

# HORMISDALLEN SCHOOLS

## ENGLISH COMPREHENSION LESSON NOTES

### FOR PRIMARY THREE

**THEME:** OUR SUB – COUNTY/DIVISION  
**SUBTHEME:** NAME AND LOCATION OF OUR SUB-COUNTY /DIVISION

#### VOCABULARY

on, in, behind, in front, of, near, book, cupboard, division, table, at the side of

#### Vocabulary practice.

##### Prepositions

on	We use <u>on</u> to refer position on the surface. The book is <u>on</u> the table.
in	<b>Preposition</b> <ul style="list-style-type: none"> <li>Show something that is located inside.</li> </ul> <b>Opposite</b> in – out <ul style="list-style-type: none"> <li>The pencils are <u>in</u> the tin.</li> </ul>
behind	<b>Preposition</b> <ul style="list-style-type: none"> <li>At the back of someone or something.</li> </ul> <b>Opposite</b> behind – in front of <ul style="list-style-type: none"> <li>The girl is standing <u>behind</u> the tree.</li> </ul> cf <b>hind/rear</b> opp = <b>front</b>
in front of	<b>Preposition</b> <ul style="list-style-type: none"> <li>When something is in a position where you can see it if you look forward.</li> </ul> <b>Opposite</b> in front of - behind <ul style="list-style-type: none"> <li>The tree is <u>in front of</u> the house.</li> </ul>
Near	<b>Preposition</b> <ul style="list-style-type: none"> <li>A short distance away.</li> </ul> <b>Opposite</b> near – far <ul style="list-style-type: none"> <li>His house is <u>near</u> ours.</li> </ul>
Book	noun <b>plural</b> book - books <ul style="list-style-type: none"> <li>That is his <u>book</u>.</li> </ul>

cupboard	noun <b>plural</b> – cupboards <b>small words</b> - cupboard – cup, up, board. • We have a big <u>cupboard</u> at home.
division	Noun part of an area <b>small words</b> – division = on Tom lives in Kampala Central <u>Division</u> .
table	Noun Plural Table – tables <b>Small word</b> – table – able Dad bought a <u>table</u> yesterday.
at the side	next to -being physically the side of someone or something else. -a place next to something I have a small table at the side of my bed.

## ACTIVITY

- Fill in the missing letters.
  - d..vision
  - ..ehind
  - c..p..oard
- Arrange these words in abc order.
  - book, table, near, cupboard
  - on, in, at, up
  - here, far, behind, above
- Complete the sentences using the word given in the box.

in front of, on, in, at, the side of

- Our school is \_\_\_\_\_ top of the hill.
- The signpost is \_\_\_\_\_ the road.
- She lives \_\_\_\_\_ Kawempe Division.
- The chief is standing \_\_\_\_\_ the office.

## VOCABULARY

North, East, West, South, opposite, right, sunrise, sunset.

### Vocabulary practice

North	A direction Gulu Town is found in the North. <b>Opposite</b> - North – South
South	A direction <b>Opposite</b> – South – North Small word – South – out Dhel comes from <u>South</u> Sudan.
East	A direction <b>Opposite</b> – East – West The sun rises in the East.
West	A direction <b>Opposite</b> : West – East The sun sets in the West.
opposite	Either side Small words <b>Opposite</b> : site, sit The head teacher's office is opposite our classroom.
right	<b>Opposite</b> : right – left The library is on the right hand side of the gate.
sunrise (dawn)	The time when the sun first appears in the morning. <b>Opposite</b> : sunrise – sunset Small words : sunrise –sun, un, rise, is. The baby got up at <u>sunrise</u> .
sunset (dusk)	The time when the sun goes down and the night begins. Opposite : sunset – sunrise Small words. sunset – sun, set . The birthday party ended at <u>sunset</u> .

## ACTIVITY

1. Fill in the missing.
  - i) E—st
  - ii) No—th
  - iii) We- t

- iv) Sout- \_\_\_\_\_
2. Write a small word from a big one.
- i) opposite \_\_\_\_\_
- ii) sunset \_\_\_\_\_
3. Write the words correctly.
- a) thgri \_\_\_\_\_
- b) ftle \_\_\_\_\_
4. Complete the sentences correctly.
- a) The sun \_\_\_\_\_ in the East.
- b) The sun set in the \_\_\_\_\_.
5. Give the opposites of the following.
- 6.
- i) above \_\_\_\_\_
- ii) sunset \_\_\_\_\_
- iii) right \_\_\_\_\_
- iv) dusk \_\_\_\_\_
7. Write another word to mean the same as:
- i) sunrise \_\_\_\_\_
- ii) sunset \_\_\_\_\_

## STRUCTURES

Where is the \_\_\_\_\_?

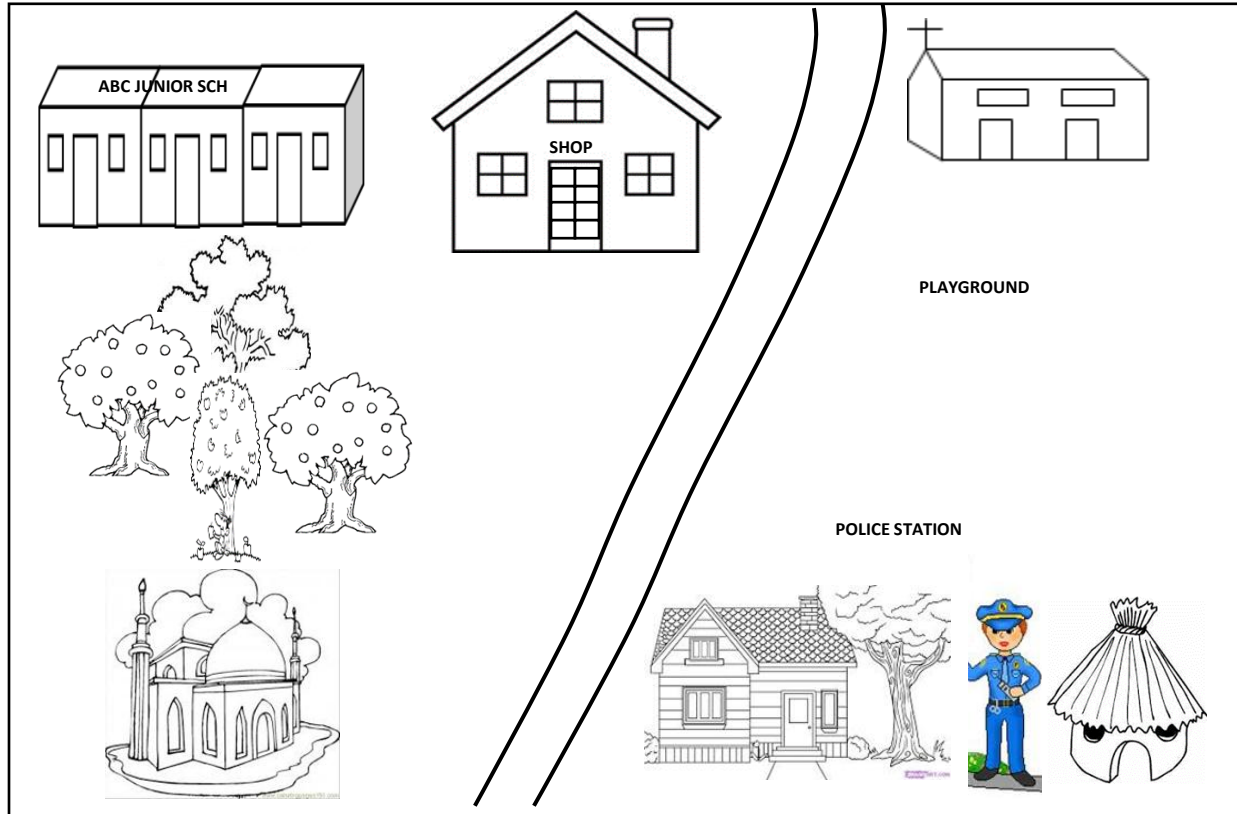
The \_\_\_\_\_ is \_\_\_\_\_ the \_\_\_\_\_

Examples

- a. Where is the book? (on the table)  
The book is on the table.
- b. Where is the church?  
The church is opposite the school.

## ACTIVITY

Use the pictures below to answer the questions.



## QUESTIONS

1. Where is the church? (road)
2. Where is the playground?(South)
3. Where is the school? (near )
4. Where is the mosque? (South)
5. Where is the forest? (North of the mosque)
6. Where is the policeman standing?

## ACTIVITY 2

Answer these questions correctly.



Where is the cup?

b)



Where is the flower?

c)



Where is the tree?

d)



Where is the cat?

e)



Where is the birds?

## STRUCTURES

Using: Is the \_\_\_\_\_ (house/tree) \_\_\_\_? (near, in, on)

Yes, it is

No, it is not.

### Examples

1. Is the house near the tree? (Yes)  
Yes, it is.
2. Is the toilet in the West? (No)  
No, it is not.

## ACTIVITY

Use 'Yes, it is/No, it is not' to answer the following questions.

- a) Is the church opposite the school? (No)
- b) Is the house near the tree? (Yes)
- c) Is the sun in the West? (No)
- d) Is your home behind the school? (No)
- e) Is the signpost at the right hand side of the road? (Yes)

## COMPREHENSION

### A POEM

#### OUR SUB – COUNTY

I love our sub-county,  
A sub-county full of hills and valleys,  
Which make it nice-looking,  
To everyone from North to South,  
And from East to West

I Love our sub-county  
A sub-county with churches and mosques,  
In all directions,  
Where people go to worship God,  
And get blessings!

I love our sub-county  
A sub-county where the sun  
Rises in the morning,  
And sets in the evening,  
Oh! Long live our sub-county.

**Natasha Joy P.3**

### Questions

- a) What is the poem about?
- b) How many stanzas does the poem have?
- c) What happens when people worship God?
- d) Name two places of worship in the poem?
- e) Give the opposite of 'sunrise'.

- f) Who wrote the poem?
- g) In which class is the writer?
- h) Give the title of the poem.

## COMPOSITION

### A SUBSTITUTION TABLE

Make correct questions from the table below.

Where does	the sun	Mr Kintu's shop from KR Supermarket?
What direction	is	rise?
		the church from the school?
		our sub-county from the market?
		the mosque from the police station?
		set?
		the sun?

### Examples

- a) Where does the sun rise?
- b) What direction is the church from the school?

### ACTIVITY

Form and correct answers from the table to the questions above.

The sun		in the West.
Our sub-county	is	in the North.
The shop		in the East.
It	sets	in the South.
The church		
The mosque	rises	

## SUB-THEME 2: PHYSICAL FEATURES

### VOCABULARY

river, hill, valley, pond, mountain, fish, graze, well, spring,  
 along, up the, down the, across, from



## Vocabulary practice

river	<p>noun</p> <p>a natural flow of water that continues in a long line.</p> <p><b>singular</b>                      <b>plural</b></p> <p>river                              rivers</p> <p>The goats are swimming <u>across the river</u>.</p>
hill	<p>noun</p> <p>an area of land that is higher than the land around it.</p> <p><b>singular</b>                      <b>plural</b></p> <p>hill                              hills</p> <p><b>adjective</b></p> <p>hill                      - hilly</p> <p><b>small word</b></p> <p>hill - ill</p> <p>There are many <u>hills</u> in our sub-county.</p>
valley	<p>noun</p> <p>a low land between two hills or mountains</p> <p><b>singular</b>                      <b>plural</b></p> <p>valley                              valleys</p> <p><b>small word</b></p> <p>valley                      - all</p>
pond	<p>noun</p> <p>an area of still water, especially the one that is artificial.</p> <p><b>singular</b>                      <b>plural</b></p> <p>pond                              ponds</p> <p><b>small words</b></p> <p>pond                      - on</p> <p>The fish is in the <u>pond</u>.</p>
mountain	<p>noun</p> <p>a very high hill, often with rocks near the top.</p> <p><b>singular</b>                      <b>plural</b></p>

	<p>mountain                      mountains</p> <p>the tourist always enjoys climbing <u>mountains</u>.</p> <p>Adjective = mountain<b>ous</b></p>
fish	<p>noun</p> <p><b>singular</b>                      <b>plural</b></p> <p>fish                                  fish</p> <p>We eat <u>fish</u> every weekend.</p> <p><b>Verb</b></p> <p>Fish, fishes, fishing, fished.</p> <p>My father goes to <u>fish</u> every day.</p>
graze	<p>verb</p> <p>to eat grass which is growing in the field.</p> <p>graze, grazes, grazing, grazed</p> <p>Tom takes the cows to <u>graze</u> every morning.</p>
well	<p>noun</p> <p>natural source of water</p> <p>a deep hole in the ground from which people get water.</p> <p><b>singular</b>                      <b>plural</b></p> <p>well                                  wells</p> <p>We fetch water from the <u>well</u>.</p>
spring	<p>noun</p> <p>a place where water comes naturally to the surface from the underground.</p> <p><b>singular</b>                      <b>plural</b></p> <p>spring                                  springs</p> <p>small words</p> <p>spring - in, ring</p> <p>Adam fetches water from the <u>spring</u>.</p>

## ACTIVITY

- Fill in the missing letters.
 

v...ll...y	f...s...
mou...ta...n	h...ll
...iv..r	p....d

2. Rearrange the letters to form correct words.  
zeagr \_\_\_\_\_ ngola \_\_\_\_\_  
llew \_\_\_\_\_ ikase \_\_\_\_\_
3. Arrange the given words below in alphabetical order.  
valley, river, hill, pond  
graze, fish, along, spring  
swamp, mountains, well, south
4. Write the singular form of the words below.  
valleys  
hills  
ponds  
lakes  
swamps  
mountains  
springs  
wells  
forests

**Use each of the given words in a meaningful sentences.**

- a) graze \_\_\_\_\_
- b) valley \_\_\_\_\_
- c) across \_\_\_\_\_
- d) hill \_\_\_\_\_

### **Structures**

1. Using: Qn. - **Where do we get \_\_\_\_\_ from?**

Answer- **We get \_\_\_\_\_ from \_\_\_\_\_**

### **Examples**

- a. Where do we get fish?  
We get fish from lakes.
- b. Where do we get firewood?  
We get firewood from the forest.
- c. Where do we get water? (well, tap, spring)  
We get water from the spring.

## ACTIVITY

**Complete the sentences using the given words.**

forest, borehole, swamp, lakes, mountains
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1. We get fish from \_\_\_\_\_
2. We get stones from \_\_\_\_\_
3. We get timber from the \_\_\_\_\_
4. We grow rice in the \_\_\_\_\_
5. We fetch water from the \_\_\_\_\_

## COMPREHENSION

**Read the passage and answer the questions in full sentences.**

### **KITUYI SUB-COUNTY IN KAPYATA COUNTY**

Physical features are land forms that give the earth shape. In our sub-county, there are many physical features. These include hills, valleys, rivers, lakes and mountains. I am proud of the physical features in our sub-county because they make it look beautiful.

Some hills and valleys are on the left hand side of Mpande Road while others on its right hand side. The mountains are in the West of our sub-county. The lakes and rivers are in the East.

Tourists from near and far come to visit our sub-county in order to see the beautiful hills, valleys and mountains. They pay money to Uganda Wildlife Authority. The money is used to build roads in our sub-county.

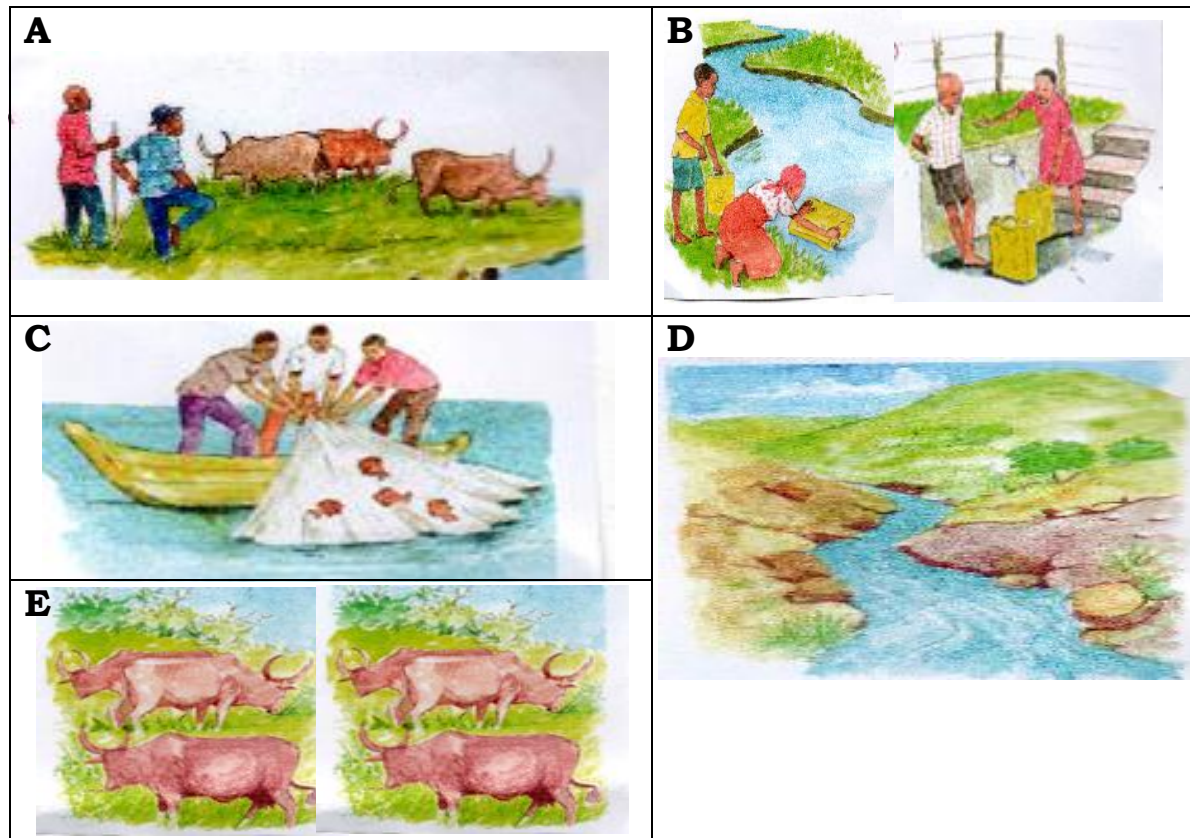
## Questions

- a) What is the passage about?
- b) What are physical features according to the passage?
- c) Mention any our physical features in the passage.
- d) Why is the writer proud?
- e) Who visit the writer's sub-county?

- f) Where is Kituyi Sub-county found?
- g) Why do tourists visit Kituyi Sub-county?
- h) Where do the tourists come from?

## COMPOSITION

Study the pictures below and complete the sentences about them.



## Sentences

- A** Two.....are looking after.....
- B** A woman is.....water ..... a river.  
A boy and a girl .....drawing.....at a well.
- C** Three.....are pulling a .....net.
- D** A river is.....down the hill.
- E** .....are.....in the field.

### SUB THEME 3:

### PEOPLE IN OUR SUB- COUNTY

#### New words

Important people in our sub-county	chairperson, secretary, office, parish, leader, children, parents, teacher, police, police station, policewoman, army, teach, preach, friend, member.
chairperson	<b>noun</b> A person who chairs meetings.  <b>Plural form</b> chairperson – chairpersons form small words chairperson – chair, hair, air, person, son, on.  <b>Sentence</b> Nabuuma was the chairperson of our meeting.
Secretary Short form = Sec.	<b>Noun</b> a person who types or writes letters and keeps records for meetings.  <b>plural form</b> secretary – secretaries  <b>small word</b> Secretary – secret Sentence practice Our LC 1 <u>secretary</u> is still in the office.
Office	<b>Noun</b> A room where people sit and work. <b>Other forms</b> office – officer, official, officially  <b>form small words</b> office – office, of

	<p><b>sentence</b> The head teacher is in the <u>office</u>.</p>
parish	<p>noun an area with its own elected local government.</p> <p>plural form parish – parishes</p> <p>Sentence practice Our <u>church</u> is in ..... Parish.</p>
leader	<p>noun a person who leads a group of people.</p> <p><b>Verb formation</b> leader – lead Other verb forms = leads, leading, led</p> <p><b>sentence practice</b> Okapo is a very good <u>leader</u>.</p>
children	<p>noun People under the age of eighteen.</p> <p><b>Singular form</b> Children – child</p> <p>Sentence practice Many <u>children</u> went on the tour to Sippi Falls.</p>
parent	<p>noun a parent is a person's mother or father.</p> <p>plural form parent – parents</p> <p>small words parent – rent, are</p> <p>sentence I have loving <u>parents</u>.</p>

teacher	<p>noun a person who teaches children</p> <p><b>verb formation</b> teach, teaches, teaching, taught.</p> <p><b>plural form</b> teacher – teachers small words teacher – teach, tea, each, her and he.</p> <p><b>Sentence practice</b> Their <u>teacher</u> of English left for London.</p>
police	<p>Noun (always plural)</p> <ul style="list-style-type: none"> <li>- An official organization whose job is to make people obey the law.</li> <li>- The police also prevent and solve crime.</li> </ul> <p><b>Formation of compound nouns</b> police – policewoman, policeman, police station.</p> <p><b>Small word</b> police      - ice</p> <p><b>sentence practice</b> The <u>police are</u> arresting criminals yesterday.</p>
army	<p>Collective noun (often singular) A large organized group of soldiers.</p> <p><b>small words</b> army – arm, my</p> <p><b>sentence</b> The <u>army</u> is in the barracks. After school, my brother joined the <u>army</u>.</p>
member	<p>noun a person who belongs to a particular group.</p> <p><b>Plural form</b> member – members</p> <p><b>sentence practice</b> We are seven <u>members</u> in our family.</p>



friend	<p><b>Noun</b> A person you know well and like, who is not usually a member of your family.</p> <p><b>plural form</b> friend – friends</p> <p><b>small word</b> friend – end</p> <p><b>sentence practice</b> Tinah is my <u>friend</u>.</p> <p><b>Opposite</b> Friend (ally) – enemy (foe)</p>
preach	<p><b>Verb</b> Is to give a religious talk in a public place, especially in a church during a service.</p> <p><b>Formation of noun</b> preach – preacher</p> <p><b>Tense form</b> Preach (es), preaching, preached.</p> <p><b>Small words</b> Preach, reach, each.</p> <p>The priest <u>preached</u> about the forgiveness.</p>

## ACTIVITY

- Fill in the missing letters.  
me...b..r                      l..ad..r  
o...f..ce                      a...my
- Use each of the words below to make a sentence.  
chairperson  
preach  
fiend  
keep  
office

3. Use the words in the box below to fill in the gaps correctly.

- a) A teacher \_\_\_\_\_ children.
- b) A secretary \_\_\_\_\_ minutes in the meeting.
- c) A policeman \_\_\_\_\_ laws and order.
- d) A chairperson \_\_\_\_\_ meeting.
- e) A leader \_\_\_\_\_ other people.

record, enforce, teach, guide, chair
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## STRUCTURES

**What does a /an \_\_\_\_\_ do?**

### Example

- 1. What does a teacher do?  
A teacher teaches children.
- 2. What does an army do?  
An army protects the nation/country.

**Make correct questions from the table below.**

What	does  do	a teacher a secretary children a policeman parents a chairperson a leader	do?
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- 1. \_\_\_\_\_
- 2. \_\_\_\_\_
- 3. \_\_\_\_\_
- 4. \_\_\_\_\_
- 5. \_\_\_\_\_
- 6. \_\_\_\_\_

**Make correct answer from the table to the questions above.**

A teacher	teaches children
A policeman	guides people
A chairperson	records and keeps minutes
A leader	keeps law and order
A secretary	chairs meetings
A policewoman	

1. A policeman keeps law and order.
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_

## **COMPREHENSION TEXT**

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

### **A FISHMONGER**

- Obadia : Martin! Can you see the man with a big basket?  
Martin : Yes, I can. He is a fishmonger, isn't he?  
Obadia : Yes, he is. He sells fish at the market.  
Martin : He is Mr Kafeero, Mr Nuwa's friend. Do you know Mr. Nuwa?  
Obadia : Yes, I do. He is a fisherman.  
Martin : No, he is not. He is a fishmonger!  
Obadia : Is a fisherman different from a fishmonger?  
Martin : Yes, they are very different. A fisherman catches fish from lakes. A fishmonger sells fish at the market.

### Questions

1. Who are the people talking in the dialogue?
2. What is the dialogue about?
3. Who is the fishmonger in the dialogue?
4. Is a fisherman different from a fishmonger?
5. What is the title of the dialogue?
6. Where does the fishmonger sell fish?
7. Form small words from the big one.

fisherman \_\_\_\_\_

8. How many people took part in the dialogue?

### **JUMBLED STORY**

**Rearrange these sentences to form a short story about Religious leaders.**

- a) He went straight to the head teacher's office.
- b) He preached about forgiveness and all the pupils were happy.
- c) One day, a religious leader came to our school.
- d) The head teacher welcomed him and gave him a visitor's book to sign.
- e) After signing, he asked the head teacher to allow him to preach to the pupils.

**Correct orders.**

- a) \_\_\_\_\_
- b) \_\_\_\_\_
- c) \_\_\_\_\_
- d) \_\_\_\_\_
- e) \_\_\_\_\_

## SUB-THEME 2.1

New words.

bricks, fish, dance, drum, weave, cook, brick maker, carpenter, sell, play, secretary, sew, fishmonger, fisherman, butcher, barber, builder, plumber, repair man.

brick	noun baked clay used for building walls, houses and other buildings.  <b>Singular</b> brick I made and baked <u>bricks</u> during the holiday.
brick maker	noun a person who makes bricks  <b>plural form</b> brick maker - brick makers  <b>small words</b> brick maker – brick, make, maker  We have very many <u>brick makers</u> in our village.
doctor	treats sick people
teacher	teaches pupils
shopkeeper	sells good in a shop
nurse	takes care of patients
driver	drives vehicles
farmer	grows crops and rears animals
policeman	keeps law and order
pilot	flies aeroplanes / aircrafts
mechanic	repairs machines

fishmonger	sells fish
hunter	hunts animals
dentist	treats teeth
carpenter	makes furniture
optician	examines people's eyes and sells eye glasses.
oculist	examines and treats people's eyes
butcher	sells meat
librarian	keeps and lends books in the library
florist	sells flowers
vendor	sells goods in the market or streets
tailor	sews clothes
baker	bakes bread and cakes
fruiterer	sells fruits
seamstress	sews and makes clothes
stationer	owns and sells things in the stationery
Head teacher	heads a school
builder	builds houses
potter	makes things out of clay
herdsman	takes care of cows / cattle.
shepherd	takes care of sheep
peasant	owns or rents a small piece of land
goatherd	takes care of goats
soldier	protects the country
poet	writes poems
author	writes books
typist	type letters
bursar	collects money at school or college
banker	works in the bank
cobbler	mends shoes

## ACTIVITY

**Rewrite the sentences giving one word for the underlined group of words.**

1. A man who sews clothes is dead.
2. We saw a person who teaches children.
3. Why did the person who treats sick people come?
4. They found a man who catches fish from the lake along the road.
5. A woman who keeps law and order is very smart.

### Match people to their work.

#### A

A doctor  
An optician  
A dentist  
A bursar  
A fruiterer

#### B

treats sick teeth  
sells fruits  
treats sick people  
sells eye glasses  
collects school fees

A doctor  
An optician  
A dentist  
A bursar  
A fruiterer

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### STRUCTURES

**Using: Who \_\_\_\_\_ (makes/sells) \_\_\_\_\_?**

A \_\_\_\_\_ (makes/ sells) \_\_\_\_\_

### Examples

1. Who makes bricks?  
A brick maker makes bricks.
2. Who repairs machines?  
A mechanic repairs machines.

### ACTIVITY

1. Give correct responses to the following questions.
  - a) Who sells fish?
  - b) Who flies aeroplanes/aircrafts?
  - c) Who cooks food at school?
  - d) Who makes pots?
  - e) Who sells goods in a shop?
  - f) Who sews clothes?
  - g) Who makes bread and cakes?
2. Fill in the correct word.
  - a) A \_\_\_\_\_ makes furniture.
  - b) A \_\_\_\_\_ collects fares in a taxi.
  - c) A doctor \_\_\_\_\_ sick people.
  - d) A plumber is a person who \_\_\_\_\_
  - e) A repairman is a man who \_\_\_\_\_

- f) A person who fixes broken down vehicles is a
- 

## **COMPREHENSION**

**Read the poem and in full sentences answer the questions that follow.**

### **OCCUPATIONS**

Here I am,  
Busy selling fresh and smoked fish,  
At my stall in the market,  
A fishmonger I am.

Here I am  
Busy selling fresh meat,  
In the butcher's  
A butcher I am.

Here I am  
Busy making furniture  
In my workshop  
A carpenter I am

Here I am,  
Busy weighing salt and sugar  
In my shop  
I am a.....

**By Jolly Okot**

### **Questions**

1. What is the poem about?
2. Where is the fishmonger according to the poem?
3. What is the butcher doing?
4. How many stanzas are in the poem?
5. From whom can you buy fish?
6. What does a carpenter do?
7. Who is busy weighing salt and sugar?



8. Who wrote the poem?
9. What is the title of the poem?
10. How many lines are in stanza one?

## GUIDED COMPOSITION

**Complete the passage using the words given in the box.**

the, people, livelihood, by, farming, tribes, activities, together, Baganda, and

There are five main \_\_\_\_\_ in our sub-county. There are Basoga, Bakiga \_\_\_\_\_, Iteso and Bagisu. All the \_\_\_\_\_ live and work \_\_\_\_\_ to develop our sub-county.

They carryout different money-generating \_\_\_\_\_ in order to develop our sub-county \_\_\_\_\_ improve their \_\_\_\_\_.

Casual laboring, trading, \_\_\_\_\_, baking, tailoring, entertainment, pottery, brick making, carpentry, weaving and knitting are some of \_\_\_\_\_ common activities done \_\_\_\_\_ the people in our sub-county.

## SUB: THEME 2:2 SOCIAL SERVICES AND THEIR IMPORTANCE

### Vocabulary

aeroplane, train, water, lorry, taxi, telephone, television, hospital, clinic, police, treat

aeroplane – airplane	<p>noun a flying vehicle with wings and one or more engines.</p> <p><b>plural – forms</b> aeroplane – aeroplanes airplane - airplanes</p> <p><b>small words</b> aeroplane – plane airplane – plane, air The <u>aeroplane</u> is flying over their house.</p>
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train	<p>noun</p> <p>a railway / railroad engine, pulling a number of coaches/ cars or trucks taking people and goods from one place to another.</p> <p><b>Small word</b> train, rain , in</p> <p><b>plural form</b> train – trains I like travelling by <u>train</u>.</p>
lorry	<p>noun</p> <p>a large vehicle for carrying heavy loads by roads.</p> <p><b>Plural – form</b> lorry - lorries</p> <p><b>small word</b> or My father has a <u>lorry</u>.</p>
taxi	<p>noun</p> <p>a car with a driver that you pay to take you somewhere.</p> <p><b>plural – form</b> taxi – taxis</p> <p><b>small word</b> taxi – tax Levite went to town by taxi.</p>
Telephone	<p>noun</p> <p>a system for talking to somebody else over long distances.</p> <p><b>Plural form</b> telephone – telephones</p> <p><b>Small words</b> telephone – phone , on, one. Your <u>telephone</u> rang in the morning.</p>
television	<p>noun</p> <p>a piece of electrical equipment with a screen on which you can</p>

	<p>watch programmes with moving pictures and sound.</p> <p><b>Plural form</b> television – televisions</p> <p><b>Short form</b> TV – television</p> <p><b>Small words</b> television – vision, is on</p> <p>Achen is watching a movie on <u>television</u>.</p>
Hospital	<p>noun a large building where people who are sick or injured are given treatment and care.</p> <p><b>Plural form</b> hospital – hospitals</p> <p>Aunt went to <u>hospital</u> because she was sick.</p>
clinic	<p>noun a building or part of a hospital where people go for special treatment or advise</p> <p><b>plural form</b> clinic – clinics</p> <p><b>small word</b> clinic – in</p> <p>I met a kind doctor Kadic <u>Clinic</u>.</p>
Treat	<p>verb to give medical care or attention to a sick, or injured person.</p> <p><b>Small word</b> treat – eat</p> <p>other forms = treats, treating,</p>

	treated.  A dentist <u>treats</u> sick teeth.
water	noun a liquid without colour, smell or taste that falls as rain, is in lakes, river and seas, and it is used for drinking, washing, etc.  <b>small word</b> water – at <b>plural</b> : water – water The cow is drinking <u>water</u> .

### ACTIVITY

- Rearrange the letters to form correct words.
  - terwa \_\_\_\_\_
  - talshoip \_\_\_\_\_
  - phonetel \_\_\_\_\_
- Rearrange the words in ABC order.
  - lorry, taxi, clinic, water
  - treat, train, telephone, television
  - hospital, airplane, rain, plane
- Form correct sentences using these words.
  - treat
  - train
- Complete the sentences giving the plural form of the words in brackets.
  - We saw three \_\_\_\_\_ on our way to school. (lorry)
  - The doctor is \_\_\_\_\_ the patients now. (treat)

Complete correctly
- They come to school \_\_\_\_\_ taxi/train/bus/bicycle.
- I usually go to church \_\_\_\_\_ foot.

## STRUCTURES

Using: \_\_\_\_\_ who \_\_\_\_\_  
: What does your \_\_\_\_\_ do?

### Examples

1. This is the driver. He drives our school bus.  
This is the driver who drives our school bus.
2. Here is the doctor. She treated my grandmother.  
Here is the doctor who treated my grandmother.

## ACTIVITY

Join the following sentences using \_\_\_\_\_ who \_\_\_\_\_

1. Peter is the man. He makes good furniture.
2. There comes the policeman. He arrested the thief.
3. That is the teacher. She teaches us English.
4. Here is the butcher. He sells lean meat.
5. That is the fishmonger. She sells fish at the market.
6. There comes the florist. She gave us very nice flowers.
7. Mr Lule is a pilot. He flew a big helicopter.
8. That is the librarian. She works at our school.

## STRUCTURES

Using: What does your \_\_\_\_\_ do every day?  
: My \_\_\_\_\_ do \_\_\_\_\_ every day.  
: Every day my \_\_\_\_\_

### Examples

1. What does your father do every day?  
My father treats people every day.
2. What does your sister do every day?  
Every day my sister reads news on radio.

## ACTIVITY

**Answers the following correctly using the words in brackets.**

1. What does your brother do every day? (drive a car)
2. What does your aunt do every day? (watch a television)
3. What does your niece do every day? (fetch water)
4. What does your uncle do every day? (milk the cow)
5. What does your nephew do every day? (treat sick people)
6. What does your teacher do every day? (teach children)
7. What does your mother do every day? (drink water)
8. What does your grandfather do every day? (weave basket)

## COMPREHENSION

### DIALOGUE

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

Brenda : Good evening, Jesse.  
Jesse : Good evening, Brenda  
Brenda : Why are you in a hurry?  
Jesse : I am in a hurry because I am going to Kasangati Hospital  
Brenda : What are you going to do there?  
Jesse : I am going to visit my friend, Jerry who was admitted on the last Sunday of November.  
Brenda : It's a pity. What is he suffering from?  
Jesse : He is suffering from typhoid.  
He always drinks unboiled water.  
Brenda : Oh my God! No! Unboiled water is not safe for drinking.

### Questions

1. Who are the people talking in the dialogue?
2. At what time of the day did the dialogue take place?
3. Where was Jesse going according to the dialogue?
4. Who was admitted to Kasangati Hospital?
5. When was he admitted?
6. What was Jerry suffering from?
7. Why did Jerry fall sick?
8. How is Jesse related to Jerry?

### GUIDED STORY

**Use the following words to complete the story.**

airport, children, two, Mpere Health, on, nurse, school, aeroplanes, sons, car.

Mr. Mukiibi is a pilot. He flies 1) \_\_\_\_\_.  
He works at the 2) \_\_\_\_\_. Mr. Mukiibi's wife is a 3) \_\_\_\_\_.  
She works at 4) \_\_\_\_\_ Centre. Mr and Mrs Mukiibi have four  
5) \_\_\_\_\_. They have two 6) \_\_\_\_\_ and 7) \_\_\_\_\_  
daughters. Mrs Mukiibi drives a red 8) \_\_\_\_\_. She takes her  
children to 9) \_\_\_\_\_ every day. Mr Mukiibi comes home  
10) \_\_\_\_\_ Sundays.

## SUB-THEME 2:3

### Challenges in social services and the possible solutions.

#### New words

storm plural = storms	Noun very bad weather with strong wind and rain.  The <u>storm</u> blew off the roof of our chicken house.
accident	noun an unpleasant event especially in vehicle. John got involved in an <u>accident</u> last week.
bridge	A structure that is built over a road, railway or river so that people and vehicles can cross from one side to the other.  <b>singular</b> <b>plural</b> bridge                              bridges  They always cross the <u>bridge</u> over River Mayanja to Kaware.
flood	Noun: a large amount of water covering an area that is usually dry. Verb: <b>Other forms</b>  flood    flooding    flooded Some people were forced to leave their homes because of <u>floods</u> .
mud	Noun wet earth that is soft and sticky. <b>Other forms</b> mud            muddy The car wheels were stuck in <u>mud</u> .
police post	noun <b>form small words</b> police post = police, post, lice ice

	<p><b>singular</b>                      <b>plural</b></p> <p>police post -                      police posts</p> <p>The drunkard man was taken to the <u>police post</u>.</p>
boil	<p>verb</p> <p>to heat something until bubbles are formed.</p> <p><b>Verb formation</b></p> <p>boil   boiling   boiled</p> <p><b>small word</b></p> <p>oil</p> <p>I shall <u>boil</u> water to make some tea.</p>
slash	<p>verb</p> <p>slash(es)   slashing   slashed</p> <p><b>verb</b>                      <b>noun</b></p> <p>slash                      slasher</p> <p><b>small word</b></p> <p>ash</p> <p>Thony <u>slashed</u> our compound last week.</p>
spray	<p>Noun:</p> <p>- very small drops of liquid that are sent through the air.</p> <p>Verb:</p> <p><b>verb forms</b></p> <p>spray(s)                      spraying, sprayed</p> <p>We <u>spray</u> the mosquitoes with insecticide.</p>
mosquito net	<p>Noun:</p> <p><b>singular</b>                      <b>plural</b></p> <p>mosquito net                      mosquito nets</p> <p>small words</p> <p>mosquito net   <u>mosquito net</u></p> <p>I was bitten by mosquitoes because I didn't have a <u>mosquito net</u>?</p>



## ACTIVITY

Use the past simple tense of the verb in the bracket.

1. Herbert \_\_\_\_\_ off his bicycle yesterday. (fall)
2. Our bridge \_\_\_\_\_ down last week. (break)
3. Who \_\_\_\_\_ the drinking water? (boil)
4. The police \_\_\_\_\_ a thief yesterday. (arrest)
5. Steward \_\_\_\_\_ a slasher last Saturday. (buy)

## Complete the table correctly.

Verb	Present continuous	Past tense
spray	spraying	_____
slash	_____	slashed
_____	boiling	boiled
break	breaking	_____
cook	_____	cooked
_____	treating	_____
go	going	_____
work	_____	_____
_____	sleeping	slept

## Use of because

We use 'because' to give a reason why something happened.

### Example

1. She fell down. The road was muddy.  
She fell down because the road was muddy.
2. We sprayed mosquitoes. They spread malaria.  
We sprayed mosquitoes because they spread malaria.

## ACTIVITY

Join the following sentences using \_\_\_\_\_ because \_\_\_\_\_

1. They slashed the compound. It had overgrown.
2. The driver was taken to the police post. He knocked down a person.
3. I got dirty. A car splashed mud on me.
4. The trees fell down. There was heavy storm.
5. They did not go to fish. The bridge broke down.
6. The mosquitoes bit me. I did not sleep under a mosquito net.
7. They fell sick. They drank unboiled water.
8. I cannot sweep the compound. I don't have the broom.
9. We ate all the food. It was delicious.

10. I missed the first lesson. I woke up late.
11. He sprayed the mosquitoes. He wanted to kill them.

## STRUCTURE

What did \_\_\_\_\_ you/she/he/they do yesterday?

I/she/he/they/we \_\_\_\_ (slashed) the compound yesterday.

## Example

1. What did you do yesterday? (clean)  
I slashed the compound yesterday.
2. What did we do yesterday? (repair)  
We repaired the bridge yesterday.
3. What did you do yesterday? (treat)  
You treated the patients yesterday.
4. What did she do last month? (paint)  
She painted the health centre last month.

**Write ten correct sentences from the table.**

I	slashed	the compound yesterday
She	cleaned	the house yesterday
He	boiled	mosquitoes yesterday
They	washed	a mosquito net last week.
We	sprayed	a test on Monday.
You	crossed	newspapers last month.
Musa	read	drinking water yesterday.
Kyagulanyi	did	the bridge last Friday.
Beatrice	went	to the hospital yesterday

## COMPREHENSION

Read the passage and answer the questions about it in full sentences.

### A STORM IN NTYAZO VILLAGE

My name is Muyanja. I live in Ntyaza Village.

Last month, our sub-county was hit by a heavy storm.

The heavy storm destroyed schools, homes, crops and animals. Transport became very difficult because the bridge connecting to Ntuusi broke down. All roads were full of mud and there were many accidents.

The sub-county chief visited our village to see the challenges caused by the heavy storm. The chief held a meeting with the people of the area to get possible solutions.

All of them agreed to work together to fix the bridge. The chief gave in the money to buy materials for the work. The people of the area brought sand and water. At the end of everything, the bridge was put back and people moved again freely.

### **Questions**

1. Where does the writer live?
2. What is the passage about?
3. When was the sub-county hit by a heavy storm?
4. What destroyed schools in the area?
5. Mention two things that were destroyed by the storm.
6. Who is narrating the story?
7. Who brought the water and sand?
8. How did the chief help?
9. Why were there many accidents?

### **COMPOSITION**

#### **Jumbled story:**

#### **HINTS**

Read through the story at least twice and understand.

1. Position the sentences according to their right flow.
2. Read through the story before writing it.
3. Write the correct story.

#### **Rearrange the sentences to form a meaningful story.**

#### **Example (Let us do it together)**

1. One day, as Melu was going to school, she saw a very tall man holding a panga.
2. The school was a long distance from home.
3. Every day Melu walked through the forest to get to the school.
4. Melu made an alarm when she saw the man
5. On hearing the alarm, many people came to the forest and chased him.
6. Melu used to go to school alone.

## ACTIVITY

**Rearrange the sentences to form a meaningful story.**

- a) The police came and took the casualties to hospital.
- b) Alice quickly ran and reported to the nearby police station.
- c) The accident took place at the junction.
- d) She saw a motorcycle accident on the road.
- e) One day, when Alice was going to school.

## THEME 3: ENVIRONMENT IN OUR SUB-COUNTY

### SUB-THEME: SOIL

#### Vocabulary

environment, soil, stones, clay, charcoal, stove, colour, build, crop, houses, loam, white, black, brown, grey

#### Vocabulary practice

environment	noun things surrounding us  small words environment – on, men We should keep the <u>environment</u> clean.
soil	noun the top layer of the earth's surface Soil is an uncountable noun that does not form plural unless used with a countable noun. e.g. heap of soil = heaps of soil  small word soil - oil Which <u>soil</u> is used for building? We used <u>clayey soil</u> to make pots.
Stone	noun <b>singular</b> <b>plural</b> stone                              stones We use stones to build houses. <b>Small word</b> stone – tone, one <b>Other forms</b> stony - stonier - stoniest

	<p>verb</p> <p>stone, stones, stoning, stoned.</p> <p>John <u>stones</u> birds every evening.</p> <p>The land we bought is <u>stony</u>.</p>
colour	<p>Noun</p> <p><b>singular</b>                      <b>plural</b></p> <p>colour                      colours</p> <p><b>small word</b></p> <p>colour                      - our</p> <p>a rainbow has seven colours.</p>
build	<p>verb</p> <p>build, builds, building, built</p> <p>formation of a noun</p> <p>verb                      noun</p> <p>build                      -                      builder / building</p> <p>✓ We should not <u>build</u> houses near swamps.</p> <p>✓ His uncle is a <u>builder</u>.</p> <p>✓ Mr Mukuye has a nice <u>building</u>.</p>
crop	<p>noun</p> <p>a plant that is grown in large quantities especially as food.</p> <p><b>singular</b>                      <b>plural</b></p> <p>crop                      -                      crops</p> <p>Some <u>crops</u> grow well in swamps.</p>
clay adj = clayey	<p>Noun</p> <p>type of soil</p> <p>I need <u>clay</u> to model a cup.</p> <p>We use <u>clayey</u> soil for modelling pots/ceramics.</p>
charcoal	<p>noun</p> <p>black substance made by burning wood slowly.</p> <p>small word</p> <p>charcoal – coal</p> <p><u>Charcoal</u> is used as fuel.</p> <p>NB Charcoal is made, not burnt.</p>

loam	noun type of soil  small word loam – am Crops grow well in <u>loam</u> soil.
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## ACTIVITY

**Complete the sentences correctly.**

1. Farmers grow \_\_\_\_\_ and keep animals.
2. \_\_\_\_\_ soil is the best for plant growth.
3. The opposite of white is \_\_\_\_\_.
4. The \_\_\_\_\_ soil we used was not good. (clay)

**Arrange the following words to make correct sentences.**

5. used for What clay is?
6. grows A crops farmer.
7. houses used is for building Sand.
8. is modelling He a pot.

## STRUCTURES

**Use of;**

- a) What is \_\_\_\_\_ used for?  
 \_\_\_\_\_ is used for \_\_\_\_\_

## Examples

- i. What is clay used for? (make pots)  
 Clay is used for making pots.
- ii. What is sand used for? (build houses)  
 Sand is used for building houses.
- iii. What is charcoal used for? (cook food)  
 Charcoal is used for cooking food.

## ACTIVITY

Use the given words in the brackets to answer the questions.

- a) What is a hoe used for? (dig)
- b) What is a stove used for? (cook)
- c) What is a slasher used for? (slash the compound)
- d) What is a broom used for? (sweep)
- e) What are flowers used for? (decorate)
- f) What is wheat flour used for? (bake cakes)

### Rewrite as instructed in the brackets.

- g) We use a stove to boil water. (Rewrite using: \_\_\_\_ used for \_\_\_\_)  
h) Clay is used for modelling. (Begin: What \_\_\_\_ for?)

## STRUCTURE II

Use of '**much**' and '**many**'

- ✓ 'Many' is used with plural **countable** nouns in positive, negative and in questions.
  - Were there many children at school?
  - How many pots did you make yesterday?
  - We didn't buy many books.
  - There are many stones in our sub-county.
  - There were many buildings that got burnt.
- ✓ Much is used with uncountable nouns e.g. water, food, charcoal, soil.
- ✓ It (much) is used in positive, negative and in questions.
  - There is much water in our division.
  - There is much food in the sub-county.
  - How much money does that book cost?
  - There isn't much to complain about?

### Activity

Use '**many**' or '**much**' to complete the sentences.

- a) There are \_\_\_\_\_ houses in our sub -county.  
b) How \_\_\_\_\_ houses does your father have?  
c) There aren't \_\_\_\_\_ boys in our class.  
d) There is \_\_\_\_\_ sand in our division.  
e) There are \_\_\_\_\_ colours in town.  
f) There is \_\_\_\_\_ salt in my food.  
g) There isn't \_\_\_\_\_ much sugar.  
h) There are \_\_\_\_\_ people in our sub-county.  
i) How \_\_\_\_\_ does a pot cost?  
j) How \_\_\_\_\_ days make a week?

## **ORAL WORK**

Using: What colour is \_\_\_\_\_ soil?

Examples

- i. What colour is clay soil?  
It is grey.
- ii. What colour is snow?  
It is white.
- iii. What colour is loam soil?  
It is black.

## **LEARNER'S ACTIVITY**

Answer the following questions.

- a) What colour is hair?
- b) What colour is blood?
- c) What colour is sand?
- d) What colour is charcoal?
- e) What colour is a leaf?

## **COMPREHENSION**

**Read the rhyme below and answer the questions in full sentences.**

Sand soil!                      Sand soil!  
White sand or grey sand  
It is the best for building  
Building houses and churches, mosques and schools.

Clayey soil!                      Clayey soil!  
Grey clay or white clay  
It is the best for making  
Making pots and bricks, vases and tiles.

Loam Soil!                      Loam Soil!  
Brown or black  
It is the best for growing crops  
Crops like cabbages, beans, maize and cassava  
Sand, clay or loam are all useful types of soil.

**By Kabanda Prosper**

**P3 Delight Boarding P/S**



## Questions

- a) What is the rhyme about?
- b) Which soil is best for building?
- c) How many stanzas does the rhyme have?
- d) What is loam soil used for?
- e) How useful is clayey soil?
- f) List down any two crops mentioned in the rhyme.
- g) Suggest a suitable title to the rhyme.
- h) Who wrote the rhyme?
- i) In which class is the writer of the rhyme?
- j) To which school does he go?

## COMPOSITION

### Substitution table

Make correct sentences from the table below.

A hoe A broom A slasher cassava flour a stove wheat flour a trowel fire	is used for	cooking sweeping modelling baking cakes making pancakes slashing digging transplanting seedlings
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1. A hoe is used for digging.
2. A broom is used for sweeping.

## SUB – THEME: NATURAL CAUSES OF CHANGES IN THE ENVIRONMENT

### Vocabulary practice

wind	noun moving air <u>Wind</u> blew off our roof yesterday.  <b>Formation of adjective</b> noun                  adjective wind                  windy
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rain	<p>noun</p> <p>water that falls from the sky in separate drops.</p> <p>There will be <u>rain</u> in all parts of Kampala tomorrow.</p>
hungry	<p>adjective</p> <p>feeling that you want to eat something.</p> <p>All the primary three pupils are <u>hungry</u> now.</p> <p><b>Opposite</b> hungry - satisfied</p>
flood	<p>noun</p> <p>a large amount of water covering an area which is usually dry.</p> <p>- Heavy rain causes <u>floods</u>.</p> <p>Verb:</p> <p>to cover an area with a large amount of water.</p> <p>- Kalerwe <u>floods</u> whenever it rains.</p>
drought	<p>noun</p> <p>a long period of time when there is little or no rain.</p> <p>Animals die during <u>drought</u>.</p>
earthquake	<p>A sudden shaking of the earth's surface.</p> <p>There was <u>earthquake</u> last night.</p> <p><b>Small words</b> Earthquake – ear, art, earth, quake.</p>
hailstones	<p>noun</p> <p>small balls of ice that fall like rain.</p> <p><u>Hailstones</u> destroyed the crops.</p> <p><b>small word</b> hailstones – one, stone, tone.</p>
landslides	<p>noun</p> <p>a mass of earth, rock and others that falls down the slopes of a mountain.</p> <p><b>small word</b> landslides - an, and, land</p> <p>Many people died in the landslides in</p>

	Bududa District.
storms	noun very strong wind. The <u>storm</u> blew from North to South.
lightning	noun a flash or several flashes of very bright light in the sky during a storm.  <b>small word</b> lighting – light, in  Our cows were struck by <u>lightning</u> .
thunder	noun a loud noise that you hear after a flash of lightning during a storm.  <b>small word</b> thunder - under <u>Thunder</u> crashed in the sky.
hunger	noun the state of not having enough food to eat. Some people in the camp die of <u>hunger</u> .

### ACTIVITY

- Rearrange the letters to make correct words.

erthnud \_\_\_\_\_  
 sortsman \_\_\_\_\_  
 rgyuhn \_\_\_\_\_  
 odlfo \_\_\_\_\_

- Complete the table correctly.

<b>Word</b>	<b>Opposite</b>
hot	cold
sunny	_____
dry	_____
inside	outside
low	_____
_____	good
_____	long
beautiful	_____
hungry	_____

## Forming adjectives using 'y'

word	adjective
rain	rainy
wind	windy
dust	dusty
thirst	thirsty
dirt	dirty
sand	sandy
cloud	cloudy
mist	misty
hunger	hungry
salt	salty
stone	stony
fog	foggy
sun	sunny
mud	muddy

## Activity

Use the words in the brackets to complete the sentences.

1. What a \_\_\_\_\_ day it was! (rain)
2. Is it \_\_\_\_\_ outside? (wind)
3. I don't like \_\_\_\_\_ weather. (sun)
4. The road to our village is \_\_\_\_\_. (dust)
5. It was \_\_\_\_\_ yesterday. (cloud)
6. They stayed indoors because it was a \_\_\_\_\_ morning. (mist)
7. It is not easy to drive on a \_\_\_\_\_ road. (mud)
8. She drank water because she was very \_\_\_\_\_. (thirst)
9. Are you very \_\_\_\_\_ now? (hunger)
10. That food is very \_\_\_\_\_. (salt)

## STRUCTURES

Using:                      When did he/she/you/they \_\_\_\_?  
                                    He/She/You/They \_\_\_\_\_?

## Examples

- a) When did he harvest his crops? (dry season)  
    He harvested his crops in the dry season.
- b) When did they plant beans? (wet season)

They planted beans in the wet season.

- c) When did the floods occur? (rainy season)  
The floods occurred in the rainy season.

### Activity

**Answer the questions using the words in the brackets.**

1. When did she hear thunder? (during the rain)
2. When did the roof go off? (during the storm)
3. When did you winnow millet? (during the windy weather)
4. When did we get drought? (in the dry season)
5. When did they weed cassava? (in the wet season)
6. When did you dry the coffee? (during sunny weather)
7. When did I go to the garden? (in the rainy season)
8. When did the farmer plant groundnuts? (in the wet season)

### STRUCTURE II

Using : Why did he/she/you/they \_\_\_\_?

Examples

- a) Why did he cry?  
He cried because he was hungry.
- b) Why did they drink water?  
They drank water because they were thirsty.
- c) Why did you carry an umbrella?  
I carried an umbrella because it was raining.

### Activity

**Join the sentences below using: \_\_\_\_ because \_\_\_\_**

- a) He went to the garden. He wanted to weed maize.
- b) I ate all the food. I was hungry.
- c) The children were scared. They heard thunder.
- d) They stayed indoors. It was raining outside.
- e) The crops dried up. There was drought.
- f) They hid under the bed. They saw lightning.

## **COMPREHENSION**

**Read the story and answer the given questions in full sentences.**

### **SOIL**

Soil is made up of water, air, dead plants, dead animals and some rocks. Soil is good. We use clayey soil to make pots. We use sand soil to build houses. We use loam soil to make gardens. We grow crops in the garden.

Mr. Okello used loam soil to make a big garden. He planted beans and maize in the garden. After four months the beans and maize were ready. He sold them in the market. He got a lot of money. He paid school fees for his children. He also bought a car to take his children to school.

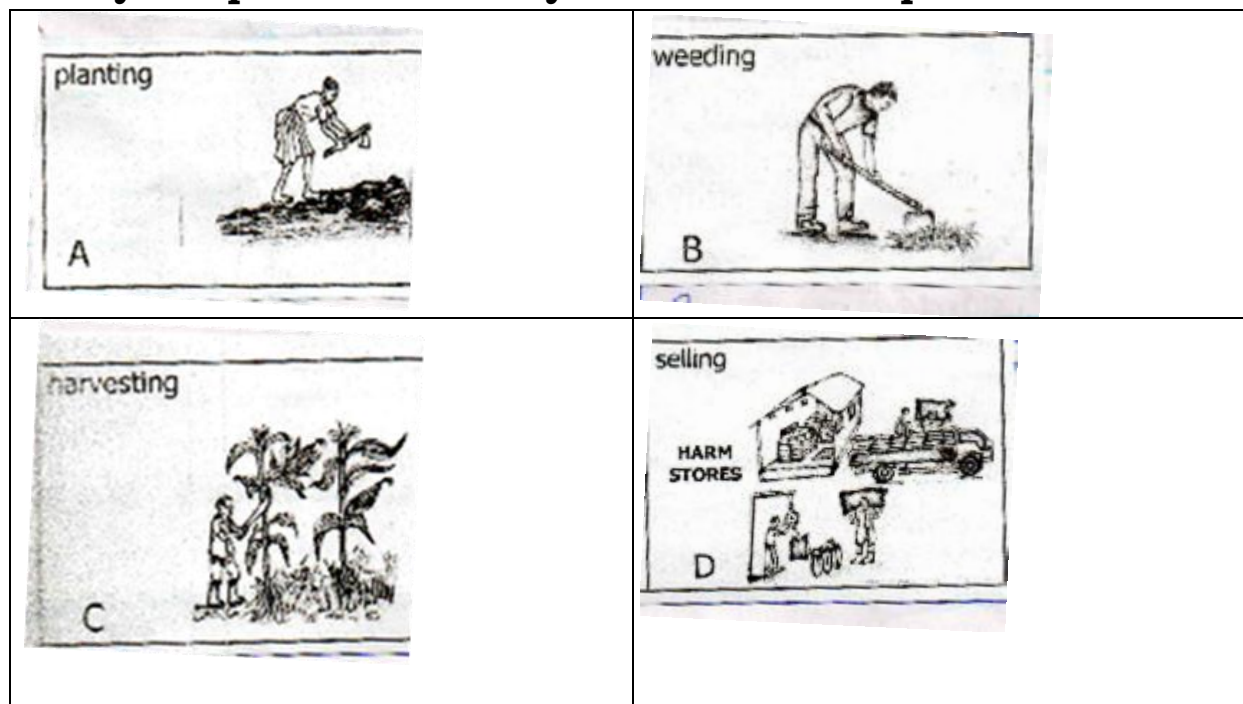
### **Questions**

- a) What is the story about?
- b) Which soil is good for crop growth?
- c) How important is clayey soil?
- d) Where did Mr. Okello plant the beans and maize?
- e) Who sold the beans and maize?
- f) How did Mr. Okello use the money he got?
- g) Why did he buy the car?

## COMPOSITION

### Picture story

Study the pictures carefully and answer the questions.



### Questions

- What is Mr Kapere doing in picture A?
- What is he doing in picture B?
- How is Mr Kapere weeding his maize in the garden?
- What is he using to harvest maize in picture C?
- Where is the maize being taken in picture D?

## SUB -THEME: 3: CHANGES IN THE ENVIRONMENT THROUGH HUMAN ACTIVITIES.

### Vocabulary

graze, build, bush, cut, farm, cover, plant, throw, plastic, rubbish pit, brick, make

### Vocabulary practice

graze	<p>Verb:</p> <p>to eat grass that is growing in a field.</p> <p><b>Other forms</b></p> <p>graze, grazes, grazing, grazed.</p> <p>The cows were <u>grazing</u> in the garden.</p>
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Burn	<p>Verb: to be on fire <b>Other forms</b> burn, burns, burning, burnt We should not <u>burn</u> rubbish.</p>
Cut	<p>Verb <b>Other forms</b> cut, cuts, cutting, cut I shall <u>cut</u> down a tree</p> <p>noun <b>singular</b>                      <b>plural</b> cut                                  cuts</p> <p>He got a <u>cut</u> on his knee.</p>
Farm	<p>Noun an area of land and the building on it used for growing crops and keeping animals. <b>Singular</b>                      <b>plural</b> farm                              farms</p> <p><b>formation of noun</b> farm                      -    farmer</p> <p>There are many sheep on his <u>farm</u>.</p> <p>Verb: <b>Other forms</b> farm – farms – farming – farmed My family <u>farms</u> on this land every year.</p>
Cover	<p>Verb: to place something over something in order to hide it or protect it. <b>Other forms</b> cover – covers – covering – covered. She <u>covers</u> her face with her hands all the time.</p>



plant	<p>Verb: plant – plants – planting – planted. They <u>plant</u> maize in the wet season.</p> <p>Noun: <b>singular</b>                      <b>plural</b> plant                              plants All <u>plants</u> need light and water to grow.</p>
throw	<p>Verb: send something from your hand through the air by moving your hand or arm quickly. <b>Other forms</b> throws - throwing - threw -thrown</p> <p>We shall <u>throw</u> the ball up and down.</p>
plastic	<p>noun - a light strong material that is produced by chemical process and can be formed into shapes when heated.</p> <p><b>singular</b>                      <b>plural</b> plastic                              plastics</p> <p>Our cups are made out of <u>plastics</u>.</p>
Rubbish	<p>Noun: garbage or things that you throw away because you don't need them.</p> <p>It is bad to throw rubbish in the environment</p>
rubbish pit	<p>a pit in which rubbish is dumped. It is good to have a <u>rubbish pit</u> in a home.</p>
Brick	<p>Noun: baked clay used for building.</p> <p><b>singular</b>                      <b>plural</b> brick                              bricks</p> <p>Our school was built with <u>bricks</u>.</p>

make	Verb: <b>Other forms</b> make – makes – making - made They <u>make</u> balls and ropes every weekend.
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### Activity

**Write the following words correctly.**

1. rgowth \_\_\_\_\_
2. rnbu \_\_\_\_\_
3. ntpla \_\_\_\_\_

**Complete the table below correctly.**

Verb	present continuous tense	past simple tense
plant	planting	_____
make	_____	made
cover	_____	covered
build	building	_____
_____	burning	burnt
graze	grazing	_____
_____	cutting	cut
throw	_____	threw
collect	_____	collected

## STRUCTURES

### Use of 'will' and 'shall'

- Will and shall are used to express future tense.
- Will is used with pronouns he, she, they, you, it and nouns like Jane, Joy, Tom, children, Daddy etc.
- Shall is used with pronouns I and We

### Examples

- a. He will go to the farm tomorrow.
- b. They will collect the rubbish.
- c. I shall build a house.
- d. We shall cover our food.

## ACTIVITY

**Use 'will' or 'shall' to complete each sentence.**

1. You \_\_\_\_\_ plant maize when it rains.

2. We \_\_\_\_\_ graze the cows.
3. Annet \_\_\_\_\_ throw away the rubbish.
4. I \_\_\_\_\_ cut down a tree.
5. The farmer \_\_\_\_\_ harvest the crops next week.
6. She \_\_\_\_\_ feed the animals.
7. The boys \_\_\_\_\_ did a rubbish pit.
8. Our goats \_\_\_\_\_ drink a lot of water.

## **COMPREHENSION**

### **NOTICE**

**The message below was pinned on the notice board of Nangabo Municipal Council. Read it and answer the questions about it.**

### **TREE PLANTING**

All citizens of Nangabo Municipal Council are requested to take part in planting trees in order to keep the environment green and clean. The activity will begin on 11<sup>th</sup> March and end on 17<sup>th</sup> March this year.

**NB:** Anyone found cutting trees without permission will be arrested. Honourable councilors and L.C.I chairpersons are requested to assist.

**Katumba Tom**

**Mayor Nangabo Municipal Council**

**1<sup>st</sup> March 2022**

### **Questions**

- a) What is the notice about?
- b) Where was the message pinned?
- c) When were the trees planted according to the notice?
- d) Who should plant trees?
- e) When was the activity likely to end?
- f) Where would the citizens plant the trees?
- g) Who was to be arrested?
- h) What were the LC chairperson and the councilors asked to do?
- i) Who wrote the notice?
- j) When was the notice written?

## GUIDED COMPOSITION

Choose the words from the box to complete the story.

farmer, well plant, an, season, up, dry, rained, gumboots, umbrella

Kato didn't go to school on Friday. That day, it \_\_\_\_\_ the whole morning. Mr Kimenke, Kato's teacher, asked him why he did not use an \_\_\_\_\_. Kato did not have \_\_\_\_\_ umbrella but had a pair of \_\_\_\_\_. The teacher told the class that the rainy \_\_\_\_\_ is a busy time. This is when farmers \_\_\_\_\_ their crops. With enough rain, crops grow \_\_\_\_\_. He said farmers harvest their crops during the \_\_\_\_\_ season. This is when there is no rain. The seeds can dry well. Kato wants to be a \_\_\_\_\_ when he grows \_\_\_\_\_.

**THEME: ENVIRONMENT AND WEATHER IN OUR SUB-COUNTY /DIVISION**

## SUB- THEME: AIR AND THE SUN

## Vocabulary

air, sun, move, wind, dry, wash, heat, warm, blow, break, fall, rain,  
rise, set, roof, house, clean.

### Vocabulary practice.

Air	noun: <u>air</u> is a mixture of gases. The <u>air</u> in this room is contaminated.
Sun	noun The <u>sun</u> rises in the East. <b>noun</b> <b>adjective</b> sun                                  sunny The weather is <u>sunny</u> today.
Move	verb move –moves – moving – moved Wind <u>moves</u> kites.
Wind	noun moving air.

	<p>The moving air is called <u>wind</u>.</p> <p><b>noun</b>                      <b>adjective</b></p> <p>wind                      windy</p> <p>You should not go out because it is <u>windy</u>.</p>
dry	<p><b>Verb</b></p> <p>dry – dries – drying – dried</p> <p>The sun <u>dries</u> clothes.</p> <p><b>Adjective</b></p> <p>dry – drier – driest</p> <p>January is the <u>driest</u> month in the year.</p> <p><b>Opposite</b></p> <p>dry – wet</p>
Wash	<p>verb</p> <p>wash – washes – washing – washed</p> <p>Joshua <u>washes</u> clothes every day.</p>
Heat	<p>noun</p> <p><u>Heat</u> from the sun dries harvested crops.</p> <p>small word</p> <p>Heat – eat</p> <p>The word ‘heat’ comes from the word ‘hot’</p>
Warm	<p>verb</p> <p>warm – warms – warming – warmed.</p> <p>She <u>warms</u> water to bathe.</p> <p>adjective</p> <p>warm – warmer – warmest</p> <p><b>opposite</b></p> <p>warm – cool</p> <p>It is <u>warm</u> outside.</p>
Blow	<p>verb</p> <p>blow – blows – blowing – blew-blown</p> <p>The wind <u>blows</u> every evening.</p>
Break	<p>verb</p> <p>break – breaks – breaking – broke</p> <p>Strong wind breaks down trees.</p>
Fall	<p>verb</p> <p>fall – falls – falling, fell-fallen</p> <p>You will <u>fall</u> down if you run so fast.</p>
Rain	<p>verb</p> <p>rain – rains – raining – rained.</p> <p>We shall plant beans when it <u>rains</u>.</p>

## Activity

1. Arrange these words to make correct sentences.
  - a) rises East in The sun the
  - b) breathe We air in
  - c) Gloria every day do What does?
  - d) clothes I wash everyday my.
  - e) you Have compound the cleaned?
  - f) roof the blew The wind off.
2. Arrange these words in ABC order.
  - k) sun, air, wind, rain
  - ii) warm, wash, war, watch
  - iii) we, they, she, he
3. Use each of these words in a sentence to show that you understand the difference in their meaning.
  - a) hit
  - b) heat

## Structure

Using : What does Ali/Tom/Jackie/He/She, it/do every day /morning/ evening?

- Ali/Tom/Jackie/He/She/It cleans/washes \_\_\_\_ every day

## Examples

- Jane washes clothes every day.
- She cleans the compound every evening.
- Wind moves kites every afternoon.

Using: What do they/I/you/Juma and Tom/you and I/we do every day/morning/evening.

- a. They sweep the bedroom every day.
- b. You and I clean the classroom every evening.
- c. Juma and Tom dry the crops every day.

## Activity

**Answer the questions below using the group of words in the brackets.**

- a) What does he do every day? (wash the utensils)
- b) What does Betty do every day? (move the kite)
- c) What do they do every day? (sweep the compound)
- d) What do I do every day? (breathe in air)
- e) What does Mary do every day? (winnow millet)

## Comprehension

### Dialogue

**Read and act the dialogue below then answer the questions in full sentences.**

Gloria, the Builder

David : Good morning, Gloria.  
Gloria : Good morning, David.  
David ; What do you do every day?  
Gloria : I build and repair houses every day. In fact I am in a hurry.  
David : Why are you in a hurry?  
Gloria : I am going to repair St. Jude Primary School building.  
David : What happened to the building?  
Gloria : Wind blew off the roof and destroyed the building.  
David : That's bad news. I wish you a nice day.  
Gloria : I wish you a nice day too.

## Questions

- a) Who spoke first?
- b) What does Gloria do every day?
- c) Where was Gloria going?
- d) What happened to the school building?
- e) Write the title of the dialogue in capital letters.
- f) How many people are in the dialogue?

## COMPOSITION

**Arrange these sentences to write a story about Elijah.**

Example

- a. One pot was big, the other was small.
- b. He took the pot home.
- c. Elijah went to the market to buy a pot.
- d. He put the water into the pot.
- e. There were only two pots in the market.
- f. Elijah bought the small pot.

**Correct story.**

- a. Elijah went to the market to buy a pot.
- b. There were only two pots in the market.
- c. One pot was big, the other was small.
- d. Elijah bought the small pot.
- e. He took the pot home.
- f. He put the water into the pot.

## Activity

**Rearrange the sentence in order to form a meaningful story.**

1. This lake helps in the formation of rain.
2. It rains the whole year.
3. The name of the lake is Victoria.
4. Where he lives, there is a lake.
5. Kato lives at Ggaba in Kampala.

## SUB THEME 2: WATER

### Vocabulary

cloud, hot, cold, warm, wash, soil, grow, foot, water, dark, grass, plant, sweater, hat

Vocabulary practice

cloud	Noun <b>singular</b> cloud <b>noun</b> cloud Nimbus <u>clouds</u> give us rain.		<b>plural</b> clouds <b>adjective</b> cloudy
hot	Adjective: hot – hotter – hottest		



	<b>opposite</b> hot – cold It is very <u>hot</u> today.
cold	Adjective cold – colder – coldest  <b>opposite</b> cold – hot small word cold – old We always wear sweaters when it is <u>cold</u> .
grow	Verb: grow – grows – growing –grew Babies need food to <u>grow</u> well.
foot	Noun: The lowest part of the leg below the ankle. <b>singular</b> <b>plural</b> foot                                  feet Most children come to school on <u>foot</u> .
dark	Adjective: very little light or no light especially in the night. <b>Comparison</b> dark – darker – darkest It is darker inside than it is outside. <b>Opposite</b> dark – light noun: darkness <b>opp</b> = light
sweater	noun <b>singular</b> <b>plural</b> sweater                      sweaters Anitah is wearing a <u>sweater</u> now. <b>Formation of a verb</b> sweater – sweat

## Activity

1. Write the opposite of the following.

- i. dark \_\_\_\_\_
- ii. hot \_\_\_\_\_
- iii. dry \_\_\_\_\_
- iv. eat \_\_\_\_\_

## Give the plural form of the words in the brackets.

- 1. Joy has two nice \_\_\_\_\_. (sweat)
- 2. \_\_\_\_\_ need water to grow well. (plant)
- 3. People in villages live in \_\_\_\_\_. (hut)
- 4. Who cut the \_\_\_\_\_ yesterday? (grass)
- 5. Trees shed their \_\_\_\_\_ during dry season. (leaf)
- 6. There are four types of \_\_\_\_\_. (cloud)

## STRUCTURES

Use of \_\_\_\_\_ need \_\_\_\_\_ to \_\_\_\_\_

### Examples

- 1. Animals need grass to grow.
- 2. Plants need water to grow.
- 3. Babies need food to grow.

## Activity

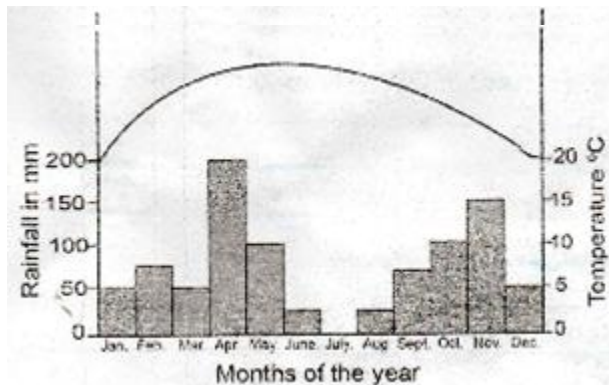
Form meaningful sentences from the table.

Animals	need	time	to	fly
Plants		sweaters		grow
I		protection		dry
Babies		food		make their own food
They		air		breathe
Birds		medicine		keep warm
People		sunlight		feel happy
We		water		be strong
Harvested crops		milk		be healthy

## COMPREHENSION

### A GRAPH

The graph below shows the monthly rainfall and temperature recorded at Kiddo weather station. Study it carefully and answer the questions about it.



### Questions

- What does the graph show?
- How many months are shown on the graph?
- Where was the information recorded?
- In which month was the rainfall highest?
- In which month was there no rainfall at all?
- Which months received the same amount of rainfall?
- When was the lowest amount of rainfall received?
- Write Feb. in full.

## COMPREHENSION

**Read the passage and answer the questions in full sentences.**

### THE RAIN CYCLE

The rain is the process through which water is renewed. The rain cycle describes how water evaporates from the surface of the earth, rises into the atmosphere, cools and condenses into rain or snow clouds and falls again to the surface as rain.

On the earth, water is found in all the three states of matter. Water can be in solid, liquid or gas state. Liquid water is found in the earth's oceans, seas, rivers, lakes and streams. Water is found even in the soil and underground.

Every day, water evaporates from water bodies and trees. This water moves up into the air and forms clouds. The clouds move up into the sky until they reach cold air. The water in evaporation turns into drops of rain and then falls back on the earth. The clouds that give us rain are called nimbus clouds. Rain helps plants to grow. People, animals and plants need water because it is life.

### Questions

- What is the passage about?
- Where do we find liquid water?
- How is rain helpful to plants?
- Which clouds give us rain according to the passage?
- In how many states does water exist?

### SUB – THEME: MANAGING WATER

#### Vocabulary

tap, well, spring, river, lake, jerrycan, pot, drum, cream, slasher, brush (past tense)

#### Vocabulary practice

tap	Noun: <b>singular</b> <b>plural</b> tap                                  taps She fetched water from the <u>tap</u> yesterday.
well	Noun: <b>singular</b> <b>plural</b> well                                wells They cleaned the <u>well</u> last evening.
spring	Noun: <b>singular</b> <b>plural</b> spring                            springs Tom slashed the grass near the <u>spring</u> yesterday.

river	Noun: <b>singular</b> <b>plural</b> river                                  rivers We caught a big fish from that <u>river</u> .
lake	Noun: <b>singular</b> <b>plural</b> lake                                  lakes There is a big lake near Sarah's home.
jerry can	Noun: singular                                  plural jerrycan                                  jerrycans We used jerrycans to fetch water from the well.
pot	Noun: singular                                  plural pot    pots We kept drinking water in a <u>pot</u> .
drum	Noun: singular                                  plural drum    drums An old woman is carrying a <u>drum</u> .  Verb: drum - drums - drumming - drummed. They sing and <u>drum</u> every evening.
slasher	Noun: A tool used for slashing <b>singular</b> <b>plural</b> slasher                                  slashers  small words slasher - slash, as, he, her I used a <u>slasher</u> to slash our compound yesterday.
brush	Noun: <b>singular</b> <b>plural</b> brush                                  brushes I have bought three scrubbing <b>brushes</b> . <b>Verb forms:</b> brush – brushes - brushing – brushed He <u>brushed</u> his teeth in the morning.

## Activity

### Arrange the letters to write correct words.

1. pat \_\_\_\_\_
2. erriv \_\_\_\_\_
3. kela \_\_\_\_\_

### Fill in the missing letters

4. sl...sh...r
5. jerr...can

Make correct sentences using the following words.

6. pot \_\_\_\_\_
7. well \_\_\_\_\_

Write the plural form of the following.

8. brush \_\_\_\_\_
9. drum \_\_\_\_\_

Write a small word from : slasher

10. \_\_\_\_\_

### Table of verbs in past tense.

We use the past tense to talk or ask about past events.

Learn the past tense of these verbs.

Verb	Past tense
clean	cleaned
slash	slashed
mop	mopped
boil	boiled
fetch	fetches
wash	washed
clear	cleared
pour	poured
dress	dressed
plant	planted
weed	weeded
carry	carried
wear	wore
grow	grew
take	took

dig ride do	dug rode did
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## Sentences

1. Amina fetches water yesterday.
2. We planted maize last month.

## Activity

**Use the verbs in brackets correctly to complete the sentences.**

1. Alice \_\_\_\_\_ the pot yesterday. (clean)
2. Who \_\_\_\_\_ drinking water last week? (boil)
3. The farmer \_\_\_\_\_ maize last season. (plant)
4. He \_\_\_\_\_ a lot of beans last year. (grow)
5. We \_\_\_\_\_ a shallow well in the village. (dig)
6. Tom \_\_\_\_\_ the grass near the well yesterday. (slash)
7. She \_\_\_\_\_ a raincoat because it was very cold. (wear)
8. Mary \_\_\_\_\_ water from the tap last evening. (fetch)
9. Mother \_\_\_\_\_ the water into the jerry can. (pour)
10. Maxwell \_\_\_\_\_ his bicycle to the well yesterday. (ride)

## STRUCTURES

Using: When did he /she \_\_\_\_\_?

He/she \_\_\_\_\_ (days of the week)  
(time of the day/month of the year)

### Examples

1. When did Mary clean the pot?  
Mary cleaned the pot last Saturday.
2. When did Musa slash the grass?  
Musa slashed the grass on Friday.
3. When did Alice boil drinking water?  
Alice boiled drinking water yesterday.

## Activity

**Answer the following questions using the words in the brackets.**

1. When did the father buy a new pot? (on Thursday)
2. When did Jane clean the jerrycans? (on Monday)
3. When did the girls go to the well? (last month)

4. When did she fetch water? (yesterday)
5. When did the farmer weed his crops? (on Tuesday)
6. When did Agnes sell her pot? (last year)
7. When did Joseph drink unboiled water? (in the morning)
8. When did the P.3 pupils visit the lake? (last term)

Using : Did \_\_\_\_\_ (Mary/Musa) clean the \_\_\_\_ (pot, tank, well)

Yes, she/he did

No, she/he did not.

### **Examples**

1. Did Mary clean the drum? (No)  
No, she did not.
2. Did Juma wash the jerrykan? (Yes)  
Yes, he did.

### **Activity**

Answer these questions using, Yes, he/she did or No, he/she did not.

1. Did Amos boil drinking water? (Yes)
2. Did Peter fetch water from the river? (No)
3. Did the boys visit the spring? (No)
4. Did the woman carry the pot? (Yes)
5. Did Moses go to the lake? (Yes)
6. Did mother clean the jerrycans? (No)
7. Did the man make a tank? (Yes)
8. Did the little girl drink unboiled water? (No)

### **Structure**

Using : Who \_\_\_\_\_?

1. Who washed the pot? (mother)  
Mother washed the pot.



2. Who cleaned the jerrycan? (Juliet)  
Juliet cleaned the jerrycan.
3. Who washed the tank? (Sonia)  
Sonia washed the tank.

### **Activity**

**Use the words in brackets to answer the questions correctly.**

1. Who cleared the bush? (Father)
2. Who cleaned the tank? (He)
3. Who made a nice pot? (Betty)
4. Who fetched water from the tap? (We)
5. Who slashed the bush? (Hakim)
6. Who mopped the kitchen? (Ashaba)
7. Who cleared the bush? (Sulainah)
8. Who washed the bucket? (Joel)

### **COMPREHENSION**

**Recite the rhyme with your friends correctly.**

#### **USES OF WATER**

Water, water, water  
I drink water when I am thirsty  
I bathe water when I am dirty

Water, water, water  
I need water to grow crops  
I need water to wash clothes

Water, water, water  
I need water to wash plates  
I need water to cook food

**By Josyline (P.3)**

### **Questions**

1. What is the rhyme about?
2. When does the writer drink water?
3. How many lines are in the rhyme?
4. Name any two things washed using water.
5. What does the writer cook using water?
6. What is the title of the rhyme?
7. Who wrote the rhyme?
8. How many stanzas are in the rhyme?
9. In which class is the writer of the rhyme?
10. Give another word to mean the same as '**wash**'.

## **GUIDED COMPOSITION**

**Use the given words below to complete the composition.**

month, that, clean, water, slashers, fetch, animals, sources, safe, boreholes, diseases, all.

### **SOURCES OF WATER**

There are many sources of 1)\_\_\_\_\_ in Kawempe Division. People in the division 2)\_\_\_\_\_ water from taps, wells, springs, lakes, rivers, and 3)\_\_\_\_\_.

Every 4)\_\_\_\_\_, people in Kawempe Division come together to 5)\_\_\_\_\_ the water sources. They use hoes, and spades to do the cleaning. They slash 6)\_\_\_\_\_ the bushes around the water.

This is done to make sure 7)\_\_\_\_\_ the water sources are clean and 8)\_\_\_\_\_ for domestic use. To prevent 9)\_\_\_\_\_, health workers say never allow 10)\_\_\_\_\_ to share water with people from the same water source.

# NICE HOLIDAYS