English

Pupil's Book
Standard Five



Tanzania Institute of Education

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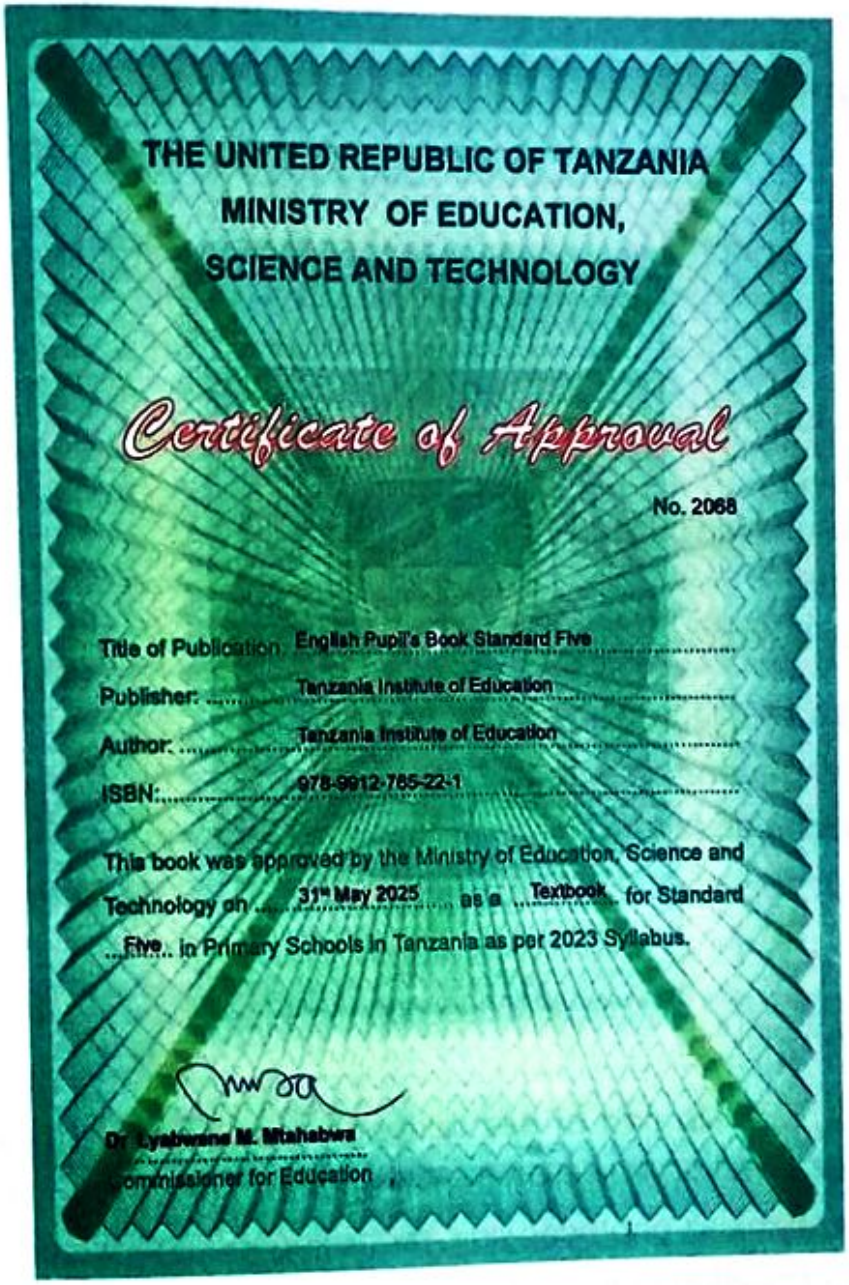

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Commissioner for Education

Tanzania Institute of Education

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Introduction

The **English Pupil's Book Standard Five** has been prepared following the 2023 English Language Syllabus for Primary Education, Standards III–VI, issued by the Ministry of Education, Science and Technology. This textbook is the second edition of the 2021 English Pupil's Book Standard Five, published by TIE as per the 2018 Basic Education Syllabus for Standard III-VII.

This textbook consists of twelve units: Developing vocabulary, comparing things, Describing locations and giving directions, expressing possession, Expressing completed and unfinished actions, Using conjunctions, Using active and passive voices, Listening for comprehension, Speaking English clearly and naturally, Expressing simple messages, Writing clear and concise messages, and Writing creatively. The book contains learning activities and real-life examples that will enable you to express yourself appropriately and fluently in both oral and written English. In addition, the book will help you expand your vocabulary for everyday communication.

Additional learning resources are available in the TIE e-Library at https://ol.tie.go.tz



Tanzania Institute of Education

Unit One

Developing vocabulary

Introduction

Vocabulary is one of the most important aspects of learning a language for everyday communication. One cannot communicate effectively if he or she does not know the vocabulary of the target language. In this unit, you will learn words that mean the opposite. You will also learn words that mean the same, and solve word puzzles from various media. Finally, you will write short passages using vocabulary referring to objects in natural settings. The competences developed will enable you to communicate meanings clearly.

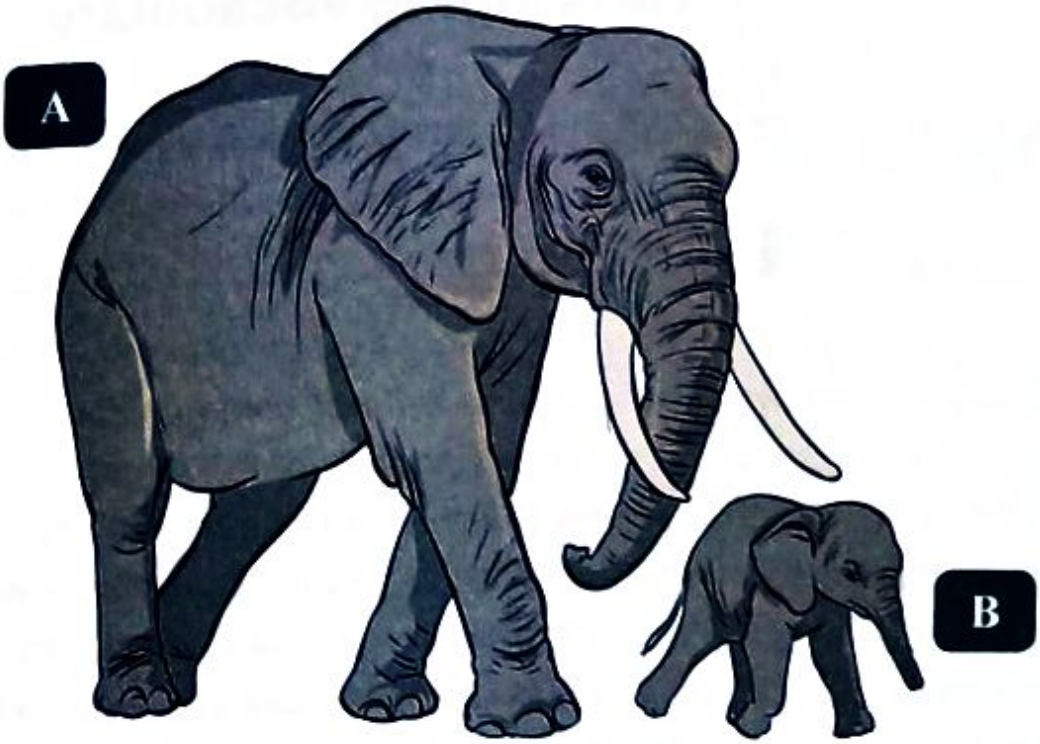


Think about how we could communicate in English without adequate vocabulary.

Learning words that mean the opposite

Read the passage and look at the pictures of elephants to answer the questions that follow.

Words are powerful tools that help us express what we see, feel and think. One way to develop our vocabulary is by learning words that mean the opposite of each other. These are called **opposites** or **antonyms**. For example, the antonym of "hot" is "cold" and the antonym of "happy" is "sad". Knowing the antonyms helps us speak and write more clearly and understand what others say more easily.



Questions

1. What is the name of the animals in the picture?
2. What is the size of **animal A** compared to **animal B**?
3. What is the size of **animal B** compared to **animal A**?
4. What is the opposite of the word small?
5. What is the opposite of the words huge, large, and big?
6. What is the technical term for words that mean the opposite?

Did you know?

Words that mean the opposite of one another are known as antonyms.

Examples

hot – cold

happy – sad

big – small

Activity 1.1

Compile a list of twenty pairs of words with opposite meanings using the school library or other sources.

Learning words that mean the same

Read the passage and look at the pictures of buildings to answer the questions that follow.

Did you know that many words in English can mean the same thing? These are called **synonyms**. For example, "big" and "large" are synonyms because they both describe something of great size. Learning synonyms helps you enrich your vocabulary, make your speaking and writing more interesting, and say the same thing in different ways.



Source: TIC-Tanzania Investiment Guide 2013

Questions

1. What do you see in the picture?
2. What word can be used to describe the height of those buildings?
3. What other words mean the same as the word used to answer question 2 above?
4. What is the technical term for words that mean the same or almost have the same meaning?

Did you know?

Words with the same or almost identical meanings are known as synonyms.

Examples

big – large – huge

happy – joyful – glad

fast – quick – speedy

Activity 1.2

Compile a list of twenty pairs of words that have the same meaning using the school library or other sources.

Using antonyms and synonyms

Speaking practice

(a) *Read and sing the following song.*

Come and Learn

(*Hip hop*)

Oh! Come and learn,
The power of words today! x2
We can find new meanings,
And discover the opposites,
When we learn with synonyms!
We can match words,
And find their twins,
When we play with synonyms!

We can tell what's same,
And spot what's different,
Learning antonyms each day!

Oh! Come and learn,
The power of words today! x2

We can lift 'happy,'
Or drop it to 'sad,'
Using antonyms with care!
We can swap 'big' for 'small,'
Or 'fast' for 'slow,'
Finding opposites with flair!

We can link with words,
And connect ideas,
Through the power of synonyms!

Oh! Come and learn,
The power of words today! x2

Questions

1. What are the synonyms of the following words?
   (i) happy → _____
   (ii) big → _____
   (iii) fast → _____
   (iv) connect→ _____
2. What are the antonyms of the following words?
   (i) small → _____
   (ii) slow→ _____
   (iii) sad → _____
   (iv) lift → _____

(b) Recite the following poem. Then, answer the questions that follow.

Human beings are different.
Some are neat
Some are messy
Some are fun
Some are serious
Some are kind
Some are rude
Some are loud
Some are quiet
These are human traits

The bodies of human beings are different.
Some are tall
Some are short
Some are fat
Some are slim
Some are heavy
Some are light
Some are young
Some are old
But, bound by one breath, we rise in our differences.

Questions

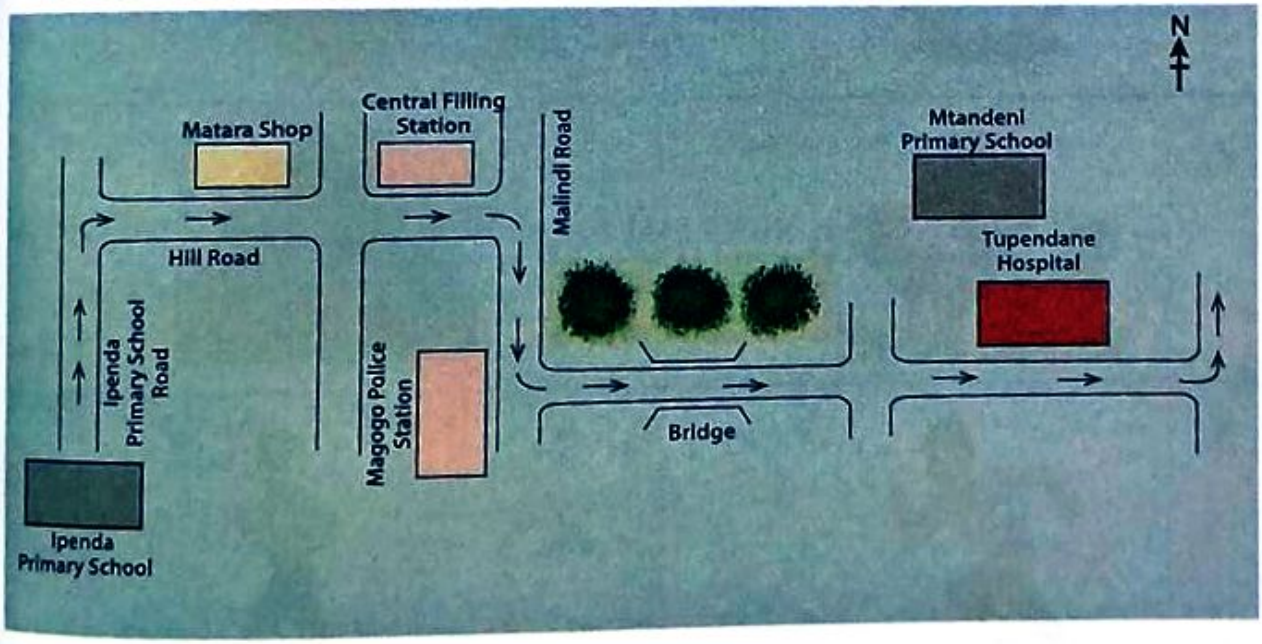
1. How do people differ?
2. Can a person be wrong just for being different? Why or why not?
3. List five pairs of words with opposite meanings from the poem.
4. Suggest two suitable titles for the poem.

(c) Read the following passage and answer the questions that follow.

Directions to school

Tausi is a Standard Five Pupil at Ipenda Primary School. One Friday, she wanted to go to Mtandeni Primary School, but she did not know the direction. She asked for help from a passer-by, a woman who was going to the farm. The woman directed Tausi on how to get to Mtandeni Primary School. She told her to take the path as indicated by the arrows on the map below. She used the words in the box, among other things, to give the directions.

left	right	big	tall	in front of	along	last
		large	to	after		



Questions

1. What are the key points shown on the map?
2. Give directions to Mtandeni Primary School from the bridge.

3. What are the antonyms of the following words used in giving directions?

left	big	tall	in front of	right	behind	large
			last	after	along	

(d) Role-play the woman's position to guide Tausi from Ipenda Primary School to Mtandeni Primary School. Use the arrows on the map to show the correct route. Ensure each important point and its location are noted clearly.

Writing practice

(a) Look at each pair of pictures and write the correct words in the spaces provided that describe them either as pairs of synonyms or pairs of antonyms. Use the words provided in the box.

happy	large	warm	joyful	slow	hot
giggle	weak	sad	strong	quick	cold	fast
	big	laugh	small	cry	powerful	

S/N	Synonyms	Antonyms
1.	 ____ ____	 ____
2.	 ____ ____	 ____
3.	 ____ ____	 ____

4.	 ——— ———	——— 
5.	 ——— ———	 ———
6.	 ——— ———	 ———

*(b) Match words in **Column A** with words with similar meanings in **Column B**.*

S/N	Column A	Column B
1.	right	(i) recipient
2.	wrong	(ii) correct
3.	same	(iii) reply
4.	little	(iv) similar
5.	answer	(v) wealthy
6.	link	(vi) small
7.	happy	(vii) connect
8.	money	(viii) glad
9.	final	(ix) funds
10.	reality	(x) fact
11.	big	(xi) incorrect
12.	receiver	(xii) last
13.	rich	(xiii) large

(c) *Rewrite the following sentences by replacing each underlined word with other words with similar meaning.*

1. He provided the <u>right</u> answer to the first question.
2. I was <u>happy</u> to see my father's name on the list.
3. We will win the <u>final</u> match.
4. Mwalimu Julius Kambarage Nyerere was the first President of the United Republic of Tanzania. This is a <u>fact</u>.
5. You did not <u>reply</u> to my letter.

(d) *Rewrite the following sentences by replacing the underlined words with other words with opposite meaning.*

1. This tree is too <u>short</u>.
2. He signed a contract for <u>temporary</u> employment.
3. I do not think we can <u>win</u> the match.
4. They come from a <u>poor</u> family.
5. She lives in a <u>small</u> house.
6. <u>White</u> is her favourite colour.

Writing practice

Writing short passages

(a) *Fill in the blanks with correct words from the table.*

happy	early	big	begin	teacher
		smart	end	
sad	late	small	end	pupil
		slow	begin	

Every day, I wake up _____and prepare for school. I feel _____ because I enjoy learning new things.

My _____ is always ready to help me when I don't understand something. I try to be _____ in class and finish my work on time.

In the morning, we _____ our lessons at 7:30 a.m. and _____ at 3:00 p.m. Our classroom is _____, and we have space to move around, but our library is _____. There is no space for many people at a time in the library.

(b) *Rewrite the passage in (a) replacing the words you have used with words with opposite meaning. You may need to change the word or add more words to make the sentences grammatically correct and acceptable.*

Solving word puzzles from various media

Study the following word puzzle carefully.

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

(i) Circle ten meaningful words in the cross-word puzzle above and practise pronouncing them.

(ii) Write down synonym and antonym pairs of the words you have written.

Activity 1.3

1. Find a cross-word puzzle in newspapers, magazines, or online (you can also use an app like English Crossword Puzzle).
2. Solve the puzzle and write 5 meaningful words in it.
3. For each word, write one good sentence to show that you understand its meaning.

Unit Two

Comparing things

Introduction

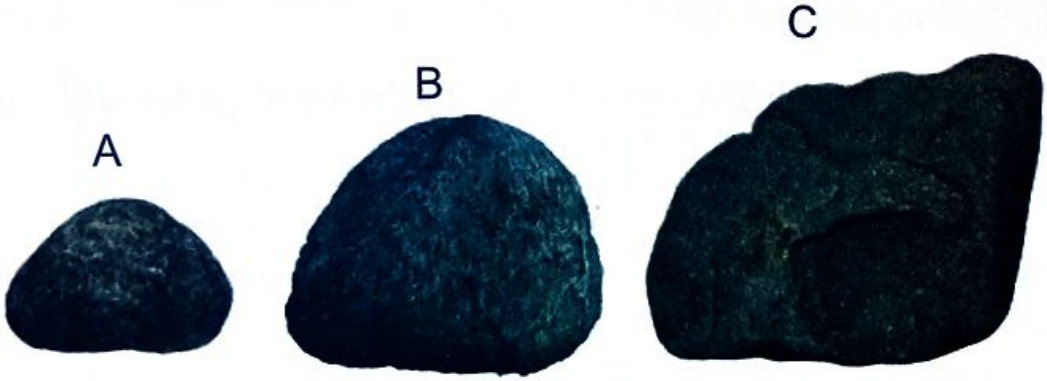
In our daily lives, we often compare people, animals, objects, or places based on their size, quality, or quantity to understand them better. In this unit, you will learn to compare things using the right words to show similarities or differences in size, quality, and quantity. You will learn to compare things using words like big, bigger, and biggest, or small, smaller, and smallest among other words. You will also learn to use words such as 'much,' 'more,' and 'most' to show comparisons. The competences developed will enable you to speak English better.



Think about how you compare things.

Comparing size of things or living organisms

Look at the three stones in the picture and complete the dialogue below.



Dialogue

Pupil 1: Where is stone A?

Pupil 2: Stone A is on the _____ (left, middle, right) of stone B.

Pupil 1: Is stone C on the left of the other two stones?

Pupil 2: _____ (Yes, No) stone C is on the _____(left, middle, right).

Pupil 1: Is stone A on the left of stone B and C?

Pupil 2: _____ (Yes, No) stone A is on the _____ (left, middle, right) of stone B and C.

Pupil 1: Is stone B on the left of stone A and C?

Pupil 2: _____ (Yes, No) stone B is in the _____ (left, middle, right) of stone A and B.

Did you know?

The pictures of stones we have seen differ in size. Stone **A** is big, but Stone **B** is bigger than Stone **A**. Stone **C** is bigger than Stone **B** and Stone **A**. Thus, Stone **C** is the biggest because it is bigger than Stone **A** and **B**.

We often talk about how things are different or similar. We compare things to describe them better, for example, we might say one box is bigger than the other, or one toy is bigger than the other. When we compare things, we use words that show how something looks as compared to another similar thing or how someone looks compared to someone else. We may use words to show differences in size, such as big, bigger, biggest, or large, larger, largest, or small, smaller, smallest. We may also use words to show differences in quality, such as good, better, best, or clean, cleaner, cleanest.

Speaking practice

(a) Complete the dialogue below by adding the missing information using the picture of the three stones.

Dialogue

Teacher: Stones A, B, and C in the picture are of the same size, isn't that so?

Pupil: No, they are different.

Teacher: Okay. How are they different? For example, what is the difference between Stone A and Stone B?

Pupil: Stone B is _____ than Stone A.

Teacher: Yes, you are right. In other words, you can also say, Stone A is not as _____ as Stone B.

Teacher: What about Stone C?

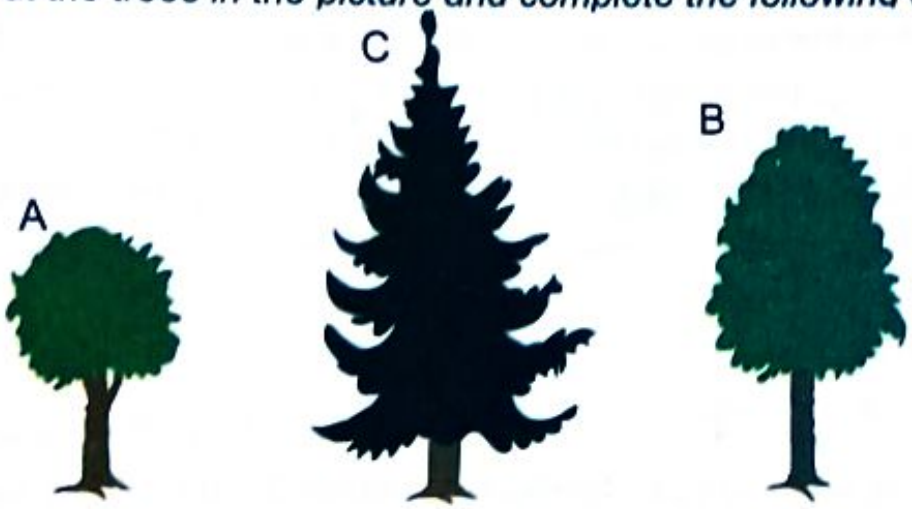
Pupil: Stone C is _____.

Teacher: Is stone B bigger than stone C?

Pupil: _____, Stone C is _____ than Stone B. Stone C is also _____ than Stone A. Thus, Stone C is _____

Teacher: Well done! You have correctly described the sizes of the three stones.

(b) Look at the trees in the picture and complete the following dialogue.



Pupil 1: Trees **A**, **B** and **C** are tall. Which tree is the tallest?

Pupil 2: Tree _____ is the tallest of all.

Pupil 1: Is tree **A** taller than tree **B**?

Pupil 2: _____ (Yes, No) tree **A** is _____ than tree **B**.

Pupil 1: What about tree **C**, is it talller than tree **B**?

Pupil 2: _____ (Yes, No) tree **C** is taller than tree **B**.

Pupil 1: How is tree **C** different from tree **A** in terms of height?

Pupil 2: Tree **C** is _____than tree **A**, and tree **C** is taller than tree **B**. Thus, tree **C** is the tallest of all.

Did you also know?

We use comparatives and superlatives to compare people, animals, or things. Comparatives show differences between two things. For example, "A ruler is longer than a pencil".

Superlatives show characteristics of something or someone that stands above the rest: the highest or lowest quality among three or more things, people, or other objects. For example, "Lake Tanganyika is the deepest lake in Africa," or "Lake Victoria is the largest freshwater lake in Africa".

Reading practice

(a) Read the following story and answer the questions that follow.

Comparisons on a walk

One day, Anna and her friends went for a walk in the forest. They saw three rocks in the forest. The first rock was big, the second was bigger, but the third was the biggest. It was so large that they could all sit on it like a bench. Nearby, there were three trees: one tree was small, another was smaller, and the last was the smallest. It was so tiny that it looked more like a garden plant. Anna smiled and said, "We saw big, bigger, and the biggest rocks as well as small, smaller, and the smallest trees."

Questions

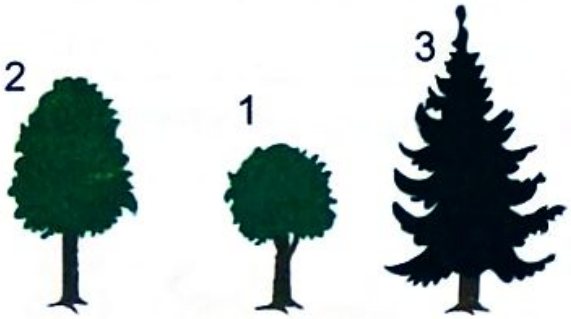
1. Which rock was the biggest?
2. What is the comparative form of the word 'big'?
3. Which tree was the smallest?
4. What is the superlative form of the word 'small'?
5. Write three forms of the word 'big' as used in the story.
6. Write three forms of the word 'small' as used in the story.
7. Why did the children say the last rock was the biggest?

Activity 2.1

Take a short tour at your school, observe things found in your classroom, outside the classroom, or in the neighbourhood, and explain how similar or different they look. You can use items such as furniture in the school, plants, or animals in the neighbourhood.

Speaking and writing practice

Look at the following pictures and answer the questions that follow.



1. Which tree is taller than tree 1?

   _____ are taller than _____.

2. Which tree is taller than tree 2?

   _____ is taller than _____.

3. Is Tree 3 taller than Tree 2?

   (Yes, No) _____

4. Is Tree 1 taller than Tree 3?

   (Yes, No) _____. Tree _____ is the tallest of all.

5. Which pencil is the longest of all three pencils below?


A


B


C





1. Which person is fatter than the other?

   _____is fatter than _____.

2. Which person is taller than the other?

   _____ is taller than_____.

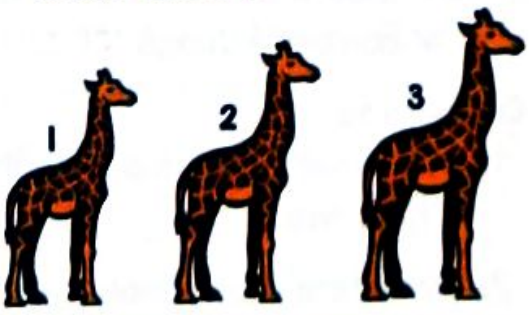
3. Is person A taller than person B?

   (Yes, No) _____

4. Is person A fatter than person B?

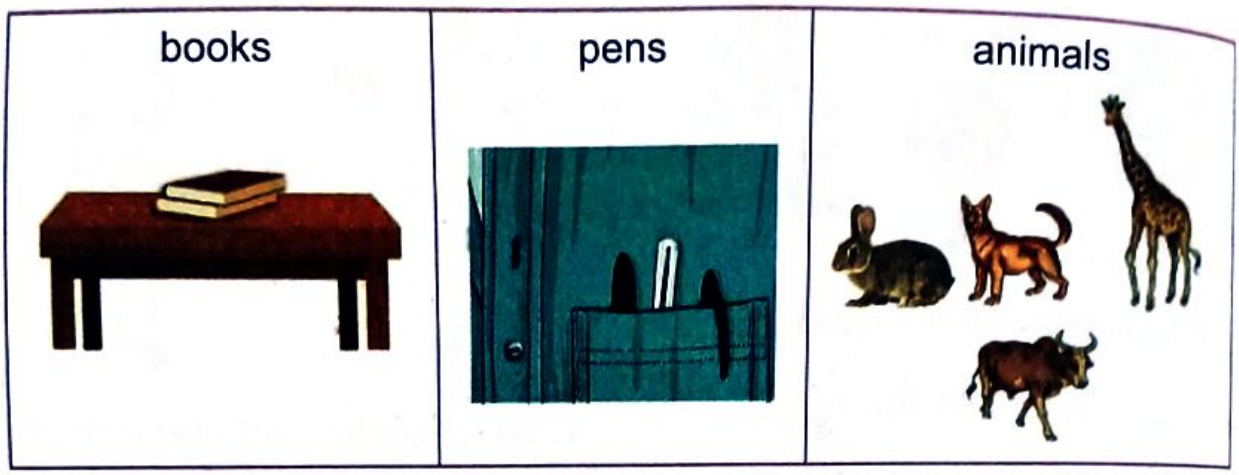
   (Yes, No) _____

5. Which of the following animals is the tallest?



Comparing the quantity of things or living organisms

(a) *Look at the pictures. Read the dialogue below the pictures. The dialogue is about Saumu and James exploring things and pictures in their classroom.*



Saumu: (*Looking at the table*) Wow, James, look at this! There are two books on the table.

James: Yes, I can see them! But take a look at the shirt pocket. There are **more** pens in it **than** there are books on the table.

Saumu: You're right! There are three pens in the pocket and only two books on the table. So, the pocket has **more** pens **than** there are books on the table.

James: And look at the animals. There are four animals!

Saumu: Yeah! There are **more** animals in the picture **than** books on the table or pens in the shirt pocket!

James: Right! Four animals, three pens, and two books. So, the pictures show more animals than pens and books.

Saumu: Exactly! There are more animals than pens or books.

James: I agree. And there are also **more** pens and animals **than** books.

Saumu: Learning with pictures is fun!

James: It sure is! Now I understand how to use "more...than" when we compare things.

Questions

1. How many books are on the table?
   There are _____.
2. Are there more books on the table than pens in the shirt pocket?
   (Yes, No) _____, there are _____ than _____.

3. How many pens are in the shirt pocket?
   There are _____.
4. Are there more pens in the picture than books on the table?
   (Yes, No) _____, there are _____ than _____.
5. How many animals are in the picture?
   There are _____.
6. Are there more animals than pens in the picture?
   (Yes, No) _____, there are _____ than _____.

(b) Read the following passage and answer the questions that follow.

At the market

Last Saturday, Razia and her brother Mohamed went to the market. Razia bought more oranges than Mohamed. Mohamed bought more bananas than Razia. The oranges were sweeter than the bananas. They both had fun and Razia said that the market was more exciting than the supermarket.

Questions

1. Who bought more oranges?
2. Which fruit was sweeter than the other?
3. Where did Razia and Mohamed go?
4. What did Razia say about the market?

Activity 2.2

You are helping your sister or brother plan for her or his birthday party. He/she asked you to prepare a shopping list for the party. Prepare the shopping list explaining what you will need to buy in excess using "more...than" or "less...than". To be able to do this, your list should have paired items.

Comparing things based on quality using 'more ... than'

(i) Powerful animals

Look at the pictures and answer the questions that follow.

dog



lion



elephant



1. Which animal betweem elephant and lion is more powerful than the other?

   The _____ is more powerful than _____.

2. Is the dog more powerful than the lion?

   _____ (No, Yes) the dog is _____. The elephant is _____ than _____.

3. Which animal is the most powerful?

   The _____ is the most powerful of the three.

4. Is the lion the most powerful animal of the three?

   _____ (No, Yes) the lion is _____. The _____ is the most powerful animal of the three.

(ii) Beautiful houses

A



B



C



1. Between house **A** and house **B**, which house is more beautiful than the other?

   House _____ is more beautiful than house _____

2. Is house **C** more beautiful than house **B**?

   _____ (No, Yes) house _____ is _____ than house _____, but house **B** _____ is more beautiful than house _____.

3. Is house **A** the most beautiful of the three?

   _____ (No, Yes) house _____ is _____, because it is more beautiful than house _____ and_____

Activity 2.3

Collect pictures of different animals and things. Then, compare them using words such as "more… than" and other similar words that show comparison.

Unit Three

Describing locations and giving directions

Introduction

When we want to talk about movement, direction and location of something or someone, we use prepositions that show direction and location. In this unit, you will use the words 'towards', 'between', 'beside', 'from', 'into', 'onto', 'through', and 'across' to describe location and direction of different objects. The competences developed will enable you to tell where something or someone is located in different communicative contexts.



Think about the words you use to tell where something or someone is located.

Describing locations of objects using 'between' and 'beside'

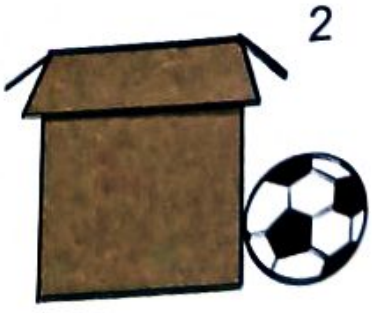
Look at the pictures and read sentences below them.

1



The ball is **between** the boxes.

2

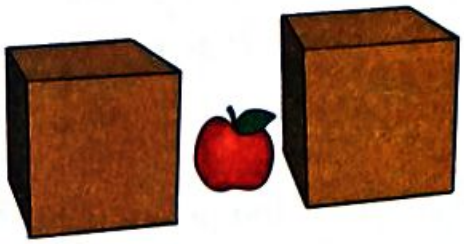


The ball is **beside** the box.

Speaking practice

(a) Look at the following pictures and complete the sentences using correct words.

1. Where is the apple?
   The apple is _____.



2. Is the apple beside the boxes?
   _____.

3. Where is the ball?
   The ball is _____.



4. Is the ball under the table?
   _____.

5. Where is the plate?
   The plate is _____.



6. Is the plate below the cup?
   _____.

(b) Describe the locations of people, animals, and objects in the following pictures.

1. Where is the ball?	2. Where is the girl sitting?	3. Where is the clock?
		

4. Where is the girl standing? 	5. Where is the ball? 	6. Where is the girl sitting? 
7. Where is the girl standing? 	8. Where is the cat sleeping? 	9. Where is the girl? 

Writing practice

Choose the correct word of location given in the box to complete each of the sentences that follow.

under	on	in	between	beside

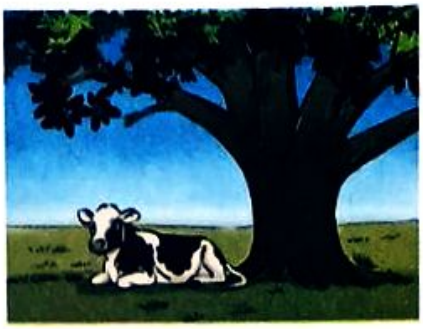
1. The cat is hiding _____ the box.



2. The dog is _____ the table.



3. The cow is _____ the tree.



4. The boy is standing _____ the beds.



5. There is a flower vase ___ the table.



6. The shoes are _____the bed.



7. My phone is _____ my bag.



8. The cat is _____ the bed.



9. The boy is standing _____ the bed.



10. My pen is _____ the book.



Activity 3.1

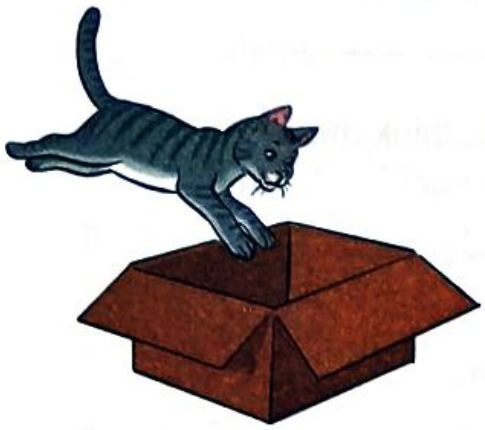
Look around your school environment and describe the location of different objects such as dustbins, fire extinguishers, the bell, the national flag, toilets and water taps.

Describing positions of objects using 'into,' 'onto,' and 'across'

Speaking practice

(a) Read the sentences below and look at the related pictures.

The cat jumped into the box.



1. Where did the cat jump into?
   _____.
2. Did the cat jump into a pot?
   _____.
3. What do you think made the cat jump into the box?
   _____.

The boy climbed onto the roof.



1. Where did the boy climb onto?
   _____.
2. Did the boy climb onto the table?
   _____.
3. What do you think made the boy climb onto the roof?
   _____.

The lion walked across the road.



1. Where did the lion walk across?
   _____.
2. Did the lion walk across the river?
   _____.
3. What do you think made the lion walk across the road?
   _____.

The rhino ran towards the car.



1. Where did the rhino run towards?

   _____.

2. Did the rhino run towards a tree?

   _____.

3. What do you think made the rhino run towards the car?

   _____.

The boy walked away from the washroom.



1. Where did the boy walk away from?

   _____.

2. Did the boy walk away from the river?

   _____.

3. What do you think made the boy walk away from the washroom?

   _____.

The cat jumped into the house through the window.



1. How did the cat get into the house?

   _____.

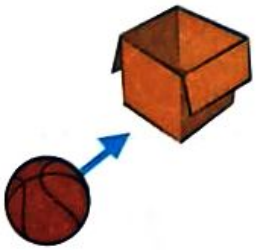
2. Did the cat get into the house through the door?

   _____.

3. What do you think made the cat jump into the house through the window?

   _____.

(b) *Look at the following pictures and tell directions using prepositions in bold.*

into the box 	**onto** the table 	**across** the road 
towards the box 	**from** the plane 	**through** the ring 

Writing practice

Choose the correct word of direction from the box to complete each of the following sentences.

into	onto	towards	from	through	across

1. The cat jumped _____ the box.
2. She walked _____ the door and entered the classroom.
3. The boy ran _____ the river to reach the other side.
4. The bird flew _____ the tree and landed gently.
5. He came _____ school with a big smile.
6. The cow walked slowly _____ the farmer.
7. The children went _____ the forest to collect firewood.
8. She climbed _____ the table to get the book.
9. They swam _____ the lake during the holiday.
10. The dog ran _____ the gate when it heard some noise.

Reading practice

Read the following passage and answer the questions that follow.

A visit to the village

Last Sunday, Asha and her brother, Juma, visited their grandmother in the village. To reach the village, they walked across a small bridge over the river. On the other side of the river, they saw a cow resting under a big tree. When they arrived at their grandmother's house, they found her sitting on a mat. There was a basket placed between her and the fire. Asha put her bag on the bench and went into the kitchen to help with the cooking. Later that day, they walked to the farm and picked some fresh maize. Then, they returned home happily from the farm.

Questions

1. Where did Asha and Juma visit last Sunday?
2. What did they cross to get to the other side of the river?
3. Where was the cow resting?
4. What was placed between the grandmother and the fire?
5. Where did Asha put her bag?
6. Where did Asha go to help with the cooking?
7. What did they pick from the farm?

Activity 3.2

Watch a football match at your school or on television, then use words of direction to write a description of the game.

Unit Four

Expressing possession

Introduction

In daily communication, we use certain words to show our responsibilities and connections in our family, community, or nation. In this unit, you will learn to use possessive adjectives such as 'my', 'you', 'his', 'her', and 'their' to express possession. You will also learn to express possession using possessive pronouns such as 'mine', 'yours', 'his', 'hers' and 'theirs'. The competences developed will enable you to express ownership and belonging in English.



Think about the words used to say something belongs to somebody or something.

Expressing possession using possessive adjectives

Look at the picture and read the sentence beside it. Say, which word expresses possession in each sentence.

1. 

It is **its** bone.

2. 

It is **her** radio.

3. 

It is **my** book.

4. 

It is **our** tablet.

5. 

It is **his** flower.

6 

It is **their** dog.

7. 

It is **his** tablet.

8 

It is **his** book.

Did you know?

We use special words to show who owns something. These are called possessive adjectives. They help us to know whose thing it is, like **my** book, **your** pen, **its** tail, **his** ruler, **her** tablet, or **their** house.

Activity 4.1

Look around your home or neighbourhood. Write five sentences about things that belong to people around you. Use words like his, her, their, etc. Example: "That is Ms Zawadi's shop. It is her shop. This is Juma's pen. It is his pen."

Reading and speaking practice

(a) *Read the words in the following table and construct one sentence using each possessive adjective as done in the examples provided.*

Personal pronouns	Possessive adjectives	Examples
I	my	This is **my** book.
You	your	That is **your** pen.
He	his	This is **his** bag.
She	her	That is **her** dress.
It	its	The dog is eating **its** food.
We	our	This is **our** house.
They	their	That is **their** car.

(b) *Read the following dialogue between Rehema and David. Pay attention to the words in bold.*

Rehema: Hi! We've not met before, have we?

David: No, we haven't.

Rehema: I thought it'd be good to know each other.

David: Sure! **My** name is David. I have a brother; **his** name is Adam.

Rehema: My name is Rehema. I have a sister; **her** name is Nuru. Nice to meet you, David.

David: Nice to meet you, Rehema. Where do you live?

Rehema: I live with **my** family in Dodoma. **My** parents bought a plot of land there.

David: Oh! **Your** parents must be rich, buying a plot of land in Dodoma!

Rehema: Not really. They used **their** long-term savings.

David: That's cool then! **My** parents are also saving up to buy a piece of land one day.

Rehema: That's awesome! I hope **its** location will be in Dodoma, as well.

David: Ha ha... How I wish!

Questions

1. Who says "my parents"?
2. What does "my" show?
3. What other words in the dialogue show possession?

(c) Read the following passage and answer the questions that follow.

My friend and I

My name is Aika, and I have a brother who loves playing football. **His** name is Maori. We have a fierce dog named Faster. It is playful and energetic, and **its** tail is light. I also have a good friend named Chausiku. She lives in Burundi. Chausiku loves **her** country very much, just like I love mine. Chausiku and her family have a very beautiful house. Here is a picture of **their** house in Burundi.



The colours of their house are shiny and beautiful. **Its** compound is attractive, with green, pink, yellow, and white flowers that mix beautifully. **Our** house is also lovely, and I like it very much. Chausiku and I have the same goal. **Our** goal is to work hard in studies. Each one of us wants to be a leader in her country in the future.

Questions

4. What are the names of three characters in the passage?
5. What does Chausiku love?
6. How would you describe the house in Burundi?
7. What is Aika and Chausiku's goal?

Writing practice

(a) *Complete the following story by filling in the blanks with* ***its, her, his, their, your,*** *and* ***our.***

Tanzania is a beautiful country. It has many rivers and green valleys filled with crops. (i) _____ waters flow in all directions: east, west, north, and south. It is my source of happiness, peace, and hope.

The head of state, (ii) _____ Excellency Samia Suluhu Hassan, is a great leader. (iii) _____ slogan, "*Kazi Iendelee*" gives hope to many people. The first president of the country was Mwalimu Julius Kambarage Nyerere. The word '*mwalimu*' comes from (iv) _____ first job as a teacher.

Tanzanians are full of joy and kindness. The word '*Asante*' (thank you) is heard everywhere. (v) _____ politeness can be seen both at home and in public. A buyer often says 'Asante' after receiving a service. It is easy to make friends in Tanzania. In buses and other means of transport, people talk like they have known each other for a long time. People are happy to welcome each other into (vi) _____ homes. It is common to hear visitors saying "I love (vii) _____ country, Tanzania".

Ladies and gentlemen let's love (viii) _____ country, Tanzania.

(b) *Draw a picture of your family or friends with some of their favourite things. Then write a short paragraph describing them using words like my, his, our, or their.*

Expressing possession using possessive pronouns

Look at the pictures and read the sentences provided in each image.

This is Juma. The bike is his.



Whose bike is that?

The bike belongs to Juma. It is _____.

This is Neema. The ball is hers.



Whose ball is that?

The ball belongs to Neema. It is _____.

These are pupils. They are watering trees. The garden of trees is theirs.



Whose garden is that?

The garden belongs to the pupils. It is _____.

This grandmother has a walking stick. The stick is hers.



Whose walking stick is that?

The walking stick belongs to the grandmother. It is _____.

This is Mr Jumbe. He has a wheelchair. The wheelchair is his.  **Whose wheelchair is that?** The wheelchair belongs to Mr Jumbe. It is _____.	This is Jane. She has a bag. The bag is hers.  **Whose bag is that?** The bag belongs to Jane. It is _____.

Did you know?
The words **mine**, **yours**, **his**, **hers**, **its,** and **theirs** are words commonly known as possessive pronouns. They always replace nouns in sentences. They show us who possesses what.

Activity 4.2

Create a poster at home showing your family or friends. Use words of possession to write sentences describing things they posses. Example, "This is my mother. Her name is Anna. She has a handbag. The handbag belongs to her. It is hers".

Reading and writing practice

(a) Rewrite each sentence below using a possessive pronouns to avoid repeating the noun.

Example:

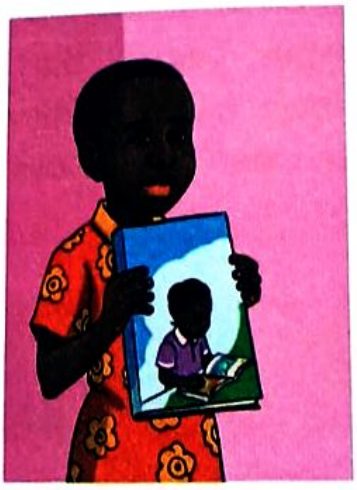
This bag belongs to me. <u>It is mine</u>.

1. That bicycle belongs to John. _____
2. These books belong to Sarah and me. _____
3. Those pairs of shoes belong to you. _____
4. That phone belongs to my sister. _____
5. These toys belong to the children. _____
6. This house belongs to us. _____
7. That jacket belongs to Peter. _____
8. This pen belongs to you. _____
9. That chair belongs to them. _____

(b) Look at the pictures and read the sentences below them.



It is **my** book.
It is **mine.**



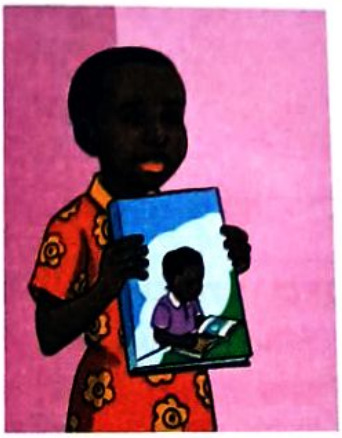


It is **your** book.
It is **yours.**



They are **our** books.

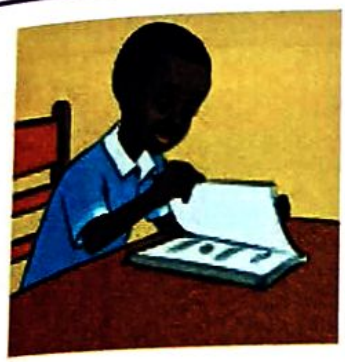
They are **ours**.





It is **her** book.

It is **hers**.





It is **his** book.

It is **his**.







They have **their** books.

They are **theirs**.

(c) Change the pronouns in brackets into possessive pronouns to complete statements 1-5, to describe whom the following things belong.

1. The tablet is _____ (me). It belongs to me.
2. The book is _____ (her). It belongs to her.
3. The pen is _____ (him). It belongs to him.
4. The pencil is _____ (you). It belongs to you.
5. The desk is _____ (them). It belongs to them.

Unit Five

Expressing completed and unfinished actions

Introduction

Using the correct verb form helps both the speaker and the listener to communicate clearly. In this unit, you will learn to express completed and unfinished actions using correct verb forms. You will practise in speech and writting to express completed and unfinished actions at present and in the past in real-life communication. The competences developed will enable you to describe actions and express your thoughts clearly, and understand others when they speak to you.



Think about how to express completed and unfinished actions.

Expressing completed actions at present

Speaking practice

(a) *Look at the pictures **A** and **B** and the sentences below them. Then, complete the sentences to say what has happened.*

A



1. What has the boy done?
   The boy has kicked the ball.

B



1. What has the girl done?
   The girl has finished the race.

2. Has the boy held the ball?
   No, the boy has not held the ball. He has kicked it.

3. Has the boy kicked the ball?
   Yes, _____.

4. What has the boy kicked?
   The boy _____.

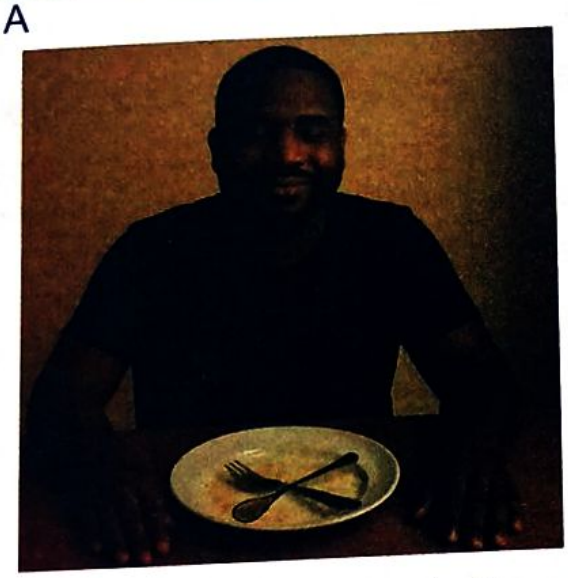
2. Has the girl finished the race?
   Yes, the girl has finished the race.

3. Is the girl starting the race?
   No, _____.

4. What has the girl finished?
   The girl _____.

*(b) Look at the pictures and sentences below them, then say what has happened in Pictures **A** and **B**.*

A



1. What has the person in the picture done?
   The person in the picture has finished eating.

2. Has the person finished singing?
   No, _____. The person _____ eating.

B



1. What have the athletes done in the picture?
   The athletes have finished the race.

2. Have the athletes finished the race?
   Yes, _____. The athletes _____the race.

3. Is there any person still eating?
No, _____.

4. Why do you thing the person in the picture have finished the food in the plate?

I think the person in the picture _____ the food in the plate because he was hungry.

3. What have the athletes done in the picture?
They _____.

4. What has attracted or not attracted you in the picrure?
_____.

Reading practice

Read and act out the following dialogue.

Police Officer: Mwaluko, what has happened here?

Mwaluko: I have seen Mashaka running away from my house with a bag. I have chased him while shouting for help. I suspect him of stealing my missing clothes.

Police Officer: (*Turning to Mashaka*) Mashaka, have you stolen the clothes?

Mashaka: (*Nervously*) I... I ... I... have just borrowed them. I did not steal anything.

Witness: We have seen Mashaka running with the bag while this man was shouting for help.

Mwaluko: Yes! I found my clothes in his bag. He hid them!

Police Officer: Mashaka, you've been caught with the evidence, and Mwaluko saw you running. Other witnesses have also seen you. Do you still deny it?

Mashaka: (*Looking down*) I... I have made a mistake.

Police Officer: You've put yourself in trouble. We've brought you here to write a statement of offence.

Mwaluko: I worked hard to buy those clothes. Why has he stolen them?

Police Officer: We understand the situation. Mashaka, do you have anything to say for yourself?

Mashaka: (*Sighing*) I did not think about the consequences. I'm sorry.

Mwaluko: You should have asked if you needed help.

Police Officer: We've heard enough. Now, let's write the statement.

Mashaka's Father: Mashaka! I've just heard what you have done. I thought you've gone to school this morning, but you went to steal from Mwaluko's house! I warned you several times, but you have never changed!

Mashaka: (*Looking down*) Father, I have made a big mistake. I'm sorry!

Mashaka's Mother: Oh, Mashaka! We provided you with everything you needed. We fed you well, bought you school uniform, and sent you to school. Why have you done this? What else do you want, my son? (*Crying*.)

Mashaka: (*Crying*) I never thought about the pain I have caused. Please forgive me!

Police Officer: Now, Mashaka will have to take responsibility for his actions. He has been caught with the evidence, so the court of law will teach him his lesson.

Mashaka: (*Crying*) Why did I do that? I didn't listen to my parents. Now, I'm in trouble.

Questions

1. What has happened at Mwaluko's house?
2. Who has been caught with Mwaluko's clothes?
3. Why has Mashaka's father become upset?
4. What crime has Mashaka committed, according to the police officer?
5. How have Mashaka's behaviour affected his parents?

Writing practice

(a) *Use the table below to write sentences using "has" and "have". Write six sentences for each.*

I We The children She You Upendo My brother He They	has have 	bought a good cow. cleaned the cowshed. sold milk. taken the bag from the grandmother's house.

(b) *Use 'has' or 'have' to complete the following sentences.*

1. I _____ found a lot of books in the school library.
2. Mary and Moses _____ eaten the food.
3. He _____ cooked a delicious meal.
4. We _____ won the match.
5. The thief _____ stolen my school bag.
6. You _____ kicked the ball.
7. They _____ climbed Mount Kilimanjaro.
8. Asha _____ harvested the rice.

(c) *Change sentences in (b) into negative forms.*

(d) *Change the following statements into questions.*

Example

She has scored a brilliant goal.
Has she scored a brilliant goal?

1. He has watered the flowers.
2. They have done their homework.
3. Baraka has written a letter to his aunt.
4. We have planted many trees at home.
5. My father has bought me a pair of shoes.
6. I have cooked lunch.

7. She has fetched water.
8. We have eaten the food.
9. The guests have arrived.
10. You have finished your work on time.

(e) *Change the words in brackets into the correct form. Then, read the sentences aloud.*

Example

John has _____ (go) to Dodoma.

John has gone to Dodoma.

1. He has _____ (steal) his friend's storybook.
2. I have _____ (catch) a thief.
3. I have _____ (write) a letter to the Headteacher.
4. The officer has _____ (open) the door.
5. Jerome has _____ (go) to the police station.

Expressing completed past events

Reading practice

Study the following faces of clocks and the actions performed. Then, read the sentence written below.

	10:05 am	James **ate** breakfast.
	12:10 pm	His father **came** home.
James **had eaten** breakfast before his father came home		

Questions

1. What did James do at 10:05 am?
2. What did his father do at 12:10 pm?
3. What had James done before his father came home?

Speaking and writing practice

(a) Look at the pictures and write sentences showing something had happened before another in the past. The following sentence is provided as an example.

1. The boy **cleaned** the blackboard.



The teacher **wrote** the word "English".



The boy had cleaned the blackboard before the teacher wrote the word English.

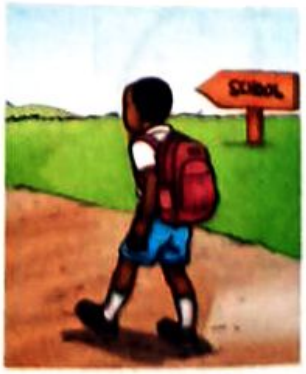
2. James **milked** the cow.





James **went** to school.





(b) *Look at the given times and the actions in the past. Write sentences showing that the first actions happened before the other actions in the past.*

1.	10:05 am 12:10 pm	James **ate** breakfast. His father **came** home.	James **had eaten** breakfast before his father came home.
2.	05:00 pm 06:00 pm	Mary **cleaned** her room. Her friend **arrived**.	_____.
3.	02:00 pm 02:30 pm	The **plane** left. Iku **arrived** at the airport.	_____.
4.	07:30 am 07:35 am	Naomi **finished** writing. John **cleaned** the board	_____.
5.	04:00 pm 04:10 pm	Baraka **left**. I **arrived**.	_____.
	01:00 pm 01:15 pm	I **opened** the door. He **entered** the house.	_____.

(c) *Rewrite the following sentences to express a completed present or past event. Number 1 has been provided as an example.*

S/N	Present	Past
1.	I have drawn five pictures of different animals.	I had drawn five pictures of different animals.
2.	.....	Rebecca had brushed her teeth.
3.	He has decorated his house with beautiful colours.	.....
4.	.....	Musa had painted his bedroom red.
5.	Ashura has locked the door.	.....
6.	.....	They had washed their hands with clean water and soap.
7.	.....	The cat had eaten the food.

(d) Change the following sentences into negative forms.

Example:

The Police Officer **had arrived** when Mwaluko caught the thief.

*The Police Officer **had not arrived** when Mwaluko caught the thief.*

1. The people had stopped Mashaka when they heard Mwaluko shouting.
2. Mashaka had stolen the clothes from Mwaluko before Mwakaluko started shouting.
3. Mwaluko and Mashaka had written statements of what had happened.
4. Mashaka's father had heard from the pupils what had happened to his son.
5. The Police Officer had told the Headteacher what had happened to Mashaka.

(e) Complete the sentences with the correct form of the words in brackets.

Example: Chautundu had _____ (burn) the house.

*Chautundu **had burnt** the house.*

1. Chokoraa had _____ (kick) the ball into the goal.
2. Their father had _____ (send) them to the children's jail.
3. We had _____ (do) like our teacher.
4. She had _____ (fix) the electric cooker.
5. They had _____ (sleep) on the mats.
6. The guards had _____(help) them to arrest the criminal.
7. She had _____ (sing) a sad song.

(f) Use the correct forms of the words in brackets to fill in the blanks in the following passage.

On Kulwa's birthday, her mother baked a cake for her. First, she had (1) _____ (warm) the oven. Then, she (2) _____ (mix) sugar and butter together in a bowl and (3) _____ (stir) the mixture with a wooden spoon until it was light and soft. After that, she (4) _____ (add) the eggs one at a time. She (5) _____ (sieve) the flour to remove lumps and (6) _____ (add) it to the mixture, along with some baking powder. Next, she (7) _____ (pour) in the milk gradually and (8) _____ (stir) until

(d) Change the following sentences into negative forms.

Example:

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On Kulwa's birthday, her mother baked a cake for her. First, she had (1) _____ (warm) the oven. Then, she (2) _____ (mix) sugar and butter together in a bowl and (3) _____ (stir) the mixture with a wooden spoon until it was light and soft. After that, she (4) _____ (add) the eggs one at a time. She (5) _____ (sieve) the flour to remove lumps and (6) _____ (add) it to the mixture, along with some baking powder. Next she (7) _____ (pour) in the milk gradually and (8) _____ (stir) until

the mixture (9) _____ (become) smooth. She (10) _____ (spread) cooking oil on the baking pan, (11) _____ (pour) in the mixture, and (12) _____ (bake) it for 30 minutes. Finally, she (13) _____ (take) it out. The cake was ready.

Expressing unfinished actions started in the past

Look at the pictures of Juma watering a garden. Read the questions and the answers provided.

starting at **06:00 pm**



now **06:30 pm**



1. What is the current time of the activity in the picture?
   The current time of the activity in the picture is 06:30 pm.
2. What has Juma been doing?
   Juma has been watering the garden.
3. What time did he start?
   He started at 06:00 pm.

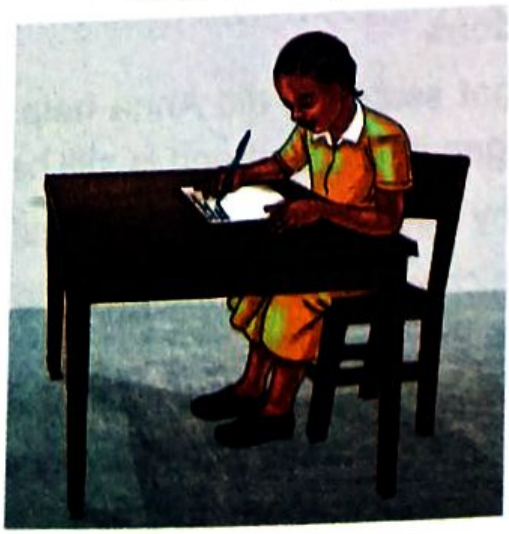
Reading and writing practice

(a) Look at the pictures of Neema writing a letter. Then, answer the questions that follow.

starting at **02:30 pm**



now **03:00 pm**



Questions

1. What has she been doing?
2. What time did she start?
3. What is the current time of the activity in the picture?

(b) *Read and act out the following dialogue between two schoolmates, Sadick and Anna, who have met at the school compound.*

Sadick: Hello, Anna.

Anna: Hello, Sadick. How're you doing?

Sadick: I'm doing great, Anna. How about you?

Anna: I'm fine.

Sadick: Oh, excuse me, Anna. Look, I started reading this book last month, but I still haven't finished it. I'm trying to make a sentence about this situation, but I'm finding it difficult.

Anna: Oh, do you mean making a sentence about something you started in the past but have not finished yet?

Sadick: Yes, Anna. That's precisely what I mean.

Anna: That's good. You can say, "I have been reading this book since last month." This means you started reading the book last month and are still reading it. Or, you can say, "I have been reading this book for a month." This means you have been reading the book for a month and are still reading it.

Sadick: Aha, thank you. I can now make sentences to express actions I started in the past but I haven't yet finished them.

Anna: Great. Bye!

Sadick: Bye!

Questions

1. What sentence did Anna help Sadick make to show something that began in the past and is still happening?
2. Why does Sadick find it difficult to make this kind of sentence?
3. Which words describe an action that started in the past and continues into the present?
4. How long has Sadick been reading the book?
5. Write a sentence with "*have been*" or "*has been*" and a verb with *-ing* to talk about something you are still doing.

(c) *Rewrite the following sentences to show something that started before and is still going on.*

1. Scola is writing her story.
2. Juma and Musa are drawing pictures.
3. Musa is painting the picture.
4. She has watered the garden.
5. We have read the book.

(d) *Read the following story and answer the questions that follow.*

Tausi is in the garden. She looks tired but happy. Her hands are dirty, as she has been planting flowers since morning. Her brother, Limbu, has been helping her with the planting. They have been working hard because they want the garden to look beautiful for their mother's birthday.

Questions

1. What has Tausi been doing since morning?
2. Who has been helping Tausi in the garden?
3. Why have they been working hard?
4. How long have they been working in the garden?
5. Why are Tausi's hands dirty?

Unit Six

Using conjunctions

Introduction

In communication, we connect words and concepts to build complex sentences conveying the intended meaning. In this unit, you will practise using conjunctions in oral and written texts. You will use the conjunctions 'either…or', 'neither...nor' and 'too…to' to join sentences that show choices and comparison. The competences developed will enable you to express clearly and precisely alternatives, negatives, and limitations in communication.



Think about the words you use when expressing choices and comparisons.

Using 'either … or'

Look at the pictures, and read the questions and the statements.

What can the boy choose to eat?





*The boy can choose to eat **either** a banana **or** an apple.*

What can the girl choose to wear?



*The girl can choose to wear **either** a red **or** a blue blouse.*

Did you know?

The conjunction "either...or" suggests making one choice between two things, persons, or conditions. For example, "*Either Baraka or Zawadi will clean the window*" means one of these two will clean the window.

Reading practice

Read the following sentences and describe the choices in each sentence.

Example: Janeth needs **either** a pen **or** a pencil to do her homework.

Description: The first choice is 'a pen' and the second choice is 'a pencil.'

1. She can either go away or call the police, I don't care.
2. It is either green or yellow. I don't remember well.
3. You can stay with either me or Janet.
4. I go to either the library or the playground.
5. You can eat either rice or ugali.
6. I've taken some money to buy either an orange or a mango.
7. The keys are either on the hook or in the drawer.

Speaking practice

Look at the following pairs of pictures. Then, make two sentences from each pair using 'either…or'.

i. Pair 1

zoo



museum



Examples

1. The pupils will go to either the zoo or the museum.
2. We will visit either the zoo or the museum.

ii. Pair 2





1. _____
2. _____

iv. Pair 3

a pair of sandals



a pair of shoes



1. _____
2. _____

Activity 6.1

Follow the instructions to play the 'Either Or Game'.

Either jump **or** crouch down.

Either turn to your friend and say 'hi' **or** turn to your friend and say 'bye'.

Either put yor hands on your head **or** put your head on the table.

Either stick out your tongue **or** touch your nose.

Either sit under the table **or** sit next to the door.

Either hop around the table **or** tip toe around the table.

Using 'neither ... nor'

(a) Look at the pictures and read the sentences.







Sentence 1. The child can't eat bananas because they are rotten.

Sentence 2. The child can't eat apples because they are rotten.

The child can eat ***neither*** *bananas* ***nor*** *apples because they are rotten.*

(b) *Study the pictures and the sentences below them.*





The dog is not awake. The cat is not awake.

***Neither** the dog **nor** the cat is awake.*

Did you know?

The conjunction "neither...nor" joins two negative alternatives. For example, *Neither Bakari nor James opened the window*. This means Bakari did not open the window; James did not open the window either.

Reading practice

(a) *Look at the pictures. Then, read the respective sentences above and below the pictures.*

We got so wet. We had taken **neither** umbrellas **nor** raincoats with us!





We had not taken umbrellas with us!

We had not taken raincoats with us!

(b) *Split into two sentences the following sentences joined using* ***neither…nor*** *conjunction.*

Example: *Neither John nor Peter is at school today.*

John is not at school today.

Peter is not at school today either.

1. Neither the dog nor the cat wants to eat.
2. She likes neither rice nor beans.
3. We saw neither the sun nor the moon.
4. Neither my brother nor my sister can swim.

(c) *Read the questions in each card and answer them using 'neither…nor'.*

1 Will you take a taxi or a bodaboda back home today?	2 Did you watch a TV or play football yesterday?	3 Will you visit your uncle or your aunt this weekend?
4 What is your favourite dish: chicken with rice or fish with rice?	5 What is your dream secondary school: boarding or day school?	6 Would you rather live in Arusha or Mbeya?
7 Have you been to Mwanza or Kagera?	8 Do you go to school on Sundays or on public holidays?	9 Would you rather go to school on foot or by bus?

Practising using 'either...or' and 'neither ... nor' conjunctions

Writing practice

(a) *Construct five correct sentences using the words provided in the following table.*

1. Hawa is	either	intelligent	nor	go for fast food
2. He will		cook some		an actor
3. You are		food		
4. We	neither	a singer		beautiful
5. Mbula reads		novels	or	plays

(b) *Join the following sentences using 'either...or' or 'neither... nor'.*

Examples:

You can stay. You can also leave.
You can either stay or leave.

Asha does not praise them. She does not criticise them.
Asha neither praises nor criticises them.

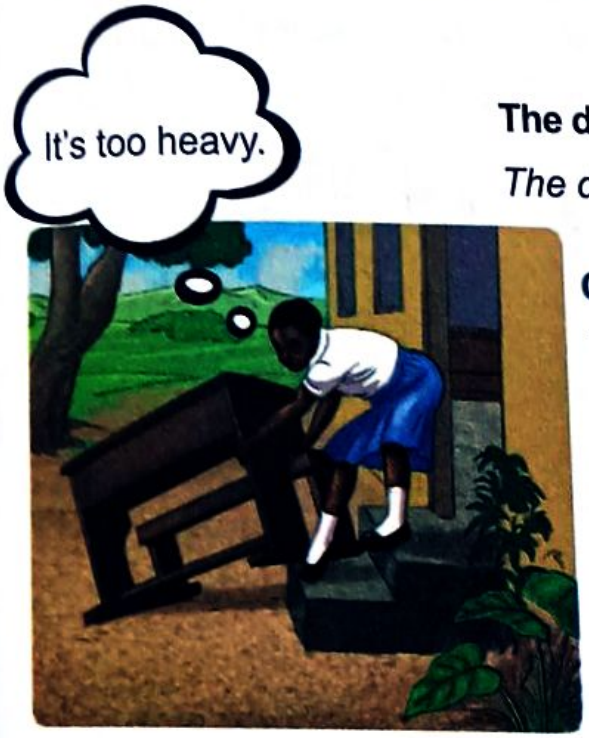
1. She is not talkative. She is not reserved.
2. She does not like ugali. She does not like rice.
3. Juliet cannot ride a bicycle. She cannot ride a motorcycle.
4. Standard Five pupils will sit for weekly tests. Otherwise, they w sit for monthly tests.
5. You can wash utensils. You can clean the table.
6. You can speak English. You can speak Chinese.
7. We can eat now. We can eat later.

Activity 6.2:

Go online and find videos or examples that teach ***'either...or'*** *and* ***'neither... nor'*** *conjunctions. Write short notes about what you learn.*

Using 'too...to'

(a) Look at the picture and read the information in the speech bubble and sentences provided. Then, answer the questions that follow.



The desk is heavy. She can't lift it.

The desk is too heavy to lift.

Questions

1. Is the desk heavy? (Yes/No), _____.
2. Can the girl lift the desk? (Yes/No), _____.
3. Why can't the girl lift the desk?
4. What is too heavy to be lifted?

(b) Look at the picture and read the sentences provided.



The boy is too short. He can't pick the mangoes from the tree.

The boy is too short to pick the mangoes from the tree.

Speaking practice

*(a) Making one sentence using **'too...to'** for each of the following scenarios.*

1. John cannot finish his homework because he is very tired.
2. Hamisi was very nervous, so he could not speak in front of the class.
3. Asha cannot become a dancer because she is very shy.
4. Rehema failed to catch the bus because she woke up very late.
5. The mango was very high in the tree, so the boy could not pick it.

(b) Look at the pictures and join the provided sentences using 'too...to'.



The water is very cold. He can't drink it.

_____



The food is very hot. They can't eat it.

_____

Writing practice

Join the following sentences using 'too ... to'.

Example:

I am very busy. I cannot talk to them.

I am too busy to talk to them.

1. The task is very difficult. They cannot do it without help.
2. It is very cold. The children cannot go out.
3. The match was very tough. We could not win it.
4. The questions are very difficult. I cannot answer them.

Unit Seven

Using active and passive voices

Introduction

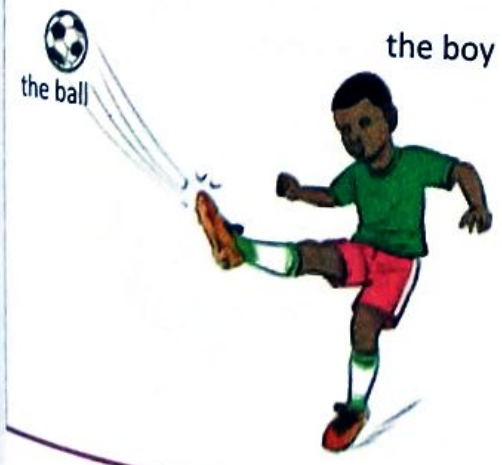
In everyday communication, the active voice focuses on the doer of the action rather than the receiver. Conversely, the passive voice shifts the focus to the receiver of the action rather than the doer. In this unit, you will explore using active and passive voices in everyday communication. You will practise transforming sentences from active to passive and passive to active voices. You will learn why and when we use the passive voice in communication. The competences developed will enable you communicate effectively and with clarity and flexibility in English.



Think about the words and sentences you use when you focus on telling what is done but not who does it.

Using the active and passive voices to communicate in different contexts

Look at the pictures and answer the questions.



1. Who kicked the ball?
   (the boy/the ball) _____.
2. Who did the action?
   The boy _____.
3. What happened to the ball?
   The ball _____.
4. Was the ball kicked by the boy?
   Yes/No _____.



1. Who kicked the ball?
   The girl _____.
2. Who did the action?
   (the girl/the ball) _____.
3. What happened to the ball?
   The ball _____.
4. Was the ball kicked by the girl?
   Yes/No _____.

Did you know?

When we talk or write, we sometimes want to show who is doing the action. If we want to show who does something we use the active sentence. Example, "The boy kicked the ball". Other times, we want to show what is being done or who receives the action. Then, we use the passive sentence. Example, "The ball was kicked by the boy".

Reading and writing practice

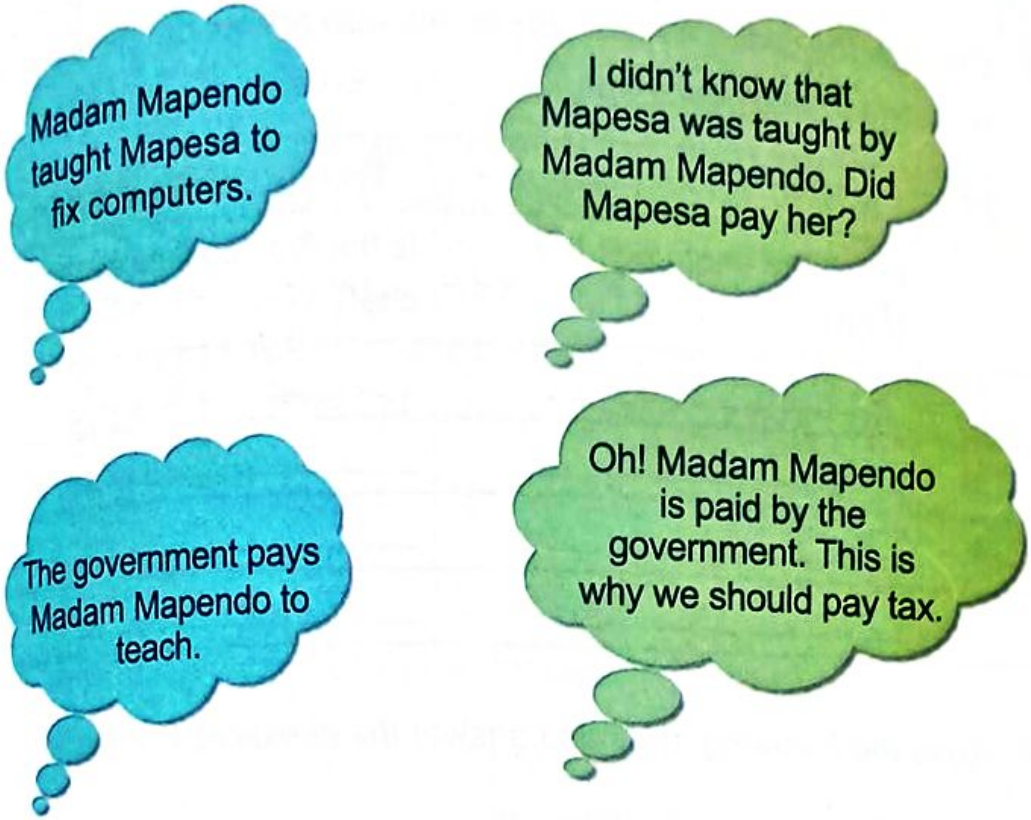
(a) *Read the following texts in bubbles about fixing a computer to get ideas about the active and passive voices.*

Active voice

Mapesa is fixing a computer.

Passive voice

Oh! A computer is being fixed by Mapesa. It seems Mapesa is skilful.



(b) *Read the table below. The statements in Column A are in the active voice and the same statements in Column B are in the passive voice.*

S/N	Column A	Column B
1.	The chef cooks the food.	The food is cooked by the chef.
2.	The dog chased the cat.	The cat was chased by the dog.
3.	The pupils answered the questions.	The questions were answered by the pupils.
4.	She is writing a letter.	A letter is being written by her.
5.	They will clean the room.	The room will be cleaned by them.

(c) *Change the statements in (b) above into questions. Examples are provided in each column.*

S/N	Active voice questions	Passive voice questions
1.	Does the chef cook the food?	Is the food cooked by the chef?
2.	_____	_____
3.	_____	_____
4.	_____	_____
5.	_____	_____

(d) *Read the following story and answer the questions that follow.*

Mr Fungo and the community

Mr Fungo is a well-known person in our community, and everyone seems to like him. He is always there to help, and offers advice to make things better for everyone. He works hard as a community lorry driver. Even though his salary is not high, he supports other people in whatever way possible.

Some people call him 'a man of the people' because he always puts others first. Other people call him 'a generous man' because he is always giving, whether it is time, help, or advice. A lot of people even say he has a golden heart, meaning that he is very kind.

One day, something unexpected happened. While Mr Fungo was reversing his lorry, he accidentally damaged the village's water tap. The water supply was cut off for a few days. People were disappointed but took it as a minor accident. Therefore, they were not angry with him. Mr Fungo promised to fix the tap the following Monday, and everyone believed him.

Some people in the community did not want others to think Mr Fungo had done something wrong. Thus, when others asked about the water shortage, the answers were as follows.

"The tap was damaged."
"The tap was damaged when the car was reversed."
"A mistake was made."
"The tap will be fixed on Monday."

In the end, everything worked out. Mr Fungo fulfilled his promise. The water service was restored, and everyone appreciated how Mr Fungo always tried to help. It was just an accident, but it showed how much the community trusted and respected him.

Questions

1. Who damaged the village water tap?
   The village water tap _____.
2. Who fixed the tap the following Monday?
   The tap _____.

(e) *Change the following sentences as instructed.*

1. Mr Fungo helps everyone in the community.
   Change into passive voice: _____
2. The tap was repaired by Mr Fungo.
   Change into active voice: _____
3. The community likes Mr Fungo.
   Change into passive voice: _____
4. He is called "a man of the people" in the community.
   Change into active voice: _____

(f) *Read the following part of interview text from The Guardian Online while paying attention to active and passive voice sentences. Then, answer the questions that follow.*

"Boda boda [motorcycle] drivers played *singeli* on loudspeakers. Those new rhythms flooded our neighbourhoods and I couldn't help but fall into its nets," he [Ramadhani Mhando] says.

Muhando – known as K-Zungu – is a singeli artiste; the first the country has known with albinism. *Zungu* means 'white man' in Kiswahili, and K is the first letter of my grandfather's name, Kaniki. That's why I chose that name," he says [during the interview].

Albinism is caused by the lack of pigmentation in skin, hair and eyes and affects one in 1,400 Tanzanians. This hereditary condition is bound with superstition. Some people believe that the body parts of people with albinism can bring wealth or cure illnesses.

The myth has led to attacks and killings of people with albinism in the country. UN statistics show that 75 people with albinism were murdered in Tanzania between 2000 and 2016.

Source: The Guardian Online (17th Jun 2024)

Questions

1. Which sentences are in the passive voice?
2. Which sentences are in the active voice?
3. Change sentences in the active voice into the passive voice.

(g) *Read the following passage about the stubborn boy. Then, change the underlined sentences into passive voice.*

Mambo is the youngest child in a family of five. He doesn't always listen to his parents' instructions. He doesn't help the parents with washing the dishes or doing any chores at home. Because of his behaviour, Mambo's parents are unhappy with him. The parents don't buy him gifts.

Unit Eight

Listening for comprehension

Introduction

Listening for comprehension is essential when learning English. It means interpreting, understanding, and responding to what you hear. In this unit, you will respond to oral instructions by performing different tasks. You will also listen to stories and answer questions about them. You will learn to identify main and supporting ideas from what you hear. Thereafter, you will practise summarising the key points. Finally, you will retell stories in your own words. The competences developed will help you to communicate better in English.



Think about how people could communicate without understanding and interpreting information presented orally.

Listening and following spoken instructions to accomplish a task

(i) Operating electronic devices

Listening and speaking practices

(a) Use the following steps to operate a radio correctly.



1. Find the power button- look for the button labelled 'power' or the power-on symbol ⏻ on the radio.

2. Press the power button to turn on the radio. This will turn the radio on and allow you to hear sound.
3. Turn round the volume knob from left to right to increase the volume.
4. Use the tuning knob to find your favourite station. Slowly turn the knob until you hear the station you want to listen to.
5. Press the power button again to turn the radio off. This saves energy and keeps the radio safe when not in use.

(b) *Listen carefully to instructions and follow them on how to operate a simple device (torch and phone).*



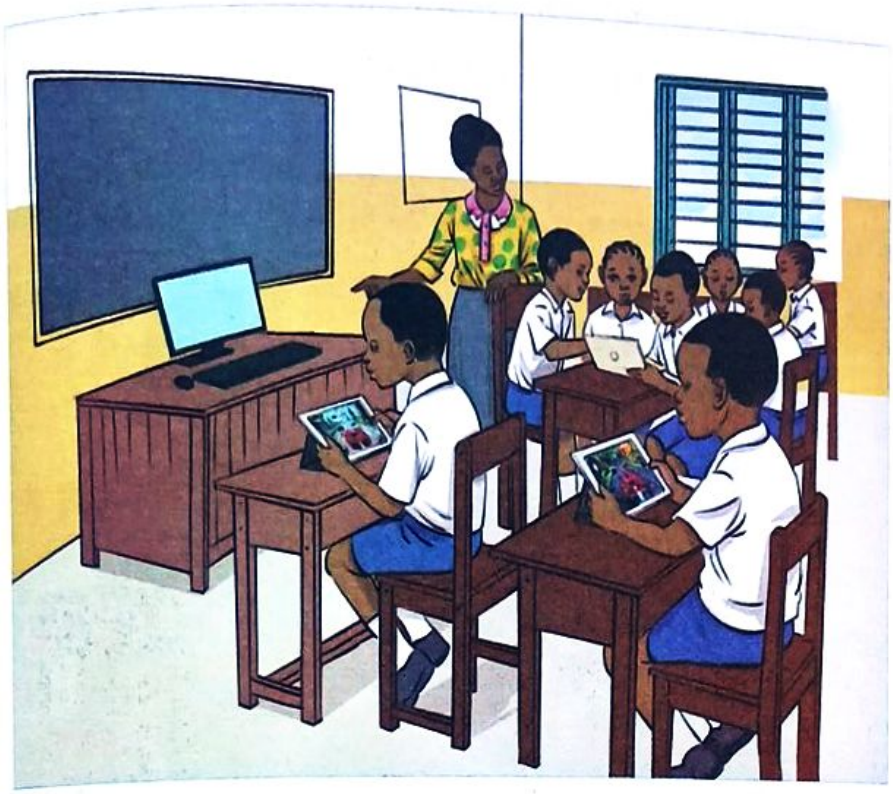


Questions

1. What do you see in the pictures?
2. What electronic devices do you see in the pictures?
3. What are the devices used for?
4. Have you ever used any of these devices?
5. What do you press to make the above devices work?
6. Listen to the instructions and follow them.

c) *Look at the following pictures. Then, answer the questions that follow in the spoken form.*

Picture 1



Picture 2



Questions

1. What do you think is the teacher doing in Picture 1?
2. What do you think are the pupils doing in Picture 1 and 2?
3. What can you do with those devices in Pictures 1 and 2?
4. Why is it essential for you to use such devices at home and school?

(d) *Listen to and follow instructions on how to take photos and record videos using a camera, phone or tablet.*



Questions

1. What button do we press to turn the camera on?
2. How do you know when the subject is in focus?
3. What should you do before pressing the shutter button?
4. What steps can one follow to take a good photo?
5. How can we use cameras in our daily life or at school?

(e) *Listen carefully to instructions on how to set an alarm on one of the gadgets below.*

1. A mobile phone
2. An alarm clock
3. A digital watch

(ii) Making objects

Listening and speaking practice

(a) *Look at the following pictures of pupils making paper crafts and answer the following questions orally.*

Picture 1



Picture 2



Picture 3



Questions

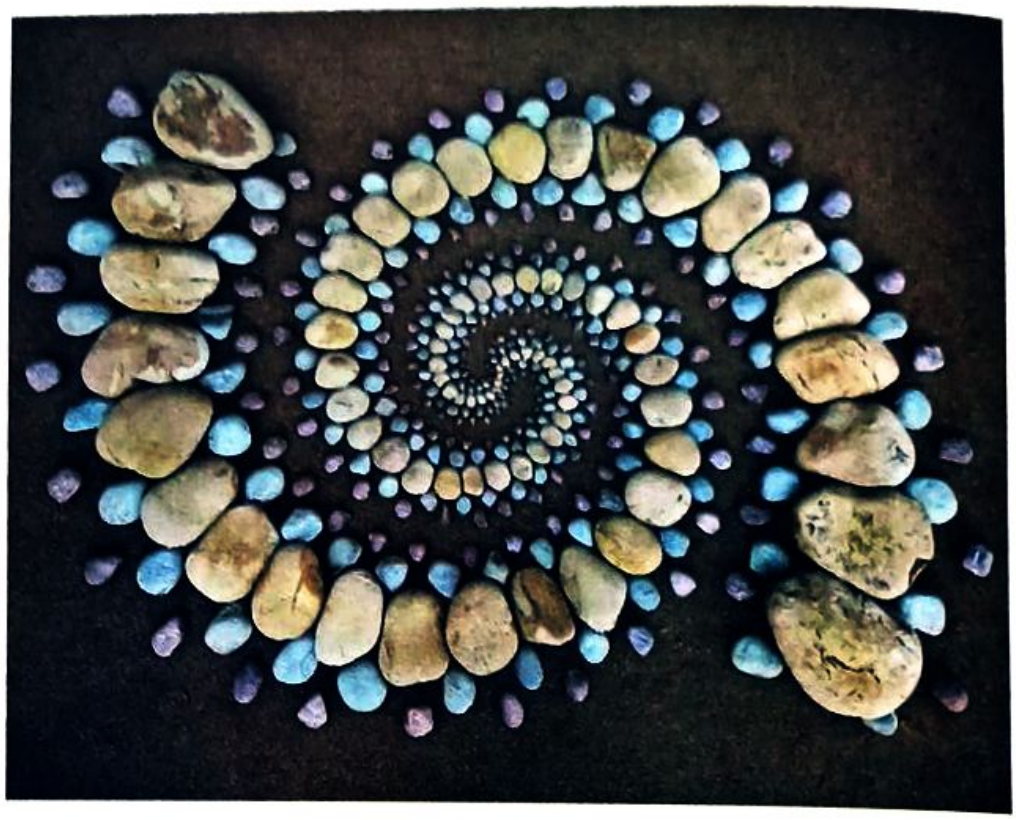
1. What are the instructions for making the craft in Picture 1?
2. What are the instructions for making the craft in Picture 2?
3. What are the instructions for making the craft in Picture 3?
4. Considering the instructions, create one paper craft of your choice.
5. Explain the creative process you followed in creating your paper crafts.

(b) *Look at the following pictures of stone and sand art. Then, listen to the instructions for creating them.*

Picture 1



Picture 2



Picture 3



Picture 4



(c) Look at the following pictures of small gardens and answer the following questions.



Questions

1. What is the first step in making a small garden?
2. What are the other steps in making a small garden?
3. How can one make a small garden?

(d) *Listen to the instructions for playing the 'Simon Says' game. Then play the game as instructed.*

Questions

1. How is the Simon Says game played?
2. What other games do you know?
3. How is each of the games you have mentioned played?

Speaking practice

(a) *Look at the following pictures and answer the following questions.*

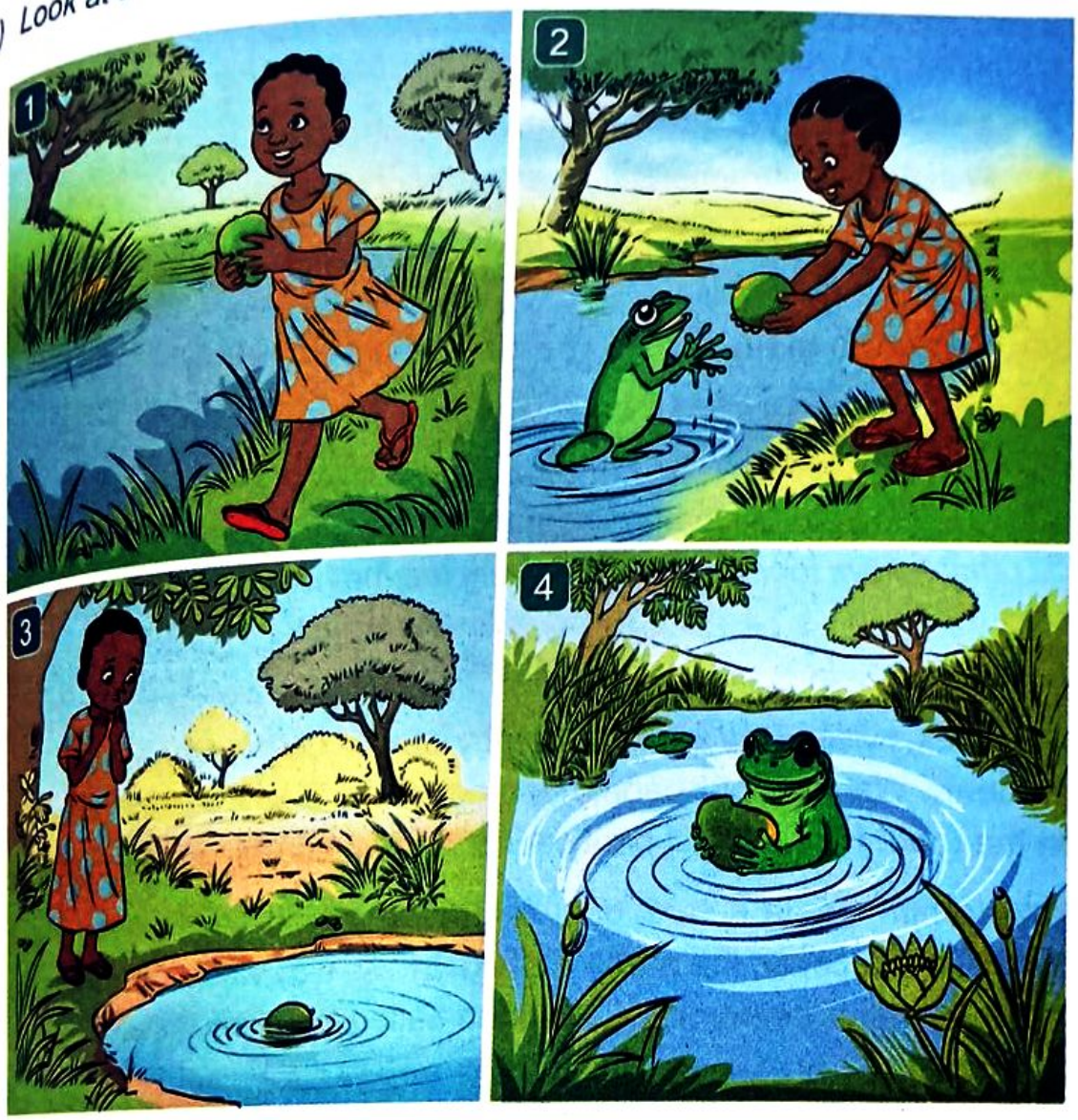




Questions

1. What creature do you see in Picture 1?
2. What do you think the creature in Picture 1 is doing?
3. Why do you think the creature in Picture 1 is doing what it is doing
4. What creatures are found in Picture 2?
5. What is happening in Picture 2?
6. What do you think about the two creatures in Picture 2?

(b) *Look at the pictures and answer the following questions.*



Questions

1. What do you think was the girl holding while walking along the pond?
2. Why did the girl begin to cry?
3. What do you think was the frog telling the girl to do?
4. What would you do if you were the girl in the picture?
5. What have you learnt from the story in this picture?

Activity 8.1

Listen to instructions on creating simple objects from online sources and perform the following tasks.

1. Follow the instructions to create the objects.
2. Place them in visible areas to display your creativity.

Identifying the main and supporting ideas in a story

Reading practice

(a) Read the story 'Road accident' carefully. Then, answer the questions that follow, focusing on identifying the main idea and supporting ideas.

Road accident

Last week, I visited my aunt in a nearby district. On the way, our bus stopped suddenly. We saw four people getting off the bus. A schoolboy was lying on the road. He was hurt badly. A car had hit him while crossing the road.

Next to him was a school bag. A man opened it and found an exercise book. On the cover, the name 'Baraka Musa' was written. Inside the book, there was a phone number. The man called Baraka's father.

Baraka's father came quickly in a taxi. They took Baraka to hospital. Later, we heard that Baraka got better and he was discharged.

Questions

1. What is the main idea of the story?
   A. Baraka's father arrived by taxi.
   B. A schoolboy had been hit by a car and rushed to hospital.
   C. A man opened Baraka's school bag.
   D. The bus stopped suddenly.
   Answer: _____
2. Which one is a supporting idea (a small important detail)?
   A. A schoolboy was hit by a car and rushed to hospital.
   B. The boy's name was Baraka Musa.
   C. The story is about road accidents.
   D. The writer visited his or her aunt.
   Answer: _____

3. Pick one main idea and two supporting ideas.
   A. Baraka was hit by a car while crossing the road.
   B. Baraka's name was found on his exercise book.
   C. The bus stopped suddenly.
   D. Baraka was rushed to hospital.
   E. Baraka's father was called using a phone number found in the bag.

   Main Idea: _____
   Supporting Idea 1: _____
   Supporting Idea 2: _____

(b) Read carefully the story of Grandmother's pumpkin. Then, answer the questions that follow.

Grandmother's pumpkin

Once upon a time, in a small village, there lived a wise old grandmother, called Mama Siti. She loved to plant pumpkins in her garden. One year, she had grown the biggest pumpkin she had ever seen. It was bright orange and sat proudly in the middle of her garden, just waiting to be harvested.

One morning, a curious hare hopped by. The hare, known for high speed, would often admire Mama Siti's garden. Today, his eyes landed on the giant pumpkin. "Oh, what a beautiful pumpkin!" He said to himself. "I will nibble on it when Mama Siti is not looking."

The hare waited patiently for Mama Siti to leave the garden. As soon as she was out of sight, the hare hopped to the pumpkin and took a big bite. But to his surprise, the pumpkin skin was too tough to bite. "This is not tasty at all!" he exclaimed.

Mama Siti, who had been watching the hare from behind a tree, smiled and called out, "Little hare, the pumpkin was meant for sharing, not stealing. If you had asked, I would have given you a piece."

The hare felt ashamed and embarrassed. "I'm sorry, Mama Siti. I should have asked."

From that day on, the hare learned an important lesson: It's better to ask for what you want than to steal.

Questions

1. What is the story about?
2. Which sentence best captures the whole story?
3. What details or events support the main idea?
4. What happens in the story that helps us understand the main message?

Speaking practice

Look at the following picture and tell a story about what you see using the guiding questions that follow.



Questions

1. What is your story about?
2. How does your story start?
3. How does your story end?
4. Tell your story to the class.

Summarising issues in the story listened to

Speaking and listening practices

Listen to the story about the following picture and answer questions that follow.



Questions

1. What is the story about?
2. Who are the main characters in the story?
3. Where and when does the story take place?
4. What happened at the beginning of the story?
5. What happened in the middle of the story?
6. What happened in the end?
7. What problem did the characters face, and how did they solve it?
8. What lesson did you learn from the story?
9. What would you say if you had to tell a friend this story in a sentence?

Summarising issues in the poem listened to

Speaking and listening practices

Listen to the poem and answer questions that follow.



Questions

1. What do you think the poem will be about after hearing its title and looking at the picture?
2. How do the first two lines make you feel after hearing them?
3. What do you think will happen next, after hearing the first lines and the first stanza?

Retelling oral texts

(a) *Read the following conversation.*



1 Hello, what should I do to retell information I heard?

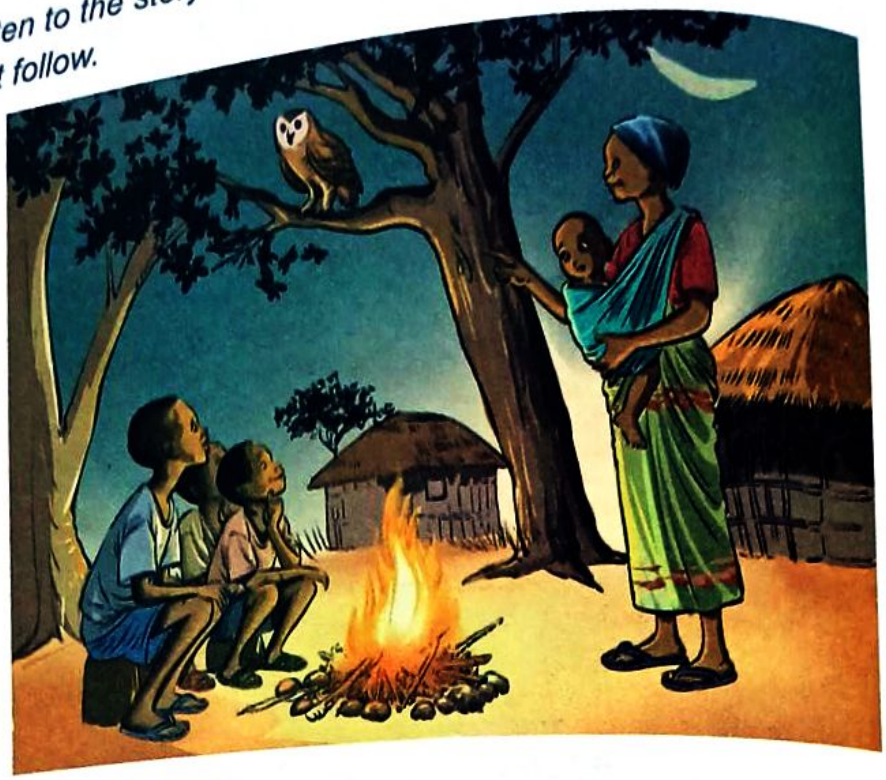
2 Oh, listen carefully to it. Then, put the events in the correct order, using words such as *first, next, then,* and *last*. Use your own words as well.

4 Thanks, my friends! Now I can retell any information or story I hear.

3 You also need to ask yourself the following questions and answer them: Who was in the text? What was the text about? What happened in the text? Where did the story take place? When did it take place? What did the character do? How did the story end?

5 That's great!

(b) *Listen to the story about the following picture and answer questions that follow.*



Questions

1. Who were the main characters?
2. What happened at the beginning of the story?
3. What happened in the middle?
4. How did the story end?

Unit Nine

Speaking English clearly and naturally

Introduction

Spoken language has special features that help people speak smoothly and naturally. In this unit, you will learn to speak clearly and naturally in English. You will practise connected speech like saying 'they'll' instead of 'they will' and 'there's' instead of 'there is.' You will also learn how sounds in words change or disappear when we speak quickly, like saying 'next door' as 'nexdoor' or 'used to' as 'useto.' Finally, you will practise using tag questions, like 'You like reading, don't you?' or 'She's your friend, isn't she?' The competences developed will help you understand and speak English more naturally.



Think about how the sounds of words can change speech when we pronounce them quickly.

Practising connecting words in speaking

(a) *Say the following sentences in the way they are said.*

1. I had an assignment.
2. They will come tomorrow.
3. But they will not stay long
4. Let us talk about it.
5. That is the best option.
6. She is a bad girl.

When we speak words often join together. This is called connected speech. Let see how the above sentences sound when we say them naturally.

1. I had an assignment. → Sounds like "*I hadanassignment*".
2. They will come tomorrow. → Becomes "*They'll come tomorrow*".
3. But they won't stay long → Becomes "*But they won't stay long*".
4. Let us talk about it. → Sounds like "*Let's takaboutit*".
5. That is the best option. → Sounds like "*That's the bestoption*".
6. She is a bad girl. → Sounds like "*Sheez a bad girl*".

(b) *With the guidance from offline and online sources such as Microsoft Read Aloud and Voice Control for Gemini, listen to the connected pronunciation of words in the sentences above.*

Did you know?

Some words sound different when they are alone and when they are said with other words. For example, the end of one word can blend into the beginning of the next word. This makes our speech flow smoothly without breaks.

Spelling	Linking	Sounds in connected speech
walk on	*walk‿on*	*'walkon'*
find out	*find‿out*	*'findout'*
laugh off	*laugh‿off*	*'laughoff'*

Reading and speaking practice

Read the phrases in written form in **Column A** *and practise their pronunciation in connected speech in* **Column C**.

S/N	Column A	Column B	Column C
	Spelling	Linking	Sounds in connected speech
1.	run into →	ru‿ninto	'runinto'
2.	some of →	su‿muv	'sumuv'
3.	show up →	sho‿wup	'showup'
4.	zoom in →	zoo‿min	'zoomin'
5.	fall apart →	fa‿lapart	'falapart'
6.	rise up →	ri‿zup	'rizup'
7.	check in →	che‿kin	'chekin'
8.	give up →	gi‿vup	'givup'
9.	look over →	loo‿kover	'lookover'
10.	four eggs →	four‿eggs	'foureggz'

Practise connected speech by inserting a new sound.

Practise the connected speech of the following examples whose words are linked by inserting a new sound.

i. Inserting <y>

S/N	Column A	Column B	Column C
	Spelling	Linking	Sounds in connected speech
1.	see it →	see <y> it	*'seeyit'*
2.	he asked →	he <y> asked	*'heyasked'*
3.	they all know →	they <y> all know	*'theyall know'*
4.	I am →	I <y> am	*'I yam'*

ii. Inserting <w>

S/N	Column A	Column B	Column C
	Spelling	Linking	Sounds in connected speech
1.	two eggs →	two <w> eggs	*'twoweggs'*
2.	go out →	go <w> out	*'gowout'*
3.	so on →	so <w> on	*'sowon'*
4.	go on →	go <w> on	*'gowon'*

Practise connected speech by dropping some sounds in pronunciation.

(a) Read the following sentences in their written forms.

1. I want to go home.
2. Give me my pen!
3. Let me pick it.
4. She picked up the last call.
5. She lives next door.
6. I used to play football on Sunday.
7. It is best known as Mtakuja.

The above sentences may be connected in speech by dropping some sounds. They may sound in connected speech as follows.

1. "I want to go home." Sounds like "*I wan go home*"
2. "Give me my pen!" Sounds like "*Gimme my pen!*"
3. "Let me pick it." Sounds like "*Lemme pickit.*"

4. "She picked up the last call." Sounds like "*She picked up the lascall.*"
5. She lives next door. Sounds like "*She lives nexdoor.*"
6. I used to play football on Sunday. Sounds like "*I useto play fooballon Sunday.*"
7. It is most known as Mtakuja. Sounds like "*It's mosknown as Mtakuja.*"

(b) Practise pronouncing phrases in connected speech by deleting some sounds.

S/N	Column A	Column B	Column C
	Spelling	Dropping of sound	Sounds in connected speech
1.	should have	should've → shou‿duv	*'shoudav'*
2.	would have	would've → wou‿duv	*'woudav'*
3.	could have	could've → cou‿duv	*'coudav'*
4.	it is on	it's on → it‿s‿on	*'it'zon'*
5.	she has	she's → she‿as	*'sheaz'*
6.	they have	they've → they‿av	*'theyav'*
7.	I have	I've → I‿v	*'Iav'*

Using question tags

(a) Act out the following dialogue.

Dialogue 1: At School

Teacher: Class, we studied fractions yesterday, didn't we?

Pupils: Yes, we did!

Teacher: You found it interesting, didn't you?

Pupils: Yes, we did!

Teacher: Amina, you remember how to add fractions, don't you?

Bahati: Yes, I do, teacher. We first find a common denominator, don't we?

Teacher: That's correct! You've been practising, haven't you?

Bahati: Yes, I have. But subtraction is a bit tricky, isn't it?

Teacher: It can be, but it becomes easy with practice. You'll try some more exercises, won't you?

Bahati: Yes, I will!

Teacher: Good! Learning is fun, isn't it?

Pupils: Yes, it is!

(b) Re-read the dialogue above and complete the information in the following table.

S/N	Statement	Question tags
1.	_____,	didn't we?
2.	You found it interesting,	_____.
3.	Subtraction is a bit tricky,	_____.
4.	_____,	isn't it?
5.	You remember how to add fractions,	_____.
6.	_____,	haven't you?

Speaking practice

(a) Practise saying tag questions.

1. Jackline is from Shinyanga, isn't she?
2. Mbuke can speak Chinese and English, can't she?
3. Mr Mdolwa is not a doctor, is he?
4. He shouldn't say things like that, should he?
5. We don't like cheese and bread, do we?
6. She can't sing our school song, can she?

(b) Act out the following dialogue.

Dialogue 2: At Home

Mother: You haven't finished your homework, have you?

Zubeda: Yes, I have, mama. It wasn't too difficult.

Mother: It wasn't! But you haven't checked your answers, have you?

Zubeda: I checked them twice! You trust me, don't you?

Mother: Of course, I do. But you don't always take your time with your work.

Zubeda: Not this time, mama. I took my time. You're not disappointed in me, are you?

Mother: Certainly not! You don't have a test tomorrow, do you?

Zubeda: Yes, I do and I am prepared for it.

Mother: You won't sleep late tonight, will you?

Zubeda: No, I won't. I don't want to be tired in the morning.

(c) *Re-read the dialogue above and complete the missing information in the following table.*

S/N	Statement	Question tags
1.	You haven't finished your homework,	have you?
2.	_____,	was it?
3.	You don't have a test tomorrow,	_____.
4.	_____,	will you?
5.	You remember how to add fractions,	_____.
6.	_____,	do you?

Unit Ten

Expressing simple messages

Introduction

In our daily lives, we often talk about things around us, share ideas, and give information to others. In this unit, you will learn to speak clearly and correctly by making simple statements about objects and ideas that can be judged as true or false. You will also practise giving short speeches about yourself, your family, and familiar topics like your pet, a birthday party, or a wedding. The competences developed will enable you to communicate clearly and effectively.



Think about what makes people speak clearly and express their thoughts confidently.

Making statements about objects and ideas that can be judged as true or false

*Look at the pictures of animals and things in **Column 1.** Read sentences about the pictures in **Column 2**. Then, complete the sentences in **Column 3**. Number 1, 2, and 9 are done for you.*

S/N	Column 1	Column 2	Column 3
1.		This is a cart.	Yes, it is.
2.		This is a brown dog.	No, it is a black dog

3.		This is a square table.	_____.
4.		This is a leopard.	_____.
5.		This is a thermometer.	_____.
6.		This is a pool table.	_____.
7.		This is a zebra.	_____.
8.		This is a motorcycle.	_____.

9.		This is a van.	Yes, it is.
10.		This is a fig tree.	_____.

Reading practice

(a) Read aloud the following arithmetic statements. Then, say whether they are true or false.

1. Mary bought three packs of pencils. Each pack had fifty-five pencils. She said she had fifty pencils in total.
2. Ali had one hundred and fifty-five shillings. He spent fifty shillings at the shop. He says he has one hundred and five shillings left.
3. A teacher has ninety sweets to give to fifteen pupils equally. She says each pupil will get six sweets.
4. Two boxes, each has one thousand and ten marbles. Amani says the boxes have two thousand two hundred and twenty marbles together.
5. Zawadi is packing gift bags. She puts thirteen sweets in each of her ten bags. She says she packed one hundred and thirty sweets in total.
6. There were thirty birds in a tree. Twelve flew away. Musa says sixteen are left.
7. An arithmetic teacher says eighty-eight divided by eleven is eight.

8. Maria added fifty and sixty and got one hundred and twenty.
9. Neema is learning multiplication. She says twelve times twelve is one hundred and forty-four.
10. James says that fifty-four divided by nine is seven.

(b) Read each of the following sentences aloud and say whether it is true or false.

1. The sun gives us light and heat.
2. A triangle has three sides.
3. Water freezes at 0 degrees Celsius.
4. A year has 12 months.
5. Birds have feathers.

Presenting simple speeches about self and family members on familiar topics

Self-Introduction

Read the following self-introduction by Zawadi Msafiri and answer the questions that follow.

"My name is Zawadi Msafiri.
I was born in May 2014.
I come from Lindi and now I live in Sinza Madukani.
I study at Mugabe Primary School.
I'm in Standard Five.
I like my school.
Thank you for listening"

Questions

1. What is the speaker's name?
2. Where does she come from?
3. Which school does she go to?
4. How would you write this self-introduction, if you were you making it?

Writing practice

Write a self-introduction using the following hints.

1. Mention your name.
2. Say when you were born.
3. Say where you come from or where you live.
4. Mention the name of your school
5. Mention your class level.
6. Say 'Thank you' at the end.

Thank-you speech

Speaking practice

(a) *Read the following thank-you speech, memorise it, and present it to the class.*

Good afternoon, friends!

I'm glad to see you. Thank you for coming.

I'm standing here for two reasons. The first is to thank you for accepting my invitation.

The second is to thank you for your active participation. I hope you enjoyed this gathering and had fun. Next time, things will be more exciting, God willing!

Thank you very much.

(b) *Memorise the following wedding speech. Then, present it to the class.*

My sister's wedding speech

Good evening, ladies and gentlemen!

This is the greatest day of my life. I'm so blessed to have Peter as my husband. I love you, Peter!

Many thanks to my parents, brothers and sisters for their care and support.

Thank you, Mr DJ, the MC and all the guests for your support.

God bless you all and goodnight!

Unit Eleven

Writing clear and concise messages

Introduction

Writing concise messages helps us to share our feelings and talk to others. We can write thank-you notes to show gratitude and appreciation and apologise when we make mistakes. We need to use correct grammar and vocabulary to write these messages correctly. In this unit, you will learn to write thank-you and apology notes. You will practise writing notes to teachers, friends, and parents. The competences developed will enable you to talk to others and share your feelings.



Think about how your parents or friends feel when you write them a note saying 'thank you' or 'sorry'.

Identifying the form and content of appreciation, thank-you and apology notes written to teachers, friends and parents

Short messages can be used to communicate your feelings to people you like and respect. You can also use them to say sorry to people you upset. The following are examples of different short messages which you can write to communicate your feelings.

(i) Appreciation messages

Appreciation message is a short written or spoken expression of gratitude or thankfulness toward someone for something he or she has done, given or said. It acknowledges person's effort, kindness, help, support or positive action.

Read the following appreciation messages and answer the questions that follow.

Appreciation message 1

Dear Mr Mdolwa, my former English teacher,

I am very grateful for your support in my education. If it had not been for your help, I would not have been able to complete my studies. Your kindness and guidance have inspired me a lot.

Once again, thank you for your encouragement and financial support.

Sincerely,

Kazimoto Majuto

Appreciation message 2

Dear Mom and Dad,

I want to take a moment to say a big thank you for everything you do for me. Your love, support, and guidance mean so much to me. I would not be where I am today without your support.

I truly appreciate all the sacrifices you make to ensure I have a good education and a bright future. Your kindness and hard work inspire me every day.

Thank you for always believing in me. I promise to work hard and make you proud.

With love,

Mohamed

Questions

1. Who is the sender and who is the receiver of each appreciation note?
2. How does each note begin? What words are used to address the recipient?
3. What is the main purpose of each note? How do you know?
4. How does each note end? What words or phrases show politeness and gratitude?
5. Identify the key parts of an appreciation note. (For example; greetings, body, closing, signature)

Reading practice

Re-read the appreciation messages above and answer the following questions.

1. What is the main message in each appreciation message?
2. What words or phrases express gratitude in both appreciation messages?
3. How does the writer show appreciation in each appreciation message?
4. What do the appreciation messages tell us about the relationship between the writers and the recipients?
5. How would you feel if you were the recipient reading these messages?

Writing practice

(a) Rearrange the following sentences to form a meaningful appreciation note.

A. Thank you for being such a wonderful friend.

B. Sincerely,

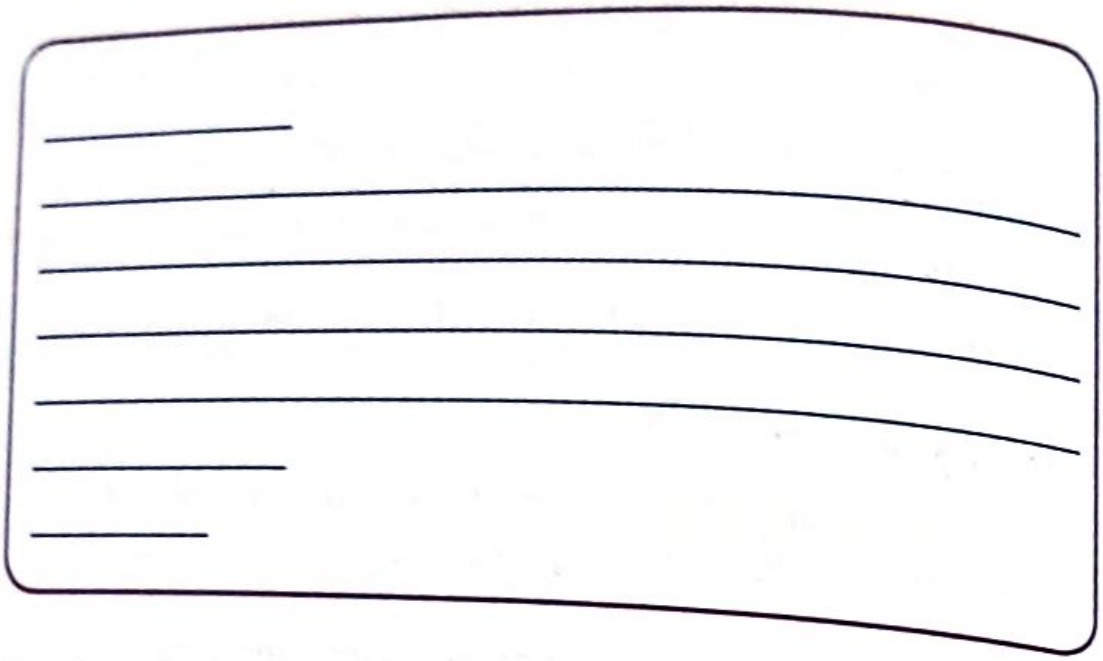
C. I really appreciate your kindness and support, especially when I need help with my schoolwork.

D. Dear Doreen,

E. Our friendship means a lot to me, and I am lucky to have you as my friend.

F. Naomi

(b) *After rearranging the information above, write a meaningful appreciation note in the provided blank spaces.*



(ii) Thank-you note

Study the following thank-you note and answer the questions that follow.

1. **Start with a greeting** → Dear Teacher,

2. **Share your gratitude with specific examples** → Thank you for always helping me learn and grow. Your kindness and patience make learning fun and exciting. I appreciate how you instruct us so clearly and encourage me to do my best.

3. **Include any details you would like the recipient to know** → I am grateful for all the time and effort you spend teaching us. You make school a happy place, and I feel lucky to have you as my teacher.

4. **Close with any additional thoughts or information** → Thank you for everything you do!

5. **End with a polite closing** → Sincerely,
Jabir

Questions

1. What steps do you take when writing a thank-you note?
2. What are the key parts of the thank-you note?
3. What words are used to address the recipient?
4. Who is the sender of the above thank-you note?
5. Where is the receiver's name indicated in the above thank-you note?
6. Why did Jabir write the above thank-you note?

Writing practice

(a) *Below is a list of sentences from a thank-you note. The sentences are in the wrong order. Rearrange them correctly to form a meaningful thank-you note.*

A. I am so lucky to have you as my friend, and I truly appreciate everything you do for me.
B. Dear Zawadi,
C. Thank you for always being there for me and for being such a kind and supportive friend.
D. I will always be grateful for your friendship, and I hope we continue to help and support each other.
E. Sincerely,
F. You always know how to make me smile, and your kindness means so much to me.
G. Baraka

(b) *Write a thank-you note to someone who has helped or given you a gift. Follow the format below to organise your message.*

Example format

1. Greetings (*Dear* _____,)
2. Express gratitude (Say "*Thank you*" and mention what you are thankful for.)
3. Explain why you appreciate it (How did it help you or make you feel?)
4. Closing statement (End with a kind note or future hope.)
5. Sign your name

(c) *Write a thank-you note to one of the following people.*

1. Your teacher for helping you learn
2. Your parents or guardian for the special care they give you
3. A friend who helped you
4. A neighbour who was kind to you

(iii) Apology notes

Read the following dialogue and answer the questions that follow.

Teacher: Good morning, class! Today, we're going to learn how to write an apology note. Can anyone tell me what an apology note is?

Pupil 1: It's a note we write when we say sorry to someone.

Teacher: That's right! An apology note is a short message we write when we want to say sorry for a mistake we've made. Why do you think writing an apology note is important?

Pupil 2: It helps to show that we regret what we did.

Pupil 3: It also helps to fix broken friendship or relationship.

Teacher: Exactly! An apology note helps us take responsibility for our actions and show that we're truly sorry. Now, let's talk about the form of an apology note. Do you remember the parts of a good note?

Pupil 4: It should have a greeting, a body, and a closing.

Teacher: Very good! The greeting is where we address the person we are apologising to, like *Dear John* or *Dear Teacher*. The body of the note is where we say what we are sorry for and why. We should also promise to do better next time. Finally, the closing is where we end politely with *Sincerely* or *Yours truly*, followed by name.

Pupil 5: So, in the body, we must explain why we're sorry.

Teacher: Yes! And we should be honest and polite. Now, let's talk about the stages of writing an apology note. The first stage is planning. What should we think about before writing?

Pupil 6: We should think about what we've done wrong.

Pupil 7: We should also decide how to express our feelings.

Teacher: Good answers! The second stage is drafting. This is when we write our first version of the note, following the correct form. The third stage is editing. What do we check during this stage?

Pupil 8: We check for spelling and grammatical errors.

Pupil 9: We also check if our message is clear and polite.

Teacher: Excellent! The last stage involves writing the final, neat copy. Now, let's write an apology note together. Imagine you accidentally broke a friend's pencil. How'd you get started?

Pupil 10: I'd write, "Dear [Friend's Name], I am very sorry for breaking your pencil."

Teacher: Great! Now, continue by explaining why it happened and what you'll do to make it right. Let's write our notes and then share them!

Questions

1. What is an apology note?
2. When do you need to write an apology note?
3. What are the three main parts you will include in the apology note?
4. What will you include in the greeting of the apology note?
5. What will you write in the body of the apology note?
6. How will you end the apology note?

Writing practice

(a) *Imagine you accidentally broke your friend's watch. Write an apology note to him or her.*

1. Start your note with a greeting, for example, *Dear [friend's name],*
2. Say sorry for what you did.
3. Explain what happened and take responsibility.
4. Express how you feel about it.
5. Offer to make it right, for example, by replacing the watch.
6. End your note politely, for example, *Sincerely, [Your Name].*

Example

Dear Amina,

I am very sorry for breaking your watch today. I should have handled it carefully. I feel bad because I know it was your favourite watch. I will bring you a new one tomorrow to make up for it. Please forgive me.

Sincerely,

Abdalah

(b) *Fill in the blanks with the correct words to complete the apology note to James. Use the following words.*

sorry	yesterday	careful	Musa	bad	friends
hurt	apologies	James	forgive		

Dear _____,

I hope you are doing well. I am writing this note to say _____ for what happened _____. I feel very _____ about it, and I did not mean to _____ you.

It was wrong of me to, and I understand that it may have made you feel _____. I promise to be more _____ in the future and make sure it does not happen again.

Please accept my _____. I hope we can still be _____.

Sincerely,

_____

Unit Twelve

Writing creatively

Introduction

Writing creatively involves using imagination and creativity to write stories, poems, and other fun texts. It improves your creativity and writing skills. In this unit, you will learn how to create a journal to record things that inspire you at home, school, or on TV and radio. Then, you will pick one idea from your journal and write a short poem. You will also learn to use basic figures of speech like similes, metaphors, and personification in your poem. The competences developed will enable you to write creative texts, like journals about your daily life.



Think about improving your basic creative writing skills.

Creating a journal for recording inspiring things (at home, at school, from TV and radio programmes, etc.)

Read the following story to learn about writing a journal of important things.

Best friend

One day, two friends were walking through a large semi-desert area. They were having fun, but then they disagreed. One of the friends became so angry that he slapped the other one. The friend who was slapped felt hurt, but instead of saying anything, he wrote in the sand, "Today, my best friend slapped me on the face."

They continued walking until they came across a large, muddy pond. The friend who had been slapped accidentally slipped and got stuck in the mud. He was nearly drowning. The other friend quickly threw a rope and

pulled him out. After being rescued, he wrote on a big stone, "Today, my best friend saved my life."

The friend who had slapped him asked, "When I hurt you, you wrote in the sand, and when I helped you, you wrote on the stone, why?"

The friend smiled and said, "When someone hurts us, we should write it in the sand, where the wind can blow it away. But when someone does something kind for us, we should write it where the wind cannot blow it away because kindness should never be forgotten."

Source: Adapted from https://www.youtube.com/shorts/HkNQiMwnm2Y

Questions

1. Why do you think the friend chose to write in the sand?
2. Why do you think the friend chose to write on the stone?
3. What can we learn from the way the friend treated both kind and unkind actions?
4. What does the story teach us about how we should handle things in life?
5. Do you think writing a journal can help us remember good moments and forget bad ones? Explain how.
6. If you were in the story, would you write in the sand or on the stone? Why?
7. Can writing our thoughts in a journal help us?

Reading practice

Read the following example of a journal written by a Standard Five pupil to record things that inspired him on a TV programme. Then, answer the questions that follow.

Date: 8th March 2025

Title: A memorable news item on a TV programme

Source: TV news about One Copy, One Pupil

What inspired me: Today, I heard the news that the government of the United Republic of Tanzania, through the Ministry of Education Science and Technology and the Tanzania Institute of Education, plans to produce enough copies so that every pupil will have a personal copy for each subject. This news greatly inspired me. It means I will have access to those books at school and home. This will improve my understanding of the subjects.

My thoughts and feelings: I was very happy to hear the news. I immediately shared it with my parents, who were also very excited.

Reflection: The news reminded me of the impact of two or three pupils sharing one copy and the importance of having a copy for each pupil.

Questions

1. What are the key components of the journal?
2. Why did the news about every pupil receiving a personal copy for each subject inspire the writer?
3. How does the pupil think having his or her own copy of each book will change the way he or she studies at home and school?
4. What challenges did she or he face when sharing books with other pupils, and how does this news solve challenges?

Writing practice

Think of a thing that inspired you at home or school. Then write a journal about it.

Name _____ Date _____

MY DAILY JOURNAL

I felt



The weather was



The three things I am grateful for today are

The best thing about today

Today I learned

Today I helped

Writing a poem from your journal reflections

(a) Follow the steps below to write a poem from your journal reflections.

Step 1: Read the journal titled, *A memorable news item on a TV programme*
(Written by a Standard Five pupil)

Step 2: Think about the main idea

Ask yourself

(i) What happened in the journal?
(ii) How did the writer feel?

Example: The news was about ensuring that every pupil receives one copy of the textbook for each subject. The writer felt happy because of the ensured easier access to knowledge.

Step 3: Write the main idea in one sentence.
Example: The main idea is that more book copies will enhance learning.

Step 4: Choose the title for your poem

Pick a short title that matches the main idea.

Example titles: 'The positive move', 'Exciting news', 'Helping hand'

Step 5: Write your poem (3–4 line stanza)

(i) Use the main idea and your feelings.
(ii) Try to make it rhyme, but it's okay if it doesn't.
(iii) Use simple, clear words.

Step 6: Edit your poem

(i) Read it aloud.
(ii) Fix any spelling or punctuation errors.

(b) Write a poem from your journal.

Step 1: Go back to the journal you wrote.
Step 2: Read your journal again.
Step 3: Follow the same steps

(i) Write the main idea.
(ii) Choose a poem title.
(iii) Write 3–4 line stanza poem.
(iv) Edit your poem carefully.

Note that you should use words that show how you feel. You can also draw a picture to accompany your poem to stimulate creativity and enhance visualisation.

Using similes, metaphors and personifications to write a four-line stanza

(a) Read and act out the following dialogue.

Gift: Hi, Jayden.

Jayden: Hi, Gift. How're you?

Gift: I'm fine, and you?

Jayden: I'm fine too. Thanks.

Gift: Sorry, my brother, I heard our friends, Fausta and Semu, talking about using similes, metaphors and personifications in sentences. Do you understand these words? How do we use them?

Jayden: Okay, I only know how to use similes in sentences. It is when we compare two things using the words 'as' and 'like'.

Gift: Wow! Could you give examples for both words?

Jayden: Yes, you can say, "This milk is as cold as ice." or "This milk is cold like ice." Here, we've compared milk with ice.

Gift: Thank you. Now I can also compare two things, as you have done. For example, "The mango was as sweet as sugar."

Jayden: Great! But as I told you, I don't know how to use metaphors and personifications. Let's ask Fausta and Semu for help.

Gift: Sure! Luckily, we see them coming here too.

Jayden: Hello, Fausta and Semu! We're discussing how to use similes, metaphors, and personifications in sentences. But we only know how to use similes, which involve comparing two things

using 'as' and 'like'. We don't know how to use metaphors or personifications. We need your help, please.

Fausta: Right! We use metaphors when we compare one thing or person with another with similar characteristics. Here, we do not use the words 'as' and 'like'. For example, we can say, "Juma is a lion." This may imply that Juma is as brave as a lion.

Semu: As for personifications, we use them when we give qualities or characteristics of humans to non-living things. For example, "The sun smiled down on the village," or "The snow whispered as it fell onto the ground." Here, the sun and snow are given the human characteristics of smiling and whispering.

Gift and Jayden: Aha, thanks a lot! Now we understand, and we can use them confidently.

Fausta: My absolute pleasure!

Questions

1. What words are used when forming similes, according to Jayden? Give one example from the dialogue.
2. What is the difference between a simile and a metaphor, according to Fausta?
3. What example of personification does Semu give in the dialogue, and what human quality is used?
4. Why did Gift and Jayden ask Fausta and Semu for help?

(b) *From the dialogue, write sentences that show how to use similes, metaphors, and personifications.*

Example

The sun smiled down on the village – personification

Reading practice

Read the following stanza aloud and answer questions that follow.

The sun wakes up and smiles so brightly,
Like a golden ball, it gives us light.
Hope is a seed that starts so small,
But grows to be the strongest of all.

Questions

1. Which line compares the sun to something else using the word "like"?
2. What line says that hope is something else? What is it called?
3. Which line makes the sun act like a person? What does the sun do?
4. Why do you think the poet uses these kinds of special words (like comparing and pretending things are people)?

Writing practice

Write a 4-line stanza choosing a theme from either nature, school, animals, or weather. The stanza should include:

1. At least one simile
2. At least one metaphor
3. At least one personification

Example of a stanza

The wind danced through the trees with glee, (personification)

The clouds were like ships sailing in the sky, (simile)

The sun, a golden eye, watched over me, (metaphor)

As birds sang songs that floated high, (personification)

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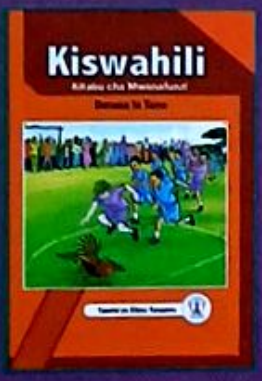
Standard Five



















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