**ST.FRANCIS JUNIOR SCHOOL -BUDDO**

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**PRIMARY SIX**

**LESSON NOTES**

FOR

ENGLISH TERM I 2024

**SAFETY ON THE ROAD.**

Vocabulary

Zebra crossing, pedestrian, pavement, traffic, motorist, signal, traffic jam, black spot, helmet, seat belt, traffic lights, green, red, orange, junction, roundabout, left, right, driver, safety etc.

Construct correct and meaningful sentences using the above vocabulary.

**Spelling exercise**

1. safety
2. junction
3. pavements
4. pedestrians
5. side path
6. helmet
7. signal
8. zebra crossing
9. roundabout
10. motorist

**Fill in the missing letters to form a correct word.**

e.g

p\_\_destr\_\_\_ians = pedestrians

ra\_\_lcr\_\_\_s\_\_\_ing = rail crossing

1. cy\_\_\_cli\_\_\_\_t
2. m\_\_\_to\_\_\_\_ist
3. sig\_\_\_\_al
4. tra\_\_\_\_fic
5. he\_\_\_\_m\_\_\_t
6. saf\_\_\_\_ty
7. sea\_\_\_\_be\_\_\_\_t
8. bl\_\_\_\_ck\_\_\_pot
9. h\_\_\_\_avy
10. lig\_\_\_t

**Arranging words in ABC order.**

eg

1. light, lamp, load, road

lamp, light, load, road

1. safely, safety, safe, safer
2. cyclist, cycling, cycle, cycled
3. helmet, element, helmets, elements
4. traffic light, traffic officer, traffic jam, traffic police
5. pedestrian, pavements, pavers, passenger
6. crossing, motorist, left, right
7. vehicles, humps, signal, passengers
8. black spot, seat, late, rate
9. zebra crossing, roundabout, motorcycle, seat belt
10. junction, rail crossing, helmet, traffic jam

**SINGULAR AND PLURAL**

**Give the plural form of the following**

1. helmet
2. pedestrian
3. a cyclist
4. the passenger
5. his seat belt
6. pavement
7. sign-post
8. motorist
9. vehicle
10. the motorcycle
11. taxi
12. policeman
13. bus

**Rewrite the sentences below giving the singular form of the underlined word.**

1. The motorists were arrested by the police for over speeding.
2. Pedestrians should walk on the pavement.
3. There is always traffic jam during peak hours.
4. The Uganda National Road Authority marked off the black spots on the highways.
5. The police arrested the cyclists because of not wearing helmets.
6. Most of the accidents are caused by careless drivers.

**Give the singular form of the underlined word.**

1. Those are the sign posts for the schools.
2. Vehicles should not stop at the rail-crossings.
3. A bus carries more passengers than a taxi.
4. Taxis should carry fourteen passengers only.
5. The old woman walked hurriedly at the zebra crossing.
6. The boy crossed the roads as soon as they were clear.

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

1. Have you seen the \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ who caused the accident? (drive)
2. The teacher taught us \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ on the road. (safe)
3. The old man walked \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ at the zebra crossing. (hurry)
4. His bicycle \_\_\_\_\_\_\_\_\_\_\_\_ down on the way to school yesterday. (break)
5. The traffic officer arrested a \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ yesterday. (cycle)
6. Before his \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ he was rushed to the hospital. (dead)
7. Roads should be \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ to avoid traffic jam. (wide)
8. All roads users should be very \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. (care)
9. The vehicles are moving \_\_\_\_\_\_\_\_\_\_\_\_\_\_. (slow)
10. The lorry knocked him down as he was \_\_\_\_\_\_\_\_\_\_\_\_\_\_ the road. (cross)

**Spelling exercise:**

Signal

helmet

road users

seat belt

puncture

vehicles

pavements

width

carefully

cyclist

**Fill in the blank space with a suitable word or group of words.**

1. All drivers must \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ by the traffic rules.
2. That is the boy \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ father passed away yesterday.
3. Pedestrians should cross the road at the \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ on a busy road.
4. We travelled \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ bus from Kampala to Kabaale.
5. Jane was knocked \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ by a speeding taxi.
6. If he was careful, that accident \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ happen.
7. As there were no vehicles, we had to travel \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ foot.
8. This is the place \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ the accident occurred.
9. Motorists are always warned \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ the dangers of speeding vehicles.
10. Many Ugandans die in road accidents \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ careless driving.

**HOMOPHONES**:

**Use the words below in a sentence to show that you understand the difference in their meaning.**

1. helmet

element

1. road

rode

1. scene

seen

1. seat

sit

1. role

roll

1. right

write

1. taxi

tax

**ONE WORD FOR MANY**

**Rewrite the following sentences giving one word for the underlined words.**

1. Very many people who were walking on foot died in a motor accident.
2. The policeman is standing at the place where two or more roads meet.
3. His uncle passed away in a motor accident.
4. There was a sudden happening caused by reckless driving.
5. The man who rides a bicycle is very courageous.
6. The cyclist bought a hard hat that can be worn to protect the head from getting injured in case of an accident.
7. The old woman walked quickly from the part of the road where pedestrians must cross to the opposite side of the road.
8. None of the people who were travelling by taxi was seriously injured.
9. That man who collects the bus fare was rude to the passengers.
10. She saw old lorries, cars, buses and taxis in the park.

Give a single word for the underlined group of words.

1. The people walking along the road helped me to push the car.
2. There was a small hole in my car tyre.
3. The traffic police officer ordered the man driving to stop at once.
4. The man who repairs cars came to our school yesterday.
5. The place where vehicles are repaired or kept is closed.
6. I usually cross the road at a place where there are white and black stripes.
7. Many unfortunate events causing injury happen on our roads daily.
8. All main roads should have a set of the red, green and orange lights.
9. Traffic lights are usually put at the place where roads meet.
10. The officers whose job is to enforce law and order arrested a reckless driver.

**Spellings**

1. immediately
2. junction
3. pedestrian
4. courageous
5. injured
6. accidents
7. pavement
8. motorist
9. helmet
10. travelled

**THE USE OF :- AS SOON AS**

This structure is used when talking about two actions or events that are happening one after the other. It is therefore used at the beginning and in the middle of the sentence.

**Examples**

1. The driver lost control. The brakes failed.

As soon as the brakes failed, the driver lost control.

The driver lost control as soon as the brakes failed.

1. The boy crossed the road. It was clear.

The boy crossed the road as soon as it was clear.

As soon as the road was clear, the boy crossed it.

**Activity**:

Join these sentences using as soon as.

1. The passengers got an accident. They were taken to the hospital.
2. Alice saw a sign post. Alice turned right.
3. The traffic officer raised his arm. The driver stopped.
4. Apollo saw a car. He ran away.
5. The pupils stood up. The policeman arrived.
6. The policeman arrested a careless driver. He took him to the police station.
7. The taxi stopped. The old man got out.
8. He parked his car immediately he reached home.
9. Immediately the motorist saw the traffic officers he reduced the speed.
10. Immediately the old woman got off the bus, she was knocked down by a speeding cyclist.

**Spellings**

1. immediately
2. as soon as
3. preferred
4. police officer
5. traffic jam
6. pavement
7. black spot
8. helmet
9. zebra crossing
10. pavers

**THE USE OF :- MUST**

Must is used when giving an advice or a warning. It also expresses an obligation.

**Examples:**

1. It is good for drivers to signal at the junctions. Drivers must signal at the junctions.

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

1. Cars should have indicators.
2. Pedestrians ought to walk on pavements.
3. A good driver should drive carefully.
4. Parents ought to help their children to cross the road.
5. It is good to use tarmac roads.
6. One should not drive a car with worn out tyres.
7. All drivers should have driving permits.
8. Cyclists should wear helmets.
9. Roads should have road signs.
10. Okoth should go to a driving school.

**Spellings**

1. roundabouts
2. cyclists
3. indicators
4. helmets
5. stopped
6. said
7. paid
8. careful
9. ought
10. humps

**THE USE OF :- MUST NOT……………….UNLESS…………..**

This structure is used to give a serious warning.

**Example:**

1. you should not cross the road if it is not clear.

You must not cross the road unless it is clear.

**Activity:**

1. Paul should not go to school if he doesn’t get a uniform.
2. You should not drive my car if you don’t have a permit.
3. The motorist should not go away until the police comes.
4. You should not turn on the lights when it is not dark.
5. You should not cross the road if you have not looked right, looked left and right again.
6. Motorists should not drive if they are not sober enough.
7. You should not cross the road when it is not clear.
8. You should not drive a car if it is not in a good mechanical condition.
9. A good driver should not drive a car if it doesn’t have a first aid box.
10. All drivers should not drive if they don’t have driving permits.

**THE USE OF:- SHOULD NOT**

This is used to give advice to someone not to do what he/she is about to do.

**Examples:**

The traffic police should not mistreat motorists.

Children should not play football on the road.

**Activity:**

Make eight sentences from the table below.

|  |  |  |
| --- | --- | --- |
| Pedestrians  School children  Cyclists  Vehicles  Traffic police officers  Roads  Motorists | should not | accept bribes.  Play along the road.  ride while drunk.  drive recklessly.  be narrow.  be over loaded  throw stones |

**Spelling exercise**

1. motorists
2. highway
3. cyclists
4. police officers
5. pedestrians
6. traffic lights
7. roundabout
8. pavement
9. recklessly
10. carelessly

**Complete the table of tenses correctly.**

|  |  |  |  |
| --- | --- | --- | --- |
| Present | Continuous | Past | Past participle |
| drive | driving | drove | driven |
| signal |  | signaled |  |
| traffic | trafficking |  |  |
| cross | crossing | crossed | crossed |
| travel |  | travelled | travelled |
| walk |  |  |  |
| speed | speeding |  |  |
| die | dying |  |  |
| come | coming | came |  |
| knock | knocking | knocked | knocked |
| whisk |  | whisked | whisked |
| cycle | cycling | cycled |  |
| stop |  |  |  |
| turn | turning |  | turned |
| ride |  | rode |  |
| go | going |  |  |
| tighten | tightening |  | tightened |
| carry | carrying |  |  |
| sit | sitting | sat |  |
| look |  | looked | looked |

The comparative and superlative degree of adjectives.

|  |  |  |
| --- | --- | --- |
| **Positive** | **Comparative** | **Superlative** |
| big | bigger | biggest |
| sad |  |  |
| fat | fatter |  |
| flat |  |  |
| red |  |  |
| green |  |  |
| loud |  |  |
| wet |  |  |
| new |  |  |
| quick | quicker |  |
| slow |  |  |
| fast |  |  |
| light |  |  |
| old |  |  |
| round |  |  |
| safe | safer |  |
| dry |  |  |
| clean |  |  |
| proud |  |  |
| common |  |  |
| Stubborn |  |  |
| clever |  |  |
| weak |  |  |
| Short |  |  |
| few |  |  |
| Strong |  |  |
| rough |  |  |
| handsome |  |  |
| soft |  |  |
| cheap |  |  |
| clear |  |  |
| fresh |  |  |
| sweet |  |  |
| smart |  |  |
| deep |  |  |
| empty |  |  |
| easy |  |  |
| happy |  |  |
| stealthy |  |  |
| shabby |  |  |
| brave |  |  |
| large |  |  |
| blue |  |  |
| nice |  |  |
| pure |  |  |

**Use the correct from of the word in the brackets to complete the sentence.**

1. The traffic is \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ today than it was last week. (heavy)
2. The taxi is \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ than the bus. (light)
3. Of the two roads. Kampala Road is the \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. (safe)
4. Of the two men, the motorist is the \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. (stubborn)
5. The motorcyclist is \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ than the pedestrian. (brave)
6. Of the two vehicles, the bus is the \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. (fast)
7. Of the two officers, the woman is the \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. (young)
8. The red light is \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ than the green one. (sharp)
9. Your signal was \_\_\_\_\_\_\_\_\_\_\_\_\_\_ than his. (clear)
10. The passengers were \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ than the pedestrians. (sad)
11. Walking on the pavement is \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ than walking along the side path. (interest)
12. The driver is \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ than the conductor. (friendly)
13. It is \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ to cross the road at the zebra crossing than at any other part of the road. (Easy)
14. The bus is the \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ of all the vehicles. (fast)
15. Of the three motorcyclists, Kavuma is the \_\_\_\_\_\_\_\_\_\_\_\_\_\_. (shy)
16. This is the \_\_\_\_\_\_\_\_\_\_\_\_\_\_ road in Uganda. (safe)
17. The pedestrian is the \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ person on the road. (sad)
18. The female traffic officer is the \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ of all. (pretty)
19. This is the \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ taxi I have ever seen. (red)
20. That is the \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ motorist in town. (ugly)
21. Guma is the \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ pupil on the road. (careful)
22. Bombo road has the \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ tarmac of the three roads. (black)
23. This is the \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ traffic jam she has ever met. (heavy)
24. Juma is the \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ traffic officer on the road. (proud)
25. Amina is the \_\_\_\_\_\_\_\_\_\_\_\_\_\_ driver among the women. (fast)

**Forming adverbs**

Add “ly” to the words below to form adverbs of manner.

|  |  |
| --- | --- |
| Adjective | Adverb |
| slow | slowly |
| quick |  |
| smart |  |
| loud |  |
| bright |  |
| careless |  |
| sudden |  |
| silent |  |
| strong |  |
| hopeless |  |
| violent |  |
| wrong |  |
| sweet |  |
| brief |  |
| exact |  |
| recent |  |
| open |  |
| regular |  |
| sound |  |
| hopeful |  |
| peaceful |  |
| harmful |  |
| beautiful |  |
| fast |  |
| wide |  |
| safe |  |
| nice |  |
| immediate |  |
| noisy |  |
| shabby |  |
| clumsy |  |

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

1. The driver drove the bus very \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. (slow)
2. We reached town \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. (safe)
3. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ the traffic officer stopped the vehicles the pupils crossed the road. (immediate)
4. The motorcyclist knocked the old woman \_\_\_\_\_\_\_\_\_\_\_\_\_. (accidental)
5. The driver \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ allowed the children to cross the road. (merciful)
6. The man \_\_\_\_\_\_\_\_\_\_\_\_ crossed the road. (fast)
7. The pedestrian turned left very \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. (fast)
8. You should cross the road very \_\_\_\_\_\_\_\_\_\_\_\_\_. (careful)
9. The stranger \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ saw the signpost. (able)
10. The bus was driven \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. (gentle)
11. The motorist \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ tightened the seat belt. (hurry)
12. The cyclist \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ looked at his broken helmet. (worry)
13. Stecia \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ went through the traffic jam. (smart)
14. The police treated the drivers very \_\_\_\_\_\_\_\_\_\_\_\_\_. (good)
15. School children almost go to school\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. (day)
16. His father was killed \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. (brutal)

**COMPREHENSION**

1. A notice P.7 (The Sure Key To Success)
2. A dialogue P.6
3. A poem P.8 – 9

**Composition**

1. A guided dialogue (The sure Keu to Success pp 9 – 10)
2. The jumbled story (St. Bernard p.17)

**TRAFFIC DANGERS:**

Vocabulary:

crossroad, junction, traffic lights, roundabout, first aid, road humps, accident, careful, careless, bend, highway, code, side path

**Activity:**

construct correct and meaningful sentences using the above words.

**Spellings**

careless

careful

highway

road humps

accident

roundabout

bend

black spot

junction

side path

**Rearrange the following letters to form correct words.**

nebd

selscrae

dai

upmhs

fifctar

endtacci

ador

tionjunc

path seid

gthils

**Arrange the words in ABC order.**

1. roundabout, rounded, about, junction
2. road, highway, cross road, traffic
3. accidents, accidentally, accident, accidental
4. road humps, lights, traffic, officers
5. island, careless, careful, side path

**Give the plural form of the following.**

1. cross road
2. junction
3. roundabout
4. an accident
5. traffic light
6. side path
7. road hump
8. traffic danger
9. road user

**Fill in the blank spaces with the most suitable word.**

1. We should \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ left, look right and left again before we cross the road.
2. Motorists should always \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ helmets when riding.
3. Teachers should always \_\_\_\_\_\_\_\_\_\_\_\_\_\_ children about traffic dangers.
4. We should always \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ the black spots on our roads.
5. Drivers should always be \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ at the junctions.
6. Cyclists should always be \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ to avoid accidents.
7. Drivers should always \_\_\_\_\_\_\_\_\_\_\_\_\_ the road signs.
8. We should always \_\_\_\_\_\_\_\_\_\_\_\_\_\_ first aid to accident victims.
9. We must \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ busy roads at the zebra crossing.
10. Traffic officers should \_\_\_\_\_\_\_\_\_\_\_\_\_ mistreat road users.

**Spellings:**

Cross road, junction, pedestrians, traffic lights, carefully, carelessly, highway, bend, accidentally, roundabout

**Activity:**

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

1. The passengers were \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ hurt. (bad)
2. If you cross the road carelessly, you will be \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ down. knock)
3. The taxi driver was \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ injured in the motor accident. (critical)
4. Peter sustained a lot of \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ after the accident. (injury)
5. It is very \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ to cross the road while running. (danger)
6. Masaka road is \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ than Jinja road. (narrow)
7. The lorry was \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ loaded with cassava. (heavy)
8. That is a very \_\_\_\_\_\_\_\_\_\_\_\_\_\_ road. (dust)
9. A car is \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ than a motorcycle. (fast)
10. It is \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ to travel alone at night. (risk)

**Spellings**

1. critically
2. accidentally
3. salty
4. dusty
5. widened
6. dangerously
7. pavement
8. heaviest
9. risky
10. passengers

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

1. Peter met a stranger at a place where two or more roads meet.
2. The accident victim was given the first help before he was taken to the hospital.
3. The motorist drove without care and caused an accident.
4. There was an accident at the place where vehicles move round to take different routes.
5. The person responsible for directing road users has been knocked down.
6. A person who rides a bicycle is riding down the hill.
7. Many pedestrians usually walk on the side of the road to avoid accidents.
8. Kichencho crosses the road with a lot of care.
9. All school children must learn the rules that help road users.
10. The man driving a car is competing in the rally.

**Give one word for the underlined words**.

1. He was involved in the sudden happening that caused death.
2. You will meet me at a place where two or more roads meet.
3. Slow down there are parts of a road that reduce the speed of vehicles.
4. We must follow the official rules for drivers to avoid accidents.
5. The red, orange and green lights show when you must stop or go.

**THE USE OF:- MAY**

We use the above structure when talking about the present and the future possibility. We can use it to ask for permission and to talk about obligation.

**Examples:**

1. You may cause an accident if you don’t drive carefully.
2. Jane may miss the plane if she wakes up late.

**Activity:**

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

1. Paul will go to Kamwenge by bus.
2. You will get an accident if you continue playing on the road.
3. Jane can board a taxi to town.
4. It is likely to rain today.
5. Hurry or else you will miss the bus.
6. Kakeeto will buy a new bicycle.
7. We shall travel by train.
8. Pedestrians will travel long distances today.
9. The traffic police will not mistreat drivers.
10. Martha will get a problem because she doesn’t know the Highway code.

**Spellings:**

1. drivers
2. pedestrians
3. taxi
4. train
5. might
6. traffic officer
7. an accident
8. careful
9. carelessly
10. recklessly

**THE USE OF:- SO…….THAT…..**

We use this structure to show the extent to which something is done. It uses the formula……..so + adjective + that …….

**Examples:**

1. The motorist drove recklessly. He knocked one pupil down.

The motorist drove so recklessly that he knocked one pupils down.

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

1. The road was very muddy. The vehicles couldn’t move fast.
2. You are young. You can’t be allowed to drive a vehicle.
3. The road is narrow. Big vehicles can’t use it.
4. The driver was careless. He caused an accident.
5. Juma is a cruel driver. Nobody likes his taxi.
6. Their lorry was old. It could not climb the hill.
7. Kapere is a good driver. All the children like him.
8. Peter drove carefully. He won a prize.
9. The conductor was rude. All passengers hated him.
10. Driving on shoulders is bad. It can lead to accidents.

**THE USE OF……SO……**

WE use this structure to give a reason why something was done.

**Examples:**

1. It became dark. He turned on the lights.

It became dark so he turned on the lights.

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

The driver was careless so he caused an accident.

**Rewrite the sentences using….so….**

1. He wanted to see clearly at night. He switched on the headlamp.
2. Our car broke down. we walked to town.
3. Some motorist do not follow road signs. They cause accidents.
4. The cyclist was very tired. He took a rest under a tree.
5. The road was muddy. The car became dirty.
6. Kapchorwa is a hilly area. It is difficult to construct roads there.
7. He was turning off the road. He used a hand signal.
8. There was heavy traffic. He left the car at the petrol station.
9. The boy crossed the road carelessly. The vehicle knocked him down.
10. He knocked down a school girl. The police arrested him.

**Spellings:**

1. Zebra crossing
2. headlamp
3. crossroad
4. vehicles
5. signal
6. accidents
7. narrower
8. black spot
9. reckless
10. careful

**THES USE OF:- …….BECAUSE…….**

We use because when giving a reason for doing something.

**Examples:**

1. The traffic police officer stopped the car. It had been over loaded.

The traffic police officer stopped the car because it had been over loaded.

**Activity:**

1. The driver drank a lot of water. He was thirsty.
2. The old man could not drive his car. He was sick.
3. The cyclist beat him. He stole a helmet.
4. The boy ran to school. He wanted to reach school early.
5. David got an accident. He was driving carelessly.
6. Our teacher taught us the highway code. He wanted us to be safe on the road.
7. The head master bought a first aid box. He wanted to give Peter first aid.
8. It was raining heavily. He took an umbrella.
9. The motorist reduced the speed. He was approaching a black spot.
10. The policeman stopped the driver. He was driving carelessly.

**Spellings:**

1. black spot
2. bought
3. taught
4. approaching
5. headmaster
6. explanation
7. something
8. oneself
9. decade
10. century

**THE USE OF:- SHOULD ALWAYS……**

We use this structure to advise someone to do something right.

**Examples:**

1. we need to teach children the highway code.

We should always teach children the highway code.

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

1. We need to be aware of the highway code.
2. We must learn how to cross a busy road.
3. Pedestrians ought to walk on the pavement.
4. Drivers need to turn on the headlights when it is dark.
5. The cyclists ought to wear helmets.
6. Mugwanya ought to drive his car carefully.
7. You need to obey traffic laws.
8. Children need to follow road signs.
9. David needs to respect traffic officers.
10. Passengers need to be more vigilant when using the road.

**THE USE OF: FIRST………, NEXT…………….., THEN……………**

This structure is used to show sequence of doing something.

**Examples:**

1. What should you do before you cross the road?

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

**Activity:**

Write five sentences using:- First……., next……….., then……………

**Comprehension:**

1. A poem (The Sure Key To Success P.15)
2. The pie chart (The Sure Key To Success P.16)

Composition:

1. Guided composition P.18 (The Sure Key To Success )
2. Picture composition P.17(The Sure Key To Success)
3. Composition writing. (write a composition about an accident that happened at your school)

**DEBATING:**

**Vocabulary:**

Debate, chairperson, point of information, conclude, motion, proposer, audience, speaker, opinion, chief whip, rules, secretary, current, point of order, previous speaker, point of inquiry, time keeper, current speaker, argument, argumentative etc

Construct correct and meaningful sentences using those above words.

**Unjumble the letters below to form correct words.**

1. inbge
2. inpot
3. crestryae
4. repeketmei
5. rrucent
6. etabde
7. eolr
8. diaucence
9. ugear

**Arrange the words in ABC order.**

1. proposer, previous, point of inquiry, points
2. secretary, chairperson, timekeeper, oppose
3. roles motion, conclude, opinion
4. argued, arguing, argument, argumentative
5. conclude, chairperson, current, speakers

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

1. point of order
2. point of inquiry
3. point of information
4. opposer
5. secretary
6. chairperson
7. audience
8. proposer
9. motion

**Fill in the blank spaces with a suitable word.**

1. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ the boys nor the girls won the debate.
2. The pupils were warned \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ escaping from school during the debate time.
3. The dabate started \_\_\_\_\_\_\_\_\_\_\_\_\_\_ hour ago.
4. The opposers made \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ points than the proposers.
5. It was such an educative debate \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ everybody enjoyed it.
6. The \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ wrote all the points raised during the debate.
7. Peter did not \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ the motion.
8. Girls are \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ than boys.
9. The \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ explained their views more than the opposers.
10. He raised a \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ of inquiry yesterday during the debate.

**Spellings:**

1. argument
2. argumentative
3. argued
4. arguing
5. audience
6. chairperson
7. conclusion
8. motion
9. opinion

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

1. point

pointer

1. oppose

opposer

1. conclude

conclusion

1. propose

proposer

1. inform

information

**Form other words from the words below.**

Let each letter appear once.

point

conclude

argue

speak

current

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

1. The \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ argued a lot during the debate. (oppose)
2. All the \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ were smartly dressed. (speak)
3. The last speaker made a good \_\_\_\_\_\_\_\_\_\_\_\_\_\_. (conclude)
4. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ at school is very educative. (debate)
5. The speakers argued among \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. (self)
6. The audience listened \_\_\_\_\_\_\_\_\_\_\_\_\_\_ during the debate. (attentive)
7. Tom was allowed to raise a point of \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. (inquire)
8. Kalema always uses \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ words during the debate. (abuse)
9. None of the \_\_\_\_\_\_\_\_\_\_\_\_\_\_ dodged the debate yesterday. (child)
10. We held an \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ debate last month. (educate)

**Spellings:**

1. debating
2. motion
3. chairperson
4. secretaries
5. points of inquiry
6. previous speaker
7. audience
8. proposer
9. inquiring
10. current speaker

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

1. The group of people listening to the speaker clapped hands when the speaker mentioned avery educative view.
2. The formal proposal discussed in the debate was too complicated for the pupils to discuss.
3. The person who recorded time in a debate was unfair to the opposer’s side.
4. His things that somebody says to state a fact were very influential in the discussion.
5. The person who makes a speech had a lot of information to put across.
6. The girl who noted down points in a debate did not record all the points raised.
7. The person who supports the motion in a debate was so lively.
8. It is not good to speak to somebody showing that you disagree on matters you don’t understand.
9. The person in charge of a debate ordered the audience to keep quiet.
10. Two of the people who argued their points in the debate were very clever.

**USING: Even though………………../……………….even though………..**

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

**Examples:**

1. The teacher was sick. The pupils organised a debate.

* Even though the teacher was sick, the pupils organised a debate.
* The pupils organised a debate even though the teacher was sick.

1. He had no views. He debated well.

* Even though he had no views, he debated well.
* He debated well even though we had no views.

**Join these sentences using even though.**

1. Ketty didn’t argue well. She won the argument.
2. The chairperson was not lively. He made the audience jolly.
3. The supporters continued supporting. The speaker’s points were not clear.
4. Everybody debated. The motion was complicated.
5. The secretary was not attentive. She noted all the points down.
6. The timekeeper had no watch. He managed the time well.
7. We debated about it well. We were given the motion very late.
8. He was praised. He did not do his duty.
9. We were allowed in. we arrived late for the debate.
10. I had a note book. I did not make notes during the debate.

**Spellings:**

1. complicated
2. although
3. debating
4. motion
5. secretary
6. opposition
7. argumentative
8. beginning
9. inquired

**USING: ALTHOUGH…../……although………..**

Although is used the same way we use even though. When used at the beginning, a comma follows the condition and the result later comes in.

**Examples:**

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

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

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

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

**Activity:**

**Join the following sentences**

1. beginning: Although……………..
2. using…………..although…………
3. The motion was interesting. The debaters were bored.
4. The debate teacher wasn’t around. The debate was very organised.
5. Europeans mistreated Africans. They bought development.
6. He was present. He wasn’t involved in the debate.
7. She argued a lot. She didn’t convince the audience.
8. They opposed the motion. They were not about it.
9. The point of order was granted. It was irrelevant.
10. The speaker was smart. She didn’t give any point.

**Spellings:**

1. motion
2. debated
3. inquired
4. secret
5. beginning
6. although
7. whereas
8. opposers
9. proposers

**USING: WHEREAS**

We use “whereas” to show that the things or people that we are comparing are different.

**Examples:**

1. The boys will propose the motion. The girls will oppose the motion.

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

1. Jackson chaired the meeting. His sister recorded the minutes.

Jackson chaired the meeting whereas his sister recorded the minutes.

**Activity:**

Join the following sentences using…….. whereas………….

1. The opposers gave many points. The proposers gave few points.
2. The teacher was early. The parent was late.
3. A hare is very fast. A tortoise is very slow.
4. Kato comes to school on foot. Pamela comes to school by bus.
5. Tom is short. His brother is tall.
6. Opio is black. His daughter is brown.
7. Thomas came late. Bosco came early.
8. John likes cakes. Stella likes bread.
9. Some pupils are hard-working. Others are lazy.
10. Robbinah is ugly. Daphine is very beautiful.

**Spellings**

beginning

bargaining

competition

pronunciation

courageous

mountainous

explanation

clauses

conditional

speeches

**IF 2**

If 2 talks about results of certain conditions which are possible and imagined rather than being real and true. The verb in the if - clause is in the past simple tense and a conditional tense (past), in the main clause.

Were is used instead of “was” to emphasize the impossibility especially if what we are imagining is impossible and cannot happen.

**Examples:**

1. If I get views, I shall debate.

If I got views I would debate.

1. I will raise a point of inquiry if the chairperson allowed me.

I would raise a point of inquiry if the chairperson allowed me.

1. If I get a chance to talk to the secretary, I will tell her to be more observant.

If I got a chance to talk to the secretary, I would tell her to be more observant.

**Use the pairs of clauses below to form IF2 clauses.**

1. My being a chairperson, my controlling the house well:- if I were a chairperson, I would ………..
2. My finishing debating. My summarizing.

I would summarize if I finished debating. If I finished debating, I would summarize.

1. his coming. The audience’s being happy.

If he came, the audience would be happy.

**Activity:**

Use these sentences to form IF 2 sentences.

1. His arguing eloquently, his scoring more points.
2. His raising a point of inquiry, him being rebuked.
3. My being a timekeeper, my choosing interesting motions.
4. My being a debate teacher, promoting the debating club.
5. Her arguing, her understanding points.
6. Their discussing, their feeling better.
7. The speakers debating, the teacher’s appreciating.
8. My being a chairperson, my fighting misconduct in the debate.

**Change these IF 1 sentences to IF 2**

1. If they argue about the motion, they will end up fighting.
2. We shall lose points if he raises a point of order.
3. I will feel happy if you inform me.
4. If the chairperson comes, the debate will begin.
5. If the current speaker talks about immorality in the society, he will get more points.
6. The opposers will win if the secretary notes down all their points.
7. The audience will clap hands if that speaker debates well.
8. If you choose a motion, we shall be able to debate it.
9. I will not attend the debate if the debate prefect is around.
10. The proposers will not win if Majwega doesn’t debate.

**Complete these sentences sensibly.**

1. If I were a chairperson,……………………
2. If I were a debate teacher, …………………
3. If I were a timekeeper, ……………………….
4. If the motion was interesting,…………………..
5. If Oketta raised a point of correction, ……………………
6. If Otunnu debated well, ………………………
7. If I were a secretary, ………………………..
8. If the chairperson came, …………………..

**SPEECHES:**

**Direct speech**

We use the very words/actual words of the speaker in the direct speech.

Guidelines on the use of the direct speech.

1. Only the words of the speaker are enclosed in the quotation marks ie

Peter said, “I bought a pen yesterday.”

1. After the opening of the quotation marks the first word begins with a capital letter ie Mauren said, “The secretary forgot to note down the points.”
2. When a sentence begins with the actual words a full stop is put at the end but when a sentence begins with the reporting words, a comma is placed after them ie

Kato said, “ we are going to school.”

“We ate a lot of food before debating,” said Flora

The direct statement should have two parts ie

1. The speech tag
2. The actual words

**Examples:**

I said, “ I am going to the market.”

Speech tag actual words

**Activity:**

Punctuate the following sentences correctly.

1. Peter said the chairperson was not strict
2. The opposers’ side said the secretary has more points
3. where is the bell asked the timekeeper
4. The chairperson said speak loudly
5. may add me some more time the speaker requested
6. your time is up said the time keeper
7. The secretary said the opposers were not audible
8. are you reading news asked the opposer
9. we shall have a debate tomorrow said the chairperson
10. stand up and we sing the national anthem said the chairperson

**Spellings:**

1. audience
2. eloquent
3. fluently
4. debaters
5. direct speech
6. indirect speech
7. double quotation
8. actual words
9. speech words
10. motion

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

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

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

eg

Tom said that he was going to debate

**speech tag conjunction actual words**

**Changes considered when changing sentences from direct to indirect speech.**

|  |  |
| --- | --- |
| Direct speech | Indirect speech |
| we | they |
| i/me | he/she/him/her |
| this | that |
| these | those |
| your | their |
| now | then |
| today | That day |
| tomorrow | the following day |
| yesterday | the previous day |
| may | might |
| am | was |
| our | their |
| bring | take |
| here | there |
| must | had to |
| last week | the previous week |
| come | go |
| us | them |
| next week | the following week |
| will | would |
| can | could |
| shall | should |
| come/came | go/went |
| we | they |
| mine | his/hers |
| my | his/her |
| myself | himself/herself |

Forming indirect sentences in the present simple.

The present simple tense change to past simple tense in the indirect speech.

The joining word or conjunction between the speech tag and the said words is “that”.

When the speech tag is in present simple tense, the speech body verbs don’t change eg she says, “ My book is old.”

She says that her book is old.

**Examples:**

1. The debate teacher said, “We always go for debate on Thursday.” (Direct)

The debate teacher said that they always went for debate on Thursday.

1. The speaker said, “I raise my points of order in a reasonable way.”

The speaker said that he raised his points of order in a reasonable way.

**Activity:**

**Change the statements to indirect speech.**

1. The chairperson said, “ You disturb us in the debate.”
2. “ I always argue about mistaken ideas,” said the opposer.
3. Omwony said, “He arrives in the hall before the debate starts.”
4. The boy said, “ We discuss about current issues.”
5. “Girls are usually treated unfairly in the debate.”
6. The timekeeper said, I usually fulfill my roles.”
7. The speaker said, “we speak English when debating.”
8. The girl said, “These two boys always argue in the debate.”
9. “Your points of order are ever irrelevant,” said the chairperson.
10. Mary said, “This boy concludes well.”

**Spellings:**

1. current speaker
2. inquire
3. secretary
4. chairperson
5. attentively
6. whispering
7. abusive
8. educative
9. smartly
10. timekeeper

Forming indirect sentences in the present continuous tense.

The present continuous tenses changes to the past continuous ie is/are to was/were; now to then, today to that day etc

**Examples:**

1. The boys said, “ we are going to the neighbouring school for a debate.”

The boys said that they were going to the neighbouring school for a debate.

1. The timekeeper said, “You are running out of time.

The timekeeper said that he/she was running out of time.

1. “You are using inappropriate language,” said the chairperson.

The chairperson said that he/she was using inappropriate language.

**Change the sentences to indirect speech.**

1. “I am summarizing, “ said the speaker.
2. The proposer said, I am going to support this motion a hundred percent.”
3. “You are not defending your points,” said the secretary.
4. “I am noting down their points,” said the secretary.
5. The teacher said, “ you ate not explaining the major words in the motion.”
6. The audience said, “you are pressing the right button.”
7. “I am not granting any points of opinion now,” said the chairperson.
8. The girl said, “She is not going to answer correctly.”
9. The speaker said, “I am planning to convince the opposite side.”
10. “I am not arguing,” said the opposer.

**Spellings:**

interesting

themselves

information

argument

audience

opinion

speaker

honourable

regulations

arguing

Forming the indirect speech in the present perfect tense.

The present perfect tense changes to the past perfect tense ie has/have to had.

**Examples:**

1. “I have got views,” said the girl.

The girl said that she had got views.

1. Oplot said, “she has gone for a debate.”

Oplot said that she had gone for a debate.

1. “You have finished debating,” said the chairperson.

The chairperson said that he had finished debating.

**Activity:**

**Change the sentences to indirect speech.**

1. “I have not participated in the debate today,” said Samuel.
2. Eliza said, “Boys have not concluded.”
3. “I have something to say,” said Alvin.
4. “She has gone to the floor,” said Daphine.
5. The secretary said, “ I have written all your points.”
6. The teacher said, “ I have informed all the pupils about the debate.”
7. The chairperson said, “ I haven’t heard your question.”
8. The parent said, my son hasn’t returned since he went for a debate.
9. The teacher said, “The audience has played the right role.”
10. “ The P.6 girls have debated well,” said the teacher.

**Spellings:**

1. audience
2. argumentative
3. participative
4. listening
5. punishment
6. invitation
7. pronunciation
8. information
9. misconduct
10. opposers

**Changing sentences in the past simple tense.**

The past simple tense changes to the past perfect tense ie last changes to the previous.

**Examples:**

1. “I did not debate last week,” said Anthony.

Anthony said that he had not debated the previous week.

1. Martha said, “The chairperson came late yesterday.”

Martha said that the chairperson had come late the previous day.

1. Eve said, “I argued a lot last week.”

Eve said that she had argued a lot the previous week.

**Activity:**

**Change the following statements to indirect speech.**

1. Betty said, “You raised an irrelevant point of order.”
2. “He concluded in an amusing manner,” said the chairperson.
3. “Ben did not perform his duty,” said the teacher.
4. His neighbor said, Agnes argued very well.”
5. Okum said, “She considered both sides.”
6. “The audience shouted loudly,” said Mark.
7. The woman said, “I liked the way those young ones debated.”
8. They boy said, “You didn’t say anything about current issues.”
9. “We ate a lot of food before debating,” said Annet.
10. The secretary said, “I wrote down all the views.”

**HOW TO REPORT QUESTIONS**.

When reporting questions, the questioning idea is removed and the conjunctions change.

Questions are classified into two:-

1. Those which begin with helping verbs (auxiliaries). Here the conjunction is if or whether.

**Examples:**

1. “Did you go for a debate?” asked the teacher.

The teacher asked them whether they had gone for a debate.

1. Alex asked, “Is the chairperson around?”

Alex asked if the chairperson was around.

**Activity:**

**Change these questions to indirect speech.**

1. Franco asked, “Were you around during the debate?”
2. “Did the teacher appreciate the opposers side?” asked Betina.
3. Namudigu asked, “Is he capable of being a timekeeper?”
4. “Were the current issues discussed about?”
5. “Will you attend the debate?” asked Serena.
6. Marvin inquired, “Are you really a chairperson?”
7. Bob asked, “Has the teacher entered the debating room?”
8. Wesley asked, “Will you support my side today?”
9. “Did you come to debate?” asked Kevin.
10. Honest asked, “Is it in order for you to abuse the audience?”
11. Those which begin with questioning words such as who, when, why, what, whom, whose, how, which and where. Here the joining word is the very questioning word.

**Examples:**

1. “What are you going to discuss about?” asked Nahia.

Nahia asked them what they were going to discuss about.

1. “Who will be today’s chief whip?” asked Jocus.

Jocus asked them who would be that day’s chief whip.

**Activity:**

**Change these questions to reported speech.**

1. The new boy asked, “Where will the debate take place from?”
2. “Why are you opposing the motion?” asked Harriet
3. “Whose list of points is this?” asked the boy.
4. The man inquired, “When shall you have a debate.
5. The teacher asked, “What are you going to talk about?”
6. “Whom are you opposing with?” Jane asked.
7. The chairperson asked, “What is your point about?”
8. “How will the debate run today?” asked the girl.
9. Gift asked, “when will the debate begin?”
10. “Why are the opposers argumentative?” asked Davis

**Spellings:**

1. listening
2. ordered
3. chief whip
4. summarise
5. motion
6. conjunction
7. inquired
8. preposition
9. debating
10. speeches

**HOW TO REPORT COMMANDS**.

Commands are categorized into two:-

1. Positive commands
2. Negative commands

**Positive commands:**

The joining word (conjunction) is preposition to said in the direct speech changes to told in the direct speech.

**Examples:**

1. “Go to the debating room,” ordered the teacher.

The teacher told them to go to the debating room.

1. He said, “leave the floor now.”

He told him to leave the floor then.

1. “Go and debate,” said the prefect.

The prefect told her to go and debate.

**Activity:**

**Change the following commands to indirect speech**.

1. “Keep quiet,” ordered the chairperson.
2. “Get out of the room,” said the head prefect.
3. The teacher said, “Oppose the motion.”
4. Our friend said, “Summarise your speech.”
5. Rebecca said, “Ring the bell now.”
6. “call another speaker,” ordered the teacher.
7. “Explain your points,” said the judge.
8. The girl said, “Sit down and listen.”
9. “Do your duty,” ordered the chief whip.
10. The prefect said, “Support your fellow opposer.”

**Negative commands**:

Here “don’t” change to, “not”. The joining word is “to”.

**Examples:**

1. “Don’t debate today,” ordered the teacher.

The teacher told him not to debate that day.

1. Kirafiire said, “Don’T raise any pint of opinion.”

Karafiire told him not to raise any pint of opinion.

1. “Don’t oppose the motion,” said Anne.

Ann told her not to oppose the motion.

**Change these commands to indirect speech.**

1. “Don’t debate this week, Sauda,” said Melisa.
2. Diego said, “Don’t argue.”
3. “Don’t go away,” said Dorren to Adam.
4. “Don’t conclude any how, ordered Nyangoma.
5. “Don’t talk about corruption,” said the patron.
6. The classmate said, “Don’t go there now.”
7. Angel said, “Don’t write anything.”
8. “Don’t enter the room with sharp objects, “said Walter.
9. Jeremiah said, “Don’t look at the audience for long.”
10. Sylvia said, “Don’t make notes during a debate.

**Comprehension:**

1. **A passage** **(The Sure Key To Success P.29)**
2. **A notice (The Sure Key To Success P.28)**
3. **A letter (The Sure Key To Success P.32)**

**Composition:**

1. **Jumbled story (The Sure Key To Success P.31)**
2. **The guided dialogue**
3. **A picture discussion (St. Bernard P.36)**