English

Standard Six

Pupil's Book



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English

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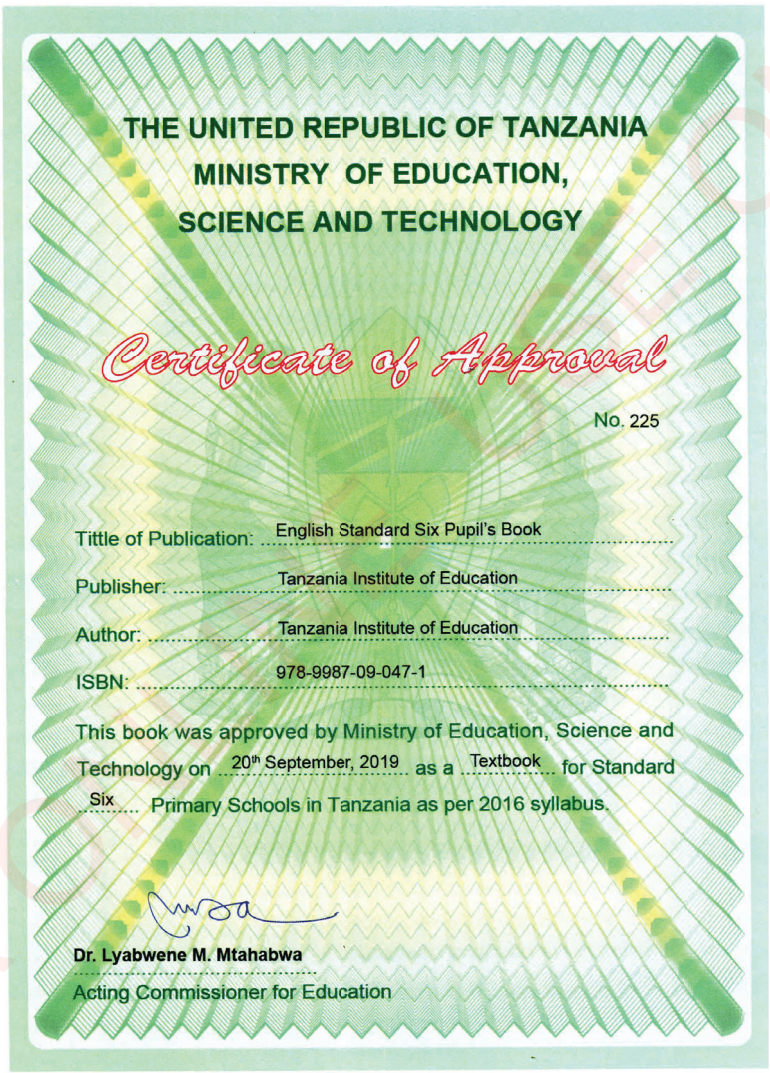

THE UNITED REPUBLIC OF TANZANIA
MINISTRY OF EDUCATION,
SCIENCE AND TECHNOLOGY

Certificate of Approval

No. 225

Tittle of Publication: English Standard Six Pupil's Book

Publisher: Tanzania Institute of Education

Author: Tanzania Institute of Education

ISBN: 978-9987-09-047-1

This book was approved by Ministry of Education, Science and Technology on 20th September, 2019 as a Textbook for Standard Six Primary Schools in Tanzania as per 2016 syllabus.

Dr. Lyabwene M. Mtahabwa
Acting Commissioner for Education

Tanzania Institute of Education

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Published 2019

Reprinted 2021

ISBN: 978-9987-09-047-1

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Introduction

This is the fourth English language textbook in the five-book series for primary schools. The book is intended to help you as a Standard Six pupil to learn and communicate accurately in simple and clear English. The textbook consists of twenty units. Each unit contains different activities which are intended to help you acquire the basic language skills, namely listening, speaking, reading and writing. The activities and exercises are systematically organised so that you can practise each of the intended language skill and vocabulary. Each unit has five main activities. You will practise speaking, reading, vocabulary, language and writing. Each practice has activities that allow interaction between you and the teacher as well as other pupils to develop the intended English Language competencies for effective communication.

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Acknowledgements

The Tanzania Institute of Education (TIE) would like to acknowledge the contributions of all the organisations and individuals who participated in the design and development of this Pupil's Book.

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The Institute wishes to express its sincere gratitude to all the teachers who participated in the trial of this textbook. TIE also extends its gratitude to the Global Partnership for Education (GPE) for its support through Literacy and Numeracy Education Support (LANES II) project.

Also,TIE gives special thanks to the Ministry of Education, Science and Technology (MoEST) for supporting the entire writing process. Its support has been vital to the completion of this textbook.



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Unit One

Keeping our surroundings clean

Introduction

*In this unit, you will act out a dialogue, answer questions, study a picture, and read a passage on **Mtakuja village cleaning day**. Then, you will practise using some vocabulary items related to **Keeping our surroundings clean**. Next, you will use ...'if'... and ...'unless'... in context. Finally, you will re-arrange jumbled words in sentences.*

Activity 1: Speaking practice

(a) In pairs, read and act out the following dialogue.

Pata: Hi Tizo, how do you feel?

Tizo: Hi Pata, I am feeling much better, if I hadn't gone to the hospital, I wouldn't have improved this much.

Pata: What did the doctor say?

Tizo: He said that I had a bacterial infection which, I think, I got either at school or at home.

Pata: I hope you get well soon. Take care because our surroundings are full of bacteria.

Tizo: That's true, but if our surroundings are clean, we will all be safe from diseases.

Pata: Certainly! I agree with you. We should be serious about cleanliness.

Tizo: Right. If we are serious, we will make sure we cut the grass and remove all dirt.

Tizo: Absolutely! We also have to clean our houses.

Pata: Very true. Unless we study these practices, we will always be falling sick.

Tizo: It has been nice talking to you.

Pata: It has been nice talking to you too. Now, let me go. You need to get some rest. Goodbye, and take care.

Tizo: Bye, see you soon.

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(b) Re-read the dialogue and answer the following questions.

1. Why did Tizo go to hospital?
2. Why did he fall sick?
3. What should we do if we want to avoid diseases?
4. What will happen if we do not go to hospital early when we fall sick?
5. Experience shows that some people do not go to hospital when they fall sick. Give four reasons as to why they do not do so.

(c) Say the following tongue twisters aloud several times.

Clean clams crammed in clean cans.

(d) Study the picture below and answer the questions that follow.



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Questions

1. What do you see in the picture?
2. What are the people doing? Give reasons for doing so.
3. How do you participate in such activities in your village or street?
4. What will happen if people do not clean their surroundings?

Activity 2: Reading practice

Read the passage below and answer the questions that follow.

Mtakuja village cleaning day

It was Saturday, early in the morning when everybody was supposed to take part in cleaning the village surroundings. Men, women and children gathered at the village office ready for work. They were carrying different cleaning tools including machetes, scythes, hoes, long and short brooms, buckets, masks and gloves. Everybody was supposed to participate, unless he/she was sick.

Mr Mtumzuri, the village chairperson, was also there. He addressed the villagers on the issue of cleanliness. Firstly, he said that he was delighted to see that the villagers had responded positively to the national campaign to clean their surroundings. Secondly, he insisted on the importance of keeping the village surroundings clean. Thirdly, he asked everybody to consider himself or herself as part of the team. He concluded, “If we all work together as a team, the task will be easy and effective.” He then welcomed Ms Zawadi Mtukwao, a health officer, who was also impressed by the people’s response to the task of cleaning the surroundings.

One of the things that Ms Zawadi talked about was how to prevent malaria. She said, “We must get rid of pools of stagnant water and old containers such as bottles and cans. If we do this, it will stop mosquitoes that cause malaria from breeding. Make sure that you have a pit at home to throw your rubbish in, and special dustbins for tins and bottles. This will help us keep our surroundings clean and attractive.” The health officer also encouraged people to use toilets. The villagers received the advice.

The village chairperson thanked the health officer for her speech. Then, he reminded the villagers about the village rule that requires everybody to participate in cleaning the village surroundings. He said, “If you don’t participate, you will have to pay a fine. Such fines will be used to buy more cleaning tools.”

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People listened calmly and attentively. After the speech, the villagers were divided into small groups. Some groups were assigned the task of clearing the bush around the trees and along the paths. Others were asked to collect plastic bags and bottles and cut the long grass around the village. Some strong people volunteered to dig trenches to allow rain water to flow freely. People sang happily while they were working. It took them about four hours to finish the task, but they did not look tired. They also did not complain because they knew that, if they had not done the job thoroughly, they would not have beautiful and healthy surroundings.

Questions

1. What day of the week did the villagers meet to clean the village surroundings?
2. Who participated in the cleaning task?
3. What tools did they use to clean their surroundings?
4. What two things did the village chairperson talk about?
5. What three things did the health officer talk to the villagers about?
6. Why should stagnant water be removed?
7. Why do we clean our surroundings?

Activity 3: Vocabulary practice

(a) Read the words in Column X in the table below.

No	Column X	Answers	No	Column Y
	Words			***Their meanings***
1	surroundings	vii	i)	not moving
2	prevent		ii)	make someone pay money as a punishment
3	machetes		iii)	long, narrow holes dug in the ground
4	hoes		iv)	take part in an activity or event
5	team		v)	an area that has not been cleared
6	stagnant		vi)	large knives used as weapons or tools
7	fine		vii)	areas around
8	participate		viii)	protect from
9	trenches		ix)	tools used for cultivating or clearing the ground
10	bush		x)	a group of people working together

(b) Find the words in Column X from the passage "Mtakuja village cleaning day."

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(c) Read the sentences containing the words.

(d) Match the words in Column X with their meanings in Column Y. Item 1 is done for you.

(e) Use each of the words in Column X to construct sentences.

(f) Select the words from the box below to complete the sentences that follow.

harmful	dirt	throwing	poisoned	neat
rubbish	dust	dustbins	disposable	contaminated

1. We have a lot of _____ at our school.
2. Anna wipes the_____ off her desk.
3. People throw _____ everywhere and make the surroundings dirty.
4. Don't drink _____ water.
5. My little brother uses _____nappies.
6. They are _____the rubbish in the pit.
7. Living in dirty surroundings is _____.

Activity 4: Language practice

(a) Practise the use of ...'if'... and ...'unless'....

(b) Read the sentences in the passage which contain the word ...'if'... and change them using ...'unless'....

(c) Read the sentences in the passage which contain the word ...'unless'... and change them using ...'if'....

(d) Read aloud meaningful sentences from the table below.

	you		he		miss the train.
	she	rains	I		go to hospital.
If	we	work hard	plants		pass the test.
	they	goes late	we	will	win the race.
Unless	it	runs fast	they	will not	get wet.
	he	water the plants	you		score good grades.
	I	fall sick	she		grow well.
					see the animals.

(e) Use ...'if'... and ...'unless'... to write five sentences for each from the table.

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Activity 5: Writing practice

(a) Use ...'if'... or ...'unless'... to fill in the blanks in the following sentences.

1. _____ you don't change your ways, you will be in trouble.
2. _____ he tries, he will never win.
3. I will tell him the truth ___ I meet him.
4. You will not lose weight___ you exercise regularly.
5. ___ we hurry up, we will arrive on time.
6. _____you wear a warm jacket, you will feel cold.
7. I will go to see a doctor____ I don't feel better.
8. She asked me ___I liked soccer.

(b) Re-arrange the following words to make meaningful sentences.

1. you to hospital go feel if sick.
2. fail the Pindi unless will hard works examinations she.
3. it to if Piti not will school go rains.
4. he see head teacher comes if the Tami will.
5. the you will not pay unless get water bill you service the.
6. will you unless call her come not she.
7. Bahati to if the she buy goes fruits some will market.
8. miss we hurry the bus unless we will up.
9. shoes if fit I they will buy the me.
10. rich, are cannot you unless buy very car that you.

(c) Replace ...'if'... with ...'unless'... and ...'unless'... with ...'if'... in the sentences you have re-arranged in Activity 5 (b) above.

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Unit Two

School academic performance

Introduction

In this unit, you will agree or disagree on different statements provided, study a picture and answer questions. Then, you will read a passage on ***Improving school academic performance*** *and answer questions about it. Then, you will practise using some vocabulary items related to a given passage and use adjectives to describe quality of things and living organisms. Finally, you will re-arrange jumbled sentences containing adjectives.*

Activity 1: Speaking practice

(a) Read the statements in Column A and say whether you agree or disagree with them. Two examples have been done in Column B.

	Column A	Column B
1.	You must work hard to perform well.	*I agree with you that I must work hard to perform well.*
2.	It is unnecessary to be a good leader in school.	*I disagree with you that it is unnecessary to be a good leader in school.*
3.	You can succeed in your studies even without good discipline.	
4.	A clever pupil is the one who fails in examinations.	
5.	It is a good thing to sit down and set up goals for improving your academic performance.	
6.	Clever pupils must be punished.	
7.	Doing examinations is a wastage of time.	
8.	Smart pupils always perform well.	
9.	Intelligent pupils deserve to be rewarded.	
10.	If you face any difficulty in your studies, you should not tell anybody.	

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(b) Study the picture below and answer the questions that follow.



Questions

1. Who are in the picture?
2. Where are they?
3. What are they doing?
4. Why are some of them sad?
5. How do you feel when you perform well in your examinations?
6. How do you feel when you perform poorly in your examinations?

(c) Read aloud the following tongue twisters to practise pronunciation.

Printed papers under pressure make pens prickle.

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Activity 2: Reading practice

(a) Read the passage below and answer the questions that follow.

Improving school academic performance

At the beginning of every new academic year, teachers and pupils at Kandini Primary School set their goals for improving their academic performance. At the beginning of this year, Standard Six pupils were very eager to set their goals with their class teacher. On that particular day, their teacher started with a general discussion on their academic performance. She said that most pupils did well in their terminal examinations; therefore, she was happy with their performance. However, she was unhappy with the performance of a few pupils who did not do well. She said that they had to set new goals that would enable everybody to perform better. The pupils were allowed to point out important things which would contribute to their academic improvement.

First of all, the pupils were concerned about discipline. They agreed that every pupil should follow school regulations. The teacher added, “When you are disciplined, you can focus on your studies. In this way, you can concentrate more on your lessons and allow yourselves to think clearly and effectively.”

Secondly, they discussed the importance of giving equal consideration to every subject. The teacher said that she had noted that some pupils did very well in some subjects but did very badly in others. She said that she could not understand why a pupil could have an ‘A’ in mathematics and a ‘D’ in other subjects.

Then, they talked about cooperative learning. Some pupils even gave examples of pupils who had worked cooperatively in previous years, and they all had succeeded by scoring an average of ‘A’ in their school leaving examinations. The teacher advised the pupils to work cooperatively regardless of individual differences. She said, “Some pupils neglect others because they consider them dull. The truth is that nobody is dull. The person you consider dull today can be the brightest of all tomorrow.” This statement raised a lot of positive responses from the pupils. They gave more examples of previous pupils who were once below average but later became the best and passed their final examinations with flying colours.

In addition, the teacher insisted on the importance of attentive listening which helps in understanding what is being taught. Then, the pupils discussed about monthly tests and the displaying of the test results on the notice board for

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everybody to see his/her performance and compare it with that of others. The teacher advised them to always be ready for tests and examinations by doing regular revisions. She also said, “In case of any difficulty, consult your teachers because they are there for you. You can seek help from them for any difficult questions.” She added that, after every three months, there would be an academic competition with Class Six pupils from neighbouring schools. Then, she concluded by saying, “Make sure that you work very hard and aim for the best results. Hard working pupils normally pass their examinations. Last year, you held the third position among all the primary schools in Mtika Ward. This year, the best pupil will be rewarded.” All the pupils were now sure this was going to be a new beginning.

Questions

1. What do teachers and pupils of Kandini Primary School do at the beginning of every new academic year?
2. What strategies did the pupils discuss with their teachers to improve their academic performance?
3. Which schools did they compete with?
4. What academic position did they hold among all the primary schools in Mtika Ward the previous year?
5. What was promised for the best pupil?

(b) Reflect on personal academic performance.

1. Think about your academic performance and write three ways of improving it further.
2. Then, work in pairs and talk about how these ways can help improve your academic performance.
3. Choose three ways and share them with the whole class.

Activity 3: Vocabulary practice

(a) Read aloud the following words.

cooperative	flying colours	displaying	attentive	dull

(b) Find the word above in the passage in Activity 2 (a). Then read the sentences that contain them.

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(c) Use the words to construct meaningful sentences.

Activity 4: Language practice

(a) Read the adjectives in Column A in the table below.

	Column A	Column B
	Adjectives	***Expressions***
1	difficult	He is the ____ pupil. He is always top of the class in the examinations.
2	hard working	Class six pupils are very ___ when they are being taught.
3	flying colours	The ___ pupils were rewarded by their teachers.
4	happy	That woman is ____ because she does a lot of work.
5	attentive	You must study hard to pass with ____.
6	brightest	Our parents were not ____ about our bad behaviour.
7	best	She always passed even if the examinations were ____.

(b) Find the above adjectives in the passage under Activity 4(a) and read the sentences which contain them.

(c) Use the adjectives in the table above in Column A to fill in the blanks in Column B so as to make meaningful sentences.

(d) Identify and underline adjectives in the following eight pairs of words in the table below.

1. intelligent intelligence	2. important importance	3. different difference
4. distance distant	5. silent silence	6. patient patience
7. dependent dependence	8. independence independent	

(e) Use the underlined adjectives in Activity 4 (d) above to make meaningful sentences.

Activity 5: Writing practice

Write two questions concerning each of the following statements. See the example in the first sentence.

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1	Pupils promised to be attentive in class. *Answer*: *(a) What did the pupils promise?* *(b) Who promised to be attentive in class?*
2	The best pupils in class feel happy. Answer: (a) Who ……? (b) Why ……?
3	In class, paying attention is very important. Answer: (a) Why ……? (b) What ……..?
4	Everybody believed that it was a new beginning. Answer: (a) Who ……? (b) What ……?
5	The best pupil will be rewarded after the examinations. Answer: (a) When ……? (b) Who ……?
6	Standard Six pupils were very eager to set their goals. Answer: (a) Why……? (b) Who ……..?

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Unit Three

Everyday matters

Introduction

*In this unit, you will act out a dialogue, study a picture and answer questions. You will also read a passage on **Showing respect to others** and answer questions about it. Then, you will practise using some vocabulary items related to the passage and the dialogue. You will then practise using direct and indirect speech. Finally, you will practise adding punctuation marks to a written text and using direct and indirect speech.*

Activity 1: Speaking practice

(a) In pairs, read and act out the following dialogue.

Doctor: What are you doing here, boys?

Noni: We are here because our friend Kadime is sick, Doctor.

Doctor: What is the problem?

Noni: I don't know exactly what his problem is, Doctor. On my way home, I found him lying on the ground.

Doctor: Lying on the ground?

Noni: Yes Doctor! He told me that he wasn't feeling well; then he felt dizzy and found himself lying on the ground.

Doctor: Don't worry. I'll take care of him!

Noni: Thank you, Doctor.

Doctor: Your friend will get well. Kadime, how do you feel now?

Kadime: I still feel dizzy and I have a headache, Doctor.

Doctor: Don't worry, everything will be all right. The nurse will take you to the laboratory for a blood test.

Kadime: Thank you very much for your kindness, Doctor.

Doctor: You're welcome!

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(b) Answer the following questions.

1. Who is Noni's friend?
2. Why was Kadime lying on the ground?
3. Why did Noni and Kadime go to hospital?
4. Why did Kadime go to the laboratory?
5. Which words did the doctor use to show that he is a good person?
6. Why do you think Noni is a good friend of Kadime?

(c) Fill in each blank in the following sentences with an appropriate word from the box below.

1. He also …… Kadime how he should take his medicine.
2. They ….. the doctor and Noni took Kadime …..
3. They were very thankful for Noni's …..
4. The nurse ….. Kadime to the laboratory for a blood test.
5. I think the ….. results showed that he had …..
6. After a few days, Kadime was in good health and could go to …..again.
7. Noni told Kadime's ….. what had happened.
8. Then the doctor prescribed some ….. for him.

instructed	kindness	parents	thanked	school
medicine	malaria	home	took	blood test

(d) Re-arrange the sentences in Activity 1(c) above and write a meaningful paragraph.

(e) Study the following picture and answer the questions that follow.

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Questions

1. Whom do you see in the picture?
2. What are they doing?
3. What do you do when you meet people who are older than you?

(f) Read aloud the following tongue twisters several times.

She sells seashells by the seashore.
The shells she sells are surely seashells.

Activity 2: Reading practice

(a) Read the passage below and answer the questions that follow.

Showing respect to others

Mr Chapakazi has two children. Their names are Noni and Johari. They are both in Standard Six at Chitete Primary School. Johari wakes up earlier than Noni. She wakes up at 5.30 a.m. every day. After she wakes up, she goes to awaken her brother, Noni.

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They start the morning by helping their parents to do some house chores. Johari sweeps the house and prepares breakfast for the family, while Noni cleans the compound. They brush their teeth and have a bath. They usually take breakfast at 6.30 a.m. Before they go to school, Noni and Johari thank their parents for the breakfast and say goodbye. Then, they leave for school. Their parents are always proud of having such hard working and respectful children. On their way to school, Noni and Johari greet elders and their friends with a lovely smile. People love to talk to them because they are so charming.

At school, Noni and Johari clean their school surroundings and then they go to their classroom on time. When a teacher enters the classroom, Noni, Johari, and all other pupils would stand up and greet the teacher.

One day, their teacher, Mr Kalubandika, taught Standard Six pupils about the importance of showing respect to others. “How do we respect others?” The teacher asked. The pupils raised their hands. He asked Johari to answer the question. Johari said, “We show respect to others by listening to them, encouraging them, congratulating them, and thanking them.” Kadime raised his hand and the teacher allowed him to answer. Then he said, “We respect others by helping them, being grateful, obeying the rules and regulations, apologising to one another when we make mistakes, and being positive.” “Thank you very much Johari and Kadime for your contributions,” said the teacher. The teacher asked more questions and the pupils answered them all. Then, he asked the pupils to be good to others by showing them respect.

On their way home, Noni and Johari found that their friend Kadime had fallen down. Johari asked, “What is the matter?” Kadime answered, “I don’t know exactly, but I felt a little dizzy. When I came to my senses, I found myself lying on the ground.” “Get up, my friend Kadime,” said Noni, “Let us help him get up and take him to hospital immediately,” said Johari. They helped him get up. Noni took Kadime to hospital and Johari went back to school to report to the teachers about the incidence.

The teacher on duty, Mr Yombayomba was still at school when Johari entered the school compound. “Why are you running so fast? What’s wrong?” The teacher asked Johari, who was panting. Johari told the teacher that they had found Kadime lying on the ground. He had fallen down after feeling dizzy. She said, “Noni and I helped him stand up, and Noni has taken him to the hospital for a check-up. I decided to come back to school to let you know what has happened.” The teacher thanked Johari for the information and for

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the steps they had taken to help the sick pupil. He also told Johari that he wished all pupils were good and kind like them.

Questions

1. What are the names of Mr Chapakazi's children?
2. What is the first thing do they do after waking up?
3. What does Johari do while Noni cleans the compound?
4. Why are Johari and Noni's parents proud of their children?
5. What did Standard Six pupils learn from their teacher?
6. Where did Johari and Noni find Kadime?
7. What did they do to help Kadime?

(b) Find and read statements in the passage which show respect to others.

Activity 3: Vocabulary practice

(a) Read the following words taken from the dialogue in Activity 1(a).

dizzy	kindness	get well	please	laboratory

(b) Read the dialogue again in Activity 1(a) and find sentences containing the words in the box above.

(c) Make one meaningful sentence for each word.

(d) Read the words in the following table.

obedient	hospital	check-up	fallen	greet	wake up
prepares	proud of	dizzy	on time	kind	respectful

(e) Read the sentences containing the words in the table above in the passage under Activity 2 (a).

(f) Construct six meaningful sentences using words in the table above.

(g) Choose words from the table above to fill in the blanks in the following sentences.

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1. Noni and Johari _____ early in the morning every day.
2. Johari _____ breakfast while Noni sweeps the compound.
3. Mr and Mrs Chapakazi are _____ having hard working children.
4. Noni and Johari are good and _____.
5. When the teacher enters the classroom the pupils _____ her.
6. People love to talk to Johari and Noni because they are _____.
7. Before Kadime fell down, he first felt _____.
8. Kadime was taken to hospital for _____.
9. At the _____, they found a nurse and a doctor.
10. On their way home, they found that Kadime had _____ down.

Activity 4: Language practice

(a) Identify and read examples of direct and indirect speech in the passage under Activity 2(a).

(b) Change the following direct speech into indirect speech.

Example:

Johari told Noni, "Take Kadime to hospital."
Johari told Noni to take Kadime to hospital.

1. Kadime said, "I feel dizzy."
2. Kadime said, "I am not sick."
3. "How is Kadime getting along?" Johari asked Noni.
4. "Why are you running so fast?" Mr Yombayomba asked Johari.

(c) Change the following sentences into direct speech.

Example:

Johari reported that Kadime had fallen down.
"Kadime fell down" Johari reported.

1. They asked what had happened to her.
2. His teacher asked what the boy's name was.
3. Noni said that Kadime was in hospital.
4. Noni said that he wakes up at 5:30 a.m. every day.

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5. They said they always greet their parents.
6. Kadime said that his parents were farmers.
7. The teacher told Johari that he wished all pupils would be like her.
8. Mr Chapakazi told his wife that they were proud of having hard working children.
9. One pupil said that people like talking to Johari and Noni.

Activity 5: Writing practice

(a) Punctuate the following:

1. has he brought food home his mother asked
2. they worked so hard that they succeeded in their business peter said
3. we are going to finish the work today said mrs kalunde
4. he said get out of here before i call the police
5. there is a good football match today my friend told me
6. how are you going to do this work they asked
7. i've never been to morogoro said rose
8. my aunt said let's go to town if it doesn't rain
9. koiya asked why are we here so early
10. i don't think there is anybody in the house musa said

(b) Write the missing direct and indirect speech in the table below. The first sentence is done as an example.

	Direct speech	Indirect speech
1	He said, "I live in the city."	He said that he lived in the city.
2	She said, "I'm going to school."	..... .
3	..... .	Musa said that he had read the story.
4	Bahati said, "I've been working hard."	..... .
5	..... .	Naitwe said that she had already left.
6	Tina said, "I did the work before you."	..... .
7	..... .	They said that they would come.
8	She said, "I'm going to call her."	..... .
9	He asked, "Can we start?"	..... .

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Unit Four

Environmental conservation

Introduction

*In this unit, you will study a picture and answer questions about it. You will also read tongue twisters, a passage on **Save the environment** and answer questions about it. Then, you will practise using some vocabulary items related to the passage and modal auxiliary verbs. Finally, you will use modal auxiliary verbs to express personal views, time and mood in writing.*

Activity 1: Speaking practice

(a) Study the following picture and answer the questions that follow.



Questions

1. What is the place shown in the picture?
2. How do you know the place?
3. Who are in the picture?
4. What are they doing?
5. What is the importance of doing such an activity in our environment?

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(b) Read aloud the tongue twisters several times.

Peter Piper picked a peck of pickled peppers.

A peck of pickled peppers Peter Piper picked.

If Peter Piper picked a peck of pickled peppers, where are the pickled peppers Peter Piper picked?

Activity 2: Reading practice

Read the passage below and answer the questions that follow.

Save the environment

The population in our village, Ushirika, is growing very fast. However, the growing population has created environmental concerns. Last year, the Minister of State in the Vice President's Office for Union Affairs and Environment, as well as other officials from the environmental commission, visited our village. They conducted a one day teaching session on the environment. Most villagers were eager to learn from the visitors.

The session took place at Tuji Primary School. We had been told that it would start at nine in the morning. Many villagers arrived early and had been waiting for the session since eight o'clock. While they were waiting, they sang songs about unity for nearly one hour. However, some people got tired and could not sing anymore.

When the time came, the chairman, Mr Petu, welcomed the visitors and asked the Minister to talk to them. The Minister said, "I am pleased to be here, and I am highly impressed by your achievements. Due to your hard work, you have been able to build the dispensary and the school. I have also seen big farms where you grow your crops; so I congratulate you all on being responsible and hard working." He stopped talking for some seconds and then continued, "However, we have to be careful not to destroy our beautiful environment. So we must learn how to save our environment. The knowledge will enable us to keep the environment that we need for our crops and animals. We should save our environment so that it can serve us better. Mrs Pao will talk to you about how to save the environment." He ended his speech by insisting on the importance of carrying out activities that are environmentally friendly. The Minister sat down and people clapped.

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Then, Mrs Pao, one of the environmental officers, stood up. After greeting, she started talking to us. In her speech, she talked about many environmental issues. One of them was the negative impact of our daily activities on the environment. She said, “An environment is a natural world in which human beings, plants, animals, and other living and non-living things exist. Our daily activities can destroy the environment. Examples of activities that destroy the environment include keeping too many animals, cutting down trees, and failing to use modern farming techniques. To save our environment, we need to keep fewer animals. In so doing, not only will the animals be healthy, but our environment will also be productive. We should also stop cutting down trees in the game reserve which is near our village. We can make our environment conducive to animals such as elephants which migrate to other reserved areas. I am told that you used to receive a lot of tourists in this village who were on their way to the game reserve. They no longer come because the animals that used to attract them no longer exist or are very rare. As a result, you are losing the revenues. You ought to set strategies to save the environment”. After the speech, Mr Petu thanked the Minister and other officials on behalf of the villagers. He promised that the villagers, including himself, would work on the advice in order to conserve the environment.

Questions

Choose the best answer for each question and fill it in the space provided.

1. The _____ has created environmental concerns.
   a. plants
   b. growing population
   c. the building
   d. the chairperson

2. The _____ visited Ushirika Village.
   a. President of the union
   b. Chairman of the village
   c. Tourists from different countries
   d. Minister of State in the Vice President’s Office, for Union Affairs and Environment

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3. The Minister was _____ by the achievements.
   a. angry and sad
   b. happy and jovial
   c. pleased and impressed
   d. annoyed and frustrated

4. The villagers had built_____.
   a. a house and a hospital
   b. a tall building
   c. a playground
   d. a school and a dispensary

5. _____, the environmental officer, talked to the villagers about the environment.
   a. Mr Pata
   b. Mrs Pao
   c. Mr Tega
   d. Mr Mtendakazi

6. An environment is_____.
   a. a natural world where human beings, plants, animals and other living and non-living things exist
   b. a farm where we find different kinds of animals
   c. a building in the village where animals are kept
   d. a place near houses where we find domestic animals

Activity 3: Vocabulary practice

(a) Pronounce the following words.

population	eager	unity	impressed	hard working
commission	tourists	exist	clapped	revenue

(b) Find the above words in the passage and read the sentences containing them.

(c) Use each word above to make a complete sentence.

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Activity 4: Language practice

(a) Read the modal auxiliary verbs in the box below.

may	can	should	will
ought to	might	would	could

(b) Find the above modal auxiliary verbs in the passage under Activity 2 (a) and read the sentences which contain them.

(c) Construct one sentence using each of the above modal auxiliary verbs.

(d) Make positive statements from the following table.

	might	drive a car.
They	would	come today.
We	may	go to visit Grandmother.
He	will	sell their cotton.
Tuzo and Zai	ought to	respect elders.
My father	can	take care of our environment.
	could	never study hard.
		see many animals at Mikumi National Park.

(e) Change the positive statements you have made from the table into negative ones.

Activity 5: Writing practice

(a) Use the following modal auxiliaries to fill in the blanks in the sentences that follow.

will	shouldn't	must	would	won't	can't	have
can	wouldn't	might	could	couldn't	ought to	do

1. I ____ buy my own books.
2. She _____ come to my birthday party because she was sick.
3. All pupils ____ go to school every day.
4. We ____ open this door.
5. The visitors ____ come tomorrow.
6. _____ I come in please?
7. Peti____ go to school because he is sick.
8. We ____ be rude to others.
9. Children ____ obey their parents.
10. I ____ feed the cat at home.

(b) Use the modal auxiliaries in the table above to make questions.

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Unit Five

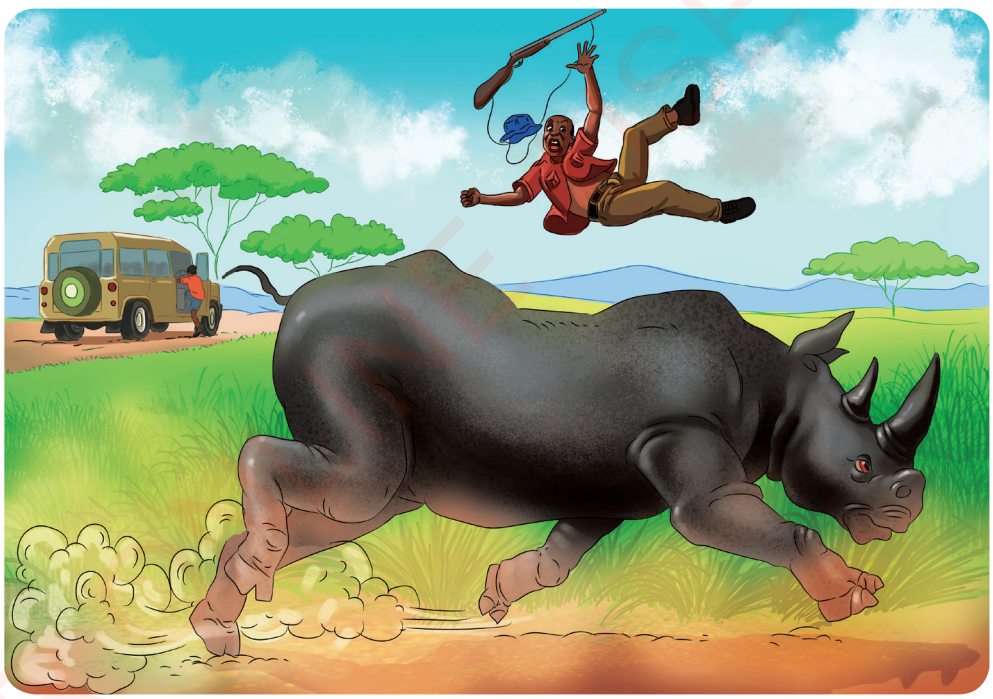
Hunting wild animals

Introduction

In this unit, you will study a picture and read a passage on ***Adventure in the game reserve*** *and answer the questions. You will also practise using some vocabulary items related to the passage and using ...'as'..., ...'while'... and ...'when'... in sentences to express actions happening at the same time in the past. Finally, you will write a passage from jumbled sentences about two events happening at the same time.*

Activity 1: Speaking practice

Study the picture below and answer the questions that follow.



Questions

1. What do you see in the picture?
2. What is the name of the animal in the picture?
3. What is happening in the picture?

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Activity 2: Reading practice

(a) Read the passage below and answer the questions that follow.

Adventure in the game reserve

Musa had always wanted to go hunting with his uncle, Mr Adam. Each time he saw his uncle going hunting, he wished he could go with him. One day, while he was on holiday at his uncle's home he was taken by surprise. "Come on Musa. Get yourself ready and get into the car. Let's go hunting," his uncle said. Musa took a knife and got into the car. It was about 4 o'clock in the evening.

While driving towards the game reserve, his uncle explained to him a few rules about hunting in a game reserve. He told him that, "One must get a permit to buy and own a gun." He said, "Each time you want to hunt in a game reserve, you must get both a permit and a licence. If you are caught hunting without a licence and a permit, you can be arrested because it is against the law." He also told him that hunting can be very interesting, but it can sometimes be dangerous.

They drove for about twenty kilometres along a rough road until they came to a gate. His uncle stopped the car at the gate of the game reserve and got out. After showing his licence and the hunting permit to the gate-keeper, they drove into the game reserve.

Inside the reserve, Mr Adam drove for about three kilometres. Then, they saw two antelopes eating grass. Mr Adam stopped the car about 200 metres away from them. They got out of the car and he told Musa to stay close to it. Then, he walked slowly and carefully towards the antelopes. When he was close enough, he aimed at them and shot. Both antelopes fell down. Musa could see what was happening from where he was. He was excited. He wanted to go to help his uncle carry the animals. While he was still looking at the two animals lying dead on the grass, he saw a big, ugly animal rushing towards his uncle. It was a rhino.

Musa was afraid. He shouted a warning to his uncle. Then, he jumped into the car. Mr Adam saw the dangerous animal too. The rhino rushed towards him. It was very fast. As it came closer to where he was, he jumped aside and fell. The rhino missed him by inches. Mr Adam got up and ran as fast as his legs could carry him towards the car. The rhino turned and saw him. It rushed like a wild bull towards him.

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Musa saw his uncle running towards the car while the rhino chased after him. He quickly opened the door of the car for his uncle. Mr Adam jumped in and shut the door. As soon as he had shut the door, the rhino banged into the car very hard. The car shook and nearly turned over.

The rhino was very angry. It went round and round the car looking for Mr Adam, but it couldn't find him. It rushed away into the bush. After a short while, Mr Adam knew they were safe. He got out of the car and first looked for the gun. Then, he went to collect the two antelopes and put them at the back of the car. Musa didn't dare to get out of the car again. After all this, they drove out of the reserve and went back home.

Questions

1. What had Musa always wanted to do?
2. What should you have in order to own a gun?
3. If you want to hunt in a game reserve, what should you have?
4. How far did they drive before they saw the antelopes?
5. Which animal rushed towards Mr Adam?
6. Why did Mr Adam jump aside?
7. What did Mr Adam do when it was safe?
8. What is the story about?
9. What lesson do you learn from this story?

(b) Complete the following sentences with missing information from the shaded area that follows.

1. It is against the law …
2. In addition to having a licence to own a gun, …
3. He ran towards the car as …
4. He walked slowly and carefully …
5. When the hunter was close enough, …
6. The hunter was walking …
7. Musa likes hunting as much as…….

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i) he aimed at them and shot.
ii) towards the antelopes.
iii) you need to have a permit and a licence before you can hunt.
iv) he likes playing football.
v) to hunt without a permit and a licence.
vi) as quietly as possible.
vii) quickly as his legs could carry him.

Activity 3: Vocabulary practice

(a) Read aloud the following words.

licence	game reserve	go hunting	rhino
excited	gate-keeper	surprise	hunting permit

(b) Identify the words in the table above and read the sentences containing those words in the passage.

(c) Construct one sentence for each of the words.

(d) Find 10 hidden words related to hunting wild animals from the word puzzle below.

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

1. Look across and diagonally.
2. Circle the words.
3. Read them.
4. Use them to make meaningful sentences.

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(e) Arrange the following mixed letters to form correct words. The first word has been done for you.

1. elanteph -- *elephant*	6. everesr --
2. ycr --	7. leposante--
3. vednature --	8. husb --
4. timper --	9. norih --
5. meag --	10. sooth --

(f) Read the words and find them in the passage.

(g) Construct one sentence for each word.

Activity 4: Language practice

(a) Read the passage in Activity 2 (a) again.

(b) Find ...'as'..., ...'while'... and ...'when'... that express two actions happening in the past from the passage.

(c) Read the sentences which contain ...'as'..., ...'while'... and ...'when'... in the passage.

(d) Use ...'as'..., ...'while'... and ...'when'... to make two sentences for each that express two actions that happened in the past and identify two actions in the expressions.

Examples:

(a) As I was reading the story, I heard a loud noise.

(i) I was reading the story.

(ii) I heard a loud noise.

(b) While my mother was cooking food, I was cleaning the surroundings.

(i) My mother was cooking food.

(ii) I was cleaning the surroundings.

(c) The bell rang when the boy was finishing the homework.

(i) The bell rang.

(ii) The boy was finishing the homework.

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Activity 5: Writing practice

(a) Fill in the blanks with the words ...'as'..., ...'when'... or ...'while'....

1. ____ it came closer to where he was standing, Mr Adam jumped aside and fell.
2. ____ he was still looking at the two animals lying dead on the grass, suddenly he saw a big ugly animal rushing towards his uncle.
3. ____ she was leaving the room, her husband called her.
4. The sun was shining ____ the children went out to play.
5. The kids were still doing their homework ____ their mother came back home.
6. The bus was leaving ____ Juma arrived at the bus stand.
7. ____ they had no wings, they could not fly away.
8. ____ the visitors arrived, we warmly received them.
9. ____ the children were cleaning the surroundings, their mother was preparing tea.
10. The girls were playing netball ____ the boys were playing football.

(b) Re-arrange the following sentences to make a meaningful passage.

1. When they finished doing their work, they started to have a bath.
2. As they were about to go to their classrooms, the teacher-on-duty saw them.
3. As Neema was busy cleaning the house, Musa went out to feed the chickens.
4. When they left for school, they were already late.
5. While they were having a bath, their mother was preparing breakfast.
6. As they started eating, Neema told Musa to eat fast.
7. When Neema and Musa woke up at 6.00 a.m. in the morning, they started doing their daily routine.

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Unit Six

Using a dictionary

Introduction

In this unit, you will study a picture and answer questions about it. You will also read a dictionary extract to answer questions. Then, you will practise using some vocabulary items, and finally, you will use the dictionary to get and use information from it.

Activity 1: Speaking practice

(a) Study the picture below and answer the questions that follow.



Questions

1. Who are in the picture?
2. What book do you see on the table?
3. What are they doing with it?
4. How do we use it?

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(b) Read aloud the following tongue twisters several times.

He threw three balls.
He threw three free throws.

Activity 2: Reading practice

(a) Read the dictionary extract below and answer the questions that follow.

ban[2] *v* [T] **banned, banning** to officially say that people must not do something: *Smoking is banned inside the building.* | **ban sb from doing sth** *He was banned from driving for a year.*

banal /bə'nɑːl, bə'næl/ *adj* ordinary and not interesting: *a banal conversation* —**banality** /bə'nælɪti/ *n* [C,U]

banana /bə'nɑːnə $ -'næ-/ *n* [C] a long curved yellow fruit → see picture at FRUIT

band[1] /bænd/ *n* [C]

1 [also + plural verb *BrE*] a group of musicians who play popular music together: *He used to play in a band called 'Adventure'.* | *The band was playing old Beatles' songs.* | *the band members* | **rock/jazz/pop band**

2 a group of people who have the same beliefs or aims: **+of** *a loyal band of supporters*

3 a narrow piece of something, with one end joined to the other to form a circle: *papers held together with a rubber band*

4 a range of numbers or amounts in a system: **tax/age/income band** *taxpayers in higher tax bands*

5 a narrow area of colour or light that is different from the areas around it: *a fish with a black band along its back*

surface: *There was a loud bang, followed by the sound of breaking glass.* | *The door closed with a bang.* → see picture on page A7 **2** when part of your body hits something: **+on** *He got a nasty bang on the head.* **3 bangs** [plural] *AmE* hair that is cut straight across the front of your head, above your eyes [= **fringe** *BrE*] → see picture at HAIR **4 go with a bang** *informal* if an event goes with a bang, it is very successful: *ideas to make sure your party goes with a bang*

bang[2] *v* [I,T] **1** to make a loud noise, especially by hitting something against something hard: **+on** *Someone was banging on the door.* | **bang sth on sth** *She banged her fists on the table.* | *A door banged downstairs.* → see box at HIT **2** to hit part of your body against something by accident: **bang sth on sth** *I banged my knee on the corner of the bed.* | **+into** *He banged into the doorpost.*

bang[3] *adv informal* **1** directly or exactly: *The train arrived **bang on time**.* | *The technology is **bang up to date**.* **2 bang goes sth** *BrE spoken* used to show that you are unhappy because something you had planned will not happen: *Oh well, bang goes our night out.*

Source: Longman Active Study Dictionary (2004: p 53)

(b) Look up the following words in the dictionary and tell your friends their meanings:

i) ban
ii) banana
iii) band
iv) bang

(c) With examples, mention the importance of using a dictionary.

Activity 3: Vocabulary practice

(a) Find ten words from the dictionary.
(b) Pronounce them correctly.
(c) Explain the meaning of the words.
(d) Use the words to construct sentences.

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Activity 4: Language practice

(a) Listen to the teacher as he/she introduces dictionary games.

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

Dictionary games

Juma, Winnie and Musa are very close friends. They like playing together after school hours. Yesterday evening, when they were playing hide-and-seek, Musa found a dictionary on the table. He told his friends, "Hey! Come on, let's play a dictionary game instead". They all agreed to play a dictionary game. Winnie said, "I like the word race-game." Juma said, "I like the noun-verb game." They all agreed to play both games.

They started with the word-race game. Juma, randomly, opened one of the pages in the dictionary and found that 'banana' was the longest word on that page. He wrote the word on a piece of paper and placed it on the table. Everyone took a piece of paper and started to write words using the letters of the word 'banana'. After two minutes, Juma knocked the table and said, "Time is up." They counted the number of words written by each one of them. Winnie had more words than the others. She was the winner of the game!

Then, they started playing the noun-verb game. Winnie wrote the words 'noun' and 'verb' on two separate pieces of paper and placed them face down on the table. Musa randomly selected a page in the dictionary. Winnie turned one piece of paper. It was written 'noun'. All of them started to look for words which belonged to the noun class. Musa became the winner of the noun-verb game because he had found more words than others.

Questions

1. Who played the dictionary games?
2. What dictionary games did they play?
3. Who won the noun-verb game?
4. How do we play the noun-verb game?
5. What is the importance of dictionary games?

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(c) Play a "Guess the word" game.

Example

Each group member selects a noun and plays the game as follows:

1. I am a noun, and I am very important.
2. I begin with the letter 'f'.
3. People cannot live without me.
4. I am related to eating.
5. Who am I?

(d) Use a dictionary to do the following:

1. Find five nouns and their meanings.
2. Find five verbs and their meanings.
3. Construct sentences using the nouns you have found.
4. Construct sentences using the verbs you have found.

Activity 5: Writing practice

(a) Look up the word 'big' in the dictionary and write its meaning in your exercise book.

(b) Write one example sentence containing the word 'big' provided in the dictionary.

(c) Look up the following words in the dictionary: give, play, beautiful, handsome, slowly, bag, and school.

(d) Write an example sentence provided for each word.

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Unit Seven

My country

Introduction

*In this unit, you will recite a poem, study a picture and answer questions orally. You will also read a passage on **Tanganyika before independence** and answer questions about it. Then, you will practise using some vocabulary items related to the passage. Thereafter, you will match words with their antonyms and synonyms. Finally, you will re-write the passage using synonyms.*

Activity 1: Speaking practice

(a) Recite the following poem and answer the questions that follow.

Everybody has a name,
Some are different,
Some are the same,
Some are long,
Some are short,
All are right,
None is wrong.

My name is _____,
It's special to me,
It's exactly who,
I want to be.

Source: Author unknown. Retrieved 4th April, 2019 from *http://leal1stgrade.weebly.com/uploads*

Questions

1. How do people's names differ?
2. Is there any name which is wrong? Give reasons.
3. Suggest a possible title for this poem.
4. List any six names and show how they differ.

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(b) Study the following picture and answer the questions that follow.



Questions

1. What do you see in the picture?
2. What are they doing?
3. Do you think the people in the picture are happy? Give reasons.
4. What would you do if you were one of these people?

Activity 2: Reading practice

(a) Read the passage below and answer the questions that follow.

Tanganyika before Independence

Mr and Mrs Daudi have three children, namely Musa, Neema, and Baraka. They are all in primary school but in different classes. Musa is in Standard Six, Neema is in Standard Four and Baraka is in Standard One.

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Sometimes, in the evening, Mr Daudi tells stories to his children or talk to them about their lessons. Musa, Neema and Baraka like to listen to the stories. In addition, Musa and Neema like to ask questions about their lessons. Baraka does not like to listen to the questions.

One day, Musa's teacher asked Standard Six pupils to find information about the history of Tanzania before independence. Musa found it difficult. In the evening, he asked his father to help him. Mr Daudi was ready to help his son. Musa and Neema sat near their father and listened to him carefully, but Baraka lay on the floor playing with his toys.

Mr Daudi began telling the story, "Before white men came and ruled this country and Africa in general, there were no clear boundaries separating one country from another. It is important to know that it was not until 1964 after the union between Tanganyika and Zanzibar that Tanzania came into existence. Before the coming of the white men, people lived a happier life. They moved freely from one place to another. Some were hunters; others were pastoralists and yet others were farmers. Their activities were mainly done to get food. People lived together in villages under the chief. The role of young men was to protect their village."

He continued, "In those days, there were no schools like the ones we have today. Young boys and girls did not go to school, but they learned the names of animals, plants, birds, snakes and other things. They also learned how to grow crops and take care of their animals. Boys learned the work of their fathers the girls learned the work of their mothers. They also learned from other adults in the village.

Suddenly, life changed when the Arabs came to this country in the 10th century. The Arabs were very cruel. They came in dhows to get slaves and ivory. They attacked villages, caught people and turned them into slaves. They forced them to carry heavy ivory to the coast. Many of these slaves died on the way before they reached the largest slave markets in Bagamoyo or Zanzibar. In the markets, the Arabs sold the slaves and put them on dhows and ferried them to Arabian countries to work as domestic slaves. Many slaves died on the way to the Arabian countries."

"Father, did the Arabs start any schools?" Neema asked. "Yes, they did, but they only taught religion", Mr Daudi answered. Then, he talked about Germans. He said, "The Germans came to this country in 1887, shortly after the Berlin Conference held in Germany from 1884-1885. The conference

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divided Africa among the colonial powers who were also cruel. They brought with them coffee, sisal, and rubber. They established big plantations and forced people to work on them for a long time but paid them very little. In 1905, they began to build the Central Railway line from Dar es Salaam to Kigoma and Mwanza. It took them ten years to build it."

"Is it the TAZARA railway you are talking about, Father?" Neema asked again. "No, my daughter, it is the one from Dar es Salaam to Kigoma", Mr Daudi answered. Then, Mr Daudi explained, "The Germans beat the people very often and forced them to pay poll tax. They started a few schools and people were taught counting, reading and writing. They also taught the Christian religion. People disliked the Germans and their government because they beat and forced them to pay taxes and to work on plantations. Many tribes united to fight against the Germans.

After the Germans were defeated by the British in the first World War, this country was ruled by the British from 1920-1961. They ruled for forty years. The British were not different from the Germans. They did not do much to develop the country. They forced people to work on their estates and paid them very little money. They also forced people to pay poll tax. People did not like the British rule.

Source: Adapted from Institute of Education (1985: pp 84). *Primary English for Tanzania Book 4*. Dar es Salaam. Tanzania TPH.

Questions

Write TRUE if the statement is correct and FALSE if the statement is incorrect for each of the following statements.

1. Mr Daudi has no time to tell his children stories. _____
2. Musa always finds his lessons difficult. _____
3. Mr Daudi was ready to help Musa. _____
4. Before the white men came to this country and ruled it, people lived a very unhappy life. _____
5. Boys and girls did not learn anything before the white men came to this country. _____

(b) Read the passage again and answer the following questions. Write your answers in full sentences.

1. Why did the Arabs come to this country?
2. Which were the biggest slave markets on the coast?

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3. Why did some of the slaves fail to reach the Arabian countries safely?
4. Why did the people of this country dislike the Germans?
5. For how long did the British rule this country?

Activity 3: Vocabulary practice

(a) Pronounce the following words.

independence	difficult	ready	near	carefully	usually	slaves	cruel
disliked	united	started	against	after	little	forced	brought

(b) Read the passage in Activity 2(a) and find the sentences containing the words in the table above.

(c) Construct six meaningful sentences using any words from the table above.

Activity 4: Language practice

(a) Pronounce the words in Column A in the table below.

Column A		Answers	Column B	
1	different	v	i	stretched
2	wrong		ii	nothing
3	same		iii	dwarf
4	long		iv	everyone
5	none		v	dissimilar
6	right		vi	incorrect
7	all		vii	similar
8	short		viii	correct

(b) Match the words in Column A with the words that have similar meanings in Column B. Item 1 is done as an example.

(c) Put the words with the opposite meanings in Column A in the table above into pairs as used in the poem under Activity 1(a).

(d) Construct one sentence for each of the pairs of words you have formed in Activity 4(c).

(e) In the table below, match the words in Column X with the words that have opposite meanings in Column Y. Item 1 is done as an example.

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No	Column X	Answers	Column Y	
1	permanent	x	i	unknown
2	absent		ii	straight
3	calm		iii	distant
4	bent		iv	present
5	close		v	against
6	famous		vi	troubled
7	knowledge		vii	healthy
8	for		viii	exclude
9	diseased		ix	ignorance
10	include		x	temporary

Activity 5: Writing practice

(a) Put the words in the box below into pairs with opposite meanings. One pair is done as an example.

good - *bad*

easy, good, heavy, small, strong, bad, weak, light, tough, big

(b) Construct one sentence for each pair of words you formed in Activity 5 (a).

Example:

*In order to be a **good** person, you have to avoid **bad** behaviour.*

(c) Read the following passage.

Suddenly the bus stopped and we saw four passengers **getting off** the bus. The driver *led* them to the other side of the road where there was a schoolboy lying *helplessly*. They could see he was badly injured. He had *probably* been *hit* by a car while passing through the zebra crossing on his way back **from** school.

In front of him, they saw a school bag. One of the passengers picked it up and took out a notebook. He *stared* at it for some seconds, and saw the name, Baraka Musa, written on the cover of the notebook. Then he **started** reading the first page of the notebook and shouted, “Here is his father’s phone number. Let me call and *inform* him of his *injured* son.”

He dialed the number and informed Baraka’s father. Soon the father arrived at the scene by a taxi. **After that**, they helped him to lift the boy into the taxi. The father took his son to hospital while we continued with our journey.

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(d) Find words which have opposite meanings to the words in bold in the passage.

(e) Study the words in the following table, and then show the ones with similar meanings to the italicised words in the passage under Activity 5 (c).

Example: led – *guide*

wounded	notify	studied	possibly
powerlessly	unexpectedly	guide	knocked

(f) Re-write the passage using the alternative words provided in your answers for Activity 5 (e) above.

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Unit Eight

Healthy eating habits

Introduction

*In this unit, you will study a picture and answer questions about it. Then you will read a passage on **A balanced diet** and answer questions. You will also practise using some vocabulary items related to the passage, recite a poem and answer questions on it. Then, you will combine individual words to form compound words and use them in sentences. Finally, you will use compound words to write texts.*

Activity 1: Speaking practice

(a) Study the picture below and answer the questions that follow.



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Questions

1. What kinds of foodstuffs do you see in the picture?
2. Which kinds of food do you like most?
3. Mention the foodstuffs from the picture which most people in our community eat.

(b) Read the following tongue twisters aloud.

Fred fed Ted white bread and Ted fed Fred brown bread

Activity 2: Reading practice

(a) Read the passage below and answer the questions that follow.

A balanced diet

Healthy eating is a very important habit in sustaining good health. It can also promote one's self-esteem and confidence. Healthy eating depends on accessing a variety of foodstuffs that are essential for your body. If people eat healthily from childhood to adulthood, a healthy body weight can also be maintained. Healthy eating is also associated with the ability to afford costs of a balanced diet. A balanced diet consists of meals made up of a variety of foodstuffs.

Unfortunately, many people around the world do not eat a balanced diet. Most of them eat one kind of foodstuff. For example, one person might have sweet potato or gingerbread with coffee or tea for breakfast. Another person in his/her meal can have bananas, sweetbread or cornmeal with tea. These foodstuffs are mainly carbohydrates; they produce energy which, if not fully used, is not good for health.

Many governments around the world are currently trying to educate their people on the importance of eating a balanced diet. For example, the Government of Tanzania, through the Ministry of Health, Community Development, Gender, Elderly, and Children, dedicates its resources to employ specialists in the public health sector at district, ward, and village levels. The government is also building dispensaries and health centres in many villages to provide health education to its people, including parents, youth, and children. The education provided includes knowledge about taking care of our health for better living.

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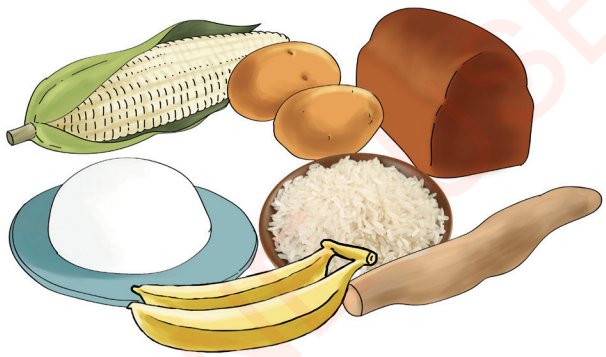
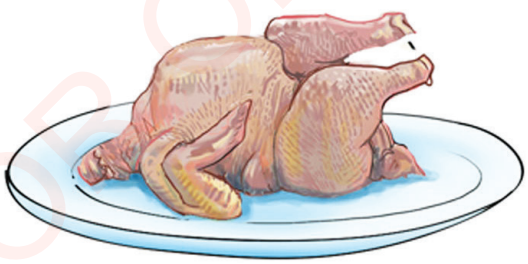
Last year in our village, Mtakuja, the village public health officer and a nurse talked to the villagers about the importance of eating a balanced diet. They said that a balanced diet is very important for everyone, especially children. If children do not eat a balanced diet, they grow up unhealthy and become prone to diseases. If they do not get a balanced diet for a long time, they may be stunted and weak. They may even die.

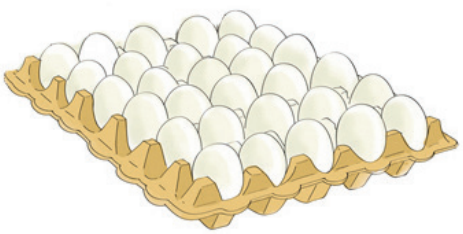
If we want to eat a balanced diet, we must get all the different types of foodstuffs required for good health in each of our meals. We need to eat a variety of foodstuffs in every meal. This includes starch, sugar, protein, fat and oil, and vitamins.

Starch and sugar give us energy for working, walking and playing, among other activities. Unless children get enough starch and sugar, they cannot become strong and healthy. We get starch and sugar from cassava, maize, millet, rice, bread, bananas and potatoes. We get sugar from sugarcane, pineapples, oranges, and mangoes.



Protein builds and repairs our bodies. If children do not get protein, they do not grow well. Children who get enough protein grow fast. We can get protein from foodstuffs such as meat, seafood, chicken, eggs, beans, and milk.





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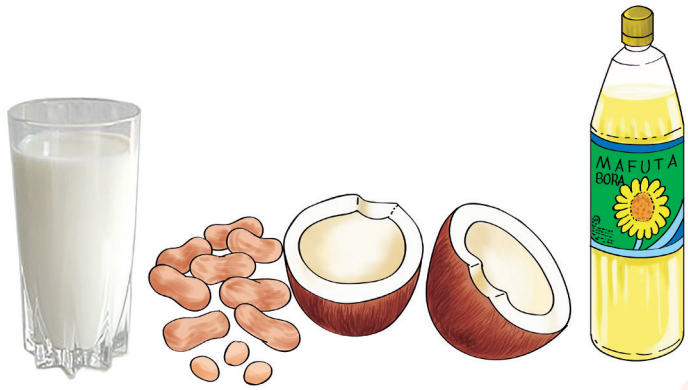
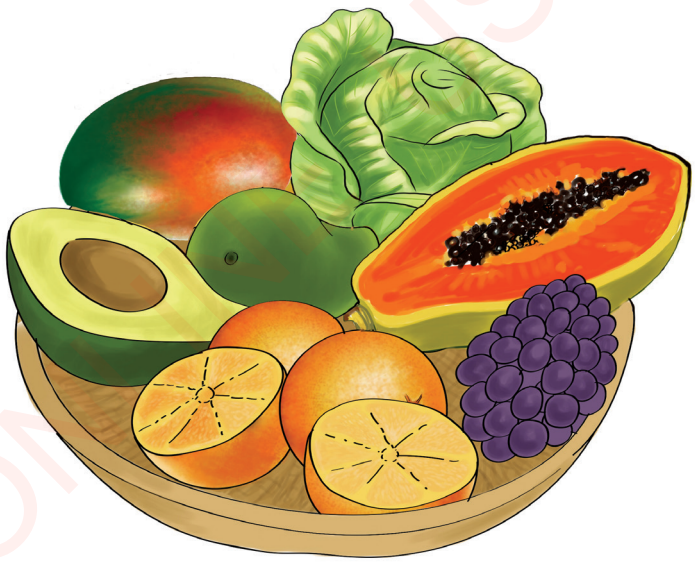
Fat and oil keep our bodies warm and give us energy. The types of foodstuffs rich in fat and oil are coconuts, groundnuts, soya beans, meat, fat, fish, cashew nuts, sunflower oil, cotton seed oil and milk.



Vitamins are also important. They protect our bodies from diseases. Children will easily contract diseases, unless they are given food that is rich in vitamins. The types of foodstuffs rich in vitamins include blackberries, strawberries, fish, eggs, and liver. Others are vegetables such as carrots, beetroot, and spinach.



A balanced diet must include at least one of each type of foodstuffs. This is important because our body organs and tissues need proper nutrition to work effectively. Without good nutrition, our bodies will grow weak and become prone to diseases.

Source (*Adapted from***)**: Institute of Education (1985:84). *Primary English for Tanzania*: *Book Four*. Dar es Salaam: Tanzania Publishing House.

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Questions

1. What is a balanced diet?
2. Why do you think some people do not eat a balanced diet? Give two reasons.
3. What does the Government of Tanzania do to make sure its people are healthy?
4. What do people learn from health specialists?
5. What happens to children if they do not eat a balanced diet?
6. Write down four types of foodstuffs that make a balanced diet.
7. Why do we need each of the following foodstuffs?
   - i) Starch and sugar
   - ii) Protein
   - iii) Fat and oil
   - iv) Vitamins

(b) With your friend, share your experience in eating a balanced diet.

Activity 3: Vocabulary practice

(a) List compound words from the passage and read them.

(b) Use the compound words to construct sentences.

(c) Split the compound words from the passage and use the split words to make sentences orally.

(d) Read the compound words from the following table.

Compound words					
goalkeeper	grapefruit	butterflies	storekeeper	everything	shopkeeper
lifetime	breakfast	moonlight	football	airport	groundnuts
basketball	eggplant	gingerbread	Grandmother	ladyfinger	netball
buttermilk	whitefish	popcorn	seafood	himself	sunshine

(a) Group the compound words related to food and write them in Column X. Write the rest of the words in Column Y.

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Column X	Column Y

(b) Choose five compound words from both columns and use them to construct sentences.

Activity 4: Language practice

(a) Recite the following poem and answer the questions that follow.

Poem

An aeroplane flying in the sky,
A fisherman on a boat,
A seashell on the sand,
Everybody and everyone,
Things that make me smile.

A bluebird singing in the morning,
A rainbow on a rainy day,
A ladybird on a walkabout,
A watermelon on a blue-plate,
Things that make me smile.

Questions

1. What is the poem about?
2. What things make the poet smile?

(b) Find all compound words in the poem and read them aloud.
(c) Use the compound words in 4(b) above to make one sentence for each.
(d) Identify words which combine to form compound words in the poem and write them in a table as exemplified below.

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No	Compound words	Words which combine	
1.	airport	air	port

(e) Match the words from Column A with the words in Column B in the table below to form compound words. A word in Column A can combine with more than one word in Column B. Item one is provided as an example.

Column A	Column B	Compound words
home	hood	homemade, homeboy
world	word	
life	where	
pass	sitting	
every	made	
child	long	
baby	wide	
	style	
	mark	
	like	
	one	
	boy	
	face	

Activity 5: Writing practice

(a) Choose five words from the following table and use them to write five meaningful sentences.

water	butter	food	star	milk	frying	melon	break	pea
ginger	stuff	fish	pan	fast	bread	shake	nut	

(b) Find the words from the table that can combine to form compound words.

(c) Combine the words, choose five of them, and construct five sentences.

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Unit Nine

Travelling by aeroplane

Introduction

*In this unit, you will study a picture, read a passage about **My first time on aeroplane** and answer questions. You will also use some vocabulary items in sentences and use the expressions provided to talk about your personal experiences. Finally, you will use words with multiple meanings in sentences in both speaking and writing in different situations.*

Activity 1: Speaking practice

Study the picture below and answer the questions that follow.



Questions

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

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Activity 2: Reading practice

Read the passage below and answer the questions that follow.

My first time on an aeroplane

In September last year, during the school midterm break, Keke, his mother, father, and brothers Wongi and Jayjay, went to Zambia. Keke remembers waking up at 4 o'clock in the morning to catch the flight to Lusaka from the J. K. Nyerere International Airport. His mother had promised to wake him up. But on that day, Keke was very excited that he was going to travel by an aeroplane. So, he woke up earlier before his mother could wake up.

When everyone was ready, they made their way to the airport. They arrived at the airport two hours before the departure time. After checking in and getting their boarding passes, they handed their passports to an immigration officer to check them. After checking and finding that everything was in order, he stamped them.

Their flight to Lusaka was Bombardier Q400. This was one of the aeroplanes bought by the Government of Tanzania. It was the most beautiful aeroplane Keke could have ever imagined. When they boarded the aeroplane, it was very different from a car or a bus. They didn't know where to go, but a flight attendant took their boarding passes and showed them their seats.

"Ladies and gentlemen, welcome to our flight, Bombardier Q400 to Lusaka" a flight attendant announced. She continued with different announcements. Some of these were related to cautioning the passengers about what to do in case of emergency. She used three languages: Kiswahili, English, and French.

"Ladies and gentlemen, this is your captain, Ceciliana Lejah, speaking. Our flight to Lusaka will take three hours and fifteen minutes. We will fly at the altitude of 35000 feet above sea level. Thank you for choosing ATCL." she said. Keke was amazed to learn that the pilot was a female. He started thinking deeply about becoming a pilot too.

At last, it was time for take-off. Keke was very scared when the aeroplane was tilting upward. He thought they were all going to die. The aeroplane flew very fast, its wings cutting through the air. Later on, he relaxed and started enjoying the flight. Sitting at the window, he had time to look at the scenery below him on the ground, especially when the aeroplane was taking off and landing. After flying for three hours and fifteen minutes, they landed safely at Lusaka International Airport.

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Questions

Choose the correct answer from the ones provided and write its letter in the space provided.

1. When did Keke and his family members travel?
   Keke and his family members travelled in _____.
   a. September
   b. June
   c. November
   d. December

2. Where did the whole family go for the holiday?
   They went to _____.
   a. Zanzibar
   b. Zambia
   c. Zambezi
   d. Zimbabwe

3. What were the names of Keke's brothers?
   Their names were _____.
   a. Wongi and Juma
   b. James and Wange
   c. Wongi and Jayjay
   d. Jayjay and Jamal

4. What was the name of the flight the family boarded?
   The name of the flight the family boarded was _____.
   a. Boeing 300
   b. Bombardier Q400
   c. Boeing
   d. Bombardier jet

5. When you travel abroad, what do you need to have?
   You need to have a _____.
   a. holiday
   b. family
   c. passport
   d. friends

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6. Who attends passengers on an aeroplane?
   _____ attends passengers on an aeroplane.
   a. a flight attendant
   b. the pilot
   c. the captain
   d. a custom officer

7. Who gave instructions to passengers?
   _____ gave instructions to passengers.
   a. the captain
   b. the officer
   a. a flight attendant
   c. Keke

8. How long does the flight take from Dar es Salaam to Lusaka?
   The flight takes _____ from Dar es Salaam to Lusaka.
   a. one hour
   b. two hours
   c. three hours
   d. three hours and fifteen minutes

9. Why did Keke get scared?
   Keke got scared _____.
   a. because it was too early in the morning
   b. because it was his first time to be on an aeroplane
   c. because the aeroplane was tilting upward
   d. because it was time to take off

10. During the trip, Keke _____.
   a. talked to his two brothers
   b. read an interesting book
   c. watched his favourite cartoon
   d. looked at the scenery on the ground

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Activity 3: Vocabulary practice

(a) Read aloud the words listed in the table below.

captain	flight attendant	scenery	check point	bombardier
passports	emergency	flight	custom	take-off
pilot	tilting	immigration	airport	aeroplane

(b) Read the passage in Activity 2, find sentences containing the words in the table above, and read them.

(c) Use a dictionary to find the meanings of the words in the table above.

(d) Make one correct sentence for each word.

Activity 4: Language practice

(a) Re-read the passage "My first time on an aeroplane."

(b) Identify different things that you think Keke experienced for the first time.

(c) Tell each other about a new experience you had.

(d) Find ten words with more than one meaning from the passage and use them to construct one correct sentence for each meaning.

(e) Use a dictionary to find the multiple meanings of the words in the table below. Item 1 is provided as an example.

No	Word	Multiple meanings	
1	bank	*financial institution*	*sides of the river*
2	rock		
3	spring		
4	drop		
5	second		
6	wave		
7	ring		
8	watch		
9	pen		
10	bark		

(f) Talk to your friend about different experiences. Use the following expressions to talk about your personal experiences.

1. I will never forget the time when …
2. When I was very young …
3. I was very surprised when I ...

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(g) Use the following expressions to talk about other people's experiences.

1. Someone told me that …
2. I know a good story about …
3. I wasn't there at the time, but my mother told me that …

(h) Write the expressions in 4 (g) above in your exercise book.

Activity 5: Writing practice

(a) Write three sentences about one of your very interesting personal experiences.

Begin: *One day when I was watching …*

(b) Write three sentences about one of your friend's experiences.

Begin: *My friend told me that …*

(c) Choose one word from the four altenatives provided whose meaning fits both sentences. Then write it in the blank spaces to complete the sentences.

1. I wish you wouldn't _____ your voice.
   How much money did you _____ for the new club?
   a. lower
   b. raise
   c. spend
   d. collect
2. She had a difficult_____ in the Maths test.
   At what_____ will you be home?
   a. point
   b. time
   c. period
   d. decision
3. He injured his _____ when he ran into the door
   Try to put this thread through the _____ of the needle.
   a. knee
   b. opening
   c. eye

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d. time

4. We can use this ____ to measure the table.
   A new _____ was elected to lead people in their country.
   a. yardstick
   b. king
   c. ruler
   d. president

5. A sentence should end with a _____.
   The English_____ seems to pass fast.
   a. comma
   b. exclamation mark
   c. period
   d. table

(d) Use the following words with more than one meaning in the box to fill in the blanks in the passage below.

show	pet	bank	broke	fire	fit	tyre	palm

I have a ….. at home called Buti. It is so tiny that it can ….. in the …..of my hand. I have to take care of it myself because my mother is busy. I ….. Buti a lot of love. I sometimes take it for a short walk along the ….. of the river. It likes running around and one day it ….. one of its legs. Whenever it sees a ….. burning, it hides inside a car …….

(e) Use the words with more than one meaning in the box above to write sentences with different meanings.

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Unit Ten

Celebrating festivals

Introduction

In this unit, you will recite a poem and answer questions about it. You will also study a picture and read a passage on ***Bagamoyo Arts and Culture Festival.*** *Then, you will practise using some vocabulary items related to the passage. You will, thereafter, practise using the simple present tense to describe routines, habits, daily activities, and general truths, both in speaking and in writing.*

Activity 1: Speaking practice

(a) Recite the following poem and answer the questions that follow.

Arts and culture
Joy to the world
The style of my arts
Creativity!
With the aroma of my talent;
Art and culture
Facing the odds of life.

Source (*Adapted from*): Edward Kofi "Culture Poems"

Questions

1. Who is speaking in the poem?
2. What is the poem about?
3. What do arts and culture bring to the world?
4. What lesson do you learn from the poem?

(b) Listen carefully to your teacher reading the following tongue twisters, then, read it aloud several times.

Susan sang a song at the seaside on the sixth of September because she saw some sunshine.

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(c) Look at the following picture and answer the questions that follow.



Questions

1. What are the people in the picture doing?
2. Do you like what the people are doing in the picture? Give reasons.
3. On which occasions are such activities performed?

Activity 2: Reading practice

Read the passage below and answer the questions that follow.

Bagamoyo Arts and Culture Festival

Bagamoyo Arts and Culture Festival is a gathering of artists and culture lovers in Bagamoyo who come together to celebrate. It is a seven-day event held in Bagamoyo, a small town in the Coast Region of Tanzania. The festival features music, dance, drama, acrobatics, and many other related activities.

The festival started in 1982 when students and teachers at the then Bagamoyo College of Arts displayed their works. In the beginning, it was held under the shade of a tree, but nowadays, it is staged at the new TaSUBa Theatre. The venue has 2000 seats and modern sound and lighting facilities.

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The festival has grown to host a variety of activities from many different countries. It focuses on music and drama from Tanzania and other East African countries. It shows both traditional and modern performances. These include Ngoma, Afro-jazz, Bongo flava, Reggae, African fusion, and Taarabu.

This important event brings upcoming and established artists together to share their experiences. It also promotes tourism in the country, as many people from all over the world come to the events. This contributes to the revenues of the country from visas, lodging, transport, and food. The festival also promotes Tanzanian culture, especially the Kiswahili language.

Questions

1. What is a festival?
2. Where is Bagamoyo Arts and Culture Festival held?
3. What does it feature?
4. How long does it take?
5. What is the name of the modern theatre in which the festival is held?
6. How many seats does it have?
7. Where do the festival participants come from?
8. How does the festival promote tourism?
9. What is the importance of this festival to the country?
10. Mention other festivals that you know and their importance.

Activity 3: Vocabulary practice

(a) Practise using the words in Column X in the following table.

	Column X			Column Y
	Words	**Answers**		**Their meanings**
1.	festival		i)	skilful movements of the body e.g. jumping through the air or walking on a rope
2.	celebrate		ii)	shown
3.	features		iii)	a building or outdoor area in which a performance takes place
4.	acrobatics		iv)	to support or encourage the progress of something

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5.	displayed		v	to have an important part in something
6.	theatre		vi	occurring in the present
7.	host		vii	a day or period of celebrating an event
8.	traditional		viii	an act of presenting music or a play
9.	contemporary		ix	a way of doing things in the past
10.	performance		x	generated income
11.	promote		xi	a person who receives or entertains guests
12.	revenue		xii	to take part in certain events, especially joyful ones

(b) Pronounce the words in Column X and find them in the passage under Activity 2.

(c) Read the sentences in the passage under Activity 2 which contain the words in Column X.

(d) Match the words in Column X with their meanings in Column Y in the table above.

(e) Arrange the groups of letters in the table below to get meaningful words.

cebrtleaion	remonyce	usctom	nteve	cavalrni	olhd
irfework	creultu	hegatr	iginor	easson	coumest

(f) Pronounce the words and make one correct sentence for each.

Activity 4: Language practice

(a) Read the following sentences and find them in the passage.

1. It **features** music, dance, drama, acrobatics and many other related activities.
2. It **focuses** on Tanzanian music and that of other East African countries.
3. It **brings** upcoming and old artists together to share their experiences.
4. Many people from all over the world **come** to the events.
5. The festival also **promotes** Tanzanian culture.

(b) Read the bolded verbs in the sentences above and construct two meaningful sentences for each.

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(c) Make meaningful sentences from the table below.

Every day	they	drink	a story.
	she	cooks	surroundings.
	Tina	clean	games.
	I	try	fruits.
	you	goes	milk.
	we	marry	food.
	he	read	to school.
		cry	
		play	
		eat	

(d) Construct ten meaningful sentences using the simple present tense.

(e) Use the verb forms to describe routines, habits, and daily activities.

Activity 5: Writing practice

(a) Talk about your experiences of any festival that you have attended. Use the questions below to guide your sharing. The answers should be in full sentences.

	Questions	Answers
1	What *festival* is it?	
2	Where does it take place?	
3	When does it take place?	
4	Why is it celebrated?	
5	What happens during the *festival*?	
6	What kinds of food are eaten during *festivals?*	
7	Do you enjoy festival events? Why?	

(b) In your exercise book, write the answers to the questions in table 5 (a) above in one paragraph.

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(c) Read the following passage and write the correct form of the verbs in brackets.

Every year, Ndeni's parents …… . (prepare) a party for her birthday. All her family and friends …..(go) to her party. Normally, the party …….. (take) place in a small hotel near their home. The party …… (start) at 4 o'clock in the evening. It …….. (begin) with singing a birthday song. Everybody ……. (stand) up, ……(sing), and ……..(clap) for her. Then, the cake, which is usually prepared by her mother, is ……. (cut) into small pieces. Before it is served to her friends and the family members, she ……. (eat) a piece.

At the party, there ……. (be) always a lot to eat and drink. Everybody ……. (eat) and ……..(drink) to his/her satisfaction. Her friends and family members …….. (dance) a lot. They also …….. (give) her a lot of nice and expensive gifts. Then, her friends …….. (say) good-bye and leave. The family members also ……. (go) back home. This ……. (mark) the end of the party.

(d) Compose a short story to describe any routine, habit, daily activity, and general truth in a context of your choice.

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Unit Eleven

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Entrepreneurship

Introduction

In this unit, you will talk about a business person that you admire. You will also practise tongue twisters and study a picture and answer questions. Then, you will read the passage on ***Our family poultry project*** *and answer questions about it. You will finally practise using some vocabulary items related to the passage in speaking and in writing. You will also use relative pronouns in different contexts.*

Activity 1: Speaking practice

(a) Talk about a business person that you admire.

1. Who is the business person that you admire the most?
2. Why do you admire him/her?
3. Where does he/she live?
4. How did you know him/her?
5. What kind of business does the person do?

(b) Read each of the following tongue twisters three times.

1. Where she sits she shines, and where she shines she sits.
2. There was a fisherman named Fisher, who fished some fish in a fissure.

(c) Study the picture and answer the questions that follow.

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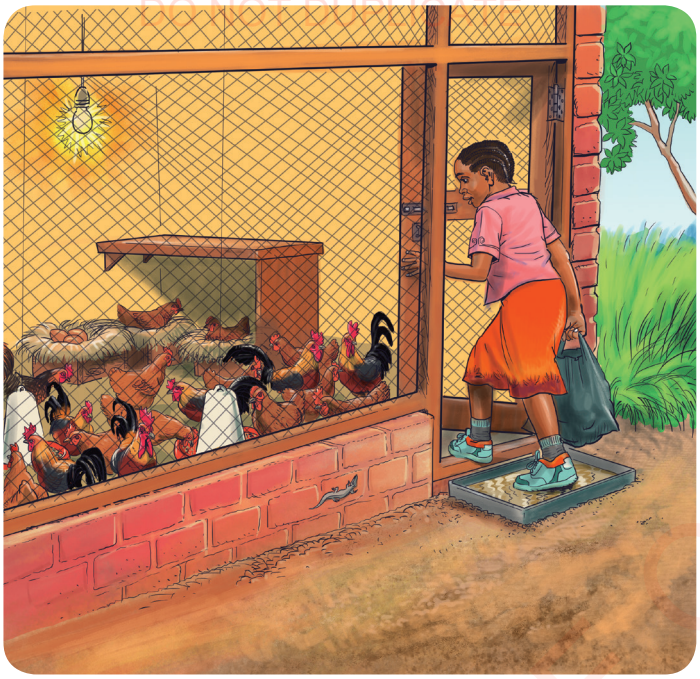

Questions

1. What do you see in the picture?
2. What is the girl doing?
3. Why do people keep chickens?

Activity 2: Reading practice

Read the passage below and answer the questions that follow.

Our family poultry project

Imani was watching a television programme on poultry farming. She got an idea to start a family poultry project, from which her family would make a lot of money. She talked to her parents, and they liked the idea. Her mother said, "We need money to start a good poultry project." Her father was also in favour of the idea. He said, "I will provide some money that we will use to build a chicken coop and buy chicks and chicken feed. Your mother will see a veterinary officer to get advice on how to begin the poultry project."

The following day, her mother went to see the veterinary officer who advised her on how to build a chicken coop. He also advised her on the necessary equipment to buy for the project. The veterinary officer told her that she would have to choose either keeping broilers or layers.

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"Do not buy chicken feed before you choose the type of chickens that you want because each type of chickens needs a different kind of food," the veterinary officer advised.

He also said, "Keeping chickens could make you a lot of money, but it needs a lot of commitment. Chickens need a lot of care, since many diseases can easily affect their growth or cause death. In this case, they need different types of medicines from time to time."

Imani's mother went home happily and told her family about the advice she received from the veterinary officer. After two months, they had built a modern poultry coop to keep one thousand chickens. Imani's mother went again to see the veterinary officer. This time, she wanted to know the medicines needed for the chickens. The veterinary officer gave her a list of the medicines required. The family decided to start the project with one thousand layers.

The whole family participated in taking care of the chickens. Imani's father's role was to put some water in drinkers and some chicken feed in the feeders in the morning. Her mother took care of the chicks during the day, and Imani did the same in the evening. They all enjoyed taking care of the chicks which seemed to grow very fast. After six months, they were already fully grown.

To their surprise, there were also ten cocks. The layers started laying eggs. The family got about eight hundred and fifty eggs daily. Imani's mother collected the eggs every morning and Imani in the evening. The family ate some of the eggs and sold the rest. They got a lot of money. Imani's family was grateful to the veterinary officer, whose advice made the project successful.

Questions

1. Who got the idea about a poultry project?
2. Where did the idea come from?
3. What advice did Imani's mother get from the veterinary officer?
4. Which type of chickens did they keep?
5. Why did Imani's mother go to see the veterinary officer?
6. Why do you think it was important for Imani's family to start the project?
7. Why do families need projects?

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Activity 3: Vocabulary practice

(a) Read these pairs of words and make one correct sentence with each of the paired words.

lay lie	buy bye	meet meat	advise advice	chicken kitchen	chick cheek

(b) Read the words in Column X in the following table.

	Column X			Column Y
No	Words	Answers	No	Their meanings
1	chicken coop	vi	i)	the type of chickens that lay eggs
2	poultry project		ii)	animal doctor
3	chick		iii)	chickens suitable for meat
4	veterinary officer		iv)	a male hen
5	broilers		v)	a young chicken
6	layers		vi	a cage in which chickens are kept
7	a cock		vii	raising domesticated birds like chickens

(c) Identify the words in Column X in the passage under Activity 2.

(d) Read aloud the sentences which contain the words in Column X.

(e) Find the meanings of the given vocabulary in Column X of the table above.

(f) Use each vocabulary item to construct one meaningful sentence.

(g) Study the table above and match the words in Column X with their meaning in Column Y. An example is provided.

Activity 4: Language practice

(a) Read the relative pronouns in the following box.

whom	*who*	*that*	*whose*	*where*	*which*

(b) Re-read the passage about "Our family poultry project."

(c) Find the sentences with these relative pronouns from the passage and read them aloud.

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(d) Construct ten meaningful sentences from the table below.

Column A	Column B	Column C
Tell us		child was crying?
Do you know the girl	whom	is the most interesting.
We saw the boy	who	parents are very rich.
Where is the woman	that	I was talking about.
This is the book	whose	car was stolen.
You will see the man	where	ran away from her parents?
I met a friend	which	I hardly recognised.
She is the woman		we can meet.
		visited us.

(e) Change the following statements into questions using relative pronouns.

Example: Lutengano's car had an accident.

Whose car had an accident?

1. Mary gave the book to Baraka.
2. Mr Mbata came to visit us yesterday.
3. They live in Sumbawanga.
4. The story book is lost.
5. He went to the market.
6. She will come tomorrow.

Activity 5: Writing practice

(a) Compose one meaningful sentence for each of the following relative pronouns: who, that, which, whose, when, and whom.

(b) Choose the correct relative pronoun from the brackets to fill in the blanks in the following sentences.

1. This is the place..... (where, that, which) I spend my holiday.
2. This is the town in..... (where, which, that) I spent my childhood.
3. This is the house in ..... (when, which, who) I was born.
4. Here is a story..... (when, which, who) might make you laugh.
5. I gave her a pen..... (which, who, where) she put on her table at once.

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6. This is Peter.....(whom, which, who) you met at the airport the other day.
7. I was impressed with..... (how, that, which) you wrote the letter.
8. They failed the examination..... (who, what, that) we sat last month.
9. The people..... (which, that, where) worked very hard set a good example.
10. The only issue..... (when that, where) troubles us is to get the right place to live.
11. The man..... (which, whom, where) she married was very friendly.
12. The secretary was liked by the office mates with..... (who, whom, that) she worked.

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Unit Twelve

Personal events and experiences

Introduction

In this unit, you will recite a poem, study a picture and read a story on ***The day I will never forget*** *and answer questions. You will also practise using some vocabulary items related to the story and using the simple past tense. Then, you will read the story and finally write a story related to your experience.*

Activity 1: Speaking practice

(a) Recite the poem below and answer the questions that follow.

Two little thieves,
Walking down the street,
Grabbing things and pushing people,
Someone call the police.

Call the police,
To lock them up,
We need to walk on the streets,
With pride, without fear.

Questions

1. Who is walking down the street?
2. Why should someone call the police?
3. What is the poem about?
4. What do we learn from the poem?

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(b) Look at the following picture and answer the questions that follow.



Questions

1. What do you see in the picture?
2. Where do you think the boy is going?
3. What do you think might have happened to him?

Activity 2: Reading practice

Read the story below and answer the questions that follow.

A day I will never forget

My name is Asa. I am in Standard Six at Sogu Primary School. Last month, Lile, Ndeki, Mboka and I were walking home from school. On the way, we laughed and joked about many things. At a certain point, I decided to leave them and took a short cut. It was a narrow path with a few thick shrubs. I walked carefully to avoid being pricked by thorns.

After the shrubs, there was a narrow alley. I walked briskly on. Then, I saw two shabby looking boys coming towards me. I was not worried because I often passed through that alley without any fear.

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When they came up to me, they looked at me angrily. They were thugs! I wanted to run, but one of them grabbed me from behind. He choked me while his friend removed my shoes, socks, and shirt.

I fought very hard to free myself from them, but they were stronger than I was. They yanked my school bag from my back. I tried to cry for help but no voice came out because one robber covered my mouth with a hand. They slapped and kicked me so hard that I fell down in great pain. They left me and ran away. I lay there for some time. The incident took less than two minutes, but it seemed like a year.

With difficulty, I picked myself up slowly. I felt a sharp pain in my ribs. Tears were flowing down my cheeks like two rivers. The boys had taken everything I had except my shorts. I felt so sad. I walked home. On the way, I met a few people along the road. They asked me what happened. I could not utter a word. So, they left me alone. I went straight home and found my mother washing dishes. When she saw me, she cried out, “What happened!” when I told her about it, she could not control her tears but she checked to find out whether I was badly hurt. Then, she heated water for me to have a bath. After that, she massaged my ribs with a hot towel. I felt better after that but I will never forget that day. Whenever I remember it, I become frightened.

Questions

1. Who is telling the story?
2. Where were the pupils going?
3. What did they do on the way?
4. Why was Asa walking briskly?
5. Whom did he meet?
6. Where did he meet them?
7. What did they do to Asa?
8. Why was he in pain?
9. What is the story about?

Activity 3: Vocabulary practice

(a) Find the following words in the passage in Activity 2 and read the sentences which contain them.

joked shrubs pricked alley briskly shabby
slapped thugs grabbed choked yanked

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(b) Pronounce the words in Column X in the table below.

	Column X	Answer	Column Y
1	joke		i) pull with force
2	shrub		ii) a narrow passage or a way between or behind a building
3	prick		iii) a funny story to make people laugh
4	alley		iv) a violent person or a thief
5	briskly		v) untidy or dirty
6	shabby		vi) a woody plant which is small than a tree
7	slapped		vii) make a small hole with a sharp object
8	thug		viii) quickly
9	grab		ix) to be unable to breath properly
10	choke		x) to take something with your hand suddenly, firmly or roughly
11	yank		xi) hit someone with a palm of a hand

(c) Match t he words in Column X with their appropriate meanings in Column Y.

(d) Use the words in Column X to make one correct sentence for each.

Activity 4: Language practice

(a) Identify verbs in the simple past from the passage below.

Sekile lived in a village with her dog. The name of her dog was Fibe. She got Fibe when it was three months old. Sekile loved her dog. She trained it to do so many things. It knew how to fetch things for Sekile. Fibe waited anxiously at home for Sekile to come from work. In the evening, Fibe always jumped up and down with joy as soon as it saw her.

(b) Fill in the blanks with the correct form of the verbs provided in brackets to form a meaningful passage.

Last year, Tami and Tedi (1) ….. (go) to the National Stadium. They (2) …..(attend) a match between Manyau and Mafichoni football clubs. It (3) ….. (be) a big match. People (4) …… (come) from all over the country. Everybody (5) ….. (think) Manyau would win. The Mafichoni team (6) …… (play) very hard. They (7) …… (score) the first goal. Most of the people (8) …… (cheer) for Mafichoni because it was a small team and nobody (9)…… (expect) it would win.

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(c) Use the following verbs to construct meaningful sentences in the simple past.

buy	catch	cost	drink	teach	throw	win	write
fall	hurt	sell	spend	leave	take	put	learn

Activity 5. Writing practice

(a) Read the following story and explain what the story is about.

Early one morning, I saw something from afar. That thing frightened me. It looked like a very big animal that I had never seen before. Since it was still dark, I could not tell exactly what it was. I was so scared that every part of my body was paralysed. I saw a weapon just beside me but my arms could not reach out to take it. I decided to run away but my legs were so heavy that they could not carry me. I just stood there shaking. Then, I saw that the animal was moving towards my direction. The animal moved closer and it opened its big mouth. I tried to shout! But I did not have the strength to make a sound. I lost hope and I sensed death. I closed my eyes and said a little prayer that my mother had taught me. She had told me to say it whenever I was in trouble. "Iku… Ikuuu…" someone was calling and shaking me. I opened my eyes, and to my surprise, I saw my mother's face. I looked around and realized I was at home, in my bed. Then, I knew I had been dreaming.

(b) Write a short story of your past experience in the exercise book.

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Unit Thirteen

Expressing news and views

Introduction

*In this unit, you will act out a dialogue, study a picture, read a passage on **Visiting the radio station** and answer questions. You will also practise using some vocabulary items related to the passage and using ...'since'... and ...'for'... to express duration both in speaking and in writing.*

Activity 1: Speaking practice

(a) In pairs, act out the following dialogue.

Dialogue

Pius: My name is Pius Mbere, I am your host for today. Welcome to the Children's Forum. Our guest is Asu, who is a Standard Six pupil from Mbela Primary School. Thank you Asu for joining us.

Asu: Thank you so much for receiving us.

Pius: Tell us a bit about yourself.

Asu: My name is Asu Tembo. I'm thirteen years old. I like playing football. I am also a member of a drama club at our school.

Pius: What position do you play in football?

Asu: I am a goalkeeper for the school team.

Pius: How long have you been a goalkeeper?

Asu: I've been a goalkeeper for three years.

Pius: Wow! But where did you learn to speak so well?

Asu: As I said earlier, I have been a member of the school drama club for three years. We learn how to speak confidently. This has helped me become what I am today.

Pius: One last question: What do you want to be when you complete school?

Asu: Well, since I was in Standard Three, I've thought of becoming a television presenter.

Pius: Well, Asu, it has been a pleasure talking to you. Thank you for being our guest today.

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(b) Answer the following questions.

1. What is the name of the radio programme?
2. How old is Asu?
3. What position does Asu play in football?
4. Where did Asu learn to speak so well?
5. Who does Asu want to be when he completes school?
6. How can you learn to speak with confidence?

(c) Study the picture below and answer the questions that follow.



Questions

1. What do you see in the picture?
2. What is the name of this place?
3. What are the people in the picture doing?
4. What is the importance of such a place?

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Activity 2: Reading practice

Read the following passage and answer the questions that follow.

Visiting the radio station

My name is Tupe. I have been a pupil at Mbela Primary School for six years. Since my early childhood, I have had opportunities to visit many places. However, our visit to the radio station is one of the most memorable ones. This is an important place where we get news and entertainment.

Early January this year, my fellow Class Six pupils and I had a chance to go to the Amani Radio Station. We wrote a letter to request visiting this radio station one month earlier. On the day of the visit, we arrived at the radio station at 8:30 a.m. It was in a big, beautiful, neat, and attractive building. It had a large reception hall. For the first time, I saw the announcer's room where the news is read. It was soundproof. I also saw the recording room.

Many pupils from different schools came to participate in the discussion on the topic "The Rights of a Child." This programme was broadcast in the presence of an invited audience. Our school was represented in the main panel by a boy called Asu. Pupils from other schools gave their views first.

Then it was Asu's turn to say something. He said, "We, as children, are human beings too. So, our rights are as important as anyone else's rights. The difference is that we are not as experienced or knowledgeable as adults. We have the right to choose what we want to study. We need freedom of speech, freedom to move from one place to another, and other rights. However, many adults complain that children lack the ability to make wise decisions. This may be true, but there's one thing I would like to ask from our parents and guardians. Please, do us a favour and ensure that our ability to make wise decisions is well developed."

Everybody stood up and clapped for Asu for about two minutes. He was the best speaker and was given a trophy and an English textbook. He was also shown on TV in the 8 o'clock news. It was the best day for all of us. The whole school was proud of Asu.

Questions

1. What is the name of Tupe's school?
2. What was the name of the radio station that they visited?
3. How did the radio station building look like?

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4. What happens in the announcer's room?
5. What was the topic of discussion?
6. Who represented Tupe's school?
7. What rights do children have?
8. Why did everyone clap for Asu?
9. What do we get from listening to the radio?
10. Do you think children cannot make wise decisions? Why?

Activity 3: Vocabulary practice

(a) Read the sentences containing the following words in the passage in Activity 2

opportunities, memorable, entertainment, soundproof, audience, broadcast

(b) Read the words in Column X in the following table.

No	Column X	Answers	No	Column Y
	Words			***Their meanings***
1	opportunity		i)	someone who introduces the different parts of a television or radio show
2	memorable		ii)	resistant to the passage of sounds
3	entertainment		iii)	listeners at a play, film or concert
4	presenter		iv)	unforgettable
5	soundproof		v)	transmitted by radio or television
6	broadcast		vi)	an activity providing enjoyment
7	audience		vii)	a cup or a decorative object given as a prize for a victory or success
8	panel		viii)	a chance
9	trophy		ix)	a group of people who discuss topics of interest on television or radio

(c) Use the words in Column X to construct one sentence for each.

(d) Match the words in Column X with their meanings in Column Y.

(e) Choose the right word in the box to fill in the blanks in the sentences that follow.

broadcasts advertisement right
announcement news programme

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1. It is important to make sure that every child has the …….. to education.
2. The head teacher will make an …… tomorrow during the assembly.
3. Tumi hurried home in order to watch the Television ……..
4. She cut the ……. out of the newspaper.
5. The 8 o'clock …….. gave more details of the missing child.
6. The television station ……24 hours a day.

Activity 4: Language practice

(a) Read the sentences containing ...'since'… and ...'for'...in the passage under Activity 2.

(b) Construct ten sentences using ...'since'…and ten sentences using ...'for'... from the table below.

I				January.
They		crying		two hours.
You	has been	walking		two years.
She	have	writing a story	for	last year.
He	been	watching a film	since	morning.
It		saving our money		lunchtime.
We		sleeping		the beginning of the week.
		learning English		two days.

(c) Use ...'since'… and ...'for'... to construct sentences that express duration in different situations.

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Activity 5. Writing practice

(a) Use ...'since'... and ...'for'... to complete the following sentences.

1. I have been waiting for you ……. 4 o'clock.
2. Mpumi has been waiting …….. 20 minutes only.
3. Atu and Patu have been learning English ……. six years.
4. I have not gone on holiday ……. last June.
5. My sister has been saving her money …….. many years.
6. I have not eaten anything …….. morning.
7. We have been watching TV …….. hours.
8. My parents have been married …….. a long time.
9. Our teacher has been sick ……. last month.
10. She has not phoned him ……. a week.

(b) Use the words in the box below to complete the text that follows.

memorable	news	broadcasting	advertising	entertain

(1) …… is the transmission of programmes or information by radio or television. The programmes are meant to (2) …….. as well as educate people. Radio and television also create (3) …….. events for viewers. (4) ……is also meant to inform people about the day to day matters. Radio and television generate income by (5) …… for different companies and individuals.

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Unit Fourteen

End of the school term

Introduction

*In this unit, you will study a picture and answer questions about it. You will read a passage on **End of the school term** and answer questions. You will also practise using some vocabulary items related to the passage and information from a given passage to identify the style and features of a formal letter. Finally, you will re-arrange a jumbled letter and complete another letter by filling in blanks.*

Activity 1: Speaking practice

(a) Study the picture below and answer the questions that follow.



Questions

1. What do you see in the picture?
2. What is the name of this place?
3. What is the man doing in front of the pupils?

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Activity 2: Reading practice

Read the passage below and answer the questions that follow.

End of the school term

It was Friday morning. Every pupil was excited, waiting for the end of the school term. The pupils were not in their classrooms because their teachers were having a staff meeting in the staffroom. The pupils gathered in small groups; some were playing while others were discussing how they would spend their holidays.

Zuhura was telling her friends, Nandi and Davis, how she would be enjoying the holiday in Mtwara. Zuhura said that her mother had promised her to visit her aunt, Mariam, who lives in Mtwara, if she passed her examinations.

Davis then told his friends that he and his sister would be going to the national museum with their father, who was working there. Nandi told her friends that she was happy because she would be visiting Ngorongoro National Park with her parents.

When the bell rang, they all cheered as they ran towards the assembly ground. The teachers came from the staffroom and stood in front of the pupils. Everyone was quiet, waiting eagerly to hear who would be top in the examinations. The academic teacher announced the names of the pupils who came first, second and third in each class. Nandi came first in Standard Six, while Davis came second. Zuhura came second in Standard Five. The pupils who came first, second and third were given prizes and they were all happy. Then, the sports teacher announced the names of the best pupils in sports and games. They were also given prizes. Likewise, the names of the smartest, most punctual, and most disciplined pupils were announced, and they were given prizes.

Finally, the head teacher stood up to make some announcements. He said that the class teachers had prepared letters for parents or guardians showing each pupil's performance in academics, sports and other activities. The letters instructed parents or guardians to buy exercise books, text books, school uniforms, school bags, pens, pencils, and sports jerseys. Each pupil was expected to come with all the requirements at the beginning of the term. The head teacher announced that the school was closed. Then, the pupils departed happily for home.

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Questions

1. What were the pupils doing outside the classrooms?
2. Why did all the pupils cheer?
3. Who announced the results?
4. Who came first in Standard Six?
5. What did the head teacher announce?
6. What do you think were the feelings of the pupils who had not performed well?

Activity 3: Vocabulary practice

(a) Pronounce the words in the table below.

	Column X			Column Y
1	excited	iv	i	diet
2	cheered		ii	plant
3	quiet		iii	feared
4	prizes		iv	ignited
5	lazy		v	rises
6	aunt		vi	crazy

(b) Match the words in Column X whose sounds match (rhyme) with the sounds of the words in Column Y. Item 1 is provided as an example.

(c) Find the words in Column X from the passage and read the sentences containing them.

(d) Use the words in both Columns to make sentences.

(e) Fill in the blanks with the missing letters to form a complete word then read it aloud.

l_ _te_s	pu_i_	a_a_emi_	re_u_r_men_	h_ _i_ay
dis_ip_in_	an_o_n_e_ent	p_i_es	c_as_r_ _m	e_ami_at_ on

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Activity 4: Language practice

(a) Recite the following poem.

I want to write a letter,
I think I will do it later,
I don't know the parts of the letter,
So I will have to find them later.

Now I am writing a letter,
With all parts of the letter,
Sender's address and date,
Won't forget the receiver's address.

Salutation and the heading,
Then follows the body of the letter,
The ending concludes the letter,
Name and signature you close.

(b) Answer the following questions orally.

1. What is the poem about?
2. Why does the writer think of writing a letter later?
3. Does the writer mention the parts of the letter?
4. What are the parts of the letter mentioned in the poem?
5. How do we close the letter?

(c) Fill in the boxes numbered 1-8 in the following model of a formal letter using the answers in 4 (b). Item 1 is done as an example.

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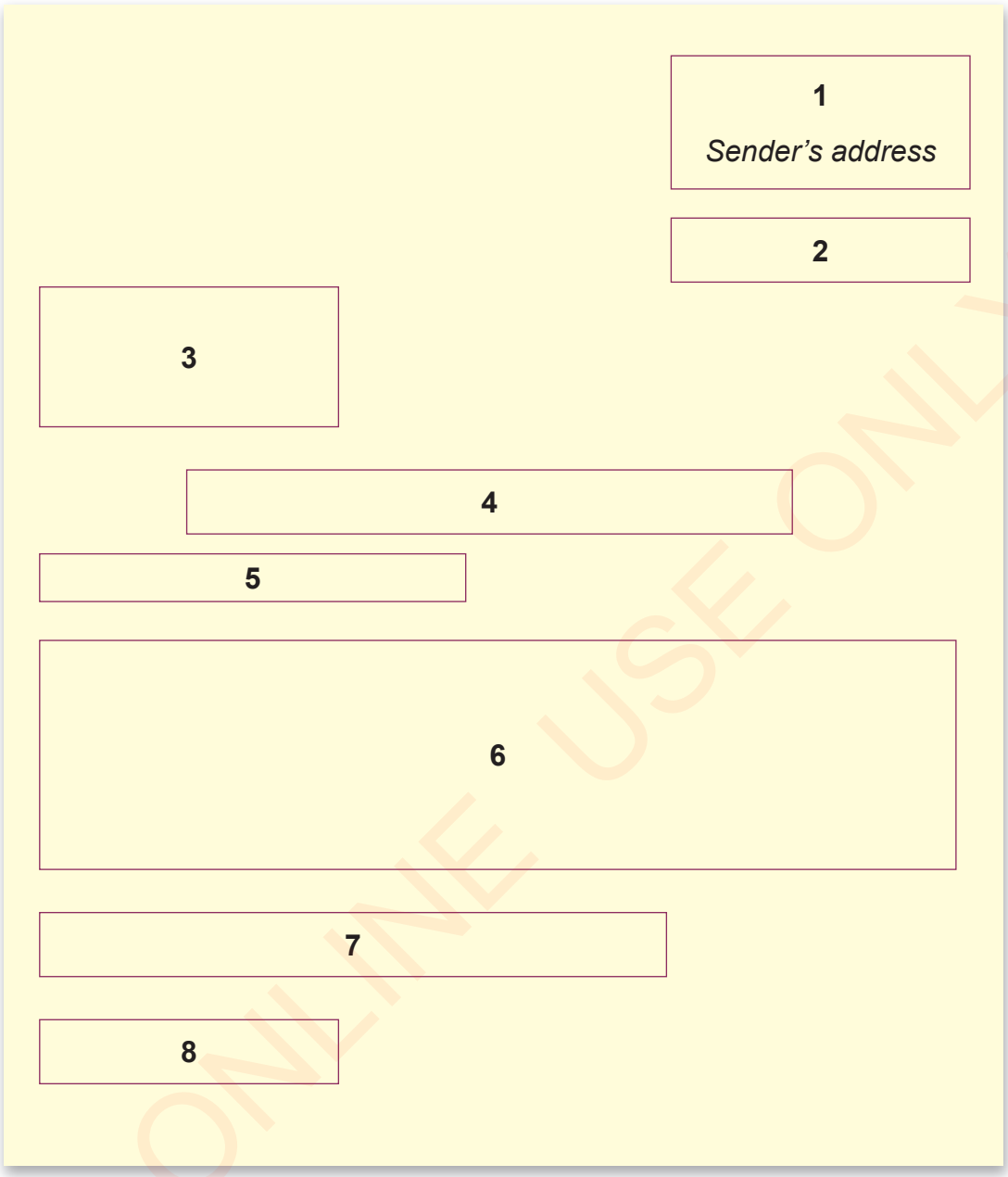
Model of a formal letter



(d) Re-read the passage "End of the school term".

(e) Write the important information that a parent or guardian should know, as announced by the head teacher.

(f) Use the information contained in the passage to write a letter to Nandi's parents. Mention all the important information that parents should know. The school address is Nzurini Primary School, P. O. Box 222, Kibaoni.

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Activity 5: Writing practice

(a) Re-arrange the jumbled parts of the following letter to form a well written formal letter.

Yours faithfully,

RKitufe

Rachel Kitufe
English Teacher

4th October, 2020.

Kindly allow us to visit your radio station on the 27th of November, 2020 to see how a radio station operates.

There are 55 pupils in Class Six who would like to visit your radio station. They would like to see the announcers and recording rooms. They would also like to participate in children's discussion. The pupils have been practising their speaking and listening skills in English. So, they want to learn more through radio programmes.

We hope that our request will be considered.

Thank you,

Aman Radio Station
P. O. Box 333
Kijiweni.

u. f. s. The Head teacher
Mbela Primary School
P. O. Box 457
Kijiweni.

Mbela Primary School
P. O. Box 457
Kijiweni.
Dear Sir/Madam,

RE: VISITING YOUR RADIO STATION

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(b) Use the words in the table below to fill in the blanks in the letter that follows.

HEAD TEACHER	Dear	December
SCHOOL REQUIREMENTS	Please	K.Lunango
Yours faithfully	January	6th December, 2020

Nzurini Primary School
P. O. Box 222
Kibaoni.
(i) …….

Parent/Guardian
P.O.Box 224
Urafiki.

(ii) …….. Parent/Guardian,

RE: (iii) ……..

(iv) …... be informed that the school is closed for (v) ……holiday. It will re-open on 7th (vi)……...

The school administration takes this opportunity to thank all parents/ guardians for their cooperation in the academic and moral improvement of their children during this year. We expect the same cooperation in the coming academic year.

In order to improve the pupils' academic performance, the school plans to administer monthly tests for each subject. Parents/guardians will be receiving progress reports for their children before the end of the term. We think this will allow both teachers and parents to assist the pupils closely. Please, encourage your child to be responsible for his/her own success.

Furthermore, make sure that you buy all school requirements, such as school uniforms, shoes, exercise and text books, a school bag, a pen, a pencil, a ruler and sports jersey.

Please, feel free to come at any time during school hours if you have any concerns regarding your child.

(vii)……,
Kazinda Lunango
(viii)…….

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Unit Fifteen

Community farming

Introduction

In this unit, you will recite a poem, study a picture, read a passage on ***Community farming****, and answer questions. You will also practise using some vocabulary items related to the passage, identify and use sequence markers from the passage. Finally, you will write sentences with sequence markers and re-arrange sentences using the substitution table provided.*

Activity 1: Speaking practice

(a) Recite the following poem.

Farmers

Covered in sweat
A hard working life
Placed at their feet
You reap what you sow
Written in their hearts
Servants of humanity
Hope is their daily bread
A prayer for all times

Farming is a passion
Not for the short-sighted
Not for the weak at heart
Not for the lazy
Farmers are the guardians of hope
Farmers are the unsung heroes
Fully armed
With magazines of seeds

Source (*Adapted from***)**: Kenneth Maswabi ''Farmers Poems''

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Questions

(b) Answer the following questions from the poem.

1. What kind of people are the farmers in the poem?
2. What is the farmers' daily bread?
3. What is the poem about?
4. What lessons have you learnt from the poem?
5. Why are farmers important?

(c) Study the picture below and answer the questions that follow.



Questions

1. What do you see in the picture?
2. What are the people in the picture doing?
3. What tools do they use to do the work?
4. What are they going to get from their work?

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Activity 2: Reading Practice

(a) Read the passage below and answer the questions that follow.

Community farming

My name is Moki. I live in Matala Village. We depend on agriculture for our living, so every family in my village has a small farm. We also have a big community village farm. Every person in the village works on the farm.

To begin with, two to three weeks before the early rains, we prepare the farm by ploughing. We plough the soil to a depth of at least 20 centimetres using a tractor. We normally hire the tractor from Mr Ndisa, a big farmer from a nearby village. Ploughing helps to turn over the upper layer of the soil. It also brings fresh nutrients up to the surface and buries weeds and crop remains. As the plough ploughs the soil, it creates long trenches of fertile soil called furrows.

Then, at the onset of the rains, we harrow the farm. Harrowing involves breaking up large lumps of soil. This makes planting easier and ensures that the seeds germinate. For example, maize planting starts a few days after the onset of the rains when the soil is still moist. We leave a space of 75 centimetres between rows and 25 centimetres between plants. The right spacing ensures good crop growth, makes it easier to weed, and reduces the spread of pests and diseases.

After a few days, when the seeds sprout, we add fertilizer on the soil. The type of fertilizer chosen depends on the type of the soil. We make sure that we buy the right amount of fertilizer for our farm and plant the right seed variety. Before purchasing seeds, we examine the package to check the expiry date and ensure that it has not been tampered with.

Afterwards, when the maize plants are about 30.48 centimetres high, we add a second round of fertilizer and spray pesticides. Pesticides are important because they protect crops from pests, diseases and weeds, as well as raise productivity. Without pesticides, more than half of our crops would be lost to pests and diseases.

Finally, when the maize is ready, we harvest it. We always have a big celebration after the harvest. In this celebration, a lot of food and drinks are prepared. People eat, dance and drink. Generally, our community farming has helped us to work as one family and has brought a sense of belonging. In addition, it has increased our food production.

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Questions

Choose the correct answer that completes each of the following sentence.

1. The story takes place in a village called ……...
   a. Mtaa
   b. Matala
   c. Tamala
   d. Moki

2. The village has …….. where community farming is practised.
   a. many people
   b. hospital
   c. a big farm
   d. trees

3. The villagers prepare their farm using ……...
   a. a tractor
   b. a hoe
   c. hands
   d. people

4. Harrowing is the process of ……...
   a. choosing the right seed
   b. hiring the tractor
   c. breaking up large lumps of soil
   d. fertilizing the soil

5. Which of the following statements about ploughing is not true?
   a. It helps to turn over the upper layer of the soil.
   b. It helps to bury weeds and the remains of previous crops.
   c. It helps to follow the procedure.
   d. It helps to bring up fresh nutrients to the surface.

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*(b) Write **TRUE** or **FALSE** for each of the following statements.*

1. Moki lives in Konga Village. ……..
2. Ploughing creates long trenches of fertile soil called furrows. ……
3. Checking for the expiry date in choosing seeds is not important. …….
4. Planting is done when the soil is moist. …….
5. Even without pesticides, plants grow healthy……

Activity 3: Vocabulary practice

(a) Pronounce the following words.

pesticides	furrows	harrow	germinates	nutrients
expiry date	after	trenches	examine	ploughing

(b) Find the words from the above box in the passage in *Activity 2 (a) and read the sentences that contain them.*

(c) Use a dictionary to find the meanings of the words in the box above.

(d) Use each word to make one meaningful sentence.

Activity 4: Language practice

(a) Read the sequence markers in the table below.

at the same time	after	finally	afterwards
in addition to	as	when	without
to begin with	also	then	generally

(b) Find the sequence markers in the passage in Activity 2 (a) then, read the sentences that contain them.

(c) Use any seven sequence makers of your choice in 4(a) above to construct meaningful sentences.

(d) Read the following sentences:

1. First of all, we assessed the situation of our business, in general.
2. Secondly, we talked about the most popular products and listed them all.

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3. Before going to the airport, I went to a business meeting.
4. I got there at two o'clock, and my business partners arrived shortly afterwards.
5. Lastly, the meeting closed, although there were many other issues to talk about.
6. Later, we agreed to add two more products to the most popular ones.
7. When everybody had arrived, we started to talk about our business.
8. We had arranged to meet after lunch.
9. Then, we listed the least popular products and decided to improve their quality.
10. Next, we decided to increase production of the most popular products.

Do the following:

(i) Identify the sequence markers in each sentence.

(ii) Re-arrange them in correct order.

(iii) Use the re-arranged sentences above to write the passage in your exercise book.

Activity 5: Writing practice

(a) Use the sequence markers in the following box to fill in the blanks in the passage that follows.

then	next	after	finally	first	when

My daily routine

The ….. thing I do in the morning is to wake up. ….. I have a bath and get dressed …… I take breakfast and go to school. ….. the school day is over, I go home where I do the housework. ….. those chores are done, I have dinner and relax in front of the television. ….., I go to bed and fall asleep.

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(b) Re-arrange the following sentences to form a meaningful passage.

The basic steps in rice cultivation

1. Third, plant the seeds according to the recommended spacing.
2. In addition, make sure you apply fertilizer in time to make sure that the plants get enough nutrients.
3. First, select proper seeds by considering the type of soil.
4. Second, prepare the land for cultivation.
5. Before harvesting time, make sure that your storage units are ready.
6. Fourth, make sure there is plenty of water in the field.

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Unit Sixteen

Healthy and hygienic living

Introduction

In this unit, you will study a picture and discuss the importance of personal hygiene for better health. You will also read a passage on ***Good personal hygienic practices*** *and answer questions about it. Then, you will practise using some vocabulary items related to the passage, punctuation marks and the connectives ...'but'... and ...'and'... in sentences. Finally, you will write a passage with punctuation marks and use ...'but'... or ...'and'... in sentences.*

Activity 1: Speaking practice

(a) Study the picture below and answer the questions that follow.



Questions

1. What do you see in the picture?
2. What are the people doing?
3. What activities do you do at home?

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(b) Discuss the importance of personal hygiene by focusing on the following points.

1. Prevention of illness
2. Improvement of personal appearance
3. Prevention of body odour
4. Improvement of health

Activity 2: Reading practice

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

Good personal hygiene practices

Personal hygiene is the act of taking care of our health and well-being by keeping ourselves clean. We come into contact with a lot of dirt, dust, and bacteria when we go out. Whether we go to school, park, or any other place, we touch things that have bacteria which get transferred to our hands. When the bacteria find their way into our bodies, we may get diseases and illnesses.

There are several good personal hygiene practices, but some people do not practise them every day. The following are good personal hygienic habits that guarantee our good healthy.

First of all, we must keep ourselves clean by washing and bathing every day. We must also wash our hands after using toilets and before eating or preparing something to eat. A clean body needs clean and ironed clothes and beddings. Wearing clean shoes to protect our feet from dirt and harmful insects is equally important.

Another health practice is keeping our houses clean and tidy. We must sweep and mop the floor. We must also keep our surroundings clean by cutting grass around our houses and draining pools of stagnant water. Our surroundings should also be free from rubbish. In this way, we will get rid of insects such as mosquitoes and flies.

When we are not feeling well, we should take steps to make sure we do not spread germs to others. We should cover our mouths and noses when sneezing and wipe off shared surfaces with clean clothes. Also, we should not share some utensils like spoons or electronic gadgets such as earphones. Moreover, we must immediately throw away any unclean tissues and wash our handkerchiefs after using them.

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There are a lot of personal hygiene mistakes that we make every day. For example, some of us bite our nails as a way of coping with stress. Others use cotton swabs to clean our ears. Also some people do not wash their hands after using a toilet. We do not change our toothbrushes for a long time and sometimes we forget to brush our teeth before going to bed.

Questions

Choose the correct answer from the ones provided and write it in the space provided.

1. We may contract diseases and illnesses through …….
    a. wind
    b. bacteria
    c. rain
2. The act of taking care of our health and well-being is called ……..
    a. personal hygiene
    b. diseases and illnesses
    c. cleaning our houses
3. We must ……. after using the toilet and before preparing something to eat.
    a. wash our bodies
    b. wash our hands
    c. wash our legs
4. …… is also a personal hygiene habit.
    a. biting our nails
    b. not brushing our teeth before sleeping
    c. keeping our houses clean and tidy
5. We should …….. our mouths and noses when sneezing.
    a. open
    b. cover
    c. uncover
6. Answer the following questions.
    i) What personal hygiene mistakes do people make every day?
    ii) What should you do after using tissues?
    iii) Mention three good personal hygiene habits you practise every day.

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(b) Agree or disagree with the statements below.

Example:

We come into contact with a lot of dirt, dust, and bacteria when we go out.

I agree that we come into contact with a lot of dirt, dust, and bacteria when we go out.

1. It is not necessary to practise personal hygiene habits every day.
2. We must wash our hands before eating or preparing something to eat.
3. Washing our clothes protect us against skin diseases.
4. A clean body does not need clean and ironed clothes and beddings.
5. Cleaning our surroundings helps to get rid of insects such as mosquitoes and flies.
6. It is not necessary to take steps to prevent germs from spreading to other people.
7. Eating fruits or food without washing our hands is a bad hygiene practice.
8. You must wash your hands after using the toilet.
9. We should share utensils such as spoons.
10. We should change our toothbrushes after using them for a long time.

Activity 3: Vocabulary practice

(a) Read the words in the box below and find them in the passage in Activity 2 (a).

handkerchiefs	get rid of	healthy	harmful	hygiene	surroundings

(b) Read the sentences in the passage containing the above words.

(c) Use the above words to construct meaningful sentences.

Activity 4: Language practice

(a) Practise using punctuation marks in the box below and answer questions.

,	.	?

(b) Read and punctuate the following sentences.

1. first of all we must make ourselves clean by washing and bathing every day
2. our surroundings should be free from rubbish

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(c) Punctuate the following sentences by putting full stops, commas, question marks and capital letters where appropriate.

1. mr mazidi does exercise every day to keep fit
2. does she wash dishes every day
3. why should we clean and iron clothes
4. we must wash our hands before eating
5. when do you clean your surroundings
6. do you think you should practise good personal hygiene

(d) Find in the passage in Activity 2 (a) the words ...'but'.. and *...'and'... and read the sentences containing those words.*

(e) Join the following sentences using ...'and'... The first sentence is done as an example.

Example: Bahati cooked some food. She ate the food.
Bahati cooked some food and ate it.

1. He wrote the letter to the manager. He posted the letter.
2. The pupils went to school. They studied hard.
3. The visitors came. We welcomed the visitors.
4. My mother promised to give me a reward. She gave the reward to me.
5. The girl did not speak to anyone. Nobody spoke to the girl.
6. The pupils were very hard working. They performed well in their examinations.
7. They looked for the lost book. They found the book under the bed.
8. The patient has been given some medicine. He is now resting.

(f) Join the following sentences using ...'but'... The first sentence is given as an example.

Example: They worked hard. They didn't get enough harvest.
They worked hard but they didn't get enough harvest.

1. We went early to the airport. We didn't travel with the first plane.
2. Musa asked for forgiveness. His friend did not forgive him.
3. They always went to school. Their academic performance was low because they did not work hard.
4. The man looked humble. He was a thief.
5. The people caught the thief. They could not take him to the police station.

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6. The students listened to the visitor. They could not talk to her.
7. The children were very hungry. They refused to eat the food.
8. They locked the door. When they came back the door was not locked.

Activity 5. Writing practice

(a) Punctuate the following passage.

personal hygiene refers to individual practices and habits that protect a person from getting diseases and help him or her to maintain health a person should practise hygiene in everyday life. there are many things a person should do in order to maintain good hygiene first of all you should keep your body clean by brushing your teeth taking a bath and wearing clean ironed clothes. you must also wash your hands with running water and soap after using the toilet secondly remember to wash your hands before you eat. in addition, make sure your surroundings both at home and at school are clean. clean surroundings protect us from diseases such as malaria and diarrhoea diseases finally you should teach others to practise good personal hygiene for their healthy.

(b) Fill in the blanks in the sentences below using ...'but'... and ...'and'...

1. Mtama Primary School pupils get lunch every day, _____ Madizini Primary School pupils do not.
2. Washing your hands, cleaning your body _____ surroundings are some of the practices of personal hygiene.
3. The teacher tried hard to teach us about personal hygiene ___ Jole was inattentive.
4. She eats vegetables ___ she cooks them with a lot of oil.
5. In our school, we do jogging every Wednesday and Friday____ Mtambani Primary School has jogging on Monday and Thursday.
6. I drink a lot of clean water ___ do exercise every day to be strong.
7. They worked hard _____ finished the work on time.
8. The pupils did the exercises _____ none of them answered the last question.
9. The children were tired _____ they still wanted to play.
10. The teacher taught the pupils _____ marked their written exercises.

(c) Write five sentences using ...'but'... and five sentences using ...'and'...

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Unit Seventeen

Expressing personal feelings

Introduction

In this unit, you will study a picture, act out a dialogue and then answer questions. You will read a passage on ***Amina falls sick*** *and answer questions. Thereafter, you will practise using some vocabulary items related to the passage and words expressing personal feelings/emotions in different communication situations. Finally, you will construct sentences that express personal feelings/emotions.*

Activity 1: Speaking practice

(a) Study the following picture and answer the questions that follow.



Questions

1. What do you see in the picture?
2. What do you think is the girl doing?
3. What is she holding?
4. What is the name of the place?
5. Would you like to be at such a place? Give reasons.

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(b) In pairs, read the following dialogue and act it out.

Baraka: Hello Upendo!

Upendo: Hello Baraka, how are you?

Baraka: I am fine thank you. And you?

Upendo: I'm fine too.

Baraka: Are you excited about our trip to Mikumi National Park tomorrow?

Upendo: Yes, of course! I can't just wait.

Baraka: Me too, but I'm sad about Amina.

Upendo: Why?

Baraka: Amina won't be with us on the trip because she is sick.

Upendo: I really feel so sorry for her. She was so excited as well.

Baraka: I can't imagine how bad she might be feeling.

Upendo: You are right. Let's go and visit her in the evening.

Baraka: And let's pray that she won't fall sick again on the coming trips. See you later.

Upendo: Thank you. Bye.

Baraka: Bye! Take care!

(c) Re-read the dialogue and answer the questions below.

Questions

1. Who are speaking in the dialogue?
2. Where are they expecting to go?
3. How do they feel about the trip?
4. Who is not going on the trip?
5. Why is she not going?
6. How do Baraka and Upendo feel about Amina?

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(d) Read the following tongue twisters three times.

Of all the felt I ever felt,
I never felt a piece of felt,
Which felt as fine as that felt felt,
When first felt I felt that felt hat's felt,

Activity 2: Reading practice

Read the passage below and answer the questions that follow.

Amina falls sick

Amina, who is in Standard Six, fell sick five weeks ago. She went to a dispensary near her home. The doctor examined her and said she had malaria. She prescribed antimalarial drugs and paracetamol. She was excused from school for three days.

Although Amina took the medicine as advised by the doctor, she did not get any better. On the fourth day, she went back to the dispensary. She said, "Doctor, my condition is not improving. I have a fever and a headache." This time, the doctor gave her the same pain killers and a dose of antimalarial drug injections. The doctor advised that she should be excused from school for three more days. Amina took some pain killers and antimalarial injections as advised, but she still did not get any better. Amina's father decided to consult his father, Mzee Makaranga, who was a famous traditional medicine man.

Amina told her grandfather that she felt weak and had severe headaches. Mzee Makaranga examined his granddaughter and gave her some local medicine. Amina used the medicine and felt a little better. However, after four days, her condition became worse.

Amina's parents decided to take her to hospital. Bahati, the doctor at the hospital, examined her. She told her to go to the laboratory for more tests. The laboratory technician tested Amina's blood, stool and urine. Amina took the results to the doctor. After studying the results, Dr Bahati told Amina that she had typhoid. Because she was so weak, she was admitted into hospital for intensive care and medication.

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Although Amina was very sick, she was not happy about being admitted into hospital. Her parents insisted so she had to agree. She stayed in hospital for one week. During that time, many other sick people were admitted. Those who got better were discharged, but their beds were soon occupied by other patients. Some patients were seriously sick. Some of them had typhoid, just like Amina. Others had malaria and diarrhoea. Many of the children had difficulty in breathing because of pneumonia. The doctors and the nurses worked very hard to save their lives.

After a week, although Amina had not completely recovered, she was, feeling much better than before. Thus, she was discharged and given some medicine. She was excused from school for five more days. After the five days of rest, Amina completely recovered and went back to school.

Questions

1. Amina was …… for five weeks.
   a) taken to a dispensary
   b) a school child
   c) sick
   d) on sick leave

2. Amina did not get better at first because …...
   a) she did not take the medicine.
   b) she did not take rest.
   c) she was not given the right medicine.
   d) she was not given enough medicine.

3. Mzee Makaranga's medicine was …….
   a) better than the medicine she was given by the doctor from the dispensary.
   b) different from the medicine she was given by the doctor from the dispensary.
   c) the same as the medicine she was given by the doctor from the dispensary.
   d) not as strong as the medicine she was given by the doctor from the dispensary.

4. Dr Bahati knew what was wrong with Amina …….
   a) as soon as she saw her.
   b) after examining Amina's blood.

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c) after Amina's urine was examined.
d) after studying the laboratory examination results.

5. Many of the children admitted had difficulty in breathing because …
   a) they were ill.
   b) they had malaria.
   c) they were very weak.
   d) they had pneumonia.

6. After staying in hospital for a week, Amina was ……
   a) allowed to go home.
   b) better than the other patients.
   c) sent back to school.
   d) given some more injections.

Activity 3: Vocabulary practice

(a) Read the words in the box below and find them in the passage under Activity 2.

admitted	consult	famous	laboratory	discharged
pneumonia	sick	laboratory technician		

(b) Read the sentences that contain the words used in the passage.

(c) Look up the meaning of the words above in the dictionary.

(d) Use the words to construct meaningful sentences.

(e) Read the following words which represent feelings in the dialogue under Activity 1 (a) and answer the questions that follow.

sad	excited	confused	sorry

1. Write down the statements which contain the feelings above?
2. Who is experiencing such feelings?
3. Why do they feel that way?
4. Have you ever experienced such feelings? If yes, how did it happen?

(f) Use the words above to construct meaningful sentences.

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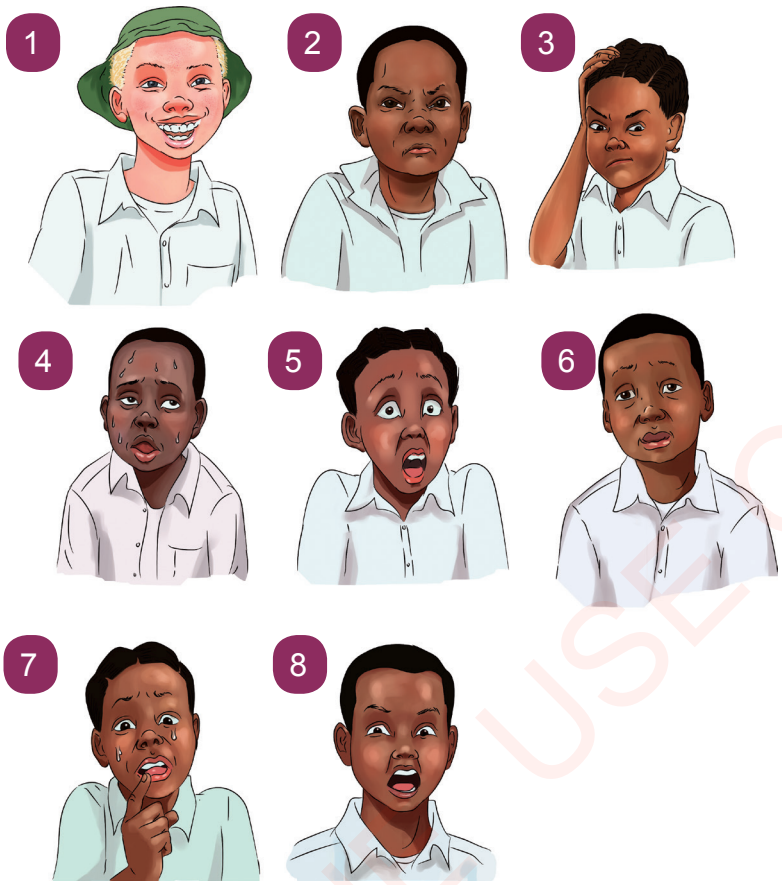
Activity 4: Language practice

(a) Study the following facial expressions.



(b) Match the feelings in the following table with their respective facial expressions above. Item one is given as an example.

Feeling	Face
sadness	6
fear	
worry	
surprise	
happiness	
anger	
tiredness	
confusion	

(c) How would you feel if you encountered the following situations?

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Number	Feeling	Situation
1.	I would feel …..	night is falling while my younger brother is still out
2.	I would feel …..	after long hours of farming
3.	I would feel …..	a friend lost my ball
4.	I would feel …..	to see a person we thought had passed away
5.	I would feel …..	my father was supposed to be operated and had no money
6.	I would feel …..	failing an English language test
7.	I would feel …..	encountering a snake inside a house
8.	I would feel …..	passing a Mathematics test

(d) Change the following positive sentences into negative.

1. I am happy to see you.
2. Bahati is a good pupil.
3. We are excited to visit our grandmother.
4. I will see you tomorrow.
5. They have eaten all the food.

(e) Change the following sentences into positive sentences.

1. Furaha does not enjoy watching Television every day.
2. She is not sad.
3. Mawazo is not confused now.
4. They are not afraid of fighting.
5. I am not feeling happy.

Activity 5: Writing practice

(a) Use the words in the box to fill in the blanks in the passage below.

healed admitted consult famous laboratory discharged pneumonia sick laboratory technician

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Matata was a very (i) ….. musician. When he got (ii) ….., he decided to (iii) ….. a doctor. The doctor told him to go to the laboratory for different tests. The (iv) ….. gave him the results on a piece of paper. When Matata took it to the doctor, he was told he had (v) ….. Then he knew why he could not breathe properly. He was (vi) ….. to a male ward in the hospital for two weeks. Then, the doctor told Matata that he was (vii) ….. so he was (viii) …… the same day.

(b) Put the words below into the right column for each feeling.

annoyed joyful sorrowful cheerful irritated jolly
delighted bitter gloomy mad down unhappy

Sadness	Happiness	Anger
a) ……	a. ……	a. ……
b) ……	b. ……	b. ……
c) ……	c. ……	c. ……
d) ……..	d. ……	d. ……

(c) Choose two words from each column and construct meaningful sentences.

(d) Construct five positive sentences using any of the words from the box above.

(e) Change the constructed sentences into the negative form.

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Unit Eighteen

Child labour

Introduction

In this unit, you will recite a poem, study a picture, and read a passage titled ***At the gold mine*** *and answer questions. You will also practise using some vocabulary items related to the passage, prefixes, and suffixes to form new words in speaking and in writing.*

Activity 1: Speaking practice

(a) Recite the extract from the following poem and answer the questions that follow.

A freedom song

Atieno washes dishes,
Atieno plucks the chicken,
Atieno gets up early,
Beds her sacks down in the kitchen,
Atieno eight years old,
Atieno yo.

Since she is my sister's child,
Atieno needs no pay,
While she works my wife can sit
Sewing every sunny day
With her earnings I support
Atieno yo.

Source: *Marjorie O. Macgoye: Growing up with Poetry*

Questions

1. Who is speaking in the poem?
2. What is the name of the person talked about in the poem?
3. How old is the person?
4. Where does the person sleep?

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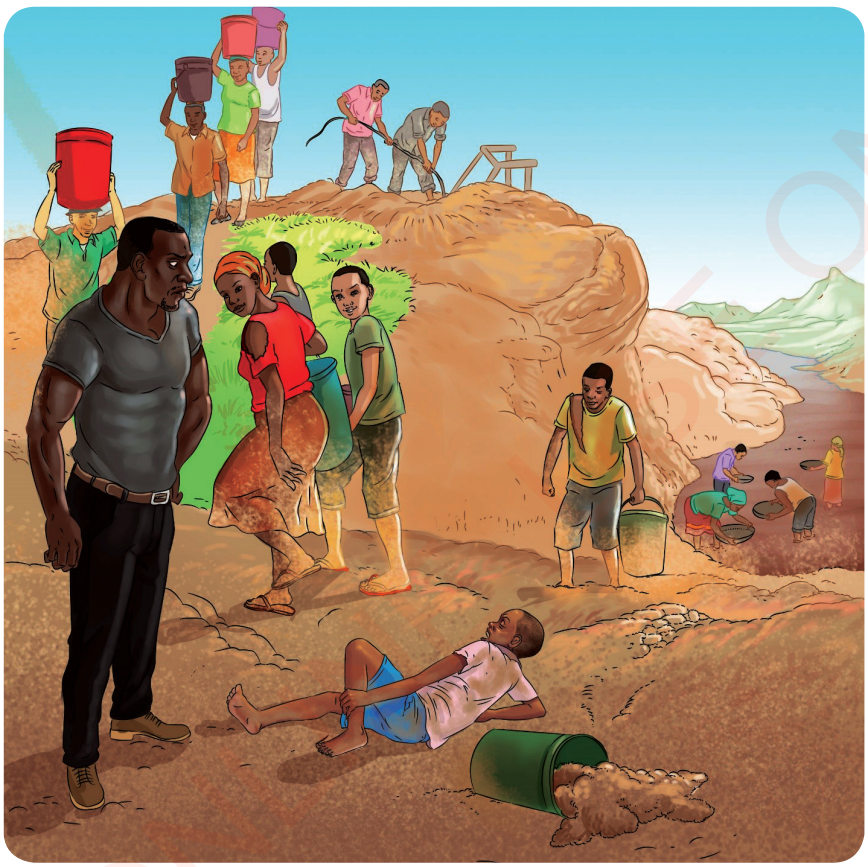
5. Mention three things the person in the poem does every day.
6. Is she paid for the work she does? Why?
7. What is the poem about?
8. What do you learn from the poem?
9. How can children be protected from child labour?

(b) Study the following picture and answer the questions that follow.



Questions

1. What do you see in the picture?
2. Where are they?
3. What are they doing?
4. How do you feel about the situation presented in the picture?
5. Why do you feel that way?

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Activity 2: Reading practice

Read the passage below and answer the questions that follow.

At the gold mine

Mbutolwe felt tired, but he could not stop working. The foreman was watching him closely. Mbutolwe was only thirteen years old. He was supposed to be in school with his friends, but he was working at Majenje Gold Mine.

His troubles started last year when he was in Standard Five. His father, who was a peasant, became sick and eventually passed away in June. His mother also got sick and could not work anymore. There were no relatives to take care of the family. Mbutolwe, being the eldest of the four children and the only boy, had no choice but to drop out of school.

Life became tough. He tried selling sweets and cigarettes on the street. For some days, he could not get even a single customer. Mr Iseke, one of Mbutolwe's uncles, suggested that the boy should find a job in a mine. The mother felt uneasy about that idea, as Mbutolwe was still very young. She had a long discussion with the uncle concerning Mbutolwe's employment. In the end, his mother and uncle agreed that Mbutolwe should not work in the mine. The job was dangerous and full of health hazards.

Life became tougher. Mbutolwe looked for Mr Iseke and asked him to help him get the job in a mine. It did not take long before he got the job and he immediately started working. It was a low wage job, but it was better than nothing. There were about eleven children under the age of eighteen: two girls and nine boys, including him. This is called child labour; it is illegal.

The children's job was to carry the soil from deep down in the mine up to the surface. They were not strong enough for such a job. They walked through the narrow mine passages with difficulty. They used buckets which were too heavy for them to carry and caused them to trip over. When they tripped over, they spilt the soil. In such incidents, the foremen would stand over the fallen child and glare at him or her.

One day, Mbutolwe was carrying a heavy bucket. He fell over and broke his right leg. He cried with pain, not only from the broken leg, but also from his worry about how he could help his sick mother. They took him to hospital, where he was admitted for three weeks. Fortunately, one of the nurses who was taking care of him had pity on him. She promised to take care of him and his family and made sure he went back to school. So, his mother was

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sent to hospital, and she got well again. The following year, Mbutolwe went back to school.

Questions

1. What is the name of the boy in the passage?
2. Why did he drop out of school?
3. What is the name of the mine in which the boy worked?
4. How many children were there in the mine?
5. What was the children's main job in the mine?
6. According to the last paragraph, what happened to Mbutolwe?
7. Who took care of Mbutolwe and his family?
8. What is the passage about?
9. What have you learned from the passage?

Activity 3: Vocabulary practice

(a) Read the words in the following table.

child labour	wage	abuse	hazards
illegal	pity	spilt	tripped

(b) Re-read the passage in Activity 2 and find the sentences that contain the words listed in the table above.

(c) Find the meaning of the given words.

(d) Use each word to make one correct sentence.

(e) Study the puzzle, circle ten words related to child labour and read them aloud. An example is shaded.

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

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(f) Use the words from the puzzle above to make meaningful sentences.

Activity 4: Language practice

(a) Read the words in Column A in the following table.

Column A	Column B	Column C	Column D
Words	***Stem words***	***Prefixes***	***Suffixes***
immature	mature	im	….
reliability	reliable	….	ility
illegal			
impossible			
illness			
discussion			
uneasy			
agreement			

(b) Identify the stem, prefixes and suffixes in Column A from the table above. Two examples are provided.

(c) Make one sentence for each of the stems identified in Column B.

(d) Use the identified prefixes and suffixes to form new words.

(e) Read the words in Column A in the following table.

Column A	Column B	Column C
Stem words	***New words***	***Prefixes***
agree	disagree	un-
regular		mis-
legal		ir-
happy		dis-
place		de-
value		il-

(f) Choose prefixes in Column C and add them to the appropriate stem in Column A to form new words, as exemplified in Column B. You can use the same prefix more than once.

(g) Draw a table and write in it the new words in Column B in your table.

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Activity 5: Writing practice

(a) Read the verbs in Column A in the table below.

Column A	Column B	Column C
Verb	*Noun*	*Suffixes*
arrange	arrangement	-ion
assist		-or
refuse		-ment
drive		-ance
sponsor		-ship
admit		-al
supervise		-er
specialize		-st

(b) Change the verbs in Column A into nouns by adding appropriate suffixes from Column C and write the word you have made in Column B. One item has been done as an example.

(c) Re-arrange the following sentences to write a meaningful passage.

1. He lived happily with his family in Nguju Village.
2. He could only work at the weekend as he went to school on week days.
3. Some rice was used for food and a lot of it was sold.
4. Niku also worked on his father's farm.
5. So, the family had enough money for food, clothes, school fees, and other expenses.
6. Niku is a thirteen years old boy.
7. His father was a good farmer who planted and harvested a lot of rice.

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(d) Form adjectives using words and suffixes.

(i) Read the words in Column A in the table below.

Column A	Column B	Column C
Words	***Adjectives***	***Suffixes***
comfort-	comfortable	-ate
self-		-al
accident-		-ent
danger-		-ical
attract-		-ary
use-		-ful
depend-		-ish
magic-		-ive
element-		-less
care-		-ous
passion-		-able

(ii) Draw a similar table in your exercise book.

(iii) Change the words in Column A by adding a suffix from Column C to form a new word in Column B

(iv) Use the new words in Column B to make one sentence for each.

(e) Study the following prefixes and suffixes and use them correctly with the bolded words in the sentences that follow.

be-	-ing	un-	re-	-ation	-est	-ous	-ful	dis-

1. The pupils were ___**happy** because they couldn't play soccer.
2. I had to ___**read** the question to understand it.
3. Do not ….**little** your friends when they make mistakes.
4. She was the **young**___ girl in our class.
5. He has to be **care**___ when driving.
6. I received an **invite**___ to the birthday party.
7. Tabita is a **joy**__ person.
8. Why is your room so ___**organised**?
9. I am __**able** to climb a big tree.
10. She was punished for **break** __ the school rules.

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Unit Nineteen

A successful batik project

Introduction

*In this unit, you will study a picture, act out a dialogue about **A successful batik project** and answer questions. You will also practise using some vocabulary items, adjectives and adverbs in different situations. Finally, you will compose sentences using adjectives and adverbs.*

Activity 1: Speaking practice

(a) Study the picture below and answer the questions that follow.



Questions

1. What do you see in the picture?
2. What are the people doing?
3. Who do you think is the owner of the business?
4. What will you need to do if you want to start such a business?

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(b) Read the tongue twisters in the table below several times.

Money makes money, and the money that money makes, makes more money.

Activity 2: Reading practice

(a) In pairs, act out the following dialogue.

Dialogue

Rehema: Hello Jumbe.

Jumbe: Hello Rehema.

Rehema: How are you?

Jumbe: I'm fine, thanks, and you?

Rehema: I'm fine too, thanks. But you seem to be in a hurry. Where are you going?

Jumbe: To my mother's workshop to help her in making batik.

Rehema: Really! You mean you also participate in making batik? That's very good.

But what exactly do you do?

Jumbe: There is a lot to do - for instance, melting and removing wax from the fabric and selling the batik.

Rehema: Does it mean your mother has a shop? How about customers?

Jumbe: She has a big shop and a lot of retail and wholesale customers from different places.

Rehema: How much is one piece of batik?

Jumbe: The retail price is 22,000 Tshs and the wholesale price is 18,000 Tshs per unit.

Rehema: I see! That's very interesting. I think she must be making a lot of money.

Jumbe: Of course! The project has been so successful that she has been able to build a big and beautiful house and provide us with all our daily needs.

Rehema: That's great. It also seems that she is serious about managing the business.

Jumbe: Yes, she's very serious. She manages everything concerning the project.

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Rehema: How does she manage it?

Jumbe: She is always there to make sure that everything is done properly. She also keeps records of everything relating to the project.

Rehema: This is very good. I think she's a good example for other people to imitate.

Jumbe: Yes, everybody in the family has been trying to emulate her. I think when I complete my studies, I'll become an entrepreneur.

Rehema: Congratulations for having such a hard working mother. She is wonderful! Other people should imitate her.

Jumbe: Thank you. I hope you are also helping your parents during this vacation.

Rehema: Of course! But soon, I'm travelling. I'm going to visit my grandparents in the village. I will help them with farm work.

Jumbe: Really? That's good. I hope you'll enjoy yourself a lot. All the best.

Rehema: Thanks. See you, Jumbe.

Jumbe: See you, Rehema.

(b) Answer the following questions

1. Who are talking in this dialogue?
2. Which project does Jumbe's mother own?
3. How does Jumbe help his mother in the project?
4. Which products does she get from the project?
5. What does she do with the products she gets?
6. How much are the products sold for?
7. How does Jumbe's mother spend the money she gets from the project?
8. What do you do to help your parents during your school holidays?
9. What is the dialogue about?
10. What have you learned from this dialogue?

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Activity 3: Vocabulary practice

(a) Read the following words.

retail wholesale customers entrepreneur manage project imitate

(b) Find the words in the dialogue under Activity 2 and read the sentences which contain them.

(c) Find the meaning of the words.

(d) Use each word to construct a meaningful sentence.

Activity 4: Language practice

(a) Read the adjectives in Columns X and Y in the table below.

	Column X	Opposite		Column Y
1	good	*bad*	i	impractical
2	big		ii	same
3	successful		iii	ugly
4	beautiful		iv	unwell
5	interesting		v	small
6	serious		vi	unsuccessful
7	hard working		vii	boring
8	practical		viii	bad
9	fine		ix	irresponsible
10	different		x	lazy

(b) Find the words in Column X in the dialogue under Activity 2 and read the sentences which contain them.

(c) Match the adjectives in Column X with their opposites in Column Y. An example is provided.

(d) Form adverbs from the adjectives in the table below by adding –y, –ly or –ally

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Adjectives	Adverbs
cheap	
beautiful	
economic	
usual	
fair	
expert	**expertly**
careful	
quick	
cheerful	

(e) Use three adjectives and three adverbs from the table above to construct meaningful sentences.

Activity 5: Writing practice

(a) Draw a similar table to the one given below in your exercise book and write the missing adjectives and adverbs.

A	B
Adjectives	***Adverbs***
slow	_____
happy	_____
_____	quickly
_____	widely
bad	_____
_____	sadly
pure	_____
_____	faithfully
sharp	_____
_____	rapidly
sudden	_____

(b) Read the following sentences.

1. Jumbe's mother can take care of her family because she is hard working.
2. The batik designs she makes are so nice that many people buy them.

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3. He is a fast learner, so it does not take him long to understand the teacher.
4. They bought a black car with the money they earned from selling batik.
5. Although they have a big business, they cannot afford to buy such a house because it is very expensive.

(c) Identify adjectives in the sentences in 5(b) above and write them in your exercise books.

(d) Construct one correct sentence for each of the identified words.

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Unit Twenty

Hospitality

Introduction

In this unit, you will recite a poem, study a picture, and answer questions. You will also read a passage on ***A visit to Grandmother*** *and answer questions about it. Then, you will practise using some vocabulary items related to the passage and act out polite responses in different situations. Finally, you will re-arrange jumbled sentences related to the passage to make a meaningful passage*.

Activity 1: Speaking practice

(a) Recite the following poem and answer the questions that follow.

Don't forget the magic words,
You must use them everywhere,
Thank you,
Sorry,
Excuse me,
Please,
All kind words to say, you see.

Use your manners everywhere,
Anytime and anywhere,
Good manners everywhere,
All of them you have to master.

Questions

1. What kind of words are used in the poem?
2. Which words are magic?
3. Why do you think these words are magic?
4. Why shouldn't we forget these words?
5. What lesson do we learn from this poem?

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(b) Study the following picture and answer the questions that follow.



Questions

1. What do you see in the picture?
2. Where do you think the boy is going?
3. How does he feel? Give reasons for your answer.

Activity 2: Reading practice

Read the passage below and answer the questions that follow.

A visit to Grandmother

Last year, after my final examinations, I asked my parents to allow me to visit my grandmother in the village. They agreed and arranged for my journey. I was very happy and thanked them for allowing me to visit her. This was the first time I would be far away from my parents. So, I was thinking about how life would be without them in the village.

The day before I left, I packed my clothes, a few books, and some gifts that I had prepared for my grandmother. That night, I was so excited that I could hardly sleep. I looked at the clock, but it seemed as if time had remained still. Birds were asleep, and the night was silent. I woke up several times to look

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outside through the window, only to see that it was still dark. At last, I woke up as it was dawning. I quickly jumped out of my bed with excitement. I started preparing myself for the journey. When I was ready, my father accompanied me to the bus stand. We reached the bus stand a half an hour before the departure time. When it was time to leave, the conductor told all passengers to get onto the bus. I hugged my father and got onto the bus, ready for the journey.

The journey took us about eight hours. On the way, we passed through beautiful valleys and hills, green forests and several villages. I enjoyed the journey so much that I could not even fall sleep on the bus. When we finally arrived, I got off excitedly and my grandmother was right there waiting for me.

“Welcome Bahati, my dear grandson,” My grandmother said, full of excitement and happiness. “Thank you grandmother,” I replied as I hugged her. “How are you my grandson and how are your parents?” She asked. “I’m fine! Thank you, and my parents are fine, grandmother,” I replied. She carried my bags and welcomed me to her home. After a while, she brought some rice with chicken and we ate together. The food was delicious. I thanked her for the nice food. Then I asked her, “Grandmother, may I help you wash the dishes?” She answered, “Ooh! That is very kind of you.” She was so happy that I relaxed. I then washed the dishes. From that day, I continued helping her with the household chores.

In the evenings, my grandmother told me stories and I learned a lot of things from her. She also advised me to be good to everybody, including adults and my fellow children. Although my grandmother was not highly educated, she repeatedly told me to work hard in school so as to excel in my studies. She said, “Education is very important in your life.” I liked what she said. It made me start thinking about working harder in school to excel in my studies.

As days went by, I got a friend from the village. Her name is Diana. After a few days, we got used to each other. We played together and talked about our families, schools, religion, and interests. When the holiday was about to end, I found my grandmother secretly preparing things. Later, I realized that she was preparing some gifts for me and for my parents. When the day came for me to leave, I felt very sad. We both shed tears as we hugged each other.

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Questions

1. When did Bahati go to his grandmother?
2. Who arranged for his journey?
3. What did he prepare for his grandmother?
4. Why could he hardly sleep the night before the journey?
5. What did he see on his way to the village?
6. How did his grandmother feel when she saw him?
7. What did he do to help his grandmother?
8. Do you think it is important to visit our grandparents? Give reasons for your answer.

Activity 3: Vocabulary practice

(a) Pronounce the words in the table below.

Column A	Column B
kind	hugged
words	relaxed
manners	welcome
excuse	joy
please	happy
sorry	excitement
magic	enjoyed
thank	dear

(b) Find the words in Column A in the poem under Activity 1(a) and read the lines that contain them.

(c) Find the words in Column B in the passage under Activity 2 and read the sentences that contain them.

(d) Study the puzzle below; identify and circle at least seven words. Search from top to bottom, left to right, and diagonally.

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

(e) Construct one sentence for each of the words you have circled in the puzzle.

Activity 4: Language practice

(a) From the passage "A visit to Grandmother", identify situations where people gave polite responses in Activity 2 and give reasons for your identification.

Example:

Situation from Activity 2: I was very happy and I thanked them.

Reason: *My parents agreed and arranged for my journey*.

(b) Act out the following situations and give a polite response for each situation.

Example of a situation to be acted out:

Your mother prepared some delicious food for you.

Polite response:

Thank you Mother! The food was delicious.

Begin your sentences with words such as 'Excuse me,' 'Thank you' and 'I'm sorry.'

1. You need a ruler from someone.
2. Someone is standing at the door while you need to pass.
3. You accidentally step on someone's foot.
4. You enter your teacher's office to ask for a book.
5. You need to go out while your teacher is teaching.
6. Your father bought you a new pair of shoes.

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Activity 5: Writing practice

(a) Re-arrange the following sentences to make a meaningful passage.

1. He saw different wild animals, hills and valleys along the road.
2. On the bus, he sat near the window to see things outside.
3. On the travelling day, he woke up very early in the morning to catch the bus.
4. He arrived at his grandmother's home safely.
5. Last year, Bahati went to visit his grandmother.
6. They both enjoyed each other's company.

(b) Read the following sentences. Then, identify polite and impolite ones and write them in the table that follows.

1. Stop talking, please!
2. Get out of my sight!
3. Get me some water, please.
4. I am sorry, I will be late.
5. Shut the window, please.
6. Give me some salt.
7. Clean the blackboard.
8. Excuse me Madam, may I go out?
9. Sit down!
10. Could you please go?
11. I need water now.
12. I don't have time to listen to you.
13. Please have a seat.
14. Don't take my pen.

	Polite statements	Impolite statements
1		
2		
3		
4		
5		
6		
7		

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Revision exercises

1. Attach each prefix in the table below to five words of your choice to form new words.

The first one has been done for you as an example.

Prefixes	Words				
un-	*unemployment*	*unkind*	*unfair*	*untrue*	*unlimited*
mis-					
ir-					
dis-					
de-					
il-					

2. In your exercise book, draw a table similar to the one shown below.

Column A	Column B	Column C
Root words	***New words***	***Suffixes***
child	*childhood*	*ion*
play		hood
connect		er
active		ism
capital		ity
like		able
understand		wise
correct		ness
punish		ly

(a) Choose suffixes in Column C and add them to the appropriate stem in Column A to form new words. One example is shown in Column B. You can use the same suffix more than once.

(b) Write the new words, in Column B in your table.

(c) Use the new words to make sentences for each.

3. Find three words to which you can add each suffix below to form new words. An example is provided.

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Suffixes	Words		
-ful	*helpful*	*wonderful*	*harmful*
-less	___	___	___
-able	___	___	___
-ism	___	___	___
-ish	___	___	___
-fy	___	___	___

4. *Put the words in the correct order to make sentences.*

Example:

play /often / on / Sundays / they / football
They often play football on Sundays.

(a) early / up / sister / never / Sundays / on / gets / my

(b) usually / he / goes / to / on / Fridays / the / cinema

(c) go / you / restaurant / often / a / do / how / to / ?

(d) she / the / beach / to / always / goes / in / the / summer

(e) sometimes / her / does / she / Fridays / on / shopping

(f) go / we / twice / month / the / theatre / to / a

(g) never / in / is / the / at / morning / Peter / home

(h) he / work / rides / bike / to / his / often

(i) home / they / get / six o'clock / usually / at

(j) every / homeworks / students / their / good / do / day

(k) you / out / how / in / do / evenings / often / go / the / ?

5. *Choose the correct sentence.*

(a) i) Jim never is at work.

ii) Jim is at work never.

iii) Never is Jim at work.

iv) Jim is never at work.

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(b) i) We have usually lunch at 12 o'clock.

ii) We usually have lunch at 12 o'clock.

iii) We have lunch at usually 12 o'clock.

iv) We have lunch at 12 usually o'clock.

(c) i) She travel always by train.

ii) Always she travels with train.

iii) She always travels by train.

iv) She travels by always train.

(d) i) They go out sometimes in the evening.

ii) They sometimes go out in the evening.

iii) They go out in sometimes the evening.

iv) They go sometimes out in the evening

6. Read each sentence. Change the adjective into an adverb and write it in the space provided. The first one has been done as an example.

(a) She was a happy child. She played **happily**

(b) The woman had a beautiful voice. She sang....

(c) He was always honest. He spoke with her...

(d) The sun was very bright. It was shining...

(e) We felt sad at the funeral. We looked at each other...

(f) He was a careless driver. He drove...

(g) Our new puppies are playful. They run...

(h) I made a foolish decision. I spent the money...

(i) The professor was a wise man. He spoke...

(j) Peter has a loud voice. He spoke...

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7. Fill in the blanks with the correct form of the verb

Example: Anna (play) the guitar.

Anna plays the guitar.

(a) I (be) _____ twelve years old.

(b) Tamimu (live) _____in Tesa Street.

(c) Janine (cook) _____ dinner for her family.

(d) They (eat) _____ lunch at 12:00, p.m.

(e) Nina (take) _____ medicine when she is sick.

(f) I (like) _____ chocolate.

(g) He (have) _____ a nice car.

(h) We (want) _____ to watch a movie tonight.

(i) Mr Makafu (teach) _____ chemistry at Hill High School.

(j) They (study) _____ English at school.

(k) I (want) _____ to go home now.

(l) Bill and Calicia (drive) _____ to the mountains every year.

(m) We (eat) _____ rice once a week.

8. Change the verb in the brackets into the appropriate tense

(a) I (begin) _____ the new project last week.

(b) You (push) _____ the cart too hard and it crashed.

(c) I (move) _____ the furniture in July, 2010.

(d) The pelicans (find) _____ lots of fish to eat last Thursday.

(e) Our teacher (send) _____ the box to Dodoma a week ago.

(f) Jennifer (bake) _____ a lot of cookies for that party.

(g) The lion (hunt) _____ last night.

(h) The girl (stand) _____ in the rain for five minutes yesterday.

(i) Callie (act) _____ in the play last year.

(j) Steven (give) _____ a donation five years ago.

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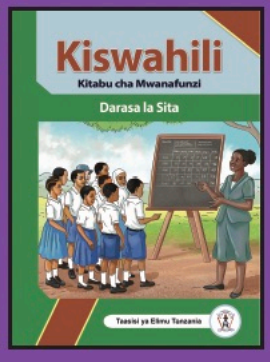

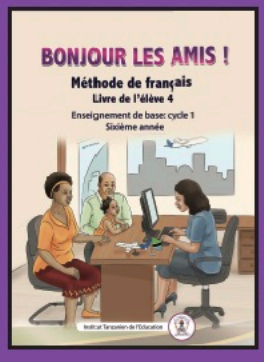

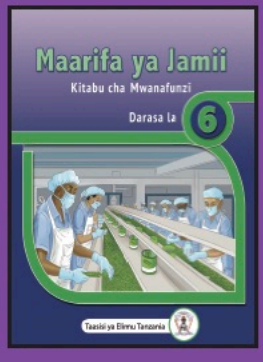





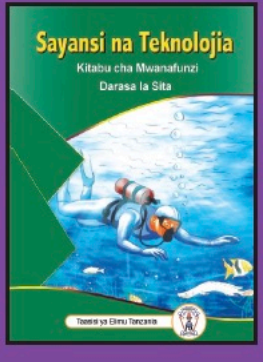

ISBN 978-9987-09-047-1
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