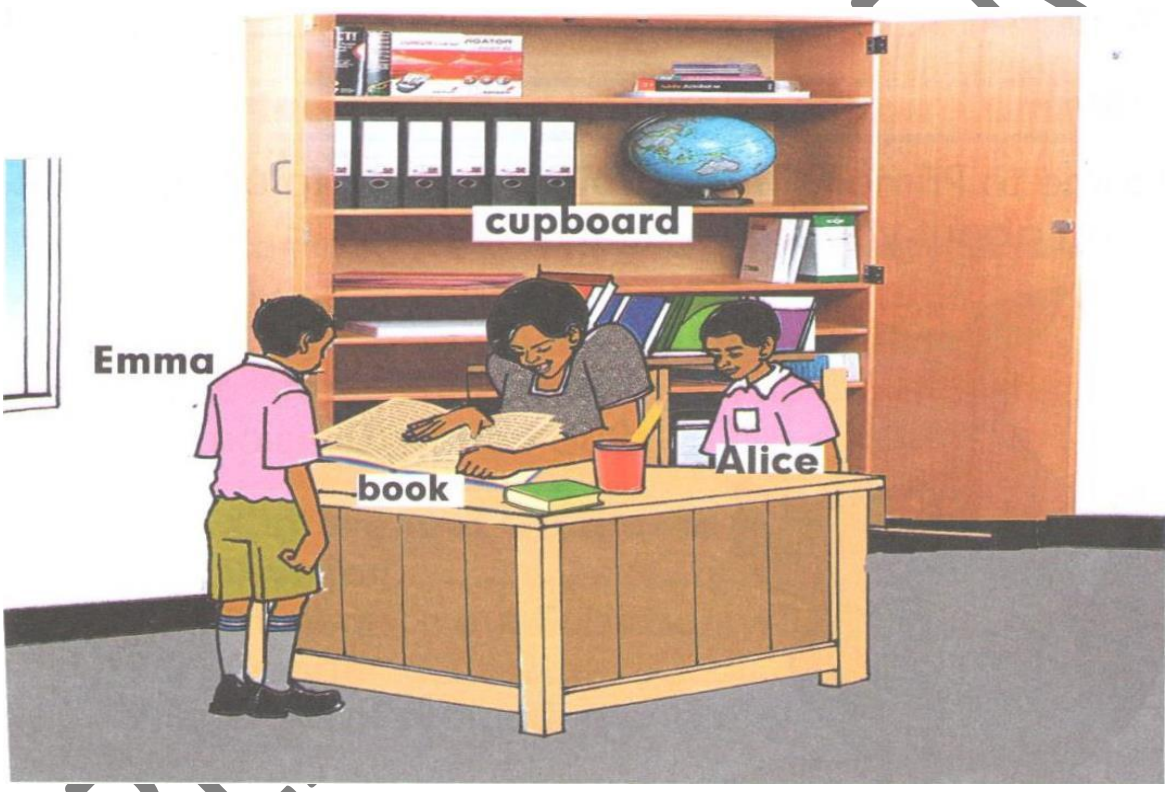
#CREATIVE PRINTER

ENGLISH

PUPIL'S BOOK 3



CRS

For notes, exams etc.

Tel : 0785681207 / 0703745068

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THEME I: Our Sub-county/Division

1.1 Name and location of our Sub-county/Division

Welcome to Primary Three. You are going to enjoy learning about your Sub-County/Division.



What is the name of your Sub-county/Division?

Activity 1

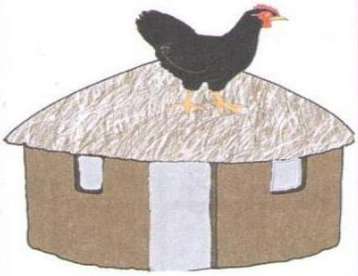
Vocabulary

Read these words with your friend

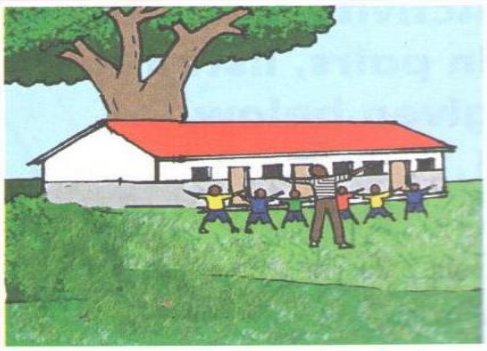
On	in front of	opposite	in
Behind	at the side of	cupboard	near



The boy is in front of the car.



The hen is on top of the hut.

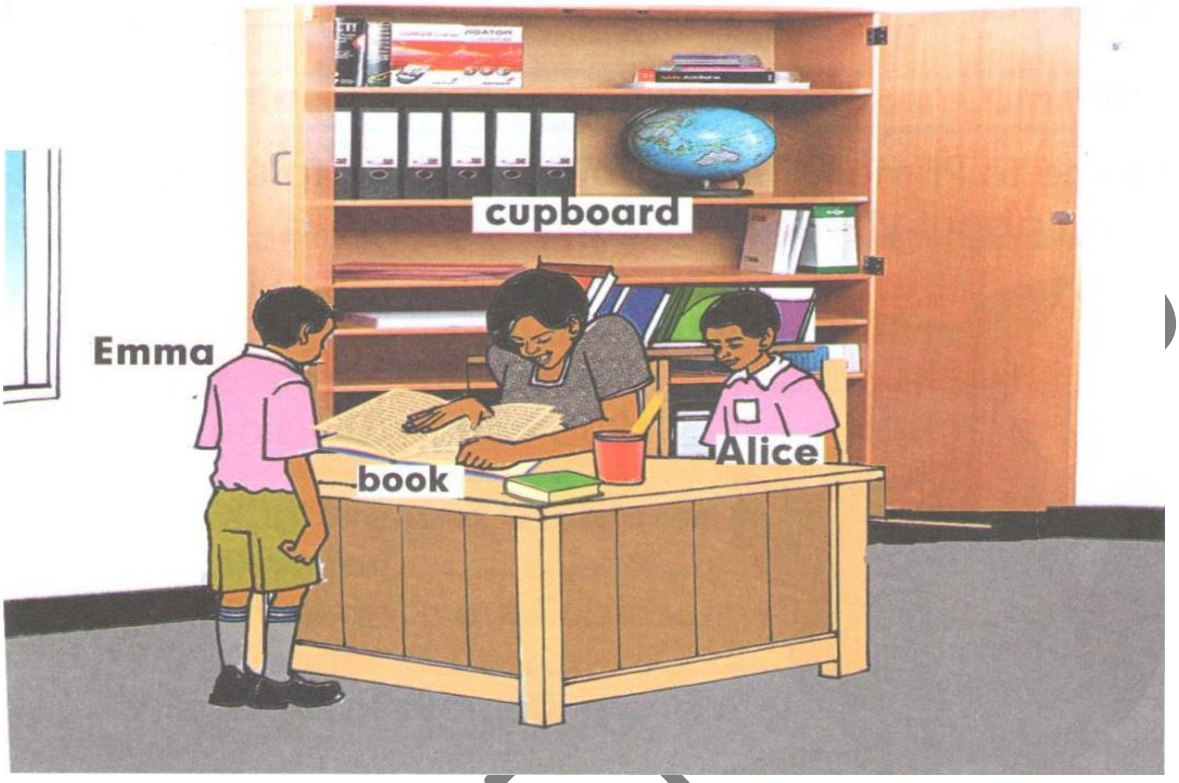


The tree is behind the school.

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Activity 2 reading sentences

Study the picture and read the sentences about it.



1. The book is on the teacher's table.
2. Emma is standing in front of the teacher's table.
3. The cupboard is behind the teacher's table.
4. The pencil is in the tin.
5. The tin is near the book.

Activity 3 Pair Activity – obeying commands

In pairs, listen to each other and do the command given below.

1. Sit on the chair.
2. Put your books in the bag.
3. Hide behind the door.
4. Go near the teacher's table.
5. Stand at the side of the chalkboard
6. Stand in front of class

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Activity 4 Where is the ……? / Is the……?

Study the pictures and answer the questions correctly.

		
Where is the flower? The flower is in the pot. Is the flower in the pot. Yes, it is.	Where is the book? The book is on the table. Is the book on the cupboard? **No, it is not.**	Where is the P.1 class? The P.1 class is opposite in P.4 class. Is the P.1 class opposite the P.4 class? **Yes, it is**

Answer these questions correctly.

1. Where is the flower?
2. Where is the book?
3. Is the book under the table?
4. Is the P.1 class opposite the P.4 class?

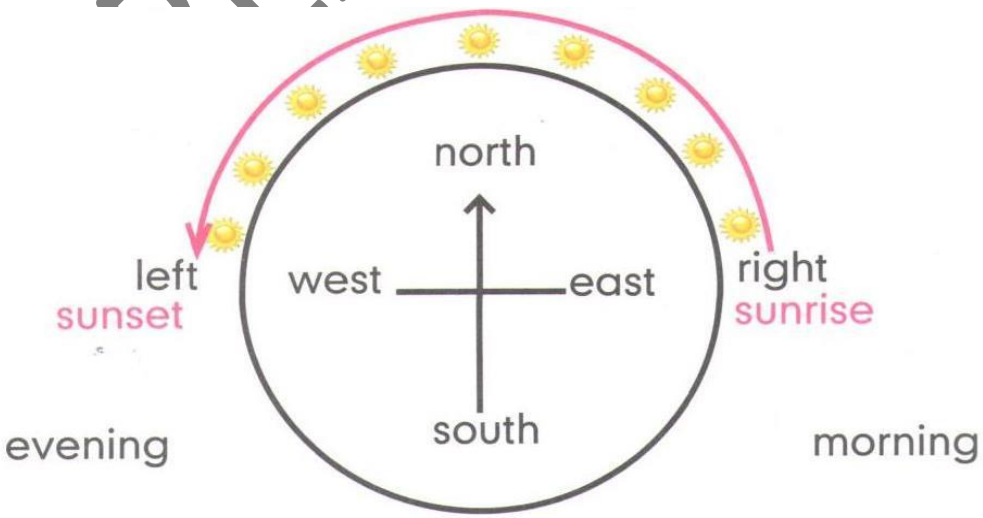
Activity 5 Where does the sun (rise, set)?

Study the directions given below and find out where the sun rises and sets.

Examples

Where does the sun (rise, set)?

It rises in the east. It sets in the west.



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Read the sentences below.

1. Every morning, the sub rises in the east.
2. Every evening, the sun sets in the west.
3. The sun gives us light during day.
4. The sun gives us warmth during day.

Activity 6 Rhyme

In pairs, recite the rhyme below.

Round sun

Oh, round sun
Rising in the east every morning,
Allowing light and day to come
For me to go to school.

Oh, round sun
Setting in the west every evening
Allowing darkness and night to come
For me to go sleep
I love you, my round sun.

Activity 7 Listening Exercise

Say whether each statement given below is true or false.

1. The sun rises in the east.
2. North is opposite south
3. The sun sets in the west.
4. East is on the left hand side of the compass.
5. West is on the right hand side of the compass.

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Activity 8 Spelling Game

Fill in the missing letters to form correct words.

Examples

(i) so-th - south
(ii) rig-t - right

1. nor-h -
2. divi-ion -
3. Sunri-e -
4. Subcou-ty -
5. e-st -

Activity 9 Rhyme

Recite the rhyme about Compass points with your friends.

Compass Points

Point to the north
And point to the south
Point to the east
And point to the west

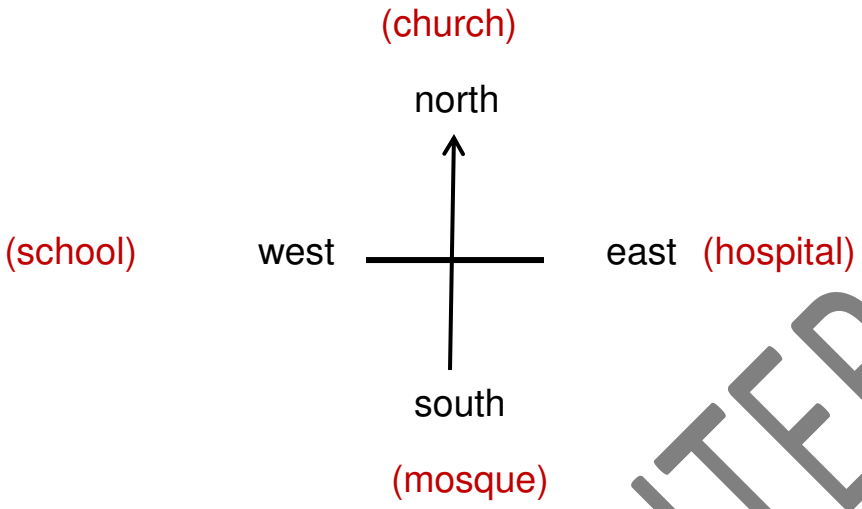
The sun rises in the east
And sets in the west
West is opposite the east
And north is opposite the south

East on the right
And west on the left
North, south, east and west
Are main points on the compass

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Activity 10 What direction is the ……..?

Find out the direction of the given places.



Example

1. What direction is the mosque?
   The mosque is in the South.
   It is in the South.

Questions

1. What direction is the church?
2. What direction is the hospital?
3. What direction is the school?
4. What direction is your school from home?

Activity 11 Obeying Commands

In pairs, listen and do the commands given below.

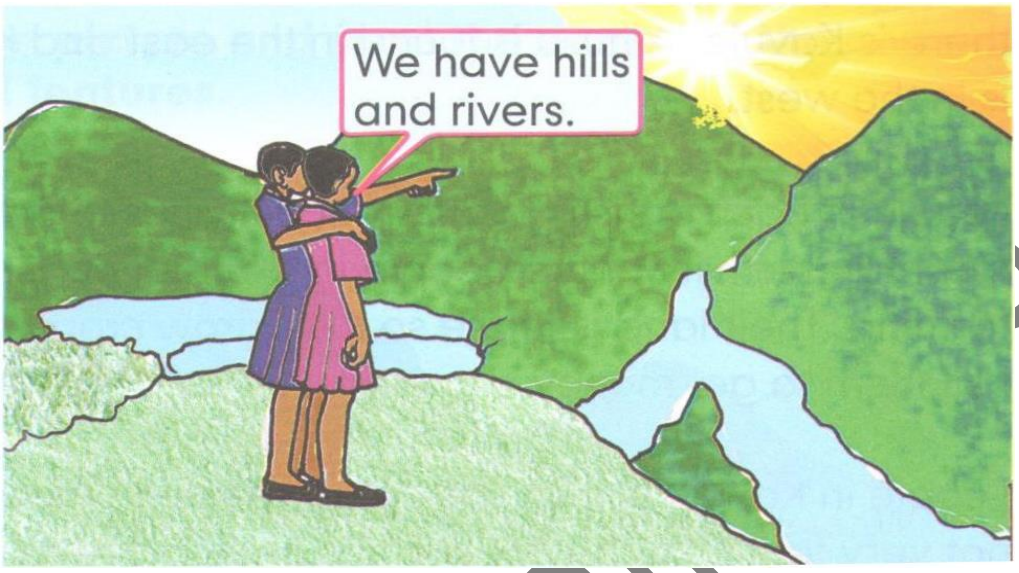
1. Face east. I am facing east.
2. Point to the west. I am pointing to the west.
3. Turn left, turn right. I am turning to the left, I am turning to the right.
4. Turn north, turn south. I am turning to the north, I am turning to the south.
5. Do not turn to the left, turn to the right.
   I am not turning to the left, I am running to the right.

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Activity 12 Pair Activity

Read and act this dialogue with your friend.

My Sub-county

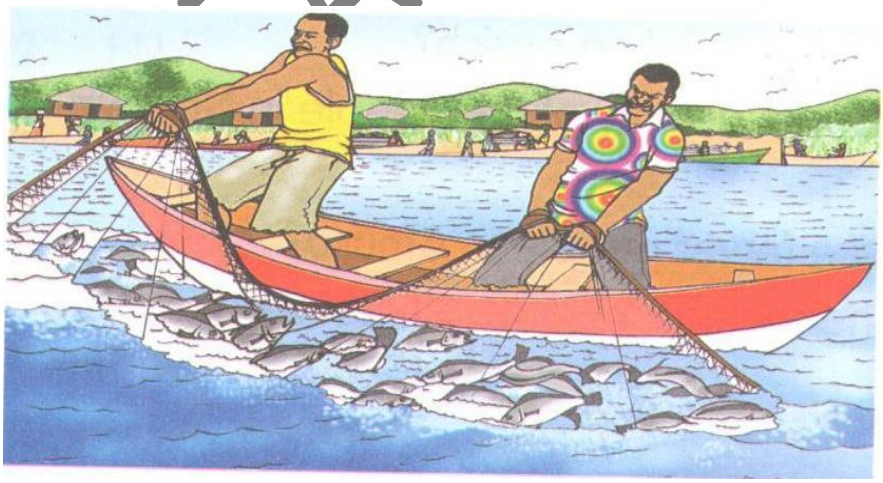


Allen: Norah, which is your sub-county?
Norah: It is Bulucheke sub-county.
Allen: What direction is it?
Norah: It is in the east, where the sun rises.
Allen: Do you have any physical features there?
Norah: Yes, we do. We have many hills and rivers.

Activity 13 Comprehension

Read the passage and answer the questions about it in full sentences.

Tanda Sub-county



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Fatuma and Kembo come from Tanda Sub-county. It has four parishes namely: Ndolwa, Kavule, Amuso and Koso. Ndolwa parish is found in the North and in the south there is Kavule. Amuso is found in the east and Koso is in the west.

People in each parish do different activities to get money. The main activity of the people in Ndolwa parish is farming. Their land is fertile so they grow crops and sell them to get money.

People in Kavule parish are cattle keepers. Their land is not very fertile. In the dry months, they move to Koso parish in the west to get water for their animals.

Koso parish is known for finishing. Men and women here fish from Mpanga river. They sell the fish to all the parishes in the sub-county.

There are fewer people in Amuso parish. This is because of the thick forest there.

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Questions

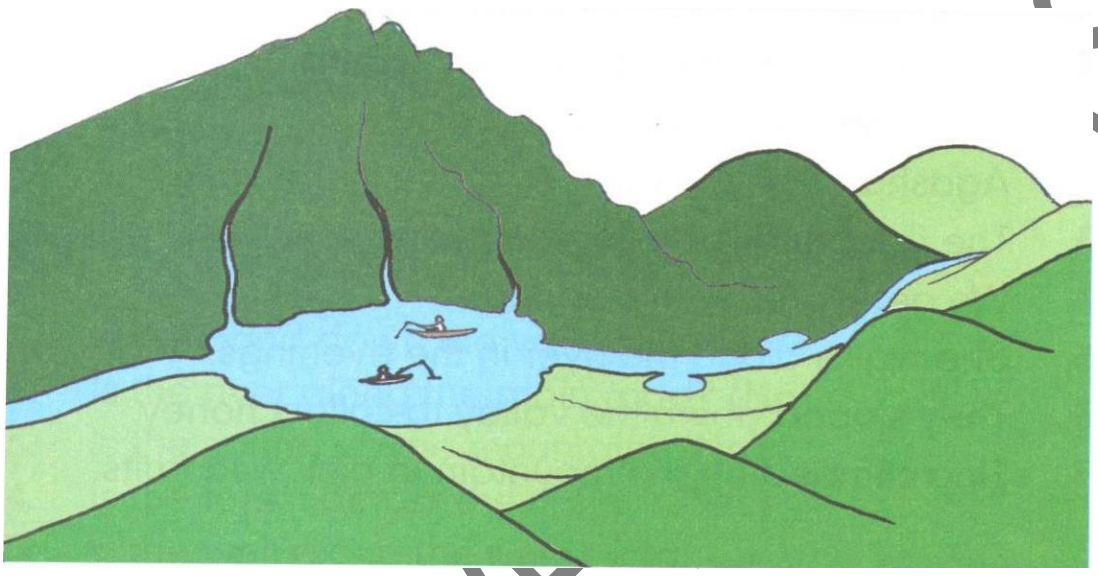
1. How many parishes make up Tanda sub-county?
2. What direction is Ndolwa parish?
3. What is the main activity of the people in Ndolwa parish?
4. Why are there fewer people in Amuso?
5. Where do the men and women in Koso parish fish?

1.2	Physical features of our Sub-county/Division

Activity 1 Vocabulary

Study the picture and read the names of the given physical features.

River	hill	valley	mountain	well	spring	pond



Activity 2 Spelling Game

Rearrange the letters to form correct words.

Examples

(i) mnounatin - mountain

(ii) Spirgn - spring

1. revir - ……..
2. hill - ……..
3. pnod - ……..
4. wlle - ……..
5. vellay - ……..

Activity 3 Fun with words

Choose a correct word from the box to fill in the blank spaces.

Pond	spring	valley	river	mountain

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1. The boys have gone to the …….to swim.
2. A……is higher than a hill.
3. We took our cows down the……..to graze.
4. Sometimes we fetch water from a well or a ……
5. You must dig a …….to rear fish.

Activity 4 Reading sentences

Read these sentences with your friend.

1. My father goes to fish everyday.
2. Agasha takes the cows to graze in the valley.
3. The fish pond is across the river.
4. We get water from a spring.
5. She walks along the river in the evenings.
6. They sloped down the valley to collect honey.
7. Tina climbed up the mountain to pick wild fruits.

Activity 5 Where is the……?

Ask questions from table A and give the answers from table B correctly.

Examples

(i) Where is the hill?
The hill is in the north.
(ii) Where is the valley?
The valley is in the west.

Table A

Where	is	the	hill? valley? river? spring? pond? mountain?

Table B

The	hill valley river spring pond mountain	is	In the	north South. east. west.

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Activity 6 Is the……..(along, across, up, down) the…….?

Answer the given questions below beginning with the words in the brackets.

Examples

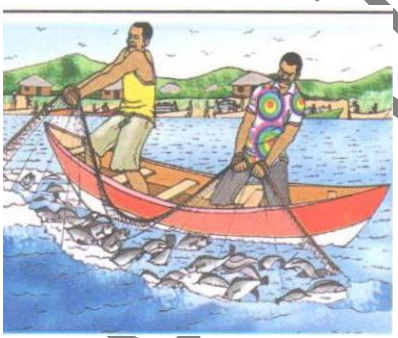
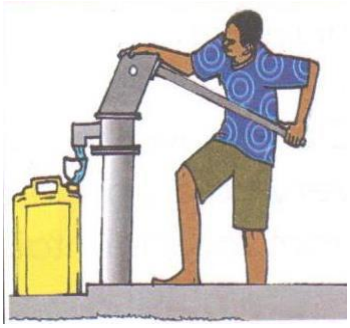
(i) Is the hill along the road? (Yes)
Yes, the hill is along the road.
It is along the road.

(ii) Is the mountain across the river? (No)
No, the mountain is not across the river.
No, it is not across the river.

1. Is the pond down the valley? (Yes)
2. Is the river along the main road? (No)
3. Is the spring up the mountain? (No)
4. Is the forest across the valley? (Yes)
5. Is the well along the path? (No)

Activity 7 Where do we get……..?

In pairs, ask and answer the questions correctly.

		
Where do we get fish? **We get fish from a lake.**	**Where do we get water?** **We get water from a well or spring**	**Where do we get water?** **We get water from a borehole.**

TIVE PRINTERS

Activity 8 Comprehension

Read the passage below and answer the questions in full sentence



My name is Opeju. Our home is down the hills of Ogepa village. We have gardens down the valley and along the river. We planted yams and rice in them. My parents planted trees up the hills. These trees protect our house and crops from strong wind.

We also rear fish in two big ponds. My sister Azoyo and I help our parents to feed the fish. Sometimes we go across the road to fetch water from the well.

Our friend Nyiru lives up in the mountain. He says it is very cold up there. He usually brings us very sweet fruits from the mountain.

Questions

1. Where is Opeju's home?
2. Why did Opeju's parents plant trees?
3. Where do they rear the fish?
4. Who brings fruits to Opeju?

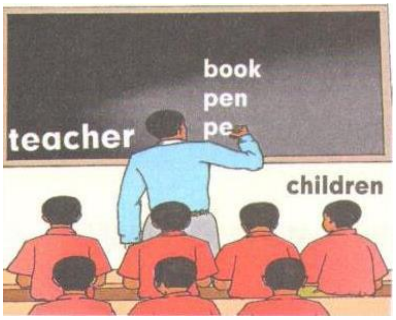
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Activity 8 Comprehension

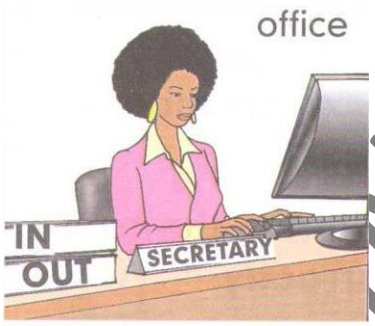
Friend	office	parish	parents
Leader	member	police	army

Activity 2 What does a……do?

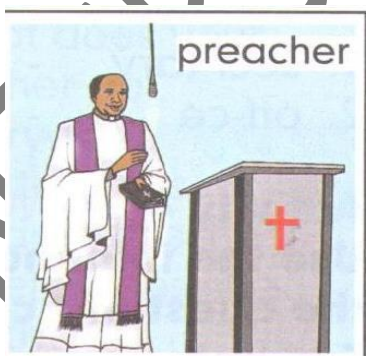
Study the pictures and say what these people do in Our Sub-county/Division.



What does a teacher do?
A **teacher** teaches children at school.



What does a secretary do?
A secretary types letters.



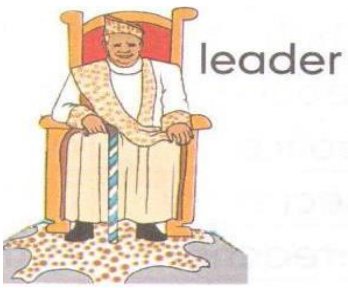
What does a preacher do?
A preacher preaches the word of God in church.



What does the **police/army** do?
The police keeps law and order.
The army protects and defends people.



What does a **chairperson** do?
A chairperson chairs meetings.



What does a leader do?
A leader leads other people.

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Answer these questions correctly.

1. What does a secretary do?
2. What does the army do?
3. What does a teacher do?
4. What does a preacher do?

Activity 3 Spelling Game

Fill in letters a, e or i to make correct words.

Examples

(i) Chairp-rson - chairperson
(ii) –rmy - army

1. secr-tary -
2. off-ce -
3. Par-sh -
4. memb-r -
5. le-der -
6. pol-ce -

Activity 4 Where is the……?

Use the information in the table below to answer the questions correctly.

Examples

(i) Where is the preacher?
The preacher is in the church.
(ii) Where is the policeman?

Person	Place
Chairperson	at the parish office
Teacher	at school
Police	at the police station
Secretary	In the office
Preacher	In the church

Questions
1. Where is the secretary?
2. Where is the teacher?
3. Where is the chairperson?

Activity 5 What do you do everyday?

In pairs, ask and answer the questions correctly.

Examples

(i) I preach everyday
(ii) I teach children everyday.

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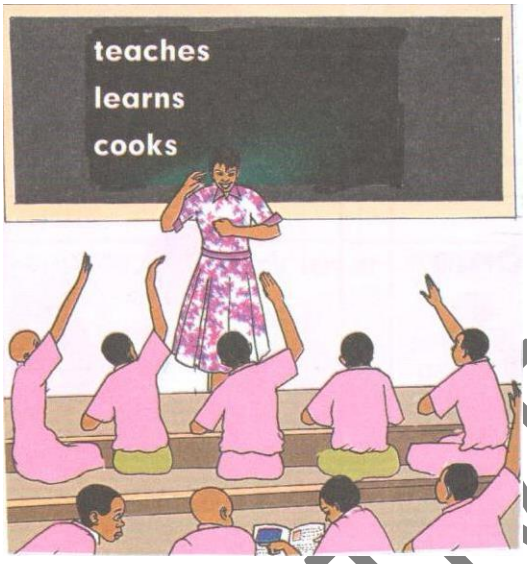
What do you do everyday?

I We They	keep law and order type letters protect and defend people chair meeting Play with (my, our, their) friends	everyday

Activity 6 Pair Activity

Read and act the dialogue with your friend.

Mother's daily work



Agnes: What does your mother do everyday?

Barbra: She teaches children at school.

Agnes: Where does she teach?

Barbra: She teaches at Atete Junior School.

Agnes: Teaching is a good job

Barbra: That's why mother is proud of it

Activity 7 Jumbled sentences

Rearrange the sentences to form a good story.

1. Last Friday, there was a parish meeting.
2. The secretary wrote down the jobs he mentioned.
3. Mr. Kyazze is the chairperson of our parish.
4. He told the members about the jobs they can do to get money.
5. This meeting was chaired by Mr. Kyazze.

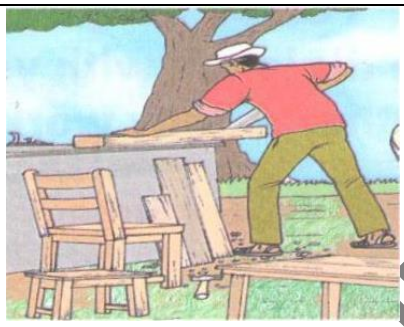
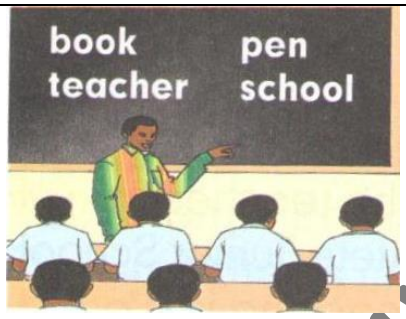
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TERM I

THEME 2: Livelihood in Our Sub-county/Division

2.1 Occupations of people in our Sub-county/Division and their importance

Activity 1 **Vocabulary**

 **Cook**	 **Carpenter**	 tailor
 **teacher**	 **butcher**	 **secretary**

Activity 2

Match the words to their correct meanings.

play	to prepare food on fire.
weave	to move your body to music.
fish	to make a sound by beating a drum.
sew	to take part in a game or sport.
drum	to catch fish.
cook	to make or mend a cloth using a needle thread.
dance	to make baskets or mats.

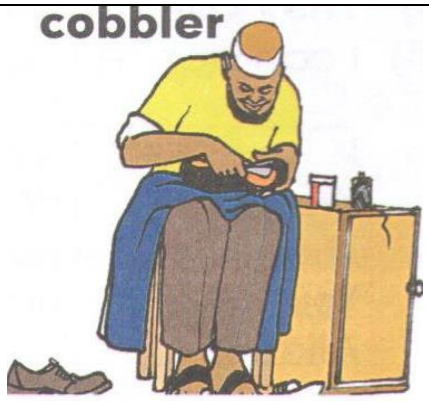
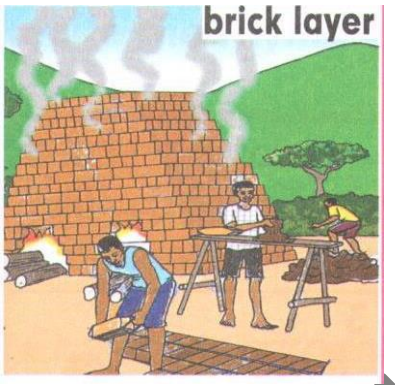
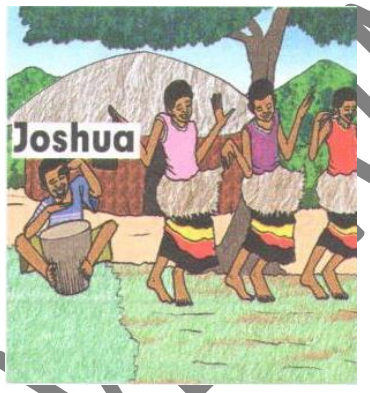
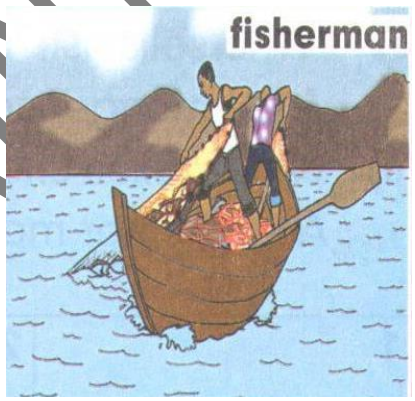
Examples

(i) fish - **to catch fish.**

(ii) Weave - **to make baskets or mats.**

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Activity 3 Who can…….?

 **Who can weave mats?** **Linda can weave mats.**	 **Who can sew dresses?** **A tailor can sew dresses.**	 **Who can mend shoes?** A cobbler can mend shoes.
 **Who can make bricks** **A brick layer can make bricks.**	 **who can drum?** **Joshua can drum.**	 **who can catch fish?** **A fisherman can catch fish.**

Questions

1. **Who can weave mats?**
2. **Who can sew dresses?**
3. **Who can catch fish?**
4. **Who can make bricks?**
5. **Who can drum?**

CREATIVE WRITE

Activity 4 …….can…….but……..cannot…….

Make six correct sentences from the table below.

Examples

(i) They can drum but they cannot sing.

(ii) I can dance but I cannot sew.

I We They You Allan	can	Weave Drum Dance Play	but	I We They You He	cannot	Cook. Sing. Sew. Fish.

Activity 5 Who sells ……..? /who makes……..?

Ask and answer these questions below correctly.

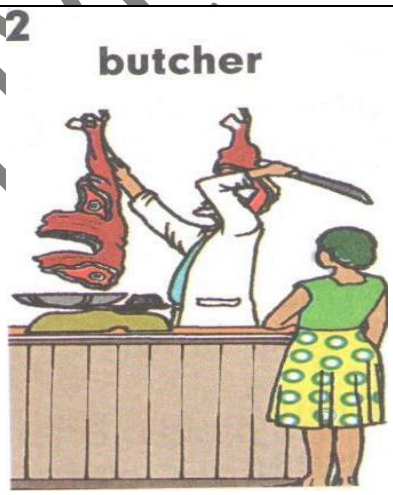
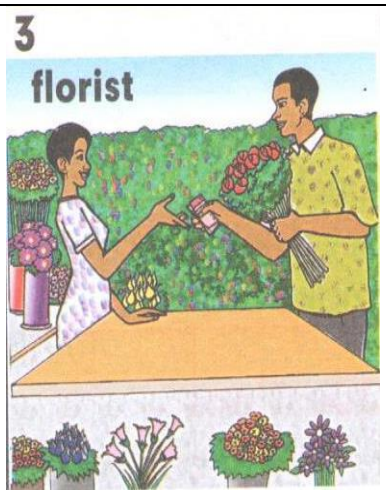
Examples

(i) Who sells fish?

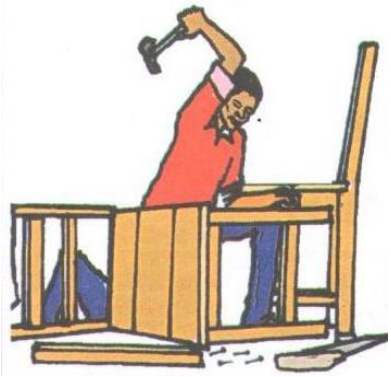
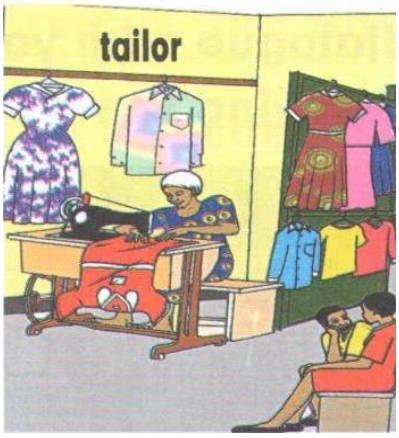
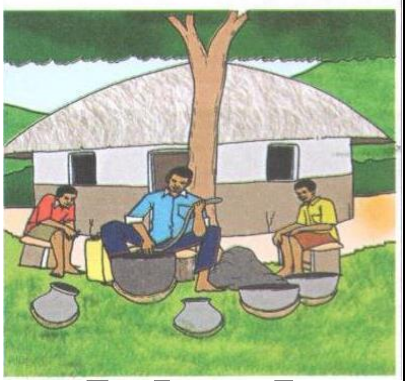
A fishmonger sells fish.

(ii) Who makes chairs?

A carpenter makes chairs.

		
Who sells fish? **A…….sells fish.**	**Who sells meat?** **A……sells meat.**	**who sells flowers?** **A……sells flowers.**

PRINTERS

4 carpenter 	5 tailor 	6 potter 
Who makes chairs? **A…… makes chairs.**	**Who makes dresses?** **A……..makes dresses.**	**Who makes pots?** **A……..makes pots.**

PRINTERS

Activity 6 **Rhyme**

Butcher, butcher
Will you sell me some meat?
Mother wants fatty meat.

Carpenter, carpenter
Will you make me some chairs?
Mother wants sofa seats.

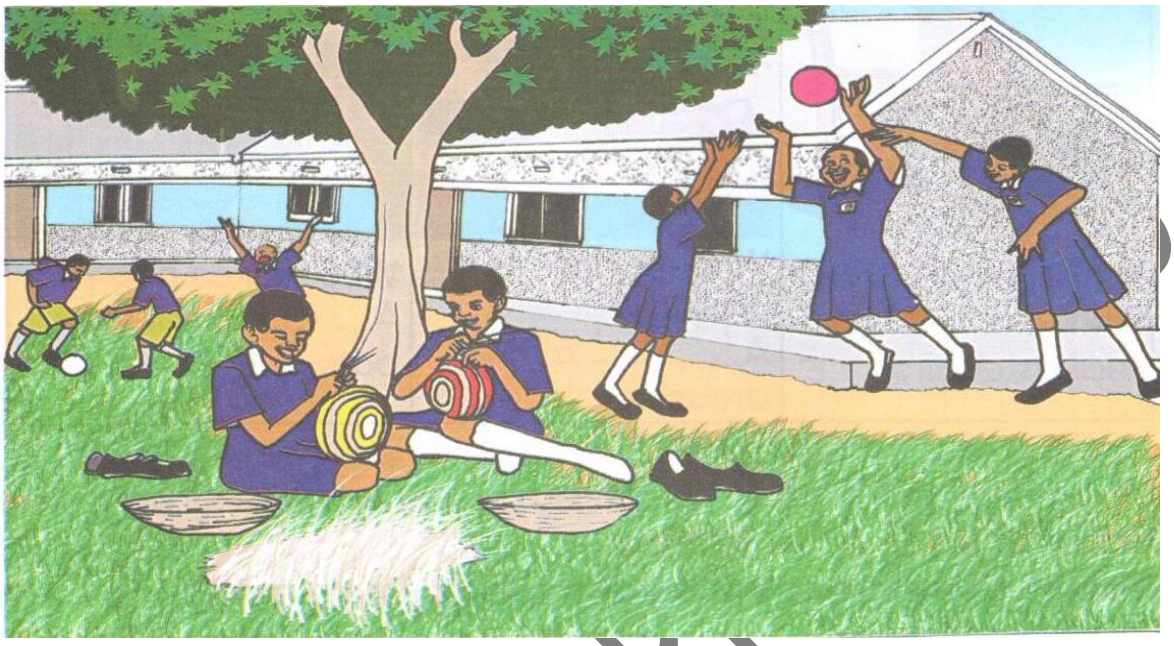
Fishmonger, fishmonger
Will you sell me some fish?
Mother wants the biggest fish.

Tailor, tailor
Will you sew my dresses?
Mother wants them neatly sewn.

Activity 7 Pair Activity

Read and act this dialogue with your partner.

Weaving Baskets



Edna: Who can weave baskets in your class?
Ande: I can weave them but I cannot knit.
Edna: I know how to knit but I cannot weave.
Ande: Will you please teach me how to knit?
Edna: Yes, I will. We can do it during break time.
Ande: I will also teach you how to weave.

Activity 8 Jumbled sentences

Rearrange the sentences to form a good story.

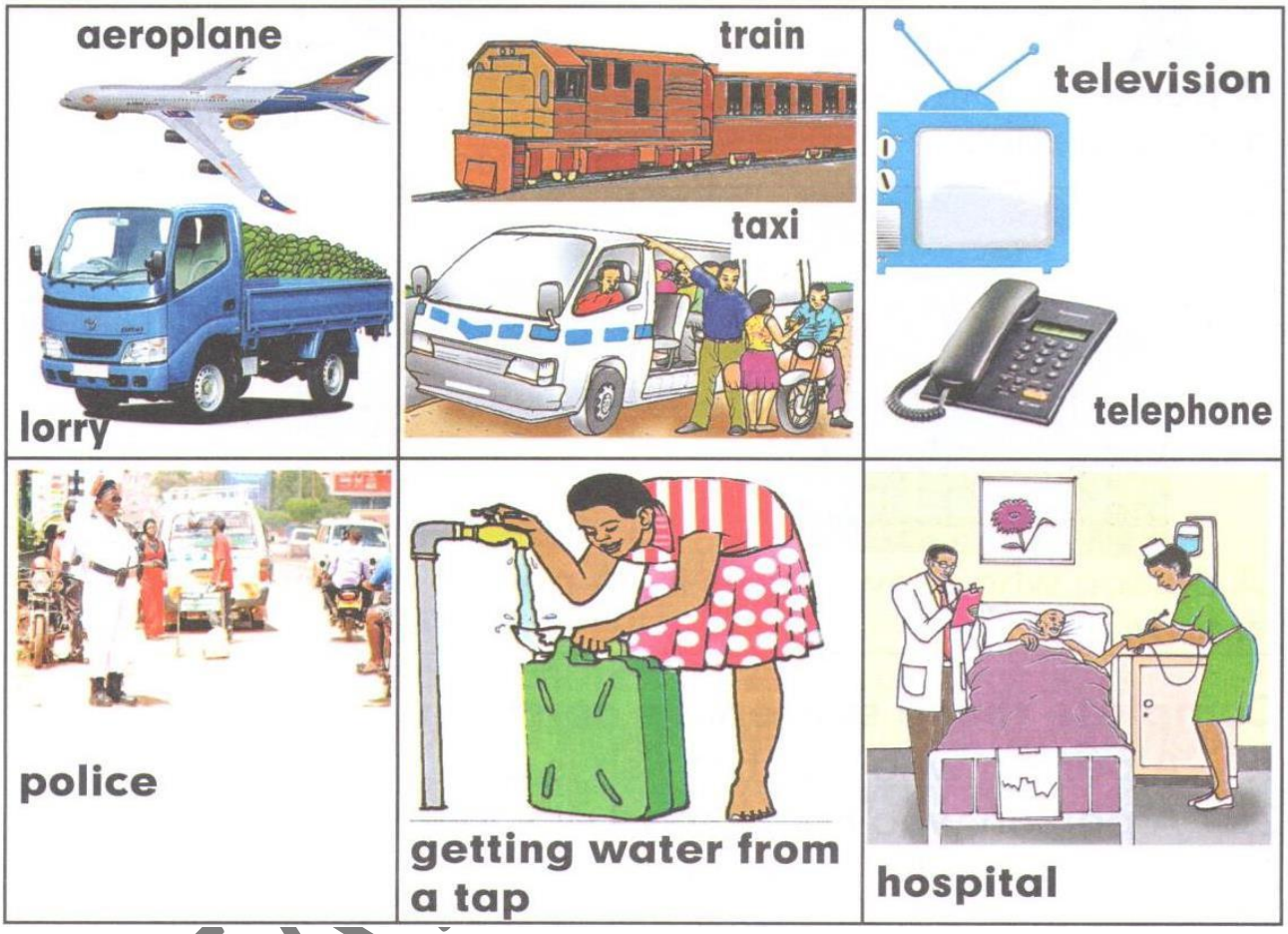
1. I was happy to have my new uniform.
2. He wanted to buy a cloth for my uniform.
3. Yesterday, I went to town with my father.
4. After buying the cloth, we took it to the tailor.
5. The tailor sewed a good uniform for me.

CREATIVE P

2.2 Social services and their importance

Activity 1 Vocabulary

Study the pictures and read the words for each.



Activity 2 ……who……..

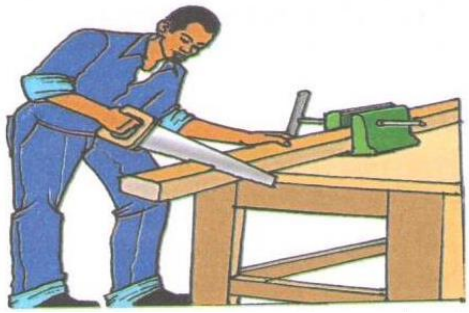
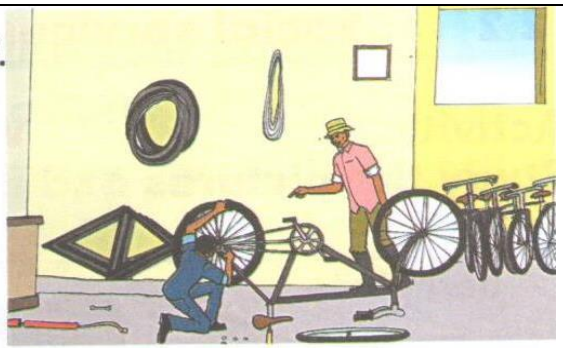
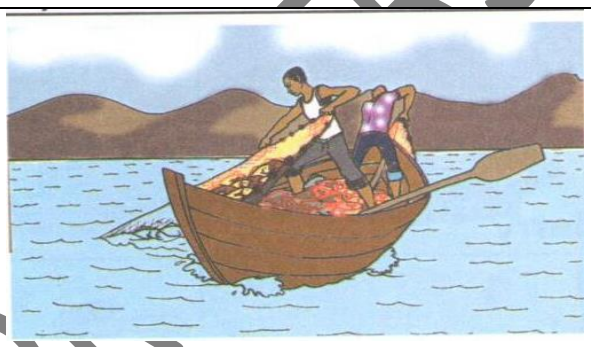
We use this word who to show which person is being talked about.

Read the sentences about people who provide different social services.

Examples

(i) A person who treats sick people is a doctor.
(ii) A person who grows crops is a farmer.

CREA

1.  A person who makes chairs is a carpenter.	2.  A person who repairs bicycles is a mechanic.
3.  A person who grows crops is a farmer.	 A person who catches fish is a fisherman.

Complete these sentences correctly.

1. A person who catches fish is a ……
2. A person who cooks food at school is a ……
3. A person who makes chairs is a ……..
4. One who flies an aeroplane is a ……..
5. A man who drives a taxi is a ……
6. A person who treats sick people in a hospital is a……

Activity 3 What does your……do everyday?

In pairs, ask and answer the questions correctly.

Examples

(i) What does your mother do everyday?
Everyday my mother goes to work at the clinic.

(ii) What does his sister do everyday?
Everyday his sister comes to work at our school.

CREATIVE PUBLISHERS

Everyday	my our his their	mother father aunt sister	goes to work comes to work	At the clinic. At the school in the hospital at the shop

Activity 4 Why do…….go to the ……..?

Ask and answer the questions correctly.

Examples

(i) Why do you go to the clinic? (I want to get treatment)
I go to the clinic because I want to get treatment

(ii) Why do you go to the police?
(I want to report the loss of my bicycle)
I go to the police because I want to report the loss of my bicycle.

1. Why do I go to school? (I want to learn).
2. Why do we go to church? (We want to pray)
3. Why do we go to a shop? (We want to buy things)
4. Why do you go to the well? (We want to collect water)
5. Why do you go to the dairy? (I want to buy milk)

Activity 5 **Situational Game**

In pairs, act this situational game below.

One should be the doctor and the other the patient. Let the patient explain to the doctor why he/she has gone to the hospital.

CREATIVE PRINTERS

Activity 6 Pair Activity

Read and act this dialogue with your friend.

Importance of an Ambulance



Elijah: What does your father do at the hospital?

Harry: He is a driver of an ambulance.

Elijah: What does an ambulance do?

Harry: It carries sick or injured people to hospital.

Elijah: Why do they use an ambulance and not a taxi?

Harry: An ambulance has things we can use to give first Aid.

Elijah: Sure! Then we need an ambulance at every Health centre for good services.

Activity 7 Guided Composition

Use the words in the table to fill in the blank spaces.

doctors	factories	services
health	roads	army

People need different social……to live happily.
They need education, …….., transport, communication, security and clean water supply.

When people get educated, we get qualified staff such as……to work in hospitals to provide good health services.

We also get skilled people to work in industries and…….

The police and the……provide security for people to live in peace.

Transport and communication are equally important.

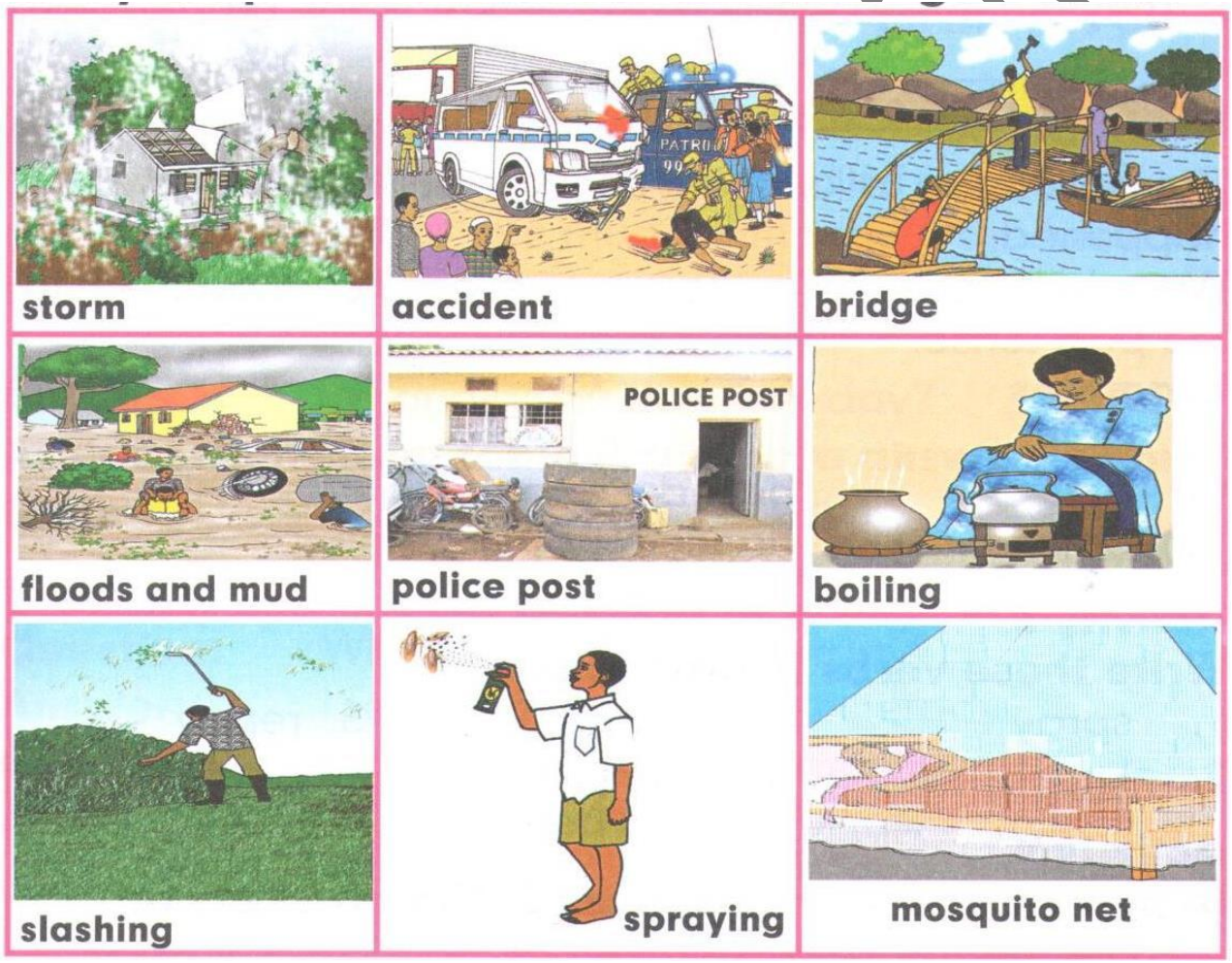
CREATIVE PRINTERS

We need good…….and railways for easy movement of our goods. We also need telephones to improve on the information flow in our sub-county.

2.3 Challenges in social services and their possible solutions.

Activity 1 Vocabulary

Study the pictures and read the words given below.



Use of because

We use because to give a reason why something happened.

Examples

(i) She fell down because the road was muddy.

(ii) We sprayed mosquitoes because they spread malaria.

Activity 2

Read these sentences with your friend.

1. We slashed the compound because it had overgrown.
2. The driver was taken to the police post because he knocked down a person.
3. I got dirty because a car splashed mud on me.
4. The trees fell down because of the heavy storm.
5. They did not go to fish because the bridge broke down.

Use of past tense

The past tense talks about things that have already happened. We add letter – d or –ed to most verbs to change them to the past tense.

Examples

(i) slash - slashed
(ii) boil - boiled
(iii) dance - danced

Activity 3

Write these verbs in past tense.

1. spray -
2. knock -
3. treat -
4. jump -
5. repair -
6. Clean -

Activity 4 How did ……fall into mud?

In pairs, use the words given in the brackets to answer the questions correctly.



How did you fall into the mud?
I jumped off the branch.

Examples

(i) How did you fall into mud?
(Jumped off the bicycle on the road)
I jumped off the bicycle on the road.

CREATIVE PRINTERS

(ii) How did he fall into mud?
(jumped off the motorcycle)
He jumped off the motorcycle.

1. How did you fall into mud? (jumped off the bus on the road)
2. How did she fall into mud? (jumped off the bridge)
3. How did he fall into mud? (jumped off the horse)
4. How did they fall into mud? (jumped off the lorry on the road)

Activity 5 What did you do yesterday?

Ask questions from table A and give answers from table B.

Examples

Question: What did you do yesterday?
Answer: I repaired the bridge yesterday.
Question: What did they do last month?
Answer: They painted the school last month.

Table A

What did	you he she they	Do	yesterday? last week? on Monday? last month?

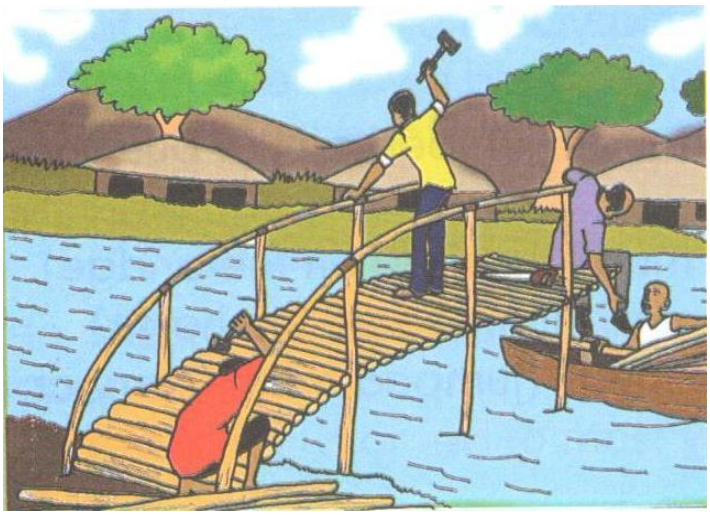
Table B

I She They He	built repaired painted	the	Bridge Police post Health centre School	yesterday. last week. on Monday last month.

CREATIVE PRINTERS

Activity 6 What do you do when……?

Read and answer the questions correctly.



Examples

(i) What do they do when rain damages the bridge?
(They repair it)
They repair the bridge when the rain damages it.

1. What do you do when you are in danger?
   (I call the police)
2. What do they do when there is a storm?
   (they take shelter)
3. What do you when someone steals your bicycle?
   (I report to the police)
4. What do you do when you get an accident?
   (we report to the police)

Activity 7 ……cannot go to ……because……

Join these sentences using the given structure correctly.

Examples

(i) I cannot go to town. The road is muddy.
I cannot go to town because the road is muddy.

(ii) We cannot watch the television. The power is off.
We cannot watch the television because the power is off.

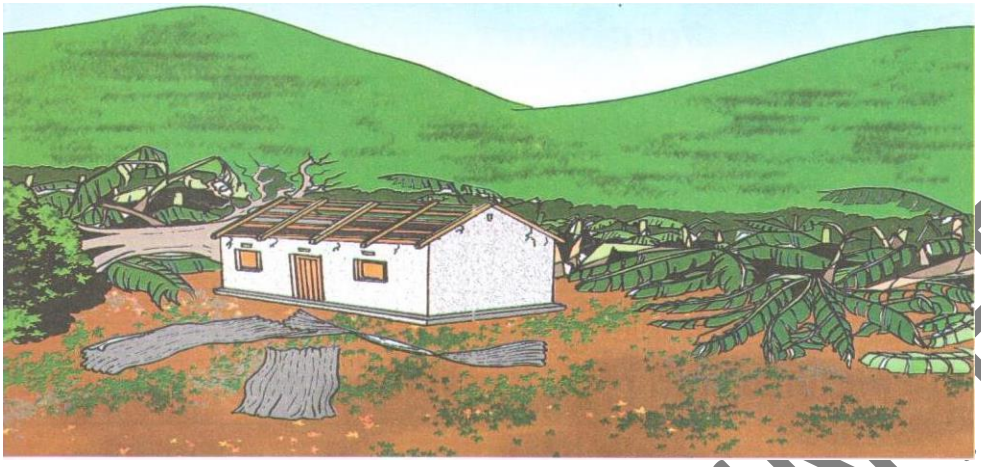
1. She cannot cross the bridge. It broke down.
2. I cannot listen to news. My radio is spoilt.
3. She cannot go to school. She does not have books.
4. I cannot go to hospital. It is very far.

CREATIVE PRINTERS

Activity 8 Comprehension

Read the passage and answer the questions about it in full sentences.

A storm in Ntyazo village



My name is Ruth. I live in Ntyaza village.
Last month, our Sub-county was hit by a heavy storm.

The heavy storm destroyed schools, homes, crops and animals. Transport became very difficult because the bridge connecting to Ntuusi broke down. All roads were full of mud and there were many accidents.

The Sub-county chief visited our village to see the challenges caused by the heavy storm. The chief held a meeting with the people of the area to get possible solutions.

They agreed to work together to fix the bridge. The chief gave in the money to buy materials for the work.

The people of the area brought sand and water.

Questions

1. Where does Ruth live?
2. What destroyed schools in the area?
3. Mention two things that were destroyed by the storm
4. Why were there many accidents?

CREATIVE PRINTERS

TERM I

THEME 3: Our Sub-county/Division

3.1 Soil

Activity 1 **Vocabulary**

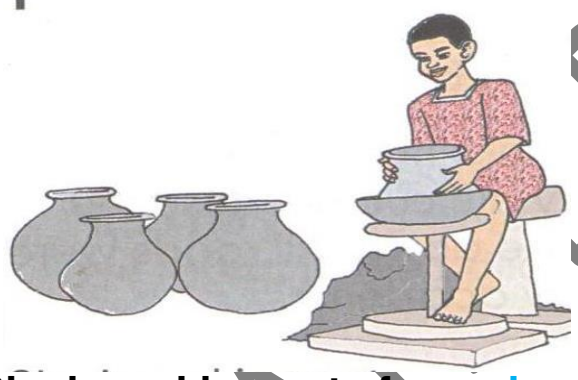
Read the words below with your friend.

Soil	brown	houses	build
crops	white	grey	

Activity 2 **Reading sentences**

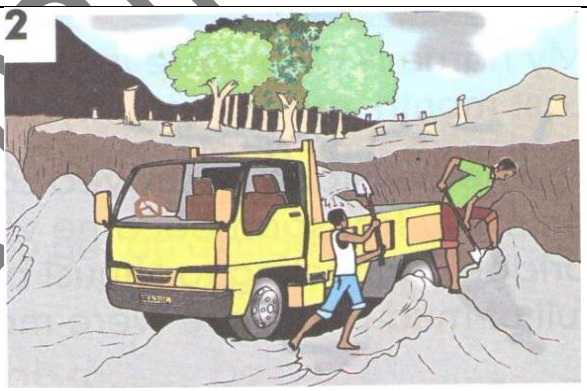
Study the pictures and read the sentences given below.

1



She is making pots from clay.

2



The men are loading sand on a lorry.

3



We make charcoal stoves from clay.
She is cooking food on a charcoal stove.

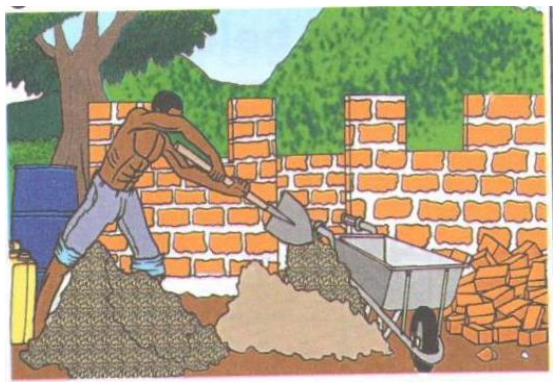
4



Crops grow well in loam soil.

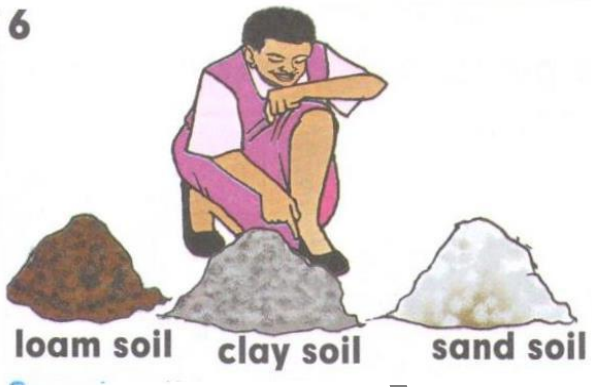
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1

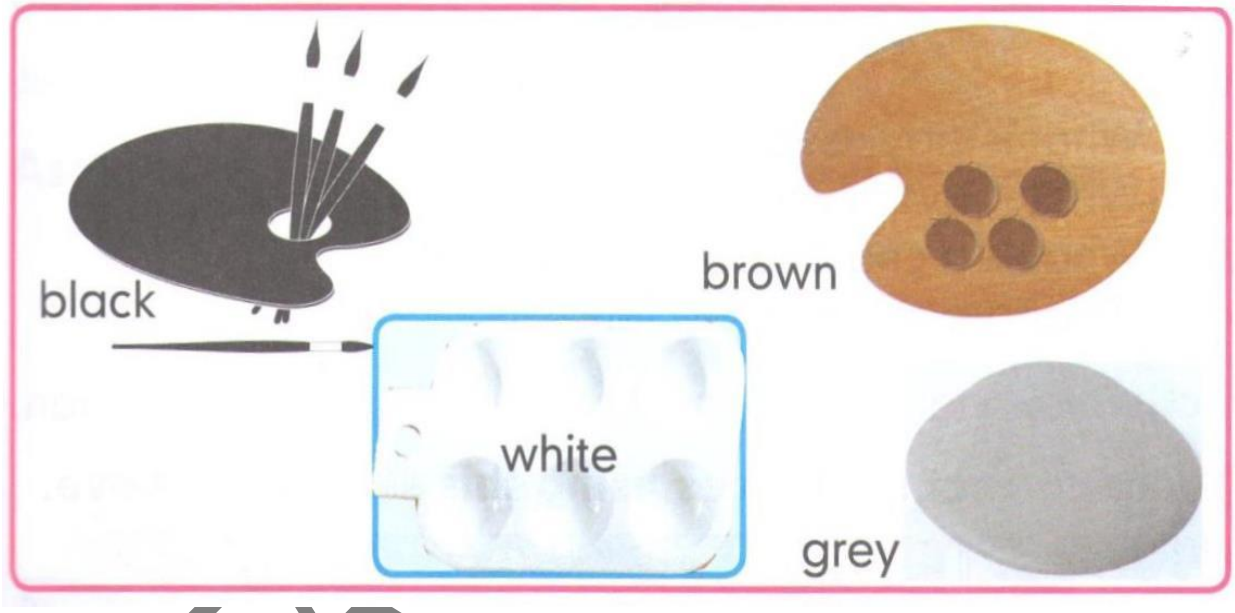


We use stones to build houses.

6



Sand soil is white.
Clay soil is grey.
Loam soil is black.



Activity 4 Spelling Game

Rearrange the letters to form correct words.

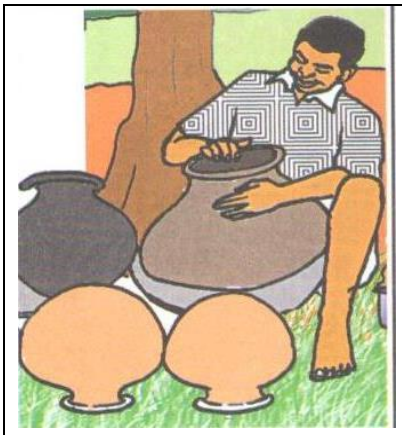
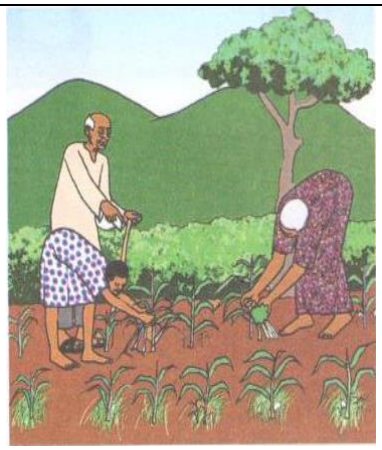
(i) coulor - colour
(ii) whiet - white

1. black - ……..
2. caly - ……..
3. buldi - ……..
4. brwno -……
5. siol - ……

CREATIVE TEACHERS

Activity 5 What is……used for?

In pairs, ask and answer the questions below.

		
What is clay used for? We use clay to make pots.	**What is loam soil used for?** They used loam soil to grow crops.	**What is sand used for?** I use sand to build houses.

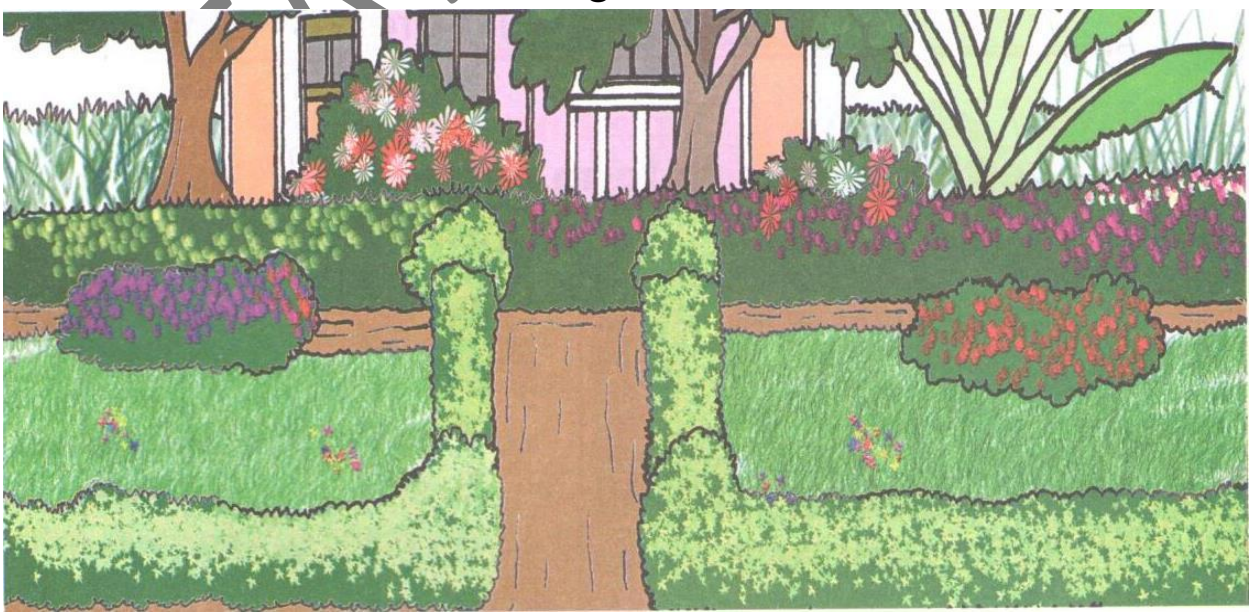
NATIVE PRINT L

Questions

1. What is clay used for?
2. What is loam soil used for?
3. What is a charcoal stove used for?
4. What are stones used for?

Activity 6 There are many……in our Sub-county/Division.

Make correct sentences using this structure above.



Examples

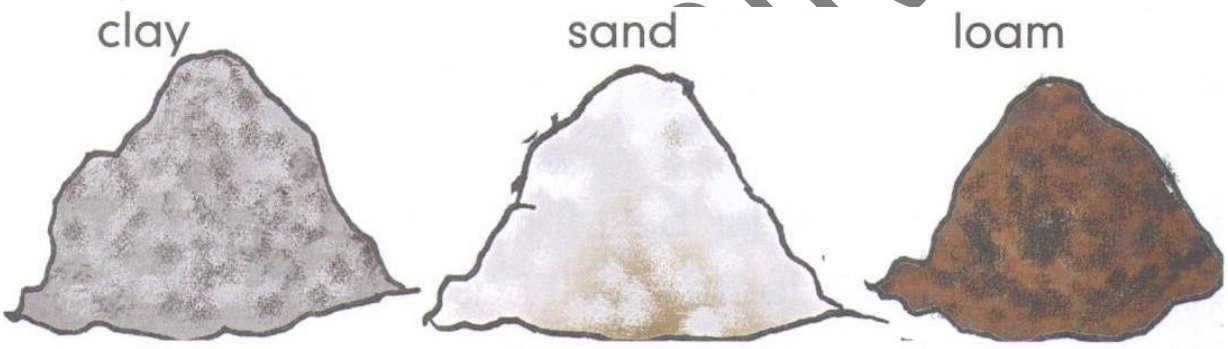
(i) There are many flowers in our Sub-county. (flower)

(ii) There are many houses in our Division. (house)

Fill in the blank spaces correctly.

1. There are many……in our Sub-county. (crop)
2. There are many……in our community. (building)
3. There are many……in our Sub-county. (monkey)
4. There are many……near the mountain. (stone)
5. There are many……in our village. (river)
6. There are many……in our district. (Sub-county)

Activity 7 What colour is……soil?



Question: What colour is clay soil?

Answer: It is grey.

Question: What colour is sand soil?

Answer: It is white or brown.

Question: What colour is loam soil?

Answer: It is black.

CREATIVE WRITERS

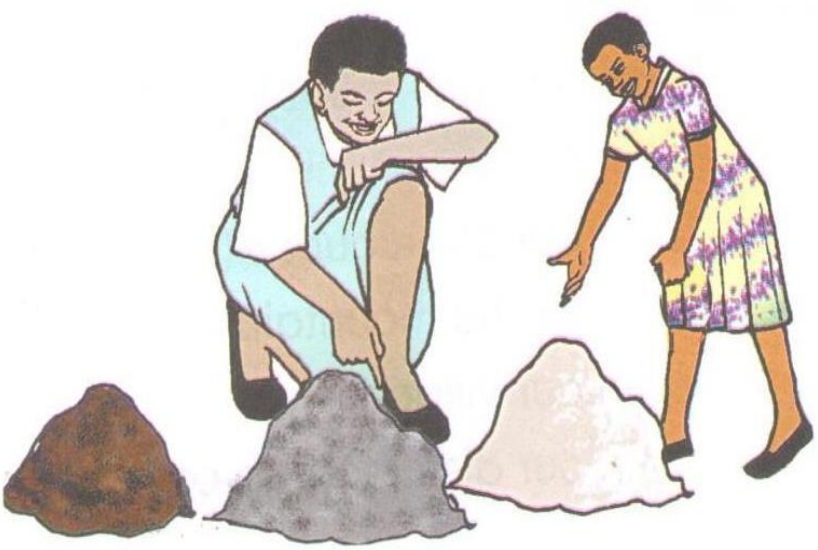
Project work

Go in your garden and get the different types of soils.
Name each type and give its colour.

Activity 8 Pair Activity

Read and act this dialogue with your friend and answer the questions.

Importance of soil



Dembe: Excuse me, Rehema, how many types of soil do we have?

Rehema: We have three types. The clay, sand and loam soil.

Dembe: Which soil is best for growing crops?

Rehema: It is the loam soil. It has a lot of humus.

Dembe: What is clay and sand soil used for?

Rehema: Clay is used to make pots but sand is use to build houses.

Dembe: Soil is very important. We need to protect it.

CREATIVE P...TS

Questions

1. How many people took part in the dialogue above?
2. How many types of soils do we have?
3. What is the best soil for growing crops?
4. Where is sand got from in your Sub-county?

Activity 9 Rhyme

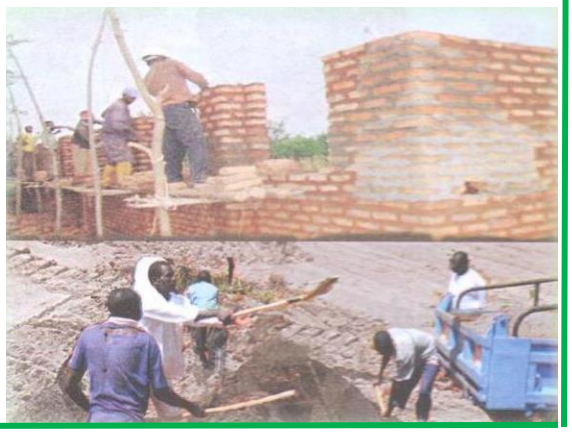


Grow crops grows
In loam soil, grow crops, grow
Crops for us to eat.

Make the pots make
In clay soil, make the pots, make
Pots for us to keep water



Dig the heaps dig
In sand soil, dig the heaps, dig
Heaps of sand to build houses



CREATIVE CENTER

3.2	Natural causes of changes in the environment

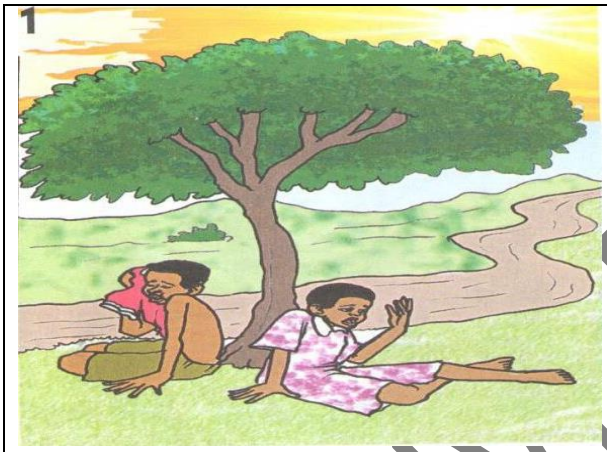
Activity 1 Vocabulary

Read these words with your neighbor correctly.

wind	rain	hungry	hot	cold
inside	outside	dry	wet	

Activity 2 Reading sentences

Study the pictures and read the sentences about them.



It is a sunny day.
It is hot and dry.



it is a rainy day.
It is cold and wet.



it is windy outside.
The wind is blowing.



These children are hungry.
They have not eaten any food.

TIVE

Activity 5 Fun with words

Fill in the blank spaces with a suitable word from the table below.

Rainy	hot	wet	cold	sunny	dry

1. It is……..because the sun is shining brightly.
2. It is……..because the wind is blowing now.
3. The soil is…….because it is raining now.
4. The plants are……because it is a drought season.
5. When it is raining, we say it is a ……day.
6. When the sun is shinning, we say it is a……day.

Activity 4 Opposites

Opposites are words which give a different meaning.
Give the opposites of these words.

Examples

(i) hot - cold
(ii) wet - dry

1. outside - …… **4. sunny - ……**
2. long - …… **5. dirty - ……**
3. night - ……

Activity 5 What did……do?

Use tables A and B to ask and answer the questions correctly.

Examples

Question: What did they do?
Answer: **They played in the rain.**
Question: What did he do?
Answer: **He walked in the sand.**

CREATIVE PRINTERS

Table A

What did	he she you they	do?

Table B

He She You They	walked played	In the	sand. rain. field. mud.

Activity 6 When did….. (plant/ harvest)?

Use the information in the table to answer the questions correctly.

Examples

(i) When did he plant maize?

He planted maize in the wet season.

(ii) When did she harvest beans?

She harvest beans in the dry season.

Activity	Season
planted maize	wet season
harvested beans	dry season
weeded sorghum	wet season
planted cabbages	wet season
sprayed tomatoes	dry season
pruned trees	dry season
picked coffee	dry season
sowed millet	wet season
cut sugarcanes	dry season

Questions

1. When did they weed sorghum?
2. When did she pick the coffee?
3. When did you sow the millet?
4. When did he plant the cabbages?

Activity 7 Why did ……cry?

In pairs, ask questions in table A and get their answers from table B.

Examples

Question: Why did he cry?

Answer: He cried because he was hungry

Question: Why did you run away?

Answer: I ran away because I was in pain.

CREATIVE PRINTERS

Table A

Why did	he	cry?
	she	run away?
	I	move outside?
	you	hide?
		go inside the house?

Table B

He	cried	because	he	was	wet.
She	ran away		she		hungry.
I	moved outside		I		cold.
You	hid		you	were	in pain
	went inside the house				

Activity 8 Pair Activity

Read and act the dialogue with your friend.

Floods in Kasese

Teacher: In which school were you at the beginning of term?

Talenga: I was in Kasese Primary School.

Teacher: Why did you change school in the middle of the term?

Talenga: Out school was closed because the floods destroyed it.

Teacher: I heard of those floods on radio.

Talenga: Our home was also swept away so we had to come this way to a new place.

Teacher: That was sad. I am glad that you are here in us now.

CREATIVE PRINTERS

Activity 9 Rhyme

Rain, rain, rain
Come rain come
And make our soil wet

Sun, sun, sun
Come sun come
And dry our harvested crops

Floods, floods, floods
Go floods go
You spoil our crops and property

Hunger, hunger, hunger
Go hunger go
Our stomachs hate you

Activity 10 Guided Composition

Fill in each gap using the words in the table below.

glass	thunder	animals	heavily

When natural changes take place, they affect people. Natural changes include: earth quakes, hail stones, storms, floods, lighting and……

Floods destroy buildings, crops and……

The floods come when it rains……sometimes landslides happen during the rainy season.
It is important for people to stop living on the slopes of high mountains.

In the dry season, people and animals suffer a lot.
Animal lack…….to eat and water to drink.
They move long distances to find what to eat.

CREATIVE PRINTERS

3.3 Natural causes of changes in the environment

Activity 1 Vocabulary

Read these words with your friend.

graze	build	burn	plastic	farm
cover	plant	throw	make	

Activity 2 Reading sentences



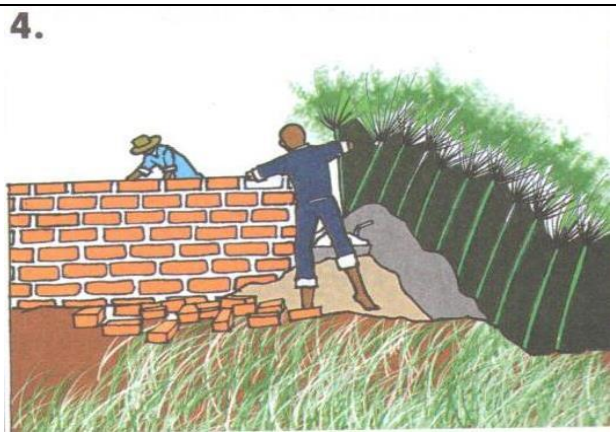
It is bad to over graze animals The land will become bare.



It is bad to cut and burn papyrus from the swamps. It affects our environment.



It is good to throw rubbish in a rubbish pit.



it is bad to make bricks and build houses in swamps.

TIVE

Activity 3

Project work

Collect the things from our environment which are made of plastic and write and write about the dangers they cause to our environment

Activity 4 Do not……..

Use Do not…….to warn people not to do the things mentioned below.



Examples

(i) Cut down trees to make charcoal.
Do not cut down trees to make charcoal.

(ii) Throw plastics everywhere.
Do not throw plastics everywhere.

1. Cut down trees to make charcoal.
2. Destroy swamps to make bricks
3. Disposal of waste in the river.
4. Burn bushes.
5. Build houses in wetlands.

CREATIVE PRINTERS

Activity 5

Use of will and shall

We use will or shall to talk about a future activity.
Shall is used on pronoun I and we.
He/she/you/it and all nouns use will.

Fill in the blank space with shall or will.
Example
(i) I shall dig a rubbish pit tomorrow.
(ii) Truman will burn the rubbish tomorrow.

1. They……..clean the well tomorrow.
2. He……plant trees next year.
3. We…….learn about natural changes next month.
4. Ssenkusu……go to the farm tomorrow
5. I……make posters about the environment.
6. She……buy dustbins for us on Friday.

Activity 6 What will you do when you go home?

In pairs, ask the questions and give the answers from the given table below correctly.

Examples
Question: What will you do when you go home?
Answer: When I go home, I shall graze cows.

When	I we	go	home	I we	shall	graze cows. burn the rubbish. plant maize. make bricks. cover the pit.

CREATIVE PRINTERS

Activity 7 Will you……when you go home?

In pairs, ask and answer the questions beginning with the word given in the brackets.

Examples

Question: Will you graze the cows when you go home? (Yes)

Answer: Yes, I shall graze the cows when I go home.

Question: Will you feed the hens when you go home? (No)

Answer: No, I shall not feed the hens when I go home.

1. Will they burn the rubbish when they go home? (Yes)
2. Will you make bricks when you go home? (No)
3. Will you burn charcoal when you go home? (Yes)
4. Will she plant trees when she goes home? (No)
5. Will he collect rubbish when he goes home? (Yes)

Activity 8 What will……do on……?

Use the information in the table below to answer the questions correctly.

Examples

Question: What will Joshou do on Monday?

Answer: Joshua will mulch the garden on Monday.

Question: What will Timothy do on Tuesday?

Answer: He will educate people on dangers of cutting trees on Tuesday.

CREATIVE PRINTERS

Name	Activity	Day
Joshua	mulch the garden	Monday
Timothy	educate people on dangers of cutting trees	Tuesday
Faith	plant trees	Wednesday
Alice	collect plastics	Thursday
Baker	irrigate the crops	Friday
John	slash the compound	Saturday
Hope	fill the gullies with stones	Sunday

Questions

1. What will Faith do on Wednesday?
2. What will Alice do on Thursday?
3. What will Baker do on Friday?
4. What will John do on Saturday?
5. What will Hope do on Sunday?

Activity 9 Don't .....

In pairs, read these messages about the things we should not do in our environment.

- Don't throw rubbish in the river.
- Don't leave the dustbin without a cover.
- Don't drink unboiled water.
- Don't cut down trees.
- Don't built houses in the wetland.

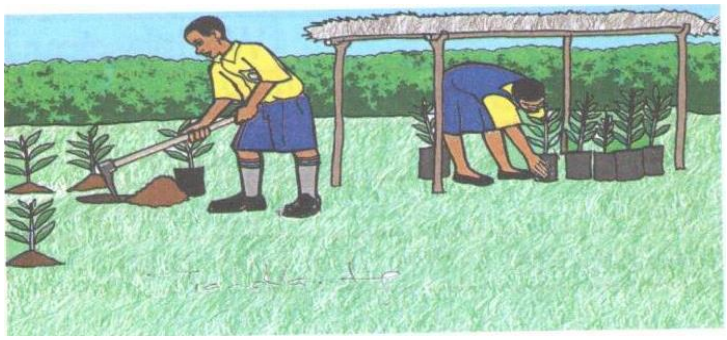
In groups, write and design posters with messages warning people about things they should not do in our environment and read them to your class. You may draw pictures to show the messages.

C. TIVE PRINTERS

Activity 10 Comprehension

Read the passage and answer the questions in full sentences.

Man's activities and the environment



Our environment is where we get everything we use but some people do not care about saving it.

For many years, people have been clearing forests to make charcoal and to get land for growing crops and settling in.

Some people throw plastics and rubbish in the water sources. Some of them let dirty waste products from industries to flow into the water. This is very dangerous to the lives of people when they drink this water.

It is important for people to stop such activities and protect our environment. People should plant more trees and use good farming methods. They should use crop rotation, terracing and mulching. In the dry areas, people can use irrigation method to water and grow crops.

Plastics and glass should not be thrown in the environment because they do not rot and they spoil the soil.

CREATIVE PRINTERS

Questions

1. Give one reason why people clear forests?
2. Mention one good farming method.
3. Where is irrigation needed?
4. Which things do not rot?
5. Write three things you should do to protect the environment.

THEME I: Our Sub-county/Division

4.1 Air and the sun

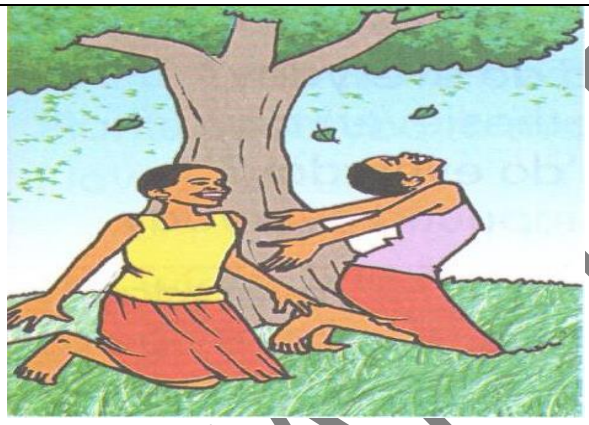
Activity 1 Vocabulary

Read these words in the box with your friend.

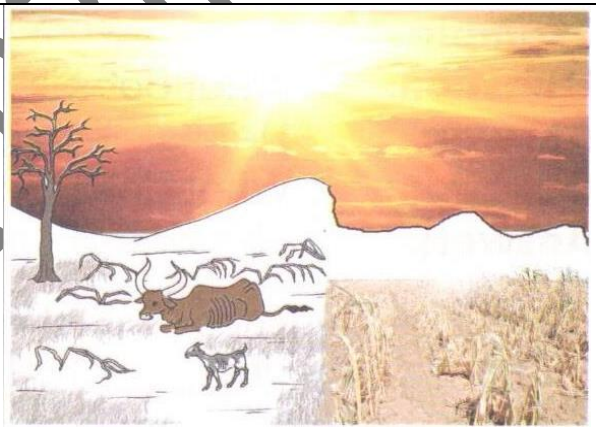
Air	set	warm	rain	fall
sun	dry	rise	root	heat

Activity 2 Reading sentences

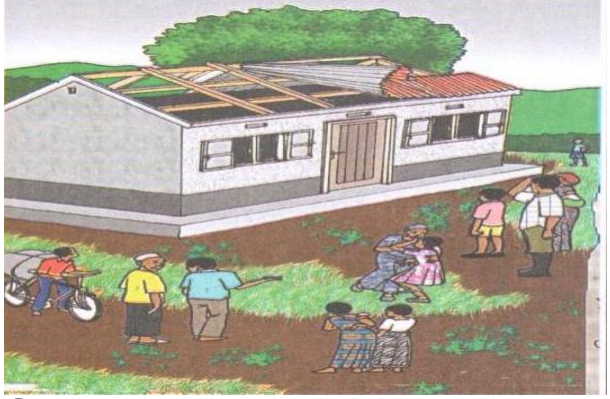
Study the pictures and read the sentences about them.



Trees provide fresh air.



Much heat from the sun makes crops to dry.



Strong wind can blow off roots of houses.



Trees can break and fall during heavy rain.

DEA PRINTERS

Activity 3 Spelling Game

Fill in the missing letters to form correct words.

Examples

(i) wi-d - wind

(ii) he-t - heat

1. bre-k - …… 3. wa-m -…….. 5. ro-f …….

2. s-n - ……. 4. b-ow - …….. 6. ra-n ……..

Activity 4 What does……do everyday?

Use the substitution table to answer the questions below correctly.

Examples

Question: What does Joshua do everyday?

Answer: He washes the clothes everyday?

Question: What does Gloria do everyday?

Answer: She cleans the compound everyday.

He She Gloria Joshua	Washes cleans	the	clothes plates car dishes compound	Everyday

Activity 5

Fill in the blank spaces with the correct form of the word given in the brackets.

Examples

(i) Gloria cleans the house everyday. (clean)

(ii) Pamella drinks water everyday. (drink)

1. Everyday the sun……in the east. (rise)
2. Everyday the wind…….away the dust. (blow)

CREATIVE PRINTERS

3. They……..rubbish everyday. (collect)
4. Jesse……..in fresh air everyday. (breath)
5. Everyday he……cold water. (bathe)
6. Everyday the sun……the ground.(heat)
7. Ekite……her clothes in the sun everyday. (dry)
8. We……rubbish at the rubbish pit everyday. (burn)

Activity 6 Poem

Read the poem with your friends correctly.

TEACHERS

THE SUN AND WIND

The sun
You give me light and warmth
You dry my clothes when I wash them
Plants need you to make their food
I love you sun

The wind
You give me air to breathe
You dry my clothe when the sun disappears
You help in pollination of my plants
I love you wind

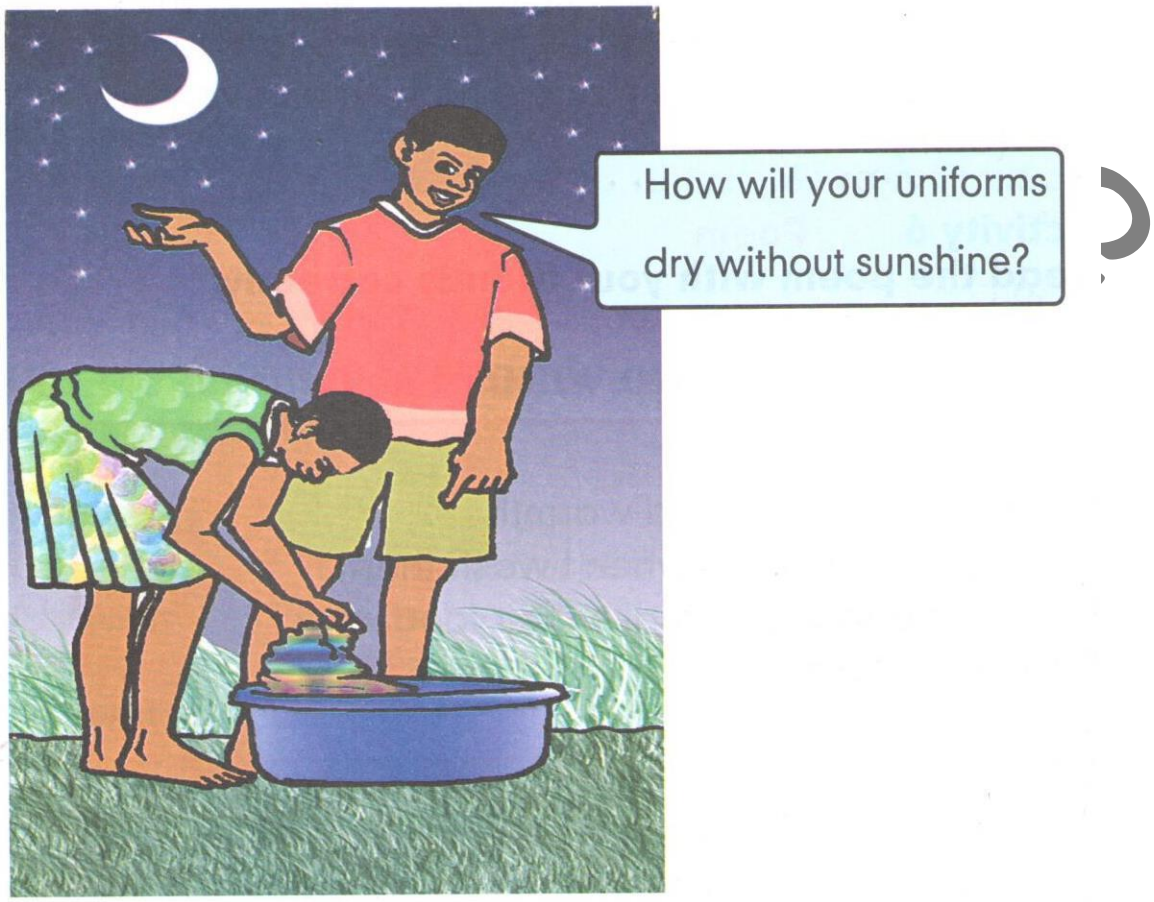
Sun and wind I love you both
But sometimes you make me sad
Wind blows off my roof and breaks my crops
And you sun, you dry the water and cause thirst
What can I do dear sun and wind?

Mulongo

Activity 7 Pair Activity

Read and act the dialogue with your friend.

Importance of wind



Joshua: Gloria, it is very late now, do you think your uniforms will get dry?

Gloria: Yes, I think so. I always wash them at night and they get dry.

Joshua: How! When there is no sunshine?

Gloria: The wind helps in drying them.

Joshua: How else is wind useful to us?

Gloria: Wind is used for winnowing millet

Joshua: I am happy you know a lot about wind.

CREA

4.1 Water

Activity 1 Vocabulary

Read these words with your friend correctly.

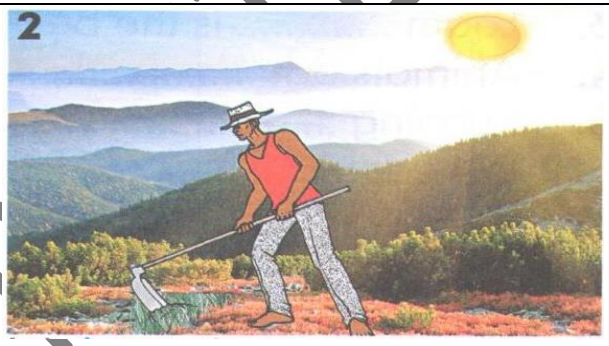
Soil	grow	food	grass	plant	dark

Activity 2 Reading sentences

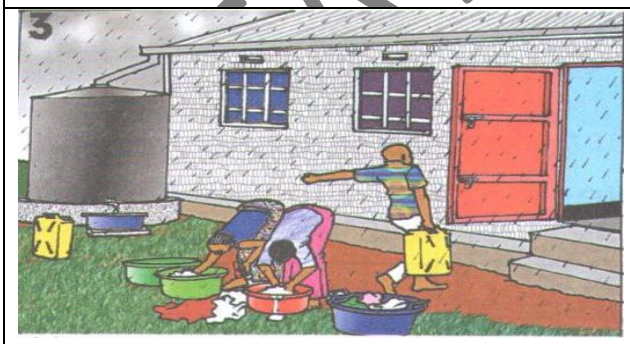
Study the pictures and read the sentences about them.



It is cold today.
Amina is feeling cold.
She is wearing a sweater.
The sweater keeps her warm.



It is hot today.
The sun is shining brightly.
This man is digging under the hot sun.
He is wearing a hat to protect him from the heat.



We get rain from clouds.
Nimbus clouds give us rain
These clouds are dark.
We use the water to wash our clothes



It is a wet season.
There is rain. We plant crops in the rainy season.
The rain helps our crops to grow and we get food.

NATIVE LETTERS

Activity 3 Fun with words

Use the words in the box to fill in the blank spaces correctly.

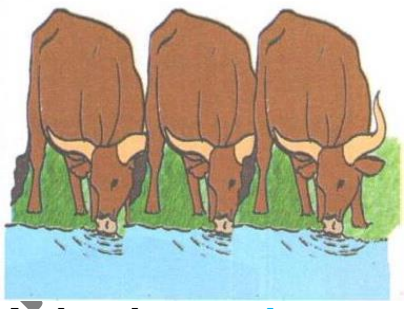
Sweater	water	clouds
Grass	food	soil

1. Nimbus……bring rain.
2. Sheilla wears a ……when it is cold.
3. Loam……is the best for growing crops.
4. Animals eat……
5. Running……washes away top soil.
6. We eat……to live.

Activity 4

……..need……to……

Read the sentences about the pictures correctly.

a)	b)	c)
		
babies need breast milk to grow.	**Animals need grass and water to live.**	**plants need water and sunlight to grow well.**

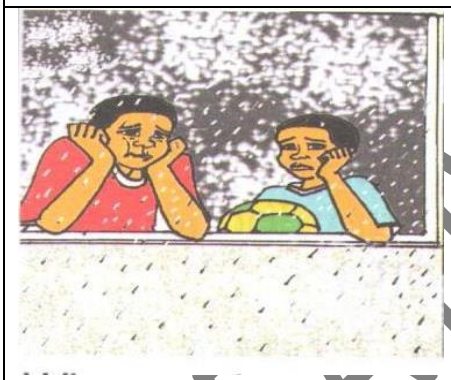
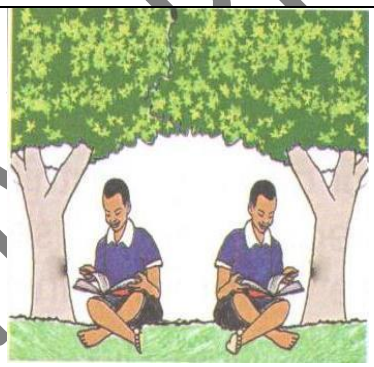
Questions

1. **What do babies need to grow?**
2. **What do animals need to live?**
3. **What do plants need to grow well?**
4. **What do you need to protect yourself from rain?**

CREATIVE PRINTERS

Activity 5 **Why is……wearing a ……..?**
Why is……..inside/under the……?

Answer the questions about the pictures correctly.

		
Why is she wearing a hat? She is wearing a hat because it is very hot outside.	Why is Alice using an umbrella? She is using an umbrella because it is raining.	Why is he wearing a sweater? He is wearing a sweater because it is very cold.
		
Why are the children inside the house? They are inside the house because it is raining outside.	Why are they sitting under a tree? **They are sitting under a tree because it is hot inside.**	Why is Monica wearing gum boots? She is wearing gum boots because the road is muddy.

CREATIVE PRINT

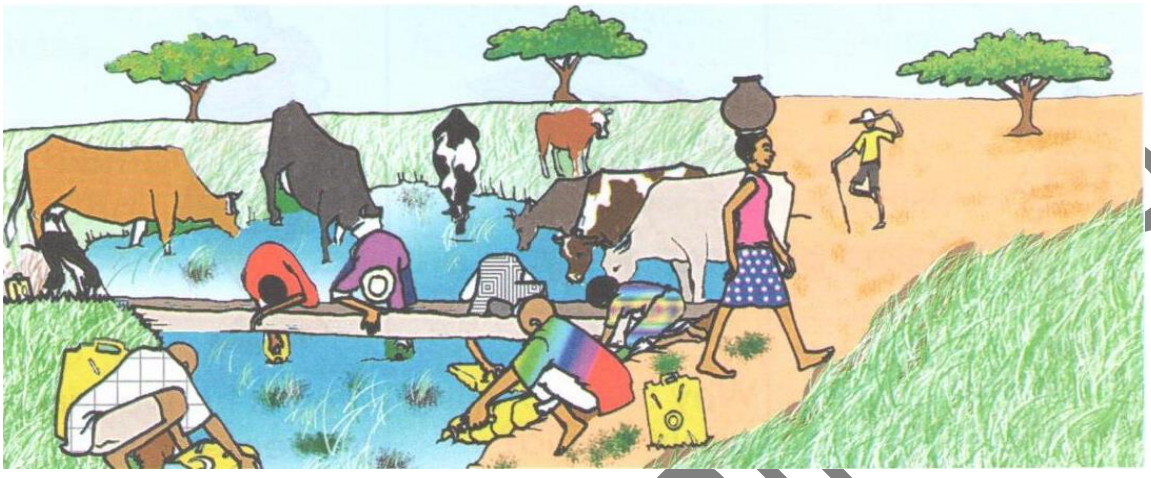
Questions

1. Why is she wearing a hat?
2. Why is Alice using an umbrella?
3. Why are they sitting under a tree?

Activity 6 Comprehension

Read the passage and answer the questions about it in full sentences.

Water and its uses



Water is one of the basic needs of people in our Sub-county. We get water from taps, lakes, rivers, springs and wells. We can also get water from rain.

Rain water comes from nimbus clouds. Nimbus clouds are always dark in colour.

People need water for drinking, bathing, washing clothes and dishes. In dry areas, water is used for irrigation. In Islands, people use water for transport.

Doctors also need water in hospitals for cleaning wounds and mixing medicines.
Crops and animals need water to grow well. Water animals like fish, crocodiles and hippos need water to live in.
The fishermen also need water to catch fish to get money.

CREATIVE PRI

Questions

1. Give one reason why people need water?
2. Mention one source of water
3. Which method of farming is used in dry areas?
4. Which two animals live in water?

4.3 Managing water

Activity 1 Vocabulary

Read these words with your friend.

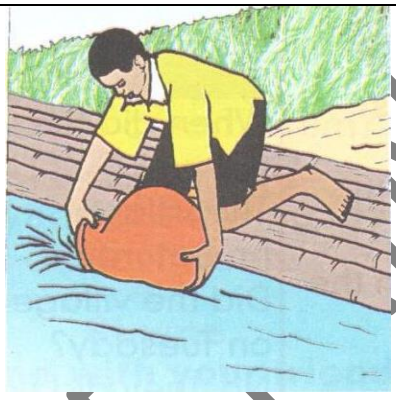
Jerrycan	pot	drum	cream	slasher	brush	spring

Activity 2 Reading sentences

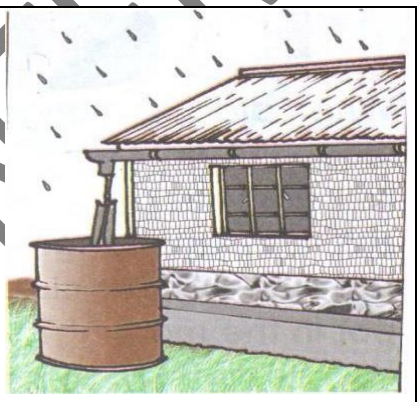
Study the pictures and read the sentences about them.



She is fetching water from a tap in a jerrycan



We can fetch water from a well or spring.
He is fetching water in a pot.



We can harvest and keep our rain water in a tank or a drum.

Activity 3 Spelling Game

Fill in the missing letters to form correct words.

Examples

(i) lak- - lake
(ii) ri-er - river

1. Sp-ing ……
2. Slas-er ……
3. ta-k ……
4. Cre-m ……
5. Jerry-an ……
6. bru-h ……

CREATIVE LETTERS

Activity 4 When did…….clean the……?

Did……clean the ……?

Study the pictures and answer the questions about them correctly.

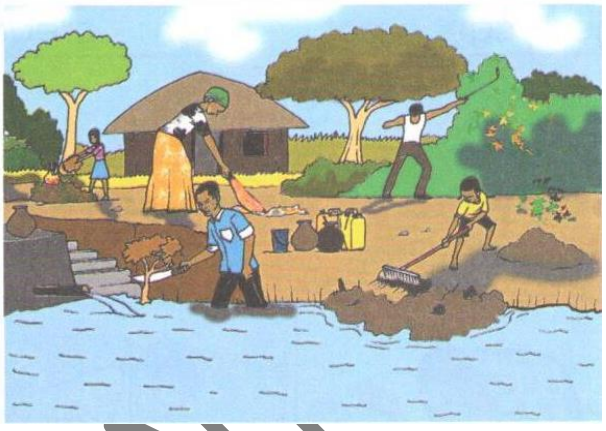


When did Chemonges clean the pot?

Chemonges cleaned the pot in the morning.

Did Chemonges clean the pot in the morning?

Yes, he did.



When did the villagers clean the well?

The villagers cleaned the well on Saturday.

Did the villagers clean the well on Tuesday?

No, they did not.



When did Abdul clean the drum?

Abdul cleaned the drum in March.

Did Abdul clean the drum in March?

Yes, he did.

COPYRIGHT

Questions

1. When did Abdul clean the drum?
2. When did Chemonges clean the pot?
3. Did Chemonges clean the pot in the evening?
4. Did the villagers clean the well on Saturday?

Activity 5 Who washed the ……..?

Use the information in the table below to answer the questions correctly.

Name	Activity
Chemonges	**washed the pot**
Hakim	**washed the tank**
Azaria	**washed the bucket**
Ashaba	**washed the cream drum**
John	**washed the jerrycan**

Questions

1. Who washed the tank?
2. Who washed the bucket?
3. Who washed the cream drum?
4. Who washed the jerrycan?
5. Write a duty roster showing the activities you and your friends did last week.

Activity 6 Rhyme

Recite the rhyme with your friends correctly.

Uses of water

Water, water, water
I drink water when I am thirsty
I bathe water when I am dirty

Water, water, water
I need water to grow crops
I need water to wash clothes

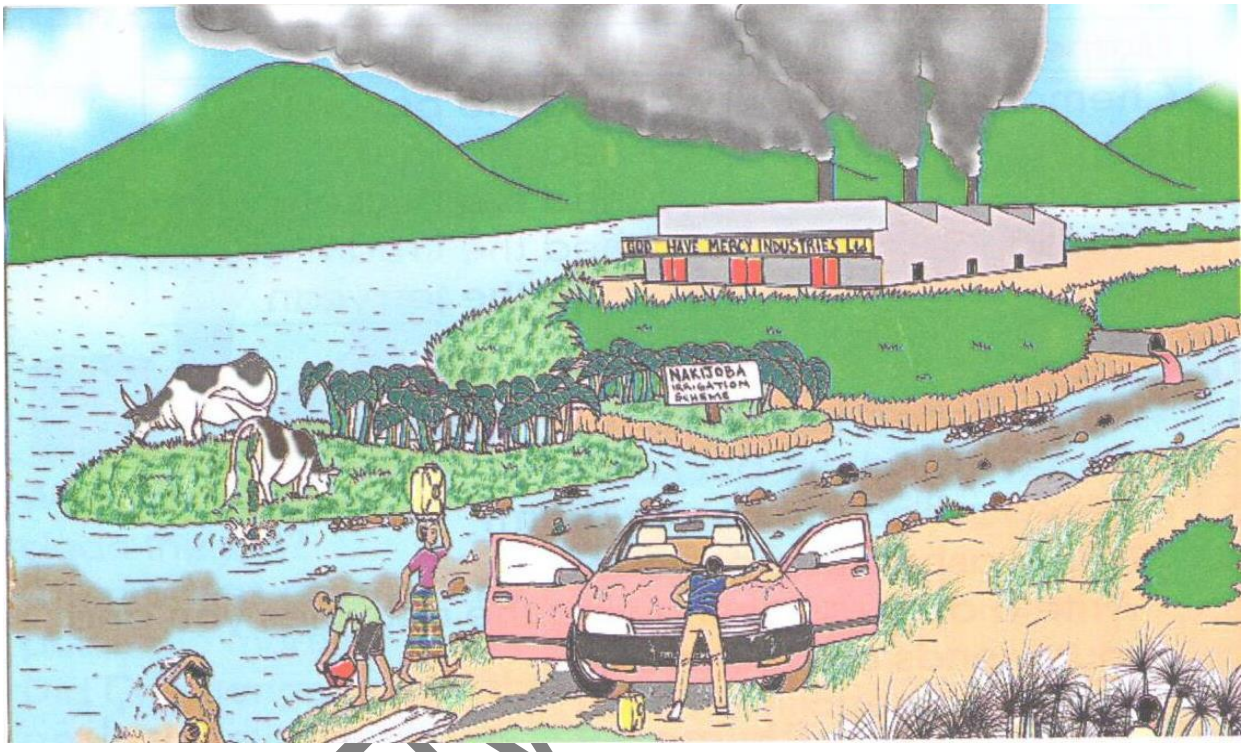
Water, water, water
I need water to wash plates
I need water to cook food

CREATIVE PRINTERS

Activity 7 Pair Activity

Read and act the dialogue below with your friend.

Water from the well



Doreen: Where do you get the water you use at home?
Richard: From that well across the road.
Doreen: Is that water clean?
Richard: Yes, but it is not safe for drinking.
Doreen: What do you do to make it safe for drinking?
Richard: We first boil it before drinking
Doreen: I am also going to tell my grandmother to start boiling our drinking water.
Richard: In that way, all the germs will die.
Doreen: And it will be safe for drinking.

CREATIVE

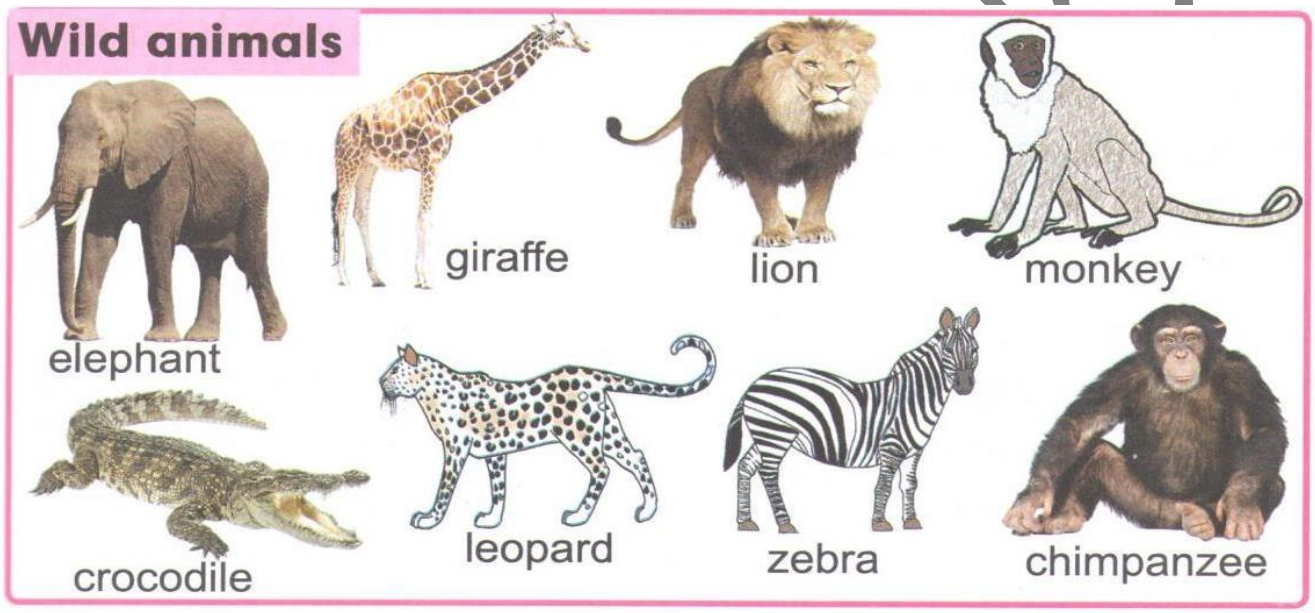
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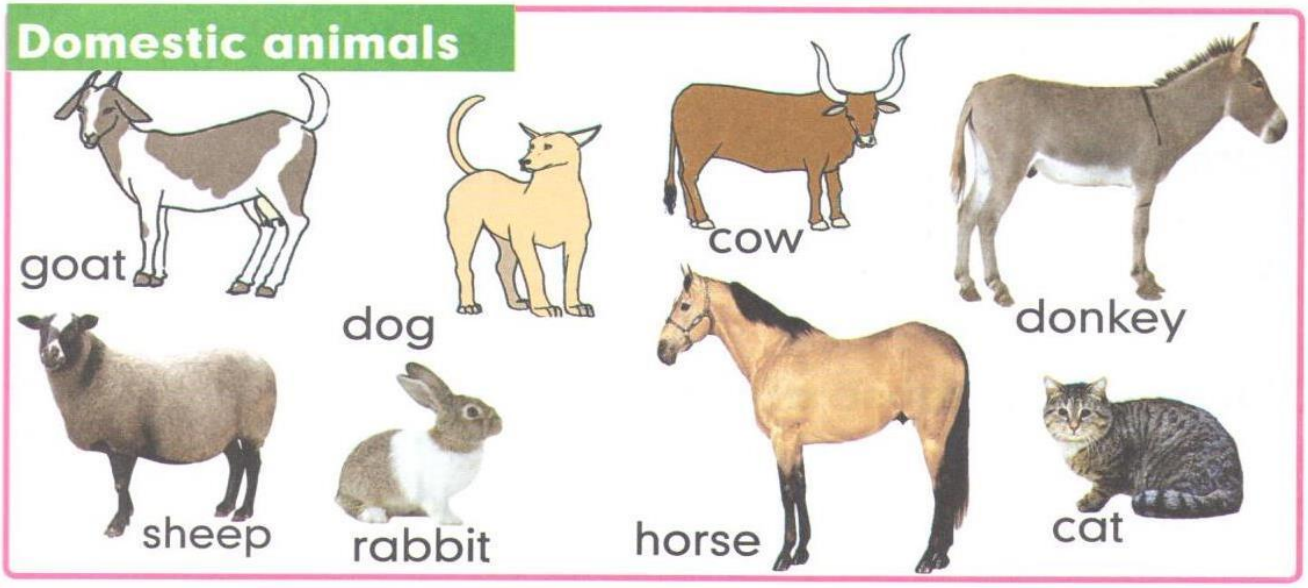
THEME 5: Living Things: Animals in Our Sub-county/Division

5.1 Types of living things

Activity 1 Vocabulary

Study the pictures and read the names of these animals.





Activity 2 Spelling Game

Rearrange the letters to form correct words.

Examples

(i) hyaen - hyena

(ii) loni - lion

1. monkey -
2. kennel -
3. forest-
4. zabre -
5. elentpha –
6. leoprda –

Activity 3 Past tense

We use the past tense to talk about things which have already happened.

We form the past tense of most verbs by adding –d, -ed or –ied to the verb.

Examples

Reproduce – reproduced

Move - moved

Breath -breathed

Carry - carried

burry - buried

jump – jumped

However, there are some verbs which do not follow this rule. These verbs change some of the letters to form their past tense.

Examples

(i) fly - flew

(ii) eat - ate

Give the past tense of these verbs.

1. run - ……
2. drink - ……
3. grow - ……
4. sleep - ……
5. feed - ……
6. die - ……

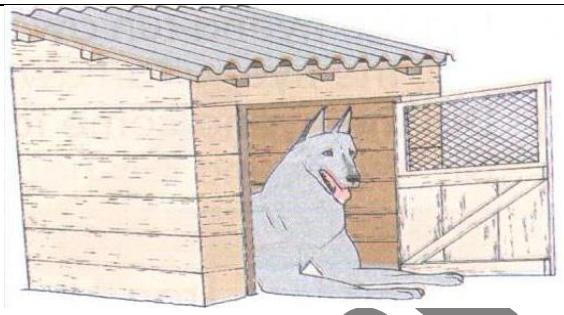
CREATIVE PRINTERS

Activity 4 Where was the……?/Was the……in the……..?

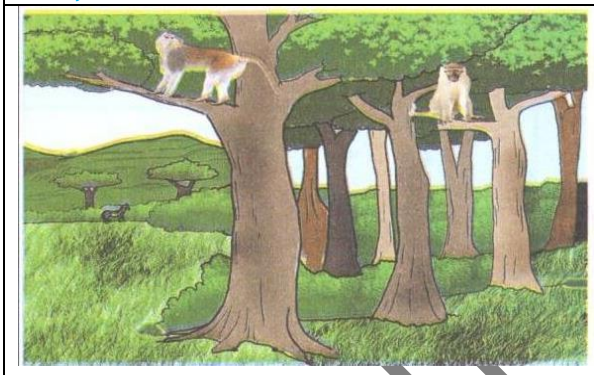
Study the pictures and answer the questions correctly.



Where was the bird?
The bird was in the nest.
Was the bird in the nest?
Yes, it was.
Was the bird in the cage?
No, it was not.



Where was the dog?
The dog was in the kennel.
Was the dog in the kennel?
Yes, it was
Was the dog in the forest?
No, it was not.



Where was the monkey?
The monkey was in the forest.
Was the monkey in the forest?
Yes, it was.
Was the monkey in the garden?
No, it was not.



Where was the lion?
The lion was in the den.
Was the lion in the den?
Yes, it was.
Was the lion in the cage?
No, it was not.

CREATIVE PRINTERS

Questions

1. Where was the dog?
2. Where was the bird?
3. Was the monkey in the garden?
4. Was the lion in the den?

Activity 5 Did the…….(fly-away, run away)?

Use the information in the table below and answer the questions correctly.

Examples

(i) Did the hyena run away?

Yes, the hyena ran away.

(ii) Did the hyena come to us?

No, the hyena did not come to us.

Creatures	action	response
hyena	ran away	Yes
bird	flew-away	Yes
dog	ran away	No
monkey	ran away	Yes
zebra	hide itself	No

Questions

1. Did the bird fly-away?
2. Did the dog run away?
3. Did the monkey run away?
4. Did the zebra hide itself?

Activity 6 What did the……..do?

Use the substitution table below to answer the questions correctly.

Examples

Question: What did the elephant do?

Answer: The elephant ate grass.

Question: What did the bird do?

Answer: The bird flew-away

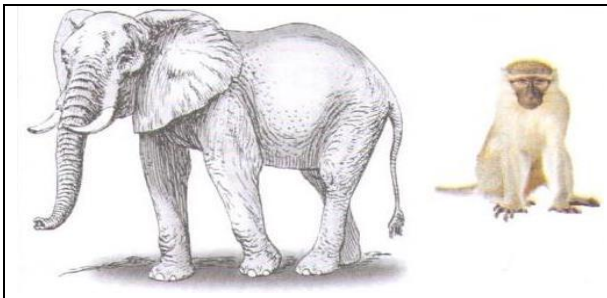
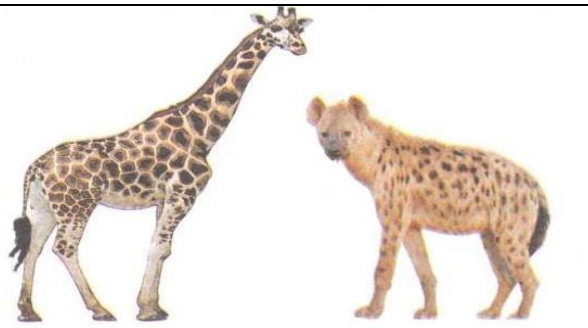
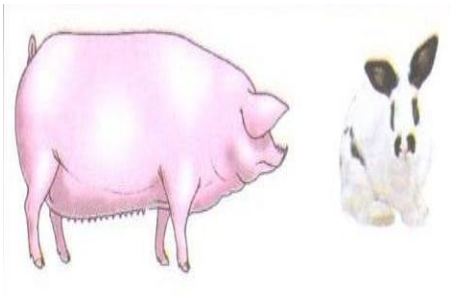
The	elephant bird zebra giraffe	flew-away ran away ate grass. hide itself.

CREATIVE PRINTERS

Activity A/an……**is……..**

Which is (smaller, bigger, fatter?)

Read the sentences about the pictures and answer the questions correctly.

 An elephant is big. A monkey is small. Which is bigger? An elephant is bigger than a monkey.	 A giraffe is tall. A hyena is short. Which is taller? A giraffe is taller than a hyena.
 A pig is fat. A rabbit is small. Which is smaller? A rabbit is smaller than a pig.	 A lion is strong. A cat is weak. Which is stronger? A lion is stronger than a cat.

Questions

1. Which is weaker, a lion or a cat?
2. Which is shorter, a hyena or a giraffe?
3. Which is bigger, a monkey or an elephant?
4. Which is fatter, a rabbit or a pig?

CREATIVE

Activity 8 Pair Activity

Read and act this dialogue with your friend.

Building a kennel

Salima: What are you building, Mukasa?
Mukasa: I am building a house for my dog.
Salima: Do dogs need houses?
Mukasa: Yes, they do. They sleep in kennels.
Salima: What about lions?
Mukasa: They also need shelter. They sleep in dens.

Activity 9 Jumbled sentences

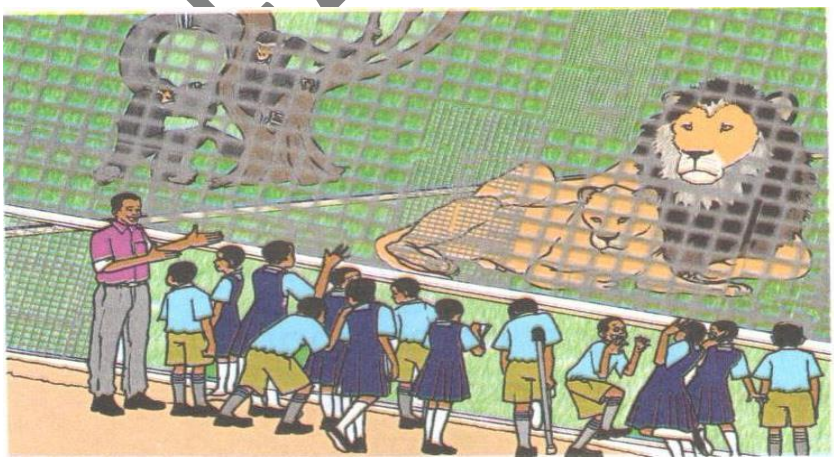
Rearrange the sentences to form a good story.

1. Some of them were big and others were small.
2. The biggest animal of all was the elephant.
3. This elephant had large ears and a small tail.
4. At the Zoo, we saw many animals.
5. Last month, my class visited the Zoo.

Activity 10

Read the passage and answer the questions about it in full sentences.

Faith's class at the Zoo



CREATIVE PRINTERS

Last term, my class visited the Zoo. We wanted to see the animals and birds kept there. Near the gate to the Zoo, there was a bird in the nest. When the bird saw us, it flew away! After a close turn, there was a monkey swinging from one branch to another. When it saw us, it also ran away and hid in the forest.

The chimpanzees did not run away. They looked at us without fear. Two of them were carrying their babies. Later they sat down to breast feed them. It was interesting to see them behaving like human beings.

We toured different places at the Zoo. We were able to see lions, giraffes, buffaloes, zebras, camels and elephants. The zebras were peaceful. They ate grass together with the bucks. The lion was eating meat in its cage.
Other animals were at the lake drinking water. The crocodiles and hippos were in the lake swimming.

In the section of the birds, we saw peacocks, crested cranes, doves and ostriches. It was a very interesting place.

Questions

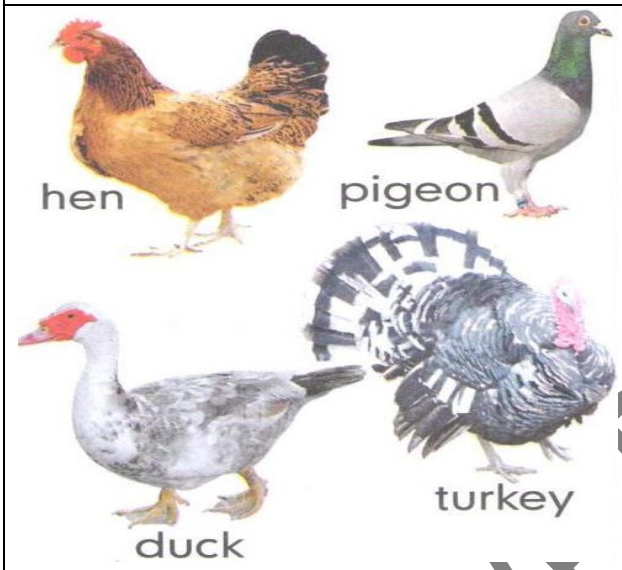
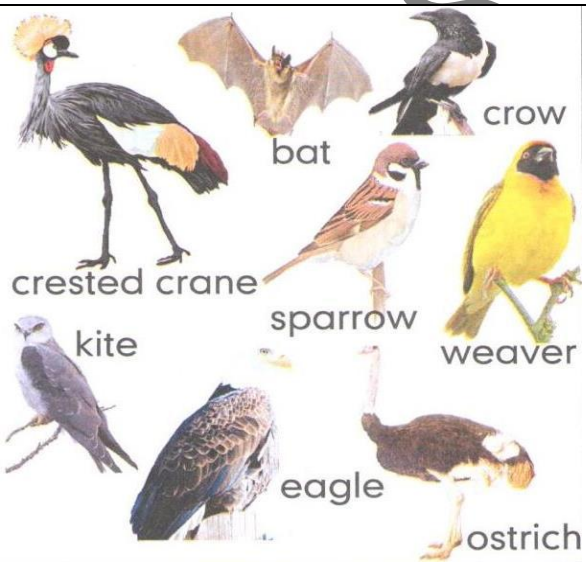
1. When did Faith's class visit the Zoo?
2. Why did her class go to the Zoo?
3. Which animals were peaceful?
4. Mention the animals that looked at the children without fear.

CREATIVE PRINTERS

5.2 Birds and Insects

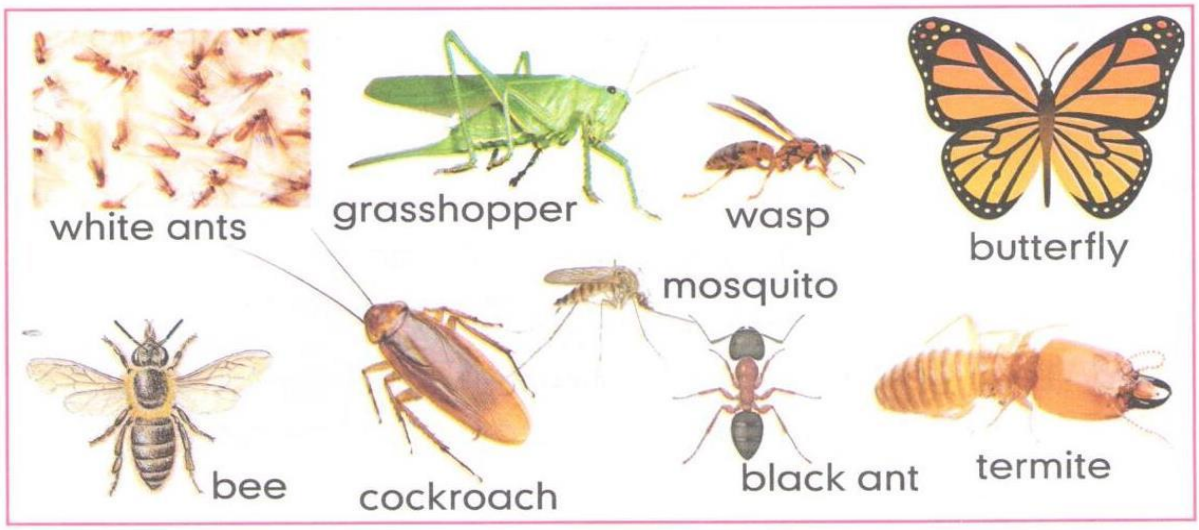
Activity 1 Names of birds

Study the pictures and read the names of the birds shown below.

Domestic/tamed birds	Wild birds
	

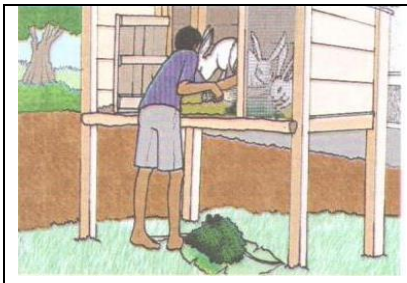
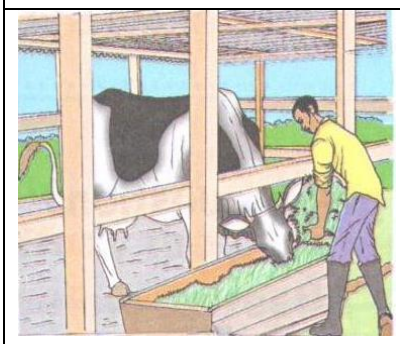
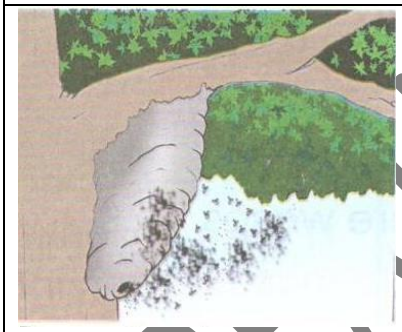
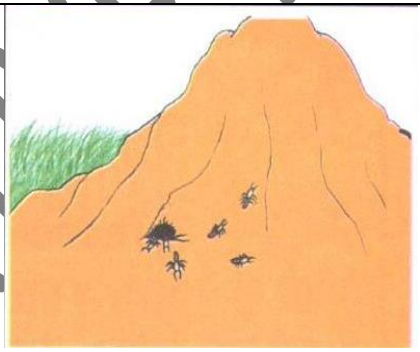
Activity 2 Names of insects

Study the pictures and read the names of the insects shown below.



Activity 3 Homes of animals, birds and insects

Study the pictures and read the sentences about them.

		
Rabbits sleep in a hutch.	**Lions sleep in a den.**	**Pigs sleep in a pigsty.**
		
Cows sleep in a kraal.	**a dog sleeps in a kennel.**	**A bird sleeps in a nest.**
		
Bees live in a beehive	**Termites live in an anthill.**	**A spider lives in a web.**

CRL. PRINTERS

Activity 4 The plural form

Plural form means more than one item,.

We get the plural form of words by adding letters –s, -es or –ies to the given word.

Give the plural form of these words.

Examples

(i) hen - hens
(ii) eagle - eagles
(iii) cockroach - cockroaches
(iv) fly - flies

1. bee -
2. turkey -
3. white ant -
4. dove -
5. wasp -
6. duck -
7. crested crane -
8. ostrich -

Activity 5 What are these/those?
Are these/those……?

Study the pictures and answer the given questions below.

a)



What are these?
These are bees.
Are these bees?
Yes, they are.

b)



What are those?
Those are wasps.
Are those mosquitoes?
No, they are not.

c)



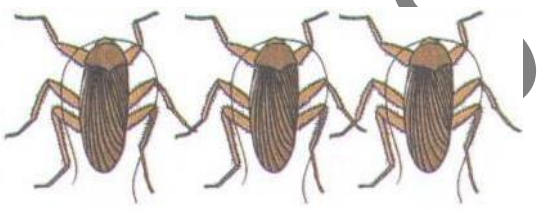
What are these?
These are hens.
Are these hens?
Yes, they are.

d)



What are those?
Those are ducks.
Are those turkeys?
No, they are not.

CREATIVE PRINTERS

 What are these? These are pigeons. Are these ducks? ……	 What are those? Those are cows. Are those cows?
 Are these turkeys? ……	 Are those mosquitoes ……

Activity 6 Whose……is…..this/that?/Is this…..'s……?

Study the pictures and answer the questions below correctly.

 **Whose turkey is this?** **It is Fatima's turkey.** **Is this Fatima's turkey?** **Yes, it is.**	**Monica's**  **Who hen is this?** **It is Monica's hen.** **Is this Dorothy's hen?** **No, it is not.** **It is Monica's.**	**Richard's**  **Whose pigeon is that?** **It is Richard's pigeon.** **Is that Ritah's pigeon?** **No, it is not** **It is Richard's.**

Questions

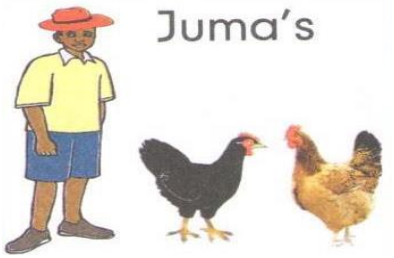
1. Whose turkey is this?
2. Whose pigeon is that?

CREATIVE PRINT

3. Is it Dorothy's hen?
4. Is it Richard's pigeon?

Activity 7 Whose……are (these/those)?

Study the pictures and answer the questions correctly.

 Whose hens are these? They are Juma's.	 Whose ducks are these? They are Katement's	 zuma's whose turkeys are those? They are Zuma's.

Activity 8 Rhyme

Recite the rhyme about insects and Birds

Bees in hives
Will you give me some honey?
I need your sweet honey,
To put on my bread.

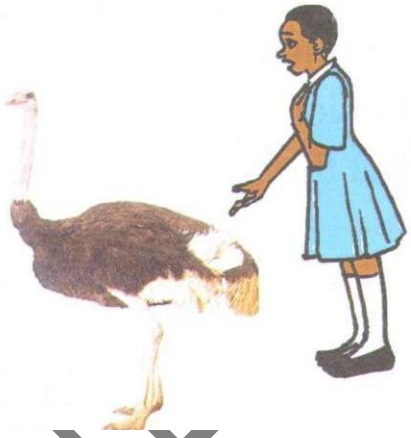
Hens in baskets,
Will you give me some eggs?
I need your big eggs,
To get more proteins.

E PRINTE

Activity 9 Pair Activity

Read and act the dialogue with your friend.

The Ostrich



Linda: What is the biggest bird in the world?

Betty: I think it is the turkey.

Linda: No, it is an ostrich.

Betty: I have never seen an ostrich!

Linda: You need to come to my village an see them.

Betty: I will come in the holidays.

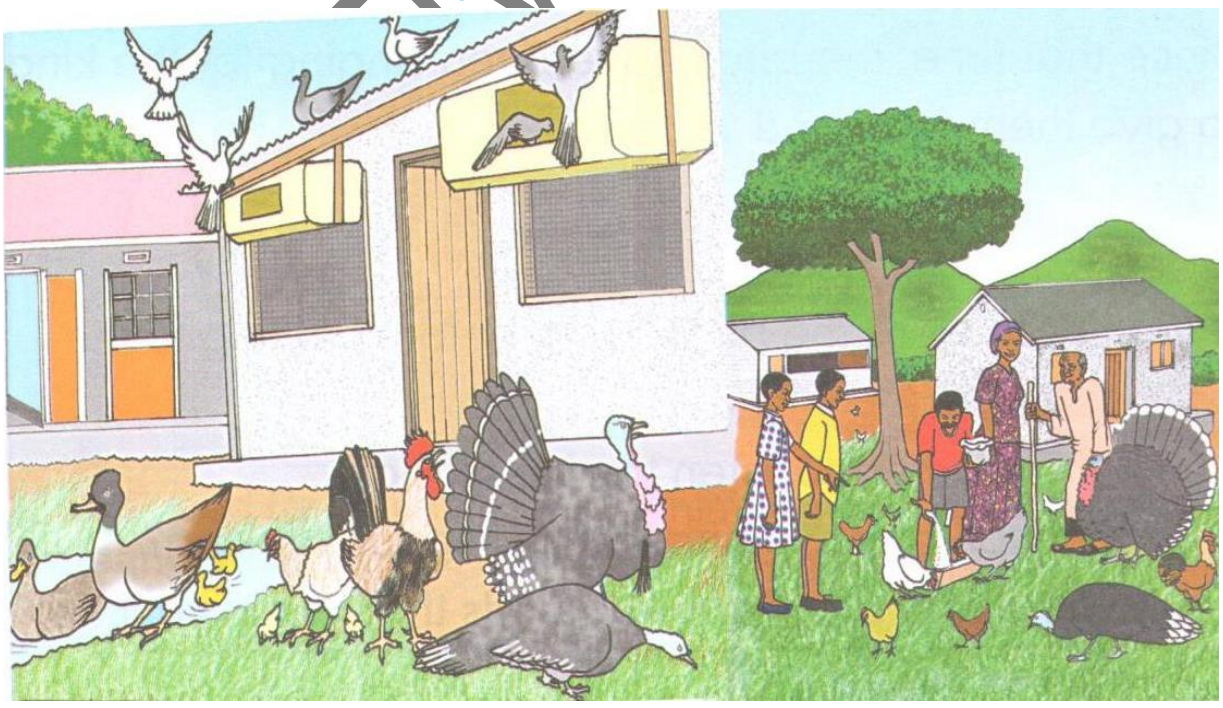
Linda: You will enjoy riding on one of the ostriches!

WE PRINT

Activity 10 Comprehension

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

How birds came to stay in people's homes.



A long time ago, all birds lived in the bush. One day, the king fell sick and was feeling lonely. He wanted to listen to nice music. That day, he sent for people to sing for him but their songs did not please him.

One elder suggested to the king that they bring in birds to the palace to sing for him. Everyone thought it was a funny idea but the king accepted. The elder brought in turkeys, ducks, hens and pigeons to sing. The birds sang very nice songs. The king was very nice songs. The king was very happy.

Late in the evening, the birds requested the king to allow them go back to their homes. The king did not accept. He instead asked the birds to stay and be singing for him everyday. He told his servants to build shelters for them and also to give them food and water.

Since that time, the birds have been singing for the king to give them food and water.

Questions

1. Where were the birds living before coming to the palace?
2. Who wanted to listen to nice music?
3. Mention any two birds that sang for the king?
4. Name and draw any two birds that live in your home.

CREATIVE PRINTERS

5.3 Care for insects, birds and animals

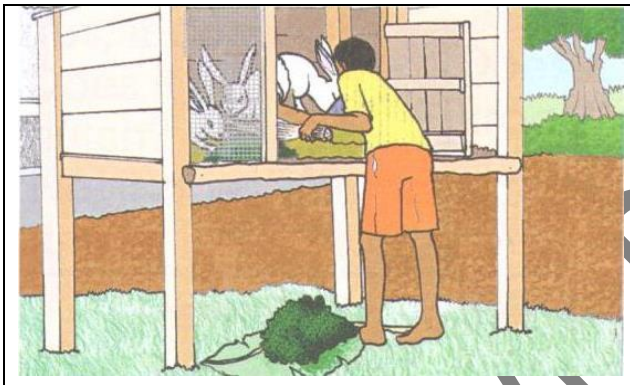
Activity 1 Vocabulary

Read these words below with your friend.

Feed	meat	skin	hive	fur
Hutch	kraal	sheep	hen	clean

Activity 2 Reading sentences

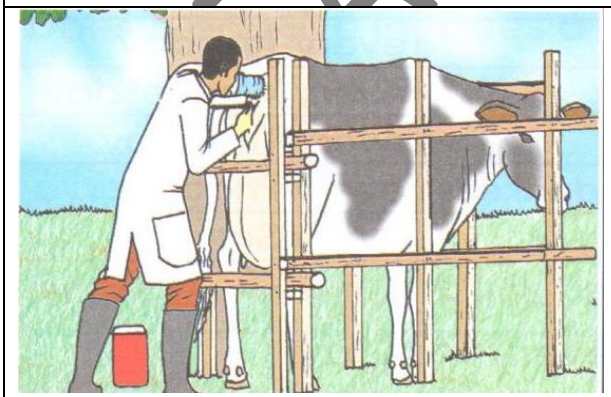
Study the pictures and read the sentences about them.



Rabbits need shelter to sleep in.
They sleep in a hutch



Goats need to sleep in a clean place.
Dorah is sweeping the goats pen.



Cows need treatment.
Veterinary doctors treat the cows.



Animals need protection from hunters.
Animals are kept in the Zoo.

CREATIVE LEARNERS

 Animals need care. Asinde is bathing the dog.	 Animals need food. A goat is eating leaves.

Activity 3 Spelling Game

Fill in the missing letters to form correct words.

Examples

(i) ra-bit rabbit

(ii) fe-d feed

1. sh-ep ……. 3. hiv- ……. 5. sk-n …….
2. hut-h ……. 4. Kr-al ……. 6. Le-ves …….

Activity 4 Who……the…..every (day of the week)?

Use the information in the table to answer the questions correctly.

Name	Activity	Day of the week
Anna	sweeps the kraal	every Monday
Regina	cleans the stable	every Tuesday
Henry	washes the kennel	every Wednesday
Jonah	grazes the goats	every Thursday
Rose	gives water to the donkeys	every Friday
Ogara	treats the animals	every Saturday

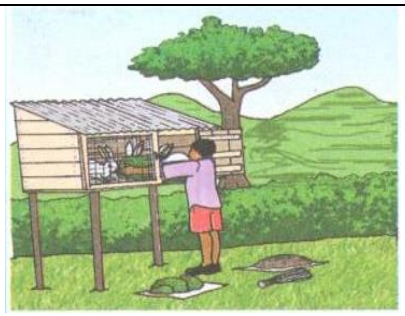
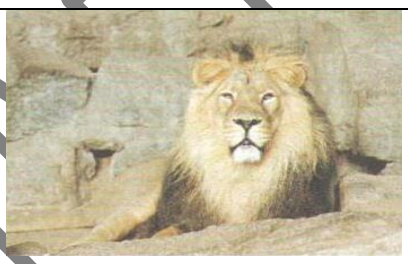
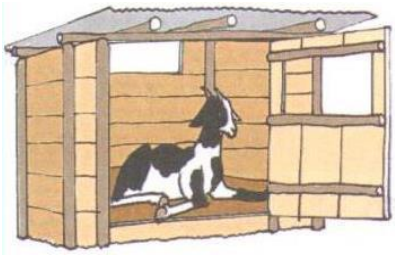
Questions

1. Who sweeps the kraal every Monday?
2. Who cleans the stable every Tuesday?
3. Who washes the kennel every Wednesday?
4. Who grazes the goats every Thursday?
5. Who gives water to the donkeys every Friday?
6. Who treats the animals every Saturday?

CREATIVE PRINTERS

Activity 5 Does a…….live in a……?

Study the pictures and answer the questions about them correctly.

 Does a cow live in a kraal? Yes, it does. Does it live in a hutch? No, it does not. It lives in a kraal.	 Does a rabbit live in a hutch? Yes, it does. Does it live in a kraal? No, it doesn't It lives in a den.	 Does a goat live in a goats' pen? Yes, it does. Does a goat live in a hutch? No, it doesn't. It lives in a goats' pen.
 Does a dog live in a kennel? Yes, it does. Does a dog live in a stable? No, it doesn't It lives in a kennel.	 Does a lion live in a den? Yes, it does Does a lion live in a kraal? No, it doesn't. It lives in a den.	 Does a goat live in a goats' pen? Yes, it does. Does a goat live in a hutch? No, it doesn't It lives in a goats' pen.

CREATIVE PRINTERS

Questions

1. Does a lion live in a den?
2. Does a cow live in a stable?
3. Does a rabbit live in a kraal?
4. Does a dog live in a kennel?

Activity 6 What does a ……eat?

 A rabbit eat grass and leaves. It eats grass and leaves.	 A dog eats meat and bones It eats meat and bones
 A sheep eats grass and leaves. It eats grass and leaves.	 A goat eat grass and leaves. It eats grass and leaves
 A lion eats meat. It eats meat.	 A cow eats grass and leaves It eats grass and leaves

TIVE D…TERS

Questions

1. What does a goat eat?
2. What does a lion eat?
3. What does a sheep eat?
4. What does a cow eat?
5. What does a dog eat?

Activity 7 Jumbled sentences

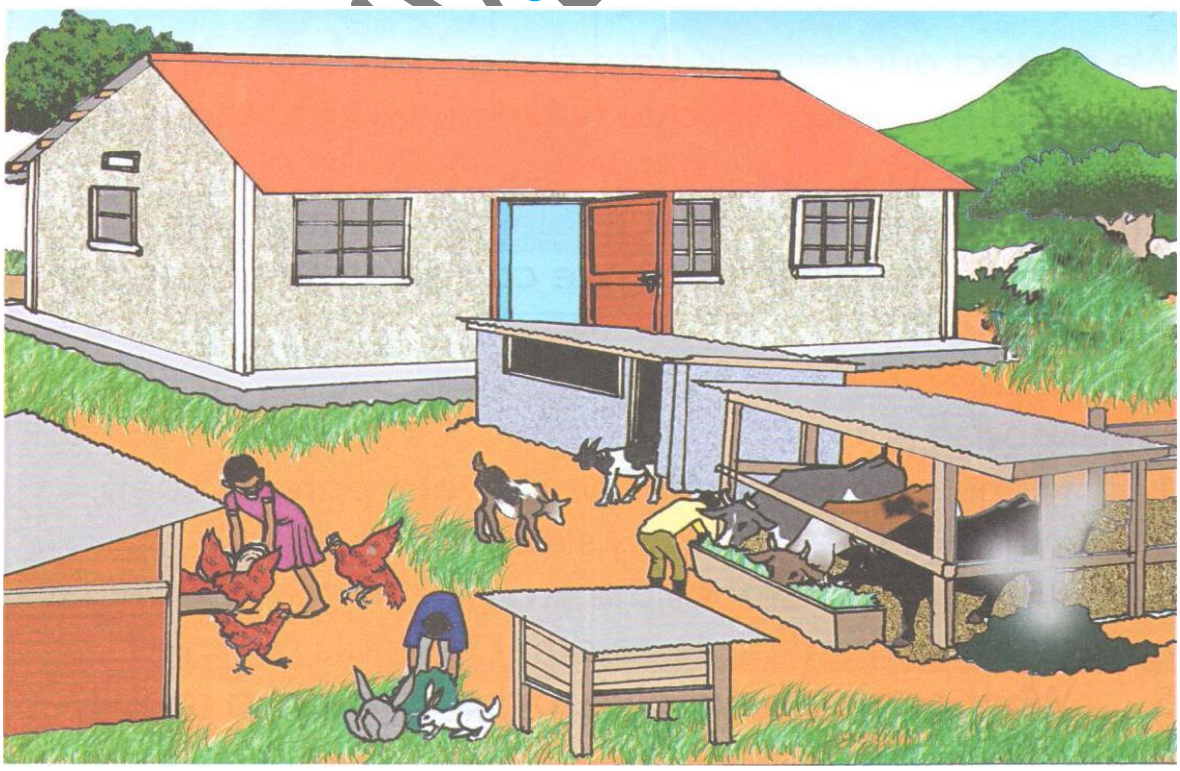
Rearrange the sentences to form a good story.

1. Both animals and birds need care.
2. These shelters have to be cleaned everyday.
3. They need shelter to sleep in.
4. Lastly, they also need food to eat everyday.

Activity 8 Comprehension

Read the passage and answer the questions about it in full sentences.

Caring for animals



VE PRINTERS

My name is Nyangwet. I live with my parents in Nakapiripiriti Sub-county. We keep domestic animals in our home. We have cows, goats, sheep and rabbits.

We care for these animals by looking for grass and water for them. We always take the cows, sheep and goats uphill to graze. After that we drive them to a nearby swamp in the valley to drink water.

My father built a big kraal for our cows. The sheep and the goats sleep in pens. We clean all these places every day.
Sometimes, we smoke the kraal to reduce mosquitoes from biting the animals. We have built a hutch for our rabbits to sleep in. we give them leaves to eat every day.

We protect our animals from dangerous animals like
lions and hyenas. We have two dogs which guard domestic animals at night. Whenever the dogs see a strange animal, they bark to alert us of the danger. When our animals fall sick, we call a veterinary doctor to treat them.

Questions

1. Mention the animals Nyangwet's parents keep.
2. Which shelter do cows sleep in?
3. Why do they smoke the kraal?
4. Which animal protects other animals at night?
5. What name do we give to the house of a rabbit?

CREATIVE PRINTERS

THEME 6: Living Things:
Plants in our Sub-county/Division

6.1 Plants and their habitat

Plants grow in gardens, water and also in dry rocky places.

Activity 1 **Vocabulary**

Read these words below with your friend.

maize	yam	swamp	sisal	dry
garden	water	flower	tins	

Activity 2 **Reading sentences**

Study the pictures and read the sentences about them.



Maize grows in a garden.



We can plant our flowers in tins.

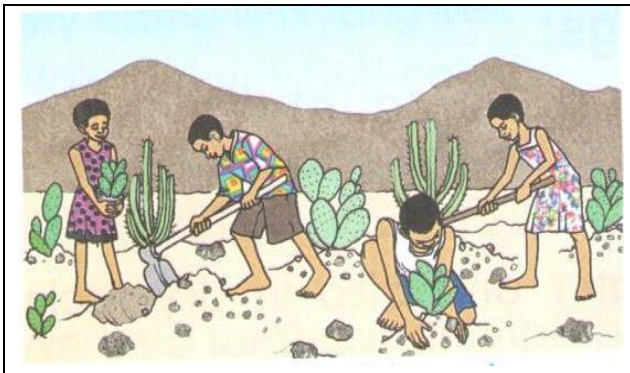


Yams grow well in a swamp.

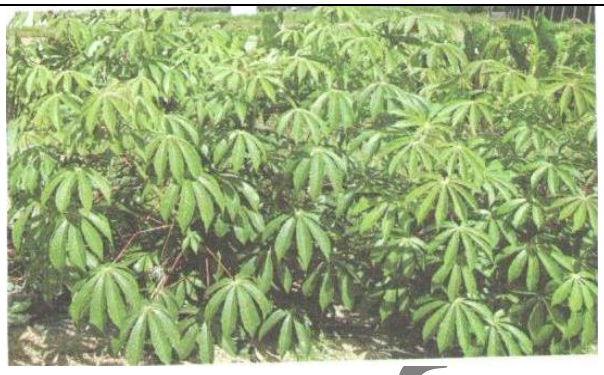


Sisal grows in a dry rocky place.

ALL RIGHTS



Cactus grows well in a dry rocky place.



Cassava grows in a garden.

Activity 3 Spelling Game

Fill in the missing letters to form correct words.

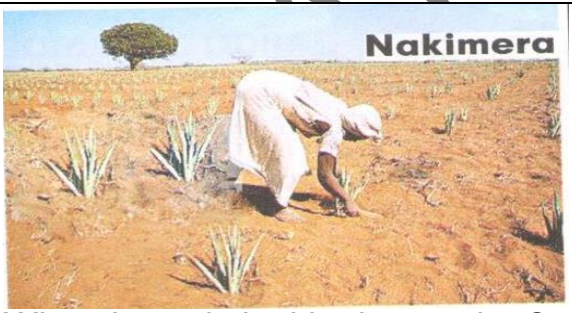
Examples

(i) y-m yam
(ii) t-ns tins

1. ma-ze - ……. 3. s-amp- ……. 5. sis-l - ……
2. flo-er - …….. 4. w-ter- ……. 6. ga-den -……

Activity 4 Who planted……in the……..?
What did…….do?

Study the pictures and answer the questions correctly.



Who planted sisal in the garden?
Nakimera planted sisal in the garden.
What did she do?
She planted sisal in the garden.



who planted rice in the wetland?
Alowo planted rice in the wetland.
What did she do?
She planted rice in the wetland.

ATIVE PRINTERS

	
Who planted yams in the swamp? Barya planted yams in the swamp. He planted yams in the swamp.	Who planted cactus on the rocky ground? Apendi planted cactus on the rocky ground. What did she do? She planted cactus on the rocky ground.

Questions

1. Who planted sisal in the garden?
2. Who planted rice in the wetland?
3. What did Barya do?
4. What did Alowo do?

Activity 5 Where did……plant……?

Use the information in the table below top answer the questions correctly.

Name	Activity	Place
Nakato	planted maize	garden
Kansiime	planted rice	wetland
Children	planted yams	tins
George	planted yams	swamp
Girls	planted beans	garden
Mike	planted cactus	on the rocky ground

CREATIVE PRINTERS

Questions

1. Where did the children plant flowers?
2. Where did Nakato plant maize?
3. Where did Kansiime plant the rice?
4. Where did Mike plant the cactus?

Activity 6 Poem

Read the poem below with your friend.

The two title boys

The two little boys,
Planted flowers and carrots in tins,
Planted maize and beans,
In the garden.

The two little boys,
Planted yams and cabbages in swamps,
Planted sisal and cactus,
On the rocky ground.

Vivian

Activity 7 Guided Composition

Use the words in the table below to fill in the blank spaces correctly.

Reasons	**ropes**	**cash**	**decoration**	**cotton**

Farmers grow crops for different ……..some of them grow food crops for food. Others grow ……crops for money.

CREATIVE TEACHERS

The commonest cash crops are coffee and …… However, some farmers grow tea, tobacco and sisal. Sisal is used to make ……and sacks.

Some farmers grow flowers to make the compounds look beautiful. They also grow flowers for ……during parties.

Activity 8 **Comprehension**

Read the passage and answer the questions about it in full sentences.

TERS

Crops in grandmother's garden



My name is Anna from Kumi. Last holiday, I visited my grandmother. She has big gardens of maize, yams and beans.

While at my grandmother's place, I helped her in the gardens. One day, I went with her to pick yams from a nearby wetland. Grandmother told me that yams grow well in wetlands.

Grandmother loves flowers very much so she has planted many of them in her compound. Last Sunday, when we were celebrating her seventieth birthday, we picked some flowers to decorate the house. It was a colourful function.

Grandmother also grows sisal to make ropes and bags. She taught me to make bags from sisal. I made one for myself which I use to carry my books to school. My friends like my bag because it is very beautiful. They have requested me to teach them to make bags like mine.

Questions

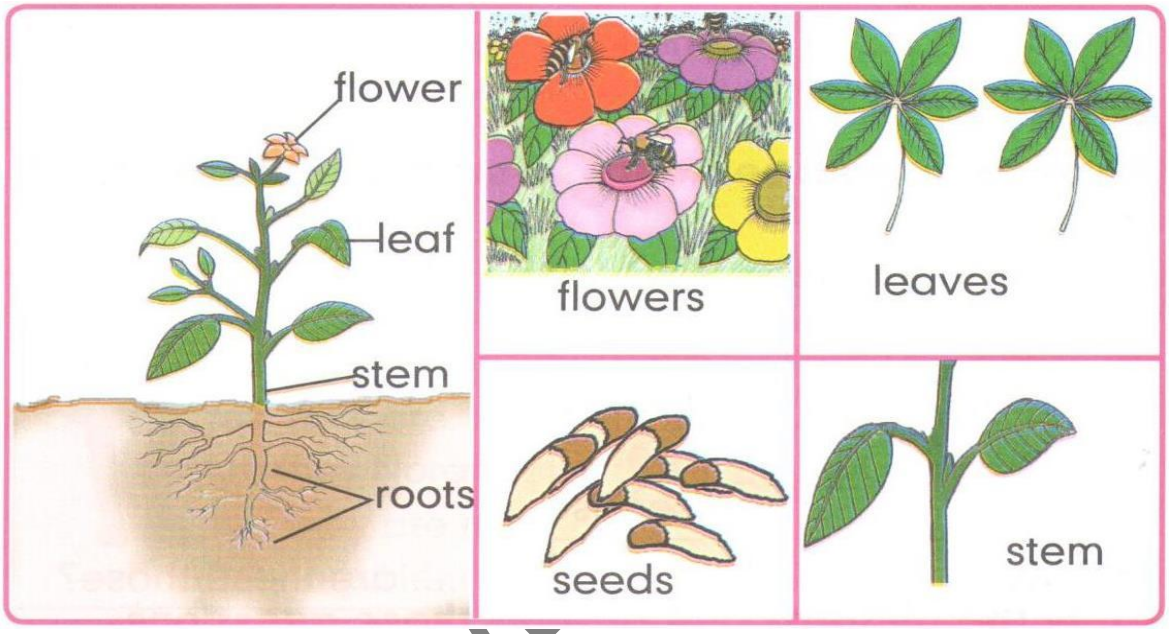
1. When did Anna visit her grandmother?
2. Mention two crops in grandmother's garden.
3. What is Anna's bag made from?
4. Which crops grow well in a wetland?

CREATIVE PRINTERS

6.2 Parts of a flowering plant and their uses

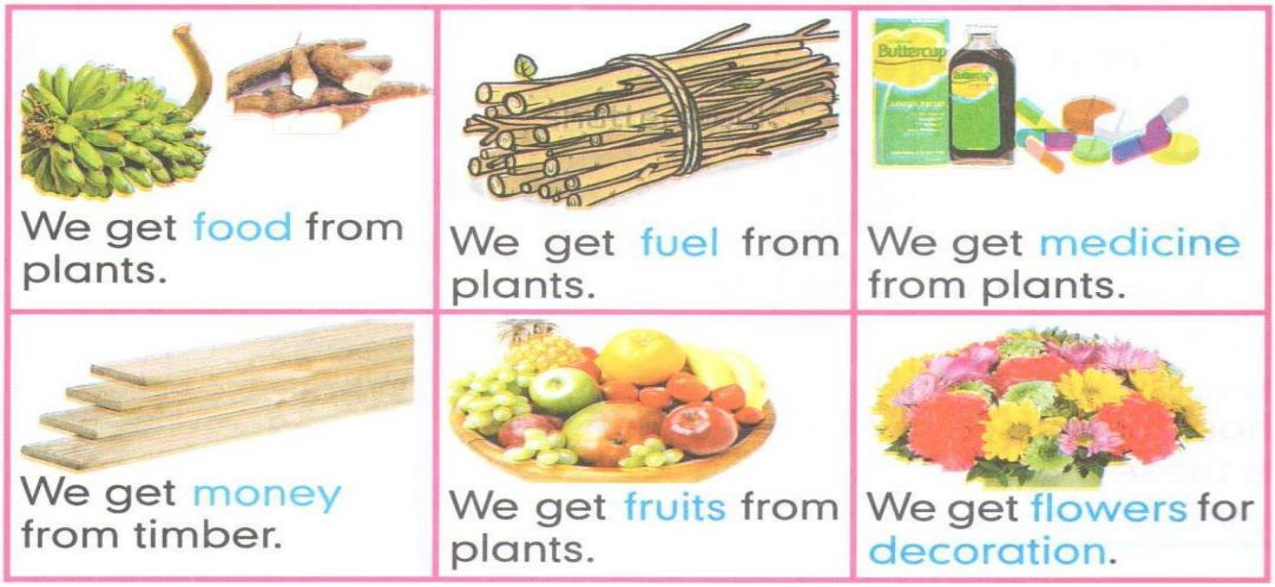
Activity 1 Vocabulary

Study the parts of a flowering plant and read the names for each.



Activity 2 Uses of parts of a flowering plant

Study the pictures and read the sentences about them.



Activity 3 Spelling Game

Fill in the missing letters to form correct words.

(i) Ro-t (ii) st- m st m

1. le- ves…….. 3. se-d …….. 5. mo- ney ……

2. f- od ……. 4. me-icine …….6. flo- wer ……

Activity 4 ……has ……

Make six correct sentences from the table below.

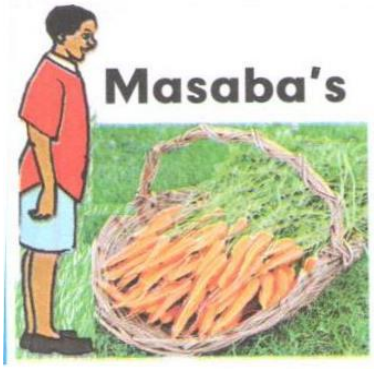
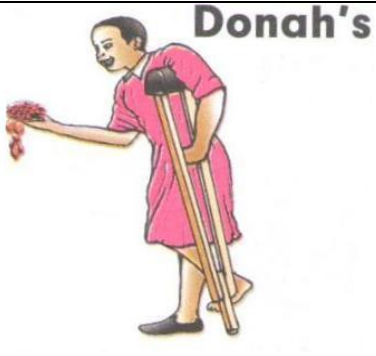
Examples

(i) Tom has flowers. (ii) He has leaves

Tom	has	flowers.
Mary		leaves.
He		roots.
She		seeds.

Activity 5 Who has……?/Whose……are these/those?

Study the pictures and answer these questions correctly.

		
Who has flowers? Miriam has flowers. Whose flowers are these? They are Miriam's.	who has carrots? Masaba has carrots Whose carrots are these? They are Masaba's.	Who has seeds? Donah has seeds. Whose seeds are those? They are Donah's.

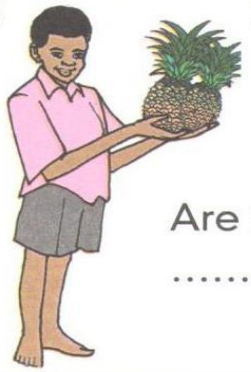
TIVE PRINTERS

Questions

1. Who has flowers?
2. Who has carrots?
3. Whose seeds are these?
4. Whose carrots are those?

Activity 6 Are they……?

Study the pictures and answer the questions about them correctly.

1 **Henry's**  Are they Henry's? Yes, they are. Are they Norah's? No, they are not. They are Henry's.	2 **Hilda's**  Are they Hellen's? No, they are not. They are Hilda's. Are they Hilda's? Yes, they are.
3 **Asio's**  Are they Akello's?	4 **Ronald's**  Are they Musa's? .....
5 **Kiiza's**  Are they Kiiza's?	6 **Andama's**  Are they Andama's? .....

Activity 7 Poem

Read the poem below and answer the questions about it in full sentences.

Matia and the tree

Matia planted a little tree,
The little tree grew into a big tree,
The big tree produced flowers
The flowers produced fruits for Matia to eat.

Matia looked after the big tree,
The big tree had big branches,
The big branches provided firewood
For Matia and friends to cook food.

Matia liked the big tree.
The big tree had big leaves.
The big leaves provided shade
For Matia and his friends to rest in.

Robert

Questions

1. Who planted a little tree?
2. What did the big branches provide?
3. Of what use were the big leaves?
4. Who wrote the poem?

CREA

6.3 Crop-growing practices

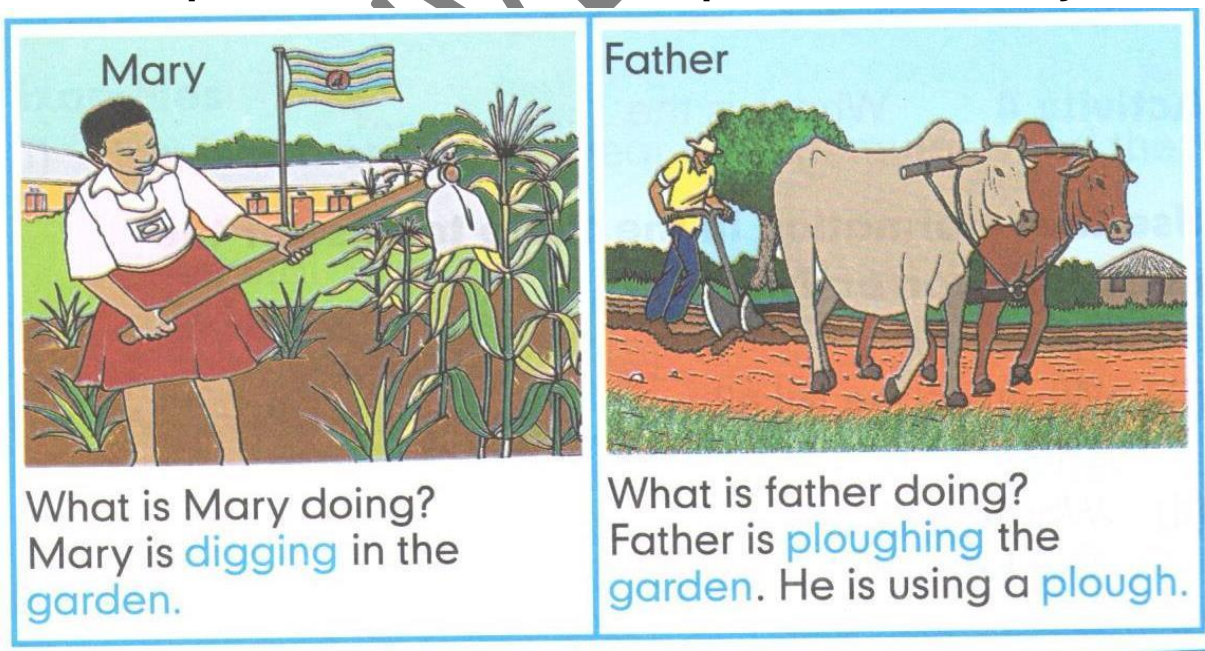
Activity 1 Vocabulary

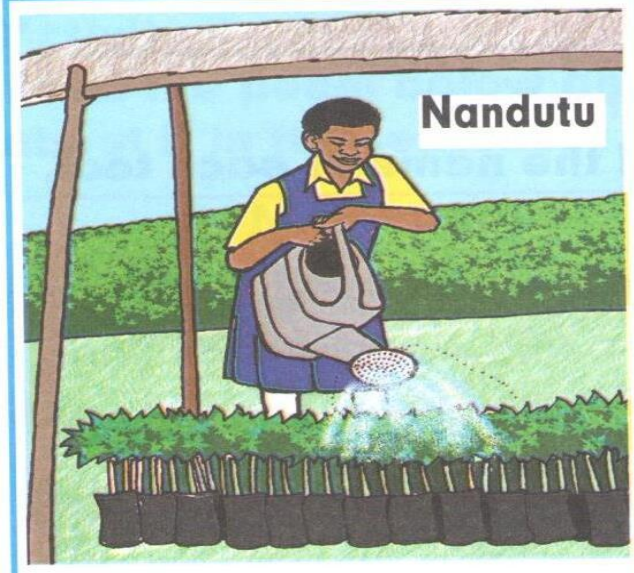
Study the pictures and read the name of each tool.



Activity 2 Listening Exercise

Listen to pictures and answer the questions correctly.





What is Nandutu doing?
Nandutu is watering the crops.



What is John doing?
John is mulching the garden.

CREATIVE PRI

Questions

1. What is Nandutu doing?
2. What is John doing?
3. What is father doing?
4. What is Mary doing?

Activity 4 Where is the……?

Use the information in the table to answer the questions correctly.

Examples

(i) Where is the rake?

The rake is in the garden.

(ii) Where is the hoe?

The hoe is in the house.

Tool	Position	Place
rake	In	the garden.
tool	on	the ground.
slasher	in	the store.
panga	under	the bed
watering can	in	the field.
plough	in	the store.
hoe	in	the house.

Questions

1. Where is the plough?
2. Where is the tool?
3. Where is the slasher?
4. Where is the panga?
5. Where is the watering can?

Activity 5 **In which month of the year did…..the…..?**
When did…….the……?

Use the information in the table to answer these questions correctly.

Examples

(i) In which month of the year did Chemutai weed the crops?

Chemutai weeded the crops in the second month of the yea.

(ii) When did Tullina water the crops?

Tulina watered the crops in the first month of the year.

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Name	Activity	Month
Tulina	Watered crops	First month of the year
Chemutai	Weeded the crops	Second month of the year.
Mwebaze	Dug in the garden	Third month of the year.
Odoki	Planted the seeds	Fourth month of the year
Workers	Sprayed the tomatoes	Fifth month of the year.
Ineza	Pruned the trees	Sixth month of the year.
Mwine	Ploughed the field	Seventh month of the year.
Kebirungi	Mulched the garden	Tenth month of the year.
P.3 class	Cleared the ground	Twelfth month of the year.

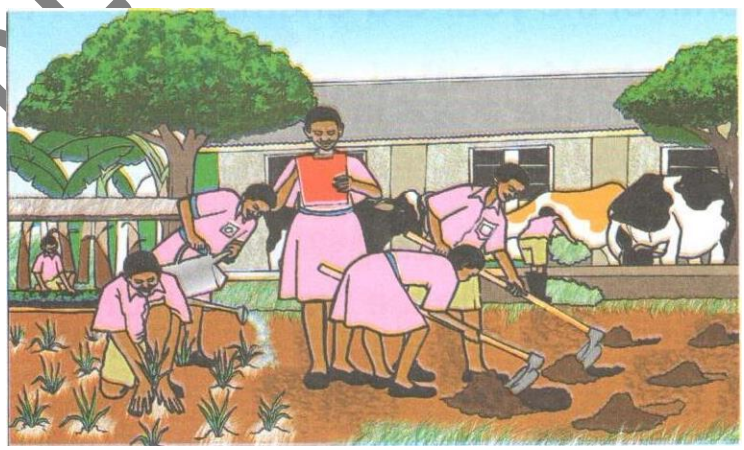
Questions

1. In which month of the year did Odoki plant the seeds?
2. In which month of the year did Kebirungi mulch the garden?
3. In which month of the year did Ineza prune the trees?
4. When did Mwine plough the field?
5. When did the workers spray the tomatoes?

Activity 6 Pair Activity

Read the dialogue and answer the questions about in full sentences.

The Young farmers' club



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Sande: Which club do you belong to in your school?

Pande: I belong to the Young farmers' club.

Sande: What does that club do?

Pande: It teaches us about good farming practices.

Sande: Which garden tools do you use in your club?

Pande: We use hoes, pangas, slashers and watering cans.

Questions

1. In which club is Pande?
2. What is the importance of that club?
3. Mention two garden tools given in the dialogue.
4. Write the title of the dialogue.

Activity 7 Jumbled sentences

Rearrange the sentences to form a good story

1.This is what we did before planting our crops.

2.Then we planted our crops.

3. After clearing the land, we ploughed it using an ox plough.

4.Finally, we stored them in a granary.

5.Sometime later, we harvested the crops and dried them.

6.When the crops grew, we weeded them

7.First, we cleared the land.

CREATIVE PRINTERS

TERM I

THEME 7: Managing Resources in Our Sub-county/Division

7.1 Saving resources

Activity 1 Vocabulary

Study the pictures and read the words given for each.



Activity 2 Listening Exercise

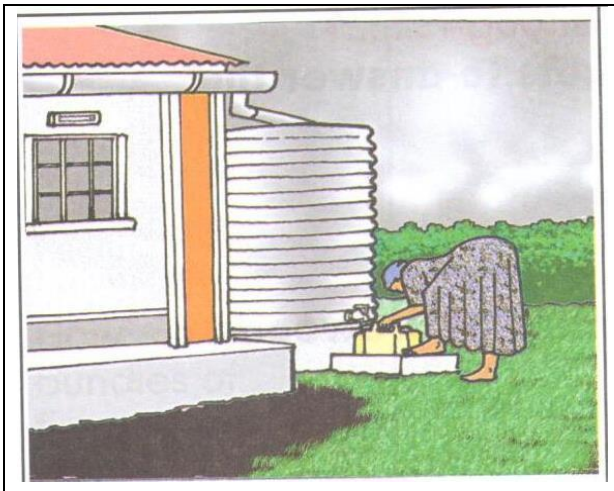
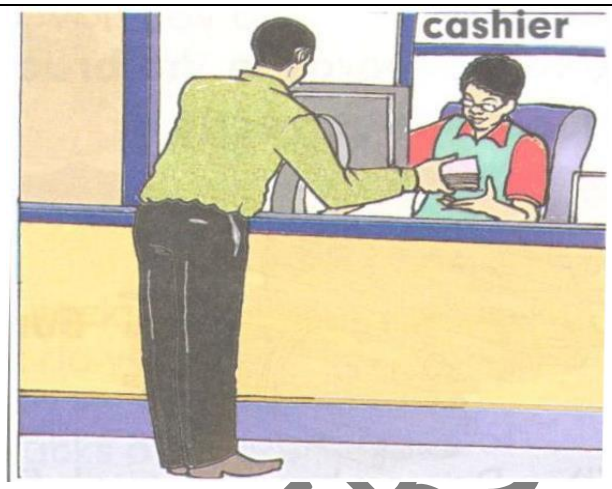
Listen to these words as your friend reads them.

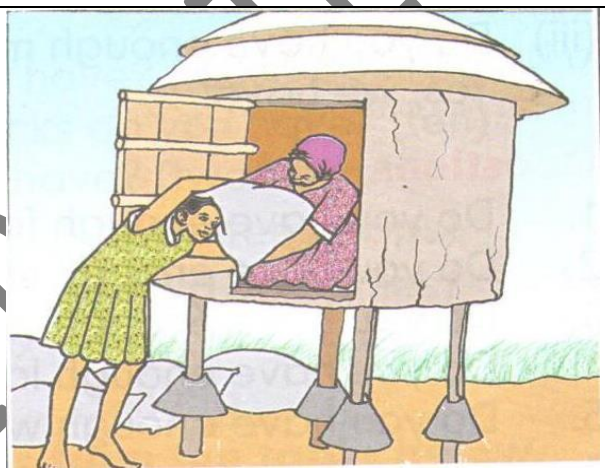
Money	save	box	bag	need	time	waste

Activity 3 Reading sentences

Study the pictures and read sentences about them.



<table>
<tr>
<td>
We save water by collecting rain water in tanks and drums.</td>
<td>

We can save money by keeping it in the bank.</td>
</tr>
<tr>
<td>
We can save electricity by switching off power when not in use.</td>
<td>
We can save food by storing it in granaries.</td>
</tr>
</table>

Activity 4 Spelling Game

Rearrange the letters to form correct words.

Examples

(i) xob - box

(ii) teim - time

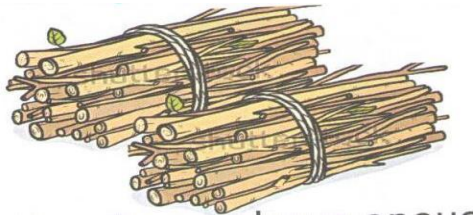
1. fiwoodre -
2. waste -
3. charcoal-
4. bundle –
5. platn –

CREATIVE

Activity 5 Do you have enough……?

Use the words in the brackets to answer the questions correctly.

Examples



Bundles of firewood

(i) Do you have enough firewood? (Yes)
Yes, I do.

(ii) Do you have enough charcoal? (No)
No, I don't

(iii) Do you have enough money? (Yes)

Questions

1. Do you have enough food? (Yes)
2. Do you have enough stoves? (No)
3. Do you have enough work to do? (Yes)
4. Do you have enough land to grow crops? (No)
5. Do you have enough water to use? (Yes)
6. Do you have enough time to finish your work? (No)

Activity 6 How many/much……..do you have?

Study the pictures and answer the questions correctly.

We use how many to ask about countable items that one has. We use how much to ask about uncountable items that one has.

Examples

(i) How many sacks of charcoal do you have? (six)
I have six sacks of charcoal.

(ii) How much money do you have? (ten thousand)
I have ten thousand shillings.

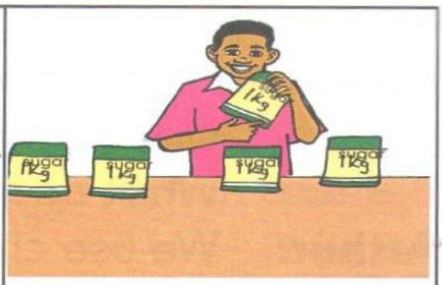
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How many bundles of firewood do you have?
I have four bundles of firewood.



How many sacks of charcoal do you have?
I have six sacks of charcoal.



How much sugar do you have?
I have five kilogrammes of sugar.

Questions

1. How many hoes do you have? (four)
2. How many heaps of bricks do you have? (ten)
3. How much time do you have? (two hours)
4. How much sand do you have? (three heaps)
5. How much water do you have? (two bottles)

Activity 7 ……keep(s)……..in the……

Make six correct sentences from the table below.

(i) He keeps money in the bank.

(ii) We keep coins in the box.

He She Brenda	keeps	money coins	in the	box. bank. store cupboard.
You We They	keep			

CREATIVE PRINT

Activity 8 Pair Activity

Read and act the dialogue with your friend.

Charcoal and firewood

Benon: What do you use to cook at your home?
Arthur: We use charcoal and firewood.
Benon: Isn't it very expensive for you?
Author: Yes, it is but we use energy saving stoves.
Benon: Using energy saving stoves saves money and the environment.

Activity 9 Comprehension

Read the passage below and answer the questions about it in full sentences.



There are many resources in our Sub-county but the basic ones are water, time, fuel, money and food.
All these resources need to be saved.

We need to save water because we use it for drinking, bathing, cooking food and growing crops. We can save water by collecting rain water and keeping it in drums or tanks.

Money is another very important resource that we need to save. Many people save their money by keeping it in the bank. Others put it in a wooden or metallic box at home.

The other resource that we need to save is time. We can save time by making a time table for the activities we have to do. This helps us to do work at the right time.

We need to save food also. We can do this measuring and preparing the right amount of food to avoid wastage. We can do this by measuring and preparing the right amount of food to avoid wastage.

Questions

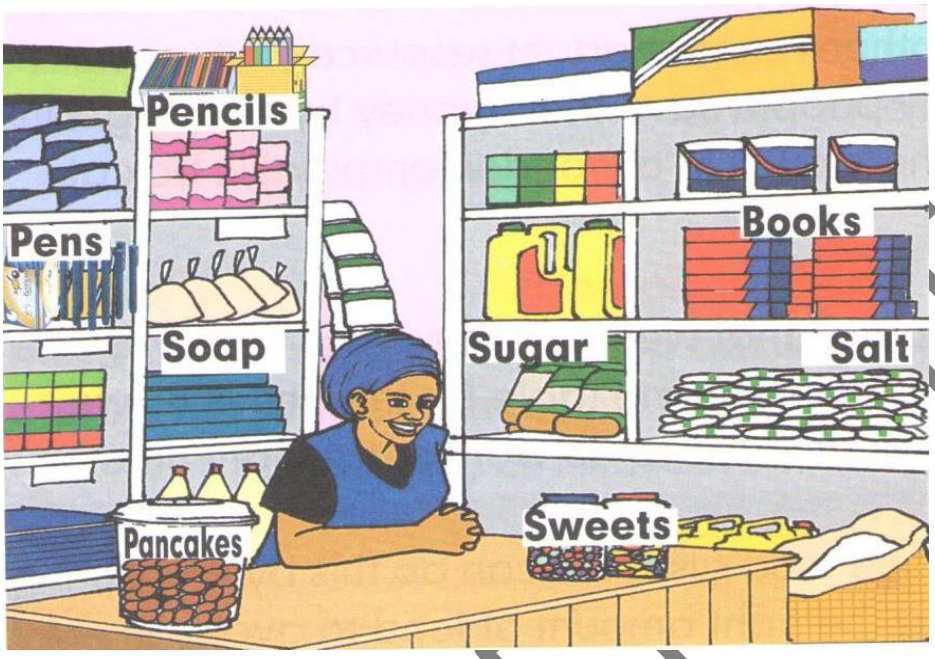
1. Mention one basic resource that we need to save.
2. Where can we keep the rain water we collect?
3. Why should we make timetables?
4. How do you save food in your home?

CREATIVE PRINTERS

7.2 Spending Resources

Activity 1 Vocabulary

Study the pictures and read the items we spend money on.



Activity 2 Listening Exercise

Listen to these words as your friend reads them.

Cost	much	many	shillings
Buy	sell	some	any

Activity 3 Spelling Game

Rearrange the letters to form correct words.

Examples

(i) **sagur - sugar**

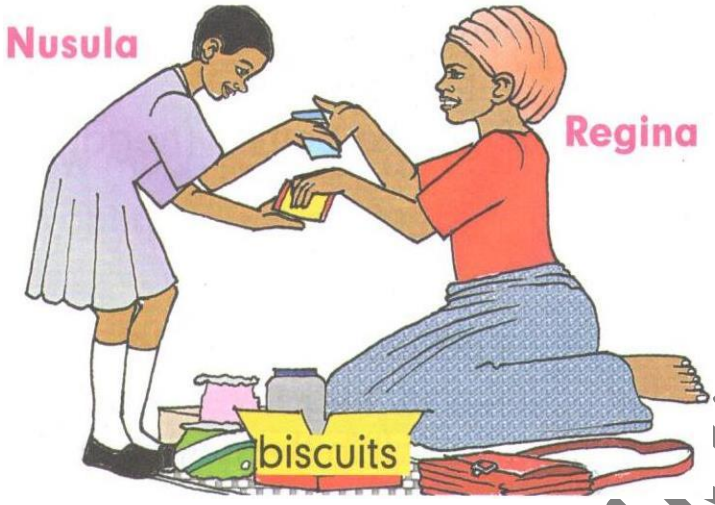
(ii) **bkoos - books**

1. stwees-
2. penscil-
3. Capankes -
4. Spoa -
5. sihllings-
6. satl -

CREATIVE PAPERS

Activity 4 What are you……..?

Use the information in the table below to answer the questions correctly.



Examples

(i) What are you buying, Nusula?

I am buying biscuits.

(ii) What are you selling, Regina?

I am selling biscuits.

Name	Activity	Item
Hope	selling	sweets
Regina	selling	biscuits
Joshua	selling	pencils
Timothy	buying	books
Children	buying	soap
Amina	selling	sugar

Questions

1. What is Joshua selling?
2. What is Timothy buying?
3. What are children buying?
4. What is Hope selling?

CREATIVE PRINTERS

Activity 5

Some and any

Some and any can be used with countable or uncountable nouns.

Examples

(i) We gave them some sugar yesterday. (positive)
(ii) Is there any salt in the tin? (question)
(iii) There isn't any paraffin in the bottle. (negative)

Fill in the gaps with some or any.

1. I have ……..sweets in my bags.
2. There aren't ……pancakes in the saucepan.
3. She sold…….sugar yesterday.
4. We don't have…….salt in the house.
5. He wants to buy……books.
6. You don't need……sugar in the milk.

Using much and many

Activity 6

We use much with singular uncountable nouns and many with countable nouns. We usually use much and many in questions and in negative sentences.

Fill in the gaps with much or many.

Examples

(i) Are there many mangoes in the market?
(ii) We do not have much money to pay for the food.

1. We don't have…….hoes in the store.
2. Do you have……money to spend?
3. She did not collect……firewood yesterday.
4. There isn't ……salt in the soup.
5. I did not sow……plants in the garden.
6. Are there…….sacks of charcoal in the house?

CREATIVE PRINTERS

Activity 7 How (much/money)……do you want?

Use the words in the brackets to answer the questions correctly.

(i) How many sweets do you want? (four packets)
I want four packets of sweets, please.

(ii) How much paraffin do you want? (ten litres)
I want ten litres of paraffin, please.

1. How much oil do you want? (one litre)
2. How much rice do you want? (six kilos)
3. How many pens do you want? (two packets)
4. How many bars of soap do you want? (five)
5. How many packets of biscuits do you want? (three)

Activity 8

Use the information on Jalia's shopping list below and answer the questions correctly.

Item	How much/how many	Price
Sugar	2 kilogrammes	7,000/=
Books	1 dozen	4,000/=
Cooking oil	1 litre	3,500/=
Pens	3 pens	1,500/=
Soap	2 bars	6,000/=

Questions:

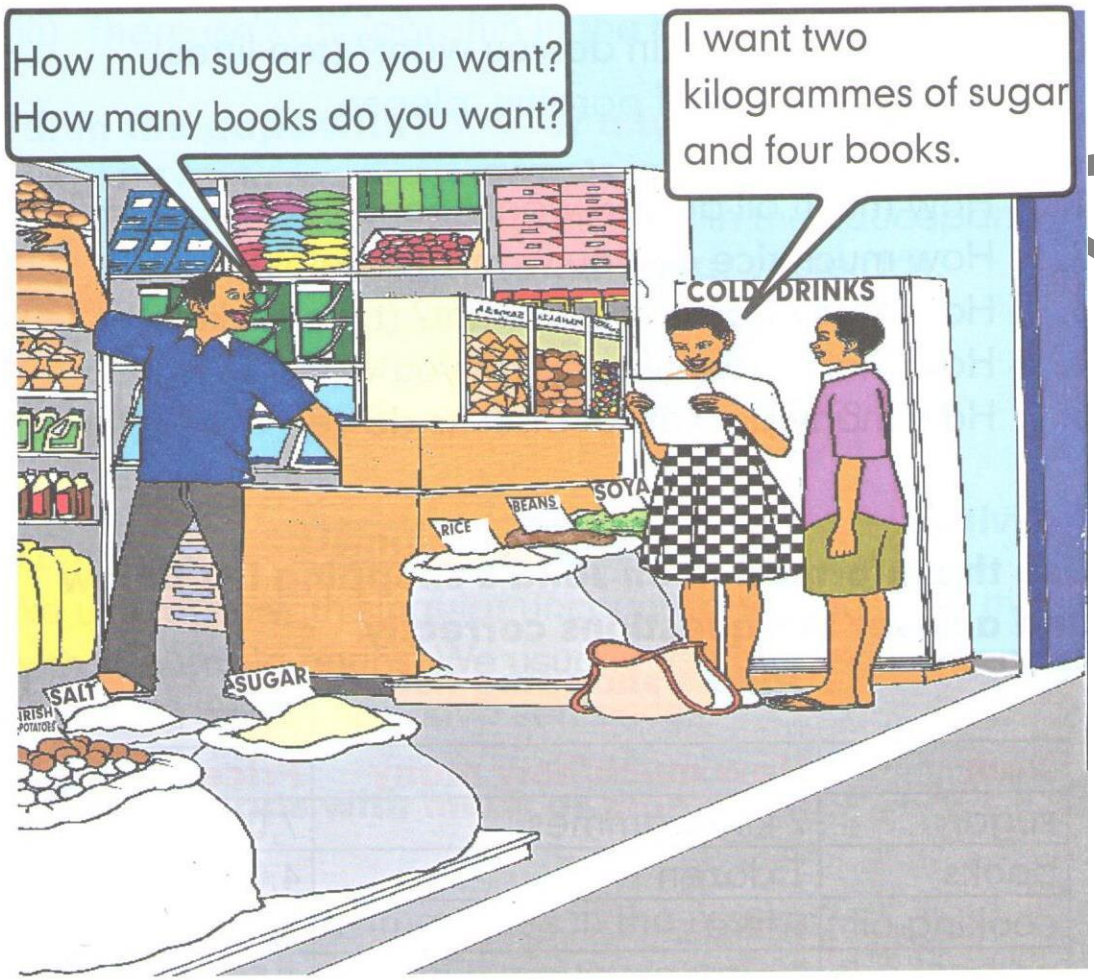
1. How much sugar did Jalia buy?
2. How many books did she buy?
3. On which item did Jalia spend 6,000 shillings?

CREATIVE PRINTERS

4. How much cooking oil did Jalia buy?
5. Make a shopping list and read it to your friend.

Activity 9 Situational Game

In pairs, act this situational game below.



One should be the shopkeeper while the other is the buyer. Let the buyer ask for different items from the shopkeeper. The shopkeeper should be able to respond to the buyer with correct polite responses.

7.2 Spending Resources

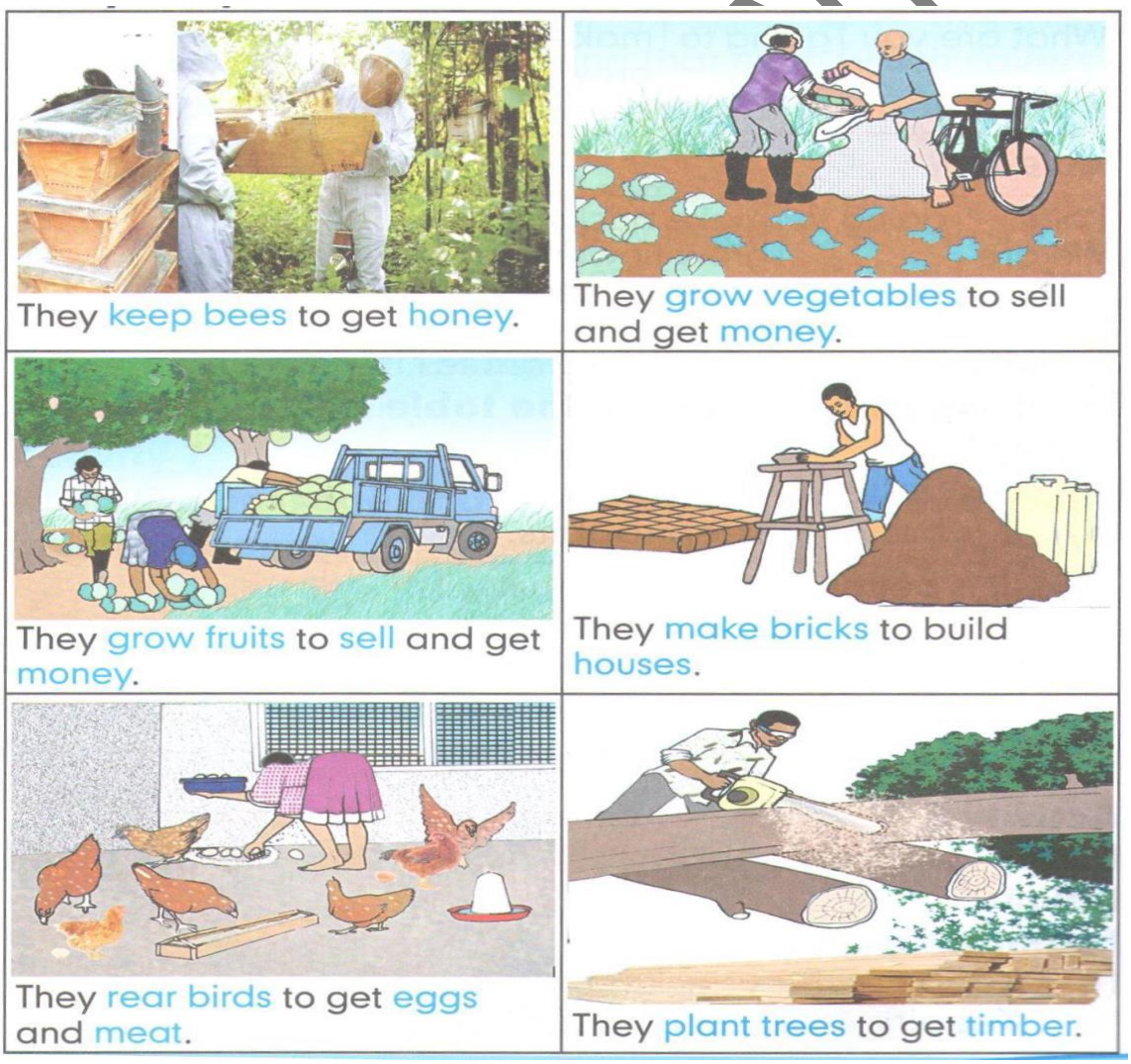
Activity 1 Vocabulary

Read these words with your friend.

Chicken	bee	honey	grow	tree	fruit
Vegetable	make	brick	keep	rabbit	

Activity 2 Reading sentences

Study the pictures and read sentences about them.



Activity 3 What are you going to……..?

In pairs, ask questions from table A and get the answers from table B

Examples

(i) What are you going to grow?

We are going to grow flowers

(ii) What are you going to make?

I am going to make bricks.

Table A

What are you	going to	make? Grow? Keep?

Table B

I am We are	going to	Make bricks/pots. grow flowers/vegetables. keep chickens/bees.

Activity 4 It is better to……

Read the sentences from the table below correctly.

Examples

(i) It is better to grow fruits.

(ii) It is better to keep rabbits.

It is better	to	grow fruits. keep rabbits. keep chickens. grow flowers. make bricks.

Activity 5 …….is better than……..

Make correct sentences using the words given below.

Examples

(i) Keeping chickens/keeping bees

Keeping chickens is better than keeping bees.

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(ii) Growing flowers/growing vegetables.
Growing flowers is better than growing vegetables.

1. Keeping donkeys/keeping horses.
2. Keeping hens/keeping pigeons.
3. Planting fruit trees/planting flowers.

Activity 6 Pair Activity

Read the dialogue below with your friend.

Harvesting Honey

Yudaya: **Why are you wearing that cloth which covers your face?**

Orenga: I am going to harvest honey.

Yudaya: Will you please sell some to us?

Orenga: Of course, I shall! How much do you need?

Yudaga: We need one big bottle.

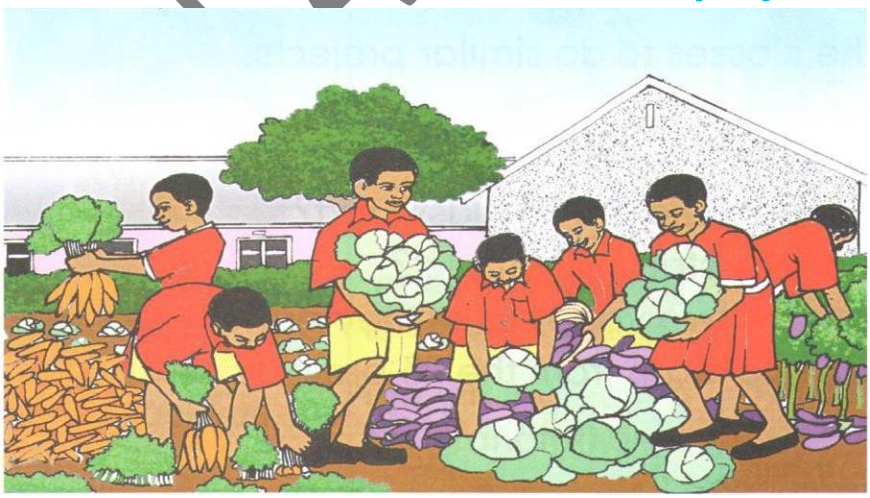
Orenga: That bottle costs twenty thousand shillings.

Yudaya: It's alright! Let me go and get the money from my father.

Activity 7 **Comprehension**

Read the passage and answer the questions about it in full sentences.

The P.3 class project



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Last term, our teacher, Mr. Walusimbi asked us the kind of project we wanted to do. After our discussions, we agreed to start growing vegetables in the school garden. This would help us to raise money to buy textbooks for our new library. We agreed that we grow: cabbages, tomatoes, carrots and egg plants.

The following week, we cleared the school garden and planted the vegetables. For proper management, the teacher put us in groups to care for the vegetables.
The group on duty would work early in the morning and then in the evening.

By the third month, the vegetables were ready. We harvested them and sold them to market vendors. We left some for our meals at school. After selling the vegetables, we were able to buy textbooks for our new library.

Both the parents and teachers were very happy with our class. The head teacher thanked us at assembly. He told the rest of the classes to do similar projects.

Questions

1. Which project did the P.3 class start?
2. Why did they start this project?
3. Mention any two vegetables they grew?
4. What do you learn from the P.3 project?

CREATIVE PRINTERS

TERM I

THEME 8: Keeping peace in Our Sub-County/Division

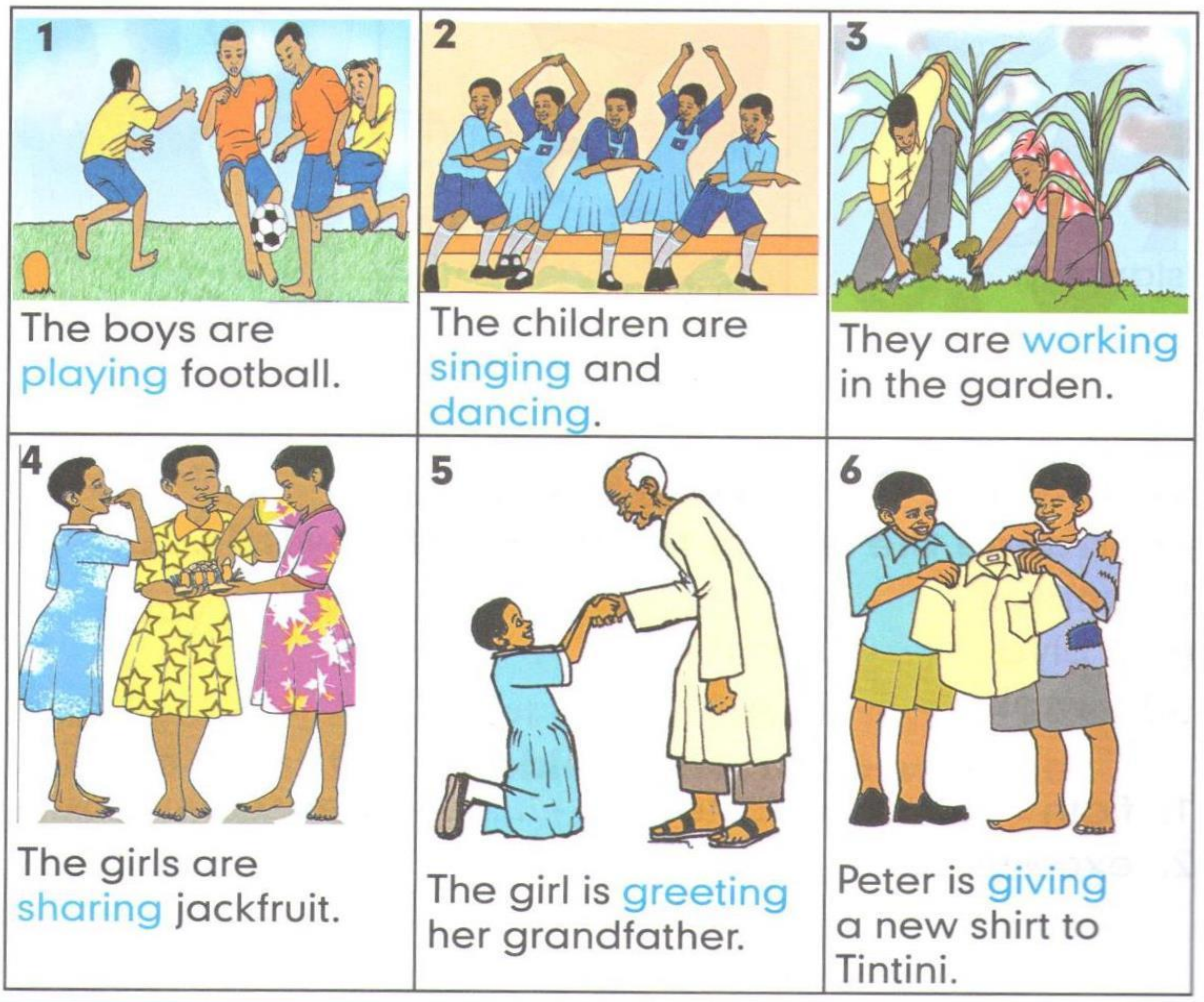
8.1 Living in peace with others

ACTIVITY 1 **Vocabulary**

Read the words in the box with your friend.

Rules	excuse	sorry	friend	visit	give

Study the pictures and read the sentences about them.



Activity 3

Study the pictures and make sentences about them.



Activity 4 Spelling Game

Rearrange the letters to form correct words.

Example

(i) plya - play

(ii) wrok - work

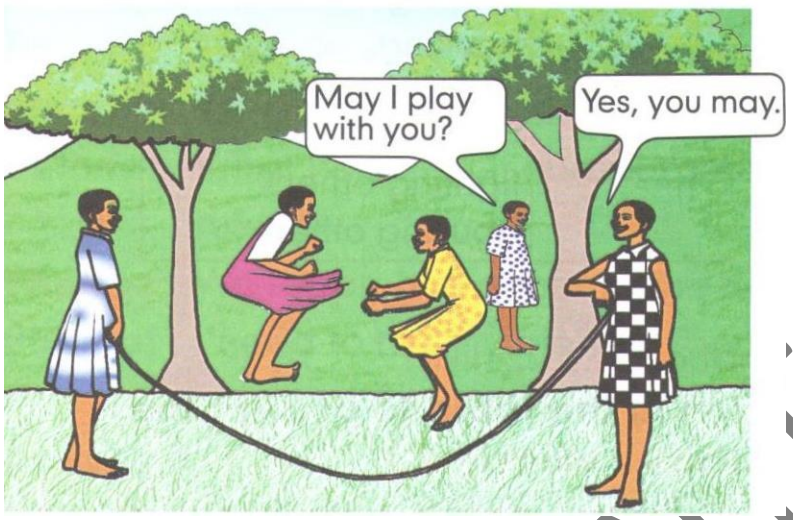
1. figth - ……. 3. stela - …….. 5. absue -……

2. excesu - ……. 4. Soryr - …….. 6. Grete - …….

CREATIVE

Activity 5 May I ……..with you?

Use the words in the brackets to make correct sentences.



Examples

(i) May I walk with you? (Yes)
Yes, you may.

(ii) May I sing with you? (No)
No, we are sorry.

1. May I eat food with you? (Yes)
2. May I dance with you? (No)
3. May I read with you? (No)
4. May I work with you? (Yes)
5. May I share with you? (No)
6. May I cook with you? (yes)

Activity 6 What do you like?

Use the substitution table below to answer the questions correctly.

Examples

Question: What do you like?

Answer: **I like playing.**

CREATIVE PRINTERS

Question: **What don't you like?**

Answer:

I We They Teachers Parents	Like	Playing Working Singing
	Don't like	Fighting others Abusing others

Activity 7 What does……like?

Use the information in the table to answer the questions correctly.

Examples

(i) What does Edith like?
She likes singing. She doesn't like fighting.

(ii) What does Gloria like?
Gloria likes playing. she doesn't like weaving.

Name	likes	doesn't like
Edith	singing	fighting
Rehema	dancing	stealing
Titus	working	playing
Gloria	playing	weaving
Teje	helping	abusing
Abwooli	digging	cleaning dishes
Wambi	sharing	dodging lessons

Questions:

1. What does Titus like?
2. What does Abwooli like?
3. What doesn't Rehema like?
4. What doesn't Wambi like?

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Activity 8 Pair Activity

Read and act the dialogue with your friend.

Class rules

Phiona: How do you keep order in your class?

Phoebe: We have class rules to guide us.

Phiona: What happens if one does not follow the rules?

Pheobe: We report him or her to the teacher.

Phiona: I need to tell my friends about these rules.

Activity 9 Classroom rules

Read the following classroom rules and copy them in your exercise book.

- Obey your teachers and fellow pupils
- Remember not to make noise in class
- Do all your work and hand in your book for marking
- Always clean your classroom and compound
- Never steal other people's things.
- Never fight in class
- Say thank you to others when they do good to you
- Be kind to others to show good behaviour.

Write one rule for your class and read it to the class.

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Read the passage and answer the questions about it in full sentences.

Activity 10 Comprehension

Read the passage and answer the questions about it in full sentences.

Ways of living in peace

Living in peace with others is good. We can do this by playing and working together. This builds teamwork and friendship among people.

While playing, we need to use polite language not to annoy our friends. In case you knock your friend, you need to say sorry to them. We also need to share food, drinks, pens and sweets with them.

Bad children do things in a different way. They always hide when eating their things. They don't like sharing with others. Sometimes they steal things from their homes and also from school.

Our teachers don't like bad children. They tell us to live in peace with others while at school. They talk to us about good behaviour on parade. They also read to us the school rules to guide us. They discourage us from fighting, stealing, abusing or beating others.

Questions

1. Mention one way children can live in peace
2. Why do good children use polite language while playing?
3. What should you do when you knock your friend?
4. Mention two things bad children do.

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8.2 Child rights, needs and their importance

All children have a right to food, education, clothing, identity, good health care and shelter.

Activity 1 Vocabulary

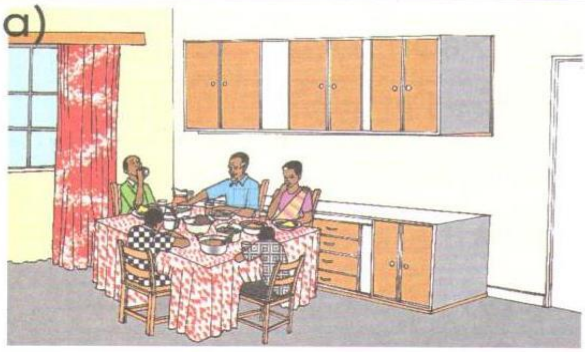
Read these words below with your friend.

clothes	clean	drink	medicine
name	home	water	mother

Activity 2 Reading sentences

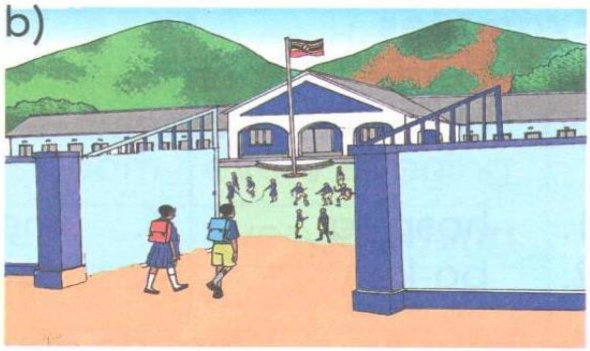
Study the pictures and read the sentences about them.

a)



Father, mother and children are eating food.

b)



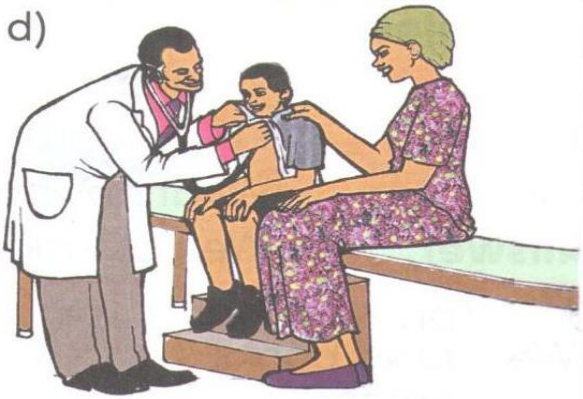
The children are going to school to learn.

c)



The children are playing at school.

d)



Mother has taken her son to the hospital.

e)



The girl is drinking clean water.

f)



Father is giving his children books, pens and pencils to use at school.

Activity 3 Spelling Game

Fill in the blank spaces with missing letters to form correct words.

(i) hom- home
(ii) clo-hes clothes

1. hosp- tal ……3. medi- ine……5. pen-il ……
2. bo-ks ……4. sc- ool ……6. mo- her …….

Activity 4 What do you/we do everyday?

Use the substitution table below to answer the questions correctly.

Examples

Question: What do you do every day?
Answer: I play football everyday.
Question: What do you do every day?
Answer: We eat food everyday.

I We	Play football Read books Eat food Clean the classroom Drink water	every day

CREATIVE PRINTE

Activity 5 What does……do everyday?

Use the information in the table to answer the questions correctly.

Examples

Question: What does Sarah do every day?

Answer: **Sarah eats food everyday.**

Question: What does David do everything?

Answer: **David drinks water everyday**

Person	Activity	Time
Sarah	Eats food	Everyday
David	Drinks water	Everyday
Teacher	Teaches children	Everyday
Dungu	Reads books	Everyday
Lubega	Sweeps the classroom	Every evening
Doreen	Cleans the dishes	Every morning
Doctor	Goes to hospital	Everyday

Questions

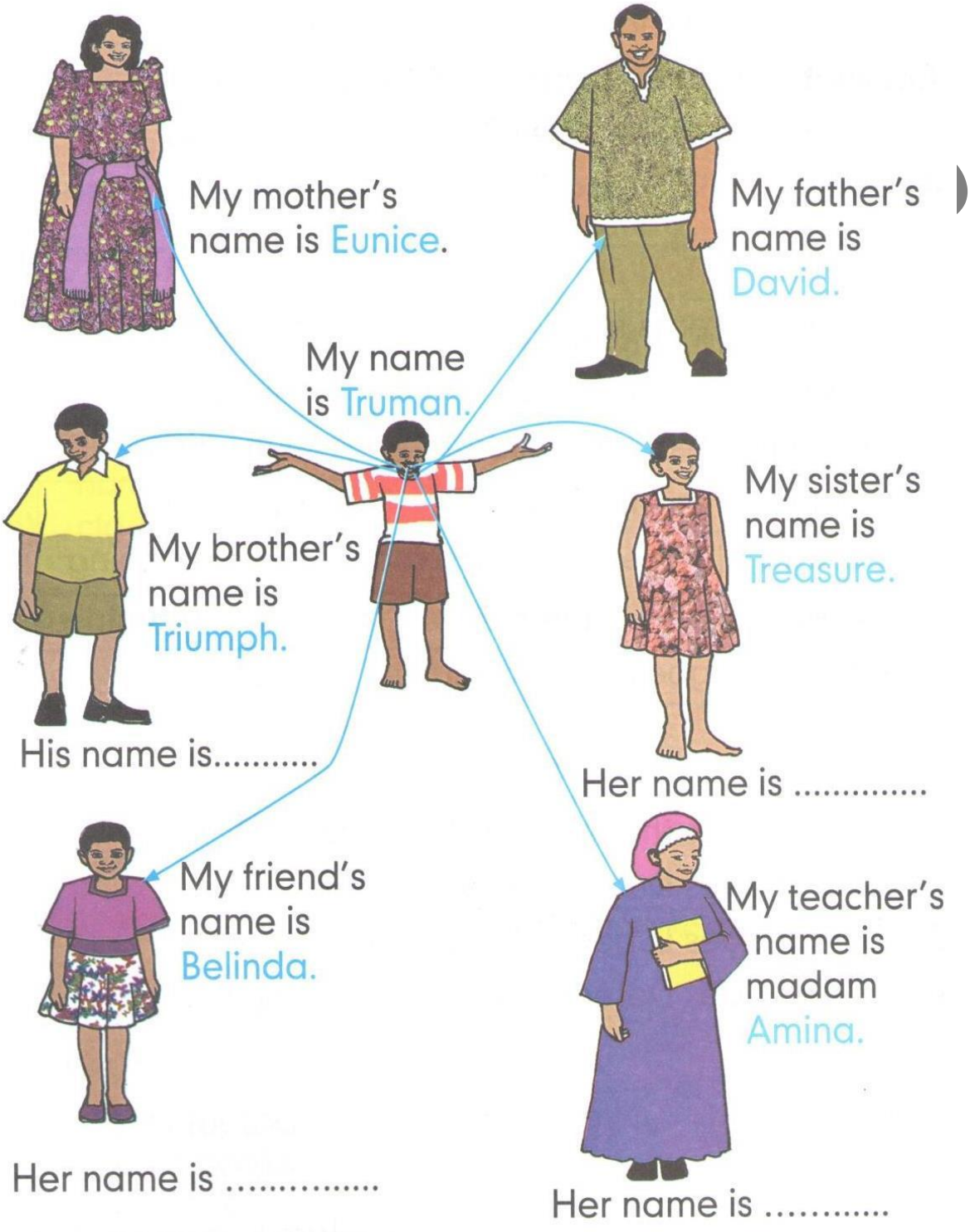
1. What does the teacher do every day?
2. What does Dungu do every day?
3. What does Lubega do every evening?
4. What does Doreen do every morning?

CREATIVE PRINTERS

Activity 6 What is your……'s name?

Every person has a right to a name

Study the pictures and answer the questions correctly.



Questions

1. What is your teacher's name?
2. What is your friend's name?
3. What is your brother's name?

Activity 7 Rhyme

Recite the rhyme with your friends correctly.

Respect children's rights
Provide their needs
All children need food
Food for proper growth

Respect children's rights
Provide their needs
All children need education
Education for knowledge

Respect children's rights
Provide their needs
All children need health care
Health care for prevention of diseases

Activity 8 Pair Activity

Read and act this dialogue with a friend

Children's rights

Musoke: Why didn't Gambwa come to school today?

Truman: His uniform is completely torn!

Musoke: Can't his parents buy him a new one?

Truman: His parents don't care about children's rights.

Musoke: That's really very bad. Children need clothes
They also need medicine, shelter and food.

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Activity 9 Comprehension

Read the passage and answer the questions about it.

Our parents

All children have a right to belong to a family. The parents must make sure that the rights and needs of children are respected.

The fathers must make sure that the children have good homes to live in. they have to look for money to pay their children's school fees. They must also buy for them clothes, books and pens.

The mothers also must make sure that they cook enough food for the children. They must teach children to be responsible as they grow up. It is always good for to help children learn to do domestic work like; digging, sweeping, washing and fetching water. These are children's responsibilities.

When children fall sick, parents must take them to hospital to get medicine. Sometimes, parents need to prepare special meals for their children to show them how much they care for them.

CREATIVE PRINTERS

Questions

1. Who must make sure that children have good homes to like in?
2. Mention two things fathers must buy for their children.
3. Which domestic work must children learn?
4. Where must parents take children to get medicine?

8.3 Child responsibility

All children must do their responsibilities well.

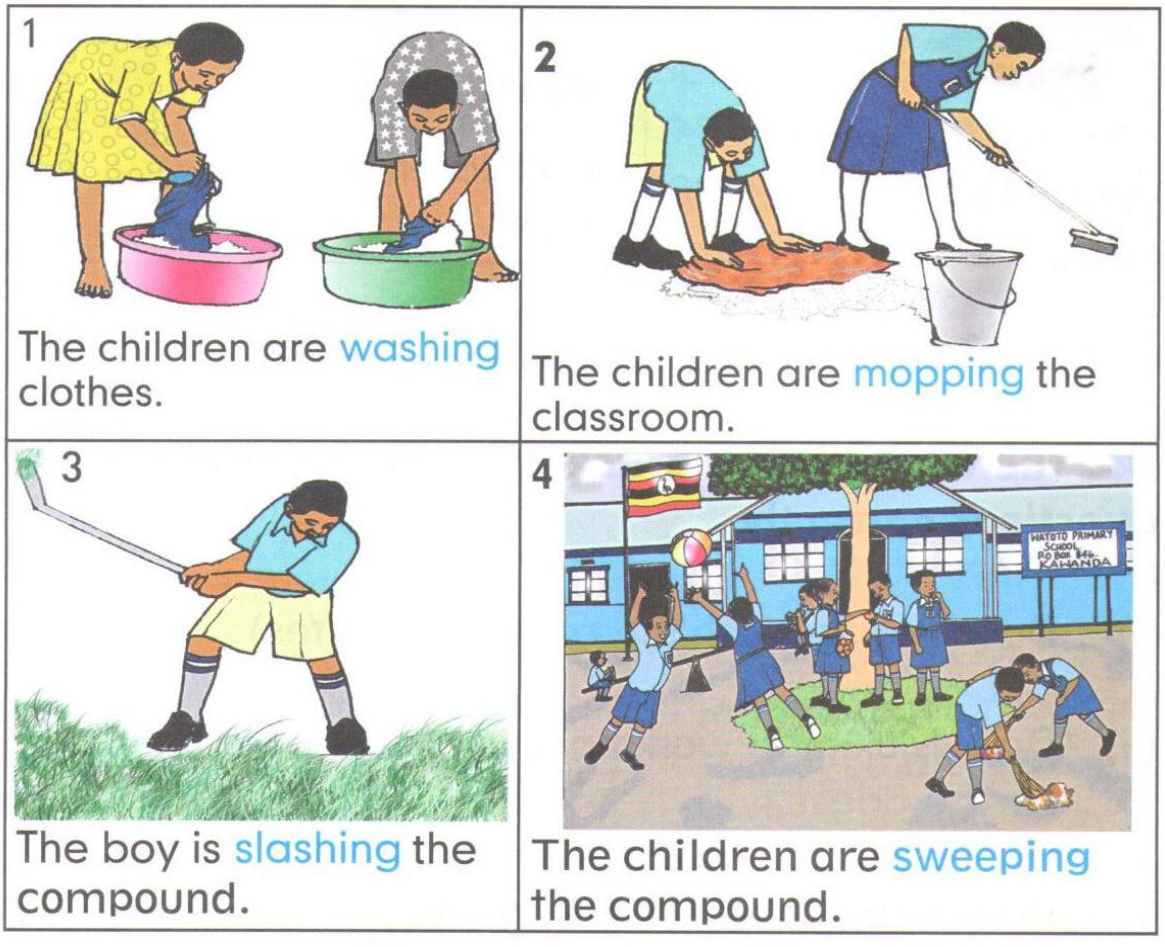
Activity 1 Vocabulary

Read these words with your friend correctly.

School	home	work	stay	bathe
Read	eat	wear	obey	wa

Activity 2 Reading sentences

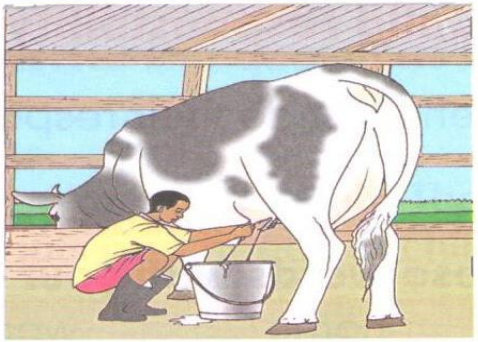
Study the pictures and read the sentences given below correctly.



5



The children are cooking food.



Our brother is milking a cow.



The girl is peeling matooke.



The children are sharing things.

CREATIVE

Activity 3 Does ..... (clean/peel/sweep)?

Use the words in the brackets to answer the questions correctly.

Examples

(i) Does Martin slash the compound? (Yes)
Yes, he does.

(ii) Does Mukimba work hard at school? (No)
No, he doesn't.

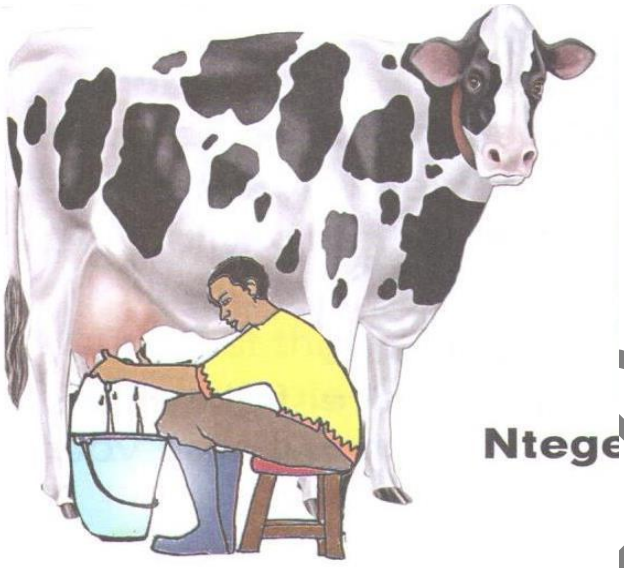
1. Does Birungi milk the cows? (Yes)
2. Does Mukasa clean the compound? (No)

3. Does Oketa sweep the house? (No)
4. Does Ayubu obey his teachers? (Yes)
5. Does Martha peel matooke at home? (Yes)

Activity 4

Use the information in the table to answer these questions correctly.

Examples



Questions

What does Ntege do?

Ntege milks the cow.

Does Ntege milk the cow?

Yes, he does.

Does Ntege beat the cow?

No, he does not.



Questions

What do the girls do?

They peel matooke.

Do they peel matooke?

Yes, they do.

Do they peel oranges?

No, they do not.

SPECIMEN PAPERS

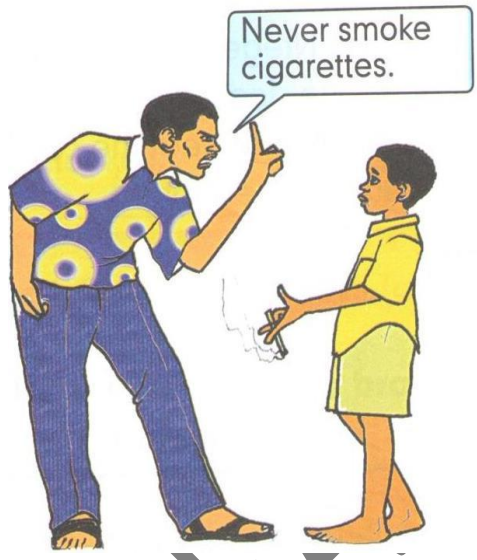
Person	Activity
Ntege	Milks the cow
Boys	Keep time
They	Share the work
Daniel	Eats an orange
Okaki	Cooks food
Olweny	Sweeps the path
Mpaka	Cleans the dishes
Girls	Peel matooke

Question

1. What does Mpaka do?
2. What do the boys do?
3. Do they share the work?
4. Does Daniel eat an orange?
5. Does Olweny sweep the classroom?

Activity 5 Never.....

Make six correct sentences from the table below.



Examples

(i) Never fight others.

(ii) Never abuse your parents.

Never	Fight Steal from Abuse Mistreat Disobey	Others Your parents Your teachers Your friends

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Activity 6 **……always……..**

Make six correct sentences from the table below;

Examples

(i) I always clean the house

(ii) We always mop the classroom

I We They	always	clean mop sweep	The house. The verandah. The classroom.

Activity 7 **Jumbled sentences**

Rearrange the sentences to form a good story.

1. Every day, I help my parents to cook matooke.
2. Finally, when the matooke is ready, I serve it and we all eat.
3. The first thing I do is to peel mattoke and wash it in clean water.
4. Secondly, I cover it in banana leaves then put it on fire.
5. As the matooke boils, I wash the plates.

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TERM III

THEME 9: Culture and Gender in Our Sub-county/Division

9.1 Customs in our Sub-county/Division

Activity 1 Vocabulary

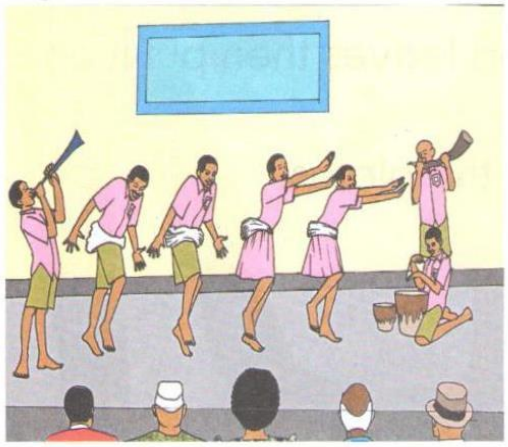
Read these words below with your friend.

Happy	sing	wear	pray	greet
Sad	pain	cry	sick	food

Activity 2 Reading sentences

Study the pictures and read the sentences about them correctly.

1



The children are dancing on stage.

2



The children are wearing Masai traditional dress.

PRINTERS



The past simple tense

Regular and irregular tenses

We use the past simple tense to talk about activities and Situations that took place in the past.

The past simple tense is formed by adding –d, -ed or –ied to the regular verbs.

We usually use words like: yesterday, last year, last week, Long ago to show that the event/situation took place in the past.

a) Examples of verbs that add on -d

Share - shared tie – tied

Hear - heard

b) Examples of verbs that add on -ed

greet - greeted walk - walked

repair - repaired

c) Examples of verbs that add on –ied. The y changes to i.

Carry - carried dry – dried

try - tried

eat - ate

take - took

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e) Some of the irregular verbs remain unchanged.

cost -	cost	shut	-	shut
put -	put	hurt	-	hurt

Activity 3

Write the correct past simple tense of the given words.

Examples

(i) send – sent

(ii) mop – mopped

Examples

1. sing - ……3. pray -……5. dance- ……

2. wear- ……..4. cry -……6. kneel ……

Activity 4 What did…….do?/Did…….(greet, cry, pray)?

Study the pictures and answer the given questions correctly.

Examples



What did Sandra do?

Sandra knelt down and greeted her father.

Did Sandra kneel down and greet her father?

Yes, she did.

Did Sandra stand up and greet her father?

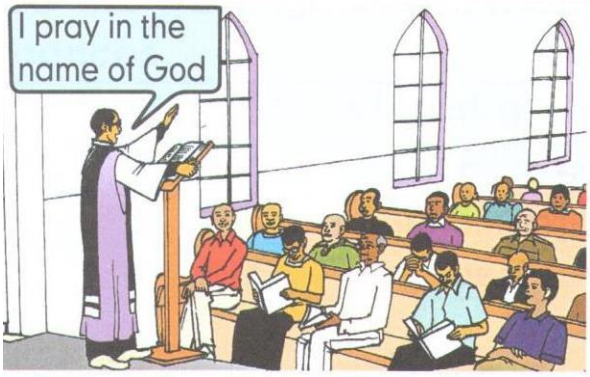
No, she did not.

She knelt down and greeted her father

VE PRINTERS



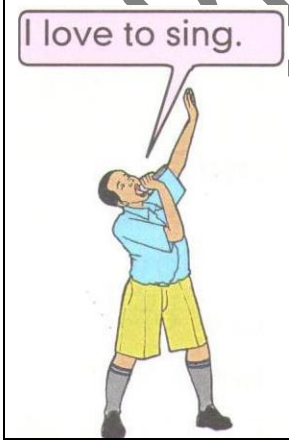
What did Samuel wear?
Samuel wore a scouts uniform.
Did Samuel wear a scouts uniform?
Yes, he did.
Did Samuel wear a school uniform?
No, he did not.
He wore a scouts uniform.



What did the priest do?
The priest prayed.
Did the priest pray?
Yes, he did.
Did the priest sing?
No, he did not.
He prayed.



What did the baby do?
The baby cried.
Did the baby cry?
Yes, it did.
Did the baby laugh?
No, it did not
It cried.



What did John do?
John sang well a song.
Did John sing well a song?
Yes, he did.
Did John tell a story?
No, he did not.
He song well a song.

CREATIVE PRINTERS

Questions

1. What did the priest do?
2. What did the baby do?
3. Did the baby laugh?
4. Did John sing well a song?

Activity 5 **Who (ate, sang, wore) ……?**

Use the information in the table below to answer the questions correctly.

Name	Activity
Matovu	sang a nice song
Nyangoma	danced a traditional dance
Ochen	wore a head gear
Kitty	cooked food
Ndolwa	told us a story about culture
Masaba	attended the circumcision ceremony
Kironde	washed the dishes

Questions

1. Who sang a nice song?
2. Who danced a traditional dance?
3. Who wore a head gear?
4. Who cooked food?
5. Who told us a story about culture?

Activity 6 **Pair Activity**

Read and act the dialogue with your friend.

The cultural dress

Opio: You look smart in that dress!
Mika: Thank you! This is our cultural dress.
Opio: Are you going for a special function?
Mika: Yes, I am. Today is our cultural day at school!

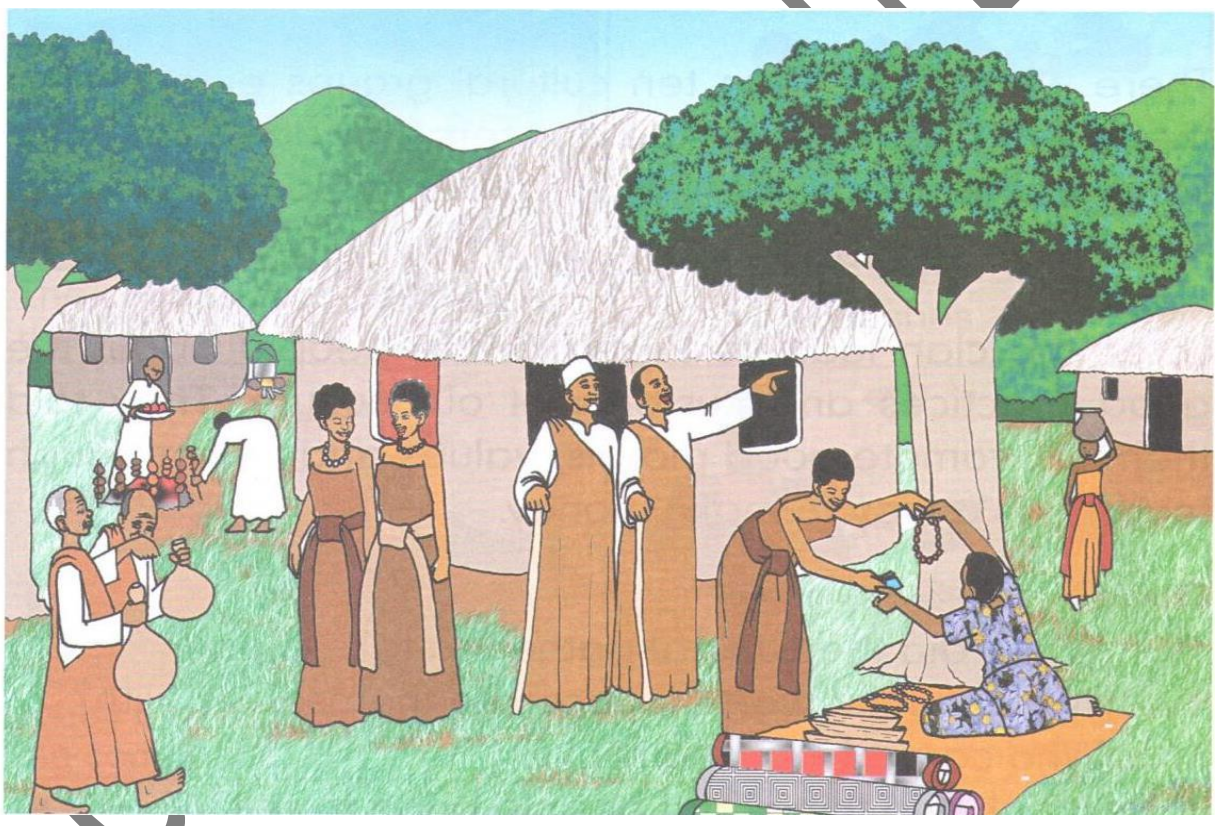
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Opio: Which traditional items are you going to present?
Mika: We are going to present dances and songs.
Opio: I wish you the best on your cultural day!
Mika: Thank you, good bye.

Activity 7 Comprehension

Read the passage and answer the questions in full sentences.

The cultural gathering



My name is Mukasa. Last week, all clan leaders attended a cultural gathering in our village. My father, mother and I went to this gathering. My father wore a kanzu and my mother wore a gomesi. I wore a cultural dress made of bark cloth and animal skin.

The women decorated themselves with beads and bangles. Older men wore bracelets and carried walking sticks. Other people wore headgears and carried gourds and small stools made of skin.

The cultural day brought in many people from near and far. Some of them carried items for selling. They brought baskets, beads, mats and necklaces. My mother bought beds to match her gomesi.

There were more than ten cultural groups entertaining the guests. I was one of the dancers that day. My group sang and danced very well. We got a shied for being the winning cultural group.

Later, the clan leaders talked to the people about the good practices and customs of our culture. They told them to promote good morals, values and unity through tourism as a way to make money.

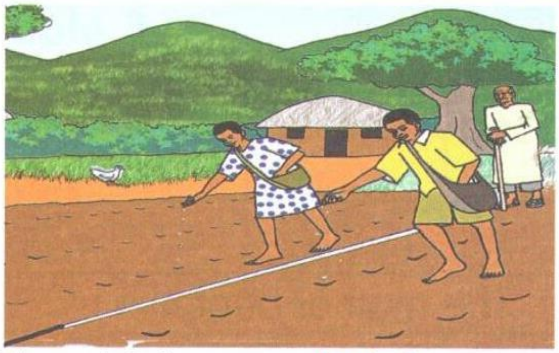
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Questions

1. When did the cultural gathering take place?
2. What did the women decorate themselves with?
3. Who carried walking sticks?
4. Which two things did people bring to sell?
5. What is your cultural dress?

9.2 Gender

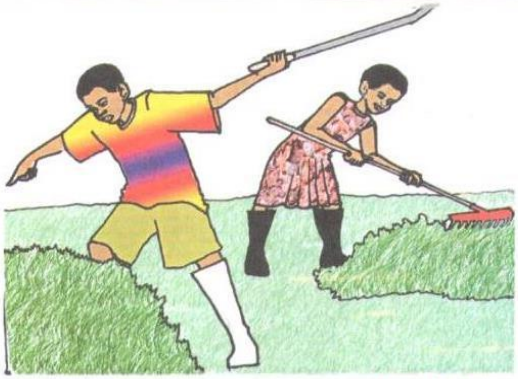
Activity 1 Vocabulary



The children are helping their parents in the garden.



The children are washing the plates and dishes.



A boy and a girl are slashing the compound.



The children are eating food.



They are milking a cow.



Boys and girls are sharing things.

Activity 3 Spelling Game

Rearrange the letters to form correct words.

Examples

(i) hares - share

(ii) pelh - help

1. wrok- ……
2. whas- ……
3. kooc- ……
4. pom - ……
5. Deffirent- ……
6. Hugrny - ……

Activity 4 Why did…….run away from……..?

Use the information in the table below to answer the questions correctly.

Name	Activity	Reason
Katoto	ran away from home	his mother beat him.
Kiibi	kicked kosa	he abused him.
Panja	beat the stubborn boy	he was disturbing others.
Kidede	ran away from school	the teacher slapped him.
Atwoki	cried	he was hungry.

Questions

1. Why did Katoto run away from home?
2. Why did Kiibio kick Kosa?
3. Why did Kidede run away from school?
4. Why did Atwoki cry?

Activity 5 Why was/were…….(beaten/kicked/slapped)?

Use tables A and B to ask and answer the questions.

Examples

Question: Why was he slapped?

Answer: He was slapped because he stole mangoes.

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Question: **Why were they beaten?**

Answer: **They were beaten because they fought at school.**

Table A

Why	was	He she	beaten? kicked? slapped?
	were	they	

Table B

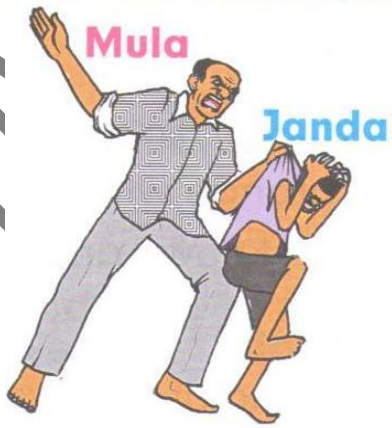
He She	was	beaten kicked	because	he she	stole mangoes. abused others.
They	were	slapped		they	fought at school.

Activity 6 Who……(him/her/them)?

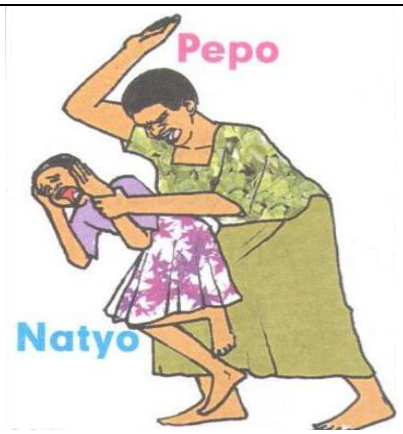
Study the pictures and read the sentences about them correctly.



Who kicked Teka?
Lende kicked Teka.

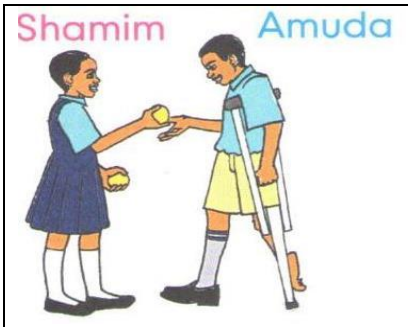
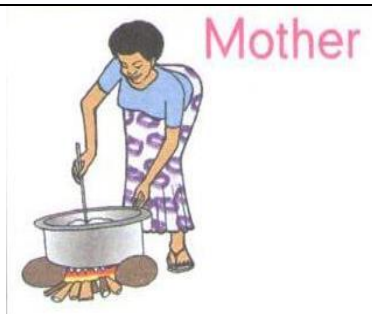
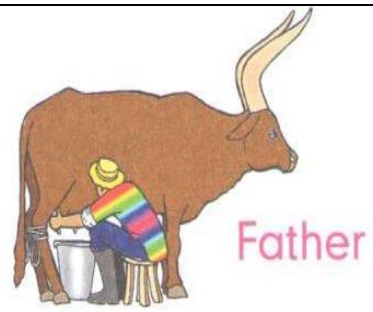


Who beat Janda?
Mula beat him.



who slapped Natyo?
Pepo slapped her.

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who shared an orange with Shamim? Amuda shared an orange with Shamim.	Who cooked the food? Mother cooked the food.	Who milked the cow? Father milked the cow.

Activity 7 Who……..an/a/the ……..?

We use this structure to find out the person who did a particular activitiy.

Articles a, an and the are used in different ways:

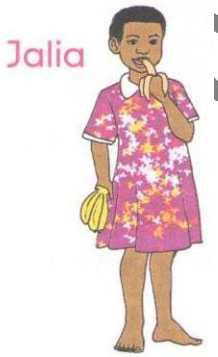
(a) Article a is used on singular nouns that being with vowel letters or have a vowel sound at the beginning.

Example

Who shared an orange with Hadijja?

Moses shared an orange with hadijja.

c) Article the is used on known and specific nouns.



Example

Who ate the yellow bananas?

Jalia ate the yellow bananas.

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Use the information in the table below to answer the questions in full sentences.

Name	Activity
Agnes	Shared a bun with Rose.
Mafabi	Ate the smallest cake of all.
Ritah	Ate an apple.
Musoke	Shared an egg with is sister.
Atwine	Shared an orange with his friends.
Mugambe	Ate the cake alone.
Hosea	Ate a pineapple.

Questions

1. Who shared a bun with Rose?
2. Who ate the cake alone?
3. Who shared an egg with his sister?
4. Who ate an apple?

Activity 8 Poem

Read the poem and answer the questions in full sentences.

Boys and Girls

Boys and girls
Share work equally
Wash clothes and mop the house
Bathe daily and be responsible.

Boys and girls
Behave properly
Greet the people and pray to God.
Play daily to keep healthy.

Boys and girls
Sing happily
Drum and dance
read books daily and be informed.

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Questions

1. Who should mop the house?
2. Why should boys and girls play daily?
3. How many stanzas does the poem have?

Activity 9 Announcement

Read the announcement and answer the questions about it in full sentences.

The Head teacher Bright Junior School, with pleasure invites the parents and community leaders for a workshop on gender equality.

Theme:	Gender Equality
Guest speaker:	Director James Nabitawo
Date:	20th March, 2017.
Time:	10:00a.m – 1:00p.m
Venue:	Main hall

Questions

1. What was the theme of the workshop?
2. Who invited the people?
3. When did the workshop take place?
4. Give another word for venue.
5. When did the workshop end?

CREATIVE WRITERS

9.3 Ways of promoting and preserving culture

Activity 1 Vocabulary

Read these words below with your friend.

Safety pins	scissors	tables	needles
Syringe	drum	sick	play

Activity 2 Reading sentences

Study the pictures and read the sentences about them correctly.

a)



The children are dancing.

b)



The children are blowing flutes.

c)



They are drumming.

d)



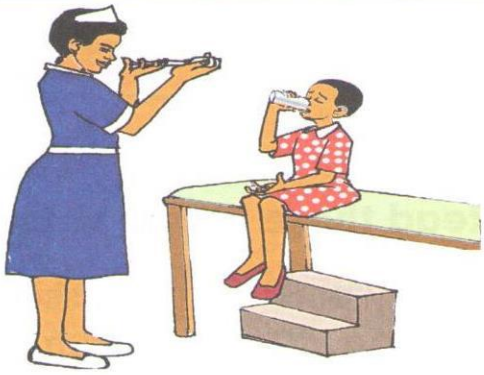
They are playing football.

e)



The choir is singing.

f)



The nurse is holding a needle and syringe.
The girl is taking medicine.

Activity 3 Spelling Game

Rearrange the letters to form correct words.

Examples

(i) durm - drum
fulet - flute

1. lezabrador-
2. scsorsis -
3. Sringye-
4. nedeles-
5. blwo –
6. taletsb-

Activity 4 Never share……

Make six correct sentences from the table below.



Examples

(i) Never share needles.

(ii) Never share sharp instruments.

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Never	share	needles. razorblades. safety pins. sharp instruments. medicine.

Activity 5 ...should always take….when….(are/is) sick.

In pairs, make six correct sentences from the table below.

Examples

(i) He should always take medicine when he is sick.

(ii) You should always get tablets when you are injured.

You He She betty	Should always	Take get Ask for	Tablet medicine advice a rest	When	You he she	Is are	Sick. Stressed. Injured.

Activity 6 Fill in exercise

Use the words in the table below to fill in the blank spaces.

Give	brush	teach	talk	burn

1. We should always…….used needles and syringes.
2. We should always……...first aid to accident victims.
3. Teachers should always…….children about preserving culture.
4. Doctors should always…..politely to the patients.
5. We should always…..our teeth to avoid tooth decay.

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Activity 7 ……can play a…..but…..cannot….a…..

In pairs, make six correct sentences from the table below.

Examples

(i) You can compose a song but you cannot compose a person.

(ii) I can play a drum but I cannot play a fiddle.

I He She You We They	Can	Play a drum Play a guitar Blow a flute Compose a song act a play	But	I He She You We They	Cannot	Play a fiddle. Play a harp. Blow a whistle. Compose a poem

Activity 8 When did you/he/she……..?

Use the words in the brackets to answer the questions correctly.

Examples

(i) When did he sing? (during the birthday party)

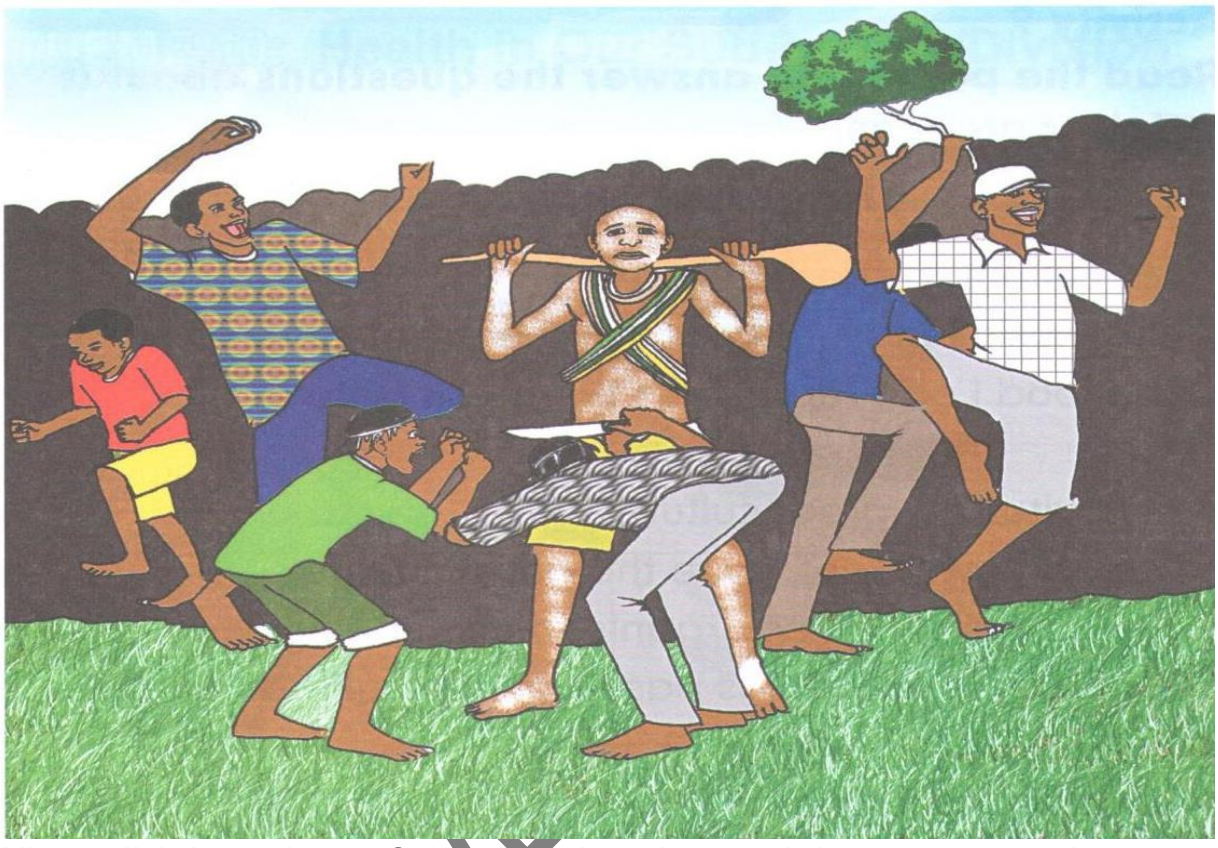
He sang during the birthday party.

(ii) When did they play the guitars?

(during the church service)

They played the guitars during the church service.

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When did they dance? (during the circumcision ceremony)
They danced during the circumstance ceremony.

Questions

1. When did you learn the new song?
   (during Christmas holiday)
2. When did they blow the flutes?
   (during the elections)
3. When did we play the big drums?
   (during the king's visit)
4. When did she lose her flute?
   (during the marriage ceremony)
5. When did he play the piano?
   (during the funeral ceremony0

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Activity 9 Poem

Read the poem and answer the questions about it in full sentences.

The great culture.

My culture, a great culture,
The music I play, talks about the great culture
The food I eat, represents the great culture.

My culture, a great culture,
Men and women, value the great culture
Funeral ceremonies organized in a special way
Marriage ceremonies based on the culture norms.

My culture, a great culture,
My traditional dress, identifies my culture
My family name, speaks good of my culture
Our traditional dance, copied by many but never owned.
Nunu

Questions

1. Who wrote the poem?
2. What is the poem about?
3. How many stanzas does the poem have?
4. Who values the great culture?
5. What ceremonies are organized in a special way?

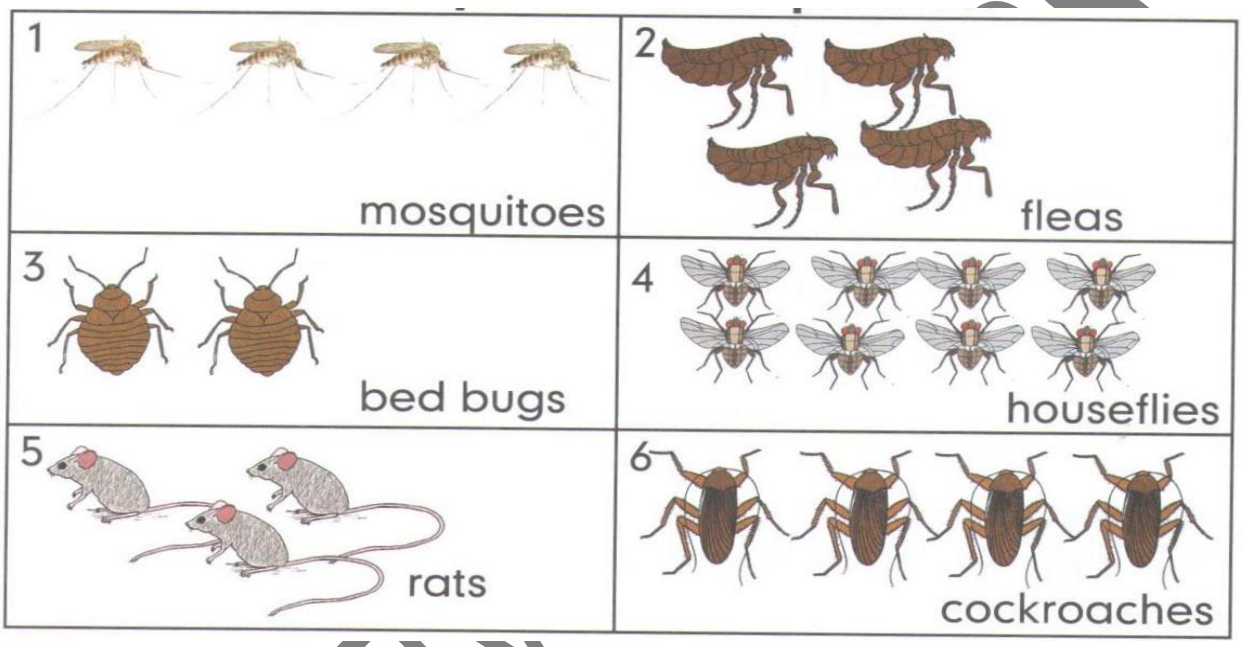
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THEME 10: Health in our Sub-county/Division

10.1 Disease vectors

Activity 1 Vocabulary

Which vectors can you see in the pictures?



Activity 2 Spelling Game

Fill in the missing letters to form correct words.

Examples

(i) mosque-to - mosquito

(ii) li-e - lice

1. r-t -
2. ve-tor-
3. bedb-g -
4. hou-efly-
5. co-kroach –
6. dis-ase -

Activity 3 Fun with words

Give the plural form of these words.

Examples

(i) fly - flies

(ii) disease - diseases

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1. mosquito-
2. housefly
3. Cockroach -
4. Louse -
5. Rat –
6. Flea –

Activity 4 Word search

Find the names of vectors in the word search below.

R	H	O	M	S	Z	X	F	M	B	P
L	L	B	O	P	N	F	L	J	E	V
H	O	U	S	E	F	L	Y	D	D	G
Q	U	C	Q	O	H	E	O	H	B	T
M	S	D	U	M	S	A	C	N	U	I
N	E	E	I	E	H	G	E	M	G	T
P	V	Z	T	Y	J	K	Z	O	Y	L
Q	W	C	O	C	K	R	O	A	C	H
R	T	U	E	X	P	S	B	E	X	F
S	X	Y	S	R	A	T	U	Q	W	V

Activity 4 Word can you see?/ Show me a ……

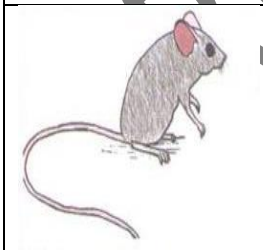
Study the pictures and read the sentences about them.



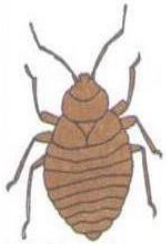
What can you see?
I can see a mosquito.
Show me a mosquito.
This is a mosquito.



What can you see?
I can see a cockroach.
Show me a cockroach.
That is a cockroach.

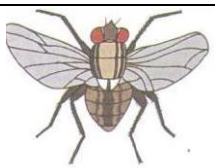
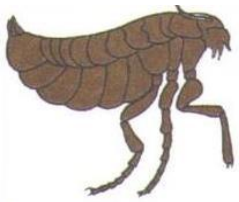


What can you see?
I can see a rat.
Show me a rat.
This is a rat.



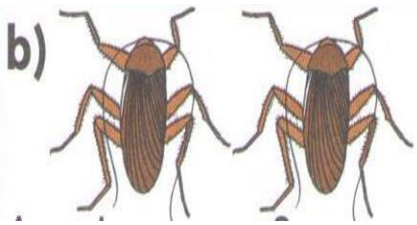
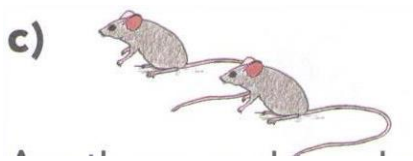
What can you see?
We can see a bed bug.
Show me a bed bug.
That is a bed bug.

CREATIVE PRINTERS

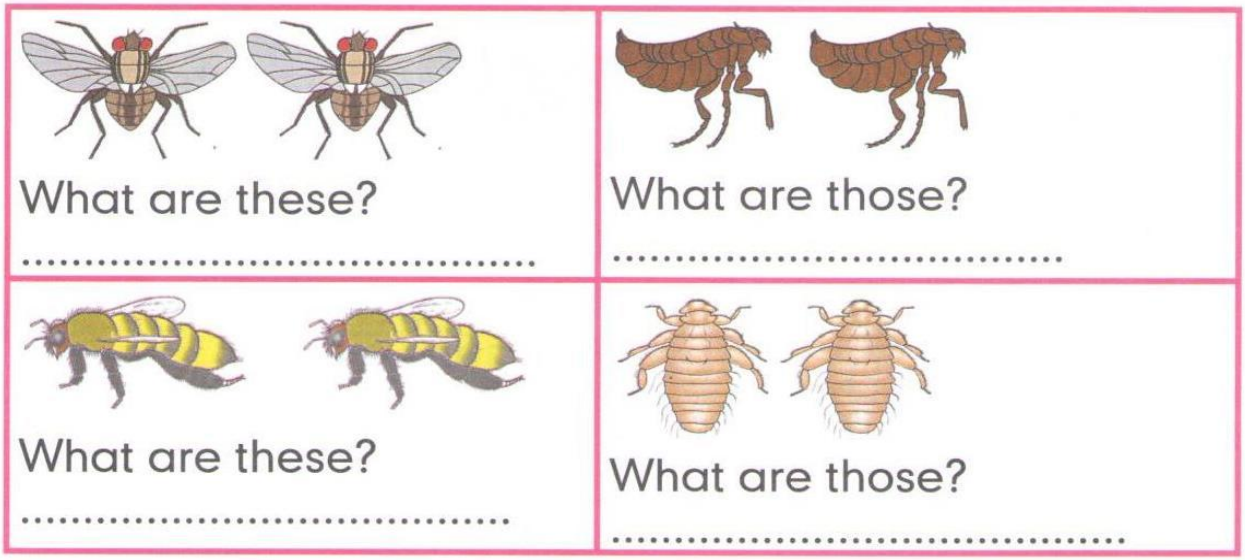
 Show me a housefly. This is a housefly. What can you see? I can see a housefly.	 Show me a flea? That is a flea. What can you see? I can see a flea.
 Show me a bee. This a a bee. What can you see? I can see a bee.	 Show me a louse. That is a louse. What can you see? I can see a louse.

Activity 5 What are these/those?

Study the pictures and answer the questions below.

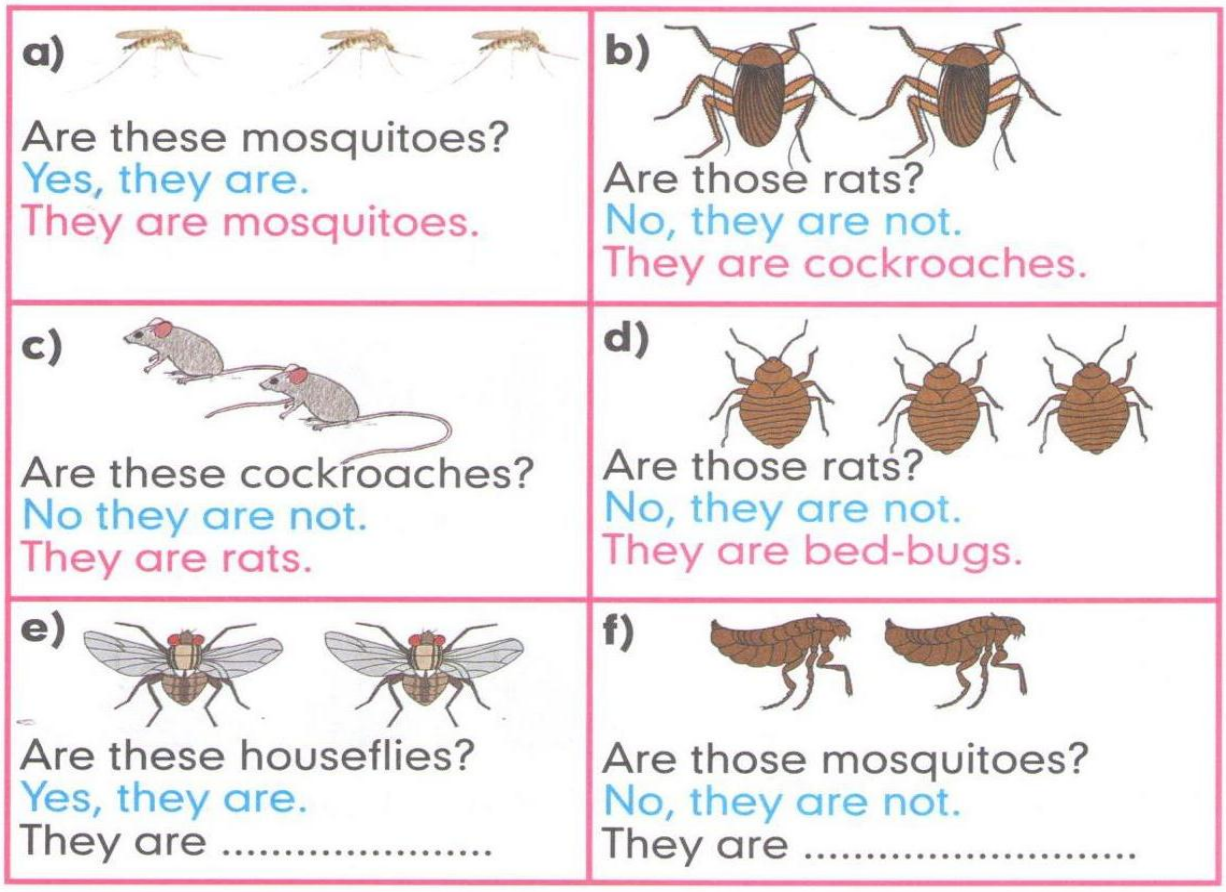
a)  What are these? These are mosquitoes.	b)  What are those? Those are cockroaches.
c)  What are these? ……	 What are those? ……..

CREATIVE PRINTERS



Activity 7 Are these/those……?

Study the pictures and answer the questions correctly.



g)

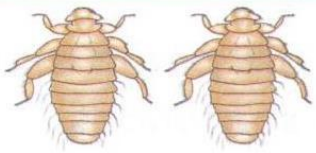


Are these bees?

Yes, they are.

They are .....

h)



Are those bed-bugs?

No, they are not.

They are .....

Activity 8

Read the Health messages and tell your neigbour about their importance.

- Always wash your hands before and after eating food.
- Clean your house daily.
- Cut your fingernails short to avoid germs.
- Brush your teeth daily to avoid tooth decay.
- Drain all stagnant water to control mosquitoes.
- Drink boiled water to avoid diseases.
- Sleep under a mosquito net to avoid mosquito bites.
- Wash your hands after visiting the toilet.
- Slash the bush around your house.
- Spray your house with insecticides to avoid vectors like: fleas, bed bugs, houseflies, cockroaches and mosquitoes.
- Always bathe and wash your clothes with soap to control

Activity 9 Poem

Read the poem and answer the questions about it in full sentences.

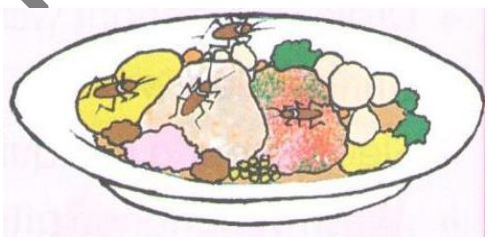
Vectors, Vectors
Spreading diseases here and there
Making people sick and sad
Who will control you vectors?



Mosquitoes, Mosquitoes
In stagnant water you breed
Sucking blood from the young and old
Spreading malaria through your bites.



Rats, Rats
In people's homes you live
Stealing our food and biting our clothes
Leaving us hungry in torn clothes.



Cockroaches, Cockroaches
In dark places you hide
Waiting for lights out
To walk on our food the whole night.

Mugumu

CREATIVE PRINTERS

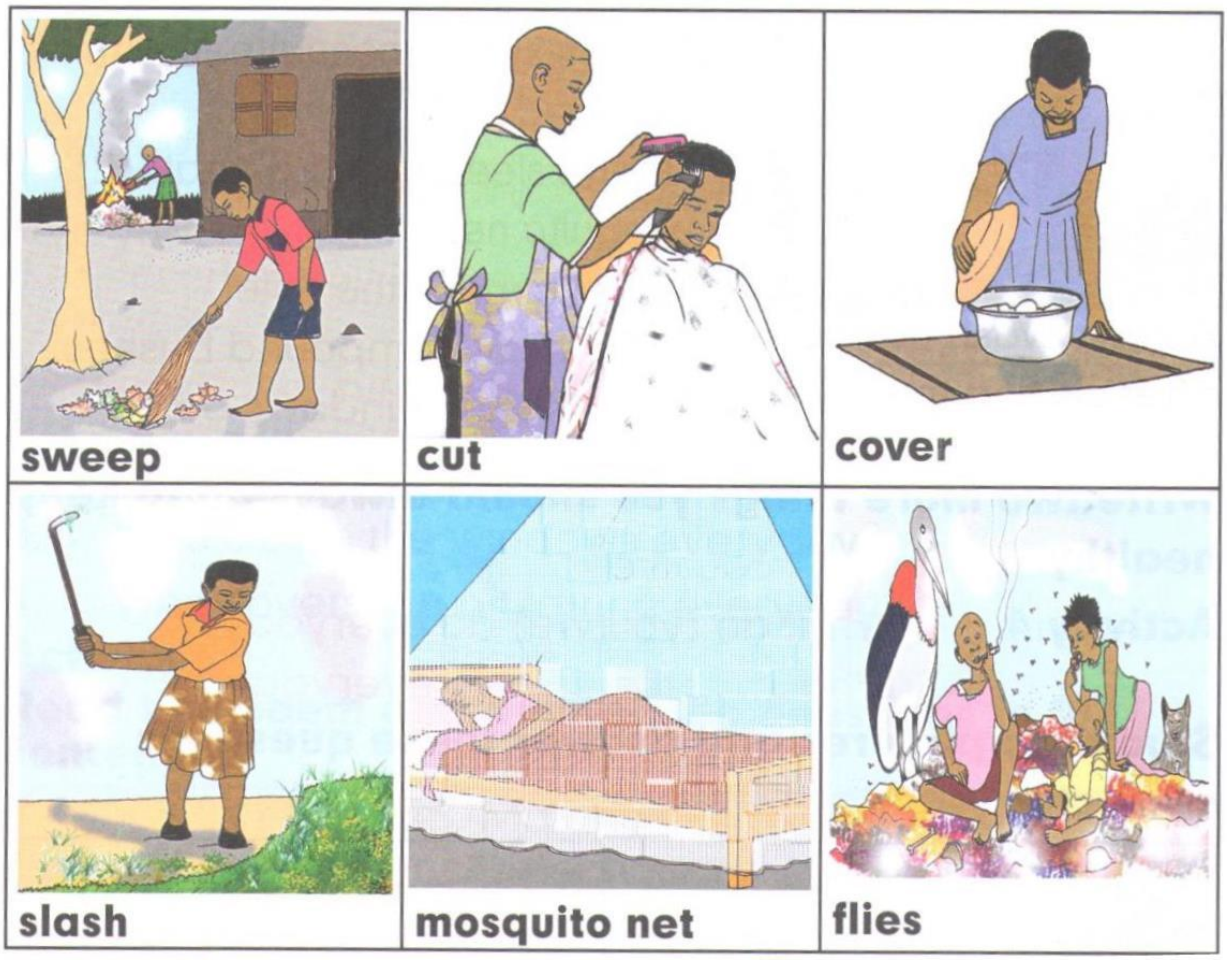
Questions

1. What do vectors bring to us?
2. Which vectors like dark places?
3. Which vector steals food?
4. Which vector breeds in stagnant water?
5. Who wrote this poem?

10.2 Diseases spread by vectors

Activity 1 Vocabulary

Study the pictures and read the given words below.



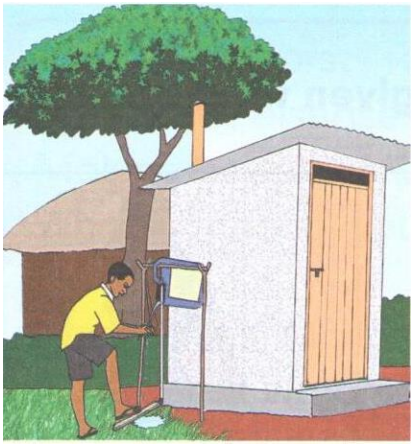
Activity 2 Listening Exercise

Listen to these words as your friend reads them.

Faeces	fingers	food
Cut	clean	malaria

Activity 3 Always……

Read these sentences with your friend correctly.



- Always cover your food.
- Always boil the water and cover it.
- Always spray mosquitoes with insecticide.
- Always sleep under a treated mosquito net.
- Always smoke the toilet.
- Always cut compound bushes
- Always shut windows early.

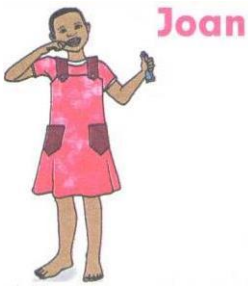
Always wash hands after visiting the toilet.

Write two more things you should always do to keep healthy.

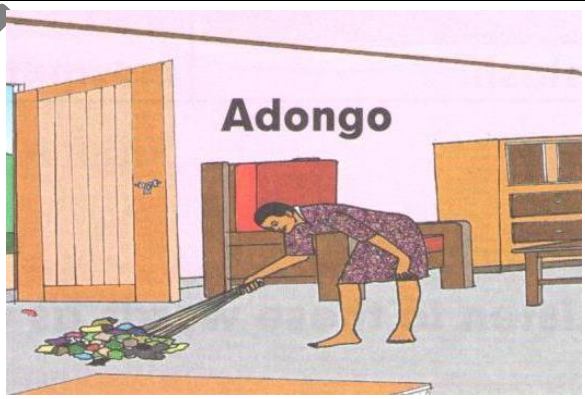
Activity 4 What do (you/we) do everyday?

Who……the…….everyday?

Study the pictures and answer these questions correctly.

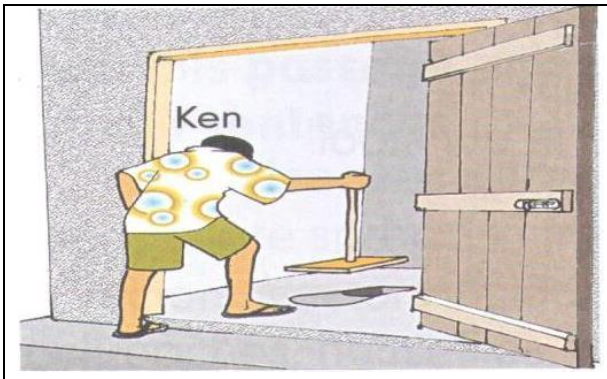


What do you do everyday?
I clean my teeth everyday.
Who cleans her teeth everyday?
Joan cleans her teeth everyday

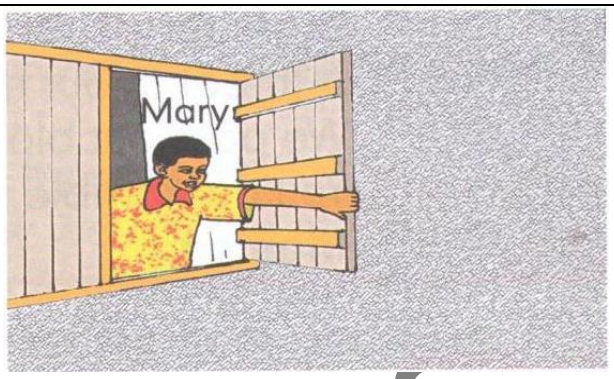


What do you do everyday?
I sweep the house everyday
Who sweeps the house everyday? Adongo sweeps the house everyday.

CREATIVE PRINTERS



What does Ken do everyday?
Ken covers the pit latrine everyday
Who cover]s the pit latrine everyday
Ken covers the pit latrine everyday.



What does Mary do everyday?
Mary closes the windows everyday.
Who closes the windows everyday?
Mary closes the windows everyday.

Answer these questions in full sentences

1. What does Joan do every day?
2. What does Adongo do every day?
3. Who closes the windows every day?
4. Who covers the pit latrine every day?

Activity 5 Poem

Read this poem and answer the questions in full sentences.

Diseases

Malaria, malaria
A threat to our health
You come in different forms
You kill us in thousands.

Trachoma, Trachoma
A threat to our eyes
You give us red eyes
You make our eyes itch

Cholera, Cholera
A threat to our lives
You kill us just in days
You give us diarrhea and make us vomit

FIVE PRINTERS

Dysentery, Dysentry
A threat to our health
We pass out blood in our stool
You are terrible
Monica

Questions

1. Which disease kills us in thousands?
2. Which disease attacks the eyes?
3. Which disease kills us just in days?
4. How many stanzas does this poem have?
5. How many diseases are mentioned in the poem?
6. Rearrange the letters to form names of diseases in the poem.

Lariama, chotrama, seytdenry, craleho

Activity 6

Study the information below and answer he questions about it.

Place	Disease	Vector	No of patients
Zatete	Malaria	Female anopheles mosquito	20
Pokoto	Typhoid	Housefly	12
Atete	Trachoma	Housefly	15
Azende	Sleeping sickness	Tsetsefly	02
Oveve	Plaque	Rats	05

Questions

1. How many diseases are shown in the table?
2. Which disease had the biggest number of patients?
3. Which disease had the lowest number of patients?
4. How many patients suffered from typhoid?
5. Which disease have you ever suffered from?

CREATIVE PRINTERS

Activity 7 Comprehension

Read this passage and answer the questions about it in full sentences.

Diseases spread by vectors

Diseases are spread in many ways. One of them is by vectors. Vectors include: mosquitoes, rats, lice, cockroaches, houseflies, tsetse flies, fleas and bedbugs.

The commonest disease spread among people is malaria. Malaria is spread by an infected female anopheles mosquito when it bites you.

To prevent and control mosquito bites, you should sleep under a treated mosquito net. You should also remove stagnant water around your home. This is where the mosquitoes breed. You can also control mosquitoes by spraying them with insecticides.

The houseflies also spread different diseases

This happens when they drop on our food with their dirty legs. Houseflies spread: typhoid, cholera, dysentery and trachoma. Trachoma is a disease which attacks the eyes. A person with trachoma will have red itchy eyes.

We can reduce the spread of diseases spread by houseflies by covering our food, drinking boiled water, washing our hands with soap after visiting the latrine and sweeping our houses daily.

CREATIVE PRINTERS

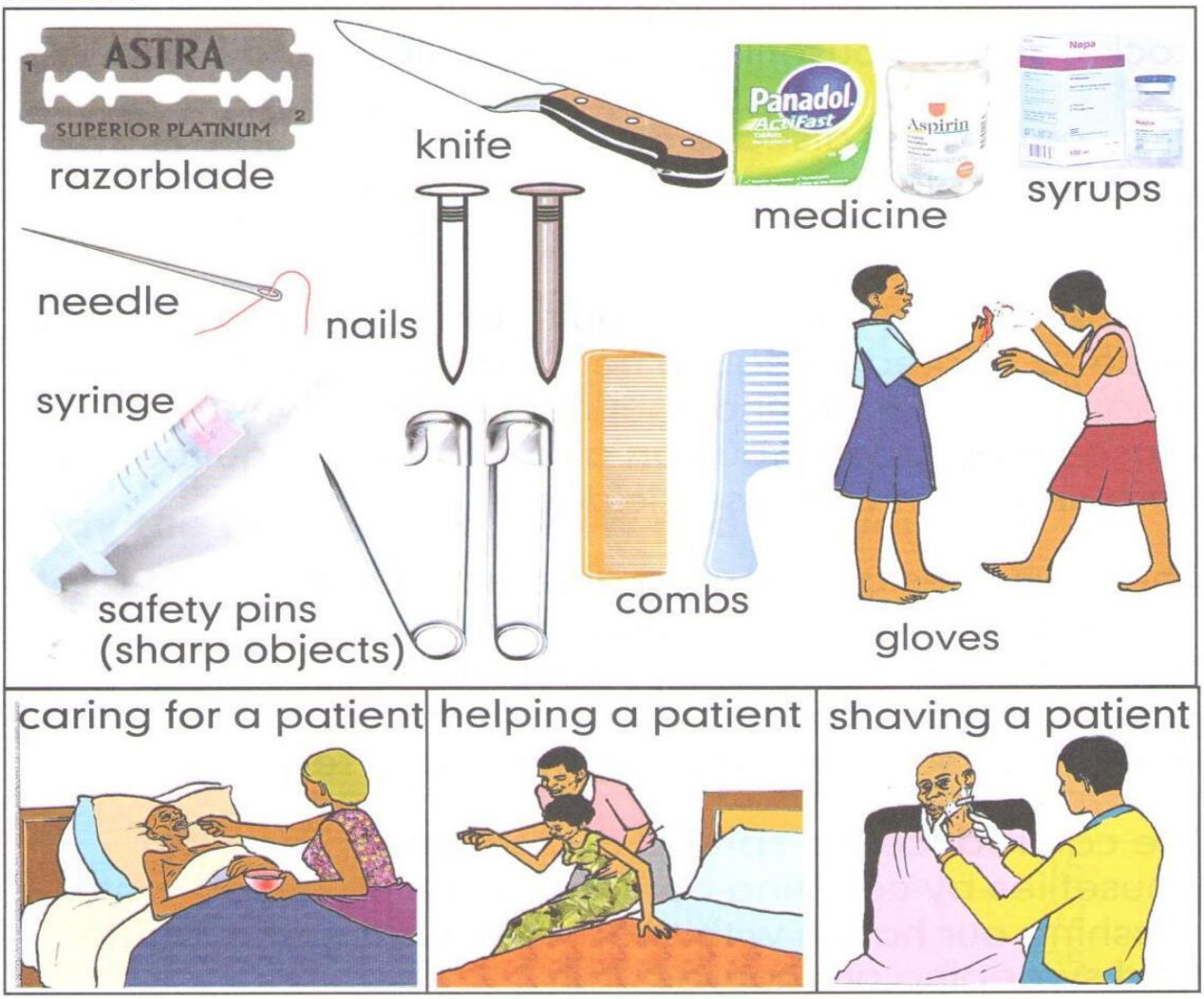
Questions

1. Mention one vector that spreads diseases
2. Which disease is spread by an infected female anopheles mosquito?
3. Which part of the body does trachoma attack?
4. What should we do after visiting the latrine?

10.3 HIV/AIDS

Activity 1 Vocabulary

Study the pictures and read the names of the given items.



Activity 2 Vocabulary

Read these words below with your friend.

Share	eat	help	care
Shave	take	sharp	comb

Activity 3 Listening Exercise

Listen to these words as your friend reads them.

patient	needle	syringe	gloves
towel	razorblade	medicine	

Activity 4 always ……..

Make six sentences from the table below beginning with: Always ……



Examples

(i) Always care for the HIV/AIDS patients

(ii) Always get treatment from a Health Centre

Always	go for blood tests care for the HIV/AIDS patients use gloves when helping HIV/AIDS patients take your medicine get treatment from a Health Centre help the HIV/AIDS patients

CREATIVE PRINTERS

Activity 5 Never share ……..

Make six correct sentences from the table below

Examples

(i) Never share sharp objects

(ii) Never share tooth brushes

Never	share	sharp objects needles syringes razorblades towels tooth-brushes combs medicine

Activity 6 Help AIDS patients to ……..

Make six correct sentences from the table below

Examples

(i) Help AIDS patients to eat food.

(ii) Helps AIDS patients to shave hair

Help AIDS patients	to	eat food comb hair shave hair cut nails take medicine

Activity 7 Care for AIDS patients but always wear gloves

In pairs; make six correct sentences from the table below.

Examples

(i) Care for the AIDS patients but always wear gloves.

(ii) Care for the AIDS patients but never share needles

CREATIVE PRINTERS

Care for the AIDS patients	But	Always use/wear	Gloves
		Never share	Needles Syringes Razorblades

Activity 8 Poem

Read this poem and answer the questions about it in full sentences

Listen my grandchildren
AIDS is a killer disease
Killing the young and old
AIDS has no cure

Listen my grandchildren
Never share needles and syringes
It is dangerous
AIDS can catch you

Listen my grandchildren
Never run away from AIDS patients
Give them help, food and medicine
They need love and care.

Grandfather

Questions

1. What is the poem about?
2. Whom is the poet talking to?
3. Which group of people does AIDS kill?
4. Which stanza advises us never to run away from AIDS patients?
5. How many stanzas are in this poem?

CHAPTERS

Activity 9 Word search

Find the items that we should not share and write them down.

B	P	I	N	S	U	Y	Z	E	N
U	R	S	T	Y	V	G	B	S	E
R	A	Z	O	R	B	L	A	D	E
N	D	E	F	I	G	O	H	I	D
T	L	Q	P	N	W	V	I	A	L
K	M	N	Y	G	X	E	J	B	E
S	T	O	W	E	L	S	K	C	S
D	H	I	K	S	O	V	E	W	

Activity 10 PIASCY Messages

Read the PIASCY messages below and design a poster with more messages

- AIDS kills, act responsibly
- Avoid dark corners
- Don't accept gifts and lifts from strangers
- Keep in school and study hard
- Avoid early marriages
- Care for AIDS patients
- Don't share sharp instruments
- Go for HIV/AID tests
- AIDS has no cure
- AIDS patients need care

In groups of 5, design PIASCY messages and read them to your class.

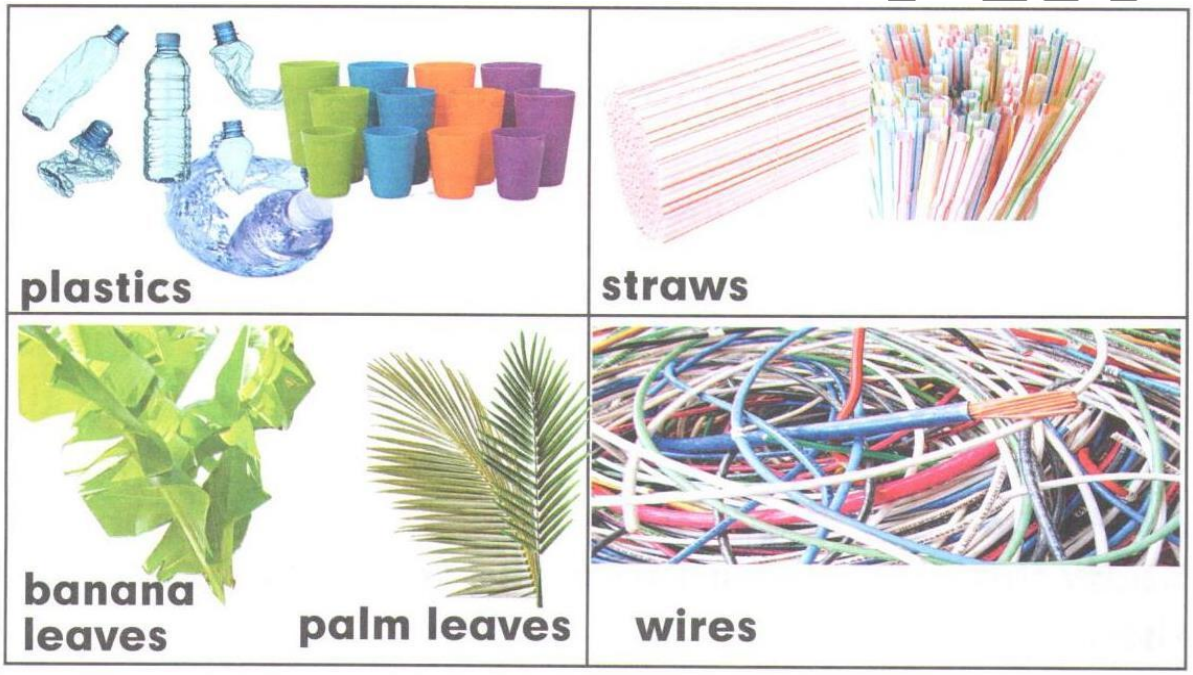
PRINTERS

THEME 11: BASIC TECHNOLOGY IN OUR SUB-COUNTY/DIVISION

11.1 Concept of technology

Activity 1 Vocabulary

Study the pictures and read the names of the natural and artificial materials.



Activity 2 **Vocabulary**

Read these words below with your friend

Texture	wire	fibre	colour
Weight	heavy	light	size

Activity 3 **Vocabulary**

Write three things we can make from the following materials:

1. Banana fibre (i) .....(ii) .....(iii) .....
2. Plastics (i) .....(ii) .....(iii) .....
3. Straws (i) .....(ii) .....(iii) .....

4. Wires (i) ……...(ii) ……(iii) ……

5. Palm leaves (i) ……...(ii) ……(iii)……

Activity 4 Colours

Write five colours you know:

1. ……..3. ……..5. ……

2. ……..4. ……..

Activity 5 Spelling Game

Rearrange the letters to form correct words

Examples

(i) nabana - banana

(ii) weri - wire

1. strwa - 3. pltasic - 5. coroul –

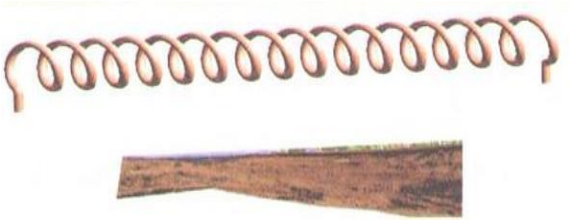
2. tuxtere - 4. wietgh - 6. soomth –

Activity 6 Reading sentences

Study the pictures and read the sentences about them.



A stone is rough but a glass bottle is smooth.



A banana fibre is short but a cable wire is long.

CREATIVE PRINTERS

 **A pot is heavy but a jerrycan is light.**	  **Juice is good for drinking but poison is bad.**

Activity 7 Opposites

Opposites are words which give a different meaning.

Give the opposite of the given words below.

Examples

(i) white – black (ii) soft – hard

1. small -
2. long -
3. beautiful -
4. heavy -
5. good -
6. new -
7. smooth –
8. natural –

Activity 8 What will/shall …….use to make a …..?

Use the words given in the brackets to answer the questions correctly.

Examples

(i) What will Peter use to make a hat? (straws)
Peter will use straws to make a hat.

(ii) What shall we use to make a toy car? (wires)
We shall use wires to make a toy car.

1. What will Dorothy use to make a mat? (palm leaves)
2. What shall we use to make a basket? (straws)

CREATIVE PRINTERS

3. What will Ssenkya use to make a ball? (banana fibres)
4. What will Onek use to make a radio? (wires)
5. What will Daniel use to make a table mat? (palm leaves)
6. What will Bwaya use to make a port? (clay)

Activity 9 Will …….use …….to make a ……..?

Study the pictures and answer the questions correctly

		
Will Claire use banana fibres to make doll? **Yes, she will.** Will she use palm leaves to make a doll? No, she will not.	Will you use wires to make a toy car? Yes, I shall. Will you use straws to make a toy car? No, I shall not.	Will mother use palm leaves to make a mat? Yes, she will. Will mother use banana fibres to make a mat? **No, she will not.**
Will they use green to make a poster? **Yes, they will.** **Will they use red to make a poster?** **No, they will not.**	**Will Ssonko use banana fibres to make a ball?** **Yes, he will.** **Will he use straws to make a ball?** **No, he will not.**	**Will Dan use sticks to make a basket?** **Yes, he will.** **Will he use wires to make a basket?** **No, he will not.**

CREATIVE PRIMARY

Questions

1. Will Dan use sticks to make a basket?
2. Will mother use banana fibres to make a mat?
3. Will they use red to make a poster?
4. Will Claire use banana fibres to make a doll?

Activity 10 This is ……but that is ……..

Use the table below to make meaningful sentences

Examples

(i) This is good but that is bad

(ii) This is rough but that is smooth

This is	good rough short light	but	That is	bad smooth long heavy

Activity 11 Pair Activity

Read and act the dialogue with your friend.

Atenyi's beautiful bag

Norah : Where did you buy that beautiful bag?
Atenyi : I didn't buy it. I made it myself.
Norah : Wow! Which materials did you use?
Atenyi : I used pink and green palm leaves
Norah : You have a good choice of colours!
Atenyi : Well, pink and green are my best colours
Norah : For me; yellow and blue are my best colours
Atenyi : I will make a bag for you with those colours.
Norah : thank you very much, my friend.

CREATIVE PRINTERS

Activity 12 Comprehension

Read the passage and answer the questions about it in full sentences.

How Abuna and his parents get money

People in our Sub-county do different things to get money. Abuna and his parents make crafts to get money. They use natural and artificial materials to make the items they sell.

Natural materials include: banana fibre, sisal, palm leaves, seeds, skins and clay. Artificial materials include; plastics, wires and metal. From banana fibre, they make balls, dolls and ropes. They use seeds to make beads while skins are used to make shoes and belts.

Plastic straws are used to make baskets and mats. Abuna loves making ropes from sisal because they are on high demand. Many people buy them for their animals. Abuna's mother makes mats, bags and hats from palm leaves. Every market day, they take their items to the market to sell. They get many customers who buy their items.

Abuna's parents are happy because they have enough money to look after their children

Questions

1. How do Abuna's parents get money?
2. Give two examples of natural materials used to make crafts.
3. Why does Abuna love to make ropes?
4. What does Abuja's mother use to make mats?
5. What item can be made from skins?

CREATIVE PRINTERS

11.2 Processing and making things from natural materials

Activity 1 Vocabulary

Read these words below with your friend

bush	play	cut	eat	clay
juice	garden	tie	swamp	food food

Activity 2 Reading sentences

Study the pictures and read the sentences about them.



She is weaving a mat.

He is making ropes from sisal.

She is preparing juice from fruits.

He is making pots from clay.



The children are playing.
They are skipping with a rope.
The rope is made from sisal.



She is making pancakes from yellow bananas.
We use pancakes as food.

Activity 3 Spelling Game

Filling in the missing letters to form correct words

Example

(i) swa-p - swamp
(ii) rop - - rope

1. c-ay
2. ju-ce
3. ga-den
4. wea-e
5. b-sh
6. t-e

Activity 4

Rearrange the words to form correct sentences

Examples

(i) get papyrus We from swamps.
We get papyrus from swamps

(ii) my from father the market buys food.
My father buys food from the market.

1. mats are weaving They.
2. from clay is making She pots.
3. can make we from sisal a rope?
4. juice is drinking Adam.
5. make can we What using clay?
6. goat with Anna will a rope tie the.

CREATIVE PRINTERS

Activity 5 ……will make a ……using …….

Make six correct sentences from the table below

Examples

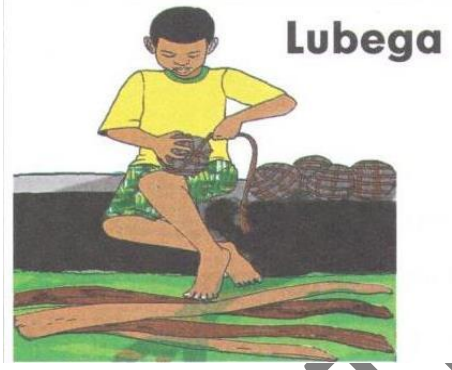
(i) Musa will make a mat using palm leaves

(ii) Halima will make a rope using banana fibres.

Musa Mary Father Halima	Will make a	mat hat rope pot	using	palm leaves banana fibres clay

Activity 6 What will ……make?

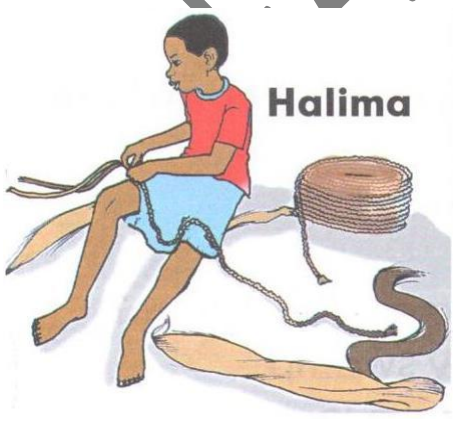
Study the pictures and answer the questions correctly



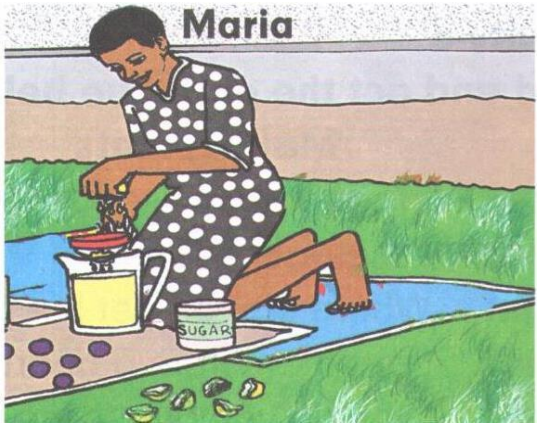
What will he make?
He will make a ball.



What will Javira make?
He will make pots.



What will you make?
I shall make ropes.



What will she make?
She will make juice.

ALIVE PRINTERS

Activity 7 Where will …..get …..to make a ……?

Use the information in the table below to answer the questions

People	Items	Material	Where-place
Bob	salads	vegetables	the garden
You	ropes	sisal	the bush
He	balls	banana fibres	the banana plantation
Girls	juice	oranges	the orange trees
Boys	pots	clay	the swamp

Example

(i) Where will Bob get the vegetables to make the salads?
Bob will get the vegetables from the garden to make the salads.

Questions

1. Where will you get the sisal to make ropes?
2. Where will he get the banana fibres to make balls?
3. Where will the girls get the oranges to make juice?
4. Where will the boys get the clay to make pots?

Activity 8 Pair Activity

Read and act the dialogue below with your friend.

Making mats

Susan: What do you use to make a mat?
Berna : I use palm leaves.
Susan: Where do you get the palm leaves from?
Berna: I get them from a nearby swamp.
Susan: Why do you dye these palm leaves?
Berna: To make good patterns of the mat.

CREATIVE PRINTERS

11.3

Activity 1 Vocabulary

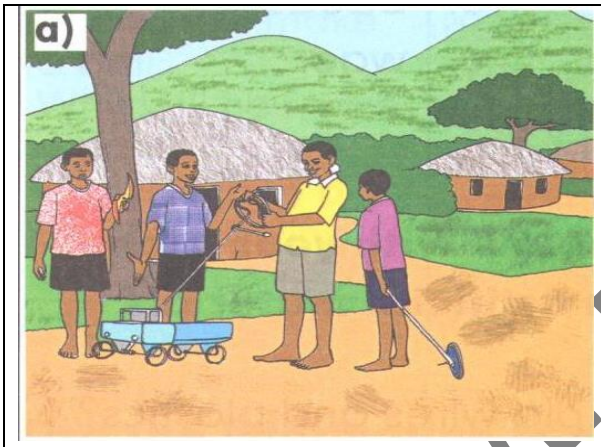
Read these words below with your friend

toy	bicycle	hat	flower
car	candle	bag	beads

Activity 2 Reading sentences

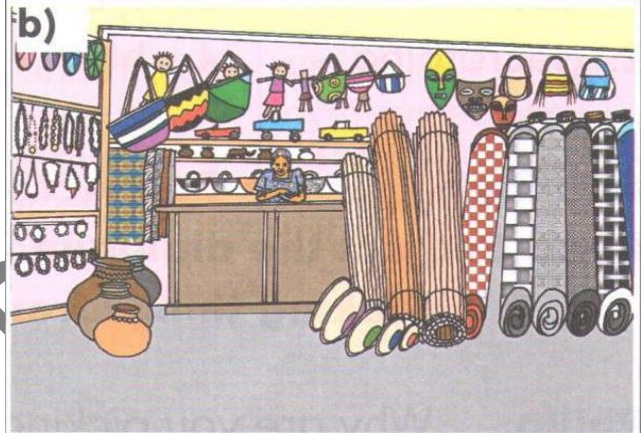
Study the pictures and read the sentences about them.

a)



The boys have made a toy car from paper and wires.

b)



The woman is selling craft items made from straws and plastics.

c)



These are beautiful beads.

d)



The women are making necklaces.

CREATIVE TEACHERS

Activity 3 Listening Exercise

Listen to these words as your friend reads them.

Wear	decoration	sell	buy	for

Activity 4 Spelling Game

Rearrange the letters to form correct words.

Examples

(i) becyilc - **bicycle**

(ii) cra **-** **car**

1. cadenl - 3. tyo - 5. baeds -
2. decratoino - 4. hta- 6. waer -

Activity 5 Pair Activity

Read and act the dialogue below with your friend.

Making things from artificial materials

Philip: **Why are you picking old wires and plastics?**

Bamu: **I want to make toy cars and bicycles.**

Philip: **How do you make them?**

Bamu: **I fix them with a rubber tape.**

Philip: **Do you sell some of the items you make?**

Bamu: **Yes, I do and here is some of the money I got.**

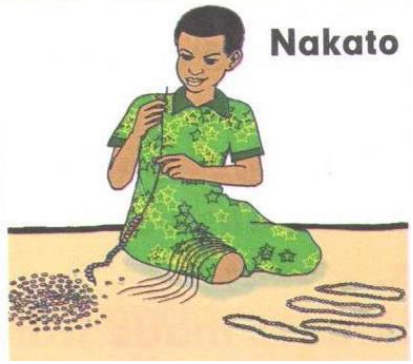
Philip: **I need to learn how to make toy cars for myself to play with.**

Bamu: **You will find it easy and interesting.**

CREATIVE PRINTERS

Activity 6 …….will make a ……../Why will …..make….?

Study the pictures and read the sentences about them.

		
Azaria will make a ball. Why will he make a ball? He will make a ball for playing with.	Nakato will make beads Why will she make beads? She will make beads for wearing.	Masaba will make toy bicycles and cars. Why will he make toy bicycles and cars? He will make toy bicycles and cars to sell.

Activity 7

Use the information in the table to answer the given questions correctly

Name	Item	Purpose
Justine	a door mat	wiping legs
They	toy cars	playing with
Anna	a necklace	wearing
He	flowers	decoration
Treasure	a mat	sitting on
Edrisa	hats	wearing
You	candles	selling

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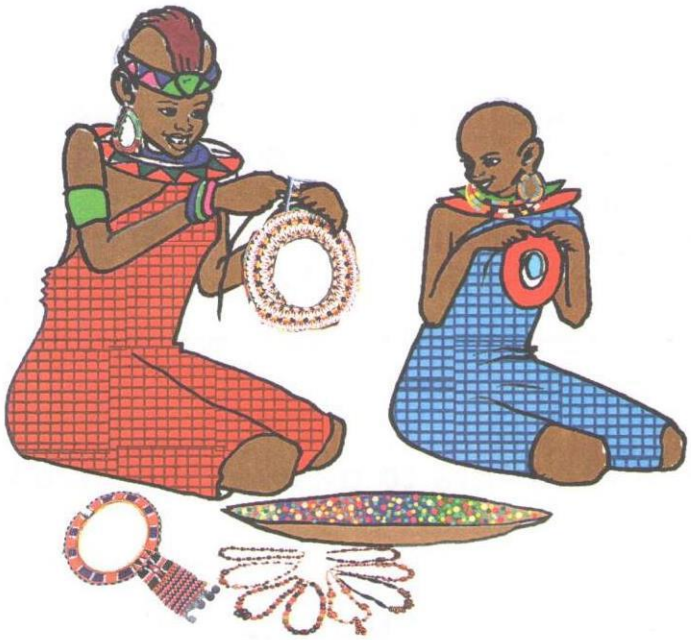
Questions

1. Why will Justine make a doormat?
2. Why will they make toy cars?
3. Why will Anna make a necklace?
4. Why will he make flowers?
5. Why will Treasure make a mat?

Activity 8 Comprehension

Read the passage and answer the questions about it in full sentences

Necklaces made from beads



My name is Lukia. I have a friend from Masai land studying at our school. her name is Nyonge. She loves wearing necklaces made from beads.

One day, she invited me to their home. I found her mother busy making necklaces from beads. She welcomed me and Nyonge prepared juice for me. Nyonge mixed water melon, carrots, mangoes and passion fruits with a mixer to make the juice.

CRAFTERS

When I finished drinking my juice, Nyonge's mother told us to help her sort the beads according to different colours. I was interested in learning how they make these necklaces.

Nyonge's mother gave me a big needle and thread then showed me how they make them.

By the time I left, I had made one necklace. It was a very beautiful necklace. Nyonge's mother gave it to me as a gift. I wore it and everyone who saw me liked it.

Questions

1. Who is Lukia's friend?
2. What does Nyonge like wearing?
3. What did Nyonge's mother tell the girls to do for her?
4. How many necklaces did Lukia make that day?
5. Why do you think people make necklaces?

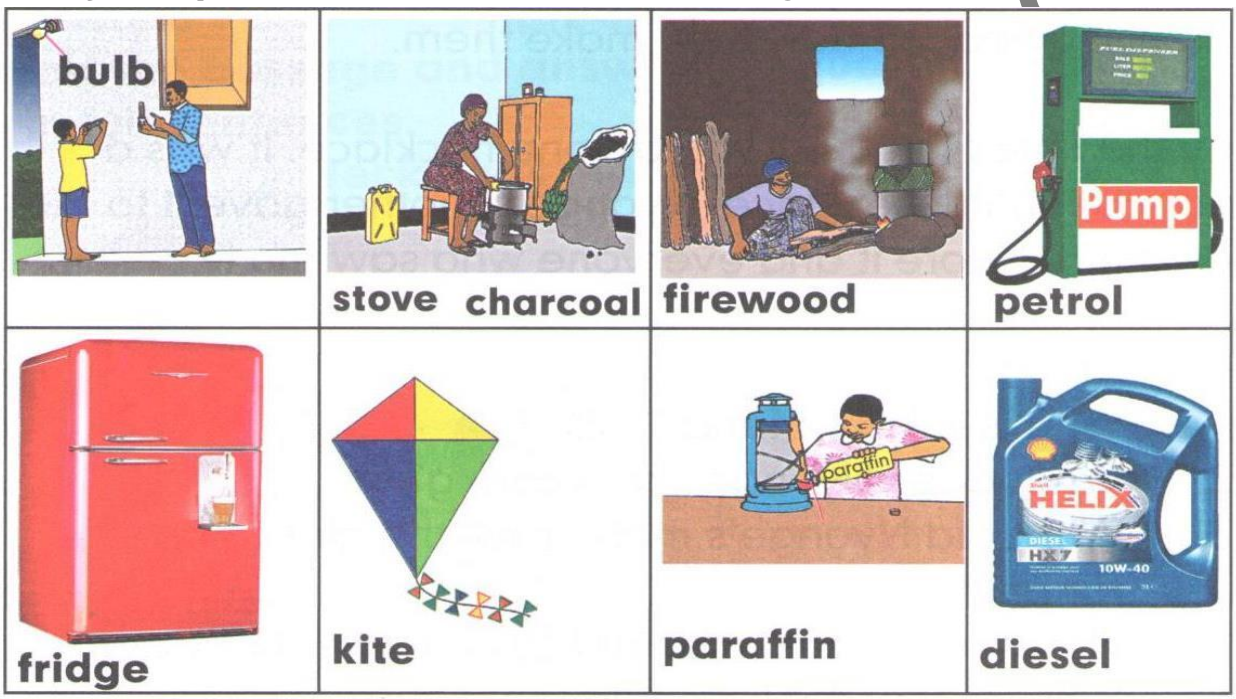
CREATIVE PRINTERS

THEME I2: Energy in Our Sub-county/Division

12.1 Source of energy

Activity 1 Vocabulary

Study the pictures and read the words given below.



Activity 2 Vocabulary

Read these words below with your friend

firewood	charcoal	stove	cook	kite

Activity 3 Listening Exercise

Listening to these words as your friend reads them.

Petrol	diesel	paraffin	bulb
Fridge	sell	buy	

Activity 4 Use of some and any

Some and any can be used with countable or uncountable nouns.

Examples

(i) May I have some paraffin, please?
(ii) She has some charcoal in the house
(iii) There isn't any paraffin in the stove
(iv) Are there any bulbs in the store?

Fill in the gaps with some or any

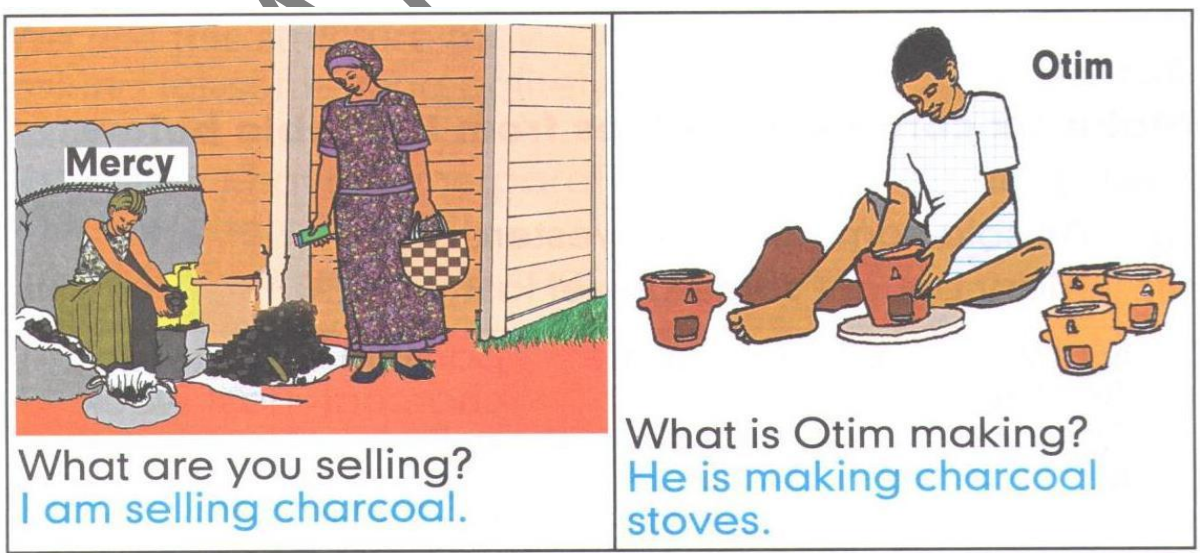
1. There is ……..petrol in the motorcycle.
2. She needs ……firewood to make fire.
3. She kept ……..juice in the fridge.
4. There isn't ……..diesel in the generator.
5. We don't have ……charcoal in the house
6. You didn't give me …….money for petrol.

Present continuous tense

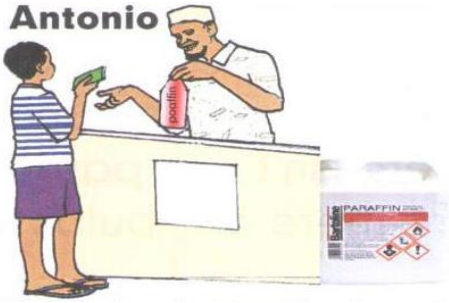
We use present continuous tense to talk about actions going on at that time.

Activity 5 What are you ……..?

Study the pictures and read the sentences about them.



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What is mother doing? She is cooking food.	What is Antionio buying? He is buying paraffin.

Answer these questions in full sentences

1. What is Mercy selling?
2. What is Otim making?
3. What is mother doing?
4. What is Antonio buying?

Past Simple tense

We use the past simple tense to talk about things which have already taken place. For the irregular verbs, we change some letters to get the past tense.

Examples

(i) Sell - sold
(ii) Buy - bought

Activity 6

Make six correct sentences from the table below.

Examples

(i) Ali sold paraffin yesterday.
(ii) Mary bought some diesel last week.

Mary Agatha Opondo Ali	bought sold	some	paraffin charcoal bulbs diesel firewood	yesterday. last week last month

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Future simple tense

We use the future simple tense to talk about things which have not yet taken place. We use will/shall to show a future activity. Shall is used on pronoun I and we. Will is used on he/she/you/they/it and all other nouns.

Activity 7 ……..will/shall (carry/buy/sell ……..

Make six correct sentences from the given table below

Examples

(i) George will buy some firewood tomorrow
(ii) We shall sell some diesel next month

George They She	Will	Buy Sell Carry	Some	Firewood Petrol Diesel	Tomorrow Next week Next month
We I	Shall			Stoves Charcoal	On Tuesday

Activity 8 May ……..have some ……please?

Make six correct sentences from the given table below.

We use this structure may …….have some ……please? When asking for something politely.

Examples

(i) May I have some paraffin, please?
Yes, here it is.
(ii) May we get some charcoal, please?
No, I do not have any.

May	I We	Have Get	Some	Paraffin, Diesel, Charcoal, firewood,	Please?

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Activity 9 Pair Activity

Read and act the dialogue with your friend

Paraffin and candles

Grace: May I have some paraffin, please?
Caleb: No, I am sorry. I don't have any
Grace: Could you be having some candles, please?
Caleb: Yes, please. Here they are.
Grace: Thank you very much
Caleb: You are welcome

Activity 10

Study the table below and answer the questions about it in full sentences

Type of fuel	Number of people
Charcoal	90
Firewood	120
Paraffin	50
Diesel	25
Petrol	90
Electricity	45

Questions

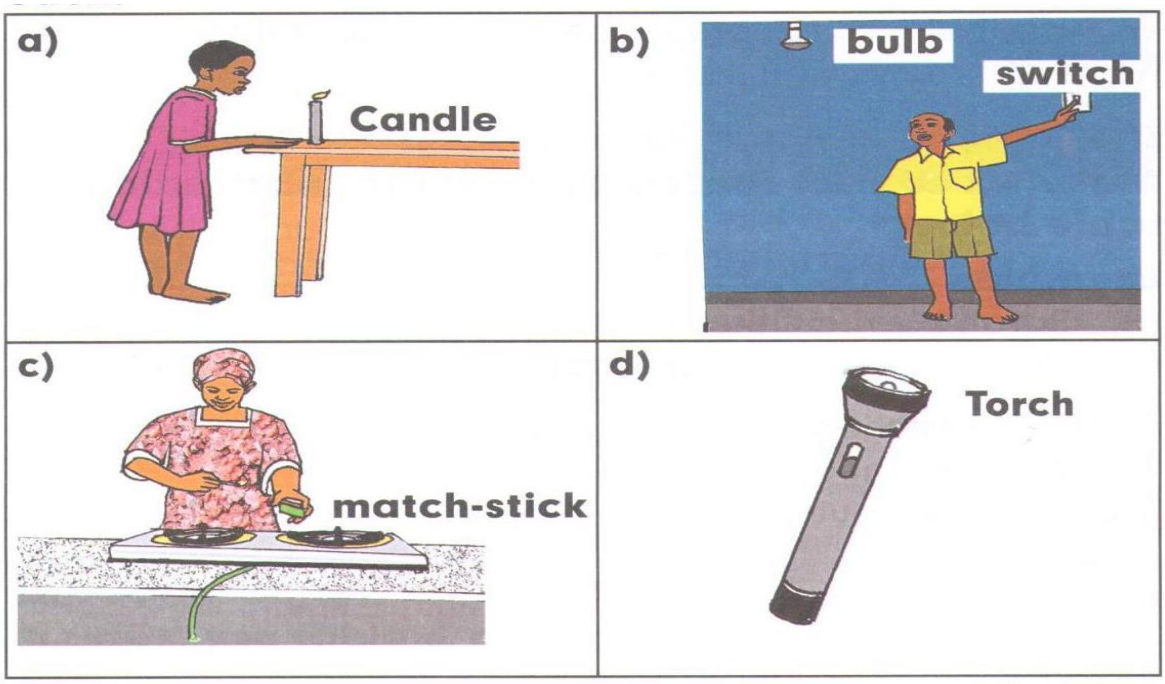
1. How many people use charcoal?
2. Which type of fuel has the least number of users?
3. How many people use firewood?
4. Which type of fuel do you use at your home to cook?

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12.2	Ways of saving energy

Activity 1 Vocabulary

Study the pictures and say what is happening in each.



Activity 2 Vocabulary

Read these words with your friend and use them in sentences

switch on/off	blow out	cover	torch	high
match-stick	water	switch	candle	low

Activity 3 Opposites

Opposites are words which give a different meaning.

Examples

(i) High - low

(ii) switch on - switch off

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Give the opposite of these words:

1. good -
2. expensive -
3. hot -
4. wet -
5. dim –
6. clean –

Past simple tense

We use the past simple tense to talk about things which have already taken place.

Activity 4 …(switched off, switched on, below out) the ……

Make six correct sentences from the substitution table below.

Examples

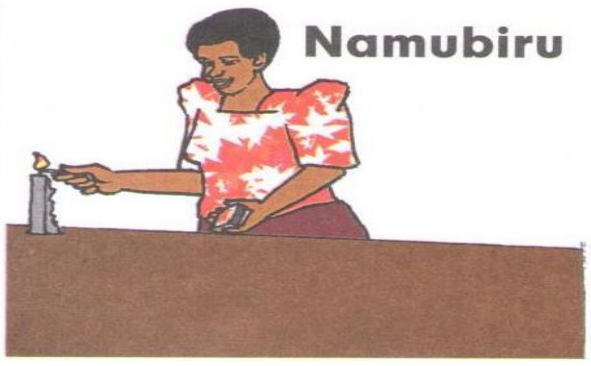
(i) Sarah blew out the candle

(ii) David switched on the light

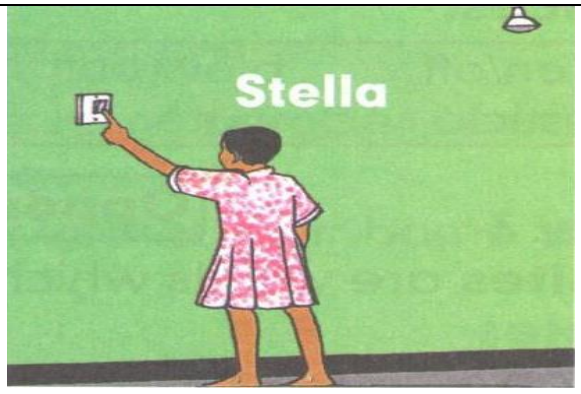
Mary Sarah David She He	switched off switched on blew out	the	light radio television candle

Activity 5 What did ……do?

Study the pictures and answer the questions correctly.

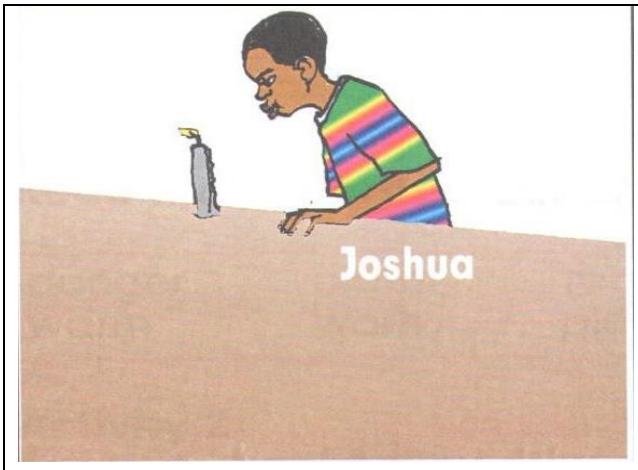
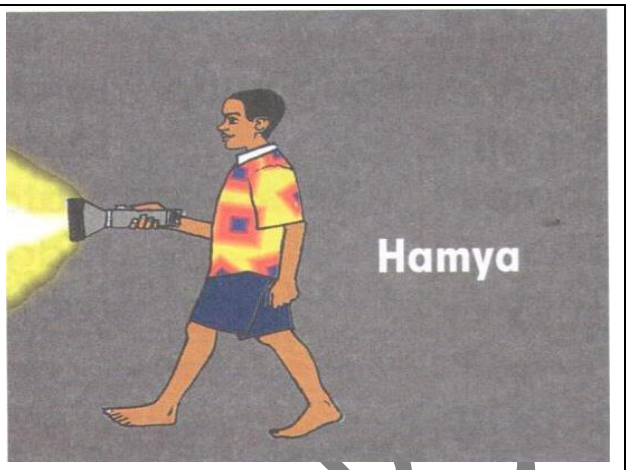


What did Namubiru do?
She lit the candle.



What did Stella do?
She switched off the light.

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What did Joshua do? He blew out the candle.	What did Hamya carry? He carried a torch.

Now answer the questions in full sentences.

1. What did Namubiru do?
2. What did Joshua do?
3. What did Hamya do?
4. What did Stella do?

Activity 6

Who bought the ……..?

In pairs, use table A and table B to ask and answer questions correctly.

Examples

(i) Who bought the torch?
Mary bought the torch.

(ii) Who bought the match-box?
Sarah bought the match-box.

Table A

Who bought the	torch? lamp? match-box? fridge? radio?

Table B

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Mary Sarah James She They	bought the	torch lamp match-box fridge radio

Activity 7 **Pair Activity**

Read and act the dialogue with your friend

Energy saving bulbs

Diana: How much do you pay for electricity?

Aziza: We pay ten thousand shillings only every month.

Diana: Only ten thousand shillings! How is that possible?

Aziza: We use energy saving bulbs and switch off power when not in use.

Diana: We are going to copy your example to save energy.

Activity 8 **Guided Composition**

Use the words in the box to fill in the blank spaces.

Electricity	stoves	homes	wastage

Saving energy is very important in our……..and schools.

We can save energy by using saving …….and bulbs.

When we save energy, we avoid …… This will help us pay less money on ……..bills.

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12.3 Dangers of energy and ways of avoiding them

Activity 1 Vocabulary

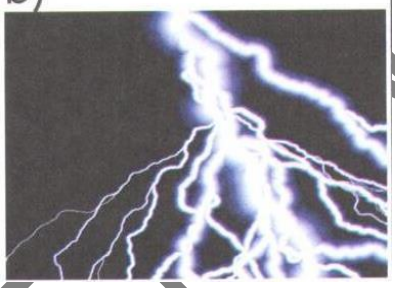
Read these words below with your friend.

danger	alarm	report	socket	fire
warm	warn	plant	kill	hurt

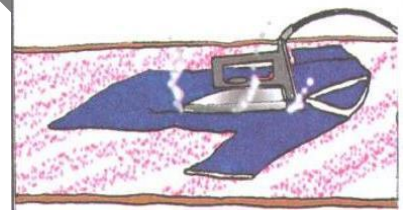
Activity 2 Reading sentences

Study the pictures and read sentences about them

<table>
<tr>
<td>a)

Fire is burning.</td>
<td>b)

There is lighting.</td>
<td>c)

A candle is burning a chair.</td>
</tr>
<tr>
<td>d)

The charcoal stove has hurt the baby’s arm.</td>
<td>e)

The flat iron is burning a cloth.</td>
<td>f)

A man is pulling a girl from a live electricity wire.</td>
</tr>
</table>

Activity 3 Spelling Game

Rearrange the letters to form correct words

Examples

(i) frie - fire

(ii) wram - warm

ONLINE LETTERS

1. brun -
2. dengar -
3. sokect -
4. alarm -
5. hurt -
6. ropert -

Future tense

We use the future tense to talk about things which have not yet taken place. We use shall on pronoun I and we to show the future tense.
Will is used on he/she/it/you/they and all the nouns.

Activity 4 What will/shall ……do when in danger?

Make six correct sentences from tables A and B

Examples

Question: What will you do when in danger?
Answer: I shall make an alarm when in danger.
Question : What will they do when in pain?
Answer: They will call for help when in pain.

Table A

What	shall	I we	do	when	in danger? in pain? In darkness?
	will	he she they you			

Table B

I We	shall	make an alarm report call for help	when	in danger in pain. in darkness
He She They	will			

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Activity 5 Comprehension

Read this passage and answer the questions about it in full sentences.

How to avoid dangers of fire and electricity

Fire and electricity can be good if well used but can also be very dangers if you don't use them well.

Electricity is good because it gives us light. We can use it to cook our food on cookers. We can also iron our clothes using electricity. Other people use it to heat their water or even use it in factories and industries to run their machines.

Electricity can be bad because it can shock you and you die if you touch a live wire. It can burn your things like clothes, houses, radios or television set if you do not have proper wiring.

You can avoid such problems by doing good wiring. Good wiring is done by a qualified electrician.

We can control dangers caused by fire in the following ways; you should not leave children to play with fire. You should not leave candles burning in the house at night or putting them near clothes. You should not keep petrol in the house because it can catch fire.

Questions

1. Who should do the wiring?
2. What will happen if you touch a live wire?
3. Why shouldn't you leave candles burning at night?
4. Why is it dangerous to keep petrol in the house?

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Activity 6

Read these safety messages and answer the questions in full sentences

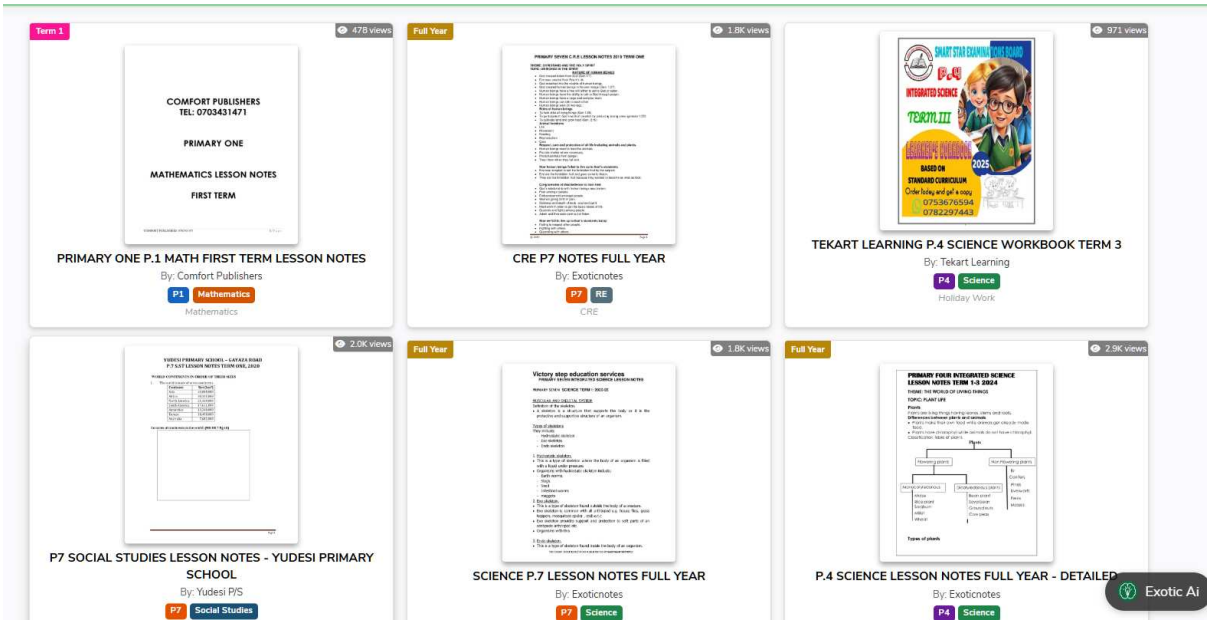
- Fire is a good servant but a bad master because it can burn property
- Never play with fire because it burns.
- Use energy saving bulbs and stoves to save energy
- Put out fire after use
- Do proper wiring at home. Use qualified electricians
- Never place metallic things in sockets. Electricity will shock you
- Never touch live electricity wires. Electricity will shock you
- Get advice from qualified electricians.

Questions

1. Give one reason why fire is a bad master
2. When should we put out the fires?
3. Which bulbs should we use to save energy?
4. What will happen if you put metallic things in sockets?

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