

English

Standard Seven Pupil's Book



Tanzania Institute of Education



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English

Standard Seven

Pupil's Book

THE UNITED REPUBLIC OF TANZANIA
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Tanzania Institute of Education

P. O. Box 35094

Dar es Salaam

Mobile number: +255 735 041 170

+255 735 041 168

Email: director.general@tie.go.tz

Website: www.tie.go.tz

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Table of Contents

Acknowledgements	v
Introduction	vi
Unit One	
Friendship	1
Unit Two	
Chicken's life	10
Unit Three	
Helping others	20
Unit Four	
My country	29
Unit Five	
Learning through mistakes	35
Unit Six	
Nightmare	41
Unit Seven	
Annual awards	49
Unit Eight	
Public holiday	59
Unit Nine	
Accident	68
Unit Ten	
Inter-school competition	76
Unit Eleven	
Expressing views	84
Unit Twelve	
Achieving your dream	92





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Unit Thirteen

Human rights 101

Unit Fourteen

Using opportunities 108

Unit Fifteen

Disaster 116

Unit Sixteen

School ceremony 122

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Writers: Dr Moshi M. Kimizi, Mr Rachi R. Mtinda, Mr Samuel M. Kisanga, Mr Stephen S. Mwashihava, Ms Mercy M. Alex, Mr Albert K. Kitale, Ms Neema B. Matingo, Mr Emmanuel S. Ndulila, & Ms Fransisca Chilongozi

Editors: Mr Yesaya R. Mweteni, Mr Richard F. Mabala, Mr Philpo John, Dr Gerald E. Kimambo, Dr Deoscorous B. Ndoloi & Dr Kelvin M. Lukanga

Designer: Mr Anton Asukile

Illustrators: Mr Fikiri A. Msimbe & Alama Art and Media Production Co. Ltd

Photographer: Mr Ignas Christant

Cartographer: Ms Souda Kileo

Coordinators: Mr Rachi R. Mtinda & Ms Neema B. Matingo

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Dr Aneth A. Komba
Director General
Tanzania Institute of Education





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Introduction

This is the fifth English language textbook in a series of five books for primary schools from Standard Three to Standard Seven. The book is intended to help you, Standard Seven pupil, to learn and communicate accurately in simple and clear English. This textbook is written in accordance with the 2019 English Language Syllabus for Standard Seven, issued by the Ministry of Education, Science and Technology. The textbook consists of 16 units which are Friendship, Chicken's life, Helping others, My country, Learning through mistakes, Nightmare, Annual awards, Public holiday, Accident, Inter-school competition, Expressing views, Achieving your dream, Human rights, Using opportunities, Disaster and School ceremony. Each unit contains six main activities intended to help you acquire the four 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 skills and vocabulary. Each practice has activities that allow interaction between you and the teacher, and between you and other pupils so as to develop the intended English language skills for effective communication. Therefore, you are advised to work on the activities and exercises in this textbook and other activities given by the teacher.

Unit One

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Introduction

In this unit, you will listen to a short story, which will be read to you by the teacher and answer questions on it to practise listening skills. You will also recite a poem, study a picture, and answer questions. Next, you will read a story titled **A friend indeed** and answer comprehension questions that follow. Then, you will practise using vocabulary items in the story and use **so** and **for** in different situations. Finally, you will complete a telephone message.

Activity 1: Listening practice

- (a) Listen to the story, which will be read to you by the teacher, and answer comprehension questions.
- (b) Listen to other audio and/or audio-visual materials to improve your listening skills.

Activity 2: Speaking practice

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

*Laziness begins in the mind
Hopelessness and regret are the signs
Being poor is sometimes a choice
Poverty and laziness are identical twins*

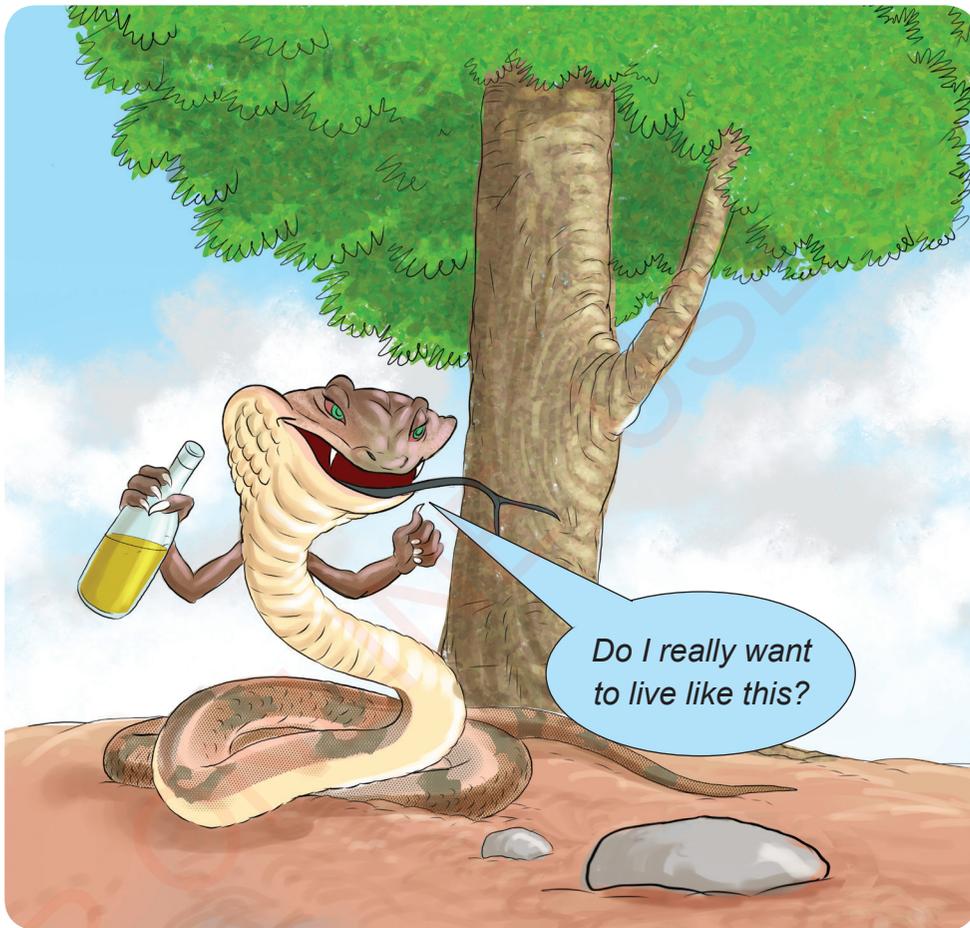
*Nyerere believed work is dignity
For you to live the life of your dreams
Hard work is a must
Dignity and hard work are identical twins*

*Know who you want to be
Then work hard
To achieve the life you desire
Determination and hard work are identical twins*

Questions

1. What is the poem about?
2. Where does laziness begin?
3. Why does the poet say, "*Poverty and laziness are identical twins.*"?
4. What should you do to have the kind of life you desire?
5. Suggest a suitable title for this poem.

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



Questions

1. What do you see in the picture?
2. What do you think made the creature ask itself such a question?
3. What do you like/dislike about this picture? Give reasons.



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Activity 3: Reading practice **DO NOT DUPLICATE**

Read the passage below and answer the questions that follow.

A friend indeed

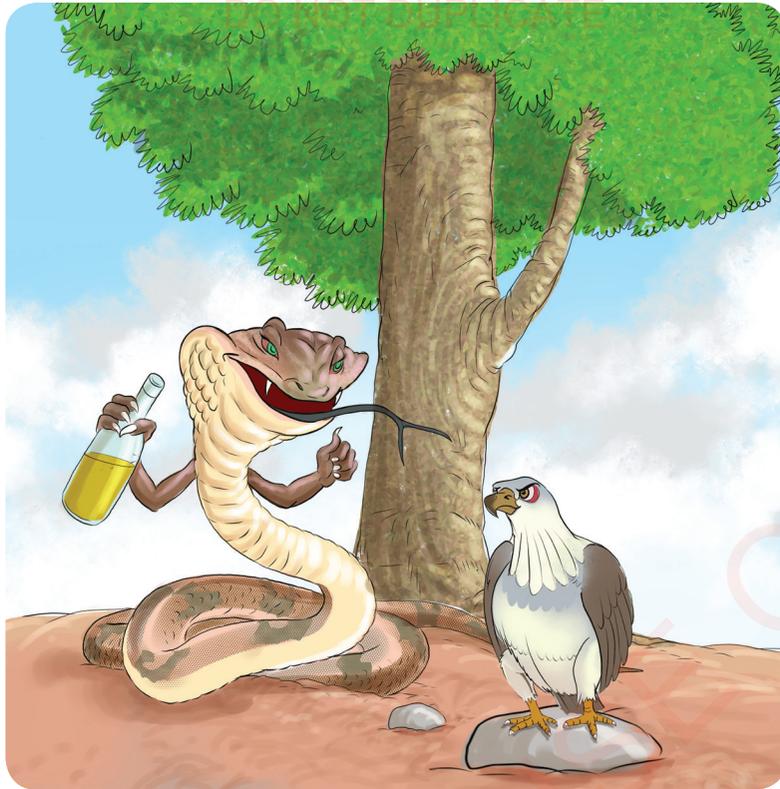
Cobra woke up late, for he had not slept early. Feeling hungry, he looked around and saw half a bottle of alcohol which he had left the night before. He grabbed it, took a sip, and staggered towards a tree. Sitting alone under the tree, he said to himself, "They say how you act defines your destiny. Surely, life is how you make it. Do I have to regret being an alcoholic? But why should I regret drinking alcohol? Drinking makes me feel good and I forget all my problems. Oh! No, there must be something wrong with me. Do I really want to live like this?" Looking confused, he shouted, "Can anyone answer this question for me, please?"

Suddenly, his friend, Eagle, arrived. "How are you, my friend?" Eagle greeted. In a very low voice, Cobra responded, "I'm fine." "Are you sure that you are fine? You don't look fine. What's wrong with you?" Eagle asked. Cobra replied, "I'm very hungry. I didn't eat anything last night. I drank a lot and used up all the money I had." Eagle looked at him sadly and said, "My friend, you should stop drinking alcohol, for drinking makes you poor and unhealthy." Cobra responded, "I don't want to be rich or healthy, so I find no reason to stop drinking." Eagle was surprised at such a response. He felt pity for his poor friend who had lost hope for a bright future. Eagle felt that his friend needed his advice. So, he reminded him of the difficult times they had been through together. The times that they used to sleep on empty stomachs. Cobra remembered this and wept bitterly but remained silent.

Eagle blamed his friend for his laziness and drunkenness. These caused him to live a miserable life. He advised Cobra to stop that behaviour so that he could improve his life. He said, "I believe that laziness and drunkenness are twins, and they lead to poverty. The fear of poverty has made me dedicate most of my time to farming."

He told his friend that he grew maize, beans and groundnuts on a fifteen-acre farm, and that the harvest had improved yearly. Cobra admired his friend's success. So, he felt he needed to change his behaviour, which had been the cause for his miserable life. He asked, "What should I do to improve my life?"





Eagle smiled and said, "Here is the answer. Take an axe and a hoe, and clear the farm near your home. I will give you some seeds." Cobra nodded and said, "From today on, I will stop drinking alcohol and become a hardworking person." He vowed to work hard on his farm. The following morning, he took the axe and hoe and went to the farm. Cobra worked very hard and grew a variety of crops. After three years of hard work, he realised that success and hard work were identical twins.

Questions

(a) Write *T* if the statement is true and *F* if the statement is false.

1. Cobra and Eagle are friends. _____
2. Eagle gave Cobra a wrong piece of advice. _____
3. Drinking alcohol can make a person rich quickly and easily. _____
4. Living in a village may make you rich. _____
5. Eagle stopped drinking alcohol after three years. _____



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(b) Answer these questions. **DO NOT DUPLICATE**

1. What does an 'empty stomach' mean?
2. Why was Cobra poor?
3. How was Cobra's health?
4. What advice would you give a person who is leading a life like that of Cobra?
5. What have you learnt from the story?

Activity 4: Vocabulary practice

(a) Read the words in the table below.

grab	stagger	destiny	miserable	vow
------	---------	---------	-----------	-----

(b) Use a dictionary to find the meaning of each of the words in the box under Activity 4(a).

(c) Replace the bolded words/phrases in the sentences below with words with opposite meanings from the box under Activity 4(a) above.

Note: Tenses may change in some sentences.

1. Don't **release** it.
2. After a little while, I **walked steadily** to the front door.
3. She was unable to control her own **misfortune**.
4. Catherine lived a **good** life after accepting her neighbour's advice.
5. I **denied** that I would never steal again.

(d) Construct one sentence for each word given in the box under Activity 4(a).

Activity 5: Language practice

(a) Identify the sentences in which **so** and **for** have been used as joining words in the story under Activity 3.

(b) Choose two words in Activity 4(a) and use them to construct two sentences in your own words using **so** and **for**.



(c) Choose the letter of the correct answer to complete each of the following sentences:

1. Cobra did not like to work, ___ he lived a poor life.
 - A. for
 - B. so
 - C. and
 - D. or
 - E. yet

2. Eagle did not want to live a miserable life, ___ he started working in the farm.
 - A. but
 - B. and
 - C. so
 - D. or
 - E. for

3. Mwanamvua will not come to school today, ___ she has a dental appointment.
 - A. for
 - B. but
 - C. or
 - D. and
 - E. so

4. They chose to be vegetarians, ___ they want to be free from heart diseases.
 - A. but
 - B. for
 - C. so
 - D. yet
 - E. nor



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5. We have an examination tomorrow, we must study hard tonight.
- A. so
 - B. but
 - C. for
 - D. or
 - E. because

(d) Replace the underlined words in each of the following sentences with **so** or **for**:

1. He is a troublesome boy; therefore, the whole class dislikes him.
2. I gave the answer confidently because I knew I was right.
3. Cobra did not eat anything last night as he did not have any food.
4. I want to get to school on time, then I have to leave home early.
5. She was admitted to hospital, since she had an accident.
6. Eagle did not drink alcohol because he did not want to be poor.
7. The bus is about to leave; therefore, let us hurry up.

(e) Fill in the blanks with **for** or **so** to complete the following sentences:

1. I prefer gas to charcoal, gas is environmentally friendly.
2. She is very tired, she went to a party last night.
3. Cobra was hungry, he ate all the food.
4. The tortoise cannot go fast, its legs are short.
5. We studied hard, we passed our examinations.

(f) Join the following pairs of sentences using **so** or **for** to form one sentence:

Example Madero went home. He wanted to rest.

*Madero went home, **for** he wanted to rest.*

1. Chakupewa wanted to go home. He called a taxi.
2. Ndunguru will not attend the evening dance. He has no company.
3. Yesterday, Monica went home early. She had fallen sick.
4. Mwanga cleared his voice. He could speak aloud.





5. The picture was very blurred. I failed to recognise the face of the person in it.

Activity 6: Writing practice

(a) Fill in the blanks using **so** or **for** to complete the following story.

There was a netball tournament in the nearby town. The match between my team and Makele Netball Club was scheduled for Sunday. I wanted to be a top goal scorer in the tournament. (1) ___ I started to exercise regularly. I decided to do so (2) ___ I wanted to achieve my ambition.

On the day of the match, I left early (3) ___ I wanted to be the first to arrive there. The match started at 3:00 p.m. I urged my teammates to pass long balls to me, (4) ___ I wanted to score many goals as quickly as possible. In ten minutes, we had five goals. I scored four out of those five.

When the referee blew the final whistle, my team had scored 60 goals against 20. (5)___ my team won the match. At the end of the tournament, I had scored a total of 150 goals and became the top goal scorer of the tournament. (6)___ my ambition of being the top goal scorer was achieved.

(b) Fill in the blanks using **so** and **for** to complete the following telephone message.

Hello Mum. I'm Nyaki, your daughter.

Yesterday I fell sick, (1) ___ I requested for permission to go to a nearby hospital. Unfortunately, I couldn't get all the required medications, (2) ___ I did not have enough money to pay. (3) ___, please send me some money for buying the medicines. My health is getting worse, (4) ___ I don't eat well. I have used my class teacher's mobile phone to send you this message.

Regards.





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(c) Study the following text-messages:



(d) Imagine you have been given a take-home assignment by your English language teacher. You arrive at home and find that your exercise book is not in your school bag. You decide to send a text-message to your friend to ask whether she has seen it. Your friend tells you that she has not seen it. Draw a mobile phone in your exercise book and write the two text-messages.



Unit Two

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Chicken's life

Introduction

*In this unit, you will listen to a short story, which will be read to you by the teacher and answer the questions on it to practise listening skills. You will also read tongue twisters, act out a dialogue, read a story titled **Fluffy, the rooster** and answer questions on it. Next, you will practise using vocabulary items in the story in different situations. Then, you will recite a poem and use **or** and **yet** to express alternatives and surprising information. Finally, you will complete a story and write a telephone conversation.*

Activity 1: Listening practice

- (a) Listen to the story, which will be read to you by the teacher, and answer comprehension questions.
- (b) Listen to other audio and/or audio-visual materials to improve your listening skills.

Activity 2: Speaking practice

- (a) Read the following tongue twisters several times at different reading speeds.

*I saw a kitten eating a chicken in the kitchen.
The kitten caught the chicken in the kitchen.*

- (b) Language can be used to express the feelings of the speaker either through words or a change of voice. Say HELLO in the following speech situations. Then, determine the change of tone in each situation.

1. A friend you meet regularly
2. A friend you have not seen for a long time
3. Someone doing what he should not be doing
4. To find out if someone is following a telephone conversation



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(c) Find other words or phrases that can be said differently by changing the voice to express a different meaning.

For instance, **come here** (said in a falling tone) functions as a request, but **come here** (said in a rising tone) functions as a command.

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

Organic chick: Hey! You, good-for-nothing chick.

Broiler: What did you call me?

Organic chick: I called you good-for-nothing chick. One of my brothers told me that is what they call you.

Broiler: Why do they call me that?

Organic chick: Because you're always kept inside, and you don't want to get out.

Broiler: Of course, yes! I'm kept inside; yet I enjoy the treatment I get. Actually, I live like a queen.

Organic chick: Really? Living like a queen?

Broiler: Yes, I do. I don't work and get sick. My family is protected from dangerous creatures like snakes, kites, foxes and squirrels.

Organic chick: Ha ha ha ha ha ha ha! You're funny. I know now how you got the name. You're a slave, not a queen.

Broiler: Me? A slave? And who are you to say so?

Organic chick: I'm a real queen.

Broiler: What? A queen? I forgot that I'm in the world full of wonders. Today, I've met a queen whose life depends on foraging in dump sites.

Organic chick: Yes, a queen. From dawn to dusk, I'm free to go anywhere. I choose who to chat with and have fun.

Broiler: Do you also choose whether to be eaten or not?

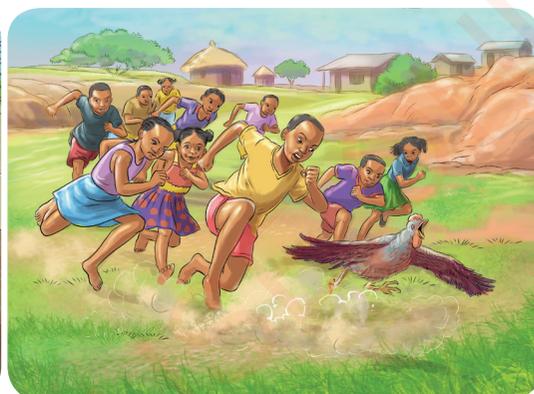
Organic chick: No, I don't. I don't make it easy for them to do that either. They have to call many village children to



catch me. I run so fast while flapping my wings and cackling.

Broiler: It doesn't matter, my friend. We're both their meat. They keep us for that purpose. We're neither queens nor slaves.

Organic chick: You're probably right. We're both meat, yet I'm a funny kind of meat as children enjoy chasing me for slaughter.



Questions

1. How do broilers and organic chickens differ?
2. What type of chickens are kept in your area?
3. From the dialogue, read and write the sentences which contain the words **or** and **yet**.
4. Study the sentences you have written in Question 3 and use **or** and **yet** to construct two sentences for each.

Example

1. Organic chicks are free to go anywhere **yet** are kept for meat.
2. You can be a queen **or** a king, but you can't be free.



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Activity 3: Reading practice

DO NOT DUPLICATE

Read the story below, and answer the questions that follow.

Fluffy, the rooster

Fluffy was a young rooster who lived on a big farm with others of his kind. He spent his pleasant days foraging for food or dozing off in the shade when the afternoon sun was very hot. He played and enjoyed taking a dust bath with other chickens.

One early morning, he was woken up by the cries of his fellow chickens **cock-a-doodle-do, cheep-cheep-cheep, cluck-cluck-cluck**. He was still feeling sleepy; yet he managed to wake up. He thought he should just go back to sleep after a while.



He was startled by the opening of the latch in his pen. As it was still dark, he could not recognise the two figures he saw. He then heard a familiar voice. It was the farmer's voice. The farmer was with a stranger. The two men came in with a torch that had a bright light. Fluffy did not like being awakened early in the morning. He thought something was going to happen. He did not want to be anyone's meal or at least not on that day. He felt someone grabbing his two wings. He tried to scream, but no sound came out. He was then put in a cage.

"He is my favourite rooster. I believe you'll be good to him," the farmer said sadly.
"Thank you very much. I'll take good care of him," the other man responded.





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Fluffy was shocked! Who was that man? Where was he taking him and why? These and many other questions kept running through Fluffy's mind. He was put in the man's car and the two men bade each other farewell. He was leaving his brothers, sisters and friends behind. He felt tears welling up in his eyes, yet he did not want to cry. "I must be strong," Fluffy consoled himself.

On the way, Fluffy looked closely at the man and wondered who that man was. He had the strongest muscles Fluffy had ever seen. So, he decided to name him Muscle-Man. The man looked scary, yet he had the gentlest voice. He kept on singing different songs as he drove.

He drove for a while. When he arrived home, he was welcomed happily by his family: his pretty wife and three children. His family exclaimed, "What a beautiful rooster!" The rooster had the fluffiest golden feathers they had ever seen. He was different from the other black roosters and hens that they had around their farm.

Trouble started immediately when Fluffy was put in a coop with the other chickens. Other roosters saw how all the hens looked at Fluffy with loving eyes. They felt jealous. They all agreed to teach him a lesson. As soon as Muscle-Man left the coop, they surrounded Fluffy and attacked his soft feathers viciously with their sharp beaks. He squawked to alert Muscle-Man, yet no one came to his rescue. With deep wounds and torn flesh, Fluffy gathered his strength and ran to a corner to save his life. He felt very sad as he missed his family. He realised then that there was no place like home. Even if there was not much food, he knew that he was loved.

Two days later, Muscle-Man found blood stains on Fluffy's feathers. He put him in a separate coop with four black hens. The four hens loved and adored him. They played with him and made him feel loved.





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He knew that he could be very happy and start his own family. The problem came when he crowed. He scared everyone around because he sounded like a zombie screaming.



Fluffy and his four hens had a lot of chicks. He was happier than ever. The four hens treated him so well that he forgot the pain of being taken away from home. While at Muscle-Man's home, he also forgot the mistreatment he had suffered at the hands of his fellow roosters.

Questions

(a) Write *T* if the statement is true and *F* if the statement is false.

1. Fluffy began enjoying life soon after being taken to Muscle-Man's family. _____
2. Muscle-Man wanted Fluffy to be taught a lesson. _____
3. The farmer knew that Fluffy was going to be slaughtered. _____
4. Fluffy knew where he was being taken to. _____
5. "I must be strong" means that Fluffy was ready to face the challenges. _____

(b) Briefly answer the following questions:

1. How did Fluffy spend his pleasant days?
2. Why did the other roosters attack Fluffy?
3. What did Muscle-Man do when he found blood stains on Fluffy's feathers?
4. What does the phrase "come to his/her rescue" mean?



Activity 4: Vocabulary practice

(a) Replace the underlined words in the following sentences with the words in the box that have opposite meanings.

doubt cold joy ugly brutal hello release slim

1. It was very warm outside.
2. I believe you will take care of him.
3. That man is very gentle.
4. She was a beautiful woman.
5. They said farewell to one another.
6. Please, grab that chicken.
7. She may be a little fat.
8. She was full of sorrow after hearing the news.

(b) Read the following words:

pleasant cage rooster consoled fluffy gentlest

(c) Construct one sentence for each of the words in Activity 4(b).

Example

It is very **pleasant** sitting outside in the evening.

Activity 5: Language practice

(a) Recite the following poem.

*They don't sing our praises and prides
Yet we are a better meal to them
They travel across the world to see other birds
Are we not beautiful too or are we just a meal?*

*I wonder and ask myself
What matters to them, sight or stomach?
Aren't we also natural alarm clocks?
We crow at dawn with no payment*



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But when they have a function or get a visitor

Being a natural alarm clock is forgotten

They enjoy our bodies, calling them meat

They thank each other for the meal, but do they appreciate us?

We give them white meat

To better their health

They also consider us their source of income

What would they do without us?

(b) Use the knowledge from the poem to provide short answers to the following questions:

1. Who is speaking in this poem?
2. How does the speaker
 - i) provide better health?
 - ii) become a source of income?
3. Why are they regarded as natural alarm clocks?

(c) Use **or** and **yet** to construct one sentence for each.

(d) Choose a word from the box to complete the sentences below.

yet or

Example

I eat rice with a spoon or with my hand.

1. Vibonde Sport Club did not play well; _____ they scored a goal.
2. You can bring your work in soft copy _____ hard copy.
3. I studied very hard, _____ I failed the test.
4. Bring me some water _____ mango juice.
5. I arrived late for work, _____ no one else had turned up.



Activity 6: Writing practice NOT DUPLICATE

(a) Use *or* and *yet* to fill in the blanks to complete the following story.

No one knew what had happened to him. For three days, I did not see anyone entering his house (1) _____ coming out of it. This was the first time I had seen no movement in his house, (2) _____ I did not bother to find out what was going on. Two weeks later, I received information that he was in prison for theft.

(b) Complete the following conversation using the words from the box.

yet or

(Glory's mobile phone rings. She is not in. It is 3:45 p.m. Her younger sister, Grace, answers the phone.)

Grace: Hello!

Majengo: Hello. Am I talking to Glory?

Grace: Sorry, this is Grace. Glory is not in yet. Who am I talking to?

Majengo: I normally don't tell strangers my name, but, in this case, I guess I have to. I'm Majengo from Mwandumo.

Grace: Thank you. May I take the message for her, please?

Majengo: Of course, yes. Tell her to call me when she is back.

Grace: Can she call you any time?

Majengo: No, not anytime. She shouldn't call me late in the evening (1) ___ at mid-night.

Grace: Oh! I'm sorry. You seem not to be comfortable to be phoned late in the evening or at mid-night;(2) ___ you haven't told me the time she could call you back.

Majengo: Tell her to call me at 4 p.m. (3) ___ tomorrow morning on +2551240909000.

Grace: Okay, bye.

Majengo: Bye.



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(c) Use the telephone conversation in Activity 6(b) to write a telephone message for Glory, using the format below.

Time: _____

Date: _____

From: _____

To : _____

Message: _____

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Unit Three

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Helping others

Introduction

In this unit, you will participate in a game as instructed by the teacher to practise listening skills. You will also act out a dialogue. Next, you will read a story titled **Jane's tortures and her destiny** and answer questions on it. Then, you will practise using vocabulary items from the story in different situations. Note that **so that** and **in order that** can be used interchangeably. Thereafter, you will use **so that** and **in order that** to express purpose in different situations. Finally, you will complete a short story and punctuate a given text.

Activity 1: Listening practice

- (a) Participate in a sentence whispering game and compare the original sentence with the sentence you whispered or that which your classmate whispered to you.
- (b) Listen to other audio and/or audio-visual materials to improve your listening skills.

Activity 2: Speaking practice

- (a) In pairs, read and act out the following dialogue and answer the questions that follow.

Christopher: Hi Zai!

Zainab: Hi Chris! How are you?

Christopher: I'm fine, and you?

Zainab: I'm fine, too. Thank you. Will you please help me to solve this puzzle?

Christopher: Do you want us to work on it right now?

Zainab: Yes, so that I can submit the work on time.

Christopher: I'm sorry. I can't help you now because I'm taking vegetables home. But I'll be back soon.

Zainab: For how long should I wait?



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Christopher: I think it will take me only a few minutes.

Zainab: All right. I will wait for you.

(Fifteen minutes later, Christopher comes back).

Christopher: Let me see the puzzle.

(Zainab gives a sheet of paper to Christopher.)

Zainab: Here you are.

Christopher: We'll do it carefully in order that you get a good score.

Zainab: That is my hope.

(Christopher hands over the sheet of paper to Zainab).

Christopher: I hope you have understood how we arrived at the answers to the puzzle.

Zainab: Yes. Thank you very much.

Questions

1. Who is seeking help?
2. Where does Christopher want to go before helping Zainab?

Activity 3: Reading practice

Read the story below and answer the questions that follow.

Jane's tortures and her destiny

Jane lost her parents in a road accident when she was only six years old. After the death of her parents, her uncles took away all the possessions. One of the uncles took Jane to live with him and his family. After Jane had lived with her uncle's family for two years, her life became difficult and unbearable. Her uncle's wife did not like her. She was very cruel. She beat her often without any good reason. She forced her to eat leftovers and sleep in the kitchen.

One day, as Jane was doing her homework, she did not see her aunt coming back from work. "You stupid-ugly girl, why don't you come to help me with the groceries?" her aunt shouted. Jane jumped to her feet to help her aunt. But before she touched the luggage, her aunt slapped her so hard that she fell onto the ground. "Get up! You deserve more beating! You're so lazy," her aunt rebuked. Jane stood up trembling.





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Drops of tears fell down her cheeks. "I'm sorry, aunt; I didn't see you," Jane said. Her aunt did not respond; she just went into her room.

Jane's aunt never beat her when her uncle was at home. She did not want her husband to notice her cruelty towards his niece. After several beatings, she thought what to do but remained indecisive. Later, Jane tried to report the matter to her uncle in order to stop her aunt from torturing her. Unfortunately, she did not succeed. Her uncle returned home drunk most of the times. He always sat in the same seat and looked helpless. Jane missed her parents a lot because she used to talk to them about anything that bothered her.

Another day, Jane's aunt came home carrying a basket full of foodstuffs. That day, Jane saw her and ran to help her carry the basket. When Jane approached her, her aunt put the basket down and pushed her aside. She went into the house, took a club and waved it at Jane. "Leave my home. Otherwise, I'll kill you! I don't want to see you here anymore," the aunt threatened. For a minute, Jane hesitated, but she realised that she had no choice but to leave for an unknown place. Jane did not take anything with her because she was not allowed to go back into the house. She went to join other children living on the street. The street children were also cruel. They did not want her to share their sleeping space. She moved to an unfinished house nearby in order to live there.

One day, Fatuma and her father were driving home from the supermarket. On the way, she saw a girl scavenging through rubbish bins in order that she might get leftovers to eat. Fatuma pitied her. She asked her father to stop and talk to the girl. "Hey, could you come here, please?" Jane slowly walked towards the car. "What's your name?" Fatuma asked while sticking her head out of the window. "My name is Jane," she replied. Fatuma asked, "What were you doing there?" Jane answered, "Looking for something to eat." Fatuma went on, "Don't you have parents?" That question made Jane shed tears. Fatuma pleaded with her to stop crying.





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Fatuma asked her father, “Is it all right daddy if we take Jane home to live with us?” Her father smiled and replied, “It is all right, my lovely daughter.” Fatuma was happy and asked Jane, “Would you like to come and live with us so that we may go to school together?” Jane nodded. Fatuma’s father opened the door for Jane. She entered and sat on the back seat. They continued to listen to Jane’s life story. Both Fatuma and her father pitied Jane.

At Fatuma’s home, Jane found a caring mother who reminded her of her late mother. After a week, they took her to the same school as Fatuma and the two became great friends. They studied very hard. Both Fatuma and Jane passed their primary and secondary school examinations. They joined the same university but chose different degree programmes. Jane studied law while Fatuma studied engineering. After that, Jane became a lawyer and Fatuma became an engineer. Jane now provides legal aid to people who cannot afford to pay for legal representation.





Later, she married and got three children. One evening, while watching television, Jane told this story to her children. She said, “My children, it is very important to help other people in life. I do not know how my life would have been if Fatuma and her family had not come to my rescue. Surely, Fatuma and her family were a ladder to my life. I will forever be grateful to them. Please be kind to others.”

Questions

1. At what age did Jane lose her parents?
2. What was the cause of their death?
3. Why did Jane become a street child?
4. Who rescued Jane from the street?
5. What happened to Fatuma and Jane as a result of studying very hard?
6. What did Jane mean when she said, “Fatuma and her family were a ladder to my life”?
7. If you were Jane, what would you do for Fatuma?
8. Have you ever helped anyone in need? Explain.

Activity 4: Vocabulary practice DUPLICATE

(a) Read the following words:

groceries torturing scavenging club lawyer jumped

(b) Find and read the sentences containing the words above in the story under Activity 3.

(c) Match the words in Column A with their meanings in Column B. Item 1 has been done as an example.

No	Column A	No	Column B	Answers
1	pity	i	the act or practice of inflicting pain or suffering on someone as a punishment	1-iv
2	cruel	ii	suddenly begin to understand	
3	torture	iii	a person who lacks knowledge	
4	realise	iv	feeling of sympathy and sorrow for the misfortunes of others	
5	scavenge	v	causing pain and suffering	
		vi	search through things that other people do not want	
		vii	something that you own	

(d) Read the following descriptions:

1. a piece of furniture or part of a train, plane, etc. that has been designed for someone to sit on
2. an official message from one person to another in an organisation
3. pull something apart or into pieces with force
4. a hole or split in something caused by it having been pulled apart forcefully
5. a group of people who meet together regularly for a particular activity
6. a heavy stick used as a weapon
7. to defeat or do better than someone else



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- 8. a period equal to sixty seconds
- 9. a drop of salty liquid that flows from the eye, especially as a result of a strong emotion like unhappiness or pain
- 10. more modern or recent
- 11. at a time in the future or after the time you have mentioned
- 12. to hit repeatedly

(e) Choose the appropriate description from the box in Activity 4(d) to provide different meanings of words which are spelt the same but differ in meaning. Item 1 has been done as an example.

1.
 - (i) **Beat:** to hit repeatedly
 - (ii) **Beat:** to defeat or do better than someone else
2.
 - (i) **Later:** _____
 - (ii) **Later:** _____
3.
 - (i) **Tear:** _____
 - (ii) **Tear:** _____
4.
 - (i) **Club:** _____
 - (ii) **Club:** _____
5.
 - (i) **Minute:** _____
 - (ii) **Minute:** _____



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(f) Use each word in Activity 4(e) to construct two sentences with different meanings. An example has been provided.

Beat:

- (i) John and Asha beat the drums in the school band.
- (ii) Tanzania beat Kenya 3-0.

Activity 5: Language practice

(a) Find and read the sentences containing **so that** and **in order that** from the story in Activity 3.

(b) Construct five sentences from the following table and read them.

Peter	allowed	them	to leave	so that	they you	could	catch the bus
Asha	will allow	the children	to stay	in order that	we	can	see the doctor
		us			she		attend the wedding
					he		

(c) Join the following sentences using **so that** and read them.

Example

Amina turned off the television. She wanted to concentrate on her homework.

Answer

Amina turned off the television so that she could concentrate on her homework.

1. The teacher gave his pupils a task to do. He wanted them to stop making noise.
2. Mrs Justine will give her daughter a biscuit. She wants her to stop crying.
3. She studies very hard. She wants to perform well in the final examinations.



4. Hamis walked very quickly. He wanted to catch the flight.
5. I am cutting the cake into many pieces. Everyone can get a piece.

Activity 6: Writing practice

(a) Use **so that** and **in order that** to construct three sentences for each.

(b) Use **so that** and **in order that** to fill in the blanks in the following story.

Christina advises her son to work hard in his studies (1) _____ he gets good results in all subjects. She also buys him various books (2) _____ he can read and do different activities found in the books.

The son asks help from his friends, teachers and his parents when he is stuck (3) _____ he may be able to do all the activities.

(c) *Punctuate the following story.*

my best friend samuel was selected to join form one at juhudi secondary school which is in iloloma village however he did not join the school for three months because he did not have a school uniform one day he visited the english language teacher at umoja primary school so that he could tell him his problem the teacher agreed to buy him the school uniform he needed in order that he could start school samuel thanked his former teacher for helping him

Unit Four

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My country

Introduction

In this unit, you will listen to a short story, which will be read to you by the teacher and answer questions on it to practise listening skills. You will also recite a poem and answer questions. Next, you will read a passage titled **Tanzania today and tomorrow** and answer questions on it. Then, you will practise using vocabulary items from the passage and use them in different situations. Thereafter, you will use **so as to** and **in order to** in expressing purpose in different situations. Finally, you will rewrite the composition.

Activity 1: Listening practice

- (a) Listen to the story, which will be read to you by the teacher, and answer comprehension questions.
- (b) Listen to other audio and/or audio-visual materials to improve your listening skills.

Activity 2: Speaking practice

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

*I love my country
A land of many waters
A land of green plains and beautiful mountain ranges
Where the rains touch the land*

*I love my country
I love her blue horizons
I love her beautiful ocean and vast fertile land
I don't want it to end*

I love my country

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From the deepest part of my heart

A land of peace and opportunities

I vow to stand up for my country till the day I draw my last breath

Questions

1. What is the poem about?
2. How does the speaker in the poem feel?
3. Which word could replace the word 'opportunities'?
4. How do you feel about your country?

(b) Use the following 7 guiding questions to interview a fellow pupil:

START	1. What is your name?	2. Who do you live with?	3. In which district do you live?
			4. Where is your district located in your region?
		6. Are there any tourist attractions in your district? If your answer is yes, mention them.	5. What are the major economic activities done in your region?
		7. Talk about the economic development of your district.	
		FINISH	

(c) Act as an interviewee by responding to questions 1 to 7 under Activity 2(b) above in speech and writing.



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Activity 3: Reading practice

DUPLICATE

Read the passage below and answer the questions that follow.

Tanzania today and tomorrow

Musa is in Standard Seven. He is one of the five pupils who have been selected to represent Kanawa Primary School in this year's essay competition. The title of the essay is **Tanzania today and tomorrow**. The winner of the competition will be awarded a trophy, some money and a chance to visit the capital city, Dodoma, with his/her entire family.

Musa asked his father to tell him something about the topic. His father agreed and asked him, "Do you remember what happened to our country before independence?" Musa responded, "Yes I do." Mr Daudi continued, "After independence in 1961, the government drew various projects to improve the provision of social services such as education, health, water supply, transport and electricity. To ensure the projects were sustainable, the government introduced the Arusha Declaration in 1967." Musa smiled and asked his father, "Would you mind telling me about the current situation?" "Not at all," responded his father. He went on, "The current situation is highly promising. The government has launched mega projects on the construction of tarmac roads, bridges and railways, and revived the Air Tanzania Company Limited (ATCL)." Musa politely asked his father to give some vivid examples. His father proudly said, "There are many examples. You could talk of the tarmac roads from Dar es Salaam to Mwanza, Singida to Arusha and Dar es Salaam to Mtwara. You could also talk about bridges like Mkapa Bridge at the River Rufiji and Nyerere Bridge in Dar es Salaam."



Figure 1: Mkapa Bridge





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“Can you please give me other examples?” Musa asked. “Oh, yes. You could talk about the interchange at Ubungo. The Standard Gauge Railway (SGR) from Dar es Salaam to Mwanza and Julius Nyerere Hydropower Project,” added Mr Daudi.

He continued, “In the area of education, you could talk about the secondary schools built in all the wards. You could also talk about the largest university in the country, the University of Dodoma, with the capacity of enrolling 40,000 students or the modern library at the University of Dar es Salaam.” “Wow! Our country is making great progress,” Musa remarked.



Figure 2: University of Dar es Salaam library

“Yes, it is, my son. Now, let me talk a bit about the health sector. Not so long ago, people went abroad for heart transplants. But now the Jakaya Kikwete Cardiac Institute provides the service. Furthermore, numerous health centres have been set up in various parts of the country,” said Mr Daudi. “Wow! I’m proud of my country. We’ve made remarkable progress,” Musa said happily.



Figure 3: The Jakaya Kikwete Cardiac Institute





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“Surely, the government has been taking all these measures so as to transform the country into an industrial economy. But much work remains to be done,” Mr Daudi said. “I have got enough information for my essay. Thank you very much, Daddy,” Musa thanked his father. “You’re welcome my son,” Mr Daudi replied.

Questions

1. What is the passage about?
2. How will the conversation help Musa?
3. How important is The Jakaya Kikwete Cardiac Institute to those with heart diseases?

Activity 4: Vocabulary practice

(a) Read the following words:

trophy mega transplant declaration

(b) Find and write the meaning of each of the words in Activity 4(a) in your exercise book.

(c) Find the sentences containing the words in the passage in Activity 3 and read them.

(d) Use each of the words in Activity 4(a) to construct one sentence.

Activity 5: Language practice

(a) Find and read aloud the sentences containing **so as to** and **in order to** from the passage in Activity 3.

(b) Join the following sentences using **in order to**:

1. In our country, people work very hard. We want to build our nation.
2. We went to the Serengeti National Park. We wanted to see the animals.
3. Julianna woke up early. She wanted to catch the train.
4. I worked hard. I wanted to pass the examinations.





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5. I have started taking an English course. I want to improve my English.
6. She bought a pen. She wanted to do her homework.

(c) Construct five (5) sentences using **in order to**.

(d) Rewrite the sentences you have constructed in Activity 5(c) using **so as to**.

Activity 6: Writing practice

(a) Read the following composition.

Tanzania is a beautiful country. Many people from other parts of the world come to see its beauty. Tanzanian citizens are warm and welcoming to visitors.

During festivals, Tanzanians prepare different kinds of foodstuffs, including *ugali*, *kande*, *pilau*, *nyama choma* and *mishikaki* in order to showcase their traditional cooking. Different groups of traditional dancers showcase their skills in order to entertain their visitors. I encourage anyone who has never been to Tanzania to visit it in order to enjoy its beauty.

(b) Rewrite the composition in Activity 6(a) and replace **in order to** with **so as to**.

Unit Five

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Learning through mistakes

Introduction

In this unit, you will listen to a short story, which will be read to you by the teacher, and answer questions on it to practise listening skills. You will also read tongue twisters, recite a poem and answer questions on it. Next, you will study a picture and answer questions. Thereafter, you will read a passage titled **Nengo, the stubborn boy** and answer questions on it. Then, you will practise using some vocabulary items in the passage. Besides, you will practise using **even if** and **even though** to express surprising things. Finally, you will form a meaningful paragraph from jumbled sentences and punctuate a given story.

Activity 1: Listening practice

- (a) Listen to the story, which will be read to you by the teacher, and answer comprehension questions.
- (b) Listen to other audio and/or audio-visual materials to improve your listening skills.

Activity 2: Speaking practice

- (a) Read the following tongue twisters several times at different reading speeds.

Brave, bleeding boys battle bald, biting babies

Biting babies ride battle toys while bumbling boys brave bald
biting babies

- (b) Recite the following poem and answer the questions that follow.
*Listen, my child, there are no free things
If you want anything, work for it
Your labour is your pay
As they say, "No pain, no gain."*

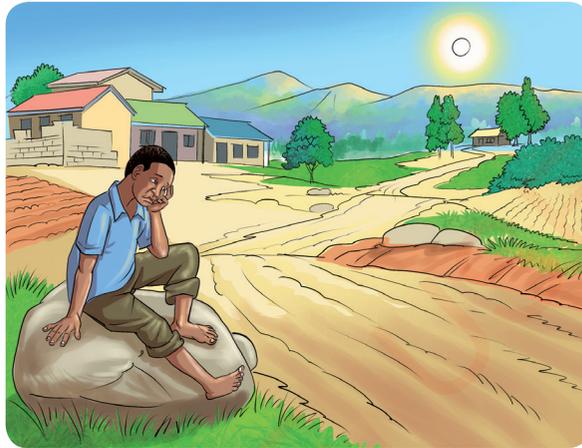
*Not everything you see is someone's wish
It is normally the result of someone's labour, physical or mental
Being poor or rich usually is your choice
Your choice will make poverty continue or end*

*My beloved son, it's time for you to act
It is usually not late at your age
Because age determines your labour
Be a slave today in order to be a king tomorrow*

Questions

1. What is the poem about?
2. Who is speaking in the poem?
3. What does 'No pain, no gain' mean?
4. What lesson do you learn from the poem?

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



Questions

1. What do you see in the picture?
2. How does the man feel?
3. What makes people feel how the man in the picture feels?

Activity 3: Reading practice

Read the passage below and answer the questions that follow.

Nengo, the stubborn boy

"Nengo, Nengo, wake up!" Nengo heard his mother calling him. She was waking him up for school. She used to do that every weekday morning because she knew that her son did not like school. She used to encourage him to study hard. Nengo did not see why he should go to school while he was the only child in their rich family. He always used to go to his friends to



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play his favourite computer games on the street. Even though his school had computers, he never liked using them because he did not like studying.

One day, his parents received a letter informing them that their child had become a truant. The following day, Nengo was taken to school by his father. While at school, Nengo said that it was not that he disliked studies, but he disliked the school because it had old facilities like the classrooms, library and computers. Then, the head teacher advised Nengo's father to take his son to another school, even though he was sure that Nengo did not like studies. Nengo's father took his son home to discuss the matter with his wife. Nengo's parents took him to a boarding school in a remote area, believing that such an environment would change their son's bad behaviour.

Transferring him to another school was like kicking a frog. It marked the beginning of countless transfers from one school to another until he finished Form Four. When he finished secondary school education, he said that it was enough for him. He said that he would not continue with studies even if he were sent abroad for further studies. So, his parents asked him what he wanted to do instead. He arrogantly said, "My parents, my head is full of business ideas. Just give me some capital." His parents agreed and gave him five million Tanzanian shillings, but on condition that they would not give him more capital if he spent the money unwisely.

Nengo started his business with the five million Tanzanian shillings. He established an electric appliances shop. At the beginning, the business was doing well, but later, it began failing because Nengo had started to indulge in luxurious life. Since he wanted more free time to go to nightclubs, he moved to his friend's place. After hardly one year, he had already gone bankrupt. After he had used up all the money, he returned home. He lied to his parents that bandits had broken into his shop and looted everything. His father told him that telling lies would not help him. He told him to go on with his own life elsewhere. He said they would never give him further support. His parents were tired of his ungratefulness and extravagance.

Nengo left for his friend's place, crying bitterly. When he arrived there, he told his friend what had happened to him. His friend, Jombaa, listened to him attentively, but he ultimately told him that he no longer had a place for him. Nengo was shocked by his friend's words and burst into tears again. He tried to remind him how they had spent the money together. Jombaa told him, "Even if we spent the money together, I can't live with an ungrateful person. You have been ungrateful to your parents, who have been giving



you everything. How can you possibly be grateful to me? I only used to accompany you to the nightclubs. For your information, I am no longer interested in visiting nightclubs. I want to be serious with my life, so please leave and never come back again.”

Nengo thought for a while and then decided to go back to his parents. He knelt down and apologised to them for his ungrateful behaviour. His parents accepted his apology and forgave him. His mother asked him if he was ready to go to college. He was impressed by his mother’s suggestion. He said that he would like to join the College of Electrical Engineering. His parents agreed to his proposal. Surprisingly, Nengo studied very hard. He successfully completed his course. Following the successful completion of his course, Nengo got a job in a big electrical company. He has held various positions as a result of his hardworking spirit. He is now the Managing Director of the company.

Questions

1. Who woke up Nengo?
2. Do you like Nengo’s behaviour? Give reasons.
3. How did Nengo spend his money?
4. What made Nengo refuse to study?
5. What have you learnt from the passage?

Activity 4: Vocabulary practice

(a) Read the words in the following box.

ungrateful extravagance proposal remote appliances

(b) Read the sentences in the passage containing the words in Activity 4(a).

(c) Use a dictionary to find the meanings of the words in Activity 4(a).

(d) Use the words in the box to construct one sentence for each.



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Activity 5: Language practice

(a) Find and read the sentences containing the words **even though** and **even if** from the passage in Activity 3.

(b) Fill in the blanks using **even if** or **even though**.

1. They won't tell the truth _____ you punish them.
2. _____ you offer me a lot of money, I'll not betray my country.
3. _____ she was angry, she said nothing.
4. I will go out, _____ you lock the door.
5. I had a wonderful time, _____ I didn't know any one at the party.
6. _____ it rains, I shall come.
7. She gives money to charity, _____ she is not rich.
8. Don't forgive him, _____ he apologises.

Activity 6: Writing practice

(a) Rearrange the following jumbled sentences to form a meaningful paragraph.

1. She danced beautifully even though she was sick.
2. Last term, she was the first in her class so her family threw a party for her.
3. She invited her friends to celebrate together.
4. Johari was the last born in a family of three children.
5. She would go to school even if it was raining.
6. Even though she was always sick, Johari liked to study hard.





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(b) Use the correct punctuation marks to rewrite the story below.

jamila lives at kwamkalala village in tupendane district she completed her primary school education last year at umoja primary school her younger brother baraka is in standard four at utulivu primary school jamila is now in form one at elimika secondary school in the coming school holiday they will go to dodoma with their mother to visit their grandparents when they return home they will go to arusha via manyara to visit tarangire and manyara national parks jamila and baraka will go back home on the last saturday of june to prepare for school

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Unit Six

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Introduction

In this unit, you will listen to a short story, which will be read to you by the teacher and answer questions on it to practise listening skills. You will also act out a dialogue, study a picture and answer questions. Next, you will read a story titled **Poor Ghost** and answer questions on it. Then, you will practise using vocabulary items in the story in different situations. Thereafter, you will seek confirmation using question tags and short responses. Finally, you will act out, write and complete short dialogues.

Activity 1: Listening practice

- (a) Listen to the story, which will be read to you by the teacher, and answer the questions that follow.
- (b) Listen to other audio and/or audio-visual materials to improve your listening skills.

Activity 2: Speaking practice

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

Isingo: Hello Masika!

Masika: Hello Isingo! How are you?

Isingo: I'm very fine, thank you.

Masika: Should I offer you breakfast?

Isingo: Yes. Thank you.

Masika: Would you prefer sugar or honey in your tea?

Isingo: I prefer honey. You also prefer honey, don't you?

Masika: Yes, I do, but not that much. How much honey do you use per week?

Isingo: I can't tell exactly how much, but I consume a lot.

Masika: Is it beneficial to your health?

Isingo: Yes, it is. You can see how healthy I look.

- Masika:** I see. Should I have some at every meal?
- Isingo:** Of course, yes. It will surely improve your health, but it should not exceed six teaspoons a day.
- Masika:** Thank you for your advice. Let's enjoy our breakfast.

Questions

1. Why does Isingo like honey very much?
2. Why is honey important?

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



Questions

1. What do you see in the picture?
2. What is the creature drinking?
3. What do you think will happen to the creature?
4. What would you do if you met such a creature?

**Activity 3: Reading practice**

DUPLICATE

Read the story below and answer the questions that follow.

Poor Ghost

Darkness is not always the result of nightfall. At Mughamo Village, darkness falls even during the day. This happens when a heavy fog falls. One Saturday, Kiduku went to Mughamo Market to buy pesticide. When he was walking home, a heavy fog fell. It became very dark.

Kiduku had to walk carefully because he could hardly see where he was stepping. When he was close to his home, someone tapped on his shoulder from behind. He was not very worried because he thought it was someone he knew. So, Kiduku stopped and turned round, only to see a strange creature standing high in front of him. Kiduku wanted to shout for help, but the creature whispered to him, "Don't dare to open your mouth. If you do, that will be the end of you."

Although it was very cold, Kiduku started to sweat a lot. While trembling and sweating, he asked the creature, "Who are you?" The creature replied, "I am Poor Ghost." With a stammering voice, Kiduku asked, "What do you want from me?" The creature replied, "I want that drink and only that drink." Kiduku thought for a few seconds. Then, he told the creature that it was pesticide. Poor Ghost moved a bit closer to Kiduku. He was smelling of alcohol. Kiduku realised that Poor Ghost was drunk.

After realising that Poor Ghost was drunk, Kiduku's fear disappeared. He said to Poor Ghost, "Get out of my way." Suddenly, Poor Ghost disappeared. It took Kiduku a few minutes to come back to his senses. Then, he realised that he had been talking to a fearful ghost.

That night Kiduku went to bed early, but he could not fall asleep as the memory of Poor Ghost kept on popping up in his mind. He finally fell asleep.

(Suddenly, the small room lights up; Kiduku covers his face with both hands and shouts.)

Kiduku:

I am too sleepy to wake up. Let me continue sleeping, please! If there is anything to talk about, let's do it tomorrow morning.





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Poor Ghost: But you haven't asked who I am; let me introduce myself to you. I am Poor Ghost.

(When Kiduku hears that name with that sharp voice, all his sleep fades away. He covers his whole body).

Kiduku: Don't kill me, please!

Poor Ghost: I won't kill you if you obey my orders. Uncover yourself and get up.

(Kiduku does as Poor Ghost orders. Kiduku sees Poor Ghost drinking pesticide and smiling.)

Kiduku: Don't drink that. It is pesticide. You will die.

Poor Ghost: Don't worry. A ghost never dies. You see, I was a human being like you. You know; human beings die only once.

Kiduku: What? You were a human being like me?

Poor Ghost: Yes, I was.

Kiduku: What happened to you, then?

Poor Ghost: One day, I attended my sister's birthday party. Towards the end of the party, I went to drink alcohol at a nearby pub.

Kiduku: You drank a lot, didn't you?

Poor Ghost: Yes, I did. I got drunk and misbehaved a lot. I quarrelled with everybody. I even insulted and beat some of the elders.

Kiduku: That was terrible! How did they react to your behaviour?

Poor Ghost: It was terrible indeed. One of the elders said, "I will not let you live to insult and beat anybody else again."

Kiduku: Did you stop after hearing that?

Poor Ghost: No. I was very rude. I told them that I was an evil spirit and nobody could stop me. So, I continued for some time before leaving for home.

Kiduku: What happened next?

Poor Ghost: The following morning, I found a glass of water on the table in my room. I had a hangover, so I was thirsty. I did not care to find out who had put the water there. I just sat on a chair and picked up the glass to drink the water.



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- Kiduku:** What happened after you drank the water?
- Poor Ghost:** I didn't drink it. When I put the glass to my mouth, a large shark jumped out of the glass and swallowed me.
- Kiduku:** Stop! Stop! Did it come out of that small glass of water and swallow you?
- Poor Ghost:** Yes, it did.
- Kiduku:** How did you get out of the shark's stomach?
- Poor Ghost:** The shark vomited me as a ghost at an unknown place and I have been roaming across places since I don't remember our home.
- Kiduku:** You feel terribly bad, don't you?
- Poor Ghost:** I feel really bad because I can't return to my earlier form. That is to say, I can't be a normal human again. Be good to others and respect them. It will do you no harm.

(Then Poor Ghost disappears miraculously. As Kiduku wonders where Poor Ghost has gone, he suddenly wakes up.)

Kiduku: What a nightmare!

Questions

(a) Write T if the statement is true and F if the statement is false.

1. Poor Ghost brought a gift for the elders. ____
2. Poor Ghost was torn into pieces by the shark. ____
3. Poor Ghost insulted and beat the elders. ____
4. At first, Kiduku was afraid of Poor Ghost. ____
5. Poor Ghost died after drinking the pesticide. ____

(b) Give short answers to the questions below.

1. What happened when Poor Ghost tried to drink the water?
2. Why did Kiduku hide his face?
3. What message did Poor Ghost give to Kiduku?
4. Is it good to drink alcohol? Give reasons.
5. If it were you, would you offer Poor Ghost the pesticide? Give reasons.



Activity 4: Vocabulary practice DO NOT DUPLICATE

(a) Match the words in **Column A** with their meanings in **Column B** in the table below.

No	Column A	No	Column B	Answers
1	ghost	i	a drink that is produced by fermenting grain, fruits or other sources of sugar	
2	terrible	ii	have a disagreement over something	
3	pesticide	iii	the soul or spirit of a dead person or animal which is believed to appear to people	
4	quarrel	iv	droplets of water vapour suspended in the air near the ground	
5	fog	v	extremely bad or dangerous.	
		vi	substances that are meant to control pests	
		vii	the waging of armed conflict against an enemy	

(b) From the story in Activity 3, find and read aloud the sentences containing the words in Column A in Activity 4(a).

(c) Use the words in Column A under Activity 4(a) to construct one sentence for each.

Activity 5: Language practice

(a) Use the words in the box below to complete the dialogue.

didn't you did is it

(Cring.....cring.....cring.....cringPhone ringing)

Muhogo: Hello!

Jane: Hello. Are you Mr Muhogo, the Managing Director of Mavuno Bank?

Muhogo: Yes. Who am I talking to, please?



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- Jane:** I'm Jane, a retired teacher.
- Muhogo:** Excuse me, did you say a retired teacher?
- Jane:** You heard me, (1) _____?
- Muhogo:** (2) _____ you say your name is Jane?
- Jane:** Yes. My name is Jane.
- Muhogo:** Right, I remember you. You came here last year, (3) _____?
What can I do for you?
- Jane:** I want my money back.
- Muhogo:** Do you mean the money you deposited last year?
- Jane:** Yes. I want to start a chicken project.
- Muhogo:** I'm sorry. We have invested all the money in other projects.
- Jane:** That's not my problem, (4) _____? I want all my money now.
- Muhogo:** Don't worry. I know that you want your money. But there's no money left in our bank account. Would you mind waiting for one month, please?
- Jane:** Fine. I'll wait, but remember to keep your promise.
- Muhogo:** Thank you Jane for understanding the bank's current situation. Bye.
- Jane:** Bye.

(b) *In pairs, act out the dialogue you have completed in Activity 5(a).*

(c) *Write a dialogue between Speaker A and B. In your dialogue, include the following expressions:*

Where did you say you're coming from?
You are lost, right?
You know where you are going, don't you?
I believe it is very near here.



Activity 6: Writing practice NOT DUPLICATE

(a) Read the following sentences:

1. Janet is a troublesome girl, isn't she?
2. I never lie for no apparent reason.
3. It was dark, so I could hardly see the incident.
4. She is still new to me.
5. She did not slap Janet on her cheek, did she?
6. I hope you are telling the truth.

(b) Use the sentences in Activity 6(a) to complete the following dialogue:

Teacher: She did not slap Janet on her cheek, did she?

Pupil: _____

Teacher: _____

Pupil: _____

Teacher: _____

Pupil: _____

(c) Complete the following dialogue using correct question tags found in the box and then act it out.

doesn't it have we weren't you didn't you aren't you

Lucy: Hey Jane! How are you? We haven't seen each other for two weeks, (1) _____?

Jane: No, we haven't. Time flies, (2) _____?

Lucy: Yes, it does. I heard that you were sick. (3) _____?

Jane: Yes, I was. I was suffering from malaria.

Lucy: Oh! I'm so sorry. I hope you are OK now, (4) _____?

Jane: Yes, I'm OK. I believe you studied a lot of things in my absence, (5) _____?

Lucy: Yes, we did.

Unit Seven

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Annual awards

Introduction

In this unit, you will listen to the teacher describing objects and asking you questions to improve listening skills. You will also read a tongue twister, act out a dialogue, study a picture and answer questions. Next, you will read a passage titled **Annual event** and answer questions on it. Then, you will practise using vocabulary items in the story in different situations and use **to, towards, through, into, over, onto** and **across** to express movement. Finally, you will rearrange jumbled sentences to form a meaningful paragraph and compose a story using pictures.

Activity 1: Listening practice

- Listen to the teacher describing objects and asking you questions to improve listening skills.
- Listen to other audio and/or audio-visual materials to improve your listening skills.

Activity 2: Speaking practice

- Read the following tongue twister several times at different reading speeds.

Star's sport shop stocks shorts and short socks for sport

- In pairs, read and act out the following dialogue and answer the questions that follow.

Asia: Hello, Frank, good evening!

Frank: Good evening, Asia. How're you?

Asia: I'm fine, and you?

Frank: I'm fine, thank you. Where are you going?

Asia: I'm going to the National Stadium to watch a football match.

Frank: Oh, that's very good! I've seen Francis also heading to the stadium. I think he is also going to watch the match.

- Asia:** Yes, he told me about it. Come on! Let's go together, please.
- Frank:** No, I don't want to go as I'm not interested in getting into that stadium.
- Asia:** What's wrong with the stadium?
- Frank:** I am scared of the crowd. Last month, I witnessed some violence there. The violence occurred when spectators invaded the pitch during the match.
- Asia:** What? Violence in the stadium! I have not experienced such a thing. I've gone there several times. I need your company, as I'm afraid of going there alone.
- Frank:** No, I can't go today. I'm sorry, Asia.
- Asia:** Anyway! I just wanted your company. I'm getting late for the match. See you.
- Frank:** Bye! See you later.

Questions

1. Where was Asia going?
2. Why was Frank not interested in going to the stadium?
3. Why did Asia ask Frank to accompany her?
4. If it were you, would you go with Asia to watch the match? Give reasons.

(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 are the people in the picture doing?
3. What event do you think has brought them together?
4. Where do you think the event is taking place?

Activity 3: Reading practice

Read the following story and answer the questions that follow.

Annual event

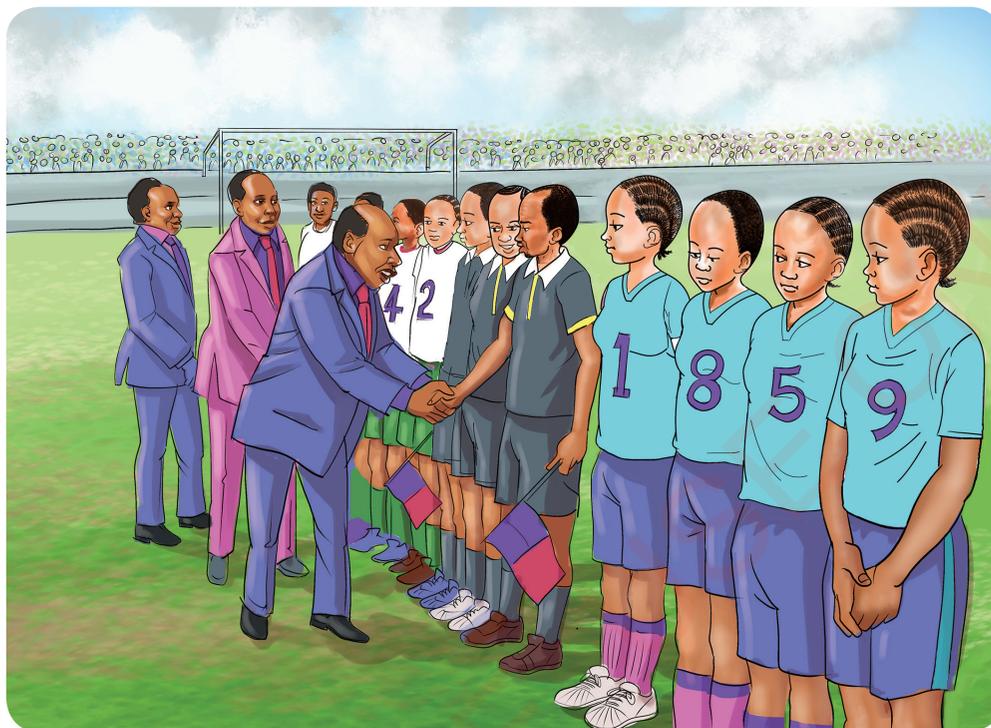
Our school, Tupendane Primary School, usually holds a sport and games event every year. The aim of the event has been to acknowledge and award certificates of appreciation to individuals who show outstanding performances in sport and games. One neighbouring school is invited in every event. This year's celebration was scheduled for Saturday. Umoja Primary School was invited for a friendly match in celebrating the event.

Before the match, the head teacher said, "You all know why we have gathered here. The sport and games event, right?" he sought our confirmation. We all burst, "Yes sir." He went on, "As a surprise, today's event is going to take place at Guja National Stadium." A big applause was heard. The head teacher commented, "Tupendane Primary School pupils, you are witnesses to how sport and games have made our school the most popular primary school in the Central Zone. You have made a lot of friends whom you are cooperating with in various issues including academics. You can also bear witness to the improvement in academic performance. Today, you are given another chance to make other new friends. Sport and games are not only for fun but also for good health. It can also be a job to earn an income in the future. This has been a reality for male footballers such as Mbwana Samatta of Tanzania, Cristiano Ronaldo of Portugal and Lionel Messi of Argentina; female footballers such as Asha Rashid and Joyce Meshack both from Tanzania and Marta Vieira da Silva of Brazil." He concluded by saying, "Use every opportunity you get to do better for your future." Another applause as loud as a grenade explosion was heard.

After the head teacher's words of encouragement, the whistle was blown and all pupils ran to Guja National Stadium. Spectators from all corners of



the city attended the match. The stadium was full half an hour before the whistle was blown to mark the beginning of the first half. Other spectators wanted to jump over the wall, but they were prevented by security officers. The girls' football match began first. Before the match, the players went through inspection procedures.



Umoja Primary School was the first to score through a penalty that was awarded after a foul which was committed to their attacking mid-fielder in the penalty box. The ball was put into the net by Nyalade, their team captain. Just a minute before the final whistle, our team got an equalising goal through a free kick. The match ended with 1 – 1 scores on the board.

Quarter an hour after the girls' match, it was the boys' turn. It was a very entertaining match. Both teams' ball possessions were high and made accurate passes. On the final whistle, the whole stadium turned into excitement, as the score board was in favour of Tupendane Primary School as it read 3 - 1.

In the evening, the awarding ceremony was held at a nearby Social Hall. The function was well organised. There was a school live band and several cultural artist groups to entertain the audience.



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The head teacher of Tupendane Primary School read out the names of the sport and games teachers and players who were identified for various awards. Ms Mjengi, the sport and games teacher, was requested to go to the high table for the certificate award. Nyifande, the team captain for the girls, led the girls' players to receive their certificates of appreciation. Mbojo, the team captain for the boys led the players to receive their certificates. After a short while, Nyifande and Mbojo went back to the high table to receive the trophies for their teams. They lifted them up and the fans shouted joyously.

Nyifande was later given a chance to speak. She said, "First of all, I would like to thank everybody for your great support to both girls' and boys' teams. It is through your support that we have achieved this great success. We promise to work very hard to make our school the most renowned in the Central Zone. In addition, I would like to thank the players of the Umoja Football Club for accepting our invitation."

After the closure of the event, the invited guests, teachers and players were invited to dinner. Finally, the head teacher of Tupendane Primary School thanked everyone for attending the event and bade them farewell.

Questions

(a) Put a tick (✓) against correct sentences and a cross (x) against incorrect sentences.

1. Appreciation motivates people to do better in whatever they are doing.
2. Playing football is a waste of time.
3. The head teacher of Umoja Primary School addressed the audience before the match.
4. Nyifande was uncertain of her position as the girls' team captain.
5. Tupendane Primary School is located in the Central Zone.



(b) Match the expressions in **Column A** with those in **Column B** to form complete sentences in the following table. Item 1 is done as an example.

No	Column A	No	Column B	Answers
1	At the end, all people who attended the event were	i	invited for the evening meal	1 - i
2	The event was purposely for	ii	and made accurate passes	
3	The match involved	iii	awarded the certificates of appreciation	
4	Both teams had good ball possession	iv	awarded a penalty	
5	When a player commits a foul in the penalty box	v	acknowledging and awarding competent individuals in sport and games	
		vi	the opponents are awarded a penalty	
		vii	Tupendane Primary School and Umoja Primary School	

(c) Read the sentences that you have completed in Activity 3(b).

Activity 4: Vocabulary practice

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

No	Column A	No	Column B	Answers
1	fans	i	losers	1 - ii
2	final	ii	supporters	
3	acknowledge	iii	viewers	
4	spectators	iv	ownership	
5	possessions	v	last	
		vi	champions	
		vii	recognise	
		viii	exclude	



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- (b) Find and read sentences containing the words in **Column A** as used in the story under Activity 3.
- (c) Replace the **bolded** word in each of the following sentences with a word which has similar meaning from **Column B**.
1. They wanted to **acknowledge** him for generosity.
 2. He was reading the **final** chapter of the book.
 3. The **fans** were not happy about being defeated by their great rivals.
 4. The **possession** of a large amount of money makes him happy.
 5. **Spectators** wanted to invade the players for losing the match.
- (d) Use three words from **Column A** in Activity 4(a) to construct one sentence for each.
- (e) Use three words from **Column B** under Activity 4(a) to construct one sentence for each.

Activity 5: Language practice

- (a) Find and read the sentences which have the words **to**, **through** and **into** in the story under Activity 3.
- (b) Read the following sentences:
1. It was moving **towards** the hole.
 2. I saw him jumping **over** the gate.
 3. They went **to** school on foot.
 4. It took him one hour to load the sand **onto** the lorry.
 5. She is walking **across** the main road.
 6. The players walked **through** the tunnel to get to the pitch.
 7. They got **into** my car.
 8. Stumai walked slowly **through** the wood.
 9. They ran **into** a house.
 10. The thieves jumped **over** the gate.



(c) Complete each of the following sentences using an appropriate word in brackets:

1. He loaded the goats _____ trucks. (onto, to)
2. He swam _____ the river. (towards, across)
3. They waded _____ a swamp. (over, through)
4. She walked _____ the city centre to reach the market. (onto, through)
5. Please, come _____ my room. (through, into)
6. A flock of birds was flying _____ the hills. (onto, over)
7. They built a fence to stop people walking _____ their field. (across, over)
8. We get _____ class at 7:30 a.m. (through, to)
9. They were walking _____ the head teacher's office. (towards, over)
10. The players are coming _____ the field for the final match of the championship. (across, onto)

(d) Read the sentences that you have completed in Activity 5(c).

Activity 6: Writing practice

(a) Rearrange the following sentences to form a meaningful paragraph.

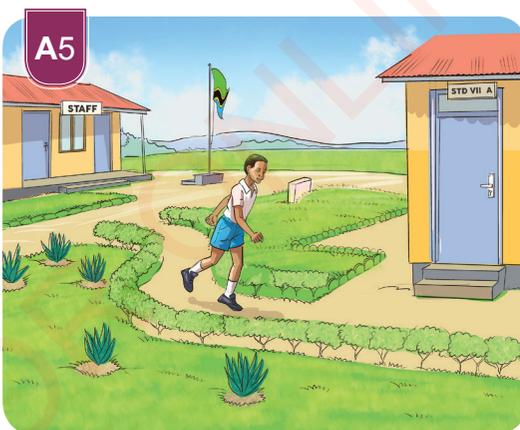
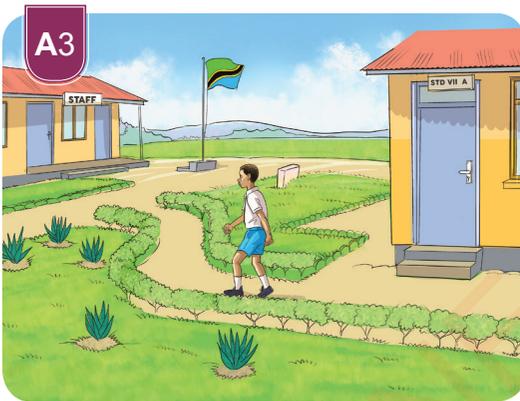
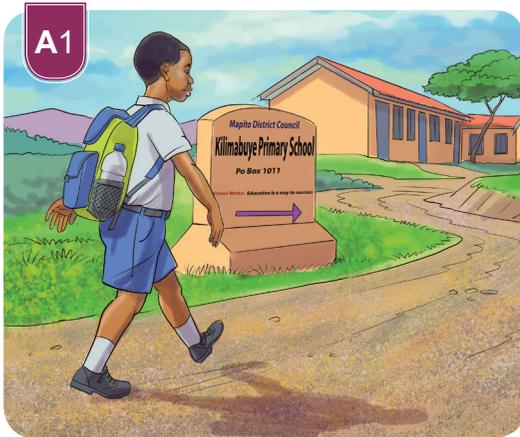
1. He asked me to go to his office to collect our exercise books.
2. Yesterday, I went to school early in the morning.
3. So, I went into his office and collected our exercise books.
4. I cleaned our classroom as I was on duty.
5. When I was taking rubbish to the dump, I saw our English language teacher heading towards his office.

(b) Compose a short story about the game you like either to watch or play the most.



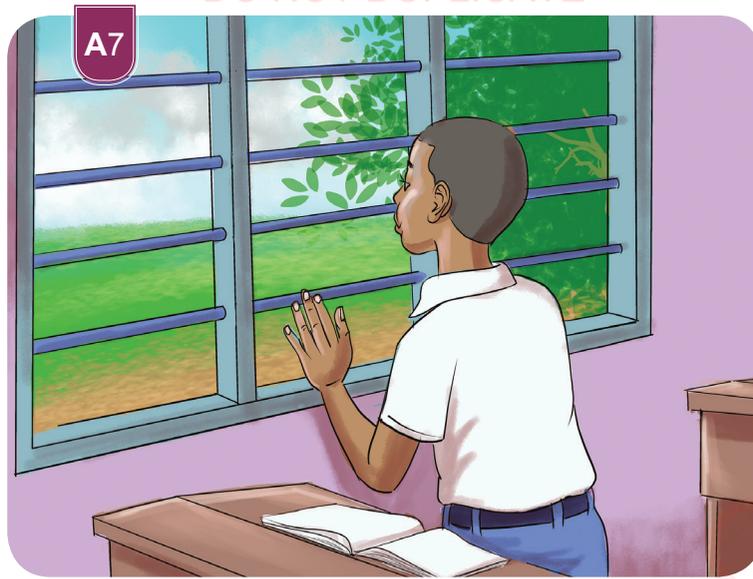
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(c) Study the following pictures and write a short story about them. Use one of the following words in some of the sentences in your story: **to**, **towards**, **through**, **into**, **over**, **onto** and **across**.





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Unit Eight

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Public holiday

Introduction

*In this unit, you will follow given directions while walking blindfolded to improve listening skills. You will also ask and answer questions as well as read and act out a dialogue. Next, you will study a picture and answer questions. Then, you will read a passage titled **May Day** and answer questions on it. Thereafter, you will practise using vocabulary items in the passage in different situations. Furthermore, you will practise using **left, right, centre, straight, forward** and **backward** in giving directions. Finally, you will rearrange jumbled sentences to form a meaningful paragraph and punctuate a given story.*

Activity 1: Listening practice

- (a) *Listen to the teacher's instructions and follow the directions given while walking blindfolded to improve listening skills.*
- (b) *Listen to other audio and/or audio-visual materials to improve your listening skills.*

Activity 2: Speaking practice

- (a) *In pairs, use **right, left, centre, straight, forward, backward, turn left** and **turn right** to ask and answer the following questions:*
 1. What is the best way to get to your school from your home?
 2. How do I get to the nearest shop from your school?
 3. How do I get to the nearest dispensary from your school?
 4. What is the best way to get to the local market from your home?
 5. How do I get to the playground?
 6. How do I get to your home from your school?
- (b) *Locate your friend's position in relation to others in the classroom using **left** and **right**.*



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Example

1. Juma is sitting on the left of Helena.
2. Kaundime is sitting on the right of Juma.

(c) *In pairs, read and change the following sentences into the negative form. The first item is done for you as an example.*

Positive: He parked his car on the left of the stadium.

Negative: *He did not park his car on the left of the stadium.*

Positive: I went straight home after school hours.

Negative: _____

Positive: Our school is on the right of the dispensary.

Negative: _____

Positive: They were told to turn right and go straight along the road.

Negative: _____

Positive: She stepped forward to hug her mother.

Negative: _____

Positive: The gold mine is located at the centre of the district.

Negative: _____

(d) *In pairs, read and act out the following dialogue:*

Sada: Hello, Mary!

Mary: Hello, Sada! How are you?

Sada: I'm fine, thank you. Tomorrow will be my birthday.

Mary: Wow! Congratulations! Will there be a party?

Sada: Certainly. Will you come?



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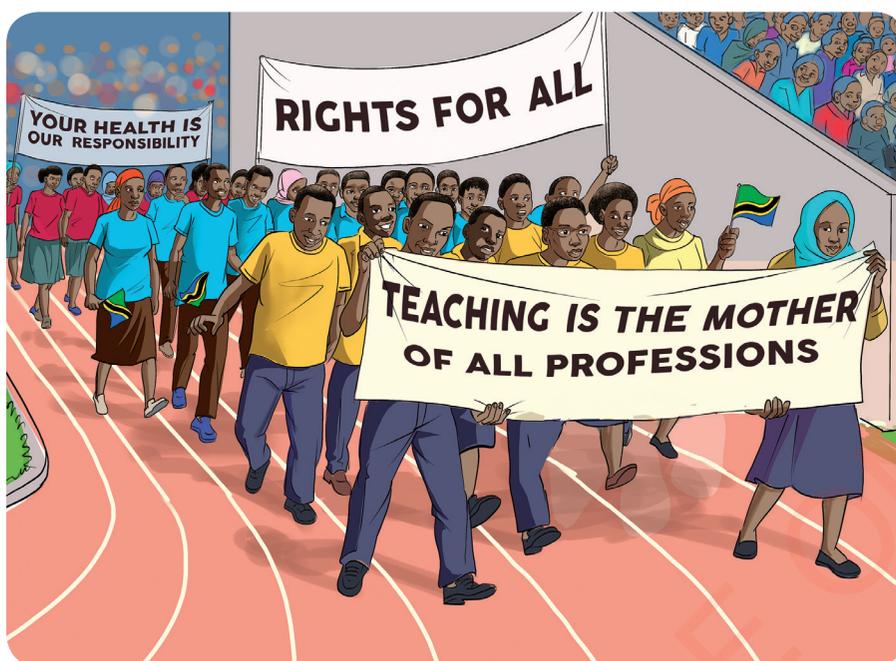
- Mary:** I would love to. Where will it be?
- Sada:** It will be held at our home.
- Mary:** Can you tell me the way to your home, please?
- Sada:** Don't worry! Let me give you the directions. Take the bus to Nianjema town. At the bus station, cross the road. You will see a dusty road. Turn left and follow the road. Go straight ahead until you see a footpath on your right. Take the footpath. After a few metres, you will see a fruit and vegetable stall and a hardware shop. Go straight ahead until you see a house painted green and cream on your left. Turn right and go straight until you come to a sharp corner. Then, turn right. You'll see a white house with a white roof straight ahead of you. That is our home.
- Mary:** Thank you. But I'm not sure if I can remember all these details. Do you mind writing down these details in my exercise book?
- Sada:** No, I don't mind.
- (Sada writes down the details in the Mary's exercise book.)*
- Mary:** Thank you, my friend!
- Sada:** You're welcome. Looking forward to seeing you tomorrow. Take care.
- Mary:** Bye!

Answer the following questions in relation to the dialogue:

1. Who will have the birthday party?
2. What will Mary see if she turns right at the sharp corner?
3. What do you do if there is too much to remember?



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



Questions

1. What do you see in the picture?
2. What do you think the people in the picture are celebrating?
3. Why do you think so?
4. Why should we celebrate special days?

Activity 3: Reading practice

Read the following passage and answer the questions that follow.

May Day

It was the 1st of May 2019, Workers' Day, a public holiday; therefore, we did not go to school. I woke up early in the morning and put on my favourite black suit. My father and I went to the national stadium where the celebrations were taking place. Our President was to address the workers.

It was a nice, breezy day. We left early for the stadium as we knew we would spend about three hours on the road due to traffic jams. On arrival, we found many cars parked outside the stadium. As my father was wandering where to park, a security guard came and directed him to a parking space. He asked my father to move the car further. Then, he directed him to turn left. He turned left. However, the security guard realised that, if my father parked there, it



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would inconvenience others. Therefore, he asked him to turn right and move the car further on to find a proper place to park. My father parked the car and we entered the stadium.

The stadium was filling up, but we managed to find empty seats as there were ushers to direct people where to sit. Luckily, we were directed to sit on the left side of the platform near the Guest of Honour.

After a while, the invited guests began to arrive. About five minutes later, the Master of Ceremonies (MC) announced the arrival of the President, who was the Guest of Honour. He told us to stand up and clap for him. Everyone stood up and applauded loudly until he reached the platform. The President sat at the centre. On his right sat the Vice-President, and on his left sat the Prime Minister.

Then, the MC asked workers to parade before the Guest of Honour. They marched past the Guest of Honour and around the pitch. Each group carried a banner with a message. Teachers' banner read "TEACHING IS THE MOTHER OF ALL PROFESSIONS." Lawyers' banner read "RIGHTS FOR ALL" and health workers' banner read "YOUR HEALTH IS OUR RESPONSIBILITY." Several other groups also carried banners with various messages.

After the parade, it was time for the leader of the workers' union, Ms Hongera, to deliver a speech. She walked to the podium, looked around and saluted, "Solidarity." "Solidarity for ever" the workers replied. She introduced all the officials present at the event before starting to deliver her speech. Then, in a loud voice, she said, "Workers are the builders of the nation." In her speech, she mentioned the challenges that workers faced. At the end of her speech, she gave some recommendations. One of the recommendations, I remember, was that the government should address workers' concerns more seriously. She ended her speech by saying, "Building this nation requires all workers to work together."

Then, it was the President's turn to give a speech. He mentioned the key officials present before he started to deliver his speech. He emphasised the government's deliberations for the development of the nation. He also spoke about the challenges faced by the workers. He said, "I know and I have pity on you, workers. Most of you are working in difficult situations with low salaries. The government is doing everything possible to address such issues so as to improve your working conditions and motivate you to work harder." He ended his speech promising the workers that the government would increase





salaries and reduce the Pay-as-You-Earn tax. When my father heard about the increase in salaries and the decrease in the Pay-as-You-Earn tax, he smiled. "If this is done, the workers' lives will improve," he said.

At 2:00 p.m., the event came to an end. My father and I got into the car and drove backwards for five metres to get onto the main road; we drove back home. It was a memorable day.

Questions

(a) Choose the correct answer and write it in the space provided.

1. Why do you think the story-teller did not go to school?

The story teller did not go to school because

- A. he was a truant.
- B. he was a worker.
- C. it was a public holiday.
- D. he liked driving around with his father.
- E. he was a security guard.

2. Why was the President the Guest of Honour on May Day?

.....

- A. because it was a public holiday.
- B. because of security reasons.
- C. because he is a worker.
- D. to show the importance of the event.
- E. to be part of the celebrations.

3. Why was the narrator's father happy?

.....

- A. he listened to the President for the first time.
- B. the President promised to address workers' concerns.
- C. the President knew the workers had not been paid allowances.
- D. the workers asked the President to address their concerns.
- E. because he did not go to work on May Day.

(b) Give short answers to each of the following questions:

1. At what time did the event end?
2. What was the purpose of the event?
3. Who directed people where to sit in the stadium?
4. Why did the workers carry banners with various messages?
5. If you were a worker, what message would you have given to the Guest of Honour?

Activity 4: Vocabulary practice

(a) Read the following words:

workers stadium address arrival centre straight right

(b) Use the words in Activity 4(a) to construct one sentence for each.

(c) Give the opposite of the words in **Column A** by writing the Roman number of the correct word from **Column B**.

No	Column A	No	Column B	Answers
1	right	i	request	
2	forward	ii	exit	
3	empty	iii	left	
4	arrive	iv	worsen	
5	improve	v	full	
		vi	backward	
		vii	leave	

(d) Choose two words from **Column A** and three from **Column B** and construct one sentence for each.

Example

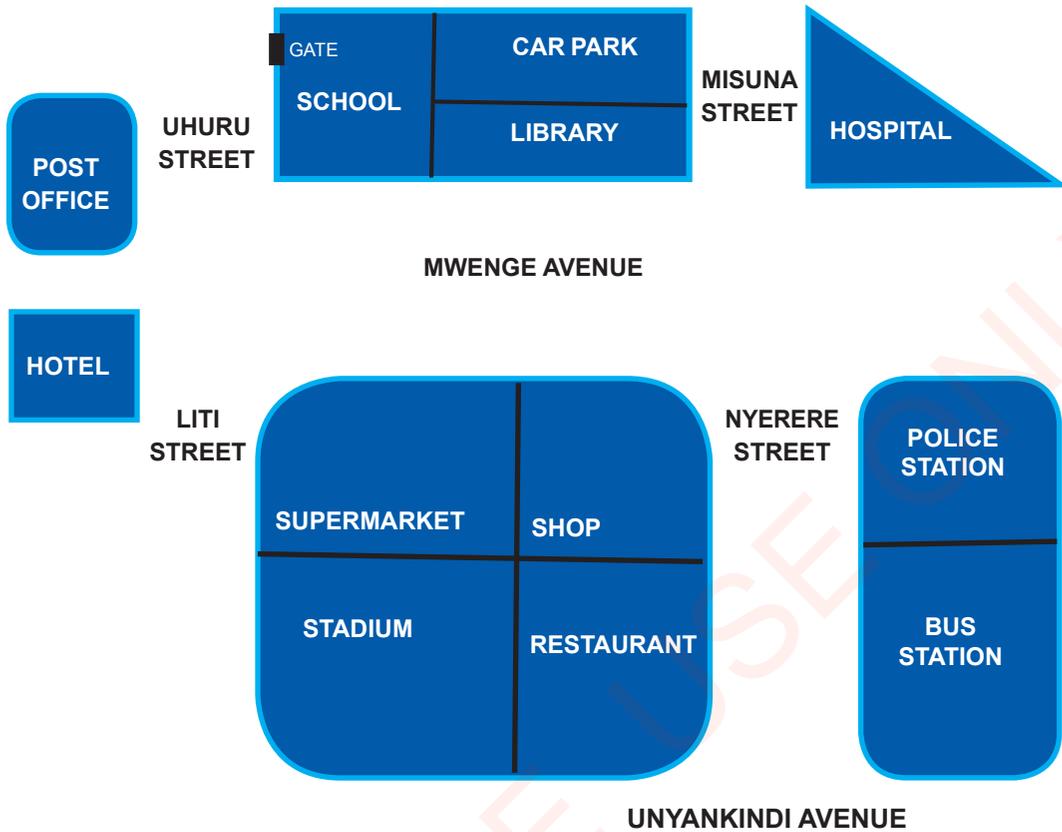
If you start your journey early in the morning, you will arrive on time.

Activity 5: Language practice

(a) Locate the following places in your school:

- i) The head teacher's office from your classroom.
- ii) Boys' toilets from the staffroom.
- iii) Girls' toilets from your classroom.
- iv) The parade ground from the school's main gate.
- v) The school football ground.

(b) Study the map of Imaginary City to complete the dialogue below and fill in the blanks.



Your name is Asha. You are standing at the front gate of the school. John finds you there. The following is a dialogue between you, Asha and John.

John: Hello, excuse me.

Asha: Hello, how can I help you?

John: I'm lost. How do I get to the bus station?

Asha: It's very simple. Take Uhuru Street. Walk down the street then,



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Activity 6: Writing practice DO NOT DUPLICATE

(a) *Rearrange the following jumbled sentences to form a meaningful paragraph:*

1. They were running towards him from the front and behind.
2. The thief was running as fast as a cheetah.
3. When he realised that some people were coming in his direction, he turned left.
4. Finally, he found himself at the middle of the people who were chasing him.
5. He ran straight for a short distance before he saw a tall wall that he could not jump over.
6. Then, he decided to turn right.
7. Many people were chasing after him.

(b) *Punctuate the following story.*

natalia was going back home from school she was walking along the road on the right hand side suddenly she saw her friend zaina walking on the left hand side of the road heading in the same direction she shouted zaina zaina zaina saw natalia and happily crossed the road and they walked home



Unit Nine

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Accident

Introduction

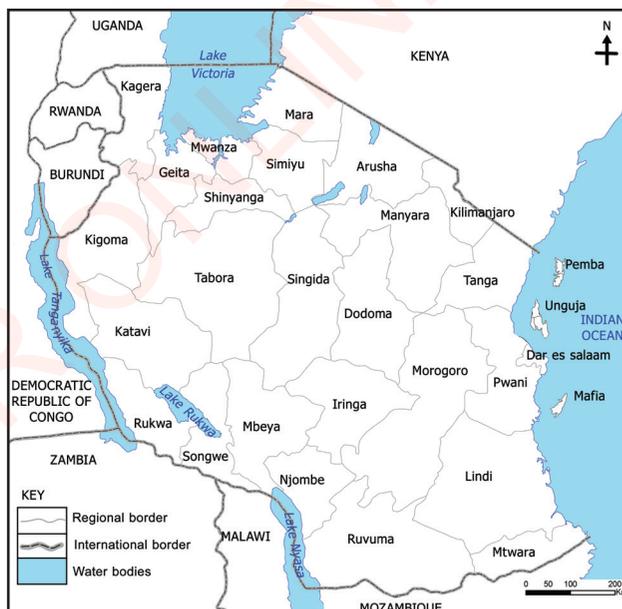
In this unit, you will listen to a short story, which will be read to you by the teacher and answer questions on it to practise listening skills. You will also study the map of Tanzania and use it to act out a dialogue, read tongue twisters, study a picture and answer questions. Next, you will read a story titled **Train wreck** and answer questions on it. Then, you will practise using the vocabulary items found in the story in different situations. Thereafter, you will use cardinal points: **north**, **south**, **west** and **east** to express direction in both speech and writing. Finally, you will rearrange jumbled sentences to form a meaningful paragraph.

Activity 1: Listening practice

- Listen to the story, which will be read to you by the teacher, and then answer the comprehension questions.
- Listen to other audio and/or audio-visual materials to improve your listening skills.

Activity 2: Speaking practice

- Study the map of Tanzania given below.





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(b) In groups of three, use the map of Tanzania in Activity 2(a) to act out the following dialogue. One of you will be asking questions while the other two respond. The one who responds correctly to as many questions as possible will be the winner.

Kita: Which countries are located to the South of Tanzania?

Kwesi:

Kita: Which countries are located to the West of Tanzania?

Anna:

Kita: Which countries are located to the North of Tanzania?

Kwesi:

Kita: What is the ocean located to the East of Tanzania?

Anna:

Kita: Which lake is located to the West of Tanzania?

Kwesi:

Kita: Which lake is located to the North of Tanzania?

Anna:

(c) Read the following tongue twisters several times at different reading speeds.

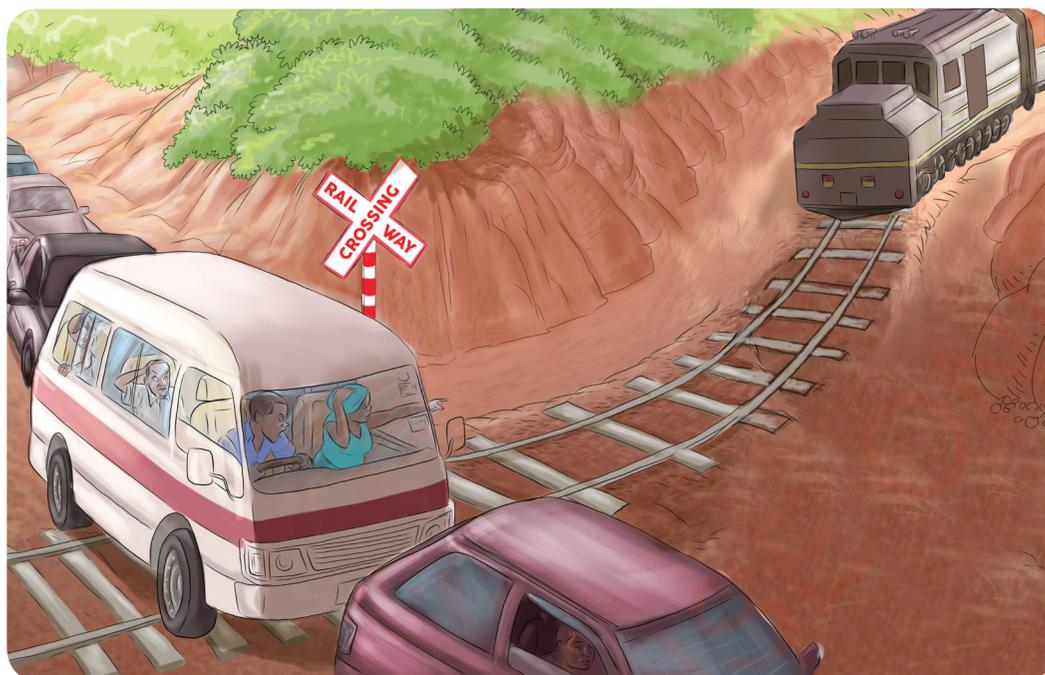
Today two trains travel to Toyland three times.

The two-twenty-two train tore through the tunnel.



Activity 3: Reading practice NOT DUPLICATE

Read the story below and answer the questions that follow.



Train wreck

It was the end of a working day, and everyone was rushing home. The traffic was moving slowly. It was noisy because of the cars' horns and passengers' high voices. "Choo-choo, cho-choo," the train hooted from the north.

There was a bus at a junction, where the road crosses the railway line. The bus passengers made a lot of noise in panic. The bus driver helplessly tried to reverse the bus. However, he could not do it, as the traffic was so heavy that no car could move for even an inch. Since the train was close to the bus, the passengers did not know what to do as they were in a great panic and overwhelmed by the fear of death.

The train driver applied the brakes, which made a loud screeching sound, but the train could not stop as it was very close to the bus. The loud bang was heard when the train knocked the bus. The train lost balance and went off the railway line, taking the bus with it for a hundred metres.



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Pedestrians stood in terror, seeing the dreadful accident. The people in the private cars came out of their cars with their hands on their heads. Everyone rushed to the site of the wreckage and tried to pull people out of the wrecked bus.

Five passengers and the bus driver were badly injured and four others had a few bruises. Luckily, there was no casualty on the train.

A few minutes later, police officers and several ambulances arrived at the scene. The ambulances rushed the injured to hospital. The police officers remained at the scene to ensure safety of the area and control the traffic jam. They reduced the traffic jam by directing cars, buses and lorries to the south, since the wrecked train had blocked both the eastern and western side of the road. After about ten minutes, the traffic jam was cleared and the breakdown truck came to tow the wrecked bus to the garage.

Questions

1. When did the accident occur?
2. In three sentences, describe what happened.
3. Mention any five causes of road accidents.
4. List any four ways of preventing road accidents.
5. What have you learnt from the story?



Activity 4: Vocabulary practice

- (a) Find and read the sentences containing the words **north, south, east** and **west** from the story in Activity 3.
- (b) Construct one sentence for each of the following words: **north, south, east** and **west**.
- (c) Match the words in **Column A** with their corresponding meanings in **Column B** in the following table. Item 1 has been done as an example.

No	Column A	No	Column B	Answer
1	casualty	i	unable to care or protect yourself against danger	1 - iii
2	screeching	ii	the remains of something that has been badly damaged	
3	helpless	iii	someone injured or killed in an accident.	
4	wreckage	iv	a sudden loud noise	
5	bang	v	making a loud, sharp sound from friction	
		vi	a loud utterance; often in protest or opposition	
		vii	a facial expression characterised by turning up the corners of the mouth; usually shows pleasure or amusement	

- (d) Use the words in **Column A** under Activity 4(c) to construct one sentence for each.

Example

The loud **bang** was heard when the train knocked the bus.

Activity 5: Language practice

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

Sadick is a newcomer in Ilonda Village. Yesterday, he wanted to go to the village chairperson's office, but he did not know where the office was located. "I want to go to the village chairperson's office, but I don't know where it is. Can you please direct me?" Sadick asked a man on the street. The man directed him as follows: "Walk straight along this



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road till you come to a telephone pole. Then, turn left. You will see a playground to the north. Walk as far as the playground, then you will see a telephone tower to the west. Follow that direction until you reach it. You will see a clump of trees to the east. Walk through the trees towards the south. When you get through the trees, you will see a small shop. Walk towards it. When you get to the shop, face east. You will see the village chairperson's office." Sadick thanked the man and started his journey.

Questions

1. Where is the playground located?
2. Where is the telephone tower located?
3. Where is the clump of trees located?
4. Where is the village chairperson's office located?

(b) Use the map in Activity 2(a) to answer the following questions by choosing the right answers from the alternatives given. Write them in the space provided.

1. Songwe lies to the _____ of Mbeya.
 - A. north
 - B. south
 - C. east
 - D. west
2. Dodoma lies to the _____ of Singida.
 - A. north
 - B. south
 - C. east
 - D. west
3. Simiyu is located to the _____ of Mara.
 - A. north
 - B. south
 - C. east
 - D. west





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4. Mtwara is found in the _____ of Tanzania.
A. north
B. south
C. east
D. west
5. Kigoma is located in the _____ of Tanzania.
A. north
B. south
C. east
D. west
6. Mwanza lies to the _____ of Shinyanga.
A. north
B. south
C. east
D. west
7. Iringa lies to the _____ of Mbeya.
A. north
B. south
C. east
D. west
8. Lindi is located to the _____ of Mtwara.
A. north
B. south
C. east
D. west
9. Singida lies to the _____ of Tabora.
A. north
B. south
C. east
D. west





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10. Njombe is located to the _____ of Mbeya and Iringa.
- A. north
 - B. south
 - C. east
 - D. west

Activity 6: Writing practice

(a) Rearrange the following sentences to form a meaningful paragraph.

1. When she arrived there, she started jogging from the south to the north.
2. After reaching the east of the playground, she turned right again and jogged to the south.
3. Finally, she realised that she had jogged round the playground, from south to north, north to east, east to south and south to west.
4. After reaching the south, she turned right again and jogged to the west of the playground.
5. Last Saturday, Farida went to the playground for jogging.
6. Then, she turned right and jogged to the east.

(b) Assume that you are at your school. An old man finds you there and asks you to direct him to the Ward Executive Officer's office.

Direct him.

.....

.....

.....

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Unit Ten

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Inter-school competition

Introduction

In this unit, you will listen to a story, which will be read to you by the teacher and answer questions on it to practise listening skills. You will also act out a dialogue, study a picture and answer questions. Next, you will read a story titled **The winner** and answer questions on it. Then, you will practise using vocabulary items found in the story and use them in different situations. Thereafter, you will use **so...that** and **too...to** to express results in speech and writing. Finally, you will rearrange jumbled sentences to form a meaningful paragraph.

Activity 1: Listening practice

- Listen to the story, which will be read to you by the teacher and answer the questions on it to practise listening skills.
- Listen to other audio and/or audio-visual materials to improve your listening skills.

Activity 2: Speaking practice

- In pairs, read and act out the following dialogue. Then, answer the questions that follow.

(Gift meets Ally at a restaurant)

Gift: Hello Ally! Good afternoon.

Ally: Good afternoon, Gift. How are you?

Gift: I'm fine, thank you. And you?

Ally: I'm fine. Thank you.

Gift: What are you doing here?

Ally: I was on my way home and felt so thirsty that I decided to have something to drink.

Gift: Oh, that's good! I am thirsty too. May I join you?



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Ally: Sure, no problem.

Gift: Thank you.

Ally: My pleasure. Would you like to drink a soda? It's really refreshing.

Gift: No, thank you. I would like to have some water.

(Ally calls the waitress)

Ally: Bring a bottle of drinking water, please.

(She brings the bottle of drinking water).

Waitress: Here you are.

Gift: I think the water you have brought is too cold to drink. Bring water that's not very cold, please.

(The waitress leaves).

Ally: Why are you not taking cold water?

Gift: Doctors always tell us that cold water is harmful to our health.

Ally: What do they say about cold sodas?

Gift: They say that cold soft drinks are not good for our health.

Ally: I like taking cold drinks so much that I find any drink, which is not cold tasteless.

Gift: I believe our health is more important than the taste of what we drink.

Ally: Sure, I will stop drinking cold drinks to save my health.

Gift: That's good. Let's finish our drinks and leave.

(Ally drinks only one-third of the soda)

Ally: I'm through. Let's go.



Questions

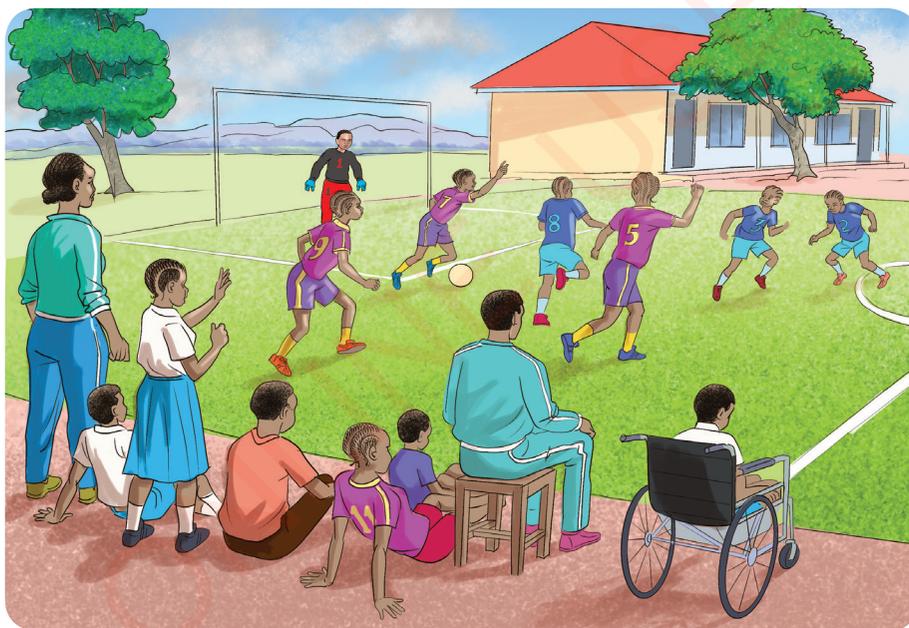
1. What was Ally drinking?
2. Why did Gift join Ally?
3. Why did Gift dislike drinking cold water?
4. What soft drinks do you like/dislike? Give reasons.
5. Do you think Gift likes drinking soft drinks? Give reasons.

(b) *Read the following tongue twisters several times at different reading speeds.*

I thought a thought, but the thought I thought wasn't the thought I thought I thought.

If the thought I thought I thought had been the thought I thought, I wouldn't have thought it the way I thought.

(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. Apart from football, what other types of sport and games do you know?
4. Why do we need to participate in sport and games?



Activity 3: Reading practice

Read the story below and answer the questions that follow.

The winner

My name is Liti, a pupil from Msikii Primary School. Last week, our school participated in inter-school academic and sports competitions. I was one of the pupils who were selected to participate in the competitions. The competitions were held at Songa Primary School which is one of our neighbouring schools.

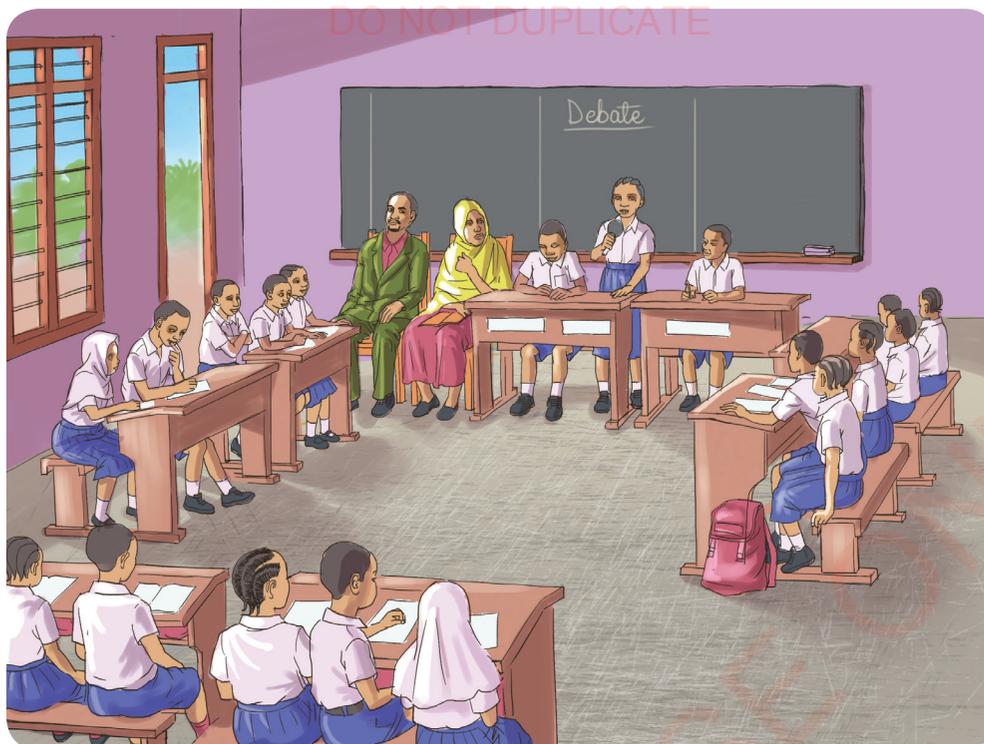
Three days before the competition, our academic teacher, Ms Pembe, called all the pupils who were selected to participate in the academic competition. She said, "We selected you based on your academic performance. The academic competition will include debate, essay writing, quizzes and impromptu speeches. Each one of you has to choose the area which you will take part in." I stood up and said, "I would like to compete in essay writing and debate." Others chose the areas of their interest. Ms Pembe said, "Liti, I know that you are also good at football and volleyball. You will need to see the sport and games teacher for further information." Then, I went to see the teacher, Mr Mulula. He said, "I wish you could participate in both football and volleyball, but it is unfortunate that the matches will be played at the same time. So, you can choose either of the two." I told him that I preferred football to volleyball. He added my name to his list.

I read much about effective ways of writing academic essays. I also started going to the playground twice a day to practise accurate passes. I did that because the time for the competitions was too short for me to prepare for both areas.

On the competition day, we left for Songa Primary School at 8:00 a.m. and arrived at 8:30 a.m. An hour after our arrival, the competition on essay writing started. The title of the essay was **Child Labour**. I had prepared myself so well that I scored a high grade. My success was the result of thorough preparation and well-organised ideas supported by good examples.

When the results were out, I was announced the winner. My opponents were very surprised. They thought I was too young to beat them. I also had an outstanding performance in the debate session. In the academic competition, our school won in the categories of essay writing, debate and impromptu speeches while the host school won only in the category of quizzes.





After lunch, we went to the playground for sport and games. The girls' football match was played before the boys'. When the first whistle blew, both sides started vigorously. Since we were well prepared, it was not possible for our opponents to beat us. In the first ten minutes, I scored the first goal. That early goal motivated us much. However, our opponent scored an equalising goal ten minutes later. Shortly after that goal, our opponent had a penalty which was put into the net by their team captain, Catherine, which made them lead 2-1. Then, the whistle was blown to mark the end of the first half. In the dressing room, our sports teacher was so displeased that he told us that we had to play hard to win the match.

We started the second half by controlling the ball, with frequent attacks. It took us only a few minutes to get an equaliser through a free header from Asha, our central defender. One minute before the final whistle, we scored a winning goal.

After all the matches were finished, our school had won the girls' football match and volleyball, but lost the boys' football match. So, we were the overall winners of the competitions. We received medals and certificates. All the pupils and teachers of Msikii Primary School were very happy with the great victory.

Questions

1. List the areas of academic competition mentioned in the story.
2. In which area of the sport competition did Songa Primary School win?
3. If you were one of the pupils, which competition would you have liked to take part in?
4. What do you do to improve your performance in academics, sport and games?
5. Why are sport and games competitions important?
6. Why is an academic competition important?

Activity 4: Vocabulary practice

(a) Match the words in **Column A** with the words which have similar meanings in **Column B** in the following table. Item 1 has been done as an example.

No	Column A	No	Column B	Answers
1	equaliser	i	test	1 - viii
2	improve	ii	fellow	
3	impromptu	iii	classmate	
4	difficult	iv	dissatisfied	
5	displeased	v	full back	
6	quiz	vi	rivals	
7	opponents	vii	unprepared	
8	medals	viii	level	
9	victory	ix	win	
10	defender	x	awards	
		xi	tough	
		xii	upgrade	

(b) From the story in Activity 3, find and read the sentences with the following words: **impromptu**, **equaliser**, **victory**, **opponents** and **medals**.

(c) Replace the bolded words in the following sentences with the words which have similar meanings from the table in Activity 4(a).



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1. The **quiz** was very difficult.
2. The winners were given **medals**.
3. It was the team's fourth **victory** in a row.
4. Our team suffered a humiliating defeat at the hands of our greatest **opponents**.
5. Manase led a very **difficult** life after retiring from football.

Activity 5: Language practice

- (a) Find and read the sentences containing **so...that** and **too...to** from the story in Activity 3.
- (b) Construct two sentences using **so...that** and two sentences using **too...to**.
- (c) Join the following sentences using **so...that**:

Example

Lakisha worked hard. She passed the examinations.

Lakisha worked **so hard that** she passed the examinations.

1. The boy is very weak. He cannot survive.
2. We played skilfully. Our opponents gave up.
3. This animal is very dangerous. It must be kept in a cage.
4. The question was very easy. I did not have to ask for help.
5. He played well. He was picked for the national team.

Activity 6: Writing practice

- (a) Rearrange the following sentences to form a meaningful paragraph:

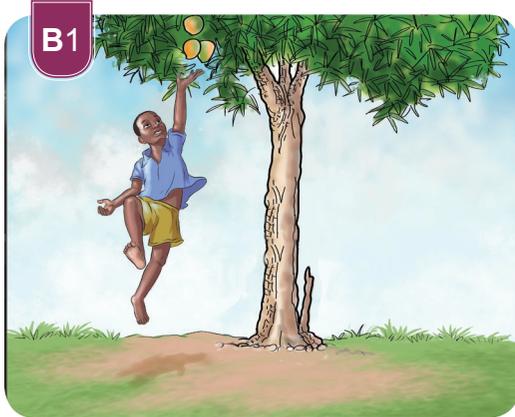
1. Then, we played a football match.
2. Although the football match was difficult, we won it.
3. On Saturday morning, we started the journey to Songa Primary School.
4. When we arrived there, we started with the academic competition, but we lost it.



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5. Last Wednesday, our teacher told us that on Saturday we would go to Songa Primary School for an inter-school competition.

(b) Write one sentence using **too...to** and one sentence using **so...that** for each of the following pictures:



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Unit Eleven

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Expressing views

Introduction

*In this unit, you will listen to a short passage, which will be read to you by the teacher and answer questions on it to practise listening skills. You will also act out a dialogue, read tongue twisters, study a picture and answer questions. Next, you will read a passage titled **School Baraza** and answer questions on it. Then, you will practise using the vocabulary items in the passage in different situations. Thereafter, you will use **both...and**, **either...or** and **neither...nor** in sentences. Finally, you will fill in blanks in the sentences with correct words and write your views on various academic issues.*

Activity 1: Listening practice

- (a) Listen to a short story, which will be read to you by the teacher, and answer the questions on it to practise listening skills.
- (b) Listen to other audio and/or audio-visual materials to improve your listening skills.

Activity 2: Speaking practice

- (a) In pairs, read, act out the dialogue and answer the questions that follow.

Joel: Hello Bakari!

Bakari: Hello Joel!

Joel: Did you hear the announcement last night?

Bakari: No, I didn't. What was it about?

Joel: It was about our village development.

Bakari: Who made the announcement?

Joel: The village chairperson did. He said that both men and women should participate in development activities every Saturday.



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- Bakari:** Oh! That's a good idea. Did he mention some of the tools we should use in the activities?
- Joel:** Yes, he did. Everyone should take with him or her either a hoe or a panga.
- Bakari:** Didn't he exempt anyone?
- Joel:** No, he didn't. But it's known that some people such as the sick, elders, pregnant women and children below eighteen years of age are exempted.
- Bakari:** What will happen to those who will not participate, yet they are not exempted?
- Joel:** I don't know. It is not morally good, but I think they will be liable to pay a fine.
- Bakari:** Okay. Thank you for the information. We must both make sure we participate in the activities.
- Joel:** I will surely do so. Take care.
- Bakari:** Bye.

Questions

1. What was the announcement about?
2. Who made the announcement?
3. What tools is everyone expected to use in the activities?
4. Have you ever participated in any development activities? Explain what you did.

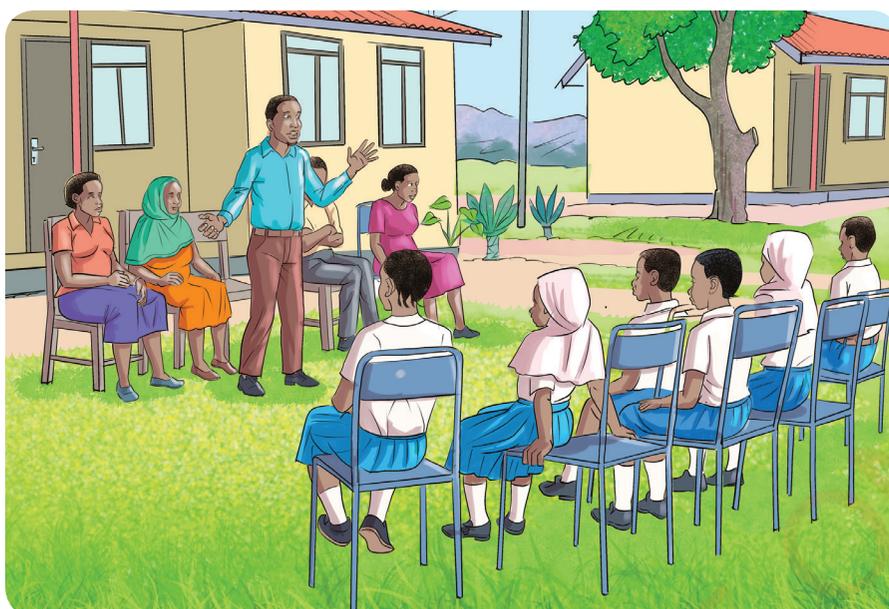
(b) Read the following tongue twisters several times with different reading speeds.

She saw Shariff's shoes on the sofa.

But was she so sure those were Shariff's shoes she saw?



(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 is the importance of holding a school baraza?

Activity 3: Reading practice

Read the following passage and then answer the questions that follow.

School Baraza

It was at 10: 30 a.m. on Friday when the bell rang. We walked quickly to the place prepared for the event. We sat down in our respective classes. At the front, sat Standard Two. Standard Seven sat at the back.

Ms Kidanka, the teacher on duty, told us we would have to stand up and sing the school song when the head teacher arrived. After about five minutes, the head teacher arrived together with Ms Rajabu, the assistant head teacher, Mr Mapesa, the academic teacher, and Mr Mapembe, the discipline teacher. We stood up and sang our school song.

After singing the song, we clapped. With a broad smile, the head teacher said, "I am proud of you. You can sit down." The teacher on duty invited the discipline teacher to speak. He spoke at some length and finally said,



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“I would like to remind you that discipline is the clearest path to success.” He was followed by the academic teacher who said, “You have many steps to take in your academic life. Neither your fame at school nor your family’s social status will take you to the next step. You know what I mean, don’t you?” he asked. We answered in chorus, “Yes, we must have good discipline and study hard.” He went on, “Focus on what has brought you here. Thank you for your attention.” After his awakening words, the assistant head teacher stood up, greeted us and said, “My concern is always about you girls; you need to work hard. You also need to be strong because you face more challenges than boys. Be confident and believe that you can overcome all of them. Be nice to yourself and ready to say no to any person who wants to destroy your future. Be wise in spending your time both at school and home. I am planning to find time to talk to you again privately. As for you boys, never take things for granted. Studying hard will always make you brilliant and stop you from engaging in evil deeds.” We clapped for her.

Then, it was the head teacher’s turn. As it is the custom, he greeted us and said, “I hope you all know that Mughamo Primary School has the culture of conducting four school barazas a year. This is our first school baraza in this academic year. Our plan is to be the first in the region and nation.” The whole school remained silent. He went on, “To attain this goal, we must work hard. We have proposed that the whole school, except for Standards One and Two, should sit for weekly tests every Friday. We also think that we should add at least two hours a day for studying. We all know that the success of this plan depends on our readiness and willingness to cooperate with each other.”

He invited us, pupils, to give our views. He insisted us to give views that would make the plan successful. He said, “Before giving your views, tell us your name and class. Let’s begin with the head prefect.”

I stood up and introduced myself, “My name is Jamila Mande, a Standard Seven pupil and the first girl to be elected head prefect in our school. I thank the school administration, teachers and my fellow pupils for having faith in me.” I paused a little and then went on, “The head teacher’s plan to raise the school’s performance is highly desirable. I fully support it. However, sir, some of the pupils in this school live far away. They wake up at dawn and arrive at home at dusk. This means that they do not eat breakfast and lunch. So, could you please consider providing us with breakfast or lunch for the successful implementation of the plan? I also think that adding two extra



hours for studying might be dangerous, especially for the girls who live far away from the school. I think that one extra hour is enough, if it is effectively used. Thank you once again for giving me the chance to give my views.” The whole school clapped and some of the girls ululated. Other pupils were given a chance to express their views on the plan.

After that session, the head teacher stood up and said, “I am proud of you all. You gave very good views on the matter. I promise to work on your views. I will discuss the issue of adding extra time for studying with my fellow teachers. As for the provision of breakfast or lunch, we will discuss it with your parents. Thereafter, I will give you feedback. However, Friday tests will begin next week. Thank you for your attention and contributions to the proposed plan. I wish you all the best in your studies. I declare our school baraza postponed until next time.”

That is how the school baraza ended. I was congratulated by both the teachers and the pupils for my confidence and the good ideas that I had given. From that day on, I started to believe that girls can do wonders if they are given a chance to lead others.

Questions

(a) Write *T* if the statement is true and *F* if the statement is false.

1. Mughamo Primary School conducts a school baraza every Friday.

2. The whole school attended the school baraza. _____
3. Ms Rajabu discouraged girls from working hard. _____
4. The head teacher was a good leader. _____
5. Mughamo Primary School plans to outperform other primary schools.

(b) Give short answers to the following questions:

1. Why did the school administration want to add extra time for studying?
2. Do you believe that discipline is the clearest path to success? Give reasons.
3. If you were given a chance to speak at that school baraza, what else would you have suggested?
4. Why do you think the head teacher asked for the pupils' views before starting to implement the plan?

Activity 4: Vocabulary practice DUPLICATE

(a) Match the words in **Column A** with their meanings in **Column B**.

No	Column A	No	Column B	Answers
1	discipline	i	a situation or event that is thought about	
2	matter	ii	many people speaking together or saying a similar thing at the same time	
3	chorus	iii	widely known and esteemed	
4	confident	iv	announce publicly or officially	
5	concern	v	a feeling of amazement and admiration, caused by something beautiful, remarkable or unfamiliar	
6	ululate	vi	feeling sure about your own ability to do things and succeed	
7	applause	vii	something that interests you because it is important or affects you	
8	fellow	viii	the ability to control yourself and/or other people even in difficult situations	
9	wonder	ix	to utter aloud as an expression of sorrow, joy, celebration or reverence	
10	declare	x	fail to fulfil expectations	
		xi	approval or praise expressed by clapping	
		xii	a person in the same position, involved in the same activity, or otherwise associated with another	

(b) Use the words from Column A in Activity 4(a) to construct one sentence for each.

Activity 5: Language practice

(a) Join the following sentences using **both...and**, **either...or** and **neither...nor**:

Example

- i. Asha is a beautiful girl. Amina is a beautiful girl, too.
Both Asha and Amina are beautiful girls.
 - ii. You can stay. You can also leave.
You can either stay or leave.
 - iii. She is not talkative. She is not reserved either.
She is neither talkative nor reserved.
1. She is my mother. She is also my role model.
 2. My uncle is a teacher. My aunt is also a teacher.
 3. She does not like ugali. She does not like rice either.
 4. Juliet cannot ride a motorcycle. Jackson cannot ride a motorcycle either.
 5. Standard One pupils will not sit for weekly tests. Standard Two pupils will not sit for weekly tests either.
 6. You can wash utensils. You can clean the table.
 7. He can speak English. He can speak Chinese.

(b) Construct five correct sentences from the table below.

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

(c) Use **neither...nor**, **both...and** and **either...or** to construct two sentences for each.



Activity 6: Writing practice DO NOT DUPLICATE

(a) Fill in the blanks in each of the following sentences using **both...and**, **either...or** and **neither...nor**:

1. They like _____ reading _____ writing and that is why they are the laziest pupils in our class.
2. You can _____ dance _____ sing so as to win prizes.
3. Our class teacher likes Aisha. She can _____ read _____ write in English correctly.
4. _____ Mr Mapesa _____ Mr Mapembe are doctors at the school dispensary.
5. _____ Rose _____ Amina read many storybooks. That is why they are good at story-telling.
6. Rajabu is _____ my father _____ my mentor.
7. _____ Hamis _____ John are geniuses.
8. She _____ washes her uniform _____ combs her hair. That's why she looks dirty all the time.
9. Samuel is fond of sport. He can play _____ football _____ basketball very well.
10. _____ Jamila _____ Mapera is a fast learner.

(b) Assume that your school is planning to hold a school baraza. Write the views that you will give on various academic issues.



Unit Twelve

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Achieving your dream

Introduction

*In this unit, you will listen to a story, which will be read to you by the teacher and answer questions on it to practise listening skills. You will also introduce yourself, read tongue twisters, act out a dialogue, study a picture and answer questions. Next, you will read a story titled **Mwajuma goes to medical school** and answer questions on it. Then, you will practise how to use the vocabulary items in the story in different situations. Thereafter, you will use the pronouns **my, our, your, ours, yours, his, her, their, its, hers** and **theirs** in sentences. Finally, you will read and write an e-mail and rearrange jumbled sentences to form a meaningful paragraph.*

Activity 1: Listening practice

- Listen to the story, which will be read to you by the teacher, and answer the questions on it to practise listening skills.*
- Listen to other audio and/or audio-visual materials to improve your listening skills.*

Activity 2: Speaking practice

- Use the words from the box below to introduce yourself, parents, relatives and friends.*

my her their his

Example

My name is Lucy.

My friend is Simon.

His father is Moses.

His mother is Amina.

Moses and Amina love their son.



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(b) Read the following tongue twisters several times with different reading speeds.

One doctor doctors the doctor who doctors other doctors.

The doctor doctors the doctor who doctors other doctors in the doctor's room.

Does the doctor doctor the doctor the way the doctor who doctors other doctors does?

(c) In pairs, read, act out the dialogue and answer the questions that follow.

Muna: Hello Mura!

Mura: Hello Muna!

Muna: Why are you in such a hurry?

Mura: Oh! I'm rushing to the Post Office to send a letter to my friend who is in Canada.

Muna: Sending a letter to Canada! Why don't you use e-mail?

Mura: E-mail! What's that?

Muna: It is an electronic way of sending messages. This is a modern way of sending messages. It's quicker and more reliable.

Mura: Ah! Have you ever used it?

Muna: Yes, I normally use e-mail when I'm away from home. Last year, I spent my holiday in Malawi. So, I used to e-mail my parents and other relatives back home in Tanzania.

Mura: How do you write an e-mail?

Muna: Use an e-mail address to log in.

Mura: Log in! What does it mean?





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Muna: Log in means to type the information required to access your e-mail account. After logging in, you *click* compose to write the information you want to send. Before writing the message, type the e-mail address of the receiver. Then, write the title of your message; write the message and *click* send. You can also attach files.

Mura: How do I attach files?

Muna: *Click* attach to browse what you want to attach, *select* the attachment, attach it and then *click* send.

Mura: Mmmh! All this sounds rather complicated.

Muna: No, it is not. Come to our place this evening. I will show you how to do that on my laptop. Then, I can help you set up your e-mail account.

Mura: Thank you very much. I will come. Next time, I will consider using e-mail when communicating with people in distant places.

Muna: You are welcome.

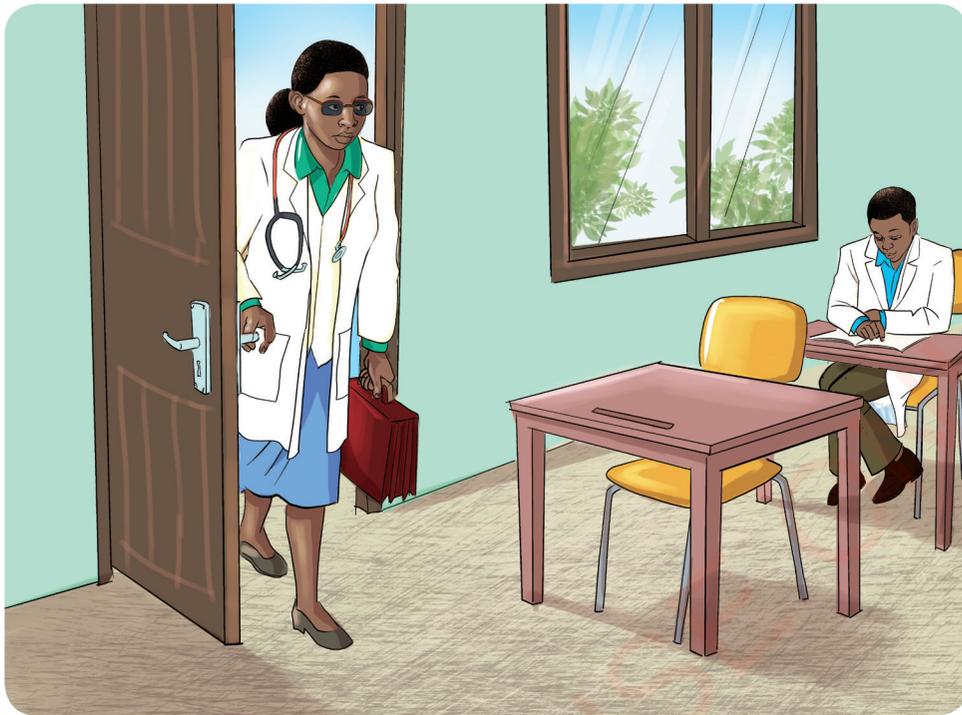
Questions

1. What is an e-mail?
2. How do you log in?
3. How do you attach a file to an e-mail?
4. What is the importance of using e-mail?
5. What means of communication do you use to communicate with your friends and relatives?



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



Questions

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

Activity 3: Reading practice

Read the following story and then answer the questions that follow.

Mwajuma goes to a medical school

Mwajuma and her mother lived in a small village called Namalindi. Mwajuma did not know her father well. She only heard stories about him from her mother. Early in her childhood, her father went to the coal mine far away from home to look for a job. He promised his wife that they would be communicating and he would send money to support the family.





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In the first few months, they communicated through letters. But after a year, Mwajuma's father never wrote again. Although Mwajuma's mother wrote several letters to her husband, there was no reply. She tried to find out where her husband was, but she was not successful. So, Mwajuma's mother decided to go back to her parents.

Her parents welcomed her and her daughter. Mwajuma's grandparents were good people. They worked hard and loved both their daughter and granddaughter. Mwajuma's mother was given a piece of land and Mwajuma's uncles helped her build a hut. Mwajuma grew up there.

One day, Mwajuma asked her mother, "When are you taking me to school?" "Pardon me!" exclaimed her mother. "I want to go to school like other girls," Mwajuma said. "How is school going to help you?" her mother asked, looking upset. Her mother's words disheartened her. She wept bitterly and shed a lot of tears.

Mwajuma's mother never wanted her daughter to go to school. She wanted her daughter to become a village beauty and marry a wealthy man. Unlike her mother, Mwajuma's dream was to go to school, study hard and become a doctor. She admired the girls who were dressed in the blue and white school uniform, as they passed by her home while to and from school.

The following morning, Mwajuma's mother left early for the shamba. Mwajuma used that opportunity to go to school. Quickly, she had a bath and dressed, ready for school. When she arrived at school, she went to the head teacher's office. She knocked on the door and was told to get in. "Good morning," she greeted the head teacher. "Good morning, how can I help you?" he asked. "I want to join your school, but my mother refuses. She wants me to marry a rich man when I grow up," explained Mwajuma. The head teacher was shocked, "What a pity! You need education. School will not stop you from marrying any man of your choice when you are ready for that. Leave this matter to me; soon you will join our school."

The following day, the head teacher invited Mwajuma's mother to his office. He discussed the matter with her. Mwajuma's mother realised that she was wrong not to have taken Mwajuma to school. The next day, she took Mwajuma to Namalindi Primary School. Life at school was good for Mwajuma in the first few days. Later, school life became boring to her, particularly when her classmates talked about their fathers. They talked about the presents their fathers bought them for various celebrations and other special occasions. Their fathers also attended important events at school. Besides, they



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talked about being taken for outings in the company of their mothers. Such experiences remained a wish to Mwajuma.

However, she worked very hard and joined the school band when she was in Standard Three. When she was in Standard Four, she joined the school netball team. Moreover, she outperformed her classmates in all examinations from Standard One to Standard Seven. Everyone was sure she would pass her Standard Seven examination with flying colours.

Mwajuma did not disappoint them. She performed so well that she was selected to join one of the best secondary schools in the country. When she got the news, she jumped with excitement. She ran home to share the good news with her mother. Mwajuma's mother celebrated the good news and promised that she would do everything to help Mwajuma realise her dream.

At secondary school, Mwajuma continued to do well in her studies. Currently, she is pursuing a Doctor of Medicine degree at Muhimbili University of Health and Allied Sciences.

Questions

(a) Write *T* if the statement is true and *F* if the statement is false.

1. Mwajuma's mother wanted her daughter to marry an old man. _____
2. The head teacher refused Mwajuma to join the school. _____
3. Mwajuma's mother was wrong to refuse her daughter to go to school. _____
4. Mwajuma wished she had a father like other pupils. _____
5. Mwajuma never performed poorly during her studies. _____

(b) Give short answers to the following questions:

1. Where did Mwajuma's father go?
2. Why did Mwajuma weep bitterly?
3. What was Mwajuma's dream?
4. What did Mwajuma tell the head teacher?
5. What did Mwajuma do to realise her dream?
6. Where is Mwajuma now?
7. What have you learnt from the story?

Activity 4: Vocabulary practice

(a) Read the following words.

pardon disheartened excitement occasions outings
 bitterly wept

(b) From the story in Activity 3, find and read the sentences containing the words in Activity 4(a).

(c) Use the words in Activity 4(a) to construct one sentence for each.

Example

She wept when her mother left their home.

(d) Find any six words from the word puzzle below.

Example

AGREE

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

(e) Construct one sentence for each word you have found in Activity 4(d).

Activity 5. Language practice

(a) Find and read sentences from the story with the following words: **your, her, his, my, and their.**

(b) Use one of the following words to complete the sentences below:

yours theirs hers its their hers ours

- This is Amina's house. It is _____.
- They have a car. It is _____.
- This is your hen. It is _____.
- Standard Seven pupils respect _____ teachers.
- The money belongs to us. It is _____.
- Chautundu and Haambiliki have a ball. _____ ball is old.
- Ms John has a white dog. _____ name is Popi.



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- (c) Find and read sentences in the story in Activity 3 which contain some of the words under Activity 5(b).
- (d) Use **yours, her, its, ours, hers, his, their** and **theirs** to construct one sentence for each.
- (e) Form ten sentences from the table below.

Musa		my	sister.
Neema	is	our	uncle.
She		your	brother.
He	is not	their	grandmother.
Kibuta		her	grandfather.
Fumba		his	mother.
			father.
			aunt.

Activity 6. Writing practice

- (a) Read the e-mail below and answer the question that follow.

To: mchapakaziii@gmail.com

Subject: Life at college

Hello Sophia,

I hope this e-mail finds you well. I am fine, but very busy. I wish to share with you my experiences at college.

Since I arrived here, we have had no time to relax as our tutors give us lots of work, including individual assignments and group work. We also give presentations and do tests each semester. Yet, life here is very interesting and there is a lot of fun.

I would like to advise you to study hard so that you can join this college, too. If you want to know how you could join the college, please send me an e-mail.

Warm regards,

Farida Rajabu



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Question

Write an e-mail to your friend whose e-mail address is maie@yahoo.com to tell him/her about your plan to visit Ngorongoro National Park. Your name is Maie.

(b) *Rearrange the following sentences to form a meaningful paragraph:*

1. Their farm is about 25 hectares.
2. Mr and Mrs Yona own a big farm at Mfukoga Village.
3. They admitted that it was their fault that they did not take care of the ball.
4. They have two sons, Juma and Hamis.
5. Juma and Hamis lost their ball.
6. They searched for it everywhere.
7. Their father asked them, "Where is your ball?" They had no answer.
8. Both parents love their sons.
9. So, they bought them a big white ball.

Unit Thirteen

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Human rights

Introduction

In this unit, you will listen to a story, which will be read to you by the teacher and answer questions on it to practise listening skills. You will also act out a dialogue, read a passage titled **Stop the killings** and answer questions. Next, you will practise using the vocabulary items in the passage in different situations. Then, you will use **many**, **a lot of**, **a few** and **some** to express quantity. Finally, you will summarise the story given.

Activity 1: Listening practice

- Listen to the story, which will be read to you by the teacher, and answer the questions on it to practise listening skills.
- Listen to other audio and/or audio-visual materials to improve your listening skills.

Activity 2: Speaking practice

- Read the following tongue twisters several times with different reading speeds.

How much wood would a woodchuck chuck, if a woodchuck would chuck wood?

How many yaks could a yak pack pack, if a yak pack could pack yaks?

- Act out the following dialogue and answer the questions that follow.

Juma: Hello Uncle!

Uncle: Hello Juma! How are you?

Juma: I'm fine. Thank you, Uncle!

Uncle: You're warmly welcome. I'm cleaning the coop for my chickens.

Juma: I can see you've got so many chickens.

Uncle: Yes. I've also got a lot of cows.



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- Juma:** Oh! That's nice. We only have a few chickens at our home.
- Uncle:** I know they were many, but the fowl typhoid killed a lot of them a few years ago.
- Juma:** How much money do you earn?
- Uncle:** I earn a lot of money from selling eggs, milk and chickens.
- Juma:** Wow! That's great, Uncle. I would also like to establish a poultry farm after my school.
- Uncle:** That's a good idea. I will help you establish one.
- Juma:** Thank you, Uncle.
- Uncle:** You're welcome.

Questions

1. What does Juma's uncle keep?
2. How many cows does his uncle have?
3. Why does Juma's family only have a few chickens?
4. What is Juma's plan after completing school?
5. What do you want to do after your school?

Activity 3: Reading practice

Read the passage below and answer the questions that follow.

Stop the killings

(Peace Primary School organises a campaign against the killing of people with albinism through its pupils' government. The leader of the pupils' government delivers a speech during the campaign.)

Good afternoon, everyone!

Lately, there have been several reports and eyewitness accounts on the violation of human rights in many parts of our country. Such inhumanity has caused the government, civil rights groups and civilians to launch campaigns against it.



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Today, I want to talk about the cruelty which is done by a few, wicked individuals to some innocent people. I will specifically talk about the killing of people with albinism. Many people with albinism have been killed or parts of their bodies have been cut off in the belief that such parts can make people rich.



We need to know that people with albinism have the same rights as you and I. The only difference is that they lack pigmentation in their skin, hair and eyes. Superstitious beliefs make some cruel people kill individuals with albinism. The cruel people believe that they will become rich. These sacrificial killings of innocent individuals are evil. I strongly believe that albinism cannot make a poor person rich.

Ignorance continues to be one of the major obstacles to development. Albinism as a means of accumulating wealth is groundless, considering very wealthy people such as Bill Gates, Aliko Dangote and Mohammed Dewji whose wealth is quite unrelated to albinism. Anyway, it is only in a few African societies that people with albinism are deprived of their right to live or walk freely. Then ask yourself, how many people in such ignorant societies are rich? Witchdoctors should stop lying that the body parts of people with albinism can make others rich! A lot of campaigns need to be conducted in the rural areas so that citizens do away with this false belief. If this is done effectively, it will save many lives.



Besides killing or injuring innocent people, this cruelty victimises children, parents and guardians. Now, let's imagine how many dreams have been shattered as a result of the killing of people with albinism. Let us ask ourselves, how many children have ended up on the streets because their parents have been killed? How many families have fallen apart as a result of such sacrificial killings?

Every citizen has the right to life. So, we urge the government to punish witchdoctors and individuals who kill people with albinism.

If people want to be successful in life, they should work hard and spend money wisely. There are no short-cuts in life. So, we need to work together to protect people with albinism in our societies. Thank you.

Questions

(a) Write *T* if the statement is true and *F* if the statement is false.

1. People with albinism have the right to life. _____
2. Killing people with albinism is cruel. _____
3. People with albinism have colour pigmentation. _____
4. Witchdoctors are cheating people about getting wealth. _____
5. Laziness is a way to success. _____

(b) Give short responses to the following questions:

1. Mention two ways through which people can get rich.
2. What should we do to protect people with albinism?
3. What would you tell a person who believes that people with albinism are not normal human beings?
4. How should the government react to those who kill people with albinism?



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Activity 4: Vocabulary practice

DUPLICATE

(a) Match the words in **Column A** with those with similar meanings in **Column B**.

No	Column A	No	Column B	Answers
1	victimise	i	mythical	
2	superstitious	ii	inhumanity	
3	shatter	iii	exploit	
4	campaign	iv	unlike	
5	cruelty	v	break	
		vi	okay	
		vii	movement	

(b) From the story in Activity 3, find and read the sentences containing the words numbered 2 to 5 from **Column A** in Activity 4(a).

(c) Use the words in **Column A** in Activity 4(a) to construct one sentence for each.

Activity 5: Language practice

(a) Use the words in the box to complete the dialogue below.

many a lot of a few some

Seba: Hi John!

John: Hi Seba!

Seba: I didn't see you in class today. Is there anything wrong with you?

John: Yes, there is. I'm suffering from malaria.

Seba: I'm so sorry to hear that. I hope you got the right medicine.

John: Yes, I did. I'm sad that I missed the English lesson. You know that English is my favourite subject, don't you?

Seba: Yes, I do. We read a very interesting story and our teacher asked us to use the words that express quantity.



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- John:** What are the words?
- Seba:** The words include **some**, **many**, **a few** and **a lot of**.
- John:** How do we use them?
- Seba:** We learnt that **some** and **a lot of** can be used with both countable and uncountable nouns while **many** and **a few** are only used with countable nouns.
- John:** An example, please!
- Seba:** The following are (1) ____ of the examples. (2) ____ pupils attended the debate, but some did not want to speak. Although Juma lived in town for many years, he made only (3) ____ friends there.
- John:** Congratulations Seba. Surely, you know (4) ____ things about the words that are used to express quantity.
- Seba:** Not that much, John.
- John:** You have taught me something important. Thank you very much.
- Seba:** You're welcome.

(b) Construct one sentence for each of the words in the box in Activity 5(a).

Activity 6: Writing practice

(a) Write the main idea from each paragraph in the following story.

In Minyaa village, there lived a tall man. His name was Hongoa. He was married with six children. Hongoa was very rich. He owned many goats, cows, sheep, horses and camels. He engaged many people to care for his animals.

Every evening he would sit under the shed and watch his animals coming from grazing. As he watched the animals, he would say to himself, "This is how a man should live." He got a lot of milk from his cows.



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He sent a few of his employees to the nearby town to sell some of it. He used some of the money he earned to buy some sugar, salt and bars of soap. Hongoa was a kind and humble man, so he treated his workers equally.

Hongoa built a school in his village. All the children in his neighbourhood studied there and most of them have been performing well in their final examinations.

Ideas

1.
2.
3.
4.

(b) In one sentence, write what you have learnt from the story under Activity 6(a).

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Unit Fourteen

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Using opportunities

Introduction

*In this unit, you will respond orally to questions asked by the teacher to practise listening skills. You will also read tongue twisters, act out a dialogue, study a picture and answer questions. Besides, you will tell two truths and one lie about a fisherman. Next, you will read a story titled **Jongo, the successful fisherman** and answer questions on it. Then, you will practise using the vocabulary items in the story in different situations. Thereafter, you will use **much**, **little**, **some** and **plenty of** to express quantity. Finally, you will read a story and answer questions on it.*

Activity 1: Listening practice

- (a) Listen to the teacher's questions and answer them orally.
- (b) Listen to other audio and/or audio-visual materials to improve your listening skills.

Activity 2: Speaking practice

- (a) Read the following tongue twisters several times with different reading speeds.

Once there was a fisherman named Fisher who fished some fish in a fissure.

Till a fish with a grin pulled the fisherman in.

Now they're fishing the fissure for Fisher.

- (b) In pairs, read and act out the following dialogue and then answer the questions that follow.

Kamisa: Good morning, Yusuf.

Yusuf: Good morning, Kamisa. How are you?

Kamisa: I'm fine, thank you. And you?

Yusuf: I'm fine, too.



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- Kamisa:** I'd like to buy some milk.
- Yusuf:** Sorry, my cow produces little milk.
- Kamisa:** But cows of this type produce plenty of milk.
- Yusuf:** Of course, yes. But mine produces little milk, just for family use.
- Kamisa:** You must be joking.
- Yusuf:** I'm not joking. It's very true.
- Kamisa:** You need to see a livestock officer to help you find out why your cow produces little milk. This will help you get more milk.
- Yusuf:** Surely, you have given me the advice at the right time. I have been wondering what to do to increase milk production. I need enough milk for family use and for sale.
- Kamisa:** You're right. Besides getting necessary food nutrients from milk, you can get some income for the family.
- Yusuf:** Actually, that's the purpose of animal keeping.
- Kamisa:** Definitely! Enjoy your day.
- Yusuf:** The same to you, Kamisa.

Questions

1. Why does Yusuf keep a cow?
2. How much milk does his cow produce?
3. What advice was given to Yusuf so that he could get more milk?
4. What benefits do people get from milk?



(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 would you like to be when you grow up?

Activity 3: Reading practice

Read the story below and answer the questions that follow.

Jongo, the successful fisherman

Jongo lives in Mapatano Village. He had lived alone for a long time. He was afraid of raising a family because he was poor. His poverty was a product of his laziness and lack of savings. Jongo rarely worked and only for the day's needs. When he earned even little money for the day, he would stop working and walk home happily. Almost everyone in his village despised him; they neither liked nor respected him.



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One day, he paid a visit to his maternal uncle, Mr Nyau, who lived in the next street in the same village. They talked about several issues, including marriage, because Jongo was then 35 years old. Jongo blamed his noisy behaviour at primary school as the main cause for the hard life he was living. His uncle advised him that blaming himself would not help him to live happily. He said, “Blaming yourself for being noisy will not do any good to you. Remember that there is always a second chance in life.”

Looking confused, Jongo asked, “What should I do to have a second chance, Uncle?” His uncle sighed and said, “Let me tell you my life history. I wasn’t a noisy pupil as you said you were. I was one of the bright pupils in my class. I passed the Standard Seven final examinations. However, my father refused to take me to secondary school, claiming that his herd of cattle would get less and less. I cried bitterly, but it was of no help. I had nothing to do other than becoming a family’s herdsman. I thought seriously about my future life and later I decided to become a fisherman. At first, the work was very difficult, but endurance was the only weapon I had. I had to save my little earnings for my future. After some years had passed, I started to enjoy the fruits of my endurance and hard work. The job has enabled me to build a big and beautiful house. I have been able to support my family, including taking my children to expensive schools. In fact, I have done much more through this job. Therefore, I would advise you to join me in this job. The job may help you get yourself out of poverty. You are still young; you can thus do better than me.”

Jongo accepted the offer, and on the following day, he joined his uncle in the fishing activity. Mr Nyau and Jongo were very lucky on that day. They got plenty of fish, big and small. They took some fish for food and they sold the rest. Jongo was very happy that they earned a good sum of money. Mr Nyau advised him to spend a small amount of money so that he could save the remaining amount. They continued to work together for several months.

One day, while on their way home, Mr Nyau advised Jongo to use his savings to buy fishing nets of his own and a canoe so that he could be an independent fisherman. He advised him to be patient. He said, “The path to success is always narrow and difficult to take. However, you can successfully take it only if you are hardworking and patient. Don’t fool yourself that you can be a successful person overnight.”



Feeling thrilled, Jongo vowed to liberate himself from poverty by working hard and spending his earnings wisely. After hardly a year, Jongo had built his own house and had saved enough money for marriage. He got engaged to Mary and they got married. He became wealthier and wealthier though he helped his fellow villagers. Later, his age forced him to retire from fishing. The villagers in one voice agreed to make him a statue in appreciation for his good deeds. He is now living a happy life. He spends much of his time playing with his grandchildren.

Questions

1. Why didn't Jongo continue with his studies to secondary school?
2. What does the statement "... endurance was the only weapon I had" mean?
3. Why is it unwise to think that success can be achieved overnight?

Activity 4: Vocabulary practice

(a) Pronounce the following words:

endurance despire thrilled statue earnings

(b) Find and read out the sentences containing the words above in the story under Activity 3.

(c) Use the words in Activity 4(a) to construct one sentence for each.

Activity 5: Language practice

(a) Read the following words:

little plenty of much some

(b) Find and read the sentences containing the words in Activity 5(a) from the story in Activity 3.

(c) Use **much**, **little**, **some** and **plenty of** to construct one sentence for each.



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(d) Complete the following sentences using a correct word from the box below:

much little some plenty of

1. I am not hungry. I will take ____ food to make her happy.
2. Juma does not need _____ money because he is still young.
3. I only had _____ money to spend during the holiday. Thus, I asked my father to give me some.
4. There is not _____ money to spare, so use it carefully.
5. There is _____ water on the floor.
6. He told her that he has _____ money in the bank.
7. Just _____ milk is left in the container.

Activity 6: Writing practice

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

Mr Hare was being chased by a hungry hyena. He ran very fast. He created a distance between him and the hyena that was too long for the hyena to keep on chasing him. Unfortunately, he found a large, swift river. He wanted to cross to the other side of the river, but he could not swim through it. As he was thinking how to cross the river, he saw Mr Crocodile on the other side of the river. Then he said to himself, "I'll use Mr Crocodile to get to the other side of the river. I know how to trick him. He uprooted some herbs. He called him, "Hey, Mr Crocodile, come here. I have a gift for you. Mr Crocodile said to himself, "I'm very lucky. My food is here to relieve me of my hunger. However, I have to be very smart because Mr Hare is tricky."

Mr Crocodile moved fast to the other side of the river. Before he got out of the water, he asked Mr Hare, "Who are you to give me a gift?" "I'm a fortune teller from far lands. I know that you have not eaten anything for some time. Look! I have these herbs, really magical ones, which I can use to call herds of deer. If I do it from here, tigers will come instead. In contrast, if I do it from the other side of the river, herds of deer will come, and they will not be able to run away. You will eat them freely for months," confidently said Mr Hare. Mr Crocodile looked at him and said to himself, "He is very small."



He will not satisfy me. Let me use him to get much food for me and my fellows. However, if I don't threaten him, he won't make his magic." So, he threatened Mr Hare that he would eat him if the herds of deer did not come or if tigers came instead. Fear developed in Mr Hare, but he said to himself, "I can't swim and this is the only means I have." He forced a smile and said to Mr Crocodile, "I wish you knew whom you have met. You have met the only remaining fortune teller of his kind." Mr Crocodile apologised for his rude behaviour and carried Mr Hare on his back.



When they arrived at the other side of the river, Mr Hare told Mr Crocodile to listen to the conditions carefully. He said, "I am going to make some magic to call herds of deer. This activity will take one to three hours and you have to hide yourself in the water. I won't move from here until the herds of deer come." Mr Crocodile agreed and got into the water. Mr Hare said to himself, "I don't need to know how to swim as long as these fools still exist." He threw the herbs and walked away majestically.

Mr Crocodile waited for two hours. Then, he said to himself, "This is the time to celebrate my patience." He quickly got out of the water and looked around, hoping he would see Mr Hare or the herds of deer. He did not see any animal and yawned. He was very hungry and angry. He shouted, "This is the last time someone tricked me. From now on, every animal, including



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tigers, will be my food.” Suddenly, he sensed there was something moving towards him. He thought it was Mr Hare. He turned around quickly, only to see the tiger creeping up towards him. He jumped into the river and swam away. He said to himself, “I’m a fool. I was about to be killed because of that small creature. He is as small as a rat. Let me sleep for some time. After that, my anger will be gone and I will act wisely,” he said.

Questions

1. Suggest a title for the story.
2. Write three things you have learnt from the story.

(b) *Compose an interesting story. Your story should be between 50 and 150 words.*

Unit Fifteen

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Disaster

Introduction

*In this unit, you will play a game using words that express quality to practise listening skills. You will also recite a poem, study a picture and answer questions. Next, you will read a story titled **The floods** and answer questions on it. Then, you will practise using vocabulary items in the story in different situations. Finally, you will use words that express quality in a sentence and rewrite a story.*

Activity 1: Listening practice

- (a) *Under the guidance of the teacher, play a game using words that express quality to practise listening skills.*
- (b) *Listen to other audio and/or audio-visual materials to improve your listening skills.*

Activity 2: Speaking practice

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

*It was my birthday I remember
My first day to be surprised I remember
Sitting on the couch I remember
Watching Ubongo kids I remember*

*She entered the sitting room I remember
With a bunch of flowers and a cake I remember
Her hug and kiss I remember
Wishing me a long life I remember*

*Tears rolled down my face I remember
Tears of joy and love I remember
Oh my mother oh my mother
I will always remember you*



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Questions

1. What is the possible title of the poem?
2. What is the poem about?
3. Why do you think the speaker shed tears?
4. What have you learnt from the poem?

(b) Tell a short story about something that you will always remember.

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



Questions

1. What do you see in the picture?
2. What is the disaster you see in the picture?
3. Why do you think such disasters occur?



**Activity 3: Reading practice** NOT DUPLICATE

Read the following story and answer the questions that follow.

The floods

My name is Juma. I live with my parents in Mnyamani Village. A large part of our village is in the valley. My grandparents and my uncle live in the highlands. My father moved to the valley because he wanted a large field for farming. During the rainy season, the valley gets flooded because of rainwater. The floods cause many losses, including turning people homeless and death.

The day we moved out of the valley, it rained heavily. It started roughly an hour after I had returned from school. After dinner, my mother told me to go to my room to sleep. I was worried about floods, but she told me that it was just a light rain so I should not be worried about floods. The fear of the floods made me sleep late.

In the middle of the night, I was awakened by my father, who was knocking on my door very hard. Since I was very sleepy, I walked to the wall instead of the door. I hit the wall so hard that my sleepiness faded away. I hurriedly opened the door. My father carried me to the sitting room, where he had piled the tables.

We climbed onto the piled tables and stayed there, waiting for the floods to subside. It was very difficult to get out because the floods had surrounded our house. I said to my father, "We are risking our lives and losing our property here. So, please, let's move to a safer place," I pleaded. My father said, "My son, I know how you feel about the risk to our lives and the loss of our property. We will rent a house somewhere in the highlands. But before that, we will go to your uncle's place. His house is big enough to accommodate his family and us. We will stay there for a couple of days, while I am looking for a house to rent."

Early in the morning, we got out of the flooded house. Our neighbours were getting out of their flooded houses as well. The whole area was still flooded. My father carried my younger sister on his shoulders. We started our journey to the highlands.

At my uncle's place, we were received well. My uncle gave us the things we needed, since we had lost everything to the floods. We stayed at my uncle's house for two months. My parents worked very hard and, within two months, we moved to our own house. We began a new life in the highlands and lived happily.





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Questions

1. Where was Juma's family house located?
2. Why did Juma sleep late?
3. What lesson have you learnt from the story?
4. Is there anything that you will never forget in your life?

Activity 4: Vocabulary practice

(a) Copy the following puzzle in your exercise book.

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

(b) Find any seven words in the puzzle under Activity 4(a) and shade them. An example has been given.

(c) Read the words you have shaded in Activity 4(b).

(d) Construct one sentence for each word you have shaded in Activity 4(c).



- (e) Read the words in **Column A** in the table below and complete **Column B** by attaching any one of the groups of letters to be added to the end of a word in **Column C** to the words in **Column A**.

Column A	Column B	Column C
	Stem words	New words
1	skill	skilful
2	memory	
3	home	
4	attract	
5	green	
6	danger	
		A group of letters to be added
		-ive
		-ful
		-ish
		-less
		-ous
		-able

Activity 5: Language practice

- (a) Find and read sentences with the following words: **light**, **safer**, **homeless**, **rainy** and **sleepy** from the story in Activity 3.
- (b) Construct five sentences from the following table.

He played	a memorable	meeting for our parents.
She was	the most beautiful	girl.
Jessica was	a skilful	game.
Our school held	a homeless	girl in our class.
This will be		day in my life.

- (c) Read the sentences you have constructed in Activity 5(b).
- (d) Change the sentences in Activity 5(b) into questions.

Example

Did he play a skilful game?

- (e) Copy the following sentences in your exercise book and underline the words that express quality.

Example

Mashaka lost his black hat.

1. She was a dangerous woman.
2. He bought a very expensive car.
3. She likes to wear old clothes.
4. He is a good chef. He cooks delicious food.
5. The teacher asked us a difficult question.
6. Manga put on his white hat.



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7. His brown shoes fit me, too.
8. They entered the cave through a narrow path.
9. He has given us a simple task to do.

(f) *Change the sentences you have copied in Activity 5(e) into the negative form.*

(g) *Use the words given in the box below to complete the sentences that follow.*

very expensive important beautiful salty more intelligent
soft skilful joyful

1. The food was so _____ that no one could eat it.
2. Her flower garden has only _____ flowers.
3. That girl has a _____ voice.
4. The meeting was so _____ that everyone attended it.
5. It was a _____ evening to Julia.
6. The items in that shop are _____.
7. My daughter is _____ than her brother.
8. The _____ boy was given a chance to study in our school.

Activity 6: Writing practice

Read the following story and answer the questions that follow.

A snake killed Mother Toad's family members. One day, Mother Toad said to herself, "Only tricks will save my life from this deadly creature." Since Mother Toad could not move as fast as the snake, she dug several holes close to each other. The holes were big enough for her to turn. One late evening, she saw the snake running after her. She moved quickly to the nearest hole. She entered the hole and turned to face the entrance. She opened her mouth wide. The snake came and got its head into the mouth of Mother Toad. Mother Toad tightened her jaws on the head of the snake and squeezed it until it died from lack of air.

Questions

1. Write the possible title of the story.
2. Rewrite the story in your own words.



Unit Sixteen

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School ceremony

Introduction

In this unit, you will participate in a game, as instructed by the teacher, to practise listening skills. You will also recite a poem, study a picture and answer questions. Next, you will read a story titled **My last day in primary school** and answer questions on it. Then, you will practise using the vocabulary items in the story in different situations. Finally, you will use words that express things beyond their literal meanings, complete sentences using correct words and compose a short poem.

Activity 1: Listening practice

- (a) Participate in a sentence whispering game and compare the original sentence with the sentence you whispered or that which your classmate whispered to you.
- (b) Listen to other audio and/or audio-visual materials to improve your listening skills.

Activity 2: Speaking practice

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

When I was in Standard One
I thought I was the only one
When I was in Standard Two
I knew I was a pupil, too

When I was in Standard Three
I felt like a free bird on a tree
When I was in Standard Four
I was like a rock star on the floor



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When I was in Standard Five

I was a bee in the beehive

When I was in Standard Six

I was as cunning as a fox

But now I am in Standard Seven

I feel like I am no more eleven

I am so much driven

To be the best among the chosen

Questions

1. Find the lines that have **...as...as...** and **like** in the poem.
2. Use **...as...as...** and **like** to construct three sentences for each.

(b) 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 3: Reading practice

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Read the story below and answer the questions that follow.

My last day in primary school

One day, I woke up full of excitement. My heart rates started to increase as I thought of that day. Seven years of being a pupil in primary school had come to an end. The years of my schooling had been characterised by ups and downs.

When I came out of the house, heading to a bus stop, I felt that the sun was smiling at me. It was going to be a day filled with mixed feelings of happiness and sadness. It was a happy day because it marked the end of my seven-year journey of primary education. It was, however, a sad day because it meant parting from the friends that I had made at school.

At the bus stop, I met my classmates and other pupils. When we got into an old bus, it sputtered and coughed before starting our journey. We arrived at school and found everyone was as busy as a bee. It was our school's custom to conduct a farewell celebration, which is both enjoyable and memorable.

The school bell rang at 7:30 a.m. for the normal morning assembly. While on the assembly ground, our teacher on duty ordered other pupils to get ready to rehearse the songs, speeches and poems they had prepared for us, Standard Seven leavers.

Around 2:00 p.m., the event began. We sang songs and gave our farewell speech. Then, it was other classes' turn to present what they had prepared for us. It was amazing. They gave a great performance. Standard Six pupils recited a poem which was rated the best. The poem read:

Life is like the sun; it sets and rises

To mark the new beginning

We would wish you to stay

But the new beginning matters the most



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As we bid you goodbye

A piece of advice seems important

Be a good example wherever you are

That is the real value of education

Applause and ululations covered the whole school compound. We all clapped and some clapped and ululated at the same time.

Then, our head teacher, Ms Mnkonongo, stood up and gave a speech. She said, "Not so long, most, if not all, of you will move to other levels of education where studies will not be as easy as they were here. Nevertheless, your ambition should remain the same; that is, you should continue to the higher levels of education. On the way towards realising your ambition, you will face some challenges. I bet you will work hard to achieve it. Therefore, dedication and determination are necessary." Her emotional speech made each one of us shed tears.

At last, the guest of honour stood up. He spoke at some length and finally said, "I wish each one of you a successful life. Wherever you go, make us proud of you."

After the remarks, the head teacher, Ms Mnkonongo, said, "Let's go to the hall for a farewell party and have our last meal together." After the party, we all departed and went home happily.

Questions

1. What is the story about?
2. Why did the school leavers shed tears?
3. Suggest the title of the poem recited by the Standard Six pupils.
4. What is the value of education according to the poem?



Activity 4: Vocabulary practice

(a) Match the words in **Column A** with those with similar meanings in **Column B**.

No.	Column A		Column B	Answer
1	farewell	i	desire and determination to achieve success	
2	heart rate	ii	practise (a play, piece of music or other work) for later public performance	
3	dedication	iii	the regular movement or sound the heart makes as it transports blood around your body	
4	rehearse	iv	the act of binding yourself (intellectually or emotionally) to a course of action	
5	ambition	v	mark the departure or retirement (of someone) with a ceremony or party	

(a) Find and read the sentences with the words **heart rates** and **farewell** in the story under Activity 3.

(b) Construct one sentence for each of the words in **Column A** under Activity 4(a).

Example

We bid them **farewell**.

Activity 5: Language practice

Read the following poem and answer the questions that follow.

*I saw a little house
 Standing tall and still like a pole
 I saw the house opening its mouth
 And closing its eyes*

*I heard the house whistling loudly
 I heard the house taking a breath
 I heard the house humming
 And clapping*

*The house was feeling brave and strong
 The house was ready to fight
 The house had a fighting look
 And so the house waited*



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Questions

(a) Answer the following questions:

1. What is the poem about?
2. How was the house standing?
3. What do you learn from the poem?
4. What can you say about the house?

(b) Use a dictionary to find the meanings and examples of the following words:

1. Simile
2. Metaphor
3. Personification
4. Hyperbole/exaggeration

(c) Choose the right word to fill in the space provided.

1. I feel like a free bird on a tree. _____
 - A. Hyperbole
 - B. Simile
 - C. Metaphor
2. I felt that the sun was smiling at me. _____
 - A. Metaphor
 - B. Hyperbole
 - C. Personification
3. It was a brave house. _____
 - A. Simile
 - B. Metaphor
 - C. Personification





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4. Everyone was as busy as a bee. _____
 - A. Personification
 - B. Metaphor
 - C. Simile

5. I saw the house opening its mouth. _____
 - A. Simile
 - B. Personification
 - C. Metaphor

6. Standing tall and still like a pole. _____
 - A. Metaphor
 - B. Hyperbole
 - C. Simile

7. The camel is the ship of the desert. _____
 - A. Metaphor
 - B. Hyperbole
 - C. Simile

8. Before it rained, the sky got as dark as the night. _____
 - A. Metaphor
 - B. Hyperbole
 - C. Simile

(d) Construct one sentence for each of the following figures of speech:

Metaphor:

Simile:

Personification:

Hyperbole:



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Activity 6: Writing practice NOT DUPLICATE

(a) *Fill in the blanks with the correct word from the box to complete the story.*

as as...as like

In a village, lived a man who was (1) ___ fat (2) ___ an elephant. In a fight, he was a lion. He was quick and dangerous (3) ___ a leopard. He would sometimes become (4) ___ small as a cat. He could jump (5) ___ high as a kangaroo to attack his opponents. Everyone loved watching him as he fought.

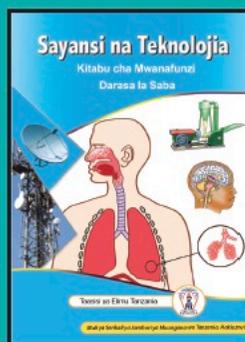
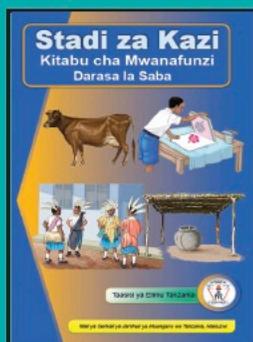
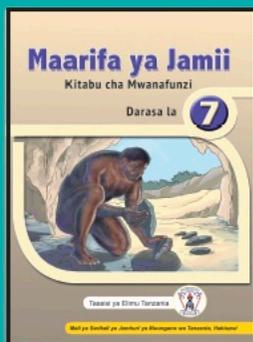
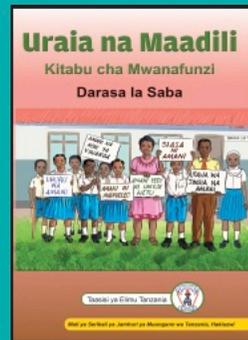
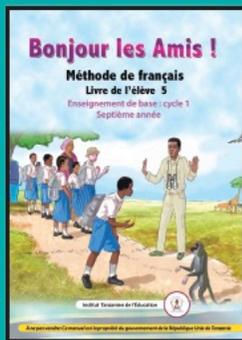
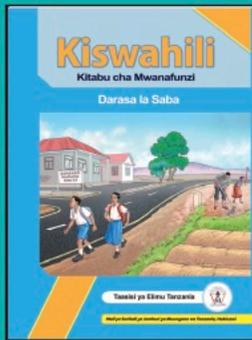
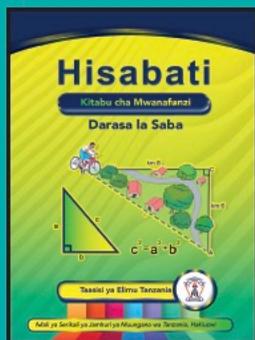
(b) *Compose a short poem on one of the following titles:*

- i) My mother
- ii) My school
- iii) My country
- iv) What I like most

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