

PRIMARY THREE

ENGLISH

WORKBOOK

TERM III 2019

GRAMMAR

Date : _____

Spelling game

corrections.

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Lesson 1: Use of some/any

a) some is used in positive statements e.g

- i. I need some water.
- ii. They found some frogs in the pond.
- iii. Sarah has some mangoes in the bag.

b) some can be used with plural countable and uncountable nouns.

Countable nouns like bags, pigs, etc. Uncountable nouns like salt, sugar, sand etc

- i. We met some of our friends yesterday.
- ii. She has some sugar in the cup.
- iii. Mwanga keeps cows on his farm

Exercise one:

Construct **five** sentences using some

- i. _____

- ii. _____
- iii. _____
- iv. _____
- v. _____

Use of any

“Any” is used in negative sentences.

- i. I don't need any water.
- ii. They didn't find any frog in the pond.
- iii. She hasn't any tea in the teapot.

b) “Any” can be used in positive sentences.

- i. Are there any children in class?
- ii. Did you get any present on your birthday?
- iii. Were there any parents in the office?

Exercise two

1. Construct five sentences using “any”

- i. _____
- ii. _____
- iii. _____
- iv. _____
- v. _____

Exercise three

Fill in the gaps using some or any.

- 1. There isn't _____ sugar in the bowl.
- 2. There are _____ children in the class.
- 3. The teacher hasn't marked _____ books.
- 4. Ibra has _____ money in the bag.
- 5. The children haven't _____ pencils in the bag.

6. I haven't done _____ numbers.
7. The car has _____ fuel in it.
8. Are there _____ cups in the cupboard?
9. Did you get _____ mosquito nets yesterday?
10. Nabukalu has eaten _____ food.

CORRECTIONS

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Date : _____

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Lesson 2: Changing sentences from using “any” to “some”.

For example

a) There isn't any chalk on the table.

There is some chalk on the table.

b) I don't have anything in my pocket.

I have something in my pocket.

From the above examples; is has replaced isn't and some has replaced any.

The compound forms of some and any are joined as shown below.

a) Someone - anyone

b) Somewhere - anywhere

c) Something - anything

d) Somehow - anyhow

e) Somebody - anybody

Example

1. There isn't any dust on the floor.
There is some dust on the floor.
2. She hasn't any apples in the basket.
She has some apples in the basket.

Exercise

Change these sentences from negative form to positive (affirmative).

1. There aren't nice flowers.

2. There isn't any marked book in my bag.

3. Mwami doesn't have any one to look after him.

4. We have not eaten any food.

5. Are there any pigs in the sty?

6. Anabel hasn't any book in the cupboard.

7. They haven't any books in the cupboard.

8. They weren't given any prizes last year.

9. He doesn't speak good English

Corrections

Date: _____

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Lesson 3: Changing sentences from using “some” to “any”

“Some” replaces **“any”** in the sentences

For example:

1. There is some sugar in the coffee.
There isn't any sugar in the tea.

From the above example isn't has replaced is and any has replaced some.

ACTIVITY

Form negative sentences using.....any.....

1. There is some milk in the kettle.

2. The boys have paid some school fees.

3. Okiria keeps some goats on his farm.

4. We ate some chicken during the trip.

5. Gracia bought some salt.

6. There is someone at the door.

7. They have gone somewhere.

8. She was given some clothes in the prison.

9. Anita has some money in the pocket.

Corrections

WEEK TWO**Lesson 1****Date:** _____**Spelling game****corrections.**

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Punctuation.

The word punctuation means the correct use of symbols. There are a number of punctuation marks like capital letters, full-stops, commas, question marks, exclamation marks, apostrophes and many others.

Capital letters.

Every sentence must begin with a capital letter.

For example:

- I. A carpenter makes furniture.
- II. John is going to the market.

Activity one.

Construct **three** sentences using capital letters

i. _____

ii. _____

iii. _____

The following are the other uses of capital letters;

1. The pronouns "I" wherever it is in the sentence represents a person.
_____, It is only small when written in the middle of a word.

Example

James and I went to school together.

2. Capital letters are used for proper nouns (particular names) of people, places, countries and things for example Marion, Uganda, Albert, Elly, Nairobi, Sudan etc.

TASK two

Write two names of each of the following

1. Countries;-----,-----
2. Places;-----,-----
3. People;-----,-----

When the names of rivers, lakes, mountains and so on consist more than one word, both words are capitalized for example.

- a) River Nile
- b) Mountain Elgon
- c) Lake George
- d) Lake Victoria

QN; Mention any **three** examples of lakes

3. Capital letters are used for days of the week and months of the year.

- We shall come to church on Sunday.
- January is the driest month of the year.
- Alinda was born in February.
- We go for swimming on Wednesday.

Task

QN; Write down the days of the week

Days**corrections**

Write down the months of the year

Months**corrections**

Lesson 2**Date:** _____**Spelling game****corrections.**

1. _____

1. _____

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Other uses of a capital letters**4. Each word in the address must begin with a capital letter e.g**Gombe Junior School.P.O.Box 7411Kikajjo**5. The main word in the title of the book, play, television programme or film always begin with a capital letter for example;**a) The Adventure of Mr. Hare.b) Candle in the Wind.c) Hidden Treasure.**Exercise****Punctuate the following sentences correctly.**

1. Nelson and jerom go to Africa academy.

2. i went to see a movie on monday.

3. mr. brian is going to china next week.

4. betty and I went to mbale last december.

5. the head master will visit

6. mark wants to drive his car to Rwanda.

7. I went to visit bernad at mulago hospital.

8. Sarah has read the "animal farm"

9. his name is timothy.

10. we went back racing on river Nile

Corrections

Lesson 3**Date:** _____**Spelling game****corrections.**

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An exclamation mark (!)

1. An exclamation mark is written at the end of the sentence .It follows a sharp expression, surprise or warning.

2. An exclamation mark is written in a place of a fullstop.

3. An exclamation mark indicates a statement which shows joy, sadness, shock, worry etc.

4. It may come at the end of a full sentence or may follow only one word.

Examples. Ouch! Hey! Hurray!

Get out of class immediately!

Use of an exclamation mark.

a) It is used at the end of a sentence which begins with the word What or how and doesn't ask a question.

Examples.

i. What a kind mother you have!

ii. How clear you are!

iii. What a jolly baby she has!

iv. _____

v. _____

vi. _____

A name called and not part of the sentence is followed by an exclamation mark.

Examples.

1. Samson! Stop beating your friend.
2. Jane! Don't play with fire.
3. Isaac! Don't let dogs out.

Exercise

Punctuate the following sentences using the exclamation mark.

1. What a hot day it is

2. Mark stop writing nonsense.

3. What a pretty dress she has

4. How old are you

5. Dan don't abuse your friend.

6. How dirty I have made my book

7. What did you do to the teacher

8. What a beautiful baby she has

9. How did you come to school

10. What a sharp corner it is

corrections

Lesson 4

Date: _____

Spelling game

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corrections.

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An apostrophe.

a) An apostrophe is used to show a short form. To show that a letter has been omitted as shown below.

- a) Can't - cannot
- b) Don't - do not
- c) Haven't - have not
- d) I've - I have
- e) We've - we have
- f) There's - there is
- g) O'clock - of the clock
- h) She'll - she will
- i) They'll - they will
- j) That's - that is

b) An apostrophe is used to show ownership of property.

- I. The girl's dress.
- II. The lady's bag.
- III. The woman's car.
- IV. The man's suitcase.
- V. The old man's walking stick.

In the plural nouns, it is shown in two ways.

a) When the plural ends in **s** or **es** is written at the end.

Examples

a) Boys' dormitory.

b) Ladies' shoes.

c) Babies' milk

d) Dogs' bones

b) When the plural doesn't end in **-s**, the apostrophe is written before **s**.

a) Children's clothes

b) Men's wear

Exercise 1

Write down words where an apostrophe has been used to shorten them.

i. Won't

ii. I'd

iii. _____

iv. _____

v. _____

vi. _____

vii. _____

Exercise II

Use the apostrophe to show ownership of these.

1. The car belongs to the man. The man's car.

2. The shoes belong to the women. _____

3. The dress belongs to the girl. _____

Punctuate the following using an apostrophe.

1. The boys pencil was on the floor.

2. The ladies coats are on sale.

3. The register lay on the teachers table.

4. He looked very smart in the peg boys uniform.

5. The maids dress was torn.

6. A ducks egg is cheaper than hens.

7. My Childs doll fell in to the pond.

8. My cousins hand was badly hurt.

Write the following abbreviations in full.

1. O'clock _____

2. She'll _____

3. He's _____

4. Shan't _____

5. I'll _____

6. I've _____

Write the following in short.

- a) Did not _____
- b) Cannot _____
- c) Has not _____
- d) They will _____
- e) We have _____
- f) That is _____
- g) We are _____

Corrections

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WEEK3**Lesson 1****Date:** _____**Spelling game**

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The use of **much, many** and **a lot of**.

Much is used before uncountable nouns as an adjective.

Examples

- (i) Much oil
- (ii) Much water
- (iii) Much food
- (iv) Much salt
- (v) Much sugar

Much is usually used with negative statements and questions in the uncountable nouns only.

Examples**a) Negative statements.**

- 1. There isn't much salt in the sauce.
- 2. There isn't much food on your plate.
- 3. He hasn't much work to do.
- 4. There isn't much time left.

Questions.

1. Does she eat much food?
2. Is there much salt in the sauce?
3. Has he much work to do?
4. Is there much time left?

Exercise

In the sentence below, use **much** instead of **any**.

1. The boys haven't taken any juice to the camp.

2. They didn't bring back sand.

3. There isn't any milk left.

4. There isn't any traffic in town today.

5. Is there any salt in the cupboard?

6. Musa didn't buy any soap from the supermarket.

7. There isn't any water in your body.

8. Tom doesn't have any interest in his studies.

9. Kato hasn't eaten any food.

10. Annet didn't steal any meat.

[illegible]

Lesson 2**Date:** _____**Spelling game**

1. _____

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corrections.

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Use of "A lot of"

It is used before both countable and uncountable nouns in the positive sentence.

positive Negative/question.

some any

A lot of Much/many

For example;

1. He drinks a lot of milk

(Rather than)

He drinks much milk.

Other examples.

a) I drank a lot of sodas yesterday.

b) He eats a lot of bread.

c) She spends a lot of money on clothes..

Changing sentences using.....alot of.

We can use "alot of.....to change sentences from negative to positive where many or much have been used as shown in the example below.

1. There isn't much salt

There is a lot of salt.

2. He hasn't much work to do.

He has a lot of work to do.

Exercise.

Change these sentences from negative to positive using "a lot of"

Instead of much/many

1. Jimmy hasn't any rice in the kitchen.

2. There isn't much soap in the dish.

3. Mother hasn't much food in the house.

4. Is there any sugar in the sack?

5. There aren't any children in the class.

6. We haven't any mangoes in the basket.

7. She hasn't eaten any paw paws.

8. They didn't buy any sweets.

9. Sandra hasn't taken any water

Corrections

[illegible]

Lesson 3**Date:** _____**Spelling game**

1. _____

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corrections.

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Conjunctions.(.....**who**.....)

a) Who refers to people.

It is used to join two parts of a sentence as shown in the examples below.

1. This is the man. He wore a kanzu last weekend.

This is the man who wore a kanzu last weekend.

2. I know the lady. She makes nice wedding cakes.

I know the lady who makes nice wedding cakes.

3. I know the boy. He was circumcised last year.

I know the boy who was circumcised last year.**Exercise.****Join the sentences using.....who.....**

1. Here comes the woman. She sells nice clothes.

2. Here is the girl. She sings nicely.

3. This is the boy. He prepared the food.

4. Shelly is the woman .She mopped the house.

5. Namata is the woman. She danced at the wedding.

6. I know the girl. She knelt to greet my grandfather.

7. There comes the teacher. He teaches us about culture.

8. The police arrested the man. The man sacrificed the child.

9. I know the woman .She gave birth to twins.

10. This is the lady. She plays the drum.

Corrections

Week 4**Lesson 1****Date:** _____**Spelling game**

1. _____

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corrections.

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Use of (.....whose.....)

a) Whose is used in possession .

It is also used to join two sentences.

Examples

1. This is the boy. His bag was cut.

This is the boy whose bag was cut.

2. I saw the man. His car got a puncture.

I saw the man whose car got a puncture.

b).....Whose..... can refer to persons, animals or things in singular or plural forms.

Examples

1. The cow whose tail was cut off died.

2. The nurse treated the boy whose leg was cut.

3. I saw the girl whose father is a minister.

Construct three sentences using.....Whose.....

1. _____
2. _____
3. _____

Exercise

Join the sentences below using.....whose.....

1. This is the cat. Its kitten is sleeping over there.

2. The boy got a fracture. His father died in the accident.

3. I saw the lioness. Its cub has bright eyes.

4. The police arrested the man. The man's son is missing.

5. The school head master went to America. The school is closed.

6. Here is the pig. Its sty is burnt.

7. We live near the woman. Her house was burnt down by the thieves.

8. We met the old woman. Her house was blown by thieves.

[illegible]

Lesson 2

Date: _____

Spelling game

1. _____

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corrections.

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Use of.....which.....

Which... can be used to join sentences.

Examples.

1. You have a house. It looks like ours.

You have a house which looks like ours.

2. We saw the car. The police recovered it.

We saw the car which the police recovered.

3. I lost the pencil. I bought it from the supermarket.

I lost a pencil which I bought from the supermarket.“**which**” is used to refer to animals and things but not persons.**Activity one.**

Write five sentences using.....which.....

1. _____

2. _____

3. _____

4. _____

5. _____

Activity two

Join the following sentences using.....which.....

1. Joan broke the pencil. I had left the pencil on the table.

2. I have a sharpener. It sharpens very well.

3. I cannot see the text book. I borrowed it yesterday.

4. Maurice drove the car. It had a damaged wind screen.

5. Mother bought a new fridge. It was very expensive.

6. Mukisa is wearing a shirt. He bought it from Nakumatt.

7. There is a dog at home. It barks at strangers.

Task two**Re-write the sentences as two separate sentences.**

1. Musa has a story book which is very interesting.

Musa has a story book. It is very interesting.

a) She has a pen which writes very well.

b) The teacher gave me a wrapper which was torn.

c) I have a chair which has a broken leg.

d) The man is putting on a shirt which has a blue collar.

Corrections

Lesson 3

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corrections.

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The use ofbecause.....

Because.....is used to join two sentences.

Examples

1. I am weak. I am sick.

I am weak because I am sick.

2. She is wearing gloves. She is going to clean her sister's wound.

She is wearing gloves because s h e is going to clean her sister's wound.**Exercise.****Join these sentences using -----because-----**

1. They are not sharing a razorblade. It is not safe.

2. Abdul is taking medicine. He is not feeling well.

3. I am combing my hair. It is very shabby.

4. Carol is cleaning the house. It is dirty.

WEEK 5**Lesson 1**

Date: _____

Spelling game**corrections.**

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Use of: Although.....

a) 'Although' is used to show both negative and positive in a single sentence.

Example

1. Although he is rich, he is miserable.
2. Although she copied, she failed the exams.
3. Although it rained, Amos walked to school.

a) Construct **two** sentences using although----

b) Whenever a sentence begins with "although" a comma is put at the end of the first sentence.

c) Although can be used at beginning and in the middle of the sentences.

Exercise.**Join the following sentences beginning 'Although.....'**

1. He is cruel. He rarely beats the children.

2. They live near the church. They don't pray.

3. They are friendly. Nobody likes them.

4. He went to school. He cannot read.

5. We have many clothes. We do not wear them.

6. Makula is not happy. He is rich.

7. She did not revise. She passed in flying colours.

8. Aeroplanes are very fast. They are too expensive.

9. Our father is a tough man. We like him.

10. I went to the swimming pool. I didn't swim.

[illegible]

Lesson 2

Date: _____

Spelling game

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corrections.

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TENSE**The future simple tense.**

a) We use the future simple tense for the activities that have not yet taken place but when they are expected to happen.

1. We shall come to school tomorrow.

2. The children will write next week.

3. They will play in the evening.

4. _____

5. _____

b) The helping verbs used in the future simple tense are "will" and "shall".

He	}	will
She		
They		
Mabel		
You		

We }
I } shall

b) Shan't is the short form of shall not.

"Won't" is the short form of "will not".

c) Some of the words that are commonly used in this tense are;

1. Next week
2. Tomorrow
3. Next month
4. Next year
5. In the evening

Construct four sentences in the future simple tense.

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

Use 'will' before the following verbs to form the future simple tense.

Go	will go
come	will come
do	will _____
eat	will play
sing	_____

use 'shall' before the following verbs to form the future simple tense.

Write	shall write
Enjoy	_____
Sleep	_____
Stay	_____
Drink	_____
Fly	_____

Lesson 3

Date: _____

Spelling game

corrections.

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|----------|----------|
| 1. _____ | 1. _____ |
| 2. _____ | 2. _____ |
| 3. _____ | 3. _____ |
| 4. _____ | 4. _____ |

Changing sentences into the future simple tense.(end with tomorrow, next week, next month or next year)

1. She goes to school every day.

She will go to school tomorrow.

2. Mugabi dances every day.

Mugabi will dance tomorrow.

3. Rose buys food from the canteen.

Rose will buy food from the canteen.

Exercise

Changing the sentences into future simple tense using the examples above.

1. I am driving my car now.

I will _____

2. She is sleeping in my bedroom.

3. Winnie cleans my shoes every morning.

4. The teacher marked my books.

5. Andrew is going to church now.

Use the correct form of the words in the brackets to complete the gaps below.

6. The teacher _____ very early next Friday. (come)

7. The driver _____ the children from school in the evening. (collect)

8. Bruno _____ the table tomorrow. (clean)

9. They _____ football next Sunday. (play)

10. I _____ sleep late today. (sleep)

Corrections.

Lesson 4**Date:** _____**Spelling game**

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corrections.

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Collective nouns

These are nouns stand for a group of things or individuals. We call them collective nouns because they refer to a collection of things. People, items and others.

The following are examples of collective nouns.

1. a gang of thieves.
2. a flock of sheep
3. a swarm of bees.
4. a set of furniture.
5. a forest of trees.
6. a troop of monkeys
7. a crowd of people.
8. a troupe of dancers.
9. a choir of singers.
10. a mob of disorderly people.
11. a congregation of worshipers.
12. a bundle of keys.
13. a cluster of bananas.
14. a herd of cattle.

15. a library of books.
16. a flight of birds.
17. a fleet of cars.
18. a heap of soil.
19. a bouquet of flowers.
20. a brood of chicks.

Activity

Re-write the following sentences by replacing the underlined group of words with one word.

1. I was among the people who attended the church service.

2. Our school has a nice group of singers.

3. The university lacks a collection of books.

4. I was lost in the collection of trees.

5. He was killed by a group of disorderly people.

Complete each of the phrases with a suitable collective noun.

1. a _____ of cars.
2. a _____ of keys.
3. a _____ of cattle.
4. a _____ of insects.
5. a _____ of robbers
6. a _____ of trees.
7. a _____ of birds.
8. a _____ of furniture.

WEEK 6**Lesson 1****Date:** _____**Spelling game**

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corrections.

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Affirmative (positive) and negative sentences.

Positive sentences are sentences that have a 'yes' response while negative sentences have 'no' response in them.

Examples of positive sentences

1. I have a ripe mango.

2. Our teacher has a red pen.

3. He is my friend.

1. _____

2. _____

3. _____

Examples of negative sentences.

1. I don't have a ripe mango.

2. Our teacher doesn't have a red pen.

3. He is not my friend.

4. She has not finished her work.

In negative sentences, the following change take place.

is - isn't
are - aren't
i am - I'm
can - can't
will - won't
shall - shan't
do - don't.

Exercise**Change the following positive sentences into negative.**

1. He is a good boy.

2. Joyce has a good hand writing.

3. The boys have eaten food.

4. We shall do the work.

5. She washed the clothes.

6. Alex broke the glass.

7. They have gone out.

8. She sings very well.

9. It is a nice house.

10. I like swimmina.

Corrections

Lesson 2**Date:** _____**Spelling game**

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corrections.

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Change the following sentences into the positive form.1. Children aren't at school.
_____2. The boy isn't well.
_____3. Don't climb a tree.
_____4. The dog didn't run after a thief.
_____5. We shan't come home today.
_____6. The farmer didn't plant the seeds.
_____7. Nobody likes swimming.
_____8. It hasn't rained heavily.
_____9. The nurse hasn't treats the patient.
_____10. Isabel isn't writing well.

[illegible]

Lesson 3**Date:** _____**Spelling game**

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corrections.

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Question form.

The sentences in the question form end with a question mark. Some changes that take place in simple sentences are;

a) When is, are, misused in simple sentences, the question form must be started with is, are, am as shown below.

1. a) She is a pretty

girl. b) Is she a

pretty girl?

2 a) They are clever children.

b) Are they clever children?

b) When the verb is in the present simple tense, Start with do (plural) or does (singular)

Examples

1. a) He writes a letter.

b) Does he write a letter?

2. When shall or will is used in the simple sentence, start with shall or will.

Change the following sentences into the question form.

1. He is a lazy boy.

2. The child was crying.

3. We can go there now.

4. She has not finished her work.

5. He walks quickly.

6. The woman washes dishes.

7. Tom is writing a letter.

8. I shall pay him tomorrow.

9. She is sick.

10. They went to America.

[illegible]

WEEK 7**Lesson 1****Date:** _____**Spelling game**

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corrections.

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Irregular verbs

To form the past tense of most verbs, we add **-ed** to the verb.

Examples

Look -looked

Cook - cooked

Kill - killed

Fill - filled.

Such verbs that end in **-ed** are called regular verbs.

The past tense of regular verbs serve both in the past and the past participle tense.

Past tense

I looked

She cooked

You killed

They filled

past participle

I have looked

She has cooked.

You have _____

They have _____

However, many irregular verbs form their past and past participle differently. They are called irregular verbs.

The following list shows the examples of irregular verbs.

Present tense	Past tense	Past participle
drive	drove	driven
rise	rose	risen
beat	beat	beaten
ring	rang	rung
sing	sang	sung
swim	swam	swum
hide	hid	hidden
ride	rode	ridden
bite	bit	bitten
grow	grew	grown
blow	blew	blown
fly	flew	flown
know	knew	known
break	broke	broken
go	went	gone
write	wrote	written
shake	shook	shaken
become	became	become
eat	ate	eaten
choose	Chose	Chosen
awake	awoke	awoken
run	ran	run

Other irregular verbs do not change their past tense and past participle.

hurt	hurt	hurt
hit	hit	hit
cost	cost	cost
put	put	put
cut	cut	cut

Exercise

Complete the following table correctly.

	Present tense	Past tense	Past participle
1.	I rise	I rose	I have risen.
2.	I do	I did	I have_____
3.	I forget	I _____	I have _____
4.	I fall	I _____ _____	I have _____
5.	I draw	I _____ _____	_____
6.	I break	I broke	_____
7.	They drive	They _____	We _____ have_____
8.	We speak	We_____	We _____ have_____
9.	She hide	She_____	She _____ has_____
10.	John swims	John _____ _____	John _____ has_____

[illegible]

Lesson 2**Date:** _____**Spelling game****corrections.**

1. _____

1. _____

2. _____

2. _____

3. _____

3. _____

4. _____

4. _____

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

1. They have _____ to the beach.(go)

2. I _____ my uncle at the supermarket
yesterday.(see)

3. The old man _____ asleep in his car.(fall)

4. Tendo was _____ by the noise(awake)

5. The boy _____ about second chance.(dream)

6. Muwonge _____ his father's money from the
pocket.(steal)

7. Lillian has _____ nice pictures.(draw)

8. The police has _____ a strong thief.(beat)

9. I _____ to the village last holiday.(go)

10. Who has _____ on the chalk board. (write)

11. The teacher has _____ my book. (take)

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

Lesson 3**Date:** _____**Spelling game****corrections.**

1. _____

1. _____

2. _____

2. _____

3. _____

3. _____

4. _____

4. _____

Forming opposites using prefixes

A prefix is a word that comes at the beginning of another word to change its meaning.

Un, dis, im, in and others are examples of prefixes. a)

Forming opposites using prefix **un**

luck - unlucky

safe - unsafe

tidy - untidy

educated - _____

locked - _____

tie - _____

aware - _____

comfortable - _____

known - _____

just - _____

happy - _____

kind - _____

wrap - _____

c) Put prefix **dis** to form opposites of the following.

like	dislike
agree	Disagree
honest	dishonest
Connect	
Appear	
Advantage	
Arm	
Please	
Obey	
Order	
Locate	
Own	

c) Put prefix '**im**' to form the opposites of these words.

moral	immoral
mortal	immortal
proper	improper
Pure	
Possible	
perfect	

d) Put prefix **'in'** to form the opposite of these words.

discipline	
correct	
efficiency	
evitable	
complete	
sane	
capable	

corrections

This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

COMPREHENSION**WEEK 1****Lesson 1****THEME : CULTUREANDGENDER IN OUR SUB-CONTY/DIVISION.****Date:**_____**Spelling game****corrections.**

1. _____

1. _____

2. _____

2. _____

3. _____

3. _____

4. _____

4. _____

Vocabulary

Culture

kneel

Marriage

greet

Naming

food

Dressing

taboos

Language

circumcise

Music

roles

Burial

pray

Dance

wear

tribe

Activity

1. Construct five sentences using the vocabulary.

(i) _____

(ii) _____

(iii) _____

(iv) _____

(v) _____

1. We should_____our parents and teachers.
2. The baganda women and girls_____while greeting.
3. The_____spoken by Basoga is Lusoga.
4. The _____men must be circumcised.

[illegible]

Lesson 2**Date:** _____**Spelling game**

1. _____

2. _____

3. _____

4. _____

corrections.

1. _____

2. _____

3. _____

4. _____

Passage: PEOPLE'S CULTURE.

Tribes have different practices. These practices are called customs and cultures. Customs and culture help us to know how people live. We can tell the beliefs and the food people like.

The Buganda's staple food is bananas while that of Banyankole is millet.

The Baganda men put on kanzu as their traditional wear while the women put on Gomesi.

The Banyankole women's traditional wear is sash while the men's is kanzu.

Each tribe has their traditional dance. The Buganda's is Bakisimba, Batooro have Runyege while that for Bagisu is kadodi.

There are ceremonies that different tribes perform as they practice their culture.

It is very important to respect everyone's culture.

1. What is the passage about?

i) _____ ii) _____

i) _____ ii) _____

iii) _____

corrections

[illegible]

WEEK 2**Lesson 1****Date:** _____**Spelling game**

1. _____

2. _____

3. _____

4. _____

corrections.

1. _____

2. _____

3. _____

4. _____

Vocabulary**FOOD**

Farmers	yummy
Dry season	delicious Wet
season	scrumptious
Foodstuff	yuck
Food values	yucky
Balanced diet	tasty
Harvest	salty Food
taboos	cook
Utensils	kitchen
Prepare	cook

1. Construct five sentences using the vocabulary.

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

2. Make meaningful sentences from the table below:

There is	some	Meat in the pan.
There isn't	any	Salt.
There are		Mangoes in the
There aren't		basket.
		Tea in the flask.

Corrections

[illegible]

Lesson 2**Date:** _____**Spelling game**

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

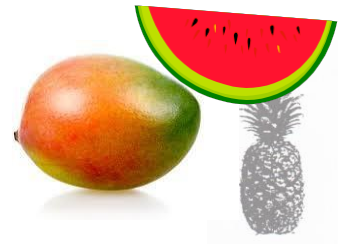
corrections.

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

Read the story.**GOOD FOOD**

To become healthy, people need good food. Good food makes us grow well and gives use energy to do our work.

We need fruits like avocados, oranges, jackfruits, 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. Why do we eat food?

2. What makes food tasty?

3. Why do we need fruits in our diet?

4. What is energy?

5. _____ is the meal that contains all the food values in their right amounts.(complete correctly)
6. Write down any four food values we need to grow well.
i)_____ii)_____
iii)_____iv)_____
7. Draw , name and colour any four of the fruits we need in our diet.

WEEK 3**Lesson 1****Date:** _____**Spelling game**

1. _____

2. _____

3. _____

4. _____

corrections.

1. _____

2. _____

3. _____

4. _____

Gender**Vocabulary**

Gender

wash

Male

mop

Female

work

Masculine

hungry

Feminine

slash

Share

milk

Help

different.

Activity1. Construct **five** sentences using the vocabulary

(i) _____

(ii) _____

(iii) _____

(iv) _____

(v) _____

Structures

1. Who cooks food?

2. Who slashed the compound?

Join the sentences using..... because.....

- I. She shouted for help. The mad man was running after her.

2. He was punished. He had dodged class.

3. The teacher is happy. We have written well and neatly.

corrections

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Lesson 2**Date:** _____**Spelling game**

1. _____

2. _____

3. _____

4. _____

corrections.

1. _____

2. _____

3. _____

4. _____

Read the dialogue carefully and answer in full sentences.**Dan:** How are you, Rose?**Rose:** I'm not alright. I cut my finger yesterday when I was peeling bananas.**Dan:** Don't you have a maid at home?**Rose:** We do but as a girl, I have to learn how to peel food. Boys must learn how to slash the compound split firewood and fetch water.**Dan :** What else do you do at home?**Rose:** I have to wash utensils and clean the house.**Dan :** That is wonderful. I shall tell my two sisters about it so that they also learn to do housework.**Rose:** You are right. Doing such work is part of life.**Questions**

1. Who are talking in the dialogue?

2. How many children are in Dan's family altogether?

3. What do boys do in Rose's family?

4. Is there a maid at Rose's home?

5. Why is it good for children to do work at home?

6. Write down **three** activities girls should do at home.

i) _____

ii) _____

iii) _____

7. Draw , name and colour any two activities you do at home.

WEEK 4

Lesson 1

Date: _____

Spelling game

1. _____

2. _____

3. _____

4. _____

corrections.

1. _____

2. _____

3. _____

4. _____

WAYS OF PROMOTING AND PRESERVING CULTURE .

Vocabulary

Dance	sick	drama	responsibilities
Sing	play	tablets	
Safe typing	traditional	drama	
medicine	razorblade	blow	

Activity**Construct five sentences using the vocabulary**

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

Structures:

a) Never.....

1. Never share sharp objects like needles and razorblades.
2. Never share medicine with friends.

Activity

Construct **five** sentences using never.

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

b).....always...

1. You should always take medicine when you are sick.
2. You should always know your responsibility

Activity three

Construct **four** sentences usingalways...

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

Lesson 2**Date:** _____**Spelling game**

1. _____

2. _____

3. _____

4. _____

corrections.

1. _____

2. _____

3. _____

4. _____

Passage: **CHANGES IN CUSTOMS.**

Customs among people keep on changing with time. As time goes by, some practices are dropped. New practices are picked as people relate with each other.

Long ago, people in our sub-county had their traditional religions. Shrines were used as worship places. The ancestors of long ago were respected. Today people have other religions. They go to worship in church buildings and mosques. They believe in one almighty God.

Today, people prefer light clothes to traditional heavy ones. Some of the modern clothes are expensive to buy.

Some ways of dressing are not good. Such ways encourage bad behavior. Elders and religious leaders discourage this way of dressing.

We should promote good practices like greeting, decent dressing, attending weddings and other ceremonies like burial and last funeral rites. We should also learn our cultural dances and music.

Question

1. What is the title of the passage?

2. Give three ways of promoting customs in our sub-county.

(i) _____

(ii) _____

(iii)

3. Write down two new practices in our sub-county.

4. What are some of the good practices in our sub-county .

Give three

(i) _____

(ii)

$$\left(\begin{smallmatrix} \cdots \\ \text{iii} \end{smallmatrix} \right)$$

5. Draw, name and colour any two of the traditional musical instruments used in our sub-county.

Corrections

[illegible]

WEEK 5**Lesson 1**

Date: _____

Spelling game**corrections.**

1. _____

1. _____

2. _____

2. _____

3. _____

3. _____

4. _____

4. _____

HEALTH IN OUR SUB-COUNTY/DIVISION.**Disease vectors.****Vocabulary**

mosquito

rat bedbug

cockroach

ticks

tsetsefly

breeding places

fleas

louse

bat

stagnant

rabes.

Activity**Construct five sentences using vocabulary.**

(i) _____

(ii) _____

(iii) _____

(iv) _____

(v) _____

Lesson 2

Date: _____

Spelling game

corrections.

1. _____

1. _____

2. _____

2. _____

3. _____

3. _____

4. _____

4. _____

Poem :

Read the poem and answer in full sentences.

Vectors vectors vectors.

Bad to our health

Spread diseases to us

Vectors are really bad.

Vectors vectors vectors.

fleas, mosquitoes and lice

suck our blood

Vectors are really bad.

Malaria, diarrhea, cholera Typhoid,

dysentery, and trachoma Are

diseases spread to us

Vectors are really bad.

Vectors, vectors, vectors

A housefly with a hairy body

Able to spread more than one disease

Vectors are really bad to us.

Questions

1. What is the poem about?

2. Which vectors in the poem sucks our blood?

(i) _____

(ii) _____

(iii) _____

2. How many stanzas has the poem?

3. Which stanza talks about houseflies?

4. Why are house flies able to spread more than one disease?

5. Which disease is spread by tsetse flies to people?

6. How can we control vector sin our homes?

a. _____

b. _____

Draw, name and colour two vectors which are common in our homes.

WEEK 6**Lesson 1****Date:** _____**Spelling game****corrections.**

1. _____

1. _____

2. _____

2. _____

3. _____

3. _____

4. _____

4. _____

BASIC TECHNOLOGY IN OUR SUB-COUNTY/DIVISION**Concepts of technology****Natural and artificial materials.****Vocabulary**

Banana	size
Leaf	colour
Plastic	texture
Straw	fibre
Wire	Heavy
Palm leaves	weight
Light	good
Rough	smooth

Activity

1. Construct five sentences using the vocabulary

(i) _____

(ii) _____

(iii) _____

(iv) _____

(v) _____

Structures:

1. Where do we get clay from?

We get clay from the _____

2. What do we use papyrus for?

Papyrus is used for _____

3. Which materials are straws made of?

Straws are made of _____

Corrections

[illegible]

Lesson 2**Date:** _____**Spelling game**

1. _____

2. _____

3. _____

4. _____

corrections.

1. _____

2. _____

3. _____

4. _____

Dialogue:**Read the dialogue and answer in full sentences.****Joel:** hullo, Tracy, what are you doing?**Tracy:** I'm making a bal lusing banana fibres**Joel:** what else can you make from banana fibres?**Tracy:** I can make ropes, and mats using banana fibres. Straws and palm leaves can also be used to make mats.**Joel:** So, everything in our environment is very useful.**Tracy:** Oh yes. In swamps are the papyrus and clay. We can make mats using papyrus and pots using clay.**Joel:** I'll also make some balls using banana fibres.**Questions:**

1. How many people are talking in the dialogue?

2. What is Tracy doing?

3. Which material is Tracy using?

4. What else can Tracy make?

5. What do we use straws for?

6. Of Straws and banana fibres, which is stronger?

7. Write these words in full:

(a) I'm _____

(b) I'll _____

8. Draw, name and colour two items made from:

a) banana fibres

b) clay

WEEK 7**Lesson 1****Date:** _____**Spelling game****corrections.**

1. _____

1. _____

2. _____

2. _____

3. _____

3. _____

4. _____

4. _____

ENERGY IN OUR SUB-COUNTY/ DIVISION Natural and artificial sources of**energy. Vocabulary**

Wind

buy

sun

paraffin

solar

charcoal

electricity

fridge

petrol

diesel

sell

kite

Activity

1. Construct five sentences using the vocabulary

(i) _____

(ii) _____

(iii) _____

(iv) _____

(v) _____

Structures:

1. What are you buying?

I am buying _____

2. What will Fatuma buy tomorrow?

Fatuma will buy _____

3. What did father buy yesterday?

Father bought _____

Use some or any to complete the sentences.

1. We shall carry _____ food from the market.
2. Marjory will buy _____ paraffin.
3. You have not left _____ charcoal in the sack.
4. Did you find _____ water in the pot?

Lesson 2

Date: _____

Spelling game

corrections.

- | | |
|----------|----------|
| 1. _____ | 1. _____ |
| 2. _____ | 2. _____ |
| 3. _____ | 3. _____ |
| 4. _____ | 4. _____ |

The table shows six friends who fueled their vehicles at Total fuel station last Saturday. Study it carefully and answer in full sentences.

Names	Andrew	Victor	James	Maria	Sarah	John
Litres of petrol	5	2	4	2	7	3

Questions.

1. Where did the friends fuel their vehicles?

2. How many friends were they?

3. When did the friends fuel their vehicles?

4. Which fuel was put into their vehicles?

5. Whose vehicle had the most petrol?

6. How many litres of petrol did John's vehicle have?

7. Apart from petrol, another fuel used by vehicles is _____.

8. How many litres of petrol were pumped into the vehicles altogether?

9. Name any two fuel pumps in our sub-county.
(i) _____
(ii) _____
10. Apart from petrol and diesel, _____ is also sold at fuel pumps.

WEEK 8**Lesson 1****Date:** _____**Spelling game**

1. _____

2. _____

3. _____

4. _____

corrections.

1. _____

2. _____

3. _____

4. _____

Ways of saving energy.**Vocabulary**

Switch on

cover

Switch off

light

Blow off

box

Match stick

candle

Water

torch

Switch

low

High

bills

Activity

1. Construct five sentences using the vocabulary

(i) _____

(ii) _____

(iii) _____

(iv) _____

Structures:

Revision of past simple tense.

1. Who bought the torch?

2. Who blew off the candle?

3. Did you switch off the lights?

4. Write the opposite of:

- (a) switch on_____

- (b) high _____

- (c) small _____

- (d) long_____

- (e) Good_____

corrections

[illegible]

Lesson 2

Date: _____

Spelling game

1. _____

2. _____

3. _____

4. _____

corrections.

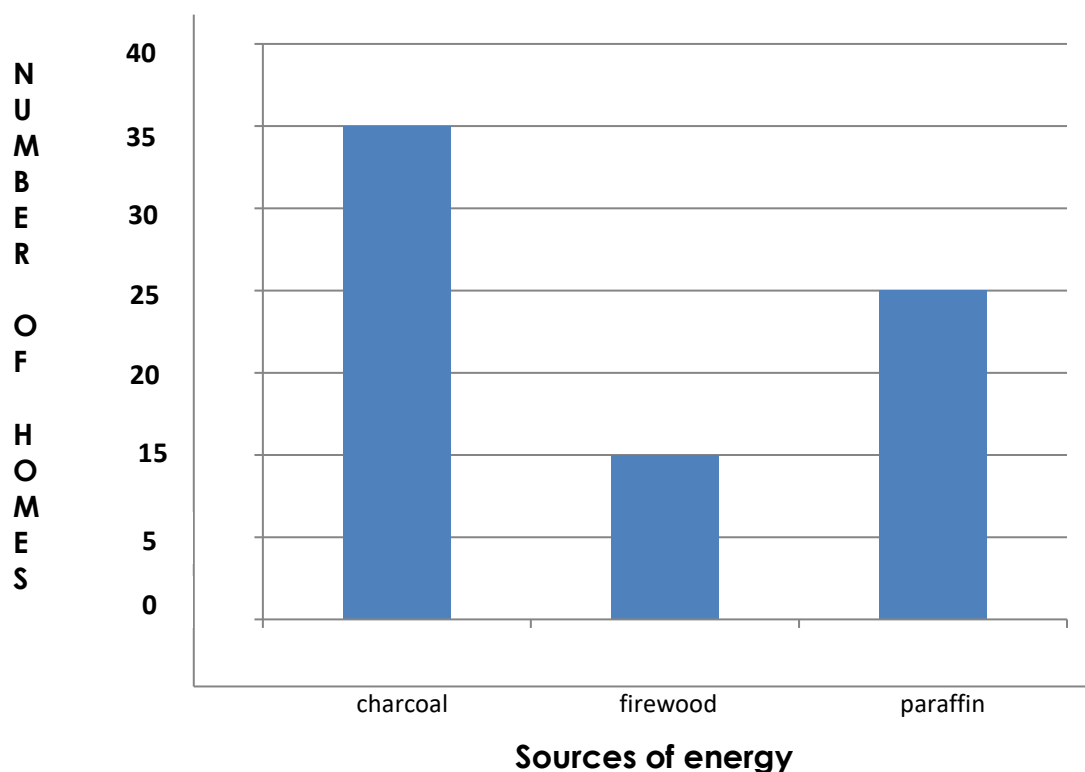
1. _____

2. _____

3. _____

4. _____

The graph shows the number of homes who use different sources of energy in kikajjo village in Nsangi sub-county. Study it carefully and answer in full sentences.

**Questions:**

1. Which source of energy is used by the least number of people?

2. How many homes use firewood?

3. Which source of energy is used by most homes?

4. Where are these homes found?

5. In which district are these homes?

6. Where do people in homes that use paraffin buy it from?

7. Why do you think most homes use charcoal?

8. Draw, name and colour two sources of energy you use at home.

9. How many homes are in this area altogether?

10. List down two ways how you can save energy at home.

We save energy by:

i) _____

ii) _____

[illegible]

