

2022 P. 3 ENG NOTES BY MR KIMULI DERRICK-0754336823-
PRIMARY THREE ENGLISH

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TERM I

THEME I : OUR SUB-COUNTY/DIVISION
SUB-THEME : NAME AND LOCATION OF OUR DIVISION

Read and learn

- on
- behind
- opposite
- division
- in front of
- at the side of
- cupboard
- next to
- in
- near
- at

Fill in the missing letters.

1. b__h__nd
2. n__ar
3. d__v__s__on
4. ____n
5. opp__s__te
6. a____

Re-arrange the words to make correct sentences.

1. near my bag desk the _____
2. teacher behind class the is the. _____
3. division is near headquarters our the school.

Read and draw.

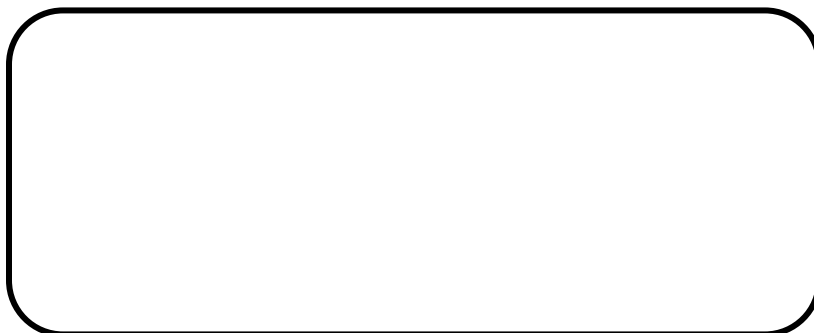
1. The tree is behind the school.



2. The hen is on top of the hut.



3. The girl is in front of the car.



Structures

Where is the?

Is the?

1. Where is the chalkboard? (in front of the class)

2. Where is the round about? (in the middle of the school compound)

3. Where is the tree? (behind the house)

4. Where is the car? (near the petrol station)

Is the

1. Is the house near the tree? (yes) Yes, the house is near the tree.

2. Is the car near the garage? (No) No, the car isn't near the garage.

3. Is the teacher opposite the pharmacy? (No)

4. Is the cat under the table? (Yes)

5. Is the school near your home? (No)

Nouns

Nouns are names of things e.g. tables, Alex, bottles, Friday, Lubega, Lubaga, tin, tree

Exercise

Underline the nouns in the sentences.

1. Her sweater is big.

2. I am sitting on the chair.

3. January is the first month of the year.

4. I have a new umbrella.

PROPER NOUNS

Proper nouns begin with capital letters e.g. Peter, Wakiso, Tuesday, March, Mr. Mukasa etc.

Examples of Proper nouns

Days	Months	Cities	Countries
Tuesday	January	Kampala	Uganda
Monday	February	Nairobi	Sudan
Sunday	March	Dodoma	South Africa
Wednesday	April	Vegas	Kenya
Thursday	May	Juba	Tanzania
Friday	June	Lagos	Rwanda
Saturday	July	London	Zimbabwe
	August		

Titles can be proper nouns.

Honourable , Mister, Doctor, Teacher, Mistress.

Note:

Names of famous physical features e.g. L. Victoria, R. Nile, Mt. Rwenzori are also written starting with **capital letters**.

Names of people

- Suzan - Robert - Kombe - Musoke
- Rebecca - Annet - Elias
- Jane - Alice - Dan

Activity

Write in short.

1. Honourable _____
2. Teacher _____
3. Mister _____

Circle the proper noun from the sentence.

1. Vivian is very beautiful.
2. South Africa is a big city.
3. I saw R. Nile when I was going to Mbale.
4. February is the month of love.

Write the proper nouns beginning with capital letters.

1. december _____
2. sudan _____
3. jane _____
4. kasule _____

COLLECTIVE NOUNS

A collective noun is a name given to a group of things taken as one e.g. forest, heap, swarm.

Examples

- | | |
|-------------------------------|------------------------------------|
| 1. a flock of sheep. | 8. a bundle of firewood. |
| 2. a bench of bishops/judges. | 9. a galaxy of stars. |
| 3. a team of players. | 10. a congregation of worshippers. |
| 4. a herd of cattle. | 11. a bunch of keys. |
| 5. a troupe of dancers. | 12. a heap of sand. |
| 6. a troop of monkeys. | 13. a pack of wolves. |
| 7. a bouquet of flowers. | 14. a gang of thieves. |

Activity

Complete the collective nouns.

- | | |
|-------------------------|---------------------|
| 1. a _____ of teachers. | 3. a _____ of sand. |
| 2. a _____ of stars. | |

Write one word.

1. A group of people watching a football match _____.
2. A group of cattle _____.
3. A collection of many flowers _____.
4. A group of knives, forks, spoons _____.

COMMON NOUNS

Common nouns are names given to all people, places and things of the same kind. They can be countable or uncountable nouns e.g. women, boys, girls, birds, tree, desk etc.

Countable nouns

These are things which can be counted.

Plural forms of countable nouns.

Nouns that add (s.)

Singular		Plural	Singular		Plural
boy	-	<u>boys</u>	monkey	-	
donkey	-		desk	-	
key	-		teacher	-	

stone -
girl -

chimney -

Nouns that add 'es'

Singular		Plural
bench	-	<u>churches</u>
watch	-	
dish	-	
match	-	
fox	-	

Singular		Plural
mango	-	
torch	-	
potato	-	
dress	-	

Change 'y' to 'i' and add 'es'.

baby	-	<u>babies</u>
county	-	
puppy	-	
story	-	
body	-	

berry	-
family	-
community	-
city	-

Change 'f' to 'v' and add 'es'.

wolf	-	<u>wolves</u>
calf	-	
life	-	
wife	-	

leaf	-
thief	-
hoof	-

Nouns that end with 'f' add 's'.

chief	-	<u>chiefs</u>
roof	-	
scarf	-	

dwarf	-
handkerchief	-

Nouns that change differently.

Man	-	<u>men</u>
woman	-	<u>women</u>
ox	-	
louse	-	
mouse	-	

goose	-	
child	-	
radius	-	radii
abacus	-	abacuses
syllabus	-	syllabuses

Nouns that don't change but are counted.

fish	-	<u>fish</u>	luggage	-
sheep	-		ewe	-
furniture	-		money	-
deer	-			

Uncountable nouns

These are things which we cannot count.

Note:

They don't change in plural e.g. sand, soil, sugar, oil, water, paraffin.

Exercise

Give the plural forms of these words.

1. boy	_____	3. house	_____
2. girl	_____	4. baby	_____

Use the words in the brackets to complete the sentences.

1. I found many _____ in the kitchen. (knife)
2. We have twenty _____ in our classroom. (bench)
3. Mummy bought two _____ from the market. (mango)

Compound nouns

These are nouns that are made up of two or three words.

Examples

sister-in-law	-	sisters-in-law
teacher-on-duty	-	teachers-on-duty
prisoner-of-war	-	prisoners-of-war
officer-in-charge	-	officers-in-charge
commander-in-chief	-	commanders-in-chief

Gender (sex)

Gender is the state of being male or female.

Animal gender

<u>Male</u>		<u>Female</u>		<u>Male</u>		<u>Female</u>
boar(pig)	-	sow		buck(rabbit)	-	doe
ram(sheep)	-	ewe		billy(goat)	-	nanny
stallion(horse)	-	mare		dog	-	bitch

bull	–	cow	tiger	–	tigress
drake	–	duck	lion	–	lioness
gander	–	goose	leopard	–	leopardess
wolf	–	she-wolf			

Re-write giving one word for the underlined group of words.

1. The **female rabbit** was grazing. _____
2. The **female goat** has three kids. _____
3. The **male duck** quacked loudly. _____

Give the plural forms of the underlined word.

4. Was the **bitch** barking? _____
5. A **ewe** has a lamb. _____

Human gender

Feminine	Masculine	Feminine	Masculine
she	he	nuns	monks
girl	boy	manageress	manager
woman	man	matron	patron
grandfather	grandmother	daughter	son
wife	husband	niece	nephew
queen	king	widow	widower
spinster	bachelor	landlady	landlord
poetess	poet	monitress	monitor
waitress	waiter	empress	emperor
conductress	conductor	headgirl	headboy
heroine	hero	aunt	uncle
goddess	god	sister	brother
bride	bride-groom	witch	wizard

Exercise

Give the opposites of the underlined words.

1. The **men** have come. _____
2. Your **landlord** is very good. _____
3. Winnie is a good **actress**. _____
4. My **nephew** works in a bank. _____

Articles

These are 'a', 'an' and 'the'.

a – used before consonants.

Note: article 'a' can also be used on vowels that sound consonant e.g. a ewe, a uniform.

an – used before vowels.

Note: article 'an' can also be used on consonants that sound vowel e.g. hour, honest, honourable)

the – used on countables and uncountables e.g. the man, the matron, the boy etc.

Exercise

Fill in the gaps with 'a', 'an' and 'the' to complete the sentences.

1. _____ owl is _____ wild bird.

2. Amos is _____ Ugandan.

3. Can I have _____ cup of black coffee.

4. He is _____ honourable man.

5. _____ president visited us last month.

Alphabetical order

When the first letters are different.

a) ox, camel, donkey, lion, horse

b) Joan, Alice, Betty, Doreen, Teddy

c) ram, saw, doe, ewe, ape

When the first letters are the same.

a) lung, loan, land, leaf, line

b) meat, mask, milk, moon, must

c) doll, duck, deer, dice, date

When the first two letters are the same.

a) tree, trace, trap, trick, troop

b) cruel, crow, crack, crest

c) ship, shark, shone, sheep

OCCUPATION

These are things people do to get money.

Spell and pronounce

- | | | |
|--------------|--------------|-----------|
| • occupation | • secretary | • dentist |
| • conductor | • barber | • garden |
| • oculist | • fishmonger | • farmer |
| • florist | • sells | |

Form small words from the big words.

- | | | |
|----------------|-------|-------|
| 1. conductor: | _____ | _____ |
| 2. farmer: | _____ | _____ |
| 3. occupation: | _____ | _____ |

Re-arrange the letters to make correct words.

- | | |
|---------------|-------|
| 1. mongerfish | _____ |
| 2. ermfar | _____ |
| 3. ristflo | _____ |
| 4. uctorcond | _____ |

PEOPLE'S WORK

1. cuts hair barber.
2. looks after sheep shepherd.
3. performs in a theatre actor/actress.
4. bakes cakes baker.
5. sells fish fishmonger
6. keeps animals and grows crops _____.
7. sells eye glasses optician.
8. treats eyes oculist.
9. writes poems poets/poetess.
10. operates patients surgeon.
11. catches fish _____

12. treats teeth _____
13. sells flowers _____
14. cares for the sick _____
15. heads a school _____
16. builds houses _____
17. mends shoes _____
18. makes furniture _____
19. collects school fees _____
20. fixes broken water pipes _____

PLACES OF WORK

These are areas where different people do their work. e.g.

- | | | | | | |
|----------------|---|---------------|-------------------|---|-------|
| 1. barber | - | <u>salon</u> | 11. teacher | - | _____ |
| 2. baker | - | <u>bakery</u> | 12. conductor | - | _____ |
| 3. farmer | - | _____ | 13. carpenter | - | _____ |
| 4. doctor | - | _____ | 14. mechanic | - | _____ |
| 5. lawyer | - | _____ | 15. market vendor | - | _____ |
| 6. hairdresser | - | _____ | 16. grocer | - | _____ |
| 7. fishmonger | - | _____ | 17. milkman | - | _____ |
| 8. secretary | - | _____ | 18. actor/actress | - | _____ |
| 9. banker | - | _____ | 19. policeman | - | _____ |
| 10. surgeon | - | _____ | 20. fisherman | - | _____ |

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

Home Home Home
 Home sweet home
 Go to the North
 Home is the best
 Go to the South
 Home is the best
 Go to the East
 Home is the best
 Go to the west, home is best.
 Sweet home my home.

Ainembabazi Liz (P.3)

2nd Feb. 2020.

Questions

1. How many stanzas does the rhyme have?

2. What is the rhyme about?

3. Is home sweet?

4. How many cardinal points are mentioned in the rhyme?

5. According to the rhyme, what is the best?

6. Write the opposite.

i) North _____

iii) East _____

ii) Sweet _____

7. Who wrote the rhyme?

8. In which class is the writer?

9. When was the rhyme written?

10. How many lines does the rhyme have?

Use the following words to complete the story.

airport,	children,	two,	health centre,	aeroplanes,
nurse,	school,	sons,	car	

Mr. Sempala is a pilot. He flies _____. He works at the _____. Mr. Sempala's wife is a _____. She works at the _____. Mr. and Mrs. Sempala have four _____. They have two _____ and _____ daughters. Mrs. Sempala drives a red _____. She takes her children to _____ everyday. Mr. Sempala comes home over the weekend.

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

PEOPLE AND THEIR WORK

Do you want to see an old fishmonger?

Do not ask the young farmer

The farmer is in the garden

Walk straight to the lakeside

If you want to buy a fish

You will find the old fishmonger there.

If you want to see doctor

Do not ask the priest

Walk straight to the big hospital

Tell the nurse you are not alright

Sit on the chair and wait.

Soon the doctors will come to you.

By Opio Freddie.

Questions

1. What is the poem about?

2. How many stanzas does the poem have?

3. Who is in the garden?

4. Is the fishmonger old?

5. Where is the old fishmonger?

6. Which stanza talks about the lake side?

7. Does a priest work in a hospital?

8. Who wrote the poem?

9. Write in short.

i) Doctor _____

ii) Hospital _____

10. What is the title of the poem?

Re-arrange the sentences below to form a short story.

1. The butcher gave him the meat and he went home.
2. John reached the place and greeted the butcher.
3. One day Mrs. Lule sent John to the butcher's.
4. He gave him money and ordered for the meat.
5. She gave him some money and a basket.

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

PHYSICAL FEATURES IN OUR SUBCOUNTY

Physical features are natural land forms.

Examples

- | | | | |
|-----------|------------|--------|---------|
| - valleys | - mountain | - hill | - river |
|-----------|------------|--------|---------|

I can spell and read the words.

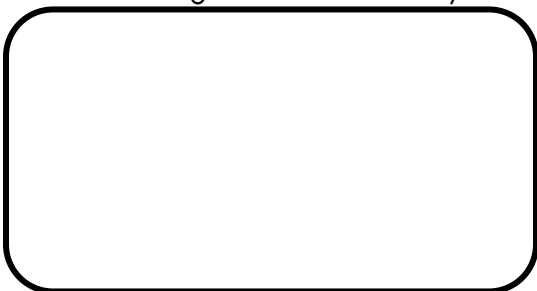
- | | | | |
|------------|----------|------------|---------|
| - mountain | - along | - downhill | - pond |
| - plateau | - move | - spring | - swamp |
| - graze | - uphill | - well | |

Identify a small word from a big word.

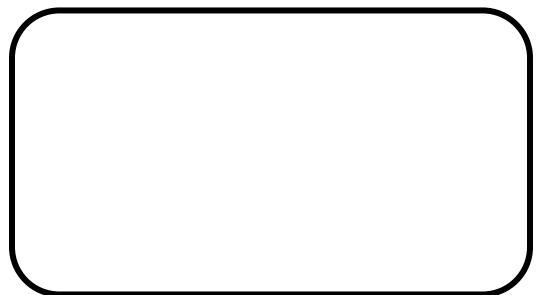
- | | | | | | |
|-------------|---|-------|-------------|---|-------|
| 1. mountain | - | _____ | 4. plateau | - | _____ |
| 2. pond | - | _____ | 5. Downhill | - | _____ |
| 3. spring | - | _____ | | | |

Read and draw.

1. There is a goat in the valley.



2. Jack is moving uphill.



3. Children are walking downhill.



4. Mr. Kintu's house is on a hill.



VERBS

A verb is a doing word e.g. come, slap, sit, laugh, go, clean etc.

PRESENT CONTINUOUS TENSE

This tense is also called now tense where (**ing**) is added on the verb.

Add 'ing' to the verb and read correctly.

speak	-	_____
teach	-	_____
go	-	_____
cook	-	_____
sleep	-	_____
sweep	-	_____
catch	-	_____
wash	-	_____
drink	-	_____
bark	-	_____
brush	-	_____
play	-	_____
visit	-	_____

cross	-	_____
plant	-	_____
reach	-	_____
climb	-	_____
eat	-	_____
boil	-	_____
bring	-	_____
stand	-	_____
wear	-	_____
tear	-	_____
work	-	_____
call	-	_____
steal	-	_____

Drop 'e' and add 'ing'.

bake	-	_____
take	-	_____
drive	-	_____
dance	-	_____
move	-	_____
frame	-	_____
graze	-	_____
dive	-	_____

care	-	_____
write	-	_____
ride	-	_____
give	-	_____
trade	-	_____
debate	-	_____
come	-	_____

Double the last letter and add 'ing'.

clap	-	_____
mop	-	_____
skip	-	_____
scrub	-	_____
dig	-	_____
swim	-	_____
run	-	_____

omit	-	_____
knit	-	_____
rub	-	_____
jog	-	_____
sit	-	_____
slap	-	_____

Verbs that end with 'y' add 'ing'.

carry	-	<u>carrying</u>
bury	-	_____
play	-	_____
pray	-	_____
stay	-	_____
marry	-	_____
obey	-	_____

betray	-	_____
buy	-	_____
cry	-	_____
dry	-	_____
try	-	_____

Exercise

1. The shopkeeper is _____ me sugar. (give)
2. Who is _____ the house? (mop)
3. Namuli is _____ a tree. (climb)
4. The cleaner is _____ food. (serve)
5. Primary Three children are _____ the exercise. (write)
6. Mummy is _____ to the market. (go)
7. The teachers are _____ tea. (take)

PRESENT SIMPLE TENSE

➤ This tense is also called Every Day Tense.

➤ Tense marks used are every, daily, often, always, sometimes

Verbs that add 's'.

cook	-	<u>cooks</u>
mop	-	_____
sleep	-	_____
bark	-	_____
drive	-	_____
ride	-	_____

teach	-	_____
sweep	-	_____
take	-	_____
drink	-	_____
play	-	_____
pray	-	_____

visit	-	_____
plant	-	_____
climb	-	_____

eat	-	_____
weave	-	_____
move	-	_____

Add "es".

go	-	<u>goes</u>
brush	-	_____
push	-	_____
watch	-	_____
teach	-	_____
reach	-	_____
torch	-	_____

wash	-	_____
touch	-	_____
do	-	_____
dress	-	_____
cross	-	_____
box	-	_____

Complete the sentences correctly using the verbs given in the brackets.

1. Farmers always _____ on a mat. (sit)
2. We sometimes _____ football at school. (play)
3. Mother always _____ in the evening. (dig)
4. Martha sometimes _____ fish. (fry)
5. They sometimes _____ plates after lunch. (wash)
6. He always _____ in the morning. (pray)

THE PAST SIMPLE TENSE

- This tense is called yesterday tense.
- Tense markers used are yesterday, last, previous, ago.

Add "d"

dance	-	<u>danced</u>
move	-	_____
graze	-	_____
live	-	_____
love	-	_____
create	-	_____
escape	-	_____

tame	-	_____
wave	-	_____
dive	-	_____
trade	-	_____
bake	-	_____
debate	-	_____
care	-	_____

Add "ed"

cook	-	<u>cooked</u>
bark	-	_____
plant	-	_____
climb	-	_____

brush	-	_____
play	-	_____
pray	-	_____
visit	-	_____

cross	-	_____
wash	-	_____
reach	-	_____
boil	-	_____

work	-	_____
call	-	_____
answer	-	_____
clean	-	_____

Change “y” to “i” and add “ed”.

cry	-	<u>cried</u>
bury	-	_____
marry	-	_____
try	-	_____

dry	-	_____
fry	-	_____
hurry	-	_____
worry	-	_____

Verbs that change completely.

weave	-	wove
teach	-	taught
catch	-	caught
drink	-	drank
eat	-	ate
give	-	gave
run	-	ran
swim	-	swam
bring	-	brought
buy	-	bought
stand	-	stood

go	-	went
come	-	came
drive	-	drove
write	-	wrote
hide	-	hid
dig	-	dug
speak	-	spoke
steal	-	stole
leave	-	left
ride	-	rode

Double the last letter and add “ed”.

mop	-	<u>mopped</u>
clap	-	<u>clapped</u>
skip	-	_____
scrub	-	_____
knit	-	_____

jog	-	_____
slap	-	_____
omit	-	_____
rub	-	_____

Exercise

Use the words in brackets to complete the sentences.

1. Mary _____ a nice dress on her party last year. (wear)
2. She _____ herself last night. (cut)
3. They _____ two bags of sugar last month. (bring)
4. The boy _____ on a bench last year. (stand)

5. I _____ very well on Diana's birthday party. (dance)
6. Mummy _____ a new dress last week. (buy)
7. We _____ in the garden last Tuesday. (dig)

Where do we getfrom?

1. Where do we get water from? (spring)

2. Where do we get salt from? (some lakes)

3. Where do we get clay from? (swamp)

4. Where do we get minerals from? (underground)

5. Where do we get stones from? (quarry)

Read the rhyme below correctly and answer questions about it in full sentences.

Jack and Jill went up the hill
To fetch a pail of water
Jack fell down and broke his leg
And Jill came tumbling after.

**Jonathan Lumbye
P.3 Triangle
(Kingsley Junior School)**

Questions

1. Who went up the hill?

2. Why did the boys go up the hill?

3. Who is the writer of the rhyme?

4. What happened to Jack when he fell down?

5. In which class is Jonathan Lumbye?

6. Who tumbled after Jack?

7. To which school does Jonathan belong?

8. Give the opposite of uphill.

9. Suggest a title for the rhyme.

10. How many lines does the rhyme have?

Study the calendar below and answer the questions that follow in full sentences.

NOVEMBER 2019

MON	TUE	WED	THUR	FRI	SAT	SUN
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

Questions

1. Which month is shown?

2. On which day did the month start?

3. How many Sundays are shown on the calendar?

4. On which day did the month end?

5. For which year is the calendar?

6. Which day was 12th?

7. There are _____ Wednesdays in the month.

8. How many days does this month have?

9. Write in full.

i) Sun. _____

ii) Tue. _____

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

OPEJU'S HOME

My name is Opeju. Our home is down the hills of Ogepa village. We have gardens down the valley and along the river. We planted yams and rice in them. My parents planted trees up the hills. These trees protect our house and crops from strong wind. We also rear fish in two big ponds. My sister Azoyo and I help our parents to feed the fish. Sometimes we go across the road to fetch water from the well.

Our friend Nyiru lives up the mountain. He says it is very cold up there. He usually brings us very sweet fruits from the mountain.

Questions

1. What is the story about?

2. Where is Opeju's home?

3. Why did Opeju's parents plant trees?

4. Name other two things that were planted.

5. What do they rear in big ponds?

6. Who lives up in the mountains?

7. Where do they rear the fish from?

8. Write the title of the story. _____

9. Where do they go to fetch water?

Re-arrange the sentences to form a meaningful story.

1. Last Friday, there was a parish meeting.

2. The secretary wrote down the work he mentioned.

3. Mr. Kyazze is the chairperson of our parish.

4. He told the members about the work they can do to get money.

5. This meeting was chaired by Mr. Kyazze.

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

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

ROUND SUN

Oh, round sun
Rising in the East every morning,
Allowing light and day to come,
For me to go to school.

Oh round sun,
Setting in the West every evening,
Allowing darkness and night to come,
Then I go to sleep,
I love you, my round sun.

Betty (P.3)

Questions

1. How many stanzas does the poem have?

2. What rises in the East every morning?

3. Which stanza talks about sleep?

4. How many lines make up the poem?

5. Who wrote the poem? _____
6. Is the sun round? _____
7. Where does the sun set every evening?

8. Write the last line of the first stanza.

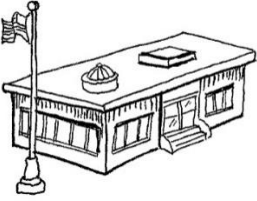


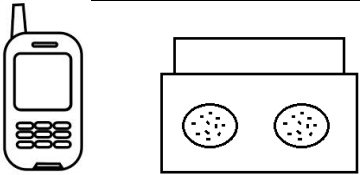
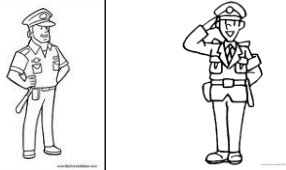
9. In which class is the writer? _____

THEME 2 : LIVELIHOOD IN OUR SUB-COUNTY
 SUB-THEME : SOCIAL SERVICES AND THEIR IMPORTANCE

Lesson 1

- Social services are services provided by the government to people to live a better life

These services include:

	
Education service	Health service
	
Transport service	Communication service
	
Security service	

• Read the words

education	butcher	fishmonger	salon
fish	carpenter	glazier	garage
bricks	builder	barber	grocer's
teacher	fisherman	cobbler	court
weave	tailor(male)	lawyer	office
secretary	painter	florist	dairy
seamstress (female tailor)			

ACTIVITY I

• Fill in the missing letters

- | | |
|---------------|---------------|
| a) h__sp__tal | f) b__ber |
| b) b__tch__r | g) s__mst__ss |
| c) gl__er | h) fl__r__st |

d) c__rp__ter

i) ed__ __ti__n

e) s__ __on

j) go__ __r__ent

ACTIVITY 2

• Who am I?

a) I treat sick people. I work in a hospital. Who am I?

You are a _____.

b) I make chairs, tables, desks and beds from wood. Who am I?

You are a _____.

c) I organize bouquets and wreaths for selling. Who am I?

You are a _____.

d) I mend and repair people's shoes. Who am I?

You are a _____.

ACTIVITY 3

• Arrange these words in ABC order

a) tailor, glazier, doctor, mechanic

b) salon, garage, butchers, farm

• Practical work

Draw and colour a bouquet that you would wish to give to your parents as a gift.



ACTIVITY 4

• Structures (What does a do?)

a) What does a teacher do? A teacher _____.

b) What does a builder do? A builder _____.

- c) What does a fishmonger do? A fishmonger _____.
- d) What does a plumber do? A plumber _____.

ACTIVITY 5

- **Who**?
- a) Who sells meat? _____.
- b) Who types letters? _____.
- c) Who mends shoes? _____.
- d) Who sews clothes? _____.
- e) Who collects fares in a taxi or a bus? _____.

LESSON 2: PAST SIMPLE TENSE

- This tense is also known as the **yesterday tense**.
- This tense is used to express/ show actions that took place in the past.
- Related words used are; **last**, **ago**, **previous**.

Examples

- 1) A doctor treated a patient **yesterday**.
- 2) She drove a car to Gulu **last** weekend.
- 3) A fishmonger **caught** a big tilapia two days **ago**.

- **Regular verbs**
- **Verbs that add “ed” to form their past tense.**

Examples

cook	-	cooked	plant	-	planted
jump	-	jumped	fish	-	fished
boil	-	boiled	collect	-	collected
spray	-	sprayed	type	-	typed

ACTIVITY 1

Use the words in brackets to complete the sentences

- 1) The farmer _____ crops last season. (plant)
- 2) The fisherman _____ a lot of fish from Lake Albert last month. (fish)
- 3) Our secretary _____ the circular for visitation day two days ago. (type)
- 4) A wise cobbler _____ my torn shoes carefully the previous day. (mend)
- 5) A florist _____ rose flowers into a nice bouquet yesterday. (arrange)

- Words that double the last letter and add "ed"

We double the last letter if the verb given ends with a consonant letter and before it, there is a vowel letter.

Examples

stop	-	stopped	mop	-	_____
clap	-	clapped	skip	-	_____
knit	-	knitted	slap	-	_____
beg	-	_____	skid	-	_____

ACTIVITY 2

Use the words in brackets to complete the sentences.

- 1) The pilot was _____ from flying the aeroplane yesterday. (stop)
- 2) The milkman _____ the owner of the dairy for not paying him last month. (slap)
- 3) That seamstress _____ me not to report her to the police the previous day. (beg)
- 4) Your maid _____ the room very well thirty minutes ago. (mop)
- 5) The lady _____ the sweater for her niece yesterday. (knit)

- Words that change 'y' to 'i' and add "ied".

If the verb given ends with letter "y" and before it, there is a consonant letter.

Examples

try	-	tried	deny	-	_____
cry	-	cried	empty	-	_____
copy	-	copied	fry	-	_____

ACTIVITY 3

Use the correct form of the words given in brackets to complete the sentences.

- 1) A fishmonger _____ some fish before selling it. (fry)
- 2) A painter _____ all tins of paint yesterday. (empty)
- 3) A mechanic _____ himself while repairing daddy's car last week. (dirty)
- 4) That old butcher _____ when he never sold any meat. (cry)
- 5) A barber _____ a nice hairstyle from a chart two days ago. (copy)

- Irregular verbs
- These are verbs whose past tense changes completely.

Examples

eat	-	ate	do	-	_____
buy	-	bought	weave	-	_____
dig	-	dug	speak	-	_____
go	-	went	build	-	_____
teach	-	taught	make	-	_____
catch	-	_____	leave	-	_____
bring	-	_____	sell	-	_____
say	-	_____	pay	-	_____

ACTIVITY 4

Make meaningful sentences using these words.

- 1) bought : _____
- 2) paid : _____
- 3) taught : _____
- 4) built : _____
- 5) sold : _____

LESSON 3

ACTIVITY I

Read the passage below and answer questions that follow in full sentences

AT THE SALON

Samali had very long hair. She never wanted to get it cut short. One day, Ritah asked Samali to go with her to the salon to get her hair cut. When they reached the salon, Ritah looked at the different hairstyles on the chart. She liked one of the styles and then asked the hairdresser if she could plait one of the styles instead of cutting the hair.

The hairdresser accepted to plait both Samali's and Ritah's hair using different styles. The two girls looked beautiful and excited about their hairstyles. They paid for the service and left the salon happily.

Questions

- 1) Who had very long hair? _____

2) Why did the two girls go to the salon?

3) Did the two girls cut their hair at the salon?

4) What did Ritah see on the chart?

5) Write the title of the story?

6) What did the hairdresser do to the girls' hair?

7) How did the girls leave the salon?

8) **Give the opposite of these;**

i) beautiful _____

iii) long _____

ii) different _____

ACTIVITY 2

Read the dialogue and answer questions about it in full sentences

Opio : Good morning, Acheng.

Acheng : Good morning, Opio.

Opio : Where are you going my friend?

Acheng : I am going to the post office to send a letter.

Opio : Send a letter! To whom are you sending the letter?

Acheng : I want to send a letter to my cousin Jane who lives in America.

Opio : Why do you want to send your cousin a letter?

Acheng : I want to ask her to come back home for Christmas and bring us gifts like sport bikes.

Opio : Let me walk with you to the post office.

Acheng : Thank you so much, Opio.

Opio : You're welcome.

Questions

1) Who are the people talking?

2) Where was Acheng going?

3) What time of the day did the dialogue take place?

4) How many people took part in the dialogue?

5) Where does Acheng's cousin live?

6) Which gifts did Acheng want for Christmas?

7) Did Acheng and Opio walk to the post office?

8) Write the past tense of;

(i) go _____

(iii) bring _____

(ii) send _____

(iv) come _____

9) Suggest a suitable title for the dialogue.

ACTIVITY 3

Select words from the box and use them to fill the gaps correctly.

John, butcher, basket, two, sir, meat
sent, welcome, morning, shop

One day, Mrs. Lule _____ John to the butcher's _____.

She gave him some money and a _____. John found the

_____ cutting meat into pieces.

"Good _____ sir," John said. "Good morning, _____," the

butcher answered. I want _____ kilograms of _____. "Here is the

meat," the butcher said. "Thank you _____," John said. "You are

_____, " the butcher replied.

John took meat to Mrs. Lule happily. What a clever boy John is!

SUB-THEME : CHALLENGES IN SOCIAL SERVICES AND THEIR POSSIBLE SOLUTIONS

LESSON 4

• **Read , spell and learn these words**

storm	mosquito net	alarm	mud
accidents	mosquito	slash	boil
bridge	spray	report	danger
hospital	police post	insecticide	

ACTIVITY 1

Form small words from the big words.

- | | | | | | |
|-----------|---|-------|-----------|---|-------|
| 1) danger | - | _____ | 4) police | - | _____ |
| 2) report | - | _____ | 5) alarm | - | _____ |
| 3) storm | - | _____ | | | |

ACTIVITY 2

Construct sentences using the given words to show that you know their meaning

- 6) mosquito net: _____
- 7) hospital: _____
- 8) boil : _____
- 9) slash : _____

Structure I : How did?

Qn. : How did she get an accident? (jump)

Ans. : She jumped off the bicycle as they were riding.

ACTIVITY 3

- 1) How did Mr. Kintu kill the mosquitoes? (spray insecticide)

- 2) How did Jane boil the milk? (light a stove)

- 3) How did they fall into the mud? (jump over the wall)

- 4) How did Juma get the accident? (fall off the bicycle)

- 5) How did you clear the bush around the toilet? (use a slasher)

Structure 2 : What diddo?

6) What did Anna do yesterday? (organize the room)

7) What did you do last night? (make an alarm)

8) What did they do two days ago? (build a bridge)

9) What did Mr. Luutu do the previous day? (boil water for drinking).

10) What did Andrew do last week? (slash the compound)

ACTIVITY 4

The following messages were found pinned on Kyengera Primary School noticeboard. Use them to answer the questions below in full sentences.

Covid-19 is real, remember to wash your hands with soap regularly or sanitize.

Avoid mosquitoes, slash away bushy areas and spray using insecticides.

Boil water for drinking to avoid typhoid, cholera and dysentery.

Never play on the road. Avoid accidents, stay safe.

Make an alarm in case of danger and report wrong doers to the police.

Always wear your mask correctly in public places.

Questions

1) How many messages were pinned on the noticeboard?

2) Where were the above messages found?

3) Why should you wash your hands with soap regularly?

4) Which disease can be avoided by drinking boiled water?

5) What can you do in case of danger?

6) Why is it good to slash away bushy areas?

7) What should people wear correctly in public places?

8) Write your own message about how children should use the roads.

• **Practical work**

a) Show your family members how to wash hands correctly in order to avoid Covid-19.

b) Draw and colour the items used in washing hands to avoid Covid-19.

water	soap	towel

ACTIVITY 5:

ANNA'S TIMETABLE

	5:00p.m	6:00p.m	7:00p.m	8:00p.m
Mon	• Fetch water	• Wash plates	• Home work	• Supper
Tue	• Collect firewood	• Help mother	• Home work	• Supper
Wed	• Cook food	• Home work	• Reading stories	• Supper
Thu	• Wash plates	• Iron clothes	• Home work	• Supper
Fri	• Cook food	• Home work	• Iron clothes	• Supper

Questions

1) When did Anna wash plates?

2) What did Anna do on Thursday at 7:00p.m

3) At what time did Anna cook food on Friday?

4) When did Anna read the stories?

5) When did Anna help her mother?

6) At what time did Anna eat food each day?

7) How many days are shown on Anna's timetable

8) How many times did Anna do her homework?

9) On what days did Anna collect firewood?

10) At what time did Anna iron clothes on Thursday?

THEME 3 : OUR ENVIRONMENT

SUB-THEME : SOIL

I can spell and read the words.

- | | | | |
|------------|----------|---------|----------|
| - soil | - stove | - white | - silt |
| - stones | - colour | - black | - murram |
| - sand | - build | - brown | - rock |
| - clay | - crop | - grey | |
| - charcoal | - loam | - water | |

Make a small word from each big word.

1. sand - _____

2. charcoal - _____

3. soil - _____

4. colour - _____

5. murram - _____

Construct sentences using the given words.

6. stones _____

7. loam _____

8. stove _____

9. build _____

10. Draw and colour

a sack of charcoal	a heap of ash	a brown jiko

The use of “many” and “much”

- Many is used on countable nouns.
- Much is used on uncountable nouns.

Examples

- many stones
- many rocks
- many roads
- much soil
- much ash
- much murram

Form five meaningful sentences from the table.

There are	much	stones rocks water murram	in our sub-county.
There is	many	charcoal tarmac roads ash	

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

Answer these questions correctly.

What isused for?

1. What is clay used for? (make pots)

2. What is murram used for? (repair roads)

3. What is sand used for? (buid houses)

4. What is loam soil used for? (grow crops)

What colour is.....?

1. What colour is loam soil? _____
2. What colour is ash? _____
3. What colour is clay soil? _____
4. What colour is charcoal? _____
5. What colour is sand? _____

Comprehension

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

WORK IN THE GARDEN

Soil is made up of water, air, dead plants, dead animals and small pieces of rocks. Soil is good. We use clay 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. Irumba 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.

Questions

1. What is soil made up of?

2. Which soil is good for crops?

3. What did Mr. Irumba use loam soil for?

4. Where did Mr. Irumba plant beans and maize?

5. How long did the crops last in the garden?

6. Did Mr. Irumba sell the crops?

7. Where did Mr. Irumba sell the beans and maize?

8. What is the title of the passage?

9. Write the title of the passage.

SUB-THEME: NATURAL CAUSES OF CHANGES IN THE ENVIRONMENT.

I can read these words.

- | | | |
|----------|---------|-----------|
| - rain | - cold | - inside |
| - wind | - sunny | - rainy |
| - hungry | - dry | - outside |
| - hot | - wet | - flood |

Construct sentences using these words.

1. rain: _____
2. hungry: _____
3. cold: _____
4. inside: _____

Answer these questions correctly.

What diddo.....?

1. What did she do yesterday? (walk in the rain)

2. What did he do during the wet season? (plant maize)

3. What did they do on a sunny day? (swim in a pool)

When did.....?

1. When did he plant maize? (wet season)

2. When did you harvest cabbage? (dry season)

3. When did they weed coffee? (dry season)

Why did?

1. Why did Maria cry? (wet)

2. Why did Martin cry? (tired)

3. Why did Nuulu cry? (hungry)

Use: was/were

Form six meaningful sentences from the table.

There	was	big stones	in the store.
	were	much maize many coffee trees people walking	in the garden. along the road.

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

HUMAN ACTIVITIES ON SOIL

I can read easily.

- | | | |
|---------|-----------|---------------|
| - graze | - farm | - rubbish pit |
| - build | - plant | - brick |
| - burn | - cover | - make |
| - bush | - throw | - rubbish |
| - cut | - plastic | |

Re-arrange letters to form correct words.

1. zearg _____

4. asltipc _____

2. armf _____

5. tpaln _____

3. bishrub _____

Use these words in constructing sentences.

6. graze: _____

7. build: _____

8. farm: _____

9. throw: _____

10. rubbish: _____

Use: will/shall

Matching pronouns and nouns with will/shall

Pronoun I shall
 We /

e.g.

1. I **shall plant** maize tomorrow.
2. We **shall harvest** cabbage during the dry season.

Pronoun He /
 She /
 It /
 You /
 They /
Noun (Mary) /
 will

e.g.

1. He **will weed** the maize plantation tomorrow.
2. Mrs. Kimera **will prune** her banana plants next week.

Fill the gaps with will or shall.

1. I _____ plant bean seeds tomorrow.
2. Those ladies _____ harvest tomatoes next week.
3. We _____ graze the goats in the evening.
4. Tamale _____ build a **storeyed** house next week.

Answer the questions correctly.

What willdo when.....?

What will you do when you go home?

Use:

_____ (graze the ship.)
_____ (burn rubbish.)
_____ (clear the bush.)
_____ (cover the pit.)
_____ (plant trees.)
_____ (make bricks.)

Willwhen.....go/goes home?

(Answer Yes,will/shall **OR** No,will not/shall not)

1. Will you graze the sheep when you go home? **Yes, I shall** or **No, I shall not.**
2. Will Monica burn rubbish when she goes home?
Yes, she will or **No, she will not.**

Use: Don't

(Make new sentences beginning with: Don't)

e.g. It is bad to throw rubbish in the river. **Don't throw rubbish in the river.**

1. It is bad to cut down trees. _____
2. It is bad to build houses in a swamp. _____
3. It is bad to throw broken glasses in the garden.

4. It is bad to litter the compound. _____
5. It is bad to leave stagnant water in the environment.

Comprehension

GUIDED COMPOSITION

Read the story. Fill the spaces with correct words. Use the words in the box.

trees,	environment,	burn,	people,	throw,	family
--------	--------------	-------	---------	--------	--------

Last Friday, there was a meeting at Kateera village. The chairperson talked to the _____. He said, "We should not damage the _____. So don't _____ plastic bottles into the river. Don't _____ the bush. You should plant _____. Grow enough food for your _____. This village is for us all. People were very happy to hear from him.

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

SOIL

Soil Soil Soil
We grow crops
We make pots
We build houses
Using you.

Soil Soil Soil
Loam, clay, sand
All useful
black, brown and grey
Good for us.

Allen (P.3) 3/4/2020

Questions

1. What is the rhyme about?

2. Who wrote the rhyme? _____

3. How many stanzas does the rhyme have?

4. When was the rhyme written?

5. In which class is the writer? _____

6. How many lines does the rhyme have?

7. Which stanza talks about colours?

8. What is the title of the rhyme?

9. Write the title of the rhyme. _____

10. Give two uses of soil.

i) _____

ii) _____

THEME 4: ENVIRONMENT AND WEATHER IN OUR SUBCOUNTY/DIVISION

SUB-THEME: AIR AND THE SUN

I enjoy reading the words.

- | | | | |
|--------|--------|---------|---------|
| - air | - heat | - break | - wash |
| - sun | - rain | - roof | - clean |
| - wind | - rise | - fall | - cloud |
| - dry | - set | - house | - hot |
| - was | - move | - warm | - grass |

Choose a correct word from the brackets to complete the sentences.

1. I feel _____ this afternoon. (heat, hot)
2. The strong wind _____ off the roof from the house yesterday. (blue, blew)
3. The _____ rises from the East. (son, sun)
4. Trees planted in the compound act as wind _____. (brakes, breaks)
5. I always wake up before sun _____. (raise, rise)

Make correct sentences using these words.

6. air: _____
7. set: _____
8. break: _____
9. rain: _____

Answer the questions correctly.

What does /dodo.....?

1. What does she do every day? (water flowers)

2. What do you do every evening? (burn rubbish)

3. What does Mr. Kintu do every morning? (clean the compound)

4. What does Amina do every day? (dry maize)

5. What do they do every day? (collect water from the well)

Comprehension

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

Kiiza lives at Ggaba near Kampala. There is a lake near his home. The name of the lake is Victoria. People at Ggaba get a lot of rain. The sun heats the water in the lake.

The water evaporates. It forms water vapour. The water vapour rises. It forms clouds in the sky. The clouds cool. They become very cold. They form rain. When it rains, water flows back into the lake.

Questions

1. Where does Kiiza live? _____
2. Which lake is near Kiiza's home?

3. What does the sun heat?

4. Why does the water evaporate?

5. Name the lake in the story. _____
6. What happens when the clouds cool?

7. Where does the water flow back to?

8. Which clouds do you think bring rain?

SUB-THEME: WATER

I can read the words alone.

- | | | | |
|-----------|-------------|-----------|-----------|
| - water | - tap | - cream | - collect |
| - cold | - well | - lake | - harvest |
| - sweater | - jerry can | - slasher | - store |
| - clouds | - spring | - tank | - purify |
| - grow | - river | - brush | |

Fill in the missing letters to form good words.

- | | |
|------------------|--------------------|
| 1. sp____ng | 6. dr____k |
| 2. h____rv____st | 7. th____sty |
| 3. fl____w | 8. s____rc____ |
| 4. sw____t____r | 9. sl____sh |
| 5. j____y____n | 10. st____gn____nt |

Answer the questions correctly.

When did?

1. When did Alex clean the well? (Monday)

2. When did Aisha wash the pot? (Saturday)

3. When did Charles cross the river? (morning)

4. When did they slash around the borehole? (November)

5. When did she fill the drum? (evening)

Useneed.....to.....

1. What do seeds need to germinate?

2. What do plants need to grow?

3. What do animals need to grow?

4. What do wet clothes need to dry?

5. What do seeds need to dry?

Why is/are?because.....

1. Why is Mukisa wearing a sweater?

2. Why is Adeke sitting under a tree?

3. Why are you shivering?

4. Why are they sweating?

5. Why is Thearry in the pool?

Comprehension

Dialogue

Read the dialogue below and answer the questions that follow.

Rebecca : Good afternoon, John!

John : Good afternoon, Rebecca!

Rebecca : Did you attend Mr. Tamale's lesson about air and the sun?

John : No, I did not. It is because I was very sick. So, my mother said that I stay home.

Rebecca : Oh! Sorry. You missed so much. Mr. Tamale talked about what air is and all its properties.

John : Oh dear! I missed but you will help me whenever I ask.

Rebecca : Okay! See you on Monday.

John : See you on Monday.

Questions

1. How many people are talking in the dialogue?

2. Who spoke first?

3. What time of the day did the dialogue take place?

4. Who spoke last?

5. Which teacher taught about air and the sun?

6. Why didn't James learn about air and the sun?

7. What did Mr. Tamale talk about?

8. Will Rebecca help John to do his work?

9. When will Rebecca and John meet?

10. Suggest a title for the dialogue.

Form six sentences from the substitutional table.

He	harvested	maize			
She	planted	beans	in the	wet	season.
They	watered	cabbage		dry	
We	weeded	coffee			
You	pruned				
	dried				

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

Form correct sentences from the table.

When	I	go home	I	shall	graze the goats.
	we		we		clear the bush.
					plant trees.
					make bricks.
					throw rubbish into the pit.

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

TERM II WORK

THEME 5 : LIVING THINGS IN OUR SUB-COUNTY
SUB-THEME : ANIMALS IN OUR SUB-COUNTY

LESSON 5: PUNCTUATIONS

- Punctuation is a way of presenting a language.
- Punctuation makes reading and writing sensible by using punctuation marks.

Using capital letters

Write letters of the alphabet in capital from A to Z correctly.

- Capital letters are used to begin names of people and places (proper nouns) e.g. Mary, Peter, Nalumu, Kintu, Byamukama, Kampala, Ntinda, London

Capital letters are used to write titles e.g.

Doctor, Honourable, Reverend, Teacher

Capital letters are used to begin days of the week and months of the year i.e.

Days of week

Sunday
Monday
Tuesday
Wednesday
Thursday
Friday
Saturday

Months of the year

January August
February September
March October
April November
May December
June
July

ACTIVITY I

Put capital letters where necessary.

1. joan , rose and david are my cousins.

2. mummy went to dubai last friday .

3. doctor atwine has been here.

4. tuesday, wednesday and Friday are days of the week.

5. timothy is walking along kampala road.

6. anitah is a very smart girl.

7. mummy and daddy are going to mbale.

8. habibah went to jinja city last monday.

Lesson 6: Using punctuation marks

- Examples of punctuation marks include;

1) Full stop (.)

3) Question mark (?)

2) Comma (,)

4) Apostrophe (')

1) Using a full stop

- It is used to end a statement e.g.

1) Mary is a smart girl.

2) This is a very smart child.

- To write short forms (abbreviations) of some words e.g.

1) Honourable - Hon.

4) Company - Co.

2) Please turn over - P.T.O

5) Saint - St.

3) February - Feb.

ACTIVITY

Put a full stop where necessary.

1) Dorothy has eaten a ripe pawpaw

2) The headteacher will attend the meeting with Hon Katuyi on Tuesday

3) This was an expensive watch

4) I love singing _____

5) Here is your dictionary, Joel

2) Using a comma (,)

- A comma is used to separate many items e.g.

a) Paul got a set, a bag, a torch and a bicycle.

b) Sunday, Monday, Tuesday and Wednesday are days of the week.

- A comma is used to separate digits i.e. 1, 2, 3, 348, 9, 4, 0.

3) Using a question mark (?)

- A question mark is used to end a questioning sentence.
- Questioning sentences begin with questioning words like;

Who	Where	What	Have
When	Whom	Did	

Examples of questioning sentences

- 1) Who baked a cake?
- 2) Where have you been since morning?
- 3) Are you ok?

ACTIVITY

Put question marks where necessary

1. Where do you live
2. Did they come to school yesterday
3. Who saw a rainbow
4. Are you going to the market
5. Is it raining outside
6. Why was Mariam crying
7. Will they enjoy the party today

4) Using an apostrophe (')

- An apostrophe is used to show ownership (belonging)

Examples

- a) Mary's dress is torn.
- b) This is Joan's ball.
- c) Charles' car broke down.
- d) I left Moses' set here.

An apostrophe is used to write short forms (contractions) of some words e.g.

- | | | | | | |
|-------------|---|---------|-----------|---|---------|
| a) It is | - | It's | do not | - | don't |
| b) I am | - | I'm | shall not | - | shan't |
| c) We are | - | We're | have not | - | haven't |
| d) I have | - | I've | did not | - | didn't |
| e) There is | - | There's | does not | - | doesn't |
| f) I shall | - | I'll | cannot | - | can't |

ACTIVITY 3

Put an apostrophe where necessary.

1) Did you see Ronalds toy?

2) Julius cow has produced two calves.

3) Those are mens suits but not ladies dresses.

4) I ve seen a rainbow.

LESSON 7: ADJECTIVES

- **Adjectives are words used to describe nouns.**

Examples are;

many	old	few	narrow	fat
full	tall	large	wide	smooth
empty	yellow	sharp	lazy	

Nouns can be described in terms of;

number e.g. one, two , twenty, many, few, several, little.

- I have **five** balls.
- There were **many** trees in the garden.

opinion e.g. good, beautiful, lazy, smooth, happy, clever, rich

- This is a **good** piece of work.
- My dad drives an **expensive** car.

size e.g. small, big, tiny, short, tall, wide, deep, large

- Andrew has a **small** bag.
- This is a very **deep** lake.

shape e.g. round, rectangular, square, circular, oval

- I bought a **rectangular** bed.
- It was a **circular** sharpener.

age e.g. new, young, old, modern, ancient

- Sharon got an **old** dress.
- A **young** man has entered a **new** car.

colour e.g. yellow, red, black, green, maroon, orange

- It was a **green** book.

- They have white shirts only.

Origin e.g. Ugandan, Japanese, Rwandan, American,
(nationality) Irish, Tanzanian, Ghanaian

- He grows Irish potatoes on his farm.

- I met three Indian girls at the market.

material e.g. wooden, metallic, plastic, silk, rubber,

- She sleeps on a metallic bed.

- It was a woollen carpet.

ACTIVITY 1.

Fill in the gaps with suitable adjectives picked from the box.

fresh,	beautiful,	easy,	sharp,	long,
deep,	wooden,	delicious,	poisonous	

1. This is a _____ girl.
2. I got a very _____ piece of cake.
3. A man killed two _____ snakes.
4. My puppy fell into a _____ pit latrine.
5. He used a _____ stick to get some mangoes from a tree.
6. Those are not _____ apples, they look bad.
7. I did the work because it was _____.
8. Mummy used a _____ knife to cut meat into pieces.
9. We sleep on _____ beds at home.

ACTIVITY 2

Underline the adjectives in these sentences

10. The farmer sold fat cows.
11. I met a hungry lion this morning.
12. We drank some sweet juice.
13. There were American ladies at the party.
14. He put on a grey coat.
15. There are many pupils in our school.

Comparing adjectives

Adjectives can be used (compared) in three forms.

a) Positive form (degree)

This is used to describe one item or object e.g.

- This is a short pencil.

b) Comparative degree

These adjectives are used to compare two people/items or objects e.g.

- My pencil is shorter than yours.

c) Superlative degree

These adjectives are used to describe one item/person or object from many e.g.

- My pencil is the shortest of all.
- Pamela is the fattest girl in our class.

Activity 3

Ways of comparing adjectives

Positive	Comparative (add 'r')	Superlative (add 'st')
wide	wider	widest
ripe	.....	.....
wise	.....	.....
late	.....	.....
rude	.....	.....
	(add 'er')	(add 'est')
long	longer	longest
small	.....	.....
clever	.....	.....
short	.....	.....
weak	.....	.....
young	younger	youngest
	(double the last letter then add 'er')	(double the last letter then add 'est')
big	bigger	biggest
fat	.....	.....
thin	.....	.....
wet	.....	.....
hot	.....	.....

sad	.....	.....
	(remove 'y' then add 'ier')	(remove 'y' then add 'iest')
heavy	heavier	heaviest
busy	.....	.....
lazy	.....	.....
happy	.....	.....
lousy	.....	.....
crazy	.....	.....
dirty	.....	.....
early	.....	.....
ugly	.....	.....
healthy	healthier	healthiest
	(add 'more')	(add 'most')
beautiful	more beautiful	most beautiful
handsome	.....	.....
obedient	.....	.....
comfortable	.....	.....
generous	.....	.....
responsible	more responsible	most responsible
dangerous	.....	.....
	These change completely	
good	better	best
well	better	best
bad	worse	worst
much	more	most
many	more	most
little	less	least
far	farther	farthest

ACTIVITY

Complete these sentences with a correct form of adjectives given in brackets.

1. This is a _____ dress. (pretty)
2. Morris got a _____ piece of cake than John's (big)
3. Jesca is _____ than her sister. (tall)

4. A road is _____ than a path. (wide)
5. Thomas was the _____ boy of all. (tall)
6. Of the three girls, Juliana is the _____. (bright)
7. Of Solomon and Joseph, Solomon is the _____. (rich)
8. A shark is _____ than a Nile perch. (big)
9. Which is the _____ means of road transport? (easy)
10. A snail was _____ than an elephant. (slow)

LESSON 9 : OPPOSITES

Word	Opposite
blunt	sharp
poor	rich
polite	rude
punish	award
humble	proud
love	hate
happy	sad
beautiful	ugly

Word	Opposite
kind	cruel
friend	enemy
smooth	rough
narrow	wide
deep	shallow
ripe	raw
good	bad
late	early

ACTIVITY I

Rewrite the sentences giving the opposites of the underlined words

1. I was late yesterday.

2. The poor people must help other people.

3. I am a tall woman. _____

4. People should start fighting each other.

5. Joseph and Peter are absent.

6. Some balls are hard. _____

7. The man who came here was very dirty.

8. There wasn't any cold water in the fridge.

ACTIVITY 2

Opposites with 'un'

Word	Opposite
happy	unhappy
tie	untie
clear	unclear
kind	unkind
fold	unfold
healthy	unhealthy
wanted	unwanted

Word	Opposite
wise	unwise
friend	unfriend
steady	unsteady
comfortable	uncomfortable
suitable	unsuitable
pleasant	unpleasant

Opposites with 'dis'

Word	Opposite
like	dislike
appear	disappear
obey	.....
order	.....
agree	.....
advantage	.....

Word	Opposite
honest
connect
honour
organize
allow
respect

Opposites with 'im'

Word	Opposite	Word	Opposite
polite	impolite	possible	.....
movable	immovable	perfect	.....
patient	.....	mortal	.....
pure	.....	

Opposites with 'in'

Word	Opposite	Word	Opposite
complete	incomplete	secure	.....
correct	incorrect	direct	.....
capable	.....	dependent	.....

Opposites with 'ir'

Word	Opposite
regular	irregular
responsible	.....
relevant	.....

Opposites with 'mis'

Word	Opposite
place	misplace
interpret	.....
lead	.....

Opposites with 'less'

Word	Opposite	Word	Opposite
hopeful	hopeless	useful	.....
careful	careless	painful	.....
harmful	.....	merciful	.....

ACTIVITY 3

Rewrite the sentences giving the opposites of the underlined words

1. Bees are useless insects. _____
2. Some of us are responsible people. _____
3. Was Amos obedient to the teacher?

ACTIVITY 4

Give the opposites of the underlined words

4. Most of the pupils come late. _____
5. Paul is a handsome boy. _____
6. Henry was absent yesterday. _____
7. Her dress is colourful. _____
8. They liked our drawing. _____

LESSON 10: SIMILES

Similes compare things which are alike in qualities, behaviour or shape.

Examples

- as fat as a pig.
- ... as blind as a bat.
- ... as silly as a sheep.
- as huge as an elephant.
- as busy as a bee.
- ... as strong as a horse/an ox.
- as fast as a deer.
- ... as brave as a lion.

- ... as gentle as a dove.
- ... as proud as a peacock.
- ... as slow as a snail.
- ... as poor as a church mouse.
- ... as quick as lightning.
- as white as snow.

- as silent as a grave.
- as ageless as the sun.
- as high as horizon.
- as loud as thunder.
- as good as gold.

ACTIVITY I

Complete these similes correctly.

1. as heavy as _____
2. as proud as _____
3. as playful as _____
4. as fat as _____

5. as silly as _____
6. as harmless as _____
7. as blind as _____
8. as poor as _____

Complete sensibly

9. The man is as brave as _____
10. My sister is as _____ as a peacock.
11. Our grandmother was as blind as _____
12. That man is as poor as _____
13. Those children run as fast as _____
14. Jane is as slow as _____
15. Our teacher is as beautiful as a _____

LESSON II: PREPOSITIONS

- These are words that show positions of things.

Example

good
look at
laugh }

subtract
borrow
escape from
different }

famous
wait
fit for
sorry
ask }

angry
quarrel with
crowd
satisfied }

believe
interested in }

lean {against}

similar
related
prefer
married to
add
point
go
invite
listen }

afraid
die
ashamed
accused of
capable
sure
full
tire }

ACTIVITY I

1. I am good _____ English.
2. She is afraid _____ dark places.
3. I have been waiting _____ him since morning.
4. Who prefers singing _____ dancing.
5. Kiprotich is famous _____ long distance races.
6. The teacher was happy _____ us.
7. Sherry escaped _____ school yesterday.
8. Ben is leaning _____ the broken desk.
9. Mummy looked _____ me with a smiling face.
10. My sister is married _____ a doctor.
11. I am proud _____ my parents.
12. I go to school _____ foot but not by car.
13. Don't lean _____ the wall.
14. Annah is capable _____ passing the examinations.
15. My aunt is related _____ my father.
16. Jane is angry _____ all her friends.

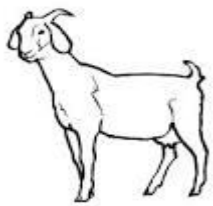
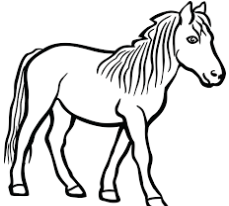
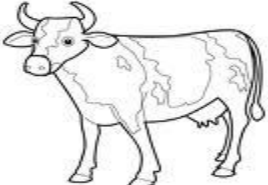

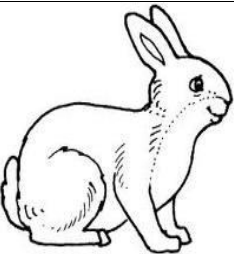
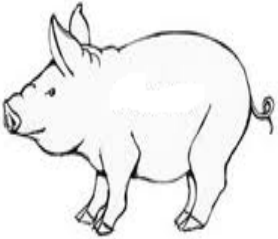
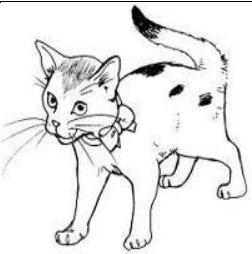
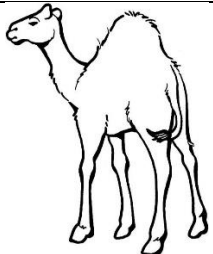
THEME 5 : LIVING THINGS

SUB-THEME : ANIMALS

LESSON 12

- Living things are things that have life e.g. plants and animals.
- An animal is any living creature that moves, grows and feeds such as dog, a lion, a rabbit, a fish and man.
- Domestic animals are animals that are kept and tamed by man.

Examples of domestic animals

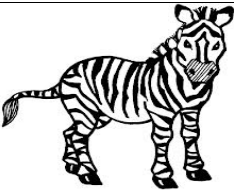
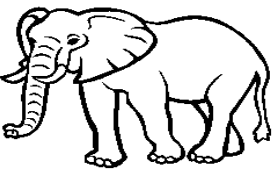


			
goat	horse	cow	dog
			
rabbit	pig	cat	camel

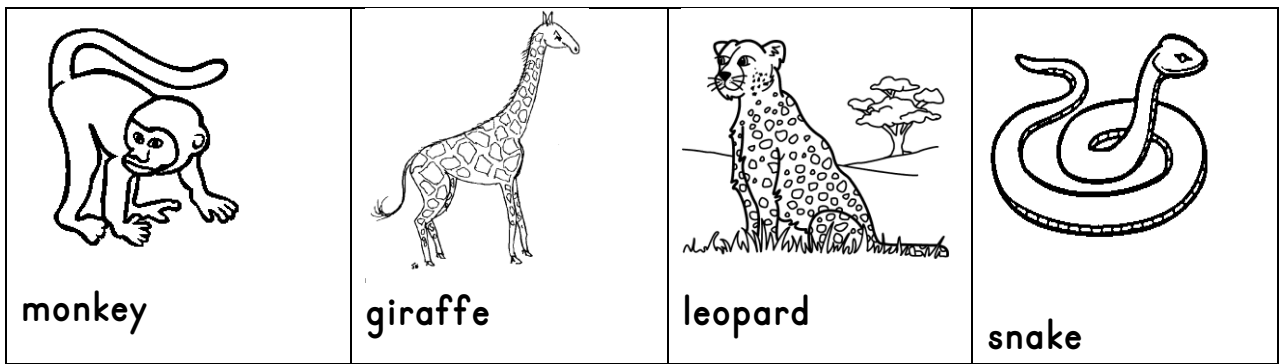
Singular (one)	Plural (many)
dog	dogs
goat	goats
cow	cows
cat	cats
rabbit	rabbits

Singular (one)	Plural (many)
donkey	donkeys
horse	horses
pig	pigs
sheep	sheep
camel	camels

- Wild animals are animals that live on their own in the wilderness.

Examples of wild animals

			
zebra	elephant	lion	Tiger

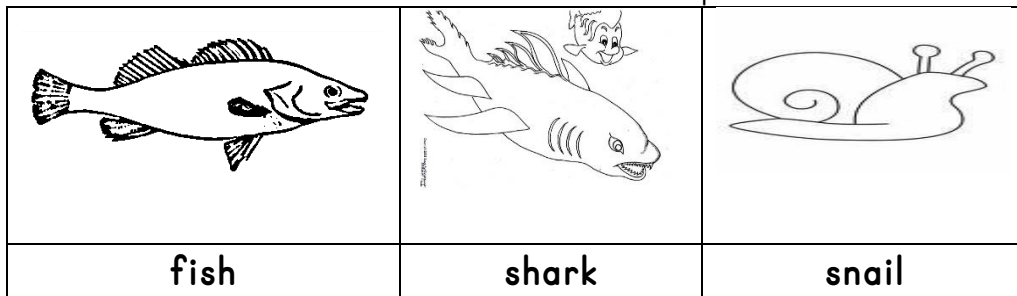


Singular (one)	Plural (many)
lion	lions
zebra	.....
monkey	.....
giraffe	.....

Singular (one)	Plural (many)
elephant
cheetah
frog
crocodile

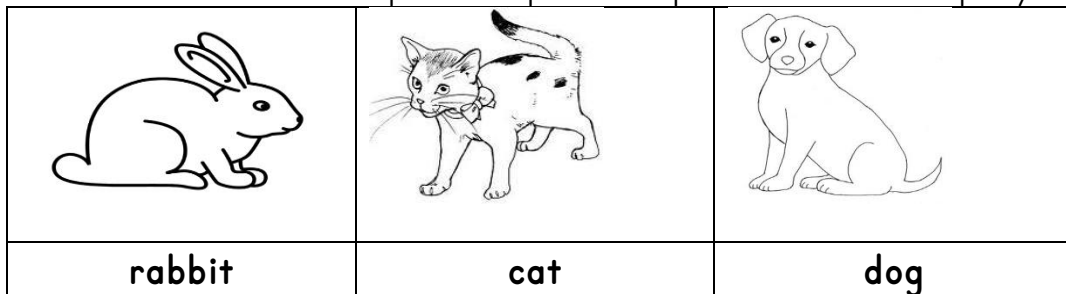
Aquatic animals

- These are animals that live in water and depend on it for their survival.



Pet animals

These are animals that are kept for a person's pleasure and company



ACTIVITY I

Give the plural forms of the words used in brackets

- There are so many _____ in the zoo. (elephant)
- The piglets were not put together with the _____ (pig)
- _____ always chase away rats from people's houses. (cat)
- The _____ were very many before it started raining. (monkey)

5. The fisherman caught a lot of _____ last evening. (fish)
 6. Our _____ are so many. (sheep)
 7. Two _____ were slaughtered for us to eat. (rabbit)

Write the plural forms of these animals.

8. donkey _____

11. ox _____

9. calf _____

12. deer _____

10. puppy _____

Animal young ones

Animal	Young one
dog	puppy
cow	calf
cat	kitten
pig	piglet
sheep	lamb
donkey	.....
horse	foal

Animal	Young one
rabbit
lion/leopard/tiger	cub
elephant
monkey
frog
fish
owl

Animal	Young one
eagle
duck
bird
butterfly
snake
hen

ACTIVITY 2

Give one word for the underlined group of words.

a) The young dog was seen crossing the road.

b) There is a young goat in that house.

c) A young cow is in the pen.

Complete the following sentences correctly.

- d) A rabbit is to _____ as a butterfly is to caterpillar.
e) A duck is to a duckling as an owl is to _____
f) _____ is to baby as pig is to piglet.

Match animals to their young ones

<u>Animal</u>	<u>Young one</u>
Lion	tadpole
Sheep	fry
Frog	cub
Fish	lamb

Animal homes

- Animal home is a habitat or dwelling of an animal.

Animal	Home	Plural
sheep	pen	pens
dog	kennel	kennels
donkey	stable	stables
horse	stable	stables
giraffe	zoo	zoos
cat	cattery	catteries
rabbit	hutch	hutches
hare	burrow	burrows
pig	sty	sties
monkey	forest	forests
cow	kraal	kraals

Animal	Home	Plural
lion	den	dens
elephant	jungle	jungles
crocodile	water	water
zebra	zoo	zoos
fish	water	water
bees	hive	hives
chicken	coop	coops
birds	nest	nests
spiders	web	webs
foxes	burrow	burrows
snails	shell	shells
goat	pen	pens

ACTIVITY 3

Match these animals to their homes

<u>Animal</u>	<u>Home</u>
1. rabbit	byre
2. spider	house
3. person	sty
4. cow	stable
5. pig	hutch
6. horse	web

Complete the analogies below

7. A dog is to a _____ as lion is to a den.
8. A pig is to a pigsty as a rabbit is to _____
9. A sheep is to a pen as a horse is to a _____
10. A spider is to _____ as an ant is to _____

● **Structures (Where were/ was the?)**

1. Where were the birds? (nest)

2. Where were the elephants? (jungle)

3. Where was the dog? (kennel)

● **Structures (What did the?)**

4. What did the elephant do? (ran away)

5. What did the bird do? (flew away)

6. What did the lion do? (ate the zebra)

● **Structures (Did the?)**

7. Did the eagle fly away? (Yes)

8. Did the zebra run away? (No)

9. Which one is smaller? (dog, monkey)

10. Which is fatter? (pig, cow)

Animal sounds

Animal	Sound	Animal	Sound
dog	barks	bird	sings
cow	lows	owl	hoots
cat	purrs	snake	hisses

Animal	Sound	Animal	Sound
pig	grunts	lion	roars
sheep/goat	bleats	bull	bellows
donkey	brays	rat	squeaks
elephant	trumpets	duck	quacks
monkey	chatters	hen	clucks
frog	croaks	cock	crows

ACTIVITY 4

Complete the gaps correctly with animal sounds

1. A monkey chatters but a dog _____
2. A snake hisses but a lion _____
3. Bleating is to sheep as _____ is to horse.
4. The lambs are _____
5. _____ is to elephants as singing is to birds.
6. Listen! An owl is _____
7. The goat _____ a lot when it was hungry.

LESSON 13: COMPREHENSION

ACTIVITY 1

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

AT THE NATIONAL PARK

Visit the national park
 And see all types of animals
 Big and small
 The elephant is the biggest
 The giraffe is the tallest
 In the national park.
 Beautiful birds flying
 Kites and eagles spying
 And the lions running fast
 To catch the kobs playing
 In the national park

Alex (P.3 Kite)

3/08/2020

Questions

1. How many stanzas does the poem have?

2. What will you see when you visit the national park?

3. Who wrote the poem?

4. In which class is the writer?

5. When was the poem written?

6. Which stanza talks about kobs?

7. What is the title of the poem?

8. Name the tallest animal in the national park.

9. What were spying?

10. Give the past tense of these words;

(i) running _____ ii) fly _____

ACTIVITY 2

A. Re-arrange the sentences below to make a meaningful story.

1. These are domestic and wild animals.
2. There are two major groups of animals.
3. Domestic animals are animals kept in people's home.
4. Both groups of animals are very important to us.
5. While wild animals live in the bush.

MEANINGFUL STORY

1. _____

2. _____

3. _____

4. _____

5. _____

B. Re-arrange the sentences below to make a meaningful story.

1. Then the lion fell sick and died.
2. They flew away happily.
3. The vultures came and ate the lion's body.
4. The lion came and ate the antelope.
5. The antelope ate the grass.

MEANINGFUL STORY

- 1) _____
- 2) _____
- 3) _____
- 4) _____
- 5) _____

C. Re-arrange the sentences below to make a meaningful story.

1. There are animals, birds, insects, plants and many others.
2. There are many living things in the environment.
3. Animals and birds which live with people are called domestic animals.
4. Some birds and animals live with people.
5. Those which do not live with people are called wild animals.

MEANINGFUL STORY

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

THEME 6 : LIVING THINGS IN OUR SUBCOUNTY

SUB-THEME: PLANTS

LESSON 14

Read these words

maize	yam	sisal	swamp	dry	tin
flower	banana	rice	simsim	root	stem
food	decorate				

ACTIVITY I

Give the plural forms of these words

1. flower _____ 3. water _____
2. maize _____ 4. rice _____

Construct correct sentences using these words

6. garden _____
7. water _____
8. flower _____
9. maize _____

Make short words from the given words

10. store _____ 11. flower _____ 12. garden _____

Structures (What do/did?)

11. What did he do? (planted maize)

12. What crops grow well in swamps? (rice)

13. Where do we grow plants? (in the garden)

Structures (Who?)

14. Who has seeds? (Sarah)

15. Who has leaves? (Andrew)

16. Does Rebecca have yams? (No)

Structures (Where is?)

17. Where is the panga? (store)

18. Where is the hoe? (garden)

19. Where is Juma digging? (swamp)

ACTIVITY 2

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

FARMING

Phillip wanted to go to school. He had no money for school fees. He talked to his father. His father bought a hoe and a slasher. He gave them to Phillip. Phillip went to the garden. There were weeds in the garden. Phillip slashed the weeds using a slasher. He ploughed the garden using the hoe.

His father gave him maize seeds. Phillip planted the seeds in the third month of the year. It was the rainy season. The seeds turned into good plants. He weeded them. The plants grew well. Phillip harvested the maize in the sixth month of the year. It was the dry season. He dried the maize and stored it in the granary.

Phillip sold the maize. He sold it in the market. He got a lot of money. He went to school and paid school fees. Phillip is now in school. He is very happy. He can pay his fees. It is good to dig. People who dig get a lot of money.

Questions

1. Who wanted to go to school?

2. What did Phillip's father buy?

3. Did Phillip slash the weeds?

4. In which month of the year did Phillip plant the seeds?

5. What turned into good plants?

6. In which month did Phillip harvest the maize?

7. Where did Phillip store the maize?

8. What did Phillip get after selling the maize?

9. Can Phillip pay his fees now?

10. Write the title of the story.

11. Name any three crops you can plant during a rainy season.

(i) _____ ii) _____ iii) _____

ACTIVITY 3

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

PLANTS

Plants! Plants! Plants!

Plants are useful.

Home for birds and animals

For example lions, dogs, goats

Care for plants always

Plants are good.

Oh plants! Plants! Plants!

Food from plants

Fruits from plants

Oxygen from plants during daytime

Firewood from plants

Protect plants, plants are good.

Lillian Rose (P.3 Indigo)

Questions

1. What is the rhyme about?

2. How many stanzas make up the rhyme?

3. Write three things we get from plants

(i) _____ ii) _____ iii) _____

4. Who wrote the rhyme?

5. Write the third line of the second stanza.

6. What is the title of the story?

7. In which class is the writer?

8. What should people do?

9. Give the opposites of these words in the rhyme.

(i) good _____

ii) useful _____

THEME 7 : MANAGING RESOURCES

SUB-THEME: SAVING RESOURCES AND THE CONCEPT OF RESOURCES

LESSON 15

- A resource is something used to satisfy man's needs.

Read these words

time	firewood	money	bag	waste
box	plant	bundle	grow	honey
keep	tree	chicken	stove	bee
charcoal	rabbit	vegetable	sugar	books
sell	sweets	bricks	pencils	money
shillings	pancakes	pens	cost	many
soap	some	any	fruit	

ACTIVITY I

Construct sentences using these words

1. honey _____
2. fruit _____
3. money _____
4. soap _____
5. books _____

Give the plural forms of these words.

6. money _____
7. bee _____
8. sugar _____
9. stove _____
10. rabbit _____

Write short words from the given words.

9. pancakes (i) _____ (ii) _____

- | | | | | |
|---------------|-----|-------|------|-------|
| 10. firewood | (i) | _____ | (ii) | _____ |
| 11. vegetable | (i) | _____ | (ii) | _____ |
| 12. resources | (i) | _____ | (ii) | _____ |

Arrange in ABC order.

13. time , money , bag , charcoal _____
14. sugar , sweets , salt , sell _____
15. grow , green , grass , grind _____

ACTIVITY 2

Structures (Do you?)

1. Do you have enough time? (No)
No, I don't have enough time.
2. Do you have enough money? (No)

3. Do you have enough boxes? (Yes)

4. Do want to keep the bees? (No)

5. Does Peter want sugar? (Yes)

Structures (What?)

6. What are you going to make? (mat)

7. What are you going to keep? (money)

8. What are you buying? (sweets)

9. What is Peter selling? (charcoal)

10. What is she carrying? (bundle of firewood)

Structures (How?)

11. How much money do you want? (two thousand shillings)

12. How much oil do you want? (two litres)

13. How many plates of food do you have? (four)

14. How much time do you have? (ten minutes)

15. How many mangoes do you have? (twenty)

16. How many sweets do you need? (two)

LESSON 16: FUTURE SIMPLE TENSE

- This is the tense that is used to express actions which are likely to take place in the time to come.

Helping verbs used in future simple tense are will and shall

She	}	will	We	}	shall
He			I		
They					
It					
John					
Tom and Jerry					

- **Indicators of future simple tense; tomorrow, next, the following**

ACTIVITY I

Use of will or shall to complete the sentences.

1. John and Mary _____go to school tomorrow.
2. We _____enjoy our P.E lesson today.
3. I _____go with you to the market next week.
4. Musoke _____milk the goats in the morning.
5. David _____play football tomorrow.
6. _____I see you next week?
7. The cows _____eat the maize if you go.
8. They _____join us for dinner.

9. He _____go swimming next Sunday.

Form correct sentences from the table

I		go to church	next week.
He	will	wash the plates	tomorrow.
She		mop the house	next Friday.
We	shall	fetch water	the following day.
They			

- (i) _____
- (ii) _____
- (iii) _____
- (iv) _____
- (v) _____

LESSON 17 : CONJUNCTIONS

- A conjunction is a joining word.
- Conjunctions are used to join two sentences.

Examples

and both which who while
although prefer....to.. eitheror .. sothat tooto ...

Using: Bothand

Example

- a) A cat is a domestic animal. A dog is a domestic animal.
Both a cat and a dog are domestic animals.

ACTIVITY I

Join these sentences using: Bothand

1. An apple is sweet. A mango is sweet.

2. Atim is a beautiful girl. Her sister is also a beautiful girl.

3. Bob was a smart child. Petero was a smart child.

4. A bundle of firewood is heavy. A sack of firewood is also heavy.

5. A cat is a pet. A parrot is also a pet.

6. Tom is a clever boy. Tonny is also a clever boy.

7. Kato was absent yesterday. Wasswa was absent yesterday.

ACTIVITY 2

Using:but

Example

a) The man is poor. The man is honest. (Join using:but ..)

The man is poor but honest.

b) Our classroom is small. Our classroom is tidy.

c) That car is very old. It moves very fast.

d) Fire destroyed the factory. No lives were lost.

e) That bundle of firewood is big. It is not heavy.

ACTIVITY 3

Using :prefer ...to ...

Example

1) I like meat. I like chicken more. (Use: ...preferto)

I prefer chicken to meat.

2) I enjoy chocolate more than cookies.

3) Mary likes rice more than potatoes.

4) My mother likes matooke more than cassava.

5) Those girls like singing. They like dancing more.

6) Hellen likes writing. She likes reading more.

ACTIVITY 4

Using :when

1. I was coming to school. I met a mad man. (Use:when.....)

I met a mad man when I was coming to school.

2. The children were shouting. The teacher came in.

3. Mary fell down. She was running on the stairs.

4. Mummy was digging. The hoe broke into pieces.

5. The balloon burst. Children were playing.

ACTIVITY 5

Use:while

1. Katrina was singing. Rinah was dancing. (Use:while ...)

2. Mother was cooking. Father was watching the T.V.

3. Solomon was reading. Joel was writing.

4. The boys were slashing. The girls were sweeping.

5. I was drawing cartoons. My sister was painting.

ACTIVITY 6

Use: although/Although

6. He woke up early. He missed the first bus.

Although he woke up early, he missed the first bus.

Or

He missed the first bus although he woke up early.

7. Kato was sick. Kato fetched water.

8. Lakero ran very fast. She did not win the race.

9. Mr. Kagatto is very rich. He does not drive a car.

10. Anelo worked very hard. She did not pass the exams.

11. Mrs. Lumu saw a thief but she did not make an alarm.

ACTIVITY 7

Using :eitheror

1. Sarah will buy a pen. Sarah will buy a pencil. (Join using:either....or.....)

Sarah will either buy a pen or pencil.

2. Daddy will eat meat. Daddy will eat chicken.

3. Molly will cook food. Doreen will cook food.

4. Teachers will attend the party. Parents will attend the party.

5. Sandra will fetch water. Sandra will wash utensils.

ACTIVITY 8

Use:so that

1. Nasser is very fat. He cannot run fast.

Nasser is so fat that he cannot run very fast.

2. Juliet is very lazy. She cannot carry this bag.

3. These children are very clever. They can pass the examination.

4. A snail is very slow. It cannot win the race.

5. The sandals were expensive. My sister couldn't buy them

6. The weather was very hot. James put off his coat.

7. Hannah is very fast. She will finish her homework in time.

LESSON 18

ACTIVITY I

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

MR. TUSHABE'S FARM

Mr. and Mrs. Tushabe have a big home. There are many animals and plants in their home. They get much milk from their cows. They get many eggs from their chicken. They drink some of the milk and eat some of the eggs. They sell some. The family gets much money from the milk and eggs they sell. Mr. Tushabe uses some of the money to pay school fees for his four sons and the two daughters.

Mrs. Tushabe grows vegetables, maize, potatoes and cassava in her garden. She sometimes works in her banana garden. Mrs. Tushabe uses cow dung as fertilizers. She puts it in her garden. Sometimes she sells some of the vegetables and leaves some for her family. Sometimes Mrs. Tushabe cuts the branches of the trees around their home and gets firewood.

Questions

1. Who have a big home?

2. What do they get from cows?

3. Do they get many eggs from their chicken?

4. What does Mr. Tushabe pay when he gets the money?

5. Name three foods Mrs. Tushabe grows

(i) _____ (ii) _____ (iii) _____

6. What does Mrs. Tushabe use as fertilizers?

7. How does Mrs. Tushabe get firewood?

8. Write in full.

(i) Mrs. _____ (ii) Mr. _____

9. How many children do Mr. and Mrs. Tushabe have?

10. Write the title of the passage? _____

ACTIVITY 2

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

Peter : Hello Kaylah! Good afternoon.
Kaylah : Good afternoon, Peter.
Peter : What are you carrying?
Kaylah : I am carrying pieces of wood.
Peter : What are going to make?
Kaylah : I am going to make a chicken house.
Peter : A chicken house!
Kaylah : Oh Yes. I am going to keep chicken.
Peter : Where did you get the money from?
Kaylah : I saved enough money in my saving box.

Questions

1. Who talked first?

2. At what time of day did the dialogue take place?

3. What is Kaylah carrying?

4. Is Kaylah going to keep chicken?

5. Who spoke last in the dialogue?

6. Where did Kaylah get the money from?

7. How many people are involved in the dialogue?

8. What is Kaylah going to make?

9. Give the past tense.

a) keep _____ c) going _____

b) get _____

ACTTIVITY 3

Use the words in the box below to complete the story below.

visitors,	chicken,	projects,	vegetables
Chairman,	save,	box,	bees, shillings

Last week, our local council _____ called a meeting. He brought _____ from the district. The visitors taught us how to grow _____, keep _____ and _____. They taught us how to save. They said that it is better to make bricks, sell them and get money to start other _____. They taught us how to _____ money. They told us to a get saving _____ and save five hundred _____ every day.

Practical work

Ask you parents to assist in making a savings box and then begin to save some money. Remember to record how much money you save on a particular date/day.

ACTIVITY 4

LETTER INTERPRETATION

Read the letter below and answer questions that follow in full sentences

Golden Gate P/S,
P.O Box 4802,
Kampala.
9th November, 2020.

Dear daddy,

How are you? How is home? Hope everybody at home is fine.

I have written this letter so that you may buy me an umbrella because it rains every morning and my books get wet. The umbrella will also protect me when the sun is very hot at around 1:00p.m. when walking back home.

I shall be very happy if you buy me an umbrella.

Your son,

Wasswa Trevor – P.3 Lions

Questions

1. Who wrote the letter?

2. When was the letter written?

3. In which school is Trevor Wasswa?

4. To whom was the letter written?

5. Why did Wasswa write a letter to his Daddy?

6. At what time does Wasswa go home?

7. Do the writer's books get wet?

8. Give the opposite of these words.

(i) buy _____ iii) wet _____

(ii) happy _____ iv) morning _____

9. Write 9th in full.

THEME 8 : KEEPING PEACE IN OUR SUBCOUNTY

SUB-THEME: LIVING IN PEACE WITH OTHERS

Spell, read and use the words.

- | | | | |
|---------|---------|---------|----------|
| - rules | - work | - give | - excuse |
| - sing | - visit | - fight | - abuse |
| - play | - share | - sorry | - friend |
| - dance | - greet | - steal | - beat |

Use the words to form meaningful sentences.

1. greet: _____

2. friend: _____

3. sorry: _____

4. visit: _____

5. dance: _____

Complete the table correctly.

Verb	Present Continuous Tense	Past Simple Tense
dance	dancing	_____
give	_____	gave
sing	singing	_____
_____	greeting	greeted
steal	stealing	_____
_____	sharing	shared
visit	visiting	_____
fight	_____	fought

Answer the questions correctly.

May Iwith you, please? Yes, you may. / No, I am sorry.

1. May I play with you, please? _____

2. May I sing with you, please? _____

3. May I share this cake with you, please?

4. May I walk with you to school, please? _____

5. May I talk to you, please? _____

You should neveryour.....

Form five rules using the above words.

e.g. You should never beat up your friends.

1. _____

2. _____

3. _____

4. _____

5. _____

Comprehension

Read the letter below and answer the questions that follow.

Kabale Primary School,
P.O.Box 24,
Kabale.

3rd April, 2020.

Dear mum,

How are you and my little sister at home? As for me, I am not okay because I am worried. I have written this letter to ask you to buy for me new shoes and a bag because the ones you gave me were stolen. I reported to the head teacher and the matter is being handled.

Yours faithfully,

John.

Questions

1. Who wrote the letter? _____
2. In which school is the writer?

3. When was the letter written?

4. To whom was the letter written?

5. How many siblings does the writer have?

6. Why did John write this letter?

7. Write the Box number for Kabale Primary School.

8. What was stolen? _____

SUBTHEME : RIGHTS

I can read well alone.

- | | | | |
|------------|------------|---------|----------|
| - home | - eat | - clean | - mother |
| - drink | - school | - pen | - food |
| - medicine | - hospital | - play | - name |
| - clothes | - father | - books | - water |

Form meaningful sentences using these words.

1. hospital: _____
2. food: _____
3. home: _____
4. name: _____
5. medicine: _____

Re-arrange words in alphabetical order.

6. Medicine, food, cloth, water _____
7. Clean, eat, drink, bathe _____
8. Mother, medicine, mat, music _____

Answer the questions correctly.

What do/doesdo.....?

1. What do you do every day? (clean the compound)

2. What does he do every morning? (greet parents)

3. What do they do every evening? (play football)

4. What does Antonio do every day? (write in her book)

5. What do we do every morning? (read newspapers)

Comprehension

Re-arrange the sentences to form a correct story.

1. The beef was bad.
2. The shop attendant gave John his money.
3. John went to the shop.
4. He took the beef back to the shop.
5. He bought a tin of beef.

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

Re-arrange the sentences to form a correct story.

1. Okot went running and bought eggs.
2. Mother wanted to bake a cake.
3. So she sent Okot to the market to buy eggs.
4. But on his way back home, he fell and all the eggs broke.
5. She needed some eggs.

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

SUBTHEME : CHILD RESPONSIBILITY

I can spell, read and use the words.

- | | | | |
|---------|----------|---------|--------|
| - wash | - stay | - work | - obey |
| - peel | - bathe | - milk | - home |
| - share | - sweep | - slash | |
| - mop | - read | - eat | |
| - cook | - school | - wear | |

Make sentences using these words.

1. cook: _____
2. bathe: _____
3. obey: _____
4. wear: _____
5. home: _____

Answer the questions correctly.

Do/does? Yes,does. / No,doesn't.
 Yes,do. / No,don't.

1. Does Solomon mop the house on Saturday? (yes)

2. Do the children go to school on Sunday? (no)

3. Does she slash the compound at night? (no)

4. Do you wear clean clothes every day? (yes)

Re-write the given rules using: Never.....

e.g.

Do not beat your friend. **Never beat your friend.**

1. Do not abuse your neighbour. _____
2. Do not pinch your brother. _____
3. Do not pull your sister's hair. _____
4. Do not steal your neighbour's things. _____
5. Do not go out of the classroom without permission.

Comprehension.

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

Every morning when Nakato wakes up, she says her prayers. She greets her parents. She brushes her teeth and bathes. She wears her uniform and goes to school. She is never late for school.

She goes to her classroom and sits down to do her work. She listens to her teachers. At break time, she plays and shares with others. Teachers and other pupils love her.

Questions

1. What is the name of the girl in the story?

2. Name three activities which Nakato does every morning.

i) _____

ii) _____

iii) _____

3. What does Nakato do at break time?

4. Why do you think the teachers and other pupils love Nakato?

5. Does Nakato listen to her teachers?

6. Suggest a title for the story.

7. Write the past simple tense.

i) listens _____

iv) goes _____

ii) brushes _____

v) sits _____

iii) greets _____

TERM III

THEME 9 : CULTURE AND GENDER IN OUR SUBCOUNTY

Culture: is the way how people live and behave in a society.

People behave differently in terms of:-

➤ greeting

➤ entertainment

➤ dressing

➤ economic activities

➤ feeding especially staple food

Gender: is the state of being male or female.

A) CUSTOMS IN OUR SUBCOUNTY

Customs are acceptable behaviours in a society.

Examples of customs

Greeting: Young ones greet elders with respect e.g. Girls kneel down to greet according to the Baganda.

Dressing: Different tribes have different traditional attires (wear)

Examples of dressing:

- gomesi
- busuuti

- omushanana
- kanzu

Entertainment: Traditional dances and songs differ from tribe to tribe.

- e.g.** - Bakisimba dance for Baganda.
- Imbalu dance for Bagisu.
- Runyege dance for Banyoro and Batooro.

Read and learn the words.

sing, wear, greet, kneel, dance, cry, pray,
sad, sick, food, pain.

Activity I

Fill in the missing letters.

1. c____lt____r____
2. b____h____v____
3. fem______e
4. gr______t
5. d____ce
6. pa____n
7. f____ding

Use the correct form of the words given in brackets to complete the sentences.

8. Mary _____ an anthem every morning. (sing)
9. _____ is a sign of good behaviour. (greet)
10. Look! Some girls are _____ in front of the visitor's car. (dance)
11. Sandra _____ down and greets her father every morning. (kneel)
12. He _____ loudly when he fell down yesterday. (cry)
13. They _____ Kanzus on the introduction ceremony last Sunday. (wear)
14. I _____ millet bread yesterday. (eat)
15. When we woke up in the morning, we _____ some prayers. (say)

Read the questions and answer them correctly.

What diddo?

1. What did John do? (sing a nice song) John sang a nice song.
2. What did those women do? (cook good food)

3. What did Amina do? (pray five times)

4. What did your father do? (wear a suit)

5. What did Mrs. Kimuli do? (greet visitors)

Why was/were.....?

6. Why was Mary crying? (hungry)

7. Why were they singing? (happy)

8. Why was Solomon sad? (sick)

Who

Use the information in the table below to answer questions correctly.

Name	Activity
Matovu	sang a nice song.
Nyangoma	danced Runyege dance.
Ochen	wore a head gear.
Masaba	attended the circumcision ceremony.
Kitty	cooked food.

1. Who sang a nice song?

2. Who cooked food?

3. Who wore a head gear?

4. Who attended the circumcision ceremony?

5. Who danced Runyege dance?

Did

1. Did Kitty cook good food? (yes)

2. Did Ochen wear beads? (no) _____

3. Did Nyangoma dance Runyege dance?

4. Did Masaba attend a wedding ceremony?

PAST SIMPLE TENSE

This is the tense used to refer or express actions in the past.

It is also referred to as yesterday tense.

Examples:

- i) I **said** a prayer **yesterday**.
- ii) Mummy **cooked** food **last Tuesday**.
- iii) She **wore** a gomesi **two days ago**.

Changes made on verbs

A) Regular verbs

These verbs change to past simple tense by adding 'd' or 'ed'.

cook	-	cooked	pray	-	prayed
greet	-	greeted	bake	-	baked
open	-	opened	share	-	shared
collect	-	collected	dance	-	danced
fetch	-	fetches	move	-	moved

B) Irregular verbs

Verbs that change to past simple tense differently.

Examples

<u>Verb</u>		<u>Past Tense</u>		<u>Verb</u>		<u>Past Tense</u>
eat	-	ate		tear	-	tore
drink	-	drank		say	-	said
give	-	gave		ring	-	rang
wear	-	wore		break	-	broke
see	-	saw		lie	-	lied/lay
grow	-	grew		stand	-	stood
dig	-	dug		go	-	went
sing	-	sang		take	-	took
catch	-	catch		bring	-	brought
speak	-	spoke		send	-	sent

Use the correct form of the verbs in brackets to complete these sentences.

- i) Mummy _____ a gomesi last Sunday. (wear)
- ii) Our Reverend _____ a prayer yesterday. (say)
- iii) Who _____ that bark-cloth two days ago? (tear)
- iv) They _____ very nice songs last month. (sing)
- v) Samali _____ on a mat and slept soundly. (lie)
- vi) Some ladies _____ when the chief died. (cry)

ADVERBS

Adverbs are words used to talk more (explain) about verbs.

Note: Some adverbs are formed from adjectives.

Examples are; quickly, well, softly, happily, smart, neatly, loudly, slowly, weekly etc.

Examples of adverbs

<u>Adjective</u>		<u>Adverb</u>		<u>Adjective</u>		<u>Adverb</u>
quick	-	quickly		slow	-	slowly
good	-	well		month	-	monthly
soft	-	softly		week	-	weekly
happy	-	happily		love	-	lovely
neat	-	neatly		wide	-	widely
loud	-	loudly				

Activity

I. Underline the adverbs in the sentence.

- a) They were happily welcomed to the party.
- b) Opot writes monthly tests always.
- c) You should always write well.
- d) A cat moves slowly.
- e) The door was widely open.

Types of adverbs

- Adverbs of manner
- Adverbs of place
- Adverbs of time

Adverbs of manner

These are words used to express how actions take place.

Examples;

slowly, loudly, smartly, neatly, happily, widely, sweetly, lovely

Adverbs of manner are formed from adjectives and end with ly.

1. Magala dressed smartly in a Kanza.
2. I sang many songs nicely.
3. We welcomed all visitors happily.

Adverbs of place.

These are words that explain where actions take place.

Examples are;

here, anywhere, everywhere, there, somewhere, in front of, behind

1. A cat hid under the table.
2. I left my pencil here.
3. She stayed somewhere in Wakiso.
4. We didn't find a piano anywhere in the house.

Adverbs of time

These are words that explain when actions take place.

Examples are:-

- | | | |
|------------|-------------|-------------|
| - now | - early | - today |
| - after | - yesterday | - morning |
| - tomorrow | - before | - afternoon |
| - soon | - lately | - evening |

1. Sharon did her work in the morning.
2. We wore our gowns yesterday.
3. Lule broke a vase before noon.

Activity

Underline adverbs used in these sentences.

1. A policeman died from here.
2. Those ladies cried loudly when the chief died.

3. She spoke to us politely.
4. I drank a bottle of minute maid juice yesterday.
5. There is a dead rat somewhere in the store.
6. Our baby slept peacefully.

Formation of adverbs

Most adverbs (adverbs of manner) are formed from adjectives. We add '**ly**' to the adjective to form an adverb.

By adding ly.

Adjective used		Adverb formed	Adjective used		Adverb formed
loud	-	loudly	deep	-	deeply
sweet	-	sweetly	wide	-	widely
proud	-	proudly	polite	-	politely
bad	-	badly	nice	-	nicely
smart	-	smartly	immediate	-	immediately

By dropping 'y' then add 'ily'.

Note: If an adjective ends with letter "y" and before it, there is a consonant letter, drop "y" and add "ily"

Adjective used		Adverb formed	Adjective used		Adverb formed
happy	-	happily	dirty	-	dirtily
easy	-	easily	heavy	-	heavily
lazy	-	lazily	busy	-	busily

Use the given words in brackets to form correct adverbs and complete the sentences.

1. Mr. Wamala welcomed the guests _____. (happy)
2. Daisy dressed _____ during the Baptism ceremony. (smart)
3. The doctor was called _____when the baby fainted. (immediately)
4. We walked out of the room _____. (hurry)
5. She talked to me _____. (polite)
6. I did not paint it _____. (dirty)
7. An old man crossed the road _____. (careful)

Read the dialogue below and answer the questions.

Rebecca: Good afternoon Aidah. Did you go to aunt Sarah's birthday party?
Aidah: Yes, I did.
Rebecca: What did you wear?
Aidah: I wore a black dress.
Rebecca: Did you dance for her?
Aidah: No, I did not. I sang.
Rebecca: Did you eat food?
Aidah: Yes, I did. There was plenty of food.
Rebecca: Oh! I missed.
Aidah: Next time be there. Okay bye.

Questions

1. At what time of the day did the dialogue take place?

2. How many people took part in the dialogue?

3. Who spoke first? _____

4. Whose birthday party was it? _____

5. What did Aidah do at the birthday party?

6. Did Aidah eat food? _____

7. What was in plenty? _____

8. Who was the last to speak? _____

9. What did Aidah wear? _____

10. Give the past tense of **sing**. _____

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

My name is Mukasa. Last week, all clan leaders attended a cultural gathering in our village. My father, mother and I went to this gathering. My father wore a kanzu and my mother wore a gomesi. I wore a cultural dress made from bark cloth and animal skin.

The women decorated themselves with beads and bangles. Older men wore bracelets and carried walking sticks. Other people wore headgears and carried gourds and small stools made of skin.

The cultural day brought in many people from near and far. Some of them carried items for selling. They brought baskets, beads, mats and necklaces. My mother bought beads to match her gomesi.

There were more than ten cultural groups entertaining the guests. I was one of the dancers that day. My group sang and danced very well. We got a shield for being the winning cultural group.

Later, the clan leaders talked to the people about practices and customs of our culture. They told them to promote good morals, values and unity through tourism as a way to make money.

Questions

1. When did the cultural gathering take place?

2. What did the women decorate themselves with?

3. What is the name of the writer?

4. Who carried walking sticks?

5. What did the winning cultural group get?

6. Which cultural dress did the writer wear?

7. Name three things which people brought to sell.

8. Describe your cultural attire?

Use the words in the box below to complete the story.

parents	grandfather	danced	too	happy
village	knelt	bag	sang	gomesi

Last Saturday John and Anita went to the _____. They went with their _____. They took a _____ for their grandmother and a kanzu for their _____. They were _____ to see their

grandparents. They _____ down and greeted them. John pulled out the gomesi from the _____ and gave it to his grandmother. Grandmother was happy. She _____ and _____ for them. Eva knelt in front of her grandfather and gave him the kanzu. Grandfather was also happy. _____.

B) RELATIONSHIPS (Gender)

Gender is a state of being male or female.

Family is a group of people related by blood, adoption or marriage.

Types of families:

- Nuclear family: A family where we find parents and their children only.
- Extended family: A family where we find parents, children and other relatives.

Read and learn these words.

- relate	- help	- hungry	- family
- wife	- cousin	- slash	- work
- nuclear	- widow	- aunt	- friend
- cake	- same	- granny	- first
- nephew	- mop	- share	- born
- husband	- niece	- different	- half
- extended	- bride	- marriage	- adopt

Re-arrange the letters to form meaningful words.

- | | |
|-------------------|-------------------|
| 1. tnua - _____ | 4. yrgnuh - _____ |
| 2. herfat - _____ | 5. milyfa - _____ |
| 3. sinouc - _____ | |

Make meaningful sentences using these words.

6. aunt: _____
7. third: _____
8. married to: _____

Give the opposite of the underlined words.

9. My uncle has gone to America. _____
10. Jacob was the first born in his family. _____
11. Mrs. Lumu has three sons only. _____

3. _____
4. _____
5. _____

Read the questions carefully and answer questions correctly.

Why did? (Use 'because')

1. Why did Daniel run away? (his father beat him)

2. Why did Abonyo beat Adong? (Adong abuse elders)

3. Why did Emma break the pot? (fall down)

4. Why did Aine slap Keko? (Keko stole a mango)

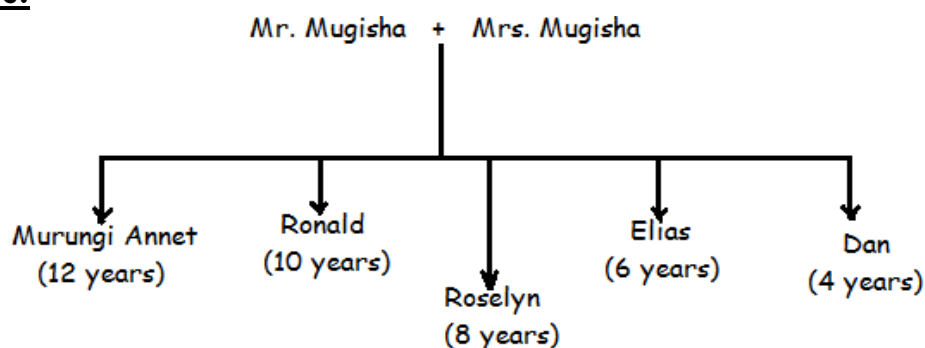
Why was/were.....?

5. Why was Joseph beaten? (broke a pot)

6. Why were they chased away? (stole goats)

7. Why was he slapped? (disturbed his aunt)

Study the family tree below and answer the questions that follow in full sentences.



Questions

1. Whose family tree is shown above?

2. How many children does Mr. Mugisha have?

3. Who is Mr. Mugisha's wife?

4. How many girls are in Mr. Mugisha's family?

5. Write these short forms in full.

Mr. _____

Mrs. _____

6. How old is Elias?

7. Who is the last born in Mr. Mugisha's family?

8. Which type of family does Mrs. Mugisha have?

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

MY FAMILY

The son of my father
Is my brother by blood
The daughter of my father
Is my sister by blood
My brothers and sisters
Are my mother's children
So we are all one
Same blood as they say.

Our family is big
The grannies, uncles
and aunties are at home
The cousins and nephews are at school
Singing and playing in the field.

At the fire place grannie is happy
You of my blood, she says
You belong to me, she says.

Nalwoga Anisha (Primary Three)

Questions

1. How many stanzas does the poem have?

2. Who wrote the poem?

3. In which class is the writer?

4. What is the title of the poem?

5. Which stanza talks about cousins and nephews?

6. Who is happy at the fire place?

7. How many lines does the first stanza have?

8. Is the writer's family big or small?

9. Which type of family is the writer's family?

10. Who is your blood sister according to the poem?

Read the passage below and answer the questions that follow.

MR. MUSOKE'S FAMILY

Mr. and Mrs. Musoke have four children in their family. They are Nakato, Wasswa, Peruth and Suzan. Wasswa is the first born. The second born is Nakato, a twin sister to Wasswa. Suzan is their last born.

The twins are twelve years old. Peruth is ten and Suzan is five years old. They all go to Sir Apollo Kaggwa Primary School. The twins are in Primary Three. Peruth is in Primary One. Suzan is in Baby class.

Mr. Musoke is a brother to Mr. Ssegirinya. Mr. Ssegirinya has only one daughter. She is called Arinda. Arinda is a cousin to Wasswa, Nakato, Peruth and Suzan. Arinda and Peruth are in the same class. They are classmates.

Questions

1. Whose family was talked about in the passage?

2. Who are the twins in the passage?

3. How old is Peruth?

4. In which class is Suzan?

5. Where do Mr. Musoke's children go to school?

6. Who is Mr. Musoke's brother according to the passage?

7. Write the title of the passage.

8. Who are classmates?

9. Name the twins in the passage.

10. Write the opposite of;

i) daughter _____

11. In which class are the twins?

Re-arrange the sentences below to make a correct story.

1. She feared to go there alone.

2. Jane got a stick and killed it.

3. Mother sent Halima to the well to fetch water.

4. As they walked to the well, they saw a snake.

5. Halima called her friend Jane to escort her.

1. _____

2. _____

3. _____

4. _____

5. _____

Use the words in the box to complete the composition.

classmates	family	first	son
	children		twins

Mr. Mafabi and his wife have a small _____. They have three _____. They are Nabuzaale, Magomu and Namono.

Nabuzaale is the _____ born. Magomu and Namono come after Nabuzaale. They are _____. Magomu is the only _____

All the three children go to school. Magomu and Namono are in Primary three.

Nabuzaale is in Primary four. All of them enjoy playing with their _____ at school.

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

The Headteacher Bright Junior School, with pleasure invites parents and community leaders for a workshop on gender equality.

Theme	: Gender Equality
Guest Speaker	: Director James Nabitawo
Date	: 20th March, 2017.
Time	: 10:00am – 1:00p.
Venue	: Main hall

Question

1. What was the theme of the workshop?

2. Who invited the people?

3. When did the workshop take place?

4. Give another word for venue.

5. How long will the workshop take?

6. When did the workshop end?

7. Who were invited to the workshop?

8. Name the guest speaker.

9. Write these short forms in full.

i) a.m. _____

ii) p.m. _____

10. At what time will the workshop begin?

THEME 10 : HEALTH IN OUR SUBCOUNTY

A) Disease Vectors

Vectors are living organisms that spread germs.

Examples are:

- housefly
- rats
- tsetse fly
- flea
- louse
- female anopheles mosquito
- cockroach
- bedbug
- ticks

Write the plural form of these vectors.

1. housefly - _____
2. louse - _____
3. cockroach - _____

4. mosquito - _____
5. flea - _____

Use each word to form a meaningful sentence.

6. housefly: _____
7. mosquitoes: _____
8. bite: _____

Match vectors to the diseases they spread.

No.	Vector	Disease spread
1.	tsetse fly	polio
2.	female anopheles mosquito	bubonic plague
3.	cockroach	sleeping sickness
4.	housefly	diarrhoea
5.	rat fleas	malaria
6.	rabied dogs	rabies

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

Draw and name these vectors.

These are two rats.	These are three mosquitoes.	These are two houseflies.
These are four ticks.	These are two tsetseflies.	These are two cockroaches.

COMPREHENSION OF HEALTH IN OUR SUBCOUNTY

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

Vectors Vectors
 Spreading diseases here and there
 Making people sick and sad
 Who will control you vectors?

Mosquitoes, Mosquitoes
 In stagnant water you breed
 Suckling blood from the young and old
 Spreading malaria through your bites.

Rats, Rats
 In people's homes you live
 Stealing our food and biting our clothes
 Leaving us hungry in torn clothes.

Cockroaches, Cockroaches
In dark places you hide
Waiting for lights out
To walk on our food the whole night.

Mugumu

Questions

1. What is the poem about?

2. Which disease do mosquitoes spread to the people?

3. Who wrote the poem?

4. How many stanzas does the poem have?

5. Which animals steal food and bite our clothes?

6. Which stanza talks about cockroaches?

7. Suggest a title for the poem.

8. How many lines does the second stanza have?

9. Write down two insects in the poem.

i) _____ ii) _____

B) Diseases spread by vectors.

Spell and pronounce the words correctly.

- medicine

- treat

- diarrhoea

- patient

- malaria

- slash

- bite

- suck

- rabies

- cut

- clean

- suffer

- faeces

- flies

- die

- fingers

- mosquito net

- food

Re-arrange these letters to form meaningful words.

- | | |
|-----------------|------------------|
| 1. cksi _____ | 3. tiepant _____ |
| 2. ctordo _____ | 4. aewk _____ |

Use each of the words to form a meaningful sentence.

5. suffer from: _____
6. nurse: _____
7. died of: _____

Arrange these words in alphabetical order.

8. doctor, damage, dentist, dust

9. weak, sick, check, go, take

10. nurse, doctor, midwife, first aider

Re-arrange words to form meaningful sentences.

11. water boils Always drinking for.

12. in mosquitoes There room the are many very

Answer the questions correctly.

What do/doesdo.....?

1. What do you do every morning? (brush teeth)

2. What does Adongo do every day? (sweep house)

3. What does Mukasa do every evening? (burn rubbish)

4. What do you do every night? (sleep under a mosquito net)

5. What does Mary do every day? (cover the pit latrine)

Who?

1. Who burns rubbish every day? (Moses)

2. Who closes windows every evening? (Elinah)

3. Who sleeps under a treated mosquito net? (I)

4. Who treats patients? (doctor)

5. Who sweeps the house every day? (mother)

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

Diseases spread by vectors.

Diseases are spread in many ways. One of them is by vectors. Vectors include: mosquitoes, rats, lice, cockroaches, houseflies, tsetseflies, fleas and bedbugs.

The commonest disease spread among people is malaria. Malaria is spread by an infected female anopheles mosquito when it bites you.

To prevent and control mosquito bites, you should sleep under a treated mosquito net. You should also remove stagnant water around your home. This is where the mosquitoes breed. You can also control mosquitoes by spraying them with insecticides.

Questions

1. What is the passage about?

2. Which disease is the commonest among the people?

3. What spreads malaria?

4. Write three vectors in the passage.

i) _____

iii) _____

ii) _____

5. How can one prevent malaria according to the passage?

6. Where do the mosquitoes breed from?

7. Write other ways of controlling mosquitoes.

8. Give the title of the passage.

Read the sentences below and re-arrange them to make a good story.

1. At the hospital, her blood was checked from the laboratory.
2. Mosquitoes were so many.
3. Anitah fell sick one day.
4. Her father took her to the hospital.
5. The doctor found out that she had malaria due to mosquito bites.

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

C) HIV/AIDS

HIV → Human Immuno-deficiency Virus

AIDS → Acquired Immune Deficiency Syndrome

PIASCY → Presidential Initiative on AIDS Strategy for Communication to the Youth.

Read, learn and use these words.

- | | | |
|---------|--------------|------------|
| - share | - pierce | - towel |
| - save | - razorblade | - needle |
| - help | - safety pin | - medicine |
| - care | - gloves | - syrup |
| - bleed | - syringe | - health |

Make sentences using these words.

1. gloves: _____
2. share: _____
3. care: _____

Form a small word from a big word.

4. health - _____
5. razorblade - _____

Draw and name any three sharp instruments that you cannot share with another person.

Form five meaningful sentences from the table beginning with: Always.....

Always	go for blood tests. care for the HIV/AIDS patients. get treatment from a health centre. use gloves when helping HIV/AIDS patients. feed HIV patients on a balanced diet.
--------	--

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

Re-write sentences beginning with: Never

1. It is not good to share sharp piercing instrument.

2. Do not care for HIV/AIDS patient without gloves.

3. It is bad to stigmatise HIV/AIDS patients.

4. Do not take gifts and lifts from strangers.

Make five meaningful sentences from the table.

The clinics				main road.
The hospital	is on the	left handside		catholic church.
The drugshops	are on the	right handside	of the	our home.
The dispensary				mosque.
				market.

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

Practical work

Read the PIASCY messages below and design a poster with 3 more messages.

- AIDS kills, act responsibly.
- Avoids dark corners.
- Don't accept gifts and lifts from strangers.
- Keep in school and study hard.
- Avoid early marriages.
- Care for AIDS patients.
- Don't share sharp instruments.
- Go for HIV/AIDS tests.
- AIDS has no cure.
- AIDS patients need care.

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

JOEL LEARNS A LESSON

Joel climbed the tree. He picked the mangoes and put them in his bag. Joel was not a careful boy. He stepped on a dry branch. The branch broke. Joel fell down and broke his leg. Joel was in pain, he cried loudly. His father heard him. He came to help him.

He said, "Joel, why are you crying?" Joel answered, "Father, I have fallen from a tree." Joel's father felt sorry for him. He took him to the clinic for treatment. Joel was happy with his father. He said, "Father, I have learnt a lesson, I will never climb a tree again." "It is bad to climb trees," his father said.

Questions

1. Who climbed the tree?

2. What did Joel step on?

3. What happened to Joel when he stepped on a dry branch?

4. Why did Joel cry loudly?

5. Who took Joel to the hospital?

6. What is the title of the story?

7. What lesson did Joel learn?

8. Was Joel a careful boy?

9. How did Joel's father feel?

10. Write one danger of climbing trees.

11. Give the opposite of;

i) dry - _____ ii) bad - _____

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

CAN I HELP YOU

Mwalye: What is the matter with you?

Kundu: I have a bad wound on my knee.

Mwalye: What happened to you?

Kundu: I fell down and hurt myself.

Mwalye: You should go to a nurse.

Kundu: Does she have a plaster and a bandage?

Mwalye: Yes, of course! Come on, let me take you there.

Questions

1. Who are the people involved in the dialogue?

2. How many people are talking in the dialogue?

3. Who spoke first?

4. What happened to Kundu according to the dialogue?

5. What did Mwalye advise Kundu to do?

6. Did Kundu accept to go see a nurse?

7. Name two things the nurse was going to use to treat Kundu's wound.

i) _____ ii) _____

8. Can the nurse touch the wound without gloves?

9. Write the title of the story.

HIV/AIDS

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

AIDS

AIDS AIDS AIDS!

Where did you come from?

You have left us parentless

Every family is crying

Crying because of you

You the merciless monster.

Annet (Primary Three Blue)

22nd March, 2020.

Questions

1. What is the poem about?

2. How many stanzas does the poem have?

3. Who wrote the poem?

4. In which class is the writer?

5. When was the poem written?

6. How many lines does the poem have?

7. What is the title of the poem?

8. Who have been left parentless?

9. What is a merciless monster?

10. Write the title of the poem?

PIASCY

Study the messages below and answer the questions that follow.

AIDS kills, act responsibly.

AIDS has no cure.

Don't share sharp instruments.

Don't accept gifts and lifts from strangers.

Avoid early marriages.

Questions

1. How many messages were put up?

2. What does the third message say?

3. What has no cure?

4. Where do you think we can find these messages?

5. What shouldn't you accept from strangers?

6. Which instruments are not supposed to be shared?

7. Give the opposites.

i) early _____

ii) sharp _____

8. Why should people act responsibly?

9. Give the past tense of "kill". _____

THEME II : BASIC TECHNOLOGY IN OUR SUB-COUNTY

Concept of Technology

Technology is a practical way of solving problems.

Read and learn.

- | | | | |
|----------|-----------|---------------|----------|
| - banana | - long | - fibre | - bad |
| - size | - plastic | - big | - light |
| - small | - texture | - wire | - weight |
| - leaf | - short | - palm leaves | |
| - colour | - straw | - good | |

Construct sentences using these words.

1. banana: _____
2. straw: _____
3. plastic: _____
4. heavy : _____
5. wire: _____

Give the plural of;

- | | |
|-----------------|-----------------|
| 1. bag _____ | 2. flower _____ |
| 3. candle _____ | 4. toy _____ |

Structure

What will use to make a?

..... will use to make a

Form correct sentences from the box.

I We Jane Musa	shall use will use	papyrus banana leaves wires plastic cotton clay straws	to make	carpets. pads. toy cars. bottles. cloths. pots. brooms.
-------------------------	-----------------------	--	---------	---

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

Willuseto make a?

1. Will you use banana leaves to make a pad? (No)

2. Will you use cotton to make toy cars? (Yes)

3. Will you use clay to make pots? (Yes)

4. Will you use straws to make a broom? (No)

5. Will you use cotton to make clothes? (Yes)

Draw and name some crafts you can make

COMPREHENSION

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

HOW ABUNA AND HIS PARENTS GET MONEY.

People in our sub-county do different things to get money. Abuna and his parents make crafts to get money. They use natural and artificial materials to make the items they sell.

Natural materials include: banana fibre, sisal, palm leaves, seeds, skins and clay. Artificial materials include; plastics, wires and metal. From banana fibre, they make balls, dolls and ropes. They use seeds to make beads while skins are used to make shoes and belts.

Plastic straws are used to make baskets and mats. Abuna loves making ropes from sisal because they are on high demand. Many people buy them for tethering animals. Abuna's mother makes mats, bags and hats from palm leaves. Every market day, they take their items to the market to sell. They get many customers who buy their items.

Abuna's parents are happy because they have enough money to look after their children.

Questions

1. What does Abuna's family do to get money?

2. What do people use to make crafts?

3. Write the title of the passage.

4. Name three natural materials used to make crafts.

i) _____

iii) _____

ii) _____

5. Who loves making ropes from sisal?

6. Why does the writer love making ropes from sisal?

7. Who makes mats, bags and hats from palm leaves?

8. Where do people take their items every market day?

9. Were Abuna's parents happy?

10. Name two things made out of plastic straws.

i) _____

ii) _____

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

Atenyi's beautiful bag

Norah: Where did you buy that beautiful bag from?

Atenyi: I didn't buy it. I made it myself.

Norah: Wow! Which materials did you use?

Atenyi: I used pink and green palm leaves.

Norah: You have a good choice of colours.

Atenyi: Well, pink and green are my best colours.

Norah: For me; yellow and blue are my best colours.

Atenyi: I will make a bag for you with those colours.

Norah: Thank you very much, my friend.

Questions

1. Who spoke first according to the dialogue?

2. What did Atenyi make herself?

3. Which colours of palm leaves did Atenyi use to make a bag?

4. How many people are involved in the dialogue?

5. What are Norah's best colours?

6. Who is Atenyi's friend?

7. Does Norah have a bag?

8. Who spoke last?

9. What is the title of the dialogue?

Making things from natural materials.

Spell and pronounce these words.

- clay

- play

- eat

- banana fibres

- garden

- swamp

- bush

- cut

- clay

- juice

- tie

- food

Structures

What will you make?

I/We shall make apot/mat/rope.

1. What will she make? _____
2. What will they make? _____
3. What will you make? _____

Where willget.....to make a

6. Where will you get the clay? _____
7. Where will Jane get the banana fibres?

8. Where will the children get the straws?

9. Where will she get the beads?

Why will?

9. Why will John make a mat? (to sit on)

10. Why will the teacher buy sisal? (to make ropes)

Use the words in the box to complete the story.

Friday	girls	carpets	materials	clay
forest,	wanted,	banana		

Last _____, Mr. Masembe told pupils to make handwork _____. Some went to the swamp to collect clay and papyrus. They wanted to make _____. Others went to the garden for sisal to make ropes. Some girls went to the _____ plantation for fibres to make balls.

Mr. Masembe went with some boys to the _____. They wanted palm leaves to weave mats. Mrs. Masembe accompanied some _____ to the bush. They _____ straws to make brooms.

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

A.

1. They got clay from the swamp.
2. The boys made pots from the clay and
3. One day, the teacher took the boys and the girls of P.3 to the swamp.
4. He wanted them to get natural materials.
5. The girls made dolls.

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

B.

1. They made necklaces from the beads.
2. Jane had a needle and thread to make necklaces.
3. One day, mother asked Jane to join her to make necklaces.
4. They sold them to get money.
5. Jane and her mother were very happy.

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

FOOD

Food is anything good to eat or drink.

Read and learn

- | | | |
|----------------|----------|-----------|
| - cobs of corn | - market | - harvest |
| - plants | - shop | - weed |
| - garden | - forest | - hoe |
| - some | - any | - grow |

Use some or any to complete the sentences.

1. There is _____ meat in the market.
2. There isn't _____ grass in the garden.
3. Is there _____ animal in the forest.
4. John has _____ crops in the shop.
5. Children don't have _____ water in their glasses.

Construct sentences using these words.

1. plants: _____
2. garden: _____
3. some: _____

Write out small words from the big words.

1. forest _____
2. harvest _____
3. garden _____

Make sentences from the tables below.

There is	some	juice	in	the garden.
		beans		the sack.
		milk		the basket.
There are		water		the jug.
		yams		the glass.

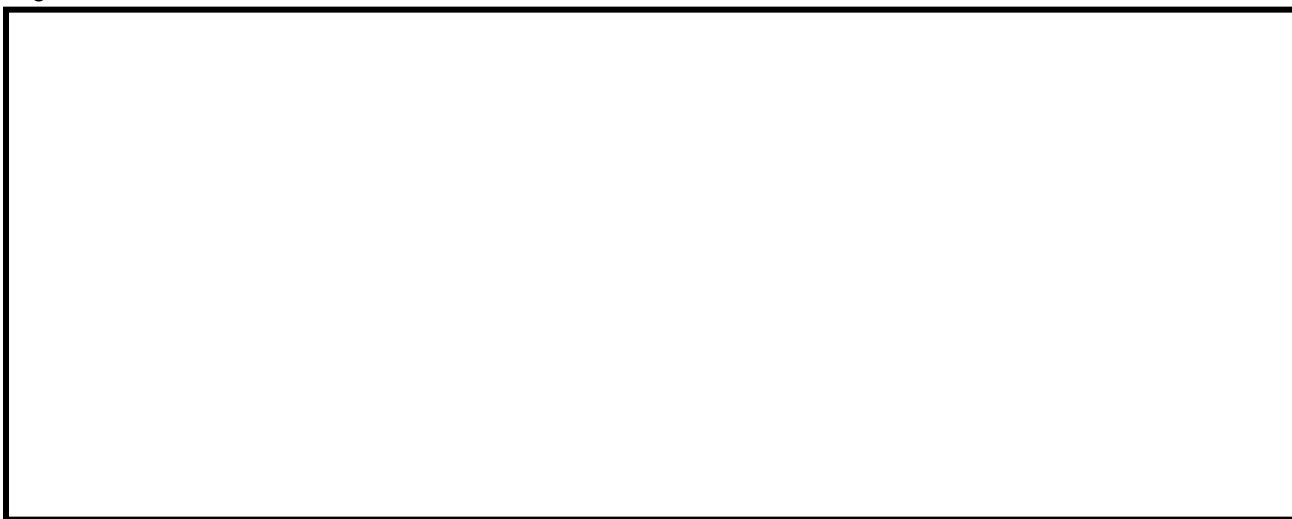
1. _____
2. _____
3. _____
4. _____
5. _____
6. _____

There isn't	any	juice	in the glass.
		bananas	in the bottle.
		milk	in the jerrycan.
There aren't		potatoes	in the basket.
		water	on the plate.
		food	in the garden.

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

Practical work.

Draw and shade a fruit basket showing seven (7) different fruits that you enjoy eating.



Read the story below and then answer questions that follow.

GOOD FOOD

To become healthy, people need good food. Good food makes us grow well and gives us energy to do our work. We need fruits like avocados, oranges, jackfruit, pineapples and pawpaws. These fruits protect us from diseases.

A person should also eat meat, eggs, fish and chicken. They help to build our bodies. People should also eat food like rice, potatoes, maize and cassava to get energy.

Salt should be added to the food, salt makes the food tasty and our bones strong. You need to drink some juice or water after a meal. Different kinds of food make a balanced diet.

Questions

1. What is the story about?

2. What is the title of the story?

3. What does good food give us?

4. Name two fruits that protect us from diseases.

5. Why should people eat eggs and meat?

6. What other kinds of food should people eat?

7. Why is salt added to food?

8. Why is it important to eat good food?

9. What should you drink after a meal?

10. Write the title of the story.

Re-arrange these sentences in order to form correct stories.

A

1. Okot went running and bought the eggs.

2. Mother wanted to bake a cake.

3. So she sent Okot to a nearby shop to buy eggs.

4. But on his way back home, he fell and all the eggs got broken.

5. She needed some eggs.

1. _____

2. _____

3. _____

4. _____

5. _____

B

1. The beef was bad.

2. The shopkeeper refunded his money.

3. Tom went to the shop.

4. He returned the beef to the shop.
5. He bought a tin of beef.

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

C

1. She drank all the splash.
2. She put a straw in the packet.
3. She threw the empty packet in the dust bin.
4. Jane picked a packet of splash from the box.
5. She opened the packet.

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

Choose the correct words from the box below to complete the composition.

food	breakfast	mangoes	served	eggs
weed		shamba		

Mr. Lumansi wakes up very early. She prepares _____ for the family. Everybody sits at table to be _____ with tea, bread and fried _____. Some fruits like _____ are usually served.

Mrs. Lumansi usually goes to the _____ after breakfast. She goes with workers who help her. The workers _____ the maize and beans. There are sugarcane, groundnuts and cassava in the garden. Mrs. Lumansi usually has enough _____ for her family.

Recite the poem below and answer the questions that follow in full sentences.

From the farm comes food for the body
Farmers wake up in the morning to dig
Tomatoes and potatoes, beans and peas
All foodstuffs from the garden
Healthy food for the body.

Food from the farm is also good for the mind
For people who work hard from sunrise to sunset
Meat and mutton, eggs, fish and fruits from the garden
Who doesn't want a balanced diet?

By Adong, (P.3)
Kitintale Primary School.

Questions

1. How many stanzas does the poem have?

2. Who wrote the poem?

3. Which stanza talks about healthy food?

4. Why do farmers wake up early in the morning?

5. Where do people get food from?

6. Which school does the writer go to?

7. How many lines does the first stanza have?

8. In which class is the writer?

9. Write three examples of food talked about in the poem.

i) _____

iii) _____

ii) _____

THEME 12 : ENERGY IN OUR SUBCOUNTY

A) Sources of Energy

Energy is the ability to do work.

Read and learn the words.

- | | | | |
|------------|------------|--------|-----------|
| - bulb | - fridge | - buy | - kite |
| - firewood | - paraffin | - cook | - collect |
| - charcoal | - stove | - sell | |

Re-arrange the letters to form correct words.

- | | |
|---------------------|-----------------|
| 1. uby - _____ | 4. okoc - _____ |
| 2. oestv - _____ | 5. lels - _____ |
| 3. finpafra - _____ | |

Construct meaningful sentences using these words.

6. firewood: _____
7. buy: _____
8. kite : _____

Read the questions carefully and answer them correctly.

➤ What is/are.....?

1. What is Mercy doing? (collect firewood)

2. What is Antonio buying? (paraffin)

3. What are they selling? (charcoal)

4. What is Otim making? (charcoal stoves)

5. What are you flying? (kite) _____

Using will/shall

Make any five good sentences from the table.

George				
They	will	buy	firewood	next week.
She		carry	petrol	tomorrow.
He	shall	sell	charcoal	on Tuesday.
I		collect	diesel	next month.
We				
You				

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

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

Yesterday was a holiday. Mukirane and his friends did not go to school. Bbiira sat in her aunt's shop. She sold a bulb for 1,000 shillings. Butonya went to the forest with her aunt. She collected firewood. Waiswa sat in the kitchen. He cooked porridge for his young sister. Kunihira accompanied her mother to the market. She carried a small bag of charcoal.

Questions

- I. Who did not go to school?

2. Where did Bbiira sit?

3. When was the holiday?

4. How much did Bbiira sell the bulb?

5. Who went to the forest?

6. What did Waiswa do in the Kitchen?
7. _____
8. What did Kunihira do?

9. Did Kunihira carry a small bag of charcoal?

10. How many names are in the passage?

- II. Give the opposite of
i) aunt _____

Read and act the dialogue with your friend and answer the questions that follow in full sentences.

Paraffin and candles

Grace: May I have some paraffin, please?

Caleb: No, I am sorry, I don't have any.

Grace: Could you be having some candles, please?

Caleb: Yes please. Here they are.

Grace: Thank you very much.

Caleb: You are welcome.

Questions

1. Who spoke first in the dialogue?

2. How many people are in the dialogue?

3. Who wanted paraffin?

4. Did Caleb have paraffin?

5. What did Caleb have?

6. Write the title of the dialogue.

7. Who spoke last according to the dialogue?

8. Do you think it is good to use a candle when there is no electricity?

9. Write in full.

i) Don't _____

B) Shopping

Spell and pronounce the words correctly.

- shopkeeper

- a bar of

- balance

- market

- packet

- change

- supermarket

- shopping list

- cost

- buyer

- price tag

- dairy

- kiosk
- butcher's
- shop
- hawker
- grocer's

Fill in the missing letters.

1. c____st
2. b____y
3. b____tch____r's
4. att____nd____nt

Make sentences using these words.

5. sell: _____
6. a bar of: _____
7. shopkeeper: _____

Mayget/have some, please?

Form requests from the given table correctly.

May	i we	have get	some	paraffin, charcoal, firewood, diesel,	please?
-----	---------	-------------	------	--	---------

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

Practical work

Write out a shopping list showing five items needed at home for the weekend.

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

JANE AND AISHA GO SHOPPING

Mrs. Jumba sent Jane and Aisha to the grocery. She wanted them to buy margarine, milk and sugar. She told Jane to get a pencil and paper and list down the things they were going to buy. Jane wrote them.

Mrs. Jumba gave the girls some money and advised them to cross the road carefully. When Jane and Aisha reached the grocery, Jane looked at the shopping list and asked the grocer, "Do you have any sugar, margarine and milk, please?" "Yes, I have," said the grocer. "How much sugar and margarine do you want?" "One kilogram of sugar, half a kilogram of margarine and one litre of milk," answered Jane. The

grocer told them the price of the items and paid 5000/= the grocer packed the items in a bag and gave them two thousand shillings. That was the change.

Questions

1. What did Mrs. Jumba want the children to buy?

2. Who were sent to the grocery?

3. Name three things Mrs. Jumba wanted.

i) _____ ii) _____ iii) _____

4. Who gave the girls some money?

5. What did Jane write?

6. Did the grocer have the things Jane wanted?

7. How much sugar did they want?

8. How much were the items they bought?

9. How much change did the grocer give the girls?

10. What is the title of the story?

11. Write the title of the story.

Re-arrange the sentences to form a good story.

1. When Petero got the money, he put it in his pocket.

2. Mr. Matu wanted two litres of milk from the dairy.

3. He returned home sadly without milk.

4. He gave Petero one thousand shillings to buy milk.

5. At the dairy, Petero couldn't find the money in his pocket.

1. _____

2. _____

3. _____

4. _____
5. _____

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

MY FIRST TIME AT THE SHOP

Mother sent me to the shop
She gave me some money to spend
At the shop I asked
How much does tea and coffee cost.

The grocer in the shop asked
Whether I had the money to pay
I looked for the coins in my pocket
Put the money on the counter.

The grocer asked for the money again
I gave her the money that I had
She said bye, little honey
Come back another time.

Questions

1. How many stanzas does the poem have?

2. What is the title of the poem?

3. Which stanza talks about tea and coffee?

4. What did the writer put on the counter?

5. Who wrote the poem?

6. In which class is the writer?

7. When was the poem written?

8. Which stanza talks about honey?

9. Did the writer pay for the things he took?

10. Write the title of the poem?

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

MUYONJO GOES SHOPPING

Muyonjo: Do you have any biscuits, please?

Shopkeeper: Yes, I have some. How many packets would you like to buy?

Muyonjo: I would like two packets. How much money does each packet cost?

Shopkeeper: Each small packet costs two hundred shillings only.

Muyonjo: Here is five hundred shillings.

Shopkeeper: Here are two packets of biscuits and your change. Thank you very much.

Muyonjo: You are welcome.

Questions

1. What is the title of the dialogue?

2. Who are involved in the dialogue?

3. Who spoke first in the dialogue?

4. How many packets does Muyonjo want?

5. How much will Muyonjo pay for the two packets of biscuits?

6. Who spoke last?

7. How much did Muyonjo have?

8. How much was the change the shopkeeper gave Muyonjo?

9. Write the title of the dialogue.

C) Ways of Saving Energy

Read and learn these words.

- | | | |
|--------------|---------------|---------|
| - switch on | - match-stick | - low |
| - switch off | - candle | - box |
| - blow out | - water | - high |
| - cover | - torch | - save |
| - light | - light | - waste |

Use the correct form of the words in brackets to complete the sentences.

1. Mummy always _____ on the lights in the evening. (switch)
2. Who _____ the candle yesterday? (light)
3. There were four _____ on the shelf. (torch)
4. Stop _____ charcoal, Ritah! (waste)
5. Nakintu _____ her stove with a lot of ash two days ago. (cover)

Give the opposites of the underlined words.

6. I **switched on** the lights immediately.

7. The price of charcoal is very **low**.

8. Did you **turn-on** the tap?

9. Damali buys very **small** candles.

10. Edmond **covered** the lamp with a blanket.

Read the questions and answer them correctly.

➤ **What diddo?**

1. What did Joshua do yesterday? (switch on lights)

2. What did Elly do last night? (burn a piece of paper)

3. What did the girls do? (waste water)

4. What did you do two days ago? (light a stove)

5. What did she do before sleeping? (blow out a candle)

➤ **Who bought.....?**

6. Who bought a box of match sticks? (Jonah)

7. Who bought a small torch? (watchman)

8. Who bought a packet of candles? (Mummy)

9. Who bought a sack of charcoal? (aunt Joan)

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

Saving energy is very important in our homes and schools. We can save energy by using energy saving stoves and bulbs. When we save energy, we avoid wastage. This will help use less money on electricity bills.

In addition to that, we conserve our environment and resources like forests, water bodies from being destroyed. This also conserves wildlife that attracts tourists. When we save energy, the cost of production reduces on household commodities in turn lowering their prices. This improves the standards of living in our homes.

Questions

1. What is the passage about?

2. Where is energy saving usually done?

3. What do you use to save energy?

4. Name three resources or places that you conserve.

i) _____ ii) _____ iii) _____

5. When we save energy, what happens to household commodities?

6. Suggest a title for the passage.

7. Which bills are avoided when energy is saved?

Read and act the dialogue with your friend and answer the questions that follow in full sentences.

Energy Saving Bulbs.

- Diana: How much do you pay for electricity?
Aziza: We pay ten thousand shillings only every month.
Diana: Only ten thousand shillings! How is that possible?
Aziza: We use energy saving bulbs and switch off power when not in use.
Diana: We are going to copy your example to save energy.
Aziza: Have a good afternoon dear.
Diana: A good afternoon to you too.

Questions

1. At what time of the day did the dialogue take place?

2. Who are talking in the dialogue?

3. How much does Aziza pay for electricity?

4. What does Aziza use to save electricity?

5. Will Diana copy Aziza's example to save energy?

6. How many people took part in the dialogue?

7. What is the title of the dialogue?

8. Write the title of the dialogue.

D) Dangers of Energy and Ways of avoiding them.

Read and use these words.

- | | | |
|----------|----------|---------------|
| - warm | - kill | - alarm |
| - burn | - hurt | - report |
| - fire | - warn | - lighting |
| - socket | - danger | - electricity |

Spelling game.

Re-arrange the letters to form correct words.

- | | |
|----------------|-----------------|
| 1. frie _____ | 5. dengar _____ |
| 2. wram _____ | 6. hutr _____ |
| 3. brun _____ | 7. ropert _____ |
| 4. soect _____ | 8. alarm _____ |

Form sentences using the words.

6. fire: _____
7. alarm: _____
8. socket: _____

Read the questions correctly and answer them correctly.

What will/shalldo when.....?

1. What will you do when in danger? (call for help)

2. What will she do when her house catches fire? (make an alarm)

3. What will mummy do when power goes off? (light a candle)

4. What will they do when thieves break into their houses? (report to police)

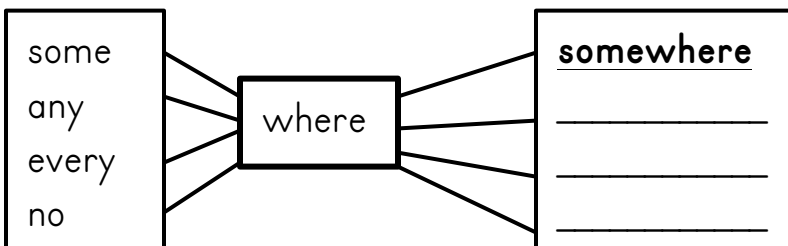
5. What will he do when in pain? (call for help)

Word building

Using words;

- | | |
|---------|---------|
| ➤ where | ➤ thing |
| ➤ body | ➤ ever |

Using **"where"** to form words.

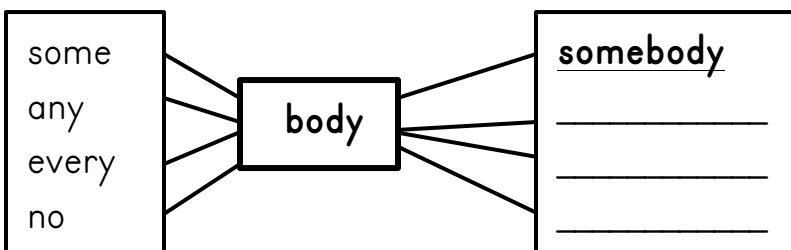


Fill in the gaps with correct words.

(somewhere, anywhere, someone, everywhere)

1. I checked _____ in the house but I couldn't find my pen.
2. He decided to hide _____ in the house.
3. You aren't going _____ with my boots.
4. Do you know _____ he can keep his money?

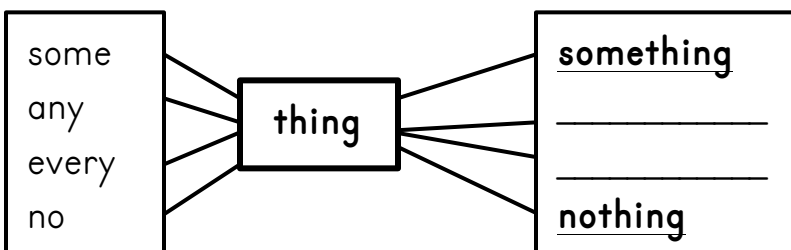
Using "body" to form words.



Complete correctly with the formed words.

1. Timothy didn't tell _____ what he was suffering from.
2. May I talk to _____ from that group, please?
3. _____ at the party ate a big piece of cake, we enjoyed it!
4. _____ saw the teacher entering the classroom so, we remained shouting.

Using "thing" to form words.



Complete correctly with the formed words.

1. Come here, Mary, I have _____ to tell you.
2. We didn't pick _____ from your bag.
3. _____ new was said by the prefect.
4. He put _____ on his bed.

Form sentences using these words.

5. everything: _____

6. anywhere: _____

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

How to avoid dangers of fire and electricity

Fire and electricity can be good if well used but can also be very dangerous if you don't use them well.

Electricity is good because it gives us light. We can use it to cook our food on cookers. We can also iron our clothes using electricity. Other people use it to heat their water or even use it in factories to run their machines.

Electricity can be bad because it can shock you and you die if you touch a live wire. It can burn your things like clothes, houses radios or television sets if you do not have proper wiring.

You can avoid such problems by doing good wiring. Good wiring is done by a qualified electrician.

We can control dangers caused by fire in the following ways; you should not leave children to play with fire. You should not leave candles burning in the house at night or putting them near clothes. You should not keep petrol in the house because it can cause fire.

Questions

1. What is the passage about?

2. Why is electricity good?

3. What do we use electricity for?

4. Is electricity good or bad?

5. Name the things that electricity can burn.

i) _____ ii) _____ iii) _____

6. How can we avoid electricity problems?

7. Who can make good wiring?

8. How can we control dangers caused by fire?

9. What should you not leave in the house?

10. What is used to run machines in factories and industries?

Read these safety messages and answer the questions in full sentences.

- Fire is a good servant but also a bad master because it can burn property.
- Never play with fire because it burns.
- Use energy saving bulbs and stoves to save energy.
- Put out fire after use.
- Do proper wiring at home. Use qualified electricians.
- Never place metallic things in sockets. Electricity will shock you.
- Never touch live electricity wires. Electricity will shock you.
- Get advice from qualified electricians.

Questions

1. How many messages were written above?

2. Who should give us advice about electricity?

3. What should people use to save energy?

4. Write the proverb in the messages above?

5. What should people not play with?

6. Should metallic things be placed in sockets?

7. Why should people not put metallic things in sockets?

8. Write the seventh message.

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

Fire Fire Fire
Fire for cooking food
Fire for giving us light
Fire for ironing our uniforms
But careful you must be
Fire can burn you
Fire can burn your house
Fire is good but it kills.

Electricity Electricity
Electricity for cooking food and light
How we love the electricity!
But careful you must be
You can get electric shock
So, never play with live wires
Never push nails in sockets
Always report broken wires
Electricity is good but it kills.

By John (P.3Y)
Nakasero P/S
17th Sept. 2020

Questions

1. How many stanzas make up the rhyme?

2. What can fire do?

3. Give three uses of fire according to the poem.

i) _____ ii) _____ iii) _____

4. Which stanza talks about electricity?

5. According to the poem, what is the use of electricity?

6. How many lines does the first stanza have?

7. Who wrote the poem?

8. In which class is the writer?

9. Where does the writer go to school?

10. When was the poem written?

11. Write in full.

i) Sept. _____

Measuring

Learn and use these words.

- | | | |
|-----------|------------|----------|
| - high | - distance | - length |
| - wide | - metres | - depth |
| - measure | - width | - deep |

Make sentences using these words.

1. length: _____

2. distance: _____

3. wide: _____

4. metres: _____

Practical work

- Practical measuring of objects (tables, desks, chalkboard) and record the measurements.
- Share with a friend how to measure your height and record it.

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

Jessica goes to City Parents Primary School. She is in Primary Three. Her teacher is Mrs. Nkwasiabwe.

Mrs. Nkwasiabwe was teaching her class English. She was teaching pupils about measurements. She told pupils to find out their heights. She said, "I have labeled measurements on a wall. You will each stand against the wall so that I can read your measurements."

Jessica was the first. She stood against the wall. Mrs. Nkwasiwe got a ruler and put it on Jessica's head. She told her the height. She was 103 centimetres tall. Mrs. Nkwasiwe measured three more children and promised to measure the rest the next day. She then wrote a story on the black board and children answered questions about measuring different things.

Questions

1. Where does Jessica go to school?

2. In which class is Jessica?

3. Who was teaching English?

4. How tall was Jessica?

5. Who was measured first according to the story?

6. What is the title of the story?

7. Write the title of the story?

8. Write Mrs. in full.

9. How many more children were measured that day?

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

MEASURING OUR DESKS

Teacher: Good morning Children.

Children: Good morning teacher

Teacher: Get your rulers, children. I would like you to measure your desks.

Children: What are we supposed to measure, teacher?

Teacher: The length and height of your desk.

Children: The height of the desk is 90 centimetres.

Teacher: Thank you. You may now measure the length.

Children: The length is 120 centimetres.

Teacher: You can also measure its width.

Children: The width is 30 centimetres.

Teacher: Well done children.

Questions

1. What is the dialogue about?

2. Who spoke first in the dialogue?

3. What were the children supposed to measure?

4. How long was the desk?

5. Did the teacher thank the children after measuring?

6. At what time of the day did the dialogue take place?

7. What is the title of the dialogue?

8. Write the title of the dialogue.

9. Name two things that were measured.

i) _____ ii) _____

Transport

Transport is the movement of people or goods from one place to another.

I can spell and read the words.

- | | | |
|-------------|--------------|-------------|
| - move | - passengers | - donkey |
| - transport | - driver | - aeroplane |
| - fly | - motorist | - conductor |
| - sail | - cyclist | - fare |
| - ride | - pilot | - ticket |
| - drive | - captain | |

Make sentences using these words.

1. driver: _____
2. aeroplane: _____
3. move: _____
4. mechanic: _____

Identify and write a small word from the big word.

donkey _____

passengers _____

How do/does you?

Make five meaningful questions from the table.

How	do does	you come to school? Henry go to the market? he move to the office? she go to the supermarket? Jessica and Winnie come home?
-----	------------	---

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

Form correct answers from the table.

Henry I He She Jessica and Winnie	goes to the market come to school come home moves to the office	by a donkey. on foot. by a car. by a motorcycle.
---	--	---

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