

## LANGUAGE STRUCTURES

### (a) Using: Where-----?

- ❖ “Where” is a questioning pronoun.
- ❖ The answers to ‘where’ show the place, direction and location of something.

### Examples

1. Where is the book?  
➤ *The book is in the bag.*
2. Where is the table?  
➤ *The table is near the tree.*
3. Where is the cupboard?  
➤ *The cupboard is behind the door.*

## ACTIVITY

*Use the words in the brackets to fill in the gaps correctly.*

Where is the tree? (tree, in front of)

The \_\_\_\_\_ is \_\_\_\_\_ the house.

Where is the church? (in, church)

The \_\_\_\_\_ is \_\_\_\_\_ Walukuba division.

Where is the door? (door, at the side of)

The \_\_\_\_\_ is \_\_\_\_\_ the window.

Where is the house? (house, opposite)

The \_\_\_\_\_ is \_\_\_\_\_ the church.

Where is the school? (school, behind)

The \_\_\_\_\_ is \_\_\_\_\_ our house.

Where is the mosque? (mosque, near)

The \_\_\_\_\_ is \_\_\_\_\_ the tree.

Where is the cup? (on, cup)

The \_\_\_\_\_ is \_\_\_\_\_ the cupboard.

Where is the table? (table, behind)

The \_\_\_\_\_ is \_\_\_\_\_ the door.

### (b) Using: Is the -----? Yes, it is/No, it is not.

#### Examples

1. Is the house near the church? (no)  
➤ *No, it is not.*
2. Is the tree opposite to the school? (yes)  
➤ *Yes, it is.*

3. Is the table behind the door?(no)

➤ **No, it is not.**

**ACTIVITY**

**Answer the questions below using the correct form of the words in the brackets.**

Is the book in the bag? (yes)

Is the church behind the school? (no)

Is the cupboard in the house? (yes)

Is the pen on the table? (no)

Is the dress under the bed? (yes)

Is the school in our division? (no)

Is the table near the door? (yes)

Is the tree in front of the church? (no)

Is the house at the side of the road? (yes)

Is the table in the house?(yes)

(c) **Using where -----? Or What direction-----?**

**Make correct sentences from the table below.**

Where does	the sun	the house? rise? the church? our sub-county?
What direction	is	the mosque? set? the sun?

1. Where does the sun rise?

2. What direction is the church?

3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_

**Form correct answers from the table to the questions above.**

The sun		in the west.
Our sub-county	is	
The house		in the north.
It	sets	in the east
The church		
The mosque	rises	in the south.

1. The sun rises in the east.
2. The church is in the south.
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_

### COMPREHENSION

**Read the passage carefully and answer the questions that follow in full sentences.**

#### KIRABO'S SUBCOUNTY.

My name is Kirabo. I am in Primary three at Kiziba Primary School in Nakaseke Sub-county, Kigege Parish and Kiziba Village.

I like my sub-county because there are so many important places like schools, churches, mosques and hospitals. Many people from the neighbouring sub-counties like Kasangombe and Kapeeka come to our sub county to study in good schools, get treatment from the hospitals and also pray from the churches and mosques.

I am a catholic, so I always pray on Sundays from the nearby church which is opposite our school. When I am sick, my mother takes me to Nakaseke hospital to get treatment. I have never seen any other good sub-county like Nakaseke.

## QUESTIONS

What is the story about?

---

Who is telling the story?

---

To which school does Kirabo go?

---

In which subcounty does Kirabo live?

---

Mention any one important place found in Kirabo's subcounty.

---

Write down one subcounty neighbouring Kirabo's subcounty.

---

On which day does Kirabo go for prayers?

---

According to the story, why do people from other subcounties go to Nakaseke subcounty?

---

Who takes Kirabo to Nakaseke hospital when she is sick?

---

Write another word to mean subcounty.

---

## comprehension

*Read the dialogue and answer the questions that follow in full sentences.*

Father: Eddie, what did you learn in Literacy One today?

**Eddie: Tr. Boringo taught us about a compass.**

Father : A compass! What is it?

**Eddie: It is just an instrument.**

Father : Do you mean it does not have any use?

**Eddie : Oh no! Father. It is used to find directions of different places.**

Father : Which directions does it show?

**Eddie : It has the east, north, west and south.**

Father : What else did Tr.Boringo talk about?

**Eddie** : *He said that those four directions are called cardinal points.*

Father : You have a very good teacher.

### QUESTIONS

Who are involved in the dialogue?

---

What did Eddie learn?

---

According to the dialogue, who teaches Eddie?

---

What is a compass according to the dialogue?

---

What is a compass used for?

---

How many directions does a compass have?

---

Write any **one** direction of a compass.

---

What name is given to the four main compass directions?

---

Give the opposite of father.

---

Write in full

Tr \_\_\_\_\_

### Guided composition

**Fill in the gaps with the suitable words from the list given below.**

Infront, opposite, east, school, located, next, behind  
, rises, along, sub-county

The location of my classroom

The name of my \_\_\_\_\_ is Nyakibale Primary School. It is in Bbale \_\_\_\_\_. It has many classroom blocks. My class is P.3A.

It is \_\_\_\_\_ on block A. Block A is just \_\_\_\_\_ Block B which is

\_\_\_\_\_ to the administration block.  
 There are beautiful flowers \_\_\_\_\_ the paths to block A and B. To the  
 \_\_\_\_\_ of my classroom, there is the dining room. When the sun \_\_\_\_\_ in the  
 morning, the rays come direct into the room. There is also  
 a small gate \_\_\_\_\_ my classroom block. The water tank is \_\_\_\_\_ of big  
 mango tree near Block A.  
 Welcome to my classroom.

**LANGUAGE STRUCTURES**

a) **Using: Where is the -----?**

**The ----- is in the-----**

**Make questions from the table below**

**A**

Where	is the	hill? valley? swamp? forest? river? lake? mountain?
-------	--------	---

1. Where is the lake?
2. Where is the hill?
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_

**Form answers to the questions in the table above.**

**B**

The lake		West
The hill		

The valley	is in the	East
The river		South
The forest		South
The mountain		North
The swamp		North

1. The lake is in the west.

2. The hill is in the north.

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_

6. \_\_\_\_\_

(b) **Is the -----?Yes/No/ The ----- is -----/It is-----**

**Examples**

1. Is the valley along the mountain?(yes)

➤ **Yes, the valley is along the mountain.**

2. Is the hill up the valley?(Yes)

➤ **Yes, the hill is up the valley.**

3. Is the lake in the forest?(No)

➤ **No, the lake is not in the forest.**

**ACTIVITY.**

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

Is the forest up the mountain? (Yes)

\_\_\_\_\_

Is the river across the valley? (No)

\_\_\_\_\_

Is the lake near the forest? (No)

Is the spring down the valley? (Yes)

Is the stream down the valley? (No)

Is the pond in the forest? (Yes)

Is the mountain along the river? (No)

Is the river in the well? (No)

Is the spring in the well? (No)

Is the pond down the valley? (Yes)

(c) Using Where do we get -----?/We get-----from-----

**Make correct sentences from the table below**

Where	do we	get	timber? sugarcanes? papyrus reeds? rice? fish? water?
		grow	clay? salt? yams fire wood?

1. Where do we get timber?
2. Where do we grow yams?
4. \_\_\_\_\_



5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_
9. \_\_\_\_\_
10. \_\_\_\_\_
11. \_\_\_\_\_

**Choose the correct word from the box to complete the following:**

We get timber from \_\_\_\_\_

We get firewood from \_\_\_\_\_

We get papyrus reeds from \_\_\_\_\_

We get water from \_\_\_\_\_

We grow yams from \_\_\_\_\_

We get clay from \_\_\_\_\_

We get fish from \_\_\_\_\_

We get salt from \_\_\_\_\_

We get/grow rice from \_\_\_\_\_

We get/grow sugar cane from \_\_\_\_\_

**rivers, swamps, ponds, valleys, forests, lakes, streams**

### **Comprehension**

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

*How I wonder!*

*Wondering about my subcounty*

*Gifted with physical features*

*Which are the natural landforms*

*Making my surrounding an enjoyable place*

*How I wonder!*

*Wondering about forests*

*Gifted with tall trees*

*Trees with green thick leaves*

***Making my surrounding an attractive place***

***How I wonder!***

***Wondering about rivers and lakes***

***Gifted with safe water and fish***

***Water that is my life***

***Fish which gives me proteins***

***Proteins that help my body to grow well***

***All making my life the best.***

***Harrie***

**QUESTIONS**

What is the writer wondering about in stanza one?

---

According to the poem, what are physical features?

---

What do physical features make the writer's surroundings?

---

What is gifted with tall trees?

---

From where does the writer get safe water and fish?

---

According to the writer, what is her life?

---

What gives the writer proteins?

---

How do proteins help the writer's body?

---

Who wrote the poem?

---

Why is the writer wondering about rivers and lakes?

---

**Guided composition**

**Choose the words from the box below to complete the story correctly.**

Mountains and hills are \_\_\_\_\_ . A hill is a raised piece of \_\_\_\_\_ above the surrounding area/land while a mountain is a high

\_\_\_\_\_ of land. In hilly and mountainous areas, \_\_\_\_\_  
is carried out because they have fertile \_\_\_\_\_ since they get enough  
\_\_\_\_\_ which makes pasture for \_\_\_\_\_ grow well.

Mountains are tourist \_\_\_\_\_. So they earn \_\_\_\_\_  
to the government. Therefore, mountains and hills should be \_\_\_\_\_.

**conserved,  
landforms,**

**block ,  
farming,**

**land,  
animals,**

**soil,  
sites,**

**money,  
rain**

### comprehension

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

#### **A P.3 FIELD TRIP**

Last term, our teacher Mrs Mbidde took us to a study trip in the near by forest. We saw all the kinds of trees, some with very big leaves and others had small ones. Mrs. Mbidde told us that forests are so useful in our subcounty. She said that forests help in the formation of rain fall, they are sources of firewood, timber and we can also get fruits like guavas, passion fruits, mangoes and so many others. She also said that forests are habitats for wild life like animals, birds and insects. We saw animals like antelopes, wild pigs, wild rabbits and monkeys, birds like weaverbirds, doves and eagles.

Mrs. Mbidde said that some insects in the forests like mosquitoes, tsetse flies and fleas are dangerous to our lives because they spread diseases.

### QUESTIONS

What is the story about?

\_\_\_\_\_

When did P.3 pupils go on a field trip?

\_\_\_\_\_

Who took the P.3 pupils on a trip?

\_\_\_\_\_

Give **two** ways how forests are important to the people.

i) \_\_\_\_\_

ii) \_\_\_\_\_

Give **two** examples of fruits that can be got from forests.

i) \_\_\_\_\_

ii) \_\_\_\_\_

Write down **one** example of wild life found in the forests.

Which animals did the P.3 pupils see in the forest?

Write **one** bird that the P.3 pupils saw in the forest.

Why are some insects in the forests dangerous?

What disease is spread by mosquitoes?

**Use the words in the box below to fill in the gaps correctly.**

1. A teacher \_\_\_\_\_ children.
2. A secretary \_\_\_\_\_ minutes in the meeting.
3. A policeman \_\_\_\_\_ law and order.
4. A chairperson \_\_\_\_\_ meetings.
5. A leader \_\_\_\_\_ other people.

**records,          keeps,          teaches,          guides          chairs**

**Language structures**

(a) **What does/do -----do?**

**Make correct questions from the table below**

**A**

		a teacher	
		a secretary	

What	does	children	do?
	do	a policeman parents a chairperson a policewoman a leader	

**Examples**

1. What does a teacher do?
2. What do children do?
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_

**Examples**

(b) **What does a teacher do?**

**Make correct answers from the table below to the questions above.**

**B**

A teacher	teaches children.
A police man	guides people.
A chairperson	records minutes.
A leader	keeps law and order.
A secretary	chairs meetings.

**Example**

1. A teacher teaches children.
2. \_\_\_\_\_

3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_

(c) **Where is the -----? The ----- is in the -----**

**Examples**

1. Where is the teacher? (class)  
➤ **The teacher is in the class.**
2. Where is the policeman? (office)  
➤ **The policeman is in the office.**

**ACTIVITY**

**Answer the questions correctly using the words given in the brackets.**

Where is the secretary? (office)

\_\_\_\_\_

Where is the preacher? (church)

\_\_\_\_\_

Where is the parent? (house)

\_\_\_\_\_

Where is the chairperson? (valley)

\_\_\_\_\_

Where is the child? (class)

\_\_\_\_\_

Where is the policewoman? (office)

\_\_\_\_\_

Where is the leader? (church)

\_\_\_\_\_

**What do you do everyday? /I----- everyday.**

**Examples**

1. What do you do everyday? (teach)  
➤ **I teach everyday.**

2. What do you do everyday? (preach)

➤ **I preach everyday.**

3. What do you do everyday? (play)

➤ **I play everyday.**

### ACTIVITY

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

What do you do everyday? (eat)

---

What do you do everyday? (keep law)

---

What do you do everyday? (study)

---

What do you do everyday? (work)

---

What do you do everyday? (learn)

---

What do you do everyday? (greet)

---

What do you do everyday? (wash)

---

What do you do everyday? (pray)

---

### Comprehensions

**Read the dialogue and answer the questions that follow in full sentences.**

#### KATO MEETS A STRANGER.

**Policeman: Little boy, why are you running?**

Kato : I have met a stranger on the way

**Policeman: What has he done to you?**

Kato : He has asked me to follow him.

**Policeman: Where is he now?**

Kato : He has been running after me but when he saw you he entered that bush.

**Policeman: What does he have?**

Kato : He has a knife and a sack.

**Policeman: Oh! That's a bad person. Let me take you back to your home.**

Kato : Thank you, sir.

### QUESTIONS

What is the title of the conversation?

---

How many people are involved in the dialogue?

---

Why was Kato running?

---

What did the stranger ask Kato to do?

---

Do you think Kato followed the stranger?

---

What did the stranger do when he saw the policeman?

---

Write **one** thing that the stranger had.

---

Do you think Kato met a good person?

---

How did the policeman help Kato?

---

Write any **one** good person in the dialogue.

### Comprehension

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

### Important people



There are very many people in our societies but there are special people who help us. These people are very important in our lives. These are people like, parents, teachers, policemen, chairperson, preachers and all the leaders.

The parents teach children discipline and also provide them with the basic needs like clothes, medical care, etc. The policeman keeps law and order, preachers tell the word of God and teachers teach pupils at school. Leaders are also important because they guide other people to make the right and good decisions.

### QUESTIONS

What is the story about?

---

Mention any **two** important people in the story.

1. \_\_\_\_\_

2. \_\_\_\_\_

How are parents important to the children?

---

Who keeps law and order according to the passage?

---

What is the work of preachers?

---

What is the place of work for a teacher?

---

Write any **two** basic needs provided by parents to the children.

1. \_\_\_\_\_

2. \_\_\_\_\_

Give the singular form of the word children.

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### LANGUAGE STRUCTURES

(a) **Who can-----?/I/You/We/they can- but I/You/We/They cannot-----.**

**Examples**

1. Who can weave? (I)  
➤ *I can weave but I cannot fish.*
2. Who can dance? (we)  
➤ *We can dance but we cannot cook food.*
3. Who can sew? (you)  
➤ *You can sew but you cannot sell meat.*

### ACTIVITY

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

Who can play football? (They)

---

Who can cook food? (You)

---

Who can sell fish? (I)

---

Who can teach? (We)

---

Who can sell meat? (They)

---

Who can make chairs? (You)

---

Who can sew a shirt? (I)

---

Who can make bricks? (We)

---

Who can catch fish? (They)

---

Who can dance?(You)

---

b) Who -----? A -----makes/sells-----

#### Examples

1. Who makes chairs?  
➤ *A carpenter makes chairs.*
2. Who sells fish?  
➤ *A fishmonger sells fish.*

### ACTIVITY

**Make correct questions from the table below.**

Who	makes tables?
	teaches children?
	sells meat?
	catches fish?
	sews clothes?
	cooks food?

---

---

---

---

---

---

**Make/Form correct answers to the questions above.**

A tailor	cooks food.
A carpenter	catches fish.
A cook	teaches children.
A butcher	sews clothes.
A teacher	makes tables.
A fisherman	sells meat.

---

---

---

---

---

---

**Read, think carefully and answer correctly.**

I am a man, I make furniture for people. Who am I?

---

I am a woman, I sew people's clothes. Who am I?

---

I am a person, I sell fish. Who am I?

---

I am a man, I sell meat. Who am I?

---

I am a woman, I teach children. Who am I?

---

### Comprehension

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

*We are all important  
In different ways  
Without a teacher,  
Children cannot study.  
Without a doctor  
Sick people can die.  
Without a carpenter,  
Furniture cannot be got.  
So we are all important.*

*Without a cook,  
Teachers cannot eat food.  
Without tailors,  
We cannot get clothes.*

*Without a fisherman  
People cannot eat fish.  
Without a butcher,  
Fishermen will not eat meat.  
So we are all important.*

### QUESTIONS

What is the poem about?

---

What happens when there is no teacher?

---

Who can die when there is no doctor?

---

Who do you think makes furniture?

---

What can happen to teachers without a cook?

---

What do you think is the work of a fisherman?

---

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

**MR. NJALA THE CARPENTER**

Mr.Njala is a carpenter in Bugingo village. He works in a workshop in the near by town. Mr.Njala gets timber from villages and he makes very good furniture like chairs, desks, benches, cupboards, doors, windows and so many others.

Mr.Njala sells furniture to different people. When he gets money, he pays school fees for his children and also provides all the basic needs for his family. All people like Mr. Njala's workshop because of the good furniture he makes.

**Questions**

What is the title of the story?

---

What is the work of Mr.Njala?

---

What does Mr.Njala use to make good furniture?

---

Give **two** examples of furniture that Mr. Njala makes.

i) \_\_\_\_\_

ii) \_\_\_\_\_

What does Mr. Njala do when he gets money?

---

Why do all people like Mr.Njala's workshop?

---

**comprehension**

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

**Fishmonger: Good afternoon. Will you buy some fish today?**

Mother : No, please. Yesterday you gave me fish which had gone bad.

**Fishmonger: I am sorry. I did not intend it.**

Mother : Ok, how much is fish today?

**Fishmonger: It is one thousand six hundred (1,600) shillings only.**

Mother : That's much money. Let me give you 1,500/= each

**Fishmonger: Ok, thank you, how many fish should I give you?**

Mother : Two fish will be enough for my family.

### Questions

Who are involved in the dialogue?

---

Why did mother refuse fish at first?

---

Did the fishmonger intend to sell the bad fish?

---

How much was fish?

---

How much did mother pay for each fish?

---

How many fish did mother buy?

---

### Re-arrange the sentences to form correct stories.

1. After a short period, Jane went to get her dress.
  2. The tailor kept it and she forgot to sew it.
  3. In November, Jane took her dress to the tailor.
  4. The tailor looked for the dress but it had been eaten by rats.
  5. She hoped to wear it on Christmas day.
- 
- 
- 
- 
- 

1. She adds water, onions, tomatoes and salt.

2. Mother always prepares meat on Sunday.
3. First, she roasts it on a charcoal stove.
4. She puts the saucepan on the charcoal stove to boil.
5. Second, she cuts it into pieces and puts in the saucepan.

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## LANGUAGE STRUCTURES

### A. Using relative clauses with “who”

- ‘Who’ is a pronoun showing the relationship between clauses.
- ‘Who’ is used with people.

#### **Examples**

- A person who drives a car is **a driver**.
- A person who sails a ship is **a captain**.
- A person who makes furniture is **a carpenter**.
- One who sews clothes is **a tailor**.
- One who treats sick people is **a doctor**.
- A person who travels on water is **a sailor**.
- One who keeps law and order is **a policeman**.
- A person who sells meat is **a butcher**.
- One who sells fish is **a fishmonger**.

### B. Using “who” to join sentences.

#### **Examples**

1. He is the man. He catches fish.

- **He is the man who catches fish.**
- 2. That is the woman. She sews clothes.
  - **That is the woman who sews clothes.**
- 3. They are children. They abused their teacher.
  - **They are children who abused their teacher.**

### ACTIVITY

**Join the sentences using-----who-----**

Harriet is the girl. She has a nice dress.

---

That is the driver. He got an accident last night.

---

She is the nurse. She treated our baby.

---

Eddie is the boy. He stole my radio.

---

He is the policeman. He arrested the thief.

---

That is the teacher. She beat me for coming late.

---

We are children. We failed to finish the work.

---

She is the lady. She made a good speech.

---

### C. What does your ----- do everyday?

My ----- everyday.

#### Examples

1. What does your father do everyday? (go)
  - **My father goes to work at the health centre everyday.**
2. What does your mother do everyday?(sew)
  - **My mother sews clothes everyday.**
3. What does your sister do everyday?(go)
  - **Our sister goes to school everyday.**



### ACTIVITY

**Make sentences from the table below.**

What does	an	sister	do everyday?
	your	aunt	
		doctor	
		teacher	
		driver	
		carpenter	
		brother	

1. What does your aunt do everyday?
2. What does a driver do everyday?
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_

Find answers to the questions above from the table below.

My aunt	goes to the workshop everyday.
A carpenter	treats sick people everyday.
A teacher	drives a car everyday.
My brother	goes to school to learn everyday.
A driver	goes to the hospital to get treatment everyday.
A doctor	
My sister	

1. My aunt goes to the hospital to get treatment everyday.
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_

7.

**D. Why do-----?**

- “Why” is a questioning word which calls for a reason.
- The answer carries “because” for a reason and “to”, “in order to” for a purpose.

**Examples.**

1. Why do you go to hospital?  
➤ **I go to hospital because I am sick.**
2. Why do you go to the workshop?  
➤ **I go to the workshop to buy furniture.**

**ACTIVITY**

**Answer the questions correctly.**

Why do you go to school?

---

Why do you go to the clinic?

---

Why do you go to the butcher’s?

---

Why do they go to the church?

---

Why do we go to the police station?

---

**COMPREHENSION**

**Read the poem carefully and answer the questions that follow in full sentences.**

**EDUCATION**

**Oh! Education**

**Who brought you to our lives?**

**Why are you so good?**

**When did you start?**

**When I think about you,**

**I feel so happy.**

**Because of the good things we get.**

**Oh! Education**

**Because of you, people become doctors**

**Because of you, people are teachers.**

**Because of you, people are leaders.**

**Because of you, people are pilots.**

**When I see such people,**

**I become confident.**

**Harrie**

**QUESTIONS**

What is the poem about?

---

How many stanzas does the poem have?

---

What happens when the writer thinks about education?

---

What do you think is the work of a pilot?

---

Write down any **two** good people in the poem.

i) \_\_\_\_\_

ii) \_\_\_\_\_

What happens when the writer sees doctors in stanza II?

---

Who wrote the poem?

---

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

One evening, Lindo was watching a television. He saw a very long vehicle. It made him surprised because he had never seen such a vehicle. Lindo ran and told his sister Nandi but she did not also understand it. Lindo went to the bed and he spent the whole night wondering about the vehicle he saw.

The following morning, Lindo went to school very early and started telling the story to his classmates. The teacher told Lindo that it was not a vehicle, It was a train. Lindo was so happy to see a train over the television.

**QUESTIONS**

Who was watching a television?

---

What made Lindo surprised?

---

Who is Lindo's sister according to the story?

---

What did Lindo do when he went to bed?

---

According to the teacher, what did Lindo see?

---

Why was Lindo so happy?

---

Write the opposite of the words;

a) happy \_\_\_\_\_

b) night \_\_\_\_\_

### Guided composition

Use the words in the box below to fill the gaps in the passage.

Social services are services provided by the \_\_\_\_\_ to the \_\_\_\_\_ in order to live a good life. These services include education, \_\_\_\_\_, communication, transport, water supply and \_\_\_\_\_. All these are \_\_\_\_\_ by different people like teachers, \_\_\_\_\_, drivers and others.

These services are very \_\_\_\_\_ in our subcounty because they help the literate \_\_\_\_\_ through good health, living peacefully, \_\_\_\_\_ movement and so \_\_\_\_\_ others.

Many,	done,	security,	government,	health
doctors,	people,	easy,	citizens,	

### LANGUAGE STRUCTURES

#### Use of "because"

- "because" is a conjunction.
- It gives the reasons why something happens or happened.
- It can be used to join two sentences.

## Examples

1. I am not going to school. I am sick.  
➤ **I am not going to school because I am sick.**
2. Mark did not bathe. He did not have water.  
➤ **Mark did not bathe because he did not have water.**

## ACTIVITY

**Join the sentences below using----- because-----**

Hellen died. She did not get medical care.

---

They got an accident. The driver was driving fast.

---

I cannot go to the market. I don't have money.

---

Kate was arrested. She shot the thief.

---

My mother will not hear the news. She does not have a radio.

---

The teacher beat Abdul. He abused him.

---

He did not boil water. There was no firewood.

---

She does not read newspapers. She is blind.

---

Betty went to the hospital. She was sick.

---

I cannot go to school. The bridge broke down.

---

## Past simple tense

Here actions happened yesterday, last week, last year, last Monday, last evening, last night, etc. It mentions actions in the past.

<b>Verb</b>	<b>Past simple tense</b>	<b>Verb</b>	<b>Past simple tense</b>
-------------	--------------------------	-------------	--------------------------

slash	slashed	make	made
boil	boiled	weave	wove
spray	sprayed	keep	kept
treat	treated	drive	drove
dance	danced	fly	flew
cook	cooked	call	called
sew	sewed	come	came
play	played	speak	spoke
sell	sold	do	did

### ACTIVITY

**Construct 10 sentences in the past simple tense.**

1. I made a doll yesterday.
2. He ate much food at the party last night.
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_
9. \_\_\_\_\_
10. \_\_\_\_\_

### STRUCTURES

**a. How did --- (he/she you/they)----?**

He/She/You/They/I-----

#### Examples

1. How did he fall into mud?  
➤ **He jumped off the bicycle on the road. (jump)**
2. How did they kill the mosquitoes?  
➤ **They sprayed the mosquitoes with insecticide. (spray)**

**Give the past simple tense of the words in the brackets to fill in the gaps.**

How did I boil water?

I \_\_\_\_\_ water using the firewood. (boil)

How did she slash the compound?

She \_\_\_\_\_ the compound with a slasher. (slash)

How they go to Kampala?

They \_\_\_\_\_ to Kampala by a bus. (go)

How did she get an accident?

He \_\_\_\_\_ an accident while crossing the road. (get)

How did you treat the patient?

I \_\_\_\_\_ the patient using injections. (treat)

**What did ----- you/she/he/they/ do yesterday?**

You/She/he/They/I----- yesterday.

**Examples.**

1. What did you do yesterday? (slash)

➤ **I slashed the compound yesterday.**

2. What did she do yesterday?(boil)

➤ **She boiled drinking water yesterday.**

**ACTIVITY**

**Use the words in the brackets to fill in the gaps correctly.**

What did you do yesterday?

I \_\_\_\_\_ the mosquitoes yesterday. (spray)

What did they do yesterday?

They \_\_\_\_\_ to the police post yesterday. (report)

What did he do yesterday?

They \_\_\_\_\_ the bridge yesterday. (build)

What did she do yesterday?

She \_\_\_\_\_ the policeman yesterday. (call)

What did I do yesterday?

I \_\_\_\_\_ to London yesterday. (fly)

**What do you/we/they do when-----?**

You/We/They ----- when-----

**Examples**

1. What do you do when you get an accident?  
 ➤ **I run to the hospital when I get an accident.**
2. What do you do when in danger?  
 ➤ **We report to the police post when in danger.**

**ACTIVITY**

**Make five correct questions from the table below.**

What do	we you I they	do when	there is a storm? the compound is dirty? there are many mosquitoes? they need to drink water? are sick?
---------	------------------------	---------	---

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

**Make correct answers to the questions above.**

We You I They	slash the compound go to the hospital spray mosquitoes boil water take shelter	when	we are sick. they need to drink. there is a storm. it is dirty. they are many.
------------------------	--	------	--

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_



4. \_\_\_\_\_

5. \_\_\_\_\_