

Standard six English language notes



Figure 1

1.COMPREHENDING ORAL AND WRITTEN INFORMATION

1.1 Listening and comprehending information presented orally

a). Listening to recorded material about common issues and answer questions orally.

Speaking practice

a) In pairs, read and act out the following dialogue.

Pata: Hi Tizo, how do you feel?

Tizo : Hi Pata, I am feeling much better, if I hadn't gone to the hospital, I wouldn't have improved this much.

Pata: What did the doctor say?

Tizo: He said that I had a bacterial infection which, I think, I got either at school or at home.

Pata: I hope you get well soon. Take care because our surroundings are full of bacteria.

Tizo: That's true, but if our surroundings are clean, we will all be safe from diseases.

Pata: Certainly! I agree with you. We should be serious about cleanliness.

Tizo: Right. If we are serious, we will make sure we cut the grass and remove all dirt.

Tizo: Absolutely! We also have to clean our houses.

Pata: Very true. Unless we study these practices, we will always be falling sick.

Tizo: It has been nice talking to you.

Pata: It has been nice talking to you too. Now, let me go. You need to get some rest. Goodbye and take care.

Tizo: Bye, see you soon.

b). Re-read the dialogue and answer the following questions.

1. Why did Tizo go to hospital
2. Why did he fall sick?
3. What should we do if we want to avoid diseases?
4. What will happen if we do not go to hospital early when we fall sick?
5. Experience shows that some people do not go to hospital when they fall sick. Give four reasons as to why they do not do so.

c). Say the following tongue twister aloud several times

Clean clams crammed in clean cans.

Reading practices

a) Read the passage below and answer the questions that follow.

Mtakuja village cleaning day

It was Saturday, early in the morning when everybody was supposed to take part in cleaning the village surroundings. Men, women and children gathered at the village office ready for work. They were carrying different cleaning tools including

machetes, scythes, hoes, long and short brooms, buckets, masks and gloves. Everybody was supposed to participate, unless he/she was sick.



Mr Mtumzuri, the village chairperson, was also there. He addressed the villagers on the issue of cleanliness. Firstly, he said that he was delighted to see that the villagers had responded positively to national campaign to clean their surroundings. Secondly, he instead on the importance of keeping the village surroundings clean. Thirdly, he asked everybody to consider himself or herself as part of the team. He concluded, "If we all work together as a team, the task will be easy and effective." He then welcomed Ms Zawadi Mtukwao, a health officer, who was also impressed by the people's response to the task of cleaning the surroundings.

One of the things that Ms Zawadi talked about was how to prevent malaria. She said, "We must get rid of pools of stagnant water and old containers such as bottles and cans. If we do this, it will stop mosquitoes that cause malaria from breeding. Make sure that you have a pit at home to throw your rubbish in, and special dustbins for tins and bottles. This will help us keep our surroundings clean and attractive." The health officer also encouraged people to use toilets. The villagers received the advice.

The village chairperson thanked the health officer for her speech. Then, he reminded the villagers about the village rule that requires everybody to participate

in cleaning the village surroundings. He said, "If you don't participate you will have to pay a fine. Such fines will be used to buy more cleaning tools."

People listened calmly and attentively. After the speech, the villagers were divided into small groups. Some groups were assigned the task of clearing the bushes around the trees and along the paths. Others were asked to collect plastic bags and bottles and cut the long grass around the village. Some strong people volunteered to dig trenches to allow rain water to flow freely. People sang happily while they were working. It took them about four hours to finish the task, but they did not look tired. They also did not complain because they knew that, if they had not done the job thoroughly, they would not have beautiful and health surroundings.

Questions

1. What day of the week did the villagers meet to clean the village surroundings?
2. Who participated in the cleaning task?
3. What tools did they use to clean their surrounding?
4. What two things did the village chairperson talk about?
5. What three things did the health officer talk to the villagers about?

Vocabulary practice

a) Match the words in column X with their meanings in column Y

No	Column X	Answers	No	Column Y
	Words			Their meanings
1	Surroundings		i	not moving
2	Prevent		ii	make someone pay money as a punishment
3	Machetes		iii	long, narrow holes dug in the ground
4	Hoes		iv	take part in an activity or event
5	Team		v	an area that has not been cleared
6	Stagnant		vi	large knives used as weapons or tools
7	Fine		vii	areas around
8	Participate		viii	protect from
9	Trenches		ix	tools used for cultivating or clearing the ground
10	Bush		x	a group of people working together

b). Select the words from the box below to complete the sentences that follow

harmful	dirt	Throwing	Poisoned	Neat
rubbish	dust	dustbins	Disposable	Containment

1. We have a lot of at our school.

2. Anna wipes the off her desk.
3. People throw everywhere and make the surroundings dirty.
4. Don't drink Water.
5. My little brother uses..... nappies.
6. They are the rubbish in the pit.
7. Living in dirty surroundings is

Language practice

Expressing Condition

Conditional Sentences

A condition

Is something that has to be fulfilled first before something else could happen.

Example

If you don't pay school fees, you will not sit for the exams.

That is to say: You have to pay fees first so that you can be allowed to sit for exams.

- ✓ If you study hard, you will pass your exams.
- ✓ If Zainabu sleeps early, she will wake up early.
- ✓ If Hassan drives a car, we will arrive on time.
- If, unless or in case are the common words used in conditional sentences.

2. Types of conditional sentences

There are three types of conditional sentences.

i). Conditional sentences (type 1)

This refers to the future. An action in the future will only happen if a certain condition is fulfilled by that time.

If + simple present + will (future tense)

Example

- If I call him, he will come.
- If you throw a stone in the water, it will sink.
- If you heat butter, it will melt.

Exercises

a). Make 10 Conditional sentences type 1

b). Complete the conditional sentences type 1 by changing the verbs provided in the brackets into the correct form

1. If you _____ (send) this letter now, she _____ (receive) it tomorrow.
2. If I _____ (do) this test, I _____ (improve) my English.
3. If I _____ (find) your ring, I _____ (give) it back to you.
4. Salma _____ (go) shopping if she _____ (have) time in the afternoon.
5. Simon _____ (go) to London next week if he _____ (get) an air ticket.
6. If I _____ (go) out tonight, _____ (go) to the cinema.
7. If you _____ (get) back late, I _____ (be) angry.
8. I _____ (come) early, if you _____ (ant).
9. They _____ (go) to the party, if they _____ (be) invited.
10. She _____ (stay) in London, if she _____ (get) a job.
11. He _____ (not/ get) a better job, if he _____ (not/pass) that exam.
12. I _____ (buy) a new dress, if I _____ (have) enough money.
13. She _____ (cook) dinner, if you _____ (go) to the supermarket.
14. We _____ (be) late if we _____ (not/hurry).
15. She _____ (take) a taxi, if it _____ (rain).

ii). Conditional sentences (type 2)

This refers to the situation whereby an action could happen if the present situation was different. In this case it is possible but very unlikely that the condition will be fulfilled.

If + simple past + would + infinitive verb

Examples

- If I had a car, I would take you to him.
- If I tried hard, I would pass the test.

Exercises.

a). Make 10 Conditional sentences type 2

b). Complete the conditional sentence type 2 by changing the verb into the correct form.

1. If we (have) _____ a yacht, we (sail) _____ the Indian Ocean.
2. If they (tell) _____ their father, he (be) _____ very angry.
3. If I (live) _____ on a lonely island, I (run) _____ freely all day.
4. If I (be) _____ you, I (get) _____ a new job.
5. If he (be) _____ younger, he (travel) _____ more.
6. If I (have) _____ enough money, I (buy) _____ a big house.
7. She (spend) _____ a year in the USA, if it (be) _____ easier to get a visa.

8. My brother (buy) _____ a sports car, if he (have) _____ the money.
9. We (buy) _____ a house, if we (decide) _____ to stay here.
10. They (have) _____ more money, if they (not/ but) _____ so many clothes.
11. They (go) _____ to Spain on holiday, if they (like) _____ hot weather.
12. She (pass) _____ the exam, if she (study) _____ more.
13. We never (be) _____ late again, if we (buy) _____ a new car.
14. You (lose) _____ weight, if you (eat) _____ less.
15. We (come) _____ to dinner, if we (have) _____ time.

iii). Conditional sentence (type 3)

This shows that all things are in the past and nothing can be done at the moment.
Type 3 is also called a 'rejected condition'

If + past perfect (would have/ could have)

Examples

- If we had hired a car, we would have saved time.
- If we had woken up early, we would have arrived on time.

Exercises

a). Make 10 Conditional sentences type 3

b). Complete the conditional sentence type 3 by changing the verb into the correct form.

1. If Mwajuma (has) _____ Money, she (buy) _____ More dresses.
2. If I (have) _____ a car, I (have) _____ taken you to him.
3. If he (have) _____ more time, he (learn) _____ Karate.
4. If you (go) _____ by bike more often, you (be/not) _____ so tired.
5. If you (not/ be) _____ late, we (not/ miss) _____ the bus.
6. If she (study) _____, she (pass) _____ the exam.
7. If we (arrive) _____ earlier, we (see) _____ Amina.
8. If we (not/go) _____ to the party, we (not/meet) _____ them.
9. If he (take) the job, he (not/go) _____ travelling.
10. He (be) _____ happier, if he (stay) _____ at home.
11. She (pass) _____ the exam, if she (study) _____ harder.
12. We (not/ get) _____ married, if we (not/ go) _____ to the same university.
13. They (be) _____ late, if they (not/ take) _____ a taxi.
14. I (call) _____ you, if I (not/ forget) _____ my phone.
15. She (not/do) _____ it, if she (know) _____ you were ill.

Writing practices

1. Structure of conditional sentence

There are two basic possibilities for sentence order

If	Condition	Result
If	I am late	I will get fired
Or		
Result	If	Condition
I will get fired	if	I am late

Exercises

a). Use 'if'..... or 'Unless'..... to fill in the blanks in the following sentences.

1. You don't change your ways, you will be in trouble.
2. he tries, he will never win.
3. I will tell him the truth I meet him.
4. You will not lose weight You exercise regularly.
5. We hurry up, we will arrive on time.
6. You wear a warm jacket, you will feel cold.
7. I will go to see a doctor..... I don't feel better.
8. She asked me..... I like soccer.

b). Re-arrange the following words to make a meaningful sentences.

1. You to hospital go feel if sick.
2. Fail the Pindi unless will hard works examinations she.
3. It to if Piti not will school go rains.
4. He see head teacher comes if the Tami will.
5. The you will not pay unless get water bill you service the
6. Will you unless call her come not she.
7. Bahati to if the she buy goes fruits some will market.
8. Miss we hurry the bus unless we will up.
9. Shoes if fit I they will buy theme.
10. Rich, are cannot you unless buy very car that you.

c). Complete the following conditional sentences by writing the correct verb as instructed in each sentence.

1. If we _____ (not/ work) harder, we _____ (not pass) the exam. (type 1)
2. If the students _____ (not be) late for the exams, they _____ (pass). (type 3)
3. If the weather _____ (not be) so cold, we _____ (go) to beach. (type3)
4. If she _____ (have) her laptop with her, she _____ (email) me. (type 2)
5. If she _____ (not go) to the meeting, I _____ (not go) either. (type 1)
6. If the baby _____ (sleep) better last night , I _____ (not be) happy.(type 3)

7. If the teacher ____ (give) us lots of homework this weekend, I ____ (not be) happy. (type 1)
8. If Lucy ____ (have) enough time, she ____ (travel) more. (type 2)
9. If the children ____ (not eat) soon, they ____ (be) grumpy. (type 1)
10. If I ____ (not go) to bed soon, I ____ (be) tired in the morning. (type 1).

d). Choose the correct answer and write its letter

1. If I ____ you, I would opt to join university.
A) were B) was C) had been D) has
2. ____ you are strong enough, you can't climb the Mountain.
A) If B) Unless C) Because D) with
3. If I ____ you, I would cook chapatti.
A) was B) were C) am D) is
4. ____ you eat protein in food, you will be thin.
A) if B) unless C) although D) with
5. She will pass the examination ____ she works hard.
A) and B) if C) unless D) even
6. If it ____ we shall not go to town.
A) Rained B) is rain C) rain D) rains
7. I will write you a letter ____ you ask me to do so.
A) if B) although C) unless D) then
8. ____ you study hard, you will fail the examination.
A) may be B) if C) unless D) whether
9. ____ you make practice, you will improve your handwriting.
A) if B) unless C) even D) despite
10. If you ____ hard, you would have passed with flying colors.
A) will study B) has studied C) have studied D) had studied

b). Listening to and retell information on school matter.

Speaking practice

a). Read the statement in column A and say whether you agree or disagree with them. Two examples have been done in column B.

No	Column A	Column B
1	You must work hard to perform well.	I agree with you that I must work hard to perform well
2	It is unnecessary to be a good leader in school.	
3	A clever pupil is the one who fails in examinations.	
4	It is a good thing to sit down and set up goals for Improving your academic performance.	

5	Clever pupils must be punished.	
6	Doing examinations is wastage of time.	
7	Smart pupils always perform well.	
8	Intelligent pupils deserve to be rewarded	
9	If you face any difficulty in your studies, you should not tell anybody.	
10	You can succeed in your studies even without good discipline.	

b). Read aloud the following tongue twister to practice pronunciation

Printed papers under pressure make pens prickle

Reading practice

Listen to the following text as it is read by your teacher.

Improving school academic performance

At the beginning of every new academic year, teachers and pupils at Kandini Primary School set their goals for improving their academic performance. At the beginning of this year, standard six pupils were very eager to set their goals with their class teacher. On that particular day, their teacher started with general discussion on their academic performance. She said that most pupils did well in their terminal examinations; therefore, she was happy with their performance. However, she was unhappy with the performance of a few pupils who did not do well. She said that they had set new goals that would enable everybody to perform better. The pupils were allowed to point out important things which would contribute to their academic improvement.

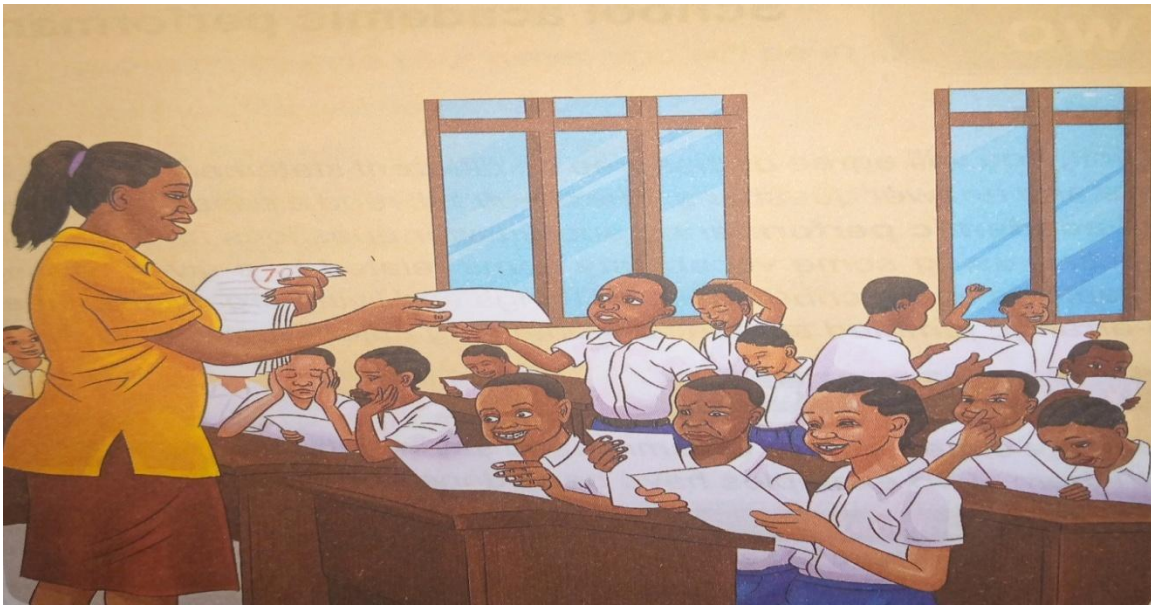
First of all, the pupils were concerned about discipline. They agreed that every pupil should follow school regulations. The teacher added, "When you are disciplined, you can focus on your studies. In this way, you can concentrate more on your lessons and allow yourselves to think clearly and effectively."

Secondly, they discussed the importance of giving equal consideration to every subject. The teacher said that she had noted that some pupils did very well in some subjects but did very badly in others. She said that she could not understand why pupils a pupil could have an 'A' in mathematics and 'D' in other subjects.

Then they talked about cooperative learning. Some pupils even gave examples of pupils who had worked cooperatively in previous years, and they all had succeeded by scoring an average of 'A' in their school leaving examinations. The

teacher advised the pupils to work cooperatively regardless of individual differences. She said, "Some pupils neglect others because they consider them dull. The truth is that nobody is dull. The person you consider dull today can be brightest of all tomorrow". This statement raised a lot of positive responses from the pupils. They gave more examples of previous pupils who were once below average but later became the best and passed their final examinations with flying colors.

In addition, the teacher insisted on the importance of attentive listening which helps in understanding what is being taught. Then, the pupils discussed about monthly test and the displaying of the results on the notice board for everybody to see his/her performance and compare it with that of others. The teacher advised them to always be ready for tests and examinations by doing regular revisions.



She also said, "in case of any difficulty, consult your teacher because they are there for you. You can seek help from them for any difficult questions." She added that, after every three months, there would be an academic competition with class six pupils from neighboring schools. Then, she concluded by saying, "make sure that you work very hard and aim for the best results. Hard working pupils normally pass their examinations. Last year, you held the third position among all the primary schools in Mtika ward. This year, the best pupil will be rewarded." All the pupils were now sure this was going to be a new beginning.

Answer the following questions

1. What do teachers and pupils of Kandini Primary School do at the beginning of every new academic year?

2. What strategies did the pupils discuss with their teachers to improve their academic performance?
3. Which schools did they compete with?
4. What academic position did they hold among all the primary schools in Mtika ward the previous year?
5. What was promised for the best pupil?

Exercises

Reflect on personal academic performance

1. Think about your academic performance and write three ways of improving it further
2. Then, work in pairs and talk about how these ways can help improve your academic performance.
3. Choose three ways and share them with the whole class.

Vocabulary practice

1. Read allowed the following words
(i) Cooperative (b) flying colours (C) displaying (d) dull
2. Find the word above in the passage then read the sentences that contain the above vocabulary.

Language practice

Active Voice

This is the sentence which contains the doer (subject) of the action, and receiver (object) of the action.

Examples;

- Nunu cleans the class.
S V O
- Ismail watered the garden.
S V O
- She has done the work.
S V O

Passive Voice

This is a sentence, whereby the object takes the position of the subject. In passive voice, we try to show what is or are done by who.

Examples;

- The class is cleaned by Nunu.
O V S
- The garden was watered by Ismail.
O V S
- The work has been done by her.
O V S

Forming active and passive voice

Passive voice is formed according to the tense of the active voice, but the basis rule is that the verb in the passive voice must be in past participle form always.

Simple present tense

Examples;

Active voice	Passive voice
She plays volleyball	Volleyball is played by her.
They write a letter	A letter is written by them.
Musa sing a song	A song is sung by Musa.

Present continuous tense

Examples;

Active voice	Passive voice
She is playing volleyball	Volleyball is being played by her.
They are writing a letter	A letter is being written by them.
Musa is singing a song.	A song is being sung by Musa.

Present perfect tense

Examples;

Active voice	Passive voice
She has played volleyball.	Volleyball has been played by her.
They have written a letter.	A letter has been written by them.
Musa has sung a song.	A song has been sung by Musa.

Simple past tense

Examples;

Active voice	Passive voice
She played volleyball.	Volleyball was played by her.
They wrote a letter.	A letter was written by them.
Musa sang a song.	A song was sung by Musa.

Past continuous tense

Examples;

Active voice	Passive voice
She was playing volleyball.	Volleyball was being played by her.
They were writing a letter.	A letter was being written by them.
Musa is singing a song.	A song was being sung by Musa.

Past perfect tense

Examples;

Active voice	Passive voice
She had played volleyball.	Volleyball had been played by her.
They had written a letter.	A letter had been written by them.
Musa had sung a song.	A song had been sung by Musa.

Simple future tense

Example;

Active voice	Passive voice
She will play volleyball.	Volleyball will be played by her.
They will write a letter.	A letter will be written by them.
Musa will sing a song.	A song will be sung by Musa.

Exercises

a) Change the following sentences from active into passive voice

1. They buy flowers.
2. He is following me.
3. The girl borrowed a book.
4. Mary was solving the problems.
5. We invite them.
6. She is preparing the food.
7. A snake bites people.
8. The director was repairing our school.
9. Juma is winning the race.
10. He broke the glass.

b) Choose the correct verb to complete the following sentences

1. The money was _____ by them. (spending, spent, spend)
2. He is being _____ by the lion. (seeing, seen, saw, see)
3. It was _____ by Halima. (steal, stealing, stole, stolen)
4. The animals were not _____ by the hunters. (killed, kill, killing)
5. The medicines are _____ by the patients. (took, taken, takes, taking)
6. The handkerchief is being _____ by the wind. (blown, blowing, blew, blows)
7. The work was not being _____ by the pupils. (finish, finished, finishing)
8. The children were _____ well. (saving, saves, served, save)
9. The thieves are always _____. (catches, catching, catch, caught)
10. Matumaini was _____ away by her parents. (sent, send, sending, sends)
11. Milk is _____ before drinking. (shake, shaken, shook, shaking)
12. Parents were _____ by their children. (helped, helps, helping, help)

Writing practice

Exercises

a) Re-write the following sentences changing them into active voice

1. A monkey was seen on the tree.
2. The bottles are being left open.

3. Malaria is caused by mosquitoes.
4. Milk was being spilt by the boys.
5. His house was robbed by the thieves.
6. I am being treated unfairly by the maid.
7. They were being taught Mathematics by Mr. Nyimbi.
8. The pen is hidden by Jullie.

b) Re-write the following sentences changing them into passive voice

1. People have drunk a lot of water.
2. They had cooked bananas.
3. They will mend the bike.
4. She has marked my book.
5. Joan will use his pot.
6. He had found a marble.
7. We have spoken good language.
8. Their father had accommodated her.
9. She has sold the flowers.
10. You will draw a nice picture.

c) Change the voices accordingly

1. A book was handed to Muzihir.
2. The girl blows the whistle.
3. The water has been kept by uncle Mashaka.
4. By whom is the glass broken?
5. The farmers are digging the farms.
6. The present were being bought by them.
7. The floor had been swept by the girls.
8. He has given the orders.

d) Write two questions concerning each of the following statements. See the example in the first sentence.

Example

□ Pupils promised to be attentive in class

Answers:

(a) What did the pupils promise?

(b) Who promised to be attentive in class?

1. The best pupils in class feel happy
2. In class, paying attention is very important
3. Everybody believed that it was a new beginning.
4. The best pupil will be rewarded after the examinations.
5. Standard six pupils were very eager to set their goals.

c). Listening to recorded conversation and identify main ideas about every day matters.

Speaking practice

Exercises

a). In pairs, read and act out the following dialogue

Doctor: What are you doing here, boys?

Noni: We are here because our friend Kadime is sick, Doctor.

Doctor: What is the problem?

Noni: I don't know exactly what his problem is, Doctor. On the way home, I found him lying on the ground

Doctor: Lying on the ground?

Noni: Yes Doctor! He told me that he wasn't feeling well; then he felt dizzy and found himself lying on the ground.

Doctor: Don't worry, I'll take care of him!

Noni: Thank you, Doctor.

Doctor: Your friend will get well. Kadime, how do you feel now?

Kadime: I still feel dizzy and I have a headache, Doctor.

Doctor: Don't worry, everything will be all right. The nurse will take you to the laboratory for a blood test.

Kadime: Thank you very much for your kindness, Doctor.

Doctor: You're welcome.

Answer the following questions

1. Who is Noni's friend?
2. Why was Kadime lying on the ground?
3. Why did Noni and Kadime go to hospital?
4. Why did Kadime go to the laboratory?
5. Which words did the doctor use to show that he is a good person?
6. Why do you think Noni is a good friend of Kadime?

b). Fill in each blank in the following sentences with an appropriate word from the box below.

Instructed,	kindness,	parents,	thanked,	school,
Medicine,	malaria,	home,	took,	blood test.

1. He also kadime how he should take his medicine.
 2. They The doctor and Noni took Kadime.....
 3. They were very thankful for Noni's
 4. The nurse..... Kadime to the laboratory for a blood test.
 5. I think the Results showed that he had
 6. After a few days, Kadime was in good health and could go to again.
 7. Noni told Kadime's what had happened.
 8. Then the doctor prescribed some for him.
- c) Read the following words taken from the dialogue
i) dizzy ii) kindness iii) get well iv) please v) laboratory
- d) Make one meaningful sentence for each word.

Reading practice

Exercises

- a). Read aloud the following tongue twister several times

She sells seashells by the seashore.
The shells she sells are surely seashells.

- b). Read the passage below and answer the questions that follow

Showing respect to others

Mr. Chapakazi has two children. Their names are Noni and Johari. They are both in standard six at Chitete Primary School. Johari wakes up earlier than Noni. She wakes up at 5:30 a.m every day. After she wakes up, she goes to awaken her brother, Noni.

They start the morning by helping their parents to do some house chores. Johari sweeps the house and prepares breakfast for the family, while Noni cleans the compound. They brush their teeth and have a bath. They usually take breakfast at 6:30 a.m. Before they go to school, Noni and Johari thank their parents for the breakfast and say goodbye. Then, they leave for school. Their parents are always proud of having such hard working and respectful children. On their way to school, Noni and Johari greet elders and their friends with a lovely smile. People love them because they are so charming.

At school Noni and Johari clean their school surrounding and then they go to their classroom on time. When a teacher enters the classroom, Noni, Johari and all other pupils would stand up and great the teacher.

One day, their teacher, Mr. Kalubandika, taught standard six pupils about the importance of showing respect to others. "How do we respect others?" The teacher asked. The pupils raised their hands. He asked Johari to answer the question. Johari said, "We show respect to others by listening to them, encouraging them, congratulating them and thanking them". Kadime raised his hand and the teacher allowed him to answer. Then he said, "We respect others by helping them, being grateful, obeying the rules and regulations, apologizing to one another when we make mistake and being positive." "Thank you very much Johari and Kadime for your contributions," said the teacher. The teacher asked more questions and the pupils answered them all. Then, he asked the pupils to be good to others by showing them respect.

On their way home, Noni and Johari found that their friend Kadime had fallen down. Johari asked, "What is the matter?" Kadime answered, "I don't know exactly, but I felt a little dizzy. When I came to my senses, I found myself lying on the ground". "Get up, my friend Kadime," said Johari. They helped him get up. Noni took Kadime to hospital and Johari went back to school to report to the teachers about the incidence.

The teacher on duty, Mr. Yombayomba was still at school when Johari entered the school compound. "Why are you running so fast? What's wrong?" the teacher asked Johari, who was panting. Johari told the teacher that they had found Kadime lying on the ground. He had fallen down after feeling dizzy. She said, "Noni and I helped him stand up, and Noni has taken him to the hospital for a check-up. I decided to come back to school to let you know what has happened." The teacher thanked Johari for the information and for the steps they had taken to help the sick pupil. He also told Johari that he wished all pupils were good and kind like them.



Questions

1. What are the names of MrChapakazi's children?
2. What is the first thing do they do after waking up?
3. What does Johari do while Noni cleans the compound?
4. Why are Johari and Noni's parents proud of their children?
5. What did standard six pupils learn from their teacher?
6. Where did Johari and Noni find Kadime?
7. What did they do to help Kadime?

Vocabulary practice

Exercises

a) Read the following words taken from the passage

Obedient	hospital	Check-up	fallen	greet	Wake up
prepares	Proud of	dizzy	On time	kind	Respectful

b) Construct one meaningful sentence for each word.

c) Choose words from the above to fill in the blanks in the following sentences

1. Noni and Johari early in the morning.
2. Johari breakfast while Noni sweeps the compound.
3. Mr and Mrs Chapakazi are having hard working children
4. Noni and Johari are good and
5. When the teacher enters the classroom the pupils..... her.
6. People love to talk to Johari and Noni because they are
7. Before Kadime fell down, he first felt

8. Kadime was taken to hospital for
9. At the, they found a nurse and a doctor.
10. On their way home, they found that Kadime had down.

Language practice

There are several ways of giving out messages. We can give a direct message and at times we can report it. To do this we need to use Direct speech and Indirect speech.

Direct speech

This is given when we don't want to change any word or feeling of the actual speaker. In such a speech, we need to put the words in inverted commas or marks i.e "-----"

Also we have to use words like he said, she told....., they asked, he ordered, etc.

Indirect speech

This is given when we want to report what has been spoken by another person.

It is also called reported speech.

Here we don't use inverted commas or speech marks because we are delivering the message indirectly. Instead of using speech marks, we use words likesaid that.....,told me/them that.....,asked where....., commanded me to....., etc.

- Reporting verbs 'said, told, and asked' are the most common verbs used in indirect speech.

Examples

- i. I asked Asha what time the lesson started.
- ii. Asha told me she felt tired.
- iii. Hamida said she was going to teach online.

- Also the word 'that' is often used, however 'that' is optional

Example

- i. He told me that he lived in Germany.
- ii. Asha said that she was tired.

- Other verbs we can use apart from said, told and asked include;

Accused, admitted, advised, alleged, apologized, agreed, begged, boasted, complained, denied, explained, implied, invited, offered, ordered, promised, replied, suggested and thought.

Changes

a). Changes in pronouns

Pronouns	changes to
I	he/she
You	me
We	they etc.

b). Other words

<u>Word</u>	<u>Changes to</u>
Today	that day
Now	then
This	that
Tomorrow	the following/ the next day
These (days)	those (days)
Here	there
Come	go
Last night	previous night
Yesterday	the day before/ the previous day
Shall	should
Will	would
Can	could
May	might
(A week) ago	(a week) before

c). Tense changes

Direct speech	Indirect speech
Present tense	
Simple present She said, "it is cold."	Simple past She said that it was cold.
Present continuous She said, "I am teaching English online"	Past continuous She said that she was teaching English online.
Present perfect She said, "I have been on the web since 1999."	Past perfect She said she had been on the web since 1999.
Past tense	
Simple past She said, "I taught online yesterday."	Past perfect She said that she had taught online the previous day

Past continuous She said, "I was teaching earlier."	Past perfect She said that she had been teaching earlier.
Past perfect She said, "the lesson had already when she arrived."	Past perfect NO CHANGE: she said that the lesson had already started when she arrived.

d) Model verb changes

Direct speech	Indirect speech
Will She said, "I will teach English tomorrow."	Would She said that she would teach English the following day.
Can She said, "I can teach English."	Could She said that she could teach English
Shall She asked, "what shall we learn today?"	Should She asked what we should learn that day.
May She said, "may I open a new browser	Might She asked if she might open a new browser
Must She said, "I must have a computer to teach English."	Had to She said that she had to have a computer to teach English.

e). Commands and questions

□ Questions

We use word like; asked whether....., asked if....., inquired if....., etc.

Example

Juma said, "will you ask Asha?"

Juma asked whether I would ask Asha.

In wh- questions such as what, how, why, when or where we should not use if or whether in indirect speech.

Examples

My father asked me, "What are you doing?"

My father wanted to know what I was doing.

□ Commands

Example

George shouted, "go away"

George ordered me to go away.

The headmaster told the boys, "sit down"

The headmaster ordered the boys to sit down.

□ Requests

Examples

George said to kim, "Please wait for me."

George requested Kim to wait for him.

Asha asked the teacher, "May I go out sir?"

Asha requested the teacher to let her go out.

Writing practices

Exercises

a) Re-write the following sentences into indirect speech using: "He told me that" or "He said that".

1. I live in New York.
2. This is mine.
3. My sister is fine.
4. Imran is leaving for Washington.
5. Chausiku went to Dar yesterday.
6. You are late for the concert.
7. I cannot get you.
8. The bodyguard will meet you.
9. We do not go to cinema these days.
10. He will not do it.

b) Re-write these sentences into direct speech

1. Musa told us that he was in class 6.
2. Aziza told me that he didn't want to see me.
3. Our teacher asked us whether we would meet the pilot.
4. My aunt said that it was raining.
5. The doctor told him not to be worried.
6. The boss ordered the secretary to go with her.

7. The chairman requested us to switch off our mobile phones.
8. Our teacher advised us to learn Maths instead of art.
9. Halima told me that it was her birthday that day.
10. He asked himself whether he would pass that exam.

c) Punctuate the following sentences to make the correct direct speech
Example;

- Juma said, I am coming
 - Juma said, "I am coming."
1. The woman said, I have called you
 2. He told me, I want to be a doctor
 3. She said, my sister is a monitress
 4. The teacher shouted, stop writing
 5. He said, can I use your pen please
 6. Who opened my room, my father asked
 7. Our car is a new model, Mahmudu told his friend
 8. He said, I am not going to sing today
 9. She has worn a new dress, Asha told us
 10. My teacher said to me, you are not leaving for London

b). Listening to announcements and give personal views (including environmental conversation and road safety).

Speaking practice

a). Read aloud the following announcement and answer the questions that follow.

Announcement /Announcement!

The Dare es salaam city council announce that the Morogoro Road which is used by many vehicles and pedestrians to enter the city centre has been closed due to the construction of fly over at Ubungo round about. People are not allowed to use it at both day and night. We kindly ask all road users to use other alternative ways to enter the centre.

Thank you for your understanding.

Questions.

Answer the following questions.

1. What is the announcement all about?
2. Who makes the announcement?
3. Why the Mbezi road is closed?
4. At what time will the road not to be used?
5. What way the people should use to enter the city centre?

6. In your views what effects will be faced by the people who use the Mbezi road if this announcement were not given?

Announcement.

Something that someone says officially giving information about something.

Tips on how to write an announcement

1. Be direct and concise in your announcement. Your reader will be able to understand the information quickly and refer back to it easily.
2. Write a short friendly announcement that is to the point when you are sharing positive news. This can easily build positive feelings like confidence. Loyalty and help fullness.
3. Recognize what others have achieved in your announcement and motivate your readers to reach similar goals.
4. Present your information in a plain and complete way so your readers will understand you the first time (and not ask questions later).
5. If the news you are announcing is bad, write it in a direct statement add a message of understanding and optimism to your announcement in a respectful tone.

Exercise

1. Prepare an announcement on any matter.

Reading practices

(Read the passage on pg 21 and answer the questions TET(2019) standard six pupils book).

Vocabulary practice

a). Pronounce the following words

population	Eager	unity	Impressed	Hard working
commission	tourists	exist	Clapped	Revenue

b). Use each word to make one sentence

Language practice

Modal auxiliary verb

Is a verb that is used with another verb to express a mood or tense.

- Modal auxiliary verb is also known as verb mood
- They are about the attitude in which the action or state is expressed, i.e. a statement of fact or opinion, a wish, a possibility, or a command.
- The modal auxiliary verbs are never used as main verb while other auxiliary verbs such as be and have can be used as a main verb.

Examples of modal auxiliary verbs

Can will shall may could would should might must

Example of modal auxiliary verbs in sentences

1. I can run a mile for 10 minutes (expresses a fact or possibility)
2. You must clean your plate before having food (expresses command)
3. I might go to the market after school today. (expresses possibility)
4. It would be nice to see the doctor. (express a wish)
5. Do you think it will rain today? (expresses possibility)
6. My grandmother could come any time. (expresses possibility)
7. You should try some of this spaghetti. (expresses a statement of opinion)
8. Will you give me some money? (expresses a wish or possibility)

Exercises

a). Make positive statements from the following table

They	might	drive a car.
We	would	come today.
He	may	go to visit grandmother.
Tuzo and Zai	will	sell their cotton.
My father	ought to	respect elders.
	can	take care of our environment.
	could	never study hard.
		see many animals at mikumi r park.

b). Change the positive statements you have made from the table into negative ones.

c). Make 10 sentences using modal auxiliary verbs of your choice

Writing practice

a). Use the following modal auxiliary verbs to fill in the blanks in the sentences that follow.

will	Shouldn't	must	would	Won't	Can't	Have
can	Wouldn't	Might	Could	Couldn't	Ought to	Do

1. I buy my own books.
2. She come to my birthday party because she was sick.
3. All pupils go to school everyday.
4. We open this door.

5. The visitors come tomorrow.
6. Peti go to school because he is sick.
7. We Be rude to others.
8. Children obey their parents.
9. I Feed the cat at home.
10. I come in please?

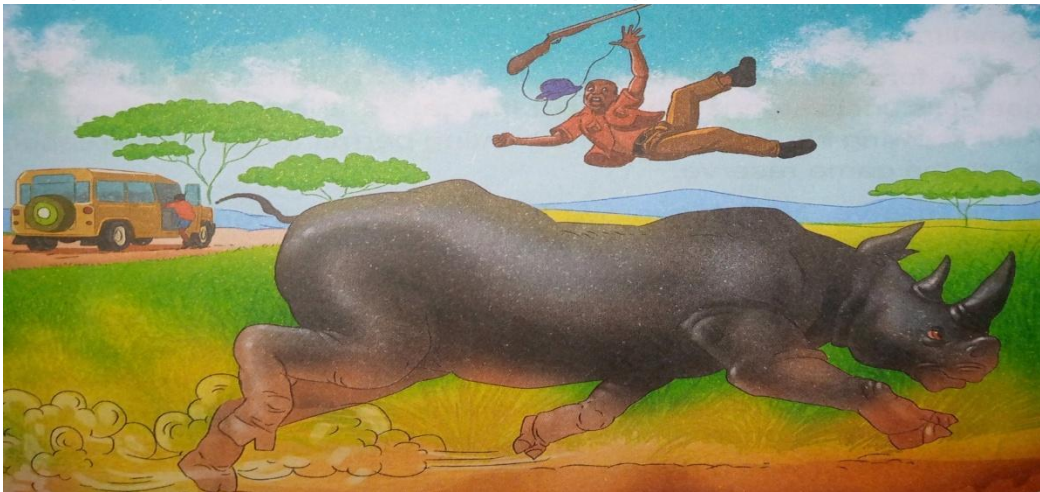
b). Use the modal auxiliaries in the table above to make questions.

1.2. Reading and comprehending written information

a). Reading and comprehending various texts on familiar topic (Including hunting wild animals, village, sports, travelling, disasters).

Speaking practice

Study the picture below and answer the questions that follow



Questions

1. What do you see in the picture?
2. What is the name of the animal in the picture?
3. What is happening in the picture?

Reading practices

(Read the passage and answer questions pg 26, TIE(2019) English standard six pupils book)

Vocabulary practices

a). Reads aloud the following words

License	Game reserve	Go hunting	Rhino
excited	Gate-keeper	surprise	Hunting permit

b). Construct one sentence for each of the words.

c). Find 10 hidden words related to hunting wild animals from the word puzzle below.

H	T	O	U	R	I	S	M	U	G
B	U	L	L	E	T	R	A	P	A
A	A	N	I	M	A	L	S	A	T
S	H	U	T	W	C	H	A	S	E
H	I	T	X	I	T	I	N	N	K
O	A	D	V	E	N	T	U	R	E
O	K	I	L	I	N	G	B	U	E
T	P	A	R	K	T	U	N	N	P
N	E	E	R	H	I	N	O	T	E
S	A	N	T	E	L	O	P	E	R

- Look across and diagonally.
- Circle the words.
- Read them.
- Use them to make meaningful sentences.

Language practice

Uses of As, While or When.

As, when and while are conjunctions.

We use them to connect two events happening in one time.

We often use them with past continuous to refer to background events.

Examples;

(a) As I was reading the story, I heard a loud noise.

(i) I was reading the story.

(ii) I heard a loud noise.

(b) While my mother was cooking food, I was cleaning the surroundings.

(i) My mother was cooking food.

(ii) I was cleaning the surroundings.

(c) The bell rang when the boy was finishing the homework.

(i) The bell rang.

(ii) The boy was finishing the homework.

Exercises

a) Make 10 sentences using as, when or while.

b) Fill in the blanks with wordsas.....,when....., orwhile.....

- it came closer to where he was standing, Mr. Adam jumped aside and fell.

2. he was still looking at the two animals lying dead on the grass, suddenly he saw a big ugly animal rushing towards his uncle.
3. she was leaving the room, her husband called her.
4. The sun was shining the children went out to play.
5. The kids were still doing their homework..... their mother came back home.
6. The bus was leaving Juma arrived at the bus stand.
7. they had no wings, they could not fly away.
8. The visitors arrived, we warmly received them.
9. The children were cleaning the surrounding, their mother was preparing tea.
10. The girls were playing netball _____ the boys were playing football.

c) Re-arrange the following sentences to make a meaningful passage

1. When they finished doing their work, they started to have a bath.
2. As they were about to go to their classrooms, the teacher on duty saw them.
3. As Neema was busy cleaning the house, Musa went out to feed the chickens.
4. When they left for school, they were already late.
5. While they were having a bath, their mother was preparing breakfast.
6. As they started eating, Neema told Musa to eat fast.
7. When Neema and Musa woke up at 6.00 a.m in the morning, they started doing their daily routine.

Letter writing

A letter is a written message, usually done on a piece of paper to be sent to a person or office.

Types of letters

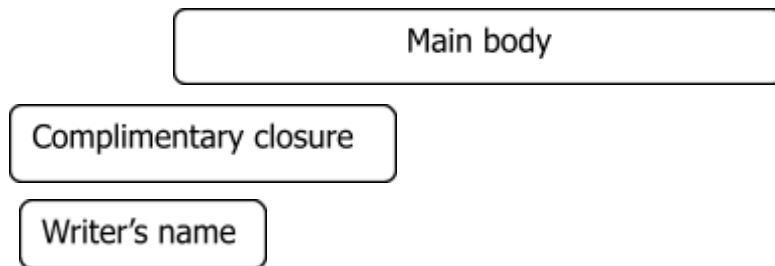
- i) Friendly or personal letter.
Is a kind of letter meant for a person
- ii) Official or business letter.
Is a kind of letter meant for the office.

Model of a friendly letter/ personal letter

Writer's address

Date

Greetings



Exercises

a) Imagine that you have joined a boarding school. Write a letter to your friend who is still at Nyakahoja Primary School, telling him/her about your new school and boarding life. Use an address of your choice.

Writing practice

a) An envelope

To Miss Shakira Sultani P.O. Box 3131, Dar-es-salaam.	STAMP
---	---

Exercises

b) Imagine you belong to a family that lives permanently in a village but your father works in town and that he has another house where he stays while working. He normally visits his family once a month. And now after completing standard 6, your father has decided to transfer you to one of the schools in town so that he can stay with you and monitor you well during preparations for your standard 7 National Exams.

As you are now away from your mother and other family members, write a letter to your mother telling her about the new home and school. Your letter should have an envelope.

Use the address P.O. Box 0009, Kigoma

c) Use the words given in the box to fill in the blank spaces.

Hope, P.O. Box 165, letter, sure, dear Mwajuma, next, envelope, greetings, letter, Sunday, wishes, 15/02/2020, cost.

Feza Primary School,
 (1)_____,
 Dar-es-salaam.
 16th February 2021.

(2)_____

It is now a very long time since you last wrote to me. I (3)_____ everyone at home is doing well. My parents are still in Morogoro but they sent a (4)_____ to me a few days ago. Dad (5)_____ me to come to see me often.

I have planned to reply their letter (6)_____ week. I am (7)_____ they will be happy to hear from you too because they asked a lot questions about you. We could put our letters in one (8)_____ and post them as one letter to educe the (9)_____. Is it alright?

Then, if I don't see you or your (10)_____ until 26th, I'll know you are not interested so I'll have to send mine.

Pass my greetings to everyone there.

Your loving cousin,
Maimuna.

d) Read the following letter carefully and then write a reply. Use the writer's name as your name and your own address.

Upendo Pr. School,
P.O. Box 999,
Dodoma.
23rd March 2022.

Dear Sadiki,

How are you doing my brother? How are your new friends at school? At home everything is ok and also I am doing well in my studies.

The aim of this letter is to inform you that we've just received our first term exam results and I have improved tremendously. Can you imagine I have emerged 4th position out of 124 pupils? If you remember last time, I was in 40s, you see! Dad and mammy are very pleased with these results. They've promised to take me to Zanzibar during the December holidays.

Dad, mammy and my friends have sent regards to you. I wish all the best in your studies.

From your beloved sister,
Amina.

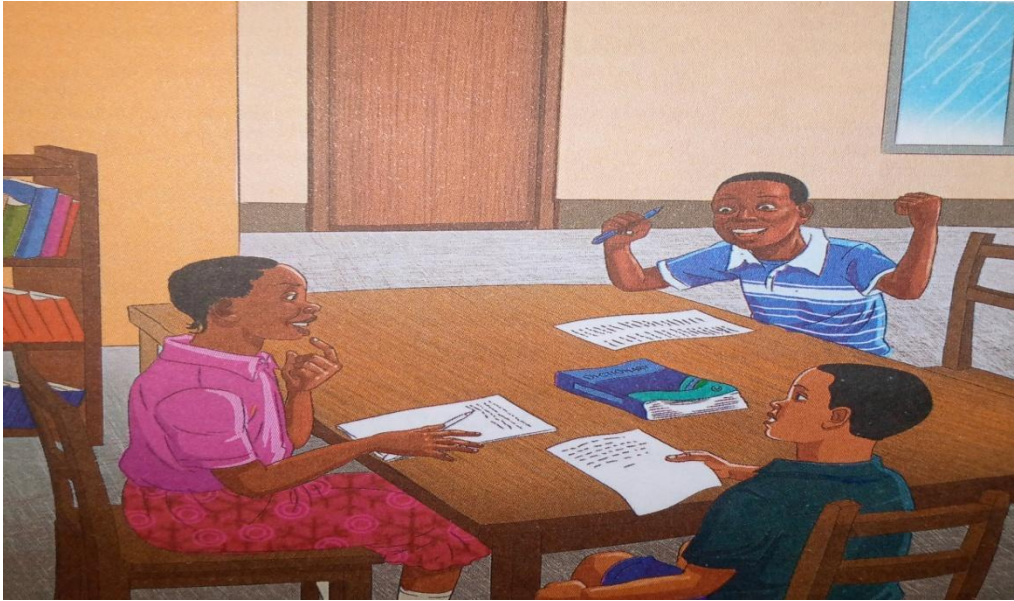
b). Scanning texts and explaining relevant ideas.

Speaking practice.

a). Read aloud the following tongue twisters several times

He threw three balls.
He threw three free throws.

b). Study the picture below and answer the question that follow.



Questions

1. Who are in the picture?
2. What book do you see on the table?
3. What are they doing with it?
4. How do we use it?

Reading practice

a). Read the passage below and answer the questions that follow.

Dictionary games

Juma, Winnie and Musa are very close friends. They like playing together after school hours. Yesterday evening, when they were playing hide and seek, Musa found a dictionary on the table. He told his friends, "hey! Come on, lets play a dictionary game instead." They all agreed to play a dictionary game. Winnie said, "I like the word race-game." Juma said, "I like the noun-verb game." They all agreed to play both games.

They started with the word-race game. Juma, randomly, opened one of the pages in the dictionary and found that banana was the longest word on that page. He wrote the word on a piece of paper and placed it on the table. Everyone took a piece of paper and started to write words using the letters of the word 'banana'. After two minutes, Juma knocked the table and said, "Time is up." They counted the number of words written by each one of them. Winnie had more words than the others. She was the winner of the game.

Then, they started playing the noun-verb game. Winnie wrote the words 'noun' and 'verb' on two separate pieces of paper and placed them face down on the

table. Musa randomly selected a page in the dictionary. Winnie turned one piece of paper. It was written 'noun'. All of them started to look for words which belonged to the noun class. Musa became the winner of the noun-verb game because he had found more words than others.

Questions

1. Who played the dictionary games?
2. What dictionary games did they play?
3. Who won the noun-verb game?
4. How do we play the noun-verb game?
5. What is the importance of dictionary games?

Exercises

1. Use a dictionary to do the following
2. Find five nouns and their meanings
3. Find five verbs and their meaning
4. Construct sentences using the nouns and verbs you have found

Vocabulary practice

Exercises

- a). In pair play a "Guess the word" game.
- b). In pair select a noun and play the game as follow;
- I am a noun and I am very important.
 - I begin with the letter 'f'.
 - People cannot live without me.
 - I am relating to eating.
 - Who am i?
- c). Use your dictionary to find out the meaning of the following
- Dizzy
 - Obedient
 - Greet
 - Instruction
 - Cooperative
- d). Look up the following words in the dictionary and tell your friends their meaning
- | | |
|------------|-----------|
| i) Ban | iii) band |
| ii) Banana | iv) bang |

Language practice

Dictionary Use

A dictionary is a book that lists the words of a language in alphabetical order and gives their meanings as well as other information such as pronunciation and how to use those words.

Important words when using a dictionary

1. Guide word

A guide word is a word that is printed at the top of a page indicating the first or last word on that page. Guide word helps the dictionary user to quickly find the page with the word he is looking for its meaning.

Example: If one is looking for the meaning of "**Glide**" then one will quickly go to the page whose guide words start with "**gl**"

2. Head word

A head word is any of those words that are arranged alphabetically that the dictionary is giving their meaning. A head word is also called an entry.

Types of dictionaries

Dictionaries can be grouped into two main types

1. Monolingual dictionary: This is a dictionary that uses only one language. It means the head word and their explanations are in the same language.

Example: Longman Dictionary of contemporary English (**LDOCE**)

2. Bilingual: This is a dictionary that uses two languages. It means, the head words are written in one language but their explanations are written in another language.

Example: English –Swahili Dictionary.

Information from dictionaries

Dictionaries provide us with different types of information

1. Meaning: The primary purpose of a dictionary is to give meanings of different words.
2. Spelling: The head word itself is given in its correct spelling. By looking at a word from a dictionary. We can know its correct spelling.
3. Pronunciation: Some dictionaries show how to pronounce words. Pronunciation is normally shown between slashes. Example: band /bənd/
4. Word class: A word class shows whether a word is a noun, verb, pronoun, or adjective. A word class is also called part of speech.

Exercises

1. A dictionary is _____
2. Words on top of a dictionary pages are called _____
3. Words whose meaning are given are called _____
4. Two uses of a dictionary are _____

5. With example, mention the importance of using a dictionary

Writing practice

Exercises

Arrange the following words alphabetically

1. Zebra _____
2. Pin _____
3. Time _____
4. Grow _____
5. Tire _____
6. Pen _____
7. Learn _____
8. Box _____
9. Chain _____
10. Like _____

1.3. Developing vocabulary through reading

a). Reading and using selected synonyms and antonyms

Speaking practice

- a). Recite the following poem and answer the questions that follow

Everybody has a name,
Some are different,
Some are the same,
Some are long,
Some are short,
All are right,
None is wrong.
My name is,
It's special to me,
It's exactly who,
I want to be.

Questions

1. How do people's names differ?
2. Is there any name which is wrong? Give reasons.
3. Suggested a possible title for this poem.
4. List any six names and show how they differ.

- b). Study the diagram and answer the questions that follow



Questions

1. What do you see in the picture?
2. What are they doing?
3. Do you think the people in the picture are happy? Give reasons.
4. What would you do if you were one of these people?

Reading practice

a). Read the passage below and answer the questions that follow.

Tanganyika before independence

Mr. and Mrs. Daudi have three children, namely Musa, Neema and Baraka. They are all in primary school but in different classes. Musa is in standard six, Neema is in standard four and Baraka is in standard one.

Sometimes in the evening, Mr. Daudi tells stories too his children or talk to them about their lessons. Musa, Neema and Baraka like to listen to the stories. In addition, Musa and Neema like to ask questions about their lessons. Baraka does not like to listen to the questions.

One day, Musa's teacher asked standard six pupils to find information about the history of Tanzania before independence. Musa found it difficult. In the evening, he asked his father to help him. Mr. Daudi was ready to help his son. Musa and Neema sat near their father and listened to him carefully, but Baraka lay on the floor playing with his toys.

Mr. Daudi began telling the story, "Before white men came and rule this country and Africa in general, there were no clear boundaries separating one country from another. It is important to know that it was not until 1964 after the union between Tanganyika and Zanzibar that Tanzania came into existence. Before the coming of the white men, people lived a happier life. They moved freely from one place to another. Some were hunters; others were pastoralists and yet others were farmers. Their activities were mainly done to get food. People lived together in villages under the chief. The role of young men was to protect their village."

He continued, "In those days, there were no schools like the ones we have today. Young boys and girls did not go to school, but they learned the names of animals, plants, birds, snakes and other things. They also learned how to grow crops and take care of their animals. Boys learned the work of their fathers and girls learned the work of their mothers. They also learned from other adults in the village.

Suddenly, life changed when the Arabs came to this country in the 10th century. The Arabs were very cruel. They came in dhows to get slaves and ivory. They attacked villages, caught people and turned them into slaves. They forced them to carry heavy ivory to the coast. Many of these slaves died on the way before they reached the largest slave markets in Bagamoyo as Zanzibar. In the markets, the Arabs sold and put them on dhows and ferried them to Arabian countries to work as domestic slaves. Many slaves died on the way to the Arabian countries."

"Father, did the Arabs start any school?" Neema asked. "Yes, they did, but they only taught religion", Mr. Daudi answered. Then, he talked about Germans. He said, "The Germans came to this country in 1887, shortly after the Berlin Conference held in Germany from 1884-1885. The conference divided Africa among the colonial powers that were also cruel. They brought with them coffee, sisal, and rubber. They established big plantations and forced people to work on them for a long time but paid them very little. In 1905, they began to build the Central Railway line from Dar-es-salaam to Kigoma and Mwanza. It took them ten years to build it."

"Is it the TAZARA railway you are talking about, Father?" Neema asked again. "No, my daughter, it is the one from Dar-es-salaam to Kigoma", Mr. Daudi answered. Then, Mr. Daudi explained, "The Germans beat the people very often and forced them to pay poll tax. They started a few schools and people were taught counting, reading and writing. They also taught the Christian religion. People disliked the Germans and their government because they beat and forced them to pay taxes and to work on plantations. Many tribes united to fight against the Germans.

After the Germans were defeated by British in the First World War, this country was ruled by the British from 1920-1961. They ruled for forty years. The British were not different from Germans. They did not do much to develop the country. They forced people to work on their estates and paid them very little money. They also forced people to pay poll tax. People did not like the British rule.

Questions

1. Why did the Arabs come to this country?
2. Which were the biggest slave markets on the coast?
3. Why did some of the slaves fail to reach the Arabian countries safely?
4. Why did the people of this country dislike the Germans?
5. For how long did the British rule this country?

Vocabulary practices

a). Pronounce the following words

independence	difficult	ready	near	carefully	usually	slaves	Cruel
disliked	United	started	against	After	little	Forced	Brought

b). Construct a meaningful sentences using each word from the table above

Language practice

Synonyms

Are words that have the same meaning.

For example,

The words 'Begin' and 'start' are synonyms. They have same meaning.

More examples of synonyms

Word	Synonym	Word	Synonym	Word	Synonym
Buy	Purchase	Beautiful	Pretty	Sad	Unhappy
Broad	Wide	Important	Essential	Funny	Humorous
Aid	Help	Lazy	Idle	Rich	Wealthy
Difficult	Hard	Old	Ancient	Ask	Request
Stop	Halt	Lucky	Fortunate	Make	Create
Angry	Mad	Positive	Optimistic	Fall	Drop
Tall	Long	Strong	Tough	Mark	Label
Specimen	Sample	Correct	Right	Intelligent	Bright

Exercise

Re write the following sentences by replacing the bolded words with synonyms.

1. That road is **broad**.
2. I asked him to give me some money

3. Thomas is **sad**
4. Please **label** those plates
5. Your answer are **right**
6. I would like to **purchase** school stationeries.

Antonyms

Are words that have opposite meaning. They are also called opposite words
Example of antonyms

Word	Antonym (Opposite)	Word	Antonym (Opposite)
Absent	Present	Bitter	Sweet
Abundant	Scarce	Black	White
Accept	Reject	Blame	Praise
Admit	Deny	Bless	Curse
Advantage	Disadvantage	Float	Sink
Agree	Disagree	Forget	Remember
Alive	Dead	Fresh	Stale
Ancient	Modern	Friend	Enemy
Answer	Question	Give	Take
Apart	Together	Happy	Sad
Appear	Disappear	Hard	Easy
Approve	Disapprove	Hard	Soft
Arrive	Depart	Harmful	Harmless
Bold	Timid	Close	Open
Borrow	Lend	Come	Go
Bottom	Top	Comfort	Discomfort
Boy	Girl	Common	Rare
Bright	Dull	Contract	Expand
Broad	Narrow	Cool	Warm
Capable	Incapable	Create	Destroy
Careful	Careless	Cruel	Kind
Cheap	Expensive	Dangerous	Safe
Artificial	Natural	Dark	Light
Ascend	Descend	Day	Night
Awake	Asleep	Decrease	Increase
Bad	Good	Deep	Shallow
Beautiful	Ugly	Discourage	Encourage
Before	After	Dry	Wet
Below	Above	Early	Late
Big	Small	Easy	Difficult

Empty	Full	Include	Exclude
Export	Import	Inferior	Superior
Far	Near	Inhale	Exhale
Fair	Unfair	Interesting	Boring
Fats	Slow	Join	Separate
Fat	Thin	Junior	Senior
Few	Many	Left	Right
Find	Lose	Like	Dislike
First	Last	Long	Short
Past	Present	Loose	Tight
Poor	Rich	Low	High
Possible	Impossible	Major	Minor
Hate	Love	Mature	Immature
Heavy	Light	Maximum	Minimum
Here	There	Melt	Freeze
Honest	Dishonest	Narrow	Wide
Ill	Healthy	Neat	Messy/untidy
In	Out	Strong	Weak
New	Old	Sow	Reap
Noisy	Quiet	Start	Finish
On	Off	Diseased	Healthy

Exercises

a). Rewrite the following sentences by the using the antonym of the bolded words

1. Most of the verbs are **irregular** verb
2. What he is doing is **pleasant**
3. Those species are **common**
4. We **won** the match last week.
5. The place in **secured**

Writing practices

a). Put the words in below into pairs with opposite meanings. One pair is done as an example.

Good – bad

Easy, good, heavy, small, strong, bad, weak, light, tough, big

b). Read the following passage.

Suddenly the bus stopped and we saw four passengers **getting off** the bus. The driver led them to the other side of the road where there was a schoolboy lying helplessly. They could see he was badly injured. He had probably been hit by a car while passing through the zebra crossing on his way back **from** school.

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

He dialed the number and informed Baraka's father. Soon the father arrived at the scene by a taxi. **After that**, they helped him to lift the boy into the taxi. The father took his son to hospital while we continued with our journey.

c). Find words which have opposite meanings to the words in bold in the passage

d). Choose the word with opposite meaning with the bold one:

Old, beautiful, wise, unfriendly, early, many, like, in
mean, poor, before, strong, fall, clean, together.

1. The **late**bird catches the worm. _____
2. Too **few** cooks spoil the broth _____
3. The word to the **foolish** is sufficient _____
4. They **disliked** the idea _____
5. The hill was **visible** from behind the mountain _____
6. Juma is a **generous** person. _____
7. The family was **wealthy** _____
8. Look **after** you leap _____
9. Birds of the same feathers flock **apart** _____
10. Is that jacket **new**? _____
11. An apple does not **rise** from the tress _____
12. The view of the sunset looked **ugly** _____
13. An old broom sweeps **dirty** _____
14. Are your neighbors **friendly**? _____
15. The lion was very **weak** _____

b). Reading and using varieties of words by using word formation (compound words)

Speaking practice

a). Study the picture below and answer the questions that follow.



Questions

1. What kind of foodstuffs do you see in the picture?
2. Which kinds of food do you like most?
3. Mention the foodstuffs from the picture which most people in our community eat.

b). Recite the following poem and answer the question that follow

An aeroplane flying in the sky,
 A fisherman on a boat,
 A seashell on the sand,
 Everybody and everyone,
 Things that make me smile.

A bluebird singing in the morning,
 A rainbow on a rainy day,
 A ladybird on a walkabout,
 A watermelon on a blue-plate,
 Things that make me smile.

Questions

1. What is the poem about?
2. What things make the poet smile?
3. Write all compound words in the poem
4. Identify word which combine to form compound words in the poem
 Example; bluebird blue + bird

b). Read the following tongue twister aloud

Fred fed Ted white bread and Ted fed Fred
 brown bread

Reading practice

a) Read the passage below and answer the questions that follow

A balanced diet

Healthy eating is a very important habit in sustaining good health. It can also promote one's self-esteem and confidence. Healthy eating depends on accessing a variety of foodstuffs that are essential for your body. If people eat healthy from childhood to adulthood, a healthy body weight can also be maintained. Healthy eating is also associated with the ability to afford costs of a balanced diet. A balanced diet consists of meals made up of a variety of foodstuffs.

Unfortunately, many people around the world do not eat a balanced diet. Most of them eat one kind of foodstuff. For example, one person might have sweet potato or gingerbread with coffee or tea for breakfast. Another person in his/her meal can have bananas, sweetbread or cornmeal with tea. These foodstuffs are mainly carbohydrates; they produce energy which, If not fully used, is not good for health.

Many governments around the world are currently trying to educate their people on the importance of eating a balanced diet. For example, the government of Tanzania, through the Ministry of Health, Community Development, Gender, elderly and Children, dedicates its resources to employ specialists in the public health sector at district, ward, and village levels. The government is also building dispensaries and health centres in many villages to provide health education to its people, including parents, youth and children. The education provided includes knowledge about taking care of our health for better living.

Last year in our village, Mtakuja, the village public officer and a nurse talked to the villagers about the importance of eating a balanced diet. They said that a balanced diet is very important for everyone, especially children. If children do not eat a balanced diet, they grow up unhealthy and become prone to diseases. If they do not get a balanced diet for a long time, they may be stunted and weak. They may even die.

If we want to eat a balanced diet, we must get all the different types of foodstuffs required for good health in each of our meals. We need to eat a variety of foodstuffs in every meal. This includes starch, sugar, protein, fat and oil and vitamins.

Starch and sugar give us energy for working, walking and playing, among other activities. Unless children get enough starch and sugar, they cannot become strong and healthy. We get starch and sugar from cassava, maize, millet, rice, bread, bananas and potatoes. We get sugar from sugarcane, pineapples, oranges and mangoes.

Proteins build and repair our bodies. If children do not get protein, they do not grow well. Children who get enough protein grow fats. We can get protein from foodstuffs such as meat, seafood, chicken, eggs, beans and milk.

Fat and oil keep our bodies warm and give us energy. The types of foodstuffs rich in fat and oil are coconuts, groundnuts, soya beans, meat, fat, fish, cashew nuts, sunflower oil, cotton seed oil and milk.

Vitamins are also important. They protect our bodies from diseases. Children will easily contract diseases, unless they are given food that is rich in vitamins. The types of foodstuffs rich in vitamins include blackberries, strawberries, fish, eggs and liver. Others are vegetables such as carrots, beetroot and spinach.

A balanced diet must include at least one of each type of foodstuffs. This is important because our body organs and tissues need nutrition to work effectively. Without good nutrition, our bodies will grow weak and become prone to diseases.

Questions

1. What is a balanced diet?
2. Why do you think some people do not eat a balanced diet? Give two reasons.
3. What does the Government of Tanzania do to make sure its people are healthy?
4. What do people learn from health specialists?
5. What happens to children if they do not eat a balanced diet?
6. Write down four types of foodstuffs that make a balanced diet
7. Why do we need the following foodstuffs?
 - i) Starch and sugar
 - ii) Protein
 - iii) Fat and oil
 - iv) Vitamins

Language practice

Word formation process

Refer to the formation/ creation of new words by using different word formation processes includes.

Affixation, Compounding, Acronyms, Reduplication.

Compound words/ compounding

Is the process of combining two words to create one word. The words that are formed this way are called compound or compound words.

We make compounds in all word classes

Nouns: Car + park = carpark, Ear + phone = Earphone

Adjective: Beauty + ful = beautiful

Verbs: Dry + clean = dryclean

Preposition: Into, Onto

Types of compounding

There are three types of compounding

1. Closed form compound words.

Are two words which have been joined together to make a new word, they are not separated by a space.

Example; snowman, bedroom, blackboard, washroom etc

2. Open form compound words.

Are two words which are written independently of one another, separated by space.

Example; ice cream,

3. Hyphenated compound words.

Are two or more words which can be put together and separated by a hyphen.

Example; empty-handed, brother-in-law, colour-blind, etc.

Exercises

a). Write a compound word that is defined in each of the sentences below

1. A chair that moves on wheels
2. A house of bird
3. Glasses that block the sun
4. The ground used for playing
5. A dog that watches over things
6. A ball made out of snow
7. The light that a candle gives of
8. An insect that hops on grasses
9. The light from the moon
10. A holiday taken by two people who have just married.....

b). Join the two words in bold type in each sentence to make compound words. Then write the new word in the spaces at the end of the sentence.

1. A bag carried in the hand _____
2. A bin in which dust is put _____
3. A nail of the finger _____
4. A paper on the wall _____
5. A room for a bad _____
6. A shelf for keeping books _____
7. A table used for eating dinner _____
8. An ache in your head _____
9. The bell on a door _____
10. Water of a rain _____

c). Match the words in List A with those in list B to form compound words.

List A	List B
1. Shopping	a) Book
2. Pencil	b) Case
3. Exercise	c) Holiday
4. Orange	d) Juice
5. Birthday	e) List
6. Bedroom	f) Machine
7. Football	g) Map
	h) Party
	i) Ground
	j) windows

d). Identify the compound words in the sentences below and write in the space after each sentence

1. The brave fireman put out the fire _____
2. We ate popcorn at the birthday _____
3. Everyday went to the study tour _____
4. They were hunting at the hillside _____
5. There are many pigeons at the cornfield _____
6. Pupils are at the playground _____
7. The cat was sleeping at the doorstep _____
8. The moonlight is cool _____
9. Pupils are advised to walk on the sidewalk not on the road _____
10. We watched the movie on snowman last week _____

Writing practice

Exercise

a). Match the words from column A with the words in column B in the table below to form compound words. A word in column A can combine with more than one word in column B. item one is provided as an example.

Column A	Column B	Compound words
Home	Hood	Homemade, homeboy
World	Word	
Life	Where	
Pass	Sitting	
Every	Made	
Child	Long	
Baby	Wide	
	Style	
	Mark	
	Like	
	One	
	Boy	
	Face	

b). Use the following words to make sentences
Water, butter, food, milk, bread, pan.

c). Reading and using multiple meaning words

Speaking practice

Study the following picture and answer the questions that follow.



Questions

1. What do you see in the picture?
2. What are the people in the picture doing?

Reading practice

Read the passage below and answer the questions that follow.

My first time on an aeroplane

In September last year, during the school midterm break, Keke, his mother, father and brothers Wongi and Jayjay, went to Zambia. Keke remembers waking up at 4 o'clock in the morning to catch the flight to Lusaka from the J. K Nyerere International Airport. His mother had promised to wake him up. But on that day, Keke was very excited that he was going to travel by an aeroplane. So, he woke up earlier before his mother could wake up.

When everyone was ready, they made their way to the airport. They arrived at the airport two hours before the departure time. After checking in and getting their boarding passes, they handed passports to an immigration officer to check them. After checking and finding that everything was in order, he stamped them.

Their flight to Lusaka was Bombardier Q400. This was one of the aeroplanes bought by the government of Tanzania. It was the most beautiful aeroplane Keke could have ever imagined. When they boarded the aeroplane, it was very different from a car or a bus. They didn't know where to go, but a flight attendant took their boarding passes and showed them their seats.

"Ladies and gentlemen, welcome to our flight, Bombardier Q400 to Lusaka" a flight attendant announced. She continued with different announcements. Some of these were related to cautioning the passengers about what to do in case of emergency. She used three languages: Kiswahili, English and French.

"Ladies and gentlemen, this is your captain, Cecilia Lejah, speaking. Our flight to Lusaka will take three hours and fifteen minutes. We will fly at the altitude of 35000 feet above the sea level. Thank you for choosing ATCL." She said. Keke was amazed to learn that the pilot was a female. He started thinking deeply about becoming a pilot too.

At last, it was time for take-off. Keke was very scared when the aeroplane was tilting upward. He thought they were all going to die. The aeroplane flew very fast, its wings cutting through the air. Later on, he relaxed and started enjoying the flight. Sitting at the window, he had time to look at the scenery below him on the ground, especially when the aeroplane was taking off and landing. After flying for three hours and fifteen minutes, they landed safely at Lusaka International Airport.

Questions

1. When did Keke and his family members travel?

2. Where did the whole family go for holiday?
3. What were the names of Keke's brothers?
4. What was the name of the flight the family boarded?
5. When you travel abroad, what do you need to have?
6. Who attends passengers on an aeroplane?.....
7. Who gave instructions to passengers?.....
8. How long does the flight take from Dar es salaam to Lusaka?.....
9. Why did Keke get scared?
10. What did Keke do during the trip?.....

Vocabulary practice

a). Read aloud the words listed in the table below

Captain	Flight attendant	scenery	Check point	Bombardier
passport	emergency	Flight	custom	Take-off
Pilot	Tilting	Immigration	Airport	Aeroplane

b). Use a dictionary to find the meanings of the words in the table above.

c). Make one correct sentences for each word.

Language practice

Multiple meaning words.

Are words that have the same spelling but have different meaning. We can tell their meaning only by looking at the context in which they are used.

These words are also known as homonyms, heteronym or homograph.

Homonyms

Are the words that have same spelling and pronunciation but different meaning

Example;

Tire /tʌɪə/ - to feel in need of a rest or sleep, lose interest in; become bored with.

Tire /tʌɪə/ - a rubber covering around a wheel to form a soft contact with the road.

- I am so tired of your bad manner.
- Automobile tires are usually filled with compressed air.

Homographs/ heteronyms

Are the words that have same spelling but different meaning and pronunciation.

Example;

Desert /dɪ'zə:t/ - (of people) leave (a place), causing it to appear empty.

Desert /'dɛzət/ - a waterless, desolated area of land with little or no vegetation, typically covered with sand.

- The tourists have deserted the beaches.
- The desert of the Sinai Peninsula is a harsh place.

Example of multiple meaning words:

1. Crane:

- I saw a crane flying in the sky.
- They had to use a crane to lift the object
- She had to crane her neck to see the movie.

2. Date:

- Her favourite fruit is the date
- What is your date of birth

3. Letter:

- There is a letter for you.
- 'B' is the second letter of the alphabet.

4. Live:

- We used to live in London.
- The club has live music most nights.

5. Point:

- The pencil has a sharp point
- It is not polite to point at people.

6. Right:

- You were right
- Make a right turn at the next house
- Access to clean water is a basic human right.

7. Rose:

- My favourite flower is the rose
- He quickly rose from his seat

8. Type:

- He can type over 100 words per minute
- Name one type of potatoes

Exercises

a). Use a dictionary to find the multiple meaning of the words in the table below.

No	Word	Multiple meaning	
1	Bank	Financial institution	Sides of the river.

2	Rock		
3	Spring		
4	Drop		
5	Second		
6	Wave		
7	Ring		
8	Watch		
9	Pen		
10	Bark		

b). Talk to your friend about different experiences. Use the following expressions to talk about your personal experiences.

1. I will never forget the time when
2. When I was very young
3. I was very surprised when I

c). Use the following expressions to talk about other people's experiences.

1. Someone told me that
2. I know a good story about
3. I wasn't there at the time, but my mother told me that

Writing practice

a). Write three sentences about one of your very interesting personal experiences.

Begin: one day when I was watching.....

b) Choose one word from the four alternatives provided whose meaning fits both sentences. Then write it in the blank spaces to complete the sentences.

1. I wish you wouldn't _____ your voice.
How much money did you _____ for the new club?
a) Lower
b) Raise
c) Spend
d) Collect
2. She had a difficult _____ in the Maths test.
At what _____ will you be home?
a) Point b) Time c) Period d) Decision
3. He injured his _____ when he ran into the door.
Try to put this thread through the _____ of the needle.
a) Knee b) Opening c) Eye d) Time
4. We can use this _____ to measure the table.

- A new _____ was elected to lead people in their country.
a) Yardstick b) King c) Ruler d) President
5. A sentence should end with a _____
The English _____ seems to pass fast.
a) Comma b) Exclamation mark c) Period d) Table

c). Use the following words with more than one meaning in the box to fill in the blanks in the passage below

show pet bank broke fire fit tyre palm

I have a at home called Buti. It is so tiny that it can in the Of my hand. I have to take care of it myself because my mother is busy. I Buti a lot of love. I sometimes take it for a short walk along the Of the river. It likes running around and one day it One of its legs. Whenever it sees a burning, it hides inside a car.....

2.0. COMMUNICATING ORALLY AND THROUGH WRITING

2.1. Communicating using simple ideas through speaking

- a. Using simple conversation to narrate different events in various topics, ask and answer questions orally in order to exchange personal views on various topics such as travelling, festivals, games, football, matches, school day, family day (Include cross cutting issues example corruption, drug abuse entrepreneurship and environmental conservation)**

Speaking practice

1. Recite the following poem and answer the questions that follow.
- Arts and culture,
Joy to the word,
The style of my arts,
Creativity!
With the aroma of my talent;
Art and culture,
Facing the odds of my life.

Questions

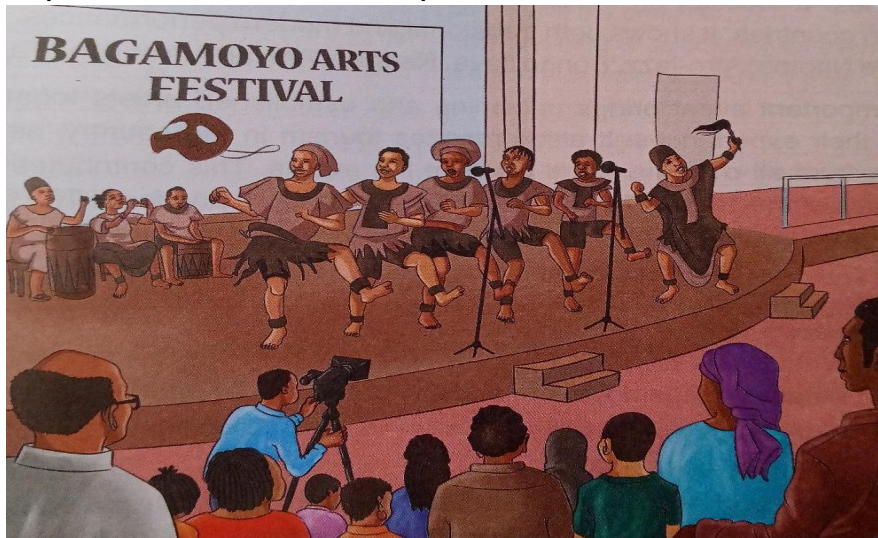
1. Who is speaking in the poem?
2. What is the poem about?
3. What do arts and culture bring to the world?

4. What lesson do you learn from the poem?

b). Read aloud the following tongue twister

Susan sang a song at the seaside on the sixth of September because she saw some sunshine.

c). Look at the picture and answer the question that follow.



Questions

1. What do you see in the picture?
2. Do you like what the people are doing in the picture? Give reasons.
3. On which occasions are such activities performed?

Reading practice

a). Read the following passage and answer the questions that follow.

Bagamoyo Arts and Culture Festival

Bagamoyo Arts and Culture Festival is a gathering of artists and culture lovers in Bagamoyo who come together to celebrate. It is a seven-day event held in Bagamoyo, a small town in the coast Region of Tanzania. The festival features music, dance, drama, acrobatics, and many other related activities.

The festival started in 1982 when students and teachers at the then Bagamoyo College of Arts displayed their works. In the beginning, it was held under the shade of tree, but nowadays, it is staged at the new TaSuBa Theatre. The venue has 2000 seats and modern sound and lighting facilities.

The festival has grown to host a variety of activities from many different countries. It focuses on music and drama from Tanzania and other East African countries. It shows both traditional and modern performances. These include Ngoma, Afro-jazz, Bongo flava, Reggae, African fusion and Taarabu.

This important event brings upcoming and established artists together to share their experiences. It also promotes tourism in the country, as many people from all over the world come to the events. This contributes to the revenues of the country from visas, lodging, transport and food. The festival also promotes Tanzanian culture, especially the Kiswahili language.

Questions

1. What is a festival?
2. Where is Bagamoyo Arts and culture Festival held?
3. What does it feature?
4. How long does it take?
5. What is the name of the modern theatre in which the festival is held?
6. How many seats does it have?
7. Where do the festival participants come from?
8. How does the festival promote tourism?
9. What is the importance of this festival to the country?
10. Mention other festivals that you know and their importance.

Language practice

Tenses

Is a form of verb which shows the time and the state of an action or event.

In English we have three divisions or classes of tenses

1. Present tense
2. Past tense
3. Future tense

1. Present tense

(i) Simple present tense

Example of sentences

- I sing a song everyday
- She cooks food every evening
- Mwanahawa waters the garden every morning.

We use simple present tense when;

- The action is general
 - i. She cooks her meal

- ii. They play football.
- The action happens all the time, or habitually, in the past, present and future.
 - i. She cooks her meal everyday.
 - ii. They play football on Sundays.
- The statement is always true (fact).
 - i. The moon goes around the Earth.
 - ii. The Earth revolves around the sun

How to make simple present tense

Positive form of simple present tense

They	go	to school everyday
I		
We		
You		
Issa and Rama		
She	goes	
It		
He		
Issa		

Negative form of simple present tense

They	do not	go to school everyday
I		
We		
You		
Issa and Rama		
She	does not	go to school everyday
It		
He		
Issa		

Interrogative form of simple present tense

Do	They	go to school everyday?
	I	
	We	
	You	
	Issa and Rama	
	She	

Does	It	
	He	
	Issa	

Negative interrogative form of simple present tense

Don't	They	go to school everyday?
	I	
	We	
	You	
	Issa and Rama	
Doesn't	She	
	It	
	He	
	Issa	

Exercises

a) Make 10 sentences in simple present tense

b) Re-write the following sentences into simple present tense

1. I shall not read a story book.
2. Juma sent me a nice pen.
3. They will not play football.
4. Was he coming to school?
5. She was reading loudly.
6. It has broken the chair.
7. We had not done our homework.
8. Did he play tennis?
9. Musa and I are not going out.
10. You have helped me.

(ii) Present continuous tense

Examples of sentences;

- I am singing a nice song now
- They are fetching water at the moment.
- She is speaking to you.

How we make present continuous tense

Positive form of present continuous tense

subject	am/is/are	verb + ing	
I	am	writing	a letter

We	are	going	to school
You	are	singing	a song now
They	are	running	very fast now
He	is	watching	a movie at the moment
She	is	studying	English at the moment
It	is	raining	heavily at the moment

Negative form of present continuous tense

subject	am/is/are	not	verb + ing	
I	am	not	writing	a letter
We	are	not	going	to school
You	are	not	singing	a song now
They	are	not	running	very fast now
He	is	not	watching	a movie at the moment
She	is	not	studying	English at the moment
It	is	not	raining	heavily at the moment

Interrogative/ question form of present continuous tense

Am/ are/is	subject	
Am	I	writing a letter?
Are	we	going to school?
Are	you	singing a song?
Are	they	running very fast?
Is	she	watching a movie?
Is	he	studying English?

Negative interrogative/ question form of present continuous tense

Am/ are/is	subject	not	
Am	I	not	writing a letter?
Are	we	not	going to school?
Are	you	not	singing a song?
Are	they	not	running very fast?
Is	she	not	watching a movie?
Is	he	not	studying English?

Exercises

a) Make 10 sentences in present continuous tense

b) Re-write the following sentences in present continuous tense

1. Have you done your work?

2. Teachers were having a short meeting.
3. Cleaners cleaned the toilet
4. Halima participated in the game.
5. They kicked the ball.
6. Did the dog run fast?
7. Were you sweeping the floor?
8. Children had climbed the tree.
9. I have typed my lesson notes.
10. He looks at the blackboard.

(iii) Present perfect tense

Examples of sentences

- I have sung a song.
- She has played a nice game
- Munira has visited her parents.

How to make present perfect tense

Positive/statement form of present perfect tense

Subject	Has/have	Past participle	
I	have	gone	to school already
We			
You			
They			
He	has		
She			
It			

Negative form of present perfect tense

subject	Has/have	not	Past participle	
I	have	not	gone	to school
We				
You				
They				
He	has			
She				
It				

Interrogative / question form of present perfect tense

Has/have	subject	Past participle	
Have	I	gone	to school?
	we		
	they		
	he		
Has/have	subject	not	Past participle
	I		
Have	we	not	gone
	they		
	he		
Has	she		to school?
	it		

Negative interrogative form of present perfect tense

Exercises

Make 10 sentences present perfect tense

Re-write the following sentences

in present perfect tense

1. We sleep at night.
2. You hear them shouting.
3. She blows a whistle.
4. I run to school.
5. She buys story book.
6. Does he speak good English?
7. They compare their beauty.
8. Why do you close the door?
9. My mother was doing laundry.
10. They will not come on time.

(iv) Present perfect continuous tense

Positive/ statement form of present perfect continuous tense

Subject	Has/have +been	Verb + ing	
I	Have been	going	to school
We			
You			
They			
He	Has been		
She			

Negative form of present perfect continuous tense

Subject	Has/ have not been	Verb + ing	
I	have not been		
we			
You			

They		going	to school
He	has not been		
She			
It			

Interrogative/question form of present perfect continuous tense

Has/ have	Subject	been	Verb+ing	
Have	I	been	going	to school?
	we			
	you			
Has	he			
	she			

Negative interrogative form of present perfect continuous tense

Has/ have	Subject	Not	been	Verb+ing	
Have	I	not	been	going	to school?
	we				
	you				
Has	he				
	she				

a) Make 10 sentences in present perfect continuous tense

b) Re-write the following sentences putting the verb in present perfect continuous tense

1. He _____ the milk. (drink)
2. I _____ Juma for his kind act. (thank)
3. She _____ us English next year. (teach)
4. You _____ him for a long time. (know)
5. They _____ prepare lunch. (prepare)
6. Have you _____ out my order? (carry)
7. Many people have not _____ good English. (speak)
8. You have _____ him so hard. (beat)
9. Cars have _____ very fast. (move)
10. He _____ in another village. (live)

2. Past tense

(i) Simple past tense

Examples of sentences

- I sang a nice song yesterday.
- We played football yesterday.

- They fetched water yesterday.

How to make simple past tense

In simple past tense a verb is added –ed (if it is a regular verb) and not added –ed (if it is irregular verb)

Subject	Past tense verb form (regular/ irregular)	
I	went	to school yesterday.
We	cooked	Ugali last month.
You	kicked	the ball yesterday.
They	ate	all my pizza last night.
He	pushed	me in a playground.
She	rose	up her hand in the classroom.
It	slept	on my bed yesterday.

Negative form of simple past tense

Subject	Did + not	Infinitive form of verb	
I	did not	go	to school yesterday.
We	did not	eat	Ugali last month.
You	did not	kick	the ball yesterday.
They	did not	eat	all my pizza last night.
He	did not	push	me in a playground.
She	did not	rise	up her hand in the classroom.
It	did not	sleep	on my bed yesterday.

Interrogative/question form of simple past tense

Did	subject	Infinitive form of verb	
Did	I	cook	Ugali last night ?
	we	go	to school yesterday?
	she	eat	my pizza?

Negative interrogative form of simple past tense

Didn't	subject	Infinitive form of verb	
Didn't	I	cook	Ugali last night ?
	we	go	to school yesterday?
	she	eat	my pizza?

Exercises

a) Make 10 sentences in simple past tense

b) Re-write the following sentences in simple past tense

1. He looks at the lion.
2. They enjoy drinking soda.
3. Do you know how to cook?
4. The car moves fast.
5. They are selling their house.
6. My sister is singing a nice song.
7. He knows how to bake a cake.
8. They will not play football.
9. Will you write a letter?
10. Is he shaking the bottle?

(ii) Past continuous tense

Examples of sentences;

- I was playing football.
- Shillan was writing lesson notes.
- We were making some noise.
- You were waiting for you president.

Positive statements of past continuous tense

Subject	Was/were	Verb + ing	
We	were	building	a beautiful house
They	were	learning	English language
You	were	stealing	our money
Ali and Dauda	were	eating	their lunch
She	was	speaking	Chinese
He	was	cleaning	the toilet
It	was	running	very fast
Dauda	was	talking	to the president

Negative form of past continuous tense

Subject	Was/were + not	Verb + ing	
We	Were not	building	a beautiful house
They	were not	learning	English language
You	were	stealing	our money
Ali and Dauda	were	eating	their lunch
She	was	speaking	Chinese
He	was	cleaning	the toilet
It	was	running	very fast

Dauda	was	talking	to the president
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Exercise

a) Make 10 sentences in past continuous tense

b) Re-write the following sentences in past continuous tense

1. He has done his work.
2. They have finished their work.
3. Does he play football?
4. He goes to school.
5. Rashid is making some noise.
6. Has he given you that money?
7. The lion is eating his meal.
8. My friends are fighting over a piece of cake.
9. We have celebrated our graduation.
10. The old master is training violinists.

(iii) Past perfect tense

Examples of sentences;

1. I had sung a song
2. We had taken our money.
3. You had learnt English language.
4. You had spoken well.

How to make past perfect tense;

Positive statement form of past perfect tense

Subject	Had	Past participle	
They	had	harvested	their crops.
We	had	jumped	up high.
You	had	seen	a lion.
I	had	typed	lesson notes.
She	had	danced	the music.
He	had	taken	his meal.
It	had	stolen	my bread.

Negative statement form of past perfect tense

Subject	Had	Not	Past participle	
They	had	not	harvested	their crops.
We	had	not	jumped	up high.
You	had	not	seen	a lion.
I	had	not	typed	lesson notes.

She	had	not	danced	the music.
He	had	not	taken	his meal.
It	had	not	stolen	my bread.

Interrogative/ question form of past perfect tense

Had	Subject	Past participle	
Had	they	harvested	their crops?
Had	we	jumped	up high?
Had	you	seen	a lion?
Had	I	typed	lesson notes?
Had	she	danced	the music?
Had	he	taken	his meal?
Had	it	stolen	my bread?

Negative interrogative form of past perfect tense

Had	Subject	Not	Past participle	
Had	they	not	harvested	their crops?
Had	we	not	jumped	up high?
Had	you	not	seen	a lion?
Had	I	not	typed	lesson notes?
Had	she	not	danced	the music?
Had	he	not	taken	his meal?
Had	it	not	stolen	my bread?

Exercises

a) Make 10 sentences in past perfect tense

b) Re-write the following sentences in past perfect tense

1. We develop the leaders for the future.
2. They trained him to be a warrior.
3. He is grooming his son to become his successor.
4. I was fixing to leave town after I paid the hotel bill.
5. He came singing down the road.
6. She arrived home at 7 o'clock.
7. These shoes come in three colours.
8. A scream come from the woman's mouth.
9. Is she doing a new job?
10. The branch fall from the tree.

(iv) Past perfect continuous tense

Examples of sentences;

- I had been reading a novel
- We had been cooking Ugali.
- She had been talking to him.
- They had been telling me the lie.

How to make past perfect continuous tense

Positive statement form of past perfect continuous tense

Subject	Had	Been	Past participle	
They	had	been	harvesting	their crops.
We	had	been	jumping	up high.
You	had	been	seeing	a lion.
I	had	been	typing	lesson notes.
She	had	been	dancing	the music.
He	had	been	taking	his meal.
It	had	been	stealing	my bread.

Negative statement form of past perfect continuous tense

Subject	Had	Not	Been	Past participle	
They	had	not	been	harvesting	their crops.
We	had	not	been	jumping	up high.
You	had	not	been	seeing	a lion.
I	had	not	been	typing	lesson notes.
She	had	not	been	dancing	the music.
He	had	not	been	taking	his meal.
It	had	not	been	stealing	my bread.

Interrogative/ question form of past perfect continuous tense

Had	Subject	been	Past participle	
Had	they	been	harvesting	their crops?
Had	we	been	jumping	up high?
Had	you	been	seeing	a lion?
Had	I	been	typing	lesson notes?
Had	she	been	dancing	the music?
Had	he	been	taking	his meal?
Had	it	been	stealing	my bread?

Negative Interrogative/ question form of past perfect continuous tense

Had	Subject	Not	been	Past participle	
Had	they	not	been	harvesting	their crops?

Had	we	not	been	jumping	up high?
Had	you	not	been	seeing	a lion?
Had	I	not	been	typing	lesson notes?
Had	she	not	been	dancing	the music?
Had	he	not	been	taking	his meal?
Had	it	not	been	stealing	my bread?

Exercises

a) Make 10 sentences in past perfect continuous tense

b) Re- writes the following sentences in past perfect continuous tense

1. He loves the twilight.
2. The cities fell to the enemy.
3. Her long black hair flowed down her back.
4. We sleep at night.
5. She tells me a tale.
6. The students are clapping their hands.
7. They were fetching water.
8. Has he climbed up the tree?
9. The boy had stolen our books yesterday.
10. My father will visit the animal zoo.

3. Future tense

(i) Simple future tense

Examples of sentences;

- I shall go to school.
- You will see me tomorrow.
- We shall wait for you.
- She will give me a radio.

NOTE:

The auxiliary verb shall and will are used with special personal pronouns

First personal pronouns;

I

We + shall

Second and third personal pronouns ;

You

He

She

They + will
It
Nouns

- ❖ When we use simple future in speaking , we often contract the subject and auxiliary verb

Example ;

He will	He'll
You will	You'll
She will	She'll
It will	It'll
I shall	I'll
We shall	We'll

- ❖ **"Going to"** can also be used to express the future action or event.

For example;

- The president is going to expel all ghost workers.
- Taifa star is **going to** win this match.
- Are you **going to** cheat me?
- Students are **going to** perform the exams.
- Our teacher is **going to** teach us Maths.

How we make simple future tense

Positive statement form of simple future tense.

Subject	Shall/will	Infinitive verb	
I	shall	go	to school.
We	shall	visit	our parents.
They	will	come	to see us.
You	will	teach	us English.
He	will	tell	him the truth.
She	will	drive	my car.
It	will	rain	soon.
Juma	will	give	me a gift.
Juma and Ali	will	bake	a cake.

Negative statement form of simple future tense.

Subject	Shall/will	Not	Infinitive verb	
I	shall	not	go	to school.
We	shall	not	visit	our parents.

They	will	not	come	to see us.
You	will	not	teach	us English.
He	will	not	tell	him the truth.
She	will	not	drive	my car.
It	will	not	rain	soon.
Juma	will	not	give	me a gift.
Juma and Ali	will	not	bake	a cake.

Interrogative/ question form of simple future tense.

Will/shall	subject	Infinitive verb	
Shall	I	go	to school?
Shall	we	visit	our parents?
Will	they	come	to see us?
Will	you	teach	us English?
Will	he	tell	him the truth?
Will	she	drive	my car?
Will	it	rain	soon?
Will	Juma	give	me a gift?
Will	Juma and Ali	bake	a cake?

Negative interrogative/ question form of simple future tense.

Will/shall	subject	Not	Infinitive verb	
Shall	I	not	go	to school?
Shall	we	not	visit	our parents?
Will	they	not	come	to see us?
Will	you	not	teach	us English?
Will	he	not	tell	him the truth?
Will	she	not	drive	my car?
Will	it	not	rain	soon?
Will	Juma	not	give	me a gift?
Will	Juma and Ali	not	bake	a cake?

Exercise

a) Make 10 sentences in simple future tense

b) Re-write the following sentences in simple future tense

1. She sent her children to a camp.
2. He mailed me the paper after writing it.
3. The teacher guided the pupils to do their work.
4. We lead him to our chief.

5. I am reading a good book on economics
6. He bought a novel called things fall apart.
7. I carried the money in my pocket
8. My sister was flying an egg.
9. Her brother got the job at the bank.
10. They have played football.

(ii) Future continuous tense

Examples of sentences;

- a) I shall be moving very fast.
- b) We shall be singing National anthem.
- c) They will be speaking Sukuma.

How we make future continuous tense

Positive statement form of future continuous tense.

Subject	Shall/will	Be	(verb + ing)	
I	shall	be	going	to school.
We	shall	be	visiting	our parents.
They	will	be	coming	to see us.
You	will	be	teaching	us English.
He	will	be	telling	him the truth.
She	will	be	driving	my car.
It	will	be	raining	soon.
Juma	will	be	giving	me a gift.
Juma and Ali	will	be	baking	a cake.

Negative statement form of future continuous tense.

Subject	Shall/will	Not	Be	(verb + ing)	
I	shall	not	be	going	to school.
We	shall	not	be	visiting	our parents.
They	will	not	be	coming	to see us.
You	will	not	be	teaching	us English.
He	will	not	be	telling	him the truth.
She	will	not	be	driving	my car.
It	will	not	be	raining	soon.
Juma	will	not	be	giving	me a gift.
Juma and Ali	will	not	be	baking	a cake.

Interrogative/question form of future continuous tense.

Shall/will	Subject	Be	(verb + ing)	
Shall	I	be	going	to school.
Shall	we	be	visiting	our parents.
Will	they	be	coming	to see us.
Will	you	be	teaching	us English.
Will	he	be	telling	him the truth.
Will	she	be	driving	my car.
Will	it	be	raining	soon.
Will	Juma	be	giving	me a gift.
Will	Juma and Ali	be	baking	a cake.

Negative interrogative form of future continuous tense.

Shall/will	Subject	Not	Be	(verb + ing)	
Shall	I	not	be	going	to school.
Shall	we	not	be	visiting	our parents.
Will	they	not	be	coming	to see us.
Will	you	not	be	teaching	us English.
Will	he	not	be	telling	him the truth.
Will	she	not	be	driving	my car.
Will	it	not	be	raining	soon.
Will	Juma	not	be	giving	me a gift.
Will	Juma and Ali	not	be	baking	a cake.

Exercise

a) Make 10 sentences in future continuous tense

b) Re-write the following sentences putting the verb in future continuous tense

1. The tourist _____ the French language. (speak)
2. He _____ her hand this time. (hold)
3. _____ she _____ her dinner this time? (eat)
4. They _____ anything in this noise place. (not/ hear)
5. What _____ he _____ today? (play)
6. She _____ from Japan tonight. (come)
7. They _____ their homework. (do)
8. We _____ in the swimming pool. (swim)
9. The patient _____ a single word. (not/ say)
10. Indian army _____ him at the border. (send)

(iii) Future perfect tense

Examples of sentences;

- a) I shall have taken a book.
- b) You shall have seen a film.
- c) They will have built a house by 2017.

How to make future perfect tense

Positive statements form of future perfect tense

Subject	Shall/will	Have	Past participle	
I	shall	have	gone	to school.
We	shall	have	visited	our parents.
They	will	have	come	to see us.
You	will	have	taught	us English.
He	will	have	told	him the truth.
She	will	have	driven	my car.
It	will	have	rained	soon.
Juma	will	have	given	me a gift.
Juma and Ali	will	have	baked	a cake.

Negative statements form of future perfect tense

Subject	Shall/will	Have	Not	Past participle	
I	shall	have	not	gone	to school.
We	shall	have	not	visited	our parents.
They	will	have	not	come	to see us.
You	will	have	not	taught	us English.
He	will	have	not	told	him the truth.
She	will	have	not	driven	my car.
It	will	have	not	rained	soon.
Juma	will	have	not	given	me a gift.
Juma and Ali	will	have	not	baked	a cake.

Interrogative/ question form of future perfect tense

Shall/will	Subject	Have	Past participle	
shall	I	have	gone	to school?
shall	we	have	visited	our parents?
will	they	have	come	to see us?
will	you	have	taught	us English?
will	he	have	told	him the truth?
will	she	have	driven	my car?
will	it	have	rained	soon?

will	Juma	have	given	me a gift?
will	Juma and Ali	have	baked	a cake?

Negative interrogative form of future perfect tense

Shall/will	Subject	Not	Have	Past participle	
shall	I	not	have	gone	to school?
shall	we	not	have	visited	our parents?
will	they	not	have	come	to see us?
will	you	not	have	taught	us English?
will	he	not	have	told	him the truth?
will	she	not	have	driven	my car?
will	it	not	have	rained	soon?
will	Juma	not	have	given	me a gift?
will	Juma and Ali	not	have	baked	a cake?

Exercise

a) Make 10 sentences in future perfect tense

b) Re-write the following sentences in future perfect tense

1. He puts on his coat.
2. They sing very well.
3. My mother cooks rice.
4. Mr. Mushi gave us a lesson.
5. I eat potatoes for dinner.
6. We agree with you.
7. Does he throw the stone?
8. Weren't you mopping the floor?
9. I had not spoken to him.
10. My mother will teach me how to make a tea.

(iv) Future perfect continuous tense

Examples of sentences

- You will have been traveling for two hours.
- She will have not been using the car.
- They will have been watching television.

How to make future perfect continuous tense

Positive statements of future perfect continuous tense

- I shall have been speaking English.

- ☐ We shall have been taking our money.
- ☐ You will have been telling me a story.
- ☐ They will have been writing a later.
- ☐ She will have been washing her clothes.

Negative statement form of future perfect continuous tense

- ☐ I shall not have been speaking English.
- ☐ We shall not have been taking our money.
- ☐ You will not have been telling me a story.
- ☐ They will not have been writing a later.
- ☐ She will not have been washing her clothes.

Interrogative/ question form of future perfect continuous tense

- ☐ Shall I have been speaking English?
- ☐ Shall we have been taking our money?
- ☐ Will you have been telling me a story?
- ☐ Will they have been writing a later?
- ☐ Will she have been washing her clothes?

Negative interrogative form of future perfect continuous tense

- ☐ Shall I not have been speaking English?
- ☐ Shall we not have been taking our money?
- ☐ Will you not have been telling me a story?
- ☐ Will they not have been writing a later?
- ☐ Will she not have been washing her clothes?

Exercise

a) Make 10 sentences in future perfect continuous tense

b) Re-write the following sentences in future perfect continuous tense

1. The pupils will clean the surroundings.
2. She cooks food.
3. Will you go to school?
4. They will eat fruits.
5. He went to the market.
6. Will she come tomorrow?
7. Mariamu gave the book to Baraka.
8. They live in Sumbawanga.
9. She will away from her parents.
10. We started to talk about our business.

Writing practice

Exercises

a) Complete the following table correctly

Past tense	Past Continuous	Past Perfect
_____ wrote a letter	were writing a letter	Had written a letter
_____ completed the work		
_____ bought a pen		
_____ hid behind the door		
_____ shook the bottle		
_____ made noises		
_____ began the work		
_____ happened at night		
_____ paid money		

b) Complete these sentences by choosing the correct tense for the verbs given in the brackets.

1. He was _____ when I picked him up. (weep, weeps, weeping, wept)
2. If you _____ you will catch the bus. (ran, run, running, was run)
3. She could not remember what her mother _____ her to bring. (have ask, have asked, had ask, had asked)
4. My teacher always _____ me to do enough revision. (tell, tells, telling)
5. They ask about you every time we _____ them. (meeting, meet, was met, meets)
6. I am _____ the pen which my father gave me. (used, uses, use, using)
7. You did not _____ the answers clearly. (remember, remembered, remembering)

8. She fell ill because she _____ for the last two days. (hadn't eat, hadn't eaten, hadn't ate)
9. My little boy doesn't _____ properly. (heard, hears, hear, hearing)
10. Last night I _____ that I was a princess. (dreaming, dreamt, dreams)

c) Choose the correct answer

1. The ladies have _____ since this morning
a) Singing b) been singing c) sung d) sang
2. Did he _____ football yesterday?
a) Plays b) play c) playing d) played
3. John and I _____ in the field when the teacher arrived
a) Work b) were work c) were working d) work
4. Good children _____ breaking school rules.
a) Hating b) were hated c) are hated d) hate
5. I always wanted to try _____ the questions.
a) Answering b) answer c) to answer d) answered
6. When I woke up the sun had already _____
a) Risen b) rising c) rose d) rise
7. The books _____ on the shelf.
a) Was arranged b) were arranged c) were arranging d) arranged
8. They have _____ their milk
a) Drink b) drank c) drunk d) drinking
9. The boy has _____ a lot of mistakes
a) Did b) done c) do d) does
10. She _____ loudly every time.
a) Speak b) speaking c) speaks d) was speaking
11. The cow he _____ eats a lot of grass
a) Kept b) keeps c) has kept d) keeping
12. Every morning students _____ books in their bags.
a) Carrying b) carry c) were carrying d) carries
13. We sometimes _____ our patients in the hospital
a) Had visited b) will visit c) visiting d) visit
14. We had _____ our work when you rang me.
a) Done b) do c) doing d) does
15. His brother _____ know the answer
a) Did b) don't c) doesn't d) hasn't
16. Our father _____ from Nairobi to Dodoma last week.
a) is driving b) drove c) drive d) drives
17. He _____ boil some water before stirring the flour.
a) is b) has c) have d) will
18. He ordered the thief, " _____ that bicycle to the police station!"

- a) Brought b) will bring c) bringing d) bring
19. Class six pupils _____ the University of DSM on Wednesday evening.
- a) Was visited b) is visiting c) will visit d) will visit
20. She has _____ him since 1986
- a) Know b) known c) knows d) knew

b). Participating in conversations on common topic (Include financial management, entrepreneurship, hobbies, travel, current events and child labour)

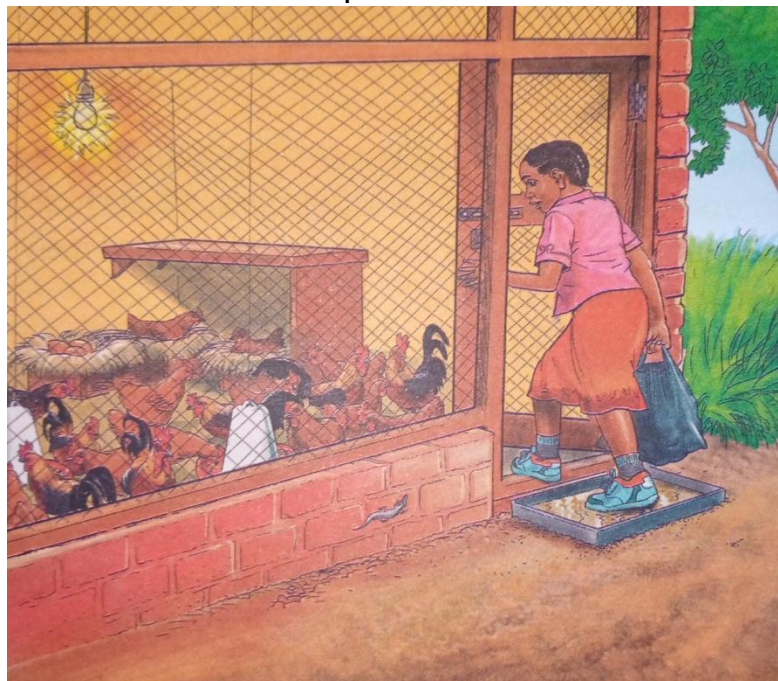
Speaking practice

- a). Talk about a business person that you admire.
1. Who is the business person that you admire the most?
 2. Why do you admire him/her?
 3. Where does he/she live?
 4. How did you know him/her?
 5. What kind of business does the person do?

- b). Read the following tongue twisters

- Where she sits she shines, and where she shines she sits.
- There was a fisherman named Father, who fished some fish in a fissure.

- c). Study the picture and answer the questions that follow.



Questions

1. What do you see in the picture?
2. What is the girl doing?
3. Why do people keep chickens?

Reading practice

Read and answer questions page number 63 – English Standard Six Pupils Book: TIE (2019)

Vocabulary practice

a). Read the following pair of words and make one correct sentence for each of the pair

Lay lie	Buy bye	Meet meat	Advise advice	Chicken kitchen	Chick cheek
---------	---------	-----------	---------------	-----------------	-------------

b). Match the words in column A with their meaning in column B

COLUMN A			COLUMN B	
No	Words	Answers	No	Their meanings
1	Chicken coop		i	The type of chickens that lay eggs
2	Poultry project		ii	Animals doctor
3	Chick		iii	Chickens suitable for meat
4	Veterinary officer		iv	A male hen
5	Broilers		v	A young chicken
6	Layers		vi	A cage in which chickens are kept
7	A cock		vii	Raising domesticated birds chickens

Language practice

Heterograph

Are words that sound the same but have different spelling and different meaning. For example;

- | | |
|----------------------------|-------------------|
| - to, too, and two | - Flour, flower |
| - there, their and they're | - for, four, fore |
| - son, sun | - Deer, dear |
| - paws, pause | - Rode, road |
| - pair, pare, pear | - Might, might |
| - week, weak | - Write, right |

Example of sentences;

Too, to and two

- You come, too.
- I went to the store.
- I saw two monkeys.

Their, there and they're

- There goes the runner.
- Their dog bit me.
- They're my cousins.

Sun, son;

- She has a son and two daughters.
- The sun rises from east.

Exercises;

a) Use homographs below to complete each sentence.

1. The dolphins splashed back into the _____ (see, sea)
2. I will _____ the letter tonight. (right, write)
3. He told the driver to turn _____ onto his street. (write, right)
4. Mother told us to play outside so we do not _____ anything. (brake, break)
5. _____ wanted to go to the shop with my brother. (I, eye)
6. Let us _____ at 2 pm outside the library. (meet, meat)
7. Vegetarians do not eat _____ (meet, meat)
8. She did not _____ me hiding in the closet. (see, sea)
9. My left _____ was hurting after he hit me. (I, eye)
10. The _____ in my car stopped working. (brake, break)

Writing practice

Exercises;

a) Write the correct homograph for each of the following clue;

1. Something in a pencil, or what a CEO of a business does for her company _____
2. The reverse direction, or a part of your anatomy that has a spine _____
3. A pass that allows you to do something, or to give permission to someone _____
4. When a broadcast is made as it is happening or the opposite of dead _____
5. Sixty seconds, or something very small _____
6. The way someone behaves, or to lead an orchestra _____
7. The opposite of something, or brand of shoes _____
8. The break kids get around lunch time, or to shrink _____
9. A beautiful smelling flower, or past tense of ascending _____

10. The edge of the river, or a place where you store your money

b) Choose the letter of the word that mostly closely matches the meaning of the underlined homograph

1. He wouldn't allow the boy to subject to any more bullying.
a) Told b) exposed C) topic d) authority
2. The family went to the National park so they commune with nature.
a) Travel to work b) live as a group c) exchange d) communicate
3. The microscope showed minute differences in the tissue sample.
a) Brief b) tiny c) dancing d) 60 seconds
4. The lively puppy upset the table and broke all the dishes
a) Turned over b) worried c) jumped d) troubled
5. The judge ruled the contact was invalid.
a) Hopeless b) sickly c) void d) tired
6. When the wolf howls, the shy girl quails in the corner
a) Birds b) wails c) cooks d) shrinks
7. Mr. Kumbuka is a man of great import.
a) Trading b) products c) significance d)travels
8. When school is over my sister will progress to the next grade.
a) Advancement b)more c) promotion d) inspect

2.2 Developing and using appropriate vocabulary through listening and when speaking.

1. Creating and using words related to daily interactions, personal events and experiences, object found at school home, hotel and play ground.

Speaking practice

a) Recite the poem below and answer the questions that follow

Two little thieves,
Walking down the street,
Grabbing things and pushing people,
Someone call the police.

Call the police,
To lock them up,
We need to walk on the streets,
With pride, without fear.

Questions

1. Who is walking down the street?

2. Why should someone call the policw?
3. What is the poem about?
4. What do we learn from the poem?

2. Look at the following picture and answer the question that follow



Questions

1. What do you see in the picture?
2. Where do you think the boy is going?
3. What do you think might have happened to him?

Reading practice

a) Read the passage and answer the questions that follow on page 69, English Standard Six Pupil's Book: TIE (2019).

Vocabulary practice

1. Find the following words in the passage above and read the sentences which contain them

Joked shrubs pricked alley briskly shabby slapped
thugs grabbed choked yanked

2. Match the word in column A with their meanings in column B

No	Column A	Answers	No	Column B
1	Joke		i	Pull with force
2	Shrub		ii	A narrow passage or a way between or behind a building
3	Prick		iii	A funny story to make people laugh
4	Alley		iv	A violent person or a thief
5	Briskly		v	Untidy or dirty

6	Shabby		vi	A wood plant which is small than a tree
7	Slapped		vii	Make a small hole with a sharp object
8	Thug		viii	Quickly
9	Grab		ix	To be unable to breath properly
10	Choke		x	To take something with your hand suddenly, firmly or roughly
11	Yank		xi	Hit someone with a palm of a hand

Language practice

ANALOGIES (SIMILARITIES)

Analogy is a comparison between one thing and another made for the purpose of explanation or clarification.

For example:

- Human beings eat food and cattle eat grass, so we can say;
Food is to human as grass is to cattle.
- The young one of a cow is calf and the young one of a cat is kitten. So we can also say;
- Calf is to cow as kitten is to cat.

Exercise:

Complete the following sentences

1. Father is to son as mother is to _____
2. Bee is to hive as pig is to _____
3. Now is to them as here is to _____
4. Stallion is to horse as _____ is to sheep
5. Known is to unknown as _____ is to absent
6. Judge is to court as physician is to _____
7. _____ is to netball as referee is to football
8. Calf is to cow as _____ is to goat
9. Swahili is to Tanzania as _____ is to Spaniards.
10. Wings are to bird as _____ are to fish
11. North is to South as East is to _____
12. Africa is to as _____ is to Germany
13. Hearing is to ear as sight is to _____
14. Food is to hungry is to _____
15. Chick is to hen as lamb is to _____

Writing practice

Exercises

a) Write the correct word from the box below to complete the following analogies;

Enthusiastic	tardy	winter	return	canvas
--------------	-------	--------	--------	--------

Scarcity	dusk	draw	go	light
----------	------	------	----	-------

1. Purchase is to keep as borrow is to _____
2. Red is to stop as green is to _____
3. Plenty is to enough as shortage is to _____
4. Present is to here as late is to _____
5. Author is to write as artist is to _____
6. Rock is to heavy as feather is to _____
7. Dull is to vibrant as bored is to _____
8. Heat is to summer as cold is to _____
9. Pencil is to paper as paint is to _____
10. Sunrise is to dawn as sunset is to _____

b) Choose the word that best relate each analogy

1. Up is to down as over is to _____ (under, along, above)
2. Big is to small as full is to _____ (filled, empty, blank, drain)
3. Platoon is to soldier as team is to _____ (teacher, student, player)
4. Tree is to climb as ocean is to _____ (big, swim, fish)
5. Smile is to happy as frown is to _____ (sad, injury, pain)
6. Stripes is to zebra as giraffe is to _____ (fur, hair, spots)
7. Wind is to windmill as sun is to _____ (solar panel, engine, hammer)
8. Nice is to kind as pretty is to _____ (ugly, beautiful, smart)

2.3 Communicating simple ideas through writing

a) Writing to express news and views related to various context

Speaking practice

a).In pairs, act out the following dialogue.

Dialogue

Pius: My name is Pius Mbere, I am your host for today. Welcome to the children's Forum. Our guest is Asu, who is a Standard six pupil from Mbela Primary School. Thank you Asu for joining us.

Asu: Thank you so much for receiving us.

Pius: Tell us a bit about yourself.

Asu: My name is AsuTembo. I'm thirteen years old. I like playing football. I am also a member of a drama club at our school.

Pius: What position do you play in football?

Asu: I am a goalkeeper for the school team.

Pius: How long have you been a goalkeeper?

Asu: I've been a goalkeeper for three years.

Pius: Wow! But where did you learn to speak so well.

Asu: As I said earlier, I have been a member of the school drama club for three years. We learn how to speak confidently. This has helped me become what I am today.

Pius: One last question; What do you want to be when you complete school?

Asu: Well, since I was in Standard Three, I've thought of becoming a television presenter.

Pius: Well, Asu, it has been pleasure alking to you. Thank you for being our guest today.

Questions

1. What is the name of the radio programme?
2. How old is Asu?
3. What position does Asu play in football?
4. Who does Asu learn to speak so well?
5. Who does Asu want to be when he completes school?
6. How can you learn to speak with confidence?

b) Study the picture below and answer the question that follows



Questions

1. What do you see in the picture?

2. What is the name of this place?
3. What are the people in the picture doing?
4. What is the importance of such a place?

Reading practice

a) Read the following passage and answer the questions that follow, page 75, English Standard Six Pupils Book: TIE (2019)

Vocabulary practice

a) Read the sentences containing the following words in the passage above

Opportunities, memorable, entertainment, soundproof, audience, broadcast

b) Match the vocabularies in column A with their meanings in column B

No	Column A	Answers	No	Column B
	Words			Their meanings
1	Opportunity		i	Someone who introduces the different of television or radio show
2	Memorable		ii	Resistant to the passage of sounds
3	Entertainment		iii	Listeners at a play, film or concert
4	Presenter		iv	Unforgettable
5	Soundproof		v	Transmitted by radio or television
6	Broadcast		vi	An activity providing enjoyment
7	Audience		vii	A cup of a decorative object given as for a victory or success
8	Panel		viii	A group of people who discuss to interest on television or radio
9	Trophy		ix	A chance

c) Choose the right word in the box to fill in the blanks in the sentences that follow

Broadcasts, advertisement, right, announcement, programme

1. It is important to make sure that every child has the to education.
2. The head teacher will make an tomorrow during the assembly.
3. Tumi hurried home in order to watch the television
4. She cut the out of the newspaper.
5. The 8 o'clock gave more details of the missing child.

6. The television station 24 hours a day.

Language practice

Present perfect tense + since and for

We often use since and for with present perfect tense

- We use for to talk about a period of time i.e _5 minutes, _2 weeks e.t.c
- We use since to talk about a point of time i.e _9 o'clock, _Monday e.t.c

For	Since
a period of time	a point of time
20 minutes	6:15 p.m
three days	monday
6 months	january
4 years	1994
2 centuries	1800
a long time	I left school
ever	the beginning of time
4 hours e.t.c	morning e.t.c

Examples of sentences

1. I have been studying **for** 3 hours.
2. They have been watching television **since** morning.
3. Tara hasn't been feeling well **for** 2 weeks.
4. He has been playing football **for** a long time.
5. We have been living in Arusha **since** we completed primary school.

Note:

For can be used with all tenses. **Since** is usually used with perfect tenses only.

Writing practice

a) Construct ten meaningful sentences using 'since'.... and 'for'.....

I		crying		January
They		walking		two hours.
You		writing a story		two years.
She	has been	watching a film	for	last year.
He	have been	saving our money	since	morning.
It		sleeping		lunchtime.
We		learning English		the beginning of the v
				two days.

b) Use 'since' and 'for' to complete the following sentences.

1. I have been waiting for you 4 o'clock.

2. Mpumi has been waiting 20 minutes only.
3. Atu and Patu have been learning English Six years.
4. I have not gone on holiday last June.
5. My sister has been saving her money many years.
6. I have not eaten anything morning.
7. We have been watching TV..... hours.
8. My parents have been married a long time.
9. Our teacher has been sick..... last month.
10. She has not phoned him a week.

c) Use the words in the box below to complete the text that follows

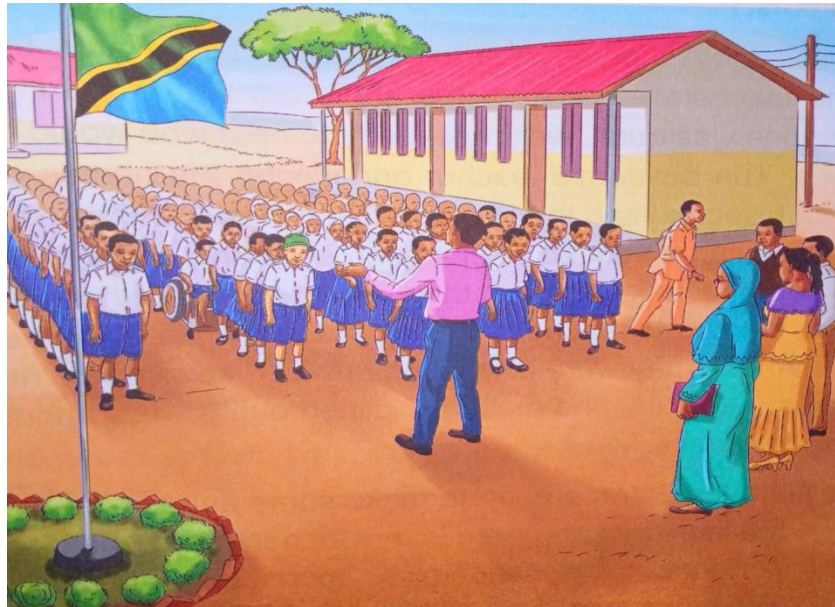
Memorable news broadcasting advertising entertain

(1)..... is the transmission of programmes or information by radio or television. The programmes are meant to (2)..... as well as educate people. Radio and television also create (3) events for viewers. (4)..... is also meant to inform people about the day to day matters. Radio and television generate income by (5) for different companies and individuals.

b). Writing an application letter with specific purpose, notes to immediate people in order to convey simple information, texts to inquire for information related to school requirement

Speaking practice

a) Study the picture below and answer the questions that follow



Questions

1. What do you see in the picture?
2. What is the name of this place?
3. What is the man doing in front of the pupils?

b) Recite the following poem

I want to write a letter,
I think I will do it later,
I don't know the parts of the letter,
So I will have to find them later.

Now I am writing a letter,
With all parts of the letter,
Sender's address and date,
Won't forget the receiver's address.

Salutation and the heading,
Then follows the body of the letter,
The ending concludes the letter,
Name and signature you close.

Questions

Answer the following questions orally

1. What is the poem about?
2. Why does the writer think of writing a letter later?
3. Does the writer mention the parts of the letter?
4. What are the parts of the letter mentioned in the poem?
5. How do we close the letter?

Reading practice

a) Read the passage below and answer the questions that follow, page 80, English Standard Six Pupil's Book: TIE (2019)

Vocabulary practice

a) Fill in the blanks with the missing letters to form a complete word then read it aloud

L__te_s	Pu_i_	A_a_emi_	Re_u_r_men_	H__i_ay
Dis_ip_in_	An_o_n_e_ent	P_i_es	C_as_r__m	E_ami_at_on

b) Match the words in column A whose sound match with the sounds of the words in column B

No	Column A	Answers	No	Column B
1	Excited		i	Diet
2	Cheered		ii	Plant
3	Quiet		iii	Feared
4	Prizes		iv	Ignited
5	Lazy		v	Rises
6	Aunt		vi	Crazy

Language practice

Application letter

An application letter is an official letter written to a person or organization for a specific reason such as applying for a job or inquiring for certain information.

Model of a formal letter

Receiver's address

Salutation

Heading

Body of the letter

Ending of the letter

Writers full name and signature

Sender's address

Date

Example of a formal letter

Sijaona Tembo,

P.O.BOX 1001,
Dar-es-salaam.
2nd May, 2012.

The head teacher,
Nawina Kindergarten,
P.O. BOX 7676,
Dar-es-salaam.

Dear sir/ Madam.

REF: APPLICATION FOR THE POST OF KINDERGARTEN TEACHER.

With reference to your advertisement in this Daily News on 14th May, 2012, I would like to apply for the post of Kindergarten teacher

I am 25 years and holding a bachelor's degree in early childhood education from the University of Dar-es-salaam. Between 2006 and 2011 I taught at Tiny Tots Kindergarten in Arusha. I taught the 5-year old children in my first two years.

Subsequently, I worked with the 4 years olds. Throughout my experience in Arusha. I enjoyed the experience of working with children. I am enclosing testimonials from my former employer.

In mid-2011, I left for the University of Dar-es-salaam to pursue a degree course in Early childhood Education. I have just completed the course I am not employed at the moment and will therefore be able to begin work whenever you require.

I am enclosing photocopies of my certificates and I am willing to attend an interview at your convenience. I look forward to being a part of Nawina Kindergarten.

Yours faithfully,

.....
Sijaona Tembo.

Exercise

Answer the following questions

1. Who is the writer of the letter?
2. To who is the letter addressed?
3. What academic qualifications does the applicant hold?
4. How did the applicant know that there was a vacancy at Nawina Kindergarten?
5. Where was the applicant working before going to the university

Writing practice

a) Fill in the blanks space with the items provided in the box below.

SPORTS ITEMS AND THEIR PRICE, faithfully, dear sir,
P.O BOX 432, July 23. 2020

Kinga Primary School

i. _____

Dodoma

ii. _____

The shop manager

Dar es salaam sport shop

P. O BOX 213

Dar-es-salaam

iii. _____

Re: iv. _____

My school would like to buy some sports items from your shop.

Please let us know if the following sports items are available in your shop. We would like to know the price of sports item.

- Volleyballs
- Table tennis table
- Football nets
- Basket balls.

We hope to hear from you soon

Yours v. _____

P.tingisha.

Peter Tingisha.

b) Rearrange the jumbled parts of the following letter to form a well written formal letter

Yours faithfully,
R.kitufe
Rachel Kitufe
English Teacher

4th October, 2020.

Kindly allow us to visit your radio station on the 27th of November,2020 to see how a radio station operates.

There are 55 pupils in Class Six who would like to visit your radio station. They would like to see the announcers and recording rooms. They would also like to participate in children's discussion. The pupils have been practicing their speaking and listening skills in English. So, they want to learn more through radio programmes.

We hope that our request will be considered.

Thank you.

Amana Radio Station

P.O.Box 333

Kijiweni

u.f.s. The head teacher

Mbela Primary School

P.O. Box 457

Kijiweni.

Mbela Primary school,

P.O.Box 457

Kijiweni

Dear Sir/Madam

RE: VISITING TOUR TO RADIO STATION

c) Use the words in the table below to fill in the blanks in the letter that follows

HEAD TEACHER	Dear	December
SCHOOL REQUIREMENTS	Please	k.Lunango
Yours faithfully	January	6 th December, 2020

Nzurini Primary School

P.O.box 222

Kibaoni

(i).....

Parent/Guardian

P.O.Box 224

Urafiki.

(ii)..... Parent/Guardian,

RE: (iii).....

(iv)..... be informed that the school is closed for (v)..... holiday. It will re-open on 7th (vi).....

The school administration takes this opportunity to thank all parents/guardians for their cooperation in the academic and moral improvement of their children during this year. We expect the same cooperation in the coming academic year.

In order to improve the pupils' academic performance, the school plans to administer monthly tests for each subject. Parents/guardians will be receiving progress reports for their children before the end of the term. We think this will allow both teachers and parents to assist the pupils closely. Please, encourage your child to be responsible for his/her own success.

Furthermore, make sure that you buy all school requirements, such as school uniforms, shoes, exercise and text books, a school bag, a pen, a pencil, a ruler and sports jersey.

Please, feel free to come at any time during school hours if you have any concerns regarding your child.

(vii)

Kazinda Lunango

(viii)

C) Writing paragraphs with correct flow of ideas using appropriate punctuation marks and connective (butand, also.....) Sequence markers (moreover in addition to critically above all, lastly)

Speaking practice

a) Recite the following poem.

Farmers

Covered in sweat,
A hard working life,
Placed at their feet,
You reap what you sow,
Written in their hearts,
Servants of humanity,
Hope is their daily bread,
A prayer for all times.

Farming is a passion,

Not for the short-sighted,
Not for the weak at heart,
Not for the lazy,
Farmers are the guardians of hope,
Farmers are the unsung heroes,
Fully armed,
With magazines of seeds.

Questions

1. What kind of people are the farmers in the poem?
2. What is the farmers' daily bread?
3. What is the poem about?
4. What lessons have you learnt from the poem?
5. Why are farmers important?

b) Study the picture below and answer the questions that follow



Questions

1. What do you see in the picture?
2. What are the people in the picture doing?
3. What tools do they use to do the work?
4. What are they going to get from their work?

Reading practice

a) Read the passage below and answer the questions that follow.

Community farming

My name is Moki. I live in Matala Village. We depend on agriculture for our living, so every family in my village has a small farm. We also have a big community village farm. Every person in the village works on the farm.

To begin with, two to three weeks before the early rains, we prepare the farm by ploughing. We plough the soil to a depth of at least 20 centimeters using a tractor. We normally hire the tractor from Mr. Ndisa, a big farmer from a nearby village. Ploughing helps to turn over the upper layer of the soil. It also brings fresh nutrients up to the surface and buries weeds and crop remains. As the plough ploughs the soil, it creates long trenches of fertile soil called furrows.

Then, at the onset of the rains, we harrow the farm. Harrowing involves breaking up large lumps of soil. This makes planting easier and ensures that the seeds germinate. For example, maize planting starts a few days after the onset of the rains when the soil is still moist. We leave a space of 75 centimetres between rows and 25 centimetres between plants. The right spacing ensures good crop growth, makes it easier to weed, and reduces the spread of pests and diseases.

After a few days, when the seeds sprout, we add fertilizer on the soil. The type of fertilizer chosen depends on the type of the soil. We make sure that we buy the right amount of fertilizer for our farm and plant the right seed variety. Before purchasing seeds, we examine the package to check the expiry date and ensure that it has not been tampered with.

Afterwards, when the maize plants are about 30.48 centimetres high, we add a second round of fertilizer and spray pesticides. Pesticides are important because they protect crops from pests, diseases and weeds, as well as raise productivity. Without pesticides, more than half of our crops would be lost to pests and diseases.

Finally, when the maize is ready, we harvest it. We always have a big celebration after the harvest. In this celebration, a lot of food and drinks are prepared. People eat, dance and drink. Generally, our community farming has helped us to work as one family and has brought a sense of belonging. In addition, it has increased our food production.

Questions

1. The story takes place in a village called
2. The villagers prepare their farm using
3. Harrowing is the process of
4. Moki's village depends on for their living.

5. What do the villagers do after harvesting their crops?

b) Write TRUE or FALSE for each of the following statements.

1. Moki lives in Konga Village
2. Ploughing creates long trenches of fertile soil called furrows
3. Checking for the expiry date in choosing seeds is not important
4. Planting is done when the soil is moist
5. Even without pesticides, plants grow healthy.....

Vocabulary practice

a) Pronounce the following words

Pesticides	Furrows	Harrow	Germinates	Nutrients
Expiry date	After	Trenches	Examine	Ploughing

b) Use each word to make one meaning sentence

Language practice

a) Sequence markers

Are the words, mainly adverbs and preposition phrases that link sentences together into a larger unit of discourse.

Sequence markers are also known as sentence connectives.

Examples of sequence markers

At the same time, after, finally, afterwards, in addition to, as, when, without, to begin with, also, then, generally.

Uses of sequence markers

1. They can indicate chronological order e.g first....., secondly....., thirdly, to begin with....., next....., to conclude etc
2. They can add to or reinforce what has already been said e.g furthermore, in addition, what is more etc
3. They can indicate that two propositions have equal status e.g likewise, similarly etc
4. They can indicate cause-result relationships e.g consequently, so, as a result etc
5. They can indicate concession e.g nevertheless, in any case, for all that, all the same etc

Exercise

Fill in the blanks with the correct sequence marker

1. My sister was in the dentist's office for ten minutes. _____, I sat in the waiting room with an old magazine in my hands. (first, meanwhile, later)
2. An hour passed but there was no sign of Mike. _____, we decided to go home. (until, before, finally)
3. We bumped into Musa during our trip to Zanzibar island. A few weeks _____, we met him again. (after, then, later)
4. The men went to a nearby restaurant for breakfast. _____ they drove off towards the Msimbazi bridge. (after, afterwards, meanwhile)
5. The football coach announced, "Today, we will begin practicing for the coming match." _____ he added, "let's warmup first." (then, after, eventually)
6. _____, heat the oil in the frying pan. Then put in all the marinated chicken pieces. (before, after, first)
7. Many customers bought the delicious chicken pies. _____ all the pies were sold out. (Eventually, afterwards, next)
8. Many people wanted to buy the tickets. _____ a while, the queue was quite long. (before, after, finally)
9. Zurekha will be back in 15 minutes. _____, make yourself at home. (Later, subsequently, meanwhile).

b) Punctuation marks

Exercise

i) Read and punctuate the following sentences

1. first of all we must make ourselves clean by washing and bathing every day.
2. our surroundings should be free from rubbish
3. mrmazidi does exercise every day to keep fit
4. does she wash dishes everyday
5. why should we clean and iron clothes
6. we must wash our hands before eating
7. when do you clean your surroundings
8. do you think you should practice good personal hygiene

ii) Punctuate the following passage

personal hygiene refers to individual practices and habits that protect a person from getting diseases and help him or her to maintain health a person should practice hygiene in everyday life. there are many things a person should do in order to maintain good hygiene first of all you should keep your body clean by brushing your teeth taking a bath and wearing clean ironed clothes. you must also wash your hands with running water and soap after using toilet secondly remember to wash your hands before you eat. in addition, make sure your surroundings both at home and at school are clean. clean surroundings protect us

from diseases such as malaria and diarrhea diseases finally you should teach others to practice good personal hygiene for their healthy.

Writing practices

a) Use the sequence markers in the following box to fill in the blanks in the passage that follows

Then	next	After	Finally	first	When
------	------	-------	---------	-------	------

My daily routine

The thing I do in the morning is to wake up. I have a bath and get dressed..... I take breakfast and go to school the school day is over, I go home where I do the housework. those chores are done, I have dinner and relax in front of the television., I go to bed and fall asleep.

b) Re-arrange the following sentences to form a meaningful passage.

The basic steps in rice cultivation

1. Third, plant the seeds according to the recommended spacing.
2. In addition, make sure you apply fertilizer in time to make sure that the plants get enough nutrients.
3. First, select proper seeds by considering the type of soil.
4. Second, prepare the land for cultivation.
5. Before harvesting time, make sure that your storage units are ready.
6. Fourth, make sure there is plenty of water in the field.

d)Writing simple and short stories to express personal feelings

Speaking practice

a) Study the picture and answer the questions that follow



Questions

1. What do you see in the picture?
2. What do you think is the girl doing?
3. What is she holding?
4. What is the name of the place?
5. Would you like to be at such a place? Give reasons.

b) In pairs, read the following dialogue and act it out.

Baraka: Hello Upendo!

Upendo: Hello Baraka, how are you?

Baraka: I am fine thank you. And you?

Upendo: I'm fine too.

Baraka: Are you excited about our trip to Mikumi National Park tomorrow?

Upendo: Yes, of course! I can't just wait.

Baraka: Me too, but I'm sad about Amina.

Upendo: Why?

Baraka: Amina won't be with us on the trip because she is sick.

Upendo: I really feel so sorry for her. She was so excited as well.

Baraka: I can't imagine how bad she might be feeling.

Upendo: You are right. Let's go and visit her in the evening.

Baraka: And let's pray that she won't fall sick again on the coming trips. See you later.

Upendo: Thank you. Bye.

Baraka: Bye! Take care!

Questions

1. Who are speaking in the dialogue?
 2. Where are they expecting to go?
 3. How do they feel about the trip?
 4. Who is not going on the trip?
 5. Why is she not going?
 6. How do Baraka and Upendo feel about Amina?
- c) Read aloud the following tongue twister

Of all the felt I ever felt,
I never felt a piece of felt,
Which felt as fine as that felt felt,
When first felt I felt that felt hat's felt,

Reading practice

- a) Read the following story and answer the question that follows, page 101, English Standard Six pupils Book: TIE(2019)

Vocabulary practice

- a) Read the following words and find the meaning of each word in the dictionary.

admitted, consult, famous, laboratory,
discharged, sick, pneumonia, laboratory technician.

- b) Make one meaningful sentence for each of the word above
- c) Read the following words which represent feelings

Sad, excited, confused, sorry

- d) Make one meaningful sentence for each word above

Language practice

Expressing feelings

Feelings of Fear	Feelings of Anger	Feelings of Happiness
Afraid	Aggressive	Glad
Nervous	Mad	Happy
Worried	Angry	Optimistic
Unsettled	Offended	Joyful
Suspicious	Outraged	Blissful
Panicked	Hateful	Pleasures
Anxious	Furious	Excited

Shocked	Violent	Cheerful
---------	---------	----------

Look at the following facial expression that shows different feelings;

How are you feeling?



Writing practice

a) Use the words in the box to fill in the blanks in the passage below.

Healed, admitted, consult, famous, laboratory, discharged, pneumonia, sick, laboratory technician

Matata was a very (i)..... musician. When he got (ii) he decided to (iii) a doctor. The doctor told him to go to the laboratory for different tests. The (iv)..... gave him the result on a piece of paper. When Matata took it to the doctor, he was told he had (v)..... Then he knew why he could not breathe properly. He was (vi)..... to a male ward in the hospital for two weeks. Then, the doctor told Matata that he was (vii) so he was (viii)..... the same day.

b) Put the words below into the right column for each feeling.

Annoyed, joyful, sorrowful, cheerful, irritated, jolly, delighted, bitter, gloomy, mad, down, unhappy.

sadness	Happiness	Anger
a)	a)	a)
b)	b)	b)
c)	c)	c)

d)	d)	d)
----------	----------	----------

c) Rearrange the following groups of words to read as meaningful sentences.

1. Cleans mother my kitchen her.
2. Close examination draws every day the.
3. Abroad last gone cousin my year had.
4. Breath one motionlessly holding lay
5. Many taught things has me grandfather my.
6. Who understood he me well was the person.
7. Two hours we at grandparent's arrived home later.
8. I with my live at Makamba parent's town.
9. Name my is Joshua.

2.4 Using appropriate vocabulary when writing

a) Reading and writing words with suffixes and prefixes to enrich acquisition of grade appropriate vocabulary.

Speaking practice

a) Recite the extract from the following poem and answer the questions that follow.

A freedom song

Atieno washes dishes,
Atieno plucks the chicken,
Atieno gets up early,
Beds her sacks down in the kitchen,
Atieno eight years old,
Atieno yo.

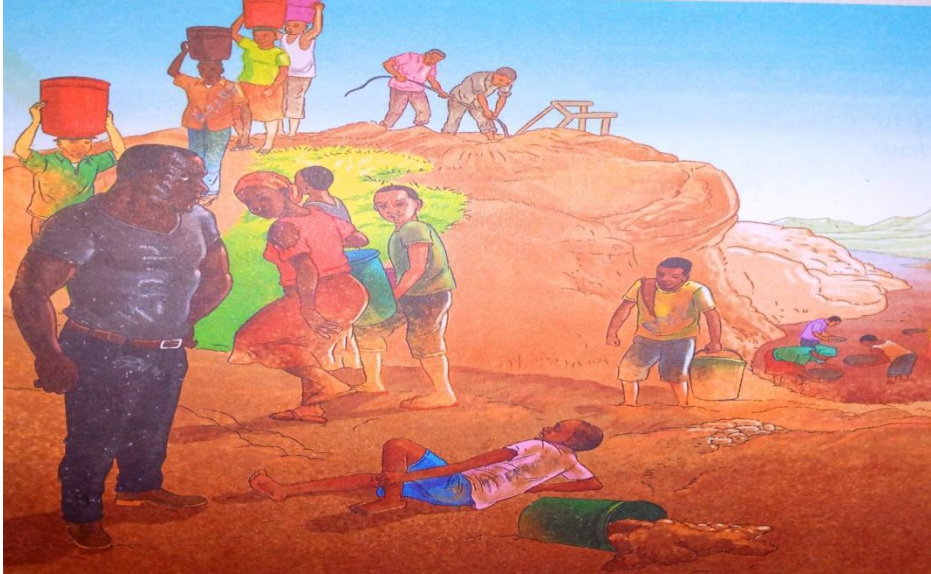
Since she is my sister's child,
Atieno needs no pay,
While she works my wife can sit,
Sewing every sunny day,
With her earnings I support,
Atieno yo.

Questions

1. Who is speaking in the poem?
2. What is the name of the person talked about in the poem?
3. How old is the person?
4. Where does the person sleep?
5. Mention three things the person in the poem does every day.
6. Is she paid for the work she does? Why?
7. What is the poem about?

8. What do you learn from the poem?
9. How can children be protected from child labour?

b) Study the following picture and answer the questions that follow.



Questions

1. What do you see in the picture?
2. Where are they?
3. What are they doing?
4. How do you feel about the situation presented in the picture?
5. Why do you feel that way?

Reading practice

a) Read the passage below and answer the questions that follow on page 109, English Standard Six Pupils Book: TIE (2019)

Vocabulary practice

a) Re-read the passage above and find the sentences that contain each of the following words

Child labour, wage, abuse, hazards,
illegal, pity, split, tripped

b) Study the puzzle, circle ten words related to child labour and read them aloud.

R	U	J	Q	I	L	L	E	G	A	L	P	R	Z
K	E	P	W	N	X	B	A	Z	W	K	E	I	L
A	B	U	S	E	G	F	S	G	Q	I	M	L	V
B	T	L	N	B	S	I	N	O	D	T	F	L	I

Y	L	Z	C	Z	V	I	C	H	I	L	D	P	O
W	A	Q	P	X	N	Q	P	W	K	Z	E	O	L
Z	B	X	E	I	T	R	S	N	P	M	I	N	E
M	O	K	M	E	H	A	Z	A	R	D	T	U	N
J	U	P	C	G	Q	E	E	A	R	N	I	M	C
D	R	R	D	I	K	F	B	Q	W	A	Z	T	E
X	O	W	L	M	A	T	N	L	H	A	R	M	Q
F	I	V	M	S	F	L	E	Q	C	B	L	Z	S

c) Use the words from the puzzle above to make meaningful sentences.

Language practice

Prefix

A letter or group of letters added to the beginning of a word to make a new word.

Example:

Unemployment

The underline letters are prefix

Remind yourself on the meaning of some common prefixes that we learnt last year when we were in standard five.

Prefix	Meaning	Examples
Re-	It means again	-Rewrite – Write again
Un-	It means not or the opposite of	-Unkind – not kind
Dis-	It means not or the opposite of	-Disagree – not agree disconnect, to separate something from the things connected.
Pre-	It means before	-Preschool, before school
Mis-	It means wrong	-Misplace – wrong place
Mid-	It means Middle	-Midday – In the afternoon.
Ante-	It means before	-Anteroom- small room connected to a large
Ant-	It means against	-Antagonist – your opponent in competition.

Circum-	It means round	-Circumference- the distance around the outside of the circle.
Force-	It means before	-Foretell – to say what will happen in the future.
Inter-	It means between	-International – between or among nations
Sub-	It means under	-Submarine – a ship that stays under water.
Trans-	It means across.	-Transfer – to move something from one place to another.

Suffix

A letter or group of letter added at the end a word to make new word.

Example;

The word **"slowly"** The letter **ly** is a suffix

Also the word **"quickly"** the letter **ly** is a suffix.

Remind yourself on the meaning of some common suffixes that we learnt last year when we were in standard five.

Suffix	Meaning	Examples
-ful	It means full of	Colourful – full of colour
-less	It means without	Hopeless – without hope
Able	It means capable of being	Loveble – able to be loved
-ible	It means capable of	Edible –that can be eaten
-ous	It means full of	Famous – someone or something known by many people
-ette	It means little	Cigarette – small cigar
-ment	State of being	Enjoyment – the feeling of pleasure
-dom	It means the stet of being	Kingdom – a country ruled by a king or queen.
-hood	It means the state of being something	Likelihood - something that can reasonably happen.

-ship	A particular job or position	Kinship - a family relationship
-ness	It means quality, state or condition	Kindness –kind behavior towards someone
-er	It means the one who	Teacher – someone who teacher often at school
-ian	It means someone or soothing of from or connected with a particular thing or place	Librarian – someone who works library.

Exercises

a) Change the meaning of each sentence by changing the meaning of underlined words by putting the prefix "Mis-" and rewrite the new sentence below it. An example is given.

Example;

- Teachers were sure that pupils will behave themselves.
- Teachers were sure that pupils will misbehave themselves.
- 1. The girl used the razor blade and cut herself.
- 2. Pupils understand what the teacher taught about international relation.
- 3. My younger sister always pronounces the large words.
- 4. The grocer counted the money she gave me.
- 5. The police officer directed my father and he was lost.

b) The prefix "dis" when added to the verb it change the meaning to the opposite. For example;

The word "honest" means someone who tells the truth. When the prefix "dis" is added it become "dishonest" and it means the opposite of honest.

- Now change the meaning of the following sentences by applying the prefix 'dis' in the underlined word in each of the following sentences.
- 1. I like mathematics.
- 2. The two women agreed about the price of the bag.
- 3. When does the light of the moon appear?
- 4. The librarian arranged the book in the library.

5. The lesson will be continued at the end of the week.
6. Standard six pupils always respect their teacher.
7. The head teacher was pleased with our work.
8. Who connected these wires?

c) Make nouns by adding **"-Ness"** or **"ment"** to each of these words. Then use the noun you have formed to make a meaningful sentence.

- Rough _____
- Kind _____
- Move _____
- Weak _____
- Arrange _____
- Punish _____
- Blind _____
- Mad _____
- cold _____
- Manage _____
- Imprison _____
- Pay _____
- Appoint _____
- Sad _____
- Punish _____

Writing practices

Exercises

a) Identify stem, prefixes, and suffixes in column A in the table below

Column A	Column B	Column C	Column D
Words	Stem word	Prefixes	Suffixes
Immature	mature	im	
Reliability	reliable		ility
Illegal			
Impossible			
Illness			
Discussion			
Uneasy			
Agreement			

b) Form adjectives using words and suffixes

Column A	Column B	Column C
Words	adjectives	Suffixes
Comfort-	comfortable	-ate
Self-		-al
Accident-		-ent
Danger-		-ical
Attract-		-ary
Use-		-ful
Depend-		-ish

Magic-		-ive
Element-		-less
Care-		-ous
Passion-		-able

3. Study the following prefixes and suffixes and use them correctly in the sentences that follow.

be-	-ing	un-	re-	-ation	-est	-ous	-ful	dis-
-----	------	-----	-----	--------	------	------	------	------

- The pupils were_____ happy because they couldn't play soccer.
- I had to _____ read the question to understand it.
- Do not_____ little your friends when they make mistakes.
- She was the young _____ girl in our class.
- He has to be care_____ when driving.
- I received an invite _____ to the birthday party.
- Tabita is a joy _____ person.
- Why is your room so _____ organized?
- I am _____ able to climb a big tree.
- She was punished fro break_____ the school rules.

- d) Add the suffix **"-er"**–**"ian"** or **"-or"** to the words in the box to name a person and then use the new word to fill in space in the sentences below the box.

Act, conduct, bake, farm, wait, guard, library, Christ, Ta Magic, Inspect, Egypt, Civil, Teach, Run, Law.
--

- A man who bokes brad is called _____
- A boy who runs is called _____
- A person who know law is called _____
- A person who sells meat is called _____
- A person who teaches at school is called _____
- A person who works in the library is called _____
- Someone who performs in a play or film is called _____
- A person who digs in the farm is called _____
- A person who guards and protects something is called _____
- A person who performs magic is called _____
- A person who plays music is called _____
- A person who follow Christ's religion is called _____
- A person who collects money in the bus is called _____
- A person who serves customers food and drinks in a restaurant is called_____
- A citizen of Egypt is called _____
- A citizen of Tanzania is called _____

- e) Re-arrange the following sentences to write a meaningful passage
1. He lived happily with his family in Nguju village.
 2. He could only work at the weekend as he went to school on the week days.
 3. Some rice was used for food and a lot of it was sold.
 4. Niku also worked on his father's farm.
 5. So, the family had enough money for food, clothes, school fees, and other expenses.
 6. Niku is a thirteen years old boy.
 7. His father was a good farmer who planted and harvested a lot of rice.

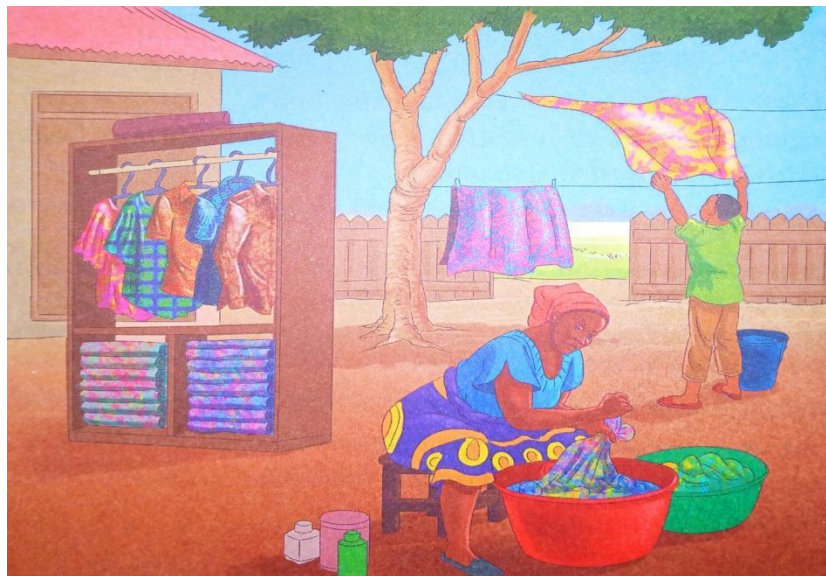
b) Grouping words into different classes/ categories appropriate for the grade level.

Speaking practice

- a) Read the following tongue twister several times

Money makes money, and the money that money makes, makes more money

- b) Study the picture and answer the questions that follow



Questions

1. What do you see in the picture?
2. What are the people doing?
3. Who do you think is the winner of the business?
4. What will you need to do if you want to start such a business?

Reading practice

a) In pairs, act out the following dialogue.

Rehema: Hello Jumbe.

Jumbe: Hello Rehema.

Rehema: How are you?

Jumbe: I'm fine, thanks, and you?

Rehema: I'm fine too, thanks. But you seem to be in a hurry. Where are you going?

Jumbe: To my mother's workshop to help her in making batik.

Rehema: Really! You mean you also participate in making batik? That's very good. But what exactly do you do?

Jumbe: There is a lot to do – for instance, melting and removing wax from the fabric and selling the batik.

Rehema: Does it mean your mother has a shop? How about customers?

Jumbe: She has a big shop and a lot of retail and wholesale customers from different places.

Rehema: How much is one piece of batik?

Jumbe: The retail price is 22,000 Tshs and the wholesale price is 18,000 Tshs per unit.

Rehema: I see! That's very interesting. I think she must be making a lot of money.

Jumbe: Of course! The project has been so successful that she has been able to build a big and beautiful house and provide us with all our daily needs.

Rehema: That's great. It also seems that she is serious about managing the business.

Jumbe: Yes, she's very serious. She manages everything concerning the project.

Rehema: How does she manage it?

Jumbe: She is always there to make sure that everything is done properly. She also keeps records of everything relating to the project.

Rehema: This is very good. I think she's a good example for other people to imitate.

Jumbe: Yes, everybody in the family has been trying to emulate her. I think when I complete my studies, I'll become an entrepreneur.

Rehema: Congratulation for having such a hard working mother. She is wonderful! Other people should imitate her.

Jumbe: Thank you. I hope you are also helping your parents during this vacation.

Rehema: Of course! But soon, I'm travelling. I'm going to visit my grandparents in the village. I will help them with farm work.

Jumbe: Really? That's good. I hope you'll enjoy yourself a lot. All the best.

Rehema: Thanks. See you, Jumbe.

Jumbe: See you, Rehema.

Questions

1. Who are talking in this dialogue?
2. Which project does Jumbe's mother own?
3. How does Jumbe help his mother in the project?
4. Which products does she get from the project?
5. What does she do with the products she gets?
6. How much are the products sold for?
7. How does Jumbe's mother spend the money she gets from the project?
8. What do you do to help your parents during your school holidays?
9. What is the dialogue about?
10. What have you learned from this dialogue?

Vocabulary practice

a) Read the following words and find them in the dialogue

Retail, wholesale, customers, entrepreneur,
manage, project, imitate.

b) Use each word above and make a meaningful sentence.

Language practice

A word class

Is a set of words that display the same formal properties, especially their inflections and distribution. The term "word class" is similar to be more traditional term "part of speech" it is also variously called grammatical category, lexical category and syntactic category.

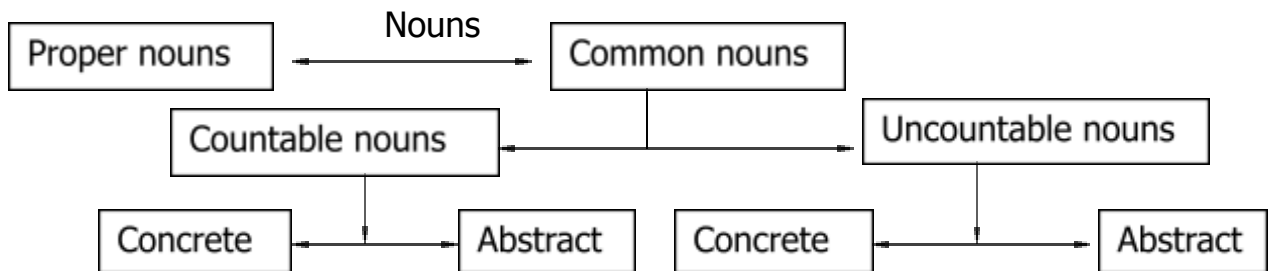
1:NOUNS

A noun is a word used to name a person, place, thing, idea or a quality of mind.

Types of nouns

Nouns are grouped into six classes or types;

- a) Proper nouns and common nouns
- b) Countable nouns and uncountable nouns
- c) Concrete nouns and abstract nouns



a) Proper nouns

These are names of specific places and people. Proper nouns specify unique things or people. We normally use capital letter in the first letter of proper nouns.

For example;

People's names	Places and things
Mariam	Kilimanjaro
Ashura	Bukoba
Zainabu	Dubai
Ismail	Dar es salaam
Kikwete	Lake Victoria
Muziher	The sun
Zena	The earth

Note

Proper nouns do not accept the plural form since they are unique names.

For example you can not say Bukobas, Dar es salaams

b) Common nouns

These are names given to common things of the same kind, there is no uniqueness in common nouns. We do not use capital letter as the first letter of common nouns except when the common noun is used at the beginning of the sentence.

Examples of common nouns;

Man, woman, boy, girl, house, exercise book e.t.c.

Note

Common nouns accept the plural form

For example; man - men, woman - women, boy – boys, girl – girls

c) Countable nouns

These are nouns which can be counted. They allow plural form

Example;

- Book – books
- House – houses
- Car – cars
- Door – doors

d) Uncountable nouns

These are names of things which can not be counted. Uncountable nouns are sometimes referred as mass nouns.

Example

Sand, water, oil, milk, air e.t.c.

e) Abstract nouns

These are nouns of material thing or invisible things.

Example

Idea, love, angry, hunger, hatred, advice, concept, news/ information.

f) Concrete nouns

These are names of things which are visible or physically seen or tangible.

Examples;

Desk, chair, book, tree, phone, padlock, key, stone, door, e.t.c.

Both countable and uncountable nouns can be abstract or concrete nouns

CONCRETE		ABSTRACT	
Countable	Uncountable	Idea – idea	Advice – advice
Boys – boys	Water – water	Concept – concept	Information – information
Chair – chairs	Oil – oil	Love – loves	News – news
Doors – doors	Sugar – sugar		
Tree – trees	Salt – salt		
Pen – pens	Sand – sand		
Book – books	Soil – soil		
Baby – babies	Hair – hair		
House – houses	Milk – milk		

Exercise

1. Write 10 countable concrete nouns
2. Write 10 uncountable concrete nouns
3. Write 5 countable abstract nouns
4. Write 5 uncountable abstract nouns

COLLECTIVE NOUNS/ GROUP NOUNS

These are name of things, animals, or people that are regarded as a single unit. It is one name given to a group of things, animals, or people. The collective names accept plural form.

For example, instead of saying "a group of soldiers" we say "Army"

Therefore army is a group of soldiers.

- | | |
|---|---------------------------------------|
| -A chest of drawers | - a band of musicians |
| -A crowd of people | - a bunch of keys/ flowers/ bananas |
| -A flock of sheep/ birds | - a swarm of bees |
| -A gang of criminals | - a pride of lions |
| -A galaxy of stars | - a library of books |
| -A constellation of stars | - a herd of cattle |
| -A cluster of stars | - a crew of sailors |
| -A board of directors | - a pack of cards/ wolves |
| -A choir of singers | - a brood of chickens |
| -A plague of insects/ locust | - a kindle of kitten |
| -A school of whales | - a bevy of beautiful girls/ ladies |
| -A bouquet of flowers | - an anthology of poems |
| -A flit of ship/ vessels/ canoes | - a class of students |
| -A stack of wood | - a jury of judges |
| -A pencil of rays | - a shoal of fishes |
| -A set of tools/ items | - a packet of biscuits/ cigarette |
| -A host of angels | - a ream of papers |
| -A nest of boxes/ cases | - a bench of coaches |
| -A staff of teachers/ professors/ doctors | - a litter of pigs |
| -A stud of horses | - a crew of sailors/ pilots/ captains |
| -A team of players/ oxen/ horses | - a tuft of grasses |
| -A troupe of dancers | - a loaf of bread |
| -A forest of trees | - a mass of people (worshippers) |
| -A horde of children | - a bundle of firewood |
| -A lump of coal | - an acre/ piece of land |
| -A troop of monkeys/ baboons/ chimpanzee/ soldiers. | |

- A group of people who are watching football/ netball/ basketball match is called **a spectator.**

- A group of people who are watching a performance in a concert/ theatre is called **an audience**.
- A group of people who attend a meeting is called **an assembly**.
- A group of people in a church is called **a mass or a congregation**.
- A group of sick people waiting for the service in hospital is called **patients**.
- People appointed to do a special task are called **a committee**.

Articles

"a" "an" and "the" are known as articles. An article is put before a singular noun. Articles are divided into two kinds.

- **Definite**
- **indefinite**

Indefinite articles

Articles **"a"** and **"an"** are called indefinite articles because they do not point out to any particular things or person

Example;

a book, **a** chair, **a** pupil, **a** woman, **an** account e.t.c

As a general rule, an indefinite article is placed before a common noun in singular number.

The selection of **"a"** or **"an"** is determined by sound.

- **"a"** is used with the words that begin with a sound of a consonant example;
a jug, a pen, a club, a number
- **"an"** is used in all words with a sound of a vowel
Example; an umbrella, an orange, an hour, an honest.

Definite articles

"the" is a definite article because it always point to some particular person or thing.

- **"the"** is applied before all identified (known) nouns and it is applied for both singulars and plural.
- **"the"** is also used before nouns of which there is only one
Example; the sun, the moon, the sky, the earth, the Kilimanjaro, the Himalayas e.t.c

Exercises

a).State in each case whether the following words are; proper, common, collective, abstract or material nouns.

1. Michael _____
2. Dentist _____
3. Copper _____

4. Katavi _____
5. Book _____
6. Town _____
7. Beauty _____
8. Woman _____
9. Silver _____
10. Juma _____

b) State whether countable or uncountable nouns

1. Musa _____
2. Sugar _____
3. Camera _____
4. Student _____
5. Sand _____
6. Milk _____
7. Woman _____
8. Health _____

c) Complete the following sentence by filling the correct form of noun of the words in brackets

1. The _____(ill) of the child caused much anxiety
2. He showed great _____(determine) in his effort to win
3. She was annoyed at the _____ (intrude)
4. The result caused him great _____ (satisfy)
5. The society should prevent _____ (cruel) to children.
6. In his _____ (young) he had been a great athlete.
7. Owing to the great _____(deep) of the river, it could not be crossed by car.
8. Stella had a very difficult _____(decide) to make.

d) Write "a" or "an" in the following

1. This is _____lion in the cage.
2. College students eat in _____cafeteria.
3. Mr. Napili is _____honest man.
4. Yesterday, I met _____European lady on my way home.
5. Please give me _____ glass water.
6. _____ University student does a lot of work.
7. Can you see _____owl on that tree?
8. We are left with half _____hour to finish the match.
9. They are staying at _____ hotel.
10. I have never seen such _____ angry man.
11. A traitor is _____enemy of the people.

12. Tanzania is _____ union of Tanganyika and Zanzibar.

2:ADJECTIVES

Adjectives are words which tell us more about nouns. They are words which describe nouns.

Types of adjectives

i. Adjective of quality

This is used to talk about the quality of a person or a thing .

Example;

1. Adamu is a very **slim** teacher
2. Mwajuma is a **clever** woman
3. Tatu is a **black** girl.
4. I met a man in a **black** suit.
5. Dangote is a **wealthy** man.

ii. Adjective of number

This is used to talk about the number of things/ persons.

Examples;

1. She prepared **ten** questions.
2. I got **first** class in my studies.
3. Amani got **fifty** in chemistry.

iii. Possessive adjective

This is used to talk about ownership/ possession.

Example;

1. **My** sister is a nurse.
2. **Our** brother is not here.
3. **Her** brother is Benny.
4. **Your** mouth is cracked.
5. **Their** school is closed.

iv. Adjective of quantity

This is used to talk about amount of the noun it has been used with.

Example;

1. **Few** people attended the meeting
2. **Little** water is enough for me.
3. **Some** water was splashed.
4. **All** students will open the school in January.

COMPARISON OF ADJECTIVES

Every adjective has three degree of comparison;

i. Positive adjective

Are used when speaking of or describing an object

Example:

- This is **small** car
- This is a **nice** dog
- That is a **big** house
- That is a **beautiful** flower.

ii. The comparative

Are used when comparing two people or projects. It is usually formed by adding **"-er"** to the positive and using **"than"**

Example:

- Paul is taller than Peter
- Oceans are larger than seas.
- Sugar is sweeter than milk.

There are adjectives which do not take **"-er"**, but we add more or less to the positive.

Example:

Difficult, beautiful, important, Interesting

- Roses are more beautiful than Ben
- Football is more interesting than Netball
- This is less important than that.

Other adjectives just change in form when they are in comparative degree:

Example: Good become better and bad becomes worse. They are called irregular adjectives.

Example:

- My car drives better than yours
- This part is worse than the last one.

iii. The superlative

Are used when speaking of more than two people or objects.

They are usually formed by adding **"-est"** to the positive which is preceded by the article **"the"**

Example:

- She is the tallest girl of the three.

- Nile is the longest river in the world.
- I am the youngest child in your family.

Some adjectives those which use **"more"** or **"less"** in the comparatives do not take **"-est"** instead they use **"most"** or **"least"** with the positive preceded by **"the"**

Example:

- Roses are the most beautiful of flowers
- This is then least interesting subject.

FORMATION OF COMPARATIVE AND SUPERLATIVE

Positive	Comparative	Superlative
Tall	taller	tallest
Small	smaller	smallest
Brave	braver	bravest
Wise	wiser	wisest
Happy	happier	happiest
Lazy	lazier	laziest
Fat	fatter	fattest
Hot	hotter	hottest
Sad	sadder	saddest
Beautiful	more beautiful	most beautiful
Dangerous	more dangerous	most dangerous

IRREGULAR COMPARATIVE AND SUPERLATIVES

Positive	Comparative	Superlative
Good	better	best
Bad	worse	worst
Little	less	least
Much/ many	more	most
Far	farther	farthest
In	inner	inner most/ in most

Exercise

a) Identify adjectives in the following sentences

1. There is a lovely bird on that tree.
2. The main door was closed.
3. The teacher gave us a difficult question.
4. There were little babies.
5. Juma is a smart child.
6. It was a nice competition.
7. A dog is bigger than a cat.

8. Justin wore a black jacket yesterday.
9. Dar es salaam is a hot place.
10. She comes from a strange family.

b) Fill in blanks with the correct form of the words in the brackets

1. Julius is _____ than Salim. (heavy)
2. Eliza is the _____ girl in the class (short)
3. Give me the _____ cloth (fine)
4. The elephant is _____ than lion (big)
5. He is _____ than his father (generous)
6. Rajabu is the _____ son of Mr. Cheyo (old)
7. Please give me _____ water (Much)
8. I arrived _____ than you did (early)
9. Which of the three newspapers has the _____ circulation? (large)
10. Blood is _____ than water (thick)
11. The butterfly is _____ (beautiful)
12. Kilimanjaro is the _____ mountain Africa. (High)
13. Her mother is feeling _____ today (well)
14. This is the _____ story (interest)
15. What is the _____ news? (Late).

c) Write the correct degree of comparison in the blank space given below.

1. This food is _____ (delicious, more delicious, most delicious)
2. The black bear _____ among all the other bears (fat, father, the father)
3. Jane is _____ than Peter (friendly, friendlies, friendliest)
4. Vita is _____ of Mr. Gama's four dogs. (small. Smaller, smallest)
5. The coconut tree is _____ than the oil palm (tall, taller, the tallest)
6. The princess is very _____ (pretty, prettier, the prettiest)

d) Give the comparative and superlative forms of the following

Adjectives comparative superlative

- | | | |
|-----------|-------|-------|
| 1. Good | _____ | _____ |
| 2. Far | _____ | _____ |
| 3. Much | _____ | _____ |
| 4. Active | _____ | _____ |
| 5. Thin | _____ | _____ |
| 6. Happy | _____ | _____ |
| 7. Great | _____ | _____ |

3:VERB

A verb shows an action or state of being. It shows what someone or something is doing.

Example:

Go, speak, run, eat, play, live, walk, have, like, are, is

- I like English book.
- I studied their charts and played their games.

Types of verbs

(i) Main verb or lexical verb

Example: run, speak, take, come, go, pick, stand, sit, write, give, e.t.c

Main verbs stand alone on their own and can convey meaning.

Main verbs can be divided into two forms regular and irregular verbs.

- Regular verbs.

Follow a consistent rule in making different tenses.

Example;

<u>Verb</u>	<u>Past tense</u>	<u>Past participle</u>
Call	Called	Called
Finish	Finished	Finished
Cook	Cooked	Cooked
Pick	Picked	Picked
Study	Studied	Studied

- Irregular verbs.

<u>Verb</u>	<u>Past tense</u>	<u>Past participle</u>
Make	Made	Made
Take	Took	Taken
Come	Came	Come
Eat	Ate	Eaten
Ring	Rang	Rung
Break	Broke	Broken
Cut	Cut	Cut
Bring	Brought	Brought
Blow	Blew	Blown
Rise	Rose	Risen

(ii) Auxiliary verb or helping verb

Auxiliary verbs are also known as helping verbs because they help the main verbs in forming the tense, moods and voices. Auxiliary verbs cannot stand on their own

Auxiliary verbs are further divided into primary auxiliaries (do, have, be) and modal auxiliaries (shall, will, can, may)

Exercises

Identify the verbs in the following sentences.

1. This is my ball.
2. She goes to the market every day.
3. You will ask him a few questions.
4. You have nice photos.
5. She loves her parent very much.
6. It is in the box.
7. I shall want for them.
8. The dog runs quickly.
9. I am a scout.
10. They have good memories.
11. She is a teacher.
12. My brother lives in Dodoma.

4.ADVERBS

An adverb describes a verb, an adjective or another adverb.

It tells how, where, when, how, often, or to what extent about a verb. Many adverbs end in “-ly”

1. I am usually busy
2. Yesterday, I ate my lunch quickly.
3. He runs quickly
4. The pupils listened carefully.

The following are the main types of adverbs.

- Adverb of manner: Quickly, slowly, easily, quietly.
- Adverb of time: Now before, after, every day, soon.
- Adverb of place: there, here, everywhere, nowhere.
- Adverb of questions: When, how, where, why.
- Adverb of frequency: often, once, twice, usually, always.
- Adverb of certainty: Surely, certainly, definitely, absolutely.
- Adverb of degree: Very, fairly, quite, rather

Majority of the adverbs are formed by adding “-ly” to the adjective

Example;

- Slowly – slowly
- Soft – softly
- Active – actively
- Quick – quickly
- Quiet – quietly

- Usual – usually
- Happy – happily
- Clear – clearly
- Easy – easily
- Hard – hardly
- Nice – nicely

Exercise

a) Identify the adverbs in the following sentences

1. Jacob write neatly.
2. He often comes to our house.
3. She will definitely win the contest.
4. Samia gave generously to charities.
5. Why are you behaving rudely?
6. All children answered correctly.
7. The train will arrive soon.
8. The ugly man works hard.
9. The old man was sleeping soundly.
10. When did he come?
11. The bus was approaching fast.
12. The new rules have not been implemented yet.
13. Mansour is having lunch now.
14. He was not seen anywhere.
15. Our soldier fought bravely in a Ugandan war.
16. She usually comes home on Sunday.

b) Make adverbs from the words in bracket to fit in the sentences

1. I slipped and _____ smashed the saucer (accident)
2. Hungry people eat _____ (quick)
3. The doctor was called _____ (immediate)
4. She talks _____ to the teacher (polite)
5. Kariakoo is located _____ (centre)
6. Have you heard anything from him _____? (late)
7. You must spell English words _____ (correct)
8. The doctor examined the patient _____ (through)
9. The thief entered the room _____ (quiet)
10. I pay my employees _____ (monthly)

5.PREPOSITION

Prepositions are words which are placed before nouns or pronouns to show location/ place, direction, means, time or relationship of meaning two parts of a sentence.

Example;

- She came after lunch.
- We got it from him.
- The thief ran into the bush.
- He is afraid of gods.
- They walked along the river.

Preposition include: In, at, by, to, for, with, on, through, across, before, behind, in front of, onto, around, beneath, out, under, beside, below.

Types of prepositions

i. Preposition of time

We use AT, IN, ON to show time

❖ AT is used for a short or precise time.

- At 3:00
- At dinner time.

❖ ON is used for days and dates

- On Sunday
- On 6th may.
- On independent day.

❖ IN is used for the parts of the day, years, months, and long period of time like century and millennium.

- | | |
|------------------------------|--------------|
| - Parts of the day | - Months |
| In the morning. | In December. |
| In the evening. | In January. |
| - Years | - Seasons |
| In 1998. | In summer. |
| In 2020. | In winter. |
| - Centuries | |
| In 19 th century. | |
| In 21 st century. | |

We also use IN mainly with towns and cities

- In dar es salaam.
- In Mwanza.

Other prepositions of time

- I will go there **after** lunch.
- I was there **since** 1998.
- It rained **throughout** a day.
- I will be here **around** thirty.
- we cooked **till** evening

ii. Prepositions of movement or direction

We use to, towards, into, onto, across, through
For example;

- A thief runs **across** the road.
- She passed **through** the window.
- A lion ran **into** the bush.
- The enemies moved **toward** us.
- The wind blew **through** the tree.
- The bus went **up** the hill.

iii. Preposition of agency/ instrumentality/ means

These prepositions are used to express the manner or means the action is completed.

Example;

- I travelled **by** bus.
- He was beaten **by** a snake.
- He hit me **with** a stick.
- She took a picture **with** a camera.

iv. Prepositions of cause/ reason

For example

- She is suffering **from** Malaria.
- I will die **for** you.
- He died **of** hunger.

v. Preposition of possession

For example;

- A daughter **of** Mr. Mlingo.
- A house **of** my father.
- A boy **with** a car.
- A man **with** a blue pen.

vi. Preposition of place / position.

When we talk about places we use prepositions such as at, in, on, between, above, in front of, under, beneath, below, over e.t.c

For examples;

- At school
- At a funeral
- At a wedding

vii. **Preposition of contract/ concession**

For example

- After eating too much, he vomited.
- With all the advice he was given, he was jailed again.
- Despite the darkness, we walked on.
- In spite of the darkness, we walked on.

DESPITE AND IN SPITE OF

These prepositions are used to show/ express the contrast between two ideas. They precede nouns, pronouns, and gerunds (nouns ending with -ing). Although these two prepositions have the same meaning, they are used differently structurally.

For example;

- ❖ In spite of the rain, we enjoyed our holiday.
- ❖ Despite the rain, we enjoyed our holiday.
- We enjoyed our holiday despite the rain.

- ❖ Despite the pain in his left leg, he completed the marathon
- ❖ In spite of the pain in his left leg, he completed the marathon.
- He completed the marathon in spite of the pain in his left leg.

- ❖ Despite having all qualifications, they didn't offer me a job.
- ❖ In spite of having all qualifications, they didn't offer me a job.
- They didn't offer me a job in spite of having all qualifications.

- ❖ Despite being strong, he failed to carry me on his back.
- ❖ In spite of being strong, he failed to carry me on his back.
- He failed to carry me on his back in spite of being strong

Despite and in spite of can not be followed by the subject with a verb unless the expression **"the fact that"** is included;

For example; it is not correct to say that

- Despite she was sick, she went to school.
- In spite of they are hard workers, they failed the interview.

These two sentences are not correct until the expression **"the fact that"** proceed the two prepositions.

For example;

- **Despite the fact that** she was sick, she went to school.
- **In spite of the fact that** they are hard workers, they failed the interview.

Exercises

a) Fill in the blanks with the correct prepositions

1. We always go to school _____ foot
2. Hassan is good _____ Mathematics.
3. Her father went to Unguja _____ boat
4. He is suffering _____ Malaria
5. Juliana usually eats _____ a fork
6. Somebody is knocking _____ the door.
7. My younger sister is afraid _____ dogs
8. His shirt is different _____ mine
9. Our parents live _____ Dar essalaam.
10. Jacob is poor _____ English.

b) Complete the following sentences with the correct preposition

1. The patient died _____ Malaria.
2. I prefer mangoes _____ oranges.
3. Regina cuts her nails _____ a nail cutter.
4. He is in famous _____ stealing.
5. Why are you still _____ bed?
6. Our grandmother died _____ the age of 85.
7. Let us now talk _____ something else.
8. He was accused _____ theft.
9. Education is the key _____ success.
10. He killed a scorpion _____ a shoe.
11. We have been studying here _____ 2010.
12. She will go to school _____ Monday.
13. Bats are not seen flying _____ the day.
14. The aeroplane flew _____ our school.
15. They have lived in this place _____ fifteen years.
16. She has just recovered _____ illness.
17. Juma is not interested _____ studies.
18. We are all proud _____ our family.
19. The river flows _____ the city.

c) Use the preposition below to complete the sentences, use each preposition once.

From	with	at	to
------	------	----	----

1. She will be here _____ ten o'clock
2. My two dogs are very different _____ one another
3. My new school bag is similar _____ my old one
4. The building was high compared _____ the tree around it.

6. PRONOUNS

Pronouns are words which we can use instead of nouns. They can have the same functions as nouns.

Example;

- They run so fast
- Who is that boy?
- Are you coming tonight?
- I shall write them a letter tomorrow.

Types of pronouns.

- (i) Personal pronouns
- (ii) Possessive pronouns
- (iii) Reflexive pronouns
- (iv) Reciprocal pronouns
- (v) Relative pronouns
- (vi) Interrogative pronouns
- (vii) Demonstrative pronouns

i. Personal pronouns

Are those pronouns which help us identify the speaker or the one spoken to. They can be divided into three groups.

- 1st person The person or persons speaking (I, we)
 2nd person The person or persons being spoken (you)
 3rd person. The person or persons being spoken about (he, she, it they)

There are both singular and plural form of the personal pronouns as shown below.

Subject pronouns

	Singular	Plural
1 st person	I	We
2 nd person	You	You
3 rd person	He, she, it	They

Object pronouns

	Singular	Plural
1 st person	Me	Us

2 nd person	You	You
3 rd person	Him, her, it	Them.

ii. Possessive Pronouns

Express ownership (possession) as show in the table below.

	Singular	Plural
1 st person	Mine	Ours
2 nd person	Yours	Yours
3 rd person	His, her	Theirs

Note: Possessive pronouns should not be confused with possessive adjective which are My, you, his, her, its, our, your, their

Apart from possessive pronouns and adjectives, possession is also shown by the use of **-'s**. This is called genitive. The symbol (') is called **apostrophe**

Example: This is Rama's new motorcycle.

A simple rule is to add (s) to any except for the ending in (-s)

Example:

- Jackie's dress in pink in colour
- Children's corner
- Men's toilet.

For those nouns ending in -s

Example:

- Girls' secondary school
- Animals' great friend
- Charles' sweater
- Princess' crown.

Exercises

a) Complete each of the following sentences with the correct personal pronouns

1. This is my cat _____ is called Jojo
2. That is Rebecca _____ is my sister
3. _____ is an old man
4. This is Jane's lost pen. Give it back to _____
5. All his students like _____ very much
6. Your parents are old _____ need your help
7. On seeing the boys fighting the teacher called _____
8. Joseph and _____ are going out. We'll be back soon.
9. When are your homework exercise books? I need to see _____ at once
10. We like him because _____ is out going.

b) Write (s) in the correct place in the sentences as shown in the example;

Jamila is Jamal sister

Jamila is Jamal's sister

1. Is that Patrick car?
2. It is Nyambona birthday on Saturday
3. What is your mother name?
4. My husband name is Kaguta
5. Phibe is my sister friend
6. Where is Amos shop?
7. Massawe house is in Himo town
8. An Ostrich is the world largest bird
9. Children clothes are very expensive
10. This is my house bathroom.

iii. Reflexive pronouns

Are pronouns which point back to the doers. They end with **–self** or **–selves**

Example:

- I have hurt my self
- We can do it ourselves
- The lady served the visitors herself
- They bought themselves nice clothes
- The cat licked itself clean.

iv. Reciprocal pronouns

Are pronouns which are used to express a two way relationship in other words which they reciprocate.

Example:

- They looked after one another
- John and Mary each other

v. Relative pronouns

Are pronouns which are used to connect two sentences.

Relative pronouns are: Who, whom, whose, which, what and that

Example:

- This is the pupil who won the award
- This is the bus which goes to Kilombero.

Who

Is used only for people and is normally the subject of the verb that follow it.

Example:

- Are you the one who broke the window?

- Who was knocking the door?
- Amina is a girl who stole my ruler.

Whom.

Is used only for people but as an object (ie: the one which has been affected by the action).

Example:

- To **whom** are you talking?
- Is this the girl **whom** you helped.
- I used to have a friend whom I studied with.

Which

Is not used for people but things, animals and places

Example:

- The car which he bought was stolen
- This is the key which opens the door.
- Which shoes would you like to wear?

Whose

Is used for people, things, places or animals and it shows possessive and belonging.

Example:

- That is the girl whose pencil I borrowed
- Tanga is the city whose people are friendly.
- Whose car is this?

That

Is used to refer to people, things, places and animals

Example:

- She is the girl that beat all the boys.
- Mafia is the Island that I want to visit
- That is the cock that frightened the dog
- Take the knife that is sharp enough.

vi. Demonstrative pronouns

Are pronouns which point out to persons or things.

They also express a contrast near and distant things.

Example:

- This is my bike
- These are nice looking
- That over there is his bike

- I would like those, please.

Exercises

a) Complete each of the following sentences with the correct pronouns

1. This is the man _____ drives a minibus
2. Jerome is an intelligent boy isn't _____
3. May _____ borrow your eraser?
4. These are her books. The books are _____
5. Masatu and I are brothers _____ share the same bedroom
6. The woman _____ son was involved in a fight was very angry
7. Hadija isn't well. We are taking _____ to hospital
8. All her employees like _____ very much
9. Who are those people? Where are _____ from?
10. The sky is getting dark _____ is going to rain soon.
11. Mariam is a doctor _____ works in a hospital
12. What are _____ looking for, Susan?
13. Pick up your belongings and put _____ in your bag
14. Children, _____ are making too much noise!

b) Complete the following sentences by writing the correct interrogative pronouns in the blanks.

1. _____ is the matter with you?
2. _____ are you talking to?
3. _____ do they need to see?
4. _____ used my computer?
5. _____ are you talking to?
6. _____ came first, the children or the parents?
7. _____ birds do not fly?
8. _____ is the word for a female waiter?
9. _____ would you like for breakfast?

c) Choose the correct relative pronouns from the bracket to answer the following questions.

1. The people _____ work with me are all my friend (who, whom, whose)
2. This is the house _____ Monja bought (Who, that, whom)
3. The man _____ car was stolen last week is our neighbor (whose, that, whom)
4. The woman _____ he hit is getting better (whom, who, whose)
5. The horse _____ broke its leg was shot (Who, that, whose)

d) Complete the following sentences by filling in the spaces with **which, who, whom, or whose**

1. Jerry wants a car _____ is cheap to run.
2. The man _____ makes bread is a baker
3. The boy _____ book. We borrowed is very kind
4. Is this the new house _____ you bought?
5. Here are the books _____ you wanted
6. The girl _____ we met yesterday in my niece.
7. What is the name of the girl _____ met us yesterday
8. Kilimanjaro _____ is the highest mountain in Africa, is found in Tanzania.
9. The clothes _____ they sell in that shop are very expensive
10. Anyone _____ throws stones shouldn't live in a glass house
11. Is that the man _____ had his spectacles broken.

7.CONJUNCTIONS

These are words used to join two or more words, phrases or clause. Conjunctions also show relationship of ideas in the clauses

Example

- Jongo drank tea and I drank juice
- My friend ate fish but I ate beef
- Would you like some tea or juice
- Since it was raining. I took a taxi

Types of conjunctions

- | | |
|-----------------------------|-------------------------------|
| a) Correlative conjunctions | c) Coordinating conjunctions |
| b) Compound conjunctions | d) Subordinating conjunctions |

a) Correlative conjunctions

These are conjunctions which are used in pair, they depend on each other

- | | |
|------------------------|---------------------------|
| - Either ----- or | - Both ----- and |
| - Neither ----- nor | - As----- as |
| - Such ----- that | - Though----- yet |
| - Such ----- as | - Not only ----- but also |
| - No sooner ----- than | |

Examples;

1. Amina wants **either** sugar **or** salt.
2. My mother **prefers** tea **to** coffee.
3. **Both** Juma **and** Uledi are my brothers.
4. **Whether** you write notes **or** not, it's up to you.

5. **Not only** Musa wanted Phd **but also** Mariam.
6. She can speak **neither** English **nor** Swahili.
7. **Though** she studied hard **yet** she failed the exam.
8. Naima is **as** beautiful **as** her mother.
9. I was **so** angry **that** I could fire the gun.
10. I was **such** a liar **that** nobody believed me.
11. It was **no sooner** she started singing **than** the bell rang.
12. I had **no sooner** finished my studies **than** I got the job.

b) Compound conjunctions

These are compound words used to join two sentences.

- | | |
|--------------|---------------------|
| - As if | - In order to |
| - As though | - On condition that |
| - So that | - Even if |
| - As well as | - As soon as |

Examples;

1. She is a teacher **as well as** a business woman.
2. Find me **as soon as** you switch on your phone.
3. You contempt me **as if** I am not your father.
4. He went to the market **in order to** buy some fruits.
5. **Even if** she is beautiful I will not marry her.
6. I saved the money **so that** I might use it in the future.

c) Coordinating conjunctions

These are words used to join together other words or sentences of unequal rank. Example but, and, nor, or, so, still, yet, for

Examples ;

1. She was punished **but** she did not cry.
2. I visited Ngorongoro **and** Mikumi last year.
3. She is not my friend **nor** my relative.
4. You must finish the work now **or** you will not finish on time.
5. This is my father **so** I will respect hi.
6. He beats his wife **yet** he loves her.
7. You are a rich man **still** you need my money.

d) Subordinating conjunctions

These are conjunctions used to join sentences of unequal rank.

These are; that, so, although, till, when, while, if, unless, because, for.

Subordinating conjunctions are divided into the following divisions;

1. Time subordinators.

When, for, before, till, when, after

Examples;

- We were taking a meal **when** he vomited.
- I was studying **for** a long time.
- Work hard **until** you finish a work.
- Mwajuma started to sing **after** they had gone.
- Mwandu went to school **before** I talked to him.

2. Cause or reason subordinators.

Because, since, for, as, from, of

Examples;

- This is all **because** of you.
- I will punish you **for** your laziness.
- Maua suffered **from** typhoid.
- **As** she is my mother, I like her.
- **Since** it is raining, take an umbrella.

3. Purpose subordinators.

So, that, so that;

Examples;

- We eat Ugali **so that** we may live.
- We did **so** for the benefit of all.

4. Concession subordinators.

Although, however;

Examples;

- **Although** I have a lot of money, no woman likes me.
- **However** hard he studied he failed the exams.

5. Condition subordinators

If, unless, otherwise, provided;

Examples;

- **If** you give me money, I will go to school.
- She will not pass the exams **unless** she studied hard.
- You can take a book **provided** you return it tomorrow.

Exercises:

a) Complete these sentences with **"and"**, **"but"** and **"or"**

1. Mr. _____ Mrs. Masalu have four children.

2. Are you going there by train _____ by bus?
3. Rose is shorter than Flora _____ taller than Mwandini.
4. Is their new baby a boy _____ a girl?
5. We wish you a merry Christmas _____ a happy new Year.
6. Ruby is a good singer _____ a poor dancer
7. Would you like some eggs _____ chips?
8. You must hurry _____ you'll be late
9. She was wearing a green _____ white striped dress
10. His daughter works _____ his son doesn't.

b) Put suitable conjunctions in the space below;

1. I'll call you _____ I get more information.
2. It is four years _____ I last saw Kimario.
3. They are gone _____ not forgotten.
4. We like her _____ she is always ready to help others.
5. He saved some money _____ he could buy a motorcycle.
6. _____ he is rich, he is not a happy man.
7. The workers went on strike _____ they were not paid enough.
8. I am studying German _____ my sister is studying Spanish.
9. Tambwe scored two goals _____ he was sent off.
10. The man was so drunk _____ he kept falling down.
11. I wonder _____ they haven't arrived yet.
12. Don't leave _____ I have come back.
13. Please wait outside _____ I go in and look.
14. _____ we act soon, it will be too late.
15. The crate is much heavier _____ it looks.
16. This is the school _____ led in the mock examinations.
17. _____ we had a car, we could go to visit our grandmother.
18. He had no money for the bus _____ he had to walk.

c) Reading and writing words related to school and home context

Reading practice

a) Read the following story then answer the questions that follow

Issa's first day at a boarding school

Issa reached boarding school on Saturday afternoon. It was the first time in his life that he had left home. He had never been to boarding school before, so

everything seemed very stranger to him at first. The head teacher asked his name and his age many other questions. He wrote all the answers down in a book.

Then a boy called Paulo showed him the classroom where he was going to work, and the room where he was to sleep. This was a long clean room, with high windows and white washed walls. Each boy had a low bed, and his blankets were folded on the bed. While they were looking at the room a bell rang.

“What is that bell for?” asked Isa. “That is the supper-bell,” said Paulo “Come, we must run. We mustn’t be late”.

On Sunday there were no classes. Everyone went to church and all the boyssangs very loudly. In the afternoon they read books and played games. On Monday they had a nature study lesson.

Nature study trains us in the art of observation. Isa learnt the names of different parts of plant-the root, the stem, the leaves, the flower and the seed. He drew the picture of a plant and wrote the right name at the side of each part. Some boys were better at spelling than others.



On Wednesday they had hand work lesson. Isa was told that he could choose metal work or carpentry. Isa choose carpentry, because he liked making things out of wood. The skill of a carpenter is learned by practice. The teacher said that Isa had ability and that with practice he would soon be very skillful.

On Thursday Isa wrote a letter home to his father and mother. He told them about his experiences at boarding school. He described the buildings of the school. He told them about the friends he had made, and the regular way in which he lived.

"Goodbye father and mother. The bell for supper is ringing so I must stop now.
Your loving son, Isa.

Questions

Answer the following questions

1. Who showed Issa the room to sleep and class?
2. What lesson pupils had on Monday?
3. What did the pupil do on Saturday?
4. Why did Issa choose carpentry over metal work?
5. When did Issa write a letter to his parents?

Vocabulary practice

a) Use a dictionary to find the meaning of the following words

Strange, Boarding school, Observation, Carpentry, Experiences, Ability,

b) Make one sentence for each of the word above

Language practice

QUESTIONS TAGS

This is a short/ mini question added at the end of the sentence when asking for confirmation.

Question tags mean something like **"is that right? Or do you agree?"**

Examples;

- This is my mother, **isn't she?**
- She cooks rice everyday, **doesn't she?**
- You will not come home, **will you?**

How to make question tags;

a) If the sentence is positive the question tag becomes negative

Example;

- You are my friend, aren't you?

b) If the sentence is negative the question tag becomes positive

Example;

- You are not my friend, are you?

c) Question tags are formed depending on the tense of the sentence/ statement

Example;

Simple present tense

- I like music, don't I?

- She sings very well, doesn't she?
- d) Put a comma at the end of the sentence before you write a tag question
Example;
- He is talking too much, isn't he?
- e) A question tag should start with a small letter
Example;
- Issa is my friend, isn't he?

Question tags with "I am"

Use "**aren't I? or am I not?**" To all positive statements with "I am....."

Examples

- I am very late today, **am I not? Or aren't I?**
- I am here for now, **am I not? Or aren't I?**

Use "**am I?**" as a tag question to a negative statement/ sentence with "I am not....."

Examples

- I am not your teacher, **am I?**
- I am not there now, **am I?**

Question tags with demonstrative

❖ Question tags with "there"

- There is a lot of work to do today, **isn't there?**
- There is nothing wrong with me, **is there?**
- There weren't any students at the school, **were there?**

❖ Question tag with "this and that"

- When "this and that" is used to talk about things/animals, the pronoun it will be used.

Example;

- This is an expensive watch, **isn't it?**
- This is not my opinion, **is it?**
- That is not their dog. **Is it?**
- That was a big problem, **wasn't it?**

- When "this and that" is used to talk about a person, the pronoun to be used depend on the gender of that person talked about.

Example;

- This girl is my best friend, **isn't she?**
- That man was jailed three times, **wasn't he?**
- That is my beloved mother, **isn't she?**

❖ Question tags with “these and those”

These and those are plural demonstrative pronouns which tend to talk about people, things, place and animals. When these and those are used the pronoun '**they**' will be used because pronoun these and those are plural.

Example;

- These books are mine, **aren't they?**
- These people were not called, **were they?**
- Those teachers are not competent, **are they?**
- Those drinks were very delicious, **weren't they?**

Question tags with negative adverbs

The adverbs like **never, rarely, seldom, hardly, barely, and scarcely** have negative sense, therefore the sentence with these adverbs is regard negative, so the question tag should be positive.

Example;

- He never came back again, **did he?**
- We can rarely come here, **can we?**
- I barely know you, **do I?**
- She seldom comes here, **does she?**

Question tags with imperatives

All sentences expressing request, advice, warning, wish, order, or suggestion. The auxiliary verb 'will' and second personal pronoun 'you' will be used to add question tag

Example;

a) Normal sense/attitude (polite)

- Come here my friend, **will you?**
- Give me some water, **will you?**
- Call me at any time, **will you?**

b) Serious sense/attitude (angry, furious, hatred e.t.c)

- Stop laughing, **will you?**
- Don't say nonsense, **will you?**
- Neel down, **won't you?**
- Shut up, **won't you?**

Question tags with indefinite pronouns/ subject

Indefinite pronouns use the third personal pronoun 'they' even if the auxiliary verb in the sentence is singular

Example;

❖ Singular indefinite pronouns

- No one got hurt, **did they?**
- Somebody calls me, **don't they?**
- Everyone insulted my mother, **didn't they?**
- Somebody was telling me a story, **weren't they?**
- Somebody has taken my car, **haven't they?**
- Nobody eats the cake, **do they?**

❖ Plural indefinite pronouns

- Few remained in the bus, **did they?**
- A few people have gone away, **haven't they?**

Exercise

a) Rewrite the following sentences with their correct question tag

1. It was difficult to get there
2. You can ask your uncle
3. She hasn't said anything yet
4. They should obey their parent
5. I have already finished my work
6. You were singing the song.
7. It is a nice house
8. They don't like Mathematics
9. You did not visit them yesterday
10. He wants to come home
11. She rejected all the efforts.

b) The question tag in the following sentences is provided. Fill in the blanks with the correct auxiliary verb

1. She _____ watch the film last night, did she?
2. It _____ great to see each other, isn't it?
3. You _____ married, aren't you?
4. They _____ begin classes next month, wont they?
5. You _____ like chips, don't you?
6. She _____ my best friend, is she?
7. Susan _____ lived here long, has she?
8. You _____ invited to the party, were you?
9. He _____ go to church, doesn't he?
10. They _____ visited me, had they?

Writing practice

Exercise

Rewrite the following sentences with their correct question tag

1. Asha is a lazy girl, _____
2. The pupils will be out of their classes, _____
3. Everyone knows how to play soccer, _____
4. My uncle visited the park last week, _____
5. Children are supposed to listen to elders, _____
6. That boy is a class monitor, _____
7. Mr. Munisi is a nice person, _____
8. The dog was barking, _____
9. We saw lions at the park, _____
10. My mother will cook a nice meal, _____
11. Your book has fallen, _____
12. Aunt Mwanaisha used to be a nurse, _____
13. Pupils collected their exams, _____
14. Mussa is a nice cook, _____
15. I am going to visit my grandmother, _____
16. We shall not see each other soon, _____
17. I never knew how to draw pictures, _____
18. They did not fetch water, _____
19. He was not a good driver, _____
20. She does not go to school, _____