

P3 ENGLISH LESSON NOTES

Theme : **Our Sub-County/ Division**
Subtheme: **Name and location of our sub-county/ division**
Content:
Revision of vocabulary from P2 (nouns)
Examples of nouns; cupboard, table, book, pencil, tin etc
A noun is a naming word.
Underline nouns in the given sentences

a) This is a book.
b) The pencil is very long.
c) He is a tall man.
d) I am sitting on the chair.
e) My umbrella is new.
f) The bottle is under the table
g) Maria is a fat girl.
h) Your sweater is torn.
i) Brenda broke the stick into pieces.
j) We have done the homework correctly.

Theme : **Our Sub-County/ Division**
Subtheme: **Name and location of our sub-county/ division**
Lesson: Types of nouns
Content:
Proper nouns
Common nouns
Collective nouns

Proper nouns

What are proper nouns?
These are particular names of people, places and things.
Proper nouns begin with capital letters e.g. Peter, Tuesday, Wakiso, March, Mr. Mukasa, Kampala etc
Evaluation activity
Complete the table below

Days				
Cities				
Countries				
Names of people				

Lesson evaluation

Theme : **Our Sub-County/ Division**
Subtheme: **Name and location of our sub-county/ division**
Content: Common nouns
These are names given to all people, places and things of the same kind.
They can either be plural or singular e.g.
(countable nouns and uncountable nouns)
Women, boys, girls, birds, animals, tree, stones, desks, people, sugar etc
What are countable nouns?
These are things which we can count.
What are uncountable nouns?
These are things which we cant count.
Evaluation activity
Complete this table correctly

	Countable nouns		Un countable nouns
1.		1.	
2.		2.	
3.		3.	
4.		4.	
5.		5.	
6.		6.	
7.		7.	
8.		8.	
9.		9.	
10.		10.	

Theme : **Our Sub-County/ Division**
Subtheme: **Name and location of our sub-county/ division**
Content: **Collective nouns**
A collective noun is a name given to a group of people or things taken as one. These nouns are always found in pairs. E.g.
A gang of thieves.
A herd of cattle.
A bunch of keys/ bananas
An army of soldiers
A pack of wolves
A team of players.
Evaluation activity
A herd of _____
A bench of _____
A litter of _____
A crew of _____
A team of _____
A choir of _____
An army of _____

Theme : **Our Sub-County/ Division**
Subtheme: **Name and location of our sub-county/ division**
Content: **Gender (sex) male and female**

Examples

Male (masculine)	female (feminine)		
Man	woman	brother-in-law	sister-in-law
Husband	wife	bachelor	spinster
Nephew	niece		
Monitor	monitress		
Widower	widow etc		

Evaluation activity

Give the feminine nouns for the underlined words in the sentences

a) That man is tall.
b) The poet wrote a very long poem.
c) The waiter is serving us.
d) My nephew works in a bank.
e) Her brother-in-law died yesterday.
f) Your landlord is very rude.
g) I hate being a bachelor.
h) My son is very sick.
i) The actor wore a nice costume.
j) The bridegroom is very smart.

Theme : Our Sub-County/ Division
Subtheme: Name and location of our sub-county/ division
Content: Gender (male and female)

Animals and birds

Male	female
Boar (pig)	sow
Ram (sheep)	ewe
Drake	duck
Leopard	leopardess
Bull	cow
Buck (rabbit)	doe
Wolf	she-wolf
Tiger	tigress
Billy goat	nanny goat
Bear	she bear
Dog	bitch

Lesson evaluation

Give one word for the underlined group of words e.g.
The male sheep is very fat.
ram

Exercise

a) The male duck quacked loudly.
b) The female sheep is noisy today.
c) I saw a male rabbit in the hutch.
d) The male pig is in the sty.
e) The female goat has three kids.
f) There is a male leopard in the zoo.
g) I was one female lion in the game park.

h) The female bear chased the hyena in the jungle.
i) The female dog barked loudly last night.

Theme : Our Sub-County/ Division
Subtheme: Name and location of our sub-county/ division
Content: Articles A, An and The

A is used before nouns that begin with consonants and these nouns must be in singular i.e. a baby, a monkey, etc except for the word uniform.
An is used before nouns that begin with vowels e.g. an insect, an owl, an eagle etc
Lule eats an egg.

Evaluation activity

Fill in the gaps with "a" or "an"

a) There is _____ umbrella on the table.
b) Get me _____ glass of milk.
c) Joel eats _____ egg everyday.
d) The supervisors waited for less than _____ hour.
e) She wants to buy _____ ruler and _____ inkpot.
f) Sam met them _____ year ago.
g) _____ old man was seated next to the door.

Article 'The'

Article the is used both on countable and uncountable nouns. It points out nouns that you are particularly sure of e.g.
Here is the boy who stole my book.
Has she done all the numbers?
Hse took the ruler which was in the desk.

Fill in the gaps with the, a or an where necessary

a) Can I have _____ cup of black coffee?
b) There is a dog in front of _____ old house.
c) Sam is _____ smallest boy in our stream.
d) I saw _____ owl in _____ zoo.
e) We must help _____ poor and _____ sick people.
f) Do you want _____ card and _____ envelope?
g) _____ sun rises from the East and sets to _____ West.
h) Kato is _____ Ugandan boy.
i) _____ lion is a wild animal.
j) I have _____ uniform in my bag.

Lesson evaluation

Theme : Our Sub-County/ Division
Subtheme: Name and location of our sub-county/ division
Content: Arranging words in alphabetical order (when first letters are different)
Vocabulary: class, tree, leaf, stem, root, eye, nose, hand, leg, foot, John, Sarah, Betty, Dorothy, Annet

Evaluation exercise

Arrange the following words in alphabetical order

a) horse, camel, lion, ox, donkey
b) desk, stool, table, bench, chair

c) woman, boy, girl, man, child
d) blue, maroon, grey, red, yellow
e) ram, sow, doe, ewe, ape
f) volleyball, cricket, hockey, tennis, rugby
g) mango, orange, pear, lemon, guava
h) ruler, duster, chalk, pencil
i) Joan, Alice, Betty, Doreen, Teddy
j) saucer, cup, jug, plate, bowl

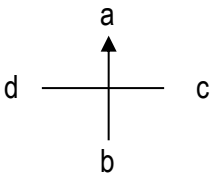
Theme : **Our Sub-County/ Division**
Subtheme: **Name and location of our sub-county/ division**
Content: **Arranging words in ABC order (beginning with the same letters)**
e.g. bush, bell, bird, boat, band,
can, came, cage, cake, case

Evaluation activity
Arrange these words in ABC order
a) meat, mask, milk, moon, must
b) seed, sand, soap, sing, sunny
c) bull, bead, boot, band, bile
d) lung, loan, land, leaf, line
e) tick, turn, tool, tall, term
f) peer, pink, pace, pu, pool
g) goal, gear, gate, gun, girl
h) ring, road, rack, rung, reed
i) doll, duck, deer, dice, date
j) bake, bar, base, back, band

Theme : **Our Sub-County/ Division**
Subtheme: **Nouns**
Content: **Arranging words in alphabetical order (when the first two letters are the same)**
e.g. blown, blind, blue, black, bleat
sheep, shell, she
Arrange these words in ABC order
a) cruel, crow, crack, create, crisis
b) slow, slap, sleep, slum, slipper
c) flue, fleet, fly, flag, floor
d) stem, stole, stamp, stick, stung
e) tree, trace, trap, trick, troop
f) drum, drink, dress, drop, draw
g) shut, shark, sheet, shoe, ship
h) grunt, group, grade, grind, green
i) clock, club, clear, climb
j) brush, broom, bread, brief, bra

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

Subtheme: Name and location of our sub-county/ division
Content: Vocabulary
North, East, West, South, right, above, sunrise, sunset, direction, opposite, Eastern, Western, Northern, Southern
Evaluation activity
1. Name the cardinal points on a compass.



a _____
b _____
c _____
d _____

2. Fill in the correct letter
   a) N __ r ___ h
   b) ___ a ___t
   c) Co __ __ as ___
   d) Su __ __ et

3. Use these words in a sentence
   a) above _____
   b) direction _____
   c) sunrise _____
   d) opposite _____

Theme : Our Sub-County/ Division
Subtheme: Name and location of our sub-county/ division
Content: Structures
What direction is the ……..?
The direction of the …….is ……
Evaluation activity
Complete the sentences with a correct word
a) Where does the sun _____? (go, set)
b) The sun rises from the _____ direction. (Northern, Eastern)
c) The _____ is opposite the building. (mountain, sun)
d) The valley is _____ the hill. (along, across)
e) We get _____ from a lake. (fish, table)
f) The _____ sets in the west. (moon, sun)
g) The snake is hiding in the _____. (bush, pen)
h) Sudan is found in the _____ direction of Uganda. (western, northern)
i) Maria hid _____ the tree. (behind, on)
j) Katushabe comes from the _____ part of Uganda. (southern, western)

Theme : Our Sub-County/ Division
Subtheme: Name and location of our sub-county/ division
Content: Vocabulary
Rivers, valleys, hills, ponds, mountains, fish, graze, spring, along, up the, down the, across, from
Evaluation activity
Use the correct preposition to complete the sentences

a) Musa is going _____ valley.
b) Our school is found _____ the road.
c) Jack and Jill went _____ hill.
d) Their house is _____ the road.
e) We get fish _____ the lakes.

Make sentences using these words

a) Mountain _____
b) Graze _____
c) Fish _____
d) Hills _____
e) Ponds _____

Theme : **Our Sub-County/ Division**
Subtheme: **Name and location of our sub-county/ division**
Content: **Structures**

1. What direction is …… (hill, mountain)?
   The ……..(hill, mountain) is in the …… (East, West)?
2. Where is the …… (hill, valley)?
   The …….. (hill, valley) is in the …….. (South, North).
3. Is the …… (hill, valley, river) …… (along, across, up, down) the …… (spring, well, mountain)?

Lesson activity

1. Listen and write
   Valley, pond, mountain, spring
2. Use the following words in a sentence
   Fish, spring, along, across
3. Answer correctly

a) Where do we get water from? (hill, spring)
b) Where do we find a valley? (below the hill, East)
c) Is the ……(hill, valley) near the …….. (lake, river)?

Theme : **Our Sub-County/ Division**
Subtheme: **Name and location of our sub-county/ division**
Content: **A poem**

A sharp cry in our sub-county

AIDS AIDS AIDS AIDS
AIDS the killer
Crying in the north
Crying in the south
Crying in the west

Crying in the east
Oh AIDS the killer!

Come out all you people!
Fight the killer AIDS
People from the north
People from the south
Fight AIDS
People from the crowd
Stand out and fight
AIDS AIDS AIDS AIDS
Together we shall kick AIDS
Out of our sub-county

Lesson activity

a) How many stanzas does the poem have?
b) What is the poem about?
c) Which disease is talked about in the poem?
d) What should people from the crowd do?
e) What can all people do?
f) What is the title of the poem?
g) Give the opposites of these words.
   Come _____
   Crying _____
   Sharp _____

Lesson evaluation

Theme : **Our Sub-County/ Division**
Subtheme: **Name and location of our sub-county/ division**
Content: **A story about physical features**

BUKINDA VILLAGE

Long ago, people from Bukinda sub-county were hard working. The men used to go hunting animals from forests. Women used to grow crops like millet, sorghum, irish potatoes, and onions on the top of hills.
Young boys would go fishing from lake Bunyonyi and sell the fish to earn a living. Every Saturday, young children would collect firewood from forests. They used to enjoy eating fruits like berries and passion fruits which grew in the forests. They would gather around rivers, lakes and swim which was a very interesting game in the sub-county. People in this place used to protect rivers, lakes, swamps, and mountains. They lived a happy life.

Questions:

a) From which sub-county is the writer?
b) What do men do in Bukinda sub-county?
c) What is the work of women in this sub-county?
d) When do young children collect firewood from the forest?
e) What interesting game do young boys like to do?
f) Write down two activities done in Bukinda sub-county.
g) What features were protected in Bukinda village?
h) Name two crops grown in Bukinda sub-county.
i) What is the title of the story?

Lesson evaluation

Theme : **Our Sub-County/ Division**
Subtheme: **Name and location of our sub-county/ division**
Content: **Vocabulary (occupation)**

Chairperson, secretary, office, parish, eade3r policeman, farmer, doctor, fishmonger, tailor, teacher, baker (ref; MK bk3 pg86-87)

1. Use these words in sentences
   a) Farmer
   b) Fish monger
   c) Secretary
2. Spelling exercise
3. Give one word for the underlined group of words
   a) My father is a <u>man who makes bread.</u>
   b) I have seen a <u>person who teaches children at school.</u>
   c) A <u>man who keeps law and order</u> has come to our school.
   d) She got married to a <u>man who treats sick people</u>.

Lesson evaluation

Theme : **Our Sub-County/ Division**
Subtheme: **Occupation**
Content: **Structures**

a) What does a …… do? (farmer, doctor)
   A farmer grows crops and keeps animals.
b) What does a mechanic do?
   A mechanic repairs vehicles.
   Ref Mk bk3 pg 86

<u>Complete the sentences correctly</u>

a) A person who drives a car is a _____
b) A person who makes furniture is a _____
c) A person who sells fish is a _____
d) A person who stitches clothes is a _____
e) A person who repairs cars and buses is a _____
f) A person who types is a _____
g) A man who writes poems is a _____
h) A woman who writes poems is a _____
i) A person who writes articles for newspapers or magazines is a _____
j) A person who repairs and fits pipes is a _____

Theme : **Our Sub-County/ Division**
Subtheme: **Occupation**
Content: **Structures**

Who am i?

a) I am in charge of library. Who am I?
b) I write articles for newspapers or magazines. Who am I?
c) I catch fish from a lake or river. Who am I?

Lesson activity
Fill in correctly

a) I look after sheep, I am a ……
b) I am in charge of the library. I am a……..
c) I sell herbs. I am a ……
d) I sell medicine and ointments. I am a …….
e) I take photographs. I am a ……
f) I cut and sell meat. I am a …….
g) I write books and novels. I am a …….
h) I catch fish from a lake or river. I am a ……
i) I sell fish to people. I am a ……

Theme : Our Sub-County/ Division
Subtheme: Occupation
Content: One word for many

Examples

a) My uncle is a person who keeps lay and order. policeman
b) I met a man who looks after sheep. Shepherd
c) Sarah is a person who grows and sells flowers. Florist

Lesson activity

Give a single word for the underline group of words

a) I saw a man who treats people's eyes.
b) My mother is a person who looks after sick people.
c) The man who cuts and sells fish is here.
d) A person who repairs cars and buses has come.
e) Stella is a person who types office work.
f) She got married to a person who makes furniture.
g) A person who shaves or trims men's beards got an accident.
h) My father slapped a man who collects money and gives tickets in a bus or taxi.
i) Her mother is a woman who writes poems.
j) She met a man who writes books and novels.

Theme : Our Sub-County/ Division
Subtheme: Places of work
Content: Structures

a) Where do we find a ……..?
   We find a teacher is a ……
b) Where do we find a lawyer?
   We find a lawyer in a …….
c) Where do we find a ……..?
   We find a doctor in a ……..

Lesson activity

Make correct sentences from the table below

A secretary		in a school.
A teacher		in a hospital.

A farmer	works	in a garden
A lawyer		in a pharmacy
A doctor		in a court.
A hair dresser		in a workshop
A barber		in a shop
A carpenter		in a salon
A pharmacist		in an office
A shopkeeper		in a court.

Theme : **Our Sub-County/ Division**
Subtheme: **Name and location of our sub-county/ division**
Content: **A dialogue**

All occupations are important

Ntulume: Who do you think is more important in our sub-county? A doctor or mechanic?
Nsumbi: A doctor is more important than a mechanic/
Ntulume: Why do you say so?
Nsumbi: A doctor treats sick people.
Ntulume: Yes, but a mechanic is better than a teacher.
Suluma: What about a builder and a teacher?
Ntulume: A builder is better because he builds our houses.
Perry: A teacher is the best because he teaches all of them.
Siima: Listen to me, all occupations are important.

Lesson activity

a) How many people are involved in the dialogue?
b) Why is a doctor more useful than a teacher?
c) Who said, "A teacher is the best"?
d) Who is a mechanic?
e) What do you want to become in future?
f) Who said that a builder is better?
g) Why is a builder better?
h) What did Siima tell his friends?
i) Why do you think a teacher is the best?
j) What is the title of the dialogue?

Theme : **Our Sub-County/ Division**
Subtheme: **Physical features in or division**
Content **Read the passage below and answer questions that follow in full sentences (ref: Trs bk pg28)**

People in our Division

People in Makindye division are very hardworking. They practice farming and also keep animals like cows, goats, pigs, sheep and birds like chicken. They also carry out dairy farming and have many cows. The neighbouring divisions get milk from dairy farms of Makindye people in Makindye are very happy. There is also a very big lake where they go fishing. Fishing is a very good business. They eat some fish and sell some to get money.

Near the lake there is a very big and beautiful hotel called Munyonyo Speke Resort. Tourists visit the hotel and bring in foreign money to our sub-county. The hotel provides employment to people around. Many people work in Munyonyo Speke Resort.

Lesson activity

1. Which division is talked about in the story?
2. Which animals do people in this division keep?
3. What type of farming do people of Makindye carry out?
4. Where do these people carryout fishing from?
5. What beautiful hotel is near the lake?
6. Which people visit this hotel?
7. What do the tourists bring in to our sub-county?
8. Give the title of the story.
9. What does the hotel provide to the people around it?

Theme : Our Sub-County/ Division
Subtheme: Physical features in or division
Everyday tense/ present simple tense

We add 's' 'es' or 'ies' to verbs in the everyday tense with pronouns she, he it and one name.
Examples

1. He goes to school everyday.
2. She carries a basket every night.
3. Mary sits of a chair every time.
4. It runs after a rat every evening.

We don't add 's' 'es' or 'ies' to verbs in the everyday tense with pronouns they, we, I and two or more names.
Examples

1. They fetch water every morning.
2. We sweep the room everyday.
3. I cry every week.
4. Tom and Jim clean the house every month.

Lesson activity

Use the words in brackets to complete the sentences

1. Anna _____ her uniform every day. (wash)
2. We _____ juice every after a meal. (drink)
3. Mummy _____ food every night. (cook)
4. I _____ a bicycle every time. (ride)
5. He _____ a basket every evening. (carry)
6. They _____ their clothes every week. (dry)
7. She _____ in the classroom every afternoon. (sleep)
8. It _____ a rat everyday. (catch)
9. A dog _____ at me every night. (bark)
10. Peter and Jenifer _____ a new car every month. (drive)

Lesson evaluation

Theme : Our Sub-County/ Division
Subtheme: Physical features in or division

Content **Structures**
Always sometimes
We add “s”, “es” or “ies” to verbs using always and sometimes with the third person she, he it.
Examples:
He always brushes his teeth.
She sometimes goes to school.
We don’t add “s”, “es” or “ies” to verbs using always and sometimes with the first and second persons.

Examples:
1. I always eat fish.
2. We sometimes fry irish potatoes.
3. They always dig in the morning.
4. You sometimes wash our clothes.

Lesson activity
Complete the sentences with the verbs given in brackets.
1. Mother always _____ in the evening. (dig)
2. We sometimes _____ football at school. (play)
3. He always _____ in the morning. (pray)
4. They sometimes _____ plates after lunch. (wash)
5. Farmers always _____ crops in the wet season. (plant)
6. She sometimes _____ behind the cupboard. (hide)
7. You always _____ on a map. (sit)
8. Martha sometimes _____ fish. (fry)
9. I always _____ with my friends in the evening. (play)
10. John and Musa sometimes _____ very late. (reach)

Lesson evaluation

Theme : Livelihood in our Sub-County/ Division
Subtheme: Social services and their importance
Content Conjunctions
Using …….who…….we use who when talking about people.
Examples
1. This is the man. He works with my sister.

This is the man who works with my sister.
2. I can see a girl. She dances very well.

I can see a girl who dances very well.

Join the sentences using ……who…….
1. Here is the girl. She is an orphan.
2. That is the policeman. He shot the mad man.
3. Here is the lady. She lost a child.
4. I spoke to the man. He came from Kenya.
5. There comes the boy. He is our timekeeper.
6. I want to call my friend. She stays next door.
7. Herbert is the boy. He is very playful.
8. We saw the girl. She saved the boy from danger.
9. Eddie is the boy. He stole the money.

10. Here comes the lady. She teaches us mathematics.

Lesson evaluation

Theme : Livelihood in our Sub-County/ Division
Subtheme: Social services and their importance
Content Conjunctions

Using…….which……..

We use which when talking about animals, plants, rivers, insects and things.

Examples

1. Akello is writing a letter. It is very long

Akello is writing a letter which is very long.

2. I saw the dog. It barked at us yesterday.

I saw the dog which barked at us yesterday.

Lesson activity

Join the sentences using…….which……

1. Mugenyi found the key. It was lost.
2. She told me a story. It was very interesting.
3. Here is a picture. Musa drew it.
4. She is reading a book. She borrowed it from the library.
5. Sarah is wearing a dress. It has short sleeves.
6. This is the house. Jack built it.
7. Tom has a camera. His mother bought it for him.
8. Anne is eating a mango. She bought it from the market.
9. They are doing their homework. It is very easy.
10. This is the house. My mother built it last year.

Theme : Livelihood in our Sub-County/ Division
Subtheme: Social services and their importance
Content Conjunctions

Using……..whose

Whose is used mostly for people and their belongings

Examples

1. Here is the boy. His bag was stolen.

Here is the boy whose bag was stolen.

2. There comes the woman. Here son refused to work.

There comes the woman whose son refused to work.

Lesson activity

Join the sentences using……whose……..

1. I met a man. His son is a doctor.
2. That is the lady. Her house was burnt.
3. This is the boy. His father died.
4. The policeman spoke to the woman. Her bag was stolen.
5. I met a man. His brother knows you.
6. Here comes the stranger. Her luggage is very heavy.
7. Here comes the teacher. Her child is sick.
8. There is the girl. Her mother is a teacher.
9. I saw a man. His car had an accident.

10. Here is the boy. His leg was broken.

Lesson evaluation

Theme : Livelihood in our Sub-County/ Division
Subtheme: Social services and their importance
Content Conjunctions

Using……..where…….
We use where when talking about places

Examples
1. This is the road. My father was robbed from there.

This is the road where my father was robbed.

2. Sarah saw the house. Hoer mother was staying there.

Sarah was the house where her mother was staying.

Lesson evaluation
Join the sentences using…….where……..

1. This is the village. I was born there.
2. That is the hospital. I went there for treatment.
3. I know the market. My uncle works there.
4. He visited the town. Tom stays there.
5. We reached the place. The accident happened.
6. This is the village. The Chief stays here.
7. We saw the school. Sarah goes there to learn.

Theme : Livelihood in our Sub-County/ Division
Subtheme: Social services and their importance
Content Conjunctions

Using…….because…….
Why do you……?
Why did you……..?
Why did you go to the hospital?
I went to the hospital because I was sick.

Examples
The dog is barking. It is hungry.
The dog is barking because it is hungry.

Lesson evaluation
Join these sentences using…….because…….

1. He washed his shirt. It was dirty.
2. Kato is crying. He is hungry.
3. Rose got a new book. This one is full.
4. My teacher was angry. I came late.
5. He doesn't like lemons. They are sour.
6. Tom is swearing. It is very long.
7. She got a new dress. The old one is torn.

8. I must do that sum again. My answering was wrong.
9. John is drinking some water. He is thirsty.
10. Mummy gave me a present. I passed the exams.

Theme : **Livelihood in our Sub-County/ Division**
Subtheme: **Social services and their importance**
Content **Reading the conversation titled Naigaga and Kabale**
Naigaga: How does your mother go to work?
Kabbale: She goes to work by bus. How about your mother, Mayega?
Mayega: My mother goes to work by train because she works at the railway station.
Mwajuma: I prefer the motorcycle because it moves very fast on the road.
Naigaga: I like riding the donkeys. They are so many in our sub-county.
Njuba: What about sailing in a ship?
Naigaga: We have boats and canoes mostly. People use them when they are going for fishing and crossing over to another sub-county.
Kabbale: Have you ever heard of an airport?
Njuba: Yes, we have ever heard of an airport at Entebbe. Aeroplanes land and take off at the airport.

Questions

1. Who was the first to talk?
2. What is the conversation about?
3. Whose mother goes to work by train?
4. Why does Mwajuma prefer using a motorcycle?
5. When do people use boats and canoes?
6. Has Njuba ever heard of an airport?
7. What do aeroplanes do at an airport?
8. Which transport has been mentioned in the conversation?

Theme : **Livelihood in our Sub-County/ Division**
Subtheme: **Social services and their importance**
Content **Conjunctions**

Using……Both
Examples
A cat is a pet. A dog is a pet.
Both a cat and a dog are pets.
Ducks lay eggs. Hens lay eggs
Both ducks and hens lay eggs.

Lesson activity
Re-write these sentences beginning with……..both……..

1. Mum will go to town. Daddy will go to town.
2. Joy has come late. Dorah has come late.
3. Alex is a bright boy. Ivan is a bright boy.
4. Kabanda was absent yesterday. Kyazze was absent yesterday.
5. Tom is very smart. Allan is very smart.
6. Betty is a beautiful girl. Her friend is also beautiful.
7. Atim is sick. Her sister is also sick.
8. John is a tall boy. Amos is a tall boy.

Theme : **Livelihood in our Sub-County/ Division**
Subtheme: **Social services and their importance**
Content **Conjunctions**

Using…….and……

Examples

1. We saw a lion. We saw a tiger.

We saw a lion and a tiger.

2. A dog is a domestic animal. A goat is a domestic animal.

A dog and a goat are domestic animals.

Lesson activity

Join the sentences using……and……

1. A duck is a bird. A turkey is a bird.
2. Come is. Sit down.
3. We saw a monkey. We saw a leopard.
4. Joan is my sister. Alice is my sister.
5. John likes posho. John likes beans.
6. Tom was absent yesterday. Sam was absent yesterday.
7. I went to town. I bought a school bag.
8. Allan was very hungry. Robert was very hungry.
9. Mary paid the shopkeeper. She left the shop.
10. Get the duster. Clean the blackboard.

Lesson evaluation

Theme : **Livelihood in our Sub-County/ Division**
Subtheme: **Social services and their importance**
Content **The past simple tense**

Changing verbs from past simple form

Examples

Boil	-	boiled
Cook	-	cooked
Jump	-	jumped
Eat	-	ate
Sweep	-	swept
Sleep	-	slept
Drive	-	drove

Lesson activity

Use the words in brackets to complete the sentences

1. Annet _____ a letter to her friend yesterday. (write)
2. They _____ two bags of sugar last month. (bring)
3. Mummy _____ a new dress last week. (buy)
4. She _____ herself last night. (cut)
5. Joan _____ the room last Friday. (mop)

6. The boy _____ on a bench last year. (stand)
7. The pupils _____ their uniforms yesterday. (wash)
8. I _____ very well on Diana's birthday party. (dance)
9. We _____ in the garden last Tuesday. (dig)
10. Mary _____ a nice dress on my party last year. (wear)

Theme : **Livelihood in our Sub-County/ Division**
Subtheme: **Social services and their importance**
Content **Structures**
The use of; How did……...?
What did ……?
Examples
a) How did you go home yesterday?
I went home by taxi.
b) What did you eat last night?
I ate rice last night.

Lesson activity
Answer the questions correctly
1. What did Peter carry yesterday?
2. How did you come to school last night?
3. What did Madina use to carry her books?
4. How did you collect rubbish?
5. What did Joel bring last night?
6. What did you buy last Friday?
7. What did mummy fry last month?
8. How did you kill the rat?
9. How did Sandra climb the tree?
10. What did you get in English?

Theme : **Livelihood in our Sub-County/ Division**
Subtheme: **Social services and their importance**
Content **Vocabulary**
Danger, storm, policeman, mud, shelter, slash, bridge, accidents, boil, spray, mosquito net.
Structure
1. What do you/ I do when……..?
You/ I…….when you/ I……
I report to the police post when I get an accident.
2. What does she/ he do when …….?
She/ he……when……..?

Lesson activity
Construct sentences using the given words
a) Mosquito net
b) Spray
c) Shelter
d) Storm

Write these words correctly

a) rapsy ……
b) dgebri ……..
c) loib ……..
d) ngerda ……

Fill in the missing letters

a) she___lter
b) acc ___ d ____nt
c) m ____squ ____to
d) pol ____ce

Theme : Livelihood in our Sub-County/ Division
Subtheme: Challenges in social services and their possible solutions
Content A story titled "The trader" (Ref: Trs bk3 pg 29 – 30)

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

In Bunanimi village Mayembe sub-county, there lived a trader called Baba. He was very hardworking. His wife and children were hardworking too.

Baba had a big shop. He sold building materials like cement, nails and paint. He could go up to Busia to buy them for his shop. He sold them at a cheaper price compared to other traders. People were very happy with him. Many of them built houses because of Baba's good prices.

Baba did not just stop at trading in building materials. At home, he reared animals and grew different crops. People in that sub-county were happy with Baba because he employed many of them on his farm. He paid them very well.

Baba could share ideas with people who wanted to work and be like him. People started working hard by putting up other businesses like the carpentry shops and others went to tailoring. They lived happily together in their sub county. Bravo Baba!

Questions

1. What was the name of the trader?
2. In which village did Baba live?
3. What did Baba have?
4. Which building materials did Baba sell?
5. Where did Baba buy building materials for his shop from?
6. Why were many people happy with Baba?
7. What is the title of the story?
8. What other businesses did people put up in the sub-county?
9. Give the opposites of these words;
    a) hardworking
    b) happy
    c) wife
    d) sold

Lesson activity

Theme : Livelihood in our Sub-County/ Division
Subtheme: Challenges in social services and their possible solutions
Content Structures: What is ……used for?

……..is used for……..
Example
What is clay used for?
Clay is used for modeling.
What colour is clay soil?
Clay soil is grey colour.

Choose the correct word from the brackets to fill in the blanks.

1. There is no soil on the ……(rock, stone)
2. A stone is ……(bigger, smaller) than a rock.
3. Your skirt is as black as …… (charcoal, grass)
4. There is a heap of …….. in the compound. (food, sand)
5. Kato modeled a pot from ……soil. (loam, clay)
6. We get clay soil from ……(swamps, forests)
7. ……soil is the best soil for growing crops. (sand, loam)
8. Good is to bad as white is to……(green, black)

Theme : **Livelihood in our Sub-County/ Division**
Subtheme: **Challenges in social services and their possible solutions**

Samuel and David

Samuel: Hello Daniel! What will you be doing in the evening?
Daniel: I shall go fishing.
Samuel: I use hooks and once in a while I use fish nets. What about you? What will you do in the evening?
Agatha: I shall help my mother with weaving.
Deborah: What do you weave?
Agatha: We weave baskets, mats, hats and sell them for money.
Daniel: Aha! That's great! I shall tell my sister Joy to start weaving too.
Sarah: Yes, she can also do knitting or hair dressing where she is assured of customers and money everyday.
All: Wow! Great idea.

Questions

Answer the questions in full sentences

1. What is the dialogue about?
2. Who will go fishing?
3. At what time of the day will Daniel go fishing?
4. How many people are taking part in the conversation?
5. Who helps her mother to weave?
6. What does she weave?
7. Who is Daniel's sister?
8. What job can one do and is assured of customers and money everyday?
9. Why does Agatha weave baskets, mats and hats?
10. Give the opposite of the word sell_____

Theme : **Our environment in our Sub-County/ Division**
Subtheme: **Soil**
Content **Vocabulary**

Soil, stones, sand, clay, charcoal, stove, colour, build, crop, builder, loam, white, black, brown, grey water

Structures
Use of many and much
There is much……..
There are many……

Examples
There is much water in the bucket.
There are many builders in our sub-county.

Lesson activity

Make sentences with these words

a) Charcoal ……
b) Crops …….
c) Soil …….
d) Clay ……..
e) Brown …….

Fill in the gaps with many or much

a) There are _____ stoves in our school.
b) There was not _____ oil in the can.
c) How _____ jerrycans of water do you need?
d) There is _____ sand in our sub-county.
e) There are _____ builders in our division.
f) How _____ sacks of charcoal do you have?

Theme : **Our environment in our Sub-County/ Division**
Subtheme: **Soil**

A poem

Soil soil soil
Soil, you are useful
In you we plant the seeds
In you we grow the food
From you we get the murram for roads
In you our animals hide and bathe
Soil all over our environment
Oh! What a wonderful friend you are.

Soil soil soil
You are useful
For building, we run to you
For brick making, 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 a wonderful soil you are

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

1. How many stanzas are in the poem?
2. What stanza tells about soil all over our environment?
3. Name the layers of soil mentioned in the poem.
4. In which stanza are the three types of soil mentioned.
5. What activities are mentioned in stanza two?
6. Which soil is best for growing crops?
7. Give the opposites of these words
   a) Useful ……
   b) Friend ……
8. Suggest a suitable title for the poem.

Theme : Our environment in our Sub-County/ Division
Subtheme: Natural causes of changes in the environment
Content Vocabulary
Sunny, rainy, hot, cold, inside, outside, hungry, harvest, plant
Structures
When did he……..?
He planted maize during the wet season.
Why did he……..?
Why did he cry?
He cried because he was hungry.

Lesson activity
Give the opposites of the following words

1. Sunny _____
2. Hot _____

3. Inside _____
4. Wet _____

Make sentences using these words

1. Harvest
2. Plant
3. Hungry
4. Sunny

Answer these questions using rainy or sunny season

1. When did he harvest maize?
2. When did she carry her umbrella?
3. When did mummy put on her boots?

Theme : Our environment in our Sub-County/ Division
Subtheme: Soil
Content Vocabulary

Graze, build, burn, bush, cut, farm, plant, cover, throw, plastic, rubbish pit, brick, make, rubbish

Structures

a) What will you do when you……?

When I/ we……., I/ we shall……..or
I/ we shall……when I/we ……

b) Will you……?

Yes, I/we shall……..
No, I/we shan't…….

Lesson activity
Use these words in constructing sentences

a) Graze ……
b) Build ……..
c) Bush ……
d) Farm ……
e) Throw ……
f) Rubbish ……

Answer these questions using
Yes, I shall, or No, I shall not

1. Will you burn the rubbish?
2. Will you plant the crops?
3. Will you cut down the tree?
4. Will you make bricks?
5. Will you cover the pit latrines?
6. Will you graze the cows in the farm?

Lesson evaluation

Theme : Our environment in our Sub-County/ Division
Subtheme: Natural causes of changes in the environment
Content Story

Mr. Mutebi loves the environment. He protects it from people who want to destroy it. In the environment, there are both living things and non-living things. The living things include plants, animals, people and non living things include stones, clothes bottles, toys, radio and pots.

Mr. Mutebi goes around telling people about the importance of our environment. He tells them about many things. He says forests are homes of wild animals, birds and insects. Trees give us shelter. Timber is used for building. He tells them that water is used for drinking, building, cooking, washing and for irrigation. People feel very happy to learn all this from Mr. Mutebi. They now know the importance of the environment and care for it.

Answer questions about the story in full sentences

1. Who loves the environment?
2. What is in the environment?
3. Name two examples of living things.
4. What does Mr. Mutebi say about forests?
5. What do trees give us?
6. What is used for building?
7. Give the opposites of these words;
   a) Loves
   b) Goes
8. Suggest a suitable title for the story.

Theme : **Our environment in our Sub-County/ Division**
Subtheme: **Changes in the environment**
Content **Vocabulary**
Air, sun, move, wind, dry, wash, heat, blow, warm, break, fall, rain, rise, set, house, clean, roof
Structures
What does (Joshua, Gloria……..do everyday?)
Joshua/ Gloria ……(washes/cleans) the …… everyday.
Lesson activity
Make correct sentences using each of the words below

a) Air
b) Dry
c) Roof
d) Sun
e) Rise
f) House
g) Blow
h) Warm
i) Wash

Exercise 2
Write a sentence about each picture
Reference to MK pupils' bk pg42

3 _____
4 _____
5 _____
6 _____

Theme : **Our environment in our Sub-County/ Division**
Subtheme: **Air and the sun**
Content **Poem**

Oh the sun
Bright shinning up there
You give us warmth
And make our plants grow

Oh the wind
You move things like the kites
You even dry our clothes
Wind you are good but sometimes bad
You blow off the roofs of our houses

Oh the clouds
Sometimes white like cotton wool
Sometimes black or grey
When its so hot, and you appear
The weather changes

Oh the mighty rain
From the dry sky
You come like drops of water
On this dry thirsty land
Plants and people need you

Lesson activity
Read the poem and answer questions in full sentences

1. How many stanzas does the poem have?
2. What shines up there?
3. What moves things like kites?
4. Why is wind sometimes bad?
5. Which stanza talks about the clouds?
6. What colour are the clouds?
7. Where does the mighty rain come from?
8. What do people and plants need?
9. Give the opposite of these words.
   a) Dry _____
   b) Good _____

Theme : **Our environment in our Sub-County/ Division**
Subtheme: **Air and the sun**
Content **Vocabulary**

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

Structures

What does……..do everyday?
He/she …….everyday.
……..9babies/ animals, plans) need……(food/ grass/ water) to grow.

Why is ……..he/she wearing a (sweater/hat)?
She /He is wearing a ……..(sweater/ hat) because it is ……..(cold/ raining)

Lesson activity
Listen and write

1. Write these words correctly
   a) dlcou _____
   b) marw _____
   c) wesatie _____
   d) ntapl _____
2. Make sentences using these words.
   a) hot
   b) wash
   c) grow
   d) soil
   e) food
   f) water
   g) hat
   h) dark

Theme : **Environment and weather in our Sub-County/ Division**
Subtheme: **Water**
Content **Vocabulary**
Tap, well, spring, stream, tank, river, lake, drum, slasher, brush, jerrycan, pot (past tenses)
Structures
When did ……..the…….?
……..on……..
Examples
Why did Mary clan the well?
Mary cleaned the well on Monday at 4pm in March.
Lesson activity

1. Fill in the missing words
   a) Sl __sh__r
   b) R__ver
   c) Dru____
   d) Spr___ng

2. Study the time table and answer in full sentences the questions that follow

Anna's timetable for the month of March

	5:00pm	**6:00pm**	**7:00pm**	**8:00pm**
Monday	fetch water	wash plates	home work	supper
Tuesday	collect firewood	help mother	home work	supper
Wednesday	cook food	home work	reading stories	supper
Thursday	wash plates	iron clothes	home work	supper
Friday	cook food	home work	iron clothes	supper

1. When did Anna wash plates?
2. At what time did Anna cook food on Friday?
3. What did Anna do on Thursday at 7:00pm?
4. When did Anna read stories?
5. When did Anna help mother?
6. At what time did Anna eat food each day?
7. In which month did Anna carry out the activities on the time table?
8. How many times did Anna do her home work?
9. On what days did Anna collect firewood?
10. At what time did Anna iron clothes on Thursday?

Theme : **Environment and weather in our Sub-County/ Division**
Subtheme: **Water**
Content **Structures**
Did……clean the……..?
Yes, she/he did.
No, she/he didn't.

Example
Did Mary clean the pot?
Yes, she did.
No, she didn't.

Lesson activity
Answer using Yes, she/ he did or No, She/ He didn't
a) Did Musa wash his sweater?
b) Did she grow maize this month?
c) Did Sarah slash the grass?
d) Did Joel build the hut?
e) Did Joel bathe with warm water?
f) Did Sheila water the plants?
g) Did Shivan take hot tea?

Theme : **Environment and weather in our Sub-County/ Division**
Subtheme: **Water**
Content **Rhyme about water**
Water, water, water
You come as rain
We collect you in pans and pots
Water, water, water
If we have drums
We store in drums

If we have tanks
We store you in tanks
Plastic, metallic, concrete and underground tanks
Water, water, water
We need you for life

Lesson activity

Read and recite the rhyme carefully ad answer questions that follow in full sentences

1. What is rhyme about?
2. What comes as rain?
3. What do we collect in pans and pots?
4. Why do we need water?
5. Mention two things where water is stored.
6. Give the three types of tanks mentioned in the rhyme.

KINGS DAYCARE, NURSERY AND PRIMARY SCHOOL
P.3 ENGLISH LESSON NOTES
Term II

Theme: **Living things**
Sub-theme: **Animals in our sub count/ division**
Content: **Vocabulary**
Nest, forest, bird, monkey, elephant, zebra, lion, giraffe, hyena, an, kennel
Past tense;
Fly – flew
Eat – ate
Run – ran

Skills: Reading, speaking, writing
Evaluation exercise
Fill in the missing letters

a) f__rest b) m__nk__y c) z__bra
d) ke__ __el e) g__raff__

Write these verbs in past tense

a) fly _____
b) eat _____
c) go _____
d) run _____
e) give _____

Lesson: **Structures**
Theme: **Living things**
Sub-theme: **Animals in our sub county / division**
Content: **Where was the……..?**
e.g. Where was the bird?
The bird was in the nest.

Where was the monkey?
The monkey was in the forest
Skills: listening, reading and writing
Evaluation exercise
Complete the following sentences correctly (animals' homes)

1. Where was the dog?
2. Where was the bird?
3. Where was the lion?
4. Was the calf in the _____?
   Yes, it was.
5. Did the bird fly away?
   _____
6. What did the zebra do?
   The zebra _____ the grass. (eat)
7. Did the monkey fly away?

Lesson: **Animals and their sounds**
Theme: **Living things**
Sub-theme: **Animals in our sub county/ division**
Content:

A monkey	-	chatters
A lion	-	roars
A pig	-	grunts
A horse	-	neighs
A snake	-	hisses
A bird	-	sings
A goat	-	bleats
A dog	-	barks
A donkey	-	brays
An elephant	-	trumpets
A rat	-	squeaks
A cat	-	purrs
A cock	-	crows
A duck	-	quacks
A hen	-	clucks
An owl	-	hoots
A frog	-	croaks
A bull	-	bellow

Skills: listening, speaking, reading, writing
Evaluation exercise
Fill in the gaps correctly

1. A monkey chatters but a dog ……..
2. A snake his to hissing as ……. Is to grunting.
3. An elephant trumpets but a bird ……
4. Bleat is to …… as roar is to lion.
5. A donkey …….. but a horse neighs.
6. The snake …….. And ran after the man. (hiss)
7. The lambs are …… (bleat)

Lesson: **Animals and their young ones**
Theme: **Living things**
Sub-theme: **Animals in our sub county/ division**
Content:

Animals	**Young ones**
Dog	puppy
Cat	kitten
Cow	calf
Sheep	lamb
Goat	kid
Lion	cub

Pig	piglet
Elephant	calf
Hen	chick
Fish	fry
Horse	foal
Frog	tadpole

Skills: Listening, speaking, reading and writing

Evaluation exercise

Match these animals to their young ones correctly

Lion	toad
Sheep	fry
Frog	cub
Fish	lamb

Give one word for the underlined group of words in the sentence

a) A young dog was seen crossing the road.
b) There is a young goat in that house.
c) A young sheep is bleating loudly.
d) A young cow is in the pen.

Complete the following sentences correctly

a) A rabbit is to bunny as a butterfly is to _____ (caterpillar)
b) Duck is to duckling but an owl is to _____ (owlet)

Theme: **Living things**
Sub-theme: **Animals in our sub county/ division**
Content: **Similes**

Similes compare things which are alike in some qualities or behaviour or shape. E.g.

1. As fat as a pig.
2. As blind as a bat.
3. As silly as a sheep.
4. As heavy as an elephant.
5. As playful as a puppy.
6. As proud as a peacock.
7. As playful as a kitten.
8. As busy as a bee.
9. As strong as a horse.
10. As fast as a deer.
11. As brave as a lion.
12. As gentle as a dove.
13. As harmless as a dove.
14. As slow as a tortoise or snail.
15. As poor as a church mouse.

Evaluation exercise

Complete these similes correctly

1. As slow as a …….
2. As heavy as an …….
3. As proud as a…….

4. As playful as a……..
5. As fat as a……..
6. As silly as a ……
7. As harmless as a…….
8. As busy as a……
9. As blind as a……..
10. As fast as a……..
11. As poor as a……..
12. As brave as a……..

Theme: **Living things**
Sub-theme: **Animals in our sub county/ division**
Content: **Structures**

1. Which animal is big? Which animal is small?
   An elephant is big. A monkey is small.
2. Which animal is bigger than a kob?
   A zebra is bigger than a kob.
   A buffalo is bigger than a kob.
3. Which animal is faster? Which animal is slower?

Skills: Listening, speaking, reading, writing
Evaluation exercise
Choose the correct word from the brackets to complete the sentences (Ref; MK bk3 pg70)

1. The cat is _____ than a hen. (slower, faster)
2. An eagle is _____ than a parrot. (bigger, smaller)
3. A chameleon is _____ than a cow. (slow, slower)
4. A dog is _____ than a goat. (fast, faster)

Exercise B (Ref: MK bk3 pg65/6)
Draw and name some animals and birds.

Theme: **Living things**
Sub-theme: **Oral literature**
Content: **Recite the poem: At the national park**
(ref: MK eng bk3 pg71)

At the National Park
Visit the national park,
and see all types of animals
big and small.

The elephant is the biggest
the giraffe is the tallest
in the park.

Beautiful birds flying
kites and eagles spying
and the lions running fast
to catch the kobs playing

in the national park.

(By John K)

Evaluation exercise

1. Which place did the poet visit?
2. What did the poet see?
3. Which animal is the biggest in the national park?
4. Which animal is the tallest in the national park?
5. How many stanzas does the poem have?
6. What is the title of the poem?
7. Which bird is spying?
8. How many lines does the poem have?
9. Who is the poet?
10. Write the opposite of the underlined word in the poem above.

Theme: **Living things**
Sub-theme: **Reading and writing**
Content: **Read the story titled: At the zoo**
(ref: MK pri eng bk3 pg72)

Evaluation exercise

<u>At the zoo</u>

1. What is a zoo?
2. Why are animals kept in cages?
3. Name three big animals the pupils saw.
4. Which animals live in water?
5. Which is the most beautiful animal?
6. When did the pupils visit the zoo?
7. Give the title of the story.
8. Which animals are very dangerous?
9. Write the opposites of the following words.
   a) Domestic
   b) Beautiful

Theme: **Living things**
Sub-theme: **Animals in our sub county/ division**

<u>Re-arranging jumbled sentences to form correct stories</u>

a) These are domestic animals and wild animals.
b) There are two major groups of animals.
c) Domestic animals are animals kept in people's homes.
d) Both groups of animals are very important to us.
e) While wild animals live in the bus.

a) Then, the lion fell sick and died.
b) They flew away happily.
c) The vultures came and ate the lion's body.
d) The lion came and ate the antelope.

e) The antelope ate grass.

Theme: **Living things**
Sub-theme: **Position**
Content: **Vocabulary (new words)**
Left, right, opposite, at, into, down, out of, against, along, across, up, over, from etc

Skills: listening, speaking, reading and writing
Evaluation exercise
Fill in the gaps with the correct prepositions
1. Tom leaned _____ the wall of the classroom.
2. The dustbin is full _____ rubbish.
3. Her baby is suffering _____ malaria.
4. P3 boys shouted _____ the mad man last night.
5. Put the water _____ the bucket.
6. John went _____ the river by boat.
7. The bird is flying _____ the tree.
8. The children are walking _____ the road.
9. Our school is _____ the petrol station.
10. The rat went out _____ the hole and ran away.

Theme: **Living things**
Sub-theme: **Position**
Content: **Some words and their prepositions**

Good Look Shout Laugh	at	similar prefer talk add married point go listen invite	to	famous wait fit sorry ask	for

Skills: listening, speaking, reading, writing
Evaluation exercise
Fill in the gaps with the correct prepositions
1. Mary is good _____ English.
2. I talked _____ the man who came from Kasubi.
3. I have been waiting _____ you since morning.
4. Don't listen _____ what he says.

5. It is always bad to laugh _____ lame people.
6. They only invited a few people _____ their party.
7. My sister is married _____ a doctor.
8. Mummy looked _____ me with a smiling face.
9. Ben is leaning _____ the broken desk.
10. Tom prefers watching movies _____ cartoons.

Theme: **Living things**
Sub-theme: **Position**
Content: **Other prepositions**

Agree, Quarrel, Satisfied, Crowd — with — believe, interested — in

Ashamed, Accused, Afraid, Died, Capable, Sure, Tire, Full invite — of — borrow, differ, suffer, subtract, escape — from

Skills: Listening, speaking, reading and writing
Evaluation exercise
Fill in the gaps with the correct prepositions
1. She is interested _____ learning.
2. The basket is full _____ mangoes.
3. The girls are afraid _____ dogs.
4. Joan always quarrels _____ her neighbour.
5. Babies always depend _____ milk.
6. We all believe _____ God.
7. My uncle died _____ malaria.
8. I hope you will agree _____ my suggestion.
9. They girl escaped _____ school yesterday.
10. My sister is fond _____ eating sweets.

Theme: **Living things**
Sub-theme: **Position**
Content: **Structures**
Where is the _____ (pen, ball)
Put the ball under the chair.
Is the ball under the table?
No, it is not.
Where are the pencils and the books?
The pencils are in the tin and the books are in the shelves.

Skills: listening, speaking, reading and writing
Evaluation exercise
A Make correct questions from the table
B Make sentences from the substitutional table (Ref; MK bk3 pg52)

Theme: **Living things**
Sub-theme: **Position**
Content: **Structures**
What is _____doing?
Example: What is she doing?
She is riding down the road.
What is Paul doing?
He is walking along the road.
Skills: listening, speaking, reading and writing
Evaluation exercise
Study the pictures and complete the given sentences about them (Ref: MK primary English bk3 pg53-54)

Theme: **Living things**
Sub-theme: **Position**
Content: **Oral literature**
Read the dialogue RIDING ALONG THE ROAD
Skills: listening, speaking, reading and writing
Evaluation exercise
1. Who are the people conversing?
2. What is the colour of Isaiah's bicycle?
3. Who was knocked by the car?
4. How many people are active (talking) in the dialogue?
5. Give the title of the dialogue.
6. Who is conversing with Nambi?
7. Is Isaiah riding so fast?
8. Write down the opposites of these words;
   a) A friend _____
   b) Careful _____
   c) Down _____
   d) Fast _____

Theme: **Living things**
Sub-theme: **Positions**
Content: **Reading and writing**
Read the story: MY SCHOOL
Skills: listening, speaking, reading and writing
Evaluation exercise
Read the story and answer questions that follow in full sentences
1. Where is the school?

2. What are the pupils doing?
3. What are boys doing?
4. Where is the teacher?
5. What is the teacher doing?
6. Who are the people walking along the road?
7. What are the girls playing with?
8. What is the title of the story?

Theme: **Living things**
Sub-theme: **Community**
Content:
Revision of school, market, mosque, butchers', garden, hospital, church, town, bank, garage, borehole, crops, bush, etc

Skills: listening, speaking, reading and writing
Evaluation exercise
Give one word for the underlined group of words
1. He built the house at the place where Muslims go for worship.
2. My brother works in a place where meat is sold.
3. All the plants grown by man were destroyed.
4. I met a man who repairs vehicles.
5. She works in a place where money is kept safely.
6. We visited the place where aeroplanes land and take off.
7. The man who bakes bread was knocked down.
8. Where is the building where Christians worship from?

Theme: **Living things**
Sub-theme: **Community**
Content: **Adjectives**
Adjectives are words used to describe nouns e.g. many, full, old, tall, few, large, new, wide, narrow, smooth, fat, thin, small etc
A tall tree.
A beautiful girl
A smooth floor
A handsome boy
An easy test
A narrow road

Skills: listening, speaking, reading and writing
Evaluation exercise
Fill the gaps with the suitable adjectives
1. A _____boy
2. A _____road
3. A _____knife
4. A _____flower
5. A _____dress

6. An _____bottle
7. A _____chair
8. A _____shirt
9. A _____stone
10. A _____story
11. A _____snake
12. A _____street
13. A _____stick
14. A _____floor

Theme: **Living things**
Sub-theme: **Community**
Content: **Adjectives**

Underline the adjectives in these sentences

a) The teacher gave us an easy test.
b) There were many bottles on the wall.

Note: Few, many, little, much, and also numbers like ten, one, three are adjectives of quantity.

Evaluation exercise

Underline the adjectives in these sentences

1. The farmer sold some fat cows.
2. Our teacher killed a poisonous snake.
3. We drank some sweet juice.
4. John is a clever boy.
5. Tom told us an interesting story.
6. There are many pupils in our school.
7. My white dress is torn.
8. Two small girls were knocked down by the car.
9. The headmaster punished the stubborn boys.
10. A big lorry was packed outside the school.

Theme: **Living things**
Sub-theme: **Community**
Content: **Structures**

1. There's a _____ church. (big, large)
2. There are _____ schools in our division. (many, few)
3. This chair is new and the other one is _____. (old, young)

Skills: listening, speaking, reading and writing

Evaluation exercise

Choose the correct word from the brackets to complete these sentences

1. Ali climbed a _____tree. (long, tall)
2. He planted _____ flowers near his house. (narrow, beautiful)
3. The sky looks _____ today. (rough, clear)
4. Okello has a _____cupboard of cups in his room. (full, empty)
5. There is a _____ woman standing at the corner of the house. (new, short)
6. We always pray in a _____church. (large, enough)
7. There is a _____ borehole in our school. (new, thin)
8. I met a _____ man walking near his house. (large, fat)

9. He sat on a _____ chair. (full, smooth)

Theme: **Living things**
Sub-theme: **Community**
Content: **Comparing adjectives**

Positive	**comparative**	**superlative**
Cheap	cheaper	cheapest
Strong	stronger	strongest
High	higher	highest
Sharp	sharper	sharpest
Great	greater	greatest

Skills: listening, speaking, reading and writing
Evaluation exercise
Complete this table correctly

Positive	**Comparative**	**Superlative**
1. Clever	cleverer	cleverest
2. Slow	slower	
3. Deep		
4. Tall		
5. Short		
6. Low		
7. Quick		
8. Sweet		
9. Near		
10. Long		
11. Beautiful		

Theme: **Living things**
Sub-theme: **Community**
Content: **Structures**
Joining sentences using: ……than……..

a) Halima is smart. Joyce is smarter.
   Joyce is smarter than Halima
b) A bottle is smooth. A mirror is smoother.
   A mirror is smoother than a bottle.

Skills: Listening, speaking, reading and writing
Evaluation exercise
Join these sentences using; ……than……..

1. James is fast. Andrew is faster.
2. A lizard is slow. A tortoise is slower.
3. The red pencil is long. The yellow pencil is longer
4. Marvin is tall. Moses is taller.
5. Joan is clever. Jemima is cleverer.
6. The bride is short. The bridegroom is shorter.
7. This box is heavy. That box is heavier.
8. A dog is small. A rat is smaller.
9. A mango is sweet. An apple is sweeter.

Theme: **Living things**
Sub-theme: **Community**
Content: **Similes**

a) As sweet as ……
b) As hungry as a wolf
c) As blind as a bat.
d) As good as gold.
e) As hot as fire.
f) As cold as ice.

Skills: Listening, speaking, reading and writing

Evaluation exercise

Complete these similes correctly

1. As sweet as ……
2. As hungry as ……..
3. As black as ……..
4. As cold as ……..
5. As green as ……..
6. As happy as …….
7. As easy as ……
8. As light as a……
9. As dry as a bone.
10. As safe as ……
11. As white as ……
12. As silent as ……
13. As sharp as a razor.
14. As soft as ……..
15. As fast as a deer.
16. As quick as a ……..

Theme: **Living things**
Sub-theme: **Community**
Content: **Testing exercise**

Skills: Listening, speaking, reading and writing

Evaluation exercise

Fill in the gaps with a correct form of the word in brackets

1. Both boys read well but Dan is the _____ reader. (good)
2. English is _____ difficult than maths. (much)
3. Matama is the _____ girl of the three sisters. (ugly)
4. The bride was _____ than the bridegroom. (happy)
5. This coat is _____ than that one. (cheap)
6. What is the _____ news? (late)
7. Betty is _____ than her elder sister. (clever)
8. Today is _____ than yesterday. (hot)
9. November was the _____ month of the year. (wet)
10. My uniform is _____ than yours. (dirty)

11. Jane chose the _____ dress in the shop. (expensive)
12. Kato is always _____ at school. (busy)

Theme: **Living things**
Sub-theme: **Community**
Content: **Reading and writing**

Read the story titled: Makoyi's village (Ref: MK BK3 pg63) and answer in full sentences, the questions that follow

1. In which village does Makoyi live?
2. Who sent Makoyi to the butcher's for meat?
3. Which is the next trading centre to Buwesa?
4. What type of buildings are found in Buwesa?
5. Who broke down the old buildings in Magale trading centre?
6. Which trading centre has many new buildings?
7. What is the title of the story?
8. What do people do in the trading centre?
9. What is the name of the largest building in Magale trading centre?
10. Give one word for "a place where meat is sold."

Theme: **Living things**
Sub-theme: **Community**
Content: **Opposites**

Good – bad
Happy – sad/ unhappy
Kind – cruel/ unkind
Thin – fat
New – old
Here – there
Rich – poor
Weak – strong
Stop – start
Foolish – wise
Big – small
Late – early
Dirty – clean
Sweet – sour/ bitter

Skills: Listening, speaking, reading and writing

Evaluation exercise

Give the opposites of these words

1. Small _____
2. Weak _____
3. Ugly _____
4. Near _____
5. Up _____
6. Rich _____
7. Happy _____
8. Thin _____
9. Dirty _____

10. Smart _____
11. Absent _____
12. Young _____

Theme: **Living things**
Sub-theme: **Community**
Content: **Opposites**

Give the opposites of the underlined words in the exercise (Eng Aid bk3)

1. I was late yesterday but I am _____ today.
2. The rich people must help the _____ ones.
3. I am tall but Jane is _____.

Skills: Listening, speaking, reading and writing

Evaluation exercise

Write the opposite of the underlined words in the sentence below

1. Stop read and _____ writing.
2. Your handwriting is good but mine is _____.
3. There wasn't any cold or _____ water in the bathroom.
4. That house is big but this one is _____.
5. Her clothes are dirty but his are _____.
6. Give me your bicycle and _____ mine.
7. Tell them to come here and not to go_____.
8. Some balls are hard but others are _____.
9. Joseph is present but Andrew is _____.
10. Maria is happy but Monica is _____.

Theme: **Living things**
Sub-theme: **Community**
Content: **Opposites**

Some opposites are made by adding certain letters at the beginning (prefixes)

a. Words making their opposites by adding 'un'

Happy _____
Fold _____
Screw _____
Aware _____
Pleasant _____
Wise _____
Steady _____

Kind _____
Healthy _____
Comfortable _____
Common _____
Friendly _____
Suitable _____
Able _____

b. Words making their opposites by adding 'dis'

Agree _____
Like _____
Appear _____
Connect _____
Continue _____
Allow _____

Obey _____
Order _____
Advantage _____
Obedient _____
Believe _____
Honest _____

Theme: **Living things**
Sub-theme: **Community**
Content: **Opposites**

Words making their opposites by adding "in"

Complete _____ Correct _____
Capable _____ Sufficient _____
Secure _____ Direct _____
Dependent _____

Words making their opposites by adding "im"

Movable _____ Patient _____
Polite _____ Pure _____
Perfect _____ Possible _____

Theme: **Punctuation**
Sub-theme: **Punctuation marks**
Content:

What are punctuation marks?
These are marks used to make clear the sense of reading and writing e.g. comma(,) an exclamation mark (!) question mark (?) apostrophe (')

a) A comma (,)
It is used to show a slight pause/ rest. It is also used to separate words or items in a sentence e.g. gold, iron and lead are metals.
A comma is also used to separate digits in a number e.g. 4,230 or 5,552
It is also used when writing question tags e.g. She is happy, isn't she?

b) A full stop (.)
It is used at the end of a telling sentence.

Evaluation exercise

Put a comma, fullstop or capital letter where necessary

1. john has gone to nairobi
2. the day today is tuesday
3. ben is shorter than peter
4. hens ducks and turkeys lay eggs
5. Mr. mutebi is a kind man
6. kampala is known for her beauty
7. there are give eggs on the tray
8. december is the last month of the year
9. lemons apples and oranges are fruits

Theme: **Punctuation**
Sub-theme: **Punctuation marks**
Content: **A question mark (?)**

A question mark is placed at the end of the questioning statement. Questions usually begin with questioning words e.g Who, Why, Where, What, Whom, Do, Did etc

Skills: Listening, speaking, reading and writing

Evaluation exercise

Complete these sentences by adding the right questioning word

1. _____ is the day today?
2. _____ much is that dress?
3. _____ are you going to town?
4. _____ bag is that?
5. _____ I borrow your pencil, please?
6. _____ is your class teacher?
7. _____ children are in P3?

Theme: **Punctuation**
Sub-theme: **Punctuation marks**
Content: **Capital letters**

These are used at the end of every sentence. Proper nouns also begin with capital letters

What are pronouns?

Proper nouns are particular names of people, places or things.

Skills: Listening, speaking, reading and writing

Evaluation exercise

Re-write these sentences putting capital letters, question marks and full stops where necessary

1. april is the fourth month of the year
2. how many days are there in a week
3. mr. lukwago is going to jinja
4. alice susan betty and joy are sisters
5. today is thursday
6. sam bom and dan are brothers
7. why are you wearing a sweater
8. the stranger had a big luggage
9. where do you live?
10. may i have a book please

Theme: **Punctuation**
Sub-theme: **Use of punctuation marks**
Content: **Use of an apostrophe (')**

An apostrophe is used with a noun to show ownership or belonging.

e.g. Sarah's bag is new.

Rule: In case of one thing or person an apostrophe is put before "s"

Skills: Listening, speaking, reading and writing

Evaluation exercise

Re-write these sentences using an apostrophe correctly

1. The girls dress is torn.

2. Toms shirt is white in colour.
3. This kettles lid is broken.
4. That dogs kennel is large.
5. Our teachers child is sick.
6. Bens books are missing.
7. This childs face is not good.
8. The Bishops gown has nice colours.
9. The old mans beard is grey.
10. The ladys purse was snatched.

Theme: **Punctuation**
Sub-theme: **Punctuation marks**
Content: **Use of an apostrophe**
It is used to write contractions or short forms e.g.
that is _____(‘s) that’s
she is - she’s
not - n’t
will not - won’t
are - (‘re)
Is not - (isn’t)
there are - there’ re
have - (‘ve)
you have – you’ve
you are – you’re
Note: Remember the apostrophe stands for the letters missing in a word as in the above (o, i, ha and a)
Evaluation exercise
Re-write these sentences replacing the underlined word with a correct short form
1. I think that is a lovely dress.
2. I can guess what is in the box.
3. He does not like playing tennis.
4. I wonder who is going to the party tonight.
5. It is not raining now.
6. How is your brother now?
7. They have torn my pictures.
8. I am locking the door.
9. We cannot work when there is noise in the room.
10. We are playing football.

Theme: **Living things**
Sub-theme: **Plants in our sub county/ division**
Content: **Vocabulary**
Sisal, maize, yam, swamp, dry, garden, water, tins, flowers roots, stems, leaf/ leaves, seed, food, fuel, medicine, money, decorate, hoe, stool, panga, slasher, plant, plough, weeds, store
Skills: Listening, speaking, reading and writing
Evaluation exercise
Fill in the missing letters
1. S__sal
2. Ma__ze

3. Y__m
4. Sw__mp
5. Ti__
6. Fl__wer

Write letters correctly to form words

1. ryd _____
2. dees_____
3. toor_____
4. pnlat_____
5. ofod_____
6. edwe_____

Use the following words in a sentence

Seed	water	plough	money
Fuel	store	medicine	panga

Theme: **Living things**
Sub-theme: **Plants in our sub-county**
Content: **Plants and their habitats**

e.g.
sisal, papyrus, rice – swamp
beans, maize – garden
trees – forest

Structures

1. Who planted maize in the garden? Mary planted……..
2. Where did she plant……?
3. What did Musa plant in the ……..?

Choose a correct word from the brackets to complete the sentence

1. Who planted…….(flowers, sisal, maize) in the ……(garden/ swamp)?
2. Janet planted ……..(flowers, sisal, maize) in the ……..(garden/ swamp).
3. (He/ She/ They) …….planted (flowers, sisal, cactus) in the ……..(garden, swamp).
4. What did……..(she/ He/ They/ You) do?
5. (He/ She/ They/ I) ……..planted (maize, sisal, yams)
6. Where did ……. (he/ she/ they/ we/ you) plant?
7. ……..(he/ she/ they/ we/ I) planted ……..(maize, sisal, yams) in the ……(tins, swamp, garden).

Theme: **Living things**
Sub-theme: **Tenses**
Content: **Past simple tense**

Forming verbs in past simple tense with irregular verbs

e.g. take – took come – came

fly – flew
get – got
eat – ate
teach – taught
buy – bought
run – ran
write – wrote
choose – chose
go – went
catch – caught
read – read
bring – brought

Skills: Listening, speaking, reading and writing

Evaluation exercise

Write the given words in past tense

Take _____
Write _____
Teach _____
Read _____
catch _____
go _____
buy _____

Write the past tense of the word in brackets to complete the sentences

1. Musa _____ on the mat last night. (sit)
2. The old man _____ his leg yesterday. (break)
3. David _____ a pencil yesterday. (buy)
4. His house _____ fire last night. (catch)
5. They _____ to school by bus. (come)
6. She _____ the baby with her. (take)
7. Olivia _____ in her book neatly. (write)

Theme: **Livings things**
Sub-theme: **Tenses**
Content: **forming verbs in past simple tense which add……"ed"(regular)**

Examples

Wash – washed
Touch – touched
Use – used
Play – played
Greet – greeted
Knock – knocked
Dress – dressed
Clap – clapped
brush – brushed
kick – kicked
borrow – borrowed
talk – talked
rain – rained
kill – killed
mop – mopped
drop – dropped

Skills: Listening, speaking, reading and writing

Evaluation exercise

Copy and complete the table below

brush	_____
kick	_____
borrow	borrowed
talk	_____
touch	_____

Change the words in brackets to past tense and complete the sentences

1. They _____ their clothes yesterday. (wash)
2. She _____ when the visitor came in. (clap)
3. They were all smartly _____. (dress)
4. It _____ cats and dogs. (rain)
5. Musa _____ the headmaster loudly. (greet)

6. The thief was _____ by the police. (kill)
7. Musa was _____ down by a vehicle. (knock)

Theme: **Tenses**
Sub-theme: **Past simple tense**
Content: **Forming verbs in the past simple tense by dropping 'y' and adding 'ied'**
e.g.

carry – carried
marry – married
copy – copied
worry – worried
cry – cried
burry – buried
hurry – hurried

Skills: Listening, speaking, reading and writing
Evaluation exercise
Complete the table below

1. Carry	_____
2. _____	married
3. _____	copied
4. Worry	_____
5. _____	hurried
6. Burry	_____

Use the correct form of the word in brackets to complete the sentences
7. Molly _____ the baby yesterday. (carry)
8. He _____ his father last month. (bury)
9. You _____ us so much last night. (worry)
10. They _____ the thief alive. (bury)
11. The baby _____ soundly last night. (cry)
12. Olive was _____ to a rich man. (marry)

Theme: **Living things**
Sub-theme: **Plants in our sub-county**
Content: **use of "was" and "were"**
"Were" is used in plural and "was" is used in singular
e.g.

I, He, It } was

They, We, You } were

I was coming home.
He was playing football.
They were all asleep when the thief broke into the house.
You were shouting from outside.
Skills: Listening, speaking, reading and writing
Evaluation exercise
1. There _____ a film show in our school.
2. There _____ monkeys in the forest.
3. He _____ the only man in the field.

4. We _____ coming to see you.
5. You _____ counting this morning.
6. There _____a man in the store.
7. There _____ many flowers in the garden.
8. You _____ going home in the afternoon.
9. You _____ going for the party.
10. I _____ doing my homework.

Theme: **Living things**
Sub-theme: **Plants in our sub-county**
Content: **Past Simple tense**
Jumbled story
Arrange these sentences to form a correct story

a) As she was digging, she saw a snake.
b) She went to her garden.
c) Yesterday, Namusisi woke up early.
d) She hit it on the head with a hoe.
e) She dressed up and got her hoe.

Skills: Listening, speaking, reading and writing
Evaluation exercise

1. When I kept it, she thanked me. My mother bought for me a toy car. Then she told me to keep it well. It was my birthday. I was very happy to get a toy car.
2. Then waved to his dear old wife. And started up the engine. He drove out of the garage. He got into his car. Mr. Musoke opened the garage doors.
3. Soon he was asleep. He woke up when it was already morning. He went straight to bed. After supper, John's mother said goodnight to him. He jumped into his bed.

Theme: **Living things**
Sub-theme: **Plants in our sub-county**
Content: **Dialogue**
Lokapel: Good morning Akol. What are you doing there?
Akol: I am preparing my garden for planting.
Lokapel: What are you going to plant there?
Akol: I am going to plant maize and bean seeds.
Lokapel: How are you going to plant them?
Akol: I am going to plant them in straight rows. The rows will be three feet apart.
Lokapel: Ok! When the plants begin to grow, look after them carefully and take away any weeds.
Akol: Thank you very much for the advice.
Lokapel: You are welcome.

Skills: Listening, speaking, reading and writing
Evaluation exercise

1. How many people are talking in the dialogue?
2. At what time were these people talking?
3. Who was preparing the garden?
4. What was Akol going to plant?
5. How was Akol going to plant maize and beans?
6. How will the rows be from each other?

7. What are weeds?
8. Who advised Akol?
9. Use the following words in sentences.
   Preparing
   Planting

Theme: **Living things**
Sub-theme: **Plants in our sub-county**
Content: **Poem**

Plants Plants Plants
Plants are useful
Home for birds and animals, for example
Care for plants, plants are good.

Oh plants plants plants
Food from plants
Fruits from plants
Firewood from plants
Protect plants, plants are good

By Lillian

1. What is the poem about?
2. Give four things from plants.
3. Where do birds and animals live?
4. Why do you think plants are good?
5. Write down two uses of domestic birds.
6. How many stanzas does the poem have?
7. How many lines does the poem have?
8. Who wrote this poem?
9. Give the opposite of these words
   Useful _____
   Plant _____

Theme: **Tenses**
Sub-theme: **Tenses with irregular verbs**
Content: **Future simple tense**
Use of "will" and "shall"

She, He, They, It, You	will	I, we	shall

- What will Musa do tomorrow?
  He will construct the house.
- Will she go to town tomorrow?
  No, she will not/ Yes, she will.

Skills: Listening, speaking, reading and writing
Evaluation exercise
Fill in "will" or "shall" in the gaps below

1. I_____ go to the market tomorrow.
2. She _____ go to the mosque tomorrow.
3. What _____Mulungi do next week.
4. Tumwine _____ go to town next Monday.
5. _____Aisha do the work herself?

Form correct sentences from the table below

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

Theme: **Living things**
Sub-theme: **Plants in our sub county**
Content: **Dialogue**

Read the dialogue below

Asiimwe: What are you doing here, Kugonza?
Kugonza: I am waiting for Natasha. She is lying under a mango tree.
Asiimwe: What is the matter with her?
Kugonza: She has pain the stomach.
Asiimwe: I know why she has pain in her stomach. She drank unboiled water.
Kugonza: What shall I do to help her?
Asiimwe: Take her to Mr. Magembe's clinic. He will treat her.

Skills: Listening, speaking, reading and writing
Evaluation exercise
1. Who are the people talking in the dialogue?
2. How many people are speaking?
3. Who was the first to speak?
4. Where is Natasha lying?
5. What is wrong with Natasha?
6. Who drank unboiled water?
7. What will Kugonza do to help her?

Theme: **Living things**
Sub-theme: **Conjunctions**
Content: **Using as……as**
e.g.
Peter is tall. Ali is tall.
Peter is as tall as Ali.
Henry is clever. His sister is also clever.
Henry is as clever as his sister.
Skills: Listening, speaking, reading and writing

Evaluation exercise
Join the sentences using…….as……..as…….
1. Joan is smart. Joyce is smart.

2. You are lazy. Your friend is also lazy.
3. John is tall. Amos is tall.
4. This tea is hot. The fire is also hot.
5. That girl is beautiful. Her mother is also beautiful.
6. Musa is short. Isaac is also short.
7. That food is cold. Ice is also cold.
8. You are playful. The kitten is also playful.
9. Peter is bright. Ben is bright.
10. The old man was happy. The King was also happy.

Theme: **Living things**
Sub-theme: **Conjunctions**
Content: **Use of ……..too…….to……..**

1. This bag is heavy. I cannot carry it.
   This bag is too heavy for me to carry.
2. Peter's work is untidy. The teacher cannot mark it.
   Peter's work is too untidy for the teacher to mark.

Using ……..too……..for……..to…….

1. The number is very easy. I cannot fail it.
2. The tea is very hot. She cannot drink it.
3. The water is very cold. She can not bathe it.
4. The examination is very difficult. We cannot pass it.
5. The sky is very clear. They cannot see the stars.

Skills: Listening, speaking, reading and writing
Evaluation exercise

1. Mary is very young. She cannot go to school alone. (use:……too…….to……..)
2. John is very short. He cannot touch the roof.
3. Sarah is very sick. She cannot go to school.
4. The boy is very lazy. He cannot finish the work.
5. My grandmother is very old. She cannot walk without a stick.

Theme: **Living things**
Sub-theme: **Conjunctions**
Content: **Use of…….prefer……..to…….**

1. I like chicken more than meat.
   I prefer chicken to meat.
2. Mary likes eating rice more than posho.
3. Arnold likes watching movies more than cartoons.
4. I like chocolate more than biscuits.
5. He likes apples more than lemon.
6. Hellen likes reading more than writing.
7. I like singing more than dancing.
8. Joy likes playing netball more that volleyball.
9. My mother likes eating bananas more than cassava.
10. Our teacher likes cakes more than cookies.

Theme: **Conjunctions**

Sub-theme: **Use of ……..while……**
Content: **While……**
I was sweeping the room. Maria was washing plates.
I was sweeping the room while Maria was washing plates.
While I was sweeping the room, Maria was washing plates.
Skills: Listening, speaking, reading and writing
Evaluation exercise
Joining the following sentences using…….while……
1. Kate was drumming. Jona was dancing.
2. Mother was cooking. Peter was listening to the radio.
3. The teacher was writing. The children were reading.
4. The boys were slashing. The girls were sweeping.
5. We were singing. They were dancing.

Theme: **Conjunctions**
Sub-theme: **Use of……..when……..**
Content: **When……..**
e.g.
1. I was coming to school. I met a mad man.
When I was coming to school, I met a mad man.
2. Musa was riding a bicycle. He fell down.
Musa fell down when he was riding a bicycle.
Skills: Listening, speaking, reading and writing

Evaluation exercise
Join these sentences using: When…….. or ……when……..
1. Tom was writing a letter. His mother called him.
2. The children were shouting. The teacher came in.
3. David was digging. He cut himself.
4. The children ran away. They was a snake.
5. He was climbing a tree. He fell down.

Theme: **Conjunctions**
Sub-theme: **Use of ……..although……..**
Although ……
Content:
e.g.
1. He woke up early. He missed the first bus.
He woke up early although he missed the first bus.
Although he woke up early, he missed the first bus.
2. Alex is clever but he failed the interview.
Although Alex is clever, he failed the interview.
Alex is clever although he failed the interview
Evaluation exercise
Re-write the sentences using;
……..although…….

Although……

1. It rained heavily. I reached school in time.
2. Kato was sick. Kato came to school.
3. He is rich. He has no car.
4. She ran fast. She did not win the race.
5. Kafeero is good at music. He cannot play a piano.
6. He is a muganda but he cannot speak Uganda fluently.
7. That man is very rich. He stays in a hut.
8. Allen worked very hard. She didn't get any prize.

Theme: **Conjunctions**
Sub-theme: **Use of: Either……or…….**
Content:

1. Sarah will buy a pen. Sarah will buy a pencil.
   Sarah will buy either a pen or a pencil.
2. They may go to Mukono. They may go to Kampala.
   They may go either to Mukono or Kampala.
3. We shall play football. We shall watch the television.
   We shall either play football or watch the television.

NB: Either can be used before the verb or after the verb.
Either ……..can be also used at the beginning of a sentence.
Evaluation exercise
Re-write the following sentences using: …….either……or……..

1. John will lead the song. Sarah will lead the song.
2. The girls will go to church. They boys will go to church.
3. She will eat fish. She will eat chicken.
4. Isaac will eat a sandwich. Isaac will eat pie.
5. She can use a taxi. She can use a bus.
6. Deborah eats matooke. Deborah eats rice.
7. Kiconco can play a guitar. Kiconco can play a piano.
8. We watch television. We listen to the radio.
9. He must laugh. He must cry.
10. She took the black book. She took the blue book.

Theme: **Living things**
Sub-theme: **Conjunctions**
Content: **Use of: ……so…….that…….**
It is used to make emphasis. It is used on both negative and affirmative statements.
Negative statements are those that have the word not
e.g.
1. Nasser is very fat. He cannot run fast.
Nasser is so fat that he cannot run fast.
2. He is strong. He lifted the table.
He is so strong that he lifted the table.
Evaluation exercise
Join the sentences using:……so…….that……

1. The room is noisy. We cannot revise our notes.
2. Sarah's mother is very old. She cannot walk by herself.

3. She woke up late. She missed the bus.
4. The man was very short. Everyone wanted to look at him.
5. The weather was very hot. James put off his coat.
6. The journey was very long. We had to arrive late.
7. The sandals were expensive. Daddy could not buy them.
8. My grandfather was a kind man. Everyone liked him.
9. Kiwuka is very clever. He will not repeat P3.
10. He runs very fast. You cannot catch him.

Theme:
Sub-theme: **Saving resources and concept of resources**
Content: **Vocabulary**
Time, firewood, money, bank, bag, waste, box, plant, need, bundle, charcoal, save
Skills: Listening, speaking, reading and writing
Evaluation exercise
Fill in the missing letters
B__nk b___g pl__ __t m__n__y b__x b__ndl__

Make sentences using these words
Time _____
Charcoal _____
Firewood _____
Save _____

Theme: **Managing resources in our division/ sub-county**
Sub-theme: **Saving resources and concept of resources**
Content: **Structures**
E.g.
1. Do you have enough firewood?
   Yes, I do
2. Do you have enough charcoal?
   No, we do not have

Skills: Listening, speaking, reading and writing
Evaluation exercise
Use these structures in a sentence
1. How much……?
2. How many ……?

Theme: **Managing resources in our division/ sun-county**
Sub-theme: **Spending resources**
Content: **Structures**
1. What are you ……..(buying/ selling)?
   I am/ We are……..(buying/ selling)…… (sweets, books).
2. ……..(she/ he/ they) is/ are……..(buying/ selling)…….(sweets/pens/ books).

3. How much/ many……. (sugar/ sweets/ books/ pens) do you want? ……..(I/ We/ they/ he/ she)……..(want/ wants) ……..(quantity of items) please.

Example
1. What are you buying? I am buying books.
2. What is she selling? She is selling sweets.

Skills: Listening, speaking, reading and writing

Evaluation exercise

Use the following structures in a sentence
1. What are you……?
2. What is she……?
3. How much ……?
4. How many……?

Theme: **Managing resources in our sub-county/ division**
Sub-theme: **Saving resources and concepts of resources**
Content: **Structures**

- Where……..(do/ does) ……he/she get……..money/ charcoal.
- He/she/they/we/I have…….money, charcoal, firewood in the …….box, store, basket.
- What are you……buying/ selling?
- (I am/ we are)…….(selling/ buying)…….sweets/books.
- He/she/they……..(is/are)……(buying/selling)……..books/sweets).

Evaluation exercise

Use the given structures correctly
1. Where _____ she get water from? (do/ does)
2. He gets _____ from the market. (food/ water)
3. What _____ you selling? (is/ are)
4. I am _____ sugar from the shop. (buying/ selling)
5. Where do _____ get milk from? (he/ we)

Theme: **Resources in our division/ sub-county**
Sub-theme: **Spending resources**
Content: **Vocabulary**

Spelling: sugar, books, buy, sell, sweets, pancakes, pencils, pens, cost, much, many, money, shillings, sum, any, ……

Skills: Self awareness, assertiveness, decision making, critical thinking

Evaluation exercise

Spelling exercise
a) Sugar
b) Cost
c) Pancakes
d) Resource

Make correct sentences using these words
a) Salt
b) Soap
c) Much
d) Some
e) Many

Theme: **Managing resources in our division**
Sub-theme: **Spending resources**
Content: **Structures**

1. What are you……? (buying/ selling)
2. I am/ We are……buying/ selling……sweets/ books.
3. How much/ many (sugar/ sweets/ books/ pens) do you want?
4. I/ we/ they/ he/ she……..want/ wants……..(quantity of items)

Evaluation exercise

Fill in the correct words from the brackets

1. What are you ……..? (digging/ selling)
2. She……buying some sugar. (is/are)
3. He ……..some milk. (want/ wants)
4. How……money do you have? (many/ much)
5. There ……any sugar in the bowl. (isn't/ aren't)
6. How……kilos of meat do you want? (many/ much)

Theme: **Managing resources in our division**
Sub-theme: **Spending resources**
Content: **Situational game**
Mr. Omoit: Hullo Collins, I am a shopkeeper selling milk, beans and sugar.
Collins: What type of money do you use for buying and selling?
Mr. Omoit: I use Uganda currency notes and coins.
Sanyu: Do you keep your money in the shop?
Mr. Omoit: Oh no, I save my money and take it to the bank.
Skills: Confidence, self awareness

Evaluation exercise

Recite and act the game

Answer questions in full sentences

1. How many people are taking part in the game?
2. Who sells in the shop?
3. What currency does Mr. Omoit use?
4. Where does Mr. Omoit keep his money?
5. What do we call a person who sells in a shop?

Theme: **Managing resources in our environment**
Sub-theme: **Occupations**
Content: **Vocabulary**

Occupation is work done by a particular person e.g. builder, teacher, judge, barber, lawyer, singer, painter, hair dresser, dentist, oculist, cobbler, conductor, fisherman, fishmonger, tailor etc

Skills: Listening, speaking, reading and writing

Evaluation exercise

Fill in the correct words

1. A…….treats sick people.
2. The……..made my dress neatly.
3. The…….promised to mend my shoes by Friday.
4. The……..has a nice salon.
5. Paul took his painful tooth to the……
6. That is the…….who painted our house.

7. That……..catches a lot of fish everyday.
8. The……trims my brother's hair well.

Theme: **Managing resources in our division**
Sub-theme: **Occupation**
Content: **Vocabulary**
Milkman, herbalist, shepherd, journalist, author, photographer, glaizer, chef, baker, postman, librarian, mechanic, nurse, butcher, florist, carpenter, oculist, clothier, fruiterer, iron monger, plumber, lawyer, milliner etc
Skills: Listening, speaking, reading and writing
Evaluation exercise
Fill in the correct words
1. A……works in a school.
2. A……..sells meat.
3. A……repairs vehicles.
4. A……works in Mbale.
5. A……treats people's eyes.
6. An……writes books.
7. A……..takes photographs.
8. A……..connects and repairs water pipes.

Theme: **Managing resources in our division/ sub county**
Sub-theme: **Occupations**
Content: **Work places vocabulary**
Hospital, office, school, salon, garden, market, garage, studio, post office, workshop, butcher's, factory, bus park, dairy, bakery
Evaluation exercise
Fill in the correct words
1. A……is a place here milk is sold.
2. Mum sent me to a ……to buy bread.
3. He is in the……..repairing cars.
4. Ruth has gone to the……to buy food.
5. Jimmy is in the……taking photographs.
6. The carpenter is in his……..making furniture.
7. Joan has gone to the……for treatment.
8. The farmer is in his……digging.

Theme: **Managing resources in our division**
Sub-theme: **Occupations**
Content: **Guided composition**
A bad day for Omondi

Skills: Listening, speaking, reading and writing
Evaluation exercise
Use the words given to complete the composition correctly (MK Pri English bk3 pg92)
hospital, tailor, fishmonger, builder, court

Saturday, the 21st March 2001 was a bad day for Mr. Omondi. The roof of his house was blown off by the wind. He wanted a …….to get his roof repaired. However, the builder was not at home. The builder had taken his shirt to the…….to be mended.

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

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

Theme: **Managing resources in our division**
Sub-theme: **Spending resources**
Content: **Comprehension**
Story: Asiimwe cuts his hair
Asiimwe had very long hair. He never wanted to get it cut short. One day, Topaco asked Asiimwe to go with him to the barbers shop to get his hair cut. When they reached the barber's shop Asiimwe looked at the different hair styles on the shirt. Asiimwe liked one of the styles. He then asked the barber, "Can you have my hair cut first?"
Topaco laughed at Asiimwe. "You didn't want your hair cut at first." The barber cut off Asiimwe's and Tocapo's hair. The two boys looked smart.

Answer the questions in full sentences
1. Who had long hair?
2. Where did Topaco want to go?
3. Why did Topaco go to the barber?
4. What did Asiimwe look at?
5. Who decided to have his hair cut?

Theme: **Managing resources in our division**
Sub-theme: **Spending resources (dialogue)**
Content: **A fish monger (MK bk3 pg91)**
Skills: Listening, speaking, reading and writing
Evaluation exercise
Answer questions about the dialogue in full sentences

Theme: **Managing resources in our sub county**
Sub-theme: **Spending resources**
Content: **Analogies e.g.**
1. Teacher is to pupil as doctor is to patient.
2. East is to west as north is to south.
3. Fingers are to hands as toes are to feet.
4. Flock is to sheep as cattle is to ……..
5. Artist is to picture as author is to book.

6. Pen is to write as bell is to ring. Etc

Evaluation exercise

Fill in the correct words to complete the sentences

1. Bark is to dog as ……is to lion.
2. Day is to ……as month is to year.
3. Calf is to cow as cub is to…….
4. Landlord is to tenant as …….is to customer.
5. ……..is to smell as tongue is to taste.
6. Boy is to …….as girl is to guide.
7. Oculist is to eyes as dentist is to…….
8. Man is to……..as bird is to sing.

Theme: **Managing resources in our division**
Sub-theme: **Occupations**
Content: **Revision exercise (MK bk3 pg92-93)**

a) Fill in the missing letters to complete the given words correctly. (MK bk3 pg92)
b) Choose the correct words to complete the sentences (MK bk3 pg93)
c) Use the correct words to complete the sentences (MK bk3 pg93)

Skills: Listening, speaking, reading and writing

Theme: **Keeping peace in our sub county/ division**
Sub-theme: **Living in peace with others**
Content: **Vocabulary**

Rules, play, work, share, give, sorry, excuse, fight, steal, friend, sing, dance, visit, greet, abuse, beat

Evaluation exercise

Write the words correctly

nsing _____
tegre _____
tivis _____
aypl _____

Write sentences using the given words correctly

give fight sorry share work

Theme: **Keeping peace in our division**
Sub-theme: **Living in peace with others**
Content: **Vocabulary**

Home, clothes, school, clean, play, food, water, drink, eat, hospital, pen, medicine, father, pencil, mother

Evaluation exercise

Listen and write

1. Mother
2. Drink
3. Name
4. Eat
5. Clothes
6. Play
7. Pencil
8. A child has a right to clean environment.

9. Mulago is the biggest government hospital in Uganda.
10. My name has seven letters.
11. We drink bottled water at school.
12. We need water, clothes, school fees and food.
13. I have a pen and five books in my shelf.
14. A father heads a home.
15. My father and mother protect me at home.

Theme: **Keeping peace in our division**
Sub-theme: **Living with others**
Content: **Vocabulary**
Wash, mop, peel, swap, work, slash, wear, share, cook, bathe, milk, read, eat, "the", "a", "an"
Evaluation exercise
Fill in the missing letters to form a correct word

w___sh	b__th	r__a__	sh__r__
c__o__	w__ __r	m__l__	

Write the words below in order to form a correct sentence/ question
a) you your When do was clothes?
b) knows Jane to how and wash sweep
c) cook The cooking is food
d) black The cat our drank milk

Theme: **Keeping peace in our sub county**
Sub-theme: **Living in peace with others**
Content: **Structures**
1. May I play/ work/ share/ sing with you please?
   Yes, you may. No, I am sorry.
2. You should never beat/ abuse/ fight/ push your friend.
3. What do you like?
   I like sweeping/ playing/ dancing.
4. What don't you like?
   I don't like stealing/ beating/ abusing.

……..he/she/I……(like/ likes/ don't like/ doesn't like/) ……(playing/ sharing/ fighting/ stealing)

Evaluation exercise
Children will give responses to the given structures
1. May I work with you please?
2. What do you like?
3. Does Mary like dancing?
4. What don't you like?
5. Don't you like stealing?
6. Do young children like working?
7. Can I borrow your shoes please?
8. May I come in please?

Theme: **Keeping peace in our division**
Sub-theme: **Child rights, needs and their importance**

Content: Structures

1. What do you/ we do everyday?
   I/ we/ they…….(eat, drink, read, write) everyday.
2. What does……..(mother, father, teacher) do everyday?
   (Mother, father, teacher)……..teaches/ cleans everyday.
3. What is ……..(your father's/ mother's) name?
   My …….(father's/ mother's) name is……..
   My/ His/ her name is……

Evaluation exercise

Use the words in brackets correctly to complete the sentences

1. I always……water for grandmother. (fetch)
2. Mr. Olimi ……..his cow every evening. (milk)
3. Father always …….. up early. (wake)
4. Dogs sometimes ……at visitors. (bark)
5. Everyday he……..pictures. (draw)
6. We never……..in dirty water. (bathe)
7. The teacher……..on the blackboard everyday. (write)
8. The girls sometimes ……the rubbish. (burn)
9. Maria…….to town everyday. (go)
10. Kasubi sometimes ……a car. (drive)

Theme: Keeping peace in our division
Sub-theme: Likes and dislikes
Content: Vocabulary

Revision on kinds of food; carrots, cassava, beans
New vocabulary; sweets, cake, bun, sports, watering

Structures

Do you like bananas?
Yes, I do/ No, I don't.

Evaluation exercise

Make five correct sentences from the table below

Derrick	likes	games and sports
Our teacher	does not like	eating cakes and buns
My friend		watering the crops
She		wearing a watch
		eating cassava

Revision on use of: ……but……
…….because……

Theme: Keeping peace in our sub county/ division
Sub-theme: Comprehension
Content: Story: Keeping a healthy body

Read the story below and in full sentences, the questions that follow

Mukama and Kusiima are brothers. Mukama is a small and weak boy. Kusiima is a healthy boy. Kusiima likes doing exercises and goes for games everyday.

He likes eating fruits because they have vitamins. The vitamins keep him healthy and strong. Mukama is very weak. He doesn't like doing exercises. He doesn't like eating fruits but he likes eating cakes because they are sweet.
Mukama also needs vitamins to become healthy and strong.

1. Who are the two brothers?
2. Who likes games?
3. Who doesn't like fruits but likes cakes?
4. Who likes eating fruits?
5. Who doesn't like doing exercises?
6. What is the use of vitamins in the body?

Theme: **Keeping peace in our sub country**
Sub-theme:
Content: **Comprehension (dialogue)**

Akiiki: Abili look! What is that woman wearing on her head?
Abili: It is called a veil.
Akiiki: What does she do?
Abili: She is a nun. She works in a catholic church.
Akiiki: I see, she covers herself like a Muslim.
Abili: Oh yes, but the ones who work in a mosque are called Imams. Imams lead prayers in a mosque.
Akiiki: Imams, both men and women?
Abili: No, only men. Women don't lead prayers in a mosque.
Akiiki: Thank you Abili.
Abili: You are welcome.

Evaluation exercise
Answer the questions about the dialogue in full sentences

1. How many people are conversing?
2. Where does a nun work?
3. What does a nun wear on her head?
4. Can a woman lead prayers in a mosque?
5. Who leads prayers in a mosque?
6. Who was thanked?
7. Make words using these sounds
   a) ur
   b) oe
   c) que
   d) n

Theme: **Keeping peace in our sub county**
Sub-theme: **Story**
Content: **Read the story and answer questions about it in full sentences**
Once upon a time, there live……(Ministry of Education and sports)
Evaluation exercise
Teachers' resource bk pg69. Read the story and answer the questions in full sentences

1. From the story, whom did the child live with?
2. Who locked the child in the house?
3. Who saw the child almost dying?

4. Who reported the case to police?
5. Why was the father not taken to police?

Theme: **Basic health and sanitation**
Sub-theme:
Content: **Vocabulary:**
bathing, polishing shoes, cutting hair, cutting finger nails
Evaluation exercise
Make sentences using the given words

a) Bathing
b) Cutting hair
c) Polishing shoes
d) Cutting finger nails

Revision of possessive pronouns
Hers, his, mine, yours, theirs, Mary's, Peter's, its, also

Fill in the gaps with the correct possessive pronoun
a) This book belongs to me. It is ……
b) That is your tin of shoe polish. It is……

Theme: **Basic health and sanitation**
Sub-theme: **Whose…….is this?**
Content:
towel, toothbrush, basin, soap

- Its Mary's towel. It belongs to her. Its hers.
- Whose toothbrushes are these: They are ours.
- This is my uniform and that is hers.
- Those are your pairs of shoes. They belong to you. They are yours.

Evaluation exercise
Use the correct form of the words in brackets to fill the blank spaces
1. This is…….piece of soap. It is …….(me)
2. These are…….shoes. They are…….(you)
3. This is …….toothpaste. It is……..(he)
4. These are……... toothbrushes. They are…….(we)
5. These are…….dresses. They are…….(she)

Match the following activities with items used

Bathing	slasher
Ironing	sponge
Slashing	flat iron
Washing	broom
Sweeping	soap

Lesson:
Theme: **Peace and security in our sub county**
Sub-theme: **Basic health and sanitation**
Content: **Story**
Nina the smart girl
Evaluation exercise

Read the story below and answer the questions about it in full sentences

Theme: **Keeping peace and security in our division**
Sub-theme: **Basic health and sanitation**
Content: **Poems and dialogues about sanitation**
Whose shoes are they: (MK Pri Eng bk3 pg101)
Evaluation exercise
Read the poem below and answer the questions that follow in full sentences
(Ref: MK bk3 pg101)

Theme: **Peace and security in our division**
Sub-theme: **Basic health and sanitation**
Content: **Jumbled story**
Arrange the sentences to form a correct story
- I put it on the wire to dry.
- I went to the tap and got water
- I was running and I fell down.
- I washed it.
- My shirt got dirty.

Evaluation exercise
Arrange these sentences to form a good story
a) As she was digging, she saw a snake.
b) She went to her garden.
c) Yesterday, Nalule woke up early.
d) She hit it on the head with a hoe.
e) She dressed up and got her hoe.

Arrange these sentences to form a good story
a) The bird flew don and ate all seeds.
b) He decided to give it something to eat.
c) One day, Alex saw a bird on a tree.
d) So he put some seeds under the tree.
e) I told him that it was hungry.

Theme: **Peace and security in our sub county**
Sub-theme: **Basic health and sanitation**
Content: **Guided composition**
Vocabulary
Spelling
Articulation
Evaluation exercise

"Good children"

Choose and fill in the blank space

Soap hair clean iron bathe shoes nail cutter sweet etc

We are good children in primary three. Good children look _____ all the time. We need water and _____ to have a bath. Bathing helps us to be clean and healthy. We cut our _____ with a pair of scissors and we use a _____ to cut our finger nails. Our _____ are always smart because we wash our uniforms and _____ them. Before we go to school, we _____ our rooms with a broom. We are good children in primary three.

Theme: **Keeping peace in our sub-county**
Sub-theme: **Basic health and sanitation**
Content: **Guided writing**

Letter interpretation

Sir Apollo P/S Mengo
P. O. Box 28560,
Kampala
Uganda

6th May, 2006

Dear daddy,
How are you? How is home? I have written this letter so that you may buy me an umbrella because it rains every morning and my books get wet. The umbrella will also protect me when the sun is on the sky at around 1:00pm when I am walking from school back home.

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

Your son,
Wasswa Trevor

Skills: Listening, speaking, reading and writing

Evaluation exercise

Answer the questions about the letter in full sentences

1. Who wrote the letter?
2. When was the letter written?
3. In which school is Wasswa Trevor?
4. Why did he write the letter?
5. Give the opposite of these words;
   a) morning ……..
   b) buy……
   c) happy……..
6. Why does the writer need an umbrella?
   a) Morning……
   b) Buy ……...
   c) Happy …….
7. To whom was the letter written?

Theme: **Keeping peace in our sub county**
Sub-theme: **Letter writing**
Content: **Guided writing**
Reading
Interpretation
Gap filling
Evaluation exercise
Complete the letter below using the correct words from the brackets

Kampala Primary school
P. O. Box 30199
30th June, 2006

Dear aunt,
Will you…….. (not come, come) to my birthday party on Saturday? My mother says she will ……..(take, not take) us out. I hope you will……(have, had) a nice time so please ……(come, go) early so that I can……. (show, shows) you around our ……..(farm, book).

P.3 LESSON NOTES ENGLISH TERM III

Theme: **Culture and gender in our sub county/ division**
Sub-theme: **Customs in our division/ sub county**
Skills: Self awareness, effective communication, assertiveness
Content: **Vocabulary**
Sing, wear, greet, food, cry, pray, kneel, dance, happy, sad, pain, sick

Evaluation activity:
1. Spelling exercise

Kneel, wear, greet, pray
2. Make sentences using;
   Happy, sad, cry, dance

Theme: **Culture and gender in our sub county/ division**
Sub-theme: **Customs in our division/ sub county**
Skills: Self awareness, effective communication, assertiveness
Evaluation activity
1. What did Mary …….(done, do)
2. Ali ……..his father yesterday. (greet)
3. Did John ……in the morning? (pray)
4. Did Rose……? (cry)
   No…….
   Yes, ……
5. What did Joan ……? (write)
6. Peter ……..a nice shirt last week. (wear)

Theme: **Culture and gender in our sub county/ division**
Sub-theme: **Customs in our division/ sub county**
Skills: Self awareness, effective communication, assertiveness
Content: **Vocabulary**
Share, work, help, same, different, beat, kids, slap, eat, cake, milk, hungry, wash, cook, mop
Evaluation activity
1. Fill in the missing letters to complete the words correctly
   a) S___me
   b) Sl___p
   c) C__ __k
   d) B__ __t
   e) Wo__k
   f) S__as__
2. Make correct sentences using;
   a) Different
   b) Milk
   c) Was
   d) Hungry

Lesson evaluation

Theme: **Culture and gender in our sub county/ division**

Sub-theme: **Customs in our division/ sub county**
Skills: Self awareness, effective communication, decision making, creative thinking
Content: **Strutures**

1. Why did (he/she/they) run away from …….. (school/ home).
2. He/she/they ran away from (school/home) because the (teacher/mother/father) kicked/ slapped/ beat him/her/them.
3. Why was/were he/she/they beaten/ kicked/ slapped?
4. Who……(slapped/kicked/beat)……him/her/them?

Lesson evaluation:

Answer the questions correctly

1. Why did she run away from home?
   (her father beat her)
2. Why was she slapped?
   (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)

Theme: **Culture and gender in our division/ sub county**
Sub-theme: **Ways of promoting and preserving culture**
Skills: Effective communication, creative thinking, self awareness, decision making
Content: **Vocabulary**

Sing, dance, play, blow, flute, drum, sick, medicine, needles, razorblade, syringe, safety pins, scissors, tablets, children

Evaluation activity:

1. Spell the words correctly
   a) Flute
   b) Needles
   c) Drum
   d) Blow
2. Complete the sentences correctly
   a) Dorah cut her finger with a ……(safety pin, razor blade).
   b) ……..people are called patients. (sick, well)
   c) The doctor told me to take two…….everyday. (tablets, medicine)
   d) Juma is wearing a black pair of ……..(scissors, shoes)
   e) A nurse uses a ……..and a needle to give an injection. (drum, syringe)

Lesson evaluation

Theme: **Culture and gender in our division/ sub county**
Sub-theme: **Ways of promoting and preserving culture**
Skills: Effective communication, creative thinking, self awareness, decision making
Content: **structures**

1. Never share (needles, safety pins, razorblades)

2. You/he/she should always take (medicine/ tablets) when you/he/she is/are sick.
3. He/she/they/we/I can play a (drum/piano) but I/she/we/they/he cannot play/blow a (flute/drum).

Evaluation activity:

1. Never share……..(stones, needles)
2. My sister was given ……..when she was sick. (medicine, pencils)
3. Mirembe can play a ……..(bicycle, piano).
4. The doctor told me to take two…….every morning. (tablets, sodas)
5. He cut himself with a …….(safety pin, razorblade)

Theme: **Culture and gender in our division/ sub county**
Sub-theme: **Relationships**
Skills:
Content: **vocabulary**

Teachers, pupils, parents, monitor, family, sister, cousin, brother, nephew, uncle, aunt, son, first born

Types of families

Nuclear family – parents and their biological children
Extended family – parents, their children and other relatives

Evaluation activity:

A written exercise in the MK pupils' bk3 pg141

Theme: **Culture and gender in our division/ sub county**
Sub-theme: **Relationships**
Skills:
Content: **Structures**

- How many…….have you?
  I have six……(brothers/ sisters)
- How many brothers does he have?
  He has four brothers
- Who is your little sister?
- What position do you hold in the family?

Evaluation activity:

Answer the given questions in full sentences

1. How many sisters do you have?
2. How many brothers does Mary have?
3. What position does Peter hold in the family?
4. How old is your eldest brother?
5. What is the name of our last born?
6. How many members are in your family?

Theme: **Culture and gender in our division/ sub county**
Sub-theme: **Relationships**
Skills: Critical thinking, self awareness, appreciation, effective thinking
Content: **Mr. and Mrs. Opio's family tree (Mk pupils' bk3 pg 142-143)**

Evaluation activity:

Answer the given questions in full sentences (Mk pupils' bk3 pg 142-143)

Theme: **Culture and gender in our division/ sub county**
Sub-theme: **Relationships**
Skills: Self awareness, appreciation, creative thinking
Content: **Poem – The son of my father (Mk bk3 pg144)**
Evaluation activity:
Answer the given questions in full sentences
1. What do you call your father's daughter?
2. Who is a brother?
3. How many stanzas does the poem have?
4. How is a cousin?
5. Who is happy?
6. Write the opposites of;
   Uncle, nephew

Lesson evaluation

Theme: **Culture and gender in our division/ sub county**
Sub-theme: **Relationships**
Skills: Critical thinking, self awareness, appreciation
Content: **Story (Mr. Muwanga and family) Mk bk3 pg144**

Evaluation activity:
Answer the given questios in full sentences (Mk pupils' bk3 pg145)
Lesson evaluation

Theme: **Culture and gender in our division/ sub county**
Sub-theme: **Relationships**
Skills: Critical thinking, appreciation, self awareness
Content: **Guided composition (Mk bk3 pg145)**

Evaluation activity:
Use the given words to fill in the gaps and complete the composition correctly
Lesson evaluation

Theme: **Culture and gender in our division/ sub county**
Sub-theme: **Relationships**
Skills: Self awareness, critical thinking, appreciation
Content: **Jumbled 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.

Evaluation activity:
The sentences above are in wrong order. Re-arrange them in correct order to make a story.
Lesson evaluation

Theme: **Culture and gender in our division/ sub county**

Sub-theme: **Tenses of irregular verbs**
Skills: Effective thinking, assertiveness, self awarenss
Content: **Vocabulary**

Note: Irregular verbs are those which don't add 'ed' in the past form e.g.

Present	past
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

Evaluation activity:

1. Write the past form of the given words
   a) Bring
   b) Ride
   c) Fight
   d) Sing
   e) See
   f) Catch
   g) Sleep
   h) Sweep
   i) Swim
   j) Speak

2. Use the correct form of the given words to fill in the gaps
   a) The farmer …… in his garden yesterday. (dig)
   b) We ……..milk tea last morning. (drink)
   c) Peter ……the books in the book shelf. (keep)
   d) Joanita ……..the sweetest cake. (choose)
   e) The pupils ……..matooke and meat last Friday. (eat)

Lesson evaluation

Theme: **Culture and gender in our division/ sub county**
Sub-theme: **Tenses of irregular verbs**
Skills: Self awareness, effective thinking, appreciation
Content: **Irregular verbs**

Present	past
Know	knew
Put	put
Feed	fed

Bite	bit
Tear	tore
Wear	wore
Hang	hung
Lie	lied
Beat	beat
Cut	cut
Hurt	hurt
Shut	shut

Evaluation activity:

Write the past simple tense

1. Tear _____
2. Rise _____
3. Wear _____
4. Break _____
5. Steal _____
6. Ring _____

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

1. Second term ……. on 23rd May 2011. (begin)
2. The baby……...the milk last night. (drink)
3. The headmaster…….for Nairobi yesterday. (leave)
4. A snake……Sarah yesterday. (bite)

Lesson evaluation

Theme: **Culture and gender in our division/ sub county**
Sub-theme: **Tenses of irregular verbs**
Skills:
Content: **Future simple tense (Mk bk3 pg167-8)**

- What will he do?
- What will she do?
- Namuli will go to school next week.

The use of will/shall

I, We } shall

She, He, It, They, You } will

Shall we sweep the room tomorrow?
Yes, we shall
No, we shan't

Evaluation activity:

Fill in the gaps with the correct form of the word in brackets

1. John will ……..to town next Monday. (go)
2. We shall……the books to the library tomorrow. (take)
3. I ……..to the headmaster next week. (talk)
4. Mrs. Mukiibi …….oranges from the market next Tuesday. (buy)
5. Will you ……me on your way home tomorrow? (pick)
6. Babirye and Nakato will……their aunt tomorrow. (visit)
7. It…….....heavily tonight. (rain)
8. The pupils……a science test next Friday. (do)
9. Shall we……the compound tomorrow? (sweep)
10. I ……my books next Sunday. (revise)

Theme: **Culture and gender in our division/ sub county**
Sub-theme: **Future simple tense**
Skills: Self esteem, assertiveness, self confidence
Content: **Dialogue (Mk bk3 pg168)**

Evaluation activity:

Answer the given questions in full sentences

1. How many people are taking part in the dialogue?
2. Who as waiting for Natasha?
3. Where was Natasha?
4. What was the matter with Natasha?
5. Who were the people taking part in the dialogue?
6. What is the name of the doctor mentioned in the dialogue?

Lesson:
Theme: **Culture and gender in our division/ sub county**
Sub-theme: **Future simple tense**
Skills: Reading, writing
Content: **Story (Mr. Kintu's glasses) Mk pg168-9**

Evaluation activity:

Answer the questions in full sentences

1. Whom did the two pupils meet?
2. Why was Mr. Kintu sad?
3. What dropped from Mr. Kintu's handkerchief?
4. Who saw the glasses?
5. Why was Mr. Kintu not going to give a reward to the little girl?
6. What is the title of the story?

Theme: **Culture and gender in our division/ sub county**
Sub-theme: **Future simple tense**
Skills: Reading, writing, self confidence, assertiveness
Content: **Revision exercise (Mk bk3 pg169-170)**

Evaluation activity:
Lesson evaluation

Theme: **Culture and gender in our division/ sub county**
Sub-theme: **Present perfect tense**
Skills: Listening, speaking, reading, writing
Content: **Helping verbs used in this tense are has and have**
Examples
Do - done
Speak - spoken
Take - taken
Shake - shaken
Eat - eaten
Hide - hidden
Rot - rotten
Drive - driven
Forgive - forgiven
Choose - chosen

I
We
They } have
You

He
She } has
It

Evaluation activity:

Write the present perfect tense of the following;
1. Steal
2. Choose
3. Drive
4. Hide
5. Forgive
6. Raise

(b) Fill in the gaps with the correct form of the words in brackets
7. Ritah has…….my pen. (take)
8. The headmaster has……to the pupils. (speak)
9. The children have…….the mango tree. (shake)
10. Why have you…….my food? (eat)

Lesson evaluation

Theme: **Culture and gender in our division/ sub county**
Sub-theme: **Present perfect tense**
Skills: Listening, speaking, reading, writing
Content: **Verbs whose past simple and present perfect form are the same** e.g.
Keep - kept
Clap - clapped
Sweep - swept

Think	-	thought
Catch	-	caught
Teach	-	taught
Fight	-	fought
Bring	-	brought
Buy	-	bought
Leave	-	left
Feel	-	felt
Sleep	-	slept
Shut	-	shut
Weep	-	wept
Spell	-	spelt
Burst	-	burst
Lay	-	laid
Drop	-	dropped

Evaluation activity:

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 news papers. (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……..a good idea. (think)
10. I have not……the windows. (close)

Theme: **Culture and gender in our division/ sub county**
Sub-theme: **Other verbs**
Skills: Listening, speaking, reading, writing
Content:

Present Tense	Past tense	Past participle
Begin	began	begun
Ring	rang	rung
Sing	sang	sung
Strike	struck	struck
Dig	dug	dug
Swim	swarm	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

Evaluation activity:
Copying and completing the table given
Lesson evaluation

Theme: **Culture and gender in our sub county/ division**
Sub-theme: **Picture story**
Skills: Listening, speaking, reading, writing
Content: **Activities done at home and working at the farm**
Evaluation activity:
Study the pictures and write sentences about them

1. What is he/she doing?
   a) …… (painting)
   b) ……... (washing)
   c) …… (sweeping)
   d) …… (cooking)
   e) …… (washing)
2. Okia spends his holidays at his uncle's home in Pallisa. Write four sentences about that Okia is doing. Use words in the box below.

planting, uprooting, feeding, collecting

Lesson evaluation

Theme: **Culture and gender in our sub county/ division**
Sub-theme: **Adverbs**
Skills: Listening, speaking, reading, writing
Content: **Adverbs are words that explain more about a verb**
Types of adverbs

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

Adverbs of manner
These tell how an action is done. They are formed by adding 'ly' to an adjective. E.g.
Sweet – sweetly
Quiet – quietly
Hurry – hurriedly
Slow – slowly
Soft – softly
Quick – quickly

Loud – loudly

Structures
1. The dog barks loudly.
2. He speaks softly.

Evaluation activity:
Change the following words to the correct adverbs
1. Deep ……..
2. Loud ……..
3. Quiet ……..
4. Proper ……..
5. Correct ……..
6. Sudden ……..
7. Slow ……..
8. Month ……..
9. Bright ……..
10. Year ……..
11. Equal ……..
12. Kind ……..
13. Immediate ……..
14. Brave ……..
15. Soft ……..
16. Brief ……..

Theme: **Culture and gender in our sub county/ division**
Sub-theme: **Adverbs**
Skills: Listening, speaking, reading, writing
Content: **Adverbs of time**
These are adverbs that tell when an action is done i.e. early, lately, now, tomorrow, yesterday, evening, soon, before, after, today, since, already etc

Examples
She lost her bag yesterday.
The bell has already gone.
It has been there since morning.

Evaluation 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 ……

Lesson evaluation
Theme: **Culture and gender in our sub county/ division**
Sub-theme: **Adverbs**
Skills: Listening, speaking, reading, writing
Content: **Adverbs of place**
These are adverbs that tell us where an action is done from e.g. there, here, where, everywhere, nowheter, anywhere

Examples
I kept the bag there.
Come here and sit down.
Evaluation activity:
Underline the adverbs in these sentences
1. The man died from here.
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.

Lesson evaluation
Theme: **Culture and gender in our sub county/ division**
Sub-theme: **Adverbs**
Skills: Listening, speaking, reading, writing
Content: **Formation of adverbs**
Other adverbs can be formed by adding 'ily'.
Note: To the adjectives that end with y drop y and put 'ily'

Examples
Noisy - noisily
Happy - happily
Easy - easily
Heavy - heavily

Adjectives that end with letter 'e' as adverbs e.g.
Late - lately
Love - lovely
Wide - widely
Polite - politely
Nice - nicely
Safe - safely
Evaluation activity:
Fill in the spaces with the correct form of the word in brackets
1. The sun was shinning……. (bright)

2. We kept your pen …….(safe)
3. The door was ……open. (wide)
4. He ……welcomed me to his home. (happy)
5. She was ……..dressed yesterday. (nice)
6. He was hurt very ……..(bad)
7. You must spell your name ……..(correct)
8. It rained……..that night. (rain)
9. They put on uniforms and looked……(love)
10. They did those sums …….(quick)

Lesson evaluation
Theme: **Culture and gender in our sub county**
Sub-theme: **Adverbs**
Skills: Listening, writing, reading
Content: **Topical questios**
Evaluation activity:
Complete the sentences with the correct form of the word in brackets
1. The sun was shinning……..(bright0
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. We shall do the sums…….(patient)
10. I cant hear you……..(clear)
11. Hellen asked for permission……(polite)
12. All news papers are published……..(weekly)
13. You must not sleep……..(sound)
14. The school team played well and won the game……..(easy)
15. He ate his food……(early)
16. He……..arraged the clothes in the suitcase. (neat)
17. Daddy punished the young……..(bad)
18. It rained very……..last week. (heavy)
19. We should talk ……..to one another. (polite)
20. Money is kept…….in the bank. (safe)
21. Kato ……..stood up and went out. (quick)
22. The old lady walked……..accross the river. (slow)
23. P3 pupils did the English exercise……..today (quiet)

Lesson evaluation
Theme: **Health in our sub county/ division**
Sub-theme: **Disease vectors**
Skills: Listening, writing, reading, speaking
Content: **Vocabulary**
Mosquito, rat, louse/ lice, cockroach, housefly, flea, bedbug
Vectors are living organisms/ animals which cause diseases.
Examples of vectors

Mosquitoes, rats, lice, cockroaches, housefly, bedbug, dog, tsetsefly
Diseases include;

Animal	disease
Mosquito	malaria
Rat	plague
Lice	typhus fever
Cockroaches	cholera/ polio
Housefly	trachoma/ diarrhoea/ cholera
Flea	plague
Dog	rabies
Water snails	bilharzia

Evaluation activity:

a) What are vectors?
b) Write down eight examples of vectors.
c) Complete the table below.

Animal	disease
Mosquito	……
Rat	…… Etc

Lesson evaluation

Theme: **Health in our sub county/ division**
Sub-theme: **Disease vectors**
Skills: Listening, speaking, reading, writing
Content: **Vocabulary**

Cut, slash, sweet, food, feaces, clean, keep, flies, fingers, cover, malaria, shut, mosquito net, latrine, toilet etc

Evaluation activity:

1. Fill in the missing letters
2. Arrange letters to form a correct word
3. Use the words in a sentence

Theme: **Health in our sub county/ division**
Sub-theme: **Disease vectors**
Skills:
Content: **What should we do to prevent diseases?**

- Wash hands after visiting the latrine/ toilet
- Boil water and cover it
- Spray mosquitoes
- Sleep under a mosquito net
- Smoke the toilet
- Cut bushes around our homes
- Shut windows early
- Burn the dust bins

Structures

What do you do everyday?
I / we clean the house……..
What does she/ he/ it……?

He cleans the house……..

Evaluation activity:

a) Write down measures that should be taken to prevent disease.
b) What do you do everyday?

1. I / we ……..(clean, sweep, close, brush……)
2. What do they do everyday?
3. What does he/ she do daily?
   She/ he……..

Theme: **Health in our sub county/ division**
Sub-theme: **Disease vectors**
Skills: Listening, speaking, reading, writing
Content: **HIV/AIDS**

HIV – Human Immuno Virus
AIDS – Acquired Immune Deficiency Syndrome

Vocabulary

Sharp, share, eat, help, care, medicine, patient, gloves, take, shave, needle, towel, comb, razorblade, syringe

Evaluation activity:

Fill in the missing letters

1. sh__rp
2. e__t
3. med__ci__e
4. co__b
5. gl__ves
6. n__ __dle

Arrange the letters to form a correct word

7. keta
8. welvet
9. reca
10. koob

Choose a correct word from the brackets to complete the sentences

1. A needle is a ……..object. (sharp, needle)
2. We use a ……..to comb our hair. (needle, comb)
3. We should not play with…….objects. (sharp, gloves)
4. We take…….when we are sick. (medicine, gloves)
5. It is very dangerous to play with…….objects. (clean, sharp)

Lesson evaluation

Theme: **Health in our sub county/ division**
Sub-theme: **Diseases spread by vectors**
Skills:
Content: **Causes and spread of AIDS**

- Having unprotected sex with an infected person.
- Sharing sharp objects.

How to control the spread of AIDS

- Go for a blood test

- Avoid having sex
- Don't play with sharp objects
- Taking medicine
- Feeding on a balanced diet
- Using gloves when caring for them

Caring for AIDS patients

Evaluation activity:

Theme: **Accidents**
Sub-theme: **Vocabulary**
Skills: Listening, speaking, reading, writing
Content: **New vocabulary**
Bleeding, injury, injured, hurt, cut, bite, pain, snake, dog, bite, break, brake, wound, knock, plaster, fall, off, knife, bicycle, scissor, snake bite, syringe, needle, bandage, tablets etc

Evaluation activity:
1. Spelling exercise
2. Fill in the missing letters
3. Write the letters properly to form a correct word
4. Use the vocabulary to make simple sentences

Lesson evaluation
Theme: **Accidents**
Sub-theme: **Structures**
Skills: Listening, speaking, reading, writing
Content:
What is the matter with you/ him/ her?
- I cut my finger. I am suffering from malaria. I have hurt my finger.

What is the matter with Joseph?
- He has fallen off the bicycle.

Evaluation activity:
Study the pictures (Mk bk3 pg158-160)
1. What is the matter with Paul?
2. What is the matter with Anna?
3. What is the matter with Molly?
4. What is the matter with Alice?
5. What is the matter with Jack and Musa?
6. Why are you crying?
7. Why is she crying? She has cut her finger etc

Lesson evaluation

Theme: **Accidents**
Sub-theme: **Structures**
Skills: Listening, speaking, reading, writing
Content: **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

Evaluation activity:
Form correct sentences from the table above

Lesson evaluation
Theme: **Accidents**
Sub-theme: **Comprehension**
Skills: Listening, speaking, reading, writing
Content: **Poems**
Read the poem
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 should be careful at school while playing
On the way to school or work
All we need is care and safety
We must care

Evaluation activity:
1. What is the poem about?
2. Who hates to see people in pain?
3. Write down three examples of accidents that we are likely to get.
4. How many lines does the poem have?
5. How many stanzas does the poem have?

Lesson evaluation
Theme: **Accidents**
Sub-theme: **Comprehension**
Skills:
Content: **Reading and writing**
Read the story below and answer in full sentences the questions that follow
Yasaba wanted to cut her finger nails. She got a razorblade from the drawer. Yasaba was not careful. She accidentally cut herself and cried loudly. Mrs. Masaba heard her daughter crying. When she reached Yasaba's room, she saw the little girl's finger bleeding. "What is the matter, Yasaba? I told you not to use a razor blade," asked Mrs Masaba. Mrs. Masaba washed the girl's finger and then put iodine and tied the finger with plaster. She said, "Next time learn to remember what you have been told."

Evaluation activity:

Questions

1. Who had long nails?
2. Where was the razorblade?
3. What happened to Yasaba?
4. Whose finger was bleeding?
5. Who was Yasaba's mother?
6. How did Mrs. Masaba clean the wound?
7. What made Yasaba cry?
8. Give the opposites of these words;
   a) Careful _____
   b) Herself _____
   c) Remember _____
   d) Crying _____
   e) She _____
   f) Daughter _____

Lesson evaluation

Theme: **Accidents**
Sub-theme: **Story**
Skills: Listening, speaking, reading, writing
Content: **Read the story titled "ALEX LEARNS A LESSON" (Ref; Mk bk3 pg163)**

Evaluation activity:

Questions

1. Who climbed the tree?
2. What did Alex step on?
3. What happened to Alex when he stepped on a dry branch?
4. Why did Alex cry loudly?
5. Who took Alex to the clinic?
6. What is the title of the story?
7. What lesson did Alex learn?
8. Was Alex a careful boy?
9. How did Alex's father feel?

Lesson evaluation

Theme: **Health in our sub county/ division**
Sub-theme: **Accidents**
Skills: Reading, writing
Content: **Testing exercise**
Revision exercise on accidents

Evaluation activity:

Complete the sentences using the correct form of the words in brackets

1. Rukuba was ……..by a dog last night. (bite)
2. Kato ……when he fell off the roof. (cry)
3. The girl is……..a tree now. (climb)
4. Noah has injured himself. He is……(bleed)

5. Anek ……herself with a knife when she was peeling potatoes. (to cut)
6. Barongo fell off the motorcycle and ……..his right leg. (break)
7. The nurse……..Musa's wound with a bandage. (cover)
8. The small boy was……down by a bicycle. (knock)
9. The teacher is……..from malaria. (suffer)
10. Lule's daughter …….off a tree. (fall)

Theme: **Health in our division/ sub county**
Sub-theme: **Vocabulary**
Skills: Listening, reading, speaking, writing
Content: Along look left, look right, turn right, towards, turn left
Examples
- Tom is seated on the left hand side of the house.
- Simon is seated on the right hand side of John.

Evaluation activity:
Choose right hand side/ left hand side to complete the sentences
1. The trees are on the ……..of the road.
2. The salon is on the ……..of the house.
3. The flowers are on the ……of the tree.
4. She is standing on the……of the school.

Use these words in a sentence
5. along ……..
6. towards……
7. turn right……..
8. paths…….
9. road ……..
10. look left……

Lesson evaluation

Theme: **Health in our sub county/ division**
Sub-theme: **Structures**
Skills: Listening, speaking, reading, writing
Content: **Structures**
Walk along the……..(road, path)
What is she doing? (cry)
Who seats on the left hand side of the classroom?
Where is the nature corner?
Where is the petrol station?
- The petrol station os on the right hand ide of the road.

Where is our school?
Evaluation activity:
Answer the following questions
1. Where is the school?
2. Where is the mosque?
3. Where is the church?
4. Where is the shop?
5. Where is the kitchen?

Use the gien words in sentences

6. Walking
7. Sitting
8. Standing
9. Kneeling
10. Putting

Theme: **Health in our sub county/ division**
Sub-theme: **Direction**
Skills: Listening, speaking, reading, writing
Content:
Turn to……
Tell the direction
Direction to the church, dining hall, play centre, new plot
What do you do to go to the kitchen?

Evaluation activity:
Make correct sentences from the table

To go to	the office our classroom the kitchen the church	turn left and go straight turn right and to straight go straight and turn left go straight and turn right

The	school shop market school garden hospital	left hand side of…… right hand side of ……	the road the mosque the church our home

Theme: **Health in our division/ sub county**
Sub-theme: **Dialogue**
Skills: Listening, speaking, reading, writing
Content: **The dialogue titled "Aminah directs Mr. Kintu"**

Evaluation activity:
Reading and acting a dialogue
Aminah directs Mr. Kintu

Mr. Kintu: Excuse me little girl. Good morning to you.
Aminah: Good morning Sir, may I help you.
Mr. Kintu: Oh yes, will you please direct me to the headteacher's office?
Aminah: Yes please, Hm…….go straing up those steps. You will se P4A right in front of you. Turn to your left handside and the second door is the headteacher's office.
Mr. Kintu: Good, thank you very much.
Aminah: It is my pleasure, Sir.
Lesson evaluation

Theme: **Health in our sub county/ division**
Sub-theme: **Guided composition**

Skills: Listening, speaking, reading, writing
Content: **Reading the guided composition**
"Joan and Joel go to school"
Evaluation activity:
Refer to Mk primary English bk3 pg121

Theme: **Basic technology in our sub county/ division**
Sub-theme: **Making things from artificial materials**
Skills: Listening, speaking, reading, writing
Content: **Vocabulary**
Toy, bicycle, car, flower, candle, bag, wear, decoration, hat, sell, buy

Evaluation activity:
Make sentences using each of the words below

a) Bicycle ……
b) Flower ……
c) Car ……
d) Beads ……
e) Buy ……
f) Sell ……
g) Toy ……
h) Wear ……
i) Sell ……

Lesson evaluation

Theme: **Basic technology in our sub county/ division**
Sub-theme: **Concept of technology**
Skills:
Content: **Structures**
What will you use to make (mat, doll, toy, car, ball)
I /we shall use……..(banana fibre/ wire) to make (mat, doll, ball, toy car)
What will Musa/ Mary use to make…….(mat, toy car, ball, bat)
They will use……..(banana fibres, leaves, wire) to make a mat, toy, car, ball etc
Evaluation activity:
Draw and name some examples of crafts and materials used to make them.

Theme: **Basic technology in our sub county/ division**
Sub-theme: **Concept of technology**
Skills: Listening, speaking, reading, writing
Content: **Vocabulary**
Banana leaf, plastic, straw, wire, heavy, light, size, oclour, fibre, palm leaves, bard, weight, small, long, short, big, good, texture
Evaluation activity:
Make sentences using each of the words below

a) colour
b) banana
c) palm leaves
d) fibre

e) good
f) plastic
g) small
h) straw

Theme: **Basic technology in our sub county/ division**
Sub-theme: **Processing and making things from natural materials**
Skills: Listening, speaking, reading, writing
Content: **Vocabulary**
Swamp, food, mat, rope, bush, garden, play, clay, pot, cut, weave, tie, juice
Evaluation activity:
Fill in the missing letters

a) fo__d
b) b__sh
c) gard__n
d) sw__mp
e) cl__y
f) m__t
g) juic__
h) pl__y
i) rop__
j) p__t

Lesson evaluation

Theme: **Basic technology in our sub county/ division**
Sub-theme: **Processing and making things from natural materials**
Skills: Listening, reading, writing, speaking
Content: **Structures**
(Musa/ Sarah) will make a (pot, mat, rope) using…….(clay, banana fibre, sisal)

a) What will you make?
   I / we shall make a ……..(pot, mat, rope)
b) What will she/he/ they make?
   She/ he/ they will make a pot/ mat/ rope.
c) Where will you get the clay?
   I shall get if from the swamp.

Evaluation activity:
Fill in the gaps with the correct form of the words in brackets

1. John and Mary will ……..a rope. (make)
2. I shall…….a mat tomorrow. (weave)
3. Allen will…….clay from the swamp. (get)
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)

Lesson evaluation

Theme: **Basic technology in our sub county/ division**

Sub-theme: **Making things from artificial materials**
Skills: Listening, reading, writing, speaking
Content:
Juma will make a toy car/candle.
Why will Mary/ Juma make a toy car/ candle?
For (selling, decoration, playing etc)
He will make a toy car to play with.
She will make flowers for decoration.
They will make the beads for selling etc
Evaluation activity:
Answer these questions correctly
1. Why will Mary make a toy car/ candle?
2. Why shall I make a mat?
3. Why will you make the beads?
4. Why will Jane make the bags?
5. Why will Ben make the hats?
6. Why will Sam make the toy car?
7. Why will mummy collect palm leaves?
8. Why will the teacher buy sisal?

Theme: **Food**
Sub-theme: **Vocabulary**
Skills: Listening, speaking, reading, writing
Content: **New words**
Weeds, cobs of corn, plants, garden, market, bush, forest, farmer, shop, some and any
New actions
Grow, hoe, weed, grow (dig), harvet
Evaluation activity:
Make sentences using each of the words below
Garden, farmer, some, any, bush, crops, shop, harvest, weeds
Lesson evaluation

Theme: **Food**
Sub-theme: **Structures**
Skills: Listening, speaking, reading, writing
Content:
Show me some……beans, potatoes, mangoes
Here are some……..
Are there any beans in the tin?
Yes, there are some
No, there aren't any.
Is there any water in the tin?
No, there isnt any.
Evaluation activity:
Study the pictures and answer the questions below
1. Are there any beans in the tin in picture 3?
2. Are there any eggs on the tray in picture 6?
3. Is there any chicken on the plate in picture 4?
4. Is there any milk in the jug in picture 5?

5. Is there any rice in the basket in picture 6?
6. Is there any water in the glass in picture 2?
7. Is there any food on the plate in picture 4?

Theme: **Food**
Sub-theme: **Structures**
Skills:
Content: **Make sentences from the substitutinoal table below**

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

e.g. There are some yams in the sack.

Evaluation activity:
With negatives
Make ten correct sentences from the table below

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

Lesson evaluation

Theme: **Food**
Sub-theme: **Jumbled story**
Skills: Listening, speaking, reading, writing
Content: **Re-arrange these sentences in order to form correct stories**

a) Okot went running and bought the eggs.
b) Mother wanted to bake a cake.
c) So she sent Okot to a nearby shop to buy some.
d) But on his way back home, he fell and all the eggs got broken.
e) She needs some eggs.

Evaluation activity:
Arrange these sentences in order to form correct stories

a) The beef was bad.
b) The shopkeeper refunded his money.
c) Tom went to the shop.
d) He returned the beef to the shop.
e) He bought a tin of beef.

2.
a) She drank all the splash.
b) She put a straw in the pocket.
c) She three the empty packet in the dustbin.
d) Jane took a packet of splash from the box.

e) She opened the packet.

Lesson evaluation

Theme: **Food**
Sub-theme: **Reading and writing**
Skills: Listening, speaking, reading, writing
Content: **Read stories titled;**

a) Good food (MK primary mtc bk3 pg111)
b) Feeling fine
c) The lazy hare

Evaluation activity:

1. What doeas good food give us?
2. Name some fruits which protect us from diseases.
3. Why should a person eat meat and eggs?
4. What other kinds of food should people eat?
5. Why is salt added to food?
6. What should you drink after a meal?
7. What must you eat to get a balanced diet?
8. What is the title of the story?

Lesson evaluation

Theme: **Food**
Sub-theme: **Guided composition**
Skills:
Content: **Choose correct words from the box below to complete the guided composition**
Evaluation activity:
Ref (Mk pri Eng bk3 pg113)
Lesson evaluation

Theme: **Transport**
Sub-theme: **Vocabulary**
Skills: Listening, speaking, reading and writing
Content: **New words**
Revision: donkey, oxen, taxi, conductor, pump, flat tyre, puncture, passenger, on foot, speed, cart, etc
Commands
Get on, get off the……..car, bus, train, plane, tie on, put on, loading off, off loading
Evaluation activity:

1. Fill in the missing letters
   a) C__nd__ctor
   b) Fl__t
   c) P__mp
   d) Tyr__
   e) Pas__eng__r
   f) Donk__y
   g) Sp__ __d
   h) Ca__t
   i) P__ncture
   j) Tax__

k) Transp__rt

2. Draw and name means of transport used on land

Lesson evaluation

Theme: **Transport**
Sub-theme: **Structures**
Skills: Speaking, listening, reading, writing
Content: **Get on the……..(bus/train)**

What is he doing? He is getting onthebus.
What did he do? He got off the train.

Evaluation activity:

Study the pictures on pages 149 – 150 and answer the questions below

1. How does George come to school?
2. How does Maria come to school?
3. How does Ali come to school?
4. How does Moses come to school?
5. How does Mercy come to school?
6. What is Anguzu doing?
7. How does Adam come to school?
8. Who is getting on the plane?
9. Who is getting on the donkey?

Lesson evaluation

Theme: **Transport**
Sub-theme: **Structures**
Skills: Listening, speaking, reading, writing
Content: **Make sentences from the substitutional table**

Evaluation activity:

Ref: Mk bk3 pg151

Lesson evaluation

Theme: **Transport**
Sub-theme: **Reading and writing**
Skills: Listening, speaking, reading, writing
Content: **Read the story titled**

"Asaba''s bicycle gets a flat tyre"
Mk primary English bk3 pg154

Evaluation activity:

Questions

1. Which school does Asaba go to?
2. How does Asaba go to school?
3. Where does Asaba live?
4. What did Asaba's uncle buy for him?
5. What happened to Asaba's bicycle?
6. Who helped Asaba to repair his bicycle?
7. What was the use of the pump?
8. Give the title for the story.

Lesson evaluation

Theme: **Energy in our sub county/ division**
Sub-theme: **Sources of energy**
Skills: Listening, speaking, reading, writing
Content: **Vocabulary**
Bulb, buy, stone, charcoal, fridge, firewood, petrol, diesel, cook, sell, paraffin, knife
Use of "some" and "any"
Evaluation activity:

1. Write the words correctly
   a) dgefri
   b) kcoo
   c) tkie
   d) seledi
   e) yub
2. Use the given words to make correct sentences
   f) firewood
   g) sell
   h) stove

3. Use some or any to fill in the gaps correctly
   a) Is there……..salt in the food?
   b) There is ……..sugar in the tin.
   c) There aren't …….beans in the tin.
   d) There isnt' ……water in the pot.

Theme: **Energy in our sub county/ division**
Sub-theme: **Sources of energy**
Skills: Listening, speaking, reading, writing
Content: **Structures**
Revision on tenses
Present continuous
What are……selling/ buying/ carrying? We are selling/ buying/ carrying charcoal.
Past simple tense
Ali/ Mary…….bought……..(sold paraffin/ firewood/ charcoal/ bulb/ fridge)
Future simple tense
Ali/ Mary…….bought/sold
Evaluation activity:
Fill in the blank spaces using the correct form of the word in brackets

1. Alice and Mary are…….food. (eat)
2. Father is……..for Christmans. (shop)
3. Grandfather is…….under the tree. (sit)
4. They are…….a heavy bag. (lift)
5. The children are……..in a river. (swim)
6. Everyday I ……..the bell rining. (hearing)
7. Mummy and I shall…….millet tomorrow. (grinding)
8. They will…….the cake at the party. (eating)
9. We……..to Jinja yesterday. (go)
10. The little girl……her hair in the morning. (comb)
11. Dan……..firewood last evening. (collect)

Lesson evaluation

Theme: **Energy in our sub county/ division**
Sub-theme: **Ways of saving energy**
Skills: Listening, speaking, reading, writing
Content: **Vocabulary**
Switch on/off, blow off, cover, light, box, match, stick, candle, water, torch, switch, low, high
Revision on opposite e.g. low/ high

Switch on	switch off
Good	bad
Small	big
Long	short etc

Evaluation activity:
Listen and write
1. Always switch off machines after use.
2. My friend helps me in cooking, ironing and lighting.
3. Solar energy in the power from the sun.
4. Sarah bought a red torch.
5. She bought a matchbox from that shop.

Give the opposite of th given words
a) good ……
b) switch on ……
c) long ……
d) buy ……
e) smooth ……
f) ugly ……
g) bottom ……
h) absent ……
i) outside ……

Lesson evaluation

Theme: **Energy in our sub county/ division**
Sub-theme: **Ways of saving energy**
Skills: Listening, speaking, reading, writing
Content: **Revision on past simple tense**
Mary/ Sarah/ David switched on/ switched off/ blew off the candle/ light.
What did……he/she/they/ we do?
We/she/they……..switched off/ blew off the light/ candle.
Evaluation activity:
Children will answer the following questions
1. Who switched on the light?
2. Did Jane blow off the candle?
3. Who switched off the light?
4. What did he do?
5. What did they/you/he do?

Lesson evaluation

Theme: **Energy in our division/ sub county**
Sub-theme: **Ways of saving energy**
Skills: Listening, speaking, reading, writing

Content: **Vocabulary**

Warm, burn, fire, socket, plant, kill, hurt, big, danger, alarm, report, comparison, small, tall, short etc

Evaluation activity:

Fill in the missing letters

a) w__ __m
b) b__rn
c) fir__
d) sock__t
e) pla__t
f) hu__g
g) sm__ll
h) b__g
i) ta__ __
j) sh__ __t

Use the given words to make correct sentences

a) burn
b) short
c) plant
d) kill
e) tall
f) fire

Theme: **Energy in our sub county/ division**

Sub-theme: **Ways of saving energy**

Skills: Listening, speaking, reading, writing

Content: **Structures: Future tenses**

What will……(you/she/he/they) do when in danger?

I/ we/ shall……..(make an alarm/report) for help.

Comparison

A…….. (dog/ rabbit/ rat) is……..(smaller/ bigger) than a……(cow/ pig)

Which……bird/insect is……smaller/bigger/fatter than a……hen/duck/pegion?

Evaluation activity:

Answer the questions sensibly using "true" or "false"

1. I shall make an alarm when I'm in danger.
2. A dog is bigger than a cow.
3. We have to report wrong doers to our elders.

Use the correct form of the words in brackets to complete the sentence

1. A rabbit is……..than a goat. (small)
2. A giraffe is……..than a goat. (tall)
3. A buffalo is……..than an elephant. (big)

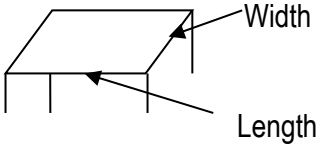
Arrange the following words to make correct sentences

1. Zebra/big/animal/is/A/a
2. Beautiful/ostrich/bir/An/is a
3. Is/A/snail/slower/than/a/fly
4. Leopard/fast/is/A/animal/a

Lesson evaluation

Theme: **Energuy in our sub county/ division**
Sub-theme: **Vocabulary**
Skills: Listening, speaking, reading, writing
Content:
Weighing scale, narrow, height, wide-width, high, measure, metres-cloth, litres-liquids (capacity), grams-weight, strong-strength, long-length, deep-depth, high-height
Weight is the lightness or heaviness of an object.
Evaluation activity:
Fill in the gaps with the correct word from the brackets
1. The……of a bag of sugar is 50 kilograms. (heigh, weight)
2. My father bought ten…….of meat for a party. (centimetres, kilograms)
3. A road is……but a path is narrow. (width, wide)
4. My friend gave me two……..of cloth to make a dress. (metres, width)
5. What is the……of your friend. (height, high)
6. The old woman walked along a……path. (narrow, high)
7. Mwambu uses a……to measure the width of the desk. (rope, ruler)
8. The teacher told Paul to……the length of the desk. (weigh, measure)

Lesson evaluation
Theme: **Energy in our sub county/ division**
Sub-theme: **Measuring**
Skills: Listening, speaking, reading, writing
Content: **Structures**
How tall is the……..?
How tall is she/he?
For people, animals, objects
It is……tall
How far did she jump?
She jumped five centimetres.
How tall is Allan?
Length and width



Evaluation activity:
Taking measurements of different objects and children
The table is……cm
Allan is……tall
She is……tall
The blackboard's length is……..and width is……..
Taking records
Lesson evaluation

Theme: **Energy in our sub county/ division**
Sub-theme: **Measuring**
Skills: Listening, speaking, reading, writing
Content: **Dialogue**

Measuring our desks
Evaluation activity:
Reading the dialogue
Answering questions about the dialogue in UPEC bk3 2nd ed pg72

Theme: **Energy in our sub county/ division**
Sub-theme: **Measuring**
Skills: Listening, speaking, reading, writing
Content: **Story "ADELA"**
Evaluation activity:
Children answer questions about the story in full sentences (UPEC bk3 pg73)
Lesson evaluation

Theme: **Energy in our sub county/ division**
Sub-theme: **Measuring self testing exercise**
Skills: Listening, speaking, reading, writing
Content: **Testing exercise**
- Practicing for sports day
- Activities they do when practicing for sports day
- Sack race
- Football
- Short lilies
- Egg race
- Bottle filling
- High jump
- Rope skipping
- Long races
- Candle race
- Long jump

Evaluation activity:
Exercise
Study the table below and answer in full sentences, the questions that follow

Name	High jump	Long jump
Sarah	1m 2cm	1m 86cm
John	1m 2cm	2m
Aman	1m 1cm	1m 7cm
Alex	1m 4cm	1m

Questions
1. How high did John jump?
2. How did Aman jump?
3. How high did Alex jump?
4. Who won in high jump?
5. How high did Sarah jump?
6. How many pupils participated in high jump?

Theme: **Energy in our sub county/ division**
Sub-theme: **Conjuctions used in pairs**
Skills: Listening, self awareness, reading, writing

Content: **Either……or……**

Either is used to refer to only two persons or objects. E.g.

1. Peter will come. Sarah will come.
   Either Peter or Sarah will come.
2. I can eat matooke. I can eat posho.
   I can eat either matooke or posho.

Evaluation activity:

Use "either" and "or" in these sentences

1. Take ……..a banana……..an orange.
2. You either go out……..keep quiet.
3. Either Mary …….her friends beat the girl.
4. ……James…….Paul is telling her.
5. I can use……..a pencil……..a pen.
6. ……my father…….my mother will come to school.
7. ……..John…….Jane has taken the book.
8. They were going…….to the hospital……to the market.
9. The man may……..be a densist…….an optician.
10. Either Abel……. Fred is absent.

Lesson evaluation

Theme: **Energy in our sub county/ division**
Sub-theme: **Vocabulary (shopping)**
Skills: Listening, speaking, reading, writing
Content: **New words**

Change, shillings, money, price, notes, watch, play, paid, buy, litre, bring, price, list, sell, sold, how, much, shopping list, how many, grocery, take, bakery, confectioner etc

Evaluation activity:

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

1. shillings
2. money
3. notes
4. change
5. shopping list

Theme: **Energy in our sub county/ division**
Sub-theme: **Shopping**
Skills: Listening, speaking, reading, writing
Content: **Structures**

Do you have some……..please?
Yes, I have some.

a) How much milk do you want?
   I want three litres of milk.

b) How many books do you want?
I want five dozens of books.

Evaluation activity:

Use much or many in these sentences

1. There is…….food in the store.
2. How…….teachers are in your class?
3. May I know how…….you earn?
4. Here is……milk in the jug.
5. How…….books do you need?
6. There are……..words on this chart.
7. Our school has……..classes.
8. …….fish is in that lake?
9. How……do you pay for a car?
10. There…….dishes of sauce on the party.

Lesson evaluation

Theme: **Energy in our sub county/ division**
Sub-theme: **Shopping**
Skills: Listening, speaking, reading, writing
Content: **Structures**

Examples
A pair of trousers.
A packet of biscuits.

Evaluation activity:

Fill in the correct words

1. A loaf of …….
2. A tin of …….
3. A bottle of …….
4. A crate of …….
5. A litre of …….
6. A carton of …….
7. A kilogram of …….
8. I went to the market and bought a kilo of …….
9. May I have a …….of bread.
10. Here is a …….of drinking water.

Theme: **Energy in our sub county/ division**
Sub-theme: **Shopping**
Skills: **Rhyme/ situational games**
Blessing: What is the matter Miracle?
Miracle: I am not feeling well.
Blessing: Are you sick?
Miracle: Yes, I am. I think I have malaria. There are many mosquitoes around our home.
Purity: You should always keep under a mosquito net.
Blessing: Do you clean you compound and burry all the rubbish?
Miracle: I always, but from today I am going to keep clean.

Questions

1. How many people are acting the game?

2. Who spoke first?
3. Why did Miracle suffer from malaria?
4. Why should we sleep under a mosquito net?
5. Write the title of the game?
6. Write the opposites of these words;
    a) Clean
    b) Today

Lesson evaluation

Theme: **Energy in our sub county/ division**
Sub-theme: **Shopping**
Skills: Listening, speaking, reading, writing
Content: **Structures**

- How much money did you pay for……..?
- How much did Mukwasi pay for soap?
- He paid four hundred shillings for soap.

Evaluation activity:
Mk primary English pupils' bk3 pg135

Theme: **Energy in our sub county/ division**
Sub-theme: **Shopping**
Skills: Listening, speaking, reading, writing
Content: **Structures**
How much change did……..get?
Mukema had 1000/=. He bought one litre of milk at 800 shillings. He got 200/= as change.
Evaluation activity:
Mk primary english bk3 pg137
Lesson evaluation

Theme: **Energy in our sub county/ division**
Sub-theme: **Shopping**
Skills: Listening, speaking, reading, writing
Content: **A story titled "Jane and Aisha go shopping"**
The shopping list
i) What did Mr. Jumba want the children to buy?
ii) Who were sent to the grocery?
Evaluation activity:
MK primary English bk3 pg139

Theme: **Energy in our sub county/ division**
Sub-theme: **Shopping – self testing exercise**
Skills:
Content: Chose the correct word from the brackets to complete the sentences.
Evaluation activity:
Mk primary English bk3 pg140
Lesson evaluation

Theme: **Energy in our sub county/ division**
Sub-theme: **Shopping**
Skills: Listening, speaking, reading, writing
Content: **Guided composition**
"Atwooki goes shopping"

Evaluation activity:

Choose the correct words from the table

litre shillings buy change any shopkeeper list

On Saturday evening, Atwooki went to Masindi town. She wanted to ……..some presents for her daughter. Atwooki had a piece of paper in her bag.

Shopping list

Ground nuts	-	1400/=
Cooking oil	-	1000/=
Sugar	-	1000/=
A loaf of bread	-	700/=

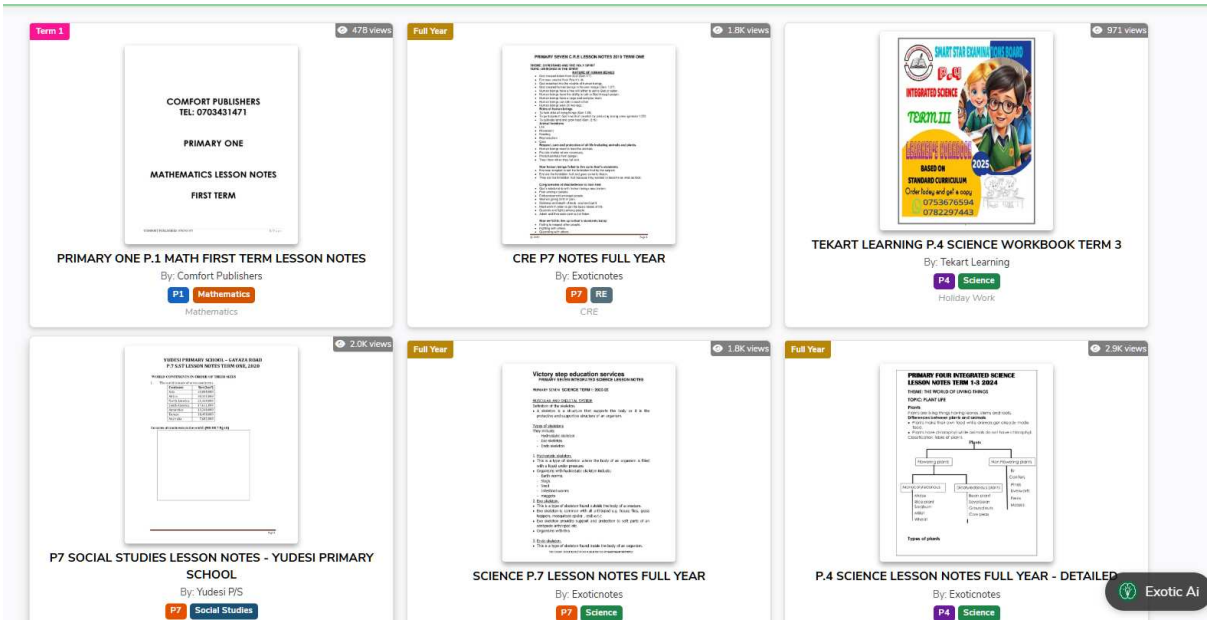
When she reached the shop, she asked the……

Atwooki: Do you have……..cooking oil, please?
Shopkeeper: Yes, I do. How much would you like?
Atwooki: One ……. How much is it?
Shopkeeper: It costs one thousand shillings.

Atwooki gave the shopkeeper five thousand shillings. The shopkeeper gave her the items and……..of one thousand shillings.

The end

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