CORNERSTONE JUNIOR SCHOOL - MUKONO
P.O. Box 704 Mukono. Tel: 0772485711/0786809463,
Email: cornerstonejuniorschool@gmail.com

P.6 COMPO AND COMPRE LESSON NOTES

LESSON 1

TOPIC : DEBATING
SUB – TOPIC : DEBATING
ASPECT : COMPREHENSION
CONTENT : NOTICE

By the end of this lesson, you should be able to:

a) Read the notice and answer the given questions in full sentences.
b) Look up the new words in the dictionary and use them in your own sentences

Guidelines

a) Read the notice at least thrice
b) Identify the new words.
c) Look up those identified new words from the dictionary
d) Read through the questions and identify the answers from the notice
e) Underline the answers in the notice
f) Focus on the tense highlighted in the question and use it to phrase the correct response
g) For questions starting with 'why' the response requires you to use the conjunctions of purpose like; because, so as, in order to….
h) Questions with phrases, require us to bring back that very phrase in the answer e.g. according to…., if you wanted…., do you think…..e.t.c.
i) When writing time, make sure that you write it in words e.g.
   (i) 2:00pm - two o'clock in the afternoon
   (ii) 4:00pm - four o'clock in the afternoon
   (iii) 9:30am - a half past nine in the morning
   (iv) 10:20a.m - twenty minutes past ten in the morning

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

DEBATE! **DEBATE!**

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

Proposer : Kabala Preparatory School

Opposers : Cornerstone Junior School

Date : 8th June, 2020

Time : 2:00pm – 4:00pm

Venue : Kabale Preparatory School Main hall

Chairperson: Hon Mr. Bakunda Doris (Cornerstone Junior School)

Secretary : Hom Omongi Hassan (Kabale Primary School

Time keeper: Hon. Mpagi Daniel (Cornerstone Junior School)

Proposers	**Opposers**
1. Natukunda	1. Katoora Frank
2. Malirosi Daniel	2. Kerudong Marth

Judges

1. Mr. Amailuk Jack (Cornerstone Junior School)
2. Miss Nkwasibwe 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?

LESSON 2

TOPIC : DEBATING

SUB – TOPIC : DEBATING

CONTENT : DIALOGUE

By the end of this lesson, you should be able to:

a) Read the dialogue and answer the given questions in full sentences.
b) Look up the new words in the dictionary and use them in your own sentences

Read and spell these words

- division
- divisions
- interesting
- continuous
- continuously
- improvement
- improvements
- enrichment
- entertainer
- performances

Guidelines

a) Read the dialogue at least thrice
b) Identify the new words
c) Look up those identified new words from the dictionary
d) Read through the questions and identify the answers from the dialogue
e) Underline the answers in the dialogue
f) Focus on the tense highlighted in the question and use it to phrase correct response
g) For questions starting with 'why' the response requires you to use the conjunctions of purpose like; because, so as, in order to…..
h) Questions with phrases, require us to bring back that very phrase in the answer e.g. according to…., if you wanted…., do you think…..e.t.c.
i) Responses to Questions starting with 'how many……'should follow the examples below
   (i) How many people are talking in the dialogue?
   Two people are talking in the dialogue
   (ii) How many people are in the dialogue?
   There are two people in the dialogue.

DIALOGUE

Read the 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 about people

in rural areas

Ivan : What is the motion?
Mohammad : “People’s health in rural areas should be the responsibility of 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. What is the dialogue about?
2. How many people are in the dialogue?
3. Who are the people in the dialogue?
4. Why do you think Muhammad was in a hurry?
5. Which two groups of people lead the discussion in a debate?
6. What are local councils?
7. Why can’t Ivan oppose the motion?
8. If you were a proposer, what point would you raise in support of the motion?
9. Give one reason why you would be either a proposer or an opposer in this debate.

LESSON 3
TOPIC : DEBATING
SUB – TOPIC : DEBATING
CONTENT : PASSAGE
By the end of this lesson, you should be able to:

a) Read the passage and answer the given questions in full sentences.
b) Identify the new words in the passage and look up their meaning in **the** dictionary**.**

Read and spell these words

- politely
- politeness
- impolite
- impolitely
- impoliteness
- performer
- performers
- elections
- register
- voted for

Guidelines

a) Read the passage at least thrice
b) Identify the new words in the passage.
c) Look up those identified new words from the dictionary
d) Read through the questions and identify the answers from the passage
e) Underline the answers in the passage
f) Focus on the tense highlighted in the question and use it to phrase correct response
g) For questions starting with 'why' the response requires you to use the conjunctions of purpose like; because, so as , in order to among others.
h) Questions with phrases, require us to bring back that very phrase in the answer e.g. according to…., if you wanted…., do you think…..e.t.c.

Read the passage carefully and answer the questions that follow in full sentences

Children's Rights

Mr. Ouma is the class teacher of Primary Six in Mabira Primary School. Yesterday, he entered the classroom and looked steadily at them for some time before he started speaking. All pupils looked excited.

"We shall have a debate this afternoon, please suggest a motion for the debate," he said. All the pupils clapped and shouted.

“Primary school education should be free of charge in Uganda,” Okello suggested.
“Excuse me, Mr. Ouma,” said Agnes Katureebe.
Mr. Ouma asked, “What motion are you proposing?” “Chilrden’s rights should be respected,” Katureebe replied.

All the pupils preferred this motion to the one Okello had suggested. Mr. Ouma told the class to choose a chairperson, secretary and timekeeper. Irumba wanted to be the chairperson, Ayaa the secretary and Basangwa, the timekeeper. The main speakers on the proposer’s side were Opio and Nyangoma. Those on the opposer’s side were Lulu and Adeke.

By two O’clock all the pupils were already seated in the classroom. Irumba sat in a big chair, with a long table before him. Opio and Nyangoma sat on his right hand side. Lule and Adeke were seated on his left hand side. Ayaa had a notebook and a pen. Basangwa had a watch and a small bell. All the other pupils sat silently facing the chairperson and the main speakers.

The chairperson read out the rules to be followed. The main speakers were supposed to talk for not more than ten minutes each.
One of the most interesting points raised by the proposers was that children have a right to play. The opposers were quick to oppose this by saying that playing cannot be a child’s right since most children would rather play than go to school. A hot argument followed. It was not until the chairperson called the house to order that there was silence in the room.
Towards the end of the debate, the secretary had written down all the points each of the speakers had presented in the room.

Irumba announced the winners. The proposers had won. All the pupils jumped to their feet and shouted. They walked out of the room shouting, yes indeed, children’s rights must be hounoured! Our rights must be respected!”

Questions

1. What s the passage about?
2. Why do you think the pupils were excited?
3. Who are the main officials during a debate?
4. Why did Basangwa have to keep a watch?

5. Who suggested the mtion which was discussed during the debate?
6. Apart from the main speakers, who else has a chance to speak?
7. Who presided over the debate according to the passage?
8. Who was responsible for reading whatever was discussed in the debate?
9. What was the most interesting point during the debate according to the passage?
10. What shows that the proposers were happy after winning the debate?

LESSON 4

TOPIC : DEBATING

SUB – TOPIC : DEBATING

CONTENT : JUMBLED COMPOSITION

By the end of this lesson, you should be able to:

a) Rearrange these sentences to make a good story

Read and spell these words correctly

- passer-by
- passers –by
- stadium
- stadia
- production
- confectioner
- confectioners
- plasmodium
- plasmodia
- publicly

Jumbled sentences

Guidelines

- Read these sentences carefully
- Identify the linking words
- Number the sentences before writing the correct story
- Read through and ensure that the story is flowing
- Then write the correct story carefully with the focus on the punctuation
- After writing your story read through again to ensure that there is no mistake in your work.

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 5
TOPIC : DEBATING
SUB – TOPIC : DEBATING
CONTENT : COMPOSITION WRITING

By the end of this lesson, you should be able to:

a) Compose a story following the guiding question given below

Points to consider

- A composition should have the following parts;
  a) Title
  b) Introduction
  c) Body
  d) Conclusion
- The title of your composition should be written in capital letters
- Each new idea should be put in a paragraph form.
- Make sure that everything in the question is talked about in your story.
- Make a paragraph of not less than three lines and not more than five line
- Use the correct tense as you write your composition. The tense used in your composition should follow the one given in the guiding question.

Write a composition about the recently held debate in your school. In your composition show the chairperson, secretary and main speakers of either side, the motion of the debate, where it took place and the reactions of the losers