

## P.3 GRAMMAR, COMPOSITION & COMPREHENSION LESSON

### NOTES TERM I

Date	Time	Subject	Class	Pupils

**Theme : Our Sub County / Division**

**Aspect : Grammar**

**Content : Punctuations**

*We punctuate sentences using different punctuation marks*

#### For examples

- a) *Capital letters*
- b) *Full stop(.)*
- c) *Question mark(?)*
- d) *Comma (,)*
- e) *Apostrophe (')*

#### Capital letters

*They are A, B, C, D, E, F, G, H, I, J, K, L,  
M, N, O, P, Q, R, S, T, U, V,  
W, X, Y, Z,*

#### When do we use capital letters

1. *At the beginning of every sentence.*

#### *Examples*

- a) *that is my home*  
*That is my home*
- b) *chalkboards are black.*
- c) *Chalkboards are black.*

2. *When writing proper nouns*

#### *Examples*

*James, Mercy, April, Thursday, Kampala, Mukono, Kenya, London, Cornerstone*

## ***Sentences***

- 1. January comes before February.*
- 2. Amani lives in Kenya*

## **Full stop (.)**

- a) It is used at the end of a complete sentence*

## ***Examples***

*1. my name is Anthony.*

*Jacob doesn't eat pork.*

- b) A full stop is also used in short forms.*

## ***Examples***

***L.C – Local Council***

***Dr. - doctor***

***U.P.E - Universal Primary Education***

## **Comma (,)**

*This is used to separate a list of items.*

## ***Examples***

- 1. He bought pens, pencils, rubbers and rulers.*
- 2. Alice eats apples, oranges, pawpaws, Mangoes, and pineapples*

## ***Exercises***

***Punctuate the sentences correctly.***

- a) jesus love all of us.*
- b) uganda is a country in Africa*
- c) jessica will come back from London next Friday.*
- d) we learnt English science and maths.*
- e) a carpenter makes tables chairs cupboard and beds*
- f) aisha is sleeping.*
- g) musa went to kampala last tuesday*
- h) i am eight years old.*
- i) jackie and joan are sisters*

j) *i was punished because i came late.*

Date	Time	Subject	Class	Pupils

**Theme : Our Sub County / Division**

**Sub – theme : punctuation**

**Aspect : Grammar**

**Content : Question mark(?)**

*This is used after an interrogative sentence.*

*Some of the questioning words are;*

*What*

*Whose*

*Where*

*When*

*Who*

*Which*

*Did*

*Does etc*

### ***Examples***

- 1. What is your name?*
- 2. Did you write the home work?*
- 3. How old are you?*

### ***Apostrophe (')***

*This mark is used to show ownership*

### ***Examples***

*Jane's dress*

*Moses' car*

*Jesus' apostles*

*Kayanja's shop*

*An apostrophe is also used in contractions*

### ***Examples***

***shan't - shall not***

***can't – cannot***

***won't – will not***

***doesn't – does not***

*don't – do not*

### **Exercise**

**Punctuate the sentences correctly**

1. *did you see the monkeys.*
2. *this is paul's home*
3. *the boys pencil is broken*
4. *where do you live*
5. *that girl cant write well*
6. *this is lules car*
7. *are you coming*
8. *in which class are you*
9. *I shant go with you*
10. *My mothers dress is torn*

Date	Time	Subject	Class	Pupils

**Theme : Our Sub County / Division**

**Aspect : Grammar**

**Content : Prepositions Mk book 2 page 57**

**Prepositions : Are short words which are used after verbs,  
Nouns and pronouns to relate (link) them to other  
words.**

### **Examples**

On, near, against, in, over, through, at, under, along, of, after, in front of, by, from, behind, for, with, down, to, since, out.

### **Sentences**

1. Our school is **near** the hospital.
2. The bird flew **over** our house yesterday.

### **Exercise**

**Complete the sentences correctly**

1. Pupils went to look \_\_\_\_\_ the pictures
2. Put the water \_\_\_\_\_ the bucket
3. My father's house is \_\_\_\_\_ the church
4. The cup is \_\_\_\_\_ the table.
5. The bicycle is leaning \_\_\_\_\_ the tree
6. Opio went \_\_\_\_\_ the river by boat.
7. Musa rode the bicycle \_\_\_\_\_ the hill.
8. The children are walking \_\_\_\_\_ the road.
9. Why do you laugh \_\_\_\_\_ me?
10. The teacher shared the mango \_\_\_\_\_ the two girls.

Date	Time	Subject	Class	Pupils

**Theme : Our Sub County / Division**

**Aspect : Grammar**

**Content : Prepositions**

### Examples

**Complete the sentences using the correct preposition from the table below.**

against by between since

1. Mum has been digging since morning.
2. I always go to school by van.
3. The bicycle is leaning against the wall.
4. The two boys shared the apple between themselves.

### Exercise

**Complete the sentences using the words given**

at to near from on

1. Our mother buys food \_\_\_\_\_ the market.
2. I don't like to move \_\_\_\_\_ night.

3. Don't laugh \_\_\_\_\_ me.
4. She is coming \_\_\_\_\_ fetch water
5. My mother has a ring \_\_\_\_\_ her finger.
6. The car is \_\_\_\_\_ the garage.
7. The ball is \_\_\_\_\_ the table.
8. Juliet is walking \_\_\_\_\_ the road.

Date	Time	Subject	Class	Pupils

**Theme : Our Sub County / Division**

**Aspect : Grammar**

**Content : Articles**

### **Articles 'the'**

This article is used for a definite thing class, superlative degree, some rivers, mountains etc.

'The' is also used before ordinal numbers like first, second, third etc.

'The' is also used to refer to one thing or group of things common or universally known e.g the sun, the moon, the sky, the East, the North etc.

'The' can also be used in front of all nouns except proper nouns

### **Mixed exercise**

1. \_\_\_\_\_ elephant is a big animal.
2. I always carry \_\_\_\_\_ umbrella while going to school.
3. Mum bought \_\_\_\_\_ new car yesterday.
4. A lion is \_\_\_\_\_ brave animal.
5. I reported to school on \_\_\_\_\_ sixth day of the week.
6. \_\_\_\_\_ sun is static.
7. I am going to \_\_\_\_\_ university.
8. \_\_\_\_\_ aeroplane flew over our house last night.
9. River Nile is \_\_\_\_\_ longest river in Africa.

10. \_\_\_\_\_ apple a day keeps \_\_\_\_\_ doctor a way.

Date	Time	Subject	Class	Pupils

**Theme : Our Sub County / Division**

**Aspect : Grammar**

**Content : Alphabetical order**

The alphabetical letters are twenty six in number. They are arranged from a-z ie.

a     b     c     d     e     f     g     h     I     j     k     l     m  
n     o     p     q     r     s     t     u     v     w     x     y     z

Therefore, we can also arrange words in alphabetical order.

### **Arranging by the first letter**

#### **Examples**

1.     zip             ant             pot             egg  
         ant             egg             pot             zip

2.     yam             lake             insect             box  
         box             insect             lake             yam

#### **Exercise**

#### **Arrange the following in alphabetical order.**

1. Sit,             rest,             bank,             young.
2. dangerous,     answer,     zion,     can
3. holy,             won,             special,     top
4. elephant, onion,     know,     lion
5. umbrella, quiet,     frog,     gone
6. important,     hyena,     man,     bungalow
7. question, recite,     story,     look
8. good,             harder,     very,     answer

Date	Time	Subject	Class	Pupils

**]Theme : Our sub county / Division**

**Aspect : Grammar**

**Content : Alphabetical letters**

**Arranging by the second letter**

### **Examples**

- |    |      |      |      |      |
|----|------|------|------|------|
| 1. | lip  | lake | loaf | leaf |
|    | sit  | leaf | lip  | loaf |
| 2. | sit  | sun  | soap | ship |
|    | ship | sit  | soap | sun  |

### **Exercise**

**Arrange the following words in ABC order**

- |    |          |          |        |         |
|----|----------|----------|--------|---------|
| 1. | pot      | pancake  | peg    | pink    |
| 2. | Brenda   | bun      | bag    | burn    |
| 3. | cell     | cumbered | candle | control |
| 4. | minister | men      | mango  | monkey  |
| 5. | won      | wrangle  | waist  | win     |
| 6. | learn    | line     | log    | lug     |
| 7. | dance    | drum     | dig    | dumb    |



Date	Time	Subject	Class	Pupils

**Theme : Our Sub County / Division**

**Aspect : Grammar**

**Content : Cardinal numbers**

Cardinal numbers

*These are numbers which show quantity.*

### **Examples**

<b><u>Number name</u></b>	<b><u>Number word</u></b>
1 <sup>st</sup>	- first
2 <sup>nd</sup>	- second
3 <sup>rd</sup>	- third
4 <sup>th</sup>	- fourth
5 <sup>th</sup>	- fifth
6 <sup>th</sup> -	sixth
7 <sup>th</sup> —	seventh
8 <sup>th</sup> —	eighth
9 <sup>th</sup> —	ninth
10 <sup>th</sup> —	tenth
11 <sup>th</sup> —	eleventh
12 <sup>th</sup> —	twelfth
13 <sup>th</sup> —	thirteenth
14 <sup>th</sup> —	fourteenth

Date	Time	Subject	Class	Pupils

**Theme : Our Sub County / Division**

**Aspect : Grammar**

**Content : Ordinal numbers**

### **Ordinal numbers**

These are numbers that show the order or position of something.

### **Examples**

<b><u>Number name</u></b>		<b><u>Number word</u></b>
1 <sup>st</sup>	-	first
2 <sup>nd</sup>	-	second
3 <sup>rd</sup>	-	third
4 <sup>th</sup>	-	fourth
5 <sup>th</sup>	-	fifth
6 <sup>th</sup>	-	sixth
7 <sup>th</sup> —		seventh
8 <sup>th</sup> —		eighth
9 <sup>th</sup> —		ninth
10 <sup>th</sup>	—	tenth
11 <sup>th</sup>	—	eleventh
12 <sup>th</sup>	—	twelfth
13 <sup>th</sup>	—	thirteenth
14 <sup>th</sup>	—	fourteenth
15 <sup>th</sup>	—	fifteenth
16 <sup>th</sup>	—	sixteenth
17 <sup>th</sup>	—	seventeenth
18 <sup>th</sup>	-	eighteenth
19 <sup>th</sup>	-	nineteenth
30 <sup>th</sup>	—	thirtieth

40 <sup>th</sup>	—	fortieth
50 <sup>th</sup>	—	fiftieth
60 <sup>th</sup>	—	sixtieth
70 <sup>th</sup>	—	seventieth
80 <sup>th</sup>	—	eightieth
90 <sup>th</sup>	—	ninetieth
100 <sup>th</sup>	—	one hundredth

### **Exercise**

#### **Fill in the missing number name / word.**

1. \_\_\_\_\_ eighteenth
2. \_\_\_\_\_ thirtyfifth
3. 28<sup>th</sup> \_\_\_\_\_
4. 31<sup>st</sup> \_\_\_\_\_
5. \_\_\_\_\_ twenty second
6. 42<sup>nd</sup> \_\_\_\_\_
7. \_\_\_\_\_ eighth
8. 12<sup>th</sup> \_\_\_\_\_

#### **Write the figures in brackets in full.**

- 9.** I am my parents \_\_\_\_\_ born (1<sup>st</sup>)
10. Juma was the \_\_\_\_\_ in his class last term.(9<sup>th</sup>)
11. Lisa celebrated her \_\_\_\_\_ birthday yesterday.(12<sup>th</sup>)
12. Today is the \_\_\_\_\_ of March (20<sup>th</sup>)
13. Alex is the \_\_\_\_\_ born in his family. (2<sup>nd</sup>)

Date	Time	Subject	Class	Pupils

**Theme : Our Environment**

**Aspect : Grammar**

**Content : Verbs**

A verb is a doing word., It tells you what a noun is doing, does, did, has done, or will do.

Therefore verbs are action verbs

### **Forms of verbs**

- Regular verbs
- Irregular verbs

### **Regular verbs**

These are verbs that have their past and past participle changed by adding ‘d’ or ‘ed’

### **Examples**

<b><u>Present</u></b>	<b><u>Post</u></b>	<b><u>Past participle</u></b>
pick	picked	picked
care	cared	cared
dream	dreamt	dreamt
act	acted	acted
coach	coached	coached
fail	failed	failed
hang	hanged	hanged
guess	guessed	guessed
end	ended	ended
book	booked	booked
beg	begged	begged
add	added	added
hang	hung	hung

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## **Exercise**

### **Fill in the gaps**

<b><u>Present</u></b>	<b><u>Past</u></b>	<b><u>Past participle</u></b>
hatch		
kick		
explain		
dress		
beg		
address		
laugh		
lean		
mock		
offer		
pass		
pray		
rain		
stop		
want		

Date	Time	Subject	Class	Pupils

**Theme : Environment and weather**

**Aspect : Grammar**

**Content : Verbs**

### **Irregular verbs**

Irregular verbs are verbs whose past simple and past participle has no uniform order.

*They change completely.*

### **Examples**

<b>Present</b>	<b>Past</b>	<b>Past participle</b>
Sweep	Swept	Swept
Kneel	Knelt	Knelt
Swim	Swam	Swum
Spring	Sprang	Sprung
Dig	Dug	Dug
Win	Won	Won
Cut	Cut	Cut
Put	Put	Put
See	Saw	Seen
Drive	Drove	Driven
Dig	Dug	Dug

### **Exercise I**

**Write the correct form of the verb in brackets to complete the sentences.**

1. I have \_\_\_\_\_ a very big snake.(see)
2. Our mother \_\_\_\_\_ a new pair of shoes.(buy)
3. The dog has \_\_\_\_\_ the baby's milk.(drink)
4. Jane has \_\_\_\_\_ my little finger.(cut)

5. We \_\_\_\_\_ the Uganda National Anthem at the assembly.(sing)
6. Anitah \_\_\_\_\_ a very good composition.(writes)
7. Tom has \_\_\_\_\_ a very deep pit. (dig)
8. She \_\_\_\_\_ matooke last night. (cook)
9. Sarah has \_\_\_\_\_ to school.(go)

Date	Time	Subject	Class	Pupils

**Theme : Environment and weather**

**Aspect : Grammar**

**Content : Tenses**

### **Tenses**

A tense is a word used to show the time when an action happens.

#### **1. Present simple tense (every day tense)**

This tense is used to refer to events which take place every day, weekly, monthly, yearly etc

Singular pronouns and nouns.

take “s”, “es” and “ies”

<b>Singular</b> <b>e.g</b>	<b>Plural</b> <b>e.g</b>
She, he, dog <b>It , John etc The verb used takes</b> “s” “es” or “ies”	They, we, The children <b>I , you , trees</b> don’t take “s” add anything on the verb

#### **Which take “s”**

eats, writes, sits, hides

stands, looks, reads, cooks

draws, learns, puts sleeps etc

#### **which take “es”**

catches, touches, teaches, watches

goes, switches, does, torches, fetches etc

#### **Verbs which takes “ies”**

cry – cries

tally – tallies

carry – carries

try – tries

hurry – hurries      dry – dries etc

### **Examples**

The cat **catches** the mice every night.

Our baby **cries** a lot at night.

Pelia **writes** well.

### **Exercise**

#### **1. Add “s” , “es” or “ies”**

use –              carry –              rest –              play –              shout –              call –  
slash –              dress –              wash –              walk –              fetch –              rain – etc

#### **2. Use the correct form of the verb in brackets to complete the sentences.**

- a) We \_\_\_\_\_ home work every day.(do)
- b) Joan \_\_\_\_\_ that bag daily. (carry)
- c) He \_\_\_\_\_ late every night.(sleep)
- d) Juma \_\_\_\_\_ to the mosque every Friday.(go)

Date	Time	Subject	Class	Pupils
			P.3Y	50

**Theme : Environment and weather**

**Aspect : Grammar**

**Content : Tenses**

### **Present continuous tense (now tense)**

Verbs which end with “e” drop “e” and we add “ing”

**e.g.**

care –              caring  
love –              loving  
change –              changing  
use –              using



hide	—	hiding
complete	—	completing
take	—	taking
give	—	giving
make	—	making etc

**Verbs that double their last consonant**

sit	—	sitting
dig	—	digging
run	—	running
begin	—	beginning
put	—	putting
cut	—	cutting
let	-	letting
swim	-	swimming
clap	-	clapping
slap	-	slapping
stop	-	stopping
win	-	winning
knit	-	knitting

**other verbs**

<i>cook</i>		<i>cooking</i>
<i>play</i>		<i>playing</i>
<i>stay</i>		<i>staying</i>
<i>break</i>		<i>breaking</i>
<i>steal</i>		<i>stealing</i>

## Exercise

### 1. Complete these by adding “ing” correctly

write – place – give – use – cut – bite – invite –  
 slap – stop – clap – win – spit – shut – knit –  
 let – ride – shake – live – mistake –

### 2. Use the correct form of the verb in brackets to complete the sentences.

- Mummy is \_\_\_\_\_ food now. (cook)
- She is \_\_\_\_\_ under the bed. (hide)
- We are \_\_\_\_\_ to school. (run)
- It is \_\_\_\_\_ heavily in town. (rain)
- The children are \_\_\_\_\_ their books. (receive)
- Musa is \_\_\_\_\_ in his garden now. (dig)
- Isa is \_\_\_\_\_ his new bicycle. (ride)
- The boys are \_\_\_\_\_ football. (play)

Date	Time	Subject	Class	Pupils
			P.3Y	50

**Theme : Environment and weather**

**Aspect : Grammar**

**Content : Tenses**

A tense is

Present continuous tense.

### **NB; Helping verbs**

He } use ‘is’ + the main verb ending with ‘ing’  
 She } e.g. The dog is barking at the boys  
 It } Alice is washing utensils.

We } Use ‘are’ + the main verb ending with ‘ing’  
 They } e.g. . The girls are playing hide and seek.

You

2. Ben and I are going to town.

I ) Uses 'am' + "ing".

e.g I am drawing a flower

### **Exercise**

1. I \_\_\_\_\_ home now. (go)
2. We \_\_\_\_\_ for posho. (fight)
3. She \_\_\_\_\_ away from the debate (run)
4. They \_\_\_\_\_ a nice song (sing)
5. It \_\_\_\_\_ very well (write)
6. I \_\_\_\_\_ at John's shoes everyday (laughed)
7. We \_\_\_\_\_ down dancing (go)
8. He always \_\_\_\_\_ my cloths (wash)
9. She rarely \_\_\_\_\_ back late (come)
10. They normally \_\_\_\_\_ in the evening.(sleep)
11. You \_\_\_\_\_ to school every day. (walk)
12. I \_\_\_\_\_ her daily (feeds)

Date	Time	Subject	Class	Pupils

**Theme : Environment and weather**

**Aspect : Grammar**

**Content : Tenses**

### **Past simple tense (yesterday tense)**

This tense tells us about action which happened in the past. We usually use words like yesterday, last week, month, year, last night etc

#### **Verbs that add “ed”**

look, play, clean, cook, slash, push, brush, stop, clap, shout, show, rain, finish, kill, work

#### **Verbs we add “d”**

love, care, change, use, complete,  
live, chase, graze, dance

#### **Verbs we add “t”**

Mean – meant  
Learn – learnt  
Dream – dreamt  
Kneel – knelt

#### **Verbs that end with “y”**

Change “y” to “i” then we add “ed”

Cry – cried

Dry – dried

Try – tried

Carry – carried

Tally – tallied

## Exercise

### Fill in the gap correctly using the given verb

1. He \_\_\_\_\_ delicious food today. (cook)
2. Jerome \_\_\_\_\_ the cow up the hill. (graze)
3. Mother \_\_\_\_\_ to greet grandma. (kneel)
4. Nandujja \_\_\_\_\_ at my aunt's party. (dance)
5. Peter \_\_\_\_\_ at him. (shout)
6. We \_\_\_\_\_ the bush around our home. (slash)
7. The dog \_\_\_\_\_ the calf away. (chase)
8. Sister Ritah \_\_\_\_\_ badly last night. (dream)

Date	Time	Subject	Class	Pupils

**Theme : Environment and weather**

**Aspect : Grammar**

**Content : Tenses**

### Past tenses of irregular verbs

see – saw	bring – brought	run – ran
buy – bought	cry – cried	keep- kept
	ride – rode	sweep – swept
sell – sold	sit – sat	fall – fell
sleep – slept	stand – stood	break – broke
	draw - drew	wake – woke
come – came	write – wrote	throw – threw
tell – told	drive – drove	teach – taught
drink – drank	eat – ate	dig – dug
go – went	sing – sang	

### Verbs that remain the same

Cut	—	cut
put	—	put
shut	—	shut
hit	—	hit
burst	—	burst
hurt	—	hurt

### Verbs like

dye – died

lie – lied

lay – laid

### Exercise

#### Use the given word correctly

1. We \_\_\_\_\_ a giraffe in the zoo. (see)
2. The marton \_\_\_\_\_ early last Sunday. (sleep)
3. Who \_\_\_\_\_ yesterday night. (cry)
4. Mr. Okello \_\_\_\_\_ us English in the morning. (teach)
5. I \_\_\_\_\_ neatly in my homework book. (write)
6. The boys \_\_\_\_\_ nice pictures. (draw)
7. Titus \_\_\_\_\_ my ballon on Christmas. (burst)
8. He \_\_\_\_\_ the bicycle down the valley. (ride)

#### Use the correct form of the verbs in the brackets to complete the sentences

9. The little girl has \_\_\_\_\_ my glass. (break)
10. The boys were \_\_\_\_\_ to school. (run)
11. They have \_\_\_\_\_ cassava and beans. (cook)
12. She has \_\_\_\_\_ to Mbarara. (drive)
13. Anisha was \_\_\_\_\_ at us. (laugh)
14. We \_\_\_\_\_ to the zoo last year. (go)

15. The children were \_\_\_\_\_ their books last evening. (revise)

Date	Time	Subject	Class	Pupils

**Theme : Environment and weather**

**Aspect : Grammar**

**Content : Tenses**

### **Future simple tense**

This tense is used when thinking of or imagining an action or event which will happen at some time to come.

The helping verbs used are 'will' and 'shall'.

### **NOTE:**

He	}	use 'will'
She		
They		
You		
It		
		e.g. It will rain tonight.
		Betty will cook supper
		You will visit Aunt Sarah next week.

We	}	Use 'shall'
I		
		e.g. Wendy and I shall mop the house
		I shall weed the beans the next day.

### **Exercise**

#### **Complete the sentences correctly.**

1. Joan will \_\_\_\_\_ us next Sunday. (visit)
2. Mother will \_\_\_\_\_ care of our uncle's wife (take)
3. I shall \_\_\_\_\_ my homework after supper (do)
4. The teachers will \_\_\_\_\_ harder next term. (work)
5. We shall \_\_\_\_\_ the village meeting. (attend)

### **Use will or shall to complete the sentences**

1. Their father \_\_\_\_\_ visit them tomorrow.
2. I \_\_\_\_\_ greet my mother when she comes back.
3. The doctor \_\_\_\_\_ treat the patient.
4. We \_\_\_\_\_ eat rice and meat for lunch.
5. It \_\_\_\_\_ bark at the thief at night.

Date	Time	Subject	Class	Pupils

**Theme : Our Sub County / Division**

**Aspect : Grammar**

**Content :**

### **Using /has/ have/ was/ were**

- Has – used with singular nouns and pronouns e.g. he, she, Sarah etc
- Have – used with pronoun I and you and
  - – plural nouns e.g. we, they, John & Anna
  - – used in, present perfect tense
- Was – for singular
- Were – for plural

### **Examples**

1. She has eaten my sugarcane.
2. The farmers have grown maize.
3. They have taken their books.
4. Joan was reading a novel.
5. The girls were cleaning tables.
6. The cats were running around the house.



## Exercise

Fill in using “has”, “have”, “was” or were

1. I \_\_\_\_\_ gone home.
2. My aunts \_\_\_\_\_ come to visit us.
3. The books \_\_\_\_\_ got wet.
4. The crocodile \_\_\_\_\_ lying in water.
5. All the cows \_\_\_\_\_ stolen yesterday night.
6. Oscar \_\_\_\_\_ eaten a lot of food.
7. Your sister \_\_\_\_\_ a lovely smile.
8. \_\_\_\_\_ you given out all the rubbers?

Date	Time	Subject	Class	Pupils

**Theme : Our Sub County / Division**

**Aspect : Grammar**

**Content : Nouns**

## **Nouns**

### **What is a noun?**

A noun is a naming word. It can be a name of a person, place, animal or anything.

### **Types of nouns**

1. Proper nouns                      2. common                      3. collective nouns

A proper noun is the particular name of a person or thing or place.

**Note:** *proper nouns are written starting with a capital letter*

*Names of places*

*Names of people*

*Names of physical features*

*Days of the weeks*

*Months of the year*

### **Examples of proper nouns**

Musisi                      Elgon                      Mukono

Ben                      Tuesday

February                      Cornerstone

### **Exercise**

#### **Underline the proper nouns in these sentences**

1. We went for a trip in Jinja last Saturday.
2. Uganda is a good country
3. I come from Kitete
4. The Bible is the commonest book
5. Nairobi is the capital city of Kenya

6. The headmaster of our school is Mr. Fred Kenzo
7. Dr. Obote is my relative
8. Let us go to Kamuli
9. *He comes to visit us every Friday.*
10. *River Nile is the longest in Africa.*
11. *We stay in Seeta.*

Date	Time	Subject	Class	Pupils

**Theme : Our Sub County / Division**

**Aspect : Grammar**

**Content : Nouns**

### **Common nouns**

A common noun is a name given to things of the same kind / type.

### **Examples.**

Houses      boys      women      girl      belts      chairs      tables etc.

### **Plurals of common nouns**

There are two types of common nouns i.e.

1. Countable nouns
2. uncountable nouns

**Countable nouns** are the names of things which may be counted. pen- pens, book – books, leaf- leaves, baby – babies.

### ***Plurals that take “s”***

### **Exercise**

**Give the plural form of these nouns.**

1. pen \_\_\_\_\_
2. window \_\_\_\_\_
3. door \_\_\_\_\_
4. girl \_\_\_\_\_

5. chair \_\_\_\_\_
6. gun \_\_\_\_\_
7. black board \_\_\_\_\_

**Complete the following sentences giving the plurals**

1. Bring those \_\_\_\_\_ here (pen)
2. Don't open our \_\_\_\_ (window)
3. Stop climbing \_\_\_\_ (tree)
4. The \_\_\_\_ have scared us (lion)
5. How many \_\_\_\_ are they? (symbol)

Date	Time	Subject	Class	Pupils

**Theme : Our environment**

**Aspect : Grammar**

**Content : Nouns**

**(b) Common nouns ending in 's' 'ch' 'sh'**

**(hissing sound) form their plural by adding es.**

*Plurals that take "es"*

**Examples**

**Singular (one)**

**Plural (many)**

glass	glasses
dress	dresses
gas	gases
church	churches
watch	watches
dish	dishes
trench	trenches
bench	benches

ditch	ditches
beach	beaches
bitch	bitches
torch	torches

### **Exercise**

#### **Fill in the missing words**

<b><u>No</u></b>	<b><u>Singular</u></b>	<b><u>Plurals</u></b>
1.	box	
2.	axe	
3.	brush	
4.	bush	
5.	bus	
6.	bench	

#### **Make some sentences using the above words.**

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

#### **Complete the following sentences in plurals**

1. My mother has two \_\_\_\_\_(church)
2. Could you please go and buy some \_\_\_\_\_(tomato)
3. \_\_\_\_\_don't bite during day time(mosquito)
4. Our \_\_\_\_\_are lacking what to feed on (puppy)

Date	Time	Subject	Class	Pupils

**Theme : Our environment**

**Aspect : Grammar**

**Content : Nouns**

***Plurals that take –“ves”***

Nouns that end with ‘f’ or ‘fe’ form their plurals by changing ‘f’ or ‘fe’ into ‘v’ then add ‘es’ (ves)

### **Examples**

<b>Singular</b>	<b>Plural</b>
knife	knives
wife	wives
calf	calves
leaf	leaves
shelf	shelves

### **Exceptional**

chief	chiefs
handkerchief	_____
roof	roofs

### **Exercise**

#### **Fill in the missing gaps**

<b><u>Singular</u></b>	<b><u>Plural</u></b>
1. thief	_____
2. wolf	_____
3. self	_____
4. life	_____
5. handkerchief	_____

**Make some sentences using the words above.**

**Complete the following sentences in plurals.**

1. We caught two \_\_\_\_\_ yesterday. (thief)
2. Whose \_\_\_\_\_ are those? (wolf)
3. AIDS has claimed people's \_\_\_\_\_ (life)
4. Let us go by \_\_\_\_\_ (our self)
5. Those \_\_\_\_\_ are very sharp. (knife)
6. That tree has many dry \_\_\_\_\_. (leaf)

Date	Time	Subject	Class	Pupils

**Theme : Our environment**

**Aspect : Grammar**

**Content : Nouns**

d) Some nouns that end in 'f' or 'fe' you only add 's' to the word.

**Example**

**Singular      Plural**

roof            roofs

gulf            gulfs

staff           staffs

**Exercise**

Fill in the missing gaps/ give the plurals of these words.

**Singular      Plural**

stuff           \_\_\_\_\_

chief           \_\_\_\_\_

scarf           \_\_\_\_\_

belief           \_\_\_\_\_

handkerchief \_\_\_\_\_

gulf            \_\_\_\_\_

staff           \_\_\_\_\_

**Write the plural form of the word in the brackets**

1. I hardly use those \_\_\_\_\_ ( stuff)
2. Look at the \_\_\_\_\_ and tell me. (roofs)
3. May bring me the \_\_\_\_\_, please? (cliff)
4. All his \_\_\_\_\_ are dirty (handkerchief)
5. The \_\_\_\_\_ will be coming here ( chief)

Date	Time	Subject	Class	Pupils
			P.3Y	50

**Theme : Our environment**

**Aspect : Grammar**

**Content : Plurals that take “ies”**

(e) Nouns that end with ‘y’ preceded by a consonant, change ‘y’ into ‘i’ and add ‘es’

**Singular**

**Plural**

lorry

lorries

story

stories

industry

industries

company

companies

**Exercise**

**Write the plural forms of these words.**

**Singular**

**Plurals**

baby

\_\_\_\_\_

lady

\_\_\_\_\_

city

\_\_\_\_\_

family

\_\_\_\_\_

fly

\_\_\_\_\_

puppy

\_\_\_\_\_

body

\_\_\_\_\_



**Make some sentences in plural using those words.**

**Complete the sentences correctly.**

1. Our \_\_\_\_\_ are quite comfortable (family)
2. Get my \_\_\_\_\_ from the bed (baby)
3. Kampala and Nairobi are good \_\_\_\_\_ (city)
4. Our millet is always kept in \_\_\_\_\_ (granary)

Date	Time	Subject	Class	Pupils
			P.3Y	50

**Theme : Our environment**

**Aspect : Grammar**

**Content : Plural nouns exceptional**

(f) Nouns that end with 'y' preceded by a vowel letter simply take 's' to form the plurals.

**Examples**

<b><u>Singular</u></b>	<b><u>plural</u></b>
turkey	turkeys
boy	boys
day	days

**Exercise**

**Give the plural form of the following**

monkey	_____
tray	_____
donkey	_____
valley	_____
key	_____
x –ray	_____
way	_____
toy	_____
day	_____

**Complete the sentences using the correct form in plural.**

1. I hate \_\_\_\_\_ in my life(monkey)
2. \_\_\_\_\_ are good to farmers (valley)
3. Send her \_\_\_\_\_ away from us (key)
4. Avoid bad \_\_\_\_\_ in your life please. (way)
5. Why do you enjoy playing with \_\_\_\_\_? (toy)

Date	Time	Subject	Class	Pupils
			P.3Y	50

**Theme : Our Environment**

**Aspect : Grammar**

**Content : Plural nouns (Guidelines)**

(g) Most common nouns that end 'o' add 'es' to their plurals.

**Examples**

**Singular      plurals**

potato	potatoes
tomato	tomatoes
mosquito	mosquitoes
mango	mangoes
echo	echoes

**Exercise I**

**Fill in the gaps**

<b><u>Singular</u></b>	<b><u>Plural</u></b>
flamingo	_____
negro	_____
cargo	_____
mango	_____
buffalo	_____
volcano	_____
hero	_____

## **Exercise II**

**Re- write the sentences giving the plural forms of the underlined words.**

1. She brought us a **tomato**.
2. We saw a **buffalo** at the zoo.
3. A **flamingo** is a wild bird.
4. There is a **mosquito** in the net.
5. Mummy ate a **potato** for supper.
6. This **radio** is very new.
7. I want to take a **photo**
8. The **echo** is the **studio** disturbed us.
9. My **tooth** is aching

**Give the plural form of the underlined words**

1. **A Flamingo** is a nice looking bird.
2. Let's go and bring our **Cargo** back .
3. I do not eat **potato** nowadays.
4. My **mango** can never rot.
5. Listen to the **echo** produced.

Date	Time	Subject	Class	Pupils
			P.3Y	50

**Theme : Our Environment**

**Aspect : Grammar**

**Content : Plural nouns that end with 'o' but taking only 's' to form the plural**

### **Examples**

**Singular                  plural**

disco                  discos

radio                  radios

dynamo                  dynamos

bamboo                  bamboos

piano                  pianos

**Fill in the missing gaps**

**Singular**

**Plural**

studio

\_\_\_\_\_

video

\_\_\_\_\_

photo

\_\_\_\_\_

igloo

\_\_\_\_\_

**Choose the correct plural form from the given brackets.**

1. Bebe cool is shooting some \_\_\_\_\_ (video, videos)
2. We should get prepared for the \_\_\_\_\_ (photo, photos)
3. His \_\_\_\_\_ are quite good (studio, studios)
4. Mark's \_\_\_\_\_ got some mechanical fault (piano, pianos)

**Give the correct plural for the underlined words**

1. The girl dislikes video
2. I am good at playing piano.
3. Lets go and take photo.
4. My radio gets spoilt so easily.

Date	Time	Subject	Class	Pupils
			P.3Y	50

**Theme : Our Environment**

**Aspect : Grammar**

**Content : Plural nouns**

**(i) Nouns that form their plurals by changing the internal vowels**

### Examples

<u>Singular</u>	<u>Plural</u>
tooth	teeth
foot	feet
mouse	mice
louse	lice
goose	geese
man	men
woman	women

Date	Time	Subject	Class	Pupils
			P.3Y	50

**Theme : Our Environment**

**Aspect : Grammar**

**Content : Plural nouns**

**(j) Some nouns remain the same in singular and plural form.**

<u>Singular</u>	<u>Plural</u>
sheep	sheep
luggage	luggage
rubbish	rubbish
furniture	furniture
fish	fish

hair	hair
deer	deer
salt	salt
sugar	sugar

### **Exercise**

#### **Give the plural form of the underlined word.**

1. I got this money from the bank
2. Sarah ate a lot of bread yesterday.
3. Mr. Kambale bought a new piano
4. Have you got new furniture?
5. Put sugar in my tea

#### **Give the plural form of the underlined words.**

1. She has a lot of rubbish in her room.
2. I sought permission from the head teacher.
3. Did you get their equipments?
4. Juliet's radio is not working.
5. My hair is very black.

Date	Time	Subject	Class	Pupils
			P.3Y	50

**Theme : Our Environment**

**Aspect : Grammar**

**Content : Uncountable nouns**

These are nouns which cannot be counted i.e. water, soil, oil, blood, bread, soil, information, advice, news, food.

### **Changing uncountable nouns to plural form**

We can change them only if a suitable noun is used before them eg.

<b><u>Singular</u></b>	<b><u>Plural</u></b>
a jerrycan of water	jerrycans of water
a bart of soap	bars of soap
a piece of paper	pieces of soap
a litre of milk	litres of milk
a piece of chalk	pieces of chalk

### **Exercise**

Form the plurals of the uncountable nouns

<b><u>Singular</u></b>	<b><u>Plural</u></b>
a piece of land	
a cup of blood	
a loaf of bread	
a piece of information	
a glass of oil	
a piece of advice	
a pan of water	

## Exercise

### Give the plural of the underline.

1. James collected a jerry can of water.

\_\_\_\_\_

2. Mukisa broke a piece of chalk.

\_\_\_\_\_

3. Daddy bought a loaf of bread.

\_\_\_\_\_

### Re – write the sentences giving the plural of the underlined group of words.

4. I have to buy a bar of soap.

\_\_\_\_\_

5. The baby takes a litre of milk every day.

\_\_\_\_\_

6. He used the piece of land for farming.

\_\_\_\_\_

Date	Time	Subject	Class	Pupils

**Theme : Our Environment**

**Aspect : Grammar**

**Content : Nouns**

### **Collective nouns**

Collective nouns are names given to a group of things collected together.

### **Examples**

A group of sheep	- flock
A group of bees	- swarm
A number of sticks	- bundle
A group of people praying	- congregation
A collection of books	- library
A collection of spoon, forks, knives	- cutlery



A group of cattle	- herd
A group of thieves	- gang
A group of beautiful ladies	-bevy
A group of people watching a game	-spectators
A collection of flowers	-bouquet

**Fill in the gaps with the correct word**

A _____ of thieves.	A _____ of trees.
A _____ of keys.	A _____ of cattle.
A _____ of singers.	A _____ of dancers.
A _____ of birds.	
A _____ of chicks.	A _____ of flowers.
A _____ of cars.	A _____ of cigarettes.

***Give one word for the underlined group of words***

- a) Ogwang is looking after a group of cattle
- b) We were attacked by a group of bees
- c) The collection of trees has caught fire
- d) The police arrested a group of thieves

### P.3 COMPOSITION AND COMPREHENSION TERM I 2018

Date	Time	Subject	Class	Pupils

**Theme** : Our sub county

**Aspect** : Name and location of our sub county

**Content** : Vocabulary

**Aspect** : Composition

#### **Vocabulary**

on, in ,behind, , in front of, near , North, East , West , South , right , left , above, sunrise, sunset, opposite, along , across, sub-county, division ,at the side of ,cupboard, door.

#### **Construct sentences using those new words**

##### **Examples**

1. The ball is under the table
2. The bird is one the tree
3. Our farm, is near the church
4. The teacher is standing in front of the class.

##### **Exercise**

#### **Construct sentences using these words**

1. near
2. East
3. West
4. in

#### ***Fill in the missing letters***

5. N \_ \_ th
6. beh \_ \_ d
7. ri \_ ht
8. Ea \_ t

<i>Date</i>	<i>Time</i>	<i>Subject</i>	<i>Class</i>	<i>Pupils</i>

**Theme** : *Our sub county*

**Aspect** : *Name and location of our sub county*

**Content** : *Structure*

**Aspect** : *Composition*

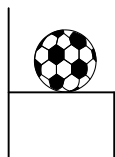
### **Where is the ball?**

*The .....is .....the .....*

*Is the .....(under,on,opposite,near)the.....*

*The .....is.....the*

*yes, it is/no, it is not.*



*Where is the ball?*

*Is the ball under the table?*

*The ball is on the chair.*

.....

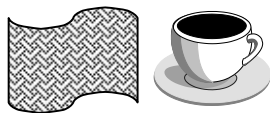


*Where is the cat?*

*Is the cat under the table?*

*The cat is under the chair.*

.....



*Where is the cup?*

*Is the cup on the mat?*

*The cup is near the mat.*

.....

### **Exercise**

1.



*Where is the pencil?*

*Is the pencil in the tin?*

.....

2.



*Where is the tree?*

*Is the tree opposite the house?*

.....

<i>Date</i>	<i>Time</i>	<i>Subject</i>	<i>Class</i>	<i>Pupils</i>

**Theme** : *Our sub county*

**Aspect** : *Name and location of our sub county*

**Content** : *Poem*

**Aspect** : *Comprehension*

*Read the poem and answer the questions that follow.*

### **Poem**

#### **At the Lake side**

*I always go to the lakeside  
To watch the boats rowing on the lake  
It is a home of so many fish; big and small.  
I always see fishermen carrying fishnets.  
Fishermen always catch the fish I like to eat.  
This is the place where I want to be.*

*I sometimes go to the forest to see  
lumbermen doing their job.  
It is a place with so many plants  
big and tall.  
Monkeys jump from branch to branch  
they always jump from tree to tree to eat fruits.  
This is the place where they want to be.*

*By Clinton*

### **Questions**

- 1. Write the title of the poem.*
- 2. Which two places does the writer go to?*
- 3. Why does the writer go to the lakeside?*
- 4. What do fishermen carry?*
- 5. Who catches fish?*
- 6. Which animals stay in the forest?*
- 7. Write their work*  
*a) fishermen –*

b) *lumbermen* -

8.who wrote the poem?

Date	Time	Subject	Class	Pupils

**Theme** : Our sub county

**Aspect** : Physical features of our sub county

**Content** : Vocabulary

**Aspect** : Composition

### **Vocabulary**

river , hill, valley, pond, mountain, fish , Graze, well, spring, lake, swamp, up, down, along, from, quarry, plant, soil, plain, graze, garden, rock, forest.

### **Construct sentences using these words correctly.**

#### **Examples**

a) Mountain – we visited mountain Elgon last term.

b) Well – I always fetch water from the well.

### **Exercise**

#### **Make correct sentences using these words.**

1. fish

2. grazing

3. hill

4. river

#### ***Fill in the missing letters***

5. r\_\_ver

6. po \_\_d

7. spr \_\_ng

8. mount \_\_ \_\_n

**3.**write these words correctly.

Yellav.....ihll.....

Leak.....pmsaw.....

Date	Time	Subject	Class	Pupils

**Theme : Our sub county**

**Aspect : Physical features in our sub county**

**Content : Dialogue**

**Aspect : Comprehension**

**Read the dialogue and answer the questions that follow**

**Madina:** Hello Fatumah, where were you yesterday?

**Fatumah:** I had gone to visit my sub – county.

**Madina:** What is the name of your sub – county?

**Fatumah:** It is called Muyembe Sub – county.

**Madina:** In which county is it found?

**Fatumah:** It is in Bulambuli County.

**Madina:** Which games do you play in your sub – county?

**Fatumah:** We play netball and football

**Madina:** Fatumah, can you play netball

**Fatumah:** Oh! Yes, I can.

**Madina:** That is great. I will call you to our court

**Fatumah:** Thanks, Madina. Good bye.

### **Questions**

1. Which two people are talking in the dialogue?
2. What is the conversation about?
3. Who spoke first?
4. What is the name of Fatumah's sub – county?
5. Which two games which are played in Muyembe sub – county?

Date	Time	Subject	Class	Pupils

**Theme : Our sub county**  
**Aspect : Physical features in our sub county**  
**Content : Poem**  
**Aspect : Comprehension**

### **Poem**

Environment Environment!

Our environment is good

A home of many things  
that were created by God.

Mountains, lakes and rivers,  
plants, animals and insects  
all make up the environment

Environment! Environment!

The source of food for man

Flowers grow, forests are  
there for us to see beautiful animals  
stones, sand and water  
in the environment  
will help us to build  
beautiful homes.

**Nabirye Shirat**

### **Questions**

1. What is the poem about?
2. What is good according to the poem?
3. Who created the many things in the environment?

4. What makes up the environment?
5. How many stanzas does the poem have?
6. Why are forests there?
7. What helps us to build beautiful homes?
8. Who wrote the poem?

Date	Time	Subject	Class	Pupils

**Theme : Our sub county**  
**Aspect : People in our sub county**  
**Content : Vocabulary**  
**Aspect : Composition**

### **Vocabulary**

Secretary, doctor, baker, lawyer, tailor, salon, teacher, policeman, office, parent, army man, pastor, children, barber, mechanic, driver, carpenter, teach, preacher, parish, chairperson, police, member, leader, friend.

### **Construct sentences using these words**

#### **Examples**

- a) Policeman – Opaya is a good policeman.
- b) Office- I met the head teacher in her office
- c) Pastor – People gathered around the pastor for his blessing prayer.



## Exercise

**Construct sentences using the words below.**

1. *teacher* -
2. *parent* -
3. *Driver* -
4. *Children* -

***Get a small word from the big word***

3. *barber*
4. *mechanic*
5. *teach* -
6. *tailor* -

***Match people to their work***

<i>barber</i>	<i>kneads clothes</i>
<i>teacher</i>	<i>bakes cakes and bread</i>
<i>carpenter</i>	<i>repairs vehicles</i>
<i>baker</i>	<i>teaches learners</i>
<i>tailor</i>	<i>shaves hair</i>
<i>mechanic</i>	<i>makes furniture</i>

Date	Time	Subject	Class	Pupils

**Theme** : Our sub county / division

**Aspect** : People in our sub county

**Content** : Structure

**Aspect** : Composition

What does a \_\_\_\_\_ do?

A .....

## Examples

a) What does a builder do?

A builder builds houses.

b) What does a barber do?

A barber shaves off people's hair.

c) What does a secretary do?

A secretary types letters.

### **Exercise**

- a) What does a grocer do?
- b) What does a cobbler do?
- c) What does a mechanic do?
- d) What does an artist do?
- e) What does a butcher do?
- f) What does a carpenter do?
- g) What does a fishmonger do?
- h) What does a florist do?
- i) What does a farmer do?
- j) What does a tailor do?

Date	Time	Subject	Class	Pupils

**Theme** : Our Sub County / Division

**Aspect** : People in our sub county

**Content** : Structure

**Aspect** : Composition

### **Vocabulary**

<i>farm</i>	<i>market</i>	<i>court</i>
<i>hospital</i>	<i>library</i>	<i>workshop</i>
<i>dispensary</i>	<i>police station</i>	<i>tailors</i>
<i>butcher's</i>	<i>barbers</i>	<i>office</i>
<i>grocer's</i>	<i>school</i>	<i>carpentry shop</i>
<i>lakeside</i>	<i>clinic</i>	<i>kitchen</i>
<i>garage</i>	<i>salon</i>	<i>garden</i>

## ***baracks***

Who works in a \_\_\_\_\_?

A \_\_\_\_\_ works in a \_\_\_\_\_

### **Examples**

A farmer works in a garden / farm.

A teacher works in a school.

A secretary works in an office.

A hairdresser works in a salon.

A baker works in a bakery.

A mechanic works in a garage

A lawyer works in a court

A carpenter works in a workshop

A grocer works in a grocery

A dentist works in a dental clinic

As butcher works in a butcher's shop

A tailor works in a tailor's shop

A doctor / nurse works in a hospital

A fisherman works at the lakeside.

### **Exercise**

#### **Re-write and give one word for the underlined**

1. Kenene is a **person who repairs furniture.**
2. My father is a **person who keeps animals and grows crops.**
3. Lucy works in a **place where breads and cakes are made**
4. Jascky went to a **place where fruits and vegetables are sold.**
5. Owere is a **person who enforces law and order**
6. We parked our vehicle in a **place where vehicles are repaired.**

<i>Date</i>	<i>Time</i>	<i>Subject</i>	<i>Class</i>	<i>Pupils</i>

***Theme*** : *Our Sub County / Division*

***Aspect*** : *People in our sub county*

***Content*** :

***Aspect*** : *Composition*

***Write a short story about “My school”***

<i>Date</i>	<i>Time</i>	<i>Subject</i>	<i>Class</i>	<i>Pupils</i>

***Theme*** : *Our Sub County / Division*

***Aspect*** : *People in our sub county*

***Content*** :

***Aspect*** : *Comprehension*

**Passage**

**Read the passage below and answer the questions that follow**

### **THE GOOD NEIGHBOURS**

Many people in Isingo Zone are farmers. They help one another in planting, weeding and harvesting crops.

Monitor English course Bk 3 page 71

**Questions**

1. Where do Mr. Mulungi and his family live?
2. Which forest is near Mr. Mulungi's land?
3. When did he grow maize?
4. What did Mr. Mulungi use to plough his garden?
5. Who cooked for the people weeding the garden?
6. Where was the maize stored?

Date	Time	Subject	Class	Pupils

**Theme** : Our sub – county

**Aspect** : People in our sub county

**Content** : Guided composition

**Aspect** : Composition

### **A BAD DAY FOR OMONDI**

#### **Choose the correct words and fill in the gaps**

hospital                  builder                  tailor                  fishmonger                  court

Saturday, the 31<sup>st</sup> March, 2018 was a bad day for Mr. Omondi. The roof of his house was blown off by the wind. He wanted a \_\_\_\_\_ to get his roof repaired. However, the builder was not at home. The builder had taken his shirt to the \_\_\_\_\_ to be mended.

Mr. Omondi was told that the tailor had gone to \_\_\_\_\_. He wanted a lawyer to help him. But the lawyer was not there. The lawyer had gone to the \_\_\_\_\_ to see a doctor.

Mr. Omondi was very unhappy. He walked back home. On his way he went to the market. He bought fish from a \_\_\_\_\_ and took it home. When he tried to cook it, he found out that the fish was bad.

**Fill in the missing letters correctly**

1. l \_ \_ yer
2. secr \_ \_ ary
3. \_ oct \_ r
4. s \_ ng \_ r
5. b \_ \_ lder

Date	Time	Subject	Class	Pupils

**Theme** : Livelihood in our sub county

**Aspect** : Occupations of people in our sub-county

**Content** : Vocabulary

**Aspect** : Composition

**Vocabulary**

Bricks , fish, dance , drum, weave, cook, butcher, play, sell, secretary, carpenter, sew, teacher, butcher's, grocers, baker.

**Make correct sentences using these words****Examples**

- a) Bricks – My uncle constructed his house with good bricks.
- b) Cook – Our school cook prepares good meals.

**Exercise****Construct correct sentences using the words below.**

1. dancing
2. weaves
3. sewed
4. sold
5. plays

fill in the missing letters in the given words.

S \_ cret \_ ry      te \_ ch \_ r      dr \_ m

B \_ tcher's      f \_ sh

Date	Time	Subject	Class	Pupils

**Theme :**

**Aspect :**

**Content :** A notice

**Aspect :** Comprehension

**A notice**

**Study the notice below and answer the questions about it**

**Drama show!                      Drama show!**  
**Presenters: Dynamo Theatre Group**  
**Date:     2<sup>nd</sup> March, 2018**  
**Venue:    Cornerstone Junior School**  
**Time:     2:00pm – 4:00pm**  
**Fee:       Pupils: Shs. 1000/=**  
**Teachers:         Shs. 1,500/=**  
**By the Manager Dynamo Theatre Group**

### **Questions**

1. What is the notice about?
2. Who are the presenters of the show?
3. When is the drama show taking place?
4. At what school will the school take place?
5. Give another word to mean venue
6. At what time will the show start?
7. Write the month in which the show will take place

<i>Date</i>	<i>Time</i>	<i>Subject</i>	<i>Class</i>	<i>Pupils</i>

***Theme : Livelihood in our sub county***

***Aspect :***

***Content : Structure***

***Aspect : Comprehension***

***A notice***

***Study the notice below and answer the questions about it***

<i>Date</i>	<i>Time</i>	<i>Subject</i>	<i>Class</i>	<i>Pupils</i>

***Theme : Livelihood in our sub county***

***Aspect :***

***Content : Structure***

***Aspect : Composition***

***.....but.....***

***Join the sentences using .....but.....***

***Examples***

***a) John can weave a basket. He cannot sew dresses.***

***John can weave a basket but he cannot sew dresses.***

***b) A teacher can teach learners. He cannot build houses.***

***A teacher can teach learners but he cannot build houses.***

***Exercise***

***Join these sentences using .....but .....***

***1. A carpenter makes furniture. He cannot sell meat.***

***2. Annet can knit table clothes. She cannot model.***



3. *Otim can drive cars. He cannot ride bicycles.*
4. *Paula can sew clothe. She cannot mend shoes.*
5. *A butcher man can sell meat. He cannot catch fish.*

Date	Time	Subject	Class	Pupils

**Theme : Livelihood in our sub county**

**Aspect : Challenges in social services and their possible solutions**

**Content : Structure**

**Aspect : Composition**

**Using \_\_\_\_\_because**

### **Examples**

- a) The boy cried. He was hungry.  
The boy cried because he was hungry.
- b) It is very cold. I am wearing a sweater.  
I am wearing a sweater because it is very cold.
- c) Jimmy is going to the hospital. Jimmy is sick.  
Jimmy is going to the hospital because he is sick.

### **Exercise**

1. My father went to the garage. His car broke down.
2. Maria went to the tailor. Her dress was torn.
3. My mother cares for the sick in the hospital. She is a nurse.
4. He is a watchman. Okot keeps our school at night.
5. Alice went to the dental clinic. Her tooth was aching.
6. It is raining heavily. I am carrying an umbrella.
7. Mercy has gone to the bakery. Bakers baking. She wants to buy bread.
8. Kalevu is a barber . Kalevu shaves hair.

Date	Time	Subject	Class	Pupils

**Theme : Livelihood in our sub county**

**Aspect : Challenges in social services and their possible solutions**

**Content : Structure**

**Aspect : Composition**

Using \_\_\_\_\_ who \_\_\_\_\_

### **Examples**

- a) That is the man. He makes drums.  
That is the man who makes drums.
- b) This is the carpenter. He makes good furniture.  
This is the carpenter who makes good furniture.
- c) Naisaza is the tailor . She sewed my cloth  
Naisaza is the tailor who sewed my cloths.

### **Exercise**

- 1. Opio is the doctor. He treated my grandmother.
- 2. Naiga is the singer. She sings at the theatre.
- 3. Mary is the hairdresser. She treats people's hair best.
- 4. Otim is the dentist. He treated my tooth.
- 5. That is the baker. He sells the best cakes in town.
- 6. This is the driver. He drove us for the trip.
- 7. Kalulu is a fishmonger. He sells fish cheaply.
- 8. That is the priest. He preached last Sunday.

<i>Date</i>	<i>Time</i>	<i>Subject</i>	<i>Class</i>	<i>Pupils</i>

**Theme** : *Livelihood in our sub county*

**Aspect** :

**Content** :

**Aspect** : *Composition*

***Write a short story about “your friend”***

**Guiding questions**

1. Write the title of the story.
2. What is your friend’s name?
3. How old is your friend?
4. Does your friend go to school? Where?
5. In which class is your friend!
6. How does she/he look like?
7. *Of which tribe is your friend?*
8. Which games does your friend like?
9. Which kind of food does he/she like?
10. Do you have good time with him/her?

Date	Time	Subject	Class	Pupils

**Theme : Livelihood in our sub county**

**Aspect : Occupations of people in our sub county**

**Content : Dialogue**

**Aspect : Comprehension**

*Read the dialogue and answer the questions that follow*

### **A Tough Debate**

**Ntulume** : Who is more useful in our sub county, a doctor or a mechanic?

**Nsumbi** : A doctor is more useful than a mechanic.

**Ntulume** : Why do you think so?

**Nsumbi** : A doctor treats people when they are sick.

**Ntulume** : Yes, but a mechanic is better than a teacher since he repairs our parents cars

**Suluma** : What about a builder and a teacher?

**Ntulume** : A builder is better because he builds our houses.

**Pery** : A teacher is the best because he teaches all of them.

**Siima** : Listen to me! All occupations are important because we need education, good health, good food and many others.

### **Questions**

1. How many people are taking part in the dialogue?
2. Who said that a doctor is better than a mechanic?
3. Who builds houses?

What does a doctor do?

4. Are all occupations important?

Date	Time	Subject	Class	Pupils

**Theme : Livelihood in our sub-county**

**Aspect : Occupations of people in our sub county**

**Content : Jumbled composition**

**Aspect : Composition**

### **Jumbled composition**

**Re-arrange the given sentences to make a good story**

Ali the butcher gave him the meat.

He went to the butcher's shop.

Then he went back home very happy.

John wanted to eat meat.

He paid the money to the butcher.

Date	Time	Subject	Class	Pupils

**Theme : Our environment in our dub county**

**Aspect : Natural causes of changes in the environment**

**Content : Vocabulary**

**Aspect : Composition**

### **Vocabulary**

wind, rain, hungry, flood, hot, cold,  
sunny, rainy, windy, cloudy, dry, wet  
soil, stones, sand clay charcoal houses  
crop, loam.

## **Make correct sentences using these words**

### **Examples**

- a) hot – I am sitting under the tree because it is very hot.
- b) Cloudy- The weather has been cloudy today.
- c) Wind – The cloths will fall down because there is too much wind.

### **Exercise**

#### ***Make correct sentences using these words***

- 1. *hungry*
- 2. *angry* –

#### ***Write these opposites of the underlined words***

- 3. *The tea is too hot for me to take*
- 4. *This dress is very dry.*

#### ***Write these words correctly***

- 5. *nnsuy*
- 6. *loodf* –
- 7. *ainry*
- 8. *ndiw* –

<i>Date</i>	<i>Time</i>	<i>Subject</i>	<i>Class</i>	<i>Pupils</i>

**Theme** : *Our environment*

**Aspect** :

**Content** :

**Aspect** : *Comprehension*

### **A POEM**

**Read the poem below carefully and answer the questions about it**

**Accidents!**

**Accidents!**

Katosi Road has become  
a place of many accidents  
cars crash into lorries  
lorries crash into taxis  
passengers have become  
victims of accidents  
property has been destroyed.

**Accidents!**

**Accidents!**

We cry to the government  
To put traffic police on  
Katosi Road in order  
Lives especially in the  
Wet season.

P.3 class

### **Questions**

1. What is the poem about?
2. Which road is talked about in the poem?
3. *What crashes into lorries?*

4. How many stanzas are in the poem?
5. Which stanzas talks about passengers?
6. *What has been destroyed by accidents*

bad \_\_\_\_\_ old \_\_\_\_\_ day \_\_\_\_\_ wet \_\_\_\_\_

7. *What should the government do?*
8. *Who wrote the poem?*

<i>Date</i>	<i>Time</i>	<i>Subject</i>	<i>Class</i>	<i>Pupils</i>

***Theme*** : *Our Sub – county*

***Sub – Theme*** : *Physical features in our sub – county*

***Content*** : *Structure*

***Aspect*** : *Composition*

*Where do we get.....?*

*We get ..... from the .....*

### ***Examples***

1. *Where do we get mud fish?*

*We get mud fish from the swamp.*

2. *Where do we get water?*

*We get water from the well.*

### ***Exercise***

***Answer the given structures correctly***

1. *Where do we get fish?*
2. *Where do we get water?*
3. *Where do we get stones?*
4. *Where do we get food?*
5. *Where do we get sand soil?*
6. *Where do we get papyrus?*



Date	Time	Subject	Class	Pupils

**Theme** : Our environment in our sub-county.

**Aspect** : Natural causes of changes in the environment

**Content** : Passage

**Aspect** : Comprehension

### **Passage**

#### **Seasons in Uganda**

There are two main seasons in Uganda. The wet and the dry season. There is a lot of rain during the wet season. Farmers plant crops and weed them – *during the wet season*.

Some places get heavy rains. There is lightning thunderstorms and hailstones. A heavy storm destroys crops. This is not good for farmers. When there is little rain in the sky we can see a rainbow. The rainbow has seven different colours.

The dry season also has very many interesting things. There is a lot of work in the garden. Most crops are ready for harvesting. We have to collect food from the garden.

### **Questions**

1. What is the title of the story?
2. What are the two seasons in Uganda?
3. What do farmers do in the rainy season?
4. Why is heavy storms bad to farmers?
5. When do we use a rainbow?
6. When do farmers harvest crops?
7. What should you wear on a rainy day?
8. How many colours does a rainbow have?

<i>Date</i>	<i>Time</i>	<i>Subject</i>	<i>Class</i>	<i>Pupils</i>

***Theme*** : *Our Environment*

***Aspect*** : *Changes in the environment through human activities*

***Content*** : *Calendar*

***Aspect*** : *Comprehension.*

### ***January 2013***

<b><i>Sunday</i></b>		6	13	20	27
<b><i>Monday</i></b>		7	14	21	28
<b><i>Tuesday</i></b>	1	8	15	22	29
<b><i>Wednesday</i></b>	2	9	16	23	30
<b><i>Thursday</i></b>	3	10	17	24	31
<b><i>Friday</i></b>	4	11	18	25	
<b><i>Saturday</i></b>	5	12	19	26	

### ***Answer the questions***

1. *On which day did this month begin?*
2. *How many days does the month have?*
3. *How many Sundays does this month have?*
4. *On which day did this month end?*
5. *For which month is this calendar?*

Date	Time	Subject	Class	Pupils

**Theme** : Our Environment

**Aspect** : Changes in the environment through human activities

**Content** : Vocabulary

**Aspect** : Composition

### **Vocabulary**

Graze	build	burn	bush	cut	farm	forest
Cover	plant	throw	plastic	rubbish	pit	tree
House	dig	cultivate	rear	animals	crop	charcoal
Brick	waste	road	make			

### **Sentences**

Burn\_\_\_ I shall burn the rubbish tomorrow

Throwing \_\_\_\_ Musa is throwing rubbish in the rubbish pit.

Cut \_\_\_ He will cut down all the trees.

### **Complete the table correctly.**

a)	graze	_____	grazed
b)	cut	cutting	_____
c)	_____	throwing	threw
d)	burn	burning	_____

### **Make correct sentences using these words**

- a) built
- b) farm
- c) bush
- d) rubbish

Date	Time	Subject	Class	Pupils

**Theme** : Our Environment

**Aspect** :

**Content** :

**Aspect** : Comprehension

**Study Alpha's shopping list and answer the questions that follow**

Item	Price
A book	Shs. 2000
One pen	Shs. 500
A toy car	Shs. 1000
A rubber	Shs. 300
A pencil	Shs. 100

### Questions

1. Whose shopping list is shown above?
2. Which item costs one thousand shillings?
3. How many items are shown on the list?
4. What is the most expensive item on the shopping list?
5. How much is a rubber?
6. How many pens did Alpha buy?
7. Name the cheapest item on the shopping list

Date	Time	Subject	Class	Pupils

**Theme** : Our environment

**Aspect** : Changes in the environment through human activities

**Aspect** : Comprehension

**Content** : Passage

### **Amooti's Farm**

Amooti has a farm. There are different types of animals on the farm. When primary three pupils from our school went to visit Amooti's farm, they saw many animals. They saw pigs, cows, sheep, goats and rabbits.

Some animals came in front of the farm and others stayed behind the farm house.

Amooti has more goats than any other animals on his farm. He said that there are (15) fifteen goats, five sheep, ten cows and five rabbits. When Amooti sells some of the animals, he pays school fees for his children.

### **Questions**

1. What is the story about?
2. Who went to visit Amooti's farm?
3. Which animals did they see?
4. Where did some animals come from?
5. How many sheep does Amooti have?

Date	Time	Subject	Class	Pupils

**Theme :** Our environment

**Aspect :**

**Content :** **Guided dialogue**

**Aspect :** Comprehension

**Complete the dialogue between Kapere and Alice by writing what you think Alice said**

**Kapere:** Good morning, Alice

**Alice:** \_\_\_\_\_

**Kapere:** How many types of soil do we have?

**Alice:** \_\_\_\_\_

**Kapere:** Three types of soil! Name them.

**Alice:** \_\_\_\_\_

**Kapere:** Which type of soil is the most fertile?

**Alice:** \_\_\_\_\_

**Kapere:** Loam soil! Then which type of soil is used for building houses

**Alice:** \_\_\_\_\_

**Kapere:** What is clay soil used for?

**Alice:** \_\_\_\_\_

**Kapere:** Thank you, Alice for everything you have taught me.

**Alice:** \_\_\_\_\_

Date	Time	Subject	Class	Pupils

**Theme** : Our environment

**Aspect** : Changes in the environment through human activities

**Content** : Guided composition

**Aspect** : Composition

### **Guided composition**

Choose the words from the box to complete the story.

#### **A RAINY DAY**

**Farmer**                      **plant**                      **season**                      **dry**

Rained                      gumboots                      umbrella

Bwengye didn't go to school on Friday. That day it \_\_\_\_\_ all the morning. His teacher asked him why he did not use an \_\_\_\_\_.

Bwengye did not have an umbrella but had a pair of \_\_\_\_\_. The teacher told the class that the rainy \_\_\_\_\_ is a busy time. This is when farmers \_\_\_\_\_ their crops.

With enough rain, crops grow during the \_\_\_\_\_ season. This is when there is no rain. The seeds can dry well. Bwengye wants to be a \_\_\_\_\_ when he grows up.

Date	Time	Subject	Class	Pupils

**Theme** : Environment and weather in our school

**Aspect** : Air and the sun

**Content** : Vocabulary

**Aspect** : Composition

### **Vocabulary**

Air, sun, move, wind, dry, wash, heat, warm, blow, break, fall, rain, rise, set, roof, house, clean, hat, hot, cloud, water, dark, grass, grow, plant, soil, cold, sweater, food.

### **Make correct sentences during these words**

- a) Wind – the wind blows when it is windy.
- b) Sun – the sun is too hot for me to sit under it.
- c) Break – do not break that mango tree, please.

### **Opposite**

hot – cold

sunny – rainy

dry – wet

inside – outside

### **Exercise**

*Make correct sentences using the given words below.*

- 1. a) hat –
- b) hut –
- 2. a) sun –
- b) son –

*Get a small word from the big word*

- a) wind –
- b) heat –
- c) blow



**Re- write the sentences correctly**

- a) sun The in rises the Eat.
- b) rainy season It is.
- c) beautiful The rainbow looks.
- d) shinning brightly The sun is.

Date	Time	Subject	Class	Pupils

**Theme :**

**Aspect :**

**Content : passage**

**Aspect : Comprehension**

**Read the passage below carefully and answer the questions that follow**

**THE SUN**

The main natural source of light is the sun. The sun is circular and yellow. It rises from the East and sets in the West. The sun gives light to the whole world. It is not seen during the rainy weather. This is because the nimbus clouds which bring rain cover it up.

The sun is useful in many ways. It gives us light which enables us to see during day time. It warms us and dries our washed clothes. The sun also gives us vitamin D.

It also provides heat that dries our harvested crops like millet, maize and beans.

**Questions**

1. What is the main natural source of light?
2. Which colour is the sun?
3. In which direction does the sun set?
4. Why isn't the sun seen during the rainy weather?
5. Which clouds give us rain?

6. State one importance of the sun.
7. What is the passage about?

Date	Time	Subject	Class	Pupils

**Theme** : Environment and weather

**Aspect** : Air and the sun

**Content** : Structure

**Aspect** : Composition

### **Using – What does – do everyday?**

#### **Examples**

- a) What does Ali do everyday? (graze/cattle)

Ali grazes cattle everyday.

- b) What does Mary do everyday? ( wash/ clothes)

Mary washes clothes everyday.

- c) What does Ben do everyday? (carry/ body)

Ben carries the baby everyday

#### **Exercise**

1. What does Aidah do everyday? (drive/ car)
2. What does Opolot do everyday? (ride / a bicycle)
3. What does Jessy do everyday? (fight / friends)
4. What does Ivan do everyday? Play / football)
5. What does the baby do everyday? (cry/ for milk)
6. What does mum do everyday? (weed/maize)

Date	Time	Subject	Class	Pupils

**Theme** : Environment and weather

**Aspect** : Water

**Content** : Vocabulary

**Aspect** : Composition

### **Vocabulary**

Cloud, hot, cold, warm, wash, soil, grow, food, water, dark, grass, plant, sweater, hat.

### **Make correct sentences using these words**

- a) Water ; There is some water in the jug.
- b) Food: I need some food because I am hungry.
- c) Hat: Daddy is wearing a nice hat

### ***Exercise***

#### ***1. Make sentences using these words***

- a) grass –
- b) glass –
- c) warm
- d) worm

#### ***2. Construct sentences using these words.***

- e) hot
- f) dark
- g) sweater
- h) grass
- i) wash

#### **3. Fill in the missing letters.**

f \_ \_ d      so \_ l  
w \_ ter      w \_ \_ rm  
h \_ t      c \_ ld

<i>Date</i>	<i>Time</i>	<i>Subject</i>	<i>Class</i>	<i>Pupils</i>

***Theme*** : *Environment and weather*

***Aspect*** :

***Content*** : *Timetable*

***Aspect*** : *Comprehension*

***Namuli's timetable at home***

	<i>5:00 – 6:00pm</i>	<i>6:00-7:00pm</i>	<i>7:00pm-8:00pm</i>	<i>8:00-9:00pm</i>
<b><i>Monday</i></b>	<b><i>Fetching water</i></b>	<b><i>Washing plates</i></b>	<b><i>Home work</i></b>	<b><i>Supper</i></b>
<b><i>Tuesday</i></b>	<b><i>Collecting firewood</i></b>	<b><i>Helping mother</i></b>	<b><i>Home work</i></b>	<b><i>Supper</i></b>
<b><i>Wednesday</i></b>	<b><i>cooking</i></b>	<b><i>Home work</i></b>	<b><i>Reading stories</i></b>	<b><i>Supper</i></b>
<b><i>Thursday</i></b>	<b><i>Washing plates</i></b>	<b><i>Ironing clothes</i></b>	<b><i>Home work</i></b>	<b><i>Supper</i></b>
<b><i>Friday</i></b>	<b><i>Cooking</i></b>	<b><i>Home work</i></b>	<b><i>Ironing</i></b>	<b><i>Supper</i></b>

***Questions***

- 1. Whose timetable is shown above?*
- 2. At what time does Namuli fetch water on Monday?*
- 3. On which day does Namuli collect firewood?*
- 4. At what time does Namuli have supper each day?*
- 5. What does Namuli do at 7:00 on Wednesday?*
- 6. At what time does Namuli iron on Friday?*
- 7. On which day does Namuli read stories?*

Date	Time	Subject	Class	Pupils

**Theme** : Environment and weather

**Aspect** : managing water

**Content** : Vocabulary

**Aspect** : Composition

### **Vocabulary**

tap            well            spring            river            tank    slasher            bore hole  
pot            drum            swamp            lake            jerrycan cream, pond

### **Make correct sentences using the new words**

- a) drum – We bought a big drum for storing water.
- b) tap – Allen went to the tap to collect some water.
- c) Spring – People in this village get water from a spring.

### **Exercise**

#### **Construct a sentence using the word**

1. *river* -
2. *swamp* –
3. *pot* -
4. *tap*
5. *Well*
6. *tank*

#### ***Choose the correct form of the word in brackets to complete the sentences***

4. The boys are swimming in the \_\_\_\_\_ (pot, river)
5. Timothy is carrying a big \_\_\_\_\_. (jerrycan, lake)
6. There is drinking water in the \_\_\_\_ (swamp, pot)
7. We store water in the \_\_\_\_\_ (taps , tanks)
8. Water is fetched from the \_\_\_\_\_ (jerrycan, well)

<i>Date</i>	<i>Time</i>	<i>Subject</i>	<i>Class</i>	<i>Pupils</i>

**Theme** : *Environment and weather*

**Sub theme** : *water*

**Content** :

**Aspect** : *Composition*

*Study the picture carefully and answer questions*

**Picture composition**

<i>fishing at the river side</i>	<i>swimming at the pool</i>
<i>washing clothes</i>	<i>Fetching water</i>

*What is happening?*

*Picture 1*

*Picture 2*

*Picture 3*

*Picture 4*

Date	Time	Subject	Class	Pupils

**Theme : Environment and weather**

**Aspect : Water**

**Content : Jumbled composition**

**Aspect : Composition**

### **Jumbled composition**

1. When she comes back, she washes utensils.
2. She then carries her jerrycan and goes for water.
3. Arinaitwe wakes up early every morning.
4. She washes her face and brushes her teeth.
5. Then she prepares breakfast.