**VICTORIOUS PRIMARY SCHOOLS**

**ENGLISH LESSON NOTES FOR P.3TERM THREE, 2017**

**WEEK ONE**

THEME: Culture and gender in our division

**Revision week**

**WEEK TWO**

THEME: Culture and gender in our division

**Beginning of Term Three Exams**

**WEEK THREE**

**LESSON ONE**

**THEME: Culture and gender in our division**

**Content: Vocabulary**

Sing,wear,greet,cry,pray,kneel,dance,happy,dance,happy,sad,knelt,danced,cried, sang, wore

Activity

* Reading and pronouncing words correctly
* Spelling words
* Constructing oral sentences

Activity two

**Construct meaningful sentences using the following words**

1. Sang…
2. Danced …

**Re-arrange the words in a, b and c order**.

1. Wear, cry, pray, kneel

b. Sing, say, sung, song

c. sing, say, song, stay

**Use the words given in brackets to fill in the gaps.**

1. Our brother…………..bitterly last night. [cry]
2. Jane is ……………with her puppy. [play]
3. Mark is ………………..than Tony.[happy]
4. She ……………….her father every morning before going to school.[greet]
5. Norah and Peter will go to …………… next Sunday.[pray]

Write the opposites of the following;

1. Cry..
2. Sad
3. Strong…

**WEEK TWO**

**LESSON TWO**

**THEME: Culture and gender in our division**

**SUB-THEME: Cultural practices**

**CONTENT: Structures (past simple tense)**

**Examples**

1. What did you do yesterday?

I knelt down yesterday.

2. What did Mary do last week?

Mary danced last week.

3. Did Ali cry yesterday?

Yes, he did.

**Activity one**

* Reading the structures
* Writing the structures
* Answering oral and written questions

**Activity two**

Use the words in the brackets to complete the sentences correctly.

1. What did Tom do last year? ( sang a song)

2. Did Mary greet you in this morning?

3. Who ate food yesterday? (Jane)

4. What did James do yesterday? (wore a uniform)

5. Did you pray? (I did)

6. What did Mary…..? ( do)

7. Peter ……a nice shirt last week.( wear)

8. Ali ………… his father in the morning. ( greet)

9. Did Rose cry?

No,……………………

Yes,………………………

**Reference**

Primary School for Uganda Bk 3,page 43

Monitor English Book 3, pg 93

**WEEK TWO**

**LESSON THREE**

**THEME: Culture and gender in our division**

**SUB-THEME: Cultural practices**

**CONTENT: Future Simple Tense**

This is what will happen or be done in the future.

I – shall

We – shall

It , you, she, he, they – will

Peter and Mary – will

**Examples:**

I shall go to school next week.

The shop will close at six o’clock.

Activity one:

* Reading the words and sentences.
* Constructing oral sentences using will and shall.

**Activity two**

**Fill in the blank spaces by adding shall or will correctly to the words given in brackets.**

1. I ……………… for a bus for more than one hour. (wait)

2. He ………….. a nice picture tomorrow. (paint)

3. She …………. the door of the class. (open)

4. The dog ……….on the thief.(jump)

5. My father …….. me to go on a picnic. (allow)

6. We……….our work today.(finish)

7. Robert………..me in cleaning this room. (help)

8. They……… their class teacher.( inform)

9. Peter and I ……….our teeth tomorrow morning.(brush)

10. He …….. his parents.(obey)

**Reference**

Active Eng Book 2, page 34-35

Mk Prim Book 3, Page 80-83

**WEEK TWO**

**LESSON FOUR**

**THEME: Culture and gender in our division**

**SUB-THEME: Cultural practices**

**CONTENT: Structures**

Why did he/ she/ they run away from …… ( school/ home)?

He ran away from home because the ( teacher, mother, father) kicked / slapped/beat him/her)

Why was / were he/ she/ they beaten/ kicked/ slapped?

Who …….. ( slapped/ kicked/ beat ……him/her/ them?

**Answer the questions correctly.**

1) Why did she run away from home? ( Her father beat her)

2) Why was she slapped? ( she abused her sister)

3) Why were they crying? ( their mother died)

4) Why did Paul fall down? ( Tom kicked him)

5) Why were the girls punished? (They were playing in the classroom)

**WEEK TWO**

**LESSON FOUR**

**THEME: Culture and gender in our division**

**SUB-THEME: Cultural practices**

**CONTENT: Vocabulary (relationships)**

Teachers, pupils, parents, monitor, family, sister, cousin, brother, nephew, uncle, aunt, son, first born, nuclear, extended, niece, nephew, grandfather, grandmother, daughter, last born

Types of families

Nuclear family - parents and their biological children.

Extended family - parents, their children and other relatives.

**Activity**

-reading the vocabulary

- spelling the vocabulary

- constructing oral sentences using the vocabulary

**Activity two**

**Construct sentences meaningful sentences using the words below.**

Nuclear-

Extended –

Niece-

**Rearrange the letters to make correct words**.

1. ntau
2. phewne
3. sincou
4. chertea
5. milyfa

**Rearrange the words in a, b and c order.**

1. Nuclear, extended, foster, adoption
2. Clan, family, relative, ethnic group

**WEEK TWO**

**LESSON SIX**

**THEME: Culture and gender in our division**

**SUB-THEME: Relationships**

**CONTENT: Structures**

**Examples;**

How many bothers/sisters have you?

I have six ……….. ( brothers/ sisters)

**Activity**

Answer the questions below correctly.

1) How many sisters do you have?

2) How many brothers do you have?

3) What position do you hold in the family?

4) How old is your eldest brother?

5) What is the name of your last born?

6) How many members are in your family?

9) What is your father’s name?

10) What is your mother’s name?

**WEEK TWO**

**LESSON SEVEN**

**THEME: Culture and gender in our division**

**SUB-THEME: Relationships**

**CONTENT: Opposites (gender)**

|  |  |
| --- | --- |
| **male** | **female** |
| Father | mother |
| son | Daughter |
| uncle | Aunt |
| boy | Girl |
| waiter | Waitress |
| hero | Heroine |
| bridegroom | bride |
| princess | princess |
| boy | girl |
| man | woman |
| husband | wife |
| actor | actress |
| king | queen |
| dog | bitch |
| lioness | lion |
| poet | poetess |
| nephew | niece |
| cock | hen |
| bull | cow |
| peacock | peahen |
| gentleman | lady |
| headmaster | headmistress |
| grandfather | grandmother |
| Step- father | Step- mother |
| Brother-in-law | Sister-in-law |
| Father-in-law | Mother-in-law |
| Son-in-law | Daughter-in-law |
| Head boy | Head girl |

**Reference:**

Children’s to learn English book 3, page 46-47

**WEEK FOUR**

**LESSON ONE**

**THEME: Culture and gender in our division**

**SUB-THEME: Relationships**

**CONTENT: Comprehension( FAMILY TREE)**

Mr. and Mrs. Opio’s family tree

Activity one

-reading the story

-answering oral questions about the story

**Activity two**

Study the family tree carefully and answer questions about it in full sentences.

1. What type of family is shown above?

2. How many children does Mr. Opio have?

3. How old is Abur?

4. Who is Mr. Ogwang’s wife?

5. Who is Mr. Opio’s son?

6. How many children does Mr. Ogwang have?

7. Who are the twins?

8. How old are the twins?

9. Who is Mrs. Opio to Owor?

10) Who are Abur’s brothers?

**Reference**

Mk Primary Eng. Bk. 3, page 142-143

**WEEK FOUR**

**LESSON TWO**

**THEME: Culture and gender in our division**

**SUB-THEME: Relationships**

**CONTENT: Comprehension (POEM)**

MY FAMILY

1. Who is a brother?

2. Write the title of the poem.

3. How many stanzas does the poem have?

4. Who is a cousin?

5. Who is happy?

6. Who are at school?

7. How many lines does the first stanza have?

8. Who wrote the poem?

9. Write the opposites of;

Niece-

Uncle-

**Reference:**

MK English Book 3, page 144

**WEEK FOUR**

**LESSON THREE**

**THEME: Culture and gender in our division**

**SUB-THEME: Relationships**

**CONTENT: Jumbled story**

Activity

* Reading the jumbled sentences
* Arranging them in the correct order to make a good story.

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

* She feared to go there alone.
* Jane got a stick and killed it.
* Mother sent Halima to the well to fetch water.
* As they walked to the well, they saw a snake.
* Halima called her friend Jane to escort her.

**WEEK FOUR**

**LESSON FOUR**

**THEME: Culture and gender in our division**

**SUB-THEME: TENSES**

**CONTENT: Past tense of irregular verbs**

Irregular verbs are those which don’t have ed/ d in the past form.

**Examples:**

|  |  |
| --- | --- |
| **Present tense** | **Past tense** |
| hear | heard |
| throw | threw |
| dig | dug |
| read | read |
| draw | drew |
| spell | spelt |
| drink | drank |
| tell | told |
| drive | drove |
| leave | left |
| cost | cost |
| pay | paid |
| lose | lost |
| buy | bought |
| know | knew |
| put | put |
| feed | fed |
| bite | bit |
| tear | tore |
| wear | wore |
| hang | hung |
| lie | lied |
| beat | beat |
| cut | cut |
| hurt | hurt |
| shut | shut |

**Activity**

**Write the past form of the given words.**

1. Ride 7. Sleep
2. Fight 8. Sweep
3. Sing 9. Swim
4. See 10. speak
5. Bring
6. catch

**b) Use the correct form of the given words to fill in the gaps**

11. The farmer ………….in his garden yesterday. ( dig)

12. We ………..milk tea last morning. (drink)

13. Peter ……….the books in the book shelf. ( keep)

14. Joanita……….the sweetest cake. ( choose)

15. The pupils …………matooke and meat last Friday. ( eat)

**WEEK FOUR**

**LESSON FIVE**

**THEME: Culture and gender in our division**

**SUB-THEME: TENSES**

**CONTENT: Comprehension ( Dialogue )**

Read the dialogue carefully and answer questions about it.

**NATASHA FALLS SICK**

1. How many people are taking part in the dialogue?
2. Who was waiting for Natasha?
3. Where was Natasha?
4. Why was Natasha having pain in her stomach?
5. Who are the people taking part in the dialogue?
6. According to the dialogue, what is the name of the doctor?
7. Who spoke last?

8) Write the title of the dialogue.

Reference

Mk Primary English Bk 3 pg 168

**WEEK FOUR**

**LESSON SIX**

**THEME: Culture and gender in our division**

**SUB-THEME: TENSES**

**CONTENT: Present perfect tense**

Activity one

-reading the verbs

-spelling the words

Helping verbs used in this tense are has and have.

**Examples**

|  |  |  |
| --- | --- | --- |
| **Present tense** | **past tense** | **past participle** |
| Begin | began | begun |
| Ring | rang | rung |
| Sing | sang | sung |
| Strike | struck | struck |
| Dig | dug | dug |
| Swim | swam | swum |
| Drink | drank | drunk |
| Fight | fought | fought |
| Buy | bought | bought |
| Think | thought | thought |
| Teach | taught | taught |
| Catch | caught | caught |
| Cut | cut | cut |
| Put | put | put |
| Burst | burst | burst |
| Hurt | hurt | hurt |
| Spin | span | spun |
| Lay | laid | laid |
| Lie | lied | lied |
| Lie | lay | lain |

**Activity**

**Fill in the gaps with the correct form of the words in brackets**.

1. Ritah has …………….. my pen. ( take)
2. The headmaster has ……….to the pupils. ( speak)
3. The children have ……..the mango tree. ( shake)
4. Why have you ………..my food? ( eat)
5. I have ……..all my work. ( do)
6. Have you ….. my sister anywhere? (see)
7. They have………. a new song. (sing)
8. We have ………… the activity in our books.( write)
9. The bell has just been ……………(ring)
10. She has….her finger badly. ( cut)

**Reference** Back to English pg 78

**WEEK FOUR**

**LESSON SEVEN**

**THEME: Culture and gender in our division**

**SUB-THEME: TENSES**

**CONTENT: Present perfect tense**

**Verbs whose past simple and present perfect form are the same**.

**Examples**

Keep - kept lay - laid

Clap - clapped buy - bought

Sweep - swept leave - left

Think - thought read - read

Catch - caught feel - felt

Teach - taught sleep - slept

Fight - fought shut - shut

Bring - brought weep - wept

Drop - dropped burst - burst

**Fill in the gaps with the correct form of the words in brackets**.

1. Mr. Mubiru has ……….us science. ( teach)
2. My father has ………………a new car. ( buy)
3. The children have…………the words correctly. ( spell)
4. The monitor has …………the newspaper. ( read)
5. The headmaster has ………….. for Jinja. ( leave )
6. Nalule has …………… all the dishes. ( drop)
7. My sister has…………… us good news. ( bring)
8. Joseph has ………….the classroom. ( sweep)
9. She has …………… o f a good idea. ( think)
10. I have not ………….the windows. ( close)

**WEEK FIVE**

**LESSON ONE**

**THEME: Culture and gender in our division**

**SUB-THEME: TENSES**

**CONTENT: Picture composition**

**Activity**

* Studying the pictures
* Writing sentences about them
* Reading the sentences

Activity two

What is he/ she doing?

1………………………………….(painting)

2. …………………………………(washing)

3…………………………………...(sweeping)

4……………………………………(cooking)

5……………………………………(dancing)

**WEEK FIVE**

**LESSON TWO**

**THEME: Culture and gender in our division**

**SUB-THEME: Types of Adverbs**

**CONTENT: Adverbs of manner**

Adverbs are words that explain more about a verb.

Adverbs of manner tell how an action is done.

**Examples**

|  |  |
| --- | --- |
| Sweet | sweetly |
| Quiet | quietly |
| Hurry | hurriedly |
| Soft | softly |
| Quick | quickly |
| Soft | softly |
| Quick | quickly |
| Loud | loudly |
| Slow | slowly |

**Structures**

1. The dog barks loudly.

2. He speaks softly.

Skills: Listening , speaking, reading, writing

**Activity**

**Change the following words to the correct adverbs**.

|  |  |
| --- | --- |
| **Word/ adjective** | **adverb** |
| deep |  |
| loud |  |
| quiet |  |
| proper |  |
| correct |  |
| sudden |  |
| slow |  |
| month |  |
| bright |  |
| year |  |
| equal |  |
| kind |  |
| immediately |  |
| brave |  |
| soft |  |
| brief |  |

**WEEK FIVE**

**LESSON THREE**

**THEME: Culture and gender in our division**

**SUB-THEME: Types of Adverbs**

**CONTENT: Adverbs of time**

These are adverbs that tell when an action is done.

**Examples**

early, lately, now, tomorrow, yesterday, evening, soon, before, after, today, since, already

**Structures**

She lost her bag yesterday.

The bell has already gone.

Skills: Speaking, listening, reading, writing.

**Activity**

**Make sentences using each of the words below**.

1. early
2. yesterday
3. today
4. already
5. since
6. now
7. before
8. late
9. tomorrow
10. after

**WEEK FIVE**

**LESSON THREE**

**THEME: Culture and gender in our division**

**SUB-THEME: Types of Adverbs**

**CONTENT: Adverbs of place**

These are adverbs which tell us where an action is done from.

**Examples**

Where, everywhere, nowhere, anywhere,

there, far, in, under,

**structures:**

I kept the bag there.

Come here and sit down.

**Activity**

**Underline the adverbs in these sentences.**

1. The man died from there.
2. Why did you go there?
3. Open that door quickly.
4. They have cleaned everywhere.
5. The match was played well.
6. Sarah shouted loudly, The car is here”
7. He ate his breakfast and then ran quickly.
8. I saw Jane yesterday and I shall see her again tomorrow.
9. Simon returned my pen unhappily.
10. She met me in the morning.

Reference

Back to English page 181

**WEEK FIVE**

**LESSON FOUR**

**THEME: Culture and gender in our division**

**SUB-THEME: Types of Adverbs**

**CONTENT: Revision Activity**

1. The sun was shining………………..(brightly)
2. When he got his money, he smiled …………………. ( happy)
3. The door opened \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ and the queen entered. (sudden)
4. Osman writes…………………… . ( bad)
5. The cows graze ……………….. . ( day)
6. He washed the plates……………… ( careful)
7. He was hurt very ………………. . ( bad)
8. You must spell your words……………….. ( correct)
9. I can’t hear you………………, please. ( clear)
10. We shall do the sums ……………… . ( patient)
11. Hellen asked for permission……………….. ( polite)
12. All newspapers are published…………….. ( week)
13. You must not sleep…………………… . ( sound)
14. The school team played well and won the game………..( easy)
15. He ate his food……………………. . ( early)

**WEEK FIVE**

**LESSON FIVE**

**THEME: Health in our division/ sub- county**

**SUB-THEME: Accidents**

**CONTENT: Poem**

**Read the poem carefully and answer questions about it in full sentences**

**ACCIDENTS**

I hate to see people in pain.

I hate to see people in accidents.

I hate to see somebody getting hurt.

When a friend is cut or burnt.

It makes me sad.

Accidents are bad.

We should be careful when using tools at home.

We shall be careful at school while playing.

On the way to school or work.

All we need is care and safety.

We must care.

By Musoke P.3 B

**Questions**

1. What is the poem about?

2. How many stanzas does the poem have?

3. Who wrote the above poem?

4. What does the writer hate to see?

5. When is the writer sad?

6. In which class is the writer?

7. How many lines are in the second stanza?

8. What is the title of the poem?

Reference

MK Primary Eng. Book3,page 161-162

**WEEK FIVE**

**LESSON SIX**

**THEME: Health in our division/ sub- County**

**SUB-THEME: Accidents**

**CONTENT: New vocabulary**

Bleeding, injury, injured, hurt, cut, bite, pain, snake, dog, bite, wound, knock, plaster, fall off, knife, bicycle, scissor, snake, bite, syringe, needle, bandage, tablets, etc.

**Activity**

- reading the vocabulary

- Spelling exercise

- Filling the missing letters

- Write the letters properly to form a correct word.

- use the vocabulary to construct sentences.

**WEEK FIVE**

**LESSON SEVEN**

**THEME: Health in our division/ sub- county**

**SUB-THEME: Accidents**

**CONTENT: Structures**

**Make sentences from the table below.**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| He  She | was | Knocked  bitten  hit  struck  cut  burnt | by | a knife  fire  electricity  a car  a snake  a hammer  a dog |

**Sentences**

1. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

2.\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

3.\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

4.\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

5.\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

6\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

7.\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

8.\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Reference ;** Mk English Book 3, page 161

**WEEK FIVE**

**LESSON EIGHT**

**THEME: Health in our division/ sub- County**

**SUB-THEME: Accidents**

**CONTENT: Comprehension (story)**

**Activity**

-reading the story silently and loudly

- answering oral and written questions about the story.

**YASABA HURTS HERSELF**

Read the story carefully and answer questions about it in full sentences.

1. Who had long nails?

2. Where was the razor blade?

3. Whose finger was bleeding?

4. Who is Yasaba’s mother?

5. How many paragraphs does the story have?

6. Write the title of the story.

7. How many sentences are in the first paragraph?

8.Give the opposites of these words.

1. Careful b. herself

**Reference**

Mk Primary Book 3, page 162

**WEEK SIX**

**LESSON ONE**

**THEME: Basic Technology in our division/ sub- County**

**SUB-THEME: Processing and making things from natural materials**

**CONTENT: Vocabulary**

**Activity**

* Reading the vocabulary
* Spelling the vocabulary
* Constructing oral sentences using the vocabulary

Banana leaf, plastic, straw, wire, heavy, light, size, colour, fibre, big, palm leaves, weight, small, long, short, good, texture, toy, bicycle, car, flower, candle, bag, wear, decoration, beads, hat, sell, buy, Swamp, food, mat, rope, bush, garden, play, clay, pot, cut, weave, tie, juice

**Activity two**

a) **Fill in the missing letters**

1. Fo\_\_\_d f. m\_\_\_t
2. B\_\_\_sh g. juic\_\_\_
3. Gard\_\_\_n h. pl\_\_\_y
4. Sw\_\_\_mp i. rop\_\_\_

**b) Make meaningful sentences using each of the words below.**

1. bicycle e. buy
2. Flower f. sell
3. Car g. wear
4. Beads h. toy

**WEEK SIX**

**LESSON TWO**

**THEME: Basic Technology in our division/ sub- county**

**SUB-THEME: Processing and making things from natural materials**

**CONTENT: Structures**

(Musa/ Sarah) will make a (pot, mat/ rope) using ……. ( clay/ banana fibre/ sisal )

What will you make?

I/we shall make a …………. ( pot/ mat/ rope)

What will she/ he / they make?

She/ he will make a pot/ mat/ rope.

Where will you get the clay?

I shall get it from the swamp.

**Fill in the gaps with a correct form of the words in brackets**.

1. John and Mary will……………… a rope. ( make)
2. I shall …………………clay from the swamp. ( get)
3. Allen will……………… a mat tomorrow. ( weave)
4. We shall ……………… those straws next week. ( use)
5. The baby will……………its toy. ( break)
6. They will …………..their classroom with flowers. ( decorate)
7. I shall …………….. the rope tomorrow. ( skip)

8.Tom will ……………that pot with water. ( fill)

**WEEK SIX**

**LESSON THREE**

**THEME: Basic Technology in our division/ Sub- County**

**SUB-THEME: Processing and making things from natural materials**

**CONTENT: Jumbled story**

* Reading the jumbled sentences
* Arranging them correctly to make a correct story.

**Re – arrange these sentences in order to form correct stories**.

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

**WEEK SIX**

**LESSON FOUR**

**THEME: Basic Technology in our division/ Sub- County**

**SUB-THEME: Transport**

**CONTENT: Comprehension (Poem )**

**-**reading the poem

- answering oral questions about the poem.

**Activity**

**MY FIRST TIME AT THE SHOP**

Read the poem carefully and answer questions about it carefully.

1. Who was sent to the shop?

2. Who sent the writer to the shop?

3. How many stanzas has the poem?

4. Who asked for money?

5. How many lines are in the second stanza?

6. Write the title of the poem.

7. What had the writer gone to buy?

Reference

Mk English Book 3, page 140

**WEEK SIX**

**LESSON FIVE**

**THEME: Basic Technology in our division/ Sub- County**

**SUB-THEME: Shopping**

**CONTENT: Vocabulary**

Change, shillings, money, price, notes, watch, play, paid, buy, litre, bring, price, list, sell, sold, hoe much, shopping list, how many, grocery, grocer, taker, bakery, confectionery etc.

**Fill in the missing letters.**

1. W\_\_tc\_\_\_ 2. L \_\_\_t \_\_\_e

3, s \_\_\_ap 4. gr\_\_\_c\_\_\_ry

5. bak \_\_ \_\_\_y

**Use these words in a sentence.**

6. shillings \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

7. money \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

8. shop \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

9. change \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

10. shopping list \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**WEEK SIX**

**LESSON SIX**

**THEME: Basic Technology in our division/ Sub- County**

**SUB-THEME: Shopping**

**CONTENT: Comprehension**

Activities

* Reading the story
* Answering oral and written questions about the story

**Activity**

Jane and Aisha go for shopping

Read the story carefully and answer questions about it.

**Questions**

1. Who went to the grocery?

2. Who sent the children to the grocery?

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

4. How much sugar did Jane and Aisha buy?

5. How much change did the children take back home?

6. How much money did they pay for all the items?

7. Where did the grocer pack the items?

8. Write the title of the story.

9. How many people are mentioned in the story?

10. Write in full

shs.- \_\_\_\_\_\_\_\_\_\_\_

Reference

MK Primary Book 3, page 138-139

**WEEK SIX**

**LESSON SEVEN**

**THEME: Basic Technology in our division/ Sub- County**

**SUB-THEME: Processing things out of the natural materials**

**CONTENT: Prepositions**

**-**reading the prepositions

- constructing oral sentences using the prepositions

|  |  |
| --- | --- |
| **word** | **preposition** |
| sit | on / under/in |
| lean | Against |
| look | At |
| point | At/ to |
| fond | Of |
| afraid | Of |
| proud | of |
| die | of |
| suffer | from |
| different | from |
| similar | to |
| same | as |
| good | at |
| In front | of |
| jump | Over |
| tired | of |
| prefer | to |
| Married | to |
| arrived | at |
| better | than |
| talk | About/to |
| used | to |
| similar | to |
| wait | for |
| ashamed | of |
| listen | to |
| interested | in |
| divide | Into/among/between |
| live | In/at/for |
| wait | for |

**Reference**

Back to English page 201-202

Children’s to learn English bk 3,page 1-5

**WEEK SEVEN**

**LESSON ONE**

**THEME: Basic Technology in our division/ Sub- County**

**SUB-THEME: Processing things out of the natural materials**

**CONTENT: Prepositions**

Activity

Complete the sentences below with the correct prepositions.

1. Where are you coming …………..?
2. The teacher is looking…….our stories to choose out the best.
3. The head teacher came………our class yesterday.
4. My parents take care…….me.
5. She is leaning…….the wall.
6. Our mother divided the apple….seven sons.
7. The pedestrians are walking…….the road.
8. Vehicles move……..roads.
9. That boy is suffering…….measles.
10. Many people have died…….cancer in my country.
11. Some children come to school …..foot.
12. Mary is looking ….her lost pen.
13. The plain flew…..the mountain.
14. My grandmother loves sitting….. a mat.
15. I came …. bus today.

Reference :

Back to English page 202

**WEEK SEVEN**

**LESSON TWO**

**THEME: Basic Technology in our division/ Sub- County**

**SUB-THEME: Processing things out of the natural materials**

**CONTENT: Opposites(where we add un, less, ful)**

**Activity one**

-reading the words

- constructing oral sentences

**Examples:**

Write the opposites of the words below by adding “un” before the word

|  |  |
| --- | --- |
| **word** | **opposite** |
| friendly | Unfriendly |
| Happy |  |
| Just |  |
| Kind |  |
| Able |  |
| Sure |  |
| cooked |  |
| true |  |
| comfortable |  |
| fortunate |  |
| answered |  |
| avoidable |  |
| attended |  |
| changed |  |
| civilised |  |

**Activity two**

Write the opposites of the words below by adding ful after the words

|  |  |
| --- | --- |
| word | Opposite |
| merciless | Merciful |
| Powerless |  |
| Harmless |  |
| Shameless |  |
| Restless |  |
| Hopeless |  |
| meaningless |  |
| fruitless |  |
| careless |  |
| painless |  |
| useless |  |

**Reference**

Primary English book 3, page 42

End