

English

Standard Five Pupil's Book



Tanzania Institute of Education



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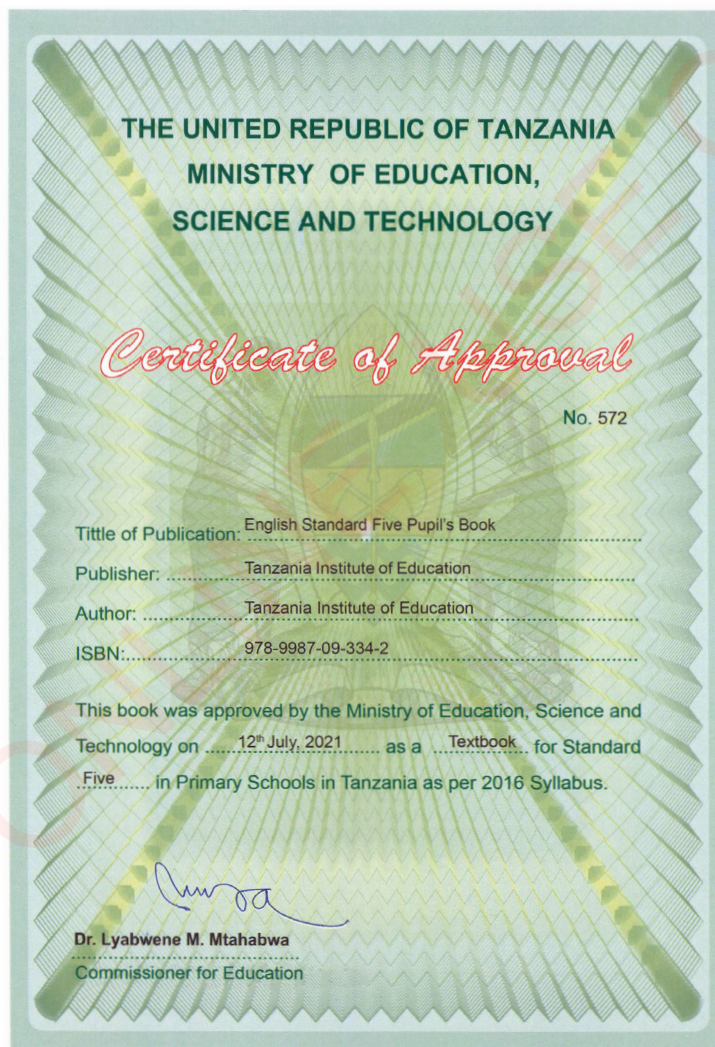


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English

Standard Five

Pupil's Book



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Introduction

This textbook is intended to help the Standard Five pupil to learn and communicate accurately in simple and clear English. The book consists of twenty-six units. Each unit contains activities and exercises which will enable the pupil to acquire basic language forms, functions, and the skills of listening, speaking, reading and writing. The activities and exercises will help the pupil to develop the language competences necessary for effective communication.





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Acknowledgements

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Dr. Aneth A. Komba
Director General
Tanzania Institute of Education



Unit One

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The family garden

In this unit you will learn how to:

- read and answer questions on a passage about *The family garden*.
- pronounce and use vocabulary found in the passage.
- express ongoing activities.
- express habitual actions in the present.
- ask and answer questions on ongoing actions .
- ask and answer questions on actions that happen regularly.
- write a short paragraph.

Activity 1: Reading practice

Read the passage after the picture and answer the questions that follow.





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Bilingi lives with his parents in a small village called Terat. Their house is on the top of a small hill. It is a beautiful place with many trees that provide fresh air throughout the year. There is a river which is very close to their farm. It is called Naura.

Bilingi's parents are farmers. They grow various kinds of vegetables such as carrots, onions, cucumbers, green peppers, cabbages, and spinach. They also grow fruits such as oranges, mangoes and avocados.

Every morning during the holidays, Bilingi and his parents go to the river to fetch water for watering the garden. They also apply manure in their garden to enable vegetables to grow well and fast.

The garden looks attractive. The vegetables and fruits are now ready for harvest. The family uses some of them for food and sells the surplus. In their village, there is a market called Twendepamoja. Bilingi and his parents take their fruits and vegetables there. At the market, they put a price list on one side of their products.

People in the village like their farm produce. Bilingi and his parents get a lot of money. They use the money to buy foodstuffs such as rice, meat, cooking oil, salt and sugar. They also buy clothes. Bilingi and his parents are very happy.

- a) *Match the names of fruits and vegetables in the price list with the pictures showing their prices.*

Price List

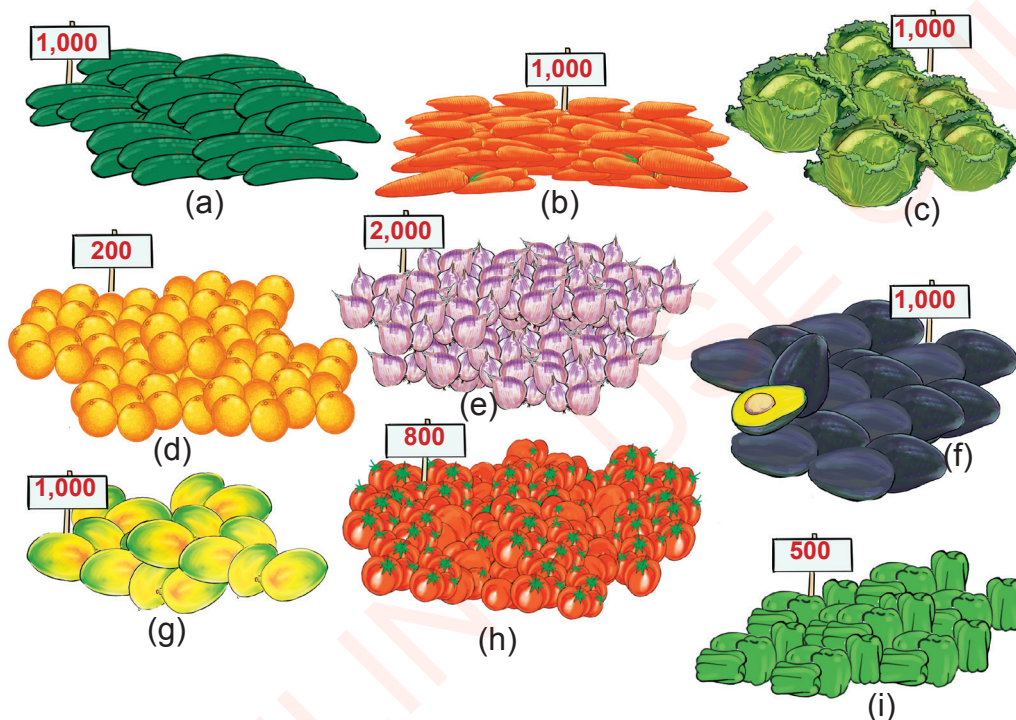
No.	Items	Unit	Unit price in TZS
1.	tomatoes	kg	800
2.	carrots	kg	1,000
3.	onions	kg	2,000
4.	green peppers	kg	500
5.	cucumbers	piece	1,000
6.	cabbages	piece	1,000
7.	mangoes	piece	1,000



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8.	oranges	piece	200
9.	avocados	piece	1,000

Name of fruits and vegetables	1	2	3	4	5	6	7	8	9
Pictures	h								



b) Questions

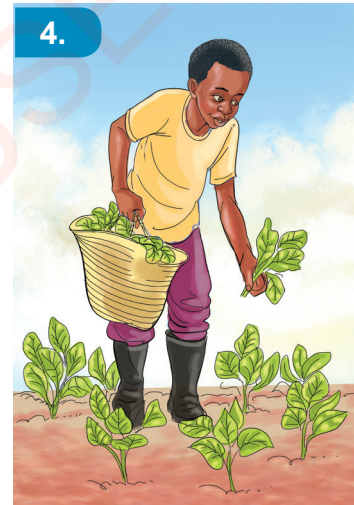
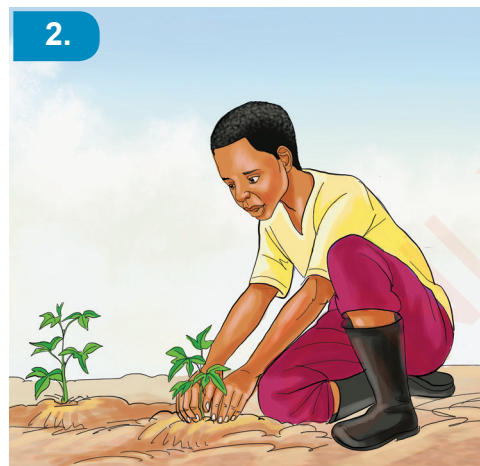
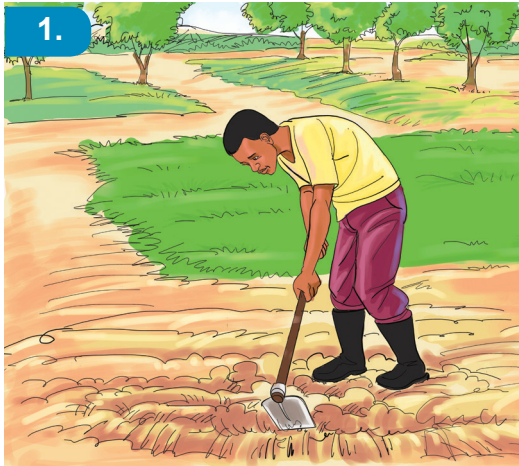
1. Where do Bilingi and his parents live?
2. Where is the family house built?
3. What do Bilingi's parents do?
4. What kind of vegetables do they grow?
5. Where do they fetch water from?
6. How does the family make money?
7. How do they spend their money?
8. What is the price of one kilogramme of green peppers?



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Activity 2: Speaking practice

(a) Look at the pictures and tell a short story about them.





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(b) Read the pairs of words aloud.

leave live	close cloth	desk disk	pepper paper	hill ill
know now	stuff staff	price prize	manure manual	

(c) Read the following sentences several times. Increase the reading speed as you read the second and third time.

1. A big black bug bit a big black dog on his big black nose.
2. Peter the Piper put cheap pepper on a piece of paper.

Activity 3: Vocabulary practice

(a) Match the words in column X with their meanings in column Y.

No.	X	Answers	Y
1.	manure		(A) having more than you need.
2.	vegetable		(B) parts of the plant that can be eaten and are usually sweet
3.	attractive		(C) a place, a person or a thing that you get something from
4.	foodstuff		(D) the amount of money that you have to pay for something
5.	watering		(E) a plant eaten as food
6.	surplus		(F) to pour water on plants
7.	source	C	(G) having the quality of being recently produced, harvested, obtained or cooked
8.	fresh		(H) anything that is eaten as food
9.	fruits		(I) helps plants and crops grow
10.	price		(J) something with good appearance





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(b) Select words from the box to complete the sentences that follow.

manure fresh fruits and vegetables fetch watering
surplus source foodstuffs price attractive

1. He used to _____ water after school hours.
2. Anything more than you need is _____.
3. Trees are a good _____ of fresh air in our environment.
4. Growing _____ is a good source of money in families.
5. They use _____ in the garden to make vegetables grow well.
6. Family members are _____ the garden now.
7. Flour, sugar, rice, and beans are _____.
8. The _____ of one piece of cucumber is 1,000/=.
9. The garden looks _____.
10. _____ air is very important to our health.

Activity 4: Language practice

(a) Use the correct form of the verb to fill in the blanks.

1. Bilingi _____ (work) in the garden during the holidays.
2. It _____ (rain) every weekend.
3. They _____ (live) in a small village called Terat.
4. He _____ (cook) potatoes every day.
5. They _____ (go) to the river every morning.

(b) Change the following sentences into the negative form.

Example: *It is a beautiful place.*
 It is not a beautiful place.





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1. The vegetables and fruits are ready to harvest.
2. Their house is on the top of a hill.
3. His parents are farmers.
4. There is a market in their village.
5. Their garden is attractive.

(c) *Change the following sentences into questions.*

Example: *It is a beautiful place.*

Is it a beautiful place?

1. The garden looks attractive.
2. Vegetables and fruits are ready to harvest.
3. Their house is on the top of a hill.
4. Bilingi's parents are farmers.
5. There is a market called Twendepamoja in their village.

Activity 5: Writing practice

Look at the following pictures and complete the sentences that follow.



Bilingi is _____ a bucket.



He is _____ his bucket
with water from the river.



3.



Bilingi is _____ back to the garden from the river.

4.



Bilingi is _____ the garden.

5.



Bilingi _____ watering the flowers.

6.



Bilingi's parents are _____ home.
His father is carrying a _____
and his mother is carrying a _____
full of _____.

Unit Two

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Graduation day

In this unit you will learn how to:

- read and answer questions on a passage about the *Graduation day*.
- pronounce and use vocabulary found in the passage.
- express past actions.
- write a short paragraph.
- tell the time.

Activity 1: Reading practice

Read the passage below and answer the questions that follow.

I am Sabas Matanda. I come from Mwanza. My parents are Tanzanians. My father, Rashid Matanda, came to work in Dar es Salaam five years ago. He is an engineer at a gas company. He came with his family. The family members are my mother, my two younger sisters and I. My sisters, Jamila and Rashida, and I registered at Uhuru Primary School. At that time, I was in Standard Three. I completed Standard Seven last year. I remember the graduation day as if it was yesterday.

It was Saturday, the 15th of November, the day I had been waiting for. I woke up early in the morning to get ready. I put on my clean and well ironed uniform. My mother prepared my favourite breakfast, and I ate it quickly. My best friend, Nanai, came and we left for school together. Both of us were graduating. We walked fast so that we would not be late.



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Nanai and I were excited when we arrived at our school. There was a huge banner at the school entrance that read: **Welcome to the 16th Standard Seven Graduation Ceremony.**

Tents were pitched on the school grounds, and many chairs were arranged inside the tents. All of us were asked to take our seats. Guests started arriving at around 10:30 a.m. At twelve o'clock, the Guest of Honour arrived. The ceremony began. There were traditional dances, a choir, and a brass band that entertained the guests. After the entertainment, the Guest of Honour gave a speech. He congratulated us on our successful completion of primary education. Then, he awarded us our leaving certificates. We were very happy to complete primary education.

Finally, it was time for the farewell party. We were asked to go to the school Assembly Hall. When we entered the hall, we were surprised to see beautiful decorations. There was music in the background and a long table with different kinds of food and drinks. The Headteacher welcomed us with a short speech. Then, the party began. We ate a delicious meal and drank soda. After that, the Headteacher opened the dance with the





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Assistant Headteacher. Later, everyone joined them on the dance floor. The Disc Jockey (DJ) played music that everyone liked. There was bongo flava, Rhythm and Blues (R & B), reggae and hip hop music. We danced until we were exhausted. The party ended at 6:30 p.m. We all went home very happy.

Questions

1. When did Sabas come to Dar es Salaam?
2. Where does Sabas come from?
3. Who is Sabas' best friend?
4. What special event was Sabas looking forward to?
5. What entertainment was prepared on this special day?
6. Why did they organise the party?
7. Where was the party held?
8. What types of music did the DJ play at the party?
9. Why did Sabas Matanda move from Mwanza to Dar es Salaam?
10. Why do pupils feel happy when they graduate?

Activity 2: Speaking Practice

Pronounce the following pairs of words.

leave	live	seat	sit	heap	hip
bean	bin	heat	hit	cheap	chip
bead	bid	beat	bit	sheep	ship



Activity 3: Vocabulary practice

(a) Match the words in column X with their meanings in column Y.

No.	X	Answers	Y
1.	engineer		(A) one of the cities in Tanzania
2.	brass band		(B) a large cloth with words printed on it placed for public display
3.	R & B		(C) being very tired
4.	Mwanza	A	(D) a group of musicians who play instruments like the trumpets and the horns
5.	DJ		(E) a person who designs, builds or maintains machines or engines
6.	delicious		(F) Rhythm and Blues
7.	banner		(G) Disc Jockey
8.	exhausted		(H) having a pleasant taste

(b) Search for ten words in the puzzle and circle them. An example is provided.

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



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Activity 4: Language practice

(a) Fill in the blanks with the correct form of the words in brackets.

Example: Last year, Neema _____ (go) to Mbinga.
Last year, Neema **went** to Mbinga.

1. Yesterday, the graduation ceremony _____ (start) late.
2. Last year, on the graduation day, Nanai and Sabas _____ (arrive) at school early.
3. Towards the end of the ceremony, the Guest of Honour _____ (award) leaving certificates to Standard Seven pupils.
4. The party _____ (begin) at two o'clock in the afternoon.
5. Sabas _____ (drink) soda at the party.
6. Standard Seven pupils _____ (dance) and enjoyed themselves.
7. Mrs Matanda _____ (register) her three children at Uhuru Primary School.
8. Last month, we _____ (build) a chicken coop.
9. We _____ (keep) layers last year.
10. Early this week, I _____ (sell) eggs to our neighbours.

(b) Match the time in numbers with the time in words.

No.	Time in numbers	Answers	Time in words
1.	It is 10:30 a.m.		(A) The match will start at a quarter to three in the afternoon.
2.	They arrived at 11:15 a.m.		(B) The meeting will start at a half past four in the evening.
3.	We left at 12:00 noon.		(C) It is six o'clock in the morning.
4.	The match will start at 2:45 p.m.		(D) They arrived at a quarter past eleven in the morning.
5.	The meeting will start at 4:30 p.m.		(E) It is a half past ten in the morning.
6.	It is 6:00 a.m.		(F) We left at twelve noon.

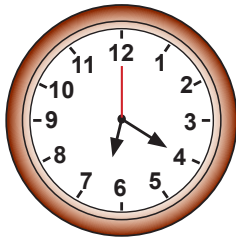




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(c) For each of the clock faces below, write the time in numbers and in words.

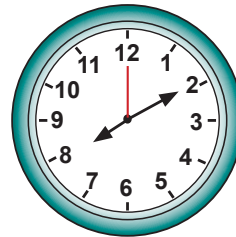
1.



It is _____.

It is _____.

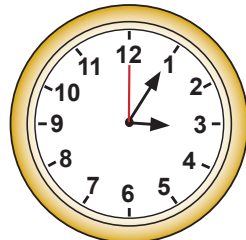
2.



It is _____.

It is _____.

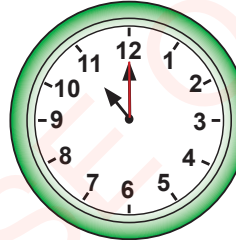
3.



It is _____.

It is _____.

4.



It is _____.

It is _____.

Activity 5: Writing practice

Rearrange the following sentences in the correct order to form a short paragraph.

- When Sabas and Nanai arrived at school, they were asked to take their seats.
- There was good food, a lot of drinks and great music at the party.
- He was really looking forward to graduating.
- The party ended at 6.30 in the evening.
- As soon as the Guest of Honour arrived, the ceremony started.
- Last year, Sabas finished Standard Seven.
- Later, everyone danced until they were very tired.
- In the morning of the graduation day, he woke up early.
- After the graduation ceremony, all Standard Seven pupils were asked to attend a farewell party.



Unit Three

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A trip to Mount Kilimanjaro

In this unit you will learn how to:

- read and answer questions on a passage about *A trip to Mount Kilimanjaro*.
- pronounce and use vocabulary found in the passage.
- express past activities and actions.
- compare things.
- ask and answer questions on past actions.
- make positive and negative questions in the past.
- write a short paragraph.

Activity 1: Reading practice

Read the passage carefully and answer the questions that follow.

Mr Josa, the geography teacher from Tumaini Primary School in Karatu District, had a plan. On Friday afternoon, he entered the Standard Seven classroom. "Good afternoon Standard Seven," he greeted the pupils. All the pupils stood up and replied, "Good afternoon, Sir." "Have you heard anything about Mount Kilimanjaro?" asked Mr Josa. Some pupils raised their hands to answer the question. Mr Josa pointed to Hadaa. "Yes Sir, it is in northern Tanzania," she answered. "Good," said Mr Josa. "What else do you know about Mount Kilimanjaro?" A girl in the left corner stood up and said, "It has a snow cap at the top." "Correct," said Mr Josa.

"How many of you would like to climb Mount Kilimanjaro during the holidays?" asked Mr Josa. The whole class raised their hands. "That is very good. But you will need money for transport, food and fees. You will also need money to buy boots, a back pack and warm clothes," explained Mr Josa, as the pupils were listening carefully. "Do you understand?" asked Mr Josa. "Yes sir, we do," they replied. "How much money is needed, sir?" asked Helena. "It will be 15,000/-. I will give you letters about the trip to take to your parents," the teacher said.



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The following week, Mr Josa went to Standard Seven classroom again. “What did the parents say?” he asked. One pupil stood up and said, “My parent will pay.” Another pupil stood up and said, “My parents will pay.” Almost all the pupils had the same reply. “Fine, you should pay the money within one month. Then I will arrange for the trip,” said Mr Josa.

All the Standard Seven pupils paid the money before the end of the month. They also started to do physical exercises. The physical education teacher told them that they need physical exercises. The exercises would help to make them fit before climbing the mountain. Finally, the day of the trip arrived. Furaha Bus reported at the school at 6.00 a.m. The pupils were at the school compound with their luggage, ready to board the bus. The physical education teacher, Ms Marina, and Mr Josa, the geography teacher, joined the pupils on the trip.

On the way from Karatu, they crossed Manyara National Park and saw Lake Manyara. They also saw many birds especially flamingos and animals such as elephants, buffaloes, zebras, antelopes, monkeys, baboons, lions, and many others. The teachers had cameras, so they took photographs of the lake and the animals.





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At 12:00 noon the bus arrived in Arusha. The pupils were taken to Arusha School for lunch. There was plenty of food and it was delicious.

At 2:00 p.m. they left Arusha for Moshi. They arrived in Moshi at 4:00 p.m. After a short rest, they left Moshi for Marangu at 4.30 p.m. They arrived at Marangu at 5:30 p.m. Marangu is near the foot of Mount Kilimanjaro. The pupils could see the top of Mount Kilimanjaro clearly from Marangu. Both the pupils and their teachers spent two days at Marangu Teachers' College to do more physical exercises. After that, they drove to Kilimanjaro National Park Office, ready to climb the mountain.



At the gate, they met the tour guide. He briefed them about the journey to the top of the mountain. He said, "Mount Kilimanjaro is the highest mountain in Africa. It is nineteen thousand three hundred and forty-one feet above the sea level. It is covered with snow at the top. It is very cold. So you should make sure that you have warm clothes and enough food to eat on the way. Tourists from all over the world like to climb the mountain. We protect Mount Kilimanjaro because the government makes more than 50 million US dollars from foreign tourists every year." "How much do you make from local tourists?" asked Hazina, "We make about ten million shillings every year from local tourists," replied the tour guide.





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The teachers and the pupils thanked the tour guide and the journey started. The journey to the peak was difficult. Only 25 pupils and the teachers reached the top. The other pupils ended at Mandara Hut. They waited there until their teachers and friends returned. The climbers felt very tired. They climbed down together to the Main gate. Their bus was there ready to start the return journey. Those who failed to reach the top felt unhappy. The others who succeeded in reaching the top were very happy.

Questions

Look for answers from the story to complete the sentences.

1. Mr Josa's plan was to prepare a _____ for Standard Seven pupils.
2. All the pupils agreed to pay _____ shillings.
3. Mention any three animals that Standard Seven pupils saw on their way.
i. _____ ii. _____ iii. _____.
4. What did the pupils and the teachers do at Arusha School? The pupils and the teachers had _____.
5. What time did they arrive in Moshi? They arrived in Moshi at _____.
6. How long did they stay at Marangu Teachers' College? They stayed at Marangu Teachers' College for _____.
7. Mention three things that the tour guide said about Mount Kilimanjaro.
i. _____ ii. _____ iii. _____.
8. How many pupils climbed to the top? _____ pupils climbed to the top.
9. How did the pupils who reached the top feel? The pupils who reached the top felt _____.





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Activity 2: Speaking practice

Read the following sentences aloud.

1. Mount Kilimanjaro is in northern Tanzania.
2. Is Mount Kilimanjaro in northern Tanzania?
3. Where is Mount Kilimanjaro located?
4. Marangu is at the foot of Mount Kilimanjaro.
5. Is Marangu at the foot of Mount Kilimanjaro?
6. Where is Marangu located?
7. They ate lunch at Arusha School.
8. Did they eat lunch at Arusha School?
9. Where did they eat lunch?

Activity 3: Vocabulary practice

(a) Write the opposite of the following words.

stand up	_____
short	_____
climb up	_____
local tourist	_____
cold	_____
highest	_____
arrive	_____
top	_____

(b) Change the following words into plural.

tourist	_____
flamingo	_____
zebra	_____
pupil	_____
buffalo	_____





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luggage _____
bus _____
ice _____
water _____
lunch _____

(c) Write the following numbers in words.

Number	Words	Number	Words
10,000		90,000	
100,000		900,000	
1,000,000		9,000,000	
2,000,000		19,000,000	

Activity 4: Language practice

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

Kilimanjaro	is the	coldest	mountain region place	in Tanzania.
The elephant		strongest biggest heaviest	animal	in the park.

(b) Read and write six questions from the table.

Is	Kilimanjaro	the coldest	mountain region place	in Tanzania?
	the elephant	the strongest the biggest the ugliest	animal	in the park?





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(c) Study the table below about animals and then write whether the statements are true or false.

Animal	Height	Weight
Zebra	1.5 metres	990kgs
Giraffe	6 metres	1200kgs
Elephant	3.5 metres	6000kgs
Hippo	1.5 metres	1500kgs
Lion	1.2 metres	250kgs

Example: The giraffe is shorter than the zebra. **false**

1. The lion is lighter than the hippo. _____
2. The elephant is the heaviest of all. _____
3. The hippo is taller than the elephant. _____
4. The zebra is taller than the lion. _____
5. The giraffe is the tallest of all. _____
6. The lion is the lightest of all. _____
7. The lion is the shortest of all. _____
8. The hippo is lighter than the elephant. _____
9. The zebra is heavier than the elephant. _____

(d) Rewrite the sentences as questions.

Example: The giraffe is shorter than the zebra.
Is the giraffe shorter than the zebra?

1. The lion is lighter than the hippo.
2. The elephant is the heaviest of all.
3. The hippo is taller than the elephant.
4. The zebra is taller than the lion.
5. The giraffe is the tallest of all.
6. The lion is the lightest of all.
7. The lion is the shortest of all.





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1. The hippo is lighter than the elephant.
2. The zebra is heavier than the elephant.

(e) Use the table in Activity 4 (a) to answer the following questions:

1. Which is the tallest animal?
2. Which is the lightest animal?
3. Which animal is the shortest?
4. Which animal is the heaviest?
5. Which animal is taller than the elephant?

(f) Use the table in Activity 4 (a) to answer the following questions:

1. How heavy is the elephant?
2. How heavy is the hippo?
3. How heavy is the zebra?
4. How heavy is the lion?
5. How heavy is the giraffe?
6. How tall is the elephant?
7. How tall is the hippo?
8. How tall is the zebra?
9. How tall is the lion?
10. How tall is the giraffe?

(g) Change the following sentences into negative forms.

Example:

The geography teacher, Mr Josa, had a plan for the Standard Seven pupils.

The geography teacher, Mr Josa, did not have a plan for the Standard Seven pupils.

1. The whole class raised their hands.
2. Mr Josa went to the Standard Seven classroom again.





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1. All the Standard Seven pupils paid the money before the end of July.
2. The exercises were necessary to build strength before mountain climbing.
3. Ms Marina, the physical education teacher and Mr Josa, the geography teacher, joined the pupils on the trip.
4. They were taken to Arusha School for lunch.
5. When they arrived at the gate, they met the tour guide.
6. They felt very tired.

Activity 5: Writing practice

Punctuate the following passage and write capital letters where necessary.

(1) mount Kilimanjaro is the highest mountain in (2) africa (3) It is nineteen thousand three hundred and forty-one feet above sea level (4) It is covered with snow at the top. It is very cold, so you should make sure you have warm clothes and enough food to eat on the way. (5) Tourists from all over the world like to climb the mountain (6) we protect mount (7) kilimanjaro because the government makes more than fifty million US dollars from foreign tourists every year.



Unit Four

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Giving directions

In this unit you will learn how to:

- read and answer questions on a passage about *Giving directions*.
- pronounce and use vocabulary found in the passage.
- give and follow directions.
- ask and answer questions on directions.
- write simple directions.

Activity 1: Reading practice

Read the passage below and answer the questions that follow.

If you want to go to Mtendeni Primary School from Konde Primary School, follow these directions:

First, go straight northwards along Primary School Road to its far end. Then, turn right and go straight along Hill Road. You will first see a mosque on the right side. Then, walk to the shop beside the road on the left before you reach a big junction. Walk straight across the junction and you will see the Central Police Station on your left hand side. Continue walking along Hill Road until you reach Malindi Road. Turn right and go along Malindi Road until you see Magogo Petrol Station on your right. You will find Mtendeni Primary School.

(a) Write **True** or **False**.

1. Mtendeni Primary School is near Konde Primary School. _____
2. Magogo Petrol Station is near Konde Primary School. _____
3. You will first see a shop and then a Mosque before reaching a big junction. _____



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4. Malindi Road is on the left hand side of Primary School Road.

5. The police station is after the junction. _____.

(b) Sketch the directions from Konde Primary School to Mtendeni Primary School.

Activity 2: Speaking practice

Read the words aloud and use them to construct sentences.

along

across

until

turn

beside

Activity 3: Vocabulary practice

Choose the right word and fill in the blanks. You may use a word more than once.

along

across

until

turn

by the side of

beside

1. You will see Magogo petrol station _____ the road.
2. Walk _____ Malindi road until you see the Central Police Station on your left hand side.
3. Walk straight to the Central Police Station and _____ right.
4. Walk along the road _____ you see the Central Police Station.
5. Go _____ the big junction to reach the Central Police Station.

Activity 4: Language practice

Fill in the blanks with the correct form of the words in brackets.

1. When you _____ (go) to school you _____ (walk) along the road.
2. He _____ (run) along the road every evening.

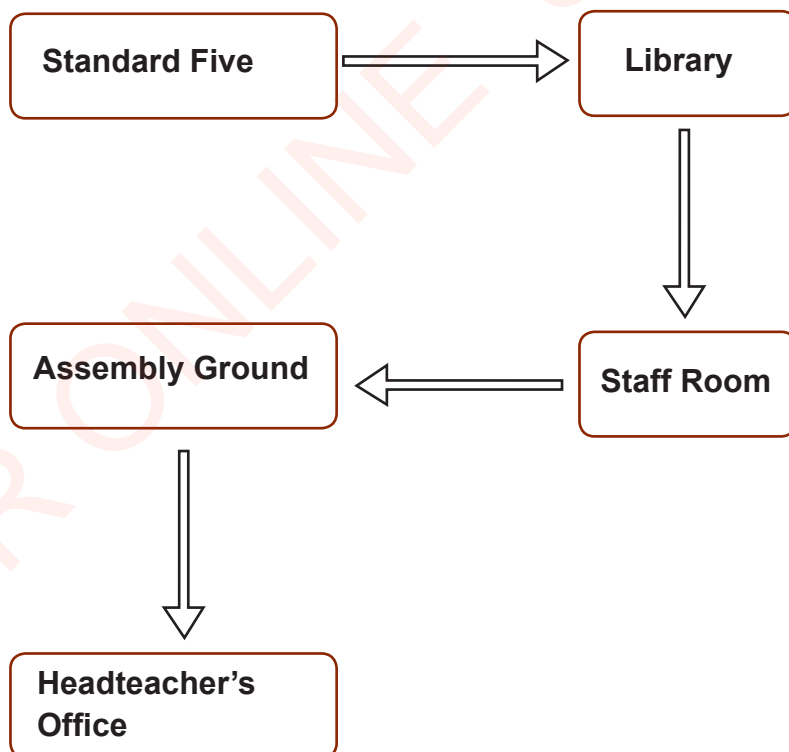


3. She _____ (see) the mountain every day.
4. They _____ (play) football beside the road every evening.
5. Juma and John _____ (walk) to the market every evening.
6. Before he reaches the mosque, he _____ (turn) left.
7. She _____ (walk) straight past the bank.

Activity 5: Writing practice

Use the map below to direct your friend from the Standard Five classroom to the Headteacher's Office. Use the expressions: *turn right, turn left, and go straight.*

1. _____ to the library and then 2. _____ and go straight until you get to the staff room. 3. _____ and walk straight to the assembly ground. Finally, turn left and 4. _____ to the Headteacher's office.



Unit Five

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The village meeting

In this unit you will learn how to:

- read and answer questions on *The village meeting*.
- pronounce and use vocabulary found in the passage.
- express future actions as used in announcements.
- ask and answer questions on future actions.
- make positive and negative questions about future actions.
- write a short announcement.

Activity 1: Reading practice

Read the text below and then answer the questions.

One evening, Juma saw a car going down the street. The car stopped between two big trees near the village government office. Two people got out of the car and started posting pieces of paper on the trees. They also posted them on the walls of old buildings and noticeboards. Juma read the posted notice.

Announcement! Announcement! Announcement!

There will be a village meeting on Saturday 22nd of August 2018 at 4:00 p.m. The meeting will be addressed by the Ward Councillor, Honourable Mzurikwao Masumbuko. The meeting will be held at the village football ground. The purpose of the meeting is to plan how to build our village dispensary. We kindly request all villagers to come to the ground on time. Honourable Masumbuko will be accompanied by the Ward Executive Officer (WEO), the Village Executive Officer (VEO), the Village Chairperson, and Village Council members. Please attend. Together we can build our village.

Thank you.



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Questions

1. When will the meeting take place?
2. Who will address the meeting?
3. Where will the meeting take place?
4. Who will accompany the Honourable Ward Councillor in the meeting?
5. What is the purpose of the meeting?

Activity 2: Speaking practice

(a) *Read the following words aloud and use them in sentences.*

will gather address here there seat sit church
judge honourable counsellor announcement ward

(b) *Read the following sentence aloud several times. Increase the reading speed as you read the second and third time.*

Can you can a can as a canner can can a can?

Activity 3: Vocabulary practice

Use the following words to make sentences.

will Ward Executive Officer Village Chairperson
gather address



Activity 4: Language Practice

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

I	shall	go to the market in the evening.
We		read the book tomorrow.
You		sing the National Anthem on Monday.
They		climb Mount Kilimanjaro next holiday.
She	will	go to the beach on Sunday.
He		fetch water from the well early in the morning.
Furaha		
Baraka		

(b) Use will/shall to complete the following sentences:

- The meeting _____ be held tomorrow.
- Probably, we _____ come to see you next month.
- John _____ come to visit me next week.
- You _____ miss him a lot.
- She _____ play netball tomorrow.
- I _____ go to the national park next month.
- We _____ visit our grandparents during the holidays.

(c) Change the following statements into Yes/No questions.

Example: The meeting will be held tomorrow.

Will the meeting be held tomorrow?

- i) We shall write examinations next week.

Begin: Shall _____?

- ii) We shall come to see you next month.



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Begin: Shall _____?

iii) John will come to visit me next week.

Begin: Will _____?

iv) You will miss him a lot.

Begin: Will _____?

v) She will play netball tomorrow.

Begin: Will _____?

(d) Change the sentences in (c) above into the negative form.

Example: The meeting will be held tomorrow.

The meeting will not be held tomorrow.

Activity 5: Writing practice

Use the words in the box to complete the announcement that follow.

teachers parents Saturday 25th of August
Ward Education Officer Mtendeni Assembly Hall

School Graduation Party

There will be a school graduation party at (1) _____. It will be held on (2) _____. The Guest of Honour will be the (3) _____. Other guests will be our (4) _____, (5) _____ and selected students from Mtendeni Primary School.



Unit Six

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School posters

In this unit you will learn how to:

- read and answer questions on *School posters*.
- pronounce and use vocabulary found in the passage.
- express present events.
- ask and answer questions.
- write a poster.

Part I

Activity 1: Reading practice

Read the poster and answer the questions that follow.

Mozeni Secondary School, Tanga

Mozeni Secondary School is a new boarding school for boys and girls. The school is ten kilometres West of Tanga City. It offers science, arts, and commerce subjects from form I – IV. It has experienced teachers and a very friendly environment for learning. There will be a Form One Entry Examination for the next academic year in October at a fee of 20,000/= . Application forms can be obtained from the school.

Contact us through:

Tel: +255-000877; e-mail: mss@gmail.com; website: www.mss.ac.tz

Questions

1. What subjects does the school offer?
2. For which academic year are the applications invited?
3. What is the name of the school?
4. When will the entry examination be held?
5. How can you contact the school?

Activity 2: Speaking practice

(a) *Read the following words aloud.*

announce poster course programme street strict lay
lie sheep ship

(b) *Read the following sentence several times. Increase the reading speed as you read the second and third time.*

Six sick hicks nick six slick bricks with picks and sticks.

Activity 3: Vocabulary practice

Use the following words to make sentences.

announce a course school poster qualification school fees

Activity 4: Language practice

Fill in the blanks with the correct form of the words in brackets.

1. Mozeni Secondary School _____ (offer) science, arts and commerce subjects.
2. The school _____ (is) ten kilometres West of Tanga City.
3. The school _____ (announce) where to get the application forms for the next academic year.



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1. The applicant _____ (is) supposed to pay Tsh 20,000 as an entry examination fee.
2. The school is _____ (locate) in Tanga City.

Activity 5: Writing practice

Write a school brochure about a vocational training course on carpentry in two paragraphs.

In this brochure include:

- (i) Name of school
- (ii) Name of the subjects offered
- (iii) Duration of the course
- (iv) Contact Address

Part II

Activity 1: Reading practice

Read the following poster and answer the questions that follow.



The Drink Milk Campaign

- Drink milk today,
drink milk tomorrow,
drink milk every day!
- Drink milk for protein,
stay healthy,
drink milk.
- Drink fresh milk for good health.



Questions

1. What is the poster about?
2. When should we drink milk?
3. Why should we drink milk?

Activity 2: Speaking practice

- (a) *Read aloud the poster in Activity 1.*
- (b) *Read the sentences below several times. Increase the reading speed as you read the second and third time.*

I wish to wish the wish you wish to wish.

I won't wish the wish you wish to wish.

Activity 3: Language practice

Choose the correct words in the brackets to fill in the blanks.

1. He _____ (drinks/drink) milk every day.
2. They _____ (wash/washes) their faces every morning.
3. Zanura _____ (walks/walk) to school every day.
4. We _____ (milk/milks) our cows every morning.
5. It _____ (rain/rains) every Sunday.

Activity 4: Writing practice

Complete the following text.

Eat _____ today, eat fish _____, and eat _____ every day!
_____ fish for protein, stay _____, eat fish.
Eat _____ for good health.

Unit Seven

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The wicked doctor

In this unit you will learn how to:

- read and answer questions on a passage about *The wicked doctor*.
- pronounce and use vocabulary found in the passage.
- express completed actions in the past.
- ask and answer questions on past actions.
- make positive and negative questions.
- write a short paragraph.

Activity 1: Reading practice

Read the following passage and answer the questions that follow.

Riziki was sick. He was taken to hospital by his aunt. When they reached the hospital, the nurse said that the doctor was very busy. She asked them to wait. They waited on the bench for a long time.

Riziki was in serious pain and could not wait any longer. His aunt went back to the nurse. She asked if the doctor would be kind enough to attend Riziki quickly. The nurse said that the doctor wanted a bribe from them so that he could attend Riziki.



Riziki's aunt knew that it was against the law to give a bribe to anybody in order to be attended. She could see posters in the hospital warning patients against corruption. She walked away from the nurse and telephoned the police. "What is the name of the doctor?" the police officer asked. "I am sorry, I don't know," the aunt answered. "Where is the hospital?" the police officer asked. "It is near Singa College of Tax Management," the aunt answered. "I know the place. I will be there soon," the police officer responded.

The police officer sent a detective to the hospital. At the hospital, the detective gave Riziki's aunt some money to bribe the doctor. After the doctor had received the money, the detective suddenly entered the doctor's office. He identified himself as a detective and arrested him. The wicked doctor was sent to court and charged for corruption. His lawyer and witness tried to defend him but failed. The magistrate sentenced him to five years imprisonment. Later, the doctor was fired. He regretted for what he did, but it was too late. When serving the sentence, his family suffered. It suffered for lack of essential needs such as food, clothes, and school fees. The family which was once happy became poor and unhappy. Corruption is not good for anybody.



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Questions

1. Who took Riziki to hospital?
2. What did the nurse tell Riziki's aunt?
3. Why couldn't Riziki wait any longer?
4. What did the doctor ask for?
5. What did Riziki's aunt do about the doctor's demand?
6. What did the detective do to the doctor?
7. What did the magistrate do to the doctor?
8. What happened to the doctor's family?

Activity 2: Speaking practice

(a) Read the following words aloud.

sick	tip	nurse	jail	wicked	understood
aunt	bench	police	criminal	away	bribe





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(b) Read the following pairs of words aloud.

gain	pain	wake	make	wait	weight
girl	pearl	bird	beard		

Activity 3: Vocabulary practice

(a) Use the words in the box to complete the sentences below.

lawyer corrupt wicked jailed
court prosecutor bribe corruption

1. A person who is trained to assist people in legal matters is called a _____.
2. To be put in jail is to be _____.
3. The place where criminals are charged by law is called _____.
4. Something paid illegally to buy your right is a _____.
5. _____ is the opposite of honest.
6. A person who does evil to others is _____.
7. A _____ is a person who prosecutes someone.
8. The act of giving or taking a bribe is _____.

(b) Use the words in the box to construct sentences.

magistrate arrest police doctor
jail corruption wicked bribe





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Activity 4: Language practice

(a) *Change the words in brackets into the correct form.*

Example: Riziki (is) sick yesterday.

Riziki was sick yesterday.

1. When they (reach) the hospital, the doctor (is) busy.
2. The nurse (say) that the doctor (is) not there.
3. They (arrest) the doctor last week.
4. On that day he (feel) guilty of what he had done.
5. The judge (sentence) him to five years imprisonment.

(b) *Answer the following questions.*

Example: Did the doctor see Riziki immediately?

No, he didn't.

1. Was the aunt given money by the police officer?
Yes, _____.
2. Did Riziki see the doctor late?
Yes, _____.
3. Was the doctor honest?
No, _____.
4. Did the nurse tell the truth?
No, _____.
5. Was the doctor's family happy?
No, _____.

(c) *Rewrite the sentences according to the given instructions.*

1. Riziki was sick.
Begin: Was _____?
2. They sat down on the floor.
Begin: Did _____?



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1. The wicked doctor was sent to jail.

Begin: Was _____?

2. Riziki's aunt understood that the doctor wanted a bribe.

Begin: Did _____?

3. The family of the wicked doctor became poor.

Begin: Did _____?

(d) *Provide the plural form of each of the words in the box.*

doctor

baby

tooth

aunt

exercise

this

that

it

is

I

Activity 5: Writing practice

Answer the following questions to form a short paragraph.

What did Riziki's aunt want?

What did the nurse tell her?

What did Riziki's aunt do?

What did the detective do?

What happened to the doctor?

What happened to the doctor's family?



Unit Eight

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Mwaluko and the little thief

In this unit you will learn how to:

- read and answer questions on a passage about *Mwaluko and the little thief*.
- pronounce and use vocabulary found in the passage.
- express past activities and actions.
- ask and answer questions.
- make positive and negative questions.
- write a short paragraph.

Activity 1: Reading practice

Read the following passage and answer the questions that follow.

Mwaluko lives on a street near Mwembeni school library. One day, Standard Five pupils went to the library to read story books.

While in the library, the pupils heard people shouting. They saw a boy sitting on the ground surrounded by people. It was Mashaka, their classmate. The people had just stopped him, when they heard a man shouting and asking for help. The boy was trembling, and on his left was a bag full of clothes. Mashaka had stolen the clothes from Mwaluko's house and hid them in the bag. Mwaluko saw the boy running away and started to chase him. As he chased the boy, he shouted, "Thief! Stop thief! Catch him!" The people across the road caught Mashaka and suddenly, Mwaluko arrived. Mwaluko hit Mashaka in the face and Mashaka fell down. Suddenly, a police officer appeared and saved Mashaka from both Mwaluko and the crowd. Mwaluko, Mashaka, and some witnesses were taken to the police station to write a statement about what had happened. While Mashaka was writing the statement, his father arrived. He heard what had happened



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to his son, from the neighbours and the police officer. Mashaka's father became very angry, "I thought when you left home in the morning, you went to school. Instead, you went to steal from Mwaluko's home! You are a very bad boy. I have warned you several times," Mashaka's father complained.

While Mashaka's father was complaining, Mashaka's mother arrived. "I am ashamed of you Mashaka. We provide you with all that you need. We feed you well. We have sent you to school. We bought uniforms and books for you. What else do you want my child?" his mother asked while crying. As Mashaka was being pushed into the lock-up, he was crying and saying, "Why did I do this? Today I would not be in the hands of the police. Now I am suffering a lot. I did not obey my parents."

That day Mashaka spent the night in the lock-up. The next day he was allowed to go back home. When Mashaka told his parents about the night in the lock-up and the punishment he got, they felt sorry for him. Mashaka regretted for stealing from Mwaluko. They told him to change his behaviour. He had nothing to do but cry and cry. He regretted for stealing Mwaluko's clothes instead of going to school. That was too bad.

Later, Mashaka's parents were called by the Headteacher. They told the Headteacher what had happened to their son. They also asked the Headteacher to pardon him. When the Headteacher asked Mashaka to explain why he stole Mwaluko's clothes, he just kept quiet. The Headteacher punished Mashaka in his office and warned him not to misbehave again.

Questions

1. Where were Standard Five pupils when they heard the noise in the street?
2. Who was surrounded by the crowd?
3. Whose clothes did Mashaka steal?
4. What did Mwaluko do to Mashaka when he arrived?
5. Who saved Mashaka from Mwaluko and the crowd?





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1. Where did the police officer take Mashaka, Mwaluko and the witnesses?
2. What did Mashaka's parents do at the police station?
3. What happened to Mashaka at the police station when his parents left?
4. What did Mashaka's parents do at school?
5. What did the Headteacher do to Mashaka in his office?

Activity 2: Speaking practice

a) Read the following words aloud and use them to construct sentences orally.

library regret classmate trembling suddenly
witnesses a statement learn a lesson ashamed
obey caned misbehave street Headteacher

b) Read the following words aloud and use them to construct sentences orally.

greed greet street feed feel breed treat read

Activity 3: Vocabulary practice

Match words in column X with their meanings in column Y.

	X	Answers	Y
1.	library		(A) feel guilty
2.	regret		(B) behave badly
3.	classmate		(C) a road in a town that has houses on one or both sides
4.	trembling		(D) beating someone with a stick for wrongdoing
5.	suddenly		(E) quickly
6.	witness		(F) something that you learn so that it cannot happen in future



7.	statement		(G) a person who sees something happening
8.	learn a lesson		(H) something that you write that gives information
9.	ashamed		(I) a person who is in the same class as you
10.	obey		(J) a building or a room containing a collection of books
11.	cane		(K) shaking because you are frightened
12.	misbehave		(L) feel sorry
13.	street		(M) do what you are told to do

Activity 4: Language practice

(a) Change the words in brackets into the correct form.

Example: John has _____ (go) to Dodoma.

John has gone to Dodoma.

1. He has _____ (steal) his friend's story book.
2. I have _____ (beat) the thief.
3. I have _____ (write) a letter to the Headteacher.
4. The police officer has _____ (open) the door.
5. Jerome has _____ (go) to the police station.

(b) Change the following sentences into the negative form.

Example: The police officer had arrived, when Mwaluko caught the thief.

The police officer had not arrived, when Mwaluko caught the thief.

1. The people had stopped Mashaka when they heard Mwaluko shouting.
2. Mashaka had stolen the clothes from Mwaluko before he started to shout.



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1. Mwaluko and Mashaka wrote statements of what had happened.
2. He heard what had happened to his son, Mashaka, from the pupils.
3. The police officer told the Headteacher what had happened to Mashaka in the street.

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

Example 1: *Had the people stopped Mashaka when they heard Mwaluko shouting?*

Activity 5: Writing practice

Rearrange the sentences to produce a paragraph.

The police officer caned him and took him to his parents' home the following morning.

Mashaka's parents heard what had happened to their son Mashaka.

The people had just stopped Mashaka when Mwaluko arrived.

The police officer arrived when Mwaluko had caught the thief.

Mwaluko, Mashaka and some witnesses were taken to the police station to write a statement about what had happened.

Mashaka had stolen clothes from Mwaluko's house and hid them in the bag.

They took Mashaka to school.

They told the Headteacher what had happened to Mashaka.



Unit Nine

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Rida, the street child

In this unit you will learn how to:

- read and answer questions on *Rida, the street child*.
- pronounce and use vocabulary related to the passage.
- express past activities and actions.
- express ongoing events in the past.
- ask and answer questions.
- write a short paragraph.

Activity 1: Reading practice

Read the passage and answer the questions that follow.

Rida was a twelve-years old girl. She lived with her parents in a village called Mnyanza. Her family was very poor. Although she lived in very poor conditions, Rida did well in her studies. When she was in Standard Five, the English language teacher asked Rida what she wanted to do when she grew up. Rida said that she wanted to be a pilot. The teacher asked her, "Do you know the subjects you should study in order to become a pilot?" Rida said, "Yes I do, in order to be a pilot, I should study English, physics, geography and mathematics." The teacher was surprised that Rida knew the subjects she should study to be a pilot. Then, the teacher advised her to work hard to achieve her goals.

Unfortunately, a few days later, Rida stopped going to school. No one knew the reason why she left school. One afternoon Rida's best friend, Luaza, decided to visit her home after school hours. At Rida's home, Luaza met Rida's parents. Luaza asked them about Rida's whereabouts. The parents told Luaza that Rida was not at home. They said that she had left for town to work as a house maid. Realising that her friend had become



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a school dropout, Luaza cried bitterly. On the following day, Luaza went to school early in the morning and told the teacher about Rida. She said that Rida had been sent to town to work as a house maid. The teacher felt sorry for her because at the age of twelve, she was not supposed to work as a house maid. It was against the law. The law says children at the age of twelve should not be employed to work anywhere. The teacher said that Rida was cleaning the house, washing clothes, cooking and taking care of children. Her parents took all the money.

Six months later, Rida was tired of working as a house maid. She decided to go back home. At home her mother was angry with her. She ordered Rida to go back and continue working. Rida went to join the street children because she did not like to work as a house maid. Rida's life on the streets was very hard. She became a beggar. She slept in unfinished houses, suffered from hunger and diseases. As life got worse and worse, Rida felt like a neglected orphan. She wished she could find a way out from the street life.



One day, Mr Kanumbi, the Ward Executive Officer of Chimanze, talked to Rida and other street children. He asked each of them questions about their families. Rida told him everything about her family and the problems





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she was facing. The Ward Executive Officer felt sorry for her. He promised to take her to school again. After five days, he came back to take Rida to her parents. He told them that Rida had to go back to school. They should not send her to work in town again. The following day, the Ward Executive Officer took her to school. Rida worked hard and completed Standard Seven. Surprisingly, she was selected to join a special school for her secondary education.

Questions

1. What is the name of Rida's best friend?
2. How old was Rida?
3. What domestic activities did Rida do in town?
4. Where did Rida's parents live?
5. Who took Rida back to school?
6. In which subject did Rida and her classmates learn about different jobs?
7. Why did Rida want to go home?
8. What will you do if your parents ask you to become a house maid?

Activity 2: Speaking practice

(a) Read the following words aloud.

sin	thin	tense	tenth	force	fourth	sort	thought
-----	------	-------	-------	-------	--------	------	---------

(b) Read these sentences aloud.

Thickets don't think about getting sick.

The thoughtful mouse's mouth is something else.



Activity 3: Vocabulary practice

Use the words in the box to fill in the blanks in the following sentences.

whereabouts money pilot suffered street children
regretted neglected street promised

1. Rida joined other _____ children after leaving the place where she was working.
2. Rida's expectation was to be a _____.
3. Luaza went to Rida's home to get information about her _____.
4. Rida _____ from hunger as a street child.
5. Rida felt as a _____ orphan.
6. Rida _____ to have dropped out of school.
7. The Ward Executive Officer _____ to take Rida back to school.
8. Children without homes are called _____.
9. Rida's _____ was taken by her parents.

Activity 4: Language practice

(a) Fill in the blanks with words from the box to complete the following sentences.

ate washed cried lived called studied planned

1. Rida _____ with her parents.
2. She _____ after she was chased away by her mother.
3. Rida _____ all the family clothes.
4. They _____ all the food while Rida was not there.
5. They _____ their mother to get assistance.
6. Luaza _____ at Mnyanza Primary School.
7. Rose and Miriam _____ for their journey.



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(b) Write ten correct sentences from each table.

Table I

They	went		town.
She	drove	to	church.
Luaza		at	the market.
Hororo	arrived		school.
Rida's parents	walked		hospital.

Table II

They		hard working.
Rida's parents	were	studying English language.
She		crying.
He	was	planning to go to town.
Justice		a street child.

Activity 5: Writing practice

Rearrange the following sentences to form a paragraph.

- (a) The other pupils did not know.
- (b) Unfortunately, a few days later, Rida stopped going to school.
- (c) Then the teacher told her to work hard to achieve her goals.
- (d) Rida said she wanted to be a pilot.
- (e) One day, the English language teacher asked Rida about what she would like to be when she grew up.
- (f) Rida was twelve years old.
- (g) Later, Luaza found out that her friend was a house maid in town.



Unit Ten

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Friendly letters

In this unit you will learn how to:

- read a passage and answer questions correctly on *Friendly letters*.
- pronounce and use vocabulary found in the passage.
- express past activities and actions.
- ask and answer questions.
- write a short friendly letter.

Activity 1: Reading practice

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

Pamba Primary School,
P.O. Box 560,
Mwanza.
20th May, 2018.

Dear Asha,

It has been a long time since I last heard from you. How are you getting on with your studies? We have just finished our terminal examinations. So, we are having school sports competitions before the closing date.

Yesterday, we had the girls' football match. We had been waiting for it for a long time. Our Standard Five team played against Standard Seven team. Nobody thought that we would beat the older and stronger girls. But they deceived themselves. Our striker, Hilda, kept on breaking the opponent's defence. She hit their goalkeeper with hard shots that resulted in two goals.



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A little later, our full back left, Bahati, moved past the defence and kicked the ball into the net. This gave our team the third goal. Their goalkeeper moved in the wrong direction and missed the ball. “Ha! Ha! Ha!” Spectators cheered and booed.

The opponent’s players who approached our goal met our strong centre half back, Chiku. She made no mistake in clearing the balls away. I, the goalkeeper, did not touch the ball even once. Standard Seven fans could not bear the shame. They started beating anyone booing but the teachers kept them under control. It was a very exciting match.

Bye for now.

Yours,

Jesca Bosco



Questions

1. Who wrote the letter?
2. Who received the letter?
3. What was the letter about?
4. What position did Hilda play?
5. Who scored the last goal?
6. Which team won the match?
7. Why did Standard Seven fans beat Standard Five fans?
8. Who was the strongest player in the Standard Five team?

(b) Read the reply to Jesca and answer the questions that follow.





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Mkuyuni Primary School,
P. O. Box 324,
Singida.
25th May, 2018.

Hello Jesca!

I am happy to hear about your girls' football match. I think the game was the funniest thing ever. I wish I were there to witness the drama.

I was so excited about your back player, Chiku, "the bulldozer." I could even see her strong legs kicking off balls and driving back attacking players. I hope you will describe her further in your next letter.

I was also amused by you, the goalkeeper. You had no work to do at all. How comfortable! If I were you, I would just lie down on my back and sleep. They would wake me up after the match. Why waste my time standing between the goalposts just like a spectator?

Congratulations! Defeating the Standard Seven team was not a joke. I have asked our sports teacher to organize such event in our school. I have requested him to form a girls' football team too. I hope it will be fun.

Your loving friend,
Asha Selemani

Questions

1. Who wrote the letter?
2. Who was the receiver of the letter?
3. What was the letter about?
4. Why was Asha so excited?
5. Who amused Asha?
6. What did Asha ask the sports teacher to do?



Activity 2: Speaking practice

Read the following words aloud.

sports event football match hard shots
cheered and booed muscular legs goalkeeper
under control striker centre half fullback

Activity 3: Vocabulary practice

(a) Use the words in the box to make sentences.

sports event football match hard shots
cheered and booed muscular legs goalkeeper
under control striker centre half fullback

(b) Match the words in column X with their meanings in column Y. The first one has been done as an example.

	X	Answers	Y
1.	<i>unusual</i>	c	(a) when people vote to choose someone for a position
2.	surprised		(b) in an intelligent way
3.	instructions		(c) <i>not common</i>
4.	smartly		(d) try to win something against someone
5.	election		(e) pupil leaders
6.	prefects		(f) someone trying to win a position
7.	compete		(g) amused
8.	contestant		(h) words telling you what to do and how



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Activity 4: Language practice

(a) *Change the words in brackets into the simple past form.*

1. Chiku _____ (kick) the ball very hard.
2. Pupils _____ (obey) their teachers and prefects.
3. The winners _____ (celebrate) their victory.
4. The teacher _____ (post) the election announcement on the school noticeboard.
5. Standard Five girls' team _____ (defeat) Standard Seven team.
6. Ben _____ (visit) his grandparents during the December school holidays.
7. She _____ (wish) me a Merry Christmas and a Happy New Year.
8. We _____ (listen) to the announcement carefully.
9. They all _____ (vote) for their leaders.
10. Nuru _____ (ask) the Headteacher many questions.

(b) *Begin the following sentences with -Who- The first question has been done.*

Example: Chiku kicked the ball very hard.

Who kicked the ball very hard?

1. Pupils obeyed their teachers and prefects.
2. The winners celebrated their victory.
3. The teacher posted the election announcement on the school noticeboard.
4. Hilda kept breaking the opponents' defence.
5. Ben visited his grandparents during the December school holidays.
6. She wished me a Merry Christmas and a Happy New Year.
7. We listened to the announcement carefully.
8. They all voted for their leaders.
9. Nuru asked the Headteacher many questions.





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Activity 5: Writing practice

Complete the letter below by filling in the blanks with the missing information.

(Your address) _____,
_____,
_____.

(Date) _____.

Dear _____, (Name)

Thank you for your letter. I have learnt that you will write your annual examinations on _____ (date).

I wish you all the best in your December holidays.

Yours sincerely,

_____ (your name)



Unit Eleven

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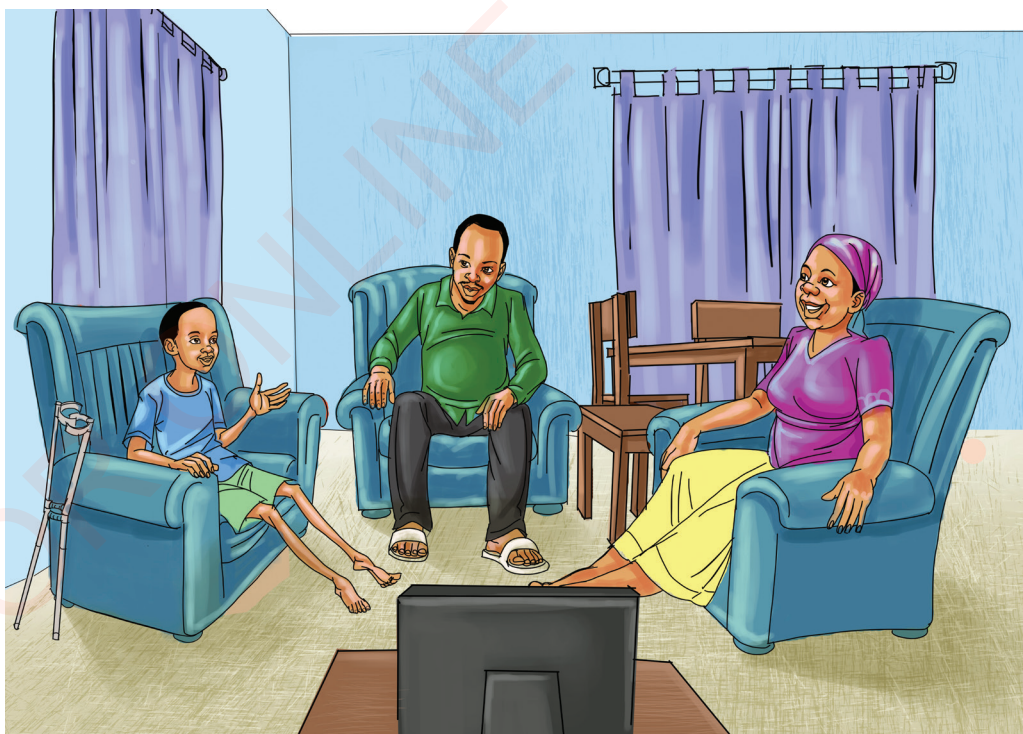
Mazengo and Good Samaritans

In this unit you will learn how to:

- read and answer questions on a passage about *Mazengo and Good Samaritans*.
- pronounce and use vocabulary found in the passage.
- express reason.
- express past activities and actions.
- ask and answer questions.
- write a short paragraph.

Activity 1: Reading practice

Read the passage after the picture and answer the questions that follow.





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Mazengo was nine years old. He lived with his parents in Dodoma. Mazengo could not walk without help. He was a child with disability. His parents hid him in a dark room. The neighbours did not see him. He lived like a prisoner. He rarely went out. His younger brother, Joel, was in school.

One day, a group of people from Good Samaritans Charity Organization came to Mazengo's village. They moved from house to house asking people questions. They were looking for children who needed help. The organization also helped parents whose income was low. They gave poor parents money for education of their children. The Good Samaritans did not know that Mazengo was locked indoors.

Fortunately, a neighbour told them that Mazengo, a child with physical disability, was kept inside the house. They went to Mazengo's family and found Mazengo in a bad condition. While other children with disabilities were taken to school, Mazengo was not in school. They reported the matter to the village authorities. The Good Samaritans decided to help Mazengo to go to school. The Good Samaritans paid for his school needs. They bought him school uniforms and exercise books. They also provided him with a wheelchair.

Questions

1. How old was Mazengo?
2. Where did he live?
3. Who did he live with?
4. Why couldn't Mazengo walk properly?
5. Where was he hidden?
6. Who came to his rescue?
7. What items were given to Mazengo?
8. Why do you think Mazengo lived like a prisoner?
9. Why were the Good Samaritans sad?
10. Who told the Good Samaritans about Mazengo?



Activity 2: Speaking practice

(a) Read the following words aloud.

disability wheelchair neighbours prisoner hide
rarely uniforms inside poor Samaritans

(b) Read the following pairs of words aloud.

dark	park	first	fast
his	hiss	to	toe
live	leave	bad	bat
low	row	light	right

Activity 3: Vocabulary practice

Fill in each blank space with its appropriate word in the box.

items walk money kept parents neighbour
passed income school Good Samaritans

- The _____ helped the parents in Mazengo's neighbourhood.
- They _____ from house to house looking for children in need.
- They provided the important school _____.
- Mazengo was _____ in a dark room.
- Mazengo's _____ were reported to the village authority.
- Mazengo could not _____ properly.
- They also gave _____ to the parents for school needs.
- Parents whose _____ was low were helped.
- Mazengo was later taken to _____.
- A _____ reported Mazengo's disability to the Good Samaritans.



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Activity 4: Language practice

(a) *Change the underlined words into the plural.*

Example: Rachel bought a mango.

Rachel bought **mangoes**.

1. They have a child.
2. She has a fierce dog.
3. Juma gave us an onion.
4. We have a good neighbour.
5. He bought an exercise book.

(b) *Match the items in column X with those in column Y to make complete meaningful sentences.*

No.	X	Answers	Y
1.	Mazengo's parents were unfair to him		(A) because he had a disability.
2.	He was given a wheelchair		(B) because they found him in a poor condition.
3.	Joel was lucky		(C) because he needed it.
4.	Mazengo could not walk properly		(D) because they hid him inside the house.
5.	The Good Samaritans were sad		(E) because he was in school.





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Activity 5: Writing practice

Fill each blank with the correct form of the words in brackets. The first is done for you.

Mazengo was (is) a child with disability. His parents _____ (hide) him in a dark room. His younger brother, Joel, _____ (is) in school. Mazengo never _____ (go) outside. His parents _____ (are not) willing to send him to school. He was always _____ (keep) inside. The Good Samaritans _____ (come) to his rescue. They _____ (buy) him school uniform and exercise books. They also _____ (give) him a wheelchair. They later _____ (take) him to school.



Unit Twelve

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Parents' Day at Mlimani Primary School

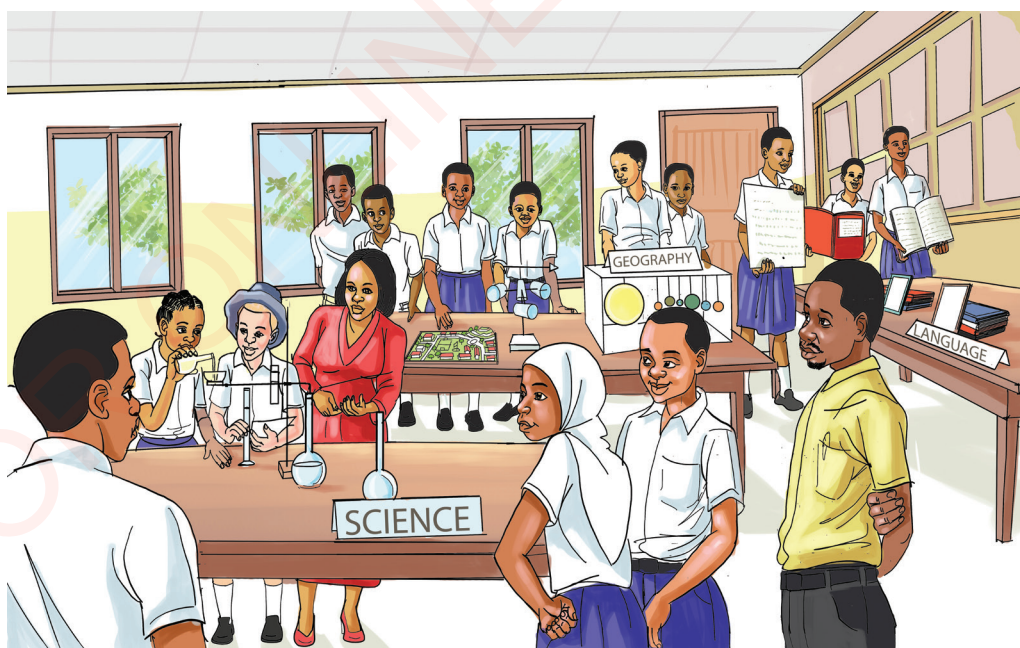
In this unit you will learn how to:

- read and answer questions on a passage about the *Parents' Day at Mlimani Primary School*.
- pronounce and use vocabulary found in the passage.
- express past events.
- express possession.
- write a short paragraph.

Activity 1: Reading practice

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

Our school was well prepared for Parents' Day. Usually, Parents' Day is held in August. Parents come to see the progress of their children in school. They also come to see how well their children do in sports, clubs, and arts and crafts. The Parents' Day is usually very busy. Groups of pupils, under the guidance of teachers, display things to the parents.



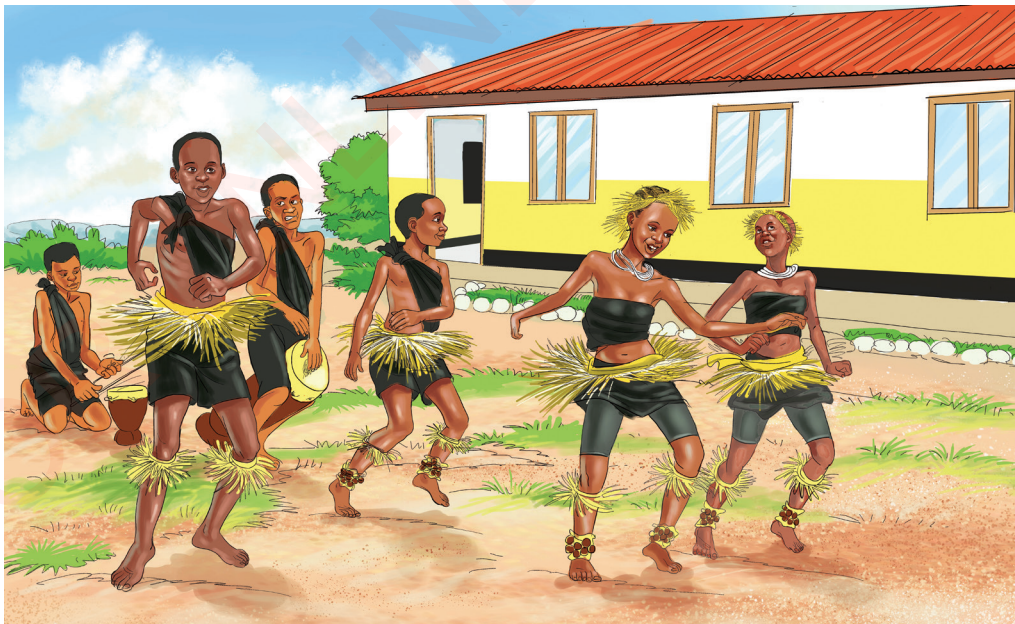


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On the parents' day, there were many groups in the school hall. The science group displayed pictures of animals, insects and birds. The pictures were well labelled. They also displayed well labelled diagrams of dried plant leaves and twigs. The geography group displayed maps with different features. It also displayed different pieces of rocks and different types of soil. The Kiswahili and English groups displayed short stories, poems, songs and pupils' compositions. The Arts and Crafts group displayed beautiful pictures in water paints and crayons.

At 10:00 a.m. parents started arriving. There were several pupils at the gate to direct them to the school hall. Different pupils and their subject teachers waited at different positions in the school hall. The displays were on a raised stage in front of the hall. Parents visited the displays and asked the pupils questions. After visiting the displays, the parents walked down the stage to take their seats in the hall.

The Headteacher stood up and said, "Welcome to Mlimani Primary School. We are very happy to have you today. Our teachers and pupils have shown what we do. I think you liked the displays. The pupils will now show you what they do in their clubs. They will sing two songs and recite two poems. They will also perform a short drama and a traditional dance. The club patrons and matrons will lead their groups. Please welcome." The clubs made their presentations. The parents were very excited and cheered the pupils.





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The Chairperson of the School Committee sat next to the Headteacher. He stood up and invited Mrs Peter, one of the parents, to speak. Mrs Peter said, "Thank you Chairperson. The displays were excellent. The children expressed themselves very well. I think teachers worked very hard to prepare the children for everything. I congratulate them for their good work." The Chairperson allowed several other parents to speak. All of them were very happy with the displays, songs, and dances.

The Headteacher asked the chairperson to award prizes to the best pupils in different school activities. Their names were called out one at a time to collect their prizes. All the parents cheered the pupils who received prizes.



At 1:00 p.m. the pupils, parents, and teachers had lunch together in the hall. At 3:00 p.m., there was a football match between Standard Six and Standard Seven. There was also a netball match between Standard Five and Standard Six. In the football match, Standard Seven won. In the netball match, Standard Five won. The winners were given trophies and medals.





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Questions

Choose the best answer to complete the sentence and write its letter in the box.

1. The Parents' Day was held in _____.
a) September.
b) August.
c) December.
2. The Parents' Day is held for parents to see _____.
a) the progress of their children.
b) the progress of teachers.
c) the school progress.
3. The science group displayed diagrams of _____.
a) animals, insects, birds, dried plant leaves and twigs.
b) dried plants leaves and twigs.
c) animals, insects, and birds.
4. The _____ groups displayed short stories, poems, songs and pupils' compositions.
a) Kiswahili and English
b) geography and Kiswahili
c) English and science
5. The _____ held the meeting in the hall.
a) teachers and parents
b) teachers, pupils, and parents
c) the pupils and parents
6. The pupils showed what they did in their clubs _____.
a) before the display.
b) after the display.
c) during the display.





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7. The pupils _____
- a) sang two songs, recited two poems, and presented a short drama and a traditional dance.
 - b) sang two songs, recited two poems, and performed short plays and traditional dances. ☐
 - c) sang two songs, recited one poem and presented a short drama and a traditional dance.
8. Mrs Peter said _____
- a) the displays were excellent. The children expressed themselves very well. The teachers worked hard to prepare the children.
 - b) the displays were excellent. The children expressed themselves. The teachers worked hard to prepare the children. ☐
 - c) the displays were excellent. The teachers expressed themselves very well. The teachers worked hard to prepare the children.
9. In the afternoon, there were _____
- a) netball and football matches. ☐
 - b) volleyball and football matches.
 - c) basketball and netball matches.
10. The winners of the matches were _____
- a) Standard Five and Standard Six. ☐
 - b) Standard Five and Standard Seven.
 - c) Standard Seven



Activity 2: Speaking practice

(a) Read the following words aloud.

girl's boy's mother's father's brother's sister's
Amani's yours theirs ours hers his

(b) Read the following passage aloud and retell it.

Welcome to Mlimani Primary School. We are very happy to have you today. Our teachers and pupils have shown you what we do. I think you liked the displays. The pupils will now show you what they do in their clubs. They will sing two songs and recite two poems. They will also perform a short drama and a traditional dance. The club patrons and matrons will lead their groups. Please welcome.

Activity 3: Vocabulary practice

Match the meaning of the words in column X with their respective items in column Y

No.	X	Answers	Y
1.	progress		(A) cups
2.	sports		(B) full of activities
3.	clubs		(C) show
4.	busy		(D) games
5.	trophies		(E) improvement
6.	display		(F) societies
7.	twigs		(G) coloured chalk
8.	stage		(H) platform
9.	crayon		(I) branches
10.	features		(J) praise
11.	congratulate		(K) landscape



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Activity 4: Language practice

(a) Write any 10 correct sentences from the table.

That	is are	my	parent's teacher's pupil's friend's	car.
Those		our		bicycle.
This		their		books.
These		her his		cow. flower. shoes .

(b) Write any 10 correct sentences from the table.

Whose	car	is are	that?
	bicycle		those?
	books		this?
	cow		these?
	flower		
	shoes		

(c) Complete the following sentences using the words given in the box below.

my his their its her

1. I have a car. That is _____ car.
2. Mary has a bicycle. This is _____ bicycle.
3. They have a lot of money. That is _____ money.
4. He has a big house. It is _____ house
5. Asha has a grandmother. She is _____ grandmother.

(d) Write any 10 correct sentences from the table.

Is	that	car	mine?
Are	those	bicycle	theirs?
	this	books	hers?
	these	cow	yours?
		flower	
		shoes	



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(e) Choose the correct word in brackets to complete the sentences.

1. The new highway (passed/passes) a few metres in front of Mlimani Primary School.
2. Last week, a pupil nearly (get/got) killed by a *bodaboda*.
3. You must be careful when you (crossed/cross) the road.
4. Last week, our school (prepared/ prepare) well for the Parents' Day.
5. The Parents' Day is (hold/held) for parents to see their children's progress.
6. The parents (visited/ visit) the displays and asked the pupils questions.
7. They (sing/sang) two songs and recited two poems.

Activity 5: Writing practice

Use the words given in the box to complete the paragraph.

will parents perform you the meeting stood up
recite teachers what pupils they Mlimani happy

The teachers and the _____ held a meeting in _____ Hall. The Headteacher _____. He opened the _____ and said, Welcome to _____ Primary School. We are very _____ to be with you today. Our _____ and pupils have shown you _____ we do. I think _____ liked the displays. The _____ will now show you what _____ do in their clubs. They _____ sing two songs and _____ two poems. They will also _____ a short drama and a traditional dance.



Unit Thirteen

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School morning routine

In this unit you will learn how to:

- read and answer questions on a passage about *School morning routine*.
- pronounce and use vocabulary found in the passage.
- use the present and present perfect tenses to describe school daily routine.
- express future events.
- write a short paragraph.

Activity 1: Reading practice

Read the passage after the picture and answer the questions that follow.





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Mariam is a pupil at Songambe Primary School. She wakes up early in the morning from Monday to Friday. She cleans the home compound and then prepares herself for school. One morning when she arrived at school, she found the teacher on duty giving instructions to the pupils. He was reminding them to follow the school routine as follows:

“When you arrive at school in the morning, attend the roll-call first. The head prefect and class representatives will supervise the exercise. The teacher on duty will be around to assist them. Secondly, you will clean the surroundings, classrooms and toilets. Thirdly, when the general cleaning is completed, the school timekeeper will ring the bell. When the bell rings, you will meet at the assembly ground immediately. The teachers will join you at the Assembly ground too. You will be required to line up properly according to classes. You must be silent and attentive. Next, the teacher on duty will call the head prefect to start the National Anthem and the school song. All the pupils and teachers will sing the songs,” the teacher emphasised.

“The marching band will lead the morning parade. Teachers will conduct cleanliness inspection. After the parade, teachers will make general announcements. Finally, you will march to your respective classrooms to begin the morning sessions. I hope everything is clear,” the teacher concluded.

Questions

1. What does Mariam do before she goes to school?

Begin: Before Mariam goes to school, she _____.

2. What should the pupils do when they arrive at school?

Begin: The pupils _____.

3. Who should supervise the roll-call?

_____ supervise the roll-call.

4. What should the pupils do after attending the roll-call?

Begin: After taking the roll-call _____.

5. Who should ring the bell after the general cleaning?

_____ ring the bell after general cleaning.



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6. What should the pupils do after general cleaning?

Begin: The pupils _____.

7. Who should start the National Anthem and school song?

_____ start the National Anthem and the school song.

8. Who should give general instructions in the morning assembly?

_____ give general instructions in the morning assembly.

Activity 2: Speaking practice

(a) Read the following words aloud.

quite competition sports master team strike
opponent score defence goal player

(b) Read the following sentence several times.

A big black bug bit a big black dog on his big black nose!

Activity 3: Vocabulary practice

Use the words in the box to complete the sentences.

quite competition sports teacher team strike
opponent scored defence goal player

1. Our football _____ played well yesterday.

2. The homework we had was _____ easy.

3. Lillian is a good netball _____.

4. Our _____ taught us how to play basketball.

5. John will _____ the ball if it comes to him.

6. The Mlimani Primary School football _____ was very strong.



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7. The best player _____ three goals.
8. John scored a _____.
9. The interschool _____ was between two schools in the district.
10. Mariam was injured by the _____.

Activity 4: Language practice

(a) Fill in the blanks with the correct word from the brackets.

1. The two teams _____ (will, shall) compete next week.
2. I _____ (will, shall) kick the ball into the goal.
3. The two teams _____ (will, shall) prepare themselves quite well.
4. We _____ (will, shall) strike tirelessly towards the opponent's goal.
5. The spectators _____ (will, shall) be cheering all over the ground.

(b) Choose the correct answer from the words in brackets to complete the sentences.

1. She has not _____ (finish/finished) her homework.
2. The pupils have not _____ (arrive/arrived) at school yet.
3. I have not _____ (see/seen) my parents for three days.
4. The farmers have not _____ (harvest/harvested) their crops.
5. She has not _____ (eat/eaten) her lunch.
6. Zawadi has not _____ (speak/spoken) to me today.





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(c) Form correct questions using the words from the following table.

Has	we	completed her homework?
	she	gone home?
	I	eaten our meat?
	it	finished our task?
Have	Juma	drunk the milk?
	Halima	played football?
	they	asked you to write this letter?
	you	

(d) Form correct questions using words from the following table.

Shall	he	come to see us?
	she	climb mount Kilimanjaro?
	Jane	visit her parents?
Will	I	prepare their farm?
	Mariam and Juma	eat fruits?
	you	see you tomorrow?
	we	

Activity 5: Writing practice

Complete the text below with correct word(s) from the box.

interesting red told quite will be defeat two
nicknamed Red Scorpions

Next week, there _____ a sports and games competition between _____ neighbouring primary schools. Our sports teacher _____ us about it. We are preparing ourselves _____ well to _____ your teams. Oooh! That is very _____. Our football team will wear _____ jerseys. It is nicknamed the _____, and the netball team is _____ the Black Queens.



Unit Fourteen

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Grandmother's cow

In this unit you will learn how to:

- read and answer questions on a passage about *Grandmother's cow*.
- pronounce and use new words found in the passage.
- express present activities and actions.
- express possession
- ask and answer questions on present actions.
- make positive and negative questions in the present.
- write a short paragraph.

Activity 1: Reading practice

Read the passage after the picture and answer the questions that follow.





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My grandmother has a cow. The cow is white with a black patch on its back. It produces a lot of milk. It is big. I like it very much. During my school holidays, I usually visit my grandmother. Occasionally, I join my cousins, Abubakari, Lindi, and Wendo to graze the cow. When grazing, we make sure the cow does not destroy crops in our neighbours' farms.

Sometimes we clean the cowshed with a hard broom and soap. We cut hay and store it. We give the cow minerals, and plenty of water and milk it in time. When it is sick, we call the veterinarian to attend to it.

The cow has changed my grandmother's life. Before a charity organisation gave her the cow, she led a poor life. She could not get enough food. Her house was ugly but things have changed now.

Since poor old people were given cows by the charity organisation, their lives have improved a lot. They get enough milk for the family and surplus to sell. I like my grandmother's cow, I have learnt a lesson from her. I would like to own a cow when I grow up.

Questions

Write True or False.

1. My grandmother does not own a cow. _____
2. The cow is white with a black patch on its back. _____
3. I have two cousins. _____
4. They graze the cow in the neighbour's farm. _____
5. When the cow falls sick, they call the veterinarian. _____
6. The grandmother has changed the cow's life. _____
7. Other poor old people gave my grandmother the cow. _____
8. My grandmother is still poor. _____
9. My grandmother's life has changed. _____



Activity 2: Speaking practice

(a) Read the following words aloud.

cowshed milking manure treating vaccination
catalogue grazing feeding

(b) Read aloud.

1. Is it a cow? Yes, it is. No, it isn't.
2. Is it black and white? Yes, it is. No, it isn't.
3. Is it big? Yes, it is. No, it isn't.
4. Does it provide a lot of milk? Yes, it does. No, it doesn't.
5. Does it eat grass? Yes it does. No, it doesn't.
6. Do you like the cow? Yes, I do. No, I don't.
7. Do you like milk? Yes, I do. No I don't.

Activity 3: Vocabulary practice

(a) Find any 12 hidden words from the word puzzle and circle them.
(Look across, down and diagonally). An example is circled.

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



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(b) *Spell the words below correctly.*

Example: *shedcow -- cowshed*

1. zinggra --
2. Ivesshe --
3. remanu --
4. ingmilk --
5. loguecata --

(c) *Complete the sentences below. Use the words in the box.*

manure different catalogue pasture shelves vaccinated

Example: *My school library is different from yours.*

1. The books were kept on the _____.
2. My grandmother used animal _____ to fertilize the soil.
3. All the books in the library were recorded in the _____.
4. The cow is grazing in green _____.
5. The veterinary doctor _____ the cow.

Activity 4: Language practice

(a) *Read and write any six sentences using the word **has** and any six sentences using the word **have** from the table below.*

I		
We		
The children	have	bought a good cow.
You		cleaned the cowshed.
Abubakari	has	sold the milk.
Upendo		been to the grandmother's house.
My brother		
She		
He		





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(b) Use *has* or *have* to complete the following sentences.

1. Aziza _____ a story book.
2. The school library _____ a lot of books.
3. The catalogue _____ a list of all books in the library.
4. Mary and Moses _____ information about the school library.
5. We _____ enough time to visit the library.
6. Our library _____ a librarian.

(c) Change the sentences you completed in (b) into questions.

Example: Does Aziza have a story book?

(d) Change the sentences you completed in (b) into the negative form.

Example: Aziza doesn't have a story book.

Activity 5: Writing practice

(a) Answer the following questions to produce a short story about your grandmother's cow.

1. What is your grandmother's name?
My grandmother's name is _____.
2. Where does she live?
She lives in _____.
3. What is the name of her cow?
Her cow's name is _____.
4. Where did she get the cow from?
She got the cow from _____.
5. How much milk does the cow produce?
The cow produces _____ every day.

(b) Rearrange the following sentences to produce a short meaningful story.

- a. Moses advised her sister to use the library to improve her grades.
- b. The library has many books arranged on shelves.
- c. Aziza said that a library is a big room where books are kept for readers.
- d. One day, Aziza and Moses talked about the school library.
- e. Moses and Aziza are Standard Five pupils.



Unit Fifteen

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King elephant and the hare

In this unit you will learn how to:

- read and answer questions from a story about *King elephant and the hare*.
- pronounce and use vocabulary found in the passage.
- make comparison.
- write a short paragraph.

Activity 1: Reading practice

Read the story after the picture and answer the questions that follow.





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Once upon a time, there were many animals in the Uluguru forest. Among them were elephants, leopards, hyenas, crocodiles, rhinoceroses, hares, tortoises, and lions. They lived and worked together happily. They also shared everything they had.

One day, it rained a lot. The rain caused floods which destroyed everything in the forest. Some of the animals died because of the floods. So, the other animals were very sad. A few days later, Mr Elephant, who was the King, called a meeting of all the animals. King Elephant opened the meeting by greeting all of them.

King Elephant: Hi! Hi! Hi! My people!

Animals: Hi! Hi! Hi! Our King!

King Elephant: As you can see, we do not have food. We have neither shelter nor water. What shall we do?

(Mr Rhinoceros was the first to respond to the question.)

Mr Rhinoceros: Oh! My family and I will volunteer to dig a well in only two days.

Mr Lion: Oh! My King, don't worry! My family and I will bring food.

Mr Crocodile: Yes, my King! I suggest that Mr Tortoise, Mr Hare and I should prepare the farms.

(The rest of the animals decided to join Lion and Rhinoceros. All the animals who attended the meeting agreed).

King Elephant: Well done my friends! I agree with you. Please, take only five days to complete the work.

Animals: Yes! Yes! Yes! Our King!

Then, King Elephant allowed the animals to disperse. After five days, all the animals finished their work. The King congratulated them for the hard work. However, Mr Crocodile reported that Mr Hare had refused to work.





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The King became angry and called another meeting. He announced that Mr Hare must be expelled from the forest because he was an enemy of the animals. While the announcement was being made, Mr Hare was hiding at the back. So he heard the announcement and ran away very fast. He hid himself under a big tree. After the meeting, the animals started looking for Mr Hare, but they could not find him.

Three months later, the planted crops were ready for harvest. There was maize, groundnuts, millet, and beans in the farm. Mr Hare liked groundnuts very much. One night, he went to steal groundnuts. Mr Hyena saw him. He ran quickly and shouted to the other animals, *Uuuuw! Uuuuw!* I have seen Mr Hare stealing our groundnuts. We must catch him! Mr Rhinoceros insisted that Mr Hare must be caught and punished.

Mr Hyena suggested that the King should be informed. All the animals agreed. When the King was informed, he immediately ordered Mr Lion to be the first to act as a watchman. Mr Lion agreed and ran quickly to the groundnuts farm. He spent days and nights, but Mr Hare did not appear. Mr Lion reported to the King that he did not see Mr Hare. Then it was Mr Leopard's turn to guard.

Mr Leopard went to the farm at 8:00 p.m. He saw Mr Hare walking around the farm. Mr Leopard walked slowly towards him. Suddenly, he caught Mr Hare. He cried, "Squeak! Squeak! Squeak!" Mr Leopard said, "I have caught you at last! You refused to work in the farm, but you want to be the first to eat," Mr Hare said, "please, let me go. I did not intend to take anything from your farm. I was just passing." Mr Leopard replied, "No! No! No! Don't play your tricks. Mr Hyena saw you digging groundnuts. Mr Hare said, "Please, set me free. I will give you delicious meat." "Meat? Where is it?" Mr Leopard asked. Mr Hare was carrying a bag of meat mixed with sleeping drugs. He opened it and gave a piece to Mr Leopard. He tasted it and said, "Oh! It is so delicious. Can I have some more, please?" Mr Hare gave him some more.

After five minutes, Mr Leopard felt dizzy and fell asleep. Mr Hare used the chance to carry the bags of groundnuts to his home. When Mr Leopard



woke up, he realized that Mr Hare had tricked him. Early in the morning, Mr Leopard reported to the King how Mr Hare had tricked him. King Elephant called a meeting and ordered Mr Hare to be hunted. That is why the hare hides in holes in the forest.

Questions

1. Which animals lived in the Uluguru forest?
2. Who was the King of the animals?
3. Who said he would bring food?
4. Which family volunteered to dig the well?
5. What did Mr Crocodile, Mr Hyena and Mr Tortoise do?
6. What crops did the animals grow?
7. What did Mr Hare do to trick Mr Leopard?
8. Why did the animals decide to hunt down Mr Hare?
9. What will you do to a person who behaves like Mr Hare?
10. What do you think King Elephant told Mr Leopard?

Activity 2: Speaking practice

(a) *Read the following pairs of words aloud.*

loyal	royal	light	right
playing	praying	flesh	fresh
clown	crown	cloud	crowd

(b) *Sing the following song.*

Row, row, row your boat,
Gently down the stream,
Merrily, merrily, merrily, merrily,
Life is but a dream. X2

Activity 3: Vocabulary practice

(a) Complete the sentences below using appropriate words from the box.

dizzy refused behaviour ordered floods gathered
dispersed expelled shouted groundnuts

1. Mr Hare _____ to work with other animals.
2. Mr Hare was _____ from the forest.
3. King Elephant _____ the animals to catch Mr Hare.
4. After the meeting, all the animals _____.
5. Mr Hare stole the _____.
6. Mr Leopard felt _____ after eating the meat mixed with sleeping drug.
7. Mr Hare's _____ was bad.
8. The animals _____ after the King's announcement.
9. It was very dangerous to the animals when _____ occurred.
10. Mr Hyena _____ to the other animals when he saw Mr Hare stealing the groundnuts.

(b) Write the opposites of the following words.

Example: sad – happy

- | | |
|----------|----------|
| 1. sad | 4. fast |
| 2. enemy | 5. angry |
| 3. big | 6. quick |

Activity 4: Language practice

Choose the correct words to fill in the blanks and write the letter of your choice in the box

1. Magamba boys are _____ than Majimbi boys.
a) hard-working
b) most hard-working
c) more hard-working



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1. Kelvin's answer was _____ than Samuel's.
a) correct
b) more correct
c) most correct
2. Miriam Makeba was one of _____ singers in Africa.
a) more popular
b) the most popular
c) popular
3. He was _____ man of all.
a) the strongest
b) stronger
c) strong
4. Nairobi is _____ city in Kenya.
a) the largest
b) larger
c) large
5. Asibu is _____ than Ibrahim.
a) taller
b) tall
c) tallest

Activity 5: Writing practice

Use a lot of, some, many and much to complete the story.

The cook prepared (1) _____ food for us. I served myself (2) _____ it but I did not finish it. (3) _____ students served themselves as (4) _____ as they could. They served themselves (5) _____ more after finishing what they had on their plates. (6) _____ of my friends laughed at me for serving myself (7) _____ food. I felt ashamed and apologized to the cook. "Next time you must avoid serving yourself too (8) _____ food," the cook told us.



Unit Sixteen

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The Princess and the poor young man

In this unit you will learn how to:

- read and answer questions on a story about *The Princess and the poor young man*.
- pronounce and use vocabulary found in the story.
- express past activities and actions.
- express the manner of doing things.
- ask and answer questions.
- write a short paragraph.

Activity 1: Reading practice

Read the story after the picture and answer the questions that follow.





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Once upon a time, there was a King. He lived in a palace with his beautiful daughter and wife. His wife, the Queen, fell sick and died a few years later. The Princess was very lonely after her mother's death. She looked for something to comfort herself. So, she developed a habit of walking alone in the palace garden. She also liked reading stories. In the evening, she loved picking flowers and watching birds.

Not far from the palace, in the forest, there lived a small community. They were enemies of the King. The people of this community were tall and strong. Their size scared people. Unfortunately, they misused their strength and did wicked things. Now and again, they stole money and things from people who passed by their land. Sometimes they beat and wounded them badly. The King warned his people against using that path. So, they did not pass through the forest.

One evening, the Princess decided to go for a walk. She said to her father, "I am going to pick flowers in the garden." She went to the garden and started picking flowers. After she had finished, she continued to walk around. The palace garden was very close to the forest. From a distance, the Princess saw flowers in the forest, which she had never seen before. She remembered that her father had warned her against getting into the forest. But the flowers were so beautiful that she went further and further into the forest to pick them. She stayed in the forest until it became dark. Suddenly, a group of men captured her.

The Princess was scared and said, "please let me go, my father will be worried about me." The leader asked, "Who is your father?" "My father is the King," answered the Princess. Once the men realised the young lady was the Princess, they kept her as a captive. They sent a message to the King that they had captured the Princess. They wanted a ransom of five hundred pieces of gold.





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The King was shocked by the news. He called all the brave men in his kingdom. He asked them to rescue the Princess. “The man who will rescue my daughter, will marry her,” he promised. So many brave men went into the forest to try to save the Princess. Most of them came back wounded. The King was disappointed. Although his men were strong, they were overpowered.

After many days had passed, a poor young man decided to go alone to rescue the Princess. He went into the forest where the small community lived and pretended to be sick. When they saw him, they felt sorry and took him in. At midnight, the young man woke up quietly and went to look for the Princess. He found her locked in a small hut outside. Quickly, he unlocked the door with a little pin. Then he held her hand and they ran as fast as they could. When the strong men woke up in the morning, the Princess and the young man were gone!

The young man and the Princess reached the palace early in the morning. The King was very happy to see his daughter. He said to the poor young man, “Thank you for rescuing my daughter. You are both clever and brave.” Then, he told his daughter the promise he had made. The Princess



understood and said, "I will marry him, father; he is a good man." Thereafter, a royal wedding was prepared. The poor young man and the Princess got married at the palace garden. They lived happily ever after.

Questions

1. What did the Princess like to do?
2. Why did the Princess go into the forest?
3. What happened to the people who travelled through the forest?
4. Why did the men in the small community take the Princess?
5. What happened to most of the men who went to rescue the Princess?
6. Who rescued the Princess?
7. How did the poor young man save the Princess?
8. What did the King do when the Princess returned to the palace?
9. What have you learnt from this story?

Activity 2: Speaking practice

(a) Read aloud the following words.

garden	purple	capture	grip
princess	ransom	royal	comfort

(b) Read aloud the following pairs of words.

marry	merry	reach	rich	got	goat
save	safe	deep	dip	gold	cold
hut	hat	pick	peak	king	ring

Activity 3: Vocabulary practice

(a) Choose the answer that describes correctly the meaning of the underlined word and write its letter in the box.

1. The soldiers fought in the war bravely.
 - a) without fear
 - b) sadness
 - c) joy



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2. Roy and Joy had been enemies for years.
- a) They were kind to each other.
 - b) They helped each other.
 - c) They disliked each other.
3. After the death of her parents, her uncle was appointed as her guardian.
- a) Someone who takes care of another person
 - b) Someone who depends on another person
 - c) Someone who helps another person
4. The children were scared of the dogs in the street.
- a) They were interested in dogs.
 - b) They were afraid of dogs.
 - c) They liked dogs.
5. Yesterday, a young man was beaten and robbed by thieves. Such wicked acts should be stopped.
- a) lovely
 - b) bad or unpleasant
 - c) An acceptable
6. He pretended to be blind, so that he could beg for money.
- a) To act in a shameful way
 - b) To act in an honest way
 - c) To act as if something is true while it is not
7. She warned us not to go too close to the fire.
- a) To tell someone to do something to get him/her in trouble
 - b) To tell someone not to do something to avoid danger
 - c) To tell someone to do something to avoid danger
8. They were captured by enemy soldiers.
- a) To take someone to an unknown place
 - b) To make someone do something he or she doesn't want to do
 - c) To take someone by force



9. The royal palace means
- a) A beautiful place
 - b) A king's or queen's home
 - c) An expensive house



(b) Write the opposite of the words below.

Example: brave – cowardly

- 1. wicked _____
- 2. young _____
- 3. capture _____
- 4. clever _____
- 5. open _____
- 6. strong _____
- 7. beautiful _____
- 8. bright _____
- 9. poor _____

Activity 4: Language practice

Complete the sentences below using appropriate words from the box.

quickly finally lovely happily badly
suddenly quietly really sadly

Example: The dog ran quickly to its master.

- 1. Many passengers on the bus were _____ injured in the accident.
- 2. Our school has a _____ garden.
- 3. A rabbit was passing near our house. _____, it stopped and listened.
- 4. Our classmate had been sick for the past two months. _____, she passed away two days ago.



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5. _____, the examination results were posted on the noticeboard.
6. I am _____ sorry for being late.
7. The nurse walked _____ into the children's ward.
8. The young woman _____ married her fiancé.

Activity 5: Writing practice

Punctuate the passage and write capital letters where necessary.

there was an old farmer who lived in a village with his three sons. all of them were young but very lazy One day, the farmer fell sick. he decided to call his three sons When they arrived, he said, "I am about to die. so, I need to tell you something important. A long time ago, I buried some treasure in the farm As soon as I die, you must find it." the three sons promised their father they would look for the treasure A few days later, their father died peacefully at his home after the burial, they decided to fulfil the promise they made to their father



Unit Seventeen

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A trip to the trade fair

In this unit you will learn how to:

- read and answer questions on a passage about *A trip to the trade fair*.
- pronounce and use vocabulary found in the passage.
- express past actions.
- compare things.
- write a short paragraph.

Activity 1: Reading practice

Read the passage and answer the questions that follow.

It is Monday morning. Pupils at Mapinduzi Primary School are at the assembly place. Mr Ally, the social studies teacher, announces that Standard Five pupils should remain behind after the assembly.

“Good morning pupils,” the teacher said. “Good morning sir,” the pupils replied. “I want to tell you something good. Are you ready to listen?” asked the teacher. “Yes sir, we are ready,” the pupils answered. The teacher continued, “the school has planned a trip for your class. You will visit the Sabasaba trade fair grounds. The trip will take place next week. I will give you letters to inform your parents about the cost and purpose of the trip.”

“Sir, how much are we going to contribute?” asked Alex. “It is 15,000 Tanzanian shillings for each of you,” replied the teacher. “There are many good things which you may like to buy such as food, drinks, fruits, biscuits, sweets, school bags and stationery. Therefore, when you go home, ask your parents to give you some money as soon as possible. Early contributions will enable the school to plan for food and transport. I hope everyone has understood,” he added.



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Within a month, all Standard Five pupils had paid the money. They were waiting for the special day. A day before the visit to the trade fair grounds, the school gave the pupils the trip timetable to take to their parents. It informed the parents about the schedule for the trip. The trip would start at 9:00 a.m. and the pupils were expected to arrive at the Sabasaba grounds by 11:00 a.m. The pupils would visit different places such as banks and telecommunication stalls. They would also visit agricultural and environmental departments. The trip would end at 4:00 p.m.

On the day of the trip, the Standard Five pupils looked smarter than the other classes. The teacher made important announcements about the trip. Then, they left accompanied by three teachers to the trade fair. When they arrived at the Sabasaba grounds, their teachers guided them as they were moving around. The pupils enjoyed themselves because it was their first time to visit a trade fair. When they returned to school, they were asked to write a report about the trip.

Questions

1. How did the parents get information about the trip?
2. How much did each pupil pay for the trip?
3. Why did Standard Five pupils remain behind after the assembly?
4. When was the trip timetable given?
5. Who gave letters to Standard Five pupils?
6. What were the pupils going to do?

Activity 2: Speaking practice

(a) *Read the following words aloud.*

announce	exhibition	trip
social	contribute	cheap
fair	inform	arrive
guide	concern	visit



(b) Read the following pairs of words.

sheep ship	angry hungry	cat cut
see sea	hurt heart	fair fare
cap cup	bag bug	staff stuff
first fast		

Activity 3: Vocabulary practice

Provide the opposite of each of the following words.

No.	Word	Opposite
1.	behind	_____
2.	cheap	_____
3.	smart	_____
4.	come	_____
5.	like	_____
6.	beautiful	_____
7.	buy	_____
8.	early	_____
9.	give	_____
10.	well	_____

Activity 4: Language practice

(a) Complete the following sentences with the correct forms of the words in brackets.

Example: This is a (good) day for me.

This is **the best** day for me.

- Alex's handwriting is (bad) than mine.
- Asha is the (tall) girl in this class.
- John is (fat) than Ally.



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4. Riziki can run (fast) than Rose.
5. Mr Peter's building is the (tall) in the village.
6. Paul wrote a (good) story than others.
7. We need a (strong) machine than this.
8. Your group is the (careful) of all.
9. Their car is (attractive) than ours.
10. The lion is (clever) than the elephant.
11. Rice is (delicious) than *ugali*.

(b) Change the words in the brackets into the past tense.

Example: Asha _____ (cook) *ugali* yesterday.
Asha cooked *ugali* yesterday.

1. Pupils (go) to the trade fair yesterday.
2. The teacher (announce) the trip to the pupils last week.
3. When we went there, three teachers (help) us.
4. Sellers (sell) many things.
5. Parents (pay) money for their children's trip.
6. Standard Five pupils (eat) a variety of foods.
7. The school (arrange) for the trip.

(c) Write 5 correct and meaningful sentences from the table below.

Example: *The seller sold cheap goods at the exhibition.*

The	buyer	sold	a trip for the pupils.
	pupils	planned	cheap goods at the exhibition.
	parents	bought	pupils at the exhibition.
	school	went	different goods during the trade fair.
	seller	guided	to the trade fair with their teachers.
	teachers	paid	happy to visit the trade fair.
	secretary	enjoyed	money for their children's trip.
	Class Five	distributed	the trip.
	pupils	were	letters to the Standard Five pupils.





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Activity 5: Writing practice

(a) Complete the text with the correct form of the words in brackets.

John is a brilliant pupil. He is one of the (1) _____ (good) pupils in Standard Five. He is (2) _____ (tall) than Mary. Mary is in Standard Six. She is the (3) _____ (smart) in the class. She has many friends. Jane is one of her friends. She is (4) _____ (old) than Mary. She is the (5) _____ (intelligent) girl in her class.

(b) Use the following words to complete the text.

fattest thinnest slower fastest smarter

This is my dog. It runs fast. It is the (1) _____ dog in the neighbourhood. It eats well. It is the (2) _____ dog. Your dog is not fat. It is the (3) _____ dog in the street. Also, it walks slowly. It is (4) _____ than my dog. Lastly, my dog is (5) _____ than yours. It can detect thieves.



Unit Eighteen

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Chautundu and Chokoraa

In this unit you will learn how to:

- read and answer questions on a story about *Chautundu and Chokoraa*.
- pronounce and use vocabulary found in the story.
- express past actions.
- ask and answer questions on past actions.
- make positive and negative questions.
- write a short paragraph.

Activity 1: Reading practice

Read the following story and answer the questions that follow.

Once upon a time, there were two naughty children who lived in Makuti Street. The girl was called Chautundu and the boy was called Chokoraa. These children were disobedient. They always caused trouble or got themselves into trouble. Their parents took a lot of pain to correct them. However, it was of no use. People said the children were troublesome because of their bad names. Chautundu and Chokoraa had all the bad manners you can think of.

First, they were lazy. They refused to work, but they liked to eat a lot. They refused to go to school, but they liked the good life. They roamed about the streets picking old metal and empty plastic bottles. They sold them to get money.

Second, they were dirty. They neither bathed nor washed their clothes. Therefore, they had rashes all over their bodies. Their clothes smelled badly. Other children avoided playing with them.



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Third, they were thieves. They stole money from their parents. They stole and ate food from the kitchen. They stole things from their home and sold them. They also stole fruits from other people's gardens.

Fourth, they were trouble makers. For instance, they enjoyed teasing dogs, stoning beehives, setting bushes on fire and torturing animals.

In one of the incidents, they went to bully their neighbour's children. The poor children's parents were away for work. So, they were home alone. Chautundu and Chokoraa forced them to play *hide and seek* inside their house. They started running all over the house.



Chokoraa entered the bedroom. He found a pair of scissors inside the bedside drawer. He used it to cut the pillows to see what was inside. There were feathers in them. He scattered them in the bedroom. Suddenly, the parents arrived and found the house in a mess. When they went to the kitchen, they found Chautundu fixing a faulty electric cooker. When asked, she said she was an electrician. The neighbours caned and took them to their parents.





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It was after this incident that their parents could not bear with them anymore. Their father took them to a Children's Remand Home. He asked the warden to admit them until they were disciplined. Their parents have never visited them ever since.

Questions

Choose the correct answer and write its letter in the box provided.

1. People thought Chautundu and Chokoraa were bad children because_____
a) their parents were poor.
b) they had good manners.
c) they were not lazy and dirty.
d) they caused trouble.
2. Chautundu and Chokoraa had bad manners because they_____
a) refused to work, liked other children and refused to go to school.
b) refused to go to school, refused to work and they liked to eat a lot.
c) picked old metals, liked to go to school and fought in the streets.
d) liked to eat, were clean and liked to roam about.
3. Chautundu and Chokoraa got skin rashes because they_____
a) washed their clothes.
b) roamed about the streets.
c) played in the mud.
d) did not bathe.
4. Chautundu and Chokoraa went to their neighbour's house to_____
a) pick empty bottles.
b) play with scissors.
c) bully the children.
d) play with their friends.





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5. Chokoraa used a _____ to cut the pillows.

- a) spear
- b) bow
- c) metal
- d) pair of scissors

6. Chautundu and Chokoraa _____ the beehives.

- a) hung
- b) broke
- c) stoned
- d) stole

Activity 2: Speaking practice

(a) Read the poem aloud.

Life at home is good,
My dear friends,
You only know its goodness,
When you lose its happiness.
Be obedient boys,
Be obedient girls,
Life is very hard,
Away from home.

Stay home children,
Always safe and sound,
Work hard and harder,
Before you are forced,
To work hardest,
With cane and whip.





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(b) Read the following words aloud.

1. naughty
2. pillow
3. trouble
4. roam
5. tease
6. beehive
7. torture
8. bully
9. feathers
10. scissors

Activity 3: Vocabulary practice

Match the words in column X with the items in Column Y. The first one is done for you as an example.

No.	X	Answers	Y
1.	naughty	(J)	(A) a container where bees are kept for honey
2.	pillow		(B) make others afraid or sad because they are weak
3.	trouble		(C) cause bodily pains to someone
4.	roam		(D) light soft things that cover a bird's body
5.	tease		(E) a tool for cutting things
6.	beehive		(F) something soft to put your head on
7.	torture		(G) something that causes others unhappiness
8.	bully		(H) make someone angry for pleasure
9.	scissors		(I) walk around with no purpose
10.	feathers		(J) having bad behaviour





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Activity 4: Language practice

(a) Complete the sentences with the correct form of the words in brackets.

Example: Chokoraa _____ (be) troublesome.

Chokoraa was troublesome.

1. Chautundu _____ (burn) the house.
2. Chokoraa _____ (shoot) the ball into the goal.
3. Their father _____ (send) them to the children's jail.
4. They _____ (do) not like the life in prison.
5. She _____ (fix) the electric cooker.
6. They _____ (sleep) on mats spread on the floor.
7. The guards _____ (beat) them very hard.
8. She _____ (sing) a sad song and cried bitterly.

(b) Read the words in the table across and use them to make correct sentences.

Example: They burn waste paper every week.

They burned/burnt waste paper last week.

Present form	Past form
burn	burnt/burned
shoot	shot
send	sent
do	did
make	made
sleep	slept
sing	sang





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(c) Write the following sentences in the negative form.

Example: She came to school yesterday.
She did not come to school yesterday.

1. He watered the flowers.
2. They did their homework last night.
3. Baraka wrote a letter to his aunt.
4. We left home very early.
5. My father bought me a pair of shoes.
6. I cooked lunch.
7. She fetched water in the evening.
8. We watched television yesterday.
9. The guests arrived last week.
10. You finished your work in time.

(d) Change the following sentences into questions.

Example: She came to school yesterday.
Did she come to school yesterday?

1. He watered the flowers.
2. They did their homework last night.
3. Baraka wrote a letter to his aunt.
4. We left home very early.
5. My father bought me a pair of shoes.
6. I cooked lunch.
7. She fetched water in the evening.
8. We watched television yesterday.
9. The guests arrived last week.
10. You finished your work in time.





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Activity 5 Writing practice

Fill in the blanks with the words given in the box below.

disobedience 6:00 p.m. beds see bitterly
remembered forgiveness brother

Life in detention was very hard for Chautundu and her (1) _____. Chokoraa. They were forced to do hard work. They were severely punished for their (2) _____. They ate only one meal a day. They slept as early as (3) _____. They were not allowed to play or to go out. They lived in a compound with a high wall. They could not (4) _____ what was happening outside. They were taught only vocational skills.

The naughty children (5) _____ their home. They were sorry for what they had done. They wanted to go to school, but they could not. They wanted to eat good food. They wanted to sleep in (6) _____ with soft mattresses, but they slept on mats spread on the floor.

The naughty children planned to beg for (7) _____ from their parents. But no one visited them. They cried (8) _____.



Unit Nineteen

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A loving mother

In this unit you will learn how to:

- read and answer questions on a passage about *A loving mother*.
- pronounce and use vocabulary related to the passage.
- express quality and manner of doing things.
- express past activities and actions.
- express possession.
- ask and answer questions on past actions.
- make positive and negative questions in the past.
- write a short paragraph.

Activity 1: Reading practice

Read the passage after the picture and answer the questions that follow.





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Mafulu and Mwanaidi lived in Mtwara Region. Mafulu was eight years old and Mwanaidi was eleven years old. Their father died when they were very young. They lived with their mother. Her name was Winnie. She was a kind woman. She provided her children with all their basic needs. She cooked for them. She bought them beautiful clothes. She also took them to school. Mafulu was in Standard Two and Mwanaidi was in Standard Five.

They always woke up early in the morning and helped their mother with morning chores. They cleaned the house and fetched water. They also washed dishes such as plates, glasses, cooking pans, cups and bowls. Their mother liked their good behaviour.

One day, something bad happened to Winnie. She was cooking in the kitchen when her head started aching. As she tried to reach her room, she slipped and fell down. She was perhaps weak. She shouted for help but nobody heard her. There was no one nearby. She was unconscious. She could not understand what had happened. After many hours, Mafulu and Mwanaidi came home. They were shocked to find their mother lying on the floor. She could not move or speak.

“Her eyes are closed, may be she is seriously ill,” Mwanaidi said. Mafulu went close to his mother, and placed his hand on her chest. “Yes, her heart is beating fast,” he remarked. “Let us go and tell our neighbours,” Mwanaidi said to Mafulu. They both went to the neighbours. They told them about their mother. The neighbours came. They rushed her to a nearby hospital. She was admitted for two days. Mafulu and Mwanaidi took care of their sick mother. They washed her clothes and cooked for her. After two days, Winnie was discharged and went home. Mafulu and Mwanaidi were happy to see their mother. They embraced her with joy.

(a) Questions

1. What did Winnie provide her children with?
2. Where did Mafulu and Mwanaidi live?
3. What time did they wake up?
4. What did they do before going to school?
5. In what standard were they?





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(b) Choose the correct answer and write its letter in the box provided.

1. Winnie was suffering from _____.
(a) a stomach ache.
(b) a headache.
(c) a backache.
(d) red eyes.
2. Mafulu and Mwanaidi helped their mother with _____.
(a) farm activities.
(b) domestic chores.
(c) school activities.
(d) hospital activities.
3. Winnie could not reach her room because she _____.
(a) was dizzy.
(b) had malaria.
(c) slipped and fell.
(d) had a headache.
4. Mafulu and Mwanaidi were shocked because their mother was _____.
(a) shaking.
(b) on the floor with her eyes closed.
(c) crying.
(d) screaming.
5. When Winnie fell sick, she was in the _____.
(a) bathroom
(b) sitting room
(c) kitchen
(d) bedroom

Activity 2: Speaking practice

(a) Read the following words aloud.

shock homework unconscious headache kitchen
was neighbour cook rush



(b) Read the following pairs of words.

seat	sit	safe	save
reach	rich	feel	fill
heart	hut	slip	sleep
road	load	lack	luck

Activity 3: Vocabulary practice

(a) Fill in the missing words in the table below.

1.	happy	happily
2.	slow	slowly
3.	quick	_____
4.	nice	_____
5.	kind	_____
6.	_____	warmly
7.	sad	_____
8.	safe	_____
9.	_____	cleverly
10.	_____	brightly

(b) Fill in each blank space with the correct word in the box.

did woke up chores sick neighbours
discharged hospital good care

1. Mafulu and Mwanaidi _____ early in the morning.
2. They _____ the morning _____ before leaving for school.
3. When their mother fell _____, they took _____ of her.
4. They were _____ children.
5. The _____ rushed their mother to a nearby _____.
6. Winnie was _____ from hospital after two days.



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Activity 4: Language practice

(a) Complete the sentences with the correct form of the underlined words.

Example: He replied angrily. He made an _____ reply.
He made an angry reply.

1. She was happy. She jumped _____.
2. He walked slowly. He was _____.
3. They wrote quickly. They were _____ at writing.
4. She dressed nicely. Her dress was _____.
5. Anna greeted me politely. She gave me a _____ greeting.

(b) Provide short positive answers to the following questions.

Example: Did she go to school?
Yes, she did.

1. Did she cook rice?
2. Did they help their mother?
3. Did the neighbours take Winnie to hospital?
4. Did the mother fall down?
5. Did they call the neighbours?

(c) Provide short negative answers to the following questions.

Example: Did Joel eat his mango?
No, he didn't.

1. Did Mafulu call a friend?
2. Did Mwanaidi cry when she saw her mother on the floor?
3. Did the neighbours refuse to help?
4. Did Winnie suffer from malaria?
5. Did the children refuse to do house chores?





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(d) Fill in the blanks with the words provided in the box.

her our their his

1. When Mafulu and Mwanaidi came home, they found _____ mother on the floor.
2. Winnie could not reach _____ room because she fell down.
3. Mafulu and Mwanaidi reported to _____ neighbours when they found Winnie on the floor.
4. As good children, we should help _____ parents.
5. Mafulu told the neighbours about _____ mother's sickness.

Activity 5: Writing practice

Use the words in the box to complete the text.

gave neighbours beautiful rushed were
was understand told school came lying

When we (1) _____ back home, we helped our mother with domestic chores. She bought us (2) _____ shoes. She also (3) _____ us exercise books. We (4) _____ happy. One day, when we came back from (5) _____, our mother was (6) _____ on the floor. We did not (7) _____ what had happened to her. We were shocked. We went to our (8) _____. We (9) _____ them about our mother's condition. We immediately (10) _____ her to a nearby hospital.



Unit Twenty

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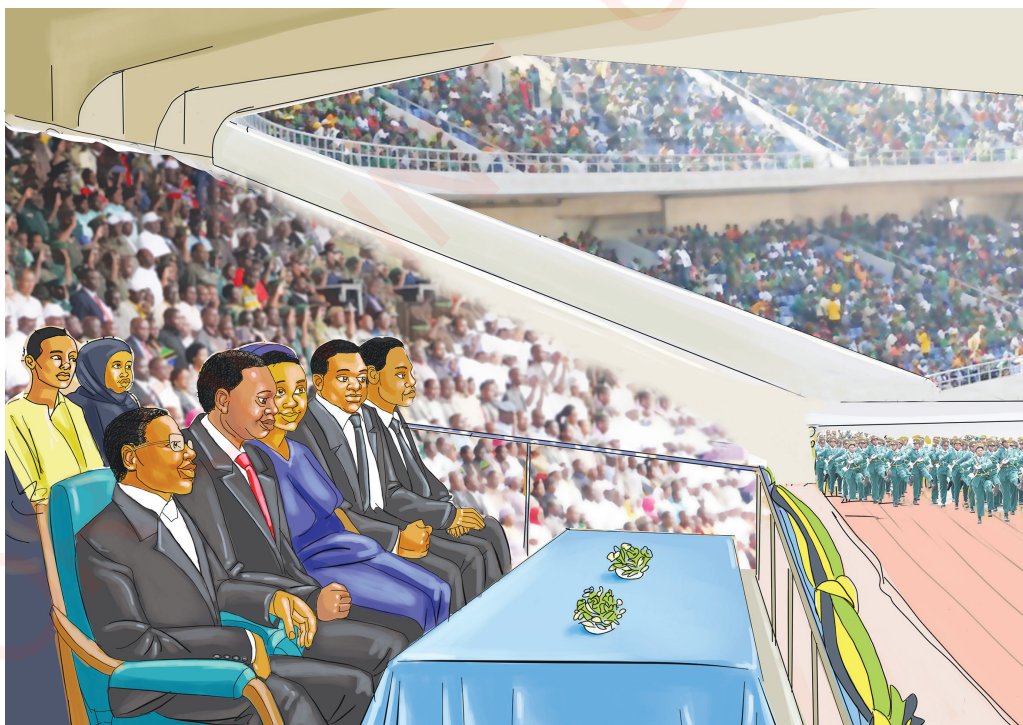
Union Day celebration

In this unit you will learn how to:

- read and answer questions on a passage about *Union Day celebration*.
- pronounce and use vocabulary found in the passage.
- express past actions.
- write a short paragraph.

Activity 1: Reading practice

Read the passage after the picture and answer the questions that follow.





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Every year on the 26th of April, Tanzanians gather to celebrate the Union Day. The Union Day is a Memorial Day of when Tanganyika and Zanzibar united to form the United Republic of Tanzania. Zanzibar comprises two islands of Unguja and Pemba. During the Union Day celebration, people talk to one another. On this day, they sing union songs.

Every year a few pupils from Kilimani Primary School are invited. This year Richie from Kilimani Primary School was invited and was among the boy scouts. On the celebration day he woke up early. He dressed smartly in his scout's uniform. As he was chosen to lead the National Anthem, he had to prepare himself. He ate breakfast and went to wait for the school bus. The bus carried the scouts. They were among the groups to perform on that day.

The stadium gates were opened at 6:30 in the morning. People started entering the stadium at 7:00 a.m. Richie and his fellow scouts arrived at the Jamuhuri Stadium at 6.40 a.m. They were given a place to sit in the stadium. There were many people including special guests, police officers and groups of performers.

At 9:00 a.m. the Master of Ceremonies announced the arrival of the Guest of Honour. He was the President of the United Republic of Tanzania. Everyone stood up and the brass band started playing. The President's car drove in slowly. The dancers gathered and did a welcoming performance. Then, he went to the high table and sat together with other leaders and officers from different sectors.

As soon as the Guest of Honour sat down, Richie led the audience to sing the National Anthem. He stood on the podium at the centre of the celebration grounds. The crowd stood as they sang. Richie could be heard on the microphone loud and clear. He did very well and the crowd cheered for him.

At 9:30 a.m. a series of events began. The first group that was invited to perform was a military parade. The parade marched quickly in front of the Guest of Honour. The crowd cheered. The second group was the Union group. This group also sang the Union song. The third group was the boy scout parade. They also sang the Patriotic song and did scout displays.





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Then, the next group was traditional dancers. The group showed different dancing styles from different tribes found in Tanzania. Finally, the military commandos were invited. They showed self-defence techniques against an enemy without using firearms. The crowd cheered again. Each group did very well, and people were very excited.

After various events, the Master of Ceremonies welcomed the Guest of Honour to give his speech. In his speech, he thanked the crowd for attending. He urged the pupils, the workers, and the citizens to work hard and maintain peace.

Finally, at 12:30 in the afternoon, the Guest of Honour left the stadium. Richie and the other scouts were tired but very happy.

Questions

1. When is the Union Day celebrated?
2. Where did the celebrations take place?
3. What clothes did Richie wear on the celebration day?
4. What time did the Guest of Honour arrive?
5. What time did people start to enter the stadium?
6. What did the dancers do when the Guest of Honour arrived?
7. Where did Richie stand when he started singing the National Anthem?
8. What were the main events during the celebration?
9. What time did the Guest of Honour leave the stadium?

Activity 2: Speaking practice

(a) Read the following words aloud.

celebration National Anthem Master of Ceremonies
stadium patriotism military commando podium
Guest of Honour speech cheered self defence





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(b) Read the following pairs of words aloud.

sit	seat	work	walk
so	saw	head	heard
first	fast	arrive	alive
form	foam	crowd	cloud

(c) Read this sentence several times.

She said she should sit.

Activity 3: Vocabulary practice

(a) Match the words in column X with their meanings in column Y.

No.	X	Answers	Y
1.	mainland		(A) an organization that trains young people in practical skills.
2.	offshore		(B) musical instrument that you blow into
3.	island		(C) many people gathered in a place.
4.	scouts		(D) a piece of land that is surrounded by water.
5.	trumpets		(E) a person who leads an event.
6.	crowd		(F) happening or existing in the sea, not far from the land.
7.	brass band		(G) the main area of land of a country not including any island near it.
8.	Guest of Honour		(H) a group of musicians who play brass instruments.
9.	demonstrate		(I) the most important person invited to an event.
10.	master of ceremonies		(J) to show clearly how something works or how to do something.





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(b) Fill in each blank with the correct word from the box.

offshore mainland brass band crowd

1. Tanganyika was a _____ country in Eastern Africa.
2. Unguja is an _____ island found in Eastern Africa.
3. The _____ started blowing their trumpets.
4. The Guest of Honour thanked the _____ for attending.

Activity 4: Language practice

(a) Choose words from the box to complete the following sentences.

made drove chose went stood began sat
sang cheered

1. They _____ Richie to lead the National Anthem.
2. The Master of Ceremonies _____ announcements.
3. He _____ to the high table.
4. The Guest of Honour _____ on the podium.
5. The car _____ slowly.
6. He _____ with the leaders.
7. The crowd _____ the dancers.
8. The events _____ at 9.30 a.m.
9. They _____ the patriotic song.

(b) Rewrite the following sentences as questions.

Example: *The first group that was invited to perform was a military parade.*

Which was the first group that was invited to perform?

1. The stadium gates were opened at 6:30 in the morning.
2. The master of ceremonies announced the arrival of the Guest of Honour.





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3. The Guest of Honour was the President of the United Republic of Tanzania.
4. The parade marched quickly in front of the Guest of Honour.
5. Tanzanians celebrate the Union Day on 26th April each year.
6. The military commandos showed self-defence techniques against an enemy.

Activity 5: Writing practice

(a) Rearrange the sentences in the correct order.

- (a) Then, he went to the high table to sit with other leaders and officers from different sectors.
- (b) The Guest of Honour opened the celebration.
- (c) He welcomed the Guest of Honour.
- (d) The master of ceremony announced the arrival of the Guest of Honour.
- (e) The stadium gates were opened at 6:30 in the morning.

(b) Complete the passage with the correct form of the words in brackets. The first one is done as an example.

A month ago, a group of students went (go) to the Union Day celebrations. At the celebration grounds they (1) _____ (see) a large crowd of people. They also (2) _____ (meet) the stadium manager. The stadium manager (3) _____ (show) them different places in the Stadium. There (4) _____ (are) many people on the stadium seats. The students (5) _____ (take) a picture with the stadium manager. Then they (6) _____ (go) back to their seats. After the celebrations were (7) _____ (declare) closed, they (8) _____ (return) home. They (9) _____ (are) tired but very happy.



Unit Twenty-One

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How to make a cake

In this unit you will learn how to:

- read and answer questions on a passage about *How to make a cake*.
- pronounce and use vocabulary found in the passage.
- express the process of making a cake.
- ask and answer questions on the process of making a cake.
- make positive and negative questions about the process of making a cake.
- write a short paragraph.

Activity 1: Reading practice

Study the table and pictures 1 – 7 and then answer the questions that follow.

No.	Ingredients	Quantity
1.	Sugar	$\frac{1}{4}$ kg
2.	Butter	$\frac{1}{4}$ kg
3.	Eggs	4
4.	Vanilla extract	2 teaspoons
5.	Wheat flour	$\frac{1}{4}$ kg
6.	Baking powder	1 teaspoon
7.	Milk	$\frac{1}{4}$ litre



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If you want to make a cake, follow the steps shown in the pictures below.

Picture 1



First, heat the oven. You can also use a charcoal stove.

Picture 2



Second, take a bowl and mix sugar with butter. Stir with a wooden spoon or eggbeater until it becomes light and soft.

Picture 3



Third, put the eggs one at a time in the mixture of sugar and butter. Stir the mixture together; then, add vanilla and continue to stir. Vanilla gives a nice smell to the cake.

Picture 4



Next, add the milk, little by little into the bowl. Continue to stir until the mixture is smooth. If there is no milk, you may use water.



Picture 5



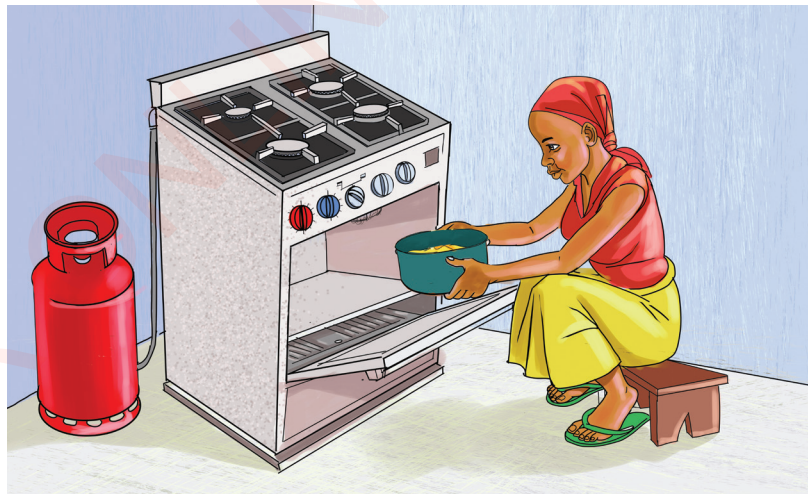
Then, sieve the flour to avoid lumps. Add it into the mixture of sugar, butter, eggs and milk. Also add baking powder to the mixture.

Picture 6



After that, spread the butter or cooking oil on a baking pan. This will help the cake not to stick to the pan. Pour the mixture into the baking pan.

Picture 7



Finally, bake the mixture for 20 to 30 minutes in the oven or charcoal stove. Take it out and leave it to cool. Now, the cake is ready to eat.



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Questions

1. What are the ingredients for making a cake?
2. How much flour is needed to make a cake?
3. What is the first step in making a cake?
4. What is the third step in making a cake?
5. What is the last step in making a cake?
6. Why is flour sieved before adding it into the mixture?
7. How long does it take for a cake to bake?
8. What else can be used instead of milk?
9. When is vanilla added into the mixture?
10. What is the vanilla for?

Activity 2: Speaking practice

(a) *Read the pairs of words aloud.*

eat	it	end	and	not	note	some	same
out	ought	butter	batter	warm	worm	right	light

(b) *Read the sentences several times.*

1. Out and about the goat sought oats in the boat.
2. The bitter brother better butter the haircutter.



Activity 3: Vocabulary practice

Match the words in column X with their meanings in column Y.

X	Answers	Y
1. stick	G	(A) a small uneven mass
2. deny		(B) a person who asks for money, food or help
3. sieve		(C) to treat someone badly
4. beggar		(D) a soft yellow food made from cream or milk
5. mixture		(E) to refuse to give something
6. lump		(F) to heat something
7. abuse		(G) to become fixed to something
8. warm		(H) two or more things that are mixed together
9. butter		(I) to separate small particles from bigger ones

Activity 4: Language practice

(a) Use the words in brackets in the correct form to fill in the blanks.

Every year on Kulwa's birthday, her mother **bakes** (bake) a cake for her. First, she (1) _____ (warm) the oven. Second, she (2) _____ (mix) sugar and butter together in a bowl. She then (3) _____ (stir) the sugar and butter with a wooden spoon to make it light and soft. Third, she (4) _____ (put) in the eggs, one at a time, in the mixture of sugar and butter. She then (5) _____ (sieve) the flour to remove lumps. She adds it into the mixture of sugar, butter and eggs. She also (6) _____ (add) baking powder. Next, she adds the milk, a little at a time, into the mixture. She (7) _____ (continue) to stir until the mixture (8) _____ (become) smooth. After that, she (9) _____ (spread) cooking oil on the baking pan. She (10) _____ (pour) the mixture into the baking pan. She (11) _____ (bake) it for 30 minutes in the oven. She finally (12) _____ (take) it out and leaves it to cool. After that, the cake is ready.



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(b) Answer the questions according to the instructions.

1. What does Kulwa's mother do first to make the cake?

Begin: First, _____.

2. What does she do secondly?

Begin: Secondly, _____.

3. What does she do after putting the eggs in the mixture?

Begin: After _____.

4. What does she do after adding baking powder?

Begin: After adding _____.

5. What does she do finally?

Begin: Finally, _____.

(c) Answer 'Yes' or 'No' to the questions below.

Example: Does Kulwa's mother add some milk first?
No, she doesn't.

1. Does Kulwa's mother add some milk first?
2. Does she add the baking powder after mixing the flower in the mixture?
3. Does she spread the cooking oil on a baking pan before pouring the mixture?
4. Does she finally mix the sugar and butter in the bowl?
5. Does she warm the oven before spreading the butter?

Activity 5: Writing practice

Look at the pictures and select the correct phrase to complete the sentences.

plant the spinach seedlings keep the spinach clear of weeds
harvest the spinach dig holes in the garden
prepare the garden water the seedlings every day





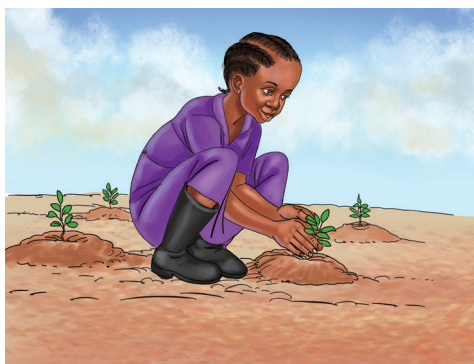
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Gardening



First, _____



Second, _____ .



Third, _____



Then, _____



Next, _____



Finally, _____ .



Unit Twenty-Two

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Female circumcision

In this unit you will learn how to:

- read and answer questions on a passage about *Female circumcision*.
- pronounce and use vocabulary found in the passage.
- express past actions.
- describe people.
- ask and answer questions on past actions.
- make negative statements in the past.
- write a short paragraph.

Activity 1: Reading practice

Read the passage and answer the questions that follow.

Sidai was a beautiful girl who lived with her parents and grandmother in Olgilai village. She always fetched firewood, looked after the sheep and brought home wild fruits for her grandmother. Sidai loved her grandmother a lot.

One evening, as Sidai was returning home, she saw many women gathered at her home. They looked strange and they were dressed in traditional dresses. Their faces were painted with ochre. They were also carrying long traditional sticks, knives, and pots. The grandmother ran towards Sidai. She smiled and hugged her. She said, "today you are going to become a woman." Sidai did not understand what she meant.

Then, her mother came out of their family hut. She wrapped her in a beautiful traditional dress and gave her traditional sandals. Her aunt placed a necklace on her neck. Then Sidai was taken through the entrance by the women who were dancing and singing traditional songs. They made strange noises. Now, Sidai became aware of what was about to happen.



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She had seen this happen to her elder sister, Nai, two years ago. Her sister was circumcised. She did not like it because she witnessed her sister's pain and suffering. Her sister had lost a lot of blood.

As they were coming out of the house, she saw her teacher heading towards them. She also saw two ladies and a police officer running towards them. The ladies were nurses from a nearby hospital.

The police officer stopped the people. The two nurses and Sidai's teacher took Sidai into their hands. The nurses spoke to the gathering. "Female circumcision is not good; it is dangerous. It causes much pain, loss of blood, and may sometimes lead to death. Also, it can spread diseases such as HIV/AIDS. This is because the tools used are unhygienic. It also affects the reproductive health of women. It must therefore be stopped."

The gathering listened carefully. They became aware that female circumcision is not good. The police officer ordered the gathering to go back home. Sidai was freed. The gathering was warned not to repeat such a practice. Sidai was very happy.

Questions

1. With whom did Sidai live?
2. What activities did Sidai always do?
3. How were the women dressed?
4. How did the women who came to Sidai's home look like?
5. What traditional tools did they carry?
6. What did the grandmother tell Sidai?
7. Why did Sidai dislike female circumcision?
8. What did the police officer do to the people who were coming out of the entrance?
9. How does female circumcision affect women?
10. What did the police officer order the gathering to do?



Activity 2: Speaking practice

(a) Read the words aloud.

corruption	highway	apologise	accident	
overturned	firewood	strange	ochre	wrap
circumcision	dangerous	diseases		

(b) Look at the picture and answer the questions orally.



Questions

1. Mention any four things you see in the picture.
2. What is the girl carrying?
3. How are the women dressed?
4. What are the women doing?



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(c) Read the sentences several times.

I see a sea down by the sea shore.

But which sea do you see down by the sea shore?

Activity 3: Vocabulary practice

Use the words in the box to complete the sentences below.

stranger ochre nurse firewood female circumcision
necklace gathering daily traditional wrap

1. She was coming from her _____ routine.
2. They looked strange and were dressed in _____ clothes.
3. Her aunt placed a _____ on Sidai's neck.
4. _____ is a bad practice.
5. The nurses spoke to the _____.
6. To _____ is to cover somebody with clothes.
7. A _____ is a person that you do not know.
8. A person whose job is to take care of sick or injured people in hospital is called a _____.
9. _____ is a collection of pieces of wood used for lighting fire.
10. _____ is a brown or red soft soil used by the Maasai to colour the faces.

Activity 4: Language practice

(a) Choose the correct words in brackets to complete the sentences in the present.

Example: Farida _____ (is/was) kind.
Farida is kind.

1. Sidai _____ (was/is) a village girl.
2. She _____ (is/was) looking after the sheep.
3. They _____ (were/are) strangers.
4. Female circumcision _____ (is/was) not good.
5. The girl _____ (was/is) very happy.





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(b) Complete the sentences below using the correct words from the box.

good careful new big long smart beautiful

1. She was given a _____ pair of traditional sandals.
2. She gave her a _____ hug and a smile.
3. Sidai was a _____ girl living with her parents.
4. They were holding _____ traditional sticks.
5. She wrapped her with a _____ traditional cloth.
6. Female circumcision is not _____.
7. She was _____ not to be circumcised.

(c) Rewrite the sentences in the negative form.

Example: The women's faces were coloured with ochre.
The women's faces were not coloured with ochre.

1. They made strange noises.
2. Sidai was circumcised.
3. Sidai lost a lot of blood.
4. Sidai's mother reported the case to the police.
5. The police officer arrested the women.
6. Sidai wanted to be circumcised.

(d) Answer the questions beginning with 'Yes' or 'No'.

Example: Did the women circumcise Sidai's sister?
Yes, they did.

1. Is female circumcision a good practice?
2. Was Sidai a beautiful girl?
3. Were the women dressed in traditional dresses?
4. Did Sidai like female circumcision?
5. Can female circumcision spread HIV/AIDS?





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Activity 5: Writing practice

Here is Sidai's letter to her sister, Nai. She tells her about what happened. Use the words in the box to fill in the blank spaces. You can use a word more than once.

Sidai free studies female circumcision about nurses
effects teacher take Nai saved

Olgilai Primary School,
P.O. Box 24,
Arusha.
3rd April, 2018.

Dear (1) _____,

How are you doing? We miss you so much.

I want to tell you (2) _____ my escape from (3) _____.
The female circumcision surgeons came to (4) _____ me. A police
officer, a (5) _____ and two (6) _____ came and (7)
_____ me. The nurses talked about the (8) _____
of female circumcision. I am now (9) _____ to continue with
my (10) _____ with no fear. I know this was a very painful
experience for you.

Pass my greetings to all your friends.

Yours

(11) _____



Unit Twenty-Three

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Lugendo's dream

In this unit you will learn how to:

- read and answer questions on a passage about *Lugendo's dream*.
- pronounce and use vocabulary from the passage.
- describe occupations.
- ask and answer questions on occupations.
- make positive and negative statements on occupations.
- make positive and negative questions on occupations.
- write a short paragraph.

Activity 1: Reading practice

Read the passage and answer the questions that follow.

Lugendo is a medical doctor at Mawenzi Hospital. When he was in Standard Four, Mr Kazi, his teacher, asked him, "What do you want to be when you grow up?" "I want to be a doctor," Lugendo replied. "Why?" Mr Kazi asked. "I want to be a doctor because I want to help people," Lugendo replied. "Is that all?" The teacher asked. "I want to help my brothers, sisters, parents and neighbours when they fall sick," replied Lugendo.

When Lugendo entered Standard Five, Mr Chogo, the English language teacher, taught them about different occupations. Lugendo remembered his dream of becoming a doctor. He asked his teacher, "Please sir, what do I need to study to be a doctor?" The teacher looked at Lugendo and asked, "Would you like to become a doctor?" "Yes sir. This has been my dream since I was in kindergarten," Lugendo replied. "You must do very well in science, mathematics, and other subjects," Mr Chogo emphasized. Lugendo understood the teacher and promised to work hard.

After the teacher had answered Lugendo's question, Lulu raised her hand. "Would you like to be a doctor like Lugendo?" Mr Chogo asked. "No sir, I want to be an engineer," she replied. "Why?" asked Mr Chogo. "I want to build a big house for my mother. I will also build a big two-storey house for myself and my friends. I will make sure the road to our home is well built and maintained," Lulu responded. "So you must also pass very well in mathematics, science and physics. You must also pass other subjects," emphasised the teacher.

"What about you?" pointing to Camilla, Mr Chogo asked. "I would like to be a lawyer," Camilla answered. "Why?" asked Mr Chogo. "Our neighbour took my father's land. My father lost his land because he had no money to hire a lawyer," explained Camilla. If you want to be a lawyer, you should do well in English, history, and social studies. You should also do well in other subjects," the teacher emphasised.





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Then, Buhohela raised his hand. “What about you Buhohela, what would you like to be when you grow up?” Mr Chogo asked. “I would like to be a teacher like you, sir. I like teaching children different subjects. I like talking to parents about their children’s progress,” Buhohela replied. Many other children stood up and said what they wanted to be. Some wanted to be pilots, politicians, nurses and so on. “From now on, I think you will be able to make good choices for your future careers,” said the teacher. The pupils shouted eagerly, “Yes sir! Yes sir! Yes sir!”

One day, Lugendo’s grandfather got sick. It was during the holiday and Lugendo was at home. He took his grandfather to the hospital. He knew it was also a chance for him to go to the hospital. He wanted to learn what medical doctors do. After arriving at the hospital, Lugendo met the doctors. He saw how such doctors diagnosed patients. He also learnt about the instructions the doctors gave to the patients. Lugendo felt that becoming a medical doctor was a good choice.



On their way home, Lugendo told his grandfather about his future career dream. His grandfather liked the idea. He encouraged him to study hard to make his dream come true. Lugendo started working hard in science subjects. After completing Standard Seven, Lugendo joined secondary school. He continued to work hard in the science subjects until he joined university for a medical degree. Now, Lugendo works at a hospital and his dream has become true.





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Questions

1. What was Lugendo's career dream?
2. What did Lulu want to be?
3. What does an engineer do?
4. What should one study to be a lawyer?
5. Why did Camilla want to be a lawyer?
6. What was Buhohela's career choice?
7. Where does Lugendo work?
8. What did Lugendo's grandfather advise his grandson on his career dream?

Activity 2: Speaking practice

(a) *Sing this song.*

When I was a pilot, a pilot, a pilot,
When I was a pilot a pilot was I,
It was this way and that way,
When I was a pilot,
A pilot was I.

When I was a builder, a builder, a builder,
When I was a builder a builder was I,
It was this way and that way,
When I was a builder,
A builder was I.

When I was a tailor, a tailor, a tailor,
When I was a tailor a tailor was I,
It was this way and that way,
When I was a tailor,
A tailor was I.





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(b) Read the following words aloud.

occupations career lawyer engineer doctor
journalist pilot teacher tailor

Activity 3: Vocabulary practice

(a) Fill in the blanks with the correct words from the box below.

shopkeeper doctor cook fisherman teacher
journalist tailor carpenter writer driver

1. A person who treats sick people is a _____.
2. A person who cooks food is a _____.
3. A person who makes tables and chairs is a _____.
4. A person who writes books is a _____.
5. A person who catches fish is a _____.
6. A person who sells things in a shop is a _____.
7. A person who teaches in school is a _____.
8. A person who writes for a newspaper is a _____.
9. A person who makes dresses is a _____.
10. A person who drives a car is a _____.

(b) Write the correct words from the following jumbled letters.

1. nalistjour _____
2. sernu _____
3. lortai _____
4. pentercar _____
5. keeshorppe _____
6. ookc _____





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Activity 4: Language practice

(a) Write ten correct sentences from the table below.

I	am		a doctor.
She			a nurse.
He	is	going to be	lawyers.
They			a teacher.
We	are		journalists.
			a carpenter.
			tailors.

(b) Rewrite the sentences using 'going to'.

Example: They are doctors.

They are going to be doctors.

1. She is a teacher.
2. The pupils are football players.
3. She is a tailor.
4. Baraka is a driver.
5. Burudani is a fisherman.
6. They are builders.
7. John is a hunter.
8. Chautundu is an electrician.

(c) Construct ten correct sentences from the table.

Do	you	like to be	journalists?
	they	want to be	a nurse?
Does	she	wish to be	a doctor?
	he		a lawyer?
			carpenters?
			teachers?





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(d) Construct ten correct sentences from the following table.

Yes,	I	like to be	journalists.
	we		a nurse.
	they		a doctor.
	she		a lawyer.
	he	likes to be	carpenters.
			teachers.

(e) Construct ten correct sentences from the following table.

No,	I	do not like	to be	journalists.
	we			a nurse.
	they			a doctor.
	she			a lawyer.
	he	does not like		carpenters.
				teachers.

Activity 5: Writing practice

Choose the words in the box below to fill in the blanks.

grow dreams teacher career subjects goals lawyers

Mr Msemakweli is an English Language (1) _____ and the career master. He teaches pupils how to make good (2) _____ choices. He teaches them what is within each career. He teaches them about the required (3) _____ for different occupations. In his teaching experience, Mr Msemakweli realises that most pupils' (4) _____ are to be doctors, teachers, and (5) _____. But the pupils may change their choices when they (6) _____ up. Mr Msemakweli advises the pupils to work hard to reach their (7) _____.





Unit Twenty-Four

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Our environment club

In this unit you will learn how to:

- read and answer questions on a passage about *Our environment club*.
- pronounce and use vocabulary found in the passage.
- express present actions.
- write a short paragraph.

Activity 1: Reading practice

Read the passage and answer the questions that follow.

We have an environment club at our school. All the pupils in the school are members. They do a lot of activities for the club. They also receive a lot of benefits from the club.

We have a seedlings nursery in our school. Members bring fruit seeds from their homes. We also bring plastic bags, fertile soil and manure from our homes.

Our environment teacher guides us through planting the seeds. First, we mix soil with manure. Then, we put the mixture into plastic bags. We make holes in the plastic bags to let air in. Thereafter, we plant the fruit seeds in the soil. Lastly, we arrange the planted bags on the seedbeds.

Our seedbeds are partly shaded. This prevents sunshine from burning the seedlings. We water the seedlings every morning. Each club member takes three big seedlings of fruit trees. They have to plant and take care of the seedlings in their home environment. Club leaders visit members' homes to inspect the seedlings. They make sure that the seedlings grow into big fruit trees.





Each member must grow one fruit tree in the school environment. We have to care for our trees until we finish Standard Seven. We have to make sure that the seedlings grow into big fruit trees. Therefore, we build a wooden fence around our trees to protect them from animals. We apply manure around them. We water them every morning. We mark the trees with our names. The environment teacher monitors the progress of the trees. He awards those whose trees grow well.

Mature fruit trees are easy to care for. They do not need watering any more. They give us fruits and shade. They prevent soil erosion. They break the wind. They give us fresh air. They make our school environment look more beautiful.

Our club activities have turned our school into a fruit garden. People come to buy fruits. Others come to buy seedlings to plant in their homes. We get a lot of money from selling mangoes, papaws, oranges, avocados, lemons, and guavas.

Apart from gardening, our club has many other environmental activities.



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We have cleaning operations too. We clean the environment of the neighbouring community. We do this by picking plastic bags. We focus on plastic bags and bottles because they pollute the environment. They remain in the soil or water for many years. They stop water from entering the soil. They keep away air and light from entering water bodies. We take the plastic materials to the recycling centres.

Questions

Choose the correct answer and write its letter in the boxes provided.

1. Who are the members of the school environment club?
 - a) all boys and girls
 - b) Standard Five pupils
 - c) the environment master
 - d) all the teachers

2. What kind of plants does the environment club grow?
 - a) banana plants
 - b) tomato plants
 - c) coconut trees
 - d) fruit trees

3. The club grows the following fruits, except _____.
 - a) avocados
 - b) mangoes
 - c) grapes
 - d) pawpaws

4. The pupils make holes on the planted plastic bags to _____.
 - a) allow light in
 - b) let air in
 - c) keep water in
 - d) keep away animals





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5. The environment teacher gives _____ to the pupils whose trees grow well.
- a) fruits
 - b) awards
 - c) seedlings
 - d) a punishment
6. The following is not one of the benefits of trees in the environment
- a) preventing rains
 - b) preventing soil erosion
 - c) breaking winds
 - d) giving fruits and shade
7. The cleaning operation focused on plastic materials because they _____.
- a) cause soil erosion
 - b) are scattered everywhere
 - c) are used to make utensils
 - d) pollute the environment
8. The best way to remove plastic bags and bottles from the environment is to _____.
- a) burn them
 - b) recycle and reuse them
 - c) throw them away
 - d) bury them

Activity 2: Speaking practice

Read the words aloud.

club	seedling	manure	seedbed	progress
prevent	erosion	operation	community	recycle





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Activity 3: Vocabulary practice

Use arrows to match words in list A with their meanings in list B. The first one is done for you as an example.

List A	List B
1. club	(A) a young plant
2. seedling	(B) a ridge in which young plants are grown
3. manure	(C) a group of people who meet for an activity
4. seedbed	(D) removal of top soil by water or wind
5. progress	(E) animal dung used to make plants healthy
6. prevent	(F) keep from doing or happening
7. erosion	(G) re-use things which have already been used
8. operation	(H) people living in the same area or sharing things
9. community	(I) special activity
10. recycle	(J) the process of getting better

Activity 4: Language practice

Change the words in brackets into the correct form.

Example: Each member _____ (bring) fruit seeds from their homes.

Each member brings fruit seeds from their homes.

1. She _____ (mix) soil with manure.
2. Baraka _____ (put) the mixture into the plastic bags.
3. They _____ (make) holes on the plastic bags to allow air in.
4. We do not _____ (plant) trees other than fruit trees.
5. Shade _____ (prevent) sunshine from burning the seedlings.
6. Do you _____ (water) the seedlings every morning?
7. Does each club member _____ (take) three big seedlings of fruit trees?
8. Do club leaders _____ (visit) members' homes to inspect the trees?





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Activity 5: Writing practice

Fill in the blanks with the words from the box.

explain did watered became applied

Shida was the laziest member of our environment club. She had never (1) _____ her trees since she planted them. The tree leaves (2) _____ yellow and the trees died. The environment teacher noticed the dry trees. She took the name of the owner. She asked Shida to (3) _____ in writing why her trees died. Shida explained that she did not intend to let her trees die. She (4) _____ her best to care for them. She (5) _____ manure around them and built a fence around them. However, she only forgot to water them.



Unit

Twenty-Five

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Our class project

In this unit you will learn how to:

- read and answer questions on the dialogue about *Our class project*.
- pronounce and use vocabulary found in the dialogue.
- express present and past actions.
- ask and answer questions on present actions.
- make positive and negative statements in the present.
- change statements into questions.
- write a short paragraph.

Activity 1: Reading practice

Read the dialogue and answer the questions that follow.

Class

Teacher: Please sir, welcome to our class. We are pleased to have you in this session. This is a Standard Five vocational skills subject. We are now in a practical session. You may now talk to the pupils.

Guest: Hello class. Good morning.

Class: Good morning Sir. How are you?

Guest: I am fine, thank you. I am happy to be here to see what you do in vocational skills. What do you do in your practical sessions?

Baraka: We weave woollen sweaters and socks, make hats, mats, clay pots and wooden spoons.

Guest: Oooh! That's very interesting. How do you organise yourselves to make such goods?



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Asha: We organise ourselves into five groups. Each group deals with its own product. The first group knit sweaters. The second group weaves socks and hats. The third makes mats. The fourth makes clay pots and the fifth carves wooden spoons. But, the duties are rotational, sir.

Guest: I see! Your products are good!

Asha: Thank you for your encouragement.

Guest: Can you please explain how you make your products?

Sabina: Yes sir, let me start with sweaters and socks. We knit woollen sweaters and socks using a variety of patterns and decorations. We also weave mats of various sizes and colours.

Baraka: In addition, we make beautiful clay pots of various sizes, shapes, and uses. We also carve wooden spoons.

Guest: How many products can you produce in a session?

Baraka: Each group can make eight products in a session.

Guest: Do you sell these products?

Asha: Yes, we do. We sell them to our teachers and guests on Parents' Day.

Guest: This is good! I'll also buy some of your products today.

Asha: Thank you very much, you are most welcome.

Guest: What do you do with the money you make?

Sabina: We use the money to buy materials and to pay for study tours.

Guest: Thank you very much. I will see you again next time.

Class

Teacher: Thank you very much for your time and support. Please visit us again.



Questions

1. When do Standard Five pupils make their products?
2. What type of products do they make?
3. To whom do they sell their products?
4. What do they do with the money they get from selling their products?
5. How many products can be produced in a session?

Activity 2: Speaking practice

(a) Read the following pairs of words aloud.

sell	sail	class	glass
money	honey	clay	play
spoon	span	make	take

(b) Read loudly the following sentences several times.

I thought I thought of thinking of thanking you.

We surely shall see the sunshine soon.

Activity 3: Vocabulary practice

(a) Write the plural forms of the following words.

Example: parent – parents

1. spoon _____
2. sock _____
3. yourself _____
4. product _____
5. pupil _____
6. material _____
7. sweater _____
8. hat _____
9. duty _____
10. group _____



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(b) Complete the sentences using the words in the box.

woollen organise carve products sell
wooden spoons clay weave

1. Standard Five pupils make various _____ in their practical sessions.
2. They make sweaters, socks, hats, mats, clay pots, and _____.
3. We knit _____ sweaters and socks in a variety of patterns.
4. We _____ mats of various sizes and colours.
5. They also _____ wooden spoons.
6. They make beautiful _____ pots of various sizes and shapes.
7. We _____ ourselves into five groups.
8. We _____ our products to teachers, guests and parents.

Activity 4: Language practice

(a) Change the words in brackets into the correct forms of the verb.

1. We _____ (sells) our products every Saturday.
2. They _____ (carves) wooden spoons every evening.
3. Standard Five pupils _____ (makes) various products every Monday.
4. They _____ (makes) sweaters, socks, and hats in every practical session.
5. They _____ (organises) themselves into groups of five in each session.
6. You may now _____ (talks) to the pupils.
7. He _____ (come) to class in every practical session.
8. I usually _____ (invites) him on Mondays.





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(b) Change the sentences into the negative form.

Example: *You make sweaters and socks.*
You do not make sweaters and socks.

1. They come to class in every practical session.
2. We carve wooden spoons.
3. He sells his products every Monday.
4. They talk to pupils in the practical session.
5. Paul visits our class every Monday.
6. We organise ourselves into groups of five.

(c) Change the statements into questions.

Examples: *You make sweaters and socks.*
Do you make sweaters and socks?

1. They come to class in every practical session.
2. We carve wooden spoons.
3. He sells his products every Monday.
4. They talk to pupils in the practical session.
5. Paul visits our class every Monday.
6. We organise ourselves into groups of five.

Activity 5: Writing practice

Rearrange the sentences into a logical order to make a paragraph.

- A. The guest asked the pupils various questions about their project.
- B. A guest came to visit their class.
- C. Standard Five pupils had a practical session on vocational skills.
- D. The class teacher welcomed him to talk to the pupils.
- E. Some pupils answered the questions.
- F. The class teacher thanked the guest and invited him again.
- G. The guest promised to buy some of their products.



Unit Twenty-Six

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Staying healthy

In this unit you will learn how to:

- read and answer questions on a passage about *Staying healthy*.
- pronounce and use vocabulary found in the passage.
- use will, shall, should and shouldn't.
- write a short paragraph.

Activity 1: Reading practice

Read the passage and answer the questions that follow.

Ms Jemima is a health teacher at Maweni Primary School. One morning, she was inspecting the school surroundings. She saw two pupils sharing the same mango by biting it. She advised them not to share fruits the way they did.

During the assembly, the health teacher talked about the health risks that we face in the environment. The following was her presentation:

When we get into contact with germs, we may contract diseases. Some of the ways through which you can be infected are biting from the same fruit and eating without washing hands. Moreover, eating unwashed fruits, living under dirty surroundings, and keeping long nails can host and spread germs to others.

To be safe from germs, ensure that you wash your hands with clean water and soap. Clean your surrounding environment regularly. Wash fruits before eating. Clean the toilets with disinfectant or ash to kill harmful bacteria. You must also assist your parents to clean the kitchen and



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utensils to keep flies away. In addition, clean your shoes, handkerchiefs, socks, underwear and other clothes. Ensure that your fingernails are short and clean to avoid bacterial as well as viral infections.

Remember that we live with people; some of them are infected with incurable diseases such as HIV/AIDS. When you buy a sweet, an ice cream or any other food, please do not share it mouth-to-mouth. Take precaution because we do not know each other's health status. Be careful with your toothbrush and underwear. Keep them clean and do not share. Do not trust anybody else's health status because you cannot recognize an infected person by using naked eyes. Do not touch people's wounds or any kind of body fluids without protection. Wear gloves or plastic bags on your hands to protect yourself from infections. If a pupil gets injured at school, please report the case to teachers. We will attend the injured person with our school first aid kit. Prevention is better than cure.

Questions

1. Who is the health teacher at Maweni Primary School?
2. What were the two pupils doing in the school surroundings?
3. Who educated the pupils on the proper health habits?
4. What should you do before eating?
5. Why shouldn't we touch other people's wounds without protection?
6. How can you avoid infections?

Activity 2: Speaking practice

(a) *Read the following words aloud.*

hygiene sharing habits hygienic infection
treatment disease prevention cure





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(b) Read the sentences several times.

How can clams cram in a clean cream can?
Fred fed Ted bread and Ted fed Fred bread.

(c) Sing this song.

Boko, do not play with us – your hands are dirty,
Sado, do not talk to us – your mouth smells,
Hahahaha you are so dirty x 2

Chezo clipped his finger nails – his hands are safe,
Malo washed her hands again – she is safer,
Hahahahaha, they are safer x 2

Activity 3: Vocabulary practice

(a) Match the words in list X with their meanings in list Y. Number 1 is done as an example.

X	Answers	Y
1. prevention	A	(A) action of stopping an event
2. cure		(B) practices to maintain health
3. weak		(C) lacking physical power
4. treatment		(D) releases a person from condition of disease
5. habit		(E) medical care given to a patient
6. infection		(F) everyday practices of a person
7. hygiene		(G) a disease caused by bacteria or virus to the body
8. sickness		(H) a disorder in the functioning of an animal or plant





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(b) Use the words in the box to fill in the blanks.

prevention share cure disease treatment

1. It is not advisable to _____ toothbrushes and clothes.
2. Matonya went to the hospital for _____.
3. HIV/AIDS is an incurable _____.
4. _____ is better than cure.
5. AIDS is a disease that has no _____.

Activity 4: Language practice

(a) Use should or shouldn't to complete the following sentences.

1. In order to stay healthy you _____ follow hygienic practices.
2. You _____ eat food without washing hands.
3. I _____ walk barefoot.
4. You _____ eat fruits before washing them.
5. You _____ always clean your fingernails.
6. We _____ clean our environment every day.

(b) Write ten correct sentences from the table.

He		clean the toilet.
You	shall	brush your teeth.
I		clean my handkerchief.
We	will	keep the environment clean.
They		mop our classroom.
		wash your hands after using the toilet.





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Activity 5: Writing practice

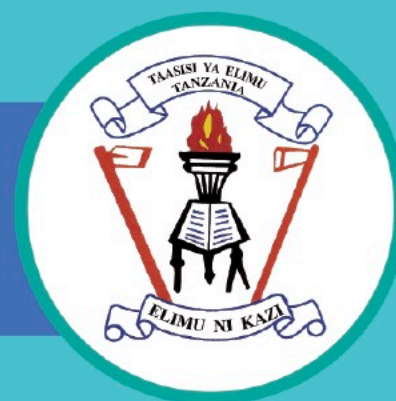
Complete the text using appropriate words from the box. Some of the words can be used more than once.

disinfectant clean safe wash harmful viral ensure

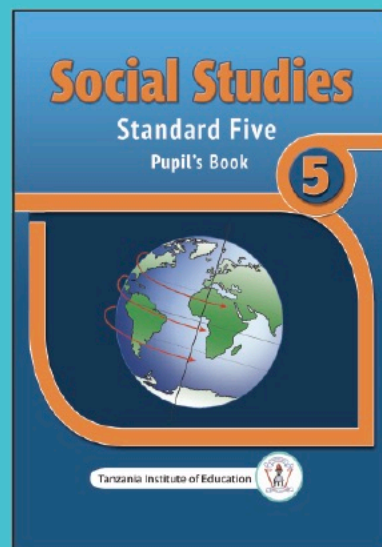
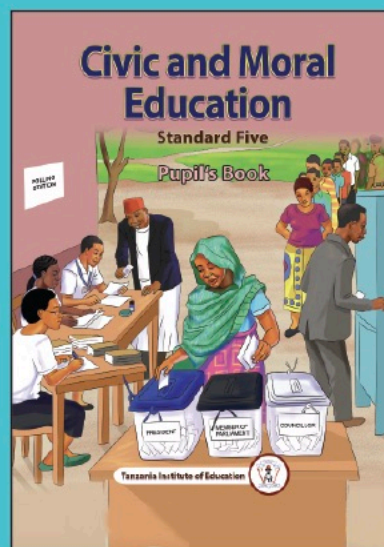
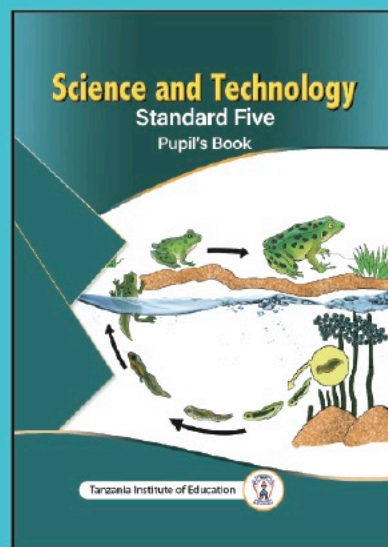
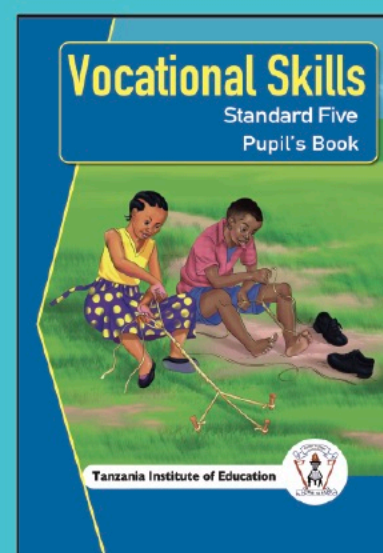
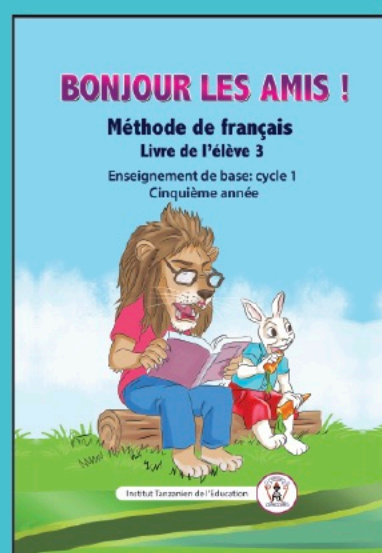
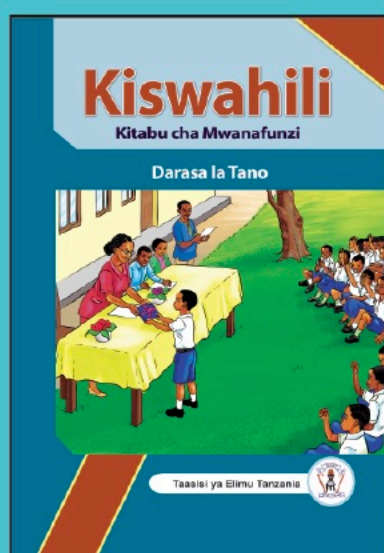
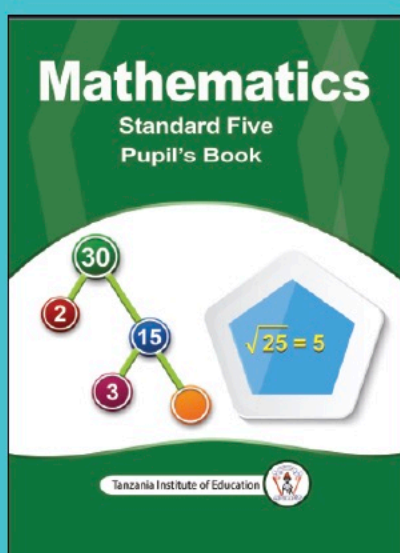
Always wash your hands with (1) _____ water and soap to be (2) _____ from germs. Ensure that you (3) _____ fruits before eating. Clean the toilets with (4) _____ or ash to kill (5) _____ bacteria. (6) _____ your handkerchiefs, socks and clothes. (7) _____ that your finger nails are short and clean to avoid bacterial as well as (8) _____ diseases.



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Standard Five



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