

English

for Secondary Schools

Student's Book

Form Four



Tanzania Institute of Education

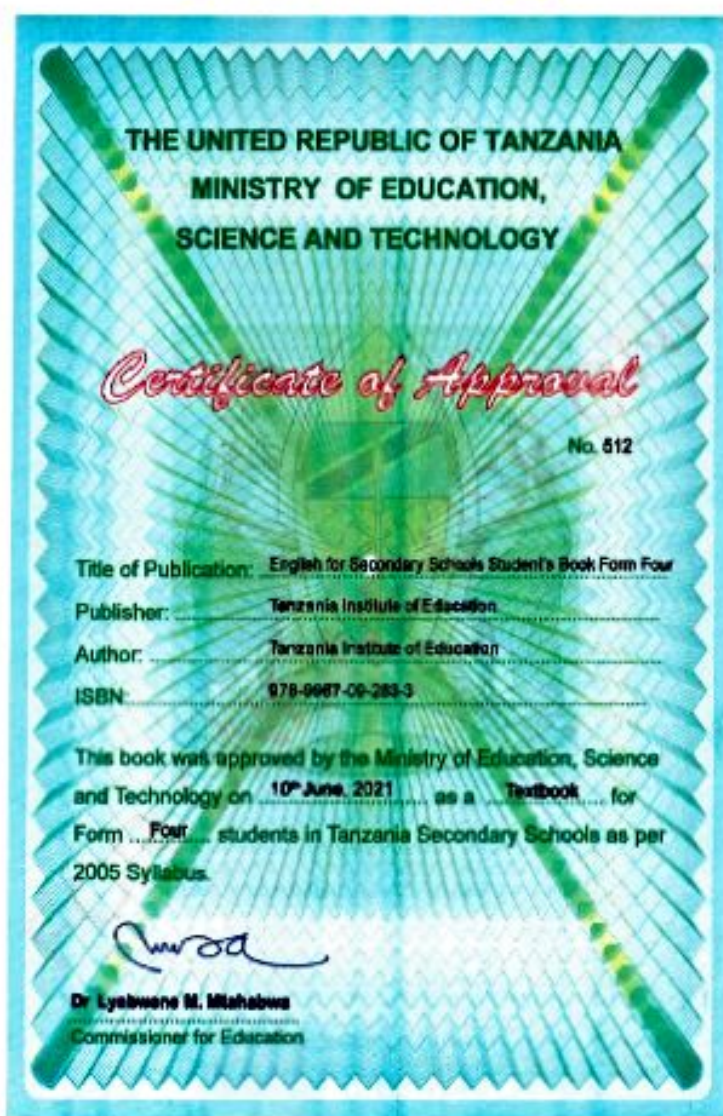


English

for Secondary Schools

Student's Book

Form Four



Tanzania Institute of Education

© Tanzania Institute of Education 2021

Published 2021

ISBN: 978-9987-09-283-3

Tanzania Institute of Education
P. O. Box 35094
Dar es Salaam-Tanzania

Mobile numbers: +255 735 041 170/+255 735 041 168

E-mail: director.general@tie.go.tz

Website: www.tie.go.tz

All rights reserved. No part of this textbook may be reproduced, stored in any retrieval system or transmitted in any form or by any means, whether electronic, mechanical, photocopying, recording or otherwise, without prior written permission of the Tanzania Institute of Education.

Table of Contents

Acknowledgements	v
Preface	vi
Chapter One	
Expressing one's ideas and feelings.....	1
Chapter Two	
Listening to instructions.....	16
Chapter Three	
Giving instructions.....	27
Chapter Four	
Listening for main ideas and taking notes	33
Chapter Five	
Analysing novels, plays and poems.....	46
Chapter Six	
Starting, intervening in and closing a conversation.....	85
Chapter Seven	
Negotiating solutions to problems	96
Chapter Eight	
Seeking and giving advice	104
Chapter Nine	
Writing narrative essays.....	115
Chapter Ten	
Writing expository essays	126

Chapter Eleven

Writing descriptive essays	137
----------------------------------	-----

Chapter Twelve

Writing argumentative essays	148
------------------------------------	-----

Chapter Thirteen

Creative writing	158
------------------------	-----

Chapter Fourteen

Writing and delivering speeches	172
---------------------------------------	-----

Chapter Fifteen

Writing curriculum vitae and application letters.....	186
---	-----

Bibliography	201
---------------------------	------------

Acknowledgements

The Tanzania Institute of Education (TIE) would like to acknowledge the contributions of all the organisations and the individuals who participated in designing and developing this textbook. In particular, TIE wishes to thank the University of Dar es Salaam (UDSM), Dar es Salaam University College of Education (DUCE), Mkwawa University College of Education (MUCE), the University of Dodoma (UDOM), the Open University of Tanzania (OUT), the State University of Zanzibar (SUZA), St John's University of Tanzania (SJUT), schools quality assurance offices, teachers' colleges and secondary schools. Besides, the following individuals are also acknowledged:

Writers: Ms Neema B. Matingo (TIE) & Mr Stephen S. Mwashihava (TIE)

Editors: Dr Nicholous Asheli (UDSM), Dr Gerald E. Kimambo (UDSM), Dr Lilian Osaki (UDSM), Dr Devet Goodness (DUCE), Dr Julius E. Frank (OUT) & Mr Richard S. Mabala (UDSM Retiree)

Designer: Mr Katalambula Faraji

Photographer: Mr Chrisant Ignas (TIE)

Illustrators: Mr Fikiri Msimbe (TIE) & Alama Art and Media Production Co. Ltd

Coordinator: Mr Stephen S. Mwashihava (TIE)

TIE also appreciates the contribution of secondary school teachers and students who participated in the trial phase of the manuscript. Likewise, the Institute would like to thank the Ministry of Education, Science and Technology for facilitating the writing and printing of this textbook.

Dr Aneth A. Komba

Director General

Tanzania Institute of Education

Preface

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

The textbook consists of fifteen chapters, which focus on Expressing one's ideas and feelings, Listening to instructions, Giving instructions, and Listening for main ideas and taking notes. Additionally, the chapters focus on Analysing novels, plays and poems, Starting, intervening in and closing a conversation, Negotiating solutions to problems, and Seeking and giving advice. Moreover, the chapters focus on Writing narrative essays, Writing expository essays, Writing descriptive essays, Writing argumentative essays, Creative writing, Writing and delivering speeches, and Writing curriculum vitae and application letters. Each chapter contains a variety of activities which are intended to help you to acquire the four language skills, namely listening, speaking, reading and writing. The activities are systematically organised to allow practice of the intended language skills, grammar and vocabulary items. Each practice has activities that allow interaction between you and the teacher, as well as with your fellow students.

Therefore, you are encouraged to work on all the activities provided in this textbook and other activities that will be provided by the teacher for improving the ability to use the English language in different contexts.

Tanzania Institute of Education

Chapter One

Expressing one's ideas and feelings

Introduction

*Learning to express your ideas and feelings is important because your ideas and feelings are essential to who you are. In this chapter, you will listen carefully to a passage, which will be read to you by the teacher, and answer questions on it to practise your listening skills. You will also read a tongue twister, recite a poem, read and act out a dialogue, and answer questions that will be asked. Next, you will read a passage titled **Environmental pollution** and then answer questions on it. Then, you will practise using vocabulary items related to the passage and use **if** and **unless** in different contexts. Finally, you will write an essay on a given topic, expressing your ideas and feelings. The competencies developed in this chapter will enable you to express your ideas and feelings in different situations.*



Activity 1: Listening practice

- (a) Listen to a passage which will be read to you by the teacher.
- (b) Pair up with another student to discuss the main ideas you have heard in the passage.
- (c) Answer the following questions on the passage you have listened to.
 - 1. Cite evidence from the passage to show that climate change is worsening.
 - 2. According to the passage, what factors contribute to climate change?
 - 3. Apart from the factors explained in the passage, what other factors contribute to climate change?
 - 4. What would you do at school and home to slow down climate change?
- (d) Listen to audio/aural and audio-visual materials on how to express your ideas and feelings.
- (e) Write a summary of what you have listened to.

- (f) *Exchange your work with your fellow students in a small group and discuss it.*
- (g) *Cooperate with the other group members to develop a group summary to be presented to the rest of the class.*



Activity 2: Speaking practice

- (a) *Read aloud the following tongue twisters several times.*

Brother this weather is wetter than ever
Better wetter weather than hotter weather
Whether the weather is hotter or wetter, how can we gather

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

Broken bottles and charred pieces of glass

Cutting down trees and burning grass

Turning the earth into a concrete jungle

Is this the environment that surrounds me?

Our food sprayed with insecticides and poisoned

Oceans filled with thick oil, crude and dirty

Bound to end all sea life, a pending doom I see

Are these the things we are to consume?

Factories producing yellow fumes and pumping out iron

Planes and helicopters releasing gases from fuels

Weapons of destruction tested at desolate sites

Is this the air that's to sustain life?

Something must be done to curb the situation

Like raise the awareness of those around you

That if we don't solve the problem at hand

It's your life that's at stake, the destruction of man.

Questions

1. What is the poem about?
2. How can you describe the surroundings in which the narrator lives?
3. What does 'concrete jungle' mean in the first stanza?
4. What human activities destroy our environment?
5. How would you educate others on preserving the environment?
6. What could be an appropriate title for the poem?

(c) Read and act out the following dialogue.

It was eight o'clock in the morning when the bell rang, warning us that the first Monday lesson was about to start. Mr Nuswe, the Form Four Geography teacher, entered our classroom.

Mr Nuswe: Good morning, students.

The class: Good morning, sir.

Mr Nuswe: Take your seats, please (*with a smile*). Class, who can tell us the meaning of pollution?

Mata: Sir..., sir..., (*scratching her head while thinking*) I have an idea; in my opinion, pollution is any process that destroys our environment.

Mr Nuswe: Good try. Any other opinion? (*asking and pointing to Pyana*) Yes, Pyana ...

Pyana: (*confidently*) Mata has put it well, sir. Any process that destroys our environment is pollution. However, pollution can also be defined as the addition of harmful substances to our environment. These substances lead to water, land and air pollution.

Mr Nuswe: Well done, Pyana. Alright class. How can water be polluted? (*pointing to Jani*). Jani, can you say something?

Jani: Yes, sir, when some materials, such as industrial and agricultural chemicals enter water bodies, the water will be polluted. In addition, other human activities carried out along water bodies may also be a source of water pollution.

Mr Nuswe: Well said, Jani. What do you think are other causes of water pollution? Niku, tell us more please.

Niku: Thank you, sir. You see, I'm not pleased with what people are doing in our street. They let dirty water from their toilets flow towards water bodies. I think this also contributes to water pollution. Something should be done to stop this behaviour, considering the fact that safe and clean water is essential to our lives.

Pyana: *(interrupts)* I am very worried about what will happen to our lives after some years. I think we won't have any safe water to use unless some effective measures are taken to prevent all activities that cause water pollution.

Mr Nuswe: So, what can we do to prevent water pollution?

Mata: You know sir, *(in an angry tone!)* I'm so furious about the way people pollute our water bodies. If I were a leader, I would take them to court and demand they be sentenced to life imprisonment as a lesson to others.

Mr Nuswe: Calm down Mata. We can share the best solutions to this problem without harming anyone. Let us hear from others.

Liko: I suggest that the government should provide mass education. It will help people to understand the importance of clean and safe water in their lives. The effects of water pollution on human health should be elaborated. This might also help to reduce the outbreaks of diseases like cholera and dysentery.

Vumi: I'm of the opinion that education alone is not enough to overcome our environmental problems. Take an example of my street, Vijibweni, where people discharge waste water from their sewage into low lying water bodies during the rainy season. So, despite the awareness created through our mass media, water pollution is still there. I would suggest that stern measures should be taken against these people to save our water bodies and our lives.

Tando: *(pointing to Vumi).* Of course, you are right. I don't understand why people continue to pollute our water despite all the awareness-raising campaigns. It is really upsetting. I think everyone should play their part in keeping our water bodies safe. This can be done

by reporting to the relevant authorities any matters associated with water pollution.

Mr Nuswe: Well done class. We've had a wonderful discussion today. All the ideas and opinions expressed during our discussion are essential for the welfare of our society. We should take this lesson seriously and become good ambassadors to show that we take care of our environment for the current and future generations.

(d) *Considering the dialogue, answer the following questions orally.*

1. What does water pollution mean?
2. What are the three causes of water pollution?
3. Why do you think people are reluctant to stop water pollution despite the education given?
4. How can we prevent water pollution?
5. What are other ways of preventing water pollution?

(e) *Write a paragraph of five sentences, summarising the issue of water pollution as described in the dialogue.*

(f) *Write one sentence for each of the following words:*

- (i) pollution
- (ii) sewage
- (iii) chemical
- (iv) cholera

(g) *Complete the table below with the correct information.*

Pollution	Causes	Measures
Example:	(i) Industrial chemicals	(i) Locating industries far from water bodies
Water pollution	(ii)	(ii)
Air pollution	(i)	(i)
	(ii)	(ii)
Land pollution	(i)	(i)
	(ii)	(ii)



Activity 3: Reading practice

Read the following passage and answer the questions that follow.

Environmental pollution

Last year, during my mid-term holiday, my parents sent me to visit my grandmother as she was ailing due to old age. She lives in Ndolezi, a village which nestles at the foot of a hill in a fertile valley; so, food in the village is always plentiful.

I found my grandmother in good health, and we chatted until late in the night as she wanted to know everything about everyone in the family. I was not pleased to hear a lot of noise outside our house the next morning. I looked at my watch; it was only six o'clock. "Man! Isn't it too early for this?" I muttered to myself angrily at being woken up at such early hours. I pulled the bed sheet over my head and tried to go back to sleep.

Then I heard what people were saying. "We must not be late for the meeting." I remembered what my grandmother had told me when we were chatting. "Now go to bed because you must wake up early. Tomorrow, we are having a very important meeting with our village investor and environment officials. You will go on my behalf." I quickly jumped out of bed, washed, dressed, and went to join the villagers at the meeting.

I arrived at the ground just as the village chairperson, Ms Mbejeje, stood up. She greeted everyone and welcomed us to the meeting. Then, she said, "One day an investor came and proposed to build a factory on the hill. He laid out his plan and explained how beneficial this venture would be. We all remember that, right?" The crowd responded, "Yes, we remember."

"At first, we were all reluctant to allow the investor to build a factory, considering the fact that we were doing okay," she continued. "We didn't have much, but we appreciated all the blessings that had been bestowed upon us." The investor promised many employment opportunities in the factory. He also promised to build a health facility and a new school for the village. After considering all the facts, we all agreed to the venture, but this has come with a cost," Ms Mbejeje stopped and looked around sadly. She welcomed the village secretary, Mr Mukange, to continue reporting on what had transpired.

"Thank you, Madam Chair. When the factory opened, we all hailed the advent of a glorious new life, employment and a big economic boom," the secretary started.

"It was a brave new venture for all of us. We dreamt of owning big houses, taking our children to good schools and buying fancy cars. The investor kept to his end of the bargain; most of our people, both skilled and unskilled, were employed in the factory. We also got a new school and a health centre. However,..." he hesitated for a moment, "no one foresaw the havoc that was to be caused by this venture. What do we do now?" He asked.

Everyone was silent. Then, one old woman raised her hand and said, "Our village is dying. Look at those chimneys; look at that black smoke billowing out of the chimneys. That is why we are all coughing. And what about our water? We depended on the river for our water, but who will touch it now? It is full of dirt and other stuff from the factory. Now, we have to walk to the other side of the hill to fetch clean water."

She was followed by an old man who said, "Look around you. Where are the flowers; where is the green; where are the fish in the river? Unless we take measures now, our village will be destroyed." As the villagers went on talking, I tried to imagine a time when there will be no flowers, no butterflies, and no fish; when the rain will be black because of the pollutants; when the rivers will have dried up and instead of forests, we will have concrete jungles! I raised my hand. "Yes, Siwe. Do you want to say anything?" Ms Mbejeje pointed at me.

"Yes, madam, thank you for the opportunity," I said. "I have come here for the holidays to visit my grandmother. I remember coming here before the factory was built. On top of that hill lay vast green pastures. I used to take my grandmother's goats there and meet with the other herd boys. We used to have a lot of fun on the hill; we chased each other, wrestled and even flexed our muscles just to show off. Children can no longer do that," I smiled with a note of sadness. "I'm of the opinion that it was wrong to build a factory on that hill, regardless of all the benefits brought by the investor. If we had done more research on this, we could never have been in this predicament. So, we need to shut down the factory first, and other measures can follow," I concluded and sat down. People clapped and some nodded in agreement.

The environmental officer was the last to speak. He said, "After re-examining the pros and cons of the project, the government will shut down the factory, immediately." The crowd erupted with joy and ululations. "We'll bring experts to clean the river. An investigation is still going on and so all the necessary steps will be taken by the factory owners to prevent future disasters. We'll work together and make sure that we preserve our environment," he concluded.

At the end of the meeting, we all agreed to do more for our environment. We agreed in principle to grow more trees, stop killing wild animals, stop using plastic

bags, stop littering and use more environmental-friendly products. We must all do everything we can to achieve a pollution-free environment; otherwise, we will be destroyed by a disaster of our own making.

Questions

1. Who is the narrator of this story?
2. What made the village chairperson call the meeting?
3. Why do you think the meeting was important?
4. What do you understand by 'environmental pollution'?
5. Mention some of the pollutants that you know.
6. What do you do both at home and at school to preserve the environment?
7. What do you think will happen if we do not take care of our water sources?

Activity 4: Vocabulary practice

- (a) Study the table below and match the words in Column X with their meanings in Column Y by writing the letter of the correct response in the space provided.

Column X		Column Y		Response
No	Words	No	Meaning	
1.	Early hours	(i)	The process of making air, water, soil, etc. dirty; the state of being dirty	
2.	Pollution	(ii)	A sudden increase in trade and economic activity; a period of wealth and success	
3.	Investor	(iii)	A substance that makes something dirty, especially water or the atmosphere	
4.	Venture	(iv)	The time between midnight and sunrise	
5.	Wrestle	(v)	A person or an organisation that invests money in something	
6.	Boom	(vi)	A situation where there is a lot of damage, destruction or confusion	

Column X		Column Y		Response
No	Words	No	Meaning	
7.	Bargain	(vii)	A difficult or an unpleasant situation, especially one where it is difficult to know what to do	
8.	Havoc	(viii)	To struggle physically to move or manage something	
9.	Pollutant	(ix)	A business project or activity, especially one that involves taking risks	
10.	Predicament	(x)	An item bought for less than the usual price	

(b) Construct one sentence for each word in Column X in Activity 4(a).

Activity 5: Grammar practice

- (a) Find and read the sentences with the following words and phrases: *if..., unless ..., of the opinion that... and considering the fact that ...* in the passage in Activity 3.
- (b) Use the words and phrases in Activity 5(a) above to write your own sentences.
- (c) Construct one sentence for each of the following structures.
- In my opinion ...
 - I am of the opinion that ...
 - Considering the fact that ...
 - I suggest ...
 - I would rather ...
 - This might ...
- (d) Write a short passage using at least half of the group of words in Activity 5(c) above.
- (e) Study the following sentences from the dialogue in Activity 2(c).
- If I were a leader, I would take them to court and demand they be sentenced to life imprisonment as a lesson to others.

2. I think we won't have any safe water to use unless some effective measures are taken to prevent all activities that cause water pollution.

Expressing conditions

In English, there are three ways of expressing condition.

(f) *Consider the following model sentences to practise how to express possible/likely condition.*

1. If you work hard, you will pass the examination.
2. If I finish my work in time, I will go to play.
3. We will be healthy if we eat a balanced diet.
4. They will be punished if they come late.
5. If James comes today, I will tell him the story.
6. If Joyce works hard, she will pass the examination.
7. He will fail if he does not work hard.

All these sentences you have just read express possible/likely conditions. They show what will happen under certain circumstances, expecting that they will happen if conditions are met. That is one way of expressing conditions. Such expressions are called Type 1 conditions.

(g) *Complete the following sentences in your own words.*

1. If I get money,
2. If you buy a new dress,
3. if Amina arrives in time.
4. if your brother visits us.
5. If you do not take care of your belongings,

(h) *Study the following model sentences to practise how to express unlikely condition.*

1. If I got money, I would buy a new book.
2. If you arrived on time, you would meet the Regional Commissioner.
3. We would be healthy if we ate a balanced diet.

4. If Baraka worked hard, he would pass the examination.
5. We would meet them if they attended the party.

All the sentences you have just read express conditions about things that are unlikely to happen. They talk about conditions that will probably not be met. That way of expressing conditions forms what we call Type 2 conditions.

(i) *Complete the following sentences in your own words.*

1. If my friend visited me,
2. If Asha came to the party,
3. If they did not work hard,
4. If our mother bought us presents,
5. He would pass the examination
6. Maria would help you.....
7. If he had some money,

(j) *Study the following model sentences to practise how to express impossible condition.*

1. If I had had some money, I would have bought a new shirt.
2. If my brother had travelled, he would have brought me a present.
3. She would have seen me if she had turned around.
4. My friend would have helped me if I had had a problem.

The sentences presented above express condition. It is the condition for which there is no hope at all. The sentences simply talk about something that never happened. Therefore, they are hypothetical. In other words, the sentences express regret. These are Type 3 conditions. This condition can also be expressed through verb inversion as in the following examples:

1. (a) If I had invited him, he would have attended the party.
(b) Had I invited him, he would have attended the party.
2. (a) If she had worked hard, she would have passed the examination.
(b) Had she worked hard, she would have passed the examination.

(k) *Now, complete the following sentences in your own words.*

1. If I had met the President,
2. I would have told him
3. Martha would have given you some money
4. If Sofia had not cooked that food,
5. I would have seen Mount Kilimanjaro
6. Had we seen the snake,
7. Had Monica invited us to her birthday party,
8. Ashura would have asked him a question
9. If Omary had written a good application letter,
10. If Atupele had bought that house,

Using “unless” in conditional sentences

You have so far understood how conditions are expressed. The word that has dominated is “if.” However, there are times when we use the word “unless” instead of “if...not.”

(l) *Study the following model sentences to practise the use of “unless” to express condition.*

1. Unless Anna works hard, she will not pass the examination.
2. You would get a problem, unless you asked for advice.
3. Unless she had been a doctor, she would not have recognised the symptoms.
4. I would have come late unless I had got up early.
5. Unless Furaha grew mango trees, you would not get the fruits.

Note: “Unless” does not affect the forms of the three types of conditions. It only expresses a negative condition.

(m) Rewrite the following sentences according to the instructions given.

1. If he calls me, I will respond.

Begin: If he called me.....

2. He would win the prize if he worked hard.

Rewrite ending in "if he had worked hard."

3. If we keep cows, we will get a lot of milk.

Rewrite beginning with "If we kept cows....."

4. If he eats a balanced diet, he will be healthy.

Rewrite ending with ".....he would be healthy."

(n) Match the following expressions in Column A with those in Column B to make a complete sentence by writing the correct response in the space provided.

Column A	Column B	Response
1. They would have won the match	(i) if she misbehaves.	
2. If she speaks with her landlord	(ii) if the government allocates enough funds.	
3. If they had paid all the taxes required	(iii) if they play well.	
4. She would be expelled from school	(iv) if she misbehaved.	
5. We will have many potential industries	(v) they wouldn't have faced difficulties in their business.	
	(vi) if they had played confidently.	
	(vii) she will be given enough time to pay her rent.	
	(viii) if the government allocated enough funds.	
	(ix) she would be given enough time to settle her bill.	

(o) *Write the verbs in brackets in their correct forms.*

1. I would have (give) him some money if he (ask).
2. Haji will build his house if he (get) a building permit.
3. If he (steal) the bicycle, they would have (punish) him.
4. If he (purchase) more goods, he would (retain) his customers.
5. I will (talk) to her parents if she (come) late.
6. They (forgive) us if we apologise for our mistakes.
7. If you had (send) me an invitation, I (come) to your party.
8. Would they (feel) sorry if their beloved teacher had (leave) the school?
9. Unless you (paint) your house blue, it would not look so nice.
10. I would travel around the world if I (win) the lottery.

(p) *Rewrite the following sentences using "unless."*

1. If he doesn't find his wallet, he will be confused.
2. He would have refused to marry her if she had not changed her ways.
3. You would be late for school if you didn't run.
4. If you didn't practise hard, you wouldn't be chosen for the team.

(q) *Complete the following sentences with the correct form.*

1. Unless you prepare a good revision timetable.....
2. A lot of crops wouldn't have been harvested.....
3. Simbu wouldn't have felt proud.....
4. Unless the teacher had encouraged them to speak.....
5. Unless they used mosquito nets.....

(r) *Write a short passage on the environment using **if** and **unless** in some sentences.*



Activity 6: Writing practice

Using 250 to 300 words, write an essay about one of the following topics.

1. Pollution and its effects on the ecosystem
2. How soil erosion can be avoided
3. How recycling is beneficial to our environment
4. Ways of managing waste to avoid environmental pollution
5. How we can best conserve energy

Note: Use the following phrases or constructions in your essay: in my opinion, I am of the opinion that, considering the fact that, this might, I would rather, I suggest, and I strongly advise.

Chapter Two

Listening to instructions

Introduction

*Listening helps to understand the message conveyed. Without understanding the message properly, learning cannot be achieved, and effective communication will not take place. In this chapter, you will play a game called **Simon Says** as instructed by your teacher to practise listening. You will also choose one situation and talk about it for others to listen. You will then recite a poem, study a picture and answer some questions. You will also read a passage titled **Julius Nyerere International Airport** and answer questions on it. Next, you will practise using vocabulary items that show the locations of different things around your school. You will also practise using the words "scarcely," "hardly," "barely," "nevertheless," "although" and "however" in different contexts. Finally, you will write instructions for park visitors. It is expected that the competencies developed in this chapter will help to improve your ability to communicate effectively in different situations.*



Activity 1: Listening practice

- Play the game called **Simon Says** as you will be instructed by your teacher.*
- Discuss with your fellow students the importance of listening to instructions carefully after playing the game.*
- Listen to a YouTube speech of a prominent leader delivered in English to improve your listening skills.*
- Write a summary of what you have listened to.*
- Share your work with your fellow students in a small group and ask them to share their works with you.*
- Agree on a summary of your work to be presented to the rest of the class for knowledge sharing.*



Activity 2: Speaking practice

- (a) Choose one of the following situations and talk about it in the classroom for others to listen.

Situation 1	Situation 2	Situation 3	Situation 4
Imagine you are a biology teacher; instruct your students on procedures for food testing.	A classmate has not come to school for the last few days. Some class members want to visit her. You know where she lives. Give them directions on how to get there.	You are now the headmaster/ headmistress of your school. Make a new set of rules for the school. You must include rules about: (i) homework (ii) wearing school uniform	Imagine you are a tour guide in a game reserve and you have received visitors. Give them instructions on what to do and what to avoid during the visit.

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

Like a bird you can fly anywhere
No boundaries are meant for you
Like a fish swimming was meant for you
You are a free human soul
Explore more you don't need a permit

The more you travel, the more knowledge you gain
Journeys make you forget the hassles of this world
Don't sit and look all gloomy
This world needs you to see it
So wake up! That is what you need to succeed

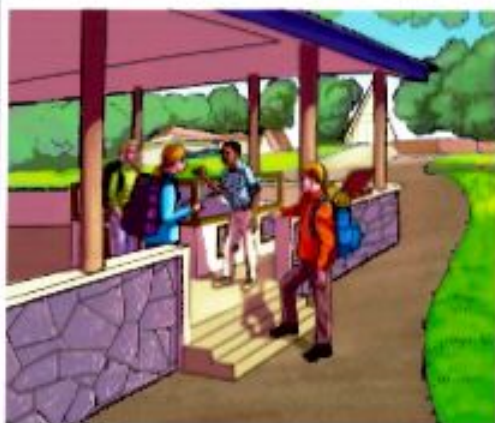
We were all born to run, fly and go away
Why do you just lie at home?
Why do you have to look so sad and grey?
The world is a playground meant for play
Come on please let's go out and play

Questions

1. What is the poem about?
2. According to the poem, what are the two advantages of travelling?
3. What might be a suitable title for the poem?
4. Have you ever travelled? What was the purpose of your travel?
5. What did you learn from the travel?

(c) Study the following pictures and describe orally what is happening in them. Besides, describe the locations, colours and other features.

(i)



(ii)



Activity 3: Reading practice

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

Julius Nyerere International Airport

In June during my holiday, I visited my uncle, Mr Mabula, who lives in Nyamagana in Mwanza City. It was the happiest moment of my life, as it was the first time I would travel by plane. In the past, I used to travel by bus, as it was cheaper than travelling by plane.

Two weeks before the journey, my father booked my flight with Air Tanzania Company Limited (ATCL) to make sure I would travel on the day and at the time

which was convenient to me. He was also informed of the fare which he paid a few days later and printed the ticket for me.

Early in the morning on the 13th of June 2020, I arrived at the Julius Nyerere International Airport, accompanied by my father. He told me that the airport is the largest in our country. He also asked me to adhere to all the instructions given by the security officers.



Firstly, I was required to walk straight to the security gate where the security officer ordered me to show him my flight ticket and my identity card (ID). After he had checked them, he gave them back to me and told me to continue to the luggage check point.

At the check point, I joined other passengers in the queue. This was the second stage, whereby passengers and their luggage pass through the security scanner for checking. As we moved forward in the queue, the security officer ordered us, "If you are carrying a laptop, take it out of the bag and put it in the tray. Also take off any jewellery, your watch or your belt and put them in the tray with your phone and any coins or metal objects you have in your pockets. Then, put your bags and the trays on the conveyor belt. Take off your shoes too and put them on the conveyor belt. Then, walk through the body scanner." We obeyed the order.



The third stage was to walk to the airline counter where they check your ticket and weigh your luggage as you are only allowed a certain amount of kilos. After checking, they take your big piece of luggage, and give you a baggage tag and your boarding pass which will allow you to get into the plane and show your seat number.



"Go to that counter," another officer ordered me. This was where another officer rechecked the validity of passengers' tickets, boarding passes and identity cards before being allowed to go to the second security scanner for the last check. I succeeded in passing this stage and arrived at the departure lounge where all passengers usually wait before being called to board their plane.



As I followed behind the other passengers, I could not help smiling. I had never imagined I would experience this. At the door of our airplane, I found a smiling air hostess. I showed her my boarding pass, and she showed me my assigned seat. I finally sat down. What a wonderful day that was!

1. What is the passage about?
2. Why does the narrator consider her holiday as the happiest moment in her life?
3. What five instruction words are used in the passage?

- (b) Complete the following table by writing examples of sentences for each instruction word listed.

Instructional words	Sentence
Example: Take	Take your exercise book.
1. make	
2. remove	
3. walk	
4. put	
5. join	

- (c) With the aid of the passage in Activity 3(a), instruct your friend who plans to travel by air about the procedures to be followed before getting onto the plane after arriving at the airport. Number one has been done for you as an example.

1. Go to the security gate and give the officer your flight ticket and ID for checking.
2.
3.
4.
5.
6.

- (d) In 50 to 60 words, summarise the passage in Activity 3(a).

Activity 4: Vocabulary practice

- (a) Construct one sentence for each instruction word used in the passage in Activity 3(a).
- (b) Think of your school environment and use the words/phrases provided in the box on page 23 to inform visitors of the location of the following.
- (i) The office of the head of school
 - (ii) The science laboratory

- (iii) The school assembly ground
- (iv) The staff room
- (v) The first aid room
- (vi) Your classroom
- (vii) The toilets
- (viii) The dining hall
- (ix) The main entrance

adjacent to	east of	west of	south of	north of	near the
beside	in between	in front	behind	close to	opposite to

Activity 5: Grammar practice

(a) Study the following sentences to practise using "scarcely", "hardly", and "barely" in different expressions.

1. I **barely** know you.
2. This room is too small. I can **hardly** breathe.
3. He **hardly** recognised her after she cut her hair.
4. My salary is **barely** enough to make ends meet.
5. He spoke in such a low voice that I could **hardly** hear what he was saying.
6. We had **barely** left home when the car broke down.
7. She **barely** sees her parents these days.
8. She **scarcely** sees her parents these days.
9. I could **hardly** hear him at the back.

(b) Rewrite the following sentences using either "hardly", "scarcely" or "barely."

1. Maria's baby seldom cried at night.
2. Maria seldom makes grammatical mistakes.
3. He almost never played football when he was a student.

4. The student spoke so softly that he was almost not audible at the back of the classroom.
5. He only slept one hour a night during the world cup.

(c) Study the following sentences.

1. **Although** she lives near the ocean, she does not know how to swim.
2. He is fat; **nevertheless**, he walks very fast.
3. The price of beer is very high; **however**, people still buy it.

Although, however and **nevertheless** are words that join contrasting or opposing ideas.

Although

This is a word that forms a subordinate/dependent clause.

Examples:

1. **Although she was sick**, she attended the party.
2. I will help you to do this job **although I am tired**.

The bolded clauses above are dependent clauses since they cannot stand by themselves and convey a complete meaning.

Note: The dependent clause can either be placed before or after the main clause. When it appears before the main clause, a comma (,) is used after the dependent clause. However, when it is placed after the main clause, the comma (,) is not used.

Examples:

1. Although I do not know him, I will help him.
2. I will help him although I do not know him.

However, nevertheless

Unlike *although*, *however* and *nevertheless* are words used to join two main clauses (independent clauses or sentences) that oppose each other.

Examples:

1. Your performance is promising; nevertheless, I am not satisfied.

2. It rained very lightly last year; however, they got a good harvest.

Note: However, can be used at the beginning or middle of a sentence with some changes in sentence structure.

Examples:

1. The book was very long; *however*, I enjoyed it.
2. *However* hard they try, they cannot finish it in a day.
3. I like him; *however*, I do not want to marry him.
4. The workers looked tired; *nevertheless*, the work has been done.
5. *However* much I respect her, I cannot agree with her on this matter.
6. They perform well in class; *nevertheless*, they are not happy.

Note: *Nevertheless* is more preferred in the middle of a sentence.

(d) Rewrite the following sentences according to the instructions given without altering their meanings.

1. They had a wonderful holiday although the journey was long. (Use: ... *however* ...)
2. Although the teacher did their best to teach them, they failed the examinations. (Use ... *nevertheless* ...)
3. Even though she was old, she got married. (Use: *However* ...)
4. In spite of being poor, she lives a happy life. (Use: ... *nevertheless* ...)
5. They still came to work despite the long journey they had yesterday. (Begin: *Although* ...)
6. We managed to win the match in spite of being fewer than our opponents. (Use: *However* ...)
7. The weather was very bad. He didn't wear a sweater. (Join using: *Although*)
8. He was weak. He carried a heavy bag. (Use: ... *although* ...)

Another example of a word used to show contrast is "notwithstanding."

For example, the following sentences can be expressed as follows:

1. Although he had poor health, he came to school.

Notwithstanding his poor health, he came to school.

2. He had bad behaviour, but he was elected head prefect.
Notwithstanding his bad behaviour, he was elected head prefect.

3. In spite of the bad weather, the match went on.
Notwithstanding the bad weather, the match went on.

(e) Complete the following statements with correct information.

1. however, they enjoyed their dinner.
2. Although she taught them very well
3. nevertheless, she is very young.
4. They have been given insufficient time; however,
5. Although he has been encouraged to do it

(f) Choose any topic and write a short composition using the words: "scarcely", "hardly", "barely", "nevertheless", "however" and "although."

(g) Construct five sentences for each of the following structures: ... as...as, ...
er than, ... more...than, ...est..., and ...most....

Examples:

1. Today's weather is *as good as* it was yesterday.
2. Your car is *cheaper than* mine.
3. Aines is *more intelligent than* her sister.
4. John is the *tallest* person in his family.
5. She is the *most* beautiful girl in our class.

(h) Choose any topic and write a short composition using the following
structures: ... as...as, ...er than, ... more...than, ...est... and ...most....



Activity 6: Writing practice

Imagine you are a tour guide in one of the country's national parks. In 150 to 160 words, write the instructions that you will give to the park visitors.

Chapter Three

Giving instructions

Introduction

*Giving clear and concise instructions is essential in any communication. The instructions given should be clear, specific and precise. However, some people give instructions which are vague or hard to understand. As a result, effective communication cannot take place. In this chapter, you will listen to a passage focusing on giving instructions, which will be read by your teacher, and answer questions on it to practise listening skills. You will also study pictures and use them to give instructions orally. Next, you will read a passage titled **Bread from bananas** that focuses on giving instructions and answer questions on it. Thereafter, you will practise using vocabulary items related to the passage. You will also practise using the imperative form of verbs and sequencing words in giving instructions in different situations. Finally, you will write instructions in different given situations. The competencies developed in this chapter will help you to give clear and concise instructions to others using appropriate language in different situations.*



Activity 1: Listening practice





- (a) Before you do the listening activities, answer the following questions.
1. Why are instructions important?
 2. How do you give your fellow students and other people instructions on how to do various things?
- (b) Listen to a passage which will be read to you by the teacher.
- (c) Pair up with another student to discuss the passage.
- (d) Answer the following questions on the passage.
1. What might be a title for the passage?
 2. Why did Irine ask for help from her sister?
 3. What factors should we consider to give good instructions?

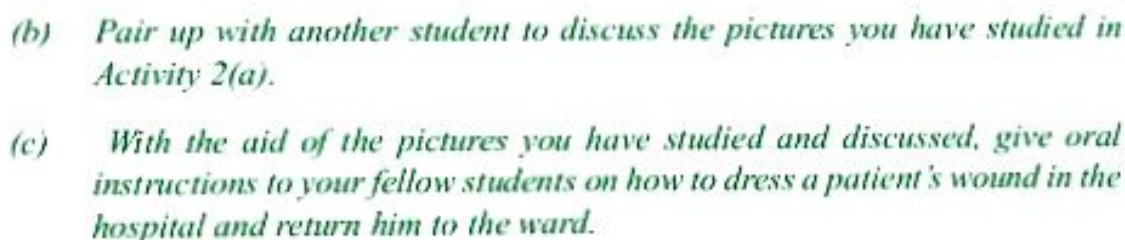
4. If you were Irine, what would you do in order to give Form One students clear instructions on how to make tea?
- (e) *Listen to instructions given by your parent/guardian or on a radio programme.*
 - (f) *Write down the instructions you heard.*
 - (g) *Share the instructions with your fellow students.*
 - (h) *Listen to an audio or audio-visual clip about recipes to improve your instruction giving skills.*
 - (i) *Write a summary of what you have listened to.*
 - (j) *Share your work with your fellow students in a small group and ask them to share their work with you.*
 - (k) *Come to an agreement with the other group members on the summary to be presented to the rest of the class for knowledge sharing.*



Activity 2: Speaking practice

- (a) *Study the following pictures.*

<p>(i)</p> 	<p>(ii)</p> 
<p>(iii)</p> 	<p>(iv)</p> 



Activity 3: Reading practice

(a) Read the following passage.

Bread from bananas

As we sat down for breakfast this morning, we noticed that there was no bread. I rushed and knocked on my mother's bedroom door. "Yes dear," she answered. "There is no bread for breakfast. Can I have some money to go and buy a loaf?" I asked. "Just calm down, Lelo. I'll be there in a minute," she said. I did not understand what she meant. All the same, I walked back to the table. Shona, my younger sister, stared at me with an inquisitive look. She looked anxious. Then, she glanced at her watch and said, "We'll be late for school today." She pushed back her chair rather angrily and walked to her bedroom. A minute later, she came back with her school bag, ready to leave. She was about to open the door and walk out when mother walked in carrying a tray. "I've a surprise for the two of you, so sit down, Shona," she said. As she uncovered the tray, a pleasant aroma filled in the dining room.

"Oh what a wonderful loaf!" Shona exclaimed. "How did you make it, mum?" I asked. "Well, it's bread from bananas," she replied. "But since you're late, why don't you allow me to explain later?" We ate our breakfast rather hurriedly and ran to school.

When we came back, our mother gave each of us the following ingredients for making banana bread.

Item	Metric system of measurement
plain flour	225 g.
salt	a pinch
bicarbonate of soda	1 teaspoon
butter	125 g.
bananas	2
eggs	3
sugar	100 g.
nuts	25 g.
milk	2 tablespoons
lemon juice	a squeeze

After giving us the ingredients for making banana bread, our mother gave us the following instructions: sift the flour, salt and bicarbonate of soda together; cream the butter and sugar until the mixture is fluffy; beat the eggs one at a time, adding a little flour to each; mash the bananas with a fork; stir the bananas and nuts into the mixture and then fold in the remaining flour alternately with milk and lemon juice. Pour it into a greased pan or baking tin and bake in moderate heat until it is firm and well risen. Cool and serve in thin slices.

"You'll find everything in the kitchen; so, go there and follow my instructions. Then, each one of you bring me a nice loaf in an hour," mother told us. We concentrated on the task in the kitchen rather competitively. Shona worked from the space next to the oven while I worked from the kitchen table. I went through the instructions very carefully. I asked for help from Shona several times, but she did not seem prepared to help. "Come on Lelo, read the instructions", she said finally.

After an hour, mother walked into the kitchen. She came straight to my table and stood with her arms akimbo. "Oh my God! What do you think you're making, Lelo?" She said with a smile. "Mum, come and see," Shona called. Mother walked to her and asked her to lift the lid off the baking pan. "Oh that's lovely!" She exclaimed. "You've made it, Shona; congratulations!"

I jumped up quickly and joined the two for a taste of Shona's newly baked bread. It was delicious. "Mine isn't bread at all. Shona, how did you make yours?" I asked. "Well, I think you didn't follow the instructions correctly," she replied. "All the same, it was a good try, Lelo. Many boys of your age can't prepare even a cup of tea, which is very bad," said mother.

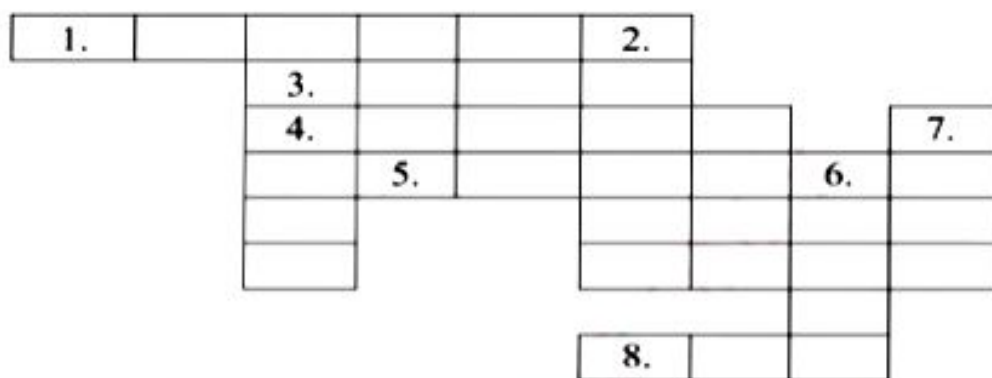
Source: Adapted from Tanzania Institute of Education (1996). *English for secondary schools book 3*. Dar es Salaam: Tanzania Institute of Education.

(b) Pair up with another student or form a small group to discuss the passage you have read and answer the following questions.

1. What does Lelo's family usually have for breakfast?
2. How does Shona behave?
3. Why do you think the baking tin or pan was greased before baking?

Activity 4: Vocabulary practice

- (a) Read the following words aloud: poor, pour, greased, flour, flower, stir, fluffy.
- (b) Fill in the following crossword puzzle with the words found in the box.



Words: stir, lid, butter, fork, slice, recipe, akimbo, bread, bake

Clue	
Across	Downward
1.	2.
3.	4.
4.	6.
5.	7.
8.	

- (c) Find the meanings of the words in the box in Activity 4(b).
- (d) Construct two sentences for each word in the box in Activity 4(b).
- (e) Write a short text using some words in the box in Activity 4(b).

Activity 5: Grammar practice

- (a) Use the imperative form of verbs and the following sequencing words: *firstly, secondly, thirdly, after that, then, next and lastly* to give instructions on the following:
- (i) How to cook pilau
 - (ii) How to give first aid to a person who has just been saved from drowning
 - (iii) How to contest for the position of head prefect in your school
- (b) Share your work with your fellow students for improvement.



Activity 6: Writing practice

- (a) Write a list of five (5) instruction words given in the following places.
- (i) hospital
 - (ii) police station
 - (iii) library
 - (iv) home
 - (v) school
 - (vi) laboratory
- (b) Write instructions on the following.
- (i) How to prepare and cook your favourite food
 - (ii) How to deposit money in or withdraw money from the bank
 - (iii) How to pay a bill
 - (iv) How to send money using a phone
 - (v) How to use an ATM
 - (vi) How to use medicine
 - (vii) How to send a message using a phone

Chapter Four

Listening for main ideas and taking notes

Introduction

*In listening, speaking, reading and writing, main ideas are the most important points the speaker or writer wants to communicate followed by supporting details. Students need to be able to take notes without leaving out any main ideas as they constitute the central theme of the message. In this chapter, you will listen to a short story which will be narrated by your teacher, take notes from the story and answer questions on it to practise listening skills. You will also study a picture, read and act out a dialogue focusing on note taking, read a passage titled **Earthquakes** and answer the questions that follow it. Next, you will practise using vocabulary items related to the dialogue and the passage. You will then practise using "no sooner...than...", "as soon as...", "as a result of"... and "not only ... but also ..." in different contexts. Finally, you will write compositions on given topics and the topics of your choice in given situations. We hope the competencies developed in this chapter will help you to identify the main ideas when listening and taking notes using appropriate techniques in different situations.*



Activity 1: Listening practice

- (a) *Before you start your listening activities, answer the following questions.*
1. How do you usually identify main ideas from spoken and written texts?
 2. How do you take notes from speakers?
- (b) *Listen to a story which will be narrated by the teacher and*
- (i) Write the main ideas.
 - (ii) Pair up with another student to discuss the main ideas of the story.
 - (iii) Summarise the story.
 - (iv) Answer questions which will be asked by the teacher.

- (c) *Listen to an audio/aural and audio-visual online lesson about the topic of your choice and*
- (i) **Take notes on the lesson.**
 - (ii) **Write a summary of what you have listened to.**
 - (iii) **Cooperate with other students to develop a group summary.**
 - (iv) **Present your work in the classroom for knowledge sharing.**



Activity 2: Speaking practice

- (a) *Study the following picture.*



- (b) *Pair up with another student to discuss the picture you have studied in Activity 2(a).*
- (c) *Present your work to the rest of the class.*
- (d) *Ask your fellow students to comment on your work.*
- (e) *Take notes from the comments of your fellow students.*
- (f) *Read aloud the following dialogue while observing punctuation, correct pronunciation and reading pace.*

Manase: **Hello Zapo!**

Zaporina: **Hello Manase, how're you?**

- Manase: I'm fine, why are you in such a hurry?
- Zaporina: No, I'm not in a hurry, Manase.
- Manase: Ok, you seem to be in a hurry. Where are you going?
- Zaporina: I'm going to see Mashaka. I want him to brief me about note taking.
- Manase: Ok, can you tell me what you know already about note taking?
- Zaporina: Yes, I can tell you the little I know about it.
- Manase: Don't worry, I will explain.
- Zaporina: Ok, I want to know when to take notes and important things to consider for effective note taking. The little I know is that we take notes during a lesson.
- Manase: Good! You take notes when you write down the points from a speaker. For example, when a teacher is teaching, you have to write down the main points from the lesson. But you make notes when you write down the points from any text you are reading. It is an essential learning skill for students to implement during and after class time.
- Zaporina: Oh! Thank you. But what do I need to consider so that I take good notes?
- Manase: That's a good question. You need to listen attentively to the teacher when taking notes or read the text very carefully in order to make notes. At this stage, you are also supposed to have a clear purpose, to recognise the main ideas and select what is relevant since you do not need to write everything that is said or written.
- Zaporina: Thank you. Now I understand. Let me leave now. I have to meet my friend at home.
- Manase: Ok, but wait! I have just remembered other important things to consider for effective note taking. It will be good if you listen to them too.
- Zaporina: Oh! What are they?
- Manase: They include writing precisely. This means that what you write should be clear, exact and correct. Also, do not write incorrect information. Arrange your notes properly by indicating headings and sub-headings so as to maintain coherence, which is important for your reader or yourself when revising it.

Zaporina: Thank you, Manase, but I also heard that people should use symbols and abbreviations. What's your comment on this?

Manase: They are right. You're advised to use symbols and abbreviations or short forms, especially for long words, so as to write faster. But you should use the correct symbols and abbreviations so as not to miss any important information.

Zaporina: Ok, I was not sure about that. Thank you.

Manase: Pleasure! You also need to be brief by writing simple and short sentences that focus on the key points. You should also underline the key points.

Zaporina: Amazing! You're very good at note taking skills. I hope, I will be equally good. Now I'm confident that I can take or make my own notes effectively. Bye!

Manase: Ok, see you!

(g) Pair up with another student to practise the dialogue you have read while observing punctuation, correct pronunciation and appropriate reading speed.

(h) Discuss with the same student the following:

1. The importance of note taking
2. Reasons for using symbols and abbreviations in note taking
3. The importance of understanding the purpose of taking notes

(i) Imagine that you are a survivor in a town which has just been hit by an earthquake, narrate what you have experienced, the damage the town suffered, and how it affected you. Use the following as your guidelines:

- (i) Where you were when the earthquake hit
- (ii) Who you were with when the disaster occurred
- (iii) How you survived
- (iv) What damage was done to the town
- (v) What happened to the people closely related to you
- (vi) How life is at present
- (vii) Who takes care of you



Activity 3: Reading practice

- (a) *Before you start reading the passage, study the following picture and discuss with your fellow students. In your discussion, think of a story which can be narrated from the picture.*



- (b) *Read the following passage.*

Earthquakes

Geographers say that earthquakes are sudden earth movements caused by vibrations in the earth's crust. They are said to be caused by the development of faults in the crust resulting from different plates colliding and the movement of molten rock due to great pressure. Sometimes, earthquakes can be caused by a sudden release of stress which has slowly built up along the fault line.

What actually happens is that waves passing out from the point of origin set up vibrations that cause vertical and lateral movements leading to violent shaking on the earth's surface. At times, this shaking may trigger off volcanic activities and eruptions.

Over the years, the world has witnessed hundreds of minor and major earthquakes. The eastern part of the world, particularly, has had frequent cases of these catastrophes causing not only the destruction of buildings and other properties but also loss of human lives. It should be remembered that, in 1995, for instance, the city of Kobe in Japan was hit by a major earthquake and over 4800 people lost their lives.

Earthquakes sometimes lead to landslides as occurred in the 'loess' countryside of China in 1920 and 1927. Iran was another victim in 1962 and 1993, when many people died as a result of major earthquakes.

The western part of the world and Africa have not been spared. Alaska in North America was hit in 1899 resulting in the rising of some coastal rocks by more than four metres and the lowering of others. In 1980, Peru witnessed the deaths of about 50,000 people and the displacement of more than 100,000 as a result of violent earthquakes. Moreover, it should be remembered that the town of Agadir in Morocco, northern Africa, was hit in 1960 and was completely destroyed.

Here in Tanzania, on 10th September 2016, Kagera Region was hit by an earthquake with a magnitude of 5.9. As a result, seventeen (17) people died, 440 people were injured and an estimated 117, 721 people lost their homes.

Earthquakes cannot be prevented. What man has so far succeeded in doing is to predict their occurrence as well as take steps which reduce the loss of lives and damage to property. Japan, for example, which has witnessed several major earthquakes in history, has come up with building designs and technology that can withstand tremors and vibrations. Experts in Japan can also predetermine the time and size of an earthquake some hours before its occurrence and use public media networks to warn people of danger.

Source: Adapted from Tanzania Institute of Education. (1996). *English for secondary schools: Students book 4*. Dar es Salaam: Oxford University Press.

(c) *Pair up with another student or form a small group to discuss the passage you have read and answer the following questions.*

1. What can be done to reduce the damage and loss of life caused by an earthquake?
2. What are the main ideas in the passage?

(d) *Summarise the passage in Activity 3(b) in 60 to 70 words.*

Activity 4: Vocabulary practice

(a) *The word "catastrophes" as used in the passage can be grouped together with the words: misfortune, harm, injury, destruction. Which words from the following list can be grouped with vibrations, collision, and stress?*

clash	dance	tension
knock	rock	weight
shaking	swing	pressure
.....	tremors
	

(b) Find the meaning of the following phrases and write two meaningful sentences for each.

- (i) trigger off
- (ii) kick against
- (iii) bring up
- (iv) break down
- (v) ask in

(c) Match the phrases in Column A with their meanings in Column B in the following table by writing the correct responses in the spaces provided.

Column A		Column B		Responses
1.	Take over	(i)	To become or get better; improve	
2.	Come to	(ii)	To begin or start	
3.	Stand for	(iii)	Used to warn someone of danger or an accident that seems likely to happen	
4.	Look up	(iv)	To appear likely to happen	
5.	Hand over	(v)	To decide that something that was planned will not happen	
6.	Look like	(vi)	To begin to have control of something or to replace someone or something	
7.	Fill in	(vii)	To be similar to an older member of your family in appearance or character	
8.	Set off	(viii)	To stand up	
9.	Break out	(ix)	To examine the facts about a problem or situation	

Column A		Column B		Response
10.	Take after	(x)	To start on a trip	
11.	Get up	(xi)	To do the work of someone else for them because they cannot do it themselves or to do the work of someone else for a short time	
12.	Watch out	(xii)	To disappoint someone by failing to do what you agreed to do or were expected to do	
13.	Kick off	(xiii)	To give something to someone else or to give someone else control of or responsibility for something	
14.	Look into	(xiv)	To escape from a place or situation or suddenly to start something dangerous or unpleasant	
15.	Call off	(xv)	To become conscious again after an accident or operation	
16.	Let down	(xvi)	To represent something or to support or accept particular principles, values or behaviours	

- (d) Construct two sentences for each phrasal verb from Column A in the table in Activity 4(c).
- (e) Write a short composition using some of the phrases from Column A in the table in Activity 4(c).

Activity 5: Grammar practice

- (a) Read the following model sentences to practise using "no sooner...than"... in different expressions.
- No sooner had I left home than the thief stole my radio.
 - No sooner had the meeting been opened than an argument started.
 - No sooner had I eaten the food than I started feeling sick.
 - No sooner had Sophia seen her son than she started singing.
 - No sooner had they gone home than their sister left.
 - No sooner had they finished eating than they started leaving.

7. *No sooner* had they gone to work *than* their house caught fire.
8. *No sooner* had we gone to bed *than* the dogs started barking.

From the above sentences, the structure “no sooner ... than ...” is used to show that one action, thing or situation happened or took place immediately after another action, thing or situation. In this structure, “no sooner” introduces the action, thing or situation that occurred first.

(b) *Study the following model sentences to practise using “as soon as” in different expressions.*

1. *As soon as* Aisha finished the work, she went to see her friend.
2. *As soon as* my brother completed his Form Four final examinations, he went to visit our grandmother.
3. We had lunch *as soon as* we got home.
4. *As soon as* we met, he told me his action plan.
5. *As soon as* I saw the elephant, I ran away.

In the above sentences, “as soon as” means immediately or shortly.

(c) *Study the following model sentences to practise using “as a result of” in different expressions.*

1. *As a result of* the accident, Michael did not go to school for two weeks.
2. Anthony was awarded a certificate of appreciation *as a result of* his good performance.
3. There was a shortage of food *as a result of* drought.
4. *As a result of* the floods, many people lost their lives.
5. The buildings and other infrastructures were destroyed *as a result of* the earthquake.

In the above sentences, the expression in italics, “as a result of,” indicates that something happened because of something else that had happened.

(d) Study the following model sentences to practise using "not only... but also..." in different expressions.

1. The van is *not only* expensive *but also* old.
2. Amanda is *not only* beautiful *but also* smart.
3. They speak the English language *not only* fluently *but also* naturally.
4. If you fail, you will *not only* affect your life *but also* the whole family.
5. *Not only* is Amanda beautiful *but also* smart.
6. *Not only* will we harvest rice *but also* beans.
7. I invited *not only* my teachers *but also* my classmates.
8. *Not only* is he a famous politician *but also* a committed leader.
9. *Not only* did he buy an expensive house *but also* an expensive car.

As shown in the above sentences, "not only... but also ..." is used to say that two related things are true or happened. It can be used at the beginning or the middle of a sentence.

(e) Rewrite the following sentences using "no sooner...than."

1. As soon as the teacher entered the class, we stood up.
2. As soon as the referee blew the final whistle, our opponents started crying.
3. As soon as Jane saw her father, she ran towards him.
4. As soon as the woman appeared, we ran away.
5. As soon as Maimuna came in, the rain fell.

(f) Rewrite the following sentences using "as soon as."

1. No sooner had I left home than the thief stole my radio.
2. No sooner had they finished eating than they started leaving.
3. No sooner had we gone to bed than we fell asleep.
4. No sooner had Stella seen her father than she cried.
5. No sooner had the thieves seen the police officer than they started running away.

(g) Rewrite the following sentences using "not only ... but also ..."

1. Mwanaidi likes reading and writing.
2. He is good at Mathematics and Physics.
3. We will buy two cars and three cows.
4. We had good ball possession and accurate passes.
5. He was picked for both the football team and the volleyball team.
6. She likes drinking soda and juice.
7. In their farm, they planted maize and beans.
8. He gave me money and clothes.
9. His shoes were old and dirty.
10. Our school won in both the essay writing competition and the debate.

(h) Rewrite the following sentences as instructed.

1. No sooner had the students entered the classroom than the teacher arrived. (Rewrite the sentence using: *As soon as ...*)
2. Jamali is good at languages. He is also good at Physics. (Join the two sentences using *... as well as ...*)
3. Earthquakes cause damage to buildings and other structures and affect the surrounding environment and our lifestyle significantly. (Rewrite the sentence using: *not only ... but also ...*)
4. No sooner had lunch been prepared than the boys arrived. (Rewrite the sentence by using *... as soon as ...*)
5. All Form Four students studied very hard. They passed their examinations. (Join the sentences by using *... as a result of ...*)
6. Jane is good at running. She is good at swimming too (Join the sentences using *... as well as ...*)
7. No sooner had I arrived at the terminal than the bus left. (Begin: *As soon as ...*)
8. David is a fast runner. He failed to qualify for the national team (Join the two sentences beginning with: *It should be remembered that ... although ...*)

9. After giving him money, he started a business. (Rewrite the sentence using *No sooner ... than ...*)

(i) *Construct five sentences for each of the following structures.*

- (i) It should be remembered that ...
- (ii) As a result of ...
- (iii) No sooner... than ...
- (iv) ...as well as...
- (v) Not only...but also ...
- (vi) As soon as ...

(j) *Complete the following sentences using the phrases from the list in the box below. You can change the tense where necessary.*

hand over	call off	stand for	watch out	come to
kick off	take after	fill in	break out	get up

- 1. We poured cold water over the head of a girl who was unconscious, and she immediately _____.
- 2. After completing the Form Four final examinations, we were ordered to _____ our school identity cards.
- 3. "Oh you _____ your father in shape and character," said the old man.
- 4. I cannot elect him because I don't know what he _____.
- 5. Four prisoners _____ of prison, and they are causing disturbances in the streets.
- 6. The match will _____ at 4:00 p.m.
- 7. When the teacher entered the classroom, all students _____ and greeted him.
- 8. You have to _____; there are robbers during the night.
- 9. I advised my friend to _____ the wedding because his father was seriously sick.
- 10. Mr Peter _____ for our teacher when she was sick.

(k) Construct one sentence for each of the following phrases:

take over let down look into look up set off come up

(l) On a topic of your choice, write a short passage using the following constructions: *it should be remembered that ...*, *as a result of ...*, *no sooner... than ...*, *as well as ...*, *not only... but also ...*, and *as soon as*.



Activity 6: Writing practice

- (a) Imagine that you are a member of a rescue team that has arrived in a town hit by an earthquake. Write a composition about how you managed to rescue a victim. The following questions will guide you.
- (i) Who was the person?
 - (ii) Where was he/she trapped?
 - (iii) What was his/her condition?
 - (iv) How did you come to discover him/her?
 - (v) What kind of help did you give him/her?
 - (vi) What are your feelings about the incident?
- (b) In 300 to 350 words, write a composition about any natural or man-made disaster that you have ever witnessed or heard about.
- (c) Summarise the composition you have written in Activity 6(b) by writing the main ideas only.

Chapter Five

Analysing novels, plays and poems

Introduction

Apart from enjoying and learning from them, reading literary works provides you with opportunities to learn new words, correct sentence patterns and know the standard story structures which will help to enrich your language. As you are required to read, interpret, and decode meanings, reading becomes an effective means of language learning. This chapter is subdivided into three sections, covering the following genres of literature: novels, plays, and poems. You will listen to a poem that will be read by your teacher and answer questions about it to practise listening skills. You will study the information on book covers and answer questions on them. Then, you will read an example of a novel, a play, and a poem; answer questions; write summaries and analyse literary works. You will also practise using literary devices in different contexts. It is expected that, by covering this chapter, you will develop competencies in reading and interpreting literary works.



Activity 1: Listening practice

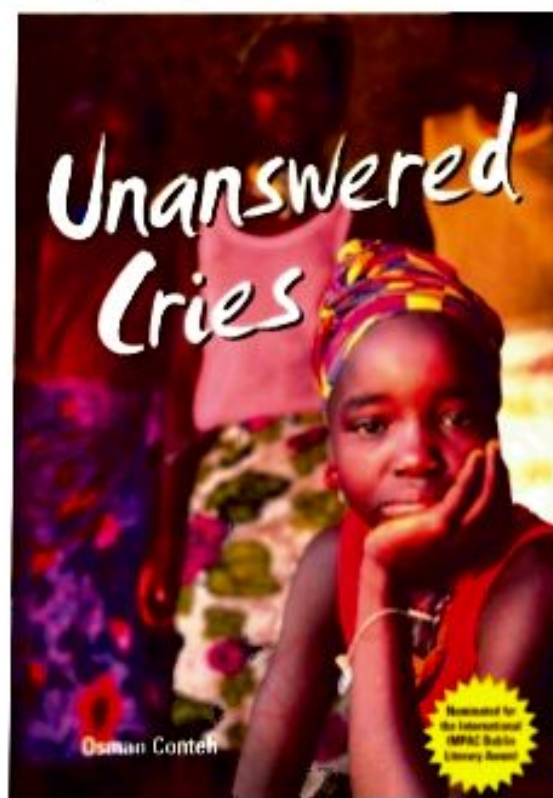
- (a) *Listen to a poem which will be read by the teacher and answer the following questions.*
1. What is the poem about?
 2. What good behavioural practices are mentioned in the poem?
 3. What bad behavioural practices are mentioned in the poem?
 4. What are three themes in the poem? Give examples for your answers.
 5. What poetic devices have been used in the poem? How do they contribute to the meaning and power of the poem?
 6. Is this poem relevant to you? Give reasons for your answer.
 7. What have you learnt from the poem?
- (b) *Listen to audio/aural and audio-visual materials on how to analyse a novel or a poem.*

- (c) *Write a summary of what you have listened to.*
- (d) *Share your work with your fellow students in a small group and ask them to share their work with you.*
- (e) *Agree with your group on what to present to the rest of the class for knowledge sharing.*

Section 1: Analysis of a novel

Activity 1: Novel title and cover

- (a) *Study the following cover picture.*



- (b) *Describe the picture on the cover of the novel in Activity 1(a).*
- (c) *Refer to the picture in Activity 1(a) and answer the following questions.*
 - 1. **Whose cries do you think have not been answered?**
 - 2. **Which situations in your community make you feel that some cries have not been answered? Could you explain each situation with examples?**

Analysis of form and content

The title: Unanswered Cries

Author: Osman Conteh

Setting: Sierra Leone

Time: Post-independence

A brief summary

The novel "Unanswered Cries" is about Olabisi, a 14 year old girl who lives with her father, Ade, in Freetown. She is very much a town girl, but she goes to visit her mother, Makalay, who is a school teacher in the village during the holidays. After a fight with the daughters of the leader of the Bondo secret society, they insist that she must be "circumcised." She manages to escape to her father in Freetown, but she is followed by her mother who demands to take her daughter for circumcision. Her father refuses and the case is taken to court where it becomes a national issue. The court rules in favour of Olabisi and her father despite the huge demonstrations by the Bondo women.

The title

The title of the novel can be interpreted in several ways, as there are several cries that are not answered. The first cry is that of the young girl who is seen by Olabisi at the Bondo circumcision camp. She did not want to be circumcised and even tried to escape, but she was forcibly circumcised despite her cries that could not be heard because of the noise of the singing and drumming. Olabisi escapes circumcision and the court protects her. The cries of all the other girls who are forcibly circumcised are also unanswered.

This is described in the extract below which is on page 29 of the book.

Suddenly, the *bondo* women started pounding their drums and the whole camp broke into a song. The shrieks of the girl were drowned. Her cries went unanswered. Her clothes and pants were torn off her body. She fought like a wild cat, kicking and punching and shrieking and scratching. Without any success.

It could be argued that the cries of the traditionalists who want all girls to be circumcised are also unanswered, but the court ruling only applies to Olabisi and the judge listens carefully to their arguments and advises that those who are for and against female circumcision should start a dialogue around the initiation of

girls. Maybe then one can only argue that Makalay's cry is not heard.

Some even argue that Eddy's cry to continue his relationship with Olabisi after revealing their secret which led to her humiliation in court should also be considered an "unanswered cry"; however, he is a minor character, and his discomfort should not distract us from the main theme of the novel, the unanswered cries of all the girls who are forced into female genital mutilation or circumucision against their will.

Activity 2: Characterisation

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

Extract 1

'Hey!' She called out, hurrying after them and spilling more water from her bucket. She did not care. She was trying to investigate a very important matter here. If Mama would not supply the answers, maybe these girls would. They looked like nice girls, about her own age, chatting and laughing without a care in the world.

'Hey, Rugiatu,' she called out, 'are you a *gborka*, or have you been ...' The words died in her throat as the girls ... froze! They stood rigidly beneath a cluster of mango trees.

Then they turned to face Olabisi, mouths hanging slack in shock, as if she had snatched their brains. Slowly the look of shock drained from their faces and was replaced by one of anger. Olabisi stepped back, away from the reach of their hate.

'It was just a question,' she said, 'not an insult. You don't have to answer.'

Rugiatu swung down her bucket to the road, then marched up to Olabisi. She looked as if she had swallowed a fly by mistake. She pushed Olabisi hard in the chest. 'What did you call me?'

'Hey!' Olabisi stumbled and fell heavily. The bucket rolled out of her grip and into the bushes. The remaining water ran out. She did not want a fight, but these girls were acting as if she had stolen their chickens and slaughtered them. The short one, Salay, was also putting down her bucket.

Olabisi scrambled back to her feet. 'Look, I don't want a ...'

Rugiatu pushed her again. 'Did you call me a *gborka*?'

'It's just a word, okay? A label. I apologise. I take it back. I didn't mean to be rude.'

'No, it's not okay.' Salay joined in. 'You think because you are from the city you are superior to the village girls.'

'That's why you walk around with your chin stuck up in the air like you are somebody special,' Rugiatu continued. 'You are wrong. You are *nothing*.'

'Come on, girls. It was a joke.'

'Then why aren't we laughing?' Salay asked, edging closer.

'Did you call me a *girl*?' Rugiatu gathered the hem of her *lappa* and tied it firmly around her waist, like a belt. 'You need a lesson in manners.'

'Look, we don't have to fight over this.' Olabisi switched on a quick smile, like a politician. '*Gborka* is just a word like ...' She searched her brain for ideas. '... like mango, banana, Chinua Achebe, Shakespeare, things fall apart ...'

Then things really fell apart.

Rugiatu spat in her face, a thick wad of mucus. Olabisi's breath stopped in her throat. Without stopping to think she kicked Rugiatu in the stomach, unexpectedly, the way Eddy had taught her to protect herself. Rugiatu doubled over with pain and Olabisi punched her jaw. Hard! Rugiatu fell like cut wood.

Source: Adopted from Conteh, O. (2002). *Unanswered cries*. Oxford: Macmillan Publishers Limited.

Questions

1. What incited the fight among the three girls?
2. What do you think *gborka* might mean?
3. From the extract, what do you learn about the following characters?
 - (a) Olabisi
 - (b) Rugiatu
 - (c) Salay
4. Apart from the issue of *gborka* what other factors angered Rugiatu and Salay?
5. What could you have done to resolve the conflict among the girls?

Extract 2

He beamed a smile at her and edged closer. 'You see, around two o'clock in the morning, a few friends came around for some beer and ...'

'There was a party going on in the living room?'

'Just a few friends.'

'Good God!' Oyah ran her fingers through her shock of thick hair, as if she was going crazy. 'I can't believe this, Ade. How could you allow your friends in the room while I was sleeping on the couch?'

'You said you did not want to sleep in the bedroom.'

She hit his chest with a small fist. 'You know I snore, Ade. *Oh my God!* I was half-naked last night.' She started beating him with her fists, then stopped. 'Which friends came to the house?'

He rolled his eyes to the ceiling. 'Let me see if I can recall ...'

'Which ones?'

'The ones who gave you malaria the last time. The mosquitoes!' He was laughing so hard he could barely hold her wrists away from him. 'They just came, with all their friends. A thick crowd of them. They were having a party on your body, and the noise woke me up.'

'But I covered myself with a blanket last night.'

'Those boys were determined to have you. They dragged it to the floor.'

'So how did I get to this bed then? The mosquitoes flew me in?'

'No. Me. I brought you in.' Ade sat up and thumped his chest like King Kong. 'When I saw those little monsters drunk with your blood, I fought my way through them, took you in my arms, and ran for our lives. It was like World War III out there. We fought at the border ...'

'Which border?'

'The bedroom doorway. The casualties were heavy on their side. Hundreds of them perished before I was finally able to kick the door shut in their outraged faces.'

'And what was I doing all the while?'

'Sleeping like Lazarus. You would not have heard Jesus, even if he had shouted your name.'

'And you think this childish joke is going to patch up our relationship? You need to replace your head with a better one. It's over, Ade. I don't love you any more.'

'Listen to me, Oyah. We love each other and I ...'

'Don't touch me!'

'I'm not touching you. See, my hands are in my lap. Satisfied?'

'I don't care.'

'Don't talk like that, Oyah. You care. So do I. Believe me, I would marry you today if only I had a regular job. I need to be in a position to support my family.'

'I make enough money to support us.'

'That's the point, Oyah. You have your law practice, and I have nothing. How can I marry you and then let you support the home?'

'I have been doing that for the past three months while you chase after girls.'

Source: *Adopted from Conteh, O. (2002). Unanswered cries. Oxford: Macmillan Publishers Limited.*

Questions

1. What has made Oyah angry?
2. What joke is Ade making about "a few friends"?
3. From the extract, describe the following:
 - (a) Ade
 - (b) Oyah
4. From the extract, would you say the relationship between Ade and Oyah was good or bad? Why? Are there any signs showing that their relationship might get better?

(b) *Describe the following characters from the novel. Number 1 has been done as an example.*

- | | |
|---------------|---------------------|
| 1. Olabisi | 6. Dr Asiatu Koroma |
| 2. Makalay | 7. Salaam Sesay |
| 3. Yah Posseh | 8. Edward Cole |
| 4. Ade Jones | 9. Dauda |
| 5. Oyah | 10. Judge Kanu |

1. Olabisi

Olabisi is a fourteen year old girl, a daughter of a Creole father, Ade Jones, and Temne mother, Makalay. Her parents split up when she was very young, and she was brought up in town by her father. At the beginning of the novel, we can say that Olabisi resembles many adolescent girls. As Olay tells her on page 45, "You have entered a period in your life when you are neither a child nor an adult. It is called adolescence."

So on the one hand, she can be quite innocent and childish. She is impetuous and rushes into the situation without thinking of the consequences of her words or actions, whether it is rushing into the dance to take photographs or asking the daughters of Yah Posseh whether they are "gborka." The same can probably be said of her relationship with Eddy with whom she has been dating. She is also very emotional which is seen in her reactions to her mother, her rushing into fights or even stripping the two girls. During the court case, she even thinks about killing herself, and when Eddy follows her after the first day of the trial, she spits in his face and kicks him. Olabisi clearly shows that she is also intelligent. She is full of interest in what happens around her like the circumcision dance and learns quickly. Her father tells her after she has explained court procedures, "You will make a good lawyer, Olabisi, if you put your mind to it."

Olabisi has the typical disregard of town's people for rural life. She finds it boring and thinks they are not as "civilised" as she is. This can be seen in the way she talks to Rugiatu and Salay, who resent the way she behaves. "That's why you walk around with your chin stuck up in the air like you are somebody special."

At the same time, Olabisi is fierce and independent. Again, as Olay said, "Sometimes you want grownups to treat you like an adult, give you the kind of freedom they have." Olabisi agrees entirely. She is not happy when her father

does not allow her to stay out late. It is the same independence which is shown in her refusal to be circumcised.

Much of Olabisi's behaviour and character can be attributed to her upbringing. Her father belongs to the Creoles, who are descendants of freed African slaves from the USA, Caribbean and Africa.

However, we can see that, as a result of her experience, Olabisi grows up in the course of the novel. She is ashamed of her early sexual experience with Eddy and realises the danger of such behaviour. When Eddy says, "You don't know what you are going to miss, Bisi," she replies, "You mean sexually transmitted diseases and unwanted pregnancies." Early in the book, she thought she really loves Eddy who will be her partner for life but again by the end when Eddy says, "Bisi, I love you." She replies, "Me too, I love *me*." She is concerned about building a new life for herself. She apologises to her father and feels she is starting life afresh. "I am clean alive!"

Activity 3: Language use

In the novel, **Unanswered cries**, some figures of speech have been used.

(a) Find the figures of speech in the following extracts adopted from Conteh, O. (2002). *Unanswered cries*. Oxford: Macmillan Publishers Limited.

(i)

Olabisi was returning home from a stream later that day, trying to balance a bucket of water on her head, just like Salay and Rugiatu, the two girls ahead of her. Salay was short and stocky, like a well-fed pig, while Rugiatu was tall, skinny and hungry-looking, like a shaved bird.

(ii)

'Hey, Rugiatu,' she called out, 'are you a *gborka*, or have you been ...' The words died in her throat as the girls ... *froze*! They stood rigidly beneath a cluster of mango trees.

(iii)

'Young woman,' Yah Posseh said sternly, 'death is the enemy who has no respect for people and their privacy. He will come knocking at your door while you are sleeping with your husband or eating with your children. He will come even while you are at the *bondo* rituals, minding your own business.'

(iv)

Olabisi turned it off. A banging noise was coming from the living room. It was as if someone was trying to break down the front door. Olabisi's heart sank. *Mama is here.* She began looking around the bathroom for a place to hide, and saw none except the sink hole.

- (b) Explain why you think the author used these figures of speech. What is their contribution to the novel?
- (c) Match the figures of speech in Column B with their corresponding examples in Column A in the following table by writing the correct responses in the spaces provided.

Column A		Column B		Response
No	Phrase	No	Figure of speech	
1.	He hit the bench with his gavel BAM!	(i)	Saying	
2.	Do parents frighten their children by describing how a dentist is going to pull out their teeth?	(ii)	Hyperbole	
3.	Dauda's angry voice hit the sky	(iii)	Personification	
4.	A child is a bundle of joy	(iv)	Metaphor	
5.	She sat up listening like a dog sensing an intruder.	(v)	Onomatopoeia	
6.	Never laugh with your enemy, you might end up as friends.	(vi)	Imagery	
7.	Daddy says you are the best lawyer in the whole world.	(vii)	Rhetorical question	
		(viii)	Simile	

Activity 4: Themes, message and relevance of the novel

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

Extract 1

Olabisi glanced up the tree she was hugging, saw a low branch and jumped for it. She caught hold of the branch and began lifting herself up the tree. The branch bowed under her weight, then broke. She fell like a stone.

The footsteps and voices drew closer. The women would appear around the bend any moment. With one great leap she caught hold of another branch, a stronger one. Quickly, she lifted herself up on to the branch, and made her way up the tree. Through the gaps in the foliage, she could see the path below.

Two women appeared around the bend, talking in low tones to a girl of about ten years of age. Olabisi strained her ears to catch what they were saying. She could only hear the *sound* of their voices, but not the *words* themselves. Besides, they were speaking *Temne*, Mama's native tongue. Olabisi felt frustrated.

The two women and the girl veered off the main path. They went around the fence, obviously heading for the entrance on the other side. Holding on to a branch up in the tree, Olabisi shifted her gaze from the women to the inside of the fence.

The clearing below was a camp. It was full of activity, like a beehive. Women of different shapes and sizes, over a dozen of them, were hurrying about the place, going in and out of the single hut like ants working on a lump of sugar. Each one was busy doing something.

Two pots were standing in the middle of the compound, on triangles of large stones. Each pot was big enough to boil a cow in, without breaking its legs. A fat woman stood between the pots, overseeing three other women. The three women were struggling with a giant wooden spoon, forcing it to mix the contents of the pots, as if they were cooking concrete.

On the other side, close to the mud hut, was another bunch of women. They were fussing over a group of girls sitting on the ground with outstretched legs. These were the circumcised girls she had seen dancing past the house that morning. The whole camp was filled with excitement. The women were going about their business as if it were a secret mission from God.

It was the *bondo* camp. Olabisi's body broke into goose flesh.

Movement at the far end of the fence made her turn to look. The two women and the ten-year-old girl entered the camp. They were still talking to her in coaxing tones. Olabisi held her breath, not knowing what was going to happen next. The girl was like a fly being led to a spider's web.

Then, without warning, the girl broke away from the women and ran as fast as her legs could carry her, trying to cover the distance between herself and the entrance. Another woman shot out her foot and tripped the girl. She fell, rolling and screaming. The two women who had brought her pounced on her and she lost her chance of escaping.

Suddenly, the *bondo* women started pounding their drums and the whole camp broke into a song. The shrieks of the girl were drowned. Her cries went unanswered. Her clothes and pants were torn off her

body. She fought like a wild cat, kicking and punching and shrieking and scratching. Without any success.

Source: Adopted from Conteh, O. (2002). *Unanswered cries*. Oxford: Macmillan Publishers Limited.

Questions

1. Where does this event take place?
2. What is happening to the little girl?
3. What are your views on what is done to the girl? Do you think this tradition should continue? Give reasons for your answer.
4. What themes are depicted in the extract?

Extract 2

Olabisi turned it off. A banging noise was coming from the living room. It was as if someone was trying to break down the front door. Olabisi's heart sank. *Mama is here*. She began looking around the bathroom for a place to hide, and saw none except the sink hole.

'Wait here,' Oyah told her, then went out to the sitting room.

Olabisi heard Ade say, 'Go back, I will take care of her.'

'Who?' Oyah asked.

'Makalay!' Ade spat the name as if he was ejecting a bad tooth. 'I saw her from the window, coming up the steps.'

'If I'm going to be your wife, I must stand by you.'

'I don't need a bodyguard, Oyah.' Ade spoke roughly. 'Go back to what you were doing.'

In the bathroom, Olabisi tip-toed forward and peered around the door. Oyah had a hurt look on her face, and was storming off into Ade's bedroom. She slammed the door with a bang. Ade started going after her, changed his mind and turned sharply to answer the front door. Makalay was shouting and banging at the door like some wild man.

Ade pushed back the bolt and yanked the door open. 'What do you want?'

'I want my daughter.' Makalay shoved him aside and marched into the house.

Ade gave a shout of rage and grabbed her by the back of the neck. He swung her around and shoved her back to the doorway. 'Get out of my house!'

'Not without my daughter.'

'If you go near her, I'll kill you. So help me God.'

Makalay sneered. 'You couldn't even hurt a fly, let alone me. I want my daughter, Ade. I am not putting one foot out of this house without her.'

'She is my daughter, and she will not leave this house.'

Makalay laughed. 'Who told you Olabisi is your child? I was pregnant, in trouble and needed a father for my child. You were handy. Does that make you the father?'

When Ade spoke, the words sounded strangled, as if they were coming from the back of his throat. 'What are you saying, Makalay? What are you telling me?'

'I came to Freetown to complete my secondary school education and go to college. I fell in love with Abdulraman ...'

'I don't want to hear his name in my house.'

'He's dead, Ade. But he was Olabisi's father.'

Ade went crazy. One moment he was glaring at Makalay, the next moment he was gripping her throat, choking her. Makalay began to struggle with him, fighting for her life.

Olabisi trembled behind the bathroom door.

'Confess!' Ade yelled in Makalay's hot face, squeezing harder. 'Confess your lies, woman. Tell me you were lying. Confess.'

'It was ...' Makalay gasped the words. 'I lied! You are the father.'

Ade released her throat. He was staring at his hands as if he could not believe they had done what they had done. Coughing and gasping for breath, Makalay held the door for support. 'You could have ... killed me, you good for nothing wild animal.'

'Get out of my house.'

'No ... not ...' Makalay was still trying to breathe, sucking air like a fish hooked out of water. 'Not without Olabisi.'

'She will not be circumcised.'

Makalay stood straight. 'I will not return without my daughter.'

'Alright,' Ade took a deep breath, 'you leave me no alternative but to see my solicitor.'

'I knew you would run for help to a lawyer,' Makalay cried out, although her throat must have been hurting. 'You are like a dog caught in a windstorm. How typical of you Creoles.'

Source: Adopted from Conteh, O. (2002). *Unanswered cries*. Oxford: Macmillan Publishers Limited.

Questions

1. Based on the extract, why has Makalay gone to Ade's house?
2. What are three issues raised in the extract?
3. What does the passage reveal about Makalay's character?
4. How do you relate the events in the extract with the famous African proverb "When elephants fight, it is the grass that gets trampled"?

(b) Briefly, explain how the following themes are depicted in the novel, *"Unanswered Cries:"*

- (i) female circumcision
- (ii) reasons for conflicts in the society
- (iii) position of women in the society
- (iv) ignorance and superstition
- (v) awareness as a cause of change
- (vi) the impact of corruption
- (vii) humiliation and oppression
- (viii) education and its influence
- (ix) traditional beliefs

Example

1. Female circumcision

The whole novel is centred around the contentious issue of female circumcision. Even the name itself is contentious as is shown during the trial at the end. Olay asks Makalay, "How old were you when you were mutilated?" Makalay replies, "I was not mutilated. I was circumcised." This reflects the debate going on between campaigners against the act and the traditionalists. "Mutilation" is a word which condemns the act whereas "circumcision" is neutral showing neither positive nor negative attitudes. The nature of the act is not circumcision (to cut

around) which explains male circumcision. For women, the act requires cutting off which is sometimes called excision (ex means off) or just cutting which is also a neutral word.

Similarly, when Dr Koroma is asked whether she has written about female circumcision, she replies, "female genital mutilation yes," and the judge in giving his judgement says that Olabisi shall not be forced ... to undergo female genital mutilation. The debate over the name shows how sensitive the issue is and the writer portrays this very well in the eyes of the Bondo secret society to which nearly all circumcised women belong.

During the trial, Dr Koroma presents the negative effects of FGM/C which is carried out in an unhygienic condition whereby her own daughter was infected with HIV. It can cause death due to excessive bleeding or difficulties and bleeding during childbirth. In her cross-examination of Makalay, Olay also exposes that circumcision does not necessarily lead to better behaviour. In spite of being circumcised, Makalay had a love affair with Ade and was impregnated at the age of 16. Thereafter, she lived with Dauda for 6 years without getting married as Olabisi herself says in response to Salaam Sesay's questioning, "Does cutting off a person's tongue reduces his appetite for food or his enjoyment of it?" The appetite still remains. Thus FGM/C requires removing a piece from a woman's body and causing her great pain without benefit. Although judge Kanu rules that Olabisi should not be circumcised, he recommends that "there is an obvious need for dialogue between both groups for a better understanding. It is possible to remove the stigma of uncircumcision from girls who choose not to be circumcised." Thus, the writer has done justice to both sides of the argument. Through the words of the judge, he supports maintaining traditions without any physical mutilation, as has been done elsewhere in Africa.

(c) *What is the message of the novel to the readers?*

(d) *With vivid examples, show the relevance of the novel to Tanzanian societies.*

Exercise/Questions

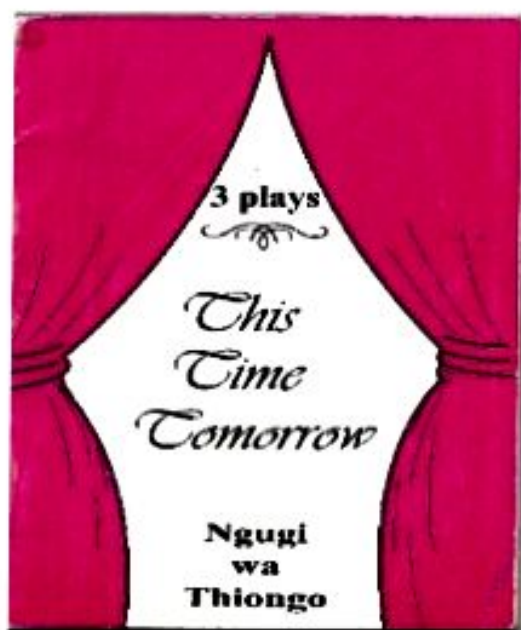
1. Female circumcision is a common practice in some African societies. It is carried out for specific reasons according to customs and traditions of a particular society. With reference to any novel you have read, evaluate the validity of the reasons given to support the practice.

2. Choose any TWO characters from any two novels you have read and describe the messages conveyed through the characters. How relevant are the messages to our daily experience?
3. Betrayal seems to be a common issue in the society. Those who practise it seem to enjoy it, but its effects are far-reaching. Discuss the truth of this contention with reference to two readings.
4. Unfaithfulness in marriage and in relationships tends to cause families or relationships to break up. Discuss how this issue is portrayed in two readings.
5. "Our parents are very important agents of shaping our personalities." Verify this assertion using two novels of your choice.
6. From two novels, take two female characters and show their similarities and differences.
7. Analyse the sources of conflicts in any two novels you have read. Use four points from each novel.
8. Using characters from any two novels you have read, analyse bad behavioural practices which should not be entertained in the Tanzanian context. Provide three points from each novel.
9. "Literature as a mirror reflects the culture of a particular society". Justify this statement using any two novels you have read.
10. "In literary works, the title has a close relationship with the content of the text." Support this observation using two titles of novels or short stories of your choice.

Section 2: Analysing the play

Activity 1: Title of the play and its cover page

- (a) Study the following cover picture.



- (b) *In a short paragraph, describe the image on the cover page of Ngugi's plays.*
- (c) *What does the title "This Time Tomorrow" refer to?*
- (d) *Share your expectations about 'your tomorrow.'*

Title and summary of the play

Play: This Time Tomorrow

Playwright: Ngugi wa Thiong'o

Setting: Uhuru Market in Nairobi-Kenya after independence

The title of the play

The title can be understood at different levels. The first level is expressed by Njanga, "Where shall I be this time tomorrow?" Her house, the Uhuru Market, the whole area where she lives is being demolished, and she and the majority of the characters have nowhere to go as they have not been allocated plots anywhere else.

However, the title can be taken at a more symbolic level. In this situation, those who fought and suffered for Uhuru have not benefited from it and continue to be mistreated by "a black man's government, our government." This situation poses the following questions: "where will Kenya be tomorrow? What kind of Kenya is

being built when its own people are seen to be "a great shame on our city?" The tourists are more important than the people. Where will the people of Kenya be if they cannot "stand together" against such oppression?"

Summary of the play

"This Time Tomorrow" is a play about the poor slum dwellers of Uhuru Market who had fought for independence in forests and detention camps expecting to get decent houses, jobs and land, but nothing seemed to change after the attainment of independence. The people did not find the word "uhuru" (independence) relevant to them as many of the natives were still poor, landless, and jobless. The upper class is portrayed as people who are enjoying life, securing employment, owning land as well as driving Mercedes Benz and long American cars while the lower class is portrayed as the ones suffering in the slums.

The play then shows the inhabitants of the slums, in particular an old woman, Njango, and her daughter, Wanjiro, who live in a room made of cardboard boxes and rotting tin. They make their living by selling soup. Njango, whose husband was killed in the liberation war, complains of how those who fought for Uhuru have been neglected, but her daughter just dreams of a better life. She is tired of living in these conditions and wants to move out with her boyfriend, Asinjo. This causes a conflict with her mother because Asinjo comes from another tribe.

We then see a journalist interviewing other inhabitants who also took part in the liberation war but have been neglected like Njango. The only hope is a Stranger who holds a meeting to encourage them to unite and resist being evicted, but, when the police arrive, the crowd disperses, and the Stranger is arrested for inciting violence and disobedience.

Finally, Wanjiro leaves for Asinjo who is a taxi driver, and Njango is left to lament. "Where shall I be this time tomorrow? If only we had stood up against them! If only we could stand together! She laments her hut is demolished by a bulldozer.

Activity 2: Characterisation

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

Extract 1

(Meanwhile, i.e. during the last half of his narrative, dawn-light reveals the inside of Njongo's shelter made of cardboard and rotting tin. The shelter should be suggested by a small wall which can be quickly removed or retained depending on the need of the action. The rest of the stage is a slum yard (with suggestion of similar shelters.) Njongo and Wanjiro share the floor as a bed — just beside the small wall.)

Njongo: Wanjiro! Wanjiro!

Wanjiro: *(Snores.)*

Njongo: Wake up! Wake up, I tell you! *(Wanjiro goes on snoring.)* What a heavy load of flesh. This brat will surely kill me. Other girls rise up before the sun to help with morning chores. *(Wanjiro snores.)* This one snores like a pig. I will truly pinch your fat nose or drench your face with cold water. Wake up!

Wanjiro: *(In sleepy fright.)* What — what — water? Who is talking of water? *(Yawns with sleep.)* I had such dreams. *(Excitedly.)* Water everywhere. Floods and floods that destroyed and washed away these slums —

Njongo: *(Impatiently.)* You dwell in dreams. When will you wake up? Customers will soon be here Githua, Macharia, Gitina and the others. We must cook this meat. We must make something drinkable from yesterday's bones.

Wanjiro: Bones, decaying meat, white maggots, tins, paper, broken pots — all these were carried away. And fleas bloated with blood to the size of rams — I saw them ride high on the waves. Then they drowned.

Source: Adopted from Ngugi wa Thiong'o (1997). *This time tomorrow*. Nairobi:

Kenya Literature Bureau.

Questions

1. What is the conversation about?
2. What are the living conditions of the characters in the conversation?
3. What do the characters do for a living?
4. How does the life of Njango and Wanjiro relate to the reality in your society?

Extract 2

Cock crowing, chickens cackling. Tin smiths are seen to beat their tins. Fleets of buses from the country vomit out people who stream away in every direction. Most wallowed into the shanty town for their morning cup of soup.

1st Customer: Njango — mother of men!

2nd Customer: Our daily bread! Give us this day our daily bread!

3rd Customer: And forgive us our sins. We are late for our morning soup.

(Njango dishes out the soup, at the same time crying out in competition with other sellers advertising their wares.)

Njango: } Soup for twenty cents. Soup for twenty cents.

Wanjiro: } Soup to build your bones.

Wanjiro: } Soup is cheap here today.

1st Customer: Soup cheap! Soup cheap today! It is always twenty cents!

2nd Customer: Njango, you old whore, you know how to milk your men!

3rd Customer: Give me another mug of soup. You got to be taught to live in this market city.

(Enters Inspector Kiongo speaking from a loud speaker).

Source: Adopted from Ngugi wa Thiong'o, (1997). *This time tomorrow*. Nairobi: Kenya Literature Bureau.

Questions

1. Why is Njanga called "mother of men" by a customer?
2. What do these words "our daily bread" mean to these men?
3. Why do you think they eat the same food every day?

(b) Describe how the following characters have been depicted in the play. "This Time Tomorrow." Number 1 has been done as an example for you.

- | | |
|---------------------|---------------|
| 1. Njango | 6. Shoemaker |
| 2. Wanjiro | 7. Tinsmith |
| 3. Asinjo | 8. Customers |
| 4. Stranger | 9. Journalist |
| 5. Inspector Kiongo | |

Example

1. Njango

Njongo is the main character in the play. She is an old woman who lives with her 16 year old daughter, Wanjiro. She lives in a hut made of cardboard and rotting tin. She is poor like the other inhabitants and makes her living by selling soup.

Njango is bitter because she lives such a poor life. Her husband was killed by the colonialists when fighting for Uhuru alongside Dedan Kimathi. She loved her husband for being "strong and sure" but feels he wasted his life. "He foolishly cried defiance to the Whiteman."

This is because, although they fought for Uhuru, it has brought them nothing. They have lost their husbands and sons for no reason. As a result, she is also suspicious of the Stranger who is encouraging them to resist eviction from Uhuru Market. Even if it is a slum and they have very poor conditions, they have nowhere else to go.

At first, she thinks the Stranger is a "cheater and a loafer" even though he is fighting for them not to be evicted. However, they will be evicted. She listens to

the Stranger and laments at the end that they did not “stand together” to resist as the Stranger encouraged them. She realises that unity was the only strength they had.

Njango is a tribalist. She rejects Wanjiro’s boyfriend because he comes from another tribe. She also favoured her son over her daughter. Her son was sent to his uncle to attend school, but Wanjiro was not given such a chance.

Activity 3: Language use

The playwright has employed a lot of figures of speech and used simple language to drive the message home.

1. *The use of similes*

Example

The terminus normally full of beehive activities was now *as quiet as the Kalahari or Sahara Desert*.

The italicised expression is an example of a simile. The playwright uses this figure of speech to show the intensity of the quietness.

2. *The use of imagery*

Example

Bones, decaying meat, white maggots, tins, paper and broken pots.

The choice of imagery appeals to the sense of sight. It is used to highlight the degree of poverty experienced in the area.

(a) *Identify the figures of speech in the following phrases.*

1. Fleets of buses from the country vomited out people.
2. They shot him dead like a dog.
3. Long live Uhuru Market! Long live Uhuru Market!
4. And such thick lips as big as a mountain.
5. So black – blacker than the soot on that pot.
6. The village was waking up.
7. Cock crowing; chicken cackling.

- (b) Match the expressions in Column A with their corresponding figures of speech in Column B by writing the correct responses in the spaces provided.

Column A		Column B		Responses
No	Phrases	No	Figures of speech	
1.	Dawn found us there	(i)	Simile	
2.	Filthy mushrooms inhabited by human beings	(ii)	Metaphor	
3.	This one snores like a pig	(iii)	Imagery	
4.	It was another house of Babel	(iv)	Symbolism	
5.	And such thick lips as big as a mountain	(v)	Hyperbole	
6.	And do they need money to buy food?	(vi)	Alliteration	
7.	The tantalising smell of meat	(vii)	Onomatopoeia	
8.	Puuu! His voice makes me spit	(viii)	Rhetorical question	

Activity 4: Themes

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

(Enter Inspector Kiongo speaking from a loudspeaker.)

Kiongo: This is the voice of the City Council, calling on those that dwell in Uhuru Market.

1st Customer: Good God! Of course, today is the day!

2nd Customer: What are we to do?

3rd Customer: Let us hear what the madam has to say.

Kiongo: This is Inspector Kiongo of the City Council Health Department. I remind all those that dwell in these places that today was the date I gave your last delegation. A month is now over. By twelve o'clock today these shacks must be demolished. They are a great shame on our city. Tourists from America, Britain, and West Germany are disgusted with the dirt that is slowly creeping into a city that used to be the pearl of Africa.

1st Customer: They cannot destroy our homes.

2nd Customer: I didn't know they were so determined to punish us.

3rd Customer: Is this not a black man's government — our government?

Kiongo: Clean-the-City Campaign begins today. *(People murmur angrily. Meanwhile the journalist enters with camera and notebook. He is taking pictures left and right, and interviewing people. Kiongo poses for a picture).*

Journalist: You, sir! You! I am a newspaper reporter — I want to get your angle on the story — how you feel about this move, and so on and so forth. Hold it! Hold it! I want to take your picture. There! Now, what is your trade?

Source: Adopted from Ngugi wa Thiong'o, (1997). *This time tomorrow*. Nairobi: Kenya Literature Bureau.

Questions

1. What campaign is talked about in the extract?
2. "Good God! Of course, today is the day!" What do the words "is the day" refer to?
3. What three themes are in the extract?
4. What do you learn from the extract?

(b) Summarise the themes depicted in the play. Number 1 has been done for you as an example.

1. Disunity as an obstacle to a struggle
2. Land alienation and its effects on families
3. Poverty
4. Position of women

5. Ignorance and illiteracy
6. Classes
7. Tribalism
8. Betrayal
9. Colonial legacy
10. Conflicts
11. Other themes

Disunity as an obstacle to a struggle

Unity is a very important aspect of any struggle against oppression. Unfortunately, in this play, people did not unite against their eviction. At first, they joined hands together and requested the Stranger to lead a delegation to the city council. Although they believed he had magic power, the Stranger tells them that unity is the only magic that can help them. He says:

Let us stand together. Let us with one voice tell the new government: we want our homes, we love them. Unless the City Council shows us another place to go, where we can earn our bread, we shall not lift a finger to demolish our homes! I go further: We must defend our own! (Page 53).

People do not seem to understand him because, when the police officer appears, they all run away. Njongo regrets that they did not stand together.

“If only we had stood up against them! If only we could stand together” (Page 56).

However, there is a second form of disunity shown in the play, tribalism. Njongo rejects Asinjo because he comes from another tribe.

(c) Find four messages from the play.

(d) With vivid examples, explain the relevance of Ngugi's play to Tanzania.

General questions about plays

1. “Conflicts in the society are part and parcel of historical development.” Using two plays, verify this statement.
2. “Modern education is a necessary tool for modifying traditional culture.” Justify this statement using two plays.

3. Like men, women are capable of contributing to the welfare of their society. Support or refute this contention using relevant examples from two plays you have read.
4. Figures of speech are used not only to make the work of art attractive, but also to convey the message intended by the playwright to the readers. Support this statement using two plays. Give four points from each play.
5. Using two plays you have read, discuss eight points (four from each play) about how some traditions, customs and beliefs contribute to misunderstandings and underdevelopment in a society.
6. "Literature as a mirror reflects the culture of a particular society". Support this statement using two plays you have read.

Section 3: Analysis of poems

Title: Summons

Poets: Mabala, R *et al.*

Publisher: Tanzania Publishing House

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

You are lost

To you dada,
it's the days that matter,
for we are unable to chat,
in the language we had.

When I look at you,
and see my pay slip,
in your eyes,
I feel empty and sapped.

Your glance, sister,
is to me the measure,
of the heat of the dough,
in my pocket.

Never are passions cool,
to you I am now a tool,
and all my wage is now the fare,
I ride on your throbbing kisses.

It is you I accuse,
because your love is lost,
and you only touch me,
with the tenderness that asks,
where my wallet is.

It is to you dada,
that my pen tears the pad,
For I only see your love,
focused on my purse,
with your passions,
chasing my bank account.

Isack Mruma

Questions

1. What is the poem about?
2. What is the mood of the persona? Give reasons for your answer.
3. What is the relevance of the poem to your society?
4. What do you learn from the poem?
5. What type of poem is this?
6. Comment on the language used in the poem.
7. What is the theme of the poem?
8. How many verses are there in the poem?
9. What is the tone of the persona in the poem?
10. Describe two characters in the poem.

(b) Study the following analysis of the poem "You are lost."

Introduction

The poem is about a man who feels that his lover/partner is only interested in his money. Thus, the poet is being critical of some women who pretend to show love outwardly while their focus is always on the money men have. The persona is now aware of the hypocrisy of his lover/partner; he is writing to her to complain about her behaviour, though it is not clear whether he has decided to break up with her or not.

Language

The poet has used simple and clear language in delivering his message. The poem is in the form of a letter from a man to his girlfriend/lover/partner and expresses very directly his anger and disappointment.

(a) Juxtaposition

This is shown very clearly by the way he juxtaposes (*puts things that are not similar next to each other for comparing or contrasting*) images of love and money. This contrast exposes the false nature of the love.

Tenderness – wallet

Love – purse

Passions – bank account

(b) Imagery/ Synecdoche

“Wallet, purse, bank account” are all images of money whereby specific physical aspects represent money as a whole. This is a form of imagery called synecdoche, whereby one part or detail represents the whole. It is seen also in “payslip.” The use of such details makes us see how the girl is fixated on money.

(c) Metaphor

The transactional nature of their relationship is clearly expressed by the following metaphor:

All my wage is now the fare
I ride on your throbbing kisses

Another metaphor is when the persona compares himself to a tool. That is the persona has no value just like any tool. He says:

“To you I am now a tool.”

Themes in the poem

False love

The kind of love portrayed in this poem is not real as it is based on money. This is shown when the woman shows love only when she finds the man with money. There is no love.

Your glance sister,
Is to me the measure
Of the heat of the dough
In my pocket

The persona complains that his lover/partner has turned him a source of income. He complains about being used by her as follows:

Never are passions cool
To you I am now a tool
And all my wage is now the fare
I ride on your throbbing kisses

Awareness as the beginning of change

The man is well aware that the woman is using him for financial gains. She does not love him. She pretends to touch him romantically just to search for his wallet. So the man has realised that there is no true love. The persona says:

It is you I accuse
Because your love is lost
And you only touch me
With the tenderness that asks
Where my wallet is

Protest as the outcome of realisation

The persona is disappointed with his girlfriend because he has realised that she does not love him, but she loves his money. When the reality hits the man, he decides to protest against the exploitation.

It is to you dada
That my pen tears the pad
For I only see your love
Focused on my purse

The strength of his emotion is seen by the fact that the pen "tears the pad."

Tone/mood

The persona is in a sad mood. He is unhappy with the way he is treated by his lover. Yet one gets the picture that he still wants to "ride on her throbbing kisses" It is a letter of angry complaint, but he has not broken up with her.

Lesson

From this poem, we can learn many lessons as follows:

1. Love should not be based on money because, when money runs out, love disappears too.
2. Men should learn that some women use many tricks to pretend to love them in order to get their money.
3. Men create these situations by using their money "to buy love."

Relevance

The poem is relevant to our society because there are still people who buy love. Some women wish to date or get married to men with money.

Some men also use money to buy love and only start to complain when they have lost their money, or they think women demand too much. Thus, money plays a large part in the thinking of both sides.

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

1. Hollow heads

Hollow heads torture me with ignorance,
Blind eyes harass me with darkness,
Deaf ears tire me with silence,
Dumb voices deafen me with gibberish,
Blank minds confuse me with emptiness,
And, above all,
There is power and command.

With wits and ears and eyes,
I have speech and strong mind,
But I remain weak and powerless,
They oppress me, they torture me,
They fight me, they kill me,

It's a fight to bring me down to silence,
To darkness and gibberish, to ignorance,
And through brainwashing, to emptiness,

All right, my friend,
It's a battle and I will fight it,
Eyes and wits and eyes and speech,
And strong conscience,
These are my weapons,
And I will fight to the last cell.

Jwani Mwaikusa

Questions

1. What is the poem about?
2. In what way can you say that the persona fears his enemy?
3. Identify any three figures of speech in the poem. How do they contribute to the power of the poem?
4. What are the main themes in this poem?
5. What type of a poem is this?
6. How does the mood of the persona change in the last verse?

2. Double beating

My neighbours gather round,
Listen to my cry,
And tell me please,
When the hammer pounds the nail,
And the nail bites,
Mercilessly,
Into the wood,
Who is the wood to blame?

You saw,
Today my husband beat me,
Beat me till the blood spurted,
Angrily,
To the ground,
Only then did you,
My neighbours,
Rush in to separate us.

My fault?
I only asked him,
So meekly, I assure you,
Whether at last,
He'd brought home the cotton money,
Haven't we all waited,
Three months to be paid,
Three months without washing my kanga,
In case its threadbare shell,

Crumbles to nothingness:
Three months of hiding the children from school,
Because my daughter's skirt,
Is now too short,
To cover her budding youth;
Three months of faltering hope,
And money spent in dreams.

Today,
You know it, my neighbours,
Weren't we promised?
And so when he,
My husband,
Strode through the door,
I only asked,
I was so foolish,
I failed to see the tell-tale bitter lines,
Around the mouth,
And the brow furrowed in frustration.

Innocent question,
Punished,
For only I could relieve his pain,
Only I could lance the throbbing boil,
Of resentment,

Blindly he hit me,
Eyes closed,
Releasing the squashed anger within his breast,
Muttering oaths against the world,
That has wronged him,

Still no kanga,
No uniforms,
Come again next week!

That's how it was, my neighbours,
But tell me,
Please,
When the hammer pounds the nail,
And the nail bites,
Into the wood,
Who is the wood to blame?

Richard Mabala

Questions

1. What is the poem about?
2. What is the mood and tone of the poem?
3. Who is the persona in the poem? How do you know?
4. Is the persona happy in the poem? Give two reasons.
5. What is the message in the poem?
6. What type of a poem is this?
7. Why do you think the poem is called Double beating?
8. In the poem, who or what are the hammer, the nail and the wood?
9. Is the poem relevant to the contemporary society? Give reasons for your answer.
10. What do you comment about the language used in the poem?

- (d) *Using the techniques of analysing the poem "You are lost" provided in this book, analyse the poems "Hollow heads" and "Double beating."*

Practice questions relating to poems

1. Using two poems, discuss the effects of selfishness among the leaders in developing countries.
2. With reference to two poems you have studied, comment on the poets' use of language.
3. Differentiate poetry from other literary works like novels or plays.
4. "Poetry is one of the most effective genres that have been used to reflect conflicts that emerged due to the contact between old traditions and modern ways." With reference to two poems, verify the statement above.
5. Choose a poem and write a short essay focusing on lines and stanzas. Analyse how the lines, stanzas and rhythm are connected to the meaning of the poem.
6. Use two poems "A Freedom Song" by Macgoye M.O and "Song of Lawino" by Okot P'Bitek to explain the way the poets have portrayed the issue of oppression and show the relevance of these poems to your society.

Chapter Six

Starting, intervening in and closing a conversation

Introduction

*Conversations or discussions are a normal part of our daily activities wherever we are at home, at school or at work, at the market or on the bus, at weddings, parties or football and netball matches. However, in some conversations and discussions, it is quite difficult to understand whether some people are starting, intervening in or closing a discussion due to the expressions they use. In this chapter, you will listen to a short passage that will be read to you by the teacher and answer questions on it to practise listening skills. You will also discuss questions while observing expressions for starting, intervening in and closing a conversation. You will read a conversation on **The changing face of HIV and AIDS** and answer questions on it. Next, you will practise using vocabulary items related to the conversation. Then, you will practise using expressions used in starting or opening, intervening in and closing a conversation or discussion in different situations. Finally, you will study a picture and use it to compose and write a dialogue on a given topic. The competencies developed in this chapter will enable you to use appropriate expressions for starting or opening, intervening in and closing day to day conversations or discussions at school and elsewhere.*



Activity 1: Listening practice

(a) *While waiting for the teacher to start listening activities, answer the following three questions.*

1. How do you usually open a discussion or conversation with your fellow students?
2. How do you intervene in discussions or conversations with your fellow students?
3. How do you usually close discussions or conversations with your fellow students?

- (b) *Listen to a passage which will be read by the teacher.*
- (c) *Discuss the passage with your fellow students.*
- (d) *Answer the following questions on the passage.*
 - 1. What is a possible title for the passage?
 - 2. What happens when a person is infected with viruses?
 - 3. Mention at least five viral diseases mentioned in the passage.
 - 4. Why are some people not affected when they are infected with viruses?
 - 5. How can we prevent the spread of viral diseases from one person to another?
 - 6. What expressions are used for starting, intervening in and closing the conversation between Yuster and Asia in the passage?
- (e) *Listen to audio/aural and audio-visual materials from the internet on how to hold a conversation with anyone.*
- (f) *Write a summary of what you have listened to.*
- (g) *Share your work with your fellow students in a small group and ask them to share their work with you. Then, agree with the rest of the group on what is to be presented to the rest of the class for knowledge sharing.*



Activity 2: Speaking practice

- (a) *Join with a fellow student to discuss the following statements.*
 - (i) If people do not engage in sexual relationships, they will not be infected with HIV.
 - (ii) HIV positive pregnant mothers normally give birth to HIV negative babies.
 - (iii) A person can take care of an HIV patient and yet stay free from the virus.
 - (iv) Male circumcision reduces the possibility of HIV transmission.
 - (v) People need to be tested for HIV.
 - (vi) People should be forced to take an HIV test.

(b) Present the work you have discussed in Activity 2(a) to the rest of the class.



Activity 3: Reading practice

Read the following conversation and answer the questions that follow.

The changing face of HIV and AIDS

We were all sitting quietly in the classroom waiting for a speech to be delivered by an AIDS expert. For two days, we had been getting prepared for the occasion. The day came at last. The class teacher stood up and said, “*It’s my pleasure to welcome you, Dr Dua, to our school. Before you are Form Four students who would like to learn more about AIDS. So, please would you greet them?*”

Dr Dua stood up, greeted us and continued, “*Thank you for your invitation. Well, I’m sure you must have read and heard a lot about this disease. So, instead of making a speech, I feel we should exchange ideas. The best way I think is to answer your questions.*” No sooner had he sat down than several hands shot up.

Kaishozi: Excuse me, Doctor, what is the difference between HIV and AIDS?

Dr Dua: Let me start by talking about our bodies. All of us have an immune system which helps us to fight off infections and diseases. The stronger our immune system is the more we can overcome viruses and bacteria which cause infections and diseases. Now, HIV means Human Immunodeficiency Virus. Deficiency means lack or shortage of something. So, HIV is not like the Corona Virus disease, HIV destroys our immune system so that other diseases can attack us. AIDS is a short form for Acquired Immune Deficiency Syndrome. With this condition, the immune system is weakened due to HIV.

Ludao: Excuse me, Doctor! Are these what are called opportunistic infections?

Dr Dua: Exactly, when they find the immune system is weakened, they take the opportunity to attack our bodies.

Ludao: But why does it take so long?

Dr Dua: Good question. It takes a long time before the virus can multiply enough to destroy our immune systems. That is when we say someone has AIDS. Our immune systems are too weak to fight off opportunistic infections

like TB, pneumonia, thrush, a form of cancer called sarcoma and others.

Kaishozi: I'm sorry for intervening in. And is there still no cure for AIDS?

Dr Dua: Well, we can treat the opportunistic infections, but there is no cure for AIDS.



Kaishozi: So, AIDS is still a threat to our health!

Dr Dua: Mmh! Nowadays, because we have developed antiretroviral drugs (ARVs), a person living with HIV can lead a normal life just like anyone else as long as they take the drugs as prescribed and do not weaken their immune systems because of alcohol, drug abuse, unsafe sex etc.

Wema: So, there is nothing to be afraid of.

Dr Dua: I didn't say that. Yes, we can control HIV, but we still need to be careful. And who wants to live with a disease when they don't have to? In your case, it is too early to start having sex, but, when you grow older, you will have to protect yourself.

Aqunaay: How can I protect myself, doctor?

Dr Dua: Well, the best way is to abstain from sex until you are ready. Then, you should both get tested to know your HIV status. And if one of you is living with HIV, they should start using antiretroviral drugs.

Kaishozi: I heard someone saying, "Test before you trust."

Dr Dua: Exactly.

Aqunaay: I think everyone should be forced to take the test and those who are positive should be isolated.

Dr Dua: I beg your pardon. I didn't quite catch your point.

Aqunaay: Ok, my point is that, everyone should be forced to take the test and those who are positive should be isolated.

Dr Dua: My friend, that is an outdated thinking. Yes, I would like everyone to be tested, and those who are positive should start taking ARVs. At the moment, the most dangerous people are those who do not test. But, if you are positive and start taking the ARVs, you will have a normal life.

Aqunaay: But, rapists should be punished for immoral behaviour.

Dr Dua: Which immoral behaviour?

Aqunaay: Dr, some people get HIV infection because they are raped or sexually abused. Raping or sexually abusing others is immoral. Others get it because they do have sex while they have not tested for HIV.

Dr Dua: It's true that raping or sexual abuse is immoral, but how do you know some people living with HIV have been raped or sexually abused? Some wives and husbands have been infected by their unfaithful partners. Others have been infected by sharing sharp instruments. You should not judge!

Teacher: I think our time is almost up, but I have one last question, doctor.

Dr Dua: Go ahead.

Teacher: Is it true that male circumcision reduces the chance of being infected with HIV?

Dr Dua: Yes, it is true. Research has shown that. But but my friends, and this is a big... but... It only reduces the chance. You can still be infected. So, stay safe. Always stay safe.

Teacher: Dr Dua, we thank you so much for coming. I can see the students have many more questions. So, I hope you can come another day. (*The whole class clapped for the teacher*).

Questions

1. Why do you think Dr Dua decided to answer the students' questions instead of giving a speech?
2. Which expressions can you find in the conversation for:
 - (a) Opening the conversation?
 - (b) Intervening in the conversation?
 - (c) Closing the conversation?
3. Why does HIV lead to AIDS?
4. Why is it important to test for HIV?
5. Why does the doctor say that it is "an outdated thinking?"
6. According to the doctor, who are the most dangerous people and why?
7. Is it time to say circumcised men cannot get HIV? Give reasons for your answer.

Activity 4: Vocabulary practice

(a) Choose the alternative among those given that best explains the words or phrases in *italics* from the conversation you have read in Activity 3.

1. To *deliver* a speech means to _____
 - (a) give thanks.
 - (b) receive honours.
 - (c) give a talk.
 - (d) be offered a reward.

2. *The changing face of HIV and AIDS* means _____
- (a) the virus is always changing.
 - (b) HIV changes into AIDS.
 - (c) the way we address HIV or AIDS is changing.
 - (d) people's faces change when they get HIV.
3. To *exchange* ideas means _____
- (a) to sell by barter system.
 - (b) to argue seriously.
 - (c) to agree after a discussion.
 - (d) to share views.
4. According to the narrator, hands *shot up* after the doctor had sat down. This means _____
- (a) someone was shot.
 - (b) there was a shout.
 - (c) students put their hands up.
 - (d) there was a shot in the air.
5. *Outdated* means _____
- (a) it happened last week.
 - (b) it is no longer relevant.
 - (c) it is very important.
 - (d) it needs to be given a date.
6. *Opportunistic infections* are _____
- (a) good opportunities for us.
 - (b) infections which take advantages of weak immune systems.
 - (c) infections which cannot be treated.
 - (d) another name for HIV.

7. *HIV* is different from other viruses because _____
- (a) it is not a disease itself.
 - (b) it kills.
 - (c) it takes a long time to have an effect.
 - (d) it is linked to AIDS.
8. When Dr Dua was responding to the students' questions, *the situation* in the classroom could be described as _____
- (a) receptive.
 - (b) noisy.
 - (c) dangerous.
 - (d) chaotic.

Activity 5: Language use

When people participate in conversations or discussions, they are exchanging thoughts (ideas), news, views and feelings. Such conversations take place when we are in offices, schools, market places and in parties. During conversations or discussions, people use several expressions to help them convey their messages.

(a) *Discuss with two of your fellow students the following topics:*

- (i) Violence against children
- (ii) Environmental degradation

Note: In your discussion, use the following phrases or expressions:

- (a) Expressions for starting or opening a conversation or discussion.
 - (i) *Let's begin, please.*
 - (ii) *Shall we begin?*
 - (iii) *Excuse me ...*
 - (iv) *Do you mind if ...*
 - (v) *Would you please ...*
 - (vi) *Could you tell me ...*

(vii) *I would like ...*

(viii) *Can I ...*

(b) Expressions for intervening in a conversation or discussion.

(i) *What do you think ...*

(ii) *My point is ...*

(iii) *Could you tell me ...*

(iv) *Sorry, can you repeat that?*

(v) *What if ...*

(vi) *Can you explain what you mean?*

(vii) *I beg your pardon.*

(viii) *Can I add something?*

(ix) *Pardon,*

(x) *I'm sorry, that's enough ...*

(xi) *I'm sorry to disturb you but ...*

(xii) *I absolutely agree/disagree because ...*

(xiii) *But don't you think that ...*

(c) Expressions for closing a conversation or discussion.

(i) *Can we end here if you don't mind?*

(ii) *Let's conclude our discussion.*

(iii) *To sum up, do we all agree that...?*

(iv) *Let's conclude our discussion.*

(v) *Let's end our discussion for today.*

(vi) *Thank you everyone for your participation.*

(vii) *I'm sorry, I have to leave.*

(viii) *Once again, I thank you all for attending this ...*

(ix) *Thank you very much for your time.*

(x) *Nice talking to you.*

(xi) *So long ...*

(xii) *Goodbye.*

(xiii) *Great, have a good day.*

(xiv) *Anyway, I should get back to work.*

(xv) *Shall we stop here?*

(xvi) *See you later/next time.*

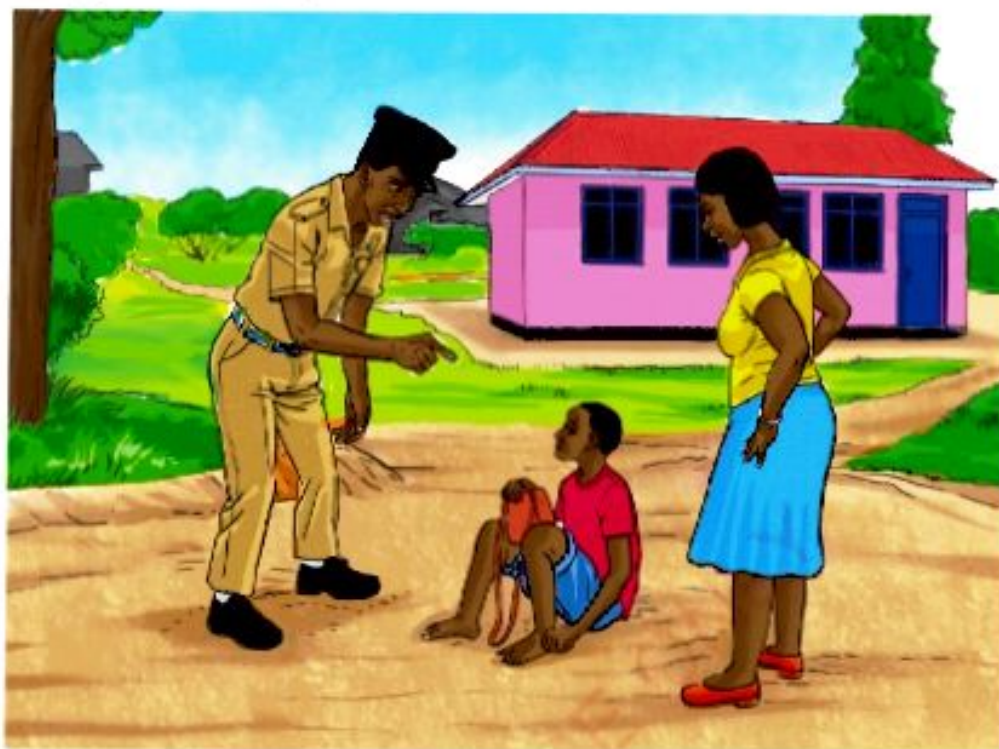
(b) *Use the expressions listed on page 92, 93 and above, and other expressions that you know to express yourself in the following situations.*

1. You get to the office and find a hot discussion about female genital mutilation/cutting (FGM/C). How would you intervene in the conversation?
2. You missed school for three weeks as you were afraid of the new English teacher. You have been ordered to give reasons for not attending school. How would you start responding to the order?
3. The headmaster wants to send you back home because you did not wear the proper uniform. What would you tell him as a way of apologising?
4. Your friend has phoned you, asking for current news about your school. How would you respond?
5. You are expected by the class teacher to give a brief explanation about globalisation in the class. Start your conversation by defining the term "globalisation."
6. You are informed of an accident in your village caused by careless driving and you want to share the information with your boss. What would you tell your boss?
7. You are discussing with your brother the current drought in your district, and no one has the solution at the moment. How would you end the conversation?
8. Gangs are killing people haphazardly. How can you advise the authority to solve the problem?
9. Somebody has stolen your car. You have been advised to report to the police. What would you tell the police?
10. Imagine that there is a discussion about the language of instruction in secondary schools. Your teacher has chosen you to conclude the discussion. What would you say?



Activity 6: Writing practice

- (a) Study the picture below and compose a conversation between the police officer and the young boy (use expressions for starting, intervening in and closing a conversation).



- (b) Imagine that you are a parent of Mawazo Mahayo who regularly misses classes. In not less than 250 words, write a dialogue between you and the class teacher. Include expressions needed in starting, intervening in and closing a conversation.

Chapter Seven

Negotiating solutions to problems

Introduction

*Human beings are not perfect by nature, and we do not live in a perfect world. Thus, we frequently encounter several problems and conflicts in our daily lives. The best method for solving problems and negotiating an end to problems and conflicts largely depends on the correct use of language. Negotiation skills are very useful in solving problems and conflicts in business and politics, at home, at school, and in other social affairs. However, some people find it difficult to use appropriate language for getting solutions to problems. In this chapter, you will listen to short dialogues with some expressions for negotiating solutions to problems to reach an agreement. The dialogues will be read to you by your fellow students, and you will answer questions on them to practise listening skills. Next, you will act out a dialogue and read a passage titled **The plight of the jobless** that contains some expressions for negotiating solutions to problems and answer questions on the passage. You will also practise using vocabulary items related to the dialogue and the passage. Then, you will practise using expressions used in negotiating solutions to problems to reach an agreement. Finally, you will write a conversation on negotiating solutions to the conflict in a given situation. It is expected that the competencies developed in this chapter will enable you to use appropriate language techniques to negotiate solutions to problems and reach agreements, hence avoiding getting into conflicts with other people.*



Activity 1: Listening practice

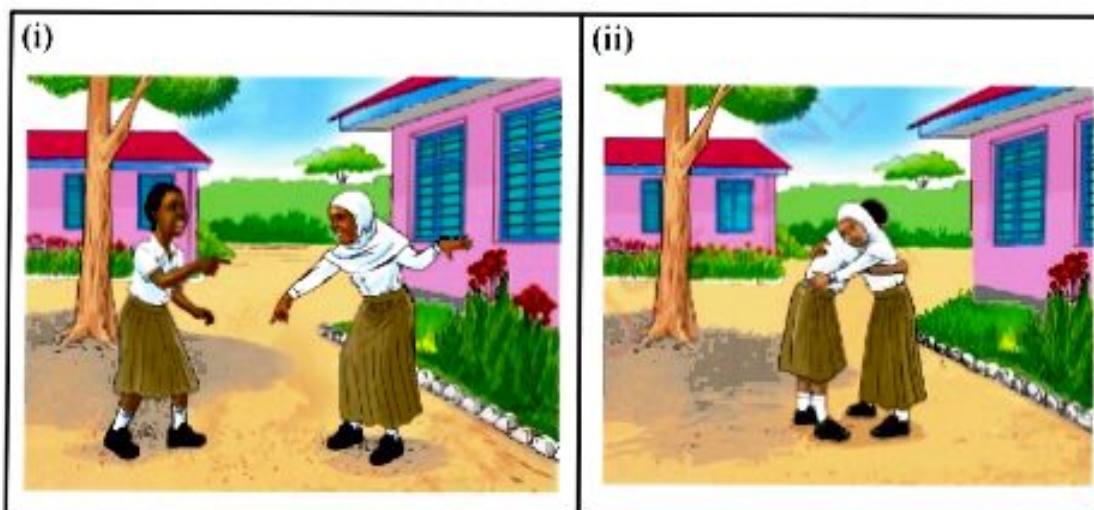
- (a) *Listen to the dialogue which will be read by your fellow students and answer the following questions on it.*
1. If you were Victor, what would you do? Why?
 2. If you were Agatha, what would you do? Give reasons for your answer.
 3. What expressions in the dialogue are used for negotiating a solution to the problem?

4. What is your opinion on the final decision reached by Agatha and Victor?
- (b) *Listen to another dialogue which will be read by your fellow students and answer the following questions on it.*
1. Why do you think Mponjo told Jamali that it was not a good decision to report him to the police?
 2. Which expressions in the dialogue have been used to negotiate the solution to the problem?
 3. What would you have done if you were in Jamali's situation?
- (c) *Listen to audio/aural materials on any topic of your choice to improve your listening skills.*



Activity 2: Speaking practice

- (a) *Study the following pictures.*



- (b) *Answer the following questions orally using the pictures you have studied.*
1. Why do you think the girls in picture (i) are in the situation shown there?
 2. If you encounter the same situation as the girls in picture (i), how would you respond to it?
 3. What do you think might have happened if the same girls were in the situation shown in picture (ii)?

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

A friend indeed

Hellena: I'm sorry, Salma, don't be so angry. I've already apologised.

Salma: Do you think forgiving you is as simple as that? Never!

Hellena: No, Salma, just forget about what has happened. Today is a new day.

Salma: I was patient enough with you, Hellena. I watched you provoke me.

Hellena: Calm down my friend. Let's settle this matter. Don't penalise me for such mistakes. Think about the many good things that we have done together. If I were you, I would ignore it and start afresh.

Salma: You sound so polite now! But you'll soon forget everything you said. Can you change? Never! Do you think you will not provoke me again and again?

Hellena: Why Salma? I promise you, I'm going to change, my dear. Let's settle the matter. If I do that again, you will not have to waste your time on me. I will never provoke you again. Never trust me if I offend you again.

Salma: Alright then, there's no need for me to take revenge. You are my best friend. I forgive you. But if you do it again ...

Hellena: Oh! Thank you my friend. Would you mind having dinner with me?

Salma: Of course, I wouldn't mind. It's a pleasure to have dinner together.

(d) *Answer the following questions orally:*

1. What happened between Hellena and Salma?
2. How did Salma respond to Hellena when she asked for forgiveness?
3. How did they settle the matter?
4. Are they true friends? Give reasons.
5. How would you respond to your friend who asked for your forgiveness after quarrelling for some time?



Activity 3: Reading practice

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

The plight of the jobless

It was two months after Mloka had lost his job. He had been working as a messenger with Skyway Enterprises Limited for five years. Then, the company had gone bankrupt and decided to close down.

Mloka had tried to look for a new job, but he had not succeeded in getting one. Now, Mloka was broke. He could not pay his house rent and he had no food. "I wish I could go back to my village, but where can I get the fare?" He asked himself.

Mloka had been sitting at Majengo bus stop for three hours. The place was hot and dusty. He was hungry and thirsty, as he had not taken any food for two days. There were several food vendors nearby. He thought for a moment, then he stood up and started walking towards them.

Mloka went to one of the women and ordered rice and meat. The woman stretched out her hand towards him for cash. "Don't worry mum, I'll settle the bill after eating," he told her. The woman hesitated, then slowly took a plate and filled it with food. Mloka took his food and joined other customers sitting on a bench. He took his food slowly, watching the customers as they came and left. After eating, he walked to a bucket, took two glasses of water and walked away.

Before Mloka had disappeared, the woman remembered that he had left without settling his bill. "Hey, my money, please!" she shouted. That alerted Mloka who took to his heels. "Thief, thief ...," the woman shouted. "Thief ... catch him!" She started running after him. Then, Mloka stopped. "I'm very sorry madam, please forgive me." He pleaded. "Do you think that I can forgive you so easily? You promised me you would settle the bill after eating; I want my money," the woman said angrily. "Yes, I understand madam, would you mind if I give you your money tomorrow? I'm very sorry (to say that). Today, I don't have the money," Mloka continued. "No, I want my money right now as you promised! You knew that you didn't have money; why didn't you tell me before eating? Instead, you decided to cheat me! Now you may choose between leaving your shirt here until tomorrow or being taken to the police station," the woman continued.

Mloka started to run away again. He ran across the street to a nearby cemetery. A crowd followed shouting, "thief ... thief!" Mloka remembered people's reaction

to thieves once they are caught. He ran even faster, jumping over the graves one after another.

He left the graves and ran down Shehui Street towards Maua Primary School. He looked behind and saw the crowd closing in on him. There was a garage behind the school. He ran towards it and hid in a minibus that had been abandoned. Soon the garage was surrounded.

"He went in here," someone said. "No, he's not a fool, you know," another person replied. "Let's go and check," a young man suggested. Suddenly, two young men entered the garage. As they approached the minibus, Mloka shot out of his hiding place like lightning and jumped over the wall. "There! ... Catch him!" the crowd outside shouted. Mloka knew that if they caught him, his situation would be even worse. He stopped running and started to plead for mercy. "Please my friends, don't beat me. I'm very sorry for what I have done to you all, especially madam here." "Ok, don't beat him, please. Let's listen to him," the woman told the crowd. "No madam, why don't we beat him? This is a thief!" The young man angrily cried out for vengeance. "No, don't act unlawfully against any criminal. Let's give him a chance and listen to him." The woman asked the crowd again and asked Mloka if he would give her her money or not. "I'm very sorry madam, what if I give you your money before four o'clock this evening?" Mloka said. "Is it possible? Don't you think that you're still cheating me?" The woman asked. "No, madam; I can't cheat you again, and I'm very sure that I'll pay your money as I promise now. If you don't believe me, you can keep my shirt until I pay your money this evening," Mloka responded. "Ok, I won't keep your shirt, I'll wait for my money as you promised," the woman replied.

Then, Mloka thanked the woman for accepting his promise and the crowd for not beating him. Likewise, the woman thanked the crowd for giving her assistance and not acting unlawfully against Mloka. Finally, the crowd advised Mloka to take care of his life.

Questions

1. Was Mloka ready to go back to his village when the company closed down? Why?
2. Why did the woman hesitate to give Mloka food?
3. What would you do if you were Mloka?
4. Do you think chasing Mloka was right? Why?

5. Did the negotiation between the woman and Mloka lead to the solution to the problem? Why do you think so?
6. Why do people negotiate?
7. What can be another possible title for the passage?

(b) Summarise the passage in Activity 3(a) in 50 to 60 words.

Activity 4: Vocabulary practice

(a) In your own words, explain the meaning of the following phrases as used in the passage in Activity 3(a):

- (i) settle the bill
- (ii) took to his heels
- (iii) the crowd closing in on him

(b) Read the following words aloud and give their meanings.

patient	struggle	antagonise	compromise	aggressive
retaliate	revenge	avert	apologise	vengeance
hesitate	counsel	crisis	crowd	negotiate
solution				

(c) Construct one sentence for each word in Activity 4(b).

(d) Write a short passage using some of the words in the box in Activity 4(b).

(e) Write possible solutions to the problems listed in Column A in the following table.

Column A	Column B
Problems	Solutions
1. child labour	Example: Possible solutions to child labour are to provide free education for all children and to take stern measures to people who employ children.
2. HIV/AIDS	

Column A	Column B
Problems	Solutions
3. conflict between parents	
4. unemployment	
5. drug abuse	
6. hunger and famine	
7. street children	
8. road accidents	
9. land pollution	
10. land conflicts	
11. indiscipline	
12. gender violence	

Activity 5: Language use

Write a dialogue showing people negotiating solutions to one of the following problems.

- Children are fighting because of a piece of bread given to them by their brother.
- Parents are arguing because their daughter has come home late.

Note: *In your dialogue, use some of the following expressions that are used in negotiating solutions to problems so as to reach to an agreement. Some of them have also been used in the dialogue "A Friend Indeed" and in the passage "The plight of the jobless."*

- If I were ...
- Is it possible ...
- Don't you think ...
- Would you mind ...
- Can I ...

- (vi) Choose between ...
- (vii) May I apologise ...
- (viii) Can you listen ...
- (ix) So, what should we do
- (x) Calm down. Let's ...



Activity 6: Writing practice

Mr Mkwani and Mr Issaya are living in the same village. While Mr Mkwani's main income comes from growing various crops, Mr Issaya's main income comes from breeding cattle. One day, Mr Issaya's cows ate all the maize in Mr Mkwani's farm and caused a serious conflict between the two. Imagine you are a chairperson of the village and the two men, Mr Mkwani and Mr Issaya, have come to you for arbitration. Write a conversation between you, Mr Mkwani and Mr Issaya to negotiate the solution to the problem.

Chapter Eight

Seeking and giving advice

Introduction

*Seeking and giving advice is vital to appropriate decision making. For effective advice to be given and taken, it requires emotional intelligence, patience and self-awareness on both sides. However, some people do not use appropriate language style in seeking and giving advice. This results to failure in communication. In this chapter, you will listen to a short story with some expressions for seeking and giving advice. The story will be read to you by the teacher. You will be required to write what you hear to practise your listening skills. Next, you will study a picture and answer questions orally and read and act out a dialogue with some expressions for seeking and giving advice. You will also read a passage titled **Sober house** with some expressions for seeking and giving advice, and answer questions on it. You will also practise using vocabulary items related to the dialogue and passage. Then, you will practise using expressions used in seeking and giving advice in different situations. Finally, you will write a dialogue related to seeking and giving advice on a given topic. The competencies developed in this chapter will help you to make appropriate decisions in different situations and empower others to act appropriately and make good decisions.*



Activity 1: Listening practice

- (a) *Before you start performing listening activities, answer the following questions.*
 - 1. How do you seek advice from others on various issues?
 - 2. How do you advise others on various issues?
- (b) *Listen to a story which will be read by your teacher slowly and then repeated; write it in your exercise book.*
- (c) *Read aloud the story you have written.*
- (d) *Listen to audio/aural and audio-visual materials on how to seek or give advice.*
- (e) *Write a summary of what you have listened to.*

- (f) *Share your work with your fellow students in a small group and ask them to share theirs with you. Then, agree on a joint summary of your work to be presented to the rest of the class for knowledge sharing.*



Activity 2: Speaking practice

- (a) *Study the following picture.*



- (b) *Use the picture you have studied in Activity 2(a) to answer the following questions orally.*
1. What problem do you think the boy in the picture is facing?
 2. Why do you think the boy in the picture is facing that problem?
 3. Imagine the boy in the picture has come to seek advice from you. What would you advise him?
- (c) *Read and act out the following dialogue.*

Anthony: Hi, Gift!

Gift: Hi Thony! I'm very surprised to see you here. You're warmly welcome. Let's sit down and talk.

Anthony: Thank you. But, I'm very sorry for interrupting you because you are busy cleaning the environment.

- Gift:** Don't worry, Thony. It's great to see you here. How're you doing?
- Anthony:** Not bad. How about you?
- Gift:** I'm fine, Thony. You really look unhappy; what's wrong with you? Are you sick?
- Anthony:** I don't feel well, Gift.
- Gift:** What's the problem?
- Anthony:** Sometimes, I cough up blood and I have headaches. Sometimes, I experience pain in my chest and shortness of breath. I have taken some medicine, but I don't feel any improvement. What do you think I should do?
- Gift:** Oh, I'm very sorry to hear that! That's serious. But before I say anything, I would like to know if you've stopped smoking. From what I know, coughing up blood, headache, chest pain and shortness of breath are symptoms of a serious health problem, and people who smoke have a high risk of lung cancer.
- Anthony:** No, I still smoke.
- Gift:** Oh brother, with such health challenges, I would strongly advise you to refrain from smoking because you might have a serious problem. Have you gone to hospital for a check-up?
- Anthony:** No, I haven't gone yet.
- Gift:** Why not?
- Anthony:** As I told you, I have been taking some medicine I bought from a pharmacy.
- Gift:** No, Thony, I advise you not to do that next time. Instead, you should go to hospital for a proper check-up and get the right treatment.
- Anthony:** Thank you for your advice. But, which hospital do you suggest that I should go to?
- Gift:** I would strongly suggest you go to our District Hospital because it provides better services than other hospitals and dispensaries around.

- Anthony:** Ok, thank you. I'll follow your advice. Let me leave.
- Gift:** Ok, I'm sorry I cannot accompany you. Let me finish with the cleaning.
- Anthony:** Don't worry.
- Gift:** Ok, Bye!

(d) *Answer the following questions orally based on the dialogue in Activity 2(c).*

1. What is wrong with Anthony?
2. If you were Anthony, what would you do?
3. What would you advise people who smoke? Give reasons for your answer.



Activity 3: Reading practice

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

Sober House

It was two o'clock, on Monday afternoon, and the city dwellers were going about their lives as usual. Some were doing business while others worked in offices and factories. Even children were busy in schools. Koba's situation was different. It was normal for him, to doze off after being overpowered by drugs. Unlike other young men in town, Koba was shabby and thin. He looked very dirty. He was a drug addict. "He doesn't know about the previous day, today or the following day. He is on a different planet." I said to myself after I had looked at him several times.

I parked my car on the service road and went to question him. "It's life, Rich!" He said to me after I asked him what had happened to him. "I don't think we have enough time to talk here: You need some food, a shower and some rest. Could you follow me, please?" I told him.

We had a long conversation in my house that night. He told me a lot about the miseries he encountered in his life since he started using drugs. "Do you remember your name, Koba the great?" I asked him. He just looked at me without

saying anything. "You're no longer great; you're weak now. Look at you!" I continued. "Rich, please help me. What do you think I should do? I'm so tired of this kind of life," he said.

"Your only option is to stop using drugs, my friend; I want to see Koba the great again." I said to him. He looked at me in despair and said, "Do you think I can be 'the great' again and live the life I had before? Tell me, Rich, what should I do? I'm ready for anything".

His words pricked my heart like a sharp needle. I knew that it was hard to give up drugs suddenly even if one wanted to do so. "Listen to me my friend; I think you need to give up drugs immediately. However, you should start by attending a clinic where you will be provided with medicines, advice on what diet to follow and counselling. That's why I would strongly suggest that, if you are ready, I will take you to a Sober House tomorrow." "Sober House! What is that?" He asked. "Sober House is a special house that helps people who are victims of drugs such as cocaine, heroin, mandrax, marijuana and alcohol. They stay there, attend counselling sessions and learn life skills that will help them return to normal life." I told him. Of course, Koba was very interested in the idea of Sober House. After breathing out heavily, he suddenly asked, "So, where can we find that house and how can I pay for the services? You know that I'm among the walking dead."



Koba's questions encouraged me to persuade him to accept my advice. "You know Koba, one Sober House is found in Kigamboni, and I hear there is another one in Bagamoyo." Before I had finished speaking, Koba interrupted. "Are you telling me that, if I go there, I will change?" I smiled before answering his question. "Why don't you believe that Sober House can change your life? From my experience, I've seen many people who have changed their behaviour through Sober House. Don't think about the cost since you'll be attended to free of charge. Just leave all that to me." I replied. I couldn't believe my ears when Koba said "Take me there tomorrow, please. I promise you will see Koba, the great, again." I said to myself "Koba, the great again! God is good" That was how Koba was rescued from drug addiction.

Questions

1. What was Koba's condition when Rich found him?
2. What was the other name given to Koba previously?
3. What is a Sober House? Mention places in Tanzania where Sober Houses are found.
4. How did Rich convince Koba to go to a Sober House?
5. What advice would you give to Koba to help him give up drugs?
6. Why do you think youths engage in drug abuse?
7. Why do people seek advice?

(b) Summarise the passage in Activity 3(a) in 140 to 150 words.

Activity 4: Vocabulary practice

(a) Construct five sentences using each of the following words:

- (i) drugs
- (ii) despaired
- (iii) addicted
- (iv) counselling
- (v) abstain

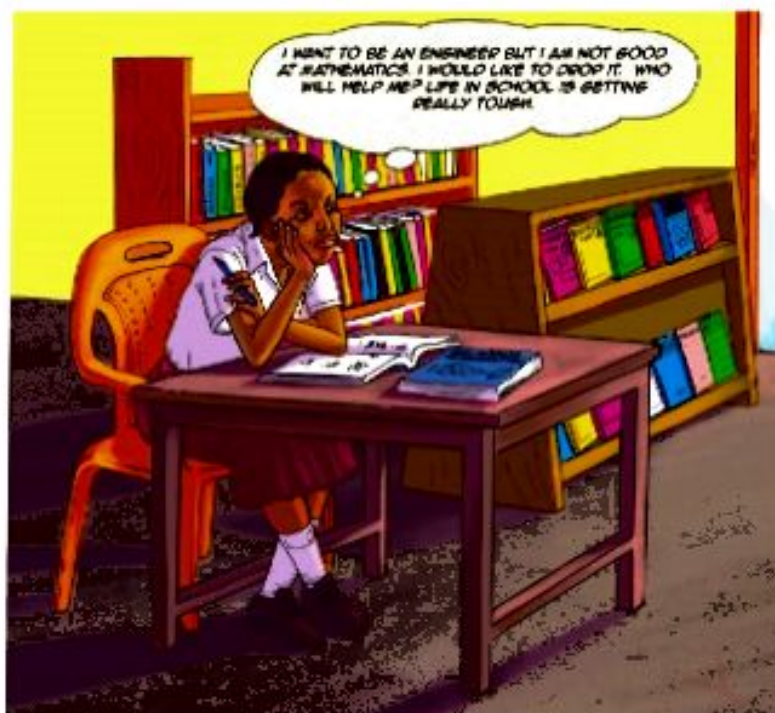
- (b) Match the words in Column A with their meanings in Column B in the following table by writing the correct response in the space provided.

Column A		Column B		Response
1.	Sober	(i)	To try to find or get something, especially something that is not a physical object.	
2.	Advice	(ii)	To stop doing something or leave a job or place.	
3.	Seek	(iii)	To have a short sleep, especially during the day.	
4.	Doze off	(iv)	Get someone to agree	
5.	Miseries	(v)	A drug used in medicine to prevent pain and also used illegally, often in a form of a white powder that is breathed in through the nose.	
6.	Cocaine	(vi)	An opinion that someone offers to another about what they should do or how they should act in a particular situation.	
7.	Persuade	(vii)	Not drunk or affected by alcohol.	
8.	Quit	(viii)	Great sufferings	

- (c) Construct one sentence for each word in Column A from the table in Activity 4(b) above.
- (d) Write a short passage using not less than four words in Column A from the table in Activity 4(b) above.

Activity 5: Language use

- (a) Study the following picture. Then, write five pieces of advice on what the student should do.



Example: If I were you, I would start solving simple questions in Mathematics in order to develop interest in the subject.

- (b) Complete the following pieces of advice given to people in different situations.

Example: What should I do to stop eating unhealthy foods?

You should make sure you eat plenty of vegetables.

1. Do you think I should see him tomorrow?

If I were in your shoes ...

2. Who will help me to pay for my tuition fee?

If I were you ...

3. Could you advise me on how I should break that relationship?

Why don't you ...

4. What can I do? My pencil is broken.
You should ...
5. I like helping people with special needs, but I don't have any money.
What can I do?
One idea is to ...
6. I can't see the blackboard clearly. I lost my spectacles and my parents are on safari. Who will help me?
Have you thought about ...
7. I feel quite different this month. I feel very nauseous, and I sometimes vomit. What could this be?
I think you need to ...
8. My child has run away from home. I feel bad. I want to call a pastor for special prayers. Do you think it will work?
My friend, you would rather ...
9. I think I need to refresh my mind after too much work. Do you know any place here that I can visit?
I suggest you ...
10. There is too much noise in this school. I can't concentrate.
Why don't you ...



Activity 6: Writing practice

(a) Write the advice you would give in the following situations.

1. Your younger sister does not respect elders.
2. Sarafina is speaking on the phone while driving.
3. The driver is smoking at the petrol station.

4. Your friend wants to contest for the position of head prefect.
5. The parents are always in conflict.
6. A secondary school dropout wants a decent job.
7. An orphan wants to drop out of school.

(b) *Write how you would seek advice in the following situations.*

1. You failed the Form Four National examinations.
2. You want to find better ways of studying.
3. You have been selected to join Form Five, but your parents/guardians do not have the money for school fees and other necessities.
4. You aspire to score Division One in the Form Four National examinations, but you are not doing very well in your studies.
5. Your performance in the English subject is very poor.
6. You do not feel confident.
7. You always quarrel with the class monitor.

(c) *Assume your friend has come to you to seek advice on the subject combination she/he wants to choose for Form Five studies. Write a dialogue between you and your friend who is seeking advice from you. In your advice, include the following.*

- (i) Expressions used in seeking advice: *what do you think I should do?; what would you do if?; what do you suggest?; what is your advice?; what do you advise me to do?; if you were me, what would you do?; do you think that I should ...?; could you recommend....?; could you suggest....?; do you know ...?; do you have any advice on ...? and what should I do?*

- (ii) Expressions used in giving advice: *if I were you, I would/wouldn't ...; if I were in your shoes/position/, I would ...; you had better/you'd better ...; you should ...; your only option is to ...; why don't you ...?; have you thought about ...?; have you tried ...?; you had better ..., I advise you to...; I think you need to ...; how about ...?; you could try ...; you probably should ...; you definitely should ...; I would strongly suggest ...; in my experience ...; it's generally a good/the best idea to ...; one idea is to ...; it might be a good idea to...; you'd better...; the most important thing to do is ...; and have you thought about ...?*

Chapter Nine

Writing narrative essays

Introduction

*Narrative writing plays a great role in communication as it allows students to tell their stories creatively and clarify their thinking. Some students find it difficult to plan for narrative writing and write it using appropriate language. In this chapter, you will listen to a short narrative passage, which will be read to you by the teacher, and answer questions on it to practise listening skills. Next, you will narrate a story that you remember, read and act out a dialogue that focuses on writing narrative essays, read a narrative passage on **A dodger at the camp** and answer questions on it. You will also practise using vocabulary items related to the dialogue and passage. You will then practise using words to express events and activities that happened in the past in different situations. Finally, you will write a narrative essay on a given topic and on any imaginary event in the past. The competencies developed in this chapter will enable you to collect various ideas on given topics or subjects, arrange them in good order and write good narrative essays.*



Activity 1: Listening practice

(a) *Listen to a passage which will be read to you by the teacher and answer the following questions.*

1. Suggest a title for the passage.
2. How did the narrator know about the job vacancy?
3. What qualifications and requirements were needed to qualify for the post?
4. What documents were required to be sent as attachments along with the application letter?
5. Why do you think the narrator started trembling as her/his turn approached?

6. Why did the narrator burst into tears of happiness?
7. If you were the narrator of the passage, what would you do after completing your studies?

- (b) Listen to audio/aural and audio-visual materials on how to write an effective narrative essay.
- (c) Write a summary of what you have listened to.
- (d) Discuss your work with your fellow students in a small group and ask them to share their work with you. Then, agree on a group summary to be presented to the rest of the class.



Activity 2: Speaking practice

- (a) Pair up with another student and narrate to him/her any story that you remember.
- (b) Read and act out the following dialogue.

Pili: Please sir, may we come in?

Teacher: Yes, you may!

Pili: Thank you, sir. Good morning!

Teacher: Good morning students, how're you?

Venance: We're fine sir, how are you too?

Teacher: I'm fine. Please, get seated.

Pili: Thank you, sir.

Teacher: Ok, welcome.

Venance: Sorry sir, we were passing through some past examination papers, and we found a question which required the candidates to write a narrative essay. However, we don't know what a narrative essay is.

Teacher: You didn't search for it on the Internet, did you? Ok, a narrative essay is a personal, fictional, non-fictional or historical essay that gives or tells a story about a person, thing, or an event.

Venance: Ah! What are its main features, sir?

Teacher: A narrative essay has characters that are human beings, animals or any other creatures that take part in a story. It also has a setting, a plot and a theme. Its events are well organised for the reader to understand the story using past tenses.

Venance: Ok, I got you sir, but what should we include in it?

Teacher: That's a very good question, Venance. The following should be included in it: what exactly happened, where it happened, the time when the event happened, how you knew about the event, whether you witnessed it or someone told you about the event, whether you were involved in the event, and how the event ended.

Pili: Ok sir. But we also don't know how to plan it.

Teacher: Fine! That's very important, Pili. Here, you have to think about the number of parts that you want your story to have, and what will happen in each part. Then, introduce your story at the beginning and conclude it at the end. Make sure that the title relates to the subject or topic given. I hope that now you can write it. Right?

Venance: Yes, sir. I think we can do it somehow.

Teacher: What do you mean by somehow?

Venance: Excuse me sir, but we don't know the format of a narrative essay.

Teacher: That's easy. A narrative essay includes the title, the introduction, the main body and the conclusion. The title must be creatively presented and should be brief. For instance, a title can read "*Juakali the Naughty Boy*" or "*Our Journey to Msongola Village.*"

Pili: Ok sir, but we don't know how to write an introduction.

Teacher: You have to understand that this is the beginning of a story. The introductory paragraph must catch the attention of the reader so that they can read more. It must also introduce the main character and the issue or problem confronting that character. You may also include other details such as the time and place, but the most important thing is to capture the interest of the reader. Let me give you some examples: *Once upon a time, there was a boy called Juakali. He was always naughty ... Or It was Sunday morning when the bad news spread all over the village that Mr Pimbi had died.*

Venance: What about the main body, sir?

Teacher: This is the middle or main part of the story where events and ideas are discussed in relation to the topic or the subject given. These should follow a logical order, and in most narrative essays, there should not be too many characters or themes. Every main idea or event should have its own paragraph and a link to the other event. For example, a paragraph can begin like this. *One day, Juakali was sent to the shop by his mother to ... Or On our way to Msongola, we saw a lot of interesting things that we had never seen before....*

Pili: Thank you sir, but we also don't know how to write a conclusion of a narrative essay.

Teacher: This is the end of the story where you have to show the outcomes of the events that occurred in the middle of the story. For example, *The police came and took him to the police station. Juakali's days of being naughty were over. This was the best journey ever. I will never forget it.*

Pili: Thank you sir for this knowledge. I think we can go now, Venance.

Teacher: Before you leave, I would like to insist that, after writing your essay, you should read and edit it carefully before you submit it.

Venance: Ok sir, we'll do that. Bye!

Teacher: Ok, if you have any other problem, don't hesitate to come to my office.

Pili: Thank you, sir.

(c) *Answer the following questions orally:*

1. What are the important things to consider when planning a narrative essay?
2. When writing a narrative essay, what should you include in it?
3. Why do we write narrative essays?



Activity 3: Reading practice

Read the following passage and answer the questions that follow.

A dodger at the camp

It was the second day at Minazini National Service Camp. We scrambled out of our beds as soon as the whistle was blown. I looked at my watch in the faint light of the dawn. It was four thirty in the morning. Suddenly, the front door of our dormitory was flung open. "Recruits, fall in!" an officer on duty shouted. We shot out like lightning through the two doors of the dormitory, finishing dressing as we ran.

In no time, the D Coy parade ground was teeming with young men and women in green cotton T-shirts and yellow shorts. It was very cold and foggy. We were shivering. "This weather will kill us," I heard one girl complaining.

The military commanders, apparently, did not seem to be affected by the weather. "Right turn! Left turn! About turn!" One of the commanders yelled. It was a quick but tough drill. We were all sweating despite the cold weather. However, we felt strong and happy.



The drill was followed by manual work. Some went to fetch hay for cows; others watered the vegetable gardens and yet others went to dig trenches. I was among those who went to dig trenches. This was among the toughest activities. Using a hoe and a shovel, we had to crack the hard and rocky soil for a length of

five metres and a depth of two metres. "Come on recruits. I want this work to be done in half an hour. Ok!" The section commander kept on shouting at us. We kept on digging. After two hours, we still hadn't finished the work. In addition to the tough work, we were thirsty and hungry. My palms were all blistered and very painful. I was grateful when the whistle blew for lunch.

When we arrived at the dining hall, a long queue had already been formed. I was among the last recruits to get food. As I started to eat, the whistle for the afternoon parade blew. I had to leave the food and run to the parade ground. "You're late!" The commander on duty shouted at me. "Do ten push-ups." I obeyed and then joined the other recruits for another tough drill. This lasted for two hours. When we left the parade ground for our afternoon tea, I could hardly walk. Each recruit got one cup of tea, but I managed to have two extra cups.

After tea, we were allowed to go to our tents. I thought things were over for the day, but after half an hour, the whistle blew again. It was time for cultural activities, such as choir and traditional dances.

As we retired to bed, everyone narrated their day's experiences. Some saw the day's activities as fun while others thought it was such a tough life that they would not be able to survive. They thought of running away. As for me, I decided to dodge some of the activities. So, the following morning, when the whistle blew for morning activities, I ran away. I spent my day in the hide-out with nothing to eat. However, I was happy because I managed to dodge working. I then became a habitual dodger. In a week, I would only appear for work twice or at most thrice.

One morning, as I was hiding in a tree, I saw two people in military uniform heading towards me. As they came nearer, I recognised both of them. They were Afande Kimario, our company commander, and Afande Mwita, his second -in-charge. As they were approaching, I saw them pointing to the tree where I was hiding. I knew they had spotted me. I had to think and act fast. "Lion! Lion! Save your lives!" I shouted. "What?" They asked. "There's a lion over there," I shouted louder. They got the message and acted fast.



The speed with which they climbed the tree was unbelievable. I tried to control my laughter as they were climbing. When they had settled themselves on a branch below me, breathing heavily, I said, "I was chased by a lion and had to climb up here to save myself." They nodded.

Source: Adapted from Tanzania Institute of Education. (1996). *English for secondary schools: Students book 4*. Dar es Salaam: Oxford University Press.

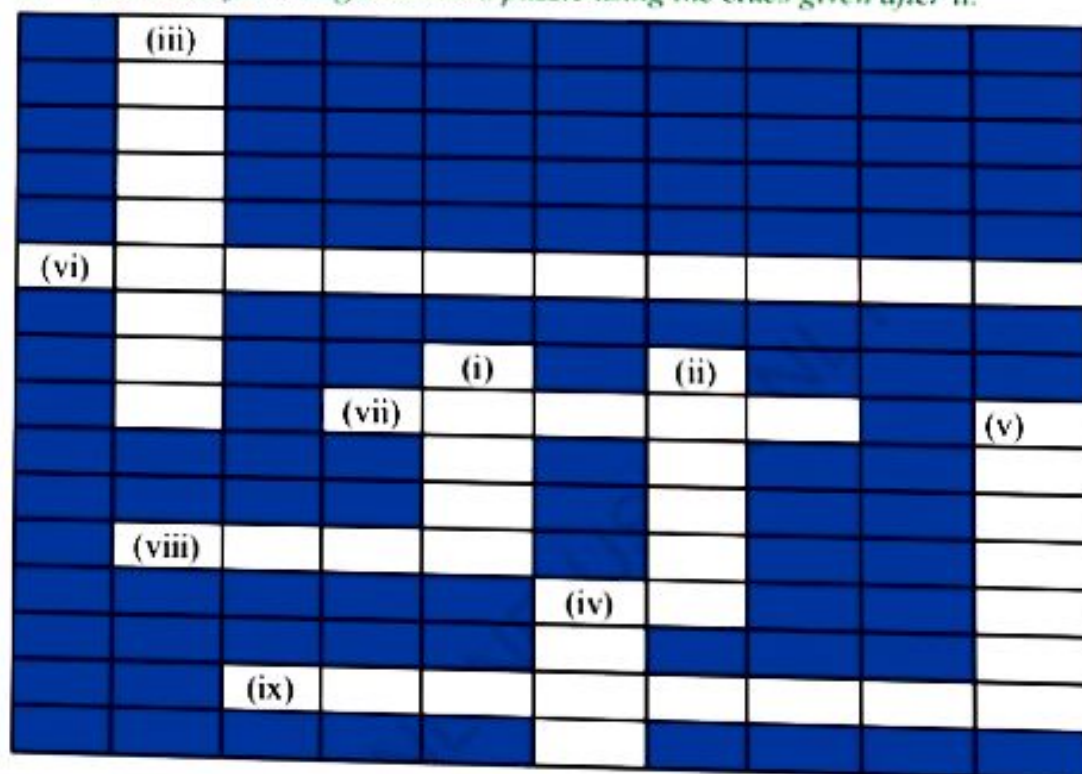
Questions

1. What do these idioms mean from the context in the story?
 - (a) to shoot out of the dormitory.
 - (b) In no time.
2. What activities were carried out in the camp?
3. Do you think the narrator's decision to dodge was good? Give reasons for your answer.
4. Which of the following proverbs best sums up the story? Give reasons to justify your answer.
 - (a) The end justifies the means
 - (b) Like father like son
 - (c) No man is wise at all times

5. What are the features of a narrative essay found in the passage?
6. Imagine that you were the chief commander of Minazini Camp and you were informed about the incident between the narrator and the two commanders. What action would you take:
 - (a) against the narrator?
 - (b) against the two commanders, Kimario and Mwita? Give reasons for your decisions to both parties.

Activity 4: Vocabulary practice

(a) Fill in the following crossword puzzle using the clues given after it.



Clues

A: Downward

- (i) A piece of writing or drawing that is done early in the development of a work to help prepare in its final form.
- (ii) To look at or consider again an idea or a piece of writing in order to correct or improve it.

- (iii) To find and correct mistakes in a text before it is printed or submitted.
- (iv) A piece of furniture or part of a train, plain etc. that has been designed for someone to sit on.
- (v) To tell a story, often by reading aloud from a text or to describe events as they happened.

B: Across

- (vi) To suggest a lot of ideas for a future activity very quickly before considering some of them more carefully.
 - (vii) Lasting only for a short time or containing few words.
 - (viii) To make changes to a text or a film in order to prepare it for being printed or shown.
 - (ix) To do or arrange things, plans or ideas according to a particular system so that they can be used or understood easily.
- (b) *Use the words you have written in the puzzle to construct one sentence for each.*
- (c) *Read the words given below aloud and explain their meanings as used in the passage in Activity 3.*
- (i) dawn
 - (ii) dodger
 - (iii) recruits
 - (iv) trenches
 - (v) parade
 - (vi) shivering
 - (vii) whistle
 - (viii) scrambled
 - (ix) dormitory

- (x) drill
- (xi) foggy
- (xii) spotted

- (d) Use each word in Activity 4(c) to construct one sentence.
- (e) Write a short passage using some of the words in Activity 4(c).

Activity 5: Grammar practice

In a narrative essay, a narrator narrates events that happened in the past. Therefore, past verb forms are used.

- (a) Write the verbs in the brackets into the correct forms to express past events. Write the correct forms in the spaces provided.

1. When he (wake up) _____ his mother (already prepare) _____ breakfast.
2. We (go) _____ to Mtwara because our friend (invite) _____ us.
3. She (hear) _____ the news, after she (receive) _____ a phone call from her friend.
4. When he (start) _____ learning English she (already learn) _____ Kiswahili.
5. Jane (already type) _____ three pages when her computer (crash) _____.
6. By the time the doctor (arrive) _____, the patients (die) _____.
7. Before that day, we never (think) _____ of travelling to America.
8. I (know) _____ him a long time before I (meet) _____ his family.
9. They (not know) _____ where to meet because nobody (tell) _____ them.
10. It (be) _____ cloudy for days before it (begin) _____ to rain.
11. He (study) _____ English before he (move) _____ to London.

- (b) *Complete the following passage by filling in the blanks with the correct past forms of the verbs in the brackets.*

The best experience I _____ (have) in my new school _____ (be) when I _____ (enter) the classroom for the first time. The English language teacher, Ms Amani, _____ (be) there. She _____ (ask) me to introduce myself in English. I _____ (feel) nervous because the whole class _____ (turn) their eyes on me. I _____ (hesitate), but finally, I _____ (manage) to introduce myself. I _____ (feel) so good for the effort I _____ (make) to overcome fear. The whole class _____ (cheer) for me. The teacher _____ (be) very happy to hear how I _____ (introduce) myself.

- (c) *Write a short passage expressing events or activities that happened in the past.*



Activity 6: Writing practice

- (a) *Use one of the following topics to write a narrative essay of 300 to 350 words.*
- (i) A school trip
 - (ii) A class party/a graduation ceremony
 - (iii) The person who positively influenced my life (My role model)
- (b) *In 300 to 350 words, write a narrative essay on any imaginary event that happened in the past.*

Chapter Ten

Writing expository essays

Introduction

Expository essay writing is very important as it helps students to organise and present their ideas. However, writing an expository essay is a demanding task, as it requires someone to have enough factual information on a given topic. In this chapter, you will first listen to an expository passage titled **Keep fit for health**, which will be read to you by the teacher, and answer questions on it to practise listening skills. Next, you will read and act out a dialogue that focuses on writing an expository essay, read an expository passage on **African art** and answer questions on it. You will also practise using vocabulary items related to the passage. You will then practise using the words "besides," "moreover," "in fact" and "in addition (to)" in different contexts. Finally, you will write expository essays on the given topics. The competencies developed in this chapter will help you to organise and present your thoughts when writing in order to provide the reader with information about something using statistics, examples and facts, as opposed to opinions in different situations.



Activity 1: Listening practice

(a) Before you start listening to the passage, study the following picture.



- (b) *Discuss with your fellow students the picture you have studied in Activity 1(a). In your discussion, use the picture to identify the theme of the passage you are going to listen to from your teacher.*
- (c) *Mention the importance of the activities shown in the picture.*
- (d) *Listen to the passage which will be read to you by the teacher.*
- (e) *Pair up with another student to ask each other questions about the passage.*
- (f) *Listen to audio/aural and audio-visual materials on how to write an effective expository essay.*
- (g) *Write a summary of what you have listened to.*
- (h) *Share your work with your fellow students in a small group and ask them to share their work with you.*
- (i) *Work with the group to develop a joint presentation of your work to the class for knowledge sharing.*



Activity 2: Speaking practice

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

Shema: Hello Lighton, good afternoon!

Lighton: Hello Shema! How're you doing?

Shema: I'm fine, and you?

Lighton: I'm fine too.

Shema: Ok, let's congratulate ourselves for being punctual. We agreed to meet here at 2:00 p.m. to discuss the questions we were given by the teacher, and now it's 2:01 p.m.

Lighton: You're right. Let's start with the first question which is about the meaning of an expository essay. I've read that an expository essay is an essay that explains something with facts, not opinions. It may describe how to do something, analyse events, ideas, objects, or written works.

Shema: I agree with your definition. I've found that an expository essay is the one that requires a writer to explain the topic, define something,

or give information using facts and statistical information. It is also about cause and effect relationships.

Lighton: In addition to that, I've also read that as it is factual, an expository essay should avoid showing the writer's emotions or personal feelings. It is also written in the third person and the use of personal pronouns like 'I' and 'we' is highly discouraged. It must contain an introductory paragraph that contains a topic sentence that introduces the theme of an essay, the body of the essay which may include several paragraphs, and a conclusion.

Shema: I think we've discussed this part adequately. Do you have anything more to say?

Lighton: No, I've nothing more. Let's move to the second question which required us to explain the features of an expository essay. However, I didn't find them in the books I read. So, I depend on you in this question.

Shema: Don't worry Lighton. Luckily enough, I found relevant information as follows: an expository essay focuses on factual information; it needs logical supporting facts, details, explanations and examples; it needs to be well organised and should be clear, and it must have unity and coherence of ideas. However, if we look carefully at what we discussed in the first question, we will discover that some of the features have already been explained.

Lighton: Wow! Thank you. I think we can move on to the last question that required us to explain how we prepare a plan for an expository essay.

Shema: Yes, we can. Have you searched for any information on it?

Lighton: Yes, I have. I found that in planning for an expository essay, you need to select a topic which is not too broad. You should provide an introductory paragraph which states the thesis of the essay and think of how to develop your essay.

Shema: In addition, I found that, in planning an expository essay, you need to think of how to organise it. You have to write a topic sentence for each paragraph that relates to the thesis sentences in the introductory part. This should be followed by supporting sentences and evidence. Now, I hope we have finished our assignment. Can we leave, please?

- Lighton:** Yes we can but, before we leave, I have to say something about the conclusion. To conclude the essay, one can end it with *to sum up*, *to wind up*, and *it can be concluded that*.
- Shema:** Great! Thank you for remembering that as it is very important too. Now, I think we've exhausted the topic.
- Lighton:** Yes, we're now in a good position to write a great expository essay. Let's leave. See you tomorrow.
- Shema:** See you then.

(b) Answer the following questions orally:

1. How do you plan an expository essay?
2. What is a thesis statement?
3. Why do we write expository essays?



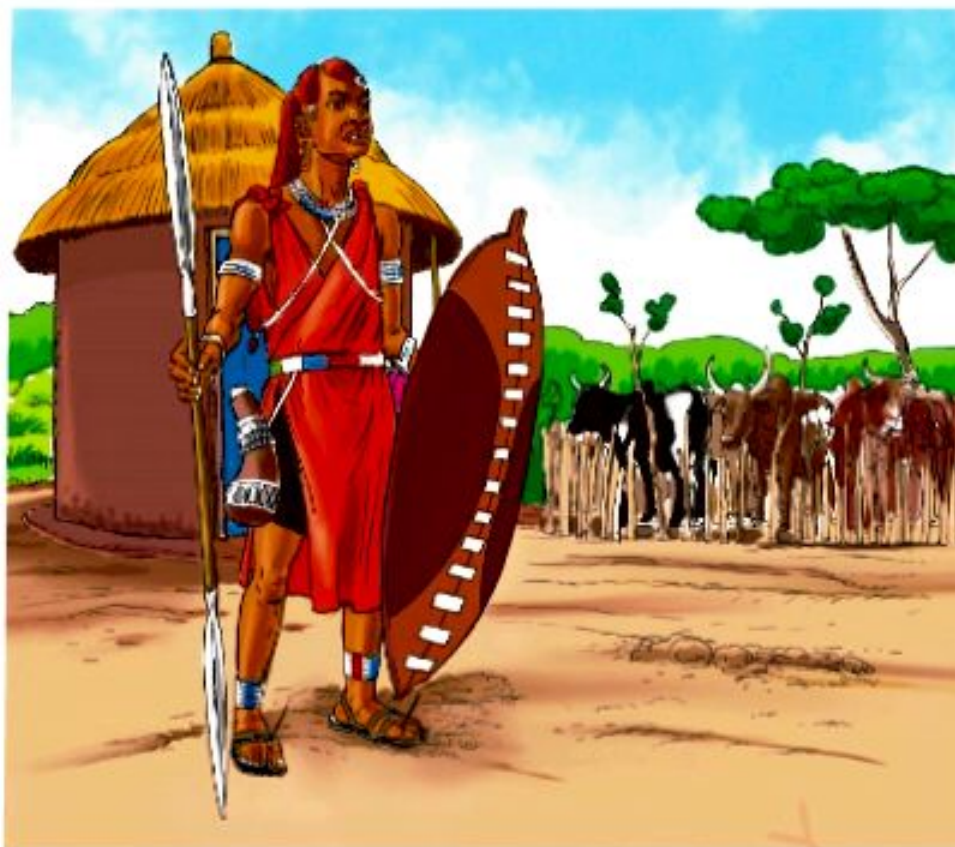
Activity 3: Reading practice

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

African art

Art is beauty. Through it, people create beautiful objects to express their ideas and feelings. Art appears in different forms, such as embroidery, carvings, pottery, painting, weaving, smelting, music and literature. African countries are praised for their artistic activities. These activities have been acquired and *transmitted* from one generation to another.

Tanzania is very rich in art and craft. Many tribes have preserved their culture and traditions. The Maasai, for example, can still be seen in their traditional clothes of red and blue, or purple painted sheets, beautifully plaited hair for men, and beads and necklaces for women. The Makonde are world-famous for their *splendid* carvings from ebony wood. In some tribes, iron and gold smelting is still done *traditionally*. However, this technology is gradually dying out due to industrial production of iron tools and gold *ornaments*.



In most African societies, women engage in pottery, weaving and dyeing of clothing materials. They produce such articles as pots, baskets, mats, and carpets. Besides, they produce fancy embroidered and dyed dress materials.

In recent years, people have witnessed the decline of African art and craft. Two major reasons have contributed to this unfortunate situation. The first reason is the commercialisation of artwork. Today's African artists are less interested in the perfection of their skills and the beauty of their products. They simply produce for money. As a result, the quality of art work has been *diminishing*. The second factor is the penetration of foreign culture into African societies. Africans have either fully copied or imitated foreign cultures in an attempt to appear modern. Ladies now carry imported plastic or leather bags instead of locally woven baskets. Plastic and metal bowls and pots have replaced traditionally made wooden ones. We cannot deny the rapid cultural changes in the world, but we still need to promote our culture and traditions despite the changes in people's taste in art.

Questions

(a) Choose the correct answer.

1. Art manifests itself _____
 - (a) through pottery and literature.
 - (b) in its transmission by word of mouth.
 - (c) through the different creative skills of man.
 - (d) when one expresses ideas and feelings.
2. The Maasai and Makonde of Tanzania _____
 - (a) are amongst the tribes famous for their art and craft.
 - (b) are great carvers of ebony wood and wear traditional clothing.
 - (c) smelt iron and gold traditionally.
 - (d) can be seen in their beautifully plaited hair.
3. According to the author of this passage, it seems _____
 - (a) African art will exist for ever.
 - (b) there are indicators that African art may get lost.
 - (c) traditional African art consists only of iron tools and gold ornaments.
 - (d) industrial production has no part to play in underdeveloping African art.

(b) Write short answers for the following questions.

1. What is this passage about?
2. What are the main ideas which the writer is presenting?
3. Traditionally, how do the Maasai dress?
4. What has made the Makonde renowned in the World?
5. What are the three artistic skills in which many African women excel?

6. Apart from the Maasai and the Makonde, give examples of other tribes in Tanzania that still preserve their culture and traditions. Support your answer with factual information.
7. Why do you think modernisation has negative effects on African art?
8. What should be done to save African art?
9. What are the features of an expository essay found in this passage?

Activity 4: Vocabulary practice

- (a) Study the sentences from the passage containing the words in *italics*. Then, read them aloud and explain their meanings as they have been used.
- (b) Match the words in Column A with their meanings in Column B in the following table by writing the correct response in the space provided.

Column A		Column B		Response
1.	Plait	(i)	The act of making cloth by repeatedly crossing a single thread through two sets of long threads on a loom (special frame).	
2.	Embroidery	(ii)	Excellent, or beautiful and impressive.	
3.	Carving	(iii)	A round container that is open at the top and is deep enough to hold something for example, fruit, sugar, etc.	
4.	Pottery	(iv)	A decorative object made from, especially, wood or stone or the art of making decorative objects from these materials.	
5.	Ebony	(v)	Patterns or pictures that consist of stitches sewn directly onto cloth.	

	Column A		Column B	Response
6.	splendid	(vi)	A long piece of something, especially hair, which is divided into three parts and twisted together.	
7.	Bowl	(vii)	The activity or skill of making clay objects by hand. Or objects that are made out of clay by hand.	
8.	Weaving	(viii)	A very hard dark wood of a tropical tree used especially for making furniture.	

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

Activity 5: Grammar practice

(a) Study the following model sentences to practise using "besides" in different expressions.

1. I am a good editor *besides* being a great writer.
2. He is too old for you; *besides*, he is married.
3. There was no one in the classroom *besides* the class monitor.
4. Amon has no friend *besides* me.
5. This is too much for me to do; *besides*, I am too tired.
6. No one supported me *besides* my father.
7. What other types of food do you like *besides* rice?
8. *Besides* Mathematics, he likes Biology.
9. *Besides* her role as an English teacher, Haika is the academic mistress of our school.
10. *Besides* being a great footballer, Anthony was a great singer.
11. *Besides* the English language, I like Geography.
12. *Besides* milk, I need some vegetables.

13. *Besides* teaching the English language, Mr Thomas writes books.
14. *Besides* scoring two goals, I provided three assists.
15. *Besides* helping other people, Mr John cares for his family very well.

As it is used in the above sentences, the word “besides” means “apart from ...”, or “in addition to...” depending on the context.

Note the difference between beside and besides; beside, is a preposition of a place which means ‘at the side of or next to’; for example, He sat beside me in the front seat.

(b) *Study the following model sentences to practise using “moreover” in different expressions.*

1. John is a good singer; *moreover*, he excels in poetry.
2. His essay is poorly written; *moreover*, it is inaccurate.
3. English is taught in primary schools as a subject; *moreover* it should be used as a medium of instruction in all institutions of higher learning.
4. John was very hardworking; *moreover*, he was a reliable student.
5. Kapinga is rich; *moreover*, he is handsome.

As shown in the above sentences, the word “moreover” is used to add information to what has been said.

(c) *Study the following model sentences to practise using “in fact” in different expressions.*

1. He passed the driving test; *in fact*, he is now taking an advanced driving test.
2. He apologised as soon as he realised his mistakes; *in fact*, he wrote a little note to me.
3. I don't like cooking with a charcoal stove; *in fact*, I think it wastes much of my time.
4. Juma did not fail the examinations; *in fact*, he did rather well.
5. The task sounds rather simple; *in fact*, it is very difficult.

6. My brother enjoys gardening; *in fact*, his garden is a model.
7. *In fact*, she is a teacher.
8. *In fact*, Maimuna got more votes than Moses.
9. *In fact*, I do not like drinking soda.

As shown in the above sentences, the phrase “in fact” is used to emphasise the truth of an assertion (a statement that you strongly believe is true), especially one contrary to what might be expected or what has been asserted. It is used to add more detailed information to what has just been said. However, it can also be used at the beginning of a sentence, as it is shown in some of the above sentences.

(d) Study the following model sentences to practise using “in addition (to)” in different expressions.

1. In addition to dancing, James sings very well.
2. He is a very competent English teacher; *in addition*, he is a chairperson of the English panel in his region.
3. In addition to the cows that he keeps at home, he has goats, sheep, and chicken in another village.
4. I like eating sweet potatoes for breakfast *in addition to* eggs.
5. You are too young to join the team; *in addition*, you need to practise more.

As shown in the above sentences, “in addition (to)” is used when you want to mention another item similar to the subject or topic under discussion.

(e) Use the connecting words “besides”, “in addition (to)”, “moreover”, and “in fact” to fill in the blanks in the following sentences.

1. She is a very good athlete she holds the national second position for the marathon.
2. I have no other familymy parents.
3. Members of the board were paid a small allowance their normal salary.
4. The man who delivered a speech is the headmaster of this school.

5. Did you talk to anyone your boss?
6. I will add one point what has been said.
7. I dislike fishing; I don't even own a boat.
8. Enough sleep helps you to reduce stress;....., it makes you a healthier man.

(f) *Construct five sentences for each of the following linking words.*

- (i) In fact
- (ii) Moreover
- (iii) In addition (to)
- (iv) Besides

(g) *Choose any topic of your interest and write a short passage using the following words or phrases: in fact, moreover, in addition (to), and besides.*



Activity 6: Writing practice

Choose two topics from the following and write expository essays.

1. Symbols of my culture
2. Effects of technology on our environment
3. Teenage pregnancy
4. Sources of energy
5. Effects of global warming
6. The importance of using IT
7. Ways of becoming an entrepreneur
8. Effects of social media on children

Note: The following words or phrases should be used in your essays: *in fact, besides, moreover, and in addition (to).*

Chapter Eleven

Writing descriptive essays

Introduction

Descriptive writing vividly portrays a person, place, or thing in such a way that the reader can visualise the object of the description and experience the writer's world. Descriptive essays allow you to express something about yourself. They describe things you come across, the people you meet or anything of interest that you want other people to understand. In this chapter, you will pair up with another student to do a dual dictation exercise. She/he will dictate to you, and you will write. Then, you will dictate to her/him, and she/he will write in order to practise your listening skills. Next, you will describe animals orally, recite a poem, and answer questions on it. You will also read short passages describing a person, an event, or place and answer the questions that follow them. You will then read about different characteristics of descriptive essays and answer questions to practise language use. You will finally practise writing descriptive essays by choosing from the given topics. The competencies developed in this chapter will help you to express yourself in different situations.



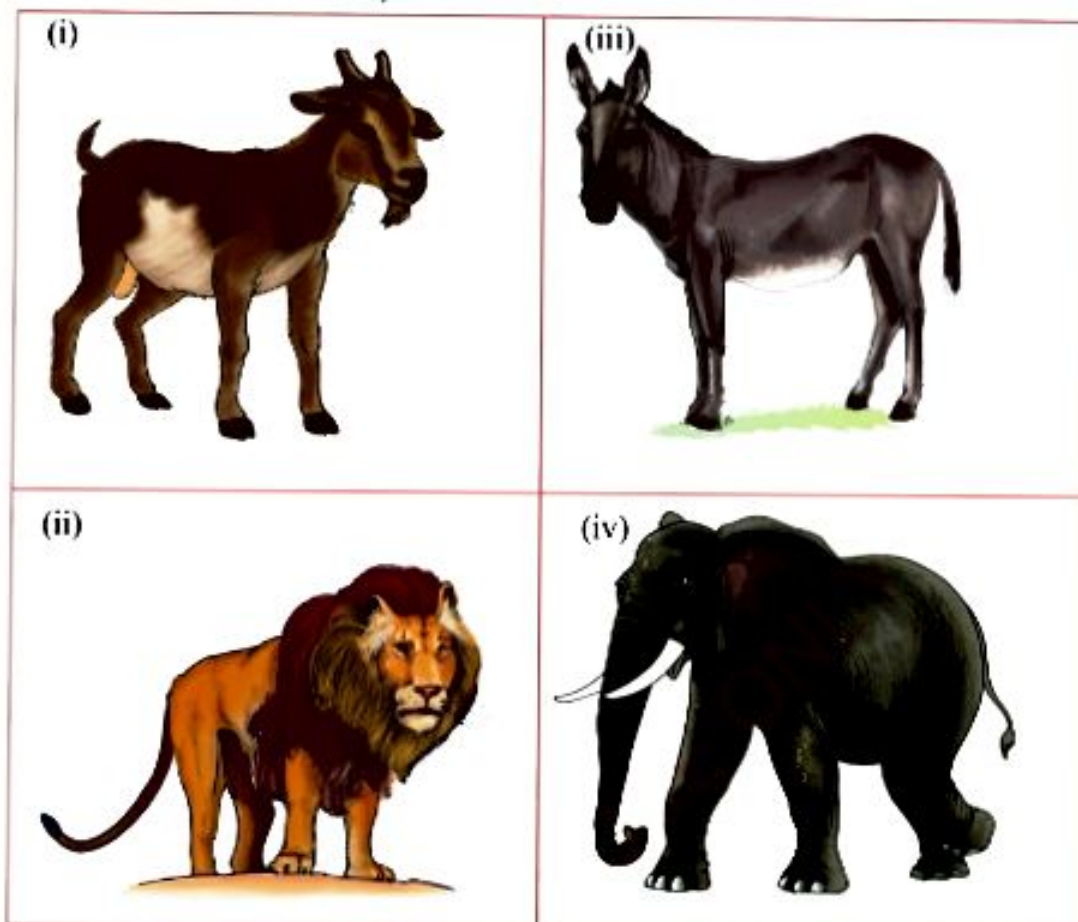
Activity 1: Listening practice: dual dictation

- Listen to a passage which will be read to you by your fellow student and write down what she/he has read.*
- Read a passage to your fellow student and she/he will listen and write what you have read.*
- Listen to audio/aural and audio-visual materials from the Internet on how to describe a person, a place, and an object.*
- Write a summary of what you have listened to.*
- Discuss your work with your fellow students and ask them to share theirs with you. Then, agree on a summary of your work to be presented to the class for knowledge sharing.*



Activity 2: Speaking practice

- (a) Describe the following animals orally. Use different words to describe their attributes and qualities. You may talk about colour, size, body features, habits, and other unique attributes.



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

I don't really care if people don't like how I look
I am not thin but I am not fat either
I can fit into places others can't sometimes
I usually wear a farm hat
Work clothes and farm clothes
You will normally see me with grease or oil
I can physically run but I choose not to
I am proud of the way I look because it is my way of life.

Source: Adapted from Jordan Miller's poem retrieved from <https://www.poemhunter.com/poem/physical-appearance-farmer/>

Questions

1. What is the poem about?
2. Why can the persona in the poem fit into places where others cannot?
3. How does the persona dress?
4. Why is the persona proud of himself/herself?

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



Questions

1. What is happening in the picture?
2. Have you ever attended a similar event? Could you share your experience?

- (d) Describe orally what you see in the picture in Activity 2(c) by talking about the attire, colour, movement, mood, location, and the surrounding environment.



Activity 3: Reading practice

- (a) Read the following passages and answer the questions that follow after each passage.

Passage 1: The wedding

Last year, I attended my cousin's wedding ceremony. It was one of the best wedding ceremonies I had ever attended. This enjoyable ceremony took place in January at my aunt's home village. It was a fascinating experience. The whole house and area in the vicinity were artistically decorated with colourful traditional clothes called *khanga* and *vitenge*. Different plants and flowers were also used to decorate the place. There were multi-coloured electric lights that illuminated the house and the surroundings. The bridegroom and the bride were dressed in beautiful traditional apparel. One can say they were dressed to kill. What was more, the one hundred plus guests dressed in different African clothes, graced the special occasion. People in attendance were in jubilant mood. Their teeth sparkled as they smiled. Sweet music could be heard in the background.

When the wedding formalities were completed, it was time to eat. The tables were full of appetising foods and drinks. I and other young people in the family served the guests. We were smiling throughout. The occasion was filled with laughter and hearty conversation. I could overhear people saying how well-dressed and attractive the bride and the bridegroom were. The time to bid our farewell to the newlyweds came. It was heart-wrenching when the bride shed a lot of tears. I could not help but empathise with her and shed a couple of tears myself. Then, the newlywed couple got into a black, eight-door limousine and headed for the honeymoon. The event left an everlasting impression on my young heart and I hoped mine would be as impressive as this one in the distant future.

Questions

- Whose wedding ceremony was it?
- Where did the ceremony take place?

3. How was the place decorated?
4. How many guests attended the ceremony?
5. How were the guests entertained?
6. Give an example of how the writer tried to make his description attractive.

(b) *Briefly describe the situations in different wedding ceremonies in your community.*

Passage 2: My mother, my strength!

My mother always reminds me of freshly baked bread. The feeling is so warm with a sweet fragrance. I cannot help being drawn to her just like a newly born baby. Despite this, the feelings I have for my mum is ever changing. She is like a rose, so tough and so beautiful.

As I grew up, I became curious about child bearing. I learnt from books and movies that the process was very painful. Then, I asked my mum whether she felt pain when she gave birth to me. Her face went a little darker as she replied 'not at all.' She told me that she was willing to bear the pains to have a lovely daughter like me. I was so moved that I could never forget her gentle, loving face.

She teaches at a vocational high school. When I was young, I didn't like to tell others this because she was more of a care-taker to the so-called bad students than a professional English teacher. However, she changed my mind with her great passion for her teaching career. Students, in the school, usually skip classes, are addicted to the Internet, and quarrel with parents and teachers. I cannot imagine how my mum deals with them, especially when she is the counsellor in charge of around 40 students. Surprisingly, those students adore my mum so much that they call her Mama. I admire her.

They often visit our home and sometimes bring her small gifts after graduation. I was very confused at the beginning because those students did not have good relationships with their teachers. I asked one of them, and she told me that my mum was a wonderful teacher. She never punishes students, and she always gives them useful life guidance. It was then that I started to be proud of my mother for her 'special' teaching job.

My mum is also super supportive when I encounter problems. I remember having nightmares at a very young age. No matter how late it was, she would hold me

tightly until I slept safe and sound again. When I was a schoolgirl, she kept close contact with my teachers. When I had problems with my studies, she never blamed me but gave me hope that I would keep up if I went on trying hard. She is also a wonderful cook. She takes care of me with great patience and cooks me different dishes every day.

My mum is very thrifty. However, she is never mean when it comes to helping me. She is also incredibly far-sighted; she used to stay with some relatives during holidays when I joined secondary school, which made me independent. Now that I am at university and far away from her, she can no longer take care of me. Instead, she gives me constructive advice when necessary.

Mama is the dearest person to you in the world, just as the old song goes. My mum is the dearest person to me and I admire her because of her patience, compassion, and toughness.

Dedicated to mothers who are also teachers- Adapted from <https://www.5staressays.com>

Questions

1. What does the author compare her mother to?
2. What did the author learn about child bearing?
3. Why was the author not proud of her mother's career? What changed her mind?
4. What made the author feel that her mother was a hero?
5. What did the mother do to make the author independent?
6. How does the author describe her mother?

(c) *In five paragraphs, describe your own mother/foster mother.*

Passage 3: A place I call home

I love my home place. It is located far away from the bustling life of cities and people. It has everything I like – high mountains with green hills, meadows, and woods. Tukuyu, as it is known, resembles the pristine lands of ancient unspoiled

countryside. The air is fresh and filled with a rich aroma from tea plantations, banana trees, wood, and flowers. It rains almost throughout the year, which makes agriculture the main activity of the people here. I love the perfect balance of nature which makes me peaceful and calm. I am generally psychologically satisfied when in this wonderful, God-given evergreen land. Everywhere you go, you come across the beauty of the land. You smell the scent of different flowers. You eat different types of fruits, both domestic and wild.

I am an adult now, and I live in the city. But, every year, I love going back to my roots and just walk on the little paths around my home place, Tukuyu. Some days, I like climbing to the top of the hill where I can see the whole plain below always covered in dew. I love taking fresh air. This place is good to visit when I feel stressed and need to get away from the hustle and bustle of my life in the city. Indeed, the area is my psychological balm.

I also like visiting the Lubhalisi River. Its banks are always covered with green grass, flowers, and large wide-branched trees where I can sit and watch the water flowing calmly. I like taking a swim in the river. It has big rocks where you can take a nap after a long swim. In this place, I can walk barefoot on the warm grass, lie on it and look at the sky above, or stroll along the river bank. I have been to many places, but it is in this place where I find tranquillity.

Questions

1. What does the author compare his/her home place with?
2. What do you think makes the author go back to his/her home place?

(d) *Describe the air in the place mentioned in the passage titled "A place I call home."*

(e) *In a paragraph, describe any place of your interest.*

Writing descriptive essays

As demonstrated in the three passages you have just read, a descriptive essay describes vividly places, people, scenes, objects etc. in a way that enables the reader to visualise what is being described or even feels it through all the five senses.

Features of descriptive essays

A good descriptive essay is characterised by the following features:

- (a) It includes a lot of sensory details that create a picture in the reader's mind.
- (b) It uses language precisely, specific adjectives, adverbs, nouns, strong action verbs, and avoids the use of passive sentences.
- (c) It often uses figurative language, such as simile and metaphor, to create mental pictures in the reader's mind.
- (d) It is planned and organised to have the maximum effect.

Planning a descriptive writing

Compared to other types of essays, a descriptive essay attempts to create a deep and vivid experience for the reader; therefore, the following should be considered:

- (a) What or whom you want to describe.
- (b) What particular qualities to focus on. Identify the key attributes and choose the relevant words that can describe them more vividly and leave the reader with a long-lasting image.
- (c) Write a draft of your descriptive essay.
- (d) Revise your descriptive essay by making sure that you have provided enough details and descriptions. Use words that may convey an emotion or a perspective. Each paragraph should focus on an aspect of the description. You also have to organise your paragraphs well.

Activity 4: Vocabulary practice

- (a) Match the words in Column A with their corresponding meanings in Column B by writing the correct response in the space provided.

No	Column A	No	Column B	Response
1.	Illuminated	(i)	Impressive and large or important	
2.	Apparel	(ii)	Something that smells or looks attractive making you feel hungry or thirsty	
3.	Jubilation	(iii)	In a pleasant and friendly manner	
4.	Grand	(iv)	Pulling or twisting something/ somebody/yourself suddenly and violently	

No	Column A	No	Column B	Response
5.	Appetising	(v)	A holiday taken by a couple who have just got married	
6.	Cordially	(vi)	A large, expensive, comfortable car	
7.	Wrenching	(vii)	A particular type of clothes	
8.	Empathise	(viii)	Shone light on something	
9.	Limousine	(ix)	A feeling of great happiness because of achievement	
10	Honeymoon	(x)	Understand another person's feelings and support them	

(b) Use the words in Column A in Activity 4(a) to write two sentences for each.

Activity 5: Grammar practice

(a) Re-read passage 1 and 2 in Activity 3 and identify ten (10) sentences with adjectives. Then, write the sentences and underline the adjectives.

Examples

1. This enjoyable ceremony took place in January at my aunt's home village.
2. I could overhear people saying how well-dressed and attractive the bride and the bridegroom were.

(b) Use the words that you have underlined in Activity 5(a) to write one sentence for each.

(c) Fill in the blanks with the correct word forms from the words in brackets.

1. His suggestions were _____ (practice) and _____ (use).
2. She is an _____ (attract) woman.
3. _____ (season) changes in rainfall affect agriculture in the economy.
4. His _____ (fool) and _____ (impulse) action got him into trouble.
5. Being a _____ (trouble) child, he needs close supervision.

Note: In English, adjectives are arranged in a particular order: they follow articles/determiners and numbers.

No	Adjectives of:	Examples
1.	opinion	great, beautiful
2.	size	big, small
3.	physical quality	thin, tidy, untidy
4.	shape	round, square
5.	age	young, old, middle aged
6.	colour	blue, yellow
7.	origin	Tanzanian, Nigerian, Chinese
8.	material	wooden, plastic

Examples

1. A brilliant old Tanzanian professor
2. What a beautiful tall, thin, young African woman!
3. We need twenty long rectangular grey iron sheets.

(d) *Put the words in the brackets in the right order by writing them in the spaces provided to make meaningful sentences.*

1. We wanted _____ (grey / a / metal) table.
2. They bought _____ (red / a / new) car.
3. She went home and sat on _____ (comfortable / her / wooden / old) bed.
4. He bought _____ (woollen / a / British / stylish) suit.
5. They have _____ (Chinese / black) bicycles.
6. He wants _____ (some / Ugandan / delicious / really) matoke.
7. _____ (young / a / pretty) girl walked into the room.
8. She bought _____ (plastic / red / a / new) lunchbox.
9. He is looking for _____ (leather / stylish / a / black) bag.

10. She dropped _____ (old / beautiful / the) plate.
11. I want _____ (silk / green / an / amazing) dress.



Activity 6: Writing practice

- (a) Choose one of the following titles and write a descriptive essay of 300 to 350 words.
- (i) The person I admire
 - (ii) The most memorable event I have attended
 - (iii) An unusual ceremony I have attended
- (b) Write five paragraphs to describe any place of interest in your country which you would like a visitor from another country to visit and enjoy.
- (c) In four paragraphs, describe an important school function which you recently attended.

Chapter Twelve

Writing argumentative essays

Introduction

*Writing an argumentative essay is considered one of the most challenging tasks among students as it needs evidence to support and clarify one's thoughts to convince people. In this chapter, you will listen to a poem titled **Being argumentative**, which will be read to you by the teacher, and answer questions on it. Next, you will read and act out a dialogue based on an argumentative essay, read an argumentative passage titled **Can we do without English?** and answer questions about it. You will also practise using vocabulary items related to the passage. Then, you will practise using "on the contrary," "on the other hand," "yet," "despite," and "in spite of" in different situations. Finally, you will write an argumentative essay on a given topic and on any controversial topic of your choice. The competencies developed in this chapter will help you to develop the ability to persuade others in different situations by arguing logically and critically.*



Activity 1: Listening practice

- (a) Listen to a poem which will be read by the teacher and answer the following questions.
 1. According to the persona in the poem, when are you supposed to argue?
 2. What is the argument on the survival tool suggested by the persona?
 3. What will you do when things get out of hand?
 4. Is this poem relevant to you? Give two reasons for your answer.
- (b) Listen to audio/aural and audio-visual materials on how to write an argumentative essay.
- (c) Write a summary of what you have listened to.
- (d) Discuss your work with your fellow students in a small group and ask them

to share their work with you. Then agree on a joint summary to be presented to the rest of the class.



Activity 2: Speaking practice

- (a) Participate in a debate on the following topic: "Tradition is better than modernity."
- (b) Read and act out the following dialogue.

Veronica: Hi Rajabu, good evening!

Rajabu: Hi Vero, how're things?

Veronica: Fine, and you?

Rajabu: Excellent! Welcome.

Veronica: Thanks brother. I'd like to remind you about your promise.

Rajabu: Yes, I remember it. What is the assignment about?

Veronica: It's about writing an argumentative essay. Our teacher asked us to find out its features and format. That's our task for today.

Rajabu: Alright! You know its meaning, don't you?

Veronica: Of course, I do.

Rajabu: Can you remind me about it?

Veronica: Yes, of course. It is an essay written to present opinions which either agree or disagree with a controversial topic. It aims at arguing, convincing, motivating, or persuading the reader to accept, change and take the required action on a topic or subject that might affect the society. In writing this type of essay, you should use discourse markers, such as *on the contrary*, *on the other hand*, *yet*, and *others*.

Rajabu: Oh, great! In addition, in an argumentative essay, opinions are usually supported by evidence, reasons, and examples to convince the reader that the writer's point of view is valid. The writer must prove their viewpoint by supporting it with convincing evidence from reliable sources to show that their opinions, theory or hypothesis about a certain topic are correct or more appropriate than others.

Veronica: Ok, and what are its features?

Rajabu: Are you serious? Don't you know even a few of them?

Veronica: I think I know only one, but I'm not sure if it's correct or not.

Rajabu: Which one?

Veronica: I know that its topics are based on factual and non-debatable information.

Rajabu: Oh, no that's not correct! That's one of the features of an expository essay but not of an argumentative essay.

Veronica: I see! That's why I've told you that I'm not sure! So, please tell me the features of an argumentative essay.

Rajabu: Good, an argumentative essay must include the writer's stand; it must have a debatable theme; it must be clear and follow a certain format; its body must have a logical flow whereby each argument is backed up by reasons and evidence. The writer's opinions can then be analysed by giving its strengths and weaknesses.

Veronica: Ok, now I've understood the features. Can we now move on to the last part of the question, which is the format of an argumentative essay?

Rajabu: Ok, I hope you know something about it.

Veronica: Yes, I know that an argumentative essay must have an introduction, a thesis statement, the main body, and a conclusion. However, I don't know these parts well.

Rajabu: Don't worry, I will tell you. An introduction includes the definition and clarifications of key terms of the topic. The main body includes a collection of paragraphs, explaining in detail the subject matter using arguments and examples. A conclusion should relate to the main body and give the general overview of the topic discussed.

Veronica: Thanks brother, but you have not said anything about a thesis statement. Could you please tell me about it?

Rajabu: Oh, I'm sorry! I forgot to tell you. A thesis statement is one or two sentences that express or summarise the main idea, main point, or central message of an essay. It is included in the introduction and then developed, supported, and explained in the essay with examples and

evidence. The arguments you make in your essay should relate to the thesis statement.

Veronica: Well, thank you so much. I've understood! I'll immediately write what we've discussed in my exercise book so that I can submit it to the English language teacher tomorrow morning. Thereafter, I'll write a brilliant argumentative essay.

Rajabu: That's brilliant! I'd like to read your work then.

Veronica: Ok, brother. I'll bring it to you.

Rajabu: Ok, all the best.

Veronica: Thank you. See you.

(c) Answer the following questions orally:

1. What are the features of an argumentative essay?
2. How can you write an argumentative essay?
3. Why do we write an argumentative essay?



Activity 3: Reading practice

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

Can we do without English?

English is an international language. It is used in Europe, America, Australia, Asia, and Africa. In some countries, English is a national language while, in others, it is a second or a foreign language. As a national and second language, it plays an important role in social life, education, business, politics and international communication. As a foreign language, it still has some important roles to play.

Let us consider the merits and demerits of using English or Kiswahili in Tanzania. On the one hand, English is an official language of communication in Tanzania and outside Tanzania. It is also the medium of instruction in secondary schools and higher learning institutions. It plays an important role in trade and commerce, as well. Moreover, it is the language of science and technology. Without English, it would be difficult for Tanzanians to acquire highly needed scientific and technological knowledge.

English is used extensively around us. For instance, in business settings, you often come across advertisements like "Tea Room," "It's cool to be clean," "No smoking," and many others. In hospitals, there are notices like "emergency," "silence please," and "exit". Furthermore, directions on how to use some of the medicines are given in English.

On the other hand, in spite of the aforesaid roles of the English language in Tanzania, people do not speak English in public places, such as at the market, bus stations, or in public rallies. The reason is simple: Tanzanians have a common language, Kiswahili, and they feel more comfortable conversing in Kiswahili than in English. Moreover, Kiswahili played a key role in unifying people in the country before and after independence. Besides, it is the medium of instruction in primary schools.

In secondary schools and higher learning institutions, where the medium of instruction is English, it was expected that students would confidently communicate among themselves in English. On the contrary, they communicate more in Kiswahili than in English. English is scarcely used outside the classroom. This implies that even the educated feel more comfortable speaking Kiswahili than English because their mastery of the latter is inadequate.

In Tanzania, millions of town dwellers use Kiswahili as their first language. It is used in most newspapers, televisions, and radio stations. Debates in the parliament are held in Kiswahili. Similarly, during elections, candidates for different positions conduct their campaigns in Kiswahili because most of the voters are Kiswahili speakers. Kiswahili is used daily for most communication purposes. Kiswahili is one of the official languages of the East African Community (EAC) and the African Union (AU).

Despite some difficulties facing Tanzanians in acquiring scientific and technological knowledge written in English, it is believed that they can manage without it. For example, all books and papers with scientific terminologies written in English can be translated into Kiswahili. The medium of instruction at all levels of education, from pre-primary to university, can be Kiswahili so that students can study all subjects except languages in Kiswahili. This can help to address the difficulties of acquiring the needed scientific and technological knowledge without English. In primary schools, for instance, since the majority of schools use Kiswahili, many subjects, including Science and Technology, are already taught in Kiswahili.

Furthermore, in business, advertisements written in English, like *Tea Room*, *It's cool to be clean*, *No smoking* and many others can be translated into Kiswahili. In hospitals, some notices in English like *emergency*, *silence please*, and *exit*

can also be translated into Kiswahili. Even prescription labels that are written in English can be translated into Kiswahili. Generally, all documents written in English can be translated into Kiswahili. Bearing in mind the key arguments provided, I am certain that Tanzania can do without English.

Questions

1. What are the roles of the English language in Tanzania?
2. Why is English not used in the streets, buses or market places in Tanzania?
3. What are the features of an argumentative essay found in the passage?
4. In the last sentence of the passage, the writer says, "I am certain that Tanzania can do without English." Give your opinion by supporting or refuting the claim with convincing reasons.
5. In the second paragraph, the writer says, "Without English, it would be difficult for Tanzanians to acquire highly needed scientific and technological knowledge." What is your opinion about this? Give a reason.

(b) Summarise the passage under Activity 3(a) in 40 to 50 words.

Activity 4: Vocabulary practice

(a) Read aloud and give the meaning of the following words as used in the passage:

- (i) certain
- (ii) dweller
- (iii) premises
- (iv) prescription
- (v) conversing
- (vi) aforesaid
- (vii) medium
- (viii) rallies

- (b) Use the words in Activity 4(a) to construct one sentence for each.
- (c) Write a short passage using some of the words in Activity 4(a).

Activity 5: Language use practice

- (a) Rewrite the following sentences as instructed.
- Students should make more efforts to pass their examinations. Teachers' role should not be ignored. (Use: ... *on the other hand* ...).
 - They said we could not stop corruption, but we are winning the war against it. (Use: ... *on the contrary* ...).
 - They are ordered to keep quiet. They are still making noise. (Use: ... *yet* ...).
 - Being a child star is bittersweet; you are loved by millions, but you are also remembered forever for what you did years ago. (Use: ... *on the one hand* ... but *on the other hand* ...).
 - They say I don't like reading, but I read at least one novel a week. (Use: ... *on the contrary* ...).
 - The minister visited our school. We failed to meet him. (Use: ... *yet* ...).
- (b) Use the linking words and verbs given in the following table to compose a meaningful sentence for each. The first item has been given as an example.

	Linking words	Verbs	Sentences
1.	yet	cook finish	They started cooking two hours ago, but they have not finished yet.
2.	on the contrary	help volunteer	
3.	on the one hand on the other hand	read write	
4.	yet	campaign vote	
5.	on the contrary	go arrest	
6.	on the one hand on the other hand	water harvest	

(c) Construct five sentences using each of the following words or expressions.

- (i) however
- (ii) nevertheless
- (iii) apparently
- (iv) despite
- (v) in spite of

(d) Write a short passage using some of the following words or expressions: *on the one hand, on the other hand, on the contrary, yet, apparently, despite and in spite of.*

(e) Study the following model sentences to practise using "*on the one hand, on the contrary*" and "*on the other hand*" in different expressions.

1. Students are not performing poorly because of poor teaching; *on the contrary*, the students are not serious.
2. People cannot afford beer; *on the contrary*, many people drink it every day.
3. You think he is foolish; *on the contrary*, I assure you that he is very clever.
4. Development should not depend on loans from outside; *on the contrary*, we should work hard to develop our country.
5. *On the one hand*, we say we should practise our English; *on the other hand*, we speak Kiswahili all the time.
6. *On the one hand*, their school has better performance in sports; *on the other hand*, their academic performance is poor.
7. *On the one hand*, I want to go on being a player, but, *on the other hand*, the team has asked me to be their coach.
8. *On the one hand*, I feel like I need a good rest at the weekend; *on the other hand*, we have a History test on Monday.

As seen in the above sentences, the phrase *on the contrary* is used to show that you think or feel the opposite of what has just been stated. It is used to express opinions. The phrase *on the other hand* is used to introduce a contrasting point of view, fact or situation. The contrast is often shown

using *on the one hand ... on the other hand*. Thus, both *on the contrary* and *on the other hand* are linking phrases that are used to negate or oppose the statement that has already been said. They are normally used to make a strong negative reply towards the preceding statement.

(f) *Study the following model sentences to practise using "yet" in different expressions.*

1. The organisation has not established enough centres for street children *yet*.
2. Amina hasn't phoned me *yet*.
3. Haven't they paid you *yet*?
4. So many people have cultivated food crops this year, and *yet* people are suffering from famine.
5. The government has ordered everyone to ask for EFD receipts when buying anything, *yet* they are given normal receipts.
6. The latest performance was his best *yet*.
7. The English language teacher gave us *yet* more work to do.
8. I feel very sorry to bother you *yet* again.
9. He bought *yet* another T-shirt to add to his collections.
10. Maua hasn't registered for class *yet*.
11. I haven't finished breakfast *yet*.
12. Has she emailed you *yet*?

From the above sentences, you will realise that the word *yet* has several uses. It can be used in negative statements or questions. Apart from that, *yet* can be used to add emphasis to the words *another*, *again*, and *more*, especially to show an increase in amount or the number of times something happens. Lastly, *yet* can be used as a conjunction to mean "but" or "nevertheless" (see example 4 and 5).

(g) *Study the following model sentences to practise using "despite" and "in spite of" in different situation.*

1. We enjoyed the weekend *despite* the rain.
2. The team is supported by many fans *despite* its poor performance and results.

3. *Despite* his illness, Paul came to school.
4. He was very fast *in spite of* being heavily overweight.
5. They enjoyed the rides *in spite of* the long queues.
6. *In spite of* being hungry, Michael did not eat the food.
7. *In spite of* playing poorly, we won the match.

From the above sentences, both *despite* and *in spite of* are used to express a contrast between two things. They mean that something happens without being influenced or prevented by another thing. They have similar meaning to *although* or *even though*.



Activity 6: Writing practice

- (a) Choose one topic from the following and write an argumentative essay.
1. Co-education is more advantageous than single sex education.
 2. Kiswahili should be used as the medium of instruction at all levels of education in Tanzania.
 3. Students with special needs should be taught separately from other students.
 4. Students in secondary schools should be allowed to use smartphones during class hours.
 5. Engineers are more important than medical doctors.
- (b) Choose any controversial topic and write an argumentative essay, ranging from 300 to 350 words long.

Chapter Thirteen

Creative writing

Introduction

*Creative expresses a writer's thoughts and feelings in an imaginative way, usually through the creation of events and characters which attract the reader to carry on reading and become involved in writing, for example identifying different characters and wanting to know what happens next. Creative writing also depends on the creative use of language through imagery, symbolism, proverbs and even the creation of new words or ways of expressing oneself. Therefore, a creative writer is the one who knows the language well and can use it imaginatively. In this chapter, therefore, you will listen to instructions on how to draw a picture that will be given by the teacher to practise listening skills. Next, you will learn about creative writing, recite a poem, read a story titled **As greedy as a hyena** and answer questions. You will also practise using vocabulary items related to the poem and the story. You will then practise using figures of speech. Finally, you will compose a poem on any topic of your choice and a story on the given topics. The competencies developed in this chapter will help you develop creative thoughts, use your imaginations, suggest alternatives, and broaden your thought processes, and enhance your problem-solving abilities.*



Activity 1: Listening practice

- (a) Listen to the instructions given by the teacher.
- (b) Draw the picture and describe it as instructed by the teacher.
- (c) Participate in story creating activities led by the teacher.
- (d) Listen to audio/aural and audio-visual materials on how to improve your creative writing skills.
- (e) Write a summary of what you have listened to.
- (f) Discuss your work with your fellow students in a small group and ask them to share their work with you. Then work with them to develop a group summary to be presented to the rest of the class.



Activity 2: Speaking practice

- (a) Read aloud the following tongue twister several times.

A black bug bit a black bear, but where is the black bear that the black bug bit?

- (b) Recite the following poem; then, answer the questions that follow.

Sons of Africa



Listen Africa listen!

Listen to the words of a stallion

Listen as I speak of giants,

The African giants

The giants that had to fight for our freedom

Yes! The men and women of Africa

Un-wax your ears and listen

*Great warriors of our motherland,
You all stood against white powers
And liberated black wishes
Against all odds you stood.
Courageously, you battled the spite of the myth.
I speak of Nyerere the fearless father
Mandela the stallion galloping from the South.
Kaunda, you stood in spite of the snares
Samora Machel, your sacrifice remains in our hearts*

*Listen sons of the soil,
It's your people who went under the soil
Their sacrifices and deeds should not go in vain.
Under the soil their bellies lie empty
Viva the warriors of Africa
Listen sons of Africa
Do not let anyone stamp on you
Do not let their oppression stifle you
African warriors you must once more become
Adorn the spirit of Nyerere, Madiba, Kaunda and Samora
Remember...Listen...Remember.
The spears and the rocks, Africa's weapons of old
Now Son of the Soil desires battle against Africa
Hey listen sons of Africa
Listen...listen...listen*

Source: Adapted from David Ration Lekoba-Sons of Africa

1. What does the speaker refer to when he says "sons of Africa?"
2. What instruction does the speaker give to the sons of Africa?
3. What is the tone of the speaker in this poem?
4. What are the poetic techniques used by the writer in this poem?
5. What is the relationship between the title and the content of the poem?
6. What are three (3) messages from the persona to the readers?

(c) Compose a poem of not more than four (4) stanzas on one of the following topics.

- (i) The beauty of Tanzania
- (ii) Nyerere, the hero
- (iii) The importance of education
- (iv) Karume, the people's leader



Activity 3: Reading practice

Read the following story and answer the questions that follow.

As greedy as a hyena



If I wake up very early, I will be able to go to the two parties.

Once upon a time in Matanda township, there lived a very greedy man. He was as greedy as a hyena. He liked food more than anything else. Because of this, people in the township called him Mr Kulakula. One day, Mr Kulakula was invited to two wedding parties. The parties were to take place on the same day. Mr Kulakula did not like this arrangement: he wished they were on different days. However, since he knew there would be plenty of delicious food, he decided to attend both parties. He thought the best way to do this was to wake up very early so that he could fit in the two events.

So Mr Kulakula woke up very early on the wedding day. He got dressed as quickly as he could and decided to go to Mr Pesambili's wedding first.

Mr Pesambili's house was about half an hour's walk from his house. When he arrived there, the women were very busy preparing food. Some were washing meat and cutting it into pieces. Others were peeling potatoes and washing rice. "Oh, I'm a bit early," Mr Kulakula whispered to himself. "I'd better go to Mr Kazi's wedding. Probably, the food will be ready there. Oh, how I wish I had a bicycle." He continued whispering to himself.

Mr Kulakula walked as fast as he could. It took him 45 minutes to arrive at Mr Kazi's house. By this time, he was sweating all over. When he got there, he found the women making a fire. "What lazy women these are! Where have they been the whole morning?" He whispered angrily.

Mr Kulakula did not waste time. He decided to go back to Mr Pesambili's place. He thought that the food would be ready by then. "This time I think I'll have to run. Unless I run as fast as I can, I'll be late," he said to himself. So he started running.

He ran as fast as an Olympic athlete. It took him only 15 minutes to reach Mr Pesambili's house. When he arrived there, he was told that the food would be ready soon. "No, I can't wait. I'll have to run back to Mr Kazi's place. I'm sure the food will be ready there when I arrive," he thought. So he turned and tried to go back to Mr Kazi's place but his legs were too weak to run any further. He had no choice but to walk. This time it took him one and a half hours to reach Mr Kazi's house. When he arrived he found out that there was no food left. People had finished eating. The women were washing the dishes and putting them away. "Oh my God! He cried. "I'm too late. I'd better run back to Mr Pesambili's place. Oh, I wish I had wings!," he thought. Poor Mr Kulakula had no wings. So, he had to walk, but by then, he was exhausted and hungry. When he finally arrived at Mr Pesambili's house, a disappointment was awaiting him. People had eaten all the food, and the women had washed the dishes and put them away. They were about

to leave. "Poor me! I wish I had attended only one party." He said to himself regretfully. But it was too late.

Source: Adapted from Tanzania Institute of Education (1996). *English for secondary schools book 2*. Dar es Salaam: Tanzania Institute of Education.

Questions

(a) *Write True for a correct statement and False for an incorrect statement in the space provided.*

1. In Matanda township, there lived a man who behaved like a hyena. _____
2. Mr Kulakula was able to attend the two parties. _____
3. Mr Kulakula was invited to the two parties because he was a greedy man. _____
4. Mr Kulakula wanted the wedding parties to be on different days. _____
5. Mr Kulakula ran in the Olympic games. _____
6. On the wedding day, Mr Kulakula went to Mr Kazi's place twice. _____
7. When he arrived at Mr Pesambili's house for the last time, Mr Kulakula found a big disappointment waiting for him. _____
8. Mr Pesambili's house was about half an hour's walk from Mr Kulakula's. _____
9. Mr Kulakula visited Mr Pesambili's house on the wedding day four times. _____

(b) *The words and phrases in the following box can be divided into four groups to answer the questions "how", "where", "how often" and "when." Group them accordingly in the table on the next page as shown in the example.*

here, early, yesterday, the other day, downstairs, cleverly, once upon a time, upstairs, today, weekly, once, suddenly, hard, fast, soon, long ago, nicely, sometimes, never, in front of, carefully, there, daily, inside, on the same day, at home, badly, well, always, easily, far.

how?	where?	how often?	when?
Example: Quickly	Nearby	Twice	Afterwards

- (c) *Write a short passage using at least half of the words in the box in Activity 3(b).*

Activity 4: Vocabulary practice

- (a) *Read the following words aloud and find the sentences in the passage in Activity 3 that contain them:*
- (i) greedy
 - (ii) peeling
 - (iii) athlete
 - (iv) regretfully
- (b) *Construct two sentences for each word in Activity 4(a).*
- (c) *Read aloud and tell the meanings of the following words:*
- (i) restoration
 - (ii) ration
 - (iii) tribute

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

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

(e) Find ten words from the puzzle whose meanings have been provided below and circle them. Then, write the words in the blanks provided after their meanings. Note that, in the puzzle, the words have been written horizontally, vertically, and diagonally.

Example

A wild animal from Africa and Asia that looks like a dog, hunts in groups and makes a sound similar to a human laugh. Hyena.

- The feeling of being proud and loving your own country. _____
- The act or process of returning something to its earlier good condition or position or to its owner. _____

3. Something that you say, write or give that shows your respect and admiration for someone, especially on a formal occasion. _____
 4. Wanting more food, money and other things than you need. _____
 5. Having a very pleasant taste or smell. _____
 6. To join two pieces of cloth together by putting a thread through them with a needle. _____
 7. To remove the skin (outer layer) of fruits and vegetables. _____
 8. A limited amount of something that one person is allowed to have, especially when there is not much of it available. _____
 9. To speak very quietly so that only the person close to you can hear you. _____
 10. A person who is very good at sports, such as running, jumping, and throwing, or physical exercise, especially one who competes in organised events. _____
- (f) *Construct one sentence for each word you have circled in the puzzle in Activity 4(e).*

Activity 5: Language use

- (a) *Choose the correct answer from the given alternatives in the following questions.*
1. In literature, giving human characteristics to something that is not human is called _____
 - (a) Personification
 - (b) Imagery
 - (c) Synecdoche
 - (d) Metonymy
 2. Which of the following is NOT an example of hyperbole?
 - (a) My grandfather is older than dirt.
 - (b) If I don't get a new iPhone, I'll die!

- (c) She's been my best friend forever.
 - (d) You were as brave as a lion.
3. Which of the following sentences is an example of a simile?
- (a) The moon smiled down on the sleepy town.
 - (b) Her smile was like that of Mona Lisa.
 - (c) Her smile lit up the whole room.
 - (d) The stream babbled over smooth rocks.
4. Which of the following is an example of assonance?
- (a) The man ate countless candy bars at the carnival.
 - (b) I like Ike.
 - (c) The fighter was a tiger, ready to pounce on his prey.
 - (d) The moon beamed.
5. Which literary device does the following sentence contain? "You can order anything online by the click of a mouse."
- (a) onomatopoeia
 - (b) metaphor
 - (c) pun
 - (d) hyperbole
- (b) *Choose any seven figures of speech that you know and construct two sentences for each.*



Activity 6: Writing practice

- (a) *Before you start performing writing activities, read the following text.*

Creative writing depends on an individual's mastery of a particular language. It can be in different forms, such as novels or short stories, poems and biographies. Creative writing also involves the creation of plot, characters, and language use. It also involves the use of figures of speech and other literary devices, such

as simile, metaphor, hyperbole, personification, or irony to make your work attractive and artistic.

How to write creatively

1. Think about the topic of your story or poem.
2. List down the general ideas to be included in your story or poem.
3. Think of the style and vocabulary which you will use in your story or poem.
4. Plan the characters in your story or poem.
5. Consider the setting (environment) that will be reflected in your story or poem.

How to compose a short story

When composing a short story, the following are important things that you need to do:

- (a) Think about the scenes of your story. Here, you have to ask yourself: What is your story about? Who is involved in the story? What happened to him/her? Why did it happen? Where and when did the event occur?
- (b) Choose and plan how to develop your characters by naming them, shaping them to the appropriate physical appearance, and behaviour as well as assigning them different roles to play in a story.
- (c) Choose and plan the setting of your story. At this stage, you have to choose the environment that will be reflected in your story depending on the main subject of the story. The setting can be in terms of place, such as urban or rural areas, time and social environment.
- (d) Sketch out the plot (organisation of events) in your story by considering the following:

The beginning of the story: It is very important to catch the interest of your reader from the very beginning. This is what is called “the hook” as it catches your interest. Thus, many stories start with an event, or a dialogue which shows a conflict to which the reader will want to know the solution. It is not necessary to introduce the setting, the character etc from the beginning as it often slows down the story. Details of the setting and the characters can be introduced here and there during the story.

The middle: In the middle, the story continues as the main character (protagonist) confronts the conflict or issue which is the basis of the story. The confrontation gets stronger and stronger. This is called "rising action." The main character faces conflicts and misfortunes with regard to other characters.

The climax: The climax usually comes towards the end of the story. It is the highest point of tension and suspense. It is also the turning point where the main character takes the decisive step to solve the conflict or issue or reaches her/his goal.

Strong resolution: This is the ending part that is reached through the falling of the action. At this stage, all the questions that your reader has about the consequences of the conflict are answered since he/she is going to know the outcomes of those conflicts to the characters, especially the protagonist (the main character). The story can have a happy, unhappy, or sad ending.

- (e) **Think of the style of narration in your story.** This involves the point of view such as the person who is going to tell the story. You can use a first, second, or third person point of view, but most people use either the first or third person. In the first person, it is the protagonist who usually tells the story. So, we see all the actions from her/his point of view. In the third person point of view, the writer tells the story from the point of view of someone who can see everything happening, things which the protagonist cannot see.
- (f) **Think about language use** since language creates the tone or mood of your story. It makes the story attractive, and it is a key to delivering your themes effectively. Language is also important in developing your characters as each character will have their own way of talking.

How to write a poem

The following steps are helpful in writing a poem:

Step 1: Understand your purpose

Why are you writing a poem and what do you want it to say? The purpose of your poem can dictate what form or style you should use, how long or short it should be, and the types of language you want to use. Are you writing for yourself, for an assignment, or someone else?

Step 2: Choose a subject

The subject is the focus of your poem, or what your poem is about. Choosing a subject before you write can help you to focus your mind on that specific subject. Some common poetry subjects include emotions, such as love or fear; a person, real or fictional; a place, real or fictional; a feeling, like acceptance or rejection; an object, an animal or time.

Step 3: Brainstorm

Start by writing down all the words that come to mind when you think of your subject. Poets and writers often imagine what other people or objects see or feel. If a poet saw an apple, he may wonder why it is there, who put it there, what the apple is thinking, or what it will become, like apple sauce or apple pie. Take a walk and try to experience every physical sense: touch, smell, sound, taste and vision.

Step 4: Choose the poem format, type and style

The format of your poem is influenced by the subject and tone. As a beginner, you don't need to worry too much about style or get caught up trying to perfect a format. Some of the easier types of poems and poetry styles for beginners include:

Acrostic: The first letter of the first word on each line spells out a word.

Free verse: Free verse is a poetry where there is no rhyme or regular rhythm or length of line. The poet, however, uses rhythm and structure to give meaning to the poem.

Haiku: A haiku consists usually of seventeen syllables only in three lines: five syllables in the first line, seven in the second line and five in the third line.

I am: I am poems are one form of free verse poems. Each line starts with "I am" and tells the reader something more about yourself.

Narrative: A narrative poem tells a story and includes ballads and epics.

Rhyming couplets: The last word in each of two consecutive lines rhymes.

Step 5: Write one line

You have your purpose, subject, related words and format. Now, it is time to write. Write down one line to start. This could end up being your title, your opening line, or your last line. Take a look at the line and see where you think it matches your idea

Step 6: Write the rest

If you use the first line as your opening line, simply start adding lines after it. If it is your ending line, you can work backwards or work towards that line. As you write, do not worry too much about perfect formatting. You can fix that later.

Generally, because poems are short, they use figures of speech like metaphors, similes, personification, symbols and irony to create vivid images for the readers. Poems depend very much on the power of the language .

Step 7: Go back over your poem and see how you can improve the language and the content. You might do this several times.

(b) Choose one of the following activities.

1. Write a story beginning with “It was a dark and stormy night ...
2. Compose a poem on any topic or theme of your choice.
3. Choose one of the following topics and write a story of 300 to 350 words:
 - (i) The tragedy in Kibiti
 - (ii) Kidawa, the heroine
 - (iii) Kalulu, the poor boy
 - (iv) The magic journey
 - (v) Spice Islander

Chapter Fourteen

Writing and delivering speeches

Introduction

*Speeches are very important as they enable us to address and interact with audiences when delivering messages. Through speeches, people interact with a large number of other people who receive and react to the messages delivered. In preparing speeches, people face challenges such as finding topics that appeal to the targeted audience as well as selecting and abiding by the principles of speech delivery. In this chapter, you will listen to a short passage read to you by the teacher and answer questions on it. Next, you will act out a dialogue focusing on principles for delivering speeches, read a speech on **Teenage pregnancies in Mjalie Village**, and answer questions on it. You will also practise using vocabulary items related to the speech. You will then practise using active and passive voice in various situations. Finally, you will complete a speech provided, write various speeches on given topics and deliver them before your fellow students. The competencies developed in this chapter will enable you to prepare good speeches on various topics and deliver them to audiences using relevant techniques.*



Activity 1: Listening practice

- (a) Listen to the teacher reading a passage and answer the following questions.
 1. What are the characteristics of a good speech?
 2. What are the qualities of an effective speaker?
 3. What might happen if a speech is poorly prepared and delivered?
- (b) Listen to online based audio/aural and audio-visual materials on how to improve your public speaking skills.
- (c) Write a summary of what you have listened to.
- (d) Discuss your work with your fellow students in a small group. Then, work with them to develop a summary of your work to be presented to the rest of the class.



Activity 2: Speaking practice

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

Rosemary: Hello, I hope you're all fine.

Mlete: Yes Rose, we feel great. We hope you're fine too.

Rosemary: Right, I'm fine too.

Rahma: That's great! I think we have only two hours left to submit the task. Please Rose, as a group leader, lead the discussion and I'll be taking notes.

Rosemary: Right Rahma. As we know, we were assigned two tasks to do: to write a speech and explain the principles of delivering a speech.

Mlete: Yes Rose, since we've already learnt how to write a speech, I think it would be better if we start writing the speech, and move to the second task later.

Rahma: No, we don't need to write the speech right now because the teacher has told me to inform you that the deadline for the first task has been extended to next week. So, we should do the second task now as it should be submitted in two hours from now.

Mlete: Oh what a stroke of luck! It would be very hard for us to do both tasks.

Rosemary: Sure. So, let's write the principles of delivering a speech. Since we had already assigned each of us to find the principles, I hope it won't take a long time. Everyone has to present what they have found out, and Rahma will be taking notes.

Rahma: Right, Rose. Let me start. After a long search, I found only two principles. First, you need to vary or change the pitch and intensity of your voice. Second, you need to be flexible in pace to convey the message clearly.

Mlete: Good! I found three other principles. First, the stage presence. That is the ability to own the stage and project your personality to the audience. The second one is to look good and talk confidently

while delivering the speech. The third principle is to ensure that your body language does not contradict what you are saying. In other words, your facial expressions should not contradict your verbal message in conveying what you want to say. What did you find Rose?

Rosemary: In my search, I found four principles. Firstly, we need to use gestures to emphasise a point and movements to show the transition from one idea to the next. Secondly, we have to establish a rapport with the audience by engaging and interacting with them through eye contact. Thirdly, we need to speak naturally and focus on the audience. Fourthly, we should have good diction; that is, we should choose appropriate words and pronounce them clearly to effectively transmit the idea to the audience.

Rahma: That's good. I think I've recorded everything. So, I think we have finished our task. The work is ready for submission.

Mlete: Thank you all. Besides, in my search, I found characteristics of a good speech. I would like to share them with you even though it wasn't part of our task. Speeches should be clear, brief, concrete, and audience-oriented.

Rosemary: Thank you Mlete for sharing with us this very important aspect which will guide us in writing speeches. Thanks to you all for the brilliant work we've done. I'll submit it before the deadline. This is the end of our discussion. See you tomorrow!

Mlete: You are welcome. Bye!

(b) *Answer the following questions orally.*

1. What are the principles for an effective delivery of a speech?
2. What will happen if you do not consider your audience when preparing a speech?



Activity 3: Reading practice

Read the following speech prepared by a village chairperson and answer the questions that follow.

A speech on teenage pregnancies in Mjalie Village to be delivered at the village meeting on 20th December 2021 at Mjalie Village chairperson's office ground

Good morning ladies and gentlemen! I feel honoured to see that the majority of the villagers have responded positively to the meeting invitation. Thank you very much. I'm especially happy to have the opportunity to be here with you today to talk about "Factors contributing to teenage pregnancies at Mjalie Village, the effects of these pregnancies and how to prevent this problem." Teenage pregnancies refer to pregnancies of girls aged between thirteen (13) and nineteen (19) years. I hope you are all aware of this problem in our village. Generally, disadvantaged girls and the ones who fall short of expectations in their education are the ones who get pregnant. In our village, this problem is getting worse as the number of teenage pregnancies has been increasing every year. For example, we had five cases in 2017, seven cases in 2018, ten cases in 2019 and twelve cases in 2020. The worst thing is that most of these girls are primary school pupils and secondary school students. Consequently, there are many school dropouts in our village.



Ladies and gentlemen, let me start with the major factors that lead to teenage pregnancies in our village. One of these factors is lack of parental care. The majority of parents in our village do not take good care of their children. Many parents seem to be too busy with their daily activities and do not provide the needed guidance and support to their teenage children with regard to different issues, including sexual health education. Parents do not talk to the teenagers on

the effects of becoming sexually active at a young age. Some of the teenagers ask their friends on whether to have sex or not and are given the wrong information. Thus, they engage in unsafe sex which results in teenage pregnancies in the village.

Ladies and gentlemen, in addition, our traditions and cultural practices are the other major factors for teenage pregnancies in our village. Everyone here is aware of the fact that young boys and girls are sent to traditional initiation centres where, among other things, they are taught about manhood and womanhood. Young boys are also circumcised in these centres and, during their recuperation from their circumcision wounds, they are taught how to become men, while young girls are taught how to become women and good wives. When the youths graduate from these initiation centres, they engage in sexual acts at their very early ages, leading to teenage pregnancies.

Ladies and gentlemen, lack of knowledge about sex among teenagers is another major factor for teenage pregnancies in our village. Some teenagers do not have adequate knowledge about the risk of engaging in sexual intercourse at a young age. Some of them get the wrong information through watching movies, videos, and from friends. Consequently, they engage in sexual acts which result in teenage pregnancies in our village.

Ladies and gentlemen, poverty is also another major factor leading to teenage pregnancies in our village. Poverty is caused by various factors, including bad weather conditions, recurring droughts, and poor productivity in agriculture. Some families are very poor. They live a hand-to-mouth life and hence they cannot afford all the needs of their children. This situation leads to some teenagers, especially students, to ask other people to help them satisfy some of their needs. Some immoral adult males take this as an opportunity to easily persuade such young girls to engage in love affairs. These immoral adult males provide some assistance in terms of money, food, and lifts to the young girls. Because they come from very poor families, the young girls easily accept and engage in sex which results in teenage pregnancies. For example, last month, we had one case; one parent came to my office with a Form Three pregnant girl. One of the questions I asked the girl was how she got pregnant while she was still a student. Her reply was as follows, "The man gives me money and takes me to school on his motorcycle. Because our school is far from home, I need some pocket money to spend at school. My parents cannot afford all these, and I cannot blame them because they love me, but they are very poor. Because I needed such assistance badly, I accepted him and he made me pregnant." This shows how poverty leads to teenage pregnancies in our village.

Questions

1. What is the purpose of this speech?
2. What is the context of this speech? Support your response with sentences from the speech.
3. Why do girls get pregnant in Mjalie Village?
4. What are the characteristics of this speech? Give examples.
5. What are the effects of teenage pregnancies?
6. What are the causes of teenage pregnancies in your village or district?
7. What do you do to prevent teenage pregnancies in your village or district?

Activity 4: Vocabulary practice

- (a) Give the meaning of the following words or phrases as used in the speech in Activity 3:
- (i) teenager
 - (ii) self-esteem
 - (iii) initiation
 - (iv) recuperation
 - (v) hand-to-mouth
 - (vi) immoral
 - (vii) devastate
 - (viii) malnourished
 - (ix) rear
 - (x) adversely
 - (xi) inculcate

- (b) *Construct two sentences for each word in Activity 4(a).*
- (c) *Write a short passage using some of the words in Activity 4(a).*

Activity 5: Grammar practice

- (a) *Study the sentences in the following table.*

Active sentences (voice)	Passive sentences (voice)
1. Andres kicks the ball.	1. The ball is kicked by Andres.
2. She wrote children's books.	2. Children's books were written by her.
3. Juma is buying the book.	3. The book is being bought by Juma.
4. Ashura and Amos have eaten my cake.	4. My cake has been eaten by Ashura and Amos.
5. Jamila was writing a letter.	5. A letter was being written by Jamila.
6. Aisha had won the race.	6. The race had been won by Aisha.
7. My brother will knit baby clothes.	7. Baby clothes will be knitted by my brother.
8. Form Four students will have painted these pictures.	8. These pictures will have been painted by Form Four students.
9. They would solve the puzzle.	9. The puzzle would be solved by them.
10. Did Janet cut the tree?	10. Was the tree cut by Janet?

As shown in the table, when a sentence is written in the active voice, the subject (people or thing) performs the action expressed by the verbs. In passive voice, the subject (people or thing) receives the action. In passive voice we are interested in the action carried out and not the person who did it.

- (b) *Use the knowledge gained from studying the sentences in Activity 5(a) to change the following sentences into the passive voice.*

- We will fetch our children from school on Friday.
- He has kept all your exercise books in the cupboard.
- My brother scored all the goals.
- Musa has served the food.

5. We are not going to sing a song.
6. Our institution will offer a diploma in secondary education programme.
7. They were washing their clothes.

(c) *Use the knowledge gained from studying the sentences in Activity 5(a) to change the following sentences into the active voice.*

1. Two books have been written by Ally.
2. Had a letter been written by her?
3. Will that book be read by us?
4. The food will not have been eaten by Anna.
5. The food would be served by John.
6. She was given a skirt for her birthday party.
7. The assignment will have been completed before the deadline.
8. Form Four students would have been informed by the teacher about the test.

(d) *Change the following sentences into the passive voice.*

1. I scored a goal for my team.
2. James bought a beautiful pen.
3. People grow maize during the rainy season.
4. I brought Rehema a new dress.
5. Neema banged the door.
6. At Christmas, the children drank a lot of juice.
7. I ordered the students to get out.
8. My brother visited me last week.
9. Mary cut her hair short.
10. People speak English in different parts of the world.

(c) *Construct three sentences for each of the following words or phrases:*

- (i) moreover
- (ii) furthermore
- (iii) in addition to
- (iv) besides
- (v) on the other hand
- (vi) however
- (vii) in spite of
- (viii) despite
- (ix) although
- (x) even though
- (xi) even if

(f) *Write a short passage using at least five words or phrases in Activity 5(e).*



Activity 6: Writing practice

(a) *Before you start performing writing activities, read the following text which will enable you to write good speeches.*

How to write and organise a speech

In writing a speech, the following are important things you need to do:

1. Think about the purpose of the speech; that is, why you want to write a speech. The purpose or aim will either be to inform, educate, appreciate, or persuade.
2. Think and adhere to the qualities of a good speech, such as clarity, brevity, and concreteness. A speech should also be interesting and audience-oriented.
3. Think about the context and the audience to whom you will deliver your speech. The context can be of various kinds, such as health, political or social context. With regard to the audience, you should consider their age, gender, socio-economic status etc. These are very helpful in writing and

delivering your speech since both the context and nature of your audience affect the uses of language, such as choice of vocabulary and sentence patterns as well as the style that you will use so as to capture people's attention and make your points effective.

4. Plan the heading/title of your speech. This summarises the purpose of your speech. It should be derived from the topic or subject given by referring to the main purpose, occasion, place, and time at which the speech will be delivered. It should also be very brief, clear, and readable. For example: *"A speech about fund raising for school development to be delivered on parents' day on 25th May 2021 at Nyerere Secondary School Ground"*

5. Prepare a good introduction

The introduction is the part where you start your speech by greeting your audience. The greetings should observe the protocol relevant to the event. People who occupy positions are mentioned first. Other people are mentioned later. For example, the phrases like *"Honourable guest of honour, your excellency ..., secretary general ..., Mr President ..."* will be used depending on the title or position of the guest of honour and other senior people at the event.

Example:

Honourable Regional Commissioner, Regional Administrative Secretary, Regional Educational Officer, teachers, ladies and gentlemen. Good morning.

After greetings, make your opening statement. This tells your listener the purpose of your speech and your feeling about the opportunity you have been given. Sometimes, in this part, you can mention your name and position if you are not well known by the audience.

Example:

I greatly appreciate the opportunity to be here with you today to talk about ...

6. The main body should comprise the ideas that relate to the topic given. When you deliver your ideas in the main body, you must state your point, give evidence, examples or quotations and provide a detailed explanation for your points. Give each idea its own paragraph. Arrange your ideas logically. If you have a guest of honour, address your speech to him/her. However, if there is no guest of honour and you are speaking to the general

audience, the phrase “ladies and gentlemen” is preferable at the beginning of every new paragraph. For the case of language, make use of appropriate vocabulary. Avoid using contractions, like we’ve, I’ll and don’t. The use of transitional and linking words like *“besides, moreover, despite, in addition, in spite of and however* is highly encouraged.

Example:

Honourable Regional Commissioner, first of all, our school cannot develop unless parents ...

Or

Ladies and gentlemen, first of all, development in our school cannot be obtained unless parents ...

7. In the conclusion, give your own suggestions or opinions on what you have discussed in the body of your speech and conclude your speech by giving words of appreciation to your audience, such as *“Thank you for listening”* or *“Thank you for your attention.”*
- (b) *Complete the following speech titled “A speech on factors leading to children working in the mines and how to prevent this problem to be delivered on Child Rights Day at Jangwani stadium.”*

Introduction

(Start with greetings and then provide an opening statement) Minister of ..., Regional Commissioner of ..., representatives from child rights organisations, ladies and gentlemen, good afternoon. Thank you for this opportunity to stand before you today to talk about ...

... Children working in the mines are at great risk. They are often below 16 years old. Some are school dropouts or have never been to school. They engage themselves in mining in search of their everyday needs... *(then provide evidence/examples)*. This has become a major problem in Tanzania whereby many children from rural areas run to the cities and towns in search of green pastures and better life. *(insert transitional sentence)*. Several causes lead to this problem including ...

Body

... *(Address the guest of honour)*. One of the major causes of this problem is family disintegration. Children from homes where their parents or guardians are either separated or on bad terms are more likely to run away especially if one parent or guardian has left the house and the existing parent or guardian is not caring, kind and protective of them *(provide evidence/quotation)* ...

... (Address the guest of honour), in addition, child abuse and mistreatment is another cause of this problem since, children who are physically or sexually abused are ... (Complete with the correct information). This makes them more vulnerable to drugs, prostitution and working in the mines (provide evidence/quotation).

... (Address the guest of honour), moreover, financial problems seem to be another source of this problem. It is well known in Tanzania that some families find it difficult to provide... (Complete with the correct information). Some of these children even turn to the mines where they are exploited by the mine owners (Provide evidence)...

... (Address the guest of honour). Death of a parent is another cause of this problem. Often when a parent passes away... (complete with the correct information). In Tanzania, there have been cases of relatives grabbing the inheritance or the surviving parent remarrying. This leads to mistreatment of the children who then end up being involved in child labour.... (provide evidence).

... (Address the guest of honour), cheap labour is another cause of this problem. It has been discovered that mine employers pay them very little wages. They prefer using them due to their small body size which makes it easy for them to get to small and unreachable places ... (provide evidence).

Conclusion

... (Address the guest of honour), finally,... (put a topic sentence) people need to be well educated and ... (Give others measures to be implemented). Thank you for your attention.

(c) *Imagine you are the headmaster/headmistress at your school. Write a speech to be delivered on Form Four graduation day. Then, deliver it before your fellow students and invite them to give their comments.*

(d) *Choose one of the following activities.*

1. Write a speech on the prevention of malaria to be delivered to a village/hamlet meeting by a district health officer.
2. Imagine you have been appointed to deliver a speech on "the impact of divorce" on the school parents' day. Write a speech to be delivered on that day.
3. Tanzania has been losing a lot of citizens in road accidents. Imagine you are the Minister of Home Affairs, write a speech on the causes of these accidents to be delivered on the road safety week.

4. Imagine that you are the counsellor on HIV/AIDS and you have been invited to deliver a speech on World AIDS Day. Write a speech advising people to avoid HIV/AIDS.
5. Imagine that you are the chairperson of the local government authority. Write a speech that you will deliver to your fellow community members about the effects of poor waste management in your area and the measures to be taken.

Note: Use some of the following expressions in your speeches:

Your Excellency, Mr President ..., guest of honour..., may I use this opportunity to..., I am pleased to..., it gives me much pleasure..., I feel honoured to..., let me begin/start by..., last but not least..., you are all aware of..., allow me to say..., dear parents/students/teachers..., on behalf of..., dear fellow students..., my fellow students..., lastly....

Chapter Fifteen

Writing curriculum vitae and application letters

Introduction

*A Curriculum Vitae (commonly called CV) and application letters are important means of written communication. A CV plays a pivotal role in highlighting peoples' professional and academic history, and other information including skills and achievements. Besides, job application letters enable people to provide information on why they are the best qualified candidates for the jobs. In this chapter, you will play a telephone (whispering) game and answer questions that follow to practise listening skills. Next, you will recite a poem and answer questions on it. Then, you will read a passage titled **Curriculum vitae** and answer the questions that follow it. Finally, you will write your curriculum vitae and letters of application for various jobs. The competencies developed in this chapter will enable you to write your curriculum vitae and good application letters for various jobs.*



Activity 1: Listening practice

- Play a telephone (whispering) game as instructed by the teacher and answer the questions on it.*
- Listen to online audio/aural and audio-visual materials on the meaning and importance of curriculum vitae, and different ways of writing it.*
- Write a summary of what you have listened to.*
- Discuss your work with your fellow students. Then, incorporate their comments to improve your work.*
- Present your improved work to the rest of the class.*



Activity 2: Speaking practice

- Recite the following poem and answer the questions that follow:*

My school journey has come to an end
I want to apply for a job

A job of my dream
To use the knowledge and skills acquired

An application letter is a must
It is said to be a tool for assessment
To assess my knowledge and skills
To meet the job requirements

An application letter illustrates a clear link
Of what I know and can do
And what an employer needs and the job wants
I must write an application letter

I must put a sender's address and a date
The receiver's address in a row
Salutation and heading to follow
To include all parts of the letter is a must

Followed by the body of the letter
The more specific the details the better
I write yours faithfully
A complimentary close of my letter

Everything must come to an end
Just like the saying goes
So marking the end of my letter is a must
To write my signature and name is a must

Questions

1. What is the poem about?
2. According to the persona, what are the functions of the application letter?
3. Why did the persona want to write a letter?

- (a) *Pair up with another student and ask each other the questions in the box below.*

1. Imagine you are describing yourself, what attributes would you include?
2. How do you think a friend who knows you well would describe you?
3. How has your school experience prepared you for the job?
4. Why should someone hire you?
5. What qualifications do you have that make you think that you will be successful at this job?
6. In what ways do you think you can contribute to this business?
7. What two or three accomplishments have given you the most satisfaction? Why?
8. Why did you choose this job?
9. Do you think your grades are a good indication of your academic achievement? Why?
10. What have you learnt from participating in extracurricular activities?
11. In what kind of work environment are you most comfortable? Why?



Activity 3: Reading practice

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

Curriculum vitae

Laina is a secondary school dropout. She is unemployed and always regrets her decision to leave school. One day, in her search for a job, she found a job vacancy advertisement in Mwananchi Newspaper. As she had no job, she was very much interested in knowing the kind of job and its requirements. After reading the advertisement, she realised that she did not have the qualifications required for the job. Nevertheless, she wanted to know more about one of the documents that was listed in the advertisement as a necessary attachment. That was a curriculum

vitae. It was the first time she had read about it. Thus, she decided to ask her sister. "Excuse me, I found a job vacancy advertisement in the newspaper. In the advertisement, several documents were listed as necessary attachments. However, I didn't understand one document, namely a CV. What is it?" asked Laina.

"Oh, don't worry! A Curriculum Vitae (CV) is a formal document listing one's personal details, education, or academic achievements, and work experience. It can be written in different ways, but it should include personal details, including name, age, gender, nationality, marital status, language skills and contact details, such as telephone numbers, email address, postal address, and fax," replied her sister.

"Besides, a CV shows the educational institutions you have attended, academic awards, certificates awarded, and year of completion. These details are under the heading of educational background," continued her sister. "How do I write my educational background?" asked Laina. "It's better to start with your most recent qualification followed with your previous ones. But in your case, you have to write your primary education qualification only because you've no secondary education qualifications," replied her sister. "Thank you sister, I've understood you. It's true that I don't have good educational qualifications. That's why I always regret why I decided to leave school, but could I know more about a CV?" asked Laina. "Yes, a CV also provides the reader with your work experience and a summary of jobs you have done. These can be professional jobs, volunteering jobs, consultancies and sometimes social services. You start with the most recent job and end with the earliest one indicating your work station, the duration, the title and the responsibilities. Some people will want you to give reasons for leaving the previous job," her sister explained.

Moreover, a CV shows hobbies and other qualifications such as personal skills. Other qualifications refer to the learning someone undertook in their free time. These can be courses you took, such as first aid, driving lessons, swimming instructor, football referee, and computer lessons. Hobbies are the areas you are interested in for leisure and you often enjoy doing them in your free time. Hobbies may include singing, dancing, playing a guitar, walking, swimming, reading, drawing, and cooking. Most job positions will require your extra abilities and interests as an added advantage. For example, you cannot be a

museum instructor if you have no interest in history. You cannot work at a hotel reception desk in a big hotel if you cannot speak more than one language.

Last, but not least, a CV must have a list of referees. Referees are the people who can give information about you. They should not be your relatives. They are sometimes called character witnesses,” continued her sister. “What’s the role of these referees?” asked Laina. “They stand on your behalf to testify to your abilities, knowledge, and reputation. They are of three types: academic referees who give information about your education. These can be the academic master/mistress or any other academician from an education institution that you attended. Another type of referees involves your previous employers who are sometimes called official referees. They provide information on your work experience and describe your performance. They can be your previous employers, team leaders, or work place supervisors who will give a statement about your conduct at work. The social referee or character reference can be from your social life, a religious leader, a village leader, your neighbour, or someone close to your everyday experiences. They testify to your personal traits, and give more information on your social conduct.” Her sister replied.

Finally, a CV ends with the declaration which states that all the information you have included is correct to the best of your knowledge. It is typically placed at the end of a CV as an affirmation that all the information presented is true. Along with the declaration, the statement also includes the writer’s signature and the date.

Example:

“I declare that to the best of my knowledge all the above information is correct. Then you put your signature and the date,” added her sister.

“Thank you sister for the detailed information about a CV. I am now certain I have to go back to school this year so that I can complete secondary education and join college. I won’t repeat the mistake I made,” said Laina. “That’s a very good decision my younger sister. I’ll provide you with any kind of support which you need so that you realise your goals,” concluded her sister.

Questions

1. What is a curriculum vitae?
2. What are the major parts of a CV?
3. When and where is a person's curriculum vitae needed?

(b) Complete the following form.

Your full name in capital letters: _____

Street/town/village address: _____

Date of birth: _____

Phone number: _____

Email address: _____

Name of school: _____

Subjects: _____

WORK EXPERIENCE (list any post you have held) or you like: _____

Job title, business name, location, dates: _____

Describe your position, duties, and skills learnt: _____

SCHOOL ACTIVITIES (list all sports, clubs, etc. you have been involved in

COMMUNITY ACTIVITIES (volunteer work, etc.) _____

INTERESTS/HOBBIES (list a few of your hobbies) _____



Activity 4: Writing a curriculum vitae

(a) Study the following two examples of a CV.

Example 1

A. Personal details

Full name:	Zuhura Masoud Makame
Gender:	Female
Date of birth:	27 th April, 1982
Place of birth:	North 'A' District
Nationality:	Tanzanian
Marital status:	Married
Languages:	English and Kiswahili
Permanent address:	P. O. Box 10 Zanzibar
Current address:	P. O. Box 31 Zanzibar
Mobile number:	0026 867 142
Email address:	zummm@yahoo.com

B. Academic qualifications

2011 – 2014	BAEd (History and English) (The State University of Zanzibar)
2006 – 2008	Diploma in Education (Nkrumah Teachers' College)
2003 – 2005	Advanced Certificate of Secondary Education (Jang'ombe Secondary School)
1999 – 2002	Certificate of Secondary Education (Mkwajuni Secondary School)
1992 – 1998	Primary Education Certificate (Kivunge Primary School)

C. Work experience

- 2014 to date College Tutor (Zanzibar Muslim College)
2008 – 2014 Secondary School Teacher (Mahonda Secondary School)

D. Other qualifications

Computer certificate, driving licence, certificate in first aid.

E. Hobbies

Travelling, listening to music, reading novels, playing netball.

F. Referees

1. Dr Musa B Juma
 Senior Lecturer
 The State University of Zanzibar (SUZA)
 P.O. Box 146
 Zanzibar
 Mobile number: 00214326710
 E-Mail address: mbjul2@gmail.com

2. Ms Salma J. Athman
 Teacher (English)
 Jang'ombe Secondary School
 P.O. Box 2432
 Zanzibar
 Mobile number: 00274439850
 E-Mail address: sajat@yahoo.com

3. Mr Mohammed K. Vuai
Dean of Students
Zanzibar Muslim College
P.O. Box 771
Mazizini road
Urban West, Zanzibar
Mobile number: 00253439826
E-Mail address: mokv2@gmail.com

Example 2

I. Personal details

Surname: Makame	Other names: Zuhura Masoud
Gender: Female	Date of birth: 27 th April, 1982
Place of birth: North 'A' District	Nationality: Tanzanian
Marital status: Married	Languages: English and Kiswahili
Permanent address: P.O. Box 10 Zanzibar	Current address: P.O. Box 31 Zanzibar
Mobile number: 0026 867 142	Email address: zumm@yahoo.com

II Academic qualifications

Years	Institutions	Award
2011 – 2014	The State University of Zanzibar	BAEd (History and English)
2006 – 2008	Nkrumah Teachers' College.	Diploma in Education
2003 – 2005	Jang'ombe Secondary School	Advanced Certificate of Secondary Education
1999 – 2002	Mkwajuni Secondary School	Certificate of Secondary Education
1992 – 1998	Kivunge Primary School	Primary Education Certificate

III. Work experience

Years	Institution	Position
2014 to date	Zanzibar Muslim College	English language and communication skills tutor
2008 - 2014	Mahonda Secondary School	English language teacher

IV. Other qualifications

Computer certificate

Driving license

Certificate in first aid

V. Hobbies

Travelling

Listening to music

Reading novels

Playing netball

VI. Referees

1. Dr Musa B. Juma

Senior Lecturer

The State University of Zanzibar (SUZA)

P. O. Box 146

Zanzibar

Mobile number: 00214326710

E-Mail address: mbju12@gmail.com

2. Ms Salma J. Athman
Teacher (English)
Jang'ombe Secondary School
P. O. Box 2432
Zanzibar
Mobile number: 00274439850
E-Mail address: sajat@yahoo.com
 3. Mr Mohammed K. Vuai
Dean of Students
Zanzibar Muslim College
P. O. Box 771
Mazizini road
Urban West, Zanzibar
Mobile number: 00253439826
E-Mail address: mokv2@gmail.com
- (b) *Read the following job advertisements and decide which one is the most suitable for Zuhura Masoud Makame's CV. Give reasons for your answer.*

URGENTLY REQUIRED

Busy City Centre Supermarket is looking for a night shift customer care assistant for general public support and advice.

If interested apply to

Marketing Manager

P. O. Box 36

City Centre

JOB ADVERTISEMENT

Kibanga Secondary School is looking for a language teacher to teach English and organise English department activities. To apply write to

The Headmistress

Kibanga Secondary School

P. O. Box 2789

Kibanga

WE ARE RECRUITING

A delivery person for our company. Please, write with a full CV to

Daily News

P. O. Box 51

Dar es Salaam

(c) *Choose one of the following tasks and do as per the requirement.*

1. Imagine you are applying for a babysitter job at a children's hospital. The job requires you to stay at the centre, look after the children, and care for their well-being as part of a support team. Write a CV that shows you are the best choice for the babysitting job you are applying for.
2. Study the job advertisement of Busy City Centre Supermarket in Activity 3(b), then write a CV which will be attached to your application letter.
3. Imagine that you are a doctor working at Mnazi Mmoja Referral Hospital, Zanzibar. You have read an advertisement for a doctor who is hardworking, trustworthy, self-motivated, caring, and good at observing time. Write a CV that shows your qualifications for the job.

(d) *Write your CV by including all important information.*

Activity 5: Letter writing

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

Ujamaa Secondary School
P. O. Box 5120
Dodoma
14th April, 2021

The Managing Director
ABTC Internet Cafe
P. O. Box 2856
Arusha

Dear Sir/Madam

RE: APPLICATION FOR THE POST OF CAFE SUPERVISOR

I am writing to apply for the post of a cafe supervisor as advertised in the Guardian Newspaper of 10th April 2021. I am a Tanzanian female, aged 24 years. I completed ordinary education in 2017 at Uhuru Secondary School, and obtained a certificate in computer application after a one year course in Computer programming at Tumaini Computer Training College that ended in 2018.

I am temporarily working with Hamis and Sons Computing Centre as an assistant supervisor.

I am self-motivated and able to work under pressure to meet deadlines. I can work both independently and in a team, depending on the nature and requirement of the work. I can also work without supervision or with minimal supervision when needed. I believe that I have the necessary qualifications and experience to work in a modern and challenging company like yours and meet the expected standards. I enclose my CV and copies of my birth and school certificates.

I am ready for an interview any time. I look forward to hearing from you.

Yours faithfully,

A. Rajabu

Asha Rajabu

Questions

1. What type of letter is the letter in Activity 5(a)?
2. What are the major parts of the letter in Activity 5(a)? Write short notes on each part.

(b) Complete the following letter with the correct information.

Jadida Secondary School
P. O. Box 40343
Pemba

.....
.....
P. O. Box 07
.....
.....

RE:

I wish to apply for the post of accountant in your company as advertised in
.....
.....

I have two years of experience in this field as

I assure you that I will

It is my hope that

Yours faithfully,
.....
.....

- (c) Read the following advertisement.

Raia Mwema, 16th April, 2021

Job vacancy

The Mzalendo Mining Company is looking for a well-qualified geologist with at least three years of experience. The applicant should be fluent in English and Kiswahili. He/she should hold a diploma or above and should not be above 28 years old. He/she must be ready to work under pressure.

Apply to

The Managing Director

Mzalendo Mining Company

P. O. Box 3000

Geita

Deadline: 30th April, 2021

1. Write a curriculum vitae that suits the post/job advertised in Activity 5(c).
 2. Write an application letter applying for the post/job advertised in Activity 5(c).
- (d) Write a letter to the Manager, Mtwara Cooperative Union, P. O. Box 345, Mtwara applying for the post of Account Clerk as advertised in Mwananchi Newspaper of Sunday, 17th March, 2021.
- (e) Write a letter to the General Manager, Mahonda Sugar Factory, P. O. Box 444, Unguja, applying for the post of store manager as advertised in the Zanzibar Leo Newspaper of 1st June, 2021. Sign your name as Bahati Mshamata and your address is P. O. Box 333, Fuoni, Unguja.

Bibliography

- Achebe, C. (1958). *Things fall apart*. Nairobi: East African Education Publishers Ltd.
- Conteh, O. (2002). *Unanswered cries*. Oxford: Macmillan Publishers Limited.
- Mabala, R., Baregu, E.L., Faraj, K., Innocent, K., Kibuta, O., Mandia, M.E.A., Mghwai, A.S., Mmbagha, M.J.K., Mruma, I., Mvungi, S., Mwaikusa, J., Ng'maryo, E.S. & Lwamba, F.P. (1980). *Summons* (poems from Tanzania). Dar es Salaam: Tanzania Publishing House.
- Mapalala, B. (2006). *Passed like a shadow*. Dar es Salaam: Dar es Salaam University Press.
- Rubadiri, D. (1989). *Growing up with poetry*. Harlow: Pearson Education Limited.
- Tanzania Institute of Education. (1996). *English for secondary schools book 2*. Dar es Salaam: Tanzania Institute of Education.
- Tanzania Institute of Education (1996). *English for secondary schools book 3*. Dar es Salaam: Tanzania Institute of Education.
- Thiong'o, N. (2008). *This time tomorrow*. Nairobi: Kenya Literature Bureau.

United Nations Tanzania. (2016). *Joint damage and needs assessment report on earthquake, Kagera region*. Retrieved from <https://reliefweb.int/sites/reliefweb.int/files/resources/Final%20Joint%20Needs%20Assessment%20Report.pdf>. Retrieved 10th March 2021.

Webb, B. & Grant, N. (2007), *English in use: Students book 3*. Harlow Essex: Pearson Education Ltd.

Webb, B. & Grant, N. (2007). *English in use: Students book 4*. Harlow Essex: Pearson Education Ltd.

ISBN 978-9987-09-283-3



9 789987 092833