

ST AGNES JUNIOR SCHOOL

PHASE THREE ENGLISH

PRIMARY THREE LESSON NOTES

LESSON ONE

TOPIC: HOW I SPENT MY HOLIDAY.

Narrative composition

Pre-composition activities

Vocabulary

visited	watch
friend	cartoon
interesting	busy
bicycle	holiday
excited	village

Activity

- Reading the vocabulary
- Making oral sentences using the new words
- Drawing colouring pictures

Exercise

Paragraph 1

- The day you got your holidays.
- Activities that took place on that day.
- Thanks giving prayer.

Paragraph II

- While at home which activities did you do?
- When did you start doing your holiday work?
- People who gave you assistance during the holiday work.

Paragraph III

- Other things done during the holiday e.g. games played, house work done.
- Places and friends visited.
- Most interesting things during the holiday.

LESSON TWO

REGULAR VERBS IN THE PAST SIMPLE TENSE

The past tense of the irregular verbs that take **ed** or **d** at the end to form the past simple tense.

Examples of verbs that end with " e" add "d " to form their past tense.

Present tense	Past tense
share	shared
dance	danced
save	saved
use	used
shade	shaded
die	died
invite	invited
abuse	abused
advise	advised
arrange	arranged
celebrate	celebrated
divide	divided
decorate	decorated
waste	wasted
circumcise	circumcised

Exercise

Use the words in the brackets to complete the sentences correctly.

1. The children ----- the water at the tap yesterday. (waste)
2. Why have you ----- your friend to your home? (invite)

3. We ----- a piece of cake on Christmas Day. (share)
4. Mr. Wamboka ----- at his wedding party. (dance)
5. The old man ----- of Corona virus. (die)
6. We ----- all our money during the festive season. (use)
7. I ----- with my family on New Year's Day. (celebrate)
8. The mother ----- an apple between two children. (divide)
9. The boy ----- his room well yesterday. (arrange)
10. She was ----- to take her medicine without missing. (advise)

LESSON THREE

THEME: CULTURE AND GENDER IN OUR DIVISION

Vocabulary

culture	circumcise
marriage	wear
dressing	kneel
burial	greet
taboos	dance

Activity

- Reading the vocabulary related to culture.
- Constructing oral sentences.
- Answering questions delivered from a cultural passage.

Exercise

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

PEOPLE'S CULTURE

Tribes have different practices. These practices are called customs. Customs help us to know how people live. We can tell the beliefs and the food people like; the Baganda's staple food is bananas while that for Banyankole is millet.

The Baganda men put on Kanzu as their traditional wear and ladies put on the Gomesi. The Banyankole women's traditional wear is Sash while the men's is Kanzu.

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

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

Questions

1. What is the passage about?
2. What is the staple food for the Baganda?
3. How do we call the traditional dance for the Bagisu?
4. Which tribe dances Runyege?
5. Why do you think people put on traditional wear?
6. Which two tribes have their men's wear as Kanzu?
7. What is the title of the passage?
8. Which tribe has millet as its traditional food?
9. Why is it important to greet?
10. Draw and name any two staple foods.

LESSON FOUR

WAYS OF PRESERVING CULTURE

Vocabulary

language	display
cultural	interesting
Gomesi	people
wear	Kanzu
invite	

Activity

- Reading the words given (Vocabulary)
- Constructing oral sentences using the words
- Writing correct sentences.

A dialogue

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

Kabiira	:	Why are you wearing a Gomesi when it is a school day?
Nekesa	:	It is a cultural day today at our school.
Kabiira	:	How do you do it at your school? Are there children from different tribes?
Nekesa	:	Yes, there are children from different tribes who speak different languages.
Kabiira	:	You mean everyone speaks in his or her own language on that day?

Nakesa : It is like this, we are grouped according to our tribes with a leader. Then we sit in an open place and display our dressing, food, dances and how we greet.

Kabiira : Oh! It must be interesting!

Nekesa : Very much! For example in my tribe, we wear “Gomesi” and “Kanzu”. We display our dance of Imbalu and Kamabeka and our local food bamboo commonly known as “Kamaleya”.

Kabiira : Wow! Next time you have a cultural day please, don’t forget to invite me.

Nekesa : I will invite you.

Kabiira : Good bye.

Questions

1. Who are the children in the dialogue?
2. What is the dialogue about?
3. At whose school is the cultural day?
4. What do children do in their different tribes?
5. What must be interesting according to Kabiira?
6. Which tribe dances Imbalu according to the dialogue?
7. Who wants to be invited next time?
8. Why do you think Kabiira would wish to be invited?
9. Suggest a good title for this dialogue.
10. How many children are in the dialogue?

LESSON FIVE

THEME: CULTURE AND GENDER IN OUR DIVISION.

Vocabulary

celebrate	generation
burial	cultural
festival	prepare
dance	knife
clothes	Ceremony
introduction	Traditional

Activity.

- Reading the vocabulary related to the theme.
- Constructing oral and written sentences.
- Fill in the missing words to complete the composition.

Exercise.

Use the following words to complete the composition.

parents , sang, grandfather, danced,
knelt, too, village, happy, bag, games.

Last Sunday Alex and Eva went to the _____. They went with their _____. They took a _____ for their grandmother and a Kanzu for their _____. They were _____ to see their grandparents. They _____ down and greeted them.

Alex pulled out the Gomesi from the _____ and gave it to his grandmother. Grandmother was happy. She _____ and _____ for them. Eva knelt in front of her grandfather and gave him the Kanzu. Grandfather was happy.

TRADITIONAL PRACTICES

Re-arranging sentences to make good stories

Exercise

Re-arrange these sentences to make good stories.

Story A

1. Then she put them on fire.
2. And later served the family members.
3. Mary harvested bananas from the garden.
4. She peeled the bananas.
5. She wrapped them in banana leaves.

Story B

- a. People ate and danced happily at the party.
- b. All relatives were invited.
- c. Last week was my sister's introduction.
- d. We prepared the home for introduction.
- e. The groom's family brought many gifts.

LESSON SIX

THE PAST SIMPLE TENSE

Verbs that add "ed" to form the past tense

Present tense	Past tense
clean	cleaned
obey	obeyed
work	worked
pray	prayed
repair	repaired
play	played
greet	greeted
wait	waited
add	added
slash	slashed
milk	milked

borrow	borrowed
rest	rested
respect	respected
pain	pained

LESSON SEVEN

CULTURE AND GENDER IN OUR DIVISION/ SUB- COUNTY

Vocabulary

marriage	burial
dance	dressing
kneel	wear
greet	circumcise
appreciate	happy
sing	wear
clean	food
drink	pray

Read the words above and construct sentences.

Complete the sentences correctly using the words in the brackets below.

1. Akiiki ----- well at the festival yesterday.(dance)
2. The bride ----- a white gown at the wedding. (wear)
3. Odong ----- food yesterday before praying.(eat)
4. Natalia ----- well in the choir. (sing)
5. Aluel ----- down to greet her grandmother. (kneel)

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

CHILDREN'S RESPONSIBILITIES

Tabitha: What are children's responsibilities?

Keith: These are duties of a child at home or a community.

Tabitha: Can you tell me some of the children's responsibilities?

Keith: Yes, they are supposed to respect elders and work for the good of their families and the community.

Tabitha: is that all children are supposed to do?

Keith: No, there are many others. They are also supposed to help their parents with housework like; sweeping the compound, milking and grazing cows and many others.

Tabitha: Oh yes, now I know that I have a responsibility to play in my home or community.

QUESTIONS

1. What is the dialogue about?
2. How many people are taking part in the dialogue?
3. What are children's responsibilities?
4. Are children supposed to respect their elders?
5. Give two examples of responsibilities of children at home?
6. Who talked first in the dialogue?