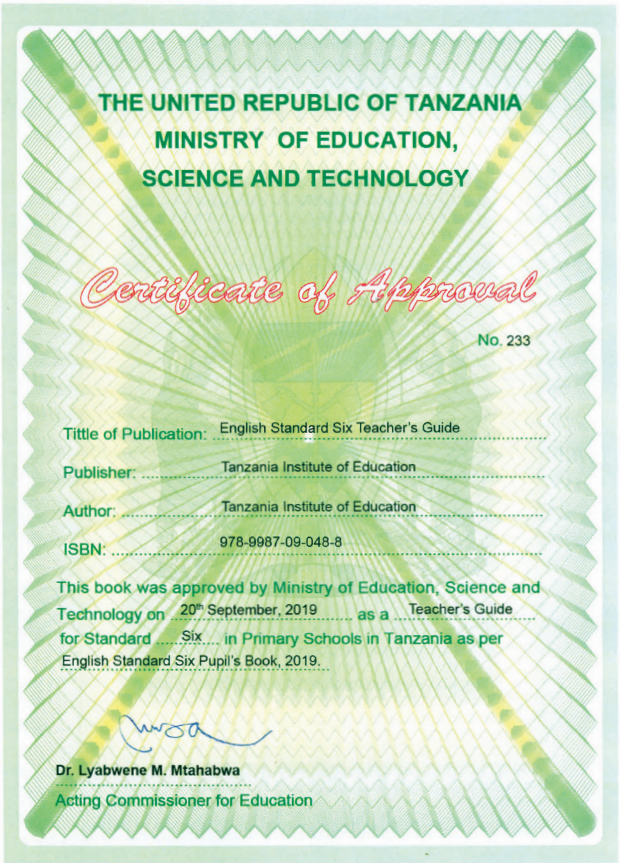
English

Standard Six

Teacher's Guide



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Introduction

This is the fourth English language Teacher's Guide in the five-book series for Primary Schools. The book is intended to help the teacher guide the Standard Six pupils through learning and communicating accurately in simple and clear English. The book consists of twenty units to match the Pupil's Book. Each unit contains different procedures for the teacher to follow in facilitating pupils' acquisition of basic language forms, functions, and skills namely 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 learners' characteristics.

Structure and organisation 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 titles of the main passages in the units. The passages 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.

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

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

- ***Listening practice***: This subheading does not appear in the Pupil's Book. At the beginning of each unit, there is a listening activity and oral questions on it. Answers for the questions are also provided.

- ***Reading practice***: Recommended procedures for teaching reading comprehension and answers for every unit are provided.

- ***Speaking practice***: Recommended procedures for teaching pronunciation of sounds, words, phrases, and sentences are provided. The teacher is required to provide timely feedback on the pupils' responses.

- ***Vocabulary practice***: Procedures for teaching both grammatical and content vocabulary in each unit are provided. Recommended answers are also provided.

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- ***Language practice***: Strategies for teaching the language forms and functions introduced in the unit are provided. Recommended answers for the activities and exercises are also provided.

- ***Writing practice***: Strategies for teaching the writing skill introduced in each unit are provided. Recommended answers for the written exercises are also provided.

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

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Unit One

Keeping our surroundings clean

Introduction

In this unit, the pupils will answer aural comprehension questions on ***A visit to Oldoinyo Village*** *to improve their listening skills. They will act out a dialogue, answer questions, study a picture, and read a passage about Mtakuja Village cleaning day. Then, they will practise using vocabulary items related to* ***Keeping our surroundings clean****. Next, they will use ...'if'... and ....'unless'... in context. Finally, they will re-arrange jumbled words in sentences.*

Teaching and learning resources

(i) pictures of cleaning tools
(ii) word cards
(iii) sentence cards
(iv) audio-visual materials
(v) flip charts
(vi) English Standard Six text book

Teaching and learning techniques

(i) question-and-answer
(ii) group discussion
(iii) gallery walk
(iv) role-play
(v) games
(vi) simulation

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The main concept

In this unit, the pupils should be able to use conditional type one (…*if* … and …*unless*...) and vocabulary items related to the passage both in speaking and in writing. They should also be able to read and obtain detailed information from written texts and oral presentations.

Teaching and learning strategies

Listening practice

(a) Pre-listening activities

(i) Ask the pupils the following questions to prepare them for listening to the passage on *A visit to Oldoinyo Village*.

Questions

1. What do you do to keep your classroom clean?
2. Who cleans the areas where you live?
3. What do the people do to keep the surroundings clean in the areas where you live?

Answers to the questions

Pupils' responses may vary. Their responses should be closer to the following answers:

1. I sweep the classroom every day.
2. Community members/villagers/parents etc.
3. They slash the grass/sweep the area/burn dirt/weed the grass etc.

(ii) Tell the pupils that you will read a passage. They will have to listen attentively and answer questions as you read.

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A visit to Oldoinyo Village

Last year, the Minister of State in the Vice President's Office-Union Affairs and Environment, visited Oldoinyo Village. He was accompanied by four environmental officers from the ministry. The Minister was invited to open a one-day training session about environmental conservation to the villagers. The session took place at Tuji Primary School and it started at nine in the morning. The villagers were very eager to learn about environmental conservation. The participants introduced themselves. Mr Petu, the chairperson of Oldoinyo Village, welcomed the guest of honour to say a few words to the villagers. The session was then officially declared opened. The session was so interesting that everybody was very happy to learn about the ways of conserving the environment.

(b) While-listening activities

(i) Slowly read to the pupils the passage about *A visit to Oldoinyo Village* while they listen attentively.

(ii) Read the passage again with increased speed.

(iii) Read it at a normal speed. As you read, engage the pupils in listening by asking them questions to see whether they have been listening attentively.

Questions

1. Who visited Oldoinyo Village?
2. What role did the chairperson of the village play?
3. Why did the Minister visit Oldoinyo Village?
4. Where did the training session take place?
5. How did the villagers feel after the training?

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Answers to the questions

1. The Minister of State in the Vice President's Office, Union Affairs and Environment and four officers visited Oldoinyo Village.
2. The role that the chairperson of the village played was to welcome the guest of honour.
3. The Minister visited Oldoinyo Village to open a one-day training session about environmental conservation.
4. The training session took place at Tuji Primary School.
5. The villagers felt very happy.

(c) Post-listening activities

Get the pupils into groups of four and guide them through using the knowledge gained from the while-listening activities to answer the following questions.

Questions

1. Is there a need to have a special day for the whole community to clean the environment? If yes/no, why do you think so?
2. What will happen if a person lives in dirty surroundings?

Answers to the questions

1. Pupils' answers may vary from one group to another. Listen to their responses and respond appropriately.
2. If a person lives in dirty surroundings, he or she may suffer from diseases such as malaria, cholera, dengue, and typhoid.

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Activity 1: Speaking practice

(i) To practise speaking, instruct the pupils to sit in pairs and guide them through reading the dialogue and acting it out (*Activity 1 (a)* in the Pupil's Book).

(ii) Instruct the pupils to sit in groups of four and guide them through discussing the questions (*Activity 1 (b)* in the Pupil's Book).

(iii) Demonstrate how to pronounce the tongue twisters as the pupils listen attentively (*Activity 1 (c)* in the Pupil's Book).

(iv) Guide the pupils through reading the tongue twisters aloud several times, in chorus, groups, and individually to practise pronunciation.

(v) Guide the pupils through studying the picture and answering the questions (*Activity 1 (d)* in the Pupil's Book).

Answers to the questions under speaking Activity 1 (b)

1. Tizo went to hospital because he was sick.
2. He fell sick because he had a bacterial infection.
3. We must clean our surroundings if we want to avoid diseases.
4. If we do not go to the hospital early when we fall sick, our sicknesses may become serious.
5. Pupils' responses may vary. Some of the reasons can be ignorance of people, distance to the hospital, negligence, lack of money to meet hospital expenses and fear of injection.

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Answers to the questions under speaking Activity 1 (d)

Responses may vary according to the pupil's perceptions. Make sure that the responses provided are related to the picture. The following are some of the possible responses:

1. In the picture, I see men, women, children, brooms and other cleaning tools.
2. The people are cleaning their surroundings in order to avoid diseases.
3. I participate by sweeping and cutting grass.
4. If people do not clean their surroundings, they may suffer from diseases.

Activity 2: Reading practice

(i) Ask the pupils the following pre-reading questions to prepare them for the reading practice.

Questions

1. What do you do to keep the school surroundings clean?
2. Mention the tools used to clean the school surroundings.
3. Which cleaning tools can you make at home or at school?

Answers to the questions

Pupils' responses may vary.

1. To keep the school surroundings clean, I do the following: sweeping, cutting grass and weeding.
2. The tools used to clean the school surroundings are brooms, scythes and hoes.

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3. The tools that I can make at home or at school are brooms, mops, dustbins and dustpans.

(ii) Read aloud the passage *Mtakuja Village cleaning day* from the Pupil's Book while the pupils follow and listen attentively (*Activity 2* in the Pupil's Textbook).

(iii) Guide the pupils through finding the meaning of the vocabulary items related to cleanliness and constructing conditional type one sentences using word cards, pictures and flip charts.

(iv) Instruct the pupils to read the passage silently and observe them to ensure that each pupil is reading.

(v) Instruct the pupils to sit in groups and guide them through discussing the comprehension questions.

(vi) Move around and observe the participation of each pupil in the discussion on the comprehension questions.

(vii) Instruct the pupils to answer the questions in their exercise books individually *(Activity 2* in the Pupil's Book).

Answers to the questions under Activity 2

1. The villagers met on Saturday for cleaning.
2. Men, women and children participated in the cleaning task.
3. They used machetes, scythes, hoes, long and short brooms, buckets, masks and gloves to clean the surroundings.
4. The three things that the village chairperson talked about were:
    a. The importance of keeping the village surroundings clean.
    b. Being part of the team.

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5. The three things that the health officer talked about to the villagers are:
    a. how to prevent malaria,
    b. to use toilets, and
    c. to have pits to throw rubbish in, and special dustbins to throw tins and bottles in.
6. We should remove stagnant water to stop mosquitoes that cause malaria from breeding.
7. We clean our surroundings in order to do the following:
    a. live healthy
    b. keep ourselves clean

Activity 3: Vocabulary practice

(i) Pronounce the words in Column X as the pupils listen attentively (*Activity 3(a)* in the Pupil's Book).

(ii) Instruct the pupils to sit in pairs and then guide them through reading the words in Column X (*Activity 3 (a)* in the Pupil's Book).

(iii) Instruct the pupils to find the words in the passage (*Activity 3(b)* in the Pupil's Book).

(iv) Guide the pupils through reading the sentences containing the words (*Activity 3 (c)* in the Pupil's Book).

(v) Instruct the pupils to match the words in Column X with their meanings in Column Y (*Activity 3 (d)* in the Pupil's Book).

(i) Guide the pupils through constructing one correct sentence for each word (*Activity 3 (e)* in the Pupil's Book).

(ii) Instruct the pupils to select the words from the box to complete the sentences (*Activity 3 (f)* in the Pupil's Book).

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Answers to the questions under Activity 3 (c)

An example of a sentence containing the word *surroundings*:

It was Saturday early in the morning, when everybody was supposed to take part in cleaning the village **surroundings**.

Answers to the questions under Activity 3 (d)

1	2	3	4	5	6	7	8	9	10
vii	viii	vi	ix	x	i	ii	iv	iii	v

Answers to the questions under Activity 3 (e)

Examples of sentences with the words are:

1. Our **surroundings** at home are neat and tidy.
2. **Team** spirit is very important in the community.
3. The land is full of **trenches**.
4. They had **machetes** in their hands.

Answers to the questions under Activity 3 (f)

1. dustbins
2. dirt
3. rubbish
4. contaminated
5. disposable
6. dumping
7. harmful

Activity 4: Language practice

(i) Guide the pupils through practising the uses of …*if* … and … *unless*… (*Activity 4 (a)* in the Pupil's Book).

(ii) Guide the pupils through reading the sentences from the passage that contain the word …*if*... and say them using …*unless*... (*Activity 4 (b)* in the Pupil's Book).

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(iii) Guide the pupils through reading the sentences from the passage that contain the word *unless* and say them using …*if*... (*Activity 4 (c)* in the Pupil's Book).

(iv) Instruct the pupils to make correct sentences orally from the table (*Activity 4(d)* in the Pupil's Book).

(v) Instruct the pupils to write five sentences using …*if*... and five sentences using ....*unless*... (*Activity 4(e)* in the Pupil's Book).

Answers to the questions under Activity 4 (b)

(i) If we do this, it will stop mosquitoes that cause malaria from breeding.

Unless we do this, it won't stop mosquitoes that cause malaria from breeding.

(ii) If you don't participate in the cleaning of the village surroundings, you will have to pay a fine.

Unless you participate in the cleaning of the village surroundings, you will pay a fine.

Answers to the questions under Activity 4 (c)

1. Everybody was supposed to participate, unless he/she was sick.
2. No one was supposed to participate, if he/she was sick.

Note that the word "everybody" does not collocate with "not" in the same sentence

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Answers to the questions under Activity 4 (d)

1. If she runs fast, she will win the race.
2. If it rains, I will get wet.
3. Unless you work hard, you will not score good grades.
4. Unless we fall sick, we will not go to hospital.
5. If you work hard, you will score good grades.
6. If he goes late, he will miss the train.

Answers to the questions under Activity 4 (e)

Example sentences:

Sentences with *if*- structure

1. If she runs fast, she will win the race.
2. If it rains, I will get wet.
3. If you work hard, you will get good grades.

Sentences with *unless*- structure

1. Unless you work hard, you will not score good grades.
2. Unless we fall sick, we will not go to hospital.
3. Unless they work hard, they will not pass the test.

Activity 5: Writing practice

(i) Instruct the pupils to use …*if*... or …*unless*... to fill in the blanks in the sentences (*Activity 5(a)* in the Pupil's Book).

(ii) Instruct the pupils to re-arrange the words to make meaningful sentences (*Activity 5(b)* in the Pupil's Book).

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(iii) Instruct the pupils to replace …*if*... with *unless* and …*unless*... with …*if*... (*Activity 5 (c)* in the Pupil's Book), in the sentences that will have been re-arranged (Activity 5 (b) in the Pupil's Book).

Answers to the questions under Activity 5 (a)

1. if
2. unless
3. if
4. unless
5. if
6. unless
7. if
8. if

Answers to the questions under Activity 5 (b)

1. If you feel sick, go to hospital.
2. Unless Pindi works hard, she will fail the examinations.
3. If it rains, Piti will not go to school.
4. If Tami comes, he will see the head teacher.
5. Unless you pay the water bill, you will not get the service.
6. Unless you call her, she will not come.
7. If Bahati goes to the market, she will buy some fruits.
8. Unless we hurry up, we will miss the bus.
9. I will buy the shoes, if they fit me.
10. Unless you are very rich, you cannot buy that car.

Answers to the questions under Activity 5 (c)

1. Unless you feel sick, don't go to hospital.
2. If Pindi works hard, she will not fail the examinations.
3. Unless it rains, Piti will go to school.

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4. Unless Tami comes, he will not see the head teacher.
5. If you pay the water bill, you will get the service.
6. If you call her, she will come.
7. Unless Bahati goes to the market, she will not buy some fruits.
8. If we hurry up, we will not miss the bus.
9. I will not buy the shoes, unless they fit me.
10. If you are very rich, you can buy that car.

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Unit Two

School academic performance

Introduction

In this unit, the pupils will answer aural comprehension questions on ***Academic performance*** *to improve their listening skills. They will agree or disagree on different statements provided, study a picture and answer questions. Then, they will read a passage on* ***Improving school academic performance*** *and answer questions about it. Next, they will practise vocabulary items related to the given passage and use adjectives to describe the quality of things and living organisms. Finally, they will re-arrange jumbled sentences containing adjectives.*

Teaching and learning resources

(a) a picture of pupils collecting examination papers from their teacher

(b) written texts

(c) word cards

(d) sentence cards

(e) flip charts

(f) English Standard Six Pupil's Book

(g) audio materials

(h) audio-visual materials

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Teaching and learning techniques

(a) group discussion and presentations

(b) demonstration

(c) question-and-answer

(d) pair work

(e) games

(f) role-play

(g) gallery walk

The main concept

In this unit, the pupils should be able to use different vocabulary items related to improving school academic performance and use adjectives to describe school academic performance both in speaking and in writing. They should also be able to read and obtain detailed information from written texts and oral presentations.

Teaching and learning strategies

Listening practice

(a) **Pre-listening activities**

(i) Ask the following questions to prepare the pupils to listen to the passage *My academic performance.*

Questions

1. Who is the best performer in all subjects in your class?
2. What was your score in English last term?
3. How did you feel about your score?
4. Do you like studying in groups? Give reasons for your answer.

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Answers to the questions

Pupils' responses to these questions may vary. Check for their relevance.

(ii) Tell the pupils that you will read a passage and that they will have to listen attentively and answer questions as reading continues.

My academic performance

My name is John. I am a Standard Six pupil at Juhudi Primary School. I like our school because of great cooperation and hard working spirit among the pupils. We work very hard in our studies and cooperate through group discussion and pair work. Pupils who face difficulties in studies get help to those who know the subject matter. All these make us perform well in examinations. Last year, when we were in Standard Five, we did examinations and I was the best pupil in our class. I had an average score of 95% in all subjects. My parents were very happy to see my results. They bought me new school uniform, a ball and a bicycle as a reward for my outstanding performance. I was very happy.

(b) **While-listening activities**

(i) Slowly read to the pupils the passage *My academic performance* while they listen attentively.

(ii) Read the passage again with increased speed.

(iii) Read it at a normal speed. As you read, engage the pupils in listening by asking them questions to see whether they have been listening attentively.

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Questions

1. Why do the pupils of Juhudi Primary School perform better in examinations?
2. Why does John like Juhudi Primary School?
3. Why did his parents reward him?

Answers to the questions

1. Juhudi Primary School pupils perform better in the examinations because they are hard working and cooperative.
2. John likes Juhudi Primary School because of great cooperation and hard working spirit among the pupils.
3. His parents rewarded him because he was the best pupil in his class.

(c) **Post-listening activities**

Guide the pupils through using the knowledge gained from the while-listening activities to answer the following questions.

Questions

1. How do you prepare yourselves for examinations?
2. What have you learnt from the passage?
3. What would you advise the pupils who do not perform well in their subjects?

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Answers to the questions

1. Pupils' answers may vary from one to another. Listen to their answers and respond accordingly.
2. The lesson learnt from the passage is that, in order to pass examinations, you need to work hard and cooperate with others.
3. Pupils' answers may vary from one to another. Listen to their answers and respond accordingly.

Activity 1: Speaking practice

(i) Instruct the pupils to sit in pairs and guide them through reading the statements in Column A and saying whether they agree or disagree (*Activity 1 (a)* in the Pupil's Book).

(ii) Instruct the pupils to sit in groups of four and guide them through studying the picture and answering the questions (*Activity 1(b)* in the Pupil's Book).

(iii) Demonstrate how to pronounce the tongue twisters (Activity 1 (c) in the Pupil's Book) as the pupils listen attentively.

(iv) Guide the pupils through reading the tongue twisters in chorus, pairs and individually to practise pronunciation (Activity 1(c) in the Pupil's Book).

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Answers to the questions under Activity 1 (a)

	Column A	Column B
1	You must work hard to perform well.	I agree that I must work hard to perform well.
2	It is unnecessary to be a good leader in school.	I disagree that it is unnecessary to be a good leader in school (answers may vary).
3	You can succeed in your studies even without good discipline.	I disagree that I can succeed in my studies even without good discipline.
4	A clever pupil is the one who fails in examinations.	I disagree that a clever pupil is the one who fails in examinations.
5	It is a good thing to sit down and set up goals for improving your academic performance.	I agree that it is a good thing to sit down and set up goals for improving my academic performance.
6	Clever pupils must be punished.	I disagree that clever pupils must be punished.
7.	Doing examinations is a waste of time.	I disagree that doing examinations is a waste of time.
8.	Smart pupils always perform well.	I agree that smart pupils always perform well.
9.	Intelligent pupils deserve to be rewarded.	I agree that intelligent pupils deserve to be rewarded.
10.	If you face any difficulty in your studies, you should not tell anybody.	I disagree that, if I face any difficulty in my studies, I should not tell anybody.

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Answers to the questions under Activity 1 (b)

1. Pupils and their teacher are in the picture.
2. They are inside the classroom.
3. They are collecting examination papers.(Accept any other relevant responses)
4. Some of the pupils look sad because maybe they have not performed well in their examinations.
5. I feel happy when I perform well in my examinations.
6. I feel sad/unhappy when I perform poorly in my examinations.

Activity 2: Reading practice

(i) Ask the pupils the following pre-reading questions to prepare them for the reading practice.

1. What do you do to prepare for examinations?
2. Do you prefer to study alone or with others? Give reasons?

Answers to the questions

1. Pupils' responses may vary. Check for their relevance.
2. Pupils' responses may vary. Check for their relevance with the reasons for their choices.

(ii) Read aloud the passage *Improving school academic performance* in the Pupil's Book while the pupils follow and listen attentively (*Activity 2(a)* in the Pupil's Book).

(iii) Guide the pupils through finding the meaning of the

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vocabulary items related to *Improving school academic performance* using word cards, pictures and flip charts.

(iv) Instruct the pupils to read the passage silently and ensure every pupil is reading.

(v) Instruct the pupils to sit in groups of four and guide them through discussing the comprehension questions.

(vi) Move around and observe the participation of each pupil in the discussion on the comprehension questions.

(vii) Instruct the pupils to answer the questions in their exercise books individually *(Activity 2(a)* in the Pupil's Book).

(viii) Instruct the pupils to reflect on their personal academic performance (*Activity 2(b)* in the Pupil's Book).

Answers to the questions under Activity 2 (a)

1. The teachers and pupils of Kandini Primary School set their goals at the beginning of every new academic year in order to improve academic performance.
2. The strategies that the pupils discussed with their teachers about improving academic performance are good discipline, giving equal consideration to every subject, working very hard, learning cooperatively, listening attentively, and consulting the subject teacher when they face difficulty.
3. They competed with their neighbouring schools.
4. In the previous year, they held the third position among all primary schools in Mtika Ward.
5. The best pupil was promised to be rewarded.

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Answers to the question under Activity 2 (b)

Responses to this question may vary depending on the pupils' perceptions. Make sure the responses provided are relevant. Some of the possible responses can be doing regular exercises, doing weekly and monthly tests, and doing inter stream competitions.

Activity 3: Vocabulary practice

(i) Read aloud the words in the table (*Activity 3(a)* in the Pupil's Book) as the pupils listen attentively.

(ii) Guide the pupils through reading aloud the words in the table in order to practise pronunciation *(Activity 3(a)* in the Pupil's Book).

(iii) Instruct the pupils to read individually the sentences containing the words in the passage silently (*Activity 3(b)* in the Pupil's Book).

(iv) Guide the pupils through constructing sentences using the words from the table (*Activity 3(c)* in the Pupil's Book).

Answers to the question under Activity 3 (b)

The following sentences contain the adjectives in the passage:

1. Then, they talked about **cooperative** learning.
2. They passed their final examinations with **flying colours**.
3. In addition, the teacher insisted on **attentive** listening which helps in understanding what is being taught.
4. Then, the pupils discussed monthly tests and the **display** of test results, on the notice board for everybody to see his or her performance and compare it with that of others.

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5. She said, "Some pupils neglect others because they consider them **dull**".
6. The person you consider **dull** today can be the brightest of all tomorrow.

Answers to the question under Activity 3 (c)

Example of sentences

1. She passed her examination with **flying colours**.
2. We are **attentive** listeners in our class.
3. **Dull** pupils need more help from teachers.
4. **Cooperative** learning is important for improving academic performance.
5. **Displaying** examination results on the board helps pupils to see their performance.

Activity 4: Language practice

(i) Guide the pupils through reading the adjectives in Column A in the table (*Activity 4(a)* in the Pupil's Book).

(ii) Guide the pupils through finding the adjectives in the passage and read the sentences containing those adjectives (*Activity 4 (b)* in the Pupil's Book).

(iii) Guide the pupils through using adjectives in Column A to fill in the blanks in Column B in the table (*Activity 4(c)* in the Pupil's Book).

(iv) Guide the pupils through identifying and underlining adjectives in the pairs of words (*Activity 4(d)* in the Pupil's Book).

(v) Instruct the pupils to use the adjectives that they have underlined to make correct sentences (*Activity 4(e)* in the Pupil's Book).

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Answers to the question under Activity 4 (b)

1. You can seek help from your teachers for any **difficult** questions.
2. **Hard working** pupils normally pass their examinations.
3. They passed their final examinations with **flying** colours.
4. She said that most pupils performed well in their terminal examinations; therefore, she was **happy** with their performance.
5. In addition, the teacher insisted on **attentive** listening which helps to understand what is taught.
6. The person you consider dull today can be the **brightest** of all tomorrow.
7. The **best** pupil will be rewarded.

Answers to the question under Activity 4 (c)

1. brightest
2. attentive
3. best
4. hard working
5. flying colours
6. happy
7. difficult

Answers to the question under Activity 4 (d)

The bolded words in the following pairs are adjectives.

intelligent intelligence	importance **important**	difference **different**
distance **distant**	**silent** silence	**patient** patience
dependent dependence	independence **independent**	

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Answers to the question under Activity 4 (e)

Pupils' answers may vary. Listen to their answers and correct where necessary. Examples of sentences:

1. Asha is very **intelligent**, she always performs better than others in examinations.
2. It is very **important** to work hard in order to pass examinations.
3. The library is a **silent** place.
4. Tanganyika became **independent** in 1961.
5. Mwalimu J.K. Nyerere was a freedom fighter who was not **patient** to the colonialists.
6. Jeseru is not a **dependent** person as he buys his own school uniforms from the sales of his vegetable garden.

Activity 5: Writing practice

(i) Instruct the pupils to write two questions concerning each of the statements (A*ctivity 5 (a)* in the Pupil's Book). The underlined adjectives must be included in the questions.

Answers to the questions under Activity 5 (a)

Answers may vary among pupils. The following are possible answers

2. a Who among the pupils in the class feels **happy**?
   b Why did the best pupil in class feel **happy**?
3. a Why is paying attention in class very **important**?
   b What is very **important** in class?
4. a Who believed that it was a **new** beginning?
   b What is it that everybody believed was **new**?

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5. a When will the **best** pupil be rewarded?

   b Who will be rewarded?

6. a Why were Standard Six pupils very **eager** to set their goals?

   b Who were very **eager** to set their goals?

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Unit Three

Everyday matters

Introduction

*In this unit, the pupils will answer aural comprehension questions on **Respecting others** to improve their listening skills. They will act out a dialogue, study a picture and answer questions. They will also read a passage on **Showing respect to others** and answer questions about it. Then, they will practise using vocabulary items related to the passage and the dialogue. They will thereafter practise using direct and indirect speech. Finally, they will practise adding punctuation marks to a written text and using direct and indirect speech.*

Teaching and learning resources

(a) word cards
(b) sentence cards
(c) English Standard Six Pupil's Book
(d) flip charts
(e) audio materials
(f) audio-visual materials

Teaching and learning techniques

(a) group discussion
(b) gallery walk
(c) question-and-answer
(d) role-play
(e) games
(f) pair work
(g) songs

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The main concept

In this unit, the pupils should be able to use direct and indirect speech types and the vocabulary related to respecting others both in speaking and in writing. They should also be able to read and obtain detailed information from written texts and oral presentations while practising the use of direct and indirect speech.

Teaching and learning strategies

Listening practice

(a) Pre-listening activities

(i) Ask the following questions to prepare the pupils to listen to the passage titled *Respecting others*.

Questions

1. Whom do we respect?
2. Are there people in the society who are not respected?
3. Who are these people?
4. Why are they not respected?
5. Who should be respected more than others? Why?

Answers to the questions

Pupils' responses may vary. Check for their relevance.

(ii) Tell the pupils that you will read a passage and that they will have to listen attentively and answer questions as the reading process continues.

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Respecting others

Showing respect to others can be done in different ways. Shaking hands when greeting, listening attentively and maintaning eye contact with someone you are talking to are signs of showing respect. You can also show respect to others by being courteous and compassionate, accepting and appreciating people's culture and differences. Do not say things that might be hurtful or insulting. Using words like 'please' and 'thank you' are great ways to show respect.

(a) While-listening activities

(i) Slowly read to the pupils the passage *Respecting others* while they listen attentively.

(ii) Read the passage again with increased speed.

(iii) Read it at a normal speed. As you read, engage the pupils in listening by asking them questions to see whether they have been listening attentively.

Questions

Ask the pupils to say ***True*** if the statement is correct and ***False*** if the statement is wrong.

1. Showing respect to others can be done in different ways.
2. Shaking hands is not a sign of respect.
3. When someone is talking to you, you have to listen to what she/he is saying.
4. You cannot show respect when you are talking to someone.
5. It does not matter saying things to others that might be unpleasant.

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Answers to the questions

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

(b) Post-listening activities

Guide the pupils through using the knowledge gained from the while-listening activities to answer the following questions.

Questions

1. What is the importance of showing respect to others?
2. Why is it necessary to respect adults?
3. How do you show respect where talking to others?

Answers to the questions

Pupil's answers may vary. Check for their relevance and comment accordingly where necessary.

Activity 1: Speaking practice

(i) Instruct the pupils to sit in pairs and guide them through reading and acting out the dialogue (*Activity 1(a)* in the Pupil's Book).

(ii) Instruct the pupils to sit in groups of four and answer the questions (*Activity 1 (b)* in the Pupil's Book).

(iii) While the pupils are sitting in their groups, instruct them to fill in the blanks in the sentences (*Activity 1 (c)* in the Pupil's Book).

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(iv) Instruct the pupils to re-arrange the sentences (*Activity 1(d))* and write them to make a meaningful passage.

(v) Instruct the pupils to sit in groups and guide them through studying the picture (*Activity 1 (e))* and answering the questions.

(vi) Guide the pupils through reading the tongue twisters several times in chorus, in pair and individually until they master the pronunciation (*Activity 1(f)* in the Pupil's Book).

Answers to the questions under Activity 1 (b)

1. Noni's friend is Kadime.
2. Kadime was lying on the ground because he was feeling dizzy/sick.
3. Noni and Kadime went to hospital because Kadime was not feeling well.
4. Kadime went to the laboratory for a blood test.
5. The words that the doctor said which show that he is a good person are:
    - Please
    - I'll take care of everything.
    - Your friend will get well.
    - Don't worry.
    - You're welcome.
6. Noni is a good friend of Kadime, because he took his friend to hospital.

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Answers to the questions under Activity 1 (c)

1. He also **instructed** Kadime how he would use the medicine.
2. They **thanked** the doctor and Noni took Kadime **home**.
3. They were very thankful for Noni's **kindness**.
4. The nurse **took** Kadime to the laboratory for a blood test.
5. I think the **blood test** results showed that he had **malaria.**
6. After a few days, Kadime was in good health and could go to **school** again.
7. Noni told Kadime's **parents** what had happened.
8. Then the doctor prescribed some **medicine** for him.

Answers to the questions under Activity 1 (d)

1. The nurse took Kadime to the laboratory for blood test.
2. I think the blood test results showed that he had malaria.
3. Then the doctor prescribed some medicine for him.
4. He also instructed Kadime how he would use the medicine.
5. They thanked the doctor and Noni took Kadime home.
6. Noni told Kadime's parents what had happened.
7. They were very thankful for Noni's kindness.
8. After a few days, Kadime was in good health and could go to school again.

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The paragraph

The nurse took Kadime to the laboratory for a blood test. I think the blood test results showed that he had malaria. Then, the doctor prescribed some medicine for him. He also instructed Kadime how he would use the medicine. They thanked the doctor and Noni took Kadime home. Noni told Kadime's parents what had happened. They were very thankful for Noni's kindness. After a few days, Kadime was in good health and could go to school again.

Answers to the questions under Activity 1(e)

Pupils' responses may vary from one pupil to another. Check their relevance to the picture. The following are some possible responses.

1. I see a teacher/woman/boy/girl.
2. (a) The boy is helping the woman/teacher with her handbag.

   (b) The girl is greeting the woman/teacher.
3. When I meet people older than I am, I greet them/I help them to carry whatever they are carrying.

Activity 2: Reading practice

(i) Ask the pupils the following pre-reading questions to prepare them for the reading practice.

1. Do we show respect to everybody?
2. How do you show respect to your parents?
3. What will happen if we do not show respect to others?

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Answers to the pre-reading questions

1. Yes, we show respect to everybody because everybody needs respect.
2. I show respect to my parents by
   - greeting them,
   - helping them,
   - thanking them,
   - apologising, and
   - listening to them.
3. If I do not show respect to others, I will be punished or reported to my parents/teachers.

(ii) Read aloud the passage on S*howing respect to others* while the pupils are following along and listening attentively (*Activity 2* in the Pupil's Book).

(iii) Guide the pupils through identifying vocabulary items related to showing respect to others using word cards, pictures and flip charts.

(iv) Instruct the pupils to read the passage silently while you monitor them to ensure every pupil is reading.

(v) Instruct the pupils to sit in groups of four and guide them through discussing the comprehension questions.

(vi) Move around and observe participation of each pupil in the discussion on the comprehension questions.

(vii) Instruct the pupils to answer the questions in their exercise books individually (*Activity 2(a)* in the Pupil's Book).

(viii) Instruct the pupils to sit in pairs and guide them through finding and reading statements which show respect to others (*Activity 2(b)* in the Pupil's Book).

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Answers to the questions under Activity 2(a)

1. The names of Mr. Chapakazi's children are Noni and Johari.
2. The first thing they do is helping their parents to do some of the house chores.
3. Johari sweeps the house and prepares breakfast while Noni cleans the compound.
4. Johari and Noni's parents are proud of their children because they are hard working and respectful.
5. Standard Six pupils learned that they have to be good to others by showing them respect.
6. On their way home, Johari and Noni found that Kadime.
7. They helped him to get up and Noni took him to hospital. Johari went back to school to report to the teachers about the incident.

Answers to the questions under Activity 2 (b)

Examples of statements from the passage which show respect to others.

1. We show respect to others by listening to them, encouraging, congratulating them, and saying thank you.
2. Helping others, being grateful, obeying the laws and regulations, apologising to each other when we make mistakes and being positive are ways to show respect to others.
3. Thank you very much Johari and Kadime for your contributions.

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Activity 3: Vocabulary practice

(i) Instruct the pupils to sit in pairs and guide them through reading aloud the words in the box (*Activity 3 (a)* in the Pupil's Book).

(ii) Guide the pupils through re-reading the dialogue and find sentences with the words in the box (*Activity 3(b)* in the Pupil's Book).

(iii) Instruct the pupils to make one correct sentence for each word (*Activity 3 (c)* in the Pupil's Book).

(iv) Instruct the pupils to sit in pairs and guide them through reading the words in the table (*Activity 3(d)* in the Pupil's Book).

(v) Guide the pupils through reading the sentences with the words in the table from the passage (*Activity 3(e)* in the Pupil's Book).

(vi) Instruct the pupils to construct one sentence for each word in the table (*Activity 3(f)* in the Pupil's Book).

(vii) Instruct the pupils to choose the words in the table and use them to fill in the blanks in sentences (*Activity 3(g)* in the Pupil's Book).

Answers to the question under Activity 3 (b)

Examples of statements from the dialogue.

1. I still feel dizzy and I have a headache, Doctor.
2. The nurse will take you to the laboratory for a blood test.
3. Your friend will get well.

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Answers to the question under Activity 3 (c)

Pupil's sentences may vary. Listen to their responses and correct them where necessary. Examples of correct sentences are presented below:

1. Last night my mother was feeling **dizzy**.
2. She took a blood test in the **laboratory**.
3. He will soon **get well**.

Answers to the question under Activity 3 (f)

Pupil's sentences may vary. Check the correctness of the sentences and correct them where necessary. Example sentences are presented below:

1. I am **proud of** my parents.
2. Being **respectful** is always good.
3. Pupils should always be **obedient** to their teachers.
4. She felt **dizzy** before falling onto the ground.

Answers to the question under activity 3 (g)

1. Noni and Johari **wake up** early in the morning every day.
2. Johari **prepares** breakfast and Noni sweeps the compound.
3. Mr and Mrs Chapakazi are **proud of** having hard working children.
4. Noni and Johari are good and **obedient**.
5. When the teacher enters the classroom, the pupils **greet** him/her.
6. People love to talk to Johari and Noni because they are **respectful**.

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7. Before Kadime fell down, he felt **dizzy**.
8. Kadime was taken to the hospital for **check-up**.
9. At the **hospital,** they found a nurse and a doctor.
10. On their way home, they found that Kadime had **fallen** down.

Activity 4: Language practice

(i) Guide the pupils through making direct and indirect speech using games, songs and question-and-answer to introduce the lesson.

(ii) Guide the pupils through identifying and reading direct and indirect speech in the passage (*Activity 4 (a)* in the Pupil's Book).

(iii) Instruct the pupils to change direct speech into indirect speech (*Activity 4(b)* in the Pupil's Book).

(iv) Instruct the pupils to change the sentences into direct speech (*Activity 4(c)* in the Pupil's Book).

Answers to the questions under Activity 4 (a)

Examples of direct and indirect sentences from the passage.

1. "How do we respect others?" The teacher asked.
2. The teacher asked the pupils to be good to others by showing them respect.

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Answers to the questions under Activity 4 (b)

1. Kadime said that he felt dizzy.
2. Kadime said that he was not sick.
3. Johari asked Noni how Kadime was getting along.
4. Mr Yombayomba asked Johari why she was running so fast.

Answers to the questions under Activity 4 (c)

1. "What has happened to you?" They asked her.
2. "What is the boy's name?" The teacher asked.
3. "Kadime is in hospital," Noni said.
4. "I wake up at 5:30 a.m. every day," Noni said.
5. "We always greet our parents." They said.
6. "My parents are farmers," Kadime said.
7. "I wish all pupils were like you," The teacher told Johari.
8. "We are proud to have hard working children." Mr Chapakazi told his wife.
9. "People like talking to Johari and Noni," One pupil said.

Activity 5: Writing practice

(i) Guide the pupils through revising the structure (*Activity 4)* using direct and indirect speech.

(ii) To practise writing skills, guide the pupils through punctuating the speech types (*Activity 5(a)* in the Pupil's Book).

(iii) Instruct the pupils to write the missing direct and indirect speech in the table (*Activity 5(b)* in the Pupil's Book).

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Answers to the questions under Activity 5 (a)

1. "Has he brought food home?" His mother asked.
2. "They worked so hard that they succeeded in their business," Peter said.
3. "We are going to finish the work today," said Mrs Kalunde.
4. He said, "Get out of here before I call the police."
5. "There is a good football match today," My friend told me.
6. "How are you going to do this work?" They asked.
7. "I've never been to Morogoro," said Rose.
8. My aunt said, "Let's go to town if it doesn't rain."
9. Koiya asked, "Why are we here so early?"
10. "I don't think there is anybody in the house," Musa said.

Answers to the questions under Activity 5 (b)

1.	He said, "I live in the city."	He said that he lived in the city.
2.	She said, "I'm going to school."	She said she was going to school.
3.	"I have read the story," Musa said.	Musa said that he had read the story.
4.	Bahati said, "I've been working hard."	Bahati said that she had been working hard.
5.	Naitwe said, "I have already left."	Naitwe said she had already left.
6.	Tina said, "I did the work before you"	Tina said she did the work before him/her/them.
7.	"We will come," they said.	They said they would come.
8.	She said, "I'm going to call her."	She said she was going to call her.
9.	He asked, "Can we start?"	He asked if/whether they could start.

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Unit Four

Environmental conservation

Introduction

In this unit, the pupils will listen to a whispered sentence and deliver the same sentence to another person in the same way to practise listening. They will study a picture and answer questions about it. They will also read tongue twisters, and a passage on ***Save the environment.*** Then they will *answer questions about it. They will also practise using vocabulary items related to* ***Save the environment*** *and modal auxiliary verbs. Finally, they will use modal auxiliary verbs to express personal views, time and mood in writing.*

Teaching and learning resources

(a) written texts on environmental conservation

(b) word cards

(c) sentence cards

(d) pictures

(e) flip charts

(f) English Standard Six Pupil's Book

(g) audio materials

(h) audio-visual material

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Teaching and learning techniques

(a) group discussion
(b) demonstration
(c) question-and-answer
(d) gallery walk
(e) role-play
(f) simulation

The main concept

In this unit, the pupils should be able to use modal auxiliary verbs in expressing their personal views and ideas and related vocabulary both in speaking and in writing. They should also be able to read and obtain detailed information about environmental conservation from written texts.

Listening practice

(a) **Pre-listening activities**

(i) Ask the pupils the following questions to prepare them to listen to the message delivered in a whisper.

Questions

1. How do we take care of our environment?
2. What would happen if we did not care for our environment?
3. What kind of plants do you see around the school?
4. What is the importance of plants?

Answers to the questions

Pupils' responses may vary. Check for their relevance.

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(i) Instruct the pupils to stand in two or three lines depending on the size of the class and listen to a phone call (a sentence whispered) which will start from the first pupil in each line, and each pupil will deliver the same sentence to the next person in the same way until the last pupil.

(ii) Instruct the pupils to listen carefully to this phone call (whispering the message in the ear of the first person). Then, the person passes the message to the next person in the same way.

(iii) Tell the pupils that the line that will retain the original message in the sentence card will be rewarded.

(b) **While-listening activities**

(i) Whisper the constructed sentence in the sentence card below to the first pupil in each line and each pupil whispers the same sentence to next person in the same way.

"Plant trees to save the *environment."*

(i) Instruct the last pupils in the lines to say the message aloud and write it on the board as it is said.

(ii) Show them the sentence and let them compare it with their messages.

(iii) The line with the message similar to your sentence is the winner.

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(c) **Post-listening activities**

(i) Ask the first pupils to read aloud the sentence from the card and compare it with what they heard.

(ii) Instruct the pupils to share what they liked or disliked about the telephone game.

(iii) Guide the pupils through using the knowledge gained from listening by engaging them in discussing listening strategies.

Reasons for the messages to be the same may be as follows:

1. All pupils in the lines pronounced the words correctly.
2. All pupils were very attentive to the message.

Reasons for the messages to be different may be as follows:

1. Poor pronunciation of words by some pupils in the lines.
2. Some pupils were not attentive to the message.

Activity 1: Speaking practice

(i) Instruct the pupils to sit in groups of four and guide them through studying the picture and answering the questions (*Activity 1(a)* in the Pupil's Book) to practise speaking.

(ii) Read aloud the tongue twisters (*Activity 1(b)* in the Pupil's Book).

(iii) Guide the pupils through reading the tongue twisters in chorus, in pairs and individually (*Activity 1(b)* in the Pupil's Book) to practise speaking.

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Answers to the questions under Activity 1 (a)

Pupil's answers may vary from one group to another. Consider the following possible responses:

1. The picture shows the school.
2. I know the place by the kind of the building and the uniform worn by the pupils.
3. Pupils/a teacher/ people are in the picture.
4. They are planting and watering the flowers/plants.
5. The importance of doing such activities in our environment is to conserve our environment.

Activity 2: Reading practice

(i) Ask the pupils the following pre-reading questions to prepare them for the reading practice.

1. What are three things we do that can pollute our environment?
2. What can we do to conserve our environment?

Answers to the pre-reading questions

1. Pupils' responses may vary. The following are some of the possible answers:
   - littering /throwing rubbish and home wastes everywhere
   - spilling oil and industrial liquid wastes
   - deforestation/cutting down trees for firewood and charcoal
2. Pupils' responses may vary. The following are some of the possible answers:
   - planting trees and flowers
   - cleaning/sweeping our surroundings

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(ii) Read aloud the passage titled *Save the environment* (*Activity 2* in the Pupil's Book) as the pupils listen attentively.

(iii) Guide the pupils through finding the meaning of vocabulary items related to *Save the environment* using word cards, pictures and flip charts.

(iv) Instruct the pupils to read the passage silently; make sure that each pupil is participating in reading (*Activity 2* in the Pupil's Book).

(v) Instruct the pupils to sit in groups and guide them through discussing the comprehension questions (*Activity 2* in the Pupil's Book).

(vi) Move around and observe the participation of each pupil in the discussion on the comprehension questions.

(vii) Instruct the pupils to answer the questions individually (*Activity 2* in the Pupil's Book) in their exercise books.

Answers to the questions under Activity 2

1. growing population
2. Minister of State in the Vice President's Office, for Union Affairs and Environment
3. pleased and impressed
4. a school and a dispensary
5. Mrs Pao
6. a natural world where human beings, plants, animals and other living and non-living things exist

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Activity 3: Vocabulary practice

(i) Pronounce the words from the table as the pupils listen attentively (*Activity 3 (a)* in the Pupil's Book).

(ii) Instruct the pupils to sit in pairs and pronounce the words correctly to practise pronunciation (*Activity 3 (a)* in the Pupil's Book).

(iii) Instruct the pupils to sit in pairs and find the words in the passage and read the sentences which contain them (*Activity 3 (b)* in the Pupil's Book).

(iv) Instruct the pupils to sit in pairs and make one sentence for each word (*Activity 3 (c)* in the Pupil's Book).

Answers to the questions under Activity 3 (b)

Some of the sentences which contain the words are:

(1) **Population** in our village, Ushirika, is growing very fast.

(1) However, the growing **population** has created environmental concerns.

(2) Most of the villagers were **eager** to learn from the visitors.

(3) While they were waiting, they sang songs about **unity** for nearly one hour.

(4) The Minister said, "I am pleased to be here and I am highly **impressed** with your village achievements".

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Answers to the questions under Activity 3 (c)

Pupils' responses may vary. Check for the correctness and relevance of the sentences.

Examples:

1. I was **impressed** with my sister's examination results.
2. The **population** in Dar es Salaam has increased in recent years.
3. **Revenue** collections in our village has increased because of the improved collection strategies.

Activity 4: Language practice

(i) Use techniques such as demonstration, question and answer, and substitution tables to guide the pupils in practising the use of modal auxiliary verbs.

(ii) Guide the pupils through reading the modal auxiliary verbs in the box (*Activity 4(a)* in the Pupil's Book).

(iii) Instruct the pupils to find the modal auxiliary verbs in the passage and read the sentences which contain them (*Activity 4(b)* in the Pupil's Book).

(iv) Instruct the pupils to construct one sentence using each of modal auxiliaries (*Activity 4(c)* in the Pupil's Book).

(v) Guide the pupils through making correct positive statements from the table (*Activity 4(d)* in the Pupil's Book).

(vi) Guide the pupils through changing the positive statements they have copied from the table into negative ones (*Activity 4(e)* in the Pupil's Book).

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Answers to the questions under Activity 4 (b)

Some of the sentences which contain modal auxiliary verbs in the passage are:

1. You **have** worked so hard that you have been able to build the dispensary and the school.
2. In so doing, we will have the environment that we **may** reap enough from it.
3. We **should** save our environment so that it **can** serve us better.
4. Mrs Pao **will** talk to you about how to save the environment.

Answers to the questions under Activity 4 (c)

Pupil's sentences will vary. Check for the correctness and relevance

Examples:

1. I **have** bought a new pair of shoes to replace the one that was lost in my luggage.
2. They **have** called me three times.
3. I **should** clean my room today.
4. We **should** play well to win the match.
5. I **could** swim quite well when I was younger.
6. I **could** hardly understand what the traffic lights meant.

Answers to the questions under Activity 4 (d)

Pupils may have multiple sentences from the table. Examples of the sentences from the table are:

1. They may come today.
2. We ought to respect elders.
3. He can drive a car.
4. Tuzo and Zai would take care of our environment.

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Answers to questions under Activity 4 (e)

1. They may not come today.
2. We ought not to respect elders.
3. He cannot drive a car.
4. Tuzo and Zai would not take care of our environment.

Activity 5. Writing practice

(i) Guide the pupils through using the *modal auxiliaries* from the table to fill in the blank spaces (*Activity 5(a)* in the Pupil's Book).

(ii) Instruct the pupils to use the modal auxiliaries in the table to make questions (Activity 5 (b) in the Pupil's Book).

Answers to the questions under Activity 5 (a)

Some questions may have multiple answers. Listen and respond accordingly

1. must ,will, ought to
2. couldn't
3. must/ought to
4. can't, must, can,
5. will
6. can
7. won't, can't
8. shouldn't
9. must
10. will/must/can

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Answers to the questions under Activity 5 (b)

1. **Will** you buy your own books?
2. **Would** she come to my birthday party if I invited her?
3. **Have** you seen my photograph in the newspaper?
4. **Can** I open the door?
5. **Will** the visitors come tomorrow?
6. **Can** I come in please?
7. **Will** Peti go to school? /**Can** Peti go to school?
8. **Should** we be rude to others?
9. **Must** the children obey their parents?
10. **Do** I feed a cat at home?

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Unit Five

Hunting wild animals

Introduction

In this unit, the pupil will answer aural comprehension questions on ***My favourite animal*** *to improve their listening skills. They will study a picture and read a passage:* ***Adventure in the game reserve*** *and answer the questions. They will also practise using vocabulary items related to the passage and using ...'as'..., ...'when'...and ...'while'... in sentences to express actions happening at the same time in the past. Finally they will write a passage from jumbled sentences about two events happening at the same time.*

Teaching and learning resources

(a) word cards
(b) sentence cards
(c) pictures
(d) flip charts
(e) English Standard Six Pupil's Book
(f) visual materials
(f) audio-visual materials

Teaching and learning techniques

(a) question-and-answer
(b) group discussion
(c) think-pair-share
(d) gallery walk
(e) simulation

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The main concept

In this unit, the pupils should be able to use …*as*..., ...*when*... and … *while*... and using the related vocabulary in sentences both in speaking and in writing. They should also be able to read and obtain detailed information from written texts and oral presentations.

Teaching and learning strategies

Listening practice

(a) Pre-listening activities

(i) *Ask the pupils the following questions to prepare them to listen to the passage.*

Questions

1. What do we call a big animal with black and white stripes?
2. Which is the tallest animal in the world?
3. What is a baby cow called?

Answers to the questions

1. A big animal with black and white stripes is the zebra.
2. The tallest animal in the world is the giraffe.
3. A baby cow is called a calf.

(ii) *Tell the pupils that you will read a passage and they will listen attentively and answer questions*.

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My favourite animal

My name is Tumpe. I am thirteen years old. I live near Serengeti National Park which has a lot of wild animals. I love all animals but my favourite wild animal is the lion. Its colours are brown or light brown. It has got a long tail, a big body, two small ears, four long legs, four big paws and a big mouth. It can bite. Lions live in the Savannah. They can run very fast. Some of them can climb trees. They eat meat. Lions are very beautiful.

(b) While-listening activities

(i) Slowly read to the pupils the passage on *My favourite animal* while they listen attentively.

(ii) Read the passage again with increased speed.

(iii) Read it at a normal speed. As you read, engage the pupils in listening by asking them questions to see whether they have been listening attentively.

Ask them to say **true** if the sentence is correct and **false** if the sentence is wrong.

Questions

1. Tumpe is thirteen years old.
2. She lives in Ngorongoro Crater.
3. A lion has brown or light brown colours.
4. Her favourite animal is the giraffe

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Answers to the questions

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

(c) Post-listening activities

Guide the pupils through using the knowledge gained from the while-listening activities to answer the following questions.

Questions

1. Describe your favourite animal.
2. Why is it important to visit national parks?

Answers to the questions

Pupils' responses may vary. Use the responses to elicit classroom discussion about wild animals to improve their listening skills. The following are some answers to Question 2.

(i) It is important to visit national parks because they are places for people to learn, relax, and enjoy themselves.

(ii) People do a lot of things in the national parks such as skiing, swimming, painting, mountaineering/climbing, taking photographs, enjoying the view and taking in fresh air.

(iii) It is also important to visit national parks because we learn about native plants and animals and the way they depend on each other.

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Activity 1: Speaking practice

(i) Guide the pupils through studying the picture and answering the questions (*Activity 1 (a)* in the Pupil's Book).

Answers to the questions under Activity 1 (a)

Pupils' responses may vary. Use them to elicit classroom discussion about wild animals in order to improve their speaking skills.

1. In the picture I see people (a man, a boy), an animal (rhino), trees, a car, grass, and a gun.
2. The name of the animal in the picture is a rhino.
3. The boy is getting into the car; The man is jumping into the air; The rhino is charging at him.

Activity 2: Reading practice

(i) Ask the pupils the following pre-reading questions to prepare them for the reading practice.

1. Where do animals live?
2. What is the animal you love the most? Why?
3. Are the animals important to human life?

Answers to the questions

Pupils' responses may vary. These are possible answers:

1. Animals live in the forest and some live with human beings at home.
2. The animal I love the most is ……..because……. (Pupils' responses may vary).
3. Animals are important to human life because they provide meat, milk, manure, natural beauty and balance the ecosystem.

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(ii) Read aloud the passage *Adventure in the game reserve* as the pupils listen attentively (*Activity 2* in the Pupil's Book).

(iii) Guide the pupils through identifying the vocabulary items related to compound words using word cards, pictures and drawings.

(iv) Guide the pupils through reading the passage (*Activity 2* in the Pupil's Book).

(v) Instruct the pupils to sit in groups and guide them through discussing the comprehension questions (*Activity 2 (a)* in the Pupil's Book).

(vi) Move around and observe the participation of each pupil in the discussion on the comprehension questions.

(vii) Instruct the pupils to answer the questions individually (*Activity 2 (a)* and *2 (b)* in their exercise books.

Answers to the questions under Activity 2 (a)

1. Musa had always wanted to go hunting with his uncle.
2. One must have a permit to buy and own a gun.
3. If you want to hunt in the game reserve, you must have a permit and a licence to hunt.
4. They drove for about three kilometres before they saw antelopes.
5. The rhino rushed towards Mr Adam.
6. Mr Adam jumped aside to get away from the rhino.
7. When it was safe, Mr Adam went out of the car and looked for the gun first. Then, he collected the two antelopes and put them at the back of the car.

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8. The story is about a boy called Musa who went hunting at the game reserve with his uncle, Mr Adam.

9. From this story, I learn that hunting wild animals is dangerous.

Answers to the questions under Activity 2 (b)

Questions	1	2	3	4	5	6	7
Answers	v	iii	vii	ii	i	vi	iv

Activity 3: Vocabulary practice

(i) Read aloud the words in the table (*Activity 3 (a)* in the Pupil's Book) as pupils listen attentively.

(ii) Guide the pupils through pronouncing the words in the table and listen carefully to their pronunciation and correct them accordingly (*Activity 3 (a)* in the Pupil's Book).

(iii) Instruct the pupils to sit in pairs, to find the words in the passage, and to read the sentences that contain them (*Activity 3 (b)* in the Pupil's Book).

(iv) Guide the pupils through constructing one sentence for each word/group of words in the table (*Activity 3 (c)* in the Pupil's Book).

(v) Guide the pupils through finding 10 hidden words related to hunting wild animals and ask them to read aloud the identified words (*Activity 3 (d)* in the Pupil's Book).

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(vi) Guide the pupils through arranging the jumbled letters to form correct words (*Activity 3 (e)* in the Pupil's Book).

(vii) Instruct the pupils to read the words aloud and find them in the passage (*Activity 3 (f)* in the Pupil's Book).

(viii) Instruct the pupils to construct one sentence for each word (*Activity 3 (g)* in the Pupil's Book).

Answers to the questions under Activity 3 (b)

Some of the sentences in the passage which contain the words in the table are as follows:

1. If you go hunting without a **licence** and a permit, you can be arrested.
2. While driving towards the **game reserve**, Mr Adam explained to Musa a few rules about hunting in a **game reserve**.
3. Musa had always wanted to **go hunting** with his uncle

Answers to the question under Activity 3 (c)

Answers may vary but ensure that the sentences made are grammatically correct.

Examples:

1. I saw a **rhino** in Serengeti National Park.
2. There is a **gate-keeper** at our school entrance.

Answers to the question under Activity 3 (d)

1. tourism	6. antelope
2. bullet	7. trap
3. animals	8. rhino
4. adventure	9. chase
5. park	10. run

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Answers to the question under Activity 3 (e)

1. elephant
2. cry
3. adventure
4. permit
5. game
6. reserve
7. antelopes
8. bush
9. rhino
10. shoot

Answers to the question under Activity 3 (g)

Answers may vary but ensure that the sentences are grammatically correct.

Examples

1. Juma and Monica had a little **adventure** yesterday.
2. A small **antelope** ran away into the **bush**.

Activity 4: Language practice

(i) Use techniques such as demonstrations, question-and-answer, and a substitution table to introduce …*as*..., ...*while*... and … *when*... structures.

(ii) Instruct the pupils to sit in pairs and guide them through reading the passage (*Activity 4 (b),* in *Activity 2 (a)* in the Pupil's Book).

(iii) Guide the pupils through finding *as, while* and *when* that express two actions happening in the past (*Activity 4 (b)* in the Pupil's Book).

(iv) Instruct the pupils to read the sentences in the passage that contain …*as*..., ...*while*... and …*when*... (*Activity 4 (c)* in the Pupil's Book).

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(v) Guide the pupils through using …*as*…, ...*while*... and … *when*... to make two sentences for each to express two actions that happened in the past (*Activity 4 (d)* in the Pupil's Book). In each sentence, guide the pupils through identifying the two actions in the expressions.

Answers to the questions under Activity 4 (b)

1. **While** driving towards the game reserve, Mr Adam explained to Musa a few rules about hunting in a game reserve.
2. **As** soon as he had shut the door, the rhino banged the car very hard.
3. Musa saw his uncle running towards the car **while** the rhino chased after him.
4. **When** he was close enough, he aimed at them and shot.
5. **While** he was still looking at the two animals lying dead on the grass, he saw a big, ugly animal rushing towards his uncle

Answers to the questions under Activity 4 (d)

Pupils' responses may vary as each will have to construct his/her own sentences. Ensure the sentences are relevant and grammatically correct.

1. While he was playing football, he saw his father coming.
   (a) He was playing football.
   (b) He saw his father coming.

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2. As he left for home his friend arrived.

   (a) He left for home.

   (b) His friend arrived.

3. He collapsed when he was walking.

   (a) He collapsed.

   (b) He was walking.

Activity 5: Writing practice

(i) Revise the structure in *Activity 4* using *…as…, …while…* and *…when….*

(ii) Instruct the pupils to fill in the blanks with the words *…as…, …while…* and *…when…* (*Activity 5(a)* in the Pupil's Book).

(iii) Instruct the pupils to re-arrange the sentences to make a meaningful passage (*Activity 5(b)* in the Pupil's Book).

Answers to the questions under Activity 5 (a)

1. as/when	6. as
2. while	7. as
3. as/when	8. when
4. when	9. while
5. when	10. while

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Answers to the questions under Activity 5(b)

When Neema and Musa woke up at 06 o'clock in the morning, they started doing their daily routine. As Neema was busy cleaning the house, Musa went out to feed the chicken. When they finished doing their work, they started having a bath. While they were having bath, their mother was preparing breakfast. As they started eating, Neema told Musa to eat fast. When they left for school, they were already late. As they were about to go to their classes, the teacher on duty saw them.

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Unit Six

Using a dictionary

Introduction

In this unit, the pupils will answer aural comprehension questions on ***My favourite word****. They will study a picture and answer questions about it. They will also read a dictionary extract to answer questions. Then, they will practise using vocabulary, and finally, they will use the dictionary to get and use information from it.*

Teaching and learning resources

(a) dictionaries

(b) word cards

(c) flip charts

(d) English Standard Six Pupil's Book

Teaching and learning techniques

(a) question-and-answer

(b) group discussion

(c) dictionary games

(d) a picture in the Pupil's Book as prompt

(e) a text in the Pupil's Book as context

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The main concept

In this unit, the pupils should be able to use a dictionary to find words and their meanings and use them in both 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

(a) Pre-listening activities

(i) Ask the pupils the following question to prepare them for the listening activity.

What book do you use to find the meaning of words?

Answer to the question

A book which I/we use to find the meaning of words is a dictionary.

(ii) Tell the pupils that you will read a passage and they will listen attentively and answer questions while you read.

My favourite word

"Life may look delicate at first, but I am happy ..." After that thought entered my mind the other day, I realised the best word was not "happy" but "joy." I think the word "joy" defines how I am.... "Happiness" is similar. But happiness is just like rising bubbles lovely but passing. It does not gratify with your whole heart, but a temporary pleasure. In addition, "happiness" is often

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used in the sense of "gladness," so there can be a slight difference in meaning. But "joy" is a fibre of your soul. It is a stuff of your soul. And since your joy can not be defeated, your access to the joy never disappears. Every feeling rests on top of joy.

(b) While-listening activities

(i) Slowly read to the pupils the passage titled *My favourite word* while they listen attentively.

(ii) Read the passage again with increased speed.

(iii) Read it at a normal speed. As you read, engage the pupils in listening by asking them questions to see whether they have been listening attentively.

Questions

1. Which words does the writer confuse?
2. Which word implies temporary pleasure?
3. Why does the writer like the word 'joy'?

Answers to the questions under the listening activity

1. The writer confuses the words "happiness" and "joy".
2. Happiness implies temporary pleasure.
3. The writer likes the word "joy" because it never disappears.

(c) Post-listening activities

Guide the pupils through using the knowledge gained from the while-listening activities to answer the following questions

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Questions

1. What is the meaning of the following words
   - like
   - love
2. Are the words *like* and *love* similar?
3. What is the reason for your answer in 2 above?

Answers to the question

Pupils may have varied responses. Guide them through finding the meanings of the words using a dictionary.

Activity 1: Speaking practice

(i) Instruct the pupils to sit in pairs and guide them through studying the picture in *Activity 1(a)* in the Pupil's Book to practise speaking.

(ii) Instruct the pupils to answer the questions (*Activity 1(a)* in the Pupil's Book) to practise speaking.

(iii) Read aloud the tongue twisters (*Activity 1(b)* in the Pupil's Book).

(iv) Guide the pupils through reading aloud the tongue twisters in chorus, pair and individually (*Activity 1(b)* in the Pupil's Book) to practise speaking.

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Answers to the questions under Activity 1

1. Three children are in the picture.
2. The book on the table is a dictionary.
3. They may be looking for something in it.
4. We use a dictionary to find different words and their meanings.

Activity 2: Reading practice

(i) Ask the pupils the pre-reading questions below to prepare them for the listening activity.

1. What do you do when you come across a new word that you do not understand?
2. Do we look up for the meaning of every word in the dictionary?
3. Apart from word meaning, what other information do we get from the dictionary?

Answers to the questions

1. When I come across a new word that I do not understand I find its meaning in the dictionary.
2. No, we do not look up for the meaning of every word in the dictionary. We sometimes get the meanings of some words from the context: the way they are used in sentences.
3. Apart from word meaning, other information we get from the dictionary includes parts of speech, spellings, origin of the word and pronunciation.

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(ii) Instruct the pupils to sit in groups of four and guide them through reading the dictionary extract (*Activity 2a* in the Pupil's Book).

(iii) Instruct the pupils to read the words aloud *(Activity 2 (b)* in the Pupil's Book).

(iv) Instruct the pupils to find and tell their friends the meaning of words (*Activity 2 (b)* in the Pupil's Book).

(v) Instruct the pupils to mention the importance of a dictionary (*Activity 2(c)* in the Pupil's Book).

Answers to the questions under Activity 2 (b)

1. Banana, band
2. Ban, bang
3. The meaning of words
   i. To officially say that people must not do something.
   ii. A long curved yellow fruit.
   iii. A group of musicians who play popular music together.
   iv. To make a loud noise, especially by hitting something against something hard.

Answers to the questions under Activity 2 (c)

The importance of using a dictionary

1. It helps us to find parts of speech (word classes).
2. It helps us to find words.
3. It helps us to find the meanings of words.
4. It helps us to find spellings of words.
5. It helps us to pronounce words.
6. It helps us to know the origin of a word.

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Activity 3: Vocabulary practice

(i) Guide the pupils through practising the use of a dictionary to find different information about words (*Activity 3 (a)* in the Pupil's Book).

(ii) Guide the pupils through finding ten words from the dictionary and pronounce them (*Activity 3 (b)* in the Pupil's Book*)*.

(iii) In *Activity 3 (c),* guide the pupils through explaining the meanings of the words they have found (*Activity 3 (b)* in the Pupil's Book).

(iv) *In Activity 3 (d*), instruct the pupils to construct sentences using the words they have found from (*Activity 3 (b)* in the Pupil's Book*)*.

Answers to the questions under Activity 3

Answers will depend on the words pupils have chosen. Make follow-up to their words and assist them in finding their pronunciations, meanings and in using them in constructing sentences.

Activity 4: Language practice

Dictionary games are word games in which the player guesses the definitions of unfamiliar words.

(i) Guide the pupils through practising dictionary games (*Activity 4 (a)* in the Pupil's Book).

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(ii) Guide the pupils through reading the passage (*Activity 4 (b)* in the Pupil's Book).

(iii) Instruct the pupils to do the comprehension exercise (*Activity 4 (b)* in the Pupil's Book).

(iv) Use warm-up activities, such as games, songs, question and answer to guide the pupils through practicing the uses of a dictionary.

(v) Instruct the pupils to sit in groups and guide them through playing a "Guess the word" game (*Activity 4(c)* in the Pupil's Book). In every group, one member finds a word and mentions some of the letters of the word, and then others guess what word it is by guessing the remaining letters.

(vi) Guide the pupils through playing a "word race game" which is played by a group of members not less than three. One member opens any page of a dictionary and selects a word, which is longer than other words on that page. He or she writes it on a piece of paper and then everyone writes words from each letter of the word. Give them a time limit; it may be three to four minutes, after which you knock the table. The one who has written many correct words from that word is the winner.

(vii) Instruct the pupils to work in pairs. Pupil A writes the words NOUN and VERB on two separate pieces of papers and place them upside down on the table. Pupil B randomly opens a dictionary page and shows it to the other pupil. Next, pupil A picks up one of the pieces of the paper and displays what is written on it (Noun/Verb). Both pupils write down the words belonging to the displayed Noun/

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Verb in 3-4 minutes. After that time, the pupil who has more words is declared the winner.

(viii) Instruct the pupils to do *Activity 4(d)* in their exercise books. Make sure the pupils use dictionaries to find words and their meanings.

Answers to the questions under Activity 4 (b)

1. Juma, Winnie and Musa played the dictionary games.
2. The dictionary games which they played are the word-race game and the noun-verb game.
3. Musa won the noun-verb game.
4. We play a noun-verb game by writing the word 'noun' and 'verb' on two separate pieces of paper and covering them. Then, we randomly select a page in the dictionary. Next, we select either nouns or verbs, write them on the piece of paper, and cover them. After that, all of us have to start to find words, which belong to the selected word class (either noun or verb). The one who finds more words than others becomes the winner of the game.
5. Dictionary games give us the chance to think more (develops our thinking capacity). In addition, they benefit the brain because they activate parts of the brain that deal with language and word finding.

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Activity 5: Writing practice

1. Guide the pupils through practising the uses of a dictionary (*Activity 4* in the Pupil's Book).
2. Instruct the pupil to find the meaning of the word *big* from a dictionary and write it in their exercise books. (*Activity 5 (a)* in the Pupil's Book).
3. Guide the pupils through finding other information given in the dictionary about the word 'big' (Activity 5 (a) in the Pupil's Book).
4. Guide the pupil through writing example sentences for the given words (Activity *5 (b)* in the Pupil's Book).
5. Guide the pupils through finding the words *give, play, beautiful, handsome, slowly, bag*, and *school* in the dictionary (*Activity 5 (c)* in the Pupil's Book).
6. Instruct the pupils to write example sentences provided for each word (Activity *5 (d)* in the Pupil's Book).

Answers to the questions under Activity 5 (a)

Pupils' responses should be based on the following information:

(i) the meaning
(ii) the spelling of the word
(iii) origin of the word
(iv) word class of the word
(v) examples of sentences from the dictionary

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Answers to the questions under Activity 5 (b)

Pupils' responses may vary. Check for their relevance and correctness of the sentence structure.

Answers to the questions under Activity 5 (c)

The meanings of these words should be from the dictionary.

Answers to the questions under Activity 5 (d)

The sentences should be from the dictionary.

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Unit Seven

My country

Introduction

In this unit, the pupils will answer aural comprehension questions on ***Transportation in Dar es Salaam*** *to improve their listening skills. They will recite a poem, study a picture and answer the questions orally. They will also read a passage on* ***Tanganyika before independence*** *and answer questions about it. Then, they will practise using the vocabulary related to the passage. Thereafter, they will match words with their antonyms and synonyms. Finally, they will re-write the passage using synonyms.*

Teaching and learning resources

(a) word cards

(b) sentence cards

(c) written poem

(d) flip charts

(e) English Standard Six Pupil's Book

(f) audio materials

(g) audio-visual materials

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Teaching and learning techniques

(a) group discussion and presentation

(b) demonstration

(c) question-and-answer

(d) pair work

(e) simulation

(f) role-play

The main concept

In this unit, the pupils should be able to use the intended vocabulary used in the passage, antonyms and synonyms in both speaking and writing. They should also be able to read and obtain detailed information from written texts and oral presentations.

Listening practice

(a) Pre-listening activities

(i) Ask the pupils the following questions to prepare them to listen to the passage.

1. Mention the cities that you know in Tanzania.
2. Why are they called cities?
3. What are the challenges facing people who live in the city?

Answers to the questions

Pupils' responses may vary. Study their correctness.

1. The cities in Tanzania are Dar es Salaam, Arusha, Mwanza, Mbeya, Tanga, and Dodoma.

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2. They are called cities because they have high populations, high revenue collections, and improved infrastructure and social services.

3. The overall challenges of living in the city are the high cost of living, congestion and traffic jams and high crime rates.

(ii) Tell the pupils that you will read a passage while they listen attentively and answer questions.

Transport in Dar Es Salaam

Dar es Salaam is one of the cities in Tanzania. A majority of its residents use public transport commonly called *daladala* to travel from one place to another.

Though transport fare is low, reaching destinations is a challenge due to a traffic jam. For that reason, most people opt to walk, although their working stations are located fairly far away from their homes.

Those whose homes are very far from their working stations, find that the only option is to use the *daladala* regardless of the challenge.

(b) While-listening activities

(i) Slowly read to the pupils the passage: *Transport in Dar es Salaam* while they listen attentively.

(ii) Read the passage again with increased speed.

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(iii) Read it at a normal speed. As you read, engage the pupils in listening by asking them questions to see whether they have been listening attentively.

Questions

1. What is the common name of the public transport in Dar es Salaam?
2. Why is reaching a destination a challenge in Dar es Salaam?

Answers to the questions

1. The common name of the public transport in Dar es Salaam is *daladala*.
2. Reaching destinations is a challenge in Dar es Salaam due to a traffic jam.

(a) **Post-listening activities**

Guide the pupils through using the knowledge gained from the while-listening activities to answer the following questions

1. Why do you think many people are attracted to live in cities?
2. Which city do you like most? Why?

Answers to the questions

Pupils' answers may vary. Use their answers to promote their listening skills.

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Activity 1: Speaking practice

(i) Guide the pupils through reciting the poem and discussing the questions. (*Activity 1(a)* in the Pupil's Book).

(ii) Instruct the pupils to sit in groups of four and guide them through studying the picture carefully and answering the questions. (*Activity 1 (b)* in the Pupil's Book).

Answers to the questions under Activity 1 (a)

1. People's names differ in terms of length (some are long while some are short) and meaning.
2. There is no name which is wrong because every name has a meaning according to a particular culture.
3. The possible title for this poem is "people's names."/'names"
4. Answers to question 4 may vary; some names will be traditional, religious, and yet other names will be long or short.

Answers to the questions under Activity 1 (b)

1. I see people in the picture.
2. They are carrying luggage, logs.
3. I think the people in the picture are not happy because they are neckcuffed, half naked, and mistreated.
4. If I were one of them I would run away/ refuse.

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Activity 2: Reading practice

(i) Ask the pupils the following pre-reading questions to prepare them for reading practice.

1. When did Tanganyika attain her independence?
2. Why did the colonialists come to Africa?

Answers to the questions

1. Tanganyika attained her independence in 1961.
2. The colonialists came to Africa for four main reasons: raw materials, market, cheap labour and investment.

(ii) Read the passage aloud while the pupils listen (*Activity 2(a)* in the Pupil's Book).

(iii) Guide the pupils through brainstorming and mentioning vocabulary items related to the passage using word cards, pictures and flip charts.

(iv) Instruct the pupils to read the passage silently and observe them to ensure every pupil is reading.

(v) Instruct the pupils to sit in groups of four and guide them through discussing the comprehension questions (*Activity 2* in the Pupil's Book).

(vi) Move around and observe the participation of each pupil in the discussion on the comprehension questions.

(vii) Instruct the pupils to answer the questions in their exercise books individually *(Activity 2* in the Pupil's Book).

(viii) Instruct the pupils to sit in pairs and guide them through reading the passage again (*Activity 2* in the Pupil's Book).

(ix) Instruct the pupils in their pairs to read the passage again, ask and answer the questions to each other (*Activity 2* in the Pupil's Book*)*.

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Answers to the questions under Activity 2 (a)

1. FALSE
2. FALSE
3. TRUE
4. FALSE
5. FALSE

Answers to the questions under Activity 2 (b)

1. The Arabs came to this country to get slaves and ivory.
2. The biggest slave markets on the coast were Bagamoyo and Zanzibar.
3. Some slaves failed to reach the Arabian countries safely because they died on the way.
4. The people of this country disliked Germans because they forced them to pay taxes, work on plantations and beat them.
5. The British ruled this country for forty years.

Activity 3. Vocabulary practice

(i) Read the words aloud in the table (Activity *3 (a)* in the Pupil's Book).

(ii) Instruct the pupils to sit in pairs and guide them through reading the words aloud and correct their mistakes where necessary (*Activity 3 (a)* in the Pupil's Book).

(iii) Guide the pupils through reading aloud the passage in *Activity 2* and finding the sentences in the passage with the words *(Activity 3 (b)* in the Pupil's Book*)*.

(iv) Instruct the pupils to construct one correct sentence for each word (*Activity 3(c)* in the Pupil's Book*)*.

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Answers to the questions under Activity 3 (b)

The following are some of the sentences with words found in the box.

1. One day Musa's teacher asked Standard Six pupils to find information about the history of Tanzania before **independence.**
2. Musa found it **difficult.**
3. Mr Daudi was **ready** to help his son.

Answers to the questions under Activity 3 (c)

Pupils may construct different sentences. Make sure that they construct correct sentences using the words provided in the table (Activity 3 (a) in the Pupil's Book).

Examples of sentences

1. Tanganyika got her **independence** in 1961.
2. Our teacher gave us very **difficult** questions to be answered in groups.
3. Our teacher reminds us to read the instructions **carefully** before we attempt any question.

Activity 4. Language practice

Synonyms

These are words or phrases that are similar or have related meaning to other words or phrases in the same language. For example, *shut* and *close*, *help* and *assist*, *big* and *large, fast* and *quick, start* and *begin* etc.

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Antonyms

These are words that have opposite or contrasting meanings. For example *good* and *bad*, *short* and *tall*, *hot* and *cold* etc.

(i) Pronounce correctly the words in column A in the table (*Activity 4 (a*) in the Pupil's Book).

(ii) Guide the pupils through pronouncing the words in Column A in the table (*Activity 4 (a*) in the Pupil's Book).

(iii) In *Activity 4 (b)*, instruct the pupils to sit in groups of four and guide them through grouping the words with opposite meanings in Column A in the table into pairs as used in the poem (*Activity 1 (a)* in the Pupil's Book).

(iv) Instruct the pupils in their groups to match the words in Column A with words that have similar meanings in Column B in Activity 4 (c) in the Pupil's Book.

(v) Instruct the pupils to construct sentences using words from both Columns (*Activity 4 (d)* in the Pupil's Book).

(vi) Guide the pupils through matching the words in Column X with words that have opposite meanings in column Y (*Activity 4 (e)* in the Pupil's Book).

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Answers to the questions under Activity 4 (c)

Pairs of words with opposite meanings as used in the poem			
different – same	wrong – right	long – short	all - none

Answers to the questions under Activity 4 (b)

A		answer	B	
1	different	v	i	stretched
2	wrong	vi	ii	nothing
3	same	vii	iii	dwarf
4	long	i	iv	every one
5	none	ii	v	dissimilar
6	right	viii	vi	incorrect
7	all	iv	vii	similar
8	short	iii	viii	correct

Answers to the questions under Activity 4 (d)

Pupils' responses may vary. Make sure that the sentences constructed are correct and relevant.

Examples of sentences

1. Our teachers wear **different** clothes on various occasions.
2. When my father visited the Democratic Republic of Congo, he saw a **dwarf** in the street.
3. We used the **wrong** way; that is why we were late.

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Answers to the questions under *Activity 4 (e)*

	X	Answers		Y
1	permanent	x	i	unknown
2	absent	iv	ii	straight
3	calm	vi	iii	distant
4	bent	ii	iv	present
5	close	iii	v	against
6	famous	i	vi	troubled
7	knowledge	ix	vii	healthy
8	for	v	viii	exclude
9	diseased	vii	ix	ignorance
10	include	viii	x	temporary

Activity 5. Writing practice

(i) Guide the pupils through matching ten words with their opposite meanings to make five pairs of words (Activity *5 (a)* in the Pupil's Book*)*.

(ii) Instruct the pupils to construct one correct sentence using both words (*Activity 5 (b)* in the Pupil's Book*)*.

(iii) Guide the pupils through reading aloud the passage while listening attentively (*Activity 5 (c)* in the Pupil's Book*)*.

(iv) Guide the pupils through reading aloud the underlined words and correct pronunciation mistakes where necessary in the passage (*Activity 5 (c)* in the Pupil's Book*)*.

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(v) Guide the pupils through finding the words which have opposite meanings from the words in boldface as used in the passage (*Activity 5 (d)* in the Pupil's Book*)*.

(vi) Guide the pupils through studying the words in the table and showing the ones which have similar meanings to the underlined words in the passage (Activity 5 (e) in the Pupil's Book).

(vii) *In Activity 5 (f),* instruct the pupils to re-write the passage individually in their exercise books using the alternative words provided in their answers (Activity *5 (e)* in the Pupil's Book*)*.

Answers to the questions under Activity 5 (a)

easy	tough
good	bad
heavy	light
small	big
strong	weak

Answers to the questions under Activity 5 (b)

Pupils' responses may vary. Check the correctness and relevance of the sentences. **Examples:**

1. **Strong** teams defeated **weak** teams in the Tanzania Premier League (TPL).
2. A **good** person always dislikes people with **bad** behaviour.
3. Asia lives in a **big** house while Moses lives in a **small** house.

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Answers to the questions under Activity 5 (d)

The bolded words in the passage	*Words with opposite meaning*
getting off	getting on
after that	before that/before this
from	to
in front of	behind, in the back
started	finished/completed

Answers to the questions under Activity 5 (e)

Underlined words found in the passage	*Words found in the box which have similar meanings to the underlined words in the passage*
led	directed
helplessly	powerlessly
probably	maybe
hit	knocked
stared	gazed
suddenly	unexpectedly
inform	notify
injured	wounded

Answers to the questions under Activity 5 (f)

When we were on the road, we saw four passengers **getting off** the bus. **After that**, the driver *guided* them to the other side of the road where there was a schoolboy lying *powerlessly*. Then, they saw that the boy was badly injured. *Maybe* he had been *knocked* down by a car while walking in the zebra crossing on his way back **from** school.

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In front of him, they saw a school bag. One of the passengers picked it up and took out a notebook. He *gazed* at it for some seconds, and saw the name "Baraka Musa" written on the cover of the notebook. Then he **started** reading the first page of the notebook and *unexpectedly* shouted, "Here is his father's phone number. Let me call and *notify* him of the *wounded* boy."

He dialled the number and informed Baraka's father who immediately arrived at the scene by taxi. They helped him to put the boy into the taxi and he took the wounded boy to hospital.

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Unit Eight

Healthy eating habits

Introduction

*In this unit, the pupils will answer aural comprehension questions about **Twin sisters** to improve their listening skills. They will study a picture and answer questions about it; then they will read a passage on **A balanced diet** and answer questions. They will also practise vocabulary items related to the passage, recite a poem and answer questions on it. Then, they will combine individual words to form compound words and use them in sentences. Finally, they will use compound words to write texts.*

Teaching and learning resources

(a) word cards

(b) pictures

(c) flip charts

(d) pupil's Book five

(e) audio materials

(f) audio-visual materials

Teaching and learning techniques

(a) question-and-answer

(b) group discussion

(c) games

(d) gallery walk

(e) role-play

(f) simulation

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The main concept

In this unit, pupils should be able to use vocabulary items and compound words both in speaking and in writing. They should also be able to read and obtain detailed information from written texts and oral presentations.

Teaching and learning strategies

Listening practice

Ask the pupils the following questions to prepare them to listen to the passage.

(a) Pre-listening activities

(i) Ask the pupils questions to prepare them to listen to the passage.

Questions

1. What kind of food do you eat during breakfast, lunch and dinner?
2. Why do we eat?
3. Have you ever stayed hungry the whole day? How did you feel?

Answers to the question

Pupils' answers may vary. Use the responses to prepare them to listen to the passage attentively.

(ii) Tell the pupils that you will read a passage and that they will have to listen attentively and answer questions as you read.

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Twin sisters

Lemi and Wendi are twin sisters. Lemi likes fruits and vegetables in her meals. Wendi neither likes fruits nor vegetables. Lemi drinks plenty of water every day. Wendi likes soda and juice instead of water. Their mother tells Lemi and Wendi to eat a balanced diet to grow healthy and strong. Lemi says, "I will eat gingerbread, peanut butter with some spinach and pineapple in my breakfast". Wendi says, "I will take sweetbread and soda, only that!" Her mother says, "Ooh! No, Wendi, that is not a balanced diet. You need to eat a variety of foodstuffs required in your meals".

(b) While-listening activities

(i) Slowly read the passage *Twin sisters* to the pupils while they listen attentively.

(ii) Read the passage again with increased speed.

(iii) Read it at a normal speed. As you read, engage the pupils in listening by asking them questions to see whether they have been listening attentively.

Questions

1. What does Lemi call Wendi?
2. Who likes soda and juice?
3. What does Lemi take during breakfast?

Answer to the questions

1. Lemi calls Wendi her sister.
2. Wendi likes soda and juice.
3. Lemi takes gingerbread, peanut butter with some spinach, and pineapple for her breakfast.

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(c) Post-listening activities

Questions

Guide the pupils through using the knowledge gained from the while-listening activities to answer the following questions

1. Why does their mother insist that they should eat a balanced diet?
2. Can you tell what a child should eat to grow healthy and strong?
3. What type of food do you like eating most for breakfast, lunch, and dinner?

Answers to the questions under the listening activity

1. Their mother insists that they eat a balanced diet in order to grow healthy and strong.
2. A child can grow healthy by eating a balanced diet.
3. Pupils' responses may vary. Check the relevance of the responses.

Activity 1: Speaking practice

(i) Instruct the pupils to sit in groups of four and guide them through studying the picture and answering the questions to practise speaking (*Activity 1 (a)* in the Pupil's Book*)*.

(ii) Demonstrate how to pronounce the tongue twisters (Activity *1 (b)* in the Pupil's Book*)*.

(iii) Guide the pupils through reading the tongue twisters aloud several times in chorus, in groups, and individually until the tongue twisters are pronounced properly (*Activity 1 (b)* in the Pupil's Book*)*.

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Answers to the questions under Activity 1 (a)

The pupils' responses may vary depending on the things that appear in the picture.

Activity 2: Reading practice

(i) Ask the pupils the following pre-reading questions to prepare them for the reading practice.

1. Do you have fruits in your meals?
2. What type of food do you eat regularly?

Answers to the questions

Pupils' answers may vary.

(ii) Read aloud the passage on *Healthy eating habits* as the pupils listen attentively in *Activity 2* in the Pupil's Book.

(iii) Guide the pupils through identifying vocabulary related to *Healthy eating habit* using word cards, pictures and flip charts.

(iv) Instruct the pupils to read the passage silently as you monitor them to ensure every pupil is reading.

(v) Instruct the pupils to sit in groups of four and guide them through discussing the comprehension questions.

(vi) Move around and observe the participation of each pupil in discussing the comprehension questions.

(vii) Instruct the pupils to answer the questions in their exercise books individually *in Activity 2* in the Pupil's Book.

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Answers to the questions under Activity 2 (a)

1. A balanced diet is a type of food that contains all nutrients.
2. I think some people do not eat a balanced diet because
   i. they do not grow different kinds of food crops
   ii. they are unable to buy different kinds of food
3. The government of Tanzania educates people about the importance of eating a balanced diet in order to keep them healthy.
4. People learn how to take care of their health for better living from healthy specialists.
5. If children do not eat a balanced diet, they grow unhealthy and become prone to diseases.
6. Four types of foodstuffs that make a balanced diet are starch and sugar, protein, fats and oils, and vitamins.
7. We need each of the foodstuffs for the following reasons:
   i. We need starch and sugar to get energy for playing and working.
   ii. We need protein in order to build and repair our bodies.
   iii. We need fats and oils to keep our bodies warm and get energy.
   iv. We need vitamins to protect our bodies from diseases.

NB: Answers may vary depending on their experiences in eating a balanced diet.

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Activity 3: Vocabulary practice

(i) Guide the pupils through listing and reading compound words from the passage (*Activity 3 (a)* in the Pupil's Book*)*.

(ii) Instruct the pupils to use compound words to construct correct sentences (*Activity 3* (b) in the Pupil's Book).

(iii) Instruct the pupils to split the compound words and use the split words to make correct sentences orally *(Activity 3* (c) in the Pupil's Book).

(iv) Guide the pupils through reading the compound words from the table (*Activity 3 (d)* in the Pupil's Book*)*.

(v) Instruct the pupils to group the compound words related to health in Column X and the rest in Column Y (*Activity 3(e)* in the Pupil's Book*)*.

(vi) Instruct the pupils to choose any five compound words from both columns and use them to construct correct sentences (*Activity 3(f)* in the Pupil's Book*)*.

Answers to the questions under Activity 3 (a)

childhood	adulthood	breakfast	sweetbread	cornmeal
pineapples	sunflower	seafood	drumsticks	
groundnuts	cashew nuts	foodstuffs	gingerbread	
blackberries	strawberries	beetroot		

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Answers to the questions under Activity 3 (b)

Pupils will construct different sentences. Check the correctness and relevance of their sentences.

Examples:

1. This place reminds me of my **childhood**.
2. I have few **childhood** memories.
3. Her problems began in her early **adulthood.**
4. They went to school after **breakfast.**

Answers to the questions under Activity 3 (c)

Compound words	Split words	
childhood	child	hood
adulthood	adult	hood
breakfast	break	fast
sweetbread	sweet	bread
cornmeal	corn	meal
pineapples	pine	apples
sunflower	sun	flower
seafood	sea	food
drumsticks	drum	sticks
groundnuts	ground	nuts
cashew nuts	cashew	nuts

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Answers to the questions under Activity 3 (e)

Column X (Compound words related to food)	Column Y (Compound words not related to food)
grapefruit	goalkeeper
breakfast	butterflies
eggplant	everything
gingerbread	lifetime
ladyfingers	moonlight
popcorn	football
seafood	airport
whitefish	sunshine
groundnuts	grandmother
buttermilk	shopkeeper
	netball
	storekeeper
	basketball
	himself

Answers to the questions under Activity 3 (f)

Pupils' responses may vary depending on the words chosen.

Activity 4: Language practice

(i) Instruct the pupils to sit in groups of four and guide them through reciting the poem and answering the questions about it (*Activity 4(a)* in the Pupil's Book).

(ii) Guide the pupils through finding all the compound words in the poem and read them aloud (*Activity 4(b)* in the Pupil's Book).

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(iii) Instruct the pupils to use the compound words found in *Activity 4(b)* to construct sentences (*Activity 4(c)* in the Pupil's Book).

(iv) Instruct the pupils to identify words which combine to form compound words (*Activity 4(d)* in the Pupil's Book).

(v) Guide the pupils through matching the words from Columns A and B in the table (*Activity 4(e)* in the Pupil's Book) in order to form compound words. A word in Column A can combine with more than one word in Column B.

Answers to the questions under Activity 4 (a)

Pupils' responses may vary. Check the relevance of the responses.

1. The poem is about an aeroplane flying in the sky.
2. Some of the things that make the poet smile may be anything chosen by a pupil, provided that the response is relevant to the poem.

Answers to the questions under Activity 4 (b)

fisherman	seashell	everybody	everyone	bluebird
rainbow	ladybird	walkabout	watermelon	blue-plate

Answers to the questions under *Activity 4 (c)*

Pupils will construct different sentences. Check the correctness of the sentences.

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Examples:

1. John has become a judge, but Ally has remained a **fisherman**.
2. **Everybody** wanted to watch the match.
3. The woman cut up the **watermelon** and shared it out among the four children.

Answers to the questions under Activity 4 (d)

Compound words	Words which combine	
fisherman	fisher	man
everyone	every	one
ladybird	lady	bird
blue-plate	blue	plate
seashell	sea	shell
bluebird	blue	bird
walkabout	walk	about
everybody	every	body
rainbow	rain	bow
watermelon	water	melon

Answers to the questions under Activity 4 (e)

homemade, homeboy
worldwide
lifelong, lifestyle
password, pass mark
everywhere, everyone
childhood
babysitting, babylike

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Activity 5: Writing practice

(i) Guide the pupils through revising *compound words* orally (*Activity 4* Pupil's Book).

(ii) Guide the pupils through using any five words from the table and writing correct sentences (*Activity 5(a)* in the Pupil's Book*)*.

(iii) Instruct the pupils to find words from the table that can combine to form compound words (*Activity 5(b)* in the Pupil's Book*)*.

(iv) Guide the pupils through combining the words to form compound words and using them in constructing correct sentences (*Activity 5 (c)* in the Pupil's Book*)*.

Answers to the questions under Activity 5 (a)

Pupils' answers may vary depending on one's experiences. Check the correctness and relevance of the sentences they construct.

For example:

1. This **fish** is rotten.
2. She cooked delicious **food** for her family.

Answers to the questions under Activity 5 (b)

water melon	milk shake	break fast	ginger bread	food stuff	star fish	peanut

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Answers to the questions under Activity 5 (c)

watermelon	foodstuff
milkshake	starfish
breakfast	peanut
gingerbread	

Pupils' answers may vary. Check the correctness and relevance of the sentences they give. The following are examples:

1. The **watermelon** he bought was very sweet.
2. I did not have **breakfast** today because I did not have appetite.
3. I took **milkshake** in the afternoon.
4. She smeared **peanut** butter on the bread slices.

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Unit Nine

Travelling by aeroplane

Introduction

In this unit, the pupils will answer aural comprehension questions on ***My first experience in a new school*** *to improve their listening skills. They will study a picture, read a passage on* ***My first time on an aeroplane*** *and answer questions. They will also use vocabulary items in sentences and use the expressions provided to talk about their personal experiences. Finally, they will use words with multiple meanings in sentences both in speaking and in writing in different situations.*

Teaching and learning resources

(a) pictures
(b) word cards
(c) flip charts
(d) English Standard Six Pupil's Book
(e) audio materials
(f) audio-visual materials

Teaching and learning techniques

(a) question-and-answer
(b) group discussion
(c) games
(d) gallery walk
(e) role-play
(f) simulation

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The main concept

In this unit, the pupils should be able to use vocabulary items and words with multiple meanings both in speaking and in writing. They should also be able to read and obtain detailed information from the written texts and oral presentations.

Teaching and learning strategies

Listening practice

(a) **Pre-listening Activity**

(i) Ask the pupils the following questions to prepare them to listen to the passage.

1. What past experience do you remember the most?
2. Why do you remember it?
3. What did you learn from that experience?

Answers to the questions

Pupils' responses may vary. Listen and comment where necessary.

(ii) Tell the pupils that you will read a passage and that they will have to listen attentively and answer questions while reading continues.

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My first experience in a new school

The best moment I experienced in a new school was when I entered the classroom for the first time. The English language teacher was teaching. She asked me to introduce myself in English. I felt afraid because the whole class turned their eyes on me. I hesitated, but finally, I managed to introduce myself. I felt so good for the effort I applied to overcome fear. The whole class cheered for me. The teacher was very happy to hear how I introduced myself.

(a) **While-listening Activities**

(i) Slowly read to the pupils the passage on *My first experience in a new school* while they listen attentively.

(ii) Read the passage again with increased speed.

(iii) Read it at a normal speed. As you read, engage the pupils in listening by asking them questions to see whether they have been listening attentively.

Questions

1. What did the writer remember?
2. Which subject was the teacher teaching?
3. What did the teacher tell the writer to do?
4. Why did the writer feel afraid?
5. What made the class to cheer for the writer?
6. How did the teacher feel?

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Answers to the questions

1. The writer remembered the best moment he had experienced in a new school.
2. The teacher was teaching English.
3. The teacher told the writer to introduce him/herself in the English language.
4. The writer felt afraid because the whole class turned their eyes on him/her.
5. The class cheered because the writer overcame fears.
6. The teacher was very happy

(b) **Post-listening Activities**

Guide the pupils through using the knowledge gained from the while-listening activities to answer the following questions.

Questions

1. What made the class cheer for the writer?
2. How did the teacher feel?
3. What was your experience on your first day at school?
4. How did you feel? Why?

Answers to the questions

Pupils' answers may vary from one group to another. Listen to the answers and respond accordingly.

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Activity 1: Speaking practice

(i) Instruct the pupils to sit in pairs and guide them through studying the picture (*Activity 1* of the Pupil's Book*)*.

(ii) Guide the pupils through discussing the questions in pairs (*Activity 1* in the Pupil's Book*)*.

(iii) Instruct pupils to respond to the questions orally.

Answers to the questions under Activity 1

Answers may vary according to the pupils' experience. Make sure that the answers provided are correct and relevant.

Examples

1. In the picture, I see, a plane and people (men, women and boys).
2. The people are disembarking from the plane.

Activity 2: Reading practice

(i) Instruct the pupils to do the following pre-reading questions to prepare them for reading practise.

1. Do you like travelling?
2. When was your first travel?
3. Which means of transport did you use?
4. How did you feel on the travel?

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Answers to the questions

Answers may vary depending on the experience of each pupil.

(ii) Read aloud the passage on *My First Time on an aeroplane* as the pupils listen attentively.

(iii) Guide the pupils through identifying vocabulary items using word cards, pictures and flip charts.

(iv) Instruct the pupils to read the passage silently and ensure every pupil is reading.

(v) Instruct the pupils to sit in groups and guide them through discussing comprehension questions.

(vi) Move around and observe participation of each pupil in discussing on the comprehension questions.

(vii) Instruct the pupils to answer the questions in their exercise books individually *(Activity 2* in the Pupil's Book).

Answers to the questions under Activity 2

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

Activity 3: Vocabulary practice

(i) Pronounce correctly the words in the table (*Activity 3 (a)* in the Pupil's Book).

(ii) Instruct the pupils to sit in pairs and guide them through pronouncing the words in the table (*Activity 3 (a)* in the

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Pupil's Book) and correct any pronunciation errors.

(iii) In *Activity 3 (b),* guide the pupils through reading the passage and finding sentences with the words in the table (*Activity 3 (a)* in the Pupil's Book*)*.

(iv) Guide the pupils through using the dictionary to find the meanings of the words (*Activity 3 (c)* in the Pupil's Book*)*.

(v) Instruct the pupils individually to write one correct sentence for each word (*Activity 3 (d)* in the Pupil's Book*)*.

Answers to the questions under Activity 3 (b)

Pupils should find from the passage all sentences containing the words listed in the table.

Examples:

1. "Ladies and gentlemen, this is your **captain** Ceciliana Lejah, speaking.
2. **A flight attendant** announced.
3. At last, it was time for **take-off**.
4. They made their way to the **airport**.

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Answers to the questions under Activity 3 (c)

Pupils' answers will base on the meanings of the words from the dictionary. Instruct the pupils that only the meaning of words with no affixation is found in the dictionary. Help them to find the words.

Examples

1. **Passport** – This is an official document provided by the government of a particular country which verifies that the owner is a citizen of the country and it allows that person to travel abroad to different countries.
2. **A flight attendant** is someone who serves passengers on an aircraft.
3. **An aeroplane** is a vehicle designed for air travel with wings and one or more engines.

Answers to the questions under Activity 3 (d)

Pupils' sentences may vary. Make sure that the constructed sentences are correct and relevant.

Examples

1. It is our **custom** to respect elders.
2. I got a **flight** at the last minute.

Activity 4: Language practice

(i) Use warm up activities such as games and songs to introduce polysemous words (words with multiple meanings).

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(ii) Instruct the pupils to sit in groups of four and guide them through reading again the passage on *My first time on an aeroplane* (*Activity 4 (a)* in the Pupil's Book*)*.

(iii) Instruct the pupils in their groups to identify different things that they think Keke experienced for the first time on the plane (*Activity 4(b)* in the Pupil's Book*)*.

(iv) Instruct the pupils to tell each other one of their experiences (Activity *4 (c)* in the Pupil's Book*)*.

(v) Guide the pupils through identifying ten words with multiple meanings from the passage and use them to construct one correct sentence for each meaning (*Activity 4 (d)* in the Pupil's Book*)*.

(vi) Guide the pupils through using a dictionary to find the multiple meanings of the words in the table (*Activity 4 (e)* in the Pupil's Book*)*.

(vii) Instruct the pupils to sit in groups of four and guide them through talking about different experiences (*Activity 4 (f)* in the Pupil's Book*)*.

(viii) Guide the pupils through talking about other people's experiences (*Activity 4 (g)* in the Pupil's Book*)*.

(ix) *In Activity 4 (h),* guide the pupils through writing the expressions in their exercise books

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Answers to the questions under Activity 4 (b)

Pupils' responses may vary depending on their perceptions and experiences in travelling by a plane. Help the pupils to freely express their thoughts on how they would feel if they were Keke travelling by a plane for the first time.

Answers to the questions under Activity 4 (c)

Pupils' answers may vary depending on each pupil's experiences. Give them enough time to share their experiences.

Answers to the questions under Activity 4 (d)

Pupils' responses may vary. Ensure the meanings provided for each word are correct and relevant. For example:

1. Break (cut into pieces or stop from doing activity).

   Example of sentences for each meaning:

   a) They will **break** the rock into pieces.

   b) When the bell rang, we went for a **break.**

2. Catch (find and stop a person/animal trying to escape or take hold of something moving or to be able to travel on an aircraft, train, bus etc**)**

   Example of sentences for each meaning:

   a) Policemen **catch** thieves.
   b) I **catch** the 6:30 a.m. school bus every day.

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3. Flight (an aircraft that is making a particular journey or a journey in an aircraft or escape from a particular situation or the act of leaving).

Example of sentences for each meaning:

a) I will never forget my first **flight** to Dodoma.

b) The thieves took a **flight** when they saw a policeman.

Answers to the questions under Activity 4 (e)

Pupils' responses may vary. Ensure the correctness and relevance of the responses they give.

No	Word	Multiple meanings	
1	bank	financial institution where money is kept	sides of the river
2	rock	stone	music
3	spring	season between winter and summer	a place where water comes out naturally
4	drop	fall	very small amount of liquid
5	second	position	a unit for measuring time (period of time)
6	wave	water movement	move a hand from side to side
7	ring	an act of producing sound	circle
8	watch	small clock	looking at
9	pen	writing device	a chicken house
10	bark	loud noise of a dog	Outer cover of a tree

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Answers to the questions under Activity 4 (f) and (g)

Pupils' responses may vary. Make sure that the expressions given are relevant to one's personal experiences.

Answers to the questions under Activity 4 (h)

Guide the pupils to write the expressions in **(f)** and **(g)** above in their exercise book

Activity 5: Writing practice

(i) Guide the pupils through writing three correct sentences about one of their personal experiences in their exercise books (*Activity 5 (a)* in the Pupil's Book*)*.

(ii) Instruct the pupils to write three correct sentences about one of their friend's experiences (*Activity 5 (b)* in the Pupil's Book*)*.

(iii) Instruct the pupils to choose one word whose meaning fits in the two sentences then write it in the blank spaces to complete the sentences (*Activity 5 (c)* in the Pupil's Book*)*.

(iv) Instruct the pupils to use the words with multiple meanings in the box to fill in the blanks in the passage (Activity *5 (d)* in the Pupil's Book*)*.

(v) In *Activity 5 (e),* instruct the pupils to sit in groups of four and guide them through writing correct sentences with different meanings using the multiple meanings words provided in the box (*Activity 5 (d)* in the Pupil's Book*)*.

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Answers to the questions under Activity 5 (a)

Pupils' responses may vary. Make sure that the sentences provided are relevant based on their personal experiences. Begin: At one time when I was watching……..

Examples:

1. One day when I was watching a football match, a big snake fell from the roof.
2. One day when I was watching a netball match, the electricity went off.

Answers to the questions under Activity 5 (b)

Pupils' responses may vary. Make sure that the provided sentences are relevant based on their friend's experiences and begin with "*My friend told me that…..*"

For example:

1. My friend told me that last year he travelled by bus from Mwanza to Mtwara.
2. My friend told me that he was going to bank one million Tanzanian shillings. On reaching the teller's window, he discovered that he did not have the money.

Answers to the questions under Activity 5 (c)

1. raise 2. time 3. eye
4. ruler 5. period

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Answers to the questions under Activity 5 (d)

pet	fit	palm	show	bank	broke	fire	tyre

Answers to the questions under Activity 5 (e)

Pupils' responses may vary depending on personal experiences. Make sure that the answers provided are relevant in terms of meaning and the sentence structure.

Examples:

1. I used to **pet** him as he was so much stressed.

   Our cat at home is my lovely **pet**.

2. Yesterday my father deposited ten thousand shillings into my personal **bank** account.

   All the three pupils who stood at the river **bank** fell into the river yesterday.

3. Neema lit a **fire** in the kitchen with a matchbox.

   He will **fire** him because of his disobedience.

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Unit Ten

Celebrating festivals

Introduction

In this unit, the pupils will answer aural comprehension questions about the whispering game. They will recite a poem and answer questions about it. They will also study a picture and read a passage on ***Bagamoyo Arts and Culture Festival****. Then, they will practise using vocabulary items related to the passage. They will, thereafter, practise using the simple present tense to describe routines, habits, daily activities, and general truths, both in speaking and in writing.*

Teaching and learning resources

(a) word cards

(b) sentence cards

(c) drawings

(d) audio materials

(e) audio- visual materials

(f) pictures

(g) flip charts

(h) English Standard Six Pupil's Book

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Teaching and learning techniques

(a) group discussion
(b) gallery walk
(c) question-and-answer
(d) role-play
(e) games
(f) pair work
(g) songs

The main concept

In this unit, the pupils should be able to use the simple present tense in both speaking and in writing different situations. They should also be able to read and obtain detailed information from written texts and oral presentations.

Teaching and learning strategies

Listening practice

(a) Pre-listening

(i) Guide the pupils through the unit on *Celebrating festivals* by asking questions related to festival events.

(ii) Instruct the pupils to stand in lines of at least ten pupils, depending on the size of the class.

(iii) Tell the pupils that they are going to listen to a phone call (whispering a secret message in the ear of the next fellow in the line).

(iv) Write a sentence on a card and give it to the first pupil in the line, then ask them to read it silently.

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(b) While-listening

(i) Instruct each pupil to pass on the message orally from the first pupil to the last one.

(ii) Tell the last pupil in the line to say aloud the message that he/she has heard.

(iii) Instruct the first pupil to read aloud the sentence from the card.

(iv) Instruct the pupils to compare the first and the last pupil's messages.

The telephone message to be sent

My mother buys me clothes in every festival.

(c) Post-listening

(i) Instruct the pupils to say whether the game was interesting.

(ii) Tell the pupils to give reasons why the messages are similar or different.

Reasons for the messages to be the same

1. All pupils in the lines pronounced the words correctly.
2. All pupils were very attentive to the message.

Reasons for the messages to be different

1. Poor pronunciation of words by some pupils in the lines.
2. Some pupils were not attentive to the message.

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Activity 1: Speaking Practice

(i) Recite the poem at a normal speed (*Activity 1(a)* in the Pupil's Book).

(ii) Instruct the pupils to recite the poem (*Activity 1(a)* in the Pupil's Book) in pairs.

(iii) Instruct the pupils to sit in groups of four and guide them through discussing the questions about the poem (*Activity 1 (a)* in the Pupil's Book).

(iv) Instruct the pupils to listen carefully as you read the tongue twisters (*Activity 1 (b)* in the Pupil's Book).

(v) Instruct the whole class to repeat pronouncing the words after you.

(vi) Re-read the tongue twisters at a normal speed as the pupils listen.

(vii) Guide the pupils through reading the tongue twisters in chorus, groups and individually until they are conversant with the pronunciation.

(viii) Instruct the pupils to sit in pairs and guide them through studying the picture and answering the questions about it (*Activity 1 (c)* in the Pupil's Book).

Answers to the questions under Activity 1(a)

1. The artist is the one who is speaking in the poem.
2. The poem is about arts and culture.
3. Arts and culture bring joy to the world.
4. Answers from the pupils may vary. The answers may be arts and culture bring joy to the people, promote creativity etc.

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Answers to the questions under Activity 1 (c)

1. The people in the picture are dancing.
2. Answers may vary depending on the pupil's interests.
3. Such activities are performed during festivals.

Activity 2: Reading practice

(i) Ask the pupils the following pre-reading questions to prepare them for the reading practice.

1. What festivals do you celebrate every year?
2. Share your experience about one of the festivals you celebrated last year.

Answers to the questions to the above questions

1. Pupils' answers may vary depending on the festivals they celebrate in a year.
2. Pupils' answers may vary depending on the individual's response about the festivals he/she celebrated last year.

(ii) Read aloud the passage on *Bagamoyo Arts and Culture Festival* as the pupils listen attentively.

(iii) Guide the pupils through practising using vocabulary items via word cards, drawings, pictures and flip charts related to arts and culture festivals.

(iv) Guide the pupils through reading the passage silently and individually (*Activity 2* in the Pupils Book).

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(v) Instruct the pupils to sit in groups and guide them through discussing the comprehension questions.

(vi) Move around and observe participation of each pupil in discussing on the comprehension questions.

(vii) Instruct the pupils to answer individually the comprehension questions in *Activity 2* in their exercise books.

Answers to the questions under Activity 2

1. A festival is a series of performances usually organised in the same place once a year.
2. The Bagamoyo Arts and Culture Festival is held in Bagamoyo, a small town in the Coast Region of Tanzania.
3. It features music, dance, drama, acrobatics, magic, singing, and many other related activities.
4. It takes seven days.
5. The name of the theatre is the new TaSUBa Theatre.
6. It has 2000 seats.
7. Participants come from all over the world.
8. The festival promotes tourism in the country as many people from all over the world come to celebrate the events.
9. The festival has the following importance to the country:
    i. It brings about revenue from visa applications, lodging, and food.
    ii. It promotes Tanzanian culture, especially the Kiswahili language.

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10. Responses from the pupils may vary.

Some of possible responses are Christmass, Easter, Eid el fitri, Sauti za Busara Festival, Mwaka Kogwa Festival, Serengeti Cultural Festival, Kilimanjaro Marathon Festival, Zanzibar International Film Festival, Nyama Choma Festival, Union Day Festival, Independence Day, and the Zanzibar Revolution Day.

Activity 3: Vocabulary practice

(i) Guide the pupils through practising the use of words in Column X in the table (*Activity 3 (a)* in the Pupil's Book).

(ii) In *Activity 3 (b),* guide the pupils through pronouncing the words in Column X found in the table (*Activity 3 (a)* in the Pupil's Book).

(iii) Ask the pupils to find words in Column X in the passage (*Activity 3 (b)* in the Pupil's Book).

(iv) Ask the pupils to read the sentences in the passage containing the words found in Column X (*Activity 3 (c)* in the Pupil's Book).

(v) Guide the pupils through matching the words in Column X with their meanings in Column Y (*Activity 3 (d)* in the Pupil's Book).

(vi) Instruct the pupils to sit in pairs and guide them through re-arranging the groups of letters in the table in *Activity 3 (e)* to make meaningful words.

(vii) Instruct the pupils to pronounce the words and make one correct sentence for each (*Activity 3 (f)* in the Pupil's Book).

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Answers to the questions under Activity 3 (c)

The sentences must be from the passage.

Examples:

1. Bagamoyo Arts and Culture **Festival** is a special performance to which people come and celebrate.
2. The festival **features** music, dance, drama, **acrobatics** and many other related activities.
3. The festival started in 1982 when students and teachers at then Bagamoyo College of Arts **displayed** their works.

Answers to the questions under Activity 3 (d)

No	Column X	Column Y
1	festivals	vii
2	celebrate	xii
3	features	v
4	acrobatics	i
5	displayed	ii
6	theatre	iii
7	host	xi
8	traditional	ix
9	contemporary	vi
10	performance	viii
11	promote	iv
12	revenue	x

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Answers to the questions under Activity 3 (e)

Groups of letters	Meaningful words
cebrtleaion	celebration
remonyce	ceremony
usctom	custom
nteve	event
cavalrni	carnival
olhd	hold
irfework	firework
creultu	culture
hegatr	gather
iginor	origin
easson	season
coumest	costume

Answers to the questions under Activity 3 (f)

In reading the words, check the pupils' pronunciation. Their sentences may vary. Check their correctness and make corrections where necessary.

Examples of the sentences are as follows:

1. Celebration: The **celebration** of Sauti za Busara Festival is done every year.
2. Carnival: There is a local **carnival** every year.

Activity 4 : Language practice

(i) Use warm up activities, such as asking questions about the pupil's daily routine.

(ii) Guide the pupils through using the simple present tense in sentences (*Activity 4 (a)* in the Pupil's Book).

(iii) Guide the pupils through reading aloud the sentences

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(*Activity 4 (a)* in the Pupil's Book) and finding them in the passage in *Activity 2*.

(iv) Guide the pupils through reading the bolded verbs (*Activity 4 (b)* in the Pupil's Book).

(v) Guide the pupils through constructing sentences from the substitution table (*Activity 4 (c)* in the Pupil's Book).

(vi) Instruct the pupils to write ten (10) sentences in their exercise books using the simple present tense (*Activity 4(d)* in the Pupil's Book).

(vii) Guide the pupils through describing routines, habits and daily activities using verb forms (*Activity 4 (e)* in the Pupil's Book).

Answers to the questions under Activity 4 (b)

Answers from the pupils may vary. Encourage them to speak and study the correctness of the sentences.

The following are example sentences:

1. The wedding ceremony **features** traditional dance and music.
2. Juma always **focuses** on his studies.
3. Many students **come** to school every day.
4. The environmental day **promotes** cleanliness.

Answers to the questions under Activity 4 (c)

Pupils may make more sentences from the table. Check for correctness of the sentences.

Some of these sentences are listed below:

1. Every day, I play games.
2. Every day, they drink milk.

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Answers to the questions under Activity 4 (e)

The responses may vary from one pupil to another. Make sure the sentences are correct.

Some of the sentences in the simple present tense are as follows:

1. My father wakes up early every morning.
2. Bahati likes fruits.
3. Pupils go to school five days a week.
4. He goes to school every day.
5. Every Saturday, she washes her school uniforms.

Activity 5: Writing practice

(i) Guide the pupils through revising the simple present tense orally *(Activity 4* in the Pupil's Book).

(ii) Instruct the pupils to sit in groups of four and guide them through mentioning any festival that they celebrate (*Activity 5 (a)* in the pupil's Book).

(iii) Instruct the pupils to sit in groups of four and guide them through discussing the questions about the festival they celebrate (*Activity 5(a)* in the Pupil's Book).

(iv) Instruct the pupils to give answers in full sentences (*Activity 5* in the Pupil's Book)

(v) Instruct the pupils to write the answers individually in one paragraph, in their exercise books (*Activity 5 (b)* in the Pupil's Book).

(vi) Instruct the pupils to read the passage individually and write the correct form of the verbs in the brackets (*Activity 5 (c)* in the Pupil's Book).

(vii) Instruct the pupils to compose a short story to describe any routines, habits, daily activities, and general truths in the context of their choice (*Activity 5(d)* in the Pupil's Book).

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Answers to the questions under Activity 5 (a)

Pupils' answers may vary depending on the festival they celebrated. Check for the correctness of their answers.

Answers to the questions under Activity 5 (b)

Pupils' answers may vary depending on the kind of the festival chosen and the location it took place.

Answers to the questions under Activity 5 (c)

Every year, Ndeni's parents **prepare** a party for her birthday. All her family and friends **go** to her party. Normally, the party **takes** place in a small hotel near their home. The party **starts** at four o'clock in the evening. It **begins** with singing a birthday song. Everybody **stands** up, **sings**, and **claps** for her. Then, the cake which is usually prepared by her mother, is **cut** into small pieces. Before it is served to her friends and the family members, she **eats** a piece.

At the party, there **is** always a lot to eat and drink. Everybody **eats** and **drinks** to his/her satisfaction. Her friends, and family members **dance** a lot. They also **give** her a lot of nice and expensive gifts. Then, her friends **say** good-bye and leave. The family members also **go** back home. This **marks** the end of the party.

Answers to the questions under Activity 5 (d)

Pupils' responses may differ based on their experience

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Unit Eleven

Entrepreneurship

Introduction

In this unit, the pupils will answer aural comprehension questions on ***Mwajuma's poultry farm*** *to improve their listening skills. They will talk about a business person that they admire. They will also practise tongue twisters, study a picture and answer questions. Then, they will read the passage on* ***Our family poultry project*** *and answer questions about it. They will finally practise using vocabulary items related to the passage and use relative pronouns in different contexts both in speaking and in writing.*

Teaching and learning resources

(a) pictures
(b) word cards
(c) sentence cards
(d) flip charts
(e) English Standard Six Pupil's Book
(f) audio materials
(g) audio-visual materials

Teaching and learning techniques

(a) question-and- answer
(b) group discussion
(c) pair work

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(d) gallery walk

The main concept

In this unit, the pupils should be able to use relative pronouns in speaking and in writing. They should also be able to read and obtain detailed information from written texts and oral presentations.

Teaching and learning strategies

Listening practice

(a) **Pre-listening activities**

(i) Ask the pupils the following questions to prepare them to listen to the passage.

1. What activities do people do to get money?
2. Do you keep animals in your family?
3. What animals do you keep?
4. Do you participate in taking care of the animals?
5. What is the importance of animal keeping?

(ii) Tell the pupils that you will read a passage. They will have to listen attentively and answer questions.

Mwajuma's poultry farm

Mwajuma is a mother of three: Rasheed, Jamila and Rehema. Her husband passed away three years ago from cancer. Mwajuma and her husband could not afford the cost of medicine because of poverty. They had neither land to cultivate crops nor house to live

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in. They were poor. They could not manage to buy even school uniform for their children. Life was too hard.

After her husband passed away, Mwajuma started keeping poultry to support her life. She started with three chicks that she got from Mzee Kimario, a famous poultry keeper in the village. It is now eleven months since Mwajuma started her project. Her farm is growing every day. Mwajuma has now more than three hundred chickens in her farm.

Last month, Mr Kajubi visited Mwajuma's farm. He wanted to learn the secret behind Mwajuma's success.

(b) **While-listening activities**

(i) Slowly read the passage *Mwajuma's poultry farm* to the pupils while they listen attentively.

(ii) Read the passage again with increased speed.

(iii) Read it at a normal speed. As you read, engage the pupils in listening by asking them questions to see whether they have been listening attentively.

1. Who is Mwajuma?
2. Is Mwajuma's husband alive?
3. Who visited Mwajuma's farm?

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Answers to the questions

1. Mwajuma is a mother of three children: Rasheed, Jamila and Rehema.
2. No, Mwajuma's husband has passed away.
3. Mr Kajubi visited Mwajuma's farm.

(c) **Post-listening activities**

Guide the pupils through using the knowledge gained from the while-listening activities to answer the following questions.

Questions

1. Why were Mwajuma and her husband unable to buy school uniforms for their children?
2. Mention three things that are important for someone to succeed.
3. Why did Mr Kajubi visit Mwajuma's farm?

Answers to the questions

1. Mwajuma and her husband were unable to buy school uniforms for their children because they were poor.
2. Three things that are important for someone to succeed are
   (i) planning,
   (ii) focus,
   (iii) commitment.
3. Mr Kajubi visited Mwajuma's farm in order to learn how to start a poultry project.

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Activity 1: Speaking practice

(i) Guide the pupils through talking about the business person they admire to practise speaking (*Activity 1 (a)* in the Pupil's Book).

(ii) Instruct the pupils to listen carefully as you pronounce the tongue twisters (*Activity 1 (b)* in the Pupil's Book).

(iii) Instruct the whole class to repeat pronouncing the words of the tongue twisters after you.

(iv) Re-read the tongue twisters at a normal speed as the pupils listen.

(v) Guide the pupils through reading the tongue twisters in chorus, groups and individually.

(vi) Instruct the pupils to sit in groups of four and guide them through studying the picture and discuss questions about it (*Activity 1 (c)* in the Pupil's Book*)*.

Answers to the questions under Activity 1 (a)

Pupils' answers may vary according to their perceptions. Make sure the answers provided follow the guidelines given for the question in the Pupil's Book.

Answers to the questions under Activity 1 (c)

Pupils' responses may vary depending on their perceptions. Make sure the responses are relevant to the picture. The possible answers are highlighted below:

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1. In the picture, I see a girl, chicken, and a chicken coop.
2. The girl is entering the kitchen coop/ The girl is feeding the chickens.
3. People keep chickens for food and income.

Activity 2: Reading practice

(i) Ask the pupils the following pre-reading questions to prepare them for reading practice.

1. What is the importance of animal keeping?
2. Mention animals that are kept in your areas.
3. What can we get from the animals you have mentioned?

Answers to the questions

1. Pupils' responses may vary, but livestock keeping is a source of revenue and animal products.
2. Pupils' responses may vary.
3. From the animals we get meat, eggs, skin (hide), feathers, hoofs, milk and manure.

(ii) Read aloud the passage as the pupils listen attentively in *Activity 2* of the Pupil's Book

(iii) Guide the pupils through identifying the vocabulary items related to the passage *Our family poultry project* using word cards, pictures and flip charts.

(iv) Instruct the pupils to read the passage silently as you observe to ensure that each pupil is participating in reading.

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(v) Instruct the pupils to sit in groups of four and guide them through discussing the comprehension questions.

(vi) Move around and observe participation of each pupil in discussing the comprehension question.

(vii) Instruct the pupils to answer the comprehension questions individually in the exercise books (*Activity 2(b)* in the Pupil's Book).

Answers to the questions under Activity 2

Pupils' responses to some of these answers may vary. Consider whether they are relevant to the passage. The following are some of the relevant answers:

1. Imani had an idea about a poultry project.
2. She got the idea from a television programme on poultry farming.
3. Imani's mother got advice from a veterinary officer to do the following:
   (i) build a chicken coop
   (ii) buy all necessary equipment for the project
   (iii) choose the type of chicken she wanted
   (iv) buy medicines according to the type of chicken.
4. The type of chicken they kept are layers.
5. Imani's mother had to see a veterinary officer to get advice on how to keep chickens.
6. It was important for Imani's family to start the project because they would earn a lot of money.
7. Families need projects in order to earn money.

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Activity 3: Vocabulary practice

(i) Guide the pupils through reading the pairs of words and making one correct sentence with each word in the pairs, in the table (*Activity 3(a)* in the Pupil's Book).

(ii) In pairs, guide the pupils through reading the words in Column X in the table (*Activity 3 (b)* in the Pupil's Book).

(iii) Instruct the pupils to identify from the passage the words in Column X (*Activity 3 (c)* Pupil's Book).

(iv) Instruct the pupils to read the sentences containing the words in Column X (*Activity 3 (b)* in the Pupil's Book).

(v) Instruct the pupils to be in pairs and make one correct sentence for each word (*Activity 3 (f)* in the pupil's book).

(vi) Instruct the pupils to match the words in Column X with their meanings in Column Y individually (Activity *3 (g)* in the Pupil's Book).

Answers to the questions under Activity 3 (a)

Pupils' responses may vary. In the reading activity, make sure the words are pronounced correctly and the sentences are correct. The following are examples:

1. My friend and I will **buy** mangoes tomorrow.
   I said **bye** to my friend when I saw her leaving.
2. Our teachers **advise** us to study hard.
   Good **advice** is always helpful.

Answers under Activity 3 (e)

2. vi	4. ii	6. i
3. v	5. iii	7. iv

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Answers to the questions under Activity 3 (f)

Pupils' responses may vary. The following are the possible sentences that pupils can construct:

1. Uncle Joe has a very big **chicken coop**.
2. We have three **veterinary officers** in our village.
3. One **chick** keeps a hen busy.
4. **Poultry projects** make people rich.

Answers to the questions under Activity 3 (g)

S/N	Column X	Column Y
1	chicken coop	vi
2	poultry project	vii
3	chick	v
4	veterinary officer	ii
5	broilers	iii
6	layers	i
7	a cock	iv

Activity 4: Language practice

(i) Guide the pupils through reading the relative pronouns in the table (*Activity 4 (a)* in the Pupil's Book).

(ii) Guide the pupils through reading again the passage about *Our family poultry project* in pairs (*Activity 4 (b)* in the Pupil's Book).

(iii) Instruct the pupils to find sentences with relative pronouns in the passage and read them (Activity *4 (c)* in the Pupil's

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Book).

(iv) Instruct the pupils to construct 10 correct sentences from the table in pairs (Activity *4(d)* in the Pupil's Book).

(v) Ask the pupils to change the statements into questions using relative pronouns individually (*Activity 4 (e)* in the Pupil's Book).

Answers to the questions under Activity 4b and 4c

The pupils have to find and read sentences with relative pronouns found in the passage. Some of the sentences are listed below:

1. She got an idea to start a family poultry project from **which** her family would make a lot of money.
2. He said, "I will provide some money **that** we will use to build a chicken coop, buy chicks and chicken feed".

Answers to the questions under Activity 4 (d)

Pupils responses may vary. Check the correctness of the sentences and correct the incorrect ones where necessary. Examples of correct sentences from the table are provided below:

1. Do you know the girl who ran away from her parents?
2. This is the book that I was talking about.

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Answers to the questions under Activity 4 (e)

1. Who gave the book to Baraka?
2. Who came to visit us yesterday?
3. Where do they live?
4. Which book is lost?
5. Where did he go?
6. When will she come?

Activity 5: Writing practice

(i) Instruct the pupils to compose one correct sentence using the relative pronouns (*Activity 5 (a)).*

(ii) Instruct the pupils to choose the correct relative pronouns from the brackets to fill in the blanks (*Activity 5 (b)).*

Answers to the questions under Activity 5 (a)

Pupils might compose different sentences. Check the correctness of their sentences. These are some examples:

1. Whose pen is this?
2. The book, which I bought yesterday, is lost.
3. This is the woman whose child was crying.
4. Which one of these terms is correct?
5. This is the village where I was born.

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Answers to the questions under Activity 5 (b)

1. where	5. which	9. that
2. which	6. whom	10. that
3. which	7. how	11. whom
4. which	8. that	12. whom

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Unit Twelve

Personal events and experiences

Introduction

In this unit, the pupils will answer aural comprehension questions on ***Why in this morning?*** *to improve their listening skills. They will recite a poem, study a picture and read a story on* ***The day I will never forget*** *and answer the questions. They will also practise vocabulary items related to the story and the simple past tense. They will read the story and finally write their own story related to their experience.*

Teaching and learning resources

(a) a model of a story

(b) pictures

(c) word cards

(d) flip charts

(e) Pupil's Book Five

(f) audio materials

(g) audio -visual materials

Teaching and learning techniques

(a) brainstorming

(b) question -and -answer

(c) story telling

(d) group discussion

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(e) role-play

(f) simulation

(g) song

The main concept

In this unit, the pupils should be able to use related vocabulary and the simple past tense in both 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

(a) Pre-listening activities

(i) Ask the pupils the following questions to prepare them to listen to the passage.

1. What time do you wake up in the morning to prepare yourself for school?
2. Who wakes you up?

Answers to the questions

The pupils' responses may vary. Use their responses to introduce the listening practice.

(ii) Tell the pupils that you will read a passage. They will have to listen attentively and answer questions.

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Why in this morning?

I was awakened by spatters on the roof and the coldness in the room. I looked around; it was still dark. I walked to the window and saw that it was cloudy and rainy. I wished I could not go to school but I had no choice. We were starting our terminal examinations on that day. I prepared myself and had breakfast. With my school bag on my back and an umbrella in my hand, I stepped outside the house and started walking to school in the rain. The road was filled with muddy rainwater, so I walked carefully. At the pedestrian crossing, I stopped and waited to cross. Suddenly, a car came at a speed and splashed the dirty water on me. I stood there, not knowing what to do because my whole body, from head to toe, was soaked with water. "Are you okay?" someone asked. I wiped the water off my face and looked around to see the driver of the car. All I could think of were the whys. Why rain why? Why examinations why? Why careless drivers why?

(b) While-listening activities

(i) Slowly read to the pupils the passage *Why in this morning?* while they listen attentively.

(ii) Read the passage again with increased speed.

(iii) Read it at a normal speed. As you read, engage the pupils in listening by asking them questions to see whether they have been listening attentively.

Questions

Say whether each of the following sentences is *True* or *False.*

1. It was a very warm morning.
2. It was cloudy and rainy.
3. There were examinations on that day.
4. The road was filled with muddy rainwater.

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Answers to the questions

1. False
2. True
3. True
4 True

(c) Post-listening activities

Guide the pupils through using the knowledge gained from the while-listening activities to answer the following questions:

Questions

1. What is the story about?
2. Why was the day important to the pupil?
3. What is the meaning of the word *spatter* as used in the passage?
4. How would you handle the situation if you were the speaker?

Answers to the questions

Pupils' responses may vary. These are possible answers:

1. The story is about the pupil who had to go to school on a rainy day.
2. The day was important to the pupil because they were going to start terminal examinations.
3. According to the passage, the word *spatter* means a drop of liquid on the roof.
4. The pupils' answers may vary. Listen to the answers and respond accordingly.

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Activity 1: Speaking practice

(i) Recite the poem as the pupils listen attentively *(Activity 1(a)* in the Pupil's Book*)*.

(ii) Instruct the pupils to sit in pairs and guide them through reciting the poem and answering questions that follow (*Activity 1(a)* in the Pupil's Book).

(iii) Instruct the pupils to sit in groups of four and guide them through studying the picture and answering the questions that follow (*Activity 1(b)* in the Pupil's Book).

Answers to the questions under speaking Activity 1(a)

Pupils' answers may vary. These are possible answers.

1. Two little thieves are walking down the street.
2. Someone should call the police in order to lock up the thieves.
3. The poem is about two little thieves.
4. We learn, from this poem, that we ought to be good people.

Answers to the questions under speaking Activity 1(b)

Pupils' answers may vary. These are possible answers.

1. I see a little boy wearing a pair of shorts, crying with his hands on the head with neither shoes, a shirt, a vest nor a school bag.
2. I think the boy is going home.
3. I think the boy might have been robbed.

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Activity 2: Reading practice

(i) Ask the pupils the following pre-reading questions to prepare them for reading practice.

1. What is the most memorable day in your life?
2. Why is this day so memorable?

Answers to the questions

The pupils' answers may vary. Study the relevance of their answers.

(ii) Read the passage aloud as the pupils listen attentively (*Activity 2* in the Pupil's Book).

(iii) Guide the pupils through finding the meaning of the identified vocabulary using word cards, pictures, and flip charts related to the story.

(iv) Instruct the pupils to read the passage silently and observe them to ensure that each pupil is participating in reading.

(v) Instruct the pupils to sit in groups of four and guide them through discussing the comprehension questions (*Activity 2* in the Pupil's Book).

(vi) Move around the classroom to observe participation of each pupil in the discussion on the comprehension questions.

(vii) Instruct the pupils individually to answer the comprehension questions by writing the answers in their exercise books (*Activity 2* in the Pupil's Book).

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Answers to the questions under Activity 2

1. Asa is telling the story.
2. The pupils were going home.
3. On the way, they laughed and joked about many things.
4. Asa was walking briskly to avoid being pricked by thorns.
5. He met two shabby-looking boys.
6. He met them on a narrow alley.
7. The boys robbed him of his shoes, socks, shirt, and schoolbag.
8. He was in pain because they slapped and kicked him so hard that he fell down.
9. Answers to this question may vary. Make sure the answers are related to the story. However, the possible answer may be robbery/thieves/Asa.

Activity 3: Vocabulary practice

(i) In *Activity 3(a),* instruct the pupils to find the words in the passage in *Activity 2* and read the sentences containing them.

(ii) Instruct the pupils to sit in pairs and guide them through pronouncing the words in Column X (*Activity 3(b)* in the Pupil's Book).

(iii) Guide the pupils through finding the meaning of the vocabulary in Column X using pictures, word cards, dictionary, flip charts, and illustrations in the Pupil's Book.

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(iv) Guide the pupils through matching the words in Column X with their meanings in Column Y (*Activity 3(c)* in the Pupil's Book).

(v) Instruct the pupils to make one correct sentence for each of the words in Column X (*Activity 3(d)* in the Pupil's Book).

Answers to the questions under Activity 3 (a)

Some of the sentences from the passage which contain the words are:

1. On our way, we laughed and **joked** about many things.
2. It was a narrow path with a few, thick **shrubs**.
3. I walked carefully to avoid being **pricked** by thorns.
4. After the shrubs, there was a narrow **alley**.
5. I walked **briskly** on.

Answers to the questions under Activity 3 (c)

X	1	2	3	4	5	6	7	8	9	10	11
Y	iii	vi	vii	ii	viii	v	xi	iv	x	ix	i

Answers to the questions under Activity 3 (d)

Pupils' answers may vary. Check for the sentence correctness and their semantic appropriateness.

Examples:

1. I like to **joke** with my friend.
2. To get a drop of blood you must **prick** one's finger.
3. I passed through an **alley** and disappeared into the forest.
4. Some pupils are very **shabby**.

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Activity 4: Language practice

(i) Use warm up activities, such as games, songs, question-and-answer and situations in the classroom to make pupils recall activities that happened in the past.

(ii) Guide the pupils through identifying verbs in the simple past from the passage (Activity 4(a) in the Pupils' Book).

(iii) Instruct the pupils to use the correct form of the verbs in brackets to fill in the blanks in the passage (Activity 4(b) in the Pupil's Book).

(iv) Guide the pupils through using the verbs in the table in their correct past forms to construct sentences in the simple past (Activity 4 (c) in the Pupil's Book).

Answers to the questions under Activity 4 (a)

lived	was	got	loved	trained	knew	waited	jumped

Answers to the questions under Activity 4 (b)

1	2	3	4	5	6	7	8	9
went	attended	was	came	thought	played	scored	cheered	expected

Answers to the questions under Activity 4 (c)

Pupils' answers may vary. Study the correctness and relevance of the sentences.

Examples:

1. Last week, Amos **bought** one pen, two pencils, and one exercise book.

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2. Our teachers **taught** us how to use the simple past tense in sentences.
3. Juma **put** his pen on the table yesterday.
4. My team **won** the trophy.
5. Musa **wrote** a letter to me.

Activity 5: Writing practice

(i) Instruct the pupils to sit in groups of four and guide them through reading the story and tell them what the story is about (*Activity 5 (a)* in the Pupil's Book).

(ii) Instruct the pupils individually to write a story or express past experiences in their exercise books (*Activity 5(b)* in the Pupil's Book).

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Unit Thirteen

Expressing news and views

Introduction

In this unit, the pupils will answer aural comprehension questions on ***The role of SUMATRA in Tanzania*** *to improve their listening skills. They will act out a dialogue, study a picture, read a passage on* ***Visiting the radio station*** *and answer the questions. They will also practise vocabulary items related to the passage both in speaking and in writing and use ...'since'... 'and' ...'for'... to express duration.*

Teaching and learning resources

(a) pictures
(b) word cards
(c) sentence cards
(d) flip charts
(e) English Standard Six Pupil's Book
(f) audio materials
(g) audio-visual materials

Teaching and learning techniques

(a) question-and-answer
(b) group discussion
(c) dialogue
(d) gallery walk

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The main concept

In this unit, the pupils should be able to act out a dialogue and use related vocabulary …*since*... and …*for*...in both 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

(a) **Pre-listening activities**

(i) Ask the pupils the following questions to prepare them to listen to the passage.

1. What are the causes of most road accidents in Tanzania?
2. What measures should be taken to reduce road accidents?

Answers to the questions

1. Pupils' responses may vary. Study their correctness and relevance to the question.

   Some of the causes of most accidents in Tanzania are:

   - speeding,
   - careless driving,
   - overtaking on prohibited areas,
   - poor road conditions,
   - alcoholism (drunkardness), and
   - mechanical defect of motor vehicles and motocycles.

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2. Measures that can be taken to reduce accidents include:
   - training drivers
   - regular inspection of motor vehicles,
   - construction of good roads,
   - enforcing the laws and regularly inspecting drivers' licences, and
   - placing road signs at appropriate places.

(ii) Tell the pupils that you will read a passage and they will have to listen attentively and answer questions as you read.

The Role of SUMATRA in Tanzania

Kemy is a Standard Six pupil. She studies at Bugolora Primary School located in Bugolora Islet. One day, Kemy's English teacher had a lesson in their class. The lesson was about the role of SUMATRA in Tanzania. Everybody in the class was very eager to learn about it, specifically about marine transportation. Majura and Lusajo, who are also Standard Six pupils, were present.

The teacher said, "SUMATRA is a short form for The Surface and Marine Transport Regulatory Authority. It is a multi-sector regulatory agency established by The Surface and Marine Transport Regulatory Authority Act of 2001. It has its office at the Ukerewe District Council. This office is located in Nansio. SUMATRA in Ukerewe oversees all transportation services in the whole district. Transportation services in Bugolora is also monitored by this office." The pupils listened attentively to their teacher as she continued explaining. Kemy was also listening to her teacher attentively.

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(b) **While-listening**

(i) Slowly read to the pupils the passage on *The Role of SUMATRA in Tanzania* while they listen attentively.

(ii) Read the passage again with increased speed.

(iii) Read it at a normal speed. As you read, engage the pupils in listening by asking them questions to see whether they have been listening attentively.

Questions

1. At which school does Kemy study?
2. Mention two Kemy's fellow pupils.
3. Where is the SUMATRA office in Ukerewe District located?

Answers to the questions

1. Kemy studies at Bugolora Primary School.
2. Two Kemy's fellow pupils are Majura and Lusato.
3. The office of SUMATRA in Ukerewe District is located in Nansio.

(i) **Post-listening activities**

Guide the pupils through using the knowledge gained from the while-listening activities to answer the following questions.

Questions

1. What is SUMATRA?
2. What should SUMATRA do to reduce accidents in the country?

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Answers to the questions

1. SUMATRA is a short form for the Surface and Marine Transport Regulatory Authority.

2. The pupils' responses may vary depending on their perceptions. Some of the possible responses may be
   (i) enforcing the laws effectively
   (ii) providing training to the people and drivers on safety use of roads, and
   (iii) inspecting motor vehicles regularly to detect defects in advance.

Activity 1: Speaking practice

(i) Instruct the pupils to sit in pairs and guide them through acting out a dialogue (*Activity 1 (a*) in the Pupil's Book) to practise speaking.

(ii) Instruct the pupils to sit in groups of four and guide them through discussing the questions (*Activity 1 (b)* in the Pupil's Book).

(iii) Instruct the pupils to sit in groups of four and Guide them through studying the picture (*Activity 1 (c)* in the Pupil's Book) and answering the questions about it.

Answers to the questions under speaking Activity 1 (b)

1. The name of the radio programme is 'Children's Forum'.
2. Asu is thirteen years old.
3. In football, Asu plays the position of a goalkeeper.
4. Asu learnt how to speak well in a drama club.

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5. Asu wants to be a television presenter when he completes school.
6. Pupils' responses may vary. Check the relevance of their responses.

   Example: I can learn to speak with confidence through participating in group discussions, presentations, and debates.

Answers to the questions under speaking Activity 1 (c)

1. I see boys and girls, microphones, a computer, a table and chairs.
2. That is a radio station.
3. They are participating in a radio programme.
4. Answers in this question may vary. Make sure the answers are related to the picture. Possible answer: It is important to have such a place because it provides entertainment, education, and the news

Activity 2: Reading practice

(i) Ask the pupils the following pre-reading questions to prepare them for the reading practice.

1. What information did you read yesterday from the newspapers or from a book?
2. Did you like the information which you read? Give reasons for your answer.

Answers to the questions

1. Pupils' answers may vary depending on what they read.
2. Pupils' answers may vary depending on what they read. Check the relevance of their answers with supportive reasons.

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(ii) Read the passage aloud (*Activity 2* in the Pupil's Book) as the pupils listen attentively.

(iii) Instruct the pupils to read the passage silently; ensure every pupil is reading (*Activity 2* in the Pupil's Book).

(iv) Instruct the pupils to sit in groups of four and guide them through reading the passage again (*Activity 2* in the Pupil's Book).

(v) Instruct the pupils to sit in groups of four and guide them through discussing the comprehension questions.

(vi) Move around and observe participation of each pupil in the discussion on the comprehension questions.

(vii) Instruct each pupil to write answers for comprehension questions (*Activity 2* in the Pupil's Book) in their exercise books.

Answers to the questions under Activity 2

1. The name of Tupe's school is Mbela Primary School.
2. The name of the radio station that they visited was Amani Radio Station.
3. The radio station building was big, beautiful, neat and attractive, with a large reception hall.
4. The announcer's room is where all the news is read.
5. The topic of discussion was The Rights of a Child.
6. Asu represented Tupe's school.

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7. Children have the right to:

   (i) choose what they want to study,

   (ii) freedom of speech,

   (iii) move from one place to another, and other rights.

8. Everyone clapped for Asu because he was the best speaker.

9. Pupils will have more answers. Study the correctness of their answers.

   Example:
   When listening to the radio we get education, announcements, and entertainment.

10. Answers in this question may vary. Make sure the answers relate to the passage.

Activity 3: Vocabulary practice

(i) Guide the pupils through reading the sentences containing the words from the passage in *Activity 3(a)* in the Pupil's Book.

(ii) Guide the pupils through reading the words in Column X (*Activity 3 (b)* in the Pupil's Book) in chorus, pairs, and individually.

(iii) Guide the pupils through using the words in Column X to construct one sentence for each word.

(iv) Instruct the pupils to match the words in Column X with their meanings in Column Y (*Activity 3(d)* in the Pupil's Book).

(v) Instruct the pupils to choose the right word in the box to fill in the blanks (*Activity 3(e)* in the Pupil's Book).

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Answers to the questions under Activity 3 (c)

Pupils' answers may vary. Study for the correctness of the answers.

Examples:

1. I would like to take this **opportunity** to express my thanks to the teachers of Mtakuja Primary School.
2. His birthday party was a **memorable** event because he got many gifts.

Answers to the questions under Activity 3 (d)

1.	2.	3.	4.	5.	6.	7.	8.	9
viii	iv	vi	i	ii	v	iii	ix	vii

Answers to the questions under Activity 3 (e)

1.	2.	3.	4.	5.	6.
right	announcement	programme	advertisement	newscast	broadcasts

Activity 4: Language practice

(i) Guide the pupils through making sentences using … *since*... and …*for*... using the substitution table.

(ii) Guide the pupils through reading aloud the sentences containing …*since*... and …*for*... *Activity 4(a)* from the passage (*Activity 2* in the Pupil's Book).

(iii) Instruct the pupils to sit in pairs to construct ten correct sentences using *since* and ten correct sentences using … *for*... from the table (*Activity 4(b)* in the Pupil's Book).

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(iv) Guide the pupils through using …*since*... and for to express duration in different situations (*Activity 4 (c* in the Pupil's Book)*).*

Answers to the questions under Activity 4 (b)

Pupil's responses may vary. Check for the correctness and relevance of the sentences and correct them accordingly. Examples of the correct sentences from the table.

1. She has been crying *for* two hours.
2. It has been sleeping *since* morning.
3. We have been saving our money *for* two years.

Answers to the questions under Activity 4 (c)

1. I have been studying French *for* two years.
2. My uncle went to study abroad *since* last year.
3. *For* two years now, I have been struggling to get rich.

Activity 5: Writing practice

(i) Instruct the pupils to use ***since*** and ***for*** to complete the sentences (*Activity 5 (a)* in the Pupil's Book).

(ii) Instruct the pupils to use the given words in the box to complete the text (*Activity 5 (b)* in the Pupil's Book).

Answers to the questions under Activity 5 (a)

1.	2.	3.	4.	5.	6.	7.	8.	9.	10.
since	for	for	since	for	since	for	for	since	for

Answers to the questions under Activity 5 (b)

1.	2.	3.	4.	5.
broadcasting	entertain	memorable	news	advertising

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Unit Fourteen

End of the school term

Introduction

In this unit, the pupils will answer aural comprehension questions on ***Kulwa's school requirements*** *to improve their listening skills. They will study a picture and answer questions about it, read a passage on* ***End of the school term****, and answer questions. They will also practise using vocabulary items related to the passage and information from a given passage to identify style and features of a formal letter. Finally, they will re-arrange a jumbled letter and complete another letter by filling in the blanks.*

Teaching and learning resources

(a) a model of a formal letter
(b) pictures
(c) English Standard Six Pupil's Book
(d) audio materials
(e) audio-visual materials

Teaching and learning techniques

(a) question-and-answer
(b) think-pair-and-share

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The main concept

In this unit, the pupils should be able to write formal letters. They should also be able to read and obtain detailed information from written texts and oral presentations and use the information in writing simple formal letters.

Teaching and learning strategies

Listening practice

(a) **Pre-listening activities**

(i) Ask the pupils the following questions to prepare them to listen to a poem.

1. What things do you carry in your school bag?
2. What are the things used for?
3. Which things are more important than others?
4. Why do you think they are more important than others?

Answers to the questions

Pupils' answers may vary depending on what they carry in their school bags and on their personal experiences.

(ii) Tell the pupils that you will read a passage. They will listen attentively and answer questions as you read.

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Kulwa's school requirements

It was two weeks before the school opened for the new academic year. Kulwa reminded her parents to buy her school uniforms and other requirements. Kulwa's father asked her to list down all her school requirements. She listed the following requirements: ten exercise books, five work books for remedial activities, a mathematical set, three blue pens, three pencils, two rubbers, one sharpener and a school bag. She also included a white short sleeved shirt, a skirt, a pair of white socks, a pair of black shoes and sports jersey in her list. Her father read the list and promised to buy all of them after a week. Kulwa was very happy and promised her father that she was going to work very hard in her studies.

(a) **While-listening activities**

(i) Slowly read to the pupils the passage on *Kulwa's school requirements* while they listen attentively.

(ii) Read the passage again with increased speed.

(iii) Read it at a normal speed. As you read, engage the pupils in listening by asking them questions to see whether they have been listening attentively.

Questions

1. What school requirements did Kulwa list?
2. If you were Kulwa, what kind of school requirements would you list?

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Answers to the questions

Pupils' answers may vary. Study the correctness of the answers.

(b) **Post-listening activities**

Guide the pupils through making use of the knowledge gained from the while-listening activitities to answer the following questions.

Questions

1. What is the passage about?
2. Why do you think Kulwa reminded her parent about school requirements?
3. What did Kulwa promise her parents?
4. What do you think is missing on Kulwa's list of school requirements?

Answers to the questions under the listening activity

1. The passage is about Kulwa's school requirements.
2. Pupils' answers may vary. Study the answers to see whether they relate to the passage and correct them where necessary.
3. Kulwa promised her parents that she was going to work very hard in her studies.
4. Pupils' answers may vary according to their experiences in their schools.

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Activity 1: Speaking practice

Instruct the pupils to sit in groups of four and guide them through studying the picture and answering the questions about it (*Activity1* in the Pupil's Book) in order to practise speaking.

Answers to the questions under Activity 1

Pupils' answers may vary depending on their perception of the picture and their experinces.

The following are possible answers:

1. In the picture, I see pupils, teachers and the national flag.
2. This place is the parade ground/school assembly.
3. The man is talking to the pupils.

Activity 2: Reading practice

(i) Ask the pupils the following pre-reading questions in order to prepare them for the reading practice.

1. What was your favourite story you read last year?
2. What was the story about?
3. Did you like the story? Give reasons for your answer.

Answers to the questions

Pupils' responses may vary depending on what story each one read. Make use of the pupils' experiences to introduce them to the passage that they are going to read.

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(ii) Read the passage aloud while the pupils listen attentively (*Activity 2* in the Pupil's Book).

(iii) Guide the pupils through reading the passage silently; make sure every pupil is reading.

(iv) Guide the pupils through identifying the vocabulary related to the passage using word cards, pictures and flip charts.

(v) Instruct the pupils to sit in groups of four, and guide them through discussing the comprehension questions *(Activity 2)*.

(vi) Move around and observe the participation of each pupil in the discussion on the comprehension questions.

(vii) Instruct the pupils to answer the comprehension questions individually by writing answers in their exercise books (*Activity 2* in the Pupil's Book).

Answers to the questions under Activity 2

1. The pupils were playing and discussing how they would spend their holidays away from the classrooms.
2. All the pupils cheered because they were going to close the school.
3. The academic teacher announced the results.
4. Nandi came first in their class.

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5. The head teacher announced to the pupils that every parent should buy school requirements for their children.

6. I think the pupils who had not performed well felt sad.

Activity 3: Vocabulary practice

(i) Pronounce the words in the table (*Activity 3(a)* in the Pupil's Book) as the pupils listen attentively and imitate how to pronounce the words.

(ii) Instruct the pupils to sit in groups of four and guide them through pronouncing the words in the table (*Activity 3(a)* in the Pupil's Book).

(iii) Instruct the pupils to match the words in Column X whose sound match (rhyme) with the sounds of words in Column Y (*Activity 3(b)* in the Pupil's Book).

(iv) Guide the pupils through finding the words in Column X from the passage and read the sentences containing those words (*Activity 3 (c)* in the Pupil's Book).

(v) Instruct the pupils to construct correct sentences using the words in both columns (*Activity 3(d)* in the Pupil's Book).

(vi) Instruct the pupils to fill in the blanks with the missing letters to form complete words and then read the words aloud (*Activity 3(e)* in the Pupil's Book).

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

Column X	1	2	3	4	5	6
Column Y	iv	iii	i	v	vi	ii

Answers to the questions under Activity 3(c)

The sentences should be extracted from the passage. Some of the sentences with the words are:

1. Every pupil was **excited,** waiting for the end of the school term.
2. When the bell rang, they all **cheered** as they run towards the assembly ground.
3. Everyone was **quiet**, waiting eagerly to hear who would be top in the examinations.

Answers to the questions under Activity 3(d)

Instruct the pupils to use the words provided in the Pupil's Book to construct sentences.

Examples:

1. I was very **excited** to hear my name mentioned first.
2. The crowd was **quiet** as the minister entered the hall.

Answers to the questions under Activity 3(e)

letters	Pupil	academic	requirement	holiday
discipline	announcement	prizes	classroom	examination

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Activity 4: Language practice

(i) Guide the pupils through reciting the poem (*Activity 4 (a)* in the Pupil's Book).

(ii) Ask the pupils questions about the poem (*Activity 4 (b)* in the Pupil's Book).

(iii) Instruct the pupils to answer questions about formal letter writing and fill the gaps in the model of a formal letter (*Activity 4 (c)* in the Pupil's Book).

(iv) Instruct the pupils to identify parts of formal letters using a model. Parts of formal letters are the sender's address, date, the receiver's address, salutation, heading, body of the letter, complementary closure, writer's signature and name.

(v) Instruct the pupils to re-read the passage *End of the school term* (*Activity 4(d)* in the Pupil's Book).

(vi) Instruct the pupils to write all the important information that a parent or guardian needs to know (*Activity 4 (e)* in the Pupil's Book).

(vii) Instruct the pupils to sit in groups of four and guide them through role-playing the head teacher of Nzurini Primary School and in writing a letter to Nandi's parents which includes all the important information that a parent need to know (*Activity 4(f)*in the Pupil's Book).

(viii) Instruct the pupils to write, individually, a letter to Nandi's parent using the information from the passage (*Activity 4(f)* in the Pupil's Book*)*.

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Answers to the questions under Activity 4 (b)

1. The poem is about parts of a formal letter.
2. The writer thinks of writing a letter later because he/she does not know the parts of the letter.
3. Yes, the writer mentioned the parts of the letter.
4. The parts of the letter mentioned in the poem are: sender's address, date, receiver's address, salutation, the heading, the body of the letter, the ending, name and signature.
5. We close the letter by writing the name and signature.

Answers to the questions under Activity 4 (c)

1	Sender's address
2	Date
3	Receiver's address
4	Salutation
5	The heading
8	The body of the letter
7	The ending
8	Name and signature

Answers to the questions under Activity 4 (e)

The pupils' responses might vary. Check their relevance to the passage and correct them accordingly.

The important information that a parent needs to know include child's performance in academics, sports and games. They also

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need information on the things they must buy for their children which include: exercise books, text books, school uniform, school bags, pens, pencils, and sports jerseys.

Answers to the questions under Activity 4 (f)

Pupils' letters should conform to the format and style of formal letters. The information to be written includes pupils' performance, sports and games and instructions to parents or guardians to buy exercise books, text books, school uniforms, school bags, pens, pencils, and sports jerseys for their children.

Activity 5: Writing practice

(i) Use songs, substitution table, question-and-answer techniques to guide the pupils through revising parts of formal letters in *Activity 4* in the Pupil's Book.

(ii) Instruct the pupils to re-arrange the jumbled parts of the letter to form a well written formal letter (*Activity 5(a)* in the Pupil's Book).

(iii) Instruct the pupils to use the words in the box to fill in the blanks in the letter (*Activity 5 (b)* in the Pupil's Book).

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Answers to the questions under Activity 5 (a)

Mbela Primary School
P. O. Box 457
Kijiweni.

4th October, 2020.

Aman Radio Station
P. O. Box 333
Kijiweni.

u. f. s.
The Head teacher
Mbela Primary School
P. O. Box 457
Kijiweni.

Dear Sir/Madam,

RE: VISITING YOUR RADIO STATION

Kindly allow us to visit your radio station on the 27th of November, 2020 to see how the radio station operates.

There are 55 pupils in Class Six who would like to visit Amani Radio Station. They would like to see the announcer's room and the recording room. They would also like to participate in a children's discussion. The pupils have been practising speaking and listening skills in the English subject. So, they want to learn more through radio programmes.

We hope that our request will be considered.

Yours faithfully,

R. Kitufe
Rachel Kitufe
English Language Teacher

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Answers to the questions under Activity 5 (b)

(i) Date

(ii) Dear

(iii) SCHOOL REQUIREMENTS

(iv) Please

(v) December

(vi) January

(vii) Yours faithfully

(viii) HEAD TEACHER

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Unit Fifteen

Community farming

Introduction

In this unit, the pupils will answer aural comprehension questions on ***Land preparation for growing rice*** *in order to improve their listening skills. They will recite a poem, study a picture, read the passage on* ***Community farming****, and answer questions. They will also practise using vocabulary items related to the passage, identify and use sequence markers from the passage. Finally, they will write sentences with sequence markers and re-arrange sentences using the substitution table provided.*

Teaching and learning resources

(a) written texts
(b) substitution table
(c) word cards
(d) sentence cards
(e) flip charts
(f) English Standard Six Pupil's Book
(g) audio materials
(h) audio-visual materials

Teaching and learning techniques

(a) group discussions and presentations
(b) demonstration
(c) questions-and-answer
(d) pair works
(e) simulation

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The main concept

In this unit, the pupils should be able to use sequence markers and related vocabulary both in speaking and in writing. They should also be able to obtain information from written texts and oral presentations.

Teaching and learning strategies

Listening practice

(a) **Pre-listening activities**

(i) Ask the pupils the following questions to prepare them to listen to the passage on "Land preparation for growing rice."

1. What are the three major food crops produced in Tanzania?
2. Which are the cash crops grown in the area where you live?
3. How are the farms prepared to grow such crops?

Answers to the questions

Responses may vary from area to area where pupils live. Some of the possible responses may be:

1. Maize, Rice, Potatoes/sorghum/millet/cassava
2. Tobacco, cotton, sisal
3. Responses may vary from area to area

(ii) Tell the pupils that you will read a passage and they will listen attentively and answer questions as you read.

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Land Preparation for Growing Rice

Before planting rice, make sure that the soil is in the best physical condition and the surface of the soil is levelled for crop growth. Land preparation involves ploughing, harrowing, tilling or digging up, mixing, and levelling the soil.

Tillage allows the seeds to be planted deep in the soil and helps with weed control. Farmers can till the land themselves using hand hoes and other equipment. Also they can do it through ploughing, using tractors and other machinery. The land is then levelled to allow the seedlings to grow more easily, reduce the amount of effort required to manage the crop, and increase grain quality and yields.

(b) **While-listening activities**

(i) Slowly read to the pupils the passage *Land Preparation for Growing Rice* while they listen attentively.

(ii) Read the passage again with increased speed.

(iii) Read it at a normal speed. As you read, engage pupils in listening by asking them questions to see whether they have been listening attentively.

Questions

Ask the pupils to say whether each of the following statements is TRUE or FALSE.

1. The surface of the soil should be levelled before growing rice.
2. Land preparation involves ploughing only.

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3. Tillage does not allow planting seeds in depth.
4. Rice farmers are able to till the land by themselves using hand hoes.

Answers to the questions

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

(a) Post-listening activities

Guide the pupils through using the knowledge gained from the while-listening activity to answer the questions below.

Questions

1. What is the procedure in land preparation to grow rice?
2. Do you cultivate rice in the area where you live?
3. What is the difference in land preparation for growing rice, as explained in the passage and what is done in your area?

Answers to the questions

1. Ensure that the physical condition of the soil is good and the surface of the soil is levelled. Then, plough and harrow the soil in order to mix it.
2. Pupils' responses may vary. Listen to the answers and respond appropriately.
3. Pupils' responses may vary depending on their understanding of the passage. Listen to the answers and respond appropriately

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Activity 1: Speaking practice

(i) Recite the poem as the pupils listen attentively (*Activity 1(a)* in the Pupil's Book).

(ii) Instruct the pupils to sit in pairs and guide them through reciting the poem (*Activity 1(a)* in the Pupil's Book).

(iii) Identify pronunciation mistakes as the pupils read the poem and correct them (*Activity 1(a)* in the Pupil's Book).

(iv) Instruct the pupils to sit in groups of four and guide them through discussing the questions (*Activity 1(b)* in the Pupil's Book).

(v) Instruct the pupils to sit in pairs and guide them through studying the picture and answer the questions (*Activity 1(c) in* the Pupil's Book).

Answers to the questions under Activity 1 (b)

1. According to the poem, the farmers are the guardians of hope.
2. The farmers' daily bread is hope.
3. The poem is about farmers.
4. In questions 4 and 5 pupils' responses may vary. Study the relevance of the responses to the poem.

Answers to the questions under Activity 1 (c)

Pupils' responses may vary from one group to another. Check the relevance of the responses to the picture.

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For example,

1. I/We see a tractor, men and women.
2. The people in the picture are slashing/clearing the land/ploughing/farming.
3. They are using hoes, axes and machetes to clear the land.
4. They are going to get food and money.

Activity 2: Reading Practice

(i) Ask the pupils the following pre-reading questions to prepare them for the reading practice.

1. Why is it important to plough the land before planting crops?
2. Why do some farmers add fertilizer in their farms?

Answers to the questions

1. It is important to plough the land before planting crops in order to turn over the upper layer of the soil and bring up fresh nutrients to the surface.
2. Some farmers add fertilizer in their farms to improve soil nutrients.

(ii) Read aloud the passage on *Community farming* as the pupils listen attentively. *Activity 2 (a)*

(iii) Instruct the pupils to read the passage silently; make sure that each pupil takes part in reading.

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(iv) Guide the pupils through identifying the vocabulary items related to the passage and find their meanings using word cards, pictures, dictionary, illustrations, and flip charts.

(v) Instruct the pupils to sit in groups of four and guide them through discussing the comprehension questions (*Activity 2 (a)* in the Pupil's Book).

(vi) Move around and observe participation of each pupil in the discussion on the comprehension question.

(vii) Instruct each pupil to write answers to the comprehension questions in *Activity 2 (a)* in their exercise books.

(viii) Instruct the pupils to write **TRUE** or **FALSE** to the statements (*Activity 2 (b)* in the Pupil's Book).

Answers to the questions under Activity 2 (a)

Questions	1	2	3	4	5
Answers	b	c	a	c	c

Answers to the questions under Activity 2 (b)

Questions	1	2	3	4	5
Answers	FALSE	TRUE	FALSE	TRUE	FALSE

Activity 3: Vocabulary practice

(i) Pronounce the words from the box as the pupils listen attentively (*Activity 3 (a)* in the Pupil's Book).

(ii) Guide the pupils through reading aloud the words from the box. Listen to their pronunciation and correct them accordingly (*Activity 3 (a)* in the Pupil's Book).

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(iii) Instruct the pupils to find the words that they have read in the passage and read sentences that contain them (*Activity 3 (b)* in the Pupil's Book).

(iv) Guide the pupils through finding the meanings of the words using a dictionary (*Activity 3 (c)* in the Pupil's Book).

(v) Instruct the pupils to use the words to make one meaningful sentence for each word in the box (*Activity 3 (d)* in the Pupil's Book).

Answers to the questions under Activity 3 (b)

Some of the sentences with the words are:

1. **Pesticides** are important because they protect crops from pests, diseases and weeds. They also raise the production.
2. Then, at the onset of rains, we **harrow** the farm.
3. We **plough** the soil to a depth of at least 20 centimetres, using a tractor.
4. Before purchasing seeds, we examine the package to check the **expiry date** and ensure that it has not been tampered with.

Answers to the questions under Activity 3 (c)

Some of the meanings of the words:

1. **pesticide**: a chemical used for killing pests, especially insects
2. **furrow**: a long narrow cut in the ground, especially one made by a plough for planting seeds

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3. **harrow**: the act of pulling over land that has been ploughed to break up the earth before planting.
4. **examine**: to consider or study an idea, a subject, etc. very carefully

Answers to the questions under Activity 3 (d)

Pupils' responses may vary. Check for their clarity, relevance and correctness of the sentences.

Examples

1. Look at the **expiry date** before you buy medicine from the pharmacy.
2. You must apply **pesticides** in your vegetable garden.

Activity 4: Language practice

(i) Use techniques such as demonstration, question-and-answer and substitution table to enable pupils find the meaning of sequence markers.

(ii) Pronounce the sequence markers from the box (*Activity 4 (a)* in the Pupil's Book) as the pupils listen attentively.

(iii) Guide the pupils through reading the sequence markers (*Activity 4 (a)* in the Pupil's Book).

(iv) Instruct the pupils to find the sequence markers from the passage (*Activity 4 (b)* in the Pupil's Book).

(v) Instruct the pupils to read the sentences which contain the sequence markers (*Activity 4 (b)* in the Pupil's Book).

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(vi) Guide the pupils through using the sequence markers found in the table under *Activity 4 (a)* to construct sentences (*Activity 4 (c)* in the Pupil's Book).

(vii) Guide the pupils through reading the sentences and identifying all the sequence markers in every sentence (*Activity 4 (d) (i)* in the Pupil's Book).

(viii) Instruct the pupils in groups of four and guide them through re-arranging the sentences to make a meaningful passage (*Activity 4 (d) (ii)* in the Pupil's Book).

(ix) Instruct the pupils to write the passage in their exercise books, individually (*Activity 4 (d) (iii)* in the Pupil's Book).

Answers to the questions under Activity 4 (b)

Examples of sentences from the passage containing the words.

1. **Afterwards,** when plants are 30.48 centimetres high we add a second layer of fertilizer and spray pesticides on the plants.
2. **After** few days when the seeds sprout, we put fertilizer on the soil.
3. **Finally,** when the maize is ready, we harvest it.
4. **Generally,** our community farming has helped us to work as one family and has brought a sense of belongingness.
5. **In addition,** it has increased our food production.

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Answers to the questions under Activity 4 (c)

Answers may vary as per following sentences:

4. Every morning, **after** brushing my teeth, I take a shower.
5. **To begin with,** we bought a second-hand tractor.
6. **Finally,** I forced the door open and entered the house.

Answers to the questions under Activity 4 (d) (i)

1. First of all
2. Secondly
3. Before
4. afterwards
5. lastly
6. later
7. when
8. after
9. then
10. next

Answers to the questions under Activity 4 (d) (ii)

1. Before going to the airport, I went to a business meeting.
2. We had arranged to meet after lunch.
3. I got there at two o'clock, and my business partners arrived shortly afterwards.
4. When everybody had arrived, we started talking about our business.
5. First, we assessed the situation of our business in general.
6. Secondly, we talked about the most selling products and listed them all.
7. Then, we listed the least selling products and decided to improve their quality.
8. Next, we decided to increase production of the most selling products.
9. Later, we agreed to add two more products among the most selling ones.
10. Lastly, the meeting ended, although there were a lot of other issues to talk about.

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Answers to the questions under Activity 4 (d) (iii)

The passage:

Before going to the airport, I went to a business meeting. We had arranged to meet after lunch. I got there at two o'clock, and my business partners arrived shortly afterwards. When everybody had arrived, we started to talk about our business. First, we assessed the situation of our business in general. Secondly, we talked about the most selling products and listed them all. Then, we listed the least selling products and decided to improve their quality. Next, we decided to increase production of the most selling products. Later, we agreed to add two more products among the most selling ones. Lastly, the meeting ended, although there were a lot more issues to talk about.

Activity 5: Writing Practice

(i) Instruct pupils to use the sequence markers in the box to fill in the blank spaces in the passage (*Activity 5(a)* in the Pupil's Book).

(ii) Instruct pupils to re-arrange the sentences in the passage: The basic steps in rice cultivation to make a meaningful passage (*Activity 5(b)* in the Pupil's Book).

Answers to the questions under Activity 5 (a)

The **first** thing I do in the morning is waking up. **Then**, I have a bath and get dressed. **Next,** I take breakfast and go to school. **When** the school day is over, I go home where I do the house work. **After** those chores are done, I have dinner and relax in front of the television. **Finally**, I go to bed and fall asleep.

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Answers to the questions under Activity 5 (b)

First, select proper seeds by considering the type of soil. **Second**, prepare the land for cultivation. **Third**, plant the seeds according to the recommended spacing. **Fourth**, make sure there is plenty of water in the field. **In addition**, make sure you apply fertilizer in time to make sure that the plants get enough nutrients. **Before** harvesting time, make sure that your storage units are ready.

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Unit Sixteen

Healthy and hygienic living

Introduction

In this unit, the pupils will answer aural comprehension questions on the poem ***Being clean*** *to improve speaking skills. They will study a picture and discuss the importance of personal hygiene for better health. They will also read a passage about* ***Good personal hygienic practices*** *and answer questions about it. Then, they will practise using vocabulary items related to the passage, punctuation marks and the connectives "…but…" and "…and…" in sentences. Finally, they will write a passage with punctuation marks and use "…but…" or "… and…" in sentences.*

Teaching and learning resources

(a) pictures
(b) word cards
(c) sentence cards
(d) flip charts
(e) English Standard Six Pupil's Book
(f) audio materials
(g) audio-visual materials

Teaching and learning techniques

(a) question-and-answer
(b) group discussion
(c) simulation

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The main concept

In this unit, the pupils should be able to use punctuation marks and connectives …*but*… and …*and*… related to the text both in speaking and in writing. They should also be able to read and obtain detailed information from written texts and oral presentations.

Teaching and learning strategies

Listening practice

(a) Pre-listening activities

(i) Ask the pupils the following questions to prepare them to listen to the passage.

1. What things do you do every day in order to keep yourself clean?
2. Why do you think it is necessary to be clean?
3. Mention two activities you do every day before coming to school.

Answers to the questions

Pupils' answers may vary. The following are possible answers.

1. To keep myself clean, I have a bath every day.
2. It is necessary to be clean because:
   (i) It protects us from diseases or illnesses.
   (ii) It makes us feel happy.
   (iii) It helps us promote social life and interactions, as we can freely mix with others confidently.
   (iv) It is important for our personal health.

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3. Before coming to school, I clean the surroundings and wash utensils.

(ii) Tell the pupils that you will recite a poem and that they should listen attentively and answer the questions as you recite.

Being clean

I must be all neat and clean

Untied I must not be seen

From morning until I go to bed

I tried to be clean from toe to head

I brush my teeth, I rinse my mouth

And gargle too very loud

To keep clean I blow my nose

And even clean even between toes

I wash my hands and without fail

Once a week I trim my nail

I bathe and wash and comb my hair

And later play in fresh air

This is how I must stay clean

Because cleanliness is part of my deen.

***Source**: http/www.google.com/search.*

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(b) While-listening activities

(i) Slowly read to the pupils the poem about *Being clean* while they listen attentively.

(ii) Read the poem again with increased speed.

(iii) Read it at a normal speed. As you read, engage pupils in listening by asking them questions to see whether they have been listening attentively.

Questions

1. When is the poet clean?
2. Which part of the body does the poet clean?
3. How many times a week does the poet trim his/her nails?

Answers to the questions

1. The poet is clean from morning to bed time.
2. He/she cleans his/her whole body from head to toe.
3. The poet trims his/her nails once a week.

(c) Post-listening activities

Guide the pupils through using knowledge gained from the while-listening activities to answer the questions below.

Questions

1. How do you stay clean?
2. Why do we wash our hands?

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Answers to the questions

Pupils' answers may vary. Listen to their responses and comment on them.

Activity 1: Speaking practice

(i) Guide the pupils through studying the picture and answer the questions to practise speaking (*Activity 1 (a)* in the Pupil's Book).

(ii) Instruct the pupils to sit in groups of four and guide them through discussing the importance of hygiene (*Activity 1 (b)* in the Pupil's Book).

Answers to the questions under speaking Activity 1 (a)

1. In the picture, I see a man, a woman, a boy and a girl.
2. The man is ironing clothes; the woman is drying clothes on a line; the girl is washing clothes, and the boy is mopping the floor.
3. Answers in this question may vary. Make sure the answers relate to the picture and real life experience.

Answers to the questions under speaking Activity 1 (b)

Listen and ensure correctness and clarity of the answers from the pupils.

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Activity 2: Reading practice

(i) Ask the pupils the following pre-reading questions.

1. What makes you healthy?
2. How do you know that you are healthy?
3. What do you do every day after waking up?

Answers to the pre-reading questions

Answers may vary. Listen attentively and respond to the answers accordingly

1. Eating a balanced diet makes me healthy.
2. I know that I am healthy if I don't fall sick frequently.
3. Every day after waking up, I brush my teeth, wash my body, clean the room etc.

(ii) Read the passage aloud as the pupils listen attentively (*Activity 2 (a)* in the Pupil's Book).

(iii) Guide the pupils through finding the meanings of the identified vocabulary items related to the passage using word cards, pictures and drawings.

(iv) Instruct the pupils to read the passage silently; make sure that each one is participating in the reading.

(v) Instruct the pupils to sit in groups of four and guide them through discussing the comprehension questions.

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(vi) Move around and observe participation of each pupil in the discussion on the comprehension questions *(Activity 2* in the Pupil's Book).

(vii) Instruct each pupil to write answers to the comprehension questions in their exercise books (*Activity 2 (a)* in the Pupil's Book*)*.

(viii) Instruct the pupils to agree or disagree on the given statements (*Activity 2 (b)* in the Pupil's Book).

Answers to the questions under Activity 2 (a)

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

6. (i) Some personal hygiene mistakes people make are
   - biting nails
   - using cotton swabs to clean ears
   - using toilet without washing hands

   (ii) After using tissues, throw them away.

   (iii) Some of the personal hygiene practices are:
   - washing our bodies every day
   - washing our hands after going to the toilet and before eating
   - keeping our houses clean and tidy
   - keeping our surroundings clean

   There may be more responses from the pupils for question 6 (i-iii).

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Answers to the questions under Activity 2 (b)

1. I disagree that it is not necessary to practise personal hygiene every day.
2. I agree that we must wash our hands before eating or preparing something to eat.
3. I agree that washing our clothes protects us from skin diseases.
4. I disagree that a clean body does not need clean and ironed clothes and beddings.
5. I agree that cleaning our surroundings helps us to get rid of insects such as mosquitoes and flies.
6. I disagree that it is not necessary to take steps to prevent germs from spreading to others.
7. I agree that eating some fruits or food without washing hands is a bad hygiene practice.
8. I agree that you must wash your hands after using the toilet.
9. I disagree that we should share utensils such as spoons.
10. I agree that we should change our toothbrushes after using them for a long time.

Activity 3: Vocabulary practice

(i) Pronounce the words from the box as the pupils listen attentively (*Activity 3 (a)* in the Pupil's Book).

(ii) Guide the pupils through reading aloud the words from the box as you listen to their pronunciation and correct them accordingly (*Activity 3 (a)* in the Pupil's Book).

(iii) Instruct the pupils to find the words they have read from the passage and read sentences that contain the words (*Activity 3 (a)* in the Pupil's Book).

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(iv) Guide the pupils through reading the sentences in the passage containing the words in the box (*Activity 3 (b)* in the Pupil's Book).

(v) Instruct the pupils to construct meaningful sentences (*Activity 3 (c)* in the Pupil's Book).

Answers to the questions under Activity 3 (b)

Examples

1. Moreover, we must keep our **surroundings** clean.
2. We should **get rid of** stagnant pools and use mosquito nets. In so doing, malaria will get less and less.
3. Besides, keeping our **surroundings** free from rubbish, our bodies and clothes must be always clean.

Answers to the questions under Activity 3 (c)

Answers may vary but make sure the constructed sentences containing the prescribed words are both grammatical and meaningful.

Examples

1. Eating a balanced diet makes us **healthy**.
1. We must keep our **surroundings** clean.
1. Smoking is **harmful** to our bodies.
1. We must use toilets properly to **get rid of** cholera.

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Activity 4: Language practice

(i) Guide the pupils through practising using punctuation marks (*Activity 4 (a)* in the Pupil's Book).

(ii) Instruct the pupils to read and punctuate the sentences as you listen to their pronunciation and correct them accordingly (*Activity 4 (b)* in the Pupil's Book).

(iii) Instruct the pupils to punctuate the sentences (*Activity 4 (c)* in the Pupil's Book).

(iv) Instruct the pupils to find the words '…*but*...' and '…*and*...' in *Activity 4 (d)* from the passage (Activity 2 (a) in the Pupil's Book).

(v) Instruct the pupils to read the sentences containing '…*but*...' and '…*and*...' in the passage (*Activity 4 (d)* in the Pupil's Book).

(vi) Instruct the pupils to join sentences using '…*and*...' (*Activity 4 (e)* in the Pupil's Book).

(vii) Instruct the pupils to join sentences using '…*but*...' *(Activity 4 (f)* in the Pupil's Book).

Answers to the questions under Activity 4 (b)

1. First of all, we must make ourselves clean by washing and bathing every day.
2. Our surroundings should be free from rubbish.

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Panctuate the sentences by putting fullstops, commas, question marks and capital letters under Activity 4 (c)

1. Mr Mazidi does exercises every day to keep fit.
2. Does she wash dishes her every day?
3. Why should we clean and iron clothes?
4. We must wash our hands before eating.
5. When do you clean your surroundings?
6. Do you think you should practise good personal hygiene?

Answers to the questions under Activity 4 (d)

Examples

1. There are several good personal hygiene practices, **but** some people do not practise them every day.
2. We must also wash our hands after going to the toilet **and** before eating or preparing something to eat.

Answers to the questions under Activity 4 (e)

1. He wrote the letter to the manager **and** posted it.
2. The pupils went to school **and** studied hard.
3. The visitors came **and** we welcomed them.
4. My mother promised to give me a reward **and** *s*he gave it to me.
5. The girl did not speak to anyone **and** nobody spoke to her.
6. The pupils were very hard working **and** performed well in their examinations.
7. They looked for the lost book **and** found it under the bed.
8. The patient has been given some medicine **and** he is now resting.

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Answers to the questions under Activity 4 (f)

1. We went to the airport early **but** we didn't travel by the first plane.
2. Musa asked for forgiveness **but** his friend did not forgive him.
3. They always went to school **but** their academic performance was low because they did not work hard.
4. The man looked humble **but** he was a thief.
5. The people caught the thief **but** they could not take him to the police station.
6. The students listened to the visitor **but** they could not talk to her.
7. The children were very hungry **but** they refused to eat the food.
8. They locked the door **but** when they came back the door was open.

Activity 5: Writing practice

(i) Instruct the pupils to punctuate the passage (*Activity 5 (a)* in the Pupil's Book).

(ii) Instruct the pupils to fill in the blanks in the sentences using …*but*… and …*and*... (*Activity 5* (b) in the Pupil's Book).

(iii) Instruct the pupils to write five sentences using "…*but*..." and five sentences using "…*and*..." (*Activity 5 (c)* in the Pupil's Book).

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Answers to the questions under Activity 5 (a)

Personal hygiene refers to individual practices and habits that protect a person from getting diseases and help him or her to maintain health**. A** person should practise hygiene in everyday life. **T**here are many things a person should do in order to maintain good hygiene**. F**irst of all**,** you should keep your body clean by brushing your teeth, having a bath, and wearing clean ironed clothes. **Y**ou must also wash your hands with running water and soap after using the toilet**. S**econdly**,** remember to wash your hands before you eat. **I**n addition, make sure your surroundings both at home and at school are clean. **C**lean surroundings protect us from diseases such as malaria and diarrhoe. **F**inally**,** you should teach others to practise good personal hygiene for good health.

Answers to the questions under Activity 5 (b)

Questions	1	2	3	4	5	6	7	8	9	10
Answers	but	and	but	but	but	and	and	but	but	and

Answers to the questions under Activity 5 (c)

Pupils may construct different sentences. Check the correctness of their sentences.

Examples of sentences with '*but*'

1. They worked hard **but** they did not finish the work.
2. The pupils did the exercises **but** none of them answered the last question.

Examples of sentences with '*and*'

1. Juma played well **and** he scored an important goal that took us to the quarter final of the tournament.
2. Juma likes dancing **and** playing football.

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Unit Seventeen

Expressing personal feelings

Introduction

In this unit, the pupils will answer aural comprehension questions on ***A lonely person*** *in order to improve their speaking skills. They will study a picture, act out a dialogue and then answer questions. They will read a passage about* ***Amina falls sick*** *and answer the questions. Thereafter, they will practise using vocabulary items related to the passage and words expressing personal feelings/emotions in different communicative situations. Finally, they will construct sentences that express personal feelings/emotions.*

Teaching and learning resources

(a) pictures
(b) flip charts
(c) English Standard Six Pupil's Book
(d) audio materials
(e) audio-visual materials

Teaching and learning techniques

(a) question-and-answer
(b) group discussion
(c) role play
(d) demonstration
(e) simulation

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The main concept

In this unit, the pupils should be able to use the present simple tense both in speaking and in writing. They should also be able to read and obtain detailed information from written texts and oral presentations.

Teaching and learning strategies

Listening practice

(a) Pre-listening activities

(i) Ask the following questions to prepare pupils to listen to the passage:

1. How do you feel when you are given a gift?
2. How do you feel after walking or running a long distance?
3. How do you feel when you lose your exercise book?
4. How do you feel when you are sick?

Answers to the questions under pre-listening activities

Answers may vary, but the following are possible answers.

1. I feel happy when I am given a gift.
2. After walking or running a long distance, I feel tired.
3. When I lose my exercise book, I feel sad and confused.
4. When I am sick, I feel uncomfortable.

(ii) Tell the pupils that you will read a passage and that they should listen attentively and answer the questions as you continue reading.

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A lonely person

Once upon a time, there was a very small person who always had different feelings and attitude about herself. She always looked sad and in deep thought most of her days. Her family liked her, as she was able to express her feelings and that made her feel good. However, sometimes during the night, when she was **alone**, the lonely person would keep on thinking of her feelings. Most of the times she thought about her **anger**, **guilt**, **loneliness** and **fear**. One night she noticed that her feelings of loneliness and fear were increasing. She sat on her bed and thought she was not **happy.** So, she made a decision to reach out and interact with other people in order to overcome fear, loneliness and anger. In doing so, she learned that she needed to accept herself the way she was. She learned that reaching out and interacting with others would give more room to express one's feelings like **happiness**, **pride**, **love**, **sadness, warmth, strength**, **hurt**, **goodness**, and **loneliness**.

(b) While-listening activities

(i) Slowly read to the pupils the passage about *A lonely person* while they listen attentively.

(ii) Read the passage again with increased speed.

(iii) Read it at a normal speed. As you read, engage the pupils to listen by asking them questions to see whether they have been listening attentively.

Questions

1. What is the story about?
2. Why did her family like her?
3. What did she do during the night?
4. How did she get rid of her bad feelings?

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Answers to the questions under the listening activity

1. The story is about the lonely person.
2. Her family liked her because she liked expressing her feelings.
3. She sat on her bed and thought about her feelings.
4. She got rid of her bad feeling by deciding to interact with others and accepting herself the way she was.

(c) Post-listening activities

Guide the pupils through using knowledge gained from the while-listening activities to answer the following questions.

Questions

1. What kind of feelings do you always have?
2. What ways will you use to get rid of such feelings?

Answers to the questions

Pupils' answers may vary from one group to another. Listen to the answers and respond to them appropriately.

Activity 1: Speaking practice

(i) Instruct the pupils to sit in groups of four and guide them through studying the picture (*Activity 1(a)* in Pupil's Book).

(ii) Instruct the pupils to answer the questions about the picture so as to practise speaking (*Activity 1 (a)* in the Pupil's Book).

(iii) Guide the pupils through reading the dialogue and act it out (*Activity 1 (b)* in the Pupil's Book).

(iv) Instruct the pupils to read the dialogue again and answer

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the questions (*Activity 1 (c)* in pupils Book).

(v) Read the tongue twisters in *Activity 1(d)* in pupils Book while the pupils listen attentively.

(vi) Guide the pupils through reading aloud the tongue twisters as you listen and correct their pronunciation where necessary (*Activity 1(d)* in the Pupil's Book).

Answers to the questions under Activity 1 (a)

Answers may vary among the pupils. Give clarification where necessary. These are possible answers.

1. I see a girl in the picture.
2. The girl is buying medicine.
3. She is holding a bottle of medicine/syrup/money.
4. This is a pharmacy.
5. Answers may vary. Listen and comment on them accordingly.

Answers to the questions under Activity 1 (c)

1. Upendo and Baraka are speaking in the dialogue.
2. They are expecting to go to Mikumi National Park.
3. They feel excited about the trip.
4. Amina is not going on the trip.
5. She is not going because she has not recovered from her illness.
6. Baraka and Upendo feel sorry for Amina.

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Activity 2: Reading practice

(i) Ask the pupils the pre-reading questions below.

1. When did you fall sick?
2. What did you do when you fell sick?
3. What treatment did you get?
4. Did you get better after the treatment? If the answer is no, what actions did you take?

Answers to the pre-reading questions

Answers may vary. Listen attentively and respond appropriately.

1. Last month I fell sick.
2. When I fell sick I went to hospital.
3. I was given anti-malaria tablet.
4. Yes, after treatment, I got better/No, after treatment I did not get better. So, I went for further medical examination.

(ii) Read aloud the passage *Amina falls sick* in the Pupil's Book, as the pupils listen attentively (*Activity 2* in the Pupil's Book).

(iii) Guide the pupils through mentioning vocabulary items related to the passage *Amina falls sick* using word cards, pictures and flip charts.

(iv) Instruct the pupils to read the passage silently; make sure that each pupil is participating in reading.

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(v) Instruct the pupils to sit in groups of four and guide them through discussing the comprehension questions.

(vi) Move around and observe the participation of each pupil in the discussion on the comprehension questions.

(vii) Instruct the pupils to answer the questions in their exercise books individually *(Activity 2* in the Pupil's Book).

Answers to the questions under Activity 2

1. c	3. b	5. d
2. c	4. d	6. a

Activity 3: Vocabulary practice

(i) Pronounce the words from the box (*Activity 3 (a)* in the Pupil's Book) as the pupils listen attentively.

(ii) Guide the pupils through reading aloud the words from the box (*Activity 3 (a)* in the Pupil's Book) as you listen to their pronunciation and correct them accordingly.

(iii) Guide the pupils through finding the words in the passage and read the sentences containing the words (*Activity 3(b)* in the Pupil's Book).

(iv) Guide the pupils through finding the meaning of the words in the dictionary (*Activity 3(c)* in the Pupil's Book).

(v) Instruct the pupils to construct one correct sentence for each word (*Activity 3(d)* in the Pupil's Book).

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(vi) Pronounce the words which represent feelings, in the box while the pupils listen attentively (*Activity 3 (e) in activity 1 (a)* in the Pupil's Book).

(vii) Guide the pupils through reading aloud the words which represent feelings from the box as you listen to their pronunciation and correct them accordingly (*Activity 3 (e)* in the Pupil's Book).

(viii) Instruct the pupils to sit in groups of four and guide them through discussing the questions (*Activity 3 (e)* in the Pupil's Book).

(ix) Guide the pupils through constructing correct sentences using the words (*Activity 3 (e)* and (*Activity 3(f)* in the Pupil's Book).

Answers to questions under Activity 3 (b)

1. She was **admitted** for closer monitoring.
2. She told her to go the laboratory where the **laboratory technician** tested Amina's blood, stool, and urine.
3. Many of the children who were there had **pneumonia** and had difficulty in breathing.
4. Those who got better were **discharged** but their beds were soon occupied by other patients.
5. Amina's father decided to **consult** his father, Mzee Makaranga, who was a **famous** medicine man.

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Answers to questions under Activity 3 (d)

Answers may vary. These are example sentences.

1. I was **discharged** from the District hospital last week.
2. My father was **admitted** into hospital due to malaria.
3. My mother was advised to **consult** the doctor on her illness.
4. My young brother died of **pneumonia**.

Answers to questions under Activity 3 (e)

1. I really feel so **sorry** for her. She was so **excited** about the trip.
2. Upendo and Baraka are experiencing such feelings because they are the ones involved in the discussion.
3. They feel that way because they like their friend, Amina.
4. I experienced such feelings when my friend passed away last year. (Responses may vary).

Answers to questions under Activity 3 (f)

1. I was very **excited** to see my sister.
2. I am **sorry** for coming late.
3. You seem too **confused**.
4. The orphans are very **sad**.

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Activity 4: Language practice

(i) Use warm up activities, such as asking questions to encourage pupils to express their feelings.

(ii) Ask the pupils , *"Show me how your face would look like if you experienced this,"* and then present them with the examples below (or come up with your own):

a. You reached out to hug someone who turned away.

b. You won a prize that you weren't expecting.

c. You lost your school bag.

d. You saw yourself on TV.

e. Your friend just pointed out that you have something stuck in your teeth and it's been there since breakfast!

(iii) Guide the pupils through studying the faces that represent different feelings (*Activity 4 (a)* in the Pupil's Book).

(iv) Guide the pupils through choosing the right word in *Activity 4 (b)* and match it with a face that represents the feeling (*Activity 4(a)* in the Pupil's Book).

(v) Guide the pupils through expressing feelings when they encounter diffent situation (*Activity 4 (c)* in the pupil's book).

(vi) Instruct the pupils to change the positive sentences into negative sentences (*Activity 4 (d)* in the pupil's book).

(vi) Instruct the pupils to change the negative sentences into positive sentences (*Activity 4 (e)* in the Pupil's Book) in the pupil's book.

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Answers to the questions under Activity 4 (b)

Feeling	Face
sadness	6
fear	5
worry	7
surprise	8
happiness	1
anger	2
tiredness	4
confusion	3

Answers to the questions under Activity 4 (c)

Number	Feeling	Situation
1.	worried	night is falling while my young brother is still out
2.	tired	after long hours of farming
3.	angry	a friend lost my ball
4.	surprised	to see a person we thought had passed away
5.	confused	my father is supposed to be operated on and he had no money
6.	sad	failing an English subject test
7.	afraid	encountering a snake inside a house
8.	happy	passing a Mathematics test

Answers to the questions under Activity 4 (d)

1. I am not happy to see you.
2. Bahati is not a good pupil.
3. We are not excited to visit grandmother.
4. I will not see you tomorrow.
5. They have not eaten all the food.

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Answers to the questions under Activity 4 (e)

1. Furaha enjoys watching Television every day.
2. She is happy.
3. Mawazo is confused now.
4. They are afraid of fighting.
5. I feel happy.

Activity 5: Writing practice

(i) Instruct the pupils to use words in the box to fill in the blank spaces (*Activity 5 (a)* in the Pupil's Book) in their exercise books.

(ii) Instruct the pupils to put the words into their respective groups (*Activity 5 (b)* in the Pupil's Book).

(iii) Guide the pupils through doing Activity 5 (c, d and e)

Answers to the questions under Activity 5 (a)

(i) famous (ii) sick (iii) consult (iv) technician (v) pneumonia (vi) admitted (vii) healed (viii) discharged

Answers to the questions under Activity 5 (b)

Sadness	happiness	Anger
a) gloomy	a. joyful	a. bitter
b) sorrowful	b. delighted	b. mad
c) down	c. cheerful	c. irritated
d) unhappy	d. jolly	d. annoyed

Responses under **Activity 5 (c), (d)** and **(e)** may vary. Check whether responses relate to the instructions.

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Unit Eighteen

Child labour

Introduction

In this unit, the pupils will answer aural comprehension questions on ***The story of Mateso*** *in order to improve their listening skills. They will recite a poem, study a picture, and read a passage titled* ***At the gold mine*** *and answer questions. They will also practise using vocabulary items related to the passage, prefixes and suffixes to form new words both in speaking and in writing.*

Teaching and learning resources

(a) pictures
(b) flip charts
(c) English Standard Six Pupil's Book
(d) audio materials
(e) audio-visual materials

Teaching and learning techniques

(a) question-and-answer
(b) group discussion
(c) Think-pair-share
(d) Brain storming
(e) simulation

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The main concept

In this unit, the pupils should be able to use prefixes, suffixes, and related vocabulary items in both speaking and writing. They should also be able to read and obtain detailed information from both written texts and oral presentations.

Teaching and learning strategies

Listening practice

(a) Pre-listening activities

(i) Ask the pupils the following questions to prepare them to listen to the passage.

1. What do you do at home at the weekend and during a vacation?
2. Do you like working?
3. What work do you like most?
4. Have you ever lived with any of your relatives?
5. Did you like living with them? Give reasons for your answer.

Answers to the questions

Answers may vary. The following are some of the possible answers.

1. At the weekend and during vacations, I help my parents in the farm and do home chores.
2. Yes, I like working.
3. I like farming and taking care of domestic animals.
4. Yes, I have lived with my relatives.
5. Yes, I liked living with them because they treated me well.

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(ii) Tell the pupils that you will read a passage. They should listen attentively and answer questions while keep on reading.

The Story of Mateso

When Mateso was only six years old, his father sent him to live with his uncle. Although his uncle promised to send him to school, he never did so. Instead, he was made to work on the plantation and all the money was taken by his uncle. He was paid 2,000 shillings per day. He worked for 14 hours a day, and six days a week.

Mateso was small and weak. He grew weaker, as he was repeatedly beaten for not working hard. The boy was given food just enough to keep him alive and working. When Mateso was 10 years old, he managed to escape. He wanted to do something he had always dreamed of: that was, going to school.

Mateso became a spokesperson for the children who were left behind in the plantation. He spoke out against the terrible impact of child labour on children in his country.

(b) While-listening activities

(i) Slowly read to the pupils the passage on *The Story of Mateso* while they listen attentively.

(ii) Read the passage again with increased speed.

(iii) Read it at a normal speed. As you read, engage the pupils in listening by asking them questions to see whether they have been listening attentively.

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Questions

1. How old was Mateso when he left home?
2. Who took Mateso?
3. Where did he work?
4. How many hours a day did Mateso work in the plantation?
5. What did Mateso do after escaping?

Answers to the questions under the listening activity

1. Mateso was six years old when he left home.
2. Mateso was taken by his uncle.
3. He worked on the plantation.
4. Mateso worked for 14 hours a day.
5. After escaping, Mateso went to school.

(c) Post-listening activities

Guide the pupils through using the knowledge gained from the while-listening activities to answer the following questions.

Questions

1. What are the different actions that reflect child labour?
2. Why do you think it is important for a child to go to school?

Answers to the questions

Pupil's answers may vary from one group to another. Listen to the answers and respond appropriately

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Activity 1: Speaking practice

(i) Recite to the pupils the poem under (*Activity 1 (a)* in the Pupil's Book).

(ii) Instruct the pupils to recite the poem (*Activity 1 (a)* in the Pupil's Book) more than once.

(iii) Instruct the pupils to sit in groups of four and guide them through discussing and answering the questions about the poem (*Activity 1 (a)* in the Pupil's Book). Answers should be given orally.

(iv) Guide the pupils through studying the picture (*Activity 1(b)* in Pupil's Book).

(v) Ask the questions about the picture to practise speaking (*Activity 1 (b)* in the Pupil's Book).

Answers to the questions under activity 1 (a)

1. The person who is speaking in the poem is a man/ Atieno's uncle
2. The name of the person talked about in the poem is Atieno.
3. She is eight years old.
4. She sleeps on the kitchen floor.
5. Atieno
   (i) washes dishes
   (ii) plucks the chicken
   (iii) gets up early
6. No, she is not paid because she is a relative.
7. The poem is about child labour/or any other related answer.
8. I learn that child labour is not good.
9. At this point, the teacher should guide the pupils through discussing the topic giving them some hints. The teacher must respond where appropriate.

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Answers to the questions under *Activity 1 (b)*

Guide the pupils through discussing the questions about the picture (*Activity 1 (b)* in the Pupil's Book) in order to practise speaking.

1. I see girls, boys, men and women in the picture.
2. They are in a mine area.
3. They are working.
4. I feel sad about the situation presented in the picture.
5. Pupils' responses may vary. Accept the responses that relate to the situation in the picture.

Activity 2: Reading practice

(i) Ask the pupils the following pre-reading questions.

1. What are your parents' jobs?
2. Where do they work?
3. Can you work like your parents? Why?

Answers to the pre-reading questions

Accept any relevant answer from the pupils; besides, the answers below are possible.

1. My mother is a ……and my father is a ……
2. My mother works at……and my father works at ……
3. I can not work like my parents because I am young.

(ii) Read aloud the passage titled *At the gold mine* as the pupils listen attentively (*Activity 2* in the Pupil's Book).

(iii) Guide the pupils through identifying the vocabulary items using word cards, pictures and drawings related to the passage.

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(iv) Instruct the pupils to read the passage silently; make sure that each pupil is reading.

(v) Ask the pupils to sit in groups of four and instruct them to discuss the comprehension questions.

(vi) Move around and ensure that each pupil is participating in the discussion on the comprehension questions.

(vii) Instruct each pupil to write answers to the comprehension questions (Activity 2 in the Pupil's Book) in their exercise books.

Answers to the questions under Activity 2

1. The name of the boy in the passage is Mbutolwe.
2. He dropped out of school in order to take care of the family, including his sick mother.
3. The boy worked at Majenje Gold Mine.
4. There were eleven children in the mine.
5. The children's main job was to carry the soil from the deep end of the mine.
6. Mbutolwe fell over and broke his right leg.
7. The nurse took care of Mbutolwe and his family.
8. The passage is about child labour/working at the gold mine.
9. I have learned that child labour is inhuman.

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Activity 3: Vocabulary practice

(i) Pronounce the words (*Activity 3 (a)* in the Pupil's Book) while the pupils listen attentively.

(ii) Guide the pupils through reading the words aloud (*Activity 3 (a)* in the Pupil's Book) with correct pronunciation.

(iii) Guide the pupils through finding sentences, which contain the given words in the passage, from the table under *Activity 3 (b)* in the Pupil's Book.

(iv) Guide the pupils through identifying the meaning of the vocabulary using pictures and word cards activity 3 (c) in the pupils book.

(v) Instruct the pupils to construct one sentence for each word (*Activity 3 (d)* in the Pupil's Book).

(vi) Instruct the pupils to search for ten words related to child labour in the puzzle and circle them in their exercise books and read them aloud in activity 3 (e) in the pupils book.

(vii) Pronounce the words from the table (*Activity 3 (e)* in the Pupil's Book) as the pupils listen attentively.

(viii) Guide the pupils through reading aloud the words from the box (*Activity 3 (e)* in the Pupil's Book) while you listen to their pronunciation and correct them accordingly.

(ix) Instruct the pupils to construct one sentence for each word from the puzzle (*Activity 3 (f)* in the Pupil's Book).

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Answers to the questions under Activity 3 (b)

The following are examples:

a. This is called **child labour;** it is **illegal.**
b. When they **tripped** over, they split the soil
c. It was a low **wage** job, but it was better than nothing.
d. The job was dangerous and full of health **hazards.**

Answers to the questions under Activity 3 (d)

Pupil's answers may vary. Listen to the answers and respond appropriately. The following are examples of the sentences.

No	X	Y
	Words	**Sentence**
1.	child labour	**Child labour** is inhuman and must be stopped.
2.	illegal	Selling marijuana is **illegal**.
3.	wage	His **wage** is paid on Fridays.
4.	pity	I **pity** her having to work for such long hours.
5.	abuse	She suffered years of physical **abuse**.
6.	spilt	The tea **spilt** on the table.
7.	hazards	Everybody is aware of the **hazards** in smoking.
8.	tripped	He **tripped** over the cable

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Answers the questions under Activity 3 (e)

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

Activity 4 : Language practice

Word formation refers to the ways in which new words are formed. **Prefixation** and **suffixation** are some of the ways in which new words are formed.

A prefix is a group of letters placed before the stem of a word. For example, the word "unhappy" consists of the **prefix** "un-" (which means "not") combined with the stem word "happy"; the word "unhappy" means "not happy."

A suffix is a letter or group of letters, for example '-ly' or '-ness', which is added to the end of a word in order to form a different word.

(i) With examples, use techniques such as demonstration, question-and-answer in order to guide the pupils through practising forming new words using prefixes and suffixes.

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(ii) Pronounce the words in Column A (*Activity 4 (a)* in the Pupil's Book) as the pupils listen attentively.

(iii) Guide the pupils through reading the words in (*Activity 4(a)* in the Pupil's Book) presented in Column A.

(iv) Guide the pupils through identifying stems, prefixes and suffixes from the words provided in the tale (*Activity 4 (b)* in the Pupil's Book).

(v) Guide the pupils through constructing sentences in *Activity 4 (c)* using the new words formed (*Column B* in the Pupil's Book)

(vi) Guide the pupils through identifying prefixes and suffixes to form new words (*Activity 4(d)* in the Pupil's Book).

(vii) Instruct the pupils to choose prefixes in Column C and add them to the appropriate stem word in Column A to form new words (*Activity 4(f)* in the Pupil's Book).

Answers to the questions under Activity 4 (b)

Column A	Column B	Column C	Column D
words	Stem words	Prefixes	Suffixes
illegal	legal	il	
impossible	possible	im	
illiness	ill		ness
discussion	discuss		ion
uneasy	easy	un	
agreement	agree		

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Answers to the questions under *Activity 4 (c, d)*

Answers may vary. Ensure that the words and constructed sentences are grammatically correct and semantically meaningful.

Activity 5 : Writing practice

(i) Guide the pupils through reading the verbs in Column A (*Activity 5 (a)* in the Pupil's Book).

(ii) Guide the pupils through changing the verbs into nouns (*Activity 5 (b)* in the Pupil's Book).

(iii) Instruct the pupils to present what they have done to the whole class and clarify the answers where necessary.

(iv) Guide the pupils through re-arranging the sentences and writing a meaningful passage (*Activity 5 (c)* in the Pupil's Book).

(v) Instruct the pupils to *add* prefixes or suffixes individually to the words in column A in their exercise books (*Activity 5(d)* in the Pupil's Book).

(vi) Guide the pupils through studying the prefixes and suffixes and using them correctly with the bolded words (*Activity 5(e)* in the Pupil's Book).

Answers to the questions under *Activity 5 (c)*

Niku is a thirteen year old boy. He lived happily with his family at Nguju Village. His father was a good farmer who planted and harvested a lot of rice. Some rice was used for food but a lot of it was sold. Therefore, the family had enough money for food, clothes, school fees and other needs. Niku also worked on his father's farm. He could only work at the weekend, as he went to school on week days.

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Answers to the questions under *Activity 5 (d)*

selfish, accidental, dangerous, attractive, useful, dependable, magical, elementary, careful, careless, passionate

NOTE: Sentences constructed for each word may vary. Check the correctness of the sentences.

Answers to the questions under *Activity 5 (e)*

Pupil's responses may vary. Listen and correct them accordinglly.

Answers to the questions under *Activity 5 (e)*

1. **un**happy	**6.** invitat**ion**
2. **re-**read	**7.** joy**ful**
3. **be**little	8. **un**organized
4. young**est**	**9. un**able
5. care**ful**	10. break**ing**

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Unit Nineteen

A successful batik project

Introduction

In this unit, the pupils will answer aural comprehension questions on ***Mwasiti, the entrepreneur*** *so as to improve their listening skills. They will study a picture and act out a dialogue about* ***A successful batik project*** *and answer questions. They will also practise using vocabulary items, adjectives and adverbs in different situations. Finally, they will compose sentences using adjectives and adverbs.*

Teaching and learning resources

(a) pictures
(b) word cards
(c) flip charts
(d) written texts
(e) English Standard Six Pupil's Book
(f) audio materials
(g) audio-visual materials

Teaching and learning techniques

(a) question-and-answer
(b) group discussion
(c) role-play
(d) simulation

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The main concept

In this unit, the pupils should be able to use adjectives, adverbs and related vocabulary in both 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

(a) Pre-listening activities

(i) Ask the following questions to prepare the pupils to listen to the passage.

1. Where do you buy sugar, soap, pen and clothes?
2. What job can one do to earn money?
3. What are the three examples of locally made items?

Answers to the questions

Answers may vary but the following are some of the possible answers.

1. I/we buy sugar, soap, pen and clothes from the shop/kiosk/ supermarket etc.
2. The jobs that one can do to earn money are teaching, playing football, selling in a shop, carving items, farming, fishing and keeping animals.

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3. Three examples, of locally made items are soap, mats, sandals, and baskets.

(ii) Tell the pupils that you will read a passage. They should listen attentively and answer the questions while you keep on reading.

Mwasiti, the entrepreneur

Mwasiti makes batiks. She firstly buys plain cotton fabric at the market. Secondly, she prepares her design using a sponge. Thirdly, she melts the wax; then she dips the designed sponge into hot melted wax. The wax prevents dye from penetrating into the cloth. It leaves blank spaces in the cloth. Then, she prints it carefully on the plain cotton fabric.

Later, she puts the fabric into the dye to create the main background colour. She dries the fabric in the sun. She sometimes repeats the process when she wants to make additional designs and colours to the fabric. Finally, she removes the wax by dipping the fabric into boiling water and dries it ready for sale.

(b) While-listening activities

(i) Slowly read to the pupils the passage titled *Mwasiti, the entrepreneur* while they listen attentively.

(ii) Read the passage again with increased speed.

(iii) Read it at a normal speed. As you read, engage the pupils in listening by asking them questions to see whether they have been listening attentively.

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Questions

1. What does Mwasiti buy from the market?
2. What does she use in preparing her design?
3. What prevents dye from penetrating into the cloth?
4. Why does she dip the fabric into boiling water?

Answers to the questions under the listening activity

1. Mwasiti buys plain cotton fabric from the market.
2. She uses a sponge in preparing her design.
3. Wax prevents dye from penetrating into the cloth.
4. She dips the fabric into the boiling water in order to remove the wax.

(c) Post-listening activities

Guide the pupils in groups of four through using the knowledge gained from the while-listening activity to answer the questions below.

Questions

1. What are the different things that are locally made in your area?
2. Is it important to use locally made goods? Why?

Answers to the questions

Answers may vary from one group to another. Listen to the answers and respond appropriately.

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Activity 1: Speaking practice

(i) Ask the pupils to sit in groups of four and instruct them to study the picture and answer the questions orally (*Activity 1 (a)* in the Pupil's Book).

(ii) Demonstrate how to pronounce the tongue twisters (*Activity 1 (b*) in the Pupil's Book*)*.

(iii) Guide the pupils to sit in groups of four and instruct them to pronounce the tongue twisters aloud several times (*Activity 1 (b*) in the Pupil's Book).

Answers to the questions under speaking Activity 1 (a)

Answers may vary. Make sure the answers relate to the picture.

1. I see a woman and a boy in the picture.
2. They are making batik.
3. The family owns the business.
4. I will need to have capital to start such a business.

Activity 2: Reading practice

(i) Ask the pupils the following pre-reading questions to prepare them for the reading practice.

1. Do your parents have money?
2. What do they do to get money?
3. How do they use the money?

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Answers to the pre-reading questions

1. My parents have money.
2. My parents …….to get money.
3. They use the money to buy food, clothes and some school requirements.

Responses to questions 2 and 3 may vary; but they should be relevant to the question.

(i) Read aloud the dialogue titled *A successful batik project* from the Pupil's Book while the pupils listen attentively (*Activity 2* in the Pupil's Book).

(ii) Ask the pupils to sit in pairs and instruct them to read and act out the dialogue *A successful batik project* as you listen and correct their pronunciation where necessary (*Activity 2* in the Pupil's Book)

(iii) Guide the pupils through finding the vocabulary items related to the dialogue *A successful batik project* and finding their meanings using word cards, pictures, and flip charts (*Activity 2* in the Pupil's Book).

(iv) Instruct the pupils to sit in groups of four and ask them to discuss the comprehension questions.

(v) Move around and observe the participation of each pupil in the discussing the comprehension questions.

(vi) Instruct the pupils to do the exercise individually in their exercise books (*Activity 2* in the Pupil's Book).

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Answers to the questions under Activity 2

1. Jumbe and Rehema are talking in this dialogue.
2. Jumbe's mother owns a batik project.
3. Jumbe helps his mother to melt and remove wax from the fabric and to sell the batik.
4. She gets batik from the project.
5. She sells the products to retail and wholesale customers.
6. The products are sold at the retail price of 22,000 Tshs and the wholesale price of 18,000 Tshs.
7. Jumbe's mother provides her family with their daily needs and she has built a big, beautiful house.

In questions 8, 9 and 10, the pupils may provide different answers. Respond to them accordingly.

Activity 3: Vocabulary practice

(i) Pronounce the words in *Activity 3 (a)* in the Pupil's Book as the pupils listen attentively.

(ii) Guide the pupils through pronouncing the words in the box (*Activity 3 (a)* in the Pupil's Book).

(iii) Guide the pupils through finding the words in *Activity 3(b)* in the dialogue under *Activity 2(a)* in the Pupil's Book and read the sentences which contain them.

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(iv) Guide the pupils through finding the meaning of the vocabulary using techniques such as demonstration and word cards (*Activity 3(c)* in the Pupil's Book).

(v) Instruct the pupils to use the words in constructing meaningful sentences (*Activity 3(d)* in the Pupil's Book) and write them in their exercise books.

Answers to the questions under Activity 3 (b)

1. The **retail** price is 22,000 Tshs and the **wholesale** price is 18,000 Tshs per unit.

2. She has a big shop and a lot of retail and wholesale **customers** from different places.

3. I think when I complete my studies, I'll become an **entrepreneur.**

Answers to the question under Activity 3 (d)

Answers may vary. Ensure that the sentences are grammatically and semantically correct.

Examples

1. My mother is an **entrepreneur**.
2. At our home, we run a poultry **project**.
3. Many **customers** rush for manufactured goods from China.
4. You have to **manage** your project, otherwise you will run bankrupt.

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Activity 4: Language practice

(i) Use warm up activities such as games, songs, question and answer to guide the pupils through identifying parts of speech/word classes.

(ii) Instruct the pupils to sit in groups of four and find adjectives and adverbs from the dialogue (*Activity 2* in the Pupil's Book).

(iii) Read the adjectives in Column X and Y (*Activity 4(a)* in the Pupil's Book).

(iv) Instruct the pupils to read the adjectives and construct sentences for each word (*Activity 4 (a)* in the Pupil's Book.

(v) Guide the pupils through finding the words in Column X in the dialogue under *Activity 4 (b)* and read sentences with the words (*Activity 2* in the Pupil's Book).

(vi) Instruct the pupils to match the adjectives in Column X with their opposite from Column Y (*Activity 4 (c)* in the Pupil's Book).

(vii) Guide the pupils through forming adverbs from adjectives by adding ***–ly, –ally,*** in words end in ***–y*** change y to ***i*** before adding ***-ly*** (*Activity 4 (d)* in the Pupil's Book).

(viii) Instruct the pupils to use three adjectives and three adverbs in constructing sentences of their own (*Activity 4(e)* in the Pupil's Book).

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Answers to the questions under Activity 4 (c)

NO	Column X	Opposite
1	good	**bad**
2	big	small
3	successful	unsuccessful
4	beautiful	ugly
5	interesting	boring
6	serious	irresponsible
7	hard working	lazy
8	practical	impractical
9	fine	unwell
10	different	same

Answers to the questions under Activity 4 (d)

Adjectives	Adverbs
cheap	cheaply
beautiful	beautifully
economic	economically
peaceful	peacefully
usual	usually
fair	fairly
expert	expertly
careful	carefully
quick	quickly
cheerful	cheerfully

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Answers to the questions under Activity 4 (e)

Answers for this question may vary, but make sure that the given sentences are grammatically and semantically correct.

Example

1. The football match between Mtakuja Primary School and Juhudi Primay School was **interesting**.
2. **Interestingly**, Juhudi Primary School won the football match against Mtakuja Primary School.

Activity 5: Writing practice

(i) Guide the pupils through revising the structure (*Activity 4* in the Pupil's Book) orally using adjectives and adverbs.

(ii) Instruct the pupils to fill in the missing adjectives and adverbs (*Activity 5 (a)* in the Pupil's Book).

(iii) Instruct the pupils to read the sentences, find nouns, verbs and adjectives from the sentences in *Activity 5 (b)* and use them to fill in the table (*Activity 5 (b)* in the Pupil's Book).

(iv) Instruct the pupils to construct one correct sentence in *Activity 5 (b)* for each word (*Activity 5 (d)* in the Pupil's Book).

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Answers to the questions under Activity 5 (a)

Adjective	Adverb
slow	slowly
happy	happily
quick	quickly
wide	widely
bad	badly
sad	sadly
pure	purely
faithful	faithfully
sharp	sharply
rapid	rapidly
sudden	suddenly

Answers to the questions under Activity 5 (c)

1. hard working 2. nice 3. fast 4. black 5. expensive

Answers to the questions under Activity 5 (d)

The pupils will write different sentences. Check that the sentences are grammatically correct and they contain a word from the table in *Activity 5(c)*. Each word must be used only once.

1. My mother is a **hard working** woman.
2. The minister's house is **nice**.
3. He is a **fast** runner.
4. My mother bought me a **black** watch.
5. This car is very **expensive**.

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Unit Twenty

Hospitality

Introduction

In this unit, the pupils will answer aural comprehension questions on ***Asking for help*** *in order to improve their listening skills. They will recite a poem, study a picture, and answer questions. They will also read a passage titled* ***A visit to grandmother*** *and answer questions about it. Then, they will practise using vocabulary items related to the passage and act out polite responses in different situations. Finally, they will re-arrange jumbled sentences related to the passage to make a correct passage.*

Teaching and learning resources

(a) pictures
(b) written text
(c) word cards
(d) sentence cards
(e) flip charts
(f) English Standard Six Pupil's Book
(g) audio materials
(h) audio -visual materials

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Teaching and learning techniques

(a) group discussion and presentation

(b) demonstration

(c) questions-and-answer

(d) pair work

(e) role play

The main concept

In this unit, the pupils should be able to obtain information from oral presentations and written texts. They should also be able to use different vocabulary items related to politeness both in speaking and in writing.

Listening practice

(a) Pre-listening activities

(i) Ask the following questions to prepare the pupils to listen to the passage.

1. Have you ever had any problem?
2. What problem did you face?
3. What did you do to solve the problem?
4. What are the problems children face?

Answers may vary, but the following are possible ones

1. Yes, I have faced a problem.
2. The problem I faced was……
3. To solve the problem I sought help from……

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4. Some problems children face are beatings, sexual abuse and overwork.

(ii) Tell the pupils that you will read a passage.Therefore, they will have to listen attentively and answer questions while reading.

Asking for help

Musa is a Standard Six pupil at Mnarani Primary School. He likes studying both in groups and in isolation. When he was revising the English subject, he encountered a challenging question. He decided to go to his teacher to ask for help. "Excuse me Sir, could you teach me how to answer this question?" He asked. The teacher was pleased and agreed to help him. The teacher went on to explain how to answer the question. Musa was satisfied. He thus thanked his teacher. He shared the knowledge with his fellow pupils, which made them happy. They also thanked him.

(b) While-listening activities

(i) Slowly read to the pupils the passage *Asking for help* while they listen attentively.

(ii) Read the passage again with increased speed.

(iii) Read it at a normal speed. As you read, engage the pupils in listening by asking them questions to see whether they have been listening attentively.

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Questions

(1) What did Musa encounter when he was revising the English subject?
(2) What did the teacher do to help Musa?
(3) What did Musa do after getting help?
(4) What do you have to do when you get help from someone?

Answers to the questions

(1) Musa encountered a challenging question when he was revising the English subject.
(2) To help Musa, the teacher explained how to answer the question.
(3) Musa thanked his teacher after getting help and shared the knowledge with his fellow pupils.
(4) When I get help, I have to say "Thank you".

(c) Post-listening activities

Guide the pupils through using the knowledge gained from the while-listening activity to answer the following questions.

Questions

1. Is it necessary to seek help for every problem? Give a reason.
2. What do you advise pupils who face difficulties in studies?

Answers to the questions

The pupils' answers may vary from one to another. Listen to their answers and respond where necessary.

1. It is not necessary to seek help for every problem. We seek help to problems that we cannot solve on our own.
2. Pupils who face difficulties in their studies should seek help from teachers, fellow pupils, parents, and guardians.

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Activity 1: Speaking practice

(i) Recite the poem and ask the pupils to listen attentively as you recite (*Activity 1(a)* in the Pupil's Book).

(ii) Guide the pupils through reciting aloud the poem as you listen and correct their pronunciation, where necessary, in order to practise speaking (*Activity 1(a)* in the Pupil's Book).

(iii) Guide the pupils through finding the meaning of the vocabulary items related to the poem under *Activity 1(a)* in the Pupil's Book using word cards, pictures and flip charts.

(iv) Instruct the pupils to sit in groups of four and guide them through discussing the comprehension questions (*Activity 1(a)* in the Pupil's Book).

(v) Move around and observe the participation of each pupil in the discussion on the comprehension questions.

(vi) Instruct the pupils to sit in group of four and guide them through studying the picture and answer the questions so as to practise speaking (*Activity 1 (b)* in the Pupil's Book).

Answers to the questions under Activity *1(a)*

1. The kind of words that are being talked about in the poem are magic words.
2. *Thank you, sorry, excuse me,* and *please* are magic words.
3. Answers to Question 3 may vary. The answers should relate to the situation and mood of individual pupils.

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4. Answers to this qustion may vary. The folllowing are possible ones

   (i) They are magic.

   (ii) We must use them everywhere and everytime.

   (iii) They show politeness.

   (iv) They are very important in our life.

5. The lesson we learn from this poem is that if we want to succeed in life we have to use magic words/polite expressions.

The teacher, at this point, should help the pupils to explore as much information as they can. They can come up with varying responses. The teacher should look at the relevance and validity of their responses

Answers to the questions under Activity 1 (b)

Answers may vary.

1. In the picture, I see a boy travelling on the bus.
2. The boy is going to the village/town.
3. The boy feels happy because he is going to visit his relatives.

Activity 2: Reading practice

(i) Ask the pupils the following pre-reading questions:

1. Whom do we welcome to our home?
2. What things do we do when a visitor visits our home?
3. Do the visitors feel comfortable? How do we know?

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Answers to the pre-reading questions

1. We welcome visitors to our home.
2. When a visitor visits our home, we kindly welcome him/her, talk to him/her and prepare some food and drink for him/her.
3. We know that the visitor feels comfortable when we see a smile on his/her face.

(ii) Read aloud the passage *A visit to Grandmother* as the pupils listen attentively (*Activity 2* in the Pupil's Book).

(iii) Instruct the pupils to read the passage silently; make sure that each pupil is participating in reading.

(iv) Guide the pupils through identifying vocabulary items related to the passage and finding their meanings using word cards, pictures and flip charts.

(v) Instruct the pupils to sit in groups of four and guide them through discussing the comprehension questions.

(vi) Move around and observe the participation of each pupil in the discussion on the comprehension question.

(vii) Instruct each pupil to write answers to the comprehension questions in their exercise books (*Activity 2* in the Pupil's Book).

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Answers to the questions under Activity 2

1. Bahati went to his grandmother last year after his final examinations.
2. His parents arranged for his journey.
3. He prepared some gifts for his grandmother.
4. He could not sleep the day before the journey because he was eagerly waiting for it.
5. He saw beautiful valleys and hills, green forest and several villages on his way to the village.
6. His grandmother felt excited and happy when she saw him.
7. He helped his grandmother to wash the dishes.
8. Answers to this question may vary from one pupil to another.

Activity 3: Vocabulary practice

(i) Pronounce the words in under *Activity 3 (a)* in the Pupil's Book as the pupils listen attentively.

(ii) Guide the pupils through pronouncing the words under *Activity 3 (a)* in the Pupil's Book correctly.

(iii) Instruct the pupils to sit in pairs and guide them through finding the words in Column A (*Activity 3(b)* in the Pupil's Book) in the poem under *Activity 1 (a)* and read the sentences that contain them.

(iv) Instruct the pupils to sit in pairs and guide them through finding the words in Column B under *Activity 3(a)* in the passage and read the sentences with the words (*Activity (3c)* in the Pupil's Book).

(v) Instruct the pupils to sit in pairs and guide them through identifying the words in the puzzle and circle them (*Activity 3(d)* in the Pupil's Book).

(vi) Instruct the pupils to construct one sentence for each word (Activity 3 (c) in the Pupils Book

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Answers to the questions under Activity 3 (b)

1. Don't forget the magic words
2. Thank you
3. Sorry
4. Excuse me
5. Please
6. Good manners everywhere

Answers to the questions under Activity 3 (c)

Sample verses:

1. Use your manners everywhere
2. Excuse me

Answers to the questions under Activity 3 (c)

1. I hugged my father and got onto the bus.
2. I was very happy and thanked them for allowing me to visit her.
3. I enjoyed the journey so much that I could not even fall asleep on the bus.
4. "Welcome Bahati, my dear grandson."
5. My grandmother said, full of excitement and happiness.
6. "Ooh! That is very kind of you" She was so happy that I relaxed.

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Answers to questions under Activity 3 (d)

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

Answers to the questions under Activity 3 (e)

Answers may vary. Listen to the sentences that the pupils are constructing and ensure that they are grammatically and semantically correct.

Examples:

1. If you want to succeed, use **magic words** every day and everywhere.

2. I was very **happy** to visit my grandparents in Mtwara.

3. **Excuse** me Sir, may I borrow your laptop?

4. **Thank** you for your assistance.

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Activity 4: Language practice

(i) Use techniques such as games, demonstration and role-play to expose pupils to different situations.

(ii) Guide the pupils through finding polite situations from the passage and giving reasons for their identification (*Activity 4(a)* in the Pupil's Book).

(iii) Guide the pupils through acting out polite expressions for each situation *(Activity 4(b)* in the Pupil's Book).

Answers to the questions under Activity 4 (a)

1. **Situation from the passage**: She answered "That is very kind of you" .

   ***Reason**:* I offered to help my grandmother to wash the dishes.

2. **Situation from the passage**: "Thank you Grandmother," I replied as I hugged her.

   ***Reason**:* My grandmother welcomed me.

3. **Situation from the passage**: I was very happy and thanked them.

   ***Reason**:* My parents arranged for my visit to my grandmother.

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Answers to the questions under Activity 4 (b)

1. Excuse me, may I borrow your ruler?
2. Excuse me, may I pass through please?
3. I'm sorry for stepping on your foot.
4. Excuse me Teacher, may I borrow a book?
5. Excuse me Teacher, may I go out?
6. Thank you Father for buying me a new pair of shoes.

Activity 5: Writing practice

(i) Instruct the pupils to re-arrange the sentences to form a correct passage so as to develop writing skills (*Activity 5(a)* in the Pupil's Book).

(ii) Read aloud the sentences (*Activity 5(a)* in the Pupil's Book) as the pupils listen attentively.

(iii) Guide the pupils through reading the sentences silently to identify polite and command/impolite expressions and write them in the table (*Activity 5(b)* in the Pupil's Book).

Answers to the questions under Activity 5 (a)

Last year, Bahati went to visit his grandmother. On the travelling day, he woke up very early in the morning to catch the bus. On the bus, he sat near the window to see things outside. He saw different wild animals, hills and valleys along the road. He arrived at his grandmother's home safely. They both enjoyed each other's company.

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Answers to the questions under Activity 5 (b)

Polite statements	Impolite statements
Stop talking, please!	Get out of my sight.
Get me some water please.	Give me some salt.
I am sorry, I will be late.	Clean the blackboard.
Shut the window, please!	Sit down.
Excuse me Madam, may I go out?	I need water now.
Could you please go?	I don't have time to listen to you.
Please have a seat.	Don't take my pen.

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