

ENGLISH LANGUAGE

FORM TWO

NOTES

LISTENING TO VARIOUS SIMPLE ORAL TEXTS

Listening to and Understanding Various Simple Oral Texts on Various Issues

Answering Questions on Simple Oral Texts

Answer questions on simple oral texts

Listening is the ability to accurately receive and interpret messages in the communication process. When we learn a language, there are four skills that we need for complete communication. When we learn our native language, we usually learn to listen first, then to speak, then to read, and finally to write. These are called the four "language skills".

- Listening
- Speaking
- Reading
- Writing

As you can see, listening is the first language skill. It is perhaps the most important skill of all, and forms the basis for the other three. Listening is key for all effective communication; without the ability to listen effectively, messages are easily misunderstood – communication breaks down and the sender of the message can easily become frustrated or irritated. If there is one communication skill you should aim to master, listening is it.

When you are listening to text read by a teacher or anyone else, in order to understand, the following must be done.

- Figure out the purpose of the text. Activate background knowledge of the topic in order to predict or anticipate content and identify appropriate listening strategies.
- Attend to the parts of the listening input that are relevant to the identified purpose and ignore the rest. This selectivity enables you as students to focus on specific items in the input and

reduces the amount of information you have to hold in short-term memory in order to recognise it.

- Listen for the main idea.
- Predict the content.
- Listen for specific details.
- Recognise word-order patterns.
- Check for comprehension while listening and when the listening task is over.
- Draw a conclusion.
- Summarise.

Example 1

Listen to the following text and answer the questions that follow:

The HIV is Human Immuno-deficiency Virus. It destroys the human immune system. This virus causes AIDS – Acquired Immuno Deficiency Syndrome – an incurable disease. This disease is caused by the virus which prevents the formation of WBCs, White Blood Corpuscles – a constituent of blood which is responsible for immunity. Destroying the WBCs and preventing their formation, natural immunity which fights against diseases, is reduced making the body prone to various diseases.

A person infected with HIV becomes carrier and can infect other persons. This communicable disease is sexually transmitted; it is also passed through body fluid and infected syringes and blood transmission.

This disease has spread rapidly worldwide, especially in poor and developing nations, and poses a serious threat to human existence. Africa, Asia, Latin America and other parts of the world have large populations who are infected with the disease. In 2000 about thirty-five million people were infected with HIV, of which about 29 million are in the sub-Saharan region.

African and Asian countries have highest spread of HIV, South Africa being the largest HIV infected land while the largest number of HIV patients are in India . About 3 million people die every year due to HIV/Aids.

No drugs or treatments have been proved effective to cure it, even some primary stage treatments are very costly.

Reasons for its spread in poor countries:

1. These countries have most of the population living under poor conditions and lacking proper nutrition, which makes them more prone to the disease.
2. Lack of awareness about preventative steps has resulted in the wide spread of HIV.
3. Some traditions and customs of such countries have led to practices polygamy, multi-partner sex, prostitution, which have spread the disease.
4. No or little policy implementation to create awareness and prevention of the disease in poor countries.

Exercise 1

Answer the following questions:

1. What is HIV?
2. How is HIV transmitted?
3. What causes HIV?
4. In Africa which country has the highest number of HIV victims?
5. What are the reasons for the higher spread of HIV in poor countries?

Writing Down what is Read

Write down what is read

Activity 1

Tell another person to read for you loudly, then write down what is read.

TALKING ABOUT EVENTS

Talking about Celebrations

Narrating what took place in a Given Celebration

Narrate what took place in a given celebration

When you are talking about an event, you have to know what took place in that event. The events took place either at home, in your street, school or nation wise. The event might be a celebration, an accident, elections or a sport match or game. When you want to talk about an event you have to note the following:

- The place where the event took place.
- The date and time of an event.
- Participants of that event; examples are the president, vice president, teachers, students and other people.
- Important information and things that which took place like, awards, songs, deaths, winners, losers etc.
- Read different stories to learn more.

Example 1

TALKING ABOUT A GRADUATION DAY CEREMONY AT OUR SCHOOL

My name is Jane and I am a form one student at James Sangu secondary school in Mbeya region at Mbozi district. On the 12th of September there was a form four graduation ceremony at our school. The ceremony started early at 8:00 am, the school bell rang and all student gathered in the assembly ground. After that, the teacher on duty gave all class leaders the event timetable, and told all of us to go to the assembly hall and seat as we were arranged the day before. Students had their rows, teachers sat on the time table and parents sat adjacent to the students.

At 9:00 am teachers entered in the assembly hall and all students and parents who came earlier stood to show respect. The headmistress then entered with the guest of honour; the Mbeya

regional commissioner MR Abass Kandoro. After their entrance all students, teachers and others sat down. The headmistress introduced the guest of honour to the audience, then introduced teachers and the audience to the guest of honour. After the introductions there was a short speech from the headmistress welcoming all to the event. After this form two, and form four students sang farewell songs. A speech from a form four student head prefect followed, after which there was a speech from the school head and a closing speech by the guest of honour MR Kandoro.

After the speech Mr Kandoro handed out leaving certificates to form four students and awards to the best students of the year from form one to form four and I was among of them! I received a gift of Sh 50000 as the best form one student and leading in seven subjects. I was so happy and surprised by the money, which I'm planning to use to buy review books for my form two national examinations.

After the awards all students and parents went to the dining hall for lunch at 3:00. Mr Kandoro and the remaining staff had lunch in the teachers' staff room. At 4:22 the graduation ceremony was delayed.

Exercise 1

1. What is the date of the event?
2. Who was the guest of honor?
3. What was the aim of the event?
4. What is the name of the school which Jane is studying?
5. What is Jane planning to do with the money?

Talking about Accidents

Narrating what took Place in an Accident

Narrate what took place in an accident

Example 2

Personal Narrative- Car Accident

Disappointment, disbelief and fear filled my mind as I lay on my side sandwiched between the cold, soft dirt and the hot, slick metal of the car. The weight of the car pressed down on the lower half of my body with monstrous force. It did not hurt, my body was numb. All I could feel was the car hood's mass stamping my body father and farther into the ground. My lungs felt pinched shut and air would neither enter nor escape them. My mind was buzzing. What had just happened? In the distance, on that cursed road, I saw cars driving by completely unaware of what happened, how I felt. I tried to yell but my voice was unheard. All I could do was wait. Wait for someone to help me or wait to die.

The third maddening buzz of my alarm woke me as I groggily slid out of bed to the shower. It was the start of another routine morning, or so I thought. I took a shower, quarrelled with my sister over which clothes she should wear for that day and finished getting myself ready. All of this took a little longer than usual, not a surprise, so we were running late. We hopped into the interior of my sleek, white Thunderbird and made our way to school.

With music blasting, voices singing and talking, it was another typical ride to school with my sister. Because of our belated departure, I went fast, too fast. We started down the first road to our destination. This road is about three miles long and filled with little hills. As we broke the top of one of the small, blind hills in the middle of the right lane was a dead deer. Without any thought, purely by instinct I pulled the wheel of the car to the left and back over to the right. No big deal but I was going fast. The car swerved back to the left, to the right, to the left. Each time I could feel the car scratching the earth with its side. My body jolted with the sporadic movements of the car. The car swerved to the right for the last time. With my eyes sealed tight, I could feel my body float off the seat of the car.

I opened my eyes to see the black road in the distance above me. I could feel the cold ground on the side of my body. I couldn't move and couldn't understand why. It had happened so quickly. I lay there until my mind comprehended what had happened. I was wedged between the hood of the car and the dirt. The car rustled, every movement of the car pierced my body. It was my sister. She was okay. I could see her slowly crawl out of the back seat window then tear away. I opened my mouth to yell her name but air failed to escape my lips. Gasping like a fish out of water, I dreamily lied there until someone would help.

I heard an uneasy voice in the distance, "Betsy! Oh my God! Betsy!" It was my dad. I was disappointed and embarrassed of myself. I had let him down. My voice yelled for help as my heart beat rapidly with fear and relief. The car jiggled. I could feel the weight of the car lift slowly off me. For the first time, intense pain struck my lower half. "Crawl out of there," someone yelled to me. I pushed against the ground with all my might but I couldn't move. The pain was excruciating, nevertheless I could not feel the lower half of my body. I felt paralysed. Still struggling to move, I felt strong arms glide around my shoulders and under my armpits. They drug me out of the way of the falling car. My dad had saved me. As I lye on the weed covered ground, several people surrounded me. I dreamily looked around and saw my sister sitting Indian style next to me, plastered in blood. She had run barefoot to the nearest house to call the police and my dad. She was my angel. We sat there in shock. Was it just a dream? Everything had happened so fast. Every minute lying on that dirt felt like a lifetime. Strangers kept poking every inch of my body and prodding me with questions that I didn't have answers to. Finally, the ambulance arrived. They rushed over to my sister and I. They asked me a number of questions that I obviously answered and started to get me ready to go. With a bright orange brace around my neck they slowly pushed me onto a stiff backboard. Each tiny movement they made pierced my lower half like a knife. We finally made it into the ambulance and made our way to the hospital.

My sister and I were sent to Delta Hospital. My sister was all right. She had stitches in her eye, head and elbow. I was relieved that she was not severely injured. I don't know what I would have done if something extremely bad had happened to her. I was sent to the Denver Memorial Hospital, where I went under surgery that same night around midnight. A plate was put on my hipbones to help them stay together. I was in the hospital for six days and in a wheel chair for around eight weeks.

I have now realised how precious life really is and that it can be taken away in a single minute. This is even easier when you are driving a car. One little mishap can result in extreme injury or even death. I am lucky that my sister is all right and that I lived. I will never forget that moment when I was lying on the ground, disappointment flooding my mind, waiting.

Source:"Personal Narrative- Car Accident." 123HelpMe.com. 23 Dec 2015

<http://www.123HelpMe.com/view.asp?id=18901>

Talking about Elections

Narrating what took place in a Given Election

Narrate what took place in a given election

Activity 1

Narrate what happened during general Election of Tanzania in October 2015.

Talking about Sports

Narrating what took place during a Sports Event

Narrate what took place during a sports event

Activity 2

Narrate what took place during a sports event between your school and another neighbour school or between your class and another class.

Talking about Visits

Narrating what took place in a visit oneself made

Narrate what took place in a visit he/she made

Activity 3

Narrate what took place during a visit that you made during your holidays.

ASKING FOR SERVICE

Making Telephone Calls

Making Telephone Calls Using Appropriate Language

Make telephone calls using appropriate language

Services: The supplying or supplier of utilities or commodities such as water, transport, telephone, electricity, or gas, required or demanded by the public.

Asking for services is the need of that service. Services are intangible commodities. When you go for services you pay money but not all services are seen in physical form, if you buy a voucher for telephone calls, you just get minutes to speak, or if you go to the hospital the commodity you get is the medicine to cure your health. In this topic we will talk more about making telephone calls, reservation, and shopping.

Making telephone calls

The Telephone is an electronic device used for communicating with someone who is far and who also has a phone. We have land line technology and mobile technology.

Landline is the earliest technology used almost all over the world. Landline uses set of wires and cables that carry telephone signals under or over the ground. This system uses an analog technology which cannot save numbers or receive written messages, it saves only one function of calling by dialing a number from the phone book to make a call. In this form of communication you need to introduce yourself very well before you start speaking.

Example 1

FRANK: My name is frank, I am calling from Moshi and I need to speak with Mr Juma Rajabu from your company.

RESPONSE: okay Mr. Frank, Mr. Juma is in a meeting, I am his secretary can you leave a message?

FRANK: Just tell him Mr Frank called.

Things to Consider When Making Phone Calls

1. Have the number to call.
2. The name of the person you need to speak to.
3. Have all of your personal info at hand (if you are speaking to person who is new to you) when you introduce yourself prefer your last name or the popular name you are using.
4. Be precise (go straight to the point do not beat around the bush).
5. Use simple words and phrases; avoid using complex vocabularies an vague words.
6. Always check your line to see if its on air.
7. Consider the relationship you have with the person you are speaking to.
8. Telephone calls pass through a number of processes and systems of communication before they reach the intended person. You may for instance, call Grace and begin insulting her, and later on you come to know that you are not speaking to Grace but her mother. Cheating and other misconducts are not allowed when making telephone calls.
9. Avoid monologue, allow the second party to listen and respond to what you are telling him or her.
10. After finishing talking make sure you hang up the call to save your money and avoid misunderstanding with the second party.

Importance of Telephone

Emergency Purposes: One of the most important contributions the telephone has brought to the lives of people is the ability to call during emergencies. There are over hundreds of emergency calls made every day in every country across the globe.

Telephones are very helpful during emergency situations because they are able to connect to the office or department you are calling instead of going to the place yourself. Whencallingfor emergency help it is important for you to speak slowly and clearly. This will help the authorities understand you clearly. State your name, the location of the incident, important phone numbers and the type of emergency you have, this allows for a faster response by the authorities.

Business Purposes: Another great use for telephones is for business. Telephones are a very important tool for handling business. Without telephones most company's production growth would slow down causing loss in money. Telephones are used by businessmen to call their fellow businessman or their partners in business. Businessmen also use telephones to call for meetings.

Home Purposes: Finally, the most common use of the telephone is in the home . Most families and homes in the Tanzania have a telephone or two. Families are using telephones to call their relatives and friends.

Having a telephone at home also saves a lot of money for the family. For example, if you want to talk to your relative who is living far, you could simply use your telephone to talk to that relative instead of travelling to them and spending huge amounts of cash. Aside from saving money, having a phone also saves you precious time from travelling and lets you stay at home.

Telephones should not be taken for granted and should be valued. Even though there are new technologies today, like cell phones, internet, and email, let's not forget that telephones are still great to use especially if there is no electricity or during blackouts.

Talking about Reservations

Using Appropriate Expression for making Reservations

Use appropriate expressions for reservations

Reservations are required for all services of public transport travelling for a long journey of more than 60 kilometers in Tanzania. This is the process of obtaining a ticket to travel before the time or day of departure.

The process of making a reservation

1. Make sure you know the date of your journey.
2. You have a fare to travel.
3. You know the kind of transport you will use to travel.
4. You know the office that can help you with the process.

Example 2

Mary is a student from Sangu secondary school in Mbeya, School is closed and she wants to travel by bus to Mwanza. Let us see how she is going to do a bus reservation at the Mbeya bus stand.

Mary: Good evening.

Customer care: Good evening, can I help you?

Mary: My name is Mary; I would like to travel to Mwanza on the 9th of December.

Customer care: It is Sh60 000 per person.

Mary: I am a student, are students not allowed to pay half price for long journeys?

Customer care: Okay Mary you can pay Sh 30 000.

Mary: I am paying as we speak (prepare the ticket for me please).

Customer care: Don't worry (she is writing a ticket for Mary, and after two minutes the ticket is ready)

Mary: Thank you!

Customer care: You are welcome!

Talking about Shopping

Using Appropriate Expressions when Shopping

Use appropriate expressions when Shopping

Activity 1

Create a dialogue of going shopping for clothes and shoes

LOCATING PLACES

Locating Important Places

Expressing the Location of Important Places

Express the location of important places

When you are locating places you have to use certain prepositions to locate them. These prepositions are: **At, in and on.**

The prepositions at in and on can be confusing sometimes. The following is an explanation of how to use these prepositions. These are at, on and in.

At is used to locate something at a certain **point**:

Example 1

- At the bus station
- At the entrance
- At the crossroads
- At the junction
- At the top of the mountain
- At John's house

*We were waiting **at** the bus stop when it started to rain. He was **at** the entrance of the theatre when he heard the noise.*

In is used to locate something **enclosed in a space**:

Example 2

- In a box
- In a car

- In a building
- In my pocket
- In my bag
- In New York
- In Spain

*They found a lot of money **in** his pocket. I've lived **in** London for two years*

On is used to indicate position above and in contact with the **surface** of something.

Example 3

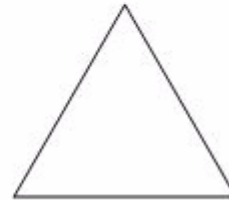
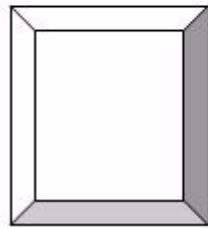
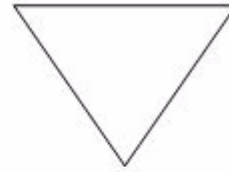
- On the wall
- On the door
- On the table
- On the ceiling
- On the carpet
- On the page
- On the cover

*The picture **on** the wall is fantastic. You'll find more information about the camp **on** this page.*

For direction of important places we use words like, front, back, beside, adjacent, opposite, top.

1. Front directions express something which you face.
2. Back/ behind direction express things which is in the side of your back
3. Beside/adjacent explain something which is next to, closer or nearby
4. Opposite explain something which face another thing

Example 4



The first drawing is in front of the second drawing, the second drawing is at the back of the first drawing, and the third drawing is adjacent to the first drawing, while the third drawing and fourth are opposite to each other

Other words to use is the right and left hands to direct a person to go somewhere, for example; the second drawing is on the left hand of the fourth drawing.

Activity 1

Direct a person to the hospital from your school.

Identifying Factual Information from the Media

Facts from the Media

Identify facts from the media

Analysing information from the media is the process of putting together information and being able to answer factual and non factual questions.

Factual Information is usually brief. It gives indisputable answers to specific questions. No explanation or analysis is needed. Examples of sources for factual information are the encyclopedia, statistical compilations and almanacs.

Example 5

DAR ASSURED OF QUALITY, MODERN TRANSPORTATION

By The guardian reporter

7th December 2015

Permanent Secretary, Prime Minister's Office, Regional Administration and Local Government, Jumanne Sagini. The Bus Rapid Transit (BRT) interim service providers have assured the government and Tanzanians at large that preparations for commencement of operations were going on well.

It is expected that the BRT system will start by January 10, next year. The assurance came during a tour of the Permanent Secretary, Prime Minister's Office, Regional Administration and Local Government, Jumanne Sagini to inspect the buses that will offer transportation services. Few days ago, Prime Minister, Kassim Majaliwa called for a speedy implementation of the project. "We wanted to satisfy ourselves if the buses are ready to offer the service," Sagini who led other government officials told journalists. UDA-RT Company owns the 140 brand new articulated buses that will be used in the BRT system. The buses will use top-notch Information and Technology (IT) system in fare collection, information, entertainments and other services. There will also be special areas for disabled and elders. "The Prime Minister's directives should be implemented as soon as possible," Sagini told UDA-RT officials. The chairperson, UDA-RT, Robert Kisena urged citizens to take care of the buses once operations start. "Dar es Salaam dwellers and drivers of the buses will have to take care of the buses once we start operations," he said. He noted that destroying the buses will be self defeating because the service is meant to facilitate transportation in the country's commercial city. He noted that installation of gadgets to be used in the buses has started and was ongoing for the rest of the buses. The spokesperson of UDA-RT, Said Mabruk said all required buses needed in the interim service were already in the country and that it was his hope that the new transportation system will commence on time. The drivers who will operate the buses have already been trained.

Also, the project's contractor is finalizing the infrastructure needed, especially bus stations and terminals, on time. The BRT project includes construction of 20.9 kilometre special trunk road from Kimara terminal to Kivukoni area, Msimbazi road from Fire to Kariakoo-Gerezani area and a part of Kawawa Road from Magomeni to Morocco junction. It is anticipated that by 2025, Dar es

Salaam will have 11.5 million citizens and this according to experts calls for serious infrastructure improvement. On-going phase one works of the project envisions reducing traffic jams and congestion at Dar es Salaam.

Exercise 1

According to the passage what are factual claims? Identify four of them.

Identifying Non-Factual Information from the Media

Non-Factual Information from the Media

Identify non-factual information from the media

Non factual information is information that cannot be verified or something that did not actually happen. Opinions are not factual information.

Exercise 2

According to the same passage above what are the non factual claims? Identify three of them.

GIVING DESCRIPTIONS

Describing Things

Things in Terms of their Quality

Describe things in terms of their quality

In English we use adjectives to describe things. An adjective is a word which is used to express the quality, quantity and point out the person or things. This is the word which is used to explain more about the noun or pronoun. In this lesson we are going to learn to describe things according to their quality and quantity. Adjective of quality; is an adjective used to talk about the quality of a person or thing. These adjectives **answer the question ‘of what kind?’**

Example 1

Greta is a **good** girl. (Ask the question ‘*what kind of girl?*’ and you get the answer ‘good’.)

Rashid is **hard working**. (Ask the question ‘Rashid is *of what kind?*’ and you get the answer ‘hard working’.)

Tanzanian tea is famous all over the world. (Ask the question ‘*what kind of tea?*’ and you get the answer ‘Tanzanian’.)

He is a **gifted** footballer. (Ask the question ‘*what kind of footballer?*’ and you get the answer ‘gifted’.)

Exercise 1

Point out quantity and quality description words:

1. There were some plates on the table.
2. Miss Kitty wore black shoes.
3. Peter helped the old man.
4. There were no biscuits in the tin.

5. King lifts the heavy box.
6. All members of Siyame family went to the theatre.
7. There is sufficient food for you.
8. Mrs. Cow has a blue purse.
9. Baraka has enough money to buy the bat.
10. Piggy has a long rope.

TALKING ABOUT CULTURAL ACTIVITIES

Talking about Games

How a Game Familiar to Oneself is Played

Explain how a game familiar to him/her is played

Cultural activities are activities which are done according to the culture of a certain place. In Tanzania we have different cultural activities like marriages, funerals, harvesting celebrations, ritual celebrations and games.

Games are physical or mental competitions that have rules and have participants in direct opposition to each other. There are different types of games, for example, football, basketball, handball, baseball, rugby, cricket, tennis and netball.

Football or soccer is a game played between two teams of eleven players with a spherical ball; it is played in a rectangular field with two goals at the end. The object of the game is to score by getting the ball into a goal. The goalkeepers are the only players allowed to touch the ball with their hands while it is in play and only in their penalty area. Outfield players mostly use their feet to strike or pass the ball, but can also use their heads or torsos. The team that scores the most goals by the end of the game wins. If the score is level at the end of the game, either a draw is declared or the game goes into extra time and/ or a penalty shoot out depending on the format of the competition.

Activity 1

Explain to your friend how familiar you are with football.

Talking about Marriages

Marriage Activities

Describe marriage activities

Marriage is a relationship between husband and wife or a ceremony in which two people are married to each other. The type, function, and characteristics of marriages vary from culture to

culture, and can change over time. In general, there are two types: civil marriage and religious marriage, and typically marriages employ a combination of both (religious marriages must often be licensed and recognised by the state, and conversely civil marriages, while not sanctioned under religious law, are nevertheless respected).

Types of marriage relationships

- Monogamy is a marriage to one partner.
- Polygamy when a man is married to more than one wife at a time.
- Polyandry when a woman is married to more than one husband at a time.

Marriage terms

- **Groom** is a man who is getting married.
- **Bride** is a woman who is getting married.
- **Wedding ring** is a ring worn by a man and woman who are getting married
- **Wedding cake** is a cake prepared for the wedding celebration.

Exercise 1

Identify and explain marriage activities.

Talking about Funerals

What takes place in Funerals

Describe what takes place in funerals

Exercise 2

Write a story explaining how funerals are held in your culture.

EXPRESSING OPINIONS

Expressing Point of View

Participating in a Debate on Familiar Issues

Participate in a debate on familiar issues

We express our opinions by participating in different debates. **Debate** is contention in argument; strife, dissension, quarrelling, controversy; especially a formal discussion of subjects before a public assembly or legislature, in Parliament or in any deliberative assembly. Debate is a method of formally presenting an argument in a disciplined manner. Through logical consistency, factual accuracy and some degree of emotional appeal to the audience are elements in debating, where one side often prevails over the other party by presenting a superior "context" and/or framework of the issue. The outcome of a debate may depend upon consensus or some formal way of reaching a resolution, rather than the objective facts. In a formal debating contest, there are rules for participants to discuss and decide on differences, within a framework defining how they will interact.

A debate is comprising of a topic, (called motion) in which there are two sides, the opposing and proposing sides, each debate have a chairperson, (supervise the debate) secretary, (recording the points spoken) time keeper (make people to keep time per regulations) and language corrector(correct grammatical mistakes of speakers)

To avoid the wastage of time and people speaking out of time, all debates have a time limit; you cannot have a debate without time limit.

The debate starts with the chairperson introducing the audiences, participants, both sides, then participant start to explain their views on a certain motion. After all controversies' of the two sides, the chairperson will read all point all point and declare the winning group.

Activity 1

Arrange a two groups with your fellow students and start a debate on whether having sex before marriage is right or wrong.

READING FOR COMPREHENSION

Reading and Obtaining General Information

Answering General Questions on Text Read

Answer general questions on text read

Reading for comprehension involves reading information from different sources. It involves reading in details with specific aims and tasks passages and information carefully with the aim of knowing all things about the information's in the text.

In this part you are reading with the aim of being able to answer comprehension questions. When you are answering comprehension questions, the first thing to do is read the questions carefully before you read the passage, after reading the questions, you have to read the whole passage while remembering the questions. While reading you have to note all new vocabulary, the main idea of information and specific ideas. When you are reading consider; specific ideas which may lead you to summaries the passage, answer questions and know the title, a good example of specific ideas are, definitions, reasons or causes, importance, effects e.t.c . After doing all these, you go back to the questions and answer them.

Example 1

Read the following passage and answer the questions that follow.

ILO Convention No 138 refers to child labor as employment below the minimum of age 15 and it state that 215 million children under 18 work full time around the world. Children are denied the right to education when they are forced into the worst forms of labor, especially sexual exploitation, child trafficking, heavy manual work in mining and agricultural plantations. According to UNICEF in 2011, 90 of children involved in domestic labour are girls.

In Sub Saharan Africa, which include developing countries like Tanzania among every four children aged 5-17 compared to the countries like Latin America where 1 among every ten children are engaged with work.

UNICEF 2010 estimated 20.7% of children in Tanzania are involved in child labour which dropped compared to 2001 when national bureau of statistics estimated that 35.4% were child labourers. According to the Tanzania legal and human rights centre 2012 human rights report, child labour in Tanzania is facilitated by a number of reasons including; poverty, family separation and pastoral communities which moves from one place to another in search for water and pasture. This forces children to drop out from school and are subjected to enforced labour, often times out of necessity.

The constitution and laws of Tanzania state that “employing child under 14 years old is an offence and employing any person below 18 years in an environment that will endanger their life or affect the upbringing of the child is an offence.’

The employment and labour relations act of 2004 gives the power to resident magistrate or district courts to impose punishment of 1 year imprisonment or fines up to Sh5 million to any person found guilty under the act. Child labour is also prohibited under the law of the child act of 2009.

Exercise 1

Write the title of the passage and summarise it in no more than 20 words.

Reading and Obtaining Specific Information

Answer on Specific Information on a Text Read

Answer on specific information on a text read

Exercise 2

Using the same passage above, answer the following questions:

1. ILO convention 138, refers to child labour as employment below the minimum of which age?
2. Children are denied the right to education when they are forced into doing what?
3. According to UNICEF child labour is caused by what in Tanzania?

4. What does the constitution and laws of Tanzania state concerning child labour?

INTERPRETING LITERARY WORKS

Interpreting Simple Stories

The Message from Simple Stories Read

Explain the message from simple stories read

Reading is something most of us practice daily; we read newspapers, magazine, novels and textbooks. However, reading a newspaper differs from reading literature. For one thing, the purpose for reading each one is different, and, therefore, the method must also vary. Reading literature is usually required for your English learning. Although you may feel that reading is the simple task of picking up your book and going through it from cover to cover, there are certain hints that will make reading easier, more understandable, and, in the long run, less time-consuming and more enjoyable.

Literature is an art which uses language carefully to portray a message to society. The following are a few points that may help make your next reading assignment easier to complete.

Analyzing short stories

In form One and now in form Two, you have read short stories such as *Mabala the Farmer* and *Kalulu the Hare*. You must make reading stories a habit especially if your school has a library. If you do so your vocabulary will improved and you will gain confidence in taking part in class discussions. Choose a book that you can finish reading in one week. A short story is interesting if it answers the following features:

Title	What is the meaning of the title? Who is the author?
Setting	Does the story happen in one place or many places? Does it last for a short period or does it have several episodes at different times?
characters	Who are they? Do they change their habits? Why are they interesting?
Plot	What problem does the main character face? How is the problem solved? Is the story believable?

Style	Does the author use hints, repetition, songs, dialogue or other techniques?
Theme	How does it relate to the society?
impact	How does the story touch the feelings of the readers?

Exercise 1

Choose one of the story books that you have read as a class reader this year. Write down the answers to the following questions

1. What is the title of the book?
2. Who is the author?
3. Name and describe the main character?
4. What does the author say about the rest of the characters?
5. What lesson(s) do we learn from the book?

Interpreting Poems

Answering Questions from a Poem

Answer questions from a poem

Exercise 2

Read the passage below and answer the questions that follow

A freedom song

Atieno washes dishes

Atieno plucks the chicken

Atieno gets up early

Beds her sacks in the kitchen

Atieno eight years old

Atieno yo,

Since she is my sister's child

Atieno needs no pay,

While she works my wife can sit

Sewing every sunny day

With her earnings I support

Questions:

1. Who is the imaginary speaker in this poem?
2. Who is Atieno?
3. Where does she sleep? On what?
4. How much is Atieno paid? What reason is given for that?
5. How much housework does the aunt do? Why?

