



GJS – RECESS PACKAGE 3 – ENGLISH FOR P.3

Name: **Stream**

Using "everyday"

What do ... I/we/you/they, do everyday?

1. We comb our hair everyday.
2. They cook food everyday.
3. You write in your book everyday.
4. They go to school everyday.

Exercise 1

1. What do you do everyday?

2. What do they do everyday?

They _____

3. What do I do everyday?

I _____

4. What do Peter and Jane do everyday?

Peter and Jane _____

5. What do we do everyday?

We _____

Using: What does she/he/it/Jalia/Ismail do everyday?

Examples

She cries everyday.

Jane washes clothes every morning.

Peter sweeps the classroom everyday.

Exercise 2

Answer these questions

1. What does your mother do everyday?
2. What does your father do everyday?
3. What does the cow do everyday?
4. What does your friend do everyday?

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

1. Kato goes to the mosque everyday. (go)
2. We brush our teeth every after a meal. (brush)

Exercise 3

1. Juma _____ with his brother everyday. (play)
2. I _____ posho and beans every lunch. (eat)
3. Mr. Katongole _____ us English daily. (teach)
4. Our baby _____ every night. (cry)
5. We _____ in the church choir with our mother. (sing)
6. Jovia _____ her clothes every Saturday. (wash)
7. It _____ high in the sky. (fly)
8. Ali and Musa _____ well in their books. (write)
9. Our aunt _____ school fees for us. (pay)
10. My father _____ mangoes every Friday. (buy)
11. Julius often _____ his teeth. (brush)
12. The teacher sometimes _____ on the chalkboard. (write)
13. They usually _____ to church on Sundays. (go)
14. Whenever aunt Jane visits us Mummy _____ matooke. (cook)
15. Every year, her family _____ aunt Sarah. (visit)
16. She usually _____ the baby when it cries. (carry)

Vocabulary and word practice

Using words in sentences

e.g brick maker, fish, bricks, fisherman, cook, draw, dance, drum, weave

Examples

fish: Fishing is done in lakes.

weave: Aunt Jane wove a blue mat.

Exercise 4

Write a sentence about each given word.

1. draw: _____
2. carpenter: _____
3. teacher: _____
4. cook: _____
5. bricks: _____
6. dance: _____
7. brick maker: _____

8. sell: _____
9. butcher: _____
10. fisherman: _____

Joining sentences using; but

Examples

1. Mr. Kamezire is a good secretary.

He is not smart.

Mr. Kamezire is a good secretary but he is not smart.

2. Mrs. Kyeswa is a hardworking farmer.

She does not get high yields.

Mrs. Kyeswa is a hardworking farmer but she does not get high yields.

Exercise 5

Join the sentences using; but

1. Juma can read well.

He can't write well.

2. Our teacher is kind.

She is tough when we wrong her.

3. The children were given work.

They continued playing

4. She entered the church.
She didn't find the priest.

5. Mr. Muguluma took his car to the garage.
He did not find the mechanic.

6. A carpenter is busy.
A doctor is busier.

7. Bees provide us with honey.
Cows provide us with milk.

8. The school cook prepared tasty porridge.
Very few people liked eating.

9. The conductor asked for little transport fare
He got few passengers.

10. They got to the stage early.
The bus had already gone.

11. The butcher had nice fatty meat.
He didn't get customers.

Occupations of people

Vocabulary/word practice

carpenter lawyer farmer doctor engineer
mechanic teacher butcher plumber driver
pilot fisherman fishmonger

Structural patterns

Who makes/repairs/treats furniture/water pipes/ sick people.....?

Examples

1. Who repairs vehicles which have broken down?
A mechanic repairs vehicles which have broken down.
2. Who makes furniture?

A carpenter makes furniture.

Exercise 6

1. Who teaches children?

2. Who catches fish from the lake?

3. Who treats sick people?

4. Who grows crops and rears animals?

5. Who flies aeroplanes?

Writing sentences correctly

1. teaches The teacher children.

2. crops A grows farmer.

3. plumber water pipes repairs A .

4. shoes cobbler mends A .

5. meat butcher A sells .

Exercise 7

Form sentences from the table below

A	fishmonger	sells builds makes	pots.
	shopkeeper		houses.
	market vendor		in a shop.
	grocer		fish.
	builder		things in a market.
	brick maker		bricks.
	potter		things in a grocery.
	blacksmith		sculptures.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____

Joining sentences using; who

Examples

1. That is the fishmonger

He sold fish to me.

That is the fishmonger who sold fish to me.

2. Here is the carpenter.

He made our sofa set.

Here is the carpenter who made our sofa set.

Exercise 8

Join the sentences given below using; who

1. Oite Ojok was a soldier.

He died in a place crash.

2. That is the lawyer.

He works in the Supreme Court.

3. My mother is one of the bankers.

She works with the Centenary Bank.

4. That is the Local Council Chairperson.

He gives services in Kasanje sub-county.

5. That is the pilot.

He works with British Airways.

6. Here is the bus driver.
He forgot his keys in my father's office.

7. Ms. Gwokyalya is the teacher.
She tells us interesting stories.

Exercise 9

Reading and acting a play related to occupations and then answer questions about it.

A Play

Patient: Good morning, doctor

Doctor: Good morning, Sir. What is the problem?

Patient: My stomach is paining and I have diarrhea.

Doctor: Oh sorry. That is bad. You must have eaten something dirty. Never eat dirty things again.

Patient: Okay doctor.

Doctor: Go to the nurse and get medicine. Take this form.

Patient: Okay doctor.

Doctor: I wish you a quick recovery.

Patient: Thank you, Sir.

Questions

1. Who was the first speaker?

2. At what time of the day was the play acted?

3. Who wanted to know the patient's problem?

4. What was the patient suffering from?

5. What advice did the doctor give to the patient?

6. Why was the patient feeling stomachache?

7. Who dispensed medicine?

8. How many people were speaking?

9. Why was the patient happy?

Joining sentences using; because

Examples

1. Jane went to the hospital. She was sick.

Jane went to the hospital because she was sick.

2. The carpenter did not make furniture today.
He had lost the keys for the workshop.

The carpenter did not work today because he had lost the keys for the workshop.

Exercise 10

1. My sister did not go to school today.
Her uniform was wet.

2. He did not eat food today.
The cook was not around.

3. The doctor did not give her medicine.
She did not pay for it.

4. We don't have water at home.
Daddy has not yet paid the bill.

5. Timothy climbed the tree.
He wanted to get mangoes.

6. Mummy likes watching the television at 2:00 pm.
There are interesting programmes.

7. The traders did not bring matooke to the market.
The roads in the villages are slipperly.

8. She goes to the church every Tuesday.
She wants to attend confirmation lessons.

END



SET III

P. 3 Mathematics Our Environment.

Natural changes in the environment.

Find the missing number.

$$\square + 3 = 6$$

$$\square + 3 - 3 = 6$$

$$\square = 3$$

$$\square + 8 = 12$$

$$\square + 8 - 8 = 12 - 8$$

$$\square = 4$$

$$\square + 11 = 13$$

$$\square + 11 - 11 = 13 - 11$$

$$\square = 2$$

$$\square + 1 = 8$$

$$\square + 1 - 1 = 8 - 1$$

$$\square = 7$$

Activity: Find the missing numbers.

1. $\square + 5 = 10$

2. $\square + 6 = 13$

3. $\square + 7 = 12$

4. $\square + 4 = 11$

5. $\square + 2 = 7$

6. $\square + 0 = 3$

7. $\square + 16 = 28$

8. $\square + 13 = 21$

9. $\square + 12 = 30$

10. $\square + 9 = 13$

11. $\square + 10 = 15$

12. $\square + 8 = 11$

13. $\square + 17 = 20$

14. $\square + 14 = 26$

15. $\square + 13 = 21$

16. $\square + 26 = 35$

$$17. \square + 9 = 17$$

$$18. \square + 14 = 27$$

$$19. \square + 38 = 45$$

$$20. \square + 40 = 50$$

Find the missing numbers.

$$y + 4 = 8$$

$$y + 4 - 4 = 8 - 4$$

$$y = 4$$

$$x + 9 = 10$$

$$x + 9 - 9 = 10 - 9$$

$$x = 1$$

$$r + 3 = 6$$

$$r + 3 - 3 = 6 - 3$$

$$r = 3$$

$$h + 13 = 20$$

$$h + 13 - 13 = 20 - 13$$

$$h = 7$$

Activity: Find the missing number.

$$1. \mathbf{a} + 11 = 14$$

$$2. \mathbf{b} + 13 = 16$$

$$3. \mathbf{c} + 15 = 18$$

$$4. \mathbf{d} + 17 = 19$$

$$5. \mathbf{e} + 19 = 21$$

$$6. \mathbf{f} + 21 = 26$$

$$7. \mathbf{g} + 24 = 28$$

$$8. \mathbf{h} + 3 = 4$$

$$9. \mathbf{t} + 7 = 9$$

$$10. \mathbf{i} + 9 = 10$$

$$11. \mathbf{p} + 16 = 20$$

$$12. \mathbf{l} + 5 = 11$$

$$13. \mathbf{j} + 2 = 9$$

$$14. \mathbf{r} + 4 = 8$$

$$15. \mathbf{k} + 6 = 9$$

$$16. \mathbf{m} + 8 = 10$$

$$17. \mathbf{s} + 10 = 13$$

$$18. \mathbf{n} + 12 = 17$$

$$19. \mathbf{o} + 14 = 19$$

$$20. \mathbf{q} + 18 = 24$$

Natural changes in the environment.

Find the missing numbers.

$$\text{a) } 4 + \square = 8$$

$$\square = 8 - 4$$

$$\square = 4$$

$$\text{b) } 9 + \square = 12$$

$$\square = 12 - 9$$

$$\square = 3$$

$$\text{c) } 1 + \square = 7$$

$$\square = 7 - 1$$

$$\square = 6$$

$$\text{d) } 10 + \square = 20$$

$$\square = 20 - 10$$

$$\square = 10$$

Activity: Find the missing number.

$$1. \ 2 + \square = 7$$

$$2. \ 3 + \square = 9$$

$$3. \ 5 + \square = 12$$

$$4. \ 7 + \square = 10$$

$$5. \ 2 + \square = 12$$

$$6. \ 4 + \square = 11$$

$$7. \ 6 + \square = 14$$

$$8. \ 8 + \square = 15$$

$$9. \ 5 + \square = 9$$

$$10. \ 6 + \square = 6$$

$$11. \ 7 + \square = 13$$

$$12. \ 2 + \square = 12$$

$$13. \ 9 + \square = 13$$

$$14. \ 8 + \square = 15$$

$$15. \ 11 + \square = 12$$

$$16. \ 15 + \square = 15$$

$$17. \ 12 + \square = 20$$

$$18. \ 14 + \square = 24$$

$$19. \ 13 + \square = 15$$

$$20. \ 18 + \square = 18$$

Find the missing numbers.

$$5 + y = 10$$

$$y = 10 - 5$$

$$y = 5$$

$$12 + e = 12$$

$$e = 12 - 12$$

$$e = 0$$

$$6 + p = 12$$

$$p = 12 - 6$$

$$p = 6$$

$$7 + t = 15$$

$$t = 15 - 7$$

$$t = 8$$

Activity: Find the missing numbers.

1. $2 + \mathbf{a} = 6$

2. $4 + \mathbf{b} = 8$

3. $6 + \mathbf{c} = 10$

4. $8 + \mathbf{d} = 12$

5. $1 + \mathbf{e} = 5$

6. $3 + \mathbf{f} = 7$

7. $5 + \mathbf{g} = 9$

8. $7 + \mathbf{o} = 11$

9. $9 + \mathbf{p} = 13$

10. $12 + \mathbf{q} = 16$

11. $14 + \mathbf{f} = 18$

12. $16 + \mathbf{s} = 20$

13. $18 + \mathbf{t} = 22$

14. $20 + \mathbf{u} = 24$

15. $11 + \mathbf{v} = 25$

16. $13 + \mathbf{w} = 18$

17. $15 + \mathbf{x} = 17$

18. $17 + \mathbf{y} = 18$

19. $19 + \mathbf{z} = 19$

20. $23 + \mathbf{m} = 43$

Find the missing numbers.

$$\square - 5 = 3$$

$$\square - 5 + 5 = 3 + 5$$

$$\square = 8$$

$$\square - 8 = 12$$

$$\square - 8 + 8 = 12 + 8$$

$$\square = 20$$

$$\square - 32 = 50$$

$$\square - 32 + 32 = 50 + 32$$

$$\square = 82$$

$$\square - 26 = 40$$

$$\square - 26 + 26 = 40 + 26$$

$$\square = 66$$

Activity: Find the missing numbers.

1. $\square - 2 = 4$

2. $\square - 3 = 7$

3. $\square - 1 = 8$

4. $\square - 3 = 9$

5. $\square - 4 = 9$

6. $\square - 2 = 12$

7. $\square - 8 = 15$

8. $\square - 10 = 17$

9. $\square - 14 = 26$

10. $\square - 11 = 28$

11. $\square - 14 = 26$

12. $\square - 35 = 80$

13. $\square - 52 = 60$

14. $\square - 10 = 10$

15. $\square - 11 = 15$

16. $\square - 13 = 14$

17. $\square - 15 = 25$

18. $\square - 12 = 42$

19. $\square - 26 = 40$

20. $\square - 33 = 66$

$$\begin{aligned}y - 4 &= 8 \\y - 4 + 4 &= 8 + 4 \\y &= 12\end{aligned}$$

$$\begin{aligned}e - 6 &= 6 \\e - 6 + 6 &= 6 + 6 \\e &= 12\end{aligned}$$

$$\begin{aligned}f - 8 &= 20 \\f - 8 + 8 &= 20 + 8 \\f &= 28\end{aligned}$$

$$\begin{aligned}h - 3 &= 9 \\h - 3 + 3 &= 9 + 3 \\h &= 12\end{aligned}$$

Activity: Find the missing numbers.

1. **a** - 4 = 8
2. **b** - 6 = 10
3. **c** - 8 = 12
4. **d** - 10 = 11
5. **e** - 12 = 14
6. **f** - 13 = 15
7. **g** - 14 = 16
8. **h** - 15 = 17
9. **m** - 16 = 20
10. **n** - 17 = 22
11. **o** - 18 = 24
12. **p** - 19 = 25
13. **s** - 20 = 26
14. **t** - 22 = 28
15. **v** - 32 = 40
16. **y** - 42 = 52
17. **z** - 52 = 58
18. **w** - 60 = 62

Find the missing numbers.

$$\begin{aligned}5 - \square &= 3 \\ \square &= 5 - 3 \\ \square &= 2\end{aligned}$$

$$\begin{aligned}7 - \square &= 5 \\ \square &= 7 - 5 \\ \square &= 2\end{aligned}$$

$$\begin{aligned} 10 - \square &= 9 \\ \square &= 10 - 9 \\ \square &= 1 \end{aligned}$$

$$\begin{aligned} 12 - \square &= 12 \\ \square &= 12 - 12 \\ \square &= 0 \end{aligned}$$

Activity: Find the missing numbers.

1. $2 - \square = 1$

10. $11 - \square = 9$

2. $4 - \square = 3$

11. $13 - \square = 11$

3. $6 - \square = 5$

12. $15 - \square = 13$

4. $8 - \square = 7$

13. $17 - \square = 15$

5. $10 - \square = 9$

14. $19 - \square = 17$

6. $3 - \square = 2$

15. $12 - \square = 12$

7. $5 - \square = 4$

16. $14 - \square = 8$

8. $7 - \square = 6$

17. $16 - \square = 16$

9. $9 - \square = 5$

18. $18 - \square = 15$

Find the missing numbers.

$$6 - y = 2$$

$$15 - p = 15$$

$$y = 6 - 2$$

$$p = 15 - 15$$

$$y = 4$$

$$p = 0$$

$$11 - m = 9$$

$$28 - r = 14$$

$$m = 11 - 9$$

$$r = 28 - 14$$

$$m = 2$$

$$r = 14$$

Activity: Find the missing numbers.

1. $30 - \mathbf{a} = 23$

2. $31 - \mathbf{b} = 24$

3. $34 - \mathbf{c} = 25$

4. $36 - \mathbf{d} = 26$

5. $35 - \mathbf{e} = 27$

6. $50 - \mathbf{f} = 48$

7. $52 - \mathbf{g} = 50$

8. $17 - \mathbf{h} = 13$

9. $18 - \mathbf{i} = 12$

10. $19 - \mathbf{m} = 11$

11. $20 - \mathbf{n} = 10$

12. $18 - \mathbf{o} = 9$

13. $10 - \mathbf{p} = 8$

14. $9 - \mathbf{q} = 7$

15. $28 - \mathbf{r} = 18$

16. $20 - \mathbf{s} = 19$

17. $25 - \mathbf{t} = 20$

18. $26 - \mathbf{u} = 22$

Length : What is length?

Length is how long or short something is.

Units for length are:

- Metres
- centimeters

Things we can measure are:

- Classroom
- Chair
- Blackboard
- Bench
- Door
- Table
- Book
- Pencil etc
- When we measure, we have the long side which is the length and the short side which is the width.

Activity: Learners will be asked to measure the different objects.

Objects	Length in metres and centimeters
Length of our classroom	
Width of our classroom	
Length of the blackboard	
Length of our verandah	
Length of the classroom door	
Length of your bench	

Addition of metres and centimetres.

$\begin{array}{r} \text{m} \quad \text{cm} \\ 2 \quad 45 \\ + 6 \quad 36 \\ \hline 8 \quad 81 \end{array}$	$\begin{array}{r} 5 + 6 = 11 \\ 1 + 4 + 3 = 8 \\ 2 + 6 = 8 \end{array}$	$\begin{array}{r} \text{m} \quad \text{cm} \\ 8 \quad 15 \\ + 6 \quad 70 \\ \hline 14 \quad 85 \end{array}$	$\begin{array}{r} 5 + 0 = 5 \\ 1 + 7 = 8 \\ 8 + 6 = 14 \end{array}$
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Activity: Add in metres and centimetres.

$\begin{array}{r} \text{m} \quad \text{cm} \\ 3 \quad 42 \\ + 4 \quad 17 \\ \hline \end{array}$	$\begin{array}{r} \text{m} \quad \text{cm} \\ 16 \quad 10 \\ + 6 \quad 30 \\ \hline \end{array}$	$\begin{array}{r} \text{m} \quad \text{cm} \\ 16 \quad 35 \\ + 11 \quad 20 \\ \hline \end{array}$
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$$\begin{array}{r}
 \text{m} \quad \text{cm} \\
 4 \quad 25 \\
 + 4 \quad 10 \\
 \hline
 \end{array}$$

$$\begin{array}{r}
 \text{m} \quad \text{cm} \\
 9 \quad 47 \\
 + 6 \quad 24 \\
 \hline
 \end{array}$$

$$\begin{array}{r}
 \text{m} \quad \text{cm} \\
 16 \quad 10 \\
 + 6 \quad 30 \\
 \hline
 \end{array}$$

$$\begin{array}{r}
 \text{m} \quad \text{cm} \\
 7 \quad 25 \\
 + 3 \quad 16 \\
 \hline
 \end{array}$$

$$\begin{array}{r}
 \text{m} \quad \text{cm} \\
 25 \quad 24 \\
 + 12 \quad 16 \\
 \hline
 \end{array}$$

$$\begin{array}{r}
 \text{m} \quad \text{cm} \\
 24 \quad 20 \\
 + 19 \quad 15 \\
 \hline
 \end{array}$$

The length of our blackboard is 1 m 35 cm.

The length of the P. 3 class blackboard is 2 m 10 cm. Find the length of the two blackboards.

m	cm		
1	35		5 + 0 = 5
+ 2	10		3 + 1 = 4
3	45		1 + 2 = 3

A shopkeeper has 4m 38 cm of nylon cloth and 6m 30 cm of cotton cloth. What is the total length of the pieces?

m	cm		
4	38		8 + 0 = 8
+ 6	30		3 + 3 = 6
10	68		4 + 6 = 10

Activity:

1. Musa's sugarcane is 1m 15 cm. Ali's sugarcane is 1 m 6 cm. Find the length of the two pieces of sugarcane.
2. The length of our classroom verandah is 7 m 48 cm and the length of the P. 2 classroom verandah is 6 m 24 cm. What is the length of the two verandahs?
3. Amina is 1m 25 cm tall and Cissy is 1 m 8 cm tall. Find the total height of the two girls.
4. Namale's mat is 2m 57 cm long and Nakato's mat is 3 m 36 cm long. Find the total length.
5. Asaba's rope is 2 m 56 cm long and Mugisha's rope is 3 m 34 cm. Find the total length of the ropes.
6. The length of Omonya's garden is 40 m 27 cm. Akite's garden is 5 m 46 cm. Find the total length of the garden.

Subtraction of metres and centimetres.

m	cm		m	cm				
6	40		0 - 0 = 0		7	¹⁵ 6 75		15 - 8 = 7
- 3	10		4 - 1 = 3		- 4	38		6 - 3 = 3
<u>3</u>	<u>30</u>		6 - 3 = 3		<u>3</u>	<u>37</u>		7 - 4 = 4

Activity: Subtract in metres and centimetres.

$$\begin{array}{r} \text{m} \quad \text{cm} \\ 7 \quad 15 \\ - 6 \quad 13 \\ \hline \end{array}$$

$$\begin{array}{r} \text{m} \quad \text{cm} \\ 10 \quad 25 \\ - 7 \quad 16 \\ \hline \end{array}$$

$$\begin{array}{r} \text{m} \quad \text{cm} \\ 3 \quad 85 \\ - 1 \quad 46 \\ \hline \end{array}$$

$$\begin{array}{r} \text{m} \quad \text{cm} \\ 6 \quad 50 \\ - 4 \quad 30 \\ \hline \end{array}$$

$$\begin{array}{r} \text{m} \quad \text{cm} \\ 15 \quad 75 \\ - 8 \quad 22 \\ \hline \end{array}$$

$$\begin{array}{r} \text{m} \quad \text{cm} \\ 2 \quad 46 \\ - 1 \quad 40 \\ \hline \end{array}$$

$$\begin{array}{r} \text{m} \quad \text{cm} \\ 4 \quad 60 \\ - 3 \quad 46 \\ \hline \end{array}$$

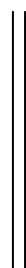
$$\begin{array}{r} \text{m} \quad \text{cm} \\ 19 \quad 74 \\ - 6 \quad 35 \\ \hline \end{array}$$

$$\begin{array}{r} \text{m} \quad \text{cm} \\ 4 \quad 80 \\ - 3 \quad 24 \\ \hline \end{array}$$

Mulenga's sugarcane was 2 m 85 cm long. He cut off 1 m 10 cm.

What is the length of the remaining sugarcane?

$$\begin{array}{r} \text{m} \quad \text{cm} \\ 2 \quad 85 \\ - 1 \quad 10 \\ \hline 1 \quad 75 \\ \hline \end{array}$$



$$5 - 0 = 5$$

$$8 - 1 = 7$$

$$2 - 1 = 1$$

A trader had 15 m 53 cm of cloth. He sold 5 m 10 cm of it.
What length of the cloth was left?

m	cm		
15	53		$3 - 0 = 3$
— 5	10		$5 - 1 = 4$
			$5 - 5 = 0$
10	43		

Activity :

1. Nakandi had a string of 8 m 47 cm. She cut off 2 m 16 cm.
What length of the string was left?
2. A trader had 15 m 53 cm of cloth. He sold 8 m 35 cm of it.
What length of cloth was left?
3. The height of 2 girls is 2 m 42 cm. If one of the girls is
1 m 28 cm tall, find the height of the other girls.
4. A trader had a ribbon of 12 m 56 cm long. He sold 4 m 17 cm.
Find the length of the remaining ribbon.
5. The length of 2 ropes is 13 m 81 cm. If one of the rope is
6 m 27 cm, find the length of the second rope.
6. A carpenter had a piece of wood 10 m 60 cm long. He cut
off 4 m 15 cm. What length of the piece of wood was left?

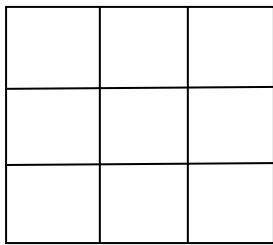
What is area?

Area is the space occupied by an object. It is measured in square units.

Finding area by counting squares.



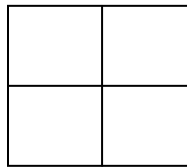
2 squares



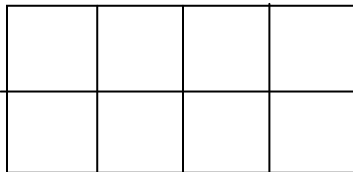
9 squares

Activity: Count the number of squares in the figures.

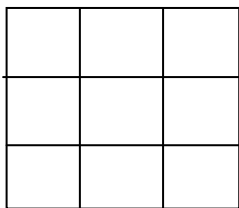
a)



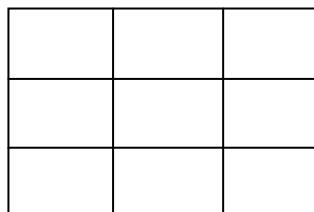
b)



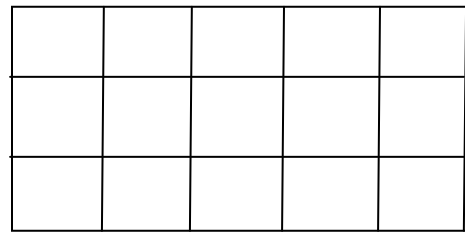
c)



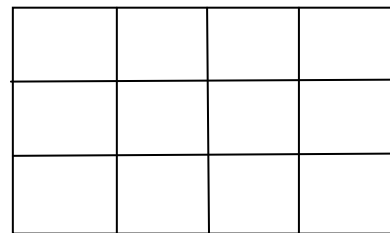
d)



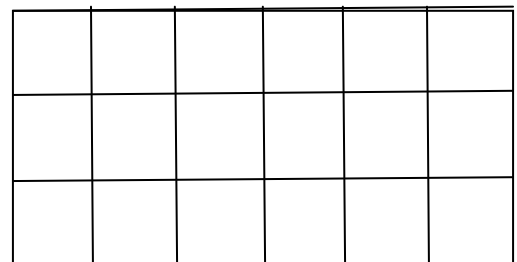
(e)





(f)




(g)



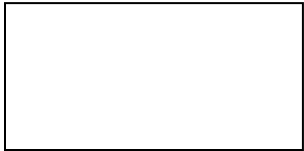

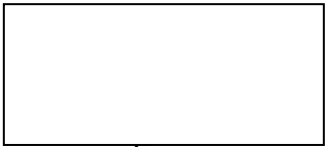

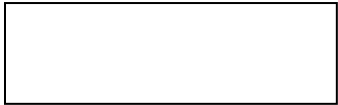





Find area by multiplication.

(a)	2m		$A = L \times W$	5m		$A = S \times S$
			$A = 4\text{ m} \times 2\text{ m}$			$A = 5\text{ m} \times 5\text{ m}$
			$A = 8\text{m}^2$			$A = 25\text{m}^2$

(b)	3 cm		$A = L \times W$
			$A = 8\text{ cm} \times 3\text{ cm}$
			$A = 24\text{cm}^2$

Activity: Find the area of these figures.

	
8 cm	8 dm
2m	3 dm
	
4 m	14 dm
3 m	2 dm
	
5 m	13 dm
4 m	3 dm
	
6 cm	12 m
2 cm	3 m
	
8 cm	10 cm
4 cm	5 cm

Find the area by multiplication.



2 m

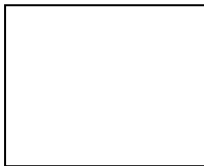
$$\begin{aligned} A &= S \times S \\ A &= 2 \text{ m} \times 2 \text{ m} \\ A &= 4 \text{ m}^2 \end{aligned}$$



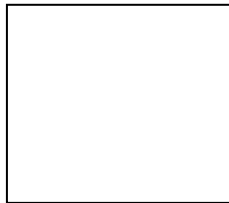
6 cm

$$\begin{aligned} A &= 6 \text{ cm} \times 6 \text{ cm} \\ A &= S \times S \\ A &= 36^2 \end{aligned}$$

Activity: Find the area by multiplication.



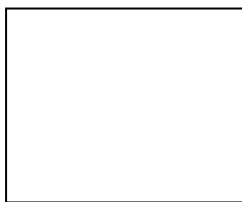
3 cm



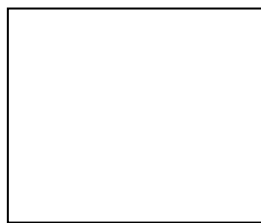
4 m



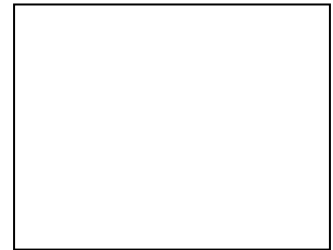
9 m



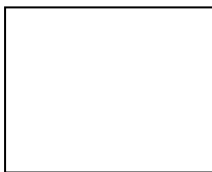
5 cm



10 cm



12 dm



7 m



11 dm



13 dm



8 cm

SET III



Lesson One

POTTERY

This is the act of making things out of clay soil.

Ceramics:

A person who makes thing out of clay is called a potter.

Examples of thing made out of clay.

- Plates
- Flower vases
- Cups
- Pots
- ventilators
- Dishes
- Bricks
- Tea pots
- Tiles

Note: After making the above items they are baked in a kiln to make them strong.

Examples of companies in Uganda that make things out of clay.

- Uganda clays Kajjansi Limited
- Ceramic Uganda Limited
- Lweza Clays Limited ..

Activity:

1. What is pottery?

2. What name is given to things made out of clay?
3. Who is a potter?
4. Name the place where ceramics are baked.
5. Why are ceramics put in a kiln?
6. Identify any one company in Uganda that makes ceramics.
7. How useful are pots to people?

Lesson Two:

Livelihood in our Sub-county / Division.

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

Hand craft Making.

This is making things out of local materials.

Things done by weaving.

baskets

Ropes

door mats

Mats

hats

Table cloth

Things used to make crafts.

- Wood

- Skins and

- Seeds

- Clay

hides

- Sticks

Examples of handcrafts.

Balls

Door mats

Mats

Dolls

Necklaces

Bags

Baskets

Wall mats

Pots

Ropes

Activity:

1. What is weaving?
2. Name any two things made by weaving.
3. Which materials are used to make crafts?
4. Give any two examples of handcrafts.
5. How useful is a mat to people?
6. Use the diagram to answer the questions that follow.



- (a) Name those crafts.
- (b) How are they useful to children?
- (c) Which materials are used to make those crafts?
- (d) Where can those materials be got?

Lesson Three:

Occupation of people in our sub-county or Division and their importance.

Smithing:

The act of making things out of iron. A person who makes thing out of iron is called a black smith.

Things made out of iron.

- pangas
- hoes
- axes
- hammers
- rakes
- spears
- padlocks
- pick axes

Importance of economic activities.

- They provide food to people.
- People improve on their standard of living through economic activities.
- People get things to use in the day to day life.
- People learn new skills.

Activity

1. What do we call the art of making things out of iron?
2. Name any two things made out of iron.
3. How are economic activities important to people?
4. Who is a black smith?

Lesson Four:

Social services and their importance.

Social Services

Social services are activities done by the government for people to live a better life.

Examples of social services.

- | | |
|-----------------------|---------------------------|
| 1. Health services | 4. Communication services |
| 2. Education services | 5. Transport services |
| 3. Security services | 6. Water supply services |

Lesson Five:

Education services:

Education is the acquiring of knowledge and new skills.

Types / levels of schools.

- | | |
|----------------------|-----------------------|
| 1. Nursery schools | 4. Universities |
| 2. Primary schools | 5. Colleges |
| 3. Secondary schools | 6. Technical schools. |

People who provide education

Teachers, Tutors and lecturers.

Activity:

1. What are social services?
2. Name any two social services.
3. Name the highest level of education.
4. Give any two people who provide education.
5. State any one class in primary level.

Education services:

- The DEO heads all schools in a district.
- The minister of education and Sports heads all schools in Uganda (Hon. Janet Museveni).

How education is important to people in Uganda.

- Education provides employment to people.
- Education is the source of knowledge.
- People learn new skills.
- People learn how to read and write

Universities in Uganda.

Makerere University

Mbarara

Kyambogo

Ndejje

Nkumba

Nkozi etc

Activity:

1. Who heads all schools in a district?
 2. Name the current minister of education, sports and Technology.
 3. The government of Uganda, pays school fees for children through its programme called?
-

4. Which exams do pupils sit before leaving primary?
5. Of what use is education to people?

Lesson Six:

Security services:

Security is the way of protecting people and their properties against danger.

Organs that provide security.

- Police
- Army
- Prison
- Local defense unit
- Private security organs
- Citizens

Weapons

A weapon is a material used to defend ourselves from enemies.

Weapons used to provide security.

- Guns
- Bow and arrows
- Pangas
- Security dogs
- Security cameras
- Land mines
- Batons
- Tear gas
- Spears

The police force:

The police force In Uganda is divided into sections e.g.

- Dog section
- Anti riot police
- Military police
- Anti smuggling unit
- Fire brigade
- Traffic police
- Passport police section
- Mobile patrol unit

Activity:

1. Name any two organs that provide security.
2. What is a weapon?
3. Give any two weapons used in Uganda.
4. Write any two sections of police.
5. Draw, name and shade any two weapons used by police.

Lesson Seven:

Duties of each section of police.

	Section	Duty
1.	Dog section	Tracing the criminals
2.	Anti riot police	For stopping riots
3.	Traffic police	For controlling traffic rules
4.	Police patrol	Responsible for enforcing order in the community
5	Fire brigade	For putting out fire
6.	The CID	Responsible for finding out criminals

Roles of the police force.

- It arrests law breakers.
- It enforces law and order.
- It protects suspects from mob justice.
- It investigates cases and crimes.
- It controls traffic flow on roads.
- It protects people and their property.
- It controls riots.

Activity:

1. Which section of the police traces the criminals?
2. Name the police section that control riots.

3. What is the work of fire brigade?
4. Name the main work of the police.
5. Under which ministry is the Uganda police?
6. Write O.C in full.
7. Who is the inspector general of the Uganda police force?
8. Write down the organs that provide security in our country.
9. Which section of the Uganda police controls vehicles on roads?
10. Who heads a police station?

Lesson Eight:

The army:

The army protects the lives of people and their property in the country. The title give to the head of the army in Uganda is a commander in chief.

Another name for the Uganda army is the Uganda People's Defense Force (UPDF).

Roles of the army:

The army protects the lives of people and their property.

The army protects the country. The army fights against foreign invaders (rebels).

The army entertains people (army band).

N.B: The people who work in the army are called soldiers.

The prison:

It is a place where law breakers are kept in safe custody.

Roles of the prison

- It keeps law breakers in safe custody.
- It changes law breakers into law abiding citizens.
- It punishes law breakers.

Activity:

1. What title is given to the head of the army in Uganda?

2. Who is the current Commander in Chief of the Uganda army?

3. Write any three roles of the army.

4. Mention any two roles of the prisons.

5. Write Uganda People's Defense Force in short _____

Skills learnt in prison:

- Carpentry
- Music
- Sports
- Craft making
- Digging etc

Note: Prisoners are taken to courts of law for judgement. Children below 18 years are taken to special place e.g Kampiringisa, Naguru, Bugungu reformatory school.

Private Security Organs:

- Uganda securico
- Saracen
- Group 4
- KK security
- Delta Force
- Hash
- Securex etc

They help the police to keep law and order.

Activity:

1. Name any two skills prisoners learn in the prison.
2. Why are prisoners taken to courts of law?
3. Name any two private security organs.
4. Name any one place where prisoners of below 18 years are taken.

Lesson Nine:

Health Services:

Health services are provided by giving medical care.

Places which provide health service:

- Hospitals
- Health centres
- Dispensaries
- Clinics

The main national referral hospital in Uganda is Mulago hospital.

Ways in which medical care is provided:

Injections	Tablets
Creams	Syrups
Using lotions	Drips

People who provide medical care.

- Doctors
- Opticians
- Nurses
- Dentists
- Surgeons
- Mid wives
- Health inspectors
- Oculists

The ministry of health heads all places that provide medical services.

Activity:

1. Name any two places that provide health services.
2. Name the main national referral hospital in Uganda.
3. State any two people who provide health services.
4. Under which ministry are medical services?

5. Match correctly.

Doctors	treats sick teeth
Nurses	treats sick people
Dentists	takes care of the sick
Surgeons	treats sick eyes
Oculists	operates on people

Lesson Ten:

Communication services:

Communication is the sending and receiving of messages.

Types of communication:

- Local communication
- Modern communication

Local communication

This is when people use local means to send and receive messages.

Means of local communication

- drums
- xylophone
- clapping
- whistles
- s
- horns
- bells
- gestures
- mouth

Modern communication

It is the sending and receiving of messages using modern means.

Modern means of communication:

- radios
- televisions
- internet
- letters
- newspapers
- magazines
- fax
- computers

communication services in Uganda are provided by:

1. Radio stations e.g. Simba, CBS, Super, Capital, Radio one, Bukedde, Kaboozi ...
2. TV stations e.g. UBC, Bukedde, NBS, Star TV, BBS, Spark, Urban ...
3. Telecommunication companies eg Airtel, MTN, Mango, Orange
4. Newspapers eg Bukedde, New Vision, Monitor, Red paper, Orumuli, Etop ...

Advantages of modern communication

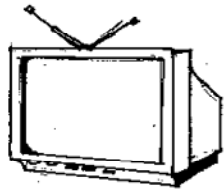
- It saves time.
- The message does not change.
- The message can reach intended recipients at the same time.

Disadvantages of modern communication

- It is very expensive.
- Some of it requires electricity

Activity:

1. Name these modern means of communication.



2. In which means of communication do we use the eyes and ears to receive communication?
3. Name any one radio station you know.
4. Write any two television stations you enjoy.
5. Give any one advantage of using modern communication
6. Which type of communication is expensive?

Lesson Eleven:

Transport services:

Transport is the movement of people or goods from one place to another.

Types of transport.

- Road transport
- Railway transport
- Water transport
- Air transport

Road transport:

Means of road transport are lorries, motor cycles, bicycles, animals e.g., camels, horses and donkeys.

Road transport is the commonest type of transport. It is cheap.

Why is road transport the commonest type of transport?

It is cheap.

It offers door to door services.

Problems of using road transport

Traffic jam along the road

High risk of accidents

Some roads are bad and dusty.

Activity:

1. What is transport?
2. Name any two types of transport.
3. Which is the commonest type of transport?
4. Name any two means of transport you have named above.
5. Why is that type of transport the commonest type of transport?
6. Give any one disadvantage of using road transport.

Lesson Twelve:

Air transport:

Means of air transport

Aeroplane, helicopters, air balloons, parachutes and rockets.

Aeroplanes park in a prune. The biggest air port in Uganda is at Entebbe airport. Small air crafts land at air strips and air fields. Air transport is the most expensive type.

Air strips in Uganda:

Kajjansi air strip, Gulu air strip, Kololo air strip and Soroti air strip

Advantages of air transport

- It is very fast.
- It is very comfortable.
- It is less risky in terms of accidents.
- It is the best for perishable goods.

Disadvantages of using air transport.

- It is very expensive.
- In case of an accident people die in big numbers
- It is not common.

Activity:

1. Name any two fastest means of transport.

2. What is the biggest airport in Uganda?

3. How useful is using air transport?

4. What do we call a park of aeroplanes?

5. Give one disadvantage of using air transport.
