

English

for Secondary Schools

Student's Book

Form Three



Tanzania Institute of Education



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English

for Secondary Schools

Student's Book Form Three


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

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Commissioner for Education

Tanzania Institute of Education

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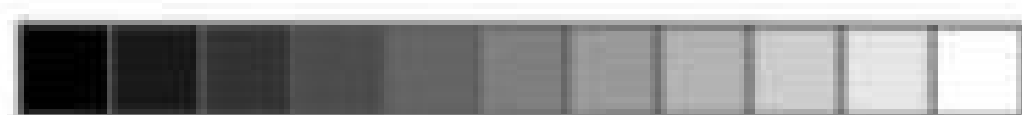
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Dr Aneth A. Komba
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Preface

This textbook, *English for Secondary Schools Student's Book Form Three*, is written specifically for Form Three students in the United Republic of Tanzania. It is written in accordance with the 2005 English Language Syllabus for Secondary Education Form I – IV, issued by the then Ministry of Education and Vocational Training. The book is intended to enable you to learn and communicate effectively in English in various contexts.

The book consists of thirteen chapters focusing on Listening for specific information, Listening for general information, Participating in a job interview, Intensive reading, Extensive reading, Analysing literary works, Writing narrative compositions, Writing expository compositions, Writing descriptive compositions, Writing argumentative compositions, Creative writing, Writing and delivering a speech, as well as Formal letter and email writing. Each chapter contains a variety of activities which are intended to help the learner to acquire the four language skills, namely listening, speaking, reading and writing. The activities are systematically organised to allow practice of the intended language skills, grammar and vocabulary items. Each practice has activities that allow interaction between you, the learner and the teacher, and with your fellow students.

You are, therefore, encouraged to work on all the activities in this textbook and other activities that will be provided by the teacher to improve the ability to use English in different contexts.

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Chapter One

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Listening for specific information

Introduction

*Specific information is factual in nature. It may be a name, a place, an object, a number, a point or an example. In this chapter, you will learn how to listen for specific information and perform various activities to practise your language skills. You will begin by listening to the teacher reading two texts to you, one at a time, and answer questions on them. Next, you will hold discussions with your fellow students, read aloud tongue twisters and act out a dialogue to practise pronunciation and speaking. Thereafter, you will read a passage titled **Help-giving, a crucial life skill** and answer comprehension questions. Moreover, you will use selected vocabulary and grammatical items in context to practise language fluency and accuracy. Finally, you will write a composition of 250 to 300 words on a selected topic to practise your writing skills. The competencies developed in this chapter will enable you to listen for specific information and communicate effectively both orally and in writing.*



Activity 1: Listening practice

- (a) Before you listen to the teacher reading a text to you, match the following phrases (1-6) with the definitions (a-f).

	Phrases	Definitions
1.	.....to cancel a meeting	(a) to change the time or date of a meeting
2.	.....to confirm a meeting	(b) to have a meeting at a later time or date
3.	.....to postpone a meeting	(c) to have a meeting at an earlier time or date
4.	.....to bring a meeting forward	(d) to say that a meeting will take place
5.	.....to move a meeting	(e) to say that you will go to a meeting
6.	.....to accept an invitation to a meeting	(f) to decide that a meeting will not take place

- (b) Now, listen to the teacher reading **Text A** and then answer the comprehension questions that follow.

Text A

Questions

Choose the correct answer.

1. The meeting time was first planned for:
(a) 9.00 a.m.
(b) 11.00 a.m.
(c) 1.00 p.m.
2. Moving the meeting refers to:
(a) canceling the meeting.
(b) changing the time of the meeting.
(c) postponing the meeting.
3. The new meeting time is planned for:
(a) 9.00 a.m.
(b) 11.00 a.m.
(c) 1.00 p.m.
4. Lucy is:
(a) nervous about her presentation.
(b) looking forward to her presentation.
(c) not ready to give her presentation.
5. Who will tell others about the time change?
(a) Lucy
(b) Ndomba
(c) Anna

- (c) Listen again to the teacher reading **Text B** and then, answer the following comprehension questions.

Text B

Questions

1. What is the passage about?
2. According to the passage, what are the challenges facing Tanzanian youths?
3. What measures have been taken to address the challenges?
4. Who else should be involved in the fight against drug abuse?
5. What should be done to stop drug abuse?



(a) *Listen to the audio and/or audio-visual materials on listening for specific information. Use the following questions to guide you through the listening process.*

1. What is the content of the materials you have listened to?
2. What is your opinion on what you have heard?
3. What have you found interesting about what you have heard? Give reasons for your answer.
4. What is your conclusion about what you have heard?

(b) *Write a summary of what you have heard and present it to your friend or in class for knowledge sharing.*



Activity 2: Speaking practice

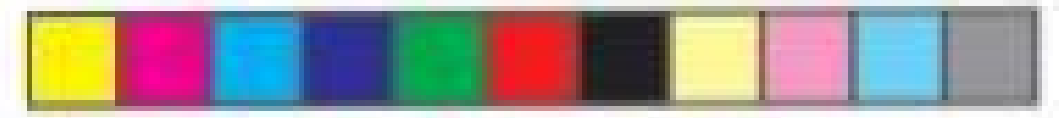
(a) *Use the following questions to guide you through the discussion with your fellow students.*

1. What would you do:

- (i) if you saw your teacher picking mangoes from a neighbour's tree?
- (ii) if you got lost on a walk in a town?
- (iii) if you found a snake under your bed?
- (iv) if somebody hit a small child very hard in your presence?
- (v) if you noticed that you did not have enough money to pay the bill for a meal you ordered?

2. What would happen:

- (i) if everybody who told a lie turned green?
- (ii) if men were not allowed to become doctors or pilots?
- (iii) if gold was found in your father's farm?
- (iv) if children were allowed to vote?
- (v) if all schools were boarding schools?



- (b) *Read aloud each of the following tongue twisters. Read them slowly the first time. As you read the second time, increase the reading speed while paying attention to correct pronunciation of the words. Continue to read them aloud faster and faster.*

Tongue twisters

Four furious friends fought on the phone.

Clean clams crammed in clean cans.

How can a clam cram in a clean cream can?

Send toast to ten tense stout Saints' ten tall tents!

How many cookies could a good cook cook, if a good cook could cook cookies? A good cook could cook as many cookies as a good cook who could cook cookies.

I wish to wish the wish you wish to wish, but if you wish the wish the witch wishes, I won't wish the wish you wish to wish.

Rebeca ran rings around the Roman ruins.

Does this shop sport stock socks with spots?

A quick witted crooked critic.

No need to light a night light on a light night like tonight!

Terry Teeter, a teeter-totter, taught her daughter Tara to teeter-totter, but Tara Teeter didn't teeter-totter as Terry Teeter taught her to.

How many cans can a canner can if a canner can can cans? A canner can can as many cans as a canner can if a canner can can cans.

- (c) *While keeping to a good pace, using correct pronunciation and paying attention to punctuation marks, read the dialogue below.*

Mwana: We haven't seen Kiranga for some days now, have we?

Mbizo: Of course not. He is afraid of meeting us these days.

Mwana: Why is that so? We used to be close buddies!

Mbizo: I heard from Lwena that he was released from jail last week.

Mwana: Was he jailed? I didn't know that!

Mbizo: Yes, he was jailed for some months.



- Mwana:** What crime did he commit?
- Mbizo:** He was charged with drink-driving.
- Mwana:** Drink-driving! That's very bad.
- Mbizo:** Yes indeed; he became an alcoholic after his father abandoned their family. You know, he got into bad company.
- Mwana:** Oh yeah! I think we have to do something to help him.
- Mbizo:** You're right Mwana. We have to take him to a counselor or a sober house.
- Mwana:** How can we do that? Taking him to a counselor or a sober house needs a lot of money, you know?
- Mbizo:** I know. But his health and the future of his family should be our priority.
- Mwana:** Listen Mbizo, first, we have to talk to him about the risks of alcoholism to his health and his dream of becoming an architect. Maybe that will help.
- Mbizo:** Oh! ... um... Ok. Let's meet him tomorrow morning. I hope we will be able to convince him to quit drinking.
- Mwana:** Ok! But how will we begin talking to him?
- Mbizo:** *[Silence. After a short thought Mbizo says:]* Well, I will start asking him to join our youth club called: **'Our country needs our brains and energy.'**
- Mwana:** Oh! Is that the club you told me about before I traveled to Manyara?
- Mbizo:** Yes, it is.
- Mwana:** Uh! ... What did you say your club deals with?
- Mbizo:** It educates the youth on the importance of staying healthy, engaging in productive activities, and helping the needy.
- Mwana:** Wow! That is interesting. Congratulations for having such a wonderful club!
- Mbizo:** Thanks for the compliment. I have to leave now, see you tomorrow.
- Mwana:** Ok, bye.
- Mbizo:** Bye.

- (d) Pair up with a fellow student and act out the dialogue in Activity 2(c).
- (e) After reading and acting out the dialogue in Activity 2(c), answer the following questions.

Questions

1. What does the word drink-driving mean?
2. When did Kiranga start using drugs?
3. What might be the reasons for someone to behave badly?
4. What are the risks of alcoholism?
5. How can you help someone to stop consuming alcohol?

- (f) Prepare arguments for or against the motion: "It is the government's responsibility to prevent drink-driving in our society." Use the following table to list as many arguments as possible.

For the motion	Against the motion
Yes, it is the responsibility of the government to prevent drink-driving because of the following reasons: Reason 1 Reason 2 Reason 3	No, it is not the government's responsibility to prevent drink-driving because of the following reasons: Reason 1 Reason 2 Reason 3

- (g) Use the arguments you have listed in Activity 2(f) to debate on the motion with your fellow students in class. Consider using the following words/phrases to link your ideas, contrast them, or show the reason for something.

Adding ideas	Showing reasons	Showing results	Contrasting ideas
also/because/ besides/besides this/besides that/ as well as/and/in addition/first/	as/since/ due to/due to the fact that/because	consequently/as a consequence/ so/because/ because of/as a result of	despite/in spite of/ while/whereas/ but/however/ nevertheless



Activity 3: Reading practice

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

Help-giving, a crucial life skill

As a teenager, you are likely to talk about your troubles to a good friend whom you trust. When you and your friends talk to one another about problems, you depend on one another for advice and guidance.

One positive aspect of our growth and independence is deciding and committing ourselves to help one another. This also teaches us what helping friends means. It also means that we need to learn how to recognise when it is time to address a problem, or share with a parent or trusted adult a difficult situation that our friends might be going through.

As human beings, we are dependent on connections with others for our happiness as well as emotional and physical health. Our connections with others undergo an important change as we enter our late teenage years. Our attention and time spent with people often shift towards spending more time with friends and less time with families. We will, more often than not, still be deeply attached to our family, but our friends will continue playing a bigger role in most of our lives.

Spending more time with our friends and less time with families is a crucial stage in the development of help-giving as a life skill. As teenagers, we enter a period in life when many issues begin to emerge. Personal problems can become more complicated or serious. We often find ourselves in circumstances where we need the help of those close to us; that is, our peers.

The first step towards helping others is to identify that they need help. It is common to have periods of difficulty throughout our lives. Difficulties are often no more than brief challenges that are part of growing up. However, sometimes, common issues can intensify and lead to more serious problems that require more help. It is important to know when to help a friend. Perhaps, they don't feel like hanging out as much or, when they do, their minds seem to be elsewhere. There are other cues that you can also pick on, for example, signs that friends are not acting like their normal selves. It may seem like they are always anxious. Maybe they take more risks than usual, seem irritable or have developed a negative outlook on life. It is important to pay attention to such a friend, and to be prepared to act when you have picked on signs that cause concern.

The next step towards helping others is to listen. Being mindful of how well you listen to others will be an important consideration throughout your life. As young people, when we begin to communicate more with others, we learn when to speak or not to speak. We also begin to develop the skills that help us pick up on signs that someone is or is not doing well emotionally. Active listening and paying attention to others when

communicating help us learn more about others and our environment. When we learn listening skills, we are in a position to understand when a peer is or is not doing well.

Listening is dynamic. It is an active process that requires us to simultaneously listen, and critically consider what others might be saying to us. It also means that the listener tries to understand what the other person is feeling or experiencing and attempts to see things from the speaker's perspective. In a world full of distractions, it can be easy to be distracted and lose focus on the person or people in front of us. Listening and paying attention to others when they speak is a sign of respect and a skill that will lead to deeper and better relationships. You will also probably learn a lot more about your friends and your environment by listening to others actively.

Most of the time we think of "communication" as two people saying words back and forth to each other. Nevertheless, lots of meanings come from the unspoken, such as facial expressions, gestures and body postures. These are called non-verbal cues. Sometimes, it helps to display positive nonverbal cues when listening to others and help-giving. This means focusing on the person in front of us. It can be demonstrated, for example, by shifting our bodies to face the person we are listening to and looking at them straight in their eyes. The person who is talking can feel that they are being respected, listened to, and have your support simply by picking up on the non-verbal cues you are displaying.

You do not need to be a trained mental health professional to recognise and do something for a friend who is struggling emotionally. However, there may be times when you have listened to a friend, and given them advice, only for them to tell you they are okay, or they tell you they are "dealing with it." Sometimes, even when a friend tells you that "everything is okay," there is something that your intuition, your gut instinct tells you everything is not okay. This often means it is time to get professional help.

It is always good to encourage a friend to get help. If they are not ready to follow your advice, the best thing to do is to share your concerns with someone you trust, like a member of their family, or another friend. If you are not sure of who you should tell, another good resource would be a counselor or a teacher at school as they are usually familiar with the problems that boys and girls face.

You might feel bad about going behind a friend's back to talk about their private emotional struggles, and you might worry that you will ruin the friendship. Try to remember that if your heart tells you that your friend needs help, this is not the time to keep secrets. It is always sensible to go with your gut and get advice when you cannot ignore your concerns. You should not feel bad about showing concern for a friend. In a strong friendship, your friend will be grateful for your help once they feel better.

Adapted from <https://www.commonlit.org/en/texts/help-giving>

Questions

1. Why is helping and giving advice to a friend who is struggling emotionally important?
2. What are the procedures to follow during helping and giving advice to others?
3. What kind of help or advice would you need from a friend or a teacher?
4. Who would you turn to for help or advice when your parents are not on good terms?
5. Why is "help-giving" an important life skill for youth?
6. What other important life skills for youth do you know?
7. Do you think the passage is relevant? Elaborate on your answer.

(b) *We sometimes find ourselves in situations which need us to make decisions and act or respond to them accordingly. Study the following scenarios and respond to each of them accordingly. You can discuss them with your fellow student.*

1. Your mother is angry because you forgot to do your household chores. Apologise to her.
2. Your sister broke her leg and she is in great pain. What would you say to her?
3. It is your birthday, and one of your friends has given you a present that you really don't need. What would you say to them?
4. Your brother has been in the shower for a while, but you need to use the toilet. What would you say to him?
5. You feel as if one of your friends is angry with you, but you don't know why. What will you do?
6. Your friend seems to be very unhappy. What should you do?

Activity 4: Vocabulary practice

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(a) Complete the following crossword.

	3								1	4
2										
			6							
			7							
		9								
			8							
				5						
			10							

Down

1. A person who is the same age or has the same social position or the same abilities as other people in a group.
2. Something that prevents someone from giving their attention to something else.
3. The ability to understand or know something without needing to think about it or use reason to discover it.
4. To tell someone that you are sorry for having done something that has caused them problems or unhappiness.
5. Something said or done that serves as a signal to an actor or other performers to enter or begin their speech or performance.

Across

6. A person who is interested in something and spends a lot of free time on it.



7. Relating to, involving or intended for people between the ages of 13 and 19.
8. The punishment given to a defendant found guilty by a court, or determined by law for a particular offence.
9. A feeling of worry, nervous, or unease about something with an uncertain outcome.
10. A strong belief about someone or something that cannot completely be explained and does not have to be decided by reasoning.

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

Activity 5: Grammar practice

(a) Study carefully the following sentences while paying attention to the bolded words.

1. She likes stories about wild animals; **so**, she eagerly watched and listened to the documentary.
2. It took me three years to disclose **that** my parents were HIV positive.
3. Since then there **has been** a lot of stigmatisation.
4. HIV positive people are victims of stigmatisation; **however**, the government is working hard to fight against it.
5. **Because** living happily is a right of every citizen, fighting against stigmatisation is crucial.
6. There is **going to be** increased awareness of the effect of stigmatisation among the people in the country.
7. **Although** it will take time to get rid of stigmatisation in our society, we should not get tired of educating the people.
8. There **will be** zero tolerance for stigmatisation.
9. Stigmatisation is **as bad as** child labour.
10. However, the current awareness is **better than** nothing.

(b) Use the bolded words from each sentence in Activity 5(a) (1 – 10) to construct two sentences for each.



(c) *Provide question tags to each of the following statements. Number one has been done for you as an example.*

1. Friends depend on each other for advice and guidance, **don't they?**
2. We are dependent on connections with others for our happiness, _____?
3. Teenagers are entering a period in life when many issues begin to emerge, _____?
4. The next step towards helping others is to listen, _____?
5. You do not need to be a trained mental health professional to recognise a person in need, _____?
6. Your friend will be grateful for your help once they feel better, _____?

(d) *Study the sentences, which you have completed in Activity 5 (c) (1 - 6), and then discuss in pairs how question tags behave. Refer to the following notes to guide you through your discussion.*

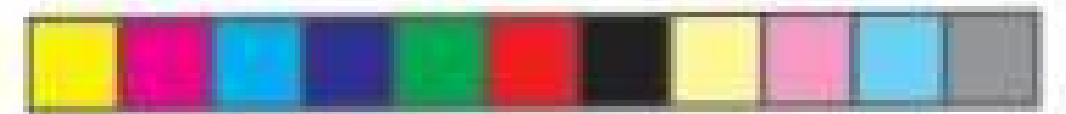
The changes of structure in tag questions

A question tag turns a statement into a question. It is often used for checking information that we think is true or want to confirm. Question tags are formed with the auxiliary or modal verbs (for example, be or have) from the statement and the appropriate subject pronoun (I, you, she, it). If the main clause is positive, the question tag is negative and contracted. If the main clause is negative, the tag is positive. For example, you need my help (positive), don't you? (negative). You are not the first person to get my help (negative), are you? (positive). If the main clause has an auxiliary verb, you use the same verb in the tag question. She daren't insult you (negative), dare she? (positive). If there is no auxiliary verb (in the present simple and past simple) use do/does/did (just like when you make a normal question).

(e) *Rewrite the following sentences in a tense that describes future actions.*

Example: *He works at a supermarket.*
He will work at a supermarket.

1. Cholera is a dangerous disease.
2. They succeeded in getting transport.



- 

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Chapter Two

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Listening for general information

Introduction

*Listening for general information means listening to understand or grasp the main points presented orally. In this chapter, you will learn how to listen for general information and perform various activities to practise your language skills. You will begin by listening to the teacher reading a text and answer questions on it to practise listening skills. Next, you will study a picture, act out a dialogue, and read tongue twisters aloud to practise your pronunciation and speaking skills. You will also converse with your partner and report that conversation to another person in class to practise reporting information or conversation. Thereafter, you will read a passage titled **Chichi - the baby chimpanzee** and answer comprehension questions. You will also use selected vocabulary and grammatical items in context to practise your language accuracy and fluency. Finally, you will write a composition of 250 to 300 words on a selected topic to practise your writing skills. The competencies developed in this chapter will enable you to listen for general information and communicate it effectively both orally and in writing.*



Activity 1: Listening practice

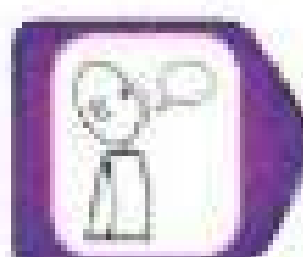
- (a) Before you listen to the teacher reading a story to you, answer the following questions:
1. What is a conflict?
 2. What can be the sources of conflicts in a society?
 3. Do conflicts bring development to a society? Give reasons for your answer.
- (b) Now, listen to the teacher reading a story and then answer the comprehension questions that follow.
1. What is the passage about?
 2. What is the speaker's position on the topic?
 3. How do people reach a consensus in a discussion?

4. How was the African continent divided up among the imperialist nations?
5. How do you differentiate a discussion from a negotiation?

(c) *Listen to the audio and/or audio-visual materials on listening for general information. Use the following questions to guide you through the listening process:*

1. What is the content of the materials you have listened to?
2. What is your opinion on what you have heard?
3. What have you found interesting about what you have heard? Give reasons for your answer.
4. What is your conclusion about what you have heard?

(d) *Write a summary of what you have heard and present it to your friend or class for knowledge sharing.*



Activity 2: Speaking practice

(a) *Study the following picture:*



(b) Using any of the following words in the box, answer the following questions:

I think... according to... in view of this... in my opinion...

Questions

1. What are the people in the picture doing?
2. Why are they using notebooks?
3. Who do you think is leading the activity? Why?
4. In what context may the activity presented in the picture take place?
5. Why would you regard the activity presented in the picture as significant?

(c) Read aloud with correct pronunciation and act out the following discussion about the school board meeting.

[Chairperson of King'ori Secondary School Board convened a meeting to discuss the expansion of the school library.]

Chairperson: Hello every one! I can see that most of the members are here. I think we can start our meeting. [...the meeting is declared open and the chairperson continues talking].

As you all know, **enrollment** in our school has doubled this year, and the library is overcrowded. There is a need to solve this problem as soon as possible. Do you have any idea on what should be done? [*Silence for a while, then one member raises a hand.*] Yes, Ms Chilo!

Ms Chilo: Thank you Chairperson. I agree with you, I think there are two possible ways to solve this problem. We can either add an **annex** to the library or build a new one although **funds** can be a challenge.

Ms Mati: Chairperson, I think we should first discuss the source of funds. This is key to the success of our mission.

Mr Lila: I beg to differ, Chairperson. Let's not put the cart before the horse. We should first decide on the type of building we want to construct and its cost before we look for funds. Personally, I would go for a new separate building because the **construction** of an annex requires cutting down trees and destroying the gardens around the existing building.

Mr Hava: My friend Lila and I are environmental **champions** in our school. So, in my opinion, even if we decide to build a new building somewhere else, we will have to consider a structure that is friendly to the school environment.

Chairperson: Thank you so much for your contributions. Regarding the question of funds, there are two possibilities. First, we may have some fund raising activities, and second, we may ask parents to make financial and material contributions for the project.

Headmaster: I agree with your views, Chairperson. People in our society are eager to participate in any development project for their school. Two years ago, we needed to construct pit latrines. Parents, both men and women, fully participated in terms of materials and finance. So, I am certain that this project will have the full support of the community.

Mr Lila: Chairperson, we should ask the Headmaster to look for an **Architect** to design a building plan for the project and a building **contractor** to implement the plan.

Mr Hava: That should not be a problem. My company's engineers will look at the plan and advise us accordingly at a reasonable cost.

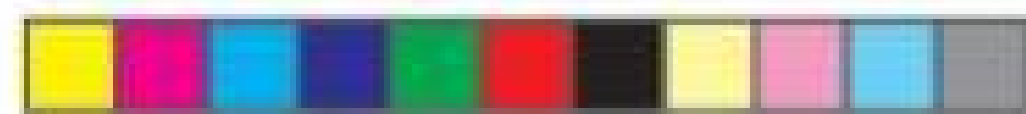
Chairperson: Thank you! That's a good example of responsible parenthood. However, we should be aware that we are required by the law to **advertise** the project **tender** for not less than 60 days in advance.

Headmaster: I hope qualified bidders will be considered equally.

Chairperson: You're right. I am certain that we shall **comply** with the laws and regulations of the government.

Questions

1. What were the challenges facing the School Board?
2. Why was the meeting convened?
3. Why was the expansion of the library necessary?
4. What did the meeting finally decide on?
5. What procedures should be followed before the construction of the library?



- (d) Read aloud the following tongue twisters several times. Pay attention to the pronunciation, punctuation marks and reading speed.

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

- (e) Interview a partner about what she/he did last weekend by completing the following dialogue. You have been given the first question and your partner's sentence starter is provided.

You: What did you do last weekend?

Partner: I had a lovely time as I _____.

You: _____

Partner: _____

You: _____

Partner: _____

You: _____

Partner: _____

- (f) Then, report what has been said by your partner in Activity 2(e) to a third party beginning with:

My partner said, _____

- (g) Ask other students about their weekends and their special experiences. Then, complete the following table against their names. Number 1 has been done as an example.

No	Student's name	Activities	Time/When?	Special events
1.	Kisura	played football	Saturday evening	scored a goal
2.	_____	_____	_____	_____
3.	_____	_____	_____	_____
4.	_____	_____	_____	_____
5.	_____	_____	_____	_____



Activity 3: Reading practice

- (a) Read the following passage while paying attention to the correct pronunciation of words.

Chichi – the baby chimpanzee

Form Three students from Uhuru Secondary School went on a trip to Gombe Game Reserve in Kigoma Region. At the park, they met a tour guide who took them to different places but they were most interested in seeing chimpanzees. Thus, students asked the tour guide to tell them about the chimpanzees' lives. The guide told them the following: "The interesting thing about chimpanzees' lives is that they live and act like human beings. What we have done is to create the environment which is suitable to their nature."

She went on explaining, "Let me tell you a story about a baby chimpanzee called Chichi and his family. Chichi has two brothers, three sisters, a father, a mother and other family members. They like to play together jumping on tree branches and running after one another. Baba Chichi always sits near termite hills extracting **termites** with a stick.



Source: The Jane Goodall Institute

I think, termites are the most favorite food for chimpanzees because most of the times you will find them stripping leaves off twigs to create termite-extracting tools. They also use stones as a tool for cracking nuts. In short, as you see, they are busy playing and enjoying the nature around them. Mama Chichi does not eat alone; she always finds soft fruits, seeds and termites for Chichi. Chichi neither finds food for himself nor eats hard stuff since he is still young. He depends on his mother.

Chimpanzees live in communities. In this community, Baba Chichi is a leader, thus, he is called an **alpha male**. The alpha male fights other male chimpanzees for that position. He normally screams, stamps his feet on the ground, drags branches and hurls rocks."

John asked the tour guide why the alpha male acts that way. The tour guide said, "He displays such behaviour to scare other male chimpanzees and maintain his territory in his community." The tour guide went on explaining, "The alpha male position favours him to have the most offspring in his community. He leads community members wherever they go because he is stronger than other male chimps in his community. Baba Chichi does not stay with Mama Chichi and their children; instead, he is busy protecting his territory. One thing interesting about male chimps is that when they are locked in a fight, they always resolve their differences with an embrace or a kiss. They don't stay angry for long. There is forgiveness and reconciliation among chimpanzees." Everyone was amazed at this behaviour. The tour guide went on explaining, "Chimpanzees groom each other for building and servicing social relationships within the community. They also stroke their hair to remove sticks, leaves and bugs from their bodies."

The tour guide told us that Chichi is the loveliest baby chimp in their family. Chichi likes to play with his best friend, Mama Chichi. Furthermore, he likes to be near his mother because she finds food for him and feeds him. When Mama Chichi hangs from a branch, he learns to hang too but he is too small to catch the tree branches and, sometimes, he falls down but he never gives up. Moreover, Chichi is very funny; he likes **teasing** his brothers, sisters and friends. When they become angry, he runs to his mother for protection. His brothers and sisters are not aggressive towards him. In my opinion, they know that he is teasing them because of being a child. The whole family and the community love him.

The tour guide went on, "Even though most chimpanzees' behaviours resemble those of human beings, they **vacate** the place when one of the family members dies." I asked the tour guide, "Why do you think they leave the place?" "Because they don't know how to bury the dead," replied the tour guide. For sure, it was very interesting to hear stories of chimpanzees' lives. We thanked the tour guide and went back to school.

(b) Write True for a true statement and False for a false one.

1. Mama Chichi was Chichi's best friend. _____
2. Chichi played together with his brothers and sisters by jumping on tree branches and running after one another. _____
3. An alpha male is the strongest lion in the community. _____
4. Chimps stay angry with each other for a long time after they fight. _____
5. Chichi's brothers and sisters are aggressive towards him when he teases them. _____

Activity 4: Vocabulary practice

LINE USE ONLY
DUPLICATE

- (a) The following words are found in the dialogue in Activity 2(c). Read them aloud while paying attention to their correct pronunciation.

champion	fund	comply	enrolment	construction
annex	architect	tender	contractor	advertise

- (b) Using a dictionary, find the meaning for each of the words in the box in Activity 4(a).
- (c) Construct one sentence for each word in the box in Activity 4(a).
- (d) Study the bolded words and phrases in the passage in Activity 3(a) and then find their meanings.
- (e) Construct one sentence for each bolded word in Activity 3(a).

Activity 5: Grammar practice

- (a) Complete the following sentences using an appropriate verb form in the brackets.

Example: Gorillas and chimpanzees _____ (has/have) similar characteristics.

Gorillas and chimpanzees have similar characteristics.

1. Chimpanzees _____ (like/likes) to play with their best friends.
2. Mama Chichi and Chichi _____ (eats/eat) termites.
3. Both my friend and I _____ (was/were) interested in learning about chimpanzees.
4. Chimpanzees' behaviour _____ (resembles/resemble) that of humans.
5. Our tour guide as well as our teacher _____ (know/knows) a lot about chimpanzees.

What have you noticed from the sentences in Activity 5(a)?

In English, subject-verb agreement is very important because without it, the reader can be confused. Subject-verb agreement means the number of the subject should be reflected in the form of the verb. For example, if the subject is singular, the verb form must be singular as in: 'A dictionary **is** (is/are) missing from the library.' (Singular subject with singular verb); 'Plenty of mangoes and bananas **are** (is/are) available this season.' (Plural subject with plural verb)



(b) Complete the following sentences using an appropriate verb form in the brackets.

1. Several soldiers _____ (is/were/was/might) injured during the war.
2. Either she or her friends _____ (is/are/was/might) responsible for this accident.
3. Neither me nor my parents _____ (would be/is/was/were) aware of the incident.
4. A pair of trousers _____ (were/are/would be/is) hanging on the line.
5. Everything _____ (work/worked/will work/works) fine when it is done correctly.
6. The leader as well as his brothers _____ (belong/belongs) to the same tribe.
7. Cats and dogs _____ (do/does) not get along.
8. The students accompanied by their teacher _____ (has/have) gone on a study tour.
9. A large sum of money _____ (was/were) stolen.
10. A man and a woman _____ (is/are) complementary to each other.

(c) Read with appropriate pronunciation and act out the following dialogue.

Aisha: I have cut my hand!

Grandma: Oh! I'm so sorry to hear that; but your brother, Loly, surprised me!

Aisha: Why? What did he do?

Grandma: He came running to me and said that you had cut your head.

Aisha: He must be crazy nowadays. Why did he tell you I had cut my head? I will ask him whether he has any hearing difficulty.

Grandma: Before you go to him, tell me how you are going to ask him. I don't want him to feel offended.

Aisha: I will ask him, "Do you have any hearing difficulty these days?"

Grandma: No, don't ask him such a question. He will feel offended.

Aisha: How should I ask him then?

Grandma: Ask him, "Did you really hear me saying that I had cut my head?" [Then, Loly enters the room.]



- Loly:** Is the cut still bleeding?
- Aisha:** No, it is not. But I'm surprised: you told grandma that I had cut my head.
- Loly:** Oh no! It is either grandma did not hear me properly or I mispronounced the word.
- Aisha:** Okay.
- Grandma:** What did he say?
- Aisha:** He said that you either might have misheard him or he might have mispronounced the word.
- Grandma:** Hmm!
- Aisha:** It's okay grandma. He might have mispronounced the word.

- (d) *Reread the dialogue between Aisha, Grandma and Loly and then explain the difference between direct and indirect/reported speech.*

Note: When the actual words of the speaker are reproduced, it is called direct speech. However, if the main idea of a speaker's words is reported by another person and the exact words are not quoted, it is called indirect or reported speech.

- (e) *Find the examples of direct and indirect speech from the dialogue between Aisha, Grandma and Loly; then write them in the table below.*

No	Direct speech	Indirect speech
1.		
2.		
3.		
4.		

- (f) *Change the following sentences into indirect speech.*

Example: *Direct speech:* She said, "I am busy."

Indirect speech: She said that she was busy.

- I said, "They have gone out."
- The tour guide said, "He displays such behaviour to protect his territory."
- He said, "What we have done is to create conducive environment."
- "Why do alpha males behave that way?" John asked.
- "Why do you think they will leave the place?" asked Bora.



(g) *Change the following sentences into direct speech.*

DO NOT DUPLICATE

Example:

Indirect speech: They said they were going to school.

Direct speech: They said, "We are going to school."

Indirect speech: The laboratory technician said that water freezes at 0° C.

Direct speech: The laboratory technician said, "Water freezes at 0° C."

1. The teacher said that the sun rises in the East.
2. She said that her son wants to be an actor.
3. The son promised his mother that he would never be rude to her.
4. Sarah asked when the show would begin.
5. Renu said that she had finished her work.

(h) *Read with appropriate pronunciation the following text while paying attention to the structure and changes of verb forms in each speech type.*

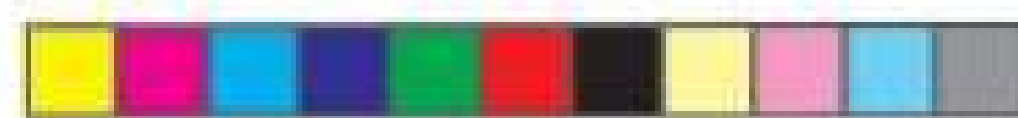
The sleeping giants of Tanzania

Mwanza Textile Mills, Urafiki Textile Mills, Sungura Textile Mills and Musoma Textile Mills, among others, were prominent textile industries in Tanzania a few decades ago. However, they declined disastrously later on.

In recent years, there have been deliberate efforts to revive their operations. For example, in 2019, as it was reported in the Online Daily News of 04/05/2019, the then 5th phase President of the United Republic of Tanzania, the late Dr John Pombe Magufuli demanded to know why Mbeya Textile Mills Limited had been dormant since 2001.

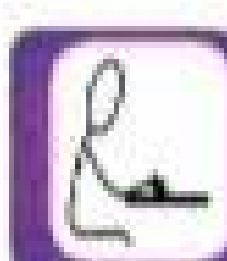
In his speech, the President ordered the Minister of Industry and Trade to find out what had been happening to the factory. "I want you to clear up this uncertainty ... if you won't, I will decide otherwise ..." the President insisted.

In addition, the Mbeya Regional Commissioner said later that the investor intended to establish another factory for starch. "The investor expects to purchase up to 40 tonnes of maize when production takes off," he said.



- (i) Identify the direct and indirect speeches in the text in Activity 5(h) and then, complete the given table. Number 1 has been done for you.

No	Direct speech	Indirect speech
1.	"I want you to clear up this uncertainty ... if you don't, I will decide otherwise ..." the president insisted.	
2.		
3.		
4.		



Activity 6: Writing practice

- (a) Read the following text with an appropriate tone and flow of speech.

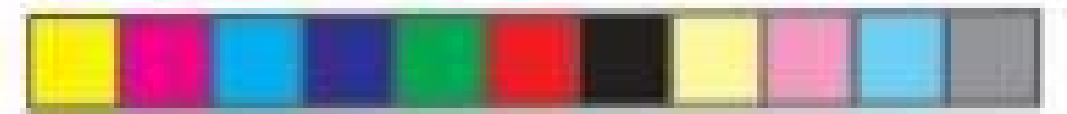
School Headmistress' announcement

Good morning everyone.

It has come to my notice that some students are skipping classes because it is the last week of school. I would like to remind you that every absence will be counted. Those who miss classes more than three times will be required to compensate by continuing with studies for one or two more weeks after the school closes. If anyone exceeds a week, he or she will be required to repeat the class. We are imposing these strict measures in order to control absenteeism.

Another thing which I would like to emphasise is the need to make our school compound clean all the time. So, I urge everyone to keep the environment clean. Take advantage of the many large waste bins all over our school compound. There is no need to throw things on the floor when you can walk 5 steps and put them in the bin. We do not want to resort to punishment, but if this problem continues, we will be forced to start punishing you. Please, keep our surroundings clean!

However, I'm delighted to tell you that our school debate team has won top prize for schools in the region! We have always had a great tradition of success in our debates. Congratulations to everyone who participated in the debate this year! We are very proud of you.



Chapter Three

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Participating in an interview

Introduction

*An interview is a face to face conversation between an interviewee and an interviewer(s). In this chapter, you will learn job interview skills and perform various activities to practise your language skills. You will begin by listening to the teacher reading a text and answer questions on it to practise listening skills. Next, you will discuss a picture and act out a job interview dialogue to practise speaking skills. Then, you will read a passage titled **The missed opportunity** and answer questions about it to practise reading skills. Thereafter, you will use selected vocabulary and grammatical items in context to practise your language fluency and accuracy. Finally, you will write an interview conversation of 250 to 300 words to practise your writing skills. The competencies developed in this chapter will enable you to participate effectively in a job interview.*



Activity 1: Listening practice

- (a) Before you listen to the teacher reading a text to you, answer the following questions:
1. What is an interview?
 2. How is an interview conducted?
 3. What is the importance of interviews?
 4. Have you ever attended any interview? If yes, what was it about?
 5. What should you know before attending an interview?
- (b) Now, listen to the teacher reading the text and then answer the following comprehension questions.
1. What is the passage about?
 2. What was Kindo's level of education?
 3. Where did he find the job advertisement?
 4. What did he do after being called for an interview?
 5. What should an interviewee do before an interview?
 6. What should you do before an electronic interview?



- (c) *Listen to the audio and/or audio-visual materials on interview skills. Use the following questions to guide you through the listening process.*
1. What is the content of the materials you have listened to?
 2. What is your opinion on what you have heard?
 3. What have you found interesting about the interview skills you have heard? Give reasons for your answer.
 4. What is your conclusion about what you have heard?
- (d) *Write a summary of what you have heard and present it to your friend or in class for knowledge sharing.*



Activity 2: Speaking practice

- (a) *Study the following picture carefully and then, in a pair, discuss the questions that follow.*



Questions

1. What are the people in the picture doing?
2. Who do you think is the woman seated in front of others?
3. Why do you think she is seated in front?
4. Imagine if it were you seated in front, how would you feel? Give reasons for your answer.

- (b) In a group of five, act out the following interview and then answer the questions that follow.

Cecilia's Job interview

- Cecilia:** Good morning!
- Panel leader:** Good morning Cecilia. How are you?
- Cecilia:** I'm very well, thank you.
- Panel leader:** Have a seat, please.
- Cecilia:** Thank you.
- Interviewer 1:** Please, tell us a little about yourself.
- Cecilia:** My name is Cecilia Kayonzi. I'm a tutor at Kadoto College of Tourism. I'm 24 years old. I did my undergraduate and postgraduate studies in Tourism at Leeds University in The United Kingdom. Last year, I started working at Kadoto College of Tourism.
- Interviewer 2:** Why should we consider hiring you for the position of Senior Park Warden?
- Cecilia:** You should hire me because I am well qualified for the job and I'm interested in the conservation of wildlife. Apart from that, I have the relevant skills and experience.
- Interviewer 3:** Our game parks are faced with a challenge of poachers. How are you going to deal with it?
- Cecilia:** I will make sure I involve all the stakeholders in dealing with poachers. I will also propose the enactment of strict laws that will bring the culprits to justice.
- Interviewer 4:** How are you going to coordinate this?
- Cecilia:** Well, we'll need a bigger team of wardens; therefore, capacity building is essential. Besides, up-to-date working tools and workers' incentives are key. Finally, we'll sensitise the local communities to participate fully in the anti-poaching crusade.
- Interviewer 2:** How will you involve the local community?
- Cecilia:** First, I'll involve the local government authorities around the parks and game reserves. By supporting social amenities such as health, education, water supply and infrastructure, community members will be obliged to participate in implementing anti-poaching measures.
- Panel leader:** Thank you, Cecilia for your responses.
- Cecilia:** You are welcome. Thank you for your time.

Questions

1. What strategies does Cecilia intend to use to fight against poachers?
2. What are Cecilia's views on the local government authorities to combat poaching?
3. Will Cecilia be hired for the post? Give reasons for your answer.
4. What else do you think she should have said to convince the interview panelists to win the post?



Activity 3: Reading practice

Read the following passage and answer the questions that follow.

The missed opportunity

My name is Hinga. I am 26 years old. I graduated last year from the University of Dodoma. After graduating, I decided to go home to start a farming project. Even though I spent many years schooling, I still considered farming as an alternative to other types of employment. So, I went back home to start a project.

One day in the evening, my father asked me whether I was going to continue with my farm project or look for a job. I told him I was going to look for a job when academic certificate and transcript are out. I will go to collect them and start applying for jobs. I further told him that academic certificates were crucial for applications for various job vacancies.

Two months later, I heard that the academic certificates and transcripts were out. I was very happy as I knew I could then start applying for various jobs. I had to go to Dodoma to collect both the certificate and transcript; so, my father gave me some money for the bus fare. I travelled to Dodoma without any incident. However, the journey back home wasn't very good. The bus had several breakdowns which caused the driver to stop for some hours to fix the problems.

Despite the breakdowns, I did not regret boarding that bus because I met a passenger, a man who was probably in his forties, but full of wisdom. We talked about a lot of issues, including seeking jobs and at the end he gave me a newspaper which had job vacancy advertisements. I could not believe it when I saw a job vacancy which was related to my specialisation. I roughly read the job description and found that I meet



all the criteria. I folded the paper and put it safely in my bag. The man alighted from the bus in one of the villages in Singida Region.

When I arrived home, I told my parents about my trip and the problems on the way home. My parents were happy to hear that I was going to apply for a job. Then, we fell silent and after a minute or so my mother asked me in low tones when I was going to complete the application. "I think, first, I have to prepare my Curriculum Vitae (CV) as quickly as possible," I responded calmly.

The next day, I went to an Internet cafe at a nearby town. I prepared my CV and wrote an application letter. I printed them and photocopied all my academic certificates to be attached to the letter. Finally, I put them in a large envelope and went to the Post Office to post them.

One month later, I received a call to attend an interview which was scheduled to be conducted in two days. After that call, a lot of thing began to pop-up in my mind. I could not imagine what the interview would be like and at the same time thinking what I should prepare for the interview. I went to sleep at 9:00 p.m. that day. I had trouble falling asleep but after some hours I slept and had a dream which I dreamed I was sitting in front of the interview panel. The chairperson of the interview panel introduced me to the other panelists. Then, I was asked several questions all of which I answered correctly. At the end of the interview, the chairperson was very impressed. She stood up and was about to shake hands with me. When I woke up, I realised that it was just a dream. I wished my dream to come true.



It was a bright morning. I quickly prepared for the journey and boarded a bus at 6:00 a.m. The bus left the station at 6:30 a.m. This journey was just like the day I travelled



back home from Dodoma where I went to collect my academic certificates. As we drove through the forest, one of the tyres burst. The bus swerved violently, but through God's Grace, it did not overturn. We had to alight from it for the mechanic to change the tyre. It took him almost an hour to finish the job; then we resumed the journey. Three hours later, the driver heard an unusual sound from the engine. He announced sadly, "The engine has knocked down." The passengers burst out violently. "You are not serious. You will have to reimburse our bus fares."

My hopes of attending the interview began to fade away. They tried to fix the engine the whole night but in vain. The following day, the problem was finally fixed at 10 a.m. and the bus was ready to resume its journey. After some hours, we finally arrived at 2:00 p.m. In my mind, I knew the interview was over. I decided to go to the scene just in case there was a miracle. At the reception desk, I asked the receptionist about the interview. She looked at me sadly and said, "The interview is over." I looked down with tears rolling down my cheeks. I turned back and slowly walked out of the gate. It was bad luck as I missed the opportunity.

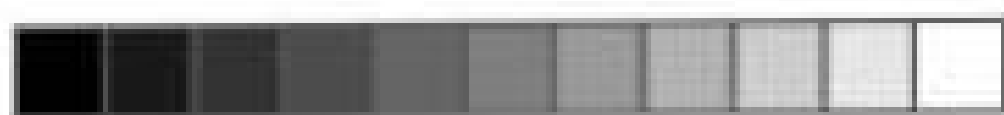
Questions

1. What made Hinga dream of the interview?
2. What was Hinga's dream about the interview?
3. When did Hinga's problems begin?
4. Why did the receptionist look at Hinga sadly?
5. Why did Hinga miss the opportunity?
6. If you had a chance to meet Hinga, what would you advise him to do?

Activity 4: Vocabulary practice

(a) Read the words in the box while paying attention to correct pronunciation.

interview	miracle	burst	receptionist	knock
conductor	stationary	transcript	farming	



- (b) Use the passage in Activity 3 to write the meaning of each word in the box in Activity 4 (a) and construct one sentence for each.
- (c) Write the synonyms of each of the words in the box in Activity 4 (a).

Activity 5: Grammar practice

- (a) Rewrite the following sentences according to the instructions given.

Example:

In Cecilia's opinion, there should be a national campaign to stop poaching.

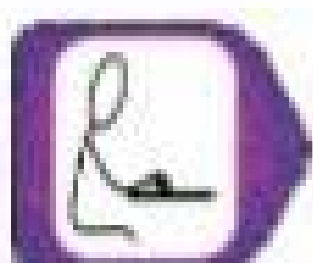
(**Begin:** Cecilia thinks ...)

Cecilia thinks that there should be a national campaign to stop poaching.

1. I think Cecilia should be offered the job. (**Begin:** In my opinion...)
2. In my view, the government is serious in fighting against poachers. (**Begin:** I am convinced...)
3. Cecilia thought that working hand in hand with the government would stop poaching. (**Begin:** Cecilia is of the opinion...)
4. Government officials think that poachers can be stopped if they are sentenced to life imprisonment. (**Begin:** Government officials believe...)
5. Local communities can help in the war against poaching. (**Begin:** She is convinced...)

- (b) Choose the correct word or expression from the bracket to complete and make a connected thoughts of the following sentences.

1. The panelists asked me to talk about myself _____ (so that, though) they could get to know me better.
2. The panel leader's questions were very hard to understand, so _____ (most, often, all, the) other interview panelists had to clarify them for me.
3. _____ (in my decision, in my view of this) the panel leader was supposed to be someone ease to understand.
4. _____, (however, therefore) I was selected.



Activity 6: Writing practice

ONLY
DATE

- (a) Assume that you have been invited as one of the interview panelists and one of your classmates has applied for the position of head prefect. Complete the table below by writing five (5) questions, which you would like to ask the applicant.

Area of focus	No	Questions
Leadership skills	1	
	2	
Discipline	3	
	4	
Sports and Games	5	

- (b) Imagine that you are the School Headmaster or Headmistress at Kiponda Secondary School. Ms Miza is a Mathematics teacher who has applied for a job at your school. She has come for an interview. The panel consists of four members together with you as a panel leader. Write the conversation of the interview by filling in the spaces provided.

Panel leader:

Ms Miza:

Interviewer 1:

Ms Miza:

Interviewer 2:

Ms Miza:

Interviewer 3:

Ms Miza:

Panel leader:

Ms Miza:



Chapter Four

Intensive reading

Introduction

Intensive reading involves reading in detail with specific learning aims and tasks. In this chapter, you will learn intensive reading skills and perform various activities to practise your language skills. You will begin by listening to the teacher reading a text and answer questions to practise listening skills. Next, you will study a picture and answer questions on it to practise speaking skills. You will also read a short profile of Dr Martin Luther King followed by a short passage from his famous speech "I have a dream" to stir up a discussion on this section. After that, you will read a passage on Women and answer comprehension questions. Besides, you will use selected vocabulary and grammatical items in context to practise language fluency and accuracy. Finally, you will write and present in class a summary of any reading materials you have done on a selected topic. The competencies developed in this chapter will enable you to read a variety of texts for specific information and communicate it effectively.



Activity 1: Listening practice

- (a) Before you listen to the teacher reading a text to you, answer the following questions:
1. What do you understand about gender inequality?
 2. How does gender inequality occur in your society?
 3. What are the main groups affected by gender inequality in society?
 4. What should be done to eliminate gender inequality in our society?
- (b) Now, listen to the teacher reading the text to you and then answer the following comprehension questions:
1. What is the passage about?
 2. What things have been reported lately about women?
 3. Why do women have to work so hard?
 4. Who has been reported as the cause of conflicts in families?
 5. What is your opinion about what is said in the passage?



(c) *Listen to the audio and/or audio-visual materials on the differences between intensive and extensive reading. Use the following questions to guide you through the listening process.*

1. What is the content of the materials you have listened to?
2. What is your opinion on what you have heard?
3. What have you found interesting about what you have heard? Give reasons for your answer.
4. What is your conclusion about what you have heard?

(d) *Write a summary about what you have heard and present it to your friend or in class for knowledge sharing.*



Activity 2: Speaking practice

(a) *Study the picture below and discuss with your partner by answering the questions that follow.*





(c) *Listen to the audio and/or audio-visual materials on the differences between intensive and extensive reading. Use the following questions to guide you through the listening process.*

1. What is the content of the materials you have listened to?
2. What is your opinion on what you have heard?
3. What have you found interesting about what you have heard? Give reasons for your answer.
4. What is your conclusion about what you have heard?

(d) *Write a summary about what you have heard and present it to your friend or in class for knowledge sharing.*



Activity 2: Speaking practice

(a) *Study the picture below and discuss with your partner by answering the questions that follow.*



Questions

1. What do you think is happening in the picture?
2. Is the environment suitable for the activity in the picture? Give reasons.
3. What are the requirements for conducting the activity shown in the picture?
4. What do you think the boy standing might be speaking about?
5. Why is it important to learn the skills of conducting the activity shown in the picture?

(b) *Read Dr Martin Luther King Jr's biography and his famous speech "I have a Dream", which he delivered to a large group of civil rights marchers gathered around the Lincoln Memorial in Washington DC on 28 August, 1963.*

Who was Dr Martin Luther King, Jr?

Why is his birthday honoured in the US?

Adapted from www.biography-history.com

Dr Martin Luther King Jr was a civil rights activist in the 1950s and 1960s. He led nonviolent protests to fight for the rights of all people including African Americans. He hoped that America and the world could become a colour-blind society where race would not impact a person's civil rights.



Martin Luther King Jr was born on January 15, 1929. He went to Booker T. Washington High School. He was a very smart boy that he skipped two grades in high school and started his college education at Morehouse College at the young age of fifteen. After getting his degree in sociology from Morehouse, Martin got a divinity degree from Crozer Seminary and then got his doctor's degree in theology from Boston University.

Martin Luther King's father was a preacher who inspired Martin to pursue the ministry as well. He had a younger brother and an older sister. In 1953, he married Coretta Scott. Together they moved to Montgomery Alabama where he would begin his ministry. They had four children, namely Yolanda, Martin, Dexter, and Bernice.

In his first major civil rights action, Martin Luther King Jr led the Montgomery Bus Boycott. This started when Rosa Parks refused to move to give up her seat on a bus to

a white man. As a result, Martin led a boycott of the public transportation system. The boycott lasted for over a year. It was very tense at times. Martin was arrested and his house was bombed, but in the end they prevailed and segregation on the Montgomery buses ended.

In 1963, Martin Luther King Jr helped to organise the famous march in Washington. Over 250,000 people attended this march in an effort to show the importance of civil rights legislation. Some of the objectives, the march hoped to accomplish included an end to segregation in public schools, protection from police abuse, and enactment of laws prohibiting discrimination in employment.

It was at this march where Martin gave his "I have a Dream" speech. This speech has become one of the most famous speeches in history. The march and Martin's speech were a success. The Civil Rights Act was passed in the United States a year later in 1964. Dr Martin Luther King Jr was later assassinated on 4th April, 1968. He was shot while standing on the balcony of his hotel when he was 39 years old.

The following is the speech that Dr Martin Luther King, Jr gave on the day of the march.

*Adapted extract from **I have a Dream***

Dr Martin Luther King Jr's speech

I am happy to join with you today in what will go down in history as the greatest demonstration for freedom in the history of our nation.

Now is the time to rise from the dark valley of segregation to the sunlit path of racial justice. Now is the time to lift our nation from racial injustice to the solid rock of brotherhood. Now is the time to make justice a reality for all of God's children.

We can never be satisfied as long as black people are the victims of the unspeakable horrors of police brutality.

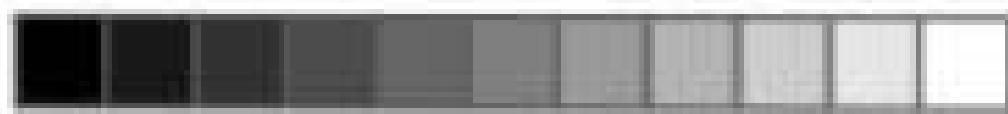
No, no, we are not satisfied, and we will not be satisfied until justice rolls down like waters and righteousness like a mighty stream.

I say to you today, my friends, so even though we face the difficulties of today and tomorrow, I still have a dream. It is a dream deeply rooted in the American dream.

I have a dream that one day this nation will rise up and live out the true meaning of its creed: we hold these truths to be self-evident; that all men are created equal.

I have a dream that one day the sons of former slaves and the sons of former slave owners will be able to sit down together at the table of brotherhood.

I have a dream that my four little children will one day live in a nation where they



will not be judged by the colour of their skin but by the content of their character.

DO NOT DUPLICATE

I have a dream today.

I have a dream that one day little black boys and black girls will be able to join hands with little white boys and white girls as brothers and sisters.

I have a dream today.

This will be the day when all of God's children will be able to sing with new meaning, my country, sweet land of liberty I sing of you. The land where my fathers died, land of the Pilgrims' pride, from every mountainside, let freedom ring.

And when this happens and when we allow freedom to ring from every village and every hamlet, from every state and every city, we will be able to speed up that day when all of God's children, black men and white men, will be able to join hands and sing in the words of the old black spiritual, "Free at last! Free at last! Thank God Almighty, we are free at last!"

Adapted from www.biography_history.com

(c) Search from the Internet and listen to the speech '**I have a dream**' by Dr Martin Luther King, Jr and then discuss with your fellow students using the following guide questions.

1. What kind of a person was Dr Martin Luther King?
2. What dream did Dr Martin Luther King have about America? Mention the things he dreamed about.
3. What is your dream for the future of your country?

(d) Write a speech of 250 to 300 words by completing the following worksheet.

'I have a Dream'

I have a dream that one day

I also have a dream that

My nation will be

I also dream that



Activity 3: Reading practice

ONLY
DATE

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

Women

The chairperson had spoken for almost an hour. In his speech, he blamed us, the women of Gao Village, of laziness and added that we are a burden to the nation. He went on saying that we waste most of our time plaiting our hair. However, he said nothing against the men of Gao. When he was about to close the meeting, I raised my hand. He said, "Yes, young lady" pointing at me. "You are being unfair to women," I said shaking with anger. A few men laughed. There were also some low voices of laughter from the women. "I'm not," the Chairperson said proudly. "Yes you are!" I said and continued, "You have never said anything against your fellow men." "Why should I? They work hard, don't they?" He asked. "No, they don't." I went on. "It's the women who work harder in this village. Men only eat, drink and beat us for no reason."

An old woman nearby commented that I behaved like a man. However, I did not care about what she said. I continued. "Listen! Everybody has the right to speak, regardless of their gender." I said angrily. "That thought is nonsense. Those ideas can't work here, young lady," a thin, bald man with a scar on his face shouted at me.

"Why not? Listen, I'm talking of **equality** in the village. Treat men and women **equally**. Why should women be **humiliated** and **oppressed**?" I insisted. "A woman cannot be the same as a man. Young lady, say something sensible or otherwise sit down and shut your mouth." The Chairperson roared. "I don't understand what is so special about men. Is there anything wrong with women?" I asked. "That is an insult," one gray haired old man commented, after which he rose up and left the meeting. "Close the meeting, Mr Chairperson" shouted another old man. He looked at me as if I was a Judas!

"Listen, Mr Chairperson. That behaviour of **looking-down** on women should be stopped. It is the women who..." "You better sit down," the Chairperson cut me short. "I shall not," I shouted. "Are women inferior? Are they not as strong as men? Are they your **slaves**? In fact, without women, you would have perished." I blustered and then sat down. Almost everybody looked at me curiously.

"Is there anybody with anything more meaningful to say before I close the meeting?" The Chairperson asked. There was no response, so he declared the meeting closed.

On the way home, many people were talking about my reaction in the meeting. "You'll never get married," one old woman told me. Others, however, congratulated me for being so bold to stand up for my arguments against the chairperson and his team.

This incident happened when I had just finished secondary school. I was actually surprised to learn that, until to date, there are people in our village who consider women as **second-class citizens**. Women in Gao village are the ones who work the hardest but surprisingly, decisions are made by men. This inequality is unacceptable and it should be stopped.

Adapted from TIE. (1996). English for Secondary Schools Book 2. Dar es Salaam: TIE

Questions

1. Why did the old woman say that the narrator behaved like a man?
2. Why do you think other women kept quiet during the meeting?
3. What lesson surprised the narrator?
4. According to the chairperson, which people were lazy?
5. Do you think the chairperson's conclusion was right? Give reasons for your answer.

Activity 4: Vocabulary practice

- (a) Read aloud the following words while paying attention to the correct pronunciation.

equality	humiliation	equally	looking-down
oppression	second-class citizens	slaves	

- (b) Find and write the meaning of each of the words in Activity 4(a).
- (c) Construct two sentences for each of the words in Activity 4(a).

Activity 5: Grammar practice

- (a) Restate the following sentences by beginning with I/she/he/we/they think(s) that...

Example: In my opinion, women and men should be treated equally.

I think that women and men should be treated equally.



1. In her opinion, women should have access to basic education.
2. In his opinion, women should not be exploited.
3. In our opinion, discrimination against women should be declared illegal.
4. In Upendo's opinion, social justice should begin at home.
5. In Hemed's opinion, women should not be oppressed.

(b) Use the words in the box below to join each pair of the sentences given. Note that one word can be used more than once.

however even though though therefore although

Example: I tried my best. I still failed the examination.

Even though I tried my best, I failed the examination.

1. Men and women are equal. Women are looked-down by some men.
2. There was no response. The chairperson declared the meeting closed.
3. I have just finished Form Four. I will not let women discrimination persist in my village.
4. The government fights gender inequality. Men are not ready to change.
5. I tried my best to convince them. People were not ready for the meeting.



Activity 6: Writing practice

(a) Find and read any text of your interest on the following areas:

1. Gender equality
2. Social justice
3. Domestic violence

(b) Write a summary of what you have read on the topics in Activity 6(a) using the following guiding questions:

1. What is the text about?
2. When and where is the author writing from?
3. What are the challenges presented in the text?
4. What lesson have you learnt from the text?

Chapter Five

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Extensive reading

Introduction

*Extensive reading involves reading many texts for information, enjoyment, and development of general reading skills. In this chapter, you will learn extensive reading skills and perform various activities to practise your language skills. You will begin by listening to the teacher reading a text and answer questions on it to practise listening skills. Next, you will talk about your experience and act out a dialogue to practise speaking skills. Then, you will read a biography of **Julius Kambarage Nyerere** and other reading materials for pleasure while building reading speed and fluency. Thereafter, you will use selected vocabulary and grammar patterns in context to practise your language fluency and accuracy. Finally, you will write a book review of a book that you have read and present it to your friend and in class for knowledge sharing. The competencies developed in this chapter will enable you to develop the culture of reading for knowledge and pleasure.*



Activity 1: Listening practice

- (a) Before you listen to the teacher reading a text to you, answer the following questions:
1. Why do people like or dislike reading books?
 2. What challenges do you encounter in reading for pleasure?
 3. Which reading materials (written texts) have you read at school or at home?
 4. Which reading materials do you prefer to read for general knowledge or pleasure?
- (b) Now, listen to the teacher reading the text to you, and then answer the following comprehension questions:
1. What is a biologist interested in?
 2. Which bird likes to live with a rhino?
 3. What do we learn from studying living things?
 4. In which subject do we study about living things?
 5. How did the discovery of mosquitoes' breeding places help to eradicate malaria?



(c) *Listen to the audio and/or audio-visual materials related to any topics of your interest. Use the following questions to guide you through the listening process:*

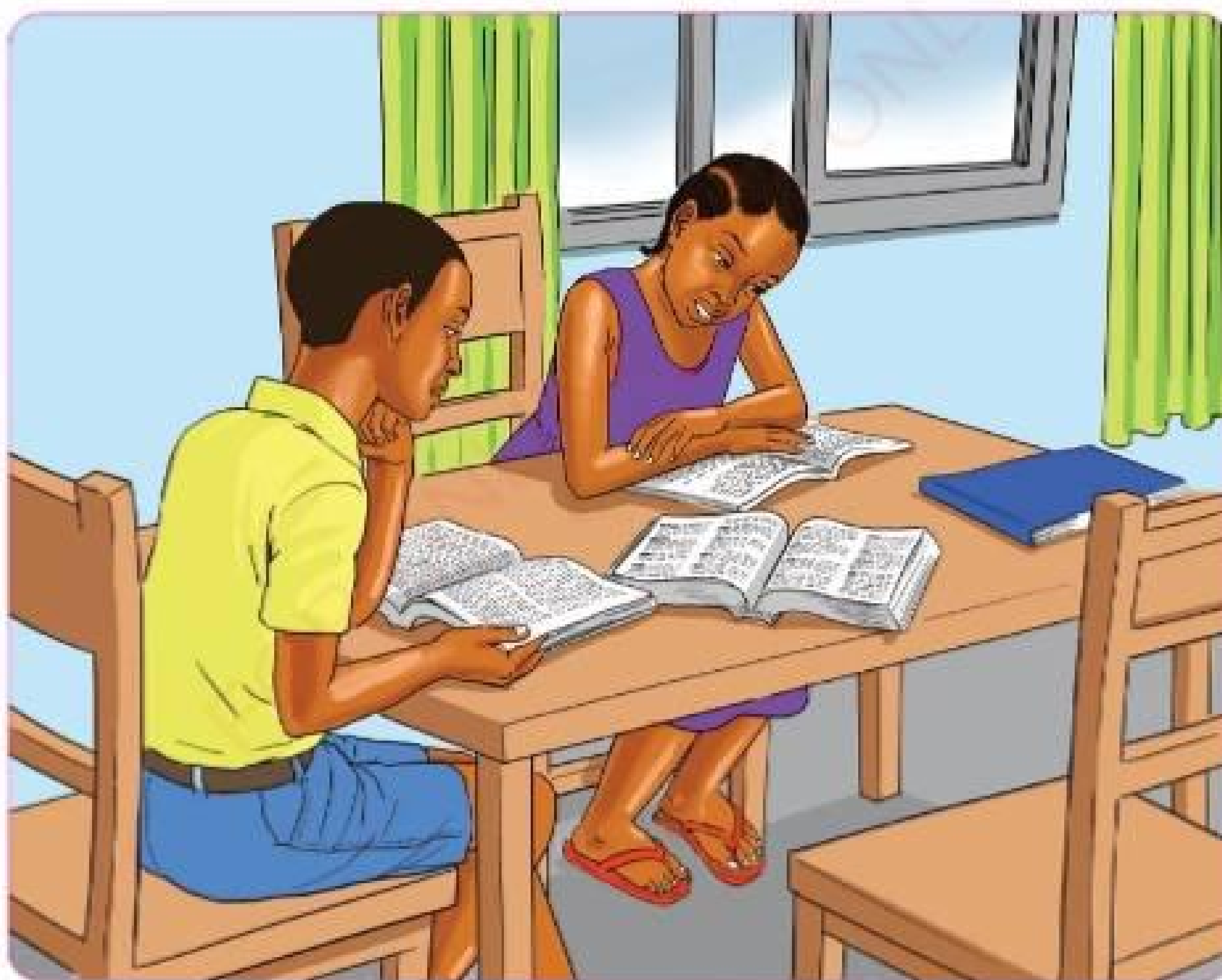
1. What is the content of the materials you have listened to?
2. What is your opinion about what you have heard?
3. What have you found interesting about what you have heard? Give reasons for your answer.
4. What is your conclusion about what you have heard?

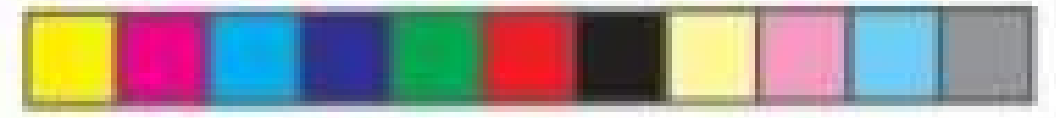
(d) *Write a summary of what you have heard and present it to your friend or in class for knowledge sharing.*



Activity 2: Speaking practice

(a) *Study the picture below and then discuss with your partner the importance of reading for pleasure.*





(b) *Pair up with a partner and then hold a discussion using the following guide questions:*

1. Which materials do you prefer reading during your leisure time?
2. How long have you been interested in reading?
3. Do you like reading alone or with others? Give reasons.
4. Do you think people have enough time for reading? Give reasons.
5. What are the benefits of extensive reading?

(c) *Write a summary of your partner's responses starting with: My partner says ...*

(d) *Pair up with a partner and then ask each other the following questions while recording the responses.*

1. Which do you like reading most; newspapers, magazines, short stories or novels?
2. Why do you prefer such reading materials?
3. When did you last read such materials?
4. Do you think reading written texts can help you? Explain how.
5. Why do some people prefer watching TV and listening to the radio as opposed to reading written texts?

(e) *Use the summary of your partner's responses in Activity 2(d) to report orally in class what your partner has said.*

(f) *Read and act out the dialogue between Ms Sanje, Msuri, Ikyinja and the class. Pay attention to correct pronunciation.*

Ms Sanje: Good morning class!

Class: [In unison] Good morning Madam!

Ms Sanje: How was your holiday?

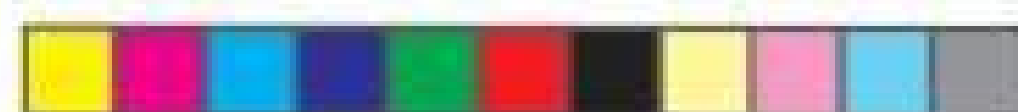
Class: [... mixed responses]

Ms Sanje: I remember that I told you to do some readings during your holiday. Did you do it?

Class: Yes Madam! [in unison]

Ms Sanje: Good! Let me hear from you Msuri! Would you like to share with us what you read?

Msuri: Yes Madam! I will share with you the book I read two days ago.



- Ms Sanje:** What is the title of the book?
- Msuri:** The book is titled '*Passed Like a Shadow*' authored by Bernard Mapalala.
- Ms Sanje:** What is the book about?
- Msuri:** It is about the spread of HIV/AIDS that resulted in the death of the main character, Adyeri.
- Ms Sanje:** What is the most interesting part of the book?
- Msuri:** It is when Adyeri attended a graduation ceremony. The song sung by the pupils made him think that they knew his condition. It led him to reflect upon his lifestyle.
- Ms Sanje:** Did you enjoy reading that book?
- Msuri:** Absolutely! It is a very interesting book, full of lessons.
- Ms Sanje:** Who else is the other character in the story?
- Msuri:** Atwoki.
- Ms Sanje:** Who is your favourite character?
- Msuri:** Atwoki, the footballer.
- Ms Sanje:** Bravo! I can see you have definitely read the book and understood it. Congratulations! Is there anyone else who had read another storybook particularly for pleasure?
- Ikyinja:** Yes. I read a book titled '*The Great Ponds*' written by Elechi Amadi.
- Ms Sanje:** Apart from Ikyinja, has anyone else read '*The Great Ponds*'?
- Class:** [The class remains silent]
- Ms Sanje:** I highly recommend that you should all read this book. Read and discuss it in your free time. You will present its contents next week.

Questions

1. What does reading for pleasure mean?
2. Do you read for pleasure? Give reasons for your response.
3. What and when do you read for pleasure?
4. What is the subject matter in the book '*Passed Like a Shadow*'?
5. Why should you advise your fellow students to read books?



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(g) Read and act out the following dialogue.

Bakari: Hi Jennifer!

Jennifer: Hi Bakari! How are you?

Bakari: I am fine, thank you. How are you?

Jennifer: I am fine too.

Bakari: Congratulations on your yesterday's presentation! It was fascinating and very informative.

Jennifer: Oh...no - it was nothing special!

Bakari: Where do you get all this information?

Jennifer: I get the information from reading various printed materials. I read magazines, newspapers and books. I read many different kinds of books: love stories, novels, poetry and biographies. I also read a lot of online materials in the form of e-books and e-contents.

Bakari: Where do you get the time... I mean... How is it possible to read all these? Because for me, I hardly have time to read even the recommended course books.

Jennifer: I use my spare time properly. I go to the library and select as many printed materials as possible. I read for pleasure but also learn more about different issues.

Bakari: Wow! You are amazing.

Jennifer: Do you know, what do they call this kind of reading?

Bakari: To be honest, I don't know.

Jennifer: It is called extensive or free reading. It involves reading a wide variety of texts.

Bakari: Is there a need for reading books that are not crucial to your studies?

Jennifer: Yes, there is. The benefits of extensive reading include getting information about the world and for developing general reading skills. Besides, this kind of reading helps in developing reading speed, comprehension, fluency and also improves your ability to use language communicatively.

Bakari: Thank you very much for your explanation. Now I am going to begin reading extensively.

Jennifer: That will be great!

Questions

1. What are the features of extensive reading?
2. How can extensive reading support your learning?
3. What do you think are the barriers to reading extensively?
4. What should people do to overcome the barriers to extensive reading?
5. Where would you advise one to get the materials for reading?

(h) *Make an oral presentation of a summary of any book you have read to your classmate or to the class as a whole. In your presentation, follow the following guidelines:*

1. Introduce the book briefly (in your introduction include the title of the book, author, setting, characters).
2. Use language confidently and avoid sounding mechanical (i.e. be natural and relaxed).
3. Introduce the content systematically: use sequence markers, such as first, second, third; or logical markers such as moreover, furthermore, in addition, or in conclusion.
4. Conclude your presentation.



Activity 3: Reading practice

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

Julius Kambarage Nyerere (1922 – 1999)

Mwalimu Julius Kambarage Nyerere was a son of the chief of the small Zanaki ethnic group. He was educated at Tabora Secondary School and then went to Uganda to study a Diploma in teaching at Makerere College. When he returned, he chose to teach at St Mary's of Tabora (now Milambo Secondary School). Then he went to Edinburgh University for further studies. He was one of the first Tanganyikans to study at a British University. He graduated with an M.A. in History and Economics in 1952 and returned to Tanganyika to teach at St Francis (now Pugu Secondary School).

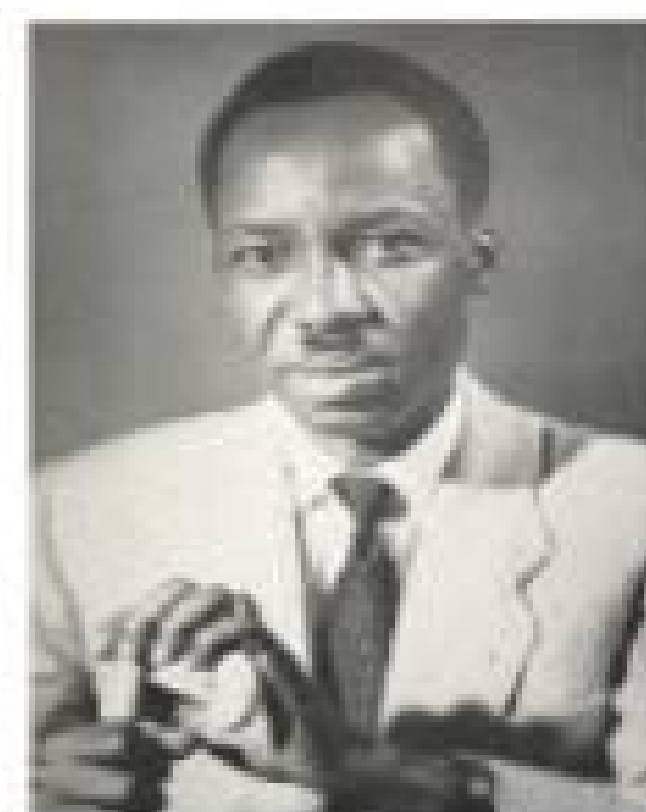


Photo by George Danhevel

By the time Mwalimu Nyerere entered politics, Tanganyika had been converted into a Trust Territory ruled by the British under the United Nations Trusteeship Council, with independence the ultimate goal. Since Mwalimu Nyerere wanted to speed up the process of emancipation, he joined the Tanganyika African Association (TAA) and soon thereafter, became its president in 1953. In 1954, he converted the organisation into the more politically oriented Tanganyika African National Union (TANU). Under Mwalimu J. K. Nyerere's leadership, the organisation adopted peaceful change, social equality and racial harmony, and rejected tribalism and all forms of racial and ethnic discrimination.

In 1955 and 1956, he traveled to the United Nations in New York as a petitioner to the Trusteeship Council and the Fourth Committee on trusts and non-self-governing territories. After a debate that ended him being granted a hearing, he asked for a target date for the independence of Tanganyika. The British administration rejected the demand, but the dialogue that ensued established Mwalimu Nyerere as the most prominent nationalist spokesperson for his country.

The British administration nominated him a member of the Tanganyikan Legislative Council, but he resigned in 1957 in protest against the slowness of progress towards independence. In the elections which were held in 1958–59, Nyerere and TANU won a large number of seats in the Legislative Council. In a subsequent election in August 1960, his party managed to win 70 out of 71 seats in Tanganyika's new Legislative Assembly. Progress towards independence owed much to the understanding and mutual trust that developed during the course of negotiations between Mwalimu Nyerere and the British governor, Sir Richard Turnbull.

"We, the people of Tanganyika, would like to light a candle and put it on top of Mount Kilimanjaro, to shine beyond our borders, giving hope where there was despair, love where there was hate and dignity where before there was only humiliation."

J.K. Nyerere in Legislative Council
22nd October, 1959

As a result of the dedication of Mwalimu Nyerere and many others, Tanganyika finally gained responsible self-government in September, 1960, and Mwalimu J. K. Nyerere became the Chief Minister at that time. Tanganyika became independent on December 9, 1961, with Nyerere as its first Prime Minister. The next month, however, he resigned from this position to devote his time to writing and synthesising his views on government and African unity. One of Mwalimu J. K. Nyerere's most important works was a paper called "Ujamaa -The Basis for African Socialism," which later served as the philosophical basis for the Arusha Declaration (1967). When Tanganyika became a republic in 1962, he was elected president, and in 1964 he became the president of the

United Republic of Tanzania (Tanganyika and Zanzibar).

Mwalimu Nyerere was re-elected president of Tanzania in 1965 as was returned to serve three more successive five-year terms before he declined to stand for election again in 1985. He handed over to his elected successor, Ali Hassan Mwinyi.

As outlined in his political programme, the Arusha Declaration, Mwalimu J. K. Nyerere was committed to the creation of a socialist society based on cooperative agriculture in Tanzania. He collectivised village farmlands, carried out mass literacy campaigns, and instituted free and universal education. He also championed the need for Tanzania to become economically self-sufficient rather than remain dependent on foreign aid and foreign investment. Mwalimu termed his socialist experiment "Ujamaa" which means familyhood in English. The name emphasised the blend of economic cooperation, racial and tribal harmony, and self-sacrifice that he sought to achieve. Tanzania became a one-party state although democratic opportunities were permitted within that framework.

As a major force behind the modern Pan-African movement and one of the founders of the Organisation of African Union (OAU) in 1963, Mwalimu Nyerere was a key figure in African events in the 1970s. He was a strong advocate of economic and political measures in dealing with the apartheid policies of South Africa. He was also chairperson of a group of five frontline African presidents who advocated for the overthrow of white supremacy in Rhodesia (now Zimbabwe), South Africa and South West Africa (now Namibia).

Mwalimu J. K. Nyerere's challenges on the domestic front were dominated by economic hardships and difficulties between Nyerere and Idi Amin of Uganda. In 1972, Mwalimu Nyerere denounced Amin when the latter announced the expulsion of all Asians from Uganda. When Ugandan troops occupied a small border area of Tanzania in 1978, Mwalimu Nyerere pledged to bring about the downfall of Amin. In 1979, the Tanzanian army invaded Uganda in support of a local movement to overthrow Amin. Nyerere's intervention helped to unseat Amin.

Mwalimu Nyerere retired from the presidency in 1985. After his retirement, Mwalimu was regularly called upon to act as an arbitrator in international crises such as those in Rwanda and Burundi. He also translated two plays by William Shakespeare, 'Julius Caesar' and 'The Merchant of Venice' into Swahili as 'Juliasi Kaizari' (1963) and 'Mabepari wa Venisi' (1990) respectively. His thoughts, essays, and speeches are collected in his books, 'Uhuru na Umoja' (Freedom and Unity, 1967), 'Uhuru na Ujamaa' (Freedom and Socialism, 1968), and 'Uhuru na Maendeleo' (Freedom and Development, 1973).

Adapted from <https://www.britannica.com/biography/Julius-Nyerere>

Questions

1. What are the most interesting things you have learnt about Nyerere from this short biography?
2. Why did Nyerere have to go to New York to demand independence?
3. How did Nyerere expand education in Tanzania?
4. Why are biographies important?
5. What do you learn about writing biographies from this passage?

Activity 4: Vocabulary practice

(a) Match the words in **Column X** against the meanings in **Column Y**, then write the answer in the space provided. Number 1 has been done as an example.

Column X		Column Y		
No	Words	Answers	No	Meaning
1	biography	iii	i	a situation in which someone's money or property is managed by another person or organisation
2	mandate		ii	to give up a job or position by telling your employer or responsible organs that you are leaving the job or position
3	trusteeship		iii	the life story of a person written by someone else
4	resign		iv	more important or powerful than all others
5	successor		v	the authority given to an elected group of people, such as a government, to perform an action or govern a country
6	enthusiastic		vi	a serious or formal promise, especially one of giving money or becoming a friend, or something that you give as a sign that you will keep the promise
7	arbiter		vii	someone or something that follows and takes the job, place, or position that was held by another person



8	prominent		viii	showing a feeling of energetic interest in a particular subject or activity and eagerness to be involved in it
9	pledge		ix	someone who makes judgment, solves an argument, or decides what will be done

(b) Construct two sentences for each of the words in **Column X** in Activity 4(a).

(c) Read the text below and answer the questions that follow.

Trees

A tree is a wooden stick which tries hard to reach the sky. It wants to reach the sunlight which it needs for life. The stick is called a trunk. Growing tall also keeps the leaves further away from insects and animals. There are two main types of trees: conifers and **broad-leaved trees**.

Conifers grow into a triangular shape. Broad-leaved trees are usually rounded. To be called a tree, the plant must be over twenty feet tall. It can have only one **trunk**. Anything else is a **shrub**. A tree below twenty feet is called a sapling. Redwoods are the tallest trees in the world. They can grow to more than three hundred and sixty feet in height.

All the parts of a tree work together to make it grow. Leaves make food using sunlight and gases in the air. The roots take water and minerals from the soil. The leaves need water, and the roots need food. The trunk carries water and sap up and down the tree. Sap is the name for the tree's food. The water and sap channels are just under the outer layer of the bark. The bark protects them. As a tree grows, the bark cracks open on the outside. New bark grows inside.

The leaves of broad-leaved trees are thin, flat, and often wide. In northern climates, broad-leaved trees are usually deciduous. They lose their leaves in the fall. The veins in a leaf carry food and water around the leaf. A leaf's shape can identify the type of tree. Young leaves are especially tasty to deer and other animals. Some trees have thorns to keep the eaters away.

Conifers are trees which produce cones. Some conifers have hard, spiky needles. Leaf-eating animals cannot eat these spikes or needles. Others have bad-tasting leathery leaves or scales. Each needle of a conifer stays on the tree for three to four years. They save their energy by not having to make new needles each year.

Twigs stick out from trees and are the growing ends of the tree. Each twig has some **buds**. These contain new **shoots**. The shoots open and become new twigs. Sticky scales protect the buds from insects.



Some trees have beautiful **blossoms**. These attract bees or other insects that carry **pollen** from male flowers to female flowers. Female flowers make seeds from the pollen. These may grow into trees. On conifers, the cones serve as blossoms. Male cones produce pollen. This is blown to the female cones by the wind. Seeds begin to grow. The cone scales harden and protect the seeds. Seeds fall from cones to grow into new trees. They have light wing-type propellers on them to blow them away from the parent tree, as they could not get enough sunlight as they grew under the tree.

Some trees use their fruit as a means of spreading seeds. They may rely on the animals which eat the fruit and then leave the seeds in their droppings. These may contain seeds which will grow into new trees. Other trees have tasty seeds or nuts. Many of these are eaten by animals. The ones which are not eaten may grow into trees.

In summary, a stick with leaves or needles on it is called a tree. The tree has to continually stretch to the sky to find the life-giving sun that it needs to grow. Its height also keeps animals and insects away from the leaves. Conifers and broad-leaved trees are the two main types of trees.

Adapted from https://www.softschools.com/language_arts/reading_comprehension

- (d) Read aloud the bolded words in the passage in Activity 4 (c).
- (e) Write the meaning of each of the bolded words in the passage in Activity 4 (c).
- (f) Use each of the bolded words in the passage in Activity 4 (c) to construct two sentences.

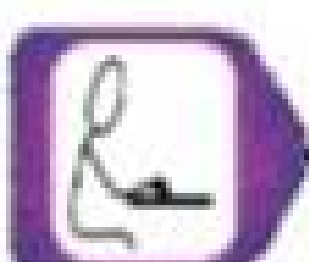
Activity 5: Grammar practice

- (a) Change the verbs in brackets into their correct forms.

As I (1) _____ (walk) down the street, I saw a crowd of people. They (2) _____ (demonstrate) to show their anger against early marriages. One of the demonstrators, Mr. John (3) _____ (be) holding a banner that read "Girls must get their right to education." I (4) _____ (surprise) to see that even some of the elders (5) _____ (be) among the demonstrators. The demonstrators were guided by only a few Police Officers. As they were approaching the Headquarters of Social Welfare, more Police Officers (6) _____ (arrive) to intensify security as the office is located at a highly populated area.

- (b) *Change the underlined verbs to describe actions that take place habitually in the present.*

Boga was a political party leader in the country of Rena. He traveled up and down the country and held political meetings wherever he stopped. He liked to listen to what the people told him, after which he gave them advice. Many people supported him because he believed that all children had the right to go to school.



Activity 6: Writing practice

- (a) *Write a summary of any book you have read using the following sub headings.*

1. Name of the author and the title of the book,
2. Characters in the book,
3. The message or themes found in the book,
4. The things that surprised you when reading the book, and
5. The things you liked or disliked about the book.

- (b) *Visit your school library and read any three different books of your choice and interest. Then, write a summary of the main ideas in each book by answering the following questions:*

1. Who are in the story?
2. Where does the story take place?
3. When does it happen?
4. What is it about?
5. What have you learnt from the story?

- (c) *Write a biography of your favourite leader at your school or in your home region.*

- (d) *Keep a record of books or texts you have read using the table below.*

Book /text title	Author	Year of publication	Summary of the book/text

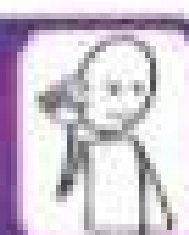
Chapter Six

Analysing literary works

Introduction

Literary analysis means studying a text closely to understand what it is saying, how it is saying it and why the author chose to say it in the way she or he did. It can be applied to novels, short stories, plays, poems, or any other form of literary writing. Language is the medium of literature. Without language there is no literature but the way the literary artist uses language intensifies our understanding and enjoyment of the literary work.

In this chapter, you will learn the concepts of literature and literary analysis. You will also perform various activities to practise your language skills. You will begin by listening to the teacher reading a text to you and answer questions to practise your listening skills. You will also read and act out a dialogue about an introduction to literature and practise your speaking skills. Next, you will be exposed to different genres of literature. Finally, you will read and analyse literary works for appreciation. The competencies developed in this chapter will enable you to critique and compose literary works.



Activity 1: Listening practice

- (a) Before you listen to the teacher reading a text to you, answer the following questions:
1. What is literature?
 2. How does literature differ from other forms of writing?
 3. What does literary language mean?
 4. What is the importance of literature in our society?
- (b) Now listen to the teacher reading the text to you, and then answer the following comprehension questions:
1. What is the passage about?
 2. What is forced marriage? Do you think it is fair?
 3. Why did the girl run away from home?
 4. Do you think the girl in the passage was right? Why?



5. If you were the girl, what would you have done?
6. When she got to the teacher's house, why did the woman ask her husband if he knows the girl?
7. How would you continue the story? In pairs, write the rest of the story.

(c) *Listen to the audio and/or audio-visual materials related to the concepts of literature. Use the following questions to guide you through the listening process.*

1. What is literature about?
2. What is your opinion about what you have heard?
3. What have you found interesting about what you have heard? Give reasons for your answer.
4. What is your conclusion about what you have heard?

(d) *Write a summary of what you have heard and present it to your friend or class for knowledge sharing.*



Activity 2: Speaking practice

(a) *Read and act out the following interview about what literature is between a TV presenter and a literature teacher from Mwembeni Secondary School.*

Mr Mgimba: Good evening ladies and gentlemen. Welcome to your favourite TV programme, "Shine in Literature." Our today's guest is Ms Tabia, a teacher of Literature from our nearby secondary school, Mwembeni Secondary School. Your host is none other than Mr Mgimba and you are watching your favourite Mzalendo TV. Welcome to our studios, Ms Tabia.

Ms Tabia: It's my pleasure to be here.

Mr Mgimba: Teacher, I know you have been in this field for a long time. Besides, you have written a couple of literary works which are nationally and internationally recognised. With such experience, what do you say literature is?

Ms Tabia: Before we get into literature, let me give you a general explanation. Ever since writers first appeared, they have been asking questions trying to make sense of the world around them. Many have left written records of their lives and ideas all of which we call literature. That is the first definition of literature, all writing, in particular, writing that is worth reading. There is then a more narrow definition which refers to imaginative writing using artistic methods. Writers use their imagination to reflect on life in all its various shapes and forms.

Mr Mgimba: Uh... um um... What exactly do you mean?



Ms Tabia: I mean that an imaginative art which expresses thoughts and feelings of the artist on events around him or her using language in an artistic way. It is a mirror in which audience can see themselves and a window through which they can explore the world around them. Writing becomes literature because of the power of what the writer wants to say; the power of the language she or he uses.

Mr Mgimba: Thank you very much. So, what are the main forms of literature?

Ms Tabia: These can be divided into three main groups: novels and short stories; drama or plays; and poetry. All of them can either be fictitious or non-fictitious.

Mr Mgimba: So, you, educated elites don't recognise the art of our ancestors?

Ms Tabia: *(laughs)* Of course we do. We call that oral literature.

Mr Mgimba: That's great! Can you please tell the audience more about it?

Ms Tabia: Sure! Oral literature is the literature which is spoken. When it is put in written form, it changes its name to written literature.

Mr Mgimba: Is that all?

Ms Tabia: No, oral literature is very rich, as it uses rituals, songs, epic poems and praise poems, folktales and legends as well as histories of people. All these are rich in language, including proverbs, riddles, sayings and a variety of figures of speech. These are supplemented by the way the oral teller or singer uses her or his voice and actions to add life to what is being said.

Mr Mgimba: That's interesting. I am sure my viewers would love to join literature classes. Can you tell us more, please?

Ms Tabia: Well, oral literature is usually closely connected to a particular culture. It includes stories adapted to a particular context of that culture or community.

Mr Mgimba: OK, I am glad to hear how much you value oral literature. But, back to written literature, namely novels and short stories; drama or plays and poetry. Are they aspects of literature?

Ms Tabia: Yes, these are referred to as genres of written literature.

Mr Mgimba: So, could you kindly explain what each of these genres mean?

Ms Tabia: A novel is a very long story which usually has many different themes. Novels come out through characters and the way they interact with one another. Through the story and characters, the author expresses their point of view about different aspects of life.

Mr Mgimba: What about short stories?

Ms Tabia: They are stories like novels, but they are much shorter. Since they are short, a number of short stories may be collected and put together in a book called an anthology.

Mr Mgimba: What about drama?

Ms Tabia: Drama is literature which is acted on stage or in movies.

Mr Mgimba: So, drama is a play.

Ms Tabia: In a way, yes. When it is acted before an audience, it is called drama but once it is written and read as a book, it is referred to as a play.

Mr Mgimba: So, let's come to the third genre. Ms Tabia, what is poetry? It always seems so difficult to me.

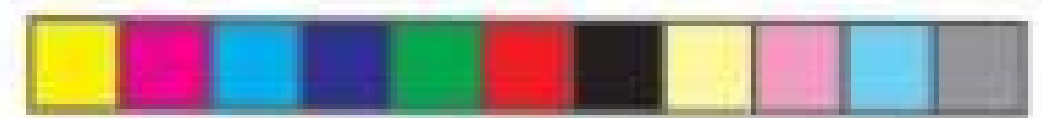
Ms Tabia: *(laughs)* You are right. My students are the same. But we are afraid of poetry for nothing. Songs with meaning are poems. All we can say is that poems are ways of expressing a great deal in a short space of time, using rhythm to give more meaning. We can categorise poetry into traditional and modern poetry. Traditional poetry refers to those poems that have regular rhyme and rhythm throughout the poem while modern poetry refers to those poems that do not follow regular rhyme and rhythm. In other words, poetry, like literary works, can tell a story and can have characters as well.

Mr Mgimba: Then, how can they be called poems?

Ms Tabia: It's because of rhythm and the way the poem is divided into lines that help to add to the meaning of the poem and the feelings of the poet. But don't be confused. Sometimes, the person speaking in the poem is not the poet herself or himself. It is a character. For such poems, a character is called a persona. For example, the poet may be a man but the person speaking in the poem, the persona, is a woman.

Mr Mgimba: Wow! Ms Tabia, you have given so much to think about. It is unfortunate that we are running out of time, but I would like you to finish up by explaining the importance of literature.

Ms Tabia: I think that needs another programme, but I will try. Literature is the best form of writing; so, when you read a novel or a play or a poem, you experience the life, culture, emotion, and deeds of a particular society. When you read literature, you travel to a hundred of different places and meet a thousand different people without even moving from your chair. You feel what the writer or the characters feel, you learn from what they say



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and do, you get caught up in the story because you want to know what happens, and you enjoy yourself at the same time. I think it is true to say that when you finish reading a good piece of literature, you are changed somehow by all you have felt and experienced.

Mr Mgimba: That is amazing. I can't wait to go and read a new novel. Thank you so much Ms Tabia and welcome again. Thank you too my audience. I am sure you have learnt a lot about literature. Goodbye for now.

Questions

1. What issues are discussed in the above dialogue?
2. What have you learnt about literature from this dialogue?
3. How does literature reflect life in all of its varied forms and shapes?
4. What is the difference between the writer and the persona?
5. How does oral literature differ from written literature?
6. Why is it important to study oral literature?
7. What is so special about literature?

(b) Read **Texts 1 and 2**, then discuss in pairs or small groups the questions that follow after each text.

Text 1:

Elements of literature

There are two elements of literature - form and content. Simply, content is what the writer wants to say while form is how he or she says it. For example, in a novel, the elements of form are, firstly, **the setting**. This is the context; physical and social environment in which the story takes place. It is both geographical (where) and historical (when). For example, "Hawa the Bus Driver" has its setting in Dar es Salaam in the 1980s when people were mainly using UDA for transport and the *daladala* system of transport was beginning to take part. Setting also refers to social environment. Is it a time of peace or war? What are the traditions and beliefs of that society and so forth. The second element is **the plot**. This is the way the story is put together, how one event leads to or causes another event, how characters interact with one another and so on. At the heart of any plot, there must be a conflict of some kind as that is what makes us want to continue reading. We want to know how the conflict is resolved.

Conflict is always introduced at the beginning (exposition stage) and, as the characters attempt to resolve the conflict, it becomes complicated and the plot thickens at each stage. Thus, the plot has the following stages or elements which are also summarised in the following diagram.

- (a) **Exposition:** This is where the writer or author introduces the characters and setting by providing their descriptions and background. It is where the conflict is introduced as well.
- (b) **Rising action:** This is built during the story and gets more exciting. It is where conflict gets stronger and stronger. It is also where the suspense gets stronger as we want to know how the conflict is resolved.
- (c) **Climax:** This is the moment of greatest tension or excitement in the story. It is where the conflict reaches its highest point and begins to be resolved.
- (d) **Falling action:** This happens as a result of climax and we know that the story will soon end. It is often very short.
- (e) **Denouncement (resolution):** This is the stage where all the challenges and conflicts are resolved and the story ends.



Adapted from Allen, J. et al. (2008) Literature. Evanston: McDougal Littell

The third element is **the characters**. These are the imaginary people, animals or objects the writer has created for the story. We learn about the characters in many ways: their names and appearance, their education and work, the way they dress and talk, their ideas and their actions, the problems they face and the ways they deal with them and what they learn as the story continues. **Characterisation** refers to the author's ability to create characters that are realistic and make us feel about them; to love them, or hate them, support them or want them to fail. The way we feel about the character is another

reason for us wanting to read the novel. The fourth element is **language**. This refers to words the writer chooses and uses in describing or in telling the story, and how the author uses different figures of speech to make the language more attractive. It also refers to dialogue; the way he or she makes the characters come alive by the way they talk. The fifth element is **style** of the writer. This refers to the way the writer puts the whole text together, including the language used, characters and his or her own unique way of telling the story.

There are also other smaller elements of style such as **title**. The writer tries to choose the title which attracts readers to read and say something about what they will find inside the book or poem.

Questions

1. What are the five main elements of form?
2. Why is conflict important in literature?
3. What is characterisation?
4. What is dialogue? How is dialogue used in a novel?
5. Why is the title important?

Text 2

Content, on the other hand, refers to what the writer is saying through his or her descriptions and characterisation. It contains four elements. The first element is **theme**. There is the main theme which is the central idea or issue portrayed by the piece of writing. For example, in "Passed Like a Shadow," the main theme is HIV and AIDS while in "Unanswered Cries," the main theme is Female Genital Mutilation/Cutting (FGM/C). There can also be sub-themes like the issues of how to bring up children in "Unanswered Cries". The second element is **conflict**. As said above, conflict is the basis of the story. Without conflict there is no plot. There are many different kinds of conflicts. They include the following:

- a) Intrapersonal conflict (conflict inside a character, a dilemma the character faces, conflict between their head and heart)
- b) Interpersonal conflict (conflict between characters. It could be the main character and another character or between two other characters)
- c) Social conflict (conflict between the character and society, or between groups in society, war)
- d) Family conflict (conflict within the family)

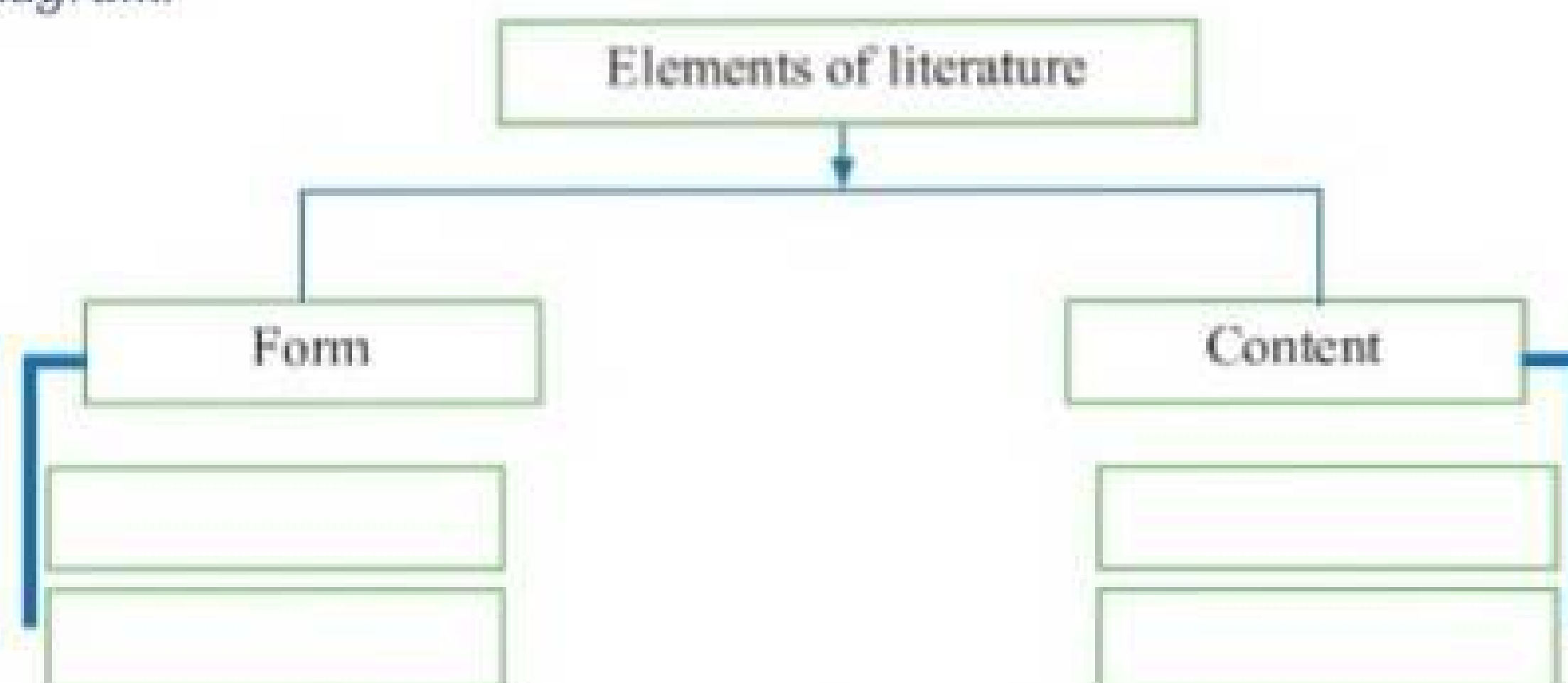
- e) Cultural conflict (conflict between different cultures or between a character and the culture, for example, Olabisi in “Unanswered Cries” goes against the culture of her mother’s society)
- f) Political conflict (conflicts between political groups or parties, conflicts about different ways of developing the country, etc.). For example, the conflict in the novel “Passed Like a Shadow” by Benard Mapalala includes the following:
 - i) Adyeri felt ashamed of himself as he listened to the song at school. This is an intrapersonal conflict. The same is true of Abooki after she was raped by John. She was affected psychologically because she lost her virginity even though it was not her fault.
 - ii) Interpersonal conflicts include the conflicts between Adyeri and Amoti. This happens when Adyeri beats her, or between Adyeri and Birungi when she throws him out of the house, and the conflict between Vicky and Tusiime and Kunihiro that happens when Vicky opposes the idea of sleeping with men to make money.

The third element of content is **message**. Message refers to the main point the writer wants to make. It comes out of the theme. Thus, in “Unanswered Cries”, the theme is FGM/C and the message is that different groups in society should meet to discuss how to deal with the FGM/C issue by providing education that condemns female genital mutilation. The message is related to the **Lesson** which is what the reader learns from the novel. Usually, the lesson will be the same as the message but sometimes, the reader learns something completely different. The fifth element of content is **philosophy**. Philosophy is the way the writer sees life as expressed through the content of the given novel. Here the reader has to distinguish between the ideas of the characters and the ideas of the author.

Questions

1. “Literature is a mirror that reflects the culture of a particular society.” What does this statement mean to you?
2. How does a title of any literary work help a reader to understand the message(s) the writer wants to convey?
3. What is your views on the statement “Form and content are two sides of the same coin”?
4. Take any book you have read and identify the main theme and other themes.
5. How can you tell what the writer’s views are?

- (c) Summarise the content of Text 1 and 2 in Activity 2(b) using the following diagram.



- (d) With correct pronunciation, read and act out the following dialogue between Form Three students of Mtakuja Secondary School who were talking about their Literature homework given by their subject teacher, and then answer the questions that follow.

Mori: Hi Mwami!

Mwami: Hi Mori.

Mori: I'm glad you're here. How have you been doing?

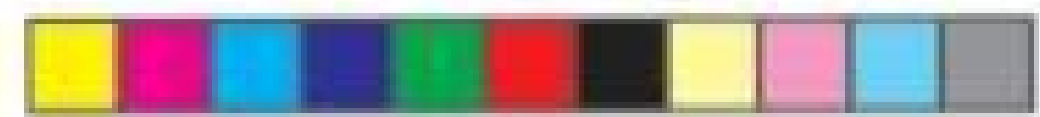
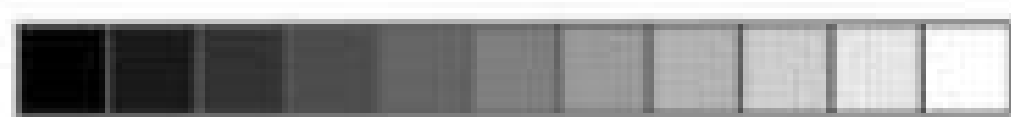
Mwami: Not bad, but busy as usual. Did you do the homework given last week by Mr Mwendokasi, our Literature teacher?

Mori: Do you mean the homework which was about figures of speech?

Mwami: Yes!

Mori: Oh yes, I did! I got a few definitions from the dictionary and some from the Internet. For example, I found on the Internet the word **imagery** as referring to a creation of mental image and sensory impression for emotional effect and intensity. It is the choice of words which make us see, hear, or even smell what is happening in the story. For example, when the writer says, "He hadn't washed for a week so anyone coming near him was forced to hold his/her breath or his/her nose." This makes readers feel the smell of someone who hasn't washed himself or herself for a week. Images also include figures of speech such as similes or metaphors.

Mwami: Yes, that's what I too followed up on the Internet and in the dictionary. I found there were many figures of speech, for example, **simile** is one of the figures of speech in which two things that are essentially different are compared using conjunctions such as 'like' and 'as'. For example, 'He is as greedy as a hyena', or 'they all ran away like rats'. A **metaphor** is also a direct comparison between things but without using



'like' or 'as'. For example, 'Oh! My mother, you are the angel of God', or 'the teacher roared with anger'.

Mori: Wow! You have really done your homework. Let me add, **personification** is a literary device in which nonhuman things or abstractions are represented with human attributes. For example, 'Necessity is the mother of invention' or 'the car coughed and spluttered when the engine was started.' I also learnt that **hyperbole** is an intentional and extreme exaggeration for emphasis or effect. For example, 'Millions of people attended my birthday' or 'She received a bundle of kisses.'

Mwami: I can see you have even more definitions than I do.

Mori: I am lucky. You see, my elder sister studied literature as one of her subjects in high school. I use most of her books for reference.

Mori: Bravo! Good for you! I wish I had such resources too.

Mwami: No problem, you're a good friend of mine. I will be lending them to you whenever you need them. Did you find out any more terms? They are so many of them, my head is aching.

Mori: **Euphemism** is one of the figures of speech we all use frequently. It is the use of polite expressions to replace words and phrases considered harsh or impolite and unpleasant. For example, 'pass away' for 'die', or 'going to the washroom' for 'going to urinate'. **Symbolism** is the use of a word or a phrase to represent or stand for something larger than itself. For example, 'dove' symbolises 'peace' and heart symbolises 'love'.

Mwami: Enough my friend. Let me work on these first and then we can learn some more later.

Mori: You are right. Let's take a break.

Questions

1. What are the different kinds of figures of speech?
2. Give two examples for each of the following:
 - (i) Simile
 - (ii) Metaphor
 - (iii) Euphemism
3. What images would you use to make the reader 'hear' what is going on?

Activity 3: Analysis of Prose

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- (a) Read the text about the concept of fiction below, then, answer the questions that follow.

What is a novel

A novel is a long narrative work of literature that tells a story about specific experiences, thoughts, feelings and actions of one or many characters. Prose style and length, as well as fictional or semi-fictional subject matter, are the most clearly defining characteristics of a novel. Unlike works of epic poetry, a novel tells its story using prose rather than verse. In order to be called a novel, it should have at least 40,000 words. Most novels are between 60,000 and 100,000 words. Anything shorter than 40,000 words would normally be considered a novella or small novel. Most of the works we will read such as "Passed Like a Shadow" and "Unanswered Cries" are novellas.

There are, however, other characteristic features that set the novel apart as a particular literary form. *The content may be fictional or semi-fictional.* A novel is not factual but fictional in that the story and the characters are fictitious. It can also be semi-fictional. Semi-fictionalised novels (such as historical works inspired by true events or persons) exist when the writer has used her or his imagination to portray a certain character based on historical time. But if it is a factual book about those times and persons, then it would not be classified as a novel. Some novels are semi-fictional because the writer writes about his or her own life but using a character similar to herself or himself. Novels, in general, have a *complex plot* with many events and characters.

Questions

1. How is a novel different from epic poetry?
2. Why do we classify "Passed Like a Shadow" as a novella?
3. Why do we say some novels are 'semi-fictional'?

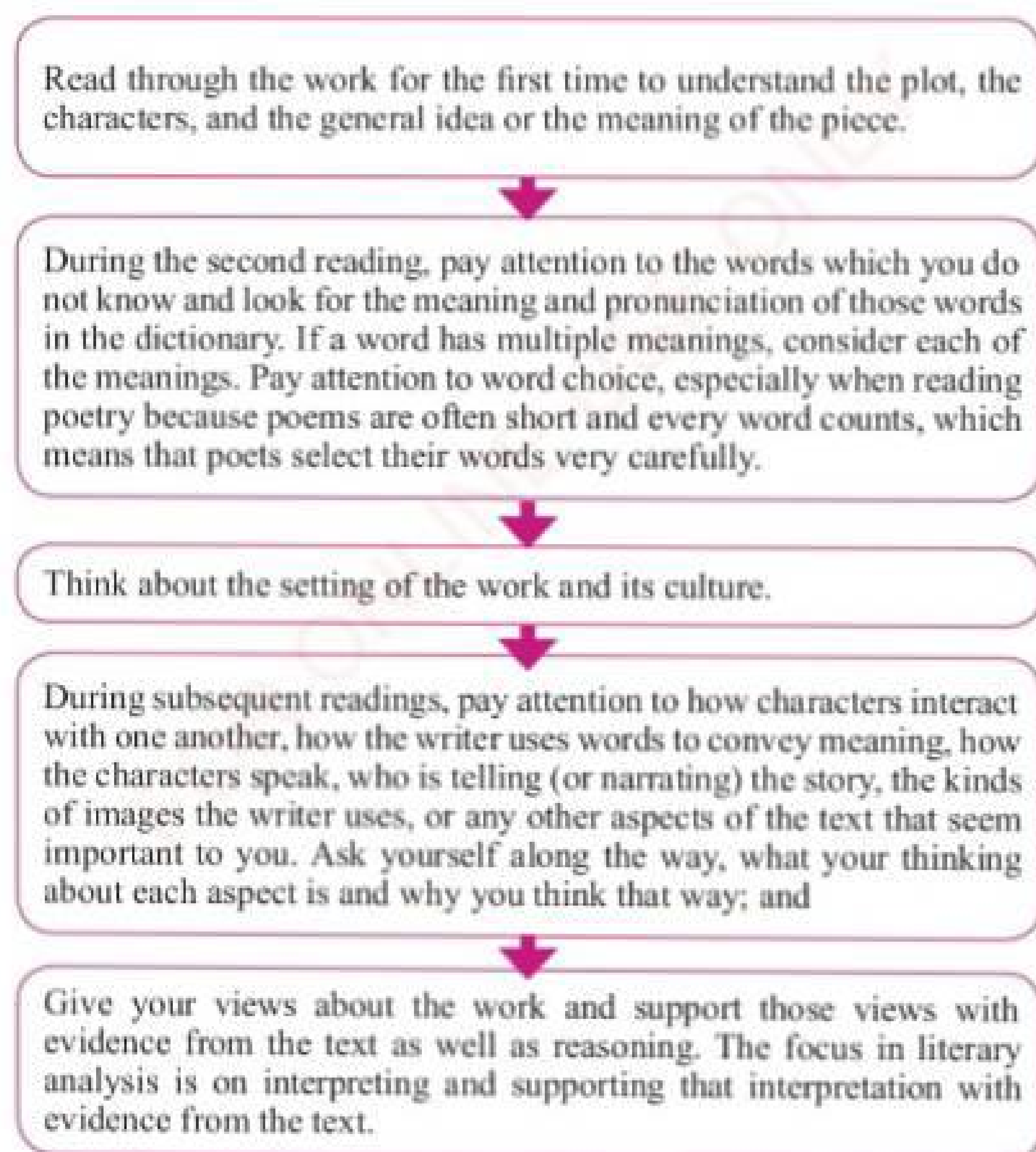
- (b) Read the following scenario and then answer the questions that follow.

Solea is a Form Three student at Kadoto Secondary school. One day, he went to the school library to read books about literature. He found a book titled 'How to Analyse a Novel' in which the author of the book wrote how social life can be represented in literary works. After reading the book, he came out with the following summary.

The first part of the book talks about the importance of literature and the second part about how to analyse a novel. Solea found that:

- i) Literature is a way of experiencing life, time, culture, emotion, deed, and event that you are not otherwise able, willing, or capable of encountering in any other manner. Thus, it opens doors to new and different life experiences;
- ii) The critical reading skills that you bring to the reading of literary works can serve you well in reading any other types of written materials;
- iii) The ability to write about literature demonstrates your ability to read critically and engage in the higher level thinking skills of analysing and interpreting a literary text; and
- iv) The ability to construct a reasonable argument, supported by evidence and logic, is essential to many other types of expository writing tasks. This builds your ability to communicate your ideas clearly and effectively.

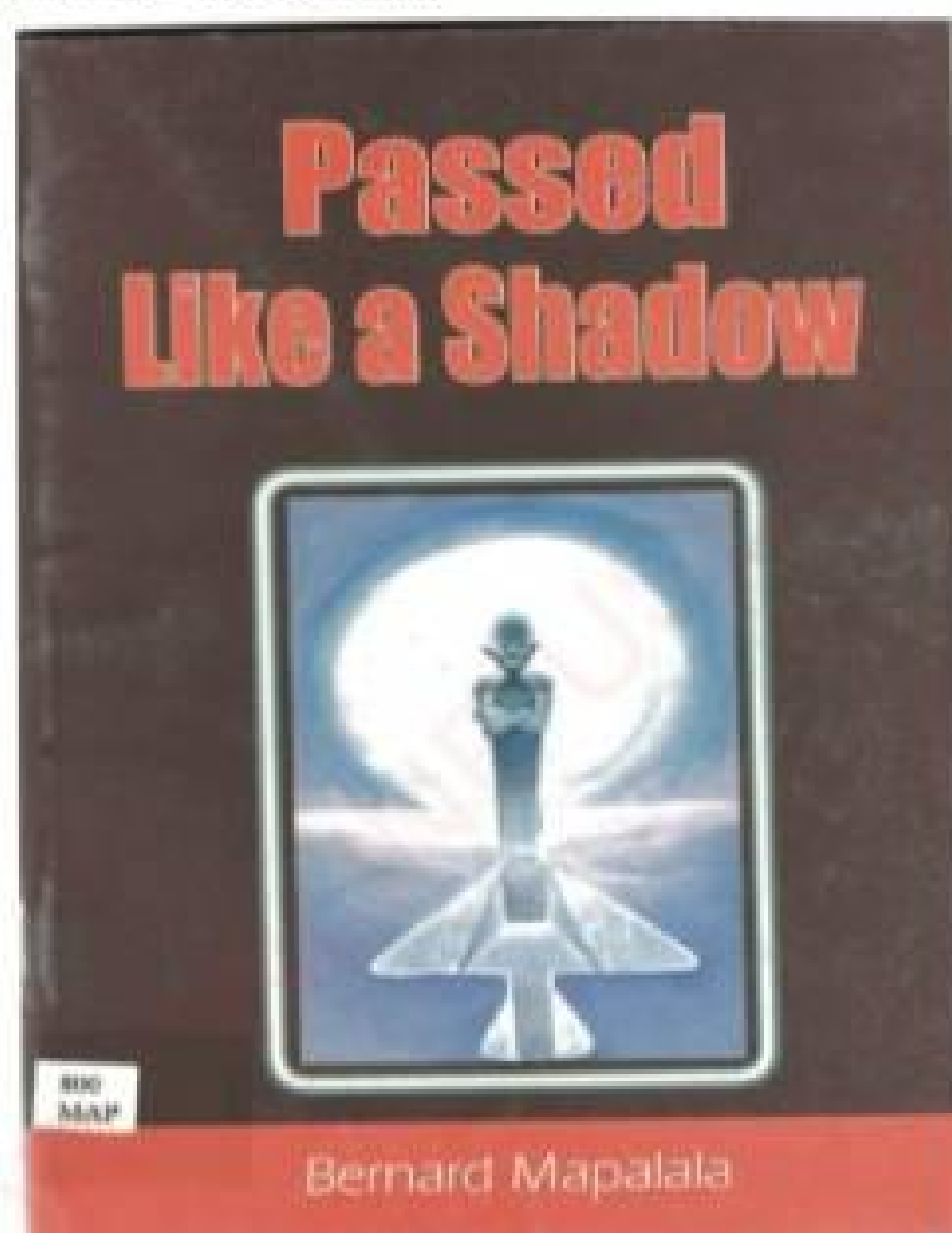
With regard to a novel analysis, Solea found that in order to analyse a novel critically, the following chart would be helpful:



Questions

1. What is a literary text?
2. Why is reading literature important?
3. What are the essentials to consider when writing a literary work?
4. What techniques are to be employed when analysing any literary work?
5. What procedures should you follow when reading and analysing a literary work?

(c) Study the cover of the book "Passed Like a Shadow" by Bernard Mapalala and answer the questions that follow.



Questions

1. Why does a person in the picture look the way she or he is?
2. Why do you think the light shines behind the person?
3. What does the title of the book mean?
4. Who is the author of the book?



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- (d) Read, with correct pronunciation, the following extract taken from the book *Passed Like a Shadow* written by Bernard Mapalala and answer the questions that follow.

10

Bernard Mapalala

dowry. "What's his name? "I am asking you." Vicky hesitated. Then she replied, "His name is Akena Opolot. He comes from Pallisa."

"A... What? That is his name? And coming from Pallisa? That's very far away," Adyeri said with astonishment.

"A *Munyamahanga*. A *Munyamahanga*." Exclaimed Short Amoti. "I'll never consent for my daughter to be married to a *Munyamahanga*. Suppose they eat people in Pallisa, what are you going to do?" "No, no. Auntie Amoti," Vicky cried, seeing her luck slipping through her fingers. "He lives in Kamwenge. He says we shall live in Kamwenge."

"That's a lie," Amoti responded. "The man is only fooling you. Those people from the north always go back home. They come here to make money, that's all."

"But he told me so, Auntie Amoti," Vicky cried desperately. "Shut up both of you," Adyeri interrupted. "I'm the only person who puts on trousers in this room. I'm the one to make a decisions. This is what I have decided: I don't care who marries Vicky, whether it's a person, a cow or a donkey. All I want is the dowry. I'll fix the bride-price, and this man will cough it out. Once that's settled then I will have no objection. You can tell that to your *Munyamahanga*."

Amoti persisted: "As for me, I don't agree at all. This is just a way to lose our blood lineage. When I think of that stranger, my heart has no peace at all." Adyeri cut her short. "What I have decided, I have decided!" It was then decided that Vicky should tell Akena to come back on another day with his delegation for an official introduction and negotiations.

When that day came, Akena came well dressed in a three-piece suit accompanied by three friends who were all from the taxi-park in Fort Portal. Acaali (Young Pig), one of the three friends, was chosen as the official go-between.

On his side, Adyeri was backed by a team of five men, all of whom were his drinking pals. They had their own meeting the previous night during a serious drinking bout and had put proper breakdown on the bride price as follows:

15 heads off cattle including 3 bulls;
8 goats;
50000/= shillings, for buying bark cloth;
15000/= shillings, for buying Daddy's walking stick; and
2 jerrycans of beer.

Adopted from Passed Like a Shadow

Questions

1. Who are the characters in the story and what are their roles?
2. What is the relationship between the characters in the story?
3. Who is Adyeri?
4. What is the meaning of the words in the following table as used in the story?

blood-lineage	official go-between	Munyamahanga	bride-price
---------------	---------------------	--------------	-------------

(e) Read the book, *"Passed Like a Shadow"* by Benard Mapalala, and then answer the following comprehension questions:

1. Who are the main and minor characters of the novel?
2. What do you think are the causes of conflict between Adyeri and Amoti?
3. When did Adyeri's family conflict begin and what is your opinion on Adyeri's behaviour?
4. If you were Atwoki, what would you do after spilling the food?
5. Who is Amoti? Why did she call her husband a pig?
6. What is the meaning of each of the following words in the box taken from the book *"Passed Like a Shadow"* by Benard Mapalala?

bewitch	alleging	spilling	bang	outburst
curse	retort	extinguish	shriek	provoke

(f) Answer the following questions in relation to the setting and plot of the book *"Passed Like a Shadow"* by Benard Mapalala.

1. When was the book published?
2. If the author wrote the book today, what might he change, for example, about HIV and AIDS?
3. What is the setting of the story?
4. What is the main theme of the story?

5. What are the economic, social, political and cultural characteristics of the society from which the story is set?
6. How are the events in the book organised from the beginning to the end?
7. In your opinion, what is the climax of the story?
8. What do you think of the book as a whole?

(h) Use the guiding questions presented serially in the text boxes below to review and write a summary of the book 'Passed Like a Shadow' by Bernard Mapalala.

Start	What is the title of the book?	What happened at the beginning of the story?
		What was the best part of the story?
		Is the story close to reality? Why or why not?
Name eight of the characters in the book	Where did the story take place?	What was the funniest part of the book?
What was the saddest event in the book? Why?		
Who was the funniest character in the book?		
Did you like the story? Why?	How is the title of the book related to its content?	Describe one of the characters in the story.
		Who among the characters demonstrates generosity?
		What event from the book would you not wish to occur in your society?
Finish	What happened at the end of the story?	What was the most exciting part of the story?

Activity 4: Analysis of Drama or Play

- (a) *Read and act out the following dialogue between a student and a drama director.*

Student: Good morning Director!

Director: Good morning! How are you?

Student: I'm fine thank you. I was looking for you.

Director: Oh, you are welcome. What can I do for you?

Student: I have a lot of questions about drama. Could you help me?

Director: What exactly do you want to know about drama?

Student: I'm interested in knowing the specific elements that make a drama different from other genres.

Director: Very good. The specific elements of drama are acts, stage direction, dialogue, props, curtain, and costumes, to mention a few. This is because drama is acted on stage rather than being read in a book.

Student: Thank you so much. But would you explain a bit more?

Director: Oh! Yes. Acts are the major divisions of a play (like chapters in a novel). Sometimes, the acts are subdivided into scenes and their subdivisions are called scenes. Setting is like the setting of the novel, but it is shown on the stage. If the play is taking place in a market, the stage will have market stalls, etc. Another element is dialogue, which means two or more people talking in turn.

Student: But we have dialogues in novels as well.

Director: Very good. In novels, we experience description or narration whereas the whole drama depends on dialogue. There is no description, except what is needed to show the setting on stage and tell the actors what to do.

Student: Oh yes. So, these instructions are the words written in italics?

Director: Very good! Those are called stage direction. They are written in italics and/or in brackets to describe what is on stage, or tell the characters when to enter and leave and how to speak. These words are for the producers and the actors; not the audience.

Student: Telling them how to speak!

Director: Yes. Should they be laughing, or angry or shouting and the like?

Student: Are there different types of drama as is the case in other forms of literature?



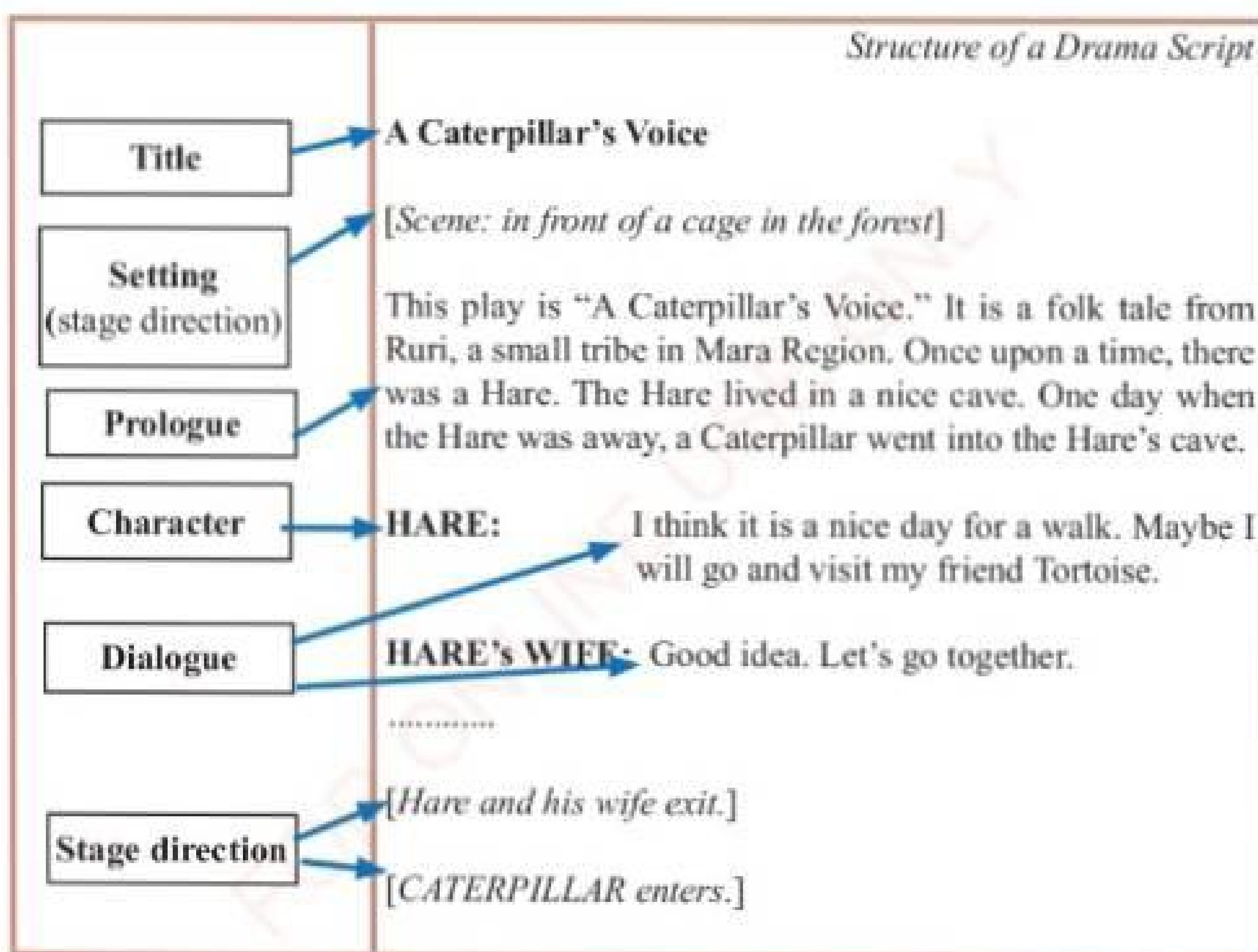
Director: Good question. There are different types. The two main types are tragedy and comedy. In a tragedy, the main character comes to a sad or bad end while in a comedy, the audience laughs and there is a happy ending. You can also have a tragi-comedy which is both happy and sad and melodrama.

Student: What is a melodrama?

Director: A melodrama is a play or film with lots of exciting or sad events and where people's emotions are exaggerated in order to appeal to the emotions of the audience. A lot of the dramas shown on television from other countries are melodramas.

Student: Thank you Director. I have learnt a lot about drama.

Director: It's my pleasure. Let me give you this model structure of a Drama script to show how each of the elements work.



Student: Oh thank you so much.

Director: You're welcome.

Questions

1. What are the unique features of drama that differentiates it from other genres of literature?
2. Why are the stage directions written in italics and/or in brackets?
3. What dramas (including films and television drama) do you enjoy most? Why?
4. Do you like watching tragedies, or comedies or melodramas? Why?
5. Take one drama you have watched/read and analyse the characters, setting and themes in the same way that you do for novels.
6. Write your own drama script of 250-300 words using the Drama Script structure in Activity 4(a).
7. What is the importance of drama or plays or films acted in Tanzania?

Activity 5: Analysis of Poetry

- (a) *Recite the following poem and pay attention to its features and correct pronunciation.*

A Baby is a European

A baby is a European
He does not eat our food
He drinks from his own water pot

A baby is a European
He does not speak our tongue
He is cross when his mother understands him not

A baby is a European
He cares very little for others
He forces his will on his parents

A baby is a European
He is always very sensitive
The slightest scratch on his skin results in an ulcer

Adapted from Growing up with poetry by Ewe (Togo)

Questions

1. What is the poem about?
2. What are the characteristics of the baby in the poem?
3. Why does the poet compare a baby to a European? What does he want to show about Europeans by this comparison?
4. Who do you think the poet is? Why do you think he has written the poem?
5. What do you think the tone of the poet is? Is he angry? Sad? Amused? Mocking?
6. How did you feel when you read the poem? Why?

(b) *Read, with correct pronunciation, the text below and answer the questions that follow.*

Poetry is a unique genre of literature in the way language is used and in the way the poem is presented. The content is just as important but the poet tries to add power to the content by the nature of the language and the form she or he uses. Poems (like songs) are written in the form of lines called **verses** and **stanzas**. In traditional poetry, there was a **rhyme** (words with the same ending like beat/cheat, or decision/position) and a regular **rhythm** (like the beats of drum). Each stanza had the same number of verses. These days, especially in English poetry, rhythm is used more in songs than in poems and the rhythm is not always regular but still the rhythm is used to draw attention to certain words. For example, in the poem above, the repetition of the word European at the end of every verse puts emphasis on the word and makes us laugh even more at how the baby is a European. Very often poems also have a refrain (like songs) which are repeated at the end of each stanza.

Poets also use figures of speech more than other writers to give emphasis to their content. The language used is **figurative**. It employs a variety of figures of speech, such as the ones we saw earlier in this chapter: simile, metaphor, personification, hyperbole or euphemism. These figures of speech are very important. It is not enough just to identify whether the poet has used a figure of speech or not, but you should ask yourself why the poet has used that figure of speech and how it contributes to the understanding or the feeling of the poem. It should be remembered also that poets often use a character who speaks in the poem. That character is called **persona**. The persona is different from the poet.

Finally, because the poet is trying to say as much as possible in as few words as possible, he or she does not always follow grammatical rules. This is called **poetic licence**. Even

in the poem above, the poet does not have any connecting words but rather makes a series of statements only. Each line shows another baby-like feature of a European.

The poet uses all these techniques to create the **tone** he or she wants. Tone is the writer's attitude towards the subject, character, or audience and is conveyed through his or her choice of words and figures of speech. In other words, tone is how the author feels about his/her subject, character, or audience, and he/she shows it through the words he or she chooses and puts them together. **Mood** is the feeling that the reader has after reading or listening to a poem or other literary works. This is how the reader is supposed to feel about the subject.

Questions

1. What does poetic licence mean?
2. Write short notes on the following terms.
 - i) Refrain
 - ii) Mood
 - iii) Stanza
 - iv) Persona
3. Why is poetry rich in figures of speech?
4. 'Poetry is rhythmical in nature'. Justify this statement.

(c) Study the bolded words in the text in Activity 5(b) and then discuss them with your partner.

(d) Read the following poem and then analyse it.

THE DYING CHILD

Thin and red,
Skinny and bald,
The boy groans on the ground.
Swollen stomach
Full of waste,
Thin legs,
Thin arms,
Twitch



As the boy
Fights with flies
Over the empty plate.
Ten years old,
He looks older than ten,
And younger than young,
And so small
As he wriggles,
Prisoner
Of his unproportioned body.
"Mother," shouts the boy,
"when I grow up
I will carry a gun
And not a pen"
"My son," shouts the mother,
"My son," cries the mother
"You will never live to carry a gun
There is no meat for us"

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Adapted from Summons by Freeman Peter Lwamba

Questions

1. How many characters are found in the poem?
2. Who is the persona in this poem?
3. Indicate the poetic license as used in the poem.
4. What have you learnt from the poem?
5. What is your attitude towards the boy carrying a gun?
6. Why does the mother cry?

Chapter Seven

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Writing narrative compositions

Introduction

*A narrative composition is a composition which tells an imaginary story although sometimes the narration can be based on facts. In this chapter, you will learn how to write a narrative composition and perform various activities to practise your language skills. First, you will begin by listening to the teacher reading a text and answer questions to practise listening skills. Second, you will study a picture and act out a dialogue to practise speaking skills. Third, you will read a passage titled **A clever thief jailed** and answer comprehension questions to practise your reading skills. Fourth, you will use selected vocabulary and grammatical patterns to practise language fluency and accuracy. Finally, you will write a narrative composition of 250 to 300 words on selected topics. The competencies developed in this chapter will enable you to communicate information about the past, both in spoken and written language.*



Activity 1: Listening practice

- (a) Before you listen to the teacher reading a text to you, answer the following questions:
1. What is a narrative composition?
 2. How can you differentiate a narrative composition from other compositions?
 3. How is a narrative composition written?
 4. What is the importance of writing a narrative composition?
- (b) Now, listen to the teacher reading a story to you and then answer the following comprehension questions:
1. What is the name of the narrator?
 2. Who called the narrator over the phone?
 3. What was the call about?
 4. How did the narrator feel after receiving the news?
 5. Why did the narrator wake up?



- (c) *Listen to the audio-visual and audio materials on narrative composition. Use the following questions to guide you through the listening process.*
1. What is the content of the material you have listened to?
 2. What is your opinion on what you have heard?
 3. What have you found interesting about what you have heard? Give reasons for your answer.
 4. What is your conclusion about what you have heard?
- (d) *Write a summary of what you have heard and present it to your friend or in class for knowledge sharing.*



Activity 2: Speaking practice

- (a) *Study the following picture and then discuss it with your partner by answering the questions which follow.*



Questions

1. What do you see in the picture?
2. What could have been done to rescue the situation?
3. How do you relate what you see in the picture with the real life situation?
4. What have you learnt from the picture?
5. What do you think can be done to prevent this from happening in our societies?





(b) Read and act out the following dialogue. ONLY

Mwaisa: Good evening my dear sister!

Chanjala: Good evening Mwaisa, my lovely brother. How are you?

Mwaisa: I'm fine thank you.

Chanjala: Good, how are your studies?

Mwaisa: Fantastic! Sister, may I ask you for a favour?

Chanjala: Sure, I would love to help!

Mwaisa: You know our English teacher, Ms Kifaruhande likes to engage us in the teaching and learning process. She's assigned us to find out about a narrative essay.

Chanjala: Wow! She must be a good teacher.

Mwaisa: She certainly is.

Chanjala: Well, a... ah! A narrative essay is a type of essay that tells a story, fiction or nonfiction based on the writer's point of view or personal experience.

Mwaisa: Oh! So, what's its form or structure?

Chanjala: Mmmh, I think it has an introduction that engages the reader's interest, details about the main event or action in the story, and a conclusion that describes the outcome.

Mwaisa: Okay! Thanks sister, but would you simplify it for me. To be specific, how is a narrative essay organised?

Chanjala: Okay! This is tricky, but I will try. Now, to start with, what did I tell you about the introduction?

Mwaisa: It's about creating the reader's interest.

Chanjala: There you are! Ok let's look at the structure of the introduction:

Introduction

- (i) *Hook:* The hook gets the reader's attention with an interesting or surprising fact.
- (ii) *Background:* The background tells the history or what happened before the action.
- (iii) *Thesis:* The thesis sentence prepares the reader for the main action of the story, but it doesn't tell the whole story.

Mwaisa: It seems that the writer provides the beginning of the story here.

Chanjala: Bravo! You're brilliant.

Mwaisa: Not that much.

Chanjala: Look at this, it's the second part of the story, which is actually the main part of the composition.

Body paragraphs

The body paragraphs tell the main story. They use a lot of details to bring the story to life.

- (i) **Situation:** The situation paragraph describes when, where, what happens in the story, and why the main event is happening. It does so step-by-step. It often uses time order.
- (ii) **Rising Action:** The rising action is the main event leading to the climax. It also uses time order and other details.
- (iii) **Climax:** The climax is the main action, the highest stage of tension, excitement, surprise, or action.

Mwaisa: Sister, is the climax the same as the peak?

Chanjala: Sure! After that, the fall is necessary. Finally, the conclusion must be drawn.

Conclusion

The concluding paragraph has a happy or sad ending depending on the nature of the story. Make sure that your essay conveys a message and gives the reader something to think about.

Mwaisa: Thank you very much sister. I promise you, I am going to write the best narrative essay ever.

Chanjala: I wish you all the best. But, do you know the stages to follow?

Mwaisa: Oh! I've no idea. Do you mean that there are specific stages to be followed?

Chanjala: Yes, there are some stages to be followed in the writing process. The first stage is planning. In this stage, you have to write an outline of your essay, then generate ideas on the topic.

Mwaisa: Oh, I didn't know that. So, what's the next stage?

Chanjala: Next, you have to write down ideas that you have about the topic. Everything that you know about the topic should be put down on paper. Furthermore, you will put together ideas that are similar and finally you will organise your ideas in a logical sequence.

Mwaisa: After writing and organising the ideas, what next?



Chanjala: The second stage is writing the first draft, revising it and finally, writing the second draft.

Mwaia: Having written the second draft, what follows next?

Chanjala: What follows is the third stage, which includes revising the second draft followed by content and language editing.

Mwaia: What exactly do we do during editing?

Chanjala: During editing, we make sure that the essay is clear and coherent with correct grammar, punctuation, spelling, sentence structure and paragraphing.

Mwaia: After editing is finished, what follows next?

Chanjala: After the editing, the last stage is a final proofreading for punctuation, and spelling. After ascertaining that everything is OK, then the work is ready for submission or presentation.

Mwaia: Thank you my lovely sister for your time and valuable information.

Chanjala: You are welcome. Work hard!

Mwaia: I will, thank you.

Questions

1. According to the conversation above, what is a narrative composition?
2. Apart from narrative compositions, what other types of composition do you know? Mention any three.
3. What stages ought to be followed in writing a narrative composition?
4. Do you think editing your essay is important? Give reasons.
5. What are the features of a narrative composition?



Activity 3: Reading practice

USE ONLY
COMBINATION

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

Why does the bat fly by night?

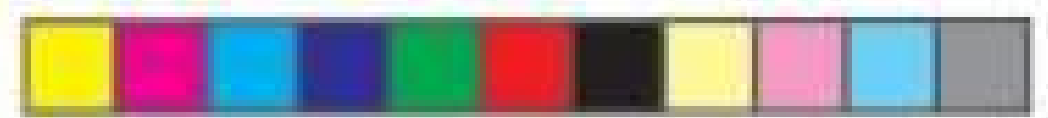
Once upon a time, there were two great friends, Rat and Bat. They used to visit each other. Rat used to enjoy food at Bat's home. Bat was a very good cook. Whenever he cooked, the food was always delicious. Rat wondered how his friend could cook such delicious food. He told his friend, "How do you make such a tasty soup?" Bat was reluctant to tell his friend the secret behind his cooking, but one day he agreed to tell his friend the secret. He said, "I always boil myself in the water. When my flesh is boiled, it makes a good stew." He got a pot which had the already cooked soup. He told his friend that the pot had boiled water. He jumped into it and afterwards, he came out. Then, he told his friend that he had to take the pot to the fire to make it hotter. When the soup was served, it was strong and tasty as usual. Bat added that he would show him how it is done. Rat then thanked his friend for telling him the secret.

Rat, then, went home and told his wife that he was going to make good soup like Bat's soup. He told his wife to boil some water. His wife boiled the water. Then, Rat asked his wife to bring some salt to add to the soup. As soon as his wife went inside to collect the bottle of salt, Rat jumped quickly into the pot of boiling water to boil his flesh as he was directed by his friend. There he died out of his foolishness.

When his wife came back, she looked into the pot and found the dead body of her husband. She screamed for help but it was too late. Rat was dead. She mourned the death of her husband. After the mourning, she reported the matter to the king who ordered that Bat be apprehended immediately. As soon as Bat heard that he was wanted by the king, he flew into the bush to hide. Since then, Bat flies only at night and is never seen during the daytime.

Questions

1. Why do you think Bat's soup was tasty?
2. Do you think that Bat was cunning? Give reasons.
3. Why did Rat jump into the boiling water when his wife was away in the house?
4. If you were the King, how would you handle Bat's case?
5. Why is Bat hardly seen during the daytime?



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

A clever thief jailed

We lived a perfect life until Mapera Mabirika moved into our neighbourhood. He never went to bed until someone's property had disappeared. After several incidents of theft, people started to suspect that his moving to their village had evil intentions. Some brave people chose to face him and threatened to beat him up once they catch him. The fear of being caught engulfed him and, therefore, he stopped for a while. One day, when Mapera Mabirika was watching a documentary on wildlife in Serengeti National Park, he saw an interesting incident. The hyena stole the leopard's catch and hid it in the cave and then walked back to the leopard to fool him. He said to himself, "If I want to revive my business, I will have to use the hyena as my role model." That night, he stole a pot of cooked potatoes from our home. He ran to hide it in the nearest bush. The following morning, the village chairperson summoned a public meeting. People suggested different techniques that could be used to catch the thief. One of the people was Mr Nungu who wanted to use magic. He boldly said, "Allow me to use magic and the one who will be followed by smoke is a thief." The chairperson rejected Mr Nungu's idea. He firmly said, "We can't allow superstition to be the basis of our decisions. If superstition is entertained, the whole village will collapse."

Mapera Mabirika was listening attentively to the suggestions. He thought for a while and then raised his hand. People grunted when they saw the person they suspected of being a thief suggesting ways of catching a thief. He was given a chance to speak. He said, "Since I arrived in this village, I have lost almost half of my wealth. This happened before I started inviting our ancestors to secure my home." One old man shouted, "He is right. I have been telling you that forgetting our ancestors brings disaster." Energised by the comment from the old man, Mapera Mabirika boldly said, "There is no thief in our village. It is bad demons who are causing all this trouble." He then said, "If I were you, I would leave the door to my house open. Then, I would say prayers to invite the ancestors to visit my home. If they come and find the doors open they won't bother entering the house. Remember, the ancestors are too shy. So, when they come to your home, even if you hear them stepping on the utensils, please never wake up or get out of bed." Mapera Mabirika added, "Just to help you, my dear villagers. If you want to prove what I am saying, let's go to the caves. We may find things there which were stolen from us." The audience exploded. Some approved of the idea and were ready to follow his sacred words whereas others mocked such a belief. However, they insisted that their decision to invite their ancestors and leaving their doors open would be determined by testimonies from their counterparts. The chairperson was among the first persons to accept Mapera's idea after seeing the things in the cave, although he had previously rejected it. Mapera had to stop stealing for a while so as to fool people.

After hardly three weeks, Mapera started stealing again, but he was caught on the third day. The villagers withheld their anger and took him to the police station. The following day, he was taken before the court of law. He confidently stood before the magistrate. The Magistrate asked him, "Why did you steal from people who welcomed you to their village?" He responded calmly, "Honorable Magistrate, I have lived in so many villages in this region, but I have never met people who can so easily be fooled like these villagers. If they were clever enough, today I would not be standing before your self-esteem court of law. After today's case, which I am sure I will win even without an advocate, I hope your court will allow me to sue them for their negligence." Mapera Mabirika is now in jail serving a ten-year sentence.

Questions

1. What will you do if you catch someone stealing from your home?
2. Why was the old man the first person to support Mapera's idea of inviting the ancestors?
3. If you met Mapera, what advise would you give to him?
4. What made Mapera believe that he would win the case?
5. In your opinion, what can you do to contain or address theft related practices in your society?

Activity 4: Vocabulary practice

- (a) Read the following words in the box. Pay attention to the correct pronunciation of each word.

engulf	revive	summon	superstition	collapse
grunt	sacred	witness	advocate	bestow

- (b) Use a dictionary to find the meanings of the words in the box in Activity 4(a).
(c) Construct one sentence for each word in Activity 4(a).

Activity 5: Grammar practice

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(a) Join the following sentences according to the instructions given after each.

1. The man is calling you. He is my uncle. (Use **who** to rewrite into one sentence)
2. The hospital is near our home. The hospital belongs to my grandfather. (Use **which** to rewrite into one sentence)
3. He did every single good deed he could. He was a member of clergy. (Begin using **As...**)
4. The old man is my teacher. His shorts are red. (Use **whose** to rewrite the sentence)
5. I do not want to meet her today. I am afraid I may lose temper. (Use **because** to join the sentences).

Note: Telling a story or arguing about an issue requires one to make reference to an event that occurred at some point in the past. It could be a long time ago or a few hours ago. The narration needs to tell whether the event is complete, ongoing, habitually done, or interrupted.

(b) Study the following examples of a narration in Column A and its corresponding descriptions that indicate the state of completion of an event in the past in Column B.

Column A	Column B
He joined our school last year.	<i>Happened in the past:</i>
The boy was crying bitterly although nobody paid attention.	<i>Continuing action in the past:</i>
The girl had finished all the food before we arrived.	<i>Complete action in the past before another action:</i>
We had been doing weekly tests for the past two months.	<i>Started in the past and continued up to another time in the past:</i>

(c) Study the following narrations and indicate the state of completion of event in the past. Number 1 has been done as an example.

1. He jumped into the pot of hot water and died afterwards. – **Happened in the past.**
2. I read the book by Makanya.
3. He was going to prepare some soup when he found his child in the kitchen.
4. She boiled water for her husband before he arrived.



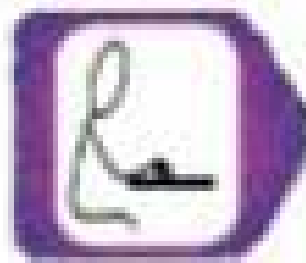
5. They had been eating ~~delicious~~ soup all the time.
6. Rat was preparing soup from his flesh.
7. Bat had already escaped before they invaded his home.
8. Bat had been a very good cook for many years.
9. Bat and Rat used to visit each other.
10. Bat's soup was served equally among the visitors.

(d) Read the short story and choose the correct form of the verb provided in the brackets to fill in the blank spaces.

Last year, my friend Lowe and I _____ (*bought/were buying*) our first storybooks. We _____ (*had already been reading/were already reading*) them online before we bought the hard copies. So, we _____ (*know/are knowing*) at least part of the stories. I will never forget the first bookshop that we _____ (*went/had gone*) to. It _____ (*was/was being*) full of storybooks for children. While we _____ (*were looking/had looked*) around the book shelves, we _____ (*noticed/was noticing*) there _____ (*were/had been*) other books for adults. We _____ (*had read/had been reading*) storybooks of this kind for many years. So, we instantly _____ (*recognised/was recognising*) them. We _____ (*saw/had seen*) a few more books which were all quite nice. We _____ (*ended/had ended*) up buying the ones that we _____ (*found/were finding*) in the next bookshop. We _____ (*had been looking/had looked*) at them in that shop twice before we _____ (*bought/had bought*) them, just to be sure. We _____ (*had been dreaming/were dreaming*) of having these books for a long time. Now, we have them. We are really happy.

(e) Change the word in the brackets in each of the following sentences to make them grammatically correct.

1. She has (live) a decent life.
2. I have been (live) here since 2003.
3. She has (forget) her folder.
4. Have you (hear) the news?
5. We have (study) this subject already.



Activity 6: Writing practice

ONLY
DATE

- (a) Complete the first part of the story using the verbs in the box below in their correct forms. Then, continue the story using your own ideas and appropriate tenses.

drive	have	stop	pick	be
plan	stand	decide	be	

Last year, my cousin and I (1) to go on a road trip to Namanyere Village. We (2) the journey for months and the day for us to leave finally arrived. We (3) never (4) to Namanyere before. So, we (5) both really excited about the trip ahead. We (6) up the car from the garage and (7) it out on to the highway. After a few hours of driving, we (8) at a petrol station. While we (9) outside the petrol station, a long black vehicle pulled up next to ours.

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- (b) Use the picture in Activity 2(a) to compose a narrative story of 250 to 300 words about the boy.
- (c) Write a narrative story about any two of the following topics:
1. Our visit to a national park
 2. My first day at school
 3. My birthday party
 4. My sister's wedding ceremony

Chapter Eight

Writing expository compositions

Introduction

*Expository compositions are a genre of writing which explains, illustrates, or clarifies something. They talk about facts and concepts which cannot be disputed. In this chapter, you will learn how to write expository compositions and do a variety of activities to practise your language skills. You will begin by listening to the teacher reading a text and answer questions to practise listening skills. You will also study, discuss a picture and act out a dialogue to practise speaking skills. Next, you will read a passage titled **Fire outbreaks in schools** and answer comprehension questions to practise your reading skills. Then, you will use selected vocabulary items and grammatical patterns in context to improve your language fluency and accuracy. Finally, you will write an expository composition of 250 to 300 words on selected topics. The competencies developed in this chapter will enable you to compose appropriately a variety of expository compositions for the purpose of communication.*



Activity 1: Listening practice

- (a) Before you listen to the teacher reading a story to you and answer the following questions:
1. What is a fire outbreak?
 2. What are possible causes of fire outbreaks in your village or town?
 3. How do fire outbreaks affect societies?
 4. What could be the best ways of controlling fire outbreaks in your society?
- (b) Now, listen to the teacher reading the story to you, and then answer the following comprehension questions:
1. In which village did the fire break out?
 2. Where did the fire start?
 3. What do you think was the cause of the fire?
 4. Why did the villagers fail to extinguish the fire?
 5. What did the District Commissioner say about the fire outbreak?

(c) Listen to the audio and/or audio-visual materials on expository composition. Use the following questions to guide you through the listening process:

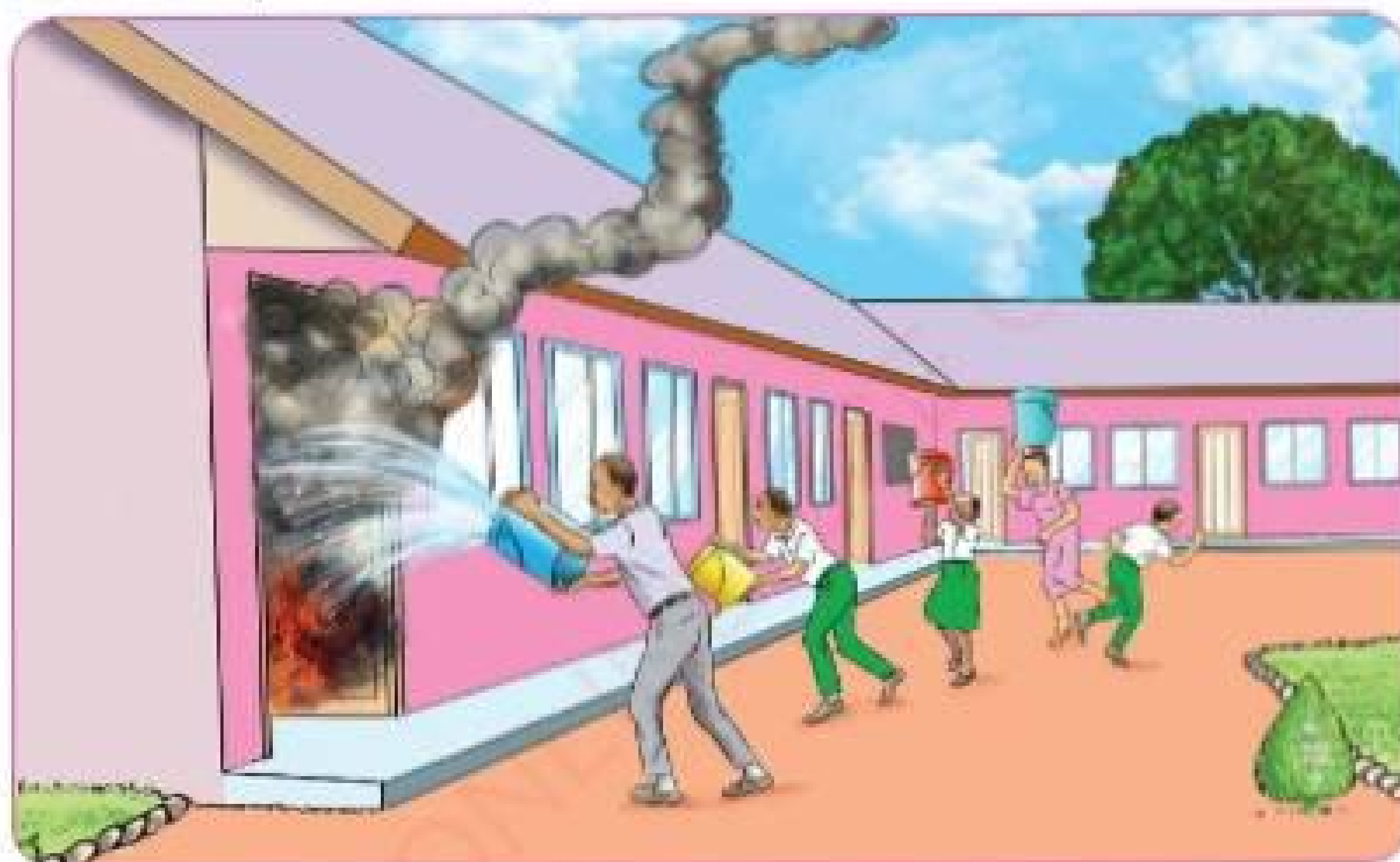
1. What is the composition about?
2. What is your opinion on what you have heard?
3. What have you found interesting about what you have heard? Give reasons for your answer.
4. What is your conclusion about what you have heard?

(d) Write a summary of what you have listened to and present it to your friend or in class for knowledge sharing.



Activity 2: Speaking practice

(a) Study the following picture and discuss it with your fellow students; then answer the questions that follow.



Questions

1. What are the people in the picture doing?
2. What might be the cause of the disaster which you see in the picture?
3. What would you do to solve the problem?

(b) Read and act out the following dialogue. ONLY

Maina: Good afternoon, Sir!

Mr Kazimoto: Good afternoon Maina! How are you?

Maina: I'm fine thank you. Excuse me Sir, I need your help.

Mr Kazimoto: Have a seat!

Maina: Thank you, Sir!

Mr Kazimoto: How can I help you?

Maina: Would you be kind enough to answer a few questions on expository essays?

Mr Kazimoto: Oh! Certainly. You are welcome.

Maina: Thank you. I would be grateful if you could explain to me what expository essays are.

Mr Kazimoto: OK, an expository essay aims at exposing, uncovering, or laying something bare. It describes something in such a way that others know exactly what it is.

Maina: So, do you mean that an expository essay is a means of exposing issues or evils in the society?

Mr Kazimoto: Exactly! In expository essays, evils such as drug abuse, killings of people with albinism, crimes, illegal fishing and poaching are exposed.

Maina: That is encouraging. I would like to write an expository essay to expose evils in our society. Are there different types of expository essay?

Mr Kazimoto: An expository essay, like other types of essays, has several other subtypes depending on the purpose. These are descriptive, process, comparison, cause/effect, and problem or solution essays.

Maina: Would you please explain each of them briefly?

Mr Kazimoto: In a descriptive essay, the writer describes something, a place, experience, or a situation. For example, the writer may decide to describe a well organised school.

Maina: What about a process essay?

Mr Kazimoto: In the process essay, the writer outlines the steps of making or doing something. For example, the writer may outline the steps of making a cake, preparing tea, or cooking ugali.



- Maina:** So, you mean a person who wants to make a cake will have to follow the outlined steps?
- Mr Kazimoto:** You're correct!
- Maina:** Would you please say something about a comparison essay?
- Mr Kazimoto:** The comparison essay deals with comparing and contrasting two things, ideas, or situations.
- Maina:** What about a cause or effect essay?
- Mr Kazimoto:** The cause or effect essay shows the cause or effect of something. For example, the causes of a war and its effects on people's lives.
- Maina:** Lastly, what is a problem or solution essay?
- Mr Kazimoto:** In a problem or solution essay, the writer presents a problem and its solution. For example, road accidents are a problem. Therefore, the writer must also present the solution to the problem of road accidents.
- Maina:** Thank you sir. It has been a very informative conversation. Thank you for taking your most valuable time to educate me.
- Mr Kazimoto:** It's my pleasure!
- Maina:** Bye!
- Mr Kazimoto:** Bye!

Questions

1. What is an expository essay?
2. Why is it called an expository essay?
3. What are the subtypes of an expository essay?
4. Briefly explain each subtype of an expository essay and its importance.
5. What makes an expository essay different from other types of essays?



Activity 3: Reading practice

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Read the following passage and answer the questions that follow.

Fire outbreaks in schools

Fire outbreaks have been **rampant** in Tanzanian boarding secondary schools for a decade now. The fires have been **catastrophic**, for not only have they claimed a considerable number of students' lives but they have also reduced properties to ashes. Fire outbreaks have been attributed to several factors, including conflicts with neighbouring communities, electrical faults due to poor quality materials and substandard electrical installation, and lack of regular maintenance. Other causes include the use of unauthorised electrical **appliances**, **sabotage** and frequent electricity outages.

Consider a person whose land has been taken to build a school. This is quite in order; however, if the land is not **compensated** for, the owner's dissatisfaction may easily prompt a desire for **revenge**. Community members whose hearts harbour **grievances** are potentially destructive and, as such, can set school buildings on fire. **Antagonism** usually breeds negative reactions and, therefore, should be avoided at any cost.

Buildings with poor electrical wiring and low quality electrical materials are also prone to fire. It has been revealed that wiring of buildings is sometimes carried out by fake electrical technicians who lie about their qualifications when building construction services are put out to **tender**. Likewise, they use substandard wiring materials instead of **genuine** electrical materials. Therefore, unqualified electrical technicians and substandard electrical materials are likely to put school buildings at risk.

It is also unfortunate that regular maintenance of buildings is not a priority in many schools. Maintenance is only carried out in response to emerging danger signals, such as short circuits and others. Absence of sensitive circuit breakers and regular maintenance schedules of buildings may lead to fire outbreaks. There is a saying "An ounce of prevention is better than a pound of cure." Abiding by the saying will save school buildings from fire **hazards**.

An unauthorised use of electrical appliances in school buildings is another cause of fire outbreaks in schools. For this reason, charging mobile phones, cooking and ironing are not allowed in dormitories for fear of causing fire outbreaks. Smoking is prohibited in schools for the same reason.

Erratic electricity caused by sudden increase in power voltage is a fire hazard. This problem has adversely affected not only schools but also other users whose appliances, such as refrigerators, computers and TV sets have been damaged.

To prevent fire hazards in schools and other places, the aforementioned causes should be addressed accordingly.

Questions

1. What is a fire outbreak?
2. What are the factors causing fire outbreaks?
3. What is the effect of fire outbreaks on an individual or the nation at large?
4. What do you think should be done to prevent fire hazards?
5. What is the main idea of each paragraph?
6. What is the central idea of the passage?

Activity 4: Vocabulary practice

- (a) Read aloud the bolded words in the passage in Activity 3.
- (b) Find and write the meaning of each of the bolded words in the passage in Activity 3.
- (c) Construct one sentence for each of the bolded words in the passage in Activity 3.
- (d) Write as many words as possible with similar meanings to the following words.

Words	Words with similar meaning
grievance	
injury	
casualty	
hazard	
rampant	
power	

Activity 5: Grammar practice

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(a) Rewrite the following sentences according to the given instructions:

1. If the land is not compensated for, the owner will be dissatisfied. (Begin with: **If the owner of the land...**)
2. Fire outbreaks have claimed a considerable number of students' lives. (Rewrite beginning with **a considerable...**)
3. Fire outbreaks are caused by many factors. (Use **cause...**)
4. Students' grievances are potentially capable of prompting mob actions. (Begin: **Mob actions can...**)

(b) Choose the words in the box to join the pairs of sentences provided underneath.

because	and	therefore	as a result	although
both...and		however	in spite of	despite

Example:

Thugs had grievances against the school. They set the school building on fire.

Thugs set the building on fire **because** they had grievances against the school.

1. The old woman's land was appropriated for school use. She was compensated for it.
2. Some electrical fittings are poorly done. They lead to fire outbreaks.
3. Some tenderers' bids are low. They are not offered tenders.
4. Regular maintenance of buildings is essential. It is rarely done.
5. Cooking is prohibited in the school dormitories. Ironing is prohibited.

(c) The following pairs of expressions show pairs of events. For each pair, write a meaningful sentence showing one event occurring before another in the past.

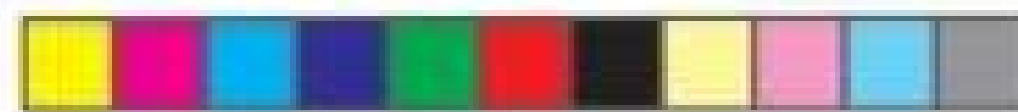
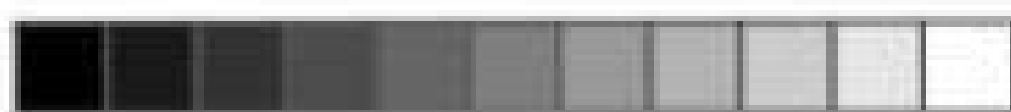
1. Studying German. Going to Germany.
They had studied German before they went to Germany.

2. Saying a prayer. Entering the office.

.....

3. Reading a story. Being taught in class.

.....



4. Eating afternoon meal. Going to the football match.

DO NOT DUPLICATE

5. Arriving at the airport. The plane taking off.

6. Postponing a school baraza. Arrival of the District Commissioner.

(d) Use the words in the box below to complete the following sentences which describe an action that took place before another action in the past.

ring	dream	study	close	mention
------	-------	-------	-------	---------

1. I _____ English before I started Form One.
2. The shopkeeper _____ the shop before I got there.
3. My mother _____ her name before she was asked.
4. I _____ of studying abroad before going to the UK.
5. The phone _____ before I arrived.



Activity 6: Writing practice

(a) Write an expository composition to inform someone on how to cook rice. Use the following questions to guide you:

1. What are the ingredients?
2. How do you prepare the rice for cooking?
3. How do you start cooking?
4. What do you do last?
5. Is it easy, hard, tricky, or time consuming?

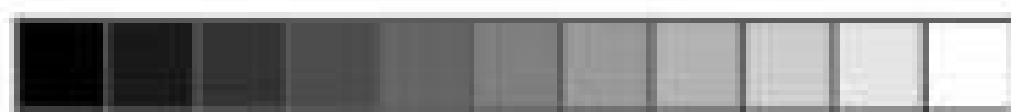
Note: The main purpose of an expository text is to inform or describe. A writer who writes expository texts researches first about the topic they are going to write so as to gain information. The information is organised in a logical and interesting manner using the relevant expository text types, such as description, enumerating or listing, comparing and contrasting, cause and effect, or problem and solution.

- (b) Study the following *expository essay writing model* and then pair up with your fellow student to discuss it.

<p>Paragraph 1: Introduction</p>	<p>Introductory information: Have an interesting opening sentence that catches the reader's attention. Give some background information. Try to use an interesting fact, an interesting question, or a quotation. The goal of your introduction is to let your reader know what he or she can expect from your essay or composition.</p> <p>Thesis: You can either write a sentence or statement describing what your essay will be about. What subject are you talking about? What are the main points you will cover? Your thesis should be clear and easy to find. Most often, it is the last sentence of the introduction. Depending on the topic, you can define the key terms.</p>
<p>Paragraph 2: 1st Body Paragraph</p>	<p>Write a Topic (a sentence describing what your first paragraph is about) / Transition sentence.</p> <p>Write a paragraph about the first item listed in your thesis sentence. Stick to the topic! Don't write about anything else in this paragraph. State the point clearly.</p> <p>Make sure that you include specific details and examples. They should all be related to the first item that you are writing in this paragraph.</p>
<p>Paragraph 3: 2nd Body Paragraph</p>	<p>Write a topic/transition sentence. Make sure that your topic sentence is also a transition sentence. Your ideas need to move from one topic to another logically.</p> <p>Write a paragraph about the second item listed in your thesis sentence. Stick to the topic! Don't write about anything else in this paragraph.</p> <p>Make sure that you include specific details and examples. It should all relate to your thesis.</p>

- (b) Study the following expository essay writing model and then pair up with your fellow student to discuss it.

Paragraph 1: Introduction	<p>Introductory information: Have an interesting opening sentence that catches the reader's attention. Give some background information. Try to use an interesting fact, an interesting question, or a quotation. The goal of your introduction is to let your reader know what he or she can expect from your essay or composition.</p> <p>Thesis: You can either write a sentence or statement describing what your essay will be about. What subject are you talking about? What are the main points you will cover? Your thesis should be clear and easy to find. Most often, it is the last sentence of the introduction. Depending on the topic, you can define the key terms.</p>
Paragraph 2: 1 st Body Paragraph	<p>Write a Topic (a sentence describing what your first paragraph is about) / Transition sentence.</p> <p>Write a paragraph about the first item listed in your thesis sentence. Stick to the topic! Don't write about anything else in this paragraph. State the point clearly.</p> <p>Make sure that you include specific details and examples. They should all be related to the first item that you are writing in this paragraph.</p>
Paragraph 3: 2 nd Body Paragraph	<p>Write a topic/transition sentence. Make sure that your topic sentence is also a transition sentence. Your ideas need to move from one topic to another logically.</p> <p>Write a paragraph about the second item listed in your thesis sentence. Stick to the topic! Don't write about anything else in this paragraph.</p> <p>Make sure that you include specific details and examples. It should all relate to your thesis.</p>



Paragraph 4: 3rd Body Paragraph	Write a topic/transition sentence. A topic sentence is the first sentence of the paragraph that summarises the main idea of the paragraph.
	Write a paragraph about the third item listed in your thesis sentence. Stick to the topic! Don't write about anything else in this paragraph.
	Make sure you include specific details and examples . It should all relate to your thesis.
Paragraph 5 Conclusion	Write a final transition sentence that sums up all your major points again. Do not just repeat what you have already said. Make an overall comment on your topic that anyone can connect with using different vocabulary.

(c) *Imagine you have been elected the school head prefect. The school management requires you to submit your leadership plans and priorities. Write an expository essay explaining your plan. Your essay should have an introduction, the main body and a conclusion.*

(d) *Write an expository essay of 250 to 300 words on any two of the following topics using the expository essay model above.*

1. Drug trafficking
2. Deforestation
3. Children working in mines
4. A balanced diet
5. Road accidents
6. Covid-19

Chapter Nine

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Writing descriptive compositions

Introduction

*Descriptive writing is a type of writing that gives a clear and concise description of a person, place, thing or an event. Its primary purpose is to provide information about a person, a thing, or an event in such a way that a picture is formed in the reader's mind. In this chapter, you will learn how to write a descriptive composition and perform various activities to improve your language skills. You will begin by listening to the teacher reading a text and answer questions on it to practise listening skills. Then, you will play a game "I'm thinking of someone" and use information provided in a chart to describe a known person. Furthermore, you will act out a dialogue and answer questions related to the dialogue to practise speaking skills. Next, you will read a passage titled **In memory of my mother** and answer questions. Besides, you will use selected vocabulary items and grammatical patterns in context to practise language accuracy and fluency. Finally, you will describe people and write a descriptive composition of 250 to 300 words. The competencies developed in this chapter will enable you to make descriptions of people, things and events in both speech and writing.*



Activity 1: Listening practice

- (a) Before you listen to the teacher reading a text to you, answer the following questions:
1. How do you describe a person, a thing, an object or an event?
 2. Which words do you use to describe a person, a thing, an object or an event?
 3. What is a descriptive essay?
 4. How do you write a descriptive essay?
- (b) Now, listen to the teacher reading the text to you and then answer the following comprehension questions:
1. What is the possible title of the passage?
 2. What do you think makes the person describe the event as one of the best things to have happened in his/her life?
 3. How did the person in the passage get back home?



4. Why did people start pushing and shoving each other to get out of the concert area?
5. What did the narrator's friend buy after the concert?

(c) Listen to the audio and/or audio-visual materials on descriptive composition. Use the following questions to guide you through the listening process:

1. What is the story about?
2. What is your opinion on what you have heard?
3. What have you found interesting about what you have heard? Give reasons for your answer.
4. What is your conclusion about what you have heard?

(d) Write a summary of what you have heard and present it to your friend or in class for knowledge sharing.



Activity 2: Speaking practice

(a) In pairs, discuss the following questions and share your responses with your fellow students.

1. How can words be used to create a picture of a person, a thing, or an event in the reader's mind?
2. Which words create a mental picture of a person's appearance, a thing, or an event? List at least ten words.
3. Why should one describe people, things, or events?
4. How would you describe your home?

(b) Use the qualities in the chart below to describe any three persons found in your class to your partner.

hair	can be	long, medium, curly, grey...
eyes		big, brown, squint...
nose		flat, pointed...
mouth		wide, thick lips, small...
chin		pointed, broken...
face		oval, round...
forehead		high, low...
ears		big, small...
someone's shoulders		broad, square...
body structure		thin, slender, muscular...
height		tall, short, medium (height)...
age		young, teenage, old...
facial expression		cheerful, friendly, serious...
general appearance		good looking, casual, smart...

- (c) *"I'm thinking of someone..." is a game played by describing someone known to your friend by giving a few of his/her qualities and ask your fellow to identify who that person is. Play this game with your friend.*

Example:

You: I'm thinking of someone tall and slender with dark hair and brown eyes.

Fellow: That's Mwasha.

- (d) *Read and act out the following dialogue.*

Omi: Good evening, sir.

Mr Kanga: Good evening, Omi. How are you?

Omi: I'm fine thank you. Excuse me sir for coming late in the evening. I had some house chores to do before coming.

Mr Kanga: I know how busy you are.

Omi: Thank you sir, please don't get tired of me. Today, I would like you to help me with my homework about a descriptive essay. Though my teacher tried hard to explain it, I did not understand it well.

Mr Kanga: All right. You are warmly welcome.

Omi: First of all, what does the term descriptive essay mean?

Mr Kanga: A descriptive essay describes objects, things, places, experiences, persons, and situations. It appeals to the five senses: touch, taste, smell, hearing, and sight. A reader gets a clear picture of what a writer is trying to say through the words on paper.

Omi: What kind of words are used to make a description?

Mr Kanga: The description is done using descriptive words. These are mainly adjectives such as big, small, tall, and beautiful. They give more information about the noun.

Omi: Would I be correct if I describe a person as brown and tall with grey hair?

Mr Kanga: You will be absolutely right! A description can be of help even to the Police Officers when tracking a criminal.

Omi: So, descriptive essays are of great importance. I didn't know that. How should a descriptive essay be written?

Mr Kanga: First of all, it should be understood that there is a difference between a description and a descriptive essay. A description may be just a paragraph or two, but a descriptive essay should be at least five paragraphs long.

Omi: So, you mean that before writing it, one has to note whether it is just a description or a descriptive essay?



Mr Kanga: Right! Otherwise the writer may go wrong.

Omi: What else should a writer bear in mind?

Mr Kanga: A writer of a descriptive essay should use imagery to create a picture in the reader's mind. The use of imagery attracts the reader to read the essay.

Omi: Thank you for this educative conversation and for your time. Now, I can practise writing descriptive essays confidently.

Mr Kanga: You're welcome.

Questions

1. How can you describe a descriptive essay?
2. What words or phrases are commonly used in a descriptive essay?
3. What is the major difference between a description and a descriptive essay?
4. Why is it important for a writer of descriptive essay use imagery?
5. Why should a writer appeal to all the five senses?



Activity 3: Reading practice

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

In memory of my mother

I have so many memories of my mother. I am sure other people feel the same about their mothers. But my mother occupies a special place in my life. We laid her to rest many years ago but her memory still lives on in my mind. Let me tell you a little bit about my mother.

My mother was an elegant brown looking woman of average height. She was a typical African beauty. She was a caring mother who made sure that all of her children took breakfast before she let them go to school. She prepared lunch for us which we always found ready at lunch break. Not a single day passed without preparing a good lunch for us. Although she served the dinner late, it was well cooked and delicious.

My mother loved our father. She paid special attention to him. In our culture, a woman's pride and respect are judged by the personality of her husband. The man's mental and physical health reflect the care taken by the woman to whom he is married. My father

confessed openly that, in the hands of my mother, life was worth living. It was this appreciation and return of love from my father that kept my mother alive and motivated.

My mother was strict. There were many of us in the family, boys and girls. Domestic chores were shared equally among us. There was no excuse for not completing one's share of the chores. She supervised us washing our school uniform and home clothes. Nobody was allowed to wear clothes that were not ironed. She inspected the ironed clothes and those which were not properly ironed would be redone. She was very impatient with lazy children.

My mother was a responsible and hospitable woman. My father's homestead was a place of many visitors. Visitors were not only relatives, but also neighbours and people from distant places. Some came for advice while others came to seek help to solve their personal problems.

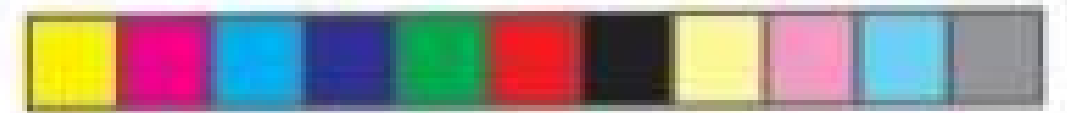
My father was a clan leader and played his role humbly and judiciously. Many times he traveled to his distant *shamba* and stayed away from home for days. It was my mother who stayed at home and received the visitors on his behalf. Some came from very distant places and would sleep over. She had to prepare accommodation and meals for them. Many times she was overworked but she did not complain. My mother was very supportive of my father's roles and most of the people were satisfied with her services and care.

My mother was an efficient and hardworking person. She worked extremely hard, and achieved a lot in life. She had an excellent banana garden from which she harvested huge bunches of bananas. No man or woman was able to carry them on their shoulders or heads unassisted. We always used a wheelbarrow to carry the harvest from the garden to the village road and eventually to the market. She made a lot of money from her garden. Whenever she went to the market, she bought us presents. That was my mother.

My mother loved us. She provided us with the guidance on family and personal issues. She was warm, patient, inspiring and very close to us. There is much more that I would say about my mother if I had time. I love my mother and miss her a lot.

Questions

1. What is the central idea of this essay?
2. What was the relationship between the mother and the father?
3. How does the writer help us to picture her mother?
4. How would you describe the mother in the passage you have read?



- (b) Study the essay in Activity 3(a) and decide in which paragraph you can find the following information.

Information	Paragraph
The writer marks the end of description of the descriptive text.	_____
The writer identifies the phenomenon to be described in the descriptive text.	_____
The writer gives the details of the qualities, parts, and characteristics of the phenomenon.	_____

- (c) Read aloud the following texts with appropriate pronunciation.

My best friend

A best friend is someone who is special that you can share with all your ideas and feelings. Everyone has a best friend. Lily is my best friend. We have many things in common and we both have good habits and manners. We live at Mtakuja Village. We are both Form Three students at Mtakuja Secondary School.

Lily is a tall, fair, good looking and smart girl. She is very good at her studies, as she always does her work attentively in the class. The entire teaching staff loves her very much.

She is very fond of music and she loves watching cartoons, such as Tom and Jerry, just as I do. Her favourite colour is red; her favourite food is chicken and rice and all types of fruits. Her favourite subject is Computer literacy. Lily is a very helpful girl. She helped me by giving me her copies of her notes when I was absent from school. I thank God for having such a nice friend. I wish her to be my best friend forever.

Mount Kilimanjaro

Mount Kilimanjaro is the highest mountain in Africa, rising 5,895 metres above the sea level. It is made up of three volcanic cones: Shira, Mawenzi and Kibo. The highest peak is called *Uhuru*, a Kiswahili word which means freedom. The mountain's snow-capped peaks attract many adventure seekers from around the world.



Source: Ministry of Natural Resources and Tourism

- (b) Study the essay in Activity 3(a) and decide in which paragraph you can find the following information.

Information	Paragraph
The writer marks the end of description of the descriptive text.	_____
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The writer gives the details of the qualities, parts, and characteristics of the phenomenon.	_____

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Source: Ministry of Natural Resources and Tourism

Mount Kilimanjaro was formed after volcanic eruptions many years ago. Three volcanic cones emerged out of the eruptions; Shira, Mawenzi and Kibo. Shira which is approximately 3962 metres high has been eroded to a lava plateau. Mawenzi is approximately 5149 metres high looks a jagged heap of volcanic rock with lava formed a 'saddle' between Mawenzi and Kibo which is approximately 5,895 metres high. Therefore, the group name for this mass of lava and its three peaks is Mount Kilimanjaro.

- (d) Complete the following box with information from the text in Activity 3(c) to describe **Mount Kilimanjaro**. Use similar criteria in the table to complete the column under 'My best friend'.

S/N	Criteria	Mount Kilimanjaro	My best friend
1	Unique features		
2	Other features		
3	Place or location		
4	Time of formation/date of birth		
5	Perceptions of other people		

Activity 4: Vocabulary practice

- (a) List all words that describe the mother from the passage in Activity 3(a).
 (b) Use each of the words you have listed in Activity 4(a) to construct a sentence.
 (c) Find and write the meaning of each of the following words in the box.

large	muscular	obese	handsome
	beautiful	smart	plain
shapely	scruffy	short	skinny
slender	tall	well-built	
stocky	ordinary	gorgeous	chubby
			bald

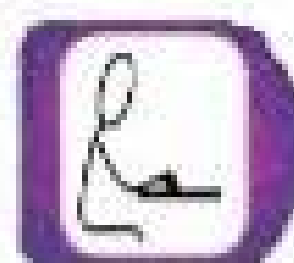
- (d) Construct one sentence for each of the words in Activity 4(c).

Activity 5: Grammar practice

- (a) Use the words given in the brackets to make the paragraph below meaningful.

Nyamtema is _____ (tall) girl I had ever seen. She is so _____ (love) that she has many friends. She is very _____ (humour) and makes people happy all the time. One more thing about her is that she is very _____ (talk) but never tires people. Her hips are _____ (large) but her walking style is

so _____ (attract). She really represents African women, for she is very _____ (beauty). She is also a well _____ (manner) girl who never misbehaves. She is _____ (hard-work) as she earns money for her family through her entrepreneurial activities. Whoever sees her will agree with me that Nyamtema is a _____ (kind-heart) girl. I love her very much.



Activity 6: Writing practice

(a) Complete the following text with the words in the box.

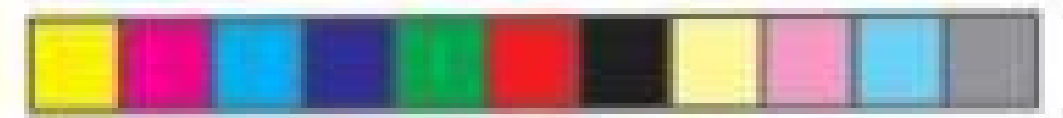
bald broad brown casually early good-looking ears
fair thick mouth glasses looks heavily serious smiles
strong thin pointed grey

My father is in his (1) _____ fifties. He is very strong and quite (2) _____ built. He has rather (3) _____ shoulders. He is slightly overweight. He is (4) _____ with medium length (5) _____ hair, but he is going (6) _____ so there isn't a lot of it left. His eyes are (7) _____ and he wears (8) _____. He has a rather long face, with a (9) _____ chin and a big (10) _____. He has (11) _____ lips and he usually has a (12) _____ expression. His face changes a lot when he (13) _____. He has a high forehead. Clothes are not very important to him, and he is usually very (14) _____ dressed. I don't think he is very (15) _____, but he is not all that bad looking either. He probably (16) _____ a bit younger than he is.

(b) Answer the following questions.

- What does your school look like in terms of the arrangement of buildings, lawns, pathways, plants, and playgrounds?
- How would you describe the school near your home town or village?
- How would you describe your best friend?
- How would you describe the following relatives as indicated in the table below?

Relative	Appearance	Behaviour
Father		
Mother		
Brother		
Sister		
Friend		
Uncle		



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Chapter Ten

Writing argumentative compositions

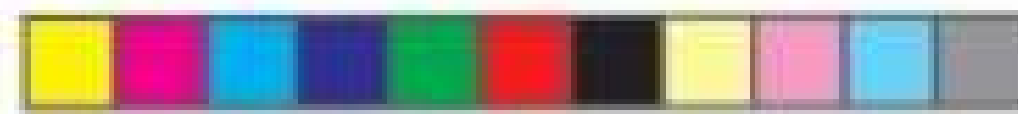
Introduction

*Argumentative compositions are a type of essay that requires the writer to investigate a topic, collect, generate, and evaluate evidence. It also requires the writer to establish a position on the topic in a concise manner. In this chapter, you will learn how to write argumentative compositions and perform various activities that will enable you to improve your language skills. You will begin by listening to the teacher reading two texts, one at a time, and answer questions on them. Next, you will study a picture and act out a dialogue to practise speaking skills. Thereafter, you will read a passage titled **Carnage on the roads** and answer comprehension questions. Furthermore, you will use selected vocabulary and grammatical patterns in context to practise language fluency and accuracy. Finally, you will write an argumentative composition of 250 to 300 words on a selected topic. The competencies developed in this chapter will enable you to write argumentative essays for communicative purposes.*



Activity 1: Listening practice

- (a) Before you listen to the teacher reading a text to you, answer the following questions:
1. What is an argument?
 2. Why are arguments important?
 3. What is an argumentative essay?
 4. How are argumentative essays written?
- (b) Now, listen to the teacher reading the text to you and then answer the following comprehension questions:
1. What happened when the bus entered the main road at Mbezi Louis?
 2. What happened when the bus swerved to the left?
 3. Why do you think the driver was dozing?
 4. What action did the police officer take against the reckless driver?
 5. How did the passengers reach their destination?



6. What did Changa do to stop the accident from happening?
7. What advice would you give to the dozing driver?

(c) *Listen to the audio and/or audio-visual materials on how to write an argumentative essay. Use the following questions to guide you through the listening process.*

1. What is the content of the material you have listened to?
2. What is your opinion about what you have heard?
3. What have you found interesting about what you have heard? Give reasons for your answer.
4. What is your conclusion about what you have heard?

(d) *Write a summary of what you have heard and present it to your friend or in class for knowledge sharing.*



Activity 2: Speaking practice

(a) *Study the following picture and discuss it with your fellow students. Thereafter, answer the questions that follow.*



Questions

1. What is the picture about?
2. What do you think might have caused the event in the picture?
3. What do you do when you see a victim of an accident?
4. What are the effects of accidents in our society?
5. What can be done to reduce accidents in our society?

(b) *Read and act out the following dialogue.*

Kulwa: Hi, madam.

Ms Moyo: Hi Kulwa. How are you?

Kulwa: I am fine, thank you. Sorry for coming late. I had a lot of things to do.

Ms Moyo: Don't worry. I know how busy you are.

Kulwa: Thank you. I have a question, I need your help.

Ms Moyo: No problem. What kind of help, my dear?

Kulwa: It is about argumentative essays; I need to know what they are.

Ms Moyo: Okay, let me explain them to you. An argumentative essay is a piece of writing that takes a stance on an issue. In a good argumentative essay, a writer attempts to persuade a reader to understand and support their point of view about a topic by stating their reasoning and providing evidence to support their arguments.

Kulwa: Oh! Thank you. And, what are the common words used in an argumentative essay?

Ms Moyo: When arguing or writing an argumentative essay, you may use words such as on the contrary, because, on the other hand, nonetheless, yet, and however. These words help the reader to understand and support the opinion presented.

Kulwa: Are these words used to refute or support an earlier argument?

Ms Moyo: A good question. It's often good to argue for and against the subject matter to establish your stance or position.

Kulwa: Do argumentative essays have a specific format?

Ms Moyo: Yes! Any good written essay must be arranged systematically



and logically. A good written essay must have three basic parts: the introduction, the body and the conclusion. However, an argumentative essay may have one additional part which is the counter argument part.

Kulwa: What is a counter argument?

Ms Moyo: Counter arguments are those arguments that refute earlier arguments and add weight to the actual position or stance.

Kulwa: I see...! So, do you mean that an argumentative essay has four parts?

Ms Moyo: That's right! Though counter arguments may be considered as part of the body.

Kulwa: OK. I got you. Thank you so much for your time.

Ms Moyo: You're welcome.

Questions

1. What is an argumentative essay?
2. Why is it called an argumentative essay?
3. What is a counter argument?
4. How does an argumentative essay differ from or resemble other types of essays?
5. What are the parts of an argumentative essay?



Activity 3: Reading practice

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

Carnage on roads

"Carnage on roads caused by accidents must be stopped", remarked the Regional Traffic Officer during the opening of Road Safety Week. Thousands of drivers, passengers and pedestrians lose their lives or sustain severe injuries every year because of road accidents.

Causes of road accidents in Tanzania are many and varied. On the one hand, most Traffic Police Officers claim that road accidents are due to over speeding. Over speeding

and reckless driving pose great risks to other road users. In an effort to control these problems, many traffic officers are deployed on the roads to check speed using special cameras. Buses are fixed with speed governors.

On the other hand, most drivers complain that most of the tarmac roads in Tanzania are poorly constructed. Poor construction of roads and lack of regular maintenance cause cars to break down, which leads to accidents. In addition, drivers complain that many roads have **potholes** and unnecessary traffic barriers which pose problems to them and sometimes cause accidents.

However, passengers do not entirely agree with the drivers' **complaints**. They argue that some drivers drive under the influence of alcohol. Under such circumstances, accidents are likely to happen. Yet, other people argue that some of the vehicles are defective and not road-worthy.

Likewise, it is argued that some road accidents are caused by drivers' **exhaustion**. Travelling long distances without rest or help from a co-driver can result in exhaustion and, hence, failure to control the vehicle, which results in accidents. Moreover, others argue that accidents are the will of God. There is no one who can prevent an accident from happening. However, this claim is baseless, it cannot be justified scientifically.

To sum up, road accidents can be minimised if all road users play their part. If each one of us takes the necessary precautions while using the road and adheres to traffic rules, road accidents will be minimised. Roads also should be wisely used, protected, and regularly maintained. By doing that, accidents will be minimised.

Questions

1. What is the author's claim?
2. What causes overspeeding?
3. Why do you think that the arguments presented could help to reduce accidents?
4. What should be done to stop road accidents in Tanzania?
5. Are there any counter arguments presented in the text? Elaborate on them.

- (b) Complete the table below by writing the topic sentence of each paragraph. Paragraph number 1 has been done as an example.

Paragraph Number	Topic sentence of the paragraph
1	Carnage on the roads must be stopped.
2	
3	
4	
5	

- (c) Read and act out the following dialogue between Mr Mloka, the driver and his employer concerning allegations of misconduct.

Employer: Mr Mloka, I have just been informed of several incidents of misconduct that happened when you left Dar es Salaam for Morogoro. Before I make my decision, please explain yourself.

Mr Mloka: I appreciate the opportunity. Well, it all started at Ubungu when a silly old man **wandered** on to the highway. I nearly hit him but my driving skills helped me to avoid the **disaster**.

Employer: I've heard that around Mbezi Louis your bus nearly overturned! You also nearly hit a bridge near Kiluvya. Would you mind telling me what happened?

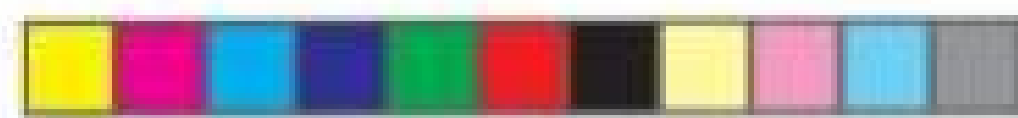
Mr Mloka: At Mbezi Luis! Nothing much happened. I noticed a goat by the road side. Suddenly, it tried to cross over. Well, goats are killed every day but, it's **unethical** to run over a goat when one can avoid it. So, I swiftly avoided it and the bus **swerved** slightly to the right side and back. They should appreciate my efforts and **acknowledge** my expertise.

Employer: And, what happened on the bridge?

Mr Mloka: Well, a truck was overtaking on the other side and looked as if it was heading for a head on collision with our bus. Honestly, it wasn't even close. Surprisingly, one lady jumped over the driver's seat and pulled me out of my seat.

Employer: How could you leave your seat while driving?

Mr Mloka: No one would do that easily sir, unless it is for the safety of the passengers. Had I fought to hold on to the steering wheel, I would have **retained** my respect but how would that help anyone, if in the process, your passengers died and your vehicle



was damaged? A **rational** mind would never do that. If I were drunk the police would have given me a **sobriety test**.

Employer: Doesn't that also suggest that you didn't buckle up? If you had had your seatbelt on, she wouldn't have managed to pull you out of your seat.

Mr Mloka: I absolutely agree with you and, as you may recall, my last week's report mentioned about the worn out seatbelts that needed to be replaced. I believe that you are working on getting new ones for us, and I wouldn't blame you for the delay. You are a busy hardworking boss.

Employer: I understand your concerns but there is still a lot to be desired about your recklessness. I will think about it and make my decision.

Questions

1. What is your view about the driver's behaviour?
2. What measure was the bus owner planning to take against the driver?
3. Why wasn't Mr Mloka fired?
4. As a prosecutor, what evidence would you have presented before the court against the driver?
5. If you were the magistrate, would you acquit Mr Mloka? Why or why not?

(d) Analyse the structure of the following argumentative texts, **Text 1** and **2**, then answer the questions that follow.

Text 1

Is the Internet bad for young people?

It is now easier than ever to access the Internet, whether you are using a computer, phone, or a tablet. There is no doubt that many young people nowadays spend more time online than ever before. This may have positive and negative consequences. One advantage of the Internet is that young people can do research for their school work and homework. This often helps the youths in schools to widen their knowledge and improve their performance. Another positive aspect of the Internet is that people can practise foreign languages by chatting to friends in other countries. It is also a good way of keeping in touch with friends and family around the world.

On the other hand, there are negative consequences. Some young people become addicted to online gaming and waste most of their time playing these games. This can have a negative effect on their schoolwork and social lives. In addition, excessive Internet use can mean that some young people hardly talk to their families because they are always on the phones and computers. In conclusion, spending time on the Internet can have both a negative and a positive impact on young people. Personally, I think that the Internet is an incredible tool whose benefits outweigh the disadvantages. However, the users should be careful not to use the Internet excessively.

Text 2

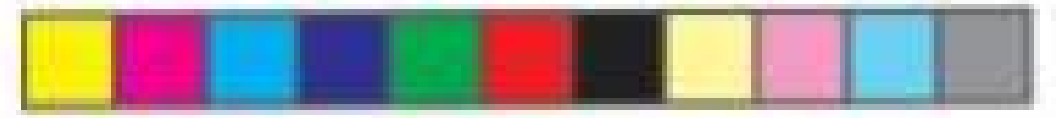
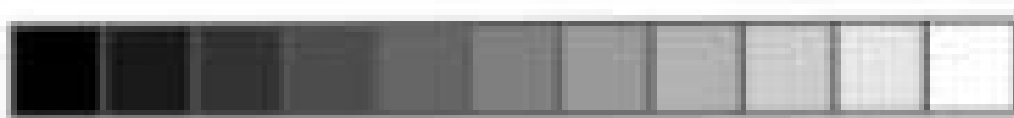
Importance of sleeping

Why should we sleep and for how long?

Every creature needs to rest. Giraffes, elephants, babies, dogs, cats, grandparents, fathers, mothers, and hippos in the bush – all of them sleep! Just like eating, sleeping is necessary for the survival of animals and human beings. Sleeping gives our body a rest and allows it to prepare for the next day. It is like giving the body a mini-vacation. Sleeping also gives our brain a chance to sort things out and reflect on the day. The amount of sleep a person needs depends a lot on his or her age. Babies need to sleep a lot - about 14 to 15 hours a day! But, many older people only need about 7 to 8 hours of sleep each night. Most children between the age of 5 and 12 need 10 to 11 hours of sleep. Some children might need more hours while some of them need less hours. This depends on the child's psychological and biological make-up. If you don't sleep for one night, you will become tired and angry. If you don't sleep for two nights, you will not be able to think. If you do not sleep for more than five nights, you will start seeing things that are not actually there. You will also feel sleepy most of the time. Therefore, you should sleep well every night.

Questions

1. Do the two texts in Activity 3(d) have similarities in structure? Give reasons for your answer.
2. What is the topic for **Text 1** and **2** in Activity 3(d)?
3. What are the arguments in each paragraph of each of **Text 1** and **2**?
4. What is the position of the author in each of the two texts?
5. Which words are used in each text to introduce an idea or point of view?



Activity 4: Vocabulary practice

- (a) Read aloud the following words drawn from the passage in Activity 3(a) while paying attention to the correct pronunciation.

exhaustion carnage complaints passenger claim potholes

- (b) Write the meaning of each of the words in Activity 4(a).
(c) Construct one sentence for each of the words in Activity 4(a).
(d) Study the **bolded** words in the dialogue in Activity 3(c); then find their meaning in the dictionary.
(e) Read aloud the words in the following box.

disaster wondered unethical swiftly swerve rational
silly sobriety test acknowledge retained

- (f) Find and write the meaning of each of the words in the box in Activity 4(e).
(g) Construct a sentence for each of the words in the box in Activity 4(e).

Activity 5: Grammar practice

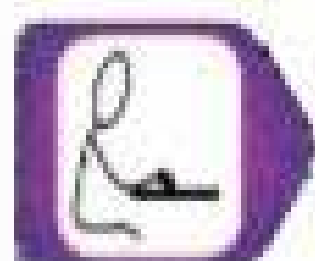
- (a) Join the following sentences according to the instructions given.
- Road accidents are caused by over speeding. Traffic police use speed cameras to catch reckless drivers. (Use **therefore**)
 - Most tarmac roads are poorly constructed. Others are rough and full of potholes. (Use **while**)
 - Long distance drivers travel day and night. They become exhausted. (Use **thus**)
 - Drink-driving is dangerous. It causes lack of concentration and it can cause accidents. (Use **because**)
 - Traffic Police Officers sometimes impose fines and punishments on drivers who violate traffic laws. Accidents can be avoided (Use **so that**)
 - Some people claim that accidents are a will of God. Accidents can be avoided. (Use **despite the fact that...**)



7. Responsible leadership in the traffic police reduces accidents. Poor road conditions and irresponsible driving often cause accidents. (Use **nevertheless**)
8. Some schools in the village perform very well. Some schools are located in remote villages. (Use **although**)

(b) *Change the verbs in brackets into their correct forms.*

One day, as I was (1) _____ (ride) my bicycle to school, I was almost (2) _____ (knock) down by a school bus. The bus was (3) _____ (move) very fast. It (4) _____ (hoot) at me. Before I (5) _____ (can) move aside, the bus _____ (is) already close. Its front bumper (6) _____ (touch) my rear wheel. I quickly (7) _____ (jump) off the bicycle. That (8) _____ (is) a near miss.



Activity 6: Writing practice

(a) *Study the argumentative essay writing template below. Pay attention to how to start the paragraph and its supporting details.*

1. Introduction

Start with a general/thesis statement which catches the reader's attention of what to expect from reading the essay/composition

2. Reasons

Reasons 1

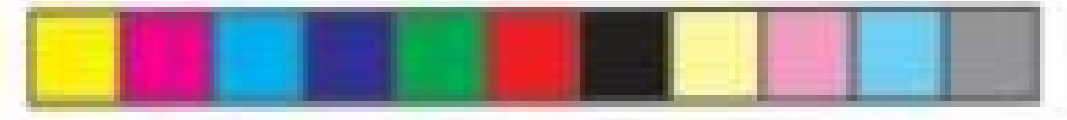
First, _____ because _____.
First of all, _____ because _____.
To start with, _____ because _____.

Reasons 2

Second, _____ because _____.
Also, _____ because _____.
In addition, _____ because _____.

Reasons 3

Third, _____ because _____.
Lastly, _____ because _____.
Finally, _____ because _____.



Chapter Eleven

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Creative writing

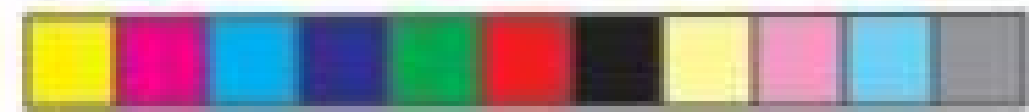
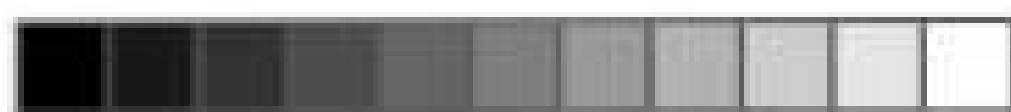
Introduction

*Creative writing is writing which expresses ideas, thoughts, and feelings in an imaginative way. In this chapter, you will learn how to write creatively and perform various activities to practise your language skills. First, you will listen to the teacher reading a text to you and answer questions on it to practise listening skills. Second, you will act out a dialogue and recite a poem to practise speaking skills. Third, you will read a passage titled **Elephant and Mosquito** and answer comprehension questions to practise reading skills. Fourth, you will read an extract of a novel titled '**Unanswered Cries**' and answer questions on it. Fifth, you will use selected vocabulary and grammatical items in context to practise language accuracy and fluency. Finally, you will write a creative story of 250 to 300 words. The competencies developed in this chapter will enable you to inform or entertain readers through creative writing.*



Activity 1: Listening practice

- (a) Before you listen to the teacher reading a text to you, answer the following questions:
1. What is creative writing?
 2. How can language be used creatively?
 3. What are the features of creative writing?
 4. What are some of the creative writing works that you know? Mention three of them.
- (b) Now, listen to the teacher reading a story to you and then answer the following comprehension questions:
1. What is a possible title for the story?
 2. What is the story about?
 3. Which crops did the farmers grow?
 4. What happened after the crops were ripe?
 5. What was the lazy family busy doing while other villagers were busy farming?
 6. What happened to the lazy family?

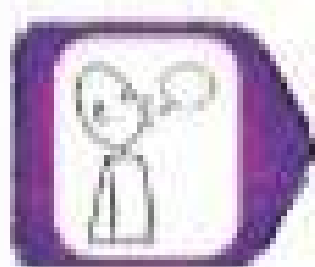


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(c) *Listen to the audio and/or audio-visual materials on creative writing. Use the following questions to guide you through the listening process.*

1. What is the content of the material you have listened to?
2. What is your opinion on what you have heard?
3. What have you found interesting about what you have heard? Give reasons for your answer.
4. What is your conclusion about what you have heard?

(d) *Write a summary of what you have heard and present it to your friend or in class for knowledge sharing.*



Activity 2: Speaking practice

(a) *Read with appropriate pronunciation and act out the following interview between a radio host and Dr Ngozi.*

Host: Good morning dear listeners. This is your favourite radio station 9898 Nyuki FM. Thank you for listening to this educational programme. This morning, we are very happy and privileged to have an important guest, Dr Ngozi, a well-known lecturer and author. Your host, as usual, is Nyakiya Mageni. Dr Ngozi, welcome to our programme.

Dr Ngozi: Thank you.

Host: To start with, Doctor, as a renowned author and lecturer, what is the meaning of creative writing?

Dr Ngozi: First of all, creative writing is writing that uses imagination to express ideas and feelings to entertain and share human experiences. It uses language expressively, particularly through the use of different figures of speech.

Host: Is it possible to have creative writing without figures of speech?

Dr Ngozi: Well, we all use figures of speech all the time, but in creative writing, they are often used much more as well as more originally.

Host: What do you mean by figures of speech?

Dr Ngozi: There are so many of them. Some make comparisons of different kinds. These include similes, metaphors and personifications. Then there are figures which use language in unexpected ways like hyperbole and irony. Thirdly, there are figures of sound like alliteration, repetition, assonance and onomatopoeia.



Host: Mmmh! That sounds quite complicated. We may need another programme to look at all these.

Dr Ngozi: You're right. The important thing to understand is that figures of speech refer to creative use of words and phrases in different ways to create effect and make the reader feel and understand differently.

Host: What are the different forms of creative writing?

Dr Ngozi: Actually, creative writing comprises poetry, plays, movies and television scripts, novels, novellas and short stories, songs, speeches, memoirs and personal essays. All these can either be fiction or non-fiction.

Host: You have said fiction and non-fiction. How different are they, really?

Dr Ngozi: Fiction is any work of art that is created out of the author's imagination. The author invents a story and makes up the characters, the plot or storyline, the dialogue and the setting. It can help us see ourselves and our world in new and interesting ways. Non-fiction, on the other hand, is a work of art which is based on true events. It becomes creative writing from the way the writer uses literary techniques and figures of speech.

Host: So Doctor, if I want to write a creative work, what should I consider?

Dr Ngozi: Well, you need to consider creating characters, plot development, setting, point of view, the use of figures of speech and imaginative language, emotional words, phrases and rich description, which appeal to the reader.

Host: Thank you Doctor. It has been a very informative morning. We appreciate your willingness to spend your precious time to educate us on creative writing. I hope, our listeners will now try to do some creative writing. Once again, thank you and bye for now.

Dr Ngozi: It's my pleasure. Bye.

Questions

1. What is creative writing?
2. What are examples of creative writing?
3. What are figures of speech?
4. What other figures of speech do you know apart from those mentioned in the dialogue in Activity 2(a)?
5. How can you differentiate fiction from non-fiction writing?

(b) Read and recite the following poem.

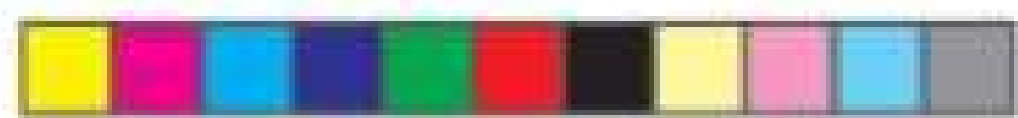
*A thief from distant lands
Armed with the greatest knowledge
High technology
Has crept into our home*

*A thief is clever to enter a home
Silently enters a home
Unnoticeably enters a home
Only to find out already in a home*

*A silent killer has entered
Without knocking has entered
Without welcome has entered
The short, tall, fat and thin are trembling*

*Home to home, need no fare
People carry him to another home
Clings on people like a monkey
Unknowingly they carry him*

*People are crying for a thief is dangerous
People are running there is no help
Steal souls not properties
People mourning, souls stolen*



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Experts fight the thief DUPLICATE

Researchers fight the thief

Too big to bring down

Stay home the slogan says

Out of home, you meet the killer

Wash hands stay clean

Jail yourself meet not a thief

Stay home the slogan says

Questions

1. What is the poem about?
2. Who do you think the thief is?
3. Do you think the poet is happy? Give reasons.
4. Who are trying to fight the thief?
5. What should be done to stay safe?
6. Where do you meet the thief?



Activity 3: Reading practice

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

Elephant and Mosquito

Once upon a time, an elephant and a mosquito were friends. They lived happily together in a small village. The elephant was not as big as he is today but the mosquito was just as small as he is. The mosquito lived near the swamp in that village because it loved water. The elephant lived on the nearby hill. The elephant visited the mosquito every day when the sun was high in the sky. The two friends spent time together chatting and playing. The elephant loved playing in the mud while the mosquito loved jumping from one wet blade of grass to another. The elephant used the mud to cool down its body. The two friends communicated through sounds. The elephant trumpeted while the mosquito buzzed. They had to learn each other's language to enable them to communicate.

Late in the evening, they would bid farewell to each other and go to sleep. The elephant would go to sleep in his house near the hill while the mosquito would remain at his home near the swamp.

At one time, drought hit their village due to environmental pollution. Drought then led to hunger as there was no food left in the village. The two friends met to discuss the matter. The elephant began, "My friend as you can see there is no food left in the village, drought has dried up everything. Even the swamps and wells have dried up. Therefore, we have no option other than to abandon the village." The mosquito looked down for several minutes and sighed. Then he asked, "Where do you want us to go? I have no idea where to go from here. I am used to the life in the village, so it will be difficult to start a new life," the mosquito said.

The elephant looked up for some time. He was trying to think over something. Then, he answered, "I have an idea. We should go and live in the forest far away from here. In the forest, there is enough food for both of us. There are a lot of different fruits, leaves, trees and grasses. Besides, there is plenty of water. We shall play together in the rivers and lakes."

The mosquito listened attentively as the elephant was speaking. Then, he said, "It is a good idea my friend. But I have a different opinion. Why don't we consider going to town?" The elephant was not pleased with the idea of going to town. He knew in town there was no space for big animals like him. There were a lot of houses and cars. The elephant, however, did not want to annoy his friend. He thought for a while and said, "In town, there are a lot of people yes, but they will not welcome you at all. I know people don't love us: they will kill us. We had better go to the forest where there are no people to either chase or kill us. Life in town will be miserable and a burden to both of us."

Attempts by the mosquito to persuade the elephant to go to town did not yield any fruit, because the elephant knew the dangers of going to town. He did not want to die early, neither did he want his friend to die. In the end, they departed without reaching a consensus. The mosquito went to town while the elephant went to the forest. They both began a new life but in different settings. The mosquito arrived in town and was very happy as he saw a lot of people. He thought, "I will suck a lot of blood and become fat."

Life in town, however, was not as easy as he expected. Wherever he landed on a person to suck blood, he was chased away. People were afraid of being infected with malaria. People in town knew that a mosquito carried parasites called plasmodium that cause malaria. They also knew that malaria was transmitted from one person to another through a mosquito bite. Furthermore, malaria was the leading killer disease in towns. Thus, people feared it more than anything else. Nobody was ready to die of malaria. All the people in town started chasing the mosquito away. At night, people slept under the

net to keep the mosquito away. As days passed, the mosquito became as thin as a needle due to hunger. Since then, he has not been able to recover his body, as he does not get enough food to eat. Even today, people still fear mosquito and fight him at all costs.

On the contrary, the elephant in the forest was happy. He ate as much food as he wished. Neither people nor other animals disturbed him. He ate grass, leaves and fruits and drank as much water as he needed. He played in the mud while trumpeting. His life was happier than ever. He became as big as a hill. His body continued to grow until it was too heavy to carry. The elephant started to walk slowly like a tortoise because of his heavy weight. When in danger, however, he could run very fast. People started to care for and protect the elephant because he gave them money when other people came to see him. That is how mosquitoes and elephants got their bodies which we see today.

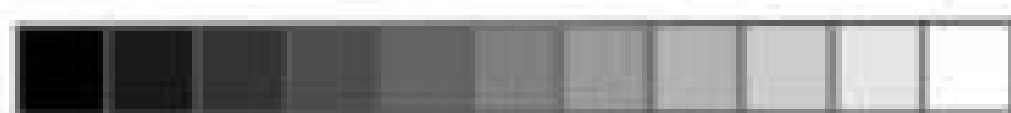
Questions

1. Where did the elephant and mosquito live?
2. Why did people chase away the mosquito?
3. Why do you think the elephant walks slowly?
4. Why did the mosquito and the elephant move to different places?
5. Do you think the idea of going to town was a good one? Give reasons.
6. Where would you like to live? Give reasons.
7. What, in your opinion, are the human activities that threaten animal habitats?

(b) *With appropriate pronunciation, read the following extract taken from the book 'Unanswered Cries' by Conteh. O. and answer the questions that follow.*

Extract from Unanswered Cries

Two drummers and a female masked dancer were leading the group. Each drummer had a small drum gripped tight under her armpit, beating it with a palm and a curved, little stick. Olabisi raised the camera to her face and click-clicked away. The masked dancer wore a giant raffia skirt, extending from the base of her neck to her knees. She was quick on her feet, dancing on her toes in small circles, then in triangles and squares, twisting her body in every way in harmony with the drums. Her giant raffia skirt fanned out, swishing this way and then that way, with each powerful twist of her body. Olabisi edged closer, trying to capture each breath-taking twist with her camera.



Daddy is going to love this.

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People rushed out of their houses to watch, most of them were women and children. Some huddled in front of their houses, while others stood in crowded groups along the road, applauding, hugging and crying. Olabisi took photographs.

Then came the group of half-naked girls. Olabisi counted six. The oldest was about twelve, two years younger than Olabisi. The youngest looked six years old. Each had a lappa, a piece of cloth tied under her armpits; the way women tie towels after having a bath. Their hands, feet and faces were painted bright with white clay.

They were dancing barefoot on the stony road. If Olabisi had danced like that, she would end up with bleeding feet and not wear shoes for days. Yet these girls, including the six-year-old, were stomping the earth without flinching. They can handle pain, Olabisi admitted, with grudging respect.

Their song was catchy. Infectious! Even in the short time that she had been taking pictures, Olabisi had mastered the lyrics and was humming along under her breath. I must take close-up pictures. She began to dance her way down the steps, singing along with the Bondo girls. For the time being, this could take the place of nightclubs she was missing until she got back to Freetown. Suddenly, Makalay's hand clamped down on her shoulder and yanked her back. She skidded backwards, as if she had stepped on a banana peel, and landed on her bottom.

'Where are you going, singing and dancing like that?' Makalay was so angry she was shaking. 'Do you think this is Freetown?'

'I...I...' Olabisi picked herself up from the ground. 'Daddy said...'

'Shut up about your father. He is not God.'

'Mama, you are a school teacher, you should understand. I just wanted to take close-up pictures of the girls.'

'Don't you dare go near them, hear me?'

'Yes, Mama.'

'Gborka!'

Olabisi frowned. 'Mama...'

'Yes, I called you Gborka,' Mama snapped. 'Stupid girl.'

One day you will come and stay with me permanently and learn your native tongue. You are not a Creole, like your useless father. You are my flesh and blood. You are Temne. Understand?'

'You called me a gborka.'

'You are a gborka. Uncircumcised! That's what you are.'

Olabisi looked over her shoulders at the half-naked dancers. 'You mean those girls...'

'They are not girls! They have become women, so talk respectfully when you talk



about them.'

'There is a six-year-old child among them.'

'Did you not hear me say they are now women?'

Makalay grabbed Olabisi's left ear and twisted it hard, like a driver twisting the ignition key of a stubborn car.

'Did you not?'

'Yes, yes, Mama,' Olabisi cried out. 'They are woo-oo...men!'

Makalay shoved her away. 'If you ever try to go near them again, I will beat you until your skin peels. Do you understand me?'

Olabisi rubbed her left ear. It felt hot. 'I just wanted to take pictures and ask a few questions about the bondo secret society.'

'Subanallah!' Makalay gasped. 'Go away from here before I lose my temper. In fact, go to the back and finish your work. Gborka!' Olabisi shut her camera, turned around and went to the back of the house to finish doing the dishes. Her heart was heavy with the pain of rejection. Mama does not know me, she thought. Back in Freetown, she had been face to face with danger and survived without a scratch.

She had sneaked out of the house and gone with Eddy, her boyfriend, to join a student demonstration against the government. The demonstration had turned into a riot and violence erupted all over the streets. Students ran in panic, scattering from the brutal police like cockroaches at the flash of a light. Olabisi had been in the thick of it. She was pushed, shoved and knocked about until she thought she was going to die, but did not. Why? Because I am a woman, she wanted to cry out loud for Makalay to hear. I can handle pain.

When she reached the yard, she sat back on the three legged stool, put the camera on her lap and began to wash the last dish again. Then Makalay came by and stood beside her, as if she wanted to get something off her mind.

'Olabisi,' she said.

'Yes, Mama?'

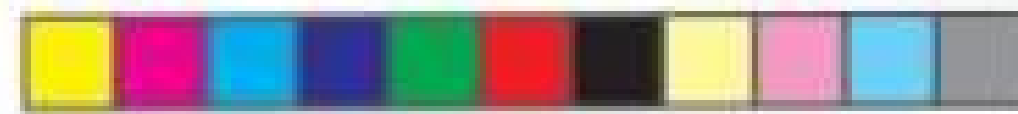
'If you get circumcised, you will no longer be called a gborka. You will be respected as a real woman, fit to be the wife of a paramount chief.'

I don't need a paramount chief. I have Eddy. She shifted to the right and started rinsing the dishes in a near-by bucket.

'Olabisi?'

'Yes, Mama?'

Makalay sat on her heels beside Olabisi, rubbing her back with a gentle hand. 'If you don't get circumcised, no one in this village will ever respect you. No man will ever want to marry you. The riff-raff boys will be after you for sexual fun, like dogs. But if you get circumcised, none of these ugly things will happen to you.' She paused



deliberately, to let her words sink into Olabisi's heart. 'Would you like to become a bondo woman? I can arrange everything.'

'I...Daddy will...'

'Your father will never know, until you tell him.'

'I...I...I...'

'Think of the glory, Olabisi. You will be taught how to be a real woman, how to cook a meal that would make your husband lick his fingers, like a child.'

Eddy eats with a spoon, not with his hands.

'You will be taught how to be a good housewife,' Makalay continued, 'and how to be a wonderful mother to your children. Think of that day, Olabisi. Think of the passing out ceremony, graduation day. You will be dressed in the most beautiful clothes ever, with gold earrings, gold trinkets and all types of jewellery.'

'But Mama, if you love me so much, you can still dress me that way without...'

'Unless you get circumcised,' Makalay snapped, 'I will not dress you in gold and silver.'

A flash of memory passed through Olabisi's head, the replay of a movie. Eddy's mother had given birth to a baby boy named Durosemi. After Duro was circumcised, his little penis was wrapped up with fine gauze and regularly soaked with baby oil, to take away the pain of urinating. What a fat joke! The neighbours up the street could hear little Durosemi screaming as if his body had been invaded by military ants.

Olabisi glanced sideways at her mother. 'Mama?'

Makalay dressed her face with an encouraging smile.

'Yes, dear?'

'How do you circumcise a girl when she's not a boy?'

The smile vanished.

'Boys have penises,' Olabisi continued, 'but girls don't.'

How do you...?'

Makalay's slap hit Olabisi on the face like a small bomb, toppling her off the stool. The plate she was drying flew from her hand and the camera fell into the bowl of water. She lay on the ground, eyes and nostrils wide with shock.

'You have started sleeping with boys!' Makalay screamed. 'Gborka!'

I will not cry, Mama, Olabisi did not say out loud. I can bear pain because I am a real woman already.

Adapted from: Conteh, O. (2002). Unanswered Cries. Macmillan, London page 9-14

Questions

1. What is the story about?
2. Where is the setting?
3. Who is the main character in the story?
4. Who are the other characters mentioned in the story?
5. What are the main events in the story?
6. What have you learnt from the story?
7. Suppose you meet the main character in the story, what would you advise her?
8. How relevant is this story to your society?

(c) Complete the following table with a list of figures of speech used in the short story in Activity 3(b).

No	Figure of speech	Type of figure of speech	Meaning
1.	Passed away	Euphemism	Died
2.	What a fat joke!		
3.	Her breath was heavy		
4.	They are now women		
5.	You are my flesh and blood		
6.	Giant raffia skirt		
7.	Click-clicked away		
8.	A stubborn car		
9.	Face to face with danger		
10.	Violence erupted		
11.	Like cockroaches		
12.	In the face like a small bomb		
13.	Like a driver		

Questions

1. What is the story about?
2. Where is the setting?
3. Who is the main character in the story?
4. Who are the other characters mentioned in the story?
5. What are the main events in the story?
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4.	They are now women		
5.	You are my flesh and blood		
6.	Giant raffia skirt		
7.	Click-clicked away		
8.	A stubborn car		
9.	Face to face with danger		
10.	Violence erupted		
11.	Like cockroaches		
12.	In the face like a small bomb		
13.	Like a driver		

Activity 4: Vocabulary practice

LINE USE ONLY
DUPLICATE

- (a) Use the figures of speech given in the box below to compose a creative story of 250 to 300 words.

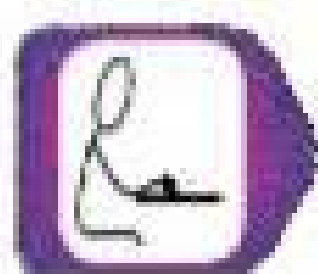
hyperbole euphemism metaphor personification irony simile

- (b) Match the statement in **List A** with the attitude in **List B** to show Makalay's attitude towards Olabisi.

No	List A	Answers	List B
1.	You will be dressed in the most beautiful clothes ever.		(a) Aggressive
2.	Go away from here before I lose my temper.		(b) Assaulting
3.	Makalay grabbed Olabisi's left ear and twisted it hard.		(c) Encouraging
4.	Shut up about your father. He is not God.		(d) Insulting
5.	Don't you dare go near them, hear me?		(e) Commanding
6.	You are like your useless father.		(f) Threatening
			(g) Supportive

Activity 5: Grammar practice

- (a) Identify the words or phrases in the story in Activity 3(a) that describe objects, places and feelings.
- (b) Write three words that describe the dress of the dancer in Activity 3(b) and then use them to construct one sentence for each word.
- (c) Provide words with similar meaning to the underlined words.
- A small drum gripped tight under her armpit.
 - A giant raffia skirt.
 - They were dancing barefoot.
 - Close-up pictures.
 - He is an idiot.
- (d) Construct one sentence for each of the underlined words in Activity 5(c).



Activity 6: Writing practice

ONLY
DATE

- (a) Study the picture below and use it to compose a story using creative writing techniques you have learnt in this chapter.



- (b) Write a short story of between 250 and 300 words on any two of the following story titles:

1. A Journey to the Moon
2. Market day
3. Lost in the forest
4. A visit to my grandmother
5. My dog

- (c) Compose a poem or a song and then discuss it with your classmate explaining how it has been artistically composed.

Chapter Twelve

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Writing and delivering a speech

Introduction

Speech writing is referred to as a process of preparing a speech in written form before it is delivered. Speech delivery refers to the expression of thoughts and feelings to an audience. In this chapter, you will learn how to prepare and deliver a speech. You will also perform various activities to practise your language skills. You will begin by listening to the teacher reading two texts to you, one at a time and answer questions to practise your listening skills. Next, you will read and act out a dialogue to practise speaking skills. Moreover, you will read a speech titled **The graduation speech** and answer comprehension questions on it. After that, you will use vocabulary and grammatical items in context to practise language fluency and accuracy. Finally, you will write and deliver a speech of 250 to 300 words for selected occasions. The competencies developed in this chapter will enable you to prepare and deliver speeches for different occasions.



Activity 1: Listening practice

- (a) Before you listen to the teacher reading a text to you, answer the following questions:
1. What is a speech?
 2. When and how are speeches prepared and delivered?
 3. Who delivers a speech?
 4. What are the features of a speech?
- (b) Now, listen to the teacher reading **Text 1** and then answer the following comprehension questions:
1. What is the passage about?
 2. What title would you suggest for the passage?
 3. Why did the headmaster convene a meeting?
 4. Why do you think that the day was important and memorable?



(c) *Listen again to the teacher reading Text 2 and then answer the following comprehension questions:*

1. What was the special announcement about?
2. What is a pandemic disease?
3. Why did the news reporter call it a deadly disease?
4. Why did the Mchafukoge weekly news invite people to write a letter to the editor?

(d) *Listen to the audio and/or audio-visual materials on public speaking skills. Use the following questions to guide you through the listening process.*

1. What is the speech about?
2. What is your opinion on what you have heard?
3. What have you found interesting about what you have heard? Give reasons for your answer.
4. What is your conclusion about what you have heard?

(e) *Write a summary of what you have heard and present it to your friend or in class for knowledge sharing.*



Activity 2: Speaking practice

(a) *Read with correct pronunciation and act out the following dialogue.*

Student 1: Hi, my friend.

Student 2: Hi, how're you?

Student 1: I'm fine thank you. Have you finished the homework?

Student 2: No, I'm still searching for the answers.

Student 1: Well, as for me, I've already got answers to some of the questions.

Student 2: Which answers?

Student 1: The answers about what a speech is.

Student 2: So what is it?

Student 1: According to the sources, a speech is a formal talk that the speaker delivers in front of an audience. A speech can either be prepared or impromptu. The state of being prepared or unprepared depends on the speaker.

Student 2: Are there different types of speeches?



Student 1: Yes, there are three types of speeches based on the purpose of the speech. These are informative, persuasive, and special occasion speeches.

Student 2: Please, would you explain briefly what each of the types means?

Student 1: Yes, to start with, an informative speech is the kind of speech that aims at educating the audience on particular topics, for example, HIV/AIDS, drug abuse, Covid-19, the environment, and poverty.

Student 2: What about a persuasive speech?

Student 1: A persuasive speech is one given with the aim of convincing the listeners to accept the speaker's view. For example, it could be to convince people to buy a certain product or use a certain service. It could aim at convincing people to elect a speaker or to dig a village well. The persuasion may rely on facts, values, reasons or policy, and the use of convincing language.

Student 2: OK, what is a special occasion speech, then?

Student 1: A special occasion speech is the kind of speech delivered on special occasions such as graduations, weddings, award giving ceremonies and commemorations.

Student 2: You've mentioned an impromptu speech. What is it?

Student 1: An impromptu speech is one given without prior preparation. It's delivered without much or any time to prepare. It may cover different topics both humorous and profound.

Student 2: What is meant by delivering a speech?

Student 1: Speech delivery is communicating the message orally to the audience.

Student 2: What should I do when I am invited to deliver a speech at a graduation?

Student 1: You have to prepare your speech by focusing on the main message, build about three supporting points adapted to the audience in mind. The speech should be informative, and brief. When you are delivering a speech, maintain eye contact with the audience, move when necessary and use appropriate gestures.

Student 2: Thank you very much for sharing your knowledge with me. I promise you that I'll surprise everyone at the graduation ceremony by delivering the best, informative and attractive speech they have ever heard.

Student 1: You are welcome. I wish you all the best.

Questions

1. What is a speech?
2. What are the different types of speeches?
3. What are the differences between an informative and a persuasive speech?
4. How is an impromptu speech different from a prepared speech?
5. What are the important things to consider when preparing and delivering a speech?

(b) Study the following speech sample and then pair up with a fellow student to discuss how to write a speech. Use the questions that follow to guide you through the discussion.

Salutation	Dear teachers, friends and my fellow students. Good morning to you all! Today, I'm going to talk about the importance of doing regular exercises considering that our health is deteriorating every day.
Introduction	We need to be active in order to be healthy. Our modern life style and unhealthy eating habits are killing us gradually. Our style of sitting around in front of a TV or a computer for hours watching movies or TV programmes, driving even to the nearby shop, and using lifts instead of stairs in the buildings contribute to our inactivity.
Body of the speech	Physical inactivity is dangerous to our health. We need to do physical exercises during the day for at least 30 minutes every day. You may start slowly and build up. If you are already doing some light activities, move up to more moderate ones. A little is better than nothing if you want to achieve health benefits. After three months of regular walking, you will notice a difference.
Conclusion	People often say getting started is the hardest part. So, teachers, friends, and my fellow students, start exercising today as we say goodbye to Form Four students after doing their final examinations. Don't give up.
	Thank you for listening.

Questions

1. What is a speech?
2. What are the different types of speeches?
3. What are the differences between an informative and a persuasive speech?
4. How is an impromptu speech different from a prepared speech?
5. What are the important things to consider when preparing and delivering a speech?

(b) Study the following speech sample and then pair up with a fellow student to discuss how to write a speech. Use the questions that follow to guide you through the discussion.

Salutation	←	Dear teachers, friends and my fellow students. Good morning to you all! Today, I'm going to talk about the importance of doing regular exercises considering that our health is deteriorating every day.
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Body of the speech	←	Physical inactivity is dangerous to our health. We need to do physical exercises during the day for at least 30 minutes every day. You may start slowly and build up. If you are already doing some light activities, move up to more moderate ones. A little is better than nothing if you want to achieve health benefits. After three months of regular walking, you will notice a difference.
Conclusion	←	People often say getting started is the hardest part. So, teachers, friends, and my fellow students, start exercising today as we say goodbye to Form Four students after doing their final examinations. Don't give up.
		Thank you for listening.

Questions

1. What is the main idea presented in each of the paragraphs of the model speech?
2. What are the strengths and weaknesses of the model speech presented above?
3. How could the model speech be more effective?
4. Describe the function of each of the major parts of the model speech shown above.
5. Which part is the most important in a speech? Why do you think so?

(c) Use the given words/phrases in the box to fill in the blanks in the following speech. Note that, some of the words or phrases can be used more than once.

pleased	friends	gives me a lot of pleasure	finally	mother
honoured	allow me to say	invited guests	parents	caring for

Dear, (1) _____, (2) _____, and (3) _____. I am (4) _____ to welcome you all to my birthday party. This is the day that my beloved (5) _____ brought me into the world. It (6) _____ to be able to thank you for bringing me into this world and caring for me all these years.

I feel (7) _____ to be a part of this loving family, and allow me (8) _____ that I love you mother, I love you father.

Dear (9) _____ you are all aware that everything I have achieved would have remained a dream had it not been you. You kept encouraging and inspiring me to do more and more. Here I am now, a CEO of my own company. Thank you very much.

Last but not the least, I would like to present this little gift to my parents. It is for you my parents. Thank you so much for all you have done to me. (10) _____, I would like to thank you all for listening attentively and I wish you all the best.

(d) *Imagine you are required to deliver a speech to your classmates on one of the occasions listed below. Write a speech that you would deliver.*

1. Birthday party
2. School graduation
3. In memory of Mwalimu Julius Kambarage Nyerere
4. Wedding ceremony



Activity 3: Reading practice

Read the following speech and answer the questions that follow.

The graduation speech

Honourable Guest of Honour, Chairperson of the School Board, parents, teachers and students, on behalf of the Bukinu Secondary School community and the School Board, I welcome you all to the graduation day of our beloved Form Four students.

Dear parents, you are all aware of our students' outstanding performance since they were in Form One. It is pleasing that their performance has continued to be impressive. In the Regional Mock Examination done in mid-May this year, our school ranked second out of 354 schools.

I am pleased to assure you that our school will perform better in the National Form Four Examinations, which have been completed recently. Besides, we are working around the clock to make sure that our school continues to perform better academically.

Dear students, let me begin by telling you that we have been together for four years. We received you from primary school when you were still children; but now you are leaving school as grown-ups. I would like to thank you for what you have done for the school during your time here. You brought joy and pride to our school through sports, games and academics. We are certainly going to miss you.

This is an exciting day in your lives. You are going out with one great treasure and that is education. This is what your parents and families have given you as their gift and inheritance. I am sure you have gained and developed your academic skills together with sports and artistic talents. You have learnt to care for others and to become leaders.

Your parents' task is to help you develop your potential fully in order to become a useful future citizen. Remember, the future belongs to you. I am aware that you will leave here and join high schools and colleges. But, you will always have your foundation here. You will be faced with many challenges in the society, including drug addiction,

prostitution, early marriage and pregnancies. The choice will be yours to either stick to your ambitions or deviate from them and perish. You have done your work well here and now it is time for new adventures.

Dear parents, our happiness as teachers is that our students are doing exactly what they are supposed to do: growing, learning, and becoming independent. You trusted and gave us your children to educate and protect. We believe, they are all going to pass the examinations with flying colours and join Advanced Level Secondary Education. We would like to assure the government that we have prepared high quality students.

Dear Guest of Honour, as you have heard through the songs, and observed with your eyes through various performances, these are our products. You can be sure of their quality and ability to deliver.

Last but not the least, I would like to thank you all for your attendance because without you, the graduation would have been very dull. Your presence has made the ceremony lively and enjoyable. We are proud of you all.

Thank you for listening to me patiently.

Questions

1. Who do you think delivered this speech?
2. Who were in the audience?
3. What was the speech about?
4. What have you learnt from this speech?
5. What did you find interesting in the speech?

Activity 4: Vocabulary practice

- (a) Read aloud the following words while paying attention to the correct pronunciation.

graduation	dull	ceremony	honour	guest of honour	
deviate	perish	guest	safe	memorise	persuade
		audience	gesture		

- (b) Find and give the meaning of the words in Activity 4(a).
- (c) Construct one sentence for each of the words in Activity 4(a).

Activity 5: Grammar practice

- (a) Zonje needs to make a presentation about her dream in life. She has prepared hints on what the speech will be all about. Read the following hints while paying close attention to the words or phrases in bold.

Hints:

I want to build a three-room house for my grandparents.

I will mobilise funds from my friends and find casual employment.

I will open a special bank account for that purpose.

I will start the project soon after mobilising enough funds.

- (b) Write another five statements of intention to complete the speech prompts above.



Activity 6: Writing practice

- (a) Libe is delivering a speech at a meeting of youths who are discussing the topic 'Youths should enjoy life by using their parents wealth.' Read the beginning of the following speech and respond to the questions that follow.

Good morning my friends,

I don't understand why most youths say that they have the right to use their parents' wealth instead of working for theirs. But I am sure I'm not the only one who has heard such an argument! No! I'm sure you too, the youth like me, must have heard this many times. I'm tired of it!

It is not fair! I can assure you that we have the ability to create our own wealth instead of depending on our parents. I'm not solely dependent on my parents' wealth and looking at your faces, I'm sure you are not either.

Let me share three reasons why youths should not depend on their parents' wealth for their living!

Questions

1. Who are the audience for Libe's speech?
2. What are the three reasons that Libe might use to convince the audience that youths should not depend on their parents' wealth for a living?
3. What do pronouns 'I' and 'you' refer to in Libe's speech?
4. What is your opinion about Libe's perceptions on the matter?
5. What have you learnt from Libe's speech?

- (b) *Assume you were delivering the speech delivered by Libe. Complete the speech using as many figures of speech as possible to make your speech interesting.*

Note: Writing a speech is not the same as writing an essay. When writing a speech, use the following tips: it should sound conversational, in other words, you should write the way you speak; use short sentences and familiar vocabulary; use contractions such as I'm or we'll, and; read your speech aloud while you are writing it to hear how it sounds.

- (c) *Imagine you have been invited as a guest of honour for a particular occasion. Write a speech on any of the following topics.*

1. Road accidents
2. HIV/AIDS
3. Child abuse
4. Climate change

Chapter Thirteen

Formal letter and email writing

Introduction

Formal letters and emails are always used for official purposes. This use requires formal language. In this chapter, you will learn how to write formal letters and emails. Moreover, you will perform various activities to practise your language skills. Firstly, you will begin by listening to the teacher reading two texts to you, one at a time and answer questions on it to practise your listening skills. Secondly, you will act out a dialogue about formal letter and email writing to practise speaking skills. Thirdly, you will read different samples of formal letters and emails to practise your reading skills. Fourthly, you will use selected vocabulary and grammatical items in context to practise language accuracy and fluency. Finally, you will write formal letters and emails. The competencies developed in this chapter will enable you to communicate effectively in an official environment.



Activity 1: Listening practice

(a) Before you listen to the teacher reading a text to you, answer the following questions:

1. What is business correspondence?
2. How is business correspondence conducted?
3. What is the difference between a letter and an email?
4. What are the advantages of using emails over letters?

(b) Now, listen to the teacher reading **Text 1**, and then answer the following comprehension questions:

1. What is an email?
2. What are the differences between an email and a letter?
3. Why don't you write your address in an email?
4. How can emails help students in the learning process?



(c) *Listen again to the teacher reading Text 2 and then answer the following comprehension questions:*

1. What is the passage about?
2. Who are the three children of Mr Formal Letter?
3. Who is used to carry detailed information on purchasing?

(d) *Listen to the audio and/or audio-visual materials on formal letter and email writing. Use the following questions to guide you through the listening process.*

1. What do the terms formal letter and email mean?
2. What is your opinion on what you have heard?
3. What have you found interesting about what you have heard? Give reasons for your answer.
4. What is your conclusion about what you have heard?

(e) *Write a summary of what you have heard and present it to your friend or in class for knowledge sharing.*



Activity 2: Speaking practice

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



Questions

1. Why do people write letters?
2. Why do people go to the Post Office?
3. Where can that building in the picture be found?
4. What does a Post Office normally do?

(b) Read with correct pronunciation and act out the dialogue between Jengo and Seka; then answer the questions that follow.

Seka: Hi, my friend.

Jengo: Hi, how are you?

Seka: I'm fine.

Jengo: How are your studies?

Seka: They are going on well, thank you.

Jengo: Excuse me dear. I have been given a homework to find out about letter writing, but I don't know where to begin. Would you mind helping me?

Seka: No, I wouldn't mind. To start with, a letter can be defined as a written, typed, or printed communication on paper sent via a post office or by a messenger. It should be put in an envelope.

Jengo: Do you mean that all letters should be put in the envelope?

Seka: Yes, but it can sometimes be stapled or pinned. However, it's not recommended.

Jengo: Oh! So, are all written letters the same?

Seka: No, letters differ according to layout and purpose. Generally, there are two types of letters, official or formal letters and friendly letters. Official letters are also called business letters.

Jengo: Great! What's the difference?

Seka: An official letter is written for official purposes while a friendly letter is written to a relative or friend for friendly purposes. Another difference is that an official letter has two addresses and a heading while friendly letters have only one address with no heading.



Jengo: That is really interesting. I didn't know that. I thought that a letter is just a letter. Would you please explain to me more about official letters?

Seka: Official letters are written according to specific purposes. They include letters to the editor, inquiry letters, sales letters, order letters, promotion letters, complaint letters, application letters, claim letters, recommendation letters, and cover letters.

Jengo: Wow! There are so many of them. How did you manage to know them all?

Seka: I was taught by my English language teacher. However, I learnt more through online resources.

Jengo: So, would you please briefly explain each of these types of letters?

Seka: OK. The purpose of each type of letter is suggested by its name. To start with, a letter to the editor is a letter written to a newspaper, magazine, or other journal on topics that are relevant to the readers. The topics may be those affecting society either directly or indirectly.

Jengo: What about the other letters?

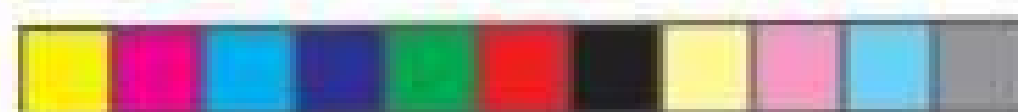
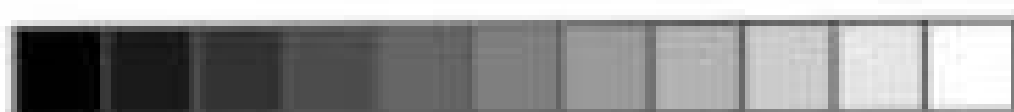
Seka: These are written for different purposes as their names suggest. They include complaining about something that went wrong or a defective purchase, applying for a job, making an order for products or services, providing answers or giving the required information, recommending someone for a job, position, or studies and persuading a reader to buy a particular product.

Jengo: Do they have the same format?

Seka: Yes, they do, except for letters to the editor. These letters must have the sender's address, date, addressee's address, salutation, heading, main body, complimentary close, signature, and name of the sender.

Jengo: What is the nature of the language used in these types of letters?

Seka: That's a good question. The language used in letters varies depending on the type of a letter written. For example, official or business letters such as application letters and letters to editors use formal and polite language. The language used in these letters does not contain slang, codes, contracted forms, short forms, and commands. Official letters are always precise, straight to the point, and very strict with grammatical rules. Unlike friendly letters, official letters are often restricted to one page.



Jengo: Wow! You have told me about letter writing. Can you tell me something about emails?

Seka: Oh yes! An email is a short form for Electronic Mail. It is a message sent through the Internet to a receiver or recipient for different purposes, including contacting friends, applying for a job, internship and scholarship, making an inquiry, and other business transactions.

Jengo: Oh my goodness! I don't see the difference between an email and a letter. They look alike, don't they?

Seka: No! The two are different because an email depends entirely on Internet connectivity, while a letter does not.

Jengo: Only that?

Seka: Not only that, emails are very quick to deliver, secure, and less expensive. They can be sent to many people at once.

Jengo: Are there any limitations on using emails?

Seka: No! You can write as many as you like. You can also attach photos, documents, and other files for more information.

Jengo: I see! Thank you so much for this information. One more thing, what are the basic parts of an email?

Seka: Good! An email must contain the recipient's email address, heading, subject matter and salutation as well as any attachments. The email page shows your address, as well as the date and time of sending. So, you don't need to write them.

Jengo: Thank you very much for giving me this valuable information.

Seka: It's my pleasure.

Questions

1. What is a letter?
2. What are the two types of letters?
3. What are the different types of formal letters?
4. What are the differences between formal and friendly letters?
5. Why is it important to communicate through letters? Give reasons.



Activity 3: reading practice

ONLY
DATE

- (a) Study the following format of writing a formal letter and discuss with your fellow student(s) what you know about writing formal letters.

Sender's address and contact info: Email Telephone Fax	
Date	
Reference number (if available/given/required)	
Recipient's address	
U.F.S. (if applicable)	
Dear ... (Sir/Madam)	
Re: write the heading of your letter here, you can bold or underline if typed on a computer	
Begin your opening sentence here to introduce the background if there was any correspondence before.	
State here the purpose of writing the letter. The points or concerns should be systematically arranged, maintain correct grammar and provide precise information. The points should be written in paragraphs in which each point is supported by brief details. Two – three paragraphs are sufficient in this section.	
Politely end the letter by thanking the recipient. (<i>Example: Thank you in advance for taking time to respond to my...</i>)	
Yours faithfully – (if greeting is to Sir/Madam) Yours sincerely – (if greeting mentions name of the reader)	
Put your signature here and write your full name below the signature.	

Note: U.F.S. stands for Under Further Signature: It is used if a letter has to be endorsed by another superior before it reaches the recipient.

Questions

1. What are the elements of a formal letter?
2. Why is the name of the writer not written in the sender's address?
3. Where is the reference number written in a formal letter?
4. What is the reference number written for in a formal letter?
5. How is a letter ended if the salutation is Dear Sir/Madam?

(b) Study the following sample of an application letter and discuss it with your partner on how it conforms to the format provided in Activity 3(a).

Mwembeni Secondary School,
P. O. Box 42533,
Dar es Salaam.

12th January, 2020.

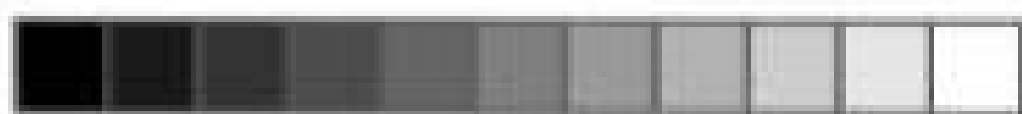
Human Resources Officer,
Mwananchi Makini Traders,
P. O. Box 1226234,
Mtwara.

Dear Sir/Madam,

RE: APPLICATION FOR THE POST OF SENIOR SECURITY GUARD

I am writing to apply for the position of **Senior security guard** as advertised in The People's Daily Newspaper of 6th January, 2020.

I completed my military and security training at Mikingamo Police College in 2010. I have three years of work experience as a Senior Security Guard in Group 3 Security Group Company LTD where I am currently working. My previous experience in Group 3 Security Group Company LTD has given me excellent skills that would be an asset to Mwananchi Makini Traders. I am honest, reliable, friendly, and easy to get along with. I am also a fast learner. I possess an excellent disciplinary record. You may contact my current employer for reference. Due to my previous experience in Group 3 Security Group Company Ltd, I believe you would greatly benefit from my service.



Please find copies of my academic credentials and Curriculum Vitae attached to the letter.

I am ready for an interview if you consider it necessary.

I am looking forward to hearing from you.

Yours faithfully,

M. Kamchape
Mario Kamchape

(c) Write **True** for a true statement and **False** for a false one in the following statements.

1. In a formal letter, you should not write any telephone numbers.

2. A full stop is used after the signature in formal letters. _____
3. You don't have to write your name above your address. _____
4. Your letter should contain as many paragraphs as possible. _____
5. Grammar is not important in a formal letter. _____
6. The date may be omitted in a formal letter. _____
7. In a formal letter, you should not use colloquial language. _____
8. The layout of formal letters is not important. _____
9. The full name of the writer of a letter is written after the signature.

10. In writing official letters, the receiver's address is written but the sender's address is not. _____

- (d) Study the following letter to the editor while paying attention to its structure and content.

Mwema Secondary School,
P. O. Box 42533,
Tabora.

5th May, 2017.

The Editor,
The Monday Daily,
P. O. Box 10,
Dar es Salaam.

Dear Editor,

RE: FIRST AID KNOWLEDGE IN SCHOOLS

May I draw the attention of the relevant authorities and the public to the importance of first aid knowledge in schools. Today, a child had an accident near our school gate. Although there were many students at the scene of the accident, they did not know what to do. Luckily enough, a taxi driver who happened to be passing by picked the injured child and rushed him to hospital.

In this regard, we should act to ensure that students are aware of the basic procedures of first aid. Since first aid is so important in the lives of children, it should be included in the school curriculum. In addition, students should be encouraged to have mini first aid kits in their homes.

Parents should support their children to own and take care of their kits. The government and relevant authorities should promote the first aid initiative.

Thank you,

Heri Fortune
Heri Fortune

Questions

1. What is the writer's concern in the letter to the editor above?
2. What does the writer propose to do to solve the problem?
3. What is your opinion on the writer's proposition to solve the problem?
4. What other matters of concern would you like to write to the editor?

- (e) *With appropriate pronunciation, read the following text about letters to the editors and then reread the letter to the editor in Activity 3(d) to answer the questions that follow.*

A letter to a newspaper should be addressed to its editor and set out as any other formal letter. There is no set pattern for the contents of the letter, but it should always be short, to the point, and well reasoned. The subject matter of the letter may be anything, but most of the letters to the editors may be divided into the following types:

1. Letters conveying information: The reader may have some knowledge which they wish to share as they consider it useful or interesting; for example, giving advice to the community or authority on a particular phenomenon.
2. Letters for seeking information or help: Information may be sought either from the newspaper or from any other reader who may have it. A wide range of topics may be covered.
3. Letters making suggestions, or stating opinions and beliefs: These may cover local, national, or international affairs. They may also be on more general topics such as cruelty to animals, degeneracy of the modern youth, and so on.
4. Letters of complaints: These complaints could be about something which has appeared in the newspaper, written either by a member of the newspaper's staff or by another reader in the correspondence columns.
5. Letters of appreciation: Such letters are written to express the writer's pleasure at something they have seen in the paper or his/her feelings that some praiseworthy aspect of public life or conduct should be made known through the newspaper.

Adapted from Gordon, I. (2004). *Practical letter – writing with exercises and worked examples*. London: Heinemann Educational Books. p. 100.

Questions

1. What is the type of letter to the editor in Activity 3(d)?
2. What type of letter would you like to write to the editor if you have to? Give reasons for your answer.
3. What is the importance of writing a letter to the editor?
4. How should people use newspapers and other social media for their benefit?

- (f) Study the format of the following order letter and answer the questions that follow.

Amani Secondary School,
P. O. Box 2020,
Arusha.

3rd June, 2021.

The General Manager,
Umoja Bookshop Company Ltd,
P. O. Box 3020,
Arusha.

Dear Sir/Madam,

RE: QUOTATION FOR SUPPLY OF TEXTBOOKS

Our school has set aside funds to purchase Form Three Textbooks. Please provide us with the price list for the following textbooks:

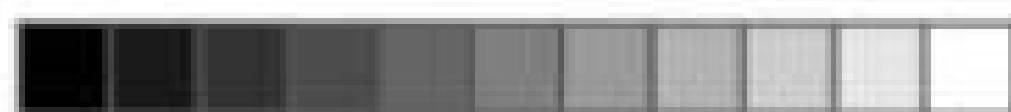
SN	Commodity	Specification	Quantity
1.	English textbooks	Book 3	150 pcs
2.	Physics textbooks	Book 3	100 pcs
3.	Chemistry textbooks	Book 3	100 pcs
4.	Mathematics textbooks	Book 3	150 pcs
5.	Commerce textbooks	Book 3	140 pcs
6.	Civics textbooks	Book 3	150 pcs
7.	Biology textbooks	Book 3	150 pcs

We are looking forward to getting your prompt response.

Yours faithfully,

Riziki

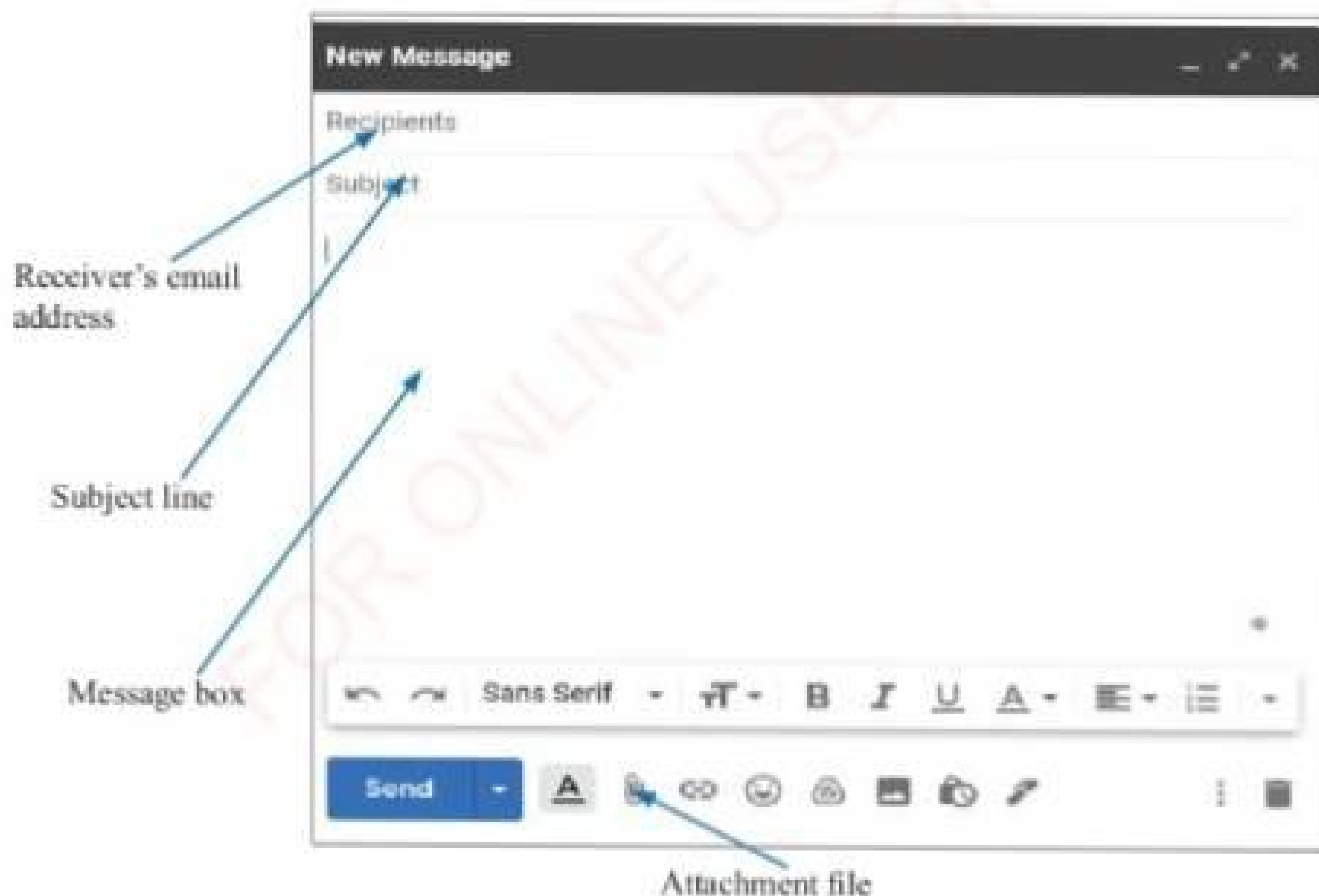
Riziki Azizi
Headmistress



Questions

1. How is the format of an order letter different from that of a letter to the editor?
2. What are the similarities between the format of an order letter and that of a letter to the editor?
3. When are order letters written?
4. Imagine that you are the Headmaster or Headmistress of Paje Secondary School, P. O. Box 85, Zanzibar. Write an order letter for the supply of stationery for your school from Kisumo Book Supply of P. O. Box 333, Zanzibar.

(g) Study the following format of writing a formal email and discuss it with your fellow student(s). Use the guide questions that follow.

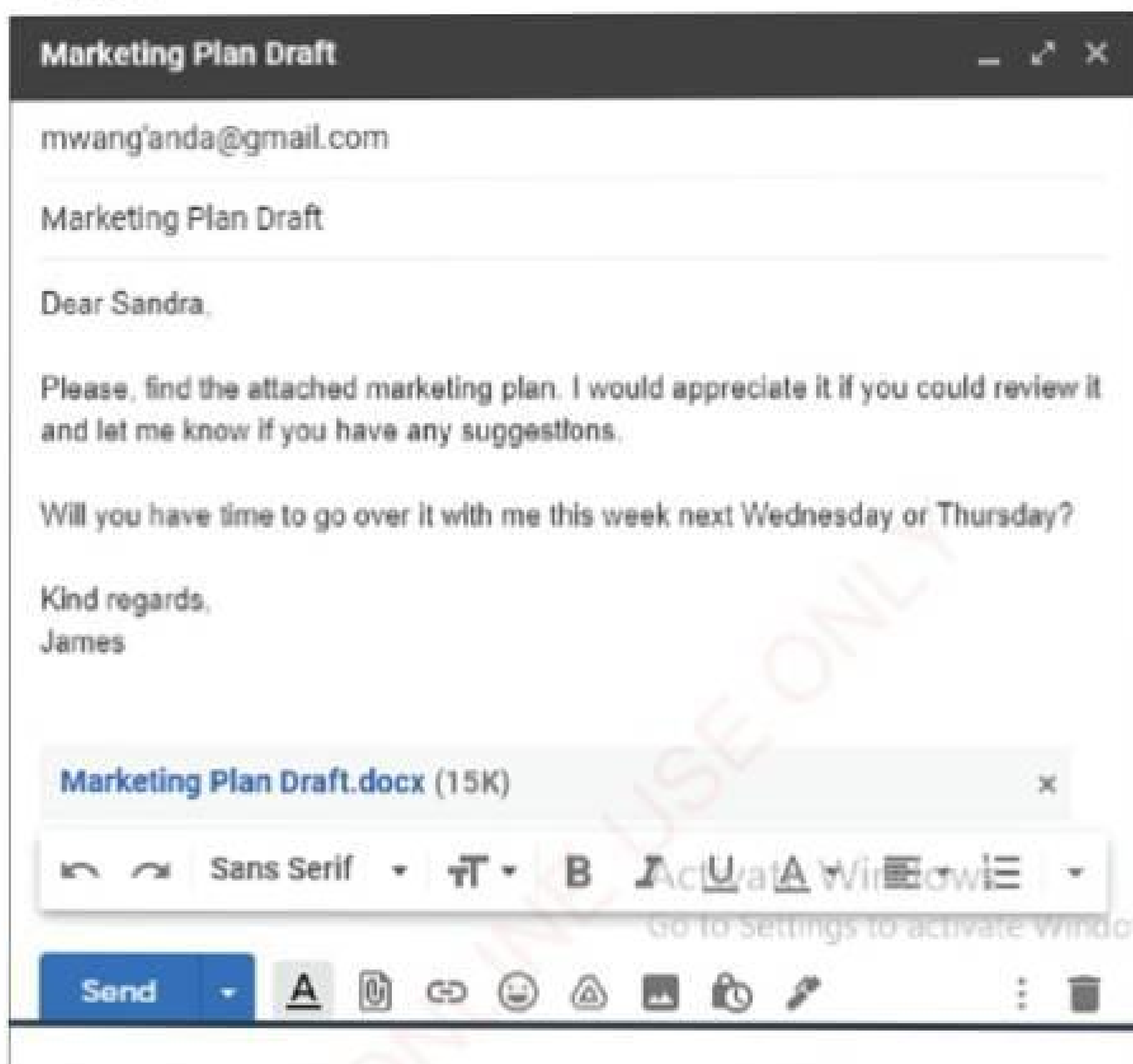


1. What are the elements of formal emails?
2. What does a subject line mean?

3. Why would you use emails instead of letters?

4. What differentiates emails from letters?

(h) Study a sample of a business email below and then answer the questions that follow.



Questions

1. What is the above email about?
2. What are the challenges of writing a business email?
3. What do we write in the address line?
4. What do we write in the subject line?
5. Why should the body of a business email be direct and to the point?

Activity 4: Vocabulary practice

LINE USE ONLY
DUPLICATE

Match the information in **Column A** against the definition or expression in **Column B**.

Column A	Column B
1. Addressee's address	a) It is the day on which the letter is written.
2. Name	b) It is a unique identifier assigned to an official letter.
3. Signature	c) It is the title or assignment of a person.
4. Designation	d) It is the address and contact details of the recipient of the letter. It includes Box number and place.
5. Complementary close	e) It is the address and contact details of the sender. It may include an email and a phone number.
6. Opening paragraph	f) It is a summary of the purpose for which the letter is written in one sentence.
7. Closing/concluding paragraph	g) It is a person's name written in a distinctive way as a form of identification in concluding a letter.
8. Subject/heading	h) It briefly introduces the sender and the purpose of writing the letter.
9. U.F.S.	i) It outlines what the sender of the letter is expecting from the recipient.
10. Reference number	j) A word or set of words by the person that is referred to.
11. Sender's address	k) Written immediately after the sender's address.
12. Date	l) It comes immediately before the sender's signature. It contains words such as sincerely, faithfully, etc.
13. Attachment	m) It is a formal way of addressing a letter to a specific person.
14. Enclosure	n) a computer file that is sent together with an email message
15. Dear Sir/Madam	o) a document that is included inside a letter

Activity 5: Grammar practice

ONLINE USE ONLY
DO NOT DUPLICATE

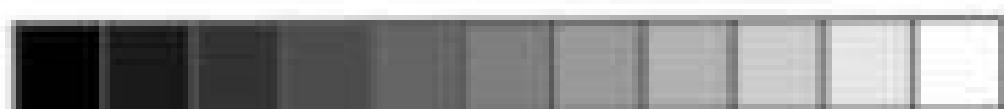
- (a) Complete the main body of the following application letter by re-writing the verb in brackets into the correct form and inserting prepositions in the spaces provided.

I (will) _____ like _____ apply _____ the post _____ a banker
_____ your bank, which (appear) _____ Mwananchi Newspaper.
_____ the moment, I (work) _____ a supermarket _____
Singida as a cashier. I (will) _____ like _____ join your team. _____
school I (be) _____ interested _____ becoming a banker, and I (will)
_____ like _____ fulfil that dream. I (do) _____ well _____ both
Book-Keeping and Mathematics as you (see) _____ my certificates. I (gain)
_____ 'A' grade _____ both Book-Keeping and Mathematics.

I (enclose) _____ a testimonial _____ my present employer and copies
_____ my school academic and leaving certificates. I (be) _____ available
_____ interview _____ any time suitable _____ you.

- (b) Write the following sentences inserting the correct prepositions in the spaces provided.

1. I am writing answer your advertisement a hairdresser
which appeared Mchafukoge Daily Newspaper 23rd June,
2021.
2. I think there will be more scope me..... the post you advertised
as I am good singing. I speak English language fluently.
3. I am surprised your complaint my son, but if he is responsible
..... the damage, he will certainly pay for it.
4. I am very interested boats, and the job you are advertising offers
plenty of opportunity me to gain experience a wide
variety.....craft.
5. I am delighted the news your successthe
competition.



- (c) Rewrite the following application letter by inserting in the blank spaces the words or groups of words which have been omitted and placed in the box.

at any time since taken evening studies would like to apply look forward	as a copies of have worked available for interview from your advertisement	studied at consequently vacancies in passed NECTA
--	--	---

I have noticed _____ in today's Daily Newspaper that there are _____ your company for Marketing Officers. I _____ for one of these posts.

I _____ Mtoni Secondary School and _____ well the Form Four _____ examinations. _____ I left school, I _____ in the Ngomani Import-Export Company _____ Marketing Officer, though I have occasionally _____ in Sales and Marketing courses at Ngomeni Tourism College. _____, I am now looking for a post in which I can use these skills.

I enclose _____ my school academic and leaving certificates for your review. I am _____ and I _____ to hearing from you soon.

- (d) Write out the following conditional sentences by inserting the correct tenses of the verbs in brackets in the blank spaces provided.

1. I (be)very happy if you (be able)to accept the invitation.
2. If my request (inconvenience).....you in any way, please (tell).....me.
3. If I (know).....that it was your birthday last week, I (send).....you a present.
4. If I (see).....the sort of pen you (want).....in this shop, I (send).....it to you.
5. If we (make).....too much noise last Saturday night, I (be).....very sorry.



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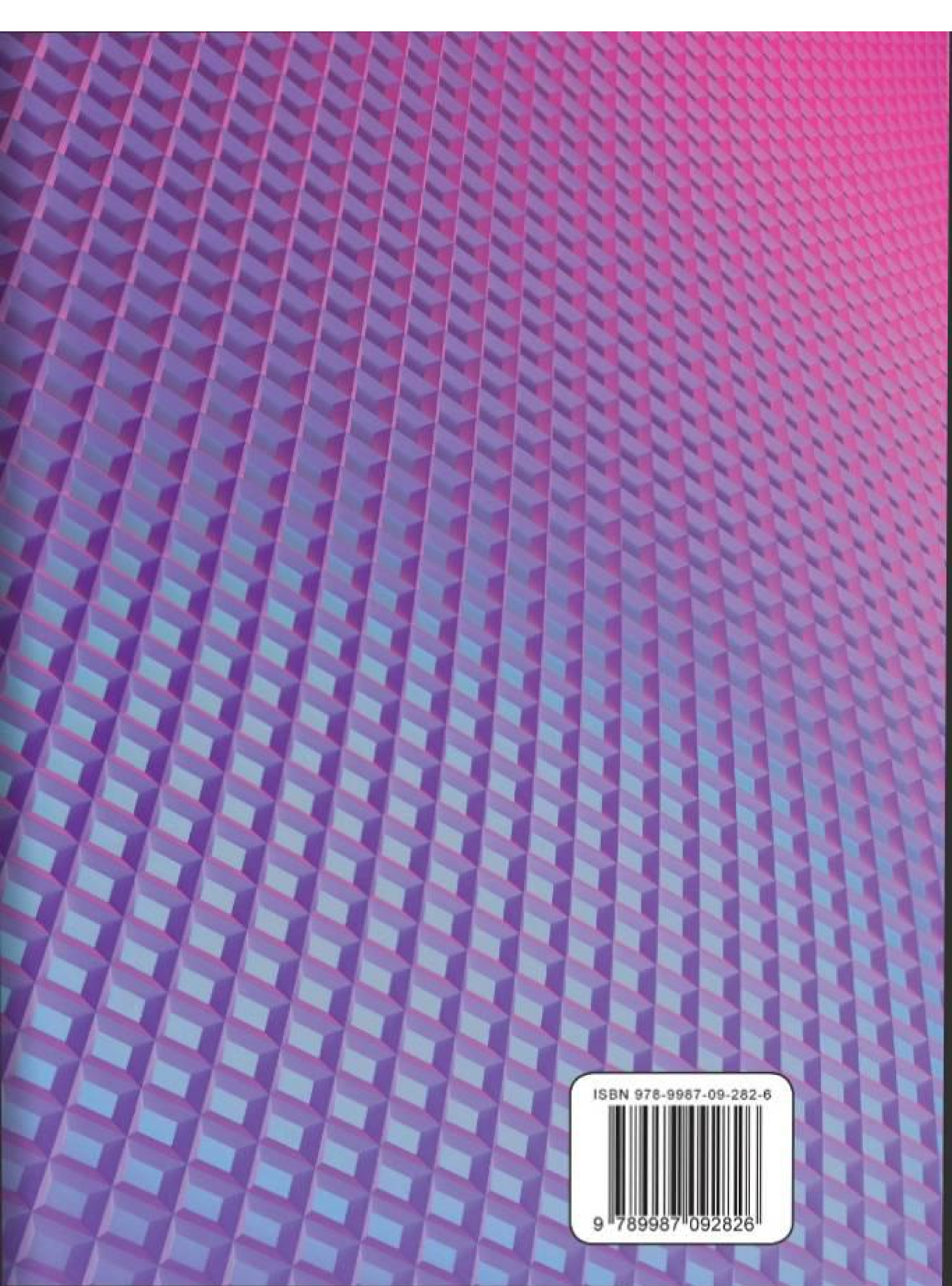
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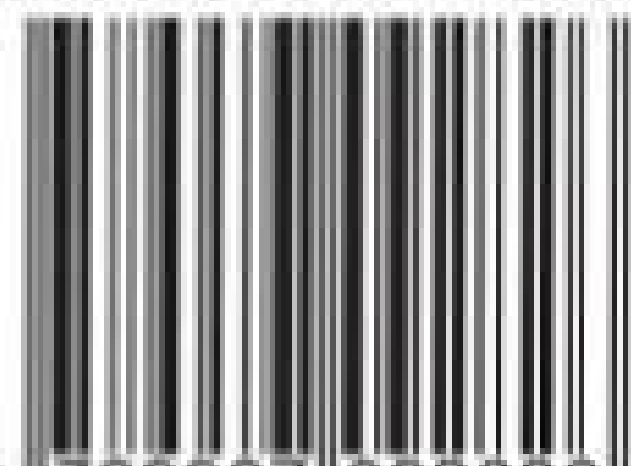
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