


**P.6 ENGLISH COMPOSITION**

**TERM 1**

**WEEK 1**

**SAFETY ON THE ROAD**

***Vocabulary:***

| | |
|---|---|
| cyclist | first aid |
| pedestrian | driving |
| motorist | carelessly |
| traffic police | recklessly |
| zebra crossing | scene of accident |
| accident | cross-roads |
| sign post | junction |
| driving school | dmc, level-crossing |

- Learn the pronunciation, spelling and meaning of the above words.
- Use them in meaningful sentences.
- Refer to SST and other sources to study different road signs and their meaning.(MK 6 Pg 5)

- Discuss different causes of road accidents and how to avoid them.

**B. Structural Patterns**

(1) ----------should not

e.g Children should not play on the road.

People should not tether animals near roads. etc----

(2) ---------- must ----------

-Parents must help their children cross the roads.

-Drivers must respect road signs etc----

**(C) ---------- as soon as ----------**

The driver stopped the car. The lights had turned red.

The driver stopped the car as soon as the lights turned red. Etc…

**<u>Read this passage carefully:</u>**

**LULE AND HIS NEW CAR.**

Lule bought a new car last year. It was a big blue Mercedes benz. He showed it to his family on the first of October. It became the family's pride immediately.

Yesterday morning, Lule said "bye" to the family. He was going to meet his friend at the airport. His wife told him to drive slowly much as he was late. Mr.

Lule was very happy. He was listening to music as he drove. The music was loud and then he got a call from his friend. He talked to his friend as he drove.

Then he reached a level crossing. He didn't stop to look. He just drove straight on and his car was hit by a train that was moving on the railway.

Fortunately Mr. Lule didn't die but he was badly hurt. An ambulance rushed him to Mulago hospital and he is most likely to lose his two legs?

Questions

1. What would Mr.Lule have done to avoid the accident?
2. How will the accident affect the family?

b) Read about a Road accident: Improve your **Eng. Std 6 Workbook Pg 61 – 62**.

**THE HIGHWAY CODE.**

Highway – a main road Code
– written rules.

The Highway code – the official rules for road users.

**STUDY THE HIGHWAY CODE.**

When crossing the road

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

**Written exercise**

1. Picture composition. **MK 6 Pg 15**

2. Composition writing . (**Refer to Password 6 Pg 43**)
   In not less than 150 words, write a composition about an accident

Imagine you saw/experienced a road accident. Write a composition about it in not less than 150 words.

Points

1- title

2- where it took place and when.

3- people and vehicles involved, assistance given, how the police came in , etc-

---

4- conclusion (your feelings)

**WEEK 2**

**<u>TRAFFIC DANGERS.</u>**

***Vocabulary***

| | | |
|---|---|---|
| crossroads | road humps | patient |
| junction | careless | patiently |
| traffic lights | careful | roundabout |

(i) read and pronounce the vocabulary correctly.

(ii) construct meaningful sentences.

(iii) mention any dangers you have ever seen on the road (i) ……..

(ii) ……..

(iii) ……..

Form nouns from the following words

(i) careless ……..

(ii) careful …….. (iii) patient ……..

**Use the correct form of the word in brackets.**

1. The driver was _____injured in the accident.(critical)
2. We sustained a lot of _____after the accident.(injury)
3. The _____loaded lorry caused traffic jam along Jinja Road. (heavy)
4. A friend of _____got an accident yesterday.(me)
5. My father is a very _____driver. (skill)

**Structure. first _____next _____then.**

**Study the example below.**

First look right, next look left then right before crossing the road. First wash your hands next pray then begin eating your food.

Study the following activities and then use the Structure_____first _____next _____then to describe then _____

1. fetching water from the well
2. preparing breakfast 3. writing an examination
4. crossing the road.

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

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

a) Picture A ……..
b) Picture B……..
c) Picture C …….
d) Picture D ……..
e) Picture E ……..
f) Picture F ……..

g) What mistake did the children make?
h) Where do you think the little boy was taken after the accident?
i) Who caused the accident in picture C?
j) Give a suitable title to this story.

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

**A FATAL ACCIDENT**

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

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

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

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

| | |
|---|---|
| eventually | aid |
| passengers | critically |
| traffic | hospital |
| accident | permit |

Christmas

drunken

**WEEK3**

**Safety on the road (guided conversation)**

**(a) Vocabulary**

**Officer, destination, cause, accidents, speeding, permit, offences, bribe, favour**

**Learn the pronunciation, spelling and the meaning of the above words. Construct meaningful sentences using the words.**

**(b) Use the correct form of the word given in brackets to complete each sentence below.**

1. **Every driver on the road must have a driving ……. (permission)**
2. **Do traffic police officers …….. some errant drivers?(favourite)**
3. **Driving cars at a high speed …….. fatal accidents.(cause)**
4. **Does……..cars cause accidents?(speed)**

**5. Please, learn the correct……..of all these words.(pronounce)**

**(c) Structure: ……should not……..**

**Read the following examples**

**Children should not play on the road.**

**Drivers should not drive at a high speed.**

**We can use the structure to give a warning if someone is doing something wrong.**

**Construct five correct sentences from the table**

| | | |
|---|---|---|
| **Pedestrians**<br>**Motorists**<br>**Cyclists**<br>**The traffic police officer**<br>**Roads**<br>**Buses and taxis** | **Should not** | **Accept bribes at**<br>**Play along the road**<br>**Ride while drunk**<br>**Throw stones vehicles**<br>**Drive recklessly**<br>**Be narrow**<br>**Be over loaded** |

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

**O.C: Traffic arrests a Taxi driver**

**O.C: _____ Taxi driver: Good morning, officer.**

**O.C: _____ Taxi driver: I am thirty three years old.**

**O.C: _____ Taxi driver: Yes, I have a driving permit.**

**O.C: _____**

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

**O.C: _____**

**Taxi driver: It belongs to my uncle.**

**O.C: _____ Taxi driver: There are eighteen passengers in the taxi, sir.**

**O.C: _____ Taxi driver: I am coming from Kasese.**

**O.C: _____ Taxi driver: This taxi is licensed to carry fourteen passengers.**

**O.C: _____**

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

**O.C: _____**

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

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

**WEEK 4 <u>DEBATING.</u>**

***Vocabulary***

| | | | |
|---|---|---|---|
| argue | proposer | opposers | conclude |
| argument | secretary | inquire | current speaker |
| audience | chairman | inform | previous speaker |
| speaker | motion | opinion | point of order |

- Learn the pronunciation, spelling and meaning of the above words.
- Construct meaningful sentences using the above words.

**(b) Structure ……unless……**

**Read the sentences below.**

- My friend will not debate unless he is an opposer. Unless my friend is an opposer, he will not debate.
- Unless means if ……not. It is used in negative statements.

**Rewrite the following using……unless……**

1. My father will not come to school if he does not get the money.
2. The headmaster will attend the debate only if we invite him.
3. You should study hard. You will pass the test.
4. If we don't complete the work, the teacher will punish us.
5. He will not go to Dubai if he doesn't get a visa.

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

1. If he ……time, he will guide us. (getting)
2. The teacher ……if we don't complete the exercise.(punish)
3. If she comes today, I ……her about the debate .(inform)
4. Tom will debate if he ……enough points. (collect)
5. If you ……your friend, she will attend the friendly debate. (inviting)

**Guided Composition.**

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

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

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

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

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

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

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

**Jumbled sentences.**

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

a) Perhaps the best answer would be 'Environmental factors'.

b) Finally, the children themselves must be very interested in speech exercises like debating
and dialogues.

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

d) Pupils must also emulate their teachers.

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

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

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

i) In addition, teachers should be exemplary.

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

**WEEK 5**

**DEBATING (2) FREE COMPOSITION**

***Vocabulary***

point of order argument motion
speaker inquire debate secretary chairperson
argue opinions

(i) Read and pronounce the words correctly.

(ii) Construct meaningful sentences using the above vocabulary.

(iii) Discuss different advantages of debating and how to learn debating.

(b) **Fill in correct word to complete each sentence below** 1.
The ……is the over controller of the debate.

2. All my ……..were different from his.
3. The ……..we debated last week was very challenging
4. There are always ……..in a debate.

(c) **Discuss the roles of the following people in a debate**

(i) chairperson……

(ii) secretary……

(iii) chief whip ……

(iv) timekeeper ……

**Structure whereas ……..**

**Read the sentences.**

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

Sonsomola recorded the points whereas Okecho chaired the debate.

**Join the sentences using whereas.**

1. Tom is very short. His brother is very tall.
2. Some pupils are hardworking. 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.

**Written exercise. Free composition.**

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

1. title
2. when and where the debate took place
3. Which classes participated.
4. Who proposed / opposed?
5. Which side had more points 6. who announced the winners 7. conclusion.

**WEEK 6**

**Discussing motions**

**Imagine that you have been given a motion 'CORRUPTION HELPS A COUNTRY TO DEVELOP VERY FAST' write a composition about the motion either opposing or proposing it. Remember that for each point you suggest , must be written in a paragraph form.**

**WEEK 7**

**Friendly letter.**

**Vocabulary:**

Communication Letter ,stamp, envelope
Friendly informal affectionately

(**Study the words above**)

- To whom do we write friendly letters?

Friends parents relatives etc----- - What do we write about? Discuss

**<u>Parts of a friendly letter.</u>**

1. Address Heading this shows place of residence or place of work, Box number, town or city and sometimes country.

e.g

Muyenga lake view residence,

P.O. Box 66,
KAMPALA

2. The date: It helps the receiver to know when the letter was written and whether it is still necessary to read it. e.g 31 march, 2008

3. Salutation(greetings)

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

e.g Dear Mummy,

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

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

It has to be in line (related to) to the salutation. e.g
Since you began with
Dear mum, you have to end with your (loving)son/daughter,

6. Write your name at the end.

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

Class discussion:

Find the right End statement for the following:

| | |
|---|---|
| Dearest Linda, | Dear Cousin Mary, |
| Dear Uncle, | Dearest Patricia |
| Dear Grandma, | Dear Aunt Jane, |

**Oral Exercise:**

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

1. Dear Mum,
2. I'm very well at school and I have joined the Home Economics society.

Hope by Easter, I will have learnt enough to bake a cake for the family.

3. Your loving daughter,
4. Sky-way Boarding Primary School, P.O. Box 13, Mbarara.
5. I hope you are fine. How is everybody at home? Did Jolly join Namagunga or Gayaza for senior one? Please, let me know so that I can write to her.
6. Barbra Matovu.
7. 14 March, 2008
8. with love from,
9. Please, send my greeting to dad, Anita and all my friends.
10. May God bless you.

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

c) Address an envelope for the letter above.

**<u>Written Exercise</u>**

**1. Rearrange the following sentences to make a letter. Remember the paragraphs. (Use block form)** 1- The examinations were easy.

2- Abdalla and sons,

P.O. Box 7,

Jinja

3. During their stay, Nabila did the cooking.
4. Secondly, last week, we had guests at home.
5. Have a nice stay in Mombasa and have fun.
6. My dearest mum,
7. They were from Kisumu and they stayed for two days.
8. First, I was busy with my examinations.
9. Please, forgive me for not replying soon.
10. I hope I shall pass them well.
11. 21st march, 2008.

2. Read the letter from Barbra to her mother in the discussion exercise, then read the letter of reply the class wrote on the board.

Imagine you are the one who wrote the first letter and write a letter to your sister, Jolly, in senior one.

3. Address an envelope for you letter.

**WEEK EIGHT**

**AT THE MARKET**

***Vocabulary***

| | | | |
|---|---|---|---|
| market | mall | super-market | |
| shop | kiosk | butcher's | |
| dairy | book-shop | stationer's | |
| butchery | stationery | stationery | |
| vendor | hawker | customer | |
| trader | merchant | stationer | |
| bargain | change | balance | |
| shopping(n) | profit | loss | |
| cheap | dear | expensive | |

**Learn the spelling pronunciation meaning and usage + parts of speech of the above words. Use some of them in meaningful sentences.**

**Structure:**

How much ---------- ? (uncountable)

How many ---------- (countable)

Do you have any ---------- ? Yes, I have some ----------. No, I haven't any ----------(Note: Use of some and any------- class discussion:

Talk about places you visit to buy things.

-Name items found at each place. E.g. butcher's meat.

Stationer's - stationery

-Talk about the services and how people in different places welcome their customers.

e.g Market as compared to a super market.
Who gets the money at a market, a mall, a supermarket? etc----------

- From which place do you want to buy goods and why?
- Who of these traders find life very difficult and why?

**Read the following dialogue**

Ali: Which market are you going to' Musa?

Musa: I'm going to Nakasero market?

Ali: What! Why did you choose Nakasero? I hear it is the most expensive market in this area.

Musa: I chose Nakasero because they sell high quality food, you can never find rotten things. There is also less noise as compared to Owino.

Ali : But there is a big heap of rubbish infront of the market. I buy my things from the inside market which is cleaner.

Ali: What about the prices?

Musa. I'd rather buy expensive but clean food stuffs. You may think Owino is cheaper,

but when you buy dirty food, you can contract diseases and treatment will cost you much.

Ali: Thank you my friend. I will buy from Nakasero right from today.

**Class discussion. What have you learnt from the dialogue.**

-Give some reasons why people buy from particular markets.

- What do you want about the market you buy from? What don't you like about it?

- Do the picture sequence Mk6 Pgs 47, 48 orally.

***Written exercise***

**<u>Fill in the missing words from the list given.</u>**

**BEWARE**

You should ----------spend money without ---------- for it. This will help you to ----------only on what you need.

Do people budget for ----------the money they spend on ----------. Somebody comes in the home selling bungles and you buy. Next somebody knocks on your door selling---------and you buy! Do you know that at times you are paying for ---------- ? Do you know where those people place their baskets, buckets or tins of ----------.

When they are visiting the latrines where do they wash their hands after peeing in a nearby bush! Don't they use the ----------hands to touch the samosas they are selling to you!.

----------, buy food stuffs only in clean places. If ----------avoid buying cooked, fried or roasted food. You can buy food from a ---------- and prepare it in a clean environment in your own home.

never remember samosas
spend possible dirty
budgeting market diseases
hawkers eats

Imagine you went to Owino Market with the driver and the house helper last Christmas season to buy food stuffs for Christmas.

Write a short composition about the same.

-Title

-Introduction: what happened before the shopping e.g. drawling a shopping? List and other preparations.

**Part. I:** How you traveled to the market and what you saw on the way.

**Part II:** In the market: Talk about the market, the people you found there and what they were doing what you bought and from whom, the type of service you were given etc.

**Part III**: Were you successful? Did you find the prices pocket friendly? What was the comment from the person who sent you?

***Conclusion***: what did you learn?

**P.6 COMPOSITION TERM 1 WK 8**

**DESCRIBING PEOPLE AND THINGS.**

***Vocabulary***

man woman girl boy conductor pilot driver nurse plumber vendor maid etc.

(Find as many nouns as possible)

b) animals: bull cow heifer donkey Kangaroo

c) things tables trees, buses etc.

Descriptive pronouns

Long short plump balding muscular able-bodied slender

Behaviour talkative noisy
greedy sly slender
cunning

**Class discussion:**

Describing people, animals, birds and things.

Appearance: ugly beautiful brunnete, handsome pretty, good-looking etc----

Figure: tall short well-built mascular, broad-shouldered

Face: round oval square freckled etc------ Shape:
plumb, slim, fat, thin,

Features: moustache, bald-headed, round face, beard

Hair: long, thinning, wavy, curly, blond (blonde)

Eyes, blue, brown, hazel, big small etc-------

Animals: spotted, piebald etc----------

Revise the order of adjectives to help you describe people e.g Peter is a tall slim man in his mid-thirties.

- The cunning fox couldn't catch the fat black cock.
- The young blue eyed girl failed to swim down the swift running river.

**More Oral exercises**

a) Tell the class about your friend, father, mother, pet, bed, best wear, house, car.

b) Read Password 6 pg 47 and answer the questions on Page 46. Then do the exercises on Page 48 orally.

**Written exercise.**

**Fill in the gaps with a suitable word from the list below.**

since, two, used, time, second, friendship, involved, agree taller, athletes.

When I was in primary ----------a new boy joined my class during --------- term. As I was sitting next to him, I was asked to help him to get ---------- to the new environment. We hit it off instantly. Four years have passed ----------. Now, we have become best friends. The boy's name is Paul.

Paul is much ----------and skinner than I. He is also very agile. That is why he has qualified for our school basket ball team. He is also one of our school's best ---------.He specializes in hurdles and high jump events.

Though Paul is very ----------in sports and games, he is very disciplined. He always finishes his home work on ----------. In fact he has always been one of the top students in class.

One major belief that both of us ----------on is that friends should share their thoughts and knowledge. This enables us to know each other very well. Thus in spite of the fact that he is an extrovert and I am not, we are still such close friends. I really treasure this ----------and hope it will last for ever.

**Written exercise II**

Imagine you met a stray dog (one without a home) one early morning and it chased you. Write a composition describing the dog and the whole process. Follow the following points.

Title

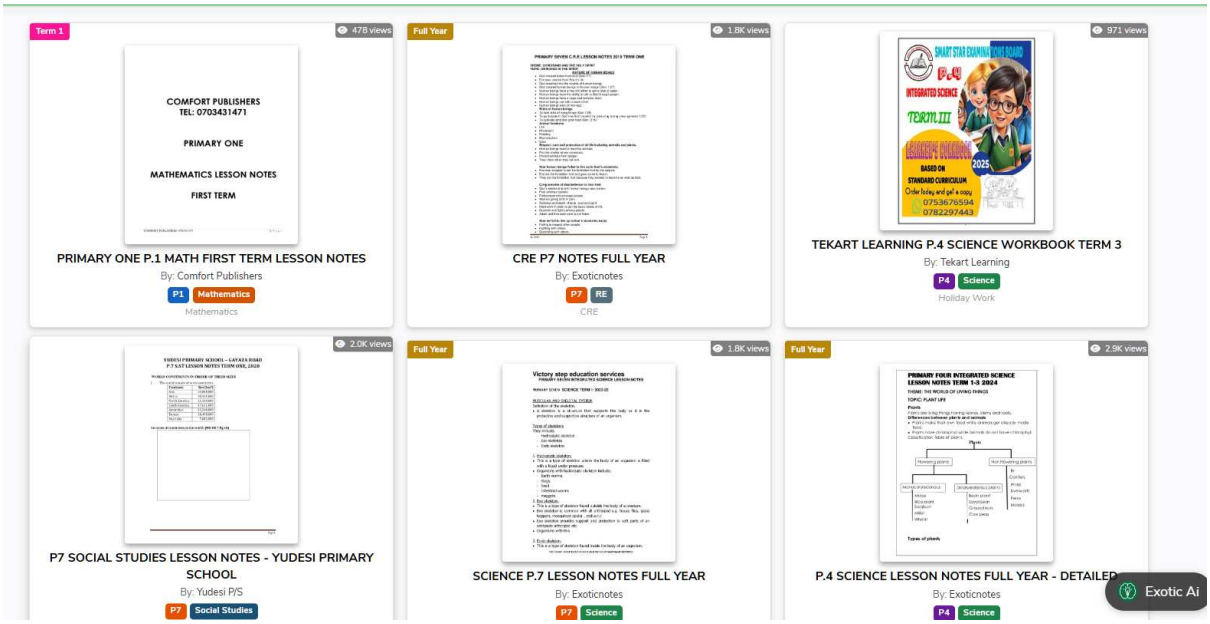
Part I: One day as I was going ----------

Part II: Describe the dog, what it did when it saw your, your reactions, etc----

Part III. What you decided to do from their.

Use as many adjectives, adverbs and some other interesting phrases to make your composition interesting.

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