Vocational Skills

Teacher's Guide

Standard Seven



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Introduction

This is the third book in a series of three Teacher's Guide on Vocational Skills for Primary Schools from Standard Five to Seven prepared specifically for Standard Seven. The Teacher's Guide is prepared in respect of the Pupil's Textbook which is in line with the 2020 Vocational Skills Syllabus for Primary Schools issued by the Ministry of Education, Science and Technology. The guide is intended to facilitate the development of the expected competencies.

The guide consists of 12 chapters which are Good grooming, Environment care in residential areas, Cookery, Principles of singing, Principles of acting, Clay modelling, Photography, Screen printing, Crop production, Livestock production, Protecting a consumer and attracting customers and Financial services.

This guide intends to help you in the development of the expected competencies. It includes pupil's activities, learning and teaching resources as well as steps to be followed when teaching. Similarly, you are advised to use the environment fully as well as improvised teaching and learning materials so as to enable pupils to develop the intended competencies. In addition, the guide provides model answers for each exercise. However, you are advised to create, develop and use other teaching and learning strategies.

The Pupil's Book includes a case study, descriptions, practical activities, illustrations, activities and exercises that facilitate learning. You are required to encourage pupils to perform all the activities suggested and attempt all exercises and assignments in the book. This will enable them to develop the intended competencies.

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Chapter One

Good grooming

Introduction

In this chapter, a pupil will learn about personal hygiene, especially care of different parts of the body that grow hair as well as menstruation periods. The pupil will also learn about the care of the materials used during menstruation. The pupil will also learn how to take care of a sleeping place as well as undergarments, shoes and socks. The competencies gained in this chapter will enable them to be neat, attractive, healthy and accepted in the community. Furthermore, the pupil will be able to provide commercial services in order to earn income.

The pupil's activities

(a) Caring of hair
(b) Cleaning of a sleeping place
(c) Caring of undergarments
(d) Caring of shoes and socks

Teaching and learning resources

Water, a razor blade, assorted combs, a shaving machine, a mirror, methylated spirit, shampoo, a towel, a face mask, an apron, hair oil, fabrics, stationery, soap, a bucket, a basin, knickers, a brassiere, a petticoat, a tee-shirt, an underskirt, bedsheets, a blanket, a pillow, a pillowcase and socks.

Teaching steps

1. Guide the pupils to:
   (a) Identify different parts of the body that grow hair and names of hair that grow on each part of the body;
   (b) Present what they have identified in class;
   (c) Read the text about parts of the human body that grow hair and names of the hair that grows on those areas and answering comprehension questions;

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(d) Brainstorm and identify the essential requirements for hair caring;

(e) Use the think–ink–pair–share technique to discuss methods used for hair care;

(f) Read the text about materials and methods used for hair care and answering oral questions;

(g) Wash the scalp hair by following the required procedures and showing how to take care of hair washing tools and materials;

(h) Perform Activity 1. Coordinate this activity to ensure the development of the intended competencies; and

(i) Attempt Exercises 1. Check accuracy of the answers, then provide feedback for corrections.

2. Guide the pupils to:

(a) Brainstorm important materials and tools used during menstruation;

(b) Identify important materials and tools required during menstruation;

(c) Read the text about materials and tools used during menstruation and answering comprehension questions;

(d) Attempt Exercise 2. Check accuracy of the answers, then provide feedback for corrections.

3. Guide the pupils to:

(a) Discuss the characteristics and importance of sleeping places;

(b) Present what has been discussed for consensus;

(c) Read the text about tools and materials used in sleeping places and ask them comprehension questions;

(d) Identify tools and materials used for sleeping and emphasize on:

(i) Analysing different types of sleeping places in relation to the environment

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(ii) Describing materials used and how to clean sleeping places in their environment.

(e) Perform Activity 2. Review and correct pupils' work and make adjustments where needed; and

(f) Attempt Exercise 3 and make corrections based on teacher's feedback.

4. Guide the pupils to:

(a) Brainstorm the types and importance of undergarments and then share their views in class;

(b) Discuss the steps for cleaning undergarments and how to store them;

(c) Read the text about taking care of undergarments, answer comprehension questions and then provide feedback;

(d) Conduct Activity 3. This activity should be done at home. Later, pupils should give feedback regarding the steps they followed, the challenges they faced and how they solved them;

(e) Read the text about the effects of not washing and ironing clothes; then ask them comprehension questions; and

(f) Attempt Exercise 4 and make corrections where applicable.

5. Guide the pupils to:

(a) Read the text about the care of shoes and socks and then ask them oral questions;

(b) Discuss suitable materials used in making socks, the importance of wearing socks and tips to consider on their care. Share their responses and make a summary;

(c) Conduct Activity 4; and

(d) Attempt Exercise 5. Review and mark pupils' work and give them feedback for corrections.

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Answers to Exercise 1

1. Pupils should mention any five names among these:
   (a) The hair on the scalp and armpits
   (b) Beard
   (c) Eyebrows and eyelashes
   (d) Sideburns
   (e) Hair shaft
   (f) Moustache
   (g) Pubic hair

2. Methods of hair care:
   (a) Washing
   (b) Shaving
   (c) Plaiting or braiding

3. Four things to consider in hair cutting or shaving:
   (a) Availability of proper, clean and safe shaving tools.
   (b) Cleanliness of a shaving area.
   (c) Proper disposal of shaved hair.
   (d) For commercial purposes, shaving prices should be decided in terms of the costs of tools used and services provided.

4. Effects of not keeping hair in a hygienic condition:
   (a) Hair will give a bad odour.
   (b) Hair will have dandruffs.
   (c) Hair will attract parasites like lice.
   (d) Hair will irritate and cause itching.
   (e) A person will not be clean and neat.

5. Places used for shaving hair:
   (a) Hair cutting salon
   (b) In a veranda
   (c) Under a tree shade

6. The children's scalp is too soft, hence plaiting them is painful.

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Answers to Exercise 2

1	2	3	4
C	B	C	B

Answers to Exercise 3

1	2	3	4	5	6	7	8
G	E	F	A	C	B	D	J

Answers to Exercise 4

1	2	3	4	5	6	7
False	True	True	False	False	True	False

Answers to Exercise 5

1. To avoid getting skin diseases such as dandruff.

2. Important tips to consider during menstruation:
   (a) Bath at least twice a day.
   (b) Change sanitary pads regularly depending on the amount of blood flowing.
   (c) Avoid throwing used pads everywhere or on a non-pit latrine, as it will cause blockage.

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3. Requirements for hygiene during menstruation:
   (a) Sanitary pads for self-care
   (b) Knickers for holding pads

4. To keep the backbone straight and to facilitate internal organs such as the heart, lungs, liver, and kidneys to function properly.

5. To prevent the mattress from getting dirty and to prevent the body from direct contact with a blanket, as some of the blankets are not soft.

6. The importance of wearing undergarments:
   (a) Absorbing body sweat
   (b) Protecting the body against hard outer garments
   (c) Creating the beauty of the body shape
   (d) Increasing body temperature in cold areas
   (e) Protecting private parts of the body

7. Results of not taking proper care of shoes:
   (a) Early wear and tear
   (b) Emission of unpleasant odour, especially those made of leather
   (c) Loss of shoes shape and thus loss of neatness on the wearer
   (d) Cause fungal infections
   (e) A bad appearance of the shoes that interferes with the wearer's neatness.

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Chapter Two

Environment care in residential areas

Introduction

In this chapter, a pupil will learn about the importance of having gardens in residential areas, importance of managing waste and harmful effects which may occur due to poor management of waste. The pupil will also learn about harmful and destructive insects as well as animals which destroy the environment and the methods of controlling them. The competencies gained in this chapter, will enable a pupil to conserve the environment and hence be able to avoid diseases caused by dirt. Likewise, they will be able to perform entrepreneurial activities so as to earn income.

The pupil's activities

(a) Identifying benefits of waste management and effects of neglecting proper ways of managing them

(b) Identifying harmful and destructive animals and insects which are found in the environment and the ways to control them

Teaching and learning resources

Stationery, pictures of destructive and harmful insects and animals, pictures of polluted environment such as air pollution, water pollution and the effects on aquatic organisms

Teaching steps

1. Guide the pupils to:

(a) Discuss in pairs the benefits of gardens, waste management and consequences of neglecting proper ways of managing waste;

(b) Present what they have discussed in class for common understanding;

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(c) Read the text on the benefits of gardens, waste management and consequences of neglecting proper ways of waste disposal and ask them comprehension questions;

(d) Conduct Activity 1. Make sure the pupils have:

(i) Writing materials

(ii) Guiding questions to ask their host concerning waste management during their visit; and

(iii) A visit report and present it in class for discussion.

(e) Attempt Exercise 1. Review their responses and provide feedback for corrections.

2. Guide the pupils to:

(a) Brainstorm the destructive and harmful insects and animals which they know;

(b) Observe various pictures of destructive and harmful insects and animals. Then, ask them the following questions:

(i) What are the names of the insects and animals that you have observed?

(ii) Where do they live?

(iii) What are their harmful effects?

(c) Read the text on different destructive and harmful insects and animals found in the environment and ask them comprehension questions;

(d) Conduct Activity 2. Make sure pupils have:

(i) Writing materials.

(ii) Questions to ask their hosts during their visit.

(iii) Prepared a visit report for presentation and discussion in class.

(e) Attempt Exercise 2. Review their responses and provide feedback for corrections where necessary.

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Answers to Exercise 1

1. Pupils should mention three benefits of managing waste among the following points:
   (a) Making the environment clean;
   (b) Getting fresh air;
   (c) Conserving the environment; and
   (d) Getting employment.
2. Living organisms found in water are affected because of the presence of waste in water. Presence of waste on top of water reduces the amount of oxygen in the water, hence, aquatic animals lack oxygen and can result into death.
3. Diseases caused by water pollution are as follows:
   (a) Dysentery
   (b) Cholera
   (c) Typhoid
   (d) Bilharzia
   (e) Diarrhoea

Answers to Exercise 2

Section A

1. D
2. B
3. D
4. C
5. A

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Section B

1. Oxygen
2. Anopheles
3. Lice
4. Bedbugs

Section C

1. Ways by which air pollution can be controlled in an environment:
   (a) Avoiding the piling up of waste which produces bad odour and causes air pollution,
   (b) Avoiding burning waste, as it produces smoke and causes air pollution,
   (c) Avoiding discharge of waste water into an environment, for example, sewer water from a toilet or kitchen.

2. Effects of lice on our body
   (a) They cause anaemia.
   (b) They cause scratching on itching areas.
   (c) They make the clothes dirty and leave stains on them.

3. From the list below, any four ways of preventing plague may be explained:
   (a) Keeping cats
   (b) Using rodenticide
   (c) Using traps
   (d) Clearing all bushes
   (e) Covering holes and cracks on walls, floors and ceilings
   (f) covering foodstuffs

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(g) throwing food remains or scraps in dustbins covered with lids.

4. Houseflies carry dirt from different sources such as faeces, waste and in sores. When they are in contact with food, they leave dirt and germs which cause diseases.

5. Cockroaches like to live:
   (a) In pit latrines
   (b) In sewage systems
   (c) In cracks

Cockroaches live in those areas because they are dark and dirty.

6. Answers will depend on pupils' explanations on places in which they live. However, you should pay attention to water pollution in various ways such as waste produced at home, manure, chemical waste from industries and waste that can be transported by rain water.

7. By picking dirt from the areas in which they pass and get into contact with uncovered food. This in turn attracts germs which cause diseases.

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Chapter Three

Cookery

Introduction

In this chapter, a pupil will learn about the effects of not observing hygienic rules in food preparation, table manners and the effects of not observing deep frying rules. The pupil will also learn various packed foods for travelling purposes and their corresponding packaging materials. In addition, they will learn how to make different soft beverages. The competencies gained from this chapter will enable the pupil to prepare packed food and soft beverages in a proper way hygienically. It will also enable them to take part in entrepreneurial activities, thus earning an income.

Pupils' activities

(a) Identifying the effects of not observing hygienic rules in food preparation

(b) Explaining the effects of not observing table manners

(c) Identifying the effects of not observing deep frying rules

(d) Preparing and packing foods

(e) Preparing soft beverages

Teaching and learning resources

Stationery, cooking ingredients for a particular dish, utensils, materials for packing foods and drinks

Note: Materials and ingredients to be used will depend on the specific type of food or drink to be prepared and those that are found in a particular environment.

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Teaching Steps

1. Guide the pupils to:
   (a) Brainstorm food preparation to come up with the effects of not observing hygiene rules in food preparation. Then share the answers in class. Review pupils' responses and make improvements where needed;
   (b) Read about the effects of not observing hygiene rules in food preparation and then ask comprehension questions;
   (c) Answer questions through class participation. Clarify points which are not clear or controversial; and
   (d) Conduct Activity 1. Make sure the roleplay provides the intended message. Make adjustments where needed.

2. Guide the pupils to:
   (a) Use think-ink-pair-share to identify the effects of not observing table manners;
   (b) Discuss the presented answers and make corrections where necessary;
   (c) Read the text about the effects of not observing table manners. Then ask comprehension questions; and
   (d) Conduct Activity 2. The roleplay should provide the intended message. Make corrections where necessary.

3. Guide the pupils to:
   (a) Brainstorm the effects of not following deep-frying rules;
   (b) Read the text about the effects of not following deep frying rules; and
   (c) Attempt Exercise 1. Check the accuracy of their answers and give the pupils feedback.

4. Guide the pupils to:
   (a) Brainstorm factors to consider when packing food;
   (b) Identify various foodstuffs suitable for packing with their appropriate packaging materials;

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(c) Read the text about the preparation of packed foods; ask comprehension questions and provide feedback where necessary;

(d) Prepare utensils, equipment and ingredients to be used in preparing and packaging various foodstuffs of their choice;

(e) Prepare foodstuffs following appropriate procedures. Use other available ingredients in their surroundings;

(f) Pack the food they have prepared using appropriate packaging materials;

(g) Clean up the area, utensils and equipment used in food preparation;

(h) Discuss the challenges they faced during the preparation and packaging of foodstuffs;

(i) Conduct Activity 3; and

(j) Attempt Exercise 2. Review pupils' responses and give them feedback for corrections if any.

5. Guide the pupils to:

(a) Use think-ink-pair-share, to identify the benefits of soft beverages;

(b) Discuss in class; then clarify or improve where necessary;

(c) Read the text about the benefits of soft beverages and their preparation then ask the pupils comprehension questions and provide feedback where necessary;

(d) Prepare utensils, equipment and ingredients for making fruit juice and other soft beverages of their choice;

(e) Prepare a mixed fruit juice and other selected soft beverage; following the appropriate steps;

(f) Clean up utensils, equipment and the area used in the preparation of the beverage;

(g) Discuss the challenges they faced during the preparation of a particular beverage and how they solved them;

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(h) Conduct Activity 4. Make sure pupils observe the correct steps of making juice; and

(i) Attempt Exercise 3. Review pupils' responses and give them feedback for corrections.

Answers to Exercise 1

1. Disadvantages of not observing deep frying rules
   (a) Oil can sprinkle and cause oil flames during immersion of food;
   (b) Oil spills during frying may cause fire if the pan is filled to the maximum; and
   (c) Food can absorb oil if the oil is not warm enough.

2. Pupils should describe four effects among the following:
   (a) Catching diseases such as typhoid fever, cholera and diarrhoea;
   (b) Breeding of insects such as cockroaches, flies, ants and destructive animals like rats;
   (c) Slipping, falling and breaking of limbs due to walking over spilled water in the kitchen or raw food peels scattered on the floor;
   (d) Getting injured by cuts due to sharp, broken or cracked objects;
   (e) Eating food contaminated with hair if the head was not covered during food preparation;
   (f) Eating contaminated food if the person who prepared it had long and dirty nails;
   (g) Breaking utensils due to improper kitchen arrangement; and
   (h) Food poisoning due to poor and improper storage of food with pesticides and drugs.

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3. Pupils should describe five points among the following:
   (a) Being choked with food due to talking while eating;
   (b) Getting diseases such as diarrhoea, cholera and typhoid fever due to eating contaminated food;
   (c) Annoying other people you are eating with due to licking spoons or fingers during eating;
   (d) Dropping or spilling food on the table or down on the floor due to improper holding or handling of table utensils such as spoons, forks or knives;
   (e) Serving large portions of food that may cause others to miss food;
   (f) Bloating due to overeating;
   (g) Eating dirty and contaminated food with dandruff or hair due to scratching the head during meal time;
   (h) Annoying others due to belching. Sometimes, belching is accompanied by bad breath. Even though belching is involuntary, you are supposed to cover your mouth and ask for pardon when it happens; and
   (i) Making the table or eating place dirty by keeping food remains such as meat or fish bones or fruit peels onto it.

Answers to Exercise 2

1. Ingredients for pancakes
   (a) Wheat flour
   (b) Eggs
   (c) Sugar
   (d) Salt
   (e) Cardamom
   (f) Lukewarm water
   (g) Cooking oil

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2. The pupils should mention five types of packaging materials among the following:
   (a) Plastic containers
   (b) Plastic bags
   (c) Aluminium foil
   (d) Glass or plastic bottles
   (e) Clear or transparent plastic glasses
   (f) Basket
   (g) Paper bags
   (h) Hard paper boxes
   (i) Banana leaves

3. The pupil should mention five points among the following:
   (a) You are supposed to pack a balanced meal. Ensure appropriate proportions of food including protein, starch, vitamins and minerals.
   (b) Packed food should remain in its original shape before it is eaten. For example, fish should remain in its original whole form or piece.
   (c) Food should be in good condition all the time.
   (d) Food should be easy to pack, handle and carry.
   (e) Food should be packed in proper materials to preserve heat or cold.
   (f) Pack fruits, cold and hot beverage properly.

Answers to Exercise 3

Part A

1	2	3	4	5	6	7
False	True	False	False	False	True	False

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Part B

1	2	3	4	5	6
E	D	F	H	G	C

Part C

1. The kitchen floor can be slippery due to spilled water, oil or food peels like bananas or potatoes. If someone steps on it, he or she can slip, fall and may break body limbs.
2. Pupils should name five of these pests: cockroaches, ants, mosquitoes, bedbugs, lice, fleas and flies or others that they know.
3. The pupils should mention 5 benefits of soft beverages among these:
   (a) Satisfying thirst
   (b) Adding nutrients to the body
   (c) Increasing the amount of water required by the body and supporting food digestion
   (d) Cooling the body
   (e) Protecting the body from diseases
   (f) Increasing income if sold
4. Too many citrus fruits will make the juice sour.

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Chapter Four

Principles of singing

Introduction

In this chapter a pupil will learn principles of choral singing in four voices. Also the pupil will learn important skills to consider in order to become a good singer. The principles and skills will enable the pupil to sing well hence develop a means of generating income.

Pupil's activities

(a) Classifying voices in a choir

(b) Identifying issues to consider in order to become the best singer

(c) Singing various songs in four voices

Teaching and learning resources

These involve various songs including the Tanzanian National Anthem (Mungu Ibariki Tanzania) and patriotic songs such as "Tanzania Nakupenda" and "Tazama Ramani". Also, resources such as CDs and DVDs for domestic songs that reflect singing in four voices; radio, computer, keyboard, pitch pipe/tuner, conducting baton, choir costumes and images or illustrations that show various types of choir.

Teaching steps

1. Guide the pupils to:
   (a) Brainstorm types of voice in a choral group;
   (b) Discuss singing in groups and their participation in singing;
   (c) Identify types of choir using the technique of think-ink- pair-share;
   (d) Discuss techniques of singing choral songs;

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(e) Read the text about choral singing, types of choir, division and arrangement of singers according to voices, importance of singing by considering principles of singing in four voices, skills in singing choral songs and the best techniques of singing choral songs. Then ask them comprehension questions;

(f) Identify types of voice in the National Anthem;

(g) Listen to a number of songs in CDs and watch various choirs on DVDs; then ask the pupils to discuss what they have learnt using the guiding questions; and

(h) Perform Activity 1. Assess pupils' activities and provide feedback for corrections.

2. Guide the pupils to:

(a) Discuss in groups important things which make a singer competent in singing;

(b) Identify various types of food and drinks which can enable a singer to have the best voice;

(c) Discuss in groups various things for a singer to consider when singing;

(d) Discuss techniques of singing choral songs in four voices using the technique of think-ink- pair- share;

(e) Read the text about important things that make a singer competent and food and drinks recommended for a singer. Also, read about precautions for a singer and the techniques of singing choral songs in four voices. Then ask them comprehension questions; and

(f) Perform Activity 2. Assess pupils' activities and provide feedback for corrections.

3. Guide the pupils to:

(a) Discuss in groups various songs sung in four voices;

(b) Sing each voice separately for the first part of the song they have selected;

(c) Sing each voice separately for the second part of the song

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they have selected;

(d) Sing each voice separately for the whole song they have selected;

(e) Sing the whole song combining all the voices;

(f) Sing the National Anthem, patriotic songs and the school anthem in four voices; and

(g) Attempt the provided Exercise. Assess pupils' answers and provide feedback for corrections.

Answers to the exercise

1. To improve competence in singing, attract audience and put emphasis on the message of the song
2. Third voice or tenor
3. To start the song, lead the choir and finish the song properly
4. First voice or soprano
5. The first voice or soprano is the highest voice normally sung by females with the highest pitches; the fourth voice or bass is the lowest. It is sung by males who have deep voices.
6. Four voices
7. Building up skills in voice comparison, voice balancing and proper pronunciation of lyrics
8. The fourth voice or bass
9. The second voice or alto
10. Mass choir

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Chapter Five

Principles of acting

Introduction

In this chapter, a pupil will learn about types of acting, rules of developing a play, preparation for acting and acting by the correct rules of acting. Learning the rules of play development will enable the pupil to be competent in developing a play. Similarly, in learning the skills of play development and acting, the pupil will be able to identify various techniques used in developing a play professionally. The competencies gained will also enable the pupil to recognise that play development and acting are among the employment opportunities in life.

Pupil's activities

(a) Analysing the rules of developing a play
(b) Identifying the steps in developing a play
(c) Analysing the rules of acting
(d) Identifying the rules to be observed by an actor/actress while on stage
(e) Acting and using costumes, props and make-ups in relation to the play and environment

Teaching and learning resources

Costumes, powder, lipsticks, henna, clay of different colours, ocrea, soot, beads, chain, earrings, bracelets, eyeglasses, armlets, masks, hoe, stool, spear, shield, club, fake gun, table, various still pictures of people acting, an example of play script, various acting videos, various illustrations showing places of acting, curtains and canvas painted curtain

Teaching steps

1. Guide the pupils to:
   (a) Using the think - ink - pair - share technique, discuss the types of acting;
   (b) Brainstorm the rules of developing a play;

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(c) Discuss the rules of developing a play in groups;
(d) Read the text about acting and rules of developing a play; and then ask them comprehension questions; and
(e) Ask and answer questions about the rules of developing a play.

2. Guide the pupils to:
   (a) Discuss in groups the steps in developing a play;
   (b) Read the text about the steps in developing a play; and
   (c) Ask and answer questions about the steps in developing a play.

3. Guide the pupils to:
   (a) Using the think - ink - pair - share technique, discuss the rules to observe when preparing for acting;
   (b) Read the text about rules to observe when preparing for acting; and
   (c) Ask and answer questions about the rules to observe when preparing for acting.

4. Guide the pupils to:
   (a) Discuss in groups the rules to be observed by an actor/actress while on stage;
   (b) Read the text about the rules to be observed by an actor/actress while on stage; then ask them comprehension questions; and
   (c) Ask and answer questions about the rules to be observed by an actor/actress while on stage.

5. Guide the pupils to:
   (a) Conduct the activity of developing a play;
   (b) Discuss in groups various materials to be used in making costumes, props and make-ups for the developed play;
   (c) Create or improvise costumes, props and make-ups in relation to the developed play;
   (d) Perform the developed play in class;
   (e) Discuss the performed play and share comments to strengthen the play; and
   (f) Attempt the Exercise provided. Evaluate pupils' responses and give them feedback for corrections.

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Answers to the exercise

Section A

1	2	3	4	5	6	7
True	False	False	False	True	False	True

Section B

1. C 2. D 3. B 4. A 5. F

Section C

1. Ornaments and applied make-ups
2. A pupil should mention three things from the following.
   (a) Reading the play
   (b) Taking a character/role
   (c) Rehearsing
   (d) Preparing a stage/performance area
3. Props and costumes
4. Major characters
5. Benefits of plays are to:
   (a) Educate, warn, impart good morals, transmit and preserve culture
   (b) Entertain, amuse and console
   (c) Generate income
6. There are four types of acting. These include acting with words and actions, mime, acting by creating still images and dance drama.
7. In acting by creating still images, an actor/actress does not move his/her body and does not use voice.
8. A pupil should name five worn make-ups among the following: earrings, a chain, beads, fake hair, fake beard, bracelets, eyeglasses, a watch and armlets.
9. Stage and audience.

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Chapter Six

Clay modelling

Introduction

In this chapter, a pupil will learn about modelling flower pots using clay soil through guide lines. The major task will be to prepare a mould which will be used to make flower pots. After making the pots, the pupil will decorate and burn them using an open kiln. The competencies gained, will enable the pupil to conduct entrepreneurial activities as a source of income.

Pupil's activities

(a) Making flower pots using a mould
(b) Firing clay flower pots in an open kiln
(c) Preserving fired flower pots

Teaching and learning resources

Clay, cement, sand, a sieve, flower pots, wire mesh, water, brick layer's trowel, a rope, sample of mould, oil paints, palette, painting brush and kerosene, flowers, mould samples, and examples of decoration designs

Teaching steps

1. Guide the pupils to:
   (a) Discuss various methods of making flower pots including using a mould;
   (b) Observe moulds and flower pots made by using moulds;
   (c) Read the text about flower pots modelling using clay, modelling material, procedures of preparing clay and about a mould, then, ask them comprehension questions;
   (d) Attempt the provided Exercise;

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(e) Discuss steps in making a mould using think-ink- pair-share;

(f) Read the text about steps in making a mould and making flower pots using a mould. Then ask them comprehension questions;

(g) Perform Activity 2. Verify the correctness of their answers and give feedback for corrections; and

(h) Clean the working area and tools.

2. Guide the pupils to:

(a) Discuss various methods of firing clay objects they know;

(b) Read the text about firing flower pots using fire then ask them comprehension questions;

(c) Arrange pieces of firewood, dry leaves and firing area;

(d) Fire flower pots through the intended steps; and

(e) Put off the kiln fire and make the kiln and the area clean.

3. Guide the pupils to:

(a) Brainstorm various means of preserving flower pots properly;

(b) Discuss the text on how to preserve fired flower pots; and then ask them comprehension questions;

(c) Preserve properly flower pots which have been fired; and

(d) Attempt Exercise 3. Observe pupils' work and make corrections if any.

Answers to the exercise

Section A

1	2	3	4	5	6	7	8	9	10
False	False	True	False	True	False	False	True	False	False

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Section B

1. A mould is a hollow container used to give shape to malleable or molten material when it cools and hardens. The advantage of a mould is to model many and similar objects within a short time;
2. Two phases of decorating clay objects: The first phase is done when the object is still plastic. The second phase is done after the object has been fired. e.g. painting;
3. Thin pieces of firewood and dry grass burn brightly and form flames. Firing clay objects requires fire flames and not heat from charcoal;
4. Objects made using clay are fired so as to be strong;
5. Pinching, coil, slab, machine and moulding are other methods of modelling; and
6. The difference between an open kiln and closed or an interior kiln is shown in the table below.

Open kiln	Closed or interior kiln
It has no structure.	It has a structure with a door for passing through pots and air.
Pots, thin firewood, and dry grass are placed at a hollow ground open space.	Pots, thin firewood and dry grass are arranged inside the room.
It has no chimney.	It has a chimney.
Fire and smoke can easily swing to and from by wind.	Fire and smoke move in one direction.
Thin firewood and dry grass burn fast.	Thin firewood and dry grass burn slowly.

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Chapter Seven

Photography

Introduction

In this chapter, a pupil will learn how to take still photographs which convey messages to the community. It is expected that the pupil will develop photographic skills in taking still photographs for various uses such as decoration and commercial purposes.

Pupil's activities

(a) Analyzing the attractive places that will be used when taking still photographs
(b) Recognizing the six procedures in taking still photographs
(c) Taking still photographs considering the steps
(d) Identifying the ways of preserving photographs

Teaching and learning resources

Digital cameras, landscape still photographs, infrastructure photographs, community gathering images, envelopes, albums, samples of frames, samples of photographs in a frame, liquid glue, a masking tape, hard paper, fine paper, nylon paper, pairs of scissors, a razor blade and a ruler

Teaching steps

1. Guide the pupil to:
   (a) Discuss in groups attractive places to be used in taking still photographs for decoration, education, tourism and commercial purposes;
   (b) Present outcomes of the discussion in class;
   (c) Read the text about photographs, taking still photographs and attractive events for still photographs. Then, ask them comprehension questions;
   (d) Perform Activity 1;

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(e) Observe attractive business videos provided; then allow pupils to give their opinions; and

(f) Visit attractive areas and events in a nearby school and state issues and their reputations.

2. Guide the pupil to:
   (a) Brainstorm procedures for taking still photographs;
   (b) Identify different situations such as light and air, relating to conditions for taking photographs. Then, ask them comprehension questions;
   (c) Read the text about photographs, taking still photographs and attractive events for still photographs;
   (d) Discuss the procedures in groups;
   (e) Observe various still photographs provided and identify the procedures for taking still photographs; and
   (f) Perform Activity 2. Verify the correctness of their answers and give feedback for correction.

3. Guide the pupil to:
   (a) Brainstorm parts of a camera and their functions;
   (b) Discuss parts of a camera and their functions;
   (c) Read the text about a digital camera in order to understand its parts as well as its functions. Then, ask them comprehension questions;
   (d) Use questions and answers technique in identifying procedures for taking still photographs;
   (e) Read the text on the procedures and steps for taking still photographs. Ask them comprehension questions and verify the correctness of their answers. Then give feedback so that pupils can make corrections if any;
   (f) Perform Activity 3; Pupils may use any camera available in their environment.
   (g) Use the think-ink-pair-share technique in identifying the ethics of taking still photographs for commercial purposes;

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(h) Discuss in groups the ethics of taking still photographs; then make a summary;

(i) Read the text about the ethics of taking still photographs commercially, the uses of still photographs and mounting them on frames. Then ask them comprehension questions; and

(j) Summarize what they have learnt from their discussion and text materials concerning camera parts, their functions and ethics in photography.

4. Guide the pupil to:

(a) Discuss in groups various ways used in preserving still photographs;

(b) Read the text about preserving still photographs; Perform activity 4; then ask them comprehension questions;

(c) Perform Activity 4; then verify the correctness of their works and give feedback for corrections; and

(d) Attempt the Exercise provided. Verify the correctness of their answers and give feedback for corrections.

Answers to the exercise

Section A

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

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Section B

1. Pupils to explain five (5) procedures out of the following:
   (a) Timing differences
   (b) Setting out vertical and horizontal views of a camera
   (c) Balancing photographs
   (d) Getting the direction of the sun
   (e) Adjusting the focus for good looking

2. A frame is a tool made of wood, plastic or metal used to display or show a photograph. A frame can also mean a flat tool with a mirror in which a photograph is preserved to avoid damage.

3. A balanced photograph has the following meanings:
   (a) A full photograph distributed on a frame.
   (b) Equal distribution of the photograph on a frame.
   (c) The photograph should not incline on one side, left, right, up or down.

4. The difference between a still photograph and a motion picture
   (a) A still photograph does not touch, act or talk by itself.
   (b) A motion picture touches, acts and talks.

5. The weather that can affect the appearance of an image when taking a still photograph includes:
   (a) Normal sun
   (b) Hot sun
   (c) Clouds
   (d) Night time

6. The importance of photographs includes the following: education, memories, information, entertainment, decoration, introduction and a commodity for business.

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Chapter Eight

Screen printing

Introduction

In this chapter a pupil will learn how to make prints using the screen printing method. Skills of this type of printing will enable the pupil to be self-employed and capable of earning income.

Pupil's activities

(a) Identifying tools to be used in the screen printing method and the role of each tool

(b) Cutting stencils and affixing them on the screen

(c) Printing motifs using the screen printing method

Teaching and learning resources

A frame, screen, a table, printing colours, squeegee, printing papers, newspapers, masking tape, water, apron, kerosene, cotton cloth, samples of screen prints, motif samples in stencils and writing materials

Teaching steps

1. Guide the pupils to:
   (a) Discuss how the screen printing method is done, and its importance. The teacher summarizes the discussion;
   (b) Use the think-ink-pair-share technique to identify tools and materials required in the screen printing method;
   (c) Observe how:
      (i) A screen frame is made;
      (ii) A squeegee is made; and
      (iii) A stencil is fixed on the back of a frame.
   (d) Read the text about screen printing and its advantages. Then ask the pupils some comprehension questions;

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(e) Attempt Activity 1. Check pupils' work for improvement; and

(f) Make a summary of the learnt concepts.

2. Guide the pupil to:

(a) Read the text about preparation and important things to consider in screen printing. Then ask the pupils some comprehension questions;

(b) Prepare tools for cutting stencils;

(c) Draw motifs which will be cut to create stencils;

(d) Cut stencils to create motifs;

(e) Demonstrate their stencils in class for improvement; and

(f) Affix the stencils on the back of the screen.

3. Guide the pupil to:

(a) Read the text about the stages of screen printing and their advantages. Ask them some more comprehension questions;

(b) Print motifs in accordance with the stages of screen printing;

(c) Display stencils in class for improvement;

(d) Perform Activity 2. Check pupils' work and give them feedback for corrections;

(e) Clean the tools and the working area; and

(f) Attempt the Exercise provided. Check the accuracy of their responses and give them feedback for corrections.

Answers to the Exercise

Section A

1	2	3	4	5	6	7	8	9	10
False	True	False	False	True	False	True	False	False	True

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Section B

1. The answers will depend on a pupil's perception.
2. Advantages of the screen printing method:
   (a) To simplify work;
   (b) To produce many similar copies of the same size;
   (c) To save working time;
   (d) Framed screen can be used for a long time without wearing out;
   (e) To enhance self-employment; and
   (f) It is possible to duplicate copies of different sizes.
3. (a) The similarity between screen and stencil printing is that both use stencils and colours.
   (b) The difference is that screen printing uses a squeegee while stencil printing uses a piece of sponge.
4. Screen printing uses stencils because a stencil has designed motifs, shapes or pictures on it.
5. Points to consider when printing using the screen:
   (a) It is important to be neat during printing or else the work will be stained with colours.
   (b) Wait until the first coat of colour dries up before printing another coat. This is because wet colours have a tendency of mixing that results into another different colour.
   (c) Do not dry a printed paper in the sun. This is because the sun bleaches and causes the paper to fold.
   (d) Avoid putting the printed paper in the sun or pilling the printed paper, as this will cause the coloured one to stain other papers.
   (e) Do not put a wet printed paper into a paper bag.
   (f) When printing, your hands and working tools should always be clean.

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Chapter Nine

Crop production

Introduction

In this chapter, a pupil will learn the principles of crop production. The gained competencies will enable the pupil to produce quality crop products for home consumption and income generation.

Pupil's activities

(a) Identifying crops grown in Tanzania
(b) Explaining principles of crop production
(c) Producing crops applying the principles of crop production

Teaching and learning resources

Different crop plants found in the school farm, farms near the school and home, markets for different crop products, still pictures and videos showing crops and various activities related to respective crops, registers of various crop products, writing materials and other necessary stationery

Teaching steps

1. Guide the pupils to:
   (a) Brainstorm various crops and crop products found in Tanzania. Let them share in pairs, then in the whole class;
   (b) Read the text on crop production. Ask them some comprehension questions;
   (c) Observe Figure 1 showing some crops grown in Tanzania;
   (d) Explain with clear reasons whether the crops in Figure 1 can be grown in their areas or not;
   (e) Observe some still pictures and videos showing crop plants

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while asking them some comprehension questions which will stimulate them to learn the targeted content; and

(f) Participate in summarizing what they have learnt from still pictures and videos as well as text from Pupil's Book. Make sure you clear out misconceptions, if any.

2. Guide the pupils to:
   (a) Use the think-ink-pair-share technique to identify principles of crop production;
   (b) Present in class what they have discussed in pairs for general discussion;
   (c) Read the text on the principles of crop production; then ask them some comprehension questions;
   (d) Discuss in groups how each principle is applied in production of crops in their local area. Provide some questions to guide their discussion;
   (e) Present their group work for general class discussion; and
   (f) Summarize what they have learnt from the discussions and readings of the text from the book. Clear misconceptions, if any.

3. Guide the pupils to:
   (a) Carry out the Activity provided. Give them a checklist of key issues to learn during a field visit. Also, guide them to go through the guidelines for crop production in different agro-ecological zones so that they can choose a suitable crop for production in their respective area.

   NB. The guideline has been issued by the Ministry of Agriculture and can be accessed through: https://www.kilimo.go.tz/uploads/dasip/mwongozo_uzalishaji_mazao-crop_guideline-Tanzania-04July2017.pdf.

   (b) Present reports on their field visits for general class discussion; and

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(c) Attempt the Exercise provided. Review pupil's answers and provide feedback for corrections.

Answers to the exercise

Section A

1	2	3	4	5
B	B	A	A	D

Section B

1. Preparing a farm in a proper way and at the right time refers to making a piece of land ready for planting at the right time.
2. A quality seed is the seed which germinates without any problem and results into a healthy plant that can give high quality yields.
3. Before storing harvests from a field, a farmer is supposed to do the following:
   (a) Ensure that the crop products are well dried, especially for those that need to be stored in a dry state;
   (b) Ensure that the products have been graded basing on their quality; and
   (c) Ensure that the best ways of food storage are used to avoid food loss.
4. There are two types of markets for crop products, namely:
   (a) Domestic market and
   (b) International market
5. It is important to harvest the crop products at the right time to maintain its quality and avoid losses due to rotting or pest damage.
6. The importance of planning before starting any crop production is that it enables a farmer to have the best use of production resources such as land, capital and labour force. Thus, it enables him/her to get high yields in a cost-effective way.

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7. Important points to consider when planning for crop production:
   (a) Preparing a budget to show the expected expenditure and income to be earned;
   (b) Preparing a schedule of activities. This is a calendar showing systematically all activities of land preparation and crop management; for example, dates of buying inputs, cultivating, planting, weeding, applications of pesticides, watering, harvesting, grading and selling or storing; and
   (c) Identifying and forecasting all possible challenges related to production management and finding appropriate measures. For instance, occurrence of diseases, pests, and great changes in prices of inputs and crop products.
8. The right time for planting seeds is the time which enables the seeds to get sufficient moisture from the soil supplied either through rainfall or by means of irrigation. In addition, timely planting aims to minimize exposure of plants to negative effects such as drought, diseases, and pests. Furthermore, the seeds planted at the right time are expected to germinate and grow to healthy ones, attain maturity at suitable time and produce high yields.
9. The advantages of keeping various records in crop production are to enable a farmer:
   (a) To have data about the previous production;
   (b) To plan and manage the farm in a manner that is easier and more efficient;
   (c) To know whether he/she is getting a loss or a profit in his/her production;
   (d) To get a loan from financial institutions which lend money to agricultural activities; and
   (e) To pay income tax accordingly and correctly after selling the crop products.

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Chapter Ten

Livestock production

Introduction

In this chapter, a pupil will learn the principles of livestock production. The gained competencies will enable the pupil to efficiently produce high quality livestock products and increase profit.

Pupil's activities

(a) Identifying principles of livestock production

(b) Describing the principles of livestock production

(c) Keeping livestock by applying the principles learnt in the class

Teaching and learning resources

Livestock unit of the school farm, nearby market for livestock products, various livestock inputs available near the school, pupil's home environment, still pictures and videos showing livestock and various activities of livestock management, harvesting, preparing and selling livestock products; register for various animal production records, writing materials and other necessary stationery

Teaching steps

1. Guide the pupils to:
   (a) Brainstorm common livestock kept by human beings and their respective products. Share the points in pairs and then in class as a whole;
   (b) Read the text on livestock production. Ask them some comprehension questions and provide explanation accordingly;
   (c) Observe Figure 1 and discuss common livestock kept by various livestock keepers in Tanzania;

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(d) Explain with reasons if the observed livestock in Figure 1 are kept or found in their local area;

(e) Observe still pictures and videos provided to them on livestock and their respective products. Ask them some comprehension questions; and

(f) Participate in summarizing the discussions and in making corrections accordingly.

2. Guide the pupils to:
   (a) Use the think-ink-pair-share technique in identifying the principles of livestock production;

   (b) Present in class what they have discussed in pairs for a general class discussion;

   (c) Read the text on the principles of livestock production; then ask them some comprehension questions;

   (d) Discuss in groups how each of the principles is applied in the production of livestock products in their local area. Guided by your questions, let each group discuss one of the principles;

   (e) Present their group work for general class discussion; and

   (f) Summarize what they have learnt and make corrections where applicable.

3. Guide the pupils to:
   (a) Carry out the assigned Activity. Provide them with key issues to learn during the field study;

   (b) Present a field report in class for a general discussion; and

   (c) Attempt the Exercise provided. Check pupils' answers and provide feedback for corrections.

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Answers for the exercise

Section A

1	2	3
A	D	A

Section B

1	2	3	4	5
True	False	False	True	False

Section C

1. Important points to consider when selecting the type of animals to keep in your area.
   (a) Types of pasture or feeds required for the livestock you want to keep;
   (b) Common diseases that may affect the livestock and means of prevention and control;
   (c) Customs, culture, beliefs and taboos of the community where you want to keep your animals;
   (d) The demand for the animal products you are expecting to produce and their prices; and
   (e) Carrying capacity of selected area for a selected type of livestock.

2. Six important characteristic features of a suitable house for livestock:
   (a) It should be accessible, with enough space for movements and enough land which is not damp or easily flooded. Also it should have enough light and should be away from strong wind direction;
   (b) It should have an appropriate floor according to the type of livestock you are keeping and it should be easy to clean;

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(c) It should have strong walls that can support the weight of the roof and prevent strong winds. The walls should be ventilated to allow air movement freely;

(d) It should be roofed with suitable materials which protect the animals from strong rainfall and direct sunlight;

(e) It should not allow predators and dangerous animals to enter easily; and

(f) Windows of the building should be big enough to allow light and air to pass through.

3. Key points to observe when feeding and providing drinking water to livestock:

(a) Provide the livestock with safe feeds containing all nutrients in right amounts with respect to type, age of the animals, and level of production; and

(b) Provide the livestock with enough, safe and clean water all the time.

4. Some bad habits (vices) of animals and how to control them:

No.	Bad habit	Control
(a)	The habit of bulls to fight with others in the house or shed	Isolate the misbehaving one.
(b)	The habit of attacking and eating flesh of one's own species (cannibalism)	(i) Feed the birds with feeds containing all nutrients and allow them to have exercises. (ii) Cut short the upper beak of the chickens (de-beaking).
(c)	The habit of eating eggs	(i) Create darkness in a laying nest or create cloth covers to avoid access to eggs. (ii) Cut short the upper beak of chickens (de-beaking) and provide enough feeds containing all required nutrients.

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5. The importance of preparing livestock products before selling or storing:
   (a) It helps to keep the livestock products in a safe condition.
   (b) It improves the quality and the value of the livestock product and raises the price for better income and profit.

6. (a) An agricultural extension officer is a skilled person in livestock and crop production trained to advise and work with farmers.
   (b) In order to be productive and efficient in the production of livestock products, we are advised to make use of the expertise of agricultural extension officers.

7. Some other important services to be provided to livestock are:
   (a) Castrating inferior male animals;
   (b) Removing overgrown horns or dehorning to prevent injury among them and the animal keepers;
   (c) Ear-marking and branding for identification; and
   (d) Cutting short female sheep's tails to allow easy mating.

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Chapter Eleven

Protecting a consumer and attracting customers

Introduction

In this chapter, a pupil will learn how to protect a consumer against expired products and the techniques for attracting and winning customers. The gained competencies will enable the pupil to conduct various entrepreneurial activities efficiently and successfully.

Pupil's activities

(a) Discussing measures that should be taken to protect a consumer against expired products

(b) Identifying different techniques for attracting and winning customers

Teaching and learning resources

Samples of packaged products with expiry dates on, leaflets and business cards, pens, pencils and other stationery

Teaching steps

1. Guide the pupils to:
   (a) Answer preliminary questions on protecting a consumer against expired products. The pupil should attempt the questions individually; then share in pairs and finally in class as a whole;
   (b) Read the text on protecting a consumer against expired products and measures to be taken against the products;
   (c) Discuss in groups, then in the whole class measures to be taken to protect a consumer against expired products;

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(d) Summarize measures to be taken to protect a consumer against expired products; and

(e) Perform Activity 1. Check pupils' answers and provide feedback for corrections.

2. Guide the pupils to:
   (a) Brainstorm and identify different ways of attracting and winning customers;
   (b) Discuss in groups different ways of attracting and winning customers;
   (c) Read the text on techniques for attracting and winning customers. Ask them some comprehension questions;
   (d) Perform Activity 2 and summarize main themes of the play. The emphasis should be on the best use of each technique in attracting and winning customers; and
   (e) Attempt the Exercise provided. Review pupils' work and give them feedback for corrections.

Answers to the exercise.

1. Using the price discount techniques to attract customers, an entrepreneur will sell many items; hence, increase sales and get more profit.
2. The advantages of using social networks in attracting and winning customers include:
   (a) Reaching more customers in a short time;
   (b) Reaching customers in a wider geographical location;
   (c) Reaching customers through advertisements to make the product known at a lower cost compared to the use of radio or television;
   (d) Facilitating electronic commerce and transactions; and
   (e) Enabling an entrepreneur to provide more information to customers.

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3. An entrepreneur should protect the customer against expired products. This is done by making sure that he/she is aware of laws and regulations that govern protection of customers against expired products. The entrepreneur should be ready to abide by the laws to make his/her business flourish.

4. She/he is supposed to use good language in attracting customers because they feel cared, valued and respected. Good language makes them ready to continue buying the products.

5. It is important for the consumer or customer to consider the expiry dates of products to avoid health risks that might occur. Similarly, she/he should avoid using products that cannot provide the expected results.

6. An entrepreneur can use a mobile phone to attract customers in various ways such as:
   (a) Getting feedback for the product sold to the customer. This helps to know if the customer's expectations were met or not; hence making some improvement in the product;
   (b) Informing the customer about new products or services in your business;
   (c) Searching for customer needs, especially after knowing the sales' pattern of your products on the market; and
   (d) Making follow-ups of your previous customers who are no longer buying from you and welcoming them back to your business.

7. Features of a good leaflet for attracting and winning customers:
   (a) It should be written in a simple and understandable language; and
   (b) It should contain all necessary information in brief concerning the business, for example, name of the business, kinds of goods or services available, benefits of the product and contact addresses such as telephone numbers, e-mail addresses and a website.

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8. A pupil to explain any four points among the following:
   (a) Selling quality products which have not expired;
   (b) Giving correct change to your customer;
   (c) Using proper weighing instruments to measure products;
   (d) Charging a fair price for a product;
   (e) Avoiding committing false promises to customers;
   (f) Avoiding selling fake, prohibited or unauthorized products.

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Chapter Twelve

Financial services

Introduction

In this chapter, a pupil will learn about financial services provided by banks. The gained competencies will enable the pupil to run entrepreneurial activities more effectively and efficiently.

Pupil's activities

(a) Analysing financial services provided by banks

(b) Identifying advantages of using financial services provided by banks and disadvantages of not using such services

Teaching and learning resources

Leaflets describing financial services provided by banks, notebooks and other necessary stationery

Teaching steps

1. Guide the pupils to:

(a) Brainstorm the financial services provided by banks or other financial institutions;

(b) Discuss in groups financial services provided by banks or other financial institutions, then present their group work in class for discussion. Review their answers and provide feedback for corrections;

(c) Read the text about financial services provided by banks. Ask them comprehension questions;

(d) Attempt Exercise 1. Invite a financial expert from a bank or any other financial institution to talk to the pupils about services provided by banks or other financial institutions and how these services can contribute to business development; and

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(e) Discuss and summarize what they have learnt from the guest speaker/study tour.

2. Guide the pupils to:
   (a) Read Bahati and Neema's case study;
   (b) Perform Activity 2 and summarize what they have presented. Check pupils' answers and provide feedback for corrections; and
   (c) Attempt the Exercise provided. Review and mark pupils' work and give them feedback for corrections.

Answers to the Exercise

1. A bank is a financial institution approved by the government to keep and lend money and provide other financial services to individuals, groups of people or organizations.
2. The pupils should identify four financial services offered by banks from the following:
   (a) Money deposits;
   (b) Making payments by cheque;
   (c) Savings;
   (d) Receiving and providing interest;
   (e) Loan services; and
   (f) Foreign currency exchange.
3. Current and savings account.
4. In a savings account, customers can deposit and withdraw money whenever they want. In a fixed deposit account, customers are required to deposit and will not be able to withdraw money before the fixed deposit date matures.
5. Entrepreneurs can take bank statements from their respective banks at any time.
6. The main benefit of a loan from a banking institution is to enable entrepreneurs to expand their capital.

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7. Answers will come from pupils. Here are some additional points.
   (a) It is safe to deposit and save money in a bank;
   (b) The use of a fixed deposit account increases savings due to interests paid by a bank;
   (c) The use of one of the financial services from the bank provides an opportunity to learn more about other services provided by banks that help in entrepreneurial activities. It is important that a person is ready to learn all the time;
   (d) Having savings in a bank makes it easier to get a loan for developing entrepreneurial activities. This is because savings can be used as a collateral of loans;
   (e) Saving money in a bank helps one not to spend money out of plan. For example, if Bahati had kept her money in a bank, it would not have been easy for her to buy bedsheets out of budget; and
   (f) When a business loan is used properly, it increases the financial capacity and hence the capital of an entrepreneur. The entrepreneur will thus be able to buy many products for selling and managing other business expenses. Eventually, this will increase profit.

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