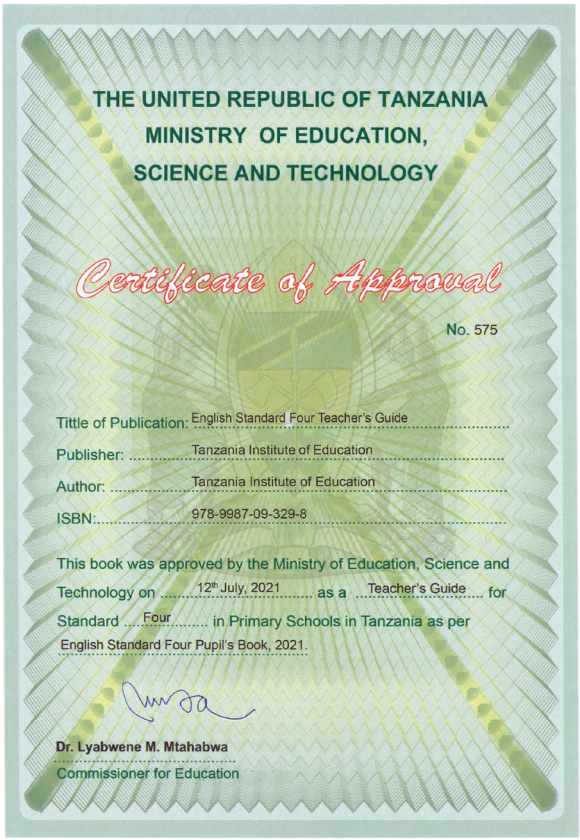
English

Standard Four

Teacher's Guide



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Dr. Lyabwene M. Mtahabwa
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Tanzania Institute of Education
P.O.Box 35094
Dar es Salaam, Tanzania

Mobile numbers: +255 735 041 170/ +255 735 041 168
Email: director.general@tie.go.tz
Website: www.tie.go.tz

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Introduction

This teacher's guide is intended to guide a Standard Four English Language Teacher assists pupils to learn and practise the use of English Language in simple communications. The book provides the teacher with the main concept in each unit, a list of teaching and learning resources, as well as various simple and contextualized English Language teaching and learning techniques.

The book has nineteen units in total. Each unit comprises teaching and learning activities and techniques that intend to enhance teacher's skills in teaching for developing pupil's listening, speaking, reading, and writing skills. Similarly, the guide provides the teacher with answers and sample of stories resulting from various pupils' assignments and tasks in the English Language Pupil's Book Four.

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

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Unit One

Moreen – the school girl

Giving and obeying orders

Learning Activities

(a) Listen to the words/phrases which give orders, and obey the orders

(b) Use the verb 'to be' words (positive/negative) in short and simple text through writing (is, am, are, was, were)

Teaching and learning resources

(i) Cards containing written orders
(ii) Pictures of pupils carrying out orders
(iii) Classroom environment (chairs, desks, windows, door, blackboard)
(iv) Flip chart
(v) CDs containing recorded orders
(vi) Cassette player/CD player

Main Concept

Obeying orders help a pupil to behave well in the school environment and in general life situations. Orders are important as they make pupils obedient, mannered and disciplined.

Teaching and learning stages

Activity 1: Reading

(a) Ask pupils to study the picture on page 1 and describe it orally. You may ask them the following leading questions.

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(i) What do you see in the picture?
(ii) What do you think the woman is doing?
(iii) What time of the day you think it is?

(b) Write the comprehension questions on the board before starting to read the story.
(c) Demonstrate reading a story aloud putting into consideration correct pronunciation, intonation, and stress while pupils are listening attentively.
(d) Ask pupils in groups to read the story heartily.
(e) Guide pupils to read the story aloud, one after another.
(f) Guide pupils to listen to the orders given orally by the teacher, and respond to them accordingly.
(g) Guide pupils to mention orders which are common in school, at home and in general life situations.
(h) Lead pupils to obey orders by using classroom situations, Examples of the orders are *stand up, sit down, open the door,* and *shut the window.*
(i) Ask pupils to listen to recorded orders on radio cassette player/ CD player.
(j) Guide pupils to answer comprehension questions on page 2 in pupil's book.

Answers to **wh** questions must be in full sentences. For example

1. Moreen's mother asked her to wake up.
2. Moreen goes to Mwalimu Nyerere Primary School.
3. Moreen woke up late because she slept late.
4. After taking a bath Moreen was asked to take breakfast (quickly).

Activity 2: Vocabulary and pronunciation

Teaching vocabulary

Use the following techniques to present vocabulary:

(a) Teach the new words in spoken form first and then in its written form to help the pupils pronounce them correctly.

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(b) Teach new words in context by making sentences containing the target vocabulary.
(c) Guide pupils to make simple sentences by using new vocabulary from the text.
(d) Present new words using real objects, drawings or pictures to make the meaning clear.
(e) Provide your pupils with opportunities to practise using the new words in a variety of sentences.
(f) Use mimes and gestures, especially verbs. For example, you can imitate the movement of a chameleon.
(g) Use synonyms according to context.
(h) List items related to the word you want to teach. For example, months – January, February, March
(i) Provide your pupils with opportunities to imitate you by saying the sentences and the words you have taught.

Teaching pronunciation

Use the following techniques to present pronunciation:

(a) Pronounce the sounds clearly in isolation, and pupils should repeat the sounds both in chorus and individually.
(b) Contrast similar sounds to eliminate confusion among the pupils.
(c) Show pupils how to pronounce a word by demonstrating it using a simple drawing of the mouth with correct placement of tongue and shape of lips.
(d) Listen to the pronunciation as demonstrated by the teacher focusing on consonants, vowels, intonation and stress pattern.
(e) Practise pronouncing clearly the words, both in chorus and individually.

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Let pupils listen to the pronunciation in minimal pairs as demonstrated by the teacher focusing on consonants, vowels, intonation, and stress pattern with correct placement of the tongue and the shape of lips.

(a) Guide pupils to listen pronunciation focusing on consonants, vowels, intonation, and stress patterns.

(b) Guide pupils to practise pronouncing the words below in minimal pairs, both in chorus and individually.

(c) Guide pupils to contrast minimal pairs to eliminate confusion.

Activity 3: Reading

Guide pupils to do the following:

(a) Study the picture on page 4 and describe it.

(b) Listen to the story as it is read to them by the teacher in demonstration.

(c) Read the story aloud, one after another.

(d) Listen to the dialogue and identify the consequences of drug abuse. (Select two pupils, one to play the role of Faraja, and the other to play the role of father. They should come in front of the class and act the dialogue on page 3 and 4).

(e) Answer comprehension questions on page 5 in the pupil's book both orally and in writing.

Answers to comprehension questions

1. Faraja and her father were going to Milala village.
2. They stayed for two hours at the bus stop.
3. Faraja wanted a drink because she was thirsty.
4. A drug user looks tired and dirty.
5. The boy wanted to steal a big bag.

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Activity 4: Vocabulary and pronunciation

Teaching vocabulary

(a) Guide pupils to:

(i) Listen to the pronunciation as demonstrated by the teacher focusing on consonants, vowels, intonation, and stress pattern with correct placement of tongue and shape of lips.

(ii) Learn new words in context by making sentences containing the target vocabulary.

(iii) Make simple sentences by using new vocabulary from the text.

(iv) Practise pronouncing clearly the words, both in chorus and individually.

Teaching pronunciation

Listen to the pronunciation in minimal pairs as demonstrated by the teacher, focusing on consonants, vowels, intonation, and stress pattern with correct placement of the tongue and the shape of lips.

(i) Listen to the pronunciation as demonstrated by the teacher focusing on consonants, vowels, intonation, and stress pattern.

(ii) Practise pronouncing clearly the words below in minimal pairs, both in chorus and individually.

(iii) Contrast minimal pairs to eliminate confusion.

Activity 5: Oral practise

(a) Ask pupils to read aloud the given orders.

(b) Lead pupils in pairs to practise giving orders using the given sentences in the relevant context.

Language Practise

Present forms of 'be'

When talking about one person or something, in the present time, the correct form of **be** is **'is'**. Examples

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(i) She **is** a pupil.
(ii) He **is** a teacher.
(iii) It **is** raining.
(iv) Juma **is** digging in the garden.
(v) A dog **is** chasing a monkey.

When talking about more than one person or thing, in the present time, the correct form of **be** is **'are'**. Examples:

(i) They **are** girls.
(ii) We **are** singing a song.
(iii) You **are** a boy.
(iv) The boys **are** playing football.

NB: When **'be'** is used as a helping verb, the verb coming after it takes the **'ing'** form (continuous tense). It is used to express an action which is happening now (present continuous tense); or what was happening some time ago (past continuous tense); or what will be happening in the coming time (future continuous tense). Also, note that the pronoun **'I'** takes '**am'** as its correct form of '**be'** in the present time; and it takes **'was'** in the past time.

Examples

(a) I am writing now.
(b) I was cooking yesterday.

Use the following techniques to teach the given language practise:

(a) Explain to pupils the use of '**am'**, **'is**', and '**are'.**
(b) Tell them that '**am**', '**is**', and '**are**' can be used both as main verb or helping verb.

Ask pupils to complete the language practise exercise on page 7 of the

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Unit Two The singing competition

Announcements

Learning Activities

(i) Listen to oral or recorded announcements and identify main ideas

Teaching and learning resources

(a) Loudspeaker
(b) Radio broadcast
(c) Television broadcast
(d) Internet
(e) Social networks
(f) Organization websites
(g) Notice board posters
(h) School rules and regulations

Main Concept

Announcements help to develop listening skills, and to interpret what one hears. Through listening attentively a pupil can get information from various sources such as radio, television, telephone conversation and people talking to us face to face. By listening to announcements a pupil can learn a new language; its vocabulary and grammatical structures, pronunciation, intonation and stress. In this unit, pupils will develop the ability to make and respond to announcements.

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Teaching and learning stages

Activity 1: Reading

(a) Guide pupils to study the picture on page 8 and describe it. You may ask the following leading questions:
   (i) What do you see in the picture?
   (ii) What are the pupils doing?
   (iii) Where do you think is the action taking place?

(b) Write the questions on the board before starting to read the story.

(c) In groups, ask pupils to read the story aloud.

(d) Guide pupils to identify unfamiliar words from the text and help them to get the meaning of such words.

(e) Lead pupils to use unfamiliar words to make simple sentences orally.

(f) Lead pupils to sing the national anthem while standing attention.

Demonstrate the following

(a) Sing the whole song to the pupils

(b) Repeat the words chorally tapping on the desk to establish the rhythm (verse by verse)

(c) Put the words in the tune (verse by verse if necessary)

(d) Practise singing the song on page 9.

Answers to the questions

Answers to **wh** questions must be in full sentences as shown below:

1. The Standard Four teacher went to the class.
2. She said that Standard Four and Five pupils would compete singing the National Anthem.

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3. They were going to sing the National Anthem.
4. The winners were going to be given two balls.
5. Standard Four and Five classes were going to compete.

Activity 2: Vocabulary and pronunciation

Teaching vocabulary

Use the following techniques to present vocabulary

(a) Teach the new words in spoken form first, and then in their written form to help the pupils pronounce them well.

(b) Teach new words in context by making sentences containing the target vocabulary.

(c) Guide pupils to make simple sentences by using new vocabulary from the text.

(d) Present new words using real objects, drawings, or pictures to make the meaning clear.

(e) Provide pupils with opportunities to practise using the new words in a variety of sentences.

(f) Use mimes and gestures, especially verbs. For example, you can imitate the movement of a chameleon.

(g) Use synonyms according to the context.

(h) List items related to the word you want to teach. For example months – January, February, March

(i) Provide your pupils with opportunities to imitate you by saying the sentences and the words you have taught.

Teaching pronunciation

Use the following techniques to present pronunciation

(a) Pronounce the sounds clearly in isolation, and pupils should repeat the sounds both in chorus and individually.

(b) Contrast similar sounds to eliminate confusion among the pupils.

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(c) Show pupils how to pronounce a word by demonstrating it using a simple drawing of the mouth with correct placement of tongue and shape of lips.
(d) Listen to the pronunciation as demonstrated by the teacher focusing on consonants, vowels, intonation, and stress pattern.
(e) Practise pronouncing clearly the words below, both in chorus and individually.
(f) Listen to the pronunciation in minimal pairs as demonstrated by the teacher focusing on consonants, vowels, intonation, and stress pattern with correct placement of tongue and shape of lips.
    (i) Listen to the pronunciation as demonstrated by the teacher focusing on consonants, vowels, intonation, and stress pattern.
    (ii) Practise pronouncing clearly the words on page 10 in pupils book in minimal pairs, both in chorus, and individually.

Activity 3: Oral practise

Guide pupils to make announcements on the topics given on page 10 in pupil's book. For example:

Hello friends. I would like to inform you that my next birthday will be on 7th April, 2018. We are going to hold a party. The party will take place at Mango Hall, at 2:00 p.m, and it will end at 5:00 p.m. There will be food and drinks. You are all welcome.

Activity 4: Reading

The missing bell

Use the following steps to teach the dialogue on pages 11-12.

(a) Ask pupils to look at the picture on page 11 and describe it. You may ask them the following leading questions
    (i) What do you see in the picture?
    (ii) Who do you think is a woman in red clothes?
    (iii) What is the pupil in the front of the class doing?

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(b) Prepare a simple dialogue and write it out on the board or manila card.
(c) Introduce the context of the dialogue.
(d) Read aloud both parts of the dialogue to the pupils while they are listening. Use gestures and intonation.
(e) Re-read the dialogue and have the pupils repeat each line.
(f) Read out one part, and have the pupils read another part.
(g) Divide class into pairs, taking turns playing part A and part B.
(h) Have several pairs come in front of the class to act out the dialogue.
(i) Ask oral comprehension questions about the conversation.

Activity 5: Vocabulary and pronunciation

Refer to the steps/procedure of teaching vocabulary and pronunciation as indicated in Unit One, under vocabulary and pronunciation activity 2.

(a) Guide pupils to pronounce words on page 12 in pupil's book.
(b) Guide pupils to pronounce the following tongue twister correctly:

Eddie had edited it.

Language Practise

Past forms of 'be'

When talking about one person or thing in the past time, the correct form of **be** is **'was'**. Examples

(a) She was cooking beans, potatoes
(b) He was a driver.
(c) It was raining.

When talking about more than one person or thing, in the past time, the correct form of '**be'** is **'were'**. Examples

(a) We were watching a television.
(b) They were clapping their hands.
(c) You were in Class Three.

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You may use the following techniques to teach the given language practise:

(a) Explain to pupils the use of **"was"** and **"were"**

(b) Tell them that **"was"** and **"were"** can be used as main verbs or a helping verb.

(c) Guide pupils to do the fill in the blanks exercise on language practice on page 13 in the pupil's book.

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Unit Three My interesting stories

Expressing quality

Learning Activities

(i) Listen to narration about general topics and list down the main ideas (include good governance and rule of law).

(ii) Read simple texts to interpret the contents (timetables, menu, directions, instructions in public places and simple manual).

Teaching and learning resources

(a) Related pictures from the pupil's book
(b) Real objects e.g. pens, books, bottles
(c) Sentence cards with adjectives
(d) Wall chart with pictures of things
(e) Passages with adjectives
(f) Word cards
(g) Classroom situations and items

Main Concept

Adjectives tell us more about a noun. We use adjectives before nouns and after some verbs. An adjective is a describing word. It can describe a noun. For example

a. A **good** girl.
b. A **clever** boy.

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Understanding adjectives will help pupils to describe different things in the environment.

Teaching and learning stages

Activity 1: Reading

(a) Ask pupils to look at the picture on page 14 and describe it. You may ask the following leading questions for pupils to answer orally:
   (i) What can you see in the picture?
   (ii) What do you think the children are doing?
   (iii) What do you think the dog is doing?

(b) Where is the action taking place?

(c) Write the comprehension questions on the board before reading the story.

(d) Read the story in a normal pace twice.

(e) Guide groups to exercise reading aloud part of the text.

(f) Allow each group to read the text three times. Assist pupils to correct words that they pronounce wrongly by writing them on the board and guiding pupils one by one to read them aloud and properly/correctly.

(g) Lead them to understand the meaning of the unknown words through context.

(h) Guide pupils to answer comprehension questions on page 15 in the pupil's book.

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Answers to the questions

Answers to **wh** questions must be in full sentences as shown below

1. The story is about Jeki, the dog.
2. The children gave the bone to the dog to see what would happen.
3. Jeki barked because it was irritated by pepper.
4. Water made Jeki better.

Activity 2: Vocabulary and pronunciation

Teaching vocabulary

Use the following methods to present vocabulary:

(a) Teach the new words in spoken form first, and then in its written form to help the pupils pronounce it well.

(b) By using sentence cards, teach new words in the context by making sentences containing the target vocabulary.

(c) Give pupils reading materials that help them see the words you taught in use.

(d) Introduce new words using real objects, drawings, or pictures to make the meaning clear.

(e) Use mimics and signals to demonstrate words particularly verbs. For example, you can show the action of driving by circling your arms.

(f) Use synonyms.

(g) Mention items related to the word you want to teach. For example, fruit – mango, orange, pawpaw, pineapple

(h) Allow your pupils to imitate you by pronuncing the sentences and the words you have taught.

(i) Allow your pupils to practise using the new words in making correct variety of sentences.

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Teaching pronunciation

Use the following techniques to present pronunciation.

(a) Pronounce the sounds clearly, and then the pupils repeat the sounds both in chorus and individually.

(b) Differentiate sounds which look similar to remove contradiction in pronunciation and meaning.

(c) Demonstrate to pupils how to pronounce a word by using simple drawings of the mouth with correct placement of tongue and shape of lips.

(d) Demonstrate pronuncing words correctly focusing on consonants, vowels, intonation and stress pattern.

(e) Exercise pronuncing clearly the words, both in chorus and separately.

(b) Guide pupils to pronounce the following tongue twister correctly

She sells seashells on the sea shore.

The shells she sells are sea shells.

Activity 3: Reading

Nandi – the princess

(a) Guide pupils to study the pictures on page 16 and describe it. You may ask pupils the following questions

(i) What do you see in the picture?

(ii) Do you like the picture?

(iii) If yes/no, why?

(b) Teach important new vocabulary from the text by explaining their meaning.

(c) Guide pupils to use new vocabulary in meaningful context by making simple sentences orally and in writing.

(d) Demonstrate by reading a story aloud while pupils listen carefully.

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(e) Ask pupils to read the story either loudly or silently.
(f) Lead pupils to answer comprehension questions on page 18 of the pupil's book orally, and then ask them to write in their exercise books

Answer to the comprehension questions on page 18.

Answers to **wh** questions must be in full sentences. For example

1. Nandi is the king's daughter and the princess.
2. Bupe's work was to serve the king's daughter as a maid.
3. Bupe worked in the king's palace.
4. Bupe taught Nandi to work.
5. Nandi made the timetable.
6. Nandi washed dishes on Tuesday and cleaned the floor on Wednesday.
7. I think Nandi's decision is good.

Activity 4: Vocabulary and pronunciation

Teaching vocabulary

(a) Ask pupils to listen to the words from the text.
(b) Guide pupils to identify unfamiliar words and assist them to work out the meaning.
(c) Guide them to pronounce the unfamiliar words correctly focusing on stress and intonation.
(d) Lead them to construct simple and correct sentences using the target words.
(e) Ask them to write the correct sentences in their exercise books

Teaching pronunciation

Use the following ways to teach pronunciation

(a) Guide pupils to prononce the sound alone.
(b) Guide pupils to prononce the sound in a word.
(c) Write words on the board or use a word card and ask pupils to pronounce.

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(d) Lead pupils to pronounce the word(s) by showing the shape and position of the mouth during pronunciation.
(e) Lead pupils to repeat pronouncing the word(s) in groups.
(f) Lead individual pupil to pronounce the words correctly.

Guide pupils to practise pronuncing the following tongue twister.

(i) Guide pupils to pronounce the tongue twister in groups first
(ii) Guide pupils to pronounce the words in pair and individually

I saw Susie sitting in a shoeshine shop

Activity 5: Reading

A meeting in the forest

(a) Ask pupils to look at the picture on page 19 and describe it. You may ask the following leading questions for pupils to answer orally.
(b) Read the story in a normal pace twice.
    (i) What can you see in the picture?
    (ii) What do you think the animals are doing?
    (iii) Can you identify some of the animals?
    (iv) Where is the action taking place?
    (v) Write the comprehension questions on the board before reading the story.
(c) Guide pupils in groups to practise reading aloud part of the text.
(d) Allow each group to read the text three times. Assist pupils to correct words that they pronounce wrongly by writing them on the board and guiding pupils one by one to read them aloud.
(e) Lead them to use the unfamiliar words by making simple sentences.

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(f) Guide pupils to answer comprehension questions on page 21 in pupil's book orally and in writing.

Answers to the comprehension questions on page 21

Answers to **wh** questions must be in full sentences as shown below

1. Lion was the king.
2. The lion lived in Mkoko Forest.
3. Tiger advised the king to call a meeting.
4. The meeting was about building a school.
5. The animals decided to build a school because they wanted to have their own school.
6. It took six months to build it.
7. King Lion was wearing a crown.
8. Tortoise wore a coat.

Activity 6: Vocabulary and pronunciation

Teaching Vocabulary

Use the following ways to teach vocabulary:

(a) Ask pupils to listen to the words from the text.

(b) Guide pupils to identify unfamiliar words and assist them to work out the meaning.

(c) Guide them to pronounce the unfamiliar words correctly focusing on stress and intonation.

(d) Lead them to construct simple and correct sentences using the target words.

(e) Ask them to write the correct sentences in their exercise books

Teaching Pronunciation

When teaching English, we need to be sure that our pupils can be understood. Therefore, their pronunciation should be clear. We need

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to help them to differentiate sounds.
Help the pupils to practise the following:

(a) Guide pupils to pronounce the sounds in isolation.
(b) Guide pupils to pronounce the sound in a word.
(c) Write words on the board or use a word card and ask pupils to pronounce them.
(d) Lead pupils to pronounce the word(s) by showing the shape of the lips and position of the tongue in the mouth during pronunciation.
(e) Lead individual pupils to pronounce the words correctly.

Guide pupils to pronounce the following tongue twister correctly as indicated below:
Give papa a cup of proper coffee in a copper coffee cup.

Activity 7: Game

(a) Guide pupils to look at the pictures on pages 22, 23 and 24.
(b) Ask individual pupils to choose the animal they would like to be, and explain why.
(c) Lead pupils to act in pairs the games on pages 22, 23 and 24 by one asking the other which animal they would like to be, and why.

Example

A: What would you like to be?
B: I would like to be a hare, because it is clever, small and fast.

Language practise
Expressing quality
Adjectives are words which express the quality of a noun or a pronoun.
Use the following activities to teach adjectives

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(a) Give five blank cards to pupils and ask them to write on separate cards to describe their physical appearance and attributes.
(b) Collect the cards to make sure there are not too many repetitions of the same adjectives.
(c) Spread the cards around the room.
(d) Guide pupils to form groups of three to four, and give each group a picture of animals.
(e) Instruct the pupils to write the names of eight animals which impress them. For each animal provide two adjectives.
(f) Guide pupils in groups to separate and go around the classroom looking for adjective cards corresponding to the words they have chosen to describe their pictures. Place the words beside those pictures.
(g) Ask one member of each group to stay by the group's picture, and others to visit the other groups to discuss whether or not they agree with their choice of adjectives, using language such as; Why do you think it is clever/small/big/slow/fast/greedy, beautiful?
(h) Give pupils a chance to note any unfamiliar words and assist them to get their meaning.
(i) Guide them to use unfamiliar words to make simple sentences.
(j) Ask pupils to mention the animals which they know.

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Unit Four Pendo's birthday

Expressing events and reading manual

Learning Activities

(i) Read simple texts to describe events on different topics to describe events on different topics (school, home) including road safety.

(ii) Read simple text to interpret the contents (timetables, menu, directions, instructions in public places and simple manual).

Teaching and learning resources

(a) Wall charts
(b) Flip chart
(c) Sentence cards
(d) Class readers
(e) Sample menus
(f) Pictures of foods
(g) Sample timetables of events e.g. birthday
(h) Real objects such as cake, crown, candle
(i) Pictures of things
(j) CDs with recorded birthday song

Main concept

Events are happenings that take place in our society. They may be social, cultural or national. Events help to make pupils interact, communicate and establish relations in the community. They help pupils learn how to go about many activities and even how to behave.

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Therefore events are lessons of life to pupils. Some events such as birthday-parties, graduation ceremonies, and picnics entertain pupils. In this unit pupils are expected to develop the ability to

(a) read the information from the text.
(b) use information from the text.
(c) answer questions from a simple short story and passage correctly.
(d) expressing events correctly.

Teaching and learning stages

Activity 1: Reading

(a) Ask pupils to look at the picture on pages 26, and describe it. You may ask the following leading questions orally:
  (i) What is your favourite fruit?
  (ii) What kind of food do you like most?
(b) Also, ask pupils to look at the picture on page 27, and describe it. You may ask the following leading questions orally:
  (i) When is your birthday party?
  (ii) Mention four fruits you know?
  (iii) What did you do in your last birthday party?
(c) Discuss the words that pupils are likely to meet as new words in the story. Example of these are salads, vegetables and shop. You can use pictures or real objects and situations.
(d) Lead pupils to create simple sentences using those words. Examples cake, carrot, and milk.
(e) Write the comprehension questions from page 27 on the board or use flipchart before starting to read the story.
(f) Read the text of the story in a normal pace twice while pupils are listening to you.

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(g) Ask pupils to read the story heartily in groups, and then guide them to read individually.
(h) Guide pupils to answer comprehension questions on page 27 of the pupil's book orally and in writing.

Answers to the comprehension questions on page 27

Answers to **wh** questions must be in full sentences as shown below:

1. Pendo's birthday party was on the fifth of February.
2. Her mother bought fruits from the market.
3. Pendo's mother went to the shop to buy a birthday cake, milk, sugar, rice and spices.
4. Pendo's friends attended the birthday party.
5. The children sang the birthday song.

Activity 2: Vocabulary and pronunciation

Teaching vocabulary

(a) Teach new word(s) in the spoken form and then in the written form, by using a flip chart to help the pupils pronounce it well.
(b) Use sentence cards to guide pupils to make simple sentences containing the target vocabulary items.
(c) Let your pupils imitate you by pronuncing the sentences and the words you have taught.
(d) Provide pupils with reading materials containing the words you taught. You may use class readers or passages.
(e) Present new words using real objects, drawings, or pictures to make the meaning clear.
(f) Give your pupils an opportunity to practise using the new words in a variety of sentences.

Teaching pronunciation

Use the following ways to teach pronunciation

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(a) Guide pupils to pronounce the sound in isolation.
(b) Guide pupils to pronounce the sound in a word.
(c) Write words on the board or use a word card and ask pupils to pronounce them.
(d) Lead pupils to pronounce the word(s) by showing the shape of the lips and the position of the lip in mouth during pronunciation.
(e) Lead pupils to repeat pronouncing the word(s) in groups.
(f) Lead individual pupils to pronunce the words correctly.
(g) Guide pupils to listen the pronunciation in minimal pairs as demonstrated by the teacher focusing on consonants, vowels, intonation, and stress patterns with correct placement of tongue and shape of lips.

Guide pupils to pronounce the following tongue twister on page 28 correctly

Frida flew to France to eat fresh free fried fish.

Activity 3: Singing

(a) Ask them to listen to the birthday song played on CD player
(b) Sing along the birthday song played on CD player.
(c) Lead pupils to sing the birthday song.
(d) Play roles to act a birthday party in the classroom.

Activity 4: Oral practise and writing

(a) Read the names of the things written on the word cards.
(b) Guide pupils to mention names of things found on the environments of market, school, shop, hospital and farm.
(c) Present pupils with pictures showing market, school, shop, hospital and farm.
(d) Use word cards containing the names of items found in the environments of market, school, shop, hospital and farm.

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(e) Ask pupils to sort out the word cards and then place them on top of the related environment picture.

Activity 5: Reading

(a) You can have pupils practise the dialogue on page 30, by using the following steps
(b) Read aloud the whole dialogue to the pupils while they listen.
(c) Act the part of Sara or Halima while a pupil acts the part of the other character.
(d) Ask pupils to practise reading a dialogue on page 30 in pairs.
(e) Ask comprehension oral questions about the conversation. The correct any mistakes made by the pupils.
(f) Ask pupils to write the comprehension questions on page 31 in their exercise books.

Answers to comprehension questions on page 31

1. Friends in the dialogue are Sara and Halima.
2. The two girls washed dishes.
3. They met every weekend after dinner.
4. Halima's grandmother is going to tell them a story.
5. They are going to hear an interesting story.
6. I would like to eat rice, fish and vegetables for dinner.

Activity 6: Vocabulary and pronunciation

Teaching Vocabulary

Use the following ways to teach vocabulary:

(a) Get pupils to listen to the words from the text.
(b) Guide pupils to identify unfamiliar words from the text and assist them to get their meanings.
(c) Lead them to use unfamiliar words by composing simple sentences in relevant contexts.

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(d) Guide pupils to use the correct pronunciation, stress and intonation.
(e) Lead pupils to practise those words repetitively.

Teaching Pronunciation

Use the following ways to teach pronunciation:

(a) Pronounce the sound alone.
(b) Pronounce the sound in a word.
(c) Contrast it with other sounds.
(d) Write words on the board.
(e) Explain how to produce the target sound.
(f) Get pupils to repeat the sound in chorus.
(g) Get individual pupil to repeat the sound.

Activity 7: Reading and speaking

Dialogue

(a) Read the dialogue aloud.
(b) Let pupils practise the dialogue in pairs.
(c) Ask them comprehension questions orally from the dialogue. You may ask the following questions from the conversation.
    (i) What food did Jamal order?
    (ii) How much did Jamal pay for the food?
    (iii) Where did Jamal go to eat?
    (iv) What is the name of a person who takes orders in a restaurant?
    (v) What is the conversation about?

Reading menus

Present to pupils sample menus of café, restaurants or hotels as shown.

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(a) Read the dishes on one of the menus, while pupils are listening carefully.
(b) Asks pupils in groups to read orally the menu items presented to them.
(c) Ask each pupil to choose the kind of food he/she would like to eat.
(d) Lead individual pupils to read the menu on page 33 in the pupil's book. The teacher may ask the following leading questions about the menu:
    (i) What is the price of chicken with chips?
    (ii) How many food items are on the breakfast part of the menu?
    (iii) How many food items are on the lunch part of the menu?
    (iv) How many food items are on the dinner part of the menu?

Activity 8: Vocabulary and pronunciation

Teaching vocabulary

Use the following ways to teach vocabulary:

(a) Read loudly the words on page 34 of the pupil's book.
(b) Guide pupils to read the words loudly in groups.
(c) Guide individual pupils to read the words.
(d) Guide pupils to find the meanings of new words to them. Example: sausage, restaurant, slice, bun, and salad.
(e) Ask pupils to write the meanings of the new words in their exercise books.

Teaching pronunciation

Use the following ways to teach pronunciation

(a) Get pupils to listen to the words from the text.
(b) Guide pupils to identify unfamiliar words from the text and assist them to know how to pronounce them.

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(c) Guide pupils to use the correct pronunciation, stress and intonation.
(d) Lead pupils to practise the target words repetitively

Activity 9: Timetable reading

(a) Present pupils with a copy of actual subjects' timetable.
(b) Guide the pupils in groups to study the timetable.
(c) Ask them oral questions about the timetable, such as
    (i) What is the first lesson on Monday?
    (ii) At what time does the English lesson begin on Friday?
    (iii) At what time does the break begin?
(d) Guide pupils to read the timetable on page 34 of the pupil's book, and then answer the questions on page 35.

Language practise

Verbs can be used to talk about actions that are happening today; actions that happened yesterday; and actions that will happen in future. When talking about actions that happened yesterday (in the past time), we add 'ed' to regular verbs. Examples:

Today	**Yesterday**
play	played
wash	washed
cook	cooked
dance	danced

Sentence examples

(i) Jane cooked maize yesterday.
(ii) My sister washed my uniform yesterday.

However, some verbs do not take 'ed' to become simple past. These

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are called irregular verbs; and they have different ways of changing into simple past. Examples

Today	**Yesterday**
go	went
drink	drank
do	did
write	wrote

Sentence examples

(i) I wrote a letter to my aunt last week.
(ii) Juma dug in the garden last Saturday.

Ask the pupils to do the exercise on page 35 in their exercise books.

Answers to questions on language practise on page 35

1. bought	2. went	3. attended	4. washed
5. sang	6. ate	7. cooked	8. did
9. travelled	10. arrived		

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Unit Five Subira – the sports girl

Expressing directions

Learning Activities

(a) Read simple texts to describe events on different topics and events (at school, at home), including road safety issues.

(b) Read simple text to interpret the contents (timetables, menu, directions, instructions in public places and simple manual).

Teaching and learning resources

(a) Wall charts
(b) Flip chart
(c) School map
(d) Pictures showing locations of things
(e) School environment

Main concept

Pupils need to be able to find their way home or to school from different locations. They also need to have the ability to ask for directions to places and to give directions to strangers. This unit should help pupils to develop the following abilities:

(i) Make simple sentences to tell directions and to navigate places.

(ii) Make simple sentences to tell directions and locations e.g. The toilet is behind the office.

(iii) Answer simple questions about their immediate environments (home, school, hospital).

(iv) Ask for and give directions and locations.

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Teaching and learning stages

Activity 1: Reading

Lead pupils to do the following:

(a) Guide pupils to study the picture on page 36 and describe it. You may ask them the following questions
   (i) What do you see in the picture?
   (ii) What is the girl doing?

(b) Read the story aloud while pupils are listening.

(c) Lead pupils in groups to read the story accompanied by the picture.

(d) Discuss the words that pupils are likely to meet as new words in the story.

(e) Lead pupils to create simple sentences using those words.

(f) Guide them to answer comprehension questions on page 37 orally and in writing.

Answers to comprehension questions on page 37

1. Subira's home is a few metres from the school.
2. The school ground is at the school.
3. Subira likes physical exercises because they are good for health.
4. Subira parks her bicycle under a tree.
5. Subira rides on Mwanga Road.

Activity 2: Vocabulary and pronunciation

Teaching vocabulary

Use the following methods to present vocabulary

(a) Teach new words in their spoken form and then teach them in their written form by using a flip chart, to help the pupils pronounce them well.

(b) Make simple sentences containing the target vocabulary items. You may use sentence cards.

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(c) Teach new word, in context by reviewing the words as often as possible.
(d) Provide pupils with reading materials containing the words you taught them. You may use class readers or passages.
(e) Present new words using real objects, drawings, or pictures to make the meaning clear.
(f) Demonstrate vocabulary that can be demonstrated. For example Stand at the front of the class. *I am standing at the front of the class.*
(g) Present word cards with prepositions on them: e.g under, at, on, along, in, opposite, across, around, in front, off
(h) Use school or classroom environment to demonstrate to pupils telling direction/location. He/she can make simple sentences such as
    (i) The school library is opposite the teacher's office.
    (ii) The playground is near the garden.
    (iii) The chalk is on the table.
(i) Pupils should imitate telling directions and locations and practise using oral activities in pairs and in groups.
(j) Provide pupils with comprehension activities on telling directions.

Teaching pronunciation

Listen to the pronunciation in minimal pairs as demonstrated by you, focusing on consonants, vowels, intonation, and stress patterns with correct placement of the tongue and the shape of lips.

(a) Listening to the pronunciation as demonstrated by the teacher focusing on consonants, vowels, intonation, and stress patterns.
(b) Practise pronouncing clearly the words below in minimal pairs, both in chorus and individually.
(c) Guide pupils to contrast minimal pairs to eliminate confusion.

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Activity 3: Reading

The school meeting

(a) Read the story on page 38 loudly.
(b) Involve the children in reading the story in groups.
(c) Ask pupils oral questions about the story.
(d) Guide pupils to identify unknown words to them, and then lead them to work out the meanings through context and gestures. Guide them to use the words to make meaningful sentences.
(e) Guide pupils to answer comprehension questions on page 38, orally. Correct any mistakes that may occur.
(f) Ask pupils to answer the comprehension questions on page 38.

Activity 4: Vocabulary and pronunciation

Teaching vocabulary

Use the following ways to teach vocabulary:

(a) Read loudly the words on page 34 of the pupil's book.
(b) Guide pupils to read the words loudly in groups.
(c) Guide individual pupils to read the words.
(d) Guide pupils to find the meanings of new words to them. Example: sausage, restaurant, slice, bun, and salad.
(e) Ask pupils to write the meanings of the new words in their exercise books.

Teaching pronunciation

Use the following ways to teach pronunciation:

(a) Get pupils to listen to the words from the text.
(b) Guide pupils to identify unfamiliar words from the text and assist them to get their meaning.
(c) Lead them to use unfamiliar words by making simple sentences in relevant contexts.

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(d) Guide pupils to use the correct pronunciation, stress, and intonation.
(e) Lead pupils to practise the target words repetitively.

Guide pupils to pronounce the following tongue twister correctly
I scream, you scream
We all scream for ice cream

Activity 5: Reading

(a) Guide pupils to read the school map and locate different things and places in the school environment.
    (i) The staffroom is near Standard One classroom.
    (ii) The flag post is at the assembly ground.
    (iii) The flowers are in the garden.
(b) Guide pupils to practise (outside the class) giving direction to different places in the school or outside the school.
(c) Lead pupils to practise giving directions orally, by using the words on the cards.
(d) Guide pupils to read the map on page 39 of the pupil's book.
(e) Guide individual pupils to make simple sentences showing direction and location of different features on the map.

Examples
    (i) The hospital is opposite the fuel station.
    (ii) The traffic lights are at the junction.
    (iii) The butchery is along Makunganya Road.

Pupils should write short guided compositions on expressing directions in their exercise books.

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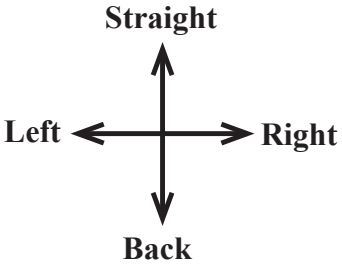
Answers to the comprehension questions on page 40

1. Go straight on to the round-about, and then turn to the right on the first street. Then move to the mosque.
2. Move straight on and turn to the right on the first street. Then move to the mosque.
3. The church is next to the bridge on the left.
4. Move right and turn left at the junction. Then move straight to the traffic lights.
5. Move back and turn right at the corner. Then move straight on Makunganya Road to the butcher shop, which is on your right.

Language practice

Guide pupils to fill in the blanks with the correct word from the brackets on page 40 of the pupil's book. Pupils should tell the direction and location of places use left and right for West and East directions; use straight ahead for the North direction; and back for the South direction. See the illustration below:



Guide pupils to fill in the blanks using the correct word from the brackets on page 40 of the pupil's book.

Answers to the questions on page 40

1. opposite	2. under	3. in	4. along
5. across	6. at	7. to	8. around
9. in front of	10. beside	11. on	12. in

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Unit Six Learning from mistakes

Following rules and instructions

Learning Activities

View warning signs and match them with their corresponding simple and short descriptions (include road signs).

Teaching and learning resources

(a) Wall charts
(b) Flip chart
(c) Warning signs
(d) Road signs
(e) School rules

Main concept

Rules, instructions and signs are posted on different places in our environment to warn us of dangers and inform us on how to conduct ourselves in particular places or things.

This unit will enable pupils to take safety measures more seriously in their day to day life situations. They will be able to read and identify safety signs; their uses; and how they help them to be safe. Pupils will be able to follow rules and laws to guide them, and therefore they will develop the following abilities:

(i) Viewing warning signs and interpreting them
(ii) Following rules and instructions carefully
(iii) Becoming law abiding citizens

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(iv) Averting accidents
(v) Saving their lives and the lives of others
(vi) Avoiding dangers

Teaching and learning stages

Activity 1: Reading

(a) Ask pupils to study the picture on page 41 and guide them to describe it. You may ask them the following oral questions:
  (i) What do you see in the picture?
  (ii) Who do you think is talking to the driver?
  (iii) Who stopped the car?
  (iv) Why do you think the car is stopped?
(b) Read the whole story while the pupils are listening carefully.
(c) Ask pupils to read the story in groups.
(d) Role plays one part of the dialogue and the pupil plays the other part of the dialogue.
(e) Ask pupils to come in front of the classroom and role play the dialogue.
(f) Ask oral comprehension questions on page 42, while guiding the pupils to answer correctly.
(g) Ask the pupils to do the exercise on page 42 in their exercise books.

Answers to the comprehension questions on page 42

1. Lusajo drove carelessly
2. The road was near the court.
3. Lusajo made the mistake of honking near the court.
4. If he repeats the mistake, he will be fined.
5. A police officer arrests a person for breaking the law.

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Teaching prepositions

Present word cards with prepositions on them (e.g under, at, on, along, in, opposite, across, around, in front, off)

(a) Use school or classroom environment to demonstrate to pupils telling direction/location. He/she can make simple sentences such as:

(i) The school library is opposite the teacher's office.

(ii) The playground is near the garden.

(iii) The chalk is on the table.

(b) Pupils should imitate telling directions, locations and practise using oral activities in pairs and in groups.

(c) Provide pupils with comprehension activities on telling directions.

(d) Lead pupils to practise giving directions orally, by using the words on the cards.

(e) Guide pupils to read the school map and locate different things and places in the school environment.

(f) Pupils should write short guided compositions on telling directions in their exercise books.

Activity 2: Vocabulary and pronunciation

Teaching vocabulary

Use the following methods to present vocabulary:

(a) Begin by demonstrating the new word in spoken form and then teach it in its written form, by using flip chart, to help the pupils pronounce it correctly.

(b) Construct sentences comprising the target vocabulary items. You may use sentence cards.

(c) Demonstrate the new words in context by reviewing the words as often as possible.

(d) Give pupils reading text, containing the words you taught. You may use class readers or passages.

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(e) Introduce new words using real objects, drawings or pictures to make the meaning clear.
(f) Show vocabulary that can be demonstrated. For example: Sound the horn – peeeep!
(g) Give pupils a "fill in the blanks" exercise with sentences to be completed with the vocabulary on page 43 in the pupil's book.

Teaching pronunciation

Listen to the pronunciation in minimal pairs as demonstrated by the teacher focusing on consonants, vowels, intonation, and stress patterns with correct placement of the tongue and the shape of lips.

(a) Listening to the pronunciation as demonstrated by the teacher focusing on consonants, vowels, intonation, and stress patterns.
(b) Practise pronouncing clearly the words below in minimal pairs, both in chorus and individually.
(c) Guide pupils to contrast minimal pairs to eliminate confusion.

Activity 3: Oral and writing practices

Oral practices

(a) Ask pupils to look at the signs on page 44.
(b) Ask pupils if they have ever seen such signs before, where and what they mean.
(c) Guide pupils to give descriptions of various signs on page 44 of the pupil's book orally.
(d) Guide individual pupils to explain the signs on page 44 of the pupil's book orally.

Writing practices

(a) By using a flip chart, guide pupils to identify and tell the meaning of other signs which are not on page 44 in the pupil's book.
(b) Guide pupils to draw various signs and their meanings in their exercise books.

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Activity 4: Singing

Demonstrate the following:

(a) Sing the song to the pupils, one stanza after another.

(b) Repeat the words orally, tapping on the desk to establish the rhythm (verse by verse).

(c) Put the words in the tune (verse by verse if necessary).

(d) Let pupils practise singing the song on page 45 repetitively until they master it.

Language practice

(a) Guide pupils to answer the questions on pages 45 and 46 orally by filling in the blanks.

(b) Ask pupils to do the fill in the blanks exercise on page 45 and 46.

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Unit Seven A letter from my mother

Personal letters

1. Learning Activities

(i) Read simple and short personal letters to identify necessary parts of a letter.

(ii) Read simple and short personal letters and write relevant replies.

2. Teaching and learning resources

(a) Sample friendly letters
(b) Envelops with address on them
(c) Stamps
(d) Chart of personal letter format
(e) Writing pad
(f) Wall charts
(g) Flip chart
(h) Mobile phones
(i) Sample notes
(j) Pieces of paper

3. Main concept

Personal letters are communications we write to friends or parents to greet them, to request them, or to thank them. The letters which these people write to us in return are also called friendly letters. Normally, such letters between friends, parents, guardians and relatives are written in informal language. The type of language we use is one of which is informal is one of the main features of

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friendly letters. A friendly letter has a single address only written on top right corner of a letter.

Therefore, by the end of this unit a pupil will develop the following abilities

(a) To write personal letters.
(b) To reply to personal letters.
(c) To write and reply to notes:

4. Teaching and learning stages

Activity 1: Reading.

(a) Guide pupils to study the picture on pages 47 and 48.
(b) Guide pupils to write captions (descriptions) that go with the pictures. A teacher may ask the following questions:
    (i) What do you see in the pictures?
    (ii) What do you think the boy is doing?
(c) Ask pupils if they have ever seen or written a letter.
(d) Guide pupils to talk about the reasons for writing letters.
(e) Guide pupils to talk about the different people they can write personal letters to.
(f) Read the passage and the letters aloud while pupils are listening.
(g) Guide pupils to read the passage and the letters accompanied by the picture.
(h) Ask few pupils a few questions about the letter read. The questions could be; who wrote the letter, to whom is the letter written, why is he/she writing?
(i) By using a flip chart, guide pupils to study models of personal letters and discuss their format.
(j) Guide pupils to write the format of a personal letter on the blackboard by filling in the blanks.

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(k) Provide your pupils with samples of personal letters and let them study each sample.
(l) In pairs, guide pupils to write personal letters to friends, parents or relatives.
(m) Make individual follow up to pupils to see if they have mastered the skill intended and correct errors where necessary.
(n) Guide pupils to draw an envelope and write an address on it.
(o) Guide pupils to answer comprehension questions orally on page 49. Correct any mistakes that occur.
(p) Ask pupils to do the questions on page 49 of the pupil's book in their exercise books.

Answers to the comprehension questions on page 49.

1. Adam's parents live in Tunduma.
2. Adam's address is Rukwa Primary School, P.O.Box 70, Sumbawanga**.**
3. Adam's mother wrote a letter on 25th February, 2018.
4. Adam wrote a letter on 10th March, 2018.
5. Adam wrote a personal letter.
6. Adams mother wrote a letter because she wanted to know about his studies and his health as well.

Activity 2: Vocabulary and pronunciation

Teaching vocabulary

(a) Guide pupils to construct correct sentences in relevant contexts and correct errors.
(b) Provide pupils with a fill in blank letter to fill the gaps with target vocabularies.

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Teaching pronunciation

(a) Focus on the sound or group of sounds which are causing difficulties.
(b) Pronounce the sound clearly in isolation (so that pupils can focus on it) and pupils to practise the sound in chorus and individually.
(c) Describe the word/sound.
(d) Focus on the pronunciation and not on spelling.
(e) Demonstrate how the steps might fit together.

Guide pupils to pronounce the following tongue twister correctly. The teacher should guide pupils to practise the tongue twisters in chorus first, and then individually.

God made man
Man made money
Money made man mad

Activity 3: Reading

Do the following:

(a) Read the format of the personal letter written on the flip chart while pupils are listening to it.
(b) Guide pupils in their groups to study the format of the personal letter shown on page 51 of the pupil's book.
(c) Guide pupils to prepare word cards and attach them to relevant parts of the format of a personal letter.

Activity 4: Singing

Do the following:

(a) Pre – teach the words in the song first.

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(b) Demonstrate by singing the first stanza of the song while using actions and mimes where possible.
(c) Guide pupils to sing the first stanza of the song.
(d) Guide pupils to sing the second stanza of the song repeating the words orally, tapping on the desk to establish the rhythm.
(e) Put the words to the tune and guide pupils to freely sing the song.

Activity 5: Writing exercises

Guide pupils to do the following:

(a) Write a letter to his/her father asking for money to buy a story book.
(b) Write a letter to his/her uncle telling him that next month he/she is going to visit him.

Activity 6: Reading

Guide pupils to do the following:

(a) Provide two pupils with mobile phones.
(b) Guide the pupils to send, receive and reply to messages in pairs or in groups, in front of the class. Lead pupils to identify the steps of sending text message, such as
    (i) Press the text message button/icon.
    (ii) Write the message to be sent.
    (iii) Write the receiver's phone number, or select it from phonebook
    (iv) Press the send button/icon

To receive a text message follow these steps

(i) Go to inbox
(ii) Open the message and read it
(iii) If you want to reply to the message select the reply button/icon

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(iv) Type a reply message
(v) Press the send button/icon

(c) Ask the pupils in groups to read the text message communication between the pair.
(d) Guide the pupils to discuss the procedure of replying to the communicated text messages.
(e) Guide the pupils in pairs to practise reading the text messages on the phone on page 53 of the pupil's book, as a dialogue.

Reading notes

Distribute word cards carrying simple texts such as:

Asha:
Hi, will you come to play today?
Ben:
Yes, I will.

(a) Guide pupils in pairs to write notes to each other by using the pieces of paper provided by the teacher.
(b) Ask pupils to read loudly the note they have exchanged.
(c) Guide pupils to discuss in groups the texts they have sent to each other, and then explain their messages.

Activity 7: Writing

(i) Guide individual pupil to write text messages following the instructions on page 54. Follow the procedures given above.
(ii) Guide an individual pupil to reply to text messages following the instructions on page 54. Follow the procedures given above.

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Guide pupils to do the following:

(i) Study the pictures on page 55 of the pupil's book, in groups.

(ii) Discuss the pictures on page 55 and comment on each picture orally.

(iii) Correct any error.

(iv) Guide pupils to write the comments in their exercise books.

Language practise

Answers to the questions on page 56

1. Mr. Moses will teach English.
2. Boys are swimming.
3. The baby will cry.
4. Pupils are singing.
5. Juma and Deo will go to Ilala.
6. Mary is cooking ugali.
7. Halima will ring the bell.
8. We are eating apples.
9. Girls and boys will fetch water.
10. They are learning English.

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Unit Eight Sports day

Reading for comprehension

Learning Activities

(a) Read simple texts on different topics for comprehension.
(b) Use picture cards or visual support to write words/texts related to them.

Teaching and learning resources

(a) Sample comprehension passages
(b) Dictionary
(c) Selected class readers
(d) Wall charts
(e) Flip chart

Main concept

A comprehension is a piece of writing that intends to teach, instruct, inform, or even entertain. It comes in a form of a passage, a story or a narration. Comprehension is a very important tool for teaching language skills such as listening, speaking, reading and writing. Comprehensions provide ground for teaching and learning language in context and the themes in comprehension passages teach pupils some skills of life. By reading this unit, pupils are expected to develop ability to:

(a) Read the information from text.
(b) Use information from text.
(c) Answer questions from a simple short story and passage correctly.
(d) Develop attitudes of cooperation, nationalism, love and unity.

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Teaching and learning stages

Activity 1: Reading

Guide pupils to study the picture on page 57. You may ask them the following oral questions:

(i) What can you see in the picture?

(ii) What are the boys doing?

(iii) What colours can you see in the picture?

(iv) Do you think the boys are starting or ending the race?

(a) Instruct pupils on the correct way of reading the passage, observing pronunciation, punctuation and intonation.

(b) Guide pupils to read silently.

(c) Read the passage to the pupils loudly.

(d) Guide pupils in groups to read aloud in turn.

(e) Guide pupils to narrate the story of the passage.

(f) Guide pupils to answer comprehension questions on page 58 of the pupils book orally and in writing.

Answers to the comprehension questions on page 58.

1. The competition began at 10 o'clock.
2. Nyange, Baraka, Masalu and Ally took part in the race.
3. Ally finished the last in the competition**.**
4. Standard Four won the competition.
5. Nyange finished first because he ran faster than others.
6. They ran a 100 metres race.
7. Yes, my school has a sports day.
8. I like playing football the most.

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Activity 2: Vocabulary and pronunciation

Teaching Vocabulary

Guide the pupils to:

(a) Listen as the teacher demonstrates the sound and meaning of the word.
(b) repeat the new item.
(c) use the new vocabulary items in practise.
(d) You may lead pupils to construct simple sentences using the target vocabulary items, such as
  (i) Will you win the competition?
  (ii) They ran a hundred metres race.
  (iii) The fans will cheer their team.

Guide pupils to pronounce the following words

win	race	cheer	line up
whistle	compete	running track	

Teaching pronunciation

(a) Tell the pupils to listen carefully while he/she pronounces the words.
(b) Identify sounds causing difficulties to pupils and repeats the sounds slowly and clearly, several times.
(c) Pronounce the sound clearly in isolation (so that pupils can focus on it) and pupils to practise the sound in chorus and individually.
(d) Focus on the pronunciation and not on spelling.

Activity 3: Reading

A thief at the shop

(a) Do the following:
(b) In groups let the pupils look at the picture on page 60. Ask the following questions orally
  (i) What can you see in the picture?
  (ii) What is the girl doing?
  (iii) Have you ever used a mobile phone to make a call?

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(c) Guide pupils to describe the picture in groups.
(d) Read aloud while pupils listen.
(e) Lead pupils to role play the dialogue on pages 59-60. One will play the role of police officer, while the other plays the role of Clara.
(f) Lead pupils to point out new words.
(g) Discuss the meanings of the new words in the text.
(h) Ask pupils to construct simple sentences orally, using the new words.
(i) Guide pupils to answer comprehension questions orally.

Answers to the questions on page 60.

1. Clara saw the thief.
2. She called the police on her mother's phone.
3. The thief was breaking into Mr. Moto's shop.
4. The police emergence number is 112.
5. The police promised to be there soon.
6. Mr. Moto's shop is at Tabata.

Activity 4: Vocabulary and pronunciation

Teaching pronunciation

Guides pupils to do the following:

(a) Listen as the teacher demonstrates the sound and meaning of the word.
(b) Guide pupils to repeat pronuncing the new items.
(c) Guide pupils to pronounce the words in activity 4 (a), (b) on page 61.

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Teaching pronunciation

(a) Ask the pupils to listen carefully while a teacher pronouncing the words.

(b) Identify sounds causing difficulties to pupils and repeats the sounds slowly and clearly, several times.

(c) Pronounce the sound clearly in isolation (so that pupils can focus on it) and pupils to practise the sound in chorus and individually.

(d) Focus on pronunciation and not on spelling.

Activity 5: Speaking

(a) Guide pupils to comment on each picture from page 61 to 63.

(b) Lead group discussions on the given comments, and make any corrections.

(c) Ask oral questions on the pictures. You may use the following questions:

(i) What can you see in the picture …?

(ii) What is happening in the picture …?

(iii) In which picture are the boys swimming?

(iv) What kind of sport is in picture number …?

Language practise

(a) To ask questions in English, we put the helping verb in the place of the subject and vice versa.

(i) She is going.
Is she going?

(ii) The boys are playing football.
Are the boys playing football?

(iii) He can swim.
Can he swim?

(b) Guide pupils to turn the sentences in pupil's book on page 64 into questions orally.

(c) Ask pupils to change the sentences on page 64 into questions, by writing in their exercise books.

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Unit Nine

Mariam – the winner

Expressing comparison

Learning Activities

(a) Read simple texts describing events on different topics (school, home, including road safety).

(b) Use prefixes and suffixes orally in different situations to form words.

Teaching and learning resources:

(a) Real objects such as books, rulers, bottles, pencils.
(b) Wall chart
(c) Flip chart
(d) Dictionary
(e) Stick
(f) Table of regular adjectives
(g) Passages/texts

Main concept

Expressing comparison uses comparative adjectives such as bigger, smaller, and slower to tell the difference between two unequal things or persons. The topic is important as we need to make comparisons between things in our daily lives, in order to know which is suitable for our purposes.

Reading this unit will enable pupils to describe simple events and different two unequal things or persons.

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Teaching and learning stages

Activity 1: Reading.

Guide pupils to:

(a) Study the picture on page 65 and describe it.

(b) Instruct pupils to explain the kind of sport that is played on page 65.

Perform the following activities:

(c) Read the text loudly while pupils are listening.

(d) Point out pupils to read one after another loudly.

(e) Introduce new words, which appear in the passage, and discuss the meaning of those words.

(f) Demonstrate the use of each word by producing a suitable sentence in its relevant context.

Afterwards

(g) Ask oral questions about the story.

(h) Guide pupils to answer questions in written.

(i) Guide individual pupils to answer comprehension questions orally.

(j) Ask pupils to answer comprehension questions in their exercise books.

Answers to comprehension questions on page 66

1. Neema, Mariam and Winfrida are pupils at Mapatano Primary School.
2. There are three players in the get ready game.
3. A player gets a score by filling sand into a bottle and pouring it out.
4. The player can dodge the ball by both catching it and throwing it away or by running away from it.
5. Yes, I have played the get ready game.
   No, I have never played the get ready game.

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Activity 2: Vocabulary and pronunciation

Teaching Vocabulary

Guide the pupil to:

(a) Listen the demonstration of the sound and meaning of the word.

(b) Guide pupils to repeat the new items.

(c) Guide pupils to use the new vocabulary items in practise.

(d) You may lead pupils to construct simple sentences using the target vocabulary items.

Guide pupils to pronounce the words on page 67 in pupil's book.

Teaching pronunciation

(a) Ask the pupils to listen carefully to the pronunciation of words.

(b) Identify sounds causing difficulties to pupils and repeats the sounds slowly and clearly, several times.

(c) Pronounce the sound clearly in isolation (so that pupils can focus on it) and pupils to practise the sound in chorus and individually.

(d) Focus on the pronunciation and not spelling.

Activity 3: Speaking practise

Do the following:

(a) Ask the pupils in groups to look at the pictures on page 68.

(b) Guide them in groups to comment on the pictures. You may lead them to tell the difference between the pictures.

(c) Demonstrate the use of the comparison by starting with regular adjectives as follows:

(d) Take two sticks of different lengths. Show them to the pupils

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one after another, starting with the long one, and then the longer one.

(e) Lead them to identify the first stick as long. You may show and say; "This stick is long, but this one is longer". You may use pupils of different heights; books of different sizes and many other things.

(f) Hang the chart of regular adjectives of comparison; and then lead pupils to say the adjectives orally.

(g) Guide individual pupils to look at the pictures on page 68, and compare them by making sentences orally.

Lead pupils to use the given words to compare the pairs of items on page 69, as follows:

fat	thin	small	big	long	slow	fast	short	old	young

Answers to the questions on page 69.

(i) An elephant is bigger than a lion.
(ii) A zebra is shorter than a giraffe.
(iii) A hippo is bigger than an antelope.
(iv) A daughter is younger than a mother.
(v) A needle is thinner than a nail.
(vi) An orange is smaller than a pawpaw.
(vii) A train is longer than a lorry.
(viii) A tortoise is slower than a hare.
(ix) A motorcycle is faster than a bicycle.
(x) A father is older than a son.

Activity 4: Writing practice

(a) Ask pupils to look at the pictures on pages 70 and 71.

(b) Guide them in groups to complete the sentences with correct words.

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(c) Let pupils come in front of the class and write the sentences on the blackboard with the correct words, while correcting any errors.
(d) Guide pupils to write the correct sentences in their exercise books.

The following are the possible answers to activity 4 on pages 70 and 71:

(i) A cow is bigger than a goat.
(ii) A giraffe is taller than an antelope.
(iii) A hare is faster than a tortoise.
(iv) An elephant is bigger than a zebra.
(v) A lemon is smaller than an orange.

Activity 5: Reading

An accident

(a) Ask pupils to look at the picture on page 72.
(b) You may ask the following questions
  (i) What do you see in the picture?
  (ii) What are the people in the picture doing?
  (iii) Have you ever seen an accident?
(c) Demonstrate how to read the text aloud, while pupils listen. Read correctly, showing pronunciation, punctuation and intonation.
(d) Guide pupils to read silently in groups.
(e) Lead pupils to read aloud one after another.
(f) Lead pupils to point out new words from the text, such as ambulance, accident, and motorcycle.
(g) Give the meaning of the new words, and guide pupils to construct simple sentences by using them.
(h) Lead pupils to answer the comprehension questions on page 73, orally and in writing in their exercise books.

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Answers to the comprehension questions on page 73

1. The accident was caused by a careless driver of a car.
2. The ambulance stopped to give first aid to the injured man and to take him to hospital.
3. The motorcycle rider was lying on the road.
4. The nurses gave first aid to the injured man.
5. After the first aid, the man was taken to hospital.
6. The traffic police officer was recording important information.
7. If my friend is involved in an accident, I will help him/her and then report to the teacher or police.

Activity 6: Vocabulary and pronunciation

Teaching Vocabulary

Guides the pupil to do the following:

(a) Listen as the teacher demonstrates the sound and meaning of the word.

(b) Guide pupils to repeat the new item.

(c) Guide pupils to use the new vocabulary items.

(d) You may lead pupils to construct simple sentences using the target vocabulary items such as:

accident, nurse, and ambulance

(i) No one was killed in the road accident.

(ii) The nurse gave the patient an injection.

(iii) The ambulance took the injured to the hospital.

Use the phonetic transcription to pronounce the following tongue twister.

She said she should sit.

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Language practise

Adverbs are words that tell us more about the verb. They may say how, when or where the action is taking place. But at this level we learn only adverbs that tell us **how** the action is happening. Most of such adverbs use **'ly',** and it is added to the end of an adjective. Examples

Adjective	**Adverb**
slow	slowly
bad	badly
quick	quickly
happy	happily

Use the following strategies to teach adverbs that tell how the action is happening

(a) Make sentences expressing how the action is happening and ask pupils to do the same. Look at the following example
   (i) She is singing happily.
   (ii) He was driving carelessly.
   (iii) They are walking quickly.

(b) Guide pupils to practise making sentences which express how the action is happening, in groups and in pairs.

(c) Listen as pupils practise making sentences and then make the necessary corrections.

(d) Provide pupils with passages/text which contain adverbs of manner, and ask them to identify the adverbs of manner.

(e) Use the above knowledge to answer the questions in language practise 'a' on page 74 of the pupil's book.

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Answers to the exercise on language

1. quickly
2. badly
3. correctly
4. slowly
5. suddenly
6. carefully
7. quickly
8. immediately
9. happily
10. politely

b) Prefixes are letters added at the beginning of a word to change its meaning. The prefix **'un'** is used to form opposites. Examples
dress – undress
mask – unmask

Answers to language practice 'b' questions

i) unkind
ii) unhappy
iii) undo
iv) uncover
v) unwise
vi) unfit
vii) unload
viii) untie
ix) unequal
x) unable

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Unit Ten Faraji's birthday party

Making invitations and giving apologies

Learning Activities

Use the conversation to make invitations to ceremonies to give apologies to invitations, and express preferences.

Teaching and learning resources

(a) Sample invitation cards
(b) Sample apology cards
(c) Manila paper
(d) Scissors
(e) Razor blades
(f) Colours
(g) Envelope
(h) Wall charts
(i) Flip chart
(j) Dictionary
(k) Calendar
(l) Flash cards
(m) Passages/texts

Main concept

Whenever there is an event such as a birthday party, a wedding ceremony or a school leaving ceremony, people invite their relatives and friends to celebrate with them. The best way to invite them is by sending them cards comprising all the necessary information, such as

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date, time, venue and phone number. This unit will enable pupils to write and send invitation cards, and to give apologies in case of failing to attend.

Teaching and learning stages

Activity 1: Reading

(a) Let pupils in groups look at the picture on page 75 of their books, and explain what they see. Listen to their answers and correct them where necessary.
(b) Read the first paragraph aloud while the pupils listen carefully.
(c) Lead pupils to read the text in groups.
(d) Guide individual pupils to read aloud the first paragraph on page 75 of their books.
(e) By using a flip chart, select two pupils to role play the dialogue in front of the class. Select several other pupils to role play the dialogue.
(f) Test their general knowledge by asking pupils to talk about their birthdays.
(g) Discuss with pupils what they do when they have a birthday party or any other event.
(h) Discuss the words that pupils are likely to meet as new words and phrases in the story, and write them on the flash cards for display. For example, celebrating, my pleasure, take care and school mate.
(i) Demonstrate the meanings of the new words by giving examples and constructing simple sentences.
(j) Guide pupils to answer the questions on page 76 of the pupil's book, orally.
(k) Ask pupils to answer comprehension questions in their exercise books.

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Answers to comprehension questions on page 76

1. The two friends in the story are Faraji and Amani.
2. It is Faraji's birthday party.
3. The birthday party is on Saturday.
4. It will take place at Faraji's home.
5. Amani is asked to sing the birthday song, and he is ready to sing.

Activity 2: Vocabulary and pronunciation

Teaching Vocabulary

Guides the pupil to

(a) Listen as the teacher demonstrates the sound and meaning of the word.
(b) Guide pupils to repeat pronouncing the new word(s).
(c) Guide individual pupils to use the new vocabulary items in practice. You may lead pupils to construct simple sentences using the target vocabulary items.

Guide pupils to pronounce the words correctly on page 77 activity 2.

Teaching pronunciation

(a) Tell the pupils to listen carefully while he/she pronounces the words.
(b) Identify sounds causing difficulties to pupils and repeats the sounds slowly and clearly, several times, and ask the pupils to do the same.
(c) Pronounce the sound clearly in isolation (so that pupils can focus on it) and pupils to practise the sound in chorus and individually.
(d) Focus on pronunciation and not on spelling.

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Activity 5: Reading

Invitation cards

(a) Provide pupils with a variety of completed invitation cards in groups and ask them to study the cards.

(b) Guide pupils to work in groups, and tell the class the kind of cards and the message on them.

(c) Discuss the words that pupils see on the cards and explain the meaning where necessary.

(d) Ask pupils in pairs to write invitation cards to friends on the pieces of manila paper provided; welcoming them to join them on New Year celebrations.

(e) Let pupils in pairs read aloud the invitation cards they have prepared, in front of the class. Make corrections where necessary.

(f) Ask an individual pupil to prepare invitation cards and draw in their exercise books.

Invitation cards

(a) Discuss with pupils the reasons for writing apology cards (to regret when the invited person fails to attend).

(b) Supply pupils with a variety of completed apology cards in groups and ask them to study the cards.

(c) Lead pupils to work in groups, and tell the class the kind of cards and the message on them.

(d) Discuss the words that pupils meet on the cards and explain the meaning where necessary.

(e) Ask pupils in pairs to write apology cards to friends on the pieces of manila paper provided; telling them that they are not going to attend New Year celebrations.

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(f) Let pupils in pairs read aloud the apology cards they have prepared, in front of the class. Make corrections where necessary.

(g) Ask pupils one by one to prepare an apology cards drawn in their exercise books.

Activity 6: Writing

(a) Guide pupils to design invitation cards by using the following tools: manila paper, scissors, colours, and envelopes. Let the decorate the cards and send them to their friends in the class. The following things should appear on the invitation card

(i) Name of the person you are inviting

(ii) Event (new year, birthday, picnic)

(iii) Place, time and date of the event

(b) Guide pupils to design apology cards by using the following tools: manila paper, scissors, colours, and envelopes. Let them decorate the cards and send them to their friends in the class.

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Unit Eleven

Mainda and Kabula at Sabasaba

Expressing preferences

Learning Activities
Use simple words to express preferences.

Teaching and learning resources

(a) Real objects such as fruits and books
(b) Picture cards
(c) Manila paper
(d) Word cards
(e) Sentence cards

Main concept
Preferences are used to show what you like something of the same nature better than the other. The structure of preferences contains the word **'to',** which comes between the two things being chosen from. This unit will enable pupils to express what they like better than the other.

Teaching and learning stages

Activity 1: Reading

(a) Ask pupils to look at the picture on page 81, and let pupils describe the picture by saying what they see.
(b) Demonstrate by reading the text aloud, ensuring clear pronunciation, spelling, stress and intonation.
(c) Lead individual pupils to read the first paragraph of the story aloud and in turns.

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(d) Play roles of Mainda and Kabula to act out the dialogue, in pairs.
(e) Lead pupils in the discussion about new words, and ask oral questions.
(f) Lead pupils to answer comprehension questions from the pupil's book on page 81 orally and then in writing.
(g) Demonstrate to the pupils expressing preferences, by using the phra**se '… prefer … to …'** Use sentence cards.
(h) Guide pupils to imitate and practise through a variety of drills and games, in groups and in pairs. Use picture cards.
(i) Provide pupils in pairs with sentence cards to read aloud.
(j) In a guided way, lead pupils to write activities expressing preferences. You may provide pupils with a variety of fruits and ask them individually to mention which fruit they prefer to the other.
(k) Ask pupils to construct meaningful sentences showing preferences in their exercise books.

Answers to comprehension questions on page 82

1. The public holiday which Mainda and Kabula prefer is Sabasaba Day.
2. Mainda saw police dogs, wild dogs, wild animals, toys, and children's games.
3. Kabula prefers toys to children's games.
4. Kabula prefers seeing a lion to a hyena.
5. Sabasaba Day is celebrated on 7th July of each year.

Activity 2: Vocabulary and pronunciation

Teaching Vocabulary

Guides the pupil to do the following:

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(a) Listen as the teacher demonstrates the sound and meaning of the word.
(b) Provide pupils in groups with word cards containing target words and discuss the meaning of the new words. Then help pupils to use them in meaningful context, by making simple sentences.
(c) Guide individual pupils to use the new vocabulary items in practice, by making simple sentences orally and in writing.

Teaching pronunciation

(a) Tell the pupils to listen carefully while he/she pronounces the words.
(b) Identify sounds causing difficulties to pupils and repeat the sounds slowly and clearly, several times, and ask the pupils to do the same.
(c) Pronounce the sound clearly in isolation (so that pupils can focus on it) and pupils to practise the sound in chorus and individually.
(d) Focus on pronunciation and not on spelling.

Guide pupils to pronounce the following tongue twister.

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

Activity 3: Reading

(a) Demonstrate reading aloud the whole story to the pupils while they listen.
(b) Emphasize the use of the phrases "**… like …**, **and … dislike …**". Display the preference phrases on word cards.
(c) Guide pupils to read the story silently in their groups.
(d) Guide several pupils to read the story to the class loudly, by reading a few sentences, a whole paragraph, and then the whole story.

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(e) Correct any mistakes, focusing on the correct use of the phrases "**… like …**, and **… dislike …**, or **… don't like …**". Display the preference phrases on word cards.

(f) Ask pupils oral questions about what they like or dislike for them to answer orally. Guide individual pupil to use target phrases from the story to write meaningful sentences, showing likes or dislikes.

Answers to comprehension questions on page 83

1. Asha **dislikes** rice and beans.
2. Frida **likes** mangoes, milk, chicken, sports and games.
3. Aisha **dislikes** pancakes.

Activity 4: Vocabulary and pronunciation

Teaching Vocabulary

Guides the pupils to do the following:

(a) Listen as the teacher demonstrates the sound and meaning of the word.

(b) Provide pupils in groups with word cards containing target words and discuss the meaning of the new words. Then help pupils to use them in meaningful context, by making simple sentences.

Teaching pronunciation

(a) Tell the pupils to listen carefully while he/she pronounces the words.

(b) Identify sounds causing difficulties to pupils and repeat the sounds slowly and clearly, several times, and ask the pupils to do the same.

(c) Pronounce the sound clearly in isolation (so that pupils can focus on it) and pupils to practise the sound in chorus and individually.

(d) Focus on pronunciation and not on spelling.

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Guide pupils to use the words in the box to complete the sentences on page 84. Here are the answers

1. mutton
2. chicken
3. cubs
4. steak
5. kittens

Activity 5: Writing

Like and dislike

(a) Guide individual pupils to write what they want, by using the word **"like"**. Display a flip chart with different fruits.

(b) Lead individual pupils to write what they do not want, by using the word **"dislike"**. Display a flip chart with different foodstuffs.

(c) By using a flip chart present pupils with a simple dialogue expressing likes and dislikes, for the pupils to role play and then let them write in their exercise books.

Here are the answers to activity 5 questions on page 85:

(i) Nora dislikes oranges.
(ii) She dislikes waking up early in the morning.
(iii) They like going to school.
(iv) You dislike working hard.
(v) I like dancing.
(vi) Sara dislikes throwing waste papers in the dustbin.

Do not like and does not like

Use **"does not"** when talking about a singular noun. For example she, he, it

(i) She does not like ugali.

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(ii) He does not like cats.
(iii) Juma does not like noise.

But use **"do not"** when talking about plural nouns. For example we, you, they.

(i) We do not like bullies.
(ii) They do not like walking.
(iii) You do not like trouble.
(iv) Boys do not like playing netball.
(v) Cows do not like dirty sheds.

NB: "You" is also used for a singular person.

Use the following techniques to teach **"does not like"** and **"do not like".**

(a) Guide individual pupils to write what they don't want, by using the word **"does not like"**. Display a flip chart with different fruits.
(b) Lead individual pupils to write what they do not want, by using the word **"does not like"**. Display a flip chart with different foodstuffs.
(c) By using flip chart present pupils with a simple dialogue expressing **does not like** and **do not like**, for the pupils to role play and then let them write in their exercise books.
(d) Ask pupils to construct five sentences using does not like; and five others using do not like. They should write in their exercise books.
(e) Ask pupils to study carefully the pictures on pages 86 - 87 of the pupil's book, and then guide them to write five sentences showing five things they like.
(f) Guide pupils to write five sentences showing five things they dislike.

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Activity 6: Oral practise

(a) Using a flip chart, lead pupils in groups to read the sentences with the phrase **"would like to"** to express wishes.

(b) Let pupils repeat reading loudly the sentences several times.

(c) Use the words provided in the box, on page 88 to construct and say sentences. For example:

(i) I **would like to** go home.

(ii) She would like **to** sleep.

(iii) Ben **would like to** visit Zanzibar.

Language practise

Lead pupils to rewrite the following sentences using the phrase **"… prefer … to …"**

Here are the answers to the language practice questions on page 88 of the pupil's book.

Answers to the language practice on page 88

(i) I prefer reading to writing.

(ii) Rehema prefers tea to coffee.

(iii) We prefer games to toys.

(iv) They prefer football to handball.

(v) We prefer singing to dancing.

(vi) You prefer porridge to tea.

(vii) My friend prefers drawing to painting.

(viii) Joshua prefers driving a car to riding a bicycle.

(ix) My younger sister prefers milk to juice.

(x) Our team prefers playing basketball to volleyball.

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Unit Twelve Father and the shopkeeper

Expressing quantities

Learning Activities

(a) Read and write words related to quantifiers.
(b) Create and express words related to apologies, countable and noncountable nouns and ceremonies.
(c) Use a conversation to talk about familiar topics, ask and respond to questions about travel, shopping and eating, goods, services (including educational finance).

Teaching and learning resources

(a) Real objects such as sugar, salt, oil, sweets
(b) Picture cards
(c) Flip charts
(d) Word cards
(e) Sentence cards

Main concept

In life we need to know how to tell the amount of things we need. The amount helps us to tell the price of things. It also helps us to determine the quantities of the ingredients, for example, for making something, such as making a cake. In cooking rice, for example, you need to know the amount of water that is sufficient for a particular amount of rice. Measurements and units such as kilos, litres and grammes are used to know the amount of something needed for a certain purpose. This unit will develop the ability to express quantities.

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Teaching and learning stages

Activity 1: Reading

(a) Ask pupils to observe the picture on page 89, and lead them to describe it. You may ask the following questions:
   (i) What do you see in the picture?
   (ii) What are the people in the picture doing?

(b) Read correctly while pupils listening.

(c) Point pupils to read in silence individually.

(d) Ask pupils in pairs to role play the dialogue on page 90 of the pupil's book.

(e) Guide pupils to read aloud, while they point out new words.

(f) Get pupils into discussion about the new words.

(g) Lead individual pupils to construct simple sentences orally, using the new words.

(h) Lead pupils to answer questions on page 82 of the pupils book, orally first, and then in writing.

Answers to comprehension questions on page 90

1. Father bought some rice, fruits and vegetables first at the market.
2. He bought a packet of salt.
3. He bought sugar, cooking oil and a piece of soap at the shop.
4. He paid the shopkeeper ten thousand shillings.
5. Aika went to the market with her father.

Activity 2: Vocabulary and pronunciation

Teaching Vocabulary

Guides the pupil to do the following:

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(i) Listen as the teacher demonstrates the sound and meaning of the word.

(ii) Provide pupils in groups with word cards containing target words and discuss the meaning of the new words. Then help pupils to use them in meaningful contexts by making simple sentences.

(iii) Guide individual pupil to use the new vocabulary items in practise, by constracting simple sentences orally and in writing.

Teaching pronunciation:

(a) Tell pupils to listen carefully while he/she pronounces the words.

(b) Identify sounds causing difficulties to pupils and repeat the sounds slowly and clearly, several times, and ask the pupils to do the same.

(c) Pronounce the sound clearly in isolation (so that pupils can focus on it) and pupils practise the sound in chorus and individually.

(d) Focus on pronunciation and not spelling.

Activity 3: Writing

The teacher should guide pupils on how to budget and spend 1000 shillings.

(a) At the shop I will buy an exercise book for 300 shillings.

(b) At school I will buy an ice cream for 100 shillings.

(c) At the market I will buy socks for 500 shillings.

(d) On the bus I will pay bus fare for 100 shillings.

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Activity 4: Oral practice

(i) Hang a flip chart on the wall with tables of guided sentences on pages 92 and 93.

(ii) Put into consideration the correct use of 'any, little, much, many, more and some'.

(iii) Guide pupils to read possible sentences from the flip chart.

Language practice

Use **'many'** for countable nouns and **'much'** for uncountable things.

Examples:

(i) I need many things.

(ii) They have much sugar.

(iii) Girls have many books.

Answers to oral practice questions on page 93

(1) To fill in the blanks with "many" and "much"

(i) many

(ii) much

(iii) much

(iv) much

(v) many

(2) To fill in the blanks using "may", **"some"**, **"much"** and **"any"**

'Some' is used to agree for both countable and uncountable nouns. But '**any'** is used to disagree for both countable and uncountable things. '**Any'** is also used to ask questions. Here are the answers to the questions on page 94.

(i) any

(ii) much

(iii) many

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(iv) any

(v) many

(vi) any

(3) Answers to questions on page 94 part 3

(i) no

(ii) some

(iii) many

(iv) nothing

(v) some

(vi) any

(vii) many

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Unit Thirteen A trip to the village

Expressing past events

Learning Activities

Use conversation to talk about familiar topics, ask and respond to questions about travel, shopping and eating, goods, services (including educational finance).

Teaching and learning resources

(a) Calendar
(b) Picture cards
(c) Flip cards
(d) Word cards
(e) Sentence cards
(f) Real pictures of travels and animals
(g) Chart of irregular verbs
(h) Sentence tables

Main concept

Understanding expressing past events enables pupils to narrate their life experiences. It helps them to tell stories about their achievements and their lives. They can also tell us what they saw happening. This unit will enable pupils to talk about their past experiences correctly.

Teaching and learning stages

Activity 1: Reading

(a) Ask pupils to observe the picture on page 96, and lead them to describe it. You may ask the following questions:

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(b) What do you see in the picture?
(c) Have you ever travelled?
(d) Where did you travel to?
(e) Demonstrate reading correctly while pupils are listening.
(f) Point pupils to read in silence individually.
(g) Guide pupils to read aloud, while they point out new words.
(h) Get pupils into discussion about the new words.
(i) Lead individual pupil to construct simple sentences orally, using the new words.
(j) Lead pupils to answer questions on page 96 of the pupil's book, orally first, and then in writing.

Answers to comprehension questions on page 96

1. Alen and Pendo woke up early in the morning.
2. Alen and Pendo lived in Moshi.
3. The grandparents of Alen and Pendo lived in Mkunguni village.
4. They crossed Rau River.
5. Grandmother told the story about hare and hyena.
6. The bus arrived at the village in the evening.

Activity 2: Vocabulary and pronunciation

Teaching Vocabulary

Guides the pupil to do the following:

(a) Listen as the teacher demonstrates the sound and meaning of the word.
(b) Provide pupils in groups with word cards containing target words and discuss the meaning of the new words. Then help pupils to use them in meaningful context, by making simple sentences.
(c) Guide an individual pupil to use the new vocabulary items in practise, by making simple sentences orally and in writing.

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Teaching pronunciation

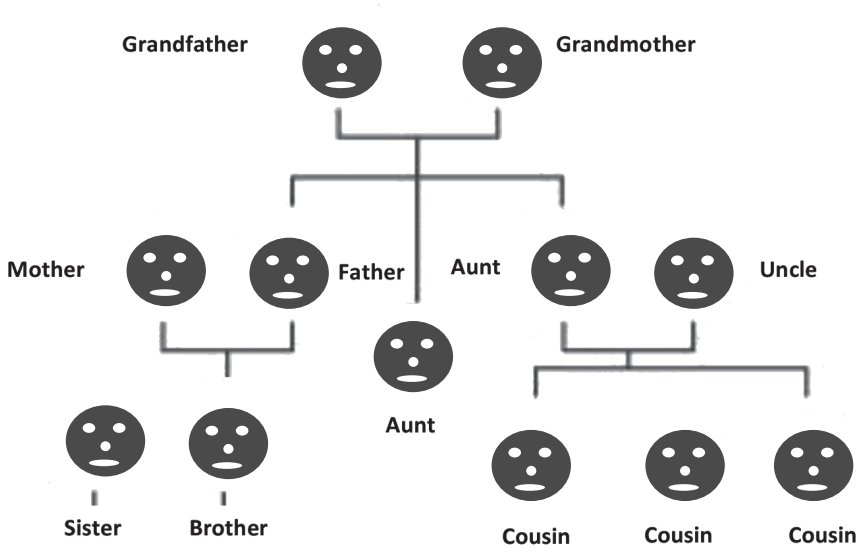
(a) Tells the pupils to listen carefully while he/she pronounces the words.

(b) Identify sounds causing difficulties to pupils and repeats the sounds slowly and clearly, several times, and ask the pupils to do the same.

(c) Pronounce the sound clearly in isolation (so that pupils can focus on it) and pupils practise the sound in chorus and individually.

(d) Focus on pronunciation and not on spelling.

Sample family tree



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Display the family tree above and use it to lead pupils to answer the vocabulary questions on page 98.

Answers to the vocabulary questions on page 98

1. The brother of your mother is your uncle.
2. The sister of your father is your aunt.
3. The father of your mother is your grandfather.
4. The mother of your father is your grandmother.
5. The son of your aunt is your cousin.
6. The brother of your father is your uncle.
7. The sister of your mother is your aunt.
8. The son of your uncle is your cousin.
9. The son of your brother is your nephew.
10. The daughter of your aunt is your cousin.
11. The daughter of your uncle is your cousin.
12. The son of your sister is your nephew.
13. The daughter of your brother is your niece.
14. The daughter of your sister is your niece.
15. The son of your father is your brother.
16. The daughter of your father is your sister.

Activity 3: Oral practice

Divide pupils into groups and ask them to look at the pictures on page 99 and describe them orally. Lead them by asking questions such as:

(i) What do you see in picture number....?
(ii) What are they doing in picture number …?

Picture number 1 is done for you, as an example.

(i) What do you see in picture number 1?
(ii) In picture number 1, I see a mother and a father.
(iii) What are they doing?
(iv) Mother is cooking and father is ironing clothes.

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Repeat the above activities for each picture for individual pupils to practice describing pictures orally.

Answers to the rest of the pictures.

Picture 2

I see a boy and a blackboard.
He is cleaning the blackboard.

Picture 3

I see a cat and a rat.
The cat is chasing the rat.

Picture 4

I see a mother and a cow.
The mother is milking the cow and the cow is eating grass.

Picture 5

I see father, mother and children.
They are eating.

Picture 6

I see a girl and a book.
The girl is reading the book.

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Activity 4: Reading

Dialogue

(a) Instruct pupils in groups to study the dialogue on page 100.
(b) Demonstrate in the class reading aloud the dialogue, focusing on correct pronunciation of words, stress and intonation, while pupils listen.
(c) Lead pupils in pairs to read silently the dialogue.
(d) Guide pupils in pairs to come in front of the class and role play reading the dialogue aloud while the teacher corrects mistakes where necessary.
(e) Ask pupils questions from the dialogue for pupils to answer orally.
(f) Guide individual pupils to compose simple dialogues orally, by providing them sentence tables.

Activity 5: Singing

(a) Divide pupils into groups and ask them to study the song on page 101.
(b) Lead pupils in groups to identify new words and structures in the song.
(c) Pre-teach pronunciation, intonation, rhythm and the meaning of new words or phrases used in the song, while pupils listen and imitate.
(d) Demonstrate to the pupils the singing of the whole song, focusing on the beats, rhythm and actions where necessary.
(e) Guide the pupils to sing each part of the song in groups, and then have the whole class repeating the words chorally, tapping on the desk to establish the rhythm, verse by verse.
(f) Put the words to the tone and allow pupils to freely sing the song.
(g) Guide pupils in groups to sing any other songs they know, focusing on the beats, rhythm and rhyming patterns, while you correct them where necessary.

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Language practise

When talking about something that happened some time ago, such as yesterday, last week, last month, last year or last Tuesday, the verb comes immediately after the subject and it takes **'ed'** at the end. Note that irregular verbs do not take **'ed'** to become past. They change variably; and so they have to be studied individually.

Hang the irregular verb chart in front of the classroom, to aid the pupils to answer the language practice questions on page 102. Lead them to understand that verb that is not in the irregular verb chart take **'ed'** to be past, because they are regular verbs. This is a sample chart of irregular verbs.

TODAY	YESTERDAY
go	went
write	wrote
sing	sang
come	came

Answers to language practice questions on page 102.

1. was born
2. went
3. visited
4. were
5. saw
6. won
7. called
8. cooked
9. watched

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Unit Fourteen Mdundiko's family routine

Expressing daily routine and obligations

Learning Activities

Write short and simple sentences while expressing routines obligations and apologies.

Teaching and learning resources:

(a) Real objects
(b) Picture cards
(c) Flip chart with days of the week
(d) Word cards
(e) Word puzzle
(f) Sentence cards
(g) Calendar
(h) Timetable

Main concept

Daily routine and obligations are expressed by using the simple present tense. This tense has the functions of talking about habits (Sophia bathes three times a day.), actions done repeatedly (We go to the market every Sunday), culture (The Maasai keep many cows.), state of affairs (Dar es Salaam is a hot place.) and natural laws (A lion eats meat.). This unit will enable pupils to talk about their programmes, their schedules and their frequent actions and habitual events.

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Teaching and learning stages

Activity 1: Reading.

(a) Let pupils study the picture on page 103 and guide them to describe it. You may ask the following questions:
   (i) What do you see in the picture?
   (ii) How many people are in the picture?
   (iii) What are they doing?

(b) Demonstrate by reading the text aloud, while pupils are listening.

(c) Guide pupils to read silently, individually.

(d) Lead pupils to read the story aloud.

(e) Lead discussion and ask pupils to point out the difficult words.

(f) Ask oral questions by using new words.

(g) Instruct pupils to construct oral sentences correctly using those new words.

(h) Guide pupils to answer comprehension questions correctly in their exercise books, page 104.

Answers to comprehension questions on page 104

1. During the week Mdundiko works in the farm, cleans the house and sells oranges and pears.
2. On Sundays the family rests at home.
3. The children study at Mwendapole Primary School.
4. The family gets money by selling oranges, pears, cabbages, and spinach.
5. On Saturdays they visit family friends.

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Activity 2: Vocabulary and pronunciation

Teaching Vocabulary

Guides the pupil to do the following:

(a) Listen the sound and meaning of the word.

(b) Provide pupils in groups with word cards containing target words and discuss the meaning of the new words. Then help pupils to use them in meaningful context, by making simple sentences.

(c) Guide individual pupils to use the new vocabulary items in practise, by making simple sentences orally and in writing.

Teaching pronunciation

(a) Tell the pupils to listen carefully while he/she pronounces the words.

(b) Identify sounds causing difficulties to pupils and repeats the sounds slowly and clearly, several times, and ask the pupils to do the same.

(c) Pronounce the sound clearly in isolation (so that pupils can focus on it) and pupils to practice the sound in chorus and individually.

(d) Focus on pronunciation and not on spelling.

Activity 3: Oral practise

- Guide pupils by using a flip chart, with days of the week, to express every day activities by talking about daily school routine and other people's routine in the community.
- Guide pupils to imitate and practice by telling their daily activities in groups and in pairs.

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- Guide pupils to speak out about their individual daily routine through guided activities, both orally and in writing. You may ask them the following leading questions:
  (i) What do you do on Mondays?
  (ii) Do you go to school on Saturdays?
  (iii) Which days do you study English?
  (iv) Where do you go on Sundays?

Activity 4: Reading

Dialogue

(a) Guide pupils in groups to study the dialogue on page 105.
(b) Instruct the class read aloud the dialogue, focusing on correct pronunciation of words, stress and intonation, while pupils listen.
(c) Lead pupils in pairs to read silently the dialogue.
(d) Guide pupils in pairs to come in front of the class and role play reading the dialogue aloud while the teacher corrects mistakes where necessary.
(e) Ask pupils questions from the dialogue and let them answer orally.
(f) Guide pupils in pairs to role play the dialogue on page 105.

Answers to dialogue questions on page 106

1. Eva looked unhappy.
2. Mugisha and Eva were at the school compound.
3. She was advised to see a doctor for diagnosis and prescription.
4. If my friend is sick, I will help him or her and then report to the teacher.

Activity 5: Word puzzle

(a) By using flip chart hang a simple word puzzle in front of the class.
(b) Briefly explain to pupils what they are supposed to do in word puzzles. In word search puzzles pupils look for words hidden among the letters filling a square.

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(c) Demonstrate to pupils how to find words in a puzzle by running a pointer right wise, left wise, downwards and upwards, in order to identify meaningful words.
(d) Guide pupils in pairs to study the word puzzle on page 106.
(e) Ask pupils to run their fingers in the word puzzle on page 106 of the pupil's book, right wise, left wise, downwards and upwards, in order to see if they can come across or identify meaningful words.
(f) Get pupils to discuss more examples.
(g) Assign another word puzzle activity for individual pupils to attempt writing in their exercise books.

Here are the answers to the word puzzle questions on page 106 of the pupil's book.

m	z	p	k	l	i	t	t	l	e	x	e
u	b	v	f	u	q	o	n	i	z	g	p
s	o	m	e	k	g	m	b	b	n	m	w
t	f	y	w	j	k	a	r	a	s	u	v
z	t	g	h	p	n	t	r	d	i	p	n
b	w	p	k	l	t	o	g	m	o	s	t
a	m	l	a	r	g	e	z	u	u	o	r
n	e	e	d	p	w	s	t	v	r	v	w
a	v	n	g	m	d	m	o	r	e	k	m
n	p	t	m	v	w	u	a	b	m	n	a
a	n	y	r	u	i	c	e	j	f	a	n
z	q	n	i	j	t	h	l	i	j	k	y

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Language practise

Answers to item 1 of the language practice questions on page 107

(i)	dirty	(vi)	small
(ii)	short	(vii)	young
(iii)	thin	(viii)	girl
(iv)	short	(ix)	man
(v)	fast	(x)	end

To talk about habitual actions, we use the simple present tense. The format of this tense is **subject + verb (s/-).** That is to say, the verb comes immediately after the subject; and it takes an **"s"** at the end, when you talk about one person or thing. But the verb is not added with any letters when you talk about more than one person or thing: it remains in its infinitive form.

Note: Verbs ending with letters **"X"** take **"es"** in place of the **"s"**. The verbs ending in **"y"** have the "y" replaced by the letter "i" before adding **"es"**.

Examples

miss – misses

wash – washes

go – goes

mix – mixes

carry – carries

Answers to item 2 of the language practice questions on page 107

(a) have	(b) work	(c) works
(d) do	(e) invites	

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Unit Fifteen Jackline – the receptionist

Expressing occupations and time telling

Learning Activities

(a) Read short and simple occupational text to acquire occupational related vocabulary.

(b) Read and use vocabulary related to time telling through reading.

Teaching and learning resources

(a) Modal clocks
(b) Digital watches
(c) Real clocks
(d) Pictures of clock faces
(e) Sentence cards
(f) Calendar
(g) Timetables

Main concept

There is need for us to be able to identify people of different occupations or jobs, either by place of work or uniform. This is important because when we need their services we can easily get them.

Time telling is an important skill to us because our programmes, timetables and all the activities of the day are tuned to specific timings. This unit will make pupils more time-sensitive and more punctual.

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Teaching and learning stages

Activity 1: Reading.

(a) Ask pupils to study the picture on page 109.

(b) Let pupils say what they see in the picture.

(c) You may ask the following oral questions:

(i) Have you ever gone to a hotel?

(ii) What is your father's work?

(iii) Do you have a watch?

(iv) Can you tell me what the time is now?

(d) Show how to make correct pronunciation, intonation, stress by reading aloud.

(e) Guide pupils to read silently.

(f) Lead pupils to read aloud one after another.

(g) Organize discussion about new words from the story and ask oral questions by using the new words.

(h) Instruct pupils to construct meaningful sentences using those new words.

(i) Guide pupils to answer comprehension questions on page 110 of the pupil's book, orally and in writing.

Answers to comprehension questions on page 110

1. Jackline works at Nyumbu Hotel in Arusha.
2. Jackline writes names of guests, their room numbers, date of arrival and departure.
3. Jackline arrives at her work place at 6 o'clock.
4. She leaves for home at 12 noon.
5. The last shift starts at 6 o'clock.
6. The last shift ends at 12 midnight.

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Activity 2: Vocabulary and pronunciation

Teaching Vocabulary

Guides the pupils to do:

(a) Listen the sound and meaning of the word.

(b) Provide pupils in groups with word cards containing target words and discuss the meaning of the new words.

(c) Then help pupils to use them in meaningful context, by making simple sentences.

(d) Guide individual pupil to use the new vocabulary items in practice, by making simple sentences orally and in writing.

Teaching pronunciation

(a) Tell the pupils to listen carefully while he/she pronounces the words.

(b) Identify sounds causing difficulties to pupils and repeats the sounds slowly and clearly, several times, and ask the pupils to do the same.

(c) Pronounce the sound clearly in isolation (so that pupils can focus on it) and pupils practise the sound in chorus and individually.

(d) Focus on pronunciation and not on spelling.

Follow the transcription to pronounce this tongue twister
If a dog chews shoes, whose shoes does he choose

Activity 3: Singing

(a) Divide pupils into groups and ask them to study the song on page 111.

(b) Lead pupils in groups to identify new words and structures in the song.

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(c) Pre-teach pronunciation, intonation, rhythm and the meaning of new words or phrases used in the song, while pupils listen and imitate.

(d) Demonstrate to the pupils the singing of the whole song, focusing on the beats, rhythm and actions where necessary.

(e) Guide the pupils to sing each part of the song in groups, and then have the whole class repeating the words chorally, tapping on the desk to establish the rhythm, verse by verse.

(f) Put the words to the tone and allow pupils to freely sing the song.

(g) Guide pupils in groups to sing any other songs they know concerning time telling, focusing on the beats, rhythm and rhyming patterns, while you correct them where necessary.

Activity 4: Oral practise

(a) Demonstrate how to ask and answer questions about time, by using clock faces.

(b) Use the following sentences to ask for time and for telling time:

(c) What is the time?

(d) It is eight o'clock.

(e) Let pupils imitate asking the questions and providing answers before they practise using a variety of activities.

(f) Guide pupils to practice telling time in groups and in pairs, by using clock faces.

(g) Using a modal clock with movable hands, lead pupils to adjust the short hand, which points at hours; and the long hand, which points at minutes. You may use the following times to get the pupils to set the modal clock.

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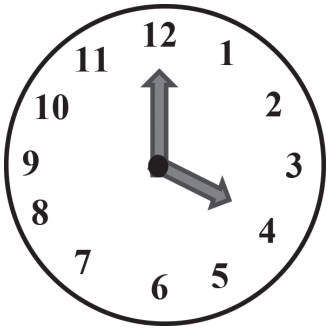
02:00	It is two o'clock
12:15	It is quarter past twelve
05:45	It is quarter to six
08:30	It is half past eight



(a) Guide an individual pupil to tell the time those different activities are done, at home and at school, by using clock faces.
(b) Guide pupils to draw clock faces and indicate the time accordingly.
(c) Lead individual pupils to tell time orally, using the clock faces shown on page 112 of the pupil's book, and correct any errors.

Answers to the oral practice activity on page 112

1. It is six o'clock.
2. It is nine o'clock.
3. It is twenty five minutes to four.
4. It is quarter to twelve.
5. It is twenty minutes past eight.

Answers to activity 4 (b) of the oral practice activity on page 113

1. The news programme begins at nine o'clock in the morning.
2. The singing show programme ends at quarter to nine at night.
3. The childrens' live show programme begins at eleven o'clock in the morning.

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4. The comedy programme begins at five o'clock in the evening.
5. The movies programme ends at ten o'clock in the morning.
6. The art work programme ends at five o'clock in the evening.
7. The childrens' stories programme begins at four o'clock in the evening.
8. The school club programme ends at fifteen minutes past three in the afternoon.
9. The singing show lasts for forty five minutes.
10. The cartoon show is at fifteen minute past two in the afternoon.

Activity 5: Singing

Songs 'A' and 'B' on pages 114 to 115.

(a) Divide pupils into groups and ask them to study the song on page 114.
(b) Lead pupils in groups to identify new words and structures in the song.
(c) Pre-teach pronunciation, intonation, rhythm and the meaning of new words or phrases used in the song, while pupils listen and imitate.
(d) Demonstrate to the pupils the singing of the whole song, focusing on the beats, rhythm and actions where necessary.
(e) Guide the pupils to sing each part of the song in groups, and then have the whole class repeating the words chorally, tapping on the desk to establish the rhythm, verse by verse.
(f) Put the words to the tone and allow pupils to freely sing the song.
(g) Guide pupils in groups to sing any other songs they know concerning occupational activities, focusing on the beats, rhythm and rhyming patterns, while you correct them where necessary.

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Activity 6: Reading

(a) Let pupils study the picture on page 116.
(b) Ask pupils to describe the picture.
(c) Ask pupils oral questions. For example
    (i) Have you ever seen an aeroplane?
    (ii) Which job do you prefer between, banker or doctor?
    (iii) Which occupation do you prefer between pilot and nurse?
(d) Demonstrate correct pronunciation, spelling, stress, and intonation, by reading aloud.
(e) Guide individual pupils to read silently.
(f) Guide pupils to read aloud one after another.
(g) Read the text to the pupils allowing them to identify new words from the story.
(h) Involve pupils into discussion on the new words, by asking oral questions.
(i) Lead pupils to answer correctly the comprehension questions on page 117, in their exercise books.

Answers to comprehension questions on page 117

1. Mr Kaboko is a teacher.
2. The last born child is a banker.
3. A doctor treats sick people in a hospital.
4. A pilot flies aeroplanes.
5. A nurse works in a hospital.

Activity 7: Writing

(a) Divide pupils into several groups and give them pictures of different occupations, and ask them to:
    (i) Identify occupations from the given pictures.
    (ii) Name the activities of different occupations identified above.
(b) Look at the pictures pages 117 – 118 and ask them to write occupations and their activities.

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Then:

(c) Display pictures on the flip chart concerning various occupations, and ask pupils to write down the occupational activities.

(d) Organize educational trips to different work places, for pupils to visit and talk to workers about their occupations and activities involved, and ask pupils to take note.

(e) Lead individual pupils to write guided simple texts on the activities of different occupations.

Answers to activity 7 on pages 117 and 118.

1. Flies an aeroplane.
2. Takes care of sick people.
3. Advises people about law.
4. Treats sick people.
5. Serves customers in a bank.

Language practice

Some actions can be added with 'er' to form their occupation names.

Examples:

Grow – grower

Teach – teacher

Write – writer

1. Answers to the language practice questions on page 119.

(i)	singer	(ii)	reader	(iii)	player
(iv)	footballer	(v)	speaker	(vi)	teacher
(vii)	cleaner	(viii)	buyer	(ix)	seller
(x)	farmer				

2.

(i)	(ii)	(iii)	(iv)	(v)	(vi)	(vii)	(viii)	(ix)	(x)	(xi)	(xii)	(xiii)	(xiv)
k	e	g	j	l	n	b	d	m	a	h	f	c	i

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Unit Sixteen A trip to Zanzibar

Conversations and debates

Learning Activities

(a) Participate and contribute points in debate about general topics in life (include child rights, responsibilities and drug abuse).

(b) Read information and summarize ideas in writing.

Teaching and learning resources

(a) Tickets

(b) Travel documents

(c) Map of Tanzania

(d) Pictures of boats

(e) Boat travel schedules

(f) Flip chart

Main concept

Debates present opportunities for people to share ideas and practise their argumentation skills. Debates allow participants to argue logically; and exercise their language and communication skills. And for those who lose the debating battle, patience is the biggest lesson they learn. This promotes the power of persuasion among the participants. This unit will help pupils to develop ability to master the four language skills.

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Teaching and learning stages

Activity 1: Reading.

(a) Ask pupils to look at the picture on page 121 and guide them to describe it.

(b) Ask them oral questions, such as:

(i) Have you ever seen a sea?

(ii) Have you ever travelled by boat?

(iii) Have you ever been to a port?

(c) Demonstrate by reading the text aloud, emphasizing on correct pronunciation, spelling, stress, and intonation, while pupils are listening.

(d) Guide an individual pupil to read the text silently.

(e) Lead pupils to read aloud in groups.

(f) Involve pupils in discussing new words and teacher to ask oral questions using those new words.

(g) Guide pupils to role play the dialogue on page 122, one playing the role of Peter and the other playing the role of Herieth.

(h) Ask pupils to answer orally the comprehension questions on page 122 of the pupil's book.

(i) Lead pupils do, in writing, the comprehension exercise on page 122 in their exercise books.

Answers to comprehension questions on page 122

1. Peter, Herieth and their mother went to Zanzibar.
2. Herieth wanted to go to the balcony because she wanted to see everything.
3. In Zanzibar they visited Stone Town, Forodhani and Kiembesamaki.
4. I have visited …
5. What I liked best in the places I visited was …

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Activity 2: Vocabulary and pronunciation

Teaching Vocabulary

Guide the pupil to:

(a) Listen the sound and meaning of the word.

(b) Provide pupils in groups with word cards containing target words and discuss the meaning of the new words. Then help pupils to use them in meaningful context, by making simple sentences.

(c) Guide an individual pupil to use the new vocabulary items in practise, by making simple sentences orally and in writing.

Teaching pronunciation

(a) Tells the pupils to listen carefully while you pronounce the words.

(b) Identify sounds causing difficulties to pupils and repeat the sounds slowly and clearly, several times, and ask the pupils to do the same.

(c) Pronounce the sound clearly in isolation (so that pupils can focus on it) and pupils practise the sound in chorus and individually.

(d) Focus on pronunciation and not on spelling.

Activity 3: Oral practise

(i) Ask pupils to work in pairs and look at the picture on pages 123 to 126 of the pupil's book.

(ii) Guide pupils to answer the following questions about the pictures, orally.

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Picture 1

Look at picture number 1

(i) Who are the people in the picture?

(ii) Where are they?

(iii) What is the occupation of the woman at the front of the boat?

Picture 2

Look at picture number 2

(i) What do you see in the picture?

(ii) What are the people in the picture doing?

(iii) What is the occupation of the people in the picture?

Picture 3

Look at picture number 3

(i) What do you see in the picture?

(ii) What do you think they are doing?

(iii) What is the occupation of the people in the picture?

Picture 4

Look at picture number 4

(i) What do you see in the picture?

(ii) What is the girl doing?

Picture 5

Look at picture number 5

(i) What do you see in the picture?

(ii) What are they doing?

Picture 6

Look at picture number 6

(i) What do you see in the picture?

(ii) Where are the people in the picture?

(iii) What are they doing?

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Picture 7

Look at picture number 7

(i) What do you see in the picture?

(ii) What do you think they are doing?

Guide pupils to work in pairs and study the picture on page 126 of the pupil's book and ask them the following questions:

(a) Look at the picture.

(b) What do you see in the picture?

(c) Where do you think this picture was taken from?

(d) What are the people in the car doing?

(e) How do we call such people?

(f) What places have you ever visited?

Activity 4: Reading

A kind nurse

(a) Introduce the story to pupils.

(b) Ask pupils oral questions, such as

(i) Have you ever seen a nurse?

(ii) Have you ever gone to a hospital?

(iii) What were you suffering from?

(c) Demonstrate by reading paragraph one correctly, emphasizing proper grammar, while pupils are listening.

(d) Guide pupils to read paragraph 1 silently.

(e) Lead pupils to read paragraph 1 aloud, in groups.

(f) Involve pupils in discussion, pointing out new words; and oral questions using them.

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(g) Lead pupils to role play the dialogue on page 126; one playing the role of the woman, the other playing the role of the first nurse; and another one playing the role of the second nurse.
(h) Guide pupils to answer correctly by writing in their exercise books the questions on page 126 of the pupil's book.

Answers to comprehension questions on page 127

1. The woman went to hospital because she was suffering from malaria.
2. The woman could not join the queue because her illness got more serious.
3. The second nurse helped the woman.
4. The first nurse was caring while the second was not.
5. The second nurse was kind.
6. The second nurse helped the woman to get the card and the wheelchair.
7. After thanking the nurse the woman said, "May God bless you."

At the bank

(a) Read the dialogue, and also you may write on the blackboard or on the flip chart.
(b) Call two pupils to the front of the class and tell them that they are going to practice the role of a customer and a bank teller.
(c) Ask the other pupils in the class to listen to and learn the dialogue.
(d) Let the pupils practice saying the dialogue. Guide them and correct encouragingly, to ensure good pronunciation, rhythm and intonation.
(e) Send the speaker back to their places after they have said the dialogue two or three times; and call out two others.
(f) Ask pupils to copy down the dialogue in their exercise books, and learn it by heart.
(g) Test knowledge of new words and structures contained in the dialogue.

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Answers to comprehension questions on page 128

(i) The customer went to the bank because he wanted to open a bank account.
(ii) The bank teller assisted the customer.
(iii) The minimum amount for opening a new bank account is 20,000/= Tshs.
(iv) The customer filled in the form to open a new bank account.
(v) We keep our money in the bank for safety.
(vi) It is necessary to stand in a queue because the first to arrive are served first.

Activity 5: Reading

Who should do the housework?

(a) Prepare pupils before a debate by giving them a title. Examples "Money is better than education".
(b) Guide pupils to get enough information about the motion from different sources. Pupils should get the best arguments for supporting or opposing the motion.
(c) Instruct pupils in class by providing them some guiding steps and tips on how to conduct a debate.
(d) Guide pupils to choose debate leaders and main speakers; that is the chairperson, the timekeeper and the recorder; four main speakers, two from the supporting side; and two from the opposing side. The teacher must be the judge.
(e) Explain to pupils the role of the debate leaders mentioned above.
(f) Invite the chairperson and other debate leaders to take the floor, and start the debate, as instructed.
(g) When the debate is over, welcome the secretary to read the points recorded from each side.
(h) Give comments and observations on issues of vocabulary, pronunciation, grammar, fluency and accuracy; as well as strong argument.
(i) Announce the winner of the debate.

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Activity 6:Vocabulary and pronunciation

Teaching Vocabulary

Guides the pupil to:

(a) Listen the sound and meaning of the words.

(b) Provide pupils in groups with word cards containing target words and discuss the meaning of the new words. Then help pupils to use them in meaningful context, by making simple sentences.

(c) Guide an individual pupil to use the new vocabulary items in practice, by making simple sentences orally and in writing.

Pronounce this tongue twister

I saw a kitten eating chicken in the kitchen.

Activity 7: Oral practise

Conduct the debating session with the motion, "Children should play and not work." Follow the debating steps indicated in activity 5 above.

(a) Ask pupils to work in pairs and look at the picture on pages 131 to 133 of the pupil's book.

(b) Guide pupils to answer the following questions about the pictures, orally.

Picture 1

Look at picture number 1

(i) What do you see in the picture?

(ii) Who are the people in the picture?

(iii) What do you thing the girl is telling the old woman?

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Picture 2

Look at picture number 2

(i) What do you see in the picture?

(ii) What is the girl in front of the class doing?

(iii) Why are the pupils raising up their hands?

Picture 3

Look at picture number 3

(i) What do you see in the picture?

(ii) What is the girl in front of the class doing?

(iii) What are the other pupils doing?

Picture 4

Look at picture number 4

(i) What do you see in the picture?

(ii) What is the girl in front doing?

(iii) What are the other pupils doing?

Activity 8: Writing

- Ask pupils to work in pairs and look at the picture on page 133 of the pupil's book.
- Guide pupils to answer the following questions about the pictures, in writing.

Picture 1

Look at picture number 1

(i) What do you see in the picture?

(ii) Who are the people in the picture?

(iii) What are they doing?

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Picture 2

Look at picture number 2

(i) What do you see in the picture?

(ii) What do you think happened to the girl between the two pupils?

(iii) Where do you think the two pupils are taking the girl between them?

Picture 3

Look at picture number 3

(i) What do you see in the picture?

(ii) Who is the man in a white coat?

(iii) What is the man doing?

(iv) What do you think is wrong with the woman?

Language practice

To talk about travelling in a vehicle we use the preposition **by.** Examples:

1. They travelled to Kigoma by bus.
2. He went to Zanzibar by ship.
3. He goes to work by train.
4. The guests come by aeroplane.

But to talk about moving without vehicle we use the preposition "**on".** Examples:

(i) I go to school on foot.

(ii) The farmer went there on a donkey.

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Unit Seventeen The sunflower girl

Reading, telling and writing short stories

Learning Activities

(a) Use picture cards or visual support to write words/texts related to them.

(b) Read simple texts on different topics for comprehension.

Teaching and learning resources

(a) Picture cards

(b) Flip chart

(c) Sentence cards

Main concept

Picture stories are meant to stimulate the pupil's creativity in the art of composition. They promote logical presentation of ideas. Furthermore, picture stories improve language development as they tell things non-verbally, which should be explained verbally. They are very good language teaching tools, as they interest and even entertain pupils through their artful depiction of characters and events. This unit will enable pupils to compose, tell and write their own short stories.

Teaching and learning stages

Activity 1: Reading.

(a) Introduce the story orally.

(b) Lead pupils to describe the pictures on page 135 and 136.

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(c) Ask pupils different oral questions such as:
(d) Have you ever seen a sunflower plant?
(e) What plant seeds have you ever grown?
(f) Demonstrate the correct grammar by reading aloud, while pupils are listening.
(g) Involve pupils in discussion and identify new words from the story.
(h) Ask oral questions using those new words.
(i) Ask pupils to answer the comprehension questions on page 137 of the pupil's book.

Answers to comprehension questions on page 137

1. Sasha liked sunflower seeds.
2. Sasha hide the seeds in a hole.
3. It rained at night.
4. After three days the seeds grew into sunflower seedlings.
5. Her friends call Sasha "The sunflower girl."
6. My new name would be … because of …
7. A seed needs water to start growing.

Activity 2: Vocabulary and pronunciation

Teaching Vocabulary

(a) Use pictures and objects connected to target words.
(b) Ask questions about unfamiliar words and guide pupils to sort out the meaning; and make simple sentences by using those words.
(c) Guide pupils to correctly pronounce the target words.
(d) Give pupils more vocabulary practises.
(e) Make a classroom collection of picture and objects to illustrate as many of the target vocabulary items as possible.

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Teaching pronunciation

(a) Tell the pupils to listen carefully while you pronounce the words.

(b) Identify sounds causing difficulties to pupils and repeats the sounds slowly and clearly, several times, and ask the pupils to do the same.

(c) Pronounce the sound clearly in isolation (so that pupils can focus on it) and pupils practise the sound in chorus and individually.

(d) Focus on pronunciation and not on spelling.

Activity 3: Oral practice

(a) Using animal pictures and blackboard sketches, narrate Mr Hyena's story to the pupils, twice. You should put in a lot of story-telling skills such as body language and imitated sounds.

(b) Ask pupils to study the picture on page 139, about Mr Hyena's story and ask the following questions:

(i) What can you see in the picture?

(ii) What animals are in the picture?

(iii) What is hare doing?

(c) Guide them in groups to read the story of Mr Hyena.

(d) Ask an individual pupil to retell Mr Hyena's story in their own words, while his/her fellow pupils assist where necessary. Help them whenever they get stuck.

Activity 4: Writing

Guide pupils to write a story from the pictures on page 140. Make sure they observe the sequence of the events.

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A Sample story from the pictures on page 140 of the pupil's book.
One day Mrs John went to the market with a basket to buy some fruits. She bought bananas and mangoes. She carried the basket on her head. On her way back home, she passed under two tall trees. Unfortunately, she did not see the monkeys that were in the trees. When she came near the first tree, one of the monkeys snatched a bunch of bananas and ran away.

Mrs John became so angry that she decided to put down the basket and started chasing the monkey. While chasing the monkey, the other monkeys climbed down the tree and ate the rest of the fruits left in the basket.

Mrs John came back to chase the other two monkeys. But she was late. All the fruits had already been eaten up. Some of the mangoes were scattered on the ground and the basket was empty. Mrs John went back home with no fruits at all. She was very tired and sad.

Answers to the questions on page 141

1. I wake up early in the morning.
2. I get out of bed.
3. I brush my teeth and wash my face.
4. I put on my school uniform.
5. I take my breakfast.
6. I go to school.

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Unit Eighteen Going to the beach

Writing stories from pictures

Learning Activities

Use picture cards or visual support to write words/texts related to them.

Teaching and learning resources

(a) Picture cards
(b) Flip chart
(c) Sentence cards

Main concept

Picture stories are meant to arouse the pupil's creativity in the art of composition. They promote logical presentation of ideas. Furthermore, picture stories improve language development as they tell things non-verbally, which should be explained verbally. They are very good language teaching tools, as they interest and even entertain pupils through their artful depiction of characters and events. This unit will enable pupils to compose and write stories from pictures.

Teaching and learning stages

Activity 1: Writing

(a) Introduce the story orally.
(b) Lead pupils to describe the pictures on pages 142, 143 and 144.
(c) Ask pupils different oral questions such as:

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(i) Have you ever been to a beach?
(ii) What do people do at the beach?
(iii) How do people dress at the beach?

(d) Demonstrate the correct grammar by reading aloud, while pupils are listening.
(e) Involve pupils in discussion and identify new words from the story and work out their meanings.
(f) Guide pupils to write a story from the pictures pages 142, 143 and 144.

Here is a sample story

One morning Mr Beho's family had a trip. They drove to the beach in their car to celebrate New Year. Mr Beho and his wife sat in the front seats of their car; while their children sat in the back seats. When they got to the beach, Mr Beho parked the car near the beach and locked the doors.

The children enjoyed swimming in the ocean, while Mr Beho and his wife stood on the shore watching and drinking juice. When the children finished swimming, they played handball on the beach sand. Every member of the family enjoyed oneself.

Activity 2: Vocabulary and pronunciation

Teaching Vocabulary

(a) Use pictures and objects connected to target words.
(b) Ask questions about unfamiliar words and guide pupils to sort out the meaning; and make simple sentences by using those words.
(c) Guide pupils to correctly pronounce the target words.
(d) Give pupils more vocabulary practices.

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(e) Make a classroom collection of pictures and objects to illustrate as many of the target vocabulary items as possible.

Guide pupils to arrange the words provided on page 144 in their alphabetical order

Answer to activity 2(b) on page 144 of the pupil's book.

boy, brother, buffalo, eat, egg, elephant, eye, home, house, zebra, zoo

Activity 3: Writing

Guide pupils to write a story from the pictures on pages 145 - 146.

A Sample story from pictures on page 145

Last Saturday George washed his uniform. He started by fetching water from a tap. He carried the bucket of water to his home. He poured some water in a basin. He added powder soap in the water. He started washing the uniform by scrubbing. Then he rinsed the uniform and hung it on the clothes line to dry. Lastly, he ironed the uniform.

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Unit Nineteen The Tinde forest

Different events in life

Learning Activities

(a) Write simple and short text which expresses different events in different situations.

(b) Use picture cards or visual support to write words/text related to them.

(c) Participate and contribute points in debate about familiar topics in life (include child rights, responsibilities and drug abuse.

Teaching and learning resources

(a) Picture cards

(b) Flip chart

(c) Sentence cards

(d) Wall chart

Main concept

Environmental awareness is crucial to human life since everybody has to protect the surrounding environment in order to continue benefiting from such surroundings. By recognizing the beauty of natural resources children will make a big contribution towards preventing pollution, global warming and the resultant climate change.

Childrens' rights have to be provided to every child if we are to become

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good citizens. Parents, relatives and guardians have to ensure that the children get their rights to food, shelter, education, and health. This unit will help pupils to:

(a) Understand and claim their rights e.g. rights to education
(b) Value and conserve the environments

Teaching and learning stages

Activity 1: Reading

(a) Introduce the story to pupils.
(b) Ask pupils to look at the picture on page 147, and describe it. You may ask the following questions:
    (i) Have you ever seen a forest?
    (ii) What can you find in a forest?
(c) Guess the words in passage that may be unfamiliar to pupils.
(d) Ask questions about unfamiliar words and guide pupils to get their meanings by using context. Then get them to make sentences using those words.
(e) Demonstrate reading correctly and loudly while pupils are following you in their books.
(f) Guide pupils to read silently, individually.
(g) Involve pupils in reading aloud one by one, while you identify new words.
(h) Guide pupils to do the comprehension questions on page 148, by writing in their exercise books.

Answers to comprehension questions on page 148

1. The name of the forest is Tinde.
2. Teachers say that it is not good to cut down trees.
3. Manase heard the sound of falling trees.
4. Manase's father called the police.
5. It is important to plant trees because they give us air, fruits, flowers, shade, herbs and they protect the soil.

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Activity 2: Vocabulary and pronunciation

Teaching Vocabulary

(a) Use pictures and objects connected to target words.

(b) Ask questions about unfamiliar words and guide pupils to sort out the meaning; and make simple sentences by using those words.

(c) Guide pupils to correctly pronounce the target words.

(d) Give pupils more vocabulary practices.

(e) Make a classroom collection of picture and objects to illustrate as many of the target vocabulary items as possible.

Pronounce the following tongue twister using the phonetic transcription.

She sees cheese.

Activity 3: Reading

Hellen – the innocent girl

(a) Introduce the story orally.

(b) Ask oral questions such as

  (i) Have you ever seen twins?

  (ii) Why are they called twins?

(c) Demonstrate by reading aloud emphasizing correct grammar.

(d) Lead pupils to read aloud in groups, while you identify new words.

(e) Ask oral questions by using new words.

(f) Role` play the dialogue on page 148.

(g) Guide pupils to answer the questions on page 148 of the pupil's book, by writing in their exercise books.

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Answers to comprehension questions on page 150

1. Hellen's aunt took her to town.
2. She was going to work as a house maid in Arusha.
3. The twins were nine years old.
4. The teacher was surprised about Hellen's absence.
5. If I were Hellen, I would refuse to go to town.

Activity 4: Oral practice

Guide pupils to look at the pictures and say what is happening.

Answers

Picture number 1

The mother is seeing her children off to school.

The children are boarding the school bus. The daughter is saying goodbye to her mother.

Picture number 2

The pupils are in the class.

The English teacher is teaching a lesson.

The pupils are rising up their hands to answer questions in the class.

Picture number 3

The father is assisting her daughter to do her homework.

Picture number 4

The pupils are conducting group discussion in the classroom.

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Picture number 5

The pupils are playing football.

A boy has scored a goal.

Another boy is cheering.

Picture number 6

The pupils are playing basketball.

A boy is trying to score, while opponent player is defending.

Picture number 7

The boy is making a high jump.

Picture number 8

The boy is making a long jump.

Picture number 9

The boys are playing tennis.

Picture number 10

The boy and the girl are playing cards.

Picture number 11

The mother is arriving back home from work.

She is giving her presents to her children.

Picture number 12

The children are welcoming their father back home from work.

Picture number 13

The mother is taking her child to school.

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