



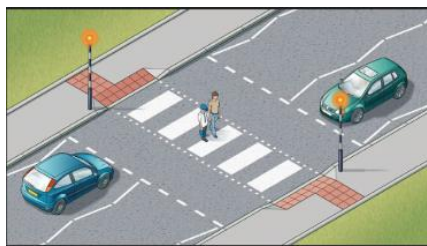
## Primary 6 English

### Term 1

### TOPIC 1/2: Safety on the Road

**Learning Outcome** The learner practices safe behaviour while on the road.

#### Road Safety Terms and Meanings



Zebra crossing



Cyclist with helmet on head



Motorist



Traffic lights



Traffic Jam



Taxi



Bus



Seat belt



Traffic Officer



Rail crossing

## Sub-topic 1A: Safety on the Road 18 Periods

### Teaching activities

- (i) Talking about keeping safe on the road.
- (ii) Pronouncing and writing words with sounds 'r' and 'l'.
- (iii) Role playing safety on the road.
- (iv) Reading texts related to safety on the road.
- (v) Studying pictures and describing what is happening.
- (vi) Discussing the role of the traffic police.
- (vii) Writing poems, stories and compositions related to safety on road.
- (viii) Playing spelling games.
- (ix) Acting out and writing dialogues on crossing the road.

Term	Meaning
<b>Zebra-crossing</b>	White painted lines on the road where <b>pedestrians</b> can safely cross.
<b>Pedestrians</b>	People walking on the road or footpath.
<b>Traffic</b>	Vehicles moving on the road.
<b>Cyclist</b>	A person riding a bicycle.
<b>Motorist</b>	A person driving a car or other motor vehicle.
<b>Signal</b>	A sign or light that gives instructions to road users.
<b>Right / Left</b>	Directions used when turning or moving on the road.
<b>Traffic jam</b>	When many vehicles are stuck and cannot move freely.
<b>Taxi</b>	A car that carries passengers for money.
<b>Bus</b>	A large vehicle that carries many passengers.
<b>Cross</b>	To move from one side of the road to the other.
<b>Sign post</b>	A board showing road information or directions.
<b>Heavy / Light</b>	Words describing traffic: <i>heavy traffic</i> means many vehicles; <i>light traffic</i> means few vehicles.

<b>Police</b>	Officers who help control traffic and keep safety on the road.
<b>Rail crossing</b>	A place where a road and railway line meet.
<b>Black spot</b>	A dangerous place on the road where accidents often happen.
<b>Seat belt</b>	A strap in a car that keeps passengers safe.
<b>Helmet</b>	A hard protective hat worn by cyclists and motorcyclists.

**Exercise 1:** Choose from the list of words to complete the sentences: **left, seat belt, motorist, bus, sign post, helmet, traffic jam, zebra crossing, black spot, rail crossing.**

1. Pedestrians should use the ..... to **cross** the road.
2. The **cyclist** wore a ..... for safety.
3. The ..... stopped when the traffic light gave a red **signal**.
4. There was a ..... because the road was narrow.
5. The ..... carried many pupils to school.
6. The driver put on his ..... before starting the car.
7. The police warned drivers about the ..... ahead.
8. At the ....., cars must stop when a train is coming.
9. The ..... showed the way to the city.
10. The **taxi** driver turned ..... at the junction.

**Exercise 2:** Read the poem and answer the questions that follow in full sentences.

### ***Safety on the Road***

At the **zebra-crossing**, we wait,

Where **pedestrians** walk, calm and straight.

The **cyclist** wears a **helmet** tight,

The **motorist** turns **left** or **right**.

The **traffic** is heavy, sometimes light,

The **police** guide us to do what's right.

At the **rail crossing**, cars must pause,

Obey the **signal**, respect the laws.

A **seat belt** keeps us safe each day,  
A **sign post** shows the proper way.  
Avoid the **black spot**, don't delay,  
Road safety helps us live and play.  
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### Questions

1. What is the title of the poem?
2. How many stanzas is the poem?
3. Why should we first wait at the zebra crossing before we cross the road?
4. Why cyclists wear helmets
5. Why cars pause at the rail crossing?
6. What is the use of a seat belt?
7. What is a black spot?
8. Who wrote the poem?

**Exercise 3:** Read the story and answer the questions that follow in full sentences.

### Heavy Traffic

One morning, James and his sister walked to school. They stopped at the **zebra-crossing** with other **pedestrians**. The **traffic** was heavy, with many **taxis** and **buses** rushing by.

A **cyclist** rode past wearing a **helmet**, while a **motorist** slowed down at the **signal** light. The children looked **right** and **left**, then safely **crossed** the road.

Near the school, they saw a **sign post** warning of a **rail crossing** ahead. A **police** officer stood nearby, reminding drivers to wear their **seat belts**. He also warned them about a **black spot** where accidents often happened.

James learned that following road rules keeps everyone safe, whether the traffic is **heavy** or **light**.

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### Questions

1. What is the title of the story?
2. Who walked with James to school?
3. Why was traffic heavy?
4. What was a cyclist wearing while riding?
5. What happens at the rail crossing?
6. What is likely to happen at the black spot?
7. Who wrote the story?

**Exercise 3:** Read the dialogue and answer the questions that follow in full sentences.

### At the zebra-crossing

**Police Officer:** Children, wait at the **zebra-crossing** until the **traffic** light turns green.

**James:** Yes, officer. We looked to the **right** and to the **left**.

**Cyclist:** I always wear my **helmet** when riding.

**Motorist:** I have fastened my **seat belt**. Safety first!

**Police Officer:** Good. Remember, the **sign post** warns of a **rail crossing** ahead.

**Mary:** What is a **black spot**?

**Police Officer:** It is a dangerous place where accidents often happen. Be careful there.

**Bus Driver:** The road is busy with a **traffic jam**, but I will drive slowly.

**Taxi Driver:** Yes, we must protect all **pedestrians**.

**James:** Thank you, officer. We will always cross safely.

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### Questions

1. What is the title of the dialogue?
2. How many people spoke in the dialogue?

3. When should children cross at Zebra Crossing?
4. Why should a cyclist wear helmet?
5. Why should a motorist fasten her belt?
6. What is a black spot on the road?
7. When with a Bus Driver drive slowly?
8. Who wrote the dialogue?

### Using: Adverbs

An **adverb** is a word that describes a **verb**, an **adjective**, or another **adverb**. It tells us **how**, **when**, **where**, or **to what extent** something happens.

### Types of Adverbs

1. **Adverbs of Manner** – tell *how* something happens.
  - Examples: quickly, slowly, carefully, loudly.
  - *The cyclist rode **carefully** at the zebra-crossing.*
2. **Adverbs of Time** – tell *when* something happens.
  - Examples: yesterday, today, soon, later.
  - *The bus arrived **late** because of the traffic jam.*
3. **Adverbs of Place** – tell *where* something happens.
  - Examples: here, there, outside, inside.
  - *The motorist stopped **there** at the rail crossing.*
4. **Adverbs of Frequency** – tell *how often* something happens.
  - Examples: always, often, sometimes, never.
  - *Pedestrians should **always** use the zebra-crossing.*
5. **Adverbs of Degree** – tell *how much* or *to what extent*.
  - Examples: very, too, quite, almost.
  - *The traffic was **too** heavy to move quickly.*

**Exercise 4:** Rewrite the sentences underlining adverbs if any. (10 adverbs)

1. The police officer spoke firmly to the motorist.
2. The cyclist rode slowly near the zebra-crossing.
3. The bus arrived early at the station.

4. Pedestrians walked safely across the road.
5. The taxi driver turned quickly to the left.
6. The motorist stopped immediately at the signal.
7. The traffic jam lasted long on the highway.
8. The helmet protected the rider well.
9. The seat belt was properly fastened.
10. The sign post was placed clearly by the roadside.

### Using: Adjectives

An **adjective** is a word that describes a **noun** (a person, place, or thing). It tells us more about the noun — its **size, color, shape, quality, or number**.

### Types of Adjectives

1. **Descriptive adjectives** – tell what something is like.
  - Examples: big, small, tall, short, heavy, light.
  - *The **big** bus stopped at the zebra-crossing.*
2. **Quantitative adjectives** – tell how much or how many.
  - Examples: few, many, several, all.
  - *There were **many** pedestrians on the road.*
3. **Demonstrative adjectives** – point out specific things.
  - Examples: this, that, these, those.
  - *Look at **that** sign post near the rail crossing.*
4. **Possessive adjectives** – show ownership.
  - Examples: my, your, his, her, their.
  - *She fastened **her** seat belt before the bus moved.*
5. **Interrogative adjectives** – used in questions.
  - Examples: which, what, whose.
  - *Which **motorist** stopped at the signal?*

**Exercise 5:** Rewrite the sentences underlining adverbs if any. (Total 15 adjectives)

1. The careful cyclist wore a strong helmet.
2. The busy traffic caused a long jam.
3. The yellow taxi turned to the left.

4. The large bus carried many passengers.
5. The brave police officer stood at the dangerous black spot.
6. The clear sign post showed the way to the city.
7. The heavy traffic slowed down the motorists.
8. The light traffic allowed pedestrians to cross quickly.
9. The new rail crossing was built near the school.
10. The tight seat belt kept the driver safe.

### Using: .....as soon as .....

The phrase “**as soon as ...**” is used to indicate that one action happens immediately after another. It’s a way of expressing quick succession or immediacy in time.

### Examples

- **Using “as soon as” with the present tense (future meaning):**
  - *I’ll call you as soon as I arrive.* → The call will happen immediately after arriving.
- **With the past tense:**
  - *She left as soon as the meeting ended.* → Leaving happened right after the meeting finished.
- **With instructions or conditions:**
  - *As soon as you finish your homework, you can watch TV.* → Watching TV depends on finishing homework first.

### Grammar Notes

- “As soon as” is followed by a **clause** (subject + verb), not just a noun.
  - Correct: *As soon as he gets here, we’ll start.*
  - Incorrect: *As soon as his arrival, we’ll start.*
- It often works like “when,” but emphasizes **immediacy**.
  - *I’ll text you when I land.* (neutral)
  - *I’ll text you as soon as I land.* (emphasizes right away)

### Exercise 6: Join each pair of sentences using: .... as soon as .....

1. I finished my homework. I went outside to play.

2. The rain stopped. The children ran into the garden.
3. She saw me. She waved happily.
4. The teacher entered the classroom. The students became quiet.
5. He reached home. He switched on the TV.
6. The movie started. Everyone stopped talking.
7. The baby woke up. She began to cry.
8. The shop opened. Customers rushed in.
9. I pressed the button. The machine started working.
10. He got the news. He called his parents immediately.

**Using: ..... must .....**

The word “**must**” is used to express **necessity, obligation, or strong certainty**. When you combine it with other clauses, it often emphasizes that something is required or inevitable.

### **1. Obligation / Necessity**

- You must wear a helmet when riding a motorcycle.
- Students must submit their assignments on time.

Here, “must” = it is required.

### **2. Strong Certainty / Deduction**

- She must be tired after working all day.
- This must be the right house; the address matches.

Here, “must” = I am sure / it is obvious.

**Exercise 7:** Join each pair of sentences using: .... **must** .....

1. You want to enter the library. You show your ID card.
2. He is coughing a lot. He sees a doctor.
3. They are late. They hurry.
4. She wants to pass the exam. She studies hard.

5. The baby is crying. She is hungry.
6. You want to travel abroad. You get a passport.
7. He looks pale. He is sick.
8. They want to win the match. They practice every day.
9. She is smiling. She is happy.
10. You want to drive a car. You learn the traffic rules.

**Using: ....mustn't ..... unless .....**

The structure “**mustn't ... unless ...**” is used to express a **prohibition or restriction** that only changes if a certain condition is met.

Think of it like: *You are not allowed to do something, except if a specific situation happens.*

#### Examples

1. You **mustn't** cross the road unless it is clear.
2. He **mustn't** spend money unless it's for something important.

**Exercise 7:** Join each pair of sentences using: .... **Mustn't** .....**unless** .....

1. You are not allowed to enter. You have a ticket..
2. She shouldn't leave the hospital. The doctor gives permission.
3. They are not allowed to use the computer. They know the password.
4. He shouldn't drive the car. He has a valid license.
5. You are not allowed to borrow books. You are a registered member.
6. The children shouldn't go outside. An adult is with them.
7. She shouldn't eat sweets. It's her birthday.
8. They are not allowed to enter the lab. They wear safety equipment.
9. You shouldn't open the door. You know who is knocking.
10. He shouldn't spend money. It's for something important.

## Sub-Topic 1B: Traffic Dangers



Cross roads



Round about



Road hump

### Teaching activities

- (i) Using vocabulary related to dangers on the road.
- (ii) Talking about causes of accidents on the roads.
- (iii) Demonstrating how to keep safe on the road.
- (iv) Reading and answering questions about dangers on the road.
- (v) Writing texts related to the dangers on the road.
- (vi) Spelling words correctly during dictation exercises.

### Road Safety Terms and Meanings

Term	Meaning
<b>Cross road</b>	A place where two or more roads meet and people or vehicles can cross.
<b>Roundabout</b>	A circular road junction where traffic moves around a central island.
<b>Junction</b>	A point where two or more roads join or meet.
<b>Accidents</b>	Unexpected events on the road that cause damage or injury.
<b>Traffic lights</b>	Lights (red, yellow, green) that control the movement of vehicles and pedestrians.
<b>Side path</b>	A small path beside the main road, usually for pedestrians.
<b>First aid</b>	Immediate help given to someone injured before a doctor arrives.
<b>Careless</b>	Not paying attention; unsafe behavior on the road.
<b>Careful</b>	Paying attention; safe behavior on the road.
<b>Island</b>	A raised area in the middle of the road, often at a roundabout, used to guide traffic.
<b>Highway Code</b>	The set of rules and guidelines for road users to keep safe.
<b>Road humps</b>	Raised parts of the road that slow down vehicles to prevent accidents.

**Exercise 8:** Choose from the following words to complete the sentences: **Highway Code, road humps, island, First Aid, cross road, accidents, side path, roundabout, traffic lights, and junction.**

1. Pedestrians should cross at the .....carefully.
2. Cars move around the ..... in one direction.
3. The bus stopped at the ..... to wait for the signal.
4. .... happen when drivers are careless.
5. The .....turned red, so all motorists stopped.
6. Children walked on the .....instead of the main road.
7. The teacher gave .....to a pupil injured near the road.
8. A careful driver always obeys the .....
9. The ..... in the middle of the road helps guide vehicles.
10. Cars slowed down at the .....near the school.

### Using ... may ...

The word **may** is a **helping verb (modal verb)**. It is used to show:

1. **Possibility** – something can happen.
2. **Permission** – someone is allowed to do something.

### Structure

- **Subject + may + verb**

### Examples (Possibility)

1. Pedestrians **may** cross the road at the zebra-crossing.
2. A careless driver **may** cause an accident.
3. Heavy traffic **may** lead to a traffic jam.
4. A cyclist without a helmet **may** get injured.
5. A bus **may** stop at the junction.

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

### Examples (Permission)

1. You **may** use the side path for walking.
2. Pupils **may** ask the police for help at the crossing.
3. Motorists **may** turn left when the signal is green.
4. You **may** fasten your seat belt before the car moves.
5. Cyclists **may** ride carefully on the road humps.

**Exercise 9:** Write five sentences using “may (possibility)” and five sentences using “may (permission)”

### Using ... should always ...

The phrase **should always** is used to give **strong advice** or show the **right habit** that must be done every time. It expresses what is **necessary, proper, or safe**.

### Structure

- **Subject + should always + verb**

**Exercise 10:** Select and use the following words to complete the sentences: **road humps, seat belts, side path, carefully, zebra-crossing, black spots, helmet, Highway Code, First Aid**

1. Pedestrians **should always** use .....
2. Cyclists **should always** wear a .....
3. Motorists **should always** fasten their .....
4. Drivers **should always** obey traffic lights.
5. Pupils **should always** walk on the .....
6. Vehicles **should always** slow down at .....
7. People **should always** give .....after accidents.
8. Motorists **should always** follow the Highway Code.
9. Passengers **should always** enter the bus .....
10. Police **should always** warn drivers about .....

### Using: First ... next ... then ...

This sequence shows the **order of actions or events**. It helps us explain **steps** clearly, one after another.

#### Structure

- **First + action**
- **Next + action**
- **Then + action**

#### Example

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

**Exercise 11:** combine the sentences using First..... next.....then.....

1. The motorist fastened his seat belt. The motorist started the engine. The motorist drove carefully.
2. The cyclist wore a helmet. The cyclist checked the brakes. The cyclist rode slowly on the side path.
3. The bus stopped at the junction. The passengers got off. The bus continued its journey.
4. The police officer gave a signal. The traffic lights changed. The cars moved forward.
5. The cars stopped. The pedestrians crossed the roads. The cars continued with their journeys.
6. Traffic lights shone red. The cars stopped. The traffic light shone green and the cars continued.

**Exercise 12:** Read the story and answer the questions that follow in full sentences

#### Zebra-crossing

At the zebra-crossing, Sarah wanted to cross the busy road. **First**, she looked to the right. **Next**, she looked to the left. **Then**, she walked carefully across when the traffic light turned red for motorists. She reached the side path safely because she followed the steps in order.

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## Questions

1. What is the title of the story?
2. Summarize the story in one sentence using: First.....next.....then .....
3. Who wrote the story?

**Exercise 13:** Read the dialogue and answer the questions that follow in full sentences

### Road safety

**Teacher:** When you want to cross the road, remember the steps.

**Pupil 1:** What should we do **first**?

**Teacher:** **First**, look to the right.

**Pupil 2:** And what comes **next**?

**Teacher:** **Next**, look to the left.

**Pupil 3:** What do we do **then**?

**Teacher:** **Then**, cross carefully at the zebra-crossing.

**Pupils:** We will always follow the steps!

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## Questions

1. What is the title of the dialogue?
2. How many people are in the dialogue?
3. Summarize the steps followed when crossing in the road one sentence using:  
First....next.....then

4. What is the importance of crossing the road carefully?
5. Who wrote the dialogue?

**Thank You**

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