English

Standard Five

Teacher's Guide



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Introduction

This guide is intended to help the Standard Five teacher to teach English using *English Standard Five Pupil's Book* effectively. The aim of the course is to enable the Standard Five pupil to communicate accurately in simple and clear English. The book consists of twenty-six units to match the Pupil's Book. Each unit contains procedures for the teacher to follow to enable the pupil acquire the basic language forms, functions, and the skills of listening, speaking, reading and writing. The guide is not a set of ready-to-use lesson plans. The teacher should use the guide as a resource in the preparations of more detailed lesson plans which are sensitive to local contexts and learner's characteristics.

Structure and organization of the guide

Each unit consists of the following components:

Unit titles: The unit titles are the same as those in the Pupil's Book. They bear the title of the main story in the unit. The stories provide contexts for teaching the language forms, functions and skills listed in the syllabus.

Learning activities: At the beginning of each unit, learning activities are listed. The activities are derived from the syllabus. They specify the skills, language forms, functions and vocabulary to be covered in the Unit. They also provide the situations in which language learning will take place.

Teaching and learning resources: Teaching and learning resources, i.e. teaching aids, references and the Pupil's Book are listed under this subtitle.

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Teaching and learning strategies: The recommended teaching and learning strategies for each learning outcome of the unit are listed in the following order:

- ***Listening practice***: This subheading does not appear in the Pupil's Book. At the beginning of each unit, there is a listening comprehension passage and oral questions on it. Answers for the oral questions are also provided.
- ***Reading practice***: Recommended procedures for teaching reading comprehension in every unit are provided. Recommended answers for the comprehension questions are also provided.
- ***Speaking practice***: Recommended procedures for teaching pronunciation of sounds, words, phrases, and sentences are provided. The teacher is required to provide timely feedback to the pupils' responses.
- ***Vocabulary practice***: Procedures for teaching both grammatical and content vocabulary in each unit are provided. Recommended answers are also provided.
- ***Language practice***: Strategies for teaching the language forms and functions introduced in the unit are provided. Recommended answers for the activities and exercises are provided.
- ***Writing practice***: Strategies for teaching the writing skill introduced in each unit are provided. Recommended answers for the written exercises are provided.

It is our hope that teachers will find this guide helpful.

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

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Unit One

The family garden

Learning activities

The pupil should be able to:

(a) answer aural comprehension questions on *My first day in Standard Five.*
(b) read and answer comprehension questions on *The family garden.*
(c) pronounce vocabulary used in the passages.
(d) explain the meaning of the vocabulary related to the passages.
(e) answer questions on the simple present and on going actions.
(f) write a short paragraph.

Teaching and learning resources

(a) Word cards
(b) Pictures
(c) Flip charts
(d) CDs containing recorded information
(e) Pupil's Book Five

Main concept

In this unit, the pupils should be able to tell the time, express present events orally and in writing. They should also be able to read and obtain detailed information from written texts and oral presentations.

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Teaching and learning strategies

Listening practice

(i) Read aloud the text *My first day in Standard Five*. Read it slowly, increase the reading speed and read it at a normal speed.

(ii) Ask the pupils to listen attentively.

(iii) Ask comprehension questions and let the pupils answer them orally.

My first day in Standard Five

My name is Julieth. I am in Standard Five at Changanyikeni Primary School. I still remember my first day in Standard Five. As soon as I arrived at the school, my friends ran to me and hugged me. When I entered the classroom, my class teacher told me to sit at the front desk with another pupil. His name was Juma. Our teacher told us stories and showed us pictures of animals and birds. When it was time to go home, I felt sad to leave my friends. I knew I would meet them the following day. I still remember my first day in Standard Five. I think I will remember it for many years.

Questions

1. What is the name of Julieth's school?
2. What did Julieth's friends do when they saw her?
3. What pictures did the teacher show them?
4. Why did Julieth feel sad?

Answers to the questions under the Listening activity

1. Julieth's school is called Changanyikeni Primary School.
2. Julieth's friends ran and hugged her.
3. The teacher showed them pictures of animals and birds.
4. Julieth felt sad to leave her friends.

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Activity 1: Reading practice

(i) Guide the pupils to study the picture in Activity 1.
(ii) Ask the pupils oral questions on the picture.
(iii) Read the passage aloud while the pupils listen.
(iv) Guide the pupils in reading aloud as you listen and correct their pronunciation.
(v) Ask the pupils to read silently and follow up their reading.
(vi) Teach vocabulary items and new structures.
(vii) Guide the pupils in discussing the comprehension questions in groups.
(viii) Conduct a class follow-up discussion on the comprehension questions.
(ix) Ask the pupils to do Activity 1 (a) and (b) individually in their exercise books.

Answers to the questions under Activity 1 (a)

Matched names of fruits and vegetables in the price list with pictures.

1.	**h**	4.	**i**	7.	**g**
2.	**b**	5.	**a**	8.	**d**
3.	**e**	6.	**c**	9.	**f**

Answers to the questions under Activity 1 (b)

1. Bilingi and his parents live in a small village called Terat.
2. The family house is built on the top of a small hill.
3. Bilingi's parents are farmers.
4. They grow tomatoes, carrots, onions, cucumbers, green peppers, cabbages and spinach.

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5. They fetch water from the river which is very close to their farm.
6. The family makes money by selling the surplus vegetables and fruits.
7. They spend their money to buy foodstuffs and clothes.
8. The price of one kilogramme of green peppers is five hundred shillings.

Activity 2: Speaking practice

(i) Guide the pupils in using the pictures in the Pupil's Book to tell a story in Activity 2 (a)
(ii) Demonstrate how to pronounce the pairs of words in Activity 2 (b).
(iii) Ask the pupils to imitate pronouncing the words in chorus, in groups and individually.
(iv) Ask the pupils to read aloud after you the sentences in Activity 2 (c).
(v) Guide the pupils in reading the sentences aloud several times in chorus, in groups, and individually.

Activity 3: Vocabulary practice

(i) Teach the new words orally to enable the pupils to pronounce them correctly.
(ii) Guide the pupils in matching the words with their meanings in Activity 3 (a).
(iii) Ask the pupils to complete the sentences in Activity 3 (b) orally.
(iv) Ask the pupils to do Activity 3 (a) and 3 (b) individually in their exercise books.

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Answers to the questions under Activity 3 (a)

No	Column A	Column B
1	manure	I
2	vegetable	E
3	attractive	J
4	foodstuff	H
5	watering	F
6	surplus	A
7	source	C
8	fresh	G
9	fruits	B
10	price	D

Answers to the questions under Activity 3 (b)

1. fetch **2.** surplus **3.** source

4. fruits and vegetables **5.** manure **6.** watering

7. foodstuff **8.** price **9.** attractive

10. Fresh

Activity 4: Language practice

(i) Use warm up activities, such as a song or questions and answers to introduce the structures.

(ii) Present the structures *(simple present,negation and interrogatives)* using:

- A picture in the Pupil's Book as prompt
- Question and answer technique
- A situation in the classroom
- Demonstration
- A text in the Pupil's Book as context

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(iii) Go through the introduction, presentation and oral practice steps.

(iv) In practising the structures use techniques such as dialogues, chain drills, questions and answers.

(v) Ask the pupils to do Activity 4 (a) individually in their exercise books.

(vi) Repeat the same procedure for Activity (b) and (c) in their exercise books.

Answers to the questions under Activity 4 (a)

1. works **2**. rains **3**. live
4. cooks **5**. go

Answers to the questions under Activity 4 (b)

1. The vegetables and fruits are not ready for harvesting.
2. Their house is not on the top of a hill.
3. His parents are not farmers.
4. There is no market in their village.
5. Their garden is not attractive.

Answers to the questions under Activity 4 (c)

1. Does the garden look attractive?
2. Are the vegetables and fruits ready for harvesting?
3. Is their house on the top of a hill?
4. Are Bilingi's parents farmers?
5. Is there a market called Twendepamoja in their village?

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Activity 5: Writing practice

(i) Revise the structures in the previous section orally. *(Negation and Yes/No questions)*

(ii) Guide the pupils in doing the picture composition in Activity 5 orally.

(iii) Discuss the activity with the pupils and write the correct answers on the chalkboard.

(iv) Rub out the exercise from the chalkboard.

(v) Ask the pupils to do Activity 5 individually in their exercise books.

Answers to the questions under Activity 5

1. Billingi is carrying a bucket.
2. He is filling his bucket with water from the river.
3. Billingi is coming back to the garden.
4. Billingi is watering the garden.
5. Billingi is watering the flowers.
6. Billingi's parents are going home. His father is carrying a hoe and his mother is carrying a basket full of a variety of vegetables.

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Unit Two

Graduation day

Learning activities

The pupils should be able to:

(a) answer aural comprehension questions on *Poultry keeping.*
(b) read and answer comprehension questions on *Graduation day.*
(c) pronounce and use vocabulary found in the passages.
(d) explain the meaning of words related to the *Graduation day.*
(e) answer questions about the passage.
(f) write a short paragraph.

Teaching and learning resources

(a) Pupil's Book Five
(b) Word cards
(c) Sentence cards
(d) Flip charts
(e) Pictures
(f) Word puzzle

Main concept

In this unit, the pupils should be able to express past events orally and in writing. They should also be able to read and obtain detailed information from written texts and orally presented utterrances.

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Teaching and learning strategies

Listening practice

(i) Read aloud the text *Poultry Keeping*. Read slowly, increase the reading speed, and read at a normal speed.

(ii) Let the pupils listen attentively.

(iii) Ask aural comprehension questions and let the pupils answer them.

Poultry keeping

Chickens are farm birds. A male chicken is called a rooster. A female chicken is a hen and the young one is called a chick. Chickens are kept for their eggs and meat. There are two kinds of chickens, broilers and layers. Broilers are for meat and are kept for about 5-8 weeks, then they are slaughtered and sold. Layers are kept for eggs. It takes about 19 weeks before they begin to lay eggs. Broilers and layers are kept in a chicken coop. This project is called poultry farming.

Questions

1. Which are the two types of chickens?
2. Why do we keep chickens?
3. What is a male chicken called?
4. Where are broilers and layers kept?
5. How long do broilers take to slaughter?
6. What is a female chicken called?

Answers to the questions under Listening Activity

1. The two types of chickens are broilers and layers.
2. Chickens are kept for meat and eggs.
3. A male chicken is called a rooster.
4. Broilers and layers are kept in a chicken coop.

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5. It takes 5 – 8 weeks for broilers to slaughter.
6. A female chicken is called a hen.

Activity 1: Reading practice

(i) Guide the pupils in studying the picture in ***Activity 1***.

(ii) Ask them oral questions such as:

- What do you see in the picture?
- What do you think is going to happen?

(iii) Read the text aloud while the pupils listen.

(iv) Ask the pupils to read the text aloud while you listen and correct their pronunciation.

(v) Let the pupils read silently while monitoring their reading.

(vi) Teach unfamiliar vocabulary items and new structures.

(vii) Guide the pupils in discussing the comprehension questions in groups.

(viii) Conduct class follow-up discussion on the comprehension questions.

(ix) Ask the pupils to do ***Activity 1*** individually in their exercise books.

Answers to the questions under Activity 1

1. Sabas came to Dar es Salaam five years ago.
2. Sabas comes from Mwanza.
3. Sabas' best friend is called Nanai.
4. Sabas was looking forward to the graduation day.
5. On that special day, the entertainment prepared included traditional dances, choir and a brass band.

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6. They organized the party to bid farewell to Standard Seven pupils.
7. The party was held in the school assembly hall.
8. The DJ played bongo flavour, rhythm and blues, reggae, and hip hop music.
9. Sabas Matanda moved from Mwanza to Dar es Salaam to join his parents.
10. Pupils feel happy when they graduate because they have completed primary education.

Activity 2: Speaking practice

(i) Demonstrate to the pupils how to pronounce the pairs of words.

(ii) Ask the pupils to read after you in chorus, in groups and individually.

(iii) Ask the pupils to practise pronouncing the pairs of words in chorus, in groups and individually.

Activity 3: Vocabulary practice

(i) Teach the vocabulary orally to enable the pupils pronounce them correctly.

(ii) Present the vocabulary using techniques such as real objects, drawings or pictures, situations, mimes, synonyms, gestures and contexts to make meaning clear.

(iii) Guide the pupils in matching the words and their meanings orally.

(iv) Ask the pupils to do Activity 3 (a) individually in their exercise books.

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Answers to the questions under Activity 3 (a)

No.	Column A	Column B
1.	engineer	(e)
2.	brass band	(d)
3.	R&B	(f)
4.	Mwanza	(a)
5.	DJ	(g)
6.	delicious	(h)
7.	banner	(b)
8.	exhausted	(c)

Activity 3 (b) Vocabulary practice

(i) Hang a simple word search puzzle in front of the class.

(ii) Guide the pupils in doing the word puzzle orally.

(iii) Demonstrate to the pupils how to find words in a puzzle by running a pointer rightward, leftward, downwards and upwards, in order to identify meaningful words.

(iv) Ask the pupils to do Activity 3 (b) in their exercise books.

Answers to the questions under Activity 3 (b)

1. dance
2. broiler
3. poultry
4. guest
5. graduation
6. joy
7. ceremony
8. rooster
9. party
10. plant

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Activity 4: Language practice

(i) Give the pupils warm up activities, for example, a song or questions and answers.

(ii) Present the structure *(simple past and telling the time)* using one of the following techniques:
- A picture in the book.
- A situation in the classroom
- A text in the Pupil's Book

(iii) Go through the introduction, presentation and oral practice steps.

(iv) Guide the pupils in practising the structure orally using dialogues, chain drills, questions and answers.

(v) Ask the pupils to do Activity 4 (a) individually in their exercise books.

(vi) Repeat the same procedure for Activity 4 (b) and 4 (c) in their exercise books.

Answers to the questions under Activity 4 (a)

1. started
2. arrived
3. awarded
4. began
5. drank
6. danced
7. registered
8. built
9. kept
10. sold

Answers to the questions under Activity 4 (b)

No.	Column A	Column B
1.	It is 10:30 a.m.	(e)
2.	They arrived at 11:15 a.m.	(d)
3.	We left at 12:00 noon	(f)
4.	The match will start at 2:45 p.m.	(a)

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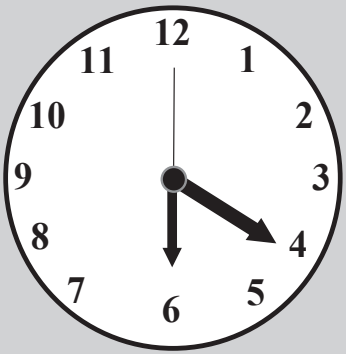
5.	The meeting will start at 4:30 p.m.	(b)
6.	It is 6:00 a.m.	(c)

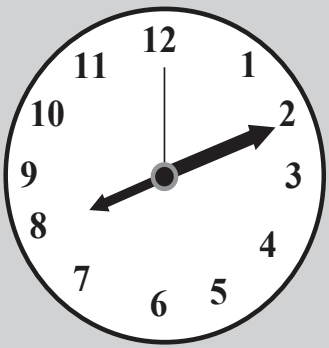
(c) Write the time in numbers and words.

1.



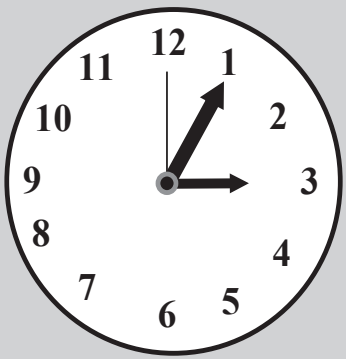
It is **6:20 a.m.**
It is **twenty minutes past six.**

2.



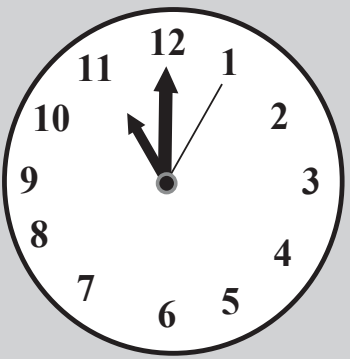
It is **8:10 a.m.**
It is **ten minutes past eight.**

3.



It is **3:05 p.m.**
It is **five minutes past three.**

4.



It is **11.00 a.m.**
It is **eleven o'clock.**

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Activity 5: Writing practice

(i) Revise the structures in the previous section orally. *(simple past and telling the time)*

(ii) Guide the pupils in rearranging the sentences orally in Activity 5 and write the correct answers on the chalkboard.

(iii) Rub out the exercise from the chalkboard.

(iv) Ask the pupils to do Activity 5 in their exercise books.

Answers to the questions under Activity 5

1. (f) Last year Sabas finished Standard Seven.
2. (h) In the morning of the graduation day, he woke up early.
3. (c) He was really looking forward to graduating.
4. (a) When Sabas and Nanai arrived at school, they were asked to take their seats.
5. (e) As soon as the Guest of Honour arrived, the ceremony started.
6. (i) After the graduation ceremony, all Standard Seven pupils were asked to attend a farewell party.
7. (b) There were good food, a lot of drinks, and great music at the party.
8. (g) Later, everyone danced until they were very tired.
9. (d) The party ended at 6:30 in the evening.

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Unit Three

A trip to Mount Kilimanjaro

Learning activities

The pupil should be able to:

(a) answer aural comprehension questions on *The floods.*
(b) read and answer comprehension questions on *A trip to Mount Kilimanjaro.*
(c) pronounce words and use vocabulary found in the passage.
(d) ask and answer questions on making comparison and use the simple present and past tenses.
(e) write a short paragraph.

Teaching and learning resources

(a) Word cards
(b) Pictures
(c) Flip charts
(d) CDs containing recorded materials
(e) Cassette/CD players
(f) Pupil's Book Five

Main concept

In this unit, pupils should be able to express comparisons, present, and past events in speaking and in writing. They should also be able to read and obtain detailed information from spoken and written sources.

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Teaching and learning strategies

Listening practice

(a) Read the text *The Floods* aloud. Read slowly, increase the reading speed, and read at a normal speed.

(b) Let the pupils listen attentively.

(c) Ask the pupils aural comprehension questions and let them respond orally.

The floods

We all like rain. With good rain, our plants grow well. Animals, both domestic and wild, get and enjoy fresh and green grass. Rain, if heavy and continuous, is nobody's friend. Last week, in Dar es Salaam, it rained heavily for two days. Do you know what happened? It was terrible. The rain washed away people's houses. It washed away animals such as cows, dogs, cats and chickens. Schools were destroyed and bridges were broken. People could not go to work. Many people lost their lives and property. We need just enough rain, but not too much of it.

Questions

1. What happens to plants when it rains?
2. For how long did it rain heavily in Dar es Salaam?
3. What happened to people's houses and animals?
4. What happened to bridges?
5. What happened to schools?
6. How much rain do we need?

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Answers to the questions under the Listening activity

1. Plants grow well when it rains.
2. It rained heavily for two days in Dar es Salaam.
3. People's houses and animals were washed away.
4. Bridges were broken.
5. Schools were destroyed.
6. We need just enough rain, not too much.

Activity 1: Reading practice

(i) Ask the pupils to study the pictures in Activity 1 and answer oral questions on it.

(ii) Read the passage aloud while the pupils listen.

(iii) Ask the pupils to read the passage aloud while you listen and correct their pronunciation.

(iv) Ask the pupils to read silently and follow-up on their reading.

(v) Discuss and teach new vocabulary items and structures.

(vi) Lead group discussions on the comprehension questions.

(vii) Conduct a class follow up discussion on the comprehension questions.

(viii) Ask the pupils to do Activity 1 individually in their exercise books.

Answers to the questions under Activity 1

1. trip
2. 15,000/-
3. The pupils can mention any three of the following animals: elephants, lions, zebras, buffaloes, antelopes, monkeys, baboons and lions.
4. The pupils and the teachers had lunch at Arusha School.
5. They arrived in Moshi at 4:00 p.m.

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6. They stayed at Marangu Teachers' College for two days.
7. The three things that the tour guide said about Mount Kilimanjaro were:
   i. Mount Kilimanjaro is the highest mountain in Africa.
   ii. It is nineteen thousands three hundred and forty one thousand feet above sea level.
   iii. It is covered with snow at the top and it is very cold.
8. Twenty five pupils climbed to the top.
9. The pupils who reached the top felt very tired.

Activity 2: Speaking practice

(i) Demonstrate to the pupils how to pronounce the sentences.

(ii) Ask the pupils to imitate pronouncing the sentences in chorus, in groups and individually.

(iii) Ask the pupils to practise pronouncing the sentences in chorus, in groups and individually.

Activity 3: Vocabulary practice

(i) Teach the new words orally to enable the pupils to pronounce them correctly.

(ii) Present the new words using techniques such as real objects, drawings or pictures, situations, mimes, synonyms, gestures and contexts to make meaning clear.

(iii) Guide the pupils in writing the opposites of the words in Activity 3(a), changing the words into plural in 3 (b), and writing the numbers in words in 3 (c).

(iv) Ask the pupils to use the words to make sentences orally.

(v) Ask the pupils to do Activity 3 (a), 3 (b) and 3 (c) individually in their exercise books.

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Answers to the questions under Activity 3 (a)

stand up	*sit down*
short	*tall*
climb up	*climb down*
local tourist	*foreign tourist*
cold	*hot*
highest	*lowest*
arrive	*depart*
top	*bottom*

Answers to the questions under Activity 3 (b)

tourist	*tourists*
flamingo	*flamingos*
zebra	*zebras*
pupil	*pupils*
buffalo	*buffaloes*
luggage	*luggage*
bus	*buses*
ice	*ice*
water	*water*
lunch	*lunch*

Answers to the questions under Activity 3 (c)

Number	Words	Number	Words
10,000	ten thousand	90,000	ninety thousand
100,000	one hundred thousand	900,000	nine hundred thousand
1,000,000	one million	9,000,000	nine million
2,000,000	two million	19,000,000	nineteen million

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Activity 4: Language practice

(i) Use warm up activities such as a song or questions and answers to introduce the lessons.

(ii) Present the structure using:
- A picture in the book as a prompt
- Question and answer technique
- A situation in the classroom
- Demonstration
- A text in the Pupil's Book

(iii) Go through the introduction, presentation and oral practice steps.

(iv) Guide the pupils in practising the structures *(adjectives -est form, interrogative form, and negative form)* orally using dialogues, different drills, questions and answers.

(v) Ask the pupils to do Activity 4 (a) individually in their exercise books.

(vi) Repeat the same procedure for Activity 4(b) and 4(c) in their exercise books.

Answers to the questions under Activity 4 (a)

Examples of correct sentences from the table:

1. Kilimanjaro is the coldest mountain in Tanzania.
2. The elephant is the biggest animal in the park.

Answers to the questions under Activity 4 (b)

Examples of correct sentences from the table:

1. Is Kilimanjaro the coldest mountain in Tanzania?
2. Is the elephant the biggest animal in the park?

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Answers to the questions under Activity 4 (c)

1. True
2. True
3. False
4. True
5. True
6. True
7. True
8. True
9. False

Answers to the questions under Activity 4 (d)

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

Answers to the questions under Activity 4 (e)

1. The tallest animal is the giraffe.
2. The lightest animal is the lion.
3. The shortest animal is the lion.
4. The heaviest animal is the elephant.
5. The animal which is taller than the elephant is the giraffe.

Answers to the questions under Activity 4 (f)

1. The elephant weighs 6000 kgs.
2. The hippo weighs 1500 kgs.
3. The zebra weighs 990 kgs.
4. The lion weighs 250 kgs.

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5. The giraffe weighs 1200 kgs.
6. The elephant is 3.5 metres tall.
7. The hippo is 1.5 metres tall.
8. The zebra is 1.5 metres tall.
9. The lion is 1.2 metres tall.
10. The giraffe is 6 metres tall.

Answers to the questions under Activity 4 (g)

1. The whole class did not raise their hands.
2. Mr Josa did not go to Standard Seven classroom again.
3. All the Standard Seven pupils did not pay the money before the end of July.
4. The exercises are not necessary to build strength before the climb.
5. Ms Marina, the physical education teacher and Mr Josa, the geography teacher, did not join the pupils on the trip.
6. They were not taken to Arusha School for lunch.
7. When they arrived at the gate, they did not meet the tour guide.
8. They did not feel very tired.

Activity 5: Writing practice

(i) Revise the structures *(comparatives, interrogatives and negation)* in the previous section orally.

(ii) Discuss the activity with the pupils and write the correct answers on the chalkboard.

(iii) Rub out the exercise from the chalkboard.

(iv) Ask the pupils to do Activity 5 individually in their exercise books.

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Answers to the questions under Activity 5

Punctuate the passage where necessary.

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

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Unit Four

Giving directions

Learning activities

The pupil should be able to:

(a) answer aural comprehension questions on *Operating a radio.*

(b) read and answer comprehension questions on *Giving directions.*

(c) pronounce and use vocabulary found in the passages.

(d) answer questions about the passages.

(e) write a short paragraph.

Teaching and learning resources

(a) Pictures showing locations of things

(b) School map

(c) Flip charts

(d) Wall charts

(e) Pupil's Book Five

Main concept

Pupils should be able to use the imperative forms to give, ask and follow directions. They should also read texts providing people directions to different places.

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Teaching and learning strategies

Listening practice

(i) Ask the pupils some questions on how they operate different electronic devices such as phones, radios or TVs.

(ii) Ask the pupils to listen attentively while you read a text.

(iii) Read aloud the text on *Operating a Radio* several times. Read slowly, increase the reading speed and read at a normal speed.

(iv) Ask the pupils aural comprehension questions and have them answer the questions orally.

Operating a radio

To operate a radio, first, ensure that the radio is connected to the power source. Then switch on the power button. Second, set the antenna properly and adjust the radio tuner to receive the broadcast. Third, adjust the volume and press the large knob at the top right corner of the control wheel.

Questions

1. What do you do first when operating a radio?
2. What is the second thing you do in operating a radio?
3. How do you control the volume?

Answers to the questions under Listening activity

1. First, ensure that the radio is connected to the power source.
2. Second, set the antenna properly and adjust the radio tuner to receive the news broadcast.
3. To control/adjust the volume, press the large knob at the top right corner of the control wheel.

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Activity 1: Reading practice

(i) Ask the pupils pre-reading questions such as:
- Have you ever lost your way?
- What did you do?
- Have you ever helped anybody who lost his/her way?
- Where and when was that?

(ii) Read the text "*Giving directions*" aloud and ask the pupils to listen.

(iii) Tell the pupils to read the text aloud. Listen and correct their pronunciation errors.

(iv) Ask the pupils to read the text silently and follow up on their reading.

(v) Discuss the new words and structure items used in the text.

(vi) Ask the pupils to use the new words to construct sentences orally.

(vii) Using a pointer, guide the pupils in tracing the direction from Konde Primary School to Mtendeni Primary School on the map.

(viii) Read the text again while tracing the direction from Konde Primary School to Mtendeni Primary School on the map.

(ix) Ask some pupils to trace the directions from Konde Primary School to Mtendeni Primary School on the map.

(x) Guide the pupils in answering orally the True/False questions in Activity 1 (b).

(xi) Ask the pupils to do Activity 1 (a) and (b) individually in their exercise books.

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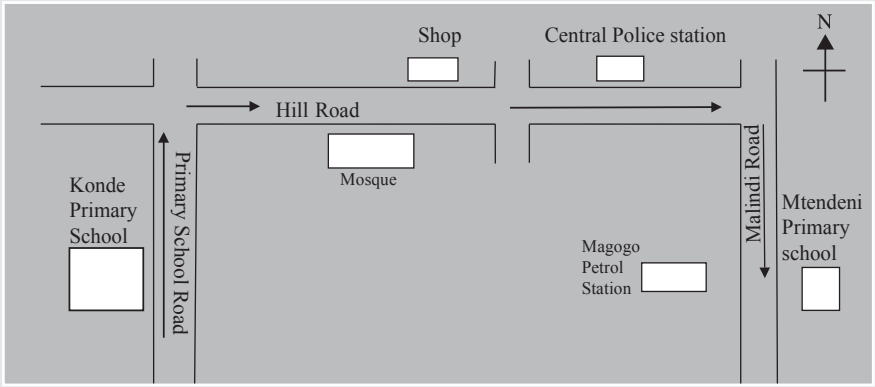
Answers to the questions under Activity 1 (a)

1. False 2. True 3. False
4. False 5. True

Answers to the questions under Activity 1 (b)

Directions from Konde Primary School to Mtendeni Primary School



Activity 2: Speaking practice

(i) Read the words aloud while the pupils listen.
(ii) Guide the pupils in reading the words aloud as a whole class, in groups and individually.
(iii) Ask the pupils to use the words to make sentences orally.

Activity 3: Vocabulary practice

(i) Present the vocabulary using drawings or pictures showing locations of things to make the meaning clear.
(ii) Give orders to the pupils, for example, turn right, turn left, walk along and walk across and ask them to respond to the orders appropriately.

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(iii) Guide the pupils in using the vocabulary items to make simple sentences.

(iv) Ask the pupils to do Activity 3 individually in their exercise books.

Answers to the questions under Activity 3

1. beside **2.** along **3.** turn **4.** until **5.** across

Activity 4: Language practice

(i) Present the simple present form by writing it on the chalkboard.

- Show how it is used in the first, second and third person both in the singular and in the plural form. For example:

I go to school. *We go to school.*
You go to school. *You go to school.*
He goes to school. *They go to school.*

(ii) Ask the pupils to repeat reading the new grammar items in sentences written on the chalkboard.

- Listen for accuracy and stress.
- Correct any mistakes.

(iii) Guide the pupils in practising the sentence structures they have learnt orally.

(iv) Ask the pupils to do Activity 4 individually in their exercise books.

Answers to the questions under Activity 4

1. go, walk **2.** runs **3.** sees **4.** play **5.** walk **6.** turns **7.** walks

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Activity 5: Writing practice

(i) Revise giving directions orally.

(ii) Do Activity 5 with the pupils orally and write the answers on the chalkboard.

(iii) Rub out the exercise from the chalkboard.

(iv) Ask the pupils to do Activity 5 individually in their exercise books.

Answers to the questions under Activity 5

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

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Unit Five

The Village meeting

Learning activities

The pupil should be able to:

(a) answer aural comprehension questions on *The importance of air.*

(b) read and answer comprehension questions on *The village meeting.*

(c) pronounce words and explain the meaning related to the passages.

(d) answer questions on the future time.

(e) write a short paragraph.

Teaching and learning resources

(a) Notices

(b) Advertisements

(c) Loudspeaker

(d) Flip charts

Main concept

Pupils should be able to express future events using appropriate structures. They should also be able to read and get information from announcements in a variety of contexts such as school, home, and the community in which they live.

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Teaching and learning strategies

Listening practice

(i) Read aloud the dialogue on "*The importance of air*". Read it slowly, increase speed and read at a normal speed.

(ii) You may also record the text provided below on a cassette, CD or flash drive and play it in class.

(iii) Ask the pupils to listen attentively.

(iv) Ask aural comprehension questions and have pupils respond to them orally.

The importance of air

David: Can I get that empty bottle over there, Pili?

Pili: Empty? I don't think it's empty.

David: I'm sure it is. Just give it to me.

Pili: Let's prove whether it's empty or not. Fill it with some clean water and close it.

David: I've done so. What next?

Pili: Hold the bottle upside down and open it to pour the water.

Pili: As you pour the water what do you see?

David: I see some bubbles while pouring the water.

Pili: That's it! The bubbles are nothing but air. Air occupies space.

David: Where is the air moving to?

Pili: The air is moving up the bottle to fill the space left empty by pouring the water.

David: Where is air?

Pili: That's an interesting question. Air is everywhere. It can be pushed around although we don't really see it. For instance, footballs are full of air. Tyres are also filled with air.

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David: How important is air?

Pili: It is very important. We breathe it in and out throughout our lives.

David: Do plants need air too?

Pili: Yes, they do. They take in carbon dioxide and take out oxygen. However, we breathe in oxygen and breathe out carbon dioxide. Animals and plants exchange air.

David: I now understand that air is everywhere. There is no life without air.

Questions

1. What did David see as the water poured out?
2. What did Pili say the bubbles were?
3. What do animals breathe in and out?
4. What do plants take in and out?

Answers to the questions under the Listening activity.

1. David saw bubbles as the water poured out.
2. Tom said the bubbles were air.
3. Animals breathe in oxygen and breathe out carbon dioxide.
4. Plants take in carbon dioxide and give out oxygen.

Activity 1: Reading practice

(i) Show the pupils a sample of an advertisement.
(ii) Read the text aloud while the pupils listen attentively.
(iii) Ask the pupils to read the text aloud.
(iv) Then tell them to read the text silently.
(v) Write the new words on the chalkboard and discuss them with the pupils.

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(vi) Organize group discussions on the comprehension questions.
(vii) Conduct a class follow-up discussion of the comprehension questions.
(viii) Ask pupils to do Activity 1 individually in their exercise books.

Answers to the questions under Activity 1

1. The meeting will take place on the 22nd of August 2018.
2. The Ward Councillor, Honourable Mzurikwao Masumbuko, will address the meeting.
3. The meeting will take place at the village football ground.
4. The Honourable Ward Councillor will be accompanied by the Ward Executive Officer, the Village Executive Officer, the Village Chairperson and the Village Council members.
5. The purpose of the meeting is to plan how to build the village dispensary.

Activity 2: Speaking practice

(i) Read aloud the words in Activity 2 (a) carefully, and ask the pupils to listen.
(ii) Ask the pupils to repeat each word after you.
(iii) Write words on the chalk board or use flash cards and ask the pupils to read them aloud.
(iv) Guide the pupils in reading the tongue twister in Activity 2 (b) in chorus, in groups and individually.

Activity 3: Vocabulary practice

(i) Guide the pupils in reading the words aloud.
(ii) Present the new words using real objects, drawings or pictures, situations, mimes, synonyms, gestures and

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contexts to make meaning clear.

(iii) Ask the pupils to use the new words to construct sentences orally.

(iv) Ask the pupils to do Activity 3 individually in their exercise books.

Activity 4: Language practice

(i) Use warm up activities, for example a song or questions and answers techniques.

(ii) Present the structure using:
- A situation in the classroom
- Question and answer technique
- A text in the Pupil's Book
- Demonstration

(iii) Go through introduction, presentation and oral practice steps.

(iv) Guide the pupils in reading aloud sentences from the tables.

(vii) Ask pupils to do Activity 4 (a) individually in their exercise books.

(viii) Repeat the same procedure for Activity 4 (b), 4 (c) and 4 (d).

Answers to the questions under Activity 4 (a)

Examples:

1. I/We shall go to the market in the evening.
2. You/She/They will read the book tomorrow.

Answers to the questions under Activity 4 (b)

1. The meeting will be held tomorrow.
2. Probably, I shall come to see you next month.
3. John will come to visit me next week.
4. You will miss him a lot.

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5. She will play netball tomorrow.
6. I shall go to the National Park next month.
7. We shall visit our grandparents during the holidays.

Answers to the questions under Activity 4 (c)

1. Shall we write the examinations next week?
2. Shall we come to see you next month?
3. Will John come to visit me next week?
4. Will you miss him a lot?
5. Will she play netball tomorrow?

Answers to the questions under Activity 4 (d)

1. We shall not write examinations next week.
2. I shall/will not come to see you next month.
3. John will not come to visit me next week.
4. You will not miss him a lot.
5. She will not play netball tomorrow.

Activity 5: Writing practice

(i) Revise the use of will and shall orally.
(ii) Present the writing activity using different situations/ contexts or any other techniques.
(iii) Do the activity with the class orally. Write the answers on the chalkboard.
(iv) Rub out the answers from the chalkboard.
(v) Ask the pupils to complete Activity 5 individually in their exercise books.

Answers to the questions under Activity 5

There will be a school graduation party at (1) Mtendeni Assembly

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Hall. It will be held on (2) Saturday 25th August. The Guest of Honour will be the (3) Ward Educational Officer. Other guests will be our (4) teachers, (5) parents and selected students from Mtendeni Primary School.

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Unit Six

School posters

Learning activities

The pupil should be able to:

(a) answer aural comprehension questions on *The functions of plant parts.*
(b) read and answer comprehension questions on *School posters.*
(c) pronounce new words related to *School posters.*
(d) explain the meaning of words related to the *School posters.*
(e) answer questions in the simple present tense.
(f) write a short paragraph.

Teaching and learning resources

(a) Flip charts
(b) Wall charts
(c) Brochures
(d) Posters
(e) Pupil's Book Five

Main concept

In this unit, the pupils should be able to use the simple present form to read and write simple announcements and posters in a variety of contexts.

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Teaching and learning strategies

Part I

Listening Practice

(i) Read the text on *Functions of plant parts* aloud. Read it slowly, increase the speed and read at a normal speed.

(ii) You can also record the text provided above on a cassette, CD or flash drive and play it in class.

(iii) Ask the pupils to listen to the text attentively.

(iv) Ask the aural comprehension questions and let the pupils answer them orally.

Functions of plant parts

A plant is divided into three main parts: roots, stem and leaves. Each of them plays a key function to the plant. The roots have two big functions. First, they take both water and mineral salts from the soil into the plant. Second, they support the plant to keep it upright. The stem plays two key functions. First, it provides the plant with an upright position and a shape. In addition, it transports both water and mineral salts into the plant. It also transports plant food from the leaves down to the roots. Finally, the leaves make the plant food. They also store it.

Questions

1. Into how many parts is a plant divided?
2. What are the functions of roots?
3. What are the functions of the stem?
4. What are the functions of leaves?

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Answers to the questions under Listening activity

1. A plant is divided into three parts.
2. Roots take in water and mineral salts to support the plant.
3. Stems provide plants with upright position and transport water and mineral salts.
4. Leaves make plant food and store food.

Activity 1: Reading practice

(i) Ask the pupils the pre-reading questions below:
- What is a poster?
- Where did you see it?
- What was it about?

(ii) Read aloud the text on *School posters* while the pupils listen attentively.

(iii) Ask the pupils to read the poster aloud. Listen to them and correct their pronunciation.

(iv) Ask them to read again silently while monitoring their progress.

(v) Identify and teach unfamiliar vocabulary.

(vi) Conduct group discussion on the comprehension questions.

(vii) Conduct a class follow-up discussion on the comprehension questions.

(viii) Ask the pupils to answer the questions individually in their exercise books.

Answers to the questions under Activity 1

1. The school offers science, arts and commerce.
2. The applications are invited for the next academic year.
3. The name of the school is Mozeni Secondary School.
4. The entry examination will be held in October.
5. You can contact the school by telephone number: +255-000877 or e-mail: mss@gmail.com or website: www.mss.ac.tz

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Activity 2: Speaking practice

(i) Ask the pupils to listen carefully while you pronounce the words in Activity 2 (a).

(ii) Ask the whole class to repeat pronouncing the words after you.

(iii) In Activity 2 (b), read the tongue twister at a normal speed while the pupils listen.

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

(iv) Ask the pupils to read the tongue twister in chorus, in groups and individually.

Activity 3: Vocabulary practice

(i) Guide the pupils in pronouncing the vocabulary items correctly.

(ii) Present the meaning of the words using techniques such as dictionary search, different situations and pictures.

(iii) Ask the pupils to use the target vocabulary to construct simple sentences.

(iv) Ask the pupils to use the words given in the pupil's book to write five correct sentences.

Activity 4: Language practice

(i) Use warm up activities for example, a song or questions and answers techniques.

(ii) Present the structure using:

- A situation in the classroom
- A text in the Pupil's Book

(iii) Go through introduction, presentation and oral practice steps.

(iv) Ask the pupils to do Activity 4 orally.

(v) Ask the pupils to do Activity 4 individually in their exercise books.

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Answers to the questions under Activity 4

1. Mozeni Secondary School offers science, arts and commerce subjects.
2. The school is ten kilometres West of Tanga City.
3. The school announced names of places where the application forms for the next academic year could be obtained.
4. The applicant is supposed to pay TZS 20,000/= as examination entry fee.
5. Mozeni Secondary School is located in Tanga City.

Activity 5: Writing practice

a) Revise Activity 4 orally.

b) Discuss Activity 5 with the class orally. Ask the pupils the following questions:

   i. What is the name of the school?
   ii. What subjects does the school offer?
   iii. For which academic year are the applications invited?
   iv. How much is the entry examination fee?
   v. What is the contact address?

(c) Write the answers on the chalkboard.

(d) Rub out the activity from the chalkboard.

(e) Ask the pupils to do Activity 5 individually in their exercise books.

Part II

Listening Practice

(i) Read the text on *Life after retirement* two or more times.

(ii) Ask the pupils to listen attentively as you read.

(iii) Ask aural comprehension questions and let the pupils answer orally.

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Life after retirement

My father was a teacher at Nyololo Primary School. He retired from teaching last year. He is now sixty years old. He has been paid his pension. He decided to move to his rural farm and settled there. On his farm, he grows crops such as maize, sunflower, vegetables and beans. He also keeps diary cattle, goats, chickens, ducks, and turkeys.

My father lives a very comfortable rural life. He lives an exemplary life in the village. His breakfast consists of vegetables soup, fresh fruit juice, eggs and sweet potatoes all, from his farm.

Questions

1. What was my father's occupation?
2. In which school did he teach?
3. Where does he live now?
4. What crops does he grow on his farm?
5. What animals and birds does he keep?

Answers to the questions under Listening activity

1. My father was a teacher.
2. He taught at Nyololo Primary School.
3. He lives on his farm in the village now.
4. He grows maize, sunflower, vegetables and beans.
5. He keeps dairy cows, goats, chicken, ducks and turkeys.

Activity 1: Reading practice

(i) Ask the pupils to look at the picture in Activity 1 and answer oral questions on it. For example:

- What can you see in the picture?
- What is the boy doing?

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- Do you drink milk at home?
- Where do you get milk from?

(ii) Ask the pupils to read *The Drink Milk Campaign* text silently.

(iii) Ask the pupils to do Activity 1 in their exercise books.

Answers to the questions under Activity 1

1. The poster is about drinking milk campaign.
2. We should drink milk today, tomorrow and every day.
3. We should drink milk to get protein and stay healthy.

Activity 2: Speaking practice

(i) Guide the pupils in reading the poster in Activity 1 aloud in groups, and individually.

Drink milk today, drink milk tomorrow, and drink milk everyday!
Drink milk for protein, stay healthy, drink milk.
Drink fresh milk for good health.

(ii) Guide the pupils in reciting the poster.

(iii) Read the tongue twisters twice in Activity 2 (b). Then ask the pupils to read it in chorus, in groups and individually.

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

Activity 3: Language practice

(i) Use warm up activity for example, a song or questions and answers.

(ii) Present the structure: using
- A situation in the classroom
- A text in the Pupil's Book

(iii) Guide the pupils in doing Activity 3 orally.

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(iv) Go through introduction, presentation and oral practice steps.

(v) Ask the pupils to do Activity 3 (a) and 3 (b) individually in their exercise books.

Answers to the questions under Activity 3

1. He drinks milk every day.
2. They wash their faces every morning.
3. Zanura walks to school every day.
4. We milk our cows every morning.
5. It rains every Sunday.

Activity 4: Writing practice

(i) Guide the pupils in groups in completing the poster on *Eating Fish* with the correct words.

(ii) Ask the pupils to do Activity 4 individually in their exercise books.

Answers to the questions under Activity 4

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

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Unit Seven

The wicked doctor

Learning activities

The pupil should be able to:

(a) answer aural comprehension questions on *Lisa's birthday.*
(b) read and answer comprehension questions on *The wicked doctor.*
(c) pronounce and use vocabulary used in the passages.
(d) explain the meaning of new words related to the *The wicked doctor.*
(e) answer questions in the past tense.
(f) write a short paragraph.

Teaching and learning resources

(a) Word cards
(b) Sentence cards
(c) Pictures
(d) Flip charts
(e) CDs containing recorded information
(f) Cassette/CD players
(g) Pupil's Book Five

Main concept

In this unit, pupils should be able to express past events orally and in writing. They should also be able to read and obtain detailed information from both written and orally presented texts respectively about birthdays and corruption.

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Teaching and learning strategies

Listening practice

(i) Read the dialogue about *Lisa's birthday* aloud. Read it slowly first, increase the speed, and read at a normal speed.

(ii) You may also use a recorded dialogue.

(iii) Ask the pupils to listen attentively to the recorded text.

(iv) Ask aural comprehension questions to the pupils and let them answer orally.

Lisa's birthday

Lisa and Alfa are friends. They are in Standard Five at Amani Primary School. At the end of the school day, Alfa asked Lisa to walk home with him. On their way, they shared a conversation about Lisa's birthday.

Alfa: Did you like the English lesson today?

Lisa: Yes, I did. What about you?

Alfa: It was very interesting.

Lisa: Did you know that Saturday is my birthday?

Alfa: Saturday this week? Oh, no! I didn't! How old will you be then?

Lisa: 10 years old.

Alfa: Will you have a birthday party?

Lisa: Yes, of course. My parents will prepare a party for me. I will send you an invitation card.

Alfa: Thank you. I am looking forward to it.

Questions

1. What is the name of Lisa and Alfa's school?
2. What did they talk about on their way home?

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3. When will Lisa hold a birthday party?
4. Who is going to prepare the party for her?
5. Will Lisa invite Alfa to her party?

Answers to the questions under the Listening activity

1. The name of Lisa and Alfa's school is Amani Primary School.
2. They talked about Lisa's birthday on their way home.
3. Lisa will hold her birthday party on Saturday.
4. Lisa's parents are going to prepare the party for her.
5. Yes, Lisa will invite Alfa to her party.

Activity 1: Reading practice

(i) Guide the pupils in studying the pictures in Activity 1.
(ii) Ask them oral questions on the pictures.
(iii) Read the story aloud while the pupils listen.
(iv) Ask pairs of pupils to read the story aloud while you listen and correct their pronunciation.
(v) Ask the pupils to read silently, while monitoring their reading progress.
(vi) Teach the pupils new vocabulary items and structures.
(vii) Lead group discussions on the comprehension questions.
(viii) Conduct a class follow-up discussion on the comprehension questions.
(ix) Ask the pupils to do Activity 1 individually in their exercise books.

Answers to the questions under Activity 1

1. Riziki's aunt took Riziki to the hospital.
2. The nurse told Riziki's aunt that the doctor wanted a bribe.
3. Riziki couldn't wait any longer because he was in serious pain.

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4. The doctor asked for a bribe.
5. Riziki's aunt did not accept the doctor's demand, hence she telephoned the police.
6. The detective arrested the doctor.
7. The magistrate sentenced the doctor to five years imprisonment.
8. The doctor's family suffered for lack of essential needs and became poor and unhappy.

Activity 2: Speaking practice

(i) Demonstrate how to pronounce aloud the words in 2 (a) and the pairs of words in 2 (b).
(ii) Ask the pupils to imitate the pronunciation of words in chorus, in groups and individually.
(iii) Guide the pupils in practising the pronunciation of the words as a whole class, in groups and individually.

Activity 3: Vocabulary practice

(i) Teach new words orally to enable pupils pronounce them correctly.
(ii) Present new words using real objects, drawings or pictures, situations, mimes, synonyms, gestures and contexts to make their meanings clear.
(iii) Ask pupils to repeat the sentences and words after you.
(iv) Guide the pupils to do Activity 3 (a) and 3 (b) individually in their exercise books.

Answers to the questions under Activity 3 (a)

1. A person who is trained to assist people in legal matters is called a lawyer.
2. To be put in jail is to be jailed.
3. The place where criminals are charged by law is called a court.

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4. Something paid illegally to buy your rights is a bribe.
5. Corrupt is the opposite of honest.
6. A person who does evil to others is wicked.
7. A prosecutor is a person who starts legal proceedings against someone.
8. The act of giving or taking bribe is corruption.

Answers to the questions under Activity 3 (b) Possible Answers

1. The magistrate sentenced him to five years imprisonment.
2. The thief was under police arrest.
3. The thief was sent to the police station for interrogation.
4. The doctor attended the patient well.
5. He was sent to jail for stealing other people's properties.
6. Corruption is bad in our society.
7. John is a wicked person because he mistreats others.
8. They gave a bribe to the person at the road block.

Activity 4: Language practice

(i) Use warm up activities such as a song or questions and answers.

(ii) Present the structure using:
- A situation in the classroom
- A text in the Pupil's Book
- Question and answer technique
- Demonstration

(iii) Go through introduction, presentation and oral practice steps.

(iv) Guide the pupils in doing Activity 4 orally.

(v) Ask pupils to do Activity 4 (a) individually in their exercise books.

(vi) Repeat the same procedure for Activity 4 (b), 4 (c), and 4 (d) in their exercise books.

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Answers to the questions under Activity 4 (a)

1. When they reached the hospital, the doctor was busy.
2. The nurse said that the doctor was not there.
3. They arrested the doctor last week.
4. On that day, he felt guilty of what he did.
5. The judge sentenced him to five years in prison.

Answers to the questions under Activity 4 (b)

1. Yes, she was.
2. Yes, he did.
3. No, he wasn't.
4. No, she didn't.
5. No, it wasn't.

Answers to the questions under Activity 4 (c)

1. Was Riziki sick?
2. Did they sit down on the floor?
3. Was the wicked doctor sent to jail?
4. Did Riziki's aunt understand that the doctor wanted a bribe?
5. Did the family of the wicked doctor become poor?

Answers to the questions under Activity 4 (d)

1.	doctor	doctors
2.	baby	babies
3.	tooth	teeth
4.	aunt	aunts
5.	exercise	exercises
6.	this	these
7.	that	those
8.	it	they
9.	is	are
10	I	we

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Activity 5: Writing Practice

(i) Revise the past tense orally.

(ii) Present the writing activity to the pupils using flip charts and sentence cards.

(iii) Guide the pupils in completing the composition in Activity 5 orally.

(iv) Discuss the Activity with the pupils and write the completed composition on the chalkboard.

(v) Rub out the answers from the chalkboard.

(vi) Ask the pupils to do Activity 5 individually in their exercise books.

Answers to the questions under Activity 5

Riziki's aunt wanted the doctor to attend Riziki sooner. The nurse told her that the doctor was very busy and wanted a bribe to see Riziki sooner. Riziki's aunt telephoned the police. The detective arrested the doctor and sent him to court. The doctor was sentenced to five years in prison. The doctor's family suffered from lack of essential needs such as food, clothes and school fees.

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Unit Eight

Mwaluko and the little thief

Learning activities

The pupil should be able to:

(a) answer aural comprehension questions on *Infectioues diseases.*

(b) pronounce and use vocabulary related to the passages.

(c) express completed actions in the present and in the past (perfective aspect).

(d) explain the meaning of words related to the passage.

(e) ask and answer questions orally on theft and punishment.

(f) re-order sentences to produce a meaningful paragraph.

Teaching and learning resources

(a) Word cards

(b) Pictures

(c) Flip charts

(d) CDs

(e) Cassette/CD players

(f) Pupil's Book Five

Main concept

In this unit, the pupils should be able to express present perfect and past perfect orally and in writing. They should also read and obtain detailed information from texts about *Mwaluko and the little thief* and answer questions on oral presentations.

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Teaching and learning strategies

Listening practice

(a) Read the text 'Infectious diseases' aloud. Read slowly, increase the reading speed and read at a normal speed.
(b) You may also use a recorded materials.
(c) Let the pupils listen to you attentively.
(d) Ask aural comprehension questions and then let the pupils answer them orally.

Infectious diseases

Chipegwa is the nurse in-charge at Chipanga Health Centre. One night, he was on duty, in the Infectious Diseases Ward. He met Peter the journalist, who visited the Health Centre every week to collect information. The information is used to educate people about infectious diseases. Here is the dialogue between the journalist and Mr Chipegwa:

Journalist: How are you Mr Chipegwa?

Chipegwa: I'm very well thank you. How are you too?

Journalist: I'm fine. Thank you.

Chipegwa: What can I do for you Sir?

Journalist: I would like to know the number of patients admitted here today.

Chipegwa: There are seventy patients.

Journalist: So many! Why?

Chipegwa: The number of patients is very high. This is because people live in unhygienic conditions. They eat unwashed fruits and foodstuffs. They don't wash their hands. They do not observe healthy toilet habits. As a result, there has been a cholera outbreak.

Journalist: What action have you taken to deal with the outbreak?

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Chipegwa: We have carried out health education campaigns. However, more effort is needed to combat the disease. May be you can get people to support us.

Journalist: Thank you for the information. I will try my best to support the campaign.

Questions

1. What is the name of the nurse on duty?
2. Why did the journalist visit the health centre?
3. Which infectious disease did the people contract?
4. What are the main causes of the infection?
5. What is the name of the journalist?
6. What is the name of the Health Centre?

Answers to the questions under the Listening Activity

1. The name of the nurse on duty is Chipegwa.
2. The journalist visited the health centre to collect information.
3. The infectious disease that the people contracted is cholera.
4. The main causes of infection include living in unhygienic conditions, eating unwashed fruits and foodstuffs, unwashed hands and unhealthy toilet habits.
5. The name of the journalist is Peter.
6. The name of the Health Centre is Chipanga.

Activity 1: Reading practice

(i) Read aloud the story on *Mwaluko and the little thief* while the pupils listen.

(ii) Ask the pupils to read the story aloud while you listen and correct their pronunciation.

(iii) Ask the pupils to read silently and monitor their reading.

(iv) Teach the vocabulary and structure items.

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(v) Lead group discussions on the comprehension questions.

(vi) Conduct a class follow-up discussion on the comprehension questions.

(vii) Ask the pupils to do Activity 1 individually in their exercise books.

Answers to the questions under Activity 1

1. Standard Five pupils were in the library.
2. Mashaka was surrounded by the crowd.
3. Mashaka stole Mwaluko's clothes.
4. Mwaluko hit Mashaka in the face when he arrived.
5. The police officer saved Mashaka from Mwaluko and the crowd.
6. The police officer took Mashaka, Mwaluko and the witnesses to the police station.
7. Mashaka's parents were angry with him and left him in the hands of the police.
8. Mashaka was locked up when his parents left.
9. Mashaka's parents asked the headteacher to pardon him.
10. The headteacher punished Mashaka and warned him not to repeat the mistake.

Activity 2: Speaking practice

(i) Demonstrate to the pupils how to pronounce the words aloud.

(ii) Ask the pupils to pronounce the words, in chorus, in groups and individually.

(iii) Ask the pupils to repeat pronouncing the words as a whole

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class, in groups and individually.

(iv) Ask the pupils to use the words to construct sentences orally.

Activity 3: Vocabulary practice

(i) Teach the vocabulary orally to enable pupils pronounce them correctly.

(ii) Guide the pupils in doing Activity 3 orally.

(iii) Ask the pupils to use the words to make sentences.

(iv) Ask the pupils to do Activity 3 individually in their exercise books.

Answers to the questions under Activity 3

No.	Column A	Column B
1.	library	**J**
2.	regret	**L**
3.	classmate	**I**
4.	trembling	**K**
5.	suddenly	**E**
6.	witness	**G**
7.	statement	**H**
8.	learn a lesson	**F**
9.	ashamed	**A**
10	obey	**N**
11.	cane	**D**
12.	misbehave	**B**
13.	street	**C**

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Activity 4: Language practice

(i) Use warm up activities, such as, a song or questions and answers.

(ii) Present the structure using:
- A situation in the classroom
- A text in the Pupil's Book
- Question and answer technique
- Demonstration

(iii) Go through introduction, presentation and oral practice steps.

(iv) Guide the pupils in doing Activity 4 orally.

(v) Ask the pupils to do Activity 4 (a) individually in their exercise books.

(vi) Repeat the same procedure for Activity 4 (b) and 4 (c).

Answers to the questions under Activity 4 (a)

1. He has stolen his story book.
2. I have beaten the thief.
3. I have written a letter to t he head teacher.
4. The police officer has opened the door.
5. Jerome has gone to the police station.

Answers to the questions under Activity 4 (b)

1. The people had not stopped Mashaka when they heard Mwaluko shouting.
2. Mashaka had not stolen the clothes from Mwaluko when he started to shout.
3. Mwaluko and Mashaka did not write the statement of what had happened.
4. He did not hear what had happened to his son, Mashaka, from the pupils.
5. The police officer did not tell the head teacher what had happened to Mashaka in the street.

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Answers to the questions under Activity 4 (c)

1. Had the people stopped Mashaka when they heard Mwaluko shouting?
2. Had Mashaka stolen the clothes from Mwaluko before he started shouting?
3. Did Mwaluko and Mashaka write a statement of what had happened?
4. Did he hear what had happened to his son, Mashaka, from the pupils?
5. Did the police officer tell the head teacher what had happened to Mashaka in the street?

Activity 5: Writing practice

(i) Revise the structures in the previous section *(present tense/ past perfect)* orally.

(ii) Guide the pupils orally in re-ordering the sentences to produce a short paragraph.

(iii) Write the re-ordered sentences on the chalkboard and let the pupils read the paragraph aloud.

(iv) Rub out the paragraph from the chalkboard.

(v) Ask the pupils to do Activity 5 individually in their exercise books.

Answers to the questions under Activity 5

Re-order the sentences to produce a short paragraph.

1. Mashaka, had stolen clothes from Mwaluko's house and hid them in the bag.
2. The people had just stopped Mashaka when Mwaluko arrived.
3. The police officer arrived when Mwaluko had caught the thief.

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4. Mwaluko, Mashaka and some witnesses were taken to the police station to write a statement of what had happened.
5. Mashaka's parents heard what had happened to their son Mashaka.
6. The policeman caned him and took him to his parents' home the following morning.
7. They took Mashaka to school.
8. They told the head teacher what had happened to Mashaka.

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Unit Nine

Rida, the street child

Learning activities

The pupil should be able to:

(a) answer aural comprehension questions on *Our school environment.*

(b) pronounce words presented to them orally.

(c) express past events and ongoing events in the past

(d) explain the meaning of new words related to child labour.

(e) answer comprehension questions on a passage about *Rida, the street child.*

(f) write a short paragraph.

Teaching and learning resources

(a) Word cards

(b) Pictures

(c) Flip charts

(d) CDs/Cassettes

(e) Pupil's Book Five

Main concept

In this unit, the pupils should be able to express past events; make positive and negative statements, and ask and answer questions orally and in writing. They should also be able to read and obtain detailed information from written texts and spoken utterances.

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Teaching and learning strategies

Listening practice

(i) Read the text *Our school environment* aloud. Read slowly, increase the reading speed and read at a normal speed.

(ii) Let the pupils listen to you attentively.

(iii) Ask the pupils aural comprehension questions and let them answer.

Our school environment

Jackson is in Standard Five at Mkuki Primary School. His friend Shukuru, is from Mashoto Primary School. One day they had the following conversation:

Jackson: Hello!

Shukuru: Hello!

Jackson: Your school looks very clean. What do you do to make it so clean and green?

Shukuru: We take care of the flower beds and lawns every day.

Jackson: Really?

Shukuru: Oh! Yes. Our teachers are very strict. They make sure we clean our toilets and empty the garbage bins regularly.

Jackson: Ok! What about the beautiful flowers and trees?

Shukuru: We have an environment club that deals with planting trees and flowers.

Jackson: Congratulations! When I go back to my school, I will ask the head teacher to start an environment club.

Questions

1. What do the pupils of Mashoto Primary school do to keep their school clean?

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2. What do teachers do to maintain school cleanliness?
3. What does the school environment club do?
4. What will Jackson do about the school environment club?

Answers to the questions under the Listening Activity

1. The pupils of Mashoto Primary School take care of the flower beds and lawns every day.
2. The teachers make sure pupils clean the toilets and empty the garbage bins regularly.
3. The school environment club plants trees and flowers.
4. Jackson will ask his head teacher to introduce an environment club.

Activity 1: Reading practice

(i) Guide the pupils in studying the picture in Activity 1.
(ii) Ask the pupils oral questions on the picture.
(iii) Read the story *Rida, the street child* aloud while the pupils listen.
(iv) Guide the pupils in reading the story aloud and correct their pronunciation.
(v) Ask the pupils to read the story silently while following up on their reading.
(vi) Using a variety of techniques teach the vocabulary items and new structures.
(vii) Guide the pupils in discussing the comprehension questions in groups.
(viii) Conduct a class follow-up discussion on the comprehension questions.
(ix) Ask the pupils to do Activity 1 individually in their exercise books.

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Answers to the questions under Activity 1

1. The name of Rida's best friend is Luaza.
2. Rida is twelve years old.
3. Domestic activities that Rida did in town were cleaning the house, washing clothes, cooking and taking care of children.
4. Rida's parents lived in a village called Mnyanza.
5. Mr Kanumbi took Rida back to school.
6. In English subject, Rida's class learnt about different children's jobs.
7. Rida wanted to go home because life was difficult in the street.
8. The question does not have direct answers from the text. Therefore, pupils are free to give their own answers.

Activity 2: Speaking practice

(i) Demonstrate how to pronounce the pairs of words in 2 (a) and the tongue twisters in 2 (b).

(ii) Ask the pupils to repeat pronouncing the words in chorus, in groups and individually.

(iii) Ask the pupils to practise pronouncing the words and the tongue twisters as a whole class, in groups and individually.

Activity 3: Vocabulary practice

(i) Teach new words orally to enable pupils pronounce them correctly.

(ii) Present new words using real objects, drawings or pictures, situations, mimes, synonyms, gestures and contexts to make meaning clear.

(iii) Ask the pupils to repeat the words after you.

(iv) Ask the pupils to do Activity 3 individually in their exercise books.

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Answers to the questions under activity 3

1. street
2. pilot
3. whereabouts
4. suffered
5. neglected
6. regretted
7. promised
8. street children
9. money

Activity 4: Language practice

(i) Use a warm up activity such as a song or questions and answers.

(ii) Present the structure using:
- A situation in the classroom
- A text in the Pupil's Book
- Questioning technique

(iii) Go through introduction, presentation and oral practice steps.

(iv) Ask the pupils to do Activity 4 (a) and 4 (b) orally.

(v) Ask pupils to do Activity 4 (a) individually in their exercise books.

(vi) Repeat the same procedure for Activity (b) and (c).

Answers to the questions under Activity 4 (a)

1. lived
2. cried
3. washed
4. ate
5. called
6. studied
7. planned

Answers to the questions under Activity 4 (b) Table I

Sample sentences

They/ She/ Luaza/ Hororo/ Rida's parents arrived at the church/ the market.

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They/ She/ Luaza/ Hororo/ Rida's parents drove to the church/ the market

Answers to the questions under Activity 4 (b) Table II

Sample sentences

He/ She/ Justice was planning to go to town.
They/ Rida's parents were hard-working.

Activity 5: Writing practice

(i) Ask the pupils to read sentences from Table I and II.
(ii) Present the jumbled up sentences.
(iii) Guide the pupils in rearranging the sentences on the chalkboard.
(iv) Rub out the exercise from the chalkboard.
(v) Ask the pupils to do Activity 5 (c) individually in their exercise books.

Answers to the questions under Activity 5

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

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Unit Ten

Friendly letters

Learning activities

The pupil should be able to:

(a) answer aural comprehension questions on the *Election of sports leaders*.
(b) pronounce and teach vocabulary related to the passage.
(c) answer comprehension questions on a friendly letter.
(d) answer questions on past actions.
(e) write a friendly letter.

Teaching and learning resources

(a) Word cards
(b) Sentence cards
(c) Pictures
(d) Flip charts
(e) Cassette/CD players
(f) Pupil's Book Five.
(g) Drawing of a football pitch showing position of players

Main concept

In this unit, the pupils should be able to express past events orally and in writing. They should also be able to read and obtain detailed information from letters.

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Teaching and learning strategies

Listening practice

(a) Read the text *Election of sports leaders* aloud. Read slowly, increase the reading speed, and read at a normal speed.

(b) Let the pupils listen to you attentively.

(c) Ask the pupils aural comprehension questions.

Election of sports leaders

Good morning pupils. I think you have read the election announcement on the school noticeboard. Today you are going to elect your sports leaders. Everybody will vote for the soccer and netball captain. Captains are very important in sports. They lead the teams to work hard and behave well. They also report teams' problems to the teachers. They are always with the teams in the playgrounds.

Questions

1. Which captains will the pupils elect?
2. Why should the pupils respect the captains?
3. What are the duties of a captain?
4. Where was the election announcement posted?

Answers to the questions under Listening activity

1. The pupils will elect the soccer and netball captains.
2. The pupils should respect the captains because they are very important for our sports leadership.
3. The duties of a captain are to lead the teams to work hard, make them behave well and report the teams' problems to the teachers.

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4. The election announcement was posted on the school noticeboard.

Activity 1: Reading practice

(i) Guide the pupils in studying the picture in Activity 1a (Letter 1).

(ii) Ask oral questions on the pictures. E.g. i) What can you see in the pictures? ii) What is the girl doing in the second picture?

(iii) Read the text aloud while the pupils listen.

(iv) Ask the pupils to read the text aloud and correct their pronunciation.

(v) Ask the pupils to read the text silently while monitoring their reading.

(vi) Teach the vocabulary items and new sentence structures used in the passage.

(vii) Put the pupils in groups to discuss the comprehension questions.

(viii) Conduct a class follow-up discussion on the comprehension questions.

(ix) Ask the pupils to do Activity 1 individually in their exercise books.

Answers to the questions under Activity 1 (a)

1. Jesca Bosco wrote the letter.
2. Asha received the letter.
3. The letter was about the girls' football match between Standard Five and Standard Seven.
4. Hilda played in the striker position.
5. Bahati scored the last goal.

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6. The Standard Five team won the match.
7. Standard Seven fans beat Standard Five fans because they were ashamed of losing the match against their younger sisters.
8. Chiku was the strongest player in the Standard Five team.

Activity 1 (b): Reading the second letter

Repeat the procedure for letter 1 (a)

Answers to the questions under Activity 1 (b)

1. Asha Selemani wrote the letter.
2. Jesca received the letter.
3. The letter was a reply to Jesca's letter
4. Asha was excited because of Chiku's style of playing in the defence.
5. Jesca, the goalkeeper, amused Asha.
6. Asha asked the sports teacher to introduce a similar sports event in their school.

Activity 2: Speaking practice

(i) Demonstrate how to pronounce the words aloud.
(ii) Let the pupils repeat pronouncing the words in chorus, in groups and individually.
(iii) Correct the pupils' pronunciation.

Activity 3: Vocabulary practice

(i) Teach new words orally to enable pupils pronounce them correctly.
(ii) Present meanings of the new words using real objects, drawings or pictures, situations, mimes, synonyms, gestures and contexts.
(iii) Ask the pupils to read the words after you.

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(iv) Ask the pupils to do Activity 3 (a) and 3(b) individually in their exercise books.

Answers to the questions under Activity 3 (a)

Ask the pupils to use the words provided in the pupil's book to construct sentences.

Example: *We played netball and football in the sports festival*
We had football matcht with standard seven pupil

Answers to Activity 3 (b)

1.	(c)	**5.**	(a)
2.	(g)	**6.**	(e)
3.	(h)	**7.**	(d)
4.	(b)	**8.**	(f)

Activity 4: Language practice

(i) Use warm up activities, such as, a song or questions and answers.

(ii) Present the structures *(simple past, who)* using:
- A situation in the classroom
- A text in the Pupil's Book
- Question and answer technique
- Demonstration

(iii) Go through introduction, presentation and oral practice steps.

(iv) Guide the pupils in doing Activity 4 orally.

(v) Ask pupils to do Activity 4 (a) individually in their exercise books.

(vi) Repeat the same procedure for Activity 4(b).

Answers to the questions under Activity 4 (a)

1. Chiku kicked the ball very hard.
2. The pupils obeyed their teachers and prefects.
3. The winners celebrated their victory.

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4. The teacher posted the election announcement on the noticeboard.
5. Standard Five girls' team defeated Standard Seven team.
6. Ben visited his grandparents during December school holiday.
7. She wished me a Merry Christmas and a Happy New Year.
8. We listened to the announcement carefully.
9. They all voted for their leaders.
10. Nuru asked the head teacher many questions.

Answers to the questions under Activity 4 (b)

1. Who obeyed their teachers and prefects?
2. Who celebrated their victory?
3. Who posted the election announcement on the school noticeboard?
4. Who kept breaking the opponent's defence?
5. Who visited his grandparents during the December school holidays?
6. Who wished me a Merry Christmas and a Happy New Year?
7. Who listened to the announcement carefully?
8. Who voted for their leaders?
9. Who asked the head teacher many questions?

Activity 5: Writing practice

(i) Revise the structures *(simple past and Wh-questions)* orally.
(ii) Guide the pupils in completing the letter orally.
(iii) Write the completed letter on the chalkboard and ask the pupils to read it aloud.
(iv) Rub out the completed letter from the chalkboard.
(v) Ask the pupils to do Activity 5 individually in their exercise books.

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Answers to the questions under Activity 5

This exercise does not have direct answers from the text. Therefore, pupils are free to give their own answers. Make sure you observe the format in the Pupil's Book.

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Unit Eleven

Mazengo and Good Samaritans

Learning activities

The pupil should be able to:

(a) answer aural comprehension questions on *Rachel goes to Mjimwema Village Market.*

(b) read and answer comprehension questions on *Mazengo and Good Samaritans.*

(c) pronounce the vocabulary related to the passages.

(d) explain the meaning of vocabulary related to the passages.

(e) answer questions on clauses of reason and simple past tense.

(f) write a short paragraph.

Teaching and learning resources

(a) Word cards

(b) Pictures

(c) Flip chart

(d) CD player

(e) Pupil's Book Five

Main concept

In this unit, the pupils should be able to express past events and express reason in speaking and writing. They should also be able to read and obtain detailed information from written and spoken texts.

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Teaching and learning strategies

Listening practice

(i) Read the text *Rachel goes to Mjimwema Village Market* aloud. Read slowly, increase the reading speed and read at a normal speed.

(ii) Let the pupils listen to you attentively.

(iii) Ask oral questions and then let the pupils answer them orally.

Rachel goes to Mjimwema Village Market

Saturday was the market day for Mjimwema villagers. Rachel woke up early in the morning. She helped her mother with the domestic chores before going to the market. The market was not far from her home. There were different fruits such as bananas, mangoes, and pineapples. There were also vegetables such as spinach, cabbage, carrot, and onions. She was surprised to see people selling animals such as goats and sheep. Rachel bought bananas, onions, and tomatoes. She later went back home with the items she bought.

Questions

1. When was the market day?
2. What did Rachel do before going to the market?
3. What vegetables and fruits were sold at the market?
4. What did Rachel buy?
5. What animals were sold at the market?

Answers to the questions under the Listening activity

1. The market day was on Saturday
2. Rachel helped her mother with morning chores before going to the market.
3. The vegetables and fruits that were sold at the market were bananas, mangoes, pineapples, carrots, tomatoes, and onions.

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4. Rachel bought bananas, onions, and tomatoes.
5. Animals that were sold at the market were goats and sheep.

Activity 1: Reading practice

(i) Guide the pupils in studying the picture in Activity 1.
(ii) Ask oral questions on the picture.
(iii) Read the text aloud while the pupils listen.
(iv) Guide the pupils in reading the passage aloud as you listen and correct pronunciation errors.
(v) Ask the pupils to read the passage silently and follow up their reading.
(vi) Teach vocabulary items and new structures.
(vii) Guide the pupils in discussing comprehension questions in groups.
(viii) Conduct a class follow-up discussion on comprehension questions.
(ix) Ask the pupils to do Activity 1 in their exercise books.

Answers to the questions under Activity 1

1. Mazengo was nine years old.
2. He lived in Dodoma.
3. He lived with his parents.
4. Mazengo could not walk properly because he had a disability.
5. He was hidden in a dark room.
6. The Good Samaritans came to his rescue.
7. The items given to Mazengo were school uniforms, exercise books, and a wheelchair.
8. Mazengo lived like a prisoner because he rarely went out.

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9. The Good Samaritans were sad because they found Mazengo in a bad condition.
10. A neighbour told the Good Samaritans about Mazengo.

Activity 2: Speaking practice

(i) Demonstrate how to pronounce the words and minimal pairs in Activity 2 (a) and 2 (b).
(ii) Ask the pupils to imitate the pronunciation of the minimal pairs, in chorus, in groups and individually.
(iii) Ask the pupils to practise pronouncing the words as a whole class, in groups, and individually.
(iv) Ask the pupils to use the words in sentences orally.

Activity 3: Vocabulary practice

(i) Teach the pupils to pronounce the new words correctly.
(ii) Present the vocabulary using real objects, drawings or pictures, situations, mimes, synonyms, gestures and contexts to make meaning clear.
(iii) Ask the pupils to do Activity 3 individually in their exercise books.

Answers to the questions under Activity 3

1. The Good Samaritans helped the parents in Mazengo's neighbourhood.
2. They passed from house to house looking for children in need.
3. They provided the important school items.
4. Mazengo was kept in a dark room.
5. Mazengo's parents were reported to the village authority.
6. Mazengo could not walk properly.
7. They also gave money to the parents for school needs.

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8. Parents whose income was low were helped.
9. Mazengo was later taken to school.
10. A neighbour reported Mazengo's disability to the Good Samaritans.

Activity 4: Language practice

(i) Use warm up activities such as a song or questions and answers.
(ii) Present the structure using:
- A situation in the classroom
- A text in the Pupil's Book
- Question and answer technique
- Demonstration

(iii) Go through introduction, presentation and oral practice steps.
(iv) Guide the pupils in doing Activity 4 (a) orally.
(v) Ask pupils to do Activity 4 (a) individually in their exercise books.
(vi) Repeat the same procedure for Activity 4 (b) and 4 (c).

Answers to the questions under Activity 4 (a)

1. They have children.
2. She has fierce dogs.
3. Juma gave us onions.
4. We have good neighbours.
5. He bought exercise books.

Answers to the questions under Activity 4 (b)

1. Mazengo's parents were unfair to him (d) because they hid him inside their house.
2. He was given a wheelchair (c) because he needed it.
3. Joel was lucky (e) because he was in school.

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4. Mazengo could not walk properly (a) because he had a disability.
5. The Good Samaritans were sad (b) because they found him in a poor condition.

Activity 5: Writing practice

(i) Revise the structure items taught in the previous section (*simple past).*
(ii) Guide the pupils in doing Activity 5 orally.
(iii) Write the completed text on the chalkboard.
(iv) Rub out the text from the chalkboard.
(v) Ask the pupils to do Activity 5 individually in their exercise books.

Answers to the questions under Activity 5

Mazengo (1) was a child with disability. His parents (2) hid him in a dark room. His younger brother, Joel, (3) was in school. Mazengo never went outside. His parents (4) were not willing to send him to school. He was always (5) kept inside. The Good Samaritans (6) came to his rescue. They (7) bought him school uniform and exercise books. They also (8) gave him a wheelchair. They later (9) took him to school.

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Unit Twelve

Parents' Day at Mlimani Primary School

Learning activities

The pupil should be able to:

(a) answer aural comprehension questions on *The new highway in front of Mlimani School.*
(b) read and answer the comprehension questions on *Parents' Day at Mlimani School.*
(c) pronounce and use vocabulary found in the passages.
(d) answer questions on the possessives and past tense.
(e) write a short paragraph.

Teaching and learning resources

(a) Word cards
(b) Sentence cards
(c) Pictures
(d) Flip charts
(e) CDs
(f) Cassette/CD players
(g) Pupil's Book Five

Main concept

In this unit, the pupils should be able to express possession, present, past and future events orally and in writing in various contexts and situations. They should also be able to read and obtain detailed information from written and oral presentations.

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Teaching and learning strategies

Listening practice

(i) Read the text *The new highway in front of Mlimani School* aloud. Read slowly, increase the reading speed and read at a normal speed.

(ii) Let the pupils listen to you attentively.

(iii) Ask oral questions and then let the pupils answer them orally.

The new highway in front of Mlimani Primary School

There is a new highway passing a few metres in front of Mlimani Primary School. Mr Bidii, the headteacher of Mlimani School, is very concerned about the safety of his pupils. Children from the village must cross the highway every day. They cross it in the morning when they come to school. They must cross it again in the afternoon when they go home. Last week, a pupil nearly got killed by a *bodaboda*. He was pushed into a ditch and got badly injured. The head teacher called all the pupils to assemble at the school ground. He said, "The new highway has been opened. You must be careful when you cross the road. You must always cross at the Zebra Crossing. Before you cross the road, first look right and then left. Then look right again. If there are no vehicles coming, you may cross. While crossing, be careful, as some vehicles, especially *bodabodas*, do not stop."

Questions

1. How far is Mlimani Primary School from the new highway?
2. What is the headteacher's name?
3. When do children cross the road?
4. What must the children do before they cross the road?
5. Why was the pupil badly injured?

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Answers to the questions under the Listening activity

1. Mlimani Primary School is a few metres from the new highway.
2. The headteacher's name is Mr Bidii.
3. Children cross the road in the morning when they come to school, and in the afternoon when they go home.
4. The children must always look right then left and right again then cross at the Zebra Crossing.
5. The pupil was badly injured because he was pushed into a ditch by a *bodaboda*.

Activity 1: Reading practice

(i) Guide the pupils in studying the pictures in Activity 1.
(ii) Ask oral questions on the pictures.
(iii) Read the passage aloud while the pupils listen.
(iv) Ask the pupils to read the passage aloud as you listen and correct their pronunciation.
(v) Let the pupils read silently while making a follow-up on their reading.
(vi) Teach vocabulary items and new structures.
(vii) Guide the pupils in discussing the comprehension questions in groups.
(viii) Conduct a class follow-up discussion on the comprehension questions.
(ix) Ask the pupils to write the answers individually in their exercise books.

Answers to the questions under Activity 1

1.	b	6.	b
2.	a	7.	a
3.	a	8.	a
4.	a	9.	a
5.	b	10.	b

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Activity 2: Speaking practice

(i) Demonstrate how to pronounce the words aloud in Activity 2 (a) and read the passage in 2 (b) aloud.

(ii) Ask the pupils to imitate pronouncing the words in chorus, in groups and individually.

(iii) Guide the pupils in pronouncing the words several times and retell the passage as a whole class, in groups and individually.

Activity 3: Vocabulary practice

(i) Teach the new words orally to enable the pupils pronounce them correctly.

(ii) Present the new words using real objects, drawings or pictures, situations, mimes, synonyms, gestures, and contexts to make meaning clear.

(iii) Ask the pupils to match the meaning of words in column B with their respective items in column A.

(iv) Ask the pupils to use the words to make sentences orally.

(v) Ask the pupils to do Activity 3 individually in their exercise books.

Answers to the questions under Activity 3

1.	e	**4.**	b	**7.**	i	**10.**	k
2.	d	**5.**	a	**8.**	h	**11.**	j
3.	f	**6.**	c	**9.**	g		

Activity 4: Language practice

(i) Use warm up activities, such as, a song or questions and answers.

(ii) Present the structures (*expressing possession and simple past*) using:

- A situation in the classroom
- A text in the Pupil's Book

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- Question and answer technique
- Demonstration

(iii) Go through introduction, presentation and oral practice steps.

(iv) Guide the pupils in doing Activity 4 orally.

(v) Ask the pupils to do Activity 4 (a) individually in their exercise books.

(vi) Repeat the same procedure for Activity 4 (b) and 4 (c).

Answers to the questions under Activity 4 (a)

Sample sentences

1. That is my parent's car.
2. Those are our teacher's books.
3. These are his friend's books.

Answers to the questions under Activity 4 (b)

Sample sentences

1. Whose car is that?
2. Whose books are those?

Answers to the questions under Activity 4 (c)

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

Answers to the questions under Activity 4 (d)

Sample sentences

1. Is that bicycle hers?
2. Are those books yours?

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Answers to the questions under Activity 4 (e)

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

Activity 5: Writing practice

(i) Revise the structures taught in the previous section (*expressing possession, simple present and past form).*
(ii) Guide the pupils in completing the text orally.
(iii) Write the text on the chalkboard and let the pupils read it aloud.
(iv) Rub out the text from the chalkboard.
(v) Ask the pupils to do Activity 5 individually in their exercise books.

Answers to the questions under Activity 5

The teachers and the (1) parents held a meeting in (2) the Hall. The head teacher (3) stood up. He opened the (4) meeting and said, "welcome to (5) Mlimani Primary School. We are very (6) happy to be with you today. Our (7) teachers and pupils have shown you (8) what we do. I think (9) you liked the displays. The (10) pupils will now show you (11) what they do in their clubs. They (12) will sing two songs and (13) recite two poems. They will also (14) perform a short drama and a traditional dance."

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Unit Thirteen

School morning routine

Learning activities

The pupil should be able to:

(a) answer aural comprehension questions on *Inter school competition.*
(b) read and answer comprehension questions on *School morning routine.*
(c) pronounce the vocabulary found in the passages.
(d) explain the meaning of words related to the passages.
(e) answer questions on the future, the simple present and present perfect tenses.
(f) write a short paragraph.

Teaching and learning resources

(a) Pupil's Book Five
(b) Word cards
(c) Sentence cards
(d) Flip charts
(e) School rules

Main concept

In this unit, the pupils should be able to use simple present tense, future and present perfect tenses orally and in writing in the school context. They should also be able to read and obtain detailed information from written and spoken sources.

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Teaching and learning strategies

Listening practice

(i) Read the text *Interschool competition* aloud. Read slowly, increase the reading speed and read at a normal speed.

(ii) Let the pupils listen to you carefully.

(iii) Ask oral questions and then let the pupils respond orally.

Interschool competition

Next week there will be a sports and games competition between two neighbouring primary schools. These are Kilimani and Bondeni. Halima studies at Kilimani Primary School and John at Bondeni Primary School. Here is a conversation between Halima and John about the competition:

Halima: Hi John!

John: Hi Halima!

Halima: Have you heard about next week's sports and games competition between our schools?

John: Yes, of course. Our sports teacher told us about it. What about you?

Halima: We have been preparing ourselves for the event seriously. I guess our school will win in both the football and the netball events.

John: Do you think so?

Halima: I don't think you can beat us. Our teams are stronger than yours.

John: Okay, Let's wait and see.

Halima: What colour are your teams' jerseys?

John: Our football team wears green and our netball team wears blue. What about yours?

Halima: Our football team will wear red and the netball team black.

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John: I hope it will be fun.
Halima: Certainly yes, let's meet next week.
John: Bye for now.
Halima: Bye, and thanks.

Questions

1. Which schools are going to compete next week?
2. What is the conversation about?
3. Who are talking in the dialogue?
4. What colour is the Bondeni football team's jerseys?
5. What colour is the Kilimani netball team's jerseys?

Answers to the questions under the Listening Activity

1. Kilimani and Bondeni Primary Schools are going to compete next week.
2. The conversation is about the interschool football and netball competition between Kilimani and Bondeni Primary schools.
3. Halima and John are talking in the dialogue.
4. The Bondeni Primary School football team's jersey is green.
5. The Kilimani Primary School netball team's jersey is black.

Activity 1: Reading practice

(i) Guide the pupils in studying the picture in Activity 1.
(ii) Ask oral questions on the picture.
(iii) Read the text aloud while the pupils listen.
(iv) Guide the pupils in reading aloud as you listen and correct their pronunciation.
(v) Ask the pupils to read silently while following up on their reading.
(vi) Teach the vocabulary items and new sentence structures.
(vii) Guide the pupils in discussing the comprehension questions in groups.

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(viii) Conduct a class follow-up discussion on the comprehension questions.

(ix) Ask the pupils to write the answers in their exercise books.

Answers to the questions under Activity 1

1. Before Mariam goes to school, she cleans her home compound and then prepares herself for school.
2. The pupils should attend the roll call when they arrive at school.
3. The head prefect and the class representatives should supervise the roll call.
4. After taking the roll call, the pupils should clean the school surroundings including classrooms and toilets.
5. The school time keeper should ring the bell after the general cleanliness.
6. The head prefect should start the National Anthem and the school song.
7. The teacher on duty should give general instructions in the morning assembly.
8. The pupils should assemble at the assembly ground after the general cleaning.

Activity 2: Speaking practice

(i) Demonstrate how to pronounce the words and the tongue twister in 2 (a) and 2 (b) respectively.

(ii) Ask the pupils to imitate pronouncing the words in chorus, in groups and individually.

(iii) Guide the pupils in pronouncing the words several times, first as a whole class, in groups and individually.

Activity 3: Vocabulary practice

(i) Teach the new words orally to enable the pupils pronounce them correctly.

(ii) Present the new words using real objects, drawings or pictures, situations, mimes, synonyms, gestures and contexts to make the meaning clear.

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(iii) Ask the pupils to repeat reading the sentences and words after you.

(iv) Ask the pupils to do exercises 3 (a) and 3 (b) individually.

Answers to the questions under Activity 3

1. team
2. quite
3. player
4. sports teacher
5. strike
6. defence
7. scored
8. goal
9. competition
10. opponent

Activity 4: Language practice

(i) Conduct a warm up activity, such as, a song or questions and answers.

(ii) Present the structures (*will, shall, has, have*) using:
- A situation in the classroom
- A text in the Pupil's Book
- Question and answer technique
- Demonstration

(iii) Go through introduction, presentation and oral practice steps.

(iv) Guide the pupils in doing Activity 4 (a) orally.

(v) Ask the pupils to do Activity 4 (a) individually in their exercise books.

(vi) Repeat the same procedure for Activity 4 (b) , 4 (c) and 4 (d).

Answers to the questions under Activity 4 (a)

1. will
2. shall
3. will
4. shall
5. will

Answers to the questions under Activity 4 (b)

1. finished
2. arrived
3. seen
4. harvested
5. eaten
6. spoken

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Answers to the questions under activity 4 (c)

Guide the pupils in making meaningful questions from the table.
Sample sentences:

1. Has she completed her homework?
2. Have they played football?

Answers to the questions under Activity 4 (d)

Sample sentences:

1. Shall I see you tomorrow?
2. Will you visit her parents?

Activity 5: Writing practice

(i) Conduct an oral revision of the structure in the previous section (*present perfect tense/will, shall, have, has*).
(ii) Guide the pupils in completing the text orally.
(iii) Write the completed text on the chalkboard and let the pupils read it aloud.
(iv) Rub out the text from the chalkboard.
(v) Ask the pupils to do Activity 5 individually in their exercise books.

Answers to the questions under Activity 5

Next week there (1) will be a sports and games competition between (2) two neighbouring primary schools. Our sports teacher (3) told us about it. We are preparing ourselves (4) quite well to (5) defeat your teams. Oooh! That is very (6) interesting. Our football team will wear (7) red jerseys. They are nicknamed the (8) Red Scorpions and the netball team is (9) nicknamed the Black Queens.

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Unit Fourteen

Grandmother's cow

Learning Activities

The pupil should be able to:

(a) answer aural comprehension questions on *Our school library.*

(b) read and answer comprehension questions on *Grandmother's cow.*

(c) pronounce and use new words related to *Grandmother's cow.*

(d) explain the meaning of the new words related to the *Grandmother's cow.*

(e) answer questions on the possessives and the simple present tense.

(f) write a short paragraph.

Teaching and learning resources

(a) Word cards

(b) Pictures

(c) Flip charts

(d) CDs

(e) Cassette/CD players

(f) Pupil's Book Five

Main concept

In this unit, pupils should be able to express possession, present and past events orally and in writing. They should also be able to read and obtain detailed information from oral presentations and written texts.

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Teaching and learning strategies

Listening practice

(i) Read the text *Our school library* aloud.

(ii) Read slowly, increase the reading speed and read at a normal speed.

(iii) Ask the pupils to listen to you attentively.

(iv) Ask oral questions and let the pupils answer orally.

Our school library

Aziza and Moses are in Standard Five at different schools. One evening, they had a conversation about Aziza's school library. Here is their conversation:

Aziza: Moses! Look at my story book. Isn't it nice?

Moses: Let me have a look. It is really good. Where did you get it from?

Aziza: From our school library. Do you have a library too?

Moses: I don't know what a library is.

Aziza: It is a building with books arranged in shelves. It contains tables and chairs. Pupils select books from the shelves and read them silently.

Moses: Oh! Now I understand what a library is. Unfortunately, we don't have one in our school. If your library is big, how do you know the location of books?

Aziza: Through a book catalogue. It shows the location of all the books.

Moses: That is good. But in our school we have one bookshelf in the teachers' office for keeping a few books.

Questions

1. What did Aziza and Moses talk about?
2. What is a library?
3. Where did Aziza get the story book from?
4. Where are books kept in the library?
5. What do pupils do to locate books?

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Answers to the questions under the Listening activity

1. Aziza and Moses talked about school library.
2. A library is a building with books arranged in book shelves.
3. Aziza got the story book from the school library.
4. In the library, books are kept in shelves.
5. Pupils use a catalogue to locate books.

Activity 1: Reading practice

(i) Guide the pupils in studying the picture in Activity 1.
(ii) Ask oral questions on the picture.
(iii) Read the text aloud while the pupils listen.
(iv) Guide the pupils in reading aloud as you listen and correct their pronunciation.
(v) Ask the pupils to read silently while following up on their reading.
(vi) Teach the vocabulary and new sentence structures.
(vii) Guide the pupils in discussing the comprehension questions in groups.
(viii) Conduct a class follow-up discussion on the comprehension questions.
(ix) Ask the pupils to write the answers individually in their exercise books.

Answers to comprehension questions

1. False
2. True
3. False
4. False
5. True
6. False
7. False
8. False
9. True

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Activity 2: Speaking practice

(i) Pronounce the words in Activity 2 (a) and read sentences in 2 (b) aloud.
(ii) Ask the pupils to read after you in chorus, in groups and individually.
(iii) Ask the pupils to pronounce the words after you several times as a whole class, in groups and individually.

Activity 3: Vocabulary practice

(i) Teach the new words orally to enable pupils pronounce them correctly.
(ii) Present new words using real objects, drawings or pictures, situations, mimes, synonyms, gestures and contexts to make their meanings clear.
(iii) Ask the pupils to repeat words after you.
(iv) Ask the pupils to do Activity 3 (a) and 3 (b) individually in their exercise books.

Answers to the questions under Activity 3 (a)

i. cowshed
ii. reading
iii. milking
iv. advantages, van, tag, age
v. milk, manure, shoe
vi. food
vii. grazing
viii. shelf
ix. cow
x. story
xi. king

Answers to the questions under Activity 3 (b)

1. grazing
2. shelves
3. manure
4. milking
5. catalogue

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Answers to the questions under Activity 3 (c)

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

Activity 4: Language practice

(i) Conduct a warm up activity such as a song or questions and answers to introduce the sentence structures.

(ii) Present the structure (*has and have*) using:
- A situation in the classroom
- A text in the Pupil's Book
- Question and answer technique
- Demonstration

(iii) Go through introduction, presentation and oral practice steps.

(iv) Guide pupils in doing Activity 4 (a) orally.

(v) Ask pupils to do Activity 4 (a) individually in their exercise books.

(vi) Repeat the same procedure for Activity 4 (b), 4 (c) and 4 (d).

Answers to the questions under Activity 4 (a)

Sample sentences

1. I have bought a good cow.
2. She has cleaned the cowshed.

Answers to the questions under Activity 4 (b)

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

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Answers to the questions under Activity 4 (c)

1. Does Aziza have a story book?
2. Does the school library have a lot of books?
3. Does the catalogue have a list of all the books in the library?
4. Do Mary and Moses have information about the school library?
5. Do we have enough time to visit the library?
6. Does our library have a librarian?

Answers to the questions under Activity 4 (d)

1. Aziza does not have a story book.
2. The school library does not have a lot of books.
3. The catalogue does not have a list of all the books in the library.
4. Mary and Moses do not have information about school library.
5. We do not have enough time to visit the library.
6. Our library does not have a librarian.

Activity 5: Writing practice

(i) Revise the structure in the previous section (*has and have*) orally.

(ii) Guide the pupils in completing the sentences in Activity 5 (a) and rearranging the sentences in 5 (b) orally to produce a short paragraph.

(iii) Write the completed sentences in Activity 5 (a) and the rearranged sentences in 5 (b) on the chalkboard and let the pupils read them aloud.

(iv) Rub out the sentences from the chalkboard.

(v) Ask the pupils to do Activity 5 individually in their exercise books.

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Answers to the questions under Activity 5 (a)

Answers may vary from one pupil to another. The answers given below are examples.

1. My grandmother's name is Lucy.
2. She lives in Mwanza.
3. Her cow's name is Lung'ombe.
4. She got the cow from her son.
5. It produces five litres of milk every day.

Answers to the questions under activity 5 (b)

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

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Unit Fifteen

King elephant and the hare

Learning activities

The pupil should be able to:

(a) answer aural comprehension questions on *A memorable trip to Zanzibar.*
(b) read and answer comprehension questions on *King elephant and the hare.*
(c) pronounce and use vocabulary found in the passage.
(d) explain the meaning of words related to animals and their lives.
(e) Make comparisons.
(f) write a short paragraph.

Teaching and learning resources

(a) Word cards
(b) Pictures of animals - hare, elephant, lion, rhinoceros, crocodile, tortoise, hyena and leopard
(c) Flip chart
(d) CDs containing recorded information
(e) Cassette/CD players
(f) Pupil's Book Five

Main concept

In this unit, pupils should be able to use countable and uncountable nouns, and use comparative and superlative forms to compare things in speaking and in writing; They should also be able to read and obtain detailed information from written texts and oral presentations.

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Teaching and learning strategies

Listening practice

(i) Read the text *A memorable trip to Zanzibar* aloud. Read slowly, increase the reading speed, and read at normal speed.

(ii) Let the pupils listen to you attentively.

(iii) Ask oral questions and then let the pupils answer orally.

A memorable trip to Zanzibar

Standard Five pupils from Darajani Primary School in Morogoro Region had a trip to Zanzibar. They travelled from Morogoro to Dar es Salaam by bus. The journey started at 6.30 a.m. They arrived in Dar es Salaam three hours later. Then, they took a boat to Zanzibar and arrived at 12:30 a.m. The tour guide took them to different historical sites found in Stone Town. During the visit, the pupils asked the tour guide several questions.

Pupil 1: We have heard about the House of Wonders. Where is it?

Tour guide: It is not far from here, we shall reach it in a few minutes.

Pupil 2: What makes it a House of Wonders? And who built it?

Tour guide: Oh! These are very good questions. The House of Wonders was built in 1883. It was a ceremonial palace built by Sultan Barghash. The local people called it Belt Al Ajaib, which means a House of Wonders.

Pupil 3: That is a very interesting information. What are the cultural and historical attractions found there?

Tour guide: There is an exhibition on the dhow culture of the Indian Ocean. The exhibitions are different from what we shall see in the Peace Memorial Museum and the Anglican Cathedral.

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Finally, the tour guide took us to the Peace Memorial Museum and the Anglican Cathedral. We enjoyed the trip. The next day, we returned to Morogoro.

Questions

1. What is the other name for the House of Wonders?
2. At what time did the pupils arrive in Dar es Salaam?
3. What other places did the pupils visit?

Answers to the Listening activity

1. The other name for the House of Wonders is Belt Al Aljaib
2. The pupils arrived in Dar es Salaam at 9.30 a.m.
3. The other places that the pupils visited were the Anglican Cathedral and the Peace Memorial Museum.

Activity 1: Reading practice

(i) Guide the pupils in studying the picture in Activity 1.
(ii) Ask oral questions on the picture.
(iii) Read the story aloud while the pupils listen.
(iv) Ask the pupils to read the story aloud as you listen and correct their pronunciation.
(v) Ask the pupils to read the story silently and follow-up on their reading.
(vi) Teach the vocabulary and new sentence structures.
(vii) Ask the pupils to discuss comprehension questions in groups.
(viii) Conduct a class follow-up discussion on the comprehension questions.
(ix) Ask the pupils to answer the questions individually in their exercise books.

Answers to the questions under Activity 1

1. The animals that lived in the Uluguru Forest were elephants,

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leopards, hyenas, crocodiles, rhinoceros, hares, tortoises, and lions.

2. Mr Elephant was the King of the animals.
3. Mr Lion said he would bring food.
4. Mr Rhinoceros' family volunteered to dig the well.
5. Mr Crocodile, Mr Hyena, and Mr Tortoise prepared the farms.
6. The animals grew groundnuts.
7. Mr Hare used meat mixed with sleeping drug to trick Mr Leopard.
8. The animals decided to hunt down Mr Hare because he stole groundnuts.
9. I will take him to the Police Station (or any relevant answer).
10. I think King Elephant told Mr Leopard not to be fooled again (or any relevant answer).

Activity 2: Speaking practice

(i) Demonstrate how to pronounce the pairs of words in Activity 2 (a) and sing the song in 2 (b).

(ii) Ask the pupils to imitate the pronunciation of the pairs of words in chorus, in groups and individually.

(iii) Let the pupils practise pronouncing the pairs of words several times as a whole class, in groups and individually.

Activity 3: Vocabulary practice

(i) Teach new words orally to enable the pupils pronounce them correctly.

(ii) Present new words using or pictures, situations, mimes, synonyms, gestures and contexts to make meaning clear.

(iii) Guide the pupils in completing the sentences orally.

(iv) Ask the pupils to do Activity 3 (a) and (b) individually in their exercise books.

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Answers to the questions under Activity 3 (a)

1. refused
2. expelled
3. ordered
4. dispersed
5. groundnuts
6. dizzy
7. behaviour
8. gathered
9. floods
10. shouted

Answers to the questions under Activity 3 (b)

1.	sad	happy
2.	enemy	friend
3.	big	small
4.	fast	slow
5.	angry	pleased
6.	quick	slow

Activity 4: Language practice

(i) Conduct warm up activities such as a song or question and answer technique.

(ii) Present the structure (*adverbs and adjectives*) using:
- A situation in the classroom
- A text in the Pupil's Book
- Question and answer technique
- Demonstration

(iii) Guide pupils in doing Activity 4 orally.

(iv) Ask the pupils to do Activity 4 individually in their exercise books.

Answers to the questions under Activity 4

1. c **3.** b **5.** a

2. b **4.** a **6.** a

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Activity 5: Writing practice

(i) Revise the structure in the previous section (*expressing comparison*).
(ii) Guide the pupils in completing the text in expressing quantity orally.
(iii) Write the completed text on the chalkboard and let the pupils read it aloud.
(iv) Rub out the text from the chalkboard.
(v) Ask the pupils to do Activity 5 individually in their exercise books.

Answers to Activity 5

(i)	some	(v)	much
(ii)	a lot of	(vi)	some
(iii)	many	(vii)	a lot of
(iv)	much	(viii)	much

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Unit Sixteen

The Princess and the poor young man

Learning activities

The pupil should be able to:

(a) answer aural comprehension questions on *Class field trip.*
(b) read and answer comprehension questions on *The Princess and the poor young man.*
(c) pronounce and use the vocabulary related to the story.
(d) answer questions on adverbs and adjectives.
(e) write a short paragraph.

Teaching and learning resources

(a) Word cards
(b) Sentence cards
(c) Pictures
(d) Flip charts
(e) CDs
(f) Cassette/CD players
(g) Pupil's Book Five

Main concept

In this unit, pupils should be able to use language to express adverbs and adjectives in speaking and writing in various contexts. They should also be able to read and obtain detailed information from oral and written sources.

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Teaching and learning strategies

Listening practice

(i) Read the text *Class field trip* aloud.

(ii) Read slowly, increase the reading speed and read at a normal speed.

(iii) Ask the pupils to listen to you attentively.

(iv) Ask oral questions and then let the pupils respond to them orally.

Class field trip

Standard Five social studies teacher, Miss Ngoisa, entered the class smiling. "Good morning," Miss Ngoisa greeted her class. "Good morning teacher" replied the class. "What did you learn yesterday?" asked Miss Ngoisa. "We learnt about the Mtera Dam." "What do we get from the Mtera Dam?" Asked Miss Ngoisa. "It provides us with fish and hydroelectric power," answered Ali. "Very good Ali!" said Miss Ngoisa. Then, Miss Ngoisa continued, "Next week on Thursday, we will go on a field trip to the Mtera Dam."

Questions

1. What did Standard Five pupils learn in the previous lesson?
2. What do we get from the Mtera Dam?
3. When will they go on a field trip?

Answers to the questions under Listening activity

1. Standard Five pupils learnt about the Mtera Dam in the previous lesson.
2. We get fish and hydroelectric power from the Mtera Dam.
3. They will go on a field trip on Thursday next week.

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Activity 1: Reading practice

(i) Guide the pupils in studying the pictures in Activity 1.
(ii) Ask oral questions on the pictures.
(iii) Read the story aloud while the pupils listen.
(iv) Ask the pupils to read the story aloud as you listen and correct their pronunciation.
(v) Ask the pupils to read silently while you follow up on their reading.
(vi) Teach vocabulary found in the story.
(vii) Ask the pupils to discuss the comprehension questions in groups.
(viii) Conduct a class follow-up discussion on the comprehension questions.
(ix) Ask the pupils to do Activity 1 individually in their exercise books.

Answers to the questions under Activity 1

1. The Princess liked to walk alone in the palace garden, reading stories, picking flowers and watching birds.
2. The Princess went into the forest to pick flowers.
3. The people who travelled in the forest were attacked, their money and things were stolen.
4. The men in the small community took the Princess because they wanted a ransom of five hundred pieces of gold.
5. Most of the men who went to rescue the Princess came back wounded.
6. The poor young man rescued the Princess by unlocking the door of the little hut in which she was locked.
7. The King prepared a royal wedding when the Princess returned to the palace.
8. I have learnt that obedience and bravery pay.

Activity 2: Speaking practice

(i) Demonstrate how to pronounce the words in Activity 2 (a) and the pairs of words in 2 (b) aloud.

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(ii) Ask the pupils to imitate pronouncing the words, in chorus, in groups and individually.
(iii) Let the pupils practise pronouncing the words as a whole class, in groups and individually.

Activity 3: Vocabulary practice

(i) Teach new words orally to enable the pupils pronounce them correctly.
(ii) Present the words using real objects, drawings or pictures, situations, mimes, synonyms, gestures and contexts to make meaning clear.
(iii) Ask the pupils to repeat reading the words and sentences after you.
(iv) Ask the pupils to do Activity 3 (a) and (b) individually in their exercise books.

Answers to the questions under Activity 3 (a)

1. **a**	4. **b**	7. **b**
2. **c**	5. **b**	8. **c**
3. **a**	6 . **c**	9. **b**

Answers to the questions under Activity 3 (b)

1. Wicked	good
2. young	old
3. capture	free
4. clever	stupid
5. open	close
6. strong	weak
7. beautiful	ugly
8. bright	dark
9. poor	rich

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Activity 4: Language practice

(i) Use warm up activities such as, a song or questions and answers.

(ii) Present the structure using:
- A situation in the classroom
- A text in the Pupil's Book
- Question and answer technique
- Demonstration

(iii) Guide the pupils in doing Activity 4 orally.

(iv) Ask the pupils to do Activity 4 individually in their exercise books.

Answers to Activity 4

1. Many passengers on the bus were badly injured in the accident.
2. Our school has a lovely garden.
3. A rabbit was passing near our house. Suddenly, it stopped and listened.
4. Our classmate had been sick for the past two months. Sadly, she passed away two days ago.
5. Finally, the examination results were posted on the noticeboard.
6. I am really sorry for being late.
7. The nurse walked quietly into the children's ward.
8. The young woman happily married her fiancé.

Activity 5: Writing practice

(i) Conduct an oral revision of the structures taught in the previous section (*adverbs, adjectives*).

(ii) Guide pupils in punctuating the text on the chalkboard and let them read it aloud.

(iii) Rub out the exercise from the chalkboard.

(iv) Ask pupils to do Activity 5 individually in their exercise books.

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Answers to Activity 5

(1) There was an old farmer who lived in a village with his three sons. (2) All of them were young but very lazy (3). One day, the farmer fell sick. (4) He decided to call his three sons (5). When they arrived, he said, "I am about to die. (6) So, I need to tell you something important." (7) "A long time ago, I buried some treasure in the farm. As soon as I die, you must find it." (8) The three sons promised their father they would look for the treasure (9). A few days later, their father died peacefully at his home. (10) After the burial, they decided to fulfil the promise they made to their father (11) .

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Unit Seventeen

A trip to the trade fair

Learning activities

The pupil should be able to:

(a) answer aural comprehension questions on *The girl with red eyes*.

(b) read and answer comprehension questions on *A trip to the trade fair.*

(c) pronounce and use vocabulary related to *A trip to the trade fair*.

(d) answer questions on comparatives, superlatives and past tense.

(e) write a short paragraph.

Teaching and learning resources

(a) Word cards

(b) Pictures

(c) Flip charts

(d) CDs

(e) Cassette/CD players

(f) Pupil's Book Five

Main concept

In this unit, pupils should be able to use comparatives and superlatives and express past events orally and in writing. They should also be able to read and obtain detailed information from written texts and oral presentations.

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Teaching and learning strategies

Listening practice

(i) Read aloud the text *The girl with the red eyes*. Read slowly, increase the reading speed and read at normal speed.
(ii) Let the pupils listen to you attentively.
(iii) Ask oral questions and let the pupils respond orally.

The girl with red eyes

It was Saturday evening. Joseph and his friend, Deo, were playing football. They heard an announcement from a passing car. It was about a girl with red eyes who had gone missing. Suddenly, Joseph stopped. "What is wrong?" Deo asked. "I am listening to the announcement," Joseph replied. "Do you know the girl?" Deo asked. "Yes, yesterday I saw a girl with red eyes at Sabasaba grounds. She was crying. Maybe it was her," he said.

Questions

1. What did Joseph and Deo hear?
2. Why did Joseph stop playing?
3. What was the announcement about?
4. Where did Joseph see the girl?
5. Why do you think the girl with red eyes was crying?

Answers to questions under the Listening activity

1. Joseph and Deo heard an announcement.
2. Joseph stopped playing to listen to the announcement.
3. The announcement was about a girl with red eyes who had gone missing.
4. Joseph saw the girl at the Sabasaba grounds.
5. I think she was crying because she got lost.

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Activity 1: Reading practice

(i) Ask oral questions such as:
- Have you ever been to a place where people sell and buy things?
- What things did you see?
- What do you call such a place?

(ii) Read the text aloud while the pupils listen.

(iii) Guide the pupils in reading the text aloud as you listen and correct their pronunciation.

(iv) Guide the pupils in reading silently and follow up.

(v) Teach vocabulary items and new structures.

(vi) Ask the pupils to discuss comprehension questions in groups.

(vii) Conduct a class follow-up discussion on the comprehension questions.

(viii) Ask the pupils to do Activity 1 individually in their exercise books.

Answers to questions under Activity 1

1. The parents got information about the trip through letters from the teacher.
2. Each pupil paid Tsh 15,000 for the trip.
3. Standard Five pupils remained behind to hear about the trip.
4. The trip timetable was given to them a day before.
5. Mr Ally gave letters to Standard Five pupils.
6. The pupils were going to visit the Sabasaba grounds.

Activity 2: Speaking practice

(i) Demonstrate how to pronounce the words in Activity 2 (a) and pairs of words in 2 (b) aloud.

(ii) Ask the pupils to imitate pronouncing the words in chorus, in groups and individually.

(iii) Let the pupils practise pronouncing the words as a whole class, in groups and individually.

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Activity 3: Vocabulary practice

(i) Teach new words orally to enable pupils pronounce and use them correctly.

(ii) Present new words using real objects, drawings or pictures, situations, mimes, synonyms, gestures and contexts to make meaning clear.

(iii) Ask the pupils to repeat sentences and words after you.

(iv) Ask the pupils to do Activity 3.

Answers to questions under Activity 3

1.	behind	in front
2.	cheap	expensive
3.	smart	dull/ unintelligent
4.	come	go
5.	like	dislike
6.	beautiful	ugly
7.	buy	sell
8.	early	late
9.	give	take
10.	well	unwell

Activity 4: Language practice

(i) Use warm up activities, such as, a song or questions and answers.

(ii) Present the structure (*simple past and comparatives*) using:
- A situation in the classroom
- A text in the pupil's book
- Question and answer technique
- Demonstration

(iii) Go through introduction, presentation and oral practice steps.

(iv) Guide pupils in doing Activity 4 (a) orally.

(v) Ask pupils to do Activity 4 (a) in their exercise books.

(vi) Repeat the same procedure for Activity 4 (b) and 4 (c).

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Answers to questions under activity 4 (a)

1. Alex's handwriting is worse than mine.
2. Asha is the tallest girl in this class.
3. John is fatter than Ally.
4. Riziki can run faster than Rose.
5. Mr Peter's building is the tallest in the village.
6. Paul wrote a better story than others.
7. We need a stronger machine than this.
8. Your group is the most careful of all.
9. Their car is more attractive than ours.
10. The lion is cleverer than the elephant.
11. Rice is more delicious than *ugali*.

Answers to questions under Activity 4 (b)

1. Pupils went to the trade fair yesterday.
2. The teacher announced the trip to the pupils last week.
3. When we went there, three teachers helped us.
4. Sellers sold many things.
5. Parents paid money for their children's trip.
6. Standard Five pupils ate a variety of food.
7. The school arranged for the trip.

Answers to questions under Activity 4 (c)

Sample sentences

1. The seller sold cheap goods at the exhibition.
2. The parents paid money for their children's trip.
3. The teachers planned a trip for pupils.

Activity 5: Writing practice

(i) Revise the structures in the previous section (*simple present and past form*) orally.

(ii) Guide the pupils in filling in the gaps in the text orally.

(iii) Write the completed text on the chalkboard and let the pupils read it aloud.

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(iv) Rub out the text from the chalkboard.
(v) Ask the pupils to do Activity 5 (a) and (b) individually in their exercise books.

Answers to questions under Activity 5 (a)

John is a brilliant pupil. He is one of the (1) best pupils in Standard Five. He is (2) taller than Mary. Mary is in Standard Six. She is the (3) smartest in the class. She has many friends. Jane is one of her friends. She is (4) older than Mary. She is the (5) most intelligent girl in her class.

Answers to questions under Activity 5 (b)

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

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Unit Eighteen

Chautundu and Chokoraa

Learning activities

The pupil should be able to:

(a) answer aural comprehension questions on *Vaccination announcement.*

(b) read and answer comprehension questions on *Chautundu and Chokoraa.*

(c) pronounce and use vocabulary found in the passages.

(d) answer questions on the past tense.

(e) write a short paragraph.

Teaching and learning resources

(a) A loudspeaker

(b) Related pictures from the Pupil's Book

(c) Word cards

(d) Sentence cards

(e) Flip charts

(f) Pupil's Book Five

Main concept

In this unit, the pupils should be able to express past events. They should also be able to read and obtain detailed information from written texts and orally presented information.

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Teaching and learning strategies

Listening practice

(i) Read aloud the text *Vaccination announcement*. Read slowly, increase the reading speed and read at a normal speed.

(ii) Let the pupils listen to you attentively.

(iii) Ask oral questions and let the pupils answer orally.

Vaccination announcement

Attention please! Attention please! All residents of Nyasaka Village are requested to take their children for vaccination. This service will be provided by nurses to all children under the age of five. The exercise will be conducted tomorrow at the Nyasaka Primary School grounds. There will be droplets against polio and injection against tetanus. Failure to receive these vaccinations, your children will contract the two deadly diseases. Please attend.

Questions

1. Where is the vaccination going to take place?
2. When is the vaccination going to be conducted?
3. Who will vaccinate the children?
4. What vaccinations will be given to the children?
5. What will happen if the children are not vaccinated?

Answers to the questions under the Listening activity

1. The vaccination is going to take place at Nyasaka Primary School grounds.
2. The vaccination is going to be conducted tomorrow.
3. The nurses will vaccinate the children.
4. Children will be given droplets against polio and injection against tetanus.

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5. If children are not vaccinated, they will contract polio and tetanus infections.

Activity 1: Reading practice

(i) Guide the pupils in studying the picture in Activity 1.
(ii) Ask oral questions about the picture.
(iii) Read the story aloud while the pupils listen.
(iv) Guide the pupils to read the story aloud as you listen and correct pronunciation.
(v) Ask the pupils to read the story silently while following up on their reading.
(vi) Teach vocabulary items and new structures.
(vii) Ask the pupils to discuss the comprehension questions in groups.
(viii) Conduct a class follow-up discussion on the comprehension questions.
(ix) Ask the pupils to do Activity 1 individually in their exercise books.

Answers to Activity 1

1. (d)
2. (b)
3. (d)
4. (c)
5. (d)
6. (c)

Activity 2: Speaking practice

(i) Demonstrate how to recite the poem in (a) and read the words in (b) aloud.
(ii) Ask the pupils to imitate in chorus, in groups and individually.
(iii) Guide the pupils to practise reciting the poem and pronouncing the words as a whole class, in groups and individually.

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Activity 3: Vocabulary practice

(i) Teach new words to enable pupils pronounce them correctly.
(ii) Present the words using real objects, drawings or pictures, situations, mimes, synonyms, gestures and contexts to make meaning clear.
(iii) Ask the pupils to match the words in column A with their meanings in column B.
(iv) Guide the pupils to do Activity 3 individually in their exercise books.

Answers to questions under Activity 3

1. naughty	(j)	6. beehive	(a)
2. pillow	(f)	7. torture	(c)
3. trouble	(g)	8. bully	(b)
4. roam	(i)	9. scissors	(e)
5. tease	(h)	10. feathers	(d)

Activity 4: Language practice

(i) Use warm up activities, such as, a song or questions and answers.
(ii) Present the structures (*simple present, simple past and past participle form*) using:
- A situation in the classroom
- A text in the pupil's book
- Question and answer technique
- Demonstration

(iii) Go through introduction, presentation and oral practice steps.
(iv) Ask the pupils to do Activity 4 (a) orally.
(v) Ask pupils to do Activity 4 (a) individually in their exercise books.
(vi) Repeat the same procedure for Activity 4 (b), 4 (c), and 4 (d).

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Answers to questions under Activity 4 (a)

Sample sentences:

1. The dormitory had already burnt to ashes when the fire fighters arrived.
2. The villagers had already shot down the hippo when the games scouts arrived.
3. They knew the song by heart because they had sung it many times.

Answers to questions under Activity 4 (b)

1. burnt
2. shot
3. sent
4. did
5. fixed
6. slept
7. beat
8. sang

Answers to questions under Activity 4 (c)

1. He did not water the flowers.
2. They did not do their homework last night.
3. Baraka did not write a letter to his aunt.
4. We did not leave home very early.
5. My father did not buy me a pair of shoes.
6. I did not cook lunch.
7. She did not fetch water in the evening.
8. We did not watch television yesterday.
9. The guests did not arrive last week.
10. You did not finish your work in time.

Answers to questions under Activity 4 (d)

1. Did he water the flowers?
2. Did they do their homework last night?
3. Did Baraka write a letter to his aunt?
4. Did we leave home very early?
5. Did my father buy me a pair of shoes?

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6. Did I cook lunch?
7. Did she fetch water in the evening?
8. Did we watch television yesterday?
9. Did the guests arrive last week?
10. Did you finish your work in time?

Activity 5: Writing practice

(i) Revise the structures in the previous section (*simple present, simple past and past participle*).
(ii) Guide the pupils in completing the text orally.
(iii) Write the text on the chalkboard and let the pupils read the paragraph aloud.
(iv) Rub out the text from the chalkboard.
(v) Ask the pupils to do Activity 5 individually in their exercise books.

Answers to questions under Activity 5

Life in detention was very hard for Chautundu and her (1) brother, Chokoraa. They were forced to do hard work. They were severely punished for their (2) disobedience. They ate only one meal a day. They slept as early as (3) 6:00 p.m. They were not allowed to play or to go out. They lived in a compound surrounded by a high wall. They could not (4) see what was happening outside. They were taught only vocational skills.

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

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

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Unit Nineteen

A loving mother

Learning activities

The pupil should be able to:

(a) answer aural comprehension questions on *Road safety rules.*

(b) read and answer comprehension questions on *A loving mother.*

(c) pronounce and use vocabulary used in the passages.

(d) answer questions on the adjectives, adverbs, possesives and past tense

(e) write a short paragraph.

Teaching and learning resources

(a) Word cards

(b) Pictures

(c) Flip charts

(d) CDs

(e) Cassette/CD players

(f) Pupil's Book Five

Main concept

In this unit, the pupils will be able to express possession, express past events, use adjectives and adverbs to express quality of things, and manner of doing things orally and in writing. They should also be able to read and obtain detailed information from written texts and orally presented information.

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Teaching and learning strategies

Listening practice

(i) Read the text *Road safety rules aloud.* Read slowly, increase the reading speed and read at a normal speed.

(ii) Let the pupils listen to you attentively.

(iii) Ask oral questions and then let the pupils answer them orally.

Road safety rules

Many people have lost their lives in road accidents. In most cases, pedestrians die due to lack of knowledge about road safety. There are drivers who do not respect traffic rules. For example, some drivers do not stop at zebra crossing. They sometimes drive without waiting for pedestrians to pass. Other road accidents are due to high speed. There are drivers who drive very fast. Driving very fast may cause vehicles to collide. There have been many cases of collision involving vehicles. To avoid road accidents, drivers should observe traffic rules. At the same time, pedestrians should observe road safety rules.

Questions

1. What are the major causes of road accidents?
2. Who is a pedestrian?
3. Why do vehicles collide?
4. What should pedestrians do to avoid road accidents?
5. What should drivers do to avoid road accidents?

Answers to the Listening activity

1. Careless drivers and pedestrians are the major cause of road accidents.
2. A pedestrian is a person who walks along the road.
3. Vehicles collide when drivers drive very fast.

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4. Pedestrians should observe road safety rules to avoid road accidents.
5. Drivers should observe traffic rules to avoid road accidents.

Activity 1: Reading practice

(i) Guide the pupils in studying the picture in Activity 1.
(ii) Ask oral questions about the picture.
(iii) Read the text aloud while the pupils listen.
(iv) Guide the pupils in reading the text aloud as you listen and correct their pronunciation.
(v) Ask the pupils to read silently while you make a follow-up.
(vi) Teach vocabulary items and new structures.
(vii) Ask the pupils to discuss comprehension questions in groups.
(viii) Conduct class discussion on comprehension questions.
(ix) Ask the pupils to do Activity 1 (a) and 1 (b) individually in their exercise books.

Answers to questions under Activity 1 (a)

1. Winnie provided her children with the basic needs.
2. Mafulu and Mwanaidi lived in Mtwara Region.
3. They woke up early in the morning.
4. They helped their mother with domestic chores before going to school.
5. Mwanaidi was in Standard Five and Mafulu was in Standard Two.

Answers to questions under Activity 1 (b)

1. b
2. b
3. c
4. b
5. c

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Activity 2: Speaking practice

(i) Demonstrate how to pronounce the words in Activity 2 (a) and pairs of words in 2 (b) aloud.

(ii) Ask the pupils to imitate how to pronounce the words in chorus, in groups and individually.

(iii) Ask the pupils to practise pronouncing the words and pairs of words as a whole class, in groups and individually.

Activity 3: Vocabulary practice

(i) Teach the new words to enable pupils pronounce and use them correctly.

(ii) Present the words using real objects, drawings or pictures, situations, mimes, synonyms, gestures and contexts to make their meanings clear.

(iii) Ask the pupils to repeat the words and sentences after you.

(iv) Guide the pupils in filling in the missing words in 3 (a) and 3 (b) orally.

(v) Ask the pupils to do Activity 3 (a) and 3 (b) individually in their exercise books.

Answers to questions under Activity 3 (a)

1.	happy	happily
2.	slow	slowly
3.	quick	*quickly*
4.	nice	*nicely*
5.	kind	*kindly*
6.	*warm*	warmly
7.	sad	*sadly*
8.	safe	*safely*
9.	*clever*	cleverly
10.	bright	brightly

*The answers are in italics.

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Answers to the questions under Activity 3 (b)

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

Activity 4: Language practice

(i) Use warm up activities such as a song or questions and answers.

(ii) Present the structures (*adverbs/adjectives, possessive pronouns and yes/no questions*) using:
- A situation in the classroom
- A text in the Pupil's Book
- Question and answer technique
- Demonstration

(iii) Go through the introduction, presentation and oral practice steps to teach the structure.

(iv) Guide the pupils to do Activity 4 (a) orally.

(v) Ask the pupils to do Activity 4 (a) in their exercise books.

(vi) Repeat the same procedure for Activity 4 (b), 4 (c) and 4 (d).

Answers to the questions under Activity 4 (a)

1. happily
2. slow
3. quick
4. nice
5. polite

Answers to the questions under Activity 4 (b)

1. Yes, she did.
2. Yes, they did.
3. Yes, they did.
4. Yes, she did.
5. Yes, they did.

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Answers to the questions under Activity 4 (c)

1. No he didn't.
2. No, she didn't.
3. No, they didn't.
4. No, she didn't.
5. No, they didn't.

Answers to the questions under Activity 4 (d)

1. their
2. her
3. their
4. our
5. his

Activity 5: Writing practice

(i) Revise the structures in the previous section (*possessives and yes/no questions*).
(ii) Guide the pupils in completing the text orally.
(iii) Write the completed text on the chalkboard.
(iv) Rub out the exercise from the chalkboard.
(v) Ask the pupils to do Activity 5 individually in their exercise books.

Answers to the questions under Activity 5

1. came
2. beautiful
3. gave
4. were
5. school
6. lying
7. understand
8. neighbours
9. told
10. rushed

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Unit Twenty

Union Day celebration

Learning activities

The pupil should be able to:

(a) answer aural comprehension questions on *Announcement by the discipline teacher.*

(b) read and answer comprehension questions on *Union Day celebration.*

(c) pronounce and explain the meaning of vocabulary related to the *Union Day celebration*.

(d) answer questions on the past tense, comparatives and superlatives.

(e) write a short paragraph.

Teaching and learning resources

(a) Word cards

(b) Sentence cards

(c) Pictures

(d) Flip charts

(e) Cassette/CD players

(f) Pupil's Book Five

Main concept

In this unit, pupils should be able to express the past and to compare objects orally and in writing. They should also be able to read and obtain detailed information from written texts and oral presentations.

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Teaching and learning strategies

Listening practice

(i) Read the text *Announcement by the discipline teache*r aloud. Read slowly, increase the reading speed and read at a normal speed.

(ii) Let the pupils listen to you attentively.

(iii) Ask oral questions and then let the pupils answer them orally.

Announcement by the discipline teacher

On Monday morning, pupils lined up at the assembly ground. The discipline teacher came and made the following announcement:
"The number of pupils who are not attending school is increasing. This behaviour is not acceptable. The pupils who do not attend school regularly also do not perform well in class. For example, Majuto and Mtoro missed 30 days during the first term. They came last in the end of the term examinations. If a pupil cannot attend school, the parents should report to the head teacher. If this rule is not observed, the pupil will be punished and suspended from school. Also, their parents will be reported to the Village Government for action."

Questions

1. Who made the announcement?
2. For how many days did Majuto and Mtoro miss school in the first term?
3. Why did Majuto and Mtoro come last in the end of term examinations?
4. What happens to pupils who are absent without permission?
5. What should parents do if their children cannot attend school?
6. What happens to parents whose children are absent from school without permission?

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Answers to the questions under the Listening activity

1. The discipline teacher made the announcement.
2. Majuto and Mtoro missed school for 30 days in the first term.
3. Majuto and Mtoro came last in the end of term examinations because they did not attend school regularly.
4. The pupils who are absent without permission are punished and suspended from school.
5. The parents should report to the head teacher if a pupil can not attend school.
6. The parents whose children are absent from school without permission should be reported to the Village Government for action.

Activity 1: Reading practice

(i) Guide the pupils in studying the pictures in Activity 1.
(ii) Ask the pupils oral questions on the pictures.
(iii) Read the story aloud while the pupils listen attentively.
(iv) Guide the pupils in reading the story aloud while you listen and correct their pronunciation.
(v) Guide the pupils in reading the story silently and follow up on their reading.
(vi) Teach vocabulary and structure items.
(vii) Guide the pupils in discussing comprehension questions in groups.
(viii) Conduct a class follow-up discussion on the comprehension questions.
(ix) Ask the pupils to do Activity 1 individually in their exercise books.

Answers to the questions under Activity 1

1. The Union Day was celebrated on 26th April, 2018.
2. The celebrations took place at Jamhuri Stadium in Dodoma.
3. Richie wore his scout's uniform on the celebration day.
4. The Guest of Honour arrived at 9:00 in the morning.

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5. People started to enter the stadium at 7:00 in the morning.
6. The dancers gathered and did a welcoming performance when the Guest of Honour arrived.
7. Richie stood on the podium at the centre of the celebration grounds when he started singing the National Anthem.
8. The main events during the celebrations were the military parade, singing the patriotic song, scout parade, traditional dances, and a show by the military commandos.
9. The Guest of Honour left the stadium at 12:30 in the afternoon.

Activity 2: Speaking practice

(i) Guide the pupils to read the words in 2 (a), read the pairs of words in 2 (b) and read the tongue twister in 2 (c) aloud focusing on pronunciation.

(ii) Ask the pupils to speak after you in chorus, in groups and individually.

(iii) Guide the pupils in practising the exercises in groups and individually.

Activity 3: Vocabulary practice

(i) Ask the pupils to match the items in Activity 3 (a) and complete the sentences in 3 (b) orally.

(ii) Write the matched items and the completed sentences on the chalkboard.

(iii) Rub out the exercise from the chalkboard.

(iv) Ask the pupils to do Activity 3 (a) and 3 (b) individually in their exercise books.

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Answers to the questions under Activity 3 (a)

Column A	Column B
1.	g
2.	f
3.	d
4.	a
5.	b
6.	c
7.	h
8.	i
9.	j
10	e

Answers to the questions under Activity 3 (b)

1. Tanganyika was a mainland country in Eastern Africa.
2. Zanzibar is an offshore island found in Eastern Africa.
3. The brass band started blowing their trumpets.
4. The Guest of Honour thanked the crowd for attending.

Activity 4: Language practice

(i) Use warm up activities such as song or questions and answers.

(ii) Present the structure using:
- A situation in the classroom
- A text in the Pupil's Book
- Question and answer technique
- Demonstration

(iii) Go through introduction, presentation and oral practice

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steps.

(iv) Guide pupils in doing Activity 4 (a) orally.

(v) Ask pupils to do Activity 4 (a) individually in their exercise books.

(vi) Repeat the same procedure for Activity 4 (b), 4 (c), and 4 (d).

Answers to the questions under Activity 4 (a)

1. chose
2. made
3. went
4. stood
5. drove
6. sat
7. cheered
8. began
9. sang

Answers to the questions under Activity 4 (b)

1. At what time were the stadium gates opened?
2. Who announced the arrival of the Guest of Honour?
3. Who was the Guest of Honour?
4. Who marched quickly in front of Guest of Honour?
5. When do Tanzanians celebrate the Union Day?
6. Who showed self-defence against an enemy?

Activity 5: Writing practice

(i) Revise the structure (making comparisons) in the previous section.

(ii) Guide the pupils in completing the two short passages and rearrange the sentences to produce a short paragraph orally.

(iii) Write the completed passages and the rearranged sentences on the chalkboard and let the pupils read them aloud.

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(iv) Rub out the passage from the chalkboard.
(v) Ask the pupils to do Activity 5 (a), (b), and (c) individually in their exercise books.

Answers to the questions under Activity 5 (a)

1. (e)
2. (d)
3. (c)
4. (b)
5. (a)

Answers to the questions under Activity 5 (b)

A month ago, a group of students went to the Union Day celebrations. At the celebration grounds, they (1) saw a large crowd of people. They also (2) met the stadium manager. The stadium manager (3) showed them different places at the stadium. There (4) were many people on the stadium seats. The students (5) took a picture with the stadium manager. Then they (6) went back to their seats. After the celebrations were (7) declared closed, they (8) returned home. They (9) were tired but very happy.

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Unit Twenty-one

How to make a cake

Learning activities

The pupil should be able to:

(a) answer aural comprehension questions on *Children's rights.*
(b) read and answer comprehension questions on *How to make a cake.*
(c) pronounce and use the vocabulary related to the passages.
(d) explain the meanings of words related to passages.
(e) describe process using sequence makers.
(f) use the simple present to desrcibe process.
(g) answer Yes/No questions in the present.
(h) write a short paragraph using sequence makers.

Teaching and learning resources

(a) Picture cards
(b) Flip charts
(c) Real objects (e.g. sugar, butter, vanilla, baking powder, etc)
(d) Pupil's Book Five

Main concept

In this unit, the pupils should be able to express processes and to sequence ideas in the present.

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Teaching and learning strategies

Listening practice

(i) Read the text *Children's Rights* aloud. Read slowly, increase the reading speed, and read at a normal speed.

(ii) Let the pupils listen to you attentively.

(iii) Ask oral questions and then let the pupils answer orally.

Children's rights

Protecting children's rights is important in any society. There have been cases where children have been abused. For example, some children are denied the right to get education. Others do not get basic needs such as food, clothing and shelter. In some places, children are even forced to work. Child labour is not good. Children may help their parents with domestic chores such as washing dishes and fetching water. But they should not work full-time and for payment like adults. Some parents abuse their children by severely beating them. As a result, some of the abused children end up in the streets.

Questions

1. What are children's basic needs?
2. What can children do at home?
3. Why do children end up in the streets?
4. How do some parents abuse their children?

Answers to the questions under Listening activity

1. Children's basic needs are food, clothing and shelter.
2. Children can do domestic chores such as washing dishes and fetching water.
3. Children end up in the streets because they are abused.
4. Some parents abuse their children by beating them severely, forcing them to work and denying them education, food, clothing and shelter.

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Activity 1: Reading practice

(i) Guide the pupils in studying the pictures in Activity 1.
(ii) Ask the pupils oral questions on the pictures.
(iii) Guide the pupils in studying the table in the pupil's book which show the ingredients for making a cake.
(iv) Read the steps of making a cake aloud while the pupils listen.
(v) Ask the pupils to read after you the steps of making a cake and correct pronunciation.
(vi) Ask the pupils to read silently while following up on their reading.
(vii) Teach vocabulary items and new structures.
(viii) Guide the pupils in discussing the comprehension questions in groups.
(ix) Conduct a class follow-up discussion on the comprehension questions.
(x) Ask the pupils to do Activity 1 individually in their exercise books.

Answers to the questions under Activity 1

1. The ingredients for making a cake are sugar, butter, eggs, vanilla extract, wheat flour, baking powder, and milk.
2. A quarter of a kilogramme of flour is used to make a cake.
3. The first step is to warm the oven.
4. The third step is to put eggs one at a time in the mixture.
5. The last step is to bake the mixture in the oven or charcoal stove.
6. Flour is sieved to remove lumps.
7. It takes 20 - 30 minutes for a cake to bake.
8. Water can be used instead of milk.
9. Vanilla is added into the mixture after mixing eggs.
10. Vanilla gives the cake a nice smell.

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Activity 2: Speaking practice

(i) Demonstrate how to pronounce aloud the pairs of words in Activity 2 (a) and the tongue twisters in 2 (b).

(ii) Ask the pupils to imitate pronouncing the words and reading the tongue twisters in chorus, in groups and individually.

(iii) Let the pupils practise pronouncing the pairs of words as a whole class, in groups, and individually.

(iv) Let the pupils read the tongue twisters as a whole class, in groups, and individually.

Activity 3: Vocabulary practice

(i) Teach the new words orally to enable the pupils pronounce and use them correctly.

(ii) Present the words using real objects, drawings or pictures, situations, mimes, synonyms, gestures and contexts to make their meanings clear.

(iii) Ask the pupils to match the words in column A with their meanings in column B orally.

(iv) Ask the pupils to do Activity 3 individually in their exercise books.

Answers to the questions under Activity 3

1. stick – (g)	4. beggar – (b)	7. abuse – (c)
2. deny – (e)	5. mixture – (h)	8. warm – (f)
3. sieve – (i)	6. lump – (a)	9. butter – (d)

Activity 4: Language practice

(i) Use warm up activities such as a song or questions and answers.

(ii) Present the structure using:

- A situation in the classroom
- A text in the Pupil's Book

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- Question and answer technique
- Demonstration

(iii) Go through introduction, presentation and oral practice steps.

(iv) Guide the pupils in doing Activity 4 (a) orally.

(v) Ask the pupils to do Activity 4 (a) individually in their exercise books.

(vi) Repeat the same procedure for Activity 4 (b) and 4 (c).

Answers to the questions under Activity 4 (a)

Every year on Kulwa's birthday, her mother bakes a cake for her. First, she (1) warms the oven. Second, she (2) mixes sugar and butter together in a bowl. She then (3) stirs the sugar and butter with a wooden spoon to make it light and soft. Third, she (4) puts the eggs, one at a time, in the mixture of sugar and butter. She then (5) sieves the flour to remove lumps. She adds it into the mixture of sugar, butter and eggs. She also (6) adds baking powder. Next, she adds milk, a little at a time into the mixture. She (7) continues to stir until the mixture (8) becomes smooth. After that, she (9) spreads cooking oil on the baking pan. She (10) pours the mixture in the baking pan. She (11) bakes it for 30 minutes in the oven. She finally (12) takes it out and leaves it to cool. After that, the cake is ready.

Answers to the questions under Activity 4 (b)

1. First, Kulwa's mother warms the oven.
2. Secondly, she takes a bowl and mixed sugar and butter together.
3. After putting the eggs in the mixture, she sieves the flour to remove lumps.
4. After adding baking powder, she adds milk a little at a time into the mixture.
5. Finally, she bakes the mixture for 30 minutes.

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Answers to the questions under Activity 4 (c)

1. No, she doesn't.
2. Yes, she does.
3. Yes, she does.
4. No, she doesn't.
5. Yes, she does.

Activity 5: Writing practice

(i) Revise the structures taught in the previous sections (*sequence markers*).

(ii) Guide the pupils in completing the picture composition orally.

(iii) Write the completed picture composition on the chalkboard and let the pupils read it aloud.

(iv) Rub out the composition from the chalkboard.

(v) Ask the pupils to do Activity 5 individually in their exercise books.

Answers to the questions under Activity 5

First, prepare the garden.

Second, dig holes in the garden.

Third, plant the spinach seedlings.

Then, water the seedlings every day.

Next, keep the spinach clear of weeds.

Finally, harvest the spinach.

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Unit Twenty-two

Female circumcision

Learning activities

The pupil should be able to:

(a) answer aural comprehension questions on *Corruption.*
(b) read and answer comprehension questions on *Female circumcision.*
(c) pronounce and explain the meaning of words related to F*emale circumcision.*
(d) answer questions on the adjectives, the simple present and past tenses.
(e) write a short paragraph.

Teaching and learning resources

(a) Word cards
(b) Pictures
(c) Flip charts
(d) CDs
(e) Cassette/CD players
(f) Pupil's Book Five

Main concept

In this unit, the pupils should be able to describe people, express present and past events orally and in writing. They should also be able to read and obtain detailed information from both oral and written sources.

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Teaching and learning strategies

Listening practice

(i) Read the text *Corruption* aloud. Read slowly, increase the reading speed and read at a normal speed.

(ii) Let the pupils listen to you attentively.

(iii) Ask oral questions and then let the pupils answer orally.

Corruption

A bus driver was speeding on the highway. A traffic police officer stopped the bus driver and asked him, "Why are you speeding? You will be fined." The driver apologised and gave him five thousand shillings as a bribe. Then the driver left. He continued speeding and the bus overturned. The driver and the passengers were badly injured. The bus was also badly damaged.

Questions

1. How was the bus driver driving?
2. How much did the traffic police officer receive as bribe?
3. What happened to the bus?
4. What happened to the driver and the passengers in the accident?

Answers to the questions under the Listening activity

1. The bus driver was speeding.
2. The driver gave the traffic police officer five thousand shillings.
3. The bus overturned and got damaged.
4. The driver and the passengers were badly injured.

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Activity 1: Reading practice

(i) Ask the following oral questions:
- What traditional practices do you think are not good in your home area?
- What would you like to do about them?

(ii) Read the story aloud while the pupils listen.

(iii) Guide the pupils to read the story aloud as you listen and correct their pronunciation.

(iv) Ask the pupils to read silently while following up on their reading.

(v) Teach vocabulary items and new structures.

(vi) Ask the pupils to discuss the comprehension questions in groups.

(vii) Conduct a class follow-up discussion on the comprehension questions.

(viii) Ask the pupils to do Activity 1 individually in their exercise books.

Answers to the questions under Activity 1

1. Sidai lived with her parents and grandmother.
2. She used to fetch firewood, looked after the sheep and collected fruits.
3. The women were dressed in traditional dress.
4. The women who came to Sidai's home looked strange.
5. They carried long traditional sticks, knives, fly-whisks and pots.
6. The grandmother told Sidai that she was going to be a woman that day.
7. Sidai disliked female circumcision because she witnessed her sister's pain and suffering.
8. The police officer stopped the people who were coming out of the entrance.
9. Female circumcision causes too much pain, loss of blood and may sometimes lead to death.
10. The police officer ordered the gathering to go back home.

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Activity 2: Speaking practice

(i) Demonstrate how to pronounce the words in Activity 2 (a), respond to questions about the picture in (b), and read the tongue twister in (c) aloud.

(ii) Ask the pupils to pronounce the words, sentences and tongue twister in chorus, in groups and individually.

(iii) Guide the pupils in practising pronouncing the words and reading the sentences and the tongue twisters several times as a whole class, in groups and individually.

Activity 3: Vocabulary practice

(i) Pronounce the new words, let the pupils listen and repeat after you.

(ii) Present and teach new words using real objects, drawings or pictures, situations, mimes, synonyms, gestures and contexts to make the meanings clear.

(iii) Read the sentences and ask the pupils to repeat the sentences and words after you.

(iv) Guide the pupils in doing Activity 3 orally.

(v) Guide the pupils in filling in the blanks using the words provided in the box.

Answers to the questions under Activity 3

1. She was coming from her daily routine.
2. They looked strange and were dressed in traditional clothes.
3. Her aunt placed a necklace on Sidai's neck.
4. Female circumcision is a bad practice.
5. The nurses spoke to the gathering.
6. To wrap is to cover somebody with clothes.
7. A stranger is a person you do not know.
8. A person whose job is to take care of sick or injured people in hospital is called a nurse.

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9. Firewood is a collection of pieces of wood used to make fire.
10. Ochre is a brown or red soft soil used by the Maasai people to colour their faces.

Activity 4: Language practice

(i) Use warm up activities, for example, a song or questions and answers.
(ii) Present the structure (*adjectives, simple past and present form*) using:
- A situation in the classroom
- A text in the pupil's book
- Question and answer technique
- Demonstration

(iii) Go through introduction, presentation and oral practice steps.
(iv) Ask the pupils to do Activity 4 (a) orally.
(v) Ask pupils to do Activity 4 (a) individually in their exercise books.
(vi) Repeat the same procedure for Activity 4 (b), 4 (c) and 4 (d).

Answers to the questions under Activity 4 (a)

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

Answers to the questions under Activity 4 (b)

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

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Answers to the questions under Activity 4 (c)

1. They did not make strange noises.
2. Sidai was not circumcised.
3. Sidai did not lose a lot of blood.
4. Sidai's mother did not report the case to the police.
5. The police officer did not arrest the women.
6. Sidai did not want to be circumcised.

Answers to the questions under Activity 4 (d)

1. No, it isn't.
2. Yes, she was.
3. Yes, they were.
4. No, she didn't.
5. Yes, it can.

Activity 5: Writing practice

(i) Revise the structures in the previous section (adjectives and negations) orally.
(ii) Guide the pupils in completing the text orally.
(iii) Write the completed text on the chalkboard and let the pupils read it aloud.
(iv) Rub out the text from the chalkboard.
(v) Ask the pupils to do Activity 5 individually in their exercise books.

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Answers to the questions under Activity 5

Olgilai Primary School,
P.O. Box 24,
Arusha.

3rd April 2018.

Dear (1) Nai,
How are you doing? We miss you so much.
I want to tell you (2) about my escape from (3) female circumcision). The female circumcision surgeons came to (4) take me. A police officer, (5) a teacher and two (6) nurses came and (7) saved me. The nurses talked about the (8) effects of female circumcision. I am now (9) free to continue with my (10) studies with no fear. I know this was a very painful experience for you.

Pass my greetings to all your friends.

Yours,
(11) Sidai

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Unit Twenty-three

Lugendo's dream

Learning activities

The pupil should be able to:

(a) answer aural comprehension questions on P*revention of Malaria.*
(b) read and answer comprehension questions on *Lugendo's dream.*
(c) pronounce and use vocabulary found in the passages.
(d) describe occupations.
(e) write a short paragraph.

Teaching and learning resources

(a) Word cards
(b) Sentence cards
(c) Pictures
(d) Flip charts
(e) CDs
(f) Cassette/CD players
(g) Pupil's Book Five

Main concept

In this unit, the pupils should be able to describe occupations both in speaking and writing in various contexts. They should also be able to read and obtain detailed information from written and spoken sources.

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Teaching and learning strategies

Listening practice

(i) Read the text *Prevention of malaria* aloud. Read slowly, increase the speed, and read at a normal speed.

(ii) Let the pupils listen to you attentively.

(iii) Ask oral questions and then let the pupils answer them orally.

Prevention of malaria

A reporter from the TBC in Dar es Salaam asked a doctor from Muhimbili National Hospital to explain the causes and prevention of malaria.

The doctor explained the following:

Malaria is a serious disease. It is common in countries with the tropical climate. The disease is spread by mosquitoes when they bite people at night. To prevent malaria, we should ensure that our surroundings are free from mosquitoes. We may use fumigation to prevent mosquitoes from multiplying. People can also use insect repellants and mosquito nets. When people have symptoms of fever, headache, sweating, chills and vomiting, they should go to hospital for medical check-up. However, some diseases have symptoms similar to those of malaria. If you have such symptoms, see a doctor and get a blood test immediately.

Questions

1. Which insect spreads malaria?
2. What should we do to prevent malaria?
3. What are the symptoms of malaria?
4. In what climate is malaria common?
5. What should you do if you have malaria symptoms?

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Answers to questions under the Listening activity

1. The insects which spread malaria are mosquitoes.
2. We should remove mosquitoes from our surroundings to prevent malaria.
3. The symptoms of malaria are fever, headache, sweating, chills and vomiting.
4. Malaria is common in tropical climate.
5. If I have malaria symptoms, I should immediately see a doctor and get a blood test for malaria.

Activity 1: Reading practice

(i) Guide the pupils in studying the picture in Activity 1.
(ii) Ask oral questions about the picture.
(iii) Read the story aloud while the pupils listen.
(iv) Guide the pupils in reading aloud, as you listen and correct their pronunciation.
(v) Ask the pupils to read silently, while following up their reading.
(vi) Teach vocabulary items and new structures.
(vii) Guide the pupils in discussing the comprehension questions in groups.
(viii) Conduct a class follow-up discussion on the comprehension questions.
(ix) Ask the pupils to do Activity 1 individually in their exercise books.

Answers to the questions under Activity 1

1. Lugendo's career dream was to be a doctor.
2. Lulu wanted to be an engineer.
3. An engineer builds houses, different buildings, and roads.
4. To be a lawyer, one should study English, history, social studies, and mathematics.
5. Camilla wanted to be a lawyer because a neighbour took her father's land, and he lost his land because he had no money to hire a lawyer.

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6. Buhohela's career choice was to be a teacher.
7. Lugendo works at Mawenzi Hospital.
8. Lugendo's grandfather advised his grandson to study hard to make his dream come true.

Activity 2: Speaking practice

(i) Demonstrate how to sing the song in Activity 2 (a) and pronounce the words in 2 (b) aloud.
(ii) Guide the pupils in singing the song and pronouncing the words as a whole class, in groups and individually.
(iii) Ask the pupils to orally use the words to make sentences in Activity 2 (b).

Activity 3: Vocabulary practice

(i) Teach new words to enable the pupils pronounce them correctly.
(ii) Present the new words in the pupil's book using real objects, drawings or pictures, situations, mimes, synonyms, gestures and contexts to make their meanings clear.
(iii) Ask the pupils to repeat the words after you.
(iv) Ask the pupils to use the words in Activity 3 (b) to make sentences.
(v) Ask the pupils to do Activity 3 (a) and (b) in their exercise books.

Answers to the questions under Activity 3 (a)

1. A person who treats patients is a doctor.
2. A person who cooks food is a cook.
3. A person who makes tables and chairs is a carpenter.
4. A person who writes books is a writer.
5. A person who catches fish is a fisherman.
6. A person who sells commodities in a shop is a shopkeeper.
7. A person who teaches in school is a teacher.
8. A person who writes for a newspaper is a journalist.

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9. A person who makes dresses is a tailor.
10. A person who drives a car is a driver.

Answers to the questions under Activity 3 (b)

1. journalist
2. nurse
3. tailor
4. carpenter
5. shopkeeper
6. cook

Activity 4: Language practice

(i) Use warm up activities, such as, a song or questions and answers.

(ii) Present the structure using:
- A situation in the classroom
- A text in the pupil's book
- Question and answer technique
- Demonstration

(iii) Go through introduction, presentation and oral practice steps.

(iv) Guide the pupils in doing Activity 4 (a) orally.

(v) Ask the pupils to do Activity 4 (a) in their exercise books.

(vi) Repeat the same procedure for Activity 4 (b), 4 (c), 4 (d), and 4 (e).

Answers to the questions under Activity 4 (a)

Sample sentences

1. I am going to be a doctor.
2. She is going to be a doctor.
3. He is going to be a carpenter.
4. They are going to be lawyers.

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Answers to the questions under Activity 4 (b)

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

Answers to the questions under Activity 4 (c)

Sample questions

1. Do you want to be a doctor?
2. Do they wish to be carpenters?
3. Does he like to be a lawyer?

Answers to the questions under Activity 4 (d)

Sample answers

1. Yes, I like to be a doctor.
2. Yes, she likes to be a nurse.
3. Yes, they like to be carpenters

Answers to the questions under Activity 4 (e)

Sample answers

1. No, I don't like to be a lawyer.
2. No, we don't like to be journalists.
3. No, she doesn't want to be a doctor.

Activity 5: Writing practice

(i) Revise the structures in the previous section (*describing occupations, Yes/No questions*).

(ii) Ask the pupils to complete the text.

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(iii) Write the text on the chalkboard and let the pupils read it aloud.
(iv) Rub out the text from the chalkboard.
(v) Ask the pupils to do Activity 5 individually in their exercise books.

Answers to the questions under Activity 5

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

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Unit Twenty-four

Our environment club

Learning activities

The pupil should be able to:

(a) answer aural comprehension questions on *Bonge, the greedy man.*

(b) read and answer comprehension questions on *Our environment club.*

(c) pronounce and explain vocabulary related to *Our environment club*.

(d) answer questions on the possessives, the simple present and past tenses.

(e) write a short paragraph.

Teaching and learning resources

(a) Word cards

(b) Pictures

(c) Flip charts

(d) CDs

(e) Cassette/CD players

(f) Pupil's Book Five

Main concept

In this unit, the pupils should be able to express present events in speaking and writing. They should also be able to obtain detailed information from written texts and oral presentations.

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Teaching and learning strategies

Listening practice

(i) Read the text *Bonge, the greedy man* aloud. Read slowly, increase the reading speed, and read at a normal speed.

(ii) Let the pupils listen to you attentively.

(iii) Ask oral questions and then let the pupils answer orally.

Bonge, the greedy man

Bonge was a very greedy man. When his family went to sleep, he woke up and tiptoed to the kitchen. He ate all the food left. Bonge's wife was very unhappy about it. She wondered who had eaten the meat, the fish, and the beans at night. She thought it was the children. She reported them to their father. Their father punished them severely.

One day, Bonge's wife trapped five fat rats. She cooked their meat and placed the pan in the cupboard. At night, Bonge tiptoed to the kitchen. He ate the meat in the dark. He ate the rats' heads quietly, thinking they were fish. Then he went back to sleep. After some minutes, his stomach started to ache severely. He cried and woke up his wife. Bonge's wife got up surprised and gave him a glass of water to drink. Then, she rushed him to the hospital. Bonge learnt his lesson.

Questions

1. What did Bonge do when the family went to sleep?
2. What did Bonge's wife do?
3. Why did Bonge's wife cook the rats' meat?
4. Who ate the meat at night?
5. What happened to Bonge after eating the meat?

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Answers to the questions under the Listening activity

1. When the family went to sleep, Bonge woke up and ate all the leftovers.
2. Bonge's wife trapped five rats and cooked their meat.
3. Bonge's wife cooked the rats' meat because she wanted to catch the thief.
4. Bonge ate the meat at night.
5. After Bonge had eaten the meat, his stomach started to ache severely.

Activity 1: Reading practice

(i) Guide the pupils in studying the picture in Activity 1.

(ii) Ask oral questions about the picture.

(iii) Read the text aloud while the pupils listen.

(iv) Guide the pupils in reading aloud as you listen and correct their pronunciation.

(v) Guide the pupils in reading the text silently and follow up on their reading.

(vi) Discuss and teach vocabulary items and new structures.

(vii) Guide the pupils in discussing the comprehension questions in groups.

(viii) Conduct a class follow-up discussion on the comprehension questions.

(ix) Ask the pupils to do Activity 1 in their exercise books.

Answers to the questions under Activity 1

1.	a	**5.**	b
2.	d	**6.**	a
3.	c	**7.**	d
4.	b	**8.**	b

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Activity 2: Speaking practice

(i) Demonstrate how to pronounce the words.

(ii) Ask the pupils to imitate the pronunciation of the words in chorus, in groups, and individually.

(iii) Let the pupils practise pronouncing the words several times as a whole class, in groups and individually.

Activity 3: Vocabulary practice

(i) Teach the new words orally to enable the pupils pronounce them correctly.

(ii) Present the new words using real objects, drawings or pictures, situations, mimes, synonyms, gestures and contexts to make their meanings clear.

(iii) Guide the pupils in matching the words and their meanings orally.

(iv) Ask the pupils to do Activity 3 individually in their exercise books.

Answers to the questions under Activity 3

List A	List B
1. club	(c) a group of people who meet for an activity
2. seedling	(a) a young plant
3. manure	(e) animal dung used to make plants healthy
4. seedbed	(b) a ridge in which young plants are grown
5. progress	(j) the way something is getting better
6. prevent	(f) keep from doing
7. erosion	(d) a process of carrying away top soil by water or wind
8. operation	(i) special activity
9. community	(h) people living in the same area or sharing things
10. recycle	(g) re-make used things so that they can be used again

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Activity 4: Language practice

(i) Use warm up activities, such as, a song or questions and answers.

(ii) Present the structure (*simple present form*) using:
- A situation in the classroom
- A text in the Pupil's Book
- Question and answer technique
- Demonstration

(iii) Guide the pupils in doing Activity 4 orally.

(iv) Ask the pupils to do Activity 4 individually in their exercise books.

Answers to the questions under Activity 4

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

Activity 5: Writing practice

(i) Revise the structure in the previous section (*simple present form*).

(ii) Guide the pupils in completing the text orally.

(iii) Write the completed text on the chalkboard and let the pupils read it aloud.

(iv) Rub out the text from the chalkboard.

(v) Ask the pupils to do Activity 5 individually in their exercise books.

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Answers to the questions under Activity 5

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

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Unit Twenty-five

Our class project

Learning activities

The pupil should be able to:

(a) answer aural comprehension questions on the *Deworming campaign.*

(b) read and answer comprehension questions on *Our class project.*

(c) teach the new words related to the passage.

(d) answer questions on simple present and past tenses.

(e) write a short paragraph.

Teaching and learning resources

(a) Word cards
(b) Sentence cards
(c) Pictures
(d) Flip charts
(e) Manila cards
(f) Real objects
(g) CDs
(h) Cassette/CD players
(i) Pupil's Book Five

Main concept

In this unit, the pupils should be able to express present events, use

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interrogatives and negations in speaking and writing. They should also be able to read and obtain detailed information from written texts and oral presentations.

Teaching and learning strategies

Listening practice

(i) Read the text *Deworming campaign* aloud. Read slowly; increase the reading speed; and read at a normal speed.

(ii) Let the pupils listen to you attentively.

(iii) Ask oral questions and then let the pupils answer orally.

Deworming campaign

Worms are parasites that feed on human or animal body. Normally, they do not go away unless action is taken to get rid of them. The deworming campaign aims at providing drugs to humans to clear such worms. Therefore, today all adults and children above the age of two should take deworming tablets. Children free from worms can concentrate on their studies. Similarly, adults free from worms can perform their economic activities effectively.

Questions

1. What are worms?
2. What is the text about?
3. What is the purpose of the campaign?
4. Who should take deworming tablets?

Answers to the questions under the Listening activity

1. Worms are parasites that feed on the human or animal body.
2. The text is about a deworming campaign.
3. The purpose of the campaign is to educate people on the importance of deworming.

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4. All adults and children above the age of two should take deworming tablets.

Activity 1: Reading practice

(i) Ask pre-reading questions orally:
- Has anybody visited your school?
- What was the purpose of the visit?

(ii) Present the dialogue with some pupils while the rest of the class listen.

(iii) Guide the pupils in acting out the dialogue in groups.

(iv) Teach vocabulary items and the new structures.

(v) Guide the pupils in discussing the comprehension questions in groups.

(vi) Conduct a class follow-up discussion on the comprehension questions.

(vii) Ask the pupils to do Activity 1 individually in their exercise books.

Answers to the questions under Activity 1

1. Standard Five pupils make their products during the practical session.
2. They make woollen sweaters, socks, hats, mats, clay pots and wooden spoons.
3. They sell their products to their teachers, guests and parents.
4. They spend the money on buying materials and paying for study tours.
5. Eight products can be produced in a session.

Activity 2: Speaking practice

(i) Demonstrate how to pronounce the pairs of words in (a) and read aloud the tongue twisters in (b).

(ii) Ask the pupils to imitate pronouncing the words in chorus, in groups, and individually.

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(iii) Let the pupils practise pronouncing the pairs of words as a whole class, in groups, and individually.

(iv) Let the pupils practise and recite the tongue twisters

Activity 3: Vocabulary practice

(i) Teach the new words orally to enable the pupils pronounce them correctly.

(ii) Present the new words using real objects, drawings or pictures, situations, mimes, synonyms, gestures and contexts to make their meanings clear.

(iii) Ask pupils to repeat reading the words and sentences after you.

(iv) Ask pupils to do Activity 3 (a) and (b) individually in their exercise books.

Answers to the questions under Activity 3 (a)

1. spoons
2. socks
3. yourselves
4. products
5. pupils
6. materials
7. sweaters
8. hats
9. duties
10. groups

Answers to the questions under Activity 3 (b)

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

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Activity 4: Language practice

(i) Use warm up activities, such as a song or questions and answers.

(ii) Present the structure *(simple present, negation, and interrogatives*) using:
- A situation in the classroom
- A text in the pupil's book
- Question and answer technique
- Demonstration

(iii) Go through introduction, presentation and oral practice steps.

(iv) Guide the pupils in doing Activity 4 (a) orally.

(v) Ask the pupils to do Activity 4 (a) individually in their exercise books.

(vi) Repeat the same procedure for Activity 4 (b) and (c).

Answers to the questions under Activity 4 (a)

1. We sell our products every Saturday.
2. They carve wooden spoons every evening.
3. Standard Five pupils make various products every Monday.
4. They make sweaters, socks, and hats in every practical session.
5. They organise themselves into groups of five in each session.
6. You may now talk to the pupils.
7. He comes to class in every practical session.
8. I usually invite him on Mondays.

Answers to the questions under Activity 4 (b)

1. They do not come to class in every practical session.
2. We do not carve wooden spoons.
3. He does not sell his products every Monday.
4. They do not talk to pupils in the practical session.
5. Paul does not visit our school every Monday.
6. We do not organise ourselves into groups of five.

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Answers to the questions under Activity 4 (c)

1. Do they come to class in every practical session?
2. Do we carve wooden spoons?
3. Does he sell his products every Monday?
4. Do they talk to pupils in the practical session?
5. Does Paul visit our class every Monday?
6. Do we organise ourselves into groups of five?

Activity 5: Writing practice

(i) Revise the structures in the previous section (simple present, negation, and interrogatives)

(ii) Guide the pupils in rearranging the sentences to produce a short paragraph orally.

(iii) Write the rearranged sentences on the chalkboard and let the pupils read the sentences aloud.

(iv) Rub out the sentences from the chalkboard.

(v) Ask the pupils to do Activity 5 individually in their exercise books.

Answers to the questions under Activity 5

1. (c) Standard Five pupils had a practical session on vocational skills.
2. (b) The guest came to visit their class.
3. (d) The class teacher welcomed him to talk to the pupils.
4. (a) The guest asked the pupils various questions about their project.
5. (e) Some pupils answered the questions.
6. (g) The guest promised to buy some of their products.
7. (f) The class teacher thanked him and invited him again.

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Unit Twenty-Six

Staying healthy

Learning activities

The pupil should be able to:

(a) answer aural comprehension questions on *Jali's bad behaviour.*

(b) read and answer comprehension questions on *Staying healthy.*

(c) pronounce and use vocabulary found in the passages.

(d) answer questions on obligations, *shouldn't* and expressing future events

(e) write a short paragraph.

Teaching and learning resources

(a) Pictures of good hygiene habits (e.g. brushing one's teeth and washing hands)

(b) Flip charts

(c) Manila sheets

(d) Real objects (e.g. razor blades, toothbrushes, gloves etc.)

(e) Pupil's Book Five

Main concept

In this unit, the pupils should able to use modal auxiliary verbs (will/shall and should/shouldn't) to express obligation in speaking and writing.

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Teaching and learning strategies

Listening practice

(i) Read aloud the text *Jali's bad behaviour*. Read slowly, increase the reading speed, and read at a normal speed.

(ii) Let the pupils listen to you attentively.

(iii) Ask oral questions and then let the pupils respond orally.

Jali's bad behaviour

Jali was in Standard Five. His behaviour was bad in several ways. First, he was very unfriendly to other pupils. For example, he was not ready to help any pupil who had a problem. Secondly, he respected neither his parents nor teachers. Thirdly, he was selfish, for example, when he attended a party, he struggled for more drinks and food. Fourthly, he used to steal other pupils' things. Finally, he often quarrelled with other pupils. As a result, he was often punished.

Questions

1. Which were Jali's bad behaviours?
2. Which behaviour shows that Jali was unfriendly?
3. What did Jali do when he attended the party?
4. Why was Jali often punished?

Answers to the questions under the Listening activity

1. He was very unfriendly to other pupils; he respected neither his parents nor teachers; he was selfish and he used to steal other pupils' things.
2. He was not ready to help any pupil who had problems and used to quarrel with others.
3. When he attended the party he struggled for more drinks and food than others.
4. Jali was often punished because he misbehaved.

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Activity 1: Reading practice

(i) Ask pre-reading questions such as the following:
- What do you do to keep your body healthy?
- What happens if you do not keep your body healthy?

(ii) Read the text aloud while the pupils listen.

(iii) Guide the pupils in reading the text aloud as you listen and correct their pronunciation.

(iv) Ask the pupils to read silently and follow up on their reading.

(v) Discuss and teach vocabulary items and new structures.

(vi) Guide the pupils in discussing the comprehension questions in groups.

(vii) Conduct a class follow-up discussion on the comprehension questions.

(viii) Ask the pupils to do Activity 1 individually in their exercise books.

Answers to the questions under Activity 1

1. Ms Jemima is a health teacher at Maweni Primary School.
2. The two pupils were sharing the same mango by biting it.
3. Ms Jemima educated the pupils on the proper health habits.
4. You must wash your hands with clean water and soap before eating.
5. We should not touch other people's wounds without protection because we may contract infectious diseases such as HIV/AIDS.
6. You can avoid infections by not sharing sweets, ice cream, or food mouth to mouth. Also you need to avoid sharing your toothbrush, underwear, and touching people's wounds.

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Activity 2: Speaking practice

(i) Demonstrate how to pronounce the words in Activity 2 (a), read the tongue twisters in 2 (b), and sing the song in 2 (c).

(ii) Ask the pupils to imitate in chorus, in groups, and individually.

(iii) Guide the pupils in pronouncing the words, reciting the tongue twisters, and singing the song as a whole class, in groups, and individually several times.

Activity 3: Vocabulary practice

(i) Read the words aloud to enable the pupils to pronounce them correctly.

(ii) Present the meanings of the new words using techniques such as real objects, drawings or pictures, situations, mimes, synonyms, gestures and contexts to make their meanings clear.

(iii) Guide the pupils in matching the words with their meanings in Activity 3 (a) and completing the sentences in 3 (b) orally.

(iv) Ask the pupils to do Activity 3 (a) and (b) individually in their exercise books.

Answers to the questions under Activity 3 (a)

No.	Column A	Column B
1.	prevention	(a)
2.	cure	(d)
3.	weak	(c)
4.	treatment	(e)
5.	habit	(f)
6.	infection	(g)
7.	hygiene	(b)
8.	sickness	(h)

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Answers to the questions under Activity 3 (b)

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

Activity 4: Language practice

(i) Use warm up activities, such as a song or questions and answers.

(ii) Present the structure (*should/should not; shall/will*) using:
- A situation in the classroom
- A text in the pupil's book
- Question and answer technique
- Demonstration

(iii) Go through the introduction, presentation, and oral practice steps.

(iv) Guide the pupils in doing Activity 4 (a) orally.

(v) Let the pupils do Activity 4 (a) in their exercise books individually.

(vi) Repeat the same procedure for Activity 4 (b).

Answers to the questions under Activity 4 (a)

1. In order to stay healthy, you *should* follow hygienic practices.
2. You *should not* eat food without washing hands.
3. I *should not* walk barefoot.
4. You *should* not eat fruits before washing them.
5. You *should* always clean your fingernails.
6. We *should* clean our environment every day.

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Answers to the questions under Activity 4 (b)

Sample sentences

1. I shall clean the toilet.
2. They will keep the environment clean.

Activity 5: Writing practice

(i) Revise the structures in the previous section *(shall/will and should/should not*).

(ii) Ask the pupils to complete the sentences orally.

(iii) Write the completed text on the chalkboard and let the pupils read it aloud.

(iv) Rub out the text from the chalkboard.

(v) Ask the pupils to do Activity 5 individually in their exercise books.

Answers to the questions under Activity 5

1. clean
2. safe
3. wash
4. disinfectant
5. harmful
6. wash
7. ensure
8. viral

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