

English

for Secondary Schools

Student's Book

Form One



Tanzania Institute of Education

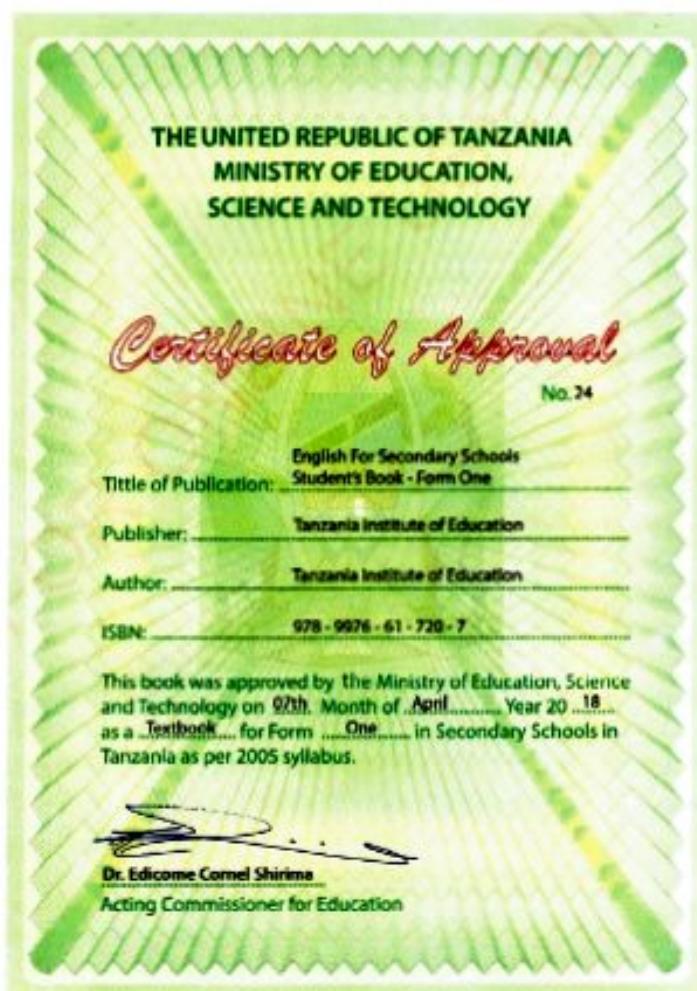
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English

for Secondary Schools

Student's Book

Form One



Tanzania Institute of Education

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Preface

English for Secondary Schools, Student's Book One, is written as a coursebook for Tanzania Secondary Schools. It is the first in the series. The book is in line with the English Syllabus (2005) for secondary schools. It emphasizes communicative language teaching focusing on language use rather than language description. The book comprises sixteen chapters. Each chapter covers one main topic in the syllabus. Key features of the book include communicative activities such as dialogues, short stories, poems and games intended to elicit language from students.

English language teachers will need supplementary materials such as readers and teaching aids of various types to complement their teaching. Students are advised to use the coursebook effectively. They should also read intensively and extensively in order to promote their language growth and proficiency.

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Dr Aneth A. Komba
Director General
Tanzania Institute of Education

Chapter One

Listening to simple texts

Listening comprehension text I

Activity 1: Oral practice I

Sit in small groups to answer the following questions.

- (i) What kind of ceremonies have you attended?
- (ii) Did you have a graduation ceremony when you finished Standard Seven?
- (iii) What is the best ceremony you have ever attended?

Activity 2: Listening practice I

Listen carefully and answer orally the questions that follow.

Graduation ceremony (part I)

It was a Standard Seven graduation ceremony at Maendeleo Primary School. All teachers supervised the pupils who were cleaning the school compound. The pupils cleaned the toilets, classrooms, the assembly hall and all the pavements. They also arranged the chairs and tables and erected tents to provide some shade.

At noon, the guest of honour, Dr Malizi Bora, the Director General of Katani Centre of Excellence arrived. He was accompanied by the Member of Parliament for Katani Constituency, Hon. Yasinta Majembe. Others who accompanied him were the *Mtaa* Chairperson, Mr Joseph Ngoima, the Ward Executive Officer, Mr Abdul Hakim and the Ward Education Officer, Ms Upendo Hamza.

The graduation ceremony started shortly after the arrival of the guest of honour. Pupils danced and sang different songs. The parents, guardians, friends and relatives who attended the ceremony clapped for the performances.

Questions

- (i) What was the graduation ceremony for?
- (ii) What did the teachers do?
- (iii) What activities did the pupils do before the ceremony started?
- (iv) When did the ceremony start?
- (v) Who else attended the graduation ceremony?

Activity 3: Vocabulary I

Listen to the passage again and make sentences using the following words.

(i) graduation	(v) school compound
(ii) ceremony	(vi) accompany
(iii) supervise	(vii) relatives
(iv) arrange	

Listening comprehension text II

Activity 4: Oral practice II



Look at the picture and answer the following questions.

- (i) Who is the man wearing a suit?
- (ii) What is he doing?
- (iii) How did you feel when you received your Primary School Leaving Certificate?

Activity 5: Listening practice II

Listen carefully and answer the questions that follow.

Graduation ceremony (Part II)

The guest of honour awarded school leaving certificates to the Standard Seven pupils. In addition, the most disciplined pupils as well as the best pupils in different subjects, sports, singing and fine art received special awards.

After the awards, the guest of honour gave a short speech. In his speech, he congratulated all the Standard Seven leavers for studying hard. On a special note, he congratulated the teachers for their good work.

Questions

- (i) Who received certificates?
- (ii) Who received special awards?
- (iii) Who gave a speech?
- (iv) Why were the teachers congratulated?

Activity 6: Vocabulary II

Listen to the passage again and make sentences using the following words.

(i) guest of honour	(iv) congratulate
(ii) receive	(v) certificate
(iii) speech	

Listening comprehension text III

Activity 7: Oral practice III

Answer the following questions orally.

- (i) Have you ever witnessed an accident? What happened?
- (ii) Why do accidents occur?
- (iii) How can accidents be prevented?

Activity 8: Listening practice III

Listen carefully and answer the questions that follow.

An accident

Mr Boma, our Headmaster, had an accident today. He was driving to school in the morning when the traffic was still light. Suddenly, a dog ran across the road in front of him and he had to swerve to avoid hitting the dog. At the same time a *bodaboda* driver was coming from the other direction at high speed. Mr Boma was forced to drive off the road into a ditch. Fortunately, he was not hurt.

Questions

- (i) Who is Mr Boma?
- (ii) Where was Mr Boma going?
- (iii) What crossed the road?
- (iv) What did Mr Boma do to avoid the accident?

Activity 9: Oral practice IV

Repeat the following sentences after the teacher.

- (i) The traffic was still light in the morning.
- (ii) Suddenly, the dog crossed the road.
- (iii) The motorcyclist was going very fast.
- (iv) Mr Boma drove into the ditch.

Listening comprehension text IV

Activity 10: Oral practice V



Answer the following questions orally.

- What do you think the girl is saying in this picture?
- What do you think the boy is saying in reply?
- Where are they?

Activity 11: Listening practice IV

Listen carefully and answer the questions orally.

Examination results

Samuel and his younger brother were playing football near their home in the afternoon. As they were playing, Halima and Peter came. They were Samuel's classmates at Mjengoni Primary School. Halima, Peter, and Samuel had just completed Standard Seven.

Peter and Halima looked very happy. Samuel asked, "What's up guys! Why do you look so happy?"

"The results are out. We have all passed the Primary School Leaving Examinations!" shouted Halima, as they hugged each other. Samuel said, "Our parents will be very proud of us."

Questions

- (i) What is the story about?
- (ii) What was Samuel doing when Halima and Peter came?
- (iii) Who had just completed primary school?
- (iv) Why did Halima and Peter look happy?

Activity 12: Oral practice VI

Read aloud the following sentences.

- (i) Who is that?
- (ii) Halima and Peter were happy.
- (iii) What is happening?
- (iv) We have passed the Primary School Leaving Examinations.

Listen carefully and repeat the words which begin with vowel sounds.

- (i) only
- (ii) replied
- (iii) MP
- (iv) guys
- (v) asked
- (vi) imitate
- (vii) honourable

Listen carefully and repeat the words which begin with consonant sounds.

- (i) about
- (ii) must
- (iii) above
- (iv) father
- (v) hour
- (vi) management

Listening comprehension text V

Activity 13: Oral practice VII



Look at the picture and answer the following questions.

- What is happening in the picture?
- What are the people in the picture using to put out the fire?
- Do you think they will succeed? Why?

Activity 14: Listening practice V

Listen carefully and answer orally the questions that follow.

Fire at school

Last week, Tupendane Secondary School caught fire. Villagers came to help fight the fire. The blaze burnt a large part of the Administration Building.

The school was built on a large compound. Buildings included the administration block, laboratories, storehouse, classrooms, offices, dormitories, and toilets. The office of the Headmaster was in the administration building facing the National Flag. The offices of the Second Mistress, the Academic Mistress and the Discipline Master were also in the same building.

Questions

- (i) What happened at Tupendane Secondary School?
- (ii) Who helped to put out the fire?
- (iii) Which part of the school was destroyed?
- (iv) Where was the national flag?
- (v) Where were the offices of the Second Mistress and Academic Mistress?

Activity 15: Oral practice VIII

Repeat the following words after the teacher and use them in sentences.

catch	-	caught
burn	-	burnt
build	-	built
match	-	matched
teach	-	taught

Listening comprehension text VI

Activity 16: Oral practice IX



Look at the picture on page 8 and answer the following questions.

- (i) Which team is moving forward? How do you know?
- (ii) Which player is calling for the ball? How do you know?
- (iii) Does your school have a football team? Who are your biggest rivals?

Activity 17: Listening practice VI

Listen carefully and answer orally the questions that follow.

The football match (Part I)

Wednesday, the 1st of February was the day everyone had been anxiously waiting for. After weeks of practice, the football team of Ujamaa Secondary School was ready to face their biggest rival, Tupendane Secondary School. In the annual district inter-secondary school football competitions, they were often the two teams who met in the final and one of them emerged the winner.

Questions

- (i) What day had everyone been anxiously waiting for?
- (ii) Who was the biggest rival of Ujamaa Secondary School?

Activity 18: Vocabulary III

Listen to the passage again and make sentences using the following words.

(i) practice	(v) rival
(ii) face	(vi) emerge
(iii) anxiously	(vii) inter-school
(iv) match	

Listening comprehension text VII

Activity 19: Oral practice X

Answer the following questions.

- (i) What schools do you compete against?
- (ii) Do you normally win? Why?

Activity 20: Listening practice VII

Listen carefully and answer orally the questions that follow.

Football match (part II)

Excitement was high. Before the big match, nearly all the students had already gathered at the school football ground. They enjoyed themselves watching a traditional dance competition between different classes. Form One students cheered when they were announced the winners.

At 4.00 p.m, Mr Majani, the District Education Officer arrived. He was the guest of honour and made a short speech advising both teams to ensure fair play. As soon as the match started, the students from both schools began cheering loudly to support their teams.

Questions

- (i) What happened before the big match?
- (ii) Who won the football competition?
- (iii) Who was the guest of honour?
- (iv) Why did the students from both schools start cheering loudly?

Activity 21: Oral practice XI

Repeat the following words after the teacher and use them in sentences.

(i) friendly	(v) singing
(ii) netball	(vi) advise
(iii) football	(vii) cheer
(iv) volleyball	

Chapter Two

ENGLISH LANGUAGE
DO NOT ERASERATE

Giving directions

Activity 1: Oral practice I

Answer the following questions.

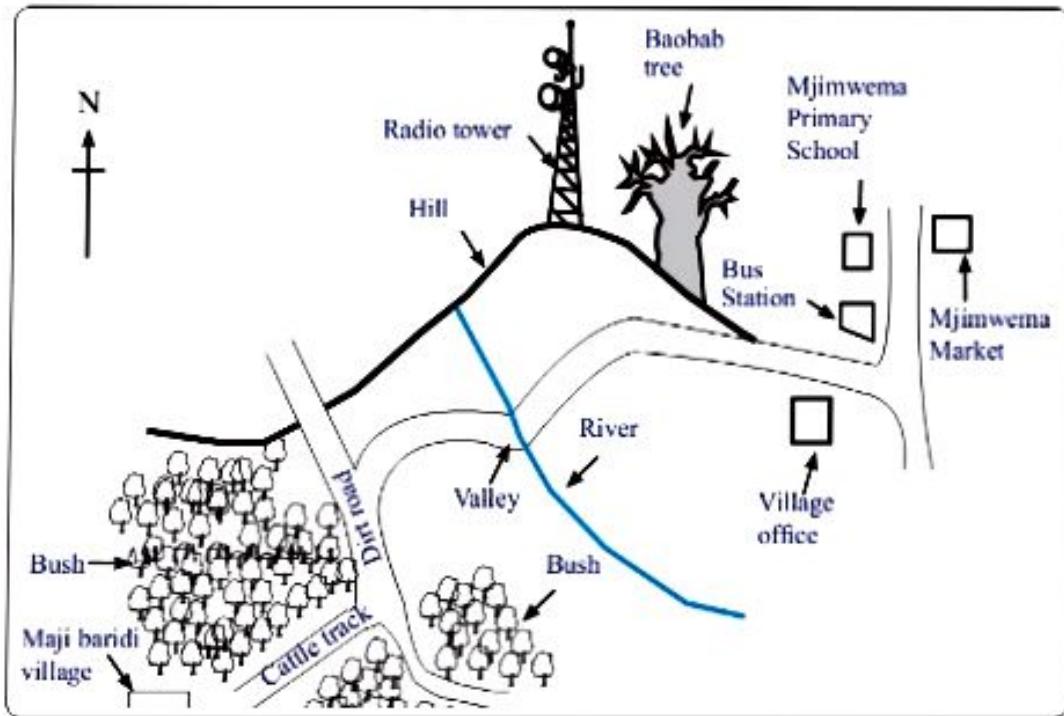
- If you do not know how to get to a certain place, what will you do?
- If you want to direct your friend to your house, what landmarks can you use?

Activity 2: Reading practice I

Read the passage below and do the exercises that follow.

Directions to Mjimwema Market

Collins was a newcomer to Majibaridi. He wanted to go to Mjimwema Market, but he did not know the way. He asked Victoria to direct him. The following were the directions she gave him.



"First of all take the cattle track through the bush until you get to the dirt road on your left. Follow it until you get to where it branches. Take the right branch and walk down into the valley. Cross the river and walk straight up the hill. At the top, you will see a radio tower on your left, near a huge baobab tree. Walk past the radio tower and carry on straight for about 500 metres until you reach the village office on your right. Then turn left and walk for another 200 metres. On the left, you will see the bus station and then Mjimwema Primary School on the same side. After the school, on the right, you will find Mjimwema Market."

Questions

- (i) Where was Collins?
- (ii) Where did he want to go?
- (iii) How did he get to the dirt road?
- (iv) What should he do when he gets to the dirt road?
- (v) What should he cross before going up the hill?
- (vi) Where is the radio tower?
- (vii) How far is the village office from the radio tower?
- (viii) At the village office, which direction should he take?
- (ix) What comes after the bus stop?
- (x) What does he have to pass to get to Mjimwema Market?

Following directions

Activity 3: Oral practice II

Practise giving directions from your

- (i) school to the village/mtaa office and
- (ii) home to the home of your best friend.

Activity 4: Oral practice III

Follow the directions given to you by your teacher then practise giving and following directions in pairs.

Example: *(Teacher directs Faraja): Faraja, stand up, walk to the board, turn left to the window, open the window and return to your seat.*

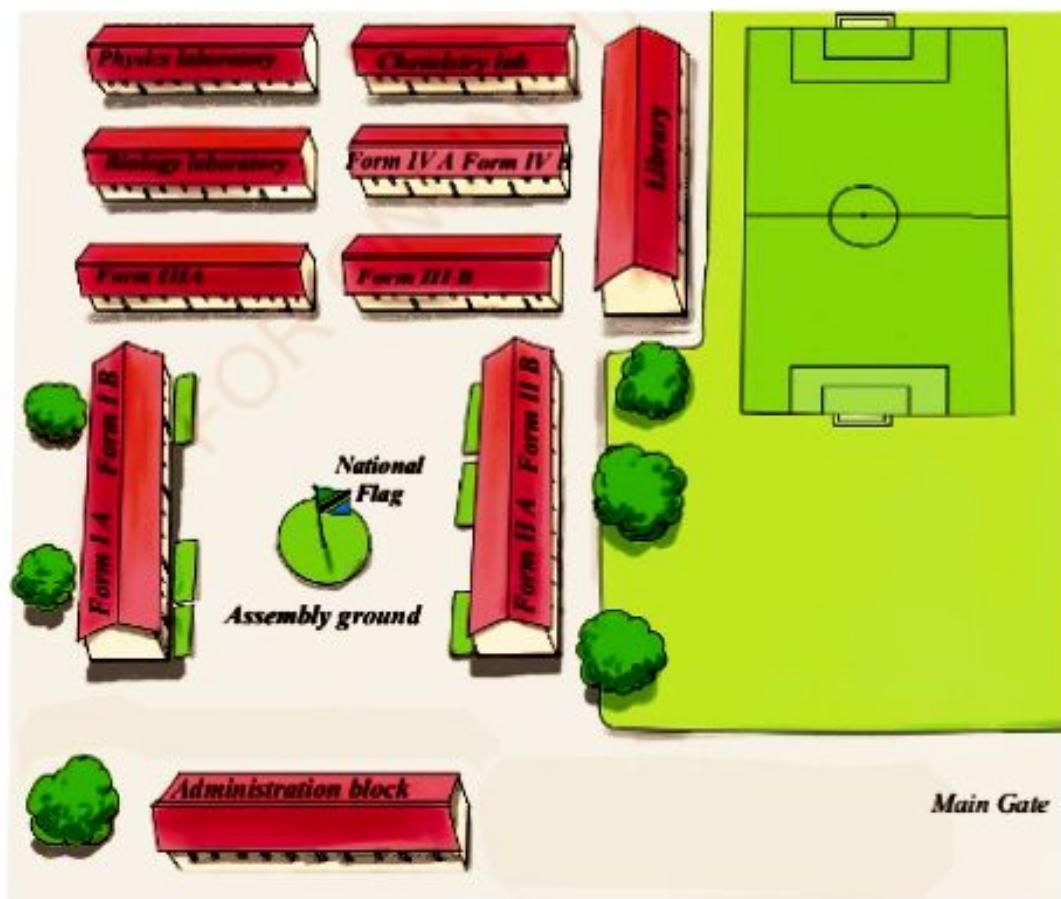
Faraja: *(Faraja follows the directions and, after she returns to the seat, she calls Rehema) Rehema, stand up, walk to the front window, turn to the door, and return to your seat. (The exercise continues.)*

Rehema: *(After Rehema returns to the seat, she calls John.) John, stand up, walk to the back desk, turn to the door, and then return to your seat.*

John: *(After John returns to the seat, he calls Ali) Ali, stand up, walk to the front desk, turn to the door, and return to your seat.*

Activity 5: Grammar practice

Mtakuja Secondary School



Study the picture of Mtakuja Secondary School. Then use the words *facing*, *right*, *straight*, *behind* and *past* to complete the passage below.

In order to get from the Form I A block to the school library, walk _____ to the Form III A block and take a _____ turn. Then, turn left and walk between the two Form III blocks _____ the biology laboratory and the Form IV block. Turn _____ between the Form IV block and the chemistry laboratory. Then, walk _____ on. The library is at the far end _____ the chemistry laboratory and the Form IV block. The football ground is _____ the library.

Activity 6: Writing practice I

Draw a sketch map of your school. Use the sketch map to write down:

- How you will get from the physics laboratory to the football ground.
- How you will get from the main gate to the chemistry laboratory.
- How you will get from your home to school.

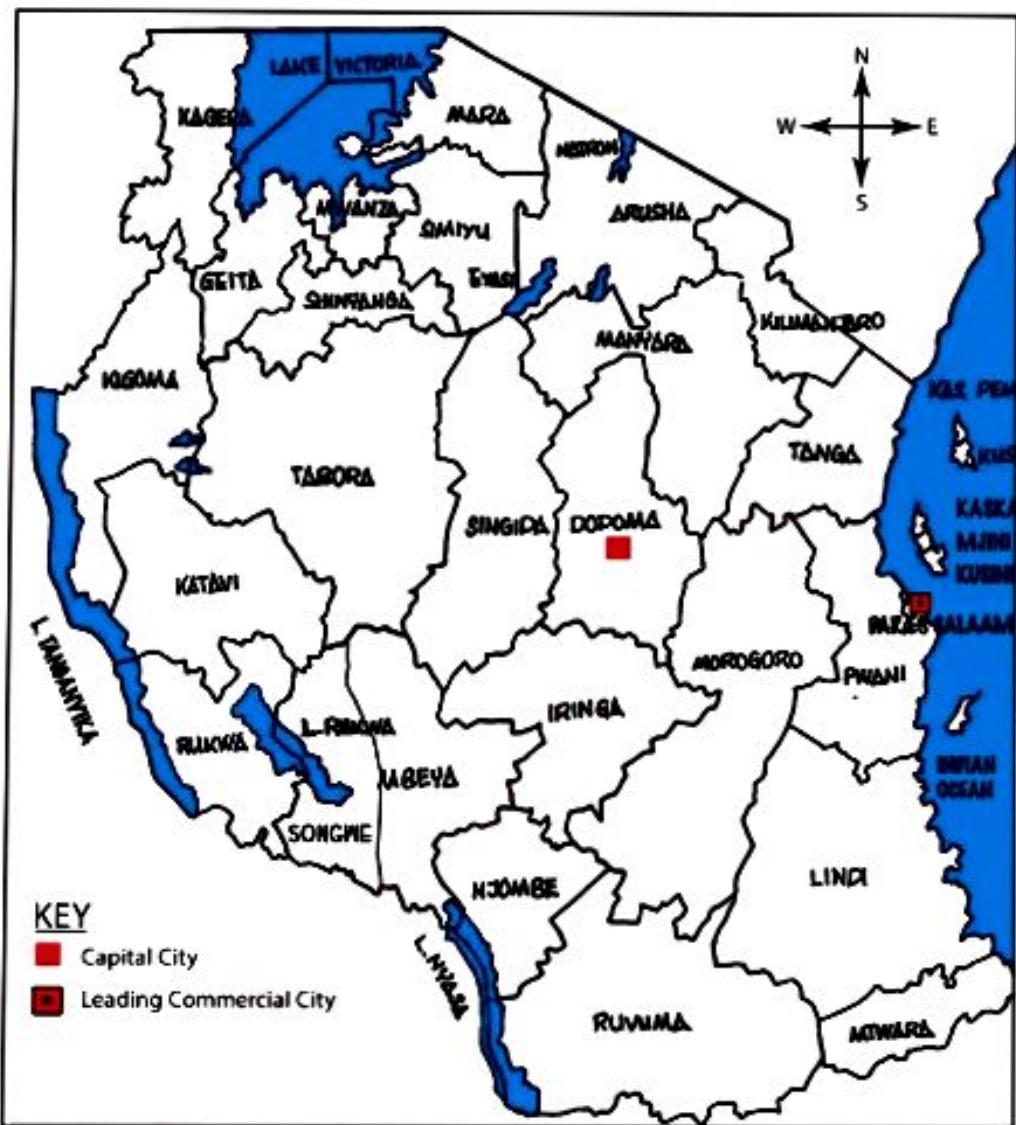
Locating the regions of Tanzania

Activity 7: Oral practice IV

Answer the following questions.

- How many regions are there in Tanzania?
- Which regions border on your home region?

Map of Mainland Tanzania showing regions



Activity 8: Reading practice II

Reading maps

(a) Answer the following questions orally. The first question has been done for you.

(i) Where is Ruvuma Region located?
Answer: Ruvuma Region is located in the southern part of Tanzania.

(ii) Where is Mwanza Region located?

(iii) Where is Mtwara Region located?

(iv) Where is Tanga Region located?
(v) Where is Morogoro Region located?
(vi) Where is Katavi Region located?
(vii) Where is Singida Region located?

(b) Answer the following questions orally. The first question has been done for you.

(i) *Which region lies between Tabora and Dodoma?*
Answer: Singida Region lies between Tabora and Dodoma.

(ii) Which region lies between Iringa and Lindi?
(iii) Which regions lie between Kigoma and Pwani?
(iv) Which regions lie between Geita and Simiyu?

Activity 9 : Reading practice III

Map of Tanzania locating national parks and game reserves



Questions

Study the map and answer the following questions.

- (i) Where is the biggest game reserve located?
- (ii) Where is the biggest national park located?
- (iii) Where is Ngorongoro Crater located?

Read the passage below and answer the questions that follow.

Tanzania is surrounded by the three largest lakes in Africa. To the northwest, there is Lake Victoria. It is the largest lake in Africa. To the west is Lake Tanganyika. It is the second deepest lake in the world. To the southwest is Lake Nyasa which is smaller than Lake Tanganyika but is still one of the largest lakes in Africa.

Mount Kilimanjaro is in the northeast of Tanzania. It is the highest mountain in Africa. There are several national parks in the northern part of Tanzania. These include Serengeti, Lake Manyara, Tarangire and Ngorongoro Crater.

Questions

- (i) Where is the largest lake in Africa located in Tanzania?
- (ii) Where in Tanzania is the second deepest lake located?
- (iii) Where is Mount Kilimanjaro located?

Activity 10: Writing practice

Punctuate the following passage.

the regions in the southern part of the tanzania mainland are ruvuma mtwara and lindi to the north are arusha kilimanjaro manyara and tanga regions. kigoma tabora shinyanga and geita regions are located in the western part of tanzania. dar es salaam, morogoro and pwani are located in the eastern part.

Compass points

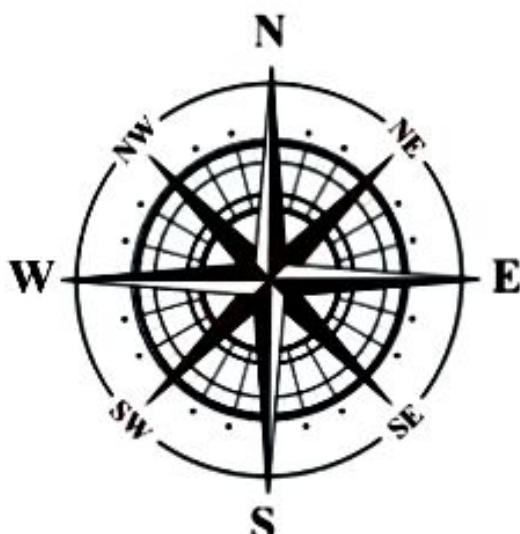
Activity 11: Oral practice V

Answer the following questions.

- What do you use a compass for?
- What other things help you to know where the north, east, west and south are?

Study the points of the compass below and answer the questions that follow.

Points of the compass



Key

N = North

S = South

W = West

E = East

Questions

- North (N) and South (S) are two of the cardinal points of the compass. Name the other cardinal points.
- Name the other points of the compass.

Activity 12: Grammar practice II

(a) Study the table below and practise expressing directions using ...in the ... part of... Then write down five directions.

Lake Victoria			
Lake Tanganyika			
Lake Nyasa		southern part	
The Indian Ocean	is in the	northern part	
Ruaha National Park		eastern part	of Tanzania.
Serengeti National Park		western part	
Selous Game Reserve			

(b) Read aloud correct sentences from the table below.

Kenya and Uganda			
Mozambique			
Malawi	is	to the south	
Rwanda and the Democratic	are	to the west	
Republic of Congo		to the north	of Tanzania.
Burundi		to the east	
Zambia			

Activity 13: Reading practice IV

Read carefully the conversation below and answer the questions that follow.

Asking for direction

James: Excuse me please. I think I am lost!

Asha: Where do you want to go?

James: I'm going to the police station.

Asha: Oh, you're going in the wrong direction.

James: Which is the right way?

Asha: We're at Mtakuja Street. The police station is on Majimaji Street. Take a commuter bus to Lizaboni. Get off the bus, cross the road, turn left and you'll see the police station ahead of you.

James: Thank you very much.

Asha: My pleasure.

Questions

- (i) Where was James going?
- (ii) Where was James when he met Asha?
- (iii) Where is the police station?
- (iv) What should James do when he gets off the bus?
- (v) What should James do after crossing the road?

Activity 14: Grammar practice III

(a) Read the conversation below.

Asha: You are going to the police station, aren't you?

James: Yes, I am. But I think I am lost again.

Asha: I told you the police station is on Mtakuja Street, didn't I?

James: Yes, you did.

(b) Read the following sentences aloud.

- (i) They are going to school, aren't they?
- (ii) She is coming tomorrow, isn't she?
- (iii) You are not writing anything, are you?
- (iv) John didn't sing a song last night, did he?

(c) Complete the following sentences using question tags.

- (i) We are reading an interesting story, _____?
- (ii) They didn't enjoy the match, _____?
- (iii) You did well in the examinations, _____?
- (iv) I didn't get good grades, _____?
- (v) Asha and James liked the movie, _____?
- (vi) They weren't listening, _____?
- (vii) The story was interesting, _____?
- (viii) She isn't a mathematician, _____?
- (ix) She has gone to town, _____?
- (x) They have eaten breakfast, _____?

Chapter Three

FOR ONE-USE ONLY
DO NOT DUPLICATE

Using a dictionary

Activity 1: Oral practice I

Answer the following questions.

- (i) What is a dictionary?
- (ii) What do we use dictionaries for?
- (iii) Which dictionaries have you used?

Activity 2: Reading practice I

Introducing a dictionary

A dictionary is a book with words arranged alphabetically. Dictionaries show the meanings and pronunciations of words. Some examples of dictionaries in English are shown in the picture below.



Dictionaries have many uses. Some of the uses include the following:

- (i) looking up the meaning of new words,
- (ii) finding the equivalent translation of a new word,
- (iii) finding the spelling of a word,
- (iv) finding the plural form of a noun,
- (v) finding various forms of a verb,
- (vi) looking for grammatical information about a word,
- (vii) looking for a word with similar meaning/meanings,
- (viii) looking for a word with the opposite meaning,
- (ix) looking for the parts of speech of a word, and
- (x) finding out how a word is pronounced.

Activity 3: Dictionary search

(a) Take a dictionary and quickly find the meaning of the following words.

- (i) accident
- (ii) swerve
- (iii) rival
- (iv) excited
- (v) zebra crossing

(b) How easy/difficult was it to find the meanings of the words above?

Activity 4: Reading practice II

Read the following instructions on how to use a dictionary.

How to use a dictionary

In order to use a dictionary, you must know the order in which the words are listed. Words in a dictionary are in alphabetical order, as shown by this extract below.

plumber /'plʌmə \$ -ər/ *n* [C] someone whose job is to repair water pipes, baths, toilets etc

plumbing /'plʌmɪŋ/ *n* [U] 1 the pipes that water flows through in a building 2 the work of fitting and repairing water pipes, baths, toilets etc

plume /'pluːm/ *n* [C] 1 a cloud of smoke, dust etc which rises up into the air: *a plume of smoke* 2 a large feather

plummet /'plʌmət/ *v* [I] 1 to suddenly and quickly decrease in value or amount: *House prices have plummeted over the past year.* 2 to fall quickly from a very high place → see box at **FALL**

plump¹ /'plʌmp/ *adj* slightly fat or round: *a cheerful plump woman* | *plump juicy strawberries* → see box at **FAT**

plump² also **plump up** *v* [T] to make pillows, cushions etc rounder and softer by shaking or hitting them

plump for *sth* *phr v informal* to choose something after thinking carefully about it: *In the end I plumped for the tuna steak.*

plunder¹ /'plʌndə \$ -ər/ *v* 1 [I,T] to steal large amounts of money or property from somewhere, especially during a war: *The city was plundered by invaders in 1793.* 2 [T] to use up all or most of a supply of something in a careless way: *We cannot continue to plunder the Earth's resources.*

plunder² *n* [U] *literary* the act of stealing things, or the things that someone steals, especially during a war

plunge¹ /'plʌndʒ/ *v* 1 [I] to fall forwards and downwards, especially into water: *+into/off etc* *The van plunged into the river.* 2 [T] to push something into another thing using a lot of force: *plunge sth into sth* *He plunged the knife into the man's chest.* 3 [I] to suddenly decrease by a large amount: *Oil prices have plunged to a new low.*

plunge (sb/sth) *into* *sth* *phr v* to suddenly experience a difficult or unpleasant situation, or to make someone suddenly do this: *A strike would plunge the country into chaos.*

plunge² *n* 1 **take the plunge** to decide to do something important and risky, especially after thinking about it carefully 2 [singular] a sudden large decrease in the price, value etc of something: *a plunge in house prices*

plunger /'plʌndʒə \$ -ər/ *n* [C] a tool for clearing waste that is blocking a kitchen or bathroom pipe

pluperfect /plu:ˈpə:fɪkt \$ -ər-/ *n* the **pluperfect** the **PAST PERFECT**

Source: Longman Active Study Dictionary (2004: pp. 562)

The words: *plumber*, *plumbing*, *plume*, *plummet*, *plump*, *plunder*, *plunge*, and *pluperfect* are alphabetically listed. The page gives the meaning of each word.

Words in dictionaries, thesauruses and encyclopedias are listed in alphabetical order. Names of people and companies in your phones and telephone directories are also presented in alphabetical order. Many books have indexes at the end. Indexes of important information in the book are presented in alphabetical order. Since the alphabetical order is used in many places, it is good to learn it.

Activity 5: Writing practice I

List the names of your family members in alphabetical order.

Activity 6: Oral practice II

The letters of the English alphabet in a dictionary appear in the order presented below.

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

The alphabetical order of the letters shown above is also found in other alphabetic languages such as Kiswahili, German and French, although some of the letters may be different.

- (a) Recite the letters of the English alphabet.
- (b) Sing the following alphabet song.

a-b-c-d-e-f-g h-i-j-k-l-m-n-o-p l-m-n-o-p-q-r-s-t u-v-w-x-y-z

Activity 7: Writing practice II

Arrange the following words in the correct alphabetical order.

- (i) Zainab, Maria, Anna, Ashura, Pili, Naeli, Paulo, Roberta, Getrude, Bakari
- (ii) coffee, simsim, pyrethrum, beans, rice, tea, maize, coconut, sunflower
- (iii) termite, butterfly, wasp, mosquito, fly, beetle, locust, flea, ant, bee
- (iv) elephant, giraffe, zebra, antelope, dog, cat, rat, hyena, gazelle, hippo, lion

How to list words alphabetically

Step 1: Begin by listing the words using the first letters. Words with the same first letters are listed together.

Step 2: Arrange the words in a list using second letters when the words begin with the same first letter.

Step 3: When more than one word begins with the same first letter and the same second letter, list the words alphabetically using the third letter.

Activity 8: Writing practice III

Arrange the following words in the correct alphabetical order.

- (i) Aggrey, Anita, Abbas, Anael, Alonzo, Amani, Ashura, Adolf
- (ii) Musoma, Monduli, Mbeya, Moshi Muheza, Mbarali, Makambako, Mahenge
- (iii) chair, chief, cattle, container, crop, culture, city, clap
- (iv) Blue, bloom, bless, blood, blunt, blink, block, blade, bleed
- (v) Rough, road, roam, rock, roll, rot, rod, role
- (vi) Calm, cast, cat, can, cattle, cart, cap

Dictionary practice

Activity 9: Using the dictionary I

Look up the following words in the English dictionary. When you find each word, raise your hand.

(i) butterfly	(vi) zebra
(ii) elephant	(vi) petrol
(iii) copper	(viii) tank
(iv) book	(ix) neck
(v) mosquito	(x) wild

Activity 10: Using the dictionary II

(a) Look up the following words in an English-Swahili dictionary. When you find each word, raise your hand.

(i) cousin	(vi) garlic
(ii) stepfather	(vii) spice
(iii) niece	(viii) cinnamon
(iv) saucepan	(ix) cardamon
(v) spatula	

(b) Look up the following words in a Swahili-English dictionary. When you find each word, raise your hand.

(i) mjomba	(vi) bakuli
(ii) mpwa	(vii) pilipili
(iii) mlezi	(viii) binzari
(iv) sufuria	(ix) siki
(v) mwiko	(x) siagi

Chapter Four

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Daily routines

Activity 1 : Oral practice I



Look at the picture and answer the following questions.

- What do you think are in the school bags?
- What differences can you see in the clothes of the boys and the girl?
- What differences can you see in the hair of the boys and the girl?

Activity 2 : Reading practice I

Read the passage below and answer the questions that follow.

Our routine

My name is Rehema. I have two younger brothers, namely Baraka and Faraja. Every morning, we wake up at 6 o'clock. First, we greet our parents. Then, we do our morning chores.

The morning chores include washing the dishes, sweeping the living room and making our beds. We brush our teeth, take a shower and get dressed for school. We eat our breakfast. After that, we take our bags and leave for school.

Questions

- (i) At what time do the children wake up?
- (ii) What do they do after getting up?
- (iii) What do they do after greeting their parents?
- (iv) What do they do before they eat breakfast?

Activity 3: Grammar practice I

Answer the following questions.

Examples: *Do they get dressed before taking a bath?*

No, they don't.

Do they get dressed after taking a bath?

Yes, they do.

- (i) Do they wake up at 6:00 a.m.?
- (ii) Do they eat breakfast after taking a shower?
- (iii) Do they greet their parents after doing the morning chores?
- (iv) Do they do their morning chores after leaving for school?

Activity 4: Writing practice I

Use the expressions given below to write your daily routine in the correct order. Begin with *I take a bath at 6.00 a.m. ...*

- (i) dust the chairs
- (ii) leave home for school
- (iii) get dressed
- (iv) eat breakfast
- (v) sweep the floor
- (vi) take a bus
- (vii) fetch water
- (viii) make the beds
- (ix) arrive at school



- (x) sweep the compound
- (xi) brush my teeth
- (xii) enter classes
- (xiii) wash the dishes

Activity 5: Oral practice II

Answer the following questions.

- (i) Do you like going to the doctor? Why?
- (ii) Which do you prefer, pills or injections?

Activity 6: Reading practice II

Read the story below and answer the questions that follow.

Doctor Rose's routine

This is Doctor Rose. She works at Afyanjema Hospital. When she arrives at the hospital in the morning, she signs the attendance book. Then she goes round the wards to see the admitted patients (in-patients). Then she goes to the consultation room in the Out-Patients Department (OPD) where she attends to the out-patients who are waiting to see the doctor. This takes the rest of the day as there are many out-patients. She only leaves the room for a tea break at 10.30 and a lunch break at 1.00 in the hospital canteen. At 4.30 she goes back home.

Questions

- (i) What does Doctor Rose do when she arrives at the hospital?
- (ii) When does she go round the wards?
- (iii) What does she do after the rounds?
- (iv) When does she attend the OPD patients?
- (v) When does she go for tea?

Activity 7: Grammar practice II

(a) Answer the following questions.

Examples: *Does Doctor Rose attend OPD patients?*

Yes, she does.

Does the Doctor attend admitted patients after tea?

No, she doesn't.

- (i) Does Doctor Rose work at Afyanjema Hospital?
- (ii) Does Doctor Rose attend the admitted patients before signing the attendance book?
- (iii) Does she attend the OPD patients first?
- (iv) Does she go for tea at 10:30?
- (v) Does she finally go home?

(b) Make as many correct sentences as you can by picking words from each column in the table below (one word can be used more than once).

He	sweeps the floor	every day.
She	read books	from time to time.
They	writes letters	often.
Husna and George	play football	in the afternoon.
Zainabu	eats oranges	every week.
Juma	watches television	at 10.30 a.m.

(c) Write five similar sentences of your own.

Activity 8: Writing practice II

(a) Use the table below to write a paragraph about your personal routine in the afternoon and evening.

Begin with 'I take lunch at 1.00 p.m. ...'

Activities	Time
take lunch	1.00 p.m.
rest	2.00 p.m.

do my homework	3.00 p.m.
play volleyball with my friends	5.00 p.m.
take a shower	6.30 p.m.
prepare dinner for the family	7.00 p.m.
eat dinner	8.00 p.m.
listen to the news	8.00 p.m.
read a novel	9.00 p.m.
go to sleep	9.30 p.m.

(b) Use the table above to write down ten questions about your own routine.

Examples: *What time do I take lunch?*
 What time do I listen to the news?

(c) Pick items from each column and write ten correct sentences.

He	wake up plays football get up eats lunch		6:00 a.m.
She	wakes up play football gets up eat lunch	at	6:15 a.m.
They			1:00 p.m.
			4:00 p.m.

(d) Choose the correct word/group of words from the brackets and write it/them in the space provided.

John and Abdul usually _____ (wake/wakes) up at 6:00 a.m. Unlike John and Abdul, Grace often _____ (wake/wakes) up at 6.30 a.m. However, Grace _____ (take/ takes) a shower 20 minutes earlier than John and Abdul. Their next door neighbours, Ali and Tom, often _____ (take/ takes) their breakfast at 7:00 a.m. but their sister, Mary, usually _____ (eat/eats) hers at 8:00 a.m.

Describing ongoing activities

Activity 1: Oral practice I

Answer the following questions.

- (i) What do you do during weekends?
- (ii) Who helps your parents clean the home compound?
- (iii) Why is it important to clean our home compounds?

Activity 2: Reading practice

Read the following dialogue in pairs and answer the questions that follow.

Mother: Janet, what are you doing now?

Janet: I am cleaning the windows.

Mother: Good. What is Michael doing.

Jahel: He is sweeping the floor, mom.

Mother: She is feeding the chickens.

Janet: And I think you are cooking *maandazi*.

Mother: Yes, they are ready. Come and have breakfast.



Questions

- (i) What is Janet doing?
- (ii) What is Michael doing?
- (iii) What is Nuru doing?
- (iv) What is their mother doing?

Activity 3: Grammar practice I

(a) **Read aloud and write ten correct sentences using words from the table below.**

He	is	listening to the radio.
Mary	are	reading a newspaper.
She	am	watching TV.
You		telling a story.
I		riding a bicycle.
We		eating an orange.
They		writing a letter.
Said		fetching water.

(b) **Write five similar sentences of your own.**

Activity 4: Writing practice

Look at the pictures below and choose the answer which shows what each of the persons mentioned is doing.





- (i) The architect is *designing the parking facility at the construction site.*
- (ii) The engineer is _____
- (iii) The mason is _____
- (iv) The plumber is _____
- (v) The electrician is _____

Answers

doing the wiring.
painting the house.
putting in the wash basin.
building the house.
designing the house.

Activity 5: Oral practice II

Use the table below to read aloud correct negative sentences.

He			going to town.
Mary			reading a novel.
She	is		watching TV.
You	are		telling the truth.
I	am	not	riding a motorcycle.
We			eating a banana.
They			ironing their clothes.
Said			brushing their teeth.

(b) Write five similar negative sentences of your own.

Activity 6: Grammar practice II

Rewrite the following statements in the negative form. The first one has been done for you as an example.

(i) Janet is playing netball.

Janet is not playing netball.

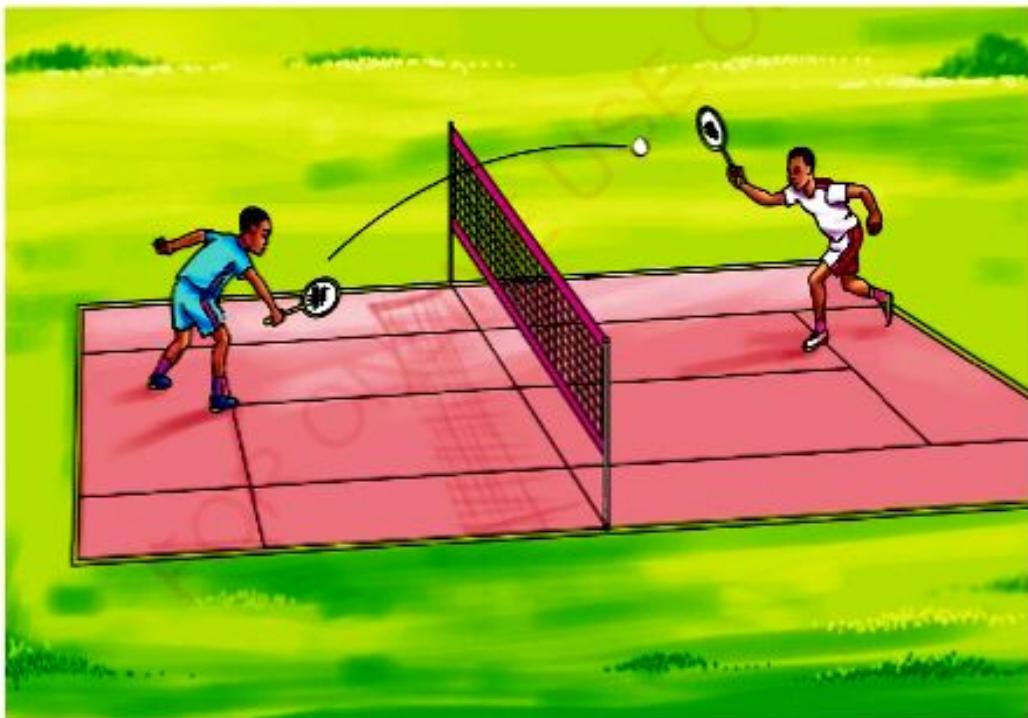
(ii) Janet's mother is improving.

(iii) Nuru and John are helping Janet to clean the house.

(iv) You are wiping the window panes.

(v) They are fetching water.

(vi) They are playing tennis.



Chapter Six

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Likes and dislikes

Activity 1: Oral practice I

- Mention four things you like.
- Mention four things you do not like.

Activity 2: Reading practice I

Study Gianna's column and Ibrahim's column in the table below and answer the questions that follow.

Gianna		Ibrahim	
Likes	Dislikes	Likes	Dislikes
			
			
			

Questions

- (i) What does Gianna like?
- (ii) What does Ibrahim like?
- (iii) What does Gianna dislike?
- (iv) What does Ibrahim dislike?

Activity 3: Oral practice II

Ask your friends to tell you five things they like and five things they dislike.

Activity 4: Grammar practice I

- (a) Use the table above to answer the following questions. Number (i) and (ii) have been done as examples.
 - (i) Does Gianna like oranges?
Answer: Yes, *she does*.
 - (ii) Does Gianna dislike oranges?
Answer: No, *she doesn't*.
 - (iii) Does Gianna like bananas?
 - (iv) Does Gianna dislike eating *ugali*?
 - (v) Does Ibrahim like reading novels?
 - (vi) Does Ibrahim dislike reading novels?
 - (vii) Does Gianna like swimming?
 - (viii) Does Gianna dislike swimming?
 - (ix) Does Ibrahim like dancing?
 - (x) Does Ibrahim dislike playing basketball?
- (b) In pairs, ask and answer questions about your likes and dislikes.
- (c) Read and write five sentences from each of the following tables.

Table (i)

She He	likes	oranges, reading novels, swimming, gardening,	doesn't	she? he?
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Table (ii)

They I We	like	oranges, reading novels, swimming, gardening,	don't	they? I? we?
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Table (iii)

They We I She He	don't like doesn't like	oranges, reading novels, swimming, gardening,	do does	they? he? we? she? I?
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Table (iv)

A lion A donkey Cats A dog Hyenas It They	likes like don't like doesn't like	fresh meat, grass, milk, bones, people, carcasses,	doesn't don't do does	it? they?
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Activity 5: Reading practice II

(a) Study the table below.

	English	Animals	Children	Mathematics	Football	Netball	Music	Swimming	Gardening	TV	Singing	Travelling
Jane	✓	✓	✓	✗	✗	✓	✓	✓	✓	✓		✗
Halima	✓	✗	✓	✗	✗	✓	✓	✗	✗	✓	✓	✗
Ali	✓	✓	✓	✗	✓	✓	✓	✗	✓	✗	✓	✓
Peter	✗	✓	✓	✓	✓	✓	✓	✓	✗	✓	✗	✓

(b) Use the information in the table above to answer the following questions correctly. (✓) stands for likes and (✗) stands for dislikes.

- How many students like English? Name them.
- How many students dislike English? Name them.
- How many students like animals? Name them.
- How many students dislike animals? Name them.
- How many students like children? Name them.
- How many students dislike children? Name them.
- How many students like mathematics? Name them.
- How many students dislike mathematics? Name them.

(c) Use the table above to tell which of the items are most liked and which ones are least liked.

(d) Answer the following questions using the table above.

- Who likes watching TV?
- Who likes children?
- Does Halima like gardening?
- What does Jane like?
- What does Halima dislike?
- Who likes travelling?
- Does Halima like English?
- Who dislikes mathematics?

- (ix) Who likes mathematics?
- (x) Does Ali dislike mathematics?
- (xi) What do Ali and Peter like and dislike?

Activity 6: Oral practice III

Answer the following questions.

- (i) Which do you prefer, rice or ugali?
- (ii) Which do you prefer, history or biology?
- (iii) Which do you prefer, running or swimming?

Activity 7: Reading practice III

Read the passage below and answer the questions that follow.

George has gone to pay a visit to his old friend, Barnaba.

“Welcome, George,” says Barnaba.

“Thank you my friend,” George says. “It’s too hot these days.”

Barnaba goes to the fridge. As he opens the fridge, he asks, “which would you prefer, a mango fruit or some mango juice?”



“I prefer mango juice,” says George. “That is just what I need in this heat.”
“Here it is,” says Barnaba. “Let me eat the mango then. You know I prefer eating fruit to drinking juice. That way you get the fibre too.”
“I still prefer juice,” laughed George. “It is so hot, I don’t even have the energy to peel the mango.”

After talking for some time, Barnaba gets up to cook. “So what would you prefer for lunch? I have rice, bananas, and *ugali*.”

“I think I prefer *ugali*.”

“Ok, which do you prefer, *sembe* or *dona*?”

George laughs. “Of course, I prefer *dona* my friend. It is better for you.”

Barnaba smiles. “You are right. Let’s go for *dona*.”

Questions

Question: *Does George prefer juice to fruits?*

Answer: Yes, he does.

Question: *Does George prefer fruits to juice?*

No, he doesn’t.

- (i) What does Barnaba prefer to eat?
- (ii) Does George prefer rice to *ugali*?
- (iii) Does Barnaba prefer juice to fruits?
- (iv) Does Barnaba prefer fruits to juice?

Activity 8: Grammar practice II

(a) Answer the following questions.

- (i) Where do you prefer to meet your friends, at home or at the shopping centre?
- (ii) What T-shirt do you prefer to wear, the white one or the blue one?
- (iii) Do you prefer playing sports or listening to music?
- (iv) Which do people prefer, taking a bus or taking a *bodaboda*?
- (v) Where would you prefer to live in Tanzania?

(b) **Look at the table and answer the questions that follow.**
(✓ stands for preference and x stands for non-preference).

Names	Subjects	
	Physics	Mathematics
George	✓	x
Rachel	x	✓
Barbara	✓	x
Grace	x	✓
Peter	✓	x
Sarungi	x	✓
Mbamba	x	✓

- Which subject does George prefer to study?
- Which subject does Mbamba prefer to study?
- Which subject does Grace prefer to study?



- Which subject does Barbara prefer to study?
- Which subject does Peter prefer to study?
- Does Sarungi prefer to study physics or mathematics?
- Does Rachel prefer to study physics or mathematics?

(c) Complete the following statements.

For example:

George and Barbara prefer physics to mathematics but Rachel and Grace _____.

George and Barbara prefer physics to mathematics but Rachel and Grace prefer mathematics to physics.

- (i) *Barbara and Peter prefer physics to mathematics but Grace and Sarungi _____.*
- (ii) *Mbamba and Sarungi prefer mathematics to physics but Peter and Barbara _____.*
- (iii) *Peter and George prefer physics to mathematics but Sarungi and Rachel _____.*
- (iv) *Mbamba and Grace prefer mathematics to physics but Barbara and George _____.*

Activity 9: Writing practice

Punctuate the following passage.

cold and hot drinks are a matter of personal preferences in cold weather hot drinks are infinitely preferable most people prefer hot tea or hot coffee personally I dont like hot drinks but when the weather turns bitterly cold I go for such drinks However i prefer drinking hot tea to hot coffee but my elder brother and my younger sister prefer coffee to tea the amount of sugar we add to our drinks depend on individual preference

Chapter Seven

FOR ONE USE ONLY
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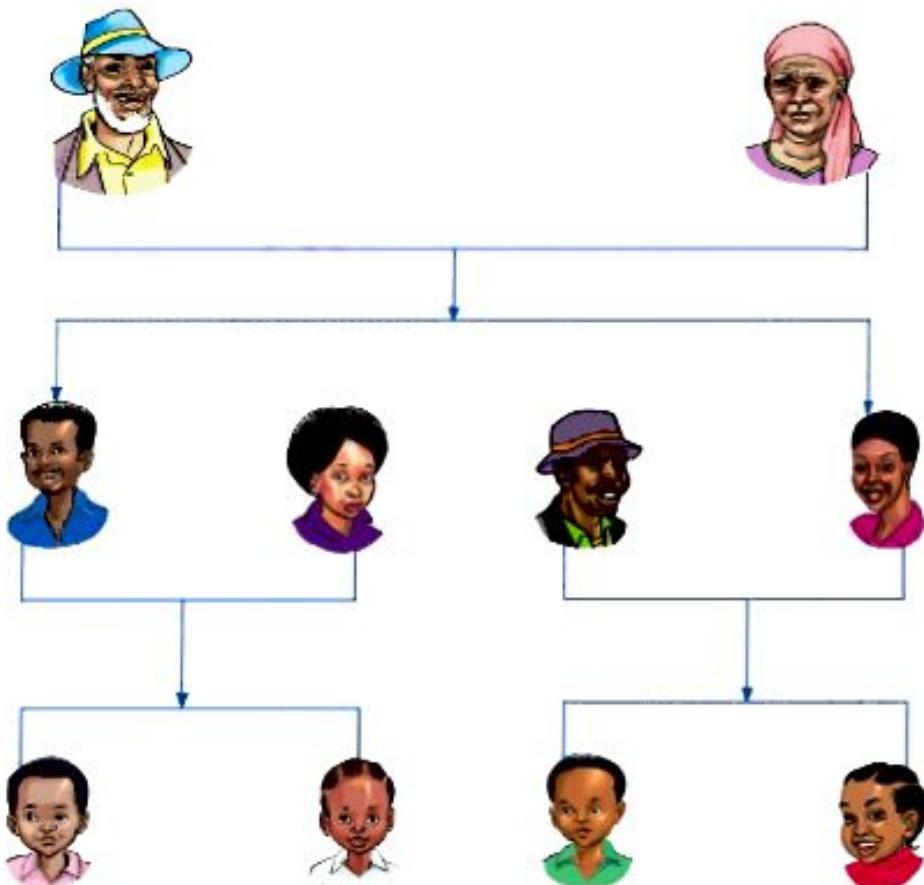
Family tree

Activity 1: Oral practice I

Answer the following questions.

- (i) What is your father's name?
- (ii) What is your mother's name?
- (iii) Do you have a brother? How old is he?
- (ii) Can you describe your grandmother?

Study Maganga's family tree below, read the passage, and then answer the questions that follow.



Activity 2: Reading practice I

Maganga's family tree

Maganga and Kalunde are husband and wife. They have two children, namely Ali and Suzy. Maganga and Kalunde are their parents. Maganga is their father and Kalunde is their mother. Ali is Maganga and Kalunde's son and Suzy is their daughter. Suzy is Ali's sister, and Ali is Suzy's brother.

Suzy is married to Peter and Ali is married to Upendo. Upendo is Suzy's sister-in-law, and Ali is Peter's brother-in-law. Maganga is Peter and Upendo's father-in-law. Kalunde is Peter and Upendo's mother-in-law.

John and Joyce are Suzy and Peter's children while Idi and Selina are Ali and Upendo's children. John, Joyce, Idi, and Selina are cousins. Peter is Maganga and Kalunde's son-in-law while Upendo is their daughter-in-law.

Ali is John and Joyce's uncle. John is Ali's nephew and Joyce is Ali's niece. Suzy is Idi and Selina's aunt. Idi is Suzy's nephew and Selina is Suzy's niece.

Maganga and Kalunde have two grandsons, namely John and Idi. They also have two granddaughters, namely Joyce and Selina. Maganga is the grandfather of John, Idi, Joyce and Selina. Kalunde is the grandmother of all these four children. Maganga and Kalunde are John, Idi, Joyce, and Selina grandparents. John, Idi, Joyce and Selina are Maganga and Kalunde's grandchildren.

Questions

- (i) *Maganga is Kalunde's _____.*
Answer: Maganga is Kalunde's husband.
- (ii) *Suzy is Maganga's _____.*
- (iii) *Peter is Ali's _____.*
- (iv) *Upendo is Kalunde's _____.*
- (v) *Joyce is Ali's _____.*
- (vi) *Selina is Suzy's _____.*
- (vii) *Idi is Selina's _____.*
- (viii) *Ali is John's _____.*
- (ix) *Peter is Maganga's _____.*

Activity 3: Oral practice II

Use Maganga's family tree to answer the following questions.

- (i) How many children does Maganga have?
- (ii) How many sons does Kalunde have?
- (iii) How many daughters do Maganga and Kalunde have?
- (iv) How many children do Suzy and Peter have?
- (v) How many children does Upendo have?
- (vi) How many grandsons do Maganga and Kalunde have?
- (vii) How many grandchildren do Maganga and Kalunde have?

Activity 4: Oral practice III

Use the family tree to answer the following questions.

- (i) Is Maganga Kalunde's husband?
- (ii) Are John, Idi, Joyce and Selina Maganga's grandchildren?
- (iii) Is Kalunde Maganga's wife?
- (iv) Is Maganga the father of Ali and Suzy?
- (v) Are Ali and Suzy Kalunde's children?
- (vi) Is Suzy, Maganga and Kalunde's daughter?

Activity 5: Oral practice IV

Sit in pairs or groups and play the following game based on Mr Maganga's family tree, using the first sentence as an example.

- (i) *I am Suzy's sister-in-law. Who am I?*
Answer: You are Upendo.
- (ii) I am Upendo's daughter. Who am I?
You are _____.
- (iii) I am Ali's niece. Who am I?
You are _____.
- (iv) I am John's sister. Who am I?
You are _____.

(v) I am Kalunde's husband. Who am I?
You are _____.

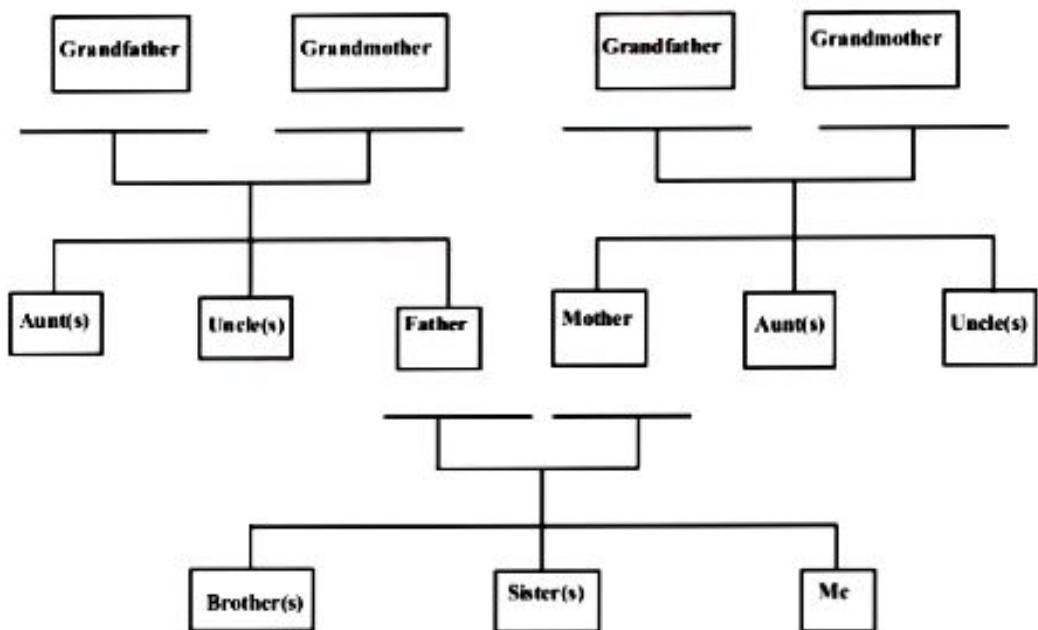
(vi) We are Idi's cousins. Who are we?
You are _____.

(vii) I am Selina's grandmother. Who am I?
You are _____.

(viii) I am Ali's brother-in-law. Who am I?
You are _____.

Activity 6: Writing practice I

Use the sample of a family tree below to write the names of your family members.



Activity 7: Vocabulary I

Choose the words provided in the box to complete the sentences.

**daughter-in-law, mother, brother-in-law, grandfather,
son, granddaughter, cousin, aunt, uncle, sister-in-law**

- (i) My sister's husband is my _____.
- (ii) My son's daughter is my _____.
- (iii) My father's wife is my _____.
- (iv) My daughter's daughter is my _____.
- (v) My mother's father is my _____.
- (vi) My uncle's daughter is my _____.
- (vii) My father's brother is my _____.
- (viii) My mother's brother is my _____.
- (ix) My father's sister is my _____.
- (x) My mother's sister is my _____.
- (xi) My aunt's son is my _____.

Introducing family members (Part I)

Activity 8: Oral practice V

In groups, take turns to practise the following dialogue to introduce your friend Issa to your family members.

John: Issa, this is Maganga, my grandfather.
Issa: It's nice to meet you, grandfather.
Grandfather: Nice to meet you too, Issa.
John: And this is Kalunde, my grandmother.
Issa: Oh! I'm glad to meet you, grandmother.
Grandfather: The pleasure is mine, grandson.
John: Also meet Mr and Mrs Ali. They are my uncle and aunt.
Issa: I'm very pleased to meet both of you.
Aunt and Uncle: We're happy to meet you too, welcome.
Issa: Thanks.

Introducing family members (Part II)

Activity 9: Oral practice VI

Sit in groups of seven. Consider yourselves members of one family: father, mother, brother, sister, aunt, grandfather and grandmother. First of all, take turns to practise within your groups. Then, take turns to introduce members of the family to the class.

Activity 10: Writing practice II

Write a short composition about your family. Use the following questions as a guide.

- (i) What is the name of your father?
- (ii) What is the name of your mother?
- (iii) How many brothers and sisters do you have and what are their names?
- (iv) What are the names of your uncles and aunts?
- (v) How many grandfathers and grandmothers do you have?
What are their names?
- (vi) Who else is in your family?

Describing occupations

Activity 11: Reading practice II

Read the passage below and answer the questions that follow.

Paul Ndesa is a young man, aged 22. He was born in Kirua Village in Moshi District. He is a cart puller at the main bus station in Arusha Town. He makes a living by carrying people's luggage. He has named his cart 'So Much Trouble (1)'. Paul Ndesa lives in Ngarenaro, a few kilometres from the town centre.



He wakes up very early in the morning in order to carry luggage for travellers. He says his work is difficult, but he manages to get enough money to live a decent life. He is now thinking of building a house. Unlike Paul Ndesa, some young men earn their living through illegal means. Such people often get into trouble with the police and end up in jail.

Questions

- (i) Where does Paul Ndesa work?
- (ii) What does he do to earn a living?
- (iii) Is he doing a legal job?
- (iv) How is he going to spend his money?

Activity 12: Vocabulary II

(a) Fill in the blanks with the right job.

- (i) My friend's father is a _____. He treats sick people.
- (ii) My friend's mother is a _____. She constructs buildings.
- (iii) My sister is an _____. She keeps accounts.
- (iv) My uncle is a _____. He cooks in a restaurant.
- (v) My brother is a _____. He teaches English.

(b) Match the items in Column II with the descriptions of people's occupations in Column I (A up to M).

Column I	Column II
A. A person who sells fruits is _____.	i. a receptionist
B. A person who types is _____.	ii. a hair dresser
C. A person who collects money in a bus is _____.	iii. a pilot
D. A person who cuts people's hair is _____.	iv. cobbler
E. A person who mends bicycles is _____.	v. a butcher
F. A person who mends shoes is _____.	vi. a dentist
G. A person who plaits people's hair is _____.	vii. a cook
H. A person who takes care of people's teeth is _____.	viii. a tailor
I. A person who flies a plane is _____.	ix. a fruit vendor
J. A person who sells meat is _____.	x. a barber
K. A person who cooks food in a hotel is _____.	xi. a mechanic
L. A person who makes shirts, dresses, etc., is _____.	xii. a typist
M. A person who receives visitors in an office is _____.	xiii. a bus conductor

Write your answers in the boxes below. 'A' is done for you.

A	B	C	D	E	F	G	H	I	J	K	L	M
ix												

Activity 13: Writing practice III

Write where the following people work. Number (i) has been done for you.

	Job	Place of work
i.	teacher	school
ii.	doctor	
iii.	accountant	
iv.	librarian	
v.	sports referee	
vi.	mechanic	
vii.	judge	
viii.	bar attendant	
ix.	shopkeeper	

Activity 14: Grammar practice I

Use the table below to form question tags. Number (i) and (ii) has been done for you.

	Name	Job
1.	Tom	carpenter
2.	Mariam	nurse
3.	Haji	teacher
4.	Rachel	receptionist
5.	Anna	driver
6.	Robert	pilot

- (i) *Tom is a carpenter, isn't he?*
- (ii) *Mariam isn't a teacher, is she?*
- (iii) *Rachel is a receptionist, _____?*
- (iv) *Haji is a teacher, _____?*
- (v) *Anna isn't a pilot, _____?*
- (vi) *Mariam is a nurse, _____?*
- (vii) *Robert is a pilot, _____?*

Expressing possession

Activity 15: Oral practice VII

Put all your things on your desks. Use the items on the desk to ask and respond to questions expressing possession. An example is provided.



Example:

Question: Is this your mathematical set?

Answer: *No, it isn't mine. It's yours.*

Yes, it's mine.

Continue with *ruler, exercise book, textbook, etc.*

Activity 16: Writing practice IV

(a) Read and write correct sentences from the table below.

	your	pen.
	my	ruler.
It is	her	books.
They are	his	house.
	their	car.
	our	school.
		parents.

(b) Write other five similar sentences.

(c) List things that the following members of your family own. The first sentence has been done as an example.

(i) My father _____.

My father owns a car, a house, and a farm.

(ii) My mother _____.

(iii) My sister _____.

(iv) My brother _____.

Activity 17: Oral practice VIII

In pairs, ask and answer questions about what the members of your family own. Examples are provided below.

Student A: What does your uncle own?

Student B: My uncle owns a farm.

Possessive pronouns

Activity 18: Grammar practice II

Complete the following sentences using possessive pronouns – ours, yours, mine, theirs, etc. One sentence has been done as an example.

(i) *This is my garden. It is _____.*
This is my garden. It is mine.

(ii) That is Amina's house. It is _____.

(iii) Those are my cows. They are _____.

(iv) These are their mangoes. They are _____.

(v) This is his shamba. It is _____.

(vi) This is your umbrella. It is _____.

(vii) These are our books. They are _____.

Activity 19: Writing practice V

(a) **Read and write correct questions from the table below.**

Example: Whose mangoes are those?

Whose	garden cows mangoes shamba umbrella	are is	these? that? those? this?
-------	---	-----------	------------------------------------

(b) **Read and write sentences from the table below.**

The cows	is	ours.
The garden	is	hers.
The mangoes	are	his.
The shamba		yours.
The umbrella		John's.
		Mana's.
		theirs.
		mine.

Describing people

Activity 20: Reading practice III

Study the descriptions of Nuru, Amina, and Maria below and do the exercises that follow.



Nuru is taller than Amina but shorter than Maria. Maria is bigger than Amina and Nuru. Amina is the shortest and the thinnest of the three.

Activity 21: Writing practice VI

(a) Construct correct sentences about Maria, Nuru, and Amina using words in the table below.

Maria		thinner		Maria.
Nuru	is	taller		Nuru.
Amina		bigger		Amina.

(b) Construct correct sentences about Maria, Nuru and Amina using words in the table below.

Maria		the	thinnest	
Nuru	is		tallest	
Amina			biggest	of all.

Describing appearances

Activity 22: Oral practice IX

Describe the appearance of the dogs in the picture below.



Activity 23: Writing practice VII

Describe each dog correctly.

Examples: Janja is small.

Tanya is smaller than Janja.

Simba is the biggest.

Activity 24: Oral practice X

Use the same descriptions to describe people/things you know.

Examples: My brother is short.

Their house is big.

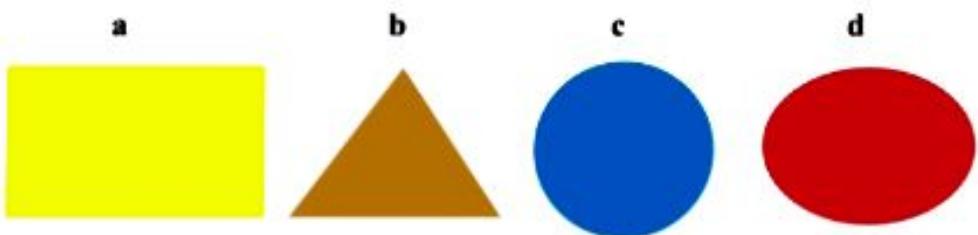
My friend's sister is tall.

My mother is taller than my father.

Describing shapes and colours

Activity 25: Oral practice XI

Study the figures below and answer the questions that follow.



- (i) What shape is Figure *a*?
- (ii) What shape is Figure *b*?
- (iii) What shape is Figure *c*?
- (iv) What shape is Figure *d*?
- (v) What colour is Figure *a*?
- (vi) What colour is Figure *b*?
- (vii) What colour is Figure *c*?
- (viii) What colour is Figure *d*?

Activity 26: Writing practice VIII

Fill in the table then make sentences to describe the colour of each fruit.

Example: An apple is a red fruit.

An apple is red.

Fruit	Colour
apple	red
lemon	—
mango	—
banana	—
passion	—
guava	—
orange	—

Describing behaviour

Activity 27 : Reading practice IV

Read the text below.

Zundo is a stubborn boy. He disobeys his parents and disrespects his elders. Although he was selected to join secondary school he refused to go. His parents tried to force him, but he asked them to leave him alone. At home, he did not do any chores, and he lived by stealing other people's things. His parents have warned him that he will end up in prison but he does not listen to them.



Activity 28: Writing practice IX

(a) Write down five words that describe Zundo's behaviour.

- (i) _____
- (ii) _____
- (iii) _____
- (iv) _____
- (v) _____

(b) Write the opposite of the qualities listed in the following table. The opposite of the first quality is provided as an example.

Word	The opposite
hardworking	lazy
cruel	—
rough	—
sincere	—
careless	—
generous	—

(c) Use the qualities from the table above to make sentences.
(d) Group the words in the box below into good and bad behaviours.

rude good greedy generous gentle kind-hearted friendly
arrogant welcoming talkative proud cowardly selfish lazy
hardworking understanding careless

Bad behaviours	Good behaviours

(e) Use the picture above to complete the story about Zundo.

Chapter Eight

DO NOT DUPLICATE

Expressing opinions and feelings

Activity 1: Oral practice 1

Answer the following questions orally.

- What is your favourite football team? Why do you like it so much?
- Choose phrases from Table A and Table B to make 10 opinions about the strength of your school team.

Example

In my opinion our school team is strong because it has well trained players.

- Choose phrases from Table A and Table B to make 10 opinions about the weakness of your school team.

Example

In my opinion, our school team is weak because it does not have well trained players.

Table A

- In my opinion
- I personally think that
- In my views
- I'm of the view that

Table B

- well trained players
- disciplined players
- fast players
- very motivated players
- very talented players
- reliable sponsors
- passionate fans
- good coach

Activity 2: Writing practice I

- Use the following questions to write down your views on different topics. Give at least three views for each topic.**
 - What are your views on your school providing meals for students?
 - What are your views on the services provided at your health centre dispensary?
 - What are your views on corporal punishment in schools?

(iv) What are your views on motorcycle transport (*bodaboda*) services today?

(b) Explain the reasons for your views in (a).

Activity 3: Oral practice II

Answer the following questions orally.

(i) Have you travelled by bus recently?
(ii) Did you enjoy the bus journey? Why? Why not?

Activity 4: Reading practice

Read the text below and answer the questions that follow.



Dar es Salaam Rapid Transport (DART)

David lives in Arusha. He has come to Dar es Salaam for a meeting. Every morning, he takes a Dar es Salaam Rapid Transport (DART) bus to go to the meeting. At the weekend, he takes another (DART) bus to visit his friend, Dr Maridadi. While they are talking, David gives his views about DART buses. In his opinion, public transport in Dar es Salaam has improved greatly because of DART, and he wishes that similar projects be introduced in Arusha and in other cities of Tanzania. He is of the view that DART has reduced traffic congestion in the city, which means that people arrive on time at work. However, he thinks that there should be more discipline in the use of DART services.

On the other hand, Dr Maridadi is of the view that the buses are too few; as a result, they are too crowded. In his opinion, this is the reason why passengers are not disciplined. At the same time, he thinks that they go too far when they do not respect the seats reserved for the elderly and disabled. In his view, although the DART buses have improved transport in Dar es Salaam, more improvement is still required. DART services need to be expanded to different parts of the city.

Questions

- (i) What are David's opinions about public transport in Dar es Salaam City?
- (ii) What are Dr Maridadi's opinions about public transport in Dar es Salaam City?
- (iii) What does the expression *go too far* mean?

Activity 5: Writing practice II

Write a paragraph expressing your opinion about transport challenges in your region.

- (i) Consider the following challenges: poor road conditions, rough drivers, shortage of buses lorries, careless pedestrians, careless passengers, unsafe, and high costs.
- (ii) Remember to use the following structures: *in my opinion*, *I personally think that*, *I am of the view that*, and *in my view*.

Expressing feelings

Activity 6: Oral practice III

Explain orally how people feel in the following sentences. Question (i) has been done as an example.

- (i) *He has not eaten any food today.*
How does he feel? He feels hungry.
- (ii) *I have been digging since morning.*
How do I feel? _____
- (iii) *Janet has not taken any water today.*
How does she feel? _____

(iv) John has hit you.
How do you feel? _____

(v) He has given her a birthday present.
How does she feel? _____

(vi) He has sustained a terrible knee injury.
How does he feel? _____

Activity 7: Writing practice III

(a) Construct ten sentences from the table below.

I		dizzy.
We		happy.
You		hungry.
She	feel	thirsty.
He	feels	sick.
Peter		tired.
Shabani		great.
Amina		angry.
		sad.
		confused.
		bad.

(b) Construct ten questions from the table below.

	I	dizzy?
	we	happy?
	you	hungry?
Does	she	thirsty?
Do	he	sick?
	Peter	tired?
	Shabani	great?
	Amina	angry?
		sad?
		comfortable?
		confused?
		bad?

Expressing state of health

Activity 8: Oral practice IV

Answer the following questions orally.

- (i) How will you feel if you are hit in the head?
- (ii) How will you feel if a bottle falls on your foot?
- (iii) How will you feel if I put pepper in your eyes?

Activity 9: Writing practice IV

Match the pictures with appropriate sentences. Write the number in the space provided. Number one has been done as an example.

1.		c	a) Mrs Seba has a backache.
2.			b) Halima has a cold.
3.			c) John has an injury.

4.		d) Rajab has a headache.
5.		e) Farida has a sprained hand.
6.		f) Francis has a sore throat.

Activity 10: Grammar practice I

(a) Use *Activity 9* above to answer the questions that follow. The first question has been done for you as an example.

(i) *Who is suffering from backache?*
Answer: Mrs Seba is suffering from backache.

(ii) Who is suffering from a headache?
(iii) Who is suffering from a cold?
(iv) Who is suffering from a sprained hand?
(v) Who is suffering from an injury?
(vi) Who is suffering from a sore throat?

(b) Answer the following questions. One has been done for you.

(i) *Is Farida suffering from a headache?*
Answer: No, she isn't.

(ii) Is Mrs Seba suffering from a sore throat?
(iii) Is Halima suffering from a backache?
(iv) Is Rajab suffering from a headache?
(v) Is John suffering from an injury?

Activity 11 : Oral practice V

Act out the following dialogue.

Student: Good morning, madam.

Doctor: Good morning young man, how are you?

Student: I'm not well madam.

Doctor: What are you suffering from?

Student: My eyes are hurting.

Doctor: Do you also have a headache?

Student: Yes, I sometimes have a headache.

Doctor: Have you taken any medication?

Student: Not yet.

Doctor: OK, let me examine your eyes.

Student: Thank you.



Activity 12 : Grammar practice II

(a) Read and write ten correct sentences using the table below.

What	are is am	you she I we they Juma Anna Halima he	suffering from?
------	-----------------	---	-----------------

(b) Read and write ten correct sentences using the table below.

You She I We They Juma Anna Halima He	are is am	suffering from	cholera. kwashiorkor. bilharzia. trachoma. asthma. pneumonia. toothache. flu. malaria. diarrhoea.
---	-----------------	----------------	--

(c) Write five similar sentences of your own.

Activity 1: Oral practice



Look at the picture and answer the following questions orally.

- What is happening in this picture?
- Do you have meetings like this in your school?
- What is the purpose of such meetings?

Activity 2: Reading practice

Read carefully the passage below and answer the questions that follow.

The meeting

I attended a meeting of the students' government yesterday. The meeting took place in the Form Two classroom. Members of the students' government arrived on time. At 10.00 a.m, the chairperson called the meeting to order.

The chairperson asked the secretary to read the items on the agenda. Then, the members discussed each item one by one. Each member took the opportunity to give his/her opinions. The secretary wrote the minutes of the meeting. At noon, the chairperson closed the meeting. All members stood up and clapped.

Questions

- (i) What did she do yesterday?
- (ii) What did the members of the students' government do?
- (iii) Before the agenda items were presented, what did the chairperson do?
- (iv) What did the secretary say to the members?
- (v) What did the chairperson do at the end?
- (vi) After the meeting was closed, what two things did the members do?

Activity 3: Grammar practice

(a) Use the verbs from Table A and Table B to make five sentences from each table. Use *I, you, he, she, they and we*.

Table A	Table B
opened	wrote
clapped	sent
walked	kept
entered	taught
brushed	made
played	ran
prayed	bought
showed	went
used	dreamt

shouted	sang
married	dug
divorced	did
killed	took
chased	drew

(b) Rewrite the following sentences in the negative form.

Example: (i) *They sang a song.*
They didn't sing a song.

(ii) *Halima worked hard.*
Halima didn't work hard.

- (i) They brushed their shoes.
- (ii) They played football.
- (iii) He shouted at me.
- (iv) She walked to school.
- (v) I entered the room.
- (vi) He taught me English.
- (vii) Collins took my book.
- (viii) We ate their oranges.
- (ix) Asha drew a picture.
- (x) They made noise.

(c) In the spaces provided, change the following statements into questions.

The first statement has been done for you.

(i) *I attended the meeting yesterday.*
Did I attend the meeting yesterday?

(ii) The teacher called them.

(iii) The children brushed their teeth in the morning.

(iv) The teachers held the meeting on Monday.

(v) The geography teacher showed us the world map.

(vi) We presented the plan to the school committee.

(vii) Pupils cleaned the classroom in the morning.

(viii) The chicken entered the pen in the evening.

Activity 4 : Writing practice

(a) Complete the story below by writing verbs in the correct form.

Yesterday, Mrs Juma __ (go) to the river to fetch some water. At the river, she __ (fill) her bucket with water. She then __ (carry) the bucket on her head. She __ (enter) the house and __ (leave) the bucket of water outside. Mr Juma __ (come) from the farm. He __ (is) very thirsty. He __ (drink) the water from the bucket. Later, he __ (rest) under a tree and __ (fall) asleep. In the evening, he __ (has) stomach pain. He __ (tell) his wife that he __ (drink) the water from the bucket. His wife __ (tell) him that the water in the bucket __ (is) not safe. His wife __ (take) him to a village dispensary.

Mr Juma __ (tell) the doctor that he __ (has) an upset stomach because he __ (drink) water from the river. The doctor __ (tell) him that it __ (is) not proper to drink water from the river. The doctor said that water from the river __ (is) unsafe. He __ (warn) that water from the river must be boiled before drinking. He __ (prescribe) medicines for Mr Juma. The pharmacist __ (give) Mr Juma medicines to take for five days.

(b) Write the jumbled sentences below in a logical order.

- (i) Mr Juma drank the water which was in the bucket.
- (ii) Mrs Juma left the bucket of water outside the house.
- (iii) Mr Juma was sick because he drank untreated water.
- (iv) Mrs Juma fetched the water from the river.
- (v) Mrs Juma took her husband to a dispensary.
- (vi) The water was not boiled when Mr Juma drank it.

Chapter Ten

Expressing future plans

Activity 1: Oral practice I

Answer the following questions orally.

Example: *What will Peter do tomorrow?*

Answer: *He will go to the supermarket (tomorrow).*

- (i) What will the doctor do tomorrow?
- (ii) It is your birthday tomorrow. What will you do?
- (iii) Tomorrow is Sunday. What will John do?
- (iv) Tomorrow is Friday. What will Hadija do?
- (v) Tomorrow is a market day. What will mother do?

Activity 2: Writing practice I

Write the answers in the questions above into negative forms in the spaces provided.

Example: *He will go to the supermarket tomorrow.*

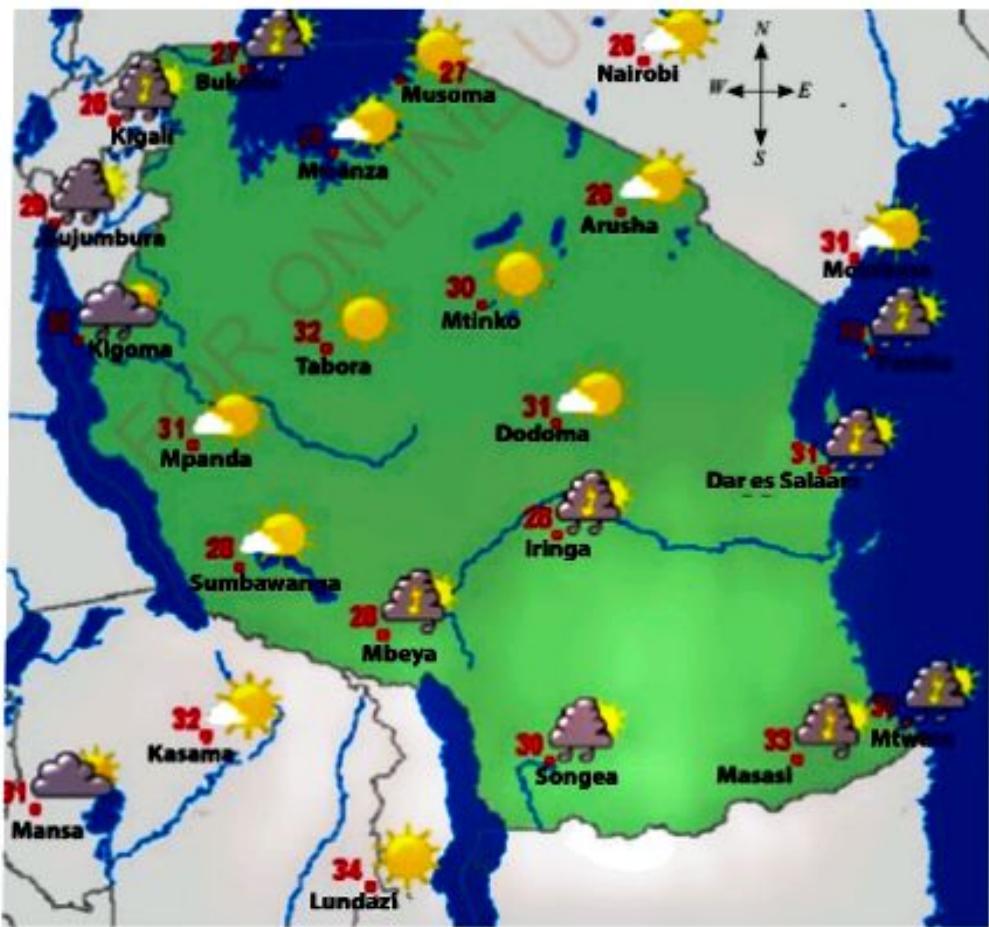
Answer: *He will not go to the supermarket tomorrow.*

- (i) _____
- (ii) _____
- (iii) _____
- (iv) _____
- (v) _____

Describing weather conditions

Activity 3: Oral practice II

Study the following weather symbols (icons) and use them to answer questions on the weather map of Tanzania.



Activity 4: Oral practice III

(a) Use the map above to answer the following questions.

(i) *What will the weather be like in Mbeya tomorrow?*

It will rain in Mbeya tomorrow.

(ii) *What will the weather be like in Songea tomorrow?*

(iii) *What will the weather be like in Dodoma tomorrow?*

(iv) *What will the weather be like in Mtwara tomorrow?*

(v) *What will the weather be like in Dar es Salaam tomorrow?*

(b) Use the weather map to answer the following 'Yes'/'No' questions.

Example: Is it going to be hot in Dodoma tomorrow?

Answer: Yes, it is going to be.

Answer: No, it is not going to be.

(i) *Is it going to be sunny in Mbeya tomorrow?*

(ii) *Is it going to be cloudy in Arusha tomorrow?*

(iii) *Is it going to be cold in Kigoma tomorrow?*

(iv) *Is it going to be hot in Sumbawanga tomorrow?*

(c) In pairs, use the weather map to ask more 'Yes'/'No' questions and answer them.

Activity 5: Reading practice

Read Rose's diary below.

Day	Preparation time
Monday	revise mathematics & physics
Tuesday	attend group discussion
Wednesday	take a quiz
Thursday	go to the library
Friday	revise Kiswahili and English
Saturday	do home assignments
Sunday	rest



Activity 6: Writing practice II

(a) Use Rose's diary above to write ten sentences using *going to* and *will*
Examples: On Monday, Rose is going to revise mathematics and physics.
On Monday, Rose will revise mathematics and physics.

(b) Answer the following questions using Rose's diary.

- (i) What will Rose do on Monday?
- (ii) Will Rose attend group discussion on Wednesday?
- (iii) Will Rose rest on Friday and Wednesday?
- (iv) What will she do on Tuesday and Thursday?

(c) Complete the following statements.

- (i) Rose will rest on Sunday and will attend group discussion on ____.
- (ii) On Saturday, Rose will do home assignments and on Friday
she will ____.
- (iii) She will revise mathematics and physics on ____.
- (iv) She is going to study Kiswahili on Friday and ____ on Sunday.

(d) Complete the following sentences using *will* or *going to*.

- (i) I __(visit) the orphanage next Monday.
- (ii) We __(discuss) the paper during preparation time.
- (iii) You __(attend) the meeting tomorrow.
- (iv) She __(pay) school fees on time.
- (v) Hamisi and James __(not drive) the car again.



- (vi) I am ___ (climb) Mount Kilimanjaro.
- (vii) I ___ (see) a doctor tomorrow.
- (viii) They are ___ (study) mathematics in the morning.

(c) Rewrite the following passage using *will*.

The meeting took place in a luxurious hotel. Half an hour before 10:00 a.m., all members were seated. The chairperson opened the meeting at 10:00 a.m. and read out the agenda. Members discussed the agenda items and agreed on the issues raised. The meeting ended at noon, and the chairperson announced the date of the next meeting.

Begin as follows: The meeting will take place in a luxurious hotel ...

(f) Punctuate the following sentences.

- (i) what is peter going to do tomorrow
- (ii) it is sunday tomorrow. what are you going to do
- (iii) it is going to be sunny in mbeya tomorrow
- (iv) is it going to be rainy in kilimanjaro
- (v) on monday rose is going to revise mathematics
- (vi) she will buy oranges mangoes pawpaws rice beans and sugar
- (vii) she will revise mathematics and geography on friday
- (viii) he is going to study english and kiswahili tomorrow

Intensive reading

Reading comprehension text I

Activity 1: Oral practice I

Answer the following questions orally:

- (i) What do you think will happen if you do not drink water for a long time? Why?
- (ii) What do you think will happen to flowers if they are not watered for a long time? Why?

Activity 2: Reading practice I

Read the text below and answer the questions that follow.

How water makes plants stand straight and firm

Water is necessary for life. Have you noticed what happens to the leaves of a plant that has been uprooted? Have you noticed the leaves of a tree that has been cut down? Their leaves turn dry and brown and then die. This is because they are getting no water. Their water supply has been cut off. Similarly, grass and small plants drop if they have had no rain for a long time. Their stems bend and their leaves hang down. But when rain comes, the plants grow straight and strong again.

When it rains, the rain-water soaks into the ground until it reaches the root hairs of the plant. The plant is made up of a large number of tiny cells. Because the plant is alive, the water can be passed up from cell to cell. Thus the water travels from the roots, up the stem and into the whole plant. This water reaches all the leaves of the plant.

On the underside of the leaves, there are little pores. These pores open and shut like little mouths. When the water reaches the leaves, it gradually evaporates out of the pores and goes into the air as water vapour.

So how can it make the leaves and stems of plants become straight and firm? To understand how water makes plants firm, think of a football. If you blow air into the ball, it becomes big and firm so that you can play with it. You can even kick it hard, but when you let the air out of the football, it becomes small and soft again.

Plants consist of many cells, and each cell is in some way like a football. When such cells are filled with water, they expand and become firm and when all the cells are filled at the same time, the whole plant becomes strong and stands straight.

Source: Ministry of Education (1977: pp. 36 - 37) (Adapted)

Write down the letter of the best answer to complete the following statements.

- (i) If a plant gets no water at all,
 - A. it flowers.
 - B. it droops.
 - C. it grows.

- (ii) When it rains,
 - A. plants become weak again.
 - B. plants bend down again.
 - C. plants stand up straight again.

- (iii) When rain water reaches the plant's root hairs,
 - A. the water enters them.
 - B. the water evaporates.
 - C. the water passes into the air.

- (iv) Plants pass water from cell to cell so that
 - A. water wets the leaves and the root hairs.
 - B. water travels from the roots to every part of the plant.
 - C. water reaches the stem and some of the leaves.

(v) From the pores on the underside of the leaves,

- the water evaporates into the air.
- the water goes into the roots.
- the water fills all the cells.

(vi) Like footballs,

- plant cells fill with air when they are blown up.
- plant cells travel up the stem from the roots.
- plant cells become weak when empty and firm when full.

(vii) When air fills a football,

- the football becomes small and soft.
- the football grows big and hard.
- the football stands up straight and strong.

(viii) When water fills all the cells of a plant,

- the plant droops to the ground.
- the plant looks just like a football.
- the plant stands up straight and strong.

Reading comprehension text II

Activity 3: Oral practice II

Answer the following questions orally.

- What are the most dangerous wild animals? Why?
- Is the buffalo a dangerous animal?
- What domestic animal resembles a buffalo?

Activity 4: Reading practice II

Read the text below and answer the questions that follow.

The buffalo

The African buffalo is rightly considered to be one of the most dangerous animals. For ages, he has been hunted by the natives of Africa for his delicious meat, and

for his tough hide, which can be made into hard shields. With the coming of the white man, he has also been hunted for his horns, which are kept as trophies. After killing the buffalo with a modern rifle, the white men take the horns to hang on the walls of their rooms, as a reminder of their skill in hunting.

Naturally, the animal which was unsuspicious at the beginning has become cautious and savage. Through hard experience, he has learned to attack swiftly, unexpectedly, and with great strength. He has learned to use all the advantages which the difficult countryside gives him, so that often hunters do not see him until they are very close to him and it is almost too late to defend themselves. Nevertheless, in spite of all these qualities, it is believed that the buffalo, like the elephant and other wild animals, has not always hated man. It seems that the buffalo's hatred is the result of sad experiences with men, who have always been enemies of wildlife.

When the buffalo is in a bad temper, he may attack without the least reason. There are many different causes for his bad temper, of course, and some of them are unknown to us. However, an old irritating wound, an internal disease, and the interruption of his afternoon sleep, are three of the most common reasons for his savage behaviour.

He is dangerous in yet another way. Of all the African animals, the buffalo is the only one which, when wounded, pursued, or attacked by man, leaves his tracks, lies in ambush, and rushes out of his hiding place to charge at the hunter from the side or back at close quarters. By using this method of attack, the buffalo has managed to claim many victims, and has earned the reputation of being one of the most dangerous animals of Africa.

Source: Ministry of Education. (1977: p. 84). (Adapted)

(a) Write down the topic sentence for each paragraph.

Paragraph 1. _____.

Paragraph 2. _____.

Paragraph 3. _____.

Paragraph 4. _____.

(b) Write down a sub-heading for each paragraph.

Paragraph 1. _____

Paragraph 2. _____

Paragraph 3. _____

Paragraph 4. _____

Reading comprehension text III

Activity 5: Oral practice III

Answer the following questions orally.

- (i) Give examples of chiefs you have read about. Who is your favourite chief?
- (ii) Give examples of queens you have read about. Who is your favourite queen?

Activity 6: Reading practice II

Read the text below and answer the questions that follow.

The Sacrifice - Part 1

Over a hundred years ago, in Northern Nigeria, there lived a fierce chief called Apa. He was the chief of the Jukuns, a brave and warlike tribe, and they made war on the peace-loving Igala people. At that time, the Igala people were ruled by a very beautiful queen whose name was Ebule-Jonu. She was a good and just ruler and all her people loved her very much. The Igala people feared that the Jukuns wanted to force them to become slaves, and to seize their country which had belonged to their ancestors for many generations. For this reason they had to fight.

The situation became more and more serious, and the fighting grew fiercer and fiercer. Every evening the women of Igala wept, as their husbands, sons, and lovers returned from battle exhausted and wounded, or did not return at all. Many plans were made, but they brought no success, and Ebule-Jonu became very worried. Her councillors wanted to seek the advice of a learned soothsayer who lived in the desert. Ebule-Jonu had wanted her people to win the war on their own without asking for advice. At last, however, she allowed the councillors to go.

They travelled with great care, because their journey led them through the enemies' camp. It was there where the youngest councillor lost his life. He drew

attention to himself while the eldest councillor led the others to safety. They went on sorrowfully through the hot dry desert until, at last, they reached the soothsayer's cave. They waited while he tried many different kinds of magic, and then he told them his answer. They travelled home quickly, and even more sadly than they had come, because of the soothsayer's words. He had said that victory in the war could only be won if they performed certain religious ceremonies, including a terrible sacrifice from among the Igala people.

Source: Ministry of Education (1977: p. 58)

Questions

- (i) Who was Apa?
- (ii) Why was Apa feared?
- (iii) Why did the Igala people love Ebule-Jonu?
- (iv) Why did the women of Igala weep?
- (v) Why was Queen Ebule-Jonu worried?
- (vi) What was the role of the soothsayer?
- (vii) Where did the learned soothsayer live?
- (viii) Why did the Igala people travel with great care?
- (ix) What were the Igala people supposed to do to win the war?
- (x) What do you think was a terrible sacrifice?

Activity 7: Oral practice IV

Discuss the following question in groups.

How would the story end?

Chapter Twelve

DO NOT DUPLICATE

Reading literary works

Reading short stories

Activity 1 : Picture study

Mabala the Farmer

Look at the picture of *Mabala the Farmer* and answer the questions that follow.



- (i) What do you see in the picture?
- (ii) What is the woman doing?
- (iii) What is the man doing?

- (iv) What do you think the man had been doing before he sat under the tree?
- (v) There is a hoe in the picture. Whose hoe do you think it is?
- (vi) Why do you think the man is sitting under the tree?

Activity 2 : Title study I

Study the title *Mabala the Farmer* and answer the following questions.

- (i) What do you think this book is about?
- (ii) What does a farmer do?
- (iii) Mention any member of your family who is a farmer.

Activity 3 : Reading practice I

Read the extract from *Mabala the Farmer* and answer the questions that follow.

Mabala was born in Dar es Salaam when Dar es Salaam was still a small town. In fact, his parents came from Tabora but they moved to Dar es Salaam before Mabala was born. So Mabala grew up in Dar es Salaam. He went to primary school. He completed Standard Eight in 1961, the year of Independence. He got a job working for a company in Dar es Salaam. He worked in the office for 25 years and finally became a chief clerk.

However, Mabala had two problems. The first problem was that when he started life he was not careful with his money. He liked to spend it and enjoy himself. So he had no savings, he never built a house, he didn't look for a farm, he made no preparations for the future. In 1975 he married a girl called Mauja. Mabala met her when she came from Tabora to visit her brother who was working in the same company as Mabala. Mabala married her and lived a happy life with his wife, spending and spending, but he still did not make any preparations for the future. Then in 1979, after a lot of worries, Mauja at last gave birth to a baby daughter. They called her Martina. Mabala now realized he had to save and to prepare for the future. He tried to save from his salary but this was the time when prices went up... and up ... and up. Mama Martina tried to help him by making mats and

selling them, but still the prices went up. She started to cook chapatis to sell, but still the prices went up. Finally, Mabala and his wife realized that this life was impossible. They were running faster and faster but they were not moving at all. They were working harder and harder but their life remained the same. So one day Mabala and his wife sat down and discussed what to do. Martina was now ready to go to Standard One and they didn't even know how they would buy the uniform.

This brings me to Mabala's second problem. My friend Mabala had a good heart; he was generous; he helped others; he worked hard, but he was stubborn. If he decided to do something, you could never change his mind. Even if you proved to him that he was wrong; he would not change his mind. His wife knew this. She realized that sometimes it was a waste of time to argue with him. Maybe this was because Mabala grew up without any relatives except his parents. He was the only child. His father was also the only child and his parents, Mabala's grandparents, had died soon after he had moved to Dar es Salaam.

Source: Mabala R. S. (1988: pp. 1 - 2)

Questions

- (i) What is the story about?
- (ii) Mention the names of people in the text.
- (iii) Where do the people in the text come from?
- (iv) Which are Mabala's two problems?
- (v) What do the people in the text do?

Activity 4 : Reading practice II

Continue to read the extract from *Mabala the Farmer* and answer the questions that follow.

Maybe here we can say that Mabala had a third problem, a problem which was not his fault. He had never lived in a village. He had never cultivated a farm. He did not know how hard the work was. He had listened to the radio and he had read

books and he thought that life in the village was wonderful. So, one day he called his wife and said to her "Mama Martina, we are doing nothing here in town. Let's go to the village. Life on the farm is easier than life in town. You wake up when you want to, you plant, you weed, you harvest, you eat. No problem."

Mama Martina grew up in the village. She told him: "Bwana, life on the farm is not easy. You have to work hard. Of course, if you work hard, you can have a good life, but you have to work very hard."

"That's not true, Mama Martina. You know it's not true. Let's go to the village. May be we can get a better life," said Mabala.

"But you will have to work hard. If we don't work hard we will fail," Mama Martina insisted.

"Rubbish," said Mabala again, "You dig, you plant, you weed, you eat. No problem."

Mama Martina realized her husband was in his stubborn mood so she told him, "All right. But it is no good doing things too fast. I have some relatives in Morogoro. They tell me that there is a lot of land. Let me go to see them and then the first year I will cultivate there while you continue to work here. If I succeed, you can resign next year and join me on the farm."

Mabala agreed, so that year Mama Martina moved to her relatives in Morogoro. She got a farm of ten acres. Of course, that year, she couldn't cultivate the whole farm but she planted according to the instructions of the Bwana Shamba and she used fertilizer in the right way so she got 60 bags of maize. Now, 60 bags of maize were more than Mabala's salary for the whole year. So they decided Mabala would resign and come to join his wife in the village, together with Martina.

Source: Mabala R. S. (1988: pp. 2 - 4)

Questions

- (i) What is Mabala's third problem?
- (ii) Why does Mauja consider Mabala stubborn?
- (iii) In Mabala's opinion, what is life like in the village?
- (iv) In Mauja's view, what is life like in the village?
- (v) What have you learned from this story?

Activity 5: Writing practice

Use the character analysis grid below to describe characters by putting a tick (✓) where applicable.

	Hard worker	Lazy	Never changes	Wise	Stubborn
Mabala					
Mauja					

Activity 6: Oral practice I

Provide reasons for your answers in Activity 5 above. For example, say why you think that Mauja or Mabala is stubborn.

Kalulu the Hare: How Kalulu became chief of the village

Activity 7: Oral practice II

Look at the picture below and answer the questions that follow.



- (i) What do you see in the picture?
- (ii) What do you know about these animals?
- (iii) How are these animals represented in stories?
- (iv) What else do you see apart from animals?

Activity 8 : Title study II

Study the title *How Kalulu became chief of the village*, and then answer the following questions.

- (i) Why do people steal?
- (ii) What happens to thieves who are caught?

Activity 9: Reading practice III

Read the extract from *Kalulu the Hare: How Kalulu became chief of the village (Part I)* then answer the questions that follow.

All the beasts lived in one village. One day they began to quarrel. They quarrelled about who should be chief. Those who quarrelled were Elephant, Lion, Hyena and Kalulu the Hare.

Elephant said, "I must be chief because when I call, all things hear my great voice."

Lion said, "When I call, all things hear and are afraid. So I should be chief."

Hyena said, "I must be chief because when I laugh all things run away and hide."

Hare said, "Why do we quarrel? When I speak, all things hear me and do as I say. So I should be chief."

Then Elephant and Lion and Hyena said, "No, no! You have a little voice. No one hears you."

Then Lion said, "We will see whose voice is heard. We will all go on a journey together. When we have gone far, we will turn back. Then each of us will call to his wife from far away. Each of us will call to his wife and tell her to make ready some food. When we go back to the village, we shall know which one has the greatest voice; for his wife will have food ready for him."

And Elephant and Hyena and Kalulu the Hare said, "Yes, yes, we will do this."

Then Lion and Elephant and Hyena told their wives, "We are going on a journey far away. When we turn back we will call to you. When you hear us call, you will make ready some food." And the wives said, "When you call to us, food shall be made ready"

Hare said to his wife, "I shall call to you with a voice which is heard by all and which is above all. When you hear that voice, make ready some food."

Then Kalulu's wife said, "I know what you mean."

Lion, Elephant, Hyena and Hare went out of the village. They journeyed all day, and at night they slept. Next day they went on. They became very tired with their travelling.

Then Hare saw a big black cloud in the sky. He knew that there would be rain and thunder. Then Hare said, "See, there is a big black cloud in the sky and we are far from the village. Shall we stop now and turn back?"

And Lion, Elephant and Hyena said, "Yes, yes. The village is now far away. We will turn back now and we will call to our wives, telling them to make food ready."

Source: Worthington, F. (1986).

Questions

- (i) What is the story about?
- (ii) Mention the names of the animals in the text.
- (iii) What are the animals quarrelling over?
- (iv) How does the quarrel end?

Activity 10: Reading practice IV

Continue to read the extract from *Kalulu the Hare: How Kalulu became chief of the village (Part II)* and answer the questions that follow.

As they said this, there was a great noise of thunder, and the rain began to fall. Then they began to call to their wives to make food ready. First, Elephant called. He called with a very great voice. Then Lion called; and, when he called, all things were afraid. Then Hyena called, and his laugh was fearful and all things ran away and hid. And last of all Kalulu called; but Kalulu's voice was very small, and Lion, Elephant and Hyena laughed a great deal at Hare's small voice. Then they began to travel back to the village.

As they travelled rain fell. Much rain fell because there was a very big black cloud. There was much lightning in the sky and thunder.

At least they came to the village, and they went first to Lion's house. But Lion's wife was not in the house. She had gone to visit some friends. She had not heard him call. She had not heard because of the thunder. And Lion was very angry.

Then they went to Elephant's house. But Elephant's wife was playing with her children. She said, "I did not hear you call." And Elephant was very angry.

Then they went to Hare's house. And, as they went, they smelled a smell of good food cooking. And Hare's wife came out of the house and said, "I heard the call of Kalulu and have made ready food for his friends."

Then Lion, Elephant and Hyena said, "You are chief of the village. Our voices were not heard, but your voice was heard."

When Kalulu went out on the journey he said to his wife, "I will call you with a voice which is heard by all and which is above all." It is the voice of thunder. It is above all because it is in the sky.

So when Kalulu's wife heard the thunder, she made ready the food.

That is how Kalulu became chief of the village.

Source: Worthington, F. (1986)

Questions

- (i) What happened when the animals heard a great noise of thunder?
- (ii) What happened when the animals arrived back to the village?
- (iii) Did the wives of the animals cook food?
- (iv) How did Hare become chief?
- (v) Which animal do you like?
- (vi) Which animal do you dislike?
- (vii) Do we have people who behave like the animals in this story?

What do you learn from this passage. Tick (✓) the relevant lessons.

- (i) Peaceful settlement of conflict
- (ii) People should not be friendly
- (iii) People should keep their promises
- (iv) People should use tricks to win

Reading poems

The Smiling Orphan

Activity 11: Oral practice III

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

And when she passed away,
They came,
Kinsmen came,
Friends came,
Everybody came to mourn her.
Hospitalized for five months
The ward was her world
Fellow patients her compatriots
The meagre hospital supply-her diet.

When she was dying,
Her son was on Official Duty,
The State demanded his Services,
Her only daughter, uneducated,
Sat by her
Crying, praying, waiting for an
answer,
From God far above
Wishing, she spoke the language
Figures in white-coats do understand.
They matched, the figures did
Stiff, numb and deaf, to the cries and
wishes.
Of her dying mother

As she was dying.
Friends and kinsmen TALKED of her
How good, how helpful: a very
practical woman.
None reached her: they were too busy
There was no money,
Who would look after their homes?

They ought to be there for the funeral
So they swore.
The mourners shrieked out cries
As they arrived in the busy compound
of the dead.
Memories of loved ones no more
Stimulated tears of many.
They cried dutiful tears for the deceased
Now stretching their hands all over to
help.
The daughter looked at them
With dry eyes, quiet, blank
The mourners pinched each other
Shocked by the stone-heartedness
Of the orphaned.
She sat: watching their tears soak their
garments
Or in the soil around them; wasted.
That night, she went to her lover.
In the freshly made emergency grass
hut,
And let loose all ties of the
Conventional Dress she wore
Submitting to the Great Power, she
whispered:
'Now...
You and I must know Now...
Tomorrow you might never understand
Unable to lick tears...'

Was it so crucial their presence?

But when she passed away, they came,
Kinsmen came, friends hired cars to
come,
Neighbours gathered to mourn her,

And there was light
In the darkness of the hut
While outside
The mourners cried
Louder than the Orphan

Source: TIE (1996: pp. 48 - 50)

Questions

- (i) What is the title of the poem?
- (ii) What is the poem about?
- (iii) Who is speaking in the poem?
- (iv) Why were the people crying?
- (v) Who visited the woman in the hospital?
- (vi) Why were the mourners shocked at the funeral?
- (vii) Who helped the sick woman?
- (viii) Who did not help the sick woman?
- (ix) What did the orphaned girl do at the end? Why?
- (x) What do you think is the meaning of the last two lines?

Activity 12 : Oral practice IV

(b) In pairs / groups, discuss the following questions.

- (i) Mention the people you like in the poem. Explain why you like them.
- (ii) Mention the people you do not like in the poem. Explain why you do not like them.
- (iii) What have you learned from the poem?

A Rabbit Made Strong by Decree

Activity 13 : Oral practice V

Recite the poem below and answer the questions that follow.

The Lion once gathered the beastly
throng
And he decreed, without a stuttering
habit.
That from now on the one most
strong
Would be simply-the Rabbit.

The little Rabbit went into the wood.
And there was dancing, there was
singing there!
But from where a birch tree stood
Climbed down a Bear.

Get out of my way; the Rabbit
squeaked, You dummy!
Don't you see who's coming?
The Bear guffawed (How ludicrous
and grim).
He whacked the bunny in the midst of
laughter

And not one spot was left of him
Not even any fur thereafter
But from an oak the Owl raised up a
fuss
With its prophetic voice. 'You'll rue this
blunder.
The Rabbit was the strongest among us,
According to the Lion's law we're under.
He told us when we met, the wood's
aristocracy.
And here the bear began to cry- repeating
'O heaven, how could I know about the
Rabbit?
See, I wasn't at the meeting.'

Source: TIE (1996: p. 132)

Questions

- (i) What is the title of the poem?
- (ii) What is the poem about?
- (iii) Who is speaking in the poem?
- (iv) What did the Lion decree?
- (v) What happened in the wood?
- (vi) Is it true that the Rabbit was the 'strongest animal'? Explain.
- (vii) Why did the Bear kill the Rabbit?
- (viii) What is your opinion about the Lion's law?
- (ix) What does the poem teach you?

Activity 14 : Vocabulary

Describe the meaning of the following words as used in the poem.

gather, beastly, throng, decree, stuttering, squeaked, dummy, guffawed, whacked, and bunny.

Chapter Thirteen

DO NOT DUPLICATE

Media information



Introduction

Activity 1 : Oral practice I

Answer the following questions orally.

- (i) What is your favourite media? Why?
- (ii) What radio programmes do you listen to? Why?
- (iii) Which do you prefer, television or radio? Why?

Newspaper article I

Activity 2 : Reading practice I

Study the following example of a newspaper article and answer the questions that follow.

School meals to boost attendance in Kalala

Ludovick Sabayi, Dagadu

Attendance in Primary Schools in Kalala District Council is likely to increase, thanks to the newly launched school feeding programme.

The remark was made yesterday by the Director of Community Food Aid, Ms Joyce Mapunda, during the ceremony to kick-start school feeding in seven primary schools in Kalala ward.

"We are optimistic that providing free lunch to every pupil will encourage school attendance," she said expressing her opinion that school performance was going to be high in years to come.

According to the Director, the programme starts providing food in schools with high dropout rates in the ward and plans are underway to bring in seven more schools next year.

Schools which benefit from the school feeding programme this year include Kasele, Matete, Useba, Isima, Itutya, Esekya, and Matetema.

The District Commissioner, Mr Moses Kangaba, thanked the Community Food Aid for their support to the education sector in the district.

"The school feeding programme has come at an opportune time when most of our schools suffer high dropout rate," he said.

The Commissioner said that the dropout rate in the said schools has been among the highest in the region with 100 pupils dropping out annually.

The Chairperson of the Parents Association, Mr Muganda Mayenga, blamed parents who allowed their children to do manual jobs instead of going to school.

He said he believed that some pupils dropout because their parents encourage them to work in tobacco farms or do petty businesses.

Kalala is one of the districts in Dagadu Region which has the highest dropout rate in the country.

Daily Sun, Monday 20th March, 2017.

Questions

- (i) What is the article about?
- (ii) Why is attendance likely to increase in Kalala District?
- (iii) Who started the school feeding programme?
- (iv) What will encourage school attendance?
- (v) Which schools benefit from the school feeding programme?
- (vi) Why does the chairperson blame the parents?

Activity 3 : Writing practice I

- (a) In the first paragraph, the writer expresses an opinion. Write down the writer's opinion.

- (b) Write down opinions expressed in the third paragraph.

- (c) Write down an opinion expressed by the Chairperson of the Parents Association.

Newspaper article II

Activity 4 : Oral practice II

Answer the following questions orally.

- (i) What is female genital mutilation?
- (ii) Why is it carried out? Why do people oppose the tradition?

Activity 5 : Reading practice II

Read an example of a news article below and do the exercise that follow.

Legal action needed to stop FGM

Rodgers Lusembo, Mara

Female Genital Mutilation (FGM) is probably the worst practice carried out against young girls. This was revealed at a workshop recently.

The Chairperson of *Save That Girl*, Ms Angelo Marquiz, told participants in a one day workshop aimed at taking affirmative actions against FGM, that legal action was necessary to eliminate the practice.

“I think we should declare the practice illegal like crimes such as banditry, armed robbery and corruption,” she explained. She also noted that those who carry out the practice should be brought before the law.

An expert from *The Aid Now Africa*, Mr Perendino Matteso, explained that

FGM is not a one country issue. He added that the move may need involvement of many countries.

Mr Matteso said that young girls who underwent FGM are likely to suffer from psychological problems for a long time. He also said that these girls are likely to face difficulties during child delivery.

Ms Janet Moyo from *Save That Girl* felt that more serious action should be taken against FGM.

The Minister for Children and Women, Dr. Abubakr Hamis, said that the ministry has already prepared a bill to criminalize FGM.

“The bill against FGM shall be tabled and discussed in the next National Assembly meeting,” he reported.

Activity 6 : Writing practice II

Write down facts and opinions in the article above. In each case, mention the respective paragraph from which facts and opinions are presented. Summarize the information in the table below.

No. Paragraph	Facts	Opinions

Chapter Fourteen

TOPIC: FRIENDLY LETTERS
DO NOT DUPLICATE

Friendly letters

Activity 1 : Oral practice

(a) Answer the following questions orally.

- (i) Do you write letters to your friends?
- (ii) How often do you write?
- (iii) What do you write about in your letters?
- (iv) How many people still write letters these days? What kind of letters?

Activity 2 : Reading practice

(b) Read the following example of a letter and then answer the questions that follow.

A letter to Dativa

Ufyaambi Secondary School,
P.O.BOX 33,
Iringa.

30th May, 2018.

Dear Dativa,

I hope you are fine, I'm fine too.

I just wanted to tell you that I came first in this year's final exams. I'll receive a prize during the Form IV graduation ceremony next year.

In the coming holidays, I will visit my grandfather in Songwe. Maybe we can meet also.

Bye for now.

Yours,
Ernest

Questions

- (i) Where does the letter come from?
- (ii) When was the letter written?
- (iii) To whom was the letter addressed?
- (iv) What was the purpose of the letter?
- (v) How does the letter end?
- (vi) Who is the sender of the letter?

Activity 3 : Writing practice

- (a) Write a letter to your friend telling him/her that you expect to pay him/her a visit during your vacation. Observe the following order.**
 - (i) Write your personal address.
 - (ii) Write the date.
 - (iii) Greet the addressee.
 - (iv) State the purpose of the letter (Remember to include all the relevant information).
 - (v) End the letter and write your name.
- (b) Write a letter to your mother. Ask her to send you some money for buying a dictionary. Your address is**

Mapinduzi Secondary School,
P. O. Box 62,
Ipogolo,
Iringa.
- (c) The following sections of a letter are not in the correct order. Rearrange them.**
 - (i) Please write and tell me something about your school.
 - (ii) Rukwa Secondary School,
P. O. Box 90,
Sumbawanga.
 - (iii) Dear Sophy,
 - (iv) I haven't heard from you for a long time. I hope everything is fine there. We have been very busy this term and time passes very quickly. Looking forward to hearing from you soon.
 - (v) 5th October, 2017
 - (vi) We've taken part in many interesting events like sports, drama and inter-school debate competitions. We were all happy when our school came first in drama. I'll tell you more about life at our school when we meet during the holidays.
 - (vii) Yours,
 - (viii) Rehema

Chapter Fifteen

DO NOT DUPLICATE

Taking notes

Activity 1 : Oral practice I

Look at the picture and answer the following questions.

- (i) What is the teacher doing?
- (ii) What are the students doing?
- (iii) What can you say about the students?



Activity 2 : Oral practice II

Answer the following questions orally.

- (i) How do you take notes when you read or listen?
- (ii) Do you take notes when listening to the teacher? Why?
- (iii) If not, how do you decide what to write?
- (iv) Do you sometimes take notes when watching TV? Give reasons.

Activity 3 : Writing practice I

Close your books and listen to Seyyid Said's story read by the teacher. Write down important dates in the table provided.

Seyyid Said



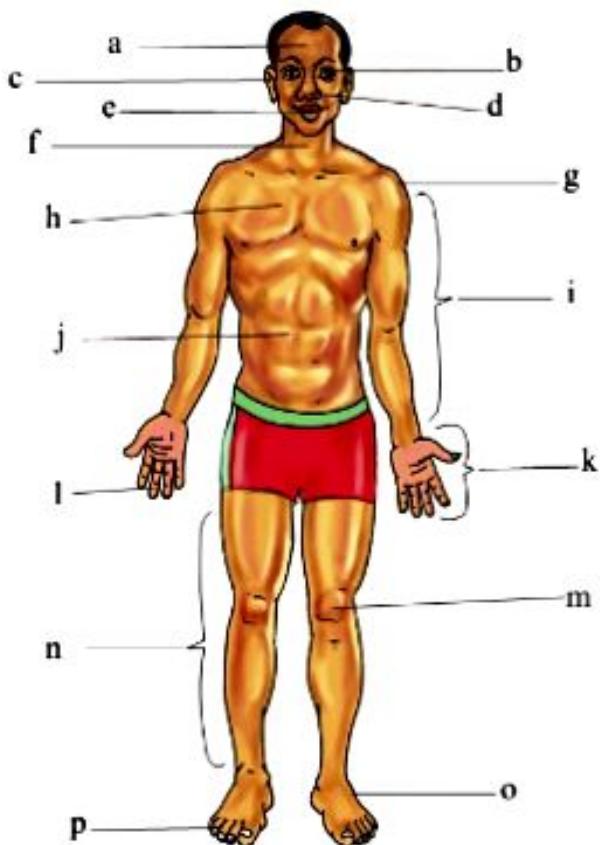
Seyyid Said was born in Muscat. In 1806, he became the Sultan of Muscat. Muscat was the capital of the sultanate. In 1840, he moved his capital from Muscat to Zanzibar. While in Zanzibar, he began to grow cloves. In 1845, Seyyid Said signed a treaty with the British to stop the slave trade in the Indian Ocean. In 1856, Seyyid Said died.

Table for writing down the dates.

Date	Event
_____	Ruler of Muscat
_____	Capital moved to Zanzibar
_____	A treaty to end slave trade
_____	Died

Activity 4: Writing practice II

(a) Listen carefully and write down parts of the body.



The human body has many organs. The organs include the head, hands, neck, chest, waist, legs and feet. The head houses the brain. The brain is the central decision making organ of the body. The head has many organs. These include the hair, eyes, nose, mouth, ears, and the forehead.

Organs of the head

- (i) _____
- (ii) _____
- (iii) _____
- (iv) _____
- (v) _____

Activity 5 : Writing practice III

Listen carefully and draw as instructed.

- (i) Draw two rectangles side by side.
- (ii) On top of each rectangle, draw an isosceles triangle.
- (iii) Name the figure you have drawn.

Activity 6 : Reading practice

Read the passage carefully and make notes about the following.

- (i) How does HIV cause diseases?
- (ii) What is the effect of antiretroviral therapy (ART)?
- (iii) How can we prevent the transmission of HIV?

It is important for the young generation to get relevant information about Human Immunodeficiency Virus (HIV) and Acquired Immunodeficiency Syndrome (AIDS). Young people are in danger of being infected with HIV because they lack important information about the disease.

AIDS is caused by the virus called HIV which attacks the body's immune system, specifically CD4 cells, often called T cells. Over time, HIV can destroy so many of these cells that the body cannot fight off infections and disease. Some diseases and cancers take advantage of the weak immune system. When a person starts

suffering from these diseases, we say that the person has developed AIDS and unless treatment is given immediately, the person can die of AIDS.

Once a person has HIV, she or he has it for life. Unlike some other viruses, the human body cannot get rid of HIV completely, even with treatment. However, with proper medical care, HIV can be controlled. The medicine used to treat HIV is called antiretroviral therapy (ART) and if taken the right way, every day, this medicine can greatly prolong the lives of many people infected with HIV, keep them healthy, and lower their chance of infecting others. Before the introduction of ART in the mid-1990s, people with HIV could progress to AIDS in just a few years. Today, someone diagnosed with HIV and treated early before the disease is far advanced can live nearly as long as someone who does not have HIV. That is why it is so important to test for HIV and anyone who tests positive should start ART immediately.

Unprotected sex is by far the largest cause of HIV transmission from one person to another and young people are the most affected by this. It is therefore the responsibility of the government, together with parents, religious and community leaders to protect the young people by creating awareness about responsible behaviour and norms and the responsibility of young people to use this awareness wisely.

Activity 7 : Writing practice IV

Listen carefully and write down the main points.

In 2010, Nditi retired from government service after working as a court clerk for 35 years since his employment in 1975. Fortunately, he had his own two-acre farm; therefore, rather than sitting at home doing nothing, he started to grow rice.

In 2011, he only harvested 10 bags due to poor rains but, the following year, his harvest increased to 30 bags. In 2013, the rains started on time and he was ready. He planted on time and weeded on time. That year, he harvested 50 bags of rice.

Served Government for: _____ years

Employed: _____ year

Farm size: _____ acres

Harvest in 2011: _____ bags

Harvest in 2012: _____ bags

Harvest in 2013: _____ bags

Chapter Sixteen

DO NOT DUPLICATE

Forms and diaries

Forms

Activity 1 : Oral practice I

Answer the following questions orally.

- (i) What forms have you ever seen?
- (ii) What were the forms for?
- (iii) What information was required?

Activity 2 : Reading practice I

Study the form below and answer the questions that follow.

NGARA HOSPITAL

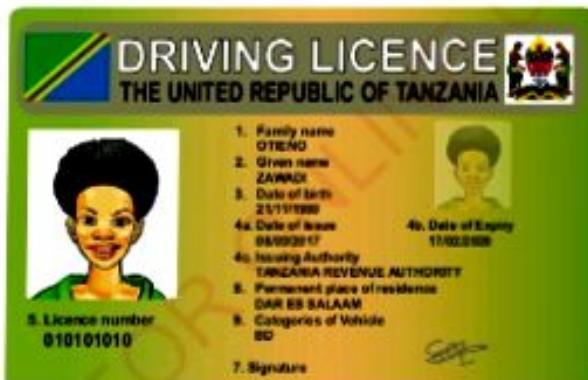
File no:	NH/23/34
First name:	MINANI
Middle Name:	BENDA
Surname:	NDAJE
Address:	P.O.BOX 57 NGARA
Sex:	MALE
Age:	8 YEARS
Weight:	30 kgs
Date of birth:	06/02/2008
Nationality:	Tanzanian

Questions

- (i) What is his first name?
- (ii) What is the name of the hospital?
- (iii) How old is he?
- (iv) What is his nationality?
- (v) What is his surname?
- (vi) When was he born?
- (vii) What is his physical address?
- (viii) What is his middle name?

Activity 3 : Writing practice I

Look at the sample of the driving licence below



Using the sample of the driving licence above, fill in the required information below.

- (i) The surname (family name) _____
- (ii) The first name _____
- (iii) The date of birth _____
- (iv) The date of issue _____
- (v) The expiry date _____
- (vi) The issuing authority _____
- (vii) The permanent place of residence _____

Activity 4 : Reading practice II

Look at the form above and answer TRUE or FALSE to the following questions.

- (i) The surname is Otieno. _____
- (ii) The first name is Zawadi. _____
- (iii) Her age is 30 years. _____
- (iv) Her place of residence is Dodoma. _____
- (v) The Immigration Office issued the licence. _____

Activity 5 : Oral practice II

Identity card game

In groups of three, take your friend's school Identity (ID) card and read out the details to the third person.

Example: Her name is Diana.

This is her picture.

She studies at Mtakuja Secondary School.

She is in Form One A.

Her Identity Card Number is 00236876.

Activity 6 : Writing practice II

(a) Fill in the following form.

MKONZE SECONDARY SCHOOL P.O BOX 3499 - DODOMA			
ADMISSION FORM, 2019			
1. Student Information			
Student's Name	First Name	Middle Name	Family Name
Gender(F/M)	Date of birth		
	Day	Month	Year
Place of Birth	Country of Citizenship		
	City/ Country		
2. Family Information			
Father		Mother	
First Name	Family Name	First Name	Family Name
Place of Birth	City/Country		
Country of Citizenship			
Phone Daytime/ Evening			
Email Address			
Postal Address			

(b) After filling in the form, exchange it with your neighbour. Use your neighbour's form to write a short passage about him/her.

Begin writing as follows: *She is called Rose. Her family name is...*

Writing diaries

Activity 7: Oral practice III

Answer the following question orally.

- (i) What is a diary?
- (ii) Why do you keep a diary?

Writing a diary

Activity 8 : Reading practice III

(a) Look at John's diary notes below and answer the questions that follow.

Monday	English test, rained heavily
Tuesday	Heavy rain, planted beans in the evening
Wednesday	Donated blood at the Red Cross, watched a football match
Thursday	Felt feverish, went to hospital, took blood test, diagnosed for malaria, started a dose
Friday	Rested at home
Saturday	Visited my friend – Mark
Sunday	Went to church, received visitors at home

Questions

- (i) What did John do on Monday?
- (ii) What did John do at the Red Cross?
- (iii) What was the weather like on Monday and Tuesday?
- (iv) How did John feel on Thursday?
- (v) When did John do farm-work?
- (vi) What did John do on Friday?

(b) **John is a car mechanic. Use the information below to answer the questions that follow.**



Date	Activity
1. Monday	Fix Pili's car
2. Tuesday	Fix the hospital ambulance
3. Wednesday	Service the school buses
4. Thursday	Repair the breakdown van
5. Friday	Tow Juma's van to the workshop
6. Saturday	Repair Juma's van
7. Sunday	Go to the beach

Questions

- (i) What will the mechanic do on Monday?
- (ii) When will the mechanic fix the hospital ambulance?
- (iii) What will the mechanic do on Saturday?
- (iv) When will the mechanic service the school buses?
- (v) What will the mechanic do with Juma's van?

Activity 9 : Writing practice III

(a) In the table below, write down school activities for next week.

Day	Time	Activity
Monday	Morning	
	Afternoon	
	Evening	
Tuesday	Morning	
	Afternoon	
	Evening	
Wednesday	Morning	
	Afternoon	
	Evening	
Thursday	Morning	
	Afternoon	
	Evening	
Friday	Morning	
	Afternoon	
	Evening	
Saturday	Morning	
	Afternoon	
	Evening	
Sunday	Morning	
	Afternoon	
	Evening	

(b) Prepare a diary page in your exercise book. Write down activities which you are going to do next week. Note that the activities should be realistic.

(c) Use the information in (b) to write down a passage on what you will do next week.

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Appendix: List of Common Irregular Verbs

Base Form	Past Simple	Past Participle	3rd Person Singular	Present Participle /Gerund
abide	abided/abode	abided/abode/abidden	abides	abiding
alight	alighted/alit	alighted/alit	alights	alighting
arise	arose	arisen	arises	arising
awake	awoke	awoken	awakes	awaking
be	was/were	been	is	being
bear	bore	born/borne	bears	bearing
beat	beat	beaten	beats	beating
become	became	become	becomes	becoming
begin	began	begun	begins	beginning
behold	beheld	beheld	beholds	beholding
bend	bent	bent	bends	bending
bet	bet	bet	bets	betting
bid	bid/bade	bid/bidden	bids	bidding
bind	bound	bound	binds	binding
bite	bit	bitten	bites	biting
bleed	bled	bled	bleeds	bleeding
blow	blew	blown	blows	blowing
break	broke	broken	breaks	breaking
breed	bred	bred	breeds	breeding
bring	brought	brought	brings	bringing
broadcast	broadcast/broadcasted	broadcast/broadcasted	broadcasts	broadcasting
build	built	built	builds	building
burn	burnt/burned	burnt/burned	burns	burning
burst	burst	burst	bursts	bursting
bust	bust	bust	busts	busting
buy	bought	bought	buys	buying
cast	cast	cast	casts	casting
catch	caught	caught	catches	catching
choose	chose	chosen	chooses	choosing
clap	clapped/clapt	clapped/clapt	claps	clapping
cling	clung	clung	clings	clinging
clothe	clad/clothed	clad/clothed	clothes	clothing
come	came	come	comes	coming
cost	cost	cost	costs	costing
creep	crept	crept	creeps	creeping
cut	cut	cut	cuts	cutting
dare	dared/durst	dared	dares	daring
deal	dealt	dealt	deals	dealing
dig	dug	dug	digs	digging
dive	dived/dove	dived	dives	diving

<i>do</i>	<i>did</i>	<i>done</i>	<i>does</i>	<i>doing</i>
<i>draw</i>	<i>drew</i>	<i>drawn</i>	<i>draws</i>	<i>drawing</i>
<i>dream</i>	<i>dreamt/dreamed</i>	<i>dreamed/dreamt</i>	<i>dreams</i>	<i>dreaming</i>
<i>drink</i>	<i>drank</i>	<i>drunk</i>	<i>drinks</i>	<i>drinking</i>
<i>drive</i>	<i>drove</i>	<i>driven</i>	<i>drives</i>	<i>driving</i>
<i>dwell</i>	<i>dwelt</i>	<i>dwelt</i>	<i>dwells</i>	<i>dwelling</i>
<i>eat</i>	<i>ate</i>	<i>eaten</i>	<i>eats</i>	<i>eating</i>
<i>fall</i>	<i>fell</i>	<i>fallen</i>	<i>falls</i>	<i>falling</i>
<i>feed</i>	<i>fed</i>	<i>fed</i>	<i>feeds</i>	<i>feeding</i>
<i>feel</i>	<i>felt</i>	<i>felt</i>	<i>feels</i>	<i>feeling</i>
<i>fight</i>	<i>fought</i>	<i>fought</i>	<i>fights</i>	<i>fighting</i>
<i>find</i>	<i>found</i>	<i>found</i>	<i>finds</i>	<i>finding</i>
<i>fit</i>	<i>fit/fitted</i>	<i>fit/fitted</i>	<i>fits</i>	<i>fitting</i>
<i>flee</i>	<i>fled</i>	<i>fled</i>	<i>flees</i>	<i>fleeing</i>
<i>fling</i>	<i>flung</i>	<i>flung</i>	<i>flings</i>	<i>flinging</i>
<i>fly</i>	<i>flew</i>	<i>flown</i>	<i>flies</i>	<i>flying</i>
<i>forbid</i>	<i>forbade/forbad</i>	<i>forbidden</i>	<i>forbids</i>	<i>forbidding</i>
<i>forecast</i>	<i>forecast/forecasted</i>	<i>forecast/forecasted</i>	<i>forecasts</i>	<i>forecasting</i>
<i>foresee</i>	<i>foresaw</i>	<i>foreseen</i>	<i>foresees</i>	<i>foreseeing</i>
<i>foretell</i>	<i>foretold</i>	<i>foretold</i>	<i>foretells</i>	<i>foretelling</i>
<i>forget</i>	<i>forgot</i>	<i>forgotten</i>	<i>forgets</i>	<i>forgetting</i>
<i>forgive</i>	<i>forgave</i>	<i>forgiven</i>	<i>forgives</i>	<i>forgiving</i>
<i>forsake</i>	<i>forsook</i>	<i>forsaken</i>	<i>forsakes</i>	<i>forsaking</i>
<i>freeze</i>	<i>froze</i>	<i>frozen</i>	<i>freezes</i>	<i>freezing</i>
<i>get</i>	<i>got</i>	<i>got/gotten</i>	<i>gets</i>	<i>getting</i>
<i>give</i>	<i>gave</i>	<i>given</i>	<i>gives</i>	<i>giving</i>
<i>go</i>	<i>went</i>	<i>gone/been</i>	<i>goes</i>	<i>going</i>
<i>grind</i>	<i>ground</i>	<i>ground</i>	<i>grinds</i>	<i>grinding</i>
<i>grow</i>	<i>grew</i>	<i>grown</i>	<i>grows</i>	<i>growing</i>
<i>hang</i>	<i>hung/hanged</i>	<i>hung/hanged</i>	<i>hangs</i>	<i>hanging</i>
<i>have</i>	<i>had</i>	<i>had</i>	<i>has</i>	<i>having</i>
<i>hear</i>	<i>heard</i>	<i>heard</i>	<i>hears</i>	<i>hearing</i>
<i>hide</i>	<i>hid</i>	<i>hidden</i>	<i>hides</i>	<i>hiding</i>
<i>hit</i>	<i>hit</i>	<i>hit</i>	<i>hits</i>	<i>hitting</i>
<i>hold</i>	<i>held</i>	<i>held</i>	<i>holds</i>	<i>holding</i>
<i>hurt</i>	<i>hurt</i>	<i>hurt</i>	<i>hurts</i>	<i>hurting</i>
<i>inlay</i>	<i>inlaid</i>	<i>inlaid</i>	<i>inlays</i>	<i>inlaying</i>
<i>input</i>	<i>input/inputted</i>	<i>input/inputted</i>	<i>inputs</i>	<i>inputting</i>
<i>interlay</i>	<i>interlaid</i>	<i>interlaid</i>	<i>interlays</i>	<i>interlaying</i>
<i>keep</i>	<i>kept</i>	<i>kept</i>	<i>keeps</i>	<i>keeping</i>
<i>kneel</i>	<i>knelt/kneeled</i>	<i>knelt/kneeled</i>	<i>kneels</i>	<i>kneeling</i>
<i>knit</i>	<i>knit/knitted</i>	<i>knit/knitted</i>	<i>knits</i>	<i>knitting</i>
<i>know</i>	<i>knew</i>	<i>known</i>	<i>knows</i>	<i>knowing</i>
<i>lay</i>	<i>laid</i>	<i>laid</i>	<i>lays</i>	<i>laying</i>

<i>lead</i>	<i>led</i>	<i>led</i>	<i>leads</i>	<i>leading</i>
<i>lean</i>	<i>leant/leaned</i>	<i>leant/leaned</i>	<i>leans</i>	<i>leaning</i>
<i>leap</i>	<i>leapt/leaped</i>	<i>leapt/leaped</i>	<i>leaps</i>	<i>leaping</i>
<i>learn</i>	<i>learnt/learned</i>	<i>learnt/learned</i>	<i>learns</i>	<i>learning</i>
<i>leave</i>	<i>left</i>	<i>left</i>	<i>leaves</i>	<i>leaving</i>
<i>lend</i>	<i>lent</i>	<i>lent</i>	<i>lends</i>	<i>lending</i>
<i>let</i>	<i>let</i>	<i>let</i>	<i>lets</i>	<i>letting</i>
<i>lie</i>	<i>lay</i>	<i>lain</i>	<i>lies</i>	<i>lying</i>
<i>light</i>	<i>lit</i>	<i>lit</i>	<i>lights</i>	<i>lighting</i>
<i>lose</i>	<i>lost</i>	<i>lost</i>	<i>loses</i>	<i>losing</i>
<i>make</i>	<i>made</i>	<i>made</i>	<i>makes</i>	<i>making</i>
<i>mean</i>	<i>meant</i>	<i>meant</i>	<i>means</i>	<i>meaning</i>
<i>meet</i>	<i>met</i>	<i>met</i>	<i>meets</i>	<i>meeting</i>
<i>melt</i>	<i>melted</i>	<i>molten/melted</i>	<i>melts</i>	<i>melting</i>
<i>mislead</i>	<i>misled</i>	<i>misled</i>	<i>misleads</i>	<i>misleading</i>
<i>mistake</i>	<i>mistook</i>	<i>mistaken</i>	<i>mistake</i>	<i>mistaking</i>
<i>misunderstand</i>	<i>misunderstood</i>	<i>misunderstood</i>	<i>misunderstands</i>	<i>misunderstanding</i>
<i>mow</i>	<i>mowed</i>	<i>mown</i>	<i>mows</i>	<i>mowing</i>
<i>overdraw</i>	<i>overdrew</i>	<i>overdrawn</i>	<i>overdraws</i>	<i>overdrawing</i>
<i>overhear</i>	<i>overheard</i>	<i>overheard</i>	<i>overhears</i>	<i>overhearing</i>
<i>overtake</i>	<i>overtook</i>	<i>overtaken</i>	<i>overtakes</i>	<i>overtaking</i>
<i>pay</i>	<i>paid</i>	<i>paid</i>	<i>pays</i>	<i>paying</i>
<i>prove</i>	<i>proved</i>	<i>proven/proved</i>	<i>proves</i>	<i>proving</i>
<i>put</i>	<i>put</i>	<i>put</i>	<i>puts</i>	<i>putting</i>
<i>quit</i>	<i>quit</i>	<i>quit</i>	<i>quits</i>	<i>quitting</i>
<i>read</i>	<i>read</i>	<i>read</i>	<i>reads</i>	<i>reading</i>
<i>rid</i>	<i>rid/ridded</i>	<i>rid/ridded</i>	<i>ridds</i>	<i>ridding</i>
<i>ride</i>	<i>rode</i>	<i>ridden</i>	<i>rides</i>	<i>riding</i>
<i>ring</i>	<i>rang</i>	<i>rung</i>	<i>rings</i>	<i>ringing</i>
<i>rise</i>	<i>rose</i>	<i>risen</i>	<i>rises</i>	<i>rising</i>
<i>run</i>	<i>ran</i>	<i>run</i>	<i>runs</i>	<i>running</i>
<i>saw</i>	<i>sawed/sawn</i>	<i>sawn/sawed</i>	<i>saws</i>	<i>sawing</i>
<i>say</i>	<i>said</i>	<i>said</i>	<i>says</i>	<i>saying</i>
<i>see</i>	<i>saw</i>	<i>seen</i>	<i>sees</i>	<i>seeing</i>
<i>seek</i>	<i>sought</i>	<i>sought</i>	<i>seeks</i>	<i>seeking</i>
<i>sell</i>	<i>sold</i>	<i>sold</i>	<i>sells</i>	<i>selling</i>
<i>send</i>	<i>sent</i>	<i>sent</i>	<i>sends</i>	<i>sending</i>
<i>set</i>	<i>set</i>	<i>set</i>	<i>sets</i>	<i>setting</i>
<i>sew</i>	<i>sewed</i>	<i>sewn/sewed</i>	<i>sews</i>	<i>sewing</i>
<i>shake</i>	<i>shook</i>	<i>shaken</i>	<i>shakes</i>	<i>shaking</i>
<i>shave</i>	<i>shaved/shaven</i>	<i>shaven/shaved</i>	<i>shaves</i>	<i>shaving</i>
<i>shear</i>	<i>shore/sheared</i>	<i>shorn/sheared</i>	<i>shears</i>	<i>shearing</i>
<i>shed</i>	<i>shed</i>	<i>shed</i>	<i>sheds</i>	<i>shedding</i>

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<i>shine</i>	<i>shone</i>	<i>shone</i>	<i>shines</i>	<i>shining</i>
<i>shoe</i>	<i>shod</i>	<i>shod</i>	<i>shoes</i>	<i>shoeing</i>
<i>shoot</i>	<i>shot</i>	<i>shot</i>	<i>shoots</i>	<i>shooting</i>
<i>show</i>	<i>showed</i>	<i>shown</i>	<i>shows</i>	<i>showing</i>
<i>shrink</i>	<i>shrank</i>	<i>shrunk</i>	<i>shrinks</i>	<i>shrinking</i>
<i>shut</i>	<i>shut</i>	<i>shut</i>	<i>shuts</i>	<i>shutting</i>
<i>sing</i>	<i>sang</i>	<i>sung</i>	<i>sings</i>	<i>singing</i>
<i>sink</i>	<i>sank</i>	<i>sunk</i>	<i>sinks</i>	<i>sinking</i>
<i>sit</i>	<i>sat</i>	<i>sat</i>	<i>sits</i>	<i>sitting</i>
<i>slay</i>	<i>slew</i>	<i>slain</i>	<i>slays</i>	<i>slaying</i>
<i>sleep</i>	<i>slept</i>	<i>slept</i>	<i>sleeps</i>	<i>sleeping</i>
<i>slide</i>	<i>slid</i>	<i>slid/slidden</i>	<i>slides</i>	<i>sliding</i>
<i>sling</i>	<i>slung</i>	<i>slung</i>	<i>slings</i>	<i>slinging</i>
<i>slink</i>	<i>slunk</i>	<i>slunk</i>	<i>slinks</i>	<i>slinking</i>
<i>slit</i>	<i>slit</i>	<i>slit</i>	<i>slits</i>	<i>slitting</i>
<i>smell</i>	<i>smelt</i>	<i>smelt</i>	<i>smells</i>	<i>smelling</i>
<i>sneak</i>	<i>sneaked/smuck</i>	<i>sneaked/smuck</i>	<i>sneaks</i>	<i>sneaking</i>
<i>sow</i>	<i>sowed</i>	<i>sown</i>	<i>sows</i>	<i>sowing</i>
<i>speak</i>	<i>spoke</i>	<i>spoken</i>	<i>speaks</i>	<i>speaking</i>
<i>speed</i>	<i>sped/speeded</i>	<i>sped/speeded</i>	<i>speeds</i>	<i>speeding</i>
<i>spell</i>	<i>spelt/spelled</i>	<i>spelt/spelled</i>	<i>spells</i>	<i>spelling</i>
<i>spend</i>	<i>spent</i>	<i>spent</i>	<i>spends</i>	<i>spending</i>
<i>spill</i>	<i>spilt/spilled</i>	<i>spilt/spilled</i>	<i>spills</i>	<i>spilling</i>
<i>spin</i>	<i>span/spun</i>	<i>spun</i>	<i>spins</i>	<i>spinning</i>
<i>spit</i>	<i>spat/spit</i>	<i>spat/spit</i>	<i>spits</i>	<i>spitting</i>
<i>split</i>	<i>split</i>	<i>split</i>	<i>splits</i>	<i>splitting</i>
<i>spoil</i>	<i>spoilt/spoiled</i>	<i>spoilt/spoiled</i>	<i>spoils</i>	<i>spoiling</i>
<i>spread</i>	<i>spread</i>	<i>spread</i>	<i>spreads</i>	<i>spreading</i>
<i>spring</i>	<i>sprang</i>	<i>sprung</i>	<i>springs</i>	<i>springing</i>
<i>stand</i>	<i>stood</i>	<i>stood</i>	<i>stands</i>	<i>standing</i>
<i>steal</i>	<i>stole</i>	<i>stolen</i>	<i>steals</i>	<i>stealing</i>
<i>stick</i>	<i>stuck</i>	<i>stuck</i>	<i>sticks</i>	<i>sticking</i>
<i>sting</i>	<i>stung</i>	<i>stung</i>	<i>stings</i>	<i>stinging</i>
<i>stink</i>	<i>stank</i>	<i>stank</i>	<i>stinks</i>	<i>stinking</i>
<i>stride</i>	<i>strode</i>	<i>stridden</i>	<i>strides</i>	<i>striding</i>
<i>strike</i>	<i>struck</i>	<i>struck/stricken</i>	<i>strikes</i>	<i>striking</i>
<i>string</i>	<i>strung</i>	<i>strung</i>	<i>strings</i>	<i>stringing</i>
<i>strip</i>	<i>striped/stripped</i>	<i>striped/stripped</i>	<i>strips</i>	<i>stripping</i>
<i>strive</i>	<i>strove</i>	<i>striven</i>	<i>strives</i>	<i>striving</i>
<i>sublet</i>	<i>sublet</i>	<i>sublet</i>	<i>sublets</i>	<i>subletting</i>
<i>sunburn</i>	<i>sunburned/sunburnt</i>	<i>sunburned/sunburnt</i>	<i>sunburns</i>	<i>sunburning</i>
<i>swear</i>	<i>swore</i>	<i>sworn</i>	<i>swears</i>	<i>swearing</i>
<i>sweat</i>	<i>sweated/sweat</i>	<i>sweated/sweat</i>	<i>sweats</i>	<i>sweating</i>
<i>sweep</i>	<i>swept</i>	<i>swept</i>	<i>sweeps</i>	<i>sweeping</i>
<i>swell</i>	<i>swelled</i>	<i>swollen</i>	<i>swells</i>	<i>swelling</i>

<i>swim</i>	<i>swam</i>	<i>swam</i>	<i>swims</i>	<i>swimming</i>
<i>swing</i>	<i>swung</i>	<i>swung</i>	<i>swings</i>	<i>swinging</i>
<i>take</i>	<i>took</i>	<i>taken</i>	<i>takes</i>	<i>taking</i>
<i>teach</i>	<i>taught</i>	<i>taught</i>	<i>teaches</i>	<i>teaching</i>
<i>tear</i>	<i>tore</i>	<i>torn</i>	<i>tears</i>	<i>tearing</i>
<i>tell</i>	<i>told</i>	<i>told</i>	<i>tells</i>	<i>telling</i>
<i>think</i>	<i>thought</i>	<i>thought</i>	<i>thinks</i>	<i>thinking</i>
<i>thrive</i>	<i>thrived</i>	<i>thriven/thrived</i>	<i>thrives</i>	<i>thriving</i>
<i>throw</i>	<i>threw</i>	<i>thrown</i>	<i>throws</i>	<i>throwing</i>
<i>thrust</i>	<i>thrust</i>	<i>thrust</i>	<i>thrusts</i>	<i>thrusting</i>
<i>tread</i>	<i>trod</i>	<i>trodden</i>	<i>treads</i>	<i>treading</i>
<i>undergo</i>	<i>underwent</i>	<i>undergone</i>	<i>undergoes</i>	<i>undergoing</i>
<i>understand</i>	<i>understood</i>	<i>understood</i>	<i>understands</i>	<i>understanding</i>
<i>undertake</i>	<i>undertook</i>	<i>undertaken</i>	<i>undertakes</i>	<i>undertaking</i>
<i>upset</i>	<i>upset</i>	<i>upset</i>	<i>upsets</i>	<i>upsetting</i>
<i>vex</i>	<i>vex/ vexed</i>	<i>vex/ vexed</i>	<i>vexes</i>	<i>vexing</i>
<i>wake</i>	<i>woke</i>	<i>woken</i>	<i>wakes</i>	<i>waking</i>
<i>wear</i>	<i>wore</i>	<i>worn</i>	<i>wears</i>	<i>wearing</i>
<i>weave</i>	<i>wove</i>	<i>woven</i>	<i>weaves</i>	<i>weaving</i>
<i>wed</i>	<i>wed/ wedded</i>	<i>wed/ wedded</i>	<i>weds</i>	<i>wedding</i>
<i>weep</i>	<i>wept</i>	<i>wept</i>	<i>weeps</i>	<i>weeping</i>
<i>wend</i>	<i>wended/ went</i>	<i>wended/ went</i>	<i>wends</i>	<i>wending</i>
<i>wet</i>	<i>wet/ wetted</i>	<i>wet/ wetted</i>	<i>wets</i>	<i>wetting</i>
<i>win</i>	<i>won</i>	<i>won</i>	<i>wins</i>	<i>winning</i>
<i>wind</i>	<i>wound</i>	<i>wound</i>	<i>winds</i>	<i>winding</i>
<i>withdraw</i>	<i>withdrew</i>	<i>withdrawn</i>	<i>withdraws</i>	<i>withdrawing</i>
<i>withhold</i>	<i>withheld</i>	<i>withheld</i>	<i>withholds</i>	<i>withholding</i>
<i>withstand</i>	<i>withstood</i>	<i>withstood</i>	<i>withstands</i>	<i>withstanding</i>
<i>wring</i>	<i>wrong</i>	<i>wrong</i>	<i>wrings</i>	<i>wringing</i>
<i>write</i>	<i>wrote</i>	<i>written</i>	<i>writes</i>	<i>writing</i>

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