

VICTORIOUS PRIMARY SCHOOLS

PRIMARY TWO ENGLISH LESSON NOTES FOR TERM ONE,

THEME: Our School and neighbourhood.

Subtheme: Location, symbol and benefits of our school.

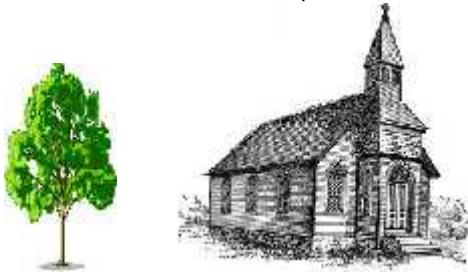
Content: Vocabulary

Near, next, along, market, church, hospital, playground.

Structure

Where is the?

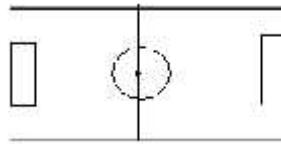
Where is the church? (oral exercise)



The church is near the tree.

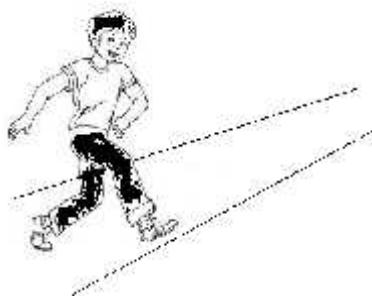
School

playground



Where is the school?

The school is next to the playground.



Where is Kapere?

Mr. Kapere is walking along the road.

Reference:

National curriculum ; Teachers' guide page 148

Pupils' guide page 15

Bible Reference: Genesis 1:1 God has the authority to name things

Theme: Our school and neighbourhood

Subtheme: Location, symbols and benefits of our school

Content: Vocabulary

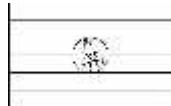
Badge, signpost, flag, anthem, uniform, prayers, colours.

Structure

What is this?

What is that?

What is this?



This is a flag.

What is that?



That is a flag.

Activity

1. Listen and write.

a) b) c)

2. Write the words correctly

a) glaf b) themna c) formuni

3. Draw your school badge



Reference:

Monitor English course book 2 page 2

Psc for Uganda book 2 page 15

Bible Reference Col 3: 23 – 4

Theme: Our school and neighbourhood

Subtheme: Location, symbols and benefits of our school

Content:

Structure

Is this a?

Yes, it is

No, it is not

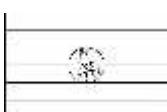


Is this a school?

No, it is not .

No, it is not a school.

It is a church.



Is this a flag?

Yes it is.

Or

Yes, it is a flag

Activity (oral exercise)

Answer using “ Yes, it is or No, it is not”



Is this a sign post?



Is this a school badge?



Is this a hospital?



Is this a school uniform?

Reference:

National primary school curriculum page 14

Theme: Our school and neighbourhood

Subtheme: Benefits to the neighbourhood from the school

Content: Vocabulary

water, food, medicine, transport, money, children, security, land, labour.

Activity

1. Fill in the missing letters

a) M_d_cine b) tr_nsp_rt c) ch_ldr_n d) s_curity

2. Listen and write

a) b) c) d)

3. Construct sentences using the words below:

a) Money

b) Water

c) Children

d) Security

Reference:

National primary school curriculum; Teacher's guide book 2 page 148

Pupils' book 2 page 15

Theme: Our school and neighbourhood

Subtheme: Benefits to the neighbourhood from the school

Content: Vocabulary

Ball, library, desk, chalkboard, table, chair, books, compound, fence, gate, broom, bell, cupboard.

Structures

Show me a

Where is a

Example

1. Show me a table

This is a table.

That is a table.

2. Where is the ball?



The ball is on the table.



Where are the pencils?

The pencils are in the tin.

3. Where do we keep the school textbooks?

We keep the school textbooks in the library.

Activity

1. write the words correctly
 - a) allb
 - b) skde
 - c) airch
 - d) gtae
2. construct sentences using the words below:

a) cupboard	b) compound	c) library	d) gate
-------------	-------------	------------	---------
3. Read and draw

table	desk	bell	books	Chair
ball	gate	broom	chalkboard	

Reference:

National primary school curriculum Trs' guide book 2 page14

Theme: Our school and neighbourhood

Subtheme: Benefits to the neighbourhood from the school

Content: A rhyme

Far away and up the hill
 Is my school, my good school.
 All the children boys and girls
 Run to school, my good school.
 When the teacher rings the bell.
 We all run, We all learn

As we run, we sing our songs.
In my school, my good school.
I love my school.

Activity I

1. Who rings the bell?
2. What do you do in your school?
3. Where is your school found?
4. Is your school good or bad?
5. What is the opposite of these words below;
a) good b) run c) up d) far

Activity II (Oral exercise)

Reference:

Teachers' resource book 2 page 33.

Theme: Our school and neighbourhood

Subtheme: Benefits to the neighbourhood from the school

Content: A story

Mukasa's school

Mukasa went to a school called Kitenge Primary school. He loved his school so much. One day, he saw another school which had a beautiful compound and a nice sign post. When he went back to his school, he saw that it did not have a sign post. Their compound was not as beautiful as the one he had seen. He talked to his teacher and friends about having a beautiful compound and sign post for their school. They then made a sign post and a beautiful compound even better than the one he had seen. They were all happy to see their school beautiful.

Activity

1. Who saw a beautiful sign post?
2. Which school did Mukasa go to?
3. What did Mukasa see?
4. What is the title of the story?

Reference:

Teachers' resource book 2 page 33.

Theme: Our school and neighbourhood

Subtheme: Benefits to the neighbourhood from the school

Content: Dialogue

Parent: Hullo (name) where are coming from?

Pupil: Am coming from school, we had a party.

Parent: A party about what?

Pupil: My house won the festival.

Parent: Were there many people?

Pupil: Oh! Yes and you missed. It was so nice.

Parent: Oh! Dear, I wish I was there. When is the next concert.

Pupil: We have a sports day next year. I hope you will come.

Parent: I will and also bring others. Goodbye

Pupil: Goodbye.

Activity: Recitation

Reference: Teachers' resource book 2 page 35

Theme: Our school and neighbourhood

Subtheme: Causes of problems between a school and neighbourhood.

Content: Vocabulary

Gun, uniform, army, police, policeman/policewoman, thief, land, fight, steal, blue, white, green,

Structure

Show me a

What is she/he/they doing?

Example I

Show me a gun. That is a gun.



This is a gun.

Show me a policeman. That is a policeman.

This is a policeman.

What isdoing?



The policeman is shooting.

What are they doing?

They are fighting

Activity

a) Listen and write

gun police wash uniform

b) What is she doing?



washing

.....

c) What are they doing?



..... matching

d) Read and draw

- i) The policeman is chasing a thief
- ii) The men are fighting.
- iii) The girls are putting on uniforms.
- iv) The army men are stealing cows.

Reference:

N.P.S.C for Uganda book 2 page 14-15

Monitor Eng. Course book 2 page 7-8

MK Eng. Book 2 page 35 and 49

Theme: Our school and neighbourhood

Subtheme: Causes of problems between a school and neighbourhood.

Content: Likes and dislikes

Structures

What do you like?

What don't you like?

What colour is this/that?

What is she /he wearing?

Examples

What is she/he wearing?

She is wearing a uniform.

What colour is this/that?

That is colour green/yellow.

This is colour blue/navy blue.

What do you like? What don't you like?

Fighting, I like fighting. I don't like fighting

Stealing, I dislike stealing.

Green, I like green colour.

Activity

1. Construct sentences using the words below.

[Gun, land, uniform, policeman, blue, thief, fight, steal, green, white]

2. What do you like?

a)b)c)d)

3. What don't you like?

a).....b)c).....d)

Reference:

N.P.S.C for Uganda book 2 page 15

Monitor Eng. Course book 2 page 23

New Oxford Eng. Course book 2 page 17-19

Essential workbook 2 page 79

Theme: Our school and neighbourhood

Subtheme: Causes of problems between a school and neighbourhood.

Content: Part of Speech

Opposites

Good – bad

Dry – wet

Small – big

Hot – cold

Come – go

Buy – sell

Cry – laugh

Absent – present

In – out

Here – there

Shut – open

Activity I

1. Give the opposites of the following

Tall	Hot
Sell	Late
Young	Man
Thin	Hard
Boy	In
Front	

Activity II

Fill in the gaps with the opposites of the words;

1. Paul is present but Doris is
2. Today is wet but yesterday was
3. The boys are laughing but the girls are
4. My hands are clean but yours are
5. This is a big dog but that is adog.

Reference:

English Aid book 2 page 47 – 48

Active English book 2 page 23 – 24

Junior English book 1 page 37 – 38

English work Aid book 2 std 2 page 30

Bible Ref: 1king 3:19 The exchange of babies in opposite sides

God created Adam and Eve to begin a family so its good for us to belong in a family.

Theme: Our home and community

Subtheme: Relationship among family members.

Content: Vocabulary.

Grandmother, grandfather, father, daughter, son, brother, sister, mother, uncle, aunt, niece, nephew, cousin, relatives, parents, Mr. , Mrs.

Structures

Show me your

This is my

She / he is my

These /those are my

They are my/our/their

Example



Show me your mother
This is my mother



Show me your grandparents
These are my grandparents



Show me your parents
These are my parents

Activity

Oral exercise:

Essential workbook 2 page 12

Monitor Eng. Course book 2 page 48

Reference:

N.P.S.C for Uganda page 17.

Monitor Eng. Book 2 page 48.

Bible Reference Gen 1:26 & Gen 2:22 God created Adam and Eve to begin a family, so its good for us to belong in a family.

Theme: Our home and community

Subtheme: Relationships among family members.

Content:

Structures

How many?

Who is this/that?

1. How many sisters do you have?
I have two sisters.
2. How many uncles do you have?
I have nine uncles.
3. Who is this?



This is my grandmother.

4.



Who is that?

That is my aunt

Activity

Answer in full sentences.

1. How many brothers do you have?
2. How many grandfathers do you have?
3. How many cousins do you have?

Reference:

Primary School curriculum for Uganda page 17

MK primary English book 2 page 98

Monitor English course book 2 page 48

New Oxford Eng. Course page 50 – 51

Bible Gen2:22 God created Adam and Eve to so it is good for us to belong to a family

Theme: Our home and community

Subtheme: Relationships among family members.

Content: Dialogue or story – “families” (New Oxford Eng. Bk2 pg 19)

John and Mary

John: Hullo Mary

Mary: Hello John

John: Whom do you stay with?

Mary: I stay with my mother, father, sister, and brother. What about you?

John: I stay with my father, mother, siblings, and relatives.

Mary: What about your parents?

John: They died last year.

Mary: Oh! It's a pity.

Reference:

National primary school curriculum bk 2 page

New Oxford Eng. Book 2 page 19

Bible Ref Gen 6:10 Noah's nuclear family

Gen 25 Abraham's extended family

Theme: Our home and community

Subtheme: Roles of different people in the community.

Content: Vocabulary

doctor, nurse, teacher, policeman, policewomen, carpenter, shoe maker, shopkeeper, cobbler.

Structure

Show me a /the

This / that is a

Example

Show me a/the doctor. This /That is a doctor.

Activity

1. Fill in the missing letters

- | | | | |
|--------------|------------|----------------|----------|
| a) d_ct_r | b) t__cher | c) sch__l | d) nu_se |
| e) Pol_cem_n | f) cobbl_r | g) c_rpment_r. | |

2. Fill in the right word. (Riddles)

- a) I stop thieves. I am a
- b) I teach pupils. I am a
- c) I head a school. I am a
- d) I look after the sick. I am a
- e) I make furniture. I am a
- f) I sell things in a shop. I am a
- g) I treat sick people. I am a
- h) I make/mend shoes. I am a
- i) I use a syringe, thermometer and stethoscope. I am a
- j) I use a chalkboard, pieces of chalk and a red pen to mark books. Who am I ?
- k) I fly an aeroplane. Who am I?

Reference:

- English reader 2 page 40
- Monitor English course book 2 page 72 – 73
- Active English book 2 page 13 – 14
- English Junior book 1 page 50
- International edition side by side page 161

Bible Ref 1 Cor. 12:28 God gives people different gifts

Theme: Our school and neighbourhood

Subtheme: Roles of different people in our community

Content: Vocabulary

Prepositions

Inside, outside, between, under, near, in , on

Structure

Where is the? What does awork?

Example

Where is the doctor?

The doctor is outside the hospital.

The doctor is standing near the hospital



Where is the nurse?
The nurse is between the driver and the teacher.



Where is the patient?
The patient is sleeping on the bed.
Where is the basin?
The basin is under the bed.

Where is the shopkeeper?
The shopkeeper is in the shop

Activity I (oral)

Activity II

Structure

Where does awork?

Example:

Where does a teacher work?

A teacher works in a school.

Activity

1. where does a doctor work?
2. where does a mechanic work?
3. where does a pilot work?
4. where does a carpenter work?
5. where does a policeman work?
6. where do accountants work?

Reference:

N.P.S.C for Uganda book 2 page 17

Thematic scheme of work for P.1 page 6

New oxford English book 2 page 8

Activity III

Study the table below and make correct sentences.

The hospital is	in	the general store and the
The butchery is	behind	clinic
The station is	next to	the clothes shop.
The post office is	opposite	the clinic
The supermarket is	near	the church
The mosque is	between	the bus station
	on	main street
		the corner

Activity IV

Singular	plural
Doctor	doctors
Policeman	policemen
Thief	thieves
Baby	babies
Child	children

1. Write the following in plural form:

- a) child b) baby c) brother d) patient

2. Write the plural of the underlined words.

- a) The policeman is here.
b) The doctor is in the hospital.
c) The teacher is teaching.
d) The patient is on the bed.

Reference:

- English aid book 2 page 14 – 15.
N.P.S.C for Uganda page 17.
Mapep book 2 page 45.

Theme: Our home and community

Subtheme: Roles of different people in our community

Content: Rhyme

It is good to read so hard.

To be a person, very important in the community.

The doctor treats all the patients.

The teacher teaches all the children.

The builder builds very good homes.

The farmer cares for all the animals

The engineer builds very good roads.

The carpenter makes furniture.

Lets all read, read very hard.

To become important in the community.

Questions

1. Why do you read hard?
2. Who treats sick people?
3. A carpenter makes furniture as abuilds houses.
4. What does a farmer do?
5. Where does a carpenter work?

Reference:

Teachers' resource book 2 page 38

English Reader 2 page 4.

Bible Gen 3:17 God commanded man to work in order to get food.

Theme: Our home and community

Subtheme: Cultural practices and values in the community.

Content: Vocabulary

Walk, read, sweep, wrote, play, clean, eat, sing, wash, comb, brush, dance cook, run, pray.

Structure

What do you do everyday?

I eat everyday. We eat everyday.

They pray everyday.

I pray everyday. We pray everyday.

You go to school everyday.

Activity

Construct sentences using the words given below.

1. What do you do everyday?
a) Dance b) Play c) Sing d) Comb e) Cook
 2. What do we do everyday?
a) Run b) Sleep c) Clean
 3. What do they do everyday?
a) Sweep b) Read c) Walk d) Brush

Reference:

Monitor English course book 2 page 16 – 17

Primary school curriculum for Uganda book 2 page 19

Theme: Our home and community

Subtheme: Cultural practices and values in the community

Content:

Structure

What does he/she do everyday?

He goes to school everyday.

She goes to school everyday.

She cooks food everyday.

He runs to school everyday.

It sleeps everyday.

It climbs everyday.

It dances
She cooks
He climbs

Activity 1

1. What does she do everyday?
a) fetch b) wash c) go
 2. What does he do everyday
a) play b) teach c) watch
 3. What does it do everyday.
a) bark b) run c) fight

Activity II

Photocopied work :

MK primary English book 2 page 28 – 29

Monitor English course book 2 page 17 – 18 (classwork)

Activity III

Study the table and form correct sentences.

I	barks	every night
She	plays	every Sunday.
It	fight	every
They	eats	Wednesday.
He	drives	everyday.
We	sweep	every morning.
You	runs	every evening.
		every Monday.

Sentences

- i) I sweep every morning.
- ii) to vii)

Reference:

Monitor Eng. Course book 2 page 19

Standard Aid book 2 page 40 – 41

English work aid std 2 page 20 – 21.

MK Pupil's book 2 page 28 – 29

Essential Eng. Workbook 2 page 63

N.P.S.C. for Uganda book 2 page 19

Side by side international edition page 80 – 81

Bible Ref: Gen 17: 10 - 11 Culture was observed in the Bible

Theme: Our home and community

Subtheme: Cultural practices and values in the community.

Content: A Story

In the village called Kapalaga, they used to circumcise boys. During the circumcision season, boys were encouraged to be brave. One day when Walyabusa was going to be circumcised, he danced and collected a lot of money. He was very brave and did not cry. People were very happy and jumped around. It is real joy when a boy is brave.

Questions

1. What is the name of the village in the story?
2. Who was circumcised?
3. Give a suitable title to the story.
4. What is the opposite of these words? a) happy b) cry
5. Who is encouraged to be brave?

Reference:

Teacher's resource book 2 page 39.

Bible Ref: Gen 17: 10 - 11 Culture was observed in the Bible

Theme: Our home and community

Subtheme: Cultural practices and values in the community.

Content: Puzzle

C	A	R	P	E	N	T	E	R	O
N	O	E	O	P	H	E	I	T	P
A	P	L	L	I	U	A	M	S	R
M	T	P	I	L	N	C	A	I	I
R	I	B	C	O	T	H	M	L	E
E	C	O	E	T	E	E			U
H	I	C	M		R	R			C
S	A		A	D	O	C	T	O	R
I	N		N	U	R	S	E		
F	A	R	M	E	R		N	U	N

Theme: The human body and Health

Subtheme: Parts of the body and their functions.

Content: Vocabulary

Head, ear, nose, leg, stomach, lips, mouth, knee, finger, toe, hand, ears, see, hear, touch, smell, knee.

Structure

Show me

This is/ These are

Has she/he got two ears, ears, toes, hands?

Yes, she/he has

No, she/he does not.....

Example I

“A rhyme about parts of the body”

Hello children, are you alright?

Show me your eyes. These are my eyes.

Show me your nose. This is my nose.

Example II (oral exercise)



Has she got two hands?

Yes, she has two hands



Has she got three ears

No, she doesn't.

Recite numbers up to ten:

One, two, three, four, five, six, seven, eight, nine, ten

Activity I (oral exercise)

Activity II - Structure

How manyhave/has, you/he/she got?

I/she/he, have



This is Jane.
She has two arms.
She has two thumbs.
She has two knees.
She has a tongue.
She has a chin.
She has two shoulders.

- a) How many ears does Jane have?
- b) How many fingers does Jane have?
- c) How many legs do you have?
- d) How many ears do you have?
- e) How many toes does a person have?

Activity III – Vocabulary

Kneeling, seeing, hearing, touching, smelling

Structure.

What do you use your for?

What are you/she/he, they doing?

Example III

1. What do you use your hands for?

I use my hands for holding.

2. What is she doing?

She is kneeling down.

Activity

1. What do you use your legs for?

2. What does she use her eyes for?

3. What do we use our nose for?



What is he doing?



What are they doing?

6. How many tongues do you have?

Reference:

Monitor English course book 2 page 56 – 58.

Essential English work book 2 page 56 – 58

Teacher's resource book 2 page 40

MK English book 2 page 71

N.P.S.C for Uganda book 2 page 21

Bible Ref: 1 cor. 12:16 – 18 God has gave us one body with many parts

Theme: The human body and Health

Subtheme: Parts of the body and their functions.

Content: Picture Guided composition

A cake in the armpit

(Photocopied work)

Reference:

Essential English work book 2 page 57.

Theme: The human body and Health

Subtheme: Parts of the body and their functions.

Content: A Story

One day, parts of the body refused to work. Each part like the legs, hands, eyes, nose, mouth, stomach, and the head started arguing that “I am the greatest”. The stomach said am the greatest, the eyes said am the greatest, the nose said am the greatest, the mouth said that am the greatest. So was every part saying am the greatest. One day, the leg was sick, no one cried, the hand was sick no one cried, the stomach was sick no one cried but when the eye cried, the nose cried and was running like water. The hand kept on touching the eye to say sorry and the legs took the eye to the clinic. Oh! how great is the eye, said the other parts of the body.

Questions

1. Give a suitable title for the story?
2. What refused to work?
3. Which parts started arguing?
4. Which part of the body is the greatest?
5. Which part of the body was running like water?
6. Which part of the body took the eye to the clinic?

Reference:

National Primary school curriculum Book 2 page 40

Bible Ref: 1 cor. 12:16 – 18 God has gave us one body with many parts

Theme: The human body and Health

Subtheme: Parts of the body and their functions.

Content: Rhyme

When I wash my face
I am able to see.
When I wash my mouth
It does not smell.
When I wash my hands
I prevent germs.
When I cover my food
I keep away flies.
When I comb my hair
I look smart.
How do you keep your body smart?

Reference:

National Primary School Curriculum for Uganda Teacher's resource book 2

Bible Ref: 1 cor. 12:23 Each body part is important.

Theme: The human body and Health

Subtheme: Parts of the body and their functions.

Content: Tenses (Everyday tense)

You

We

the verb remains

I

They

She

He the verb changes by adding ‘s’, ‘es’, ‘ies’

It verbs that end with: ss, o, x, ch

Like: catch, dress, go, fix; add “es” in their everyday tense.

Those that end with ‘y’ and the second last letter is a consonant drop ‘y’ and adopt ‘ies’

Verb	Everyday tense
come	comes
go	goes
catch	catches
fetch	fetches
fix	fixes
eat	eats
drink	drinks
try	tries
cry	cries
fly	flies

Sweep you, I, we, they

Sleep

Activity

Use the correct form of the verb in brackets.

1. Hehis body everyday (clean).
2. Opio and Sarahtheir plates everyday(wash).
3. Shesupper every evening(eat)
4. Weto school every morning (run)
5. Peterto dig everyday (go)
6. The babyevery night(cry)
7. Sheher prayers every time (say)
8. Iton the table everyday (stand)
9. Yougood food everyday (cook).

Reference:

Monitor English course book 2 page 18 – 19.
N.P.S.C for Uganda book 2 page 21
English Aid standard 2 page 16 – 17
English work aid book 2 page 23
Active English book 2 page 32.

Bible Ref: 1 cor. 12:23 Each body part is important.

Theme: The human body and Health

Subtheme: Sanitation

Content: Vocabulary

Throw, boil, brush, wash, clean, sweep, burn, collect, cut, dig, cook, slash, water

Structure

a) What are you doing?
I am / We are

b) What is she /he doing?

Examples

a) What are you doing?
I am throwing rubbish.
b) What are you doing?
We are slashing the compound.
c) What is she doing?
She is cooking food.

Activity I

(Photocopied work)

Reference:

MK English book 2 page 35
Monitor English course book 2 page 21 – 22
Active English book 2 page 32, 36
Essential English book 2 page 43.

Bible Ref: Matt 15:17

Activity II

A) Write the correct form of the words written in the brackets

1. Kato ishis book (read).
2. We arefood (cook).
3. You areto church (go).
4. It iswith a bone (play)
5. They aretheir hair (comb).

B) Change the following to now tense

Sleep	sleeping
Cook
Eat
Pray

Reference:

MK English book 2 page 35

Monitor English course book 2 page 21 – 22

Active English book 2 page 32, 36

Theme: The human body and Health

Subtheme: Sanitation

Content: Structure

1. What did he/she doyesterday, last month?
2. What did I/we/they/ do last evening?
3. What did you do yesterday?

Activity I – situational (oral)

1. What did she do yesterday?
She boiled water yesterday.
2. What did he do last night?
He burnt rubbish last night.
3. What did we do last evening?
We slashed the compound.
4. What did they do last Sunday?
They went to church.
5. Did you clean your room yesterday?
Yes, I did.
6. Did you burn your house last Wednesday?
No, I did not.

Activity II

1. Change the following to past tense.

Sweep	Boil
swept	Throw	
Burn	
Slash	Fly
Catch	Go

2. Write the past tense of the underlined word

- a) The children are eating food.
- b) He cooks delicious meals.
- c) You write good stories.
- d) Mother is washing clothes.
- e) Are you seeing the cat?
- f) The baby cries everyday.
- g) The woman is carrying.

Reference:

- Essential English page 44
- Active English page 35
- Monitor English book 2 page 20
- English work aid std 2 page 21
- English aid book 2 page 20.

Theme: The human body and Health

Sub theme : Personal hygiene Skills for keeping clean

Content: Vocabulary

Sweep, brush, smoke, boil, clean, cover, wash, tooth brush, soap, tooth paste, drink, eat.

Structure (oral exercise)

1. What do you do everyday?
I brush my teeth everyday.
2. What do you use to brush your teeth?
I useto brush my teeth.
3. When do you sweep the compound?
4. When do you brush your teeth?
5. When do you wash your clothes?

Activity - situational game

Reference:

Monitor English course book 2 page 16 – 17
MK English book 2 page 27 – 29

Theme: The human body and Health

Subtheme: Personal Hygiene

Content: Rhyme

Clean clean clean

Being clean is very important

When I want to be clean

I wash my clothes

I brush my teeth

I throw away rubbish

I sweep away the dirt

Everyone should be clean.

Activity – recitation – (oral exercise)

Reference:

Teacher's resource book 2 page 42.

Theme: The human body and Health

Subtheme: Personal Hygiene

Content: Jumbled sentences

1. He was taken to hospital.
2. His mother told him not to eat unwashed fruits again.
3. After treatment, he was taken home.
4. The stomach started paining him.
5. John picked a mango and ate it.

Good story

1.
2.
3.
4.
5.

1. In our free time.
2. Our teacher guides us while reading.
3. At school, we have a library.
4. We sit there and read story books.
5. It has good story books.

Reference:

Teacher's collection.

Theme: Food and Nutrition

Subtheme: Classification of food.

Content: Vocabulary

Cassava, food, rice, peas, egg, fish, potato, yam, milk, pawpaw, bean, groundnuts, mango, meat, cabbage, brown, orange.

Structure

What are those/these?

What is this/that/it?

Activity

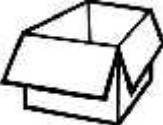
1.  What are these?

2.  What is this?

3.  What are these?

4.  What is that?

5.  What are these?

6.  What is this?

Reference:

N.P.S.C for Uganda book 2 page 23

Bible Ref: Matt 14:13-21

Structure

Do you like?

Yes, I do.

No, I don't.

What is the/that?

Do you like mangoes?

Yes, I do.

Do you like cabbage?

No, I don't.

Dialogue

Buyer: Good morning Mr. Ochwo.

Shopkeeper: Good morning Diana. May I help you?

Buyer: Yes please. Do you have some meat and eggs?

Shopkeeper: Oh yes, I have.

Buyer: Give me a kilogram of meat and an egg.

Shopkeeper: Here is the meat and an egg.

Buyer: Thank you.

Questions

1. how many people are in the dialogue?
2. who is the shopkeeper?
3. who bought a kilogram of meat and an egg.
4. write the names of the people in the dialogue.
5. draw the buyer going home with a kilogram of meat and an egg.

Reference:

N.P.S.C for Uganda book 2 page 45.

Theme: Food and Nutrition

Subtheme: Good feeding

Content: Vocabulary

Eat, drink, potatoes, meat, fish, beans, bananas, fruits, vegetables, eggs, millet.

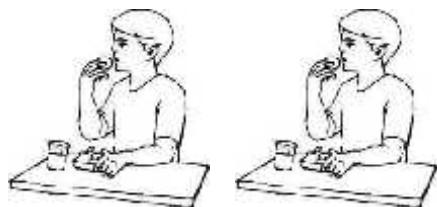
Structures



What are you eating?
I am eating a mango.

What is he eating?

What are you eating?



What are they eating?

What are they drinking?

What are we eating?

What are they eating?

What are you eating

Reference:

Teacher's resource book 2 page 23

Rhyme

The child who eats good food always grows well.
The child who eats bad food always falls sick.
Bananas, mangoes, milk and fish make a child to study well.
Try to eat all types of foods to grow so strong and play with fun.

Activity – oral

Reference: Teacher's resource book 2 page 47

Theme: Food and Nutrition

Subtheme: Good feeding

Content: Singular and Plurals

Singular	Plural	Singular	Plural
Plural			
Food	food	Meat	meat
Pea	peas	Millet	millet
Egg	eggs	Water	water
Potato	potatoes	Salt	salt
Yam	yams	Sugar	sugar
Milk	milk	Chief	chiefs
Pawpaw	pawpaws	Country	countries
cabbage	cabbages	Knife	knives

Activity

Write the plural form of the word in brackets.

1. Kato ate many(egg)
2. There were manyin the market (tomato)
3. I got many pieces of(meat)
4. Mother cooked a lot oflast night (food)
5. The tea had too much(sugar).
6. We took plenty ofduring lunch time(water)
7. Cows provide man with(milk).
8. Do not play with(salt)

Reference:

- Mk Standard English book 2 page 33
- Monitor English course for Uganda pupils book 2 page 21
- N.P.S.C for Uganda book 2 page 23.

Story

Mr. Masaba and Mr. Nkumba's children were friends. Mr. Masaba's son enjoyed eating many types of food. He liked peas, beans, oranges, bananas and many others. He looked very healthy and happy. Mr. Nkumba's son always refused to eat and said "I don't like milk, beans, posho or eggs but I like drinking water a lot" He looked thin and unhappy. One day he fell sick and was taken to hospital. The doctor told him to be good and eat. Then he started eating well. Two months later, he looked fat, strong, healthy and happy. He was able to play and learn very well.

Questions:

1. Whose children were friends?
2. Who liked all types of food?
3. Who looked thin and unhappy?
4. Why did Nkumba's son look thin and unhappy?
5. Mention any four foods talked about in the story?

Reference:

- Teacher's resource book 2 page 46

Theme: Food and Nutrition

Subtheme: Effects of poor feeding

Content: Vocabulary

Fat, thin, well, happy, sad, sick, pain, weak, strong.

Activity

1. Fill in correctly

Th _ n h _ ppy s _ d f _ t

2. Construct sentences using the words given below
- a) weak b) pain c) well d) strong e) fat

Reference:

N.P.S.C for Uganda book 2 page 24

Theme: Food and Nutrition

Subtheme: Effects of poor feeding.

Content: Rhyme

I am weak, I am weak.
I need to eat to be strong.
You will eat some posho, cassava and beans.
You will need some bread, honey, eggs and milk
Eat now, eat more, eat and drink.

Activity – oral exercise (recitation)

Reference:

National School Curriculum book 2 page 25

Theme: Food and Nutrition

Subtheme: Effects of poor feeding

Content: Opposites

Fat	thin	Good	bad
Strong	weak	New	old
Dirty	clean	Run	walk

Activity

1. write the opposites of the following
Weak..... Young..... There Short
.....

2. Give the opposite of the underlined word
 - a) He is carrying a heavy stone.
 - b) The children are sitting on the desks.
 - c) There is hot water in the fridge.
 - d) Peter is a fat boy.
 - e) She is having a small banana.

Reference:

- N.P.S.C for Uganda book 2 page 24
- English Aid book 2 page 47-48
- Active English book 2 page 23-24
- Junior English book 1 page 37-38
- English work Aid book 2 page 30.

Theme: Food and Nutrition

Subtheme: Classification of food.

Content: Jumbled sentences

Re-arrange the following sentences in order to make a good story.

He is a happy man.

Mr. Asiimwe is a farmer

He has animals like cows, goats and sheep.

He grows crops and keeps animals

Reference: - Teacher's own collection.

Grammar

- 1) Parts of speech
- 2) Use of has and have
- 3) Use of articles 'a, an, the'
- 4) Alphabetical order(punctuations)
- 5) Conjunctions
- 6) Use of and or but
- 7) Compound words (double words)
- 8) Adjectives.

Abbreviations – short forms

Guided composition
9) A visit to Uhuru Park

10) Nouns – second term

END