KAZO DISTRICT LOCAL GOVERNMENT
EDUCATION DEPARTMENT
PRIMARY SIX ENGLISH LESSON NOTES TERM TWO 2023

LESSON 1

TOPIC: Family relationships

SUB-TOPIC: Family relationships

CONTENT: Vocabulary

- Sister –in-law
- Mother-in-law
- Father-in-law

Grammar

Giving opposites

Example

Mother-in-law

Sister –in-law

Structure

Using……rather…..than….

EXAMPLE

I would rather visit my uncle than my aunt.

Activity (Spotlight English Bk 6 page 46).

Use the words….rather than….to construct correct sentences.

1. Have many nephews, have many nieces.
2. Arrest defilers, let them go.
3. A kind half-sister.
4. Wait, marry a young girl.
5. Get twins, get triplets.
6. Small family, large family.

LESSON 2

TOPIC: Family relationships.

SUB-TOPIC: Family relationships.

CONTENT: Vocabulary

Nephew

Nieces
Cousin
Half brother

Structure

Using… rather….. than……..
Example
I would rather have twins than triplets.

ACTIVITY

(Spotlight English Bk 6 page 46)
Construct six sentences using…… rather…. than….

Examples

1. I would rather have triplets than one son.
2. I would rather have younger sister than my brothers.

LESSON 3

TOPIC: Family relationships
SUB-TOPIC: Family relationships
CONTENT: Vocabulary
Half sister
Step brother
Step sister
Twins

Grammar

Giving opposites

Example

Half sister
Half brother

Structure
Using……..too…..to

Example

Your half sister is very young.
She cannot marry.
Your half sister is too young to marry.

Activity

(Fountain primary English learners Bk6 Page 85)
Join these sentences using….too….to….

1. My cousin is very young. She cannot travel alone.
2. He is old. He cannot run.

3. Her mother-in-law is short. She cannot touch the ceiling.
4. Grandmother is old. She cannot walk very well.
5. Our uncle is drunk. He should not drive.

LESSON 4

TOPIC: Family relationships

SUB-TOPIC: Family relationships

CONTENT: **Vocabulary**

Triplets
Quadruplets

Grammar
Forming plurals
Example
Twin-twins
Triplet-Triplets
Quadruplet-quadruplets
Structure
Using……..just…..
Example

1. My aunt has just given birth to triplets.
2. My nephew has just been arrested.
3. My brother has just finished his college education.

Activity
(Fountain primary English learners Bk6 Page 85)
Complete the sentences using ….just……

1. Our cousin has……married.
2. My Sister and brother-in law has ----------arrived.
3. My nephew has ----------been arrested.
4. Our uncle has ----------left for Cairo.
5. Her sister –in-law has----------been to Kampala.
6. Her mother-in-law has ----------been admitted to Mulago Hospital.

LESSON 5

TOPIC: Family relationships

SUB-TOPIC: Family relationships

CONTENT: Vocabulary

Birth to
Incest
tribe

Grammar

Making sentences

Example

Our half sister gave birth to quadruplets

Structure

Using……..already ……

Example

1. My uncle has already died.
2. John has already gone to Aunt Mary's house.

Activity

(Fountain primary English learners Bk6 Page 86)

Complete the following sentences using already and the correct form of the words in brackets.

1. My sister has ----------. (go)
2. They have ----------to see my grandfather. (go)
3. Our cousin is ----------.(marry)
4. Their nephew has ----------them the said news. (tell)
5. My brother has ----------for England. (leave)
6. We have ----------at the airport. (arrive)

LESSON 6

TOPIC: Family relationships

SUB-TOPIC: Family relationships

CONTENT: **Vocabulary**

Populated
Marry
Give

Grammar

Completing sentences using the word in brackets.

Example

1. Our cousin is _____. (marry)
   Our cousin is already married.
2. My mother has----------for England. (leave)
   My mother has already left for England.

Structure

Using……..but….

Example

Hawa is my niece but her brother is my nephew.

Activity

(Fountain primary English learners Bk6 Page 86).

Complete the sentences correctly ….

1. Tomas is my nephew but his sister is my _____
2. Julius is my uncle but his son is my _____
3. Hussein is my uncle but his son is my _____
4. Nyakato is my aunt but her brother is my _____
5. Joy is my mother-in-law but her son is my _____

LESSON 7

TOPIC: Family relationships

SUB-TOPIC: Family relationships

CONTENT: **Vocabulary**

Young
Old
Elder
Eldest

Grammar

Comparison of adjective.

Example

Positive	**Comparative**	**Superlatives**
Young	Younger	Youngest
Small	smaller	Smallest
Tall	taller	tallest
Big	bigger	biggest

Structure

Using …….too……..to

Example

Her half-brother is very young. He cannot go to go school.
Her half brother is too young to go to school.

Activity
(Fountain primary English learners Bk6 Page 84)
Complete the sentences using …..too….. to….

1. Your grandmother is……..old……play hide and seek.
2. His half brother is …….young ……..to go to boarding school.
3. Their cousin is……..weak……carry that heavy box.
4. All my nephews were …….tired…….eat.

LESSON 8

TOPIC: Family relationships

SUB-TOPIC: Family relationships

CONTENT: **Vocabulary**

Scarcely
Densely

Grammar
Forming adverbs from adjectives
Example
1. Scarce- Scarcely
2. Dense-densely

Structure
Using……..such a…….that……
Example
Our step-sister was a wise lady.
She educated all her cousins.
Our step-sister was such a wise lad that she educated all her cousins.

Activity
(St. Bernard's English Bk 6 page 75)
Join these sentences using….such a …. that…….
1. My aunt was a wise lady. She educated all her children.

2. It was a very large family. They could not afford basic needs.
3. It was a cold day. The children could not go out to play.
4. Your brother is a very tall man. He can touch the wire.
5. It was a very busy day for us. We worked up to midnight.
6. Their uncle was a very strong man. He won the battle.

LESSON 9

TOPIC: Family relationships.

SUB-TOPIC: Family relationships.

CONTENT: **The text or passage with the title family relationships.**

Activity

(Fountain primary English learners Bk6 Page 88)

Answer the following questions in full sentences.

1. What is the name of the grandfather?
2. In which district does Mr. Othieno live?
3. Who came from Mbale district?
4. Why do you think Mr. Othieno woke up his grandchildren?
5. How many children came with Aunt Mebbo?
6. List any five grand children.

LESSON 10

TOPIC: Family relationships

SUB-TOPIC: Family relationships

CONTENT: A dialogue between Anita and her uncle entitled THE QUADRUPLETS.

Activity

(St. Bernard's English Bk 6 Page 63)

Answer the questions in full sentences.

1. When did the dialogue take place?
2. Whom had Aunt grace gone to see in the hospital?
3. How many babies were born?
4. How is Anita related to the Quadruplets?
5. Mention the place where the babies are.

LESSON 11

TOPIC: Family relationships

SUB-TOPIC: Family relationships

CONTENT: **Study the poem entitled WHY GRAND FATHER LIMPS and answer the questions in full sentences.**

Activity

(Fountain primary English Bk 6 page 95)
Study the poem and answer the questions below in full sentences.

1. How old is Grandfather?
2. How many grandchildren does he have?
3. Where have his sons and daughters gone?
4. Where does he cut firewood?
5. What causes the old man to limps?
6. What causes the old man to limp?
7. What does the old man think of at night?

LESSON 12

TOPIC: Family relationships

SUB-TOPIC: Family relationships

CONTENT: A family tree

Study the family tree

Activity

(Fountain primary English learners Bk6 Page 94)
Study the family tree and answer the questions.

1. What does this family tree show you?
2. What is the relationship between Robert and Sarah?
3. How many children does John have?
4. What relation is Sarah to John?
5. What is the relationship between Anne and Jonathan?
6. What is the relationship John call Martin?
7. Which word can you use to describe Jonathan?
8. What does Betty call Susan?
9. What is the relationship between Jane and Peter?
10. What relationship does Anne have with Suzan?

LESSON 13

TOPIC: Family relationships

SUB-TOPIC: Family relationships

CONTENT: Read the Poem entitled A NEW FAMILY MEMBER.

Activity

(St. Bernard's English Pupil's Bk 6 page 78)
Read the poem and answer the questions about it in full sentences.

1. How many long months' doe the Poem talk about?
2. What are the parents waiting for all these months?
3. Who names the new family members?
4. Who pronounces blessings upon the baby?
5. How many lines make up the first Stanza?
6. Write another word that means **happily.**

LESSON 14

TOPIC: Family relationships

SUB-TOPIC: Family relationships

CONTENT: Dialogue between Fatima and Suleiman

Activity

(Spotlight English pupil's Book 6 page 45)

Read out the dialogue with your friend and discuss the questions that follow. Discuss the following questions.

1. What is the name of Omar's twin sister?
2. Who is a grandparent?
3. How does Mrs. Mwanaisha call Fatuma?
4. Who is Suleiman to Omar?
5. What is the relationship between Fatuma and the triplets?

LESSON 15

TOPIC: Family relationships

SUB-TOPIC: Family relationships

CONTENT: Read the riddles

ACTIVITY

(ST. BENARDS ENGLISH BOOK 6 PAGE 62)

Read these riddles with your friend and give a correct answer to each.

1. I am a daughter of your sister or brother
   I have five letters. What am I?
2. I am a son of your brother or sister
   I have six letters, what am I ?
3. We are three babies born on the same day by the same mother
   we have eight letters what are we?

4. We are two babies born on the same day by the same mother. We have five letters. What are we?
5. We are four babes born on the same day by the same mother. We have eleven letters. What are we?

LESSON 16

TOPIC: Family relationships

SUB-TOPIC: Family relationships

CONTENT: spelling game

ACTIVITY

(ST. BENARDS ENGLISH BOOK 6 PAGE 51)

Practice spelling the following words alone in pairs or with the whole class.

- Now read them aloud by pronouncing each word clearly
  1. Grand parent
  2. Mother –in-law
  3. Half –brother
  4. Populated
  5. Nephew
  6. Niece
  7. Triplets
  8. Densely
  9. Birth
  10. Defile

LESSON 17

TOPIC: Family relationships

SUB-TOPIC: Family relationships

CONTENT: Read the riddles

ACTIVITY

(ST. BENARDS ENGLISH BOOK 6 PAGE 73)

Read and make sentences from the table below with a friend

Examples

1. My cousin is too young to get married.
2. Their brother was too proud to get a job.

	Cousin						

My	sister			young			
	brother	is		old rude			married
Our	step-sister			cruel		get	
Their	half-brother	was	too	busy	to		a job
	niece			proud			
Your	nephew			carefree			

LESSON 18

TOPIC: Family relationships

SUB-TOPIC: Family relationships

CONTENT: A guided composition about Mr. and Mrs. Barigye's family

ACTIVITY

(Fountain primary English Bk 6 page 90)

Use these words to fill in this gaps

evening, time table, at 4:30pm, children, smoothly, mother, supper, six, also

Mr. and Mrs. Barigye's family,

Mr. & Mrs, Barigye's family gets up at _____O'clock and has breakfast. Mrs. Barigye is a teacher. She and he children go to school _____seven O'Clock. The children and their _____have lunch between twelve-thirty and two O'clock.

The School closes at _____Mrs. Barigye prepares the evening meal as the _____ do their home work. Mr. Barigye normally comes home late in the _____.The family eats _____at 8:30pm.

After supper they go to bed. This _____helps the family to run _____

LESSON 19

TOPIC: Family relationships

SUB-TOPIC: Family relationships

CONTENT: picture Discussion

ACTIVITY

(ST. BENARDS ENGLISH BOOK 6 PAGE 61)

Study the picture with a friend and answer the questions about it.

Questions

1. How many people are in the this family?
2. Give the number of people I your family
3. Where does your family live?

4. Who is the oldest person in your family?
5. How has the family been helpful to you?
6. Share with a friend what happens in your family when a baby is born?

LESSON 20

TOPIC: Occupations
SUB-TOPIC: Carpentry
CONTENT: Vocabulary
Wood
Saw
plane

Grammar

Constructing sentences using the key words in Vocabulary

1. I use a hammer to drive nails into a wood.
2. I use a saw to cut wood.

STRUCTURE

…….used for…….

EXAMPLE

What is a plane used for? To make the wood smooth

Complete the sentences using the sentences above

1. _____a hammer used for? To knock in nails.
2. _____ a saw used for? To cut the wood.
3. _____ sand paper used for? To make the wood smooth.
4. _____polish used for? To make the wood shine.
5. _____timber used for? To make furniture.
6. _____a plane used for? To smoothen wood.

LESSON 21

TOPIC: Occupations
SUB-TOPIC: Carpentry
CONTENT: Vocabulary
carpenter
bench
drill

Grammar

Constructing sentences using the key words

Example
You should call the carpenter to repair these chairs.
Structure
First……next…….then…….
Examples

1. First you decide what to make, next you buy the wood, then you start work.
2. First she learnt wood work at school, next she worked for a carpenter, then she got her certificate.

ACTIVITY
Complete these sentences using
First……next…….then…….

1. _____you decide what to make, _____you start work.
2. _____she learnt woodwork at school, _____she got her certificate.
3. _____ they made a table, _____some chairs and _____ two small stools.

LESSON 22

TOPIC: Occupations
SUB-TOPIC: Carpentry
CONTENT: Vocabulary
Hammer
Nails
Planks

Grammar
Constructing sentences using he key words
Example
The carpenter used a hammer to fix nails into a plank.

Structure
……..besides…….
Example
The carpenter bought a plane. He bought a hammer.
The carpenter bought a plane besides a hammer.

ACTIVITY

(St. Bernard's English Bk 6 page 94)
Join the sentences using….besides……..

1. Our father bought a wardrobe.
   He bought a dining table.
2. The carpenter sold a table. He sold a book shelf.
3. H has polished the tables. He has polished the chairs.
4. The carpenter has lost his screw driver. He has lost his drill.
5. You have used the hammer.
   You have used the plane.
6. You must repair the bench.
   You must repair the desk.

LESSON 23

TOPIC: Occupations
SUB-TOPIC: Carpentry
CONTENT: Vocabulary
Wood glue
tools
furniture

Grammar
Filling in the blank spaces with the correct words.

The sticky substances used to join pieces of wood is called **wood glue**.

Structure
….though…
Example
He makes nice furniture. He has never taken any carpentry course.
He makes nice furniture thought he has never taken any carpentry course.

Activity
(St. Bernard English Pupil's Book 6 page 95).
Join these sentences using though in the middle.

1. The carpenter likes this plane. It is very old.
2. This drill does not work properly.
   It is a modern type.
3. Pinto is always the first to arrive at the workshop. He lives very far.
4. That carpenter gets so many customers. He has never advertised his products.

LESSON 24

TOPIC: Occupations
SUB-TOPIC: Carpentry
CONTENT: Vocabulary
Sandpaper
Polish
Screwdriver

Grammar
Passive voice with the present
Simple tense

Example
John uses the sandpaper to smoothen our furniture.
Our furniture is smoothened by John.

STRUCTURE
Using…though…..
Example
James makes god chairs. He is not a trained carpenter.
James makes good chairs though he is not a trained carpenter.

ACTIVITY
(Spotlight English Bk 6 Page 71)
Change these sentences from the active voice to passive voice.

1. Mukuyu is planning the wood.
2. They get wood from Bundibugyo.
3. Ali fixes the nuts every evening.
4. Dorothy will sell all the furniture.
5. My teacher taught me how to varnish furniture.
6. I am using the sand paper.

LESSON 25

TOPIC: Occupations
SUB-TOPIC: Carpentry

CONTENT: Vocabulary
timber
varnish
sawdust

Grammar

Using words in active and passive voice with the present continuous tense.

Example

Tom is cleaning the tools.

The tools are being cleaned by Tom.

Structure

Begin: Though….

Example

I was very tired. I went to the carpentry workshop.

Though I was tired, I went to the carpentry workshop.

ACTIVITY

(St. Bernard English book 6 pag 90)

Change the sentences from active to passive voice

1. Sentamu is writing a poem about carpentry.
2. David is cutting wood.
3. Awilo is fixing the nails into the wood.
4. Abwoli is arranging the tools.
5. Agaba is cleaning the carpentry tools.
6. Jesse is designing a dining table.

LESSON 26

TOPIC: Occupations

SUB-TOPIC: Carpentry

CONTENT: Vocabulary
fix
paint
collect
use

Grammar

Changing sentences into present simple tense.

Example

The carpenter fixed is nail into the wood.
The carpenter fixes his nail into the wood.

Structure
Using….besides….
Example
Example
The carpenter made a bed. The carpenter made a sofa set.
The carpenter made a bed besides a sofa set.

ACTIVITY
(spotlight English Bk 6 Page 68)
Re-write the sentences using
….besides…..

1. John can make a bench. John can make a desk as well.
2. He can fix wood using not only a hammer but also a screw driver.
3. Nails can tighten. Wood glue can also tighten.
4. A screw driver fixes. A screw driver loosens.

LESSON 27
TOPIC: Occupations
SUB-TOPIC: Carpentry
CONTENT: A story about a carpenter's pride

ACTIVITY
(Fountain English BOOK 6 page 113)
Read the story and answer the questions

1. What do carpenters make?
2. What is the carpenter's raw material?
3. Why are nails and glue important to a carpenter?
4. What would happen to a piece of furniture if there were no nails or glue?
5. What does sand paper do?
6. What are the carpenter's main tools?
7. Why do you think the surface of a chair should be smoothen?
8. Why do you think carpentry is a useful skill?
9. What is a hammer used for?
10. Give the meaning of the word "plane".

LESSON 28

TOPIC: Occupations
SUB-TOPIC: Carpentry
CONTENT: a poem about never lose Hope!

ACTIVITY

(Fountain English Book 6 Page 120)
Read the poem and answer the questions.

1. Was the carpenter's father a rich man?
2. Who brought up the carpenter?
3. Who died?
4. What helped the carpenter to earn her living?
5. Why did the carpenter's mother suffer?
6. What did the carpenter make?
7. What is the use of the following tools to a carpenter?

(a) A saw (b) a hammer

LESSON 29

TOPIC: Occupations
SUB-TOPIC: Carpentry
CONTENT: A poem about the proud carpenter.

ACTIVITY

(Spotlight English Book 6 page 63)
Recite the poem with your friends and discuss the following questions.

1. In order to smooth timber, you can use_____ or _____
2. Mention any three things that a carpenter makes.
3. The glue is used for_____
4. What is he Writer's occupation?
5. Does the writer have to please customers?

LESSON 30

TOPIC: Occupations
SUB-TOPIC: Carpentry
CONTENT: An advertisement with the title MUGUMIRA FURNITURE MART COMPANY.

Activity
(St. Bernard's English Book 6 page 96)
Read the advertisement and answer the questions about it in full sentences.

Questions

1. What does Mugura's company deal in?
2. Where is the company located?
3. At what time does business open?
4. What type of beds do they have in stock?
5. On which day does this business remain closed.
6. What item can you buy for a baby from this company?
7. When was the advertisement written?
8. Who wrote the advertisement?
9. Write your own advertisement about carpentry products.

LESSON 31

TOPIC: OCCUPATIONS
SUB-TOPIC CARPENTRY
CONTENT: A NOTICE ABOUT A CARPENTER NEEDED

ACTIVITY

(Fountain English Book 6 Page 121)

Study the notice and answer the questions

1. What kind of Job is being advertised?
2. What does this factory make?
3. What is the name of the factory?
4. In which town is the factory?
5. How old should the applicant be?
6. What certificate must the applicant have?
7. To whom should the applicant be addressed?

LESSON 32

TOPIC: Occupations
SUB-TOPIC: Carpentry
CONTENT: A dialogue between a student and a carpenter entitled AT THE CARPENTER'S WORKSHOP.

Activity
(St. Bernard's English Book 6 page 88).
Read and act the dialogue with your partner.

Answer the questions in full sentences

1. Where did the dialogue take place?
2. Why did the student go to the carpenter?
3. Who was making the furniture?
4. Which tool does a carpenter use to make the surface of ''wood smooth?
5. What is a saw used for?
6. Why does a carpenter need a drill?

LESSON 33

TOPIC: Occupations
SUB-TOPIC: Carpentry
CONTENT: Re-arrange the sentences

Activity
(St. Bernard's English Book 6 page 93)
Re-arrange the given sentences in the correct order following the given guide words.
Jumbled sentences
Example
Then you plane them.
Finally you make the furniture.
First you get a saw.
Next you cut the pieces of wood.

Correct Order

- First you get a saw.
- Next you cut the pieces of wood.
- Then you plane them.
- Finally you make the furniture.

1. Next you get the nails.
2. Finally you make the furniture.
3. Then you hit the nails into the wood.
4. First you pick a hammer.

_____

_____
_____
_____

LESSON 34

TOPIC: Occupations
SUB-TOPIC: Carpentry
CONTENT: A dialogue between Mark and Peter

Activity

(Spotlight English Book 6 Page 79)

- In pairs, read the following dialogue as you friend listens carefully

Discuss the questions

1. Why didn't peter go to the workshop that day?
2. What time of the day did Mark and Peter meet?
3. What was Peter doing when he got hurt?
4. Did Peter receive treatment?
5. Do you think Mark is a good friend?

LESSON 35

TOPIC: Occupations
SUB-TOPIC: Carpentry
CONTENT: An advertisement about a workshop.

Activity

(Spotlight English book 6 Page 80).
Imagine that you own a workshop in Bundibugyo and you make quality furniture. Design an advertisement informing people to come and buy your furniture.

Writing tips

- Be imaginative
- Use persuasive language
- Write simple clear sentences.

LESSON 36

TOPIC: Occupations
SUB-TOPIC: Carpentry
CONTENT: A composition about carpentry

Activity

(Fountain English Bk 6 page 124)
Write your own composition of about 120 words about carpenter.
Include some of the vocabulary and patterns learnt in this chapter.

Guidelines

1. You could imagine a visit to a carpenter's workshop.
2. What do you see there?
3. How any people are working there?
4. What are they making.
5. What can you smell when you are there?
6. What do the finished pieces of furniture look like?

LESSON 37

TOPIC: Occupations
SUB-TOPIC: Carpentry
CONTENT: A guided composition about preparing timber

Activity

(Fountain English book 6 page 115)
Use the words below to complete this composition

first, then, timber lastly cut after carpentry furniture next country

_____is one of the best business in Uganda. The best hardwood comes from natural forests like Mabira, Bugoma and the Ssese islands. _____the trees are _____down, _____ they are san into _____which is transported for sale t different areas of the _____, _____carpenters cut up the timber according to the type of _____they want to make.

LESSON 38

TOPIC: Occupations
SUB-TOPIC: Tailoring
CONTENT: Vocabulary
Tailor
Garments
Bobbins
Material

Grammar
Constructing sentences
Examples

1. We use a bobbin to hold threads for sewing.
2. We use stitches to join materials.

STRUCTURE

Be careful when…..

Examples

1. Be careful when stitching a cloth because you may hurt your finger.
2. Be careful when ironing your uniform because you may burn it.

ACTIVITY

(St. Bernard English Book 6 Page 104)

Read and make eight correct sentences from the table below

			Sewing		Clothes
Be	Careful	when	Stitching	the	Suit
		while	ironing	your	dress
			cutting	our	gown
			measuring		shirt
			mending		gomesi
			handling		uniforms
			removing		

LESSON 39

TOPIC: Occupations

SUB-TOPIC: Carpentry

CONTENT: Vocabulary

Tape measure

button

stitch

texture

Grammar

Checking spellings

Examples

In each case, of the two words, which is spelt correctly

1. Tailor-trailor
2. Texture-tetuxre
3. Measure tape-tape measure

What is/are…..used for?

Examples

1. What is a tape measure used for?
   For taking measurements.
2. What is a pair of Scissors used for?
   For cutting materials.

Activity

(Spotlight English Bk 6 page 87)

Write what each item is used for.

1. What is a needle used for?
2. What is a stitch used for?
3. What is a bobbin used for?
4. What is a thread used for?
5. What is a sewing machine used for?

LESSON 40

TOPIC: Occupations

SUB-TOPIC: Tailoring

CONTENT: Vocabulary
Cloth
Needle
Seam
Sew

Grammar

Constructing sentences using the words in vocabulary.

Examples

1. Sarah used the needle when she was sewing her cloth.
2. John used a tape measure when he was taking the measurements.

Structure

….prefer….to…

1. I like sewing more than knitting.
2. I prefer sewing to knitting.
3. She likes tailoring better than baking.
   She prefers tailoring to baking.

Activity

(St. Bernard's English Bk6 page 105).

Re-write these sentences using…prefer…to…

1. We like this design more than that one.

2. They like using black treads more than the while ones.
3. I like flowered clothes more than the plain ones.
4. You like weaving more than sewing.
5. I like a small thimble more than a big one.

LESSON 41

TOPIC: Occupations
SUB-TOPIC: Tailoring
CONTENT: Vocabulary
Article
Button hole
Thread
Tailoring
scissors

Grammar
Making correct sentences from the table.
Examples

1. Be careful when sewing the clothes.
2. Be careful when ironing your uniform.

Structure
Beginning: As soon as…

EXAMPLE

1. She started crying the moment the needle pricked her thumb.
   As soon as the needle pricked her thumb, she started crying.

ACTIVITY
(St. Bernard's English Bk 6 Page 106)
As soon as….

1. She cut the cloth the moment she found her pair of scissors.
2. The tailor took my measurements the moment I arrived at his shop.
3. When my mother finished sewing the dress she ironed it.
4. We started weaving the mats when we got the palm leaves.

LESSON 42

TOPIC: Occupations
SUB-TOPIC: Tailoring
CONTENT: Vocabulary

Sewing machine
Zip
Patch
Thimble
Seam stress

Grammar

Constructing sentence

Examples

1. Her sewing machine has got a mechanical problem
2. Sarah's zip is not functioning well

Forming plurals

1. Seam stress.
Seam stresses
2. cloth
Clothes

STRUCTURE
Using…..as soon as…..
Example
Mother stopped sewing. The needle dropped
Mother stopped sewing as soon as the needle dropped

ACTIVITY
(SPOTLIGHT English Bk 6 page 94)
Construct six sentences from the table

The tailor		Felt the texture of the dresses
We	Has	Repaired a seam
Sheila	Have	Woven some gloves
They		Designed a beautiful gown
I		Taken my measurements for the suit
The seamstress		

LESSON 40

TOPIC: Occupations
SUB-TOPIC: Tailoring
CONTENT: Vocabulary
Design

Mend
Weave
Hemming
Knitting

Grammar

Verbs in present perfect tense.

Examples

1. Farida has knitted a nice cloth.
2. The tailors have sewn all our uniforms.

STRUCTURES

Begin: Immediately ……..

Example

I saw the seamstress, I gave her the money.

Immediately I saw the seamstress, I gave her the money.

ACTIVITY

(St. Bernard's English Book 6 page 102).

Fill in the blanks with the correct form of the word in the brackets.

1. My mother has _____her cloth to the tailor (take).
2. He has_____only two shirts today. (sew)
3. Who has _____his mat?(Weave)
4. They have _____to the tailor. (Speak)
5. Have you_____for the materials? (Pay)
6. Tina had _____the thimble when I saw her. (lose)

LESSON 44

TOPIC: Occupations

SUB-TOPIC: Tailoring

CONTENT: A story about Alice the seamstress

ACTIVITY

(Fountain English Bk 6 page 136)

Read the story and answer the given questions in full sentences.

1. What is the story about?
2. Who was Alice's uncle?
3. How many years did Alice spend in Kampala?
4. Identify any three things that we done in her workshop.
5. How many children did Alice have?

6. Name the oldest son.
7. Of what use is a tailor to our Community?

LESSON 45

TOPIC:Occupations
SUB-TOPIC: Tailoring
CONTENT: A conversation between Nabwire and Fatuma entitled My OCCUPATION

ACTIVITY

(Fountain English Book 6 page 142)

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

1. At what time did the girls' discussion take place?
2. What were the girls doing?
3. Where were they seated?
4. How many girls took part in the discussion?
5. What is the title of the conversation?
6. Which girl likes to become a designer?
7. Give any one reason why Agaba wants to become a teacher.
8. What stopped the girls from their discussion.

LESSON 46

TOPIC: Occupations
SUB-TOPIC: Tailoring
CONTENT: A TEXT ABOUT DETAILS OF THE ITEMS
Mr. Nkonge made last week.

ACTIVITY

(St. Bernard's English Book 6 Page 111)

Study the details about the items Mr. Nkonge made last week.
Answer the questions about them in full sentences

Questions

1. When did Mr. Nkonge make these items?
2. What items did he make on Monday?
3. How many pairs of trousers did he make?
4. From which materials did he make the skirts?
5. What colour were the trousers?
6. How much did he charge for each gomesi?

7. Which items were red?
8. On which day did he make the biggest number of items?
9. How many days did Mr. Nkonge work that week?
10. Which materials did Mr. Nkonge use to use the bed sheets?

LESSON 47

TOPIC: OCCUPATIONS
SUB-TOPIC: TAILORING
CONTENT: A passage about MR. KASULE'S JOB

ACTIVITY

(St. Bernard's English Book 6 Page 112).
Read the passage and answer the questions in full sentences.

Questions.

1. When does Tusabe's class have the Art and Crafts lesson?
2. Why is Art and crafts a good subject for children?
3. Which materials does Tusabe's class use to make crafts?
4. Give one advantage of using the materials you have mentioned above.
5. Why should the thread be of different colours?
6. Why does a tailor need a tape measure?
7. Mention one good thing Mr. Kasule has got from his job?
8. How is a thimble useful to a tailor?

LESSON 48

TOPIC: Occupations
SUB-TOPIC: Tailoring
CONTENT: A dialogue between Tailor and Mweru.

Activity
(Spotlight English Book 6 Page 84)
Read aloud the dialogue as the class listens carefully.

Discuss these questions.

1. What was Mweru using to cut the material?
2. Why was it not easy to cut the material?
3. The tailor told Mweru to use a tape measure to _____
4. Which stitches were to be used?

5. Does someone need a thimble when using a sewing machine?

LESSON 49

TOPIC: Occupations
SUB-TOPIC: Tailoring
CONTENT: A dialogue between Obunga and Amego entitled LEARNING TAILORING

ACTIVITY

(St. Bernard's English Book 6 page 100)

- Read and act the dialogue with a Partner.
- Answer the questions in full sentences

1. Where was Amego going?
2. Who are the people taking part in the dialogue?
3. Why is tailoring a good job?
4. Who needs to get permission from his parents?

LESSON 50

TOPIC: Occupations
SUB-TOPIC: Tailoring
CONTENT: A picture Composition

Activity

(spotlight English book 6 page 102)

- Study the pictures and write about what is happening in each picture.
- Use the words given in each picture.

Words in pictures to use.

1. Material, choosing.
2. Measuring, tape measure
3. Paying, tailor
4. Material, scissors
5. Cutting, sewing
6. Garment, ready.

LESSON 51

TOPIC: Occupations
SUB-TOPIC: Tailoring
CONTENT: A composition about MY VISIT TO THE TAILOR.

Activity
(Spotlight English Book Page 102)
In about 100 words, write a composition about MY VISIT TO THE TAILOR.

Writing Tips
1. Be imaginative
2. Use short and clear sentences

LESSON 52
TOPIC: Occupations
SUB-TOPIC: Tailoring
CONTENT: a guided composition about making A SUIT FOR THE GROOM.

ACTIVITY
(Fountain English Book 6 page 145)
Use the words in the box to fill in the blank spaces.

Tailor, scissors, stitch, needle, Material, tape measure, design, button, sewing machine, zips,

Making a suit for the groom
The groom and his best man went to the _____who was good at making suits. They first chose the _____ and then he took their measurements using a _____ after that he got a pair of _____and started cutting the cloth. He made the _____they wanted with his_____, he was to _____ and make_____holes.
Then for the trousers, he put _____on the fly and the rear pockets and lastly made the hem with a _____ he told them to come and pick them up after two weeks.

LESSON 53
TOPIC: Occupations
SUB-TOPIC: Baking
CONTENT: Vocabulary
Even
Butter
Baking tin
Cookie cutter

Grammar

Constructing sentences related to baking.
Examples.

1. My aunt told me to put the cake in the oven.
2. We mixed the butter and sugar.

Structures
….to….infinitive
Examples

1. Don't forget to shut the oven.
2. Don't forget to invite your teachers for the party.

ACTIVITY
(ST. Bernard's English book 6 page 121)

RE-write the following sentences by beginning. Do don't to ….

1. Wash the utensils.
2. Peel the pineapples.
3. Time the care.
4. Cover the food.
5. Repair the oven.
6. Write the recipe.
7. Buy cakes for us.
8. Bake the cakes.

LESSON 54

TOPIC: Occupations
SUB-TOPIC: Baking
CONTENT: Vocabulary
Icing sugar
Food colour
Yeast
slice

Grammar
Matching the words
examples

A	B
Yeast	A fine white powder
Icing sugar	made from Sugar that is mixed with water to make icing
	Make icing
	A type of fungus used in baking bread.

Structure
….used to…..
1. I used to mix butter and sugar.
2. I used to bake cakes during the holidays.

ACTIVITY
(St. Bernard's English Book 6 Page 123)
Re-write the sentences using…used to….)

1. The boys always kneaded the dough in the evenings.
2. She worked at the bakery before joining the army.
3. We sold bread when we were young.
4. We got dirty each time we baked cakes.
5. He mixed ingredients with his hands before he bought a mixer.

LESSON 55

TOPIC: Occupations
SUB-TOPIC: Baking
CONTENT: Vocabulary
Bun
Cake
Bread
Biscuit

Grammar
Forming nouns from verbs
Examples

1. Bake- baker
2. Celebrate Celebration

STRUCTURE
……used to…….
EXAMPLE
I used to bake cakes when I was young.

ACTIVITY
(Spotlight English Book 6 Page 108(
Write five sentences of your own using……used to……

Examples
1. Nanzilime **used to** decorate cakes on Sundays.

2. Husein **used to** sprinkle Sugar on his cookies.
3. Grandmother **used to** knead the dough for us.
4. The chef **used to** bake bread and biscuits only.

LESSON 56

TOPIC: Occupations
SUB-TOPIC: Baking
CONTENT: Vocabulary
cookies
loaf
bakery
baker

Grammar

Forming plurals
Examples

1. Loaf-loaves
2. Baker- bakers
3. Cookies

Structure

…..prefer… to…….

Example

Which do you prefer?.....
(Visiting a bakery or the market).

- She prefers visiting a bakery to visiting the market.

Activity

(Fountain English Book 6 Page 152)

Complete the sentences using…….
Prefer ……to ……

1. Which does he prefer, visiting a bakery or visiting a zoo?
   He Prefers _____
2. Which does Nulu Prefer, meat or rice?
   Nulu prefers _____
3. Which does Joyce prefer, Cookie or biscuits?
   Joyce Prefers_____

LESSON 57

TOPIC: Occupations
SUB-TOPIC: Baking

CONTENT: Vocabulary
Weeding cake
Dough
Baking flour
Pinch of

Grammar

Using the words in filling the gaps

Examples

1. As the dough was still hard, he added some water and continued kneading it.
2. He wanted to bake a cake so he switched on the oven.

Structure

……neither…..nor…..

Example

1. The bread we baked did not burn.
   It was not half cooked.
   The bread we baked neither burn nor cooked.
2. Kabalega did not buy eggs. Kabalega did not bay milk.
   Kabalega bought neither eggs nor milk.

Activity (Spotlight English Bk 6 Page 111)

Join the following sentences using……. neither……..nor……..

1. I have not eaten cream biscuits. I have eaten ginger biscuits
2. Auma did not use Yeast. Auma did not use Sugar.
3. There is no bakery in our village. There is no shop in our village.

LESSON 58

TOPIC: Occupations
SUB-TOPIC: Baking
CONTENT: Vocabulary
Margarine
Ingredients
Recipes
Flavor

Grammar

Writing sentences giving the plural form of the words in brackets

EXAMPLES

1. I have enough _____ to bake a cake. (ingredient)
   I have enough ingredients to bake a cake

STRUCTURE

Use…..even….though…
Example

1. The bread tasted good. We put in a lot of salt.
   The bread tasted good even though we put in a lot of salt.

Activity
(Fountain English Bk 6 Page 163)
Write these sentences giving the plural form of the words in brackets

1. I ate two_____of my birthday Cake yesterday. (slice)
2. We used two_____in the cakes. (Kilogram of butter).
3. I need four _____.(baking tin)
4. There are many _____ in this town. (bakery)
5. Joel has eaten four _____.(biscuit)

LESSON 59

TOPIC: Occupations
SUB-TOPIC: Baking
CONTENT: Vocabulary
Bake
Turn off
Taste
Pinch
Tier

Grammar
Forming nouns from verbs
Examples

1. Bake - baker, bakery
2. Taste- tasty

STRUCTURE
Using ….to….
Examples

1. We went to the bakery. We bought bread.
   We went to the bakery to buy bread.
2. We went to town. We want to buy cakes.
   We went to town to buy cakes.

Activity
(St. Bernard's English Book 6 Page 122)
Join the sentences using…to….

1. We went to the Bakery. We bought bread.
2. You need a spoon. You mix the butter and sugar.
3. I did not have enough money. I cannot buy bread.
4. You have enough knowledge. You can bake your cake.

5. I bake bread. I get money for school fees.

LESSON 6

TOPIC: Occupations
SUB-TOPIC: Baking
CONTENT: Vocabulary
Sprinkle
Knead
Roll out
Sieve
Mix

Grammar
Spelling words
Example
Sprinkle
Tense formation

Examples

1. Sprinkle Sprinkled – Sprinkled
2. Knead kneaded Kneaded

Structure

Begin: Even though…….
Example

1. The party was not colourful. There was a big cake.
   Even though there was a big cake, he party was not colourful.
2. The bread was not delicious. We added butter to fill.
   The bread was not delicious even though we added butter to it.

ACTIVITY

Spotlight English Book 6 page 113)
Write six sentences using…….even though,…….use the following words.

1. Cookie, cutter	2. Margarine	3. Knead
4. Recipe	5. Sugar	6 Sieve

LESSON 61

TOPIC: Occupations
SUB-TOPIC: Baking
CONTENT: A passage about EARNING A LIVING FROM BAKING.

ACTIVITY
(ST. Bernard's English Book 6 page 127)
Read the passage and answer the questions about it in full sentences.
Questions.

1. In which village does Bingi come from?
2. Why did the Local council leaders call the villagers to a meeting?
3. Where did the women get the money to set up a bakery?
4. Why is everyone happy about this bakery?
5. How many tiers was the wedding cake for Bingi's niece?
6. How much flour was needed or each cake?
7. Why is it good to sieve all the dry ingredients?
8. How long did the cake take to bake?

LESSON 62

TOPIC: Occupations
SUB-TOPIC: Banking
CONTENT: a dialogue between mother and Ngabre entitled NGABIRE AND HER BAKING LESSONS

Activity
(St. Bernard's English book 6 page 119)
Read the dialogue with a partner and then act it.
Answer the questions in full sentences.

1. Why was Ngabire very happy that day?
2. Which ingredients did Ngabire need to bake the cake?
3. Where did the bakers who taught pupils to bake come from?
4. How is a recipe useful in banking?
5. Who are the people taking part in the dialogue?

LESSON 63

TOPIC: Occupations.
SUB-TOPIC: Baking
CONTENT: Discussion about the pictures on how bread is made.

ACTIVITY
(Fountain Primary English Book 6 Page 149)
Study the pictures and discuss the ways how bread is made.
Guiding questions.

1. Have you ever eaten bread?
2. Do you know where bread is made?

3. Do you know how to make bread?
4. What do you think are the ingredients used to make bread?
5. What are the steps taken when making a bread.
6. Do you think it is useful to know how to make cakes and biscuits.

LESSON 64

TOPIC: Occupations
SUB-TOPIC: Baking
CONTENT: A conversation between Mukasa and Baker about-**BAKING BREAD**.

ACTIVITY

(Fountain English book 6 Page156)

Read and act out this conversation

Mukasa: Do you have any brown bread?
Baker: I am sorry, we don't have any today.
I am still waiting for the dough to raise.
Mukasa: Rose? Does it rise like a ballon?
Baker: It the yeast that makes the dough rise. When we mix it with flour, water and some sugar and salt, the dough rises
Mukasa Does this take long to happen?
Baker: Oh! Yes, It takes quite a long time. We have to knead it with our hands to make sure there is no air left inside.
Mukasa: And then what happens next?
Baker: Then we put it in a baking tin or make it into a loaf shape and bake it in a very hot oven.

LESSON 64

TOPIC: Occupations
SUB-TOPIC: Baking
CONTENT: Vocabulary
Steps needed to make a cake

Activity

(Fountain English book 6 page 170)

Write down the steps needed to make a cake.

1. Buy the ingredients.
2. Prepare the ingredients which include wheat, sugar.
3. Mix the ingredients.
4. Knead the ingredients to form the dough.
5. Then shape the dough.

6. Place the dough in an oven.
7. Remove the cake after 10-15 minutes
8. Mix icing sugar.
9. Spread the icing sugar on the cake.
10. Finally serve the cake.

LESSON 66

TOPIC: Occupations
SUB-TOPIC: Baking
CONTENT: A passage about
A VISIT TO KAMULI BAKERY

ACTIVITY
(Spotlight English book 6 page 117)
Read the following comprehension and answer the questions that follow

Write the answers to the following questions.
Read the following comprehension and answer the questions that follow.
Writ the answers to the following questions in full sentences.

1. When did the primary six pupils go to Kamuli District?
2. Why did the pupils visit the bakery?
3. Write the plural of these words
4. Which oven uses firewood?
5. Why are modern ovens usually not used in most villages?
6. Name any fie ingredients used to make cakes according to the passage.
7. Why does Mbwari want to become a baker after primary Seven?
8. Write down the title of the passage.

LESSON 67

TOPIC: Occupations
SUB-TOPIC: Keeping animals
CONTENT: Vocabulary
Dock
Pet
Animals
Sounds

Grammar

If (2) Conditional clauses
Examples

1. If I were a cow, I would moo
2. If I were a dog, I would bark

STRUCTURE
Use:……..need not…….
Example

1. You need not to buy cooking oil when you have ghee.
2. You need not to boiled flavored milk.

ACTIVITY
(ST. Bernard's English Book 6 page 133-138)

1. It is not necessary to dip animals everyday. (Use….need not….)
2. It is not necessary for Sarah to call a veterinary doctor when her cow delivers well.
3. It is not necessary for you to boast when you slaughter a bull.
4. It is not necessary for you to starve your animals.

LESSON 68
TOPIC: Occupations
SUB-TOPIC: Keeping animals
CONTENT: Vocabulary
Misery
Comfort
Discomfort
Welfare

GRAMAR

1. The pet has a nice house.
2. Animals should be treated equally like human beings.

Structure
Begin
Not only….but also…..

Example

1. They docked their cows. They de-horned their cows.
   Not only should they dock their cows but also de-horned them.
2. They feed their animals . They treat them when they are sick.
   Not only should they feed their animals but also treat them when they are sick.

Activity
(St. Bernard's English book 6 page 138
Join the sentences beginning with
Not only---to also----

1. The herdsman was kind to the animals. He encouraged other people to do the same.
2. The man slaughtered the bull. He roasted its meat.

LESSON 69
TOPIC: Occupations
SUB-TOPIC: Keeping Animals
CONTENT: Vocabulary

Anxiety
Cruelty
Sorrow
Cruel

Grammar
Changing nouns to adjectives

1. Anxiety- Anxious
2. Sorrow - Sorrowful
3. Arranging the adjectives in their order.

Example
1. The Police has a (big, fierce, sniffer) dog.
   A police has a fierce big sniffer dog.

Structure
……..need not……..
EXAMPLE
1. We don't need to be cruel to animals because they are our friend.
   We need not to be cruel to animals because they are our friends.
2. You won't need to starve your animals.
   You need not to starve your animals.

Activity

(ST. Bernard's English book 6 Page 135-139)

1. You don't need to get permission to slaughter your own goat.
2. You don't need to boast when you slaughter a bull.

LESSON 70

TOPPIC : Occupations
Sub topic: Keeping animals
Content : Vocabulary
Body signs
Torture
Husbandry
Veterinary
Mistreatment

Grammar

Meaning of words
Example:
1.mistreatment
Treating of a person or an animal in a cruel way.
Structure
You should …….
Example :
You should mind about the welfare of animals.

Activity

(Fountain English book 6page 176)
Complete these sentences using: You should……)
1……be kind to animals.
2……care for the animals on your farms.
3……treat animals when they are sick.
4……give comfort to your domestic animals because they support us .
5…….provide good shelter and food to your animals.
6…….clean where animals sleep.

LESSON 71

TOPIC : Occupations
SUB-TOPIC : Keeping animals
CONTENT : Vocabulary
Dip
Slaughter

Tether

Grammar

Choosing the good practices and bad practices of caring for animals.

Example:

Group A(Good practices)	Group B	(bad practices)
1 . Dipping animals		beating animals regularly.
2 Cleaning where animals sleep		Docking the animals.

Structure

You should not ……..

Example:

1 You should not starve the animals.

2 You should not mistreat animals.

Activity

(St Bernard's English book Pg 139.)

Write the sentences using : You should not ……..instead of you don't need to

1 You don't need to buy cooking oil when you have ghee.

2 You don't need to buy fertilizers when you have cow dung.

3 You don't need to boil flavored milk.

LESSON 72

TOPIC : OCCUPATION

SUB-TOPIC : Keeping animals

CONTENT : Vocabulary

Anxious

Stray

Tether

Cruelty

Grammar

Spell the following words

1 anxious

2 animal sounds

3 husbandry

Structure

……would……..

Example:
1. If Naluzinga bought a cow , she would take care of it.
2.. If Chemoiko had a pet , he would feed it.

Activity
(Spotlight English Book 6 Page 133)
Provide suitable endings to the following sentences (use…would…)

1. If Babirye bought more cows,_____
2. If Nabirye tethered his sheep well, _____
3. If Tabiha treated her goat in time, _____
4. If Wanyama tortured the cows, _____
5. If we listened to animal sounds, _____
6. If people cared for the animals more , _____

LESSON 73

TOPIC:	Occupations
SUB-TOPIC:	Keeping Animals
CONTENT:	Vocabulary
	Overstock
	Steal
	Eat
	Throw
	Beat

Grammar
Filling in the space with a correct word from the box
Example

1. You should not eat meat of sick animals.
2. You should not beat animals because it hurts them.

STRUCTURE
…….need not…….
Example

1. You should not overstock animals on a piece of land.
   You need not overstock animals on a piece of land.
2. You should not beat animals because it hurts them.
   You need not beat animals because it hurts them.

Example

1. You should not overstock animals on a piece of land.
   You need not overstock animals on a piece of land .
2. You should not beat animals because it hurts them.
   You need not beat animals because it hurts them.

Activity

(St. Bernard's English Book 6 page 137)
Fill in the blank spaces with a correct word from the box.
(Overstock, steal, dock, eat, beat, cruel, throw, overload.

1. You should not be----------to animals
2. You should not _____animals on the back

LESSON 74

TOPIC:	Occupations
SUB-TOPIC:	Keeping Animals
CONTENT:	Vocabulary
	Animals
	sounds

GRAMMAR

Writing animal sounds

Examples

Dogs	-	bark/growl
Cows	-	moos/low
Bulls	-	bellow

Structure
If …..would…….

Examples

1. If I were a bull, I would bellow.
2. If I were a dog, I would bark.

Activity

(Spotlight English Bok6 Page 135)

Write the names of some animals and the sounds they produce.

Animal	Sound
Donkeys	_____
Hens	_____
Horses	_____
Ducks	_____
Sheep	_____
Goats	_____
Bees	_____
Geese	_____
Cats	_____
Doves	_____
Bulls	_____
Cows	_____
Dogs	_____

LESSON 75

TOPIC:	Occupations
SUB-TOPIC:	Keeping Animals
CONTENT:	Vocabulary
	fat
	Thin
	White
	Black

GRAMMAR

Looking at the pictures and telling what is seen.

Examples

A fat cow

A thin cow

Structure

……. need not……..

Example

1. It was not necessary for you to slaughter a fat bull.
   You needn't have slaughtered a fat bull.
2. It was not necessary beat animals at back.
   You needn't have beaten animals at backs.

ACTIVITY

(Spotlight English book 6 page 133-134)

Choose the correct word from the brackets to complete the sentences

1. My _____cat meowed. (hungry, hunger)
2. Achen and Aduk have_____dogs. (fierce, fiercely)
3. Mazune saw a_____cow. (thin, thinks)
4. Nalumansi treated the _____ bull. (injured, injury)
5. The_____ donkey started braying. (angrily, angry)
6. A_____ bull was slaughtered by the farmer. (fat, fatty

LESSON 76

TOPIC:	Occupations
SUB-TOPIC:	Keeping Animals
CONTENT:	Vocabulary
	Kitten
	puppy
	piglets
	kid
	bunny

Grammar

Telling the young one of each animal.

Examples

Rabbit	bunny
Cat	kitten
Dog	puppy
Pig	piglet
Got	kid

STRCUTURE

Using: Not only_____but also_____

Examples

1. Not only should you be kind to cattle but also feed them.
2. Not only do hens give us eggs but also meat.

ACTIVITY

(Spotlight English book 6 page 129)
(Join the following sentences using : Not only…..but also….

1. We should know when an animal is sick. We should treat it.
2. You should wash your pet. You should feed it well.
3. Beating animals is cruel. It causes great discomfort.
4. Semogerere should dock the ram. He should dock all the sheep.

LESSON 77

TOPIC:	Occupations
SUB-TOPIC:	Keeping Animals
CONTENT:	Vocabulary
	Sty
	Kennel
	Kraal
	pen

Grammar
Writing the habitats of animals
Examples

Sty	pig
Pen	goat
Kennel	dog
Kraal	cow

Structure
Use: Not only…. But also….
Examples
1. Animals need to be protected. They need care.
   Not only do animals need to be protected but also need our care.

Activity
(Fountain English book 6 page 177)
Complete these sentences using: not only……

1……should you milk the cows_____give them good shelter.
2._____should you be kind to the animals_____ comfort them.
3._____should you dip these animals _____call the veterinary Doctor to check on them.
4. _____should one keep domestic animals_____some birds.

5. _____ should you look after the animals_____learn their behaivour.

LESSON 78

TOPIC: Occupations
SUB-TOPIC: Keeping Animals
CONTENT: A passage about keeping animals

ACTIVITIES

(Fountain English Book 6 Page 181)

Read the passage and answer the questions about it in full sentences

1. Who started keeping domestic animals?
2. Name the first animal to be tamed by human beings.
3. What do we call animals which live in our homes and farms?
4. Identify any one animal that is kept as a pet.
5. What do we call the keeping of animals?
6. Which person treats animals and advises farmers on how to look after them?

LESSON 79

TOPIC: Occupations
SUB-TOPIC: Keeping Animals
CONTENT: A dialogue about animal care

ACTIVITY

(St. Bernard English book 6 Page 133)

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

1. Where did the vaccination exercise take?
2. Of the two people in the dialogue, who is likely to be a Veterinary Officer?
3. Why was the vaccination exercise tough?
4. Write two good practices of animal care.
5. Why is dipping animals a good practice?

6. Design five messages about animal care.

LESSON 80

TOPIC: Occupations
SUB-TOPIC: Keeping Animals
CONTENT: Ways of caring our animals

ACTIVITY

(Spotlight English book 6 page 124)
Read the ways of caring for our animals).

Good animal husbandry requires farmers to care for the welfare of their animals. A caring farmer should read the **body signs** of the animals and known when they have **discomfort** or **anxiety.**
Mistreatment of animals should not be allowed.
If anybody tortures an animal in a cruel way, the police should arrest such a person.
Any animal that shows signs of **Misery** or **sorrow** should be taken to a veterinary Doctor
If a famer wants to **dock** or **slaughter** an animal then the farmer should do it in a gentle way.

LESSON 81

TOPIC: Occupations
SUB-TOPIC: Keeping Animals
CONTENT: A conversation about ANIMAL FREEDOM

ACTIVITY

(Fountain English book 6 page 180)
Read the conversation and answer the questions that follow in full sentences.

1. Who do you think Kuku is?
2. Why are Kuuu and Sina not happy with people?
3. Who is Sina?

4. Where does Sina Stay?
5. Which animal is not a good friend to the rest?
6. Who eats Kuku's children?
7. What do we call Sina's children?
8. Where do Kuku's eggs go?
9. What do you think happened in the meeting?

LESSON 82

TOPIC: Occupations
SUB-TOPIC: Keeping Animals
CONTENT: A poem about WHO AM I?

ACTIVITY
(Fountain English book 6 page 188)
Recite the poem below
WHO AM I?
I am a domestic animal
With Seven branches
Four are normal
Two are dry and one went mad.

I give people many things
They depend on me
I help them to work
I am their transport

I help them with their digging
But they don't appreciate me
Who am I?

Poor me, when it rains I cannot step on the veranda
They beat me with their sticks
Coldness, rain and darkness are my Company.
Gideon

LESSON 83

TOPIC: Occupations

SUB-TOPIC: Keeping Animals
CONTENT: A poem about;
ANIMALS TOO NEED CARE

ACTIVITY
(Spotlight English book 6 Page 140)
Read the poem carefully and answer the questions about it.

1. What should we do to a sick animal?
2. A part from eggs, what else do you think we get from the Children?
3. According to Stanza two, write any three things animals should not suffer.
4. Do animals need comfort?
5. The word vet in Stanza one is the short form of a word. Write the word in full.

LESSON 84
TOPIC: Occupations
SUB-TOPIC: Keeping Animals
CONTENT: A picture discussion about
GRAZING ANIMALS

ACTIVITY
(St. Bernard English book 6 page 132)
Study the picture below and answer the questions about it in full sentences.

1. Which animal can you see in the picture.
2. Why do people keep animals in their communities?
3. Give one problem cattle keepers face?

LESSON 85
TOPIC: Occupations
SUB-TOPIC: Keeping Animals
CONTENT: A notice about Vaccination

ACTIVITY
(St. Bernard English book 6 Page 140)

Read the notice below and answer the questions based on it in full sentences.

1. What is the notice informing the people about?
2. How many days will the exercise take?
3. At what time will the exercise end on Tuesday?
4. On which day will the doctor work for fewer hours?
5. On which day will the cattle be vaccinated?
6. Which animals will be vaccinated against rabies?
7. What will be done on Friday?
8. What will the pigs be vaccinated against?
9. When will the doctors work longest?
10. How much will each person pay for the vaccination?

LESSON 86

TOPIC: Occupations
SUB-TOPIC: Keeping Animals
CONTENT: A crossword Puzzle

ACTIVITY

(Spotlight English Book 6 page 138)
Complete the cross word puzzle by answering he questions that follow.

A cross

1. To kill an animal for food.
3. A feeling of being worried or troubled.
5. To cut the nail of animal.
9. An animal you keep as a companion.
10. The sound produced by a cat.
11. A feeling of sadness.

Down

2. Feeling uneasy, nervous or worried.
4. To treat an animal in a very cruel manner.
6. The cows that had ticks were taken to the cattle_____
7. Not kind_____
8. The sound produced by a lion.
10. The sound produced by a cow.

LESSON 87

TOPIC: Occupations
SUB-TOPIC: Keeping Animals
CONTENT: A dialogue between Aseto and Mark entitled NJUBUGA'S FARM

Activity
(Spotlight English Book 6 page 136)
Act out the following dialogue. Let your teacher grade who spoke well.
Njubuga's Farm

Aseto:	Animals are very helpful at home.
Mark:	Yes, you are right. We should take good care of them.
Aseto:	Do you keep animals at home?
Mark:	Yes, we have goats, a dog and a horse.
Asto:	That is nice, I have never seen a horse.
Mark:	Horses and dogs are good friends to man. I will show you one.

LESSON 88

TOPIC:	Occupations
SUB-TOPIC:	Keeping Animals
CONTENT:	A passage about NSUBUGA'S FARM

Activity
(Spotlight English Book 6 page 136
Read the following passage carefully and then answer the questions that follow in full sentences.

Discuss the following questions).

1. Which things show that Nsubuga cares for his animals?
2. In which way can you also take good care of the animals in your home?

Write the answers to the following questions in your book.

1. Where is Nsubuga's farm?
2. Name the animals that Nsubuga keeps on his farm.
3. Nsubuga knows the sounds that a dog can produce? What does this show?
4. When does a sheep bleat?
5. Name the two sounds that a dog can produce?
6. What do we call a doctor who treats animals?
7. What is docking?
8. When does the farmer tether his animals?

LESSON 77

TOPIC:	Occupations

SUB-TOPIC: Keeping Animals
CONTENT: A composition and a poem about any domestic animal

Activity
(Fountain English book 6 page 191)
A. Compose a poem about any domestic animals

B. Write a short composition of between 100 and 150 words about a domestic animal you would like to keep.
Remember to use paragraphs and proper punctuation.

Consider the following

1. What is the animal?
2. Where does it live?
3. What are its young ones called and what sound does it make?
4. Why should you like to keep it?
5. How would you feed it?

LESSON 90

TOPIC: Occupations
SUB-TOPIC: Keeping Animals
CONTENT: A passage about CARING FOR OUR ANIMALS

ACTIVITY
(St. Bernard English Book 6 page 141
With a friend, discuss and answer the questions orally

(i) Which animals can you see in the picture?
(ii) Why should animals be taken for dipping?
(iii) What is the work of a veterinary doctor?

Read the passage and answer the questions about it in full sentences
Questions

1. Name any one animal that gives us milk.
2. Mention any two products we can get from milk.
3. Why is cow dung important to a famer?
4. Why do people keep donkeys and camels?
5. Name two animals that are kept as pets.
6. Mention one bad cruel thing that people do to the animals.
7. Which two things can we get from hides and skins.
8. Give the name of the shelter for rabbits.

LESSON 91

TOPIC: Occupations
SUB-TOPIC: Keeping Animals
CONTENT: A dialogue between Hassan and Sarah entitled KEEPING ANIMALS

ACTIVITY
(Fountain primary English Bk 6 page 187

Read Sarah's responses and fill in the gaps in Hassan's questions.

Keeping animals

Hassan: Do you keep_____?

Sarah: Yes, we have a good number of goats

Hassan: How many _____?

Sarah: We have six sheep

Hassan: Is the _____the most useful animal of them all?

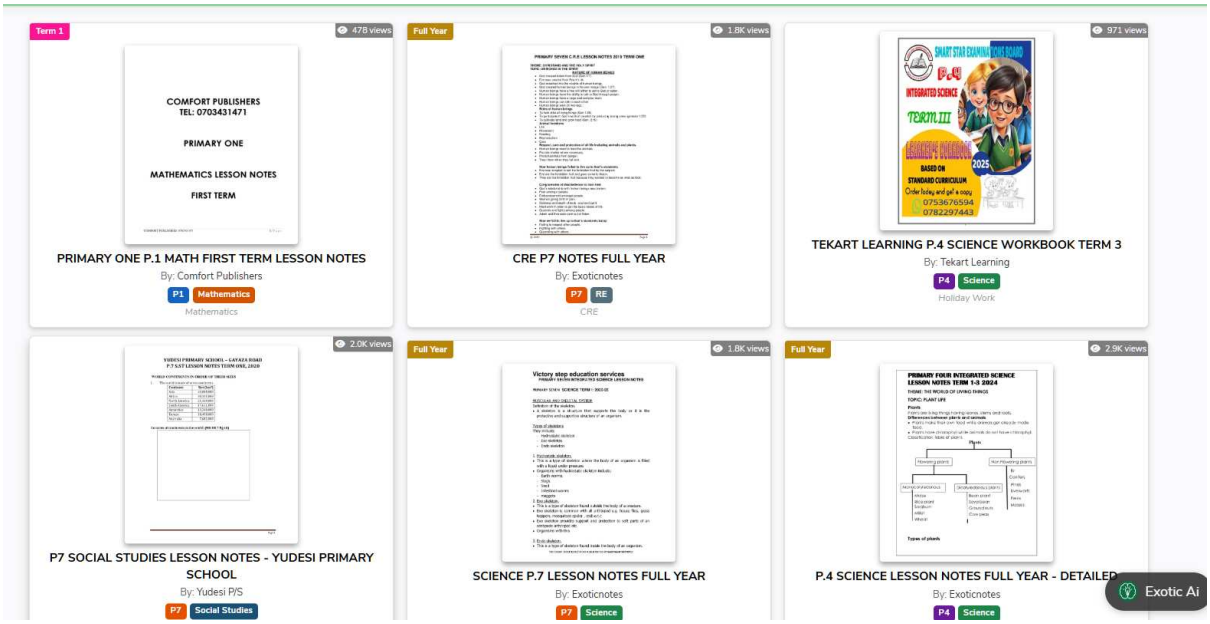
Sarah: Yes, it gives us milk, beef, hides and many other things.

Hassan: Do you_____at home?

Sarah. No, my friend Wanambwa is the one who has a pet cat

Hassan How helpful is a _ _____

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