




## LESSON NOTES (Theme based)

NAME: \_\_\_\_\_ SUBJECT: \_\_\_\_\_ CLASS: \_\_\_\_\_

TERM: \_\_ YEAR: \_\_

| Theme   | TOPIC / Theme & class | Teachable unit / deliverable lesson   |       |   |            |            |
|---|-----------------------|---|-------|---|------------|------------|
| THE HUMAN BODY AND HEALTH   | SANIT ATION           | <b>Lesson 6</b>   |       |   |            |            |
|   |                       | <b>A. Vocabulary practice</b>   |       |   |            |            |
|   |                       | Sweep, burn, collect, cut   |       |   |            |            |
|   |                       | Listen and write  |       |   |            |            |
|   |                       | No.   | Words | mark  | correction | correction |
|   |                       | 1   |       |   |            |            |
|   |                       | 2   |       |   |            |            |
|   |                       | 3   |       |   |            |            |
|   |                       | 4   |       |   |            |            |
|   |                       | <b>B. Grammar: Verbs</b>  |       |   |            |            |
| Order of tense and verbs  |                       |   |       |   |            |            |
| <b>Verbs</b>  |                       | <b>present continuous tense</b>   |       | <b>past tense</b>   |            |            |
| Sweep   |                       | Sweeping  |       | swept   |            |            |
| Burn  |                       | burning   |       | burnt   |            |            |
| Collect   |                       | collecting  |       | collected   |            |            |
| Cut   |                       | cutting   |       | cut   |            |            |
| <b>Illustration</b>   |                       |   |       |   |            |            |
|  |                       |  |       |  |            |            |
| sweeping  |                       | Burning   |       | collecting  |            |            |
|   |                       |   |       | cutting   |            |            |
| <b>c. structures and tense work</b>   |                       |   |       |   |            |            |
| present continuous tense  |                       |   |       |   |            |            |
| <b>Using:</b> what is he/she doing?   |                       |   |       |   |            |            |
| He/she is .....   |                       |   |       |   |            |            |

## Examples

a)



What is he doing?

He is cutting grass

b)



What is she doing?

She is sweeping.

## Activity

1. Write the words correctly.

Speew \_\_\_\_\_ oecllct

\_\_\_\_\_

Urnb \_\_\_\_\_ tcu

\_\_\_\_\_

2. Write the words in capital letters.

Sweep \_\_\_\_\_ collect \_\_\_\_\_

Burn \_\_\_\_\_ cut \_\_\_\_\_

3. Change the verb into present continuous tense.

## Verbs

Sweep

Collect

Cut

Burn

4a) Answer collectly



What are they doing? (collecting)

b)



What is he doing? (cut)

## Lesson 7

### A. Vocabulary practice

Slash, dig, cook, water

Listen and write

| No | word | mark | correction | correction |
|----|------|------|------------|------------|
| 1  |      |      |            |            |
| 2  |      |      |            |            |
| 3  |      |      |            |            |
| 4  |      |      |            |            |

### B. Grammar: Verbs

## Every day tense

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## Order of the tenses of verbs

### Verbs

Slash

Dig

Cook

Water

### present continuous

Slashing

digging

cooking

watering

### past tense

slashed

dug

cooked

watering

### Illustration



slashing



digging



cooking



Watering

## C. Structures and tense work

Present continuous tense

### Structure

**Using:** what are they doing?

They are .....

### Example

a)



What are they doing?

They are digging.

b)



What are they doing?

They are cooking.

### Activity

1. Write the words correctly

hslas \_\_\_\_\_

oock \_\_\_\_\_

gid \_\_\_\_\_

wtare \_\_\_\_\_

2. Change the verbs to present continuous tense.

**Verbs**

**present continuous tense**

Slash

\_\_\_\_\_

Dig

\_\_\_\_\_

Cook

\_\_\_\_\_

Water

\_\_\_\_\_

3. Answer correctly



What are they doing?

\_\_\_\_\_



What are they doing?

\_\_\_\_\_

## Lesson 8

### A. Vocabulary practice

Throw, cover, sweep, burn

Listen and write





| No | word | mark | correction | Correction |
|----|------|------|------------|------------|
| 1  |      |      |            |            |
| 2  |      |      |            |            |
| 3  |      |      |            |            |
| 4  |      |      |            |            |

## B. Grammar: Verbs

Order of tense and verbs

| Verbs | Now tense | Past tense |
|-------|-----------|------------|
| Throw | throwing  | threw      |
| Cover | covering  | covered    |
| Sweep | Sweeping  | swept      |
| burn  | burning   | burnt      |

## Illustrations

|  |  |   |  |
|--|--|---|--|
|  |  |  |  |
| throwing   | sweeping   | burning   | covering   |

## C. Structures and tense work

Past tense

### Structure

**Using:** Did you?

Yes, i did/ No, i did not.

### Examples

**Use:** Yes, i did/ No, i did not.

a) Did you throw the rubbish?

Yes, i did

b) Did you burn the rubbish?

No, I did not.

**Activity**

1. Fill in the missing letters.

th\_\_ow

swe\_\_p

co\_\_er

bur\_\_

2. Arrange words to ABCD order.

throw, sweep, cover, burn

3. Change verbs to past tense

**Verbs**

**past tense**

throw

\_\_\_\_\_

cover

\_\_\_\_\_

sweep

\_\_\_\_\_

burn

\_\_\_\_\_

4. Use yes, i did, / No, i did not

a) Did you cover the food?

b) Did you sweep the coumpound?

**Lesson 9****A. Vocabulary practice**

Slash, wash, cook, brush

Listen and write

| No | Words | Mark | Correction | Correction |
|----|-------|------|------------|------------|
| 1  |       |      |            |            |
| 2  |       |      |            |            |
| 3  |       |      |            |            |
| 4  |       |      |            |            |

**B. Grammar: Verbs**

Order of tenses of verbs

**Verbs**

**present continuous**

**past tense**

Slash

slashing

slashed

Wash

washing

washed

Cook  
Brush

cooking  
brushing

cooked  
burnt

|                |                 |                 |                |
|----------------|-----------------|-----------------|----------------|
|                |                 |                 |                |
| <b>cooking</b> | <b>slashing</b> | <b>brushing</b> | <b>washing</b> |

### C. Structures and tense work

Past tense

#### Structure

**Using:** What did you/he/she do yesterday?

I/He/She .....the .....

#### Examples

a) What did you do yesterday?(wash)

I washed my clothes yesterday.

b) What did she do yesterday? (brush)

#### Activity

1. Arrange the words in ABC order.

Wash, slash, cook, brush

2. Write words in the capital letters.

Wash \_\_\_\_\_

Slash \_\_\_\_\_

Cook \_\_\_\_\_

brush \_\_\_\_\_

3. Change the verbs to past tense

**Verb**

**past tense**

Wash \_\_\_\_\_

Slash \_\_\_\_\_

Cook \_\_\_\_\_

Brush \_\_\_\_\_

4. Answer correctly

a) What did she do yesterday? (cook)

\_\_\_\_\_



b) What did he do yesterday? (slash)

## Lesson10

### A. Vocabulary practice

Dig, burn, collect, boil

#### Listen and write

| No | Words | Mark | Correction | Correction |
|----|-------|------|------------|------------|
| 1  |       |      |            |            |
| 2  |       |      |            |            |
| 3  |       |      |            |            |
| 4  |       |      |            |            |

### B. Grammar: Verbs

Orders of tenses of verbs

#### Verbs

#### present continuous

#### past tense

Dig

digging

dug

Burn

burning

burnt

Collect

collecting

collected

Boil

boiling

boiled

#### Illustration

|                |                |                   |                |
|----------------|----------------|-------------------|----------------|
|                |                |                   |                |
| <b>digging</b> | <b>burning</b> | <b>collecting</b> | <b>cooking</b> |

### C. Structures and tense work

Past tense

**Using:** What did we/they do yesterday?

We/they.....

#### Examples

a) What did we do last week?

We burnt the rubbish.

b) What did they do yesterday?

They boiled water.

**Activity**

1. Write the words correctly.

gid \_\_\_\_\_ colletc \_\_\_\_\_

nrbu \_\_\_\_\_ iobl \_\_\_\_\_

2. Fill in the missing letters.

a) di\_\_\_\_

b) \_\_\_\_urn

c) colle\_\_\_\_t

d) b\_\_\_\_il

3. Change the words to past tense.

**Verbs**

**past tense**

Dig \_\_\_\_\_

Burn \_\_\_\_\_

Collect \_\_\_\_\_

Boil \_\_\_\_\_

4. Answer correctly

a) What did we do yesterday? (burn,rubbish)

\_\_\_\_\_

b) What did they do yesterday? (dig)

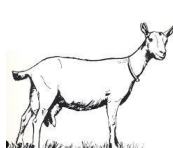
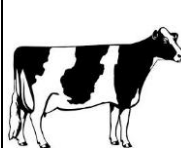
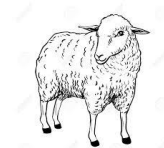
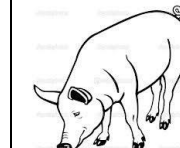
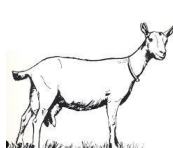
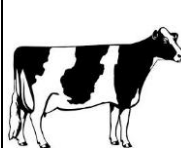
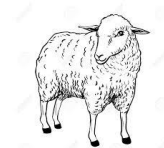
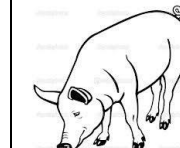
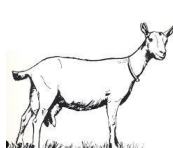
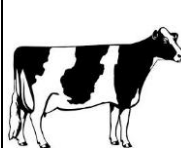
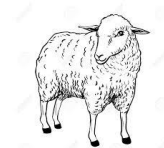
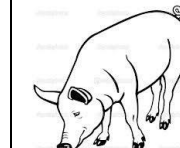
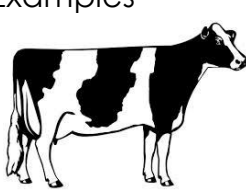
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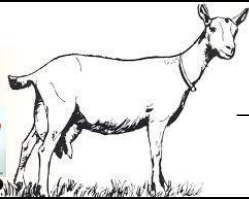

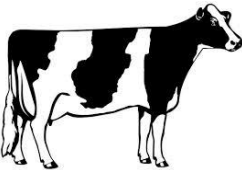
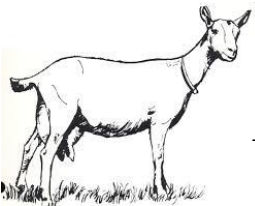

c) What did we do yesterday? (collect)

\_\_\_\_\_

# FORMAT OF LESSON NOTES (Theme based)

## ENGLISH P.2 TERM TWO

| Theme   | Topic/<br>Theme &<br>class  | Teachable unit/deliverable lesson   |  |  |           |           |           |       |     |      |  |  |    |  |  |  |  |    |  |  |  |  |   |  |  |  |  |
|---|---|---|--|--|-----------|-----------|-----------|-------|-----|------|--|--|----|--|--|--|--|----|--|--|--|--|---|--|--|--|--|
| OUR<br>ENVIRONMENT  | COMMON<br>ANIMALS<br>AND<br>BIRDS   | <b>lesson 1</b>   |  |  |           |           |           |       |     |      |  |  |    |  |  |  |  |    |  |  |  |  |   |  |  |  |  |
|   |   | <b><u>Vocabulary Practice</u></b>   |  |  |           |           |           |       |     |      |  |  |    |  |  |  |  |    |  |  |  |  |   |  |  |  |  |
|   |   | <div>goat   cow   sheep   pig</div>   |  |  |           |           |           |       |     |      |  |  |    |  |  |  |  |    |  |  |  |  |   |  |  |  |  |
|   |   | <b><u>Listen and write</u></b>  |  |  |           |           |           |       |     |      |  |  |    |  |  |  |  |    |  |  |  |  |   |  |  |  |  |
|   |   | <table><tr><th>No.</th><th>Word</th><th>Mark</th><th>Correct 1</th><th>Correct 2</th></tr><tr><td>1.</td><td></td><td></td><td></td><td></td></tr><tr><td>2.</td><td></td><td></td><td></td><td></td></tr><tr><td>3.</td><td></td><td></td><td></td><td></td></tr><tr><td>4</td><td></td><td></td><td></td><td></td></tr></table> | No.  | Word   | Mark      | Correct 1 | Correct 2 | 1.    |     |      |  |  | 2. |  |  |  |  | 3. |  |  |  |  | 4 |  |  |  |  |
|   |   | No.   | Word   | Mark   | Correct 1 | Correct 2 |           |       |     |      |  |  |    |  |  |  |  |    |  |  |  |  |   |  |  |  |  |
|   |   | 1.  |  |  |           |           |           |       |     |      |  |  |    |  |  |  |  |    |  |  |  |  |   |  |  |  |  |
|   |   | 2.  |  |  |           |           |           |       |     |      |  |  |    |  |  |  |  |    |  |  |  |  |   |  |  |  |  |
|   |   | 3.  |  |  |           |           |           |       |     |      |  |  |    |  |  |  |  |    |  |  |  |  |   |  |  |  |  |
|   |   | 4   |  |  |           |           |           |       |     |      |  |  |    |  |  |  |  |    |  |  |  |  |   |  |  |  |  |
| <b><u>Illustration</u></b>  |   |   |  |  |           |           |           |       |     |      |  |  |    |  |  |  |  |    |  |  |  |  |   |  |  |  |  |
| <table><tr><td></td><td></td><td></td><td></td></tr><tr><td>goat</td><td>cow</td><td>sheep</td><td>pig</td></tr></table> |   |    |  |  | goat      | cow       | sheep     | pig   |     |      |  |  |    |  |  |  |  |    |  |  |  |  |   |  |  |  |  |
|   |  |   |  |  |           |           |           |       |     |      |  |  |    |  |  |  |  |    |  |  |  |  |   |  |  |  |  |
| goat  | cow   | sheep   | pig  |  |           |           |           |       |     |      |  |  |    |  |  |  |  |    |  |  |  |  |   |  |  |  |  |
| b) Grammar  |   |   |  |  |           |           |           |       |     |      |  |  |    |  |  |  |  |    |  |  |  |  |   |  |  |  |  |
| <b>Nouns</b>  |   |   |  |  |           |           |           |       |     |      |  |  |    |  |  |  |  |    |  |  |  |  |   |  |  |  |  |
| <b>Plurals of nouns</b>   |   |   |  |  |           |           |           |       |     |      |  |  |    |  |  |  |  |    |  |  |  |  |   |  |  |  |  |
| <table><tr><th>singular</th><th>plural</th></tr><tr><td>goat</td><td>goats</td></tr><tr><td>cow</td><td>cows</td></tr><tr><td>sheep</td><td>sheep</td></tr><tr><td>pig</td><td>pigs</td></tr></table>   | singular  | plural  | goat   | goats  | cow       | cows      | sheep     | sheep | pig | pigs |  |  |    |  |  |  |  |    |  |  |  |  |   |  |  |  |  |
| singular  | plural  |   |  |  |           |           |           |       |     |      |  |  |    |  |  |  |  |    |  |  |  |  |   |  |  |  |  |
| goat  | goats   |   |  |  |           |           |           |       |     |      |  |  |    |  |  |  |  |    |  |  |  |  |   |  |  |  |  |
| cow   | cows  |   |  |  |           |           |           |       |     |      |  |  |    |  |  |  |  |    |  |  |  |  |   |  |  |  |  |
| sheep   | sheep   |   |  |  |           |           |           |       |     |      |  |  |    |  |  |  |  |    |  |  |  |  |   |  |  |  |  |
| pig   | pigs  |   |  |  |           |           |           |       |     |      |  |  |    |  |  |  |  |    |  |  |  |  |   |  |  |  |  |
| <b>c) <u>Structures and tense work</u></b>  |   |   |  |  |           |           |           |       |     |      |  |  |    |  |  |  |  |    |  |  |  |  |   |  |  |  |  |
| <b>Present Simple Tense</b>   |   |   |  |  |           |           |           |       |     |      |  |  |    |  |  |  |  |    |  |  |  |  |   |  |  |  |  |
| <b>Structure</b>  |   |   |  |  |           |           |           |       |     |      |  |  |    |  |  |  |  |    |  |  |  |  |   |  |  |  |  |
| <b>Using: What is this/that?</b>  |   |   |  |  |           |           |           |       |     |      |  |  |    |  |  |  |  |    |  |  |  |  |   |  |  |  |  |
| <b>This/That is ....</b>  |   |   |  |  |           |           |           |       |     |      |  |  |    |  |  |  |  |    |  |  |  |  |   |  |  |  |  |
| Examples  |   |   |  |  |           |           |           |       |     |      |  |  |    |  |  |  |  |    |  |  |  |  |   |  |  |  |  |
| <div></div> <div>What is this?<br/>_____</div>   |   |   |  |  |           |           |           |       |     |      |  |  |    |  |  |  |  |    |  |  |  |  |   |  |  |  |  |

|          |                              |  |      |  |  |  |       |     |     |      |          |        |     |  |     |  |      |  |       |  |
|----------|------------------------------|--|------|--|--|--|-------|-----|-----|------|----------|--------|-----|--|-----|--|------|--|-------|--|
|          |                              | <div></div> <div>What is that?<br/>_____</div>   |      |  |  |  |       |     |     |      |          |        |     |  |     |  |      |  |       |  |
|          | COMMON<br>ANIMALS<br>& BIRDS | <div><b>Activity</b><br/>1) Write the words correctly<br/>ocw _____ eeshp _____<br/>oagt _____ ipg _____<br/><b>2. Read and draw</b><br/><table border="1"><tr><td></td><td></td><td></td><td></td></tr><tr><td>sheep</td><td>pig</td><td>cow</td><td>goat</td></tr></table><br/><b>3) Give the plural form of the words below</b><br/><table><tr><td>singular</td><td>plural</td></tr><tr><td>cow</td><td></td></tr><tr><td>pig</td><td></td></tr><tr><td>goat</td><td></td></tr><tr><td>sheep</td><td></td></tr></table><br/><b>4) Answer correctly</b><br/><div><div>What is this?<br/>_____</div></div><div></div><div>What is that?<br/>_____</div></div> |      |  |  |  | sheep | pig | cow | goat | singular | plural | cow |  | pig |  | goat |  | sheep |  |
|          |                              |  |      |  |  |  |       |     |     |      |          |        |     |  |     |  |      |  |       |  |
| sheep    | pig                          | cow  | goat |  |  |  |       |     |     |      |          |        |     |  |     |  |      |  |       |  |
| singular | plural                       |  |      |  |  |  |       |     |     |      |          |        |     |  |     |  |      |  |       |  |
| cow      |                              |  |      |  |  |  |       |     |     |      |          |        |     |  |     |  |      |  |       |  |
| pig      |                              |  |      |  |  |  |       |     |     |      |          |        |     |  |     |  |      |  |       |  |
| goat     |                              |  |      |  |  |  |       |     |     |      |          |        |     |  |     |  |      |  |       |  |
| sheep    |                              |  |      |  |  |  |       |     |     |      |          |        |     |  |     |  |      |  |       |  |

# OUR ENVIRONMENT

## COMMON ANIMALS AND BIRDS

### Lesson 2


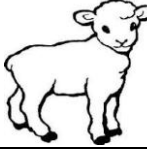

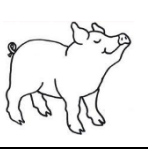
#### Vocabulary practice

calf, lamb, kid, piglet

#### Listen and write

| No. | Word | Mark | Correct 1 | Correct 2 |
|-----|------|------|-----------|-----------|
| 1.  |      |      |           |           |
| 2.  |      |      |           |           |
| 3.  |      |      |           |           |
| 4.  |      |      |           |           |

#### Illustration

|   |   |   |   |
|---|---|---|---|
|  |  |  |  |
| calf  | lamb  | kid   | piglet  |

#### B. Grammar

##### Nouns

##### Plural of nouns

| singular | plural  |
|----------|---------|
| calf     | calves  |
| lamb     | lambs   |
| kid      | kids    |
| piglet   | piglets |

#### C. Structures and tense work

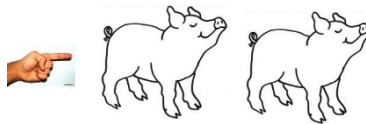
##### Present simple tense

##### Structure

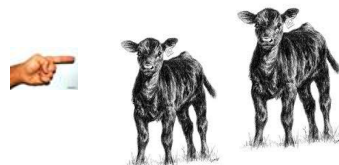
Using: What are these / those?

These /Those are....

##### Example



What are those?  
**Those are piglets.**



What are these?  
**These are calves.**

#### Activity

1. Fill in the missing letter

c\_\_lf

pigl\_\_t

la\_\_b

k\_\_d

2. Give the plural form of the words below

### lesson 3


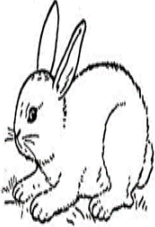


#### vocabulary practice

cat, rabbit, dog, lion

#### listen and write

| No | word | mark | correct 1 | correct 2 |
|----|------|------|-----------|-----------|
| 1. |      |      |           |           |
| 2. |      |      |           |           |
| 3. |      |      |           |           |
| 4. |      |      |           |           |

#### illustrations

|   |   |   |   |
|---|---|---|---|
|  |  |  |  |
| cat   | rabbit  | dog   | lion  |

### GRAMMAR

#### NOUNS

#### plurals of common nouns

| singular | plural  |
|----------|---------|
| cat      | cats    |
| dog      | dogs    |
| rabbit   | rabbits |
| lion     | lions   |

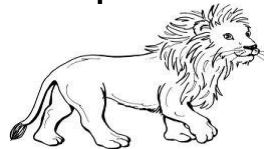
#### Structure and tense

#### Present Simple Tense

Using: How many ... can you see?

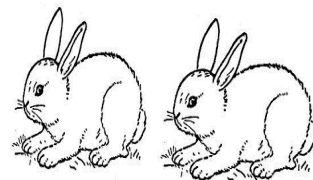
I can see....

#### Examples



How many lions can you see?

I can see one lion.



How many rabbits can you see?

I can see two rabbits

#### Activity

1. Write the words correctly.

#### lesson 4




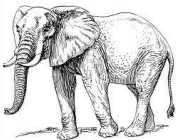
##### a) VOCABULARY PRACTICE

cub kitten puppy elephant

Listen and write

| No. | Word | Mark | Correct 1 | Correct2 |
|-----|------|------|-----------|----------|
| 1.  |      |      |           |          |
| 2.  |      |      |           |          |
| 3.  |      |      |           |          |
| 4.  |      |      |           |          |

##### Illustrations

|   |   |   |   |
|---|---|---|---|
|  |  |  |  |
| cub   | kitten  | puppy   | elephant  |

##### B) Grammar

##### Nouns

##### Plurals of nouns

| singular                           | plural                                  |
|------------------------------------|---|
| cub<br>elephant<br>puppy<br>kitten | cubs<br>elephants<br>puppies<br>kittens |

##### c) Structures and tense

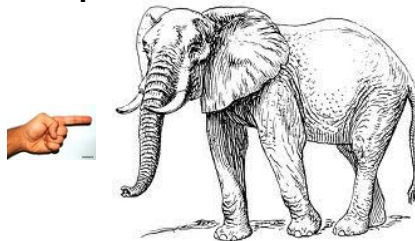
##### Present simple tense

##### Structure

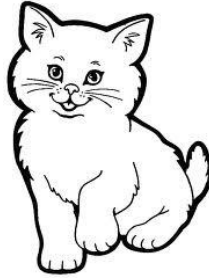
Using: What is this / that?

This / That is ....

##### Examples



What is that?  
That is an elephant.



What is this?  
This is a kitten.

### Activity

#### 1) Write the words correctly

bcu \_\_\_\_\_ antele \_\_\_\_\_

upyp \_\_\_\_\_ tkkien \_\_\_\_\_

#### 2) Change the words to plural form

**Singular**

**Plural**

puppy \_\_\_\_\_

elephant \_\_\_\_\_

cub \_\_\_\_\_

kitten \_\_\_\_\_

#### 3. Arrange the words in ABC order

Puppy elephant kitten cub

#### 4. Read and draw

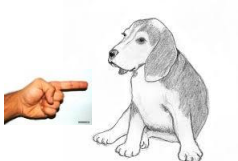
|         |       |
|---------|-------|
|         |       |
| kittens | puppy |

#### 4) Answer correctly



What is this?

\_\_\_\_\_



What is that?

\_\_\_\_\_



OUR  
ENVIRONMENT

COMMON  
ANIMALS  
AND  
BIRDS

## Lesson 5




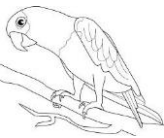
### A) Vocabulary practice

hyena zebra monkey parrot

#### Listen and write

| No. | Word | Mark | Correct 1 | Correct 2 |
|-----|------|------|-----------|-----------|
| 1.  |      |      |           |           |
| 2.  |      |      |           |           |
| 3.  |      |      |           |           |
| 4.  |      |      |           |           |

#### Illustrations

|   |  |   |   |
|---|--|---|---|
|  |  |  |  |
| hyena   | zebra  | monkey  | parrot  |

### B) Grammar

#### Nouns

#### Plurals of nouns

| singular | plural  |
|----------|---------|
| hyena    | hyenas  |
| zebra    | zebras  |
| monkey   | monkeys |
| parrot   | parrots |

### C) Structures and tense

#### Present simple tense

#### Structure

Using: The ...is bigger than ...

#### Examples



The zebra is bigger than the hyena.

#### Activity

#### 1. Arrange the words in ABC order.

zebra, parrot, monkey, hyena

#### 2. Fill in the missing letter

parr\_\_t

hy\_\_na

m\_\_nkey

zeb\_\_a

# OUR ENVIRONMENT

## COMMON ANIMALS AND BIRDS

### lesson 6

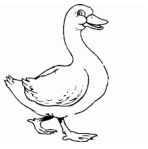



#### A) Vocabulary practice

duck, hen, dove, weaver bird

#### Listen and write

| No. | Word | Mark | Correct 1 | Correct 2 |
|-----|------|------|-----------|-----------|
| 1.  |      |      |           |           |
| 2.  |      |      |           |           |
| 3.  |      |      |           |           |
| 4.  |      |      |           |           |

#### Illustrations

|   |   |  |   |
|---|---|--|---|
|  |  |  |  |
| duck  | hen   | dove   | weaver bird   |

#### B) Grammar

##### Nouns

##### Plural formation of nouns

| singular   | plural      |
|------------|-------------|
| duck       | ducks       |
| hen        | hens        |
| dove       | doves       |
| weaverbird | weaverbirds |

#### C) Structures and tense

##### Present simple tense

##### Structure

Using: Are these / those...?

Yes, they are / No, they are not

##### Examples



Are those hens?

Yes, they are.

Are those weaver birds?

No, they are not



#### Activity

##### 1. Write the words correctly

veod \_\_\_\_\_

kcud \_\_\_\_\_

aewvridb \_\_\_\_\_

neh \_\_\_\_\_

dbir \_\_\_\_\_

## Lesson 8

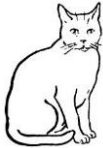
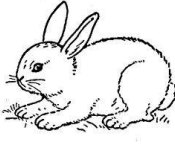


### A) Vocabulary practice

cat rabbit dog lion

#### Listen and write

| No. | Word | Mark | Correct 1 | Correct 2 |
|-----|------|------|-----------|-----------|
| 1.  |      |      |           |           |
| 2.  |      |      |           |           |
| 3.  |      |      |           |           |
| 4.  |      |      |           |           |

#### Illustrations

|   |  |   |   |
|---|--|---|---|
|  |  |  |  |
| Cat   | Rabbit   | Dog   | lion  |

### B) Grammar

#### Nouns

#### Animal and young ones

| animal | young ones |
|--------|------------|
| cat    | kitten     |
| rabbit | bunny      |
| dog    | puppy      |
| lion   | cub        |

### c) Structures and tense work

#### Present Simple Tense

#### Structure

Using: What is the young one of ...?

The young one of ...is...

#### Example

What is the young one of a lion

The young one of a lion is a cub

#### Activity

#### 1. Arrange the words in ABC order

Lion dog cat rabbit

Kitten puppy cub

#### 2. Write the words correctly

Cbu \_\_\_\_\_ ppuyp \_\_\_\_\_

Tca \_\_\_\_\_ god \_\_\_\_\_

#### 3. Match animals to their young ones

##### Animals

lion

dog

cat

rabbit

##### Young ones

cub

kitten

bunny

puppy

#### 4. Read and draw

## Lesson 9

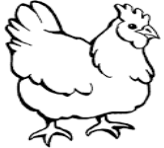
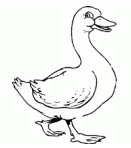

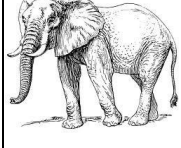
### Vocabulary practice

Hen duck elephant monkey

### Listen and write

| No. | Word | Mark | Correction | Correction2 |
|-----|------|------|------------|-------------|
| 1.  |      |      |            |             |
| 2.  |      |      |            |             |
| 3.  |      |      |            |             |
| 4.  |      |      |            |             |

### Illustrations

|   |   |   |   |
|---|---|---|---|
|  |  |  |  |
| Hen   | Duck  | Monkey  | elephant  |

### B) Grammar

#### Nouns

#### Animal and their young ones

|          |            |
|----------|------------|
| animal   | young ones |
| hen      | chick      |
| duck     | duckling   |
| monkey   | infant     |
| elephant | calf       |

### c) Structures and tense work

#### Structure

Using: What is the young one of ...?

The young one of ...is...

#### Example

What is the young one of a duck?

The young one of a duck is a duckling

Activity

1) Fill in the missing letter

duck...ing                      c\_\_ick

b\_\_by                              c\_\_lf

#### 2) Arrange in ABC order

monkey duck elephant hen

calf duckling baby chick

### 3) Match correctly

monkey

chick

OUR  
ENVIRONMENT

COMMON  
INSECT

## lesson 10

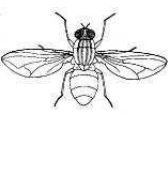
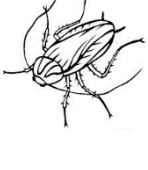

### A) Vocabulary practice

insect, housefly, cockroach, spider

### Listen and write

| No. | Word | Mark | Correct 1 | Correct 2 |
|-----|------|------|-----------|-----------|
| 1.  |      |      |           |           |
| 2.  |      |      |           |           |
| 3.  |      |      |           |           |
| 4.  |      |      |           |           |

### Illustrations

|   |   |   |
|---|---|---|
|  |  |  |
| Housefly  | Cockroach   | spider  |

### B) Grammar

#### Nouns

#### Plurals of nouns

| plural    | singular    |
|-----------|-------------|
| housefly  | houseflies  |
| cockroach | cockroaches |
| spider    | spiders     |
| insect    | insects     |

### c) Structures and tense work

#### Present simple tense

#### Structure

Using: What are these/those?

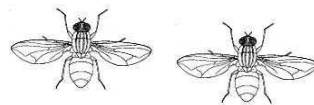
These/Those are...

#### Examples



What are those?

Those are spiders.



What are these?

These are houseflies

#### Activity

1. Write the words correctly

roachcock \_\_\_\_\_ seinct \_\_\_\_\_

derspi \_\_\_\_\_ flyoushe \_\_\_\_\_

**2. Fill in the missing letter**

Co\_\_kroach

in\_\_ect

Hous\_\_fly

sp\_\_der

**3. Give the plural form of the words below**

**Singular**

**Plural**

Cockroach

\_\_\_\_\_

Housefly

\_\_\_\_\_

Insect

\_\_\_\_\_

Spider

\_\_\_\_\_

**4. Read and draw**

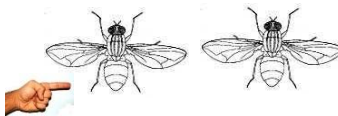
|        |          |           |
|--------|----------|-----------|
|        |          |           |
| Spider | Housefly | Cockroach |

**5. Answer correctly**



What are these?

\_\_\_\_\_



What are those?

\_\_\_\_\_

### A) Vocabulary practice

### Listen and write

## Illustrations



## Plurals of nouns

### c) Structures and tense work

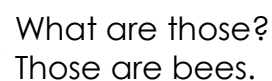
## Present simple tense

## Structure

### Using: What are these/those?

**These/Those are...**

## cExamples



## Activity

### 1. Write the words correctly

spaw\_\_\_\_\_

## 2. Fill in the missing letter

Mosq\_\_ito                      grassh\_\_pper

### 3. Arrange in alphabetical order

Mosquito, grasshopper, wasp, bee

#### 4. Write in plural form

Mosquito \_\_\_\_\_

Grasshopper \_\_\_\_\_

Wasp \_\_\_\_\_

Ree

COMMON  
INSECTS

**Lesson 12**




**Vocabulary practice**

Butterfly ant termite cockroach

**Listen and write**

| No. | Word | Mark | Correct 1 | Correct 2 |
|-----|------|------|-----------|-----------|
| 1.  |      |      |           |           |
| 2.  |      |      |           |           |
| 3.  |      |      |           |           |
| 4.  |      |      |           |           |

**Illustrations**

|   |  |   |     |
|---|--|---|-----|
|  |  |  |     |
| Butterfly   | Termites   | Cockroach   | ant |

**B) Grammar**

**Nouns**

**Plurals of nouns**

| singular  | plural      |
|-----------|-------------|
| butterfly | butterflies |
| termite   | termites    |
| cockroach | cockroaches |
| ant       | ants        |

**c) Structures and tense work**

**Present simple tense**

**Structure**

**Using: Are these/those...?**

**Yes, They are.../No they are not,...**

**Examples**



Are these cockroaches?

Yes, they are



Are those termites?

No, they are not.

**Activity**

**1. Write the words correctly**

mirtete \_\_\_\_\_ ttflybur \_\_\_\_\_

tna \_\_\_\_\_

**2. Give the plural form for the words below**

**Singular**

**Plural**

butterfly

\_\_\_\_\_

termite

\_\_\_\_\_

cockroach

\_\_\_\_\_

ant



OUR  
ENVIRONMENT

COMMON  
PLANTS

### Lesson 13


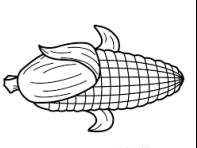


#### Vocabulary practice

bean maize millet cassava

#### Listen and write

| No. | Word | Mark | Correct 1 | Correct 2 |
|-----|------|------|-----------|-----------|
| 1.  |      |      |           |           |
| 2.  |      |      |           |           |
| 3.  |      |      |           |           |
| 4.  |      |      |           |           |

#### Illustrations

|   |  |   |   |
|---|--|---|---|
|  |  |  |  |
| beans   | maize  | millet  | cassava   |

#### B) Grammar

##### Nouns

##### Plurals of nouns

| singular | plural |
|----------|--------|
| bean     |        |
| cassava  |        |

#### c) Structures and tense work

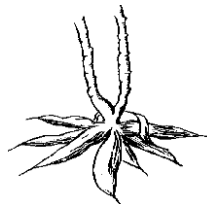
##### Present simple tense

##### Structure

Using: What is this/that...?

This/that is.....

Examples



What is this?  
This is cassava



What is that?  
That is a bean seed

#### Activity

##### 1. Write the words correctly

aebn \_\_\_\_\_

vasscaa \_\_\_\_\_

mziea \_\_\_\_\_

elilt \_\_\_\_\_

##### 2. Arrange the words to ABC order.

maize, bean, cassava, millet

##### 3. Read and draw

|  |  |  |  |
|--|--|--|--|
|  |  |  |  |
|--|--|--|--|

## Lesson 14

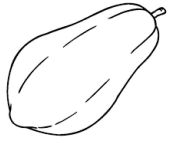



### Vocabulary practice

pawpaw, tomato, mango, groundnut

### Listen and write

| No. | Word | Mark | Correct 1 | Correct 2 |
|-----|------|------|-----------|-----------|
| 1.  |      |      |           |           |
| 2.  |      |      |           |           |
| 3.  |      |      |           |           |
| 4.  |      |      |           |           |

### Illustrations

|   |   |   |   |
|---|---|---|---|
|  |  |  |  |
| pawpaw  | tomato  | mango   | groundnut   |

### B) Grammar

#### Nouns

#### Plurals of nouns

| singular  | plural     |
|-----------|------------|
| tomato    | tomatoes   |
| pawpaw    | paw paws   |
| mango     | mangoes    |
| groundnut | groundnuts |

### c) Structures and tense work

#### Present simple tense

#### Structure

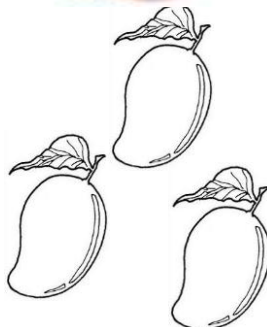
Using: What are these/those...?

These/those are.....

#### Examples



What are these?  
These are groundnuts



What are those?  
Those are mangoes

#### Activity

#### 1. Write the words correctly

matoto

\_\_\_\_\_

mgano

\_\_\_\_\_

npawwa

## Lesson 15





### Vocabulary practice

leaves flower weed seed

### Listen and write

| No. | Words | Mark | Correct 1 | Correct 2 |
|-----|-------|------|-----------|-----------|
| 1.  |       |      |           |           |
| 2.  |       |      |           |           |
| 3.  |       |      |           |           |
| 4.  |       |      |           |           |

### Illustrations

|   |   |   |   |
|---|---|---|---|
|  |  |  |  |
| leaf  | flower  | weed  | seed  |

### B) Grammar

#### Nouns

#### Plurals of nouns

| singular | plural  |
|----------|---------|
| leaf     | leaves  |
| flower   | flowers |
| weed     | weeds   |
| seed     | seeds   |

### c) Structures and tense work

#### Present simple tense

#### Structure

Using: Are these/those...?

Yes, they are. No, they are not

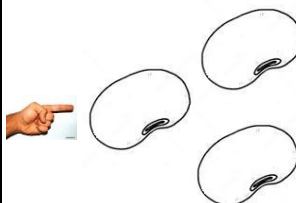
#### Examples

Answer Yes, they are./ No, they are not.



Are these flowers?

Yes, they are.



Are those seeds?

Yes, they are.

### Activity

#### 1. Fill in the missing letter

le\_\_f                      w\_\_ed                      fl\_\_wer    s\_\_ed

#### 2. Arrange in ABC order

weed                      seed                      flower    leaves

## **Lesson 16**

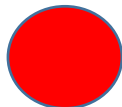

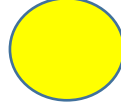

### **Vocabulary practice**

red      blue      yellow      brown

### **Listen and write**

| No. | Words | Mark | Correct 1 | Correct 2 |
|-----|-------|------|-----------|-----------|
| 1.  |       |      |           |           |
| 2.  |       |      |           |           |
| 3.  |       |      |           |           |
| 4.  |       |      |           |           |

### **Illustrations**

|   |   |   |   |
|---|---|---|---|
|  |  |  |  |
| red   | blue  | yellow  | brown   |

### **B) Grammar**

**Fill in the missing words.**

r\_\_d

bl\_\_e

ye\_\_low

b\_\_own

### **c) Structures and tense work**

**Present Simple Tense**

**Structure**

**Using: What is / are...?**

**It is / They are...?**

**Examples**

What is the colour of a ripe

It is red

What are the colour of pigs

They are white

**Activity**

#### **1) Write the words correctly**

uebl \_\_\_\_\_ dre \_\_\_\_\_

bwnor \_\_\_\_\_ wolley \_\_\_\_\_

**2. Fill in the missing letter**

r\_\_d

blu\_\_

yell\_\_w

brow\_\_

**Answer correctly**

**What is**

**Use it is.../ They are....**

1) What is the colour of a weaverbird?













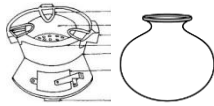
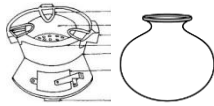
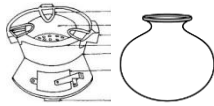



2) What are the colour of grasshopper?

3. What is the colour of pumpkin?



# FORMAT OF LESSON NOTES (Theme Based)

**SUBJECT: ENGLISH CLASS: P.2 TERM 2 YEAR: 2023**

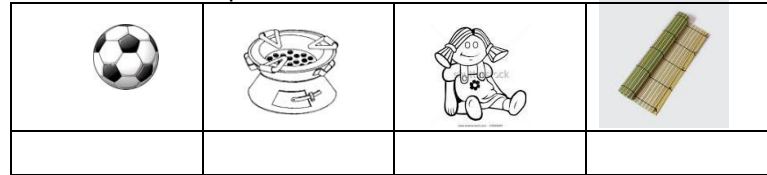
| Theme   | Topic   | Teachable unit / deliverable lesson  |   |      |   |                              |   |   |   |   |      |     |
|---|---|--|---|------|---|------------------------------|---|---|---|---|------|-----|
| THINGS WE MAKE  | Things we make in our community   | Vocabulary practice  |   |      |   |                              |   |   |   |   |      |     |
|   |   | doll                ball                mat                charcoal                / stove   |   |      |   |                              |   |   |   |   |      |     |
|   |   | listen and write   |   |      |   |                              |   |   |   |   |      |     |
|   |   | No   | Word  | Mark | Corrections   |                              |   |   |   |   |      |     |
|   |   | 1.   |   |      |   |                              |   |   |   |   |      |     |
|   |   | 2.   |   |      |   |                              |   |   |   |   |      |     |
|   |   | 3.   |   |      |   |                              |   |   |   |   |      |     |
|   |   | 4.   |   |      |   |                              |   |   |   |   |      |     |
|   |   | Illustrations  |   |      |   |                              |   |   |   |   |      |     |
|   |   | <table><tr><td></td><td></td><td></td><td></td></tr><tr><td>Doll</td><td>Mat</td><td>Ball</td><td>Charcoal</td></tr></table> |   |      |   |                              |  |  |  |  | Doll | Mat |
|    |  |   |  |      |   |                              |   |   |   |   |      |     |
| Doll  | Mat   | Ball   | Charcoal  |      |   |                              |   |   |   |   |      |     |
| Grammar   |   |  |   |      |   |                              |   |   |   |   |      |     |
| Nouns   |   |  |   |      |   |                              |   |   |   |   |      |     |
| Plural formation of nouns   |   |  |   |      |   |                              |   |   |   |   |      |     |
| Singular                                plurals   |   |  |   |      |   |                              |   |   |   |   |      |     |
| Doll                                        dolls   |   |  |   |      |   |                              |   |   |   |   |      |     |
| Mat                                        mats   |   |  |   |      |   |                              |   |   |   |   |      |     |
| Ball                                        balls   |   |  |   |      |   |                              |   |   |   |   |      |     |
| Charcoal stove                charcoal stoves   |   |  |   |      |   |                              |   |   |   |   |      |     |
| Structure / tense work  |   |  |   |      |   |                              |   |   |   |   |      |     |
| Present simple tense.   |   |  |   |      |   |                              |   |   |   |   |      |     |
| Using; where is the ....?   |   |  |   |      |   |                              |   |   |   |   |      |     |
| The _____is.....  |   |  |   |      |   |                              |   |   |   |   |      |     |
| Example   |   |  |   |      |   |                              |   |   |   |   |      |     |
| <table><tr><td></td><td>Where is the charcoal stove?</td></tr><tr><td colspan="2">The charcoalstove is near the pot.</td></tr></table> |   |  |   |      |  | Where is the charcoal stove? | The charcoalstove is near the pot.  |   |   |   |      |     |
|    | Where is the charcoal stove?  |  |   |      |   |                              |   |   |   |   |      |     |
| The charcoalstove is near the pot.  |   |  |   |      |   |                              |   |   |   |   |      |     |
| <table><tr><td></td><td>Where is the ball?</td></tr><tr><td colspan="2">The ball is under the chair?</td></tr></table>                 |   |  |   |      |  | Where is the ball?           | The ball is under the chair?  |   |   |   |      |     |
|    | Where is the ball?  |  |   |      |   |                              |   |   |   |   |      |     |
| The ball is under the chair?  |   |  |   |      |   |                              |   |   |   |   |      |     |
| Activity  |   |  |   |      |   |                              |   |   |   |   |      |     |
| 1. Write the words correctly.   |   |  |   |      |   |                              |   |   |   |   |      |     |

Allb \_\_\_\_\_ stove charcoal \_\_\_\_\_  
 Odll \_\_\_\_\_ atm \_\_\_\_\_

2. Arrange the words in abc order.


Mat, ball, doll, charcoal stove

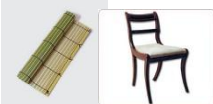
3. Name the pictures.



4. Answer correctly using the given structure

Where is the doll?

a)  \_\_\_\_\_

b)  where is the mat?  
 \_\_\_\_\_



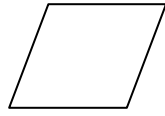

Vocabulary practice

|      |          |         |     |
|------|----------|---------|-----|
| rope | saucepan | cushion | pot |
|------|----------|---------|-----|

listen and write

|    |  |  |  |  |
|----|--|--|--|--|
| 1. |  |  |  |  |
| 2. |  |  |  |  |
| 3. |  |  |  |  |
| 4. |  |  |  |  |

Illustrations

|   |   |  |   |
|---|---|--|---|
|  |  |  |  |
| Rope  | Pot   | Cushion  | Saucepan  |

Grammar

Nouns

Plural formation of nouns

Singular plural

Rope ropes

Cushion cushions

Pot pots

Saucepan saucepans

Structure /tense

Present simple

Using: where are the.....

Examples



Where are the pots?

The pots are near the cushion.



The sauce pans are near the cushion

Activity

1.Fill in the missing letters

C \_ \_ shion      p \_ t      s \_ ucep \_ n

2. Arrange abc order

Saucepan, rope, cushion, pot

3. Make sentences using the given words.

Rope \_\_\_\_\_

Cushion \_\_\_\_\_

Pot \_\_\_\_\_

Saucepan \_\_\_\_\_

4. Answer correctly.



Where are the cushions?



Where are the ropes?

Structure / tense work

Using: How many \_\_\_\_\_ are there?

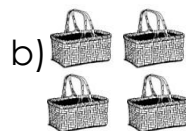
There are .....

Example



How many beds are there?

There two beds.



How many baskets are there?

There are four baskets.

Activity

1.Write the words in correctly.



Edb \_\_\_\_\_ skebat \_\_\_\_\_  
Airc \_\_\_\_\_ ooslt \_\_\_\_\_

2. Read and draw.

|       |     |        |        |
|-------|-----|--------|--------|
|       |     |        |        |
| Stool | Bed | Chairs | Basket |

Vocabulary practice

Bed chair basket stool

Listen and write.

| No. | Word | Mark | Corrections | Corrections |
|-----|------|------|-------------|-------------|
| 1.  |      |      |             |             |
| 2.  |      |      |             |             |
| 2.  |      |      |             |             |
| 3.  |      |      |             |             |
| 4.  |      |      |             |             |

Illustrations

|  |  |   |  |
|--|--|---|--|
|  |  |  |  |
|  |  |   |  |

Grammar

Nouns

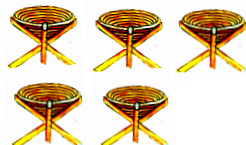
Plural formation of nouns

|          |         |
|----------|---------|
| Singular | plural  |
| Bed      | beds    |
| Chair    | chairs  |
| Basket   | baskets |
| Stool    | stools  |

Write in singular form.

|         |          |
|---------|----------|
| Word    | singular |
| Beds    | _____    |
| Chairs  | _____    |
| Baskets | _____    |
| Stools  | _____    |

4. Answer correctly.



How are many stools are there? \_\_\_\_\_



How many chairs are there? \_\_\_\_\_

Mortar      pestle      ladle      table

Listen and write.

| No. | Word | Mark | Corrections | Corrections |
|-----|------|------|-------------|-------------|
| 1.  |      |      |             |             |
| 2.  |      |      |             |             |
| 3.  |      |      |             |             |
| 4.  |      |      |             |             |

Illustration

|   |   |  |   |
|---|---|--|---|
|  |  |  |  |
| Mortar  | Pestle  | Ladle  | Table   |

Grammar

Nouns

Plural formation of nouns

|          |         |
|----------|---------|
| Singular | plural  |
| Mortar   | mortars |
| Pestle   | pestles |
| Ladle    | ladles  |

Structure / tense work

Using:



What is this / that.....?



This / That is .....

Activity

1. Fill in the missing letters.

m \_ \_ rtar

pestl \_ \_ \_

l \_ \_ dle

t \_ \_ ble

2. Arrange the words in abc order.

pestle    mortar    ladle    table

|       |       |        |        |
|-------|-------|--------|--------|
|       |       |        |        |
| Table | Ladle | Mortar | Pestle |

3. Answer correctly.



What is it?



What is that?

sisal

bananafibre

raffia

clay

Listen and write.

| No. | Word | Mark | Corrections | Corrections |
|-----|------|------|-------------|-------------|
| 1.  |      |      |             |             |
| 2.  |      |      |             |             |
| 3.  |      |      |             |             |
| 4.  |      |      |             |             |

Illustrations

|       |             |        |      |
|-------|-------------|--------|------|
|       |             |        |      |
| Sisal | Bananafibre | Raffia | Clay |

Grammar

Nouns

Word order of common nouns

Arrange the letters to form a word.

salsi - sisal

fiafar- raffia

fibrebanana – bananafibre

layc- clay

Materials  
used and  
their source

Structure / tense work

Using what do you see to make a .....?

I / we .....to make.....

### Examples

1.What do you use to make a rope...?

I use sisal to make a rope.

2.What do you use to make a dancing skirt?

We use raffia to make a dancing skirt.

### Activity

1.Fill in the missing letters.

raf \_\_\_ ia                  b \_\_\_ nanafibr\_\_\_      s \_\_\_ sal                  \_\_\_ lay

2. Make sentences from the words given.

Sisal \_\_\_\_\_

Clay \_\_\_\_\_

Bananafibre \_\_\_\_\_

3. Answer correctly.

What do you use to make a ball?

What do you use to make a pot?





### Vocabulary practice

Grass      thread      needle      stick

### Listen and write

| No. | Word | Mark | Corrections | Corrections |
|-----|------|------|-------------|-------------|
| 1.  |      |      |             |             |
| 2.  |      |      |             |             |
| 2.  |      |      |             |             |
| 3.  |      |      |             |             |
| 4.  |      |      |             |             |

### Illustrations

|   |   |  |   |
|---|---|--|---|
|  |  |  |  |
| grass   | Needle  | Stick  | Thread  |

### Grammar

#### Nouns

#### Word order of common nouns

Singular

plural

Grass

grasses

Thread

threads

Needle

needles

Stick

sticks

Structure / tense work

Present / simple tense

What is.....doing?

Tom is making .....from.....

Example

a) What is Tom doing?

Tom is making a hut from grass.

b) What is Tom doing?

Tom is making a table cloth using a needle.

2. Make small words from the given words.

readnt \_\_\_\_\_

dlenee \_\_\_\_\_

ckstis \_\_\_\_\_

rassg \_\_\_\_\_

3.Change the words from the given word.

thread \_\_\_\_\_ needle \_\_\_\_\_ sticks \_\_\_\_\_

4. Change the word in bracket into plural form.

a)Mother bought a lot of \_\_\_\_\_ (thread)

b) H egave me three \_\_\_\_\_. (needle)

Answer correctly.

a) What is doing doing? \_\_\_\_\_

b)What is Tom is doing? \_\_\_\_\_

Vobulary practice

Swamp garden shop forest

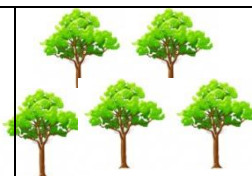
Listen and write.

| No. | Word | Mark | Corrections | Corrections |
|-----|------|------|-------------|-------------|
| 1.  |      |      |             |             |
| 2.  |      |      |             |             |
| 2.  |      |      |             |             |
| 3.  |      |      |             |             |
| 4.  |      |      |             |             |

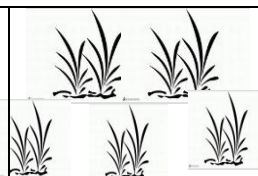
Illustrations



Garden



Forest



Swamp



Shop

## Grammar

### Nouns

#### Plural formation of nouns

Singular plural

Garden gardens

Forest forests

Swamp swamps

Shop shops

#### Structures / tense work

##### Present continuous

What is .....doing?

Sarah is getting grass from the.....

##### Example

a) what is Sarah doing?

Sarah is getting grass from the garden.

b) What is Mark doing?

Mark is getting papyrus from the swamp.

##### Activity

Write in singular forms.

Forests \_\_\_\_\_

Swamps \_\_\_\_\_

Gardens \_\_\_\_\_

Shops \_\_\_\_\_

2.Fill in the missing letters.

F \_ r \_ st      sw \_ mp      g \_ rden      sh \_ p

3.Make sentences using the given words

Shop \_\_\_\_\_

Garden \_\_\_\_\_

4. answer correctly.

a) What is Jane doing? \_\_\_\_\_

b) What is Rose doing? \_\_\_\_\_

##### vocabulary practice

straw    palm leaves    papyrus    sisal

Listen and write.

| No. | Word | Mark | Corrections | Corrections |
|-----|------|------|-------------|-------------|
| 1.  |      |      |             |             |
| 2.  |      |      |             |             |
| 2.  |      |      |             |             |
| 3.  |      |      |             |             |
| 4.  |      |      |             |             |

Illustration

|       |         |       |            |
|-------|---------|-------|------------|
|       |         |       |            |
| Straw | Papyrus | Sisal | Palmleaves |

Grammar

Nouns

Arrange the letters in form of a word

Awtsr \_\_\_\_\_ slsi \_\_\_\_\_ leavespalm \_\_\_\_\_

Pyruspa \_\_\_\_\_

Structures / tense work

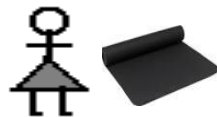
Present continuous

Using: Tom is making .....from.....

Example



Tom is making a mat from straws.



Mary is making a mat from sisal.

Activity

Fill in the missing letters.

Str \_ w                      s \_ sal                      p \_ lml \_ aves                      p \_ pyrus

Read and draw.

Example



Tom is making a mat from .....



Mary is making a mat from .....

THINGS WE  
MAKE

Importance  
of things we  
make.

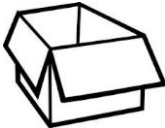



Vocabulary practice

box bus bech dress

listen and write

| No. | Word | Mark | Corrections | Corrections |
|-----|------|------|-------------|-------------|
| 1.  |      |      |             |             |
| 2.  |      |      |             |             |
| 2.  |      |      |             |             |
| 3.  |      |      |             |             |
| 4.  |      |      |             |             |

Illustrations

|   |   |   |   |
|---|---|---|---|
|  |  |  |  |
| Box   | Bus   | Bench   | Dress   |

Grammar

Nouns

Plural formation of nouns

|          |         |
|----------|---------|
| Singular | plural  |
| Box      | buses   |
| Bench    | benches |
| Dress    | dresses |

Structure / tense work

Present simple

Using what is this / that ?

This / that .....



## Example

a)  What is this ?

This is bus .....

b)   What is that?  
That is a bench.

## Activity

Give the singular form of the words

Words singular

Boxes \_\_\_\_\_

Buses \_\_\_\_\_

Dresses \_\_\_\_\_

Benches \_\_\_\_\_

Write the words correctly.

oxb \_\_\_\_\_ ncheb \_\_\_\_\_ adedr \_\_\_\_\_

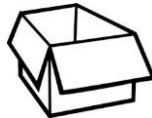
Arrange in abc order

bus box bench

Read and draw.

|     |     |       |       |
|-----|-----|-------|-------|
|     |     |       |       |
| Bus | Box | Bench | Dress |

Answer correctly.



What is this? \_\_\_\_\_



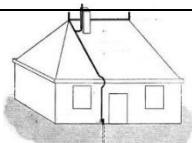



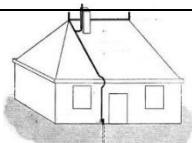



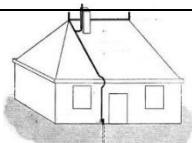



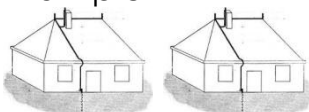


What is that? \_\_\_\_\_

## Vocabulary practice

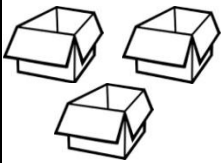
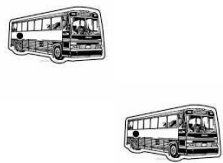


House dish mat brush

Listen and write.

| No. | Word | Mark | Corrections | Corrections |
|-----|------|------|-------------|-------------|
| 1.  |      |      |             |             |
| 2.  |      |      |             |             |
| 2.  |      |      |             |             |
| 3.  |      |      |             |             |
| 4.  |      |      |             |             |

|  |   | <div>Illustration</div> <table><tr><td></td><td></td><td></td><td></td></tr><tr><td>House</td><td>Dish</td><td>Mat</td><td>Brush</td></tr></table> <div>grammar<br/>nouns<br/>plural formation of nouns<br/>singular      plural<br/>house      houses<br/>dish      dishes<br/>mat      mats<br/>brush      brushes</div> |     |  |  |  | House       | Dish        | Mat | Brush |  |  |  |    |  |  |  |  |    |  |  |  |  |    |  |  |  |  |    |  |  |  |  |
|--|---|--|---|---|--|---|-------------|-------------|-----|-------|--|--|--|----|--|--|--|--|----|--|--|--|--|----|--|--|--|--|----|--|--|--|--|
|  |    |    |  |   |  |   |             |             |     |       |  |  |  |    |  |  |  |  |    |  |  |  |  |    |  |  |  |  |    |  |  |  |  |
| House  | Dish  | Mat  | Brush   |   |  |   |             |             |     |       |  |  |  |    |  |  |  |  |    |  |  |  |  |    |  |  |  |  |    |  |  |  |  |
| Importance of things we make   | <div>Structure / tense work</div> <div>Present simple tense</div> <div>Using are these / those are .....</div> <div>Example</div> <div><div>What are these?<br/>These are houses</div></div> <div><div>What are those?<br/>Those are dishes.</div></div> <div>Activity</div> <div>1. Fill in missing letters.<br/>h _ _ use      _ _ ishes      ma _ _      br _ _ sh</div> <div>2. Arrange the words in abc order.</div> <div>Vocabulary practice</div> <div>Boxes      buses      benches      dresses</div> <div>Listen and write.</div> <table><tr><th>No.</th><th>Word</th><th>Mark</th><th>Corrections</th><th>Corrections</th></tr><tr><td>1.</td><td></td><td></td><td></td><td></td></tr><tr><td>2.</td><td></td><td></td><td></td><td></td></tr><tr><td>2.</td><td></td><td></td><td></td><td></td></tr><tr><td>3.</td><td></td><td></td><td></td><td></td></tr><tr><td>4.</td><td></td><td></td><td></td><td></td></tr></table> |  |   | No.   | Word   | Mark  | Corrections | Corrections | 1.  |       |  |  |  | 2. |  |  |  |  | 2. |  |  |  |  | 3. |  |  |  |  | 4. |  |  |  |  |
| No.  | Word  | Mark   | Corrections   | Corrections   |  |   |             |             |     |       |  |  |  |    |  |  |  |  |    |  |  |  |  |    |  |  |  |  |    |  |  |  |  |
| 1.   |   |  |   |   |  |   |             |             |     |       |  |  |  |    |  |  |  |  |    |  |  |  |  |    |  |  |  |  |    |  |  |  |  |
| 2.   |   |  |   |   |  |   |             |             |     |       |  |  |  |    |  |  |  |  |    |  |  |  |  |    |  |  |  |  |    |  |  |  |  |
| 2.   |   |  |   |   |  |   |             |             |     |       |  |  |  |    |  |  |  |  |    |  |  |  |  |    |  |  |  |  |    |  |  |  |  |
| 3.   |   |  |   |   |  |   |             |             |     |       |  |  |  |    |  |  |  |  |    |  |  |  |  |    |  |  |  |  |    |  |  |  |  |
| 4.   |   |  |   |   |  |   |             |             |     |       |  |  |  |    |  |  |  |  |    |  |  |  |  |    |  |  |  |  |    |  |  |  |  |

## Illustration

|  |   |  |  |
|--|---|--|--|
|  |  |  |  |
| Boxes  | Buses   | Benches  | Dresses  |

## Grammar

### Nouns

#### Singular formation

Plural                      singular

Boxes                      box

Buses                      bus

Dresses                      dress

Dish      mat      house      brush

Make sentences using the given words

Mat \_\_\_\_\_

Dish \_\_\_\_\_

House \_\_\_\_\_

Answer correctly.



What are these? \_\_\_\_\_



What are those? \_\_\_\_\_

Show me the dress.



These are dresses.

## Activity

Write the words cortrectly.

Sresdse \_\_\_\_\_ xesbo \_\_\_\_\_ chesneb \_\_\_\_\_ sesbu \_\_\_\_\_

Make sentences from the given words

Buses \_\_\_\_\_

Benches \_\_\_\_\_

Dresses \_\_\_\_\_

Boxes \_\_\_\_\_

Answer corrcetly.



Show me the benches\_\_\_\_\_



Show me the buses.

Vocabulary practice

House dishes mats brushes

| No. | Word | Mark | Corrections | Corrections |
|-----|------|------|-------------|-------------|
| 1.  |      |      |             |             |
| 2.  |      |      |             |             |
| 3.  |      |      |             |             |
| 4.  |      |      |             |             |

Illustration

|  |  |  |  |
|--|--|--|--|
|  |  |  |  |
|  |  |  |  |

Grammar

Nouns

|          |          |
|----------|----------|
| Singular | singular |
| Houses   | house    |

|         |       |
|---------|-------|
| Dishes  | dish  |
| Mats    | mat   |
| Brushes | brush |

Structure / tense work



How many dishes are there?  
There are three dishes.



How many mats are there?  
There are two mats.

Activity  
Read and draw.

|        |     |         |         |
|--------|-----|---------|---------|
|        |     |         |         |
| Houses | Box | Benches | Dresses |

Make small words from the words

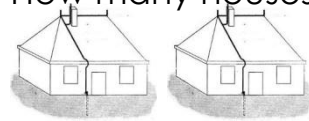
Houses \_\_\_\_\_

Boxes \_\_\_\_\_

Dresses \_\_\_\_\_

Answer correctly.

How many houses are there?



\_\_\_\_\_



How many brushes are there  
There are three brushes.

**End**

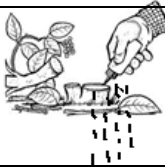



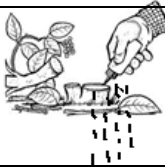



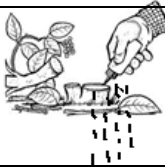



# FORMAT OF LESSON NOTES (Theme based)

SUBJECT: ENGLISH

CLASSSS; P.2

TERM; TWO

YEAR: 2023

| Theme   | Topic   | Teachable \ deliverable lesson  |   |   |              |              |              |         |      |       |          |      |      |         |       |  |  |   |  |  |  |  |   |  |  |  |  |
|---|---|---|---|---|--------------|--------------|--------------|---------|------|-------|----------|------|------|---------|-------|--|--|---|--|--|--|--|---|--|--|--|--|
| ACCIDENTS AND SAFETY.   | CAUSES OF COMMON ACCIDENTS IN OUR COMMUNITY   | <b>LESSON13</b>   |   |   |              |              |              |         |      |       |          |      |      |         |       |  |  |   |  |  |  |  |   |  |  |  |  |
|   |   | <b><u>A). Vocabulary practice</u></b>   |   |   |              |              |              |         |      |       |          |      |      |         |       |  |  |   |  |  |  |  |   |  |  |  |  |
|   |   | <table><tr><td>cut</td><td>hurt</td><td>bleed</td><td>burn</td></tr></table>  | cut   | hurt  | bleed        | burn         |              |         |      |       |          |      |      |         |       |  |  |   |  |  |  |  |   |  |  |  |  |
|   |   | cut   | hurt  | bleed   | burn         |              |              |         |      |       |          |      |      |         |       |  |  |   |  |  |  |  |   |  |  |  |  |
|   |   | <b><u>Listen and write</u></b>  |   |   |              |              |              |         |      |       |          |      |      |         |       |  |  |   |  |  |  |  |   |  |  |  |  |
|   |   | <table><tr><th>No</th><th>Word</th><th>Mark</th><th>Correction 1</th><th>Correction 2</th></tr><tr><td>1</td><td></td><td></td><td></td><td></td></tr><tr><td>2</td><td></td><td></td><td></td><td></td></tr><tr><td>3</td><td></td><td></td><td></td><td></td></tr><tr><td>4</td><td></td><td></td><td></td><td></td></tr></table> | No  | Word  | Mark         | Correction 1 | Correction 2 | 1       |      |       |          |      | 2    |         |       |  |  | 3 |  |  |  |  | 4 |  |  |  |  |
|   |   | No  | Word  | Mark  | Correction 1 | Correction 2 |              |         |      |       |          |      |      |         |       |  |  |   |  |  |  |  |   |  |  |  |  |
|   |   | 1   |   |   |              |              |              |         |      |       |          |      |      |         |       |  |  |   |  |  |  |  |   |  |  |  |  |
|   |   | 2   |   |   |              |              |              |         |      |       |          |      |      |         |       |  |  |   |  |  |  |  |   |  |  |  |  |
|   |   | 3   |   |   |              |              |              |         |      |       |          |      |      |         |       |  |  |   |  |  |  |  |   |  |  |  |  |
| 4   |   |   |   |   |              |              |              |         |      |       |          |      |      |         |       |  |  |   |  |  |  |  |   |  |  |  |  |
| <b>B) Grammar</b>   |   |   |   |   |              |              |              |         |      |       |          |      |      |         |       |  |  |   |  |  |  |  |   |  |  |  |  |
| <b>Verbs</b>  |   |   |   |   |              |              |              |         |      |       |          |      |      |         |       |  |  |   |  |  |  |  |   |  |  |  |  |
| <b>Tenses of Verbs.</b>   |   |   |   |   |              |              |              |         |      |       |          |      |      |         |       |  |  |   |  |  |  |  |   |  |  |  |  |
| <table><tr><th>Verbs</th><th>Now tense</th><th>Past tense</th></tr><tr><td>cut</td><td>cutting</td><td>cut</td></tr><tr><td>hurt</td><td>hurting</td><td>hurt</td></tr><tr><td>bleed</td><td>bleeding</td><td>bled</td></tr><tr><td>burn</td><td>burning</td><td>burnt</td></tr></table>  | Verbs   | Now tense   | Past tense  | cut   | cutting      | cut          | hurt         | hurting | hurt | bleed | bleeding | bled | burn | burning | burnt |  |  |   |  |  |  |  |   |  |  |  |  |
| Verbs   | Now tense   | Past tense  |   |   |              |              |              |         |      |       |          |      |      |         |       |  |  |   |  |  |  |  |   |  |  |  |  |
| cut   | cutting   | cut   |   |   |              |              |              |         |      |       |          |      |      |         |       |  |  |   |  |  |  |  |   |  |  |  |  |
| hurt  | hurting   | hurt  |   |   |              |              |              |         |      |       |          |      |      |         |       |  |  |   |  |  |  |  |   |  |  |  |  |
| bleed   | bleeding  | bled  |   |   |              |              |              |         |      |       |          |      |      |         |       |  |  |   |  |  |  |  |   |  |  |  |  |
| burn  | burning   | burnt   |   |   |              |              |              |         |      |       |          |      |      |         |       |  |  |   |  |  |  |  |   |  |  |  |  |
| <b><u>Illustration</u></b>  |   |   |   |   |              |              |              |         |      |       |          |      |      |         |       |  |  |   |  |  |  |  |   |  |  |  |  |
| <table><tr><td></td><td></td><td></td><td></td></tr><tr><td>cut</td><td>hurting</td><td>bleeding</td><td>burning</td></tr></table> |  |    |   |  | cut          | hurting      | bleeding     | burning |      |       |          |      |      |         |       |  |  |   |  |  |  |  |   |  |  |  |  |
|    |  |   |  |   |              |              |              |         |      |       |          |      |      |         |       |  |  |   |  |  |  |  |   |  |  |  |  |
| cut   | hurting   | bleeding  | burning   |   |              |              |              |         |      |       |          |      |      |         |       |  |  |   |  |  |  |  |   |  |  |  |  |
| <b>C) Structure and tense work</b>  |   |   |   |   |              |              |              |         |      |       |          |      |      |         |       |  |  |   |  |  |  |  |   |  |  |  |  |
| <b>Present tense t simple.</b>  |   |   |   |   |              |              |              |         |      |       |          |      |      |         |       |  |  |   |  |  |  |  |   |  |  |  |  |

**Structure:**

**Using:** What is wrong? \_\_\_\_\_

I am / she / he is \_\_\_\_\_

**Examples:**

**Illustration**



What is wrong?

She is hurt.

**Illustration**



What is wrong ?

I am hurt..

**Activity**

**Fill in the missing letters.**

c\_\_t

hu\_\_t

bl\_\_ \_\_d

b\_\_rn

**Form correct sentence using the given words.**

hurt \_\_\_\_\_

burn \_\_\_\_\_

cut \_\_\_\_\_

bleed \_\_\_\_\_

**Change to past tense.**

cut \_\_\_\_\_

burn \_\_\_\_\_

bleed \_\_\_\_\_

hurt \_\_\_\_\_

## Lesson 2



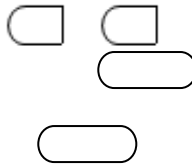

### **A) Vocabulary Practice.**

Fire      poison      medicine      electricity

### **Listen and Write.**

| No | words | mark | Correction 1 | Correction 2 |
|----|-------|------|--------------|--------------|
|    |       |      |              |              |
|    |       |      |              |              |
|    |       |      |              |              |
|    |       |      |              |              |

### **Illustration.**

|   |   |  |   |
|---|---|--|---|
|  |  |  |  |
| fire  | poison  | medicine   | electricity   |

### **B) Grammar.**

#### **Nouns.**

#### **Word Formation.**

#### **Fill in the missing letters**

f\_\_re      M\_\_dicine      el\_\_ctricity      P\_\_is\_\_n

### **C) Structure and tense work.**

#### **Present simple tense.**

#### **Structure:**

Using: don't play with fire\_\_\_\_\_?

It can burn/kill \_\_\_\_\_.

#### **Examples:**

a) Don't play with fire.

It can burn you.

b) Don't play with electricity.

It can kill you.



**Activity**

Arrange in ABC order.

Fire    poison    medicine    electricity

**Form correct sentences using these words.**

Medicine

Fire

Poison

Electricity

**3. Read and Draw**

|          |      |        |             |
|----------|------|--------|-------------|
|          |      |        |             |
| medicine | fire | poison | electricity |

**LESSON 3.**


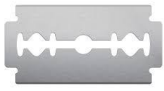


**A) Vocabulary practice.**

|        |            |       |         |
|--------|------------|-------|---------|
| Needle | razorblade | knife | Insect. |
|--------|------------|-------|---------|

**Listen and write.**

| No | word | mark | Correction1 | Correction2 |
|----|------|------|-------------|-------------|
|    |      |      |             |             |
|    |      |      |             |             |
|    |      |      |             |             |
|    |      |      |             |             |

**Illustration.**

|   |   |  |   |
|---|---|--|---|
|  |  |  |  |
| Needle  | razorblade  | knife  | insect  |

## **B) Grammar**

### **Nouns.**

#### **Word order.**

dlenee      \_\_\_\_\_      needle

bladerazor      \_\_\_\_\_      razorblade

infekn      \_\_\_\_\_      knife

sectin      \_\_\_\_\_      insect

## **C ) Structure and tense work**

### **Present Simple tense.**

#### **Structure**

**Using :** Don't play with.....

It can burn / kill.....

#### **Examples:**

Don't play with razorblade.

It can cut you.

Don't play with poison.

It can kill you.

Musa is driving a car.

#### **Activity**

#### **Fill in the missing letters.**

N\_\_ \_\_dle      Kn\_\_fe      R\_\_zorbl\_\_de      Ins\_\_ct

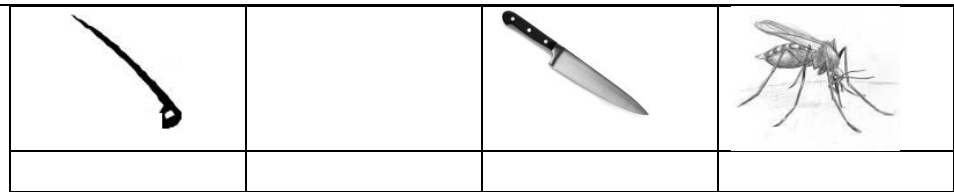
#### **Arrange in ABC order.**

needle ,    razorblade,    knife    insect

---

#### **Name these pictures.**





**Complete correctly.**

a) Don't play with a knife.

It can .....

b) Don't play with a needle.

It can.....

#### **LESSON 4**



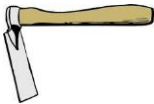

##### **A) Vocabulary Practice.**

|       |     |     |     |
|-------|-----|-----|-----|
| Panga | axe | hoe | pin |
|-------|-----|-----|-----|

**Listen and write**

| No | Words | Mark | Correction 1 | Correction 2 |
|----|-------|------|--------------|--------------|
|    |       |      |              |              |
|    |       |      |              |              |
|    |       |      |              |              |
|    |       |      |              |              |

**Illustration.**

|   |   |  |   |
|---|---|--|---|
|  |  |  |  |
| panga   | axe   | hoe  | pin   |

##### **B )Grammar**

##### **Nouns.**

**Fill in the missing letters.**

panga

a x e

h o e

p i n

B) Structure and tense work.

**Present simple tense.**

**Structure**

**Using:** What is wrong \_\_\_\_\_?

I am / She / He is hurt.

**Example:**

**a) illustration**



What is wrong?

He is hurt.

**Illustration.**

**c)**



What is wrong?

He is hurt

**Activity.**

**1. Arrange in alphabetical order.**

Pin      hoe      axe      panga

**2. Construct sentences using words below.**

axe \_\_\_\_\_

pin \_\_\_\_\_

hoe \_\_\_\_\_

panga \_\_\_\_\_

**3. Read and Draw.**

|     |       |     |     |
|-----|-------|-----|-----|
|     |       |     |     |
| hoe | panga | axe | pin |

**4. Answer correctly.**

**Illustration.**



d) What is wrong?

He is hurt



What is wrong?

---

### **Lesson 5**

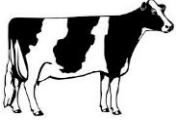



#### **A).Vocabulary practice.**

|         |       |       |         |
|---------|-------|-------|---------|
| animals | spear | water | vehicle |
|---------|-------|-------|---------|

#### **Listen and write.**

| No | Word | Mark | Correction 1 | Correction 2 |
|----|------|------|--------------|--------------|
|    |      |      |              |              |

#### **Illustrations.**

|   |   |  |   |
|---|---|--|---|
|  |  |  |  |
| animals   | spear   | water  | vehicle   |

#### **B) Grammar**

##### **Nouns'**

##### **Plural formation of common nouns.**

##### **Singular**

Animal

Spear

Water

Vehicle

##### **Plural**

animals

spears

water

vehicle

##### **Structure and tense work.**

**Present simple tense.**

**Structure.**

**Using:** what is wrong?

I am / she / he is .....

**Example:**

**Illustration:**



What is wrong?

He is hurt.

**Activity.**

**1. Give the plurals of these words.**

**Singular**

**Plural**

vehicle

\_\_\_\_\_

water

\_\_\_\_\_

animal

\_\_\_\_\_

spear

\_\_\_\_\_

**2. Fill in the missing letters.**

an\_\_m\_\_l

sp\_\_ \_\_r

wa\_\_er

v\_\_hicle

**3. Arrange in ABC order.**

spear

vehicle

animal

water

#### 4. Form correct sentence using the given words.

water

animal:

### LESSON 6

#### Vocabulary practice.

|          |        |         |            |
|----------|--------|---------|------------|
| hospital | clinic | sickbay | dispensary |
|----------|--------|---------|------------|

#### Listen and write.

| No | Word | Mark | Correction 1 | Correction 2 |
|----|------|------|--------------|--------------|
|    |      |      |              |              |
|    |      |      |              |              |
|    |      |      |              |              |
|    |      |      |              |              |

#### Illustration.

|   |   |  |   |
|---|---|--|---|
|  |  |  |  |
| hospital  | clinic  | sickbay  | dispensary  |

#### **B ) Grammar.**

##### **Nouns**

#### Word formation.

#### **Fill in the missing letters.**

ho\_\_pital

Cl\_\_n\_\_c

s\_\_ck bay

d\_\_pensary

#### **C). Structure and tense work.**

#### **Present simple tense.**

**Using:** where do you go when you are hurt?

I go to .....when I am hurt.

**Example:**

Where do you go when you are hurt?

I go to the clinic when am hurt?

b) where do you go when you are hurt

I go to the dispensary when am hurt.

**Activity:**

**1. Write these words correctly.**

pitslhos\_\_\_\_\_, baysick\_\_\_\_\_

nicchi\_\_\_\_\_, pensarydis\_\_\_\_\_

**2. Give the plural form of these words.**

**Singular**

**Plural**

Clinic

\_\_\_\_\_

Dispensary

\_\_\_\_\_

**3. Write small words from the big ones.**

Sickbay \_\_\_\_\_

**4. Read and draw.**

|        |         |
|--------|---------|
|        |         |
| clinic | sickbay |

**Lesson 7**

**A) Vocabulary practice.**

|       |        |          |       |
|-------|--------|----------|-------|
| nurse | doctor | medicine | alarm |
|-------|--------|----------|-------|



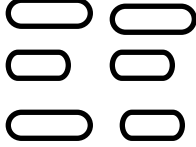
**Listen and write.**

| No. | Words | Mark | Correction 1 | Correction 2 |
|-----|-------|------|--------------|--------------|
|-----|-------|------|--------------|--------------|



|  |  |  |  |  |
|--|--|--|--|--|
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |

### Illustration.

|   |   |  |
|---|---|--|
|  |  |  |
| nurse   | doctor  | medicine   |

### B ) Grammar

#### Nouns

##### Singular

Nurse

Doctor

medicine

Alarm.

##### plural

Nurses

Doctors

medicine

alarm

### Structure and tense work.

#### Present continuous tense.

#### Illustration



**Using:** what is he doing?

He is taking medicine

#### Illustration.



What is he doing?

He is making an alarm.

#### Activity.

**1. Fill in the missing letters.**

Nu\_\_se      D\_\_ctor      Med\_\_cine      Al\_\_rm

**2. Arrange in ABC order.**

Nurse    doctor    medicine    alarm

**3. Construct sentences using the given words.**

Alarm \_\_\_\_\_

doctor \_\_\_\_\_

medicine \_\_\_\_\_

nurse \_\_\_\_\_

**4. Answer correctly.**

**Illustration**



What is he doing?

**Lesson 8**

**A ) .Vocabulary practice**

Bandages      accidents      telephone      ambulance

**Listen and write.**

| No. | word | marks | Correction 1 | Correction2 |
|-----|------|-------|--------------|-------------|
|     |      |       |              |             |
|     |      |       |              |             |
|     |      |       |              |             |

**Illustration.**



|         |          |           |           |
|---------|----------|-----------|-----------|
| bandage | accident | telephone | ambulance |
|---------|----------|-----------|-----------|

## B) Grammar

### Words formation.

Bandage      telephone      accident      ambulance

## C) structure and tense work.

### Present continuous tense

**Using:** what is he/ she doing?

He/ she is .....

**Example:**

**a): illustration:**



What is she doing?

She is going to the hospital.

**b) Illustration.**



What is she doing?

She is carrying a bandage.

### Activity.

#### 1. Arrange in ABC order.

Ambulance      telephone      accident      bandage

#### Form correct sentence using these words.

Ambulance

Accident

Telephone

#### 2. Read and draw.

|         |           |
|---------|-----------|
|         |           |
| bandage | telephone |

### 3. Answer correctly.

Illustration of ambulance.

What is he doing

### Lesson 9.

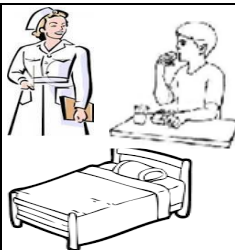
#### A) Vocabulary Practice.

|     |       |       |      |
|-----|-------|-------|------|
| Cry | treat | clean | call |
|-----|-------|-------|------|

Listen and write.

| No. | word | mark | Correction 1 | Correction 2 |
|-----|------|------|--------------|--------------|
|     |      |      |              |              |
|     |      |      |              |              |
|     |      |      |              |              |

Illustration.



crying

treating

cleaning

calling

#### B.) Grammar.

## Verbs.

### Tense of verbs.

| verbs | Now tense | Past tense |
|-------|-----------|------------|
| Cry   | crying    | Cried      |
| Treat | Treating  | Treated    |
| Clean | Cleaning  | Cleaned    |
| call  | Calling   | called     |

### C) Structure and tense work.

#### Present continuous tense.

**Using:** what is he/ she doing?

He/she is .....

#### Examples.

#### Illustration



What is she doing?

She is treating the patient.

#### Illustration.



What is she doing?

She is calling.

#### Activity

1. Write these words correctly.

FIRST AID

ryc \_\_\_\_\_  
 eattr \_\_\_\_\_  
 leanc \_\_\_\_\_  
 allc \_\_\_\_\_

**2. Fill in the missing letters.**

c\_\_y                  tr\_\_at                  Ca\_\_,\_                  Cle\_\_n.

**3. Change to past tense.**

clean: \_\_\_\_\_                  cry : \_\_\_\_\_

Treat: \_\_\_\_\_                  Call: \_\_\_\_\_

**4.) Answer correctly.**

**Illustration.**



What is he doing?

- \_\_\_\_\_

What is he doing?



**Lesson 10**

**A) Vocabulary practice.**

|      |       |       |     |
|------|-------|-------|-----|
| Care | shout | carry | cry |
|------|-------|-------|-----|

**Listen and write.**

| No | word | mark | Correction 1 | Correction 2 |
|----|------|------|--------------|--------------|
|    |      |      |              |              |
|    |      |      |              |              |
|    |      |      |              |              |

**Illustration.**

|        |          |          |        |
|--------|----------|----------|--------|
|        |          |          |        |
| caring | shouting | carrying | crying |

## B ). Grammar.

### Verbs.

#### Tenses of verbs.

| Verbs | Now tense | Past tense |
|-------|-----------|------------|
| Care  | Caring    | cared      |
| Shout | Shouting  | Shouted    |
| Carry | Carrying  | Carried    |
| cry   | crying    | Cried      |

## C). Structure and tense work.

### Present simple tense

**Using:** what is he / she doing.

He/she is .....

### Example.

#### a) Illustration



What is she doing?

She is caring for her sister.

#### b) Illustration.



What is she doing?

She is shouting for help.

**Activity**

**1. Fill in the missing letters.**

c\_\_re          sh\_\_ut          ca\_\_ \_\_y          \_\_ry

**2. Form correct sentences using the words given below.**

cry \_\_\_\_\_

shout \_\_\_\_\_

care \_\_\_\_\_

**3. Complete the table below correctly.**

| verbs | Now tense | Past tense |
|-------|-----------|------------|
| Carry | _____     | Carried    |
| Care  | _____     | _____      |
| _____ | Shouting  | _____      |
| _____ | _____     | cried      |

**4) Answer correctly.**

Illustration of a boy carrying.

She is going to the hospital.







What is he doing?

## Lesson 11

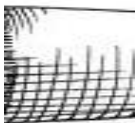


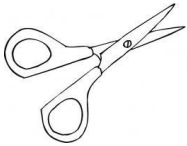
### A) Vocabulary Practice.

Cold pad, bandage cotton wool pair scissor

### Listen and write.

| No | word | mark | Correction 1 | Correction 2 |
|----|------|------|--------------|--------------|
| 1  |      |      |              |              |
| 2  |      |      |              |              |
| 3  |      |      |              |              |
| 4  |      |      |              |              |

### Illustration.

|   |   |   |   |
|---|---|---|---|
|  |  |  |  |
| coldpad   | bandage   | Cotton wool   | Pair of scissor   |

### B) Grammar

#### Nouns

#### Plural formation.

Cold pad - cold pads

Bandage - bandages

Cottonwood - cotton wool

Pair of scissor - Pair of scissors.

### **C) Structure and tense work**

**Present simple tense.**

**Using :** what is this/ that.

This/ that is .....

**Illustration.**



What is this?

This is cotton wool.

**Illustration.**



What is that?

That is a bandage.

**Activity.**

**1. Write the words below correctly.**

scissor of pair \_\_\_\_\_

padcold \_\_\_\_\_

ndageba \_\_\_\_\_

woolcotton \_\_\_\_\_

**2. Arrange in ABC.**

wool , cold scissors bandage.

**3. Construct sentences using the given words.**

Bandage\_\_\_\_\_

Cotton wool\_\_\_\_\_

Pair of scissors\_\_\_\_\_

#### 4. Answer correctly.

a). Illustration of a pair of scissors.



What is this? \_\_\_\_\_

c) Illustration of cotton.

d)



What is that? \_\_\_\_\_

#### Lesson 12

##### A ) vocabulary practice.

|        |            |       |          |
|--------|------------|-------|----------|
| needle | safety pin | basin | cold pad |
|--------|------------|-------|----------|

##### Listen and write.

| No | Words | Mark | Correction 1 | Correction 2 |
|----|-------|------|--------------|--------------|
| 1  |       |      |              |              |
| 2  |       |      |              |              |
| 3  |       |      |              |              |
| 4  |       |      |              |              |

##### Illustrations.

|   |   |  |   |
|---|---|--|---|
|  |  |  |  |
| needle  | Safety pin  | basin  | cold pad  |

##### B) Grammar.

##### Nouns.

##### Plural formation.

##### Singular

needle

safety pin

##### plural

needles

safety pins

basin

basins

coldpad

cold pads

**C) Structure and tense work.**

**Present simple tense.**

**Using:** What do you use.....for?

I/ we use.....for.....

**Example.**

**a) illustration.**



What do we use a basin for?

We use the basin for bathing.

**b) Illustration.**



What do we use cotton wool for?

We use cotton wool for cleaning wounds.

**Activity.**

**1. Fill in the missing letters.**

N\_\_ \_dle   S\_fety pin   Bas\_\_n   c\_\_ldp\_\_d

**2. Arrange in ABC order.**

Needle   basin   safety pin   coldpad

**3. Write the singular form of the words below.**

**Plural**

**singular**

Basins

\_\_\_\_\_

Needles

\_\_\_\_\_

cold pads

\_\_\_\_\_

**MANAGEMENT  
OF ACCIDENTS.**

safety pins \_\_\_\_\_

**Answer correctly.**

a) What do you use a safety pin for?

**Lesson 13**




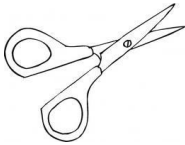
A) Vocabulary practice

bandage      basin      cotton wool      pair of scissor.

**Listen and write.**

| No | word | mark | Correction 1 | Correction 2 |
|----|------|------|--------------|--------------|
| 1  |      |      |              |              |
| 2  |      |      |              |              |
| 3  |      |      |              |              |
| 4  |      |      |              |              |

**Illustration.**

|  |  |  |  |
|--|--|--|--|
|  |  |  |  |
| basin  | bandage  | Cotton wool  | Pair of scissor  |

**B) Grammar.**

**Nouns.**

**Word formation.**

b\_\_ndage      ba\_\_in      cotton w\_\_ \_\_l      Sc\_\_ssior

**C) Structure and tense work.**

**Present simple tense.**

**Using:** May I have .....

Yes, you may.

No, you may not.

**Example.**

**a) Illustration**

This is cotton wool.

**Illustration.**



May I have a bandage?

Yes, you may.

**b) Illustration**



May I have a basin?

No, you may not.

**Activity.**

1. Write these words correctly

dageban \_\_\_\_\_

sinba \_\_\_\_\_

woolcotton \_\_\_\_\_

**2. Form correct sentences using the words below.**

Pair of scissors

\_\_\_\_\_

Basin

\_\_\_\_\_

Bandage

\_\_\_\_\_

**3. Read and draw.**

|       |             |         |
|-------|-------------|---------|
|       |             |         |
| Basin | cotton wool | bandage |

**4. Answer using Yes you may /No, you may not.**

a ) Illustration:



May I have a bandage? \_\_\_\_\_

b) Illustration:



May I have a pair of scissor? \_\_\_\_\_





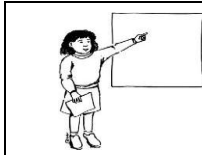
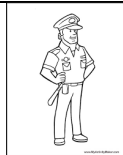


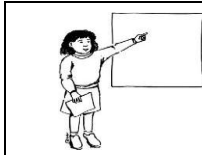
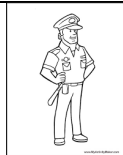


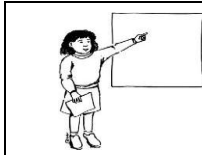
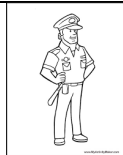


# FORMAT OF LESSON NOTES (Theme based)

SUBJECT: ENGLISH

CLASS; P.2

TERM: 3

YEAR: 2023

| Theme   | Topic   | Teachable unit / deliverable lesson  |   |             |      |             |             |    |  |  |  |  |    |  |  |  |  |    |  |  |  |  |    |  |  |  |  |   |   |   |   |         |           |         |          |
|---|---|--|---|-------------|------|-------------|-------------|----|--|--|--|--|----|--|--|--|--|----|--|--|--|--|----|--|--|--|--|---|---|---|---|---------|-----------|---------|----------|
| PEACE & SECURITY  | Roles of people who keep peace and security                                       | <div>A) Vocabulary practice.</div> <div>Teacher      policeman      prefect      army man</div> <div>Listen and write.</div> <table><tr><th>No.</th><th>Work</th><th>Mark</th><th>Corrections</th><th>Corrections</th></tr><tr><td>1.</td><td></td><td></td><td></td><td></td></tr><tr><td>2.</td><td></td><td></td><td></td><td></td></tr><tr><td>3.</td><td></td><td></td><td></td><td></td></tr><tr><td>4.</td><td></td><td></td><td></td><td></td></tr></table> <div>Illustration.</div> <table><tr><td></td><td></td><td></td><td></td></tr><tr><td>Teacher</td><td>Policeman</td><td>Prefect</td><td>Army man</td></tr></table> <div>B) Grammar</div> <div>Nouns</div> <div>Plural formation.</div> <div><div>Singular</div><div>Teacher</div><div>Policeman</div><div>Prefect</div><div>Army man</div></div> <div><div>plural</div><div>teachers</div><div>policemen</div><div>prefects</div><div>army men</div></div> <div>C) Structure / tense work.</div> <div>Present tense.</div> <div>Using: who is this / that?</div> <div>This is / that? _____</div> | No.   | Work        | Mark | Corrections | Corrections | 1. |  |  |  |  | 2. |  |  |  |  | 3. |  |  |  |  | 4. |  |  |  |  |  |  |  |  | Teacher | Policeman | Prefect | Army man |
| No.   | Work  | Mark   | Corrections   | Corrections |      |             |             |    |  |  |  |  |    |  |  |  |  |    |  |  |  |  |    |  |  |  |  |   |   |   |   |         |           |         |          |
| 1.  |   |  |   |             |      |             |             |    |  |  |  |  |    |  |  |  |  |    |  |  |  |  |    |  |  |  |  |   |   |   |   |         |           |         |          |
| 2.  |   |  |   |             |      |             |             |    |  |  |  |  |    |  |  |  |  |    |  |  |  |  |    |  |  |  |  |   |   |   |   |         |           |         |          |
| 3.  |   |  |   |             |      |             |             |    |  |  |  |  |    |  |  |  |  |    |  |  |  |  |    |  |  |  |  |   |   |   |   |         |           |         |          |
| 4.  |   |  |   |             |      |             |             |    |  |  |  |  |    |  |  |  |  |    |  |  |  |  |    |  |  |  |  |   |   |   |   |         |           |         |          |
|  |  |   |  |             |      |             |             |    |  |  |  |  |    |  |  |  |  |    |  |  |  |  |    |  |  |  |  |   |   |   |   |         |           |         |          |
| Teacher   | Policeman   | Prefect  | Army man  |             |      |             |             |    |  |  |  |  |    |  |  |  |  |    |  |  |  |  |    |  |  |  |  |   |   |   |   |         |           |         |          |

Example:



Who is this this?

This is a prefect.



Who is that?

That is a policeman.

1. Fill in the missing letter.

T \_ \_ acher

pr \_ \_ fect

arm \_ \_ man

pol \_ \_ ceman

2. Make small words from the given words.

Teacher \_\_\_\_\_

Policeman \_\_\_\_\_

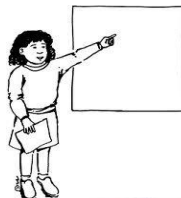
army man \_\_\_\_\_

3. Read and draw.

|            |         |         |
|------------|---------|---------|
|            |         |         |
| Police man | Teacher | Prefect |

4. Answer correctly.

a)



Who is this?

\_\_\_\_\_

b)



Who is this?

\_\_\_\_\_

Lesson 2

Vocabulary practice

Church

school

Mosque



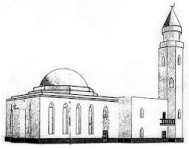

prison

|     |      |      |             |             |
|-----|------|------|-------------|-------------|
| No. | Work | Mark | Corrections | Corrections |
|-----|------|------|-------------|-------------|

Listen and write.

|    |  |  |  |  |
|----|--|--|--|--|
| 1. |  |  |  |  |
| 2. |  |  |  |  |
| 3. |  |  |  |  |
| 4. |  |  |  |  |

Illustration.

|   |  |   |   |
|---|--|---|---|
|  |  |  |  |
| Church  | School   | Mosque  | Prison  |

B) Grammar

Noun

Plural formation of nouns

|          |          |
|----------|----------|
| Singular | plurals  |
| Church   | churches |
| School   | schools  |
| Mosques  | Mosques  |
| Prison   | prisons  |

C) Structure / tense work.

Present simple tense.

Using: Show me a / an/ the  
This / That is a / an / the

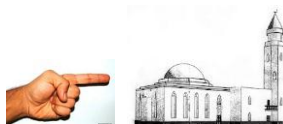
Example

a) Show me a prison.



This is a prison

b) Show me a Mosque



That is a Mosque.

Activity;

1. Write the words correctly.

Rchuch \_\_\_\_\_ squmoe \_\_\_\_\_

Sonpri \_\_\_\_\_ chools \_\_\_\_\_

2. Arrange the words in abc order.

Prison      school      church      Mosque

3. Read and draw.

|        |        |        |
|--------|--------|--------|
|        |        |        |
| Church | School | Mosque |

4. Answer correctly.

a) Show me a school.

\_\_\_\_\_

b) Show me a church.

\_\_\_\_\_

Lesson 3





A) Vocabulary practice

Parent      nun      matron      Imam

Listen and write.

| No. | Work | Mark | Corrections | Corrections |
|-----|------|------|-------------|-------------|
| 1.  |      |      |             |             |
| 2.  |      |      |             |             |
| 3.  |      |      |             |             |
| 4.  |      |      |             |             |

## Illustrations

|   |   |   |   |
|---|---|---|---|
|  |  |  |  |
| Parent  | Nun   | Matron  | Imam  |

## B) Grammar

### Nouns

#### Plural of formation of nouns

| Singular | plural  |
|----------|---------|
| Parent   | parents |
| Nun      | nuns    |
| Matron   | matrons |
| Imam     | Imams   |

## c) structures / tense work

### present simple tense

using: Who teaches / preaches

Example:

a) Who takes care of the children at home?

The parents take care of the children at home.

b) Who leads prayers in the Mosque?

Imam leads prayers in the Mosque.

## Activity.

### 1. Fill in the missing letters.

Par \_\_\_ nt      n \_\_\_ n      matr \_\_\_ n      Im \_\_\_ m

### 2. Change into singular form.

| Plural  | singular |
|---------|----------|
| Parents | _____    |
| Imams   | _____    |
| Matrons | _____    |
| Nuns    | _____    |

3. Make sentences.

Imam \_\_\_\_\_

Parents \_\_\_\_\_

Matron \_\_\_\_\_

4. Answer correctly.

a) Who leads prayers in the Mosque?

\_\_\_\_\_

b) Who takes care of children in the dormitory?

\_\_\_\_\_

Lesson 4

Vocabulary practice.

Priest      army woman      Imam      security

Listen and write.

| No. | Work | Mark | Corrections | Corrections |
|-----|------|------|-------------|-------------|
| 1.  |      |      |             |             |
| 2.  |      |      |             |             |
| 3.  |      |      |             |             |
| 4.  |      |      |             |             |

**Illustration.**

|   |   |   |   |
|---|---|---|---|
|  |  |  |  |
| Priest  | Imam  | Security guard  | Army woman  |

Grammar

Nouns

Plural form of nouns

Singular                      plural

Imam                          Imams

Priest                          priests

Security guard              security guards

Army woman                army women

|  |  |   |
|--|--|---|
|  |  | <p>c)Structure / tense work.</p> <p>Present simple tense.</p> <p>Using: Who keeps law and order.</p> <p>          The _____</p> <p>Example.</p> <p>a) Who defends a country?</p> <p>The army woman defends a country.</p> <p>b)Who leads prayers in the Mosque?</p> <p>Activity.</p> <p>1. Make small words from the given words.</p> <p>Security guard _____</p> <p>Army woman _____</p> <p>2. Arrange in abc order.</p> <p>Imam    priest    security    army</p> <p>_____</p> <p>3.Write the opposite of;</p> <p>Army woman _____</p> <p>4. Make sentences from the given word.</p> <p>a)Army woman _____</p> <p>b) security guard _____</p> <p>c)priest _____</p> <p>5. Answer correctly.</p> <p>a) Who leads prayers in church?</p> <p>_____</p> <p>b) Who guards a school?</p> <p>_____</p> |
|  |  | <p>Lesson 5</p> <p>Vocabulary practice</p> <div>Teach    keep    obey    preach</div> <p>Listen and write.</p>  |

| No. | Work | Mark | Corrections | Corrections |
|-----|------|------|-------------|-------------|
| 1.  |      |      |             |             |
| 2.  |      |      |             |             |
| 3.  |      |      |             |             |
| 4.  |      |      |             |             |

B) Grammar.

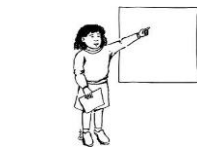

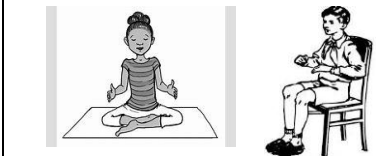
Verbs

A verb is a doing word.

Order of tenses of verbs.

|               |           |            |
|---------------|-----------|------------|
| Present tense | Now tense | Past tense |
| Teach         | Teaching  | Taught     |
| Keep          | Keeping   | Kept       |
| Obey          | Obeying   | Obeyed     |
| Preach        | Preaching | Preached   |

Illustration.

|   |  |   |
|---|--|---|
|  |  |  |
| Teaching  | Preaching  | Obeying   |

Structure/Tense work.

Present simple tense.

Using: Who teaches / preaches?

A / The .....

Example:

a) Who obeys his parents?

A parent obeys his parents.

b) Who keeps law and order?

A police man keeps law and order.

Activity.

1. Write the words correctly.

Eatch \_\_\_\_\_

epek \_\_\_\_\_

Eyob \_\_\_\_\_

eachrp \_\_\_\_\_



|        |           |  |      |           |       |       |      |       |        |       |      |       |
|--------|-----------|--|------|-----------|-------|-------|------|-------|--------|-------|------|-------|
|        |           | <p>2.Change the words into now tense.</p> <table><tr><td>Verb</td><td>now tense</td></tr><tr><td>Teach</td><td>_____</td></tr><tr><td>Obey</td><td>_____</td></tr><tr><td>Preach</td><td>_____</td></tr><tr><td>Keep</td><td>_____</td></tr></table> <p>3.Use the words in brackets correctly.</p> <p>a)The teacher is _____ children. (teach)</p> <p>b)The priest is _____ now. (preach)</p> <p>c)The boy is _____ his food in the cupboard. (keep)</p> <p>4.Anaswer correctly.</p> <p>a)Who preaches the word of God?</p> <p>_____</p> <p>b)Who teaches children?</p> <p>_____</p> | Verb | now tense | Teach | _____ | Obey | _____ | Preach | _____ | Keep | _____ |
| Verb   | now tense |  |      |           |       |       |      |       |        |       |      |       |
| Teach  | _____     |  |      |           |       |       |      |       |        |       |      |       |
| Obey   | _____     |  |      |           |       |       |      |       |        |       |      |       |
| Preach | _____     |  |      |           |       |       |      |       |        |       |      |       |
| Keep   | _____     |  |      |           |       |       |      |       |        |       |      |       |
|        |           | Lesson 6   |      |           |       |       |      |       |        |       |      |       |

**CHILD  
PROTECTION.**

**CHILD  
WORK AND  
CHILD  
ABUSE.**

**ASPECT: GRAMMAR.**

**LESSON1**





**Vocabulary practice.**

|     |       |       |      |
|-----|-------|-------|------|
| bad | clean | heavy | dark |
|-----|-------|-------|------|

**Listen and write.**

| No | words | mark | Correction 1 | Correction 2 |
|----|-------|------|--------------|--------------|
| 1  |       |      |              |              |
| 2  |       |      |              |              |
| 3  |       |      |              |              |
| 4  |       |      |              |              |

**Illustration.**

|  |  |   |   |
|--|--|---|---|
|  |  |  |  |
| bad  | clean  | heavy   | dark  |

**B) Grammar**

**Adjectives**

**Comparison of Adjectives.**

| Adjectives | comparative | superlative. |
|------------|-------------|--------------|
| Bad        | worse       | worst        |
| Clean      | cleaner     | cleanest     |
| Heavy      | heavier     | heaviest     |
| Dark       | darker      | darkest.     |

**C ) Structure and tense work**

**Present simple tense**

**Structure.**

**Using:** It is good / bad

### Example

It is good to clean your bag. ( clean, dark )

It is bad to carry heavy things ( stone , Heavy )

### Activity.

#### 1) Write the words correctly.

whae \_\_\_\_\_

abd \_\_\_\_\_

adrk \_\_\_\_\_

alcen \_\_\_\_\_

#### 2) Complete the table correctly.

| Adjective | comparative | Superlative |
|-----------|-------------|-------------|
| Clean     | _____       | _____       |
| Bad       | _____       | _____       |
| Dark      | _____       | _____       |
| heavy     | _____       | _____       |

#### 3. Choose the correct word from the bracket.

a) it is bad to carry \_\_\_\_\_ things. ( new, heavy ).

b) it is \_\_\_\_\_ to fight others ( play, bad )

c) it is bad to stay in \_\_\_\_\_ places ( good, dark )

### LESSON 2

#### A ) Vocabulary practice.

Fight      beat      work      report

#### Listen and write.

| No | words | mark | Correction 1 | Correction 2 |
|----|-------|------|--------------|--------------|
| 1  |       |      |              |              |
| 2  |       |      |              |              |
| 3  |       |      |              |              |
| 4  |       |      |              |              |

**Illustration.**

|          |         |           |         |
|----------|---------|-----------|---------|
|          |         |           |         |
| fighting | beating | reporting | working |

**B ) Grammar****Verbs****Tenses of Verbs.**

| verbs  | Present continuous | Past tense |
|--------|--------------------|------------|
| fight  | fighting           | fought     |
| beat   | beating            | beat       |
| report | reporting          | reported   |
| work   | working            | worked     |

**Structure and tense work****Present simple tense.**

**Using:** it is good / bad to \_\_\_\_\_

**Examples**

It is bad to beat others \_\_\_\_\_ ( report, beat)

It is good to Report strangers. ( beat, beat)

**Activity.****Write the words in capitals.**

beat \_\_\_\_\_ work \_\_\_\_\_

report \_\_\_\_\_ fight \_\_\_\_\_

**2) . Arrange the words in ABC order.**

Work beat report fight

---

3). **Change the verbs to present continuous tense.**

**Verbs**

**present continuous tense**

Beat

\_\_\_\_\_

Fight

\_\_\_\_\_

Report

\_\_\_\_\_

Work

\_\_\_\_\_

4 ). **Choose the correct word from the bracket.**

a) It is bad to \_\_\_\_\_ others. ( Play, Fight)

b) It is good to \_\_\_\_\_ with others. (fight, work )

**Lesson 3.**

**Vocabulary Practice**

Late

touch

abuse

walk

**Listen and write.**

| No | Words | marks | Correction 1 | Correction 2 |
|----|-------|-------|--------------|--------------|
|    |       |       |              |              |
|    |       |       |              |              |
|    |       |       |              |              |
|    |       |       |              |              |

**B) Grammar**

**Verbs**

**Tenses of Verbs**

**Verbs**

**Now tense**

**past tense**

Touch

touching

touched

Abuse

abusing




abused

Walk

walking

walked

**Illustration.**

|   |   |  |
|---|---|--|
|  |  |  |
| touching  | abusing   | working  |

**C ) Structures / tense work.**

**Present continuous tense**

**Using:** I don't like .....

**Example:**

- a) I don't like abusing.
- b) I don't like going home late.

**Activity.**

**1) Write the words correctly.**

ealt \_\_\_\_\_                      ubse \_\_\_\_\_  
hcotu \_\_\_\_\_                      klaw \_\_\_\_\_

**2) Arrange in ABC order.**

Touch      walk      late      abuse

---

**3) Change verbs to now tense.**

**Verbs**

**now tense**

Late    \_\_\_\_\_  
Touch    \_\_\_\_\_  
Walk    \_\_\_\_\_  
Abuse    \_\_\_\_\_

**4) Match words on pictures.**

Touch



Work



**5) Complete the sentences.**

- a) I don't like .....alone at night ( walk, walking )
- b) I don't like .....people ( walk, Abusing)

## Lesson 4

### Vocabulary practice.

burn                  fight                  abuse                  beat

### Listen and write.

| No | Words | mark | Correction1 | Correction 2 |
|----|-------|------|-------------|--------------|
|    |       |      |             |              |
|    |       |      |             |              |
|    |       |      |             |              |
|    |       |      |             |              |





### **B) Grammar.**

#### **Verbs.**

#### **Tenses of verbs.**

| verbs | Now tense | Past tense |
|-------|-----------|------------|
| Burn  | burning   | Burnt      |
| Fight | Fighting  | Fought     |
| Abuse | Abusing   | Abused     |
| beat  | Beating   | beat       |

### **Illustration.**

|   |   |   |   |
|---|---|---|---|
|  |  |  |  |
| burn  | Fight   | abuse   | beat  |

### **Structure / tense work**

#### **Present simple tense**

**Using :** It is bad to \_\_\_\_\_

**Examples.**

a) It is bad to abuse people. ( abuse, obey)

b) It is bad to fight others. ( thank, fight )

**Activity.****1. Fill in the missing letters.**

ab\_\_se

Be\_\_t

B\_\_rn

Figh\_\_

**2. Change those words to small letters.**

ABUSE ..... BEAT .....

BURN ..... FIGHT .....

**3. Change Verbs to Now tense.****Verbs****Now tense**

Burn

\_\_\_\_\_

Abuse

\_\_\_\_\_

Fight

\_\_\_\_\_

Beat

\_\_\_\_\_.

**3) Read and draw.**

**A woman is burning a child.**

**Choose the correct words from the bracket.**

a) It is bad to .....a child. ( beat, Play)

b) It is bad to .....people. ( abuse, work)

**Lesson 5.****Vocabulary practice.**

wash      fetch      sweep      mop

**Listen and write.**

| No | words | Mark | Correction 1 | Correction 2 |
|----|-------|------|--------------|--------------|
| 1  |       |      |              |              |
| 2  |       |      |              |              |
| 3  |       |      |              |              |
| 4  |       |      |              |              |



## B ) Grammar


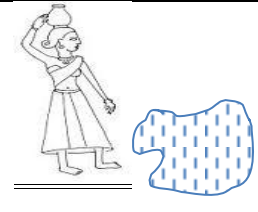


### Verbs

A verb is a doing word.

#### Order of tenses of verbs.

| Verbs | Now tense | Past tense |
|-------|-----------|------------|
| Wash  | Washing   | Washed     |
| Fetch | Fetching  | Fetches    |
| Sweep | Sweeping  | Swept      |
| mop   | mopping   | mopped     |

#### Illustration.

|   |   |   |   |
|---|---|---|---|
|  |  |  |  |
| washing   | fetching  | sweeping  | mopping   |

#### Structures / tense work.

##### Present simple tense

Using: it is good to .....

##### Examples

It is good to wash your uniform. ( wash, Play)

It is good to fetch water. ( fetch, wash)

#### Activity.

##### 1) Arrange words in ABC order.

Wash sweep fetch mop

.....

##### 2) Write the words correctly.

shaw \_\_\_\_\_ opm \_\_\_\_\_

epesw \_\_\_\_\_ hceft \_\_\_\_\_

**3) Complete the tables correctly.**

| Verbs | Now tense | Past tense |
|-------|-----------|------------|
| Wash  | washing   | _____      |
| Sweep | _____     | _____      |
| Fetch | _____     | _____      |
| mop   | _____     | _____      |

**4) Read and draw.**

a) Musa is washing his clothes.



b) Tom is sweeping the compound



**5) Answer correctly.**

a) It is good to .....your uniform. (sweep, wash)

b) It is good .....the compound in the morning.( sweep, fetch)

**Lesson 6**

**A) Vocabulary Practice.**

Fear      worry      run      cry

**Listen and write.**

| No | words | marks | Correction 1 | Correction 2 |
|----|-------|-------|--------------|--------------|
|    |       |       |              |              |
|    |       |       |              |              |
|    |       |       |              |              |
|    |       |       |              |              |





## B) Grammar

### Verbs.

#### Order of tenses of verbs.

| Verbs | Now tense | Past tense |
|-------|-----------|------------|
| fear  | fearing   | feared     |
| worry | worrying  | worried    |
| run   | running   | ran        |
| cry   | crying    | cried      |

#### Illustration.

|   |   |   |   |
|---|---|---|---|
|  |  |  |  |
| fearing   | worrying  | running   | crying  |

#### Structure / tense work.

##### Present simple tense

Using: it is bad to \_\_\_\_\_

##### Example.

It is bad to worry all the time.

It is bad to fear your parents.

#### Activity.

##### 1) Write the words correctly.

fare \_\_\_\_\_ urn \_\_\_\_\_

rwroy \_\_\_\_\_ ycr \_\_\_\_\_

2) **Arrange the words to ABC order.**

run      worry      cry      fear.

### 3) Change the verbs correctly.

## Verb

**past tense**

**past tense**

Run

ran

fear

fearing

worry

worried

cry

**4) Answer correctly.**

a) It is bad to .....at night. ( drink, run)

b) It is bad to .....your teachers. ( eat, fear)

## Lesson 7.

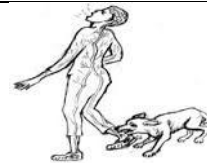
### A) Vocabulary practice.

lame                  blind                  deaf                  pain

**Listen and write.**

| No | Work | Mark | Correction1 | Correction 2 |
|----|------|------|-------------|--------------|
| 1  |      |      |             |              |
| 2  |      |      |             |              |
| 3  |      |      |             |              |
| 4  |      |      |             |              |

### Illustration.



---

lame

Blind

pain

|      |
|------|
| deaf |
|------|

## B) Grammar

### Adjectives

#### Word formation.

L\_\_me      Lame              pa\_\_n      pain

Bli\_\_d      blind              de\_\_f      deaf

### C) Structure /tense work.

#### Present simple tense.

**Using :** what can you see in the picture?

#### Examples:



a) What can you see in the picture?

I can see a lame man.

#### Activity.

#### Write the words correctly.

amle \_\_\_\_\_                      inpa \_\_\_\_\_

dbnli \_\_\_\_\_                      feda \_\_\_\_\_

#### 2). Write the words in capital letters.

lame \_\_\_\_\_                      pain \_\_\_\_\_

#### 3) Arrange the words in ABC order.

Pain      lame              deaf              blind.

\_\_\_\_\_

#### 4). Study the picture and answer the question correctly.



EFFECTS OF  
CHILD  
ABUSE.

## Lesson 8

### A) Vocabulary Practice.

|        |       |      |        |
|--------|-------|------|--------|
| advise | guide | help | listen |
|--------|-------|------|--------|

**WAYS OF  
CHILD  
PROTECTION**

**Listen and write.**

| No | words | mark | Correction 1 | Correction 2 |
|----|-------|------|--------------|--------------|
|    |       |      |              |              |
|    |       |      |              |              |
|    |       |      |              |              |





**B) Grammar**

**Verbs**

**Order of tenses of verbs.**

| verbs  | Now tense | Past tense |
|--------|-----------|------------|
| Advise | Advising  | Advised    |
| Guide  | Guiding   | Guided     |
| Help   | Helping   | Helped     |
| listen | Listening | listened   |

**Illustration.**

|   |   |   |   |
|---|---|---|---|
|  |  |  |  |
| advising  | guiding   | helping   | listening   |

**C) Structure / tense work**

**Present simple tense.**

**Using:** it is good to .....

**Examples.**

It is good to listen to your parents.

**Activity.****1) Write the words correctly.**

degui\_\_\_\_\_ aiedsv\_\_\_\_\_

lhep\_\_\_\_\_ lstnie \_\_\_\_\_

**2) Arrange the words in ABC order.**

listen      guide      advice      help

**3) Write words in capital.**

help guide\_\_\_\_\_

listen advice \_\_\_\_\_

**4) Change the words to now tense.****Verbs****now tense**

advice \_\_\_\_\_

help \_\_\_\_\_

listen \_\_\_\_\_

guide \_\_\_\_\_

**5) Fill in the gaps with the correct word from the bracket.**

a) It is good to .....old people. ( help, fight)

b) It is good to listen .....( help, advice.)

**Lesson 9****A) Vocabulary practice.**

Help      advice      forgive      listen

**Listen and write.**

| No. | Words | Marks | Correction 1 | Correction 2 |
|-----|-------|-------|--------------|--------------|
|     |       |       |              |              |
|     |       |       |              |              |
|     |       |       |              |              |
|     |       |       |              |              |





## B) Grammar

### Verbs

#### tenses of verbs.

| verb    | Now tense | Past tense |
|---------|-----------|------------|
| help    | helping   | helped.    |
| advice  | advising  | advices    |
| forgive | forgiving | forgave    |
| listen  | listening | listened   |

#### Illustration.

|   |  |   |   |
|---|--|---|---|
|  |  |  |  |
| advising  | guiding  | helping   | listening   |

## C) Structure / tense work.

### Present simple tense.

**Using:** we / you should always .....

#### Examples.

- a) We should always listen to our parents.
- b) You should always forgive one another.

#### Activity

### 1) Arrange the words in ABC order.

Forgive                  help                  advice                  listen

### 2) Complete the table correctly.

| Verbs   | Now tense | Past tense |
|---------|-----------|------------|
| help    | _____     | advice     |
| _____   | _____     | _____      |
| forgive | _____     | _____      |
| listen  | _____     | _____      |



**3) Form correct sentence using the words below.**

a) Help

\_\_\_\_\_

b) Advice

\_\_\_\_\_

Listen

\_\_\_\_\_

**4) Complete the sentence with the correct words.**

a) You should always \_\_\_\_\_ your mother. (listening, listen)

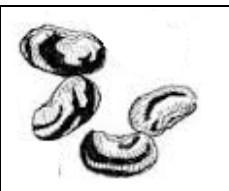
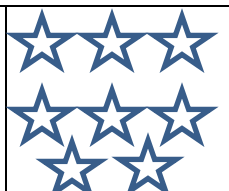
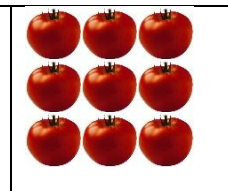
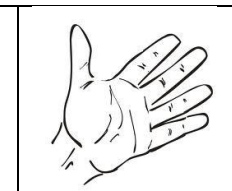
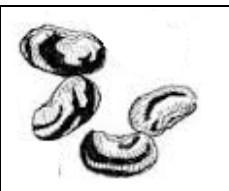
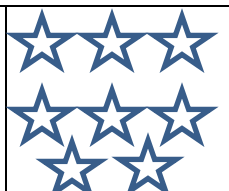
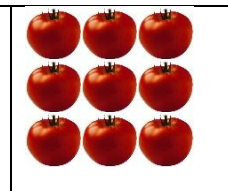
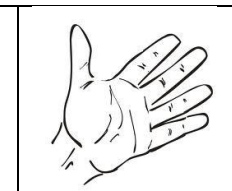
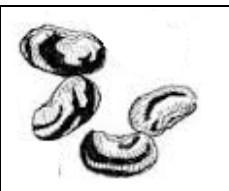
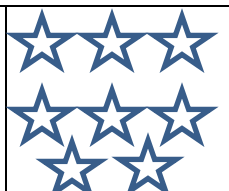
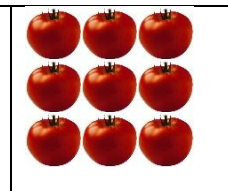
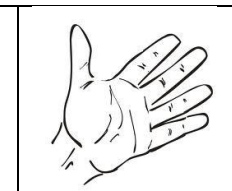
b) We should always \_\_\_\_\_ one another. (help, helping)

c) You should always \_\_\_\_\_ one another. (forgive, walk)

d) We should always.....to our teachers. (listening, listen)

# ENGLISH LESSON NOTES

SUBJECT: ENGLISH CLASS: P.2 TERM: THREE YEAR: 2023

| Aspect  | Topic  | Teachable unit / Deliverable lesson  |  |  |              |              |              |      |  |  |  |  |   |  |  |  |  |   |  |  |  |  |   |  |  |  |  |
|---|--|--|--|--|--------------|--------------|--------------|------|--|--|--|--|---|--|--|--|--|---|--|--|--|--|---|--|--|--|--|
| MEASURES  | TIME.  | <b>ASPECT: GRAMMAR:</b>  |  |  |              |              |              |      |  |  |  |  |   |  |  |  |  |   |  |  |  |  |   |  |  |  |  |
|   |  | <b>LESSSON 1:</b>  |  |  |              |              |              |      |  |  |  |  |   |  |  |  |  |   |  |  |  |  |   |  |  |  |  |
|   |  | <b>A) <u>Vocabulary practice:</u></b>  |  |  |              |              |              |      |  |  |  |  |   |  |  |  |  |   |  |  |  |  |   |  |  |  |  |
|   |  | <div>four      eight      nine      five</div>   |  |  |              |              |              |      |  |  |  |  |   |  |  |  |  |   |  |  |  |  |   |  |  |  |  |
|   |  | <b><u>Listen and write:</u></b>  |  |  |              |              |              |      |  |  |  |  |   |  |  |  |  |   |  |  |  |  |   |  |  |  |  |
|   |  | <table><tr><th>No</th><th>words</th><th>mark</th><th>Correction 1</th><th>Correction 2</th></tr><tr><td>1</td><td></td><td></td><td></td><td></td></tr><tr><td>2</td><td></td><td></td><td></td><td></td></tr><tr><td>3</td><td></td><td></td><td></td><td></td></tr><tr><td>4</td><td></td><td></td><td></td><td></td></tr></table> | No   | words  | mark         | Correction 1 | Correction 2 | 1    |  |  |  |  | 2 |  |  |  |  | 3 |  |  |  |  | 4 |  |  |  |  |
|   |  | No   | words  | mark   | Correction 1 | Correction 2 |              |      |  |  |  |  |   |  |  |  |  |   |  |  |  |  |   |  |  |  |  |
|   |  | 1  |  |  |              |              |              |      |  |  |  |  |   |  |  |  |  |   |  |  |  |  |   |  |  |  |  |
|   |  | 2  |  |  |              |              |              |      |  |  |  |  |   |  |  |  |  |   |  |  |  |  |   |  |  |  |  |
|   |  | 3  |  |  |              |              |              |      |  |  |  |  |   |  |  |  |  |   |  |  |  |  |   |  |  |  |  |
| 4   |  |  |  |  |              |              |              |      |  |  |  |  |   |  |  |  |  |   |  |  |  |  |   |  |  |  |  |
| <b>Illustration:</b>  |  |  |  |  |              |              |              |      |  |  |  |  |   |  |  |  |  |   |  |  |  |  |   |  |  |  |  |
| <table><tr><td></td><td></td><td></td><td></td></tr><tr><td>four</td><td>eight</td><td>nine</td><td>five</td></tr></table> |  |    |   |  | four         | eight        | nine         | five |  |  |  |  |   |  |  |  |  |   |  |  |  |  |   |  |  |  |  |
|   |  |   |  |  |              |              |              |      |  |  |  |  |   |  |  |  |  |   |  |  |  |  |   |  |  |  |  |
| four  | eight  | nine   | five   |  |              |              |              |      |  |  |  |  |   |  |  |  |  |   |  |  |  |  |   |  |  |  |  |
| <b><u>B) Grammar:</u></b>   |  |  |  |  |              |              |              |      |  |  |  |  |   |  |  |  |  |   |  |  |  |  |   |  |  |  |  |
| <b><u>Adjectives of time:</u></b>   |  |  |  |  |              |              |              |      |  |  |  |  |   |  |  |  |  |   |  |  |  |  |   |  |  |  |  |
| <b>Word order:</b>  |  |  |  |  |              |              |              |      |  |  |  |  |   |  |  |  |  |   |  |  |  |  |   |  |  |  |  |
| urof _____four  |  |  |  |  |              |              |              |      |  |  |  |  |   |  |  |  |  |   |  |  |  |  |   |  |  |  |  |
| einn _____nine  |  |  |  |  |              |              |              |      |  |  |  |  |   |  |  |  |  |   |  |  |  |  |   |  |  |  |  |
| ivfe _____five  |  |  |  |  |              |              |              |      |  |  |  |  |   |  |  |  |  |   |  |  |  |  |   |  |  |  |  |
| tghie _____eight  |  |  |  |  |              |              |              |      |  |  |  |  |   |  |  |  |  |   |  |  |  |  |   |  |  |  |  |

**C ) Structure and tense work:**

**Present simple tense:**

Using: what is the time?

It is seven two one.....

**Examples:**



What is the time?

It is eight o'clock.

**Activity:**

**1) Write the correctly:**

nien \_\_\_\_\_

evif \_\_\_\_\_

rufo \_\_\_\_\_

htgei \_\_\_\_\_

**2) Fill in the missing letters:**

e\_\_ght

f\_\_ve

n\_\_ne

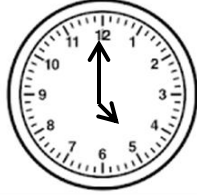
f\_\_ur

**3) Read and write:**

|                   |            |            |             |
|-------------------|------------|------------|-------------|
|                   |            |            |             |
| Eight<br>tomatoes | Four books | Five seeds | Nine stones |

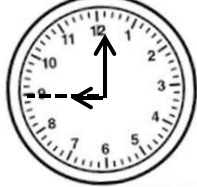
4) **Answer correctly:**

What is the time?



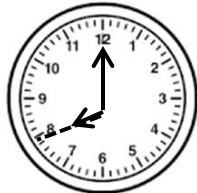
\_\_\_\_\_

What is the time?



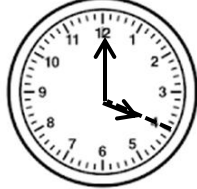
\_\_\_\_\_

What is the time?



\_\_\_\_\_

What is the time?



\_\_\_\_\_

**LESSON 2.**

**A) Vocabulary practice:**

time      quarter      hour      past

**Listen and write:**

| No | Word | Mark | Correction 1 | Correction 2 |
|----|------|------|--------------|--------------|
|    |      |      |              |              |
|    |      |      |              |              |
|    |      |      |              |              |
|    |      |      |              |              |

**B) Grammar:**

**Adjective:**

**Word order:**

mite .....      apts .....      trequar .....

rhon .....      .....

### C) Structure and tense work:

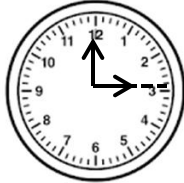
#### Present simple tense:

**Using:** what time is it?

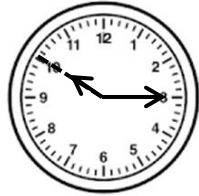
It is .....past.....

#### Examples:

What time is it?



It is three o'clock.



What time is it?

It is quarter past ten o'clock.

#### Activity:

##### 1) Fill in the missing letters:

h\_\_ur

t\_\_me

P\_\_st

Qua\_\_ter

##### 2) .Write the words correctly:

ruoh \_\_\_\_\_

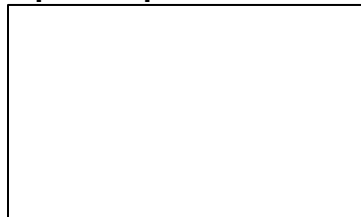
mtei \_\_\_\_\_

stapm \_\_\_\_\_

auqtre \_\_\_\_\_

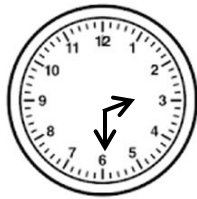
##### 3) Read and show:

**It is a quarter past six o'clock:**



##### 4) Answer correctly:

a) What time is it?

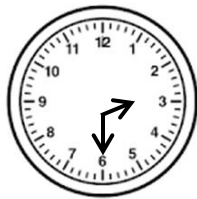


\_\_\_\_\_

## **LESSON 2.**

### **A) Vocabulary practice:**

b) What time is it?



\_\_\_\_\_

### **A) Vocabulary practice:**

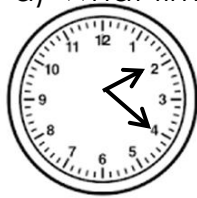
c) What time is it?



\_\_\_\_\_

### **A) Vocabulary practice:**

d) What time is it?



\_\_\_\_\_

### **A) Vocabulary practice:**

## **Lesson 3**

### **A) Vocabulary Practice:**

|        |        |         |           |
|--------|--------|---------|-----------|
| Sunday | Monday | Tuesday | Wednesday |
|--------|--------|---------|-----------|

**Listen and write:**

| No | words | marks | Correction 1 | Correction 2 |
|----|-------|-------|--------------|--------------|
|    |       |       |              |              |
|    |       |       |              |              |
|    |       |       |              |              |
|    |       |       |              |              |

## B) Grammar:

### Proper nouns:

### Short form:

| Words | short form |
|-------|------------|
|-------|------------|

|           |     |
|-----------|-----|
| Sunday    | sun |
| Monday    | Mon |
| Tuesday   | Tue |
| Wednesday | Wed |

## C ) Structures / tense work:

### Present simple tense:

**Using:** what day is it?

It is .....

### Example:

a) What day is it?

It is Tuesday

b) What day is it?

It is Sunday.

### Activity:

#### 1) Fill in the missing letters:

Sun\_\_day      T\_\_esday      M\_\_nday      We\_\_nesday.

#### 2) Write the words in capital letters.

Sunday\_\_\_\_\_

Tuesday\_\_\_\_\_

Wednesday\_\_\_\_\_

Monday\_\_\_\_\_

**3) Write in short form of the words below:**

Sunday\_\_\_\_\_ Monday\_\_\_\_\_

Wednesday \_\_\_\_\_ Tuesday\_\_\_\_\_

**4) Answer correctly:**

a) What day is it? ( Monday)

\_\_\_\_\_

b) What day is it? ( Wednesday)

\_\_\_\_\_

c) What day is it? ( Sunday)

\_\_\_\_\_

d) What day is it? ( Tuesday)

\_\_\_\_\_



**A) Vocabulary practice:**

|          |        |          |      |
|----------|--------|----------|------|
| Thursday | Friday | Saturday | Week |
|----------|--------|----------|------|

**Listen and write.**

| No | words | mark | Correction1 | Correction 2 |
|----|-------|------|-------------|--------------|
|    |       |      |             |              |
|    |       |      |             |              |
|    |       |      |             |              |
|    |       |      |             |              |

**B) Grammar:**

**Nouns:**

**Short forms:**

| Words | short form |
|-------|------------|
|-------|------------|

|          |      |
|----------|------|
| Thursday | Thru |
|----------|------|

|        |     |
|--------|-----|
| Friday | Fri |
|--------|-----|

|          |     |
|----------|-----|
| Saturday | Sat |
|----------|-----|

**C) Structure / tense work:**

**Present simple tense:**

**Using:** what day is it?

It is .....

**Examples:**

a) What day is it?

It is Saturday.

b) What day is it?

It is Friday.

**Activity.**

**1. Fill in the missing letters:**

S\_\_turday      Fr\_\_day      T\_\_ursday      W\_\_ek

**2. Arrange words in alphabetical order:**

Week      Saturday      Friday      Tuesday

3) **Write in full:**

Sat ..... wk .....

Fri ..... Thur .....

5) **Answer correctly:**

a) What day is it? (Thursday)

b) What day is it? ( Saturday)

c) What day is it? (Friday)

**Lesson 5.**

**A) Vocabulary practice:**

|       |        |       |        |
|-------|--------|-------|--------|
| First | second | third | fourth |
|-------|--------|-------|--------|

Listen and write.

| No | words | mark | Correction 1 | Correction 2 |
|----|-------|------|--------------|--------------|
| 1  |       |      |              |              |
| 2  |       |      |              |              |
| 3  |       |      |              |              |
| 4  |       |      |              |              |

Illustration.

Fourth

Third

Second

First

**B) Grammar:**

### Adjectives of positions:

| Day       | Position.                 |
|-----------|---------------------------|
| Sunday    | First ( 1 <sup>st</sup> ) |
| Monday    | Second (2 <sup>nd</sup> ) |
| Tuesday   | third (3 <sup>rd</sup> )  |
| Wednesday | fourth (4 <sup>th</sup> ) |

### C) Structures / tense work:

#### Present simple tense:

**Using:** what is the day of the week?

.....is .....day of the week.

#### Examples:

a) What is the third day of the week?

Tuesday is the third day of the week.

#### Activity:

#### 1) Arrange words in ABC order:

second      first      third

---

#### 2) Write in full:

1<sup>st</sup> \_\_\_\_\_ 2<sup>nd</sup> \_\_\_\_\_  
3<sup>rd</sup> \_\_\_\_\_ 4<sup>th</sup> \_\_\_\_\_

#### 3) Write in Full:

Mon .....

Tue .....

Wed .....

Sun .....

#### 4) Answer correctly:

a) What is the fourth day of the week?

b) What is the first day of the week?

c) What is the third day of the week?

d) What is the second day of the week?

### Lesson 6.

#### A) Vocabulary Practice:

|         |          |       |       |
|---------|----------|-------|-------|
| January | February | march | April |
|---------|----------|-------|-------|

#### Listen and write:

| No | words | marks | Correction 1 | Correction 2 |
|----|-------|-------|--------------|--------------|
| 1. |       |       |              |              |
| 2. |       |       |              |              |
| 3. |       |       |              |              |
| 4. |       |       |              |              |

#### B) Grammar: proper nouns:

##### Short form:

| Month    | short form | position        |
|----------|------------|-----------------|
| January  | Jan        | 1 <sup>st</sup> |
| February | Feb        | 2 <sup>nd</sup> |
| March    | Mar        | 3 <sup>rd</sup> |
| April    | Apr        | 4 <sup>th</sup> |

#### C) Structure / tense work:

### Present simple tense:

Using: There are \_\_\_\_\_ months in a year.

There are twelve months in a year.

### Activity:

#### 1. Fill in the missing letters:

Jan\_\_ary          Febru\_\_ry          M\_\_rch          A\_\_ril

#### 2. Write the words in capital letters:

February \_\_\_\_\_ January \_\_\_\_\_

March \_\_\_\_\_ April \_\_\_\_\_

#### 3. Write the short form of the words below.

March .....

February .....

January .....

April .....

#### 4. Fill in the correct word.

There are \_\_\_\_\_ months in the year.

### Lesson 7.

#### A) Vocabulary practice.

|     |      |      |        |
|-----|------|------|--------|
| May | June | July | August |
|-----|------|------|--------|

#### Listen and write:

| No | work | mark | Correction1 | Correction 2 |
|----|------|------|-------------|--------------|
| 1  |      |      |             |              |
| 2  |      |      |             |              |
| 3  |      |      |             |              |
| 4  |      |      |             |              |

#### B) Grammar

**Proper nouns**  
**Short form**

| Month  | short form | position |
|--------|------------|----------|
| May    | May        | 5th.     |
| June   | Jun        | 6th.     |
| July   | Jul        | 7th.     |
| August | Aug        | 8th.     |

**C) Structure /tense work**  
**Present simple tense**

**Using** : what is the .....of the Year  
The.....month of the year is.....

**Example:**

a) What is the sixth month of the year?

The sixth month of the year is June.

b) What is the eighth month of the year?

The eighth month of the year is August.

**Activity.**

**1. Fill in the missing letter.**

M\_\_y                  J\_\_\_\_ne                  Ju\_\_y                  Aug\_\_st

**2. Write the short form of the following.**

August \_\_\_\_\_                  June \_\_\_\_\_  
May \_\_\_\_\_                  August \_\_\_\_\_

**3. Write in full:**

5th \_\_\_\_\_                  6th \_\_\_\_\_  
7th \_\_\_\_\_                  8th \_\_\_\_\_

**4. Answer correctly.**

a) What is the eighth month of the year?

b) What is the fifth month of the year?

c) What is the sixth month of the month?

d) What is the seventh month of the year?

## Lesson 8

### A) Vocabulary Practice.

September      October      November      December

Listen and write.

| No | words | mark | Correction 1 | Correction 2 |
|----|-------|------|--------------|--------------|
|    |       |      |              |              |
|    |       |      |              |              |
|    |       |      |              |              |

### B) Grammar.

Proper nouns.

Short form.

| Month     | short form | position. |
|-----------|------------|-----------|
| September | Sept       | Ninth     |
| October   | Oct        | tenth     |
| November  | Nov        | eleventh  |
| December  | Dec        | twelfth   |

### C) Structure / tense work

### Present simple tense:

Using: \_\_\_\_\_ is the \_\_\_\_\_ month of the year.

#### Examples.

- a) October is the tenth month of the year.
- b) December is the twelfth month of the year.

#### Activity.

##### 1. Fill in the missing letter.

Septe\_\_ber , No\_\_ember, O\_\_tober , Dece\_\_ber.

##### 2. Arrange the words in ABC order.

November      October      December      September

---

##### 3. Write in full.

Oct \_\_\_\_\_      Sept \_\_\_\_\_

Nov \_\_\_\_\_      Dec \_\_\_\_\_

##### 5) Fill in with the correct word.

- a) \_\_\_\_\_ is the \_\_\_\_\_ month of the year (November).
- b) \_\_\_\_\_ is the \_\_\_\_\_ month of the year (July).
- c) \_\_\_\_\_ is the \_\_\_\_\_ month of the year (December).
- d) \_\_\_\_\_ is the \_\_\_\_\_ Month of the year (September).




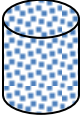


## Vocabulary practice.

Half      liter      kilogram      coin

## Listen and write.

| No | words | marks | Correction 1 | Correction 2 |
|----|-------|-------|--------------|--------------|
|    |       |       |              |              |
|    |       |       |              |              |
|    |       |       |              |              |
|    |       |       |              |              |

## Illustration.

|   |   |   |   |
|---|---|---|---|
|  |  |  |  |
| half  | Liter   | Kilogram  | coin  |

## B) Grammar

### Nouns

## Plural formation of nouns.

### Singular

### Plural

Half

Haves

Litres

Litres

Kilogram

kilograms

Coin

coins

## C) Structure / tense work.

## Present simple tense.

**Using:** May I have .....(kilogram, litre) Please.  
Yes, you can.

## Examples.

- a) May I have a kilograms of beans please  
Yes, you may.
- b) May I have a coin please?  
Yes, you can.

## Activity.

**1) Write the words correctly.**

flha \_\_\_\_\_ klgmraoi \_\_\_\_\_

rlite \_\_\_\_\_ onci \_\_\_\_\_

**2) Change to plural form.**

**Singular**

**plural**

Coin .....

Half .....

Kilogram .....

Litre .....

**3) Answer correctly.**

a) May I have a kilogram of sugar?

\_\_\_\_\_

b) May I have a litre of milk?

\_\_\_\_\_

c) May I have a half litre of oil?

\_\_\_\_\_

**Lesson 10**

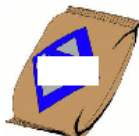



**A) Vocabulary practice.**

Packet meter kilogram litre

**Listen and write.**

| No | words | Mark | Correction1 | Correction2 |
|----|-------|------|-------------|-------------|
| 1  |       |      |             |             |
| 2  |       |      |             |             |
| 3  |       |      |             |             |
| 4  |       |      |             |             |

**Illustration:**

|  |   |  |   |
|--|---|--|---|
|  |  |  |  |
| Packet   | meter   | Kilogram   | litre   |

## B) Grammar.

### Nouns.

#### Plural formation.

#### Singular

#### Plural

Packet

packets

Kilogram

kilograms

Litre

Litres

Meter

meters.

## C) Structure and tense work.

### Present simple tense.

**Using:** How much is a kilo, litre, packet of \_\_\_\_\_?

It is \_\_\_\_\_

### Examples.

a) How much is a kilogram of meat? (4000shs)

It is four thousand shillings only.

b) How much is a packet of milk ( 2000 shs)

c) A packet of milk is two thousand shillings.

### Activity.

#### 1) Write the words correctly.

mtree \_\_\_\_\_

Retli \_\_\_\_\_

ckpaet \_\_\_\_\_

grakilom \_\_\_\_\_

**Arrange the words in ABC.**

Meter   kilogram   litre   packet

.....

**2) Change words to plural form.**

**Singular**

**plural**

Kilogram

\_\_\_\_\_

Meter

\_\_\_\_\_

Packet

\_\_\_\_\_

Litre

\_\_\_\_\_

**3) Make correct sentence from the words below.**

Packet \_\_\_\_\_

Litre. \_\_\_\_\_

Kilogram \_\_\_\_\_

**4) Answer in full sentence.**

a) How much is two packets of milk? ( 1000shs)

\_\_\_\_\_

b) How much is a kilogram of posho? ( 2000shs)

\_\_\_\_\_

**Lesson 11**

**A) Vocabulary practice.**

long                      high                      wide                      tall

**Listen and write.**

| No | words | mark | Correction 1 | Correction 2 |
|----|-------|------|--------------|--------------|
| 1  |       |      |              |              |
| 2  |       |      |              |              |
| 3  |       |      |              |              |
| 4  |       |      |              |              |

**Illustration.**





long

wide

tall

**B) Grammar.**  
**Adjectives.**  
**Comparison of adjectives.**

| Adjective | comparative | Superlative |
|-----------|-------------|-------------|
| Long      | longer      | Longest     |
| High      | Higher      | Highest     |
| Wide      | Wider       | Widest      |
| tall      | Taller      | tallest     |

**C) Structure and tense work.**  
**Present simple tense.**

**Using:** show me a ( long, short tall ) ( rope, stick , boy ).

**Examples.**

a) Show me a long rope?



This is a long rope.

b) Show me a tall tree?

This is a tall tree.



**Activity.**

**1. Fill in the missing letters.**

l\_\_ng

hi\_\_h

w\_\_de

tal\_\_

**Arrange the words to ABC order.**

tall

wide

long

high

**2. Give the opposite of the words below.**

## Words

**opposite.**

Long

---

Wide

---

High

---

Tall

---

**3. Complete the table correctly.**

## Adjective

**comparative**

**superlative**

Long

---

---

Wide

---

---

High

---

---

Tall

---

---

**4. Answer correctly.**

Show me a short stick.



Show me a tall tree?



## Lesson 12

**A) Vocabulary practice.**

---

short

long


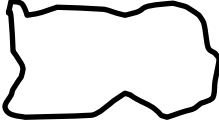


wide

high

**Listen and draw.**

| No | words | mark | Correction 1 | Correction 2 |
|----|-------|------|--------------|--------------|
|    |       |      |              |              |
|    |       |      |              |              |
|    |       |      |              |              |
|    |       |      |              |              |

### Illustration.

|   |   |   |  |
|---|---|---|--|
|  |  |  | <br><small>FIG. 4.—Cuckolds' necks.</small> |
| short   | wide  | high  | long   |

### B) Grammar. Adjective. Opposite.

| Word  | opposite   |
|-------|------------|
| Short | Long /Tall |
| Wide  | Narrow     |
| High  | low        |
| Long  | short      |

### C) Structure and tense work.

#### Present simple tense.

#### Structure.

**Using:** is this ( stick, Rope ) , ( long, short )  
Yes, it is /No, it is not

#### Examples :

Use Yes, it is ,/No it is not.

a) Is this rope long?



Yes, it is.

b) Is this stick long?



No, it is not.

### Activity.

**1) Write the words correctly.**

trohs \_\_\_\_\_ ning \_\_\_\_\_

Nlog \_\_\_\_\_ eiwd \_\_\_\_\_

**2) Give the opposite of the words below.**

**Words**

**opposite**

Short \_\_\_\_\_

Long \_\_\_\_\_

High \_\_\_\_\_

Wide \_\_\_\_\_

**3) Form sentence using the words below.**

long \_\_\_\_\_

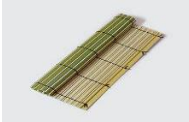
Short \_\_\_\_\_

Wide \_\_\_\_\_

High \_\_\_\_\_

**4) Use Yes it is . /No, it is not**

a) Is this mat short?



\_\_\_\_\_

b) Is this tree short?



\_\_\_\_\_

**Lesson 13**

**A) Vocabulary practice.**

|       |          |        |         |
|-------|----------|--------|---------|
| litre | kilogram | packet | measure |
|-------|----------|--------|---------|

**Illustration.**





buscuits  
Digestive

1 kilogram



measure

packet

kilogram

litre

**B) Grammar**  
**Nouns**  
**Word order**

tcepak

packet

Ertıl

litre

Logkiram

kilogram

Easumre

measure

**C) Structure practice**  
**Present simple tense**

**Using:** how many ( litre ) of \_\_\_\_\_ are there  
There is /are \_\_\_\_\_

**Examples:**

How many Litres of milk are there?



There are three Litres of milk.

**Activity.**

**1) Write the words correctly.**

treli \_\_\_\_\_ resumea \_\_\_\_\_

logramki \_\_\_\_\_ ptceka \_\_\_\_\_

**2) Arrange words in ABC order.**

measure      packet      kilogram      litre.

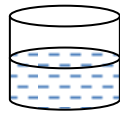
**3) Make correct sentences.**

litre \_\_\_\_\_

Packet \_\_\_\_\_

**4) Answer in full sentences.**

a) How many Litres of cooking oil are there?



2 litres

b) How many packets of tea leaves are there?



c) How many kilograms of posho are there?



Posho 5 kg

**Lesson 14**

**A) Vocabulary practice.**

|           |      |      |      |
|-----------|------|------|------|
| Shillings | Note | cost | coin |
|-----------|------|------|------|

**Listen and write.**

| No | words | mark | Correction 1 | Correction 2 |
|----|-------|------|--------------|--------------|
| 1  |       |      |              |              |
| 2  |       |      |              |              |
| 3  |       |      |              |              |
| 4  |       |      |              |              |

**B) Grammar**

**Nouns**

**Word formation**

Sh\_\_lling \_\_\_\_\_ Shillings

No\_\_e \_\_\_\_\_ Note

c\_in \_\_\_\_\_ coin

cos\_\_ \_\_\_\_\_ cost

**C) Structure and tense work.**

**D) Present simple tense.**

**Using:** May I have .....( a coin)

Yes , you may.

**Examples.**

- a) May I have a five thousand note?  
Yes you may.
- b) May I have two coins?  
Yes you may.

**Activity.**

**1) Write the words correctly.**

eont ....., iocn .....

ingshill ....., ostc  
.....

**2) Fill in the missing letter.**

c\_\_st          Shillin\_\_          co\_\_n          c\_\_st

**3) Read and draw.**

|                              |                  |
|------------------------------|------------------|
|                              |                  |
| Five thousand shillings note | One hundred coin |

**4) Answer correctly.**

- a) May I have a one hundred coin?

\_\_\_\_\_

- b) May I have two thousand shillings note?

\_\_\_\_\_

- c) May I know the cost of one kilogram of rice?

\_\_\_\_\_

**LESSON 15.**

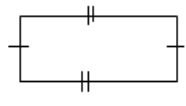

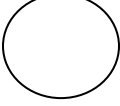
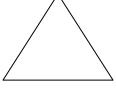
**A) Vocabulary practice.**

|        |          |        |           |
|--------|----------|--------|-----------|
| Circle | triangle | square | rectangle |
|--------|----------|--------|-----------|

**Listen and write.**

| No | words | Mark | Correction 1 | Correction 2 |
|----|-------|------|--------------|--------------|
|    |       |      |              |              |
|    |       |      |              |              |
|    |       |      |              |              |
|    |       |      |              |              |

**Illustrations.**

|   |   |   |   |
|---|---|---|---|
|  |  |  |  |
| rectangle   | square  | circle  | triangle  |

**B) Grammar.**

**Nouns**

**Plural formation of nouns.**

**Singular**

**plural**

Circle

circles

Rectangle

rectangles

Triangle

triangles

Square

Squares

**C) Structure and tense work.**

**Present simple tense.**

**Structure**

**Using:** what shape is this

It is a

.....

**Examples :**

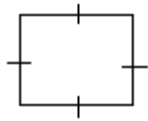
a) What shape is this?



It is a rectangle.

b) What shape is this?

**SHAPE  
AND  
SOLID**



It is a square.

**Activity.**

**1) Write the words correctly.**

squa \_\_\_\_\_ glentria \_\_\_\_\_

anglirect \_\_\_\_\_ lecirc \_\_\_\_\_

**2) Arrange word in ABC order.**

rectangle square circle triangle.

**3) Read and draw.**

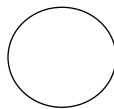
|          |        |           |        |
|----------|--------|-----------|--------|
|          |        |           |        |
| triangle | Square | rectangle | circle |

**4) Make correct sentence using the words below.**

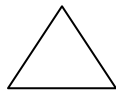
triangle

Square

**5) Answer correctly.**



What shape is this?



What shape is this?

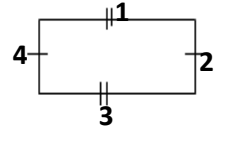
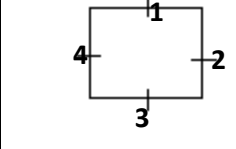
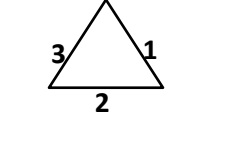
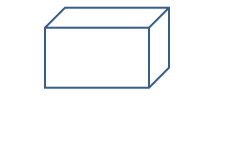
### A) Vocabulary practice.

triangle      box      rectangle      square.

#### Listen and write.

| No | words | mark | Correction 1 | Correction 2 |
|----|-------|------|--------------|--------------|
|    |       |      |              |              |
|    |       |      |              |              |
|    |       |      |              |              |
|    |       |      |              |              |

#### **Illustration.**

|   |   |   |   |
|---|---|---|---|
|  |  |  |  |
| rectangle   | square  | triangle  | box   |

### B) Grammar.

#### Nouns.

#### Plural formation of nouns.

##### Singular

##### Plural

Box

Boxes

Square

Squares

Rectangle

rectangles

Triangle

triangles.

#### C) Structure and tense work.

#### D) Present simple tense.

##### Structure.

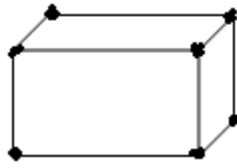
**Using:** how many sides / corners has a...

It has .....sides.

### Examples.

a) How many corners has a box

It has eight corner.



b) How many sides has a box

It has six sides.

### Activity.

#### 1) Fill in the missing letters.

B\_\_x ,      trian\_\_le,      sq\_\_are,      Re\_\_tangle.

#### 2) Change to plural form.

**Singular**

**plural.**

Box

.....

Rectangle

.....

Square

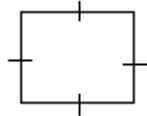
.....

Triangle

.....

#### 3) Answer in full sentences.

a) How many sides has a square?



b) How many sides had a rectangle?

\_\_\_\_\_

c) How many sides has a triangle?

\_\_\_\_\_

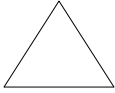
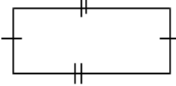
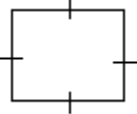
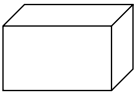
### A) Vocabulary practice.

triangle      circle      box      rectangle

**Listen and write.**

| No | word | mark | Correction 1 | Correction 2 |
|----|------|------|--------------|--------------|
|    |      |      |              |              |
|    |      |      |              |              |
|    |      |      |              |              |
|    |      |      |              |              |

**Illustration.**

|   |   |   |   |
|---|---|---|---|
|  |  |  |  |
| triangle  | rectangle   | square  | box   |

### B ) Grammar.

**Nouns.**

**Word formation.**

|          |           |
|----------|-----------|
| sreuaq   | square    |
| xob      | box       |
| tarecnle | rectangle |
| rrilegn  | triangle  |

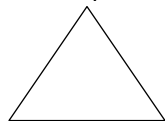
### C) Structure and tense work.

Present simple tense.

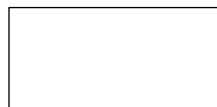
**Using** : is this a ( triangle)

Yes, it is. / No , it is not

Example



Is this a circle?  
No, it is not.



Is this a rectangle?  
Yes, it is.

**Activity.**



**1) Fill in the missing letter correctly.**

b\_\_x

r\_\_ctangle

tri\_\_angle

**2) Write the words in capital letter.**

box \_\_\_\_\_

triangle \_\_\_\_\_

rectangle \_\_\_\_\_

square \_\_\_\_\_

**3) Write small words from the big words.**

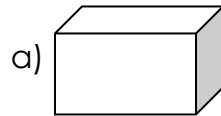
Rectangle \_\_\_\_\_

\_\_\_\_\_

Square \_\_\_\_\_

\_\_\_\_\_

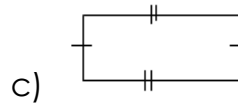
**4) Use Yes, it is / No , it is not.**



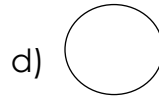
Is this a box? \_\_\_\_\_



Is this a Square? \_\_\_\_\_



Is this a rectangle? \_\_\_\_\_



Is this a book? \_\_\_\_\_

**Lesson 18**





**A) Vocabulary practice.**

long      short      shorter      longer

**Listen and write.**

| No | Words | Mark | Correction 1 | Correction 1 |
|----|-------|------|--------------|--------------|
| 1  |       |      |              |              |
| 2  |       |      |              |              |
| 3  |       |      |              |              |
| 4  |       |      |              |              |

**Illustration.**

|  |  |  |  |
|--|--|--|--|
|  |  |  |  |
| short  | long   | shorter  | Longer   |

## B) Grammar.

### Adjectives.

#### Comparison of adjectives.

| Adjective | comparative | superlatives |
|-----------|-------------|--------------|
| Long      | longer      | longest      |
| Short     | shorter     | shortest     |

## C) Structures and tense work

### Present simple tense

#### Structure

**Using:** which side is longer / shorter?

This / that side is longer / shorter than.....

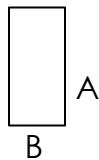
#### Example.

a) Which side is longer?

Side A is longer than side B



b) Which side is shorter?



c) Side B is shorter than side A.

## Activity.

1) Arrange words in ABC order.

Short                      long                      tall

---

2) Write words in capital letters.

Longer .....

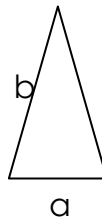
Shorter .....

3) Complete the table below.

| Adjective | comparatives | superlative |
|-----------|--------------|-------------|
| .....     | shorter      | .....       |
| ....      |              | ....        |
| long      | .....        | longest     |
|           | ...          |             |

**4) Answer in full sentence.**

a)



Which side is longer?

---

Which side is shorter?

---

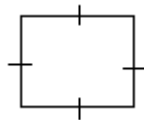


Which side is longer?

---

Which side is shorter?

---



Which side is shorter?

---




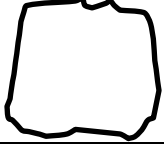
### A) Vocabulary Practice.

Wide                      heavy                      wide                      heavier.

#### Listen and write

| No | words | mark | Correction 1 | Correction 2 |
|----|-------|------|--------------|--------------|
| 1  |       |      |              |              |
| 2  |       |      |              |              |
| 3  |       |      |              |              |
| 4  |       |      |              |              |

#### Illustration.

|   |   |   |   |
|---|---|---|---|
|  |  |  |  |
| wide  | heavy   | heavier   | wider   |

### B) Grammar.

#### Adjectives.

#### Word formation.

w\_\_de                      wide                      heavi\_\_r                      heavier

Heav\_\_                      heavy                      wid\_\_r                      wider

### C) Structure and tense work

#### Present simple tense

#### Structure.

**Using:** which side is wider/ heavier

This /That side is wider / heavier

#### Examples.



Which side is wider?

Side Y is wider than side S

#### Activity.

**1) Write the words correctly.**

Dewi \_\_\_\_\_ eavyh \_\_\_\_\_

Hevaeir \_\_\_\_\_ Erwid \_\_\_\_\_

**2) Give the opposite of the words below.**

**Words**

**opposite.**

Wide .....

Heavy .....

Long .....

Heavier .....

**3) Answer correctly.**

Which side is lighter?

\_\_\_\_\_

Which side is wider?

\_\_\_\_\_

Which side is narrow?

\_\_\_\_\_

**Lesson 20**

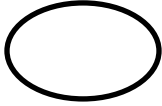
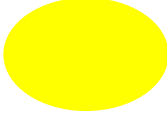


**A) Vocabulary practice.**

|       |        |       |      |
|-------|--------|-------|------|
| White | yellow | green | blue |
|-------|--------|-------|------|

**Listen and write.**

| No | Word | Mark | Correction 1 | Correction 2 |
|----|------|------|--------------|--------------|
| 1  |      |      |              |              |
| 2  |      |      |              |              |
| 3  |      |      |              |              |
| 4  |      |      |              |              |

**Illustration.**

|   |   |   |   |
|---|---|---|---|
|  |  |  |  |
| White   | yellow  | green   | Blue.   |

**B) Grammar**

## Adjective

### Word formation.

|         |        |
|---------|--------|
| W__ite  | white  |
| B__ue   | blue   |
| __ellow | yellow |
| Gree__  | green  |

## C) Structures and tense work

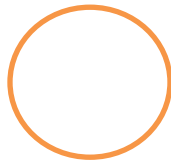
### D) Present simple tense

#### Structure

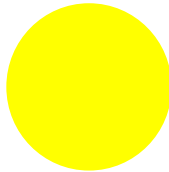
**Using:** what colour is this? that ?

It is .....

#### Examples.



What colour is this?  
It is white.



What colour is that?  
It is Yellow.

### Activity.

#### 1) Arrange words in ABC order.





White      yellow      green      blue.

.....

#### 2) Fill in the missing letter.

\_\_hite      Blu\_\_      g\_\_een      Yell\_\_w

#### 3) Colour the following things.

|  |  |  |  |
|--|--|--|--|
|  |  |  |  |
| blue   | yellow   | green  | white  |

**4) Answer correctly.**



What colour is this?

---



What colour is this?

---



What colour is that?

---



What colour is this?

---



What colour is that?

---