CORNERSTONE JUNIOR SCHOOL - MUKONO



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P.2 GRAMMAR, COMPOSITION AND COMPREHENSION SELF -STUDY LESSONS SET TWO

LESSON 1

THEME: Our home and community

SUB - THEME: Relationship among family members.

CONTENT: New words

Learning outcome

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

- Read, spell and write the new words clearly and correctly.
- Construct sentences using the given vocabulary.
- Mention the members of a family.

Relationship among family members

New words

Read, spell and write the given vocabulary.

grandmother son grandfather uncle father aunt mother sister daughter brother

1. Construct sentences using these words.

Make sure you have learnt how to read, spell and write the above words correctly.

Exercise

			9		
/:\	son				
(1)	SON				

(iii)	mother	

2. Write the opposites of the given words.
(i) daughter
(ii) grandfather
(iii)brother
(iv) uncle
3. Fill in the missing letters
i) brther
ii) sster
iii)grdfather
iv)unt
v) mothr
LESSON 2
THEME: Our home and community
SUB - THEME: Relationship among family members
CONTENT : Riddles
Learning outcome
By the end of this lesson, you should be able to:
 Mention the members in your family.
 Answer the given riddles
Riddles are puzzling questions posed as a problem to be solved or guessed
Examples of riddles related to family relationships
1. I am your father's brother. Who am I?
You are my uncle.

2. I am a sister to your father. Who am I?

You are my aunt.

Exercise

Read and answer the given riddles

1.	I am your father's father. Who am I?
2.	I am a daughter to your uncle. Who am I?
3.	I am a daughter to your father. Who am I?
4.	I am your mother's mother. Who am I?
5.	I am your sister's son. Who am I?
6.	I am a sister of your mother. Who am I?

LESSON 3

THEME: Our home and community

SUB - THEME: Relationship among family members

CONTENT : <u>A dialogue</u>

Learning outcome

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

- Read the given dialogue carefully
- Answer the questions about the dialogue correctly

Guidelines

- a) Read the dialogue at least thrice
- b) Identify the new words
- c) Look up those identified new words from the dictionary
- d) Read through the questions and identify the answers from the dialogue
- e) Underline the answers in the dialogue

- f) Focus on the tense highlighted in the question and use it to phrase correct response
- g) For questions starting with 'why,' the response requires you to use the conjunctions of purpose like; because, so as, in order to.....
- h) Responses to questions starting with 'how many.....' should follow the examples below
 - (i) How many people are talking in the dialogue?

 <u>Two people are talking in the dialogue</u>
 - (ii) How many people are in the dialogue? There are two people in the dialogue.

DIALOGUE

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

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: Goodbye too.

- 1. Who are the people in the dialogue?
- 2. How many people are taking part in the dialogue?
- 3. Why was Amanda taken to the hospital?
- 4. Who took Amanda to the hospital?
- 5. Who is Amanda's brother?
- 6. Suggest a suitable title for the dialogue.

LESSON 4	
THEME: Our home and commu	ınity
SUB - THEME: Roles of people	in our community
CONTENT: New words	
Learning outcome	
By the end of this lesson, you	ı should be able to:
 Read, spell and write the 	new words correctly.
 Construct sentences usin 	g the new words.
 Give the roles of people in 	n our community.
Roles of people in our com	nmunity
New words	
Read, spell and write the give	n words.
doctor	policewoman
nurse	shoemaker
teacher	shopkeeper
carpenter	driver
policeman	pilot
Make sure you have learnt h	now to read, spell and write the above wor
correctly.	
Exercise	
1. Construct sentences using	g the given words.
a) sun	
b) son	
c) teacher	
d) doctor	
e) carpenter	
2. Form small words from the	e given words.
(I) carpenter	
(II) shopkeeper	
(III) driver	

3. Match these people to their roles.

Peop	le	Role
teacher		keeps law and order
doctor		makes furniture
police	eman	teaches learners
shopl	keeper	treats sick people
carpenter		sells goods in a shop
(i)	teacher	
(ii)	doctor	
(iii)	policeman	
(iv)	shopkeeper	
(v)	carpenter	

LESSON 5

THEME: Our home and community

SUB - THEME: Roles of people in our community

CONTENT: Passage

Learning outcome

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

Read the passage clearly

Answer the questions correctly

Guidelines

- a) Read the passage at least thrice
- b) Identify the new words in the passage.
- c) Look up those identified new words from the dictionary
- d) Read through the questions and identify the answers from the passage
- e) Underline the answers in the passage
- f) Focus on the tense highlighted in the question and use it to phrase correct response

- g) For questions starting with 'why' the response requires you to use the conjunctions of purpose like; because, so as, in order to among others.
- h) Questions with phrases, require us to bring back that very phrase in the answer e.g. according to...., if you wanted...., do you think.....e.t.c.

A PASSAGE

Read the passage and answer the questions that follow Mubiru the Hunter

Mubiru is a hunter. He is a hard-working man. He goes hunting every morning. He hunts animals to get meat for his family.

Mubiru carries a spear, an arrow and a panga. He goes with his dogs called Bujezi and Police. Mubiru always kills antelopes and kobs. His family eats meat every day. Mubiru's family is healthy and happy.

- 1. What is the passage about?
- 2. What does Mubiru carry while going to hunt?
- 3. Where do you think Mubiru goes hunting?
- 4. Which animals does Mubiru kill?
- 5. Who is healthy and happy?
- 6. Whose family eats meat every day?
- 7. Suggest a suitable title to the passage.

THEME: Our home and community

SUB - THEME: Roles of people in our community

CONTENT: Poem

Learning outcome

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

Read the poem clearly

Answer the questions about it.

Guidelines

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

A POEM

Read the poem below carefully and answer the questions about it in full sentences

A Bushy 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 Salma

- 1. What is the poem about?
- 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 lived around the home?
- 7. What will happen to a person who will live in such a home?
- 8. Suggest a suitable title to the passage.

THEME: Our home and community

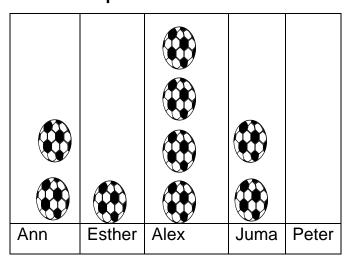
SUB - THEME: Roles of people in our community

CONTENT : Graph

GRAPH

The graph below shows number of children who were sent to get balls from the store. Study it and use it to answer the questions that follow

Graph



- 1. What does the above graph show?
- 2. How many children are on the graph?
- 3. How many balls did Alex and Esther get?
- 4. _____ got one ball.
- 5. How many boys are shown on the graph?
- 6. Who got the highest number of balls?
- 7. How many children got balls?
- 8. What is the total number of balls shown on the graph?

THEME: The human body and health

SUB - THEME: Sanitation

CONTENT: A notice

Learning outcome

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

- Read the notice clearly
- Answer the questions about it

Guidelines

- a) Read the notice at least thrice
- b) Read through the questions and identify the answers from the notice
- c) Underline the answers in the notice
- d) Focus on the tense highlighted in the question and use it to phrase the correct response
- e) For questions starting with 'why' the response requires you to use the conjunctions of purpose like; because, so as, in order to....

A NOTICE

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

Keeping Our School Clean.

This is to inform all pupils of Cornerstone Junior School that on Saturday, we shall pick the litter, burn rubbish, remove cobwebs and mop our classes. Finally, we shall smoke the pit latrines.

The Headteacher

Ms Immaculate Mawanda

- 1. What is the notice about?
- 2. When will the activities take place?
- 3. Mention two activities to be done on the sanitation day.
- 4. Which school will perform those activities?
- 5. What will the children do finally?
- 6. Who wrote this notice?
- 7. Why is it good to keep the environment clean?
- 8. What will happen if the school is left dirty?

THEME: The human body and health

SUB - THEME: Personal hygiene

CONTENT: New words

Learning outcome

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

- 1. Read, spell and write the new words correctly.
- 2. Construct sentences using the new words.
- 3. Mention the things we use to clean our bodies.

Personal Hygiene

New words

Read, spell and write the given vocabulary.

brush cover

boil wash

drink water

eat toothbrush

smoke toothpaste

clean soap

sweep

Make sure you have learnt how to read, spell and write the above words correctly.

Exercise

- 1. Construct a sentence using the given words.
 - i) Soap
 - ii) shop
 - iii) eat
 - iv) it
 - v) brush
 - vi) bush

2. Complete the table below

Verb	Now tense	Past tense
brush		brushed
eat	eating	
	smoking	smoked
wash	washing	
sweep		swept
clean	cleaning	cleaned
cover		
drink		covered
	boiling	boiled

LESSON 10

THEME: The human body and health

SUB - THEME: Personal hygiene

CONTENT : <u>Passage</u>

Learning outcome

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

- Read the passage clearly
- Answer the questions about it in full sentences.

Guidelines

- a) Read the passage at least thrice
- b) Identify the new words in the passage.
- c) Look up those identified new words from the dictionary
- d) Read through the questions and identify the answers from the passage
- e) Underline the answers in the passage
- f) Focus on the tense highlighted in the question and use it to phrase correct response
- g) For questions starting with 'why' the response requires you to use the conjunctions of purpose like; because, so as, in order to among others.

A PASSAGE

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

The Dirty Boy

Ibra was the fattest boy in our class. He was the tallest too. He sat alone on the behind bench. Pupils in our class hated sharing with him because he did not brush his teeth. His mouth smelt bad. Ibra did not bathe. His body had a lot of dirt. Ibra was an untidy boy.

- 1. What is the passage about?
- 2. Who was the biggest boy in the class?
- 3. Where did Ibra sit?
- 4. Why was Ibra sitting alone?
- 5. What smelt bad?
- 6. Why did Ibra's mouth smell?
- 7. Why do you think it is good to brush our teeth daily?
- 8. Write the title to the passage.

THEME: Food and Nutrition

SUB - THEME: Common food

CONTENT: New words

Learning outcome

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

- Read, spell and write the new words correctly.
- Construct sentences using the new words.

Common Food

New words

Read, spell and write the given vocabulary.

food milk

cassava pawpaw rice bean

pea groundnut egg mango fish orange potato meat

Make sure you have learnt how to read, spell and write the above words correctly.

EXERCISE

Construct sentences using the given words.

1.	meat	
	meet	
	bean	
	been	
	nice	
	rice	

Give the plural forms of the given nouns.

Singular	Plural
mango	
potato	
orange	
cabbage	
rice	

LESSON 12

THEME: Food and Nutrition

SUB - THEME: Common food

CONTENT: Puzzle

Learning outcome

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

- 1. Study and identify the correct words given in the puzzle.
- 2. Read and spell the given words in the puzzle.

A Puzzle

A puzzle is a confusing table of letters in which words can be formed following a particular order. Words can be found across or downward the puzzle.

Crosswords are words written from left hand to right hand.

Down words are words written from upcoming down.

Study the puzzle below and identify the correct words given in it.

			1	1	1	1	1		1	
f	0	0	d	0	С	р	m	е	а	t
I	m	r	n	h	р	q	r	а	s	t
j	k	а	0	s		р	0	t	u	У
m	а	n	g	0	f	а	р	р	I	е
е	g	g	f	f	i	W	Х	у	Z	а
а	b	е	а	n	S	а	k	а	m	S
t	b	С	d	е	h	t	i	b	i	а
t	0	m	а	t	0	е	i	С	L	е
С	а	b	b	а	g	е	m	b	k	р

Exercise

Find the names of food in the puzzle

l.	<u>meat</u>	
l.		
l.		
<i>/</i> .		
<i>/</i> .		

b) Cross words

I.	<u>cabbage</u>	
II.		
Ш.		
IV.		
V.		
VI.		

THEME: Food and Nutrition

SUB - THEME: Classification of food.

CONTENT: Dialogue

Learning outcome

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

- 1. Read and act in the dialogue.
- 2. Answer the questions about the dialogue.
- i) Read the dialogue at least thrice
- j) Identify the new words
- k) Look up those identified new words from the dictionary
- I) Read through the questions and identify the answers from the dialogue
- m) Underline the answers in the dialogue
- n) Focus on the tense highlighted in the question and use it to phrase correct response
- o) For questions starting with 'Why,' the response requires you to use the conjunctions of purpose like; because, so as, in order to.....
- p) Responses to questions starting with 'How many.....' should follow the examples below
 - (iii) How many people are talking in the dialogue?

Two people are talking in the dialogue

(iv) How many people are in the dialogue?

There are two people in the dialogue

A DIALOGUE

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

Pupil: Good morning, Mr Oketch. **Teacher:** Good morning, Golomba.

Pupil: What is good feeding?

Teacher: It is eating food that contains all food values.

Pupil: Teacher, what are those food values?

Teacher: I mean proteins, carbohydrates, vitamins and minerals.

Pupil: Oh! Yes, I know them. I remember you taught those food values to us.

Teacher: You see, I knew you had forgotten.

Pupil: Thank you, Mr Oketch.

Teacher: You are welcome, Golomba.

Questions

1. Who are the people taking part in the dialogue?

- 2. What is the name of Golomba's teacher?
- 3. List down any two kinds of food values.
- 4. Who talked last according to the dialogue?
- 5. Why do you think it is good to eat a balanced diet?
- 6. Suggest a suitable title for the dialogue.