



P.1 GRAMMAR SELF STUDY LESSONS SET TWO

Dear Primary One pupils, use your grammar books to write this lesson down and answer the given activities.

LESSON 1

THEME: Our Home

SUBTHEME: Responsibility of different family members.

CONTENT: Gender of Birds

Learning outcome

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

- Give the gender of birds.
- Read the words and their opposites.

Opposites of the gender of birds

Gender means male or female

Opposites are words that give a different meaning from the given one.

Examples of opposites of the gender of birds

Female bird

Male bird

hen	-	cock
duck	-	drake
peahen	-	peacock
goose	-	gander

Exercise

1. Write the opposites of these birds

(a) hen _____

(b) duck _____

(c) peacock _____

(d) goose _____

2. Write the opposites of the words in brackets

i) We ate a very big _____ (hen)

ii) A _____ is a dangerous animals. (lioness)

iii) A _____ gave birth to a puppy. (dog)

P.1 COMPOSITION SELF-STUDY LESSONS SET 2

Dear Primary One pupils write the composition work in your composition class workbooks and answer all the given activities.

LESSON 1

THEME: Our community

SUBTHEME: People in our community

CONTENT: Vocabulary

Learning outcome

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

- Read, spell and write these words correctly.
- Construct sentences using these words.
- Mention people in your community.

New words

Read, spell and write these new words correctly.

doctor

teacher

carpenter

priest

driver

farmer

mechanic

nurse

man

policeman

girl

pastor

boy

builder

woman

cook

shopkeeper

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

Exercise

1. Form small words from big words.

shopkeeper

carpenter

teacher

policeman

2. Fill in the missing letters.

i. d__ct__rs

ii. w__m__n

iii. c__ __k

iv. n__ __se

3. Arrange these letters to form a correct word

i. kooc _____

ii. chertea _____

iii. verdri _____

iv. manwo _____

LESSON 2

THEME: Our community

SUBTHEME: People in our community

CONTENT: Structures

Learning outcome

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

- Use these structures correctly in a sentence.

Learn and use these structures.

“He” is used when talking about a man or a boy.

“She” is used when talking about a woman or a girl.

In this lesson, we are going to use “He” or “She” to talk about people in our community.

Examples

1. Who is he/she?



He is a farmer.



He is a doctor.



She is a nurse.

Exercise

1. Who he/ she?











LESSON 3

THEME: Our home

SUB-THEME: Activities in our community

CONTENT: Activities done in our community

Learning outcome

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

- Read, spell and write these words correctly.
- Construct sentences using these words.
- Mention the activities done in the community.

New words

Read, spell and write these new words correctly

fish	plant
harvest	sell
dry	weed
dig	treat
slash	model
pound	grind

LESSON 4

THEME: Our community

SUB-THEME: Important places in the community

CONTENT: New words

Learning outcome

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

- Read, spell and write these words correctly.
- Construct sentences using these words.
- Name the important places in the community.

Important places in the community

New words

Read, spell and write these words correctly

post office	police station
hospital	market
church	shop
mosque	home
school	clinic
bank	well

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

Exercise

(a) Circle the odd man out

1. church , school , dog , market
2. hospital, meat, bank , post office
3. bank, hotel, bicycle, hospital

(b) Fill in the missing letters.

(i). h__spit__l

(ii). M__rk__t

(ii). S__h__ __l

(c) Match the following people to their places of work.

People

place of work

teacher

church

doctor

police station

policeman

school

pastor

hospital

(i). Teacher

school

(ii). Doctor

(ii). Policeman

(iv). Pastor

LESSON 5

THEME: Our community

SUB-THEME: Important places in the community

CONTENT : Structures: **What is this?**

Learning outcome

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

- Use this structure correctly in a sentence.

Using: What is this?

Example

What is this? (home)



This is a home.

What is this? (Police station)

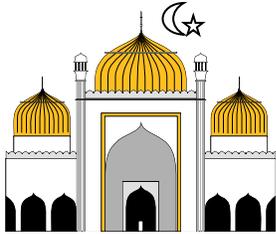


This is a police station.

Exercise

Complete the following sentences.

a) What is this?



This is a _____



This is a _____



This is a _____

Mosque, school, hospital, church

Odd man out means something which is different from others in a group.

Example

a) Underline the odd man out

1. book pencil food ruler

2. boy girl brother cow

3. teacher bursar, uncle matron

Exercise

Circle the odd man out

a) paper knife axe panga

b) orange apple stone mango

c) hen cow goat dog

d) brother teacher sister mother

LESSON 6

THEME	:	Our community
SUBTHEME	:	People in our community
CONTENT	:	Jumbled sentences

Learning outcomes

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

- Arrange the given sentences in their correct order.

JUMBLED SENTENCES

Jumbled sentences are sentences written in the wrong order.

We can rearrange them and make a good story.

Example:

These sentences are in the wrong order; organize them to make a correct story.

Guidelines

First read through all the sentences, using your pencil.

Number the first sentence to the last one as seen below.

- (a) The school nurse treated her. (4)
- (b) After classes, her friend Jolly took her home. (5)
- (c) Her teacher took her the school nurse. (3)
- (d) While at school, she fell sick. (2)
- (e) One day, Jane went to school. (1)

After numbering the sentences in the correct order, write the correct story carefully

CORRECT ORDER.

1. One day, Jane went to school.
2. While at school, she fell sick.
3. Her teacher took her to the school nurse.
4. The school nurse treated her.
5. After classes, her friend Jolly took her home.

Exercise

The sentences below are in the wrong order. Re-arrange them to form a correct story.

1. They started playing with the ball.
2. A speeding car came and knocked them down.
3. She met her friend Sarah
4. One day, Helen was going to school
5. Sarah had a ball.

Re-arrange the above sentences to make a good story.

1. _____
2. _____
3. _____
4. _____
5. _____

LESSON 7

THEME: Our community

SUBTHEME: Activities done in our community.

CONTENT: Free composition writing.

Learning outcomes

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

- Write a good composition.
- Use the guide words to write a good composition.
- Write the title of the composition

COMPOSITION WRITING

Write a composition about people in your community. Use the given guiding questions to write your composition.

Guidelines

- Give your composition a clear title.
- Write a good introduction for your composition.
- Use the given guiding questions to complete your composition.
- Conclude your composition telling us about the person you like most in your community.

Write your composition using the following guiding questions

1. What is your name?
2. Where do you live?
3. Who are the people are found in your community?
4. Who treats sick people?
5. What does a farmer do?
6. In your conclusion, tell us about the person you like most in your community.

Theme test

Our Community

1. Fill in the missing letters.

- (i) F__sh
- (ii) ch__rch
- (iii) m__sque
- (iv) mark__t

2. Circle the odd man out.

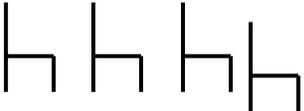
- a) teacher, nurse, tree, doctor.
- b) apple, police, pineapple, mango
- c) goat, pig, cow, elephant.

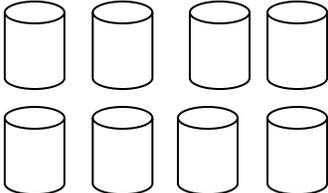
3. Make correct sentences using the words below.

- (i). knife: _____
- (ii). stone: _____
- (iii). school: _____
- (iv). leaves: _____

4. How many are there?

a)  _____

b)  _____

c)  _____

LESSON 8

THEME: Human body and Health

SUBTHEME: External parts of the body

CONTENT: New words

Learning outcomes

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

- Read, spell and write these words correctly.
- Construct sentences using these words.
- Name the parts of the body.

External parts of the body

New words

Read, spell and write these words correctly

head	stomach
eye	foot
nose	thigh
mouth	neck
face	finger
chest	toe
leg	thumb
knee	hand
ear	arm

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

Exercise

(a). Make correct sentences using these words.

(i). head _____

(ii). mouth _____

(ii). foot _____

(iv). eye _____

(b) Fill in the missing letters.

(a). st__ma__h

(b). m__ __th

(c). f__ng__r

(d). kn__ __

LESSON 9

THEME: Human body and Health

SUBTHEME: External parts of the body

CONTENT: Structure: using: Show me your.....

What is this.....?

Learning outcomes

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

1. Name the parts of your body
2. Make sentences using the structure

Using: Show me your.....

Dear parent, kindly ask your child to touch the following body parts using the given guiding words.

mouth

legs

shoulder

nose

hands

stomach

ears

face

neck

knee

chest

Example

(i) Parent: Show me your nose.

Child: This is my nose.

Parent, please continue as the child responds.

Using: What is this?

You are required to look at the given picture and give its name.

(a).What is this?



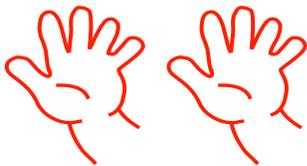
This is an.....

(b).What is this?



This is a.....

(c).What are these?



These are.....

Write the words correctly

gel _____ seno _____

toof _____ era _____ ckne _____

LESSON 10

THEME: Human body and Health

SUBTHEME: External parts of the body.

CONTENT: New words

Learning Outcomes

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

- Read, spell and write these words correctly.
- Construct sentences using these words.
- Name the parts of the body.

External parts of the body

New words

Read, spell and write these words correctly

eyes ears

legs hands

fingers nose

feet knees

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

Exercise

Match and write the following body parts to their uses.

Body parts

Use

eyes ————— touching

legs ————— smelling

nose ————— seeing

ears ————— walking

hands ————— hearing

(i). eyes seeing

- (ii). legs _____
- (iii). nose _____
- (iv). ears _____
- (v). hands _____

Using: What are these/those?

These is used when talking about things that are **near** you. **Those** is used when talking about things that are **far** from you.

Examples

(a). What are these?



These are my eyes.

b) What are those? (hands)



Those are hands

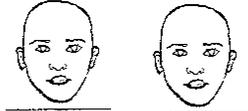
Exercise

1.  What are these? _____

2.  What are those? _____

3.  What are these? _____

4.  What are those? _____

5.  What are those? _____

Using: How many _____?

We use how many when talking about numbers.

Example

1. How many heads do you have?

I have one head

2. How many fingers do you have?

I have ten fingers.

Exercise

Read and answer the following questions.

1. How many legs do you have?

I have **two** legs.

3. How many hands do you have?

I have _____ hands.

4. How many eyes do you have?

I have _____ eyes.

5. How many ears do you have?

I have _____ ears.

6. How many noses do you have?

I have _____ nose