

ENGLISH LANGUAGE NOTES FORM TWO

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LISTENING TO VARIOUS SIMPLE ORAL TEXTS

THE LISTENING PROCESS

Listening is the most important skill to language and for learning new information. Listening and hearing are different.

- Hearing is the sense through which sound is received this physical process is the first in the learning process.
- Listening is a mental process that requires the receiver's active participation. Hearing on the other hand is a passive process. No one has to think to hear

E.g. many people like background noise from a radio or tape or to when they work around the house

- Actual listening involves

- a) Concentration
- b) Interpreting them

LEVELS / KINDS OF LISTENING

1. **Listening for enjoyment**- for example listening to an amusing story, jokes, music, movie, or play
2. **Listening for information**

When you listen to informative speech e.g. news. This requires more concentration than listening for enjoyment you need to learn the main idea of the speaker

3. **Critical listening** –refers to an active process it involves listening for information and eventually that information. This skill helps to determine how information heard in speech can affect a person. It is important to take notes and later ask the speaker questions about his/ her items

4. **Precision listening**-refers to the exactness or ability to distinguish clearly listening with precision gives due to a speaker talks of changing in the volume of the speaker's voice can help determine what is most important to a speaker

5. **Emphatic listening** –Emphatic is the ability to put yourself in another place. It enables you to understand why a person feels, believes and acts in a certain way when you listen to someone it is often important to understand why they express certain ideas such as understanding will help you to determine evaluate the information you hear more completely.

-Empathy helps respect the speaker even if you disagree with what he/ she says. To achieve this level of listening you must listen for information you must evaluate critically and you must listen to emotion as well as words. Emphatic listening is considered as the most difficult level to master it requires only great concentration but also you / see back skills.

CAUSES FOR POOR LISTENING

Causes for poor listening can be categorized into two types namely physical barriers and mental barriers

PHYSICAL BARRIERS

- a) Partial hearing
- b) Noise or other physical destruction creates barriers to good listening
- c) Speaking too softly
- d) Is not speaking clearly
- e) Listener's physical condition eg tiredness illness or uncomfortable

2. MENTAL BARRIERS

- a) wondering mind
- b) Inattention
- c) Negative attitude eg If you have negative attitude (dislike) about the speaker then it will make you become difficult to listen attentively.
- d) Listener's knowledge especially when there based on familiar words
- e) Selective listening when people by selecting block out what they do not want to hear.

HOW TO IMPROVE LISTENING

- a) **Making concentration** – Try to block out distractions think about what you hear
- b) **Practice**- use every opportunity you can on what you hear. Watch news and other information programs on TV. Also spend quiet time and concentrate on what speaker says.
- c) Prepare yourself to listen be ready to listen and sit where you can see and hear the speaker
- d) **Listen to keywords**- speaker of text gives clues about what is important **most important** things or in summary are help you to organize the information you hear.
- e) Take notes: It is not necessary to write down every word but just outline important ideas. Also listen to keywords and summarize.

TALKING ABOUT EVENTS

(a) Celebration

Independence day

- i. When does the celebration take place
- ii. Where did it take place
- iii. Who was the guest of honour
- iv. What social and cultural activities colored the occasion
- v. What make you remember the day
- vi. What is the significance of this celebration
- vii. Why is honoured and upheld in our nation
- viii. Mention other kind of holiday celebrated among your
- ix. If this celebration want be conducted what will happen

INDEPENDENCE DAY

It is celebrate on Dec th 9th each year last year independence day celebration took place at the Dar es salaam National Stadium.

The President of the United Republic of Tanzania his Excellence JakayaMrishoKikwete was the guest of honour. The celebration started at around 8:30 in the morning. The other invited guest in the celebration were ambassadors, Ministers, government official and one president of Zanzibar.

The was colored by various activities such as traditional during, comedy, national anthem the pared by national defense and security soldiers,

I remember this event because it mark the government day on which our national obtained her independence. Also this was among having rain fall in the history of our nation, also it to lose on this day that I saw the president of Zanzibar for the first time. The day on which our country became free from Colonial domination.

Every nation in the world honour and uphold the day which they got their freedom because it is like the birthday of this country. It is on this day that our nation came into during.

Other kind of holiday celebrated your by our nation include, revolution day, Union day, Sabasaba, NaneNane, Nyerere day, Karume Day, Workers day, Maulid, Christmas, Easter, Id, New year

If this celebration wont be conducted nothing wrong really will happen, but it is a great day and country use to remember it, so it must be celebrated to honour our national.

TALKING ABOUT ACCIDENT 1st April 2008

Write a story about “Terrible accidents” you have ever seen. Use guidelines below.

- i. What is the title of your story
- ii. Where did it occur
- iii. How many cars were involved? Were there pedestrians on cyclists
- iv. What caused the accident
- v. What damage did the accident cause
- vi. What should be done to reduce thereto accidents
- vii. What are your opinions

THE TERRIBLE ACCIDENTS

The accident occurred along Morogoro road at that place called Manzese. Two cars were involved in this accident, one push car, furrari which was leading to town and daladala town bus coming from Kariakoo, going to Ubungo.

This accident is said to be caused by careless among the drivers, also the town bus had serious mechanical problems, the driver us the Ferrari was heavily drunk the place had hardly any road safety sign, road safely regulatory were not observed one of the drive had no driving license, high speed also is claimed to be the reason so this terrible accident which took away life of many people.

The accident caused loss of life and properly, passengers were seriously injured some lost important organs of the bodies two cars were severely damaged. Other damages registered include destruction of road lights signs, one bicycles completely crushed.

Measures to reduce the rate of accidents should be put into action for instant, installation of road signs the drivers who break road safely regulations should be severely punished speed governors should be used. Thus please to be educate about road safety. Drivers should be skilled and traffic officer should inspect all cars and buses.

Generally speaking cars have become dangerous be taking away peoples life maliciously . I am of the opinion that road safely education should be given the same emphasis as AIDS education

TALKING ABOUT CELEBRATION

AS CONFIRMATION DAY

EXERCISE

It was celebrated on 15th November 2002. It first take palace on the community church then later on it was celebrated at Sea cliff Hotel.

My Uncle, Mr. Dennis was the guest of honour. The celebration started at around 10:30 in the morning. The other guests were aunt, Neighbors, best friends also some neighbors.

The event was coloured by a very big confirmation cake, tasty food, lots of drinks and other drinks which people liked, also the some traditional dance and music colored the event

I remember this event because this was my first time to get confirmation and it was something which was thought. I remember this event because Polycap Cardinal Pengo was confirming so also got a chance to see him for the first time. So also got a chance to see him for the first time.

In Christians, especially in Roman Catholic every child should get confirmation so as to become a good Christian.

Other kinds of celebration are communion, baptism, confirmation and others

If the ceremony is not given to a Christian he or she will not be a good Christian like is supposed to be.

ASKING FOR SERVICES

Talking about shopping

Mussa: Can I help you / what can I do for you ?

Ali: Yes please, how much is the flower

Mussa : Two hundred shillings

Ali : Can I have it?

Mussa : There you are

Ali : Thank you

Mussa : You are welcome

Imagine you are in the hotel. How would you order some food

And drinks? Write a short conversation between you and the waiter

Waiter Excuse me sir, can I help you?

Customer: Yes please, how much is a cup of tea?

Waiter: There you are

Customer: May I have some food too?

Waiter : What kind of food you need?

Talking about reservation

Booking tickets

You want to travel to Mwanza by train, write a dialogue between you and booking office attendant.

Attendant: Can I help you?

Customer: Yes please, I want a ticket in first class

Attendant: It is 20,000/=Tshs

Customer: I have 19,000/= Tshs

Attendant: OK

Customer; Here is your money

SENTENCE TYPE	EXAMPLE
Questions	Have you got <u>any</u> batteries Do you have <u>any</u> flour
Positive statements	Yes, I <u>have</u> some (batteries) There is <u>some</u> (flour) in the Plastic container
Negative statements	No, there aren't <u>any</u> flour left
Making requests	Can I have <u>some</u> juice / oranges
Giving options	Just put it in <u>any</u> container

1. → **Making telephone calls**

Language use

Using the phone

In today's world, most people use the telephone for quick answer the questions.

1. Look at the following telephone conversation and answer the questions:

- a) Which conversations are personal?
- b) Which one are business?
- c) Which callers did not speak to the people they wanted to talk with?
- d) What happened in phone call No.3?

1.



Lucy: Hello. Is that Rehema?

Rehema: Yes Lucy. How are you?

Lucy: I'm Fine can you help me?

I need.....

2.



Secretary: Imani Clinic

Patient: Good Morning. Can I speak to Dr.
Patel?

Secretary: I'm sorry. He's not in this
morning. Do you want to leave a
message?

3.



Phone I am not here at the moment.

Please leave your message after
the tone beep.

Mgonja: Mr. Babu this is Consalata Riwa I
saw your advert about the 21" TV
and want to buy it. Please call me
on 0774 98443

4.



John Eriko: its John here. How are things?

Erika: Not bad, my friend. What are you
doing these days/

John: I.....

5.



John: Erika, its John here. How are
things?

Erika: Not bad, my friend. What are you
doing these days?

John: I.....

2. In pairs, practice the telephone conversations.

3. Copy the following table and fill in the blanks with sentences from the phone conversations.

Purpose	Words to use
Making contact	Hello, can I speak to Arafa?
Checking identity	Who am I speaking to?
Asking for a message	Is there a message?
Leaving a message	<ul style="list-style-type: none"> • Please call back • Wait for me: I'm coming soon • Tell him I will arrive today

ACTIVE VOICE AND PASSIVE VOICE

(i) Active and passive voice refer to the form of the verb and the position of subject and the object

(ii) In the ACTIVE VOICE THE SUBJECT of the verb in a person a thing or a concept does the action.

E.g. The cooked dinner

↓ ↓ ↓

Subject verb object

iii) The PASSIVE VOICE it is the object which starts and the SUBJECT is proceeded by

E.g. Dinner was cooked by him.

↓ ↓ ↙

Object verb subject

In the passive voice, It is the object which stats first then VERB TO PLUS the past participle the by then lastly the subject

OBJECT + VERB TO BE + PARTICIPLE + BY + SUBJECT

Active voice: He took my book.

↓ ↓ ↓
Subject verb object

Passive voice: My book was taken by subject.

NO.	FORM TENSE	PASSIVE VOICE
1.	Present tense	Is/are/am + past participle.
2.	Present continuous tense	Is/am/are/being + past participle
3.	Present perfect tense	Have/has/been + past participle
4.	Present perfect continuous	Have/has + been + being + past participle
5.	Past tense	Was/were + past participle
6.	Past continuous	Was/were + being + past participle
7.	Past perfect	Had/been + past participle
8.	Past perfect continuous	Had + been + being + past participle
9.	Future tense	Shall/will + be + past participle
10.	Future continuous	Shall/will + been + have + past participle
11.	Future perfect	Shall/will + have + been + past participle

Active voice: He took my book.

Passive voice: my book was taken by him.

Active voice: The shower smells sweet

Passive voice: The shower is sweet when it is smelt.

Active voice: This medicine tastes bitter

Passive voice: This medicine is bitter when tasted.

SIMPLE PRESENT TENSE: Is/are/past participle

Statement	Negative	Interrogative
Av: He speaks English	He does not speak English	Does he speak English?
Pv: English is spoken by him	English is not spoken by him	Is English spoken by him?
Av: They play football	They do not play football	Do they play football
Pv: Football is played by them	Football is not played by them	Is football played by them?

PRESENT CONTINUOUS TENSE: Is/are/am + being +past participle

Statement	Negative	Interrogative
AV: He is teaching English	He is not teaching English	Is the teaching English
PV: English is being taught by him	English is not being taught by him	Is English being taught by him
Av: I am writing a letter now	I am not writing a letter now	Am I writing a letter now
Pv: A letter is being written now by me	A letter is not being written now by me	Is a letter being written now by

PRESENT PERFECT TENSE: Have + been +past participle

Statement	Negative	Interrogative
Av: You have taken the book	You have not taken the book	Have you taken the book
Pv: The book has been taken by you	The book has not been taken by you	Has the book been taken by you

PRESENT PERFECT CONTINUOUS TENSE

Have/has + being been +past participle

Statement	Negative	Interrogative
Av: She has been ringing the bell	She has not been ringing the bell	Has she been ringing the bell
Pv: The bell has been being rang by her	The bell has not been being rang by her	Has the bell been being rang by her

SIMPLE PAST TENSE: was/were + past participle

Statement	Negative	Interrogative
Av: I saw you	I did not see you	Did I see you?
Pv: You were seen by me	You were not seen by me	Were you seen by me

Av: She built a house	She did not build a house	Did build a house?
Pv: A house was built by her	A house was not built by her	Was house built by her?

PAST CONTINUOUS TENSE: Was/were + being +past participle

Statement	Negative	Interrogative
Av: I was reading the book	I was not reading the book	Was I reading the book?
Pv: The book was being read by me	The book was not being read by me	Was the book being read by me
Av: They were writing a letter	They were not writing a letter	Were a letter being written by them?
Pv: A letter was being written by the	A letter was not being written by them	

PAST PERFECT: Had + past participle

Statement	Negative	Interrogative
Av: You taken the book	You had not taken the book	Had you taken the book?
Pv: The book had been taken by you	The book had not been taken by you	Had the book been taken by you?

8) FUTURE TENSE: Shall will +be past participle

Statement	Negative	Interrogative
Av: I shall write it	I shall not write it	Shall I write it?
Pv: It will be written by me	It will not be written by me	Will it be written by me?
Av: Hamisi will ring the bell	Hamisi will not ring the bell	Will Hamisi ring the bell?
Pv: The bell will be rang by Hamisi	The bell will not be rang by Hamisi	Will the bell rung by Hamisi?

9) FUTURE CONTINUOUS TENSE: Shall/will +have + been + Past participle

Statement	Negative	Interrogative
Av: They will be teaching History	The will not be teaching History	Will they be teaching History
Pv: History will have been taught by them	History will have not been taught by them	Will History have taught by them

FUTURE PERFECT TENSE: Shall/will + have been + past participle

Statement	Negative	Interrogative
Av: He will have given me the food	He will not have give me the food	Will he have given me the food?
Pv: Is hall have been given the food by them	The food will have not been given to me by him	Shall I have been given the food by him?

USES OF PASSIVE

1. The passive is used when we do not want to know who did the action. This is possible by leaving out the object

E.g. ACTIVE: Makongoro broke the cup

PASSIVE: The cup was broken

2. Used in scientific reports given that we are not interested to know people who were responsible in carrying out the experiment?

E.g. ACTIVE: The students added sulphuric acid, and then they heated the mixture for five minutes

PASSIVE: Sulphuric acid added, and then the mixture was heated for five minutes

3. When we don't want to take responsibility for something

E.g. the matter will be discussed soon (By whom?)

4. When we want to focus on a happening and not on whom or what did it

E.g. the results have been announced

5. When we want to avoid vague subject like one someone etc

E.g.: The cheques has signed the cheques

NOTE: Someone has signed the cheques

6. When we intend to bring the shocking information toward the end of the sentence

E.g.: The radio was stolen by your son, Compare with

Your son stole the radio

Note: Word like think, know, consider, believe, acknowledge, understand, fang, say, claim, report when used in passive are often followed by the infinitive "to"

E.g.: People say Maduka is a spy

Maduka is said to be a spy

LOCATING PLACES

LOCATING PLACES

The important terminologies used

- | | |
|------------------|----------------------|
| i. In front | ix. Around |
| ii. Behind | x. Close to |
| iii. Adjacent to | xii. The left hand |
| iv. Never | xiii. The right hand |
| v. Beside | xiv. North |
| vi. Opposite to | xv. South |
| vii. A long | xvi. West |
| viii. Across | |

1. Where is the dining hall?

The dining is

- In the left of our class
- Adjacent to the boys' dormitory
- Western side of the basket court
- Close to the water resource
- Beside the kitchen
- Opposite the boys dormitory

Where is the church

The church is

- Is the eastern side of our class
- Is beside the school gate

-Is behind the car park

-Adjacent to the Goba road

TAG QUESTIONS

An affirmative statement take a negative question tag

- a) They are doing their home work. **aren't they?**
- b) I am going now. **aren't i?**
- c) John goes to school. **doesn't he?**
- d) Children went home late yesterday. **didn't they?**
- e) You should go soon. **shouldn't you?**

A negative statement take a positive question tag

- a) She is not going to school. **is she?**
- b) He won't play tomorrow. **will he?**
- c) Doctors did not demonstrate last week. **Did they?**
- d) Will she come earl? **She won't?**

If you ask a question in which you expect Yes answer they question tag will be negative

- a) You like trouble don't you?
- b) You are a student aren't you?
- c) She studied had. didn't she?
- d) Will she come early? she won't?

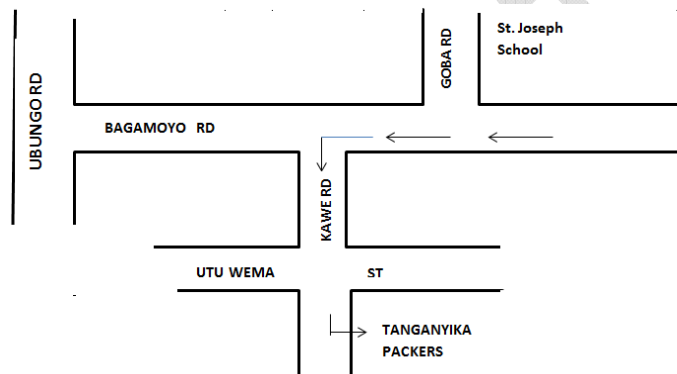
If you expect the answer no the question tag becomes positive

- a) You are not Mruma? are you?
- b) You are not soldiers. are you?
- c) He is not a thief. is he?

We can change a story command into request form by addition of infirmity.

- a) Shut up! will you?
- b) Lets us move now, shall we?
- c) Open the window, will you?
- d) Comes here, will you/
- e) Stand up, will you?

Suppose you have met a guest at Mwenge Bus stop tell him / her the way to go ST.Joseph Sec School



Go along the Bagamoyo

Turn left to kawwe Road

Pass through NTUWEMA ST

Then on your left hand side to TANGANYIKA PACKERS

ANALYSING INFORMATION FROM THE MEDIA

I. Define information

II. a) what is factual information

b) Explain characteristic of the factual information

III. a) What is non-factual information

b) Point out the characteristic of non factual information

IV. Mention the different between factual information and non factual information

I. Information – are event, incidents, stories, about what is giving on the society which can be factual or nonfactual information is transmitted through the media such as Television Newspaper, Magazine, poster etc

Ii. **Factual Information-** Is the type of information which based on data has evidence, has the source of information, it is systematic argument reality

CHARACTERISTICS

I. Can be scientifically proved

Ii. It has source

Iii. It base on data

iv. Argumentative reality

v. Systematic

vi. No propagandas

Vii.Has evidence

Viii.Based on statistics

Ix.It is objective

iii.a) **Non-factual information-** Is the type of information which does not base on data, can not be proved scientifically their no source

b) CHARACTERISTICS

I. Subjective

li.it does not have a source

lii. Cannot be provided

Iv. It is not systematic

v. Cannot be researched

Vi. It based on propaganda

vii. Cannot be researched

vii.It is marked by words e.g. Perhaps, I think, maybe

GIVING DESCRIPTIONS

Describing things

When describing things in English we use adjectives

For example

Sharp stone- meaning the stone were sharp

Stone walls –the wall were made of stone

Discuss the meaning of the following adjectives

1. Few cracks
2. Open space
3. Old green cloth
4. Small cave
5. Narrow opening

More examples

-The beautiful yellow light

- A small round clay pot

Describing quantity

Many / a few, much/ a little,

i. Many / a few

We use many or a few for uncountable nouns

E.g.;

A. Does ole sabaya have many cows?

B. No only a few most of them died in the drought last year

A. How many does he left?

B. Less than twenty

ii. Much / a little.

C; Do we have much sugar in the store

D; No just a little

- We use much and a little for uncountable things

iii. More / most / less /least

- More and most are the comparative and superlative forms of many and much

- Less and least are the comparative and superlative forms little

Exercise

Rewrite these phrases putting the adjective in their correct order

a) Wooden / big / sculpture

b) Plastic / cups/broom

c) Short / Straight / answer

TALKING ABOUT CULTURAL ACTIVITIES

- Talking about games.

A VOLLEYBALL MATCH

One day I went to watch a long waited for volleyball match between Azania sec school and Tambaza High school teams. A larger crowd gathered at Benjamin stadium. The captain of Azania secondary school team was the first to hit the ball and the match begin.

The volleyball match is played by twelve players, each team with six players. Each players has to rotate through six positions

The player at the center received the first ball from the rival team. He / She receive the ball with arms closed together. He/ She hit the ball to the settler or the speaker. The settle stands between two speakers close to the net. The spikes are the ones who receive the third ball so as to smash it to the rival team. Then interfered by asking him how can one score a goal. He continued when the ball from one team falls on the rival teams side it is counted as a point. Also when it is smashed from one side to another and if players of the rival team fail to return the ball or when it goes out after being touched ball or when it goes out after being touched by one of the players it is counted as point. The reference counts fifteen (15) points. It is normally the teams that decide to play three or five rounds. The winning team must win two (2) rounds.

He stopped for a while; He then continued The referee should stand on the chair or table near the net so as to clearly see each ball smashed towards any of the two teams. In addition there should be two referees use sigh language and whistle for any communication with the players.

When I was about to ask him another question spectator from Tambaza High school entered the playground and started to stone the referee , claiming that he was not fair consequently our school sports master decided to tell the referee to end the match as the situation was he becoming worse . Then the referee ended the match as he was as advised. After that the students of each school were ordered to board their school Lorries which took them to their fast arrived at Ihungo at 19:30hrs

Comprehension Question

Answer the following questions

1. Which schools competed?
2. Which team won the match/
3. How many players needed for each team?
4. How many rounds are played in a volleyball
5. How do we get points in the volleyball match?

EXERCISE

Construct five (5) sentences from the substitution table below.

The spectators	Stone	The referee
The Match	Was	Fair
The game	Won	The wrestling
Villagers		Competition
		Truck

DIRECT AND INDIRECT SPEECH

There are two ways of reporting which are

1. Direct speech
2. Indirect speech

RULES

- i. Simple present becomes simple past
- ii. Present continuous becomes past continuous
- iii. Present perfect becomes past perfect
- iv. Present perfect continuous becomes past perfect continuous
- v. Simple past remain unchanged/past perfect
- vi. Future simple becomes conditional
- vii. Future perfect becomes perfect conditional
- viii. Future continuous becomes conditional continuous

Other changes

- I becomes he/she
- We becomes they
- You becomes him/her/them
- My becomes his/hers/yours
- This becomes that
- These becomes immediately/ then
- Ago becomes before
- Me becomes him/her/them
- Today becomes that day
- Yesterday becomes the day before/the previous day
- Tomorrow becomes the following day/next day
- Last night becomes the night before the previous night
- At once becomes immediately
- Trust becomes so
- Come/bring becomes go/take

1) TENSE CHANGE

- i. Present simple becomes past simple

Direct: "I study French every evening," he said

Indirect: He said that he studied French evening

- ii. Present continuous becomes past continuous

Direct: "I'm study French at the moment," he said

Indirect: He said that he was studying French then

- iii. Present perfect becomes past perfect

Direct: "I have studied French for three years," He said

Indirect: He said that he had studied French for three years

iv. Present perfect continuous becomes past perfect continuous

Direct: "I have been studying French for three years", he said.

Indirect: He said that he had been studying French for three years.

v. Past simple usually remain unchanged or past perfect.

Direct: "I studied French last year", he said.

Indirect: He said that he had studied French previous year

vi. Past continuous can remain past continuous or become past perfect continuous

Direct: "I was studying French last year," he said.

Indirect: He said that he had been studying French previous year.

vii. Future becomes conditional.

Direct: "I shall study French next year," he said.

Indirect: He said that he would study French the following year.

2. Pronoun and possessive adjective changes

Direct: "I have left my book in your car," may tell her brother.

Indirect: Mary told her brother that she had left her book in his car.

3. Demonstrative adjective changes

Direct: "I borrowed this pen from my brother," John said.

Indirect: John said that he borrowed that pen from his brother.

OR,

Direct: "I borrowed pen from my brother," John said.

Indirect: John said that he borrowed pen from his brother.

4 .Adverb changes / Adverbial phrase or time changes as follows:

Direct: "I'll bring you the photo tomorrow," he said.

Indirect: He said that he would take the photo the next day.

More examples.

5. Commands

We make the usual changes but in addition, the verb is changes into To Infinite

Direct: "Take the book to the office," the clerk said to me.

Indirect: The clerk told me to take the books to the office.

Direct: 'Come here,' Mushi ordered me.

Indirect: Mushi ordered me to go there.

Thus, we can use verbs like told, ordered, commanded after the subject in indirect speech.

Example of direct:

"Release those prisoners once," said Captain

Indirect:

The Captain ordered them (him/us) to release the prisoners at that moment.

6. Questions

Direct: "Why have you locked the door?" the teacher asked me.

Indirect: The teacher asked me why I had locked the door.

Rules:

1. The questions mark is dropped
2. Questions not beginning with interrogative words like who questions (why, who, when, what) require the addition of:
 - a. Whether
 - b. If

DIRECT	INDIRECT
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Today	-That day
-------	-----------

Yesterday	-The day before
-----------	-----------------

Tomorrow	-The next day/ the following day previous day
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Last night	-The night before/ the previous night
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At once -At that moment

Here -There

Ago -Before

Next week -The following week

Thus -So

Tonight -That night

Come/bring -Go/take

7. Exclamation

In order to exclaimations an exclamation in indirect speech. It is necessary to use an expression which will give the idea of the original

Direct: "Never! I will never agree to such proposal," he said.

Indirect: He said that he would absolutely never agree to such a proposal.

Direct: "Good gracious! I have never heard of such a thing," he said.

Indirect: He was very surprised and said that he had never heard of such a thing.

8. Speeches containing not only statements.

Direct: "I'm going to Nairobi Have you ever been there?"

Indirect: He said that he was going to Nairobi and asked if I had ever been there.

If a speech contains not only statement but also a question, or command or exclamation more than one reporting verb will be necessary in the indirect speech.

9: YES OR NO

Direct: "Yes I'll come and see you soon," he said.

Indirect: He accepted that he would come and see me soon.

REPORTED SPEECH

We use indirect speech (reported speech) when we are telling someone what other person says or said.

Direct: "I can talk to the headmaster," he said.

Indirect: He said that he could talk to the headmaster.

RULES IN INDIRECT SPEECH

We (i) remove all quotation marks.

(ii) We normally use expressions such as he said that without putting comma between.

1: USES OF PRESENT SIMPLE TENSE.

Indirect speech can be introduced by a verb in a simple present tense

He says thatin the following

- (i) Reporting a conversation which is going on
- (ii) Reading a letter and reporting what it says .E.g. .He says that he is coming on
- (iii) Reading instructions and reporting them.
- (iv) Reading statements that someone makes very often.

E.g. Marlow says that he'll never smoke cigarette.

2: NO CHANGE OF TENSE.

When reporting permanent states facts or habits, there will be no change tense.

It is felt that what was said is still true when it is reported.

Thus we can keep the tense of original speech.

E.g.: Reporting a scientific fact.

Direct: "water freezes at 0⁰c," the teacher said

Indirect: The teacher said that water freezes at 0⁰c.

Direct: "Magnet attracts iron," the student told us.

Indirect: The student told us that magnet attracts iron.

NB:

(i) Otherwise when this and that are used as demonstrative adjectives these usually change to the

E.g.: Direct: He said, "i bought this for you."

Indirect: He said that he bought the pen for me.

(ii) These sometimes them

E.g. Direct: He said, "we discuss this tomorrow."

Indirect: He said that they would discuss the matter the next day.

(i) We can use verb such as TOLD ORDERED, COMMANDED after the subject in reported speech.

E.g.: Direct: "Release those prisoners at once", said this captain.

Indirect: The captain ordered them (him/ her) to release the prisoners at that moment.

WOULD, COULD, MIGHT, OUGHT TO also remains unchanged in speech in all combination.

E.g.: Direct: "you ought to slow down a bit," the passenger told the Daladala (city bus) driver.

Indirect: The passenger told the Daladala driver that he/ she ought to slow down a bit.

IF/ WHETHER.

Direct: "would you have tea or soup," the waiter asked me.

Indirect: The waiter asked me whether if we could leave the next day.

If the question starts with WH item if / whether should not be used.

WH- QUESTIONS

Direct: "who caused the accident," he asked me.

Indirect: He asked me who had caused the accident.

Direct: "where are you going," he asked us.

Indirect: He asked me who had caused the accident.

Direct: "where are you going," he asked us

Indirect: He asked us where we were going.

WH + subject + verb

EXPRESSING OPINIONS

Expressing opinions, beliefs and doubts

1. We also practiced supporting or opposing opinions certain adverbs can be used to express the strength of the agreement or disagreement

I completely/totally agree that smoking should be banned in public places

I absolutely I wholly disagree with your opinion that alcohol is evil.

2. When we are not sure of something in argument or a debate. We can express our doubts.

I'm not	{	convinced	that corporal punishment in school leads
		Sure	
		Certain	To good discipline

I'm doubtful that marriage parties are a good idea.

EXERCISE

Think about each of the following topics. Prepare your opinion or point of view and then express it to your partner should then agree or disagree with your opinion or may be express doubt

- Secondary school fees
- Smoking marijuana.
- School students having love affairs.

II. Distinguish between facts and opinions

1. What is the difference between a fact and opinion
2. What help you to recognize an opinion?

EXERCISE

Examine the following sentence. Decide whether they are making a statement of fact or just giving an opinion. Making each sentence with either F for fact O opinion

- a) Jupiter is the largest planet in our solar system.
- b) People who do not get jobs are just lazy and do not want to work
- c) Boiling water prevents the spread of diseases
- d) Modern music is destroying our traditional culture
- e) The selous Game reserve is the biggest in Africa.

Structure and Grammar

1. Hardlywhen
2. Scarcely when
3. No sooner when
4. Seldom less often

A) Seldom – less often

- i. He often did not think of his responsibilities

Begin seldom did he think of his responsibilities

- ii. Up country train is usually late during the rain season

Begin seldom does the up country train on line during the rain season

- ii. Mutasa does not visit her aunt always

Seldom does Mutasa visit her aunt

iv. She did not listen much to her parents

Seldom did she listen much to her parents

v. I had little time to read novels then

Seldom did I have time to read novels then

vi. He does not go to beer parties often

Seldom does he go to beer parties often

vii. She does not play when the teacher is teaching

Seldom does she play when the teacher is teaching

B) No sooner.... Then

i. As soon as he left the boss called him

Begin: No sooner had he left then the boss called him

ii. Humbya had just finished writing the letter when arrived

Begin; No sooner had Humbya finished writing the letter then arrived

iii. Dr.Numbi had just performed the operation then the patient died

No sooner had Dr. Numbi performed the operation patient died

iv. The moon had barely appeared when it was obscured by the cloud

No sooner had moon appeared then it was obscured by the cloud

- v. He had just returned from shamba when his uncle called him

No sooner had he returned from shamba then his uncle called him

- vi. The accused was during when he was rearrested

No sooner had the accused left then he was rearrested

C) Hardly When

- i. The plane had almost touched the run way when it burst into flame

Hardly had the planet touched the runway when it bursts into flame

- ii. The sun had nearly set when it rained

Hardly had sunset when it rained

- iii. The farmer had just complete sowing their fields when there was receives heavy down pour

Hardly had the farmer completed sowing their fields when there was heavy down pour

- iv. He was completing his novel when he fell sick

Hardly had he completed his novel when he fell sick

- v. Tatu was early seven years old when she started learning how read

Hardly was Tatu seven years old when she started learning how to read

- vi. Mutasa was beginning to settle down when her relative died

Hardly Mutasa begun to settle down when her relative died

D. Scarcely..... When

- i. Darkness had not set when we arrived

Scarcely had darkness set when we arrived

READING FOR COMPREHENSION

Comprehension

1. Read the following passage carefully and then answer the questions which follow:

The number of children seen loitering in cities and towns increases day after day. Between 1960 and 1970, very few of these were seen in Tanzania. However, from 1970 to date, their number has drastically increased. There are many questions we should ask ourselves concerning street children. For example, why do we have them? Where do they come from? Do they have parents? How do they live in the street?

Some of the questions are not easy to answer. However, there are some reasons why we have street children. One of the reasons could be the death of parents or guardians. The course of death nowadays could be AIDS. Due to ignorance some relative refuse to live with such orphans for fear that they may infect them with the disease. Other relatives are reluctant to add children to their families and see them as a burden. There are also relatives who do not want responsibilities. The unfortunate children, therefore, end up in the streets.

There are many other reasons that make children run away from into the streets. Some parents are too strict or cruel. They punish their children severely for even the slightest or mistakes. In order to escape this torture and brutality, the abused children run away. Other parents are just irresponsible and do not fulfill their children's needs and rights. Such parents may not be poor, so they do this through negligence. When children discover that their parents cannot meet their needs and deny them their rights they flee to the streets.

Separation or divorce due to drunkenness, harassment or other misunderstandings may be another reason for street children. The children do not get parental love and care and decide not to stay with either of their parents.

Inadequate knowledge on family planning could also contribute to having street children. As the family keeps on growing, parents fail to sustain and provide for their children

Such children miss their basic necessities and decide to go to the streets to fend for themselves.

Lastly, there are stubborn children who, whatever their parents do to them mentally, physically and materially, are never satisfied. They desire to live like children of rich families. As they are not satisfied, they go to the street just to search for “better lives”. These children are just rebels.

There are many other reasons why some children find themselves living in streets. What the community should do to limit the number of street children is: First, to educate the parents on family planning. Second, parents should know that children have the right to be loved and taken care of, the right to education and to be listened to. Children also should know that they have to obey their parents and elders.

Questions

2. Choose the best answer

(i) Street children are_____.

- (a) Children born in the street
- (b) Homeless children
- (c) Orphans.
- (d) Children without parents.

(ii) Where are street children mostly found? In_____.

- (a) Village
- (b) Homes
- (c) Big cities
- (d) Schools

(iii) The word “loitering” simply means _____.

- (a) Walking fast in busy streets.
- (b) Walking about doing nothing.
- (c) Dancing in the street.

(d) Playing in the streets.

(iv) Which of the following statement is true according to the passage?

- (a) Parents should not punish children
- (b) Street children suffer from AIDS
- (c) Street children are all orphan
- (d) Irresponsible parents neglect their children

(v) A child whose parents died of AIDS _____.

- (a) Can become street child.
- (b) Must become a street child.
- (c) Also suffer from AIDS.
- (d) Does not need other people's love.

(vi) Children whose parents died of AIDS _____.

- (a) Their parents are not strict.
- (b) Their parents give them their rights.
- (c) Their parents do not have money.
- (d) They miss parental care and love.

(vii) All street children _____.

- (a) Have been mistreated by their parents.
- (b) Have disobeyed their parents.
- (c) Are orphans.
- (d) Were forced into the streets by different problems.

(viii) Who is to blame for the condition of the street children _____.

- (a) The AIDS disease.

- (b) The parents or guardian.
- (c) The children themselves.
- (d) All the three above.

(xi) One way of reducing street children suggested by the author is to_____.

- (a) Assist parents' separation.
- (b) Encourage parental negligence.
- (c) Educate parents on family planning.
- (d) Punish the children.

(x) Suggest a suitable title for the passage _____.

- (a) Orphans.
- (b) Homeless children.
- (c) Children in cities.
- (d) Village children.

3. With reference to the passage you have read, answer the following questions:

(i) Give one reason why relatives refuse to live with children who have lost their parents through AIDS. _____

(ii) Mention two reasons why some children run away from home to live in the streets _____

(iii) What can the community do to help street children? Give one solution. _____

INTERPRETING LITERARY WORKS

INTRODUCTION OF LITERATURE

Literature is a creative work of art which uses creative language to reflect social realities

Key terms

Creative work of art

Creative language

Reflect society: - Political

- Economic

- Cultural

- Social

Types of literature

- Oral literature

- Written literature

Oral is a type of literature which use the word of mouth to reflect social realities

E.g. myth

Written is a type of literature represented by means of writing

FUNCTION OF LITERATURE

- Educate the society
- Criticize the society
- National and cultural identity

Examples of oral literature

- Myth – Story from ancient times told to explain natural events describe the early history of people related to supernatural power
- Fable – Traditional short story that teaches a moral lesson especially one with animal's character
- Legend – Story from ancient times that may or may not be him
- Ballad – Is a long song/poem that tells a story mostly about an love
- Riddles – A question that is difficult to understand and has a surprising answer that you ask somebody as a game
- Proverbs – As well known phrase or sentence that gives advice or says something that is generally true
- Idiom – An expression whose meaning is different from the meanings of the individual words that you sing
- Songs – Short piece of music with words that you sing

- Poems – Short writings with chosen words from their sounds and image they are written in lines or stanza
- Lullabies – Gentle song that make a child to sleep
- Short story – Is a story which is usually about imaginary character and events that is short enough to be read from the beginning to the end without stopping
- Tongue twisters – A word or phrase that is difficult to say quickly or correctly

Example of tongue twisters

1. Kantai is a Massai boy kantai can tie and untie a tie. If kantai can tie the tie and untie a tie why can't I tie and untie a tie like kantai who can tie and untie a tie?
2. Four fools in form five fighting for food
3. She sells shiny sea shells at the sea shore but the shiny sea shells she sells are not sea shore shells
4. God made man made money made man mad
5. The pots that Peter the porter makes are portable pots which Paul the porters son carried to portal
6. Betty Better bought some butter, but she said this butter is bitter if I put it in my butter it will make it will make my butter bitter. So a bit of better butter will make my butter better than butter and she put it in her batter and the butter was it bitter. So Betty Better bought a bit of better butter.

Example of fable

MOTHER RAT AND THE LION

Once upon a time in the forest there live a lion mother rat and her children and other animals. One day as the lion was walking around the forest looking for something to eat the rat cried and begged “please don't eat me spare me for my children are waiting for me to bring them food at home help me and I may also help you one day!”

The lion thought about the rat's words and tried to imagine if it was possible for the rat a very small animal to help a very big animal like him since the rat insisted the lion decided to let her go

The next day the lion was moving around the forest as usual unfortunately he stepped on a trap and was therefore trapped luckily mother rat was passing nearby when she saw the lion

As her promise she went and started cutting the trip because it was made of nets by using her teeth she succeeded in helping the lion out of the trap and the lion was so happy and thankful. The lion was happy and glad that the rat kept her promise

Types of written literature

-Plays

-Novels

-Poetry

-Verse - writing that is arranged in lines often with a regular rhythm or part of rhyme

-Stanza – a group of lines in a repeated pattern that form a unit in some types of poem

-Rhymes – a word that has the same sound at the end with the same sound as another word

Example of a poem

Beautiful hands are those that weave

Bright threads of joy in lives that grieve

Beautiful feet are those that run

On errands of mercy from sun to sun

Beautiful lips are those that spread

To comfort the mourner

And hearten the weak,

Beautiful eyes are those that glow

With the light of a spirit pure as snow

Beautiful faces are those that seem,

With the very love of God to beam,

Beautiful forms are those that grace

With gentle service the lowliest place

Beautiful live are those that beat,
For other lives their burden of care,
Beautiful souls are those that show,
The spirit of God where they go

Types of poem

- Traditional – strictly follows the rules of rhymes and meter
- Modern – do not follow the rules of rhymes and meter

Characteristics of poem

- Uses short lines/verse
- Use of stanza
- Use mostly figurative language
- Multiple meaning

FUNCTION OF LITERATURE

- i. Educates the society
- Transformation of knowledge
- ii. Criticize the society
- iii. National and cultural identity
- iv. Entertain the society
- v. Develop and improve the language use

Examples of proverbs

- One man's meat is another man's poison
- A stitch in time saves nine
- Hurry has no blessings

- Too many cooks spoil the broth
- An apple never falls far from the tree
- An apple a day keeps the doctor away

Examples of riddles

I have no wings but I can fly. An aeroplane.

READING SIMPLE LITERARY WORKS

The important things to consider when reading a story

1. Heading / Title: **Mabala**
2. Writer/ author: **Richard S. Mabala**
3. The most important characters as **Mabala**

The story is centred on him. The main character he appears in every chapter of our book.

4. The character you like most and why?

Sekulu - He is kind

- Hard working

5. The character you dislike most and why?

Mabala – He is why

- Careless with his money
- Greedy

6. What is the story about?

-Laziness is unacceptable in the society because it cause poverty

7. Will you advice your friend to learn the story. Gives reason

_because the story eg laziness in real sense laziness is unacceptable.

_because the book emphasize that hard working is a key to success

8. What lesson do you get from the story?

From the story I learn that if some one is laziness will never succeed in doing anything

Reading literary works

Write a letter to your friend John who lives Nairobi tell him about the story book you have read. Sign name Bahati P.O. Box Dar es salaam. Use the guide lines

- What is the title of the book?
- Who is author writer of the book?
- Which character do you like most (give reason)
- Which character do you dislike most (give reason)
- What important lesson do you learn?
- What is book about?
- Would you advice your friend John to the book why

CONDITIONAL SENTENCES

Conditional sentences can be grouped into three

- i. Conditional type one (LIKELY)
- ii. Conditional type two (UNLIKELY)
- iii. Conditional type three (IMPOSSIBLE)

CONDITIONAL SENTENCE TYPE ONE (LIKELY)

Conditional is formed by two clauses

1. MAIN CAUSE	SUBORDINATE CAUSE
Simple future	If / unless + Future + present simple
I shall call you	if I know
He will not go	if he comes early
	If she cries a lot

1. If I eat too much I will get stomachache
2. I shall call you if I know
3. If she studies French, she will go to Paris
4. I will go to school, if I pay
5. If she studies too much, she will go mad
6. If I write my essay the afternoon I will go out
7. I will play basketball, if I get the ball
8. I will be kill the master, if I get the ball
9. I will be the first, if I study hard

Unless -> if not

- I. Unless I get the ball, I wont play basketball
- II. Unless she studies French, she wont go to London
- III. The harvest will fail unless it rains
- IV. Unless I study hard, I wont be the first

V. I will be the first, if I study hard.

VI. Unless they come late, they will find me.

- a. If he wake up early he (catch) the bus
- If he wakes up early he will catch the bus
- b. If he speaks English, he will go to London (use unless)
- Unless he speaks English, he will go London
- c. If they comes late, they wont find me (use unless)
- Unless they come late they wont find me
- d. If he does not play, he will study(Begin with Unless)
- Unless he plays, he will study

CONDITIONAL TYPE TWO

<u>Subordinate clause</u>	<u>Conditional clause</u>
If + Past simple	would, should, could, might, etc.

- I. If i played crack, I should be a soldier.**
II. If he wakes up early, he would catch the bus.
III. He would go to London, If he spoke english.
iv. If i run fast, I would be the winner.

CONDITIONAL SENTENCE TYPE THREE

Also called impossible is made up with two clause

1) Subordinate clause If +past participle	2) Main clause Would have, should have, could have might have
<p>Had + p.p</p> <p>If he had gone If they had written If she had slept If he had begun his journey If he had gone to Pemba If he had gone</p>	<p>He could have called me They would have collected She wouldn't have seen it He would have informed us He would have sold the flower I might have been sick</p>

- I. They would have collected, if they had written the work
- II. Had I gone to pemba, I would have got a lot of money
- III. Had I come could have celebrate.

CONJUNCTIONS

Contrastive conjunctions

Contrastive conjunction include word such as

- Although
- Though
- In spite of
- Despite
- Despite the fact that
- Even if
- Even though

I. Although

Example

a. I. John woke up early

II. He missed the morning train

-Although John wake up early in the morning train

b. I. Fidelis has eaten some food

II. He is hungry

- Although fidels has eaten some food he is hungry

c. I. He has gone to school

II. He does know how to write and read

- Although he has gone to school he does know how to write and read

d. Although he was in our group he is not same like us

e. Although I had I gun, I did not shoot him

II. THOUGH

a) Though he sought, he was killed

b) Though it was wrong he resist that it was right

c) Though he has two cars, he walk on foot

d) Though she resisted rapper she was rapped

III. INSPITE OF +NOUNS

i. She did not write the competition although she was beautiful

- She did not win the competition inspite of her beaut

ii. Though they ran fast they did not finish the race (inspite or)

- Inspite of running fast, they did not finish the race

iii. They called him bad name, He was not angry (use inspite to join)

- Inspite of calling him a bad names he was not angry

iv. He is intelligent, he failed to answer the question

- Inspite of his intelligence he failed to answer the question

v. He was sick, he came to class

- Inspite of his sickness he came to class

IV. Despite

1. Despite his poverty, he went to school
2. Despite her beauty ,she sold flowers
3. Despite his poverty, he bought a car
4. They passed the exam, despite of studying hard
5. They failed their exam, despite of studying
6. They passed the exam, despite the problems

V. The fact that

1. Despite the fact that he was rich he failed to pay school fees
2. Despite the fact he was tall he ran fast
3. Inspite of the fact that he worked hard he did not get good harvest
4. Inspite the fact that he was drunk, he saw the snake

Exercise

Re-write the sentences below according to the instruction given after each

1. Although she speak French she does not go to Paris

- Inspite of speaking French she did not go to Paris

ii Despite the success they did more practices

- Though they success they did more practices

iii. I did not stop I saw the thief

- Despite the fact that I saw the thief I did not stop

iv. If I had gone early I would have been seen him

- Had I gone early I would have been seen him

v. He (die) if their car had been involved in the accident

- He would have died if their car had been involved in the accident

1. **Purpose clause**
2. **Result clause**
3. **Relative pronouns**

1.Purpose clause

Purpose clause include the following words

1. So as to
2. In order to
3. In order that

So as to

1. I come to school so as to get education
2. He does a lot of physical exercise he want to became a good play (Join so as)
 - He does a lot of physical exercise so as to became a good player
3. He studies biology so as to became a doctor
4. I read many story book so as to improve English
5. The plans is designed so as to motivate the employees

In order to

1. I go to school in order to meet my friends
2. I bought a house in order to live with my family
3. I joined the way army in order to fight for my countries

So that

Model auxiliary verb

Will – would

Shall –should

Can – could

May-might

1. I read many story book I want to became an author (join using so that)

- I read a many story book so that I can became an author

II. Jesus sacrificed himself so that our sin can be forgiven

III. He goes to school so that he can help his parent

IV. I played judo so that I could be Tanzanian Ninja

In order that

Model auxiliary verb

Will- would

Shall-should

Can- could

May- might

1. I go to town in order I can meet my relative
2. They study in order that they can communicate with foreign
3. He work hard in order that I can pass my exams

Re write the sentence according to instruction given after each

1. The students went to Bagamoyo so as to observe historical remaining
 - The student went to Bagamoyo so that they could observe historical remain
- II. They play football. He want to became the professional player(in order that)
 - The boy plays football in order he can became the professional player
- Iii. He goes to London. He wants to see the queen (so as)
 - He goes to London so as to see the queen
- IV. They study day and night. They want to be experts(in order)
 - They study day and night in order to be exper
- V. John read many story books. He wanted to became flunting English
 - John read many story so that ha can became fluenting English

RELATIVE CLAUSE / PRONOUNS

Relative clause include such word as who, whom, which, whose, that, what

A)WHOSE; (Possessive relative clause)

- i. A boy is my friend. His mother is a doctor(join using whose)
 - A boy whose mother is doctor is my friend
- ii. The girl whose leg was injured yesterday is coming
- iii. The boy whose book is lost is crying
- iv. The house whose doors is red is burned
- v. The boy whose hi father accused Mr. Richmond is here with us

B) WHICH

- i. The book which I read is very interesting
- ii. The pen which I bought is not writing
- iii. The story which we listening is very horror
- iv. The love they have is strong
- v. The book which is used is very expensive

C) WHO

- i. The boy who come here yesterday is my friend
- ii. The women who is boarding a bus is my mother
- iii. The woman who taught you sports is my mother
- iv. The woman who was caught cheating on her husband is divorced
- v. The boy who was caught with the girl is in form three

D) WHOM

- i. The man whom I saw is not here
- ii. He is a person to whom I gave the book
- iii. They are people whom she said

Exercise

Complete the following sentence with a suitable expression from the alternative

- a) Jane is the girl **whose** father work at IPP media
- b) I have been waiting for his examination for four years now
- c) I traveled to Kilosaby train
- d) Simon is a tall, Jangala is a taller than him, but Muhugo is the **tallest**
- e) All the children have **eaten** their meal

2. Re write the following sentence according to instruction given after each

- a) Had you been careful you could have come first in her examination
- b) Dotto was nervous kurwa was equally nervous
 - Dotto was as nervous as Kurwa

c) Lillian does not speak as much as English as her brother (rewrite than)

- Lillian does not speak English more than her brother

d) Tina has never seen a lion on her life(never)

- Never has Tina seen a lion on her life

e) I saved some money in order to TV

- I saved some so that I could by TV

3. Supply question to tag to the sentences

a) She does well in all her exams Does she?

b) They do not know what they are doing Do they?

c) Could you use phone. Couldn't you?

d) He know what will happen. Didn't he?

e) You never come early. Do you?

f) The police helped us a lot. Didn't they?

4. Change the sentence below into passive voice

a) I am studying history and English

- History and English are being studies by me

b) They have written the story to the D.C

- The letter has been written to the D.C by me

c) They where beating the dog

- The dog was being beaten by them