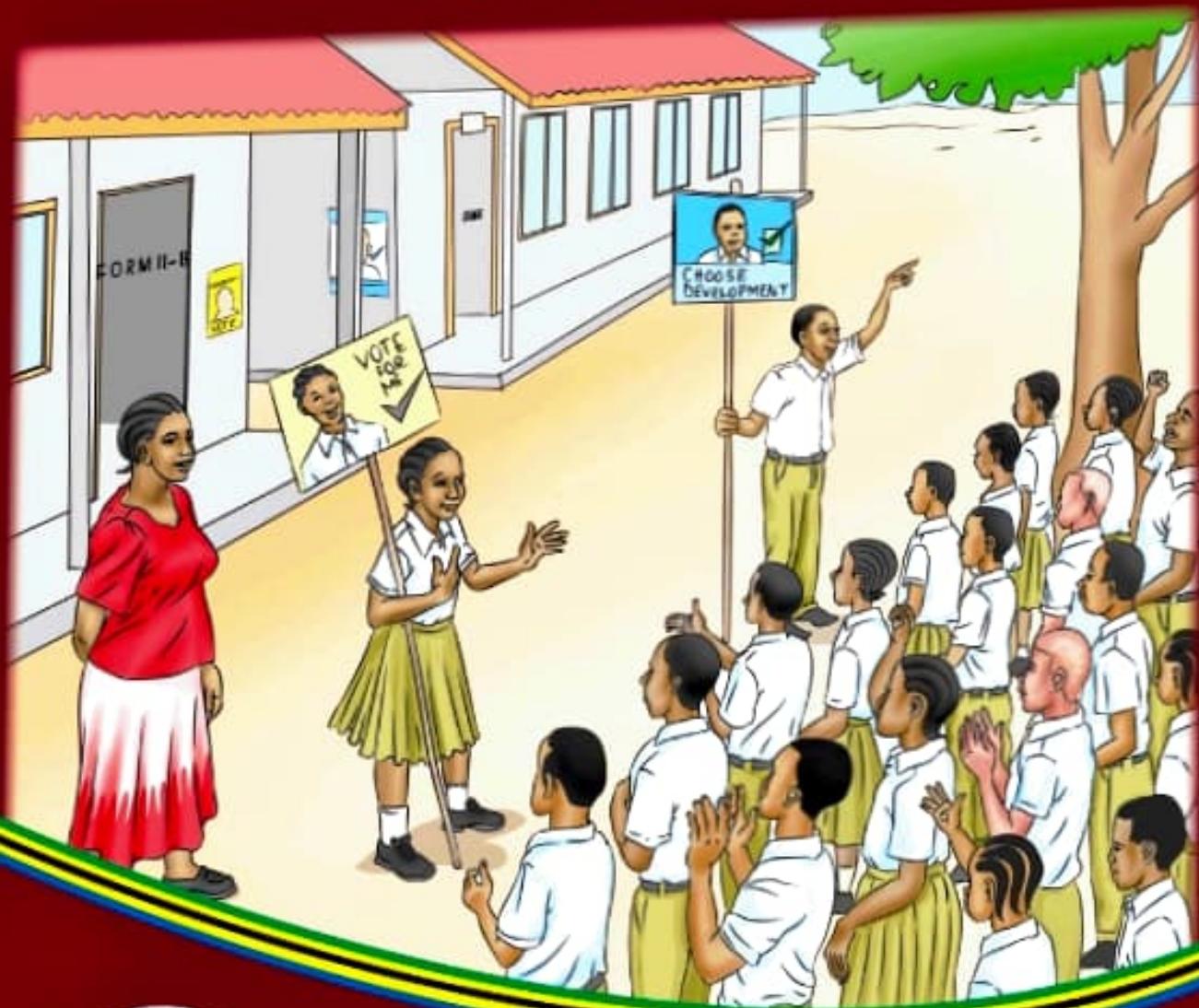


English

for Secondary Schools

Student's Book

Form Two



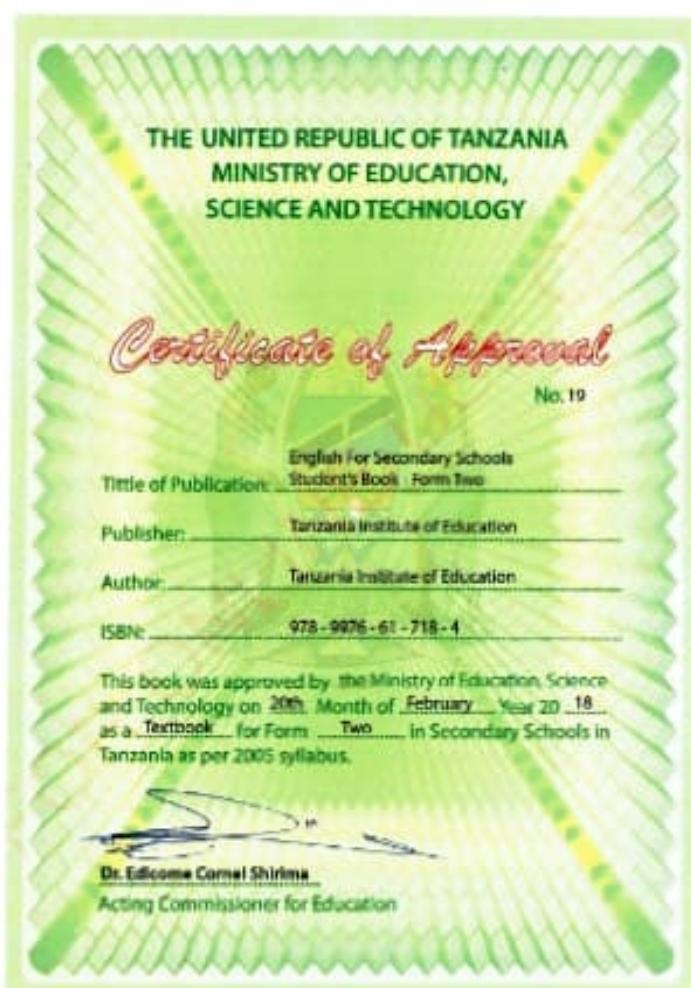
Tanzania Institute of Education

English

for Secondary Schools

Student's Book

Form Two



Tanzania Institute of Education

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Published 2018

ISBN 978 - 9976 - 61 - 718 - 4

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Preface

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

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

Acknowledgements

The Tanzania Institute of Education (TIE) would like to acknowledge the contributions of all the individuals and organizations who participated in the design and development of this Student's Book.

Writers: Kizito I. Lawa, Dr Rodrick Ndomba, Jonace Manyasa, Yesaya R. Mweteni and Samuel M. Kisanga

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TIE also extends sincere gratitude to teachers and students in the secondary schools that participated during the trial phase of the manuscript.

Finally, the Institute would like to thank the Ministry of Education, Science and Technology for facilitating the process of writing this Student's Book.



Dr Aneth A. Komba
Director General
Tanzania Institute of Education

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Chapter One

Listening comprehension

Listening comprehension text I

Activity 1: Oral practice I



Look at the picture and answer the following questions orally.

- What is happening in the picture?
- What can you say about the player in blue?
- Do you think the players in red will score a goal? Why?

Activity 2: Listening practice I

Listen carefully and answer the questions orally.

Sports day

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

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

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

Questions

- (i) What is this passage about?
- (ii) Which schools were involved in the match?
- (iii) Tell your friend about a match you watched.

Listening comprehension text II

Activity 3: Oral practice II



Look at the picture and answer the following questions orally.

- (i) What is happening in the picture?
- (ii) How did they try to fight the fire before the fire brigade came?
- (iii) Why does the girl have her hands on her head?
- (iv) How was the fire extinguished?

Activity 4: Listening practice II

Listen carefully and answer the following questions orally.

Fire fighting

Fire poses one of the greatest risks to human life. Fatal fires may start accidentally or intentionally. This calls for measures to combat such fires. Firefighting is the extinguishing of harmful fires.

Fires can be classified according to the type of material that is burning. For this reason, each type of fire will need appropriate firefighting techniques and equipment. Use of the wrong technique for a particular fire could result in the fire spreading instead of being put out.

Questions

- (i) How do fatal fires start?
- (ii) How are fires classified?
- (iii) What are the causes of fire accidents?
- (iv) What happens if the wrong fire fighting technique is used?
- (v) Why do you think you should not use water on burning petroleum?

Activity 5: Oral practice III

Answer 'Yes' or 'No' to the following questions orally.

- (i) Can fire destroy property?
- (ii) Does fire pose a risk to human life?
- (iii) Can fatal fires be started intentionally?
- (iv) Does each type of fire need an appropriate fire fighting technique?

Listening comprehension text III

Activity 6: Oral practice IV



Answer the following questions orally.

- (i) What is a laboratory?
- (ii) Have you ever been in a laboratory?
- (iii) What did you see?
- (iv) What did you do in the laboratory?

Activity 7: Listening practice III

Listen carefully and answer the following questions orally.

A laboratory

A laboratory is a special room for carrying out scientific experiments. In secondary schools, there are laboratories for physics, chemistry, biology and other science-related subjects. These laboratories have special tools and instruments commonly known as apparatus.

The apparatus is used in carrying out experiments. After the experiments, all the apparatus must be cleaned and stored in the same room.

Laboratories differ from other school facilities such as classrooms, libraries and staffrooms in design and use. Laboratories are usually supplied with water, a source of heat and electricity. They must also be well illuminated and ventilated.

Questions

- (i) What are science laboratories?
- (ii) What do scientists do in a laboratory?
- (iii) What is the difference between a science laboratory and other school facilities?

Activity 8: Oral practice V

(a) Answer 'Yes' or 'No' to the following questions orally.

- (i) Do scientists carry out experiments?
- (ii) Do scientists perform their experiments in staff rooms?
- (iii) Does a laboratory differ from other school facilities?
- (iv) Are pieces of apparatus kept in the laboratory?
- (v) Do laboratories usually have electricity?

(b) Tell your friend about a chemistry, biology or physics laboratory at your school.

Listening comprehension text IV

Activity 9: Oral practice VI

Answer the following questions orally.

- (i) What do you know about slavery in the past in Tanzania?
- (ii) Have you seen any films about slavery? What did you learn?
- (iii) How would you feel if you were a slave?
- (iv) Why is slavery illegal in Tanzania?

Activity 10: Listening practice IV

Listen carefully and answer the following questions orally.

Slavery

Slavery is a system in which one person or group of people own and control other people. They buy and sell them like commodities. It is an economic system where the slaves are used to produce for their owners.

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

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

Questions

- (i) How did people acquire slaves in pre-colonial Africa?
- (ii) Which slave became King?
- (iii) What were the differences between slavery in pre-colonial Africa and in the Transatlantic Slave Trade?

Listening comprehension text V

Activity 11: Oral practice VII

Answer the following questions orally.

- (i) Have you ever seen bright burning objects moving fast across the sky at night?
- (ii) What do you call them in your mother tongue, Kiswahili, or English?
- (iii) Where do they come from?
- (iv) Where do they go?

Activity 12: Listening practice V

Listen carefully and answer the following questions.

Meteorites

If you have ever been to Mbeya, you may have got a chance of seeing a big meteorite. On Marengi Hill, near the road to Tunduma, lies the "Mbozi Meteorite." It was first reported in 1930, when only its top was visible above the ground. There is no local story about the fall of this meteorite, and it probably happened many thousands of years ago. Although it has never been weighed, experts have estimated that it weighs about 12 tons. It is about 11 feet long, 5 feet wide, and 4 feet high. Chemists have analysed small pieces cut off the meteorite, and have found that it is composed mainly of iron (about 90%). It also contains two other metals, namely nickel and copper and two non-metals, namely sulphur and phosphorus.

Source: Ministry of Education (1977: p. 170)

Questions

- (i) What is this passage about?
- (ii) What is the name of meteorite?
- (iii) When was it first reported?
- (iv) How many years have passed since the meteorite fell?
- (v) What is the meteorite composed of?

Activity 13: Listening practice VI

After listening carefully to the passage above, write down the metals mentioned in the passage. Arrange them in an alphabetical order.

Listening comprehension text VI

Activity 14: Oral practice VIII

Answer the following questions orally.

- (i) Do you know anyone who is living with HIV?
- (ii) Are they treated the same as other people? Why?

- (iii) How do you think people living with HIV feel if they are treated differently from others?
- (iv) Have you heard of the Red Ribbon? Why was it introduced?

Activity 15: Listening practice VII

Listen carefully and answer the questions orally.

The stigma of HIV and AIDS

People living with HIV are still mistreated and discriminated against in various ways. The act of discriminating against them is called stigma. Because of stigma, they may be treated differently in their families. They may be prevented from participating in activities like other people. They can be forced to leave their jobs or fail to continue with their businesses. Some people can call them names, or gossip about them or even use violence against them.

What causes stigma? Stigma is caused by ignorance. After all these years, people still do not know enough about HIV; so they believe in myths, gossip and rumours. As a result, they are afraid of being infected by living with someone who is HIV positive for no reason. Other people like to morally judge others. They are very unfair. They do not know how someone was infected with HIV but they like to blame them for behaving badly. Many people are infected without behaving badly at all. For example, wives or husbands can be infected by their spouses. Many are infected because of rape.

There is therefore no reason to discriminate against people living with HIV. These days, if people look after themselves and take their medicines correctly, they can live happily and productively like any other person in the community. The fear and the blame are often worse than the disease itself.

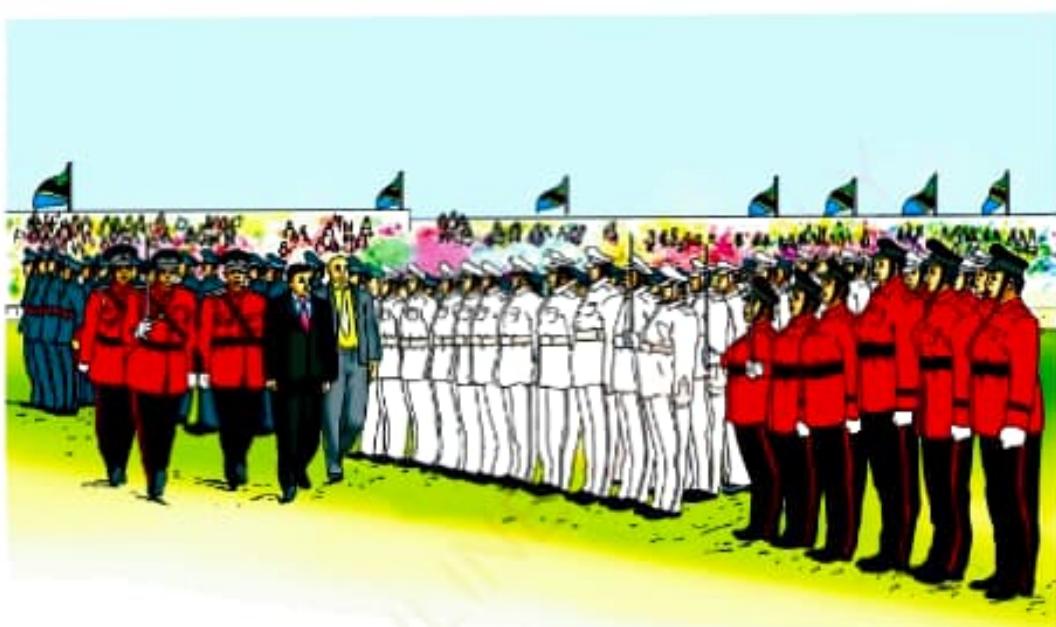
Questions

- (i) What kind of discrimination do HIV positive people experience?
- (ii) Why are people who morally judge people living with HIV unfair?
- (iii) How can people living with HIV live happily and productively?
- (iv) In your view, what should be done to fight against stigma?
What can you do in the fight?

Chapter Two

Expressing events

Activity 1: Oral practice I



Look at the picture and answer the following questions orally.

- (i) What is happening in the picture?
- (ii) Who is inspecting the guard of honour?
- (iii) Why are the flags flying?

Activity 2: Reading practice I

Read the following passage and answer the questions that follow.

Independence Day

On Independence Day, we gathered at Jamhuri Stadium in Dodoma. This day is celebrated on the 9th of December every year to commemorate the day Tanzania got independence.

The stadium was full. I was seated inside the stadium because I came early but many people who came to the stadium late watched the celebrations via jumbo screens outside the stadium.

The brass-band marched into the parade ground playing military music. As the band marched, the band-master was the most applauded. He walked tall and stiff. He swung his long stick majestically to and fro, up and down as he led the band into the parade ground.

Many children of my age admired the skill of this man. He marched forward, then halted, turned round, and round before marching forward again as the drummers led the other members of the band.

The celebration began when the President arrived in a motorcade. The sirens wailed and wailed. It was a wonderful sight. I was moved by the traffic police motorcyclists who rode their motorbikes zigzag as they entered the stadium. The crowd rose to its feet - cheering and shouting. The military forces were lined up ready for the parade. The President inspected the parade before he walked onto a raised stage ready to receive the guard of honour. People applauded the parade as the soldiers marched in perfect unison past the President.

Questions

- (i) What is the passage about?
- (ii) How did the people who came late watch the celebrations?
- (iii) Why did the people applaud the band-master?
- (iv) What moved the person narrating the event?
- (v) What did the President do when he arrived?

Activity 3: Writing practice I

(a) Rearrange the following sentences in the correct order. Choose the words from the box below to fill in the spaces at the beginning of each sentence.

thirdly then firstly fifthly secondly lastly fourthly

(i) _____, the military people lined up ready for the parade.

(ii) _____, the brass-band marched to the parade ground led by the band-master.

(iii) _____, people who came late were locked out of the stadium.

(iv) _____, people applauded the soldiers as they marched in perfect unison past the President.

(v) _____, the President arrived in a motorcade.

(vi) _____, people gathered at the Jamhuri Stadium in Dodoma.

(vii) _____, the President inspected the parade and walked onto the raised stage.

(b) Write an essay on how you celebrated Independence Day last year. Use the following words at the beginning of your sentences (first, secondly, thirdly, etc.).

Activity 4: Oral practice II

Answer the following questions orally.

(i) Have you ever witnessed any accident?

(ii) What kind of accident was it?

(iii) Where did the accident happen?

(iv) Who were involved in the accident?

(v) What caused the accident?

Activity 5: Reading practice II

Read the passage carefully and answer the questions that follow.

Accident on New Year's Eve

A head-on collision occurred on Fakira Bridge just as people were beginning to celebrate the New Year. The two kilometre long bridge has often been a meeting place for young people wishing to celebrate the New Year. Despite police warnings, the young people had collected old tyres and set them alight as they drummed, danced and sang around the fires to welcome the New Year. Some adults also came to watch from a distance and set off a few fireworks. A few elders also joined the crowd, thanking God for being able to witness yet another year.

There were three bonfires along the bridge, one at either end and one at the centre. When the whole bridge was covered in smoke, a bus entered the bridge from one end and a lorry from the other end. The smoke was so thick that visibility was very poor. It was also possible that neither of the drivers thought that another vehicle would be on the bridge at that time. Therefore, they drove quite fast to get through the smoke and avoid the young people singing and dancing on the side.

The young people were too busy singing and dancing to notice until there was a loud bang as the bus and the lorry collided. The windscreens of both vehicles were smashed and the turnboy of the lorry sustained serious cuts from the glass. The driver of the lorry was not injured, but the bus driver and five passengers behind him were seriously injured.



At the sound of the crash, the young people immediately rushed to the scene of the accident. Some of them helped the dazed passengers off the bus while others rushed the injured to the nearby health centre.

In response to the crash, the Town Council authorities announced that, in future, burning of tyres to celebrate the New Year would be banned.

Questions

- (i) What happened on New Year's Eve?
- (ii) What were the young people burning on the bridge? Why?
- (iii) How many fires were lit on the bridge?
- (iv) Why did the drivers drive quite fast?
- (v) How did the accident happen?
- (vi) What did the young people do when they heard the sound of the crash?
- (vii) How many people were injured?
- (viii) Why would the Town Council authorities ban the burning of tyres?

Activity 6: Vocabulary

(a) Write the meaning of the words in the box and use them to make sentences.

New Year's Eve bonfire collide cautiously the elderly witness
stretcher celebrate warming alight visibility collided
windscreen

(b) Write down words with similar meanings to the words below.
crash, witness, sustain, hurry, youth, injured, ban, dazed, bang, noises

Activity 7: Grammar practice I

Answer 'Yes' or 'No' to the following questions. The first one has been done for you.

(i) Does the bridge cross the river?

Answer: Yes, it does.

(ii) Were there two bonfires on the bridge?

Answer: _____

(iii) Did the lorry overturn after the collision?
Answer: _____

(iv) Were the young people celebrating the New Year?
Answer: _____

(v) Did the young people take the injured to the health centre?
Answer: _____

(vi) Were the young people on the bridge when the accident occurred?
Answer: _____

(vii) Were the elders part of the singing or dancing?
Answer: _____

Activity 8: Oral practice III



Look at the picture and answer the following questions orally.

- What are the lions doing in the picture?
- Who are in the vehicles? What are they doing?
- What else is happening in the picture?
- Where do you think this is?

Activity 9: Reading practice III

Read the text below and answer the questions that follow.

A visit to Ngorongoro National Park

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

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

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

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

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

Questions

- (i) What did Juma use to see on television when he was young?
- (ii) Who promised to take Juma to the national park?
- (iii) When was he taken to the national park?
- (iv) What animals did they see in the park?
- (v) What was the helicopter doing?
- (vi) Why did the warden say that poachers were bad people?
- (vii) Why do you think poachers killed animals for tusks and horns?
- (viii) What will happen if poachers are not stopped?

Activity 10: Grammar practice II

Answer 'Yes' or 'No' to the following questions in your exercise book. The first one has been done for you.

- (i) Did they visit the national park?
Yes, they did.
- (ii) Did they kill animals for meat?

- (iii) Did they see many animals?

- (iv) Are rhinos in danger of becoming extinct?

- (v) Did the helicopter carry the anti-poaching squad?

Activity 11: Oral practice IV



Look at the picture and answer the following questions orally.

- (i) What is happening in this picture?
- (ii) Which candidate do you think will win the election? Why?
- (iii) What is the teacher doing?

Activity 12: Reading practice IV

Read the passage and answer the questions that follow.

School elections

The election for the head boy and head girl in our school took place last Friday. The campaigns were hot. The contestants and all the students were very busy with the campaigns. Jumbe, George, and Bakari were the contestants for the head boy position while Asha, Gloria, and Fatuma were competing to become head girl.

Two days before polling, the contestants intensified their campaigns in order to win the majority of the votes. On polling day, students gathered in the Assembly Hall waiting to cast their votes. Four teachers supervised the election process.

The ballot papers were distributed to each student. After casting their votes, the votes were counted and the winners announced. George and Asha won the election. Their supporters carried them shoulder high as they jumped and danced around the school, chanting the names of the winners announced.

Questions

- (i) When did the election take place?
- (ii) Who were competing to become head boy?
- (iii) Who supervised the election?
- (iv) What happened two days before the election day?
- (v) Who won the election?
- (vi) What happened when the winners were announced?

Activity 13: Grammar practice III

Rewrite the following statements in the negative form.

Example:

- (i) The election took place.
Negative: The election did not take place.
- (ii) Contestants campaigned seriously for the election.
- (iii) Ms Asha won the election.
- (iv) Mr Ali contested for the head boy position.
- (v) Teachers distributed the ballot papers.
- (vi) The school held the election.

Students elected their leaders.
Contestants persuaded their fellow students to vote for them.
Voters cast their votes carefully.
The casting of votes started at noon.

Activity 14: Writing practice II

Use the following guiding questions to write a short composition on any election you have participated in.

- (i) What was the election about?
- (ii) When was it held?
- (iii) Who were the candidates?
- (iv) Which positions were being contested for?
- (v) What did the candidates promise the voters?
- (vi) Who won the election?

Activity 15: Oral practice V

Answer the following questions orally.

- (i) What sports are there at your school?
- (ii) Which ones are the most popular? Why?
- (iii) Which schools do you compete against in sports?
- (iv) Which sports do you like best? Why?
- (v) Do you prefer playing or watching sports?

Activity 16: Reading practice V

Read the passage below and answer the questions that follow.

Longota's lucky day

The Minister of Education was the guest of honour at the netball match between Chabingo and Longota secondary schools. Also present were heads of secondary schools from Sadani Region and other regional and district dignitaries.

The guest of honour was led by the match officials to inspect the two teams. Both teams looked very impressive in their colourful kits. The players smiled confidently.

Then the players greeted the spectators and took their positions. The referee blew the whistle to start the match. The Chabingo and Longota Secondary School fans looked very excited as they cheered and chanted the names of their teams.

Each team had experienced and determined players. At the beginning, both teams were a bit cautious, studying the way the other team played. After a few minutes they started to attack each other's goal with players taking quick shots. By the second-quarter, Chabingo had scored 15 goals against Longota's 20. Players took a 4-minute break. Each side was determined to score more goals.

Chabingo's Goal Shooter (GS), Rose, scored more than half of the goals for her team. For Longota, it was Magreth, the GS who scored most of goals. At the end of the fourth quarter, Longota emerged the winner having scored 45 goals against Chabingo's 40. Longota fans celebrated the victory by dancing and singing.

Questions

- (i) Who was the guest of honour?
- (ii) What did the players do before the referee blew the whistle?
- (iii) What was the score at the end of the second-quarter?
- (iv) Who were the top scorers for each team?
- (v) How did the winners react?

Activity 17: Grammar practice IV

(a) **Provide short positive and negative answers to the following questions. The first example is given for you.**

- (i) Was the Minister of Education the guest of honour?
Yes. He was.
No. He wasn't.
- (ii) Did both teams have experienced players?
- (iii) Was the Longota team leading in the second-quarter?
- (iv) Did the match end after 60 minutes?
- (v) Did the Longota fans celebrate at the end?

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

- (i) Heads of secondary schools from Morogoro Region attended the netball match.
- (ii) The two teams wore colourful kits.
- (iii) The players waved to the spectators.
- (iv) Juliet and Esther scored the goals.
- (v) The match ended at the end of the third quarter.

Chapter Three

Asking for services

Making appointments

Activity 1: Oral practice I

Answer the following questions orally.

- (i) How do you make a phone call?
- (ii) How do you end a call?
- (iii) How do you receive a call?
- (iv) What else can you do with a phone?



Activity 2: Oral practice II

Taking a phone message

(a) Read the following phone conversation between Rama and Esther and answer the questions that follow.

Phone conversation

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

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

Esther: I'm sorry she's not around.

Rama: Oh!

Esther: Can I take a message for her?

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

Esther: Right, I will make sure she calls you tomorrow.

Rama: Thanks, that's very kind of you.

Esther: Thanks. Bye for now.

Questions

- (i) Who made the call?
- (ii) Who answered it?
- (iii) To whom did Rama want to speak?
- (iv) Could Rama speak to Rehema? Why?
- (v) What time should Rehema call Rama?

(b) In pairs, act out the telephone conversation in (a).

Activity 3: Writing practice I

Below is a phone conversation between a receptionist at Dr Jabu's Hospital and Zubeda. Read the conversation aloud. Then use the example to write your own conversation between yourself and the receptionist at your local hospital.

Steps	Receptionist	Zubeda
Introduction	Hello, this is Dr. Jabu's Hospital. Good morning Zubeda, how can I help you?	Hello, my name is Zubeda Shabaan.
Business/ message	 That's right. You have an appointment with Dr. Jabu at 10.00 Certainly. What time would you like the appointment? I am afraid Dr. Jabu is very busy in the morning. How about 2.00 in the afternoon? Good. Your appointment is confirmed. Friday at 2.00. Can I have your telephone number please?	 My patient number is 225533 and I have an appointment for tomorrow. I'm afraid I can't make it tomorrow. Could I change the appointment to Friday? Could I make it 10.00 again? That will be fine. Yes, this is my mobile number. 0888 777666
Close	Thank you. Look forward to seeing you on Friday. Goodbye.	Thank you very much. Goodbye.

Activity 4: Grammar practice I

Choose the best alternative from the words in brackets to complete each of the following sentences.

- (i) Halima _____ ride a bicycle. (would, can)
- (ii) We can't hear you; _____ you speak up? (will, might)
- (iii) Jackson said he _____ come, but he was not quite sure. (might, can)
- (iv) I _____ be wrong but I don't think so. (may, will)
- (v) They _____ walk from the stadium to the bus stand on foot. (would, can)
- (vi) We _____ carry on talking now. (could, would)
- (vii) _____ I go out? (might, may)
- (viii) Kassim _____ have talked to her. (would, may)
- (ix) Maria and Abdallah _____ not like cassava. (might, could)
- (x) _____ you help them if you don't mind? (can, might)
- (xi) You _____ leave the place now. (can, might)
- (xii) You _____ obey the laws. (would, must)
- (xiii) _____ you make me a cup of coffee? (might, will)
- (xiv) _____ I come in, teacher? (may, will)
- (xv) My friend _____ drive a bus. (would, can)

Making reservations

Activity 5: Oral practice III

Answer the following questions orally.

- (i) Have you ever stayed in a hotel? Why?
- (ii) How was the hotel different from home?

Activity 6: Reading practice I

Read the following telephone conversation between Jane and the receptionist at Imperial Hotel and answer the questions that follow.

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

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

Receptionist: When is the reservation for?

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

Receptionist: That is possible. How many rooms?

Jane: Two double rooms please.

Receptionist: That will be fine.

Jane: What's the rate?

Receptionist: One double room is eighty thousand shillings per day.

Jane: Very good. See you on Tuesday.

Receptionist: Thank you and welcome.

Jane: Thank you, bye!

Questions

- (i) What is the name of the hotel?
- (ii) Who made the reservation?
- (iii) How many rooms were reserved?
- (iv) For how many days was the reservation made?

Activity 7: Oral practice IV

In pairs act out the dialogue in *Activity (6)* above. One should act as Jane and the other as the receptionist.

Activity 8: Grammar practice II

Write the following sentences in the negative form.

- (i) Jane will travel by bus to Songea next month.
- (ii) Jane booked rooms for ten people at Savoy Lodge.
- (iii) They will check in on Wednesday next month.
- (iv) They expect to check out on Sunday.
- (v) Lodge charges will be paid upon arrival.

Activity 9: Writing practice II

Complete the dialogue between John and Martha using words provided in the box.

John: _____?

Martha: Good morning. My name is Martha Alex in Dar es Salaam.

John: _____

Martha: Can you book me on the Mwanza flight tomorrow evening?

John: _____?

Martha: Economy class, please.

John: _____

Martha: Fine, how do I pay?

John: _____

Martha: Thank you. Good bye.

Hello! This is Air Tanzania.

How can I help you, Ms Alex?

You can pay at the airport.

Economy or business class?

That'll be 200,000 shillings.

Shopping

Activity 10: Oral practice V



Look at the picture and answer the following questions orally.

- (i) What do you think the woman is buying?
- (ii) What else can you see in the shop?
- (iii) What is the woman wearing?

Activity 11: Reading practice II

Read the dialogue below and answer the questions that follow.

At the shop

Mrs Sanga: Good morning Hamadi.

Hamadi: Good morning madam.

Mrs Sanga: Do you have any maize flour?

Hamadi: Yes, I do. It is two thousand shillings per kilo.

Mrs Sanga: I need five kilos please!

Hamadi: Here you are.

Mrs Sanga: So, that will be ten thousand shillings.

Hamadi: Yes, madam.

Mrs Sanga: How much is a tin of powdered milk?

Hamadi: It's eighteen thousand shillings.

Mrs Sanga: Mmh! That is very expensive. Any discount?

Hamadi: Sorry, madam. The prices are fixed.

Mrs Sanga: Alright, here is the money for the milk and the maize flour.

Hamadi: Thank you, madam.

Questions

- (i) What did Mrs Sanga buy?
- (ii) What is the shopkeeper's name?
- (iii) How much is a kilo of flour?
- (iv) How much is a tin of milk?
- (v) How much did she pay?

Activity 12: Oral practice VI

In pairs, act out the dialogue in *Activity (II)* above.

Activity 13: Grammar practice III

(a) Use the table below to write ten correct questions.

How much	is does are do	it? they cost? the loaves of bread cost? a kilo of flour? they? three kilos of sugar cost? a loaf of bread? a kilo of sugar cost?
----------	-------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------

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

(i) Do you sell flour?

Yes, I do.

No, I don't.

(ii) Does a sack of maize cost more than a sack of rice?

Yes, _____.

No, _____.

(iii) Do you sell maize flour?

Yes, _____.

No, _____.

(iv) Does he sell bananas?

Yes, _____.

No, _____.

(v) Do you sell sugar?

Yes, _____.

No, _____.

(vi) Do they buy oranges?

Yes, _____.

No, _____.

(vii) Do you want to buy this?

Yes, _____.

No, _____.

(viii) Does it cost a thousand shillings?

Yes, _____.

No, _____.

(c) Use question tags to complete the following sentences. Number (i) and (ii) have been done.

(i) Mrs Sanga paid ten thousand shillings for five kilos of maize flour, *didn't she?*

(ii) Hamadi didn't sell cooking oil in his shop, *did he?*

(iii) Hamadi refused to give Mrs Sanga a discount, _____?

(iv) A can of milk costs eighteen thousand shillings, _____?

(v) The shop had many commodities for sale, _____?

(vi) Mrs Sanga paid half the money for the items bought, _____?

(vii) There was no discount for the things Mrs Sanga bought, _____?

(viii) A bar of soap did not cost one thousand shillings, _____?

(ix) Hamadi thanked Mrs Sanga for buying things in cash, _____?

(x) There weren't many people at the shop, _____?

Chapter Four

Locating places

Sasame school map

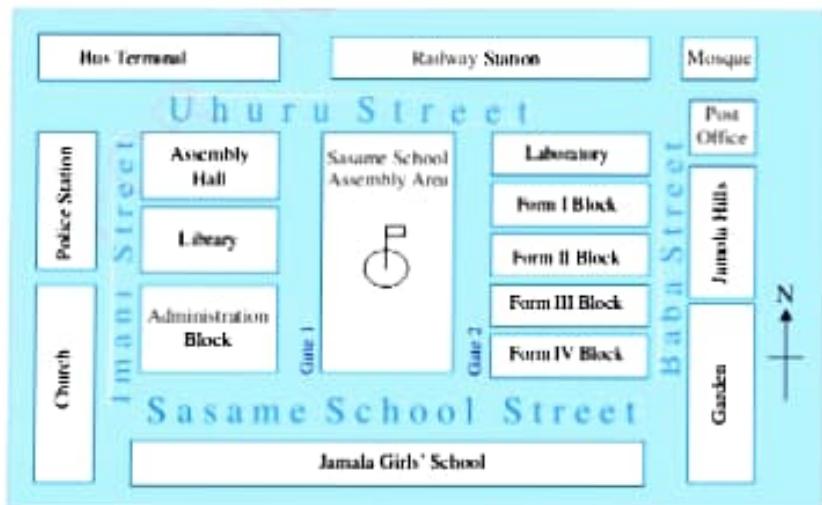
Activity 1: Oral practice I

Answer the following questions orally.

- (i) Where do you usually put a television at home?
- (ii) Where do you put cooking utensils?
- (iii) Where do you keep your clothes?
- (iv) Where do you put your books?
- (v) Where do you hang photographs?
- (vi) Where do you sleep?
- (vii) Where do you keep your money?

Activity 2: Reading practice I

Study the map below and answer the questions that follow. Use the following words where appropriate – *behind, in front of, between, along, near, on, in the middle, the left of, on the right of, north of, south of, east of, west of*.



Questions

- (i) Where is Sasame School in relation to Jamala Girls' School?
- (ii) Where is the Assembly Area of Sasame School?
- (iii) In which direction would you go to get from Jamala Girls' to Sasame School?
- (iv) Where is Imani Street in relation to the Church?
- (v) Where is the Administration Block from the Library?
- (vi) What buildings are outside Sasame School?
- (vii) What buildings are inside Sasame School?

Activity 3: Grammar practice I

(a) Answer 'Yes' or 'No' to the following questions:

- (i) Is the School Library behind the School Administration Block?
- (ii) Are the classrooms on the left side of the Assembly Hall?
- (iii) Is the Police Station nearer the Church than the Bus Terminal?
- (iv) Is the Railway Station south of Uhuru Street?
- (v) Is Jamala Girls' School to the south of Sasame School?

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

- (i) Uhuru Street is behind the Railway Station.
- (ii) Imani Street is in front of the school.
- (iii) Form I, II, and III blocks are along Baba Street.
- (iv) Baba Street is to the west of Sasame Street.
- (v) The Church and Police Station are in Imani Street.
- (vi) The Railway Station is to the left of the Bus Terminal.
- (vii) Sasame School Street meets Baba Street to the west of the school.

(c) Rewrite the statements in (b) as questions.

Activity 4: Listening practice II

Listening and following instructions

Respond to the following instructions.

- (i) Sit on the desk.
- (ii) Walk to the door.
- (iii) Stand on the left of the teacher's table.
- (iv) Stand behind the class monitor.
- (v) Put the book between the pen and the bottle.
- (vi) Put the pen in your pocket.
- (vii) Point to the picture on the wall.
- (viii) Put the broom in the corner of the classroom.

Activity 5: Oral practice II



Look at the picture and answer the following questions orally.

- (i) What do you think is happening in this picture?
- (ii) Why has the man covered his face?

Activity 6: Reading practice II

Read the passage and answer the questions that follow.

The Theft

It was a dark night. The moon was hidden by clouds and there were no lights in the streets. It was late and nearly everyone was asleep in bed. One man, however, was not asleep. He was dressed in dark clothes and, as he walked quietly down the street, he tried each door to see if it would open. All the doors in the first street were locked, but when he turned into the next street, he found one which was not locked.

The thief cautiously pushed the door open and stepped into the house. Snoring from several parts of the house indicated that the people in the house were asleep. He waited for a few minutes until he could see clearly in the dark. Then he saw a bed beside the far wall. A man was sleeping on it.

Close to the bed, on a table, stood the man's radio. The thief quickly walked over to the table, picked up the radio, and put it into a bag which he had brought to carry the things that he stole.

Over the table there was a shelf with a metal box on it. There was probably money in that. It, too, went into the bag.

The thief moved quietly around the room. He took a shirt from a low stool and a pair of socks from the floor beside the stool. Under the window there was another table, but this had only a piece of paper on it.

The bag with the stolen goods was now quite full. He heard the sound of somebody turning over in bed in the next room; so, he picked up his bag and left as quietly as he entered. Once more he went through the quiet streets without being seen.

Later, he reached home, put the radio and the metal box under his own bed, and hid the bag in a big box in which he kept other stolen clothes. He padlocked the box and put the key under his pillow. Then he went to sleep.

Source: Ministry of Education (1977: p. 62) (Adapted)

Choose the correct answer from the four alternatives given in the following questions.

1. _____ walked quietly through the unlit streets.
 - A. A man with a grey beard
 - B. A man in dark trousers
 - C. A man with dark clothes
 - D. A man from another village

2. He tried to find a door which was not locked, but _____.
 - A. every door in the first street was locked.
 - B. every door at the end of the street was locked.
 - C. every door near the mosque was locked.
 - D. every door at one end of the street was locked.

3. He turned into the next street and found
 - A. a house with an open door.
 - B. a house with the door unlocked.
 - C. a house with the door opened.
 - D. a house on the corner.

4. The thief entered and saw a man sleeping _____.
 - A. on a bed beside the far wall.
 - B. on a bed with a mosquito net.
 - C. on a bed near the door.
 - D. on a bed by the door.

5. He saw a radio _____.
 - A. on a little table under the bed.
 - B. on a little table with a red cloth.
 - C. on a little table in the corner.
 - D. on a little table near the bed.

6. _____ there was a little metal box.
 - A. On a shelf below the table,
 - B. On a shelf near the table,
 - C. On a shelf beside the table,
 - D. On a shelf above the table,

7. _____ had nothing on it except a piece of paper.

- A. Another table near the bed
- B. Another table with short legs
- C. Another table under the window
- D. Another table at the door

8. When the thief had taken all that he wanted, he picked up _____.

- A. the bag with the stolen goods.
- B. the bag with the leather handle.
- C. the bag near the door.
- D. the bag beside the table.

9. He hid some of the stolen goods under his bed, but he put the rest in _____.

- A. a big box with his own clothes.
- B. a big box with a heavy padlock.
- C. a big box with the radio.
- D. a big box of his possessions.

Activity 7: Grammar practice II

Fill in the blanks with suitable prepositions.

- (i) She kept her phone _____ her bag.
- (ii) He hid the *vitumbua* _____ the bed after taking them _____ the kitchen.
- (iii) When the teacher came _____ the classroom, we all stood _____.
- (iv) When my mother was sick, she had to make a phone call _____ her office to say that she would not be going _____ work that day.
- (v) When we heard a noise, we thought there was a thief hiding _____ the curtains but it was just our cat playing _____ a ball.
- (vi) I have just come _____ the library.

Chapter Five

Analysing information from the media

Media information I

Activity 1: Oral practice I

Look at the following sentences. Identify the sentences with factual information and read them aloud. Then, identify sentences with non-factual information and read them aloud.

- (i) Tanzania is an independent country.
- (ii) I think it might rain tomorrow.
- (iii) The thief could be hiding in the bush.
- (iv) Mwalimu Nyerere was the first President of the United Republic of Tanzania.
- (v) The price of gas may increase soon.
- (vi) My teacher's name is Rodrick.



Activity 2: Reading practice I

Read the following television interview between the broadcaster Ms Zuri and the Inspector of Police, Anna. Then answer the questions that follow.

The morning interview

Ms Zuri: Hello viewers and welcome to our Morning Interview Programme. Our talk this morning focuses on people with albinism. With me in the studio, I have Inspector Anna from the Central Police Station. Welcome to the programme Inspector Anna.

Insp. Anna: Thank you very much.

Ms Zuri: Inspector, to start with, viewers would like to know the general situation of people with albinism in the country.

Insp. Anna: People with albinism face many challenges. They live in a state of perpetual fear. They are uncertain about their lives. Their body parts are being hunted for because of superstitious beliefs.

Ms Zuri: Can you elaborate on how superstition is involved?

Insp. Anna: Yeah, some people believe that the body parts of people with albinism can make them rich and popular. They say that businesses grow when charms made out of albino body parts are used. But all these are false beliefs.

Ms Zuri: You are talking about business people. Is there any other group involved?

Insp. Anna: It is also alleged that some people want albino body parts to get promotions or wealth.

Ms Zuri: How serious is the problem? Do you have any statistics?

Insp. Anna: 48 people with albinism were reported to have been attacked in 2016. Some cases involved killings and others removal of body parts. However, many cases are not reported and it appears that the number is increasing.

Ms Zuri: What is the government doing about it?

Insp. Anna: Several arrests have already been made. Some suspects have been sentenced and others are on trial. We have increased public awareness campaigns, particularly in the most affected areas. The

public should understand that people with albinism are ordinary human beings. People should also know that harming people with albinism is a crime.

Ms Zuri: Thank you very much Inspector for your time. Thank you viewers. Don't miss tomorrow's Morning Interview.

Questions

- (i) What is the subject of the morning talk?
- (ii) Who is the guest in the studio?
- (iii) What challenges do people with albinism face?
- (iv) What beliefs do some people have about the body parts of the people with albinism?
- (v) How many cases of people with albinism have been reported?
- (vi) How serious is the threat to the lives of people with albinism?
- (vii) What measures has the government taken to stop such killings?
- (viii) Why do you think some people mutilate people with albinism?
- (ix) According to the Inspector, who are involved in these crimes?

Activity 3: Writing practice I

(a) Write at least three facts and three non facts from the interview programme in *Activity 2*.

(b) Write down the meaning of the following words and use them in sentences.

- (i) popularity
- (ii) crime
- (iii) charm
- (iv) mutilation
- (v) wealth
- (vi) inspector
- (vii) albinism
- (viii) superstition
- (ix) beliefs

Activity 4: Grammar practice I

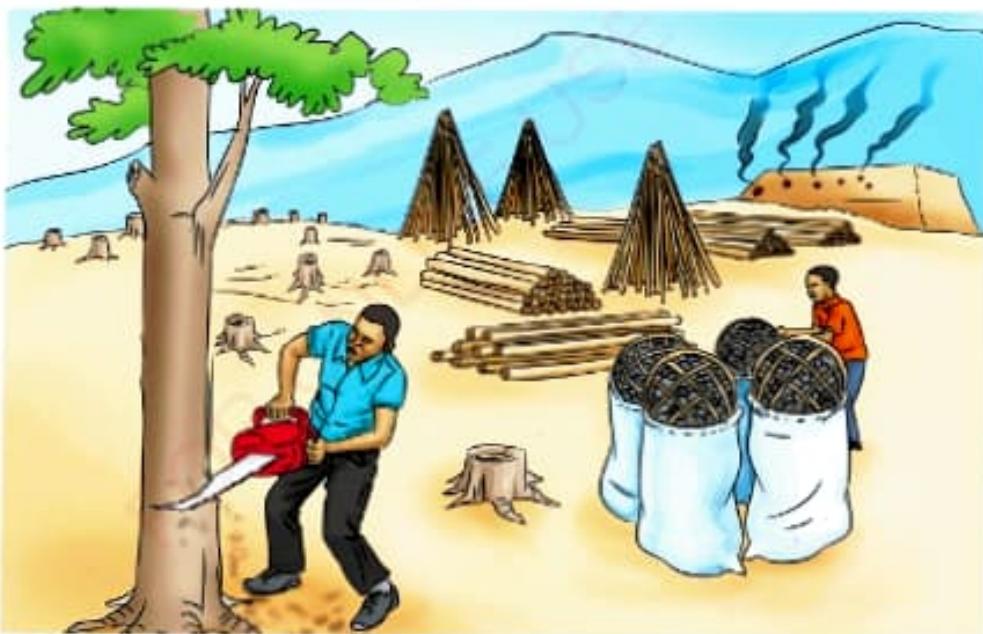
Classifying information

Classify the following sentences into (i) factual and (ii) non-factual information.

- (i) The Prime Minister may visit our school next month.
- (ii) We will sit for national examinations next week.
- (iii) Many people may be surprised by the news.
- (iv) The government has done its best to protect people with albinism.
- (v) It is very likely that he is not coming today.
- (vi) There will be a TV show on the plight of people with albinism tonight.
- (vii) The police have arrested 10 people in connection with recent killings.
- (viii) Albino killings have decreased since last year.
- (ix) Perhaps, they are going to resolve the matter.

Media information II

Activity 5: Oral practice II



Look at the picture and answer the following questions orally.

- (i) What is happening in this picture?
- (ii) How will it affect people's lives?
- (iii) Why are forests important in our lives?

Activity 6: Reading practice II

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

Deforestation

I think Tanzania's forests are in danger of disappearing. It is possible that Tanzania might lose its entire forest cover in less than a century if urgent measures are not taken to control the rate of cutting down trees. It is estimated that about a million acres of forests are lost each year.

Mount Kilimanjaro has been severely affected by indiscriminate cutting down of trees and frequent bush fires. The deforestation on its slopes has probably contributed to the melting of its glaciers. And this, I think, accelerates the demise of the snow caps. According to the UN, Tanzania's population may be increasing by over 2 percent per year. Such increase is likely to speed up the rate of deforestation due to the demand for charcoal. Charcoal is the cheapest source of energy.

Questions

Write F against sentences which are factual and NF against sentences which are non-factual.

- (i) Deforestation is taking place at an alarming rate. _____
- (ii) Tanzania's population is growing by over 2 percent, according to the UN. _____
- (iii) Mount Kilimanjaro's glaciers are melting due to deforestation. _____
- (iv) Such increase is likely to speed up the rate of deforestation due to the demand of charcoal. _____
- (v) And this, I think, accelerates the demise of the snow caps. _____
- (vi) I think Tanzania's forests are in trouble. _____
- (vii) Charcoal is a cheap source of energy. _____

Activity 7: Writing practice II

Write the number of the appropriate expression in Column II against the corresponding item in Column I. Item 'a' has been done as an example.

		Column I	Column II
a	iii.	deforestation	(i) death/disappear
b		glaciers	(ii) speed up
c		accelerate	(iii) the act of burning and cutting down trees in an area
d		estimate	(iv) a large mass of ice
e		damage	(v) immediate
f		urgent	(vi) destroy
g		demise	(vii) formed from burning wood
h		charcoal	(viii) judgment without exact details or figures

Activity 8: Grammar practice II

(a) Rewrite the following sentences as questions.

- Forests in Tanzania are in danger of disappearing.
- Deforestation is taking place at an alarming rate.
- Mt. Kilimanjaro is severely affected by economic changes.
- Glaciers are melting fast.
- Tanzania's population is increasing by over 2 percent per year.

(b) Make the sentences in exercise (a) negative.

Chapter Six

Describing things and quantities

Describing people's appearance

Activity I: Oral practice I

- (i) How would you describe your friend's appearance?
- (ii) How would you describe your friend's clothes?
- (iii) Describe the people in the picture.



Activity 2: Oral practice II

Read aloud the following words and use them in sentences.

- (i) round, oval, square, triangular, straight, hexagonal
- (ii) tall, medium, short
- (iii) young, old, middle-aged
- (iv) brown, blue, green
- (v) wavy, curly, bald, short, thick

Activity 3: Writing practice I

Describe the appearance of your father, mother, grandfather and grandmother.

Activity 4: Reading practice I

Role play

Read the dialogue below and answer the questions that follow.

Martha and Ben

Martha: Hi Ben, how's life these days?

Ben: Hi Martha, life is really good.

Martha: Mmmh! That's great. I heard your brother has finished college.

Ben: Yes, and he has a fiancée, a wonderful, intelligent, charming, and very funny woman.

Martha: I can see you're smiling even when you think of her. I'm sure she is beautiful as well.

Ben: Of course. She is tall and slim with long, natural hair and big, round eyes. And, you know, that gap between the teeth!

Martha: Ha ha ha! Is it all about physical appearance?

Ben: No, Martha, that's not fair. I told you she is intelligent, charming and very funny. And she is great in her job too.

Martha: What does she do?

Ben: She's a banker who specialises in loans to women's groups. I admire her commitment.

Martha: Sounds like marriage is in the air.

Ben: My brother could tell us more. How about your sister Rose?

Martha: Pretty good too, she has a great husband.

Ben: Can you describe him more?

Martha: Of course. He's 28 years old, a bit shorter than her and so smart.

Ben: Wow! What does he do?

Martha: He's a vet. Although he is just out of college, he has built up a good business. So many people have animals these days. But he spends a lot of his time helping small farmers on the outskirts of Dar.

Ben: Wow! he sounds like a good guy. So where does he live?

Martha: He's rented a beautiful apartment in Mikocheni.

Ben: Don't tell me! Martha, my brother's fiancée, lives with her parents in Mikocheni also.

Martha: Wow! what a coincidence! Same name. Living in the same place. We must visit them some day when they get married.

Ben: Absolutely. See you later. I've got to go to the library. I've got test tomorrow.

Martha: Me too. Take care.

Ben: Bye.

(a) Practise this dialogue in pairs.

(b) Answer the following questions orally.

- (i) What is Ben's brother's fiancée like?
- (ii) What do you think are her best qualities? Why?
- (iii) What is Martha's sister's husband like?
- (iv) What do you think are his best qualities? Why?
- (v) What is the name of the husband? What does he do for a living?

(vi) How does Ben's brother's fiancée help in the community?
(vii) Where does she live?
(viii) Why does Martha say 'what a coincidence'?
(ix) What are the jobs of the two Marthas?

(c) From the descriptions given in the dialogue, draw pictures of Ben's brother's fiancée and Martha's husband.

Activity 5: Writing practice II

Complete the table that describes Martha's husband and Ben's brother's fiancée.

Name	Height	Face	Age	Hair
Martha's husband				
Ben's brother's fiancée				

Activity 6: Vocabulary I

Write the opposite of the following words.

young _____

straight _____

slim _____

rich _____

beautiful _____

kind _____

regular _____

loves _____

Activity 7: Writing practice III

(a) Complete the table and use the information to write short descriptions of each item.

Complete the table as in example (i)

No.	Item	Name	Group category	Colour
i.		Mango	fruit	yellow
ii.				
iii.				
iv.				
v.				
vi.				
vii.				

(b) Use the information in (a) to write a short description of each item.

Example: *A mango is a yellow fruit.*

Activity 8: Oral practice III

Who am I? Play the game below in pairs.

(i) I'm a big animal with large ears, two big tusks, and I live in the bush.

Who am I? _____

(ii) I'm a domestic bird who lays eggs and hatches chicks.

Who am I? _____

(iii) I'm a man with a wife and children. Who am I? _____

(iv) I'm an animal that crawls. My body looks like a piece of rope.

I live in a hole. Who am I? _____

(v) I'm made of an iron body with seats inside, have a petrol engine,

move on four wheels, and my body is painted with different colours.

Who am I? _____

(vi) I'm a fierce wild animal with a mane, sharp teeth and claws, and I

feed on other animals. Who am I? _____

(vii) I resemble a cow. I have two big horns and live in the wild. Who am

I? _____

Activity 9: Grammar practice I

(a) Join the following sentences using '...as...as...' An example is given below.

(a) Peter is tall.

(b) Amani is also tall.

Joined sentences: Peter is as tall as Amani.



Peter

Amani

- (i) The hare is clever. The hyena is also clever.
- (ii) Dominica is bright. Halima is also bright.
- (iii) Chausiku is beautiful. Agnes is also beautiful.
- (iv) The car is fast. The motorbike is also fast.
- (v) This road is rough. That road is also rough.
- (vi) The rhino is big. The hippopotamus is also big.
- (vii) Kidega market is clean. Kisada market is also clean.
- (viii) St. Thomas church is big. St. Michael's church is also big.
- (ix) Mangoes are sweet. Apples are also sweet.

(b) **Write the sentences you have joined in (a) in the negative form.**
For example: *Peter is not as tall as Amani.*

(c) **Change the sentences you have joined in (a) into questions.**
For example: *Is Peter as tall as Amani?*

(d) **Write the sentences you have joined in (a) as Wh- questions.**
For example: *Who is as tall as Peter?*

Describing shapes of objects

Activity 10: Vocabulary II

Match the pictures with their names. The first example is provided.

Picture	Name	Picture	Name
(a) 	(i) moon	(a)	table
(b) 	(ii) diamond	(b)
(c) 	(iii) table	(c)
(d) 	(iv) ball	(d)
(e) 	(v) hut	(e)

Countable and uncountable nouns

Activity 11: Grammar practice II

Put a (✓) against countable and uncountable nouns. The first example is given for you.

Noun	Countable	Uncountable
Juice		✓
Meat		
Oranges		
Books		
Sugar		
Elephant		
Snake		
Sand		
Water		
Table		

Activity 12: Grammar practice III

(a) Read as many correct sentences as you can from the table below.

	mangoes		she	
	oranges		you	
	sugar	do	he	
How many	water	does	I	
How much	books		we	
	milk		they	
	money			have?

(b) Read correct sentences from the table below.

You		many	mangoes.
He		a lot of	oranges.
I	have	some	sugar.
We	has	few	water.
They		a few	books.
She		a little	milk.
			money.

(c) Read correct sentences from the table below.

You		many	mangoes.
He	haven't got	much	oranges.
I	hasn't got	a lot of	sugar.
We		some	water.
They		little	books.
		enough	milk.
		few	money.
		a few	
		a little	
		any	

Activity 13: Reading practice II

Read the dialogue below and answer the questions that follow.

Maige and Nyambura

Maige and his wife, Nyambura, have moved to a new house, but they do not have supplies to last them till the end of the week. Maige calls his wife on the phone to discuss what to buy.

Maige: Hello sweetheart, I'd like to go shopping. What should I buy?

Nyambura: Give me a minute while I check.

Maige: OK.

Nyambura: Are you ready? We need sugar, wheat flour, margarine, salt, eggs, bread and cooking oil.

Maige: In other words, we need almost everything. Anything else?

Nyambura: Well, I think we have enough milk, coffee and tea for the next three days.

Maige: That's good. So, we don't need to buy those. What about dinner tonight?

Nyambura: We still have some chicken but why not buy some peas? And a coconut for the rice. Are you sure you have enough money?

Maige: Yes, I think I can manage.

Nyambura: That's good. Oh! and we also need soap, toilet paper and drinking water.

Maige: OK, sweetheart. Bye for now.

Nyambura: Bye. See you soon.

Questions

- (i) Who is going to do the shopping?
- (ii) Why do they need so many things?
- (iii) Why does Nyambura want a coconut?
- (iv) What are they going to eat for dinner?

Activity 14: Grammar practice IV

(a) Answer the following questions in the positive and negative form.

- (i) Do they have any sugar?
Answer: Yes, they do.
No, they don't.
- (ii) Do they have any cooking oil?
- (iii) Do they have any milk?
- (iv) Do they have any coffee?
- (v) Do they have any chicken?
- (vi) Do they have any peas?
- (vii) Do they have any fish?
- (viii) Do they have any vegetables?

(b) Answer the following questions:

Examples: Will they buy any soap?

Answer: Yes, they will.

No, they won't.

- (i) Will they buy any tea?
- (ii) Will they buy any coffee?
- (iii) Will they buy any chicken?
- (iv) Will they buy any fish and cooking oil?

(c) Provide question tags to the following statements:

Examples: They will buy some fish, won't they?

They won't buy some fish, will they?

- (i) They will buy some rice, _____?
- (ii) They need some vegetables, _____?
- (iii) She doesn't need any water, _____?
- (iv) You need some rice, _____?
- (v) I don't need any oranges, _____?
- (vi) We will buy some mangoes, _____?
- (vii) We will not buy any guavas, _____?
- (viii) She will need some money, _____?
- (ix) She has a lot of rice, _____?
- (x) She hasn't got enough money, _____?

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

Example: *He will buy rice, won't he?*

He will not buy rice, will he?

He		sell			he?
They	will	not sell	rice,		they?
We	shall not	buy	mangoes,	won't	we?
I	won't	not buy	vegetables,	will	I?
She	shall	need	water,		she?
You		not need			you?

The definite article

Activity 15: Reading practice III

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

Mabula saw a snake. The snake was under the chair in a box. The box belonged to a sorcerer. The sorcerer came from Zambia. The snake saw a rat. The snake came out of the box and chased the rat. The rat disappeared into a hole. The hole was very deep. The snake could not catch the rat.

Questions

- (i) What did Mabula see?
- (ii) Where was the snake?
- (iii) Whose box did Mabula see?
- (iv) Where did the sorcerer come from?
- (v) What did the snake see?
- (vi) What did the rat do?
- (vii) What did the snake do?
- (viii) Where did the rat go?
- (ix) Could the snake catch the rat?

Activity 16: Writing practice IV

(a) Write a similar story using a dog and a hare.

Begin: Janja was a guard dog. Janja guarded Musa's farm. Janja saw a hare eating maize...

(b) Re-write the story in the plural form.

Activity 17: Reading practice V

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

Name	Title
Her Excellency Mwajuma T. Tandi	President of the Republic of Tababi
His Excellency Martin F. Faluka	Vice President of the Republic of Tababi
Honourable Mashaka Jama	Prime Minister of the Republic of Tababi
Honourable Hawa Mwanahadi	Minister of Education and Culture of the Republic of Tababi
Honourable Bakari Tao	Speaker of the Parliament of Tababi
Honourable Adam Jandu	Chief Justice of the Republic of Tababi

Questions

- Who is the President of the Republic of Tababi?
- Who is the Vice President of the Republic of Tababi?
- Who is the Prime Minister of the Republic of Tababi?
- Who is the Speaker of the Parliament of the Republic of Tababi?
- Who is the Chief Justice of the Republic of Tababi?
- Who is the Minister of Education and Culture of the Republic of Tababi?
- How many women are there in the government?

(b) Read the following dialogue between the waitress and her clients (Said, Rama, and Moyo). Then answer the questions that follow.

At Mwagito Hotel in Iringa



Waitress: Good evening. May I take your order.

Julius: Ugali and beef, please.

Waitress: Anything to drink?

Julius: Soda, please!

Waitress: And what would you like?

Rama: Fish and chips, please.

Waitress: And to drink?

Rama: Water, please.

Waitress: Finally, what would you like?

Moyo: Rice and chicken, please.

Waitress: A drink?

Moyo: Fresh fruit juice with ice, please.

Waitress: Is that all?

Moyo: Some fruit for all of us.

Waitress: It's a very busy day. Do you mind if I ask you to settle your bill in advance?

Moyo: No problem. Could we have the bill?

Waitress: Thanks. Here it is.

Questions

- (i) What did Julius order?
- (ii) What did Rama order?
- (iii) What drink did Rama order?
- (iv) What did Moyo order?
- (v) What drink did Moyo order?
- (vi) What else did Moyo order for all of them?
- (vii) What did the waitress want to do before bringing the orders?
- (viii) Where did the conversation take place?

Activity 18: Grammar practice V

- (a) **Some of the sentences below have missing words. Rewrite them correctly.**
 - (i) I did not see moon last night.
 - (ii) The sun is very bright.
 - (iii) Indian Ocean is big.
 - (iv) Headmaster is sick.
 - (v) Hospital is closed.
 - (vi) The Nile is the longest river in Africa.
- (b) **Re-write the above sentences as questions.**
- (c) **Some of the sentences below are incorrect. Rewrite them correctly**
 - (i) Whale is the biggest animal in the sea.
 - (ii) The elephant is the biggest animal on the land.
 - (iii) Tallest girl in our class is Hadija.
 - (iv) Kariakoo Market is the biggest market in Dar es Salaam.
 - (v) Kilimanjaro is the most beautiful mountain.
 - (vi) The Everest is the tallest mountain on earth.
- (d) **Rewrite the corrected sentences as 'Yes'/'No' questions.**
- (e) **Rewrite the corrected sentences as 'Wh-' questions.**

Activity 1: Reading practice I



(a) Read the text carefully and answer the questions that follow.

A gold medal for Tanzania

The stadium was full of spectators from all over the world. My heart was beating so fast and loudly that I thought my fellow athletes could hear it. I was one of the hundred marathon runners representing our respective countries. It was the first time for me to participate in such a famous event.

We were all called to the starting line. Spectators shouted the names of their favourite athletes, "Otieno! Okamoto! Haibe!..." I did not hear my name. Then, the gun went "BANG" and off we went.

I knew it was no easy task to run 42 kilometres, but, at the beginning, it seemed easy. We climbed several hills and crossed some valleys. I saw a signboard beside the road reading 20 km. "Twenty more to go," I said to myself. Up to this point, I guess I was the 60th in the race. Already I felt a little tired. My legs were aching. My chest and throat were dry.

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

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

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

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

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

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



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

Questions

- (i) How long was the race?
- (ii) How did Musa feel at the start of the race?
- (iii) How many runners took part in the race?
- (iv) Which name was not shouted?
- (v) Who ran like an antelope?
- (vi) What technique did Musa use to win the race?
- (vii) How far ahead was the Kenyan as they entered the stadium?
- (viii) What was Musa tested for after winning the race?

Activity 2: Vocabulary practice I

(b) Write the letters of the words in Column B against the corresponding words in Column A. The last one is done.

A		B
	Answer	
(i) spectators		a. speak in a low voice
(ii) famous		b. the wide steps that the people watching a football match can stand on
(iii) terraces		c. small number
(iv) sprint		d. well-known
(v) several		e. fellow workers
(vi) colleagues		f. run fast
(vii) mutter	a	g. onlookers

Activity 3: Grammar practice I

(a) Write down the following sentences using the second person.

For example: I was among the one hundred marathon runners.

You were among the one hundred marathon runners.

- (i) I thought my fellow athletes could hear my heartbeats.
- (ii) I was worried that I could not do much.
- (iii) I felt as if I was burning.
- (iv) I remembered it and started chanting.

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

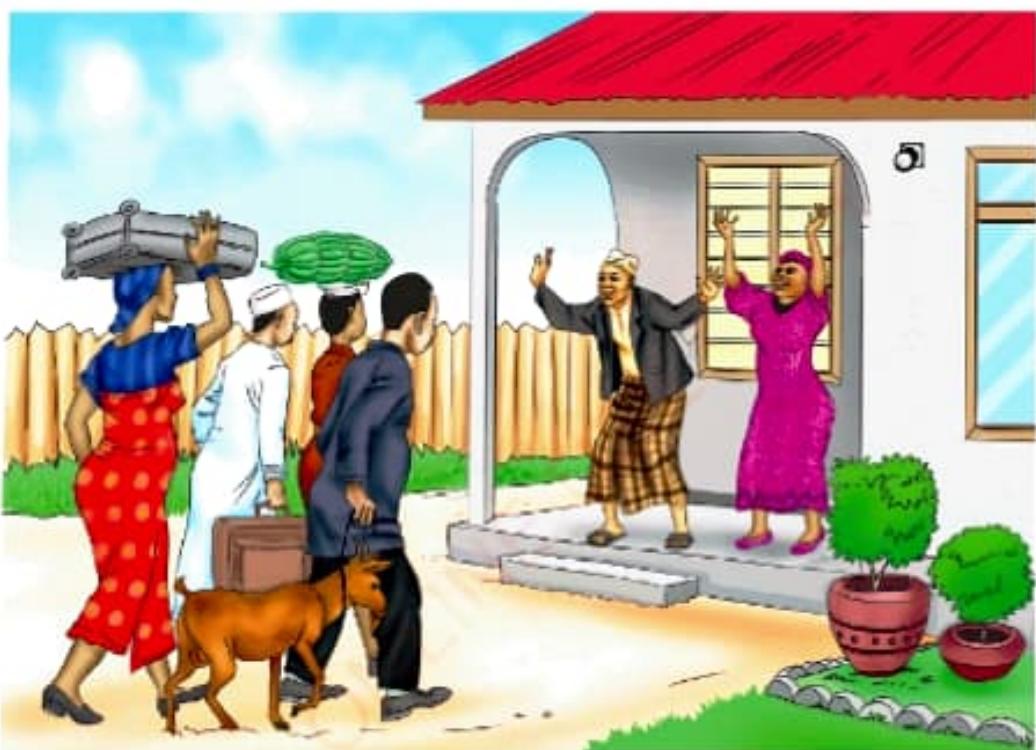
(c) Rewrite the following statements as questions.

- (i) The stadium was full of spectators.
- (ii) His heart was beating fast.
- (iii) He thought that the other athletes could hear his heartbeats.
- (iv) The spectators shouted the names of their favourite athletes.
- (v) Ten runners were leading the race.
- (vi) The doctor announced, "No sign of drugs."

(d) **Read sentences from the table below and copy them in your exercise book. Then add more sentences of your own.**

That is	how	she cooked her food. he scored the two goals. they missed the bus. we did it. they conducted the experiment.
---------	-----	--------------------------------------------------------------------------------------------------------------------------

Activity 4: Reading practice II



Read the passage and then answer the questions that follow.

Mary's wedding ceremony

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

All the preparations for this great day flashed through her mind. She was lucky as her relatives had liked John from the very first day he was introduced to them by

the go-between, Mr Masako. She was not surprised as John was such a charming person, but you never know with relatives. After that, the discussion was easy. She had already discussed with her family about the issue of bride price and they agreed. So, to the surprise of the go-between, her father had said, "We don't want any bride price. John should use his money to work with Mary to build a happy and loving marriage together. We know that he will remember us too for we have looked into his heart and we can see he is a generous man."

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



Mary smiled even more as she remembered all those preparations. She hardly had time to think of the marriage itself. First there was the kitchen party, organised by her mother, aunts and closest friends. Of course, the kitchen party was for women only, all of whom gave her advice on how she should behave in order to have a successful marriage. She wondered whether they followed their own advice but she was grateful for their support. After that there was the send-off party, again organised by her family, but John had given them some support behind the scenes. It was a big occasion which allowed all Mary's relatives and friends to see her wonderful husband to be. They were not disappointed.

Now at last, on the 29th of July 2018, here she was walking down the aisle. When she walked out again, she would no longer be alone but hand in hand with her husband.

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



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

Then, there were the introductions, the speeches by the parents of John and Mary, and the cutting of the wedding cake. After that, everyone ate their fill and presents were given to the bride and the groom. In between, everyone made sure they got a chance to dance and, after the presents, the newly married couple officially opened the dance. Finally, they said goodbye and left for their honeymoon at Motel Blue Sky.

Questions

- (i) When was the wedding?
- (ii) Where did the wedding take place?
- (iii) What is the name of the bride?
- (iv) What is the name of the bridegroom?
- (v) Where was the reception party held?
- (vi) What functions were held before the wedding ceremony?

Activity 5: Vocabulary practice II

Look up the meaning of the following words in the dictionary.

wedding, bride, bridegroom, go-between, bride price, pronounce, couple, delegation, reception, Master of Ceremonies, DJ, honeymoon

Activity 6: Writing practice

(a) Punctuate the following passage:

two other functions preceded this event. the send-off ceremony organized by marys parents and the kitchen party organized by marys mother aunts and her closest friends. The kitchen party was attended by women in honour of the bride. traditionally men do not attend kitchen parties. the send off party unlike the kitchen party is attended by everyone with the aim of introducing brides relatives to the husband to be.

(b) Mention at least four marriage customs practised in your tribe.

(c) Imagine that the bride or bridegroom is your relative and you attended the reception. Write a letter to your friend telling him or her about the wedding. Include the following information.

- (i) Who the bride and bridegroom were
- (ii) When it was held
- (iii) Where it was held
- (iv) Who attended
- (v) How it ended

Activity 7: Oral practice I



Look at the picture and answer the following questions orally.

- (i) What is happening in the picture?
- (ii) Why are there candles in front of the photograph?
- (iii) Have you attended any funeral? How did you feel about it?

Read the passage below and answer the questions that follow.

Mr Korombo's death

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

Luckily, his only son had just arrived home to see his parents. When he heard his mother's shout, he came running. He quickly took a hammer and broke down the toilet door. He entered the toilet and found his father lying on the floor unconscious. They quickly rushed him to hospital.

At the hospital, the doctor in charge announced that the father had died on the way to hospital. The postmortem revealed that the old man died of high blood pressure. The body was taken to the mortuary where it was preserved for three days.

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

On the third day, the body was taken from the mortuary for burial. Before the burial, the mourners paid their last respects. A short funeral sermon was given. Later, the body was lowered into the grave. The mourners covered the grave with wreaths and candles. A gravestone and a cross were planted on the grave.

Finally, a brief history of the old man was read and the mourners left the graveyard. Many of them went to the house of the deceased for a final meal together.

Questions

- (i) How old was Korombo when he passed away?
- (ii) What was the cause of his death?
- (iii) Why were the villagers shocked?
- (iv) What did they do when they learnt that Korombo was dead?
- (v) What did the son do after breaking down the door?
- (vi) Where was Korombo taken?
- (vii) What did the doctor find out?
- (viii) What preparations did they make for the burial?

Activity 8: Grammar practice II

(a) Change the following statements into the negative form.

For example: Korombo was over seventy years old.

Korombo was not over seventy years old.

- (i) Korombo spent a long time in the toilet.
- (ii) His son came to visit them.
- (iii) Korombo died of high blood pressure.
- (iv) Mourners paid their last respects.
- (v) The coffin was carried to the graveyard.

(b) Change the following statements into questions.

For example: He urgently looked for a hammer.

Did he urgently look for a hammer?

- (i) The dead body was preserved in the mortuary.
- (ii) The mourners were invited to pay their last respects.
- (iii) Women wept bitterly.
- (iv) Mourners walked past the coffin.
- (v) The grave was covered with beautiful wreaths.

(c) Complete the statements with question tags.

For example: *John is twelve years old, isn't he?*

- (i) She looks tired, _____?
- (ii) They are very kind, _____?
- (iii) You will leave for home at 2 p.m, _____?
- (iv) You have done it twice, _____?
- (v) Your mother is very old, _____?
- (vi) You are coming soon, _____?
- (vii) They are very hungry, _____?
- (viii) You will help me with washing, _____?
- (ix) This food is delicious, _____?

Activity 9: Vocabulary practice III

(c) Use arrows to match expressions in Column B with corresponding items in Column A.

	Column A	Column B
(i)	mortuary	(a) lose consciousness
(ii)	pass out	(b) a box in which a dead body is preserved
(iii)	coffin	(c) examination done on a dead body
(iv)	wreaths	(d) a building where dead bodies are kept
(v)	mourners	(e) an arrangement of flowers on a grave
(vi)	doctor	(f) people who attend a funeral
(vii)	postmortem	(g) a person who attends patients

Chapter Eight

Expressing opinions

Activity 1: Oral practice 1

Role play



Practise the dialogue below in pairs. Pay attention to the italicised expressions.

Giovani and Rehema

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

Giovani: *I think* town life is better because there are good social services.

Rehema: *I agree with you* but *I'm of the opinion that* living in the village has some advantages. For example, in our village, we do not have to pay for water. Water from the rivers and wells is free.

Giovani: *I'm against that idea* because water from rivers can make people sick. Think of all the cases of diarrhoea and typhoid in the village.

Rehema: That may be true but *I don't support your generalisation*. People boil their water.

Giovani: Mmmh! *I get the impression that* you are being too defensive. First of all, where do they get the firewood from to boil their water? *I strongly believe* that we are cutting down too many trees.

Rehema: *I agree with you* on that point. That is why *I'm of the opinion* we need to make sure our villages get cheap and reliable electricity. To me, electricity is the solution.

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

Rehema: Maybe, but *I believe* that the government is taking steps to supply electricity to all the villages at a reasonable cost.

Giovani: *You are right.*

Questions

- (i) Why does Giovani think that life in town is better?
- (ii) Why does Rehema think that life in town is hard?
- (iii) What does Giovani think about the quality of water in the village?
- (iv) What is the problem with boiling water?
- (v) How is the government addressing the problem?

Activity 2: Grammar practice I

(a) Write the following sentences beginning with *I agree with you but ... or I agree with that idea but ...*

- (i) I think there is fresh air in the village.
- (ii) I am against the idea that water in towns is polluted.
- (iii) I believe that there is peace in towns.
- (iv) I support the idea that there are poor social services in villages.
- (v) I support the view that life is expensive in towns.
- (vi) I believe that transport in towns is better than in the villages.
- (vii) I think that cleanliness campaigns will improve health in the village.
- (viii) I believe that nothing will improve lives in towns.
- (ix) I think that towns are full of noise from cars and generators.
- (x) I am of the view that town people are lazy.

(b) Use question tags to complete the following sentences.

- (i) You believe that life in the village can be good, *don't you*?
- (ii) She is of the idea that there are good social services in towns, _____?
- (iii) We are not of the idea that village leaders are uneducated, _____?
- (iv) They are against the idea that living in town makes one educated, _____?
- (v) I am of the view that people in the village lack mobile phone communication, _____?

Activity 3: Oral practice II

Debate

Prepare points to support or oppose the following motions.

- (i) Village life is better than town life.
- (ii) Bride price should be abolished in Tanzania.

Activity 4: Reading practice

Read the following passage and answer the questions that follow.

Fiona comes to Tanzania part 1

Fiona had only one week left before leaving Dublin to come to study Archaeology at the University of Dar es Salaam (UDSM). Since she was going to spend some time in Tanzania, she wanted to learn more about the country. Thus, she went to Chapters Bookshop in Dublin and bought a guide book, *A History of Tanzania* and *The Life of Mwalimu Nyerere*. She bought the guide book because she wanted to know where to visit in Dar es Salaam and how to get there. She found out that the National Museum of Tanzania is located at Shaaban Robert Street, opposite the Institute of Finance Management. The Museum also had some interesting archaeological exhibits.



Soon after she arrived, she went to visit the Museum along with her Irish friends, namely Brianna, Emmet, Ciaran, and Sean to learn more about the history of Tanzania. Her friends were doing their Education fieldwork at Dar es Salaam University College of Education (DUCE). The museum was very interesting and they decided they had to visit again another day because there was too much to learn in one day.

Questions

- (i) Why did Fiona think she should read something about Tanzania?
- (ii) Why did Fiona buy a guidebook about Tanzania?
- (iii) Why do you think Fiona visited the National Museum of Tanzania?
Mention five reasons.
- (iv) Identify two words in the passage which express 'reason.'

Activity 5: Grammar practice II

(a) Answer the following questions using the passage.

(i) Did Fiona leave Dublin because she wanted to study archaeology at DUCE?

Answer: *No, she didn't.*

(ii) Did Fiona read about Tanzania because she was visiting Dublin?

Answer: _____

(iii) Did Fiona visit the National Museum because she wanted to know the history of Tanzania?

Answer: _____

(iv) Did Fiona come to Tanzania because she wanted to study archaeology?

Answer: _____

(v) Did Fiona's friends come to the museum because they wanted to see the Olduvai Gorge?

Answer: _____

(b) Join the following sentences using '... because ...'

(i) She liked the museum. It housed many historical collections.

(ii) They came to Dar es Salaam. They wanted to study archaeology.

(iii) They wanted to visit Kilwa. Kilwa has many historical buildings.

(iv) She knew about the museum. She had visited Dar es Salaam.

(v) All of them were happy. They saw the skull of Zinjanthropus.

(vi) The museum was useful. It had collections of Tanzania's past.

Activity 6: Reading practice II

Read the following passage and answer the questions that follow.

Fiona comes to Tanzania part II

My name is Marieta. I study Archaeology. I will always remember the day Fiona landed at Dar es Salaam International Airport. I was given her flight details and a mobile number in case I would be forced to make a call. In addition, I had a paper with her name printed on it. I expected to hold up this paper when the passengers came out of the Arrivals Hall. I was given not only her flight number and name, but also her full size photograph. The photograph was to help me identify what she looked like.

The plane finally landed and the passengers came out. Many of the passengers were Europeans. I could not see Fiona in spite of having her photograph. And although I tried to compare the photograph with the people who came out, I was unable to identify my guest. I began to worry that I would miss her because all those Europeans looked alike to me. I held up my paper with her name on it hoping that she would see it and come to me.



At last, Fiona came out. She looked different from the photograph I was given. She not only wore different clothes, but she also had a green hat. She saw the paper and came over to me. I was happy that we had met after such a long wait.

Questions

- (i) Why was Marieta given a mobile phone number?
- (ii) Why was Marieta given Fiona's photograph?
- (iii) What happened when the plane landed?
- (iv) Why was Marieta unable to identify Fiona?

Activity 7: Grammar practice III

(a) Rewrite the following pairs of sentences using '... in addition to...'

The first one is done as an example.

- (i) I was given Fiona's flight details. I was given her mobile number too.
I was given Fiona's mobile number in addition to her flight details.
- (ii) I was given Fiona's mobile number. I was given a paper with Fiona's name too.

- (iii) I had to hold up a paper with Fiona's name on it. I also had to call out her name in case.

- (iv) Fiona had different clothes. She also had a green hat.

(b) Rewrite the following sentences using '...in spite of...'

The first one is done as an example.

- (i) Although the plane left late, it landed on time.
In spite of the plane leaving late, it landed on time.
- (ii) Although I had the flight details, I did not know when the plane landed.

- (iii) Although I saw many Europeans coming out, I could not see Fiona.

(iv) Although I looked at the photograph several times, I was unable to identify my guest.

(v) Although Fiona wore sandals, she was still taller than me.

(c) Complete the following sentences using "in spite of" or "despite." The first one is done as an example.

(i) Although there was a shortage of teachers, all the pupils passed the examination.

In spite of the shortage of teachers, all the pupils passed the examination.

OR

Despite the shortage of teachers, all the pupils passed the examination.

(ii) Although we boiled our water every day, some of us still got dysentery.

(iii) Although we could not always find firewood, we did our best to boil our water.

(iv) Although they wanted a meeting with the Health Officer, they never turned up for the meeting.

(v) Although she had malaria, she still came to the meeting.

(vi) Although she was new in the city, she never got lost.

(vii) Although she gave a logical account of the incident, she did not convince the jury.

(viii) Although they had a bad cough, they were able to sing at the audition.

(d) Join the two sentences using '... although ...'

(i) Fiona worked hard. She did not pass the examination.

(ii) Fiona and her friends did not eat any food. They were very hungry.

(iii) Fiona was not used to traditional Tanzanian food. She liked eating ugali.

(iv) Fiona liked the company of her friends. Her friends did not like being with her.

Reading comprehension 1

Activity 1: Oral practice I



Look at the picture and answer the following questions orally.

- (i) What is happening in the picture?
- (ii) Why are some people on the roof of a house? Do you think they will survive?
- (iii) Do you think the flood will get worse? Why?
- (iv) What would you do in such a situation?

Activity 2: Reading practice I

Read the passage carefully and answer the questions that follow.

Rivers

All large rivers carry silt in their waters. This silt is soil brought along with the water from the mountainous lands where the river has its source, and it makes the river water look muddy. In the lower course of the river, nearly all of this silt is dropped or deposited on the bed of the river and along its banks. Slowly the river builds up its banks and raises its bed, until the whole river is a little higher than the flat lands, on either side. After heavy rains, the water level of the river rises, breaks appear in the raised banks, and the water flows through the gaps onto the wide plains. This is how floods occur.

River Rufiji in Tanzania floods vast areas annually. This year, many people living in the Rufiji valley have been made homeless, and the fields have been turned into swamps. The ground floor of the houses is entirely under water; thus, the people live in the upper floor of the house, called dundo. They have to use canoes to travel, and to transport food from place to place. The family has to use up all the rice or maize it has left. Often the head of the family has to go fishing, the only work he can do now. But after canoeing around for miles to catch fish, he still has to travel long distances to reach a market.

And yet, in spite of these hardships, the people do not want to leave the Rufiji valley. The floods may sometimes bring disaster, but they always bring good things as well. The silt left behind by the flood water makes the land fertile. The harvests of rice, maize, and cotton are huge every year.

The fertile flood-lands of the Nile valley were farmed in this way in ancient Egypt and supported a large population. Today, dams have been built to control flood waters and, because more land is left uncovered, even more crops are grown. Although these dams save large areas of good farming land from being drowned annually, the rich silt once brought by the floods after every harvest no longer covers quantities of fertilizer every year.

So you see why the people of the Rufiji valley do not wish to leave their lands. The Tanzania Government is helping them to build new villages on much higher land. Here, houses would be safe from floods, but the farmers could still reach and cultivate the fertile silts of the river plain.

Source: Ministry of Education (1977:p. 134) (Adapted)

Questions

- (i) Give the passage a suitable title.
- (ii) Write sub-headings for each paragraph.
- (iii) Summarize each paragraph in one sentence.

Reading comprehension II

Activity 3: Oral practice II

(a) Answer the following questions orally.

- (i) If you want to go to a place you do not know, what do you normally do?
- (ii) If you are given a direction to go to a place and you do not listen carefully, what do you think may happen?

Activity 4: Reading practice II

Read the passage carefully and answer the questions that follow.

Finding the way

Use the map below to follow ALL the directions mentioned in this passage. The dotted line on the map shows how the children returned to their aunt's house. You may need to turn the map round to help you follow the directions.



Iddi and Pili were staying with their aunt who lived just outside Jinja. One day she asked the children to go shopping for her. "It's easy to find the way to the shops," she said. "Just go straight along this road and turn left at the Post Office. Go straight over the crossroads. Then go straight on till you come to a fork. Take the right fork. Then take the second turning on the right, the first on the left, and then the third on the right. You will see the shops on your left. If you lose the way, just ask somebody."

So, Iddi and Pili took a basket and set off to follow their aunt's directions. But they made a mistake, and lost their way! See if you can find on the map where Iddi and Pili went wrong!

They went down the road, and took the first turning on the left. When they came to a crossroads, they went straight over. Then, they took the second turning on the right, the first on the left, then the third on the right. Then they turned right. They walked straight along the road, looking for some shops on their left. But suddenly Iddi said, "Look! Look over there on the right!" Pili looked over to the right and what do you think she saw?

"But it can't be! Yes, it is! It's our aunt's house!"

Then they knew that they had lost the way. They wondered where they had gone wrong. At last Iddi said, "I know where we went wrong! We took the first turning on the left, instead of turning left at the Post Office! Let's try again."

So, they turned round and went back along the road. This time they waited till they reached the Post Office before they turned left. Then, they followed their aunt's directions, and soon arrived at the shops. They bought the things their aunt wanted and set off to return to her house.

Choose the correct answer to the following questions.

1. They came out of the shops and immediately _____
 - A. went straight on.
 - B. turned right.
 - C. turned left.
2. They walked to the end of the road, and then _____
 - A. turned left.
 - B. turned back.
 - C. turned right.

3. They took the second turn on their right and then _____
 - A. the third on their left.
 - B. the first on their left.
 - C. the second on their left.
4. They walked past the Car Park, and then took _____
 - A. the first turning on the left.
 - A. the first on the right.
 - A. the third turning on the left.
5. They walked straight along this road, passing a Bank _____
 - A. on their left.
 - B. in front of them.
 - C. on their right.
6. They turned right _____
 - A. at the bank.
 - B. at the crossroads.
 - C. at the post office.
7. They went straight over the next cross roads and went straight on _____
 - A. until they came to a fork.
 - B. until they came to a Post Office.
 - C. until they came to their aunt's house.
8. Then _____
 - A. they forked right.
 - B. they forked left.
 - C. they turned left.
9. At the end of the road _____
 - A. they forked left.
 - B. they forked right.
 - C. they turned right.
10. They walked past _____
 - A. both the station and the Post Office on their left.
 - B. the station on their right and the Post Office on their left.
 - C. the station on their left and the Post Office on their right.
11. "We're sorry we're late!" they said to their aunt. _____
 - A. "We lost each other on the way."
 - B. "We could not find the shops."
 - C. "We lost the way."

Source: Ministry of Education. (1977:pp. 174 - 176) (Adapted)

Chapter Ten

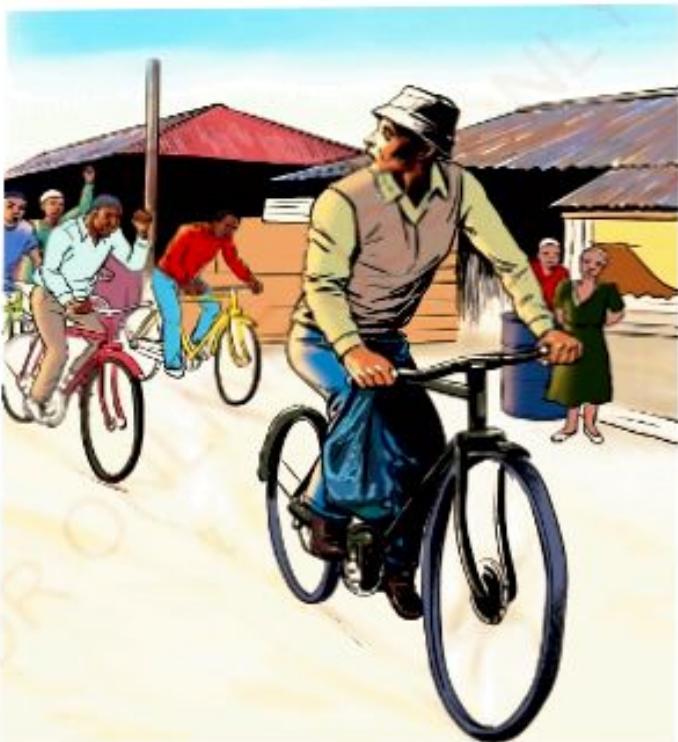
Interpreting literary works

Short stories

The Magic Garden

Activity 1: Picture study 1

Look at the cover of the *The Magic Garden* and answer the questions that follow.



Questions

- (i) What do you see in the picture?
- (ii) What do you think is happening?

Activity 2: Picture study II

Study the picture below and answer the questions that follow.



Adapted from *The Magic Garden*

Questions

- (i) What do you see in the picture?
- (ii) What do the birds tell you about the environment?
- (iii) What do you think the two people are doing?

Activity 3: Title study

Study the title *The Magic Garden* and answer the following questions.

- (i) What does 'magic' mean?
- (ii) What do magicians do?
- (iii) What do you think this book is about?

Activity 4: Reading practice I

The Bride Price I

(a) Study the title *The Bride Price* and answer the following questions.

- (i) What does 'bride price' mean?
- (ii) When is bride price paid?
- (iii) Who pays the bride price and what for?
- (iv) What forms of bride price do you know?

(b) Read the extract from *The Magic Garden* and answer the questions that follow.

James Nkulumo and Jenny Hove were under a big, old tree in her uncle's garden. Two birds sang in the tree. They were in love. James and Jenny were also in love.

James sang. It was a very sad song. He wanted to marry Jenny. But Jenny's uncle wanted a hundred dollars for a bride price. Jenny's mother and father were dead. Jenny's uncle was her mother's brother. She had no other family.

"Young men must always pay money for a good wife," said Jenny's uncle. "They must save money for a bride price. So you must give a hundred dollars to me. Without this money you cannot marry Jenny. Jenny is a beautiful girl. So her bride price is a high one."

But James did not have a hundred dollars for Jenny's uncle. He had fifty-four dollars but that was not enough. So the two young people were sad. And the song was a sad one too. Just then Kumalo rode by on his bicycle. The people on bicycles were very near now. Kumalo looked behind him. He could not see them but he could hear them. Their shouts were very angry. He took the money out of his pocket. He threw it high into the big, old tree.

James began his song again. The paper money began to fall around the two lovers. One dollar note fell on Jenny's hand. She closed her fingers on it and began to play with it. She touched James on the arm.

Suddenly James stopped his sad song. "What have you got in your hand, Jenny?" he asked.

"Only a leaf from the tree," she said. Then she looked at the leaf in her fingers. It was not a leaf; it was a one dollar note. There were lots of other dollar notes on the ground around them. And many more were still in the tree. James climbed into the tree and Jenny looked in the grass. Soon they had a lot of money in their hands.

"How much have we got?" James asked. "Fifty and fifty-four makes a hundred and four dollars. We have enough for your bride price! Now we can marry. Let's find your uncle."

"Oh happy day," sang Jenny.

"Oh magic garden," sang James.

Questions

- (i) What is this passage about?
- (ii) What are the names of the characters?
- (iii) Why is Jenny under the care of her uncle?
- (iv) Which characters are lovers?
- (v) Who is Kumalo?
- (vi) What are the lovers doing under the tree? Why?
- (vii) Who threw the money into the tree?
- (viii) Where was the money from?
- (ix) Who collected the money which fell from the tree?
- (x) How much did they collect?
- (xi) What did they decide to do with the money?
- (xii) Why did the uncle demand a high bride price?

Activity 5: Reading practice II

Continue to read the extract from *The Magic Garden* and answer the questions that follow.

The Bride Price II

Together, hand in hand, they ran from the garden into the house. "Where is your uncle, Jenny?" James asked. "Uncle is at the Back-of-the-Moon Bar," she answered.

But what had happened to Kumalo? Not far from the big, old tree, the people on bicycles stopped Kumalo. They took him to Mr Ngwenya.

"That's him, that's the thief. He stole a lot of money from my shop." "But I never stole any money," said Kumalo. "Look in my pockets. You'll find nothing. Mr Ngwenya is a bad man. You all know that. He steals a little from all the poor people in Akantown. I'm a good man. I don't steal. Ask Father Gashle. He'll tell you. Fifty dollars is a lot of money. Perhaps Mr Ngwenya has stolen it from some poor person."

The people did not like Mr Ngwenya. Perhaps Kumalo was right and Mr Ngwenya was the thief. Soon Kumalo was free again.

Kumalo walked slowly back to the big tree. On the way he met James and Jenny. They shouted to him, "We can marry at last. We have enough money for the bride price." They showed Kumalo and their other friends the money.

"Where did it come from?" their friends asked. "Out of the big tree," said James. "Out of the big tree in our magic garden," said Jenny.

Soon all their friends were in the garden under the big tree. But there was no money there. Only the two love birds at the top of the tree. They ran to their gardens and looked in all the trees. But they did not find another magic garden.

Source: Crispwell, K. R, (1977:pp.24 - 9).

Questions

- (i) Who stopped Kumalo?
- (ii) Who said he never stole any money?
- (iii) Whom did people think stole the money? Why?
- (iv) Why were their friends in the garden under the big tree?
- (v) Why did they think it is a magic garden?

Activity 6: Writing practice I

Discuss the following questions in groups and write answers in your exercise book.

- (i) Mention one bad habit mentioned in the passage.
- (ii) What customs are mentioned in the reading? Mention any similar customs in Tanzania.
- (iii) Which characters do you dislike? Explain why.
- (iv) Which characters do you like? Explain why.
- (v) What do we learn from this reading?

Poems

Summons

Activity 7: Oral practice

Answer the following questions orally.

- (i) What is a poem?
- (ii) What do we call a person who writes poems?
- (iii) Name one person you know who is a poet.

Activity 8: Reading practice III

Read the poem below and answer the questions that follow.

Two Dogs at the Gate

*At the Rear Gate to the Palace,
Two dogs met.
One, thin with apparent sickness
Silhouette of dry bones and hairless skin.*

*Weak, faltering, but determined.
It had trotted to the Rear Gate.
It being the only entrance for the dog race
For a look, just a look.
At the likes of what befits a king.*

*At the gate he met the King's dog
Or the King of dogs,
Fat, healthy and twice as big as a St. Bernard.
Glaring with a cruel face,
Menacing with its towering size.
Fiery hatred blazing from those eyes
Burning red with anger.*

*All in stern protest at the apparition of
his kin*

*Coming to peep at the ever hidden
power.*

But

*Those sleepy eyes of the common dog
are sharp!
Sharp enough to pierce the red
camouflage
Hiding the fear in those eyes,
Groveling fear of power, and pain,
The pain of Palace custody.*

*Fortified by this revelation.
The common dog turns about
Struggling, wrestling, battling with the
strong wind
But never faltering as he trots back,
Back and away to his planet
The joy of whose freedom
Only common dogs can know.*

Source: Mwaikusa in Mabala, R.(Ed.) (1980:p. 42)



Questions

- (i) What is the poem about?
- (ii) What is the difference between the two dogs in the poem?
- (iii) Why is the King's dog afraid?
- (iv) Which dog do you think is happiest in the poem? Why?

Activity 9: Writing practice II

Discuss the following questions in groups and write answers in your exercise books.

- (i) Suggest another title for the poem.
- (ii) What does 'it' in Stanza 2 refer to?
- (iii) What is the message of this poem?
- (iv). Explain how the poem raises the following issues.
 - Discrimination
 - Freedom

Activity 10: Reading practice IV

Read the poem below and answer the questions that follow.

Noisy Praises

*I shout and scream your praises,
Ceaseless noisy praises,
That deafen the ears,
Blind the sight, destroy the brain
And kill the senses.
So I am not aware of anything
But song and scream,
And shouts and noisy praises.*

*I walk through fire and ice
Through torture and torment,
Crossing deserts and oceans.
But my senses are dead and destroyed,
So I feel no pain. No torture, no torment
And I have no worries*

*Because all the time I am shouting,
Shouting and crying and screaming
And singing noisy praises to your
greatness
Yet unheard of except through my
noises.*

*But take care, my dear noblemen.
One day my chords may fall apart
And shout no more.
Then there will be a resurrection of
senses And the whole world
Shall stare at the nakedness of the
ugly skeletons in your noble cup-
boards.*

Source: Mwaikusa in Mabala, R. (Ed.) (1980:p.65)

Questions

- Suggest a different title for the poem.
- What is the poem about?
- How many stanzas are in the poem?
- Who is the speaking voice in the poem?

Activity 11: Writing practice III

Discuss the following questions in groups and write the answers in your exercise books.

- How does the speaker in the poem feel? Why?
- Why is the speaking voice 'shouting' and 'screaming' all the time?
What will happen when he stops shouting and screaming?
- What do you think is the message of the poem?

Activity 12: Reading practice V

Read the poem below and answer the questions that follow.

The Dying Child

<i>Thin and red,</i>	<i>Ten years old,</i>
<i>Skinny and bald,</i>	<i>He looks older than ten,</i>
<i>The boy groans on the ground.</i>	<i>And younger than young,</i>
	<i>And so small</i>
<i>Swollen stomach</i>	
<i>Full of waste,</i>	<i>"Mother," shouts the boy,</i>
<i>Thin legs,</i>	<i>"When I grow up</i>
<i>Thin arms,</i>	<i>I will carry a gun</i>
<i>Twitch</i>	<i>And not a pen"</i>
<i>As the boy</i>	
<i>Fights with flies</i>	<i>"My son," shouts the mother,</i>
<i>Over the empty plate.</i>	<i>"My son," cries the mother</i>
<i>As he wriggles,</i>	<i>"You will never live to carry a gun</i>
<i>Prisoner</i>	<i>There is no meat for us."</i>
<i>Of his proportioned body.</i>	

Source: Freeman Lwamba in Mabala, R. (Ed.) (1980:p.109)

Questions

- (i) Provide another title for the poem.
- (ii) What is the poem about?
- (iii) How many stanzas are there in the poem?
- (iv) How many lines are there in each stanza?
- (v) Mention characters in the poem. What do you think of them?

Activity 13: Writing practice IV

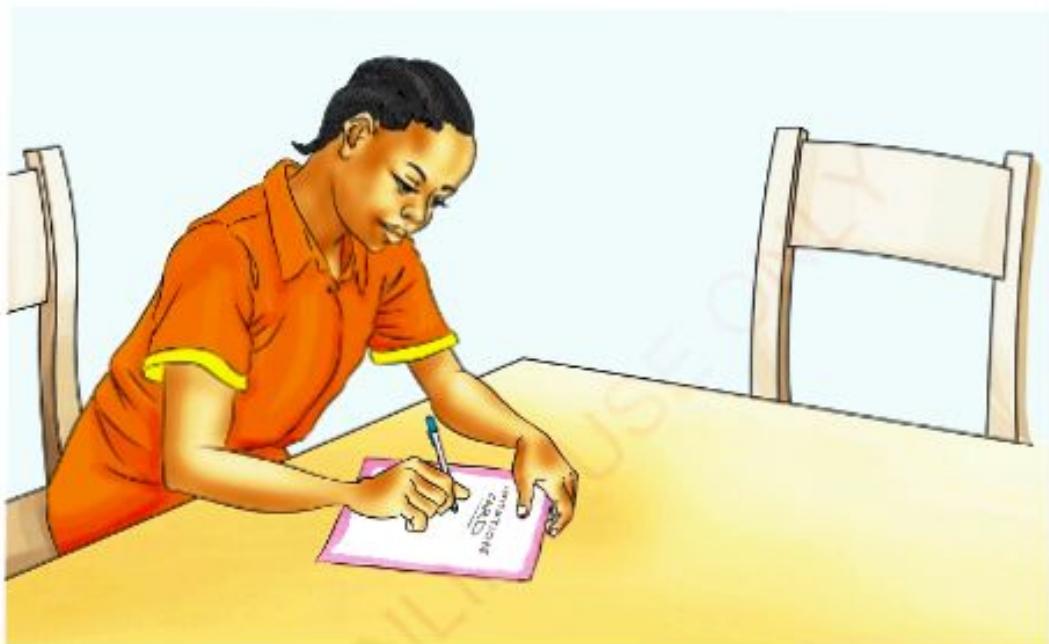
Discuss the following questions in groups and write the answers in your exercise books.

- (i) Why is the boy so "skinny and bald"?
- (ii) Why does he want to carry a gun instead of a pen?
- (iii) Why does the mother say, 'You will never live to carry a gun, there is no meat for us?'
- (iv) Explain how the poem raises the following issues:
 - Determination
 - Vengeance
 - Hope and despair
- (v) What do we learn from the poem?



Invitation cards

Activity 1: Oral practice I



Answer the following questions orally.

- (i) Have you ever been invited to any occasion?
- (ii) What kind of event was it?
- (iii) When did the event take place?
- (iv) Where did the event take place?

Activity 2: Reading practice I

(a) Study the following birthday invitation card and answer the questions that follow.

BIRTHDAY INVITATION

Janeth Mabura of Swaswa Dodoma, would like to invite you
Hellen Asukile
Mr/Mrs/Prof/Dr
to my Birthday Party that will be held on
Wednesday, 20th February, 2018
at Kilimani Hall from 7:00 pm to 11:00 pm.
Your presence will be highly appreciated.

RSVP

Janeth: 0703 771881

Questions

- (i) Who is the sender of this card?
- (ii) What is this card for?
- (iii) Where is the event going to take place?
- (iv) When is the event going to take place?
- (v) What phrase does Janet use to show that she is polite?

Study the following response to the invitation.

10 February 2018

Dear Janet,

Thank you very much for the invitation to your birthday
party on Wednesday, 20th February, 2018.
I'm sorry I won't be able to come, as I have another
commitment on the same day.

Yours,
Hellen

Questions

- (i) Who replied to the invitation?
- (ii) Why isn't she going to attend the party?
- (iii) What phrase does she use to show that he is polite?

(c) **Study the following reply accepting the invitation to the birthday party and answer the questions.**

10 February 2018

Dear Janet,

**Thank you very much for the kind invitation
to your birthday party on**

Wednesday, 20th February, 2018.

It is my pleasure to assure you that I will attend.

**Thanks,
Eddy**

Questions

- (i) Who replied to the invitation?
- (ii) What phrase does he use to show that he is polite?

Activity 3: Grammar practice

Supply question tags to the following.

- (i) Hellen is not going to attend the party, ____?
- (ii) Eddy is going to attend the party, ____?
- (iii) Hellen is going to attend the party, ____?

Activity 4: Writing practice I

(a) Write the expressions in the correct columns in the chart below.

- (i) Would you like to come to my party on Tuesday?
- (ii) I am sorry, I can't.
- (iii) Sure, I would love to.
- (iv) Sorry, I am busy.
- (v) Ok, what time?
- (vi) Would you like to come to my graduation party on Sunday?
- (vii) Let's go to the beach this weekend.
- (ix) I am afraid, I can't.
- (x) I am sorry, I have other plans.

Inviting	Accepting	Declining/regretting

(b) Write invitation cards inviting friends to three different functions (events).

The card should include the following information.

- (i) The name of the sender.
- (ii) The type of event (birthday, anniversary, confirmation, graduation, etc.)
- (iii) The venue where the function will take place
- (iv) When it will take place
- (v) Polite/friendly language

Best wishes cards

Activity 5: Oral practice II

Answer the following questions orally.

- (i) Have you ever sent anybody a best wishes card?
- (ii) Has anybody sent you a best wishes card?
- (iii) Who sent it?
- (iv) What were the wishes for?
- (v) When was that?

Activity 6: Reading practice II

Study the best wishes card below and answer the questions that follow.

Dear Sister.

This is to wish you all the best in your Form Two National Assessment Examination due in November.

Your brother.

Manda

Questions

- (i) Who sent the best wishes?
- (ii) When is the examination due?
- (iii) What are the best wishes about?
- (iv) Who are the best wishes for?
- (v) What does due mean?

Activity 7: Writing practice II

Write a reply to the best wishes card above.

Activity 8: Reading practice III

Condolence cards

Study the condolence card below and answer the questions that follow.

15th January, 2018

Dear Mr Selemani,

Please accept my sincere and heartfelt condolences on the demise of your Dear Aunt. May the Almighty God give you strength to cope with this painful loss.

Your friend.

Rahma

Questions

- (i) Who sent the condolence message?
- (ii) What is the message about?
- (iii) To whom is the condolence message sent?

Activity 9: Writing practice III

Write a reply to the condolence message above.

Appreciation message

Activity 10: Reading practice IV

Study the appreciation card below and answer the questions that follow.

28th February, 2018

Dear Mercy,

I thank you for paying fees for my driving lessons.

I appreciate your kindness and
look forward to our continued friendship.

Thank you once again.

Yours,
Kaaya

Questions

- (i) Who sent the message?
- (ii) What was the message for?
- (iii) Who received the message?

Activity 11: Writing practice IV

Write a reply to the appreciation message above.

Mobile phone messages

Activity 12: Oral practice III

Answer the following questions orally:

- Have you ever sent a text message (SMS)?
- What was it about?
- Why do you write text messages?

Activity 13: Reading practice V

a) Study the following text message and answer the questions that follow.



Questions

- (i) Who sent the message?
- (ii) Why is the message sent?
- (iii) To whom is the message sent?

b) Study the reply message below and answer the questions that follow.



Questions

- (i) What was the reply?
- (ii) Who replied?

Phone messages

Activity 14: Oral practice IV

Answer the following questions orally.

- (i) Have you ever taken a phone message for another person?
- (ii) What was it about?
- (iii) Where was it from?
- (iv) Did you pass on the message?

Activity 15: Reading practice VI

Study the phone message received by a secretary for her boss and answer the questions that follow.

I'm Malisa Enenda, The General Manager, Northern Elimu Supplies. Please tell your Manager that the next Board Meeting will be held in Arusha at the Equator Hotel on 20 December 2017.

Questions

- (i) Who received the message?
- (ii) Whose message was it?
- (iii) Where was the message from?
- (iv) What were the most important points of the message?

Activity 16: Writing practice V

Rewrite the message beginning with *The caller said that he was ...*

Activity 17: Reading practice VII

Read the telephone conversation between the secretary and Malisa. Then answer the questions after it.



Malisa: Hello.

Secretary: Hello, this is Tanzania Education Centre, can I help you?

Malisa: Yes, I'm Malisa Enenda, the General Manager, Northern Elimu Supplies. I've tried to contact Mr George Adamu, your Manager, but I can't reach him.

Secretary: I'm sorry he is not in the office; he's on official business.

Malisa: Will you please tell him that the next Board Meeting will be held in Arusha at Equator Hotel on 20th December, 2017?

Secretary: I'll certainly do so. Thanks for calling.

Questions

- (i) What parts of the conversation are not included in the receptionist's recorded message? Why?
- (ii) In pairs, make mock telephone calls and write down the messages.

Public posters

Activity 18: Reading practice VIII

Study the following messages and answer the questions.



Questions

- (i) How many words are there in each message?
- (ii) What information do the writers want to convey?
- (iii) Do you know who the writers are?
- (iv) Do you think the readers will understand the messages? Why?
- (v) Do you think the writers know the person(s) who will read the message?

Activity 19: Writing practice VI

Give examples of similar kinds of messages. For example: **No Smoking!**

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Appendix: List of Common Irregular Verbs

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

feed	fed	fed	feeds	feeding
feel	felt	felt	feels	feeling
fight	fought	fought	fights	fighting
find	found	found	finds	finding
fit	fit/fitted	fit/fitted	fits	fitting
flee	fled	fled	flees	fleeing
fling	flung	flung	flings	flinging
fly	flew	flew	flies	flying
forbid	forbade/forbad	forbidden	forbids	forbidding
forecast	forecast/forecasted	forecast/forecasted	forecasts	forecasting
foresee	foresaw	foreseen	foresees	foreseeing
foretell	foretold	foretold	foretells	foretelling
forget	forgot	forgotten	forgets	forgetting
forgive	forgave	forgiven	forgives	forgiving
forsake	forsook	forsaken	forsakes	forsaking
freeze	froze	frozen	freezes	freezing
frostbite	frostbit	frostbitten	frostbites	frostbiting
get	got	got/gotten	gets	getting
give	gave	given	gives	giving
go	went	gone/been	goes	going
grind	ground	ground	grinds	grinding
grow	grew	grown	grows	growing
handwrite	handwrote	handwritten	handwrites	handwriting
hang	hung/hanged	hung/hanged	hangs	hanging
have	had	had	has	having
hear	heard	heard	hears	hearing
hide	hid	hidden	hides	hiding
hit	hit	hit	hits	hitting
hold	held	held	holds	holding
hurt	hurt	hurt	hurts	hurting
inlay	inlaid	inlaid	inlays	inlaying
input	input/inputted	input/inputted	inputs	inputting
interlay	interlaid	interlaid	interlays	interlaying
keep	kept	kept	keeps	keeping
kneel	knelt/kneeled	knelt/kneeled	kneels	kneeling
knit	knit/knitted	knit/knitted	knits	knitting
know	knew	known	knows	knowing
lay	laid	laid	lays	laying
lead	led	led	leads	leading
lean	leant/leaned	leant/leaned	leans	leaning
leap	leapt/leaped	leapt/leaped	leaps	leaping
learn	learnt/learned	learnt/learned	learns	learning
leave	left	left	leaves	leaving
lend	lent	lent	lends	lending
let	let	let	lets	letting
lie	lay	lain	lies	lying
tight	lit	lit	lights	lighting
lose	lost	lost	loses	losing
make	made	made	makes	making
mean	meant	meant	means	meaning
meet	met	met	meets	meeting
melt	melted	molten/melted	melts	melting
mislead	misled	misled	misleads	misleading

<i>mistake</i>	<i>mistook</i>	<i>mistaken</i>	<i>mistake</i>	<i>mistaking</i>
<i>misunderstand</i>	<i>misunderstood</i>	<i>misunderstood</i>	<i>misunderstands</i>	<i>misunderstanding</i>
<i>miswed</i>	<i>miswed/miswedded</i>	<i>miswed</i>	<i>misweds</i>	<i>miswedding</i>
<i>mow</i>	<i>mowed</i>	<i>mown</i>	<i>mows</i>	<i>mowing</i>
<i>overdraw</i>	<i>overdrew</i>	<i>overdrawn</i>	<i>overdraws</i>	<i>overdrawing</i>
<i>overhear</i>	<i>overheard</i>	<i>overheard</i>	<i>overhears</i>	<i>overhearing</i>
<i>overtake</i>	<i>overtook</i>	<i>overtaken</i>	<i>overtakes</i>	<i>overtaking</i>
<i>pay</i>	<i>paid</i>	<i>paid</i>	<i>pays</i>	<i>paying</i>
<i>preset</i>	<i>preset</i>	<i>preset</i>	<i>presets</i>	<i>presetting</i>
<i>prove</i>	<i>proved</i>	<i>proven/proved</i>	<i>proves</i>	<i>proving</i>
<i>put</i>	<i>put</i>	<i>put</i>	<i>puts</i>	<i>putting</i>
<i>quit</i>	<i>quit</i>	<i>quit</i>	<i>quits</i>	<i>quitting</i>
<i>re-prove</i>	<i>re-proved</i>	<i>re-proven</i>	<i>re-proves</i>	<i>re-proving</i>
<i>read</i>	<i>read</i>	<i>read</i>	<i>reads</i>	<i>reading</i>
<i>rid</i>	<i>rid/ridded</i>	<i>rid/ridded</i>	<i>rids</i>	<i>ridding</i>
<i>ride</i>	<i>rode</i>	<i>ridden</i>	<i>rides</i>	<i>riding</i>
<i>ring</i>	<i>rang</i>	<i>rung</i>	<i>rings</i>	<i>ringing</i>
<i>rise</i>	<i>rose</i>	<i>risen</i>	<i>rises</i>	<i>rising</i>
<i>run</i>	<i>ran</i>	<i>run</i>	<i>runs</i>	<i>running</i>
<i>saw</i>	<i>sawed/sawn</i>	<i>sawn/sawed</i>	<i>saws</i>	<i>sawing</i>
<i>say</i>	<i>said</i>	<i>said</i>	<i>says</i>	<i>saying</i>
<i>see</i>	<i>saw</i>	<i>seen</i>	<i>sees</i>	<i>seeing</i>
<i>seek</i>	<i>sought</i>	<i>sought</i>	<i>seeks</i>	<i>seeking</i>
<i>sell</i>	<i>sold</i>	<i>sold</i>	<i>sells</i>	<i>selling</i>
<i>send</i>	<i>sent</i>	<i>sent</i>	<i>sends</i>	<i>sending</i>
<i>set</i>	<i>set</i>	<i>set</i>	<i>sets</i>	<i>setting</i>
<i>sew</i>	<i>sewed</i>	<i>sewn/sewed</i>	<i>sews</i>	<i>sewing</i>
<i>shake</i>	<i>shook</i>	<i>shaken</i>	<i>shakes</i>	<i>shaking</i>
<i>shave</i>	<i>shaved/shaven</i>	<i>shaven/shaved</i>	<i>shaves</i>	<i>shaving</i>
<i>shear</i>	<i>shore/sheared</i>	<i>shorn/sheared</i>	<i>shears</i>	<i>shearing</i>
<i>shed</i>	<i>shed</i>	<i>shed</i>	<i>sheds</i>	<i>shedding</i>
<i>shine</i>	<i>shone</i>	<i>shone</i>	<i>shines</i>	<i>shining</i>
<i>shoe</i>	<i>shod</i>	<i>shod</i>	<i>shoes</i>	<i>shoeing</i>
<i>shoot</i>	<i>shot</i>	<i>shot</i>	<i>shoots</i>	<i>shooting</i>
<i>show</i>	<i>showed</i>	<i>shown</i>	<i>shows</i>	<i>showing</i>
<i>shrink</i>	<i>shrank</i>	<i>shrunk</i>	<i>shrinks</i>	<i>shrinking</i>
<i>shut</i>	<i>shut</i>	<i>shut</i>	<i>shuts</i>	<i>shutting</i>
<i>sing</i>	<i>sang</i>	<i>sung</i>	<i>sings</i>	<i>singing</i>
<i>sink</i>	<i>sank</i>	<i>sunk</i>	<i>sinks</i>	<i>sinking</i>
<i>sit</i>	<i>sat</i>	<i>sat</i>	<i>sits</i>	<i>sitting</i>
<i>slay</i>	<i>slew</i>	<i>slain</i>	<i>slays</i>	<i>slaying</i>
<i>sleep</i>	<i>slept</i>	<i>slept</i>	<i>sleeps</i>	<i>sleeping</i>
<i>slide</i>	<i>slid</i>	<i>slid/slidden</i>	<i>slides</i>	<i>sliding</i>
<i>sling</i>	<i>slung</i>	<i>slung</i>	<i>slings</i>	<i>slinging</i>
<i>slink</i>	<i>slunk</i>	<i>slunk</i>	<i>slinks</i>	<i>slinking</i>
<i>slit</i>	<i>slit</i>	<i>slit</i>	<i>slits</i>	<i>slitting</i>
<i>smell</i>	<i>smelt</i>	<i>smelt</i>	<i>smells</i>	<i>smelling</i>
<i>sneak</i>	<i>sneaked/snuck</i>	<i>sneaked/snuck</i>	<i>sneaks</i>	<i>sneaking</i>
<i>soothsay</i>	<i>soothsaid</i>	<i>soothsaid</i>	<i>soothsays</i>	<i>soothsaying</i>
<i>sow</i>	<i>sowed</i>	<i>sown</i>	<i>sows</i>	<i>sowing</i>
<i>speak</i>	<i>spoke</i>	<i>spoken</i>	<i>speaks</i>	<i>speaking</i>
<i>speed</i>	<i>sped/speeded</i>	<i>sped/speeded</i>	<i>speeds</i>	<i>speeding</i>
<i>spell</i>	<i>spelt/spelled</i>	<i>spelt/spelled</i>	<i>spells</i>	<i>spelling</i>

<i>spend</i>	<i>spent</i>	<i>spent</i>	<i>spends</i>	<i>spending</i>
<i>spill</i>	<i>spilt/spilled</i>	<i>spilt/spilled</i>	<i>spills</i>	<i>spilling</i>
<i>spin</i>	<i>span/spun</i>	<i>span</i>	<i>spins</i>	<i>spinning</i>
<i>spit</i>	<i>spat/spit</i>	<i>spat/spit</i>	<i>spits</i>	<i>spitting</i>
<i>split</i>	<i>split</i>	<i>split</i>	<i>splits</i>	<i>splitting</i>
<i>spoil</i>	<i>spoilt/spoiled</i>	<i>spoilt/spoiled</i>	<i>spoils</i>	<i>spoiling</i>
<i>spread</i>	<i>spread</i>	<i>spread</i>	<i>spreads</i>	<i>spreading</i>
<i>spring</i>	<i>sprang</i>	<i>sprung</i>	<i>springs</i>	<i>springing</i>
<i>stand</i>	<i>stood</i>	<i>stood</i>	<i>stands</i>	<i>standing</i>
<i>steal</i>	<i>stole</i>	<i>stolen</i>	<i>steals</i>	<i>stealing</i>
<i>stick</i>	<i>stuck</i>	<i>stuck</i>	<i>sticks</i>	<i>sticking</i>
<i>sting</i>	<i>stung</i>	<i>stung</i>	<i>stings</i>	<i>stinging</i>
<i>stink</i>	<i>stank</i>	<i>stunk</i>	<i>stinks</i>	<i>stinking</i>
<i>stride</i>	<i>strade/strided</i>	<i>stridden</i>	<i>strides</i>	<i>striding</i>
<i>strike</i>	<i>struck</i>	<i>struck/stricken</i>	<i>strikes</i>	<i>striking</i>
<i>string</i>	<i>strung</i>	<i>strung</i>	<i>strings</i>	<i>stringing</i>
<i>strip</i>	<i>striped/stripped</i>	<i>striped/stripped</i>	<i>strips</i>	<i>stripping</i>
<i>strive</i>	<i>strode</i>	<i>striven</i>	<i>strives</i>	<i>striving</i>
<i>sublet</i>	<i>sublet</i>	<i>sublet</i>	<i>sublets</i>	<i>subletting</i>
<i>sunburn</i>	<i>sunburned/sunburnt</i>	<i>sunburned/sunburnt</i>	<i>sunburns</i>	<i>sunburning</i>
<i>swear</i>	<i>swore</i>	<i>sworn</i>	<i>swears</i>	<i>swearing</i>
<i>sweat</i>	<i>sweat/sweated</i>	<i>sweat/sweated</i>	<i>sweats</i>	<i>sweating</i>
<i>sweep</i>	<i>swept/swepted</i>	<i>swept/swepted</i>	<i>sweeps</i>	<i>sweeping</i>
<i>swell</i>	<i>swelled</i>	<i>swollen</i>	<i>swells</i>	<i>swelling</i>
<i>swim</i>	<i>swam</i>	<i>swam</i>	<i>swims</i>	<i>swimming</i>
<i>swing</i>	<i>swung</i>	<i>swung</i>	<i>swings</i>	<i>swinging</i>
<i>take</i>	<i>took</i>	<i>taken</i>	<i>takes</i>	<i>taking</i>
<i>teach</i>	<i>taught</i>	<i>taught</i>	<i>teaches</i>	<i>teaching</i>
<i>tear</i>	<i>tore</i>	<i>torn</i>	<i>tears</i>	<i>tearing</i>
<i>tell</i>	<i>told</i>	<i>told</i>	<i>tells</i>	<i>telling</i>
<i>think</i>	<i>thought</i>	<i>thought</i>	<i>thinks</i>	<i>thinking</i>
<i>thrive</i>	<i>throve/thrived</i>	<i>thriven/thrived</i>	<i>thrives</i>	<i>thriving</i>
<i>throw</i>	<i>threw</i>	<i>thrown</i>	<i>throws</i>	<i>throwing</i>
<i>thrust</i>	<i>thrust</i>	<i>thrust</i>	<i>thrusts</i>	<i>thrusting</i>
<i>tread</i>	<i>trod</i>	<i>trodden</i>	<i>treads</i>	<i>treading</i>
<i>undergo</i>	<i>underwent</i>	<i>undergone</i>	<i>undergoes</i>	<i>undergoing</i>
<i>understand</i>	<i>understood</i>	<i>understood</i>	<i>understands</i>	<i>understanding</i>
<i>undertake</i>	<i>undertook</i>	<i>undertaken</i>	<i>undertakes</i>	<i>undertaking</i>
<i>upset</i>	<i>upset</i>	<i>upset</i>	<i>upsets</i>	<i>upsetting</i>
<i>vex</i>	<i>vexed</i>	<i>vexed</i>	<i>vexes</i>	<i>vexing</i>
<i>wake</i>	<i>woke</i>	<i>woken</i>	<i>wakes</i>	<i>waking</i>
<i>wear</i>	<i>wore</i>	<i>worn</i>	<i>wears</i>	<i>wearing</i>
<i>weave</i>	<i>wove</i>	<i>woven</i>	<i>weaves</i>	<i>weaving</i>
<i>wed</i>	<i>wed/wedded</i>	<i>wed/wedded</i>	<i>weds</i>	<i>wedding</i>
<i>weep</i>	<i>wept</i>	<i>wept</i>	<i>weeps</i>	<i>weeping</i>
<i>wend</i>	<i>wended/went</i>	<i>wended/went</i>	<i>wends</i>	<i>wending</i>
<i>wet</i>	<i>wet/wetted</i>	<i>wet/wetted</i>	<i>wets</i>	<i>wetting</i>
<i>win</i>	<i>won</i>	<i>won</i>	<i>wins</i>	<i>winning</i>
<i>wind</i>	<i>wound</i>	<i>wound</i>	<i>winds</i>	<i>winding</i>
<i>withdraw</i>	<i>withdrew</i>	<i>withdrawn</i>	<i>withdraws</i>	<i>withdrawing</i>
<i>withdraw</i>	<i>withheld</i>	<i>withheld</i>	<i>withholds</i>	<i>withholding</i>
<i>withstand</i>	<i>withstood</i>	<i>withstood</i>	<i>withstands</i>	<i>withstanding</i>
<i>wring</i>	<i>wrong</i>	<i>wrong</i>	<i>wrings</i>	<i>wringing</i>
<i>write</i>	<i>wrote</i>	<i>written</i>	<i>writes</i>	<i>writing</i>

ISBN 978-9976-61-718-4



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