



## Primary 6 English

### Term 2

### TOPIC 2/2: Occupations

**Learning Outcome** The learner shows appreciation for different occupations and practices appropriate ways of caring for animals.

#### Sub-Topic 4A- Carpentry (7)



Carpentry



Saw



Plane



Drill



Hammer



Nails



Planks



Wood glue



Sand paper



Varnish/Polish



Screw driver



Sand dust

## Suggested teaching activities

1. Talking about this trade in their community.
2. Constructing meaningful sentences using the vocabulary learnt.
3. Naming and describing tools used in carpentry.
4. Arranging jumbled sentences to make a meaningful story.
5. Reading and interpreting pictures.
6. Acting dialogues on carpentry.
7. Writing and reciting poems on carpentry.
8. Role playing the use of different tools for specified activities.
9. Carrying out spelling exercises on learnt vocabulary.
10. Writing creative advertisements to market products from carpentry.

## Carpentry Vocabulary

1. **Wood** – the hard material from trees used for making furniture and buildings.
2. **Saw** – a tool with a sharp blade used to cut wood.
3. **Plane** – a tool used to smooth or level wood surfaces.
4. **Carpenter** – a person who works with wood to make or repair furniture and buildings.
5. **Bench** – a strong table where carpenters work on wood.
6. **Drill** – a tool used to make holes in wood.
7. **Hammer** – a tool used to hit nails into wood.
8. **Nails** – small metal pieces used to join wood together.
9. **Plank** – a long, flat piece of wood.
10. **Wood glue** – a sticky substance used to join pieces of wood.
11. **Tools** – instruments like saws, hammers, and drills used in carpentry.
12. **Furniture** – items like chairs, tables, and beds made from wood.
13. **Sandpaper** – rough paper used to smooth wood surfaces.
14. **Polish** – a substance used to make wood shine.
15. **Screwdriver** – a tool used to turn screws into wood.
16. **Timber** – wood prepared for building or carpentry.
17. **Varnish** – a liquid coating applied to wood to protect it and make it shine.
18. **Fix** – to repair or attach something firmly.
19. **Saw dust** – tiny particles of wood produced when cutting or sanding.

**Exercise 1:** Use the following words to complete the sentences.

(wood, saw, plane, carpenter, bench, drill, hammer, nails, plank, wood glue, tools, furniture, sandpaper, polish, screwdriver, timber, varnish, fix, sawdust)

1. A person who makes chairs and tables from wood is called a \_\_\_\_\_.
2. The carpenter uses a \_\_\_\_\_ to cut pieces of timber.
3. A long flat piece of wood is called a \_\_\_\_\_.
4. To make wood smooth, the carpenter uses a \_\_\_\_\_.
5. The carpenter works on a strong table called a \_\_\_\_\_.
6. To join two pieces of wood without nails, he uses \_\_\_\_\_.
7. A \_\_\_\_\_ is used to make holes in wood.
8. The carpenter hits \_\_\_\_\_ into wood using a hammer.
9. Chairs, tables, and beds are examples of \_\_\_\_\_.
10. When wood is cut, tiny particles called \_\_\_\_\_ fall on the floor.

**Using: .....used for.....**

The phrase **is used for** explains the **purpose** of something

**Structure**

**Subject + is used for + verb-ing / noun**

Example: *A hammer is used for hitting nails.*

**Exercise 2:** Use the following words to complete the sentences: bench, drill, sawdust, plane, varnish, saw, screw driver, sand paper, hammer, and wood glue.

1. A \_\_\_\_\_ is used for cutting wood.
2. A \_\_\_\_\_ is used for smoothing wood.
3. A \_\_\_\_\_ is used for hitting nails into wood.
4. A \_\_\_\_\_ is used for making holes in wood.
5. A \_\_\_\_\_ is used for turning screws.
6. \_\_\_\_\_ is used for polishing and smoothing rough surfaces.
7. \_\_\_\_\_ is used for joining pieces of wood together.

8. A \_\_\_\_\_ is used for supporting wood while the carpenter works.
9. \_\_\_\_\_ is used for protecting and shining wood.
10. \_\_\_\_\_ is used for making particle boards or cleaning oil spills.

**Using: *First ... next ... then ...***

This sequence is used to show **order of actions or steps**. It helps pupils describe a process clearly, step by step.

**Structure**

- **First + action ... next + action ... then + action ...**

**Examples**

1. **First** the carpenter measures the wood, **next** he cuts it with a saw, **then** he smoothens it with a plane.

**Exercise 3:** Join the sentences into one sentence using: "First .... next ....then..."

1. The carpenter selects strong timber. The carpenter cuts it into planks. The carpenter stores the planks safely for use.
2. We mark the wood with a pencil. We drill holes at the marked points. We fix screws with a screwdriver.
3. The carpenter sands the rough surface. The carpenter applies polish. The carpenter wipes the surface clean with a cloth.
4. We measure the length of the plank. We saw the plank into the right size. We smooth the edges with a plane.
5. The carpenter joins two pieces with wood glue. The carpenter hammers nails to make them firm. The carpenter applies varnish to protect the wood.
6. We place the plank on the bench. We mark the points. We drill holes.
7. The carpenter joins the wood with glue. The carpenter hammers in nails. The carpenter polishes the furniture.
8. We sand the wood. We apply varnish. We let the varnish dry.
9. The carpenter chooses timber. The carpenter cuts timber into planks. The carpenter fixes them together.

## Using ... besides ...

The word **besides** is a conjunction or preposition that means “in addition to” or “apart from.” It is used to add extra information or show that something else is included.

### Structure

- **Subject + verb + ... besides ... + extra idea**
- Example: *The carpenter makes chairs **besides** tables.*

### Examples

- Use “besides” when you want to add another thing to the first one.
- Example: *The carpenter makes chairs. He also makes tables. → The carpenter makes chairs **besides** tables.*

### Exercise 4: Make one sentence using: “besides”

1. We use nails to join planks. We use wood glue to join planks.
2. The carpenter uses a saw to shape timber. The carpenter uses a plane to shape timber.
3. Sandpaper is useful for smoothing wood. Polish is useful for smoothing wood.
4. The carpenter keeps screwdrivers in his toolbox. The carpenter also keeps hammers in his toolbox.
5. I like reading. I also like playing football.
6. She speaks English. She also speaks Luganda.
7. We planted beans in the garden. We planted maize in the garden.
8. He studies hard at home. He also helps his parents at home.
9. The teacher teaches Maths. The teacher teaches Science.
10. Our mother bathes my sister. Our mother cooks food

## Using Though ...

The word **though** is a conjunction that means “although” or “even if.” It is used to show **contrast** — something happens or is true **despite** another fact.

## Structure

- **Though + subject + verb, ...**
- Or: **Subject + verb ... though ...**

## Tips

Use “though” when you want to show that something happened even if there was a difficulty.

## Examples

1. **Though** the carpenter was tired, he kept working.
2. The carpenter kept working **though** he was tired
3. **Though** John is not a trained carpenter, he makes good chairs.
4. John makes good chairs **though** he is not a trained carpenter.

**Exercise 5:** Rewrite as one sentence starting with: “Though .....

1. The plank was heavy. The carpenter carried the plank alone.
2. The saw still cut the timber well. The saw was old.
3. The carpenter was tired. The carpenter finished making the chair.
4. The nails were small. The nails held the wood firmly.
5. The bench was rough. The carpenter worked on the bench carefully.
6. It was raining. The children went to school.
7. She was sick. She attended the lesson.
8. The boy is young. The boy is very clever.
9. The food was cold. We ate the food happily.
10. The journey was long. We enjoyed the journey.

**Exercise 6:** Rewrite as one sentence connected with “.... though .....

1. The plank was heavy. The carpenter carried the plank alone.
2. The saw still cut the timber well. The saw was old.
3. The carpenter was tired. The carpenter finished making the chair.
4. The nails were small. The nails held the wood firmly.
5. The bench was rough. The carpenter worked on the bench carefully.

6. It was raining. The children went to school.
7. She was sick. She attended the lesson.
8. The boy is young. The boy is very clever.
9. The food was cold. We ate the food happily.
10. The journey was long. We enjoyed the journey.

**Exercise 7:** Read the following advertisements and answer the questions that follow in full sentence. Use quote where applicable

### Carpentry Product Advertisements

1. **“Strong Chairs, Happy Homes!”** Our chairs are made from the finest timber. They are strong, stylish, and comfortable. Buy one today and sit with pride!
2. **“Tables That Last a Lifetime!”** Crafted with care, our tables are smooth, polished, and durable. Perfect for family meals and study time. Get yours now!
3. **“Beds Built for Sweet Dreams!”** Sleep peacefully on our wooden beds. They are firm, beautiful, and made to last. Sweet dreams start here!
4. **“Cupboards That Keep Everything Safe!”** Store your clothes, books, and treasures in our strong cupboards. Besides being useful, they add beauty to your home.
5. **“Furniture That Speaks Quality!”** From benches to wardrobes, our carpentry products are polished, varnished, and ready to shine in your house. Quality you can trust!
6. **“Wooden Benches for Every Corner!”** Whether in the garden or classroom, our benches are strong and smooth. Sit comfortably, anywhere, anytime.
7. **“Polished Planks, Perfect Finish!”** Our planks are cut, sanded, and polished. They are such fine timber that carpenters love to use them.
8. **“Nails, Glue, and Screws — We’ve Got It All!”** Fix your furniture with our carpentry supplies. Strong nails, sticky glue, and reliable screws — everything you need in one place.
9. **“Beautiful Cupboards, Beautiful Homes!”** Our cupboards are not only strong but also stylish. Keep your home neat and shining with our carpentry designs.
10. **“Crafted by Hands, Loved by Hearts!”** Every piece of furniture is made with skill and care. Bring home carpentry products that combine strength and beauty.

Dr. Aida Namitala

## Questions

1. What is the title of the advertisements?
2. Which carpentry product is described as “*Strong Chairs, Happy Homes*”?
3. What are the tables said to be perfect for in the advertisement?
4. According to the advert, what kind of dreams do the wooden beds give?
5. What can you store safely in the cupboards mentioned in the advertisement?
6. Which phrase shows that carpentry products are both strong and beautiful?
7. Where can the wooden benches be used according to the advert?
8. What are polished planks said to be loved by?
9. Which carpentry supplies are advertised together as “*Nails, Glue, and Screws*”?
10. How do cupboards make homes look, according to the advert?
11. What does the slogan “*Crafted by Hands, Loved by Hearts*” suggest about carpentry products?
12. Who wrote the advertisements?

**Exercise 8:** Read the poem and answer the questions that follow in full sentences

### The Carpenter’s Song

With timber strong and planks so wide,  
The carpenter works with skill and pride.  
First he measures, next he saws,  
Then he smoothens with careful laws.

The hammer strikes, the nails go in,  
The furniture takes shape within.  
Sandpaper rubs, the surface shines,  
Glue and screws hold steady lines.

Tables, chairs, and beds are made,  
In polished wood, their beauty displayed.  
Though the work is hard each day,  
The carpenter builds in a special way.

From sawdust small to varnish bright,  
His hands create both strength and light.  
Crafted by hands, loved by hearts,

Carpentry is truly an art.  
Dr. Aida Namitala

### Questions

1. What material does the carpenter work with in the poem?
2. Which tool does the carpenter use to cut timber?
3. What does the carpenter use to smooth the wood?
4. Which tool is mentioned for hitting nails?
5. What is used to polish and make the surface shine?
6. According to the poem, what items of furniture does the carpenter make?
7. What small particles fall when wood is cut?
8. What liquid is applied to protect and shine the wood?
9. How does the poem describe the carpenter's daily work?
10. What does the final line say carpentry truly is?

### Sub-Topic: 4B Tailoring (9 period)

#### Teaching activities

1. Talking about this trade in their community.
2. Constructing sentences using vocabulary and structures learnt.
3. Naming tools used in tailoring.
4. Acting out dialogues in relation to tailoring.
5. Reading and writing texts about tailoring.
6. Creating texts on tailoring.
7. Acting role plays on tailoring.



Sewing machine



Bobbin



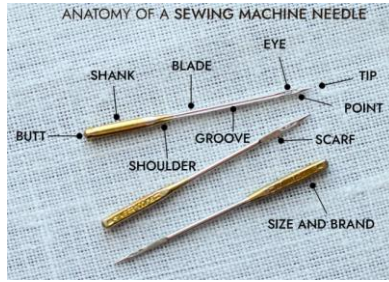
Tape measure



Buttons



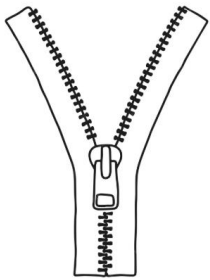
Stitch



Needles



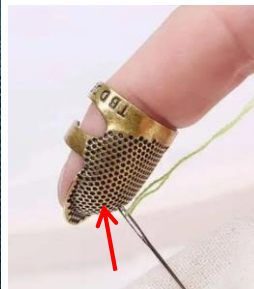
Scissor



Zip



Patch



Thimble



Threads

## Tailoring Vocabulary

1. **Tailor** – a person who makes or alters clothes.
2. **Garment** – any piece of clothing (shirt, dress, trousers).
3. **Bobbin** – a small spool that holds thread in a sewing machine.
4. **Material** – fabric used to make clothes.
5. **Tape measure** – a flexible ruler used to measure body size or cloth.
6. **Button** – a small fastener used to close clothes.
7. **Stitch** – a loop of thread made by a needle when sewing.
8. **Texture** – the feel or surface quality of fabric (smooth, rough, soft).
9. **Cloth** – woven or knitted fabric used for garments.
10. **Needle** – a thin, pointed tool used for sewing with thread.
11. **Design** – the plan or pattern for making a garment.
12. **Seam** – the line where two pieces of fabric are sewn together.
13. **Article** – an item of clothing (like a shirt or skirt).

14. **Sew** – to join fabric pieces with stitches.
15. **Mend** – to repair torn or damaged clothes.
16. **Weave** – to interlace threads to make fabric.
17. **Hemming** – folding and sewing the edge of cloth to prevent fraying.
18. **Button hole** – a slit in fabric where a button passes through.
19. **Threads** – thin strands of fiber used for sewing.
20. **Tailoring** – the craft of making or altering clothes.
21. **Scissors** – a tool used to cut fabric.
22. **Sewing machine** – a machine used to stitch fabric quickly.
23. **Zip** – a fastening device with teeth that opens and closes clothes.
24. **Patch** – a piece of cloth used to cover a hole or tear.
25. **Thimble** – a small cap worn on the finger to push a needle safely.
26. **Knitting** – making fabric by looping yarn with needles.
27. **Seamstress** – a woman who sews clothes professionally.

**Exercise 9:** Use the following words to complete the sentences: **zip, sewing machine, thread, needle, buttons, tape measure, cloth, thimble, bobbin, and scissor.**

1. We use a ..... for sewing clothes.
2. We use a .....for measuring cloth and body size.
3. We use ..... for cutting fabric.
4. We use a .....for stitching garments quickly.
5. We use a ..... for holding thread in the sewing machine.
6. We use ..... for fastening shirts and dresses.
7. We use ..... for making stitches.
8. We use a ..... for protecting our finger while sewing.
9. We use ..... for making garments.
10. We use a ..... for opening and closing trousers or jackets.

**Exercise 10:** Choose and use the following words to complete the sentences: **thimble, scissors, bobbin, needle, patch, thread, sewing machine, tape measure, button, and zip**

1. A ..... is used for sewing clothes.
2. A ..... is used for measuring body size and cloth.
3. .... are used for cutting fabric.
4. A .....is used for stitching garments quickly.
5. A ..... is used for holding thread in the sewing machine.
6. A ..... is used for fastening shirts and dresses.

7. ....is used for making stitches.
8. A .....is used for protecting the finger while sewing.
9. A ..... is used for opening and closing trousers or jackets.
10. A ..... is used for covering holes or tears in clothes.

**Exercise 11:** Read the following dialogue and answer the questions that follow in full sentences.

### Dialogue with a Seamstress

**Customer:** Good morning, Madam.

**Seamstress:** Good morning! How can I help you today?

**Customer:** I need a new school uniform.

**Seamstress:** That's wonderful. Do you have the material?

**Customer:** Yes, I brought the cloth.

**Seamstress:** Good. Let me measure you with the tape measure.

**Customer:** Okay.

**Seamstress:** I will sew the uniform using my sewing machine.

**Customer:** Will you add buttons?

**Seamstress:** Yes, I will sew buttons and make buttonholes.

**Customer:** How long will it take?

**Seamstress:** You can collect it tomorrow evening.

**Customer:** Thank you very much.

**Seamstress:** You're welcome.

Dr. Bbosa Science

### Questions

1. Who is speaking with the seamstress?
2. What does the customer want the seamstress to make?
3. What material did the customer bring?
4. Which tool does the seamstress use to measure the customer?
5. What machine will the seamstress use to sew the uniform?

6. What extra items will the seamstress add to the uniform?
7. What will the seamstress make for the buttons?
8. When will the uniform be ready?
9. How does the customer show gratitude?
10. What does the seamstress say at the end of the conversation?
11. Who wrote the dialogue?

**Exercise 12:** Read the following dialogue and answer the questions that follow in full sentences.

### **Sarah the Seamstress**

Sarah was a hardworking seamstress in her village. Every morning, she opened her small shop and arranged her cloth, scissors, and sewing machine neatly. One day, a customer came with torn trousers. Sarah measured the cloth with her tape measure, cut a patch, and sewed it carefully with her needle and thread. She also added a zip to make the trousers stronger. The customer was very happy and thanked Sarah for her good work. Sarah smiled, because tailoring was not only her job but also her passion.

Dr. Aida Namitala

### **Questions**

1. Who was the main character in the story?
2. What was Sarah's occupation?
3. Where did Sarah work every morning?
4. Name two tools Sarah arranged in her shop.
5. What item of clothing did the customer bring?
6. What tool did Sarah use to measure the cloth?
7. What did Sarah sew onto the trousers to make them stronger?
8. How did the customer feel after Sarah finished the work?
9. Why did Sarah smile at the end of the story?
10. Who wrote the story?

**Exercise 13:** Read the following poem and answer the questions that follow in full sentences.

## **The Tailor's Hands**

With needle sharp and thread so fine,  
The tailor works on every line.  
Scissors cut the cloth with care,  
Designs are drawn beyond compare.

Buttons shine and zips hold tight,  
Garments made both neat and bright.  
Seams are stitched, hems are done,  
Tailoring shines beneath the sun.

From patches small to dresses grand,  
Beauty grows in the tailor's hand.  
Though the work is slow each day,  
The tailor's art will never fade away.

Dr. Bbosa Science

### **Questions**

1. What is the title of the poem
2. What tool does the tailor use that is described as sharp?
3. What is said to be fine in the poem?
4. Which tool is used to cut cloth with care?
5. What does the tailor draw to guide the work?
6. What two things are mentioned as fasteners in garments?
7. What part of the garment is stitched together?
8. What is done to the hems according to the poem?

9. What small item is mentioned that the tailor repairs?
10. How does the poem describe the tailor's work each day?
11. What does the poem say will never fade away?
12. Who wrote the poem

**Exercise 14:** Read the following advertisement and answer the questions that follow in full sentences.

**Advertisement: *Perfect Fit Tailoring Shop***

**“Clothes Made Just for You!”** At Perfect Fit Tailoring Shop, we design and sew garments that make you look smart and stylish.

- We use fine cloth and strong threads.
- Our sewing machines stitch neatly and quickly.
- We add buttons, zips, and patches to make your clothes last longer.
- School uniforms, dresses, trousers, and shirts — all made with care.

Come today and get your clothes mended or designed.

**Perfect Fit Tailoring Shop — Quality in Every Stitch!**

**Questions**

1. What is the name of the tailoring shop in the advert?
2. What slogan is used in the advertisement?
3. What materials are mentioned as being used in tailoring?
4. Which machine is used to stitch clothes quickly?
5. Name two fasteners mentioned in the advert.
6. What types of clothes are listed in the advertisement?
7. What service does the shop offer apart from making new clothes?
8. How does the advert describe the stitching of the sewing machine?
9. What phrase shows that the shop values quality?
10. Why should customers come to Perfect Fit Tailoring Shop?

### When to Use: *Be careful when ...*

1. **Safety with tools or objects**
  - *Be careful when using scissors so you don't cut yourself.*
  - *Be careful when threading a needle so you don't prick your finger.*
2. **Accuracy in work or study**
  - *Be careful when measuring cloth so the size is correct.*
  - *Be careful when writing answers so you don't make spelling mistakes.*
3. **Handling delicate things**
  - *Be careful when ironing clothes so you don't burn the fabric.*
  - *Be careful when carrying glass so it doesn't break.*
4. **Situations with possible danger**
  - *Be careful when crossing the road.*
  - *Be careful when climbing a ladder.*

**Exercise 15:** Use the following phrases to complete the sentences: **sewing with the machine, making buttonholes, hemming the cloth, weaving threads, mending torn clothes, using scissors, measuring with the tape measure, using scissors, fixing a zip, threading the needle, cutting patterns.**

1. Be careful when .....to cut cloth.
2. Be careful when .....so you don't prick your finger.
3. Be careful when .....to get the right size.
4. Be careful when ..... so the stitches are neat.
5. Be careful when .....to make sure it opens and closes smoothly.
6. Be careful when ..... so they fit the buttons well.
7. Be careful when ..... to keep the edges straight.
8. Be careful when .....so the design comes out correctly.
9. Be careful when .....to match the thread with the fabric.
10. Be careful when .....so the cloth is strong and even.

### When to Use *prefer ... to ...*

- **To show liking one item more than another**
  - *I prefer tea to coffee. (I like tea more than coffee.)*
- **To compare activities**
  - *She prefers reading to watching TV.*

- **To compare people's choices**
  - *We prefer school uniforms to casual clothes.*
- **To compare tools or methods**
  - *A tailor prefers a sewing machine to hand sewing.*

**Exercise 16:** Use the following phrases to complete the sentences: **bright designs to plain ones, buttons to zips, a sewing machine to hand stitching, soft cloth to rough cloth, scissors to a knife**

1. I prefer .....for cutting cloth.
2. We prefer ..... because it is faster.
3. The tailor prefers .....for closing shirts.
4. She prefers ..... for making dresses.
5. They prefer ..... when sewing garments.

### **When to Use *as soon as* ...**

- **To show immediate action after something happens**
  - *As soon as the bell rings, pupils enter the classroom.*
  - *As soon as the tailor finishes sewing, she irons the garment.*
- **To show readiness or quick response**
  - *I will call you as soon as I arrive.*
  - *The carpenter starts polishing as soon as the chair is built.*
- **To show cause and effect in time**
  - *As soon as it rains, the children run inside.*
  - *As soon as the cloth is cut, the tailor begins stitching.*

**Exercise 17:** Rewrite as one sentence using “as soon as”

1. The tailor measures the cloth. He cuts the cloth.
2. The seamstress threads the needle. She begins sewing when threading is ready.
3. The tailor designs the garment. He starts cutting when the design is drawn.
4. The tailor makes buttonholes. He fixes the buttons when the holes are complete.
5. The seamstress stitches the seams. She irons the garment when the stitching is finished.
6. The tailor cuts a patch. He mends the trousers
7. The tailor fills the bobbin with thread. He uses the sewing machine.
8. The seamstress folds the cloth edges. She hems them neatly
9. The tailor stitches the trousers. The tail adds a zip.

10. The customer pays for the garment. The tailor delivers it.

### When to Use: .... *immediately* ...

- **To show quick action after something happens**
  - *The tailor started sewing immediately after measuring the cloth.*
  - *The pupils entered the classroom immediately the bell rang.*
- **To give urgent instructions**
  - *Go to the doctor immediately if you feel sick.*
  - *Report immediately when you see a fire.*
- **To show fast response**
  - *The seamstress repaired the dress immediately it was torn.*
  - *The carpenter polished the chair immediately it was finished.*

### Exercise 18: Rewrite as one sentence using “immediately”

1. The tailor measured the cloth. The tailor started sewing.
2. The seamstress made the button holes. The seamstress fixed the buttons.
3. The bobbin was filled with thread. The sewing machine was used.
4. The tailor hemmed the cloth. The edges were folded.
5. The customer paid for the garment. The customer collected the garment
6. The tailor drew the design. The tailor cut the cloth.
7. The seamstress joined the pieces. The seamstress stitched the seam.
8. The tailor cut a patch. The tailor mended the trousers.
9. The tailor stitched the garment. The tailor ironed the garment.
10. The last customer left. The shop closed.

### Starting sentences with: *Immediately* .....

- **To show urgent action**
  - *Immediately the cloth was measured, the tailor began to cut.*
  - *Immediately the bell rang, the pupils entered the classroom.*
- **To show instant reaction**
  - *Immediately the trousers tore, the seamstress prepared a patch.*
  - *Immediately the teacher arrived, the class became quiet.*
- **To give strong instructions**

- *Immediately you finish sewing, iron the garment.*
- *Immediately you see smoke, report to the head teacher.*

**Exercise 19:** Rewrite as one sentence starting with: “Immediately ....”

1. The bobbin was filled. The sewing machine was used.
2. The buttonholes were made. The tailor fixed the buttons.
3. The edges were folded. The seamstress hemmed the cloth.
4. The design was drawn. The tailor cut the fabric.
5. The garment was stitched. The customer collected it.

**When to Use ... and ...**

- **To join two nouns (things or people)**
  - The tailor uses scissors **and** a needle.
  - Buttons **and** zips are used to fasten clothes.
- **To join two verbs (actions)**
  - The seamstress measures **and** cuts the cloth.
  - The tailor sews **and** irons the garment.
- **To join two adjectives (describing words)**
  - The dress is neat **and** beautiful.
  - The cloth is soft **and** bright.
- **To join two sentences or ideas**
  - The tailor finished the trousers, **and** the customer collected them.
  - The sewing machine is fast, **and** it makes neat stitches.

**Exercise 20:** Join the sentences using “**and**”

1. The tailor designs clothes. The tailor sews clothes.
2. The seamstress uses thread. The seamstress uses buttons.
3. The cloth is strong. The cloth is smooth.
4. The trousers are stitched. The trousers are ironed.
5. The customer paid for the garment. The customer received the garment.

## Sub-Topic: 4C: Baking (11 periods)

### Teaching methods

1. Constructing sentences using appropriate vocabulary and structures.
2. Creating and acting dialogues on baking.
3. Writing guided and free compositions on baking.
4. Identifying and sorting different bakery products.
5. Explaining how to bake different products.
6. Reading texts related to recipe
7. Composing recipes and talking about their compositions.
8. Completing word puzzles.



Oven



Butter



Baking tins



cookie cutters



Icing sugar



Food color



Yeast



Buns



Cake



Bread



Biscuits



Cookies



Wedding cake



Bakery



Baking flour



Margarine



Sugar

### Baking Terms and Meanings

Term	Meaning
<b>Oven</b>	A heated appliance used for baking or roasting food.
<b>Butter</b>	A dairy product made from cream, used in baking for flavor and texture.
<b>Baking tin</b>	A metal container used to hold dough or batter while baking.
<b>Cookie cutter</b>	A tool used to cut dough into shapes for cookies.
<b>Icing sugar</b>	Very fine powdered sugar used for icing and decorations.
<b>Food colour</b>	Liquid or powder added to give cakes or icing bright colors.
<b>Yeast</b>	A living ingredient that makes dough rise by producing gas.
<b>Bake</b>	To cook food in an oven using dry heat.
<b>Turn off</b>	To stop the oven or appliance from working.
<b>Slice</b>	A thin piece cut from bread, cake, or other baked goods.
<b>Bun</b>	A small round bread roll, often sweet.
<b>Cake</b>	A sweet baked food made from flour, sugar, eggs, and butter.
<b>Bread</b>	A staple baked food made from flour, water, and yeast.
<b>Biscuit</b>	A small baked food, crisp or soft, often sweet.
<b>Cookies</b>	Sweet, small, round baked treats, similar to biscuits.
<b>Taste</b>	The flavor experienced when eating food.
<b>Mix</b>	To combine ingredients together.
<b>Loaf</b>	A shaped mass of bread baked as one piece.
<b>Pinch</b>	A very small amount of an ingredient, held between fingers.
<b>Tier</b>	A level or layer of a cake (e.g., wedding cake tiers).

<b>Bakery</b>	A shop where bread, cakes, and pastries are made and sold.
<b>Sprinkle</b>	To scatter small amounts of sugar, nuts, or decorations on food.
<b>Knead</b>	To work dough by pressing and folding to make it smooth.
<b>Roll out</b>	To flatten dough with a rolling pin.
<b>Sieve</b>	A tool used to separate fine flour or sugar from lumps.
<b>Baker</b>	A person who bakes bread, cakes, or pastries.
<b>Term</b>	<b>Meaning</b>
<b>Wedding cake</b>	A large, decorated cake served at weddings.
<b>Dough</b>	A mixture of flour and liquid that is kneaded and baked.
<b>Baking flour</b>	Flour specially prepared for baking cakes or bread.
<b>Pinch of sugar</b>	A very small amount of sugar.
<b>Pinch of salt</b>	A very small amount of salt.
<b>Margarine</b>	A butter substitute made from vegetable oils.
<b>Ingredients</b>	The items used to prepare a recipe (flour, sugar, eggs, etc.).
<b>Recipes</b>	Instructions for preparing and cooking food.
<b>Flavour</b>	The taste or smell of food.

**Exercise 21:** Read the story and answer the questions that follow in full sentences.

### The Busy Bakery

One Saturday morning, Aisha visited the bakery near her home. The baker was preparing a wedding cake with three tiers. He carefully mixed the ingredients: baking flour, yeast, margarine, butter, and a pinch of sugar. He kneaded the dough, rolled it out, and placed it in a baking tin.

Beside him, another baker was making bread, buns, and biscuits. The oven was hot, but he remembered to turn off the oven after the loaf was baked. Anna watched as he used a cookie cutter to shape cookies and sprinkled icing sugar mixed with food color on top.

The bakery smelled wonderful. Anna tasted a slice of cake, and the flavor was sweet and soft. She asked the baker about his recipes, and he explained how important it was to sieve the flour and add just a pinch of salt. Anna decided she wanted to learn how to bake too.

Dr. Aida Namitala

## Questions

1. What is the title of the story?
2. Where did Aisha go on Saturday morning?
3. What was the baker preparing?
4. Name two ingredients used in the cake.
5. What tool was used to shape cookies?
6. What did the baker sprinkle on the cookies?
7. What did Anna taste at the bakery?
8. Why did the baker sieve the flour?
9. What did the baker do after the loaf was baked?
10. What smell filled the bakery?
11. What did Anna decide at the end of the story?
12. Who wrote the story?

**Exercise 22:** Read the story and answer the questions that follow in full sentences.

### Anna and the Baker

**Anna:** Wow, the bakery smells amazing!

**Baker:** Yes, I just baked a fresh loaf of bread and some buns.

**Anna:** I see you used a baking tin. Did you also use yeast?

**Baker:** Of course. Yeast helps the dough rise.

**Anna:** And what about the cookies? They look so pretty.

**Baker:** I rolled out the dough, used a cookie cutter, and sprinkled icing sugar with food colour.

**Anna:** Do you always sieve the baking flour?

**Baker:** Yes, it makes the cake soft and smooth.

**Anna:** Can you teach me how to knead and mix the ingredients?

**Baker:** Certainly! Baking is fun when you follow the recipes carefully.

Dr. Bbosa Science

## Questions

1. What is the title of the dialogue?
2. What did the bakery smell like?
3. What did the baker bake fresh?
4. What tool did the baker use for bread?
5. Why is yeast important?
6. How did the baker shape the cookies?
7. What did he sprinkle on the cookies?
8. Why does the baker sieve flour?
9. What did Anna want to learn?
10. What did the baker say about baking?
11. Who was speaking in the dialogue?
12. Who wrote the dialogue

**Exercise 23:** Read the story and answer the questions that follow in full sentences.

### The Baker's Magic

In the bakery, warm and bright,  
The oven glows with golden light.  
Butter melts, the dough is sweet,  
A loaf of bread, a tasty treat.

Mix the flour, a pinch of salt,  
Recipes perfect, never fault.  
Roll out buns, knead them well,  
The flavour's rich, the taste will tell.

Cookies shaped with cutters neat,  
Sprinkle icing, soft and sweet.  
Wedding cake with tiers so tall,  
The baker's magic feeds us all.

## Questions

1. What is the title of the poem?
2. Where does the oven glow?
3. What melts in the poem?
4. What tasty treat is baked?
5. What is added with flour?
6. What action is done to buns?
7. How are cookies shaped?
8. What is sprinkled on cookies?
9. What kind of cake is mentioned?
10. How many tiers does the cake have?
11. Who makes the magic in the poem?
12. Who wrote the poem?

## When to Use ... *used to*.....

- **Past habits or repeated actions**
  - Example: *I used to play football every weekend.* (It was a regular habit in the past, but I don't do it now.)
- **Past states or situations**
  - Example: *That bakery used to be on Main Street.* (It was located there before, but not anymore.)
- **Negative form**
  - Example: *I didn't use to like bread, but now I do.* (Notice: in negatives and questions, "use to" is correct after *did/didn't*.)
- **Questions**
  - Example: *Did you use to bake cookies with your grandmother?*
- **Different meaning: "be used to"**
  - This is not the same. *Be used to* means "to be familiar with" or "accustomed to."
  - Example: *I am used to waking up early.* (It feels normal for me now.)

## Quick Comparison

Form	Meaning	Example
<b>used to + verb</b>	Past habit/state, no longer true	<i>She used to bake bread every day.</i>
<b>didn't use to + verb</b>	Negative past habit/state	<i>He didn't use to like biscuits.</i>
<b>Did ... use to + verb?</b>	Question about past habit/state	<i>Did they use to knead dough by hand?</i>
<b>be used to + noun/verb-ing</b>	Accustomed to something (still true)	<i>I am used to the taste of margarine.</i>

**Exercise 24:** Use the phrase “used to” and the verbs (bake, make, sieve, sprinkle, knead, cut) to make sentences.

E.g. I **used to** bake cakes when I was young.

**Exercise 25:** Use the phrase “used for” and baking tins, butter, yeast, oven, cookie cutter to make sentences. E.g. A spoon is **used for** mixing butter and sugar.

**Exercise 26:** Use “prefer..... to” and bread, cakes, burns, biscuits, cookies to make five sentences.

E.g. Musa **prefers** cakes **to** bread.

**Exercise 27:** Use “... neither ... nor ...” to make five sentences

e.g. **Neither** Kadoma **nor** Juma eat biscuits.

Inzikuru bakes **neither** cakes **nor** cookies.

**Exercise 28:** Use “... even though...” to make five sentences.

E.g. The cake was not tasty **even though** she had used all the ingredients to bake it.

## Sub-topic: 4D Keeping Animals (9 periods)

### Teaching activities

1. Talking about how to care for animals.
2. Acting out dialogues on animal welfare.
3. Reading, writing and reciting poems about animal care.
4. Writing free and guided compositions on animal care.
5. Identifying different animal sounds and their meanings.
6. Role playing ways of caring for animals.
7. Writing creative articles and messages on animal care.



Cow



Cat



Dog



Sheep with docked tail

1. **Dock** – to cut short an animal’s tail (often done to sheep, dog).
2. **Pet** – an animal kept at home for companionship, like a dog, cat, or rabbit.
3. **Animal sounds** – noises animals make, such as barking, meowing, mooing, or bleating.
4. **Misery** – great unhappiness or suffering.
5. **Comfort** – a state of ease, safety, and well-being.
6. **Discomfort** – feeling uneasy, in pain, or not at ease.
7. **Welfare** – the health, happiness, and safety of animals.
8. **Anxious** – feeling worried or nervous.
9. **Anxiety** – the state of being very worried or fearful.
10. **Cruelty** – causing pain or suffering to animals on purpose.
11. **Stray** – an animal without a home, often wandering in the streets.
12. **Sorrow** – deep sadness.
13. **Cruel** – unkind, causing suffering.
14. **Body signs** – signals animals show with their body (like wagging a tail, drooping ears, or trembling) to express feelings.
15. **Torture** – extreme pain or suffering caused deliberately.
16. **Husbandry** – the care, breeding, and management of farm animals.

17. **Dip** – to wash animals in a chemical bath to kill parasites like ticks.
18. **Slaughter** – to kill animals, usually for food.
19. **Veterinary** – related to animal doctors (veterinarians) who treat sick or injured animals.
20. **Tether** – to tie an animal with a rope or chain.
21. **Mistreatment** – treating animals badly, without care or kindness.

**Exercise 29:** Choose from these word to complete the sentences: **Animal sounds, comfort, welfare, anxiety, cruelty, anxious, dock, misery, discomfort, pet**

1. Farmers used to .....the tails of some animals, but today many people see it as cruelty.
2. A .....needs love, food, and shelter to stay healthy and happy.
3. The ..... in the barn helped the farmer know when the cows were hungry.
4. A stray dog lived in ..... until kind people rescued it.
5. Clean bedding gives animals .....after a long day.
6. Tight chains cause ..... and pain to tethered animals.
7. Good feeding and housing improve the ..... of farm animals.
8. A cat may look ..... when it hears loud noises.
9. ....in animals can be seen through body signs like shaking or hiding.
10. Beating animals is an act of ..... that shows someone is cruel.

**Exercise 30:** Read the story and answer the following questions in full sentences

### The Stray Dog at the Veterinary Clinic

One rainy day, a **stray** dog wandered into the village. Its body signs showed **misery** and **discomfort**—drooping ears, trembling legs, and sad eyes. The villagers felt **sorrow** when they saw the poor animal.

A kind farmer, skilled in animal **husbandry**, took the dog to the **veterinary** clinic. The vet checked the dog's **welfare** and noticed it was **anxious** because of past **mistreatment**. The vet explained that some cruel people had tried to **tether** the dog too tightly, causing pain.

The vet gave the dog a medicinal **dip** to remove ticks and treated its wounds. He promised never to allow **cruelty** or **torture**. Soon, the dog found **comfort** in a new home as a **pet**, where it could listen to friendly **animal sounds** instead of suffering.

### Questions

1. What is the title of the story?
2. What kind of dog came into the village?
3. What body signs showed the dog's misery?
4. Who took the dog to the veterinary clinic?
5. What skill did the farmer have?
6. What did the vet check first?
7. Why was the dog anxious?
8. What had cruel people tried to do to the dog?
9. What treatment did the vet give the dog?
10. Where did the dog finally find comfort?
11. What did the vet promise never to allow?
12. Who wrote the story?

**Exercise 31:** Read the dialogue and answer the following questions in full sentences

#### A Child Talks to the Vet

**Child:** Doctor, why does this stray cat look so anxious?

**Vet:** It shows body signs of **anxiety**, like hiding and shaking.

**Child:** Did someone cause it **cruelty**?

**Vet:** Yes, it suffered **mistreatment** when people tried to **tether** it too tightly.

**Child:** That must have caused misery and sorrow.

**Vet:** Exactly. Our job is to give animals comfort and protect their welfare.

**Child:** Will you give it a dip to remove fleas?

**Vet:** Yes, and I will also check its health carefully.

**Child:** I hope it becomes a happy pet.

**Vet:** With good husbandry and care, it will recover.

Dr. Aida Namitala

## Questions

1. What is the title of the dialogue?
2. Who was the child speaking to?
3. What animal were they talking about?
4. What body signs showed anxiety?
5. What kind of mistreatment did the cat suffer?
6. What feelings did the child mention?
7. What did the vet say their job was?
8. What treatment did the vet plan to give?
9. What did the child hope the cat would become?
10. What skill helps animals recover?
11. How did the vet plan to check the cat?
12. Who wrote the dialogue?

**Exercise 32:** Read the dialogue and answer the following questions in full sentences

### Care for Animals

To dock a tail is cruel,  
To torture brings no rule.  
A pet needs love and care,  
Its welfare we must share.

Animal sounds bring cheer,  
Not misery or fear.  
To tether tight is wrong,  
Comfort makes them strong.

Stray dogs feel sorrow deep,  
But kindness helps them keep.  
With husbandry and vet's hand,  
Discomfort leaves the land.

Dr. Aida Namitala

## Questions

1. What is the title of the poem?
2. What action is called cruel in the poem?

3. What should never be done to animals?
4. What does a pet need?
5. What should we share with animals?
6. What do animal sounds bring?
7. What should not cause fear?
8. What is wrong to do with ropes or chains?
9. What gives animals strength?
10. What do stray dogs feel?
11. Who helps remove discomfort?
12. Who wrote the poem?

### Second Conditional Structure

- **Form:** *If + past tense, ... would + base verb*
- **Use:** To talk about **imaginary or unlikely situations in the present or future.**

Example: *If I had wings, I would fly across the sky.* (This is not real, but imagined.)

**Exercise 33:** Read each of the following sentences loudly

1. If people **were cruel** to pets, the animals **would suffer misery**.
2. If a dog **were a stray**, it **would show body signs** of sorrow.
3. If farmers **used good husbandry**, animals **would enjoy comfort**.
4. If someone **tethered** an animal too tightly, it **would feel discomfort**.
5. If the vet **gave a dip**, the cow **would be free from ticks**.
6. If animals **were mistreated**, their **welfare would be poor**.
7. If a pet **were anxious**, it **would make strange animal sounds**.
8. If people **stopped cruelty**, animals **would live without torture**.
9. If a goat **were slaughtered humanely**, it **would not suffer sorrow**.
10. If you **took your pet to the veterinary clinic**, it **would receive proper care**.

**Exercise 34:** Rewrite one sentence from each of the following pairs of sentences using “**If .... would .....**”

1. The dog was a stray. People would give it food.
3. The farmer had good husbandry skills. The animals would enjoy comfort.
4. The vet dipped the cow. It would be free from ticks.

5. The pet was anxious. It would make loud animal sounds.
6. People mistreated animals. Their welfare would be poor.
7. The farmer slaughtered the goat humanely. It would not suffer misery.
8. The cruel man tethered the horse tightly. It would feel discomfort.
9. The vet checked the body signs. He would know the animal's anxiety.
10. The villagers gave the stray dog shelter. It would no longer live in sorrow.
11. People stopped cruelty. Animals would live in comfort.

**Exercise 35:** Write five sentences each, using each of the of the following phrase

- (i) You should ...  
E.g. You should mind about the welfare of animals.
- (ii) You should not ...  
E.g. You should not dock dogs because it hurts them.
- (iii) Not only ... but also  
E.g. Not only should you feed animals but also treat them when they are sick
- (iv) • ... need not ...  
E.g. We need not be cruel to animals because they are our friends.

**Thank You**

**Dr. Bbosa Science**