English

Teacher's Guide

Standard Three



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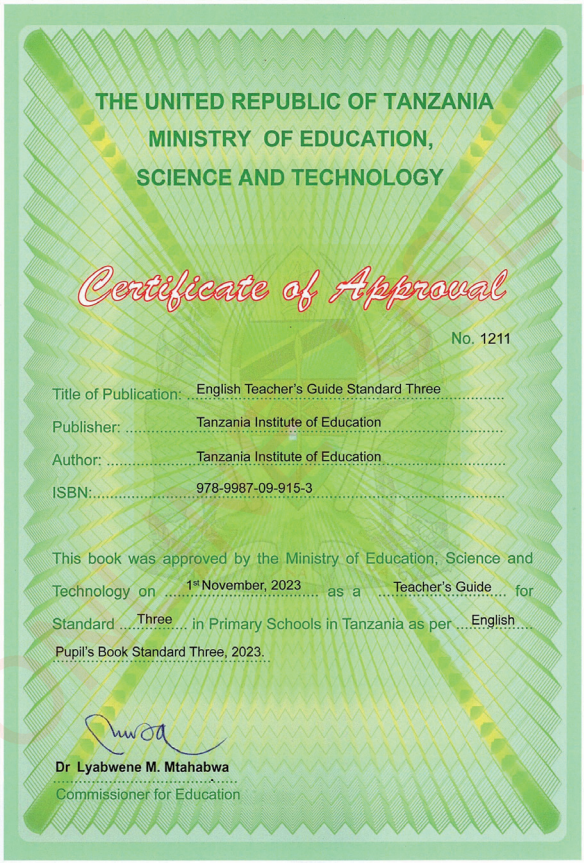

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Commissioner for Education

Tanzania Institute of Education

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Table of Contents

Acknowledgements iv

Introduction v

Unit One
Listening and speaking 1

Unit Two
Using personal pronouns..... 10

Unit Three
Expressing possession..... 16

Unit Four
Describing routines 21

Unit Five
Describing ongoing activities 27

Unit Six
Connecting ideas using ‘and’ and ‘but’..... 33

Unit Seven
Reading a variety of texts 40

Unit Eight
Recognising the basic features of spoken English 43

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Dr Aneth A. Komba
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Introduction

The Guide is intended to help the Standard Three English language teacher to teach English effectively using the Third Edition of the English Pupil's Book, Standard Three, published by TIE. The Guide is organised into eight units to match the Pupil's Book, Standard Three.

The competences to be developed

In language learning, competences refer to language abilities or skills that the learner is expected to demonstrate after the learning process. In English, competences are assessed based on the ability of the pupil to speak, write, read and listen. These are commonly known as language skills. Therefore, the focus should be on the pupil's ability to express themselves both orally and in writing.

Listening

The aim is to develop listening comprehension through sounds, consonant clusters and diagraphs, words, poems, rhymes and stories.

Speaking

Speaking are essential at Standard Three level. The aim is to develop fluent speech and confidence through dramatising stories and holding simple conversations on various issues.

Reading

Reading skills play a crucial role in knowledge acquisition since knowledge is mostly kept in written form. Therefore, the Standard Three teacher should lay the foundation for good reading. Teaching reading involves three stages: pre-reading, while-reading and post-reading. In Standard Three, the pupils continue to develop the recognition

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of the relationship between sounds and graphemes to develop skills in pronouncing unfamiliar written words correctly. They can do this through modelled reading of words with long vowels, multi-syllable words, sentences and passages.

Writing and composition

This level focuses on the purposeful copying and writing of words, sentences, poems and paragraphs. The pupils are also expected to express themselves in writing by performing a range of guided writing activities.

Grammar

Each unit introduces a specific grammatical item the pupils need to be taught to master the language. The item is placed in a meaningful context so that the pupils can hear, read and use it in both speaking and writing.

It should be noted that pupils do not primarilyneed to know the explicit rules of grammar. However, the teacher should have the required knowledge to teach such rules correctly. The teacher should demonstrate using them correctly in daily life and encourage the pupils to practise using them on their own. Some of the emphasised grammar aspects in Standard Three are using object and subject pronouns and using 'have' and 'has' to express possession, the simple present tense and the continuous tense.

Vocabulary

Each unit introduces vocabulary items to focus on. The pupils should learn and use the words by the end of the unit. You should also introduce other appropriate words as the pupils continue doing the activities. Doing this will help them to develop a good command

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of English. Other words are given for pronunciation, focusing on phonics, especially long vowels. This will help them to spell the words correctly when required. In addition, it will help them to differentiate words that sound similar.

Learning activities

Alongside the activities used in the textbook, choose other activities appropriate for developing the required language skills. The textbook is not exhaustive. Therefore, read the syllabus and use other activities that are suitable for your pupils and their environment.

Teaching and learning resources

The Teacher's Guide proposes materials and media that can facilitate effective teaching and learning. You are advised to collaborate with the head of school and pupils to establish a class library. You can do this through obtaining story books from various stakeholders.

Low cost resources

You can utilise local materials such as real food items as teaching aids to make teaching more interesting and meaningful. Collect some of these resources in collaboration with the pupils from your local environment. Here are the suggested materials.

(a) Paper cartons or pieces of scrap wood, rice, and grain or flour sacks can be used for word, sentence or name cards, pictures and flash cards.

(b) Old posters, calendars and used sheets of paper or cards from shops, offices or factories can be used for posters and charts.

(c) Picture cuttings from newspaper and magazines can be used for making picture dictionaries. You can obtain pictures of plants, birds, animals, recreation, playgrounds, transport, games, sports and ceremonies for various topics.

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(d) Empty tins and boxes, old food packets, containers and bottles can be used to create a class shop to role-play a shopkeeper and a customer.
(e) Old clothes can be used as 'costumes' when pupils are dramatising or role-playing.

The following teaching resources can be useful to Standard Three pupils.

(a) Picture cards: These are simple pictures of single items such as objects, animals, birds, fruits and vegetables. They can be cut from magazines and newspaper, or they can be drawn.
(b) Letter cards: Draw one letter or consonant cluster or diagraph on each card: Make them large and bold.
(c) Word cards: These are particularly useful for sight reading to develop pronunciation.

Teaching methods

These are proposed ways of teaching that you can use to facilitate effective English language learning in Standard Three classrooms. These methods consider the pupils as the nucleus of learning while the teacher as a facilitator. In addition to these methods, the Guide provides answers to selected questions in the Pupil's Book.

Whole-class work

This method can be effective when you use open questions with more than one possible answers or questions for opinions.

Pair work

This method aims to enable the pupils to share ideas and get ideas from their fellow pupils.

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Group work

When pupils work in small groups, they play a more active role and talk naturally rather than listening passively to the teacher. Preparation and class management are important to ensure its effectiveness. You should organise and minimally supervise the discussion to allow the pupils to talk and interact freely. Your role in group work will be to choose a topic that allows sharing different view points or opinions, to tell the pupils what they should discuss and, where possible, set clear questions; to organise groups in such a way that each pupil will get an opportunity to talk; to organise seating arrangements such that the pupils face each other to allow smooth interaction; to move around and listen to the discussion to minimise dominance of some pupils; to appoint the chairperson or someone who will report to the whole class on what has been discussed.

Debate

A debate encourages pupils to form opinions about a topic. You should select a simple topic that will encourage the pupils to speak. Put more emphasis on speech than on the procedures.

Role play

In this method, pupils are given roles to play. They can act as someone else or a person they have read or heard about in a story. This method encourages pupils to participate, interact and learn through talking.

Simulation

In simulation, place more emphasis on the situation than on people. Set situations similar to real-life, and ask the pupils either to act themselves in the situations or to role play. You can ask the pupils to play the parts of the people in the story and act them out.

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NB: Role play and simulation are important in teaching positive attitudes and societal values.

Teaching techniques

We usually learn by doing. In this case, we learn English by using it. The pupils need to do much of the listening and speaking to master the language. You must apply techniques that will involve them actively to avoid boredom and inattention.

Eliciting

In teaching, try to turn everything into a question so that you keep the pupils busy looking for answers. The primary focus should not be on the right answer but on the ability to think about the question and speak.

Oral drilling

Oral drilling is important when introducing a new vocabulary item. Oral repetition allows pupils to practise the correct pronunciation and tone. This can also be applied at phrase and sentence levels. Let the pupils do this occasionally and focus on pronunciation and intonation.

Oral correction

Oral correction is done when pupils produce errors in uttering a sentence or word. However, you should do it as the last resort after the pupils have utilised all possible ways of correcting themselves.

Making and using picture dictionaries

Allow the pupils to cut pictures from magazines, advertisements and newspaper and paste them in their large-format exercise books for the pictures drawn using crayons.

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Preparation

Bind the pages using glue or staples. Make sure there is a page or two for each topic, such as animals.

Organisation

Pupils should work in groups or individually to make dictionaries.

Procedure

Pupils start by writing letters at the top of the pages: animals, birds etc. Then they collect suitable pictures of objects to include in their dictionaries. They cut out the pictures and glue them on the correct page. Below each picture, they write its name.

Using the dictionaries

With the pupils, look words up in the dictionaries and ask them to say the words aloud.

Helping pupils with special needs

In this guide, pupils with special needs involve children with disability, and those living in difficult circumstances. They need special attention in the classroom, but they can comfortably learn from an all-inclusive class.

Qualification for inclusive education

The decision on who qualifies and who does not qualify for inclusive education is a case-to-case analysis, which involves parents and teachers. There are both mild and extreme cases of disabilities. Pupils with extreme disabilities need instruction designed specifically for their types of disability. Those with mild disabilities are accommodated, and their instruction is modified. They are also given tools to compensate for their type of disability. This section provides you with

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the techniques and ways to help pupils with learning difficulties in the English language classroom.

Hearing impairment

(a) Speak directly to them.
(b) Sit them at the front of the class.
(c) Reinforce speech using visual aids like charts and pictures.
(d) Repeat key terms for them to understand.

Visual impairment

(a) Sit them at the front of the class.
(b) Use large letters when writing on the blackboard.
(c) Advise the learners to get spectacles where the impairment requires them.

Mild or slight speech and language impairment

(a) Always give short and simple instructions.
(b) Repeat the instructions if not well heard.
(c) Give instructions for the next tasks in advance.
(d) Allow the pupils to repeat the instructions.
(e) Give them enough time to answer the questions.
(f) Ask open-ended questions.

Attention Deficiency Disorder - ADD - Short concentration span

(a) Use various short-focused and clearly defined activities.
(b) Vary the level of demand of each task.
(c) Vary the type of support and assistance to the pupils.
(d) Involve them in group activities.

Short-term memory

(a) Reinforce learning through repetitive activities or tasks.
(b) Provide brief and easy-to-remember instructions.

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(c) Provide them with enough time to process and respond to questions and other instructions.
(d) Do not put pressure on them to recall information quickly.

Very intelligent learners

Provide them with extra work such as guiding the less intelligent and leading group activities and projects. This will ensure their maximum involvement in the teaching and learning process.

Assessment

Before you start teaching the Standard Three contents, assess your pupils to see how much of the contents covered in Standards One and Two they have mastered. The first topic caters for this through writing familiar words they learnt in the previous classes. However, you should move further to see how far they can use the words orally and in writing. It may also require you to provide remedial practice for mastery.

Most of the learning in Standard Three is oral. Therefore, little written testing will be done where necessary, especially through exercises. During the teaching and learning process, monitor the pupils by the following:

(a) Standing near and listening quietly to what they say in their pairs or groups
(b) Questioning them during the lesson to check their understanding
(c) Encouraging them to ask you questions about the topic
(d) Noting down all the challenges you observe
(e) Marking their written work, and taking note of those who find it difficult to complete the work

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Continuous assessment

You should assess the four skills: reading, listening, writing and speaking. In most cases, speaking is not assessed. You should thus make sure that you assess speaking skills. This will help the pupils to develop confidence in expressing themselves orally using English. Teachers can use several ways to assess Standard Three pupils. You can ask them to do the following:

(a) Responding to oral commands or instructions correctly
(b) Answering oral questions about pictures
(c) Saying or writing sentences of their own about one of the pictures
(d) Saying or writing a few things about what they own
(e) Retelling one of their favourite stories
(f) Writing or saying a few sentences about their favourite stories
(g) Reading (part of) one of their favourite texts or selected words aloud
(h) Writing or saying a few sentences from the substitution tables
(i) Completing gap-filling exercises

NB: It is crucial to note what the pupil can do well and what they cannot do well.

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Unit One

Listening and speaking

Introduction

Listening and speaking skills are important for effective communication. In this unit, you will teach the pupils to listen to different types of information. You will also teach them to speak in different situations. These skills will help the pupils to communicate with their friends, teachers, parents, and other people in different situations at home and school.

Teaching and learning resources

- Audio/audio-visual materials
- Written texts
- Drawn pictures of animals and objects

Procedure

Break the unit into lessons. At the beginning of each lesson, use a warm-up exercise to set the mood for learning and capture the pupils' attention. You may use a song, a short poem, or a spelling exercise.

Activity 1: Listening and writing

(a) Ask the pupils to get ready for a dictation. You may say, "I am going to read words for you. Write the words as you hear them."

(i) Read the following individual words to the class.

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Words for dictation

dog	cat	ant	bee	pen	
comb	pan	key	table	chair	
classroom	swim	dance	spoon	run	
write	drink	sleep	help	come	go

(ii) Ask the pupils to read aloud the words they have written.

(iii) Check the accuracy and spelling of the words written by the pupils.

(b) Ask the pupils to get ready for a dictation.

(i) To make the dictation more learner-centred, ask them to sit in pairs and choose one to be the "writer" and another person to be the "reader."

(ii) Cut the text up and distribute one line to each of the pupils.

(iii) Ask the pupils to take turns dictating their sentences while the other pupils listen and write it down.

(iv) Then, give the pupils a copy of the full text or sentences to compare with their own.

Sentences for dictation

1. My father has a donkey.
2. The elephant is the largest animal in the forest.
3. Our teacher likes swimming.
4. We go to school every morning.
5. Haika dances very well.
6. Yesterday, I lost my keys.
7. Bees make honey.
8. A butterfly likes to fly around flowers.
9. This school has large classrooms.
10. The cat slept under the chair.

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Activity 2: Naming various things orally

(a) Prepare cards containing pictures of different animals. Each card with one animal.

(i) Display the picture card of an animal and ask the pupils to name it. You may use this pattern: as you display the picture card: What is the name of this animal?

(ii) Use a similar pattern as you display the rest of the picture cards. The names of the animals are as follows:

Picture 1. donkey
Picture 2. elephant
Picture 3. hyena
Picture 4. zebra
Picture 5. gorilla
Picture 6. cow
Picture 7. horse
Picture 8. antelope

(b) Guide the pupils through naming the insects in the pictures in Activity 2(b) in the Pupil's Book. Use the same procedure as in 2(a) above. The names of the insects are as follows:

Picture 1. mosquito
Picture 2. housefly
Picture 3. ant
Picture 4. cockroach
Picture 5. bee
Picture 6. butterfly
Picture 7. wasp
Picture 8. grasshopper

(c) Guide the pupils through naming the objects in the pictures in Activity 2(c) in the Pupil's Book. Use the same procedure as in 2(a) above. The names of the objects are as follows:

Picture 1. pen
Picture 2. comb
Picture 3. pencil
Picture 4. hammer
Picture 5. key
Picture 6. torch
Picture 7. spoon
Picture 8. umbrella
Picture 9. pot

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Activity 3: Describing actions orally

(a) Guide the pupils through describing the actions shown by the pictures in Activity 3 in the Pupil's Book. Pay attention to correct grammar and pronunciation.

(i) Prepare cards containing pictures of actions shown in Activity 3 in the Pupil's Book.

(ii) Display a picture card of an action and ask the pupils to say what the person or people in the picture are doing. The typical classroom instruction should be as follows:

Picture 1	**Teacher:**	What is he doing?
	Pupil:	He is riding a horse.
Picture 2	**Teacher:**	What is he doing?
	Pupil:	He is playing badminton.
Picture 3	**Teacher:**	What is he doing?
	Pupil:	She is swimming.
Picture 4	**Teacher:**	What is he doing?
	Pupil:	He is playing cricket.
Picture 5	**Teacher:**	What is he doing?
	Pupil:	He is playing football.
Picture 6	**Teacher:**	What is he doing?
	Pupil:	They are playing table tennis.
Picture 7	**Teacher:**	What is he doing?
	Pupil:	He is playing basketball.
Picture 8	**Teacher:**	What is he doing?
	Pupil:	He is running.
Picture 9	**Teacher:**	What are they doing?
	Pupil:	They are playing volleyball.

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Picture 10	**Teacher:**	What is he doing?
	Pupil:	He is skating.
Picture 11	**Teacher:**	What are they doing?
	Pupil:	They are playing netball.
Picture 12	**Teacher:**	What is she doing?
	Pupil:	She is riding a bicycle.

(iii) Let the pupils practise describing the actions while taking turns among themselves.

Activity 4: Describing uses of common objects

Guide the pupils in pairs through describing the uses of the objects presented in the pictures in the Pupil's Book. Pay attention to correct grammar and pronunciation. You may instruct them to use the following pattern:

Pupil 1: *What is the pen used for?*

Pupil 2: *The pen is used for writing.* The pupils' responses may be as follows:

Picture 1. The pen is used for writing.

Picture 2. The comb is used for combing hair.

Picture 3. The pencil is used for drawing pictures.

Picture 4. The hammer is used for removing nails from woods.

Picture 5. The key is used for opening or closing locks.

Picture 6. The torch is used for producing light at night.

Picture 7. The spoon is used for eating.

Picture 8. The umbrella is used for protecting ourselves against rain or hot sun.

Picture 9. The pot is used for cooking food.

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Activity 5: Describing locations of objects

(a) Guide the pupils through describing the location of the objects presented in each picture in Activity 5 in the Pupil's Book.

Warm-up stage

(i) Review the vocabulary you plan on using in this lesson. Let the pupils review words such as *busket*, *table*, *cat*, *ball*, *chair*, *bottle*, *radio*, *bag*, *cup*, *apples* and *cupsboard*.

(ii) Write the target preposition on the blackboard (*in*, *on*, and *under*). Ask the pupils to pronounce them. Demonstrate the pronunciation of each preposition one at a time and have the pupils repeat it after you.

(iii) Let the pupils come up with the meaning of each preposition, as you ask, "Where is ...?". Use example sentences such as "Where is a ball." "The ball is under the chair." Change the position of the ball and describe it accordingly.

(iv) Ask the pupils to describe locations of the objects in the rest of the pictures in Activity 5. The pupils' responses should be as follows:

Picture 1. The ball is under the chair.
Picture 2. The bottle is under the table.
Picture 3. The cat is under the table.
Picture 4. The bag is on the table.
Picture 5. The radio is on the table.
Picture 6. The box is on the table.
Picture 7. The cup is in the cupboard.
Picture 8. The apples are in the basket.
Picture 9. The cat is in the box.

(v) Use as many other examples for each preposition giving the pupils the chance to guess its meaning before writing it on the board and moving onto the next one.

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Practice stage

(vi) To test comprehension, tell a pupil to put his or her hands on the head, on the desk, under the desk or to put his or her pen in the cupboard. Ask him or her to give you instructions as well. Take turns giving each other instructions till they have run through all the prepositions thrice atleast.

Preposition questions and answers

(vii) Ask the pupils questions such as "Where is my/your/the book/pen/clock?" Demonstrate the pronunciation of each question and answer. The model dialogue for this lesson should look like the following structure:

Pupil 1: Where is my/your/...?

Pupil 2: It is (preposition) the (noun).

Activity 6: Listening to oral texts

(a) Get the pupils ready for listening to a story by asking them to close their books and listen carefully. Use the pre-listening, while-listening and post-listening procedure, as explained in the introduction section.

(b) Read the story 'Bahati's room' and ask the pupils to answer the questions orally in Activity 6(a) in the Pupil's Book.

Bahati's room

Bahati's room is messy. The school bag is on the bed. The shoes are under the bed. The red jacket is on the floor. The T-shirts are in the drawers. The juice bottle is on the chair. The pencil is on the Sofa. The yellow blouse is in the box. The radio is on the floor. Bahati is really a careless girl.

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Suggested answers for Activity 6(a)

1. It is on the bed.
2. They are under the bed.
3. It is in the box.
4. It is on the sofa.
5. They are in the drawers.

(c) Read the story 'The proud rose' and ask the pupils to answer orally the questions in Activity 6(b) in the Pupil's Book. Use the pre-listening, while-listening and post-listening procedure, as explained in the introduction section.

The proud rose

Once upon a time, in one desert, there was a beautiful rose. The rose was so proud of her beauty. However, she always complained that she was near an ugly cactus.

Every day, the beautiful rose insulted and mocked the cactus about his ugly look. In contrast, the cactus remained quiet. All the other plants tried to stop the rose from mocking the cactus, but she would not listen to them.

During one dry season, the desert became dry, and there was no water left for the plants. The rose quickly began to dry and lose its beautiful colour.

She turned towards the cactus and saw a sparrow drinking water from it. The rose asked the cactus if she could have some water.

The kind cactus agreed and allowed the rose to drink the water from its leaves. After drinking the water, the rose began to grow healthy again.

Adapted from Shannon Serpette 2023 https://momlovesbest.com/short-moral-stories-kids

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Suggested answers for Activity 6(b)

(i) The rose was so proud because she was beautiful.

(ii) The rose and the cactus grew in the desert.

(iii) The rose complained because she was near the ugly cactus.

(iv) Other plants stopped the rose from mocking the cactus.

Activity 7: Reading aloud and answering oral questions

Guide the pupils through reading aloud the story about "A trip to the Serengeti National Park" in the Pupil's Book by taking turns and answering the questions orally. Use the pre-reading, while-reading and post-reading procedure, as explained in the introduction section.

Suggested answers

(i) Mrs Mashaka teaches Geography and the Environment.

(ii) The first group was asked to write the names of animals.

(iii) The second group was asked to write the names of birds.

(iv) The third group was asked to write the names of insects.

(v) They saw lions, elephants, giraffes, buffaloes, zebras, antelopes and monkeys.

(vi) They saw eagles, ostriches, flamingos, woodpeckers and crows.

(vii) They saw bees, wasps, grasshoppers, ants, tsetse flies and butterflies.

Activity 8: Oral practice

(a) Organise the pupils in pairs and let them ask each other the questions in Activity 8(a) in the Pupil's Book and answer them.

(b) Move around to monitor their conversations, and check for the correctness of grammar and meaning. The pupils' answers may vary.

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Unit Two

Personal pronouns

Introduction

In this unit, you will teach the pupils the English personal pronouns and how to use them when they speak and write something in English. The competencies developed will enable them to use personal pronouns correctly orally and in writing.

Teaching and learning resources

- Audio/audio-visual materials
- Written texts
- Pictures of objects

Procedure

Break the unit into lessons. At the beginning of each lesson, use a warm-up exercise to set the mood for learning and capture the pupils' attention. You may use a song, a short poem, or a spelling exercise.

Activity 1: Recognising pronouns

(a) Guide the pupils through reading the poster in Activity 1(a) in the Pupil's Book.

(i) Ask the pupils to read the poster aloud.

(ii) Read the individual pronouns on the poster and let the pupils repeat it after you.

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(iii) Tell the pupils that Unit Two is about personal pronouns. They will learn to use personal pronouns orally and in writing.

(b) Practise the rythm of the pronoun song available at https://www.youtube.com/watch?v=k_ssvwB6baM&index=1. Guide the pupils through singing the song. Let them practise singing the song several times until they have mastered it. Pay attention to the correct pronunciation of the pronouns.

(c) Read aloud the pronouns in the table in Activity 1(c) in the Pupil's Book, and ask the pupils to repeat after you. Check the correctness of their pronunciation.

This activity aims at enabling the pupils to differentiate between singular and plural pronouns.

Presentation/repetition stage

(i) Copy the pronoun table in the Pupil's Book on the blackboard or write it on a manila sheet. Then, display it on the blackboard.

(ii) Read the words aloud across several times and ask the pupils to repeat reading them after you.

(iii) Tell the pupils that they are going to learn the words they read on the blackboard or chart.

Activity 2: Oral practice using pronouns

(a) Guide the pupils through practising using the pronouns *I, we, you* and *they* in Activity 2(a) in the Pupil's Book.

Teaching "I"

(i) Ask the pupils to read aloud the sentences in the bubbles. Stand in front of the class, point to yourself and say, "I am teacher ...(say your name). I teach English." Repeat it several times.

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(ii) Call one pupil to the front of the class and tell him/her to point to oneself and say, "I am ...(let him/her say his/her name). I like English." Ask the pupil to do so several times.

(iii) Ask the pupils to stand up and point to themselves and say, "I am ...(let each one say his/her name). I like English." Let them repeat doing so several times.

Teaching "We"

(i) Ask the pupils to read aloud the sentences in the bubbles.

(ii) Call three boys and three girls to the front of the class. Ask the boys to say, "We are boys." Ask the girls to say, "We are girls."

(iii) Ask the boys to point to the girls and say, "You are girls. You are our sisters."

(iv) Ask the girls to point to the boys and say, "You are boys. You are our brothers."

Teaching "You"

(i) Ask the pupils to read aloud the sentences in the bubbles.

(ii) Call two pupils, a boy and a girl, to the front of the class.

(iii) Ask the girl to point to the boy and say, "You are my brother. I like you."

(iv) Ask the boy to point to the girl and say, "You are my sister. I like you."

Teaching "They"

(i) Ask the pupils to read aloud the sentences in the bubbles.

(ii) Ask the boys to point to the girls and say, "They are looking at us." Repeat doing so several times.

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(iii) Ask the girls to point to the boys and say, "They are looking at us."

(iv) Ask the pupils to go back to their desks.

(b) Prepare an audio recording of a conversation of people on any topic of interest. Make sure the conversation employs as many pronouns as possible. Play the recording in the classroom and ask the pupils to consider how the pronouns are used in the conversation.

(c) Do Activity 2(c) with the pupils orally by filling in the missing words. Correct the pupils' errors. The following in bold are the suggested answers.

An interview with a farmer

Luta: Hello!

Maswi: Hello!

Luta: I'm Luta. **I** want to buy cows. Do you have any?

Maswi: Yes, I do. How many would you like?

Luta: **I** would like to buy two bulls. Can **I** get them?

Maswi: Yes, **you** can.

Luta: How much does each cost?

Maswi: **You** will pay four hundred thousand shillings for a small one. The big one costs six hundred fifty thousand shillings.

Luta: Where are **they**? Can **I** see them?

Maswi: Sure! Let's go; **you** will see them on the farm.

Luta: Oh, all right. Let's go.

Maswi: Here **they** are. If **you** like them, pay me and have them.

Luta: Here is the money. Thank you.

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(d) Guide the pupils through singing the 'Who is Happy' song in Activity 2(d) in the Pupil's Book. Let them practise singing the song several times until they have mastered it. Pay attention to the correct pronunciation of the pronouns.

(e) Ask the pupils to make sentences from the tables in Activities 2(e) and 2(f). Let them do it orally first and then write the sentences in their exercise books.

Activity 3: Reading practice

Guide the pupils through completing the story using the correct pronouns from the box. Do the activity orally with the pupils by filling in the missing words. Correct the pupils' errors. Let the pupils write the answers in their exercise books.

Our school sports day

Mtakuja Primary School has a sports day every term. **It** is always held on the last Friday of the term. Last Friday, pupils gathered at the playground. **They** were waiting for the inter-class competitions to begin. There were many class teams. Each class had a football team and a netball team. My brother, James, was in the football team. **He** was the team captain. **I** was in the netball team. I played well, but I did not score. My friend, Natalia, was also in our class team. **She** is our best scorer. **She** scored many goals for our team. The netball match was tough, and **we** lost to Standard Two. The next match after netball was football. You would be surprised. Football is the most loved sport in our school. James' team won the match. **It** ended up 2 to 1.

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Activity 4: Writing practice

Do the activity orally with the pupils by filling in the missing words. Correct the pupils' errors. Let the pupils write the answers in their exercise books. The suggested answers are as follows:

(i) Jamila is my best friend. **She** loves cooking.

(ii) Peter is going to the birthday party. **He** is going with Baraka.

(iii) Bahati is a good dancer. **She** is an intelligent girl too.

(iv) Look at the cow under the tree. **It** is big and fat.

(v) Japheti, Naomi and I went to the zoo. **We** saw lions, giraffes and zebras.

(vi) My name is Sonia. **I** am in Standard Three at Kilimatinde Primary School.

(vii) My uncle is a nurse. **He** works for Benjamin Mkapa Hospital.

(viii) My aunt is a doctor. **She** works for Kigoma Regional Hospital.

(ix) Naomi and Sonia went to the playground. **They** went to play netball.

(x) Musa, I saw **you/it** at the market yesterday.

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Unit Three

Expressing possession

Introduction

In this unit, you will teach the pupils how to express that something belongs to someone. Specifically, you will teach them how to show possession using the words *have* and *has*. The competencies gained in this unit will help them to talk about things that they possess and things that other people possess. The skills will also enable them to talk about things they do not possess or things that other people do not possess.

Teaching and learning resources

- Audio/audio-visual materials
- Written texts
- Pictures of objects

Procedure

Break the unit into lessons. At the beginning of each lesson, use a warm-up exercise to set the mood for learning and capture the pupils' attention. You may use a song, a short poem, or a spelling exercise.

Activity 1: Listening and oral practice

(a) Sing the 'Have and Has' song in the Pupil's Book in Activity 1(a).

(i) Find the lyric of the online song at https://www.youtube.com/watch?v=cx8g9yrEy3g and practise singing it.

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(ii) Ask the pupils to open their books on the page with the Have and Has Song.

(iii) Sing the song, one line at a time.

(iv) Let the pupils repeat each line after you.

(v) Sing the whole song several times.

(vi) Ask the pupils to sing the song thrice on their own.

Presentation

(i) Write the following sentences on the blackboard:

I have a star. You have a star.

He has a hat. She has a hat.

We have stars. They have hats.

(ii) Let the pupils repeat reading the sentences on the blackboard after you.

(iii) Underline the words *has* and *have* on the blackboard.

(iv) Tell the pupils that they are going to learn how to use *has* and *have* to express possession.

(b) Read the sentences in the table in Activity 1(b).

(i) Copy the table on the blackboard or write it on a manila sheet and display it on the blackboard.

(ii) Read a sentence with the word *have* in the table.

(iii) Write the sentence on the blackboard. For example, *I have a book*.

(iv) Read a sentence with the word *has* in the table.

(v) Write the sentence on the blackboard. For example, *She has a ruler*.

(vi) Ask the pupils to read the sentences in the table in the following manner: the whole class, in rows, in pairs and individually.

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(vii) Write the sentences that they have read on the blackboard.

(viii) Rub off the blackboard.

(ix) Ask the pupils to draw the table in their exercise books and write five sentences using *has* and five sentences using *have*.

(c) Read the passage in Activity 1(c) in the Pupil's Book.

(i) Ask the pupils to open their textbooks and listen to you as you read the passage aloud.

(ii) Read tha passage aloud slowly making sure that the words are read with appropriate stress, punctuation and pause.

(iii) Ask the pupils to read the passage silently and identify any words whose meanings they do not understand.

(iv) Write the identified words on the blackboard.

(v) Ask the pupils to read the words aloud after you.

(vi) Ask them to re-read the passage silently and guess the meaning of the words. If there are still words whose meanings they do not understand, use pictures or real objects to teach them.

(vii) Go through the questions with the pupils and write the answers on the blackboard.

(viii) Rub off the answers and ask the pupils to answer the questions in their exercise books. The suggested answers are as follows:

1. Yes, the giraffe **has** a long neck.
2. No, the giraffe doesn't **have** a short neck.
3. No, the giraffe doesn't **have** short legs.
4. No, the giraffe doesn't **have** green spots.
5. Yes, the giraffe **has** a calf.
6. Yes, the calf **has** a mother.
7. Yes, the giraffe's calf **has** a short tail.

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(d) Prepare an audio recording of a conversation on any topic of interest in Activity 1(d) in the Pupil's Book. Make sure the conversation frequently uses *has* and *have* to express possession. Play the recording in the class and ask the pupils to consider how *has* and *have* are used in the conversation.

(e) Ask the pupils to read the dialogue in pairs in Activity 1(e) in the Pupil's Book.

(i) Read the dialogue to demonstrate how the conversation proceeds.

(ii) Ask the pupils to act out the dialogue in pairs.

(f) Let the pupils answer the questions from the dialogue in Activity 1(f).

(i) Go through the questions with the pupils and write the answers on the blackboard.

(ii) Rub off the answers and ask the pupils to answer the questions in their exercise books. The suggested answers are as follows:

1. Yes, Juma **has** fresh mangoes.
2. Juma's neighbour **has** pineapples.
3. No, Juma and his neighbour do not **have** vegetables.

(g) Guide the pupils through singing the song in Activity 1(g) in the Pupil's Book.

(i) Create the rythm of the song and practice singing the song.

(ii) Ask the pupils to open their books on the page with the song.

(iii) Sing the song, one line at a time.

(iv) Let the pupils repeat each line after you.

(v) Sing the whole song several times

(vi) Ask the pupils to sing the song thrice on their own.

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Activity 2: Reading practice

(a) Guide the pupils through reading the passage in Activity 2(a) in the Pupil's Book. Use the same procedure for reading a passage.

(b) Guide the pupils through filling in the blanks with the words provided in brackets in Activity 2(b) in the Pupil's Book.

(i) Go through the questions with the pupils and write the answers on the blackboard.

(ii) Rub off the answers and ask the pupils to answer the questions in their exercise books. The suggested answers are as follows:

1. Bora's parents **have** many hens.
2. Bora **has** four hens.
3. Her white hen **has** ten chicks.
4. If the chicks grow, she will **have** fourteen hens.

Activity 3: Writing practice

Guide the pupils through filling in the blanks with *has* or *have* in Activity 3 in the Pupil's Book.

(i) Go through the questions with the pupils and write the answers on the blackboard.

(ii) Rub off the answers and ask the pupils to answer the questions in their exercise books. The suggested answers are as follows:

1. has
2. has
3. have
4. has
5. have
6. have
7. has
8. has
9. have
10. has
11. has
12. have
13. has
14. has

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Unit Four

Describing routines

Introduction

In this unit, you will teach the pupils to talk about things that are done regularly. They will learn to use appropriate verb forms to describe things that we do every evening, day and month. The competence gained in this unit will help them to describe their routines and other people's routines in English.

Teaching and learning resources

- Audio/audio-visual materials
- Written texts
- Pictures of objects

Procedure

Break the unit into lessons. At the beginning of each lesson, use a warm-up exercise to set the mood for learning and capture the pupils' attention. You may use a song, a short poem, or a spelling exercise.

Activity 1: Listening and oral practice

(a) Guide the pupils through responding orally to the questions in Activity 1(a) in the Pupil's Book. The pupils' responses may vary.

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Prior learning stage

(i) Ask the pupils the following question and let them answer it individually.

Teacher: Do you come to school on Monday/Tuesday/Wednesday/Thursday/Friday/Saturday/Sunday?

Pupils: Yes, I/we do. (for Monday to Friday)

Pupils: No, we don't. (for Saturday and Sunday)

(ii) Ask the pupils:

What do you do on Saturday?

What do you do on Sunday?

(iii) Ask the pupils:

Teacher: Do you go to school on Sunday?

Pupils: No, we don't go to school on Sunday.

(iv) Ask the pupils:

Teacher: Do you go to school on Saturday?

Pupils: No, we don't go to school on Saturday. We go to the market.

(b) Guide the pupils through studying the pictures and repeat reading after you the sentences in the bubbles aloud.

(i) Ask the pupils:

Teacher: What does the girl in Picture 1 eat every day?

Pupils: She eats a mango every day.

Teacher: What does the girl in Picture 2 do at school?

Pupils: The girl weighs objects at school every Friday.

Teacher: What does the girl in Picture 3 do every month?

Pupils: The girl plaits her hair every month.

Teacher: What does the boy in Picture 4 eat every evening?

Pupils: The boy eats papaya every evening.

Teacher: What does the girl in Picture 5 do every morning?

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Pupils: The girl goes to school every morning.
Teacher: What does the boy in Picture 6 do every evening?
Pupils: The boy goes home every evening after school.
Teacher: What does the boy in Picture 7 do every morning?
Pupils: The boy cleans the toilet every morning.
Teacher: What does the girl do in the garden every morning?
Pupils: The girl waters the plants every morning.

(ii) Let the pupils pair up and re-do the exercise while exchanging their roles.

(c) Guide the pupils through singing the song in Activity 1(c) in the Pupil's Book. Use the same procedure for teaching singing, as used in the previous songs.

(d) Guide the pupils throught answering the questions in Activity 1(d) in the Pupil's Book.

(i) Go through the questions with the pupils orally.

(ii) Ask the pupils to write the answer in their exercise books. The suggested responses are as follows:

1. She combs her hair that way every day in the morning.
2. She washes her face that way so early in the morning.
3. She rides her bicycle that way every day in the evening.
4. They sit in the class that way every day in the morning.

(e) Ask the pupils to make sentences from the table in Activity 1(e). Let them do it orally first and then write the sentences in their exercise books.

(i) Read as many sentences as possible from the substitution table.

(ii) Ask the pupils to read the sentences after you.

(iii) Ask the pupils to write five sentences for each pronoun (I, We, they) in their exercise books.

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(f) Follow the same procedure as in Activity 1(e) for the Activity 1(f). Ask the pupils to write five sentences for each pronoun (he, she) in their exercise books..

(g) Guide the pupils through responding to the question "What does she do?" in Activity 1 (g) in the Pupil's Book.

(i) Work with the pupils to do the exercise orally. The typical classroom instructions should be as follows:

Teacher: What does the girl do on Monday?
Pupil: She waters the flowers.

Teacher: What does the girl do on Tuesday?
Pupil: She sweeps the compound.

Teacher: ...
Pupil: ...

(ii) Let the pupils pair up and practice asking and responding to the question, "What does the girl do on ...? Instruct the pupils to exchange roles.

(iii) Ask the pupils to write the exercise in their exercise books. The responses should be as follows:

1. She **waters** the flowers on **Monday**.
2. She **sweeps** the compound on **Tuesday**.
3. She **plays** the drum at school on **Wednesday**.
4. She **rides** her bicycle on **Thursday**.
5. She **skips** rope on **Friday**.
6. She **cleans** the kitchen on **Saturday**.

(h) Ask the pupils to read Shabani's daily routine and answer questions from you.

(i) Ask the pupils the following questions.

Teacher: What time does Shabani get up?

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Pupils: Shabani gets up at 05:30 am. (The pupils repeat several times as a whole class, in rows/groups, in pairs and individually.)

(ii) Do the same for having breakfast, putting on school uniform, sweeping the ground, attending the morning parade, attending the first period and the second period, going for the morning break, etc.

(iii) Let the pupils pair up and practise asking and responding to the questions on Shabani's daily routine. Instruct the pupils to exchange roles

(i) Guide the pupils through acting out the dialogue by exchanging roles in Activity 1(i) in the Pupil's Book.

(i) Using the daily routine in Activity 1(i), call one pupil to the front of the class and act out the dialogue. Complete the dialogue before acting it out with the pupil.

(ii) Write the completed dialogue on the blackboard and ask the pupils to act it out in pairs.

(iii) Visit each pair to make sure the pupils are practising the dialogue correctly.

Activity 2: Reading practice

(a) Guide the pupils through reading the passage about My day in Activity 2 in the Pupil's Book.

(i) Read the passage aloud while the pupils are listening carefully.

(ii) Read the passage again aloud and ask the pupils to repeat after you.

(iii) Ask the pupils to read the passage silently.

(iv) Ask the pupils to answer the questions orally and correct their answers where necessary.

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(v) Ask the pupils to answer the questions in their exercise books. The suggested answers are as follows:

1. After waking up, Nasha brushes her teeth.
2. After drinking tea, Nasha takes her school bag and goes to school.
3. Nasha goes to sleep at 8:30 pm.
4. The lessons end at 4:00 pm.
5. Nasha does domestic chores at home after school.

Activity 3: Writing practice

(a) Guide the pupils through responding to the question "What time do you perform the following activities?" in Activity 3(a) in the Pupil's Book.

(i) Draw the pictures shown in the Pupil's Book.

(ii) Display one picture at a time and ask the pupils "What time do you do this?" (as you raise up the picture)

(iii) Do the same procedure for the rest of the pictures. The pupils' responces may vary.

(iv) Instruct the pupils to pair up and practice a dialogue by asking and responding to questions. The typical conversation should be as follows:

Pupil 1: What time do you brush your teeth?
Pupil 2: I brush my teeth at 6:30 am.

Pupil 1: What time do you do homework?
Pupil 2: I do homework at 8:30 pm

Pupil 1: What time do you ...? (say the action)
Pupil 2: I ... at ...

(b) Guide the pupils through writing a composition about their typical daily routines in Activity 3(b) in the Pupil's Book. The pupils' responses may vary.

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Unit Five

Describing ongoing activities

Introduction

In this unit, the pupils will learn to describe things that are happening at the time of speaking. They will learn appropriate verb forms to use when describing ongoing activities. At the end of this unit, they will be able to describe activities happening in different situations orally and in writing.

Teaching and learning resources

- Audio/audio-visual materials
- Written texts
- Pictures of objects

Procedure

You cannot teach the whole unit in a single lesson. You should, therefore, break the unit into manageable lessons. At the beginning of each lesson, use a warm-up exercise to set the mood for learning and capture the pupils' attention. You may use a song, a short poem, or a spelling exercise.

Activity 1: Listening and oral practice

Presentation

(a) Guide the pupils through pronouncing the words in the box in Activity 1(a) in the Pupil's Book. Pronounce the words and let the pupils repeat pronouncing them after you.

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(i) From your table, walk to the door. While walking say, "I am walking to the door."

(ii) Now ask them, "What am I doing?" Then, respond, "I am walking to the door."

(iii) Ask the pupils to repeat after you as follows, "What am I doing? I am walking to the door." Repeat doing so several times.

(iv) Call one pupil to the front of the class and tell him/her to walk to the door. While the pupil is walking, let him/her say, "I am walking to the door."

(v) Ask the pupils, "What is ...(say his/her name) doing?"

Say, "He/she is walking to the door."

Ask, "Is he walking to the desk?"

Let the pupils respond, "No, he/she is not walking to the desk. He/she is walking to the door."

(vi) Clap your hands and say, "I am clapping my hands." (Repeat the procedure above.)

(vii) Clean the blackboard and say, "I am cleaning the blackboard." (Repeat the procedure above.)

(viii) While standing up, say, "I am standing up." (Repeat the procedure.)

(ix) Call three pupils to the front of the class. Then, ask them to clap their hands and say, "We are clapping our hands." Let them repeat doing so several times.

(x) Ask the pupils, "Are they walking to the door?" Let the pupils respond, "No, they are clapping their hands."

(b) Guide the pupils through saying what the people in the pictures are doing in Activity 1(b) in the Pupil's Book.

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(i) Place the picture of the girl riding a bicycle on the picture holder or flannel board.

(ii) Ask the pupils, "What is she doing?" The pupil's responce should be "She is riding a bicycle."

(iii) Do the same procedure for the rest of the pictures in Activity 1(b). The answers to the questions are as follows:

Picture 1. She is riding a bicycle.
Picture 2. She is reading a book.
Picture 3. He is washing clothes.
Picture 4. He is dancing.
Picture 5. She is mopping the floor.
Picture 6. He is cooking.
Picture 7. She is watching TV.
Picture 8. She is watering the flowers.

(iv) Ask the pupils to pair up and practise a dialogue by asking and responding to what the person in the picture is doing. The typical conversation should be as follows:

Pupil 1: What is she doing? (referring to a particular picture)
Pupil 2: She is ...
Pupil 1: ...
Pupil 2: ...

(c) Guide the pupils through responding to the question on saying what the people in the picture are doing in Activity 1(c) in the Pupil's Book.

(i) Place the picture of people digging the farm in Picture 1 on the picture holder or flannel board.

(ii) Ask the pupils, "What are these people doing?"

(iii) The pupils should answer, "They are digging the farm."

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(iv) Use the same procedure for the rest of the pictures in Activity 1(c). The answers to the questions are as follows:

Picture 1. They are digging the farm.
Picture 2. They are swimming.
Picture 3. They are studying.
Picture 4. They are watering vegetables.
Picture 5. They are playing basketball.
Picture 6. They are eating.

(v) Ask the pupils to pair up and practise a dialogue by asking and responding to what the people in the pictures are doing. The typical conversation should be as follows:

Pupil 1: What are the people doing? (referring to a particular picture)
Pupil 2: They are ...
Pupil 1: ...
Pupil 2: ...

(d) Guide the pupils through responding to the questions on saying what the people in the pictures are doing in Activity 1(d) in the Pupil's Book.

(i) Place Picture 1 on the picture holder or flannel board.

(ii) Ask the pupils, "What is he doing?"

(iii) The pupils should answer, "He is cleaning the blackboard."

(iv) Use the same procedure for the rest of the pictures in Activity 1(d). The answers to the questions are as follows:

Picture 1. He is cleaning the blackboard.
Picture 2. He is teaching the pupils.
Picture 3. He is sweeping the classroom.
Picture 4. He is reading a book.
Picture 5. She is playing the drum.
Picture 6. She is singing.
Picture 7. He is running.

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Picture 8. He is eating a mango.
Picture 9. They are cleaning the classroom.
Picture 10. They are running.
Picture 11. They are singing.
Picture 12. They are playing rope skipping.

(v) In pairs, let the pupils ask and respond to the question what the people in the pictures are doing, while exchanging their roles. Use the same model of conversations as used in the previous activities.

(e) Guide the pupils through constructing sentences from the table orally in Activity 1(e) in the Pupil's Books.

(i) Demonstrate how to construct sentences from the table and write them on the blackboard.

(ii) Let the pupils construct sentences orally with you and instruct them to write as many sentences as possible in their exercise books.

Activity 2: Writing practice

(a) Guide the pupils through filling in the blanks with the correct word form in brackets in Activity 2(a) in the Pupil's Book.

(i) Fill in the blanks with the pupils orally.

(ii) Ask the pupils to copy the text in their exercise books by filling in the blanks spaces. The answers to the questions are as follows:

My mother, sister and I are at home. My younger sister is *eating* a cake. My mother is *cooking* in the kitchen. I am *sitting* on the sofa. I am *watching* a football match on TV. Mtakuja Primary School is *playing* against Malingumu Primary School. My father is *working* in the study.

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(b) Guide the pupils through studying the pictures in Activity 2(b) in the Pupil's Book.

(i) Let the pupils talk about the pictures in pairs.

(ii) Provide clarifications if needed to help the pupils understand the meaning represented by the pictures.

(c) Let the pupils arrange the sentences in Activity 2(c) according to the pictures in Activity 2(b). Correct any errors. The correct arrangement of the sentences is as follows:

Picture 1. Hamisi is picking a mango under the tree.
Picture 2. He is eating the mango without washing it.
Picture 3. He is crying because of a stomach ache.
Picture 4. His parents are taking him to hospital.
Picture 5. He has been admitted to hospital.
Picture 6. He has been discharged.

(d) Guide the pupils through changing the sentences into questions in Activity 2(d) in the Pupil's Book.

(i) Do the activity with the pupils orally.

(ii) Ask the pupils to do the exercise in their exercise books. The answers to the questions are as follows:

2. What is he doing?
3. What is he eating?
4. What is Hamisi doing? Or What is Hamisi picking?

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Unit Six

Connecting ideas using 'and' and 'but'

Introduction

In this unit, the pupils will learn to connect ideas using the conjuctions *and* and *but*. Specifically, the pupils will learn to use *and* to connect simple sentences of the same status and to use *but* to connect ideas that contrast each other. At the end of this unit, the pupils will be able to use *and* and *but* in various communicative situations orally and in writing.

Teaching and learning resources

- Audio/audio-visual materials
- Written texts
- Drawn pictures of objects

Procedure

Break the unit into lessons. At the beginning of each lesson, use a warm-up exercise to set the mood for learning and capture the pupils' attention. You may use a song, a short poem, or a spelling exercise.

(i) Decide on the number of lessons you will need to teach this unit.

(ii) Prepare picture cards and sentence flash cards to use for the lessons.

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Activity 1: Listening and oral practice

(a) Guide the pupils through using *and* to join the sentences in Activity 1(a) in the Pupil's Book.

(i) Write the word *and* on the blackboard and read it aloud several times.

(ii) Let the pupils repeat reading the word after you.

(iii) Turn to the pupils and say, "We are going to learn how to use the word *and* to join sentences."

Picture reading stage

(i) Display the picture on the picture holder or flannel board.

(ii) Point at the picture and ask the pupils to read the sentences in the bubbles from John. For example, "I like English. I like Kiswahili."

(iii) Ask the pupils to use *and* to join the above two sentences from John. The resulting sentence is "I like English and Kiswahili."

(iv) Ask the pupils to read the resulting sentence, "I like English and Kiswahili." Repeat it several times.

(v) Provide another example. For example, "I like tea." "I like coffee." The resulting sentence is "I like tea and coffee." Ask the pupils to provide two separate sentences and guide the pupils to join them.

(vi) Repeat pointing at the bubbles. For example, point at the sentence in the bubble, "I like English" from John, and ask the pupils to read the sentence aloud. Then, point at the sentence, "I like English" in the bubble from Sarah and ask the pupils to read it aloud. Tell the pupils to join the two sentences. The resulting sentence should be "John and Sarah like English."

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Sentence reading stage

(i) Write the sentences on the blackboard, "John likes English." "John likes Kiswahili." Read them alouds.

(ii) Ask the pupils to repeat reading them after you aloud as a group, in pairs and individually.

(iii) Join the sentences using *and*. The resulting sentence will be "John likes English and Kiswahili."

(iv) Read the resulting sentence aloud and ask the pupils to read it after you as a group, in pairs and individually.

(v) Write the following sentences on the blackboard: "John likes English." "Sarah likes English." Guide the pupils through joining the two sentences. The resulting sentence will be "John and Sarah like English."

(vi) For more practise, call a pupil to the front of the class and give him or her a pen and a pencil to hold. Then, write on the blackboard, "X has a pen." "X has a pencil." Ask the pupils to join the two sentences. The resulting sentence should be "X has a pen and a pencil."

(vii) Provide more examples and use the same procedure to help the pupils join the sentences using 'and'.

(viii) Ask the pupils to copy the sentences in Activity 1(a) and use 'and' to join each pair of sentences. The resulting sentences are as follows:

1. I like English and Kiswahili.
2. John likes English and Kiswahili.
3. John and Sarah like English.
4. John and Sarah are wearing white shirts.
5. Sarah and John have school bags.
6. Asha likes rope skipping and netball.
7. Neema and Jane enjoy rope skipping.

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(b) Guide the pupils through joining the sentences in Activity 1(b) in the Pupil's Book.

(i) Do the written exercise with the pupils orally.

(ii) Ask the pupils to do the exercise in their exercise books. The possible responses are as follows:

1. I am healthy and happy.
2. I have one sister and one brother.
3. Dorika is healthy and happy.
4. Dorika has one sister and one brother.

Activity 2: Writing practice

(a) Guide the pupils through using *and* to join the sentences in Activity 2 in the Pupil's Book.

(b) Go through the written exercise with the pupils orally.

(c) Ask the pupils to write the answers in their exercise books. The following are possible responses.

2. Maria visits her grandmother and uncle on Sundays.
3. Our mother and father like ugali.
4. Our class has fifteen girls and twenty boys.
5. We have a bath and eat breakfast in the morning.
6. The ducks and hens are eating rice.
7. The carpenter is fixing the door and the window.
8. The doctor is examining the child and the mother.

Activity 3: Listening and oral practice

(a) Guide the pupils through using *but* to join sentences in Activity 3(a) in the Pupil's Book.

(i) Write the word *but* on the blackboard and read it aloud several times.

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(ii) Let the pupils read the word after you.

(iii) Turn to the pupils and say, "We are going to learn how to use the word but to join sentences."

Picture reading stage

(i) Display on the flannel board the picture of the boy and the girl.

(ii) Ask the pupils to say what they see in the picture.

(iii) Touch the picture with a pointer and read these sentences aloud: "I like football" for John, and "I don't like football" for Sarah; "I don't like netball" for John, and "I like netball" for Sarah. Focus on one sentence at a time.

(iv) Ask the pupils to repeat reading the sentences after you aloud.

Sentence reading stage

(i) Point at the sentence, "I like football" in the bubble from John. Then, read it aloud with the pupils and write "John likes football" on the blackboard. Next, point at the sentence, "I don't like football" in the bubble from Sarah. Read it with the pupils and write "Sarah doesn't like football" on the blackboard.

(ii) Ask the pupils to use but to join the two sentences: "John likes football" "Sarah doesn't like football." The resulting sentence is "John likes football, but Sarah doesn't like football."

(iii) Point at the sentence, "I like football" in the bubble from John. Then, read it aloud with the pupils and write "John likes football" on the blackboard. Next, point at the sentence, "I don't like netball" in the bubble from John. Read it with the pupils and write "John doesn't like netball" on the blackboard.

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(iv) Ask the pupils to use but to join the two sentences: "John likes football" "John doesn't like netball." The resulting sentence is "John likes football, but he doesn't like netball."

(v) For more practise, call two pupils to the front of the class and give them – one, a pencil and the other one a pen) to hold. Then, write on the blackboard, "X has a pencil." "Y has a pen." Ask the pupils to join the two sentences. The resulting sentence should be "X has a pencil, but Y has a pen."

(vi) Provide more examples and use the same procedure to help the pupils join the sentences using 'but'.

(vii) Ask the pupils to copy the sentences in Activity 3 (a) and use 'but' to join each pair of sentences. The resulting sentences are as follows:

1. I like football, but I don't like netball.
2. I like netball, but I don't like football.
3. John likes football, but he doesn't like netball.
4. Sarah likes netball, but she does not like football.
5. I like rope skipping, but I don't like football.
6. Asha likes rope skipping, but she does not like football.
7. Neema likes netball, but Jane likes football.

(b) Guide the pupils through joining the sentences in Activity 3 (b) in the Pupil's Book.

(i) Do the written exercise with the pupils orally.

(ii) Ask the pupils to do the exercise in their exercise books. The possible responses are as follows:

1. My parents are reach, but I am not happy.
2. I have two sisters, but I don't have a brother.
3. Her parents are rich, but she is not happy.
4. Dorika has two sisters, but she does not have a brother.

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Activity 4: Writing practice

(a) Guide the pupils through joining the sentences in Activity 4 in the Pupil's Book.

(b) Go through the exercise with the pupils orally.

(c) Ask the pupils to write the answers in their exercise books. The following are the possible responses.

2. Maria visits her grandmother but not her uncle on Sunday.
3. Our mother cooks ugali but not rice for dinner.
4. Our class has thirty girls, but it has no boys.
5. We go to school on Fridays but not on Saturdays.
6. Juma eats rice, but Ally does not.
7. The carpenter is fixing the door, but he does not fix the window.
8. The doctor is examining the child but not the mother.

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Unit Seven

Reading a variety of texts

Introduction

This unit will enable the pupil to read short and long words using appropriate pronunciation. They will practise the correct pronunciation of words and understand their meanings. They will also use them orally and in writing

Teaching and learning resources

- Audio/audio-visual materials
- Written texts
- Drawn pictures of objects

Procedure

Break the unit into lessons. At the beginning of each lesson, use a warm-up exercise to set the mood for learning and capture the pupils' attention. You may use a song, a short poem, or a spelling exercise.

Activity 1: Reading two-syllable words

(a) Show the pupils the pictures of objects in Activity 1(a) in the Pupil's Book.

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(b) Read the names of the objects in the pictures using correct pronunciation and ask the pupils to repeat after you. Pay attention to the clear articulation of syllables.

(c) Let them practise pronouncing the words several times until they have mastered their pronunciation.

(d) Read aloud the two-syllable words in Activity 1(b) in the Pupil's Book using correct pronunciation, and ask them to repeat after you. Pay attention to the clear articulation of syllables.

(e) Let them practise reading the words several times until they have mastered their pronunciation.

Activity 2: Reading multi-syllable words

(a) Show the pupils the pictures of objects in Activity 2(a) in the Pupil's Book.

(b) Read the names of the objects in the pictures in Activity 2(a) using correct pronunciation and ask the pupils to repeat after you. Pay attention to their clear articulation of syllables.

(c) Let them practise reading the words several times until they have mastered their pronunciation.

(d) Read aloud the multi-syllable words in Activity 2(b) in the Pupil's Book with correct pronunciation and ask them to repeat after you. Pay attention to their clear articulation of syllables.

(e) Let them practise reading the words several times until they have mastered their pronunciation.

Activity 3: Reading aloud grade-level texts

(a) Ask the pupils to take turns to read the text with two and multi-syllable words in Activity 3(a).

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(b) Guide them through pronouncing the words in the text correctly.

(c) Go through the questions in Activity 3(b) in the Pupil's Book with the pupils orally.

(d) Tell the pupils to answer the questions in their exercise books. Answers may vary. The suggested answers are as follows:

1. Tupendane was taken to hospital because she was sick.
2. Toyo pretended to shake hands with the doctor.
3. Toyo and the doctor were arrested because of corruption.
4. My opinion about corruption is that corruption is bad.
5. The meaning of the word 'enemy' is a hostile opponent.
6. The meaning of the word 'justice' is an act of treating people fairly.

(e) Ask the pupils to do the same in Activity 3(c). The suggested answers are as follows:

1. Monde caught a big fish.
2. Monde screamed to ask for help.
3. Tutu helped Monde to pull the fish out of water.

Activity 4: Oral practice

(a) Ask the pupils to form groups of three and act out the dialogue in Activity 4.

(b) Move around to guide and correct them where necessary.

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Unit Eight

Recognising the basic features of spoken English

Introduction

In this unit, the pupils will practise speaking English and recognising pronunciation differences between words. They will also practise reading sentences.

Teaching and learning resources

- Audio/audio-visual materials
- Written texts
- Pictures of objects

Procedure

Break the unit into lessons. At the beginning of each lesson, use a warm-up exercise to set the mood for learning and capture the pupils' attention. You may use a song, a short poem, or a spelling exercise.

Activity 1: Reading words with short vowels

(a) Pronounce the short vowels in the first row of the table in Activity 1(a) in the Pupil's Book and ask the pupils to repeat in chorus after you.

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(b) Read the words in each column in the table in Activity 1(a) in the Pupil's Book and ask the pupils to repeat after you.

(c) Let the pupils practise reading them several times until they have mastered the correct pronunciation of the target sounds.

(d) Read aloud with correct pronunciation of the words containing short vowels in Activity 1(b) in the Pupil's Book. Ask the pupils to repeat after you in chorus. Pay attention to the correct pronunciation of the short vowels.

(e) Let them practise several times until they have mastered the correct pronunciation of the target sounds.

Activity 2: Reading words with long vowels

(a) Pronounce the long vowels in the first row in the table in Activity 2(a) in the Pupil's Book. Ask the pupils to repeat in chorus after you.

(b) Read the words in each column in the table in Activity 2(a) in the Pupil's Book and ask the pupils to repeat after you.

(c) Let the pupils practise reading them several times until they have mastered the correct pronunciation of the target sounds.

(d) Read aloud using correct pronunciation the words with long vowels in Activity 2(b) in the Pupil's Book. Ask the pupils to repeat after you. Pay attention to the correct pronunciation of long vowels.

(e) Let them practise reading them several times until they have mastered the correct pronunciation of the target sounds.

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Activity 3: Reading words with short and long vowels

(a) Read aloud the words with short and long vowels in Activity 3(a) in the Pupil's Book using correct pronunciation. Ask the pupils to repeat after you. Pay attention to the correct pronunciation of the short and long vowels.

(b) Let the pupils practise reading them several times until they have mastered the correct pronunciation of the target sounds.

(c) Ask the pupils to construct a sentence for each word listed in Activity 3(b) in the Pupil's Book orally. Pay attention to the distinction between short and long vowels.

Activity 4: Reading sentences containing words with short and long vowels

(a) Read the sentences containing words with short and long vowels in Activity 4(a) in the Pupil's Book. Ask the pupils to repeat after you in chorus. Pay attention to the pronunciation of short and long vowels.

(i) Pick individual pupils to read the sentences while monitoring their pronunciation of short and long vowels.

(ii) Continue with the practice in (a) above until you are satisfied that all the pupils have mastered the pronunciation of the target sounds.

(b) Guide the pupils through reciting the poem in Activity 4(b) in the Pupil's Book. Let the pupils practice reciting the poem until they have mastered it.

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(c) Guide the pupils through reading the sentences in Activity 4(c) in the Pupil's Book while monitoring their pronunciation and intonation.

(d) Guide the pupils through reading the story 'Maswi, the Lucky Boy' in Activity 4(d). Monitor their pronunciation and intonation.

(e) Guide the pupils through reading the sentences in Activity 4(e) in the Pupil's Book while monitoring their pronunciation and intonation.

Activity 5: Oral practice

Organise the pupils into pairs and ask them to act out the dialogue in Activity 5.

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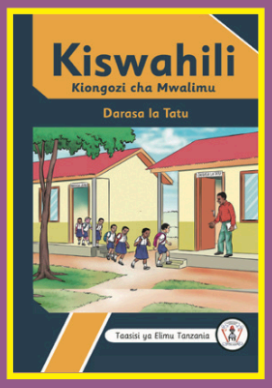

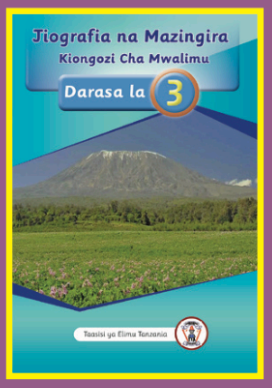

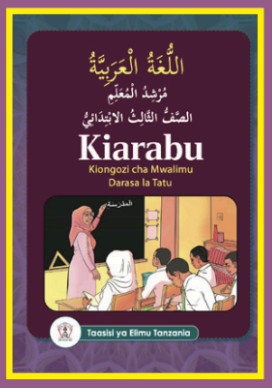



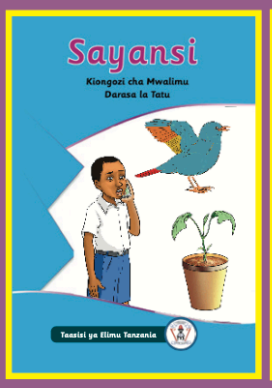

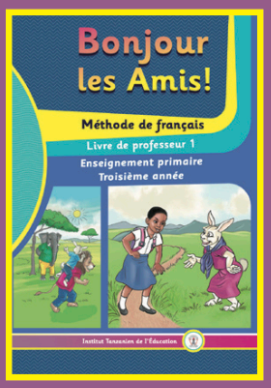



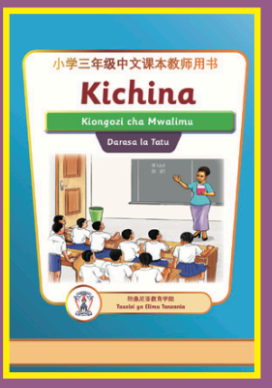

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