------------|------------------------------------|
| ✍ vehicle | - a black vehicle |
| ✍ accident | - a fatal accident |
| ✍ traffic officer | - an honest traffic officer |

Forming adjectives

Many adjectives are formed from nouns and other words with the help of different suffixes as shown below.

By adding the suffix **-ful**

Forming adjective from nouns by adding '-able

Noun	Adjective	Noun	Adjective
charity		fashion	
misery		advice	advisable
service	serviceable	value	
wash		do	
walk		renew	
suit		charity	
eat		enjoy	
comfort		suit	
knowledge		digest	
value			

Adverbs formed from adjectives by adding the suffix **-ful**

use	useful	care	careful
harm	harmful	faith	faithful
skill	skilful	hope	hopeful
mercy	merciful	mind	mindful
help	helpful	stress	stressful
spoon	spoonful	waste	wasteful

Forming adjectives from nouns by adding '____ish'

Noun **Adjective** Noun **Adjective**

Child	childish	Woman	womanish
Fool		girl	
boy			

Forming adjectives from nouns using suffix **-y**

Noun	Adjective	Noun	Adjective
stone		rock	
star		juice	
swamp		salt	
taste		water	
wind		cloud	
sun		fault	
dirt		dust	dusty
rain			

Forming adjectives from nouns using suffix **-al**

Ancestor	ancestral	Centre	central
Region	regional	Colony	colonial
Instrument	instrumental	Choir	choral
Bible	Biblical	Office	official
nonsense	nonsensical	picture	pictorial
editor	editorial	method	methodical

Forming adjectives from nouns using suffix **-some**

Noun	adjective	Quarrel	quarrelsome
------	------------------	---------	-------------

Tire	tiresome	Trouble	troublesome
Burden	burdensome	Awe	awesome
duel	duelsome		

Forming adjectives from nouns using suffix -ous

Mystery	mysterious	Disaster	disastrous
Vigour	vigorous	Pity	piteous
Space	spacious	Miracle	miraculous
Mischief	mischievous	Rebel	rebellious
Anxiety	anxious	Luxury	luxurious
Marvel	marvelous	Religion	religious
Fame	famous	Volume	voluminous
Adventure	mountainous	Humour	humorous
Mountain	adventurous	Fury	furious

12.Using suffix.....al

Exceptional

Pride	proud	Gold	golden/gold
Wool	woolen	Coward	cowardly
Fortune	fortunate	Wood	wooden
Compassion	compassionate	Affection	affectionate
passion	passionate		

6) Using suffix -ic e.g

Noun	adjective	Noun	adjective
Terror	terrific	Drama	dramatic
Energy	energetic	Sympathy	sympathetic
Empathy	empathetic	Hygiene	hygienic
Giant	gigantic	Centre	centric
Magnet	magnetic	Chaos	chaotic

Using suffix -an

Kenya	Kenyan	Africa	African
Rwanda	Rwandan	Tanzania	Tanzanian
Nigeria	Nigerian	Egypt	Egyptian
Ethiopia	Ethiopian	Uganda	Ugandan
Ghana	Ghanaian	Burundi	Burundian
Norway	Norwegian		

10.Using suffix -ory

Satisfy	satisfactory	Respire	respiratory
Circulate	circulatory	Congratulate	congratulatory
Advise	advisory	supervise	supervisory

11.Using suffix -ous

Study	studious	Poison	poisonous
Danger	dangerous	Courage	courageous

Grammar

Degrees of adjective comparisons

Adjectives exist in three degrees, namely (viz.);

- ✍ Positive degree e.g. small, careful, weak
- ✍ Comparative degree e.g. smaller, more careful, weaker
- ✍ Superlative degree e.g. smallest, most careful, weakest

Adjectives in the positive degree **do not compare** nouns, adjectives in the comparative degree **compare two** nouns and adjectives in the superlative degree are used **to compare three or more** nouns.

For example;

- 1) The saloon car is **old**.
- 2) The saloon car is **older** than the lorry.
- 3) The saloon car is **the oldest** of the three vehicles.

Adjectives form comparative and superlative degrees in different ways

A. By adding -r and -st onto positive e degree.

Positive	Comparative	Superlative
large	larger	largest
brave	braver	bravest
wise	wiser	wisest
safe	safer	safest
nice	nicer	nicest
gentle	gentler	gentlest
rude	ruder	rudest
polite	politer	politest
humble	humbler	humblest
blue	bluer	bluest
free	freer	freest

B. By adding -er and -est

old	older	oldest
proud	prouder	proudest
kind	kinder	kindest
dull	duller	dullest
bright	brighter	brightest
clever	cleverer	cleverest
green	greener	greenest

C. By changing y into i and then adding -er and -est

heavy	heavier	heaviest
busy	busier	busiest
cloudy	cloudier	cloudiest
healthy	healthier	healthiest
noisy	noisier	noisiest
lucky	luckier	luckiest
juicy	juicier	juiciest
funny	funnier	funniest
silly	sillier	silliest
wealthy	wealthier	wealthiest
happy	happier	happiest
tidy	tidier	tidiest
dirty	dirtier	dirtiest

tasty	tastier	tastiest
dry	drier	driest
salty	saltier	saltiest
deadly	deadlier	deadliest
stealthy	stealthier	stealthiest

D. By doubling the last consonant adding -er/-est

thin	thinner	thinnest
hot	hotter	hottest
big	bigger	biggest
fat	fatter	fattest
sad	sadder	saddest
red	redder	reddest
cruel	crueller	cruellest

E. By using more and most

beautiful	more beautiful	most beautiful
delicious	more delicious	most delicious
humorous	more humorous	most humorous
honest	more honest	most honest
efficient	more efficient	most efficient

F. By changing the adjectives completely

good	better	best
bad	worse	worst
little	less	least
many	more	most
much	more	most
ill	worse	worst

G. Exceptional

Far	farther/further	farthest/furthest
old	elder/older	eldest/oldest

Exercise

Complete the following sentences by inserting the correct degree of the adjective in brackets.

1. This is the.....book in the library. (thin)
2. The road to Masaka is.....than the one to Entebbe. (narrow)
3. We saw a.....policewoman yesterday. (beautiful)
4. Of the twins, Nakato is the..... (pretty)
5. Pamela is the.....girl in our class. (brilliant)
6. Joseph has the.....handwriting in our class. (poor)
7. These mangoes are quite.....(juicy)
8. The church is.....than any other buildings in the county. (tall)
9. Who is the.....of the triplets? (heavy)
10. This is the.....driver I have ever seen. (trustworthy)

GRAMMAR

Application of comparative degree of adjectives in sentences

A) The use of: The..... the..... (Double comparison)

Examples

1. If you go high, it becomes cool.
The higher you go, the cooler it becomes.
2. When one eats a lot of food, one will be strong.

The more food one eats, the stronger one will be.

Exercise

Use: The.....the..... in the sentences below.

1. If we work hard, we shall get good marks.

2. When the driver is careful, he can't cause many accidents.

3. As he stands very far, he becomes very small.

4. Drive very fast and you will get more accidents.

5. Wake up early and reach the school early.

B) The use of the (two) in comparative degree

Examples

1. Martha is taller than Benita.

Of the two girls, Martha is the taller.

2. A lion is rough but a leopard beats it in roughness.

Of the two animals, a leopard and a lion, the leopard is the rougher.

Exercise

1) Masaka Road is wide. Jinja Road is wider.

2) I am hard working but Nankinga is more hard working.

3) Rose is thin. Janet is not thin.

4) English is easier than Mathematics.

5) This car is new. Mine is the newer.

6) John drives fast. Mark drives faster.

7) John beats Tom in age and they are brothers.

8) Musana is lazier than Tomusange.

9) The driver is rough. He can't carry many passengers.

Language structures

Application of the superlative degree in sentences

Using: **Of the.....** in sentences

Examples

1) **There are three girls. Jamirah beats them in age.**

Of the three girls, Jamirah is the oldest.

2) **Our teachers live far away from the school. Mr. Mukasa lives the farthest.**

Of all our teachers, Mr. Mukasa lives the farthest.

Exercise

Use: Of the to rewrite these sentences

1. I beat all the children at home in happiness.

2. All the pupils are clever but Mary beats them all.

3. There are five markets. Nakasero market is the busiest.

4. Our sisters are old but Akello beats all in age.

5. Our chairs are old but yours is the oldest.

6. Of the runners, Timothy runs faster than all of them.

GRAMMAR

Order of Adjectives

At times, a noun is described by a number of adjectives. Without using conjunctions and commas, a specific order is followed in writing the adjectives.

This order is according to the acronym **NOPSSHACOM-PN** which stands for;

NUMBER	OPINION	SIZE	SHAPE	AGE	COLOUR	ORIGIN	MATERIAL	PURPOSE	NO UN
one, a, many, a few, some ten twenty first second	attractive, interesting good handsome , smart loving polite beautiful	small, thin short, long, deep, shallow tall, high big	circular, round, square, gigantic, triangular, zigzag, oval, rectangular	youthful, young, new, old, aged, modern, ancient	blue, reddish, bluish, brown, black indigo violet purple dark	German Somali Iraqi, Finnish European Ugandan Rwandan Tanzanian Ghanaian	Sisal Leather Plastic Metallic Wooden Woolen Ceramic Paper Synthetic	walking, racing, swimming wedding dancing learning reading writing	Stick Car Cloth Gown Hall Books Pen

Examples

a)an expensive small German wedding car.

b)many handsome tall youthful students.

c) some pretty new bluish Asian swimming costumes.

NB: Some adjectives are hidden in phrases for the learners to form.

For example;

- made of metal - metallic
- made of wood - wooden
- from India - Indian
- with three legs - three – legged
- with a light skin - light – skinned
- made of wool - woolen
- lasting two hours - two – hour
- lasting ten minutes - ten – minute
- without teeth - toothless
- with one eye - one – eyed
- with a bald head - bald – headed

TRIAL ACTIVITY

Rewrite the sentences below without using 'and / which / who/ commas.

1) My father bought a car. It was small. It was white.

2) We walked along a road. It was wide. It was beautiful.

3) The minister has a chauffeur. The chauffeur is tall. The chauffeur is intelligent.

4) We saw a traffic officer. He was a Ugandan. He had one eye. He had thin legs.

5) We sit at desks. They are black. They are wooden and small.

6) Kazinda saw a man. The man had a light skin. The man was from Germany.

7) Maria uses a blanket. It is made out of wool. It is small. It is new.

8) I saw a taxi. It was new and attractive. It was also small.

9) Our teachers are in a meeting. It will take them one hour.

10) The President has sent a delegation to Australia. It comprises of eight men.

COMPREHENSION**Passage**

Read the passage below carefully and answer questions about it 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 had 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 and 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 or 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 happen?

4. Why was the driver beaten by the youth?

5. Which vehicles did the breakdown 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;

- (a) fleet.....
- (b) rammed.....
- (c) scene.....

DIALOGUE

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

Jovia: Eh! The road is too busy today.

Scovia: Oh yeah! The traffic is heavy as it has always been on Jinja Road.

Jovia: There goes Monica's Dad. Why does he wear that cap when riding the motorcycle?

Scovia: It isn't a cap; it is called a helmet. It protects the head in case there is an accident.

Jovia: Is it that necessary?

Scovia: Yes, cyclists and motorcyclist must wear helmets.

Jovia: Then, how about motorists?

Scovia: As soon as they enter the cars, they must tighten their seat belts.

Jovia: We are late for the market, let us cross now.

Scovia: Sister, mum told us that we must not cross the road unless it is clear.

Jovia: Oh! Sorry! I was only minding about time.

Scovia: Mind about nothing else when you're on the road, be careful and don't play on the road.

Jovia: Thanks for the advice, big sis.

Questions

a) What is the dialogue about?

b) Who are involved in the dialogue?

c) Which road was busy that day?

d) Who wears the helmet when riding a motorcycle?

e) According to the dialogue, of what use is the helmet to a cyclist?

f) What should the motorists do as soon as they enter their cars?

g) Where were Scovia and Jovia heading to?

h) When should pedestrians cross the road according to the dialogue?

i) Give a word or group of words with the same meaning as "minding" in the dialogue.

j) Suggest a suitable title to the above dialogue.

COMPREHENSION

NOTICE

The notice below appeared in The Monitor Newspapers of 5th January 2017. Study it and answer questions about it in full sentences.

ATTENTION!

ATTENTION !

ATTENTION!

All residents of Karima zone A, Mbizi Nnyaare hereby informed that there will be a general sensitization programme on road safety in this area. This is following several road accident reports on Yassin road which occurred last year. This sensitization will take place on 28th of January 2024.

Issues to address include:

- (a) Pothole management
- (b) Children crossing
- (c) Road management
- (d) Taxi brokers

Attend in person and learn for the betterment of our community.

O.C TRAFFIC MBIZI NNYA POLICE STATION

BUWEGE RONALD

20TH DECEMBER, 2023

Questions

1. What is the information about?

2. Where can Otim find this important information?

3. In which district is Karima zone?

4. When will the general sensitization programme take place?

5. Which issue addresses children's' safety while going to the schools?

6. Why was the sensitization organized?

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

8. Why should everyone in Karima zone attend the sensitization?

9. Who wrote the notice?

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

COMPREHENSION

The table below shows the list of casualties admitted at Minakulu Health Centre IV in the first week of January, 2024.

Study it carefully and use it to answer the questions that follow in full sentences.

Date	Name	Age	Residence	Injury got	Cause of accident	Date of discharge
1.1. 2024	Latino Lydia	56	Oyam	Broken legs	Reckless driving	21.01. 2024
-do-	Amaro Kattie	16	Soroti	Broken arm	Reckless crossing	02.01. 2024
-do-	Acila Calvin	23	Lira	Glass cut	Tare Bus- Taxi collusion	21.02. 2024
-do-	Mutebi Aron	34	Luwero	Brain injury	Tare Bus- Taxi collusion	20.02. 2024
-do-	Ntale Annet	23	Wakiso	Broken arm	Tare Bus- Taxi collusion	21.02. 2024
-do-	Lynet Abalo	9	Gulu	Brain injury	Knocked by reckless motorist.	20.03. 2024
-do-	Aol Rita	23	Lamwo	Glass cut	Tare Bus- Taxi collusion	20.03. 2024
3.1. 2024	Abed John	56	Mbale	Nasal bleeding	Fell off the timber lorry	-----

Questions

a) What does the table above show?

b) From which hospital was the information got?

c) Who is the youngest casualty on the table?

d) Which injury was sustained by Mutebi Aron?

e) How many male casualties got accidents in Tare bus- Taxi collusion?

f) How old is Acila Calvin?

g) Where does Ntale Annet come from?

h) Who stayed in the hospital for a week?

i) Who got an accident as a result of reckless driving?

j) How many casualties were admitted on 1st January, 2024?

COMPREHENSION

POEM

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

Whether by road or by railway transport,
By water or by air transport,
Passengers need safety on the road,
Drivers, avoid over speeding,
Because it is the source of most 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 us all,
The young and the old,
Together, we can reduce accidents

Acire Pauline (P6A)

Questions

(a) What is the poem about?

(b) How many stanzas does this poem have?

(c) Mention any two types of transport mentioned in the first stanza.

(d) Who is the writer of the poem?

(e) Who is being warned against over speeding in stanza one?

(f) Why should brothers and sisters guard their lives?

(g) What does the writer advice the pilots not to do in stanza three?

(h) According to the poem, what is the source of accidents?

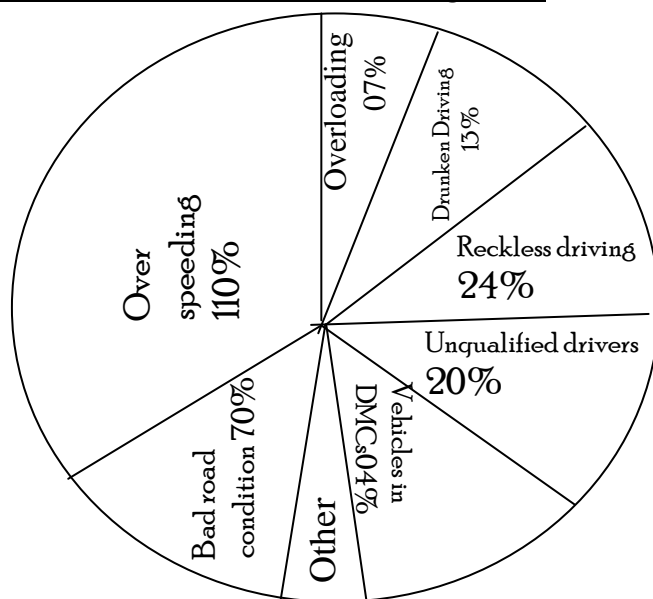
(i) Who need safety according to stanza three?

(j) Suggest a suitable title of this poem.

COMPREHENSION

Study the pie-chart below and use it to answer the questions that follow in full sentences.

Causes of road accidents in Uganda



QUESTIONS

(a) What is the pie-chart about?

(b) According to the pie-chart, what is the major cause of road accidents in Uganda?

(c) What percentage of accidents is caused by drunken drivers?

(d) Suggest **two** possible ways of reducing road accidents in Uganda.

(e) What percentage of accidents are unqualified drivers?

(f) Name all the means of transport in the pie chart.

(g) Do bad roads also cause accidents?

(h) Write DMC in full.

(i) Name any **two** causes of road accidents shown on the pie chart.

(i) _____

(ii) _____

Comprehension

Read the following newspaper articles which appeared on New vision of Tuesday 20th, February 2015 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 Mpambire**

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**

Kampala road

Questions

(a) Who do you think is to blame for the accident?

(b) What offence did the motorist commit in article one?

(c) In which newspaper did the two articles appear?

(d) Where was the casualty taken after the accident?

(e) What was the boy doing at the time the accident happened?

(f) On which road did the accident occur?

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

(h) Where was the case of the motorcyclist ruled from?

(i) Mention any **two** offences the motorist made.

(j) Which ward were the doctors working from to save the young boy's life?

(k) Who reported about the accident on Masaka road and which trading Centre was the reporter?

(l) What did Allister Alice report about?

NOTICE

The notice below was pinned on the Sub county notice board of Kamdini. Read the notice below and answer the questions that follow in FULL sentences.

NOTICE

NOTICE

NOTICE

The public is hereby informed that the road at Kamdini town (Kampala- Gulu road) at Oyam is halfway closed as the major repairs are done for a fortnight. The public is therefore asked to use Minakulu-Gulu road to avoid traffic jams. Motorists and cyclists are asked to cooperate and follow traffic rules. Any inconveniences caused are highly regretted.

A.G PERMANENT SECRETARY

Ministry of works

9th Februarv. 2023.

Questions

a) What is the notice about?

b) Who wrote the notice?

c) To whom is the notice addressed?

d) When was the notice addressed?

e) Why was the notice addressed?

f) For how long will the road be closed?

g) What was the road users advised to do?

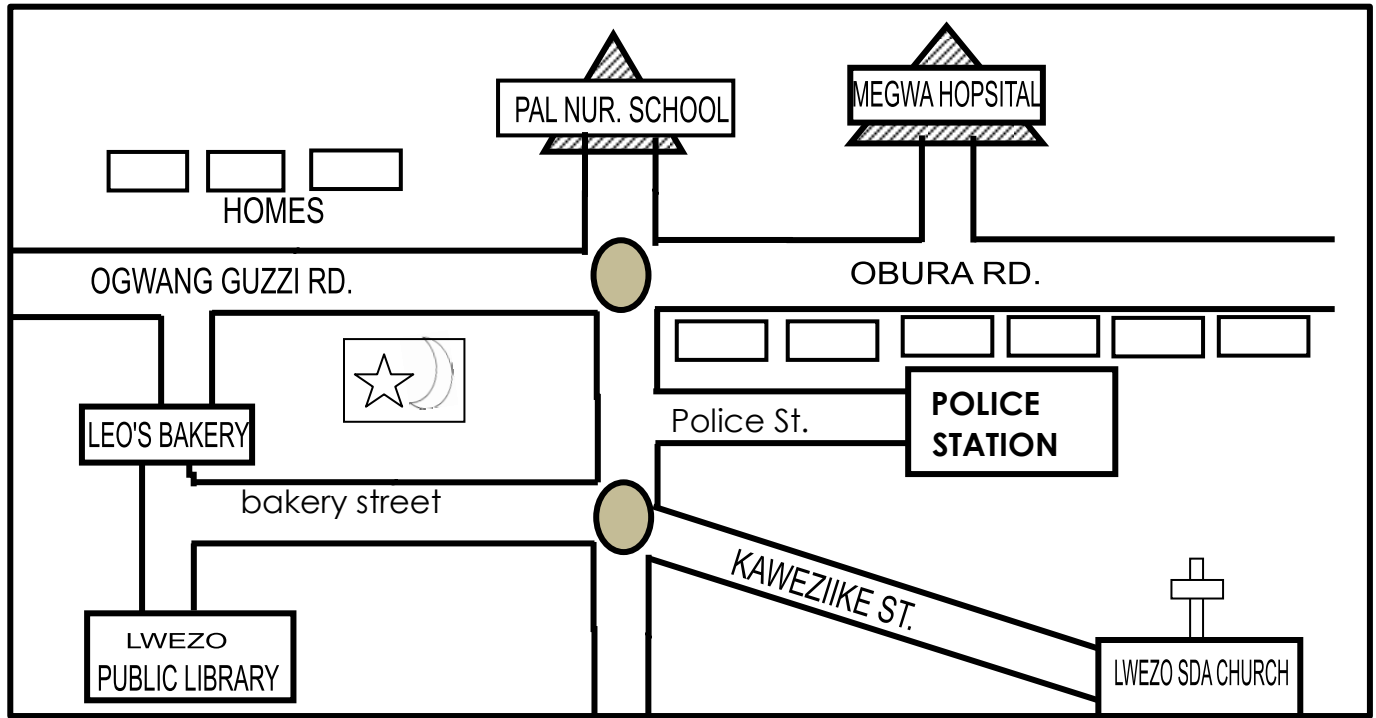
h) What do you think will happen if the road users do not cooperate?

i) What is A.G in full?

j) Why did the writer regret the inconvenience?

MAP INTERPRETATION

The diagram shows black spots in Lwezo village. Study it carefully and answer and answer the questions in full sentences.



Questions

(a) What does the map show?

(b) In which village are these black spots found?

(c) Who do you think are majorly affected by black spots along Obura road?

(d) Give a reason to support your answer in No.4 above.

(e) What do you understand by black spots?

(f) In which direction is the public library from the police station?

(g) On which street are the homes?

(h) Write in full

i) Rd _____ ii) St. _____

(i) Where is Mary a P.5 pupil likely to go and borrow a book if she wanted to read?

Jumbled sentences

The sentences below are not in correct order. Arrange them to form a sensible story about Ssubi.

- (a) She was delighted to see many cars.
- (b) He showed her how to cross the road safely.
- (c) They walked on the right hand side of the road.
- (d) One day, Suubi went to town with her Dad.
- (e) By first looking on the right, then on the left, next on the right again.
- (f) He also told her to walk on the side path.
- (g) He told her to be careful on the road
- (h) When there were no cars nearby, they crossed.
- (i) This made them able to see oncoming vehicles.
- (j) Suubi had never gone to town.

Solution table										
Wrong order	(a)	(b)	(c)	(d)	(e)	(f)	(g)	(h)	(i)	(j)
Correct order										

Good story

- (a) _____
- (b) _____
- (c) _____
- (d) _____
- (e) _____
- (f) _____
- (g) _____
- (h) _____
- (i) _____
- (j) _____

JUMBLED SENTENCES

Below are sentences in jumbled order. Re-arrange the sentences to form a good composition about the role of the traffic police officers.

- (a) Crossing the roads in such a manner puts one's life at risk.
- (b) Their main role is to reduce accidents on the roads.
- (c) The biggest number at risk is the children.
- (d) Some of the road users know about the road safety rules.
- (e) This will help to reduce accidents on the road.
- (f) They cross the roads without looking left or right.
- (g) Traffic police officers have a big role to play.
- (h) Unfortunately, others do not know about them.
- (i) It is everyone's responsibility to teach children how to cross the road safely.
- (j) However, this is not easy because they deal with different road users.

Solution table										
Incorrect order	(a)	(b)	(c)	(d)	(e)	(f)	(g)	(h)	(i)	(j)
Correct order										

- (a) _____
- (b) _____
- (c) _____
- (d) _____
- (e) _____
- (f) _____
- (g) _____
- (h) _____
- (i) _____
- (j) _____

GUIDED COMPOSITION

Fill in the blank spaces with the words given below to make a good composition

stones	behaviour	school	windscreen	kilometers
thirsty	coldness	crying	been	throwing

Kato Peter gets learns a lesson

Kato peter has ever _____ a problem to the road users of Kadama-Mutwe bypass. He could stone people, snatched their property, put _____ , nails and logs on the road to cause accidents.

Due to this bad _____, Kato was nicknamed Ssekabi by his schoolmates, meaning the worst of all. One day, when we were coming back from the _____, Ssekabi started _____ stones at people using the roads as usual. We warned him for his bad behaviour but he continued with deaf hears.

Ssekabi threw a stone and hit the _____ of one of the motorists. The motorist stopped his car and packed it immediately. He then chased Ssekabi till he caught him.

He put Ssekabi in the boot of his car and drove him over thirty _____ and dropped him in the city. Ssekabi had never reached Marina City, so he totally got lost. He was hungry and _____ but he had nothing to do. He slept on a tree and felt a lot of _____.

Early in the morning, when head teacher was going to the Marina city, he saw Ssekabi and asked him what he was doing there. Ssekabi instead started _____. The head teacher then took him to the nearby hotel, kept him in his car and brought him back home.

Since then, Kato had been the best boy ever both at school and at home.

GUIDED DIALOGUE

Below is a series of dialogue between Babirye and Her teacher. What the teacher said is given but Babirye said are missing. Fill in the words spoken by Babirye.

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

Babirye: _____

Teacher: Why didn't she come to school today?

Babirye: _____

Teacher: She got an accident! How did it happen?

Babirye: _____

Teacher: That was a terrible thing to do. You should always cross the road when it is clear.

Babirye: _____

Teacher: You are right; always use a zebra crossing when crossing busy roads.

Babirye: _____

Teacher: Always wake up early to avoid crossing the roads hurriedly.

Babirye: _____

Teacher: Was she taken to the hospital?

Babirye: _____

Teacher: Have you been able to inform your parents?

Babirye: _____

Teacher: Who will attend to her in the hospital?

Babirye: _____

Teacher: Let's wish her a quick recovery.

Babirye: _____

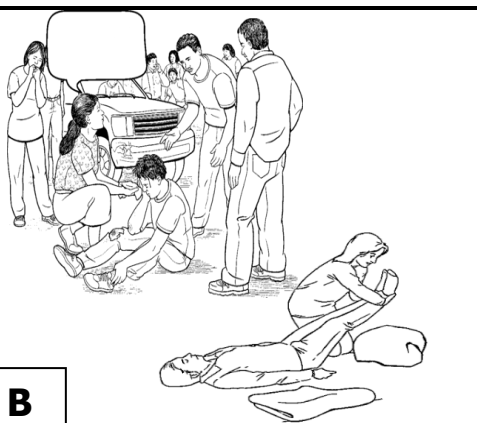
PICTURE COMPOSITION

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.

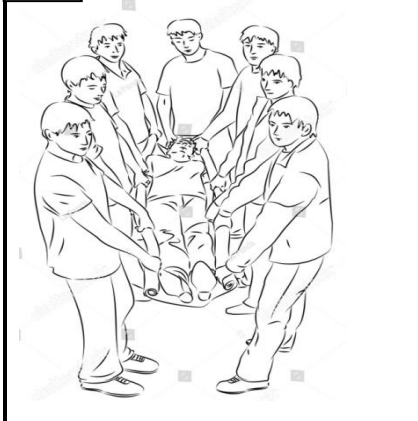
children,	approachin g,	ambulance,	doctor,	running,	lying,
playing,	first aid,	treating,	giving,	carrying,	ball.



A



B



- Picture A
- Picture B.....
- Picture C
- Picture D
- Picture E
- Picture F
- What mistake did the children make?
- Where do you think the little boy was taken after the accident?
- Who caused the accident in picture C?
- Give a suitable title to this story.

TOPIC 2: DEBATING

Vocabulary

Vocabulary lesson I

speaker	a person who makes a speech Makumbi Morgan is a great speaker.
motion	a formal proposal that is discussed and voted on at a debate We supported the motion our teacher gave us.
opposers	people who disagree strongly with the motion We are the opposers in today's debate.
proposers	people who strongly support the motion The opposers came from Londemu Junior School.
point of order	a question about whether the expected behaviour is being followed Sarah raised many points of order against the opponents.
point of information	a formal way in which an opponent corrects a wrong idea or misleading information Joyce raised a point of information when Mugalu stated that Bobi wine is Uganda's president.

point of inquiry	a suggestion seeking for more light on an idea The main speaker raised a lot of points of inquiry to the last speaker.
audience	a group of people watching and listening to the debate Many audiences gathered in the main hall to watch today's debate.

Vocabulary practice I

Rearrange the given words in alphabetical order.

1) audience, motion, opposers, proposers

2) speak, speech, speaker, speaking

Rearrange the given words to form a correct sentence.

3) schools most Do on Friday organize debates?

4) and Both opposers arrived proposers earlier.

Rewrite the sentences giving the opposite of the underlined word.

5) Will the opposers win the debate really?

6) Caroline is the ugliest girls of the three speakers.

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

7) Naira raised a lot of suggestion seeking for more light on an idea to Martha.

8) Will Joe be among the people who will disagree strongly with the motion next week?

9) Elvis was one of the powerful people who made a speech in today's debate.

Fill in the blank space with a suitable word.

10) Paul did not know _____ to do when an opponent attacked him.

11) The best speaker _____ to all the points of inquiry wisely.

12) _____ a wonderful day this is!

13) She was smartly _____ for the debating trip.

14) To _____ girl did you give the book?

15) We _____ to her story attentively.

Vocabulary lesson II

points	Ideas that somebody says expressing his/ her opinion. The opposers raised many points during the debate.
argue	To give reason why you think something is right or wrong Mary argued a lot during the debate.
argument	A set of reasons that someone gives to show that something is right or wrong The arguments she gave proved that village life is better than town life.
chairperson	A person in charge of a meeting who gives permission to others to

	speak The chairperson did not allow Tom to talk anymore.
secretary	an officer in the debate who keeps record of speaker's points Anita will be our secretary during Friday's debate.
timekeeper	An official who takes record of time taken at an occasion What is the role of a time keeper during the debate?
roles	The functions performed by a particular people The role of the chairperson is to chair the debate.
opinion	Ones thought about something According to my opinion, all farmers must be educated.

Vocabulary practice II

Fill in the blank space with a suitable word.

- 1) I would _____ be a proposer than an opposer.
- 2) John did not debate _____ he had toothache.
- 3) Musa is the boy with _____ we went to debate in Kalongo Junior School.
- 4) _____ opposers argue a lot, they will not win today's debate.
- 5) Namale attended the debate and _____ did Mike.

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

- 6) Those boys who lost in the debate _____ a lot. (cry)
- 7) Our teachers have been so _____ to us. (help)
- 8) Debate has developed our _____ English. (speak)
- 9) I like the proposers because of their clear _____ during debate. (explain)
- 10) The man who chairs our debate is a _____ national. (Kenya)
- 11) There are _____ opposers than proposers in the room. (many)
- 12) Of the two speakers, Tom is the _____ (clever)
- 13) Everybody was amused by the skillful _____ during the debate. (dance)
- 14) We cared for _____ when we went for debating competition. (self).
- 15) Our timekeeper observed _____ during the debate. (punctual)

Vocabulary lesson III

conclude	To bring something to an end Chairperson's speech concluded the debate.
previous	Existing or happening before The previous speaker is one of the proposers.
current	Of the present The current speaker is speaking softly.
reject	To refuse to accept The chairperson rejected his points of inquiry.
discuss	to talk about something with somebody especially in order to decide something We discussed causes of street life in Kampala in our last debate.
discussion	A formal talk about something with somebody especially in order to decide We shall have serious discussion in the next debate.
disagree	Having a different opinion about something The proposers disagreed with opposers' decision to cancel the debate.
debate:	a formal discussion of an issue at a public meeting or parliament We had a debate at school last Saturday.

Vocabulary practice III

Rewrite the sentences giving the plural form of the underlined word.

1) We saw the secretary before entering the debating room.

2) We attended the debate last week.

Use each of the given words in a sentence to show that you know the difference in their meaning.

3) read

4) reed

5) **Rewrite the sentences giving full form of the given abbreviations**

6) John is an opposer while his bros. are proposers.

7) Mr. Matthew is our patron debating club.

Rearrange the given words in alphabetical order.

8) discussion, disagree, debate, discuss

9) disagree, conclude, discuss, current

Rearrange the given words to form a correct sentence.

10) father lorry a My is driver.

11) is house What this wonderful a!

Rewrite the sentences giving the opposite form of the underlined word.

12) The chairperson rejected many of our points of information.

13) The previous speaker spoke rudely at the beginning of his speech.

14) The secretary is my niece.

Vocabulary lesson IV

auditorium	a room built to enable an audience to hear and watch performance We reached the auditorium very early.
speech	A formal address to the audience His speech was very clear.
opposition	against someone/ something

	The opposition speakers were smartly dressed in the school uniforms.
previous speaker	The speaker who made the speech before/ earlier The previous speaker laid to us that a frog has two legs only.
honorable	a title used to address speakers during the debate Honorable Yazid Kasujja came from Tanzania.
inquire	to ask for something John inquired what a timekeeper was supposed to do then.
argue in favour of	to propose/ support a motion/ argue for We argued in favour of the motion last week.
argue against	to oppose/ speak against the motion of the debate The school which was arguing against the motion lost the debate.

Vocabulary practice IV

Write the full form of the given abbreviations

- 1) Hon.
- 2) We'd.

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

- 3) My cousin's formal address to the audience was very disappointing.

- 4) The opposers brutally asked for the reason why they were not allowed points of order.

- 5) Sarah always speaks against the motion in a debate.

Rewrite the sentences giving the plural form of the underlined word.

- 6) We shall get another timekeeper soon.

- 7) I have never been to the auditorium.

Use each of the given words in a sentence to show that you know the difference in their meaning.

- 8) speak : _____
- 9) speech: _____

Rewrite the sentences giving the opposite of the underlined word.

- 10) The arrival of our teacher on duty marked the end of the debate.

- 11) None of the opposers was smartly dressed during the debate.

Fill in the blank space with a suitable word.

- 12) I was surprised _____ the way the opposers behaved.
- 13) The debate lasted _____ morning to midday.
- 14) Our chairperson has been in hospital _____ Thursday night.

- 15) They will do well in the debate, _____ ?
16) We _____ win the debate unless we work hard.

Language structure

The use of: **even though**

NB: Compare **even though** with **although**, **though** and **but**. They are all used in the same way to mean on the other hands

Example

1. She had no point. She stood up.

She stood up even though she had no point.

Even though she had no point, she stood up.

Activity

Rewrite the following using:..... even though.....

- 1) The motion was very educative but the audience did not like it.

- 2) John spoke very well. John is in primary three.

- 3) The speaker amused the audience. The chairperson did not laugh at all.

- 4) Peter made a mistake. He did not apologise.

- 5) The girls debated very well. They did not win the debate.

The use of: **whereas**

The structure is used to mean that an action took place beside the other.

It is used in the same way as on the other side, although, though, much as, even though

Examples

Join these sentences using: _____ whereas _____.

- 1) The girls will oppose the motion. The boys will propose it.

The girls will oppose the motion **whereas** the boys will propose it.

- 2) Sonsomola recorded the points but Okecho chaired the debate.

Sonsomola recorded the points **whereas** Okecho chaired the debate.

Activity

Join the sentences using:.....whereas.....

- 1) Tom is very short. His brother is very tall.

- 2) Some pupils are hard working. Others are lazy.

- 3) John likes cakes. Stella likes cakes.

- 4) The opposers gave many points. The proposers gave very few.

- 5) Tom came late. Bosco came early.

Language structures

Using:despite the fact that.....

- It has the same meaning as **although, even though**.
- It shows two contradicting qualities of a person or thing.
- It can be used with **an abstract noun**.
- When the above pattern begins a sentence, a comma is necessary.

Examples

1. Nagawa is blind. She can debate convincingly.

Despite the fact that Nagawa is blind, she can debate convincingly.

2. The chairperson arrived late. He conducted a lively debate.

Despite the fact that the chairperson arrived late. He conducted a lively debate.

Trial activity

Rewrite the following sentences using:.....despite.....

1. Debates are good but some pupils dodge them.
2. We maintained order in the house. The chairperson had not given us strict rules.
3. The speaker continued speaking although the chairperson appealed to him to keep quiet.

Exercise

Rewrite the following sentences using:.....despite.....

1. The proposers gave very few points. The proposers won the debate.
2. Although the first proposer gave interesting points, the audience did not clap for him.
3. Tom is wise but he failed the question.
4. Mwanga was lazy. He had great passion for debates.
5. Although Akello Joan argued wisely, she did not win the argument.
6. The chairperson was very strict but he failed to control the audience.

Language structures

Use of: In spite of (the fact that) _____

- ✍ This is used to mean the same as **despite, even if, even though, although, though**
- ✍ Like **despite; in spite of** can take **the fact that** or leave it out and simply introduce an abstract noun.
- ✍ If 'in spite of' begins a sentence, a **comma** precedes the subject clause.

Example:

1. Tom was very intelligent. He failed to convince his opponents in the debate.

- ✓ In spite of the fact that Tom was intelligent, he failed to convince his opponents in the debate.
- ✓ In spite of Tom's intelligence, he failed to convince his opponents in the debate.
- ✓ Tom failed to convince his opponents in the debate in spite of the fact that he is intelligent.
- ✓ Tom failed to convince his opponents in the debate in spite of his intelligence.

Trial activity

Rewrite the following sentences using:.....despite.....

1. The chief who was very active but there was almost no order in the house.
- 2.
3. Last Sunday's debate was very hot but very few floor speakers were allowed.
- 4.

5. The time keeper rang the bell to stop the speaker. The speaker continued giving views.

Exercise

Rewrite the following sentences using:.....despite.....

1. Our teacher was sick. He managed to brief us before the debate.

2. I succeeded in taking all cows to the field. Some of the cows refused to graze.

3. The government has warned citizens against taking alcohol. Many people still take alcohol.

4. Parents are advised to take their children for immunization but they don't do so.

5. My mother was very sick but she went to the garden.

6. Although the audience was noisy, the chairperson did not punish anyone.

7. Much as my father is very strict, I love him.

COMPREHENSION

Study the notice below carefully and answer the questions that follow in full sentences.

DEBATE

Motion: Life in urban areas is better than life in rural areas.

Proposers: Hillside Primary School – Naalya

Opposers: KITAGOBWA UMEA Primary School

Date: 8th April, 2024

Time: 2:00pm – 4:00pm

Venue: Hillside Primary School (Main Hall)

Chairperson: Hon. BakundaDorris (Bright Grammar School)

Secretary: Hon. Obwoya Matthew (Kitagobwa UMEA Primary School)

Timekeeper: Hon. Arinda Gloria (Bright Grammar School)

Proposers

1. Hon. Nayiga Josephine

2. Hon. Malirosi Daniel

Opposers

1.Hon. Kabano Justus

2.Hon. Franca Mathias

Adjudicators

1. Mr. Amailuk Jack (Bright Grammar School)

2. Miss Nabulya Esther (Kitagobwa UMEA Primary School)

2nd April, 2024

Head of Debate

QUESTIONS

(a) What is the notice about?

(b) Which school will discuss in support of the motion?

(c) When will the debate take place?

(d) How long will the debate take?

(e) Write in full;

(i) Mr. : _____

(ii) Hon. : _____

(f) Who will direct the debating activities that day?

(g) What does a secretary do in the debate?

(h) How many main speakers will be there?

(i) Which side argues in favour of the motion?

(j) Why do you think there is a judge from each school?

COMPREHENSION

Study the table below and answer the questions that follow in full sentences.

List A	List B
The secretary	speaks in support of the motion
The opposer	takes notes during a debate
The chairperson	speaks against the motion
The proposer	controls the meeting
The timekeeper	gives the main points during a debate
The main speaker	keeps the time

Questions

(a) What does a secretary do?

(b) What do main speakers do in a debate?

(c) Who speaks in favour of the motion?

(d) Which two parties argue during a debate?

(e) Apart from main speakers, who else gives points in a debate?

(f) Give the opposite of proposition.

(g) What does a chairperson do?

(h) What do the opposers do?

(i) What do opposers do in a debate?

(j) What is the role of the timekeeper during the debate?

Conditional Sentences

✍ They are called conditional sentences because the result of an action depends on certain conditions (requirement) being met.

✍ There are three kinds of conditional sentence.

If clause 1 (if 1)

This is used to show that something will happen or not happen if a certain condition (requirement) is met or not met.

Example:

If the secretary attends (condition if clause), she will take notes (results main clause)

Note: The condition is in the **present simple** whereas the result is in the **future simple**.

Exercise

Fill in the blank spaces correctly.

1) If the chairperson arrives, the debate _____ commence immediately.

2) Tendo _____ teach us debate if she joins our school.

3) _____ the opposers argue well, they will win the debate.

4) _____ we get there on time, we shall begin the debate early.

Use the suitable form of the words in the bracket to complete the sentences.

If Sarah _____ confidently, she will win the debating trophy. (speak)

1) All your _____ will not be happy if you dodge the debate. (parent)

2) They will come and see us if we _____ the debate. (attend)

Tendo will oppose the motion if he collects _____ points. (many)

If we debate well, we shall _____ Brighton Junior School. (win)

If kind 2 (if 2)

Think of an impossible condition and what **would happen** if it **were** met. This is what condition 2 is all about.

Example

If the secretary attended, she would take notes.



Condition (if clause)



result (main clause)

NB: The main clause can come at the beginning. Here we do not use a comma. e.g.
The secretary would take notes if she attended.

Exercise

Complete the following sentences in if 2.

1. If I were a dog,.....
2. I would not get caught if.....
3. If the sea dried up tomorrow,.....

Rewrite the following sentence in if 2.

4. If he misses the train, he will board a bus
5. You will visit your mother if you want to.
6. We shall stop the game if it starts raining.

Rewrite the following sentences in if 2

7. I am not a dog. I cannot bark.

8. Mary is not a bird. She cannot fly.

9. My father is not a lion. He cannot roar.

10. I am not your father. I cannot punish you.

STRUCTURE (CONDITIONALS)

If Kind 3

Think of an impossible condition and what would have happened if it (the condition) had been met. This is what If 3 is about.

Example

1. If you **had** attended the debate, you would have enjoyed the day.
2. You would have enjoyed the day if you had attended the debate.
3. If the motion had been understandable, many pupils would have debated.
4. Many pupils would have debated if the motion had been understandable.
5. If I had not come, I would have missed the lesson.

Note carefully;

If Kind 3 takes;

....had (not) + participle verb....would (not) have + participle verb.....

Exercise

Complete the sentences correctly.

1. If the debate had started on time, _____
2. We would have won the debate if _____
3. If Tom had invited me, _____
4. Your health would have improved if _____
5. If the cyclist had not been careless, he _____

Rewrite the following sentences in If 3.

6. If the proposers debated sensibly, they would win the debate.
7. Tom would apologise if he were sensible.
8. If you wrote the apology letter, she would forgive you .
9. If the motorcyclist braked, the accident would not occur.
10. If the girl did not run up – stairs, she would not break her leg.
11. If you carried an umbrella, you wouldn't be wet to the skin.
12. If I have enough money, I will buy a smart phone.

(CONDITIONALS)

Using: Had.....,would (not) have

This structure is used as another version of If Kind 3.

Examples

1. **If the opposers had argued sensibly, they would have won the debate.**

Had the opposers argued sensibly, they would have won the debate.

2. **If the debate had started on time, it would have ended on time.**

Had the debate started on time, it would have ended on time.

3. **If I had seen you, I would have called you.**

Had I seen you, I would have called you.

Exercise

Complete the If 3 sentences that follow correctly.

1. Had it rained, _____

2. Had the teacher come, _____

3. Had I had some money, _____

4. Had daddy gone to the bank, _____

5. Had he run across the road, _____

Rewrite the following sentences as instructed in brackets.

6. If I had been good at drawing, I would have drawn some cartoons. (Begin: Had)

7. The children did not have nightmares because they did not watch the horror.

(Begin: If the children had).

(Rewrite Q7. Beginning: Had)

8. My siblings did not sleep. My siblings did not miss the film in the night.

(Join beginning: If my siblings had)

9. (Rewrite Q9 using: Had my siblings)

Grammar

Using: 1. Unless.....

2.unless.....

Points to note:

✍ Unless means **if not**. Therefore, do not use not in the unless part of the sentence (unless clause).

✍ If the if clause (condition) is negative, do not change the result.

✍ If the if clause is positive, change the result when using unless.

Examples

1) If the audience is not quiet, I shall not speak.

Unless the audience is quiet, I shall not speak.

2) If you watch me debate, I shall be pleased.

Unless you watch me debate, I shall not be pleased.

I shall not be pleased **unless** you watch me debate.

Exercise

Rewrite the sentences as instructed in brackets.

1) We shall be late if we do not hurry. (Use : unless)

2) If you do not debate, you will not learn to speak. (Begin: Unless)

3) Farmers do not sow millet if does not rain. (Use: unless)

4) If it rains, the compound will be muddy. (Begin: Unless)

5) If I had a good dictionary, I would improve my English. (Begin: Unless.....)

6) If you withdraw the money, we shall go shopping. (Begin: Unless.....)

Rewrite the sentences using: Unless

1) If it does not stop raining, the baby will not go out.

2) If we work hard, we shall perform well.

3) If you eat a lot of sweets, your teeth will decay.

4) If you do not respect your elders, you won't live a happy life.

Passage

Read the following passage carefully and answer in full sentences the questions that follow.

Every week, schools in Uganda hold debates. These debates are base on different topics called motions. The motion to be debated is however, chosen basing on the ability and level of the class.

Last week, Kibimba Primary school held an inter-house debate. The motion was "Technology has done better things than harm." Dr. Albert Cook House proposed the motion whereas Captain Lugard House opposed it. The chief organizer of the debate was Mr. Waiswa Fred, the head of English Department at Kibimba Primary School. At the beginning of the debate, the audience stood up and sang the National Anthem.

The chairperson, Hon. Migadde Hamuza introduced his cabinet and the speakers from proposition and opposition sides.

The chairperson warned the proposers and opposers against breaking the rules of a debate. He also called upon the audience to participate by raising points like; point of inquiry, point information etc.

Among the people who attended the debate was Mr. Mugoya Pius, the head teacher, Kibimba Primary School. In his speech, Mr. Mugoya thanked the teachers and pupils for being involved in debating. 'I am going to buy a bull for the winners and a goat besides a dictionary for the losers.' said the headmaster.

During the debate, the secretary recorded the points raised by both the proposers and opposers. The speakers argued strongly for and against the motion.

In the end, Dr. Albert Cook House won the debate and took a bull.

Questions

(a) What is the passage about?

(b) Who organized the inter-house debate according to the passage?

(c) What prize did the winner get?

(d) Which house won the debate?

(e) Where do you think the debate took place?

(f) What did the audience do at the beginning of the debate?

(g) Why do you think Dr. Albert Cook House won the debate?

(h) What is the responsibility of Mr., Mugoya in the school?

(i) How often is the debate held in this school?

(j) Give this passage a suitable title.

Dialogue

Read the conversation between Kirabo and Musoke and answer the questions in full sentences.

Kirabo:	Do you always hold debate at Silver Spoon primary school?
Musoke:	Yes we do, we always have it at 3:00pm in the main hall every Wednesday.
Kirabo:	Who suggests the motion for the debate?
Musoke:	Hmmm the head department for English suggests the motion.
Kirabo:	How is the responsibilities distributed during the debate?
Musoke:	The teacher normally picks people at random and among the chosen ones, they always take up different posts chairperson, secretary, timekeeper and the main speakers on either side.

Kirabo:	That is wonderful! Your school must be a well organised.
Musoke:	Haaaaa. Honestly, it is very organised.
Kirabo:	How do you control the audience?
Musoke:	The teacher is always present that makes the children to keep quiet in order to listen attentively.
Kirabo:	What will be the next motion?
Musoke:	"Private schools are better than Government schools."
Kirabo:	Are you one of the main speakers?
Musoke:	Yes, I am a proposer. I will propose the motion.
Kirabo:	How have the debates helped you?
Musoke:	I have become confident and I can talk without trembling.
Kirabo:	Oh yaa, Debating is very good. I wish everyone should learn how to debate because it teaches self-confidence, critical thinking fluency and creative thinking.
Musoke:	It is very true. Be blessed.
Kirabo:	Be blessed too, see you later.

Questions

(a) Which school does Musoke go to?

(b) Who suggests the motion of the debate?

(c) At what time of the day does debating start?

(d) How does your HOD select the participants for the debate?

(e) When does the school hold the debate?

(f) What is the work of the secretary?

(g) What do the children benefit from the debate?

(h) Write HOD in full.

(i) How many people are taking part in the conversation?

(j) Suggest a suitable title for the dialogue.

JUMBLED SENTENCES

The sentences below are not in the correct order. Re-arrange them to form a short composition about "why Hold Debates in Schools"

- (a) Why do such schools hold these debates?
- (b) Many schools hold debates in their schools.
- (c) Firstly, debates provide co-operation among learners.
- (d) Secondly, it develops the language skills,
- (e) There are many answers to this question.
- (f) This tolerance helps them to be more orderly in their speech.
- (g) In the end, these children will grow into tolerant and co-operative citizens.
- (h) Listening to other people's ideas helps children to be tolerant.
- (i) Listening and speaking skills are developed most
- (j) The listening skill helps them to pay attention to other people's ideas.

Solution table

Incorrect order	(a)	(b)	(c)	(d)	(e)	(f)	(g)	(h)	(i)	(j)
Correct order										

Good story

- (a) _____
- (b) _____
- (c) _____
- (d) _____
- (e) _____
- (f) _____
- (g) _____
- (h) _____
- (i) _____
- (j) _____

Guided Composition

Study and complete the passage below appropriately.

secretary	wonderful	draw	patron	rules	clubs
honorable	debate	proposed	motion	speakers	audience

A DEBATE AGAINST THE RED DEVILS

Our school has one of the best debating _____ Mr Okol Dicken, our _____, is very industrious.

Last week, we had a debate with the Red Devils from Kitagobwa C/U Primary School. The _____ was, 'Living in mountains is safer than living in valleys.' The chairperson of the debate was my young brother, Toskin. I didn't know he was such a tough boy. He did not allow anyone to break the _____ of debate. Cherop was the

_____ of debate. Cherop was the _____. She recorded all the points raised by the speaker very well. Our school _____ the motion while the Red Devils opposed it. It was a _____ presentation. The four _____ were really good. After each one spoke, the _____ cheered. By the time the _____ ended, we could see both sides of the argument. No wonder, the debate ended in _____.

COMPREHENSION

Study the notice below and answer the questions about it in full sentences.

KITAGOBWA UMEA PRIMARY SCHOOL

INTER-CLASS DEBATE

P.6 VS P.5

Venue: School Main Hall

Time: 2:15pm – 4:15 Pm

Date: 1st April, 2021

Motion: "A Nuclear Family Is Better Than An Extended Family"

Chairperson Hon: Ssemujju Nathan

Secretary Hon: Nambooze Ruth

Time Keeper Hon: Okum Pascal

Chief Whip Hon: Kikonko Hope

Proposers

Opposers

Hon: Asaba Tom

Hon: Akello Peace

Hon: Bayiga Ann

Hon: Kakembo Isa

Hon: Were Peter

Hon: Musumba Salama

Main speakers: 5mins: Floor speakers: 3mins

Madam Akere Lucy

MATRON 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 organized?

COMPREHENSION

TABLE

Study the debate timetable of Rwentojo Junior School and answer questions about it.

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

Questions

(a) What is the information about?

(b) For which school is the timetable?

(c) When are the pupils of primary three yellow supposed to practice?

(d) On which day will all the classes practice?

(e) Which classes practice three times a day?

(f) According to the time table, why do you think all classes Practice the whole day on Sunday?

(g) What is the first class that practice on a Monday morning?

(h) How many hours does P.7 Green practice on a Saturday?

(i) Why do you think debating should be taught to school children?

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.

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

_____ 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 skills 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 chairperson calls upon one speaker from each side make a _____. Lastly, the secretary announces the points each side has declares the _____ and the losers.

COMPOSITION

Structured composition writing involving opinion giving

Read the question carefully and, using the structure 'in my opinion' give reasons for your choice or decision in the table given.

Imagine that your house catches fire and the two things you like most, your bike and a suitcase full of designer clothes, are inside.

Unfortunately, you can only carry and save one. Which of them would you run out with?

Reason to take the bike	Reasons to take the clothes
1. In my opinion, I would take the _____ because _____	1. I would, in my opinion, takes the _____ because _____
2. In my opinion, it would be better to take the _____ because _____	2. In my opinion, I would take the _____ since _____

Considering the opinions above, I would save the _____

Due to the reason above, I would save the _____

Because of the reason stated above, I would save the _____

You are a chairperson of the Debating club in your school. Write a letter to the Headmaster of Pong-Pong Primary School, P.O. Box 1 Kiddo, asking him to allow your club to have a friendly debate with his club. Tell him that his club can suggest the motion for the debate.

The topic for a school debate was "Primary Leaving Examination should be abolished"
"Write a composition (100-150 words) to explain why you EITHER agree OR disagree with the statement."

[illegible]