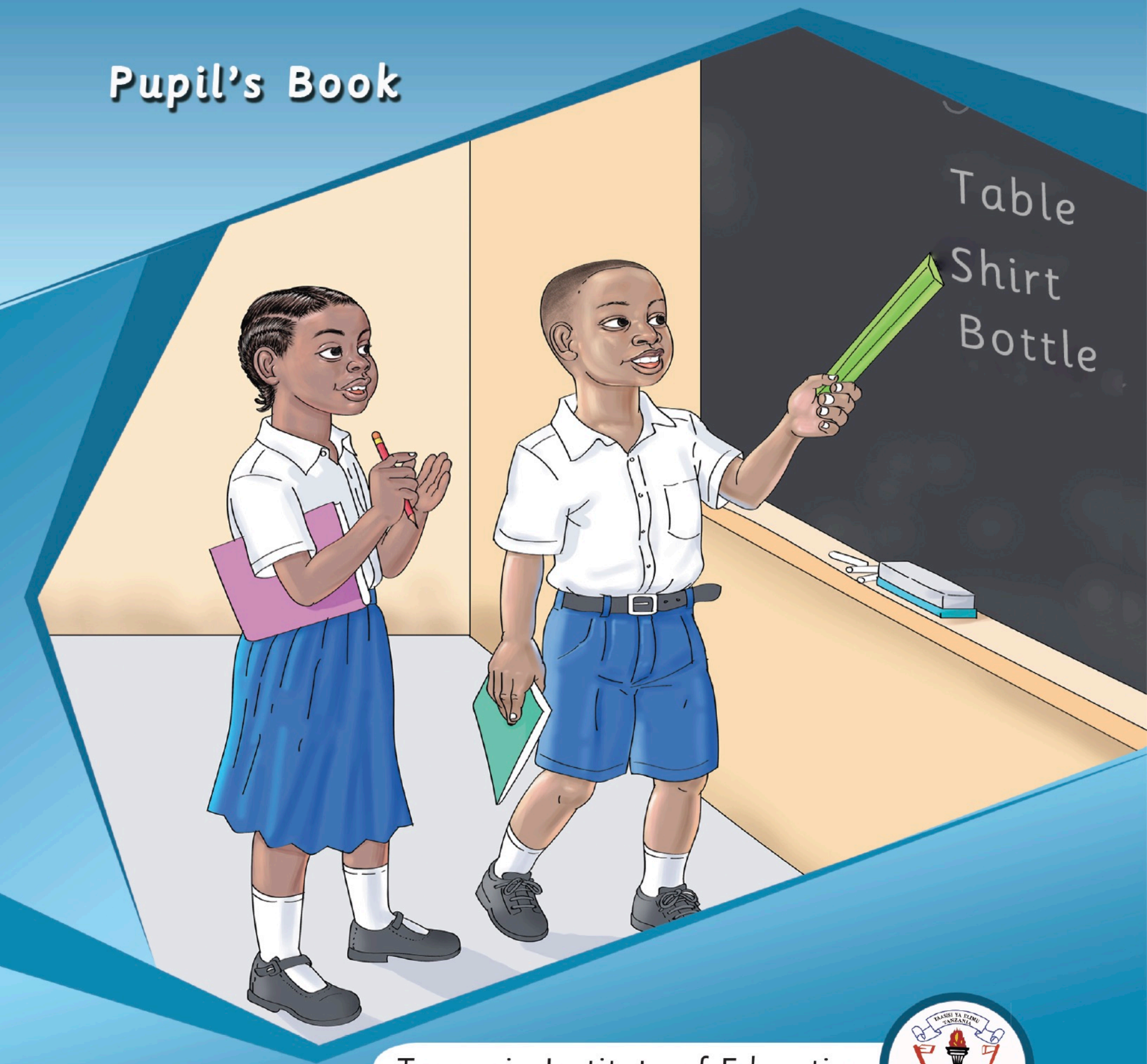
Reading

Standard Two

Pupil's Book



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Reading

Standard Two

Pupil's Book



THE UNITED REPUBLIC OF TANZANIA
MINISTRY OF EDUCATION,
SCIENCE AND TECHNOLOGY

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Dr. Lyabwene M. Mtahabwa
Commissioner for Education

Tanzania Institute of Education

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Introduction

This is the third book in a series of three books for Reading for primary schools. The book is prepared according to the 2016 Basic Education Syllabus for Standard II issued by the Ministry of Education, Science and Technology. The book consists of fourteen units. Each unit contains activities for you to develop the reading skills. You are encouraged to do all activities in order to develop the intended competence.

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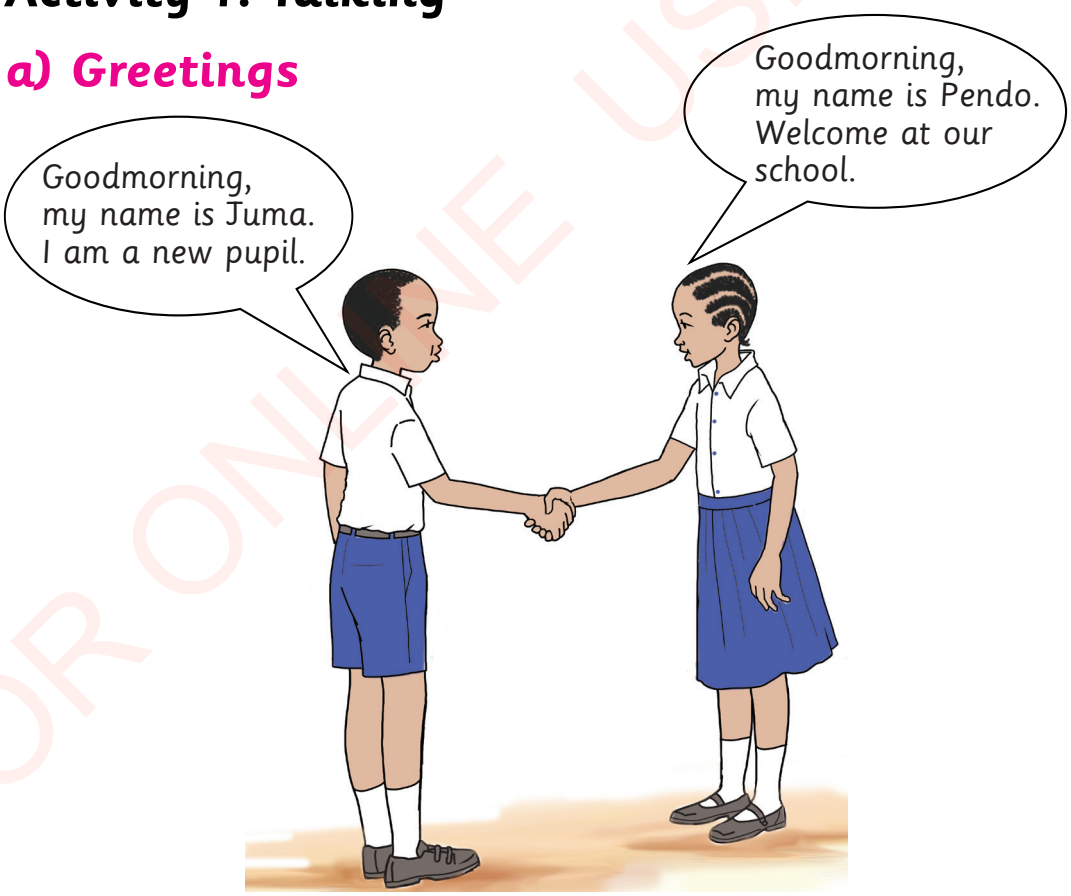
Unit One

Oral communication

In this unit, you will learn how to communicate orally. You will also complete and read a dialogue. Then, you will practise using some words. At the end, you will practise how to pronounce the words correctly.

Activity 1: Talking

a) Greetings



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b) In pairs, introduce yourself to each other by answering the following questions.

1. What is your name?

   My name is .....

2. Where do you come from?

   I come from .....

3. Where were you born?

   I was born in .....

4. Where do you live?

   I live in .....

5. How old are you?

   I am ..... years old.

6. How many people are there in your family?

   There are ..... people in my family.

7. When is your birthday?

   My birthday is on .....

8. What do you want to be when you grow up?

   I want to be a/an ..... when I grow up.

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9. What is your hobby?

   My hobby is .....(For example: reading, painting, drawing, playing with friends, singing, dancing, listening to music, gardening and playing computer games)

10. What is your favourite colour?

    My favourite colour is .....

11. What is your favourite sport?

    My favourite sport is .....
    (For example: volleyball, tennis, football, netball, basketball, handball, and hockey)

12. What is the name of your school?

    The name of my school is .....

13. Why do you learn English?

    I learn English because .....

14. What class are you in?

    I am in Standard .....

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15. What is your favourite subject?

My favourite subject is .....(For example: reading, writing, and numeracy)

c) In pairs, imagine you are Haika and Pius. Fill in the blanks to complete the dialogue.

Pius: Hello Haika, how are you?

Haika: I'm fine thank you, how are you?

Pius: I'm fine too.

Haika: How old are you?

Pius: I'm _____ old. What about you?

Haika: I'm _____ years old.

Pius: When is your _____?

Haika: My birthday is on the _____ of _____.

Pius: Mine is on the _____ of _____.

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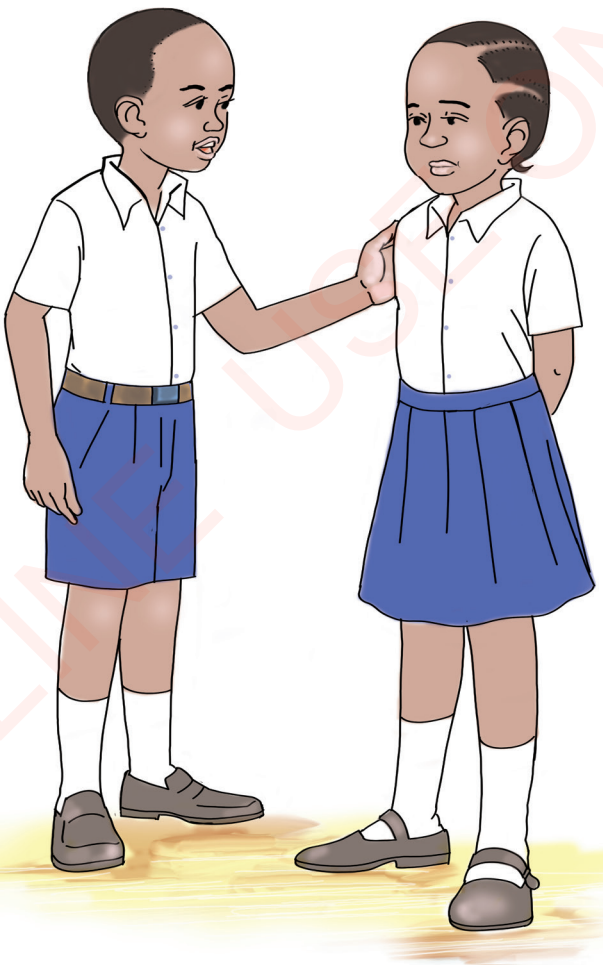
d) Introducing others

This is Furaha. She is my friend. She is in Standard Two.



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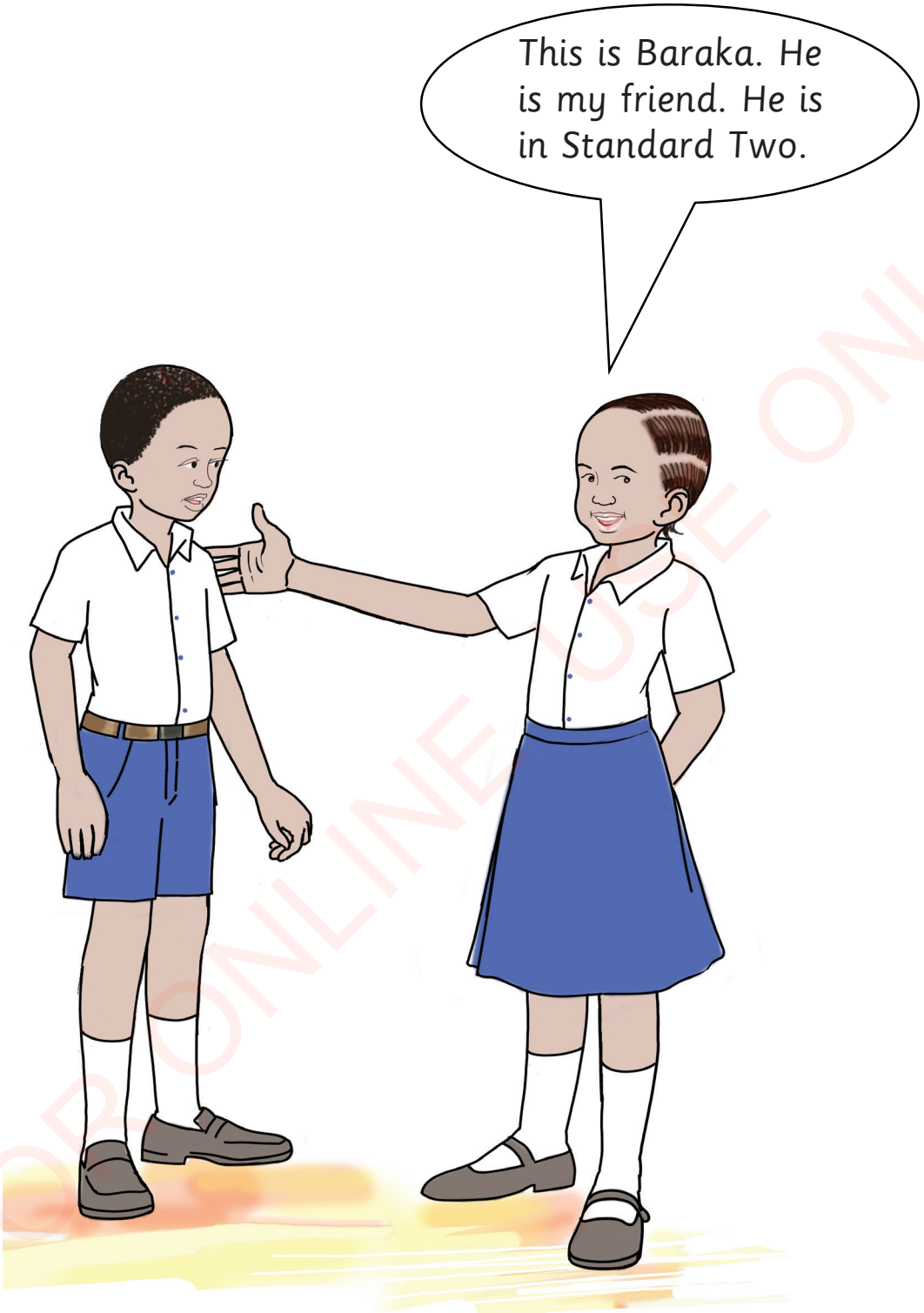

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e) Introduce your friend to others by answering the following questions.

1. What is your friend's name?

   My friend's name is.....

2. Where does he/she come from?

   She/he comes from.....

3. Where does he/she live?

   He/she lives in/at.....

4. How old is he/she?

   He/she is.....years old.

5. What is his/her hobby?

   His/her hobby is.....

6. What is his/her favourite sport?

   His/her favourite sport is.....

7. Which class is he/she in?

   He/she is in Standard.....

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f) Write three questions from the table below. Then, read the questions aloud.

For example: How old is she?

How old	is	he?
		she?
	are	they?
		you?

g) Write as many sentences as possible using the table below. Then, read them aloud.

For example: She is six years old.

He	is	seven	years old.
She	are	eight	
They		four	
I	am	six	

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Look at the picture and answer the questions that follow.



Questions

1. What is the name of the room in the picture?
2. What are the uses of the room?
3. Name any six items found in the shelves.

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Look at the picture and answer the questions that follow.



Questions

1. What do you see in the picture?
2. How many pupils are there?
3. What are they doing?
4. At what time do you go to play?

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In pairs, use the tables to ask and answer questions.

Question: Is there a ...?		
Is there a	rope	in the picture?
	ball	
	teacher	
Answers Yes, there is a... No, there is no ...		

Question: Are there ...?		
Are there	girls	in the picture?
	doctors	
	boys	
Answers Yes, there are ... No, there are no ...		

Activity 2: Reading

a) In pairs, read the following dialogue aloud.

Asha: Hello, James.

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James: Hello, Asha.

Asha: Can we play a game known as what is its name?

James: Yes, of course.

Asha: It has a long tail, large claws, long body, big head and yellowish-brown fur.

James: It is a lion.

Asha: You have got it right. Now it is your turn to ask me.

James: It has four legs, a short tail, short horns, straight fur, it gives milk and meat.

Asha: Mhh! It is a goat.

b) In pairs, practise the game "What is its name?"

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c) In pairs, play any other conversational game of your choice.

Activity 3: Word use

a) Read the following words aloud.

milk meat fur claw ask

b) Read the following sentences aloud.

1. Give me one kilogram of meat.
2. I drink a glass of milk every morning.
3. Ask me any question on sports and games.
4. Our cat sharpens her claws often.
5. Sheep are kept for their valuable fur.

c) Make your own sentences orally using the words in Activity 3a).

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c) Ask your partner to do the actions indicated in the table below.

For example,

1. Kandili, come forward.
2. Please Kandili, start reading your book.

hold a glass of water.	come forward.
take your book.	stop reading.
start reading your book.	call your friends.
answer the question.	stop writing.

Activity 4: Pronunciation

Read the following words aloud.

tail	goat	leg	long
teacher	can	head	play
brown	straight	short	name
milk	claw	large	doctor
picture	rope	ball	meat

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Unit Two

Recognising sounds

In this unit, you will learn to pronounce vowel and consonant sounds. Then, you will imitate sounds from various sources.

Activity 1: Talking

a) Sing the Bwana shamba song .....

Bwana shamba had a farm E-I-E-I-OO
And on that farm he had a cow E-I-E-I-OO
With a moo moo here
And a moo moo there
Here a moo, there a moo
Everywhere a moo moo
Bwana shamba had a farm E-I-E-I-OO X 2

Bwana shamba had a farm E-I-E-I-OO
And on that farm he had a cat E-I-E-I-OO

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With a meow meow here
And a meow meow there
Here a meow, there a meow
Everywhere a meow meow
Bwana shamba had a farm E-I-E-I-OO X 2

Continue singing the song by adding animal names and their sounds in the blanks.

Bwana shamba had a farm E-I-E-I-OO
And on that farm he had a ..... E-I-E-I-OO
With a .....here
And a ....there
Here a ..... there a .....
Everywhere a ....
Bwana shamba had a farm E-I-E-I-OO X 2

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b) Imitate sounds made by the following creatures.

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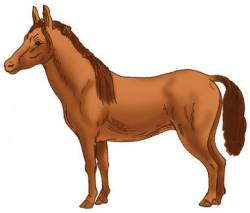
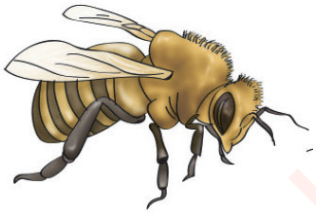
2 

3 

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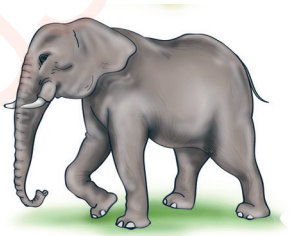
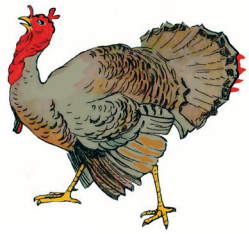
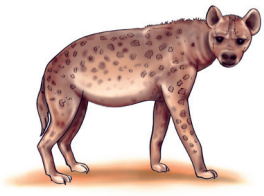
8 

9 

10 

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c) Read the following words aloud.

brays	squeaks	trumpets	hoots	hisses
crows	chatters	buzzes	quacks	clucks
meows	barks	bleats	roars	moos

d) Complete the following sentences by using the words in the box above. Then, read the sentences aloud.

The first item has been done as an example.

1. An owl hoots.
2. A goat _____.
3. A lion _____.
4. A monkey _____.
5. A cat _____.
6. A duck _____.
7. A bee _____.
8. A dog _____.
9. A snake _____.

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10. Ahen _____.

11. A mouse _____.

12. A frog _____.

13. An elephant _____.

14. A cock _____.

15. A donkey _____.

Activity 2: Reading

a) Sing ABCD..... song.

A	B	C	D	E	F	G	H	I
J	K	L	M	N	O	P	Q	R
S	T	U	V	W	X	Y	Z	

b) Add and pronounce the missing letters.

_a	B_	Cc	Dd	_e	Ff	Gg	Hh	_i
Jj	Kk	Ll	Mm	Nn	_o	P_	Qq	R_
S_	Tt	_u	Vv	W_	Xx	Yy	Zz	

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Unit Three

Letter - sound relationship

In this unit you will learn how to pronounce different words. Then, you will learn how to use them in sentences. Finally, you will learn how to recognise different initial and last sounds in words.

Activity 1

a) Read the following words aloud.

actor	pepper	tick	fog	put
animal	editor	sink	motto	pull
axe	eagle	sit	owl	union
apple	peas	chip	oil	U-turn
antelope	bedroom	big	potato	push
aunt	ceiling	click	bowl	sugar
ankle	lemon	spinach	onion	tulip
card	energy	mirror	oxen	flute
carrot	eggplant	iron	mortal	bullet
cabbage	lettuce	hill	tomato	umbrella

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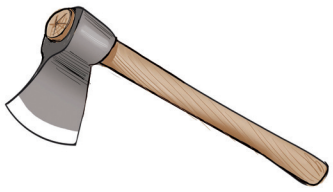
b) Name the following pictures.

1 

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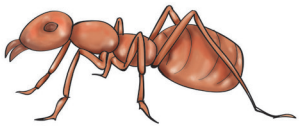
3 

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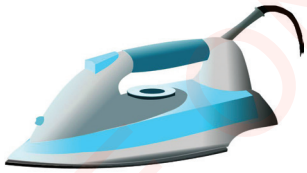
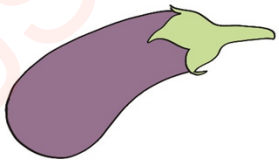
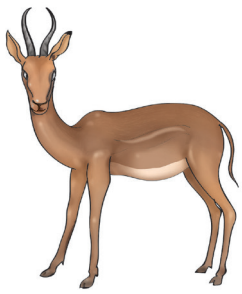
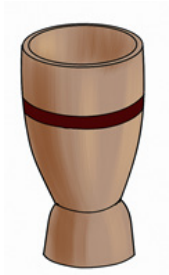
7 

8 

9 

10 

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Activity 2

a) Read the following words aloud.

bull	bone	course	car
boot	bank	canoe	cake
ball	baby	coat	cement
bus	bread	cock	copper
bat	baboon	class	cupboard
bowl	bed	cow	candle
beast	belt	cost	cardboard
bangle	bite	carrot	cane
ballot	burn	cassette	camel

b) Read the following sentences aloud.

1. Last week, we took the money to the bank.
2. I saw a baboon climbing a tree.
3. They travelled to Arusha by bus.
4. The Prime Minister arrived in a white car.
5. Our class teacher is tall.

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c) Name the following pictures.

1


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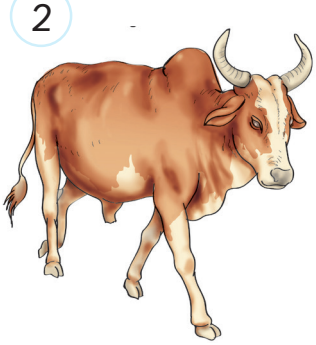

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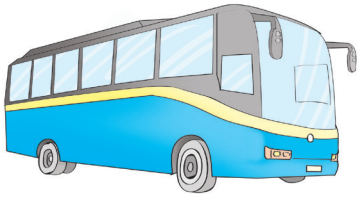

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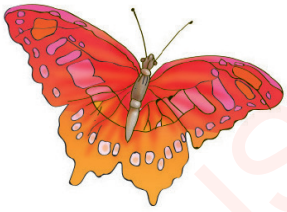

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Activity 3

a) Read the following words aloud.

doll	door	foot	fang	game	girl
dig	dog	fire	fox	good	guinea fowl
dish	deer	football	full	gum	gun
dust	duster	fun	fool	gold	gorilla
den	donkey	fish	fat	gate	goose
diamond	duck	food	fan	gap	guest

b) Read the following sentences aloud.

1. My father bought a black goat.
2. I went to watch a football match yesterday.
3. I walk on foot to and from school.
4. The dust entered my eyes.
5. I love the red doll.

c) Complete the words in the following sentences. Then, read the sentences aloud.

1. I heard the _ og barking last night.
2. I had to open the _ ate for him to come in.

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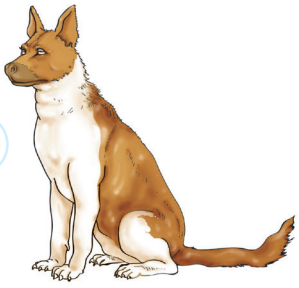
3. There was no _ood left in the hotel.

4. The _uest of honour was the district administrative secretary.

5. My beautiful _oll was stolen.

d) Name the following pictures.

1 

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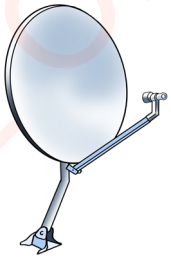
7 

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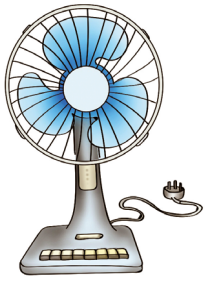
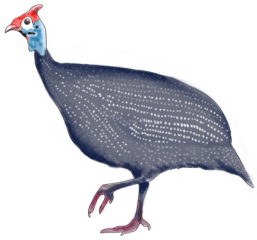
6 

9 

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Activity 4

a) Read the following words aloud.

house	jungle	kinsman	leg	mop
happy	jeep	kite	lion	microphone
hair	jam	kitten	log	mouth
hand	juice	kid	load	mango
head	jeans	kitchen	lamb	monkey
helicopter	jug	king	lunch	man
horse	jump	kidney	lock	mosquito

b) Read the following sentences aloud.

1. My sister has long hair.
2. We climbed up the hill within a short time.
3. The king is wise.
4. I bought new white jeans.
5. I mopped the classroom using a mop.

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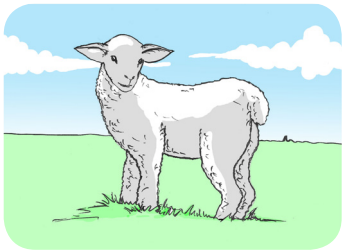
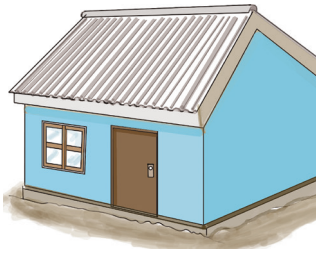
c) Name the following pictures.

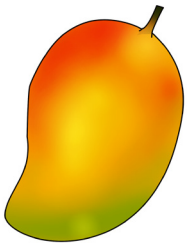
1 

2 

3 

4 

5 

6 

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10 

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Activity 5

a) Read the following words aloud.

nest	padlock	queen	rocket	spectacle
nose	pole	question	rainbow	soup
nut	pencil	quick	rice	soap
neck	peacock	quit	ring	snake
night	pen	quarter	ruler	sun
new	pot	quiet	rat	sky

b) Read the following sentences aloud.

1. My uncle bought a new car last month.
2. My grandmother used to cook with a pot.
3. The rat ate my groundnuts.
4. The sun shone brightly in the sky.
5. He asked me a question.

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c) Name the following pictures.

1



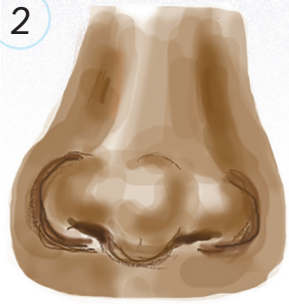
4



7



2



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Activity 6

a) Read the following words aloud.

woman	towel	fax	vast	yeast	zebra
waste	tape	boxer	vague	yoga	zero
wasp	tongue	wax	vine	yell	zip
weak	tower	box	vase	yellow	zigzag
water	tin	ox	vest	yam	zone
wet	tent	tax	vowel	year	zoom
wall	tie	fix	van	yacht	gauze
wave	tortoise	xylophone	verb	yawn	zoo

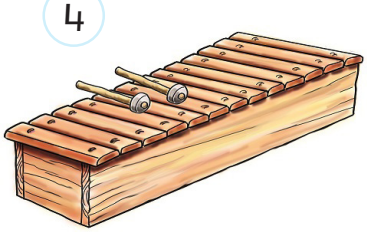
b) Name the following pictures.

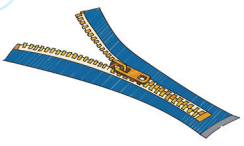
1 

3 

5 

2 

4 

6 

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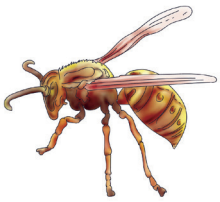
10 

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Activity 7

a) Read the following words aloud.

blue	brown	clay	crocodile	drive
black	branch	clutch	cross	dread
blind	brick	climb	crab	drum
blade	broom	clothes	cream	drone
bleach	break	clock	crayon	dream
blend	brake	class	crop	drink
block	breed	clap	creep	drug
blouse	brain	club	crow	dragon
blood	brush	cloud	crest	drip
blank	bring	clever	crack	dress

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b) Read the following sentences aloud.

1. The brown fox jumped over the brown dog.
2. The sky was blue.
3. The clever boy caught the crow.
4. A careless child destroyed the brush.
5. I saw a drip of water from the roof.

c) Name the following pictures.



1. This _____ is black.



2. This is a _____

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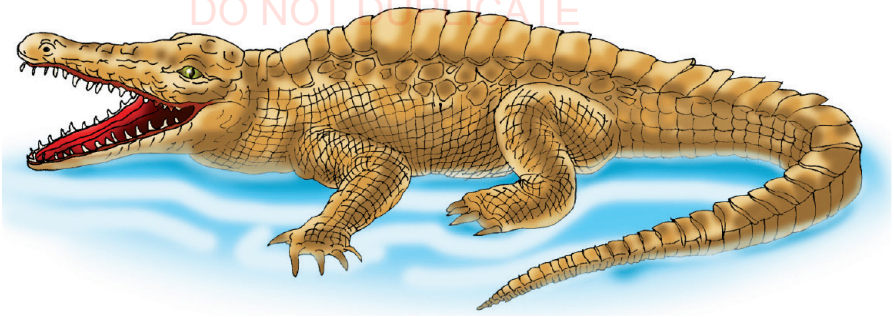
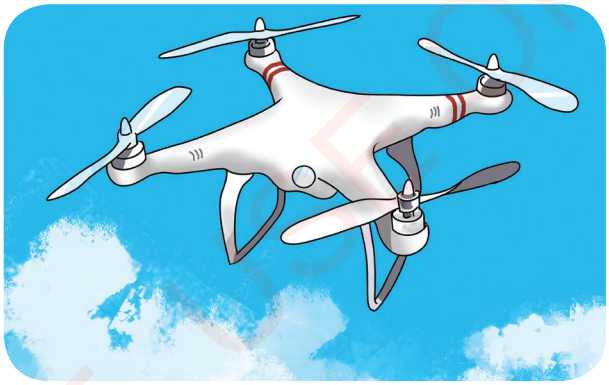
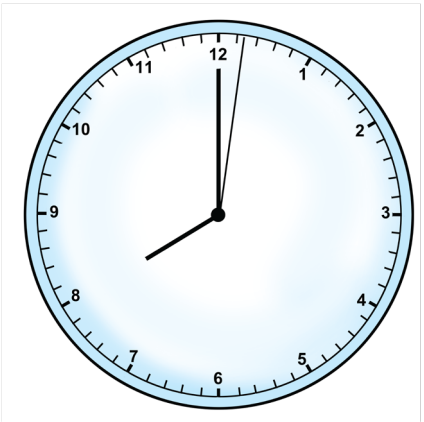


3. This is a _____



4. This is a _____



5. This is a _____

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Activity 8

a) Read the following words aloud.

frank	flash	groom	glow
freeze	flag	grass	glitter
free	flame	graze	glad
fridge	flat	grain	glucose
Friday	flower	grab	glory
friend	floor	grasshopper	gloss
frog	flood	grease	glass
frost	flock	grill	glad
fruit	fly	ground	glove
frame	flu	gross	glue
fry	flap	grow	globe

b) Read the following sentences aloud.

1. We raise the National Flag on Mondays.
2. Can you give me a glass of milk?
3. They all went to the football ground.
4. My mother left for Mwanza on Friday.
5. A frog jumped on the floor.

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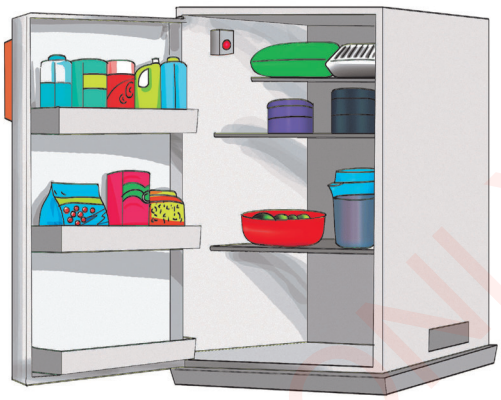
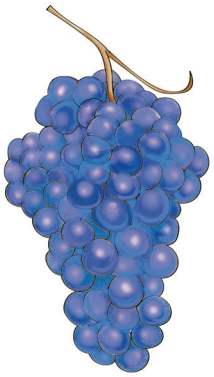
c) Name the following pictures. Then, read the sentences aloud.



1) They bought a white _ _ _ dge.



2). This flo_ _ _ is beautiful.



3. This is a bunch of _ _apes.

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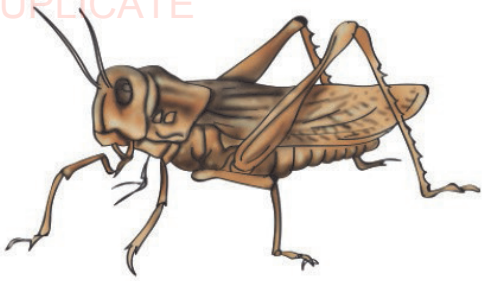

4. I saw a _ _ _ _ _hopper on the tree.



5. This is a _ _obe.

Activity 9

a) Read the following words aloud.

plate	produce	truck	spoke	spring
plumb	proud	trap	spanner	spread
plane	praise	tractor	spade	spray
plumber	print	trumpet	spit	sprout
plastic	president	tray	splash	sprint
plus	prey	train	sport	sprite
plant	pray	tree	spoon	sprat

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b) Read the following sentences aloud.

1. The books were transported in a truck.
2. You have to pray before you sleep.
3. The food is on the white plate.
4. Always eat by using a spoon.
5. The car has a strong spring.

Activity 10

a) Read the following words aloud.

chess	stove	sweater	throw
chick	stamp	swarm	thumb
chalk	stick	swash	thorn
chin	stop	swan	thick
chest	sting	switch	thin
chamber	stool	swing	theater
chair	steel	swallow	thunder

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b) Read the following sentences aloud.

1. He sat on a beautiful chair.
2. The meeting will be held on Thursday.
3. I know how to play chess.
4. He managed to pass through the thick forest.
5. Put on your sweater.

c) Complete the words in the following sentences. Then, read the sentences aloud.

1. The sick _ow grew very thin.
2. My teeth are _hite.
3. I tied the dog with a big _hain.
4. I _rink water when I am thirsty.
5. Juma, _witch on the lights.

d) Make your own sentences orally using the words in Activity 10 a).

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Activity 11

a) Read the following words aloud.

ship	whale
shell	wheelchair
sheep	whisker
shelf	wheelbarrow
shape	whistle
shop	wheat
shark	white
shorts	whip
shilling	wheel

b) Read the following sentences aloud.

1. I bought a blue pair of shorts from the market.
2. Put the cups in the middle shelf.

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3. An angry shark is very dangerous.
4. We have a large wheat farm.
5. My father normally wears a long sleeved white shirt.

c) Name the following pictures. Then, read the sentences aloud.



1. I like travelling by_____



2. He bought me a pink ___ from the shop.

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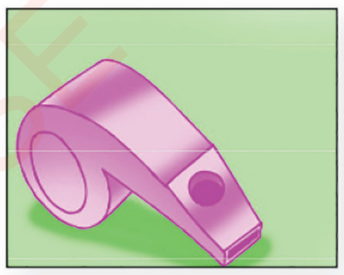
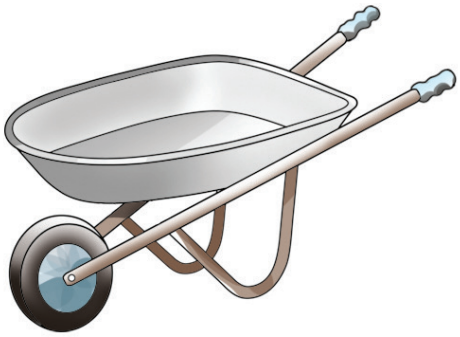
3. This _____ is black.



4. She blew a _____ to attract our attention.



5. They used a _____ to carry the garbage.

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Activity 12

a) Pronounce the words in each pair.

book	look
read	lead
pest	best
pit	bit
right	light
lice	rice
bunch	punch
road	load
fry	cry
rock	lock

b) Read the following sentences aloud.

1. The best way to harvest more is to control pests.
2. The light on the right hand side is on.

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3. He used a strong bit to drill the hole.
4. Look for the right book.
5. You cannot fry the fly.

c) Read the words in each pair aloud.

peak	peek
root	route
sheep	ship
deer	dear
hear	here
see	sea
son	sun
bat	but
bare	bear
dark	duck
cheap	cheep
heat	hit
hut	hat
sick	seek
cat	cut
meet	meat

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d) Read the following sentences aloud.

1. He slept in a bad bed.
2. Ben threw a pin into the bin.
3. The boy deserves a pat on the back.
4. We can now see the sea.
5. His son likes to sunbathe in the morning.

e) Complete the following sentences with the correct word orally.

1. The Uhuru torch took a different_____. (route, root)
2. They lived in a small _____. (hat, hut)
3. I was ordered to come _____. (hear, here)
4. They climbed to the _____ (peak, peek) of Mountain Kilimanjaro.
5. A car _____ (heat, hit) him while he was walking along the road.

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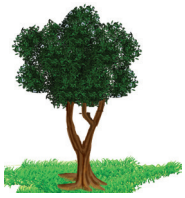
Activity 13

a) Match pictures in Column A with those in Column B whose names share the first sound.

Column A	Column B
1 	a 
2 	b 
3 	c 
4 	d 
5 	e 

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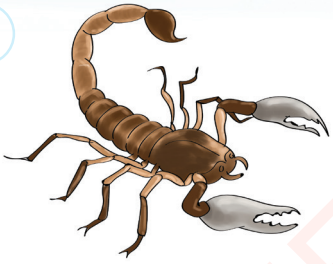
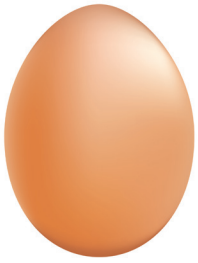
b) Match pictures in column A with those in column B whose names share the last sound.

Column A	Column B
1 	a 
2 	b 
3 	c 
4 	d 

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Unit Four

Playing football

In this unit, you will talk about the picture. You will also read and act out a dialogue. Then, you will practise using some words. At the end you will practise how to pronounce the words correctly.

Activity 1: Talking

Look at the picture and answer the questions that follow.



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Questions

1. What do you see in the picture?
2. Who are playing in this picture?
3. What game are they playing?
4. What colours do you see in the picture?
5. What are the seated boys doing?
6. How many people are watching the match?

Activity 2: Reading

In pairs, read the dialogue and answer questions.

Baraka: Hello, Furaha.

Furaha: Hello, Baraka.

Baraka: How are you, Furaha?

Furaha: I am fine, how are you?

Baraka: I am fine, thank you. Did you watch the football match yesterday?

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Furaha: Yes, I did. What about you?

Baraka: No, I did not. Can you tell me about the match?

Furaha: Yes, of course. I enjoyed it. It was between Standard Two girls Stream A and Stream B.

Baraka: What! Did the girls play football?

Furaha: Yes, they did. The match was very good.

Baraka: Which team won?

Furaha: Stream A.

Baraka: Wow! That is wonderful. I am happy to hear that stream A won.

Furaha: Why are you happy?

Baraka: Because that is my stream.

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Questions

1. Who watched the football match?
2. Name the two teams that played.
3. Which team won the match?
4. Why was Baraka happy?

In pairs, act out the dialogue.

Activity 3: Word use

a) Read the words in the box aloud.

match	football	girl	good
stream	team	won	watch
happy	fine	course	yesterday
interesting	standard	play	wonderful

b) Use some of the words in the box above to fill in the blanks in the following sentences. Then, read the completed sentences aloud.

1. My name is Pina. I am in _____Two.

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2. The _____ between Standard Two girls Stream A and Stream B was interesting.
3. I am _____ because my stream won.
4. Baraka watched the _____ match.
5. How are you? I am _____ thank you.

Activity 4: Pronunciation

a) Copy the following table in your exercise book and write down the letters that build each word.

The first one has been done as an example.

Word	Letters	Word	Letters
book	b o o k	fine	_ _ _ _
watch	_ _ _ _ _	hear	_ _ _ _
course	_ _ _ _ _ _	match	_ _ _ _ _
play	_ _ _ _	win	_ _ _
wonderful	_ _ _ _ _ _ _ _ _	team	_ _ _ _
stream	_ _ _ _ _ _	thank	_ _ _ _ _
good	_ _ _ _	football	_ _ _ _ _ _ _ _

b) Pronounce the letters that build each word in the table above.

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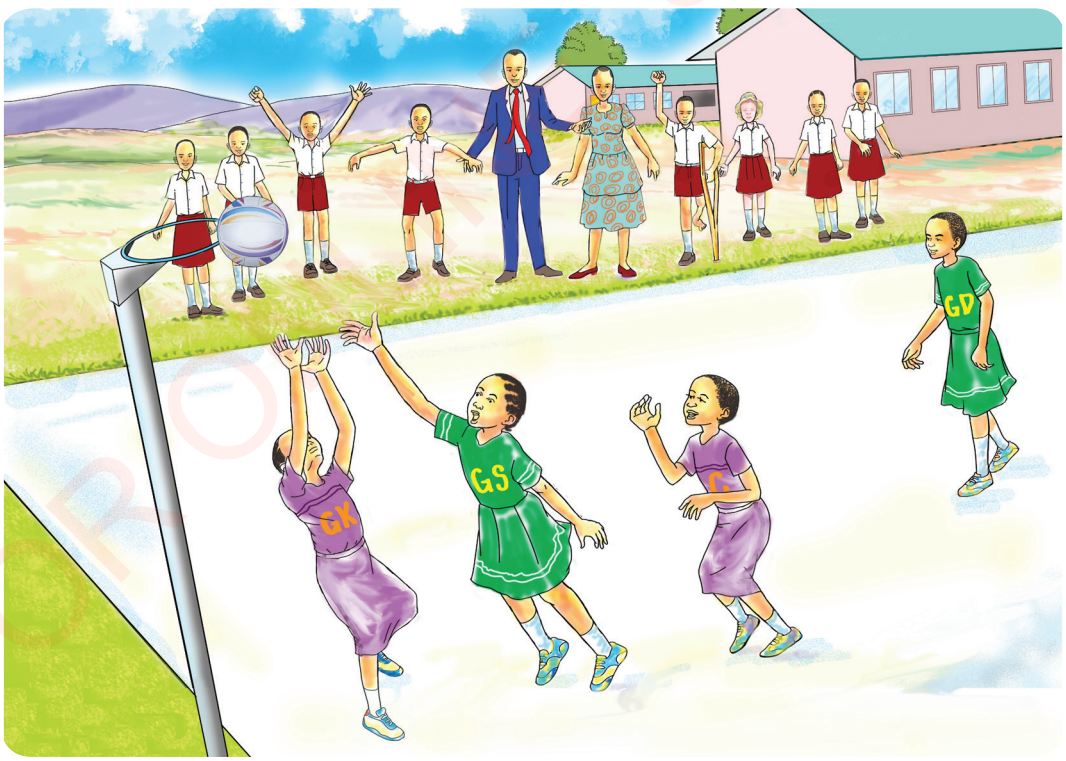
Unit Five

Playing netball

In this unit, you will talk about the picture. You will also read, act out a dialogue, and answer questions. Then, you will practise using some words. At the end, you will practise word pronunciation.

Activity 1: Talking

Look at the picture and answer the questions that follow.



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Questions

1. What do you see in the picture?
2. Who are the people in the picture?
3. What are they doing?
4. What colours can you see in the picture?

Activity 2: Reading

a) In pairs, read the dialogue and answer questions

Neema: Hello, Fatina.

Fatina: Hello, Neema. Today you look very happy. Why?

Neema: Because we won the netball match between our school and Makondeko Primary School.

Fatina: Really?

Neema: Yes, It was a very difficult match, but our team won.

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Fatina: Congratulations! I am sorry, I missed the match.

Neema: Why?

Fatina: I went to fetch water.

Neema: Never mind. Next time. Bye.

Fatina: Bye, Neema.

Questions

1. Who are talking in the dialogue?

_____ and _____are talking in the dialogue.

2. Who was very happy? Why was she happy?

_____was very happy because her school_____ the netball match.

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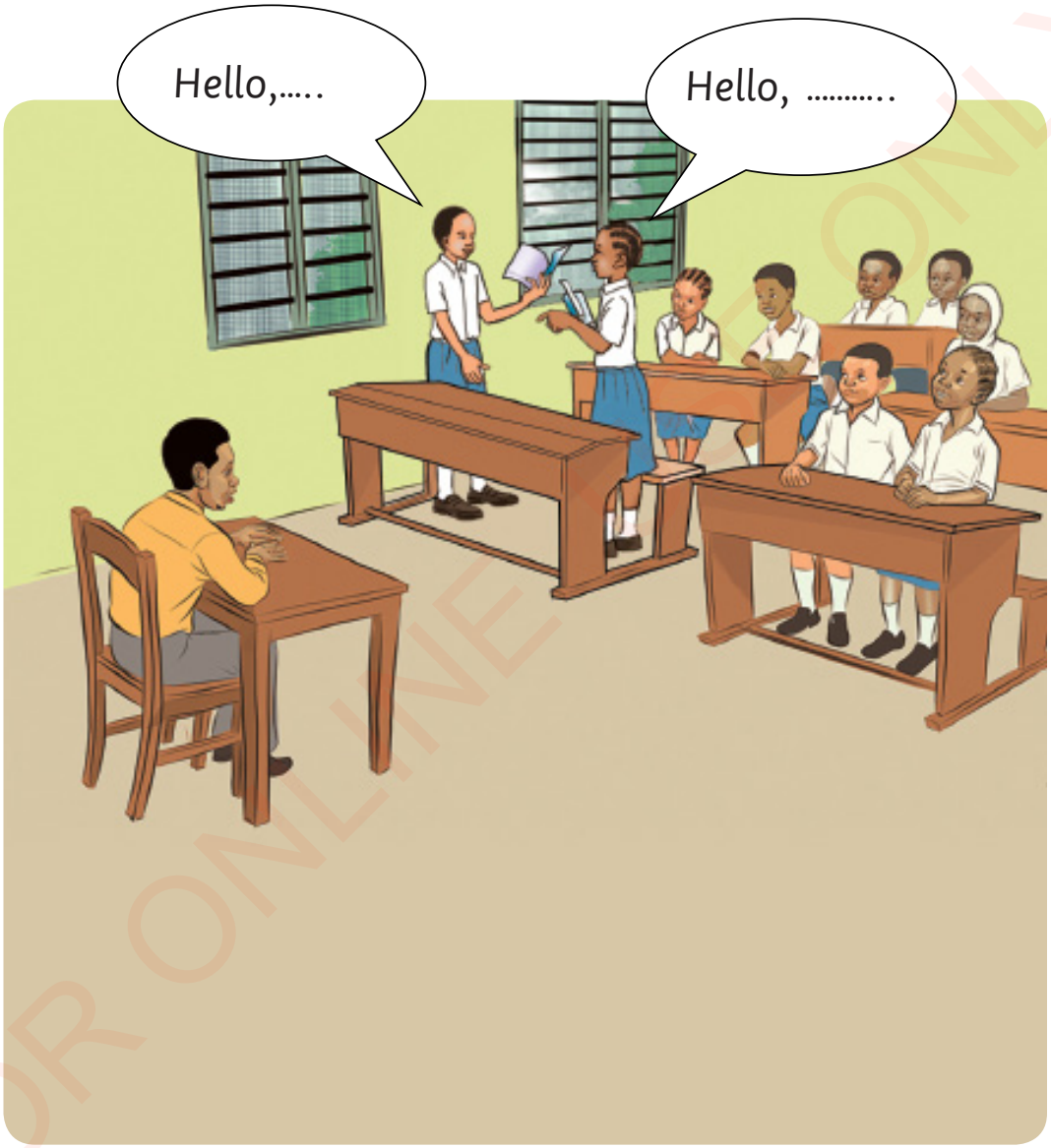
b) In pairs, act out the dialogue. In greeting each other, use your real names.

For example



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Activity 3: Word use

a) Read the following words aloud.

because	happy	played
won	netball	difficult
school	Makondeko	fetch
teams	mind	congratulations

b) Use some of the words in the table above to fill in the blanks in the following passage. Then, read the completed passage aloud.

The netball match

Two teams _____ yesterday. These were teams from Kimamba and_____ primary schools. The match was very _____ but our school team _____. Fatina was very _____ for Neema and their _____ team. Fatina missed the match _____ she went to _____ water.

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c) In your own words, tell any story to your friend.

Activity 4: Pronunciation

a) Complete the following words with the missing letters in your exercise book.

For example: -etb-ll

Answer: netball

miss_d	nev_r	s__ry
yest__day	t_m_	bet__en
ma_ch	_ye	wat_r
Mo_d_y	l_ok	pr_mary

b) Pronounce the completed words in 4 a).

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Unit Six

Playing Rede

In this unit, you will practise conversations in the form of questions and answers. You will also read a dialogue. Then, you will practise word pairing and combining sounds to form words. At the end, you will read some sentences.

Activity 1: Talking

Imagine it is you and your friends in the picture you see. Answer the questions that follow.



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Answer the questions by filling in the blanks.

1. What is your name?

   My name is _____.

2. How many are you in the picture?

   There are _____ of us in the picture.

3. What are the names of your friends?

   My friends' names are _____, and _____.

4. What are you doing?

   We're playing _____.

5. What are the colours of the uniform you are wearing?

   The colours of the uniform I am wearing are _____ and _____.

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Activity 2: Reading

a) In pairs, read the following dialogue.

Anita: Hello, Halima.

Halima: Hello Anita. How are you?

Anita: I'm fine, thank you. How are you?

Halima: I'm fine.

Anita: Today I want to play Rede with you.

Halima: Why do you want to play Rede with me?

Anita: Because you beat me yesterday. I want to try again.

Halima: I'll beat you again today.

Anita: No, you won't.

Halima: Ok, come on. Let's go. I will go first.

Anita: Fine.

Halima: Maria and Amina will take the ball.

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b) Answer the following questions

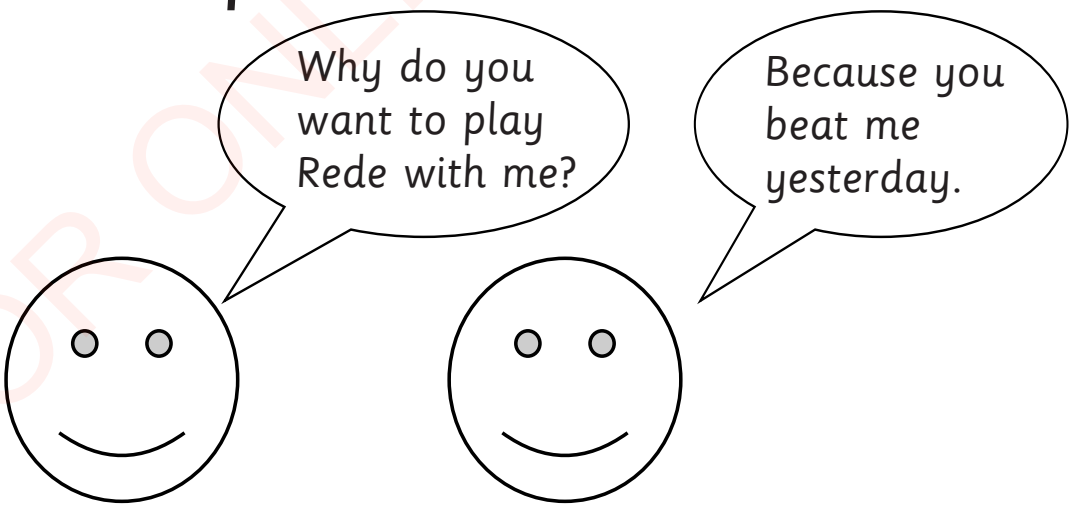
1. Why does Anita want to play Rede with Halima?
2. Who will go first?
3. Who will take the ball?

c) In your own words, tell any story to your friend.

d) In pairs, use the table to ask and answer questions.

Why do you	want to play	Rede	with	me?
		netball		
		handball		
		football		
		cards		

For example



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Activity 3: Word use

a) Match the words in Column A with those in Column B whose only first sounds are different.

Item number 1 is done as an example.

Column A		Answers	Column B	
1.	sad	e) bad	a)	hall
2.	hot		b)	tea
3.	ball		c)	tool
4.	win		d)	pot
5.	fool		e)	bad
6.	sea		f)	tin

b) Use some of the words in the table above to fill in the blanks.

1. I was unable to drink hot _____.
2. We must _____ the match.
3. I felt _____ after lossing the match.
4. She used a _____ to cook the food.
5. We gathered in the assembly_____.

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Activity 4: Pronunciation

a) Combine the letters to form words. Then, read the words aloud.

For example

1 .n-o-t	not
2. b-a-l-l	
3. t-a-k-e	
4. s-t-a-r-t	
5. a-g-a-i-n	
6. f-i-n-e	
7. d-i-a-l-o-g-u-e	

b) Read the following sentences aloud.

1. The ball was small.
2. Please take the cake.
3. Start to be smart.
4. It will rain again.
5. Mine is fine.

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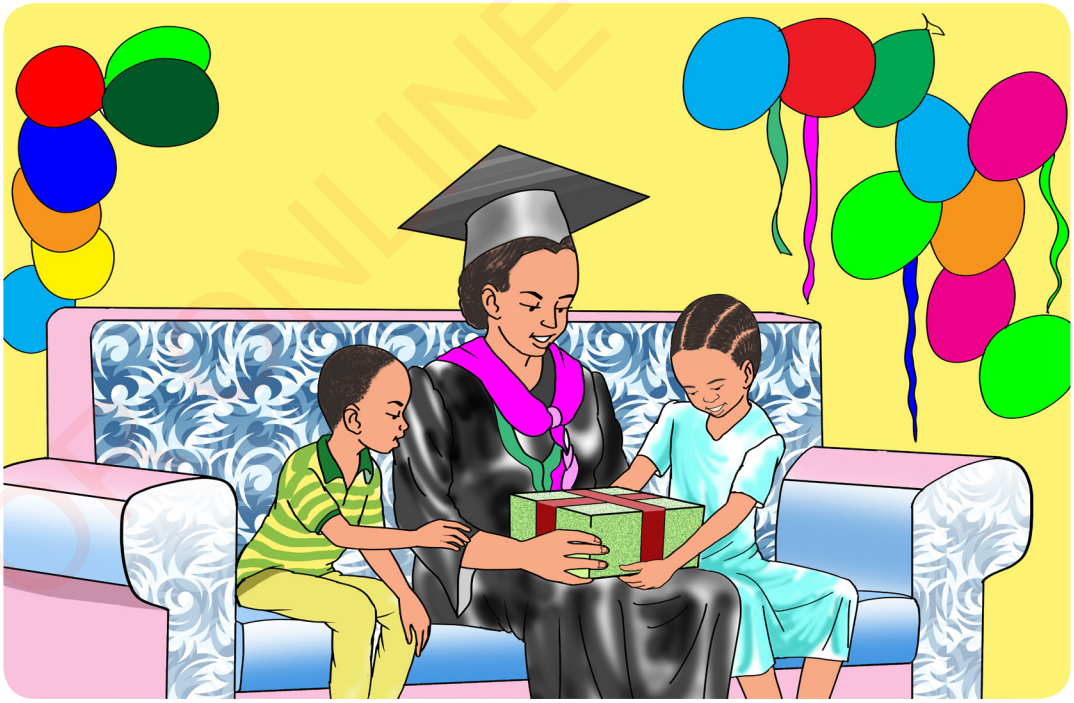
Unit Seven

Special occasions

In this unit, you will talk about the picture. You will also read passages and answer questions. Then, you will practise using words. At the end, you will rearrange the pictures to tell a story and pronounce words.

Activity 1: Talking

Look at the picture and answer the questions that follow.



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Questions

1. What do you see in this picture?
2. Why are the people in the picture happy?
3. What is the colour of the wall?
4. What are the colours of their clothes?
5. Where are these people sitting?

Activity 2: Reading

Read the passage silently.

A Sada's graduation

My name is Amani. My sister is called Sada. My brother is called Heri. We live with our parents at Mangunga Village in Tanga. Last year, my sister graduated from Muhimbili University of Health and Allied Science. She became a doctor.

Our parents were very happy. They invited our neighbours and family friends to my sister's graduation ceremony. On that day, my sister looked very smart and formal. She put on nice clothes with her graduation gown. We ate, drank,

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and danced. She received gifts from our parents and the invited guests. It was a very nice and memorable day.



a) In pairs, answer the following questions.

1. Which university did Sada graduate from?
2. Where do Amani, Sada, and Heri live?
3. Why were Sada's parents happy?
4. Who were invited to Sada's graduation ceremony?
5. What did Sada receive from her parents and invited guests?
6. Imagine you were Sada's parents, what gifts would you give her?

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b) Imagine that your brother graduated as a teacher from the University of Dar es Salaam. Fill in the blanks to complete the passage below.

My brother's name is _____.
We live with our parents in_____
town in _____ region.

In November 2018, my _____
graduated at the University of Dar es Salaam. He became a _____. My parents were very _____. They invited our _____ and many people to my brother's graduation.

On that day, my _____ was very smart. _____ put on a nice suit with his graduation gown. We ate, drank and _____. My parents and the invited guests gave _____ to my _____.

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c) Read the passage you have completed aloud.

B Gloria's birthday

My name is Gloria. I am seven years old now. My birthday was on 13th January. It was on Sunday. My mother came to my room and woke me up. She hugged me and said, "Happy birthday to you". In the evening, my mother invited our neighbours and friends to my birthday party. We ate delicious food. We drank fresh fruit juice. We listened to music and danced.

My mother bought me a nice dress. My father bought me a new pair of shoes. I liked their presents and thanked them. Our neighbours and friends gave me presents too. I was very happy.

a) In pairs, answer the following questions.

1. What did Gloria's mother do on the morning of the 13th of January?
2. What present did Gloria receive from her father?

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3. What present did she receive from her mother?
4. How old is Gloria?
5. When is your birthday?

b) In groups, sing the following song while clapping hands.

Happy birthday to you x2
Happy birthday x2
Happy birthday to you.

Happy birthday to you x2
Happy birthday dear.....
Happy birthday to you.

How old are you now x2
Happy birthday dear.....
Happy birthday to you.

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C The parents' day

Today is the parents' day. Parents are coming to our school. They want to see how we learn. They also want to see what we learn. The following are the events for the day.

First, parents will arrive at 9 a.m. They will meet at the playground. Then, the head teacher will deliver a speech. After the speech, Standard Six pupils will sing a song. Standard Five pupils will follow with a poem. Then, Standard Four and Standard three pupils will show a play. At 12 noon parents will visit the science and art rooms. They will look at the children's displays. At 1 p.m. one of the parents will give a speech.

Finally, the head teacher will thank the parents and close the ceremony.

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a) Imagine today is the parent's day at your school. Write the answers to the following questions in one paragraph.

1. When is the parent's day?
2. What are the two things that parents would like to see?
3. What is the first event of the day?
4. What is the last event of the day?

b) Read the passage you have written aloud to the class.

c) Look at the following pictures, and rearrange them to tell a story.

1



2



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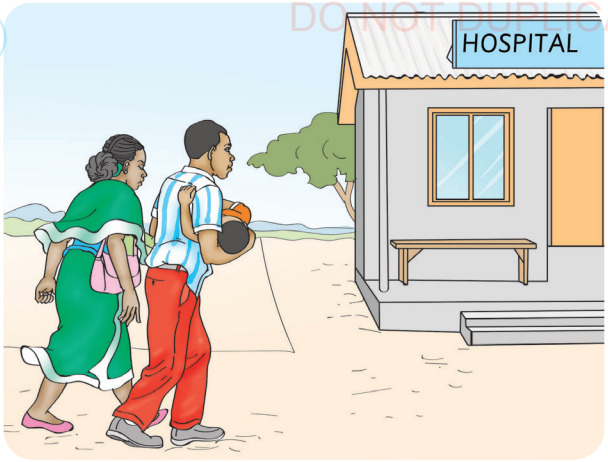
3



4



5



a	b	c	d	e
4				

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Activity 3: Word use

a) Write a sentence which contains the word in the left hand column.

The word **sister** is used as an example.

Word	Sentence
sister	My sister is called Sada.
memorable	_____
day	_____
hugged	_____
juice	_____
pair	_____
sing	_____
speech	_____
day	_____
friend	_____
mother	_____
birthday	_____
ceremony	_____
show	_____

b) Read the sentences you have written aloud.

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Activity 4: Pronunciation

a) Read the pairs of words in the table below. Then, identify the sounds which are different in each pair.

1	2	3	4	5	6	7
not	ball	take	fine	play	dot	pair
hot	tall	bake	wine	pray	hot	hair

b) Read the following sentences aloud.

1. The food was not hot.
2. The tall boy kicked the ball.
3. She can bake a cake.
4. It is fine to drink wine.
5. We pray before we play.

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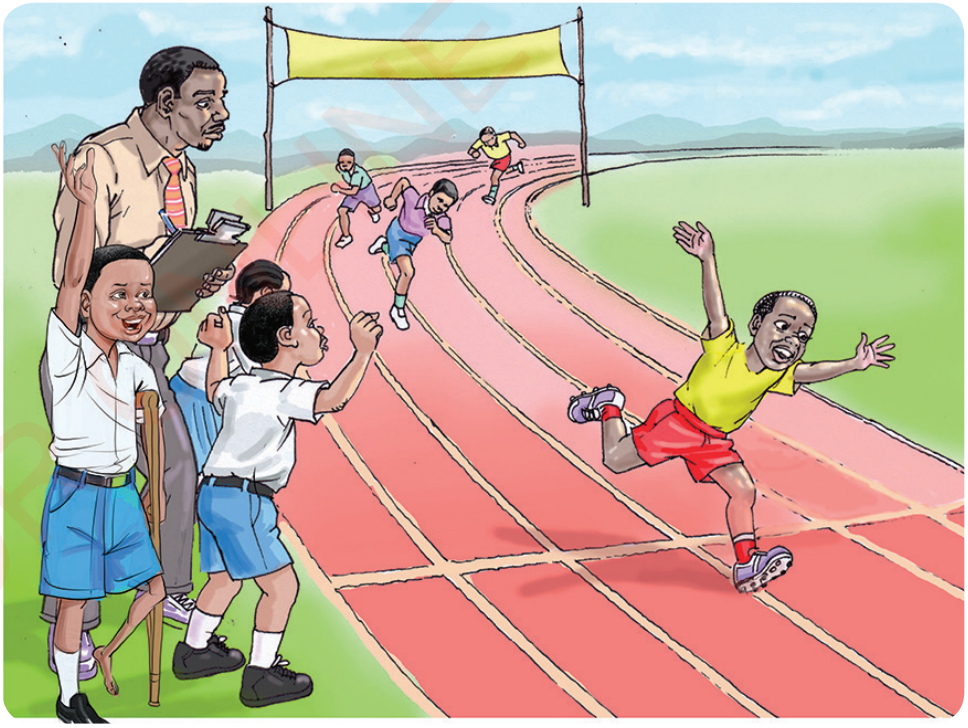
Unit Eight

Sports day timetable

In this unit, you will talk about the picture. You will also practise asking and answering questions about the timetable. Then, you will practise using the words. At the end, you will practise how to pronounce the words correctly.

Activity 1: Talking

Look at the picture and answer the questions that follow.



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Questions

1. What do you see in the picture?
2. What are the colours of the runners' shorts?
3. How many boys are there in the picture?
4. What are they doing?
5. What is the name of this sport?
6. What do you think the man with a notebook is doing?

Activity 2: Reading

a) Read the time and events in the "Sports day timetable"

	Time	Event
1.	8:00 to 9:00 a.m.	teachers, pupils and class teams arrive at the stadium
2.	9:00 to 10:00 a.m.	runners run 100 metres

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3.	10:00 to 11:00 a.m	runners run 1500 metres
4.	11:00 a.m. to 12:00 noon	teachers, pupils and class teams take tea
5.	12:00 noon to 01:00 p.m.	football and netball teams play
6.	01:00 to 02:00 p.m.	teachers, pupils and class teams take lunch
7.	02: 00 to 03:00 p.m.	volley ball teams play
8.	03:00 to 04:00 p.m.	the headteacher gives prizes to the winners

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b) Present the time and events on the timetable orally.

The first one is done as an example.

1. Between 7:00 and 8:00 a.m. teachers, pupils and class teams arrive at the stadium.
2. _____
3. _____
4. _____
5. _____
6. _____

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c) In pairs, use "When will..." to ask a question to each other and give the answer.

When will	teachers, pupils and class teams	arrive at the stadium?
	the runners	run 100 metres?
	teachers, pupils and class teams	run 1500 metres?
	the football and netball teams	take tea?
	the volleyball teams	play?
	teachers, pupils and class teams	take lunch?

For example:

1. When will teachers, pupils and class teams arrive at the stadium?

   Teachers, pupils and class teams will arrive at the stadium between 8:00 and 9:00 a.m.

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2. _____ the runners run 100 metres?

   The runners _____ run 100 metres between _____ and _____.

3. _____ the runners run 1500 metres?

   The runners _____ run 1500 metres between _____ and _____.

4. _____ teachers, pupils and class teams take tea?

   Teachers, pupils and class teams _____ take tea between _____ and _____ a.m.

5. _____ the football and netball teams play?

   The football and netball teams _____ play between _____ and _____ _____.

6. _____ teachers, pupils and class teams take lunch?

   Teachers, pupils and class teams _____ take lunch between _____ and _____?

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7. _____ the volleyball teams play?

   The volleyball teams _____ play between _____ and _____.

8. _____ the head teacher award the winners?

   The head teacher _____ award the winners between _____ and _____.

d) In pairs, ask "What will happen between...?"

1. What _____ 9:00 and 10:00 a.m.?
2. What _____ 10:00 and 11:00 a.m.?
3. What _____ 11:00 and 12:00 a.m.?
4. What _____ 12:00 and 01:00 p.m.?
5. What _____ 01:00 and 02:00 p.m.?

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6. What _____ 02:00 and 03:00 p.m.?

7. What _____ 03:00 and 04:00 p.m.?

e) Give short answers to the following questions.

For example:

Question: Will teachers, pupils and class teams arrive at the stadium between 8:00 to 9:00 a.m.?

Answer: Yes, they will.

Question: Will the runners run 100 metres between 7:00 and 8:00 a.m.?

Answer: No, they will not.

1. _____ the runners run 1500 metres between 10:00 and 11:00 a.m.?

_____

_____

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2. _____teachers, pupils and class teams take tea between 10:00 and 11:00 a.m.?

_____

_____

3. _____the football teams play between 12:00 noon and 01:00 p.m.?

_____

_____

4. _____teachers, pupils and class teams take lunch between 11:00 a.m. and 12:00 noon?

_____

_____

5. _____the volleyball teams play between 02:00 and 03:00 p.m.?

_____

_____

Activity 3: Word use

a) Read the following sentences aloud.

1. I love my parents.
2. I got an award of the best player.
3. I like playing volleyball.

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4. Musa was the winner in sports competition.
5. Our school provides lunch to pupils.

tea	sports	football	teacher	class	stadium

b) Use the words from the box above to complete the following sentence.

1. My English.....is tall.
2. We normally take.....at 10 a.m.
3. We went to the.....to watch a ..... match.
4. Last term, I was the best pupil in my.....
5. He was elected.....leader at our school.

Activity 4: Pronunciation

Read the following words aloud.

volleyball	winner	parent	prize
football	stadium	tea	timetable
teacher	lunch	pupil	class
run	team	sport	runner

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Unit Nine

Mrs Chapakazi and the kind boy

In this unit, you will talk about the picture. You will also read the passage and answer questions. Then, you will practise using words in sentences. Finally, you will practise pronunciation.

Activity 1: Talking

Look at the picture and answer the questions that follow.



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Questions

1. What do you see in the picture?
2. Who are these people in the picture?
3. What colours can you see in the picture?
4. Which of those colours do you like?

Activity 2: Reading

Read the passage and answer the questions that follow.

Mrs Chapakazi is a tall light coloured old woman. Although, her face is full of wrinkles, she is still beautiful. She likes red and white colours, but she dislikes yellow and pink colours. She likes her garden. In the garden, she likes to grow red roses. Mrs Chapakazi lives near the forest. The forest is full of tall trees. One day, she woke up early in the morning. She went to the forest to collect

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firewood. On her way back home, a thorn pricked her foot. It was very painful. She decided to sit down and wait for help.

At that time, Juma was coming from school. He is a very kind and helpful boy. He is tall, slim, and black. He likes to help other people when they have problems. He likes brown, blue and green colours. He likes to paint pictures with these colours. He dislikes orange, red, and yellow colours.

Juma passed by and greeted Mrs Chapakazi. She was happy to see him and she asked him to help her to remove the thorn from her foot. He helped Mrs Chapakazi to remove it. He also helped her to carry the firewood to her house.

Mrs Chapakazi was very happy. She said to him, "You are such a kind boy. Thank you Juma".

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Copy the questions in your exercise book and circle the letter of the best answer for each of the following items:

1. Mrs Chapakazi is a _____

   a. tall, dark, beautiful old woman .

   b. short, brown, beautiful old woman.

   c. tall, light coloured, beautiful old woman.

2. On her way back from the forest,_____

   a. a thorn pricked her hand.

   b. a thorn pricked her foot.

   c. she felt pain in her hand.

3. _____helped Mrs Chapakazi to remove the thorn from her foot.

   a. A boy called Jumanne

   b. A boy called Juma

   c. Juma's boy

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4. Juma is a good boy because_____

a. he helped Mrs Chapakazi.

b. he helped Mrs Chapakazi to collect firewood.

c. he helped Mrs Chapakazi to carry firewood.

Activity 3: Word use

a) Find from the story three words that describe Mrs Chapakazi.

_____ _____ _____

b) Find from the story two words that describe Juma.

_____ _____

c) Use the table to orally make sentences using like and dislike.

For example: I like orange, red and yellow colours.

I	like	orange, red and yellow	colours.
		brown, blue and green	
	dislike	red and white	
		yellow and pink	

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d) Copy the table in your exercise book and match the words in column A with their opposites in column B. Then, read the pairs aloud.

Item 1 is done for you as an example.

Column A	
1.	tall
2.	beautiful
3.	kind
4.	near
5.	happy
6.	good
7.	early

Column B	
a	far
b	late
c	unhappy
d	bad
e	unkind
f	ugly
g	short

1	2	3	4	5	6	7
g						

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e) Make the following sentences positive by changing the bolded words.

For example,

Juma is **tall**.

Answer: Juma is short.

1. That woman is **ugly**.
2. He was **unhappy** to see me.
3. They arrived **late** at the bus stand.
4. The man was **unkind** to me.
5. It is **bad** to greet people.

Activity 4: Pronunciation

Read the following words aloud.

passed	people	grow	thorn
remove	problem	puncture	face
firewood	good	tall	light
colour	forest	collect	wrinkles
home	garden	greet	slim

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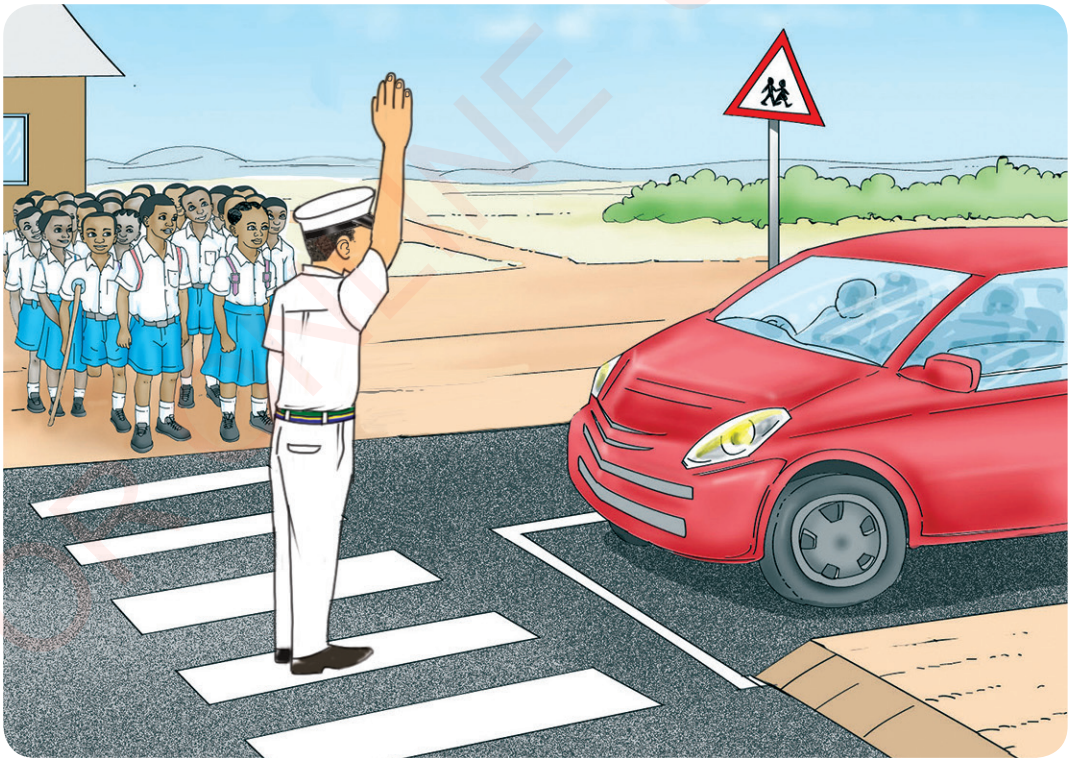
Unit Ten

Crossing the road safely

In this unit, you will talk about the picture. You will also read a passage and answer questions. Finally, you will practise using and pronouncing words.

Activity 1: Talking

Look at the picture and answer the questions that follow.



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Questions

1. What do you see in the picture?
2. Who are the people in the picture?
3. What are they doing?

Activity 2: Reading

Read the passage and answer questions that follow.

Road safety includes all measures taken to make sure that road users are safe. Road users include pedestrians, cyclists, drivers and passengers. Road safety is done in order to prevent death and serious injuries to road users.

Pedestrians are often hit by reckless drivers. They are hit when they walk across the road on zebra crossings. They are also hit when walking by the side of the road. Therefore, education on road safety is important for pedestrians as well as drivers.

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More often we share the road with other people driving cars of different kinds.

So it is important for all road users to know the best way to cross the road safely. We have to choose the safe place to cross the road, but many people do not know how to do that. We have to know the safe side when we are walking by the side of the road.

One day a traffic police officer visited our school. He taught us how to cross the road safely.

He told us to be careful when we cross the road. He said, we have to look to the right, then to the left then to the right side. We can then cross the road if there is no vehicle coming towards us.

He told us to cross the road at the zebra crossing. These are black and white stripes painted on the road. Vehicles stop at the

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zebra crossing to let pedestrians cross. He also told us to ask elders to help us when crossing the road.

The traffic police officer told us to walk along the right side of the road. He said that walking on the right side is safe, because we can see the vehicles coming towards us.

We were very happy to know safe ways of crossing the road. Now we can use the road safely.

Say whether the following statements are true or false according to the passage.

1. The traffic police officer taught the children how to cross the road safely. _____
2. Before you cross the road you must look to the right only. _____
3. The best place to cross the road is at the zebra crossing. _____
4. We should not ask elders to help us cross the road._____

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5. We should walk on the right hand side of the road to see the oncoming vehicles. _____

Activity 3: Word use

a) Read the words and phrases in column A and B.

No.	Column A	Column B
1.	A traffic police officer	a. a safe way to follow when crossing or walking along the road
2.	Careful	b. a person who makes people obey road safety rules
3.	Road safety	c. black and white stripes on the road where we can cross
4.	Zebra crossing	d. doing something in a very good way
		e. a person who teaches

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b) Match the words in column A with their corresponding meanings in column B in table 3 (a).

Copy the following table in your exercise book and write in the answers. Then, read sentences 1- 4 aloud.

1	2	3	4

Activity 4: Pronunciation

Read the following words aloud.

pedestrian	vehicle	passengers	sign
road	cross	motorist	cyclist
safe	black	stripes	serious
reckless	drivers	side	hot
prevent	walk	traffic	across
important	injuries	officer	police

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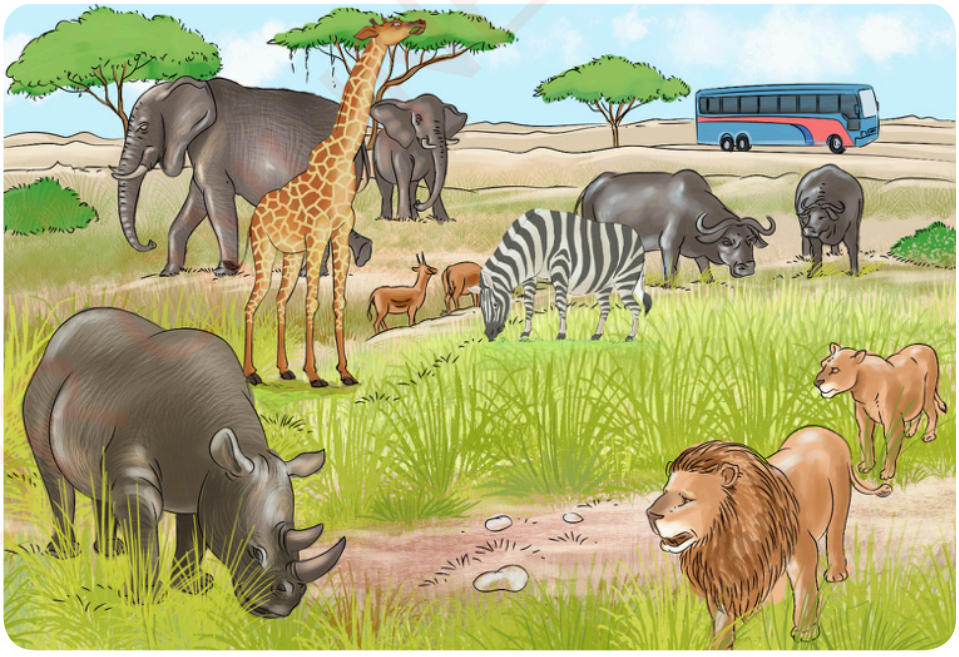
Unit Eleven

A trip to Mikumi

In this unit, you will talk about the picture. You will also read a passage and answer questions. Then, you will practise using some words in sentences. At the end, you will practise the pronunciation of selected words.

Activity 1: Talking

Look at the picture and answer the questions that follow.



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Questions

1. What do you think this place is?
2. What do you see in the picture?
3. What is the colour of the bus?
4. Mention the names of animals you see in this picture.

Activity 2: Reading

Read the passage and answer questions that follow.

Zawadi is a Standard Two pupil. Her teacher is Mrs Kingwendu. One day the teacher taught them about animals. She said there are two groups of animals. These are wild and domestic animals.

Domestic animals are kept at home. Domestic animals include cows, dogs, goats, cats and sheep. These animals are kept for milk, meat, hide, and security.

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Wild animals on the other hand live in the bush or forest. Some animals like hippopotamuses and crocodiles live in water while others live on land. Many animals live under protection in game reserves and national parks. The teacher said that in Tanzania there are many game reserves and national parks. These areas host a variety of animals. Mikumi is one of those national parks.

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The teacher told the pupils that they were going to have a trip to Mikumi National Park. In the national park they would see wild animals such as lions, zebras, elephants, buffaloes, gazelles, antelopes, leopards, hyenas, cheetahs and snakes.

Before closing the school, they went to Mikumi National Park in Morogoro. On their way, they sang many songs.

When they reached Mikumi National Park, they saw different animals. They saw lions with their cubs, and elephants with their calves. They also saw zebras with their foals, buffaloes and antelopes with their calves and many other animals.

Their teacher told them to keep quiet in the park. This is because wild animals do not like noise.

All the pupils were very happy. When they went back home, they told their parents about their trip to Mikumi.

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Answer the following questions by filling in the blanks.

1. Where did the pupils go?

   The pupils went to _____.

2. What did the teacher teach them about?

   The teacher taught them about _____and _____animals.

3. Why did the pupils go to Mikumi National Park?

   The pupils went to Mikumi National Park to_____.

4. Where is Mikumi National park?

   Mikumi National park is in _____region.

5. The pupils saw the following animals at Mikumi National Park: _____, _____, _____ and _____.

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Activity 3: Word use

a) Group the animals listed below into wild and domestic animals in the boxes provided below the list. Then, read the animal names aloud.

cow	dog	goat	cat
sheep	lion	zebra	antelope
leopard	hyena	cheetah	elephant
buffalo	gazelle	snake	hippopotamus

Domestic animals	Wild animals

b) Use the correct word to complete the following sentences.

1. I saw a lioness with it's _____.
2. A young buffalo is called a _____.
3. I heard a _____ hissing.
4. A _____ has black and white stripes.
5. A young _____ is called kitten.

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c) Change the words in the table below into singular forms. Then, read them aloud.

Item number one is done as an example.

Plural	Singular	Plural	Singular
cows	cow	leopards	
dogs		hyenas	
goats		cheetahs	
cats		elephants	
lions		gazelles	
zebras		snakes	

Activity 4: Pronunciation

Read the following words aloud.

bush	protection	national
close	domestic	hide
security	reserves	land
water	songs	quiet
cubs	calves	noise
rip	back	see

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Unit Twelve

Arranging items

In this unit, you will talk about the picture. You will also read passages and answer questions. Then, you will practise using some words. At the end, you will practise pronunciation.

Activity 1: Talking

Look at the picture and answer the questions that follow.



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Questions

1. What is the name of the big piece of furniture in the picture?
2. What are its uses?
3. What are the people in the picture doing?
4. Name the items on the shelves.

Activity 2: Reading

Read the passage silently.

Arranging items in the kitchen

Faraja learns Arithmetic at school. Her teacher teaches her how to arrange things. Things are arranged in rows and columns. Similar things can be put on the same row or column. Faraja feels happy about the arrangement. Things arranged in an orderly way look smart. They can be found easily whenever needed.

One day, Faraja was in the kitchen with her mother. Her mother was arranging kitchen items on the shelves.

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Faraja quickly remembered the topic of arranging things. She wanted to arrange things as she had been taught. She decided to help her mother to arrange the items.

She helped her to arrange the spoons, cups, forks, pans, pots, knives and plates. She put all the plates on the top shelf. She put all the cups in the middle shelf. She put spoons, forks and knives in the drawer.

She put the pans and pots on the bottom shelf. Faraja's mother was very happy. Faraja was also happy.

a) Arrange kitchen items on the shelves as described in the story.

Kitchen items	Top shelf	Middle shelf	Bottom shelf
1.			
2.			
3.			
4.			

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b) Choose and write the letter of the correct answer for each of the following questions in your exercise book.

1. Who taught Faraja to arrange things?

   _____

   a. her mother
   b. her father
   c. her teacher

2. What things did Faraja arrange in the kitchen? _____

   a. brooms and hooks
   b. books
   c. plates, cups, pans and pots

3. Where did Faraja arrange the things in the kitchen? _____

   a. on the shelves and in the drawers.
   b. on the table.
   c. on the floor.

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Read the passage silently.

Arranging items in the shop



One day, Faraja went to her father's shop. She helped him to arrange the items in the shop. In the shop there were many items like books, spoons, brooms, hooks, and sweets.

She put the books on the left shelves. She put the sweets in the front shelves. She arranged the brooms, spoons, hooks and other things in the middle shelves. Faraja's father was very happy. Faraja was also very happy to help her father.

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Choose and write the letter of the correct answer for each of the following questions.

1. What is the job of Faraja's father?
   a. He is a driver.
   b. He is a shopkeeper.
   c. He arranges things in the shop.

2. What did Faraja do at the shop?
   a. She arranged brooms, spoons, hooks, books, sweets, food and other goods.
   b. She arranged brooms, spoons, hooks, sweets and other goods.
   c. She arranged other goods only.

3. Why was Faraja very happy? _____
   a. She went to her father's shop.
   b. There were many items in the shop.
   c. She helped her father.

Activity 3: Word use

a) Change the bolded words in the following sentences into their singular. Then, read sentences aloud.

Item number one is given as an example.

Plural	Singular
1. I have two **cups**.	I have one **cup**.
2. She has two **spoons**.	She has one _____.

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3. Give me two **forks**.	Give me one _____.
4. You have two **books**.	You have one _____.
5. He bought three frying **pans**.	He bought one frying _____.
7. They made three **pots.**	They made one _____.

b) Change the bolded words in the following sentences into their plural. Then, read sentences aloud.

Item number one is given as an example.

Singular	**Plural**
1. I have one **sweet.**	I have two sweets.
2. He bought a **broom.**	He bought many_____.
3. Bring here that **hook.**	Bring here those_____.
4. Put your **pen** on a table.	Put your two _____ on the table.
5. Sit on your **chair.**	They sat on their _____.
6. That is my **hen.**	Those are my _____.
7. They have one **cat.**	We have two _____.
8. She put the cup in one **shelf.**	She put the cups in two_____.

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Activity 4: Pronunciation

a) Replace the bolded words in the following sentences with the correct ones. Then, read them aloud.

For example: The weather is **cook** today.
Answer: The weather is **cool** today.

1. The mechanic arrived with his **took** to repair the car.
2. A thorn pricked her **fool**.
3. He **stool** in front of the parade to give a morning talk.
4. This tree has a long **room**.
5. He bought new black **book** to wear when it rains.
6. He was chopping **wool** in the forest.

b) Replace the bolded words in the following sentences with the correct ones. Then, read them aloud.

For example: He felt **mad** after losing the match.
Answer: He felt **sad** after losing the match.

1. I will **say** back your money by tomorrow.
2. He **hut** the tree with a machete.
3. Turn to your **light** hand side.
4. I will **kind** a safe place for you to rest.
5. **Wire** is used for cooking.

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Unit Thirteen

My school garden

In this unit, you will talk about he picture. You will also read the passage and answer the questions. Then, you will practise asking and answering questions. You will finally practise constructing sentences.

Activity 1: Talking

Look at the picture and answer the questions that follow.



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Questions

1. Who are in the picture?
2. What are they doing?
3. What plants are there?
4. Mention the colours you can see in the picture.

Activity 2: Reading

Read the passage and answer the questions that follow.

My name is Tunu. I am in Standard Two. There is a very nice garden at my school. In the school garden there are flowers of different colours. The colours of the small flowers are white and red. The colours of the big flowers are yellow, red and green.

Standard One to Five pupils take care of the garden on weekdays. Standard one pupils take care of the garden on Monday. Standard Two pupils take care of the garden on Tuesday. On Wednesday, standard three pupils take care of the garden.

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Standard Four pupils take care of the garden on Thursday. On Friday standard five pupils take care of the garden.

Standard Six and Seven pupils do not take care of the garden. They do other school activities. Saturday and Sunday are weekend days. We do not go to school, we stay at home.

I have my own garden at home. In my garden, there are red, yellow and white flowers. My favourite flower is the red rose.

On weekdays, I go to school. So my mother takes care of my garden. At weekends I take care of it. When my friends visit me, I show them my garden. Last week, one of my friends visited me. I showed her my garden. She said, "Wow! It is a nice garden."

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Questions

1. What are colours of flowers in Tunu's school garden?
2. Who takes care of the school garden on Tuesday?
4. Who helps Tunu to take care of her garden?
5. What is Tunu's favourite flower?
6. What is your favourite flower?

Activity 3: Word use

a) Name two things with each of the following colours.

For example: The sunflower is yellow and a ripe mango is yellow.

1. _____ is black and _____ is black.
2. _____ is green and _____ is green.
3. _____ is blue and _____ is blue.
4. _____ is white and _____ is white.
5. _____ is pink and _____ is pink.
6. _____ is red and _____ is red.
7. _____ is grey and _____ is grey.

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b) Use this table to ask questions orally.

For example: What is the colour of the sky?

What	is	the colour of	the sky?
			a ripe banana?
			blood?
			a chalkboard?
			milk?
			an egg?
			a car tyre?

c) Use this table to answer the questions orally.

For example: The colour of the sky is blue.

The colour of	the sky	is	black.
	a ripe banana		white.
	blood		blue.
	a chalkboard		red.
	milk		yellow.
	an egg		gray.
	a car tyre		light pink.

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d) Fill in the missing days of the week.

Monday	Tuesday		
Friday			

e) In pairs, use the table below to ask questions.

For example,

Question: What day comes before Sunday?

Answer: Saturday comes before Sunday.

Monday?
Tuesday?
Wednesday?
Thursday?
Friday?
Saturday?
Sunday?

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f) In pairs, use the table below to ask and answer questions.

For example,

Question: What day comes after Saturday?

Answer: Sunday comes after Saturday.

Question	Answer
What day comes after Saturday?	_____ comes after Saturday.
What day comes after Thursday?	_____ comes after Thursday.
What day comes after Tuesday?	_____ comes after Tuesday.
What day comes after Monday?	_____ comes after Monday.

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Activity 4: Pronunciation

a) Mention the days of the week.

b) Make sentences by using the table below.

For example:

1. I go to the market on Saturday.
2. They weed the garden on Thursday.

Subject	Activity	Days of the week
	go to the market	on Monday.
I	fetch water	on Tuesday.
	wash clothes	on Wednesday.
We	play Rede	on Thursday.
	weed the garden	on Friday.
They	mop the house	on Saturday.
		on Sunday.

c) Make your own sentences orally on what you do every day of the week.

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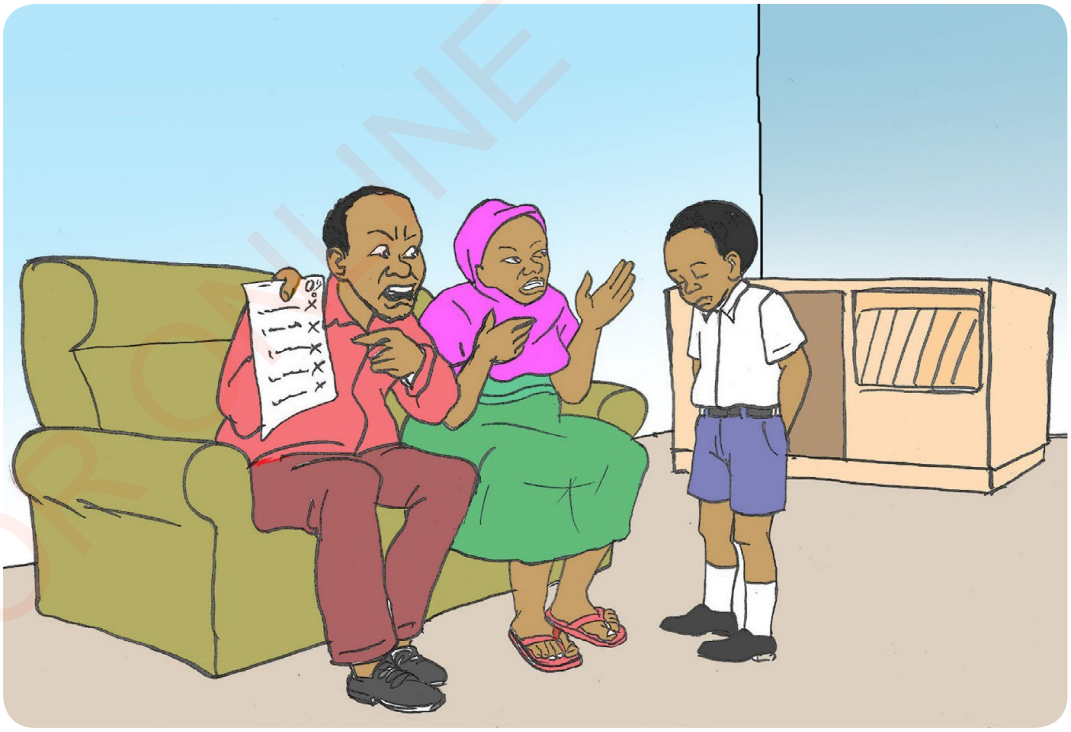
Unit Fourteen

Zakaria the runner

In this unit, you will talk about the picture. You will also read a passage and answer questions. Then, you will practise using different words. At the end, you will practise the pronunciation of words.

Activity 1: Talking

Look at the picture and answer the questions that follow.



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Questions

1. Who are the two people sitting on the sofa?
   The two people sitting on the sofa are _____
   _____

2. What is the man holding?
   The man is holding a _____
   _____

3. Who is the boy?
   The boy is _____
   _____

4. What are they talking about?
   They are talking about _____
   _____

5. Why are they unhappy?
   They are _____ because _____
   _____

Share your answers with the class.

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Activity 2: Reading

Read the passage and answer the questions that follow.

Zakaria is a Standard Two pupil. He likes running and playing different games more than studying. In sports and games, Zakaria did very well and became the best pupil. The head teacher awarded him a prize. His friends called him Zakaria the runner.

Zakaria did not do well in his class. His test papers were always full of red crosses. His parents were not happy.

One day, Zakaria did a test, and his teachers corrected it. He got all the answers wrong. When he went home, his parents saw the test paper. They were very angry with him. They decided to talk to him. They told him to study hard in order to pass examinations. His father said, "Sports and games are good. But you must work hard in class."

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From that moment, Zakaria decided to work hard in his class. He spent some time playing with his friends. But most of the time was spent on studying.

In the final Standard Two examination, Zakaria did very well. He was among the best pupils in his class. He qualified to enter Standard Three.



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He felt very happy because he was not sure he would pass. He ran around the school, dancing and jumping. He kept on shouting, "I'm going to class three".

His teachers and friends were also very happy. Some of the pupils looked at him. Others talked about him. Many pupils said that they would also work hard.

He felt grateful to his parents. At home he thanked them for talking to him about working hard in school.

Questions

1. What did Zakaria and his friends like doing?
2. Why were Zakaria's parents not happy?
3. What did his parents tell him?
4. Why did Zakaria not do well in his subjects?
5. Who did very well in sports and games?
6. What did Zakaria's friends call him?
7. What lesson do you learn from the story?

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Read the following passage aloud.

The sunny day

One day, Amina and her brother were walking along the road after school. The sun was in the sky. The day was very hot. The heavy bags loaded with books became heavier.

The sweat was flowing down their cheeks like water. Their shirts and blouses became wet with sweat. They continued to walk slowly.

Then, they saw a big mango tree. Birds were on it singing happily. They decided to rest under a tree near the road. They wanted to rest their tired bones and cool down their bodies.

They sat quietly saying no word to each other. Their stomachs started to roar because of emptiness.

They had nothing to do. After a while, they saw their father's lorry coming. They both stood up and said, "Wow! What a good luck!". They waved at the driver and he stopped the lorry. The lorry took them home.

In groups of four dramatise the actions in the story of the sunny day

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Activity 3: Word use

a) Group the following words into sports and games, and classroom activities.

writing	skipping	running
football	Rede	drawing
basketball	swimming	painting
reading	arithmetic	counting
volleyball	netball	driving
studying	playing	sitting
stopping	talking	walking

Classroom activities	Sports and games

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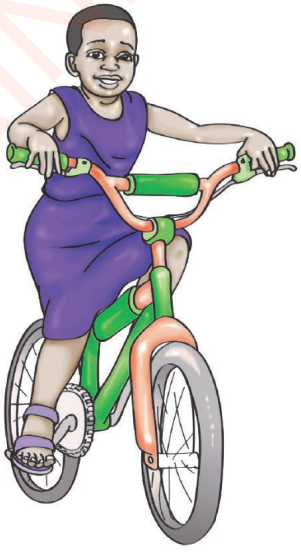
b) Construct a sentence for each of the following pictures.

Examples



1. We are playing football.



2. I am riding a bicycle.

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1



2



3



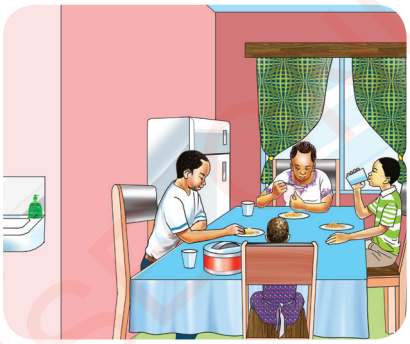
4



5



6



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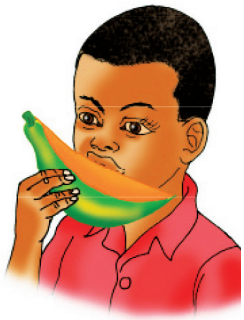

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Activity 4: Pronunciation

Read the following words.

pass	because	crosses
runner	angry	paper
corrected	qualified	decided
wrong	awarded	prize
around	work	hard
moment	road	roar

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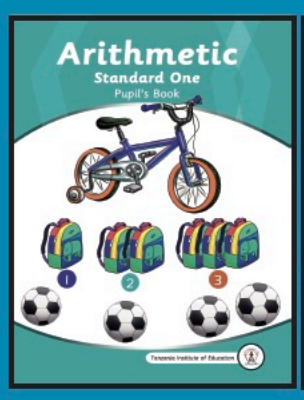
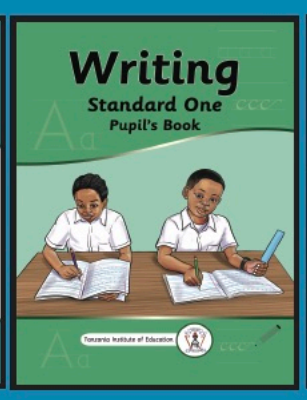
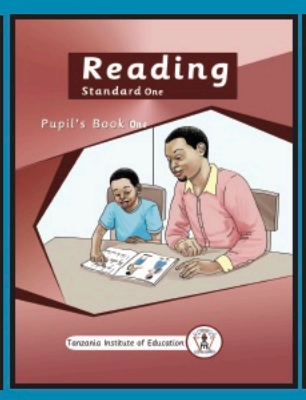
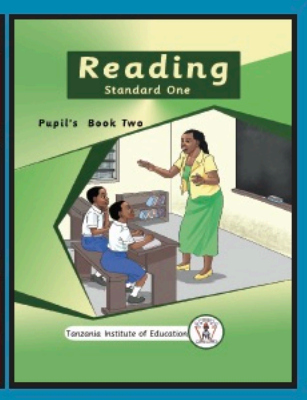
Other Books by
Tanzania Institute of Education

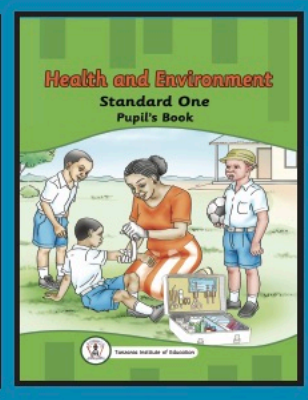
Standard One

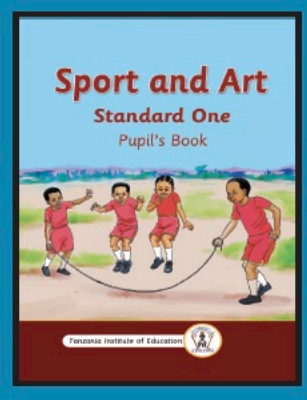




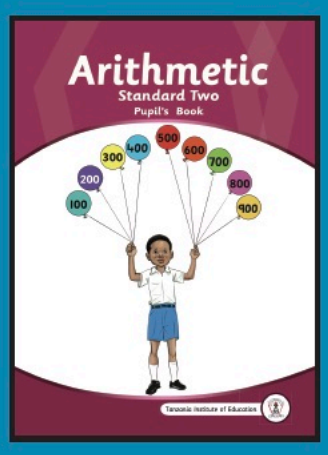


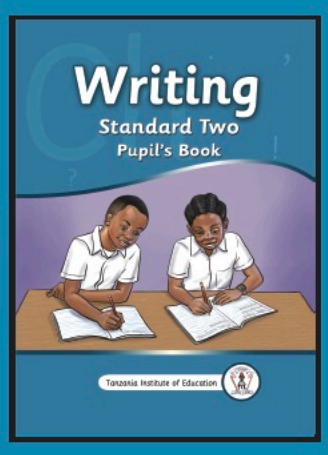


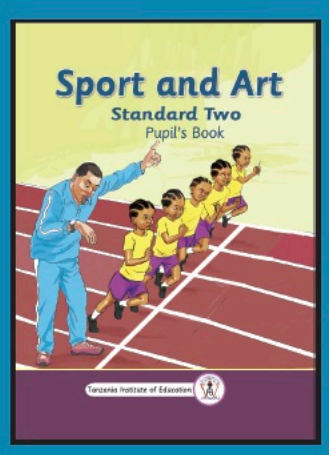


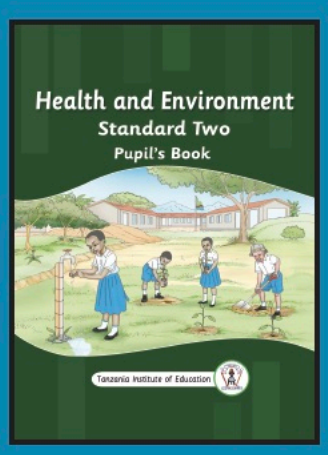


Standard Two

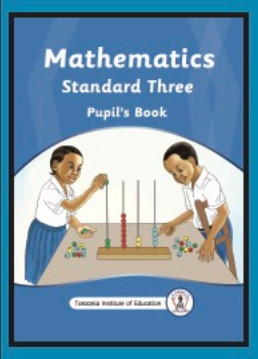


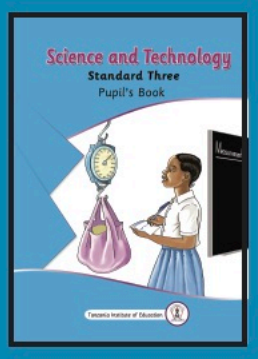


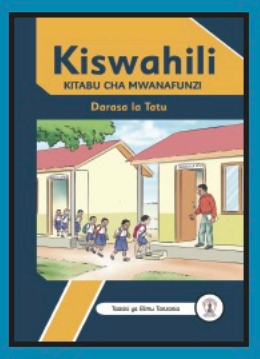


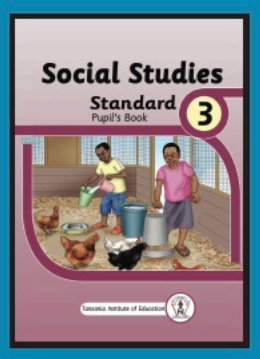


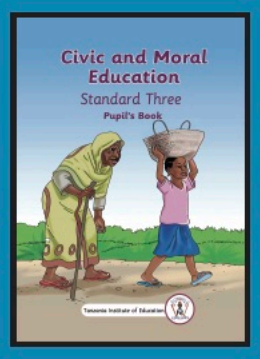
Standard Three

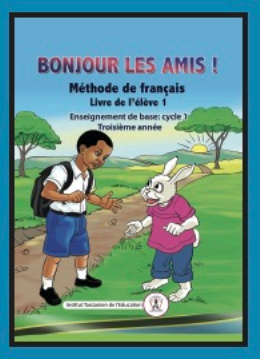


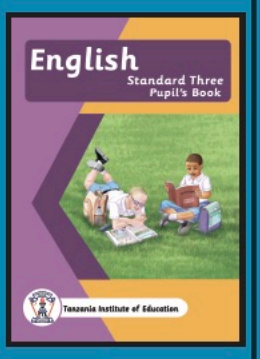












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