


# ENGLISH LESSON NOTES FOR P.6 TERM 1

## WEEK ONE

## LESSON ONE TO SIX

## TOPIC; PENMANSHIP

## ASPECT; HANDWRITING

**Penmanship-** This is the art of writing by hand.

**Handwriting**- This is writing that is done in ink (with a pen ) or in pencil.

**Handwritten**- written by hand, not typed e.g. a handwritten note, handwritten letter, a handwritten application, a handwritten invitation…

**Alphabet** - This is a set of fixed letters or symbols used for writing a language.

**The English Alphabet**

This is of two kinds;

1. Upper case letters i.e. **ABCDEFGHIJKLMNOPQRSTUVWXYZ**

2. Lower case letters i.e. **a b c d e f g h I j k l m n o p q r s t u v w x y z**

Lower case letters are classified as below;

a- Ascenders; **b d f h k l t i**

b- Descenders; **g p q y**

c- Middle letters; **a e m n o r s u v w x z**

d- Independent; **j**

**Assignment;** Following the work organization and letter formations illustrated above, write the upper and lower case letters of the English alphabet.

## WEEK TWO

## LESSON ONE & TWO

## TOPIC; SAFETY ON THE ROAD

## ASPECT; VOCABULARY

**Dictionary work**

1. Looking up meanings and proper pronunciation
2. Description of vocabulary
3. Finding/forming other possible words from the new words.

**Example**

1. traffic : vehicles that are on the road at a particular time.

2. traffic jam/traffic police/traffic circle etc.

**Sentences;**

- The road was congested with traffic this morning.

**Other vocabulary;**

- highway/highway code/highway robbery
- speed/speed up/speed camera/speed limit

pedestrian, vehicles, cyclist, motorcyclist, motorist, chauffeur,

PSV, fare, helmet, zebra crossing, pavement, roundabout, junction,

Crossroads, island, humps, signal, taxi, seat belt, buckle up, slow down,

brake, down, park, signpost, railway crossing, embark, board, disembark, alight

**Exercise**

**Use the following words in sentences.**

1. highway
2 .traffic lights
3. junction
4. seat belt
5. roundabout
6. pavement
7. pedestrian
8. fare
9.zebra crossing
10.alight
11.turn
12.chauffeur

## WEEK TWO

## LESSON THREE

## TOPIC; SAFETY ON THE ROAD

## ASPECT: GRAMMAR

## PARTS OF SPEECH

- Every single word we use in the English language belongs to one of eight word groups. These groups are called parts of speech.
- We basically have 8 parts of speech. These are;

1. **Nouns**: These are names of people, places or things e.g. teacher, hen, Robert, Naalya.
2. **Pronouns**: These are used in place of nouns e.g. he, she, they, I etc.
3. **Verbs**: These are words that show actions e.g. write, sleep, fall, sing etc.
4. **Adjectives**: These modify nouns and pronouns e.g handsome, beautiful, important , clever etc
5. **Adverbs**: These modify verbs, adjectives and other adverbs e.g. hungrily, fast, hurriedly etc.
6. **Prepositions**: These show the relationship between a noun and another word in a sentence e.g. in, at, towards, beside etc.
7. **Conjunctions**: These join two or more words, phrases or clauses e.g. and, both etc.

8. **Interjections**: These show excitement or emotion e.g. Wow!

## WEEK TWO

## LESSON FOUR AND FIVE

### TOPIC: SAFETY ON THE ROAD

## ASPECT: ADJECTIVES

**ADJECTIVES**

Adjectives are words that are used to describe nouns (naming words) such as vehicle, driver and so on.

**For example;**

- vehicle - a **black** vehicle
- driver - a **drunken** driver
- 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.

**1. Using suffix –ful**

| Noun | Adjective | Examples |
|---|---|---|
| use | useful | a useful vehicle |
| care | careful | a careful chauffeur |
| harm | harmful | a harmful drug |
| faith | faithful | a faithful chauffeur |
| skill | skilful | a skilful motorcyclist |
| hope | hopeful | |
| mercy | merciful | |

**2. Using suffix –less**

| Noun | Adjective |
|---|---|
| help | helpless |

| | |
|---|---|
| end | endless |
| job | jobless |
| harm | harmless |
| hope | hopeless |
| care | careless |
| home | homeless |
| end | endless |
| mercy | merciless |
| child | childless |
| value | valueless |
| mind | mindless |

**3. Using suffix –y**

| **Noun** | **Adjective** |
|---|---|
| rain | rainy |
| stone | stony |
| rock | rocky |
| star | starry (starlit) |
| juice | juicy |
| swamp | swampy |
| salt | salty |
| taste | tasty |
| water | watery |
| dust | dusty |
| wind | windy |
| filth | filthy |
| fault | faulty |
| dirt | dirty |
| sun | sunny |
| cloud | cloudy |

**4. Using suffix –some**

| **Noun** | **adjective** |
|---|---|
| Quarrel | quarrelsome |
| Tire | tiresome |
| Trouble | troublesome |
| Burden | burdensome |
| Awe | awesome |
| Grue | gruesome |

**5. Using suffix –ic e.g**

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

**6. Using suffix –lar**

| **Noun** | **adjective** |
|---|---|
| Circle | circular |
| Triangle | triangular |
| Rectangle | rectangular |
| Muscle | muscular |

**7. Using suffix –able**

| misery | miserable, |
|---|---|
| Advice | advisable |
| service | serviceable |
| value | valuable |
| walk | walkable |
| do | doable |
| wash | washable |
| knowledge | knowledge |
| renew | renewable |
| honour | honourable |
| suit | suitable |
| charity | charitable |
| credit | creditable |
| market | marketable |
| comfort | comfortable |
| move | movable |

**9. Using suffix –an e.g**

| Uganda | Ugandan |
|---|---|

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

**10.Using suffix –ory e.g.**

| | |
|---|---|
| Satisfy | satisfactory |
| Respire | respiratory |
| Circulate | circulatory |
| Congratulate | congratulatory |
| Advise | advisory |
| Supervise | supervisory |

**11.Using suffix –ous e.g**

| | |
|---|---|
| Study | studious |
| Poison | poisonous |
| Danger | dangerous |
| Courage | courageous |
| Humour | humorous |
| Adventure | adventurous |
| Mountain | mountainous |
| Volume | voluminous |
| Mystery | mysterious |
| Disaster | disastrous |
| Vigour | vigorous |
| Pity | piteous |
| Space | spacious |
| Miracle | miraculous |
| Mischief | mischievous |
| Rebel | rebellious |
| Anxiety | anxious |
| Luxury | luxurious |

| | |
|---|---|
| Marvel | marvellous |
| Religion | religious |
| Fame | famous |
| Fury | furious |

12.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 |

Exeptionals

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

13.Nationality Adjectives

| Country | People | Adjective |
|---|---|---|
| Spain | Spaniard (S) | Spanish |
| Poland | Pole(s) | Polish |
| Denmark | Dane(s) | Danish |
| Finland | Finn(s) | Finnih |
| Turkey | Turk(s) | Turkish |
| Britain | Briton(s) | British |

| | | |
|---|---|---|
| Scotland | Scot(s) | Scottish |
| Sweden | Swede(s) | Swedish |
| Burkina Faso | Burkinan/ Burkinabe | Bur |
| Germany | German(s) | German |
| Botswana | Motswana/ Batswana | |
| Iraq | Iraqi(s) | Iraq |
| Israel | Israeli(s) | Israel |
| Somalia | Somali(s) | Somali |
| Niger | Nigerien(s) | Nigerien |
| Belgium | Belgian(s) | Belgian |
| Congo | Congolese | Congolese |
| Japan | Japanese | Japanese |
| South Sudan | South Sudanese | South Sudanese |
| China | Chinese | Chinese |
| Rwanda | Rwandan(s) | Rwandan |

**WEEK TWO**
**LESSON SIX**

**TOPIC: SAFETY ON THE ROAD**

**ASPECT: ADJECTIVES**

**Comparison of adjectives**

Adjectives exist in three degrees, namely (viz.);
1. Positive degree e.g. small, careful, weak etc.
2. Comparative degree e.g. smaller, more careful, weaker etc.
3. Superlative degree e.g. smallest, most careful, weakest etc.

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**

| 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 completely

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

G.Exceptionals

| | | |
|---|---|---|
| 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)

**WEEK THREE**

**LESSON ONE**

**TOPIC: SAFETY ON THE ROAD**

**ASPECT: ADJECTIVES**

**Application of comparative degree 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

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 stood very far, he becomes very small.
4. The driver is rough. He can't many passengers.
5. When the sun shines, it becomes hot.
6. If one revises hard, one performs well.
7. If a motorist is careful, there are low chances of causing accidents.
8. If you eat little food, you become thin.

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 hardworking but Nankinga is more hardworking.
   3. Rose is thin. Janet in not thin,
   4. English is easier than Maths.
   5. John beats Tom in age and they are brothers.
   6. Musana is lazier than Tomusange.

**WEEK THREE**

**LESSON TWO**

**TOPIC: SAFETY ON THE ROAD**

**ASPECT: ADJECTIVES**

**APPLICATION OF THE SUPERLATIVE DEGREEE 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 …….in the 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.

**WEEK THREE**

**LESSON FOUR**

**TOPIC: SAFETY ON THE ROAD**

**ASPECT: ADJECTIVES**

## 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 **NOPSHACOM-PN** which stands for;

N - Number for example one, two, many, a few, some and so on

OP- Opinion e.g. attractive, interesting, good, handsome, smart etc.

S - Shape/size e.g. circular, round, square, gigantic, small, thin etc.

H - Height e.g. short, long, deep, shallow, tall, high etc.

A - Age e.g. youthful, young, new, old, aged, modern etc.

C - Colour e.g. blue, reddish, bluish, brown etc.

O - Origin e.g. German, Somali, Iraqi, Finnish, European etc.

M – Material e.g. sisal, leather, plastic, metallic, wooden etc.

P – Purpose (gerund) e.g. walking, racing, swimming, bridal etc.

N- Noun e.g. girl, costume, stick etc

**Examples**

a) ……...an expensive small German bridal 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 - woollen
- lasting two hours - two – hour

- lasting ten minutes - ten – minute
- without teeth - toothless
- with one eye - one – eyed
- with a bald head - bald – headed

**Exercise**

**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 class has doors. They are made out of metal. They are rectangular in shape.

10. A woman was injured in an accident. She was old. She was ugly. She was from Italy.

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

12. The President has sent a delegation to Australia. It comprises eight men.

**WEEK THREE**

**LESSON FIVE**

**TOPIC; SAFETY ON THE ROAD**

**ASPECT; STRUCTURES**

Using; 1. **----------must----------**

**2. ----------should----------**

"**must**'' is used to show that something is very necessary and very important.

e.g. Cars **must** not park in front of the entrance.

"**should**" is used to mean the same as **ought to**. Both of them are used to show that something is the best or right thing to do.

e.g. You **should** park your saloon at the car park.

**Exercise**

**Rewrite the following sentences using "must" and "should"**

1. It is necessary for the driver to take his wrecked car for repair.

2. It is necessary for the pedestrians to walk on the pavement.

3. It is good for drivers to respect traffic rules.

4. Farmers have to saw their seeds during the wet season.

5. It is good for strangers to ask for guidance and direction.

6. It is good for adults to provide basic needs to children.

7. Learners have to respect their teachers.

8. Sherqan has to complete the given exercise.

9. It is important for children to brush their teeth.

10. It is necessary for the chauffeur to drive the car carefully.

## WEEK THREE

## LESSON SIX

## TOPIC; SAFETY ON THE ROAD

## ASPECT; STRUCTURES

**Using; It is (not) necessary----------**

We use "**necessary**" to show that something is needed for a purpose or a reason.

**Examples**

1. Doctors should check the medical condition of casualties.

*It is necessary for doctors to check the medical condition of casualties.*

2. Motorists should not drive carelessly.

*It is not necessary for motorists to drive carelessly.*

**Exercise**

**Rewrite the following sentences beginning: It is necessary----**

1. We should wash our hands before eating.

2. The government should construct modern roads.

3. It is good for drivers to drive on the left side of the road.

4. One should conduct oneself properly in public.

5. Wanyama should arrive for the meeting in time.

6. Young children should avoid moving alone in lonely places..

7. We should cross the road at a zebra crossing.

8. They need to pray before going to bed.

9. Parents have to take care of their children.

10. Drivers should treat passengers with respect.

**WEEK FOUR**

**LESSON ONE**

**TOPIC; SAFETY ON THE ROAD**

**ASPECT; STRUCTURES**

**Using. It was (not) necessary…….**

Examples

a) Matia should have washed his hands before eating.
   It was necessary for Matia to wash his hands before eating.

b) The cyclist ought not to have overtaken at the junction.
   It was not necessary for the cyclist to overtake at the junction.

Exercise

1. The government should have constructed modern roads.
2. Wanel should have arrived for the meeting in time.
3. Parents had to take care of their children.
4. We should have crossed the road at the zebra crossing.
5. Pedestrians needn't have alighted from the moving bus.
6. I should have conducted myself properly in public.
7. Tomasi needn't have apologized to him.
8. Drivers should not have mistreated passengers.

## WEEK FOUR

## LESSON TWO

## TOPIC; SAFETY ON THE ROAD

## ASPECT; STRUCTURES

**Using; a) -----should not----**

**b) -----ought not to---**

**c) -----needn't---------**

These are used to say that something is a bad idea or the wrong thing to do.

This means; **It is not necessary.**

**Examples**

1. It is not necessary for pupils to disobey their teachers.
   - *Pupils should not disobey their teachers.*

- *Pupils ought not to disobey their teachers.*
- *Pupils needn't disobey their teachers.*

2. It is not necessary for the chauffeur to come very early.
   - *The chauffeur needn't come very early.*
   - *The chauffeur should not come very early.*
   - *The chauffeur ought not to come very early.*

**Exercise**

**Use the above structural patterns to construct three sentences from each of the sentences below.**

1. It is not necessary for us to welcome every stranger.
2. It is not necessary for James to quarrel with an old woman.
3. It is not necessary for pupils to dirty their school compound.
4. It is not necessary for Ronald to sit at the teacher's table.
5. It is not necessary for the cyclist to ride on the left hand side of the road.
6. It is not necessary for the driver to over take at the round about.
7. It is not necessary for our guardians to visit us every weekend.
8. It is not necessary for thieves to break into people's houses.
9. It is not necessary for the cobbler to charge us a lot of money for the shoe repair.
10. It is not necessary for Rebecca to pluck papers out of the book.

**WEEK FOUR**

**LESSON THREE**

**TOPIC; SAFETY ON THE ROAD**

**ASPECT; STRUCTURES**

**Using; a) ----should not have ----**

**b)----ought not to have -----**

**c)----needn't have ------**

We use these patterns to mean that something was a bad idea or the wrong thing to do.

This means that it was not necessary.

**Examples**

1. It was not necessary for Maria to cross the road carelessly.
   - *Maria should not have crossed the road carelessly.*
   - *Maria ought not to have crossed the road carelessly.*
   - *Maria needn't have crossed the road carelessly.*
2. It was not necessary for Kkonde to fight the security guard.
   - *Kkonde should not have fought the security guard.*
   - *Kkonde ought not to have fought the security guard.*
   - *Kkonde needn't have fought the security guard.*

**Exercise**

**Rewrite each sentence below using; ----should not have---**

**----ought not to have ----**

**----needn't have ------**

1. It was not necessary for the driver to stop at the roundabout.

2. It was not necessary for the minister to employ another chauffeur.

3. It was not necessary for the passenger to alight from a moving bus.

4. It was not necessary for the sober driver to be arrested.

5. It was not necessary for the driver to drive on the pavement.

6. The cyclist rode without a helmet although it was not necessary.

7. It was not necessary for the carpenter to repair the old desk.

8. It was not necessary for the bride to cancel the wedding.

9. It was not necessary for Amina to attend the church service.

10. It was not necessary for my sister to eay the visitor's food.

## WEEK FOUR

## LESSON FOUR

## TOPIC: SAFETY ON THE ROAD

## ASPECT: COMPREHENSION

**Read the passage below and answer the questions that follow.**

**A fatal accident (Sure Key to success page 18)**

**Questions**

1. When did  this fatal accident occur?
2. Who caused the accident?
3. Besides driving at a high speed, which other mistake did the taxi driver make?
4. What was the destination of the trailer?
5. What kind of accident took place in Mabira along Kampala –Jinja Highway?
6. Write the registration number of the Tata lorry?
7. What advice did the O.C give to the passengers?
8. How many passengers passed on in the accident?
9. Give another word or group of words to mean the same as the following used in the passage

   a) critically

b) High-way

c) passed on

10. Write O.C in full.

## WEEK FOUR

## LESSON FIVE

## ASPECT: STRUCTURES

**Using; ----------mustn't-------unless--------**

This pattern is used to strongly warn against doing something if a given condition is not met or fulfilled.

**Examples:**

1. You must not cross the road.It is not clear.

- *You **mustn't** cross the road **unless** it is clear.*

2. One cannot drive if one is not an adult.

- *One **mustn't** drive **unless** one is an adult.*

**Exercise;**

**Rewrite the following sentences using; ------- mustn't------unless-------**

1. One should not cross a busy road unless there is a zebra crossing.

2. Drivers should not wipe windscreens if it is not raining.

3. Wrecked vehicles should not be towed before they are examined by the traffic police.

4. Motorists should not stop at junctions before traffic lights show red.

5. You can only use an ambulance if you are a casualty.

6. The traffic police should not arrest drivers if they are not drunk.

7. Casualties should not be admitted to hospitals if they are not seriously injured.

8. Drivers should not have driving permits if they are not well trained.

9. Doctors should not give you tablets unless you are sick.

10. Aunt Doreen should not come to my birthday party if she isn't invited.

## WEEK FOUR

## LESSON SIX

## TOPIC; SAFETY ON THE ROAD

## ASPECT; VOCABULARY

### HOMOPHONES

A homophone is a word that is pronounced like another word but has a different spelling and meaning.

**Examples of homophones**

| | |
|---|---|
| free and flee | flea and flee |
| role and roll | scene and seen |
| brake and break | sow and saw |
| play and pray | heart and hurt |
| liver and river | hut and hat |
| cell and sell | its and it's |
| flame and frame | |

**Examples**

**Use the following words to construct sentences.**

1a. liver: The **liver** is red in colour.

b. river: The Nile is a very long **river.**

2a. scene: The police arrived at the **scene** of the crime in time.

b. seen: We had **seen** a robber.

**Exercise**

**Construct a sentence using each of the words below.**

1a. sow

b. sew

2a. hut

b. hat

3a. it's

b. its

4a. cell

b. sell

5a. brake

b. break

6a. flee

b. free

**WEEK FIVE**

**LESSON ONE & TWO**

**TOPIC: SAFETY ON THE ROAD**

**S.TOPIC: TRAFFIC DANGERS**

**ASPECT: VOCABULARY**

**Dictionary work**

1. Looking up meanings and proper pronunciation

2. Describing vocabulary

**Example**

(i) highway/ - a public road connecting towns and cities

(ii) Highway Code - the official rules for drivers and other users of public roads

- a book containing these rules

(iii) scene: - the place where something unpleasant happens

**Other vocabulary**

| | | |
|---|---|---|
| speeding | drink-driver | accident |
| over loading | drunken-driver | tow |
| drink-driving | careless driving | black spot |
| drunk driving | fatal | KPH |
| casualty | ambulance | avenue |
| collide | collision | wreck(n) |
| to wreck | street | avenue |
| destination | gruesome | deadly |

**Exercise**

**(A) Use the following words to construct meaningful sentences.**

1. tow 2. wreck 3. fatal 4. ambulance

5. casualty 6. collide

**(B) Arrange the following words in alphabetical order.**

1. ambulance, collide, casualty, avenue

2. drink-driving, drunken driver, drunk driving, drink driver

3. gruesome, gullet, glutton, green

4. careless, care, carefree, carefully, carelessly

5. avenue, eve, over loading, over loaded, accident

## WEEK FIVE

## LESSON THREE

## ASPECT; COMPREHENSION

**Read the poem and answer the questions that follow in full sentences.**

**On The Road** ( The sure key to success page 8)

Questions

1.when are the roads full of road of road users?

2. Besides pedestrians who else uses the road in stanza two?

3. According to the poem where do passengers sit?

4.which traffic light signals the drivers to move forward?

5.how do motorists communicate on the road?

6.How many stanzas are in this poem?

7How are traffic officers dressed?

8.What happens to the trees as the passengers pass by?

9.Give another word or group of words to mean the same as the following as used in the passage

i. dawn

ii. dusk

**WEEK FIVE**

**LESSON FOUR**

**TOPIC: SAFETY ON THE ROAD**

**ASPECT: COMPREHENSION**

## Guided Composition

Guided dialogue between the O.C and a taxi driver
(The Sure Key to Success page 9 )

**WEEK FIVE**

**LESSON FIVE**

**TOPIC; TRAFFIC DANGERS**

**ASPECT; STRUCTURE**

**Using; 1----------because of ----------**

**2 ----------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 due to carelessness.*
   - *The motorist knocked down a cyclist because of 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.*

**Rewrite the following sentences using; a) ---because of ----–**

**b)---due to ----**

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.

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

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

7. There is no theft at our school because there is tight security.

8. Most teachers dislike Chemongs because he is very lazy.

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

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

## WEEK FIVE

## LESSON SIX

## TOPIC: TRAFFIC DANGERS

## ASPECT: STRUCTURE

**Using:…such a/an….that…**

We use **such a/ an + adjective + singular noun + that + the result**.

**Examples**

1. The dog was very big. It frightened them.

- *It was such a big dog that it frightened them.*

2. That boy is very active. All teachers like him.

- *That is such an active boy that all teachers like him.*

**NB:** For uncountable and plural nouns, do **not** use articles a/an.

**Exercise**

**Rewrite the sentences below using …such...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 horrible occurrences. We must all avoid them.
5. This park is very insecure. You cannot leave your car here for six hours.
6. Speeding is a deadly crime. 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.

## WEEK SIX

## LESSON ONE

## TOPIC: TRAFFIC DANGERS

## ASPECT: STRUCTURE

**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 and **'could'** in the past.

**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.*

**Exercise**

**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.

## WEEK SIX

## LESSON TWO

## TOPIC: TRAFFIC DANGERS

## ASPECT: COMPREHENSION

**DIALOGUE**

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

**CROSSING THE ROAD** (MK BK 6, P.11)

**Zurah:** Don't cross the road anyhow, you may be knocked down by a vehicle.

**Agaba:** Teach me how to cross the road then.

**Zurah:** It is always safe to cross at the zebra crossing if there is one.

**Agaba:** What if there is none?

**Zurah:** Then you must be careful before crossing the road. First look right, look left, then look right again. You may then cross the road if there is no vehicle coming.

**Agaba:** Who taught you road safety?

**Zurah:** My mother did. She is a traffic police officer. Mother always tells me a lot about safety on the road. Her duty is to make sure that people are safe on the road.

**Agaba:** Zurah, tell me more about road safety.

**Zurah:** My mother says that drivers should be mindful of other road users especially pedestrians.

**Agaba:** Don't you think our classmates need to learn more about road safety? We should tell our teacher to invite your mother to school to talk to the whole class about road safety.

**Zurah:** That's a very good idea!

**Questions:**

1. What is the likely danger when one crosses the road anyhow?
2. What is a zebra crossing?
3. What is Zurah's mother?
4. Mention any three crimes committed by motorists on the road.
5. What is the duty of a traffic police officer?
6. How many people are taking part in the talk above?
7. Write PSV in full.
8. Why shouldn't one cross the road anyhow?
9. Give one word to mean;

i. Saloon, lorry, bus, bicycle
ii. One riding a motorcycle

## WEEK SIX

## LESSON THREE

## TOPIC: TRAFFIC DANGERS

## ASPECT: COMPOSITION

PICTURE COMPOSITION

- A picture composition is a set of pictures that tell a story.

**Points to note when describing the pictures**

- Always remember to keep in the tense of questioning as shown by the auxiliary verb. e.g What is …..//What was….
- Article **'a'** is used before or to introduce a first time noun in a sentence.
- Usually, **the present continuous tense** and **the present perfect tense** are used.

**Example**

**Make sentences to show what is happening in each picture.**

Study the pictures and; (i) make sentences showing what **is** happening in each picture.

(ii) answer questions about them.

CARE ON THE ROAD (MK Eng. Bk 6, P.15)

**WEEK SIX**

**LESSON FOUR**

**TOPIC: TRAFFIC DANGERS**

**ASPECT: REVISION**

REVISION EXERCISES

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

CAUSES OF ROAD ACCIDENTS

Drivers, .....(cycle), passengers, .....(motorcycle) and pedestrians..... (to be) always on the road day and night. All of them are called road users. All road users should be careful when moving because the road is sometimes.....(danger) especially during rush hours.

In order to use the road.....(safe), all road users should follow the traffic rules. Causes of road accidents such as.....(speed), .....(drink) drivers and poor .....(mechanic) conditions of vehicles are always talked about on radio and television.

**B) Write correct sentences.**

1. Road the cross to waiting are pupils.
2. Stopped the driver red the light showed when.
3. Injured the was woman first aid given was who.
4. Repairs jam trffic the caused road was by.
5. Cyclist fell off the careless his bike.
6. Zebra crossing a at cross road the always.
7. Accident the caused signal a wrong an from cyclist.
8. The road cross to helped us a traffic policeman.

**C) Answer the questions in full sentences.**

1. What do we call people footing along the road?
2. What colour of traffic lights signals motorists to stop?
3. What is careless driving likely to cause on roads?
4. What must be put along highways to guide road users?
5. On which side of the road do motorists in Uganda drive?
6. On which side of the road do pedestrians in Uganda walk?

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

1. Okumu and Jok always drive their .....to different destinations. (lorry)
2. The cyclists.....downhill now. (to ride)
3. The police have .....the speeding motorcyclist. (stop)
4. The robbers .....away when they heard the police siren. (to speed)
5. .....is a traffic offence punishable by law. (speed)
6. The journalist has just .....his car away. (drive)

## WEEK SIX

## LESSON FIVE

## TOPIC: TRAFFIC DANGERS

## ASPECT: ADVERBS

**Verbs and Adverbs**

Verbs are doing words or words that express actions.

**Examples**

| | |
|---|---|
| to drive | to brake |
| to ride | to signal |
| to apologise | to pacify |
| to tow | to advise |
| to collide | to wreck |
| to injure | to stop |

In order to add more information to a verb, we use **adverbs**.

Adverbs are words which describe **how, when, where**, or **towhat extent** an action is done.

**For example:**

He drove –very fast.

-to Rwanda.

- at night.

-carefully.

In the above example, the following types of adverbs are shown.

**1. Adverbs of degree**

These tell us to what extent an action is done. e.g. very, really, completely, extremely, anyhow,much, almost,quite,rather…

**2. Adverbs of place**

These tell us where an action is done. e.g. Rwanda, here, there, somewhere,nowhere, everywhere,indoors, at home, on the table…

**3. Adverbs of time**

These tell us when an action is done. e.g. at night, in the morning, immediately, just, already…

**4. Adverbs of manner**

These tell us how an action is done. e.g. carefully, well, properly, skilfully, easily…

**5. Adverbs of frequency**

These tell us how often an action is done. e.g. always, seldom, usually, sometimes, rarely, ever, normally...

6. **Adverbs of duration**

These adverbs tell us the period a given action lasted. e.g an hour,week ,a year……

**Exercise**

**A. Make five sentences using these adverbs.**

1. easily

2. skilfully

3. extremely

4. accidentally

5. seldom

**B. Underline the adverbs in these sentences.**

1. My friend is very smart.

2. I have put my uniform on that table.

3. We usually play football.

4. Break time has just ended.

5. My father told me to put my shoes here.

## WEEK SIX

## LESSON SIX

## TOPIC: TRAFFIC DANGERS

## ASPECT: ADVERBS

**Formation of Adverbs**

Most adverbs are formed from adjectives especially by using the suffix- ly.

**a) Change 'y' to 'i' and add 'ly'**

| **Adjective** | **Adverb** |
|---|---|
| lucky | luckily |
| heavy | heavily |
| easy | ……. |

temporary ……..

voluntary ……..

stealthy ……..

necessary ……..

unnecessary ……..

happy ……..

merry ……..

shabby ……..

hearty …….

steady …….

angry .....

hungry ……

greedy …….

lazy ……

noisy ……

clumsy ……

**b) Drop ‘e’ and add ‘y’**

humble humbly

simple simply

horrible ……..

terrible ……..

possible ……..

comfortable ……..

gentle ……..

noble ……..

sensible ……..

miserable ……..

probable ……..

suitable ……..

able ……..

**c) Double 'l' plus 'y'**

painful painfully

careful carefully

harmful ……

skilful ……

cruel cruelly

practical ……

accidental ……

mental ……..

thankful ……

equal ……

annual ……

cheerful ……

**d) For the other adjectives, simply add 'ly'**

polite …….

wise …….

immediate …….

active ……

**Exceptions include;**

shy ……

true ……

whole ……

public ……

Some adverbs are formed from verbs. Here, the verb is changed to its past form before adding –**ly** to form the adverb.

| e.g. **Verb** | **Adverb** |
|---|---|
| hurry | hurriedly |
| worry | worriedly |
| repeat | repeatedly |

**Exercise**

**Complete each sentence below by using a correct adverb from the word in brackets.**

1. The traffic officer …… arrested the drunken driver. (immediate)

2. The boys crept…….. from the room. (stealthy)

3. Grandpa was seated…… in his arm chair. (comfortable)

4. Most schools in Uganda are……..owned. (public)

5. The chauffeur was…….sorry for the mess he had caused. (true)

6. The old woman was weaving her basket …… (skill)

7. The crowd watched …….. as the fireman entered the blazing building. (breathless)

8. The chauffeur was arrested because he was driving …… (care)

9. The miners protested …… against their working conditions. (angry)

10. All pupils …… moved out of the classroom when the madman entered. (hurry)

11. the teacher was not……convinced by my excuse.(whole)

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

11.He answered all the questions in a wise manner.

12. Angelina looked at me with a lot of shyness.

13. The thief was beaten without mercy.

14.How could Kamago talk to you with a lot of anger like that?

## WEEK SEVEN

## LESSON ONE

## TOPIC: TRAFFIC DANGERS

## ASPECT: ADVERBS

### Comparison of Adverbs

Like adjectives, adverbs in the positive degree do not compare actions, adverbs in the comparative degree compare two actions whereas those in the superlative compare three or more actions.

| Positive | Comparative | Superlative |
|---|---|---|
| well | better | best |
| badly | worse | worst |
| fast | faster | fastest |
| early | earlier | earliest |
| quick | quicker | quickest |
| angrily | more angrily | most angrily |
| hurriedly | more hurriedly | most hurriedly |
| painfully | more painfully | most painfully |
| heavily | more heavily | most heavily |

| | | |
|---|---|---|
| terribly | more terribly | most terribly |
| politely | more politely | most politely |

etc

**Exercise**

**Use the correct degree of the adverb given in brackets**.

1. Shakirah writes …… than her elder brother. (good)

2. This is the …… affected area in the whole country. (serious]

3. The bus left …… than expected. (early)

4. The school truck was the ……  loaded vehicle on the road at that time. (heavily)

5. The chauffeur has driven very ……. this morning. (careless)

6. In the next decade, Ugandans are likely to starve ……. than ever. (painfully)

7. I was very …… involved in the completion. (actively)

8. Father quarrels ……. than mother. (angrily)

9. Angel speaks ……than her best friend. (polite)

10. Beatrice is the…….dressed girl in P.6. (smart)

**WEEK SEVEN**

**LESSON TWO**

**TOPIC: TRAFFIC DANGERS**

**ASPECT: ADVERBS**

## ORDER OF ADVERBS

Whenever one is given different types of adverbs  to be used in a single sentence, there is an order that is followed i.e adverb of manner first, adverb of place and then adverb of time( MAPLAT/MPT).

Form sentences using the correct adverbial order.

1. The young boy took the ball(outside, stealthily, in the morning).
2. It rained( yesterday, heavily, in Kampala).
3. Our chauffeur waited (anxiously,at 9.00a.m, at the hospital).
4. The cyclist braked . it was at the junction. He braked steadily.
5. My elder brother walks(slowly, to school, every morning).
6. Sheila Miles sang( at the party, beautifully, in the evening).
7. Kamuntu will swim (in the pool,skillfully, tomorrow).
8. The sun shone (brightly,in the morning ).

## WEEK SEVEN

## LESSON THREE&FOUR

## TOPIC: DEBATING

## ASPECT: VOCABULARY

**Dictionary work**

(i). Looking up meanings and proper pronunciation of words.

(ii). Description of vocabulary both orally and written form.

(ii). Using the new words in sentences.

**Examples**

- debate/ dibeit/: a formal discussion of an issue at a public meeting or parliament
- discuss/ ……/ ;to talk about something with somebody especially in order to decide something

**Sentences**

- *We had a debate at school last Saturday.*
- *I will discuss seriously in the next debate*.

**Other vocabulary**

discussion , disagree , auditorium , point of order ,point of inquiry , the house rules ,audience , argumentative ,speaker , previous speaker , floor speaker inquire , motion , argue in favour of ,argument, speak
oppose ,argue ,argue against, speak at length ,opposition
argue for , time keeper, speakers ,speech , chairperson , proposer, honourable discussion , current

**Exercise**

**Use the following words to construct correct sentences**.

1. discuss

2. speak

3. motion

4. argue against

5. argue in favour of

6. honourable speakers

**WEEK SEVEN**

**LESSON FIVE**

**TOPIC: DEBATING**

**ASPECT: STRUCTURE**

**Using; "despite (the fact that)"**

**Points to note**

-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**

Nagawa is blind. She can debate convincingly.

- ***Despite the fact that*** *Nagawa is blind, she can debate convincingly.*
- *Nagawa can debate convincingly* ***despite the fact that*** *she is blind.*
- ***Despite*** *Nagawa's blindness, she can debate convincingly.*
- *Nagawa can debate convincingly* ***despite*** *her blindness.*

**Exercise**

**Rewrite the following sentences using 'despite'**

1. The chairman arrived late. He conducted a lively debate.

2. Debates are good but some pupils dodge them.

3. We maintained order in the house. The chairman had not given us strict rules.

4. The speaker continued speaking although the chairman appealed to him to keep quiet.

5. The proposers gave very few points. The proposers won the debate.

6. Although the first proposer gave interesting points, the audience did not clap for him.

7. Tom is wise but he failed the question.

8. Mwanga was lazy. He had great passion for debates.

9. Although Akello Joan argued wisely, she did not win the argument.

10. The chairperson was very strict but he failed to control the audience.

**WEEK SEVEN**

**LESSON SIX**

**TOPIC : DEBATING**

**ASPECT: STRUCTURE**

**Using : " in spite of ( the fact that )''**

- This is used to mean the same as **despite, even if, even though, although, though,** etc
- 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.*

**Exercise**

1. The chief who was very active. There was almost no order in the house.

2. Last Sunday's debate was very hot. But very few floor speakers were allowed.

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

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

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

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

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

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

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

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

**WEEK EIGHT**

**LESSON ONE**

**TOPIC: DEBATING**

**ASPECT: STRUCTURE**

**Using : 1. In my opinion,……**

**2. ……., in my opinion,.....**

This pattern is used to express one's feelings or thoughts about a thing or person.

**Example**

1. Parents should be banned from visiting pupils at school.

- ***In my opinion****, parents should be banned from visiting pupils at school.*
- *Parents should****, in my opinion,*** *be banned from visiting pupils at school.*

2. Homes should be learning centres for wisdom and discipline.

- ***In my opinion,*** *homes should be learning centres for wisdom and discipline.*
- *Homes should****, in my opinion,*** *be learning centres for wisdom and discipline.*

**Exercise**

**Use; 1. In my opinion,….**

**2. …..in my opinion….. to construct meaningful sentences from the ideas given below.**

1. Drinking water
2. Public holidays
3. Child labour

4. Market places
5. Universal Primary Education
6. Wild animals

## WEEK EIGHT

## LESSON TWO

## TOPIC: DEBATING

## ASPECT: COMPREHENSION

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

| **A** | **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. |

1. What does a secretary do?
2. What do main speakers do in a debate?
3. Who speaks in favour of the motion?
4. Which two parties argue during a debate?
5. Apart from main speakers, who else gives points in a debate?
6. Give the opposite of proposition.
7. What does a chairperson do?
8. What does an opposer do?

9 What do opposers do in a debate?

10. what is the role of the timekeeper during the debate?

## WEEK EIGHT

## LESSON THREE

## TOPIC: DEBATING

## ASPECT: COMPREHENSION

**(Notice in Mk Book 6 P.57)**

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

DEBATE DEBATE DEBATE

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

**Proposers:** Hillside Primary School – Naalya

**Opposers:** Bright Grammar Primary School

**Date:** 8th April,

**Time:** 2:00pm – 4:00pm

**Venue:** Hillside Primary School( Main Hall)

**Chairperson:** Hon. Bakunda Dorris ( Bright Grammar School )

**Secretary:** Hon. Obwoya Matthew ( Hillside Primary School )

**Timekeeper:** Hon. Arinda Gloria ( Bright Grammar School )

| **Proposers** | **Opposers** |
|---|---|
| 1. Hon. Nayiga Josephine | 1.Hon. Kabano Justus |
| 2. Hon. Malirosi Daniel | 2.Hon. Fransca Mathias |

**Adjudicators**

1. Mr. Amailuk Jack ( Bright Grammar School )
2. Miss Nabulya Esther ( Hillside Primary School )

**QUESTIONS**

1. What is the notice about?
2. Which school discussed in support of the motion?
3. When will the debate take place?
4. How long will the debate take?
5. Write in full;

a. Mr.

b. Hon.

6. Who will direct the debating activities that day?
7. What does a secretary do in the debate?
8. How many main speakers will be there?
9. Which side argues in favour of the motion?
10. Why do you think there is a judge from each school?

**WEEK EIGHT**

**LESSON FOUR**

**TOPIC: DEBATING**

**ASPECT: STRUCTURES**

**Conditional Sentences**

- There are three kinds of conditional sentence.
- They are called conditional sentences because the result of an action depends on certain conditions ( requirement ) being met.

**If Kind 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**

**Complete the following sentences correctly.**

1. If the chairperson arrives, …….
2. If she sees him today, she ……
3. They will come and see us if …….
4. Your parents will not be happy if……
5. If we get there on time, we…….

**Construct condition 1 sentences from the table below.**

| **Condition** | **Result** |
|---|---|
| • Their coming in time<br>• Peter's being late<br>• My not hearing you<br>• Your not seeing you<br>• Tom's coming | Our being happy<br>Our not waiting for him<br>My not doing anything about it<br>His going away unhappy<br>Your seeing him |

**WEEK EIGHT**

**LESSON FIVE**

**TOPIC : DEBATING**

## ASPECT : STRUCTURE

### 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,…….....
4. My parents would be happy if.....
5. I would fly if…….....

**Rewrite the following sentence in if 2.**

6. If he misses the train, he will board a bus
7. You will visit your mother if you want to.
8. If the inspector comes, he will visit our teachers.
9. They will give us new books if we ask them politely.
10. We shall stop the game if it starts raining.

**Rewrite the following sentences in if 2**

11. I am not a dog. I cannot bark.
12. Mary is not a bird. She cannot fly.

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

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

15. A dog is not a human being. It cannot go to school.

## WEEK EIGHT

## LESSON SIX

## TOPIC : DEBATING

## ASPECT : Comprehension

**Dialogue (The Sure Key to success bk 6 p.27)**

DIALOGUE

**Study the dialogue below and answer comprehension questions that follow accordingly.**

The dialogue between Babirye and Bbaale

## WEEK NINE

## LESSON ONE

## TOPIC: DEBATING

## ASPECT: 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.

## WEEK NINE

## LESSON TWO

## TOPIC : DEBATING

## ASPECT COMPREHENSION

**A passage about debating (The sure key to success p.29)**

**WEEK NINE**

**LESSON THREE**

**TOPIC : DEBATING**

**ASPECT : STRUCTURE ( 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 ….).

8. (Rewrite Q7. Beginning: Had ….. )

9. My siblings did not sleep. My siblings did not miss the film in the night. (Join beginning: If my siblings had …….)

10. (Rewrite Q9 using: Had my siblings ……..)

## WEEK NINE

## LESSON FOUR & FIVE

## TOPIC : DEBATING

## ASPECT : STRUCTURES ( CONDITIONALS )

**Using: 1. Unless…….**

**2. ……..unless…….**

**Points to note:**

- Unless means <u>if not</u>. 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 <u>unless</u>.

**Examples**

1. If the audience is <u>not</u> 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 sew 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: 1. Unless ……..**

**2. …….unless ……..**

7. If it does not stop raining, the baby will not go out.
8. If we work hard, we shall perform well.
9. If you eat a lot of sweets, your teeth will decay.
10. If you do not respect your elders, you won't live a happy life.

**WEEK NINE**

**LESSON SIX**

**TOPIC: DEBATING**

**ASPECT: Composition**

**Picture Composition**

**<u>Points to note:</u>**

- Use of the appropriate tenses
- Appropriate or correct use of articles; a, an

**WEEK TEN**

**LESSON ONE**

**TOPIC: DEBATING**

## ASPECT: COMPOSITION

**Jumbled sentence story**

Procedure ( How to handle a jumbled story )

Step 1. Read through the sentences at least thrice.

2.Find out / figure out what the story is about.

3. Look for the independent sentence. This stands out as the first sentence.

4. Find the next sentence following connection like;

- Idea relatedness
- Sequence of idea ( logic )
- Verb, noun and pronoun relatedness
- Adverbs of time, manner, place etc as you plot in pencil.

5. Proof – read the plotted sentence order for a meaningful story.

6. Make adjustments where necessary.

7. Write out the final story.

8. Read through and correct any silly mistakes.

**Evaluation:**

**Read, analyse, sort and rearrange a jumbled story about debating(The sure key to success P.31)**

## WEEK TEN

## LESSON TWO

## TOPIC: DEBATING

## ASPECT: COMPOSITION

Write a composition about debating in your school.

**WEEK TEN**

**LESSON THREE**

**TOPIC : DEBATING**

**ASPECT : COMPOSITION**

**Guided Composition**

**Study and complete the passage below appropriately.**

| | | | | | |
|---|---|---|---|---|---|
| Secretary | wonderful | Draw | Patron | rules | clubs |
| Honourable | debate | proposed | Motion | speakers | audience |

**A DEBATE AGAINST THE RED DEVILS**

Our school has one of the best debating _____ Mrs Cheptock, our _____ , is very industrious.

Last week, we had a debate with the Red Devils from Kapteret Primary School. The _____ was , ‘ Living in mountains is safer than living in valley’.

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 a _____

## WEEK TEN

## LESSON FOUR

## TOPIC: DEBATING

## ASPECT: 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 _____ |
| 3. | 3. |
| 4. | |

- 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_____

**WEEK TEN**

**LESSON FIVE**

**TOPIC : DEBATING**

**ASPECT: SPEECHES**

## Direct and Indirect Speech

These are ways of reporting what someone said, requested, asked etc.

### The Direct Speech

Here, the speaker's actual (real) words are used to tell what he said without changing anything.

### Punctuating Direct Speech Sentences

### Points to note:

1. Simply use punctuation marks and capital letters where necessary when punctuating any piece of writing.

2. Do not rearrange the words

3. Only the speaker's real ( actual ) words are quoted ( put in quotation marks i.e. " ….." ).

4. The actual words begin with a capital letter

### Examples

a) The chairman ordered pay attention now

- *The chairman ordered, "Pay attention now!"*

b) everyone below the age of eighteen is a child the proposer argued.

- *"Everyone below the age of eighteen is a child," the proposer argued.*

c) The teacher asked the class <u>when will the honourable speaker be chosen</u>

- The teacher asked the class, "When will the honourable speaker be chosen?"

**Evaluation**

1. The butcher said i will sell a little and eat the rest of the meat.
2. None of the proposers was good the teacher said angrily.
3 You must pay attention the teacher advised the class.
4. Rebecca said the man was charged with theft and deception.
5. When were you born the cobbler in town asked me.
6. Mrs Jeskosko said a debate is an organized argument.
7. I am happy Joy debated not only clearly but also audibly the teacher said with at the robbers.
9. The surgeon asked who permitted you into the theatre Johns
10. Kapere did you wash your body Lule asked

**WEEK TEN**

**LESSON SIX**

**TOPIC: DEBATING**

**ASPECT: SPEECHES**

**Indirect speech and the changes involved**

**The Indirect Speech**

– This is also known as Reported speech

**(A) Changes in tenses**

| **Direct Speech** | **Indirect Speech** |
|---|---|

| | |
|---|---|
| • Present simple tense e.g. Ali goes to school<br>• Present continuous e.g. Ali is going to school.<br>• Present Perfect tense e.g. Ali has gone to school.<br>• Present perfect continuous e.g. Ali has been going to school.<br>• Past simple tense e.g. Ali went to school.<br>• Past perfect Tense e.g. Ali had gone to school.<br>• Past continuous e.g. Ali was going to school<br><br>Past Perfect Continuous e.g. Ali had been going to school | • Past simple tense e.g. Ali went to school<br><br>• Past continuous tense e.g. Ali was going to school.<br>• Past Perfect tense e.g. Ali had gone to school.<br>• Past perfect tense e.g. Ali had been going to school.<br>• Past perfect tense e.g. Ali had gone to school.<br>• Past perfect Tense e.g. Ali had gone to school<br>• Past Perfect continuous e.g. Ali had been going to school.<br>• Past Perfect Continuous e.g. Ali had been going to school |

. In this speech, the speaker's actual words are not used in reporting.

The speaker's actual words are therefore changed in various ways as below

**B. Changes in verbs**

| **Direct Speech** | **Indirect speech** |
|---|---|
| Am | Was |
| is | was |
| are | were |
| can | could |
| will / shall | would |
| has / have | had |
| does | did |
| doesn't | didn't |

| | |
|---|---|
| come | go / went |
| bring | take / brought |
| may | might |
| must | had to |
| must not | was not / were not |
| hurries | hurried |
| dirties | dirtied |

## C. Changes in Pronouns

| **Direct Speech** | **Indirect speech** |
|---|---|
| This | that |
| these | those |
| I | he/ she |
| my | his / her |
| mine | his / hers |
| me | him / her |
| you | him / her / they / them / me |
| your | his / her/ their |
| we | they |
| our | their |
| ours | theirs |
| us | them |

| | |
|---|---|
| yours | his / hers/ theirs |

B) **Changes in adverbs**

| Direct Speech | Indirect Speech |
|---|---|
| now | then |
| today | that day |
| this year | that year |
| this month | that month |
| tonight | that night |
| yesterday | that previous day |
| last week | the previous week |
| last month | the previous month |
| last year | the previous year |
| ago | before |
| a week ago | a week before |
| a fortnight ago | a fortnight before |
| a month ago | a month ago |
| a decade ago | a decade before |
| tomorrow | the following day |
| next week | the following week |
| here | there |

***NB; Facts and proverbs do not change verbs***

**WEEK ELEVEN**

**LESSON ONE**

**TOPIC: DEBATING**

**ASPECT: SPEECHES**

## *CHANGING SENTENCES FROM DIRECT TO INDIRECT SPEECH*

**Sentences**

a) **Direct:** "The proposers are late," said the chairman.

**Indirect:** The chairman said that the proposers were late.

b) **Direct:** Tom said, "James does sports."

**Indirect:** Tom said that James did sports.

**Exercise**

**Rewrite and change from direct to indirect speech.**

1. "The cobbler can mend the shoes," Jane said.
2. The teacher said, "All pupils must pay attention."
3. "James' diary is torn," Sam said.
4. Daddy said, "The meeting will take place."
5. "The opposers have sat at the desks," Ali said.
6. "Water is a liquid," the teacher concluded.
7. The debater argued, "Living things reproduce."

8. “Charity begins at home,” the old man remarked.
9. Peter says, “ I am hungry.”
10. The pupils say, “ We have learnt English.”

## WEEK ELEVEN

## LESSON TWO

## TOPIC: DEBATING

**Examples of sentences**

1**. Direct:** “I have written in my diary,” mummy said.

**Indirect:** *Mummy said that she had written in her diary.*

2. **Direct:** The pupils said, “We love debating."

**Evaluation**

1. “I have my diary and pen with me,” Kale said.
2. “We do our work ourselves,” the children said.
3. The cyclist said, “This is my bicycle.”
4. Ali said, “The police are arresting a gang of thugs.”
5. Little Dickson said, “My grandmother is lying on the mat.”
6. “We do Maths at school,” Ben said.

**WEEK ELEVEN**

**LESSON THREE**

**TOPIC: DEBATING**

**ASPECT: SPEECHES**

Other examples

1. “I dreamt yesterday,” the witch said.

   - *The witch said that she had dreamt the previous day.*

2. The boy said, “Tom was here last week.”

   - *The boy said that Tom had been there the previous week.*

**Exercise.**

1. “I shall reply tomorrow,” Agnes said.
2. “The class can write friendly letters,” Mark reported.
3. “I will be waiting here,” the cashier said.
4. “I met Sandra yesterday,” my elder brother answered.
5. The mechanic said, “This car needs repair now.”
6. The old man said, “The Chinese told this story a century ago.”

**WEEK ELEVEN**

**LESSON FOUR**

**TOPIC: DEBATING**

**ASPECT: SPEECHES**

## QUESTIONS IN THE INDIRECT SPEECH

**Points to note;**

- Question marks are not applied.
- The word **that** (as a conjunction) is not used.
- Reporting verbs: wondered, asked, wanted to know, inquired of and so on **are used**.
- If the question in the direct speech begins with: what, who, when, why, how or which, the question word is **still used** in the indirect speech.
- Use **whether/if** for direct speech statements that begin with helper (auxiliary) verbs such as do, will, is, has, have, was, were and so on.
  For example: "Do you know my name?" the stranger asked the child.
  The stranger asked the child whether he knew his name.

**Examples**

1. "When will the debate commence?" Whitney asked.

   - *Donald asked when the debate would commence.*
   - *Donald wanted to know when the debate would commence.*

2. "How does Tim reach school? Jesca asked.

   - *Jesca asked how Tim reached school.*
   - *Jesca wanted to know how Tim reached school.*

3. "Tim, how do you reach school?" Jesca asked.

   - *Jesca asked Tim how he reached school.*
   - *Jesca wanted to know from Tim how he reached school.*
   - *Jesca inquired of Tim how he reached school.*

**Note carefully**

For questions that begin with helper words (for example; "Have you eaten?" Cathy asked. ) use if or whether to report in the indirect speech.

**Examples**:

Direct: "Have you eaten yet?" Cathy asked.

Indirect: Cathy asked if he had eaten. Or Cathy wanted to know whether he had already eaten.

**Exercise**

**Rewrite the sentences below in the indirect speech correctly.**

1. "Can you read and write?" the teacher asked the old man.
2. The guardian asked his ward, "Will you attend class on Martyrs Day?"
3. "Why are you late today?" my teacher asked me.
4. The dentist asked, "How old are you?"
5. "Is this the scene of today's accident?" the traffic officer asked.
6. Dad asked me, "Do you know the stranger's name?"

## WEEK ELEVEN

## LESSON FIVE

## TOPIC: DEBATING

## ASPECT: SPEECHES

### SPEECHES INVOLVING ORDERS AND REQUESTS

***Examples:***

a) "Stop the car!" the traffic officer ordered the driver.

b) The old man requested the boy, "Help me, please."

**Note carefully**

When changing these to indirect speech, reporting verbs like;

.....requested …….to …..

.....ordered ……to ……

.....told ……..to …….. and so on, are used.

**That is to say (i.e.)**
a) The traffic officer **ordered** the driver **to** stop the car.

b) The man kindly **requested** the boy **to** help him.

**Other examples**
c) "Keep quiet!" the chairman ordered the audience.

- *The chairman **ordered** the audience **to** keep quiet.*

d) "Pass me the salt, Tom," Robin requested.

- *Robin **requested** Tom **to** pass her the salt.*

**Exercise**

1. "Send me the money now," John asked Betty.
2. "Do not ride the bike!" father ordered me.
3. "Doreen, abide by the rules!" the teacher commanded.
4. "Help me, please!" the casualty requested the passer – by.
5. "Let the dog out of the Kennel," mummy told the guard.
6. "Look up the words now," Mr. Kato told the class.

## WEEK ELEVEN

## LESSON SIX

## TOPIC: DEBATING

## ASPECT: REVISION ABOUT LETTER WRITING

Informal letters

These are also known as personal letters. They can be called friendly or casual letters.

They are usually written to a person you closely relate to for example a parent, a sibling or a friend.

They are not written to officials.

**Parts of an informal letter**

**1.** Writers address

**2.** Date

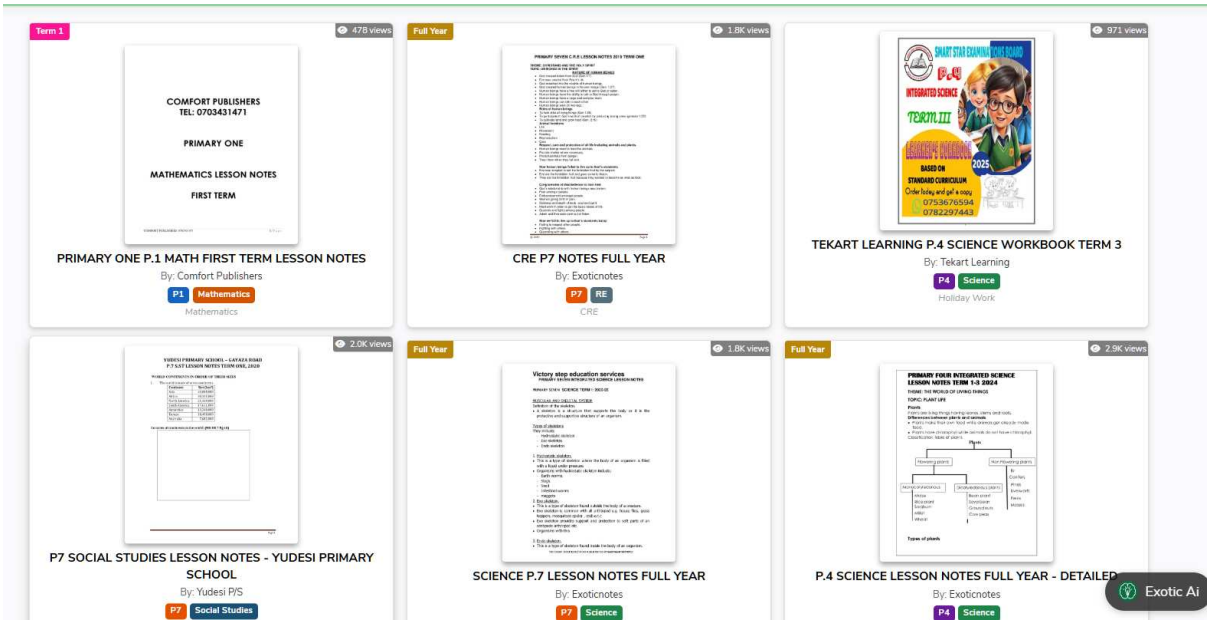
**3.** Salutation

**4.** The body i.e introduction, purpose, conclusion

**5.** Closing phrase

**6.** Writers name

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