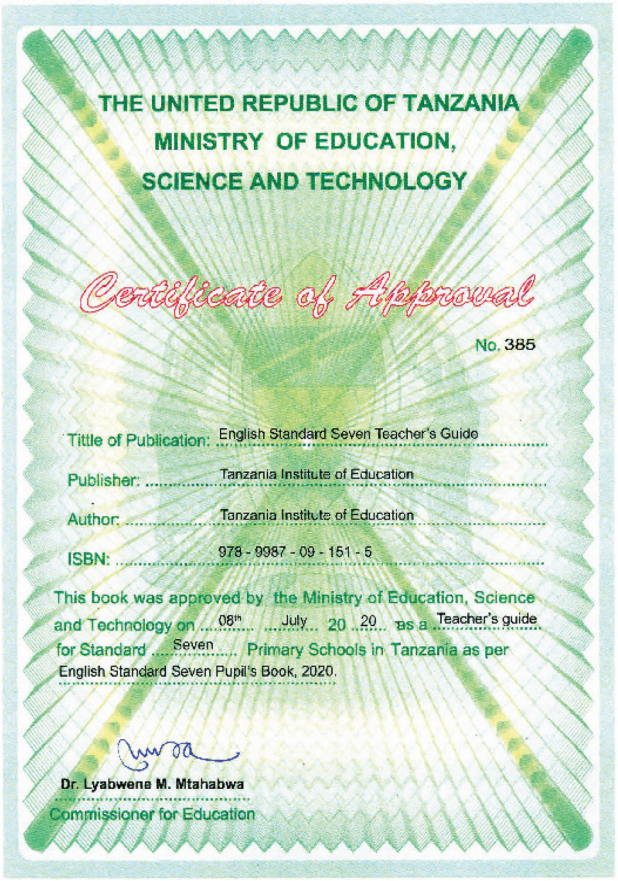
English

Standard Seven

Teacher's Guide



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Commissioner for Education

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Dr Aneth A. Komba
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Introduction

This is the fifth English language Teacher's Guide in a series of five guides for primary schools from Standard Three to Standard Seven. This Guide is prepared in respect to the Pupil's Textbook which is in line with the 2019 English Language Syllabus for Standard Seven. The guide is intended to help the teacher guide Standard Seven pupils through learning and communicating accurately in simple and clear English. The guide consists of sixteen units to match the Pupil's Book. The sixteen units are Friendship, Chicken's life, Helping others, My country, Learning through mistakes, Nightmare, Annual awards, Public holiday, Accident, Inter-school competition, Expressing views, Achieving your dream, Human rights, Using opportunities, Disaster, and School ceremony. Each unit consists of six main activities intended for the teacher to follow in facilitating pupils' acquisition of basic language forms, functions, and skills. The guide is not a set of ready-to-use lesson plans. The teacher should use the guide as a resource in the preparation of more detailed lesson plans which are sensitive to local situations and learners' needs and characteristics.

Structure and organisation of the guide

Each unit consists of the following components:

Unit title: The unit title is the same as that in the Pupil's Book. It bears the title of the main passage in the unit. The stories provide situations 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

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the unit. They also provide the situations in which language learning will take place.

Teaching and learning resources: These resources include teaching aids, references and the pupil's book.

Teaching and learning strategies: These are the recommended teaching and learning strategies aimed at realising the learning outcomes expected under each unit.

Listening practice: At the beginning of each unit, there is a listening activity and oral questions on it. Answers to the questions are also provided. The teacher is advised to use audio and/or audio-visual materials as supplementary resources to improve pupils' listening skills.

Speaking practice: Under this strategy, the recommended procedures for teaching the pronunciation of sounds, words, phrases and sentences are provided. The teacher is required to provide timely feedback to the pupils.

Reading practice: Under this strategy, the recommended procedures for teaching reading comprehension and answers for every unit are provided.

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Vocabulary practice: The situations for teaching both grammatical structures and content vocabulary under each unit are provided. Recommended answers are also provided.

Language practice: The 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: The strategies for teaching the writing skills, as introduced under each unit are provided. Recommended answers to the written exercises are also provided.

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

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Unit One

Friendship

Introduction

*In this unit, the pupils will listen to a story titled **Jangala and Juakali** and answer aural comprehension questions to practise listening skills. They will also recite a poem, study a picture and answer questions. Next, they will read a story titled **A friend indeed** and answer comprehension questions. Then, they will practise using vocabulary items in the story and use **so** and **for** in different situations. Finally, they will write a telephone message.*

Teaching and learning resources

(i) Word cards
(ii) Sentence cards
(iii) Audio-visual materials
(iv) Flip charts
(v) English Standard Seven Pupil's Book

Teaching and learning techniques/strategies

(i) Group discussions
(ii) Question-and-answer
(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 **so** and **for** to express the reason for saying or doing something in both speech and writing. They should also practise pronunciation and use vocabulary items on the story both in speech and writing.

Activity 1: Listening practice

(a) Pre-listening activities

Ask the pupils the following questions to prepare them for listening to the story titled ***Jangala and Juakali***.

Questions

1. Why do you study?
2. What would you advise your friend about studying hard?
3. What have you been advised about studying hard?

Answers to the questions

Pupils' responses may vary. Their responses should be in line with the following:

1. I study in order to get a job, serve my country, go abroad, learn new things, etc.
2. Pupils' responses may vary.
3. Pupils' responses may vary.

Tell the pupils that you are going to read a story, and they must listen to it attentively and answer questions.

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Jangala and Juakali

"Jangala, we need to study very hard," said Juakali. I nodded and smiled. Then I firmly said, "For us to pass our final examinations, studying hard is necessary. Msela, my cousin, studied very hard in the last year of his primary education, so he got an average of A in the examinations. If we want to pass our final examinations, we must study hard." We smiled and took our books and started studying.

(b) While-listening activities

(i) *Slowly read the above short story to the pupils.*

(ii) *Read the story again at a faster speed.*

(iii) *Read it at a normal speed. As you read, ask the pupils questions to see whether they have been listening attentively.*

Questions

1. Who advised the other?
2. What did Juakali discuss with his classmate?

Answers to the questions

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

1. Juakali advised Jangala.
2. Juakali had a discussion with his classmate about the importance of studying hard.

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(c) Post-listening activities

Instruct the pupils to sit in pairs and ask them the following questions based on the knowledge gained from the while-listening activities to answer the following questions:

1. Why do you think Juakali gave that kind of advice?
2. Who is taken as a good example in the above story? Give a reason for your answer.

Answers to the questions

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

1. It is because they wanted to pass their final examination.
2. Msela is taken as a good example because he gave good advice.

Activity 2: Speaking Practice

(i) *Recite the poem under Activity 2(a) in the Pupil's Book.*

(ii) *Guide the pupils through reciting the poem while observing the rhythm under Activity 2(a) in the Pupil's Book.*

(iii) *Guide the pupils through answering the questions orally on the poem under Activity 2(a) in the Pupil's Book.*

(iv) *Guide the pupils through studying the picture under Activity 2(b) in the Pupil's Book.*

(v) *Guide the pupils through answering the questions orally under Activity 2(b) in the Pupil's Book.*

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Answers to the questions under Activity 2(a) in the Pupil's Book

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

1. The poem is about poverty and laziness.
2. Laziness begins in the mind.
3. I think the poet says that poverty and laziness are identical twins because laziness leads to poverty.
4. To have the life I desire, I must work hard.
5. Hard work/poverty and laziness.

Answers to the questions under Activity 2(b) in the Pupil's Book

1. I see a strange cobra holding a bottle of a drink sitting under the shade, a tree and stones of different sizes.
2. I think the drink or undesireable life made the creature ask such a question.
3. I dislike the creature because it bites people and animals.

Activity 3: Reading practice

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

1. How do you know that someone is an alcoholic?
2. What would you do if you met a lazy person?
3. What should people do in order to succeed in their life?

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Answers to the questions

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

1. The pupils' response may vary.
2. I will advise him/her to work hard.
3. People should work hard in order to succeed in life.

(i) *Read aloud the story titled **A friend indeed** under Activity 3 in the Pupil's Book while the pupils follow and listen attentively.*

(ii) *Guide the pupils through finding the meaning of the vocabulary items on **A friend indeed** using word cards, pictures and flip charts.*

(iii) *Instruct the pupils to read the story silently and ensure every pupil is reading.*

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

(v) *Move around and ensure each pupil discusses the questions.*

(vi) *Instruct the pupils to answer the questions under Activity 3(a) and (b) in the Pupil's Book in their exercise books, individually.*

Answers to the questions under Activity 3(a) in the Pupil's Book

1	2	3	4	5
T	F	F	T	F

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Answers to the questions under Activity 3(b) in the Pupil's Book

1. Empty stomach means feeling hungry/without eating food.
2. Cobra was poor because he was lazy and an alcoholic.
3. Cobra's health was poor.
4. I would advise that kind of person to work hard and stop drinking alcohol.
5. From the story, I have learnt that hard work leads to success.

Activity 4: Vocabulary practice

(i) *Read aloud the words under Activity 4(a) in the Pupil's Book.*

(ii) *Guide the pupils through reading the words in the box under Activity 4(a) in the Pupil's Book.*

(iii) *Instruct the pupils to sit in groups of four and use a dictionary to find the meaning of each word in the box under Activity 4(b) in the Pupil's Book.*

(iv) *Instruct the pupils to replace the bolded words in the sentences with words of opposite meanings from the box under Activity 4(c) in the Pupil's Book.*

(v) *Guide the pupils through constructing one meaningful sentence for each word in the box under Activity 4(a) in the Pupil's Book.*

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Answers to the questions under Activity 4(b) in the Pupil's Book

1. Stagger - move unsteadily
2. Destiny - an event (or a course of events) that will inevitably happen in the future
3. Vow - deny
4. Grab - take hold of, so as to seize or restrain or stop the motion of
5. Miserable - unpleasant and causing unhappiness

Answers to the questions under Activity 4(c) in the Pupil's Book

1. Don't **grab** it.
2. After a little while, I **staggered** to the front door.
3. She was unable to control her own **destiny**.
4. Catherine lived a **miserable** life after accepting her neighbour's advice.
5. I **vowed** that I would never steal again.

Answers to the questions under Activity 4(d) in the Pupil's Book

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

1. Don't grab hot objects.
2. When I am drunk, I stagger like a toddler.
3. You are the writer of your own destiny.
4. They all wish me to live a good life.
5. I vowed that I would keep the secret.

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Activity 5: Language practice

(i) *Ask the pupils to find and read the sentences which have **so** and **for** from the story in Activity 3 under Activity 5(a) in the Pupil's Book.*

(ii) *Guide the pupils through using **so** and **for** to construct two sentences for each word under Activity 5(b) in the Pupil's Book.*

(iii) *Instruct the pupils to choose the best answer to complete the sentences under Activity 5(c) in the Pupil's Book.*

(iv) *Instruct the pupils to replace the underlined words with **so** or **for** in the given sentences under Activity 5(d) in the Pupil's Book.*

(v) *Instruct the pupils to use **for** or **so** to fill in the blanks in the sentences under Activity 5(e) in the Pupil's Book.*

(vi) *Instruct the pupils to join the pairs of sentences using **so** or **for** to construct one sentence under Activity 5(f) in the Pupil's Book.*

Answers to the questions under Activity 5(a) in the Pupil's Book

1. "My friend, you should stop drinking alcohol, for drinking makes you poor and unhealthy."
2. Cobra responded, "I don't want to be rich or healthy, so I find no reason to stop drinking."

Answers to the questions under Activity 5(b) in the Pupil's Book

Pupils' responses may vary. Ensure that the responses are relevant and correct.

Examples

1. My uncle was very lazy, so he lived a miserable life.
2. He remained poor, for his destiny was predetermined.

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Answers to the questions under Activity 5(c) in the Pupil's Book

1	2	3	4	5
B	C	A	B	A

Answers to the questions under Activity 5(d) in the Pupil's Book

1	2	3	4	5	6	7
so	for	for	so	for	for	so

Answers to the questions under Activity 5(e) in the Pupil's Book

1	2	3	4	5
for	for	so	for	so

Answers to the questions under Activity 5(f) in the Pupil's Book

1. Chakupewa wanted to go home, so he called for a taxi.
2. Ndunguru will not attend the evening dance, for he has no company.
3. Monica went home early yesterday, for she had fallen sick.
4. Mwanga cleared his voice, so he could speak aloud.
5. The picture was very blurred, so I failed to recognise the face of the person in it.

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Activity 6: Writing practice

(i) *Ask the pupils to fill in the blanks using **so** and **for** to complete the story under Activity 6(a) in the Pupil's Book.*

(ii) *Ask them to fill in the blanks using **so** and **for** in the telephone message under Activity 6(b) in the Pupil's Book).*

(iii) *Ask the pupils to study the phone conversation under Activity 6(c) in the Pupil's Book.*

(iv) *Guide the pupils through drawing a mobile telephone and writing a telephone message in their exercise book under Activity 6(d) in the Pupil's Book. Note: Pupils' responses may vary.*

Answers to the questions under Activity 6(a) in the Pupil's Book

1	2	3	4	5	6
so	for	for	for	so	so

Answers to the questions under Activity 6(b) in the Pupil's Book

1	2	3	4
so	for	so	for

Answers to the questions under Activity 6(c and d) in the Pupil's Book

Pupils' responses may vary. Ensure that the responses are relevant and correct.

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Unit Two

Chicken's life

Introduction

In this unit, the pupils will listen to a story titled ***The Cat and the Rat*** *and answer aural comprehension questions to practise listening skills. They will also read tongue twisters, act out a dialogue, read a passage titled* ***Fluffy, the rooster*** *and answer questions on it. Next, they will recite a poem and use* ***or*** *and* ***yet*** *to express alternatives and surprising information. Then, they will practise using vocabulary items from the passage in different situations. Finally, they will complete a story and a telephone conversation to practise writing.*

Teaching and learning resources

(i) Pictures of chickens
(ii) Word cards
(iii) Sentence cards
(iv) Audio-visual materials
(v) Flip charts
(vi) English Standard Seven Pupil's Book

Teaching and learning techniques

(i) Question-and-answer
(ii) Group discussions
(iii) Gallery walk

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(iv) Role-play

(v) Games

(vi) Simulation

The main concept

In this unit, the pupils should be able to use **or** and **yet** to express alternatives, contrast, surprise and negatives in both speech and writing. They should also be able to read, listen to and obtain detailed information from written texts and oral presentations.

Activity 1: Listening practice

(a) Pre-listening activities

*Ask the following questions to prepare the pupils for listening to the story titled **The Cat and the Rat**:*

Questions

1. What is a rat?
2. Where do rats live?
3. What do cats do to rats?
4. What do rats do when they see a cat?

Answers to the questions

1. A rat is a small animal with a long tail.
2. Rats live in the forest.
3. Cats eat rats.
4. Rats run away when they see a cat.

Tell the pupils that you are going to read the story. They must listen to it attentively and answer questions as you read.

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The Cat and the Rat

One day, the hungry Rat was looking for food. He saw groundnuts belonging to an old woman. So, he made a small hole in the basket. He squeezed himself through the hole. He ate a lot of groundnuts. After that he wanted to get out, but he could not. His belly was full. He tried several times, but he could not. He started crying. The Rabbit was passing by. She heard the crying. She asked, "Why are you crying my friend?" The Rat replied, "I made a hole and entered the basket so that I could eat groundnuts. I am now not able to get out through the hole." The Rabbit said, "It is because you ate too much. Wait until your belly is empty." She laughed and went away. After several trials, the Rat was tired and fell asleep in the basket. The following morning, his belly was empty, but he was feeling hungry. He ate a lot of groundnuts again. His belly was full. He said to himself, "Oh! I will get out tomorrow." The Cat was passing by. He smelt the Rat in the basket. He lifted its lid. He saw the Rat and grabbed him. The Cat ate the Rat happily.

(b) While-listening activities

(i) *Slowly read the story titled* ***The Cat and the Rat****.*

(ii) *Read the story again at a faster speed.*

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

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Questions

1. What happened to the Rat after eating the groundnuts?
2. Who told the Rat to wait until the belly is empty?
3. What did the Cat do?
4. What do you learn from the story?

Answers to the questions

1. After eating the groundnuts, the belly of the Rat was full.
2. The Rabbit told the Rat to wait until the belly is empty.
3. The Cat ate the Rat.
4. Pupils' response may vary.

(c) Post-listening activities

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

1. Why was the Rat eaten by the Cat?
2. What should the Rat have done to avoid being eaten by the Cat?

Answers to the questions

1. The Rat was eaten by the Cat because it failed to get out of the basket.
2. The Rat could have eaten fewer groundnuts and get out of the basket to avoid being eaten by the Cat.

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Activity 2: Speaking practice

(i) *Read aloud the tongue twisters under Activity 2(a) in the Pupil's Book.*

(ii) *Instruct the pupils to read aloud the tongue twisters under Activity 2(a) in the Pupil's Book several times, in chorus, in groups, in pairs and individually to practise pronunciation.*

(iii) *Instruct the pupils to sit in pairs and ask them to say "Hello" in different situations under Activity 2(b) in the Pupil's Book.*

(iv) *Instruct the pupils to find out if they noticed any change of tone/voice under Activity 2(c) in the Pupil's Book.*

(v) *Instruct the pupils to sit in pairs and ask them to act out the dialogue under Activity 2(d) in the Pupil's Book.*

Answers to the questions under Activity 2(d) in the Pupil's Book

1. Pupils' answers may vary. Ensure they are correct.
2. Pupils' answers may vary. Ensure they are relevant.
3. The sentences are as follows:
   i. I'm kept inside, yet I enjoy the treatment I get.
   ii. Do you also choose whether to be eaten or not.
4. Possible answers can be:
   i. You can stay or leave.
   ii. You can speak or write in your exercise book.
   iii. He does not study hard, yet he dreams of passing the final examination.
   iv. Jitu never respected anyone, yet she wanted to be respected.

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Activity 3: Reading practice

Ask the pupils the following pre-reading questions to prepare them for reading practice:

1. Do you keep chickens at your home?
2. Mention two reasons for keeping chickens.

Answers to the questions

The pupils' responses to these questions may vary. Ensure that they are relevant and accurate. Answers may include the following:

1. Yes/No
2. Chickens are
   i. a source of meat
   ii. a source of income

(i) *Read aloud the passage titled* ***Fluffy, the rooster*** *under Activity 3 in the Pupil's Book.*

(ii) *Ask the pupils to find the meanings of the vocabulary items in the story using word cards, pictures and flip charts.*

(iii) *Instruct the pupils to read the story silently and ensure every pupil reads.*

(iv) *Instruct the pupils to sit in groups of four and ask them to discuss the comprehension questions.*

(v) *Move around and ensure each pupil discusses the questions.*

(vi) *Instruct the pupils to answer the questions under Activity 3(a) and (b) in the Pupil's Book in their exercise books, individually.*

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Answers to the questions under Activity 3(a) in the Pupil's Book

1	2	3	4	5
F	F	F	F	T

Answers to the questions under Activity 3(b) in the Pupil's Book

1. Fluffy spent his pleasant days foraging for food and dozing off in the shade.
2. The other roosters attacked Fluffy because they felt jealous.
3. When Muscle-Man found blood stains on Fluffy's feathers, he put him in a separate coop with four hens.
4. The phrase "come to his/her rescue" means to save a person when he/she is in a dangerous situation.

Activity 4: Vocabulary practice

(i) *Read aloud the words in the box under Activity 4(a) in the Pupil's Book.*

(ii) *Ask the pupils to read aloud the words in the box in order to practise pronunciation under Activity 4(a) in the Pupil's Book.*

(iii) *Instruct the pupils to replace words that have opposite meanings with the words in sentences under Activity 4(a) in the Pupil's Book.*

(iv) *Read aloud the words in the box under Activity 4(b) in the Pupil's Book.*

(v) *Ask the pupils to read aloud the words in the box under Activity 4(b) in the Pupil's Book to practise pronunciation.*

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(vi) *Instruct the pupils to construct meaningful sentences using the words from the box under Activity 4(b) in the Pupil's Book, individually.*

Answers to the question under Activity 4(a) in the Pupil's Book

1. cold
2. doubt
3. brutal
4. ugly
5. hello
6. release
7. slim
8. joy

Possible answers to the questions under Activity 4(c) in the Pupil's Book

1. She has a very **pleasant** voice.
2. They put the new chicken in a **cage**.
3. Our **rooster** is bigger than yours.
4. They had to **console** him for losing his ball.
5. The girl's hair was soft and **fluffy**.
6. She is the **gentlest** person I know.

Activity 5: Language practice

(i) *Read aloud the poem under Activity 5(a) in the Pupil's Book.*

(ii) *Ask the pupils to recite the poem under 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 on the poem.*

(iv) *Move around the class and ensure each pupil participates in the discussion.*

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(v) *Instruct the pupils to answer the questions under Activity 5(b) in the Pupil's Book, in their exercise books.*

(vi) *Ask the pupils to construct one sentence for each of the following words:* ***or*** *and* ***yet****, under Activity 5(c) in the Pupil's Book.*

(vii) *Instruct the pupils to sit in groups of four and guide them through discussing the questions under Activity 5(c) in the Pupil's Book.*

(viii) *Move around and ensure each pupil participates in discussing the questions.*

(ix) *Instruct the pupils to answer the questions under Activity 5(d) in the Pupil's Book in their exercise books, individually.*

Answers to the question under Activity 5(b) in the Pupil's Book

1. The chicken/rooster is speaking in the poem.
2. Answers:
   i. The speaker provides better health by providing white meat.
   ii. The speaker becomes a source of income after being sold.
3. They are natural alarm clocks because they crow at dawn to wake people up.

Answers to the question under Activity 5(c) in the Pupil's Book

1. I was late for thirty minutes, yet no one had turned up.
2. You can travel by bus or by plane.

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Answers to the question under Activity 5(d) in the Pupil's Book

1. yet 2. or 3. yet 4. or 5. yet

Activity 6: Writing practice

(i) *Instruct the pupils to fill in the blanks with the words* ***or*** *and* ***yet*** *under Activity 6(a) in the Pupil's Book.*

(ii) *Instruct the pupils to fill in the blanks with the words* ***or*** *and* ***yet*** *under Activity 6(b) in the Pupil's Book.*

(iii) *Ask the pupils to act out the dialogue under Activity 6(b) in the Pupil's Book.*

(iv) *Instruct the pupils to write a text-message based on the telephone conversation under Activity 6(c) in the Pupil's Book.*

Answers to the questions under Activity 6(a) in the Pupil's Book

1. or
2. yet

Answers to the questions under Activity 6(b) in the Pupil's Book

1. or
2. yet
3. or

Answers to the questions under Activity 6(c) in the Pupil's Book

Time: 3:45 p.m. (may vary)
Date: 19/02/2020 (may vary)
From: Majengo
To: Glory
Message: Call Majengo on +2551240909000

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Unit Three

Helping others

Introduction

*In this unit, the pupils will play a **Whispering** game to practise listening skills. They will also act out a dialogue and answer questions. Next, they will read a story titled **Jane's torture and her destiny** and answer questions on it. Then, they will use **so that** and **in order that** to express purpose in different situations. Thereafter, they will practise using vocabulary items on the story in different situations. Finally, they will write a short passage and punctuate it.*

Teaching and learning resources

(i) Written texts
(ii) Word cards
(iii) Sentence cards
(iv) Flip charts
(v) English Standard Seven Pupil's Book
(vi) Audio materials
(vii) Audio-visual materials

Teaching and learning techniques

(i) Group discussions and presentations
(ii) Demonstration
(iii) Question-and-answer
(iv) Pair work
(v) Games
(vi) Role-play
(vii) Gallery walk

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The main concept

In this unit, the pupils should be able to use the target vocabulary items in the story titled **Jane's tortures and her destiny** in both speech and writing. They should also be able to read and obtain detailed information from written texts and oral presentations.

Activity 1: Listening practice

(a) Pre-listening activities

Ask the pupils the following questions to prepare them for listening to the message whispered to them.

Questions

1. What will you do to celebrate completing Standard Seven?
2. What are your plans after completing Standard Seven?

Answers to the questions

Pupils' responses may vary. Ensure they are relevant.

(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 be given to the first pupil in each line. Each pupil will whisper the same sentence to the next person in the same way until the last pupil has received the message.*

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

(iii) *Tell the pupils that the line that will retain the original message carried by the sentence will be rewarded.*

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(b) While-listening activities

(i) *Whisper the sentence below to the first pupil in each line and ask each pupil to whisper the same sentence to the next person in the same way.*

> ***"Lawyers must be good writers and good listeners, too."***

(ii) *Instruct the last pupil in each line to say the message aloud and write it on the board as it is being said.*

(iii) *Show them the original sentence, and let them compare it to their messages.*

(iv) *The line with the message close to your sentence is the winner.*

(c) Post-listening activities

(i) *Ask the first pupil to read aloud the sentence on the card and compare it with what they heard.*

(ii) *Instruct the pupils to say what they liked or disliked about the game.*

(iii) *Instruct the pupils to use the knowledge gained from listening by engaging them in discussing listening strategies.*

Activity 2: Speaking practice

Ask the pupils to read and act out the dialogue and then answer questions under Activity 2(a) in the Pupil's Book.

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Answers to the questions under Activity 2(b) in the Pupil's Book

1. Zainab is seeking help from Christopher.
2. Christopher wants to take the vegetables home before helping Zainab with her assignment.

Activity 3: Reading practice

Ask the pupils the following questions to prepare them for reading practice:

1. What makes others poor?
2. Have you ever helped any of your friends?
3. In what area did you help him/her?

Answers to the questions

Pupils' responses may vary. Ensure that they are relevant and accurate.

(i) *Read aloud the story titled* ***Jane's tortures and her destiny*** *under Activity 3 in the Pupil's Book while the pupils follow and listen attentively.*

(ii) *Ask the pupils to find the meanings of the vocabulary items on* ***Jane's tortures and her destiny*** *using word cards, pictures, and flip charts.*

(iii) *Instruct the pupils to read the story under Activity 3 in the Pupil's Book silently and ensure that every pupil is reading.*

(iv) *Instruct the pupils to sit in groups of four and ask them to discuss the comprehension questions under Activity 3 in the Pupil's Book.*

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(v) *Move around and ensure each pupil discusses the questions.*

(vi) *Instruct the pupils to answer the questions under Activity 3 in the Pupil's Book in their exercise books individually.*

Answers to the questions under Activity 3 in the Pupil's Book

1. Jane lost her parents at the age of six.
2. They died in a road accident.
3. Jane was turned into a street child because she had been severely tortured by her aunt.
4. Fatuma's family rescued Jane from the street.
5. Jane and Fatuma became successful women as a result of studying very hard.
6. Jane meant that Fatuma's family helped her to become successful; they made it possible for her to succeed in life.
7. Pupils' responses may vary. Ensure that they are relevant and accurate. The possible answer may be, "If I were Jane, I would love her and respect her forever."
8. Pupils' responses may vary. Ensure that they are relevant and accurate.

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Activity 4: Vocabulary practice

(i) *Read aloud the words in the box under Activity 4(a) in the Pupil's Book.*

(ii) *Ask the pupils to read aloud the words in the box under Activity 4(a) in the Pupil's Book in order to practise pronunciation.*

(iii) *Instruct the pupils to find and read the sentences containing the words in the story under Activity 4(b) in the Pupil's Book.*

(iv) *Read aloud the words in Column A under Activity 4(c) in the Pupil's Book as the pupils listen attentively.*

(v) *Read aloud the meanings in Column B under Activity 4(c) in the Pupil's Book.*

(vi) *Instruct the pupils to read aloud the words in Column A under Activity 4(c) in the Pupil's Book to practise pronunciation.*

(vii) *Ask the pupils to read aloud the meanings in Column B under Activity 4(c) in the Pupil's Book.*

(viii) *Instruct the pupils to sit in groups of four and ask them to discuss and answer the questions under Activity 4(c) in the Pupil's Book.*

(ix) *Move around and ensure each pupil participates in the discussion.*

(x) *Instruct the pupils to answer the questions under Activity 4(c) in the Pupil's Book, individually.*

(xi) *Read aloud the definitions in the box under Activity 4(d) in the Pupil's Book.*

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(xii) *Guide the pupils through reading aloud the definitions in the box under Activity 4(d) in the Pupil's Book, to practise pronunciation.*

(xiii) *Instruct the pupils to sit in groups of four and instruct them to discuss the questions under Activity 4(e) in the Pupil's Book.*

(xiv) *Move around and ensure each pupil participates in the discussion.*

(xv) *Instruct the pupils to answer the questions under Activity 4(e) in the Pupil's Book in their exercise books, individually.*

(xvi) *Instruct each pupil to construct two sentences with different meanings using the words in Activity 4(e) and (f) in the Pupil's Book.*

Answers to the questions under Activity 4(b) in the Pupil's Book

1. Jane jumped to her feet to help her aunt.
2. "You stupid-ugly girl, why don't you come to help me with the groceries?"
3. Later, Jane tried to report the matter to her uncle in order to stop her aunt from torturing her.
4. On the way, she saw a girl scavenging through rubbish bins in order that she might get leftovers to eat.
5. She went into the house, took a club, and waved it at Jane.
6. Jane became a lawyer and Fatuma an engineer.

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Answers to the questions under Activity 4(c) in the Pupil's Book

1	2	3	4	5
iv	v	i	ii	vi

Answers to the questions under Activity 4(e) in the Pupil's Book

1. **Beat**:
   (i) to hit repeatedly
   (ii) to defeat or do better than someone else

2. **Later**:
   (i) at a time in the future or after the time you have mentioned
   (ii) more modern or recent

3. **Tear**:
   (i) A drop of salty liquid that flows from the eye, especially as a result of a strong emotion like unhappiness, or pain
   (ii) A hole in a piece of paper, cloth or other materials where it has been torn

4. **Club**:
   (i) A group of people who meet together regularly for a particular activity
   (ii) A heavy stick used as a weapon

5. **Minute**:
   (i) An official message from one person to another in an organisation
   (i) A period equal to sixty seconds or a sixtieth of an hour

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Answers to the questions under Activity 4(f) in the Pupil's Book

Pupils' responses may vary. Ensure that their responses are relevant and accurate.

Example

1. The guard carried a club.
2. We have started our own health club.

Activity 5: Language practice

(i) *Instruct the pupils to find and read the sentences with* ***so that*** *and* ***in order that*** *in the story under Activity 3 under Activity 5(a) in the Pupil's Book.*

(ii) *Guide the pupils through constructing meaningful sentences from the given table under Activity 5(b) in the Pupil's Book.*

(iii) *Instruct the pupils to sit in groups of four and ask them to discuss the questions under Activity 5(d) in the Pupil's Book.*

(iv) *Move around and ensure each pupil participates in discussing the comprehension questions.*

(v) *Instruct the pupils to answer the questions under Activity 5(d) in the Pupil's Book, in their exercise books, individually.*

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Answers to the questions under Activity 5(a) in the Pupil's Book

1. "Would you like to come and live with us so that we may go to school together?" Fatuma asked Jane.
2. She did that so that her husband could not notice her cruelty towards his niece.
3. On the way, she saw a girl scavenging through rubbish bins in order that she might get leftovers to eat.

Answers to the questions under Activity 5(b) in the Pupil's Book

Pupils' responses may vary. Ensure that they are relevant and accurate.

Example

1. Peter allowed them to leave so that they could catch the bus.
2. Peter will allow them to leave so that they can catch the bus.
3. Peter allowed the children to leave so that they could see the doctor.
4. Asha allowed us to stay so that we could see the doctor.
5. Asha will allow the children to leave in order that they can catch the bus.

Answers to the questions under Activity 5(c) in the Pupil's Book

1. The teacher gave his pupils a task to do so that they could stop making noise.
2. Mrs Justine will give her daughter a biscuit so that she can stop crying.
3. She studies very hard so that she can perform well in the final examination.

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4. Hamis was walking very quickly so that he could catch the flight.
5. I am cutting the cake into many pieces so that everyone can get a piece.

Activity 6: Writing practice

(i) *Instruct the pupils to use **so that** and **in order that** to construct three sentences for each under Activity 6(a) in the Pupil's Book.*

(ii) *Instruct the pupils to fill in the blanks with **so that** and **in order that** under Activity 6(b) in the Pupil's Book.*

(iii) *Ask the pupils to punctuate the text given under Activity 6(c) in the Pupil's Book.*

Answers to the questions under Activity 6(a) in the Pupil's Book

Pupils' responses may vary. Ensure that the responses are relevant and accurate.

Example

1. I will go to France **so that** I can learn French.
2. I will leave the cinema early **in order that** I can catch the bus.

Answers to the questions under Activity 6(b) in the Pupil's Book

1. in order that
2. so that
3. so that

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Answers to the questions under Activity 6(c) in the Pupil's Book

My best friend, Samuel, was selected to join Form One at Juhudi Secondary School, which is in Iloloma Village. However, he did not join the school for three months because he did not have a school uniform. One day, he visited the English language teacher at Umoja Primary School so that he could tell him his problem. The teacher agreed to buy him the school uniform he needed in order that he could start school. Samuel thanked his former teacher for helping him.

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Unit Four

My country

Introduction

*In this unit, the pupils will listen to a story titled **A trip to Kilimanjaro** and answer aural comprehension questions to practise listening skills. They will also recite a poem and answer questions. Next, they will read the passage titled **Tanzania today and tomorrow** and answer questions on it. Then, they will practise using vocabulary items from the passage in different situations. Thereafter, they will use **so as to** and **in order to** to express purpose in different situations. Finally, they will write a short passage.*

Teaching and learning resources

(i) Pictures of different kinds of infrastructure
(ii) Written texts
(iii) Word cards
(iv) Sentence cards
(v) Flip charts
(vi) English Standard Seven Pupil's Book
(vii) Audio materials
(viii) Audio-visual materials

Teaching and learning techniques

(i) Group discussions and presentations
(ii) Demonstration
(iii) Question-and-answer
(iv) Pair work
(v) Games

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(vi) Role-play
(vii) Gallery walk

The main concept

In this unit, the pupils should be able to use the target vocabulary items used in the passage titled **Tanzania today and tomorrow** in both speech and writing. They should also be able to read and obtain detailed information from written texts and oral presentations.

Activity 1: Listening practice

(a) Pre-listening activities

*Ask the pupils the following questions to prepare them for listening to the story titled **A trip to Kilimanjaro**:*

1. How do you travel to and from school?
2. How many types of roads do you know? Mention them.
3. Which means of transport do you like most? Give reasons for your answer.

Answers to the questions

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

1. I travel to and from school by minibus or bicycle.
2. There are two types of roads: tarmac and dirt roads.
3. Pupils' responses my vary.

Tell the pupils that you are going to read a story to them. They will have to listen attentively and answer questions as you read.

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A trip to Kilimanjaro

My name is Mkalimoto. I study at Mlima Primary School. One day, when our school was closed, my parents asked me where I would like to go. I replied that I wanted to go to Kilimanjaro in order to climb Mount Kilimanjaro. My father agreed and told me to prepare my budget. He took the budget and went to the bank so as to withdraw some money from his bank account.

The following day, I woke up early. I put on my best clothes, and went to the bus station. We took a bus to Kilimanjaro. We crossed the Wami Bridge which is the longest bridge on the Chalinze-Segera road. When we arrived at Segera, the driver stopped the bus and we got out for breakfast. I bought some oranges and got back onto the bus.

I kept on reading my favourite story book titled "Who saw him?" so as to keep myself awake. The bus arrived at Moshi bus station in the evening. The following morning, we gathered at Marangu ready for the adventure. We followed all instructions from a tour guide in order to be safe.

I was eager to get to the peak of the mountain so that I could touch the snow. We started off at 10 a.m. The tour guide told us that it would take us two days to reach the peak. We stopped at a certain point. I managed to reach the Uhuru Peak. I was very happy. I returned home safely and I was very grateful to my father.

(b) While-listening activities

(i) *Slowly read to the pupils the story titled **A trip to Kilimanjaro** while they listen attentively.*

(ii) *Read the story again at a faster speed.*

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

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Questions

1. Why did Mkalimoto want to go to Kilimanjaro?
2. What was the title of Mkalimoto's favourite storybook?
3. How did Mkalimoto feel after reaching the Uhuru Peak?
4. Where did the bus stop so that the passengers could take their breakfast?

Answers to the questions

1. Mkalimoto wanted to go to Kilimanjaro in order to climb Mount Kilimanjaro.
2. The title of Mkalimoto's favourite storybook was "Who saw him?"
3. After reaching the Uhuru Peak, Mkalimoto felt happy.
4. The bus stopped at Segera so that the passengers could eat breakfast.

(c) Post-listening activities

Divide the pupils into groups of four and ask them to use the knowledge gained from the while-listening activities to answer the following questions:

Questions

1. Where do you want to go during your school holiday? Give reasons for your answer.
2. What is the title of your favourite storybook?
3. Do you think it is beneficial to visit tourist attractions?

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Answers to the questions

Pupils' answers may vary from one group to another. Listen to their answers and respond appropriately. Their answers should be close to the following:

1. During the holiday, I want to go to Morogoro to visit the Mikumi National Park.
2. The title of my favourite storybook is "Kalulu the Hare."
3. It is beneficial to visit tourist attractions for learning and enjoyment purposes.

Activity 2: Speaking practice

(i) *Read the poem under Activity 2(a) in the Pupil's Book.*
(ii) *Ask the pupils to recite the poem under Activity 2(a) in the Pupil's Book and answer the questions on it.*
(iii) *Instruct the pupils to sit in groups of four and guide them through discussing the questions under Activity 2(a) in the Pupil's Book.*
(iv) *Move around and ensure each pupil participates in the discussion.*
(v) *Guide the pupils through interviewing each other using the questions in Activity 2(b) in the Pupil's Book.*
(vi) *Guide the pupils in pairs through acting as interviwees by responding to questions under Activity 2(b) in Activity 2(c) in the Pupil's Book.*

Answers to the questions under Activity 2(b) in the Pupil's Book

Pupils' answers may vary. Encourage them to give their answers orally.

1. The poem is about my country.
2. The speaker in the poem feels happy.
3. The word 'opportunities' can be replaced by 'chances'.
4. I am proud of my country.

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Answers to the questions under Activity 2(b) in the Pupil's Book

Pupils' answers may vary. Encourage them to give their answers orally.

1. My name is Jambau.
2. I live with my parents and my siblings. My father is Isengwa and my mother is Sanje.
3. I live at Mgori Village in Singida Rural District, Singida Region.
4. My district is located in the eastern part of the region.
5. The major economic activities done in my region are agriculture and livestock keeping.
6. No/Yes.
7. My district is not much developed, but we have health centres, schools and decent houses. I live in Singida District.

Activity 3: Reading practice

Ask the pupils the following questions to prepare them for reading practice.

1. What do you love most about your country?
2. Which region do you wish to visit? Give reasons.

Answers to the questions

Pupils' answers may vary from one group to another.

(i) *Read the passage titled **Tanzania today and tomorrow** under Activity 3 in the Pupil's Book.*

(ii) *Ask the pupils to find the meanings of the vocabulary items in the passage using word cards, pictures and flip charts.*

(iii) *Instruct the pupils to read the passage under Activity 3 in the Pupil's Book silently and ensure that every pupil is reading it.*

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(iv) *Instruct the pupils to sit in groups of four and ask them to discuss the comprehension questions under Activity 3 in the Pupil's Book.*

(v) *Move around and ensure that each pupil discusses the questions.*

(vi) *Instruct the pupils to answer the questions under Activity 3 in the Pupil's Book in their exercise books, individually.*

Answers to the questions under Activity 3 in the Pupil's Book

1. The passage is about **Tanzania today and tomorrow**.
2. The conversation will help Musa to write an essay for the competition.
3. The Jakaya Kikwete Cardiac Institute is important to those with heart diseases in the following ways:
   (i) It saves their lives.
   (ii) It saves much money that would have been used to pay for medication outside the country.

Activity 4: Vocabulary practice

(i) *Read the words in the box under Activity 4(a) in the Pupil's Book.*

(ii) *Instruct the pupils to read the words in the box under Activity 4(a) in the Pupil's Book in order to practise pronunciation.*

(iii) *Ask the pupils to find and write the meanings of the words in the box under Activity 4(a) in the Pupil's Book.*

(iv) *Instruct the pupils to find and read the sentences containing the words in the passage under Activity 4(c) in the Pupil's Book.*

(v) *Instruct the pupils to use each word in Activity 4(a) to construct one sentence under Activity 4(d) in the Pupil's Book.*

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Answers to the questions under Activity 4(b) in the Pupil's Book

Mega: very good or very big

Trophy: a prize that is given to a winner of a competition

Transplant: an operation which involves moving an organ from one organism (the donor) to another (the recipient)

Declaration: a formal public statement

Answers to the questions under Activity 4(c) in the Pupil's Book

1. The winner for this competition will be awarded a **trophy**, some money, and a chance to visit the capital city, Dodoma, with his/her entire family.
2. The government introduced the Arusha **Declaration** in 1967.
3. The government has launched **Mega** projects.
4. Not so long ago, people went abroad for heart **transplants**.

Answers to the questions under Activity 4(d) in the Pupil's Book

Pupils' answers to the questions may vary. Make sure that their answers are relevant and accurate.

1. They won only one trophy in the sport competition.
2. The declaration of independence made every citizen happy.
3. The government said that it will continue implementing mega projects, despite the effects of the pandemic.
4. He had a kidney transplant.

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Activity 5: Language practice

(i) *Instruct the pupils to find and read the sentences containing* ***so as to*** *and* ***in order to*** *from the passage under Activity 3 and Activity 5 (a) in the Pupil's Book.*

(ii) *Instruct the pupils to join the sentences under Activity 5(b) in the Pupil's Book using the words* ***in order to****.*

(iii) *Instruct the pupils to construct five sentences under Activity 5(c) in the Pupil's Book using* ***in order to****.*

(iv) *Ask the pupils to rewrite the five sentences they have constructed in Activity 5(c) using* ***so as to*** *under Activity 5(d) in the Pupil's Book.*

Answers to the questions under Activity 5(a) in the Pupil's Book

1. In order to ensure the projects were sustainable, the government introduced the Arusha Declaration in 1967.
2. Surely, the government has been taking all these measures so as to transform the country into an industrial economy.

Answers to the questions under Activity 5(b) in the Pupil's Book

1. In our country, people work very hard in order to build our nation.
2. We went to the Serengeti National Park in order to see the animals.
3. Julianna woke up early in order to catch the train.
4. I worked hard in order to pass the examinations.
5. I have started taking an English course in order to improve my English.
6. She bought a pen in order to do her homework.

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Possible answers to the questions under Activity 5(c) in the Pupil's Book

Pupils' answers to the questions may vary. Make sure that their answers are relevant and accurate.

1. I worked hard in order to be successful in life.
2. He had to wait for two hours in order to see the boss.
3. I went to the shop in order to buy a school uniform.
4. They meditate in order to find a solution.
5. She walked about in order to keep warm.

Answers to the questions under Activity 5(d) in the Pupil's Book

1. I worked hard so as to become successful.
2. He had to wait for two hours so as to see the boss.
3. I went to the market so as to buy a school uniform.
4. They meditated so as to find a solution.
5. She walked about so as to keep warm.

Activity 6: Writing practice

(i) *Read the composition given in the Pupil's Book under Activity 6(a) in the Pupil's Book.*

(ii) *Instruct the pupils to read the composition under Activity 6(a) in the Pupil's Book silently and ensure every pupil is reading.*

(iii) *Instruct the pupils to rewrite the composition under Activity 6(b) in the Pupil's Book using* ***so as to*** *in their exercise books, individually.*

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Answers to the questions under Activity 6(b) in the Pupil's Book

Pupils' responses may vary. Ensure that the responses are relevant and accurate.

Tanzania is a beautiful country. Many people come from other parts of the world so as to see its beauty. Tanzanian citizens are warm and welcoming so as to make visitors feel comfortable and at home.

During festivals, we prepare different kinds of foodstuff, including *ugali, kande, pilau, nyama choma* and *mishikaki* so as to showcase our traditional cooking.

Different groups of traditional dancers showcase their skills so as to entertain their visitors. My advice is that anyone who has never been to Tanzania should visit the country and enjoy themselves.

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Unit Five

Learning through mistakes

Introduction

In this unit, the pupils will listen to a short story titled ***Susan, the artist*** *answer aural comprehension questions to improve their listening skills. They will also read tongue twisters, recite a poem, study a picture and answer questions to practise speaking skills. Next, they will read the story titled* ***Nengo, the stubborn boy*** *and answer questions on it. Then, they will practise using vocabulary items from the story and use* ***even if*** *and* ***even though*** *to express surprising things. Finally, they will form a meaningful paragraph from jumbled sentences and punctuate a given passage.*

Teaching and learning resources

(i) A picture
(ii) Word cards
(iii) Sentence cards
(iv) Audio-visual materials
(v) Flip charts
(vi) English Standard Seven Pupil's Book

Teaching and learning techniques

(i) Question-and-answer
(ii) Group discussions
(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 ***even if***, ***even though*** and other vocabulary items in the story in both speech and writing. They should also be able to read and obtain detailed information from written texts and oral presentations.

Activity 1: Listening practice

(a) Pre-listening activities

Ask the pupils the following questions to prepare them for listening to the story on ***Susan, the artist****.*

Questions

1. What is your talent?
2. Who is your favourite netball or football player?
3. What do you do to make your talent grow?

Answers to the questions

Pupils' responses may vary. Ensure that the answers are relevant and clear.

Tell the pupils that you are going to read a passage. They will have to listen attentively and answer questions as you read.

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Susan the artist

Susan is a Standard Seven pupil at Midundo Primary School. She is an artist. She draws pictures of different kinds. People like her pictures. In March this year, there was an inter-school competition in her district. Susan and other pupils represented their school. She was very happy when she was announced the winner of that competition. Both her teachers and her parents were happy and felt proud of her. She was awarded a certificate of recognition and a medal. Susan is now planning to attend an international art contest which will be held next year in Kampala, Uganda. Her school head teacher told her that he will cover all the expenses for her.

(b) While-listening activities

(i) *Slowly, read to the pupils the story titled* ***Susan, the artist****.*

(ii) *Read the story again at a faster speed.*

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

Questions

1. Which school does Susan go to?
2. Which class is she in?
3. When was the inter-school competition?
4. What is Susan planning to do next year?

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Answers to the questions

1. Susan goes to Midundo Primary School.
2. Susan is in Standard Seven.
3. The inter-school competition was in March this year.
4. Susan plans to participate in the international art contest which will be held in Kampala,Uganda.

(c) Post-listening activities

Divide 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

Do we need to have inter-school competitions? Give reasons.

Answers to the questions

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

Activity 2: Speaking practice

(i) *Guide the pupils through reading the tongue twisters Activity 2(a) in the Pupil's Book.*

(ii) *Ask the pupils to recite the poem under Activity 2(b) in the Pupil's Book and answer the questions on it.*

(iii) *Ask the pupils to study the picture and answer the questions under Activity 2(c) in the Pupil's Book.*

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Answers to the questions under Activity 2(b) in the Pupil's Book

1. Pupils' responses may vary. Some of the answers can be a piece of advice from a parent/reality of life/labour.
2. A parent is speaking in the poem.
3. Pupils' responses may vary. Some of the answers can be you have to work hard in order to get something.
4. Pupils' responses may vary. Some of the answers can be to work hard, work can change someone's life, or the energy you invest in something determines the output.

Answers to the questions under Activity 2(c) in the Pupil's Book

1. I see a man sitting on a stone.
2. Pupils' responses may vary. Possible answers: I think the man feels hopeless/sad/disappointed, etc.
3. Pupils' responses may vary.

Activity 3: Reading practice

Pre-reading activities

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

Questions

1. What does 'an ungrateful child' mean?
2. How do 'ungrateful children' behave?
3. How do 'grateful children' behave?

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Answers to the questions

1. Pupils' responses may vary.
2. Pupils' responses may vary.
3. Pupils' responses may vary.

(i) *Read aloud the story under Activity 3 in the Pupil's Book.*

(ii) *Ask the pupils to identify vocabulary in the story using word cards, pictures and flip charts, and find their meanings.*

(iii) *Instruct the pupils to read the story silently and ensure that each pupil is reading.*

(iv) *Instruct the pupils to sit in groups and ask them to discuss the comprehension questions under Activity 3 in the Pupil's Book.*

(v) *Move around and ensure each pupil discusses the questions.*

(vi) *Instruct the pupils to answer the questions under Activity 3 in the Pupil's Book, in their exercise books.*

Answers to the questions under Activity 3 in the Pupil's Book

1. Nengo's mother woke him up.
2. Answers to this question may vary.
3. Nengo spent the money for his business by living a luxurious life and going to night clubs with his friend.
4. Nengo's parents' wealth made him refuse to study.
5. Answers to this question may vary.

   Examples of answers

   I learnt that;

   (i) Doing bad things might make a person live a poor life.

   (ii) Indulging in bad practices is very dangerous to a person's life.

   (iii) In life, there is always a chance for a person to correct his/her previous mistakes.

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Activity 4: Vocabulary practice

(i) *Pronounce the words in the box under Activity 4(a) in the Pupil's Book as the pupils listen attentively.*

(ii) *Guide the pupils through reading the words under Activity 4(a) in the Pupil's Book.*

(iii) *Guide the pupils through reading the sentences in the story containing the words in Activity 4(a) under Activity 4(b) in the Pupil's Book.*

(iv) *Instruct the pupils to use a dictionary to find the meaning of each of the words in the box under Activity 4(c) in the Pupil's Book.*

(v) *Instruct the pupils to construct one meaningful sentence for each word in the box under Activity 4(d) in the Pupil's Book.*

Answers to the questions under Activity 4(b) in the Pupil's Book

1. Jombaa told him, "Even if we spent the money together, I can't live with an ungrateful person. You have been ungrateful to your parents, who have been giving you everything."
2. His parents were tired of his ungratefulness and extravagance.
3. His parents agreed to his proposal.
4. Nengo's parents took him to a boarding school in a remote area, believing that such an environment would change their son's bad behaviour.
5. He established an electric appliances shop.

Answers to the question under Activity 4(c) in the Pupil's Book

1. Ungrateful - not showing or expressing gratitudes for something that somebody has done for you or given to you.
2. Extravagance - the act or habit of spending more money than you can afford or than is necessary.

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3. Appliance - a device, machine, or piece of equipment, especially an electrical one that is used in the house, such as a cooker or washing machine
4. Proposal - a suggestion for a possible plan or action
5. Remote - (of a place) situated far from the main centres of population; distant

Answers to the question under Activity 4(d) in the Pupil's Book

Answers may vary. Possible answers can be as follows:

1. Everyone hates her because she is ungrateful.
2. Extravagance is an enemy to success.
3. They all agreed with his proposal.
4. My home is located in a remote village.
5. The prices for electrical appliances have never been constant.

Activity 5: Language practice

(i) *Guide the pupils through attempting Activity 5(a) in the Pupil's Book.*

(ii) *Guide the pupils through joining two sentences to form one sentence using* ***even if*** *and* ***even though*** *under Activity 5(b) in the Pupil's Book.*

Answers to the question under Activity 5(a) in the Pupil's Book

1. Then the headmaster advised Nengo's father to take him to another school, even though he was sure that Nengo did not like studies.
2. Even though Nengo's school had computers, he never liked using them because he did not like studying.
3. He said he would not continue with studies even if he were sent abroad for further studies.

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4. Even if we spent the money together, I can't live with an ungrateful person.

Answers to the questions under Activity 5(b) in the Pupil's Book

1. They won't tell the truth even if you punish them.
2. Even though you offer me a lot of money, I'll not betray my country.
3. Even though she was angry, she said nothing.
4. I will go out, even if you lock the door.
5. I had a wonderful time, even though I didn't know any one at the party.
6. Even if it rains, I shall come.
7. She gives money to charity, even though she is not rich.
8. Don't forgive him, even if he apologises.

Activity 6: Writing practice

(i) *Instruct the pupils to rearrange jumbled sentences under Activity 6(a) in the Pupil's Book.*

(ii) *Guide the pupils through punctuating the story by putting capital letters to proper nouns and full stops where necessary under Activity 6(b) in the Pupil's Book*

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Answers to the questions under Activity 6(a) in the Pupil's Book

1. Johari was the last born in the family of three children.
2. Even though she was always sick, Johari liked to study hard.
3. She would go to school even if it was raining.
4. Last term, she was the first in her class, so her family threw a party for her.
5. She invited her friends to celebrate together.
6. She danced beautifully even though she was sick.

Answers to the questions under Activity 6(b) in the Pupil's Book

Jamila lives at Kwamkalala Village in Tupendane District. She completed her primary education last year at Umoja Primary School. Her young brother, Baraka, is in Standard Four at Utulivu Primary School. Jamila is now in Form One at Elimika Secondary School. In the coming school holiday, they will go to Dodoma with their mother to visit their grandparents. On their return, they will go to Arusha via Manyara to visit Tarangire and Manyara National Parks. They will go back to their home on the last Saturday of June to prepare themselves for school.

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Unit Six

Nightmare

Introduction

*In this unit, the pupils will listen to a story titled **A walking shadow** and answer aural comprehension questions to improve their listening skills. They will also act out a dialogue, study a picture and answer questions. Next, they will also read the story titled **Poor Ghost** and answer questions on it. Next, they will practise using vocabulary items on the story in different situations. Thereafter, they will seek confirmation using question tags and short responses. Finally, they will write a short dialogue.*

Teaching and learning resources

(i) Word cards
(ii) Sentence cards
(iii) Audio-visual materials
(iv) Flip charts
(v) English Standard Seven Pupil's Book

Teaching and learning techniques

(i) Question-and-answer
(ii) Group discussions
(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 **expressions for seeking confirmation** in both speech and writing. They should also practise pronunciation and use vocabulary items in the story in both speech and writing.

Activity 1: Listening practice

(a) Pre-listening activities

*Ask the pupils the following questions to prepare them for listening to the story titled **A walking shadow**.*

Questions

1. Have you ever walked alone late in the evening?
2. If the answer is yes, how did you feel?
3. Is it good to walk at night?

Answer to the questions

Pupils' responses may vary. Encourage them to give their experiences and respond appropriately.

Tell the pupils that they are going to read a passage. They will have to listen attentively and answer questions as you read.

A walking shadow

I was walking home one scary night when I felt something or someone following me. I did not see anything other than the darkest shadow behind me. I wiped my eyes instantly in an attempt to see clearly. I realised the darkest shadow was moving towards me. I

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struggled to say something for a few minutes. Finally, I managed to ask, 'Who are you?' It was quiet.

I said to myself that running home was the only option I had. Before moving even one step, I looked back again, only to realise the darkest shadow had disappeared. I made a few steps and saw the shadow coming to me very fast again. The shadow said loudly, "I am escorting you home. Don't worry!" I asked once again, "Who are you?" The shadow said, "I am a good spirit." I screamed, "I don't know anything about spirits. So, please leave me alone." The shadow softly said, "You are already home." I arrogantly said to the shadow, "I am not thankful to you because you only scared me all the way." The shadow said, "I know you are a coward." I laughed disdainfully. The shadow moved very close to me and removed the leaves he had used as camouflage. He was my brother, Kidevu. We both laughed and went into the house together.

Questions

1. Why did Kidevu look like a dark shadow?
2. Why did Kidevu camouflage himself?
3. What are other uses of of camouflage?

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Answers to the questions

1. Kidevu looked like a dark shadow because he camouflaged himself.
2. Answers to this question may vary.
3. Answers to this question may vary.

(b) Post-listening activities

Ask the pupils to use the knowledge gained from the while-listening activities to answer the following questions:

Questions

1. Why do you think it is not good to walk late at night?
2. What do you think might be the importance of camouflage?

Answers to the questions

Pupils' answers may vary from one group to another. Ensure that the responses are relevant. The following are possible answers:

1. It is not good to walk late at night because you might be hurt.
2. We camouflage to avoid being discovered by others.

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Activity 2: Speaking practice

(i) *Guide the pupils through reading and acting out the dialogue under Activity 2(a) in the Pupil's Book.*

(ii) *Instruct the pupils to answer the questions under Activity 2(a) in the Pupil's Book.*

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

(iv) *Instruct the pupils to answer the questions under Activity 2(b) in the Pupil's Book.*

Answers to the questions under Activity 2(a) in the Pupil's Book

1. Isingo likes honey very much because it makes him healthy.
2. (i) honey is important because it is good for health.
   (ii) even though honey is good for our health, it should not be used in excess.

Answers to the questions under Activity 2(b) in the Pupil's Book

Answers may vary. Possible answers may include

1. I see a strange animal drinking pesticide.
2. The creature is drinking pesticide.
3. I think the creature will die.
4. Pupils' answers may vary. Possible answers include the following: I will cry/scream for help/run home/ laugh/fight it.

Activity 3: Reading practice

Ask the pupils to guess the meanings of the following words: fog, strange, creature and whisper.

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Answers to the questions under Activity 3 in the Pupil's Book

Pupils answers my vary. Encourage each pupil to give his or her experience.

(i) *Read aloud the story under Activity 3 in the Pupil's Book.*

(ii) *Instruct the pupils to read the story under Activity 3 silently; Ensure every pupil reads the passage.*

(iii) *Instruct the pupils to sit in groups of four and ask them to read again the story under Activity 3 in the Pupil's Book.*

(iv) *Instruct the pupils to sit in groups of four and ask them to do questions under Activity 3(a) and (b) in the Pupil's Book.*

Answers to the questions under Activity 3(a) in the Pupil's Book

1	2	3	4	5
F	F	T	T	F

Answers to the questions under Activity 3(b) in the Pupil's Book

1. When Poor Ghost tried to drink water, a large shark jumped out of the glass and swallowed him.
2. Kiduku hid his face because of the bright light.
3. Poor Ghost advised Kiduku to be good and respect others.
4. No. Drinking alcohol is bad. It can lead you to misbehave in front of people, for example by insulting or fighting others.
5. Yes/No. (with reasons)

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Activity 4: Vocabulary practice

(i) *Instruct the pupils to sit in groups of four and ask them to match the words in Column A with the words that have similar meanings from Column B under Activity 4(a) in the Pupil's Book.*

(ii) *Instruct the pupils to find and read the sentences which contain the words in Column A from the story under Activity 4(b) in the Pupil's Book.*

(iii) *Instruct the pupils to use the words from Column A in Activity 4(a) to construct one meaningful sentence for each under Activity 4(c) in the Pupil's Book.*

Answers to the questions under Activity 4(a) in the Pupil's Book

1	2	3	4	5
iii	v	vi	ii	iv

Answers to the questions under Activity 4(b) in the Pupil's Book

1. One Saturday, Kiduku went to Mughamo Market to buy some pesticide.
2. A ghost never dies.
3. This happens when a heavy fog falls.
4. That was terrible/Yes, it was terrible.
5. I quarrelled with everybody.

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Answers to the questions under Activity 4(c) in the Pupil's Book

Ask the pupils to sit in groups of four and use the words in Column A under Activity 4 (a) to construct one meaningful sentence for each word. Answers may include the following:

1. He looks like a ghost.
2. It was very terrible living there.
3. We need pesticides to improve agriculture.
4. They quarreled almost for nothing.
5. The whole village was covered by a heavy fog.

Activity 5: Language practice

(i) *Instruct the pupils to act out the dialogue they completed under Activity 5(a) and Activity 5(b) in the Pupil's Book.*

(ii) *Ask the pupils to construct a dialogue using the given expressions under Activity 5(c) in the Pupil's Book. The dialogues may vary.*

Answers to the questions under Activity 5(a) in the Pupil's Book

1. didn't you?
2. did
3. didn't you?
4. is it?

Answers to the questions under Activity 5(c) in the Pupil's Book

Pupils' answers may vary. Ensure that they are correct.

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Activity 6: Writing practice

(i) *In pairs, instruct the pupils to read the sentences under Activity 6(a) in the Pupil's Book.*

(ii) *Instruct the pupils to rearange the sentences under Activity 6(b) in the Pupil's Book.*

(iii) *Ask the pupils to complete the dialogue under Activity 6(c) by filling in the blanks.*

Answers to the questions under Activity 6(b) in the Pupil's Book

Teacher: She did not slap Janet on her cheek, did she?

Pupil: It was dark so I could hardly see the incident.

Teacher: I hope you are telling the truth.

Pupil: I never lie for no apparent reason.

Teacher: Janet is a troublesome girl, isn't she?

Pupil: She is still new to me.

Answers to the questions under Activity 6(c) in the Pupil's Book

1. have we
2. doesn't it
3. weren't you
4. aren't you
5. didn't you

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Unit Seven

Annual awards

Introduction

In this unit, the pupils will listen to the teacher describing objects and asking them questions to improve their listening skills. They will also read a tongue twister, act out a dialogue, study a picture and answer questions. Next, they will read a passage titled ***Annual event*** *and answer questions on it. Then, they will practise using vocabulary items in the story in different situations and using* ***to***, ***towards***, ***through***, ***into***, ***over***, ***onto*** *and* ***across*** *to express movement. Finally, they will rearrange jumbled sentences and compose a story using pictures.*

Teaching and learning resources

(i) Real objects
(ii) Pictures
(iii) Word cards
(iv) Sentence cards
(v) Audio-visual materials
(vi) Flip charts
(vii) English Standard Seven Pupil's Book

Teaching and learning techniques/strategies

(i) Question-and-answer
(ii) Group discussions
(iii) Gallery walk
(iv) Jig saw

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(v) Role-play
(vi) Games
(vii) Simulation

The main concept

In this unit, the pupils should be able to use prepositions referring to movement and directions such as ***to, towards, through, into, over, onto,*** and ***across***, and vocabulary items in the story in both speech and writing. They should also be able to read and obtain detailed information from written texts and oral presentations.

Activity 1: Listening practice

(a) Pre-listening activities

Ask the pupils the following questions to prepare them for listening to the descriptions of the pictures from which they will answer questions.

1. Mention any sport equipment that you know.
2. Mention any sport events that you have watched or listened to.

Answers to the questions

1. Pupils' answers may vary depending on the experiences of the pupils in sport. Some of the answers are balls, nets, gloves, knee pads, cleats (soccer shoes or football boots), soccer shirts or jerseys, shorts, shin guards and socks.
2. Pupils' answers may vary depending on their experiences.

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Tell the pupils that you are going to describe objects and they will have to listen attentively and draw pictures of the objects described.

(b) While-listening activities

(i) Describe the following objects:

Ball: This is an object in the shape of a sphere, especially one used in various sports, such as tennis, football or netball.

Whistle: This is an object that you hold with your lips and blow in order to make a loud, high sound.

Goal: It is a frame with a net into which players must kick or hit the ball to score a point.

Question

What do we use a ball for?

Answers to the question

It is used in ball games, where the player of the game follows the state of the ball as it is hit, kicked or thrown by players.

Question

What do we use a whistle for?

Answers to the question

It is used for signalling or alerting.

Question

What is the function of the goal?

Answers to the question

It is used to judge whether the player has scored a goal or not.

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(c) Post-listening activities

Ask the pupils the following questions:

1. In which sport are these objects used?
2. Who uses these objects/equipment?

Answers to the questions

1. (i) A ball is used in football, netball, volleyball, basketball, golf, tennis, handball, hockey and other sports.

   (ii) A whistle is used in football, netball, volleyball, basketball and handball.

2. (i) The players use these objects/equipment.

   (ii) The referee uses the whistle.

Activity 2: Speaking practice

(i) *Instruct the pupils to listen carefully as you read aloud the tongue twister under Activity 2(a) in the Pupil's Book.*

(ii) *Instruct the whole class to repeat reading aloud the tongue twister after you.*

(iii) *Reread the tongue twisters at a normal speed as the pupils listen under Activity 2(a) in the Pupil's Book.*

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

(v) *Instruct the pupils to sit in pairs and guide them through reading and acting out the dialogue under Activity 2(b) in the Pupil's Book, to practise speaking.*

(vi) *Instruct the pupils to answer the questions under Activity 2(b) in the Pupil's Book orally, to practise speaking.*

(vii) *Instruct the pupils to study the picture and answer the questions under Activity 2(c) in the Pupil's Book orally, to practise speaking.*

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Answers to the questions under Activity 2(b) in the Pupil's Book

1. Asia was going to the National Stadium to watch a football match.
2. Frank was not interested in going to the stadium because he had witnessed some violence in the stadium in the previous month when some spectators invaded the pitch during the match.
3. Asia asked Frank to accompany her because she was scared of going there alone.
4. Pupils' answers may vary. Encourage them to give answers orally to practise speaking

Answers to the questions under Activity 2(c) in the Pupil's Book

1. In the picture, I see pupils and other people, probably teachers, soft drinks, tables, doors, windows, flowers and fabrics.
2. They are taking soft drinks. They are also talking to one another
3. Pupils' answers may vary, depending on their experiences in witnessing events. Encourage them to give their answers orally to practise speaking.
4. I think the event is taking place in a classroom, social hall, etc.

Activity 3: Reading practice

Ask the pupils to guess the meanings of the following words: fan, jersey, club, honourable, player and award.

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Answers to the questions

Pupils' answers may vary. Encourage each pupil to give his or her experience.

Fan: Someone who admires and supports a person, sport, sport team, etc

Player: Someone who takes part in a game or sport

Jersey: A shirt that is worn by a member of a sport team

Award: A prize or an amount of money or item that is given to someone in appreciation for his or her excellent performance

Club: An organisation of people with a common purpose or interest who meet regularly and take part in shared activities. A club can be a team.

Honourable: A title used before the name of some government officials

(i) *Read aloud the story under Activity 3 in the Pupil's Book.*

(ii) *Instruct the pupils to read the story under Activity 3 silently; Ensure every pupil reads the passage.*

(iii) *Instruct the pupils to sit in groups of four and ask them to read again the story under Activity 3 in the Pupil's Book.*

(iv) *Instruct the pupils to sit in groups of four and ask them to do questions under Activity 3(a) and (b) in the Pupil's Book.*

(v) *Instruct the pupils to read aloud the sentences that they have completed under Activity 3(c) in the Pupil's Book.*

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Answers to the questions under Activity 3(a) in the Pupil's Book

1	2	3	4	5
✓	X	X	X	✓

Answers to the questions under Activity 3(b) in the Pupil's Book

1	2	3	4	5
i	v	vii	ii	iv

Activity 4: Vocabulary practice

(i) *Instruct the pupils to sit in groups of four and ask them to match the words in Column A with the words that have similar meanings from Column B under Activity 4(a) in the Pupil's Book.*

(ii) *Instruct the pupils to find and read the sentences which contain the words in Column A from the passage under Activity 4(b) in the Pupil's Book.*

(iii) *Instruct the pupils to replace the bolded words in the sentences with the words which have similar meanings from Column B under Activity 4(c) in the Pupil's Book.*

(iv) *Instruct the pupils to use three words from Column A in Activity 4(a) to construct one meaningful sentence for each under Activity 4(d) in the Pupil's Book.*

(v) *Instruct the pupils to use the words from Column B in Activity 4(a) to construct one meaningful sentence for each under Activity 4(e) in the Pupil's Book.*

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Answers to the questions under Activity 4(a) in the Pupil's Book

1	2	3	4	5
ii	v	vii	iii	iv

Answers to the questions under Activity 4(b) in the Pupil's Book

Some of the sentences to be read in the story are:

1. The aim of the event has been to **acknowledge** and award certificates of appreciation to the individuals who had shown outstanding performances in sport and games.
2. **Spectators** from all corners of the city attended the match.
3. They lifted them up and the **fans** shouted joyously.
4. Both teams' ball **possessions** were high and made accurate passes.
5. Just a minute before the **final** whistle, our team got an equalising goal through a free kick.

Answers to the questions under Activity 4(c) in the Pupil's Book

1. They wanted to **recognise** him for generosity.
2. He was reading the **last** chapter of the book.
3. The **viewers** were not happy about being defeated by their great rivals.
4. The **ownership** of a large amount of money makes him happy.
5. **Supporters** wanted to attack the players for losing the match.

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Answers to the questions under Activity 4(d) in the Pupil's Book

Pupils' sentences may vary. Ensure the correctness of their sentences.

Example

1. I am here to acknowledge the sacrifices made by our ancestors in building this nation.
2. We were defeated in front of over 60,000 cheering **spectators**.
3. We are playing our **final** match today.
4. Our Mnyama sport club has more **fans** than any other team in the country.
5. Although their ball **possession** was not good, they won the match through a free kick.

Answers to the questions under Activity 4(e) in the Pupil's Book

Pupils' sentences may vary. Ensure the correctness of their sentences.

Example

1. They are the world **champions** for the fourth year in succession.
2. The **viewers** waited for the match for two hours.
3. The **ownership** of a large amount of money makes him happy.

Activity 5: Language practice

(i) *In pairs, ask the pupils to find and read the sentences containing **to**, **through** and **into** in the story under Activity 5(a) in the Pupil's Book.*

(ii) *Instruct the pupils to read aloud the sentences under Activity 5(b) in the Pupil's Book.*

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(iii) *Instruct the pupils to complete the sentences using appropriate words in the brackets beside each sentence under Activity 5(c) in the Pupil's Book.*

(iv) *Instruct the pupils to read the sentences that they have completed under Activity 5(d) in the Pupil's Book.*

Answers to the questions under Activity 5(a) in the Pupil's Book

The sentences to be read from the story are as follows:

1. The whistle was blown and all pupils ran **to** Guja National Stadium.
2. The ball was put **into** the net by Nyalade.
3. The players went **through** inspection procedures.

Answers to the questions under Activity 5(c) in the Pupil's Book

1	2	3	4	5	6	7	8	9	10
onto	across	through	through	into	over	across	to	towards	onto

Activity 6: Writing practice

(i) *Instruct the pupils to rearrange the sentences to form a meaningful paragraph under Activity 6(a) in the Pupil's Book.*

(ii) *Instruct the pupils to write about the game they like either to watch or play under Activity 6(b) in the Pupil's Book.*

(iii) *Instruct the pupils to study the pictures and write a story on them under Activity 6(c) in the Pupil's Book.*

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Answers to the questions under Activity 6(a) in the Pupil's Book

Yesterday, I went to school early in the morning. I cleaned our classroom as I was on duty. When I was taking rubbish to the dump, I saw our English language teacher heading towards his office. He asked me to go to his office to collect our exercise books.

So, I went into his office and collected our exercise books.

Answers to the questions under Activity 6(b) in the Pupil's Book

Pupils' answers may vary. Ensure the correctness of their sentences.

The game I like the most to watch is football. My favourite team in Tanzania is Simba Sports Club. I always don't want to miss watching its matches. Mostly I watch them on television. In the Spanish League, my favourite club is Real Madrid and in the English Premier League, Chelsea, the Blues, is my favourite club.

Answers to the questions under Activity 6(c) in the Pupil's Book

Pupils' answers may vary.

Example

Baraka went to school, carrying his school bag. After arriving at school, he mopped the floor in the classroom. Thereafter, he went to the staffroom to see the teacher. Then, he went back to the classroom by walking across the school assembly ground. After reaching the classroom, he got inside and started looking out through the window. Finally, he left the classroom.

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Unit Eight

Public holiday

Introduction

In this unit, the pupils will follow the given directions to improve their listening skills. They will ask and answer questions in pairs as well as read and act out a dialogue. Next, they will study a picture and answer questions. Then, they will read a passage titled ***May Day*** *and answer questions on it. Furthermore, they will practise using the vocabulary items in the story in different situations. Thereafter, they will practise using* ***left***, ***right***, ***centre***, ***straight***, ***forward*** *and* ***backward*** *to give directions. Finally, they will rearrange jumbled sentences to form a meaningful paragraph and punctuate a given story.*

Teaching and learning resources

(i) Pictures
(ii) Word cards
(iii) Flip charts
(iv) English Standard Seven Pupil's Book
(v) Audio-visual materials

Teaching and learning techniques/strategies

(i) Question-and-answer
(ii) Group discussions
(iii) Games
(iv) Gallery walk
(v) Role-play
(vi) Simulation

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The main concept

In this unit, the pupils should be able to give and follow directions in both speech and writing. They should also be able to read and obtain detailed information from written texts and oral presentations.

Activity 1: Listening practice

(a) Pre-listening activities

Guide the pupils through understanding the meaning of the following words used to give directions (go forward, go backward two steps, turn right, turn left) to prepare them to listen to directions in the blindfold walk game.

(b) While-listening activities

(i) *Cover the eyes of a pupil with a piece of dark cloth and direct him/her around the classroom to pick up a flashcard or object.*

(ii) *Ask him/her to go forward 5 steps, to turn left and go forward 3 steps, turn right etc. to pick up an object placed on one side of the classroom.*

(iii) *Ask the pupils to work in pairs: one blindfolded and one giving directions.*

(iv) *The first one to touch the object while blindfolded becomes the winner.*

(c) Post-listening activities

(i) *Instruct the pupils to share what they liked or disliked about the blindfold game.*

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

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Feedback: The pupils who won the game were very attentive to the directions.
Some pupils failed because they were not attentive to the directions.

Activity 2: Speaking practice

(i) *Instruct the pupils to sit in pairs and guide them through asking and answering questions under Activity 2(a) in the Pupil's Book.*

(ii) *Instruct the pupils to locate their friend's positions using left and right under Activity 2(b) in the Pupil's Book.*

(iii) *Instruct the pupils to change the sentences under Activity 2(c) in the Pupil's Book into the negative form.*

(iv) *Instruct the pupils to sit in pairs and guide them through reading the dialogue under Activity 2(d) in the Pupil's Book.*

(v) *Instruct the pupils to act out the dialogue under Activity 2(d) in the Pupil's Book.*

(vi) *Instruct the pupils to answer the oral questions under Activity 2(d) in the Pupil's Book.*

(vii) *Instruct the pupils to sit in pairs and guide them through studying the picture under Activity 2(e) in the Pupil's Book.*

(viii) *Guide the pupils through discussing the questions in pairs under Activity 2(e) in the Pupil's Book.*

(ix) *Instruct the pupils to respond to the questions orally.*

Answers to the questions under Activity 2(a) and (b) in the Pupil's Book

Pupils' answers may vary. Check for their relevance.

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Answers to the questions under Activity 2(c) in the Pupil's Book

1. I did not go straight home after school hours.
2. Our school is not to the right of the dispensary.
3. They were not told to turn right and go straight along the road.
4. She did not step forward to hug her mother.
5. The gold mine is not located at the centre of the district.

Answers to the questions under Activity 2(d) in the Pupil's Book

1. Sada will have a birthday party.
2. If she turns right at the sharp corner, she will see a white house with a white roof.
3. Pupils' responses may vary. Listen to their responses and respond appropriately.

Answers to the questions under Activity 2(e) in the Pupil's Book

1. I see people marching with banners.
2. I think they are celebrating Workers' Day.
3. I think so because I have read what is written on the banners.
4. Listen carefully to what the pupils will give out. The following are responses:
   (i) To asses workers' achievements
   (ii) To give out our views in order to attract the attention of the government

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Activity 3: Reading practice

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

1. Have you ever attended any celebration?
2. What celebration have you attended?

Answers to the questions

Answers may vary depending on the experience of each pupil.

(i) *Read aloud the passage titled **May Day** as the pupils listen attentively.*

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

(iii) *Instruct the pupils to read the story silently and ensure every pupil is reading.*

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

(v) *Move around and ensure each pupil discusses the questions.*

(vi) *Ask the pupils to answer the questions under Activity 3 in the Pupil's Book, individually, in their exercise books.*

Answers to the questions under Activity 3(a) in the Pupil's Book

1. it was a public holiday.
2. to show the importance of the event.
3. the President promised to improve workers' interests.

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Possible answers to the questions under Activity 3(b) in the Pupil's Book

1. The event ended at 2:00 p.m.
2. The purpose of the event was to celebrate May Day.
3. The ushers directed people where to sit.
4. They carried banners with various messages that relate to their professions.
5. Pupils' responses may vary.

Activity 4: Vocabulary practice

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

(ii) *Guide the pupils through pronouncing the words under Activity 4(a) in the Pupil's Book, in chorus, in groups and individually.*

(iii) *Guide the pupils through constructing sentences under Activity 4(b) in the Pupil's Book.*

(iv) *Instruct pupils to give the opposite of each word under Activity 4(c).*

(v) *Instruct the pupils to choose two words from Column A and three words from Column B and construct sentences for each word under Activity 4(d) in the Pupil's Book. The task should be done individually.*

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Possible answers to the questions under Activity 4(b) in the Pupil's Book

1. All of my brothers and sisters are government **workers**.
2. The **stadium** was full two hours before the match kicked off.
3. President Mkapa used to **address** the nation every month.
4. Their **arrival** marked the beginning of chaos.
5. He placed the ball at the **centre** of the pitch.
6. She moved **straight** to the unfinished house.
7. On the **right** side is the head of the medical department.

Answers to the questions under Activity 4(c) in the Pupil's Book

No.	1	2	3	4	5
Answer	iii	vi	v	vii	iv

Answers to the questions under Activity 4(d) in the Pupil's Book

Pupils' answers may vary.

Examples

1. Turn **right**, you will face the City Boys supermarket.
2. If you want to **improve** your life, then work hard.
3. They always **leave** home early.
4. The store was **full** of stolen items.
5. He moved **backwards** so that he could depart unnoticeably.

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Activity 5: Language practice

(i) *Guide the pupils through locating different places in their school under Activity 5(a) in the Pupil's Book.*

(ii) *Instruct the pupils to locate places on the map of Imaginary City by filling in the blanks using words such as* ***right***, ***left***, ***centre***, ***straight***, ***forward***, ***backward***, ***turn left***, ***turn right*** *and other expressions such as* ***corner***, ***in front of***, *and* ***opposite*** *to practise giving directions under Activity 5(b) in the Pupil's Book.*

Answers to the questions under Activity 5(a) in the Pupil's Book

Pupils' responses may vary. Ensure that their responses are relevant.

Answers to the questions under Activity 5(b) in the Pupil's Book

Pupils' responses may vary. Ensure that they are correct.

It's very simple. Walk down Uhuru Street. Then, turn left. Walk along Mwenge Avenue. Then, turn right. Go straight along Nyerere Street. The bus station is on your left before Unyankindi Avenue.

Activity 6: Writing practice

(i) *Instruct the pupils to rearrange the sentences given under Activity 6(a) in the Pupil's Book.*

(ii) *Instruct the pupils to punctuate the story under Activity 6(b) in the Pupil's Book.*

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Answers to the questions under Activity 6(a) in the Pupil's Book

The thief was running as fast as a cheetah. Many people were chasing after him. They were running towards him from front and behind. When he realised that some people were coming in his direction, he turned left. He ran straight for a short distance before he saw a high wall that he could not jump over. Then, he decided to turn right. Finally, he found himself in the middle of the people who were chasing him.

Answers to the questions under Activity 6(b) in the Pupil's Book

Natalia was going back home from school. She was walking along the road on the right side. Suddenly, she saw her friend, Zaina, walking on the left side of the road moving towards the same direction. She shouted, "Zaina! Zaina!" Zaina saw Natalia and happily crossed the road and they walked home.

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Unit Nine

Accident

Introduction

*In this unit, the pupils will listen to a story titled **James the sailor** and answer aural comprehension questions to improve their listening skills. They will also study a map of Tanzania and use it to act out a dialogue, read tongue twisters, study a picture and answer questions. Next, they will read the story titled **Train wreck** and answer questions on it. Then, they will practise using vocabulary items in the story in different situations. Thereafter, they will use cardinal points (**north**, **south**, **west** and **east**) to express direction both in speech and writing. Finally, they will rearrange jumbled sentences and form a meaningful paragraph.*

Teaching and learning resources

(i) Real objects
(ii) Pictures
(iii) Word cards
(iv) Sentence cards
(v) Audio-visual materials
(vi) Flip charts
(vii) English Standard Seven Pupil's Book

Teaching and learning techniques/strategies

(i) Question-and-answer
(ii) Group discussions
(iii) Gallery walk
(iv) Think-pair-share

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(v) Jig saw
(vi) Role-play
(vii) Games
(viii) Simulation

The main concept

In this unit, the pupils should be able to use the **four cardinal points** (**North**, **South**, **West** and **East**) to express direction and apply vocabulary items on the story in both speech and writing. They should also be able to read and obtain detailed information from written texts and oral presentations.

Activity 1: Listening practice

(a) Pre-listening Activity

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

1. What do you like to do after school hours?
2. What do you think might be the advantage of doing that?
3. What do you think might be the disadvantage of doing that?

Answers to the questions

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

Tell the pupils that you are going to read a passage and that they should listen and answer questions while the reading process continues.

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James, the sailor

After the heavy rain stopped, James went out of his house to play with his boat. His boat was made of pieces of boxes. He said, "I will sail my boat to every corner of the puddle." There were several puddles left from the rainwater. James went to the puddle on the left and put his boat into the water. It started to sail northwards and southwards. Then, he changed its direction and turned the boat to the west and east. James was very happy; he said, "I'm a sailor. When I grow up, I'll be a very good sailor." Suddenly, his mother came out and found him playing in the puddle. "James! Why are you playing in the puddle? It's not safe there. You can get diseases. Get out of there," his mother shouted.

(b) While-listening Activities

(i) *Slowly read to the pupils the story titled* ***James the sailor*** *while they listen.*

(ii) *Read the story again at a faster speed.*

(iii) *Read it at a normal speed. As you read, engage the pupils in listening by asking them questions to find out whether they have comprehended the story.*

Questions

1. Where did James go after the rain?
2. What was he doing there?
3. What was his boat made of?
4. What was his mother's reaction?

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Answers to the questions

1. James went out of his house/James went to the puddle.
2. He was playing with his boat in the puddle.
3. His boat was made of pieces of boxes.
4. His mother did not want him to be there.

(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 do you think it is not safe to play in the puddle?
2. What is "a puddle" according to the story?

Answers to the questions

1. I think it is not safe to play in the puddle because you can contact diseases from the dirty water.
2. Puddle is a small amount of rainwater collected in pools on the ground.

Activity 2: Speaking practice

(i) *Ask the pupils to study the map of Tanzania under Activity 2(a) in the Pupil's Book.*

(ii) *Instruct the pupils to sit in groups of three and guide them through acting out the dialogue. Tell them that one of them will be asking questions while the other two will be responding in time. Besides, tell them that the one who will correctly respond in time to as many questions*

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as possible under Activity 2(b) in the Pupil's Book will be the winner.

(iii) *Instruct the pupils to listen carefully as you read the tongue twisters aloud under Activity 2(c) in the Pupil's Book.*

(iv) *Instruct the whole class to repeat reading the tongue twisters aloud.*

(v) *Reread the tongue twister at a normal speed as the pupils listen under Activity 2(c) in the Pupil's Book.*

(vi) *Instruct the pupils to read the tongue twisters under Activity 2(c) in the Pupil's Book in chorus, groups and individually.*

(vii) *Instruct the pupils to read aloud the tongue twisters under Activity 6(c) in the Pupil's Book several times.*

Answers to the questions under Activity 2(b) in the Pupil's Book

Kwesi: Malawi and Mozambique are located to the South of Tanzania.

Anna: The Democratic Republic of Congo, Burundi and Rwanda are located to the West of Tanzania.

Kwesi: Uganda and Kenya are located to the North of Tanzania.

Anna: The Indian Ocean is located to the East of Tanzania.

Kwesi: Lake Tanganyika is located to the West of Tanzania.

Anna: Lake Victoria is located to the North of Tanzania.

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Activity 3: Reading practice

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

1. Have you ever been involved in any accident?
2. What was the accident about?
3. What do you think caused the accident?

Answers to the questions

Pupils' answers may vary from one to another depending on their experiences.

(i) *Read the story aloud while the pupils listen under Activity 3 in the Pupil's Book.*

(ii) *Guide the pupils through brainstorming and identifying vocabulary items in the story using word cards, pictures and flip charts.*

(iii) *Instruct the pupils to read the story silently and ensure every pupil is reading.*

(iv) *Instruct the pupils to sit in groups of four and ask them to discuss the questions under Activity 3 in the Pupil's Book.*

(v) *Move around and ensure each pupil discusses the comprehension questions.*

(vi) *Instruct the pupils to answer the questions under Activity 3 in the Pupil's Book, individually, in their exercise books.*

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(vii) *Instruct the pupils to sit in pairs and ask them to reread the story under Activity 3 in the Pupil's Book.*

(viii) *Instruct the pupils to form pairs and ask each other the questions under Activity 3 in the Pupil's Book and answer them.*

Answers to the questions under Activity 3 in the Pupil's Book

1. The accident occurred in the evening
2. Three sentences that describe what happened:
    i. The train was moving from north to south.
    ii. It collided with a bus on the railway crossing.
    iii. The passengers on the bus were injured.
3. Five causes of road accidents:
    i. careless driving
    ii. high speed
    iii. not following rules of the road
    iv. driving while drunk
    v. absence of road signs
4. Four ways of preventing road accidents:
    i. driving carefully
    ii. following road safety rules
    iii. avoiding drunk driving
    iv. clear road signs
5. Answers to this question may vary from one pupil to another.

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Activity 4: Vocabulary practice

(i) *Instruct the pupils to find and read the sentences which have the words **north**, **south**, **east** and **west** in the story under Activity 4(a) in the Pupil's Book.*

(ii) *Instruct the pupils to construct one sentence for each of the words **north**, **south**, **east** and **west** under Activity 4(b) in the Pupil's Book.*

(iii) *Instruct the pupils to sit in groups of four and guide them through matching the words from **Column A** with their corresponding meaning in **Column B** in the table under Activity 4(c) in the Pupil's Book.*

(iv) *Ask the pupils to use the five words in **Column A** and construct one sentence for each under Activity 4(d) in the Pupil's Book.*

Answers to the questions under Activity 4(a) in the Pupil's Book

1. "Choo - choo, cho - chooo," the train hooted from the **north**.
2. They reduced the traffic jam by directing cars, buses and lorries to the **south**, since the wrecked train had blocked both the eastern and western side of the road.

Answers to the questions under Activity 4(b) in the Pupil's Book

Pupils' sentences may vary. Ensure that their answers are correct.

Example sentences

1. The arrow on a compass always points to north.
2. They usually spend their holidays in the south of the country.
3. The sun rises in the east.
4. The sun sets in the west.

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Answers to the questions under Activity 4(c) in the Pupil's Book

1	2	3	4	5
iii	v	i	ii	iv

Answers to the questions under Activity 4(d) in the Pupil's Book

Pupils' answers may vary. Ensure that their answers are relevant and correct.

Example sentences

1. They searched the **wreckage** for signs of survivors.
2. Happy was **screeching** with pain.
3. There were **casualties** in the accident.
4. The injured was left **helpless** on the accident scene.
5. He got a **bang** on the head.

Activity 5: Language practice

(i) *Instruct the pupils to read the story under Activity 5(a) in the Pupil's Book.*

(ii) *Ask the pupils to use the information from the story to answer the questions under Activity 5(a) in the Pupil's Book, orally.*

(iii) *Guide the pupils through using the map of Tanzania under Activity 2(a) and answering the questions under Activity 5(b) in the Pupil's Book.*

Answers to the questions under Activity 5(a) in the Pupil's Book

1. The playground is located to the north of the telephone pole.
2. The telephone tower is located to the west of the playground.
3. The clump of trees is located to the east of the telephone tower.

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4. The village chairperson's office is located to the east of the shop.

Answers to the questions under Activity 5(b) in the Pupil's Book

1	2	3	4	5	6	7	8	9	10
D	C	B	B	D	A	C	A	C	B

Activity 6: Writing practice

(i) *Ask the pupils to form pairs and guide them through re-arranging the sentences under Activity 6(a) in the Pupil's Book to form a meaningful paragraph.*

(ii) *Instruct the pupils to write a composition to direct someone to the Ward Executive office under Activity 6(b) in the Pupil's Book*

Answer to the question under Activity 6(a) in the Pupil's Book

Last Saturday, Farida went to the playground to jog. When she arrived there, she started jogging from the south to the north. Then, she turned right and jogged to the east. After reaching the east of the playground, she turned right again and jogged to the south. After reaching the south, she turned right again and jogged to the west of the playground. Finally, she realised that she had jogged round the playground, from south to north, north to east, east to south and south to west.

Answer to the question under Activity 6(b) in the Pupil's Book

Pupils' answers may vary. Ensure that their answers are correct.

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Unit Ten

Inter-school competition

Introduction

*In this unit, the pupils will listen to a story titled **Essay writing** and answer aural comprehension questions to improve their listening skills. They will also act out a dialogue, study a picture, read the story titled **The winner** and answer questions. Next, they will practise using vocabulary items from the story and use them in different situations. Then, they will use **so…that** and **too…to** to express results in speech and writing. Finally, they will rearrange the jumbled sentences to form a meaningful paragraph.*

Teaching and learning resources

(i) Real objects
(ii) Pictures
(iii) Word cards
(iv) Sentence cards
(v) Audio-visual materials
(vi) Flip charts
(vii) English Standard Seven Pupil's Book

Teaching and learning techniques/strategies

(i) Question-and-answer
(ii) Group discussions
(iii) Debate
(iv) Gallery walk
(v) Role-play
(vi) Games
(vii) Simulation

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The main concept

In this unit, the pupils should be able to use **so…that** and **too…to** to express results and use vocabulary items from the story in both speech and writing. They should also be able to read and obtain detailed information from written texts and oral presentations.

Activity 1: Listening practice

(a) Pre-listening

*Ask the following questions to prepare the pupils for listening to the story titled **Essay writing**.*

Questions

1. Mention any competition in which you have participated.
2. How did you compete?
3. Mention any competition which you have witnessed.

Answers to the questions

Pupils' responses may vary. Encourage them to give their experiences and respond appropriately.

Tell the pupils that you are going to read a story. They will have to listen attentively and answer questions as you read.

Essay writing

Jaison is a Standard Seven pupil at Itimani Primary School. He enjoys very much participating in competitions. Last month, he took part in an essay writing competition which was held at their school. He competed with two Standard Six pupils and three Standard Seven pupils. His

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essay had almost the same quality as the essays of his fellow Standard Seven Pupils. Thus, it was too difficult to decide who the winner was. Two of them advanced to the final stage of the competition. In the final round, the competition was so challenging that it was difficult to get the winner. The two finalists again wrote essays of almost the same quality. Jaison won it because his opponent did not put a full stop at the end of one sentence.

(b) While-listening activities

(i) *Slowly read to the pupils the story titled* ***Essay writing****.*

(ii) *Read the story again at a faster speed.*

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

Questions

1. At which school does Jaison study?
2. What does Jaison enjoy?
3. How many pupils did Jaison compete with?
4. Was it easy to win the competition?

Answers to the questions

1. Jaison studies at Itimani Primary School.
2. Jaison enjoys participating in competitions.
3. Jaison competed with five pupils.
4. No, it was not essay to win the competition.

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(c) Post-listening activities

Divide the pupils into groups of four and guide them through answering the following questions based on the knowledge gained from the while-listening activities.

Questions

Do we need to have a special day when pupils can participate in different competitions? Give reasons.

An aswer to the question

Pupils' answers may vary from one group to another. Listen to their responses and respond appropriately

Activity 2: Speaking practice

(i) *Instruct the pupils to sit in pairs, read and act out the dialogue under Activity 2(a) in the Pupil's Book.*

(ii) *Guide the pupils through answering the questions under Activity 2(a) in the Pupil's Book.*

(iii) *Instruct the pupils to listen carefully as you read the tongue twisters under Activity 2(b) in the Pupil's Book.*

(iv) *Instruct the whole class to repeat reading the tongue twisters after you.*

(v) *Reread the tongue twisters under Activity 2(b) in the Pupil's Book.*

(vi) *Guide the pupils through rereading the tongue twisters. They should read them in chorus, groups and individually.*

(vii) *Instruct the pupils to sit in groups of four and ask them to study the picture under Activity 2(c) in the Pupil's Book and answer the questions on it.*

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Answers to the questions under Activity 2(a) in the Pupil's Book

1. Ally was drinking a cold soda.
2. Gift joined Ally because she was also feeling thirsty.
3. Gift dislikes drinking cold water because cold water is detrimental to our health.
4. Pupils' answers may vary depending on their interests. Encourage them to express their interests orally.
5. No. Gift dislikes cold drinks because cold drinks are not good for health.

Answers to the questions under Activity 2(c) in the Pupil's Book

1. I see football players, a ball, a football pitch, pupils and other people.
2. Some are playing football and others are watching a football match.
3. Pupils' answers may vary, depending on their knowledge of sport and games. Some of the answers are football, netball, athletics, basketball, volleyball, boxing, tennis, table tennis, baseball and cricket.
4. We need to participate in sport for both health and economic reasons.

Activity 3: Reading practice

Ask the pupils to read the following pre-reading questions to prepare them for the reading practice.

Mention any competition in which you have participated or witnessed.

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An answer to the question

The pupils' answers may vary. Ensure that their answers are relevant.

(i) *Read the story under Activity 3 in the Pupil's Book as the pupils listen.*

(ii) *Ask the pupils to identify new vocabulary in the story and find their meanings using the word cards, pictures and flip charts.*

(iii) *Instruct the pupils to read the story silently and ensure that each pupil is reading.*

(iv) *Instruct the pupils to sit in groups of four and ask them to discuss the comprehension questions under Activity 3 in the Pupil's Book.*

(v) *Move around the classroom to ensure that each pupil discusses the questions.*

(vi) *Instruct the pupils to answer the comprehension questions under Activity 3 in the Pupil's Book individually in their exercise books.*

Answers to the questions under Activity 3 in the Pupil's Book

1. The areas of academic competition were essay writing, debate, quiz and impromptu speech.
2. Songa Primary School won the boys' football match.
3. Pupils' answers may vary, depending on their ability and interest.

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4. Pupils' answers may vary, but some of the answers can be competing in essay writing, playing football, studying hard, playing computer games, etc.
5. They are important because they help to promote teamwork and build social skills.
6. It is important because it promotes academic excellence and motivates pupils to study hard.

Activity 4: Vocabulary practice

(i) *Instruct the pupils to match the words in* ***Column A*** *with the words which have similar meanings in* ***Column B*** *under Activity 4(a) in the Pupil's Book.*

(ii) *Instruct the pupils to find and read the sentences with the following words* ***impromptu***, ***equaliser***, ***victory***, ***opponents*** *and* ***medals*** *from the story under Activity 4(b) in the Pupil's Book.*

(iii) *Ask the pupils to replace the bolded words from the sentences with words which have similar meanings under Activity 4(c) in the Pupil's Book.*

Answers to the questions under Activity 4(a) in the Pupil's Book

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

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Answers to the questions under Activity 4(c) in the Pupil's Book

1. The **test** was very difficult.
2. The winners were given **awards**.
3. It was the team's fourth **win** in a row.
4. Our team suffered a humiliating defeat at the hands of our greatest **rivals**.
5. Manase led a very **tough** life after retiring from football.
6. Irene has her own personal **health** coach.

Activity 5: Language practice

(i) *Instruct the pupils to find and read the sentences which contain **so…that** and **too…to** in the story under Activity 5(a) in the Pupil's Book.*

(ii) *Ask the pupils to construct two sentences using **so…that** and two sentences using **too…to** under Activity 5(b) in the Pupil's Book.*

(iii) *Instruct the pupils to sit in groups of four and ask them to join the sentences under Activity 5(c) in the Pupil's Book using **so…that**.*

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Answers to the questions under Activity 5(a) in the Pupil's Book

The sentences from the story to be read are:

1. I had prepared myself **so** well **that** I scored a high grade.
2. They thought I was **too** young **to** beat them.
3. In the dressing room, our sport teacher was **so** displeased **that** he told us that we had to play hard to win the match.

Answers to the questions under Activity 5(b) in the Pupil's Book

1. I was **so** sleepy **that** I couldn't keep my eyes open.
2. It was **so** windy **that** we couldn't go sailing.
3. She is **too** fat **to** go through this hole.
4. He was **too** impatient **to** wait for him to finish his speech.

Answers to the questions under Activity 5(c) in the Pupil's Book

1. The boy is **so** weak **that** he cannot survive.
2. We played **so** skilfully **that** our opponents gave up.
3. This animal is **so** dangerous **that** it must be kept in a cage.
4. The question was **so** easy **that** I didn't have to ask for help.
5. He played **so** well **that** he was picked for the national team.

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Activity 6: Writing practice

(i) *Instruct the pupils to rearrange the sentences so as to form a meaningful paragraph under Activity 6(a) in the Pupil's Book.*

(ii) *Ask the pupils to write one sentence using **too…to** and one sentence using **so…that** for each picture under Activity 6(b) in the Pupil's Book.*

Answers to the question under Activity 6(a) in the Pupil's Book

Last Wednesday, our teacher told us that on Saturday we would go to Songa Primary School for an inter-school competition. On Saturday morning, we started the journey to Songa Primary School. When we arrived there, we started with the academic competition, but we lost it. Then, we played a football match. Although the football match was difficult, we won it.

Answers to the questions under Activity 6(b) in the Pupil's Book

1. The tea is too hot for her to drink.
   The tea is so hot that she cannot drink it.

2. The boy is too short to pick the orange.
   The boy is so short that he cannot pick the orange.

3. The food is too hot for them to eat.
   The food is so hot that they cannot eat it.

4. The water is so cold that he cannot drink it.
   The water is too cold for him to drink.

5. This desk is so heavy that she cannot lift it.
   This desk is too heavy for her to lift.

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Unit Eleven

Expressing views

Introduction

*In this unit, the pupils will listen to a story titled **A class meeting** and answer aural comprehension questions to improve their listening skills. They will also act out a dialogue, read tongue twisters, study a picture and answer questions. Next, they will read the passage titled **School Baraza** and answer questions on it. Then, they will practise using the vocabulary items in the passage in different situations. Thereafter, they will use **both…and**, **either…or** and **neither…nor** in sentences. Finally, they will fill in the blanks to complete the sentences and write their views on various academic issues.*

Teaching and learning resources

(i) Word cards
(ii) Real objects
(iii) Sentence cards
(iv) Audio-visual materials
(v) Flip charts
(vi) English Standard Seven Pupil's Book

Teaching and learning techniques/strategies

(i) Question-and-answer
(ii) Group discussions
(iii) Gallery walk
(iv) Role-play
(v) Games
(vi) Simulation

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(vii) Case study
(viii) Think-pair-share

The main concept

In this unit, the pupils should be able to use different vocabulary items in a passage titled **School Baraza** and use **both...and**, **either…or** and **neither…nor** in both speech and writing. They should also be able to read and obtain detailed information from written texts and oral presentations.

Activity 1: Listening practice

(a) Pre-listening activities

*Ask the pupils the following questions to prepare them for listening to a passage titled **A class meeting**.*

Questions

1. Have you ever attended a meeting?
2. Who announced the meeting?
3. What was the meeting about?

Answers to the questions

1. Yes /No

Pupil's responses to Questions 2 and 3 may vary. Ensure that their answers are relevant. Possible answers may be:

2. A head prefect, class teacher, class monitor/monitress
3. Classroom cleanliness, academic performance

Tell the pupils that you are going to read the passage. They will have to listen attentively and answer the questions as you read.

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A class meeting

In January this year, Standard Seven pupils at Nyamugongo Primary School held a class meeting. The meeting was convened to plan the work to fulfill their ambition. Many pupils gave their views. They talked about the problems that led to their failure. These included truancy, lateness and indiscipline. With all these problems at hand, they needed to find solutions.

Their class teacher advised them to attend all classes, go to school early and work hard. Finally, they talked about improving their performance by studying in groups, doing revision and helping each other in all subjects. They all agreed to obey all school rules and respect every member of the community.

(b) While-listening activities

(i) *Slowly, read to the pupils the passage titled **A class meeting** while they listen.*

(ii) *Read the passage again at a faster speed.*

(iii) *Read it at a normal speed. As you read, engage the pupils in listening by asking them questions to find out whether they are listening.*

Questions

1. What took place at Nyamugongo Primary School?
2. What are some of the problems they talked about?

Answers to the questions

1. The Class Seven pupils held a class meeting.
2. They talked about truancy, lateness and indiscipline.

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(c) Post-listening activities

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

Questions

1. What advice did the class teacher give to the pupils?
2. How did the pupils plan to improve their performance?
3. What did the pupils agree on?
4. What should you do to improve your performance?

Answers to the questions

1. The class teacher advised the pupils to attend all classes, come to school early and work hard.
2. The pupils planned to improve their performance by studying in groups, doing revision and helping each other in all subjects.
3. The pupils agreed to obey all school rules and respect every member of the community.
4. Pupils' responses may vary. Listen and comment where necessary.

Activity 2: Speaking practice

(i) *Instruct the pupils to sit in pairs and ask them to read the dialogue under Activity 2(a) in the Pupil's Book.*

(ii) *Instruct the pupils to sit in pairs and guide them through acting out the dialogue under Activity 2(a) in the Pupil's Book.*

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(iii) *Guide the pupils through addressing the questions under Activity 2(a) in the Pupil's Book.*

(iv) *Demonstrate how to pronounce the tongue twisters as the pupils listen attentively under Activity 2(b) in the Pupil's Book.*

(v) *Guide the pupils through reading aloud the tongue twisters under Activity 2(b) in the Pupil's Book several times, in chorus, groups and individually to practise pronunciation.*

(vi) *Guide the pupils through studying the picture and answering the questions under Activity 2(c) in the Pupil's Book.*

Answers to the questions under Activity 2(a) in the Pupil's Book

1. The announcement was about village development.
2. The village chairperson made the announcement.
3. Everyone should use a hoe or panga in the activities.
4. Pupils' responses may vary. Ensure that they are relevant.

Answers to the questions under Activity 2(c) in the Pupil's Book

1. I see pupils and teachers sitting on the chairs, buildings, trees, electricity posts, grass, etc.
2. They are having a meeting.
3. Pupils' responses may vary. Ensure that they are relevant.

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Activity 3: Reading practice

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

Questions

1. Have you attended any public meeting?
2. What was the meeting about?

Answers to the questions

1. Yes/No
2. The meeting was about the environment, massive killings of children, increase of theft, false beliefs, etc.

Pupils' responses may vary. Respond to their answers accordingly.

(i) *Read aloud the passage titled* ***School Baraza*** *from the Pupil's Book while the pupils follow and listen attentively under Activity 3 in the Pupil's Book.*

(ii) *Guide the pupils through finding the meaning of the vocabulary items in the passage.*

(iii) *Guide the pupils through the task of constructing sentences using the words* ***both...and***, ***either...or*** *and* ***neither...nor***. *Use word cards, pictures and flip charts for the activity.*

(iv) *Instruct the pupils to read the passage silently and ensure that each pupil reads.*

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

(vi) *Move around and ensure each pupil discusses the questions.*

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(vii) *Instruct the pupils to answer the questions under Activity 3(a) and (b) in the Pupil's Book.*

Answers to the questions under Activity 3(a) in the Pupil's Book

1. F
2. T
3. F
4. T
5. T

Answers to the questions under Activity 3(b) in the Pupil's Book

1. The school administration wanted to add extra time for studying so that the school could be the first in the region and in the nation.
2. Yes, I do. Discipline enables pupils to learn and study well. Accept other pupils' responses which relate to the question.
3. Pupils' responses may vary. Ensure that they are relevant. For example, if I were to make a suggestion, I would suggest that debate clubs should be encouraged.
4. I think he asked for the pupils' views because they're part of the plan.

Activity 4: Vocabulary practice

(i) *Instruct the pupils to match the words in Column A with their meanings in Column B under Activity 4(a) in the Pupil's Book.*

(ii) *Guide the pupils to construct a sentence for each word in Column A under Activity 4(b) in the Pupil's Book.*

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Answers to the questions under Activity 4(a) in the Pupil's Book

No	1	2	3	4	5	6	7	8	9	10
Answer	viii	i	ii	vi	vii	ix	xi	xii	v	iv

Answers to the questions under Activity 4(b) in the Pupil's Book

Examples of sentences

1. The new head teacher managed to enforce **discipline** among the pupils.
2. The pupils answered the question in **chorus**.

Activity 5: Language practice

(i) *Guide the pupils through joining sentences using **both… and…**, **either…or** and **neither…nor** under Activity 5(a) in the Pupil's Book.*

(ii) *Instruct the pupils to construct sentences from the table under Activity 5(b) in the Pupil's Book.*

(iii) *Instruct the pupils to construct sentences using **neither... nor**, **either….or** and **both…and** under Activity 5(c) in the Pupils' Book.*

Answers to the questions under Activity 5(a) in the Pupil's Book

1. She is both my mother and my role model.
2. Both my uncle and my aunt are teachers.
3. She likes neither ugali nor rice.
4. Neither Juliet nor Jackson can ride a motorcycle.
5. Neither Standard One nor Standard Two will sit for weekly tests.
6. You can either wash utensils or clean the table.
7. He speaks both English and Chinese/He can either speak English or Chinese.

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Answers to the questions under Activity 5(b) in the Pupil's Book

1. He will either cook some food or go for fast food.
2. Hawa is neither intelligent nor beautiful.
3. You are both a singer and an actor.
4. Mbula reads both novels and plays.
5. We neither cook some food nor go for fast food.

Pupils can construct more sentences from the table.

Answers to the questions under Activity 5(c) in the Pupil's Book

Pupils' answers may vary.

Activity 6: Writing practice

(i) *Instruct the pupils to fill in the blanks using* ***both...and****,* ***either…or*** *and* ***neither...nor*** *under Activity 6(a) in the Pupil's Book.*

(ii) *Guide the pupils through completing the story using their own words under Activity 6(b) in the Pupil's Book.*

Answers to the questions under Activity 6(a) in the Pupil's Book

1. neither…nor
2. either…or
3. both…and
4. both…and
5. both…and
6. neither…nor
7. both…and
8. neither…nor
9. both…and
10. neither…nor

Answers to the questions under Activity 6(b) in the Pupil's Book

Pupils' answers may vary.

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Unit Twelve

Achieving your dream

Introduction

*In this unit, the pupils will listen to a story titled **A dream** and answer aural comprehension questions to practise listening skills. They will also make self-introduction, read tongue twisters, act out a dialogue, study a picture and answer questions. Next, they will read the story titled **Mwajuma goes to a medical school** and answer questions on it. Then, they will practise using the vocabulary items in the story and use them in different situations. Thereafter, they will use the pronouns **my**, **our**, **your**, **ours yours**, **his**, **their**, **its** and **hers** in sentences. Finally, they will read and write an email and rearrange jumbled sentences to form a meaningful paragraph.*

Teaching and learning resources

(i) Word cards
(ii) Real objects
(iii) Sentence cards
(iv) Audio-visual materials
(v) Flip charts
(vi) English Standard Seven Pupil's Book

Teaching and learning techniques/strategies

(i) Question-and-answer
(ii) Group discussions
(iii) Gallery walk
(iv) Role-play
(v) Games

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(vi) Simulation
(vii) Case study
(viii) Think-pair-share

The main concept

In this unit, the pupils should be able to use ***my***, ***our***, ***your***, ***ours yours***, ***his***, ***their***, ***its*** *and* ***hers***, and vocabulary items in the story in both speech and writing. They should also be able to read and obtain detailed information from written texts and oral presentations.

Activity 1: Listening practice

(a) Pre-listening activities

Ask the pupils the following questions to prepare them to listen to the story titled ***A dream***.

Questions

1. What job would you like to have in the future?
2. In groups, discuss the work done by the following:

- Teacher
- Doctor
- Carpenter
- Chef
- Shopkeeper

Answers to the questions

Pupils' responses may vary. Their responses should be close to the following words.

1. Traffic police, teacher, nurse, shopkeeper, farmer, driver, doctor, secretary, computer analyst, entrepreneur
2. A teacher - teaching pupils

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A doctor	- treating patients
A carpenter	- making furniture
A chef	- cooking food
A shopkeeper	- selling various items in the shop

Tell the pupils that you are going to read the story. They will have to listen attentively and answer questions.

A dream

Jamila was an orphan. Her uncle took care of her after her mother had died. One day, she told her uncle that she wanted to be a primary school teacher when she grew up. Her uncle was very happy. He promised to help her achieve her dream. He advised her to work hard and behave well wherever she went. At school, Jamila always remembered her uncle's words. Therefore, she made sure that she did every activity to the best of her ability at home and at school. She passed her Standard Seven examinations and joined Mazinyungu Secondary School. Jamila and the whole family were happy. Thereafter, she joined Nachingwea Teachers' College for a teaching course which took two years. She is now an English language teacher at Tunda Primary School.

(b) While-listening activities

(i) *Slowly read to the pupils the story titled **A dream** while they listen.*

(ii) *Read the story again at a faster speed.*

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

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Questions

1. Who was Jamila?
2. Why did Jamila live with her uncle?
3. What job did Jamila want to do?
4. Which secondary school did Jamila go to?
5. How did Jamila achieve her dream?

Answers to the questions

1. Jamila was an orphan.
2. Jamila lived with her uncle because her mother had died.
3. Jamila wanted to be a teacher.
4. Jamila went to Mazinyungu Secondary School.
5. Jamila achieved her dream through discipline and hard work.

(c) Post-listening activities

Divide 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. Do we need to have a plan for our life? Give reasons
2. Is there a person who is responsible for someone's plan?
3. What do you need to achieve your plan?

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Answers to the questions

Pupils' responses may vary.

Activity 2: Speaking practice

(i) *In order for the pupils to practise speaking, instruct them to introduce themselves, their parents and friends under Activity 2(a) in the Pupils Book.*

(ii) *Demonstrate how to pronounce the tongue twisters as the pupils listen under Activity 2(b) in the Pupil's Book.*

(iii) *Ask the pupils to read aloud the tongue twisters under Activity 2(b) several times, in chorus, in groups and individually to practise pronunciation.*

(iv) *Instruct the pupils to sit in pairs and guide them through acting out the dialogue and answering the questions under Activity 2(c) in the Pupil's Book.*

(v) *Ask the pupils to study the picture and answer the questions under Activity 2(d) in the Pupil's book.*

Answers to the questions under Activity 2(c) in the Pupil's Book

1. An e-mail is a message sent by electronic means from one computer/smartphone user to one or more recipients through an Internet network.

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2. You log in by entering your username and password.
3. You attach a file by browsing what you want to attach, selecting the attachment, attaching it and clicking *send*.
4. E-mail is a fast and reliable means of communication.
5. Answers to this question may vary.

Answers to the questions under Activity 2(d) in the Pupil's Book

1. Answers to this question may vary. Some may be doctors, table, classroom and stethoscope.
2. The people in the picture are doctors.
3. They are in a hospital, a health centre or a dispensary.

Activity 3: Reading practice

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

Questions

1. What do you do to achieve your dreams?
2. Do you think parents and society can help you to achieve your dream? Give reasons.
3. What should one do to achieve one's dream?

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Answers to the questions under Activity 3 in the Pupil's Book

Pupils' responses may vary.

1. To achieve our dreams, we must work hard.
2. Parents and society have an important role to play in helping children realise their dreams.
3. One should work hard, study hard and never give up

(i) *Read aloud the story titled **Mwajuma goes to medical school** under Activity 3 in the Pupil's Book while the pupils follow and listen attentively.*

(ii) *Instruct the pupils to read the story silently and ensure that each pupil reads.*

(iii) *Instruct the pupils to sit in groups and ask them to address the questions under Activity 3(a) and (b).*

(iv) *Guide the pupils through finding the meanings of the vocabulary items in the story and constructing sentences using **her**, **his**, **its**, **theirs**, **yours**, **hers** and **ours** through cards and pictures.*

(v) *Move around and ensure each pupil discusses the questions.*

(vi) *Instruct the pupils to answer the questions under Activity 3 in the Pupil's Book in their exercise books individually.*

Answers to the questions under Activity 3(a) in the Pupil's Book

1. F
2. F
3. T
4. F
5. T

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Answers to the questions under Activity 3(b) in the Pupil's Book

1. Mwajuma's father went to work in a coal mine.
2. Mwajuma wept bitterly because her mother had refused to take her to school.
3. Mwajuma's dream was to become a doctor.
4. Mwajuma told the head teacher that she wanted to go to school, but her mother would not allow her.
5. Mwajuma worked hard to realise her dream.
6. Mwajuma is now studying for a Doctor of Medicine degree at Muhimbili University of Health and Allied Sciences.
7. Pupils' responses may vary.

Activity 4: Vocabulary practice

(i) *Pronounce the words in the table while the pupils listen attentively under Activity 4(a) in the Pupil's Book.*

(ii) *Instruct the pupils to sit in pairs and then ask them to read the words in the table under Activity 4(a) in the Pupil's Book.*

(iii) *Ask the pupils to find and read the sentences containing the words under Activity 4(a).*

(iv) *Guide the pupils through constructing the sentences under Activity 4(c) in the Pupil's Book.*

(v) *Instruct the pupils to find and read six words in the puzzle under Activity 4(d) in the Pupil's Book.*

(vi) *Guide the pupils through constructing correct sentences using the words from the word puzzle under Activity 4 (d) in the Pupil's Book.*

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Answers to the questions under Activity 4(b) in the Pupil's Book

1. Pardon me!
2. Her mother's words disheartened her.
3. When she got the news, she jumped with excitement.
4. They talked about the presents their fathers bought them for various celebrations and other special occasions.
5. Besides, they talked about being taken out in the company of their mothers.
6. She wept bitterly and shed a lot of tears.

Answers to the questions under Activity 4(c) in the Pupil's Book

Pupils' answers may vary. Ensure that their sentences are correct.

Answers to the questions under activity 4(d) in the Pupil's Book

1. Safe	7. Saw	13. Eat
2. Active	8. Step	14. Act
3. Encourage	9. Top	15. Top
4. Marriage	10. Act	16. Courage
5. Maintain	11. Awe	17. Age
6. Wet	12. Age	

Example

1. Their grandfather is still active.
2. Early marriage brings problems to girls.

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Activity 5: Language practice

(i) *Ask the pupils to read the sentences from the story which contain the words* ***yours***, ***hers***, ***its***, ***ours***, ***hers*** *and* ***his*** *under Activity 3 in the Pupil's Book.*

(ii) *Guide the pupils through practising the uses of* ***her***, ***his***, ***its***, ***ours***, ***yours*** *and* ***hers*** *by filling in the blanks under Activity 5(b) in the Pupil's Book.*

(iii) *Ask the pupils to construct sentences using* ***yours***, ***her***, ***its***, ***ours***, ***hers***, ***his***, ***their*** *and* ***theirs***.

(iv) *Guide pupils through finding and reading sentences from the story in which the words under Activity 5(b) appear.*

(v) *Instruct the pupils to construct correct sentences orally from the table under Activity 5(c) in the Pupil's Book. Example: She is my sister.*

(vi) *Instruct the pupils to form sentences using the table under Activity 5(e) in the Pupil's Book*

Answers to the questions under activity 5(b) in the Pupil's Book

1. Hers
2. Theirs
3. Yours
4. Their
5. Ours
6. Their
7. Its

Answers to the questions under Activity 5(d) in the Pupil's Book

Pupils' answers may vary. Ensure that their sentences are correct.

1. From today on, that house is **yours**.
2. She lost **her** new pen.
3. This car will be **ours** if we win this game.
4. The dog lost **its** tail to a hungry hyena.

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5. It is known that that hat is **hers**.
6. **His** father will never ask for your help.
7. **Their** silence means a lot.
8. He said the stolen property was **theirs**.

Answers to the questions under Activity 5(e) in the Pupil's Book

1. Musa is my brother.
2. Musa is not his uncle.
3. Neema is your aunt.
4. Neema is not their grand mother.
5. She is our sister.
6. She is not her mother.
7. He is your grandfather.
8. He is not my father.
9. Kibuta is not her mother.
10. Fumba is your uncle.

Activity 6: Writing practice

(i) *Ask the pupils to read an e-mail and answer questions on the e-mail under Activity 6(a) in the Pupils Book.*

(ii) *Guide the pupils through writing e-mails to their friends.*

(iii) *Ask the pupils to rearrange the sentences in a paragraph under Activity 6(b) in the Pupils Book.*

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Answers to the questions under Activity 6(a) in the Pupil's Book

Pupils' answers may vary. Ensure that they are correct.

Answer to the question under Activity 6(b) in the Pupil's Book

Mr and Mrs Yona own a big farm at Mfukoga village. Their farm is about 25 hectares. They have two sons, Juma and Hamis. Both parents love their sons. So, they bought them a big white ball. Juma and Hamis lost their ball. They searched for it everywhere. Their father asked them, "Where is your ball?" They had no answer. They admitted that it was their fault that they did not take care of the ball.

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Unit Thirteen

Human rights

Introduction

*In this unit, the pupils will listen to a story titled **Ignorance**, **our enemy** and answer aural comprehension questions to practise listening skills. They will also act out a dialogue, read a story titled **Stop the killings** and answer questions. Next, they will practise using the vocabulary items in the passage in different situations. Then, they will use **many**, **a lot of**, **a few** and **some** to express quantity. Finally, they will summarise the passage given.*

Teaching and learning resources

(i) Pictures
(ii) Word cards
(iii) Sentence cards
(iv) Audio-visual materials
(v) Flip charts
(vi) Poster
(vii) English Standard Seven Pupil's Book

Teaching and learning techniques/strategies

(i) Question-and-answer
(ii) Group discussions
(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 **many**, **a lot of**, **a few** and **some** and other vocabulary items in the story in both speech and writing. They should also be able to read and obtain detailed information from written texts and oral presentations.

Activity 1: Listening practice

(a) Pre-listening activities

Ask the following questions to prepare the pupils to listen to the story.

1. What do you do when you fall sick?
2. What do you do to show love to your fellow pupils?
3. What do you think people should do to become rich?

Answers to the questions

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

1. When I fall sick I go to hospital.
2. I show love to my fellow pupils by greeting them, playing with them, helping them, etc.
3. People should work hard in order to become rich.

Tell the pupils that you are going to read a story. They should listen attentively and answer questions as you read.

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Ignorance, our enemy

Last holiday, Madebe visited his grandparents in Taita village. On the day of the journey, Madebe woke up earlier than usual. He boarded a bus and a few minutes later the bus took off. The bus passed through the bush where Madebe saw many animals. He arrived in Taita at 6 p.m. and he was received by his cousin, Bula.

A few days later, he visited his uncle in the next village. On the way there, he saw a lot of posters advertising witchdoctors' services. He read every poster. One poster read, "Make a single sacrifice to live a life of luxury."

When he arrived at his uncle's home, they talked about various issues, including the message carried by the poster. His uncle told him that only fools believe that they would be successful in life by visiting witchdoctors. He went on, "Witchdoctors deceive people by telling them that they can become rich or get promotions by taking a body part of a person with albinism to them. My nephew, the only way to success is hard work."

Madebe realised that it was only ignorance that had been driving the minds of the people who believed in getting rich by visiting witchdoctors. He promised his uncle that he was going to launch a "stop the killings campaign" so as to make the world a safe place for everyone.

(b) While-listening

(i) *Slowly read the story titled* ***Ignorance, our enemy*** *while the pupils listen attentively.*

(ii) *Read the story again at a faster speed.*

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(iii) *Read it at 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 Madebe do on the day of the journey?
2. What did Madebe see on his way to the village where his uncle lived?
3. What did Madebe promise to do?
4. What makes the world unsafe?

Answers to the questions

1. On the day of the journey, Madebe woke up earlier than usual.
2. On his way to the village, where his uncle lived, Madebe saw a lot of posters advertising witchdoctors' services.
3. Madebe promised to launch a "stop the killings campaign."
4. I think ignorance can make the world an unsafe place.

(i) **Post-listening activities**

Instruct the pupils to sit in groups of four and ask them to use the knowledge gained from the while-listening activities to answer the following questions.

Questions

1. Do we need a "stop the killings campaign?" Give reasons.
2. What will happen if a person wants to get rich without working hard?

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Answers to the questions

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

1. Yes, because the campaign would make the world a safe place for everyone.
2. The person may become a killer, particularly killing people with albinism so as to get rich.

Activity 2: Speaking practice

(i) *Read the tongue twisters under Activity 2(a) in the Pupil's Book.*

(ii) *Ask the pupils to read the tongue twisters under Activity 2(a) in the Pupil's Book several times.*

(iii) *Ask the pupils to act out the dialogue under Activity 2(b) in the Pupil's Book.*

(iv) *Guide the pupils through answering the questions on the dialogue under Activity 2(b) in the Pupil's Book.*

Answers to the questions under Activity 2(a) in the Pupil's Book

1. Juma's uncle keeps chickens and cows.
2. Juma's uncle has a lot of cows.
3. Juma's family has only a few chickens because most of them were killed by fowl typhoid.
4. Juma's plan is to keep chickens after completing school.
5. Answers to this question may vary. Ensure that their answers are relevant and correct.

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Activity 3: Reading practice

(i) *Read the passage titled **Stop the killings** under Activity 3 in the Pupil's Book.*

(ii) *Ask the pupils to find the meanings of the vocabulary items in the story titled **Stop the killings** using word cards, pictures and flip charts.*

(iii) *Instruct the pupils to read the passage silently and ensure every pupil reads.*

(iv) *Instruct the pupils to sit in groups of four and ask them to discuss the comprehension questions.*

(v) *Move around and ensure that of each pupil participates in the discussion.*

(vi) *Instruct the pupils to answer the questions under Activity 3(a) and (b) in the Pupil's Book.*

Answers to the questions under Activity 3(a) in the Pupil's Book

1	2	3	4	5
T	T	F	T	F

Answers to the questions under Activity 3(b) in the Pupil's Book

1. The two things that enable people to get rich are education and hard work.
2. To protect people with albinism we have to promote campaigns which will make citizens abandon false beliefs.
3. I would tell them that we all have the right to life, regardless of our colours.
4. The government should take strict legal measures against witchdoctors and those who kill people with albinism.

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Activity 4: Vocabulary practice

(i) *Read the words in **Columns A** and **B** under Activity 4(a) in the Pupil's Book.*

(ii) *Ask the pupils to read the words in **Columns A** and **B** under Activity 4(a) in the Pupil's Book.*

(iii) *Instruct the pupils to match the words in **Column A** with those in **Column B** which are similar in meaning under Activity 4(a) in the Pupil's Book.*

(iv) *Instruct the pupils to find and read sentences from the story in Activity 3 which contain the words numbered 2-5 from **Column A** under Activity 4(b) in the Pupil's Book.*

(v) *Ask the pupils to use the words from **Column A** in Activity 4(a) to construct one sentence for each word under Activity 4(c) in the Pupil's Book.*

Answers to the questions under Activity 4(a) in the Pupil's Book

Column A	1	2	3	4	5
Column B	iii	i	v	vii	ii

Answers to the questions under Activity 4(b) in the Pupil's Book

1. No, let's imagine how many dreams have been **shattered** as a result of the killing of people with albinism.
2. Such inhumanity has caused the government, civil rights groups, and civilians to launch **campaigns** against it.
3. Today, I want to talk about the **cruelty** which is done by a few wicked individuals to some innocent people.
4. **Superstitious** beliefs make some cruel people kill individuals with albinism.

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Answers to the questions under Activity 4(c) in the Pupil's Book

Pupils' answers may vary. Ensure that the sentences are correct.

1. Some people are killed as a result of **superstitious** beliefs.
2. The election **campaign** was scheduled to begin in October.
3. His **cruelty** caused his family to fall apart.
4. The glass **shattered**.

Activity 5: Language practice

(i) *Ask the pupils to read the dialogue under Activity 5(a) in the Pupil's Book.*

(ii) *Instruct the pupils to use the words in the box to complete the dialogue under Activity 5(a) in the Pupil's Book.*

(iii) *Ask the pupils to construct a sentence for each of the words in the box under Activity 5(b) in Pupil's Book*

Answers to the questions under Activity 5(a) in the Pupil's Book

1	2	3	4
some	many	a few	a lot of

Answers to the questions under Activity 5(b) in the Pupil's Book

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

Examples

1. **Some** of the pupils in Standard Seven are very innocent.
2. He caught **a lot of** fish yesterday.
3. Only **a few** people will attend the meeting.
4. **Some** of us will be rewarded.

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Activity 6: Writing practice

(i) *Read the story under Activity 6(a) in the Pupil's Book.*

(ii) *Ask the pupils to read the story under Activity 6(a) in the Pupil's Book.*

(iii) *Guide the pupils through summarising each paragraph under Activity 6(a) in the Pupil's Book.*

(iv) *Ask them to write five sentences on what they have learnt from the story under Activity 6(b) in the Pupil's Book.*

Answers to the questions under Activity 6(a) in the Pupil's Book

Pupils' responses may vary. Ensure that their answers are relevant and correct.

Answers to the questions under Activity 6(b) in the Pupil's Book

Pupils' responses may vary. Ensure that their answers are relevant and correct.

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Unit Fourteen

Using opportunities

Introduction

*In this unit, the pupils will answer aural comprehensions questions and play a **Whispering game** to practise listening skills. They will also read tongue twisters, act out a dialogue, study a picture and answer questions. Next, they will read the story titled **Jongo, the successful fisherman** and answer questions on it. Then, they will practise using the vocabulary items in the story in different situations. Thereafter, they will use **much**, **little**, **some** and **plenty of** to express quantity. Finally, they will rewrite the story in their own words and punctuate a given passage.*

Teaching and learning resources

(i) A picture of fishermen in a canoe
(ii) Written texts
(iii) Word cards
(iv) Sentence cards
(v) Flip charts
(vi) English Standard Seven Pupil's Book
(vii) Audio materials

Teaching and learning techniques/strategies

(i) Group discussions and presentations
(ii) Demonstration
(iii) Question-and-answer
(iv) Pair work
(v) Games
(vi) Role-play
(vii) Gallery walk

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The main concept

In this unit, the pupils should be able to use different vocabulary items found in a story and use words to describe things in both speech and writing. They should also be able to read and obtain detailed information from written texts and oral presentations.

Activity 1: Listening practice

(a) Pre-listening activities

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

Questions

1. Who determines your future?
2. How does a person plan for his/her future?

Answers to the questions

Pupils' responses may vary. Ensure that their responses are relevant.

(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. Each pupil will give the same message 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 card will be rewarded.*

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(b) While-listening activities

Whisper the message on the card below to the first pupil in each line and each pupil whispers the same message to the next person in the same way.

Every person's decisions determine his/her destiny.

(i) *Instruct the last pupil in the lines to say the message aloud and write it on the board.*

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

(iii) *The line with the message similar or close to your message is the winner.*

(c) Post-listening activities

(i) *Ask the first pupils to read aloud the message 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 a discussion of listening strategies.*

The messages might be the same because

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

The messages might be different because

1. Some of the pupils in the lines pronounced the words wrongly.
2. Some of the pupils were not attentive to the message.

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Activity 2: Speaking practice

(i) *Read the tongue twisters under Activity 2(a) while the pupils listen.*

(i) *Ask the pupils to read the tongue twisters several times under Activity 2(a).*

(ii) *Ask the pupils to read, act out the dialogue and answer questions on it under Activity 2(b) 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 under Activity 2(c) in the Pupil's Book.*

Answers to the questions under Activity 2(b) in the Pupil's Book

1. Yusuf keeps a cow to get milk.
2. Yusuf's cow produces little milk.
3. Yusuf was advised to see a livestock officer so that he or she could help him to get enough milk from his cow.
4. Two benefits of milk to people.
    i. Milk helps people to get nutrients.
    ii. Milk provides income.

Answers to the questions under Activity 2(c) in the Pupil's Book

1. I see two men, a canoe, a paddle, a fishing net, fish and water.
2. The people in the picture are fishing.
3. Pupils' responses may vary. Ensure that their responses are relevant.

Activity 3: Reading practice

Ask the pupils the following pre-reading question to prepare them for reading practice.

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Question

Which occupation do you like most? Give reasons.

Answer to the question

Pupils' responses may vary.

(i) *Read aloud the story titled* ***Jongo the successful fisherman*** *under Activity 3 in the Pupil's Book while the pupils listen.*

(ii) *Instruct the pupils to read silently the story under Activity 3 in the Pupil's Book and ensure every pupil reads.*

(iii) *Instruct the pupils to sit in groups of four and guide them through discussing the comprehension questions under Activity 3 in the Pupil's Book.*

(iv) *Move around and ensure that each pupil discusses the questions.*

(v) *Instruct the pupils to answer the questions under Activity 3 in the Pupil's Book in their exercise books individually.*

Answers to the questions under Activity 3 in the Pupil's Book

1. Jongo failed to go to secondary school because he did not study hard.
2. Mr Nyau had no option but to endure the hardship of his job.
3. One has to be ready to cope with various challenges before success is achieved.

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Activity 4: Vocabulary practice

(i) *Read aloud the words in the box under Activity 4(a) in the Pupil's Book as the pupils listen.*

(ii) *Ask the pupils to read aloud the words in the box to practise pronunciation under Activity 4(a) in the Pupil's Book.*

(iii) *Instruct the pupils to find and read the sentences containing the words under Activity 4(a) from the story in Activity 3 in the Pupil's Book.*

(iv) *Instruct the pupils to use each word in Activity 4(a) to construct one meaningful sentence under Activity 4(c) in the Pupil's Book.*

Answers to the question under Activity 4(b) in the Pupil's Book

Examples

1. After some years had passed, I started to enjoy the fruits of my **endurance** and hard work.
2. Almost everyone in his village **despised** him; they neither liked nor respected him.
3. I had to save little **earnings** for my future.
4. The villagers in one voice agreed to make him a **statue** in appreciation for his good deeds.
5. Feeling **thrilled**, Jongo vowed to liberate himself from poverty by working hard.

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Answers to the question under Activity 4(c) in the Pupil's Book

Pupils' answers may vary.

Examples

1. His **endurance** made him a hero.
2. She told me not to **despise** anyone.
3. He had too low **earnings** to provide for his family.
4. She was impressed by the idea of building a **statue** for her late father.
5. **Thrilled** by the announcement of reopening schools, students sang patriotic songs.

Activity 5: Language practice

(i) *Read aloud the words in the box under Activity 5(a) in the Pupil's Book as the pupils listen attentively.*

(ii) *Ask the pupils to read aloud the words in the box under Activity 5(a) in the Pupil's Book in order to practise pronunciation.*

(iii) *Instruct the pupils to find and read the sentences containing the words under Activity 5(a) in the story under Activity 3 in the Pupil's Book.*

(iv) *Guide the pupils through reading each word in Activity 5(a) to construct one meaningful sentence under Activity 5(c) in the Pupil's Book.*

(v) *Instruct the pupils to fill in the blanks with the correct words provided in the box under Activity 5(d) in the Pupil's Book.*

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Answers to the questions under Activity 5(b) in the Pupil's Book

Answers may include the following:

1. When he earned even **little** money for the day, he would stop working and walk home happily.
2. They got **plenty** of fish, big and small.
3. He spends **much** of his time playing with his grandchildren.
4. They took **some** fish for food and they sold the rest.

Answers to the questions under Activity 5(c) in the Pupil's Book

Pupils' responses may vary. Ensure that their responses are clear.

Answers to the questions under Activity 5(d) in the Pupil's Book

In this activity, a word can be used more than once.

No.	1	2	3	4	5	6	7
Answers	little	much/ plenty of	little	much/ plenty of	some/ plenty of	much/ plenty of/some	little

Activity 6: Writing practice

(i) Instruct the pupils to sit in groups of four and guide them through reading the story under Activity 6(a) in the Pupil's Book.

(ii) Ask the pupils to suggest the title for the story under Activity 6(a) in the Pupil's Book.

(iii) Ask the pupils to write in their exercise books three things they have learnt from the story under Activity 6(a) in the Pupil's Book.

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(iv) *Ask the pupils to write any story of their choice individually in their exercise books under Activity 6(b) in the Pupil's Book.*

Answer to the question under Activity 6(a) in the Pupil's Book

Pupils' responses may vary. Ensure that their responses are relevant.

Answer to the question under Activity 6(b) in the Pupil's Book

Pupils' responses may vary. Ensure that their responses are relevant.

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Unit Fifteen

Disaster

Introduction

*In this unit, the pupils will play a **Spelling messenger** game using multisyllabic adjectives to practise listening skills. They will also recite a poem, study a picture and answer questions. Next, they will read a story titled **The floods** and answer questions on it. Then, they will use the vocabulary items in the story to construct sentences. Finally, they will use words expressing quality in sentences and rewrite a story.*

Teaching and learning resources

(i) Written texts on environmental conservation
(ii) Word cards
(iii) Sentence cards
(iv) Pictures
(v) Flip charts
(vi) English Standard Seven Pupil's Book
(vii) Audio materials
(viii) Audio-visual materials

Teaching and learning techniques/strategies

(i) Group discussions
(ii) Gallery walk
(iii) Demonstration
(iv) Role-play
(v) Question-and-answer
(vi) Simulation

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The main concept

In this unit, the pupils should be able to use irregular and multisyllabic adjectives in both speech and writing. They should also be able to read and obtain detailed information about environmental conservation from written texts.

Activity 1: Listening practice

(a) **Pre-listening activities**

Ask the pupils to form teams of three. Each pupil in the team should have a different card bearing two words expressing quality or quantity.

(b) **While-listening activities**

(i) *Give a pupil a word on a card; he/she must not show the word to his/her team mates.*

(ii) *Ask the first pupil to stand away from the blackboard, but facing the wall. The second pupil will act as a messenger. The third pupil will stand in front of the blackboard, facing it.*

(iii) *Ask the first pupil to whisper the first letter of the word on the card to the second pupil who will run to the third pupil and whisper the same letter of the word. The third pupil will write it on the blackboard. The second pupil will go back and forth until a complete word is written on the blackboard.*

(iv) *Choose teams and give them different words with the same number of letters to complete. The first team to complete the word correctly will be the winner.*

Words

homeless relevant previous pleasant criminal adequate creative

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(c) **Post-listening activities**

Ask each team to read their word from the card and from the blackboard.

The word might be the same because

1. All the pupils in each team pronounced the letters correctly.
2. All the pupils listened attentively to the letters in their words.

The word might be different because

1. Some of the pupils in the teams pronounced the letters wrongly.
2. Some of the pupils in the teams did not listen attentively to the letters which were being pronounced.

Activity 2: Speaking practice

(i) *Ask the pupils to recite the poem and discuss the questions under Activity 2(a) in the Pupil's Book.*

(ii) *Ask the pupils to tell a simple fictitious story about what they remember under Activity 2(b) in the Pupil's Book.*

(iii) *Instruct the pupils to sit in groups of four and ask them to study the picture and answer the questions under Activity 2(c) in the Pupil's Book to practise speaking.*

Answers to the questions under Activity 2(a) in the Pupil's Book

1. The title of the poem could be: My birthday party/My mother's surprise.
2. The poem is about a girl/boy who is celebrating his/her birthday with others. Pupils' answers may vary. Ensure that their answers are relevant.
3. The speaker shed tears because he/she was surprised/happy.

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4. A mother's love for her child is always the greatest. Pupils' answers may vary. Ensure that the answers are relevant.

Answers to the questions under Activity 2(b) in the Pupil's Book

Pupils' answers to the questions may vary. Ensure that their answers are relevant.

Answers to the questions under Activity 2(c) in the Pupil's Book

1. I see a man carrying a baby girl on his shoulders, a woman and a boy walking in the floods and other people carrying their belongings and walking in the floods.
2. I see floods.
3. I think such disasters occur because there is much water from rainfall or rivers.

Activity 3: Reading practice

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

1. Where do you live?
2. Do you feel comfortable when it is raining heavily?

Answers to the questions under Activity 3 in the Pupil's Book

Pupils' responses may vary. Ensure that their responses are correct.

(i) *Read aloud the story titled **The floods** under Activity 3 in the Pupil's Book as the pupils listen attentively.*

(ii) *Ask the pupils to find the meanings of vocabulary items in the story using word cards, pictures and flip charts.*

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(iii) *Instruct the pupils to read the story silently; make sure that each pupil reads the story under Activity 3 in the Pupil's Book.*

(iv) *Instruct the pupils to sit in groups and ask them to discuss the comprehension questions under Activity 3 in the Pupil's Book.*

(v) *Move around and ensure each pupil discusses the questions.*

(vi) *Instruct the pupils to answer the questions individually under Activity 3 in the Pupil's Book in their exercise books.*

Answers to the questions under Activity 3 in the Pupil's Book

1. Juma's family house was located in the valley.
2. Juma slept late because of fearing floods.
3. I have learnt that living in valleys can be dangerous, particularly during the rainy season.
4. Pupils' answers may vary.

Activity 4: Vocabulary practice

(i) *Instruct the pupils to copy the puzzle under Activity 4(a) in their exercise books.*

(ii) *Ask the pupils to shade seven words that express quality in the puzzle under Activity 4(b) in the Pupil's Book.*

(iii) *Instruct the pupils to read the words they have shaded in Activity 4(b) in the Pupil's Book.*

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(iv) *Ask the pupils to construct sentences using the words they have shaded under Activity 4(b) in the Pupil's Book.*

(v) *Ask the pupils to read the words in* ***Column A*** *under Activity 4(e).*

(vi) *Instruct the pupils to change the stem words in* ***Column A*** *by attaching a group of letters in* ***Column C*** *under Activity 4(e) in the Pupil's Book.*

Answers to the questions under Activity 4(b) in the Pupil's Book

memorable dangerous homeless creative skilful greenish helpful attractive full light

Answers to the questions under Activity 4(d) in the Pupil's Book

Some of the sentences containing the words are:

1. I want my birthday party to be memorable.
2. You are playing a dangerous game.
3. She had a greenish dress.
4. Alex is a very skilful player.
5. I met a homeless man.
6. This class has many creative pupils.
7. She is a very attractive girl.

Answers to the questions under Activity 4(e) in the Pupil's Book

1.	skilful
2.	memorable
3.	homeless
4.	attractive
5.	greenish
6.	dangerous

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Activity 5: Language practice

(i) *Ask the pupils to find sentences containing given words in the story under Activity 5(a) in the Pupil's Book.*

(ii) *Ask the pupils to construct correct sentences from the table under Activity 5(b) in the Pupil's Book.*

(iii) *Instruct the pupils to read the sentences they have constructed in Activity 5(b) under Activity 5(c) in the Pupil's Book.*

(iv) *Ask the pupils to change the sentences under Activity 5(b) into questions under Activity 5(d) in the Pupil's Book.*

(v) *Instruct the pupils to underline words that express quality under Activity 5(e) in the Pupil's Book.*

(vi) *Ask the pupils to change the sentences under Activity 5(e) into negative ones under Activity 5(f) in the Pupil's Book.*

(vii) *Instruct the pupils to use the words that express quality in the box to complete the sentences under Activity 5(g) in the Pupil's Book*

Answers to the questions under Activity 5(b) in the Pupil's Book

1. He played a skilful game.
2. She was the most beautiful girl in the class.
3. Jessica is a homeless girl.
4. Our school held a memorable meeting with our parents.
5. This will be a memorable day in my life.

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Answers to the questions under Activity 5(d) in the Pupil's Book

Examples

1. Did he play a skilful game?
2. Was Jessica the most beautiful girl in the class?

Answers to the questions under Activity 5(e) in the Pupil's Book

1. She was a dangerous woman.
2. He bought a very expensive car.
3. He likes to wear old clothes.
4. He is a good chef. He cooks delicious food.
5. The teacher asked us a difficult question.
6. Manga put on his white hat.
7. His brown shoes fit me, too.
8. They entered the cave through a narrow path.
9. He has given us a simple task to do.

Answers to the questions under Activity 5(f) in the Pupil's Book

1. She was not a dangerous woman.
2. He did not buy a very expensive car.
3. She doesn't like to wear old clothes.
4. He is not a good chef. He doesn't cook delicious food.
5. The teacher did not ask us a difficult question.
6. Manga did not put on his white hat.
7. His brown shoes do not fit me, too.
8. They did not enter the cave through a narrow path.
9. He has not given us a simple task to do.

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Answers to the questions under Activity 5(g) in the Pupil's Book

1	2	3	4	5	6	7	8
salty	beautiful	soft	important	joyful	very expensive	more intelligent	skilful

Activity 6: Writing practice

(i) *Instruct the pupils to sit in groups of four and ask them to read the story under Activity 6 in the Pupil's Book.*

(ii) *Instruct the pupils to find the possible title for the story under Activity 6.*

(iii) *Ask the pupils to rewrite the story under Activity 6 in the Pupil's Book in their own words.*

Answers to the questions under Activity 6 in the Pupil's Book

Pupils' answers may vary. Check that their answers are relevant.
Possible answer:

Courageous toad

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Unit Sixteen

School ceremony

Introduction

*In this unit, the pupils will play a **Whispering game** to practise listening skills. They will also recite the poem, study a picture and answer questions. Next, they will read a story titled **My last day in primary school** and answer questions on it. Then, they will use the vocabulary items in the story in different situations. Thereafter, they will identify and use figures of speech in sentences. Finally, they will complete a text and compose a short poem.*

Teaching and learning resources

(i) Written texts on environmental conservation
(ii) Word cards
(iii) Sentence cards
(iv) Pictures
(v) Flip charts
(vi) English Standard Seven Pupil's Book
(vii) Audio materials
(viii) Audio-visual materials

Teaching and learning techniques

(i) Group discussions
(ii) Gallery walk
(iii) Demonstration
(iv) Role-play
(v) Question-and-answer
(vi) Simulation

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The main concept

In this unit, the pupils should be able to use figures of speech in both speech and writing. They should also be able to read and compose poems with figures of speech.

Activity 1: Listening practice

(a) Pre-listening activities

Ask the pupils questions to prepare them to listen to the message delivered in a whisper.

Questions

1. What will you do to celebrate completing Standard Seven?
2. What are your plans after completing Standard Seven?

Answers to the questions

Pupils' responses may vary. Ensure that their responses are relevant.

(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. Each pupil will speak the same sentence to the next person in the same way up to the last pupil in the row.*

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

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

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(b) While-listening activities

Whisper the sentence on the card below to the first pupil in each line and each pupil should whisper the same sentence to the next person in the same way.

> *"We look forward to receiving the New Year and the best out of it."*

(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 or close to your sentence is the winner.*

(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 a discussion of listening strategies.*

Activity 2: Speaking practice

(i) *Ask the pupils to recite the poem and discuss the questions under Activity 2(a) in the Pupil's Book.*

(ii) *Instruct the pupils to sit in groups of four and ask them to study the picture and answer the questions under Activity 2(b) in the Pupil's Book to practise speaking.*

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Answers to the questions under Activity 2(a) in the Pupil's Book

1. I feel like a bird on a tree.
   I was as cunning as a fox.
   I feel like I am no more eleven.
2. Atu feels like a queen.
   The baby is as cute as a button.
   I was as busy as a bee.

Answers to the questions under Activity 2(b) in the Pupil's Book

Pupils' responses may vary.

Activity 3: Reading practice

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

Questions

1. What do you do to celebrate important occasions in your life?
2. What do you love most about celebrations?

Answers to the questions

Pupils' responses may vary. Ensure their answers are clear.

(i) *Read aloud the story titled **My last day in primary school** under Activity 3 in the Pupil's Book while the pupils listen attentively.*

(ii) *Guide the pupils through finding the meanings of the vocabulary items in **My last day in primary school** using word cards, pictures and flip charts under Activity 3 in the Pupil's Book.*

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(iii) *Instruct the pupils to read the story silently. Make sure that each pupil reads the story under Activity 3 in the Pupil's Book.*

(iv) *Instruct the pupils to sit in groups and guide them through discussing the comprehension questions under Activity 3 in the Pupil's Book.*

(v) *Move around and ensure that each pupil discusses the questions.*

(vi) *Instruct the pupils to answer the questions under Activity 3 in the Pupil's Book individually in their exercise books.*

Answers to the questions under Activity 3 in the Pupil's Book

1. The story is about the last day in primary school.
2. The school leavers shed tears because of the emotional speech delivered by their head teacher.
3. The title of the poem recited by the Standard Six pupils can be Farewell/Saying goodbye.
4. According to the poem, the value of education is a person being educated and to be a good example in the community which the person lives in.

Activity 4: Vocabulary practice

(i) *Ask the pupils to match the words in **Column A** with their meanings in **Column B** under Activity 4(a) in the Pupil's Book.*

(ii) *Guide the pupils through finding and reading the sentences with words **heart rates** and **farewell** under Activity 4(b) in the Pupil's Book.*

(iii) *Instruct the pupils to construct sentences using the words in **Column A** under Activity 4(a) in the Pupil's Book.*

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Answers to the questions under Activity 4(a) in the Pupil's Book

Column A	1	2	3	4	5
Column B	v	iii	iv	ii	i

Answers to the questions under Activity 4(b) in the Pupil's Book

1. My **heart rates** started to increase.
2. We left for a **farewell** party and had our last meal together.

Answers to the questions under Activity 4(c) in the Pupil's Book

Pupils' answers may vary. Ensure that the sentences are correct.

1. We had a **farewell** at the end.
2. My **heart rates** went fast when I was going uphill.
3. We **rehearsed** for a couple of weeks before the public display.
4. My **ambition** is to become a famous artisan.

Activity 5: Language practice

(i) *Guide the pupils through reading the poem and answering questions under Activity 5(a) in the Pupil's Book.*

(ii) *Instruct the pupils to find in a dictionary the meanings and examples of the words **simile**, **metaphor**, **personification** and **hyperbole** under Activity 5(b) in the Pupil's Book.*

(iii) *Ask the pupils to choose the correct answer from the alternatives given under Activity 5(c) in the Pupil's Book.*

(iv) *Instruct the pupils to construct sentences using the figures of speech identified under Activity 5(d) in the Pupil's Book.*

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Answers to the questions under Activity 5(a) in the Pupil's Book

Pupils' answers may vary. Consider the following responses.

1. The poem is about a brave house.
2. The house was standing tall and still like a pole.
3. I learnt that I should be strong and brave.
4. I can say that the house is brave.

Answers to the questions under Activity 5(b) in the Pupil's Book

A simile is a comparison of one thing to another using **as…as** and **like**.

e.g. As strong as an ox.

A metaphor is a direct comparison of one thing to another

e.g. Her eyes were diamonds.

Personification is giving a thing or an idea some human characteristics.

e.g. The sun smiled at them.

A hyperbole/exaggeration is a way of writing or speaking that makes something or someone sound bigger, better or more.

e.g I am so angry I could die.

Answers to the questions under Activity 5(c) in the Pupil's Book

1. Simile
2. Personification
3. Metaphor
4. Simile
5. Personification

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6. Simile
7. Metaphor.
8. Simile

Answers to the questions under Activity 5(d) in the Pupil's Book

Pupils' answers may vary. Ensure that their answers are correct.

Activity 6: Writing practice

(i) *Instruct the pupils to sit in groups of four and guide them through completing the story by filling in the blanks under Activity 6(a) in the Pupil's Book.*

(ii) *Instruct the pupils to copy the completed story under Activity 6(a) in the Pupil's Book.*

(iii) *Guide the pupils through composing a poem from the titles given under Activity 6(b) in the Pupil's Book.*

Answers to the question under Activity 6(a) in the Pupil's Book

In a village, lived a man who was as fat as an elephant. In a fight, he was a lion. He was quick and dangerous like a leopard. He would sometimes become as small as a cat. He could jump (5) as high as a kangaroo to attack his opponents. Everyone loved watching him as he fought.

Answers to the question under Activity 6(b) in the Pupil's Book

Pupils' poems may vary. Ensure that they are correct.

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