**REVISED LESSON NOTES**

**FOR P.2**

**GRAMMAR,COMPO& COMPRE**

**TERM III**

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| **Date** | **Time** | **Class** | **Pupils** |
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**Theme : Peace and Security**

**Subtheme : Number Ordinals**

**Competence : Explain what number ordinal are**

**Give example of number ordinals**

**Use ordinal numbers in sentences**

**Content : Ordinal numbers**

These are numbers which show the position of something.

**Examples.**

**1st -**first

**2nd - second**

**3rd – third**

**4th – fourth**

**5th – fifth**

**6th – sixth**

**7th – seventh**

**8th – eighth**

**9th – ninth**

**10th tenth**

**11th – eleventh**

**12th twelfth**

**13th- thirteenth**

**14th – fourteenth**

**15th – fifteenth**

**16th – sixth**

**17th– seventeenth**

**18th– eighteenth**

**19th– ninetieth**

**20th– twenty**

**21st– twenty first**

**22nd– twenty second**

**23rd– twenty third**

**24th– twenty fourth**

**25th– twenty fifth**

**26th– twenty sixth**

**27th**

**28th**

**29th**

**30th**

**31st**

**Exercise**

1. Write the number in words.

20th \_\_\_\_\_\_ 2nd \_\_\_\_\_\_ 4th \_\_\_\_\_ 30th \_\_\_\_\_\_

1. Write the figures given in brackets in words.
2. Brenda was the \_\_\_\_\_\_\_\_\_ person at the party.(1st)
3. Christmas is always on \_\_\_\_\_\_\_\_ December(25th )
4. Esther went for holidays on \_\_\_\_ September (12th )

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**Theme : Peace and security**

**Subtheme : Pronouns**

**Competence :**

* **Explain the meaning of the word pronouns.**
* **Tell the kinds of pronouns**
* **Give examples of each form of pronouns**

**Content: Pronouns**

Pronoun are words which replace a noun. They help to avoid repetition

1. **Personal pronouns**

These are pronouns that ***are used instead of*** persons.

***Examples of pronouns***

|  |  |
| --- | --- |
| ***Singular pronoun*** | ***Plural pronouns*** |
| ***He***  ***She***  ***It***  ***I***  ***You*** | ***They***  ***They***  ***They***  ***We***  ***You*** |

**Exercise**

**Re-write these sentences write the pronoun of the underlined noun.**

1. Mr. Muwanga is the head teacher.
2. The goat was stolen
3. Daddy and I ate grass hoppers
4. Mrs. Masaba went to police
5. The children play at break time
6. The door is shut

***Give the plural form of the underlined pronouns***

1. ***She is a police woman.***
2. ***He was killed by a robber.***
3. ***It barked at our neighbor.***
4. ***You abused my friend.***

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**Theme : Peace and security**

**Subtheme : Pronouns**

**Competence : Possessive pronouns**

* **Explain the meaning of the possessive pronouns**
* **Give examples of possessive pronouns**
* **Use a correct pronouns in a correct way**

**Content “ Possessive pronouns.**

These are pronouns which show ownership/ possession.

e.g

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| ***Personal*** | ***Possessive*** |  | ***Singular*** | ***Plural*** |
| ***He***  ***She***  ***They***  ***It***  ***I***  ***Our*** | ***His***  ***Hers***  ***Theirs***  ***Its***  ***Mine***  ***Ours*** | ***My***  ***Mine***  ***Its***  ***Her his***  ***You*** | ***Our***  ***Ours***  ***Theirs***  ***Theirs***  ***Theirs***  ***Yours*** |

1. That is Ali’s shirt. It is his.
2. These are our books. They are .

**Exercise**

**Choose the correct word from the brackets**

1. Peter stole………………mangoes (their, there)
2. This pen is ………….(hers, has)
3. That house is ………..(hours, ours)
4. That is Joan’s dress.

It belongs to ………………

It is ………………………

1. This is Paul’s ball

This is ………….ball

It belongs to………………

1. This is Molly and Milly’s bed

This is ………..bed

The bed belongs to……………….

It is …………………………

1. Here is your table

It belongs to……………………

The table is ……………………….

1. These are our pencils

They belong to………………….

They are…………………………

***Fill in correctly***

1. *This is Melisa book.*

*This is \_\_\_\_\_\_\_\_\_\_\_ book.*

1. *That is Juma’s shirt.*
2. *This is \_\_\_\_\_\_ ball.*
3. *That’s Okiring’s sweater. It belongs to \_\_\_\_\_\_\_\_\_\_*
4. *These are our pencils. They belong to \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*

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**Theme : Peace and security**

**Subtheme : Demonstrative Pronouns**

**Competence : Explain the meaning of Demonstrative**

**Give examples of Demonstrative**

**Use Demonstrative pronoun in sentences**

**Content : Demonstrative pronoun are pronouns that direct a particular attention to a specific person or thing.**

|  |  |
| --- | --- |
| ***Singular*** | ***Plural*** |
| ***This***  ***That*** | ***These***  ***Those*** |

*This is my pen.*

*That is a well written book.*

*Those are my books.*

***Exercise***

***Fill in this, that, those, these***

*\_\_\_\_\_\_\_\_\_\_is the sun*

*\_\_\_\_\_\_\_\_\_ are bags*

*\_\_\_\_\_\_\_\_\_ is a table*

*\_\_\_\_\_\_\_\_\_ are balls*

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**Theme : Child protection**

**Subtheme : Pronouns**

**Content : Possessive adjectives**

These are pronouns that describe a noun

These are pronouns which are used as adjectives

**Examples include**

my, your, his, her, their, our

**Exercise**

**Underline the adjective pronoun in the sentences below**

* My bag was stolen.
* That is their garden
* His friend died yesterday
* There are many books in our classroom
* She his her money.

**Exercise**

**Underline the adjective pronoun in the sentences below.**

1. That is my friend’s bag.
2. They were his books
3. Her knife got lost
4. That is our house
5. Your room is dirty

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| **Date** | **Time** | **Class** | **Pupils** |
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**Theme :**

**Subtheme :**

**Competence : Explain the meaning of reflexive pronouns**

**Give examples of reflexive pronouns**

**Use reflexive to make sentences**

**Content :**

These are pronouns that describe a noun

**Reflexive pronouns**

These pronouns use the words self for singular

Selves for the plural

**Examples**

|  |  |
| --- | --- |
| **Possessive adjectives** | **Reflexive pronoun** |
| my  our  your  her  his (him)  it  their (them)  ones | myself  ourself  yourself  herself  himself  itself  themselves  oneself |

**Examples**

|  |  |
| --- | --- |
| **Singular**  Myself  Yourself  Himself  Herself  Itself  Oneself | **Plural**  Ourselves  Yourselves  Themselves  Oneself |

**Exercise**

**Use the word given in the brackets correctly.**

1. I beat the boy by …………………………………….……….
2. Daddy reported to police by ………………………………….
3. Simon carried a big jerrycan by ……………………………….
4. The cow produced a calf by ……………………………………..
5. You will give the teacher the book by …………………………..
6. James carried the baby by …………….(he)
7. ………..…..killed his child himself (he)
8. One should care for one’s books………..(self)
9. They cleared the garden by……..(selves)
10. ……burnt her daughter herself. (her)

**Fill in the correct**

1. *The boys cooked food \_\_\_\_\_\_\_\_\_\_*
2. *Mummy drove the car \_\_\_\_\_\_\_\_\_\_\_\_\_*
3. *Mr. Wanambwa came to observe it \_\_\_\_\_\_\_\_\_*
4. *Mutevbi carried the jerry can oh his head*
5. *The cat produced kittens \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*
6. *Stella went to town*
7. *We travelled to the village by \_\_\_\_\_\_\_\_\_\_\_\_*

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| **Date** | **Time** | **Class** | **Pupils** |
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**Theme : Child protection**

**Subtheme : Use of many and much**

**Competence : Explain when to use many and much**

**Give examples of sentences with many and much**

**Use many and much on the sentences correctly**

**Content : Using : of many and much**

Many is used on countable nouns e.g. books.

Much is used on un countable nouns in negative form. E.g. salt, sugar etc.

**Examples**

1. How **many** books are there in that box.
2. We have **much**  salt.
3. She has bought **many**  mangoes
4. How **much** money do you want?

**Exercise**

Use **much**  or**many**  correctly

1. Kayimadoesn’t have \_\_\_\_\_\_\_\_ sacks of rice,
2. Naume doesn’t have \_\_\_\_\_\_\_\_\_\_\_ salt.
3. I have \_\_\_\_\_\_\_\_\_ clothes.
4. Katungi and Birabwa don’t have \_\_\_\_\_\_\_\_ books.
5. How \_\_\_\_\_\_ is a litre of milk.
6. We have \_\_\_\_\_\_\_ porridge.
7. They don’t have \_\_\_\_\_\_\_\_\_\_ news papers to read.
8. Akiiki needs \_\_\_\_\_\_\_\_\_\_ chapati’s.
9. I don’t have \_\_\_\_\_\_\_\_\_\_ pencils.
10. Are there \_\_\_\_\_\_\_\_\_ teachers today?

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**Theme :**

**Subtheme : Adjectives**

**Competence :**

Adjectives are words that describe/ talk more about the noun.

**Examples of adjectives**

Black, red, green, short, tall, beautiful, handsome, rough, smooth, wide

**Sentences**

1. Alice has a **red** pen.
2. Lumolo is a **shor**t boy.
3. James has a **beautiful** lady.
4. Elvis bought a**big** ball

**Exercise**

**Underline the adjectives in the following sentences.**

1. An elephant is a heavy animal.
2. Our class is very wide.
3. Tracy is a small girl.
4. We have seen a black snake.
5. The young girl has stolen a bag.
6. Cornerstone Junior School is a good school.
7. Musa has modeled a nice pot.
8. Look at that big boy.
9. Kakembo is a short boy.
10. Mutekanga is a rich man.

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**Theme :**

**Subtheme : Comparison of adjectives**

**Competence : Explains the comparison.**

**The meaning**

**Gives the examples**

**Uses them in the sentences**

**Comparison of adjectives**

Adjectives are grouped into three degrees. These are the positive degree, the comparative degree and the superlative degree.

**Examples**

Adjectives which add “**er”** in the comparative and “**est”** in the superlative

|  |  |  |
| --- | --- | --- |
| **Positive** | **Comparative** | **Superlative** |
| short  tall  clean  strong  young  weak  quick  brown  slow | shorter  taller  cleaner  stronger  younger  weaker  quicker  browner  slower | shortest  tallest  cleanest  strongest  youngest  weakest  quickest  brownest  slowest |

Adjectives that double the last consonant in the comparative and superlative degree.

|  |  |  |
| --- | --- | --- |
| **Positive** | **Comparative** | **Superlative** |
| thin  big  fat  hot  wet | thinner  bigger  fatter  hotter  wetter | thinnest  biggest  fattest  hottest  wettest |

**Exercise**

1. **Complete the table correctly**
2. **Use the correct form of the verb used in brackets.**
3. Mary is \_\_\_\_\_\_\_ than Mercy.(tall)
4. She was the \_\_\_\_\_\_\_ girl in the whole school.(clean)
5. She was the \_\_\_\_\_\_\_ pupil in the whole school.(big)
6. My stick is \_\_\_\_\_\_\_\_ than yours.(weak)
7. It is the \_\_\_\_\_\_\_\_\_ mean of transport (quick)
8. Have you ever seen the \_\_\_\_\_\_\_ tree? (short)
9. His tea was so \_\_\_\_\_\_\_\_ (hot)
10. Janet is a \_\_\_\_\_\_\_\_ girl)

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| **Date** | **Time** | **Class** | **Pupils** |
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**Theme :**

**Subtheme : Adjectives**

**Competence : Reads the adjective**

**Uses adjectives to make sentences**

**Uses the adjectives to make sentences.**

Adjectives where we add “**r”** in the comparative and “**st”** in the superlative degree

|  |  |  |
| --- | --- | --- |
| **Positive** | **Comparative** | **Superlative** |
| large  safe  brave  fine  polite  wise  white  able  severe | larger  safer  braver  finer  politer  wiser  whiter  abler  severer | largest  safest  bravest  finest  politest  wisest  whitest  ablest  severest |

Adjectives where we drop **“y”**on the superlative and add **“ier”** in comparative and **“iest”** in superlative.

|  |  |  |
| --- | --- | --- |
| **Positive** | **Comparative** | **Superlative** |
| heavy  happy  easy  ready  steady  healthy  wealthy  tidy  juicy  funny  dry | heavier  happier  easier  readier  steadier  healthier  wealthier  tidier  juicier  funnier  drier | heaviest  happiest  easiest  readiest  steadier  healthiest  wealthiest  tidiest  juiciest  funniest  driest |

**Exercise**

1. Esther is the \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ girl in the whole school.(polite)
2. Watermelon is \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ than an apple. ( juice)
3. She took the \_\_\_\_\_\_\_\_\_ piece of land.(dry)
4. Kasolo’s shirt is \_\_\_\_\_\_\_\_\_\_\_\_\_ than steven’s.(white)
5. Alion is the \_\_\_\_\_\_\_\_\_\_\_ in all animals. (brave)
6. A bank is a \_\_\_\_\_\_\_\_\_\_\_\_\_\_ place to keep money from.(safe)
7. Today’s weather is \_\_\_\_\_\_\_\_\_\_\_\_ than yesterday’s. (hot)
8. January is the \_\_\_\_\_\_\_\_\_\_\_\_\_\_ month in the year. (dry)

**Complete the table correctly**

|  |  |  |
| --- | --- | --- |
| **Positive** | **Comparative** | **Superlative** |
| Wise  Young  \_\_\_\_\_\_\_\_\_\_\_  brown  \_\_\_\_\_\_\_\_\_\_\_ | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Weaker  \_\_\_\_\_\_\_\_\_\_\_\_\_\_  Slower | Wisest  \_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_  Slowest |

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| **Date** | **Time** | **Class** | **Pupils** |
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**Theme :**

**Subtheme : Long adjectives**

**Competence : Identifies the examples of adjectives.**

**Uses the adjectives in sentences**

**Content : Adjectives that change completely.**

|  |  |  |
| --- | --- | --- |
| **Positive** | **Comparative** | **Superlative** |
| good  bad  much  evil  well  little | better  worse  more  worse  better  less | best  worst  most  worst  best  least |

Adjectives that add more in comparative and most in the superlative degree.

|  |  |  |
| --- | --- | --- |
| **Positive** | **Comparative** | **Superlative** |
| beautiful  expensive  important  interesting  exciting  comfortable  brilliant | more beautiful  more expensive  more important  more interesting  more exciting  more comfortable  more brilliant | Most beautiful  Most expensive  Most important  Most interesting  Most exciting  Most comfortable  Most brilliant |

Exercise

**Complete the sentences with the correct degree of adjectives in the brackets**

1. This is the \_\_\_\_\_\_\_\_\_\_\_\_ book in the library (big)
2. The All saints church is the \_\_\_\_\_\_\_ building in the country.(old)
3. Today’s weather is \_\_\_\_\_\_\_\_\_\_ than yesterday’s. (bad)
4. English is \_\_\_\_\_\_\_ than Literacy.(interesting)
5. Grace was the \_\_\_\_\_\_\_ dancer in the dancing hall.( graceful)
6. The farmer said this was the \_\_\_\_\_\_\_\_\_ of the two turkeys.(fat)
7. Both exercise are difficult but the second is the \_\_\_\_\_\_\_\_\_\_ of the two.(easy)
8. The boy chose the cake which looked the \_\_\_\_\_\_ (sweet)
9. Melisa is \_\_\_\_\_\_\_ than Suzan.(beautiful)
10. That was \_\_\_\_\_\_ cloth in the market.(expensive)

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| **Date** | **Time** | **Class** | **Pupils** |
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**Theme :**

**Subtheme : Conjunctions**

**Competence : Using …as……as**

**as …….as is used to compare two similar things**

**Examples**

1. *The policeman was rude. The robber was rude.*

***The policeman was as rude as the robber***

***Exercise***

***Join the sentences using ……as…….as…….***

1. *Prossy is beautiful. Queen Esther is beautiful.*
2. *My dog is brave. A lion is brave.*
3. *Naomi is short. Lukwago is short.*
4. *My dress is green. Your dress is green.*
5. *Douglas is handsome. Ronald is handsome.*
6. *The basket is heavy. The pot is heavy.*

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**Theme :**

**Subtheme : Conjunctions**

**Competence : Using …than……**

**Than is used to compare two things / objects**

**Examples**

1. *Suzan is taller. Alice is tall.*

***Suzan is taller than Alice***

1. *Maria is shorter. Musisi is shorter.*

***Maria is shorter than Musisi***

1. *Stephen is small. Ronald is smaller.*

***Ronald is smaller than Stephen***

***Exercise***

1. ***A train is longer. A truck is long***
2. ***Angella is beautiful. Ann is more beautiful.***
3. ***Moses is thinner. Musa is thin.***
4. ***Kasolo is weak. Esther is weaker.***
5. ***Suzan is tidy. Grace is tidier.***

***Exercise***

***Join the sentences using ……as…….as…….***

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| **Date** | **Time** | **Class** | **Pupils** |
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**Theme :**

**Subtheme : Conjunctions**

**Competence : Explains the meaning of the conjunction.**

Gives the examples of sentences with that conjunction.

Uses conjunctions in the sentences.

**Examples**

When is used when talking about two events that happened at the same time.

1. Elizabeth saw a camel. She was coming to school.

Elizabeth saw a camel when she was coming to school.

1. Lumolo saw a snake. He was going to school.

Lumolo saw a snake when he was going to school.

Exercise

Join using ………….. when………….

1. It started raining. We were on the way to church.
2. I saw Rose. I was going to the zoo.
3. Peter met a dead cow. He was coming from the cinema.
4. Tom was under the table. The teacher was teaching.
5. She came to school. It was raining.
6. Phillip was laughing. The teacher was talking.
7. Kasirye cried so much. He found a snake on the way.

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| **Date** | **Time** | **Class** | **Pupils** |
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**Theme :**

**Subtheme : Conjunctions**

**Competence : Explains the meaning of the conjunction.**

Gives the examples of sentences with that conjunction.

Uses conjunctions in the sentences.

**Content : using ….while…**

While is used when we are talking about two things happening together at the same time.

**Examples**

1. I saw a snake. I was going to school.

I saw a snake while I was going to school

1. Joan is playing. The baby is crying.

Joan was playing while the baby was crying.

**Exercise**

1. Mother was cooking food. Her daughter was washing clothes.
2. Lule is dancing. Paul is singing.
3. Katwe was laughing. Saul was crying.
4. The teacher is teaching. The children are playing.
5. She was running. It was raining.
6. Kambale was eating. He was talking.
7. I saw a man. I was going to school.

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| **Date** | **Time** | **Class** | **Pupils** |
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**Theme : Reaction Festivals and Holidays**

**Subtheme : Conjunctions…….. prefer ….. to….**

**Competence : Using: …………prefer………..to………**

Examples

1. ***Sarah likes food more than milk.***

Sarah prefers food to milk.

Jane prefers singing to dancing

1. She likes singing more than dancing

**Exercise**

**Join the sentence using …….prefer …… to**

1. ***Mary likes reading more than writing.***
2. ***I like jumping more than skipping.***
3. ***Mother likes watching Bukedde more than NBS.***
4. ***Tom likes drawing more than matching.***
5. ***She likes matooke more than rice.***
6. ***Dumba likes driving more than riding.***
7. ***Annet likes watching more than swimming.***

**Revision**

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| **Date** | **Time** | **Class** | **Pupils** |
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**Theme : Measures**

**Subtheme : Similes**

**Competence :**

* **Define similes**
* **Mention examples of similes**
* **Use of some smiles in sentences**

**Content : Simile**

A simile is a word which compares one noun to another. We usually use as……..as………….

**Examples**

as happy as a king

as busy as a bee

as poor as a church mouse

as cold as ice

as hot as fire

as fat as a pig

as light as feathers

as sweet as honey

as white as snow

as brave as a lion

as playful as a kitten

as black as charcoal

**Exercise**

1. Complete correctly
2. As ……………..as a snail.
3. As ………..as a rainbow
4. As …………as grass
5. As ……………as lightening
6. Fill in with the correct words
7. The baby is as big as an ………………………….
8. I am as poor as a…………………………………….
9. His father is as busy as a……………………………..
10. Mr. Kibimbi is as fat as a ……………………………..
11. The banana is as sweet as …………………………….

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| **Date** | **Time** | **Class** | **Pupils** |
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**Theme : Measures**

**Subtheme : Abbreviations**

**Competence :**

* **Give the short form of the given words**
* **Write the full form of some short forms**
* **Use of capital letters correctly**

**Content :**

**Short forms of units**

Kilograme – Kg shillings – shs.

Litres – l metres – m

Centimeter – cm grammes – g

Height – h millimeters – mm

Length – l

**Days of the week**

Sunday – Sun Wednesday – Wed.

Monday – Mon. Thursday – Thur.

Tuesday – Tues Friday – Fri. Saturday – Sat.

**Months of the year**

|  |  |
| --- | --- |
| January - Jan  February – Feb  March – Mar  April – Apri  May  June – Jun. | July – Jul  August – Aug  September – Sept  October – Oct  November – Nov.  December – Dec. |

**Exercise**

1. Write these in short form

Kilogram - Shillings -

Sunday - Wednesday -

January - August -

1. Write the full form of these words

m……………………..

cm……………………

Mon……………………..

Fri………………………

Sat ………………………

Feb………………………

Oct……………………….

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**Theme : Measures**

**Subtheme : Abbreviations**

**Competence :**

* **Tel what contractions are**
* **Give examples of contraction**
* **Form sentences using the contractions**

**Content : Other abbreviations**

School – sch. Abbreviation – abbr.

Church – ch Number – No

Road – Rd Care of – C/O

Book – Bk Government – Gov’t

Doctor – Dr Secretary - Sec

Limited – Ltd Christmas – X-mas

Mister – Mr. Year - yr

Mistress – Mrs. Old girl – O.G

Reverend – Rev. Old boy – O.B

Honourable – Hon.

**Exercise**

Rewrite the sentence by giving the full form of the short form

1. She is reading a story bk.
2. We crossed the Rd quickly.
3. He is Dr. Ssali’s wife
4. My father is the manager Uganda Clay Ltd.
5. Bumba Camillus is my O.B
6. The tall slender man is a Rev.
7. He was born on Wed in Aug.
8. Our sch is near a ch.

**P.2 COMPOSITION TERM 3 2017**

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| **Date** | **Class** | **No. of pupils** | **Time** |
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**THEME : Peace and security**

**SUBTHEME : Roles of people who keep peace and security**

**COMPETENCES : Reading words correctly**

**: Filling in the missing letters**

**: using words to make correct sentences.**

**CONTENT : *Vocabulary***

***Teacher, child, school, prefect, army man, woman, police woman, watch man, watch man, parent, prison, teach, keep, treat, preach, guard, guide, counsel, priest, church, mosque, imam, nun, matron, preacher, pastor, reverend, gateman, learn, doctor, class monitor, chairperson, barracks, convent***

***Exercise***

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

***a)te \_\_ch \_\_r b) pr \_\_\_est c)mo \_\_ \_\_\_ue d) pa \_\_\_ \_\_\_nt e)chu \_\_ ch f) l \_\_arn***

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

***Chldi \_\_\_\_\_\_\_\_\_\_ ppuils \_\_\_\_\_\_\_\_\_ plioce \_\_\_\_\_ dcotor \_\_\_\_\_\_\_\_***

1. ***Make correct sentences using these words.***

***Policewoman: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_***

***Preach \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_***

***Parent \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_***

***Learn \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_***

1. **Read and draw**

**School, teacher, gateman, mosque**

1. ***Give the opposite of these words***
2. *Child*
3. *Police woman*
4. *Man*
5. ***Form a small word from these words***
6. *Gateman*
7. *Parent*
8. *Teacher*
9. ***Match correctly***

*revered barracks*

*iman school*

*teacher mosque*

*soldier hospital*

*doctor church*

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| **Date** | **Class** | **No. of pupils** | **Time** |
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**THEME : Peace and security**

**SUBTHEME : Roles of people who keep peace and security**

**COMPETENCES : Use the structure**

**: Make sentences using the structure**

**CONTENT : Structure**

Who………………..?

**Examples**

Who teaches pupils?

A teacher teaches pupils

Who advises children at home?

A parent advises children at home.

**Exercise**

1. Who ensures peace at school?
2. Who keeps peace at home?
3. Who treats patients?
4. Who helps teachers to keep peace at school?
5. Who ensure safety on the road?
6. Who preaches the word of God?
7. Who ensures peace in the community?

**Write these sentences correctly.**

1. priest A leads prayers in a church.
2. calls for prayers in A Imam a mosque.
3. class monitor A in the class keeps peace.

**Match people to their roles**

Preacher teaches pupils

Traffic officer treats patients

Teacher ensures safety on the road

Doctor preaches the word of God

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| **Date** | **Class** | **No. of pupils** | **Time** |
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**THEME : Peace and security**

**SUBTHEME : Roles of people who keep peace and security**

**COMPETENCES : Read the words given**

**: Fill in the gaps correctly**

**: Read the composition**

**CONTENT : Guided composition**

**Use the words given to fill in the gaps correctly.**

* children - peace - report
* teachers - police - officials
* prefects - traffic - leaders
* security

Many people keep \_\_\_\_\_\_\_\_\_\_and security in our community. Parents put discipline in their \_\_\_\_\_\_\_at home. The \_\_\_\_\_\_\_\_\_keep peace at school and \_\_\_\_\_\_\_\_help them to ensure peace and security while at school. The \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_helps to keep peace by enforcing law and order. The \_\_\_\_\_\_\_\_\_\_police ensure safety on the road. Parents and children help to

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_criminals to police. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_and to the community

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ . We all need to keep peace and \_\_\_\_\_\_\_\_\_\_\_\_in our community.

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| **Date** | **Class** | **No. of pupils** | **Time** |
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**THEME : Peace and security**

**SUBTHEME : Ways of promoting peace and security**

**COMPETENCES : Read the vocabulary**

**: Make sentences using the vocabulary**

**: Spell the vocabulary**

**CONTENT : Vocabulary**

thank obey give joy

friend happy share care

help pray love greet

gift play forgive sorry

responsibility careful

**Opposites**

friends - enemy

happy - sad

hate - love

careful - careless

obey - disobey

***Exercise***

1. ***Re – arrange the letters to make correct words***

***aresh \_\_\_\_\_\_\_\_ ovel \_\_\_\_\_\_\_\_ aylo \_\_\_\_\_\_\_ pleh \_\_\_\_\_\_\_ endfri \_\_\_\_\_***

1. ***Write the opposites of the word given in the brackets***
2. ***That girl is my\_\_\_\_\_\_\_\_\_\_ (enemy)***
3. ***Juma is always \_\_\_\_\_\_\_\_\_\_ (sad)***
4. ***We should be \_\_\_\_\_ when crossing the road. ( careless)***
5. ***We should \_\_\_\_\_\_\_ our parents ( disobey)***
6. ***Make correct sentences using these words***

***forgive: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_***

***gift \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_***

***joy \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_***

1. ***Get a small word***

***Friend***

***Forgive***

***Share***

1. ***Arrange in ABC order***
2. ***obey, give, joy, love,***
3. ***sorry, forgive , gift , help***

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| **Date** | **Class** | **No. of pupils** | **Time** |
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**THEME : Peace and security**

**SUBTHEME : Ways of promoting peace and security**

**COMPETENCES : Read *words and short sentences correctly.***

**:**

**CONTENT : *Structures***

***What do you like?***

***I like \_\_\_\_\_\_\_\_\_.***

***Do you like ………..?***

***Yes, I do/ No, I don’t.***

**Examples**

1. ***What do you like? ( sharing, hating)***

***I like sharing***

1. ***Do you like greeting?***

***Yes, I do.***

1. ***Do you like beating others?***

***No, I don’t***

**Exercise**

***Answer correctly.***

1. ***What do you like?***

***(sharing, praying, thanking, abusing, greeting, hating, helping, forgiving, obeying, disobeying)***

1. ***Use Yes, I do/ No, I don’t***
2. ***Do you like abusing?***
3. ***Do you like praying?***
4. ***Do you like obeying elders?***
5. ***Do you like hating others?***
6. ***Do you like sharing?***
7. ***Do you like disobeying parents?***

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**THEME : Peace and security**

**SUBTHEME : Jumbled composition**

**COMPETENCES : Read the jumbled sentences**

**: Re-arrange the sentences to form a story**

**CONTENT : A jumbled composition**

***Examples***

**Read these sentences and arrange them to make a good sentence.**

1. He met a woman selling bananas.
2. He picked two bananas from the basket and ran away.
3. One day, a street boy was hungry.
4. He walked around the street.
5. The boy was caught and taken to the L.C I chairman.
6. The woman alarmed.

***Exercise***

***Re- arrange the sentences to make good sentences.***

1. ***Jane was slapped on the chicks.***
2. ***She went to take a bath.***
3. ***She put the muchomo near fire.***
4. ***Jane’s mother roasted muchomo.***
5. ***Jane picked three pieces and ate them.***
6. ***Her mother opened the door and saw her eating.***

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| **Date** | **Class** | **No. of pupils** | **Time** |
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**THEME : Peace and security**

**SUBTHEME : Effects promoting peace and security**

**COMPETENCES : Read the vocabulary**

**: Make sentences with the vocabulary**

**: Spell the vocabulary**

**CONTENT : Vocabulary**

work share beat arrest people play death

slap push steal forgive take pray respect

good bad abuse pinch help freedom of speech

bite cane poverty love fear hungry famine

**Exercise.**

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

***beat pinch death abuse.***

***\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_***

***good share cane arrest***

***\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_***

***steal bad take forgive***

***\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_***

***push pinch pray poverty***

***\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_***

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

***Love \_\_\_\_\_\_\_\_\_\_\_\_ bad \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_***

***death \_\_\_\_\_\_\_\_\_\_ take \_\_\_\_\_\_\_\_\_\_\_\_\_\_***

1. ***Make correct sentences using these words.***

***forgive: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_***

***cane \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_***

***death \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_***

1. *Make sentences using these words*

*play \_\_\_\_\_\_\_\_\_\_\_\_*

*beat \_\_\_\_\_*

*bile \_\_\_\_\_\_*

*bad \_\_\_\_\_*

*bud \_\_\_\_\_*

*hungry \_\_\_\_\_\_\_\_\_\_\_*

*steal \_\_\_\_\_\_\_\_\_\_*

*still \_\_\_\_\_\_\_\_\_\_*

1. *Use the correct form of the word given in the brackets*
2. *The policeman \_\_\_\_\_\_\_\_ thief yesterday. (arrest)*
3. *She is \_\_\_\_\_\_\_ the baby. (pinch)*
4. *It is good to \_\_\_\_\_\_\_\_ with others. (share)*
5. *The old man \_\_\_\_\_\_\_\_ the wheel barrow. (push)*
6. *The snake \_\_\_\_\_\_ the child. (bite)*
7. *Complete the table below*

*push \_\_\_\_\_\_\_ pushed*

*\_\_\_\_\_ pinching \_\_\_\_\_\_\_\_*

*\_\_\_\_\_ \_\_\_\_\_\_ stole*

*abuse abusing \_\_\_\_\_\_\_\_\_*

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**THEME : Peace and security**

**SUBTHEME : Importance of promoting peace and security**

**COMPETENCES : Read the instruction**

**: Observe the pictures**

**: Write sentences about the pictures**

**CONTENT : Picture composition**

What is happening in the pictures?

|  |  |
| --- | --- |
| 1  A man is climbing a fence | 2.  The man is opening the hen’s pen. |
| 3  The man is stealing a hen | 4.  The dog is barking and chasing the man |
| The thief has been caught. | 6.  The man has been arrested |

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| **Date** | **Class** | **No. of pupils** | **Time** |
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**THEME : Peace and security**

**SUBTHEME : Importance of promoting peace and security**

**COMPETENCES : Read the dialogue**

**: Fill in the missing sentences**

**: Act on the dialogue**

**CONTENT : Complete the dialogue**

Jimmy : Good morning Jill.

Jill : \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Jimmy : Why are people holding that man?

Jill : \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Jimmy : A thief! What did he steal?

Jill : \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Jimmy : A radio! Where was it?

Jill : \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Jimmy : In the house! Who arrested him?

Jill: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Jimmy : The Police! Where are they taking him?

Jill: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Jimmy : That is good the police will handle that case.

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**THEME : Child protection**

**SUBTHEME : Child work and abuse**

**COMPETENCES : Read the vocabulary**

**: Make sentences using the vocabulary**

**: Spell the vocabulary**

**CONTENT : Vocabulary**

touch fight hunger bite

beat stranger work rest

abuse heavy night burn

wash bad fetch carry

push mop sweep deny

**Exercise**

1. Write sentences using these words

beats abused sweeping

bites fought

1. Write those sentences correctly.
2. bad It is abuse to people.
3. children be should stubborn beaten .
4. mother denied for His him.
5. Complete the sentences using the correct form of the words in the brackets.
6. Jeanin \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_water every evening (fetch)
7. Tom \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_their house girl yesterday.(abuse)
8. Nakka was\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ by his stepmother.(slap)
9. Strangers are \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_now (walk)
10. *Complete the table below*

*fight \_\_\_\_\_\_\_ fought*

*mop \_\_\_\_\_\_ \_\_\_\_\_\_\_\_*

*\_\_\_\_\_ washing \_\_\_\_\_\_\_\_*

*Rest \_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_*

1. *Underline the verbs in the sentences below*
2. *It is bad to fight with others.*
3. *Ronnie is too short to touch the roof*
4. *Please mop that house.*
5. *He has beaten the baby*
6. *Give the opposites of these words*

*bad \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*

*heavy \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*

*push \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*

*night \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*

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| **Date** | **Class** | **No. of pupils** | **Time** |
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**THEME : Child protection**

**SUBTHEME : Effects of child abuse.**

**COMPETENCES : Read the vocabulary**

**: Spell the vocabulary**

**: Make sentences using the vocabulary**

**CONTENT : Vocabulary**

fear blind worry deny

lame angry cry bad

run sick hate fight

die pain deaf lonely

**Exercise**

1. Construct sentences using the words.

fearing hate worried fights ran pain blind lonelysick died

1. Re-arrange these sentences and make a good story
2. Kiddushouted and people came to help him.
3. One day, Kiddu met a stranger at the borehole.
4. Kiddu is a good boy who stays with his grandmother.
5. The stranger gave Kiddu a sugar cane.
6. Kiddu is woken up early to fetch water.
7. After eating the sugar cane the man carried Kiddu to the bush.

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

1. One day, Nalumu stole mangoes from the market.
2. She became a lame girl.
3. She used to steal mangoes from a neighbours garden.
4. Nalumu was a stubborn girl.
5. Her parents always warned her.
6. And the market vendors cut her leg.

**A good story**

1. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
2. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
3. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
4. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
5. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
6. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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| **Date** | **Class** | **No. of pupils** | **Time** |
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**THEME : Measures**

**SUBTHEME : Time**

**COMPETENCES :**

**:**

**CONTENT : vocabulary**

*time*

*day*

*week*

*hours*

*calendar*

*year*

*quarter past*

*month*

*daily*

*flower*

*diary*

***Exercise***

1. *Listen and write*
2. *Fill in the missing letters*

*m \_\_nth cal \_\_nd\_\_r y \_\_ ar d\_\_y*

1. *Construct meaningful sentences using these words*

*week \_\_\_\_\_\_\_\_\_\_\_\_\_*

*weak\_\_\_\_\_\_\_\_\_\_\_\_\_*

*daily \_\_\_\_\_\_\_\_\_\_\_\_\_*

*diary \_\_\_\_\_\_\_\_\_\_\_\_\_*

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| **Date** | **Class** | **No. of pupils** | **Time** |
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**THEME : Measures**

**SUBTHEME : Time**

**COMPETENCES :**

**:**

**CONTENT : Structure**

*What is the time?*

*It is ……………. O’clock*

*It is three O’clock It is twelve o’clock*

**

*It is nine o’clock it is two o’clock*

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| **Date** | **Class** | **No. of pupils** | **Time** |
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**THEME : Measures**

**SUBTHEME : Time**

**COMPETENCES :**

**:**

**CONTENT : Structure**

*It …………… past/ to ……………….*

*It is quarter past three O’clock*

**

*It is quarter past ten O’clock*



*It is quarter to two o’clock*

*It is quarter to seven o’clock*

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| **Date** | **Class** | **No. of pupils** | **Time** |
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**THEME : Measures**

**SUBTHEME : Time**

**COMPETENCES : Recite days of the week**

**: Give days positions**

**CONTENT : Days of the week**

Sunday Thursday

Monday Friday

Wednesday Saturday

**Structure**

Which day come before / after / between \_\_\_\_\_\_\_\_\_\_\_\_?

**Examples**

1. Which day comes before Monday?

Sunday comes before Monday.

1. Which day comes after Friday?

Saturday comes after Friday.

**Exercise**

1. Fill in the missing letters

Su\_\_day Mo\_\_day Tu\_\_sday We\_\_nesday

Thu\_\_sday Fri\_\_ay Sa\_\_urday

1. Which day comes first in the week?
2. Which day comes after Monday?
3. Which day comes before Friday?
4. Which day comes between Tuesday and Thursday?
5. What is the last day of the week?

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| **Date** | **Class** | **No. of pupils** | **Time** |
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**THEME : Measure**

**SUBTHEME : Time**

**COMPETENCES : Fill in using the words given**

**: Read the composition**

**CONTENT : Guided composition**

**Fill in the gaps using these words.**

Sunday church seven

second fourth third

Saturday parents learn

home help domestic

There are \_\_\_\_\_\_\_\_\_\_\_\_days in a week. \_\_\_\_\_\_\_\_\_\_\_\_is the first day of the week. Christians go to worship God on Sunday.

Monday is the \_\_\_\_\_\_\_\_\_day of the week. Tuesday is the \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ day while Wednesday comes the \_\_\_\_\_\_\_\_\_\_\_\_day. Thursday comes the fifth day. Friday comes the sixth day. Monday to Friday are called working days. These are days our \_\_\_\_\_\_\_\_go to work in offices and we also go to school to \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

\_\_\_\_\_\_\_\_\_\_is the seventh day of the week. This is the last day. We stay at \_\_\_\_\_\_\_\_\_to wash, clean and \_\_\_our parents to do \_\_\_\_\_\_work.

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| **Date** | **Class** | **No. of pupils** | **Time** |
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**THEME : Measures**

**SUBTHEME : Time**

**COMPETENCES : Recite months of the year.**

**: Position months of the year**

**: Spell months of the year**

**CONTENT : Months of the year**

January February

March April

May June

July August

September October

November December

**Oral structure**

What is the \_\_\_\_\_month of the year?

**Examples**

1. What is the first month of the year?

January is the first month of the year.

1. What is the second month of the year?

February is the second month of the year.

**Exercise**

1. Write the words correctly.

Janrauy Fbeurary

Agsutu Spetember

1. Fill in the correct word.
2. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_is the third month of the year.
3. The \_\_\_\_\_\_\_\_\_month of the year is April.
4. August comes between July and \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
5. September comes before \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
6. June comes after\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
7. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_is the twelfth and last month of the year.

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| **Date** | **Class** | **No. of pupils** | **Time** |
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**THEME : Measures**

**SUBTHEME : Units of measure**

**COMPETENCES: Form sentences from the substitution table**

**: Read the sentence formed.**

**CONTENT : A substitution table**

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| **Date** | **Class** | **No. of pupils** | **Time** |
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**THEME : Measure**

**SUBTHEME : Shapes**

**COMPETENCES: Identify shapes**

**: Draw shapes**

**: Name the shapes**

**: Spell names of the shapes**

**CONTENT : Vocabulary**

circle triangle cylinder centre longer

square rectangle round shorter white

oval cone sides heavy yellow

star zigzag box ball wide green

**Exercise**

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

***W \_\_de r \_\_und tr \_\_ angle***

1. ***Write these words correctly.***

***alvo \_\_\_\_\_\_\_\_\_\_\_ neco \_\_\_\_\_\_\_\_\_\_ obx \_\_\_\_\_\_\_\_\_\_ arst \_\_\_\_\_\_\_***

1. ***Read and draw.***

***Square circle ball cylinder***

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| **Date** | **Class** | **No. of pupils** | **Time** |
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**THEME : Measure**

**SUBTHEME : Shapes *and solids***

**COMPETENCES: *Reading the words and sentences correctly***

**:**

**CONTENT : *Structure***

***Which is ………………… than ………………?***

**A**

***B***

***Which side is longer?***

***Side A is longer than side B***

***K***

***C Which ruler is shorter?***

***Ruler C is shorter than ruler K***

***Exercise***

***Use heavier, longer, shorter, bigger to complete these sentences.***

***A rectangle is \_\_\_\_\_\_\_\_\_\_\_\_\_ than a circle***

***W Ruler W is \_\_\_\_\_\_\_\_ than ruler J***

***J Ruler J is \_\_\_\_\_\_\_\_\_\_\_ than ruler W***

***h s Ball h is \_\_\_\_\_\_ than ball S***

*** Ball S is \_\_\_\_\_\_\_\_\_ than ball h***

|  |  |  |  |
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| **Date** | **Class** | **No. of pupils** | **Time** |
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**THEME : Recreation festivals and holiday**

**SUBTHEME : Recreation activities**

**COMPETENCES: Read the vocabulary**

**: Spell the vocabulary**

**: Make sentences using the vocabulary**

**CONTENT : Vocabulary**

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

**THEME : Recreation festivals and holiday**

**SUBTHEME : Recreation activities**

**COMPETENCES: Read the vocabulary**

**: Spell the vocabulary**

**: Make sentences using the vocabulary**

**CONTENT : Vocabulary**

clean care cook

rest play shop

watch read enjoy

pinic pray visit

ride swing

**Exercise**

1. **Make sentences using these words**

watching rides

cared pinic

visits shopped

1. **Write these sentences correctly.**

visited the zoo We last year.

enjoyed I swinging in wonder world

resting I love while reading stories.

prepared nice Aunt Ritah chapatti for the party.

**P.2 COMPREHENSION TERM III 2017**

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| **Date** | **Class** | **No. of pupils** | **Time** |
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**THEME : Peace and security**

**SUBTHEME : Roles of people who keep peace and security**

**COMPETENCES : Read the passage about**

**: Answer questions about the story in full sentences**

**CONTENT : A passage.**

**A passage**

**Read the passage below and answer the questions that follow.**

**Oketch’s Friend**

I have a friend called Odongo. He is seven years old in primary two at Lugazi Primary School. He lives at Buniiro village. His father is a policeman. He works at the police station near Lugazi Town.

Everyday, he walks around the village to arrest wrongdoers. Odongo’s mother is a teacher at Lugazi Primary School. She is a primary three class teacher and she is the senior woman teacher.

**Questions.**

1. What is the title of the passage?
2. Who is Oketch’s friend?
3. Where does Odongo go to school?
4. What is the work of Odongo’s father?
5. Why does Odongo’s father walk around the village?
6. Where does Odongo’s mother work?
7. Give the **opposite** of the word **village**
8. *What is the work of Odongo’s mother?*
9. *Which class does Odongos mother teach*

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| **Date** | **Class** | **No. of pupils** | **Time** |
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**THEME : Peace and security**

**SUBTHEME : Roles of people who keep peace and security**

**COMPETENCES : Reads the story correctly**

**: Answer the given questions correctly**

**CONTENT : A Passage**

**Mr. Brian**

Mr. Brian is a policeman. He lives near the police station. He has a square house with a brown roof. The doors and the window are painted blue. Mr. Brian works in the police station every day but some times he walks around the town to see if there are any thieves.

Mrs. Brian stays at home every day and looks after the house and the garden. The house is very clean inside. Behind the house, maize is growing, infront of the house there are tomatoes and cabbages. Mr. and Mrs. Brian have three children.

**Questions**

1. What is the work of Mr. Brian?
2. What does Mrs. Brian do every day?
3. Where does Mr. Brian live?
4. What is the shape of the house?
5. How many children do they have?
6. What is the colour of Mr. Brian house?
7. What is the work of a policeman according to the passage?
8. *Who looks after the garden?*
9. *What is growing infront of Mr. Brian house?*

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| **Date** | **Class** | **No. of pupils** | **Time** |
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**THEME : Peace and security**

**SUBTHEME : Roles of people who keep peace and security**

**COMPETENCES : Act the dialogue**

**: Read the dialogue**

**: Answer both oral and written questions about the dialogue.**

**CONTENT : A Dialogue**

Woman : Woo loo loolooh…….

The thief is taking my bag.

Policeman : Where is he?

Woman : He is running behind the house.

Police man : I will get him.

Woman : Do you have a gun?

Policeman : No, I have a stick?

Woman : Shoot him! shoot him!

Policeman : I will not shoot him. Let me arrest him and take him to the police station.

**Questions**

1. How many people are taking part in the dialogue?
2. Who needed help?
3. What was the man taking?
4. Where did the thief hide?
5. Did the policeman have a gun?
6. Who arrested the thief?
7. Where was the thief taken?
8. Write the plural form of the word **thief**

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| **Date** | **Class** | **No. of pupils** | **Time** |
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**THEME : Peace and security**

**SUBTHEME : Importance of promoting peace and security**

**COMPETENCES : Reads the story**

**: Acts the story**

**: Answer the questions correctly.**

**CONTENT : A story**

**Kalanzi and the Guard**

**(Mk Thematic English practice bk 2 page 106)**

**Questions**

1. Why did Kalanzi go to the shop?
2. What did Kalanzi buy from the shop?
3. Where did Kalanzi find the stranger?
4. Why did mother give a gift to the guard?
5. What shouldn’t children do?

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| **Date** | **Class** | **No. of pupils** | **Time** |
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**THEME : Peace and security**

**SUBTHEME : Importance of peace and security.**

**COMPETENCES : Read the notice**

**: Interpret the notice**

**: Answer questions about the notice.**

**CONTENT : A notice**

**The Lost Hand bag**

A hand bag was picked outside Mukono taxi park gate. On Saturday 9th September 2014

It had an identity card of Mrs. SsempijjaTereza. It also had an A.T.M card and some money. It is now at Mukono Police post. The owner should come and pick it with clear evidence

By Mutono.

**Questions**

1. Who picked the hand bag?
2. Where was the hand bag picked?
3. Who is the owner of the identify cards?
4. Which things were in the lost hand bag?
5. ***Write the title of the story.***
6. ***When was the hand bag picked?***
7. ***Write Sept in full***

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| **Date** | **Class** | **No. of pupils** | **Time** |
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**THEME : Child protection**

**SUBTHEME : Child work and child abuse.**

**COMPETENCES : Read the poem**

**: Answer questions about the poem in full sentences**

**CONTENT : A poem**

***Children children children***

Children are parents’ gifts from God.

Daughters are beautiful and wise.

Sons are handsome and strong.

Oh! Children.

But bad are the merciless and the witch.

They burn and cut off the children’s heads.

They make you carry heavy loads and yet denied food.

Oh! Children.

Children are the future leaders.

They are the presidents, doctors and teachers of tomorrow.

God have mercy upon the bad people and protect their children.

**Questions**

1. ***How many stanzas does the poem have?***
2. ***Who are beautiful and wise?***
3. ***What is the poem about?***
4. ***What do the merciless do to the children?***
5. ***What will the children be tomorrow?***
6. ***Who should have mercy upon the bad people?***

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| **Date** | **Class** | **No. of pupils** | **Time** |
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**THEME : Child protection**

**SUBTHEME : Child work and child abuse.**

**COMPETENCES : Read the story correctly**

**: Answer questions correctly**

**CONTENT : A passage**

***Lazy Luke***

Once there was a boy. His name was Luke. One day his mother told him “Luke I am going to the garden. I want you to wash cups, to fetch water, to go to the shop and buy sugar. Then take the goats to graze up the mountain. Will you remember? Luke said, yes mother.

The mother went to the garden Luke laid down under the tree. He said, let me rest now. I will not work, I am going to sleep. Luke fell a sleep. His mother came home from the garden only to find Luke lying down under a tree. She said, “wake up, Luke”. He had not done anything that his mother had told him. Luke’s mother said.

You are lazy Luke. You are a bad boy. Now Luke’s name is Lazy Luke.

**Questions**

1. What is the name of the boy in the story?
2. Where was his mother going?
3. What was Luke told to do?
4. What did Luke do when his mother went to the garden?
5. What is Luke’s name now?
6. What is the title of the passage?

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| **Date** | **Class** | **No. of pupils** | **Time** |
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**THEME : Measures**

**SUBTHEME : Time**

**COMPETENCES : Interpret the time table**

**: Read the time table**

**: Answer questions about the time table.**

**CONTENT : Read the time table and answer questions about it.**

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Day | 8:00  9:00 | 9:00  10:00 | 10:00  11:00 | 11:00  12:00 | 12:00  1:00 | 1:00  2:00 | 2:00  3:00 | 3:00  4:00 | 4:00  5:00 |
| Mon | Assembly | English | **B**  **R**  **E** | Art | Music | **L**  **U**  **N** | Writ | Eng  H/W | **GOING** |
| Tues | Maths | Lit I | **A**  **K** | R.E | Lug | **C**  **H** | Read | MTC  H/W | **HOME** |

**PRIMARY THREE TIME TABLE**

**Questions**

1. What time do primary three pupils have assembly?
2. At what time is break?
3. On which day do they do the English home work?
4. When is literacy I done?
5. When is lunch?
6. ***Write the following in full.***

***R.E***

***MTC***

***H/W***

1. ***At what time do children go back home?***

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

**THEME : Measures**

**SUBTHEME :**

**COMPETENCES : Studies the calendar carefully**

**: Answer the questions about the graph**

**CONTENT : Calendar**

**October**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Sun** | **Mon** | **Tue** | **Wed** | **Thur** | **Fri** | **Sat** |
|  |  |  | **1** | **2** | **3** | **4** |
| **5** | **6** | **7** | **8** | **9** | **10** | **11** |
| **12** | **13** | **14** | **15** | **16** | **17** | **18** |
| **19** | **20** | **21** | **22** | **23** | **24** | **25** |
| **26** | **27** | **28** | **29** | **30** | **31** |  |

**Questions**

1. Which month of the year is shown on this calendar?
2. How many Sundays are in the month?
3. How many days are in this month?
4. On which day did the month end?
5. On which day did the month begin?
6. How many Tuesdays are in this month?
7. On which day was 9th of October?

|  |  |  |  |
| --- | --- | --- | --- |
| **Date** | **Class** | **No. of pupils** | **Time** |
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**THEME : Measures**

**SUBTHEME : Shopping list**

**COMPETENCES : Interpret the shopping list**

**: Answer questions about the shopping list**

**CONTENT : Jim’s shopping list**

|  |  |  |  |
| --- | --- | --- | --- |
| **Item** | **Quantity** | **Price each** | **Total** |
| Sugar | 2kg | 3,000/= | 6,000/= |
| Salt | 3 sackets | 500/= | 1,500/= |
| Cooking oil | 1 jerry can | 2,000/= | 2,000/= |
| Milk | 1 litre | 800/= | 800/= |
| Bread | 1 loaf | 2,500/= | 2,500/= |

**Questions**

1. Whose shopping list is that?
2. How many items were on the shopping list?
3. How much is a kilogram of sugar?
4. Which item costs eight hundred shillings?
5. What is the total cost of the three sackets of salt?
6. ***How much is a litre of milk?***
7. ***Name any one item on the shopping list.***

|  |  |  |  |
| --- | --- | --- | --- |
| **Date** | **Class** | **No. of pupils** | **Time** |
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**THEME : Measures**

**SUBTHEME : Shapping**

**COMPETENCES : Reads a story**

**: Answer the questions about the graph**

**CONTENT : A Story**

Akello goes shopping

(menitor English course for Ugbk 3 page 79)

**QUESTIONS**

1. Who was sent to the grocery?
2. Who wrote the shopping list?
3. How much was a kilogram of tomatoes?
4. How much change did Akello get?
5. Who packed the things in the shopping bag?
6. Where did Akello buy the things from?

|  |  |  |  |
| --- | --- | --- | --- |
| **Date** | **Class** | **No. of pupils** | **Time** |
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**THEME : Recreation Festivals and Holidays**

**SUBTHEME : Festivals**

**COMPETENCES : Read the advert**

**: Interpret the advert**

**: Answer questions about the advert**

**CONTENT : An advert**

**MUSIC SHOW**

The Cornerstone kids alliance presents a music show entitled Bigula”

Venue : Cornerstone main hall

Date : Saturday 5th November, 2011.

Time : 2:00pm – 4:00pm

Fee : Children shs. 500.

: Adults shs. 1000.

***Please don’t miss***

Tr. NabugedeBenah

**The music patron.**

**Questions**

1. What is the show about?
2. Which group will present the show?
3. Where will the show take place?
4. When is the show?
5. How much will the children pay for the show?
6. ***Who wrote the advert?***
7. ***At what time will the show start?***

|  |  |  |  |
| --- | --- | --- | --- |
| **Date** | **Class** | **No. of pupils** | **Time** |
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**THEME : Recreation festivals and Holidays**

**SUBTHEME : Recreation activities at home and at school**

**COMPETENCES : Reads the story**

**: Answer the questions correctly**

**CONTENT : A story**

The Farewell Party

(Monitor English course for Uganda Bk 3 page 48)

**Questions**

1. Who was the king of animals and birds?
2. Which animal was the first to arrive?
3. Which animal brought the bunches of matoke?
4. Name the chief server in the story.
5. Who sang for the guests?
6. Who played the drums?
7. What did the kite and eagle do?
8. What did the rabbit bring?

|  |  |  |  |
| --- | --- | --- | --- |
| **Date** | **Class** | **No. of pupils** | **Time** |
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**THEME : Recreation festivals and Holidays**

**SUBTHEME : Graph**

**COMPETENCES : Interpret the graph**

**: Read the graph**

**: Answer the questions about the graph**

**CONTENT : A graph**

**Read the graph about the Bugishu boys who were circumcised in 2010.**

**Questions**

1. How many boys were circumcised in September?
2. ***In which month were the least number of boys circumcised?***
3. ***Which two months had the same number of boys circumcised?***
4. How many boys were circumcised in September and November?
5. ***In which month was the highest number of boys circumcised?***
6. ***In which year was the circumcision?***
7. ***What is the number of boys circumcised in December?***

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

**THEME : Recreation festival holidays**

**SUBTHEME : A dialogue**

**COMPETENCES : Read the dialogue**

**: Take place in the dialogue**

**: Answer question about the dialogue**

**CONTENT : A dialogue**

**A TELEPHONE CALL RING – RING**

Joseph : Hullo daddy.

Daddy : Hullo my son, How are you?

Joseph : I am fine daddy.

Daddy : Get ready this evening.

Joseph : I get ready, for what daddy?

Daddy : I will take you for an outing.

Joseph : An outing! Where daddy?

Daddy : At Collin Hotel for swimming and a dinner.

Joseph : Okay, daddy thank you.

**Questions**

1. Who are the people talking on the telephone?
2. How many people are taking part in the dialogue?
3. Who will be taken for an outing?
4. Where will Joseph go for an outing?
5. What is the dialogue about?
6. How do you think Joseph was feeling?
7. Draw Joseph and his Daddy swimming