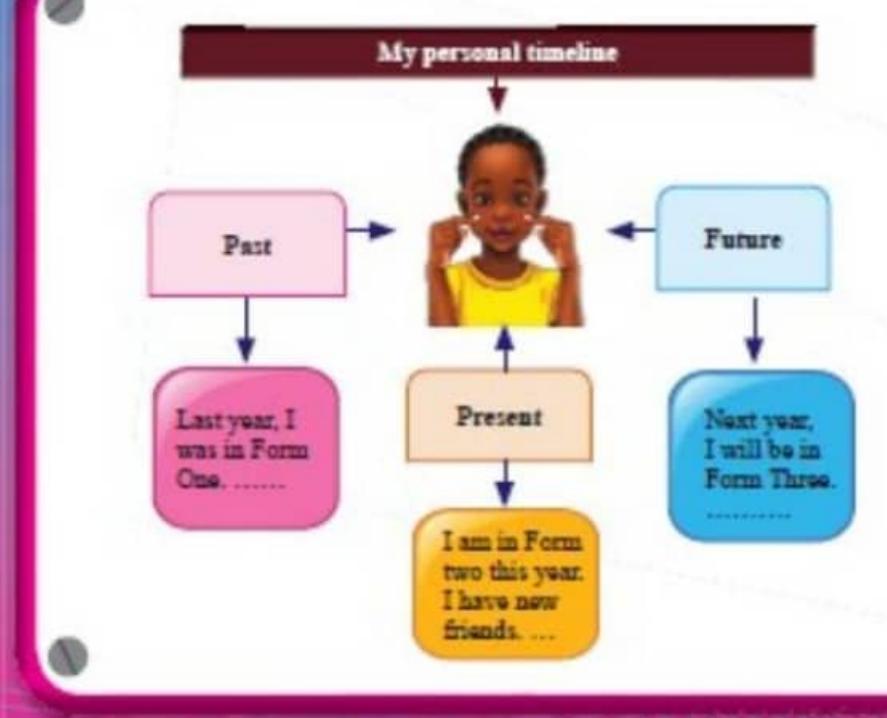


English

for Secondary Schools

Student's Book

Form Two



Tanzania Institute of Education

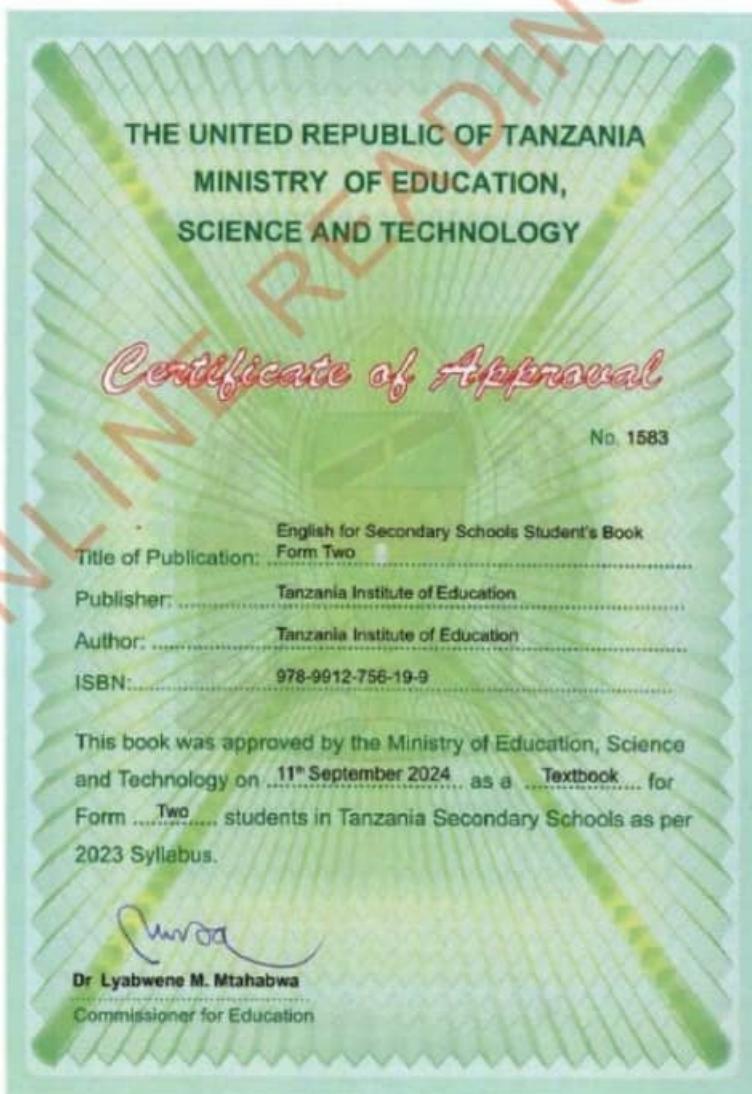


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Dr Aneth A. Komba
Director General
Tanzania Institute of Education

Preface

This textbook, *English for Secondary Schools Student's Book Form Two*, has been written specifically for Form Two students in the United Republic of Tanzania. The book has been prepared following the 2023 English Language Syllabus for Ordinary Secondary Education, Form I–IV, issued by the Ministry of Education, Science and Technology. Some of the contents in this book have been adapted from the English for Secondary Schools Student's Book Form Two, published in 2018, following the 2009 Ordinary Level Syllabus issued by the then Ministry of Education and Vocational Training (MoEVT).

The book consists of seven chapters: Listening, Producing oral messages, Vocabulary, Grammar and vocabulary, Reading comprehension, Comprehending oral messages, and Responding to oral and written communication. The book contains engaging learning activities and real-life examples to help you develop the four basic language skills: listening, speaking, reading and writing. In addition, the book will help you expand your vocabulary through participating in conversation and reading texts that you will use in your everyday communication.

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



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Chapter One

Listening

Introduction

Listening is an important skill for you as it lays a foundation for successful communication in English. By practising active listening, you can enhance your understanding and participate appropriately in conversations and discussions. In this chapter, you will participate in various conversations, summarise information from oral presentations and paraphrase spoken information. These competencies will enhance your ability to listen and comprehend spoken information and participate more actively in various communication settings.



Think about:

1. how listening to English music enhances your communication skills.
2. strategies you use to remember what you hear in conversations.
3. how to practise listening skills outside the classroom.

Activity

1

Participating in different conversations

(a) *Play the Broken Telephone Game using the following steps.*

How to play the game

1. Start the game by having one person in a group of five to seven whisper one phrase into the ear of the first person in a line or circle.
2. The first person then whispers the phrase they heard into the ear of the next person. Each person can only say the phrase once and whisper it quietly so that only that person can hear it.
3. Keep passing the message to the next person until it reaches the last person in the line or circle.
4. The last person says the message out loud for everyone to hear. Write the message on the board.
5. Repeat the process with the remaining phrases until the sentence is completed. Then, compare the final message with the original one.

(b) *Role-play the following conversation between Poki and a customer service officer. Then, respond to the items that follow.*

Catching the SGR Train to Dodoma



Poki: Good morning! I'd like to travel to Dodoma by the SGR train. Could you please help me with some information?

Customer service officer: Sure! What would you like to know?

Poki: When is the next train to Dodoma?

Customer service officer: The next train to Dodoma departs at 10:00 a.m., and there's another one at 2:00 p.m.

Poki: How much is a one-way ticket from Dar es Salaam?

Customer service officer: A one-way ticket in Economy Class on the express train costs TZS 40,000. If you prefer the Royal Class, it costs TZS 90,000.

Poki: Does this train stop at the central station in Dodoma?

Customer service officer: Yes, it does.

Poki: How long does the journey take?

Customer service officer: It takes approximately 4 hours.

Poki: Do you accept cards?

Customer service officer: We accept cash, cards and mobile money payments.

Poki: Are food services available on the train?

Customer service officer: There are catering trolleys where you can buy drinks, snacks and meals on the journey.

Poki: What are the regulations regarding luggage?

Customer service officer: Each passenger can bring one suitcase and one small bag. Additional luggage may incur a fee. Please note that *shangazi kaja* is not allowed on the train.



Poki: Can I book a ticket online?

Customer service officer: Yes, you can book your ticket online at sgrticket.trc.co.tz or via the SGR App.

Poki: Is there a discount for students?

Customer service officer: No, they should pay the full fare. Only infants travel for free, while children aged 2 to 4 years travel at half the standard rate.

Practice

- (i) Reflect on each performance, focusing on fluency and pronunciation.
- (ii) Discuss what you have learned from the dialogue.
- (iii) Imagine you were Poki. Write a short passage about the journey to Dodoma, focusing on the adventure or challenges.

(c) *Participate in a 10-minute interview with a partner using the following guiding questions. Take notes during the interview, as you will need to report to the class what you learned from your partner.*

1. What career path interests you? What motivates your choice?
2. What skill or hobby would you want to develop in the future? What is your reason for choosing it?
3. How do you plan to contribute to your community or society in the future?
4. What impact do you think your community would experience if people with your qualities and contributions were missing?
5. Is there any place you would like to visit? What attracts you to this place?

Activity

2

Summarising information from oral presentations

(a) *Listen to the song “My Favourite Things” and complete the following lyrics by filling in the blanks.*

Raindrops on roses and whiskers _____

Bright copper _____ and warm woollen mittens

Brown _____ tied up with strings

These are a few of my favourite things.

Chorus

When the dog bites, when the _____

When I’m feeling sad

I _____ my favourite things

And then _____

Cream _____ and crisp apple strudels
_____ and _____ and schnitzel with noodles
_____ that fly with mood on _____
These are a few of my favourite things

Adapted from "My Favourite Things" by Julie Andrews

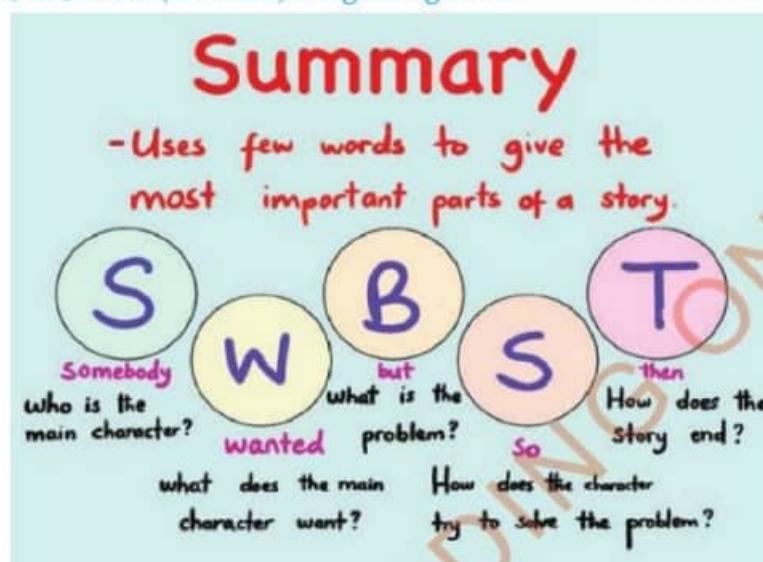
From the song:

- (i) Summarise the singer's favourite things in two sentences.
- (ii) Write a two-stanza poem about your favourite things.

(b) Listen to a speech about environmental conservation from your teacher. Then, summarise it using the following 5Ws and H graphic organiser.



(c) Listen to the short story "The Joys of Life." Then, summarise it using the Somebody, Wanted, But, So, Then (SWBST) diagram given.



Activity

3

Paraphrasing oral information

(a) Study the following and answer the questions in (b).

1. "Are you saying _____?"
2. "Do you mean _____?"
3. "Did you just say _____?"
4. "If I understand correctly, you are saying _____?"
5. "So, you are saying _____ Right?"
6. "_____ Did I get that right?"

Did you

know ?

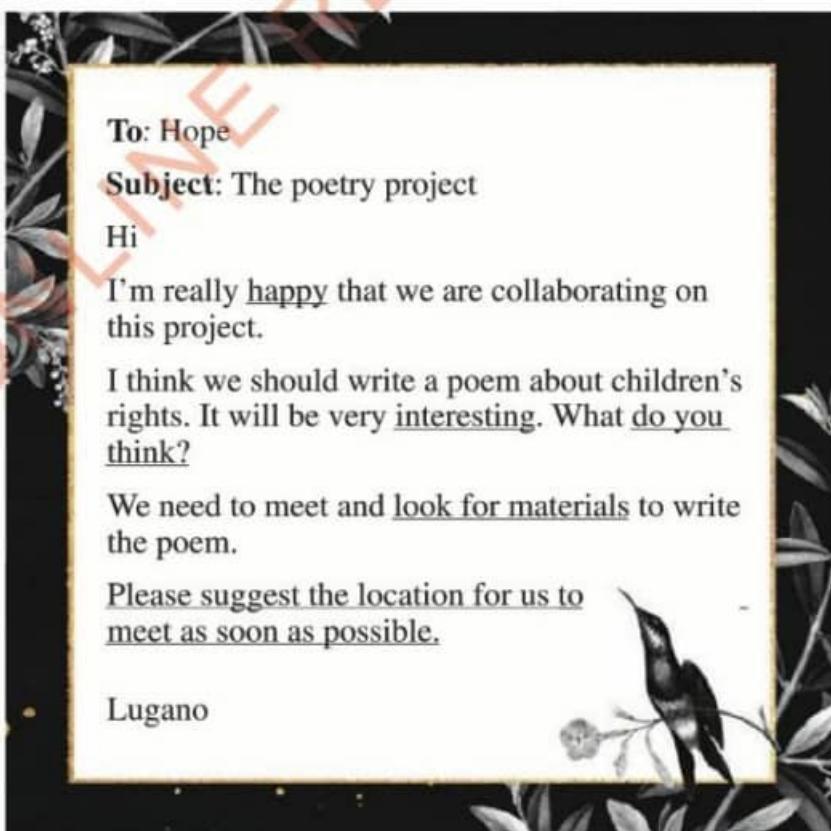
The questions in (a) are known as **clarifying questions**. These questions are used to confirm the information heard. They increase your ability to collect information, prevent misunderstanding and accurately paraphrase conversations, especially if there is confusion about the meaning.

(b) Practise using the clarifying questions in (a) with the statements provided in the following table. The first statement is provided as an example.

S/n	Statements	Clarifying questions
1.	I have hesitations about the effectiveness of this plan.	Are you saying we need to change the plan?
2.	I'm worried about this idea.	
3.	I don't feel safe walking on this road.	
4.	I'm not sure whether I want to study these subjects.	
5.	Maybe we should wait for the teacher to instruct us.	
6.	I'm not sure he made the right decision.	

(c) Listen to a short story from an audio/audio-visual source. Then, retell it in class.

(d) Use a dictionary, thesaurus or online sources to replace the underlined constructions in the email. Share your revised version orally in class.



(e) Read the following passage and then paraphrase it.

Say 'no' to abuse

Today, we must reject any form of abuse, whether physical, emotional, or verbal. No one deserves to be treated poorly. Everyone deserves love, kindness and respect. You need to speak up when you are being bullied. Let's say "no" to abuse to protect ourselves.

Remember, safety and security are your rights. Don't blame yourself if someone is being mean or cruel to you. It is not your fault. You are not alone. Seek support from trusted individuals like a family member, teacher or friend. Let's stand together against abuse with courage and strength. We all deserve love and care. Say 'no' to abuse. Don't be afraid to ask for support. You deserve to be treated with care and love.

Saying 'no' to abuse is not only for our well-being but also for the benefit of our communities. Embrace the power of respect as the first step to a better life. Always remember you have the power to create change. Respect yourself and others, and never tolerate mistreatment.

(f) Utilise an Artificial Intelligence (AI)-powered tool to paraphrase the passage. Then, compare your paraphrased version with the one produced by the tool.

(g) Identify areas in your paraphrased text that require improvement and explain why these areas need improvement.

Chapter Two

Producing oral messages

Introduction

Producing oral messages involves constructing sentences with proper intonation and cohesive devices. In this chapter, you will learn to form sentences and use intonation in sentences correctly. You will also learn to use cohesive devices to make a clear and coherent oral presentation. The competencies developed through this chapter will enable you to make clear, organised and logical speeches. You will also be able to deliver impactful information.



Think about:

1. how people sound when they speak in a monotone (without changing their voice pitch).
2. common errors that can make sentences sound disconnected and ways to avoid them.

Activity

1

Constructing sentences with proper intonation

(a) Read the following sentences carefully. Pay attention to the variation of the voice pitch as you read.

1. Happy plays netball on Saturday.
2. Does Happy play football on Saturday?
3. Wonderful! Happy plays netball well.

Did you

know ?

Our voice pitch raises and falls when we speak to convey different messages. How voice rises and falls when speaking is called *intonation*. Intonation helps us express and understand different meanings in communication. Ignoring intonation cues can lead to miscommunication or misunderstanding.

Falling Intonation

The falling intonation is the most common intonation pattern in statements which provide a fact or an explanation. Speakers demonstrate this by starting high and gradually falling to convey the finality of the sentence. Also, questions, especially those starting with “wh-” and commands use this intonation to express authority and finality.

Examples:

1. My favourite subject is Mathematics. (The voice falls at the end.)
2. Where are you going? (The voice falls at the end.)
3. When does the train arrive? (The voice falls at the end.)
4. Close the door, please. (The voice falls at the end.)
5. Sit down and listen carefully. (The voice falls at the end.)
6. Turn off the lights when you leave. (The voice falls at the end.)

Rising Intonation

Rising intonation at the end of a sentence can express uncertainty, seek confirmation, or suggest that the sentence is incomplete, commonly seen in yes/no questions and doubtful situations. It can also highlight specific words or phrases in both declarative and imperative sentences by rising on the emphasised part and then falling at the end.

Examples:

1. Are you coming with us? (The voice rises at the end.)
2. Did you finish the report? (The voice rises at the end.)
3. Can you help me? (The voice rises at the end.)

In addition to the two types of intonation, there are also fall-rise and rise-fall intonations, which combine both falling and rising intonation. Fall-rise intonation is used to express uncertainty, politeness or indicate that the speaker has more to say, for example, I thought he was coming, but ... (the voice falls

and then rises slightly). Rise-fall intonation is used to express strong emotions such as surprise, disbelief or sarcasm, for example, Really! You are not coming to the class! (the voice rises and falls sharply). It can also be used in exclamatory sentences, for example, What a beautiful day!

Note that intonation patterns can vary based on the speaker's accent, personality and context.

Read the following examples to practise the different types of intonation:

1. I can't believe you finished the project already! (The voice rises on the word 'finished' and falls towards the end of the sentence.)
2. It is a beautiful day today. (The voice falls at the end.)
3. I might go to the mall later. (The voice rises at the end.)
4. Are you coming to the party tonight? (The voice rises at the end.)
5. Wow, that's incredible! (The voice rises on the word 'wow' and falls sharply.)
6. The new restaurant, which was opened last week, serves delicious food. (The voice rises on the parenthetical phrase and falls sharply.)
7. My name is John. (The voice falls at the end.)
8. It seems like a good idea, doesn't it? (The voice falls on the phrase 'It seems like a good idea' and then rises slightly at the end.)
9. I could go to the store, if you really need me to. (The voice falls on the phrase 'I could go to the store' and then rises slightly at the end.)

(b) Read the following sentences aloud. Determine whether the sentence uses a rising, falling, rise-fall or fall-rise intonation. Write "Rising", "Falling", "rise-fall" or "fall-rise" next to each sentence.

1. Are you coming to the party tonight?
2. I finished my homework.
3. Close the door, please.
4. Wow, that's amazing!
5. Did you see that movie?
6. She is a great teacher.
7. What time is the meeting?
8. Please, take a seat.

(c) Read carefully the passage “**HIV and AIDS Pandemic in Mwendakulima Village**” and respond to the items that follow.

HIV and AIDS pandemic in Mwendakulima Village

HIV and AIDS have become a serious problem in Mwendakulima Village. The pandemic has caused suffering for many families. People living with HIV are often treated poorly and unfairly, which has caused stigma. Stigma includes avoiding them, gossiping about them and using violence. Should we allow this to continue at Mwendakulima? No, it should be stopped immediately. People living with HIV and AIDS are human beings like others in this village.

Stigma comes from ignorance and myths about HIV/AIDS. Many people are afraid of being infected by living with people with HIV, even though this does not transmit HIV. Good news! The government has started a strong campaign to fight against stigma. Concerned people, like Mama Juma, are urging people to visit hospitals and see that many people living with HIV/AIDS are innocent.

There is no reason to discriminate against people living with HIV. With proper care and medication, they can live happily and productively. The community should hold meetings to educate everyone about HIV prevention and care since fear and blame can be more harmful than the pandemic itself. This is just one example of how innocent people suffer because of stigma and violence. There is also a lot of stigma against people with physical disabilities, albino individuals and elderly women. Everyone should say ‘no’ to discrimination and violence against humans.

Adapted from TIE (2018), English for Secondary Schools- Student’s Book Form Two

Practice

1. Identify sentences with rising intonation in the passage.
2. Identify sentences with falling intonation.
3. Identify sentences with fall-rise and rise-fall intonation.
4. Re-write the sentences you have identified and underline words/phrases that carry rising, falling, rise-fall and fall-rise intonation.
5. Read the sentences you have identified aloud, paying attention to where intonation rises and falls.

(d) Use the table below to construct two sentences for each type of intonation.

Then, practise saying them aloud with the correct intonation. Write each sentence next to its corresponding prompt.

Type of sentence	Type of intonation	Prompt
Statement	Falling intonation	Describe something you did yesterday.
Question	Rising intonation	Ask about your friend's plans for the weekend.
Command	Falling intonation	Give a polite command to a classmate.
Wh-question	Falling intonation	Ask for directions to the nearest library.
Exclamation	Rise-fall intonation	Express surprise about a recent event.
Statement	Fall-rise intonation	Express uncertainty and politeness.

(e) Use online sources to find examples of sentences with different types of intonation. Write them in the table below. Then, read the sentences aloud and underline the words/phrases carrying rising, falling, rise-fall or fall-rise intonation.

	Types of sentences			
	Statement	Question	Command	Exclamation
1				
2				
3				
4				
5				
6				

(f) Read the following dialogue. Then, respond to the items that follow.

Dialogue

John: We need to decide on a theme for the talent show.

Happy: How about a 'Bongo movie' theme?

John: That could be fun.

Happy: Should we have a red carpet entrance?

John: Certainly, that would be amazing!

Happy: Think about a fun game.

John: No! I can't.

Happy: What about the date? Is next Friday good?

John: Next Friday... let's see. Yes, it works perfectly for me.

Practice

1. Read the dialogue aloud.
2. Indicate the type of intonation involved in articulating each sentence in the dialogue.
3. Write a dialogue of your choice by considering types of sentences and their respective intonation.
4. Observe the function of each type of intonation you have indicated in each sentence.

(g) Read aloud the sentences in the following table and answer the questions that follow.

Types of sentences			
Statement	Question	Command	Exclamation
The sun rises in the east.	What time does the movie start?	Turn off the lights before you leave.	What a beautiful sunset!
She enjoys reading mystery novels.	Are you planning to go to the party tonight?	Sit down and be quiet.	I can't believe my eyes; I won the lottery!
I will be attending the conference next week.	Have you completed your homework assignment?	Remember to lock the door on your way out.	Stop that immediately!
I am not sure if I can make it.	Does she enjoy reading mystery novels?	Go home immediately.	Ooh! Have a good night.

Questions

1. In which type of sentence does the rising intonation apply?
2. In which type of sentence does the rising intonation not apply, and why?
3. In which type of sentence does the falling intonation apply?
4. In which type of sentence does the falling intonation not apply, and why?
5. In which type of sentences do the rise-fall and fall-rise intonation apply?

Take home activity



Use the types of sentences in the table above to make a dialogue and indicate the significance of the intonation used.



Exercise 2.1

Read the sentences in the following table while applying intonation to the underlined parts. Then, fill in the table accordingly. The first item is provided as an example.

Sentences	Type of sentence	Type of intonation
It's a beautiful day <u>today</u> .	Statement	The voice falls at the end.
Will you go to the mall <u>later</u> ?		
Where are you <u>going</u> ?		
You're coming to the party <u>tonight</u> , right?		
<u>Wow!</u> That's awesome!		
Open the <u>window</u> , <u>please</u> .		
<u>Oh!</u> This is my favorite subject		
What time does the train <u>arrive</u> ?		
Sit down and listen carefully.		
I can't believe you <u>won</u> the competition!		
Wash your hands before you <u>eat</u> .		
<u>Oh</u> , I'm so happy for you!		

Activity

2

Using cohesive devices in oral presentations

(a) Read the following conversation carefully and respond to the items that follow.

Mkashida: Hello, I heard your call, **but** I couldn't respond.

Mkabahati: Really? I was scared **because** you've never done that.

Mkashida: It's true. I always respond to all calls on time, **though** sometimes it's challenging.

Mkabahati: I understand. You're doing a great job, **even though** people may not appreciate it.

Mkashida: It's okay! I usually do only the best I can, **so** challenges are inevitable.

Mkabahati: Exactly. **However**, you've to work on the challenges; **otherwise**, you can't be the best.

Mkashida: I'm trying hard, **although** it's not easy to address all the challenges. I sometimes succeed in addressing some, **yet** new challenges emerge.

Mkabahati: That's obvious. **First of all**, I congratulate you on this amazing observation. **Then**, I encourage you to continue working on the new challenges.

Mkashida: Thank you. My colleagues thought the challenges would discourage me; **on the contrary**, I used them to excel.

Mkabahati: That's brilliant! You've really surpassed their expectations; **moreover**, you have taught them to behave professionally.

Mkashida: Probably, you're right. Initially, they thought I'd complain; **in contrast**, they heard me celebrating my success from the challenges I've been facing.

Mkabahati: Thank you very much for this great lesson for our company. I'm very proud of you, **and** I think we should give you time to make others learn from you. Congratulations!

Mkashida: Thanks for being positive about it.

Practice

1. Describe the functions of each word in bold in the dialogue provided.
2. Use each word in bold to make your sentence.

Did you know ?

When narrating events, whether in speech or writing, we use specific words and phrases to link them together. These are referred to as linking words or cohesive devices. Cohesive devices help the reader or listener to follow ideas smoothly, a quality known as *cohesion*. The following story **Mroso, the kind and thoughtful** help you understand the role of cohesive devices.

Mroso is a kind and thoughtful person. **Every morning**, he starts his day with a short prayer. **After that**, he greets his parents and cleans the yard. **Next**, he goes to the nearby orphanage and cleans there, too. **Finally**, he returns home to get ready for school. He also advises the youth to support others **when they need assistance**.

The basic types of cohesive devices are addition, contrast, cause-and-effect, sequencing and clarifying devices.

Basic types of cohesive devices

Basic type	Example
Addition	Also, and, too, furthermore
Contrast	However, although/though, but, yet
Cause and effect	Because, so, therefore, consequently, thus
Sequential	First, then, lastly, finally
Clarifying	For example, for instance, this means

(b) Carefully read the following sentences. Notice how various cohesive devices are used to connect ideas.

1. First, the event will start with an opening speech by the chief guest.
2. Next, there will be various performances to entertain the audience.
3. Additionally, the organisers have planned interactive sessions for everyone.
4. As a result, the participants will gain valuable insights into the topic.
5. However, we might extend the Q&A session.
6. Instead, some events might be reorganised due to the weather.
7. Meanwhile, food will be served in the dining hall.
8. For example, last year's conference had over 500 delegates.
9. In contrast, this year's event will focus more on practical skills.
10. Finally, the event will end with a networking session.

(c) Underline the cohesive devices in each sentence in (b).

(d) Insert the cohesive device for each function indicated in the following table.

S/n	Cohesive device	Function
1.	Indicates the result or impact.
2.	Indicates the final component or action in a series.
3.	Provides additional details.
4.	Offers a substitute suggestion.
5.	Offers an alternative or contrasting idea.
6.	Introduces the initial component or phase in a series.
7.	Denotes that something is going on alongside.
8.	Gives an example to clarify a point.
9.	Draws attention to a distinction.
10	Denotes the next item or step in a series.

(e) Decide on a topic and use cohesive devices to make an oral presentation with a smooth flow of ideas.



Exercise 2.2

The following description misses cohesive devices. Fill in the blanks with appropriate words or phrases to create a smooth and connected narrative. Read your version for the class to comment on whether it flows correctly.

Paragraph

The forest was very quiet, _____ the wind was moving the leaves. Some of the trees were very old, with twisted branches that looked like fingers. _____ the quiet felt strange, _____ it made the forest feel mysterious. The path went deeper into the woods, _____ the light got darker with each step. _____, a distant howl broke the silence, and echoed through the trees.

(f) *Read carefully the story “The Forest’s Last Stand” and answer the questions that follow.*

The Forest’s last stand

It was a sunny morning, Ntiyamagwa, a passionate environmentalist, went for her daily hike in the forest. As she made her way through the towering trees, she met her friend Khalid, who was setting up his camera.

First, the forest was beautiful and full of life. Trees gave shelter to countless animals, and the air was fresh. The forest also had a variety of plants used by villagers for medicine and food.

As time passed, people from the town began to view the forest as a way to make money. They started cutting down trees for firewood. As a result, the forest began to shrink.

Although the environmentalists warned them about the harm, deforestation continued. The villagers saw the rivers beginning to dry up and the animals disappearing. In contrast, the townspeople, who were making money from cutting down trees, ignored the signs. They only cared about their gains.

Some villagers pleaded to save their forest, **but** their pleas were ignored. The forest was more than just trees; it was a living, breathing entity. **However**, the loggers thought it was just a source of wood.

Still, the villagers did not give up. They warned that if deforestation continued, their life would be ruined. They said soon there would be no trees left. **On the other hand**, the loggers argued that the demand for wood was too high to stop.

The villagers explained that the forest needed time to regenerate; otherwise, it would turn into a wasteland, with nothing left for future generations.

Finally, the townspeople began to understand the importance of the forest. They stopped their logging activities and collaborated with the villagers to plant trees and restore the forest. **However**, the damage was done, and the forest would take many years to heal.

In the end, the forest was saved. The people learned a lesson about balancing nature and development. **Yet**, the scars from deforestation reminded them of what was almost lost.

Adapted from TIE (2018), *English for Secondary Schools- Student's Book Form Two*,

Questions

1. Which words or phrases help to connect the description of the beautiful forest to the problems caused by cutting down trees?
2. What are the roles played by the phrases **As a result** and **Therefore** in the story?
3. How do the words **Although** and **In contrast** describe different opinions in the story?



Exercise 2.3

Match each cohesive device in Column A with its correct function in Column B. Write the letter of the correct function in the column next to each cohesive device. Note that items in column B can be used more than once.

Column A: Cohesive devices	Answer	Column B: Functions
Furthermore,		A. Additive cohesion
In addition,		B. Clarifying cohesion
For example,		C. Connecting cohesion
On the other hand,		D. Contrastive cohesion
That is to say,		
Moreover,		
For instance,		
In contrast,		
In other words,		
Also,		

(g) Use the cohesive devices in the box to join the pair of sentences provided below.

whether...or, Although, In contrast, On the other hand, First of all, Not only...but also, Yet, Moreover, However, Because, In contrast, Otherwise, Though, Still, On the contrary, Likewise, Finally, In addition, and Neither Nor

1. You can either attend the meeting in person. You can participate via a video call.
2. The weather was freezing cold. The children still went out to play.
3. The northern region experiences harsh winters. The southern region enjoys mild and sunny winters.
4. Studying online offers flexibility. It requires a high level of self-discipline.
5. You need to gather all the necessary materials. You can start building the project.
6. She is a talented musician. She is also an excellent painter
7. He practised every day. He still struggled to master the piano piece.
8. The project seemed simple at first. It turned out to be more complex than expected.

(h) Identify cohesive devices in the following passage:

The beauty of Tanzania

The natural beauty of Tanzania is not only in its scenic areas but also in its rich cultural heritage. Besides, Tanzania houses a variety of fauna, from the gigantic and incredibly majestic elephant of the Serengeti to the erratic black rhino of the Ngorongoro. Nonetheless, preserving them has increasingly been challenging because of poaching and encroachment. Consequently, both government and local ethnic communities have deepened deliberate conservation efforts to protect endangered species. At first, such efforts focused mainly on protecting large animals. However, they later broadened their scope to protect even small, less-known animals.



More specifically, these conservation efforts serve not only ecological but also economic purposes. That is to say, Tanzania's wildlife survival is closely linked to tourism, which greatly contributes to our GDP. Hence, by protecting these animals, we are also securing this vital source of foreign currency. As a consequence, Tanzania has put in place more stringent laws and punishments for poachers. Moreover, it has launched awareness-raising campaigns for the public to see the importance of conservation. These combined efforts ultimately aim at ensuring that the future generation continues to harness the benefits of the country's natural wonders.

(i) Read the dialogue below. Then, respond to the items that follow.

Serengeti National Park

Imelda: Wow, Haruna, can you believe we're finally here in the Serengeti? I'm so excited to see all the incredible wildlife.

Haruna: I know, me too! As we drive through the park, I can already see herds of wildebeests grazing in the distance.

Imelda: Yes, look over there! A group of zebras is drinking from the watering hole. And I can spot a few giraffes munching on the leaves of the acacia trees.

Haruna: Absolutely amazing! But I haven't seen any lions yet, which is what I'm really hoping to see. Because, as you know, they're the true kings of the Serengeti.

Imelda: Don't worry, Haruna. I'm sure we'll see some lions soon. After all, this is their natural habitat. They're known to roam freely throughout the park.

Haruna: You're right. And speaking of roaming, I just saw a cheetah sprinting across the grasslands. Wow, they're truly the fastest land animals on Earth!

Imelda: Incredible! Furthermore, I can hear the distinct calls of the baboons in the distance. They seem to be quite active today.

Haruna: Definitely! And I can see a herd of elephants slowly making their way through the bush. They are incredibly majestic.

Imelda: Well, I think we're in for a real treat today. This is exactly the kind of authentic African safari experience I've been dreaming of.

Haruna: Me too, Imelda! And I'm sure we'll see even more amazing animals as we continue our journey through the Serengeti. Let's keep our eyes peeled!

Imelda: Yes, let's do that. I can't wait to see what other wonders this incredible park has in store for us.

Practice

1. Show the cohesion devices used to write a story.
2. Write two sentences for each device in (1) above.
3. Discuss how cohesive devices help to make a speech.

(j) Study the picture below showing people who are addicted to drugs, and then respond to the items that follow.



FOR ONE

1. Compose a well-structured oral presentation on how to stop drug abuse among students.
2. In the presentation, include as many cohesive devices as needed.
3. Read the presentation aloud. Then, write a passage with two paragraphs on how these devices made your presentation clearer and more engaging.

Revision exercise

A. Convert the following statements into yes/no questions using rising intonation.

1. You are coming to the party.
2. She likes coffee.
3. They have finished their homework.
4. He is a new teacher.
5. You can swim.

B. Fill in the blanks with the appropriate cohesive device.

1. The movie was fantastic; _____, the actors did an amazing job.
2. She's a talented musician; _____, she can also paint beautifully.
3. They visited the museum; _____, they had lunch at a nearby café.
4. The project was difficult; _____, they managed to complete it on time.
5. The exam was challenging. _____, everyone passed.

C. Fill each blank space with the correct cohesive device from one of the following categories: additive, clarifying, or connecting.

1. He is very organised; _____, he keeps track of all his appointments.
2. I like to eat healthy foods; _____, I often choose salads.
3. The two teams played well; _____, only one could win.
4. She didn't understand the instructions; _____, she asked for help.
5. He is a great leader; _____, he inspires his team every day.

Chapter Three

Vocabulary

Introduction

Vocabulary serves a foundation for learning across all subjects. This chapter will help you recognise words with opposite meanings in both conversations and written texts. It will also enhance your vocabulary through listening to conversations and reading texts. Lastly, you will use words from conversations and written texts to create new vocabulary by attaching prefixes and suffixes. The competencies developed will enrich your vocabulary and support your understanding of instructions, textbook contents and examination questions, thereby contributing to better communication in various contexts.



Think about:

1. how you expand your English vocabulary.
2. how you find meanings of unfamiliar English words.
3. why you need wide English vocabulary.

Activity

1

Recognising words with opposite meanings

(a) Read the following dialogue between Ms Maajabu (an English language teacher) and students. Then, respond to the questions that follow.

Ms Maajabu: Hello, students! Hopefully, everyone's alright.

Students: We're all fine, Madam!

Ms Maajabu: Good to hear that. We *resume* our discussion on vocabulary. Today, we'll focus on words with opposite meanings. Leilah, can you remind us what the term 'vocabulary' means?

Leilah: In our previous discussion, we *agreed* that vocabulary means all words used in a particular language; it's not just unfamiliar or difficult ones, as some people may think.

Ms Maajabu: Thank you, Leilah, for reminding us about the *definition* of the term vocabulary, as we defined in the *previous* discussion. Can someone else add another idea about vocabulary? Baraka, you look ready to contribute.

Baraka: Thank you, Madam! We also observed that to *expand* our vocabulary, we must learn different words and *understand* how their meanings can change in other contexts. *Learning* words with similar meanings and those with opposite meanings will help us to choose the right vocabulary to use in sentences.

Ms Maajabu: Very good observation, Baraka! Can we make one *last* contribution to this? Yes, Kibibi.

Kibibi: We also *need* to *remember* that vocabulary isn't taught directly in class. We *expand* it by reading, listening, writing and speaking. Good communicators begin by being good listeners, speakers, readers and writers.

Ms Maajabu: Thank you, Kibibi, for your *wonderful* observation. Also, remember that learning words with similar meanings and words with opposite meanings helps to enrich vocabulary. Kirobo, you look *worried*. Is there any problem?

Kirobo: Yes, Madam! I wonder how words with opposite meanings can improve someone's vocabulary. Honestly, I'm *confused*.

Ms Maajabu: Kirobo, knowing opposite words like good and bad helps us to understand and use the words appropriately. For example, understanding the meaning of the word 'good' necessitates knowing the word for referring to an entity that is 'not good' and other related words. As you keep learning more words with opposite meanings, you *enrich* your vocabulary. Consequently, you'll learn the appropriate context for each opposite word in relation to the

meaning presented by the opposed word. Anyone can expand their *limited* vocabulary by learning words with opposite meanings. Kalunde, what makes you *smile*?

Kalunde: Madam, I find this approach *easy* to improve my vocabulary. How can I get words with opposite meanings in a dictionary?

Ms Maajabu: Don't worry Kalunde! Words with opposite meanings are called antonyms. Those with similar meanings are synonyms. The dictionary can help you; however, it is advisable to use their context in sentences before you rush to the dictionary. Finally, I would like to thank you all for your active participation. Have a good day!

Students: Thank you, Madam!

Practice

1. Use each italicised word to write two sentences of your own.
2. Write two words with opposite meanings for each italicised word.

(b) Listen to a 10-minute recorded conversation or movie clip from an online source you can access. Then, do the following:

1. Identify five words that are familiar to you and the sentences in which they are used.
2. For each word, write three sentences of your own.
3. Write three words with opposite meanings in each word you have identified in (1).



Exercise 3.1

A. Study the words in Column A and find their opposite meanings in Column B. Write the letter of the correct answer in the space provided.

S/N	Column A	Answer	Column B
1.	Wise		A. enemy, unfriendly, hostile, opposing, adversary, rival, foe, antagonist, adversary, defiant, unkind, opponent, virulent, dissident, challenger

2.	Fresh		B. slim, slender, bony, scanty, thin, skinny, feeble, faint, low, raw-boned, lean, trim, lanky, slight, light, rangy
3.	Fat		C. foolish, careless, unintelligent, dull, stupid, ignorant, silly, unwise, headless, unadvisable, rush, injudicious, imprudent, irrational, crazy, reckless
4.	Friend		D. old, rotten, stale, decaying, spoil, foul, mature, dirty, musty, reeking, rancid, foetid, bad , stinking, sour, nasty

B. Use one opposite meaning from Column B for each word in Column A to make a sentence.

C. Add a word with an opposite meaning in the column next to each word listed in the following table, and provide an example sentence illustrating the opposite meaning. The first item is given as an example.

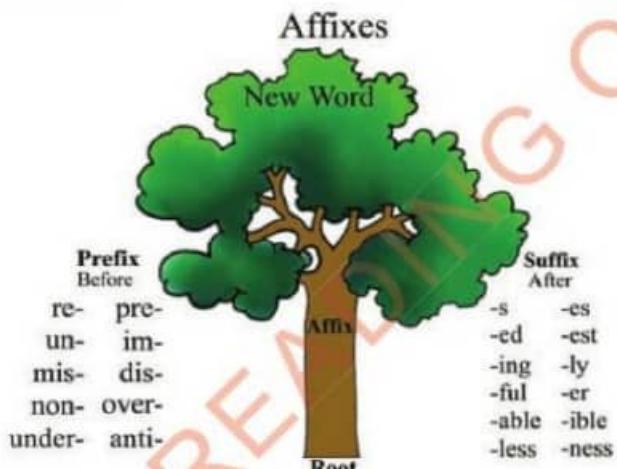
Word	Opposite meaning	Example
Tall	short	A short boy opened the door
Long		
Happy		
Soft		
White		
Strong		
Cheap		
Difficult		
Complex		
New		
Young		
Tight		
Tough		

Activity

2

Producing new vocabulary by attaching prefixes and suffixes

(a) Study the picture that follows and write a brief explanation of what you understand from it.



Did you

know ?

Affixation is a process of adding an affix to the base or root to modify its meaning or create a new word. A root is the fundamental part of a word that carries the primary meaning and can stand alone or be combined with affixes. Affixation is a common method for expanding vocabulary by adding meaningful elements into existing words. **Affixes** are morphemes that can be attached to the beginning, middle or end of a word/root. The most common types of affixes are **prefixes** and **suffixes**. A **prefix** is added to the beginning of the word/root. For example, in the word 'unhappy', 'un-' is a prefix added to the word 'happy'. In contrast, a **suffix** is added to the end of a word/root. In English, suffixes can change the meanings of words and often alter their grammatical classes. For example, adding the suffix '-ness' to the adjective 'happy' forms the noun 'happiness.' Similarly, adding the suffix '-ly' to the adjective 'quick' forms the adverb 'quickly.' In English, suffixes can also indicate tense, plurality, or comparison, as seen in 'talked' (past tense), 'books' (plural), and 'stronger' (comparative).

(b) Read the following interview transcript and respond to the items that follow.

Host: Welcome to our programme on 'Hot Sports Matters'. Can you *briefly* tell us and the *viewers* who you are and the *player* you manage?

Guest: Sure! I'm Likolikaja, an *artist*, a football fan, and the *manager* of super *striker*, Matata Kioja, who has *recently* grabbed the headlines.

Host: Can you *shortly* tell us the story behind your *player* and the *claims* from his *club management*?

Guest: *Tactically*, everything is in place. There is nothing *unlawful*. This should be *plainly* understood by our *supporters* and the entire football community. There is a lot of *misleading information* about my *player*. Being an *international player* creates *hostility* between us and our rivals. *Initially*, I was *unaware* of this *indecent* news spreading like wildfire. However, I want everybody to know that *disappointment* is not our choice. We are *spiritually*, *emotionally* and *physically* motivated to fight and win this *psychological* battle. We are *pre-determined* to take a lead inside and outside the playground.

Practice

1. Study the italicised words and separate prefixes and suffixes in each.
2. Write the words to which prefixes and suffixes were initially attached.
3. Attach the identified prefixes and suffixes to other words to produce new vocabulary.

(c) Read the following passage and respond to the items that follow.

Being the manager of the player, Likolikaja was asked if he could see any future between the *club* and his player. He responded that everything related to the signing remained *unchanged*. It was solely for the club to get rid of the unprofessional conduct that *seemed* to endanger his players' careers. He added that they still had much to offer for the achievement of the club as the sole employer, and their commitment was still very high. They believed a room for discussion could lead them to fairness, and justice would prevail. He confirmed that Kioja had undeniably relocated but had not abandoned the team. He, therefore, made it clear that the allegations that he signed with more than one club were invalid. He disclosed that the club was aware of this truth, although for unknown reasons, nobody had ever come out to talk about it. He considered this silence dangerous since it allowed irrelevant discussions which ruined the reputation of his player and also made people suspicious of the relationship between the player and the club. He insisted that, professionally, such a reaction was unfair and

doubtful. It could be interpreted as an indirect rebranding of the player. Therefore, he urged the club to consider the costs of rebranding the player. He wondered why the club should silently battle against the player in a situation where an invitation for productive talks was permissible.

When he was asked to clarify whether the accusations against the club meant the business partnership between his player and the club no longer existed, he said he was probably misquoted. He insisted that he did not accuse anybody there, but he was trying to interpret the prevailing situation.

Practice

1. List ten words with attached prefixes and suffixes.
2. Study the listed words and separate prefixes and suffixes from them.
3. Write the words to which prefixes and suffixes were initially attached.
4. Attach the identified prefixes and suffixes to other words to produce new vocabulary.

(d) *Identify unfamiliar prefixes and suffixes attached to the words you identified in the passage in (c) and do the following:*

- (i) *Look up their meanings in a dictionary.*
- (ii) *Attach the prefixes and suffixes to other words to produce new vocabulary, and use each of the new words to construct a meaningful sentence.*



Exercise 3.2

Complete the following sentences by attaching the correct prefix to each word in brackets.

1. This information is _____ (correct). It will _____ (lead) you.
2. The business you plan is _____ (legal). The police will be after you soon.
3. He was so _____ (kind) that he couldn't help anybody.
4. You have to _____ (write) your work if you need good grade.
5. A good writer avoids _____ (relevant) content.
6. He couldn't make friends due to his _____ (social) behaviour.
7. She couldn't travel abroad because her passport was _____ (valid).
8. You will _____ (danger) your health if you _____ (work) yourself.
9. We need to _____ (power) our children to stand for their rights.
10. Education will _____ (able) you to think wisely about life.



Exercise 3.3

Complete the following sentences by attaching the correct suffix to each word in brackets.

1. He worked very hard expecting that he would enjoy his _____ (retire).
2. My _____ (kind) put me in trouble when I assisted a man with stolen items.
3. The place was _____ (beauty) and _____ (space).
4. You need to be _____ (care) when you cross the road.
5. We should all raise our voices against _____ (race).
6. Before you are registered, you will have to undertake a medical _____ (examine).
7. You have to be a good _____ (learn), if you want to be _____ (success).
8. Maua wishes to become a _____ (science).
9. The chief _____ (library) ordered us to be _____ (silence).
10. We were all impressed with _____ (history) information from our resource person.

Chapter Four

Grammar and vocabulary

Introduction

Competence in English grammar and vocabulary is crucial. In this chapter, you will learn and acquire grammar skills through various activities and exercises. You will also acquire new words, their meanings, pronunciation and usage in sentences. You will apply your grammar and vocabulary knowledge in real-life contexts by integrating them into listening, speaking, reading and writing tasks. The competencies developed will build your confidence in language skills and enable you to communicate effectively in various contexts.



Think about:

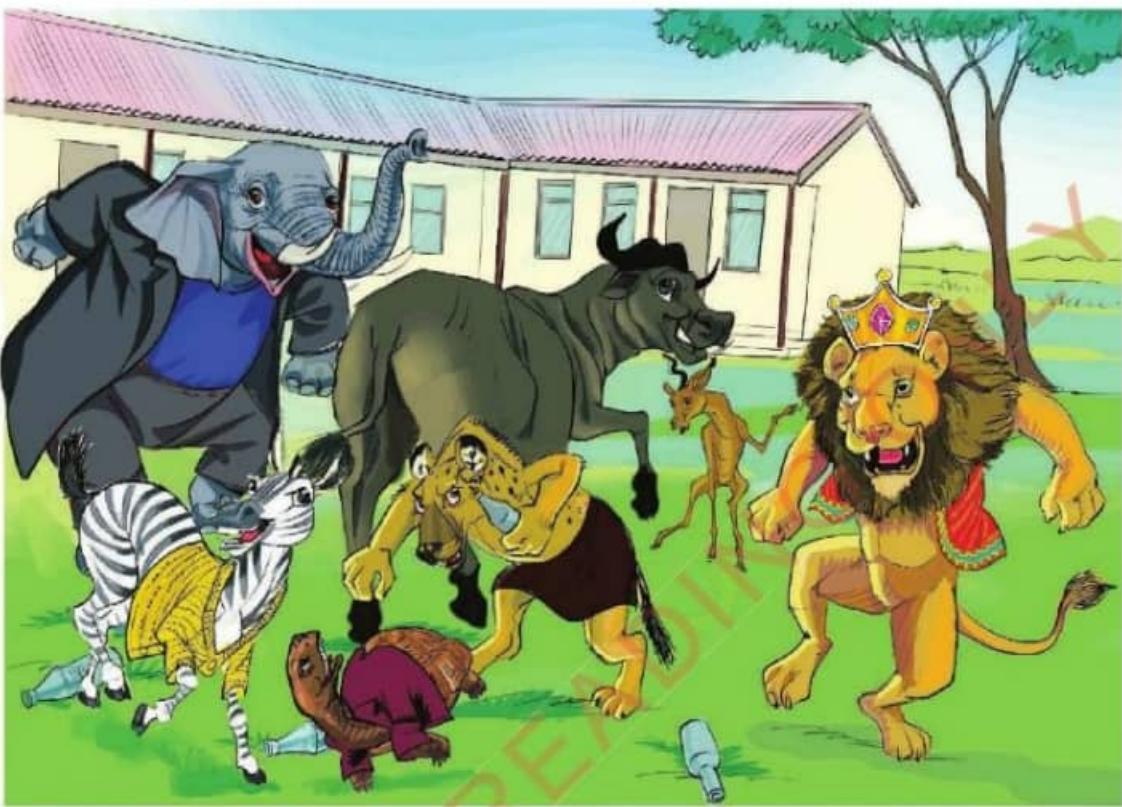
1. common errors to avoid when using tenses.
2. using various vocabulary items to avoid excessive repetition of the same words.

Activity

1

Producing contextualised descriptions of personal experiences

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



Questions

1. What is happening in the picture?
2. What is unique about the picture? Why?
3. What do you think the animals in the picture are feeling? Why?
4. Where do you think this is?
5. Have you ever felt the same way as the animals in the picture? Write about your experience in two paragraphs.

(b) Practise forming present simple sentences by combining statements related to a given topic. Start with an initial sentence. Then, build on it by repeating the previous sentence and adding a new, related statement. An example is provided for reference.

Topic: Daily Routines

Starting Sentence: "I wake up at 7 a.m."

Chain Statements:

1. **Student 1:** "I wake up at 7 a.m. and I brush my teeth."
2. **Student 2:** "I wake up at 7 a.m.; I brush my teeth; and I eat breakfast."

3. **Student 3:** "I wake up at 7 a.m.; I brush my teeth; I eat breakfast; and I go to school."
4. **Student 4:** "I wake up at 7 a.m.; I brush my teeth; I eat breakfast; I go to school; and I study maths."
5. **Student 5:** "I wake up at 7 a.m.; I brush my teeth; I eat breakfast; I go to school; I study math; and I play football after school."

(c) *Read the following passage. Then, complete the activities after the 'Did you know' part.*

Tulile Mwanjosi lived in the small village of **Kisiba**. The village was surrounded by green hills and clear streams, and it lay near Kisiba Volcanic Lake in the Mbeya Region. As she was walking along the path one day, Tulile was startled by a strange noise from the bush. Curious, she stopped and listened carefully. Suddenly, a small rabbit jumped out, and Tulile laughed as it ran away. She picked some wild berries and continued her walk, enjoying the peaceful sounds of the village. As Tulile was returning home, the sky started to turn dark. She met a lot of villagers hurrying to their homes. A few minutes later, the rain started pouring as if someone opened the floodgates.



This made Tulile run as fast as she could. By the time she reached her house, she was soaked; however, she was happy to be safe inside. That evening, as the rain was falling, Tulile sat by the fire, thinking about her adventure in the forest and feeling grateful for her quiet life in Kisiba.

Did you know ?

The sentences in bold in the passage are in the **simple past** or **past continuous** tenses. The simple past shows that an action was completed in the past. This simple past tense is used to talk about actions that happened **in the past**. Regular simple past verbs end in -ed (e.g., called, played, arrived). Irregular verbs, however, have different forms from their basic words (e.g., tell-told, bring-brought, write-wrote).

Consider the following structures for the simple past tense:

1. **Affirmative:** Subject + verb in the past form
e.g., I ate food.
2. **Negative:** Subject + did not + base form of the verb
e.g., I did not eat food.
3. **Question:** Did + subject + base form of the verb
e.g., Did you eat?

The past continuous tense is used to talk about an action that was happening at a specific time in the past. This tense often describes an action that was interrupted by another action. Consider the following structure for the past continuous tense:

1. **Affirmative:** Subject + was/were + verb + -ing
e.g., I was walking home.
2. **Negative:** Subject + was/were not + verb + -ing
e.g., I was not walking home.
3. **Question:** Was/Were + subject + verb + -ing
e.g., Was I walking home?

Note: Sometimes we use the simple past and past continuous tenses together in the same sentence. This shows that the action was ongoing when it was interrupted by another.

Practice

- (i) Reread the passage in (c) and copy all sentences containing simple past and past continuous tenses.
- (ii) Change the sentences copied in (i) into negative sentences.
- (iii) Construct ten sentences containing both tenses. Then, change them into questions.



Exercise 4.1

Combine each pair of sentences below to form a single sentence that incorporates both the simple past and past continuous tenses.

1. Milambo plays football. A dog runs onto the football ground.
2. Penina eats lunch. The phone rings.
3. Mahmood and Jalil study for the test. The power goes out.
4. The English teacher leads the discussion. The bell rings.
5. Sarah and Shamimu walk to school. It starts to rain.
6. You write a letter to your mother. Your friend calls you.
7. The child reads the book. Someone knocks on the door.
8. He cleans his new car. It begins to rain heavily.
9. Baby Mandy sleeps soundly. The alarm rings.
10. The neighbourhood children play at garden. It starts to get dark.

(d) Recite and study the following poem. Then, create your poem to express your future aspirations and goals. In your poem, describe what you plan to do and how you hope to achieve them. Use "will," "going to," and "would like to."

My goals and dreams

*In the garden of my mind, I plant a seed,
Hoping it grows into all I will need.*

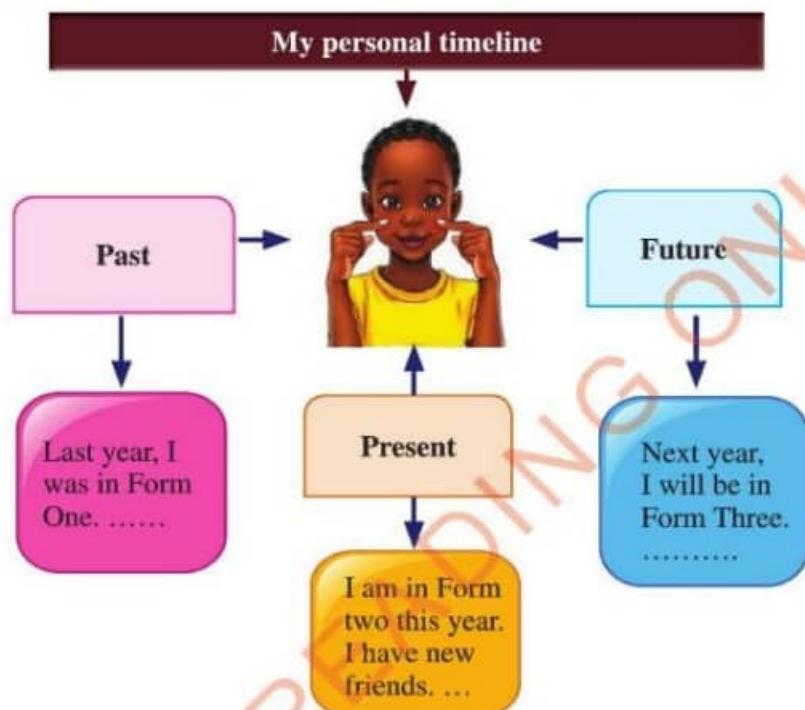
*My dreams are the sunshine, warm and bright,
Guiding me forward, day and night.*

*I sail on a ship across life's sea,
With goals as my compass, setting me free.
Through waves of challenges, I stay strong,
Believing that I will reach where I belong.*

*My dreams are stars in the sky so high,
Lighting my path as time goes by.
I will chase them down with all my might,
Knowing they are going to lead me to the light.*

*Step by step, I climb the hill,
With goals as my boots, and focus at will.
It would not be easy I know,
But chasing my dream is a map to follow.*

(e) Create a timeline describing significant events in your academic life, using past, present, and future tenses. Use the following timeline chart as a guide.



Activity

2

Composing a passage from a specific context

(a) Play the Grammar Detective Game by identifying as many tense errors as possible in the following passage. Correct the errors and re-write the passage.

Yesterday, I am going to the market to buy some groceries. When I arrive there, I realise that I forget my shopping list at home. I was thinking about going back to get it, but then I decide to remember what was on the list. I am trying to remember everything; I do not have any luck. So, I end up buying only a few items. While I walked home, I see my friend Naheema. We was talking for a while, and then I continue on my way home. When I reached home, I find out that I did not buy anything that I needed.

Tomorrow, I am going to went to the market again to buy things I forgot. I will makes sure to take my shopping list this time. I hopes I do not meet anyone who will distract me. If everything goes well, I am finally have all the things I needs by the end of the day. I thoughted about going in the morning, but then I decides that afternoon would be better because it is less crowded.

(b) Act out the following dialogue and answer the questions that follow.

{Mama Rizal has been having a nap. She wakes up and tries to call her 10-year-old son Rizal}

Mama Rizal: Rizal! Rizaaal!

(There is no response. So, she goes out of the house and searches around for him but to no avail)

Mama Rizal: Has anyone seen my son? I have looked for him everywhere, but I cannot find him.

Ahmed: Oh no! How long have you been looking for him?

Mama Rizal: I have been looking for him for over an hour now. I have checked the playground and the nearby shops.

Ahmed: Have you asked other children if they have seen him?

Mama Rizal: Yes, I have already asked some children, but they have not seen him. I have also called some relatives, but they have not seen him either.

Ahmed: Have you called the police? He might have been abducted.

Mama Rizal: Oh no! Not that. I have just informed the police. They have put an amber alert. I am on my way to the police station.

Ahmed: That is good. I hope they have found him by now.

Questions

1. What is the dialogue about?
2. What do the words abducted and amber alert mean? Construct two (2) sentences for each word.
3. What is a suitable title for the dialogue?
4. Have you ever witnessed such an incident in your life? If yes, describe it in one paragraph. If not, imagine the situation and write about it.

Did you

know?



The sentences in bold in the dialogue are in the present perfect and present perfect continuous tenses. The present perfect tense is used to describe actions or events that occurred at an unspecified time in the past but are still relevant or have some effect on the present moment. It is formed using “has/have” followed by the verb in the past participle. For example, **I have checked the playground and the nearby shops**. Prepositions such as *since* and *for* can be used to specify the time period. For example, in **She has lived here since 2010**, “since” indicates the starting point and in **She has lived here for ten years**, “for” indicates duration. The present perfect continuous tense, on the other hand, emphasises the duration of an action that started in the past and is still ongoing or has just been completed. It is formed using “has/have been” followed by the present participle (verb + -ing). For example, **I have been looking for him for an hour now**. In this tense, prepositions *since* and *for* can also be used to specify the time. For example, in “She has been studying since 9 a.m.” “since” indicates the starting point and in **She has been studying for three hours** “for” indicates the duration.



Exercise 4.2

Fill in the blanks with ‘since’ or ‘for’.

1. Vayola has lived in Tabata _____ five years.
2. They have been working at the institute _____ last year.
3. Jamal and Jeffrey have been studying English _____ seven years.
4. Jason and I have known each other _____ childhood.
5. Masumbuko has been playing football _____ he was six years old.
6. We have been waiting for the guest _____ two hours.
7. Ms Kayuni has been teaching English at this school _____ 2010.
8. The dog has been barking _____ three hours.
9. The rain has been pouring _____ several hours now.
10. The children have done their homework _____ two hours.

(c) Reread the dialogue in (b) and write a passage describing the incident. Use the same names as in the dialogue.

(d) Create a dialogue using the present perfect and present perfect continuous tenses. Use the following questions to guide you.

1. How long have you been learning English?
2. Have you ever travelled to a different country? What was it like?
3. What have you been doing since morning?
4. Have you watched the Titanic film? What do you think of it?
5. Have you completed your homework?
6. How long have you been living in your current home?
7. Have you been practising any sports or hobbies recently?
8. How many books have you read this month?
9. Have you tried new food and ended up loving it?
10. How long have you and your best friend known each other?

(e) Choose any of the following titles and compose a written narrative of not more than 100 words. Ensure that your narrative incorporates the present perfect and present perfect continuous tenses.

1. A day I will never forget
2. How I overcame my greatest fear
3. The best surprise I ever received
4. The unexpected friend I made
5. The time I helped someone in need

Activity

3

Presenting messages using correct grammar and vocabulary

(a) Choose any of your favourite Swahili songs. Using a dictionary or online sources, translate it into English and present its main message orally to the class.

(b) Study the following text.

Subject-verb agreement

Subject-verb agreement refers to the grammatical rule that the verb in a sentence must agree in number (singular or plural) with its subject. In other words, if the subject of a sentence is singular, the verb should be singular, and if the subject is plural, the verb should be plural. Read the following rules in the box:

Subject-verb agreement rules

Rule 1	When you have a singular subject , you must use the singular forms of the verbs: am, is, has, does or verbs ending with -s or -es .
Rule 2	When you have a plural subject , you must use the plural forms of the verbs: are, were, have, do or verbs that do not end with -s or -es .
Rule 3	When you have the pronoun You as the subject of the sentence, you must use the plural form of the verbs: are, were, have, do or verb without -s or -es ending.

Note that:

The subject of a sentence is the part which indicates who performed or experienced the action or state described in the sentence.

(c) Fill in the blanks with the correct form of the verb in brackets to complete each sentence.

1. The dog (chase/chases) the cat every morning.
2. Each of the students (has/have) a textbook.

3. Ashura (do/does) her homework on time.
4. My friends (is/are) coming over for lunch.
5. Either the teacher or the students (was/were) responsible for the project.
6. The news (are/is) on at 6 p.m.
7. A bouquet of flowers (were/was) on the table.
8. Neither the manager nor the employees (want/wants) to cancel the meeting.
9. The cat (need/needs) to be fed twice a day.
10. Everyone (enjoy/enjoys) the party.

(d) Unscramble the following sentences, focusing on proper subject-verb agreement.

1. is/the/ book/are/ on/table/the.
2. the/arrive/bus/at/does/station/do/8 p.m.
3. like/children/mangoes/the/does/do.
4. in/walking/was/dog/the/park/were/walking.
5. flowers/the/are/garden/is/in/the.
6. play/Theresa/the/plays/often/guitar.
7. at/rain/start/will/starts/6 o'clock/it/rains.
8. everyone/enjoy/party/the /enjoys/does.
9. singing/birds/the/is/morning/are/in/the.
10. time/always/are/my/is/friend/on.

(e) Complete the following “Who are you?” sheet.

Draw a picture of yourself.

(i) Filling in information about yourself.

1. My name is
2. I live in
3. I have brother(s) andsister(s).
4. I metres tall.
5. I kilograms.
6. My hair is
7. In my free time, I
8. At the moment, I
9.
10.



(ii) Now write the same sentences about your best friend.

Draw a picture of your best friend.

1. His/her name is
2.
3.
4.
5.
6.
7.
8.
9.
10.



Adapted from <https://www.teach-this.com/grammar-activities-worksheets/present-simple-subject-verb-agreement>

Chapter Five

Reading for comprehension

Introduction

Reading for comprehension enhances your usage of various words in different contexts, improves fluency and deepens understanding. In this chapter, you will engage in activities that involve expressing the main ideas from written texts, inferring meanings, and relating messages from the texts to the real-life experiences. The competencies gained will enhance your ability to comprehend main ideas, meanings, and messages from various written sources, ultimately contributing to academic achievement.



Think about:

1. how reading a text benefits English language learners.
2. the importance of extracting main ideas and messages from written sources.
3. the significance of relating messages from a text to the real-life experience.

Activity

1

Expressing the main ideas from texts

(a) *Read the following telephone conversation and identify the main ideas.*

Receptionist: (Phone rings) Hello! This is Imperial Hotel; how can I help you?

Jane: My name is Jane Ndunguru. I wish to make a reservation.

Receptionist: When is the reservation for?

Jane: Tuesday to Saturday next week. I will check out on Saturday morning.

Receptionist: That's possible. How many rooms?

Jane: Two double rooms, please.

Receptionist: That will be fine.

Jane: What's the rate?

Receptionist: One double room is eighty thousand Tanzanian shillings per night.

Jane: Very good. See you on Tuesday.

Receptionist: Welcome.

Jane: Thank you, bye!

Did you know ?

“Expressing the main ideas from a text” refers to the process of identifying and clearly communicating key points or central messages of the text. This process involves understanding the key concepts, themes, or arguments and summarising them in one’s own words.

For example, if a passage is about the effects of climate change on Mount Kilimanjaro, the main idea might be “Climate change wipes out glaciers on Mount Kilimanjaro, threatening tourism.” Expressing this main idea involves distilling the text’s most significant points and articulating them concisely.

This skill helps students focus on the core content of what they read, ensuring that they grasp the primary messages rather than getting lost in details.

(b) *Read the story “A Gold Medal for Tanzania”. Then, answer the question that follows.*

A Gold Medal for Tanzania

The stadium was full of spectators from all over the world. My heart was beating so fast and loudly that I thought my fellow athletes could hear it. I was one of the hundred marathon runners representing our respective countries. It was the first time for me to participate in that historic event. We were all called to the starting line. Spectators shouted the names of their favourite athletes, “Otieno! Okamoto! Haibe...!” I did not hear my name. Then, the gun went “BANG”, and off we went.

I knew it was not an easy task to run 42 kilometres, although it seemed easy at the beginning. We climbed several hills and crossed some valleys. I saw a signboard beside the road reading, ‘20 km’. “Twenty more to go,” I said to myself. Up to this point, I guess I was the 60th in the race. I already felt a little tired. My legs were aching. My chest and throat were dry.

However, deep inside me, something encouraged me to keep going. I started singing silently. “Musa, keep on and on and on...” The song made me feel stronger. I surged forward and left some runners behind. When we got to the signboard beside the road reading ‘10 km’, I was among the ten runners leading the race. I could read the names of some runners in front of me. The names of their countries were also pinned to their vests: Somalia, Ethiopia, Kenya, the USA, Morocco, Japan, Egypt, Namibia and Eritrea. I knew those behind me could also read Tanzania on my back.

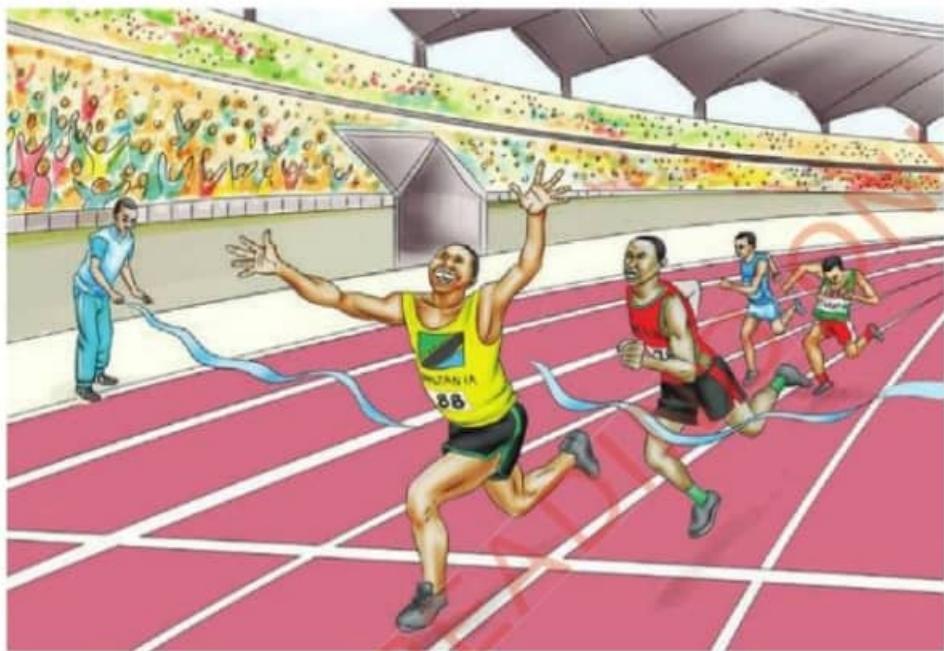
Suddenly, the Kenyan runner increased his speed and started to leave us behind. He ran like a gazelle. I made a quick decision that the Kenyan runner should be my target. I remembered all the techniques I had learned while preparing for the event in Arusha. I had developed one technique to help me feel at ease and increase my speed, even when I was tired. I had made up a chant to go in time with my steps as I ran. I now remembered it and started chanting to myself.

Aka–aka chaka–ka Aga–agasaga–ga Apa–apa chapa–pa!

I saw the distance between the Kenyan athlete and myself was decreasing. A signboard by the side of the road read ‘5 km’. “Only 5 kilometres to the finish,” I muttered.

The spectators were shouting with excitement, “Come on, Kenya! Come on, Tanzania!” I decided to use the little strength I had left as we entered the stadium to finish the race. It was now a two-person affair. However, the Kenyan was still a metre ahead. I surged forward. We were now running shoulder to shoulder. “It’s now or never”, I

muttered to myself. The spectators on the terrace were on their toes, yelling at the top of their voices. I closed my eyes, raised my arms high and sprinted. Then, something touched my chest. It was the finishing tape.



When I opened my eyes, someone was shaking my hand. "Congratulations, Musa, you've done it," he said. I was immediately taken to a private room, where the doctor took a sample of my blood and urine for testing. A few minutes later, he announced to his colleagues and other Olympic officials, "No sign of drugs." That's how I won a Gold Medal at the Olympics.

Adapted from English for Secondary Students Book, Form Two 2018 (pg. 56-60)

Questions

1. What is the story about?
2. How long was the race?
3. How did Musa feel at the start of the race?
4. How many runners participated in the race?
5. Which name was not shouted?
6. Who ran like the gazelle?
7. What technique did Musa use to win the race?
8. What was Musa tested for after winning the race?
9. What are the main ideas from the story?
10. How would you summarise the story in two paragraphs?

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

Mary's wedding ceremony

As Mary walked down the aisle to meet her bridegroom, her husband-to-be, she could not stop smiling. There he stood, so handsome in his black suit and smart necktie. He, too, was smiling at her as he held out his arms to welcome her.

All the preparations for this great day flashed through her mind. She was lucky as her relatives had liked John from the very first day he was introduced to them by the go-between, Mr Masako. She was not surprised as John was such a charming person. The discussion was easy. She had already discussed the bride price with her family, and they agreed. So, to the surprise of the go-between, her father said, "We don't want any bride price. John should use his money to work with Mary to build a happy and loving marriage. We know he will remember us too, for we have looked into his heart and seen that he is generous."

Afterwards, the go-between handed over the presents John had already prepared, and the wedding preparations began.



Mary smiled even more as she remembered all those preparations. She hardly had time to think of the marriage itself. First, there was a kitchen party organised by her mother, aunts and closest friends. Of course, the kitchen party was for women only, all of whom advised her on how to behave to have a successful marriage. She wondered whether they followed their advice, but she was grateful for their support. Thereafter, a send-off party was again organised by her family, but John had supported them from behind the scenes. It was a big occasion that allowed all of Mary's relatives

and friends to see her wonderful husband-to-be. They were not disappointed. Now, at last, on 29 July 2018, she was walking down the aisle. When she walked out again, she would no longer be alone but hand-in-hand with her husband.

The wedding service lasted an hour. They took their marriage vows to live faithfully as husband and wife till death separates them. Then, each one placed a beautifully crafted golden wedding ring on the finger of the other. When Mary looked at her ring, she felt so happy that she wanted to sing, dance and ululate. However, she controlled herself as she heard the pastor declare them husband and wife.

The wedding reception was held at Mlimani by Night Hall from 7.00 p.m. The hall was beautifully decorated, and everyone admired the decorations as they entered. The Master of Ceremonies (MC) took the microphone and asked the guests to take their seats. Then, the bride and groom entered the hall flanked by the best man and matron and preceded by their flower girls and boys.

Then, there were introductions and speeches by John's and Mary's parents. Thereafter, a three-tier wedding cake was cut up, and everyone who wanted had a slice. After that, the guests ate food and gave presents to the bride and the groom. In between, everyone ensured they could dance and, after the presents, the newly married couple officially opened the dance. Finally, they said goodbye and left for their honeymoon at Motel Blue Sky.

Questions

1. What do you think is the overall message of the story?
2. Why did Mary's parents choose not to accept the bride price?
3. What does the passage say about the purpose of the kitchen party, and what is your opinion on it?
4. How would it be if the wedding reception was held at home instead of a hired hall?
5. Where did Mary's family get money to organise the send-off party? Do you think they should have sought contributions from friends and colleagues?

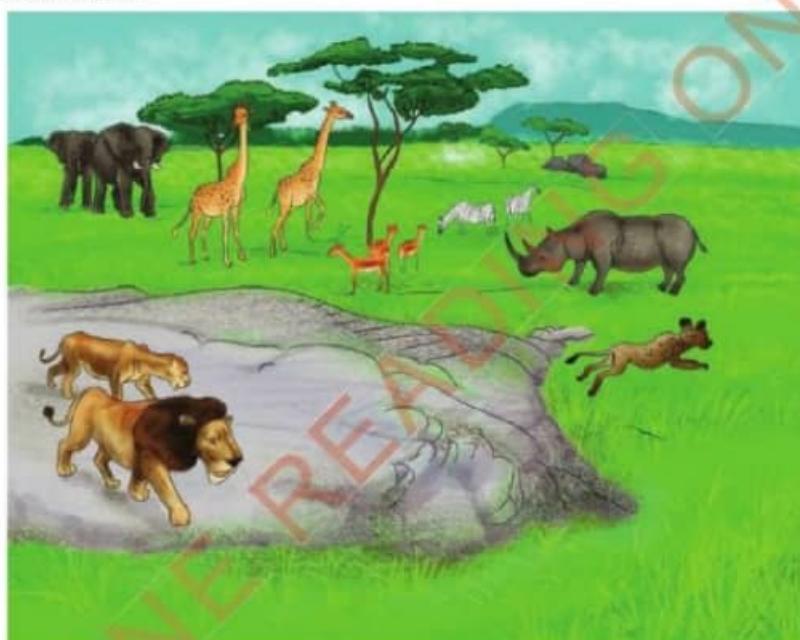
(d) *Read the text below and answer the questions that follow.*

A visit to the Ngorongoro conservation area

My name is Juma. When I was young, I used to see wild animals on television, but that was not enough for me. I always wanted to see them in their natural habitat. My mother promised to take me to one of the national parks during the holidays.

The following month, my mother took me to the Ngorongoro National Park. This was my opportunity to see the animals in their natural habitat. It took us just a few hours to reach the area from Arusha.

Upon arrival, we were welcomed by the game wardens. They guided us to where we could see all the animals. As we drove along the road, we saw lots of animals grazing, such as antelopes, deer, elephants, zebras and rhinos. We also saw lions stalking in the distance.



A few minutes later, we heard a loud noise. When we looked up, we saw a helicopter hovering over a large clump of trees. The game warden explained that the helicopter was on anti-poaching patrol. He said that poachers were bad people who killed elephants for their tusks and rhinos for their horns. Elephants and rhinos are in danger of becoming extinct because of such poachers.

In the afternoon, the wardens took us to a hotel in the park for lunch. Then, we left and spent the night at Karatu.

Questions

1. What did Juma use to see on television when he was young?
2. Why did the warden say that poachers are bad people?
3. Why does Juma believe that watching animals on television is not enough?
4. What would be the consequences if poaching is uncontrolled?
5. How are anti-poaching patrols being carried out, and what do you think about the strategy employed?



Exercise 5.1

1. Extract the main ideas conveyed in the text in (d).
2. Write short notes on “A short visit to the Serengeti” using the words habitat, game warden, national park, grazing, anti-poaching and hotel

(e) *Read a paragraph from a textbook of your choice. Then, answer the following questions:*

1. What is the main idea of the paragraph?
2. How does the main idea relate to the overall theme of the text?
3. Which specific words or phrases in the paragraph highlight its main idea?
4. How would deleting this paragraph affect the text’s overall message?
5. How does the main idea of this paragraph help in understanding the text?

Activity

2

Inferring meanings

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



Questions

1. What do you see in the pictures?
2. What are the animals doing in the pictures?
3. Why do you think the dog is at the side of the road?
4. How do you think the animals feel?

Did you know ?

In Activity (a), you inferred the meaning from the two pictures. Inferring meaning from a picture or text means figuring out what something means, even if it is not explicitly stated or shown. You use clues from the picture or text along with your previous knowledge to understand meanings or emotions. For example, by interpreting the actions of the cat and the dog, you may understand what they are feeling or thinking.

For example, if a piece of text describes a character as 'clenching their fists and gritting their teeth', the reader might infer that the character is angry or tense, even if the text does not directly state so. This ability to infer meaning helps students gain a richer understanding of the text and enhances their overall comprehension.



Exercise 5.2

Use the inferences you have made from (a) to write a short story about the pictures.

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

Theft

It was a dark night. The moon was hidden by clouds, and there were no lights on the streets. It was late, and nearly everyone was asleep in bed. One man, however, was not asleep. He was dressed in dark clothes, and he tried each door to see if it would open as he walked quietly down the street. All the doors on the first street were locked, but when he turned to the next street, he found one that was not locked. The thief cautiously pushed the door open and stepped into the house. Snoring from several rooms indicated that the people were in deep sleep. He waited for a few minutes to see clearly in the dark. Then, he saw a bed beside a far wall. A man was sleeping in it. Close to the bed, on a table, stood the man's radio. The thief tiptoed to the table, quietly picked up the radio, and put it into his sack, which he had brought to carry things.



On the table was a shelf with a metal box in it. There was probably money in that. It, too, went into the bag. The thief tiptoed around the room. He took a shirt from a low stool and a pair of socks from the floor beside the stool. Under the window was another table with only a piece of paper on it. The bag with the stolen goods was now full. He heard the sound of a person turning over in bed from the next room, so he picked up his bag and left as stealthily as he entered. Once more, he went through the quiet streets stealthily.

Later, he reached home, put the radio and the metal box under his bed, and hid the sack in a big box where he kept stolen clothes. He padlocked the box and put the key under his pillow. Then, he fell asleep.

Three days later, it was announced that the police had apprehended him at his house with stolen items. He was taken to court and, upon being found guilty, was sentenced to jail. His actions left his loved ones in agony and shame.

Adapted from Ministry of Education (1977, p. 62)

Questions

1. What is the story about?
2. What is interesting about the story?
3. Who is the masked man?
4. What is he doing?
5. What societal or psychological factors could have influenced his behaviour and subsequent arrest?
6. How might the legal system's response reflect broader societal attitudes toward crime and punishment?

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



Questions

1. What messages do you get from the picture?
2. Why are there candles placed in front of the picture?
3. How did you feel about it?

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

Mr Korombo's death

Mr Korombo, a retired teacher, passed away suddenly in his early seventies. His death shocked his fellow villagers. That morning, he had gone to the toilet and stayed there for a long time. His wife was worried that something was wrong. She knocked at the door, but there was no response.

Luckily, his only son had just arrived home to see his parents. When he heard his mother's shout, he went running. He quickly took a hammer and broke down the toilet door. He entered the toilet and found his father lying on the floor unconscious. They quickly rushed him to the hospital. At the hospital, the doctor in charge announced that the father had died on the way to the hospital. The post-mortem revealed that the old man died of high blood pressure. The body was taken to the mortuary, where it was kept for three days.

The wife, son, relatives, and neighbours arranged for the funeral. They hired transport and bought a coffin, candles, a cross, and wreaths. The mourners signed the condolence book and contributed some money to the family of the deceased.

On the third day, the body was taken from the mortuary for burial. Before the burial, the mourners paid their last respects. A short funeral sermon was given. Later, the body was lowered into the grave. The mourners filled the grave with soil and placed wreaths and candles on it. A gravestone and a cross were also planted on the grave. Finally, a brief history of the old man was read and thereafter, mourners left the graveyard. Many of them went to the house of the deceased for their final meal together.

Questions

1. How might the son's role in breaking down the door and dealing with the subsequent events influence his grieving process and sense of responsibility?
2. What was the cause of Mr Korombo's death? Why were the villagers shocked?
3. How do the social and cultural practices surrounding Mr Korombo's death, such as the funeral arrangements and mourning rituals, reflect the community's values and attitudes towards death?
4. Reflecting on the circumstances surrounding Mr Korombo's death, what could have been done to potentially prevent this tragedy?
5. How can this story help you in your relationships or interactions with others?

(e) Read the passage below and complete the items that follow.

Jacob Reed at the court

The courtroom was packed with people eagerly waiting to witness the trial of the infamous Jacob Reed. The judge entered, and everyone rose to their feet. Jacob sat at the defendant's table, his face expressionless, but his eyes darted nervously around the room. His lawyer whispered something into his ear, and Jacob just nodded, grumbling under his breath.

The prosecutor began presenting the case, detailing the crimes Jacob was accused of committing. Each subsequent accusation seemed worse than the last, and the audience gasped at the severity of his actions. Jacob's mother sat in the front row, tears rolling down her cheeks, unable to believe that her son was capable of doing such things.

Witnesses were called to the stand, each one pointing a finger at Jacob, identifying him as the man responsible for a string of robberies across the city. The evidence was overwhelming, but Jacob continued to deny his involvement. He leaned back in his chair, his arms crossed, grumbling again as the prosecutor questioned another witness.

During a brief recess, Jacob's lawyer tried to convince him to take a plea deal. "You'll get a lighter sentence if you confess," the lawyer urged. But Jacob refused, his stubbornness evident in the way he clenched his fists. He muttered something angrily, his voice low and grumbling, refusing to admit guilt.

As the trial resumed, the prosecutor called the final witness: a young woman who had been a victim of one of Jacob's crimes. Her voice trembled as she recounted the terrifying experience, and the room fell silent. Jacob's grumbling grew louder, but the judge quickly silenced him with a stern glare.

In the end, the jury deliberated for hours before returning with a verdict. The room held its breath as the foreman stood up and read the decision: "Guilty on all charges." Jacob's mother sobbed uncontrollably while Jacob sat motionless, no longer grumbling but staring blankly ahead.

The judge delivered the sentence, and as Jacob was led out of the courtroom in handcuffs, he finally spoke. "I didn't do it," he muttered, but his voice was drowned out by the chatter of the crowd. The courtroom emptied, leaving behind only the echoes of Jacob's grumbling denials and the lingering sense of justice served.

Practice

1. Read the last paragraph of the passage. Based on the events and details provided, predict what you think will happen next in the story.
2. Write a few sentences explaining your prediction. Make sure to support your prediction with evidence from the text.

Activity

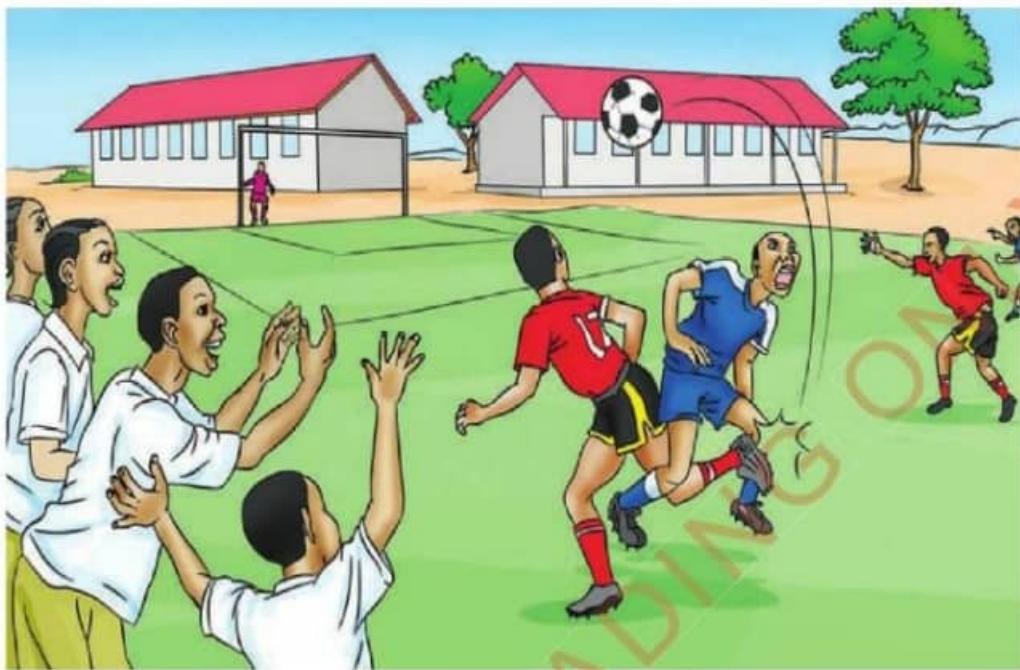
3

Relating messages from the text to real-life experiences

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

Sports day

On Friday last week, Azania Form Two students went to Kibasila Secondary School for a friendly football match. The day was hot, and the playground was packed with students from the two schools. All the students looked excited as the Azania players jumped out of the bus. Both Kibasila players in red and Azania players in blue looked confident.



Their teachers directed the players to the changing rooms. After a while, the linesmen and the referee led the teams to the centre of the pitch. The fans and supporters of the two sides chanted and applauded. At last, the match started.

In the fifth minute, the Azania midfielder dribbled the ball past the Kibasila defence and easily scored. In the 20th minute, the Kibasila centre-back, Bakari, received a cross-kick from Amani, the left winger. Without hesitation, Bakari connected the pass to register an equaliser. This lifted the Kibasila fans and silenced the Azania side. Despite the efforts of both teams, the score remained 1-1 up to the final whistle.

Questions

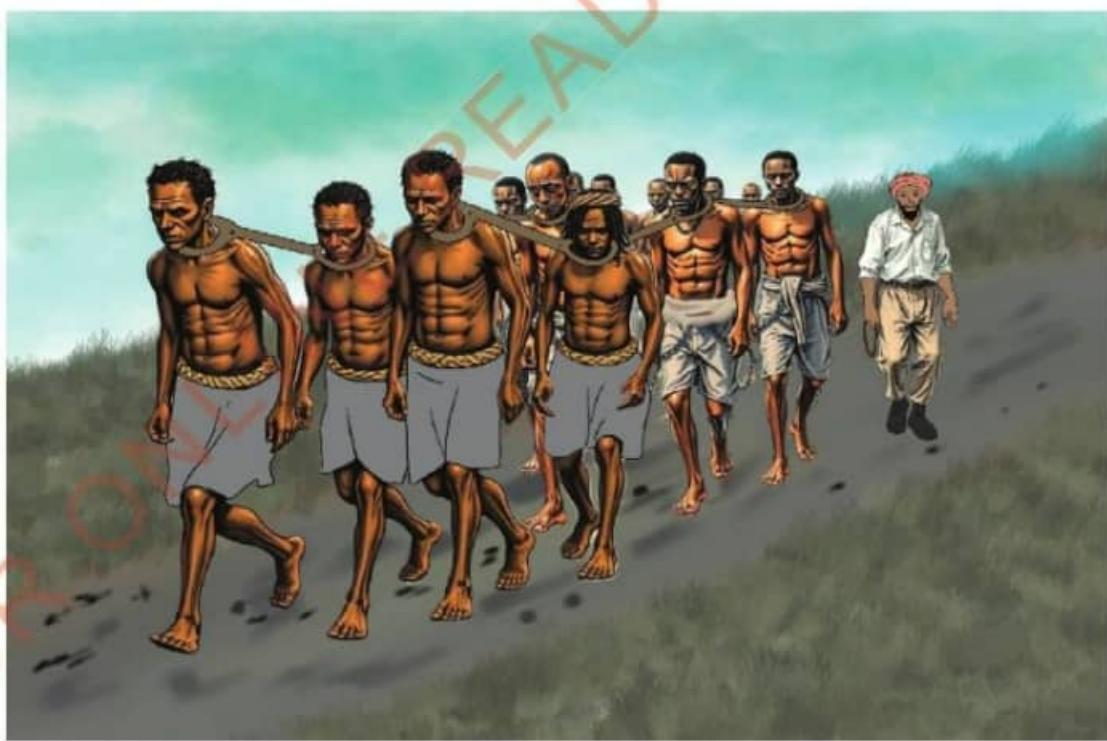
1. How does the story relate to your own life experiences?
2. How does the message or theme of this text connect to what is happening in the world today?
3. Can you think of a current news story or current event that connects to the events or ideas in this passage?
4. How might the lessons from this text help you in a future situation?
5. What are the potential psychological impacts on the Azania team after their goal was equalised by Kibasila?

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

Slavery

Slavery is a system in which one person or group owns and controls others. They buy and sell them like commodities. In the slavery economic system, enslaved people are used to produce for their owners.

In pre-colonial Africa, slavery was quite common. People acquired enslaved people by taking prisoners in war or kidnapping them from neighbouring communities. Sometimes, such communities had to pay tribute or give enslaved people as taxes to powerful rulers. Enslaved people were used as labourers on farms and in homes, and they were taken as porters in trade. Some trusted enslaved people became agents or managers for their masters, and sometimes they even became kings themselves, like Jaja of Opobo in West Africa.



Thus, in Africa, in general, enslaved people in many societies were accepted into their owners' families and treated less harshly. They were often given land and allowed to marry and have children. The situation changed with the coming of the Transatlantic Slave Trade to the Americas, where enslaved people could be beaten, killed and separated from their families with impunity.

Questions

1. How does the story relate to your personal experiences or challenges?
2. Have you encountered a situation related to the one in the story? How did you deal with it?
3. How does the message or theme of the text connect to current global or local issues?
4. Can you link the story to any recent news or current events?
5. What is the main lesson of the text, and how can it be applied to your life?
6. How has the text influenced your perspective or inspired you to make changes?

FOR ONLINE READING ONLY

Chapter Six

Comprehending oral messages

Introduction

Most communication in academic and non-academic settings occurs orally. Therefore, understanding spoken language is vital for everyday interactions, as it enables you to engage in conversations, respond appropriately and express your thoughts clearly. This chapter aims to enhance your ability to comprehend messages, synthesise ideas, summarise information and participate in contextualised oral conversations. The competencies developed will help you engage in English-speaking environments and communicate effectively in various aspects of life.



Think about:

- sharing a story narrated to you and inspired you to change your behaviour.
- connecting messages from a text to real-life experiences.
- the importance of relating messages from the text to real-life experiences.

Activity

1

Synthesising ideas from a variety of oral sources

(a) Sing the song “*Tanzania Nakupenda*” and do the following activities:

- Analyse the song and write its main ideas.
- Explain the song’s description of love for the country, fellow citizens and foreigners.

3. Compare the patriotism described in the song with the actual experiences of patriotism in Tanzania.
4. Based on the song and real-life situation, write about your understanding of patriotism in Tanzania.

(b) Using accessible online or offline sources, listen to at least three short songs about Africa, each not exceeding five minutes. Then, answer the questions that follow.

1. Analyse the songs and write their main ideas.
2. Write what the songs present about Africa.
3. Compare the Africa presented in the songs with the Africa you know and live in.
4. Write your description of Africa based on the songs and your personal experiences.
5. Present your work to the class for discussion and feedback.

(c) Participate in a debate on the motion 'Empowering a boy child should be the current national agenda' and work on the following:

1. Listen to views from different speakers and record their arguments.
2. Make your contribution to support or oppose the motion.
3. Compare your argument and understanding with the views of other speakers.
4. Write your conclusive argument about the motion.

Did you know ?

Synthesising is a crucial skill in our daily lives. For instance, when you share with a friend what others have said about a football match, a story book, a movie or a song, you are combining sources to create a shared meaning. Key aspects of synthesising include:

- (a) comparing and contrasting ideas
- (b) relating ideas across messages
- (c) comprehending messages
- (d) taking notes and summarising key points

In synthesising, you merge the existing ideas and the new ideas you have learned to develop a deeper understanding.

(d) One of your classmates missed previous lessons. He has asked you to brief him on the lesson the teacher had covered. Use the following guiding questions to brief him.

1. What was the lesson about?
2. What was familiar to you in the lesson?
3. What was new to you in the lesson?
4. How do you apply the knowledge to real-life situations?



Take home assignment

Listen to three commercial advertisements on the radio or television and report on the following:

1. What did you like or dislike about the advertisements?
2. What did you learn from the advertisements?
3. What would you advise others about the content of commercial advertisements?

Activity

2

Summarising information from oral sources

(a) Listen to a short story and summarise it using the following guidelines:

1. Identify the main ideas and key information in the story.
2. Identify supporting details.
3. In your own words, write the main ideas and supporting details.
4. Write a summary and present it to the class for discussion and feedback.

(b) Listen to an online video clip on “Summarising key information” and do the following:

1. Identify the main ideas in the clip.
2. Identify the key information in the clip and its supporting details.
3. In your own words, write the main ideas and supporting details.
4. Write a summary and present it to the class for discussion and feedback.



Exercise 6.1

Complete the following tasks to enhance your summarising skills. Share your work with the class for discussion and feedback.

1. You have attended a class meeting, and your class teacher has asked you to share with your parents the deliberations of the meeting. Prepare a summary to present to your parents.
2. You are engaged in a debate among football fans about which club is the best in the country. Summarise the arguments to brief your classmates who are interested in football.
3. You listened to the news on the radio. Summarise the news report to brief your friend who missed it.
4. You attended a presentation on an interesting topic. Summarise the presentation to brief other students who missed it.

Did you know ?

Summarising information from oral sources begins with attentive listening and a clear understanding of information from the source. When summarising, you convey only the most important information from the source, concisely and in your own words. You need to be selective, taking note of only important information. Therefore, good note-taking skills are required. A summary should include only information from the source and should not include personal opinions. The summary should always be shorter than the original source, as it involves reducing, rejecting, rewording, reproducing and repackaging the information. The summary should be organised. Writing and presenting it orally can be effective techniques to ensure it is focused and comprehensive.



Exercise 6.2

Write a summary of each situation given and present it to your class.

1. The movie you watched and liked the most
2. An interesting short story narrated to you some time ago
3. A speech you liked the most by one of the late presidents of the United Republic of Tanzania
4. A discussion you participated in during your class and found it very useful.

Activity

3

Participating in contextualised oral conversation

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

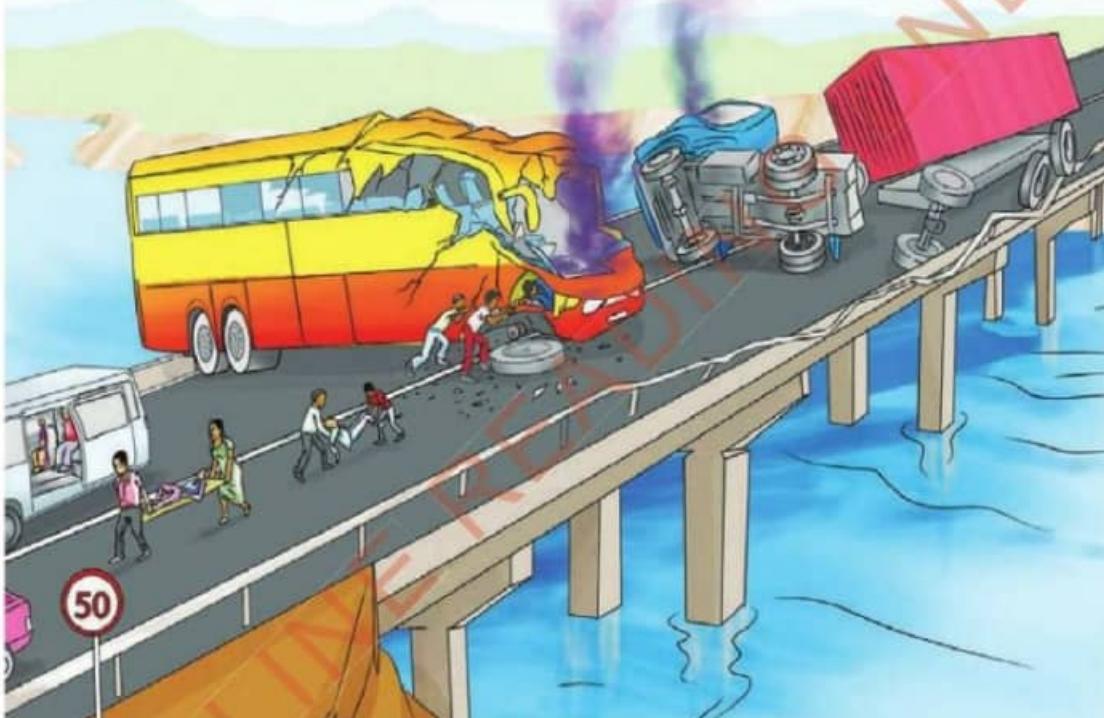


Questions

1. What are the people in the picture doing?
2. Are they in the same place? Why do you think so?
3. What made you use a phone for the first time?

4. How do you make a phone call?
5. How do you receive a call?
6. How do you end a call?
7. What else can you do with a phone?
8. What would happen if smartphones were allowed at school?

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



Questions

1. What do you see in the picture?
2. What happened to the vehicles?
3. What are the people in the picture doing?
4. How do you describe the road?
5. What can you say about the size of the bridge?
6. What is the maximum speed allowed in this area?
7. What do you think could have caused this accident? Why do you think so?
8. What are the causes of other road accidents apart from those discussed in (7)?
9. What do you think should be done to avoid road accidents?

(c) Study the rules in the picture below and prepare a speech to educate boda-boda motorists in your area on road safety rules. Use the guidelines given after the picture. Present the speech to the class for discussion and feedback.

10 ROAD SAFETY RULES

- ① Walk on the right side of the road
- ② Use pedestrian crossing to cross the road
- ③ Look on both side of the road before you cross
- ④ Don't play on the road
- ⑤ Stop driving if you feel sleepy or tired
- ⑥ Don't use a mobile phone while driving
- ⑦ Avoid over speeding
- ⑧ Avoid alcohol while driving
- ⑨ Always wear helmet/seat belts
- ⑩ Give priority to pedestrians at zebra crossing

1. Identify the rules which are commonly violated by motorists.
2. State the reasons for violation that are normally given by motorists.
3. Explain the risks of violating the identified rules.
4. Suggest what the motorists should do to drive safely.

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



Questions

1. Who do you see in the picture?
2. What are the boy and girl in front of others doing? Why do you think so?
3. Who will supervise the election? Why do you think so?
4. How are elections conducted at your school?
5. Who normally forms students' government?
6. What should be done to encourage other students to contest for school leadership positions?

FOR (e) Participate in a class debate on the motion "Health classes should be eliminated, and the responsibility should be left to parents."

1. Study the motion and choose either to oppose or support it.
2. Note down your points to guide you when speaking.
3. Listen to the main speakers and the arguments they make to support or oppose the motion.
4. Identify the gap from the arguments presented; prepare and present your argument.

(f) Act out the following phone conversation between Rama and Esther and answer the questions that follow.

Esther: (Phone rings, Esther answers it) Hello Rama, can I help you?

Rama: Hi Esther, can I speak to Rehema, please?

Esther: I'm sorry, but she's not around right now.

Rama: Oh, okay.

Esther: Can I take a message for her?

Rama: Yes, please; could you ask her to call me at 10 a.m. tomorrow?

Esther: Right. I'll make sure she calls you then.

Rama: Thanks, I appreciate it.

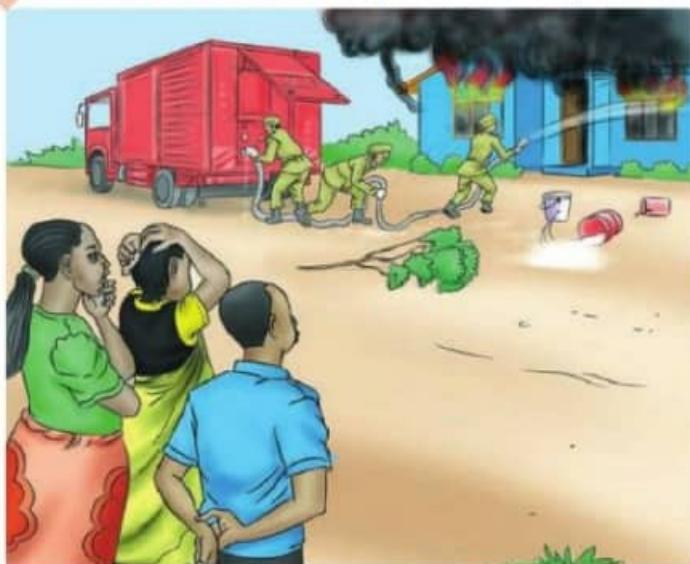
Esther: Anytime. Take care.

Rama: Bye!

Questions

1. Who did Rama want to speak with?
2. How might the conversation be if it were not a phone call?
3. How does this conversation reflect respect between Esther and Rama?
4. What would happen if Esther did not pass the message to Rehema?
5. Why is it important for Esther to consider Rama's request for a callback at a specific time?

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



Questions

1. What is happening to the house?
2. What do they use to do their work?
3. What other tools do you see in the picture?
4. Why are the tools not used?
5. Are there other more advanced means to fight the accident? What are they?
6. Why don't the three people in the foreground help the firefighters?
7. What can be the source of this accident?
8. What should be done to avoid fatal fires in our houses?



Exercise 6.3

1. Write a dialogue between a doctor and a patient who frequently visits the hospital despite receiving adequate care. After writing, read it aloud while acting it out to bring the characters to life.
2. Write a speech to be delivered orally during the Form Two Parents' Day at school. The title of your speech is 'The importance of local tourism as a learning strategy in secondary education.'
3. Write a phone conversation in which the village chairperson educates a villager who uses bushfire to clear the farm. After writing, read the conversation aloud while acting it out to convey the message effectively.

Chapter Seven

Responding to oral and written communication

Introduction

Understanding and responding to spoken and written communication enables you to participate actively in class, complete assignments and perform well overall. In this chapter, you will learn how to express opinions in response to spoken and written communication appropriately. You will explore the importance of responding to non-verbal communication cues appropriately. Additionally, you will practice responding to non-verbal cues appropriately in various communication settings. The competencies developed will improve your ability to communicate respectfully and thoughtfully in different communication settings.



Think about:

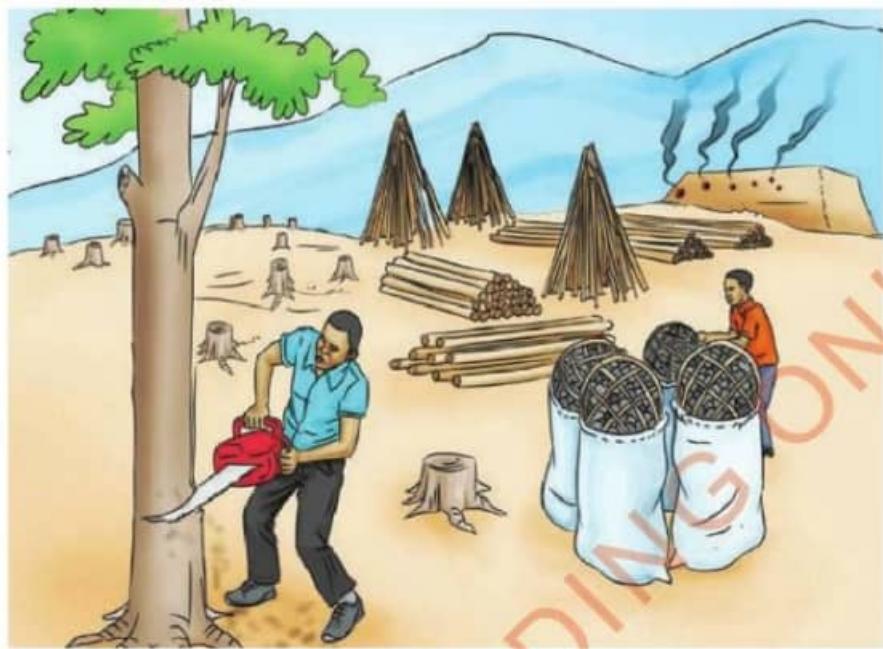
1. the difference between an idea and opinion.
2. the importance of sharing your opinion.
3. someone responding to your opinion rudely.

Activity

1

Expressing ideas and opinions in communicative settings

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



Questions

1. What is happening in this picture?
2. What is the importance of preserving Tanzania's forests? Why?
3. What is your perspective on the claim that the demand for charcoal is a major cause of deforestation?
4. How does cutting down trees negatively affect Tanzania?
5. What are the five measures to be taken to prevent Tanzania from losing its forests? Use the cues provided following the 'Did you know' section to make your arguments.

Did you know?

Expressing opinions is important for effective decision-making, as it allows individuals to contribute to positive outcomes. This skill is important in various settings, including home, school and work. It can significantly impact family decisions, discussions in meetings and collaboration at work. Additionally, sharing opinions during public meetings and discussions with friends helps address community issues and personal matters. Phrases such as those listed in the following box are used by speakers to introduce their ideas and opinions.

I think... I believe... I would say that... I feel... I guess... According to me... In my view... In my opinion... In my eyes... It seems to me that... From my perspective... From my point of view... I see it as... From my viewpoint... To me, this is... Personally, I think... Some people say that... It is considered that... It is generally accepted that... I hold the view that... I'm of the opinion that...

You studied some constructions for expressing opinions in Form One. You will practise using additional constructions you learn in conversation here. Phrases such as those listed in the box follows are used by speakers to introduce ideas and opinions.

(b) Determine if the following constructions express agreement or disagreement with opinions. Fill the constructions in their respective columns in the table given.

Sure, that's one way of looking at it... I completely disagree with this because... I second that... You're right, that's a good point... I have to side with you on this one... I agree with this point, but don't you think... I personally would disagree that... I can understand your opinion, but... I see exactly what you mean... I think they are wrong.... I agree... I would go along with that view to a point... I think you're right... Ok, that's convincing... I take your word on it...

S/n	Agreeing	Disagreeing
1.		
2.		
3.		
4.		
5.		
6.		
7.		
8.		

(c) Practise the following dialogue to improve your skills in giving opinions. Identify the opinion constructions in the dialogue.

Rehema: Hi Giovani, what's your opinion about town life compared to village life?

Giovani: I think town life is better because of the improved social services available.

Rehema: I agree with you, but I'm of the opinion that living in the village has its benefits. For example, we do not have to pay for water in our village since it's freely available from rivers and wells.

Giovani: I see your point, but I'm concerned that water from rivers and wells can lead to health issues, like diarrhoea and typhoid, which are common in the village.

Rehema: That might be true, but I don't think it is fair to generalise. Many people boil or treat water before using it.

Giovani: Mmmh! I get the impression that you are being too defensive. Additionally, where do they get the firewood to boil the water? I strongly believe that they are cutting down too many trees.

Rehema: I agree with you on that point. That's why I think it's important for our villages to have access to affordable and reliable gas and electricity. To me, gas and electricity is the best solution.

Giovani: That's an excellent idea, but don't you think that might be too expensive for the villagers?

Rehema: Maybe, but I believe that the government is working on providing gas and electricity services to villages at a reasonable cost.

Giovani: You're right.

Adapted from TIE (2018): English for Secondary School Form Two.

(d) Give your opinions on the following topics using the opinion constructions of your choice.

1. Parents should check their children's progress at school every day.
2. Corruption is an enemy of progress.
3. Students should reduce their use of digital devices and social media to maintain mental well-being.
4. Respecting different opinions may undermine unity in a community.
5. Posting videos and comments on social media can be done without considering others' feelings.

(e) Study the following text to enhance your skills in agreeing with others' opinions politely.

Agreeing with others' opinions

Respecting others' opinions crucially shows that you value their knowledge and contributions to the topic. When you respect others, it helps to build good relationships and encourages them to be positive. It is a way of showing that you think they are important. It also shows the respect you expect them to reciprocate. See the following examples of agreeing with others' opinions.

An opinion	Agreeing with an opinion
From my point of view, every citizen should pay taxes to the government.	Perfect, taxation is one way to address income inequality. Greater contributions from rich people can support those with low incomes.
Some people claim that paying taxes costs both individuals and businesses.	I agree with them that taxes are an expense for both individuals and companies, but they also improve the welfare of their customers.
To me, taxes are necessary to pay for infrastructure and public services that benefit all citizens	I agree that taxes play a crucial role in providing funding for public services and infrastructure.

(f) Use the following constructions to express your agreement with others' opinions.

I agree... I totally agree... I see your point... I see what you are getting at... Sure, that's one way of looking at it... I think so, too... I'd go along with that... That's a good point... I see exactly what you mean... You're right, that's a good point... I think you're right... Well, I agree with you here... I second that... You took the words right out of my mouth...

(g) Study the following dialogue between Rosa and Halima. Then, respond to the items that follow.

Halima: Hi Rosa, what's your perspective on whether paper-and-pencil tests should be abolished in secondary schools?

Rosa: Oh, it's quite an interesting topic. I personally think they should be abolished. The entire practice seems outdated.

Halima: That's a unique perspective, but I should respectfully disagree. I believe such tests are still relevant today as they are a standardised measure of assessment.

Rosa: Well, I can see why you think so, but don't you see that solely relying on paper-and-pencil tests is insufficient?

Halima: Yes! You raise an important point, but equally important paper-and-pencil assessments are useful for assessing problem-solving and critical-thinking abilities.

Rosa: I agree up to that point, but have you taken on board the fact that these tests usually impose unnecessary tension on us?

Halima: I can see what you mean. Nevertheless, while standardised tests can be stressful, they offer a yardstick for comparing our academic performance with others.

Rosa: I see your point, but wouldn't you agree that other ways to evaluate us could be less stressful?

Halima: That's an interesting opinion. Nonetheless, I still trust that paper-and-pencil assessments can strike a balance by giving an objective measure of knowledge.

Rosa: You make a valid point, but I'd argue that leveraging multiple assessment methods could practically improve the overall evaluation process.

Halima: What a thoughtful perspective! I can also see the strengths of utilising various assessment methods. Balancing traditional and innovative approaches to cater to diverse learning needs is worth considering.

Rosa: I agree. A balanced approach is indeed the best option.

Halima: I appreciate your openness to compromise. It seems we both agree that there's no one-size-fits-all answer.

Rosa: Precisely my point. It's great to have a broader, constructive discussion about this.

Halima: I couldn't agree with you more. I'm grateful for our engaging conversation, Rosa. It's always good to explore different viewpoints.

Rosa: Likewise, Halima. Conversations like these broaden our perspectives to see things from various lenses.

Halima: By the way, I have to prep for tomorrow. Take care!

Rosa: Bye!

Practice

1. Analyse five polite expressions of disagreement in the dialogue above.
2. Use online sources to search for other polite expressions of disagreement.
3. Employ the polite expressions you have identified in 1 and 2 to construct a dialogue on the topic "Technology in the classroom is more harmful than beneficial."

Did you know ?

People often find themselves in disagreement during everyday conversations. It is important to express differing opinions to foster diverse perspectives. However, expressing disagreement rudely can damage our relationships with others. To prevent this, we should use polite ways to show our dissent. In essence, we should strive to disagree respectfully.

(h) *Read the responses to opinions in Groups A and B. Think about how communication is impacted by each group's responses. Share your opinions with your partners orally.*

Group A: Impolite disagreement	Group B: Polite agreement
Just stop talking.	That's an interesting idea. Have you considered an alternative?
That's a stupid idea.	I see why you are saying so, but I think there might be other factors to consider.
You don't know what you are talking about.	I understand your viewpoint, but I have a different perspective

That is the dumbest thing I have ever heard.	Could you help me understand it better?
Are you serious? Is that a suggestion to make?	That's a unique perspective. I have a slightly different view.
I don't care what you think.	Could we discuss how we might address the concerns you have raised

Activity

2

Using appropriate non-verbal cues in group communication

(a) Play the *Emoji Charades* game by choosing an emoji from the set and acting it out using body language and facial expression. The rest of the class must guess which emoji it is and what emotion or message it represents.



Did you know ?

In everyday communication, we use more than just words to express our ideas and feelings. Visual images, facial expressions, body language, posture and eye contact play an essential role in delivering and understanding messages. Non-verbal communication cues help us to interpret messages, making our communication more meaningful and effective.

Non-verbal cue	Meaning	Example of verbal responses
A sad face	Someone is disappointed. Someone needs empathy.	Are you okay? Is there anything you would like? I am sorry about our problem!
A hungry face	Someone is hungry.	I have noticed you look hungry. Would you like something to eat? It looks like you might be hungry. We should find a place to grab a bite.
Shivering	Someone is sick. Someone is nervous. Someone is excited.	Is there anything I can do to make you comfortable? Are you feeling cold? Do you feel unwell? It looks like you are excited. What's going on? You look very excited.
An appropriate dressing	Someone is formal. Someone is professional. Someone is serious.	You look great! Your outfit is perfect. You have nailed the look. It's great to see you looking so.

An inappropriate dressing	Someone is unprofessional. Someone is not serious. Someone is informal.	(If possible, talk to the person privately to avoid embarrassment.) Your outfit does not align with the dress code. Do you feel comfortable with your outfit?
A smiling face	Someone is happy.	What is making you smile today? You have had a good day so far. What made you feel so happy?

(b) Role-play a scenario where one student communicates using non-verbal cues, and the other responds verbally to what they interpret from the non-verbal cues.
 (c) Watch a silent movie clip and describe what the characters feel or try to communicate based on their facial expressions and gestures.



Exercise 7.1

Describe how you would use different clothing styles to convey different messages to your audience or viewers. Explain what each style means and what message it gives.



Exercise 7.2

(a) Which of the following non-verbal responses are inappropriate when the class is in progress? Why do you think the rest are appropriate?

1. Nodding, tilting your head, clapping
2. Taking notes
3. Audio/video recording the teacher without permission

4. Rolling your eyes
5. Showing frustration
6. Talking to someone else
7. Yawning loudly
8. Appearing bored
9. Playing with objects
10. Facing away from the teacher

(b) *How would you respond to the inappropriate non-verbal communication cues mentioned in A?*

(c) *Describe how different personal appearances may communicate different messages.*

**Did you
know ?**

In communication, people often respond to non-verbal cues with non-verbal actions. For example, one might return a smile back to someone who smiles at them or adopt a polite expression if someone appears upset.

However, non-verbal cues alone may not be enough. People frequently use spoken language to articulate their understanding of these non-verbal cues. The combination of both verbal and non-verbal cues enhances the effectiveness of communication.

Responding to non-verbal communication is crucial to convey that we understand others' thoughts and feelings, even when they are not speaking. Responding to non-verbal communication can significantly improve our interpersonal relationships and overall communication skills.

Activity

3

Using appropriate grammar and vocabulary for oral communication in a variety of contexts

(a) Describe a school, market, train station, or home using prepositions (e.g. *near, between, in front of, behind, next to, above, below, inside, outside, on the corner of*) adjectives (e.g. *beautiful, crowded, quiet, spacious, historical, modern, colourful, small, large*) adverbs (e.g. *calmly, brightly, loudly, peacefully, busily, neatly, beautifully*.)

Example

The train station is located between the city's famous shopping mall and the main road. It is always crowded with passengers arriving from different parts of the country or travelling to yet other parts of the country. In the departure lounge, there are beautifully arranged benches on which passengers sit, waiting for their time of departure. To ensure everybody hears clearly, announcements are made loudly over the speakers. Normally, announcers sound friendly and polite. Before the train arrives, people wait patiently and sometimes anxiously.

(b) A **quantifier** is a word or phrase that expresses the amount or number of something. It helps to indicate **how much** (for uncountable nouns) or **how many** (for countable nouns) of something is being referred to in a sentence. For practice, underline quantifiers from the following sentences.

1. There are a few oranges on the table.
2. Several birds are sitting on the fence.
3. She has many good friends.
4. There are too many cars on the road today.
5. There is a little milk in the fridge for the baby.
6. I need a bit of sugar for coffee.
7. There isn't much water left in the bottle.

8. There is some rice left.
9. Do you have any questions?
10. A lot of people attended the event last night.
11. None of the students failed the test.

Practice

A customer goes to the shop to buy a few items. Imagine you overhear his conversation with the shopkeeper. Write a dialogue of that interaction using as many quantifiers as possible.

(c) *Role play a customer and seller where a customer wants to buy an item but thinks the price is too high, while the seller tries to convince them to buy at the given price or negotiate a fair deal. Use phrases like May I..., I would like..., could you ..., I offer you...*

(d) *Role play the following scenario.*

At the hospital

Imagine feeling unwell and going to a clinic to see a doctor. You need to describe your symptoms and how you think, and request a check-up. Write a dialogue where you will roleplay as a patient and a doctor. First, greet the doctor. Then, explain your symptoms (e.g., headache, fever, stomach ache, vomiting, coughing, diarrhoea, etc), ask about the consultation cost, and request medication. The doctor should respond to explanations and questions.

Activity

4

Creating a variety of texts for different communicative purposes using appropriate tone and register

(a) Study the following claim/request letter and complete the task that follow.

Tulipo Secondary School,
P. O. Box 10,
Songwe

5th March, 2026.

The Academic Teacher,
Tulipo Secondary School,
P. O. Box 10,
Songwe

Dear Sir/Madam,

RE: REQUEST FOR EXAMINATION RESULTS REPORT

I hope this letter finds you well. I am requesting my examination results report for the June terminal Examinations. I would like to inform you that I have not yet received my results, and I kindly ask for your assistance in providing them at your earliest convenience.

Please let me know if there is any procedure that I need to follow to obtain the report. I would appreciate your prompt response regarding this matter.

Thank you for your time and assistance. I look forward to your reply.

Yours sincerely,

MNjala

Mbumi Njala

Practice

Write a request letter asking one of the following:

1. New learning facilities (e.g., more books, computers, classroom equipment).
2. Sports gear (e.g., footballs, basketballs, jerseys).

(b) *Study the following email and complete the task that follows.*

From: Koku Kashozi koku.kashozi@example.com

To: Ms. Leila leila@example.com

Subject: Concern regarding lack of school books in the school library

Dear Ms. Leila,

I hope this email finds you well.

I am writing to bring to your attention an ongoing issue regarding the lack of sufficient textbooks in our school library. Despite numerous requests, we have not yet seen the necessary books for Form Three. Many students are not visiting the library, which hinders their ability to engage effectively with the materials.

We would greatly appreciate your support in addressing this situation and ensuring the required textbooks are provided as soon as possible. Addressing this will allow all students to continue with their studies without disruption.

Thank you for your attention to this matter. I look forward to your response.

Best regards,

KKashozi

Koku Kashozi

Form Three Student

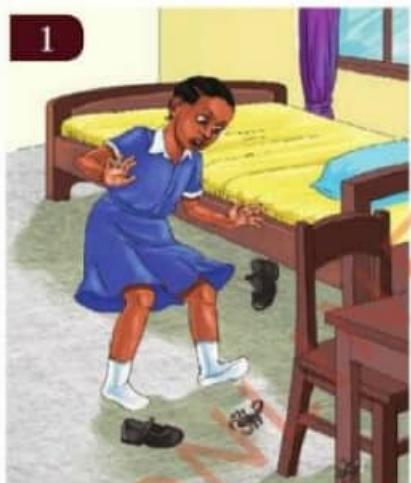
Practice

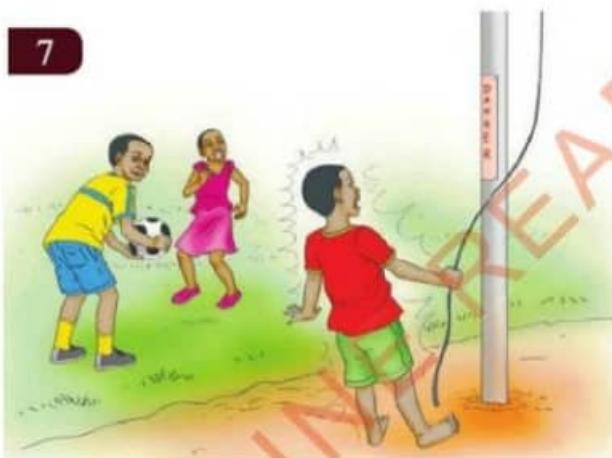
Imagine you are a boarding school student about to break for the September Mid-Year holiday. Email your parent or guardian requesting money for bus, train, or flight fare.

(c) Compose short stories on two of the following topics. Use phrases such as Once upon a time..., I wonder..., What if..., Back in time...

1. The homeless dog's secret – A lonely stray dog keeps following you home. One day, you discover it has a special secret. What is the secret, and how does it change your life?
2. The forgotten village – Abdul discovers an old map leading to a hidden village/town that no one remembers. What mysteries lie ahead?
3. What if I woke up one day and everything had changed?
4. Back in time, people used to write letters instead of texting...

(d) Study the following pictures and identify the non-verbal cues represented. Then, write a paragraph for each picture to describe what is happening.





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