

P.6 ENGLISH LESSON NOTES FOR TERM I

Composition and Comprehension

Date	Class	Subject	No. of pupils	Time
	P.6	Composition		

Topic : Safety on the road

Sub – topic : Safety on the road

Content : Vocabulary

Aspect : Composition

Vocabulary

safe	safely	safety		
secure	insecure	security	insecure	
road	path	way	bend	corner
junction	crossroads	roundabout	pavement	
motor	motorcycle	motorcyclist	motorist	
cycle	cycles	cycling	cycled	cyclist
sign	signal	signaling	signaled	
black spot	railroad	crossing		
taxi	taxis	bus	coach	
conductor	conductress	light	heavy	left right
traffic	traffic jam	traffic police	traffic island	traffic circle
traffic lights	traffic warden	traffic officer		
collide	driver	passenger	passer-by	
pedestrian	helmet	seat belt		

Exercise

A: Give the plural forms of the following

1. coach
2. seat belt
3. cyclist
4. edestrian
5. taxi
6. signpost
7. conductor
8. traffic
9. passer-by
10. luggage
11. crossroads

B: Re-write the following giving the opposite form of the underlined words

1. Most of the roads in Uganda are safe
2. There is a lot of security in Northern Uganda.
3. I was instructed to make the area insecure
4. The conductor was very cruel
5. The policewomen are always strong
6. When did you get on the vehicle?
7. When you reach that signpost, turn left.
8. I was late because the traffic was light.
9. Most of the taxis in the country load from the roads.
10. We travelled to the place unsafely.

C: Use the following words in a sentence to show that you can differentiate them in meaning

1. tyre
2. tier
3. taxi
4. tax
5. right
6. write
7. sit
8. seat
9. pass
10. path

D: Re-write the following sentences giving one word with the same meaning as the underlined group of words

1. I met Juma as the place where two roads meet.
2. He crossed the road in a safe way
3. The motorcyclist refused to wear the hat that protects the head.
4. The person who was driving the car was careless.
5. People walking along the road should be careful.

Date	Class	Subject	No. of pupils	Time
	P.6	Composition		

Topic : Safety on the road

Sub – topic : Safety on the road

Content : Homophones

Aspect : Composition

Common homophones used in the topic

taxi (n)

fare(n)

tax (n)

fair(adj)

reach (v)

break(v)

rich (adj)

brake(v), (n)

path(n)

loose(adj)

pass(v)

lose (v)

road(n)

right(adj)

rode(v)

write(v)

road(n)

rod(n)

Exercise

Write correct sentences using each of the words given

taxi

path

pay				
charge				
board				
get on				
travel				
turn				
indicate				
negotiate				
tow				
break down				

Exercise

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

1. The traffic police officer are _____ to us. (signal)
2. We _____ to the driver yesterday. (signal)
3. The cyclist showed me a hand _____ (sign)
4. The traffic lights _____ red and we stopped.(signal)
5. Their school is _____ than ours (safe)
6. It is our responsibility to ensure _____ along the roads (safe)
7. We travelled to Busia _____(safe)
8. Our village is the _____ in this sub-county. (safe)
9. Having _____ my bicycle, I sat down and took a cupful of water. ()
10. The _____ were knocked down by a speeding car.(cycle)

Date	Class	Subject	No. of pupils	Time
	P.6	Composition		

Topic : Safety on the road

Sub – topic : Safety on the road

Content : Abbreviations

Aspect : Composition

Common abbreviations

Short form

Rd.

Is.

PSV

Ave. /Av

PMO

St.

Full form

Road

Island

Public Service Vehicle

Avenue

Private Motor Omnibus

Street

Exercise

Give the full forms of the following abbreviations

1. PMO
2. Rd.
3. Is.
4. Ave.
5. St.

Re-write the following sentences giving a single word for the underlined group of words

1. Most of drivers do not know how to drive at a place where roads meet and form a circle.
2. Uncle Tom was knocked down at a place where two roads meet.
3. That place where those roads cross each other is a black spot.

4. Those men walking along the road were once robbers.
5. My brother is a man who rides a motorcycle.
6. The boys who were riding bicycles were arrested.
7. Daniel hasn't paid the transport fee.
8. The woman who was collecting the fare was very harsh.
9. The men and women who were travelling on a bus were very generous.
10. The government has given out the hard hats worn by motorcyclists freely.

Date	Class	Subject	No. of pupils	Time
	P.6	Composition		

Topic : Safety on the road

Sub – topic : Safety on the road

Content : As soon as

Aspect : Composition

Using “.....as soon as.....”

This structure is used to show the shortest time between two actions. It has the same meaning with: -

- Immediately
- The moment

Note:

-When the structure is used at the beginning of a sentence, a comma is used to separate the first action from the second.

Examples

1. They saw the vehicles coming. They stepped in the zebra crossing.
(Re-write using.....as soon as.....)
2. The police was called in. The accident occurred. (Re-write using:.....as soon as.....)
3. Immediately Sandra reached the railroad crossing, she stopped.
(Re-write using.....as soon as.....)
4. The motorist set off the moment he checked the vehicle.
(Re-write using.....as soon as.....)
5. The passengers got an accident. They were taken to the hospital.
(Re-write using.....as soon as.....)
6. Alice saw a signpost. She turned right.
(Re-write using.....as soon as.....)

Exercise

Re-write the following sentences

i) Usingas soon as.....

1. The traffic officer put up his arm. The driver stopped.
2. The cyclist ran away. The cyclist caused an accident
3. The bus stopped. The old woman got out.
4. Immediately the driver saw a road block, he told the conductor
5. He parked his car immediately he reached home.

ii) (beginning: As soon as.....)

6. Sarah branched off immediately after reading the signpost.
7. The pedestrians used the zebra crossing as soon as vehicles stopped.
8. Stephen fastened the seat belt as soon as he sat in the taxi.

9. We crossed the road immediately after reaching the zebra crossing
10. The driver drove carefully immediately he reached the black spot.

Date	Class	Subject	No. of pupils	Time
	P.6	Composition		

Topic : Safety on the road

Sub – topic : Safety on the road

Content : Must

Aspect : Composition

(Using.....must.....)

This is used to express something necessary to be done or strong recommendation

It is also used to express commands, orders or prohibition.

Examples

1. We should cross the road from the zebra crossing. (Use.....must.....)
We must cross the road from the Zebra crossing
2. It is necessary for us to cross the road from the zebra crossing(Use.....must.....)
We must cross the road from the Zebra crossing.
3. It is good for drivers to signal at the junction. (Use.....must.....)
Drivers must signal at the junction.
4. Cars should have indicators.(Use.....must.....)
Cars must have indicators
5. All drivers should have driving permits (Use.....must.....)

6. All drivers must have driving permits. (Use.....must.....)

Exercise

Re-write the following sentences usingmust.....)

1. All road users should respect the road
2. Motorists should learn the Highway Code.
3. It is necessary for the traffic police officers to be alert on the road.
4. All motorists have to respect other road users.
5. A pedestrian has to walk along the pavement.
6. You have to cross the road carefully
7. It is good for us to learn the Highway Code.
8. Parents ought to help their children to cross the road
9. One should drive a car without worn-out tyres.

Date	Class	Subject	No. of pupils	Time
	P.6	Composition		

Topic : Safety on the road

Sub – topic : Safety on the road

Content : may

Aspect : Composition

(Using.....may.....)

“may” is used to show the possibility of a particular thing. It is used to say that something is likely to happen.

Examples

1. We are likely to reach late. (Re-write using.....may.....)
We may reach late
2. Our school bus is likely to set off at noon.
(Re-write using.....may.....)
Our school bus may set off at noon
3. We may travel at night this time (Re-write using.....may.....)
We are likely to travel at night this time.
4. If you do not use a side path, you can get accident.
(Re-write using.....may.....)
If you do not use a side path, you may get an accident.
5. If I ride carelessly, I will knock people.(Re-write using.....likely.....)
6. If you don't use a zebra crossing, you will get an accident. (Use.....may.....)
7.
If I ride carelessly, I may knock people

Exercise

Re-write the following as instructed in the brackets

1. The pupils are likely to tour Kampala next week.
(Re-write using.....may.....)
2. I may pray before I go my way. (Re-write using.....likely.....)
3. If you don't use a zebra crossing, you will get an accident.(Use.....may.....)
4. We may learn traffic rules next week. (Use.....likely.....)
5. He can stop bleeding if he gets first aid. (Use.....may.....)
6. You should not cross the road carelessly or you will get an accident
(Use.....may.....)

7. We are likely to study the highway code before we begin driving.(Use....may.....)

Date	Class	Subject	No. of pupils	Time
	P.6	Composition		

Topic : Safety on the road

Sub – topic : Safety on the road

Content : because

Aspect : Composition

(Using.....because.....)

This structure means”for the reason that”.

Examples

1. Joshua met the heavy traffic. He reduced the speed. (Use.....because.....)

Joshua reduced the speed because he met the heavy traffic.

2. The driver knocked a bullock. The driver jumped out of the vehicle.

(Join using....because.....)

The driver jumped out the vehicle because he knocked a bullock.

3. The motorist reduced the speed. He saw the traffic officer.

(Join using.....because.....)

The motorist reduced the speed because he was the traffic officers

4. He was arrested. He was speeding.(Join using.....because.....)

He caused an accident because he failed to negotiate the corner.

Exercise

Join the following sentences using “because”

1. The vehicle was overloaded. It overturned.
2. Drivers are careless. Accidents occur at times.
3. They got first aid. They stopped bleeding.
4. The car broke down. The road was muddy.
5. The driver knocked a hog. He was drunk.
6. The pedestrian was knocked down. He crossed the road carelessly.
7. Most motorists do not have driving permits. They are usually arrested.

Date	Class	Subject	No. of pupils	Time
	P.6	Composition		

Topic : Safety on the road

Sub – topic : Safety on the road

Content : Dialogue

Aspect : Composition

The dialogue between Joyce and Miriam

Joyce: Hello, Miriam.

Miriam: Hellow, Joyce.

(The sure key to success Primary English Course)

(Pupil's Book 6 page 6)

Questions

- a) Who got an accident according to the dialogue?

- b) How many people are talking in the dialogue?
- c) What do you think was Jane's mistake?
- d) During what time of the day did the accident happen?
- e) How was the accident victim taken to the hospital?
- f) To which hospital was Jane taken?
- g) Where was Jane going?
- h) What is Jane's responsibility at school?
- i) Do you think Jane was a careful girl?
- j) Give a suitable title for this dialogue.

Date	Class	Subject	No. of pupils	Time
	P.6	Composition		

Topic : Safety on the road

Sub – topic : Safety on the road

Content : poem

Aspect : Composition

Read the poem below and answer the questions that follow in full sentences. Refer to MK. English Book 6 page 12.

Questions

Read the passes below and in full sentences answer the questions that follow

Refer to MK English Book 6 page 14

Questions

Study the pictures and write sentences to describe what is happening.

Refer to MK English Book 6 page 15

Questions

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

Refer to Longman English book 6 page 1.

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

Refer to Longman English book 6 page 4

Questions

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

Refer to Longman English book 6 page 5.

Questions

Lesson II

- **Write a composition about the accident you witnessed.**
- **Re-arrange the sentences to form a sensible composition**
- **Write a composition about an accident that took place along Masaka Road.**
Show the date and time when the accident took place, the cause of the accident and the help that was given to the victims.

Date	Class	Subject	No. of pupils	Time
	P.6	Composition		

Topic : Safety on the road

Sub – topic : Safety on the road

Content : Debating

Aspect : Composition

Vocabulary

- | | |
|---------------|---------------|
| - debate | - opinion |
| - argue | - oppose |
| - conclude | - proposer |
| - motion | - current |
| - audience | - agree |
| - compete | - speak |
| - inform | - critic |
| - chairperson | - time keeper |
| - secretary | - chief whip |

Exercise

Use the words in the brackets correctly to complete the following sentences.

1. We..... a debate in our class last week.(to have)
2. Children learn a lot from the point ofduring the debate (inform)
3.at school is very educative.(debate)
4. Tom was allowed to raise the point of(inquire)

5. In his, the chairperson thanked all speakers. (speak)
6. We held andebate last month. (educate)
7. There was anbetween the girls and boys. (argue)
8. The last speaker made a very good.....(conclude)
9. Theargued a lot during the debate. (oppose)
10. Both the oppose and the proposer spoke(clear)

Date	Class	Subject	No. of pupils	Time
	P.6	Composition		

Topic : Safety on the road

Sub – topic : Safety on the road

Content : Debating

Aspect : Composition

(Using.....although.....)

Examples

1. The teacher was sick. The pupils organized a debate.
(Join using.....although.....)
The pupils organized a debate although the teacher was sick.
2. James asked for permission but the chairperson did not allow him to get out.
(Usealthough.....)
The chairperson did not allow James to get out although he asked for permission
3. The opposers spoke very well but they did not win the debate.
(Join using.....although.....)
The opposers did not win the debate although they spoke very well.

Exercise

Write the following sentences using “although”

1. The boys gave many points but they did not win the debate.
2. He is a good speaker but I don't like him.
3. Tabisa was sick but she went to school
4. The time keeper rang the bell but Simon continued to debate
5. My sister was the chairperson. She did not choose me
6. It rained heavily but the debate took place.
7. The neighbouring school was invited. They did not attend the debate.

Date	Class	Subject	No. of pupils	Time
	P.6	Composition		

Topic : Safety on the road

Sub – topic : Safety on the road

Content : Debating

Aspect : Composition

(Using.....whereas.....)

We use this structure to show that the things we are comparing are different

Examples

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

(Join usingwhereas.....)

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

2. Jackson chaired the meeting . His sister recorded the minutes.
Jackson chaired the meeting whereas his sister re recorded the minutes
3. The teacher was early. The parent was late.
The teacher was early whereas the parent was late

Exercise

Re-write the following sentences usingwhereas.....)

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

Date	Class	Subject	No. of pupils	Time
	P.6	Composition		

Topic : Debating

Sub – topic : Debating

Content : If(1)

Aspect : Composition

If(1)

There are three if clauses i.e.

If(1) – likely condition

If(2) – unlikely condition

If(3) – rejected / ignored / unfulfilled condition

If sentences are also called conditional sentences because in them there is a condition

If(1) is used to express something that is likely to happen if a certain condition is fulfilled.

Since this expresses the condition that must be in place before the result comes out, we normally use present tenses in the if clause (the conditional clause) and future simple tense in the main clause (the result clause)

Examples

If I get money,

Condition

I will buy a car.

result

NB:

When “If” begins a sentence, a comma is used in the middle. But when the main clause begins the sentence no comma is needed.

Examples

- a) If we invite him, he will attend the debate
- b) He will attend the debate if we invite him.
- c) The teacher will punish us if we don't participate in the debate
- d) If we don't participate in the debate, the teacher will punish us.

Exercise

- a) Make 10 sentences in “If 1”
- b) Use the correct form of the words in brackets to complete the sentences
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)
- c) Re-write the following sentence using: If.....
6. He will get money. He will pay school fees.
 7. Drinking unboiled water. Catching typhoid fever.
 8. Not sleeping under a treated mosquito net. Suffering from malaria
 9. His getting a Visa. His flying to America.
 10. Her waking up late. Her not going to school

Date	Class	Subject	No. of pupils	Time
	P.6	Composition		

Topic : Debating

Sub – topic : Debating

Content : Unless

Aspect : Composition

Usingunless

- a) “Unless” means Ifnot or except when

- b) When a sentence begins with unless, a comma is used in the middle.
- c) When unless is placed in the middle of the sentence, no comma is needed.
- d) When there is no negative word in both the “If clause” and “main clause,” the main clause is changed to negative.

Examples

- a) If Mr. Kintu gives us a motion, we shall have a debate.
 - i) Unless Mr. Kintu gives us a motion, we shall not have a debate.
 - ii) We shall not have a debate unless Mr. Kintu gives us a motion.
- b) If they miss the lesson, the teacher will punish them
 - i) Unless they miss the lesson, the teacher will not punish them
 - ii) The teacher will not punish them unless they miss the lesson
- c) If she doesn't work hard, she will not be promoted to P.6.
 - i) Unless she works hard, she will not be promoted to P.6
 - ii) She will not be promoted to P.6 unless she works hard.
- d) If we don't debate, the teacher will punish us
 - i) Unless we debate, the teacher will punish us
 - ii) The teacher will punish us unless we debate.
- e) If Ritah does not study hard, she will not pass well
 - i) Unless Ritah studies hard, she will not pass well
 - ii) Ritah will not pass well unless she studies hard
- f) If the nurse buys a new house, she will become happy.
 - i) Unless the nurse buys a new house, she will not become happy
 - ii) The nurse will not become happy unless she buys a new house.

Exercise

Re-write the following sentences

- a) Usingunless.....

b) Beginning: Unless.....

1. If the children do not practice hard, they will not win the competition
2. If the proposers present meaningful views, they will win the debate.
3. If our school wins the debate, we shall jubilate
4. If my friend debates, I shall feel well.
5. If we don't stop wasting time, we shall perform poorly.
6. If we express ourselves, we shall win the debate.
7. If you do not bring the pieces of furniture, I will be angry with you.
8. If he dirties my tablecloth, I will get annoyed with him.
9. The clothier will earn a lot of money if he sells many clothes
10. If you do not read very many novels, your English will be poor
11. If he does not do the work, he will be sent out of the class.

Date	Class	Subject	No. of pupils	Time
	P.6	Composition		

Topic : Debating

Sub – topic : Debating

Content : If(2)

Aspect : Composition

If (2)

If (2) is used to express conditions which cannot be fulfilled at all. In if (2), we just imagine of what would happen if the impossibilities become true.

We use the past simple in the “if clause” and “would” plus the infinitive verb in the main clause.

Patterns

If + subject + verb in past tense + subject + would + verb in present tense.

Examples

1. If I were the chairperson, I would chase out Tom for misconduct.
2. If I had money, I would buy an aeroplane
3. If I were a lion, I would roar.
4. If Sheila drove the car, she would feel satisfied
5. Mr. Getto would cline with the heads of state if they allowed him.

Exercise

1. If we worked hard, wepass the examination.(will)
2. If Imoney, I would go to the zoo. (have)
3. If shea lion, she would run away. (to see())
4. If my father had money, hea motorcycle. (to buy)
5. If we practiced seriously, wethe debate. (to win)
6. If Johnthe items of furniture, the bosses would be annoyed with him.(hide)
7. The game warden would arrest the poacher if heto the sanctuary.(go)
8. If Ithe florist, I would talk to him.(see)
9. If Ia teacher, I would drive a car. (to be)

Re-write the following sentences in if (2)

10. If Anita misses the debate, she will cry.
11. If they practice hard, they will win the match
12. If you beat me, I will be unhappy.
13. I am not a monkey. I cannot climb a tree.
14. I wish I had some money, I would buy a new shirt.
15. I will feel happy if you inform me.

16. If the chairperson comes, the debate will begin.
17. If the speaker debate well, the audience will clap hands
18. I did not go to school, I did not debate.
19. He is not a snake. He can't bite people
20. Anitah is not a teacher. She can't teach children.

Date	Class	Subject	No. of pupils	Time
	P.6	Composition		

Topic : Debating

Sub – topic : Debating

Content : If(3)

Aspect : Composition

If(3) (rejected / ignored / the unfulfilled conditional)

Examples

1. If I had seen him yesterday, I should have told him
2. Had he not warned me, I should have made a mistake
3. If he had not warned me, I should have made a mistake
4. Unless he had warned me, I should have made a mistake
5. Had I seen him yesterday, I should have told him

Note

The time in all these sentences is past, and what is supposed did not happen. That is I did not see him and I did not tell him. He did warn me and I did not make a mistake.

Notice

- (a) **Should have done, would have done, might have done, could have done** tense in the main clause goes with a past perfect tense in the If clause. This is Use 3 of the past perfect.
- (b) The position of NOT when the main clause is negative it comes after the first verb.
(Should not have done, would not have done, might not have done, could not have done) past participle verb
- (c) Write the condition in past perfect tense i.e. write the result in future perfect tense (past) i.e.would + have + mv -----



Examples

1. If she had participated in the debate, the teacher would not have punished her.
2. If the girls had opposed the motion, they would have given us a prize.

Exercise

Fill in the gap with the correct word or a group of words

1.she come early, she would have attended the debate.
2. If you had made research, yougot more points.
3. I would have told him.....i had known the answer
4. If the timekeeper had been careful, hecheated my time.
5. Had he informed us in time, webeen late.
6. Had I gone there, those women.....been offended

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

7. If the secretary had been careful, sheall the point s (record)
8. Had heenough time, he might have made a nice speech. (get)
9. Wethe examination if we had revised very hard. (pass)
10. If we had woken up early, wethe bus. (catch)
11. Had I read had, Ithe examination s. (pass)
12. Had Mr. Niwamanya fed the chicken well, theygood eggs. (lay)
13. If Mr. Owundo had found a bed, heon it. (lie)
14. Had Simon.....the mousetraps, he would have annoyed the bosses.(hide)
15. Heto the orphanage if he had enough money (drive)

Re-write the following sentences as instructed in brackets

16. They worked hard so they won the debate(Begin: If they hadn't.....)
17. If we had gone to school, we would have attended the meeting.
(Re-write beginning g : Had.....)
18. If I visit the zoo, I will see many monkeys .(Re-write using.....would have.....)
19. The kidnapper did not see me. He would have abducted me.
(Begin: If the kidnapper had.....)
20. If I had seen him yesterday, I would have told him.
(Re-write the sentence beginning: Had.....)

Date	Class	Subject	No. of pupils	Time
	P.6	Composition		

Topic : Debating

Sub – topic : Debating
Content : Notice
Aspect : Comprehension

Study the notice and answer questions on it

DEBATE!

DEBATE!

Motion : Life in Urban Areas is Better than Life in Rural Areas

Proposer : Kabala Preparatory School

Opposers : Bright Grammar Primary School

Date : 8th November, 2002

Time : 2:00pm – 4:00pm

Venue : Kabale Preparatory School Main hall

Chairperson : Hon Mr. Bakunda Doris (Chairman Bright Grammar School Council)

Secretary : Hon Omongi Hassan (Kabale Primary School)

Time keeper: Hon. Mpagi Daniel (Bright Grammar School)

Proposers

1. Natukunda
2. Malirosi Daniel

Opposers

1. Katoora Frank
2. Kerudong Marth

Judges

1. Mr. Amailuk Jack (Bright Grammar Primary School)
2. Miss Nkwasiwe Esther (Kabale Preparatory School)

Questions

1. What was the notice about?
2. Which school discussed in support of the motion?
3. When did the debate take place?
4. How long did the debate take?
5. Who directed the debating activities that day?
6. How many main speakers were there?
7. Where will the debate be held?
8. What points would you raise in support of the motion?
9. What points would you raise against the motion?
10. What does a secretary do?

Date	Class	Subject	No. of pupils	Time
	P.6	Composition		

Topic : Debating

Sub – topic : Debating

Content : Dialogue

Aspect : Comprehension

Read the following g dialogue and answer the questions that follow

Ivan : Why are you in such a hurry. Muhammed?

Muhammed : I am going to Kitenga club. There is a debate on people in rural areas

Ivan : What is the motion?

Mohammad : “People’s health in rural areas should be the responsibility on local councils.”

Ivan : It’s quite an interesting motion. There will hardly be anybody opposing the motion, who can speak against improving people’s health?

Muhammad : Of course, there will be opposers. In a debate there are always proposers and opposers!

Ivan : Personally, I wouldn’t oppose such a motion. I wouldn’t have any point to put forward.

Muhammad : The problem is that you have hardly participated in any debates. Come with me to Kitenga club. You will be surprised how much you can learn from such a debate.

Ivan : Alright, I will come with you this time.

Questions

1. Which two groups of people lead the discussion in a debate?
2. What are local councils?
3. Why can’t Ivan oppose the motion?
4. If you were an oppose, what point would you raise in support of the motion?
5. Give one reason why you would be either a proposer or oppose in this debate

Date	Class	Subject	No. of pupils	Time
	P.6	Composition		

Topic : Debating

Sub – topic : Debating

Content : Passage

Aspect : Comprehension

Read the passage and answer the questions

Children's Rights

Refer to MK English book 6 pages 59 and 60

Questions

1. Why do you think the pupils were excited?
2. Who are the main officials during a debate?
3. Why did Basangwa have to keep a watch?
4. Apart from the main speakers, who else has a chance to speak?
5. Who was responsible for reading whatever was discussed in the debate?

Date	Class	Subject	No. of pupils	Time
	P.6	Composition		

Topic : Debating
Sub – topic : Debating
Content : Picture composition
Aspect : Composition

Study the pictures and answer the question s

A MEMORABLE DAY

Refer to MK English Book 6 pages 61 to 62

Questions

1. Write a sentence on each picture using the words in brackets

Picture 1 (arrive)

Picture 2 (welcome)

Picture 3 (seats)

Picture 4 (speech)

Picture 5 (win)

Picture 6 (depart)

Date	Class	Subject	No. of pupils	Time
	P.6	Composition		

Topic : Debating
Sub – topic : Debating
Content : Jumbled composition

Aspect : Composition

Rearrange the sentences to write a good composition

1. At the beginning of the debate, the proposers and opposers took their seats.
2. After the motion had been read, the proposers and opposers presented their points
3. Kukiriza recorded these points, too.
4. Last Friday there was a debate at Mutundwe Primary School
5. Kukiriza declared that the proposers had won the debate
6. After this, the chairperson stood up and read the motion
7. Kukiriza, the secretary, recorded everything which the proposer and opposers said.
8. The motion for the debate was "Women and Men should have equal rights.
9. After the main speakers had spoken, the audience also raised a few points.
10. At the end of the debate, the secretary read out the points which the proposers and opposers had presented.

Lesson II

Write a composition about the recently held debate in your school. In your composition show the chairperson secretary and main speakers of either and the reaction of the losers.

Date	Class	Subject	No. of pupils	Time
	P.6	Composition		

Topic : Letter writing

Sub – topic : Friendly/ Informal / Social letters

Content : Vocabulary

Aspect : Composition

Vocabulary

Address, writer, affectionately, faithfully, e-mail, enclose, parcel, aerogram, receive, post office

Use these words in a sentence

- receive
- writer
- enclose
- address
- affectionately
- faithfully

Date	Class	Subject	No. of pupils	Time
	P.6	Composition		

Topic : Letter writing

Sub – topic : Formal letter / friendly

Content : Informal letter

Aspect : Composition

Using the address of your school, write a letter to your mother or father, thanking him / her for having paid for you money for a trip, and explain what you saw / learnt from the factory you visited. Ask your mother or father to continue supporting you in such a way.

Date	Class	Subject	No. of pupils	Time
	P.6	Composition		

Topic : Letter writing

Sub – topic : Formal letters

Content : Writing formal letters

Aspect : Composition

Assuming you are the chairperson Debating Club of your school, write a letter to the head teacher Greenhill Academy inviting his/ her school for a debating competition. The motion of the debate will be EUROPEANS HAVE DONE MORE HARM THAN GOOD. Tell them to suggest the date, time and venue for the debate.

Date	Class	Subject	No. of pupils	Time
	P.6	Composition		

Topic : Letter writing

Sub – topic :

Content : A village meeting

Aspect : Comprehension

Passage

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

Refer to Longman English book 6 page 35

Date	Class	Subject	No. of pupils	Time
	P.6	Composition		

Topic : Letter writing

Sub – topic :

Content : Class discussion

Aspect : Comprehension

Read the dialogue below and answer the questions about it fill sentences

Refer to Longman English Book 6 page 41

Date	Class	Subject	No. of pupils	Time
	P.6	Composition		

Topic : Letter

Sub – topic :

Content : Conversation

Aspect : Comprehension