

PRIMARY THREE

TERM ONE

ENGLISH GRAMMAR

WK1

LESSON 1

THE ALPHABET

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

The vowels are: a,

e, i. o, u.

The consonants are;

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

Fill in the missing letters.

A ___ C ___ E __ G H __ J K L M ___ O P __ R S __ U V W X Y Z

Arrange the following letters to make colours.

1) lbue _____
2) ipnk _____
3) lyolew _____
4) ewthi _____
5) nereg _____
6) cbakl _____

Make sensible words

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

Write names of different shapes.

1. cilcre _____
2. uqsear _____
3. lvoa _____
4. gtiraen _____
5. traenclge _____

LESSON 2

The Alphabetical order

Arranging words in alphabetical order.

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

Examples

b, c, d, a _____

f, p, b, k _____

m, p, l, n _____

We arrange words in alphabetical order basing on beginning letters as shown in the examples below.

1) man, girl, boy, woman

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

boy, girl, man, woman

2. pig, cow, fish, goat

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

cow, goat, fish, pig.

Exercise

Arrange the following words in alphabetical order. (Draw tables as above) 1)

cat, box, axe, doll.

2) dog, hen, pen, boy.

3) Tom, Mark, Ivan, Rose.

4) bed, cup, ant, hat.

5) sit, dig, fill, pull.

6) hope, rope, mop, joke.

WK 1

LESSON 3

Arranging words basing on the second letters

When the words begin with the same letters, we arrange them basing on the next letters as shown in the examples below;

Example 1 man,
men, mix, mop

1.	m	a	n
2.	m	e	n
3.	m	i	x
4.	m	o	p

man, men, mix, mop

2. sit, sat, soap, suck

2.	s	i	t	
1.	s	a	t	
4.	s	o	a	p
2.	s	u	c	k

sat, sit, soap, suck

3. stick, star, stop, stem

3.	s	t	i	c	k
1.	s	t	a	r	
4.	s	t	o	p	
2.	s	t	e	m	

Star, stem, stick, stop

4 sheep, shoes, ship, shape.

s	h	e	e	p
s	h	o	e	s
s	h	i	p	
s	h	a	p	e

Exercise

Using the examples above while drawing the tables, arrange the following words in alphabetical order.

1) tap, tin, turn, top.
2) bug, bag, boil, bell.
3) cup, cat, clap, coat.
4) deer, dog, den, dam.
5) drum, draw, dress, drop.
6) milk, mug, map, mend.
7) grass, grow, green, grip.
8) steal, still, stand, stump.
9) knock, knew, knit, kneel.

- English Aid bk 3 pg 26-28
- Progress in English pg 32-33.

WK 2

LESSON 1

What is a preposition?

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

Examples

1. He is standing in front of the class.
2. The table is on the floor.

a) The word in front of shows a relationship between He and the gate.

b) The word on shows the relationship between the cup and the table.

On and infront of are prepositions.

Other examples are;

at, of, over, off, with, for, against, between, in , into, among, from. Structures

Where is the …….?

Chalkboard, duster, chalk, pencils?

The ……. is (on, near, in front of, behind, etc)

Underline prepositions from the given sentences

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

Fill in the gas with the correct prepositions

1. Isaac is going _____ church.
2. We switched _____the lights before we slept.
3. Edmond is playing _____his neighbour.
4. I am looking _____ my lost pen.
5. Up is to down as in front is to _____.
6. The bird is flying _____the tree.
7. There is a lot of sugar _____ my tea.
8. My brother is waiting _____ me,
9. It is a half _____ three o'clock.
10. The thieves were hiding _____ the bed.

- Standard aid bk 3 pg 47-48.
- Progress in English pg 46-47.

WK2

LESSON 2

Words linked to special prepositions. Some words have special prepositions they go with.

Examples

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

against is a preposition linked to leaning. from
is a preposition linked to suffering.

Other words with special prepositions linked to them are;

1. proud of
2. tired of
3. interested in
4. absent from
5. accused of
6. rely on
7. good at
8. aim at
9. afraid of
10. annoyed of
11. share between / two / among (many)
12. prefer …….. to ……..
13. guilty of ……
14. die of …….
15. fond of

Sentence construction

Using the pair of the words above to construct seven sentences.

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

5. _____

6. _____

7. _____

Use the correct preposition to fill in the gaps below.

1. Musoke is suffering _____malaria.
2. The rabbit died _____ coccidiosis.
3. The class was full _____ children.
4. The teacher shared the cake _____ the whole class.
5. The bicycle is leaning _____ the wall.
6. All the boys are interested _____ swimming.
7. Sheba is good _____ dancing.
8. We prefer water _____ safi.
9. I am afraid _____ snakes.
10. She is waiting _____ her brother.
11. Babirye is fond _____ sleeping in class.
12. We should aim _____ getting good grades.
13. The teacher is tired _____ our noise.
14. Tom is absent _____ school.
15. We should not rely _____ rumours.

WK 2

LESSON 3

Opposites of prepositions

Some prepositions have opposites as shown below.

Out	-	in
Outside	-	inside
Up	-	down
Under	-	over
Without	-	with
On	-	off

Before	-	after
Behind	-	infront
To	-	from
Backward	-	forward
Near	-	far

Use the correct preposition from the list above to complete the gaps below.

1. Some children are inside the classroom while others are _____.
2. Grace's home is _____ away from school.
3. We should put _____ our hands before answering questions.
4. We should always wash our hands _____ eating food.
5. The teacher told us to wash our hands _____ visiting the toilet.
6. Don't move backwards, just go _____

Rewriting the sentences giving the opposites of the underlined words

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

- Standard aid bk 3 pg 47-48.
- Progress in English pg 46-47.

WEEK 3

LESSON 1

NOUNS

What is a noun?

- A noun is a naming word.

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

Activity one

Names of people in class (oral exercise)

1. 6.
2. 7.
3. 8.
4. 9.
5. 10.

Names of places in our sub-county or division.

1. 4.
2. 5.
3. 6.

Names of things in the classroom.

1. 6.
2. 7.
3. 8.
4. 9.
5. 10.

Underline the nouns in the following sentences.

1. She went to Namuwongo yesterday.
2. We visited our nurse yesterday.
3. Musisi went to the valley.
4. The lady is very lazy.
5. Your lorry was taken away.
6. The hospital was closed.
7. There are many dusters here.
8. Makindye division is very big.

9. All the tables are neat.
10. Lake Victoria is very big.
11. Sonia is my friend.
12. The pupil is hardworking.

Give examples of nouns under these groups

Classmates _____ _____ _____

People at home _____ _____ _____

Schools near us _____ _____ _____

WK 3

LESSON 2

Singular and plural countable nouns

Singular means one while plural means more than one. Countable nouns are those which can be counted. Nouns which cannot be counted are called uncountable nouns e.g. water, sand, rice etc.

Examples of countable nouns are:-

Chairs dusters

Tables and many others books

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

Singular	**Plural**
chair	chairs
car	cars
rat	rats
mat	mats
duster	dusters
division	_____
town	_____
village	_____

Activity One

Pupils identify ten more nouns which form their plurals by adding‘s’.

1. 6.
2. 7.
3. 8.
4. 9.
5. 10.

Activity 2

Use the correct forms of the words in brackets to fill in the gaps.

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

WK 3

LESSON 3

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

Examples

1. boy - boys
2. valley - valleys
3. donkey - _____
4. monkey - _____
5. day - _____

6. way - _____

7. trolley - _____

8. chimney - _____

9. key - _____

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

Examples

baby - babies
lady - ladies
fly - flies
housefly - house-flies
lorry - lorries
ferry - _____
family - _____
cherry - _____
puppy - _____
city - _____
army - _____
industry - _____

Exercise

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

1. There are many _____ in Kampala. (industry)
2. The _____ carry heavy luggage everyday. (donkey)
3. Ten _____were born in Kibuli hospital. (baby)
4. The _____ are climbing a hill. (boy)
5. Two _____ are staying in one house. (family)
6. The nurses carry medicine on the _____. (trolley)
7. Tracy has a bunch of _____. (key)
8. The _____are flying around the flowers. (butterfly)

9. Okot's dog has ten _____. (puppy)
10. We saw _____ on the trees when we went to the forest. (monkey)

WK 4

LESSON 1

Nouns that end in 'o' form their plurals by adding 'es' e.g

1. mango - mangoes
2. tomato - tomatoes
3. potato - potatoes
4. mosquito - _____
5. hero - _____
6. flamingo - _____

Some nouns that end with 'o' change to plurals by adding's' e.g.

1. radio - radios
2. piano - pianos
3. avocado - _____
4. zoo - _____
5. Igloo - _____
6. banjo - _____

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

1. We bought many _____ from the market last Saturday. (tomato)
2. Mr. Nadiope has two _____. (piano)
3. There are many _____ in Tom's bedroom. (mosquito)
4. I ate a lot of _____ yesterday. (avocado)
5. We saw many _____ in the valley. (flamingo)
6. Our maid prepared _____ for supper. (potato)
7. Eskimos live in _____. (Igloo)
8. Uganda has many _____. (hero)

9. Mr. Khan has a lot of _____ in his shop. (radio)

10. How many _____ are in Uganda? (Zoo)

WK 4

LESSON 2

Nouns that end in 'f' or 'fe' form their plurals by dropping 'f' or 'fe' and add 'ves' **Examples**

knife - knives
loaf - loaves
leaf - leaves
thief - _____
wolf - _____
life - _____
wife - _____
calf - _____
half - _____
self - _____
shelf - _____
hoof - hooves

Some nouns that end with 'f' or 'fe' form their plurals by adding's' Examples

dwarf - dwarfs
giraffe - giraffes
chief - chiefs
hoof - _____
roof - _____
handkerchief - handkerchiefs chef
- _____

Exercise

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

1. The knives were very sharp.

2. We saw a lot of wolves up the hill.
3. Mr. Karuhanga's cows have five calves.
4. The three dwarfs lived in a big house.
5. Two halves make a whole.
6. There are big shelves in my father's office.
7. Giraffes have long necks.
8. The police arrested all the thieves in town.
9. There are two chiefs in my town.
10. King Herold had many wives.

WK 4

LESSON 3

A. There are nouns that form their plurals changing the inside vowel.

Examples

1. foot - feet
2. tooth - teeth
3. goose - _____
4. man - _____
5. woman - _____
6. louse - _____
7. mouse - _____

B. Some nouns form their plurals by adding en.

e.g.

child - children ox - oxen

C. **Some nouns remain the same in singular and plural.**

e.g.

sheep - sheep
deer - deer

fish - _____

furniture - _____

Exercise

Give the plural forms of the following

1. The child is playing in class.
2. Kamuntu's sheep was knocked down by the car.
3. The woman was very beautiful.
4. They killed a mouse last week.
5. Your foot is very dirty.
6. She ate a goose when she visited Kenya.
7. My grandmother has an ox on his farm.
8. My little brother fell down and lost a tooth.
9. There was a louse on his shirt.
10. We saw a deer in the National park last term Progress in English pg 5-8. Standard Aid bk 3 pg 9-13.

WK 5

LESSON 1

ONE WORD FOR MANY.

A place where people go to watch films	-cinema
A place where they operate people from	-theatre
A person who treats people	-a doctor
A person who teaches learners	-a teacher
Forks, knives, spoons	-cutlery
Plates, saucepans, cups, dishes	-crockery
A person who does not have parents	-orphan
A place where orphans stay	-orphanage

Activity

Give one word for the underlined group of words.

1. My friend got lost in the place where we find a group of trees.
2. Will you please take my shoe to the man who repairs them?
3. The people who take care of patients in the hospital were very nice to me.
4. Go to the market and buy some oranges, mangoes, avocados and pineapples.
5. Jomay property consultants have put up a lot of flats and bungalows.
6. I gave my letter to the person who does office work in your office.
7. I hate being in a group of people who are watching a fight or quarrel.
8. The sick old man was taken to see the person who treats sick people.
9. Have you been to the place where they make stones before?
10. When I grow up, I like to be a person who grows crops and rears animals.

Reference:

- Standard English Aid bk 3 pg 65.
- Progress in English pg 53.
- Practice in English pg 21

WK 5.

LESSON 2

Collective Nouns

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

The following are examples of collective nouns.

1) a gang of thieves.

2) a flock of sheep.

3) a swarm of bees.

4) a set of furniture.

5) a forest of trees.

6) a troop of monkeys.

7) a crowd of people.

8) a troupe of dancers.

9) a choir of singers.

10) a mob of disorderly people.

11) a congregation of worshippers.

12) a bundle of keys.

13) a cluster of bananas.

14) a herd of cattle.

15) a library of books.

16) a flight of birds.

17) a fleet of cars.

18) a heap of soil.

19) a bouquet of flowers.
20) a brood of chicks.

Exercise

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

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

2. Our school has a nice group of singers.

3. Their university lacks a collection of books.

4. I was lost in the collection of trees.

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

Complete each of the phrases with a suitable collective noun

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

Reference:

- High School English Grammar pg 6-7.
- Practice in English pg 21

WEEK 5

LESSON 2

PRONOUNS

What are pronouns?

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

Examples 1. Simon is a boy.

He is a boy.

He is the pronoun that has been used instead of Simon.

2. Patra has a nice shoe.

She has a nice shoe.

She is a pronoun that has been used instead of the noun Patra.

Other examples of pronouns are:- you, they, it, we, and I.

Some pronouns are formed from others as shown below;

He	him	his	himself
She	her	hers	herself
You	you	yours	yourself
They	them	theirs	themselves
It	it	its	itself
We	us	ours my	ourselves
I	me		myself

Exercise

Underline the pronouns from the following sentences

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

WK 5

LESSON 3

POSSESSIVE PRONOUNS

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

Examples

a) The pen belongs to her. It is hers.

b) The car belongs to my uncle. It is his.

Other examples of possessive pronouns are: yours, theirs, ours, its and mine.

Exercise

Fill in the gaps using the correct form of the pronoun.

1. The lorry belongs to Mr. Opolot. It is _____. (he)
2. The class belongs to the children. It is _____. (they)
3. That handbag belongs to us. It is _____ (we)
4. The bird is in _____ nest. (it)
5. The skirt belongs to my sister. It is _____ (she)
6. That is your book. It is _____ (you)

Exercise II

Rewrite the following sentences using the pronouns for the underlined words

7. The mother said that the mother was going out.
8. The children told the teacher that the children wanted to play.
9. As it was Dora's birthday, Dora got a lovely doll.
10. The dog barked loudly as the dog saw the stranger.
11. My parents and I went for a walk.

Reference:

- Progress in English pg 40.
- High school English Grammar pg 39.

WEEK 6

LESSON 1

The past simple tense

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

It doesn't require a helping verb like (has, have, was, are, were) when using it in sentences as shown in the examples below.

1. We played football.
2. We did an easy test.
3. Tom went to school.

Forming the past tense from the present tense

Present tense	past tense
plant	
wash	
dust	
clean	
dirty	
use	
move	
rise	
fetch	
model	
dry	
break	
throw	
fall	
keep	
dig	
blow	

make	
cut	
build	
hide	
get	
shine	
weed	
flood	

Reference: Standard English Aid pg bk 29-30.

High school English Grammar pg 71.

Progress in English pg 22-24.

LESSON 2

Changing sentences into the past simple tense.

Examples

1 .The children dirty the room

The children dirtied the room.

2. We sweep the compound.

We swept the compound.

3. Mummy takes me to the hospital.

Mummy took me to the hospital.

Exercise.

Rewrite the sentences in past tense.

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

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

9. Janet _____ her bag at school yesterday. (forget)
10. We _____ for the trip last term. (go)
11. Kato _____ a lot of food yesterday. (eat)
12. I _____ my bicycle last holiday. (ride)
13. The boy _____ a ball and broke window pane. (throw)
14. Natalie _____ the classroom alone last evening. (to sweep)
15. The thief _____ in that hole last night. (hide)

- **High school English Grammar pg 71.**
- **Progress in English pg 22-25.**
- English practice Book 3 pg 21.

THEME 2: LIVELIHOOD IN OUR DIVISION/ SUBCOUNTY.

WK 6

LESSON 3

CONJUNCTIONS

Conjunctions are words used to join more than one sentence.

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

Examples

1. Okello grows crops. He rears chicken.

Okello grows crops and rears chicken.

2. The secretary types letters.

   The secretary types exams.

The secretary types letters and exams.

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

Mabel went to the shop and bought a dress.

Activity

Construct three sentences and join them with conjunction ----- and ----

1. _____
2. _____

3. _____

Exercise

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

Reference:

- English practice Book 3 pg

WEEK 7

LESSON 1

……. but……

'but' is used to join sentences with opposite ideas.

It is put in the middle of the sentences and it doesn't start the sentences.

Examples

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

   I like oranges but I don't like
2. Mubiru is a smart boy. He doesn't complete work.

   Mubiru is a smart boy but he doesn't complete his work.

Exercise

Following the examples above, join the following sentences using 'but'

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

English practice in English pg 19

WEEK 7

LESSON 2

…….. because……..

1. ... because……is another conjunction used to join two sentences.
2. It gives a reason why something happened or was done or is being done.
3. …because…is not used at the beginning of the sentence.

Examples

1. Aronda sells milk. He wants to get money.

   Aronda sells milk because he wants to get money.

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

Opio collected grass because he wanted to make a hut.

3. Bosco was punished. He played during exams.

Bosco was punished because he played during exams.

Exercise

Join the following sentences using …..because…….

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

 English practice Book 3 pg 18

WK 7

LESSON 3

Conjunctions

(…….who……)

a) 'who' refers to people.

1. It is used to join two parts of a sentence as shown in the examples below.
   Lydia is a girl. She runs fast.
2. Lydia is a girl who runs fast.
   The boy stole the bicycle. The boy was arrested.

3. The boy who stole the bicycle was arrested.
   The man crossed the road carelessly. He was knocked down.
4. The man who crossed the road carelessly was knocked down.

b) It must be followed by a verb. **Activity**

Construct five sentences using ……who……..

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

5. _____

Exercise

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

English practice Book pg 15-17

WK 8

LESSON 1

Use of (……whose……..)

a) ……whose…….is used in possession.

It is also used to join two sentences.

Examples

1. This is the boy. His bag was cut.
   This is the boy whose bag was cut.
2. I saw the man. His car got a puncture.
   I saw the man whose car got a puncture.

b) ……whose…….can refer to persons, animals or things i8n singular or plural forms.

Examples

1. The cow whose tail was cut off died.
2. The nurse treated the boy whose leg was cut.
3. I saw the girl whose father is a minister.

Construct three sentences using …….whose……

1. _____ 2. _____

3. _____

Exercise

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

1. This is the cat. Its kitten is sleeping over there.
2. The boy got a fracture. His father died in the accident.
3. I saw the lioness. Its cub has bright eyes.
4. The police arrested the man. The man's son is missing.
5. The school headmaster went to America. The school is closed.
6. Here is the pig. Its sty is burnt.
7. We live near the woman. Her house was burnt down by the thieves.
8. We met the old woman. His house has blue windows.
9. Here is the man. His daughters married last year.
10. Amooti is the lady. Her shop has everything.

WK 8

LESSON 2

Use of (……which……..)

'which' can be used to join sentences.

Examples

1. You have a house. It looks like ours.
   You have a house which looks like ours.
2. We saw the car. The police recovered it.
   We saw the car which the police recovered.
3. I lost my pencil. I bought it from the supermarket.
   I lost my pencil which I bought from the supermarket.

'which' is used to refer to animals and things but not persons. **Activity one**

Write five sentences using ……which……..

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

5. _____

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

1. Joan broke the pencil. I had left the pencil in the table.
2. I have a sharpener. It sharpens very well.
3. I cannot see the textbook. I borrowed it yesterday.
4. Maurice drove the car. It had a damaged wind screen.
5. Mother bought a new fridge. It was very expensive.
6. Mukisa is wearing a shirt. He bought it from Nakumatt.
7. There is a dog at home. It barks at strangers.
8. This is the mat. I wove it yesterday.

Rewrite the sentences as two separate sentences

Examples

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

Musa has a story book. It is very interesting. a) She has a pen which writes very well.

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

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

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

High school English Grammar and Composition pg 128 129.

WK 8

LESSON 3

OPPOSITES

These are words with contradicting meanings.

Examples

tall - short
thin - fat
rich - poor
old - young
full - empty
hard - soft
heavy - light
big - small
fast - slow
dirty - clean
above - below
hate - love
sunny - rainy
dry - wet
inside - outside
up - down
top - bottom
east - west
north - south
under - over

Activity one

Give five words with their opposites.

a) _____ b) _____

c) _____ d) _____

e) _____

Activity 2

Fill in the gaps with the opposites of the words in brackets

1. The weather was too _____ last season. (dry)
2. The cow was under the _____ tree. (tall)
3. Mummy parked the car _____ the garage. (inside)
4. 0ur grandmothers are very _____. (old)
5. The maize cob was very _____. (soft)
6. The boy went _____ the hill. (down)
7. Stella carried a _____ jerry can of water. (heavy)
8. The _____man bought a new car. (poor) Progress in English pg 57.

 Standard Aid book 3 page 21-22.

THEME 3: OUR ENVIRONMENT.

WK 9

LESSON 1:

THE FUTURE SIMPLE TENSE

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

Examples

1. We shall eat chicken tomorrow.
2. The children will stand up to welcome the teacher.
3. You will write this exercise in the homework book.

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

He

She

They
Peter
You
will
We
I
shall

Activity one

Construct five sentences in the future simple tense.

Change the following sentences into the future simple tense

1. She goes to school everyday.
2. Patrick dances every Friday.
3. Njuki visits London every December.
4. I drive my car everyday.
5. Alinda puts on her P.E uniform every day.

 Standard Aid page 23.

COMPREHENSION NOTES FOR P.3 THEMATIC CURRICULUM,

TERM ONE-.

WEEK 1:

THEME 1: OUR SUB-COUNTY/DIVISION.

Name and location of our sub-county.

Vocabulary:

on	sub-county
in	division
behind	Makindye
in front of	parish
near	zone
cupboard	Kampala
door	district

New vocabulary:

North	sunrise
East	sunset
West	opposite
South	above
night	left

<u>Construct five sentences using the vocabulary.</u>

<u>Passage</u>: Our Division

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

Kampala district is so big that it is divided into five parts called divisions or subcounties. These divisions are Makindye division, Central division, Nakawa division, Kawempe division and Rubaga division.

The name of our division is Makindye division. There are a lot of important things in our division like schools, markets, churches, shops. Mosques, hills, valleys, etc. We are proud of our division.

Questions:

1. What is the name of our division?
2. Another for division is…….
3. In which district is our division?
4. How many divisions are in Kampala district?

There are…….

5. Draw, name and colour four important things found in our division/sub-county.

WEEK 2:

<u>Physical features in our sub-county/division</u>.

Vocabulary:

physical features valleys land
forms rivers hills
swamps mountain lakes
ponds wells

Sentence construction using the vocabulary.

<u>Complete these sentences correctly</u>:

1. The sun rises from the …… and sets in the ……
2. Our school is found on …… hill.
3. A …… is a low land between two close hills or mountains.

<u>Structures</u>:

1. Where do we get fish from?

We get fish from…….

2. What do we get from swamps?

We get …… from swamps.

3. Where is sand got from?

Sand is got from …….

Passage: Valleys.

A valley is a low land between two close hills or mountains. Valleys with plenty of water and vegetation are called swamps.

Swamps are important because homes for some animals e.g. snakes and fish. People get fish, sand and clay from swamps. Clay is used to make cups, pots, flower vases and bricks. Sand is used for building.

People should protect swamps because they are important.

Questions:

1. What is the story about?

2. Swamps with plenty of water and vegetation are called …….

3. What do people make out of clay?

4. What is sand used for?

5. Write the dictionary meaning of vegetation.

6. Draw a picture of a valley.

7. Why are swamps important in our sub-county?

WEEK 3:

People in our sub-county /division.

Vocabulary:

Chairperson	teachers
secretary	barbers
leaders	cobblers
children	carpenters

parents	priests
police	pastors
friends	tribe
army	members

Sentence construction using the vocabulary.

Structures:

1. What do teacher do?

Teachers……
2. Who makes furniture?

A ……

3. What does a barber do?

A ……

Advertisement: Job Opportunity.

KIBULI DEMONSTRATION SCHOOL

A WELL TRAINED P. 3 TEACHER FOR R.E. IS NEEDED.

INTRVIEWS WILL BE AT SCHOOL ON WED 16th FEB 2020 AT 8.00 a.m.TO 12.00 p.m.

HEADTEACHER.

Questions:

1. What is the advertisement about?

2. Which school needs a teacher?

3. Which teacher is needed?

4. When will the interviews take place?

5. At what time will the interview begin?

6. Who wrote the advertisement?

7. Write in full:
a) R. E.

b) Wed

c) Feb

WEEK 4:

THEME 2: LIVELIHOOD IN OUR DIVISION.

Occupations of people in our sub-county/division and their importance.

Vocabulary:

Carpenter tailor

secretary farmer

driver barber

shopkeeper cobbler

builder fishmonger

doctor market vendor

garbage collector butcher

Sentence construction using the vocabulary.

Structures:

1. What does a cobbler do?
A cobbler …….

2. Who sells meat?

A …….

3. Who grows crops and keeps animals?

A …….

Dialogue: A Fishmonger.

MK. Bk. 3 pg.

Questions:

1. Who is a fishmonger?

2. What does Mr.Munyema do?

3. How many people are in the dialogue?

4. Apart from fish, name other three items we get from lakes. a)

b)

c)

5. What does a fisherman use to catch fish?

6. What food value do we get when we eat fish?

7. Draw, name and colour any four important people in our division.

WEEK 5:

Social services and their importance.

Vocabulary:

social services	aeroplane
	train
education	water
health	lorry
transport	taxi
water supply	telephone
security	television
communication	hospital
police	treat

Sentence construction using the vocabulary.

Structures: "…… who ……."

1. A person who drives a car is a ……..

2. One who flies an aeroplane is a ……..

3. A person who is sick should go to a ……

Join these sentences using …… because …….

a) Mega is crying. She is hungry.

b) The driver caused an accident. He was driving carelessly.

c) I went to the clinic. I was sick.

Substitution table.

A	builder plumber carpenter tailor headteacher	makes heads fits and repairs builds	furniture. clothes. houses. a school. water pipes.

1.

2.

3.

4.

5.

Passage: **Social services**.

Social services are the services provided by the government and non-government organisations to make people's lives better.

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

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

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

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

Questions:

1. What are social services?

2. List down four examples of social services in our sub-county. a)

b)
c)

d)

3. What group of people provides transport in our sub-county?

4. Why do you think some services are not well provided in our sub-county?

5. Why are doctors important in our sub- county?

6. Draw, name and colour any four people who provide services in our sub- county.

WEEK 6:

Challenges in social services and their possible solutions.

Vocabulary:

challenge	police post
solution	mosquito net
thieves	murram roads
corrupt	tarmac roads
corrupt officials	report
expensive	spray
lack	slash

Sentence construction using the vocabulary.

Structures: " .... because ...."

1. Ben cannot go to school. He is sick.

2. She fell down. She was running on the stairs.

3. You should slash the compound. It is bushy.

Dialogue: CORRUPTION.

Angelo: Hullo Amos, how are you?

Amos: I'm alright, thank you.

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

Amos: Yes. Some parents can't afford school fees.

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

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

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

Amos: Then those should be reported and punished.

Questions:

1. Who are talking in the dialogue?

2. Where are Angelo and Amos going?

3. Why don't some children go to school?

4. The program in government schools where parents don't pay fees for their children is called.....

5. The .....officers should be punished because they misuse government funds.

6. What do corrupt officers do in hospitals?

7. Write these words in long form:

a) I'm

b) We're
c) You're

d) Can't

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

WEEK 7:

THEME 3: Our environment in our sub-county/division.

Vocabulary:

environment	plants
soil	buildings
water	loam
air	white
stones	charcoal
sand	brown
clay	model
animals	black

Complete these sentences correctly:

1. Farmers grow crops and keep.....

2. ..... soil is the best for plant growth.

3. Clay soil is ..... in colour.
4. The opposite of ..... is white.

Structures:

1. What is clay soil used for?

   Clay soil is used for.....

2. What is charcoal used for?

   Charcoal is used for.....

3. Where do we get clay soil from?

   We get clay soil from.....

Poem: **Soil**

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 the environment

Oh, what a wonderful friend you are!

Soil Soil Soil

You are useful

For building, we run to you

For modelling, 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 friend you are!

Questions

1. What is the poem about?

2. Which soil is used for building?

3. Where do we find soil?

4. Name the three types of soil.

The three types of soil are:

a)

b)

c)

5. How many stanzas does the poem have?

The poem has.....

6. Draw, name and colour three items made out of soil.

WEEK 8:

Natural causes of changes in the environment.

Vocabulary:

wind	windy
rain	rainy
sun	sunny
clouds	cloudy
hot	cold
dry	wet
inside	outside
floods	drought
hail stones	lightning
thunder	earthquake
sunshine	sunset
sunrise	shining

Sentence construction using the vocabulary.

Structures:

1. What is the weather now?

   The weather now is.....

2. What happens on a sunny day?

3. When do farmers plant crops?

Give the opposite of these words:

a) cold

b) wet

c) outside

d) sunrise

Poem: CHANGES IN THE ENVIRONMENT.

The sun

Brightly shining up there

You give us heat and light

And make our plants grow.

The wind

You move things like kites
You help in winnowing

You are good but sometimes bad

You blow off the roofs of our houses

The clouds

Sometimes white like cotton wool

Sometimes black or grey

When it is so hot and you appear,

The weather changes.

The mighty rain

From the dark sky

You come like drops of water

On this dry and thirsty land

Plants and people need you.

Questions:

1. What is the poem about?

2. Where is the sun?

3. Which stanza talks about the clouds?

4. Why is wind sometimes bad?

5. Why do plants need rain?

6. When is the weather sunny?

7. Give one use of wind to people.

8. Draw, name and colour the four types of weather in our sub-county/division.

WEEK 9.

Changes in the environment through human activities.

Vocabulary:

construct build

cutting trees	farm
burning bushes	cover
farming	plant
burning charcoal	throw
graze	plastic
rubbish pit	brick

Sentence construction using the vocabulary.

Structures:

1. What will you do when you go home?

   I shall.....

2. Will you graze the goats when you go home?

   No, we.....

3. Is building houses in a swamp good?

Passage:

People do a lot of activities in the environment in our sub-county/division. These include pottery, farming, fishing, brick making, etc.
Some activities are not good because they destroy the environment. Examples of these are cutting down trees, burning bushes, damping rubbish into trenches and swamps and overgrazing.

Overgrazing, bush burning and cutting down trees cause soil erosion. Damping rubbish anywhere causes easy spread of diseases like cholera.

We should all be responsible and care for our environment by disposing off wastes properly, planting more trees and avoid bad farming methods like bush burning and overgrazing.

Questions:

1. What do people do in the environment?

2. What activities do people do in or near swamps?

3. Why are some activities not good?

4. List down some activities people do that are not good. a)

b)

c)

d)

5. What should we do to protect our environment?

We should:

a)

b)

c)

6. Draw, colour and name any one bad human activity in our sub-county.

WEEK 10:

THEME 4: ENVIRONMENT AND WEATHER IN OUR SUB-COUNTY/DIVISION.

Air and the sun.

Vocabulary:

air dry

sun	wash
move	heat
wind	warm
blow	fall
break	rain
rise	set
roof	house
clean	dust

Sentence construction using the vocabulary.

Structures:

1. What does father do?
2. What does the maid do?
3. What do you do everyday?

Complete these sentences correctly:

a) …… is moving air.
b) The sun …….. from the East.
c) Can you please …… that dusty table?
d) I have put on a sweater to keep ……

Give the past tense of these words:

Present	**Past**
break	
wash dry	
fall	

blow

Dialogue:

Mary: Hullo Agnes, the big tree near our home was blown by strong wind.

Agnes: Really? When did the tree fall?

Mary: Yes. It fell on Monday evening when it rained heavily.

Agnes: Why did the tree fall?

Mary: The tree fell because of the heavy storm and the soil was washed away by rain.

Questions:

1. How many people are talking in the dialogue?
2. What fell down on Monday evening?
3. Where was the tree?
4. Why did the tree break?
5. What happened to the soil during the heavy rain?
6. Give two bad things caused by heavy rain. a)

   b)

COMPREHENSION NOTES FOR P. 3 TERM 11, .

THEME 5: LIVING THINGS.

WEEK 1. Animals

Vocabulary

Forest	zebra
Zoo	lion
Bush	giraffe
Monkey	hyena
Elephant	wild animals
Tame	buffalo
Wild animals	domestic animals

Sentence construction using the vocabulary.

1.

2.

3.

4.

5.

Structures

1. Which animal is bigger?

A buffalo and a lion A ……. is

bigger than a ……

2. Which animal is smaller?

A rabbit and a rat A ……is

smaller than a ……

3. Which animal is faster?

A goat and a dog A …… is

faster than a …….

4. Which animal is slower?

A snail and a tortoise

A …… is slower than a ……

Dialogue: **A VISIT TO THE ZOO**

MK.pg. 70. Questions:

1. Who are talking in the dialogue?
2. Who visited the zoo last Friday?
3. Who must visit the zoo next month?
4. Which animals did Mulisa see?
5. Which animals did Birabwa see?
6. Of the animals they saw, which one is the biggest?
7. Draw, name and colour two animals you know.

WEEK 2 BIRDS

Vocabulary

Hen	kiwi
Duck	owl
Dove	turkey
Eagle	kite
Parrot	bat
Crow	sparrow
Pigeon	crested crane
Weaver bird	flamingo

Sentence construction

Fill the gaps with the correct words:

1. We keep …… and ……. for their eggs and meat.
2. A ……..is found in the middle of the Uganda flag.
3. The old man is as blind as a ……..
4. An ……. has big eyes.
5. A hen clucks while a ……. gobbles.

Passage: BIRDS

Birds are also living things. Some birds are domestic while others are wild. Examples of domestic bids are hens, cocks, ducks, turkeys and parrots. Examples of wild birds are weaver birds, owls, sparrows, crested cranes and crows.
People keep birds for eggs and meat. Their droppings are used as manure in gardens. The birds must be fed and treated well in order to grow well.

When they are sick, a veterinary doctor treats them. Examples of bird diseases are coccidiosis, flue and worms.

Wild birds are also important because people pay money to see them in the zoos or game parks. People who go to see wild birds and animals are called tourists.

Questions:

1. What is the passage about?
2. Name the two groups of birds.
   The two groups of birds are …….. and ……..
3. List down any four examples of domestic birds. Examples of domestic birds are:

   a)

   b)

   c)

   d)

4. Give three reasons people keep birds.

   People keep birds for:

   1)

   11)

   111)

5. Some of the diseases that attack birds are ……., ……., and ……. .
6. The doctor who treats animals is called a ……
7. Who are tourists?
8. Draw, name and colour any bird kept at home.

WEEK 3.

THEME: PLANTS IN OUR SUB-COUNTY/DIVISION.

Vocabulary:

Maize	dry season
Beans	flowers
Yams	tins
Garden	water
Swamp	mango
Farmers	wet season
Weeds	harvest Care
for	weeding

Sentence construction.

Structures:

1. Where do farmers grow crops? Farmers grow crops in ……
2. Who planted the maize?
   ……. planted the maize.
3. Where did you plant the yams?
   We planted the yams in the …….

Write the plural of these:

a) mango

b) garden

c) tomato
d) maize

e) farmer

Dialogue:

Peter: Good morning, Joel.

What are you doing?

Joel: I am preparing my garden for planting.

Peter: What are you going to plant?

Joel: I am going to plant maize and bean seeds.

Peter: How are you going to plant them?

Joel: I am going to plant them in rows. The rows will be three feet apart.

Peter: Alright. When the plants begin to grow, look after them carefully and remove any weeds.

Joel: Thank you very much for the advice.

Peter: It's a pleasure.

Questions:

1. What is Joel doing?
2. Which seeds is Joel going to plant?
3. What are weeds?
4. Why should Joel remove the weeds from the garden?
5. Apart from weeding, we care for plants by ……., ……. and ……
6. Draw, name and colour four plants grown in our sub-county/division.

WEEK 4. **Uses of plants**

Vocabulary

Flowers	food
Roots	decorate
Stem	medicine
Leaf	money
Leaves	fuel
Seeds	furniture
Timber	building

Sentence construction

Structures:

1. What are flowers used for?
   Flowers are used for ……
2. Which plants provide us with timber? …….. provide us with timber.
3. Whose garden is this?

Substitution table

There is There are That is Those are	Some Little A lot of	Bananas Juice Water sugar	In the tank. In the tea. In the garden. In the glass.

a)

b)

c)

d)

e)

Passage: **USES OF PLANTS TO PEOPLE**

Plants are useful to people in a lot of ways. Most plants are used for food. Among plants grown for food are bananas, beans, rice, mangoes, greens and many others.

Others are grown and sold to get money. These are called cash crops. Examples are coffee, cotton, tobacco, vanilla, tea, etc.

We get medicine from some plants e.g. aloe, mangoes, guavas, etc. Flowers and leaves are sold to get money. They are also used for decoration.

Plants with thorns are used to make hedges. A hedge is a fence made out of plants. From trees we get timber which is used for making furniture and building houses.

Questions:

1. Food crops are plants grown for …… .
2. What are cash crops?

3. Name two examples of plants that provide us with medicine.
4. What is timber used for?

   Timber is used for ……..

   Timber is used for …….

5. Which plants are used to make hedges?

6. Write two examples of crops grown for sale.
   Examples of crops grown for sale are …… and …….

7. Draw, name and colour three crops grown in our school garden.

WEEK 5.

THEME 7: MANAGING RESOURCES IN OUR SUB-COUNTY/DIVISION

SAVING RESOURCES

Vocabulary

Time	waste
Money	box
Water	plants
Firewood	need
Bank(n)	bundle
Charcoal	save

Sentence construction

Structures:

1. Where do you keep your money safely?
2. Do you have enough time? 3. How much charcoal is left?

Dialogue

Mary: Good afternoon, Jack.

Jack: Good afternoon, Mary. What do you use to cook food?

Mary: I use charcoal and firewood.

Jack: Where do you buy it from?
Mary: I always buy it from the charcoal kiosk.

Jack: I shall also buy a sack. What about firewood?

Mary: My children collect firewood from the forest.

Jack: That is wonderful. Children can help to do some work.

Mary: We should train children to do work.

Jack: Thank you very much. I will train my children, too.

Questions

1. Who are talking in the dialogue?
2. What does Jack use to cook food?
3. Who buys charcoal from a charcoal kiosk?
4. Whose children collect firewood from the forest?
5. Who should learn to do work?
6. Apart from firewood and charcoal, we use …… to cook food.
7. Write small words from the big ones:
   a) charcoal

   b) train

8. Write the short form of:
   a)That is

   b)I shall

WEEK 6.

Spending resources

Shopping

Vocabulary

Buy	cost
Sell	budget
Shillings	priories
Shop	spend
Shopkeeper	shopping list
Grocer	price tag
Grocery	some
Market	money
Market vendor	change
Customer	cashier
Pack	item

Sentence construction

Give the plural of these nouns:

1) a thief
2) a box of chalk
3) a mango
4) a bar of soap
5) a loaf of bread **Structures:**

1. How much is a pencil? It is …… shillings.

2. May I have some …… please?
   Yes, you may.

3. Do you have any soap please?
   Yes, I do. / No, I don't.

Passage: **JANE AND AISHA GO SHOPPING**.
Mk. Pg. 138.

Questions:

1. Who went to the grocery?
2. How many items did the girls buy?
3. Who wrote the shopping list?
4. How much money did the girls pay for all the items?
5. How much sugar did Jane and Aisha want?
6. List down the items Mrs. Jumba sent for. Mrs. Jumba sent for:

   a)

   b)

   c)

7. Where did the grocer pack the items?

8. How much was the change?

WEEK 7: CHART

Vocabulary

Shopping list	cheap
Items	expensive
Goods	dear
Cost	bargain
Price	quality
Quantity	pay

Sentence construction

Join these sentences correctly:

1. A book is cheap. A pencil is cheaper. A …… is cheaper than a ……

2. A pen is cheap. A rubber is cheap. A pen and a rubber ……

3. Cars are expensive. Buses are more expensive. …… are more expensive than ……

Study the shopping list below carefully and answer in full sentences.

Dan's shopping list

Item	**Quantity**	**Price**
Books	1 dozen	Shs.5,000
School bag	1	Shs.10,000
Pencil	4	Shs.800
A bar of soap	1 bar	Shs.2,000

Questions:

1. Whose shopping list is shown above?
2. How many items are on the list? There are ……
3. How many items are in a dozen?
   There are ……
4. Which item is the cheapest on the list? How much is a bar of soap?
5. How much is a bar of soap?
6. What is the cost of a pencil?
7. Name any three places where people g oshoppind.
8. Why should one have a shopping list before shopping? One should have a …… **WEEK 7. PROJECTS**

Vocabulary

Projects	bee keeping
Skill	tree planting
Knowledge	poultry keeping
Money	brick making
Capital	space
Prepare	recording
Time	checking

Manage

Sentence construction

Structures

1. What are you going to keep?
   I am going to keep ……..
2. Keeping …… is better than
   growing …….

Passage: John's project

John is a primary three child. He is nine years old. At his school, his teacher taught him about the different projects one can start. John chose a vegetable growing project because vegetables grow quickly.

First, he chose a good site for a garden. He then cleared the garden well. He planted cabbages, tomatoes and egg plants. He recorded the date of planting.

He cared for them by weeding, watering and controlling pests and diseases. When the vegetables were ready, he harvested them and recorded the date of harvesting.
He took some of the harvest at home for food and sold some at the market. He got some pocket money after selling them.

Questions:

1. In which class is John?
2. How old is John?
3. Who taught John about the projects?
4. List down four of the projects you have learnt.
5. Which project did John take/
6. Which vegetables did John grow?
7. How did John care for the vegetables?
8. What did John do to the harvest?

9. Draw, name and colour the vegetables John grew.

WEEK 8.

THEME 8: KEEPING PEACE IN OUR SUB-COUNTY/ DIVISION

Living in peace with others

Vocabulary

Rules	steal
Play	friend
Work	sing
Share	dance
Give	visit
Sorry	greet
Excuse	abuse
Fight	beat
Obey	borrow
Request	polite
Respect	forgive
Disobey	impolite

Sentence construction

Structures

1. May I use your ruler please?
   Yes, you may.

2. May I play with you please?
   Yes, you may.

3. May I borrow your pencil please? No, I am sorry. I am using it.

Substitution table

Make meaningful sentences from the table below:

The police The army Teachers	teach lead prayers protect	in mosques. discipline. law and order.
Priests Imams Parents	keep teach us	in churches. children. our country.

a)

b)

c)

d)

e)

f)

g)

Answer these questions:

1. Write down five things you do to show that you keep peace in our division.
2. Write down five examples of acts which do not show peace in our division.
   a)

   b)

   c)

   d)

   e)

WEEK 9.

Child rights, needs and their responsibilities.

Vocabulary

Child rights	school
Needs	clean
Education	play
Food	water

Home drink

Clothes medicine Parents

responsible responsibility

name

Sentence construction:

Use the words in the brackets to fill the gaps:

1. ……. should know their rights and responsibilities. (child)
2. We have …….. of speech. (free)
3. Good children are always ……. (obey)

Structures:

1. What do we do everyday?
   We eat and drink everyday.
2. What does mother do everyday? Mother ……
3. What is your name?
   My name is ……..

Give the opposite of these words:

a) obey
b) clean
c) responsible

Passage:

My friend is Amos. He lives at Nsambya with his father and mother. His father's name is Mr. Francis Opio while his mother's name is Mrs. Flavia Opio.

Amos goes to St. Peter's Primary School, Nsambya. He is in primary three. At school, he needs books, pens, pencils, a set and wrappers.

His mother is a house-wife. She stays at home to clean the house, wash clothes and cook food. His father is an engineer. He works with Uganda National Road Authority. He pays for Amos' school fees and buys his needs at school. He also buys food, pays for house rent and water bills.

Amos washes the utensils and sweeps the compound when he comes back from school. Everyone in this family has a responsibility.

Questions:

1. Who is the writer's friend?
   The writer's friend is …….
2. Which school does Amos go to?
3. Where does Amos stay?
4. Who pays for Amos' school fees?
5. What does Amos' mother do at home?
6. What does Amos do when he comes back from school?
7. What type of family is this? This is a ……..
8. Draw, name and colour one responsibility you have at home.

WEEK 10.

POEM

Vocabulary

Help	love
Respect	study
Elders	guardians
Gift	pray

Clan bless

Sentence construction:

Complete these sentences correctly:

1. Children are gifts from …….
2. …… should care for their children.
3. Children should help their children. They should be ……..
4. The best food for babies is ……

Read the poem carefully and answer in full sentences:

Child Child Child

A gift from God

To the family

And clan

So let's love our children.

Child Child Child Feed

the child

Educate the child

Treat the child

Dress and shelter the child.

Child Child Child

Respect elders and other children

Respect the parents as well

Greet everyone

And help whoever needs help.

Child Child Child

Go to school daily

Study hard

Keep with your parents/ guardians Follow

school rules and regulations

And pray everyday.

<u>Questions</u>:

1. How many stanzas does the poem have?
2. The poem has ……..
3. What is the poem about?
4. Who should study hard?
5. Write down four responsibilities of parents.

1) Parents should ……..

11)

111)

1V)

Complete correctly:

a) A child is a gift from ……..
b) A child must respect ……., ……. and ……
7. Write down three responsibilities of a child at home.
8. 1)
9. 11)
10. 111)

COMPREHENSION NOTES FOR P. 3 TERM THREE, .

WEEK 1.

THEME 9 : CULTURE AND GENDER IN OUR SUB-COUNTY/ DIVISION.

Customs in our sub-county/ division

Vocabulary

Culture	kneel
Marriage	greet
Naming	food
Dressing	taboos
Language	circumcise
Music	roles
Burial	pray
Dance	wear
Tribe	

Sentence construction:

Complete these sentences correctly:

1. We should …… our parents and teachers.
2. The Baganda women and girls ……. while greeting.
3. The ……. spoken by Basoga is Lusoga.
4. The ……. men must be circumcised.

Passage: PEOPLE'S CULTURE

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

The Baganda's staple food is bananas while that for Banyankole is millet. The Baganda men put on Kanzu as their traditional wear while the women put on Gomesi. The Banyankole women's traditional wear is Sash while the men's is Kanzu.

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

There are ceremonies that different tribes perform as they practise their culture. It is very important to respect everyone's culture.

Questions:

1. What is the passage about?
2. What is the staple food for the Baganda?
3. What do we call the Banyankole women traditional wear?
4. Which people dance Runyege?
5. Why do people put on their traditional wear?
6. Name two customs practiced in our sub-county/ division. a)

b)

7. List down three modern wears that people in our sub-county put on.

1)

11)

111)

WEEK. 2.

FOOD

Vocabulary

Farmers	yummy
Dry season	delicious
Wet season	scrumptious
Food staff	yuck
Food values	yucky
Balanced diet	tasty
Harvest	salty
Food taboos	cook (v)
Utensils	kitchen Prepare
cook (n)	

Sentence construction:

Make meaningful sentences from the table below:

There is There isn't There are There aren't	some any	meat in the pan. salt left. mangoes in the basket. tea in the flask.

a)
b)

c)

d)

e)

Story: GOOD FOOD

Mk. Pg. 111-112.

Questions:

1. Why do we eat food?

2. What makes the food tasty?

3. Why do we need fruits in our diet?

4. What is energy?

5. …….. is a meal that contains all the food values in their right amounts.(Complete correctly.)

6. Write down any four food values we need to grow well. a)

b)

c)

d)

7. Draw, name and colour any four of the fruits we need in our diet.

WEEK 3.
GENDER

Vocabulary

Gender	wash
Male	mop
Female	work
Masculine	hungry
Feminine	slash
Share	milk (v) Help
different	

Sentence construction:

Complete these sentences correctly:

1. A king's ……. is a princess.

2. A male rabbit is a ……

3. A female pig is a …….

4. A ……. is a male head of school.

5. Wife is to …….. as lady is to gentleman.

Structures:

1. Who cooks food?

……..

2. Who slashed the compound?

……

Join these sentences using …because …

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

2. He was punished. He had dodged lessons.

3 The teacher is happy. Everyone has written well.

Read the dialogue carefully and answer in full sentences:

Mark: How are you, Rose? You look unhappy.

Rose: I'm not alright. I cut my finger yesterday as I was peeling bananas.

Mark: Don't you have a maid at home?

P.3 COMPOSITION I – TERM I -

MY NEW CLASS.

(a) **Vocabulary.**

holiday receive bank-slip excited

floor assembly class teacher

stream friend

(b) **Sentence construction using the vocabulary**.

1. _____ 2. _____3._____ 4._____ 5._____

C. **Structure**

……and……..

1. I entered the class. I sat near my friend.

(b) We learn Mathematics . We learn English.

We learn Mathematics and English.

Use……. and….. to join the sentences below.

(1) Alice is my new friend . Peter is my new friend.

(2) We shouldn't make noise. We shouldn't play in class.

(3) Mark went to the bank. He paid his school fees.

Sentence re-arrangement (wrong order)

1. I woke up very early on that day.

2. Our first term started on Tuesday, 6th February 2020.

3. When I reached school.

4. and Prepared myself for school.

5. I was received by my class teacher.

Use the words below to fill in the gaps.

five, year, new, excited, classmates, bank slip, holiday, received, came.

It was the first term in the new _____of 2020. I had to move into a _____class. On that day, I woke up very early at around _____ O'clock in the morning.

When I reached school, I was_____by my new classteacher. I handed in my_____and holiday work. I found some of my_____In the class. They were very_____to see me in class.

Later, teachers_____in and welcomed us. They gave us instructions and they told us to write corrections for our _____work.

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

PICTURE: Draw and name five different things that make your class very attractive.

COMPOSITION 2, TERM1

OUR SUBCOUNTRY (division)

Vocabulary

Makindye district division people parish local zone activities picture south physical features neighbour

Sentence construction.

1. 2. 3. 4. 5.

Write these divisions of Kampala correctly.
waNaka_____ wempeKa._____ ntralCe_____
Rugaba_____

Structure.

……because……
1. There are many people in Kampala . It is the capital city.

2. I like our division. It is very clean.

3. James went to the hospital. He wanted to see the doctor.

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

MY DIVISION.

My name is _____. I am _____years old.

My school is called_____it is found along Mbogo _____ in Mosque_____of Kibuli parish in Makindye _____

My division is found in _____ district . Kampala district has _____ divisions and these are _____ ,_____, _____, _____ and _____

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

In my division there are also physical features like hills_____ valleys and _____. The nearest lake to my division is _____.

The biggest water tanks in Kampala are found in my division on

_____ hill.

People in my division do different types of work. Some are teachers, others are _____, _____and many others.

I like my division because it is peaceful.

Draw and name some three physical features found in your division.

PICTURE COMPOSITION 3. TERM1

CHASED BY A DOG.

1. bungalow
2. fierce
3. laugh
4. foot of the tree
5. rescue
6. scared
7. climbed
8. fierce
9. shouted

Sentence construction.

1.

2.

3.

4.

5.

……which…….

1. This is the dog. It barked at me yesterday.

2. I climbed the tree. It was near Peter's home.

3. I heard the dog. It was barking.

4. Peter took the dog. It was barking.

Guided Composition.

Afternoon , hut, fiece, once, tree , surprised, possible, locked, laughed.

One _____ I went to visit my friend Musa . He lives in a small_____. As I came near his home, I saw a big dog. It looked_____

Suddenly, the dog started barking at me . I was frightened and ran as fast as_____. The dog ran after me at_____ I quickly climbed up a tree and sat on a branch. The dog sat at the foot of tree growling fiercely.

I shouted for help. Musa came out of his hut and was surprised to see me up in the _____. He pulled his dog back in the house and _____it up. I climbed down the tree still feeling shaky. Musa laughed at me for being afraid of his dog.

Composition writing.

Using pictures pupils give names of their own and write sentences about each picture in the past simple tense.

Example

Mary went to Alice's home to pay him a visit.

1.

2.

3.

4.

5.

6.

COMPOSITION 4. TERM 1

LETTER WRITING

A. An informal letter. (Friendly letter)

Vocabulary.

address envelope post office reply friend invite signature message date B. Sentence construction.

1. 2. 3 4

(c) Letter order.

Learning the letter order of a friendly.

Senders' address, date. Salutation, message, closing, sender's name and signature.

Sample letter.

Greenhill Academy,

P.O. Box 7490,

Kampala.

Monday, 21st March, 2020.

Dear James,

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

I am glad to inform you that I will come and attend since it happening on Saturday.

We shall talk and have more fun on that day.

From your cousin,

Abgail.

Letter re arrangement.

1. Post office Box 4 , Masaka
2. Masaka Primary school.
3. Monday, 30th February, 2020.
4. Hope you are fine at school.
5. Dear Ann and Tom,
6. Thank you for your Christmas gift.
7. How are you nowadays?
8. I received it with a lot of joy 9. Greet all your family members
10. From your friend, Betty.

Letter writing

Write a friendly letter inviting someone to come and attend the music festival that is going to happen on the 28th March, 2020. in the School main hall. Tell the person the different types of activities which are going to happen on that day. Adults will pay sh.5000 while children will pay sh. 2000. it will start at 2:00 P.M

COMPOSITION 5 TERM 1

HOW WEATHER HELPS US.

A. VOCABULARY

Rainy, sunny, windy, cloudy, winnowing, floods, harvest, atmosphere, famine, drought.

B. Sentence construction using the vocabulary.

1.

2.

3.

4.

5.

C. Sentence re arrangement

1. He sows his crops during the rainy season.

2, Mr. Musoke is a farmer.

3. During the dry season, he harvests his crops.
4. After sometime, he weeds the garden.

5. The sun dries his harvested crops.

D.Name the types of weather formed by the following elements.

Sun_____

Wind_____

E. Structures.

What is the weather now?

The weather now is…….

What was the weather yesterday?

The weather yesterday was ……..

Use the words below to fill in the gaps in the guided composition. home, uniform, foot, road, sweater, day , warm, sunshine.

Male's school is not very far from his_____. He goes to school on _____. On Sunny days, he doesn't wear a sweater, however, he carries an umbrella to protect him from the strong_____

When it rains before he goes to school, Male puts on his rain coat after putting on his school_____,

He walks carefully to avoid accidents on the slippery____ .

When he reaches school, he removes his rain coat and hangs it. On very cold

days, Male puts on his school_____ to keep himself____,

The type of weather determines what Mukasa puts on each day .

Composition picture

Draw and name any two activities done during the two types of weather of your choice.
COMPOSITION 6 TERM 1

Animals.

A. Vocabulary

guard	hides and skins	poisonous
squirrel	chase	harmful pet
dangerous	produce company	
kennel	stable.	

B. Sentence construction

1._____ 2._____ 3._____

4._____ 5._____

Structure

C. .....than.....

Cats are small. Rats are smaller.

Rats are smaller than cats.

1. Lions are big. Elephants are bigger.

2. Kobs are fast. Cheetahs are faster.

3. Buffaloes are strong. Rhinos are stronger.

Model composition. My

favourite pet

My favourite animal on earth is a cat. It is a very small animal. Smaller than most domestic animals. My cat is black and white. It has brown eyes which shine at night. It weighs four kilograms. It has whiskers around its mouth and its body is covered by fur.

This favourite pet of mine lives with us in the house . Sometimes it sleeps on my bed, in our sofa or on the warm woolen carpet. Last month, my pet produced six kittens. I gave three to my friends and sold the others.

While at home, it gives company especially when there is no body to play with at home.

It also chases away all the rat from the house.

Everybody at home loves my pet because it is very friendly to us and it has kept our house safe from rats.

COMPOSITION

Using the sample story above,

Write a composition about **My favourite animal.**

Draw and colour your favourite pet.

COMPOSITION 7 TERM 1

Social services in our sub-county.

Transport, communication, health, Poor

laziness education

universal secondary poverty government.

Organizations plumbers

Using the vocabulary to construct sentences.

1._____ 2._____ 3._____

4._____ 5_____

Structure

……..so……

Fiona is not educated. She cannot read.

Fiona is not educated so she cannot read.

1.Moses did not have the transport fare. He had to walk home.

2.Many children were missing school. The government introduced Universal Primary Education.

Sentence sequence.

They are provided by the government and organisations.

Social services are very important to us.

People get health, education and transport services.

Which help them to lead better and happy lives.

Guided composition

Use the words below to complete the sentences that follow in full sentences.

Security, lazy, organizations, education, nurses, important

Social services are the activities done by the government and_____ to make people's lives better. There are a number of social services like water supply, communication, _____, banking and many others.

Different people offer particular services for example doctors and _____offer health services,

teachers provide education services. The police gives us _____ services. While the plumbers provide water supply.

Social services are very _____to us. Without them, people live very miserable lives. They are not able to read and write. Some people cannot meet their needs because they are very _____, others are too poor while others are not educated.

Composition picture

Draw and name and colour any three social services of your choice

Composition 8 TERM 1

Occupations.

My parent's job. Vocabulary

butcher florist pilot manager stenographer cashier responsible

income salary earn accountant lawyer.

Sentence construction using the vocabulary

1._____ **2**_____ **3.** _____

4._____ **5.**_____

Make sentences from the substitution table below.

The florist	sold very good meat. has
That butcher	no flowers today. gave us
The lawyer	a receipt. does his work in
The bursar	the court.
The cashier	Collects money in the school.

1_____ 2._____3._____ 4._____

5._____

Read the model composition and later write your own composition with the title

MY PARENT'S JOB

My father's name is Mr Brown. He is forty years old. He is currently working as the headmaster at Jinja Town Academy. He has been working as a headmaster for fifteen years. Jinja Town academy is found in Jinja town along Nadiope road.

My father wakes up at five O'clock in the morning, prepares himself for the day, then he starts driving to school. It takes him around thirty minutes to reach school. He reaches school at half past six o'clock in the morning.

While at school, my father supervises all the activities in the school. He checks for the teachers and pupils attendance and he attends to the visitors in the school. He checks the meals and attends school assembly.

Some of the challenges he finds at the place of work are indiscipline students, absenteeism of students and lack of time for his family. He encourages all of us his children to work hard.

Composition writing.

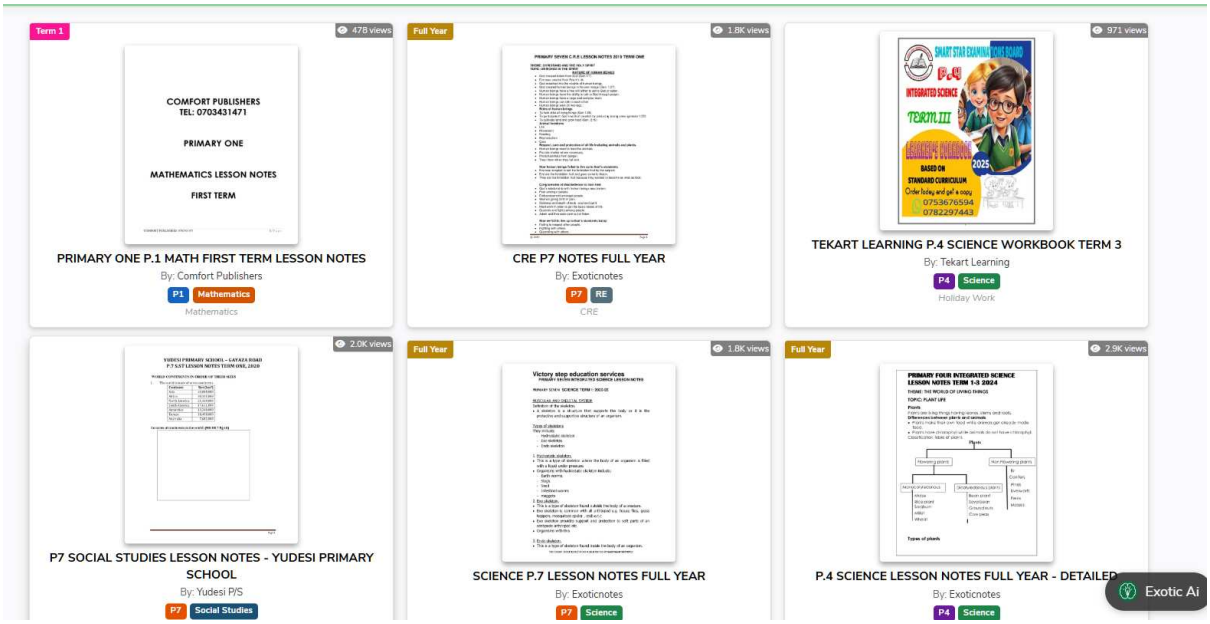
Wrte a brief composition about your parent's Job.
Remember to include the following.

Parent's name, age, job where he or she work from, time for waking up, activities done at the place of work, problems or challenges faced.

Draw your parent at work.

7. Draw, name and colour the four types of weather in our division.

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