**THEME : OUR SUB-COUNTY / DIVISION.**

**WEEK 2 LESSON 1**

**THE ALPHABET**

1. There are twenty six letters of the alphabet. Twenty one of them are consonants, five are vowels.
2. **The vowels are**

a, e, i, o, u

1. **The consonants are,**

b, c, d, f, g, h, j,k, l, m, n, p, q, r, s, t, v, w, x y, z

**ACTIVITY**

* Reciting the letters of the alphabet.
* Identifying consonants and vowels.
* Arranging the following letters to form words.

**EXERCISE**

1. Fill in the missing letters.

A------ C ------ G,H------ J ,K,L,M -------,O,P-----R,S ---- U,V ----XYZ

1. **Arrange the following letters to form words.**

a). lbue\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

b). ipnk \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

c). lyolew \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

d). ewthi \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

e). nereg \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

f).cbakl \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**3. Write names of these shapes.**

1. cilcre \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
2. uqsear \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
3. lvoa \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
4. gtiraenl \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
5. traenclge \_\_\_\_\_\_\_\_\_\_\_\_\_\_

**4. Make sensible words.**

1. reest \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
2. keymon \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
3. phantele \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
4. ailt\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**WEEK 2: LESSON 2**

**Arranging words in alphabetical order.**

We can arrange letters in their order according to the alphabet.

**For example**

1. b,c,d,a = a,b,c,d
2. f,p,b,f =
3. m,p,l,n =

We arrange words in alphabetical order basing on beginning letters as shown below;

**For example**

1. man,girl,boy,woman

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| 1. | m | a | n |  |  | 3 |
| 2. | g | i | r | l |  | 2 |
| 3. | b | o | y |  |  | 1 |
| 4. | w | o | m | a | n | 4 |

boy, girl, man, woman.

1. pig, cow, fish, goat.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| 4 | p | i | g |  |
| 1 | c | o | w |  |
| 3 | f | i | s | h |
| 2 | g | o | a | t |

cow, goat, fish.pig

Activity

-Reciting the alphabet.

- arranging words in alphabetical order basing on the beginning letters. (First letter)

**EXERCISE**

1. cat, box, axe, doll.
2. dog,hen,pen
3. Tom, Mark, ivan,Rose
4. bed, cup, ant, hat.
5. sit,dig,fill.pull
6. hope, rope,mop,joke

**WEEK 2 LESSON 3**

Arranging words basing on the second letters and third.

For example

1. man,men,mix,mop

|  |  |  |  |
| --- | --- | --- | --- |
| 1 | m | a | N |
| 2 | m | e | N |
| 3 | m | i | X |
| 4 | m | o | P |

= man, men, mix, mop

1. Sit, sat,saop,suck

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| 2 | S | i | t |  |
| 1 | S | a | t |  |
| 4 | S | o | a | p |
| 3 | S | u | c | k |

= sat, sit, soap, suck

**ACTIVITY**

* Reciting the letters of the alphabet.
* Re-arranging words basing on the second letter.

**EXERCISE**

**Using the examples above while drawing the tables.**

1. tap,tin,turn,top
2. bug,bag,boil,bell
3. cup,cat,clap,coat
4. deer,dog,den,dam
5. drum,draw,dress,drop
6. grass,grow,green,grip
7. knock,knew,knit,kneel

**Ref:** eng Aid bk 3.Pg 26-28

Progress in EngPg 32-33**.**

**WEEK 3: LESSON 1**

**Preposition**

What is a preposition?

A preposition is a word that shows a relationship between two nouns or pronouns and other words in the sentence.

**Examples of preposition.**

under, to, in front of ,for, between, by, on, over, from, upon, aside

near, off, behind, against, since, into, with, among, along, down

below , across, at , of, before.

**ACTIVITY**

* Identifying prepositions.
* Constructing oral sentences using the learnt prepositions
* Identifying prepositions ina sentence.
* Structures, where is the \_\_\_\_\_\_\_\_\_\_\_\_\_\_?

**Underlined prepositions from the different sentences**

1. My grandmother is sitting on the mat.
2. He is looking at the flowers.
3. Can you please switch off the lights?
4. Pinto is leaning against the wall.
5. The cat is running away from the dog
6. The dog is sleeping under the tree.
7. Martha is going to school
8. The cat came in through the window.
9. They shared the cake between the boys
10. The thief escaped from the police.

**Fill in the gap with the correct prepositions.**

1. Isaac is going \_\_\_\_\_\_\_\_\_\_\_ church.
2. We switched \_\_\_\_\_\_\_\_\_\_ the lights before we sleep.
3. I am looking \_\_\_\_\_\_\_\_\_\_\_\_\_ my lost pen.
4. There is a lot of sugar \_\_\_\_\_\_\_\_\_\_ my tea.
5. It is a half \_\_\_\_\_\_\_\_\_\_ three o’clock.
6. The thieves were hiding \_\_\_\_\_\_\_\_\_\_\_the bed.

**Ref:** Standard Aid bk 3pg 47-48, Progress in Eng46-47

Junior Eng Revised Pg 68-70.

**WEEK 3: LESSON 2**

Some words have special prepositions they go with;

**Examples**

proud of rely on

tired of aim at

interested in good at

accused of afraid of

annoyed with share between (two)

share among (many) prefer ----to

guilty of similar to

die of fond of

**ACTIVITY**

* Identifying words with special prepositions.
* Constructing oral sentences using the learnt prepositions

**Examples**

1. Steve is leaning **against** the table.
2. Our rabbit is suffering **from** cold.

NB. Against is a preposition linked to leaning.

From is a preposition linked to suffering.

**EXERCISE**

**Use the correct preposition to fill in the gaps below.**

1. Musoke is suffering \_\_\_\_\_\_\_\_\_\_\_\_\_ malaria.
2. The rabbit died \_\_\_\_\_\_\_\_\_\_\_\_ coccidiosis.
3. The teacher shared the cake \_\_\_\_\_\_\_\_\_\_\_\_\_the whole class.
4. The bicycle is leaning \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_the wall.
5. All the boys are interested \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_swimming.
6. I am afraid \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ snakes.
7. Babirye is fond \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ sleeping in class.
8. We prefer water \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_safi.
9. Tom is absent \_\_\_\_\_\_\_\_\_\_\_\_\_school.
10. We should not rely \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_rumours.
11. Sheba is good \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ dancing.
12. The teacher is tired \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ our noise.

**Ref**: Junior Eng Revised Pg 68-70, Mk Precise Eng Grammar 169-175.

**WEEK 3: LESSON 3**

**Opposites of prepositions**

Some prepositions have opposites as shown below.

out - in before - after

outside - inside behind - in front of

up - down to - from

under - over back ward - forward

on - off near - far.

**ACTIVITY**

* Identifying opposites of prepositions.
* Constructing oral sentences using the learnt prepositions

**EXERCISE.**

**Usethe correct prepositions from the words above**

1. Some children are inside the class room while others are \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
2. Grace’s home is \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_a way from school.
3. We should put \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_our hands before answering questions
4. We should always wash our hands \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ eating food.
5. The teacher told us to wash hands \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ visiting the toilet.
6. Do not move backward, just go \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

**Re-writing the sentences giving the opposites o the underlined words.**

1. All the cars are moving **downwards.**
2. Kirabo’s home is not very **near.**
3. All the teachers are **outside** watching foot ball.
4. We should sleep**over** a mosquito net.
5. We have a music lesson **before** lunch.
6. There is an old car **in front of** our house.
7. He prefect told us to move **backwards.**
8. Can you please put down on the lights?
9. Why are you switching **on t**he lights?
10. They are not immunizing children **below** five years.

**Ref**: Standard Aid bk3 47-48, Progress in Engpg 46-47

**WEEK 4: LESSON 1**

**NOUNS**

What is a noun?

A noun is a naming word.

It is a name of a person, place or anything.

**ACTIVITY**

1. Names of people in class. (oral exercise)
2. Names of places in our country or division.
3. Names of things in the class room.

**EXERCISE**

1. She went to Namugongo yesterday.
2. We visited our nurse yesterday.
3. Musisi went to the valley
4. The lady is very lazy.
5. Your lorry was taken way
6. The hospital was closed
7. There are many dusters here.
8. Makindye division is very big.
9. Al the tables are neat.
10. Lake Victoria is very big
11. Sonia is my friend.
12. The pupil is hardworking

**WEEK 4: LESSON 2**

**Singular and plural countable nouns.**

-Singular means one while plural means more thanone.

-Countable nouns are those which can be counted.

-Nouns which cannot be counted are called uncountable nouns e.g. water, sand hair milk, rice.

**Examples of countable nouns are:**

chairs, tables, books, dusters, pens etc.

-To make plurals of most nouns, we simply add**‘s’** as shown in the following:

**Singular plural**

chair chairs

car cars

rat rats

mat mats

duster dusters

division divisions

town towns

village villages.

**Activity**

* Giving the meaning of singular and plural
* Identifying countable and uncountable nouns.
* Using the countable nouns in sentences correctly.

**EXERCISE**

**Use the correct forms of the words in brackets to fill in the gap.**

1. There are many \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ in Kampala. (teacher)
2. The school has three \_\_\_\_\_\_\_\_\_\_\_\_.(cook)
3. The \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_have been broken. (broken)
4. Your \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ are sharper than mine. (pencil)
5. Where are the \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_? (basket)
6. All the \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_have been closed. (school)
7. The \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_were not marked. (book).
8. I have two \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (brothers)
9. Your \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ are all broken. (bed)
10. They should stop cutting all the \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (tree)

**Ref** : **Junior Eng Revised Pg 5-8**

**WEEK 4: LESSON 3**

Nouns that end in ‘**y**’ and before ‘**y**’ which there is a vowel, form their plurals by adding‘**s**’.

**Examples**

|  |  |
| --- | --- |
| boy | boys |
| valley | valleys |
| donkey | donkeys |
| monkey | monkeys |
| day | \_\_\_\_\_\_\_\_\_\_ |
| way | \_\_\_\_\_\_\_\_\_\_ |
| trolley | \_\_\_\_\_\_\_\_\_\_\_ |
| chimney | \_\_\_\_\_\_\_\_\_\_\_ |
| kidney | \_\_\_\_\_\_\_\_\_\_\_ |
| guy | \_\_\_\_\_\_\_\_\_\_\_ |
| turkey | \_\_\_\_\_\_\_\_\_\_\_ |
| holiday | \_\_\_\_\_\_\_\_\_\_\_ |
| journey | \_\_\_\_\_\_\_\_\_\_\_ |
| key | \_\_\_\_\_\_\_\_\_\_\_ |
| pulley | \_\_\_\_\_\_\_\_\_\_\_ |

Nouns that end in ‘**y’** and before ‘y’ which there is a consonant form their plurals by dropping the ‘**y’** it takes ‘**ies’**

**EXAMPLES**

|  |  |
| --- | --- |
| baby | babies |
| fly | flies |
| housefly | houseflies |
| lorry | \_\_\_\_\_\_\_\_\_ |
| ferry | \_\_\_\_\_\_\_\_\_ |
| cherry | \_\_\_\_\_\_\_\_\_ |
| family | \_\_\_\_\_\_\_\_\_ |
| city | \_\_\_\_\_\_\_\_\_ |
| army | \_\_\_\_\_\_\_\_\_ |
| industry | \_\_\_\_\_\_\_\_\_ |
| diary | \_\_\_\_\_\_\_\_\_ |
| injury | \_\_\_\_\_\_\_\_\_ |
| company | \_\_\_\_\_\_\_\_\_ |
| colony | \_\_\_\_\_\_\_\_\_ |
| puppy | \_\_\_\_\_\_\_\_\_ |

**ACTIVITY**

* Identifying nouns that end in Y
* Constructing oral sentences using the learnt nouns.

**EXERCISE**

**Fill in the gaps using the correct forms of words in brackets.**

1. There are many \_\_\_\_\_\_\_\_\_\_\_\_\_\_ in Kampala.
2. The \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_carry heavy luggage every day. (donkey)
3. Ten \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ were born inKibuli hospital. (baby)
4. The \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ are climbing a hill. (boy)
5. Two \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_are staying in one house. (family)
6. The nurses carry medicine on the \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. (trolley)
7. Tracy has a bunch of \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. (Key)
8. Theare flying around the flowers. (butterfly)
9. Okot’s dog has ten \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (puppy)
10. We saw \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ on the trees when we went to the forest. (Monkey).

**Ref:Junior Eng Revised Pg 5-13**

NB give five sentences where re-write to give the plural of the underlined words.

**WEEK 5:**  **LESSON 2**

**Nouns ending with ‘o’ form their plurals by adding ‘es’ andothersadd ‘s’**

**e.g.**

|  |  |
| --- | --- |
| mango | mangoes |
| tomato | tomatoes |
| potato | potatoes |
| mosquito | mosquitoes |
| hero | heroes |
| flamingo | flamingoes |
| echo | \_\_\_\_\_\_\_\_\_\_\_ |
| volcano | \_\_\_\_\_\_\_\_\_\_\_ |

|  |  |
| --- | --- |
| cargo | \_\_\_\_\_\_\_\_\_\_\_ |

**Some nouns that end with ‘o’ change to plural by adding ‘s’.**

**Examples**

|  |  |
| --- | --- |
| radio | radios |
| piano | pianos |
| avocado | zoos |
| igloo | igloos |
| banjo | \_\_\_\_\_\_\_\_\_\_\_ |
| solo | \_\_\_\_\_\_\_\_\_\_\_ |
| eskimo | \_\_\_\_\_\_\_\_\_\_\_ |

**ACTIVITY**

* Identifying nouns that end with ‘**O**’
* Constructing oral sentences using the learnt nouns.

**EXERCISE**

**Fill in the gaps with the plural forms of the words in the brackets.**

1. We bought many \_\_\_\_\_\_\_\_\_\_\_from the market last Sunday. (tomato)
2. Mr. Nadiope has two \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (piano)
3. There are many \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ in Tom’s bedroom. (mosquito)
4. I ate a lot of \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_yesterday. (avocado)
5. We saw many \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_in the valley. (flamingo)
6. Our maid prepared \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ for supper. (potato)
7. Eskimo live in \_\_\_\_\_\_\_\_\_\_ (igloo)
8. Uganda has many \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. (hero)
9. Mr. Khan has a lot of \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ in his shop. (radio)
10. How many \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ are in Uganda ?(200)

**Ref: Junior Eng Revised Pg 14**

**WEEK 5:LESSON 2**

**Plurals of nouns that endin ‘f’ or ‘fe’**

-Some nouns which end with**f** or**fe**form their plurals by changing the**f** to **v** and adding **es.**

**Examples**

|  |  |
| --- | --- |
| leaf | leaves |
| loaf | loaves |
| shelf | shelves |
| wolf | wolves |
| thief | thieves |
| sheaf | \_\_\_\_\_\_\_\_\_\_\_ |
| shelf | \_\_\_\_\_\_\_\_\_\_\_ |
| half | \_\_\_\_\_\_\_\_\_\_\_ |
| calf | \_\_\_\_\_\_\_\_\_\_\_ |
| wife | \_\_\_\_\_\_\_\_\_\_\_ |
| hoof | hooves |
| life | \_\_\_\_\_\_\_\_\_\_\_ |
| knife | \_\_\_\_\_\_\_\_\_\_\_ |
| self | \_\_\_\_\_\_\_\_\_\_\_ |

Some nouns ending in **f**or **fe**form their plurals by adding‘**s**’.

**Examples**

|  |  |
| --- | --- |
| chief | chiefs |
| gulf | gulfs |
| handkerchief | handkerchiefs |
| dwarf | \_\_\_\_\_\_\_\_\_\_\_ |
| giraffe | \_\_\_\_\_\_\_\_\_\_\_ |
| roof | \_\_\_\_\_\_\_\_\_\_\_ |
| chef | \_\_\_\_\_\_\_\_\_\_\_ |

**ACTIVITY**

* Identifying nouns that end with F or Fe.
* Constructing oral sentences using the learnt nouns.

**EXERCISE**

**Write the** singular forms of the underlined words in the sentences.

1. The knives were very sharp.
2. We saw a lot of wolves up the hill.
3. Mr. Okot’s cows have five calves.
4. The three dwarfslived in a big house.
5. Twohalves make a whole.
6. There are big shelves in my father’s office
7. Giraffes have long necks.
8. The police arrested all the thieves in town.
9. There are twochiefs in my town.
10. King Herod had many wives.

**Ref: Junior Eng Rev Pg 13-14.**

**WEEK 5: LESSON 3**

There are nouns that form their plural changing the inside vowel.

e.g.

|  |  |
| --- | --- |
| foot | feet |
| tooth | teeth |
| goose | \_\_\_\_\_\_\_\_\_\_\_ |
| man | men |
| woman | \_\_\_\_\_\_\_\_\_\_\_ |
| louse | lice |

|  |  |
| --- | --- |
| mouse | \_\_\_\_\_\_\_\_\_\_ |

-Some nouns form their plurals by adding **en**

|  |  |
| --- | --- |
| child | children |
| ox | oxen |

-Some nouns remain the same in singular and plural.

|  |  |
| --- | --- |
| sheep | sheep |
| deer | deer |
| furniture | furniture |
| fish | fish |
| maize | maize |
| rice | rice |

**ACTIVITY**

Identifying nouns that form their plurals changing the inside vowels, that remain the same.

**EXERCISE**

**Give the plural form of the following**

1. The **child**is playing in class.
2. Kamuntu’s**sheep**was knocked down by the car.
3. The**woman** was very beautiful.
4. They killed a **mouse** last week.
5. Your**foo**t is very dirty.
6. She ate a **goos**e when she visited Kenya.
7. My grandmother has an **ox**on her farm.
8. My little brother fell don and lost a **tooth**.
9. There was a**louse**on his shirt.
10. Wesaw**adeer** in the National park last term.

**Progress in EngPg 5-8 Standard Aid bk 3 Pg 9-13**

**WEEK 6: LESSON 1**

**One Word for Many.**

1. A placewhere people go to watch film-**cinema.**
2. A place where they operate peoplefro-**theatre.**
3. A person who treats people -**doctor.**
4. A person whoteaches learners-**teacher**
5. Forks, knives, spoons -**cutlery**
6. Plate, saucepan, cup, dishes,-**crockery**
7. A person whodoes not have parents-**orphans**.
8. A place where orphans stay-**orphanage.**

**ACTIVITY**

**-**Identifying one word for many

-Reading the sentences orally.

**EXERCISE**

**Give one word for the underlinedgroup of words.**

1. My friends got lost in theplace where we find a group of tree.
2. Will you please take my shoe to theman who repairs them?
3. Thepeople who take care of patients in thehospitalswere very nice to me.
4. Go to the market and buy someoranges, mangoes, avocados and pineapples.
5. JomayProperty Consultants have put on a lot offlats and bungalows.
6. I gave my letter to the person who does office workin your office.
7. I hate being in agroup of people who are watching a fight or quarrel.
8. The sick old man was taken to seethe personwho treats sick people.
9. Have you been to theplace where they make stone before?
10. When I grow up, I like to be a person who grows crops and rears animals.

**Ref: StandardEngAidbk 3pg 65 practice inEngpg 21.**

**WEEK 6: LESSON 2**

**COLLECTIVES NOUNS.**

These 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.

**EXAMPLES**

a gang of thieves.

a flock of sheep

a swarm of bees

a set of furniture

a forest of tees

a troop of monkeys

a crowd of people

atroupe of dancers

a choir of singers

a group of disorderly people (mob)

a congregation of worshippers.

a bundle of keys

a cluster of bananas

a herd of cattle /elephants

A library of books

a flight of birds

a fleet of cars

a heap of soil.

abouquet of flowers

a brood of chicks.

**Activity:**

-identifying common collective nouns.

- Constructing oral sentences using the learnt nouns.

Exercise

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 lacks a collection of books.
3. Their school has anicecollection of trees.
4. I was lost in the collection of trees.
5. He was killed by agroup of disorderly.

**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 bird
8. A \_\_\_\_\_\_\_\_\_\_\_\_\_ of furniture
9. A \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ of bananas
10. A \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ of books

**Ref**: **Practice in EngPg21, JuniorEngRevised pg 17-18.**

**WEEK 6: LESSON 3**

**PRONOUNS**

What are pronouns?

A pronoun is a word that is used instead of a noun.

**Examples**

1. **Simon** is a boy.

**He**is a boy he is the pronoun that has been used instead of Simon.

1. **Patra** has a nice shoe.

**She** ispronoun that has been used instead of the noun**Patra**

1. Other examples of pronouns are,

You, they, it we, and I

1. **Some pronouns are formed others as shown**

|  |  |  |  |
| --- | --- | --- | --- |
| he | him | his | himself |
| she | her | hers | herself |
| you | you | yours | yourself |
| they | them | theirs | themselves |
| it | it | its | itself |
| we | us | ours | ourselves |
| i | me | my | myself |

**Activity**

* Giving the meaning of a pronoun.
* Identifying pronouns in a sentence.
* Constructing oral sentences using pronouns.

**EXERCISE**

1. He isthe smallest boy in the family
2. I saw the man in town today
3. Those books are mine.
4. That is your dirty sweater.
5. James broke my new glass.
6. Clara and I have big bags.
7. Tom hurt himself yesterday.
8. We built the house ourselves.
9. I can take myself to school.
10. The mother was very proud of her twins
11. The car moves on its tyres.
12. Their dog is very old
13. Charles made himself anaeroplane.
14. Fahadhas my bleu pencil.
15. She is afraid of cats.

**Ref: Eng Aid Bk 3 18.**

**WEEK 7: LESSON 1**

**POSSESSIVE PRONOUNS.**

1. To posses means to own or to belong
2. Possessive pronouns show ownership of property.

e.g.

1. The pen belongs to her. It is hers.
2. The car belongs to my uncle. It is his.
3. Other examples of possessive pronouns are;

yours , ours, mine, theirs , its.

**Activity**

* Identifying common pronouns.
* Constructing oral sentences using the learnt.

**EXERCISE**

**Fill in the gaps using the correct form of the pronouns.**

1. The lorry belongs to Mr. Opolot. It is \_\_\_\_\_\_\_\_\_\_\_\_\_\_. (he)
2. The class belongs to thechildren. It is \_\_\_\_\_\_\_\_\_\_\_\_\_\_. (they
3. That hand bag belongsto us. It is \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.(we)
4. The bird is in \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ nest.(it)
5. The grass belongs to mysister. It is \_\_\_\_\_\_\_\_\_\_\_\_\_\_. (She)
6. That is your book, it is \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ .(you)

**Re write the following sentences using the pronouns for the underlined words.**

1. He mother said that**the mother** was going.
2. The children told the teacher that**the children** wanted to play**.**
3. As it was Dora’s birthday. **Dora** got a lovely doll.
4. The dog barkedloudly as **the dog** saw.
5. My **parents and I** went for a walk.

**Ref:Progress inEngPg 40**

**WEEK 7 LESSON 2**

1. The past simple tense

The past simple tense is used when an action has already taken place.

1. Itdoesn’t require a helping verb like (has have , was are were) when using it in sentences as shown in the examples below
2. We **played** foot ball.
3. We **did** an easy test.
4. Tom **went** to school.

**Forming the past tense from the present tense.**

|  |  |
| --- | --- |
| **Present tense** | **Past tense** |
| plant | planted |
| wash | \_\_\_\_\_\_\_\_ |
| dust | \_\_\_\_\_\_\_\_ |
| clean | cleaned |
| use | \_\_\_\_\_\_\_\_ |
| move | \_\_\_\_\_\_\_\_ |
| rise | \_\_\_\_\_\_\_\_ |
| fetch | \_\_\_\_\_\_\_\_ |
| dry | \_\_\_\_\_\_\_\_ |
| break | \_\_\_\_\_\_\_\_ |
| fall | \_\_\_\_\_\_\_\_ |
| keep | \_\_\_\_\_\_\_\_ |
| dig | dug |
| blow | \_\_\_\_\_\_\_\_ |
| make | \_\_\_\_\_\_\_\_ |
| cut | cut |
| build | built |
| hide | hid |
| get | \_\_\_\_\_\_\_\_ |
| shine | \_\_\_\_\_\_\_\_ |
| dirty | dirtied |
| sweep | swept |

**Activity**

* Identifying some common past simple tense.
* Constructing oral sentences using the past.

**EXERCISE**

**Changing sentences into the past simple tense.**

1. The children dirty the room.

The children dirtied the room.

1. We sweep the compound.

We swept the compound

1. Mummy tales me to the hospitals.

Mummy took me to the hospital.

**EXERCISE**

**RE-WRITE THE SENTENCES IN PAST TENSE.**

1. I carry the baby every day.
2. Farmers harvest ready crops.
3. They drink their water.
4. The farmer digs his garden.
5. The herdsman burns rubbish.
6. The maid burns rubbish.
7. The sun heats the ground.
8. We dump rubbish into the bin.

**Use the past form of the verbs in the verbs in the brackets to fill in the gaps.**

1. Janet \_\_\_\_\_\_\_\_\_\_\_\_ her bag at school, yesterday. (forget)
2. We \_\_\_\_\_\_\_\_\_\_\_\_\_\_ for the trip last term. (go)
3. Kato \_\_\_\_\_\_\_\_\_\_\_\_\_\_ a lot of food yesterday. (eat)
4. I \_\_\_\_\_\_\_\_\_\_\_\_\_\_ my bicycle last holiday. (ride)
5. The boy \_\_\_\_\_\_\_\_\_\_\_\_\_\_- a ball and broke windows pane. (throw)
6. Natalie \_\_\_\_\_\_\_\_\_\_\_\_\_ the class room alone last evening
7. The thief \_\_\_\_\_\_\_\_\_\_\_\_\_ in that hole last night. (hide)

**Ref: Eng practice 3 Pg 21.**

**WEEK 7: LESSON 3**

**THEME 2 : LIVELIHOOD IN OUR SUB-COUNTY/DIVISION**

**CONJUNCTIONS.**

Conjunctions are words used to join more than one sentence.

E.g. --------- and---------is an example of a conjunction. It is used to join sentences with the same or similar ideas.

1. Okello grows crops. He rear chicken.

Okello grows crops and rears chicken.

1. The secretary types letters. The secretary types exams.

The secretary types letters and exams.

1. Mabel went to the shop. She bought a dress.

Mabel went to the shop and bought a dress

**ACTIVITY**

**Constructing oral sentences using ---and----**

**EXERCISE**

1. The doctor entered the clinic. He greeted the nurse.
2. Books are cheap. Pencils are cheap.
3. Peter is a pilot. Arnold is a cobbler.
4. Musa drives Lorries. Martha rides bicycles.
5. The lady grows a lot of beans. She sells some for school fees.
6. Tom got clay. He used it to make a pot.
7. I went to the barber. He cut my hair.
8. We dumped rubbish. The garbage collector removed it.
9. The police arrested the thief. They took him to prison.
10. The tailor bought cloth. He made nice dresses.

**Ref**.**Eng practice Bk 3 Pg**

**WEEK 8: LESSON 1**

**CONJUNCTION ------ but -----**

* But is used to join sentences with opposite ideas.
* It is put in the middle of the sentences and it doesn’t start the sentences.

**Examples:**

1. I like oranges. I don’t like apples.

I like oranges but I don’t like apples.

1. Musa is a smart boy. He doesn’t complete work.

Musa is smart boy but he doesn’t complete work.

**ACTIVITY**

* Constructing oral sentences using ----- but-----

**EXERCISE**

1. I went to the hospital. I did not see the doctor.
2. Namusoke visited the 200. She did not see any animal.
3. Honey is sweet. Lemons are so bitter.
4. It was a terrible accident. Nobody died.
5. Aine passed mathematics. He failed sciences
6. Aeroplanes are fast. They are too expensive
7. Mbabazi wrote very well. He failed all the exercise...
8. Isaac saw the thief. He couldn’t catch the thief.
9. My mother is a teacher. My father is an accountant.
10. I like cooking. I like ironing.
11. Martha makes mats. She gets little money.
12. Ali is a taxi driver. Musa is bus driver.

**Ref: English Practice in Pg 19**

**WEEK 8: LESSON 2**

**CONJUNCTION** ------**because**------

1. ------because------is another conjunction used to join two sentences.
2. It gives a reason why some thing happened or was done or is being done.

**NB**------because------ is not used at the beginning of the sentence.

**Example**

1. Arondasells milk. He wants to get money.

Aronda sells milk because he wants to get money.

1. Opio collected grass. He wanted to make a hut.

Opio collected grass because he wanted to make a hut.

1. Bosco was punished. He played during exams

Bosco was punished because he played during the exams.

**ACTIVITY**

-Constructing oral sentences using ------ because-----

**Join the following sentences using ------------because--------**

1. I like fishing. I get a lot of money.
2. Babirye got a prize. She performed very well in exams.
3. My mother came to school. She wanted to talk to the teacher
4. Benita was taken to the clinic. She was very sick.
5. Kasirye went o the market. He wanted to buys tomatoes
6. I went to the zoo. I wanted to see an ostrich
7. The girl was punished. Shedidn’t wash her uniform.
8. The classroom was mopped. It was very dirty.
9. Miriam makes a lot of food in her hotel. Many people like it.
10. Kiizaarrived late to school. It rained heavily.
11. The teacher was happy. The pupils did good work.
12. Kasasa was beaten. He stole a goat.
13. Emma ate the food. He was hungry.
14. The plumber replaced the water pipe. It had burst.

**Ref; Eng Practice Bk 3 Pg 18.**

**WEEK 8: LESSON 3**

**CONJUNCTION** ------**who**------

**who’** refers to people. ------

It is used to join two parts of a sentence as shown.

1. Lydia is a girl. She runs fast.

Lydia is a girl but runs fast

1. The boy stole the bicycle. The boy was arrested.

The boy who stole the bicycle was arrested.

1. The man crosses the road carelessly. He was knocked down.

The man who crossed the road carelessly was knocked down.

It must be followed by a verb

**ACTIVITY**

-Constructing oral sentences using ----- who------.

**EXERCISE**

**Join the following sentences using ----- who------.**

1. Here comes the woman. She sells ice clothes.
2. Here is the girl. She sings nicely.
3. Patrice saw the man. Themanhas taken my book.
4. I saw the boy. The boy was chased away from school.
5. The boy fought. He was chased away from school.
6. I know the man. He repairs radios.
7. There comes the teacher. He gives us simple work.
8. The police arrested the man. The man sacrificed the child.
9. Serena is the girl. She swept the classroom yesterday.
10. This is the lady. She has a blue car.
11. This is the man. He won the elections
12. Here is the lady. She wrote an interesting novel.
13. This is the man. He planted that tree.
14. This is the man. He paid school fees
15. This is the man. He rears chicken.

**Ref: Eng PracticePg 15- 17.**

**WEEK 9: LESSON 1**

**Use of ------whose------**

a) -----Whose------is used in possession.

It is also use to join two sentences e.g.

b) This is the boy. His bag was cut.

This is the boy whose bag was cut.

c) I saw the man. His car got a puncture.

I saw the man whose car got a puncture.

**ACTIVITY**

Constructing oral sentences using ----whose----

**EXERCISE**

**Join the sentences below using----- whose -----**

1. This is the cat. Its kitten is sleeping over.
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 headmaster 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 has blue windows.
9. Here is the man. His daughter s married last year.
10. Agnes is the lady. Her shop has everything

**WEEK 9 LESSON 2**

**USE OF ----- which----**

**----- which----** can be used to join sentences.

**Example**

You have a house. It looks like ours

a) You have a house which looks like ours

b) We saw the car. The police recovered it.

We saw the car which the police recovered.

c) I lost my pencil. I bought it from the supermarket

I lost my pencil which I bought from the super market

-Which is used to refer to animals & things but not persons.

**ACTIVITY**

-Constructing oral sentences using which

**Join the following sentences using------ which -----**

1. Joan broke the pencil. I had left the pencil.
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. James bought a new fridge. It was very expensive.
6. Musa is wearing a shirt. He bought it from Shoprite.
7. There is a dog at home. It barks at strangers.
8. This is the mat. I wove it yesterday.

**Re-write the sentences as two separate sentences e.g.**

1. Musa has story book which is very interesting.
2. She has a pen which writes very well.
3. The teacher gave me a wrapper which was torn.
4. I have a chair which has a broken leg.
5. The man is putting on a shirt which has a blue collar.

**Ref:High schoolEngGrammar& Comp Pg 128-129**

**WEEK 9: LESSON 3**

**OPPOSITES**

These are words with contradicting meaning e.g.

tall - short thin - fat

rich - poor hard - soft

old - young heavy - light

fast - slow big - small.

dirty - clean above - below

hate - love sunny - rainy

inside - outside up - down

top - bottom east - west

north - south under - over.

**ACTIVITY**

-constructing oral sentences using learnt opposite.

-Identifying more opposites.

**EXERCISE**

1. The weather was too \_\_\_\_\_\_\_\_\_\_\_ last season. (dry)
2. The cow was under the \_\_\_\_\_\_\_\_\_\_\_\_ tree. (tall)
3. Mummy parked the car \_\_\_\_\_\_\_\_\_\_\_ the garage. (inside)
4. Our grandmother is very\_\_\_\_\_\_\_\_\_\_\_\_.(old)
5. The maize cob was very \_\_\_\_\_\_\_\_\_\_\_\_\_. (soft)
6. The boy went \_\_\_\_\_\_\_\_\_\_\_\_\_\_ the hill. (down)
7. Stella carried a \_\_\_\_\_\_\_\_\_\_\_\_\_\_jerry can of water. (heavy)
8. The \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ man bought a new car. (poor)

**Ref:Progress inEngpg 57.Standard AidBksPg 21-22.**

**P.3 COMPREHENSION**

**WEEK 2 LESSON 1&2**

**THEME 1 OUR SUB –COUNTY/DIVISION**

LOCATIONOFOURSUB- COUNTY

**vocabulary**

on sub-county

in division

behind Makindye

in front of parish

near zone

cupboard Kampala

door district.

**Activity**

-Reading and spelling the vocabulary.

- Constructing oral sentences using the learnt vocabulary.

- Reading and answering questions from the passage.

-Oral reading fountainEngPracticeBk 3 Pg 4.

**OUR DIVISION.**

The name of our country is Uganda. Uganda is divided into parts called districts like Kampala District, Wakiso District, Mpigi District and many others.

Kampala District is so big that it is divided into five parts called divisions or sub-counties. These divisions are Makindye Division, Central Division, Nakawa DIVISION, Kawempe Division andRubagaDivision.

The name of our division is Makindye Division. There are a lot of important things in our division like schools, markets, churches, shops, mosques, hills, valleys and others. We should be proud of our division.

**Questions**

1. What is the name of our division?
2. Another name for divisions is \_\_\_\_\_\_\_\_\_\_\_?
3. How many divisions are there in our sub-county?
4. In which district is our division?
5. Apart from schools, what else is found in our division?
6. Draw, name and colour four important things found in our division.

**WEEK 3: LESSON1&2**

**PHYSICAL FEATURES**

**vocabulary**

land forms rivers

hills swamps

mountains lakes

ponds wells.

**Activity**

* Constructing sentences using the vocabulary.
* Reading and completing sentence. **Ref: Fountain Eng PracticeBk 3 Pg 6-7**
* Reading and answering questions from the passage.

**Ref: FountainEng Practice Bk3 Pg 8**

**Questions**

1. Who is the child in the story?
2. Where does Kutosi’s family live?
3. Which is Kutosi’s sub–county.
4. Mention three things found in Kutosi’s division.
5. Why is it bad to graze cows near the river?
6. Where do people get water from?
7. Who plays on top of the hill?
8. What is the title of story?

**WEEK 4 LESSON1&2**

**THEME 2 LIVELIHOOD IN OUR DIVISION**

PEOPLE IN OURSUB -COUNTY.

**vocabulary**

chairperson teachers

secretary barbers

leaders cobblers

children carpenters

parents priests

police pastors

army pastors

friends doctors

**Activity**

* Reading and spelling the vocabulary.
* Oral reading (structure----Where is the----?
* Answering oral and written questions.

**EXERCISE**

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

**JOB OPPORTUNITY**

|  |
| --- |
| **Mukono Boarding School**  **A well trained P.3 teacher,**  **for P.E is needed.**  **Interviews will be at school,**  **On Wed 16th March, 2017,**  **From 8:00a.m-12:00p.m**  **Headmaster.** |

**Questions:**

1. What is the advertisement about?
2. Which school needs a teacher?
3. Which teacher is needed?
4. When will the interviews take place?
5. At what time will the interviews begin?
6. On which day will the interviews take place?
7. Who wrote the advertisement?
8. In which month are the interviews?
9. Write in full
   1. P.E \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
   2. a.m \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ c. p.m\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Ref: Macmillan Eng PracticeBk 3 7**

**WEEK 5: LESSON1&2**

**Social services in our sub-county and their importance**

**Vocabulary**

social aeroplane

service train

education water

health lorry

transport taxi

security telephone

communication television

treat hospital

**Activity**

* Reading and spelling the vocabulary
* Forming sentences from the table.

|  |  |  |  |
| --- | --- | --- | --- |
| **A** | builder  plumber  carpenter  tailor  head teacher | makes  heads  fits and repairs  builds | furniture  clothes  houses  a school  water pipes |

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

Social services are service provided by the government and non- government organizations to make people’s lives betters.

Examples of social services are education, transport, health, security, water supply and communication.

Different people provide different services for example; teachers provide education service, the police and army provide security, doctors and nurses provide health service while telephone companies and news reports provide communication services.

When all the services are well provided, people will have good health, be literate. Live peacefully and there will be easy flow of information in our sub- county.

Therefore, our leaders should make sure that all the services are well provided.

**Questions:**

1. What are social services?
2. List down four examples of social service in our sub-county.
3. What group of people provided transport in our sub–county?
4. Why do you think some services are not well provided in our sub-county?
5. Why are doctors important in our sub-county?
6. Draw, name and colour any four people who provide social service in our sub-county.

**Ref: -FountainEng PracticeBk 3Pg 20-21**

**WEEK 6 LESSON 182.**

**Challenges in social service and their and possible solutions.**

**vocabulary**

challenges police

solution mosquito net

thieves murram roads

corrupt tarmac roads

officials report

expensive spray

lack slash

**Activity**

* Reading and spelling the vocabulary.
* Constructing oral sentences using the learnt vocabulary.

**Read the dialogue below and answer the question in full sentences.**

**Dialogue: corruption.**

Angelo: Hullo Amos, how are you?

Amos: I’m alright, thank you.

Angelo: We’re going to school but do not you know that there are some children who can’t go to school?

Amos: Yes some parents can’t afford school fees.

Angelo: You’re right. There is government program that helps such children and parents. Parents don’t pay school fees. It is called Universal Primary Education.

Amos: That’s very good because every child can now get the education service.

Angelo: There are some corrupt officials who misuse the government funnels and even sell medicine in hospitals.

Amos: Then those should be reported and punishment.

**Questions:**

1. What is dialogue about?
2. Who are talking in the dialogue?
3. Where are Angelo and Amos going?
4. Why don’t some children go to school?
5. The program in government schools where parents don’t pay fees for their children is called \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
6. The officials should be punished because they misuse government funds.
7. What do corrupt officers do in hospital?
8. Write these words in long form:

a) I’m \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ c) You’re \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

b) We’re \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ d) can’t \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

9. What is the title of the dialogue?

10. Draw, name and colour four needs of a school.

**WEEK 7 LESSON 1& 2**

**THEME: 3 OUR ENVIRONMENT IN OUR SUB- COUNTY.**

**Vocabulary**

environment plants

soil buildings

water loam

air white

stones charcoal

sand brown

clay model

animal black

**Activity**

* Reading and Spelling the vocabulary
* Constructing oral sentences using the learnt vocabulary.
* Oral reading Fountain Eng Practice books pg.3.

**Reading the Poem below and answer the Questions in full sentences.**

**Soil**

Soil, Soil, Soil,

Soil, you are use useful

In you we plant the seeds

In you we grow the food

Soil, Soil, Soil,

From you we get the murram the roads

In you our animals hide and bathe

Soil all over the environment

Oh, what a wonderful friend you are!

Soil, Soil, Soil,

You are useful

For building, we run to you

For modeling, we run to you

Oh, what a wonderful friend you are !

Soil, Soil Soil,

A home for worms

A home for insects

A home for snakes

Oh, what a wonderful friend you are!

Soil Soil Soil

Clay soil, loam soil, sand soil

You are all useful

In layers you lay

Top soil, sub soil

Oh, what area wonderful friend you are!

1. What is the poem about?
2. Which soil is used for buildings?
3. Where do we find soil?
4. Which soil is good for growing crops?
5. Name the three types of soil.
6. How many stanzas does the poem have?
7. In which season do we harvest crops?
8. Write these words correctly.

a) ylca\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_f) euosh \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

b) mola\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_g) anld \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

c) dsan\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ h) amianl \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

d) eetr\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ i) ogat \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

e) tpo \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**WEEK 8 LESSON 1 & 2**

**Natural causes of change in the environment.**

**Vocabulary**

wind windy sunny

rain rainy sun

clouds hot dry

inside floods droughts

hail stone sunshine earthquake

thunder lightening sunrise.

**Activity**

* Reading and spelling the vocabulary.
* Constructing oral sentences using the learnt vocabulary.

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

The table below shows the weather for the first week of March, 2018.

|  |  |  |
| --- | --- | --- |
| **Day** | **Morning** | **Afternoon** |
| Monday | cloudy | rainy |
| Tuesday | rainy | rainy |
| Wednesday | sunny | cloudy |
| Thursday | rainy | sunny |
| Friday | sunny | sunny |
| Saturday | cloudy | sunny |
| Sunday | sunny | rainy |

**Questions**

1. What is the table about?
2. How many days are shown on the table?
3. What was the weather on Monday morning?
4. On which day it rain throughout?
5. Which days have the same type of weather?
6. On which days it rain in the afternoon.
7. What was the weather lie o Friday morning?
8. For which month is the table shown?
9. Which type of weather is not shown on the table?

10. Draw, name and colour any three things that are use to manage rainy weather.

**P.3 NOTES COMPOSITION LESSON FOR TERM 1**

**WEEK 2 LESSON 1& 2**

**HOW I SPENT MY HOLIDAY**

**vocabulary**

holiday spent

stream friend

excited receive

gift travelled

Christmas party

report village

**Activity**

-Reading and spelling the vocabulary.

- Constructing oral sentences.

**Exercise**

Composition writingabout how they spent their holiday.

Paragraph 1

Paragraph 2

Paragraph 3

**WEEK 3 LESSON 1& 2**

**THEME ONE: OUR SUB- COUNTY / DIVISION:**

**My New Class:**

**Vocabulary.**

holiday receive

excited floor

stream friend

class teacher bank- slip

-Reading and spellings the vocabulary.

-Constructing oral sentences using the learnt vocabulary.

**Exercise**

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

1. I woke up very early on that day.
2. Our first term started on Tuesday, 7th February, 2017.
3. When I reached school.
4. And prepared myself for school.
5. I was received by my class teacher.

**Guided Composition**

**Use the words below to fill in the gaps.**

five, year new, excited, classmate

bankslip, holiday, received, came, children.

It was the first term in the new \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ of 2017. I had to move into a \_\_\_\_\_\_\_\_\_\_\_\_\_\_ class. On that, I woke up very early at \_\_\_\_\_\_\_\_\_\_\_\_\_\_ O’clock in the morning.

When I reached school, I was \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_by my new class teacher. I handed in my \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. I found some of my \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ in the class. They were very\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ to see me in class.

Later, teachers \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ in and welcomed us. They gave us instructions and they told us to write corrections for our \_\_\_\_\_\_\_\_\_\_\_\_\_work.

I think I will enjoy my new class very much because all the \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ and the teachers have become my friends.

**Ref: P.3 Curriculum.**

**WEEK LESSON 1 & 2**

**OUR SUB- COUNTY**

**Vocabulary**

Makindye district

division people

picture south

zone neighbour

parish local

**Activity**

* Reading and spelling the vocabulary
* Constructing oral sentences using the learnt vocabulary.

**Exercise**

**Write these words correctly.**

1. waNaka \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ wempeKa\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
2. ntralCe\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Rugaba \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**In your own words fill the gaps in the composition below about your division**

My name is \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. I am \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_years old. My school is called \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ it is found along \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ in \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ of \_\_\_\_\_\_\_\_\_\_ in Makindye Division.

My division is found in \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ District, Kampala District has \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ divisions and these are \_\_\_\_\_\_\_\_\_\_, \_\_\_\_\_\_\_\_\_\_\_\_\_, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, and \_\_\_\_\_\_\_\_\_\_\_\_\_.

In my division, children go to different schools. Examples of schools in my division are \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ and \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. The sick people in my division are taken to clinics and \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

In my division there are also physical features like hills \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ valleys and \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. The nearest lake to my division is \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. The biggest water tanks in Kampala are found in my division on\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ hill.People in my division do different types of work. Some are teachers, others are \_\_\_\_\_\_\_\_\_\_\_,\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ and many others. I really like my division because it is peaceful.

**Ref: P.3 curriculum.**

**WEEK 5 LESSON 182**

Picture Composition

**THE FRIGHTENED KITTEN**

**vocabulary**

frighten

sneaked

naughty

wooder

rescue

ladder

stray

shivering

fence

**ACTIVITY**

* Reading and spelling the vocabulary.
* Constructing oral sentences using the learnt vocabulary.

**EXERCISE**

Free composition writing.

**THE FRIGHTENED KITTEN.**

Using pictures pupil give names of their own and write sentences about each picture and tell what is happening.

e.g.

The dog is barking at the kitten that is up on the tree. The other kittens and the mother cat are looking at the cat up on the tree.

A boy is standing on the chairing to get down the kitten. The boy’s mother is standing by the tree to see what is

**WEEK 6 LESSON 182**

**LETTER WRITING**

An informal letter. (Friendly letter)

**vocabulary**

Address post office Invite reply

Signature friend Message date

Written envelope

**ACTIVITY**

* Reading and spelling the vocabulary
* Constructing oral using the learnt vocabulary.

**Letter order**

1. sender’s address ,
2. date,
3. salutation,
4. message,
5. closing/ conclusion
6. signature,
7. sender’s name.

**SAMPLE LETTER.**

Green hill Academy,

P.O. Box 7490,

Kampala.

Monday, 21st March, 2017

**Dear John,**

Thank you very much for my invitation to your school music festival that you sent me last week. My mother delivered it to me as soon as she got it from our Post Office box.

I am glad to inform you that I will come and attend since it is happening on Saturday. We shall talk and have more fun on that day.

From your cousin,

Andrew.

**Exercise**

**Letter re-arrangement.**

1. Post Office Box 4,Masaka.
2. Masaka Primary School
3. Saturday, 30th February, 2017
4. Hope you are fine at school.
5. Dear Ann and Tom.
6. Thank you for your Christmas gift
7. How are you nowadays?
8. Greet all your family members.
9. From your Friend, Betty.

2) Write a friendly letter inviting someone to come and attend the music festival that is going to happen on 28th March, 2017 in the school main hall.

Tell the person the different activities which will happen on that day.

Adults will pay shs. 5,000 while children will pay shs. 2,000. It will start at 2:00 p.m and end at 4:00 p.m.

**P.3 Curriculum**.

**WEEK 7 LESSON 1 & 2**

**HOW WEATHER HELPS US.**

**vocabulary**

rainy sunny windy cloudy

winnowing floods harvest atmosphere

famine drought.

**Activity.**

* Reading and Spelling
* Constructing Oral Sentences.

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

(1) a) He sows his crops during the rainy season.

b) Mr. Mukasa is a farmer.

c) During the dry season, he harvests his crops.

d) After sometimes, he weeds the garden.

e) The sun dries his harvested crops.

1. One pot was big, the other was small,
2. He took the pot home.
3. Iga went to the market to buy a pot.
4. He put the water into the pot.
5. There were only two pots in the market.
6. Iga bought the small pot.

**Ref: MK Thematic Eng BK 3 Practice**

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