



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

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

Exercise

1. Construct sentences using these words.

(i) son _____

(ii) aunt _____

(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) br____ther

ii) s____ster

iii) gr_____dfather

iv) _____unt

v) moth____r

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 : **A dialogue**

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?
Two people are talking in the dialogue
 - (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.

Questions

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 community

SUB - THEME: Roles of people in our community

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.
- Give the roles of people in our community.

Roles of people in our community

New words

Read, spell and write the given words.

doctor	policewoman
nurse	shoemaker
teacher	shopkeeper
carpenter	driver
policeman	pilot

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

Exercise

1. Construct sentences using the given words.

- sun _____
- son _____
- teacher _____
- doctor _____
- carpenter _____

2. Form small words from the given words.

- carpenter _____
- shopkeeper _____
- driver _____

3. Match these people to their roles.

People	Role
teacher	keeps law and order
doctor	makes furniture
policeman	teaches learners
shopkeeper	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.

Questions

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.

LESSON 6

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

Questions

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.

LESSON 7

THEME: Our home and community

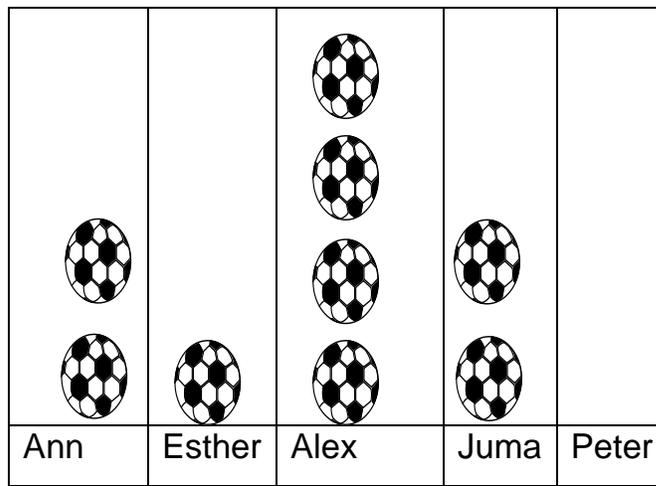
SUB - THEME: Roles of people in our community

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



Questions

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?

LESSON 8

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

Questions

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?

LESSON 9

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 : **Passage**

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

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

Questions

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.

LESSON 11

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 _____
2. meet _____
3. bean _____
4. been _____
5. nice _____
6. 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.

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
e	g	g	f	f	i	w	x	y	z	a
a	b	e	a	n	s	a	k	a	m	s
t	b	c	d	e	h	t	i	b	i	a
t	o	m	a	t	o	e	i	c	L	e
c	a	b	b	a	g	e	m	b	k	p

Exercise

Find the names of food in the puzzle

a) Down words

- I. **meat**
- II. _____
- III. _____
- IV. _____
- V. _____

b) Cross words

- I. **cabbage**
- II. _____
- III. _____
- IV. _____
- V. _____
- VI. _____

LESSON 13

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
 - l) 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.