

English

Pupil's Book Standard Three



Tanzania Institute of Education



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English



Pupil's Book Standard Three

THE UNITED REPUBLIC OF TANZANIA
MINISTRY OF EDUCATION,
SCIENCE AND TECHNOLOGY

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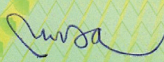
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Commissioner for Education

Tanzania Institute of Education

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Dr Aneth A. Komba
Director General

Tanzania Institute of Education

Introduction

The English Pupil's Book Standard Three has been prepared in accordance with the 2023 English Language Syllabus for Primary Education, Standards III–VI, issued by the Ministry of Education, Science and Technology. This textbook is the Third Edition, improved from the Second Edition of 2021 of the English Pupil's Book Standard Three, published by TIE in accordance with the 2016 Basic Education Syllabus for Standard III.

The book is aimed at enabling the pupil to develop competencies in listening, speaking, reading and writing in English. It has eight units. Each unit contains oral and writing activities that are systematically organised to enable the pupil to practise and acquire the intended competencies.

Additional learning resources are available in the TIE e-Library at <https://ol.tie.go.tz> or ol.tie.go.tz



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Unit One

Listening and speaking

Introduction

Listening and speaking skills are important for effective communication. In this unit, you will learn to listen to and communicate information orally in English. The competencies developed will enable you to communicate with friends, teachers, parents and other people in different situations.

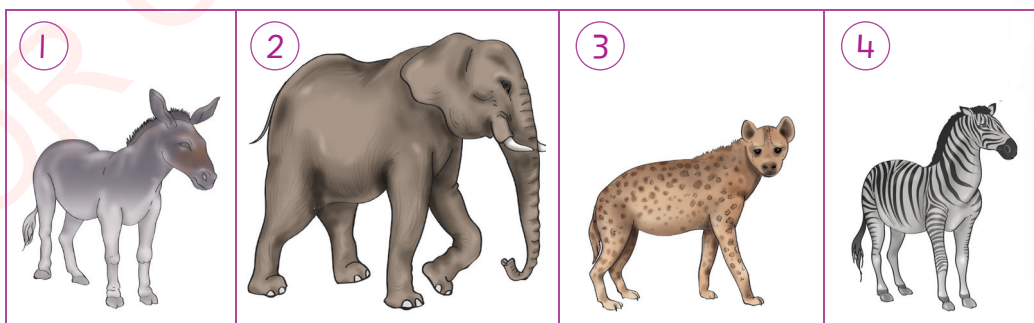


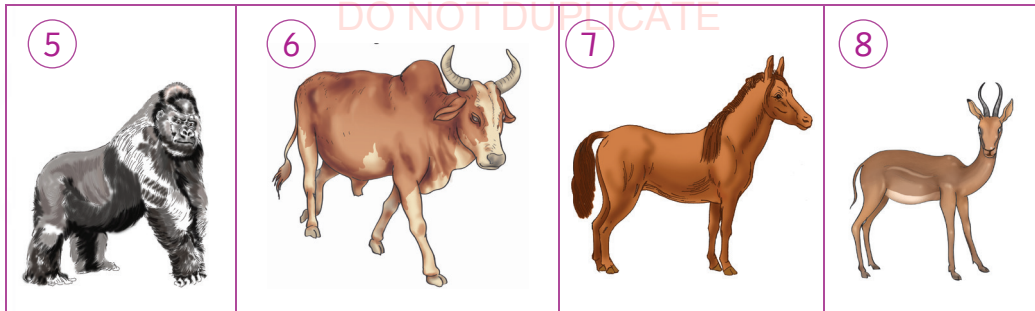
Activity 1: Listening and writing

- (a) Listen to the words read to you and write them.
- (b) Listen to the sentences read to you and write them.

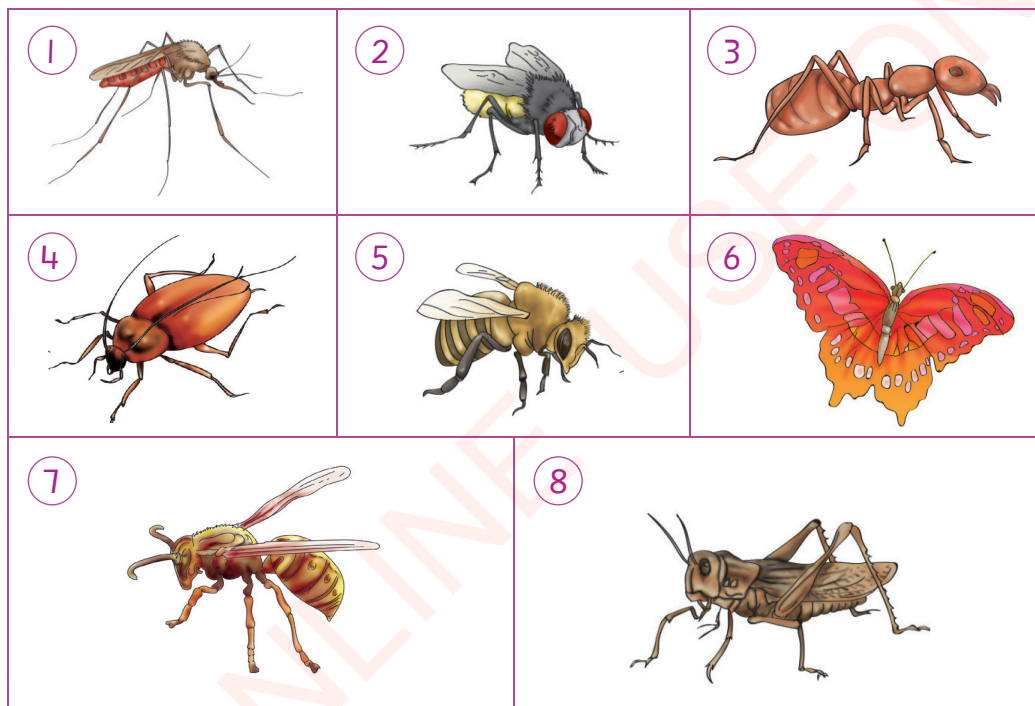
Activity 2: Naming various things orally

- (a) Look at the following pictures of animals and name them.



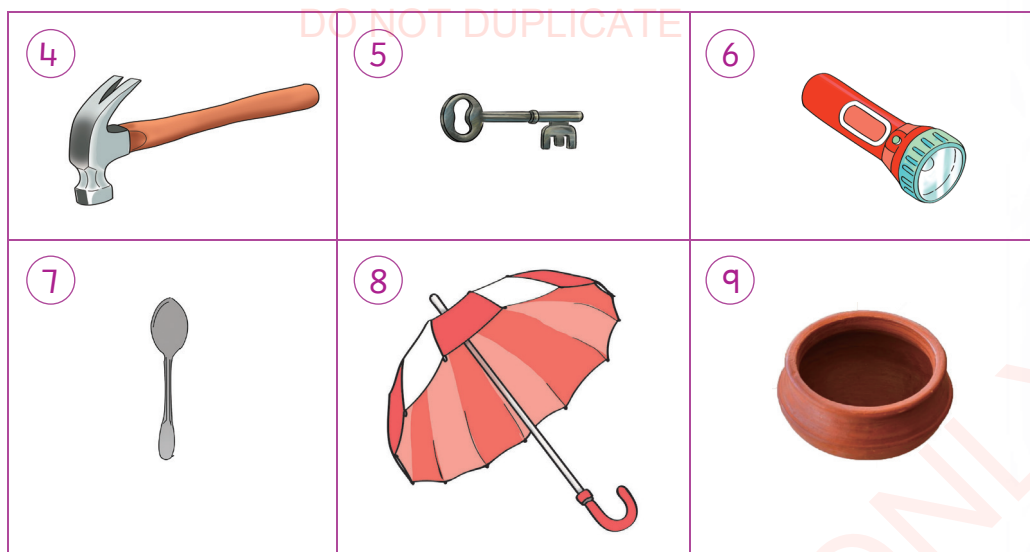


(b) Look at the following pictures of insects and name them.



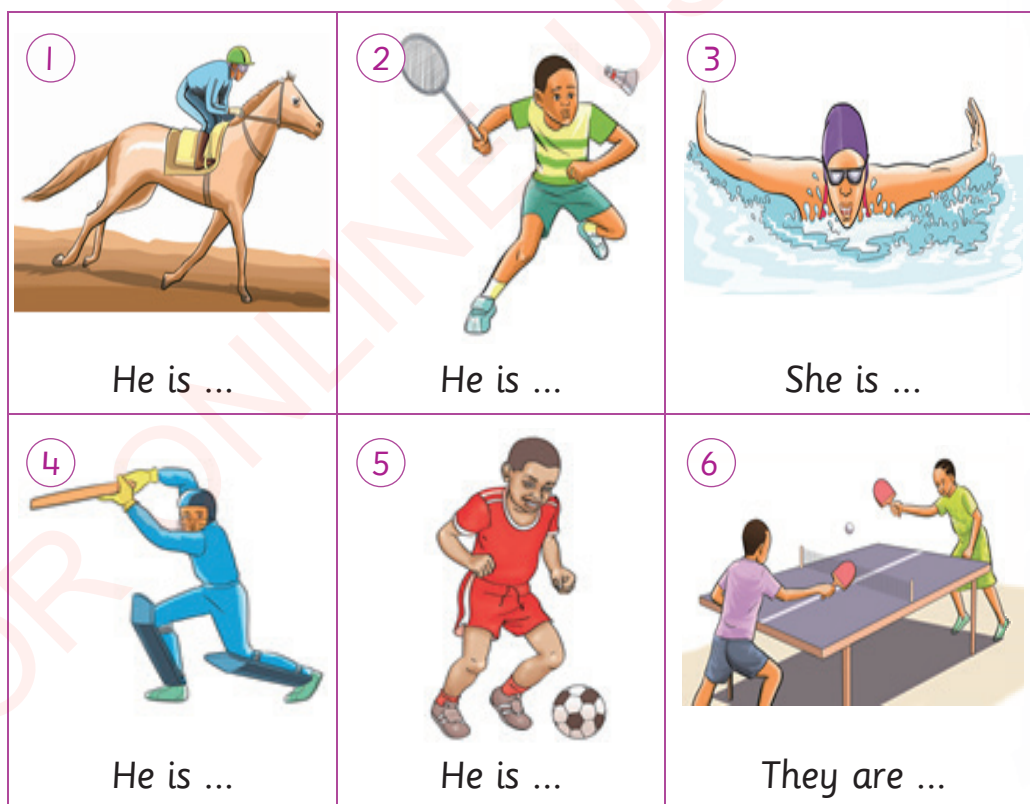
(c) Look at the following pictures of objects and name them.

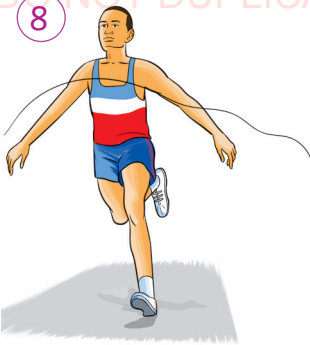
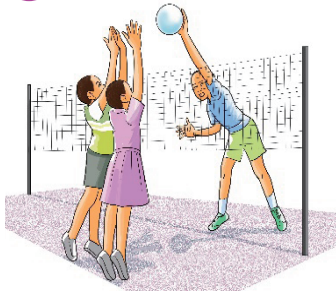
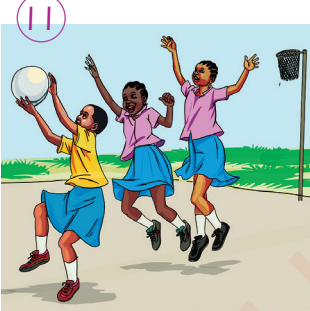
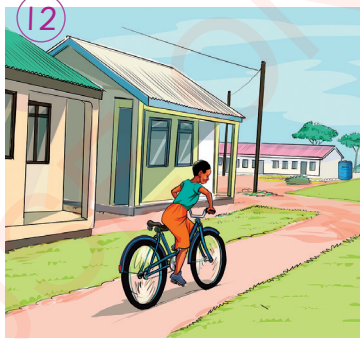




Activity 3: Describing actions orally

Say what the following people are doing.



7  He is ...	8  He is ...	9  They are ...
10  He is ...	11  They are ...	12  She is ...

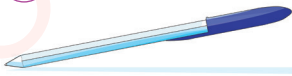
Activity 4: Describing uses of common objects

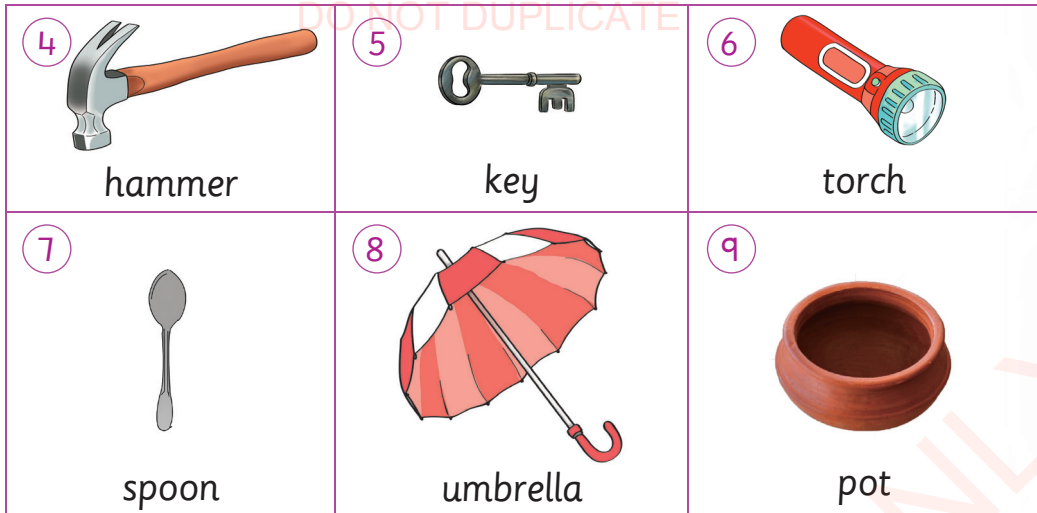
Say what the following things are used for. Use the following structure.

Example

What is the pen used for?

The pen is used for writing.

1  pen	2  comb	3  pencil
---	--	---



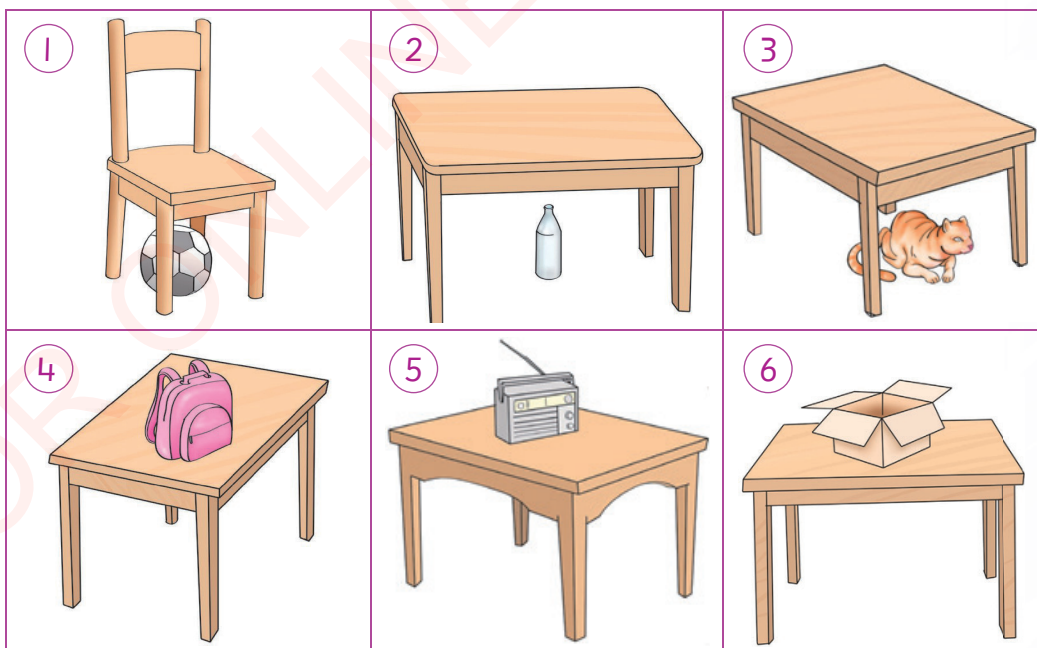
Activity 5: Describing locations of objects

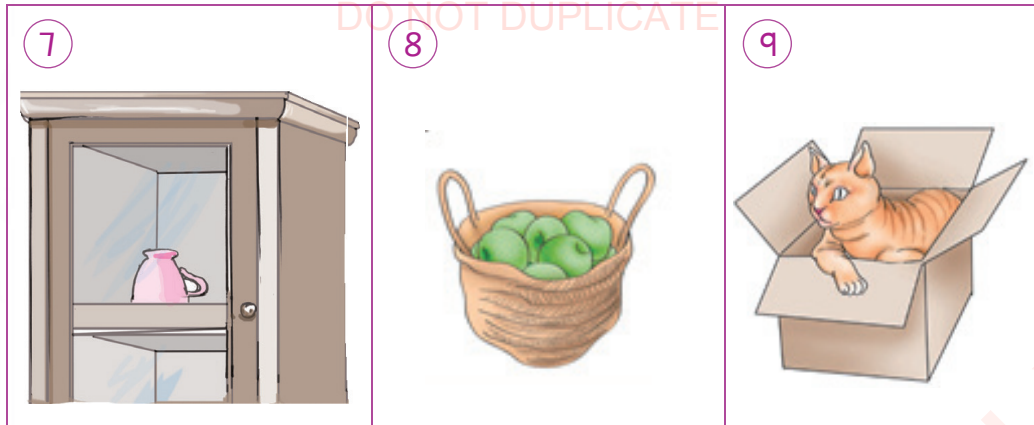
Say where the objects in the pictures are located. Use **on**, **in** or **under**.

Example

Where is the ball?

The ball is **under** the chair.





Activity 6: Listening to oral texts

(a) Listen to the short story, **Bahati's room**. Then, answer the following questions to help Bahati find her belongings.

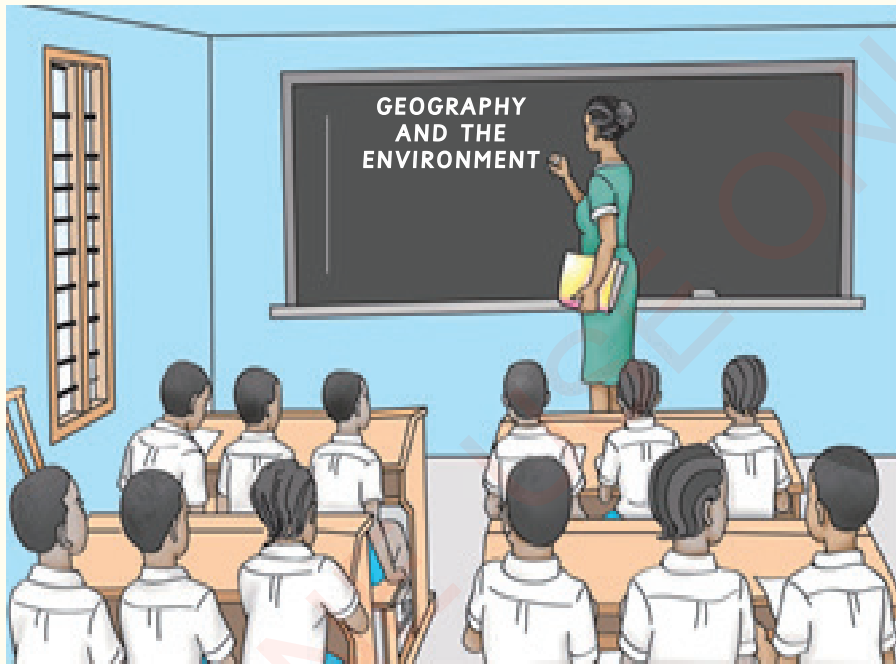
- (i) Where is the school bag?
- (ii) Where are the shoes?
- (iii) Where is the yellow blouse?
- (iv) Where is the pencil?
- (v) Where are the T-shirts?

(b) Listen to the short story, **The proud rose**. Then, answer the following questions orally.

- (i) Why was the rose so proud itself?
- (ii) Where did the rose and cactus grow?
- (iii) Why did the rose complain?
- (iv) What did other plants tell the rose?

Activity 7: Reading aloud and answering oral questions

Read aloud the story **A Trip to the Serengeti National Park**. Then, answer orally the questions that follow.

A trip to the Serengeti National Park

Mrs Mashaka is our Geography and the Environment teacher. One day, she taught us about the national parks in Tanzania. She said, “The Serengeti is among the largest national parks in the country. It has many animals, birds and insects.” She asked, “How many of you have been to the Serengeti?” The whole class replied, “No one!” The teacher asked again, “Would you like to visit the Serengeti?” We all replied with excitement, “Yes!”

A week later, Mrs Mashaka took our class to the Serengeti National Park. When we were in the park, she asked us to write the names of the animals, birds and insects that we saw. She divided us into three groups. The first group was asked to write the names of animals. The second group was asked to write the names of birds. The third group was asked to write the names of insects. It was a great experience.

We went back to school and reported what we had seen. The animals were lions, elephants, giraffes, buffaloes, zebras, antelopes and monkeys. The birds were eagles, ostriches, flamingos, crows, woodpeckers and many others. The insects included bees, wasps, grasshoppers, ants, tsetse flies and butterflies.

Questions

- (i) What subject does Mrs Mashaka teach?
- (ii) What was the first group asked to do?
- (iii) What was the second group asked to do?
- (iv) What was the third group asked to do?
- (v) What animals did they see?
- (vi) What birds did they see?
- (vii) What insects did they see?

Activity 8: Oral practice

In pairs, take turns to ask and answer the following questions.

- (i) Have you ever been to a national park?
- (ii) What national parks do you know?
- (iii) What wild animals do you know?
- (iv) Which animals do you like the most? Why?
- (v) What birds do you know?
- (vi) Which birds do you like the most? Why?

Unit Two

Using personal pronouns

Introduction

Personal pronouns are words used in place of nouns. In this unit, you will learn about the English personal pronouns. You will use them when you are speaking and writing something in English. The competencies developed will enable you to use them orally and in writing.



Activity 1: Recognising pronouns

(a) Read the message on the following poster.

WE ARE PERSONAL
PRONOUNS I, YOU, SHE, HE,
IT, WE, THEY



(b) Sing the pronoun song available at https://www.youtube.com/watch?v=k_ssvwB6baM&index=1

A pronoun is a word that replaces a noun x 2

you or I or it or she

them or us or her or me

A pronoun is a word that replaces a noun x 2

theirs or ours or we

mine or hers or him or he

A pronoun is a word that replaces a noun x 2

(c) Read aloud the pronouns in the table below.

Singular	Plural
I	we
you	you
she	they
he	they
it	they

Activity 2: Practising using pronouns orally

(a) Read the sentences in the bubbles.

I

I am Musa. This is my sister, Aisha.

I am Aisha. I like my brother, Musa.



We

We are siblings. We like each other.

We are boys. We are friends.



You

Maria, you took my exercise book.



No! I did not take your exercise book. You must have misplaced it.



You are stubborn. I don't like you.

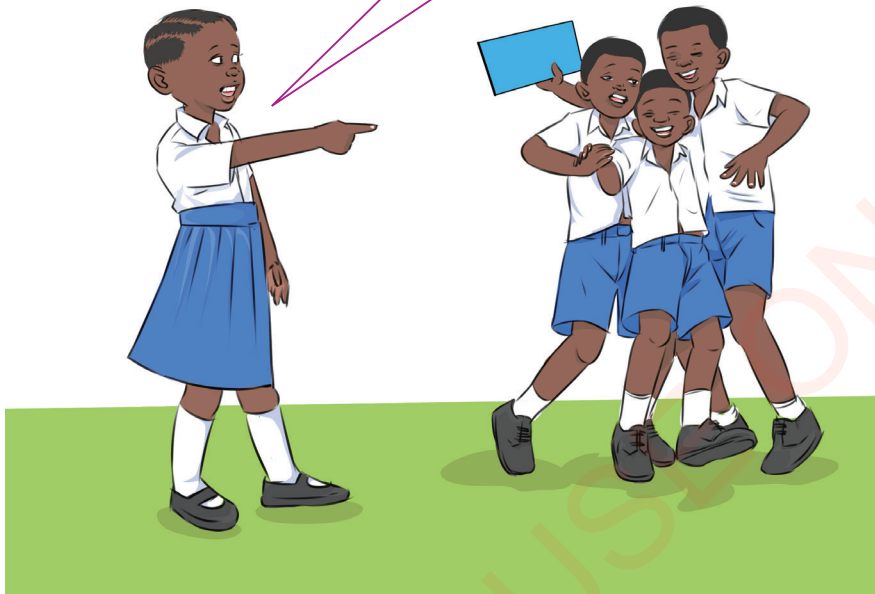


No! We are not stubborn! We are your friends. We like you.



They

These boys are stubborn. They make a lot of noise in class.



- (b) Listen to the conversation from the audio recording played by your teacher.
- (c) Read the following dialogue and fill in the blanks with the correct pronouns.

An interview with a farmer

Luta: Hello!

Maswi: Hello!

Luta: I'm Luta. _____ (you/he/I) want to buy cows. Do you have any?

Maswi: Yes, I do. How many would you like?

Luta: _____ (he/it/I) would like to buy two bulls. Can _____ (she/I/he) get them?

Maswi: Yes, _____ (I/you/he) can.

Luta: How much does each cost?

Maswi: _____ (it/you/she) will pay four hundred thousand shillings for a small one. The big one costs six hundred fifty thousand shillings.

Luta: Where are _____ (you/they/I)? Can _____ (I/you/they) see them?

Maswi: Sure! Let's go; _____ (you/we/I) will see them on the farm.

Luta: Oh, all right. Let's go.

Maswi: Here _____ (you/they/I) are. If _____ (I/you/she) like them, pay me and have them.

Luta: Here is the money. Thank you.

(d) Sing the following song.

Who is Happy?

Verse 1:

Who is happy? Who is happy? Who is happy today?

I am happy, I am happy,
You are happy, You are happy,
He is happy, He is happy,
She is happy, She is happy,
We are happy, We are happy,
They are happy, They are happy.

Verse 2:

Who is hungry? Who is hungry? Who is hungry today?

I am hungry, I am hungry,
You are hungry, You are hungry,
He is hungry, He is hungry,
She is hungry, She is hungry,
We are hungry, We are hungry,
They are hungry, They are hungry.

(e) Make sentences orally from the table below.

We	like	her
I	play with	him
You	know	them
They	eat with	it
	sing with	

(f) Make sentences orally from the table below.

He	likes	her
She	plays with	him
It	knows	them
	eats with	
	sings with	

Activity 3: Reading practice

Read the following story. Then, fill in the blanks using the words provided in the box.

Our school sports day

Mtakuja Primary School has a sports day every term. _____ is always held on the last Friday of the term. Last Friday, pupils gathered at the playground. _____ were waiting for the inter-class competitions to begin. There were many class teams.

Each class had a football team and a netball team. My brother, James, was in the football team. _____ was the team captain. _____ was in the netball team. I played well, but I did not score any goals. My friend, Natalia, was also in our class team. _____ is our best scorer. _____ scored many goals for our team. The netball match was tough, and _____ lost to Standard Two. The next match after the netball was a football match. You would be surprised. Football is the most loved sport in our school. _____ ended up 2 to 1. James' team won the match.

I We You She It They He

Activity 4: Writing practice

Choose words from the box to complete the following sentences.

- (i) Jamila is my best friend. _____ loves cooking.
- (ii) Peter is going to the birthday party. _____ is going with Baraka.
- (iii) Bahati is a good dancer. _____ is an intelligent girl too.
- (iv) Look at the cow under the tree. _____ is big and fat.

- (v) Tapheti, Naomi and I went to the zoo. _____ saw lions, giraffes and zebras.
- (vi) My name is Sonia. _____ am in Standard Three at Kilimatinde Primary School.
- (vii) My uncle is a nurse. _____ works for Benjamin Mkapa Hospital.
- (viii) My aunt is a doctor. _____ works for Kigoma Regional Hospital.
- (ix) Naomi and Sonia went to the playground. _____ went to play netball.
- (x) Musa, I saw _____ at the market yesterday.

I	We	You	She	It	They	He
----------	-----------	------------	------------	-----------	-------------	-----------

Unit Three

Expressing possession

Introduction

Possession is a state of having something. In this unit, you will learn how to show that something belongs to you or someone using **have** and **has**. You will also talk about things other people possess or do not. The competencies developed will enable you to describe what you or other people possess or do not.



Activity 1: Listening and oral practice

(a) Sing the following song.

Have and Has Song



I **have** a star, and you **have** a star,
He **has** a hat, and she **has** a hat,
We **have** stars, and they **have** hats x 2





John **has** a star. Ely **has** a star
I **have** a hat. You **have** a hat,
We **have** hats, and they **have**
stars x 2



I **have** a hat. You **have** a hat.
We **have** hats.

Source: Adapted from Rockin' English
<https://www.youtube.com/watch?v=cx8g9yrEy3g>

(b) Construct sentences orally from the table.

I		a book
You		a ruler
We	has	a pen
They	have	sweets
He		watch
She		

(c) Read the passage and answer the questions that follow.

Look at the picture of the giraffe. The giraffe is a beautiful animal. It has a long neck. The giraffe has a small head with short ears. It has two long front legs and two strong hind legs. It has a beautiful skin with brown spots. The giraffe has a calf.

The calf is standing behind its mother. The calf has a very short tail and brown spots. Tanzania has many giraffes in its national parks.



Questions

- (i) Does the giraffe have a long neck?
Yes, the giraffe _____ a long neck.
- (ii) Does the giraffe have a short neck?
No, the giraffe doesn't _____ a short neck.
- (iii) Does the giraffe have short legs?
No, the giraffe doesn't _____ short legs.
- (iv) Does the giraffe have green spots?
No, the giraffe doesn't _____ green spots.
- (v) Does the giraffe have a calf?
Yes, the giraffe _____ a calf.

- (vi) Does the calf have a mother?
Yes, the calf _____ a mother.
- (vii) Does the giraffe's calf have a short tail?
Yes, the giraffe's calf _____ a short tail.

- (d) Listen to the dialogue from the audio recording played by the teacher. Then, act it out in pairs.
- (e) Read the dialogue between Mrs Mrisho and Juma in pairs.

At the fruit point

Juma sells fruits at the fruit point. He sells watermelons, papayas, mangoes, bananas, oranges, lemons and apples. Mrs Mrisho wanted to buy some fruits.



The following is a conversation between Juma and Mrs Mrisho.

Mrs Mrisho: Hi!

Juma: Hi! Can I help you?

Mrs Mrisho: Yes, please. Do you have fresh mangoes?

Juma: Yes, I have very good ones from Tanga.

Mrs Mrisho: Do you have pineapples?

Juma: Oh, no! I don't have any. But I can get them for you from my neighbour.

Mrs Mrisho: What about ripe bananas and oranges?

Juma: Yes! I have very good bananas from Morogoro and very sweet oranges from Muheza.

Mrs Mrisho: I need five mangoes, two pineapples, a bunch of bananas and ten oranges.

Juma: They will cost twenty thousand shillings.

Mrs Mrisho: Here is the money.

Juma: Thank you very much. Here are the fruits.

Mrs Mrisho: Thank you. Bye!

(f) Answer the following questions based on the dialogue.

- (i) Does Juma have fresh mangoes?
Yes, Juma _____ fresh mangoes.
- (ii) What fruits does Juma's neighbour have?
Juma's neighbour _____ pineapples.
- (iii) Do Juma and his neighbour have vegetables?
No, Juma and his neighbour do not _____ vegetables.

(g) Sing the following song.

He **has** a dog, and I **have** a cat.
The dog **has** a bone, and the cat **has** a bowl of milk.
We **have** a dog and a cat.
She **has** a pencil, and you **have** a pen.
The pencil **has** a rubber, and the pen **has** a top.
You **have** a pencil and a pen.

Activity 2: Reading practice

(a) Read the following passage.

Poultry farm

My name is Bora. I live with my parents in Upendo village. My parents have a poultry farm. They have many hens on the farm. I have four hens

of my own. I keep them on my parents' farm. My white hen has ten chicks. If the chicks grow, I will have a total of fourteen hens. I like helping my parents to feed them.

(b) Fill in the blanks with the words provided in brackets.

- (i) Bora's parents _____ many hens (have/has).
- (ii) Bora _____ four hens (has/have).
- (iii) Her white hen _____ ten chicks (have/has).
- (iv) If the chicks grow, she will _____ fourteen hens (have/has).

Activity 3: Writing practice

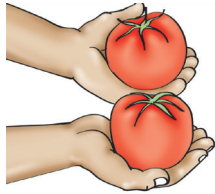
Study the pictures and fill in the blanks with **has** or **have**.



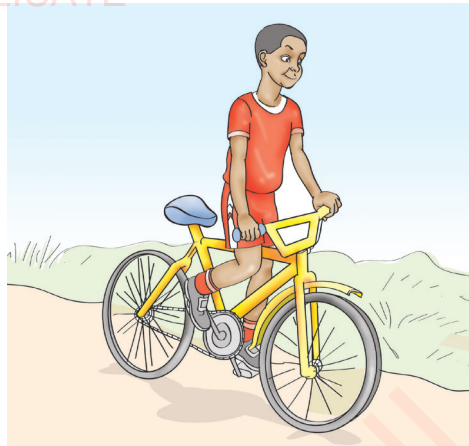
1. This is a monkey. It _____ a long tail.



2. This is a donkey. It _____ long ears.



3. These are tomatoes. I
_____ two tomatoes.



4. This is Salum. He
_____ a bicycle.



5. I _____ many
books.



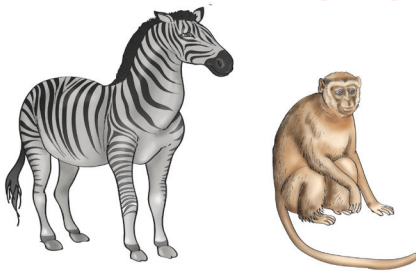
6. I _____ a bunch of
flowers.



7. This hare _____ no
tail.



8. This is a duck. It
_____ wings.



9. These animals _____ long tails.



10. This boy _____ a bag on his back.



11. The giraffe _____ a long neck.



12. The rats _____ long tails.



13. She _____ four baskets in her hands.



14. My grandmother _____ a walking stick.

Unit Four

Describing routines

Introduction

Routines are the things or actions we do regularly. In this unit, you will learn to talk about things that are done regularly. You will learn to use appropriate verb forms to describe those things. The competencies developed will enable you to describe your routines and other people's routines in English.



Activity 1: Listening and oral practice

(a) Answer the following questions orally.

- (i) What do you do every morning?
- (ii) What do you do every Sunday?
- (iii) What do you do every evening after dinner?
- (iv) What do you do in the holidays?

(b) Study the pictures and read the sentences aloud.

I eat a mango every day.

1



I weigh objects at school every Friday.

2



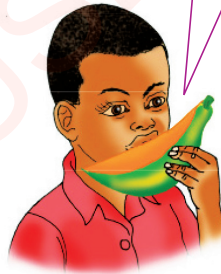
I plait my hair every week.

3



I eat papaya every evening.

4



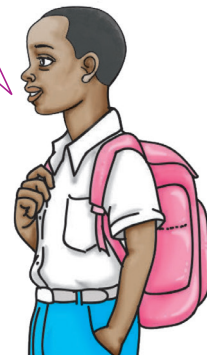
I go to school every morning.

5



I go home every evening after school.

6



I clean the toilet every morning.

7



I water the plants every morning.

8



(c) Sing the following song.

This is the way I comb my hair,
comb my hair, comb my hair.

This is the way I comb my hair,
every day in the morning. x 2



This is the way I wash my face,
wash my face, wash my face.

This is the way I wash my face, every
day so early in the morning. x 2



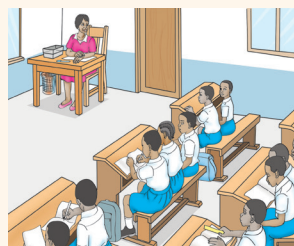
This is the way I ride my bicycle,
ride my bicycle, ride my bicycle.

This is the way I ride my bicycle,
every day in the evening. x 2



This is the way we sit in class,
sit in class, sit in class.

This is the way we sit in class,
every day in the morning. x 2



(d) From the above song, answer the following questions.

- (i) How often does she comb her hair that way?
She combs her hair that way _____.
- (ii) When does she wash her face that way?
She washes her face that way _____.
- (iii) How often does she ride her bicycle that way?
She rides her bicycle that way _____.
- (iv) How often do they sit in class that way?
They sit in class that way _____.

(e) Make sentences orally from the table.

I	play rede	every day
We	eat lunch	every week
They	go to school	every morning
	clean the classroom	

(f) Make sentences orally from the table.

She	eats lunch	every day
He	goes to school	every week
	cleans the classroom	every morning

(g) What does she do?

Monday



She ____ the flowers on ____.

Tuesday



She ____ the compound on ____.

Wednesday



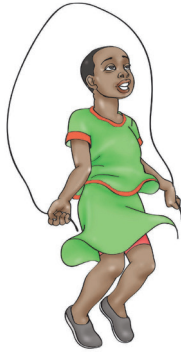
She ____ the drum at school
on ____.

Thursday



She ____ her bicycle on ____.

Friday



She ____ rope on ____.

Saturday



She ____ the kitchen on ____.

(h) Read Shabani's daily routine below and answer questions from the teacher.

Time	Activity
05:30 am	gets up and have a bath
06:00 am	have breakfast
06:30 am	puts on the school uniform and goes to school
07:00 am	sweeps the compound
07:30 am	attends the morning parade
08:00 am	attends the first period
08:40 am	attends the second period

09:20 am	attends the third period
10:00 am	goes for his morning break
10:30 am	attends the fourth period
11:10 am	attends the fifth period
11:50 am	attends the sixth period
12:30 pm	goes for his lunch break
02:30 pm	attends the seventh period
03:10 pm	attends the eighth period
03:50 pm	participates in sports and games
05:00 pm	attends the closing parade

- (i) In pairs, ask and answer the questions on Shabani's daily routine. Exchange roles.

Example

Asha: What time does Shabani get up?

Daudi: Shabani gets up at 05:30 am.

Asha: ...

Daudi: ...

Activity 2: Reading practice

Read the passage and answer the questions that follow.

My day

Hello! My name is Nasha. I am nine years old. Today, I am going to tell you about my typical day. First, I wake up at 6:00 am and brush my teeth. Next, I have a bath at 6:15 am and drink tea at 6:30 am. At 7:00 am, I take my school bag and go to school. At school, I attend lessons from 8:00 am to 4:00 pm. I usually go back home at 4.00 pm. Between 4:00 pm and 5:00 pm, I take a rest.

At 5:00 pm, I do domestic chores. I eat dinner at 8.00 pm. Between 8:00 pm and 8:30 pm, I do homework. At 8:30 pm, I go to sleep.

Questions

- (i) What does Nasha do first after waking up?
- (ii) What does Nasha do after drinking tea?
- (iii) What time does Nasha go to sleep?
- (iv) What time do the lessons end?
- (v) What does Nasha do at home after school?

Activity 3: Writing practice

(a) What time do you undertake the following activities?
Write the time below each picture.

1



06:00 am

2



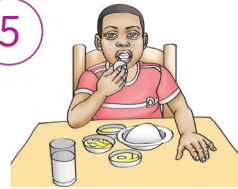
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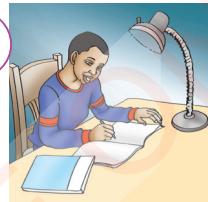
4



5



6



(b) Write your typical daily routine by filling in the blanks.

"My daily routine"

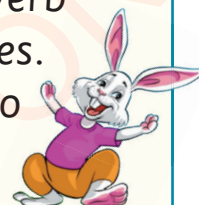
My name is _____. I am _____ years old. I am in Standard _____ at _____ Primary School. Today, I am going to tell you my typical daily routine. My daily routine is very simple. Every day, I _____ early in the morning at 6:00 am. After waking up, I _____ my teeth and _____ my face or have a bath. After that, I have breakfast at _____ and go to school at _____. I attend lessons from _____ to _____. After school, I go back home at _____. Between _____ and _____, I take a rest or play with my friends. I do the domestic chores at _____. I eat dinner at _____. After that, I do my homeworks. I go to sleep at _____.

Unit Five

Describing ongoing activities

Introduction

Ongoing activities are actions or events happening at the moment of speech. In this unit, you will describe actions or events happening at the present moment. You will learn the appropriate verb forms to use when describing ongoing activities. The competencies developed will enable you to describe activities happening at the moment of speech.



Activity 1: Listening and oral practice

(a) Pronounce the words in the box.

teaching	cleaning	singing	sweeping
beating	opening	reading	running

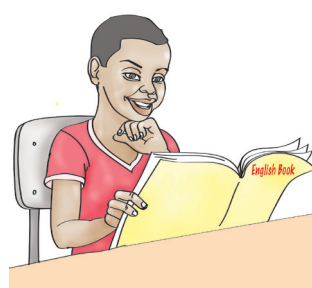
(b) Say what the people in the pictures are doing. Use the words in the box below the pictures.

1



She is _____.

2



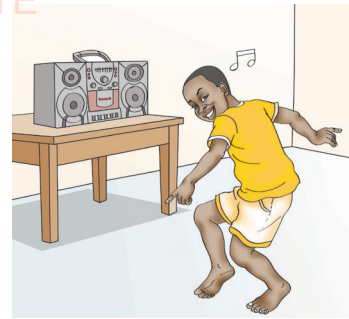
She is _____.

3



He is _____.

4



He is _____.

5



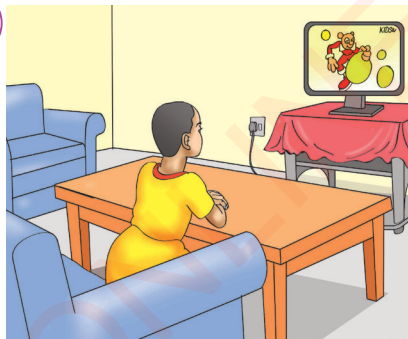
She is _____.

6



He is _____.

7



She is _____.

8



She is _____.

watching cartoons
washing clothes
reading a book

cooking
dancing
watering the flowers

mopping the floor
riding a bicycle

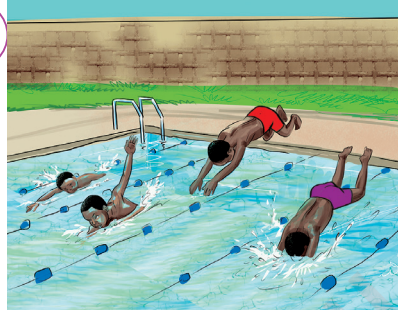
(c) Say what the people in the pictures are doing.
Use the words in the box below the pictures.

1



They are _____.

2



They are _____.

3



They are _____.

4



They are _____.

5



They are _____.

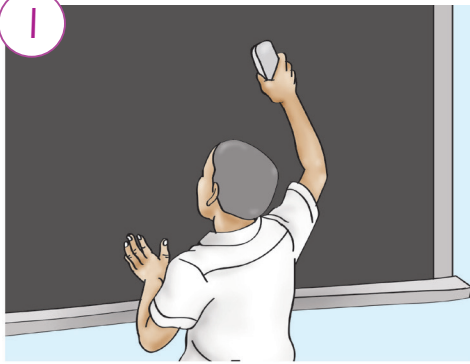
6



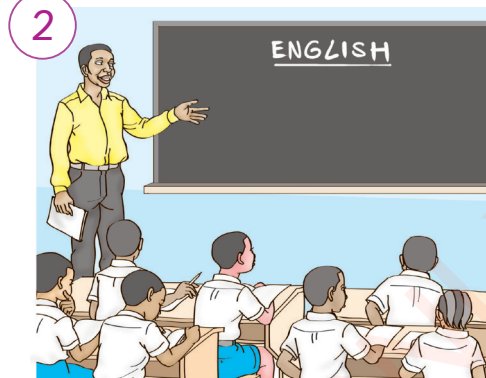
They are _____.

swimming digging the farm eating
playing basketball watering vegetables studying

(d) Say what the people in the pictures are doing.
Use the words in the box below the pictures.



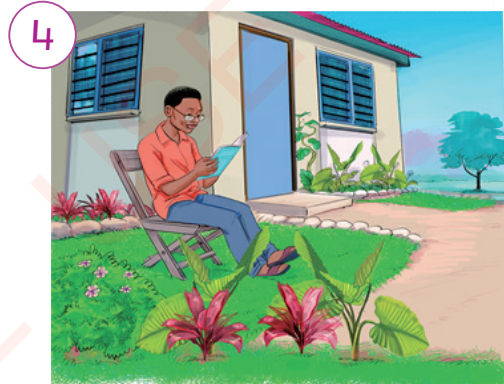
He is _____.



He is _____.



He is _____.



He is _____.



She is _____.



She is _____.

7



He is _____.

8



He is _____.

9



They are _____.

10



They are _____.

11



They are _____.

12



They are _____.

playing the drum
playing rope skipping
cleaning the classroom
cleaning the blackboard

sweeping the classroom
eating a mango
reading a book
teaching the pupils

singing
running

(e) Construct 15 sentences from the table below orally.

I	am	learning English
We		sweeping the floor
You	is	reading a book
She		swimming
He	are	eating breakfast
They		

Activity 2: Writing practice

(a) Fill in the blanks with the correct forms of the words in brackets.

My mother, sister and I are at home. My younger sister is _____ (eat) a cake. My mother is _____ (cook) in the kitchen. I am _____ (sit) on the sofa. I am _____ (watch) a football match on TV. Mtakuja Primary School is _____ (play) against Malingumu Primary School. My father is _____ (work) in the study.

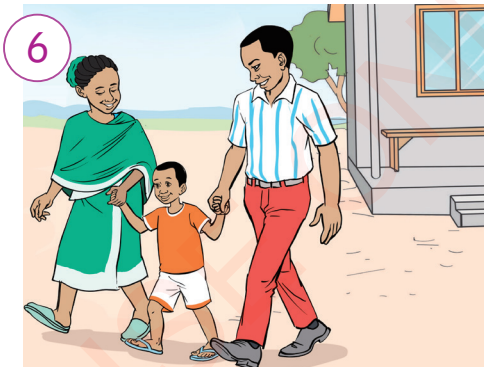
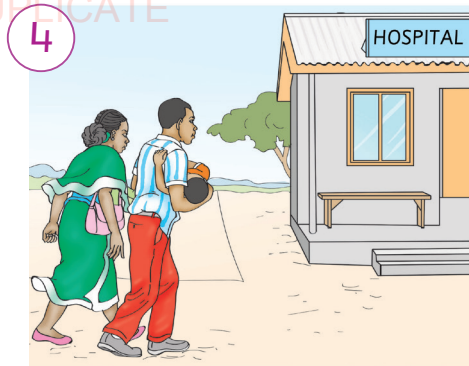
(b) Study the following pictures.

1



2





(c) Arrange the following sentences according to the pictures in (b) above.

- (i) His parents are taking him to hospital.
- (ii) He is crying because of a stomach ache.
- (iii) He has been discharged.
- (iv) He is eating the mango without washing it.
- (v) He has been admitted to hospital.
- (vi) Hamisi is picking a mango under the tree.

(d) Change the following sentences into questions. The first one has been done for you.

(i) His parents are taking him to hospital.

Where are his parents taking him?

(ii) He is crying.

What is he _____?

(iii) He is eating a mango.

What is he _____?

(iv) Hamisi is picking a mango.

What is Hamisi _____?

Unit Six

Connecting ideas using 'and' and 'but'

Introduction

Conjunctions are words used to join words or sentences together. In this unit, you will learn how to connect ideas using the words **and** and **but**. You will use the conjunction **and** to connect simple sentences of the same status. You will also use the conjunction **but** to connect contrasting ideas. The competencies developed will enable you to use them in various communicative situations orally and in writing.



Activity 1: Listening and oral practice

- (a) Use **and** to join sentences together. The first one has been done for you.

I like English.

I like Kiswahili.



John

Sarah

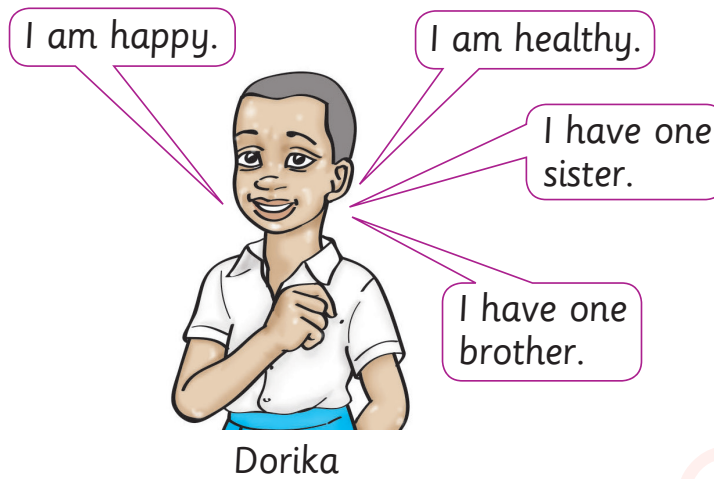
I like English.

- (i) I like English. I like Kiswahili.
I like English and Kiswahili.
- (ii) John likes English. John likes Kiswahili.
- (iii) John likes English. Sarah likes English.
- (iv) John is wearing a white shirt. Sarah is wearing a white shirt.
- (v) Sarah has a school bag. John has a school bag.



- (vi) Asha likes rope skipping. Asha likes netball.
- (vii) Neema enjoys rope skipping. Jane enjoys rope skipping.

(b) Use **and** to join the following sentences together.



- (i) I am healthy. I am happy.
- (ii) I have one sister. I have one brother.
- (iii) Dorika is healthy. Dorika is happy.
- (iv) Dorika has one sister. Dorika has one brother.

Activity 2: Writing practice

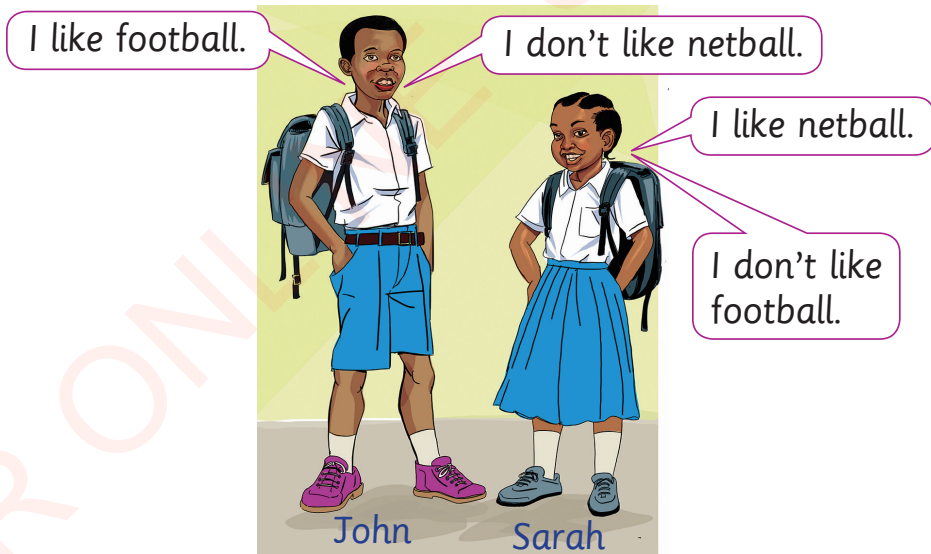
Use **and** to join the following sentences together. The first one has been done for you.

- (i) Juma hunts birds. Juma hunts bats.
Juma hunts birds and bats.
- (ii) Maria visits her grandmother on Sundays. Maria visits her uncle on Sundays.
- (iii) Our mother likes ugali. Our father likes ugali.

- (iv) Our class has fifteen girls. Our class has twenty boys.
- (v) We have a bath in the morning. We eat breakfast in the morning.
- (vi) The ducks are eating rice. The hens are eating rice.
- (vii) The carpenter is fixing the door. The carpenter is fixing the window.
- (viii) The doctor is examining the child. The doctor is examining the mother.

Activity 3: Listening and oral practice

- (a) Use **but** to join sentences together. The first one has been done for you.



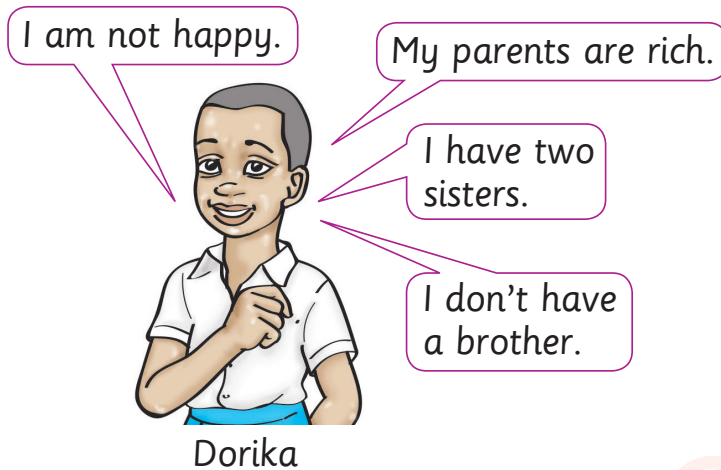
- (i) I like football. I don't like netball.
I like football, but I don't like netball.

- (ii) I like netball. I don't like football.
- (iii) John likes football. John does not like netball.
- (iv) Sarah likes netball. Sarah does not like football.



- (v) I like rope skipping. I don't like football.
- (vi) Asha likes rope skipping. Asha does not like football.
- (vii) Neema likes netball. Jane likes football.

(b) Use **but** to join the following sentences together.



- (i) My parents are rich. I am not happy.
- (ii) I have two sisters. I don't have a brother.
- (iii) Her parents are rich. Dorika is not happy.
- (iv) Dorika has two sisters. Dorika does not have a brother.

Activity 4: Writing practice

Use **but** to join the following sentences together. The first one has been done for you.

- (i) Juma hunts birds. Juma does not hunt bats.
Juma hunts birds, but he does not hunt bats.
- (ii) Maria visits her grandmother on Sunday. Maria does not visit her uncle on Sunday.

- (iii) Our mother cooks ugali for dinner. Our mother does not cook rice for dinner.
- (iv) Our class has thirty girls. Our class has no boys.
- (v) We go to school on Fridays. We don't go to school on Saturdays.
- (vi) Juma eats rice. Ally does not eat rice.
- (vii) The carpenter is fixing the door. The carpenter is not fixing the window.
- (viii) The doctor is examining the child. The doctor is not examining the mother.

Unit Seven

Reading a variety of texts

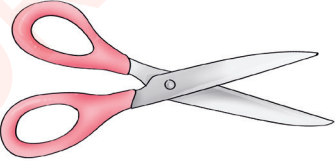
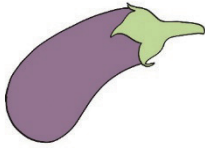
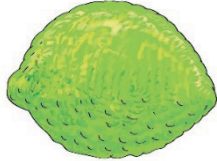
Introduction

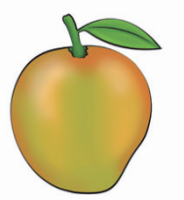
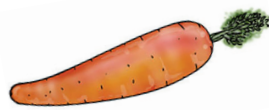
In English, words are pronounced as a combination of sounds. The combination of sounds pronounced as a single unit is called a syllable. In this unit, you will read words and identify their syllables. The competencies developed will enable you to hear, pronounce and place word stress and intonation appropriately.



Activity 1: Reading two-syllable words

(a) Read the word below each of the following pictures.

 bas-ket	 buck-et	 pump-kin
 scis-sors	 egg-plant	 lem-on

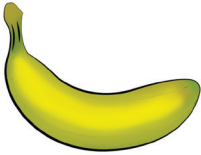
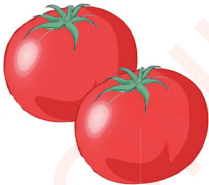
		
man-go	car-rot	on-ion
		
tooth-brush	or-ange	cab-bage

(b) Practise reading aloud the following two-syllable words.

1.	no-tice	care-ful	pen-cil
2.	to-day	learn-ing	spi-der
3.	out-side	pre-vent	win-dow
4.	soft-ly	pur-pose	rab-bit
5.	re-ceive	lap-top	mon-day
6.	be-hind	al-ways	wo-man
7.	be-tween	chap-ter	ba-by

Activity 2: Reading multi-syllable words

(a) Read the word below each of the following pictures.

		
ba-na-na	co-co-nut	spec-ta-cles
		
um-brel-la	aer-o-plane	pa-pa-ya
		
ra-zor-blade	wa-ter-mel-on	sun-flow-er
		
to-ma-toes	mil-li-pede	wheel-bar-row
		
broc-co-li	mi-cro-phone	hip-po-po-tam-us

(b) Practise reading aloud the following multi-syllable words.

im-por-tant	mos-qui-to	vo-cab-u-la-ry
hos-pi-tal	bi-cy-cle	un-der-stand-ing
ex-er-cise	fam-i-ly	en-vi-ron-ment
tel-e-phone	croc-o-dile	cor-rup-tion
lib-ra-ry	tel-e-vi-sion	un-friend-ly
but-ter-fly	im-pos-si-ble	hip-po-po-ta-mus

Activity 3: Reading aloud grade-level texts

(a) Read the following story aloud and answer the questions that follow orally.

A bad man paid the price

One day, Tupendane was sick. She was taken to hospital. At hospital, they were asked to sit on a bench and wait for the doctor to arrive. Three other people were also on the bench. They were also waiting for the doctor to arrive. A few minutes later, a man came and sat on the bench too. His name was Toyo. When the doctor came, the man stood up quickly. He pretended to shake hands with the doctor. A minute later, the doctor shouted, "Toyo, come in." It was clear that he had bribed the doctor. Tupendane and the other patients in the queue shouted, "The man found us here,

but he is going in to see the doctor!” Tupendane’s mother called the police. A policeman arrived and asked, “Where are Toyo and the doctor?” The patients replied, “They are in the doctor’s office.” He arrested Toyo and the doctor. Tupendane’s mother told the patients that corruption is very bad. Every person must fight against it. She said, “Corruption is the enemy of justice!”

(b) Answer the following questions.

- (i) Why was Tupendane taken to hospital?
- (ii) Who pretended to shake hands with the doctor?
- (iii) Why were Toyo and the doctor arrested?
- (iv) What is your opinion about corruption?
- (v) What is the meaning of the word **enemy**?
- (vi) What is the meaning of the word **justice**?

(c) Read the following story aloud and answer the questions that follow orally.

Two friends went fishing

One day, Monde and his friend Tutu went fishing at the river. Each had a fishing rod. Monde caught a very big fish. He screamed, “Tutuuu! Tutuuu! Come!

I have caught a big fish.” Tutu ran towards Monde. He grabbed the fishing rod and started pulling the fish out of water. “Wow, it’s a very big fish,” Tutu said. Monde got back home. When he arrived home, he said to his mother, “Look, mum! I have caught a big fish.” Monde’s mother asked, “How did you catch it?” “Tutu and I were fishing at the river. I stretched my fishing rod far into the deep water” He told his mother. “It was Tutu who came to help me pull the fish out of water,” he added. Then, Monde’s mother asked, “What are you going to do with it?” “I am going to cook it, mum!” Monde replied.

Questions

- (i) What did Monde catch?
- (ii) Why did Monde scream?
- (iii) What did Tutu do?

Activity 4: Oral practice

With your two friends, act out the following dialogue.

Monde: Tutuuu! Tutuuu! Come! A big fish, come!

Tutu: Here I am. Wow! It’s real big. Let me help you.

Monde: Wow! What a big fish! I’m taking it home, Tutu. Thanks.

Tutu: Your mum will be so excited.

Monde: Look, mum! I have caught a big fish.

Mother: How did you catch it, Monde?

Monde: Tutu came to help me pull it out of the water. I couldn't do it by myself.

Mother: You are a brave boy, Tutu! Well, what are you going to do with the fish?

Monde: I'm going to cook it, mum. I hope you will like it.

Mother: Certainly!

Unit Eight

Recognising the basic features of spoken English

Introduction

Spoken English has certain basic features that differentiate it from other forms of delivery. In this unit, you will practise speaking English and recognise the differences in pronunciation between words. You will also recognise the differences in intonation between sentences. The competencies developed will enable you to pronounce words correctly and vary stress and intonation between sentences.



Activity 1: Reading words with short vowels

(a) Read the following words after the teacher.

/ɪ/	/ʊ/	/ʌ/	/æ/	/e/	/ɒ/	/ə/
ship	full	cut	mat	bed	pot	water
lip	put	mud	cat	let	lock	again
pin	pull	run	hat	bet	mop	against
dip	bull	hug	bag	check	top	order

(b) Read aloud the following words.

kill	dove	you	fun	bank	dad	did
fence	get	wet	top	dot	fan	pan

Activity 2: Reading words with long vowels

(a) Read the following words after the teacher.

/i:/	/ɔ:/	/u:/	/ɑ:/	/ɜ:/
heap	port	fool	park	girl
leap	board	boot	part	bird
feel	thought	pool	bark	church

(b) Read the following words aloud.

third	heard	mark	dark	deep
feed	food	farm	foot	brought
door	arm	cart	word	sword

Activity 3: Reading words with short and long vowels

(a) Read the following words aloud.

Words with long vowels	feel	fool	pull	pool	port
	bore	most	part	dark	arm
	bird	girl	hear	heal	speak
Words with short vowels	ship	lip	put	pot	mop
	bed	cat	hat	bet	get
	span	cut	swim	sell	milk

(b) Construct a sentence for each of the following words.

(i) pot

(iii) hill

(v) bird

(ii) port

(iv) heal

(vi) bed

Activity 4: Reading sentences containing words with short and long vowels

(a) Read the following sentences aloud.

(i) I saw a ship.

(ii) I saw a sheep on the ship.

(iii) Tutu likes to bet.

(iv) Monde likes bats.

- (v) The **pot** is **full**.
- (vi) The **thief** is a **fool**.
- (vii) There is a **dot** on the **door**.
- (viii) The **cat** is in the **car**.
- (ix) He **cut** the mango into three pieces.
- (x) I put the **bird** on the **bed**.
- (xi) The **church** has a **bell**.
- (xii) The **bird** flew over the **church**.

(b) Recite the following poem.

The sailor wants to sail.
He sees a whale on the shore,
With a big chain on its tail.
Then a big wave and rain come.
Dense clouds put them in the shade.
The sailor is dismayed.
There is no sailing!

(c) Read the following sentences.

- (i) Do you know what a hen is?
- (ii) A hen is a female chicken that lays eggs.

- (iii) Many features help the hen to survive and care for its chicks.
- (iv) One of these features is its sharp beak.
- (v) It uses the beak to eat, drink and peck.
- (vi) The beak is very strong.
- (vii) It can crack seeds, nuts and even small shells.
- (viii) The hen also uses its beak for defence against predators.
- (ix) Examples of predators are foxes, hawks and snakes.
- (x) The hen can cause pain and injury to the attacker.
- (xi) This tool helps the hen live a happy and healthy life.

(d) Read the following story.

Maswi, the lucky boy

A long time ago, there was a boy called Maswi. He lived with his parents in a remote village. In the village, there was a forbidden forest. One day, Maswi was walking through the forest. Suddenly, he met five blind lions. The lions were searching for food. They noticed him by smell. They snarled and charged at him. In the blink of an eye, Maswi jumped into the forest. The lions followed him. He shivered and bit his teeth in fear.

He pinned his hope on a nearby tree. He tried to climb the tree but failed. He tried again. He managed to climb up the tree. He sat on a big branch. He held it tight. The lions waited for him to fall. Finally, they went into the wild. Maswi waited a few more hours. He then climbed down from the tree. He went home and narrated the incident to his parents. They all said that he was lucky.

(e) Read the following sentences:

- (i) I saw a goat and a foal in a boat.
- (ii) He killed an owl using a bow and an arrow.
- (iii) He bought a coat and a bar of soap.
- (iv) They had a camera mounted on a drone.
- (v) The bowl was full of meat.
- (vi) He cut his toe with a hoe.
- (vii) He gave a bone to his dog.
- (viii) Smoke rose from the burning house.
- (ix) They broke into the house.
- (x) We cook food on the stove.

Activity 5: Oral practice

Read and act out the following dialogue.

Wazo: Hi, Keli!

Keli: Hi, Wazo! How are you?

Wazo: I'm fine. Thank you. You're in blue today.

Keli: Why do you say so?

Wazo: You are in the blue shirt, trousers and shoes.
Your book is also blue!

Keli: Stop joking! I'm also in red socks, and my
cap is green.

Wazo: By the way, did you buy that goose?

Keli: No. It was too expensive.

Wazo: Oh, sorry! I'm going to fetch firewood. I have
to go.

Keli: Be careful of snakes.

Wazo: Don't worry. Bye!

Keli: Bye!

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Standard Three



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