

# GRAMMAR

TEACHERS' HANDBOOK

## PRIMARY TWO LESSON NOTES



## TERM 1 2024

Name:

School:

STANDARD CURRICULUM

P.2 CLASS LESSON NOTES TERM I 2024

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# **ST. MARY'S JUNIOR SCHOOL KAMDINI**

## **LESSON NOTES FOR TERM I 2024**

**THEME:** Our school and Neighborhood

**SUB THEME:** Location of the school

**COMPETENCES:** - Define a noun  
- Give examples of nouns  
- Add s to form the plural form.

**INTRODUCTION:**

**CONTENT: NOUNS**

A noun is a naming word.

A noun is a name of something.

I.e. names of people e.g. John

Names of places e.g. Kitete

Names of objects/ things e.g. cup/ plates

**Examples of nouns**

**Things**

books, pens, medicine

tables, charts etc.

flag, broom, sign post

**people**

Mr. Mugoya

Child, teacher

Mrs. Mugoya

**places**

Uganda

Kenya

Tanzania, Sudan, Town

**Underline nouns in these sentences**

1. The **pencil** is in the **tin**.
2. **John** has a **book**.
3. The **broom** is behind the **door**.

**Exercise**

1. Underline the nouns in these sentences
  - a) Tom has a nice book.
  - b) The ruler is under the table.
  - c) Jessica is sick.
  - d) The snake is under the chair.
  - e) Mwesigwa's shirt is clean.

2. Make sentences using the given words below.

Books:

Uniform:

| Date | Class | No. of pupils | Time |
|------|-------|---------------|------|
|      |       |               |      |

**THEME:**                    **Our school and Neighborhood**

**SUB THEME:**        Location, symbols and benefits of the school

**COMPETENCES:** -    Define a noun  
                             -    Give examples of nouns

**INTRODUCTION:** A teacher will introduce the lesson with the review of previous lesson

**CONTENT:** **TYPES OF NOUNS**

**Proper nouns**

These are names of important things like

1. Names of people, like Keren, Esther, Maurice
2. Names of places like Mukono, Kampala etc.
3. Days of the week, Monday, Tuesday etc.
4. Months of the year January, February etc.

All proper nouns begin with capital letters.

**Exercise**

**A. Under line the proper nouns in the sentences**

1. Mebra was born in February.
2. Sunday is the first day of the week.
3. Tom went to Mbale

**B. Re – write these sentences correctly**

4. ali went to sudan last year.
5. Our head teacher is miss. immaculate mawanda.
6. january is the first month.

**C. Write in full**

Tue \_\_\_\_\_

Mon \_\_\_\_\_

Sun \_\_\_\_\_

**THEME:**                **Our school and Neighborhood**

**SUB THEME:**        Symbols of the school

**COMPETENCES:** - **Reading words correctly**  
                              **- Forming plurals**

**INTRODUCTION:** Introduce the lesson with a known song.

**CONTENT:**

- Nouns where we add “s”to form plurals

| <b>Singular</b> | <b>plural</b> |
|-----------------|---------------|
| book            | books         |
| ruler           | rulers        |
| pen             | pens          |
| desk            | desks         |
| uniform         | uniforms      |
| flag            | flags         |
| chalkboard      | chalkboards   |
| flag            | flags         |
| cup             | cups          |
| plate           | plates        |
| pencil          | pencils       |
| rubber          | rubbers       |
| chair           | chairs        |
| sign post       | sign posts    |
| umbrella        | umbrellas     |

### **Exercise**

**Give the plural of these nouns.**

1. book
2. dress
3. cup –
4. signpost –
5. table –

### Give plural of the underlined words

1. This is a desk
2. Grace has a uniform
3. Mary has a good flag
4. We have two chalkboards in our class
5. Our teacher got Mary an umbrella

### Give the plural form of the word given in the brackets

1. *She has good \_\_\_\_\_.(bag)*
2. *Mr. Katumba bought four \_\_\_\_\_from the shop.(pencil)*
3. *The \_\_\_\_\_ are kicking the ball.(boy)*

| Date | Class | No. of pupils | Time |
|------|-------|---------------|------|
|      |       |               |      |

- **THEME:**                   **Our school and Neighborhood**
- **SUB THEME:**       Benefits to the school from neighborhood
- **COMPETENCES:** Add “es” to form the plural form
- **INTRODUCTION:** The lesson will be introduced by reviewing the previous lesson
- **CONTENT:** Nouns that take “es” to form plurals

Nouns which end with a hissing sound e.g. **x, s**, we add “**es**” to their plural

#### Examples

| <b>Singular</b> | <b>plural</b> |
|-----------------|---------------|
| box             | boxes         |
| glass           | glasses       |
| dress           | dresses       |
| class           | classes       |

#### Other words which add “es” but do not have a hissing sound are

| <b>Singular</b> | <b>plural</b> |
|-----------------|---------------|
| Mango           | mangoes       |
| Tomato          | tomatoes      |
| Buffalo         | buffaloes     |
| Watch           | watches       |
| Church          | churches      |
| Bench           | benches       |

## Exercise

Write the plural of the underlined word

1. She has a mango
2. Daddy bought me a new dress
3. He is carrying a box
4. David eats a tomato everyday
5. The teacher is in the class
6. Give me a match boxes
7. They boarded a bus
8. Children saw a buffalo in the zoo

Write the plural form of the word given in brackets.

9. He bought many\_\_\_\_\_ from the market (tomato)
10. We have four\_\_\_\_\_ at home.(glass)

Re – write the sentences giving the plural form of the under lined.

- a) The uniform is under the table.
- b) She broke the glass yesterday.
- c) The buffalo shouted loudly.

**THEME:** Our school and Neighborhood

**SUB THEME:** Benefits to the neighborhood from school

**COMPETENCES:** - Change “y” to “ies” to form the plural form.

**INTRODUCTION:**

**CONTENT:** Nouns that end with “y” and there’s a consonant letter we drop “y” and then we add “ies” to form the plural form.

| SINGULAR | PLURAL    |
|----------|-----------|
| Puppy    | puppies   |
| Library  | Libraries |
| Baby     | babies    |
| Lorry    | Lorries   |
| Body     | bodies    |

|           |             |
|-----------|-------------|
| Fly       | flies       |
| lady      | ladies      |
| City      | cities      |
| Country   | countries   |
| County    | counties    |
| Community | communities |
| Family    | families    |

**Other words which end with “y” but do not add “ies” and just add “s”**

**These words have a vowel letter before letter “y”**

|         |          |
|---------|----------|
| Boy     | boys     |
| Monkey  | monkeys  |
| Toy     | toys     |
| Valley  | valleys  |
| Donkey  | donkeys  |
| Trolley | trolleys |
| Key     | keys     |

### **Exercise**

**Write the plural form of the underlined noun.**

1. The young of a dog is a puppy.
2. Look at that lady.
3. He bought a tray of egg.
4. I found a monkey in our gardens.
5. These are my family members.
6. There is a fly in the food.
7. The boy has the key.
8. Tom bought a toy car.
9. The baby is crying for milk.
10. An insect has three body parts.
11. She crossed the valley alone.
12. Our teacher has a donkey.
13. My father has a big box.
14. Our school sign post is good.

**THEME:**                **Our school and Neighborhood**

**SUB THEME:**        Causes of problems between school and neighborhood.

**COMPETENCES:** -    Change “f” to “ves”  
                             -    Make sentences with the nouns.

### **INTRODUCTION:**

**CONTENT:** Nouns that end with “f” or “fe” change to “ves” in their plural form.

| <b>Singular</b> | <b>Plural</b> |
|-----------------|---------------|
| Leaf            | leaves        |
| Life            | lives         |
| Knife           | knives        |
| Half            | halves        |
| Wolf            | wolves        |
| Calf            | calves        |
| Wife            | wives         |
| Loaf            | loaves        |
| Shelf           | shelves       |
| Self            | selves        |

**Words with “f” that do not change to “ves” and we add “s”**

Chiefs

Roofs

Staffs

### **Exercise**

**Change these sentences into plural forms.**

1. Their **life** is in danger.
2. They have a big **shelf**
3. The **roof** is very dirty.
4. The policeman caught a **thief**.
5. A **wolf** killed the boy.
6. That tree has many **leaf**.
7. My mother s **knife** is sharp.



8. My father bought a **loaf** of bread.
9. Our cow has a **calf**.
10. I saw the **chief** yesterday.

**THEME:**                **Our school and Neighborhood**

**SUB THEME:**       Causes of problems between the school and neighborhood

**COMPETENCES:** - **Identify Nouns that** change “oo” to “ee” to form the plural form.  
                              - Identify nouns which don’t change.

## **INTRODUCTION:**

**CONTENT:** Nouns that change “oo” to “ee” to form plurals

### **Nouns with “oo” change to “ee”**

|       |       |
|-------|-------|
| Foot  | feet  |
| Tooth | teeth |
| Goose | geese |

### **Nouns that change the vowels completely**

|           |             |
|-----------|-------------|
| Mouse     | - mice      |
| Louse     | - lice      |
| Man       | - men       |
| Child     | – children  |
| Ox        | - oxen      |
| Woman     | - women     |
| Policeman | - policemen |

### **Nouns that don’t change to form plurals**

sheep, salt , wood , furniture , fish , milk ,water, luggage , sugar

## **Exercise**

### **Give the plural form of the nouns in the brackets**

1. He doesn’t brush his..... (tooth)
2. A shepherd looks after.....(sheep)
3. David has big..... (foot)
4. I saw ..... in our garden (mouse)
5. Our uncle went to village with a heavy .....(luggage)
6. He used ..... to plough. (ox)

7. That carpenter makes nice ..... (furniture) from..... (wood).
8. The ..... are playing football,(child).

**THEME:**                **Our school and neighborhood**

**SUB THEME:**        **Causes of problems between school and neighborhood**

**COMPETENCES:** - **Identify collective nouns**

**INTRODUCTION:** Give a single word for the underlined words

**CONTENT:**

### **Collective nouns**

These are nouns which stand for a group of things

#### **Examples**

- A group of thieves-gang
- A group of sheep-flock
- A group of oxen-team
- A collection of trees-forest
- A group of sticks-bundle
- A group of cattle-herd
- A group of birds flying-flight
- A heap of soil.
- A group of flowers-bouquet
- A group of monkeys-troop
- A group of dancers-troupe
- A group of bees-swarm
- A group of singers-choir

### **Exercise**

1. Give a single word for the underlined group of words.
  - a) I met a **group of thieves** at night.
  - b) Our school has a **nice group of singers**.
  - c) The queen bought a nice **group of flowers**.
  - d) My father has a big **group of cattle**.
  - e) The angry **group of bees** attacked the mad man.
  - f) The farmer has a big **group of oxen**.

**THEME: Our school and neighborhood**

**SUB THEME: Ways of preventing them**

**COMPETENCES:** - Read words correctly

- Introduce the lesson with the review of previous lesson.

**INTRODUCTION:**

**CONTENT:**

**Opposites of nouns**

An opposite is a word which is completely different from the other

**Nouns and their opposites**

|             |   |              |
|-------------|---|--------------|
| Man         | — | woman        |
| Village     | — | town         |
| Master      | — | servant      |
| Child       | — | adult        |
| Visitor     | — | host         |
| Lady        | — | gent         |
| Life        | — | death        |
| Discipline  | — | indiscipline |
| Mummy       | - | daddy        |
| Father      | - | mother       |
| Grandfather | - | grand mother |
| Uncle       | - | aunt         |
| Boy         | - | girl         |
| Young       | - | old          |
| Old         | - | new          |

**Exercise**

**Give the opposite of the underline noun**

1. That man is ugly.
2. Mummy went to town
3. The visitor was so smart.
4. The lady has a nice bag.
5. Tom lives in that village

**b) Match the animals to their young ones.**

|          |        |
|----------|--------|
| Elephant | puppy  |
| Lion     | kitten |
| Goat     | cub    |
| Dog      | calf   |
| Cat      | kid    |

**End of theme test**

***Underline the nouns in the sentences below***

1. *Our school is very good.*
2. *Mebra has gone to Kampala.*
3. *The dog barked at the thief last night.*
4. *My school is found in Kitete village.*
5. *Mawanda went to London on Monday.*

***Give the plural form of the word given in the brackets to complete the sentences***

6. *He makes \_\_\_\_\_ every weekend.(rope)*
7. *The carpenter Made nice \_\_\_\_\_ last Friday.(bench)*
8. *Our school has many \_\_\_\_\_(bus)*
9. *The \_\_\_\_\_jumped over the fence last night.(thief)*
10. *River Nile has a lot of \_\_\_\_\_(water)*
11. *My \_\_\_\_\_are paining.(tooth)*
12. *My father bought \_\_\_\_\_ of bread yesterday). ( loaf)*
13. *We saw Mary \_\_\_\_\_ at the zoo last year.(monkey)*
14. *The \_\_\_\_\_ cried loudly last night.(baby)*

***Give one word for the underlined group of words***

15. *She met a group of thieves on Wednesday.*
16. *We met a group of cattle on our way to school.*
17. *My mother is a person who heads a school.*
18. *The person who flies aeroplanes came to our school.*
19. *The queen bought a nice group of flowers.*
20. *She went to a place where children learn from.*

**INTRODUCTION:** *The teacher will introduce the lesson by reviewing the previous lesson*

**CONTENT:** *A capital letter*

*A capital letter is used when beginning a sentence.*

a) *This is my book*

*A capital letter is also used when writing proper nouns even if it is in the middle of the sentence e.g. names of people, names of places, days of the week, months of the year etc.*

*Examples.*

- 1. The teacher is teaching*
- 2. My name is Karen*
- 3. Today is Tuesday*

**Exercise**

*Punctuate these sentences correctly*

- 1. daddy goes to work on Sunday*
- 2. our school has many uniforms*
- 3. i go to church on Saturday*
- 4. that an old man is my grandfather*
- 5. anent lives near our school*
- 6. Muslims pray on Friday*
- 7. tom is going to Mukono*

**THEME:** *Our school and Neighborhood*

**COMPETENCES:** *Explain the word punctuation*

*Punctuating using capital letters and a full stop*

**INTRODUCTION:** *The teacher will introduce the lesson by reviewing the previous lesson*

**CONTENT:** *A full stop (.)*

*A full stop is a mark used at the end of a positive and negative sentences*

### ***Examples***

- 1. The teacher is teaching***
- 2. I am going to school***
- 3. Andrew is going to church***

### ***Exercise***

#### ***Punctuate the sentences correctly***

- 1. Mummy goes to work on Monday***
- 2. Our shop is in Mukono***
- 3. Alice is a good girl***
- 4. A pilot flies an aeroplane***
- 5. Douglas is handsome***
- 6. Okello has a new uniform***
- 7. The first month of the year is January***

**THEME: Our home and Community**

**SUB THEME:** Roles of different people in the community

**COMPETENCES:** - Use a question mark.

- Mention questioning words
- Make the question mark sing (?)

### **INTRODUCTION:**

**CONTENT:** A Question mark (?)

A question mark is used when ending a sentence in question form.

### ***Questioning words***

***These are words used when asking a question.***

***These words include***

***What, Where, Why, Who, How, Whom, Have, Are, Does, Did, Do, Is, Was, Will, Shall***

### **Examples**

1. What is your name?
2. Who is your teacher?
3. Where is your school located?
4. Why have you come late?

## **Exercise**

### **Fill in the gap using a correct questioning word and put a question mark**

1. ....do you live.
2. ....is you teacher's name?
3. ....you eaten food.
4. .... do you come to school.
5. ....are you crying
6. ....you know him.
7. ....you hungry
8. ....she pray on Sunday.

**THEME: Our home and Community**

**SUB THEME:** Roles of different people in the community

**COMPETENCES:** - Use a comma correctly

- Make sentences using a comma
- Read the sentences having commas

**INTRODUCTION:**

**CONTENT: A comma**

This is used when listing / separating many things in a sentence.

### **Examples**

- My aunt, uncle and grandfather have come.
- Lule, Tom, Musa and Aki are related
- Daddy bought me books, pens, pencils, rulers and rubbers.

## **Exercise**

### **Put a comma where it's needed**

1. Susan Annette Amina and Annet are in primary two.
2. She bought oranges, mangoes, grapes apples and pineapples.
3. The baby needs milk bread and butter
4. We have desks benches table and chairs.
5. Badge motto uniform signposts are school symbols.
6. Daddy mother and sister visited me.

7. They are eating bananas bread and yams.
8. Paul's sister's brothers and friend were happy.

**THEME: Our home and Community**

**SUB THEME:** Cultural practices and values in the community

**COMPETENCES:** - Use an apostrophe in sentences  
- Read a sentence with an apostrophe.

**INTRODUCTION:**

**CONTENT: An apostrophe (')**

It is used to show ownership

**Examples**

- John's book
- Titus's shirt
- Mother's belt
- The baby's toy.

**Exercise**

**Put an apostrophe where necessary.**

- This is my brothers shirt
- These are Toms shoes
- It is teacher's seat.
- This is our director's car.
- You take his mother's bag inside
- That is my friend's ruler.
- Wamala has Musokes money.
- She is the doctor's maid.

**THEME: Our home and Community**

**SUB THEME: PUNCTUATION**

**COMPETENCES:** - Put an apostrophe in a right position  
- Read sentences with an apostrophe



## **INTRODUCTION:**

### **CONTENT: An apostrophe (')**

It is used to show ownership

### **An apostrophe (')**

Used in short form.

It is put where the letters have been left out for example

### **Examples.**

- She is ..... She's.
- He is ..... He's.
- Will not ..... Won't
- They are..... they're
- Should not..... shouldn't
- Shall not..... Sha'nt
- Are not..... aren't
- Has not..... hasn't
- Have not..... Haven't
- Did not ..... Didn't
- Is not ..... Isn't.
- Cannot..... can't

### **Exercise**

**Use an apostrophe where necessary.**

1. *There isn't any water.*
2. *Aren't you coming with us?*
3. *You shouldn't quarrel again.*
4. *She wasn't here to see the thief*
5. *He didn't come today.*
6. *He didn't come today.*

### ***End of theme test***

***Punctuate the following sentences correctly.***

1. *my father is going to gulu.*
2. *maria bought oranges mangoes grapes and apples*
3. *where are you going*
4. *the name of my school is cornerstone junior school*
5. *what is the name of your teacher*

6. *that is johns new book*
7. *the headteacher didn't come to school today*
8. *susan annet moureen and shama went to America last Friday*
9. ***write the following in short***

*shall not \_\_\_\_\_*

*are not \_\_\_\_\_*

*can not \_\_\_\_\_*

*she is \_\_\_\_\_*

***THEME: The human body and health***

***SUB- THEME: Parts of the body and their functions***

***COMPETENCES: Tell the meaning of conjunctions***

***Join sentences using "because"***

***Uses the conjunction to join sentences correctly***

***CONTENT***

***Conjunctions***

***Those are words used to join sentences e.g. because, but, and***

***The use of ..... because.....***

***Examples.***

1. *Joel is crying. He is sick.*

*Joel is crying because he is sick.*

2. *Rose did not go to school. She was not feeling well.*

*Rose did not go to school because she was not feeling well.*

***Exercise***

***Join these sentences using .....because.....***

1. *The toilet is smelling. It is dirty.*
2. *Joan is happy. She has bought a doll.*
3. *I have not gone to school. I am sick.*
4. *Prosper was punished. She came late.*
5. *Noreen cannot carry a basket. She is young.*
6. *Alice is crying. She cut her herself.*
7. *Charren is hungry. She did not eat food.*
8. *Kaweesi cannot run. He has one leg.*
9. *Akello can't see. She is blind.*

**THEME:** *The human body and health*

**SUB- THEME:** *Parts of the body and their functions*

**COMPETENCES:** *Joining sentences using “and”*

**INTRODUCTION:** *A teacher introduces a lesson with a song related to the parts of the body.*

**CONTENT:** *Conjunction*

**The use of.....and.....**

**Examples.**

1. *I bought a pencil. I bought a pen.*  
*I bought a pencil; and a pen.*
2. *We have a basket. We have a tin.*  
*We have a basket and a tin.*

**Exercise**

***Join these sentences using..... and.....***

1. *Musa eats paw paws. Musa eats apples.*
2. *Jessica is brown. Rose is brown.*
3. *Jane made a pot. Jane made a mat.*
4. *Alice has a nice dress. Ritah has a nice dress.*
5. *He has two hands. He has two feet.*
6. *He has two eyes. He has two ears*

**THEME:** *The human body and health*

**SUB- THEME:**

**COMPETENCES:** *Joining sentences using beginning:*

***Both ..... and.....***

**INTRODUCTION:**

**CONTENT:** *Conjunctions*

**The use of: Both.....and.....**

**Examples**

1. *Jackie is smart. Karen is smart.*  
*Both Jackie and Karen are smart.*
2. *Okoth is tall. Akello is tall.*  
*Both Okoth and Akello are tall.*

### Exercise

*Join these sentences beginning: Both..... and.....*

1. *Jimmy is sick. Ali is sick.*
2. *Cathy is my friend. Timothy is my friend.*
3. *Favour has a green bag. Miracle has a green bag.*
4. *Andrew is happy. Mark is happy.*
5. *Nathan is my son. Norman is my son.*
6. *Kasozzi is blind. Mukisa is blind.*
7. *Martha is short. Mary is short.*

**THEME:** *The human body and health*

**SUB- THEME:** *Parts of the body and their functions*

**COMPETENCES:** *Joining sentences using “but”*

*Both orally and written*

### **INTRODUCTION:**

**CONTENT:** *Conjunctions*

**The use of:.....but.....**

### Examples

1. *Aine was sick. She went to school.*  
*Aine was sick but she went to school.*
2. *Musa came late. He was not punished.*  
*Musa came late but he was not punished.*

### Exercise

1. *Josephine went to church. She did not pray.*
2. *Olga is beautiful. She is not married.*
3. *I bought food. I did not eat it*
4. *I like Adam. He is not my friend.*
5. *We came to school. We did not learn*
6. *She has eyes. She doesn't see.*

**THEME: The human body and health**

**SUB- THEME: Sanitation**

**COMPETENCES: Using questioning words in sentences**

**INTRODUCTION:**

**CONTENT:**

**The use of questioning words**

- a) *How*.....?
- b) *What*.....?
- c) *Who*.....?

**Examples**

1. *I am seven years old. (Begin: How.....?)*  
*How old are you?*
2. *My name is Abel. (Begin: What.....?)*  
*What is your name?*
3. *Ketra swept the compound. (Begin: who.....?)*  
*Who swept the compound?*

**Exercise**

1. *I am eight years old. (Begin: How.....?)*

**Fill the gaps with the correct questioning word.**

2. .... your name?
3. ....is your best friend?
4. ....old is your sister?
5. .... Your father's name?
6. .... collected rubbish?
7. .... is he doing?
8. .... Can you keep drinking water safe?
9. .... cut the tree?
10. .... Cleaned the classroom?

**THEME: Human body and health**

**SUB THEME: PREPOSITIONS**

**COMPETENCES:** - Use the prepositions in sentences.  
- Draw picture to show the preposition.  
- Make sentences using the preposition.

**INTRODUCTION:**

**CONTENT: Preposition**

*A word/ group of words used before a noun/ a pronoun to show a place or position.*

**Examples**

- on, in, under, over, behind, near, between, from, inside, outside, in front of , by, etc

**Examples**

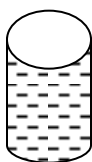
1. The cat is under the table.
2. The pencil is in the tin.

**Exercise**

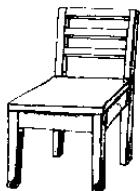
**a) Fill in the correct preposition**

1. The ball is ..... the table.
2. The cat is .....the chair.
3. The flower is ..... the tin.
4. The tree is ..... the house
5. The jar is ..... the stool.
6. Tamale is standing ..... the cupboard.

**b) Make sentences using the words below**

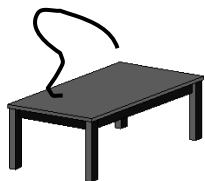


\_\_\_\_\_



\_\_\_\_\_





**THEME:**

**SUB THEME: PREPOSITIONS**

**COMPETENCES:** - Use the preposition in sentences  
- Draw pictures to show the preposition.

**INTRODUCTION:**

**CONTENT: PREPOSITION**

**Examples**

- between
- inside
- outside
- down
- opposite
- in front of
- against. .

**Exercise**

**Fill in the gaps using a correct preposition.**

- d) Musa is standing..... Sarah and Scholar.
- e) The water is ..... the bucket
- f) The woman is standing..... the van.
- g) The church is ..... the huts.

h) The bicycle is leaning ..... the tree.

i) The cow is standing ..... the tree.

**THEME: Food and Nutrition**

**SUBTHEME:** Verbs and their tenses

**COMPETENCES:** - Define a verb and a tense

- Give examples of verbs

- Make sentences in different tenses.

**INTRODUCTION:**

**CONTENT:** Verbs

### Verbs

A verb is a doing word.

#### **Types of verbs**

1. Regular verbs
2. Irregular verbs

**Regular verbs:-** These are verbs which have their past tenses changed by adding “ed”

| <b>Verb</b> | <b>Continuous</b> | <b>Past</b> | <b>Perfect</b> |
|-------------|-------------------|-------------|----------------|
| walk        | walking           | walked      | walked         |
| cook        | cooking           | cooked      | cooked         |
| pray        | praying           | prayed      | prayed         |
| collect     | collecting        | collected   | collected      |
| dance       | dancing           | danced      | danced         |
| finish      | finishing         | finished    | finished       |
| add         | adding            | added       | added          |
| brush       | brushing          | brushed     | brushed        |
| work        | working           | worked      | worked         |
| talk        | talking           | talked      | talked         |
| kill        | killing           | killed      | killed         |
| want        | wanting           | wanted      | wanted         |
| open        | opening           | opened      | opened         |
| wash        | washing           | washed      | washed         |



Some regular verbs that end with C.VC double last letters and “ed” is added to form the past and the perfect tense.

| <b>Verb</b> | <b>Continuous</b> | <b>Past</b> | <b>Perfect</b> |
|-------------|-------------------|-------------|----------------|
| clap        | clapping          | clapped     | clapped        |
| mop         | mopping           | mopped      | mopped         |
| slap        | slapping          | slapped     | slapped        |
| stop        | stopping          | stopped     | stopped        |
| skip        | skipping          | skipped     | skipped        |
| drop        | dropping          | dropped     | dropped        |

### **Irregular verbs**

*These are verbs that change differently in past and perfect tense . Some verbs that end with “y” but before “Y” there is a consonant drop “y” then “ied” in the past and perfect tense*

| <b>Verb</b>  | <b>Continuous</b> | <b>Past</b>    | <b>Perfect</b> |
|--------------|-------------------|----------------|----------------|
| <i>shin</i>  | <i>shining</i>    | <i>shined</i>  | <i>shined</i>  |
| <i>cry</i>   | <i>crying</i>     | <i>cried</i>   | <i>cried</i>   |
| <i>carry</i> | <i>carrying</i>   | <i>carried</i> | <i>carried</i> |
| <i>dry</i>   | <i>drying</i>     | <i>dried</i>   | <i>dried</i>   |
| <i>fry</i>   | <i>frying</i>     | <i>fried</i>   | <i>fried</i>   |
| <i>copy</i>  | <i>copying</i>    | <i>copied</i>  | <i>copied</i>  |
| <i>marry</i> | <i>marrying</i>   | <i>married</i> | <i>married</i> |
| <i>dirty</i> | <i>dirtying</i>   | <i>dirtied</i> | <i>dirtied</i> |
| <i>lie</i>   | <i>lying</i>      | <i>lay</i>     | <i>lain</i>    |
| <i>lay</i>   | <i>laying</i>     | <i>laid</i>    | <i>laid</i>    |

***Regular verbs with letter “i”. Changes to a and u form the past and perfect tense respectively.***

| <b>Verb</b>           | <b>Continuous</b> | <b>Past</b>   | <b>Perfect</b> |
|-----------------------|-------------------|---------------|----------------|
| <i>drink</i>          | <i>drinking</i>   | <i>drunk</i>  | <i>drunk</i>   |
| <i>sing</i>           | <i>singing</i>    | <i>sang</i>   | <i>sung</i>    |
| <i>ring</i>           | <i>ringing</i>    | <i>rang</i>   | <i>rung</i>    |
| <i>swim</i>           | <i>swimming</i>   | <i>swam</i>   | <i>swum</i>    |
| <i>swing</i>          | <i>swinging</i>   | <i>swang</i>  | <i>swung</i>   |
| <i>hang(yourself)</i> | <i>hanging</i>    | <i>hanged</i> | <i>hanged</i>  |

***Verbs where we change “i to u to form the past simple and past participle respectively***  
***Some irregular verbs use “u” for the past and participate tense***

| <b>Verb</b>         | <b>Continuous</b> | <b>Past</b>  | <b>Perfect</b> |
|---------------------|-------------------|--------------|----------------|
| <i>sting</i>        | <i>stinging</i>   | <i>stung</i> | <i>stung</i>   |
| <i>dig</i>          | <i>digging</i>    | <i>dug</i>   | <i>dug</i>     |
| <i>wring</i>        | <i>wringing</i>   | <i>wrung</i> | <i>wrung</i>   |
| <i>hand ( item)</i> | <i>handing</i>    | <i>hung</i>  | <i>hung</i>    |

***Some irregular verbs with double vowel letter “e” drop one “er” and add letter “t” to form the past participle.***

| <b>Verb</b>  | <b>Continuous</b> | <b>Past</b>  | <b>Perfect</b> |
|--------------|-------------------|--------------|----------------|
| <i>sweep</i> | <i>sweeping</i>   | <i>swept</i> | <i>swept</i>   |
| <i>sleep</i> | <i>sleeping</i>   | <i>slept</i> | <i>slept</i>   |
| <i>kneel</i> | <i>kneeling</i>   | <i>knelt</i> | <i>knelt</i>   |
| <i>feel</i>  | <i>feeling</i>    | <i>felt</i>  | <i>felt</i>    |
| <i>creep</i> | <i>creeping</i>   | <i>crept</i> | <i>crept</i>   |
| <i>keep</i>  | <i>keeping</i>    | <i>kept</i>  | <i>kept</i>    |
| <i>weep</i>  | <i>weeping</i>    | <i>wept</i>  | <i>wept</i>    |

***The irregular verbs that don't change their past and past participle***

| <b>Verb</b>  | <b>Continuous</b> | <b>Past</b>  | <b>Perfect</b> |
|--------------|-------------------|--------------|----------------|
| <i>cut</i>   | <i>cutting</i>    | <i>cut</i>   | <i>cut</i>     |
| <i>shut</i>  | <i>shutting</i>   | <i>shut</i>  | <i>shut</i>    |
| <i>put</i>   | <i>putting</i>    | <i>put</i>   | <i>put</i>     |
| <i>set</i>   | <i>setting</i>    | <i>set</i>   | <i>set</i>     |
| <i>hit</i>   | <i>hitting</i>    | <i>hit</i>   | <i>hit</i>     |
| <i>hurt</i>  | <i>hurting</i>    | <i>hurt</i>  | <i>hurt</i>    |
| <i>split</i> | <i>splitting</i>  | <i>split</i> | <i>split</i>   |
| <i>burst</i> | <i>bursting</i>   | <i>burst</i> | <i>burst</i>   |
| <i>cast</i>  | <i>casting</i>    | <i>cast</i>  | <i>cast</i>    |

***Other irregular verbs***

|              |               |                |
|--------------|---------------|----------------|
|              |               |                |
| <i>fly</i>   | <i>flew</i>   | <i>flown</i>   |
| <i>teach</i> | <i>taught</i> | <i>taught</i>  |
| <i>buy</i>   | <i>bought</i> | <i>bought</i>  |
| <i>eat</i>   | <i>ate</i>    | <i>eaten</i>   |
| <i>make</i>  | <i>made</i>   | <i>made</i>    |
| <i>wear</i>  | <i>wore</i>   | <i>worn</i>    |
| <i>tear</i>  | <i>tore</i>   | <i>torn</i>    |
| <i>beat</i>  | <i>beat</i>   | <i>beaten</i>  |
| <i>hide</i>  | <i>hid</i>    | <i>hidden</i>  |
| <i>ride</i>  | <i>rode</i>   | <i>ridden</i>  |
| <i>bit</i>   | <i>bit</i>    | <i>bitten</i>  |
| <i>tread</i> | <i>trade</i>  | <i>trodden</i> |
| <i>shine</i> | <i>shone</i>  | <i>shone</i>   |

Some irregular verbs form their past and past participle simply by adding “t”

|       |          |        |        |
|-------|----------|--------|--------|
| burn  | burning  | burnt  | burnt  |
| learn | learning | learnt | learnt |
| dream | dreaming | dreamt | dreamt |
| spoil | spoiling | spoilt | spoilt |
| deal  | dealing  | dealt  | dealt  |

### Exercise

#### 1. Complete the table below.

|       |          |         |
|-------|----------|---------|
| stop  | _____    | stopped |
| clean | cleaning | _____   |
| _____ | washing  | washed  |

#### 2. Underline the verb in the sentences below

- She is burning rubbish.
- Do not open that door.
- The girl stole my pencil
- We sweep the house every day.

**THEME: Food and Nutrition**

**SUB THEME: Verbs and their tenses**

**COMPETENCES: -**

**INTRODUCTION:**

**CONTENT:** Verbs

### Tenses

Is the changing of the verb according to time of action.

### Present simple tense (everyday tense)

This tense tells us activities done every day, time, week, year, month etc. (use always)

|     |   |                                  |
|-----|---|----------------------------------|
| She | } | s, es, ies, is added to the verb |
| He  |   |                                  |
| It  |   |                                  |
| We  |   |                                  |
| I   | } |                                  |
|     |   |                                  |

You

They

### Examples

- She sits on a mat every day.
- The baby cries every night.

### Exercise

Use the correct form of the verbs given in the brackets.

1. Pius \_\_\_\_\_ on the bench. (sit)
2. We \_\_\_\_\_ a test every weekend. (do)
3. The pastor \_\_\_\_\_ every Sunday. (preach)
4. He \_\_\_\_\_ clothes every Saturday. (wash)
5. Mummy \_\_\_\_\_ to the market every Friday. (go)
6. Mebra \_\_\_\_\_ the books for marking. (take)
7. The baby \_\_\_\_\_ every night. (cry)
8. The cleaner's \_\_\_\_\_ the compound every day. (sweep)

**THEME:** Food and Nutrition

**SUB THEME:** verbs and tenses

**COMPETENCES:** - Define present continuous tense.  
- Tell that verbs in this tense end with “ing”.  
- Drop letter e or some verbs which end with it.

**INTRODUCTION:**

**CONTENT:**

**Present continuous tense (now tense).**

This tense tell us about activities taking place/activities going on.

Is am and are, are the helping verbs for this tense.

### Examples

- a) She is cooking food
- b) I am eating food now.

### Exercise

Write the correct form of the verb given in the brackets.

1. She is \_\_\_\_\_ a nice song. (ring)
2. They are \_\_\_\_\_ football. (play)
3. I am \_\_\_\_\_-food. (eating)
4. We are \_\_\_\_\_ English. (learn)
5. The teacher is \_\_\_\_\_ children. (teach)
6. I am \_\_\_\_\_ on the table. (stand)
7. You are \_\_\_\_\_ books. (collect)
8. The gate keeper is \_\_\_\_\_ a thief. (chase)

**THEME: Food and Nutrition**

**SUB THEME: verbs and tenses**

**COMPETENCES:** - Define past tense  
 - Add “ed” to verb to make their past tenses  
 - Make correct sentences using the verbs

**CONTENT: Past tense (yesterday tense)**

**This tense tell us activities that happened sometime back.**

| Verb  | Past tense |
|-------|------------|
| Teach | Taught     |
| Go    | Went       |
| Sweep | Swept      |
| Steal | Stole      |
| Eat   | Ate        |
| Play  | Played     |
| Pay   | Paid       |
| See   | Saw        |

### **Exercise**

**Complete the sentence using the given verb in the brackets.**

1. The teacher \_\_\_\_ us yesterday. (teach)
2. I \_\_\_\_\_ our signpost on the way. (see)
3. The director \_\_\_\_\_ to America. (go)
4. She \_\_\_\_\_ the classroom yesterday. (clean)

5. Mummy \_\_\_\_\_ the house last night. (sweep)
6. I \_\_\_\_\_ the door by myself. (open)
7. Ann \_\_\_\_\_ my book yesterday. (steal)
8. We \_\_\_\_\_ posho and beans last Monday. (eat)

***SUB THEME: The use of “Has” and “Have”***

***COMPETENCE:***

***CONTENT: The use of have and has***

***Has is used with singular pronouns***

***Have is used with plural pronouns.***

***Examples***

1. *I have ten fingers.*
2. *A goat has four legs.*
3. *A dog has four legs.*

***Exercise***

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

|             |             |                            |
|-------------|-------------|----------------------------|
| <i>They</i> |             | <i>cold drinks</i>         |
| <i>It</i>   |             | <i>two beautiful dolls</i> |
| <i>She</i>  |             | <i>four pairs of shoes</i> |
| <i>We</i>   | <i>Has</i>  | <i>two eyes</i>            |
| <i>Mary</i> | <i>have</i> | <i>three cows at home</i>  |

## **P.2 COMPOSITION LESSON NOTES FOR TERM I 2024**

**Theme** : Our school and neighborhood

**Subtheme** : Location of our school

**Competences** : - Reading the vocabulary  
 - Using the vocabulary to make sentences.  
 - Spell the vocabulary correctly.

**Introduction** : The lesson will be introduced by a song Cornerstone  
 Cornerstone

**Content** : **Vocabulary**

Child, broom, badge, flag, school, signpost, motto,  
medicine, water, food, neighborhood, benefit money, tree

### **Exercise**

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

b\_dge                      un\_form                      sig\_post                      mo\_\_o  
fl\_g                      m\_dicine

#### **2. Construct sentences using these words**

Uniform –

Signpost –

Broom –

#### **3. Read and draw**

Signpost                      uniform                      flag

#### **4. Get a small word from the big word**

Neighborhood.

Broom

**Theme** : Our school and neighborhood

**Subtheme** : Location of our school

**Competences** : *Make sentences using the given pictures.*

- Read the sentences using the pictures

**Introduction** : *The lesson will be introduced by reviewing the previous lessons*

**Content** : **Structure**

Is this/ that a.....?

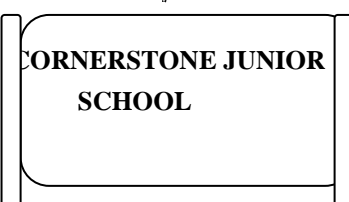
Yes, it is...../No, it is not.....

### **Examples**



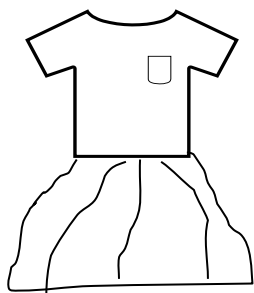
Is this a badge?

\_\_\_\_\_



Is this a sign post?

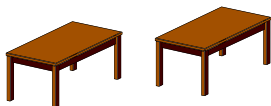
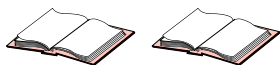




Is this a uniform?

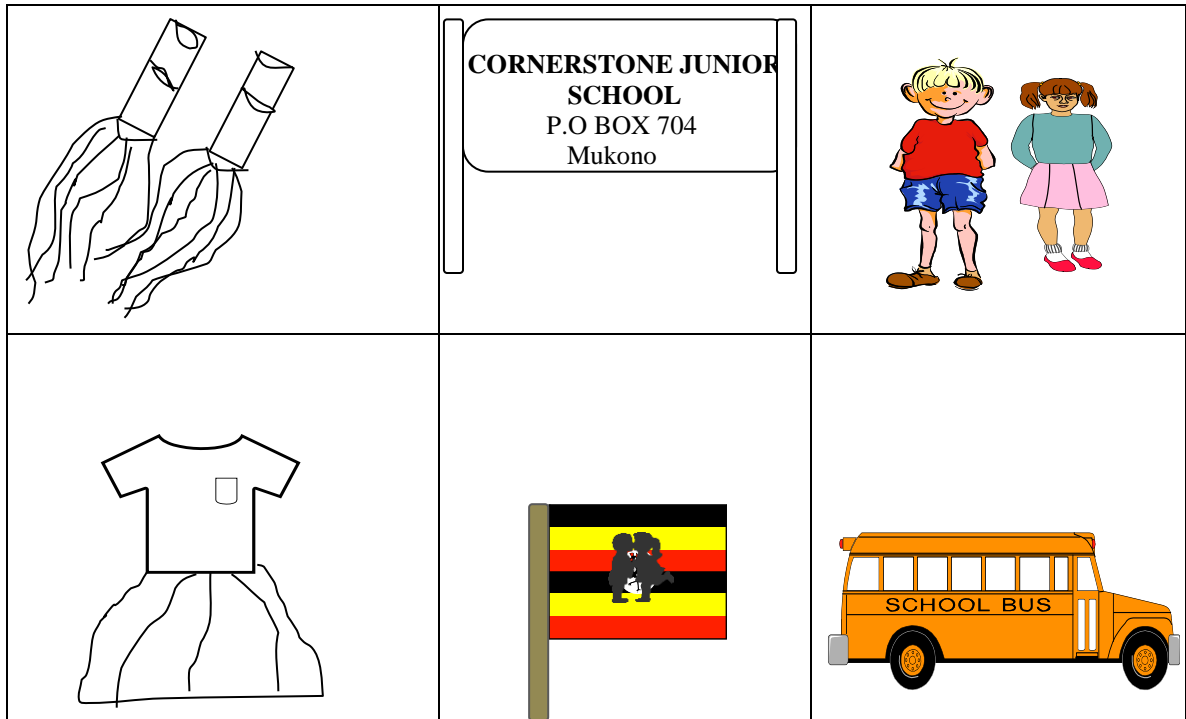
### Exercise

1. What are these?



|                     |   |   |
|---------------------|---|---|
| <b>Theme</b>        | : | Our school and neighborhoods.   |
| <b>Subtheme</b>     | : | Location symbols and benefits of our school   |
| <b>Competences</b>  | : | <ul style="list-style-type: none"><li>- Identify the pictures</li><li>- Name the pictures</li><li>- Making sentences from the pictures.</li></ul> |
| <b>Introduction</b> | : | The lesson will be introduced by a story telling about Our school   |
| <b>Content</b>      | : | <b>Picture composition.</b>   |

**What can you see?**



### **Examples**

1. I can see a signpost.
2. I can see brooms.

### **Exercise**

1. Construct sentences using the pictures above

**Theme** : Our school and neighborhood.

**Subtheme** : Benefits of the neighborhood from the school.

**Competences** : - Read the vocabulary  
 - Make sentences using the vocabulary  
 - Use the vocabulary with the structure.

**Introduction** : The lesson will be introduced by reviewing the previous Lesson.

**Content** : **Vocabulary**

Ball, hall, library, desk, chalkboard, playground, table,  
Chair, teacher, ruler ,cupboard, compound, books.

### **Exercise**

1. Write these words correctly.

Library \_\_\_\_ desk\_\_\_\_ table\_\_\_\_ there\_\_\_\_

2. Write sentences using these words

ball\_\_\_\_\_

hall\_\_\_\_\_

desk\_\_\_\_\_

table\_\_\_\_\_

chair\_\_\_\_\_

library\_\_\_\_\_

3. Get a small word from the big word

Playground \_\_\_\_\_

Teacher \_\_\_\_\_

Chalk board \_\_\_\_\_

**Theme** : Our school and neighborhood.

**Subtheme** : Causes of problem between school and the neighborhood.

**Competences** : - Read the words  
- Spell the words  
- Make sentences with the words

**Introduction** : The lesson will be introduced by reviewing the previous Lesson.

**Content** : **Vocabulary**  
gun , army , policeman , thief , land , fight , steal , gate ,  
Man, prefect, watchman, sharing, friends

### **Exercise**

1. Make sentences using these words.

Steals \_\_\_\_\_

Policeman\_\_\_\_\_

Fighting \_\_\_\_\_

Friend \_\_\_\_\_

**2. Choose a correct word to complete the following sentences.**

The man who \_\_\_\_\_ our books was arrested (steal, stole)

**3. Write a small word from the big word.**

Watchman \_\_\_\_\_

Gate \_\_\_\_\_

Policeman \_\_\_\_\_

Watchman \_\_\_\_\_

**4. Read and draw**

|       |         |       |
|-------|---------|-------|
| Chair | Teacher | Table |
|       |         |       |

**Theme** : Our school and neighborhood

**Subtheme** : *Causes of problems between school and the neighborhood*

**Competences** : *Make correct sentences using the given structure.*

**Introduction** : *The lesson will be introduced by reviewing the previous lesson*

**Content** : **Structure**

What do you like? I like.....

What don't u like? I don't like.....

**Examples**

Do you like praying?

Yes, I do.

Do you like fighting?

No, I don't

Do you like stealing?

I don't like stealing.

No, I don't

## Exercise

1. Do you like learning?
2. Do you dislike eating?
3. Do you like sharing?
4. Do you like shouting in class?
5. Do you like reading?

**Theme** : Our school and neighborhood

**Subtheme** : *Causes of problems between school and the neighborhood*

**Competences** : *Identify the pictures correctly*

- Make correct sentences using the pictures

**Introduction** : *the lesson will be introduced by know song*

**Content** : **Structure**

What are they doing?

### Examples



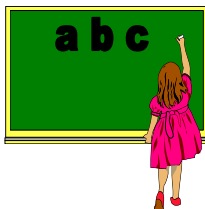
They are playing with a ball.



They are running

## Exercise

1. Construct sentences using these pictures.



**Theme** : Our school and neighborhood.

**Subtheme** : Causes of problems between the school and the neighborhood.

**Competences** : - Read the words in the box  
 - Join the words to make sentences  
 - Write correct sentences

**Introduction** : The lesson will be introduced by reviewing the previous Lesson.

**Content** : **A substitution table**

**Make correct sentences from the table below.**

|          |     |                               |
|----------|-----|-------------------------------|
| He       |     | Climbing the school fence.    |
| She      |     | standing near the ditch       |
| They     | is  | eating Mr. Kintu's oranges    |
| Mary     | are | barking at our teacher        |
| It       |     | quarrelling with the chairman |
| Children |     | stealing on chairs            |

**Examples**

1. He is climbing the school fence.
2. They are eating Mr. Kintu's oranges
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_

**Theme** : Our school and neighborhood.

**Subtheme** : Causes of problems between the school and the neighborhood.

**Competences** : - Read the jumbled sentences  
 - Re-arrange the sentences  
 - Write the sentences in order

**Introduction** : The lesson will be introduced by reviewing the previous

Lesson.

**Content** : **A jumbled composition**

**Read these sentences and re-arrange them to make a good story.**

- a) Jackson got a stone and threw at it.
- b) The dog barked and chased him.
- c) He met a neighbor's dog.
- d) He was taken to the hospital for treatment.
- e) He shouted loudly but the dog bit him.

1 \_\_\_\_\_

2 \_\_\_\_\_

3 \_\_\_\_\_

4 \_\_\_\_\_

5 \_\_\_\_\_

**Theme** : Our home and community

**Subtheme** : Relationship between family members

**Competences** :  
- Read the words  
- Spell the words  
- Make sentences using the words

**Introduction** : The lesson will be introduced by a story telling about Kigozi's family.

**Content** : **Vocabulary**  
father , mother , brother , sister , aunt , uncle, son ,  
daughter , niece, nephew , in-law, friend , mother ,  
grandmother , sister –in-law , brother - in - law,  
stepbrother , step sister

### **Exercise**

**Make correct sentences using these words.**

- a. Father
- b. Mother





|                     |   |  |
|---------------------|---|--|
| <b>Theme</b>        | : | Our home and community   |
|                     | : | <b>Roles of different people in our community</b>  |
| <b>Subtheme</b>     | : | Relationship among family members  |
| <b>Competences</b>  | : | Read the words   |
|                     |   | - Spell the words  |
|                     |   | - Use the words in sentences   |
| <b>Introduction</b> | : | The lesson will be introduced by reviewing the previous lesson   |
|                     |   | and Babirye  |
| <b>Content</b>      | : | <b>Vocabulary</b>  |
|                     |   | doctor, nurse , teacher , policeman , woman , carpenter , patient , barber , hunter , lawyer , plumber , pilot , fishmonger, fisherman , farmer , banker |

### Exercise

#### 1. Make correct sentences *using the words below*

*Policeman:*

*Carpenter:* \_

#### 2. Match correctly

|           |                     |
|-----------|---------------------|
| doctor    | drives vehicles     |
| nurse     | keeps law and order |
| teacher   | mends shoes         |
| carpenter | treats patients     |
| shoemaker | cares for the sick  |
| policeman | teacher pupils      |
| driver    | make furniture      |

#### 3. Get a small word from the big word

|             |               |
|-------------|---------------|
| carpenter – | policewoman – |
| teacher –   | shopkeeper –  |

shoemaker – near –

- Theme** : Our home and community
- Subtheme** : Relationships/ Roles of different people in our community
- Competences** : Make sentences
- Read the sentences made
- Introduction** : The lesson will be introduced by reviewing the previous lesson
- Content** : **Structure**
- What does a \_\_\_\_\_do?
- A\_\_\_\_\_
- Who\_\_\_\_\_?

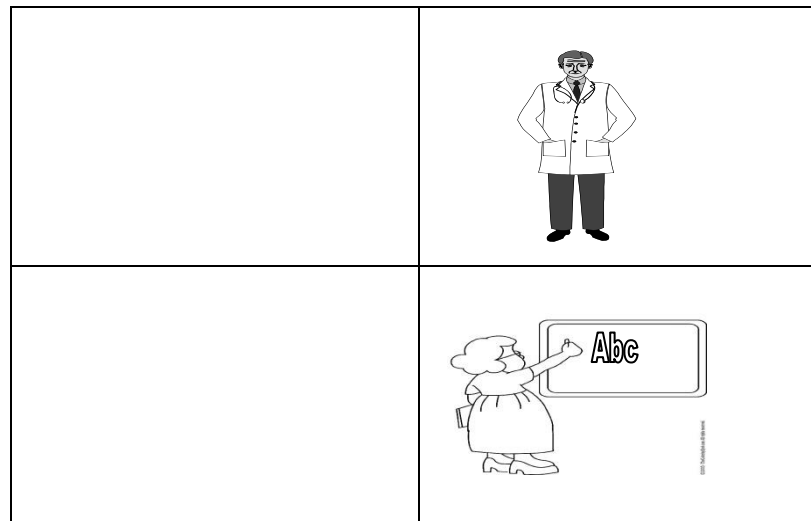
**Examples.**

1. What does a doctor do?  
A doctor treats patients.
2. Who treats patients?  
A doctor treats patients.
3. What does a fishmonger do?  
A fishmonger sells fish.
4. Who sells fish?  
A fish monger sells fish.

**Exercise**

1. Who catches fish?
2. What does a farmer do?
3. What does a pilot do?
4. Who cuts people's hair
5. Who gives and keeps money?
6. What does a carpenter do?

- Theme** : Our home and community  
**Roles of different people in our community.**
- Subtheme** : Relationship between family
- Competences** : Observe the pictures
- Identify the pictures
  - Name the picture
- Introduction** : The lesson will be introduced by reviewing the previous lesson.
- Content** : **A picture composition**



Make sentences about each picture

- 1.
- 2.
- 3.

- Theme** : Our home and community
- Subtheme** : Roles of people in our community
- Competences** : Read the words
- Spell the words
  - Make sentences with the words
- Introduction** : The lesson will be introduced by reviewing the previous lesson.

**Content** : **Vocabulary**  
school, forest , workshop , airport , shop , hospital , lake ,  
salon, garden , market, river , court , farm, police station

### **Structure**

1. Where does a teacher work?  
A teacher works in a school.
2. Where does a carpenter work?  
A carpenter works in a carpentry shop.

### **Exercise**

**Answer these questions.**

1. Where does a doctor work?
2. Where does a pilot work?
3. Where does a farmer work?
4. Where does a lawyer work?
5. Where does a hunter work?
6. Where does a fisher monger work?

**Theme** : Our home and community  
**Subtheme** : Cultural practices and values in our community.  
**Competences** : Write sentences  
- Response to the guiding questions

**Content** : **Vocabulary**  
walk, read, wrote, sweep, lay, clean, eat, sing, comb, wash,  
brush, dance, cook, pray, run , present

### **Exercise**

#### **1. Make correct sentences**

- a) play –  
pray –
- b) eat –

it –

**2. Complete the table correctly**

|       |         |        |
|-------|---------|--------|
| walk  | _____   | walked |
| play  | playing | _____  |
| _____ | singing | sang   |
| run   | _____   | ran    |

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

Cook \_\_\_\_\_ comb \_\_\_\_\_ brush \_\_\_\_\_

**4. Fill in the missing letters**

Pr \_\_ sent      w\_\_sh      s \_\_ng      d\_\_nce

**5. Choose the correct word from the brackets**

- a) A teacher works at \_\_\_\_\_(hospital, school)  
b) A \_\_\_\_\_ works at a workshop. (doctor, carpenter)

|                     |   |  |
|---------------------|---|--|
| <b>Theme</b>        | : | The human body and health  |
| <b>Subtheme</b>     | : | Parts of the body and their functions.   |
| <b>Competences</b>  | : | Read the names of the parts of the body.<br>- Name parts of the body<br>- Spell names of the parts of the body   |
| <b>Introduction</b> | : | The lesson will be introduced by rhyme song “head<br>shoulder knees and toes”  |
| <b>Content</b>      | : | <u><b>Vocabulary</b></u><br>head , hands , nose , eyes , ears , fingers, mouth , arm,<br>tongue , hair , chin , neck , shoulder , chest , back ,<br>forehead, breast , knees , legs , stomach , thighs, lips ,<br>buttocks , palm , teeth , waist , nails , toes |

## Exercise

### 1. Make sentences using these words

- a) hear –
- b) here –
- c) knee –
- d) kneel –

### 2. fill in the missing letters

3. M \_uth      a \_ \_m      l \_ \_ps      t \_ \_es

### 4. Write these words correctly

neek \_\_\_\_\_ egl \_\_\_\_\_ osen \_\_\_\_\_

### 5. Write the plural of these words

ear \_\_\_\_\_ tooth \_\_\_\_\_ hand \_\_\_\_\_  
leg \_\_\_\_\_ doctor \_\_\_\_\_ nail \_\_\_\_\_  
eye \_\_\_\_\_ toe \_\_\_\_\_

### 6. Read and draw

| ears | eyes | head |
|------|------|------|
|      |      |      |

**Theme** : The human body and health

**Subtheme** : *parts of the body and their functions*

**Competences** : *use the given structure correctly*

**Introduction** : The lesson will be introduced by rhyme song “head

shoulder knees and toes”

**Content** : **Structures**





What is this? That?

This / That is \_\_\_\_\_.


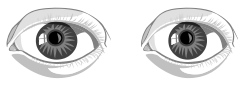

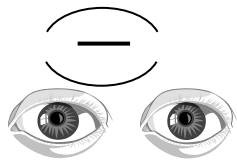
What are these/ those?

These/ Those are\_\_\_\_\_.

### **Examples**

1.  What is this?  
This is a nose.
2.  What are those?  
Those are ears.
3.  What are these?  
These are eyes.
4.  What is that?  
That is a head.

### **Exercise**

1.  What are these?
2.  What is this?
3.  What are these?
4.  What is that?



5. What are those?

**Theme** : The human body and health

**Subtheme** : Parts of the body and their functions.

**Competences** : Use the structure correctly

- Name the body senses
- Make sentences with the words

**Introduction** : The lesson will be introduced by a song Mmese sattu.

**Content** : **Structure**

1. What do you use for \_\_\_\_\_?

I use \_\_\_\_\_ for \_\_\_\_\_.

2. What do you use for seeing?

I use eyes for seeing.

### **Exercise**

1. What do you use for smelling?

2. What do you use for tasting?

3. What do you use for touching?

4. What do you use for feeling?

5. What do you use for sitting?

6. What do you use for walking?

7. What do you use for biting?

**Theme** : The human body

**Subtheme** : Parts of body and its functions

**Competences** : Completing the sentences

- Filling in correctly
- Reading the composition

**Content** : **Guided composition**



**Complete the sentences correctly.**

**My head**

I have one **h**\_\_\_\_\_. On it, I have the **h** \_\_\_\_\_ which is black in colour.

I have the eyes for **s**\_\_\_\_\_. The **e**\_\_\_\_\_ I use for hearing.

There is also the nose I use for **sm**\_\_\_\_\_. I have the mouth for **t**\_\_\_\_\_ and eating.

The **t**\_\_\_\_\_ for tasting. The **t**\_\_\_\_\_ for biting and chewing food.

**Theme** : The human body and health

**Subtheme** : Sanitation

**Competences** : Read the vocabulary  
- Spell the words  
- Make sentences using the words

**Content** : **Vocabulary**  
throw, boil, brush, wash, clean, sweep, burn, collect,  
cover, cut, slash, dig, cook, water

**Exercise**

**Make correct sentences**

- a) cut –
- b) cat –
- c) collect –
- d) correct –
- e) *drinking*

- f) *eating*  
g) *washing*

**Use the verb in brackets correctly**

1. Ali is ..... the compound. (slash)
2. The men are .... In the garden. (dig)
3. We ...clothes yesterday. (wash)
4. Fill in the missing letters

B \_ ll                  cl \_ an                  sw \_ \_ p

**Theme** : The human body and health  
**Subtheme** : Sanitation  
**Competences** : Read the vocabulary  
- Spell the words  
- Make sentences using the words  
**Content** :

**Structure**

**What is he/ she doing?**

**Examples**

What is he doing?

He is digging

What is she is doing?

She is cooking.

**Exercise**

1. Make sentences from the table below.

|     |     |          |           |
|-----|-----|----------|-----------|
| He  | is  | brushing | to school |
| She | are | sweeping | the teeth |

|      |  |                          |                                     |
|------|--|--------------------------|-------------------------------------|
| What |  | mopping<br>going<br>they | the compound<br>the house<br>doing? |
|------|--|--------------------------|-------------------------------------|

**Theme** : The human body and health

**Subtheme** : Personal hygiene

**Competences** :  
 Read the words  
 - Spell the words  
 - Make sentences

**Introduction** : The lesson will be introduced by reviewing the previous lesson.

**Content** :

### **Structure**

What do you do everyday?

What does she / he do everyday?

### **Examples**

What do you do everyday? (Bathe)

I bath every day.

What does she do every morning? (brush)

She brushes every morning.

### **Exercise**

**Answer these questions using the word given in the brackets.**

1. What do you do every morning? (bathe)
2. What does Joan do every day? (mop)
3. What does David do every evening? (iron)
4. What do you do every weekend? (wash)
5. What does she do every night (polish)

**Make sentences using the words below**

Brush \_\_\_\_\_

Toothpaste \_\_\_\_\_

Wash \_\_\_\_\_

**Theme** : The human body and health

**Subtheme** : Personal hygiene

**Competences** : Read the sentences given  
- Re-arrange the sentences  
- Re-write the arranged sentences.

**Introduction** : The lesson will be introduced by reviewing the previous lesson.

**Content** : A jumbled composition.

**Read these sentences and re-arrange them to make a good story.**

- a) He says his prayers
- b) Babito then runs to school.
- c) He takes a bath and wears his uniform.
- d) Babito wakes up early every morning.
- e) He greets his mother and brushes his teeth.
- f) He sits and takes breakfast

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_

**Theme** : Food and Nutrition

**Subtheme** : Classification of food.

**Competences** : Read the words  
- Spell the words  
- Make sentences using the words

**Introduction** : The lesson will be introduced by reviewing the previous

**Content** : **lesson.**  
**Vocabulary**  
food, cassava, rice , pea, egg, fish, potato, yam, milk,  
pawpaw, bean, groundnut, mango, orange, meat cabbage,

### Exercise

#### Write the plurals of the underlined words

1. I saw a **potato** in the bucket.
2. There is **milk** in the jug
3. This is a ripe **mango**.

#### Get a small word from the big word

- |             |              |
|-------------|--------------|
| a) yam –    | d) mango –   |
| b) orange – | e) cabbage – |
| c) potato – | f) meat -    |

#### Read and draw

Pawpaw                      fish                      cabbage

#### write these words correctly

|            |            |
|------------|------------|
| eatm _____ | doof _____ |
| amy _____  | ishf _____ |

**Theme** : Food and Nutrition

**Subtheme** : Classification of food.



**Competences** : Use the structure

- Name the pictures
- Response to the structure

**Introduction** : **The lesson will be introduced by reviewing the previous lesson.**

**Content** : **Structures**

What is this/ that?

This is a  / that is a 

What are these / those?

These are \_\_\_\_\_ / Those are \_\_\_\_\_

Which colour is a \_\_\_\_\_

A \_\_\_\_\_ is colour \_\_\_\_\_

### Exercise

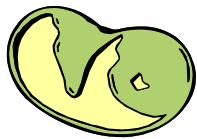
What is this?



\_\_\_\_\_



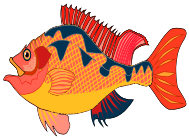
\_\_\_\_\_



\_\_\_\_\_

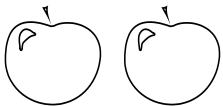


\_\_\_\_\_

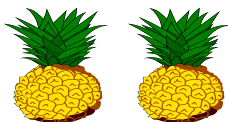


\_\_\_\_\_

What are these?



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_



---

|                     |   |  |
|---------------------|---|--|
| <b>Theme</b>        | : | Food and Nutrition   |
| <b>Subtheme</b>     | : | Good feeding   |
| <b>Competences</b>  | : | <i>Read the words correctly</i><br><i>Spell the given words</i><br><i>Make correct sentences using the given words</i> |
| <b>Introduction</b> | : | <b>The lesson will be introduced by reviewing the previous lesson.</b>   |
| <b>Content</b>      | : | <b><u>Vocabulary</u></b><br>eat, drink, bananas, potatoes, meat, fish, beans, fruits,<br>vegetables, eggs, milk        |

### Exercise

#### Use these words in sentences

1. meat –  
meet –
2. beans –  
bean –
3. eat –  
it –

#### Write the singular forms of the underlined words

- a) Our baby eats eggs daily.
- b) All the potatoes are rotten
- c) I have milk in the cup. food, cassava

|                     |   |  |
|---------------------|---|--|
| <b>Theme</b>        | : | Food and Nutrition   |
| <b>Subtheme</b>     | : | <b>Effects of poor</b> feeding   |
| <b>Competences</b>  | : | <i>Read the words correctly</i><br><i>Make sentences using the given words</i> |
| <b>Introduction</b> | : | <b>The lesson will be introduced by reviewing the previous</b>                 |

**Content** : **lesson.**  
**Vocabulary**  
fat, thin, happy, weak, sad, well, sick, pain, strong, dull, small

**Exercise**

**1. Write the opposites of these words**

fat –

happy –

strong –

small –

**2. Complete the table**

|       |          |           |
|-------|----------|-----------|
| weak  | weaker   | _____     |
| _____ | stronger | strongest |
| thin  | _____    | thinnest  |
| happy | happier  | _____     |

**3. Write the plurals of these words**

Bean \_\_\_\_\_

Egg \_\_\_\_\_

Fruits \_\_\_\_\_

Banana \_\_\_\_\_

**P.2 COMPREHENSION TERM I 2024**

**Theme** : Our school and neighbourhood

**Subtheme** : Location of our school

**Competences** : - Read the dialogue  
- Spell the dialogue  
- Answering questions

**Introduction** : The lesson will be introduced by a song Cornerstone  
Cornerstone.



Read the dialogue below and answer questions about it in full sentences.

**Content :** **A dialogue**

**Nakato and Nakaddu**

**Nakato: Hullo Nakaddu**

Nakaddu: Hullo Nakato.

**Nakato: You are looking smart in your uniform.**

Nakaddu: Thank you, Nakato

**Nakato : Your school uniform is good and it has a beautiful badge.**

Nakaddu: Are you sure? Come and join us then.

**Nakato: What is the name of your school?**

Nakaddu: It is Cornerstone Junior school.

**Nakato : Where is it located?**

Nakaddu: It is located in Kitete Village in Mukono District

**Nakato : I will ask my mother to bring me to Cornerstone Junior school.**

**Questions**

1. What is the dialogue about?
2. Who are the people taking part in the dialogue?
3. How many people are talking in this dialogue?
4. Who is looking smart in her uniform?
5. To which school does Nakaddu go?
6. Where is Nakaddu's school located?
7. Who talked first?

**Theme :** Our school and neighbourhood.

**Subtheme :** Benefits of the neighbourhood from the school.

**Competences** : - Read the poem  
- Answer questions correctly

**Introduction** : The lesson will be introduced by reviewing the previous lesson.

**Read the poem below and answer questions in full sentences.**

**Content** : A poem  
My school

Oh! Oh!

It's really very nice

People from near and far

Admire my school.

Oh! My school.

Discover the Hidden Treasure is our school motto.

We have different uniforms white, grey and black.

Oh! My school.

With caring and hardworking teachers.

What a nice school Cornerstone Junior is!

By Joan Nakibuuka

### Questions

1. What is the title of the poem?
2. Which people admire your school?
3. Write down the motto of your school.
4. Name any one colour of your school uniform.
5. Who are caring and hardworking?

**Theme** : Our school and neighborhood

**Subtheme** : Causes of problems between the school and the

Neighborhood.

**Competences :**     **The learner**  
                              - Reads the notice correctly  
                              - Answer question about it

**Content :**         **A notice**

**Dance**

**Dance**

**Venue :**     Cornerstone School main hall

**Presenters:**     Teachers

**Date:**         28<sup>th</sup> March, 2018

**Time:**         9:00am – 10:00am

**Fee :**         Lower children – 200 shillings  
                      Upper children – 500 shillings

Written by **Tr. Benah**

**The Assembly Mistress**

### **Questions**

1. What is the notice about?
2. Who are the presenters of the dance?
3. How much will lower children pay?
4. When will the dance take place?
5. Who wrote the notice?
6. At what time will the notice take place?
7. How much will upper children pay?
8. At what time will the dance take place?
9. Where will the dance take place.

**Theme :**         Our school and neighborhood

**Subtheme :**         Causes of problems between the school and the  
                              Neighborhood.

- Competences** : - Read the story
- Describe Ddungu and his wife
  - Answer question about the story

**Introduction** : The lesson will be introduced by a story telling about the man and the dog.

**Content** : A story

### **Ddungu and The Wife**

Once upon a time, in the village of Kitete, there lived a man called Ddungu. He stayed with his wife Nabadda.

Ddungu was not a good man. He used to steal people's things in that village. He used to steal hens, goats, fruits and other things. Nabadda told Ddungu to stop stealing.

One day, Ddungu stole money from a neighbour's shop. His wife quarreled badly and later they started a fight. Our teachers heard the noise and ran to separate them. Police came and arrested Ddungu.

### **Answer the questions in full sentences**

1. What is the story about?
2. Who is Ddungu's wife?
3. Why was Ddungu not a good man?
4. Give one thing Ddungu stole.
5. Who separated Ddungu and the wife while fighting?
6. What did police do to Ddungu?

**Theme** : Our school and neighbourhood

**Subtheme** : Causes of problems between the school and the neighbourhood.

- Competences** : Identify the words in the puzzle
- Spell the words
  - Read the words

- Colour the words

**Introduction** : The lesson will be introduced by reviewing the previous lesson.

**Content** : **A puzzle**

**Study the puzzle carefully**

|   |   |   |   |   |   |   |
|---|---|---|---|---|---|---|
| s | t | e | a | l | l | f |
| c | r | g | o | o | d | i |
| h | e | u | f | u | n | g |
| o | s | n | e | t | h | h |
| o | t | z | b | e | a | t |
| l | u | b | a | d | t | t |
| q | u | a | r | r | e | l |

Find the following words on the puzzle by circling and coloring them.

**Down words**

school

rest

gun

hat

fight

hat

bar

**Across**

steal

bad

good

fun

net

beat

quarrel

**Theme** : Our home and community

**Subtheme** : Relationship among family members.

**Competences** : Read the riddles  
- Answer the riddles

**Introduction** : The lesson will be introduced by reviewing the previous lesson.

**Content** : **Riddles**

1. I am your father's brother.  
Who am I? \_\_\_\_\_
2. Stella is my mother's sister.  
I am your mother's sister.  
Who am I? \_\_\_\_\_
3. Your father is my father.  
Who am I? \_\_\_\_\_  
I am John
4. She is my uncle's daughter  
Who is she to me? \_\_\_\_\_
5. Joan is my sister, what is she to my father? \_\_\_\_\_
6. Steven is my aunt's son. Who is he to me? \_\_\_\_\_
7. That boy is my sister's son, he is my \_\_\_\_\_
8. That woman bore us. She is our \_\_\_\_\_

**Theme** : Our home and community

**Subtheme** : Relationship among family members

**Competences** : The learner  
Read the dialogue  
- Answer questions about the dialogue

**Content** : **A dialogue**

**Mark:** Hullo John

**John:** Hullo Mark

**Mark:** How are your family members?

**John:** They are fine except my little sister Amanda who is sick.

**Mark:** Oh! Sorry. Has your mother given her medicine?

**John:** No, my father has taken her to the hospital

**Mark:** I wish her a quick recovery, goodbye

**John:** Good bye too.

### Questions

1. Who are the people taking part in the dialogue?
2. Who was the first to talk?
3. Who took Amanda to the hospital?
4. How many people are talking?
5. Who was sick?
6. Who is John's sister?
7. *What is the dialogue about?*

**Theme** : Our home and community

**Subtheme** : Roles of people in our community

**Competences** : Read the passage  
- Answer questions about the passage

**Introduction** : The lesson will be introduced by reviewing

**Content** : **A passage**

### **Masiko the hunter**

Masiko is a hunter. He is a hardworking man. He goes hunting every morning. He catches animals for his family to get food.

Masiko carries a spear, an arrow and a panga. He goes with his dog called Bujezi police. Masiko always catches antelopes and kobs. His family eats meat every day. Masiko's family is healthy and happy.

### **Questions**

**Read the passage and answer the questions in full sentences.**

1. What is the title of the passage?
2. What does Masiko carry while going to church?
3. Where do you think Masiko goes to hunt?
4. Which animals does Masiko always catch?
5. Who is healthy and happy?
6. Whose family eats meat everyday?

|                    |   |                                       |
|--------------------|---|---------------------------------------|
| <b>Theme</b>       | : | Our home and community                |
| <b>Subtheme</b>    | : | Roles of people in our community      |
| <b>Competences</b> | : | <b>The learner</b>                    |
|                    |   | - Reads the poem                      |
|                    |   | - Answers questions in full sentences |
| <b>Content</b>     | : | <b><u>A poem</u></b>                  |

### **A home**

My dear friends.

I will tell you about a home,

Where diseases lived ,

The compound had a huge bush,

Grass grew higher than the roof .

Rats danced and sang

With snakes longer than a mile.



Who wants to live in such an ugly home?

Where diseases lived?

**By Mary**

### **Questions**

1. Write the title of the poem
2. Who wrote the poem?
3. How many stanzas does the poem have?
4. What had a huge bush? \_\_\_\_\_
5. How many lines does the first stanza have?
6. What lives around the home?

**Theme** : The human body and health

**Subtheme** : Sanitation

**Competences** : Read the notice  
- Answer questions in full sentences

**Introduction** : The lesson will be introduced by reviewing the previous lesson.

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

**Content** : **A notice**

### **Sanitation**

Keeping our school clean.

When! Next Saturday

We shall pick the litter, burn rubbish, remove cob webs and mop our classes.

Finally we shall smoke the pit latrines.

By the head teacher

### **Questions**

1. What is the notice about?
2. When is the sanitation day?
3. Mention two activities to be done on the sanitation day.
4. *What will the children do finally?*
5. Who wrote this notice?

**Theme** : The human body and health

**Subtheme** : Personal hygiene

**Competences** : Read the passage  
- Answer questions about the passage

**Introduction** : The lesson will be introduced by reviewing the previous lesson.

**Content** : **A passage**

### **The Dirty Boy**

Isiimah was the biggest boy in our class. He was the tallest too. He sat alone at the behind bench. Pupils in our class hated sharing with him. He did not brush his teeth. His mouth smelt badly. Isiimah did not bathe. His body had a lot of dirt. Isiimah was an untidy boy.

### **Questions**

1. Who was the biggest boy in our class?
2. Where did Isiimah sit?
3. Why was Isiimah sitting alone?
4. What smelt bad?
5. Why was it smelling?
6. Write the title of the passage?

**Theme** : Food and Nutrition

**Subtheme** : Common food

**Competences** : The learner

- Reads words and sentences
- Names common food
- Finds the words

**Content** : **Puzzle**

|   |   |   |   |   |   |   |   |   |   |   |
|---|---|---|---|---|---|---|---|---|---|---|
| f | o | o | d | o | c | p | m | e | a | t |
| l | m | r | n | h | p | q | r | a | s | t |
| j | k | a | o | s |   | p | o | t | u | y |
| m | a | n | g | o | f | a | p | p | l | e |
| h | g | g | f | f | i | w | x | y | z | a |
| i | b | e | a | n | s | d | k | a | m | s |
| a | b | c | d | e | h | y | i | b | x | a |
| t | o | m | a | t | o | r | i | c | e | e |
| v | a | n | k | p | y | a | m | b | d | p |

### **Exercise**

Find the names of food in the puzzle

a) Horizontal words \_\_\_\_\_

b) Across words \_\_\_\_\_

\_\_\_\_\_

|                     |   |  |
|---------------------|---|--|
| <b>Theme</b>        | : | Food and Nutrition   |
| <b>Subtheme</b>     | : | Classification of food.  |
| <b>Competences</b>  | : | Read the conversation  |
|                     |   | - Act the conversation   |
|                     |   | - Answer the questions   |
| <b>Introduction</b> | : | The lesson will be introduced by reviewing the previous lesson.  |
| <b>Content</b>      | : | <p><b><u>A conversation</u></b></p> <p><b>Pupil:</b> Good morning Mr. Oketch</p> <p>Teacher: Good morning Golomba.</p> <p><b>Pupil :</b> What is good feeding?</p> <p>Teacher: It is food that contains all food values.</p> <p><b>Pupil :</b> Teacher, what are those food values?</p> <p>Teacher: I mean proteins, carbohydrates, vitamins and minerals.</p> <p><b>Pupil :</b> Oh! Yes, I know them. I remember you taught us.</p> <p>Teacher : You see, I knew you had forgotten</p> <p><b>Pupil:</b> Thank you Mr. Oketch</p> <p>Teacher: You are welcome Golomba.</p> <p><b><u>Questions</u></b></p> <p><b>Read the conversation and answer the following questions.</b></p> <ol style="list-style-type: none"> <li>1. Who are the people taking part in the conversation?</li> <li>2. What is the name of Golomba's teacher</li> <li>3. List down any two kinds of food.</li> <li>4. What was the conversation about?</li> <li>5. <i>Suggest a suitable title for the dialogue?</i></li> <li>6. <i>Who talked last according to the dialogue?</i></li> </ol> |