



Primary Three – term 3

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PRIMARY THREE

TERM 3

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

Expected learning outcome: The child understands and appreciates different cultures and demonstrates an awareness of gender issues that promote harmonious living

Cultural Practices

Cultural practices are the **traditional ways of life** that people in a community follow to show respect, identity, and unity. They are passed down from parents and elders to children and help keep culture alive.

Examples of Cultural Practices

1. **Marriage** – Joining a man and woman as husband and wife.
2. **Naming** – Giving a baby a name.
3. **Greeting** – Showing respect when people meet.
4. **Dressing** – Wearing traditional clothes.
5. **Language** – Speaking the mother tongue of the community.
6. **Music** – Singing and dancing during ceremonies.
7. **Burial** – Respecting and burying the dead.
8. **Taboos** – Rules that forbid certain actions.
9. **Child-rearing practices** – Parents caring for and guiding children.
10. **Circumcision** – A rite of passage in some communities.
11. **Food:** traditional dishes and food taboos

Exercise 9.1.1

1. What are cultural practices?
2. Mention three examples of cultural practices.
3. Which cultural practice is done when a baby is given a name?
4. How do people show respect when they meet?
5. Why are cultural practices important in a community?



Answers

1. Cultural practices are traditional ways of life followed by people in a community.
2. Examples: marriage, greeting, music (any three).
3. Naming is done when a baby is given a name.
4. People show respect by greeting each other.

5. Cultural practices are important because they preserve traditions, show identity, and promote unity.

Importance of Customs

Customs are the traditional ways of life that people follow in their community. They are important because they help us live together peacefully and keep our culture strong.

Key Importance of Customs

- (a) **Cultural heritage/belonging** – Customs connect us to our ancestors and show where we belong.
- (b) **Tourist attraction** – Customs like dances, dressing, and ceremonies attract visitors.
- (c) **Identity** – Customs show who we are and our community.
- (d) **Prestige (self-esteem)** – Customs make people proud of their culture.
- (e) **Gender roles** – Customs guide men and women in their responsibilities.
- (f) **Promotion of societal and moral values** – Customs teach ethics, integrity, and respect.
- (g) **Unity** – Customs bring people together during ceremonies.
- (h) **Cooperation** – Customs encourage people to work together.
- (i) **Learning purposes** – Customs help children learn traditions and values.

Exercise 9.1.2

1. What are customs?
2. How do customs show belonging in a community?
3. Mention one way customs attract tourists.
4. Why do customs give people identity?
5. How do customs promote unity and cooperation?
6. Give three reasons why customs are important.

Answers

1. Customs are traditional ways of life followed by people in a community.
2. Customs connect people to their ancestors and show where they belong.
3. Customs attract tourists through dances, dressing, and ceremonies.
4. Customs give people identity by showing their culture and traditions.
5. Customs promote unity and cooperation by bringing people together during ceremonies and encouraging teamwork.
6. Customs are important because they preserve cultural heritage, promote moral values, and attract tourists (any three).

Mathematics Competences 9.1

Multiplication Table of 7

Number	Multiplication	Answer
1	7×1	7
2	7×2	14
3	7×3	21
4	7×4	28
5	7×5	35
6	7×6	42
7	7×7	49
8	7×8	56
9	7×9	63
10	7×10	70
11	7×11	77
12	7×12	84

Exercise 9.1.3

1. What is 7×6 ?
2. Write 7×4 as repeated addition.
3. What is 7×12 ?
4. Write 7×9 as repeated addition.
5. What is 7×11 ?

Answers

1. $7 \times 6 = 42$
2. $7 \times 4 = 7 + 7 + 7 + 7 = 28$
3. $7 \times 12 = 84$
4. $7 \times 9 = 7 + 7 + 7 + 7 + 7 + 7 + 7 + 7 + 7 = 63$
5. $7 \times 11 = 77$

Teaching Tip: Pupils can chant the table of 7 together: *“Seven times one is seven, seven times two is fourteen, seven times three is twenty-one...”*

Multiplying 3-digit numbers by 7.

Example 1

$\begin{array}{r} 34 \\ 256 \\ \times 7 \\ \hline 1792 \end{array}$	steps > $6 \times 7 = 42$, write 2, carry 4 > $4 + 5 \times 7 = 39$, write 9, carry 3 > $3 + 2 \times 7 = 17$
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Example 2

$\begin{array}{r} 32 \\ 654 \\ \times 7 \\ \hline 4578 \end{array}$	steps > $4 \times 7 = 28$, write 8, carry 2 > $2 + 5 \times 7 = 37$, write 7, carry 3 > $3 + 6 \times 7 = 45$
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Exercise 9.1.4

1. $123 \times 7 = \underline{\quad}$
2. $305 \times 7 = \underline{\quad}$
3. $478 \times 7 = \underline{\quad}$
4. $512 \times 7 = \underline{\quad}$
5. $690 \times 7 = \underline{\quad}$

Answers

1. 861
2. 2135
3. 3346
4. 3584
5. 4830

Solving word problems of multiplication by 6 and 7

Step-by-Step Guide

- a. Read the problem carefully.
- b. Identify the number to be multiplied.
- c. Multiply by 6 or 7.
- d. Write the answer in a full sentence.

Examples 1

A farmer has 6 baskets. Each basket has 25 mangoes. How many mangoes are there in total?

- $25 \times 6 = 150$

Answer: The farmer has 150 mangoes in total.

Example 2

A shopkeeper sells 7 loaves of bread every day. How many loaves does he sell in 12 days?

- $7 \times 12 = 84$

Answer: The shopkeeper sells 84 loaves in 12 days.

Exercise 9.1.5

1. A teacher has 6 groups of pupils. Each group has 18 pupils. How many pupils are there in total?
2. A cow gives 7 liters of milk every day. How many liters does it give in 10 days?
3. A box has 6 pencils. How many pencils are in 24 boxes?
4. A farmer plants 7 rows of beans. Each row has 35 plants. How many plants are there in total?
5. A child reads 6 pages every day. How many pages does he read in 15 days?



Answers

1. $18 \times 6 = 108$. There are 108 pupils in total.
2. $7 \times 10 = 70$. The cow gives 70 litres of milk in 10 days.
3. $6 \times 24 = 144$. There are 144 pencils in total.
4. $7 \times 35 = 245$. There are 245 bean plants in total.
5. $6 \times 15 = 90$. The child reads 90 pages in 15 days.

Days of the Week

There are **seven days in a week**:

- Sunday
- Monday
- Tuesday
- Wednesday
- Thursday
- Friday
- Saturday

How We Use Days

- **Sunday** – Many people go to church.
- **Monday** – Children go back to school.
- **Tuesday** – Pupils continue learning.
- **Wednesday** – Mid-week day.
- **Thursday** – People prepare for the weekend.
- **Friday** – Last school day for many pupils.
- **Saturday** – Families clean and rest.

Exercise 9.1.6

1. How many days are there in a week?
2. Which day comes after Monday?
3. Which day comes before Sunday?
4. On which day do many people go to church?
5. Which day comes between Wednesday and Friday?



Answers

1. There are seven days in a week.
2. Tuesday comes after Monday.
3. Saturday comes before Sunday.
4. Sunday is the day many people go to church.
5. Thursday comes between Wednesday and Friday.

Months of the Year and Their Days

1. January – 31 days
2. February – 28 days (29 in a leap year)
3. March – 31 days
4. April – 30 days
5. May – 31 days
6. June – 30 days
7. July – 31 days
8. August – 31 days
9. September – 30 days
10. October – 31 days
11. November – 30 days
12. December – 31 days

Easy Rhyme to Remember

“Thirty days hath September,

April, June, and November.

All the rest have thirty-one,

Except February alone.

It has twenty-eight days clear,

And twenty-nine in a leap year.”

Exercise 9.1.7

1. How many months are there in a year?
2. Which months have 30 days?
3. Which months have 31 days?

4. How many days does February have in a leap year?
5. Name the last month of the year and its number of days.

 Answers

1. There are 12 months in a year.
2. April, June, September, and November have 30 days.
3. January, March, May, July, August, October, and December have 31 days.
4. February has 29 days in a leap year.
5. December is the last month of the year and it has 31 days.

Calendar of Important Events

1. January – New Year celebrations
2. February – School term begins
3. March – Planting season starts
4. April – Easter celebrations
5. June – Mid-year exams
6. July –
7. August – Harvest season begins
8. September – Cultural festivals in some communities
9. October – Independence Day (Uganda – October 9)
10. November – End-of-year exams
11. December – Christmas and New Year holidays (25th December)

Exercise 9.1.8

1. What is celebrated in January?
2. Which month has Easter celebrations?

3. In which month do pupils do mid-year exams?
4. What important event is celebrated in October in Uganda?
5. Mention two events that happen in December.

Answers

1. New Year is celebrated in January.
2. Easter celebrations are in April.
3. Pupils do mid-year exams in June.
4. Independence Day is celebrated in October in Uganda.
5. Christmas and New Year holidays happen in December.

Literacy Competences 9.1

Exercise 9.1.9

1. Write any **five** cultural practices.
2. Give **three** importance of customs.
3. Read the story and answer questions that follow.

Story: Life in Our Village

In our village, people love their cultural practices. When a baby is born, elders gather for a **naming ceremony**. They give the baby a special name in our language.

During weddings, families prepare for the **marriage ceremony**. People wear beautiful traditional **dressings**, greet each other politely, and sing joyful **music**.

When someone dies, the community comes together for a **burial ceremony**. Everyone shows respect by keeping quiet and following the **taboos** of our culture.

Parents also teach children **child-rearing practices**. They guide them to obey rules, respect elders, and grow into responsible adults.

In some families, boys go through **circumcision** as a rite of passage. This shows they are becoming men.

These cultural practices—naming, marriage, greeting, dressing, language, music, burial, taboos, child-rearing, and circumcision—help people live together in peace and preserve our traditions.

Questions

- (a) What happens when a baby is born in the village?
- (b) Which cultural practice is shown when people wear traditional clothes?
- (c) How do people show respect during a burial ceremony?
- (d) What do parents teach children through child-rearing practices?
- (e) Mention four cultural practices found in the village.

Answers

- (a) Elders gather for a naming ceremony and give the baby a special name.
- (b) Dressing is shown when people wear traditional clothes.
- (c) People show respect by keeping quiet and following taboos.
- (d) Parents teach children to obey rules, respect elders, and grow responsibly.
- (e) Examples: marriage, naming, greeting, music, burial, taboos, child-rearing, circumcision (any four).

4. Read the dialogue and answer the questions that follow

Dialogue: At the Village Meeting

Teacher: Children, today we shall talk about the importance of cultural practices. Why do you think they are important?

Amina: Cultural practices give us **identity**. They show who we are.

Peter: They also bring **unity**. People come together during ceremonies.

Sarah: Customs attract **tourists**. Visitors come to see our dances and dressing.

John: They promote **moral values** like respect and honesty.

Teacher: Very good! Cultural practices also give us a sense of **belonging**, build **self-esteem**, and help us **learn** from our elders.

Children (together): Cultural practices are important because they keep our culture alive and help us live in peace.

Questions

1. What do cultural practices give us according to Amina?

2. How do cultural practices bring unity?
3. Who said that customs attract tourists?
4. Mention two moral values promoted by cultural practices.
5. Give three reasons why cultural practices are important.

 Answers

1. Cultural practices give us identity.
2. They bring people together during ceremonies.
3. Sarah said that customs attract tourists.
4. Respect and honesty are moral values promoted.
5. They give belonging, attract tourists, promote moral values, build self-esteem, bring unity, and help us learn (any three).

English (non-medium) Competences 9.1

Exercise 9.1.10

1. Write a sentence for each of the following vocabulary: sing, wear, greet, food, cry, pray, kneel, dance, happy, sad, pain, sick. Regular and irregular tenses: sang, wore, cried, knelt, danced.

Example sentences – pupil should read these sentences loudly and explain their meaning

- (a) **sing** – The children sing a song in class.
- (b) **wear** – I wear a clean uniform to school.
- (c) **greet** – We greet our teacher politely.
- (d) **food** – Mother cooks delicious food.
- (e) **cry** – The baby will cry when hungry.
- (f) **pray** – We pray before eating.
- (g) **kneel** – Pupils kneel to show respect.
- (h) **dance** – The children dance at the party.
- (i) **happy** – She is happy to see her friends.
- (j) **sad** – He is sad because he lost his book.
- (k) **pain** – The boy feels pain in his leg.
- (l) **sick** – The girl is sick and stays at home.

Regular and Irregular Past Tense Sentences

- (m) **sang** – Yesterday, the children sang a song.
- (n) **wore** – She wore a red dress last Sunday.
- (o) **cried** – The baby cried loudly last night.
- (p) **knelt** – The pupils knelt to greet the elder.
- (q) **danced** – They danced at the wedding yesterday.

Questions

- (a) Write a sentence using the word **pray**.
- (b) Which past tense form of **sing** is used in a sentence?
- (c) Make a sentence with the word **happy**.
- (d) What is the past tense of **wear**?
- (e) Write a sentence using the word **sick**.

Answers

- (a) We pray before going to bed.
- (b) The past tense of sing is **sang**.
- (c) She is happy to play with her friends.
- (d) The past tense of wear is **wore**.
- (e) The boy is sick and cannot go to school.

2. Write questions, answers and/or sentences using the structures

- (a) What did ... (Mary / John / Ali) do?
... (Mary / John / Ali) ... (wore / danced / sang / knelt) ... (uniform / well / a song / down).
She / he ... (knelt / dance / sang / wore) ... (down / well a song / a uniform).

Example

What did Mary do?

Mary wore uniform.

She knelt down

- (b) Did ... (Mary, John, Ali) ... (greet, cry, pray)?

Yes, she / he did.

No, she / he did not. She / he ... (danced, sang).

- (c) Who ... (ate / sang / wore) ... (food, sang, uniform)?

... (Mary / John / Ali) ... (ate / sang/ wore) ...(food / a song / uniform).

3. Read the poem and answer the questions that follow:

Poem: *Our Culture, Our Pride*

We greet with hands, we greet with smiles,
Showing respect across the miles.

We dress in cloth both bright and new,
Our culture shines in all we do.

We sing, we dance, the drums will play,
Music guides us every day.

We name the child with love so deep,
A promise strong, a bond to keep.

We marry with joy, we feast with cheer,
Families gather, friends draw near.

We bury the dead with care and prayer,
Taboos remind us what's not fair.

We rear our children, teach them right,
Culture gives them guiding light.

Circumcision, in some lands,
Marks the passage to grown hands.

Our practices keep us strong and free,
They show our roots, our unity.

Questions

- (a) How do people greet each other in the poem?

Answer: They greet with hands and smiles.

- (b) What shows culture in the way people dress?

Answer: They wear bright and new clothes.

- (c) Which cultural practice involves music and dancing?

Answer: Singing, dancing, and playing drums.

- (d) What cultural practice is done when a child is born?

Answer: Naming the child with love.

- (e) How is marriage celebrated in the poem?

Answer: With joy, feasting, and gathering of families and friends.

- (f) What cultural practice is mentioned when someone dies?

Answer: Burial with care and prayer.

- (g) What guides children as they grow up?

Answer: Child-rearing and teaching them right.

- (h) Which practice marks passage to adulthood in some lands?

Answer: Circumcision.

- (i) What is the overall importance of cultural practices in the poem?

Answer: They keep people strong, free, and united.

This poem highlights **greeting, dressing, music, naming, marriage, burial, taboos, child-rearing, and circumcision**—all the cultural practices you’ve been teaching.

4. Write three sentences about each pictures below



(a)



(b)



(c)



(d)

Creative Performing Arts 9.1

Exercise 9.1.11

1. Read and write simple melodies up to 8 notes without leaps
2. Make decorations on /with paper
3. Make and design costumes

4. Read the rhyme and answer questions that follow

Rhyme Months of the year

“Thirty days hath September,

April, June, and November.

All the rest have thirty-one,

Except February alone.

It has twenty-eight days clear,

And twenty-nine in a leap year.”

Questions

- (a) How many months are there in a year?
- (b) Which months have 30 days?
- (c) Which months have 31 days?
- (d) How many days does February have in a leap year?
- (e) Name the last month of the year and its number of days.

 Answers

- (a) There are 12 months in a year.
- (b) April, June, September, and November have 30 days.
- (c) January, March, May, July, August, October, and December have 31 days.
- (d) February has 29 days in a leap year.
- (e) December is the last month of the year and it has 31 days.

5. Read the rhyme and answer questions that follow

Story: A Day of Culture

In Amina’s village, people loved their cultural practices. One morning, Amina woke up to hear drums beating. It was a **naming ceremony** for a new baby. The elders gave the baby a special name in their language.

Later that day, Amina saw her aunt preparing for a **marriage ceremony**. People wore beautiful traditional **dressing** and greeted each other politely. Music filled the air, and everyone danced happily.

In the evening, Amina's family attended a **burial ceremony**. They showed respect by keeping quiet and following the taboos of their culture.

At home, Amina's grandmother taught her about **child-rearing practices**—how parents care for children, teach them to obey, and guide them to grow well.

Amina learned that cultural practices like **greeting, dressing, language, music, marriage, naming, burial, taboos, child-rearing, and circumcision** help people respect their traditions and live together in peace.

Questions

- (a) What ceremony did Amina hear in the morning?
- (b) What cultural practice was shown when people wore traditional clothes?
- (c) How did people show respect during the burial ceremony?
- (d) Who taught Amina about child-rearing practices?
- (e) Mention four cultural practices found in Amina's village.

Answers

- (a) Amina heard a naming ceremony.
- (b) Dressing was shown when people wore traditional clothes.
- (c) People showed respect by keeping quiet and following taboos.
- (d) Amina's grandmother taught her about child-rearing practices.
- (e) Marriage, naming, greeting, dressing, language, music, burial, taboos, child-rearing, and circumcision (any four).

9.2. Gender

Concept of Gender

Gender refers to being male (boy/man) or female (girl/woman). It is about the roles, responsibilities, and activities that boys and girls do in society.

Key Points

What makes me a boy/girl

Boys and girls are identified by their physical features.

Example: Boys may grow beards when older, girls may develop breasts.

Activities boys and girls do

Traditionally: Boys herd cattle, girls cook food.

Today: Both boys and girls can do the same activities.

Equity

Means fairness and equal treatment.

Boys and girls should share work, enjoy basic needs, and be treated equally.

Children with special needs must also be recognized and supported.

Similar roles

Boys and girls can both cook, wash plates, mop floors, milk cows, and slash grass.

Exercise 9.2.1

1. What is gender?
2. Mention one activity boys do and one activity girls do.
3. What does equity mean in gender?
4. Give two chores that both boys and girls can do.
5. Why should children with special needs be recognized?

✓ Answers

1. Gender is being male (boy) or female (girl).
2. Boys herd cattle; girls cook food.
3. Equity means fairness and equal treatment.
4. Cooking and mopping.
5. Because they deserve respect and support like all children.

Mathematics Competences 9.2

Dividing a 4-digit number by 4 and 5, with remainder

Example 1: $4967 \div 4$

$$\begin{array}{r} 1241 \text{ r } 3 \\ 4 \overline{) 4967} \\ \underline{-4} \\ 09 \\ \underline{-8} \\ 16 \\ \underline{-16} \\ 07 \\ \underline{-4} \\ 3 \end{array}$$

Steps

- > 4 goes into 4 one time, $1 \times 4 = 4$
- > bring down 9
- > 4 goes into 9 two times, $2 \times 4 = 8$ remainder 1
- > bring down 6
- > 4 goes into 16 four times, $4 \times 4 = 16$
- > bring down 7
- > 4 goes into 7 one times, $1 \times 4 = 4$ r 3

Example 2: $4967 \div 5$

$$\begin{array}{r} 993 \text{ r } 2 \\ 5 \overline{) 4967} \\ \underline{-45} \\ 46 \\ \underline{-45} \\ 17 \\ \underline{-15} \\ 2 \end{array}$$

Steps

- > 5 goes into 49 nine times, $9 \times 5 = 45$ remainder 4
- > bring down 6
- > 5 goes into 46 nine times, $9 \times 5 = 45$ remainder 1
- > bring down 7
- > 5 goes into 17, three times, $3 \times 5 = 15$, remainder 2

Exercise 9.2.2

Solve (answers in square brackets)

- (a) $4569 \div 4 =$ [1142r1]
(b) $2794 \div 4 =$ [698r2]

(c)	$3853 \div 4 =$	[963r1]
(d)	$5183 \div 4 =$	[1285r3]
(e)	$9526 \div 4 =$	[2381r2]
(f)	$4569 \div 5 =$	[1905r1]
(g)	$2794 \div 5 =$	[558r4]
(h)	$3853 \div 5 =$	[770r3]
(i)	$5183 \div 5 =$	[1036r3]
(j)	$9526 \div 5 =$	[1905r1]
(k)	$6852 \div 6 =$	[1142]
(l)	$4188 \div 6 =$	[698]
(m)	$5778 \div 6 =$	[963]
(n)	$7710 \div 6 =$	[1285]
(o)	$3780 \div 6 =$	[630]
(p)	$7854 \div 7 =$	[1122]
(q)	$5586 \div 7 =$	[798]
(r)	$6041 \div 7 =$	[863]
(s)	$6895 \div 7 =$	[985]
(t)	$2128 \div 7 =$	[304]

Solving Word Problems with Division

1. Definition

Division means **sharing or grouping equally**. In word problems, division helps us find:

- How many groups we can make.
- How many items go into each group.

2. Steps to Solve Division Word Problems

- Read the problem carefully.
- Identify the total (big number).
- Identify the number of groups or items per group.
- Divide to find the answer.
- Write the answer in a complete sentence.

Example 1:

A farmer has **20 mangoes**. He wants to share them among **5 children**. How many mangoes will each child get?

- Total = 20 mangoes

- Groups = 5 children
- Division: $20 \div 5 = 4$
- **Answer:** Each child gets 4 mangoes.

Example 2:

A teacher has **36 books**. She puts **6 books** on each shelf. How many shelves does she need?

- Total = 36 books
- Each group = 6 books
- Division: $36 \div 6 = 6$
- **Answer:** She needs 6 shelves.

Exercise 9.2.3

1. A shopkeeper has 45 sweets. He packs them into bags of 9 sweets each. How many bags does he make?
2. There are 56 pupils. They are divided into teams of 8. How many teams are formed?
3. A farmer has 72 eggs. He puts 12 eggs in each tray. How many trays does he use?
4. A baker baked 60 buns. He packs them into boxes of 10 buns each. How many boxes does he fill?
5. There are 48 pupils in a class. The teacher wants to put them into groups of 12. How many groups will be formed?
6. A farmer harvested 96 oranges. He sells them in bunches of 8. How many bunches does he sell?
7. A shop has 72 bottles of soda. If each crate holds 12 bottles, how many crates are needed?
8. A school has 100 pencils. If each pupil is given 5 pencils, how many pupils will get pencils?

Answers

1. $45 \div 9 = 5 \rightarrow$ He makes 5 bags.
2. $56 \div 8 = 7 \rightarrow$ 7 teams are formed.
3. $72 \div 12 = 6 \rightarrow$ He uses 6 trays.
4. $60 \div 10 = 6 \rightarrow$ He fills 6 boxes.
5. $48 \div 12 = 4 \rightarrow$ 4 groups are formed.
6. $96 \div 8 = 12 \rightarrow$ He sells 12 bunches.
7. $72 \div 12 = 6 \rightarrow$ 6 crates are needed.
8. $100 \div 5 = 20 \rightarrow$ 20 pupils will get pencils.

Classroom Chant

"Division is sharing,

Equal groups we're preparing,

Big number divided small,

We find the answer for all!"

Literacy Competences 9.2

Exercise 9.2.4

1. Identify three activities boys do at home
2. List three activities girls do at home.
3. Read the story and answer the questions that follow:

Story: *The School Work Day*

At Bright Star Primary School, the teacher asked the children to clean the compound. Boys picked up rakes and swept the leaves. Girls carried water to sprinkle on the dusty ground. Later, the boys arranged the desks in the classroom while the girls decorated the notice board with drawings. When playtime came, boys and girls joined together to play football and dance. The teacher reminded them that both boys and girls can share roles. Sweeping, carrying water, arranging desks, and decorating are not only for one group. Everyone can help. The children learned that sharing roles makes work easier and brings unity.

Comprehension Questions

- (a) What did the boys do in the compound?
- (b) What did the girls carry to sprinkle on the ground?
- (c) Which activity did the boys do in the classroom?
- (d) What did the girls decorate?
- (e) What lesson did the teacher teach the children?
- (f) Mention one activity that both boys and girls can share.

Answers

- (a) The boys picked up rakes and swept the leaves.
- (b) The girls carried water to sprinkle on the dusty ground.

- (c) The boys arranged the desks in the classroom.
- (d) The girls decorated the notice board with drawings.
- (e) The teacher taught that both boys and girls can share roles.
- (f) Both boys and girls can share activities like sweeping, carrying water, arranging desks, or decorating.

English (non-medium) Competences 9.2

Exercise 9.2.5

1. Write a sentence for each of the following vocabulary: share, help, work, same, different, beat, hungry, kick, slap, eat, cake, milk (v), wash, cook, mop, slash.

Example sentences – let the pupils read the sentences loudly and explain their meanings.

- (a) **Share:** The children share their toys with friends.
 - (b) **Help:** Mary helps her mother to cook food.
 - (c) **Work:** The boys work in the school garden.
 - (d) **Same:** John and Peter wear the same uniform.
 - (e) **Different:** The girls have different hairstyles.
 - (f) **Beat:** The drum beats loudly during the dance.
 - (g) **Hungry:** The baby cries because he is hungry.
 - (h) **Kick:** James kicks the ball to his friend.
 - (i) **Slap:** The naughty boy slaps his friend.
 - (j) **Eat:** The children eat rice for lunch.
 - (k) **Cake:** Sarah buys a cake for her birthday.
 - (l) **Milk (v):** The farmer milks the cow every morning.
 - (m) **Wash:** The pupils wash their hands before eating.
 - (n) **Cook:** Mother cooks beans for supper.
 - (o) **Mop:** The girls mop the classroom floor.
 - (p) **Slash:** The boys slash the grass in the compound.
2. Write sentences, questions and answers using the following structures.
 - (a) Why did ... (he / she / they) run away from ... (school / home)?

 ... (he / she / they) ran away from ... (school / home) because the ... (teacher, mother, father) ... (kicked / slapped / beat) ... (him / her).

Examples

Why did she ran away from home.

She ran away from home because the mother slapped her.

- (b) Why was/were ...he/she/they..... (beaten/ kicked/slapped)?
- (c) Who ... (slapped / kicked / beat) ... (him / her / them)?
- (d) Who ... (cooked / washed / milked) ... (food / plates / cows)?

... (David / Mary / Ali) ... (cooked / washed / milked) the ... (food / plates / cows).

- (e) Who (shared / ate) an / a / the ... (mangoes / orange / cake)?

... (Peter / Saida) ... (shared / ate) ... (a / an) ... (orange / apple / cake).

3. Read the poem and answer the questions that follow

Poem: *Boys and Girls Together*

Boys and girls both shine so bright,

Each has roles that bring delight.

Some may sweep, and some may cook,

Others read a storybook.

Boys can dance, and girls can run,

Sharing chores makes work more fun.

No role belongs to one alone,

Together we build a happy home.

Respect and love are what we need,

Working as partners helps us succeed.

Gender is not a wall or chain,

It's strength in unity we gain.

Questions

- (a) According to the poem, what do boys and girls both do?
- (b) Mention two activities that boys and girls can share.
- (c) What message does the poem give about roles?
- (d) Why is respect and love important in gender roles?
- (e) What is the main lesson of the poem?

Answers

- (a) Boys and girls both shine bright and have roles that bring delight.
- (b) Boys and girls can share activities like sweeping, cooking, dancing, running, and reading.
- (c) The poem says that no role belongs to one gender alone; everyone can share.
- (d) Respect and love are important because they help boys and girls work together as partners.
- (e) The main lesson of the poem is that gender should not limit roles, but should bring unity and strength.

Creative Performing Arts 9.2

Exercise 9.2.6

1. Read the song and answer the questions that follow

Song: *Boys and Girls, We Work Together*

(Tune suggestion: "Twinkle, Twinkle, Little Star")

Boys and girls, we work as one,

Sharing chores makes work more fun.

Girls can sweep and boys can cook,

Both can read a storybook.

Respect each other every day,

Unity will light our way.

Boys and girls, we work as one,

Together shining like the sun.

Questions

- (a) According to the song, what do boys and girls do together?
- (b) Mention two activities that boys and girls can share.
- (c) What message does the song give about respect?
- (d) Why does the song say unity is important?
- (e) What is the main lesson of the song?

Answers

- (a) Boys and girls work together and share chores.
 - (b) Boys and girls can share activities like sweeping, cooking, and reading.
 - (c) The song says respect is important because it helps boys and girls live happily together.
 - (d) Unity is important because it lights the way and makes life better.
 - (e) The main lesson of the song is that boys and girls should share roles, respect each other, and work together in unity.
2. Make puppets using wood sticks, hard paper, straws, boards, wires, thread, string, cloth/colours
3. Dictate Phrases
- Boys share toys.
 - Girls help at home.
 - We work together.
 - Respect brings peace.
 - Unity makes us strong.

4. Dictate Melodies

You can sing or hum these simple lines (using familiar tunes like *"Row, Row, Row Your Boat"* or *"Twinkle, Twinkle, Little Star"*). Learners listen, repeat, and write the words:

Melody 1 (to "Row, Row, Row Your Boat"):

"Boys and girls, we work,

Sharing chores each day,

Helping one another,

Makes the work okay."

Melody 2 (to “Twinkle, Twinkle, Little Star”):

“Girls can run and boys can read,

Both can help in times of need,

Roles are shared by everyone,

Working makes the day more fun.”

Questions

- (a) What do boys and girls share in the phrases?
- (b) Which two activities are mentioned in the melodies?
- (c) What lesson do the melodies teach about gender?
- (d) Why is helping one another important?
- (e) What is the main idea of the dictated phrases?

 Answers

- (a) Boys and girls share toys and chores.
- (b) Activities mentioned include running, reading, helping, and sharing chores.
- (c) The melodies teach that boys and girls can share roles and work together.
- (d) Helping one another is important because it makes work easier and brings unity.
- (e) The main idea is that boys and girls should respect each other and share roles.

9.3. Ways of promoting and preserving culture

Ways of Promoting and Preserving Culture

1. **Music, dance, and drama** – performing traditional songs, dances, and plays.
2. **Sharing roles and responsibilities** – boys and girls working together in homes and communities.
3. **Documenting** – writing books, recording videos, and keeping records of traditions.
4. **Planting trees** – protecting the environment and sacred places.
5. **Practicing traditional education** – learning from elders through stories, proverbs, and skills.
6. **Initiation** – ceremonies that mark stages of life.
7. **Enthronement/installation** – crowning cultural leaders.
8. **Attending funerals** – showing respect and unity.
9. **Respecting cultural norms** – following rules and customs of the community.
10. **Planting traditional medicinal plants** – preserving herbal medicine knowledge.

Dangers of Some Cultural Practices

- (a) Spread of diseases (e.g., HIV/AIDS) – through use of unsterilized instruments.
- (b) Sharing sharp objects – can transmit infections.
- (c) Inheritance practices – may cause conflicts or spread diseases.
- (d) Tattooing – can lead to infections if done unsafely.

Exercise 9.3.1

1. Mention three ways of promoting and preserving culture.
2. Why is documenting culture important?
3. What is the purpose of enthronement or installation?
4. Name two dangers of some cultural practices.
5. How can planting trees help preserve culture?
6. What lesson do we learn from respecting cultural norms?



Answers

1. Music, dance and drama; planting trees; documenting traditions.
2. Documenting is important because it keeps records for future generations.
3. Enthronement or installation is done to crown cultural leaders.
4. Dangers include spread of diseases like HIV/AIDS and infections from tattooing.
5. Planting trees helps protect sacred places and the environment.
6. Respecting cultural norms teaches unity, discipline, and identity.

Picture Graphs

A **picture graph** is a chart that uses pictures or symbols to show information. Each picture stands for a certain number of items.

Example: Fruits in a Basket

Suppose we count fruits in a basket:

- 4 apples
- 2 bananas
- 3 oranges

We can draw a picture graph where each picture = 1 fruit.

Fruit	Picture Graph
Apples	   
Bananas	 
Oranges	  

Steps to Draw a Picture Graph

1. Collect data (count the items).
2. Choose a symbol/picture to represent each item.
3. Draw the graph by placing the pictures in rows or columns.
4. Label the graph (title and names of items).

Exercise 9.3.2

1. If each picture of a ball  represents 2 balls, draw a picture graph for 6 balls.
2. In a class, 5 boys and 3 girls like dancing. Draw a picture graph using  for boys and  for girls (each picture = 1 child).
3. Use the picture graph below to answer the questions that follow

Fruit	Picture Graph
Apples	   
Bananas	 
Oranges	  

- (a) Which fruit is the most in the basket in the example above?
- (b) How many bananas are there in the basket?
- (c) How many fruits are there in total?

✓ Answers

1.    (3 pictures, each = 2 balls → 6 balls).
2.      and   .
3. (a) Apples are the most (4).

(b) There are 2 bananas.

(c) Total fruits = $4 + 2 + 3 = 9$.

This activity helps pupils visualize data and makes counting fun.

Exercise 9.3.3

1. Draw pictural graphs to represent the following information use  = 1
 - (a) Baskets of fruits:

basket A – 4

basket B – 2

Basket C – 3
 - (b) Number of games played on three days of week

Monday = 5

Tuesday – 3

Wednesday = 2
 - (c) Marks obtained out 5

Kato – 4

Wasswa – 5

Amina - 2

Bar Graph

A bar graph is a chart that uses rectangular bars to show information.

- The length/height of each bar shows the number of items.
- Bars can be drawn vertically (upwards) or horizontally (sideways).

Example: Favorite Fruits in Class

Suppose pupils in a class choose their favorite fruits:

- Apples – 4
- Bananas – 2
- Oranges – 3

We can draw a vertical bar graph:

Fruit	Number	Bar
Apples	4	
Bananas	2	
Oranges	3	

Note that a bar that represents 4 is twice as long as that that represents 2

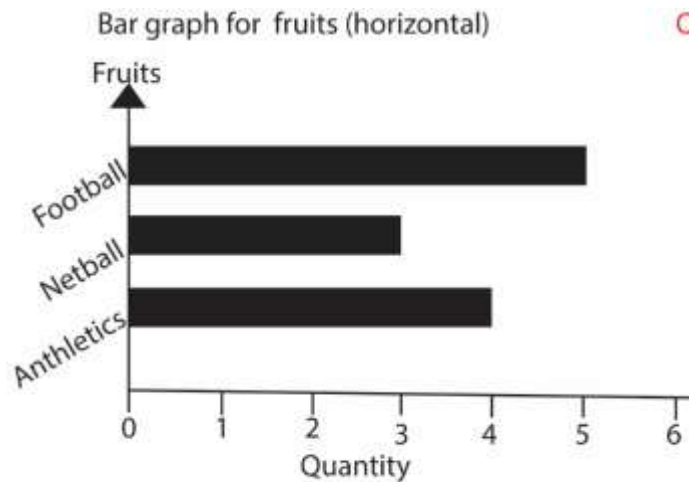
Steps to Draw a Bar Graph

1. Collect data (count items).
2. Draw axes (vertical and horizontal lines).
 - One axis shows the items (fruits).
 - The other axis shows the numbers.
3. Choose a scale (e.g., 1 square = 1 fruit).
4. Draw bars for each item according to the numbers.
5. Label the graph (title and names of items).

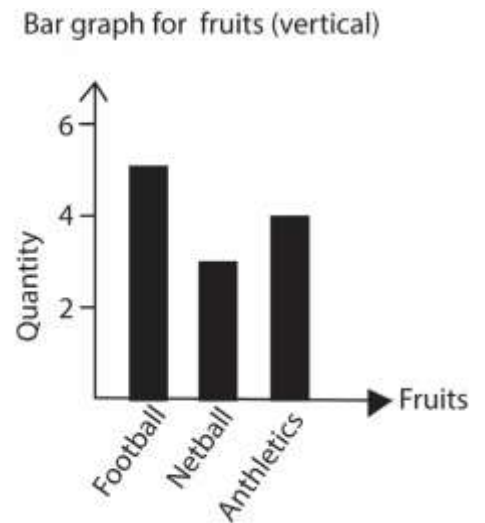
Exercise 9.3.4

1. Draw a bar graph for pupils who like games: Football – 5, Netball – 3, Athletics – 4.
2. Which game had the highest number likes in the example above?
3. How many pupils like netball?
4. What is the total number pupils?
5. Why is it important to label a bar graph?

 Answers



Or



1. Football
2. 3 pupils like netball.
3. Total pupils = $5 + 3 + 4 = 12$
4. Labeling helps us understand what the graph shows.

Exercise 9.3.5

1. Draw bar graph to represent the following information
 - (a) Baskets of fruits:

basket A – 4

basket B – 2

Basket C – 3
 - (b) Number of games played on three days of week

Monday = 5

Tuesday – 3

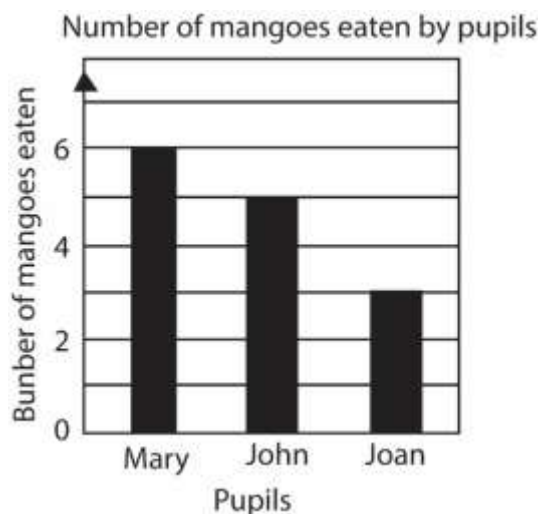
Wednesday = 2
 - (c) Marks obtained out 5

Kato – 4

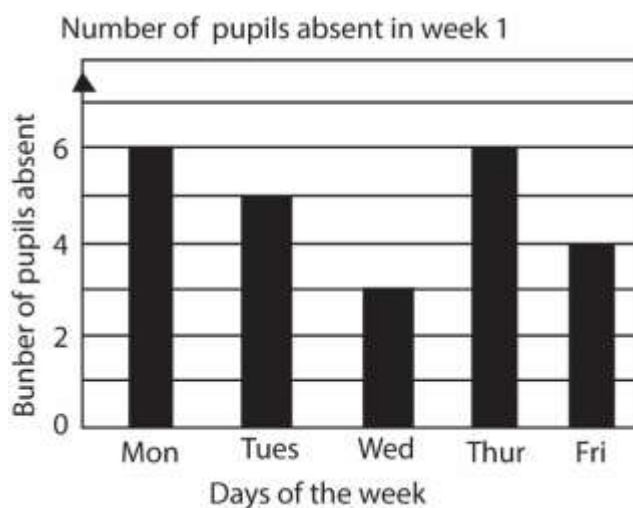
Wasswa – 5

Amina - 2

2. Use the graph to answer questions that follow



- (a) How many did John eat.
 - (b) Who ate the least number of mangoes?
 - (c) What is the total mangoes eaten?
 - (d) What is the difference between the highest and least number of mangoes eaten
3. Use the graph to answer questions that follow



- (a) What the title of the graphs?
- (b) Which days of the week had the same number of pupils absent?
- (c) Find the total number of pupils absent in the week

Literacy Competences 9.3

Exercise 9.3.6

1. List any two ways of preserving culture.
2. Give any two dangerous cultural practices
3. Read the story and answer the questions that follow

Story: *The Naming Ceremony*

In the village of Nakwero, a family welcomed a new baby. Relatives and neighbors gathered under a big tree for the naming ceremony. The grandfather held the baby and whispered the chosen name. Everyone clapped and sang traditional songs. Women prepared food, while men arranged seats and played drums. Children danced happily, learning the importance of culture. The ceremony showed love, unity, and respect for tradition.

Questions

- (a) What was the ceremony about?
- (b) Who gave the baby a name?
- (c) What did the people do after the name was given?
- (d) Mention two roles played by men and women during the ceremony.
- (e) Why is a naming ceremony important in the community?

Answers

- (a) The ceremony was about naming a new baby.
 - (b) The grandfather gave the baby a name.
 - (c) People clapped, sang traditional songs, and celebrated.
 - (d) Men arranged seats and played drums; women prepared food.
 - (e) A naming ceremony is important because it shows love, unity, and respect for tradition.
4. Write poem on importance of preserving culture

English (non-medium) Competences 9.3

Exercise 9.3.7

1. Write a sentence for each of the following vocabulary: dance, sing, play, blow, flute, drum, sick, medicine, needles, razor blade, syringe, safety pins, scissors, tablets.

Example sentences for pupils to read loudly and explain their meanings

- (a) **Dance:** The children **dance** at the party.
- (b) **Sing:** Mary **sings** a song in class.
- (c) **Play:** The boys **play** football in the field.
- (d) **Blow:** Peter **blows** air into the balloon.
- (e) **Flute:** Sarah plays the **flute** during music time.
- (f) **Drum:** The drummer beats the **drum** loudly.
- (g) **Sick:** The baby is **sick** and crying.
- (h) **Medicine:** The doctor gives **medicine** to the patient.
- (i) **Needles:** The tailor uses **needles** to sew clothes.
- (j) **Razor blade:** The barber cuts hair with a **razor blade**.
- (k) **Syringe:** The nurse uses a **syringe** to give an injection.
- (l) **Safety pins:** Mother uses **safety pins** to hold the cloth.
- (m) **Scissors:** The teacher cuts paper with **scissors**.
- (n) **Tablets:** The sick boy swallows **tablets** with water.

These sentences help pupils connect vocabulary to everyday life.

2. Write sentences, questions and/or answers using the following structures.

- (a) Never share..... (needles / razor blades / safety pins).

Example

Never share a needle

- (b) (You / He / She) should always take (medicine / tablets) when (you/he/she).. (are / is) sick.
- (c) (I / We / She / He they) can play a ... (drum / piano) but I / he / she / they cannot (play / blow) ... a (flute / whistle).
- (d) When did (you / she / he / they (play / dance / sing)?

(I / She / He / They)... (played / danced / sang) during ... (naming / marriage / circumcision).

3. Read the poem below and answer the questions that follow:

Poem: *The Dance of Our Culture*

Drums are beating, feet are light,
Dancers move with joy and might.
Hands clap fast, the voices rise,
Tradition shines before our eyes.

Girls and boys in bright attire,
Circle round the village fire.
Steps of old, yet still they grow,
Passing culture we all know.

Dance connects both young and old,
Stories told in moves so bold.
Through each rhythm, we can see,
Our heritage lives in you and me.

Questions

- (a) What instrument is mentioned in the poem?
- (b) Who takes part in the traditional dances?
- (c) Where do the dancers gather in the poem?
- (d) What does the dance help to pass on?
- (e) What is the main lesson of the poem?

 Answers

- (a) The drum is mentioned in the poem.
- (b) Both girls and boys take part in the dances.
- (c) The dancers gather around the village fire.
- (d) The dance helps to pass on culture and heritage.

- (e) The main lesson is that traditional dances preserve culture and connect people across generations.

This poem shows how traditional dances are more than entertainment — they are a way of keeping culture alive.

Creative Performing Arts 9.3

1. Moving according to organized controlled rhythm between vigorous and gentle
2. Singing traditional songs related to culture
3. Listening to wind music instruments
4. Knitting simple articles using raffia, sisal woollen thread, needles, pins, palm leaves, sticks, to make raffia, skirts, rattles, ankle bells • Weaving ropes

THEME 10: HEALTH IN OUR SUB-COUNTY / DIVISION

Expected learning outcome: The child demonstrates knowledge and skills of preventing common diseases and controlling them for a healthy life.

10.1 Disease vectors

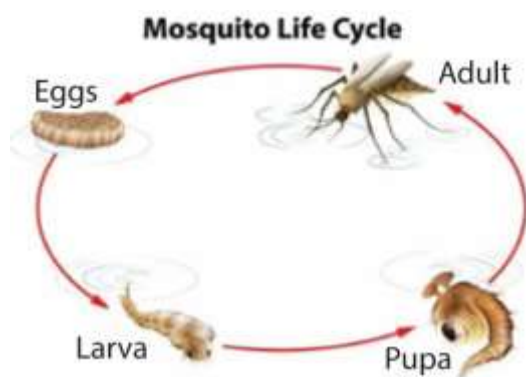
Common Vectors and Their Characteristics

Vector	Characteristics	Diseases Spread
Mosquito	Small flying insect, sucks blood, breeds in stagnant water	Malaria, yellow fever, dengue
Rat	Rodent, lives in dirty places, eats stored food	Plague, leptospirosis
Louse	Small parasite on hair/clothes, sucks blood	Typhus, relapsing fever
Cockroach	Brown insect, lives in kitchens/drains, feeds on leftovers	Diarrhea, cholera (through contamination)
Housefly	Common insect, feeds on waste, carries germs on legs	Dysentery, typhoid
Tsetse fly	Found in bushes, bites humans/animals	Sleeping sickness
Flea	Small jumping insect, lives on animals	Plague, tapeworm
Bed-bug	Small insect, hides in bedding, sucks blood at night	Causes itching, skin irritation

Life Cycles of Vectors

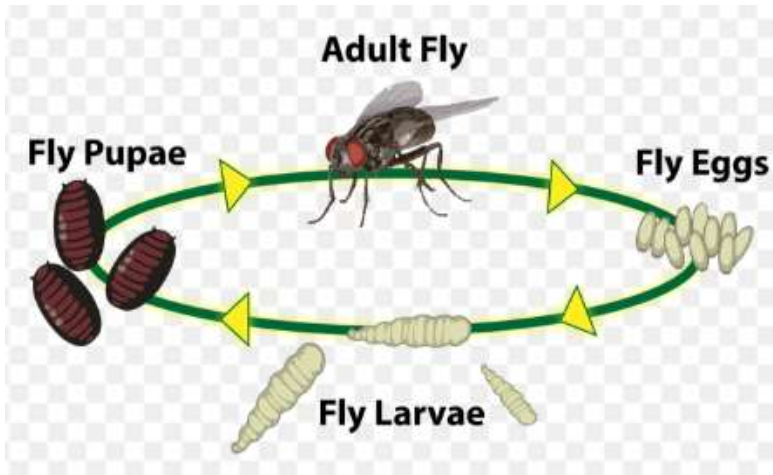
Mosquito (Complete Metamorphosis)

1. **Eggs** – laid on water surface.
2. **Larva (wiggler)** – aquatic, feeds on organic matter.
3. **Pupa (tumbler)** – aquatic, resting stage.
4. **Adult** – emerges, flies, and feeds on blood.



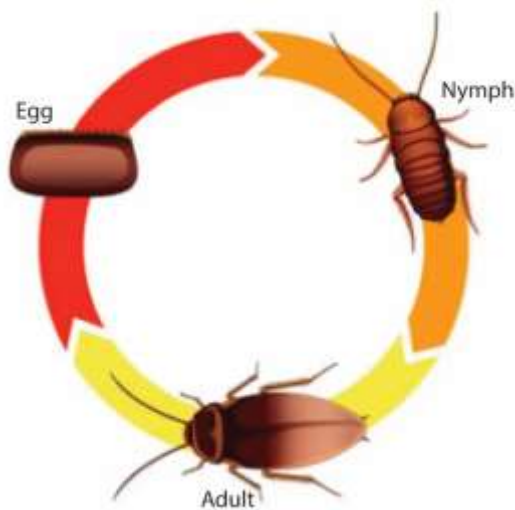
Housefly (Complete Metamorphosis)

1. **Eggs** – laid on decaying matter.
2. **Larva (maggot)** – worm-like, feeds on waste.
3. **Pupa** – resting stage in a cocoon.
4. **Adult** – emerges with wings, spreads germs.



Cockroach (Incomplete Metamorphosis)

1. **Eggs** – enclosed in ootheca (egg case).
2. **Nymph** – resembles adult but smaller, wingless.
3. **Adult** – fully developed with wings, reproduces.



Exercise 10.1.1

- (a) Name three common vectors.
- (b) Which disease is spread by the mosquito?
- (c) What is the difference between the life cycle of a cockroach and a housefly?
- (d) Why is the housefly considered dangerous?
- (e) Mention one way to control vectors.

Answers

- (a) Mosquito, rat, housefly (others include cockroach, flea, bed-bug, louse, tsetse fly).
- (b) Mosquito spreads malaria.
- (c) Cockroach undergoes **incomplete metamorphosis** (egg → nymph → adult), while housefly undergoes **complete metamorphosis** (egg → larva → pupa → adult).
- (d) The housefly is dangerous because it carries germs from waste to food, causing diseases like dysentery and typhoid.
- (e) Control methods include keeping the environment clean, covering food, draining stagnant water, and using insecticides.

This lesson helps pupils understand how vectors spread diseases and why controlling them is important.

Mathematics Competences 10.1

Multiplication Table of 8

8×1	= 8
8×2	= 16
8×3	= 24
8×4	= 32
8×5	= 40
8×6	= 48
8×7	= 56
8×8	= 64
8×9	= 72
8×10	= 80
8×11	= 88
8×12	= 96

Exercise 10.1.2

1. What is 8×4 ?
2. Find the answer to 8×7 .
3. If you have 8 groups of 9 oranges, how many oranges are there in total?
4. What comes after 8×10 in the table?
5. How many is 8×12 ?

Answers

1. $8 \times 4 = 32$
2. $8 \times 7 = 56$
3. $8 \times 9 = 72$ oranges
4. After $8 \times 10 = 80$, comes $8 \times 11 = 88$
5. $8 \times 12 = 96$

This table helps pupils memorize multiplication facts for 8.

Multiplying 3-digit numbers using table of 8

Example 1: 264×8

$\begin{array}{r} 5 \ 3 \\ 2 \ 6 \ 4 \\ \times \ 8 \\ \hline 2 \ 1 \ 1 \ 2 \end{array}$	Steps > $4 \times 8 = 32$, write 2 carry 3 > $3 + 6 \times 8 = 51$, write 1, carry 5 > $5 + 2 \times 8 = 21$
---	--

Example 2: 652×8

$\begin{array}{r} 4 \ 3 \\ 6 \ 5 \ 2 \\ \times \ 8 \\ \hline 5 \ 2 \ 1 \ 6 \end{array}$	Steps > $2 \times 8 = 16$, write 6 carry 1 > $1 + 5 \times 8 = 41$, write 1, carry 4 > $4 + 6 \times 8 = 52$
---	--

Exercise 10.1.2

Multiply [answers in square brackets]

1. $312 \times 8 =$ [2496]
2. $456 \times 8 =$ [3648]
3. $774 \times 8 =$ [6192]
4. $297 \times 8 =$ [2376]
5. $908 \times 8 =$ [7264]

Telling time in hours and half hours

A clock has **two hands**:

- **Short hand** → shows the **hour**.
- **Long hand** → shows the **minutes**.

Example



3:00



3:30



8:00



6:30

Exercise 10.1.3

Read the following clocks



.....



.....



.....



.....

Number of legs and wings of different vectors

Vector	Number of Legs	Number of Wings
Mosquito	6	2
Housefly	6	2
Cockroach	6	4 (2 pairs)
Tsetse fly	6	2
Flea	6	0
Louse	6	0
Rat	4	0

Teaching Tip

Pupils can **draw each vector** and label the legs and wings.

You can turn this into a **classroom chant**:

“Mosquito six legs, two wings to fly,

Cockroach six legs, four wings, oh my!

Rat has four legs, no wings at all,

Flea six legs, but no wings small!”

Literacy Competences 10.1

Exercise 10.1.3

1. Name three common vectors
2. Count and record the number of legs and wings on four common vectors
3. Draw a life cycle of a mosquito and cockroach.
4. Draw a cockroach and name its legs and wings.
5. Read the story and answer the questions that follow:

Story: *The Village Health Lesson*

One sunny morning, Teacher Amina gathered the children under a big mango tree. She wanted to teach them about **vectors**—small animals and insects that spread diseases.

She showed them a **mosquito** buzzing around. “This mosquito has six legs and two wings. It can spread malaria,” she explained.

Next, she pointed to a **housefly** resting on a pot. “The housefly also has six legs and two wings. It spreads germs when it lands on food.”

A **cockroach** ran across the ground. “Cockroaches have six legs and four wings. They carry dirt and can make people sick.”

Then she told the children about **rats**. “Rats have four legs and no wings. They spread diseases like plague.”

The children listened carefully. They learned that knowing the number of legs and wings helps us identify vectors and protect ourselves from them.

At the end, Teacher Amina said, “Always keep your home clean, cover food, and sleep under a mosquito net. That way, vectors cannot harm us.”

Questions

- (a) Who taught the children about vectors?
- (b) How many legs and wings does a mosquito have?
- (c) Which vector spreads germs when it lands on food?
- (d) How many legs does a rat have?
- (e) What advice did Teacher Amina give to protect against vectors?

✓ Answers

- (a) Teacher Amina taught the children about vectors.
- (b) A mosquito has six legs and two wings.
- (c) The housefly spreads germs when it lands on food.
- (d) A rat has four legs.
- (e) She advised the children to keep their home clean, cover food, and sleep under a mosquito net.

Teaching Tip: You can ask pupils to **draw each vector** and label its legs and wings, then act out a short role-play where one child is the “vector” and others explain how to stay safe.

English (non-medium) Competences 10.1

Exercise 10.1.4

1. Write a sentence for each of the following vocabulary: mosquito, rat, louse/lice, cockroach, housefly, flea, bed-bug, fly (n) too

Example sentences

- (a) **Mosquito** – The **mosquito** bites people at night and can spread malaria.
- (b) **Rat** – A **rat** runs around the kitchen looking for food.
- (c) **Louse/Lice** – A **louse** lives in the hair and makes the head itchy.
- (d) **Cockroach** – The **cockroach** hides in dark places and comes out at night.
- (e) **Housefly** – The **housefly** lands on dirty things and then on food.
- (f) **Flea** – A **flea** jumps on the dog and sucks its blood.
- (g) **Bed-bug** – The **bed-bug** hides in the **bed** and bites people while they sleep.
- (h) **Fly (noun)** – A **fly** is a small insect with wings that can buzz around the room.

2. Write sentences, questions and/or answer using the form.

- (a) What can you see?

(I / we)... can see a ... (rat, mosquito, fly).

Example

What can you see?

I can see a rat

- (b) Show me a ... (rat, fly, louse).

That / this is a ... (rat, fly, louse).

- (c) What are these / those?

Those / these are ... (mosquitoes / houseflies / lice / bedbugs).

- (d) Are these / those ... (fleas / mosquitoes / lice)?

Yes, they are.

No, they are not.

They are ... (bedbugs / houseflies).

3. Spelling exercise

- (a) Mosquito

- (b) Rat
- (c) Louse / Lice
- (d) Cockroach
- (e) Housefly
- (f) Flea
- (g) Bed-bug
- (h) Fly

4. **Fill in the Missing Letters**

- (a) M__squ__to
- (b) R__t
- (c) L__u__e
- (d) C__ckr__ach
- (e) H__usef__y
- (f) F__ea
- (g) B__d-b__g
- (h) F__y

Creative Performing Arts 10.1

Exercise 10.1.5

1. Singing/signing the School Anthem
2. Sing a song about vectors below

Song: *The Vector Parade*

Verse 1

A mosquito buzzes in the night,
Six little legs and wings take flight,
It carries germs from here to there,
A vector's job is to beware!

Chorus

Vector, vector, watch them go,

Spreading sickness as they flow,
Count the legs and wings they show,
Learn them well, so you will know!

Verse 2

The rat runs quickly on the ground,
Four strong legs, no wings are found,
It spreads disease in food we keep,
A vector's work is never cheap!

(Repeat Chorus)

Verse 3

Housefly lands upon your bread,
Six legs walking, wings outspread,
It carries dirt from place to place,
A vector's mark you must erase!

(Repeat Chorus)

Teaching Tip

- (a) Pupils can clap hands on the **chorus** to keep rhythm.
- (b) You can turn each verse into a **call-and-response chant**: *Teacher sings the first line, pupils echo the second.*
- (c) After singing, ask learners to **name the vector** and describe its legs and wings.

- 3. Reading notes of the major scale (no leap)
- 4. Making designs in a piece of cloth

5. Making a clock

10.2 Diseases spread by vectors

Diseases Spread by Vectors

- (a) **Malaria** – spread by mosquitoes.
- (b) **Cholera** – spread by flies and contaminated water.
- (c) **Typhoid** – spread by flies and dirty food/water.
- (d) **Yellow fever** – spread by mosquitoes.
- (e) **Plague** – spread by rats and fleas.
- (f) **Diarrhoea & Dysentery** – spread by flies and dirty food/water.
- (g) **Trachoma** – spread by flies.
- (h) **Sleeping sickness** – spread by tsetse flies.

Ways Vectors Spread Diseases

- (a) **The 4 Fs chain:**
 - **Feces** → germs in waste.
 - **Flies** → carry germs from waste.
 - **Fingers** → dirty hands spread germs.
 - **Foods** → contaminated food spreads disease.
- (b) **Biting** – mosquitoes, fleas, lice, and tsetse flies spread diseases through bites.

Preventing and Controlling Vectors

- (a) **Sweeping** – keep the house clean.
- (b) **Slashing** – cut bushes around the home.
- (c) **Spraying** – use insecticides to kill mosquitoes and flies.
- (d) **Digging around the house** – remove stagnant water.
- (e) **Smearing houses** – seal cracks where insects hide.
- (f) **Covering stagnant water places** – stop mosquitoes from breeding.

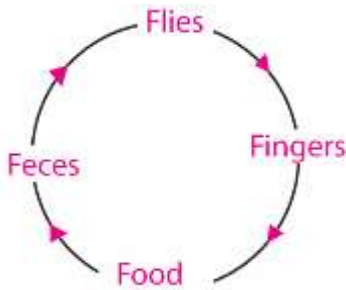
Exercise 10.2.1

- 1. Which vector spreads malaria?
- 2. Name two diseases spread by flies.
- 3. What are the 4 Fs in disease transmission?
- 4. How does the tsetse fly spread sleeping sickness?
- 5. Mention two ways of preventing mosquitoes.

✓ Answers

1. Mosquito spreads malaria.
2. Flies spread cholera, typhoid, diarrhea, dysentery, and trachoma.
3. Feces, Flies, Fingers, Foods.
4. By biting humans and animals.
5. Sleeping under mosquito nets, draining stagnant water, spraying insecticides.

Teaching tip: Pupils can draw a simple diagram of the **4 Fs chain** to show how germs move from faeces → flies → fingers → food → people.



Mathematics Competences 10.2

Telling time using quarter hours, minutes

A clock has **two hands**:

- **Short hand** → shows the **hour**.
- **Long hand** → shows the **minutes**.

Key Quarter Hour Positions

- **12** → “o’clock” (00 minutes).
- **3** → “quarter past” (15 minutes).
- **6** → “half past” (30 minutes).
- **9** → “quarter to” (45 minutes).

Examples



7:15
A quarter past
7 o'clock



7:30
A half past
7 o'clock



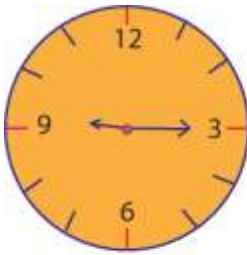
7:45
A quarter to
8 o'clock



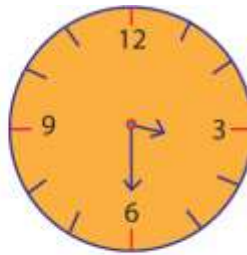
8:00
8 o'clock

Exercise 10.2.2

Read the clocks below



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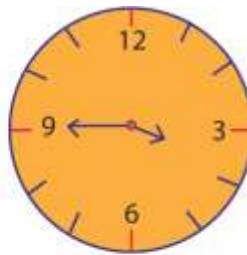
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Types of Clocks

1. Analog Clock

- Has **two hands**:
 - Short hand → **Hour**
 - Long hand → **Minutes**
- Sometimes a thin hand → **Seconds**

2. Digital Clock



Shows time in **numbers**.

Example: **12:30** means 12 hours and 30 minutes.

3. 12-Hour Clock

- Divides the day into **a.m. (morning)** and **p.m. (afternoon/evening)**.
- Example:
 - 7:00 a.m. → Morning
 - 7:00 p.m. → Evening

4. 24-Hour Clock

- Counts the whole day from **00:00 (midnight)** to **23:59**.
- No a.m. or p.m. is used.
- Examples:
 - 07:00 → 7 a.m.
 - 15:00 → 3 p.m.
 - 21:30 → 9:30 p.m.

Converting from 12hour clock to 24-hour clock

Steps to Convert

1. **Morning (a.m.) times**
 - From **12:00 midnight to 11:59 a.m.**
 - Write the time as it is (just add a zero if needed).
 - Example: 7:00 a.m. → **07:00**
2. **Afternoon/Evening (p.m.) times**
 - From **12:00 noon to 11:59 p.m.**
 - Add **12** to the hour.
 - Example: 3:00 p.m. → 15:00
3. **Special cases**
 - 12:00 midnight → **00:00**
 - 12:00 noon → **12:00**

Conversion Table

12-Hour Time	24-Hour Time
12:00 midnight	00:00
1:00 a.m.	01:00
7:30 a.m.	07:30
12:00 noon	12:00
2:00 p.m.	14:00
6:45 p.m.	18:45
11:59 p.m.	23:59

Exercise 10.2.3

1. Convert 9:00 a.m. into 24-hour time.
2. Convert 4:15 p.m. into 24-hour time.
3. What is 12:00 midnight in 24-hour time?
4. Convert 11:30 p.m. into 24-hour time.
5. What is 12:00 noon in 24-hour time?



Answers

1. 9:00 a.m. = **09:00**
2. 4:15 p.m. = **16:15**
3. 12:00 midnight = **00:00**
4. 11:30 p.m. = **23:30**
5. 12:00 noon = **12:00**

Teaching Tip: Draw two parallel timelines on the board: one for the **12-hour clock** and one for the **24-hour clock**. Let pupils match times across the two. Practice with daily routines (e.g., “We eat lunch at 1:00 p.m. → 13:00”).

Steps to Make a Personal Timetable

1. **List your daily activities**
 - School, homework, meals, play, chores, rest.
2. **Write the times for each activity**
 - Use either the **12-hour clock (a.m./p.m.)** or the **24-hour clock**.
3. **Arrange activities in order**
 - Start from morning until bedtime.
4. **Keep balance**
 - Include study, play, rest, and family time.

Example Timetable (Primary Learner)

Time (24-hour)	Activity
06:30	Wake up, wash, pray
07:00	Breakfast
08:00–12:30	School lessons
13:00	Lunch
14:00–16:00	Homework/reading
16:30–17:30	Play/PE
18:00	Supper
19:00–20:00	Family chores
20:30–21:00	Revision/quiet time
21:30	Sleep

Exercise 10.2.4

1. If you wake up at 6:00 a.m., how do you write it in 24-hour time?
2. What time do you eat lunch if your timetable says 13:00?
3. Why is it important to include play in your timetable?
4. Convert 7:00 p.m. into 24-hour time.
5. Make a short timetable for your morning activities (3 items).

Answers

1. 6:00 a.m. = **06:00**
2. Lunch is at **1:00 p.m.**
3. Play helps children stay healthy and happy.
4. 7:00 p.m. = **19:00**
5. Example:

- 06:00 Wake up
- 06:30 Wash and dress
- 07:00 Breakfast

Teaching Tip:

Encourage pupils to draw their timetable in a table format or on a chart. They can decorate it with small drawings (a book for study, a ball for play, a plate for meals) to make it fun and memorable.

Literacy Competences 10.2

Exercise 10.2.5

1. Match diseases to vectors

Diseases

Malaria

Cholera .

Typhoid

Yellow fever

Plague .

Diarrhoea & Dysentery

Trachoma .

Sleeping sickness

Vectors

Tsetse flies.

Rats and fleas.

Flies

Mosquitoes.

2. Read the story and answer the questions that follow

Story: A Visit to the Village

One sunny morning, Amina went to visit her grandmother in the village. When she arrived, she saw many mosquitoes flying around the water near the house. Her grandmother told her, “Mosquitoes can spread malaria when they bite people.”

Later, Amina saw houseflies landing on uncovered food in the kitchen. She quickly covered the food because she remembered that flies carry germs from dirty places to food, which can cause diarrhea.

In the evening, Amina helped her grandmother clean the store. She saw rats eating some maize. Her grandmother explained, "Rats can spread diseases like plague when they live in dirty places."

The next day, Amina saw a cockroach crawling on the plates. She washed the plates well because cockroaches spread germs that cause stomach problems.

Amina learned that keeping the environment clean, covering food, and draining stagnant water are good ways to stop vectors from spreading diseases. She promised to teach her friends about it when she returned home.

Questions

- (a) Which disease is spread by mosquitoes?

Answer: Mosquitoes spread malaria.

- (b) Why did Amina cover the food in the kitchen?

Answer: To stop houseflies from carrying germs to the food.

- (c) Which vector did Amina see eating maize in the store?

Answer: She saw rats eating maize.

- (d) What problem can cockroaches cause when they crawl on plates?

Answer: They spread germs that cause stomach problems.

- (e) Mention one way Amina learned to control vectors.

Answer: By keeping the environment clean, covering food, or draining stagnant water.

3. Read the dialogue and answer the questions that follow

Dialogue: *At the Classroom Health Talk*

Teacher: Good morning, children! Today we will talk about how to prevent and control vectors. Do you know what vectors are?

Bbosa: Yes, teacher. Vectors are small animals or insects that spread diseases, like mosquitoes and flies.

Teacher: Very good! Now, how can we prevent mosquitoes from spreading malaria?

Amina: By sleeping under mosquito nets and draining stagnant water.

Teacher: Excellent! What about flies? How do we control them?

Annet: We should cover food, keep the kitchen clean, and throw rubbish in a pit.

Teacher: Correct! And what about rats?

James: We must keep our houses clean, store food properly, and avoid leaving maize or grains uncovered.

Teacher: Wonderful answers! Remember, keeping our environment clean is the best way to stop vectors from spreading diseases.

Questions

(a) What are vectors?

Answer: Vectors are small animals or insects that spread diseases.

(b) How can we prevent mosquitoes from spreading malaria?

Answer: By sleeping under mosquito nets and draining stagnant water.

(c) What should we do to control flies?

Answer: Cover food, keep the kitchen clean, and throw rubbish in a pit.

(d) How can we prevent rats from spreading diseases?

Answer: By keeping houses clean and storing food properly.

(e) What is the best way to stop vectors from spreading diseases?

Answer: By keeping the environment clean.

English (non-medium) Competences 10.2

Exercise 10.2.6

1. Write a sentence for each of the following vocabulary: cut, clean, slash, sweep, food, feces, flies, fingers, cover, malaria, shut, mosquito net.

Example sentences-let the pupil read the sentences loudly and explain their meanings

- (a) **Cut** – Be careful not to cut your finger with the knife.
- (b) **Clean** – We clean the classroom every morning before lessons.
- (c) **Slash** – The farmer used a slash to clear the tall grass.
- (d) **Sweep** – She will sweep the floor with a broom.
- (e) **Food** – Healthy food helps us grow strong.
- (f) **Feces** – Feces must be thrown in the toilet to keep the place clean.
- (g) **Flies** – Flies land on dirty things and can spread diseases.
- (h) **Fingers** – We wash our fingers before eating food.
- (i) **Cover** – Cover the pot so that dust does not enter.
- (j) **Malaria** – Malaria is a disease spread by mosquitoes.
- (k) **Shut** – Please shut the door when you leave.
- (l) **Mosquito net** – Sleeping under a mosquito net protects us from mosquito bites.

2. Write sentences, questions and/or answer using the form

- (a) Always wash hands after visiting the toilet.

Always:

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

- (b) What do you do every day?.

I / we / they ... (clean / sweep / cover / close) ... (teeth / house / toilet / window) everyday.

- (c) Who ... (cleans / covers / sweeps / closes) the ... (teeth, toilet, house, window) everyday?

She / he ... (cleans / covers / sweeps / closes) ... (teeth / food / house / windows) everyday.

3. Read the poem and answer the questions that follow

Poem: The 4Fs

Food must be kept clean and neat,

Fingers washed before we eat.

Flies bring germs when they land,

Feces must be buried in the sand.

If we care for the 4Fs each day,

Sickness and germs will go away.

Healthy habits keep us strong,

The 4Fs guide us all along.

Questions

- (a) What should we do before eating food?

Answer: We should wash our fingers before eating food.

- (b) Why must food be kept clean?

Answer: Food must be kept clean to avoid germs and sickness.

- (c) What do flies bring when they land on things?

Answer: Flies bring germs when they land on things.

- (d) Where should feces be put?

Answer: Feces should be buried or thrown in the toilet.

- (e) What happens if we care for the 4Fs every day?

Answer: We will stay healthy and sickness will go away.

Creative Performing Arts 10.2

Exercise 10.2.7

1. Sing the following song about vectors and answer the questions that follow:

Song: *Beware the Vectors!*

Verse 1

Mosquito bites in the night,
Spreading malaria, not a delight.
Count six legs and wings so neat,
Protect yourself, don't get beat!

Chorus

Vectors, vectors, spreading disease,
Keep your home clean, if you please.
Cover food and wash each hand,
Together we'll make our health stand!

Verse 2

Houseflies land upon your bread,
Carrying germs, the teacher said.

Six legs walking, wings outspread,
Keep them away from what you've fed!

(Repeat Chorus)

Verse 3

Rats run quickly on the floor,
Four legs scratching, looking for more.
They spread sickness, don't ignore,
Keep them out and shut the door!

Questions

(a) What disease does a mosquito spread?

Answer: A mosquito spreads malaria.

(b) How many legs does a housefly have?

Answer: A housefly has six legs.

(c) What should we do to protect food from flies?

Answer: We should cover food to protect it from flies.

(d) How many legs does a rat have?

Answer: A rat has four legs.

(e) What is one way to stay safe from vectors?

Answer: Keep your home clean and use a mosquito net.

2. Making bags from available materials, e.g. bark cloth, gunny sacks
3. Knitting simple articles using e.g. raffia, sisal, hard paper, woollen thread to make raffia skirts, rattle, ankle bells

10.3 HIV/AIDS

Concept of HIV/AIDS

HIV: Human Immunodeficiency Virus – a virus that weakens the body's immune system.

AIDS: Acquired Immune Deficiency Syndrome – the advanced stage of HIV infection when the body can no longer fight off diseases.

Causes and Spread of HIV/AIDS

- (a) **Unprotected sexual intercourse** with an infected person.
- (b) **Sharing sharp objects** (razors, needles, knives) with infected blood.
- (c) **Mother-to-child transmission** during pregnancy, birth, or breastfeeding.
- (d) **Blood transfusion** with infected blood.

Effects of HIV/AIDS

- (a) Weakening of the immune system.
- (b) Frequent illnesses (e.g., tuberculosis, pneumonia).
- (c) Loss of body weight and strength.
- (d) Emotional stress and stigma.
- (e) Death if untreated.

Ways of Caring for HIV/AIDS Patients

- (a) **Do not share sharp objects** with them.
- (b) **Use gloves** when handling their blood or body fluids.
- (c) **Provide balanced diet** to keep them strong.
- (d) **Show love and support** to reduce stigma.
- (e) **Encourage them to take medicine (ARVs)** regularly.

Control Measures

- (a) **Blood testing** before transfusion or marriage.
- (b) **Taking ARVs** to control the virus.
- (c) **Feeding well** with a balanced diet.
- (d) **Abstinence, faithfulness, and condom use** to prevent infection.

PIASCY Messages

- (a) Abstain from sex until marriage.
- (b) Be faithful to one partner.
- (c) Use condoms correctly and consistently.
- (d) Do not share sharp objects.
- (e) Go for HIV testing and counseling.
- (f) Show care and love to people living with HIV/AIDS.

Exercise 10.2.8

1. What does HIV stand for?

Answer: Human Immunodeficiency Virus.

2. Name two ways HIV/AIDS can spread.

Answer: Through unprotected sex and sharing sharp objects.

3. Mention two effects of HIV/AIDS.

Answer: Weakening of the immune system and frequent illnesses.

4. Why should we use gloves when caring for HIV/AIDS patients?

Answer: To avoid contact with infected blood or body fluids.

5. Give two PIASCY messages.

Answer: Abstain from sex until marriage and do not share sharp objects.

Mathematics Competences 10.3

Dividing by a 4 – digit number by 6 and 7 with remainder

Example 1: $4678 \div 6$

$$\begin{array}{r} 796 \text{ r } 2 \\ 6 \overline{) 4678} \\ \underline{-42} \\ 47 \\ \underline{-42} \\ 38 \\ \underline{-36} \\ 2 \end{array}$$

Steps

- > 6 goes into 46 seven times, $7 \times 6 = 42$ remainder 4
- > bring down 7
- > 6 goes into 47 seven times, $7 \times 6 = 42$ remainder 3
- > bring down 8
- > 6 goes into 38, six times, $6 \times 6 = 36$, remainder 2

Example 2: $4678 \div 7$

$$\begin{array}{r} 693 \text{ r } 3 \\ 7 \overline{) 4678} \\ \underline{-42} \\ 47 \\ \underline{-42} \\ 38 \\ \underline{-35} \\ 3 \end{array}$$

Steps

- > 7 goes into 46 six times, $6 \times 7 = 42$ remainder 4
- > bring down 7
- > 7 goes into 47 six times, $6 \times 7 = 42$ remainder 3
- > bring down 8
- > 7 goes into 38, five times, $5 \times 7 = 35$, remainder 3

Exercise 10.2.9

1. $2677 \div 6 =$
2. $3657 \div 6 =$
3. $5692 \div 6 =$
4. $4663 \div 6 =$
5. $6635 \div 6 =$

Exercise 10.2.10

1. $2677 \div 7 =$
2. $3657 \div 7 =$
3. $5692 \div 7 =$
4. $4663 \div 7 =$
5. $6635 \div 7 =$

Dividing a 4-digit number by 8 with no remainder

Example 1: $5496 \div 8$

$$\begin{array}{r} 687 \\ 8 \overline{) 5496} \\ \underline{-48} \\ 69 \\ \underline{-64} \\ 56 \\ \underline{-56} \\ 0 \end{array}$$

Steps

- > 8 goes into 54 six times, $6 \times 8 = 48$ remainder 6
- > bring down 9
- > 8 goes into 68, eight times, $8 \times 8 = 64$ remainder 5
- > bring down 6
- > 6 goes into 56, six times, $6 \times 6 = 36$, remainder 0

Exercise 10.2.11

1. $2680 \div 8 =$
2. $3656 \div 8 =$
3. $5688 \div 8 =$
4. $4664 \div 8 =$
5. $6632 \div 8 =$

Solving Word Problems with Division

Key Idea

Division means **sharing equally** or **grouping into sets**. In word problems, division helps us find:

- How many items go into each group.
- How many groups can be formed.

Steps to Solve Division Word Problems

- (a) Read the problem carefully.
- (b) Identify the total number (big number).
- (c) Identify the group size or number of groups.
- (d) Divide to find the answer.
- (e) Write the answer in a complete sentence.

Examples

Example 1: Sharing equally

A farmer has **24 bananas**. He shares them among **6 children**. How many bananas does each child get?

- Total = 24 bananas
- Groups = 6 children
- Division: $24 \div 6 = 4$
- **Answer:** Each child gets 4 bananas.

Example 2: Finding number of groups

A shopkeeper has **40 sweets**. He packs them into bags of **10 sweets each**. How many bags does he make?

- Total = 40 sweets
- Each group = 10 sweets
- Division: $40 \div 10 = 4$
- **Answer:** He makes 4 bags.

Exercise 10.2.12

1. A teacher has 56 books. She puts 7 books on each shelf. How many shelves does she need?
2. There are 72 pupils. They are divided into teams of 12. How many teams are formed?
3. A farmer harvested 90 oranges. He sells them in bunches of 15. How many bunches does he sell?
4. A shop has 63 bottles of water. If each crate holds 9 bottles, how many crates are needed?
5. A school has 100 pencils. If each pupil is given 4 pencils, how many pupils will get pencils?

Answers

1. $56 \div 7 = 8 \rightarrow$ She needs 8 shelves.
2. $72 \div 12 = 6 \rightarrow$ 6 teams are formed.
3. $90 \div 15 = 6 \rightarrow$ He sells 6 bunches.
4. $63 \div 9 = 7 \rightarrow$ 7 crates are needed.
5. $100 \div 4 = 25 \rightarrow$ 25 pupils will get pencils.

Literacy Competences 10.3

Exercise 10.2.13

1. Read the story and answer the question that follow:

Short Story: *A Lesson from Amina's Class*

One morning, Teacher Grace talked to her pupils about **HIV**. She explained that HIV is a virus that can make people sick if they do not take care of themselves.

Teacher Grace told the class:

- HIV can spread when people share sharp objects like razor blades or needles.
- It can also spread through blood if someone is not careful.
- But HIV does **not** spread by hugging, sharing food, or playing together.

Amina raised her hand and said, "My uncle has HIV. He takes medicine every day and eats healthy food. He is strong and happy."

Teacher Grace smiled and said, "That is true, Amina. People with HIV can live long and healthy lives if they take their medicine and eat well. We must care for them and show them love."

The pupils clapped and promised to always be kind to people with HIV.

Questions

- (a) What is HIV?
- (b) How can HIV spread?
- (c) Can HIV spread by hugging or sharing food?
- (d) What does Amina's uncle do to stay healthy?
- (e) What did the pupils promise at the end of the story?

Answers

- (a) HIV is a virus that can make people sick.
- (b) HIV can spread by sharing sharp objects or through blood.
- (c) No, HIV cannot spread by hugging or sharing food.
- (d) Amina's uncle takes medicine every day and eats healthy food.
- (e) The pupils promised to be kind to people with HIV.

2. Read the dialogue and answer the questions that follow:

Dialogue: *Caring for People with HIV*

Teacher Grace: Children, today we shall learn how to care for people who have HIV.

Peter: Teacher, can we play with them?

Teacher Grace: Yes, Peter. Playing, hugging, and sharing food do not spread HIV.

Amina: My uncle has HIV. What should we do to help him?

Teacher Grace: We should show him love, remind him to take his medicine, and help him eat healthy food.

John: Should we share razor blades with him?

Teacher Grace: No, John. We must never share sharp objects like razor blades or needles.

Sarah: Can we help him when he is sick?

Teacher Grace: Yes, Sarah. But we should use gloves when touching blood or wounds.

Class: We promise to care for people with HIV and never treat them badly.

Questions

- (a) What did Teacher Grace teach the children?
- (b) Can HIV spread by playing or hugging?
- (c) What should Amina's uncle do to stay healthy?
- (d) Why should we not share razor blades?
- (e) What did the pupils promise at the end?

 Answers

- (a) She taught them how to care for people with HIV.
- (b) No, HIV cannot spread by playing or hugging.
- (c) He should take medicine and eat healthy food.
- (d) Because HIV can spread through blood on sharp objects.
- (e) They promised to care for people with HIV and not treat them badly.

3. Read the poem and answer the questions that follow:

Poem: PIASCY Message

PIASCY teaches every day,

HIV is real, so keep away.

Do not share sharp things at all,

Or HIV may come to call.

Eat good food and take your pills,

Stay strong and climb life's hills.

Show love, care, and kindness too,

For people with HIV, just like you.

Together we can spread the word,

Healthy living must be heard.

PIASCY guides both young and old,

Its message is precious, bright, and bold.

Questions

- (a) What does PIASCY teach about HIV?
- (b) Why should we not share sharp objects?
- (c) What helps people with HIV stay strong?
- (d) How should we treat people with HIV?
- (e) Who does PIASCY guide with its messages?

 Answers

- (a) PIASCY teaches how to prevent HIV and care for those with it.
- (b) Because HIV can spread through blood on sharp objects.

- (c) Taking medicine and eating good food helps them stay strong.
- (d) We should treat them with love, care, and kindness.
- (e) PIASCY guides both young and old people.

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

Expected learning outcome: The child applies basic scientific knowledge and skills in processing and making materials for self-reliance.

Concept of technology

Technology means using knowledge, skills, and tools to make work easier and life better. It involves using materials to create useful things.

Natural and Artificial Materials

Natural materials → come directly from nature. Examples: banana fibres, palm leaves, clay, stones, wood.

Artificial materials → made by people using machines or processes. Examples: wire, plastic, straws, glass, paper.

Examples

Natural materials:

- (a) Banana fibres → ropes, mats, baskets.
- (b) Palm leaves → roofing, mats, brooms.

Artificial materials:

- (a) Wire → fencing, electric cables.
- (b) Plastic → cups, bottles, chairs.
- (c) Straws → decoration, crafts.

Characteristics of Materials

Materials can be described by their properties:

- (a) **Texture** → smooth, rough, soft, hard.
- (b) **Size** → big, small, long, short.
- (c) **Colour** → red, green, brown, black, white.
- (d) **Weight** → heavy or light.

Collecting and Displaying Materials

- (a) Pupils can collect materials from home, school, or the environment.
- (b) Materials can be displayed in the classroom using baskets, shelves, or tables.
- (c) Display helps learners see, touch, and understand their uses.

Table: Materials and Characteristics

Material	Type	Texture	Color	Weight	Use
Banana fibers	Natural	Rough	Brown	Light	Ropes, mats
Palm leaves	Natural	Smooth	Green	Light	Roofing, mats
Wire	Artificial	Hard	Grey	Heavy	Fencing, cables
Plastic	Artificial	Smooth	Many	Light	Cups, bottles
Clay	Natural	Soft/rough	Brown	Heavy	Pots, bricks

Exercise 11.1.1

1. What is technology?
2. Give two examples of natural materials.
3. Give two examples of artificial materials.
4. Mention two characteristics of materials.
5. Why is it important to display materials in class?



Answers

1. Technology is the use of knowledge, skills, and tools to make work easier and life better.
2. Banana fibers and palm leaves are examples of natural materials.
3. Wire and plastic are examples of artificial materials.
4. Materials can be described by their texture, size, color, or weight.
5. It is important to display materials in class because it helps learners see, touch, and understand their uses.

Teaching Tip: Bring samples like banana fibers, palm leaves, wire, and plastic cups. Let pupils touch and compare them by texture, color, and weight. This makes the lesson practical and memorable.

Mathematics Competences 11.1

Multiplying a 3-digit number using table of 9

Example 1: 426×9

$\begin{array}{r} 25 \\ 426 \\ \times 9 \\ \hline 3834 \end{array}$	Steps > $6 \times 9 = 54$, write 4 carry 5 > $5 + 2 \times 9 = 23$, write 3 carry 2 > $2 + 4 \times 9 = 38$
---	--

Hence $426 \times 9 = 3834$

Example 2: 394×9

$\begin{array}{r} 83 \\ 394 \\ \times 9 \\ \hline 3546 \end{array}$	Steps > $4 \times 9 = 36$, write 6 carry 3 > $3 + 9 \times 9 = 84$, write 4 carry 8 > $8 + 3 \times 9 = 35$
---	--

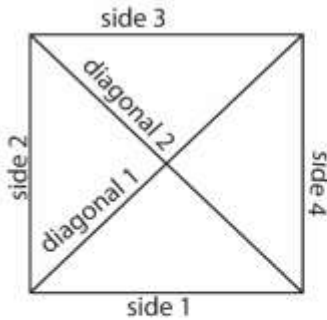
Hence $384 \times 9 = 3546$

Exercise 11.1.2

1. 295×9
2. 781×9
3. 532×9
4. 122×9
5. 628×9

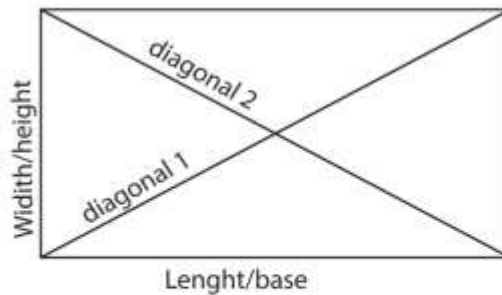
Parts of Simple Shapes

Square



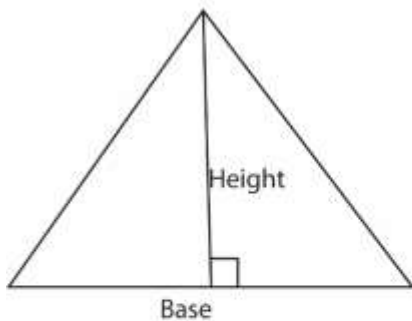
Sides — 4 equal sides.
Corners (vertices) — 4.
Diagonals — 2 (cross from corner to corner).

Rectangle

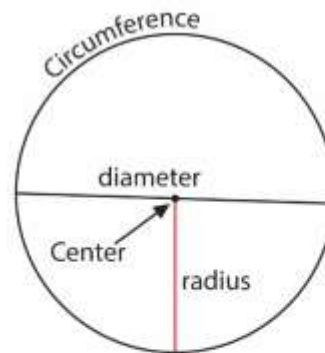


Sides — 4 (two long, two short).
Corners — 4 right angles.
Diagonals — 2 (equal length).
Length/Base — usually the longer side at the bottom.
Width/Height — the shorter side standing upright.

Triangle



Sides — 3.
Corners (angles) — 3.
Base — any side can be the base.
Height — line drawn from the top corner down to the base at right angles.



Side — curved line all around (called circumference).
Center — middle point.
Radius — line from center to edge.
Diameter — line across the circle through the center.

Exercise 11.1.3

1. How many sides does a square have?
2. What do we call the line across a circle through the center?
3. Which shape has three sides and three corners?
4. How many diagonals are in a rectangle?
5. What is the difference between the base and height of a triangle?

✓ Answers

1. A square has 4 sides.
2. The line across a circle through the center is called the **diameter**.

3. A triangle has three sides and three corners.
4. A rectangle has 2 diagonals.
5. The base is the bottom side of the triangle, while the height is the line drawn from the top corner down to the base.

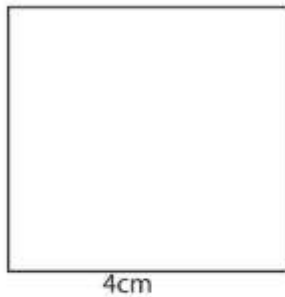
Perimeter

Perimeter is the total distance around a shape.

- To find it, we **add up the lengths of all sides**.

Examples

Square



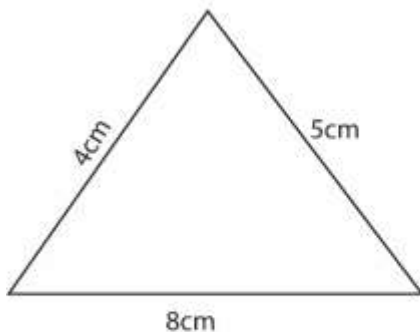
$$\begin{aligned}\text{Perimeter} &= 4 \times \text{side} \\ &= 4 \times 4 \text{ cm} \\ &= 16 \text{ cm}\end{aligned}$$

Rectangle

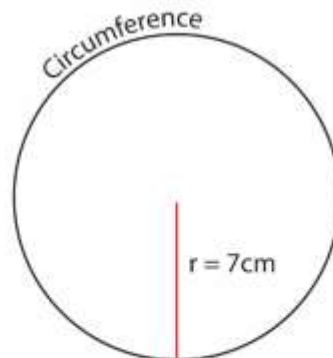


$$\begin{aligned}\text{Perimeter} &= 2(L + W) \\ &= 2(3 + 6) \text{ cm} \\ &= 2 \times 9 \text{ cm} \\ &= 18 \text{ cm}\end{aligned}$$

Triangle



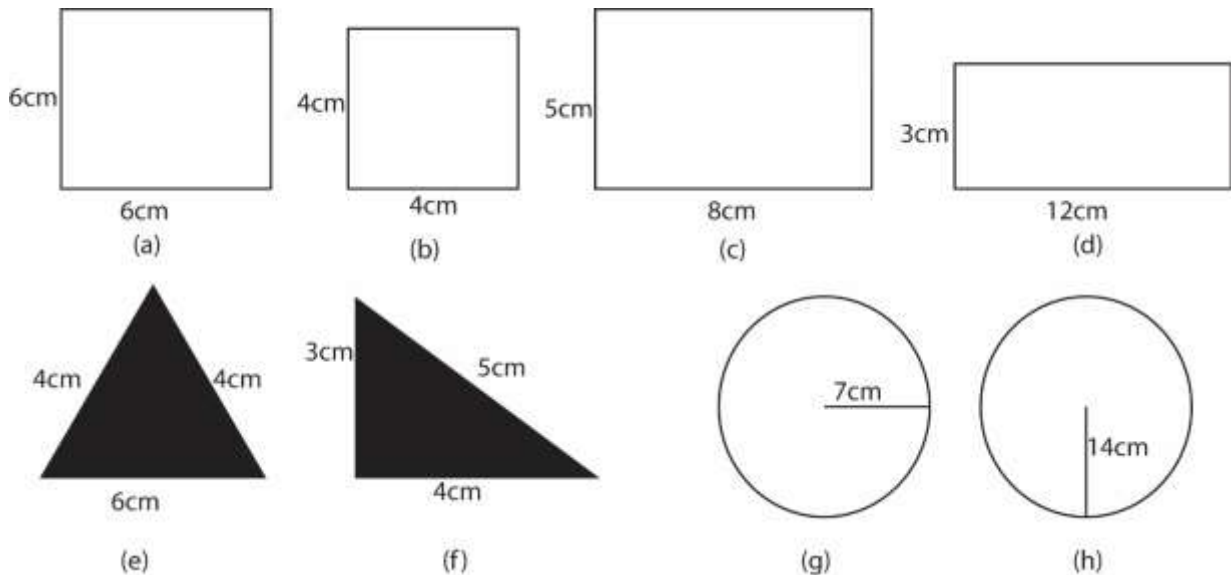
$$\begin{aligned}\text{Perimeter} &= \text{side1} + \text{side2} + \text{side3} \\ &= 8 + 4 + 5 \\ &= 17 \text{ cm}\end{aligned}$$



$$\begin{aligned}\text{Perimeter of a circle is called the circumference.} \\ \text{Circumference} &= 2 \times \pi \times \text{radius. } (\pi = 3.14) \\ &= 2 \times 3.14 \times 7 = 43.96 \text{ cm.}\end{aligned}$$

Exercise 11.1.4

Find the perimeters of the following figures



✓ Answers

(a) 24cm, (b) 16cm, (c) 26cm, (d) 30cm, (e) 14cm, (f) 12cm, (g) = 44cm, (h) 88cm

Area

Area is the amount of space covered inside a shape.

It is measured in **square units** (cm^2 , m^2 , etc.).

To find area, we use formulas depending on the shape.

Area of Simple Shapes

1. Square

Formula: $\text{Area} = \text{side} \times \text{side}$.

Example: Side = 5 cm $\rightarrow$ Area = $5 \times 5 = 25 \text{ cm}^2$.

2. Rectangle

Formula: Area = length $\times$ width.

Example: Length = 8 cm, Width = 4 cm $\rightarrow$ Area = $8 \times 4 = 32 \text{ cm}^2$.

3. Triangle

Formula: Area = $\frac{1}{2} \times$ base $\times$ height.

Example: Base = 6 cm, Height = 4 cm $\rightarrow$ Area = $\frac{1}{2} \times 6 \times 4 = 12 \text{ cm}^2$.

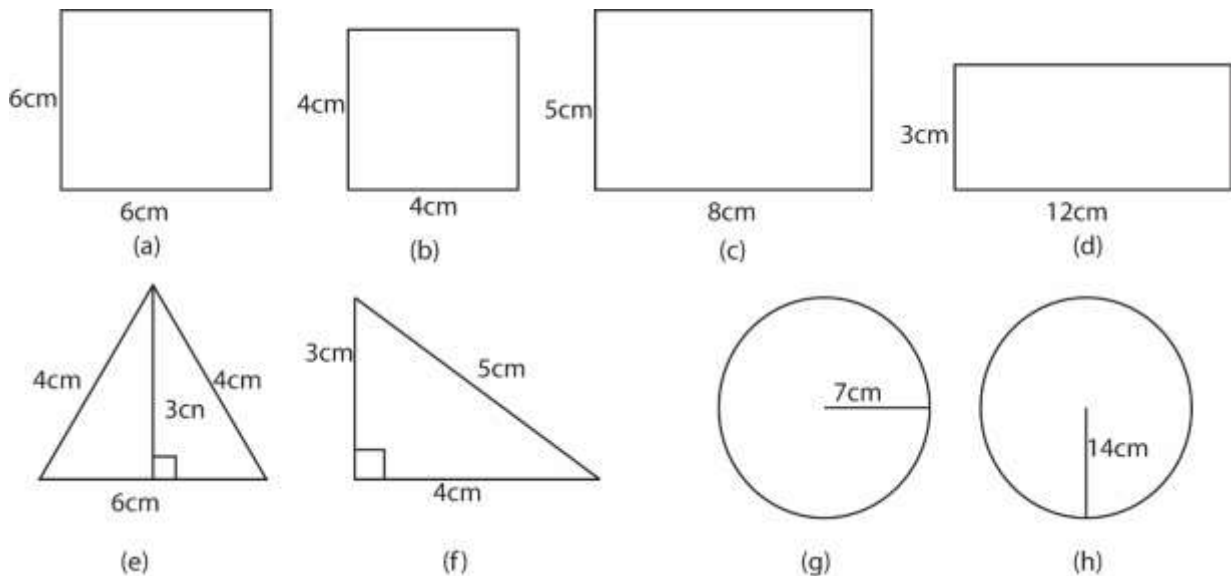
4. Circle

Formula: Area = $\pi \times$ radius².

Example: Radius = 7 cm $\rightarrow$ Area = $3.14 \times 7 \times 7 = 153.86 \text{ cm}^2$.

Exercise 11.1.4

Find the areas of the following figures



Answers

(a) = 36cm^2 , (b) 16cm^2 , (c) 40cm^2 , (d) 36cm^2 , (e) 9cm^2 , (f) 6cm^2 , (g) 154cm^2 (h) 616cm^2

Exercise 11.1.5

1. A square has sides of 6 cm. Find its area.
2. A rectangle has length 10 cm and width 5 cm. Find its area.
3. A triangle has base 8 cm and height 5 cm. Find its area.
4. A parallelogram has base 9 cm and height 4 cm. Find its area.
5. A circle has radius 14 cm. Find its area (use $\pi = 3.14$).

Answers

1. Area = $6 \times 6 = 36 \text{ cm}^2$.
2. Area = $10 \times 5 = 50 \text{ cm}^2$.
3. Area = $\frac{1}{2} \times 8 \times 5 = 20 \text{ cm}^2$.
4. Area = $9 \times 4 = 36 \text{ cm}^2$.
5. Area = $3.14 \times 14 \times 14 = 615.44 \text{ cm}^2$.

Literacy Competences 11.1

Exercise 11.1.6

1. Read the story and answer the questions that follow:

Story: A Visit to the School Garden

One sunny morning, Teacher Grace took her pupils to the school garden. She asked them to look around and collect different materials.

Maria picked **banana fibres** from a banana plant. "These are natural materials," she said.

James found **palm leaves** and used them to weave a small mat. "Palm leaves are also natural," added Teacher Grace.

Meanwhile, Peter brought a **plastic bottle** from the playground. "This is an artificial material because people make it in factories," explained the teacher.

Sarah collected some **wire** from the workshop. "Wire is artificial too," she said.

The pupils compared the materials. They noticed that banana fibres were **rough and light**, palm leaves were **smooth and green**, plastic was **smooth and light**, while wire was **hard and heavy**.

Teacher Grace smiled. "Now you know the difference between natural and artificial materials. Both are useful, but we must use them wisely."

Questions

- (a) Who took the pupils to the school garden?
- (b) Name two natural materials mentioned in the story.
- (c) Name two artificial materials mentioned in the story.
- (d) What are the characteristics of banana fibers?
- (e) Why is it important to know the difference between natural and artificial materials?

Answers

- (a) Teacher Grace took the pupils to the school garden.
- (b) Banana fibers and palm leaves are natural materials.
- (c) Plastic and wire are artificial materials.
- (d) Banana fibers are rough and light.
- (e) It is important because it helps us understand how materials are made and how to use them wisely.

2. Write a dialogue about natural and artificial materials

English (non-medium) Competences 11.1

Exercise 11.1.7

1. Write a sentence for each of the following vocabulary: banana, leaf, plastic, straw, wire, heavy, light, size, color, texture, fiber, palm leaves, weight, small, long, short, big, good, bad Opposite: rough, smooth

Example sentences – let pupils read the sentences loudly and explain the meaning

- (a) **Banana** → I ate a ripe banana.
- (b) **Leaf** → The green leaf fell from the tree.
- (c) **Plastic** → The cup is made of plastic.
- (d) **Straw** → The cow sleeps on dry straw.
- (e) **Wire** → The fence is tied with wire.
- (f) **Fiber** → Banana fiber is used to make ropes.
- (g) **Palm leaves** → We roofed the hut with palm leaves.

Characteristics

- (a) **Heavy** → The stone is heavy.
- (b) **Light** → The feather is light.
- (c) **Size** → The size of the box is small.
- (d) **Color** → The flower has a red color.
- (e) **Texture** → The cloth has a smooth texture.
- (f) **Weight** → The bag has little weight.

Describing Shapes and Objects

- (a) **Small** → The kitten is small.
- (b) **Long** → The road is long.
- (c) **Short** → The pencil is short.
- (d) **Big** → The house is big.

Values

- (a) **Good** → Sharing is good.
- (b) **Bad** → Lying is bad.

Opposites

- (a) **Rough** → The stone is rough.
- (b) **Smooth** → The glass is smooth.

2. Write three questions and answers for each of the following using the structures

- (a) What will you use to make a ... (mat, doll, toy car, ball)?

I / we shall use ... (banana fiber / wire) to make a ... (mat, doll, ball, toy car).

Example

What will you use to make a mat.

I will use banana fibers to make a mat

- (b) What will ... (Musa / Mary) use to make a ... (mat, toy car, ball, hat)?

He / she they will use ... (banana fibre, wire, leaves) to make a ... (mat, toy car, ball).

- (c) Will you use ... (palm leaves, wires) to make a ... (mat, toy, cars)?

Yes, I / we shall.

No, I / we shall not.

(d) Will he / she / they use ... (straws, wires) to make a ... (mat, toy car)?

Yes, she / he / they will.

- No, she / he / they will not.

(e) This is ... (good / rough / short / small) but that is ... (bad / smooth / long / big).

3. Read the story and answer the questions that follow

Story: *Making Toys from Local Materials*

One Saturday morning, children in the village gathered under a big mango tree. They wanted to play, but they had no toys from the shop.

Amina picked **banana fibres** and twisted them into a skipping rope. John cut **palm leaves** and made a small ball to kick. Peter found some **sticks** and tied them with **wire** to make a cart. Sarah collected **plastic straws** and used them to decorate the cart.

The children laughed and played happily. Teacher Grace came by and said, "You see, we can use local materials to make useful objects. This saves money and teaches us creativity."

Questions

- (a) Where did the children gather?
- (b) What did Amina make with banana fibers?
- (c) Which material did John use to make a ball?
- (d) What did Peter make with sticks and wire?
- (e) Why did Teacher Grace say using local materials is important?

 Answers

- (a) The children gathered under a big mango tree.
- (b) Amina made a skipping rope with banana fibers.
- (c) John used palm leaves to make a ball.
- (d) Peter made a cart with sticks and wire.
- (e) Teacher Grace said it is important because it saves money and teaches creativity.

Teaching Tip: After reading the story, ask pupils to suggest other objects they can make from local materials (e.g., mats from palm leaves, baskets from fibers, or toy houses from clay). This encourages imagination and practical skills.

Creative Performing Arts 11.1

Exercise 11.1.8

1. Singing ceremonial songs
2. Dramatizing a story
3. Playing percussion instruments
4. Using stitches to make simple articles e.g. cotton, sisal and feather articles

11.2 Processing and making things from natural materials

Sources of Natural Materials

- (a) **Swamp** → clay, papyrus.
- (b) **Plantation** → banana fibres, sisal, fruits.
- (c) **Bush/forest** → leaves, sticks, fibres.

Products Made

- (a) **Banana fibers** → ropes, mats, balls.
- (b) **Sisal** → ropes.
- (c) **Papyrus** → mats.
- (d) **Clay** → pots, models, bricks.
- (e) **Fruits (oranges, lemons, pineapples, passion fruit)** → juice, salads.

Purpose of Products

- (a) **Selling** → ropes, mats, juice.
- (b) **Eating** → fruits, salads, juice.
- (c) **Playing** → balls, toy models.
- (d) **Learning** → clay models, classroom displays.

Practicals in Class

- (a) Making **ropes from sisal**.
- (b) Making **balls and mats from banana fibres**.
- (c) Shaping **models from clay**.
- (d) Weaving **mats from papyrus**.
- (e) Squeezing **juice from oranges, lemons, pineapples, passion fruit**.

Exercise 11.2.1

- 1. From which source do we get clay?
- 2. Name two products made from banana fibers.
- 3. What can we make from papyrus?
- 4. Why do we process fruits like oranges and pineapples?
- 5. Mention one purpose of making clay models.



Answers

- 1. We get clay from the swamp.
- 2. Banana fibers are used to make ropes and mats.
- 3. We can make mats from papyrus.
- 4. We process fruits to make juice and salads for eating.
- 5. Clay models are made for learning in class.

Teaching Tip: Bring samples of banana fibers, papyrus, clay, and fruits. Let pupils try simple activities like twisting fibers into ropes or squeezing fruit juice. This makes the lesson practical and memorable.

Mathematics Competences 11.2

Example 1: $4967 \div 8 = 620 \text{ r } 7$

$$\begin{array}{r} 620 \text{ r } 7 \\ 8 \overline{) 4967} \\ \underline{-48} \\ 16 \\ \underline{-16} \\ 07 \\ \underline{-0} \\ 7 \end{array}$$

Steps

- > 8 goes into 49 six times, $6 \times 8 = 48$ remainder 1
- > bring down 6
- > 8 goes into 16 twice, $2 \times 8 = 16$ remainder 0
- > bring down 7
- > 8 goes into 07, 0 time, $0 \times 8 = 0$, remainder 7

Example 2: $4967 \div 9 = 551 \text{ r } 8$

$$\begin{array}{r} 551 \text{ r } 8 \\ 9 \overline{) 4967} \\ \underline{-45} \\ 46 \\ \underline{-45} \\ 17 \\ \underline{-9} \\ 8 \end{array}$$

Steps

> 9 goes into 49 five times, $5 \times 9 = 45$ remainder 4

> bring down 6

> 9 goes into 46 five times, $5 \times 9 = 45$ remainder 1

> bring down 7

> 9 goes into 17, once, $1 \times 9 = 9$, remainder 8

Exercise 11.2.2

1. $5678 \div 8$
2. $3468 \div 8$
3. $5468 \div 8$
4. $3969 \div 8$
5. $2346 \div 8$
6. $5678 \div 9$
7. $3468 \div 9$
8. $5468 \div 9$
9. $3969 \div 9$
10. $2342 \div 9$

Exercise 11.2.3

1. A teacher has 56 books. She puts 7 books on each shelf. How many shelves does she need?
2. There are 72 pupils. They are divided into teams of 12. How many teams are formed?
3. A farmer harvested 90 oranges. He sells them in bunches of 15. How many bunches does he sell?
4. A shop has 63 bottles of water. If each crate holds 9 bottles, how many crates are needed?
5. A school has 100 pencils. If each pupil is given 4 pencils, how many pupils will get pencils?

Answers

1. $56 \div 7 = 8 \rightarrow$ She needs 8 shelves.
2. $72 \div 12 = 6 \rightarrow$ 6 teams are formed.
3. $90 \div 15 = 6 \rightarrow$ He sells 6 bunches.
4. $63 \div 9 = 7 \rightarrow$ 7 crates are needed.
5. $100 \div 4 = 25 \rightarrow$ 25 pupils will get pencils.

Measuring Materials and Ingredients

1. **Measuring Length of Materials**

Length is how **long** something is.

Tools: ruler, tape measure, meter stick.

Example: Measure the length of a rope or stick in centimeters (cm) or meters (m).

2. **Ingredients for Processing**

Ingredients are materials used to make products.

Examples:

- Banana fibres $\rightarrow$ ropes, mats.
- Palm leaves $\rightarrow$ mats, balls.
- Fruits (oranges, lemons, pineapples) $\rightarrow$ juice.
- Clay $\rightarrow$ pots, models.

3. **Measuring Weight of Ingredients**

Weight tells us how **heavy or light** something is.

Tools: weighing scale, balance.

Example: Measure flour in grams (g) or kilograms (kg) before cooking.

Fruits can be weighed to know how many kilograms are needed for juice.

Exercise 11.2.4

1. Which tool is used to measure the length of a rope?
2. Name two ingredients used for making mats.
3. In which units do we measure weight?
4. What product can be made from clay?
5. Why is it important to measure ingredients before processing?



Answers

1. A tape measure is used to measure the length of a rope.
2. Banana fibers and palm leaves are used to make mats.
3. Weight is measured in grams (g) or kilograms (kg).
4. Clay can be used to make pots or models.
5. Measuring ingredients helps us know the right amount needed for processing.

Literacy Competences 11.2

Exercise 11.2.5

1. Read the dialogue and answer the questions that follow:

Dialogue: *Natural vs. Artificial Materials*

Teacher Grace: Good morning, children! Today we will talk about objects made from natural and artificial materials.

Maria: Teacher, I brought **banana fibers** from home. They are natural materials.

James: I also brought **palm leaves**. We can use them to make mats and brooms.

Peter: Look, I found a **plastic bottle** in the playground. Plastic is an artificial material.

Sarah: And I collected some **wire** from the workshop. Wire is also artificial.

Teacher Grace: Very good! Can you tell me what objects we can make from these materials?

Maria: Banana fibers can be used to make **ropes**.

James: Palm leaves can be woven into **mats**.

Peter: Plastic bottles can be used to store **water or juice**.

Sarah: Wire can be used to make **fences**.

Teacher Grace: Excellent! Now you all understand that natural materials come from nature, while artificial materials are made by people in factories. Both are useful in our daily life.

Questions

- (a) Who brought banana fibres?
- (b) Which material did James bring?
- (c) Name two artificial materials mentioned in the dialogue.
- (d) What can be made from palm leaves?
- (e) Why is it important to know the difference between natural and artificial materials?

Answers

- (a) Maria brought banana fibers.
- (b) James brought palm leaves.
- (c) Plastic and wire are artificial materials.
- (d) Mats and brooms can be made from palm leaves.
- (e) It is important because it helps us understand how materials are made and how to use them wisely.

2. Read the poem and answer the questions that follow

Poem: *From Nature to Use*

From the **swamp** we dig the clay,

To mold our pots in a simple way.

From the **plantation** we cut the fibre,

Twist it to ropes, strong and tighter.

From the **bush** we gather leaves,
Weave them to mats with clever weaves.
From the **garden** fruits we squeeze,
Juice and salads, fresh with ease.

Nature gives us what we need,
For work, for play, for life indeed.
Processing turns raw to new,
Useful products for me and you.

Questions

- (a) From which source do we get clay?
- (b) What product is made from fibres?
- (c) Which materials are used to weave mats?
- (d) What do we get when we squeeze fruits?
- (e) Why is processing natural materials important?

Answers

- (a) We get clay from the swamp.
- (b) Fibers are used to make ropes.
- (c) Leaves and fibers are used to weave mats.
- (d) We get juice and salads when we squeeze fruits.
- (e) Processing is important because it changes raw materials into useful products for daily life.

English (non-medium) Competences 11.2

Exercise 11.2.6

1. Form a sentence for each of the following vocabulary: swamp, food, mat, rope, bush, juice, eat, play, garden, clay, pot, cut, weave, tie (v)

Example sentences – let the pupils read the sentences loudly

- (a) **Swamp** – Frogs live in the swamp.
 - (b) **Food** – We eat food to grow strong.
 - (c) **Mat** – Mother sleeps on a mat.
 - (d) **Rope** – The cow is tied with a rope.
 - (e) **Bush** – A rabbit ran into the bush.
 - (f) **Juice** – I drank orange juice.
 - (g) **Eat** – Children eat rice at school.
 - (h) **Play** – The pupils play football in the field.
 - (i) **Garden** – Father planted beans in the garden.
 - (j) **Clay** – Sarah molded a pot from clay.
 - (k) **Pot** – The soup is cooking in the pot.
 - (l) **Cut** – Peter cut grass with a panga.
 - (m) **Weave** – Grandmother weaves mats from palm leaves.
 - (n) **Tie (v)** – John will tie the goat to a tree.
2. Write sentences, questions and/or answers using the following structures.
 - (a) ... (Musa / Sarah) will make a ... (pot / mat / rope) using ... (clay / banana fibre / sisal).

Example

Musa will make a pot using clay
 - (b) What will you make?
I / we shall make ... a (pot / mat / rope).

Example

What will you make?
I shall make a pot.
We shall make a mat.
 - (c) What will she / he / they make?

- (She / he / they) will make ... a (pot / mat / rope).
- (d) Where will you / they / he / she get ... (sisal / fibre / clay) to make a ... (rope / ball / pot)?
- (e) - I / we shall get ... (sisal / fibre / clay) from ... (swamp / garden / bush).

Creative Performing Arts 11.2

Exercise 11.2.7

1. Writing simple phrases of 4-8 notes without leaps from dictation
2. Singing round songs
3. Making percussion instruments
4. Making latrine covers using banana fibers, wood
5. Weaving paper table mats
6. Using stitches to make simple articles from e.g. - cotton - feather - sisal articles

11.3 Making things from artificial materials

Source

Artificial materials often come from **factories** or through **recycling**.

Examples: plastic bottles, old tins, wires, straws, paper, rubber.

Products Made

- (a) **Toy cars** (from tins, plastic, wire).
- (b) **Toy bicycles** (from wire, rubber, plastic).
- (c) **Flowers** (from colored paper, plastic).
- (d) **Candles** (from wax).
- (e) **Bags** (from recycled plastic or cloth).

Uses

- (a) **Children's play** → toy cars, toy bicycles.
- (b) **Selling** → bags, candles.

- (c) **Decoration** → flowers.
- (d) **Wearing/ornaments** → beads, jewellery.

Steps

1. Collect Artificial Materials

Gather recyclable or factory-made items to use.

- Collect plastic bottles, tins, wires, straws
- Ensure materials are clean and safe

2. Prepare Materials

Cut, bend, or shape materials for making objects.

- Cut tins into small pieces
- Bend wires into shapes
- Color paper or plastic for decoration

3. Make Products

Use materials to create useful objects.

- Make toy cars from tins and wire
- Make toy bicycles from wire and rubber
- Weave bags from recycled plastic

4. Use or Sell Products

Finished products can be used or sold.

- Children play with toy cars and bicycles
- Flowers used for decoration
- Bags and candles sold in markets

Exercise 11.3.1

1. Name two sources of artificial materials.
2. What product can be made from wire and rubber?
3. Why do we recycle artificial materials?
4. Mention one use of artificial flowers.
5. Which artificial product can be sold in the market?

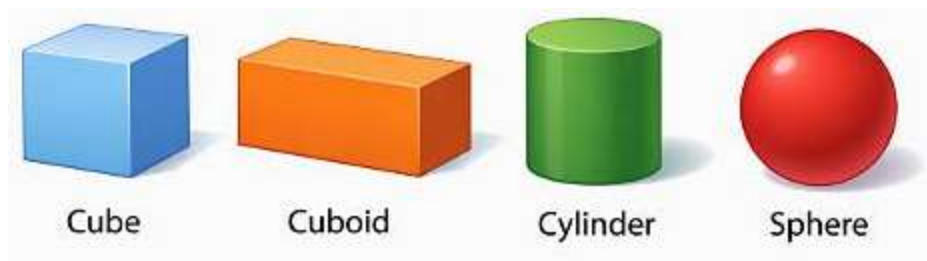
Answers

1. Artificial materials come from factories and recycling.
2. A toy bicycle can be made from wire and rubber.
3. We recycle artificial materials to make new useful products and reduce waste.
4. Artificial flowers are used for decoration.
5. Bags and candles can be sold in the market.

Mathematics Competences 11.3

Exercise 11.3.2

1. Learn the following shapes



2. Model the shapes above

Literacy Competences 11.3

Exercise 11.3.3

Read the poem and answer the questions that follow

Poem: *Sorting the World Around Us*

We look around both far and near,
To see what things are found right here.
Some are **natural**, from earth and tree,
Like clay, banana, and honey bee.

Others are **artificial**, made by hand,
Like plastic cups and rubber bands.
We sort and group, we learn and play,
To know what's used in work each day.

Hard or soft, heavy or light,
Each material feels just right.
Smooth or rough, big or small,
We learn their types — we know them all!

Questions

1. What are natural materials?
2. Give two examples of artificial materials.
3. Mention two characteristics used to classify materials.

4. Why do we classify materials?
5. What lesson does the poem teach us?

✓ Answers

1. Natural materials come from nature, like clay and banana fibers.
2. Plastic and rubber are examples of artificial materials.
3. We classify materials by texture, size, weight, and hardness.
4. We classify materials to understand their uses and properties.
5. The poem teaches us to observe, sort, and appreciate different materials around us.

English (non-medium) Competences 11.3

Exercise 11.3.4

1. Form sentences using each of the following vocabulary: toy, bicycle, car, flower, candle, bag, wear, decoration, beads, hat, sell, buy, for.

Example sentences – pupils should read these sentences loudly

- (a) **Toy** – The child plays with a toy.
- (b) **Bicycle** – Peter rides his bicycle to school.
- (c) **Car** – Father drives a car to work.
- (d) **Flower** – The flower in the garden is beautiful.
- (e) **Candle** – We light a candle at night.
- (f) **Bag** – Sarah carries her books in a bag.
- (g) **Wear** – We wear clean clothes every day.
- (h) **Decoration** – The hall has nice decoration for the party.
- (i) **Beads** – Mother makes beads for her necklace.
- (j) **Hat** – John wears a hat when it is sunny.
- (k) **Sell** – The shopkeeper sells fruits in the market.
- (l) **Buy** – I will buy a new pencil.
- (m) **For** – This mat is for sitting.

2. Form sentences, question and/or answers using the structures
- (a) ... (Juma / Mary) will make ... (toy car / beads / hat).
Example
Jums will make a to make toy.
 - (b) Why will ... (Mary / Juma) make a ... (toy car / candle / bag)?
 - (c) She / he will make a ... (candle / beads) for ... (selling / play / decoration / wearing).
 - (d) Why will ... (you / she / he / they) make a ... (toy car / toy / bicycle / beads)?
 - (e) I / we shall make ... (toy car / toy bicycles / beads / flowers) for ... (selling / decoration / play).
 - (f) He / she / they will make ... (bags / hats / beads / flowers) for ... (selling / decoration / play).

Creative Performing Arts 11.3

- 1. Singing simple round songs
- 2. Listening to wind instruments for pitches in melody
- 3. Reading and writing simple melodies of the major scale without leaps
- 4. Making door mats
- 5. Weaving table paper mats
- 6. Making decorations

THEME 12: ENERGY IN OUR SUB-COUNTY / DIVISION

Expected learning outcome: The child appreciates the existence of energy and demonstrates knowledge and skills of using and preserving it.

12.1 Sources of energy:

Natural Sources

Wind → used for sailing boats, driving windmills.

Water → used in hydroelectric dams to produce electricity.

Artificial Sources of energy

- (a) **Fuel** → diesel, petrol, wood, charcoal, paraffin.
- (b) **Electricity** → from batteries or homes.

Uses of Energy Sources

- (a) **Diesel / Petrol** → cars, generators.
- (b) **Paraffin** → lighting, cooking.
- (c) **Wood / Charcoal** → cooking.
- (d) **Hydroelectricity** → factories, cars, lighting homes and hospitals.

Simple Experiments

Air moves things:

- Fly a kite.
- Spin a paper propeller by blowing air.

Exercise 12.1.1

1. Name two natural sources of energy.
2. What is paraffin used for?
3. Which source of energy is used in factories and hospitals?
4. Give one example of how wind is used.
5. Mention two artificial sources of energy.

Answers

1. Wind and water.
2. Paraffin is used for lighting and cooking.
3. Hydroelectricity is used in factories and hospitals.
4. Wind is used for sailing boats and driving windmills.
5. Diesel, petrol, wood, charcoal, paraffin, electricity.

Mathematics Competences 12.1

Exercise 12.1.2

Add

$$\begin{array}{r} 1. \quad 123 \\ + 321 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 7. \quad 163 \\ + 122 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 11. \quad 123 \\ + 523 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 16. \quad 223 \\ + 376 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 2. \quad 456 \\ + 321 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 7. \quad 513 \\ + 324 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 12. \quad 723 \\ + 225 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 17. \quad 653 \\ + 124 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 3. \quad 323 \\ + 324 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 8. \quad 623 \\ + 351 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 13. \quad 177 \\ + 321 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 18. \quad 823 \\ + 141 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 4. \quad 523 \\ + 334 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 9. \quad 173 \\ + 821 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 14. \quad 153 \\ + 624 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 19. \quad 423 \\ + 363 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 5. \quad 623 \\ + 342 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 10. \quad 323 \\ + 326 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 15. \quad 723 \\ + 265 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 20. \quad 426 \\ + 351 \\ \hline \\ \hline \end{array}$$

Exercise 12.1.3

Subtract

$$\begin{array}{r} 1. \quad 623 \\ - 321 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 7. \quad 163 \\ - 122 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 11. \quad 727 \\ - 523 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 16. \quad 499 \\ - 376 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 2. \quad 456 \\ - 321 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 7. \quad 555 \\ - 324 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 12. \quad 723 \\ - 225 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 17. \quad 653 \\ - 124 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 3. \quad 326 \\ - 324 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 8. \quad 673 \\ - 351 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 13. \quad 177 \\ - 321 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 18. \quad 853 \\ - 141 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 4. \quad 578 \\ - 334 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 9. \quad 993 \\ - 821 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 14. \quad 858 \\ - 624 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 19. \quad 493 \\ - 363 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 5. \quad 673 \\ - 342 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 10. \quad 327 \\ - 326 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 15. \quad 788 \\ - 265 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 20. \quad 496 \\ - 351 \\ \hline \\ \hline \end{array}$$

Literacy Competences 12.1

Exercise 12.1.4

1. What is energy?
2. Read the story and answer the questions that follow

Story: *The Village of Light*

Long ago, in a small village, people used wood and charcoal to cook their food. At night, they lit paraffin lamps so they could see.

One day, the wind blew strongly, and children flew kites. They laughed as they saw how air could move things.

Later, the villagers built a dam on the river. The water turned big machines, and electricity was made. Soon, homes, schools, and hospitals had bright lights.

Cars and buses used petrol and diesel to carry people to the market. Generators helped when the electricity went off.

The villagers learned that energy is very important. It helps us cook, travel, light our homes, and even play with kites.

Questions

- (a) What did the villagers use to cook their food?
- (b) How did the children show that air can move things?
- (c) What did the villagers build on the river?
- (d) Name two uses of petrol and diesel.
- (e) Why is energy important in our lives?

Answers

- (a) They used wood and charcoal.
- (b) They flew kites.
- (c) They built a dam to make electricity.
- (d) Petrol and diesel are used in cars and generators.
- (e) Energy is important because it helps us cook, travel, light homes, and play.

3. Read the poem and answer the questions that follow:

Poem: *The Many Faces of Energy*

Energy comes from sun so bright,
It gives us warmth and shining light.
From the wind that blows the kite,
To water rushing with its might.

Petrol and diesel make cars go,
Generators hum and lights will glow.

Wood and charcoal cook our meal,
Paraffin lamps give light we feel.

Electric power runs machines,
In homes and schools, it can be seen.
Energy helps both work and play,
It powers our lives every day.

Questions

1. Which type of energy comes from the sun?
2. What do petrol and diesel help us to do?
3. Name two things wood and charcoal are used for.
4. How does wind show its energy?
5. Why is energy important in our lives?

Answers

1. Solar energy comes from the sun.
2. Petrol and diesel help cars move and generators work.
3. Wood and charcoal are used for cooking.
4. Wind shows its energy by moving kites and turning windmills.
5. Energy is important because it helps us cook, travel, light homes, and run machines.

English (non-medium) Competences 12.1

Exercise 12.1.2

1. Write a sentence for each of the following vocabulary: bulb, buy, stove, charcoal, fridge, firewood, petrol, diesel, cook, sell, paraffin, kite Use of 'some' and 'any'

Example sentences -let the pupils read the sentences loudly

- (a) **Bulb** – There are **some bulbs** in the classroom.
- (b) **Buy** – Did you buy **any books** from the shop?
- (c) **Stove** – Mother is cooking food on **some stoves** in the kitchen.

- (d) **Charcoal** – We need **some charcoal** to roast meat.
- (e) **Fridge** – Are there **any fruits** in the fridge?
- (f) **Firewood** – Father brought home **some firewood** for cooking.
- (g) **Petrol** – The car has **some petrol** left in the tank.
- (h) **Diesel** – Do we have **any diesel** for the generator?
- (i) **Cook** – She will cook **some rice** for lunch.
- (j) **Sell** – Is the shop selling **any pencils** today?
- (k) **Paraffin** – We bought **some paraffin** for the lamp.
- (l) **Kite** – The children are flying **some kites** in the field.

2. Write questions, answers and sentences of the structure

- (a) What are you ... (buying / carrying / selling)?

Example

What are you buying?

- (b) I / we ... am / a ... (buying / selling / carrying) ... (paraffin / firewood / charcoal).
- (c) ... (Ali / Mary) ... (bought / sold) ... (paraffin / firewood / charcoal / bulb / fridge). Future simple tense:
- (d) (... (Ali / Mary) will ... (carry / buy / sell) ... (firewood / charcoal / stove).
- (e) I / we shall ... (carry / buy / sell) ... (firewood / charcoal / stove).
- (f) May..... I / we have some ... (paraffin / charcoal / firewood) please?

- Yes, here it is.

- No, I do not have any.

Creative Performing Arts 12.1

1. Listening to instrumental families – percussion and wind string to recognize differences in sounds
2. Moving according to rhythm
3. Playing music instruments
4. Singing/ signing a song about sources of energy
5. Making tie and dye pieces using: - cotton cloth - dyes (colors) - candle wax – thread

12.2 Ways of saving energy

Methods

1. Use **energy-saving stoves and bulbs**.
2. Switch off **electrical appliances** when not in use.
3. Put out **fires** after cooking.
4. **Plant trees** to replace those cut down.
5. Follow **instructions** on proper use of energy.

Importance of Saving Energy

- (I) Helps **avoid waste**.
- (II) Helps **minimize cost** (saves money).

Project Idea: Planting Trees

- (I) Pupils can plant **some trees** around the school compound.
- (II) Each child can water and care for their tree.
- (III) Trees provide shade, clean air, and future firewood.

Exercise 12.2.1

1. Mention two ways of saving energy.
2. Why should we switch off appliances when not in use?
3. What is the importance of planting trees?
4. How do energy-saving bulbs help us?
5. Give one reason why saving energy is important.



Answers

1. Using energy-saving stoves and planting trees.
2. To avoid wasting electricity.
3. Trees give shade, clean air, and future energy.
4. They use less electricity and reduce costs.
5. Saving energy helps avoid waste and minimize cost.

Mathematics Competences 12.2

Exercise 12.2.2

1. Multiply

- (a) 2678×2
- (b) 3632×3
- (c) 5892×4
- (d) 7214×5
- (e) 1123×6
- (f) 9215×7
- (g) 8327×8
- (h) 3769×9
- (i) 5728×10

2. Divide

- (a) $2678 \div 2$
- (b) $3632 \div 3$
- (c) $5892 \div 4$
- (d) $7214 \div 5$
- (e) $1123 \div 6$
- (f) $9215 \div 7$
- (g) $8327 \div 8$
- (h) $3769 \div 9$
- (i) $5728 \div 10$

Literacy Competences 12.2

Exercise 12.2.3

1. Read a story below and answer the questions that follow:

Story: *Energy in Our Daily Life*

In the town of Greenhill, people used different kinds of energy every day. Early in the morning, mother lit a stove with **charcoal** to cook breakfast. Father started the car using **petrol** to drive to work.

At school, children switched on the **bulbs** powered by electricity. They used computers and fans, all running on electric power.

In the evening, the wind blew strongly, and children played with **kites**, learning how air can move things. At the hospital nearby, **hydroelectricity** kept the lights on and machines working to help patients.

The people of Greenhill were happy because energy helped them cook, travel, learn, play, and stay healthy. They also learned that saving energy was important to avoid waste and reduce costs.

Questions

- (a) What did mother use to cook breakfast?
- (b) Which source of energy helped father drive to work?
- (c) What powered the bulbs at school?
- (d) How did the children show that air can move things?
- (e) Why is energy important in our lives?

Answers

- (a) Mother used charcoal.
- (b) Father used petrol in the car.
- (c) Electricity powered the bulbs.
- (d) The children flew kites.
- (e) Energy is important because it helps us cook, travel, learn, play, and stay healthy.

2. Read the dialogue below and answer the question that follow

Dialogue: *Why We Plant Trees*

Teacher: Good morning, class! Today we will talk about planting trees. Why do you think trees are important?

Bbosa: Trees give us shade when the sun is hot.

Mary: They also give us fresh air to breathe.

Teacher: Very good! What else do trees do?

Mark: Trees give us fruits to eat.

Joel: They provide firewood and timber for building.

Teacher: Excellent answers! Planting trees also helps to stop soil erosion and keep our environment green.

Bbosa: So if we cut down trees, we must plant new ones.

Teacher: Exactly! Planting trees is a way of saving energy and protecting our future.

Questions

- (a) Why are trees important for shade?
- (b) What do trees give us to breathe?
- (c) Name two things trees provide for people.
- (d) How do trees help the soil?
- (e) What should we do if we cut down trees?

Answers

- (a) Trees are important for shade because they protect us from the hot sun.
- (b) Trees give us fresh air (oxygen) to breathe.
- (c) Trees provide fruits, firewood, and timber.
- (d) Trees help the soil by preventing erosion.
- (e) We should plant new trees to replace the ones we cut down.

English (non-medium) Competences 12.2

Exercise 12.2.4

1. Write a sentence for each of the following vocabulary: switch on/off, blow off, cover, light, box, match stick, candle, water, torch, switch (n), low, high.

Example of sentences – pupils should read the sentences loudly

- (a) **Switch on/off** – Please **switch on** the light when it is dark, and **switch off** when it is bright.
- (b) **Blow off** – The wind can **blow off** the roof if it is weak.
- (c) **Cover** – We must **cover** food with a lid to keep it clean.
- (d) **Light** – The candle gives **light** in the night.
- (e) **Box** – I put my toys in a **box**.
- (f) **Match stick** – He used a **match stick** to light the stove.
- (g) **Candle** – The teacher lit a **candle** during prayers.
- (h) **Water** – We drink **water** every day to stay healthy.
- (i) **Torch** – The guard uses a **torch** at night.

- (j) **Switch (noun)** – The fan stopped when I pressed the **switch**.
- (k) **Low** – The radio is playing at a **low** volume.
- (l) **High** – The kite is flying very **high** in the sky.

2. Opposites

Examples

- (a) **Low / High** → The radio is low. The radio is high.
- (b) **Switch on / Switch off** → Switch on the bulb. Switch off the bulb.
- (c) **Good / Bad** → This is a good book. That is a bad book.
- (d) **Small / Big** → The cat is small. The dog is big.
- (e) **Long / Short** → The rope is long. The stick is short.

Exercise 12.2.5

Fill in the blanks with the correct opposite:

- (a) The kite is flying very _____ (low/high).
- (b) Please _____ the light when it is dark (switch on/switch off).
- (c) This food is _____, but that one is _____ (good/bad).
- (d) The pencil is _____, but the ruler is _____ (small/big).
- (e) The road is _____, but the path is _____ (long/short).

Answers

- (a) High
- (b) Switch on
- (c) Good, bad
- (d) Small, big
- (e) Long, short

3. Write sentences, questions and /or answers using the structures

- (a) (... Mary / Sarah / David) ... (switched off / switched on / blew off) the ... (light / candle).

Example

Mary switched off the light.

- (b) What did ... (he / she / they) do?

- (c) (He / she / they) ... (switched on / blew off) the ... (light / candle).
- (d) Who bought the ... (torch / match box)?
- (e) (... Sarah / Juma / Alice) bought the ... (torch / match box).
- (f) (He / she / they / we) bought the ... (match box / candle / torch).

Creative Performing Arts 12.2

Activities

1. Singing songs on ways of saving energy
2. Recognizing rhythms and pitches of known songs
3. Acting a folk tale
4. Reading and writing notes of a major scale up to 8 notes without leaps
5. Modelling simple energy saving stoves.

12.3 Dangers of energy and ways of avoiding them

Common Dangers of energy

- (a) **Live wires** – can cause electric shock.
- (b) **Fire** – can burn people and property.
- (c) **Strong wind** – can blow off roofs and trees.
- (d) **Storm** – can destroy houses and crops.
- (e) **Drought** – causes lack of water and food.
- (f) **Accidents** – from careless use of energy sources (e.g., petrol, paraffin).

Ways of Avoiding Dangers

- (a) Planting trees to act as **wind-breakers**.
- (b) Avoid playing with **fire**.
- (c) Do not push **nails into sockets**.
- (d) Do not play with **electric wires**.
- (e) Use a **fire extinguisher** to put out fire.

Classroom Activity: Making Posters

- (a) Pupils can draw posters showing dangers (e.g., fire, live wires) and safe practices (e.g., switching off appliances, planting trees).
- (b) Posters can be displayed on classroom walls to remind everyone about safety.

Exercise 12.3.1

1. Name two dangers of energy.
2. What should we do to avoid accidents with live wires?
3. How can planting trees help us?
4. Which tool can be used to put out fire?
5. Why is it important to avoid playing with fire?



Answers

1. Fire and live wires.
2. We should not touch or play with them.
3. Trees act as wind-breakers and prevent soil erosion.
4. A fire extinguisher.
5. Because fire can burn people and property.

Mathematics Competences 12.3

Measuring Length

Definition: Length is how long something is.

Tools: ruler, tape measure, metre stick.

Units: centimetres (cm), metres (m).

Example: Measure the length of a rope or pencil.

Measuring Capacity

Definition: Capacity is how much a container can hold.

Tools: cups, jugs, bottles, measuring cylinders.

Units: millilitres (ml), litres (l).

Example: A jug can hold 2 litres of water.

Measuring Weight

Definition: Weight tells us how heavy or light something is.

Tools: weighing scale, balance.

Units: grams (g), kilograms (kg).

Example: A bag of sugar weighs 1 kilogram.

Summary Table

Measurement	What it shows	Tools	Units	Example
Length	How long	Ruler, tape, metre stick	cm, m	Rope length
Capacity	How much it holds	Cup, jug, cylinder	ml, l	Jug of water
Weight	How heavy/light	Scale, balance	g, kg	Bag of sugar

Exercise 12.3.2

1. Which tool is used to measure the length of a pencil?
2. In which units do we measure capacity?
3. What tool is used to measure weight?
4. A jug holds 2 liters of water. What are we measuring?
5. Why is it important to measure things?



Answers

1. A ruler.
2. Milliliters (ml) and liters (l).
3. A weighing scale or balance.
4. Capacity.
5. To know the correct amount, size, or weight needed.

Measuring Time

Definition: Time tells us *when* something happens or *how long* it takes.

Tools: clock, watch, calendar, timetable.

Units: seconds, minutes, hours, days, weeks, months, years.

Examples:

- School starts at 8 o'clock.
- A football game lasts 90 minutes.

Measuring Money

Definition: Money is used to buy and sell things.

Tools: coins, notes, price tags, receipts.

Units: shillings (UGX), cents, dollars, pounds (depending on country).

Examples:

- A pencil costs 500 shillings.
- A book costs 5,000 shillings.

Exercise 12.3.2

1. Which tool is used to measure time in hours and minutes?
2. In which units do we measure money in Uganda?
3. How many minutes are in one hour?
4. If a book costs 2,000 shillings and a pencil costs 500 shillings, how much is the total?
5. Why is it important to measure time and money?

**Answers**

1. A clock or watch.
2. Shillings (UGX).
3. 60 minutes.
4. 2,500 shillings.
5. To plan activities well and to know the value of things we buy or sell.

Literacy Competences 12.3

Exercise 12.3.3

1. Read the story and answer the questions that follow:

Story: *The Lesson at Bright School*

One afternoon, the children at Bright School were playing near the classroom. Peter saw a live wire lying on the ground and wanted to touch it. Teacher Grace quickly stopped him and explained that live wires can cause dangerous electric shocks.

Later, Sarah lit a candle but forgot to put it out. The flame almost burned her books. Teacher Grace showed the class how to use a fire extinguisher to stop fires.

The next day, a strong wind blew across the playground. Some children ran after their kites, but the wind blew off the roof of a small hut nearby. The pupils learned that planting trees can help stop strong winds.

Teacher Grace reminded them: "Energy is useful, but if we are careless, it can cause accidents. We must always be careful with wires, fire, and strong winds."

Questions

- (a) What danger did Peter face when he saw the live wire?
- (b) What happened when Sarah forgot to put out the candle?
- (c) How can planting trees help during strong winds?
- (d) What tool can be used to stop fire?
- (e) What lesson did Teacher Grace teach the children?

Answers

- (a) He faced the danger of an electric shock.
- (b) The flame almost burned her books.
- (c) Trees act as wind-breakers and reduce damage.
- (d) A fire extinguisher.
- (e) Energy is useful but can be dangerous if not handled carefully.

2. Read the poem and answer the questions that follow

Poem: *Be Careful with Energy*

Do not touch the wires that live,
They shock and hurt; they never forgive.
Put out the fire when cooking is done,
So no one burns, not anyone.

Plant tall trees to break the wind,
They guard our homes and friends within.
Never push nails in sockets tight,
It is unsafe, it is not right.

Use fire extinguishers when flames appear,
They keep us safe; they make danger clear.
Energy helps us every day,
But use it safely in every way.

Questions

- (a) Why should we avoid touching live wires?
- (b) What must we do after cooking with fire?
- (c) How do trees help us during strong winds?
- (d) What should we never push into sockets?
- (e) Which tool can be used to stop fire?

 Answers

- (a) Because live wires can cause electric shocks.
- (b) We must put out the fire.

- (c) Trees act as wind-breakers and protect homes.
- (d) We should never push nails into sockets.
- (e) A fire extinguisher can be used to stop fire.

3. Read the story and answer the questions that follow:

Story: *The Fire at Sunshine School*

One morning at Sunshine School, the pupils were in class when suddenly smoke came from the kitchen. A fire had started because someone forgot to switch off the stove.

Teacher Rose quickly raised the alarm and shouted, "Fire! Fire!" The pupils stopped what they were doing and lined up calmly. They followed the teacher to the assembly point outside.

Meanwhile, Mr. John, the school guard, used a **fire extinguisher** to put out the flames. Another teacher called the **fire brigade** for help.

After the fire was controlled, Teacher Rose explained to the pupils: "In case of a fire outbreak, always stay calm, raise the alarm, evacuate safely, and call for help. Never play with fire or electric wires."

The pupils learned that knowing what to do in a fire can save lives.

Questions

- (a) Where did the fire start at Sunshine School?
- (b) What did Teacher Rose do when she saw the fire?
- (c) Where did the pupils go after leaving the classroom?
- (d) Who used the fire extinguisher?
- (e) What lesson did the pupils learn about fire outbreaks?

 Answers

- (a) The fire started in the kitchen.
- (b) She raised the alarm and led pupils out.
- (c) They went to the assembly point outside.
- (d) Mr. John, the school guard, used the fire extinguisher.
- (e) They learned to stay calm, raise the alarm, evacuate safely, and call for help.

English (non-medium) Competences 12.3

Exercise 12.3.4

1. Write a sentence for each of the following vocabulary: warm, burn, fire, socket, plant (v), kill, hurt, warn, danger, alarm, report Comparisons: small, big, tall, short.

Example sentences – let the pupils read the sentences loudly

- (a) **Warm** – The soup is **warm** and ready to drink.
- (b) **Burn** – Do not touch the hot pan or it will **burn** you.
- (c) **Fire** – The **fire** gives us light and heat.
- (d) **Socket** – Never put nails into a **socket**.
- (e) **Plant (verb)** – We will **plant** trees around the school.
- (f) **Kill** – Smoking can **kill** people slowly.
- (g) **Hurt** – Falling from a tree can **hurt** your leg.
- (h) **Warn** – The teacher will **warn** pupils not to play with fire.
- (i) **Danger** – Playing with live wires is a **danger**.
- (j) **Alarm** – The **alarm** rang when the fire started.
- (k) **Report** – We must **report** accidents to the teacher.

Comparisons

- (a) The pencil is **small**, but the ruler is **big**.
- (b) The boy is **tall**, but the girl is **short**.

2. Write sentences, questions and/or answers using the structure

Future tenses

- (a) What will ... (you / he / she / they) do when in danger?
(I / we) shall ... (make an alarm / report) for help.
(He / she / they) will ... (make an alarm / report) for help.

Example

What will you do when in danger?

I will make an alarm for help

He will make an alarm for help.

Comparisons:

(b) A ... (dog / rabbit / rat) is ... (smaller / bigger) than a ... (cow / lion / pig).

Example

A dog is smaller than a cow.

Creative Performing Arts 12.3

1. Writing simple phrases of 4-8 notes without leaps
2. Dramatizing/acting situations on avoiding dangers of energy
3. Singing/signing the anthem
4. Making messages and posters on dangers of energy and how to avoid them

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Thank you

Dr. Bbosa Science