

# English Manual for Peace Corps Volunteers

Practical Advice for Teaching in Tanzania

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Prepared by Riah Werner  
with materials from Melinda Cobian, Hannah Cox, Rhona Brown  
and Alison Bowler  
based on the first edition by Claire Thomas, Carol Sevin and Lisa Dalaque.



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# Chapter 1

## The Importance of English

### **Why teach English?**

English is the medium of instruction in all Tanzanian secondary schools and the language of the NECTA exams that your students must pass if they want to continue their education past O-level school. Therefore, your students must be able to understand spoken English to learn from their teachers' lectures, and must be able to read and write in English in order to complete their assignments and pass their exams.

In addition, English is the language of international communication in Tanzania. Students who speak and understand English will have increased job opportunities, and will be able to communicate with people from other countries. In Tanzania English is used for science and technology, business, international relations and diplomacy, entertainment, tourism and travel. English is widely used on the internet, so students who know English will have access to information and resources not available in Swahili. Finally, learning English grammar leads to a stronger appreciation of the grammar and intricacies of their first language, and helps to develop new ways of thinking.

### **How to use this book**

We have tried to make this book a teacher-friendly resource, based on our experiences teaching English in Tanzanian secondary schools. We hope this book will assist you in planning effective and engaging lessons for your students.

The book has been divided into sections to make it easy to find the information you're looking for. Chapter 2 begins with an overview of English grammar, with explanations, terminology and examples. It concludes with ideas on how to teach grammar to your students. Chapter 3 covers vocabulary, again focusing on methods of teaching it to your students. Chapters 4-7 are an overview of the four skills of English (listening, speaking, reading and writing) with ideas on planning skills lesson and encouraging skills development. Chapter 8 focuses on creating teaching units, combining grammar, vocabulary and skills practice to fit the topics in the Tanzanian syllabus. Chapters 9-12 provide resources for you to use in planning your lessons. Chapter 9 covers teaching activities, with instructions and suggestions on the level and topics each activity could be used for. Chapter 10 list example grammar exercises, divided into sections based on what the grammar points they target. Chapter 11 provides examples of lesson plans created by Peace Corps and VSO Volunteers here in Tanzania and Chapter 12 is a guide to the reference materials used to create this book and their availability in country.

# Chapter 2

## Grammar Review

### The Basics: Grammar and Sentence Structure

#### Grammar

Grammar is the whole system and structure of a language or of languages in general, usually taken as consisting of syntax and morphology (including inflections) and sometimes also phonology and semantics. Grammar is important because it helps us to understand a language and how to use the language properly.

#### Sentences

A sentence is a group of words which expresses a complete idea. A sentence usually contains a subject and an action. For example, I am going to the store. I is the subject and going is the action.

- There are four types of sentences:
- Declarative sentences make a statement or assertion like He turned on the computer.
- Interrogative sentences ask a question. For example, Is that your hat?
- Imperative sentences express a command or request. Give me that!
- Exclamatory sentences express strong feelings, like It's so hot!

#### Parts of Speech

Words in sentences are divided into different groups based on their function in the sentence. These groups are called parts of speech.

- A Noun is a person, place, or thing. (dog, tree, America)
- An Adjective is a word used to describe a noun. (hot, big, yellow)
- A Pronoun is a word used in the place of a noun. (he, she, we)
- A Verb is a word used to express an action or state. (write, was, went)
- An Adverb is a word used to describe a verb, adjective or another adverb. (quickly, very, quite)
- A Preposition is used to show how something is positioned in relation to something else. (in, on, above, over)
- A Conjunction is a word used to join words or sentences. (and, but)
- An Interjection is a word used in spoken English to express feeling, with no real grammatical value. (ah, oh, um, hey)

#### Capitalization and Punctuation

Sentences should always start with a capitalized letter and end with a punctuation mark. A statement ends in a period (.). A question will end in a question mark (?). An exclamation or command ends in an exclamation mark (!). A comma (,) in a sentence is used to show a pause.



# Nouns and Pronouns

## Nouns

Nouns are a person, place, or thing. There are many different kinds of nouns. A proper noun is the name of a particular person or place. (David, Dar es Salaam) Proper nouns are always capitalized. A common noun is a name given to all things in the same class. (girls, birds) Common nouns can be further divided into collective nouns and abstract nouns.

- Collective nouns is the name of a collection of persons or things together (crowd, mob, team, herd)
- Abstract nouns are a quality, action, or state. (goodness, laughter, love)
- Nouns can also be placed into categories based on their number.
- Countable nouns are nouns we can count, like bikes, people, apples.
- Uncountable nouns are nouns we cannot count, like milk, oil, and honesty. Abstract nouns are uncountable.

## Forming Plurals

To make a noun plural (more than one) add s.

For example: dog + s = dogs, house + s = houses, desk + s = desks

However, there are words that use a different plural ending. The rules are as follows:

If the word ends in a consonant + -y, change the -y to -ies.

1. family = families
2. puppy = puppies
3. baby = babies

If the word ends in -f or -fe, change the -f or -fe to -ves.

1. knife = knives
2. life = lives
3. wife = wives

If the word ends in -s, -ss, -sh, -ch, -x, or sometimes -o, add -es

dress = dresses

bus = buses

watch = watches

inch = inches

box = boxes

mango = mangoes

There are nouns in English that have irregular plural forms. Examples include:

Singular	Plural
Man	Men
Woman	Women
Child	Children

Person	People
Tooth	Teeth
Foot	Feet
Sheep	Sheep

## Articles

There are three articles in English : a, an, and the. A or an are indefinite articles and do not show the significance of a noun.

- Can you hand me a book? This does not mean a specific book, but any book on the table.
- Is there a boy in the classroom? Again, not referring to a specific boy, but any boy.

A is used to introduce a singular common noun starting with a consonant sound.

For example, a carrot, a banana, a fish, a sheep, a ball, a dress, a man.

An is used where the singular noun starts with a vowel sound (A,E,I,O,U).

For example, an onion, an umbrella, an egg, an iron or an elephant.

An is used when the adjective describing the noun starts with a vowel sound, like an old man, an exciting story, an able boy

Note: We say: A university because university does not start with a vowel sound.

Conversely, an hour, an honorable man because these words start with a vowel sound.

The is the definite article because it points out a specific person, thing or group of things. We also use it when there is only one of something.

- He saw the doctor.
- Can you give me the books on the table?
- The moon is bright.

Articles are not used before some nouns. Articles are omitted when using the name of a substance or abstract noun.

- Sugar is bad for your health.
- Democracy is spreading worldwide.

Articles are also not used before countable plural nouns when speaking generally.

- Children like chocolates.
- Computers are used all over the world.

Articles are also not used before most proper nouns, meal times, languages, or places when used in a general way.

- I am eating dinner.
- Do you speak French?
- He visited America last week.
- She goes to church on Sunday.

## Pronouns and Possessive Adjectives

A pronoun is a word used in the place of a noun, usually to reduce repetition. First person is the person speaking, second person is the person being spoken to, and third person is the person being spoken of.

	Singular	Plural
First Person	I	We
Second Person	You	You
Third Person	He, She, It	They

Remember, pronouns are used instead of a noun and therefore it must be the same number, gender, and person as the noun for which it stands.

Personal pronouns come before a verb and at the start of a sentence:

- *I* like eating chips.
- *He* goes to the market.
- *They* got off the bus in Kampala.

Object pronouns come after a verb or at the end of a sentence:

- The dog is chasing *me*.
- Mr. Bajamuzi taught *us* English.
- I gave *her* some money.

Possessive Adjectives come before a noun or another adjective:

- This is *his* dog.
- *My* friend has gone to live in Shinyanga.
- The teachers have been marking *our* exams.

Possessive Pronouns come after the words *is*, *are*, *was*, *were* or at the beginning of a sentence.

- The book is *his*.
- The dogs are *ours*.
- This cat was *theirs* but it is *mine* now.

Personal Pronouns	Object Pronouns	Possessive Adjectives	Possessive Pronouns
I	Me	My	Mine
You	You	Your	Yours
He	Him	His	His
She	Her	Her	Hers
It	It	Its	Its
We	Us	Our	Ours
They	Them	Their	Theirs

## Interrogative Pronouns

Interrogative Pronouns, commonly called question words, are used to ask questions.

Who is asking about a person.

What is asking about a thing.

When is asking about the time or date.

Where is asking about a location.

Why is asking for a reason and should be answered with the word because.

How is asking about a way something takes place / happens / feels.

## Verbs

A verb is a word that tells or asserts something about a person or thing. A verb is the most important word in the sentence. A verb can tell us what a person does, what is done to a person, or what a person or thing is. For example, The boy laughs. Harry was hit. The girl is good.

### Verb Forms

Each verb has four forms, the infinitive, the present participle, the past simple and the past participle. The infinitive is often called the base form or the simple form. For example, clean, finish or stop. (Note that sometimes the infinitive refers to “to clean,” instead, in which case “clean” would be called the bare infinitive.) The present participle, often called the continuous or “ing” form, is used to create continuous tenses. Examples of the present participle include cleaning, finishing and stopping. The past simple form is used to create the past simple tense. For regular verbs, it ends in –ed. For example, cleaned, finished or stopped. The past participle is used to create perfect tenses and passive forms. For regular verbs it is the same as the past simple form. (Cleaned, finished, stopped.)

### Irregular Verbs

Irregular verbs do not follow the –ed rule for their past simple and/or past participle forms. Irregular verbs can be the same for all three forms (hurt/hurt/hurt), they can have the same past simple and past participle form (buy/bought/bought) or they can have three different forms (choose/chose/chosen). Since they are irregular, they must simply be learnt. Some verbs are regular in American English, but irregular in British English. These include burn (burned/burnt), dream (dreamed/dreamt), lean (leaned/leant), learn (learned/learnt), smell (smelled/smelt), spell (spelled/spelt), spill (spilled/spilt) and spoil (spoiled/spolit).

Infinitive	Past Simple	Past Participle
be	was/were	been
beat	beat	beaten
become	became	become
begin	began	begun
bend	bent	bent
bet	bet	bet

Infinitive	Past Simple	Past Participle
bite	bit	bitten
blow	blew	blown
break	broke	broken
bring	brought	brought
build	built	built
burst	burst	burst

<b>Infinitive</b>	<b>Past Simple</b>	<b>Past Participle</b>
buy	bought	bought
catch	caught	caught
choose	chose	chosen
come	came	come
cost	cost	cost
creep	crept	crept
cut	cut	cut
deal	dealt	dealt
dig	dug	dug
do	did	done
draw	drew	drawn
drink	drank	drunk
drive	drove	driven
eat	ate	eaten
fall	fell	fallen
feed	fed	fed
feel	felt	felt
fight	fought	fought
find	found	found
flee	fled	flew
fly	flew	flown
forbid	forbade	forbidden
forget	forgot	forgotten
forgive	forgave	forgiven
freeze	froze	frozen
get	got	got/gotten
give	gave	given
go	went	gone
grow	grew	grown
hang	hung	hung
have	had	had
hear	heard	heard
hide	hid	hidden
hit	hit	hit
hold	held	held
hurt	hurt	hurt
keep	kept	kept
kneel	knelt	knelt
know	knew	known
lay	laid	laid
lead	led	led

<b>Infinitive</b>	<b>Past Simple</b>	<b>Past Participle</b>
leave	left	left
lend	lent	lent
let	let	let
lie	lay	lain
light	lit	lit
lose	lost	lost
make	made	made
meet	met	met
pay	paid	paid
put	put	put
read	read	read
ride	rode	ridden
ring	rang	rung
rise	rose	risen
run	ran	run
say	said	said
see	saw	seen
seek	sought	sought
sell	sold	sold
send	sent	sent
set	set	set
sew	sewed	sewn/sewed
shake	shook	shaken
shine	shone	shone
shoot	shot	shot
show	showed	shown/showed
shrink	shrank	shrunk
shut	shut	shut
sing	sang	sung
sink	sank	sunk
sit	sat	sat
sleep	slept	slept
slide	slid	slid
speak	spoke	spoken
spend	spent	spent
spit	spat	spat
split	split	split
spread	spread	spread
spring	sprang	sprung
stand	stood	stood
steal	stole	stolen

Infinitive	Past Simple	Past Participle
stick	stuck	stuck
sting	stung	stung
stink	stank	stunk
strike	struck	struck
swear	swore	sworn
sweep	swept	swept
swim	swam	swum
swing	swung	swung
take	took	taken
teach	taught	taught

Infinitive	Past Simple	Past Participle
tear	tore	torn
tell	told	told
think	thought	thought
throw	threw	thrown
understand	understood	understood
wake	woke	woken
wear	wore	worn
weep	wept	wept
win	won	won
write	wrote	written

## Auxiliary Verbs

When there are multiple verbs in a sentence, we distinguish between the main verb (the one that carries the meaning) and the auxiliary verb (the one that helps create grammatical structures). For example, in the sentence She is cooking ugali, the main verb is cooking and the helping verb is creates the present continuous tense.

The verbs to be, to have, and to do, are known as auxiliary or helping verbs and are used with ordinary verbs to make tenses, form passives, and create questions and negatives.

- I am running
- Have you been to the game?
- He didn't work yesterday.

The auxiliary be is used to form the continuous tenses, as well to make passives:

- I am writing.
- He was working.
- She will be playing tomorrow.
- Plants are eaten by animals

The verb "be" must agree in number and person of the subject:

	Present	Past	Future
I	Am	Was	will be
You	Are	Were	will be
He/She/It	Is	Was	will be
We	Are	Were	will be
They	Are	Were	will be

The auxiliary "have" is used to form the perfect tenses:

- He has been working.
- She has flown before.
- They will have left by then.

The verb "have" must agree in number and person of the subject:

	Present	Past	Future
I	Have	Had	will have
You	Have	Had	will have
He/She/It	Has	Had	will have
We	Have	Had	will have
They	Have	Had	will have

The auxiliary do is used to form questions and avoid repetition of a previous ordinary verb, to create negatives and for emphasis.

- Do you know him well? Yes, I do.
- They didn't receive my letter.
- Does she know Japanese? No, she doesn't.
- I do want you to pass your exams.

The verb "do" must agree in number and person of the subject:

	Present	Past	Future
I	do	Did	will do
You	Do	Did	will do
He/She/It	Does	Did	will do
We	Do	Did	will do
They	Do	Did	will do

In the following table, the auxiliary verbs used to create each of the tenses have been highlighted. Note that future tenses are always formed with the modal auxiliary verb "will."

	Simple	Continuous (to be)	Perfect (to have)	Perfect Continuous (to have + to be)
Past	She worked	She <b>was</b> working	She <b>had</b> worked	She <b>had been</b> working
Present	She works	She <b>is</b> working	She <b>has</b> worked	She <b>has been</b> working
Future (will)	She <b>will</b> work	She <b>will be</b> working	She <b>will have</b> worked	She <b>will have been</b> working
Passive Past (to be)	It <b>was</b> mended	It <b>was being</b> mended	It <b>had been</b> mended	
Passive Present (to be)	It <b>is</b> mended	It <b>is being</b> mended	It <b>has been</b> mended	
Passive Future (will + to be)	It <b>will be</b> mended	It <b>will be being</b> mended	It <b>will have been</b> mended	

## Modal Verbs

Modal verbs are auxiliary verbs added before other verbs to add meaning to the main verb. Examples of modals are: can, could, may, might, shall, should, will, would, must and ought to. There are also semi-modal verbs that behave partially like modal auxiliaries and partly like main verbs, such as have to, have got to, need to, needn't, dare and used to.

Modal Verbs can be used to express:

**Obligation** You must come home. We should go to the party. He ought to return the book.

**Possibility or Probability** It might rain. I could be wrong. He may be late.

**Permission or Prohibition** You may play outside. You must not run inside.

**Ability** He can jump high.

**Advice** You need to study. She could practice more if she wants to improve.

**Formality** I shall meet you tomorrow at 6 pm. May I borrow your pen?

**Future events** It will snow tomorrow.

Modal verbs do not change with number and person. I can play or they can play. You must study or we all must study. They are also used in forming the conditional tenses.

## Adjectives

### Adjectives

An adjective is a word which describes a noun. Adjective add meaning to nouns.

- They can describe quality or of what kind: good, bad, shiny or red.
- They can describe quantity, like how much: some, much, or a little.
- They can describe how many: five, few, none, or many.

### Degrees of Comparison

When using adjectives, we can create comparisons between two or more things. We have the simple degree, the comparative degree, which is used to compare two things, and the superlative degree, which is used to compare two or more things in the highest quality.

For adjectives of one or two syllables, the comparative and superlative forms are created by adding -er and -est. If the word ends in y, the y changes to i, then add -er or -est, for example, happier or funniest. For words of three or more syllables, the comparative and superlative forms are created by adding the word more or most before the adjective.

Simple	Comparative	Superlative
Sweet	Sweeter	Sweetest
Happy	Happier	Happiest
Beautiful	more beautiful	most beautiful



Some comparatives are irregular and do not follow the -er, -est format:

Simple	Comparative	Superlative
good/well	Better	Best
Bad	Worse	Worst
Less	Lesser	Least
much/many	More	Most
Far	farther/further	farthest/furthest

## Synonyms

When we are learning and building vocabulary, it is useful to learn synonyms of common adjectives. A synonym is a word that has the same or similar meaning of another word. Below is a list of common adjectives and their synonyms.

<b>Happy</b>	Glad, cheerful, contented, delighted, pleased, joyful
<b>Sad</b>	Unhappy, sorrowful, downhearted, dejected, miserable, upset, distressed
<b>Angry</b>	Furious, raging, irate, cross, fed up
<b>Tired</b>	Weary, exhausted, overworked, fatigued
<b>Scared</b>	Frightened, alarmed, terrified, fearful, afraid
<b>Worried</b>	Concerned, troubled, anxious, nervous, restless
<b>Clever</b>	Bright, able, smart, intelligent, gifted, alert, resourceful
<b>Dull</b>	Stupid, foolish, backward, slow
<b>Jealous</b>	Envious, resentful
<b>Beautiful</b>	Attractive, lovely, gorgeous, pretty, good-looking
<b>Ugly</b>	Hideous, horrible, unpleasant, displeasing, repulsive
<b>Greedy</b>	Selfish, grasping, grudging, miserly
<b>Shy</b>	Bashful, reserved, timid, humble, retiring
<b>Troublesome</b>	Naughty, annoying, bothersome, disobedient, mischievous
<b>Well-behaved</b>	Polite, courteous, respectful
<b>Mad</b>	Insane, crazy, raving
<b>Brave</b>	Courageous, bold, confident
<b>Cruel</b>	Unkind, fierce, severe, heartless
<b>Kind</b>	Sympathetic, gentle, friendly, good, compassionate
<b>Big</b>	Large, giant, huge, gigantic, immense
<b>Small</b>	Little, tiny, dwarf, midget
<b>Young</b>	Immature, infant, youthful
<b>Old</b>	Aged, elderly, mature

## Possessives

Possessives are words that show possession of something. Possessives can be used as adjectives or pronouns.

Possessive Adjectives come before a noun or another adjective:

- This is his dog.
- My friend has gone to Dar.
- The teachers have been marking our exams.

Possessive Pronouns come after the words is, are, was, and were:

- The book is his.
- The dogs are ours.
- This cat was theirs but it is mine now.

Possessives can also be formed by adding apostrophe s to subjects. (Unless the subject is a plural noun ending in s, in which case, just the apostrophe is added.):

- That is Juma's dog.
- The men's shirts are dirty.
- The Smiths' house burned down.

## Reflexives

Reflexives are when -self is added to a pronoun to make the action turn back onto the subject.

- I hurt myself.
- She is going to study by herself.

## Adverbs

Adverbs are words which add meaning or information to an action, quality, or state. Adverbs are often formed by adding -ly to the end of an adjective.

There are 9 types of adverbs:

**Manner** well, hard, slowly, quickly

**Place** above, up, here, there

**Time** now, then, soon, recently, yesterday

**Degree** very, much, really, quite

**Frequency** once, twice, sometimes, always

**Comment or Attitude** actually, perhaps, surely, wisely

**Linking** firstly, secondly, finally

**Viewpoint** mentally, morally, officially

**Adding or Limiting** also, either, else, only, too

Adverbs can be placed at the beginning, middle, or end of a sentence depending on their usage.

- Linking, comment, and viewpoint adverbs are usually placed at the beginning of a sentence. Fortunately, she studied for her exam.
- Adding and Frequency adverbs are placed in the middle of a sentence. He always forgets to study for the exam.
- Time, place, manner, and degree adverbs are placed at the end of a sentence. She runs quickly. I will see you tomorrow.

## Conjunctions

A conjunction is a word which joins together sentences and sometimes words.

Below are common conjunctions and their usage.

**and** shows addition one thing plus something else.

I like chips and biscuits. The boy plays football and basketball. We learn Mathematics and English.

**but** shows one thing is not the same as another thing.

He is tall but not strong. I like reading but not writing. I will visit you on Tuesday but not Wednesday.

**or** shows one of two things will happen.

I will eat chips or rice. She will become a teacher or a doctor. They will visit their aunt or their grandmother.

**because** shows the reason for something.

He passed the exams because he worked hard. I like to eat biscuits because they are sweet. I went to Mwanza because I wanted to visit my aunt.

**in order to** shows the reason for an action.

I bought a bus ticket in order to travel to Mwanza. She went to the market in order to buy vegetables. We practiced hard in order to win the match.

**so that / so** shows the reason for an action.

I bought a bus ticket so that I can travel to Mwanza. She went to the market so that she can buy vegetables. We practiced hard so that we will win the match. I bought a bus ticket so I can travel to Mwanza. She went to the market so she can buy vegetables. We practiced hard so we will win the match.

**if** shows one thing will happen as the result of another.

If I go to the market, I will buy tomatoes. If we play well, we will win the football match. He will fall off his bicycle if he rides too fast.

**although** shows one thing that happens that is surprising or not expected. Although is always followed by a personal pronoun (I, you, he, she, it, we, they) or a noun + a verb.

Although the man is old, he can run fast. I went to town although it was raining hard. The men did not eat although they were hungry.

**despite** shows one thing that happens that is surprising or not expected. Despite is always followed by verb + ing or a noun with no verb.

Despite working hard, we did not finish the job. Despite the cold weather, we sat outside. Despite eating a lot of food, I was still hungry.

**in spite of** has exactly the same meaning as despite.

In spite of working hard, we did not finish the job. In spite of the cold weather, we sat outside. In spite of eating a lot of food, I was still hungry.

**unless** shows one thing will not happen if something else does happen.

Unless it rains, I will go to market. (rain means no trip to market) I always go to school unless I am ill. (illness means no going to school) Unless I drink water, I will be thirsty. (drinking water means no thirst)

**when** shows the time that something happens.

I will go home when it gets dark. The match will start when the referee blows her whistle.

When all the people arrive, the meeting will begin.

**where** shows the place something happens.

This is the school where my sister studies. This is the place where I had an accident. The

bank where I keep my money has been broken into.

## Prepositions and Prepositional Phrases

A preposition is a word placed before a noun or a pronoun to show in what relation the person or thing denoted by it stands in regard to something else. Prepositions can join a noun to another noun, a noun to an adjective, or a noun to a verb.

Common prepositions are: in, into, on, onto, next to, beside, by, above, over, along, between, close to, near, far, opposite, in front of, behind, towards, through, out of, amongst, around, up, down, forwards, backwards, inside, outside

## Phrasal Verbs

Phrasal verbs are verbs which have a preposition immediately following them. This gives the verb new meaning. The following is a list of some common phrasal verbs in English. This is not a complete list of all phrasal verbs in English as there are hundreds and teachers should feel free to add their own to this list. For each verb the Kiswahili meaning is given and a sentence to show how the verb is used.

1. Add up = kujumlisha The number of children in each class was added up by the teachers.
2. Blow up = kuripuka The bomb blew up in the building.
3. Break down = kuharibika The bus broke down in the middle of the journey.
4. Break into = kuingilia The thief broke into the house and stole a television.
5. Bring up = kulea I am bringing up my niece because her parents have died.
6. Call off = kuvunja We called off the meeting because everyone was too busy to come.
7. Call on = kutembelea I called on my friend John yesterday.
8. Calm down = kutulia You must calm down and start to work hard.
9. Carry on = kuendelea We carried on harvesting our crops despite the heavy rain.
10. Carry out = kumaliza We have carried out our plan.
11. Cheer up = kuchangamsha The children cheered up when they heard the good news.
12. Clean up = kusafisha. We cleaned up our school before the visitor came.
13. Close down = kufunga. My uncle closed down his shop because he is going to live in Mwanza.
14. Come from = kutokea My friend comes from America.
15. Come out = kutoka nje The man came out of his house.
16. Cut down (plants) = kukata The trees were cut down yesterday.
17. Cut off (water / electricity) = kukata Our water was cut off yesterday because we did not pay our bill.
18. Divide into = kugawanya The food was divided into equal parts.

19. Drop out = kuacha The girl dropped out of school because there was not enough money to pay her fees.
20. Equip with = kutayarisha Our school is equipped with many classrooms.
21. Fall down = kuanguka The man fell down.
22. Fall out = kugombana. The friends fell out when one lied to the other.
23. Fill in/out = kujaza fomu. We filled in the form to choose our secondary school.
24. Find out = kuchunguza. We found out who the new head teacher will be yesterday.
25. Get on = kupanda. He got on his bicycle and rode away.
26. Get back = kurudia We got back home at 8 o'clock.
27. Get off = kushuka. She got off the bus at the market.
28. Get ready = kutayarisha We are getting ready for the party tomorrow.
29. Get up = kuamka My aunt gets up at 5 o'clock in the morning.
30. Give away = kugawa The MP gave away a lot of money to the people.
31. Go by = kupita We went by the hospital.
32. Go into = kuingia We went into the hospital.
33. Go away = kuondoka "Go away," the children shouted at the dog.
34. Grow up = kukomaa My brother is growing up fast.
35. Hand out = kutoa sadaka The kind people handed out food to their hungry neighbors
36. Hurry up = kuharakisha Hurry up John or you will be late.
37. Kick off = kuanza mchezo The match kicked off at three o'clock.
38. Laugh at = kucheka We laughed at the good joke.
39. Let in = kuruhusa kuingia I let in the visitor to our house.
40. Let off = kusamehe Our teacher let us off even though we made noise in the classroom.
41. Look after = kutunza My mother looks after 7 children.
42. Look at = kuangalia We looked at the television last night.
43. Look for = kutafuta I am looking for my bag.
44. Look out! = tahadhari! Look out there is a big snake.
45. Pass away = kufa My uncle passed away yesterday.
46. Pick out = kuchagua I picked out the best tomatoes in the market.
47. Pick up = kuinua I picked up the paper from the floor.
48. Put off = kuahirisha The meeting was put off for three weeks.
49. Put on = kuvaa I put on my best shirt before the party.
50. Put up = kupandisha mkono. In class we put up our hands to answer the questions.
51. Run away = kukimbia The thief ran away from the people.
52. Run over = kugonga My friend was run over by a car.
53. Run out = kuisha The cooking oil has run out.
54. Sit down = kukaa The teacher told us to sit down.
55. Stand up = kusimama The teacher told us to stand up.
56. Suffer from = kusumbuliwa na He is suffering from Malaria.
57. Switch off = kuzima Switch off the light.
58. Switch on = kuwasha Switch on the light.
59. Take off = kuruka / kuvua The aeroplane took off from the airport. / I take off my clothes before sleeping.
60. Take care of = kutunza I take care of my younger sister.

61. Tear up = kuchanachana She tore up the paper into small pieces.
62. Tell off = kuadhibu The teacher told us off after we talked in class.
63. Turn down = kuteremsha I turned down the offer of a job in Mwanza.
64. Use up = kutumia yote We have used up all the sugar.
65. Wake up = kuamka I wake up at 6 o'clock.
66. Wash up = kukosha vyombo We always wash up after eating.
67. Watch out = Angalia! Watch out there is a big snake!
68. Afraid of = kuogopa I am afraid of snakes.
69. Tired of = kuchoka I am tired of waiting for you.
70. Made of = kutengeneza The chairs are made of wood.
71. Go to (a place) = kwenda I am going to school.

## Tenses

Tenses show the time of an action or event. Tenses can be simply broken down into present, past, and future.

Each of the three tenses has four forms; simple, continuous, perfect, and perfect continuous.

- In Simple Form, the verb is mentioned simply, without noting completion or incompleteness of the action. I love.
- In Continuous form, the action is mentioned as incomplete or still going on. I am loving.
- In Perfect Form, the action is mentioned as finished or complete at the time of speaking. I have loved.
- In Perfect Continuous Form, the action is going on continuously and not completed at the present time. I have been loving.

Therefore, Present, Past and Future tenses each have a Simple, Continuous, Perfect, and Perfect Continuous form. The verb must also agree with the subject in number and person.

## Present Tense

### Simple Present Tense

The Simple Present has five major uses:

- To express habitual action. I drink tea every day at 10 am.
- To express general truths. A day has 24 hours.
- In exclamatory sentences beginning with here and there to express what is currently happening. Here comes the bus!
- In vivid narratives. He immediately jumps from the plane before it explodes.
- To express a future event that is part of a fixed timetable. The next bus leaves in 10 minutes.

+		I She		wash my face in the morning. cooks ugali every day.
-		They He	don't doesn't	go outside when it is raining. know the answer.
?	Do Does	you she		like mangoes? go to this school?

## Present Continuous Tense

The Present Continuous has three major functions:

- For an action going on at the time of speaking. He is dancing to the music.
- For a temporary action which may not actually be happening at the time of speaking. I am reading this great book about development in Tanzania.
- For an action that will take place in the near future. I am going to the market later today.

+		I She We	am is are	going to the market . driving a car. listening to the teacher.
-		I He They	am not is not are not	playing netball. cooking rice. doing their homework.
?	Am Is Are	I she you		saying this correctly? studying English? going to Mwanza?

\*Note that the negative present continuous tense usually uses contractions, for example I'm not going instead of I am not going. They have been presented here in their expanded forms to make the structure of the sentence clearer.

Some verbs are not normally used in the continuous tense like see, appear, seem, suppose, possess. Teach students the difference this through grammar, reading, and writing exercises.

## Present Perfect Tense

The Present Perfect has four uses:

- To indicate completed actions in the immediate past, using just. She has just left the building.
- To express past actions whose time is not given and not definite. Have you seen The Jungle Book?
- To describe past events when we think more of their effect in the present than the action itself. Rita has eaten all the candy!
- To denote an action beginning at some time in the past and continuing up to the present moment. I have known her for a long time.

+		I He	have has	known Grace for 10 years. lost his keys again.
-		They It	haven't hasn't	read <u>Mabala the Farmer</u> . rained for three weeks.
?	Have Has	you she		finished your homework? arrived yet?

## Present Perfect Continuous Tense

The Present Perfect Continuous has only two uses:

- For an action which began at sometime in the past and is still continuing. She has been sleeping for five hours.
- For an action that has already finished and is explaining something. What is the ground wet? It has been raining.

+		I It	have has	been been	learning English since I was in primary school. raining for two hours.
-		They She	haven't hasn't	been been	drinking clean water. feeling well recently.
?	Have Has	you he		been been	working out? waiting long?

## Past Tense

### Simple Past Tense

The Simple Past Tense has two uses:

- To indicate an action completed in the past. I received his letter yesterday.
- For past habits. He always went to sleep at 9 pm.

+		I They		ate a banana. fetched the firewood
-		You She	didn't didn't	go to the market wash the dishes.
?	Did Did	he we		play football? drink all of the milk?

### Past Continuous Tense

The Past Continuous Tense has two uses:

- To denote an action going on at some time in the past. The electricity went out while I was typing my paper.
- Used for persistent habits in the past. She was always talking during class.



+		I We	was were	walking home when I saw Juma. working on the farm when it started to rain.
-		He They	wasn't weren't	listening to the teacher during class. driving quickly, but they still crashed.
?	Was Were	she you		waiting for you? watching television at 10 o'clock last night?

## Past Perfect Tense

The Perfect Past is used:

- To describe an action completed before a certain moment in the past. I saw her again last week. I had not seen her in five years.
- To differentiate between two past events. When I got to the bus stand, the bus had already left.

+		I He	had had	already left when she arrived. arranged to do something else that day.
-		They She	had not hadn't	cleaned the house for two weeks. been to Mtwara before.
?	Had Had	you he		met him before? known her a long time?

## Past Perfect Continuous Tense

The Past Perfect Continuous is used:

- For an action that began before a certain time and continued until that point in time.  
When I started teaching at Mbeya Secondary School, the headmaster had already been working there for two years.

+		They It	had had	been been	playing football for an hour when they were interrupted. raining all day.
-		He We	hadn't hadn't	been been	working there long when he was promoted. feeling well, so we went to the doctor.
?	Had Had	she you		been been	waiting long when you arrived? living there for a long time?

## Future Tense

### Simple Future Tense

The Simple Future Tense has three uses:

- To talk about things which we can not control. Tomorrow will be my birthday.
- To talk about what we think or believe will happen in the future. I think it will rain tonight.
- To make a decision at the time of speaking. The sun is bright today, I will wear my sunglasses.

+		I He	will will	wash my clothes. play football after school.
-		You They	will not won't	kill a lion. go to Dar next week.
?	Will Will	you he		go to the market? cook pilau?

## Going To

We can use the verb to be + going to + the base verb to show the future tense. This form is used:

- When something has been decided. I am going to buy a car.
- To express an action which is about to happen. The plane is going to leave soon.

+		I She They	am is are	going to going to going to	study every day. cook dinner for everyone. win the match.
-		I He We	am not is not are not	going to going to going to	answer that question. pass his exam if he doesn't study. find out until next week.
?	Are Is	you she		going to going to	study harder next time? visit her grandmother?

\*Note that the negative form usually uses contractions. He's not going to play football instead of He is not going to play football. The expanded forms have been used to make things clearer.

## Future Continuous Tense

The Future Continuous Tense has two uses:

- To talk about actions which will be in progress at the time in the future. Tomorrow we will be running a 5k marathon.
- To talk about actions in the future which are already planned or which are expected to happen in due course. The bus will be coming in 10 minutes.

+		I He	will will	be be	moving to Tanzania in June. fishing tomorrow afternoon.
-		They She	won't won't	be be	coming to the party. answering anymore questions.
?	Will Will	you she		be be	attending the meeting? working tomorrow morning?

## Future Perfect Tense

The Future Perfect Tense is used:

- To talk about one future action before another future action. She will have graduated from college before she starts work.

+		I You	will will	have have	finished by 10 am. forgotten me by then.
-		He They	won't won't	have have	left yet. been paid enough to cover their expenses.
?	Will Will	she you		have have	received it by next Tuesday? arrived before she gets in?

## Future Perfect Continuous Tense

The Future Perfect Continuous Tense is used:

- To talk about ongoing actions that will be complete by a future certain time. He will have been traveling for three weeks.

+		I She	will will	have been have been	living in Tanzania for 27 months. cooking for hours.
-		I They	won't will not	have been have been	working on it long when she arrives. waiting long, if you get there there soon.
?	Will Will	you they		have been have been	playing football? watching TV?

## Active vs. Passive Voice

Passive voice places emphasis on the action being done instead of the person who completed the action. The passive voice is most frequently used when it is not known, not important, or we don't want to say who is performing the action. Passive voice is also used in scientific writing.

The passive is formed by the verb to be + the past participle.

### Active

	Present	Past	Future
Simple	I eat (He eats)	I ate	I will eat
Continuous	I am eating	I was eating	I will be eating
Perfect	I have eaten	I had eaten	I will have eaten
Perfect Continuous	I have been eating	I had been eating	I will have been eating

### Passive

	Present	Past	Future
Simple	It is eaten	It was eaten	It will be eaten
Continuous	It is being eaten	It was being eaten	I will be being eaten
Perfect	It has been eaten	It had been eaten	It will have been eaten

\*Note that the Perfect Continuous Tenses are not used in the passive form.

## Conditional Tenses

Conditional tenses are used to express possibilities. There are two basic structures for conditional sentences:

- If a condition is met, a result will occur: If I study hard, I will pass my exams.
- A result will occur if a condition is met: I will go inside if it starts to rain.

### First Conditional

The first conditional is used to express a real possibility. It is used to talk about a particular situation in the future, and the result of that situation, especially for future events that are likely to occur. If I send the letter today, it will arrive on time.

Use the present simple for the condition, and will + the base verb for the result.

If	I see her	I will tell her.
If	they do not study	they will fail their exams.
If	it rains tomorrow	will you still go to the market?
I will tell her	if	I see her.
They will fail their exams	if	they do not study.
Will you still go to the market	if	it rains tomorrow?

\*Note that shall, can and may can be used instead of will. For example, You can eat ice cream if you finish your vegetables.

### Second Conditional

The second conditional is used for situations that are not likely to occur in the future, such as dreams or unrealistic possibilities. If I was a doctor, I would be happy.

Use the past simple for the condition and would + the base verb for the result.

If	I won the lottery	I would buy a mansion.
If	money grew on trees	she would stop working.
If	he were rich	would you marry him?
I would buy a mansion	if	I won the lottery.
She would stop working	if	money grew on trees.
Would you marry him	if	he were rich?

\*Note that should, could and must can be used instead of would. For example, If I had a million dollars, I could stop working.

### Third Conditional

The third conditional expresses things that did not happen in the past. For this reason, the third conditional is also called the past conditional. Because it is in the past, there is no possibility of the condition being met. If I had left earlier, I would have arrived on time.

Use the past perfect for the condition and would have + past participle for the result.

If	I had studied harder	I would have passed my exam.
If	she had scored the goal	they would have won the game.
If	it had rained yesterday	what would you have done?
I would have passed my exam	If	I had studied harder.
They would have won the game	if	she had scored the goal.
What would you have done	if	it had rained yesterday.

\*Note that should have, could have and might have can be used instead of would have. For example, If she had entered the contest, she might have won.

### Zero Conditional

The zero conditional is used for things that are always true, like scientific facts. The result is a certainty. If I don't eat, I get hungry

Use the present simple for both the condition and the result.

If	you heat ice	it melts.
If	I miss the bus	I am late for work.
If	you are late	is your boss angry?
Ice melts	if	you heat it.
I am late for work	if	I miss the bus.
Is your boss angry	if	you are late?

\*Note that when can be used instead of if. For example, I am tired when I stay up late.

### Continuous Conditionals

The first, second and third conditionals can be combined with continuous forms to express results with ongoing actions. For example: If my food had arrived, I would be eating right now or they would have been climbing Mount Kilimanjaro this week if she hadn't broken her leg.

	Active	Passive
Conditional (2 <sup>nd</sup> )	I would eat	It would be eaten
Conditional Continuous	I would be eating	It would be being eaten
Past Conditional (3 <sup>rd</sup> )	I would have eaten	It would have been eaten
Past Conditional Continuous	I would have been eating	It would have been being eaten

## Contractions

In spoken or informal English, contractions are common. Contractions, or short forms, combine two words by removing a letter or letters and replacing them with an apostrophe. Commonly contracted words include am, is, are, has, have, will, would and had.

These words are most commonly contracted after pronouns (I'm going to bed. She's got a nice sweater. They've been causing trouble.) However, they can also be used after nouns (My friend's coming over later. Catherine's already left.), question words (Who'll be there? Where's the party? What's up?) and the words that, there and here (There've been some problems.

Here's your food. That'll be cool.) However, these contractions can only be used at the beginning or middle of a sentence, not the end. (Are you coming? Yes, I am, not Yes, I'm.)

Negative short forms, such as isn't or didn't, are also used. It is common to replace the word not with -n't after the following words: is, are, was, were, do, does, did, have, has, had, could, would and should. There are also contractions for cannot (can't), will not (won't) and shall not (shan't). In British English mustn't, needn't and daren't are also acceptable. Note that in negative sentences using is and are, you have two options: She isn't listening/She's not listening or You aren't done/You're not done.

## Spelling

English is not a phonetic language, which means spelling words correctly can be difficult. While they don't cover all situations, here are some of the basic spelling rules of English.

### Plural nouns and Verbs ending in -s/-es

Use -es for words ending in -s, -ss, -sh, -ch, -x:

bus → buses	miss → misses	wash → washes
catch → catches	search → searches	fix → fixes

Use -es for some words ending in -o as well:

potato → potatoes	mango → mangoes	do → does	go → goes
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For words ending in a *consonant* + y, change the y to ie before adding -s:

baby → babies	study → studies	try → tries	library → libraries
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For nouns (not verbs) ending in a single -f or -fe, use -ves:

half → halves	wife → wives	leaf → leaves	life → lives
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For all other words, use -s:

apple → apples	work → works	play → plays	cup → cups
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### Verbs ending in -ing

For verbs ending in -e, drop the e before adding -ing:

dance → dancing	smile → smiling	judge → judging
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But for "be" and words ending in -ee, just add -ing:

be → being	see → seeing	flee → fleeing
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For verbs ending in -ie, change the ie to y before adding -ing:

die → dying	tie → tying	lie → lying
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For one syllable verbs ending in *vowel* + *consonant*, double the consonant before adding -ing:

plan → planning	stop → stopping	rub → rubbing
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For multiple syllable words ending in *vowel + consonant*, double the consonant only if the last syllable is stressed:

prefer → preferring    begin → beginning    admit → admitting

The consonant is not doubled if the final syllable is unstressed, if there are two vowels before the consonant, if there are two consonants after the vowel or if the final letter is y or w:

remember → remembering	visit → visiting
boil → boiling	need → needing
think → thinking	help → helping
know → knowing	play → playing

Note that in British English *ls* are always doubled, regardless of stress:

cancel → cancelling    travel → travelling

### **Verbs ending in –ed**

For verbs ending in –e, just add –d:

dance → danced    smile → smiled    judge → judged

For verbs ending in a consonant + y, change the y to i before adding –ed:

study → studied    try → tried    carry → carried

For words ending in a vowel and a consonant, follow the same rules for doubling consonants as for –ing:

plan → planned    stop → stopped    admit → admitted

### **Comparative and superlative adjectives ending in –er and –est:**

For adjectives ending in –e, just add –r or –st:

little → littler/littlest    late → later/latest    wide → wider/widest

For adjectives ending in a consonant + y, change the y to i before adding –er or –est:

easy → easier/easiest    pretty → prettier/prettiest

### **Adverbs made by adding –ly to an adjective:**

For adjectives that end in a consonant + y, change y to i before adding –ly:

lucky → luckily    easy → easily

For adjectives that end in –le, change the final –e to a –y:

simple → simply    reasonable → reasonably

# Teaching Grammar

Since teaching grammar can seem daunting, it is useful to think of it as giving students formulas for making sentences. (For example: subject + verb + ed = simple past tense) Be consistent with your terminology, and make sure your board work is clear. Always choose example sentence that follow the basic rules before introducing exceptions and irregular words. (For example, teach “he walked” before “he sat.”)

When teaching grammar, practicing is essential because teaching a structure is not the same as learning or knowing the structure. Your students will need lots of time and practice before they become comfortable using a new structure. Make sure you regularly use a variety of methods to help your students integrate a new structure into their use of English. Give them practice opportunities that make use of all four skills and vocabulary they already know.

It is important to plan these practice activities very carefully and ensure your students are familiar with all the material they will need to complete the task. It is best to practice new structures using familiar vocabulary. When practicing a new structure, it is crucial that you start with very controlled tasks, such as gap fills, jumbled sentences or substitution tables, before progressing to freer tasks. Each step must be practice individually before students will be comfortable creating their own sentences.

## Form, Function and Phonology

When teaching grammar, it is important to understand the difference between form and function. Form refers to the way the sentence is put together. It is the formula for creating sentences using that tense or structure. For example, for “You should have worked harder,” the form is subject + should + have + past participle. Other examples include he should have eaten, she should have gone, they should have studied. Form can be highlighted in a table on the blackboard, or students can deduce it based on a series of examples.

Function refers to the meaning or concept of the structure. In this case, the sentence expresses regret over a past action. It implies that it would be better now if you had done something differently in the past. “You should have worked harder” means that you didn’t work hard enough and that you would be better off if you had worked harder. Concept check questions, which will be explained below, are useful to make sure your students have understood the function of a structure.

Phonology simply refers to the sound of a structure when spoken. For example, native speakers elide should and have into should’ve. Practice the phonology of a structure by speaking naturally when you present it to your students and then drilling. Phonology is important because it will aid your students in understanding spoken English, especially from native speakers.

To identify and name tenses, students need to be able to identify the form. To choose the correct tense to use in a given situation, they need to understand function. The basic functions of the tenses are as follows:

- **Present simple:** Regular actions, habits or states in the present
- **Past simple:** An action or event at a specific time in the past or regular actions, habits or states in the past



- **Future simple:** Something intended for the future, or spontaneous decisions about the future
- **Present continuous:** An on-going activity or event
- **Past continuous:** An activity or event that was on-going at a specific time in the past
- **Future continuous:** An activity or event that will be on-going at a specific time in the future
- **Present perfect:** Something completed at an unspecified time in the past, especially if it influences the present
- **Past perfect:** Something completed before a specific time in the past
- **Future perfect:** Something that will be completed before a specific time in the future
- **Present perfect continuous:** An on-going activity that started in the past and is still going or has just finished
- **Past perfect continuous:** An on-going activity that continued until a specific time in the past
- **Future perfect continuous:** An on-going activity that will continue until a specific time in the future

Since the use of present/past/future in the tense names can be confusing for students it can be helpful to draw a time line to illustrate the function of a tense. Draw a horizontal line to represent the past and future, with a vertical line bisecting it to represent the present. Use an x to mark when an event occurred and wiggly lines or lines with arrows to represent continuous activities. You can also use small hashes to represent specific units of time (for example days or years).

### Stages of a Grammar Lesson

When teaching a new structure, it is best to introduce it using a consistent context. Here are two ways of structuring a grammar lesson. The first uses a text, and the second uses a situation. Presenting new grammatical structures in a context, as opposed to as a miscellaneous collection of sentences, helps aid both students' understanding and their retention.

### Presenting Structure through a Text

- **Engage:** First, begin with an activity that will raise students interest, and get them ready to learn.
- **Set context:** If the text you are using is new to students (ie, you haven't used it in an earlier class), give them a gist reading assignment to make sure they have a basic understanding of what's going on. If you have worked with the text previously and are confident they understand it, refreshing their memories is enough.
- **Read text and complete task:** See chapter 6 for ideas on specific reading tasks.
- **Elicit marker sentence / target language:** This is a sentence that is not directly from the text but that the students understood from motions, background knowledge, or your leading questions. For example, if you are teaching the simple past tense, "He walked to the store" would be a good marker sentence.
- **Check understanding with concept check questions:** Concept check questions are simple, yes/no questions that you pose to the class to ensure that the concept is

understood. For example if you want to check understanding of the sentence 'He managed to close the door', some concept check questions could include 'Did he close the door?' (yes), 'Was it easy for him?' (no), 'Is it happening now?' (no), 'Did it happen in the past?' (yes). Timelines can also be drawn to help show meaning clearly.

- **Model and drill:** Have students repeat the target language after you do. This works on pronunciation, and gives students the rare chance to model a native speaker. Tanzanian students generally enjoy drilling. You can do class, group or individual drills. It is ideal to drill 2-3 pieces of target language. Hand gestures can be helpful. Note that if you drill after you write the sentence on the board, they will read it from the board. Remember that English is not phonetic so try to anticipate any problems beforehand.
- **Highlight the form:** Write your target language on the board, highlighting the form and word order of the grammar/ structure point. Colored chalk can help with this. Keeping your board work tidy, clear and consistent makes things easier for your students. Often it can be helpful to draw lines to clearly separate the parts of a sentence, like in the examples in Chapter 2.
- **Controlled Practice Activities:** Start with more controlled activities such as gap fills, multiple choice questions, sentence correction, selecting the appropriate word/ tense or word unscrambles to ensure students understand the basic form and meaning. Good controlled practice activities use the language repeatedly.
- **Freer Practice Activities:** Gradually move to freer practice activities where students have more control over the language. Good freer practice activities encourage the students to use the target language in a natural manner. For example, the passive voice lends itself well to discussions of crime so a freer practice activity that incorporates the passive could be to describe (to a partner or in writing) a crime that you have heard about.

### Presenting Structure through a Situation

Teaching grammar structures through a situation follows a very similar format to teaching grammar through a text. The difference is that you as the teacher will set the context of the situation yourself, and elicit the target language based on that situation, instead of modeling it off of sentences in the text. But the basic progression is similar.

- **Engage:** As always, it is important to raise students' interest prior to introducing new material. One way this can be done is by having the students think about the ways the situation you are about to introduce connects to their lives.
- **Set context situation:** Here you present the situation and lay out the scenario you will be using. You should choose a situation that the target language would naturally be used in and that makes the function of the structure clear. It should also be something your students can relate to. For example, if you wanted to teach "If I were you, I'd..." you could present a scenario about a girl who needs advice about her boyfriend.
- **Elicit the target language:** It is best if you can guide the students into giving you the example sentences, but you can feed them to them if necessary. Usually 2-3 examples are sufficient.
- **Concept-check questions:** Ask simple yes/no questions to ensure that the students have understood the meaning of the structure. For the sentence "I am going to watch the

football match tonight,” you could ask “Are you talking about the past or the future?” (the future), “Is it something you decided before now?” (yes), “Is it a plan?” (yes).

- **Model and drill:** Drill first, before you write the examples on the board, to ensure students get practice with the correct pronunciation.
- **Develop situations to obtain more marker sentences:** Continue with the scenario, prompting students to give you more sentences using the structure.
- **Highlight the written form:** Now write some example sentences on the board and highlight the form of the structure. It can be helpful to use formulas like subject + verb + ed (for simple past tense) or to draw lines between the different parts of the example sentences.
- **Controlled Practice:** Always start with highly controlled activities, and practice each step of the structure piece by piece. The same practice activities can be used for presenting a structure through a situation as through a text, so use the ideas listed above.
- **Freer Practice:** The final step is to have your students use the structure to create their own sentences. Refer back to the situation you have set up, if appropriate.

### **The Test-Teach-Test Method**

If you are unsure how much your students already know about a structure, the test-teach-test method can be very useful. This is especially true for topics that are included in the primary school syllabus or for higher forms. First use a pre-test or practice activity to ascertain how much your students already know. However, since pre-tests are not very common in Tanzania, you might choose to present it differently to your students. Make sure they know they will not be graded and that it is just a practice activity so you can tell what they already know. Then teach them what they need to know based on the gaps in their knowledge you observed on the practice activity. Lastly, check that they’ve understood by using a final test or activity. The final activity should be different from the first. Examples of testing activities could be choosing the correct verb form for a sentence from a pair or set of choices or filling in a gap with the correct form of a verb.

# Chapter 3

## Building Vocabulary

Vocabulary words are the building blocks of communication. If a student does not know an appropriate word for the situation they are in, they cannot communicate their meaning. Most sentences with grammatical errors can still be understood by a sympathetic listener, however most sentences with vocabulary errors cannot. Therefore it is of the utmost importance that we work to increase our students' vocabularies and give them opportunities to practice, so they will be able to actual use the words. On NECTA exams, knowing the vocabulary used in questions is crucial to being able to answer them correctly. Therefore we must teach our students vocabulary in order for them to successfully pass their exams.

### Teach Vocabulary First

Students cannot understand lessons if you are using words they don't know. It is crucial that you teach them vocabulary first, before grammar and before skills. Once they have grasped the meaning of words, you can move on to the meaning of sentences. Similarly, students must be comfortable with vocabulary before they can produce it in speaking or writing exercises or understand it in listening or reading passages.

### What Does it Mean to Know a Word?

There are many aspects to fully knowing a word. We can recognize it in its written and spoken forms. We can understand its meaning or meanings and how they differ in different contexts. We can be able to spell it or pronounce it. We can know its part of speech and be able to use it correctly grammatically. We can know which words it is commonly paired with (its collocations) or the ideas or feelings it provokes (its connotations). We can know its level of formality and which situations it is appropriate for (its register).

However, in a secondary school lesson, it is not possible to cover all of these nuances. Instead, we should prioritize those aspects that will be most important for our students to know, primarily meaning, spelling and pronunciation.

### Ways to Teach Vocabulary

There are many ways we can teach new words to our students. Different strategies work well for different words. It is important that you use one method to teach a word, and a different method to check understanding, to ensure that your students have actually comprehended the word, as opposed to simply memorizing the definition.

- Real objects – especially useful for common nouns, such as things found in the classroom.
- Actions, such as miming or facial expressions – good for verbs, adjectives and adverbs. If you ask students to perform the action, it will help them remember.
- Pictures – good for nouns and adjectives. You can draw them or find them in newspapers or magazines.

- Synonyms – builds on student’s previous knowledge
- Antonyms – teaching opposites makes words easier to remember
- Hyponyms – these are words that have a more specific meaning than another word. For example, blouse is a hyponym of shirt.
- Contexts – give the students a situation in which the meaning of the word is obvious
- Examples – sports: football, netball; mountain: Kilimanjaro
- Definitions or descriptions – remember that the definition must use very easy, simple language. Only use words that the students already know. If your class is of a mixed level, you can ask stronger students to give a definition.
- Translations – translations are quick and easy, but should be used sparingly. They are especially useful for abstract concepts that are difficult to explain.

Remember that the techniques can be combined. For example, you could give the context before using pictures, or use definitions and synonyms together.

### **Choosing Vocabulary to Teach**

When planning for a vocabulary lesson, it is important to think of the words you will use in the unit. Try to group related words together so they are easier to remember. For example, it is logical to teach spoon, pot and pan together, since they are all objects found in a kitchen. It is not logical to teach spoon, sofa and astronaut together, since they are not related. (If unrelated words appear together in a story, you will need to decide which ones are important to teach.)

When choosing vocabulary for your student, consider the frequency with which they are likely to encounter a word. Prioritize high-frequency words. In addition, it can be useful to think about the level of formality for a certain word. Most of the time it is best to teach the most common word, rather than a formal or informal synonym (such as child instead of kid or offspring).

Finally remember not to overload your students. Usually 10 words are enough for a 40 minute period.

### **Planning for a Vocabulary Lesson**

The first thing to consider when planning for a vocabulary lesson is the context that links the words together. When teaching for a syllabus topic that is clearly vocabulary based, such as describing character, this should be straightforward. More thought will need to go into the contexts you are going to use for grammar based topics. For example, for future plans and activities you could focus on chores (washing dishes, chopping firewood, fetching water) or hobbies (fishing, playing netball, singing).

The next thing to think about is the methods you are going to use for explaining meaning. Which strategies will be most successful for the words you have chosen? Plan them in advanced. This is also the time to make it clear to your students how to use a word. For example, if they already know the word big, but you are teaching them huge, you could give them examples differentiating big things from huge things. Also consider which methods you will use to check that your students have understood. When checking meaning, try to use a different method than you used to initially teach the word, to ensure true comprehension.

Next is pronunciation. Make sure you include both the stress, the syllables and any difficult sounds. Tanzanian students often like to drop the second syllable of words that end in -y (such as ug instead of ugly), so it can be useful to have them clap once for each syllable as they speak. This is a good time for drills. First say the word, naturally, for your students a couple of times. Then have them repeat it as a whole class. Next, call on individuals to repeat it or have them practice in small groups.

After pronunciation, you should consider the form of the word, all of the things a student must know in order to use the word correctly. This includes spelling, plurals and part of speech.

The final thing to consider is practice. How will you give your students the opportunity to see it, hear it, say it and write it? In order for them to fully absorb a word and integrate it into their working vocabulary, they must be able to use it with all four skills, reading, listening, speaking and writing. This is also a good time to consider how you will return to the words in future lessons.

### **Stages of a Vocabulary Lesson**

When teaching a vocabulary lesson, you should follow the same order you used when planning. Establish context, then focus on meaning. After teaching meaning practice pronunciation so students can become familiar with the word's oral form before progressing to its written form. Finally, give your students ample opportunities to practice. Two methods of structuring vocabulary lessons are below.

- Establish meaning, using a specific context
- Model using the word in a realistic sentence
- Check that your students have understood the concept of the word, using a different method than the one you used to introduce the word
- Remodel using the word
- Drill chorally, in groups and individually, recapping previous words as you go
- Create a written record of the word by having students write it in their books

The Five-Step Method is another way of introducing new words. This method focuses on the written form prior to the spoken form, and since it is particularly student-centered, it can be especially useful when the students may have come across a word before, but not fully comprehended its meaning.

- Seeing – write the word on the board in the context of a sentence
- Listening – discuss the word with the students and verify that students understand its meaning
- Discussing – Have students create oral sentences using the word, or provide a synonym or antonym
- Defining – Ask students to create their own definition for a word. (This won't always be possible, especially in the case of smaller words like the, is or if.) Prompt them by asking what the meaning of the word is, or how to use it in a sentence.
- Writing – Write the word in isolation on one side of the board and in the context of a sentence on the other

Whichever method you choose to introduce a word, make sure the students have a written record of the word in their notebooks, and that you then progress to practice activities. At the end of the lesson provide opportunities to reflect on the new words, by asking them to consider which words they particularly like or find difficult, personalizing their connection to the vocabulary. Conclude with a summary, so they can recap all that they learned.

### **Practicing Vocabulary**

Opportunities to practice are crucial to the success of any vocabulary lesson. Make sure you include all four skills (listening, speaking, reading and writing) and plan to return to the words in subsequent lessons. Ideas for practice activities are below.

- Matching – Word to picture, object, antonym, synonym, definition, translation or phrase. This is especially effective if you write the words on slips of paper so the students can match them physically.
- Gapfill – Identify which word is appropriate to use in a specific sentence
- Grouping – Put the words into simple categories. These can either be universal (positive versus negative words or fruits versus vegetables) or personal (things I do frequently, sometimes or never, things I like or dislike).
- Odd One Out – Identify a word from a list that doesn't fit with the others and explain why it doesn't fit.
- Anagrams – Unscramble letters to form vocabulary words (trpety=pretty)
- Miming or Drawing – Can be done in pairs, groups or as a class
- Board Races – Write vocabulary words on the board. Have students race to find the correct word based on a definition, translation, picture or action.
- Pictionary, Taboo or Charades – Show a student a word to either draw, explain or act out for the class to guess

### **Pre-Teaching Vocabulary for Listening and Reading**

Sometimes you will want to use listening or reading passages that contain words that your students will be unfamiliar with. In these cases, you may want to pre-teach important vocabulary from the passage at the start of the lesson, rather than spending a whole lesson devoted to the vocabulary. Pre-teaching vocabulary for use in receptive skills lessons differs from true vocabulary lessons, since the focus will be on familiarizing them with the words enough to identify and understand them in the passage, rather than on being able to produce them in other contexts. In addition, you may find yourself having to teach different types of words together, something you would ordinarily avoid in a dedicated vocabulary lesson. When pre-teaching, make sure you establish meaning, check for understanding, practice pronunciation and create a written record. However, practice activities will be minimal. When choosing words to pre-teach, focus on those that are most important to the passage as a whole, and remember that your students must also know the vocabulary used in the comprehension questions. Remember that it is not necessary for your students to understand every word in a passage to grasp its meaning. However, if there are too many words that will be unfamiliar, the passage is too advanced for your students and you should choose one that is more appropriate for their level.

# Chapter 4

## Understanding through Listening

Listening is a receptive skill, used to gather information. Since English is the medium of instruction in Tanzanian schools, every single class that your students take will involve listening to spoken English. Therefore it is crucial that we work to help our students understand spoken English by developing their listening skills. We can help our students learn to listen to English both by using it as the procedural language in the classroom, and through targeted listening lessons or activities.

### **What makes listening difficult?**

Listening can be difficult for students, because they are not in control. The speaker chooses the pace and volume and whether or not to repeat himself. Students cannot re-listen to a difficult passage, like they could when reading a written text. Remember that English is unfamiliar (often your students' third language), and understanding and processing spoken language will take them more time than it would for a native speaker. Make sure you speak at an appropriate pace and volume, and make sure your students know they don't need to understand every single word. Repeat texts to give students chances to clarify meaning, each time with a clear reason to listen (such as a task to complete).

If the listening text uses unfamiliar words or grammatical structures, students may find themselves overwhelmed. It is important to speak at the level of the students or read appropriate passages. When teaching, it is very important that you use level-appropriate English. In addition, you can pre-teach vocabulary before listening exercises, help students discern meaning from context, and use the same vocabulary words over the course of several lessons to build familiarity. In addition, you can choose listening passages with a minimum of difficult vocabulary (complex, formal or low-frequency words).

We must work to ensure listening does not happen in a void. Without a clear context and reason to listen, students' minds will wander, and it will be difficult to understand and absorb information. We must give students a concrete reason to listen during targeted activities (listen for the past tense verbs, or find the answers to specific questions). In addition, we must activate students' knowledge and vocabulary by clearly providing the context of listening passages. We can assist our students understanding by using visual aids, such as pictures and diagrams to support listening and help students construct meaning.

### **Level Appropriate English**

When we speak to our students (and other non-native speakers) we must be cognizant of the language we use, and adjust our manner of speaking so that we are easily understood. You must consider your students' level and use words they will know and grammar they are familiar with when speaking to them. This is particularly important when giving instructions or taking care of other classroom business. In addition, remember that what often seems simple to us as native speakers is, in fact, unfamiliar to English learners. We must take care not to use slang or colloquial language. (For example, use "think of" instead of "come up with.") Many times, the



students will understand more formal language better.

### **Procedural Language**

One of the biggest things we can do to give our students listening practice is to use English as the language of business in the classroom. Procedural language is the language we use to direct the progress of the class, and if we use English, students will be exposed to English being used for actual communication in every single class. Examples include:

- Good morning class. Please sit down and take out your exercise books.
- Show me your pens. Now, write this down. Begin.
- Are you ready for the test? OK. I am going to pass out the papers.
- For homework tonight, I want you to...
- Listen carefully. We are going to do a writing exercise.

### **Stages of a Listening Lesson**

In addition to using English for classroom business, we can create lessons that focus specifically on developing listening skills. When designing listening lessons, it is important to have pre-, during and post-listening activities.

Prior to reading, tell the students a bit about the story, and provide context. Then review or teach vocabulary words that the students may not know. Give the students a concrete task to complete during listening, such as raising their hands every time they hear a past tense verb, or finding the answers to comprehension questions. If you are using comprehension questions, make sure you write them on the board and check that the students understand them before you begin reading the listening passage.

Next read the passage slowly, with regular short pauses. It is helpful to chunk phrases, and pause slightly after each group of three to four words, and at all punctuation. Read the passage again 1 or 2 times, then ask the students to answer the comprehension questions. It is helpful to have them write their answers before reviewing them orally. Depending on the passage and the level of your students, you might want to use a second, more difficult set of comprehension questions. Remember to review the questions and reread the passage several times before asking them to answer.

Finally, end the lesson with one or two upper level thinking questions. Upper level thinking questions require that students think about what they heard, evaluate the information. It is good to start with easier questions and gradually increase the difficulty. and reach a conclusion. These can be discussion questions or summaries of the passage.

### **Preparing for Listening Lessons**

The first step in preparing for a listening lesson is choosing appropriate material. You can find texts in many places:

- textbooks, for English or other subjects
- storybooks, especially local ones like Hawa the Bus Driver.
- newspapers
- magazines
- poems or songs

- dialogues
- write it yourself!

After you choose your passage, look at the vocabulary and grammar to decide if it is at the correct level for your students. If it isn't, edit it! Feel free to adjust passages to fit the needs of your class. The two main kinds of listening experiences your students will encounter are conversations and extended lectures/talks/readings, so use both in your classroom.

Next, identify the vocabulary that will cause problems for your students. Decide whether you will teach it in the lesson or before. What techniques will you use to teach it?

Finally, write your comprehension and thinking questions. Some formats to use for comprehension questions are fill in the blanks, true/false or question and answer. Thinking questions can ask the students to make connections between the text, to discuss an idea raised in the text, or to summarize the story.

### **Other Ways to Develop Listening Skills**

Whenever possible, present activities for listening comprehension first. If you write something on the board, say it out loud first to give your students listening practice. If you have a lesson based on a dialogue, story or text, try reading it out loud first. For other activities, you can ask questions and explain key vocabulary orally to develop listening skills.

Practice numbers and letters, since they are often heard orally, as well as common western names.

Dictation is another way to practice listening, and to check that students have heard correctly. In addition, it is a skill that Tanzanian students are expected to have.

Teach students the vocabulary they need to ask for help listening. When listening to English in a real-life situation, students will need to ask for the speaker to repeat herself or to provide clarification. In addition, they need to know phrase to confirm understanding. Since non-native speakers are often embarrassed to admit they haven't understood something, they will usually say nothing and get more and more lost, until the conversation cannot continue at all. If they are comfortable using conversation repairers, they are more likely to speak up and prevent this from happening. Examples of repair phrases include:

- Could you repeat that please?
- I'm sorry, I don't get that./I didn't quite hear you.
- Excuse me, what was that again?
- I'm sorry, I still didn't understand.
- Could you go over that again? I want to make sure I got it.
- Okay, I got it.
- I understand.
- Okay, you want me to (repeat message).
- Was that clear?/Did you understand?
- Okay, tell about the part where (refer to topic).
- Could we go through that one more time?
- Did you say (repeat what you thought you heard)?

For ideas on listening activities, see the chapter on Teaching Activities.

# Chapter 5

## Encouraging Speaking

Speaking is a productive activity, require students to produce language to communicate information. In a Tanzanian school environment, speaking is often de-emphasized since it is not tested on the NECTA. Therefore it is often not a student priority, and you may have to justify your speaking activities to colleagues who may not understand why there is so much noise coming from your classroom. However, learning to speak is still important for your students, since spoken English will lead to increased job opportunities, in fields like tourism and business. When teaching your students to speak, the focus should be on understandable communication, not perfect grammar.

### Drills and Dialogues

Drills and dialogues are tools for practicing the structures of spoken language. When using drills, start with the easiest activities and gradually increase the difficulty. In closed drills, students are given all of the information they need to create sentences. The students repeat after the teacher. In open drills, students must provide some of the information on their own. The teacher models several sentences, then the students create new sentences by filling in the blanks individually. Examples of drills include:

- Repetition: Students repeat after the teacher.
- Substitution: The teacher models a sentence, then provides a prompt, such as a question. Students then insert the information from the prompt into the model sentence.
- Single word prompts: The teacher says a word, and the students create a sentence using the structure.
- Picture prompts: The teacher shows a picture and the students create a sentence.
- Completion: The teacher starts a sentence and the students complete it with their own information.
- Free substitution: Students create their own sentences.

Drills can be done chorally (with the whole class speaking at once) or individually.

Dialogues model conversations, mimicking real life language use. In closed drills, the dialogue for both people is set. First the teacher models the dialogue and then the students read what is written, either in front of the class or in pairs. In open drills, students have to fill in some of the dialogue with new information, for example by providing answers to questions. When designing dialogues, it is important to focus on realistic situations, so students are practicing communicative language in a meaningful context.

### Communicative Language Teaching

While teaching grammar explicitly to your kids does have its place, if you want them to speak English, you must embrace a communicative pedagogy in your classroom. According to Bill Van Patten, a scholar in second language learning, "Communicative language ability, the ability to express oneself and to understand others, develops as learners engage in

communication and not as a result of habit formation with grammatical items,” (Van Patten, 51). Basically, what this means is that while your kids must learn grammar, they must also be able to communicate and attach meaning to those interactions.

There are three basic components to communicative language teaching: expression, interpretation, and negotiation of meaning. The most important of these for you as a teacher is the negotiation of meaning. You can teach so much English through simple negotiations of meaning with your students. Take this dialogue between a teacher and student:

Teacher: Hassan, you just met a woman from the United States. What did you think of her?

Hassan: It is not typical woman American.

Teacher: Really? She was not typical?

Hassan: No

Teacher: She was not like other American woman you have met before?

Hassan: She is like my teacher, Ms. Adams.

Teacher: Can you give me an example of how Ms. Adams and the other woman are similar?

Communicative language teaching requires that you ask questions of your students in order to slowly clarify meaning or add to what they are trying to tell you. Furthermore, communicative drills favor the learner, where the learner is not only controlling the response, but also adding new information.

### **Total Physical Response**

Another language teaching method is called Total Physical Response (TPR). The method relies on the assumption that when learning a language, it is internalized through a process of codebreaking. This process requires a longer period of listening and developing comprehension prior to production. Students respond to commands that require physical movement, similar to the way we learned our first language as children.

TPR can be used to practice and teach various things. It is well suited to teaching classroom language and other vocabulary connected with actions. It can be used to teach imperatives and various tenses and aspects. It is also useful for storytelling. Because of its participatory approach, TPR may also be a useful alternative teaching strategy for students with dyslexia or related learning disabilities, who typically experience difficulty learning foreign languages with traditional classroom instruction. Students will enjoy getting up out of their chairs and moving around.

Simple TPR activities do not require a great deal of preparation on the part of the teacher. TPR is aptitude-free, works well with a mixed ability class, and is good for kinesthetic learners who need to be active in the class. Class size need not be a problem, and it works effectively for children and adults. However, this method also relies heavily on command forms verbs and does not allow students to express themselves verbally. Therefore CLT and TPR should be paired together, to engage all types of students and build language ability.

### **Procedural Language**

By using English as the language of classroom business, we can give our students daily opportunities to practice speaking English for genuine communication. Encourage students to ask questions, express their needs and respond to the lesson using English. But remember that students will not automatically know these phrases, so they must be taught. Greetings, asking

to go out, telling you they don't understand or asking for help are all valid speaking practice. Focus on this communicative language from the start of your lessons, so that students see English as a skill they can use now, not just something to learn for the future.

### **When to Correct Errors**

Since students can be intimidated to speak at all, errors should be addressed only when they impede understanding or the activity is targeted at a specific point. When giving feedback, we must be careful to stay positive. By focusing on fluency rather than accuracy, we can build student's confidence in their ability to get their message out. It is also important that you save your feedback until the end and not interrupt students when they are speaking.

Along with errors of grammar, you may need to correct mispronunciations. Remember that Tanzanian students do not need to sound like native speakers. It is okay for them to have Tanzanian accents. Pronunciation errors should be corrected only when they affect meaning. You may also wish to discuss and critique behaviors accompanying language. When students slouch or cover their mouths when speaking, it becomes much harder to understand them, even if they are speaking correctly. In addition, conversation management skills, such as interrupting properly or acknowledging someone's contribution, are an important part of successful speaking and should be developed.

### **Common Problems in Classroom Speaking Exercises**

Since the focus on the NECTA is reading and writing English, and since many Tanzanian teachers use a less student-focused methodology than we are used to in the States, your students will probably have had little practice speaking in school. Students are accustomed to standing and formally answering individually questions, not engaging in interactive, communicative dialogues. This unfamiliarity can lead to some challenges in the classroom.

- Students may be shy, quiet or refuse to participate
- Students may be rowdy or have a hard time settling down after the activity
- Students may use the wrong grammar when speaking
- Students may chat with each other instead of doing the exercise
- Students may speak Swahili instead of English
- Students may exclude part of the group, especially lower-level students
- One student may dominate the exercise
- Students may not understand the instructions or do the exercise wrong
- Students may not understand the vocabulary used in the activity or instructions
- Your colleagues may complain about noise from your classroom

To minimize these challenges, make sure you choose level appropriate activities, and plan your instructions thoroughly prior to class, including an explanation of the goal for the activity. You can reuse particularly effective activities for multiple topics, minimizing time spent on instructions and building a feeling of mastery for your students. During speaking activities, walk around the classroom, ensuring all students are on task, making corrections and providing encouragement as necessary. By clearly explaining on the reasons speaking activities are important and highlighting the specific skills an activity practices, you can provide focus to your students and gain the support of your headmaster and fellow teachers.

### **Preparing for a Speaking Exercise**

Since students produce much of the information in speaking exercises, as compared to listening or reading activities, they require less preparation on the part of the teacher. However, we must still build activities in a logical progression, starting with controlled drills and leading up to free practice. It is crucial that we build step by step, gradually giving control of the activity to the students. Diving into free activities without properly preparing students can overwhelm students and be detrimental to their development. In planning grammar-based activities, we must focus on a specific grammar structure to be practiced, and create examples that demonstrate the point clearly, without irregularities (unless they have been taught and are being consciously practiced). We must also choose the vocabulary we will target, again taking care to avoid surprise exceptions. In preparing for a communicative activity, we must consider our students level and brainstorm potential mistakes and questions the students might ask, along with ways of addressing them clearly.

### **Other Ways to Develop Speaking Skills**

Encourage natural speaking patterns. Teach your students to use contractions when speaking, and group chunks of words together. By practicing useful, high-frequency combinations of words, students will be able to get them out more easily in conversations.

Have your students memorize conversation basics. In real world situations, they will often have to introduce themselves, ask for information, clarify meaning or thank people. If the memorize these high-frequency phrases, they will not have to search for the correct vocabulary and structures every time they want to use them, enhancing the flow of the conversation.

Teach the context that phrase, structures and vocabulary are used in, particularly which constructions are used in formal or informal situations.

Avoid extremely controversial topics. While we may wish to have our students express their opinions or debate interesting ideas, it is important to choose topics that the students will be comfortable with. If it something they would be embarrassed to talk openly about in Swahili, they will be even more reticent to discuss it in English.

Use games to practice speaking skills. Guessing games and information gap activities, where each student has partial information and must communicate with their partner to discover the rest of the information, are both good ways to develop communicative ability in a fun way. Tossing a ball and having the student who catches it speak is a simple way to make spoken structure practice more enjoyable. During games, students feel more relaxed, and often speak more freely and fluently than in more formal settings, where their nerves can keep them from speaking to the best of their ability.

Maximize student to student interaction. Use dialogues or partner activities to get your students speaking to each other. They can help each other gain confidence.

Finally, remember that speaking a foreign language can be scary. Students feel a lot of pressure when using unfamiliar structures or vocabulary, especially in front of the whole class. Give them outs, by allowing them to say "I don't know," or to ask another student to help. Building their confidence is important, so take care not to push them too far before they are ready.

# Chapter 6

## Reading Comprehension

Reading and Listening are receptive skills. To avoid problems with reading comprehension, teachers should pre-teach challenging vocabulary (see chapter 3), choose passages that are interesting, level appropriate, and applicable to student life, and give the reading text with specific tasks that students should complete.

### Challenges in Teaching Reading

Reading can be difficult for students because the language is unfamiliar or difficult, students lack knowledge on the topic they are reading about (such as chemistry), which means that even with a dictionary they will not understand the meaning of the passage, there is often no visual support (pictures or titles) and they often have no clear reason to read.

Teaching reading is often difficult because most schools do not have text books for students. This means that there might only be one copy of a text. Often the texts in these books are too long to write on the board. However, if teachers read the text aloud, they are not developing students' reading skills but rather their listening skills.

### Things to Remember When Planning a Reading Lesson

- Choose texts carefully. They should be suitable in length, level and topic for the class. Think about what the students are interested in. Teachers may want to adapt texts from books by shortening or simplifying them or even write their own texts.
- Clearly introduce the topic at the beginning of the lesson and try to raise the students' interest so they are ready and excited to read.
- Pre-teach important vocabulary. Remember, they don't need to understand every word but make sure they can understand the important words in the text.
- Make sure the students understand the vocabulary in the task. Teachers must check that students understand the question before students try to find the answer.
- Always give students a reason to read. Give them a task or exercise to do **while** reading. If you just say, "Read the story", the students don't know why they are reading. Are you going to ask them questions after the story? Will they have to remember the whole story? Do they have to understand every word in the story? Students will panic if they think they have to understand every word so give them a clear task/instruction. Some examples:
  - "Read AND choose the best title"
  - "Read AND label the diagram"
  - "Read AND write down the words you don't know"
- Always give feedback on tasks. Make sure you go through the correct answers to each task/exercise before moving on to the next stage.

## Stages of a Reading Lesson

**Engage and Set Context:** Activate appropriate background knowledge for the upcoming text. If students' background knowledge is activated, they will have all their cognitive schema activated so they can more easily understand the text. Try one or more of the following to you're your students engaged: questions/questionnaire (personal or factual), discussion (whole class or in pairs/groups) of a topic related to the text, consideration of visual material that appears in the text, generating hypotheses about the topic from heading, subheadings, etc. Next, set the context, usually with just one sentence that tells students what they are going to be reading about. Example engaging activities could include:

- Using a picture to make suggestion about possible content
- Using a headline to make suggestions about possible content of an article
- Using a selection of words to predict content of the story
- Guessing the order of a set of pictures that illustrate the story
- Matching vocabulary from text to definitions of pictures
- Discussion of the topic

**Pre-Teach Vocabulary:** 'Front load' or pre-teach vocabulary items that are essential to understanding of the text (shouldn't be more than six) and for completion of the tasks. Teach this vocabulary quickly (with pictures, etc) – it is not the focus of the lesson. Prepare students for reading tasks by pre-teaching the key vocabulary. Key vocabulary means the vocabulary which is required in order to understand the main points in the text and to do your reading tasks. If they know the most important words in the text before reading, they will feel empowered for having their expectations met. It is estimated that if the percentage of unknown words in a text exceeds 10%, reading comprehension will break down. If 10% or more of the words in a passage will be unfamiliar to your students, that passage is too difficult, and you should either rewrite it using simpler vocabulary or choose a different passage.

**First Reading (Gist Reading):** Set up a realistic purpose for the reading task, ie give your students some motivation to read the text. Encourage students to read the text quickly without dwelling on unfamiliar words. Have students complete a quick 'do-able' task to ensure that they have a general understanding of the text and to help build their confidence. Students should not stop to look up unfamiliar words in their dictionaries. Check for understanding of the general/main idea/s. Some example activities are:

- Checking predictions
- Matching paragraphs to pictures
- Matching paragraphs to summary sentences
- Reading and putting pictures in the correct order
- Reading and selecting the most important headline or title for the text
- Labeling a diagram or picture

**Second Reading (Thorough Reading):** Set up appropriate purposes for the re-reading of the text ie; give students the comprehension questions they will be asked about the reading. Students reread the text (dictionaries should still not be used). Second task should be more in depth and assess students' comprehension of the text through literal, global and inference questions. Come together and do feedback to ensure that students have the correct answers to your task. Example activities include:



- Indicating whether 10 statements are true or false
- Answering eight open-ended questions
- Writing questions for 10 provided answers based on the text
- Reading and stating why a selection of numbers are important
- Correcting 10 false statements based on information in the text
- Answering a set of multiple choice questions about the text
- Filling in a table with notes

**Vocabulary:** (Note that this step is optional, and you can choose to do it or not depending on the passage and your class's needs.) Anticipate vocabulary that might be unfamiliar/ troublesome for your students. Design activities that help students infer meaning of new words (such as using context clues or clues from word root and affixes, for meaning and part of speech). Reading lessons can be used as a springboard to teach new vocabulary.

**Productive Follow-up Activities:** Give students a speaking or writing activity related to the text to 'round out' your lesson. Relate content material to students' personal experience or opinions. Exploit the text to the fullest. Examples include:

- Summarize/ Re-telling of the story
- Role-Playing
- Writing/Discussing what you would have done if you were one of the characters
- Writing/ Discussing what you think happens next in the story
- Discussion or debate of an issue related to the passage

### **How to Do Reading Tasks with Limited Resources**

- Adapt and edit textbook texts so you can write them on the board or on flip chart paper. Choose a day when you have English first period or after a break so you can prepare the board. You might want to cover it so students can't read it before you have set the task.
- If you have only one copy of several books, you can do a rotation. Assign the class to different groups, each with a different book or story. This can become difficult when trying to set a different task for each different book, but later you can rotate the books and use the same tasks so that each group eventually works through several different books.
- Put texts around the walls of the classroom and set a task where a member of each group has to find information and report back to the group. Vary who gets to do this through the term so they all have a chance.
- Set the class exercises to do on the board but take one small group to work with the teacher on reading skills. You can use these same texts with another small group the following week etc. This also helps you assess students' skills and helps you remember names.

### **Creating Comprehension Questions**

When writing comprehension questions, it is important to make sure that students actually have to understand the text in order to find the answer. If a question/answer uses the exact same words as the text, the student can just look to find the missing word and copy it without understanding what it means. If the question uses different words, the student must

make connections and use their knowledge to answer the question. For example, if Amina says she is going to take the bus to Mwanza, a good comprehension question could be “how is Amina going to travel?” since the student must connect the word “bus” to the idea of “travel” in order to answer. A bad comprehension question would be “Amina is going to take... a. the train, b. the bus, c. the ferry,” since the students can just copy the answer from the reading. Teachers should try not to use the exact same words in the questions as in the text but should make sure the language in the questions is not too difficult.

Bloom’s Taxonomy provides a useful way of thinking about accessing higher and lower levels of thinking when creating reading comprehension questions.

<b>Competence</b>	<b>Demonstrated Skills</b>	<b>Sample Objective Verbs</b>
Evaluating / Creating	Judges the value of information	Assess, grade, test, recommend, convince, judge, support, conclude
Synthesis	Builds a pattern from diverse elements	Combine, integrate, modify, plan, create design, invent, formulate, rewrite
Analysing	Separates information into parts for better understanding	Analyze, separate, order, explain, classify, compare, arrange
Application	Applying knowledge to a new situation	Apply, demonstrate, calculate, illustrate, solve
Comprehension / Understanding	Understanding information	Summarize, describe, extend
Knowledge / Remembering	Recall of information	List, tell, name, quote

#### LOWER LEVEL:

- Who/what/when/where/why/how is....?
- How would you describe...?

#### HIGHER LEVEL:

- What parts of the story show...?
- How could you compare...?
- What would happen if....?
- What information would you use to show...?
- What connection can you make between...?
- What is the relationship between...?
- What evidence can you find....?
- What information would you use to support...?
- What justifies....?
- What could be changed to improve....?
- What outcome would you predict?
- How could you choose...?
- How could you prove...?

## Important Terms in Reading Comprehension

Here is a list of concepts, definitions, and tips for making the concepts clear and comprehensible for your students:

- **Explicit Information** is information that can be clearly found “right there” in the text. Explicit information questions enable you to assess students’ reading comprehension. After reading a story, ask students to answer questions based on information that can be found in the text. Invite them to look back to the text for the answers. Ask: Where can you find that answer in the story? Have students tell you (or highlight or point out) where they found the answer.
- **Genre** is a type of text, such as fiction or nonfiction. Explain that stories can be fiction (make-believe) or nonfiction (real). Fiction stories are not true. The author made up those stories. Nonfiction stories are true. The author is giving us information. Ask: If the title of a book is *How Does a Chick Grow?* Would it most likely be fiction or nonfiction? If the title of a book is *A Little Chick That Learned How to Read*, would it be fiction or nonfiction? Read a fiction and a nonfiction story. Ask: Which story was fiction? Which story was nonfiction? How do you know?
- **Predicting** is deciding what will most likely happen next in what you are reading. Before reading a story, ask students to read the title. Ask them to predict what the story will be about. As you read the story aloud, stop at various sections and ask students to predict what will happen next. Ask: What do you think will happen next? What makes you think that? Continue reading, and discuss which predictions were correct.
- **Setting** tells you where and when a story takes place. Read aloud a familiar book, and point to one of the pictures. Invite children to describe what they see when they look at the picture. Ask guiding questions, such as: What time of year is it? What time of day? How do you know? Where do you think the child or animal is?
- **Sequence** is the order of events or steps in a text. As you read a story aloud, encourage students to think about the parts, or steps, in the story. Explain that stories have a beginning, middle, and an end. Point out that numbers sometimes appear in a story to let you know the order of the steps in the story (how an apple grows, how a frog grows). Read a story, and review its sequence. Use a sequence chart or graphic organizer, if needed. Ask: How do you know what happened first? What happened last?
- **Main idea** is the big idea in a text. It tells you what the text is mostly about. After reading a passage, explain that the main idea can sometimes be found in the title or in the first or last sentence. Ask students to look for words that are repeated in a story. Invite them to write a summary sentence of no more than 15 words. Guide students by using a word web or ladder graphic organizer. If needed, write three or four sentences and ask students to identify which one is the main idea. For extra practice, select a cartoon from your local newspaper and ask students to identify the main idea.
- **Drawing Conclusions** is when you figure out what a text means by using what you already know and information from the text. Point to a photo or an illustration of a wild animal in a book—for example, a scorpion. Guide students to look closely at the animal and its environment. Ask: In which kind of habitat, or home, might the animal live? What other animals might you find in that habitat?

- **Character** refers to the looks, traits, thoughts, actions, and relationships of a person or an animal in a text. After reading a story, ask students to describe the actions and physical appearance of a person or an animal in a text. Then guide them in a more challenging discussion. Ask them to describe the personality traits of a person or an animal in a text. Explain that what a character does and how a character acts in a story helps you identify his or her traits. Provide some examples of traits, such as brave, shy, friendly, and creative.
- **Comparing** is noticing how two or more things are alike. **Contrasting** is noticing how they are different. When asking students to compare two things, it may be helpful for them to focus first on similarities and then on differences. Design a graphic organizer with three boxes, one across the top of the page and two on the bottom. In the top box, write Similarities, Both, or Same. In the two boxes below, write each topic. Guide students in filling in things that are the same in the top box. Then help them write the differences in each of the bottom boxes.
- **Vocabulary in Context** means figuring out the meaning of a word by looking at the words and sentences around it. Invite students to preview the text. Ask them to look at specific words that you selected beforehand. Guide students in figuring out the meanings of the words using the words and sentences around them. Have students write sentences using those words.
- **Figurative Language** refers to words that mean something other than what they say. Explain that authors use different expressions to help readers understand a story. Use this example to demonstrate figurative language: The roller coaster had finally opened. It was going to be a blast. What does the author mean by the words “a blast”? Explain that authors also compare two things. The words like or as may be a clue. (The roller coaster was as high as a skyscraper. The car was like an oven. The sky turned as black as coal.) Guide students in writing one or two sentences that use figurative language.
- **Plot** is the events that make up the main story of a text. Ask a student to talk about something interesting that he or she did over the weekend. On an easel pad, write down each event as he or she speaks. Ask the class to discuss the different events that made up the plot of the story. Invite each student to write the events of what he or she did over the weekend.
- **Cause** is the reason why something happens. **Effect** is what happens as a result. Give students examples of everyday causes, and have them brainstorm possible effects. For example, Cause: My alarm did not go off this morning. Possible effects: I overslept. I was late for school. Cause: I forgot to tie my shoes. Possible effects: My laces got dirty. I tripped. I hurt my knee.
- **Text Features** are words and pictures that help organize and highlight information. Examples include headlines, photographs, and captions. Invite students to preview a passage or story. Ask them to focus on the headlines, photos, and other features on the page. Explain that those features help readers understand the text. Point to one of the photos in the story. Ask: How does the photo help you understand the text? Point to the headline. Ask: How does the headline help you understand the text?

- **Categorize** is when you gather together information that is the same or almost the same. **Classify** is when you give that information a name. Cut out various shapes from different colored pieces of construction paper. Invite students to work together in small groups to sort the shapes. After they have sorted the pieces by shape, ask them whether there are any other ways to sort the pieces. They may notice they can also sort by color. You may choose to make the shapes different sizes, which will add another layer to this activity. For upper grades, extend the challenge. Guide students in categorizing and classifying photos, words, or story titles.
- **Fact** is information that someone can prove true or false. **Opinion** is what someone believes about a subject. Write the following sentences on an easel pad: We played soccer all afternoon. Exercise is fun. Wearing a bike helmet is very important. Healthy food is delicious. Julian ate an apple. Explain that some are facts and some are opinions. Guide students in identifying which sentences are facts and which are opinions.
- **Pronoun Reference** means connecting the pronouns in a sentence to the nouns to which they refer. Make pictures for each of the characters in a well-known fairy tale. Display the pictures as you read or tell the fairy tale aloud. Stop when you come to a pronoun. Invite children to point to the picture to which that pronoun is referring.
- **Point of View** is the viewpoint from which a story is told to the reader. A story can be told in the first person. That means the narrator is a character in the story. Sentences are written in the first person use pronouns such as I, me, my, and we. Stories can also be told in the third person. In those cases, the narrator is not a character in the story. Sentences written in the third person use pronouns such as he, she, and they. Choose two stories—one written in the first person and one written in the third person. Have students identify the point of view of each.
- **Voice** is how an author expresses his or her personality or attitude through language. A writer's voice can be silly, angry, amused, or sad, for example. Punctuation marks are clues about the writer's voice. Ask: What feelings do exclamation points show? (strong emotion, a command, surprise). Ask students to find examples in the text. Have them describe the voice of each example.
- **Author's Purpose** is the reason why an author has written a text for readers. Guide students in understanding why an author wrote something. Ask: Did the author give us information? (to inform) Did the author give an opinion? (to persuade or convince) Did the author make us laugh? (to entertain) On an easel pad, write the following sentences: Everyone should have a dog. Dogs are great pets. / Service dogs are trained to help people. Some service dogs help guide people who cannot see. / When Jen walked in the door, her dog jumped so high it did a somersault! That dog is talented! Ask students to identify the author's purpose for each pair of sentences.
- **Theme** is the message that an author is trying to share with the reader. The message often includes universal values dealing with life, society, or human nature. (For example, treat others the way you would like to be treated, plan ahead, and help your community.) After reading a story, explain to students that the story has a theme, and give them the definition above. Provide students with three choices of possible themes, and have them

choose the best one. Ask each student to support his or her choice with evidence from the story.

### **Reading Strategies**

We can increase our students' reading comprehension skills by teaching them active reading and note taking skills, as well as strategies for making connections and inferences using the passage as a springboard.

**Using background information:** This involves asking yourself, 'what do I already know about the topic of this reading that could help me understand it better?' Using the KWL approach to learning is one easy way to activate learner background knowledge. Before reading, students make a chart with 3 sections, labeled K, W and L. In the K section have students write what they already know about the topic. In the W section, have them write what they want to know about the topic. After reading, have them complete the chart by writing what they learned in the L section.

**Making Connections:** There are three primary ways to encourage students to make connections with the text. We can encourage our students to connect the text they are reading to the world around them, to another text they have read or to their own lives and experiences.

**Text to World Connections:** How does this text connect to what I know about the world? For example, we read a passage about the U.S. Civil War and a student shared that his grandfather had fought in a civil war in Congo. If he had not been allowed to ask himself, "What in my life do I know about this?," it wouldn't have had as much meaning. His connection not only made his understanding of the text much richer, but he also enhanced the understanding of everyone else in the class.

**Text to Text Connections:** How does this text relate to other texts that I have read? An example: "I remember when we learned about carnivores, herbivores, and omnivores. This book says bears eat berries, fish, insects, and honey. I think bears are omnivores. They eat all kinds of things." Text to text connections can be particularly valuable when we can compare content, author's intent, author's style, and underlying theme or message.

**Text to Reader Connections:** How does the text relate to my particular experiences? When we allow students to connect what they know with what they read they will remember it, understand it and enjoy it. To prompt good reading comprehension teachers need to ask students questions like, "What do you wonder about when you're reading?" or "What did the reading make you think about?" You may want to give them sentence frames like "I wonder.... " or "What I read makes me think of..." or "I think .....will happen because..."

**Making Inferences:** Inferencing means taking what you learn and adding it to what you know to come to a conclusion. Sometimes students are already making inferences but they just don't know it. Tanzanian students have a very difficult time making inferences, and as teachers you will have to walk them through the process. What we have to train students to do is to "add themselves to the text" so that they go beyond "this is what the text is about," to "this is what the text means."

# Chapter 7

## Developing Writing Skills

Writing skills are extremely important for students to excel in their exams and future careers. Of the nine secondary school exams, six require the students to write an essay. Writing skills require a student to understand sentence structure, composition, spelling, transition words, and organization. Handwriting is also a large factor in the national examination and should be commented on when grading written assignments.

A well written piece, whether an essay or story, has three main components. It should have unity, order, and variety. Additionally, it should open with an introduction and close with a conclusion. Each paragraph should have a topic sentence and a concluding sentence. Paragraphs should transition clearly and smoothly to the next paragraph.

### **Writing vs. Composition**

Activities for beginning writers tend to focus on writing words, phrases, short sentences or paragraphs in ways that convey simple ideas and are accurate. To be a competent writer however, it is necessary to convey complicated ideas in a compelling way according to arguments (not just ideas) and conventions of writing. It is necessary to think of the genre, audience, and purpose for which we are writing. We may want to refer to this second kind of writing, not as writing, but as “composition,” because it is so different from writing short pieces of writing that accurately convey simple ideas.

### **Common Problems in Teaching Writing**

- The students simply don't do the exercise.
- The students don't understand the prompt.
- The students copy your example/ model exactly.
- The students copy each other's writing.
- The students' handwriting is illegible.

### **Ideas for Managing Writing Activities for Large Classes**

- Set up a rotation (ie divide class into quarters, set a writing task every week, and each week collect a different group's exercise books).
- Put students into small groups (3-5) and have them submit one writing assignment for the group, where all members will receive the same grade (works best with persuasive writing exercises or where content is factual, not personal).
- Always make sure that your students' writing has been edited several times (by themselves, each other) before they submit it so there are fewer errors for you to attend to.
- When marking student writing exercises, focus on correcting errors that impede understanding. Keep the NECTA rubric to errors in mind.

## Structuring an Efficient Writing Task

Setting a classroom writing task is much more complex than it would seem at first sight. It is not until higher, even university-level, that students can cope with truly free writing; it is a skill which young native speakers find difficult enough. Below is a suggestion of stages to follow. This sequence (or similar – you will know your own class and your purpose) allows for the most accurate, positive and therefore satisfying outcome. The written task should be the summative exercise at the *end of a series* of lessons and be used for some formal assessment purpose.

- Be clear about the final learning outcome/objective: e.g. To be able to write a continuous prose text about your Primary School days. Do you want a paragraph? An essay? How long? etc.
- “Chunk” the learning into ‘bite size’ parts in your planning. Teach these chunks prior to setting the task. Move from single word through sentences to continuous prose.
- Ensure that students have in their memory bank and/or notes all the vocabulary and structures they will need. Achieve this by teaching/practicing this material in previous lessons.
- Make sure that writing activities become increasingly difficult.
  - Accurate copying. (Still a challenge for some secondary pupils).
  - Blank filling with the words given.
  - Blank filling from the student’s memory bank or matching halves of sentences
  - Completing sentences.
  - Read an example /model text. Re-write with adaptations – maybe teacher underlines the parts to be changed.
  - Finally, free writing but within a framework of instructions Give students specifics in the task, such as: “Write 2-3 paragraphs of at least 5 sentences each. (Make sure you include both an upper and a lower limit.) Focus on accuracy and quality. Include: past simple verbs – positive and negative; ‘used to’ / ‘didn’t use to’; some ‘we’ sentences; opinions; a range of different adjectives. Spend about 30 minutes on this task. You must not just repeat exact examples from previous lessons. You must do something to these examples to make them your own.” Decide whether the students can use their notes, ask for help, discuss etc. as fits the program of study. The knowledge of vocabulary and structure must have been built up beforehand.



# Chapter 8

## Creating Teaching Units

Since the Tanzanian syllabus includes only the most rudimentary patterns/structures and vocabulary/phrases, much of the work to create teaching units, combinations of grammar points, vocabulary and teaching activities, will be on you. As an English teacher, you are responsible for ensuring your students receive a thorough grounding in the basics of English grammar, even if a point is not explicated included in the syllabus. A good time to think about pairing grammar points with syllabus topics is when you create your scheme of work at the beginning of the year. When ordering topics, consider what the prerequisites are for each topic. (For example, it is very difficult to teach about using articles correctly if you have not already covered the basics of nouns.) In addition, you will want to consider what vocabulary will be necessary for each topic, and whether you will teach it in that unit or an earlier one.

### **Some Ideas for Teaching Units**

In this chapter we want to give you some ideas on how to pair grammar and vocabulary with syllabus topics, as well as suggestions for places to integrate information about health or life skills. We have focused on Forms 1 and 2, because that is what Peace Corps Volunteers are encouraged to teach. Form 1 includes ideas for teaching units topic by topic.

### **Form 1**

The focus in Form 1 should be on getting your students up to speed, and ensuring they have the fundamentals they need to use English for the rest of their education. The foundation you build in Form 1 can have a huge impact on their academic success for the rest of their lives, so it is crucial that you are thorough when teaching the grammar basics and developing their vocabulary. We have presented topics in the order they appear in the syllabus here, but we strongly encourage you to reorder them to meet your needs and provide your students with a logical progression of grammar points.

In Form 1, some of the topics are skills based (such as topic 1: listening, 11-12: reading and 14-16: writing). These can either be kept separate or integrated into other topics, so long as you make it clear to your students and headmaster that everything in the syllabus will be covered. Other topics are clearly grammar based (4: routines and habits/simple present tense, 5: ongoing activities/present continuous tense, 9: past activities/past tense, 10: future plans/future tense). In all topics, the focus is on simple English structures and vocabulary.

By the end of Form 1 students are expected to be able to use simple English to communicate in social settings; converse on familiar topics; give and ask for directions; express needs, feelings and ideas; obtain and provide subject matter information and identify information about events, all with appropriate vocabulary and understandable pronunciation. They should also be able to listen to and understand simple texts; express themselves appropriately using simple English; read texts for comprehension; explain the content of simple stories and write simple descriptions.

### **Topic 1: Listening to and Understanding Simple Texts about a Variety of Events and Situations**

The content of this topic is entirely up to you. Listening practice can easily be integrated into other units. Remember that students are expected both to be able to understand oral texts and to take dictations. If you choose to keep it at the beginning of the year, you could focus on introductions as a topic for listening.

Grammar Points:

Requests (Could you please speak slower.)

Vocabulary:

Phrases for checking meaning: Could you repeat that? I didn't understand. Did you say...?

### **Topic 2: Giving Directions**

Students are expected to be able to ask for and give directions, which means that this is a communicative topic. They are also expected to know the points of the compass.

Grammar Points:

Command form verbs (Go straight.)

Conditional tenses (If you turn right, you will see the river.)

Questions (Where is the market?)

Prepositions (The bank is next to the post office.)

Vocabulary:

Directions: straight, left, right, forward, back, north, south, east, west

Verbs for directions: go, turn, take, stop, continue, walk, drive

Words for describing a town: bank, post office, market, road

Words for describing a country: lake, mountain, river, city

Words for transportation: bus, taxi, train, boat, car

### **Topic 3: Using a Dictionary**

This can be a difficult topic to teach if your school does not have dictionaries. It can be helpful to write an example page of a dictionary on flip chart paper, or to have students work in groups or take turns using a limited number of dictionaries. Since dictionary definitions include parts of speech, this can be a good time to teach them to your students. Practice alphabetizing can also be included in this topic.

Grammar Points:

Simple present tense (The meaning of huge is very big.)

Infinitive verbs (To release means to let go of something.)

Vocabulary:

Words for using a dictionary: spelling, meaning, definition, alphabetical

Parts of Speech: verb, noun, pronoun, adjective, adverb, conjunction, preposition

Words for explaining meaning: same, opposite, similar

### **Topic 4: Expressing Personal and Group Routines/Habits**

This is a good topic for introducing the simple present tense to your students. You may have to differentiate between the simple present tense and the present continuous tense, since Tanzanian students love adding -ing to words. Students are expected to be able to talk about their routines both at home and at school.

Grammar Points:

Simple present tense (I wash my face. She brushes her teeth. We go to school.)

Plural v. singular pronouns

Vocabulary:

Verbs for routines: wash, eat, go to school, do homework, cook

Vocabulary for school: assembly, classroom, prefects, inspection, examinations, parade

### **Topic 5: Expressing Ongoing Activities**

This topic is good for introducing the present continuous tense. Make sure you clarify the different uses of the present continuous and simple present tenses. The content of this topic is not specified, but it is a good time to introduce and practice new verbs.

Grammar Points:

Present Continuous Tense (I am listening to the teacher)

Spelling rules for adding –ing (when to double consonants, drop e, change y, etc)

Vocabulary:

Verbs with –ing: washing, cooking, cleaning, dancing, studying, reading

### **Topic 6: Expressing Likes and Dislikes**

Since we use the simple present tense when we express likes and dislikes, make sure you teach it before starting this topic. The topics you discuss are up to you, but make sure you choose things that the students can relate to. Foods, drinks, activities and chores work well. Students are expected to learn both likes/dislikes and preferences.

Grammar Points:

Questions and Short Form Answers (Do you like playing netball? Yes, I do.)

Conjunctions (I like bananas but I don't like mangoes.)

Nouns v. verbs

Plural v. singular nouns

Vocabulary:

Nouns for food and drink: soda, milk, juice, beer, rice, beans, meat, bananas, chips

Verbs for activities: fishing, listening to the radio, watching television, singing

### **Topic 7: Talking About One's Family**

This unit has many subtopics: family relations, occupations, ownership/possession, appearance and character. These topics are particularly vocabulary-based, but still have important opportunities for developing grammar, especially when it comes to possessives and adjectives. Appearance and character can both make use of opposites and synonyms to develop vocabulary. I find it helpful to use a story, such as Mabala the Farmer when teaching about character as well.

Grammar Points:

Possessives (My sister is beautiful. The red bag is mine.)

Adjectives (He owns a big house. My mother is kind.)

Simple present tense (My father is a farmer. My sister's daughter is my niece.)

Present continuous tense (She is wearing a pink dress.)

Articles (I am wearing a white shirt. The orange ruler is mine. He is wearing trousers.)

#### Vocabulary:

Family relations: mother, father, parents, brother, sister, siblings, grandparents, aunt, uncle, cousin, niece, nephew, in-law

Occupations: farmer, doctor, teacher, lawyer, driver, policeman, shopkeeper

Ownership: own, have, belongs to, possess, possessives (my, mine, your, yours, etc.)

Appearance: tall, short, thin, fat, dark-skinned, light-skinned, beautiful, ugly, old, young, slim, handsome, pretty, average, plain, clothes, dress, shirt, sweater, skirt, trousers, skirt

Character: nice, mean, generous, greedy, polite, rude, careful, careless, kind, cruel, honest, dishonest, thoughtful, thoughtless, responsible, irresponsible, cooperative, stubborn, hard-working, lazy, helpful, unhelpful, brave, shy

#### **Topic 8: Expressing Opinions and Feelings**

This topic includes feelings, opinions and state of health. It can be a good time to integrate health and life skills topics into your lesson (for example, disease prevention). Since feelings do not translated directly from Kiswahili into English (ninajisikia=I hear myself), you may have to spend extra time familiarizing students with the sentence structures we use to talk about feelings and be creative when explaining vocabulary. Expressing opinions will be covered again in Form 2, so it is not necessary to cover everything here, only to introduce the topic. Debates can very easily be used here.

#### Grammar Points:

Simple present tense (I am happy. I feel... I think... I agree with the proposal.)

#### Vocabulary:

Feelings: happy, sad, angry, hungry, thirsty, tired, worried, excited, surprised, scared

State of Health: sick, ill, ache, hurt, pain, suffer, symptoms, disease, prevent, treat

Opinions: What is your opinion? In my opinion... agree, disagree, support, oppose, advice

#### **Topic 9: Talking About Past Events/Activities**

In Form 1 students are only expected to learn the simple past tense. However, many past tense verb forms are irregular, and your students must take the time to learn them. In addition, make sure you are clear about how to use auxiliary verbs when forming past tense negatives and questions. (I don't broke the cup instead of I didn't break the cup is a very common mistake.) Make sure you spend enough time on this topic for students to fully grasp it.

#### Grammar Points:

Simple past tense (I went to the market. She washed the clothes.)

Time markers (They arrived last Saturday. Yesterday we studied Biology.)

Spelling rules for past tense verbs (when to double consonants, drop e, etc)

Irregular past tense verb forms (I did my homework. She spoke to the teacher.)

#### Vocabulary:

Irregular past tense verbs: went, did, said, thought, spoke, read, ran, heard, fell

#### **Topic 10: Expressing Future Plans/Activities**

This topic is good for introducing the simple present tense. Students are expected to know both will and going to. When teaching going to make sure you are very clear about the difference between "going to do something in the future" and "going to a place right now," ie the present continuous tense, with "going" as the main verb. This topic can include life skills, such as goal setting.

Grammar Points:

Simple future tense (I will visit my grandmother next week.)

Going to (She is going to pass her exam.)

Vocabulary:

Verbs: travel, study, be, move, visit, go, plan, buy, finish

### **Topic 11: Reading a Variety of Texts**

This is a skills based topic, and as such can be integrated into other units. If you do this, make sure you inform your students and head of school, so they know the topic isn't being skipped. If you have limited access to reading materials, you can write passages on flip chart paper or the blackboard. Since the content isn't specified in the syllabus, this is a good place to integrate health, environment or life skills topics. It can also be a good place to practice question formats that they will encounter on the NECTA, as well as general test-taking strategies.

Grammar Points:

These will vary depending on the passages you choose

Vocabulary:

Words about reading: title, author, topic, passage, paragraph, sentence

### **Topic 12: Interpreting Literary Works**

This topic includes both poems and stories. Hawa the Bus Driver and Mabala the Farmer are both appropriate for Form 1 students.

Grammar Points:

Poetic devices

Dialogue ("Don't play with Hawa," they said. "That woman is tough.")

Vocabulary:

Literary terms: theme, character, moral, lesson, message, metaphor, simile, persona, point of view, chapter, mood, rhyme, personification, imagery, narrator

### **Topic 13: Analyzing Information from the Media**

This can be a good topic for addressing facts and myths about HIV/AIDS and teaching students to read and think critically. If actual articles from the media are too advanced for your students, feel free to rewrite them to be more level-appropriate.

Grammar Points:

Passive voice (The election was held last night. The president was shot.)

Vocabulary:

Words about the media: fact, opinion, journalist, reporter, magazine, newspaper, radio, television, headline

Possibilities: it is possible, maybe, perhaps, probably, some people think

### **Topic 14: Writing Personal Letters**

This is a communicative topic, and students should be encouraged to write about their actual lives. This is a good place to address the differences in formal and informal writing.

Grammar Points:

Simple past tense (I passed my exams!)

Present continuous tense (I am doing well at school.)

Vocabulary:

Phrases for informal letters: dear, sincerely, yours, hi

### **Topic 15: Taking Notes**

This topic should include both listening and reading activities. Students should be able to analyze the importance of information, find the most important points and summarize a passage. The content is not specified in the syllabus, so this is a good time to integrate health, environment or life skills information, or to review content taught in other units.

Grammar Points:

Abbreviations (N. for north, + for and, etc.)

Vocabulary:

Phrases for summaries: the author says, the main idea is, important points include, the passage is about

### **Topic 16: Writing a Variety of Texts**

This topic includes filling in forms and writing in a diary (schedule book). I find that filling in forms can be used as an activity in classes on other topics and does not usually require an entire unit devoted to it. Similarly, writing in a diary can be integrated into the unit on future plans. Remember to cover the difference between Swahili and English times.

Grammar Points:

Short answers instead of sentences (Name: Grace Makundi. Doctor's appointment 8 am)

Vocabulary:

Words for forms: name, surname, nationality, marital status, date of birth, nationality, sex, gender, admission, fill in

Words for schedules: plan, appointment, reminder, postpone, cancel, meeting

## **Form 2**

In Form 2, the syllabus starts to include more communicative topics, including those that students would use in real-world situations, such as making telephone calls or writing messages. While much of the Form 1 syllabus covers basic grammatical structures without specifying the content (such as Talking about Past Events or Expressing Future Plans), in Form 2 students are expected to be able to talk about specific topics, such as marriages, funerals, elections, accidents, sports and games. This leads to more of the necessary vocabulary being dictated by the syllabus. In addition, some topics from Form 1 are repeated in Form 2, allowing students to refine their skills on those topics. Examples include Analyzing Information from the Media, Interpreting Literary Works and Expressing Opinions.

By the end of Form 2 students are expected to be able to identify specific information in oral and written texts; use English to obtain and provide subject matter information; interact using both written and spoken English, including classroom interactions; describe past activities and personal experiences and ask and answer questions about things they have read. They should be able to listen to and understand oral texts; use slightly complex sentences to express themselves when speaking; read and explain the contents of readers in different genres and write simple texts in English.

# Chapter 9

## Interactive Teaching Activities

This chapter lists instructions for interactive teaching activities. Grammar activities come first, followed by skills activities and then activities for specific topics. Remember that with a few small changes, many of these activities can be adapted to fit a different topic.

### **Grammar**

#### Headless Sentences

Level: Beginner

1. Students are given paper heads which have the beginning of a sentence written on them. They then match the heads to the correct body which has the remainder of the sentence written on it.

#### Pictures and Sentence Building

Level: Beginner/Intermediate

1. Show students a picture, either drawn or from a photo. Have students identify nouns and verbs in the picture.
2. Students then make 5 sentences that describe the picture and read aloud.

#### Punctuation

Level: Beginner/Intermediate

1. Read aloud a series of sentences with no punctuation and have students place the correct punctuation in each sentence on the board.
2. Then write a sentence on the board. Have students read the same sentence out loud, but with a different form of punctuation at the end of the sentence.

#### Build a Sentence

Level: Beginner/Intermediate/Advanced

1. Write 30 words on the board at the learning level of your students (10 nouns, 10 verbs, 10 adjectives).
2. Tell your students to come to the board and make sentences from the words, but cross out words as they are used, so that easy words cannot be repeated.

### **Nouns, Pronouns and Articles**

#### Picture Flashcards

Level: Beginner

1. Using manila paper and common pictorial nouns, draw a picture on one side and write the word on the other. Distribute to students in groups of 5 and have students quiz one another on a set of 10 cards.
2. Have students use each of the words to write a sentence

### Word Race

Level: Beginner

1. Have students list as many things as they can inside the classroom in one minute. Reward the student that lists the most.
2. This can be used with any topic (things in a house, kitchen, office). You can also have students write a or an before each noun for an additional challenge.

### Groupings

Level: Beginner/Intermediate/Advanced

1. The teacher hands each student a card with a word on it. These should be words the students already know.
2. The students then read their cards and move into groups with other students who have similar words. The groups then discuss why each one belongs. Car, Lorry, Bus and Bicycle are forms of transport. Lion, Bird, Goat, and Cow are all animals. Bowl, basket, box, and bag are all containers.

### Interviews

Level: Intermediate

1. The class is broken into groups of five. Each group selects an interviewer. The interviewer is given a question to ask the group and records the answers. After 5 minutes, the interviewers switch groups.
2. The interviewers summarize their findings and report to the class.

Example questions:

What is your favorite subject?

Who do you prefer as the next president?

What is your favourite sport?

When do you go to sleep?

Where were you born?

### Kim's Game

Level: Beginner

1. Put a number of objects on a table at the front of the room. Allow the students to look at the objects for a minute or two.
2. Cover the objects with a cloth and ask the students to remember what was on the table.

### What's in the Bag?

Level: Beginner

1. Put an actual object in a bag. Students must guess what the object is, using the correct article. (A pen, an orange, chalk, etc.) You could also use multiple objects, to practice plurals.

### Packing

Level: Beginner/Intermediate

1. Break students into groups of five. Explain to students that they will be going on a trip into the jungle and they are only allowed to bring 8 things from the list provided.



2. Groups read their list allowed and explain why they selected each item. Items: Food, water, matches, an axe, a map, a radio with batteries, a camera, a tent, medicine for cuts and burns, a pot, a knife, rope, a blanket, a watch, a pencil and piece of paper

## **Verbs**

Smack That!

Level: Beginner/Intermediate

1. Divide the board into 2 sections. Put the same verbs but in three different tenses (present/past/future) on both sides of the board.

Make sure you have the same exact verbs on both sides! Jumble them around: don't put them in a straight line.

2. Give students a fly swatter/stick/anything that they will be able to smack the board with.

3. Divide the students into 2 teams. Tell students that you are going to read a sentence with time indicators. For example, Yesterday, I \_\_\_\_\_ a picture. Tell students they will have to fill in the blank by smacking the correct verb with the correct tense on the board. The first person to smack their side of the board correctly earns 1 point for their team.

Target Practice

Level: Beginner

1. Draw 3 concentric circles on the board, like a target. Write +, - and ? in the rings.

2. Have students throw a ball at the target. They must make a sentence for the section of the target they hit, using the tense you are practicing. (+ is positive, - is negative and ? is questions. If they do not hit the target at all, the teacher gets to choose.)

3. To make it easier, list verbs they can use at the side of the board.

Verb Tense Partner Project

Level: Beginner/Intermediate/Advanced

1. What did I do yesterday? What am I doing today? What will I do tomorrow? Tell students that they are going to create 3 imaginary people. They can be famous people or people that they know. Students will then have to answer those three questions for each of the people in their project.

2. Students will work with a partner to answer these questions and peer-review work. After the writing part complete, then students will work independently to finish the project.

3. Tell students that they must use at least 12-15 words on their vocabulary lists. They must also draw pictures of what their people are doing. Give students the period to work on this. It is also a good idea to write your grading criteria on the board.

4. The next day, have students verbally present their people to the class. You can post the best projects and have students do a gallery walk to see other kids' work in the class.

Role Reversal

Level: Beginner/Intermediate

1. Tell students that they are going to be a teacher or headmaster. Have them write their own list of rules, using modal verbs like must, should, ought to

2. Select 5 students to share their rules and discuss as a class if the rules are fair

## **Adjectives**

Three Adjectives

Level: Intermediate

1. On a piece of paper, students write down three adjectives they think describe them.
2. Teacher then collects the papers and reads one aloud. The class tries to guess who wrote that slip of paper.
3. Example adjectives for students could be: tall, short, beautiful, big, busy, careful, clean, clever, difficult, dirty, famous, fantastic, fast, fit, free, friendly, funny, good, great, happy, hungry, intelligent, interesting, international, little, loud, lucky, new, nice, noisy, old, polite, pretty, quick, quiet, strange, strong, thirsty, tired, unfriendly, wild, young

What's in the Box

Level: Beginner/Intermediate

1. The class is divided into two. Each group chooses a leader who comes to the front and looks at an object inside a box.
2. The leader then goes back to his group and describes the object while the other students try to guess what it is. For example: It is small. It is yellow. It is used to draw. Pencil.
3. The student who guesses correctly then gets to go up and look at the next item in the box.

## **Adverbs**

Charades

Level: Beginner/Intermediate

1. After reviewing adverbs, teacher divides the class into two. Each student write a simple action or verb on one slip of paper and an adverb on the other. The teacher collects the two in separate boxes, one for actions and one for adverbs.
2. A student comes to the front and chooses an action and an adverb and then acts it out. The teams compete to guess the action and adverb first.

## **Conjunctions**

Conjunction Connection

Level: Beginner/Intermediate

1. The teacher writes a series of sentences on strips of paper that have conjunctions. Then, before or after the conjunction, the teacher cuts the sentence in two. All of the half sentences are collected together and scrambled.
2. Students are each given a slip of paper and must find their partner to complete their sentence.

## **Prepositions**

Draw the Picture

Level: Intermediate

1. Divide students into pairs or small groups. Give one person a picture, with multiple things in different places.

2. The student with the picture describes everything in the picture, using prepositions of place. The others try to draw the picture based on the description. When they are finished, compare the drawings to the original picture.

## **Present Tense**

Charades

Level: Beginner

1. Have a student come to the front of the room and mimes an action. For example, the student comes to the front of the room and pretends to be sweeping the floor or reading a book.

2. Students then guess what he/she is doing by making a sentence in the Present Continuous Tense. He is sweeping.

3. More than one student can come to the front so students can also practice the correct agreement of pronouns and verbs. They are sweeping.

Note: Teacher can also write different actions on slips of paper and hand to students to act out.

## **Past Tense**

Two Truths and a Lie

Level: Intermediate

1. Students are told to write two things they have done in the past (using past tenses) and one thing that is did not happen.

2. Students then read the statements aloud and the class guesses which is a lie.

Note: This can be done for all the tenses or other topics. Try using likes and dislikes.

Story Telling

Level: Beginner/Intermediate

1. Students each receive a sentence on a strip of paper. Explain that this sentence is part of a story (written in the past simple tense).

2. Students must then arrange themselves so the story makes sense.

3. Each student reads their sentence aloud, telling the story.

Show and Tell

Level: Intermediate Procedure:

1. Ask students to bring in something from home, this could be a photo, shirt, ball, ect.

2. In pairs, students interview each other about the history of the item

What is this? Where did you get it? When did you get it? Who gave this to you?

3. Partners then present each others' stories aloud.

Weather Forecast

Level: Beginner/ Intermediate

1. Draw a chart on the board that illustrates the weather for one week in an American city.

Make sure to use different types of weather for each day, draw a picture, and write the degrees in fahrenheit underneath the pictures. Tell them that this was the weather last week.

2. Have the students copy the forecast into their notebooks. Then, you will ask students a set of questions that asks them to read that forecast. Sample Questions: Was it hot on Tuesday? Was the weather warmer or cooler from Saturday to Sunday? When did it rain in the forecast?
3. Make sure students answer in complete sentences. If they are Yes/No questions, have students elaborate on the forecast for that particular day.

## **Future Tense**

Goal Setting

Level: Beginner/Intermediate/Advanced

1. Students write down three things they want to do in their life, using the future tense.
2. In pairs, students share their goals and brainstorm steps they can take to achieve them.

## **Passive Voice**

Mix and Match

Level: Intermediate

Procedure:

1. The teacher writes two sentences on pieces of paper, one in the active voice and one in the passive.
2. Give each student a piece of paper and have them find their partner sentence.

## **Conditional Tenses**

A Day in Dar

Level: Intermediate/Advanced

1. Students in pairs plan a day in Dar. Tell them money is unlimited. What would they do and where would they go?
2. Students prepare a time table for their day and share with the class.

Spending Money

Level: Beginner

1. Students are broken into groups of five.
2. Teacher gives student a set amount of money, different for each group. Students discuss what they would buy with this money.
3. Teacher then switches the amount of money and groups discuss what they would buy with this new amount of money.
4. Groups share their purchases aloud with the class.

## **Vocabulary**

List Races

Level: Beginner/Intermediate/Advanced

1. Have the students stand in two lines, and give the first student in each line a piece of chalk. Give the students a topic that relates to vocabulary you have been learning.
2. Have the first student in the line write a word from the category on the board. Then they give the chalk to the next student and move to the back of the line. The next student does the same.

3. After a given amount of time, tell the students to stop writing. Count the correct answers, crossing out those that do not fit the category, are spelled incorrectly, or are repeated. Tally the correct answers.
4. This activity can also be done in groups. Give each group a piece of paper, and have each group choose 1 student to write their answers.

#### Back Writing

Level: Beginner

1. Students stand in pairs. Student A uses their finger to write a vocabulary word on student B's back. Student B guesses. Then they switch and student B writes on student A's back.

#### Back to the Board

Level: Intermediate/Advanced

1. One student sits at the front of the room with their back to the board. Write a vocabulary word on the board behind them. Tell them the category or topic the word is from.
2. The rest of the class tries to describe the word so that the student at the front can guess.
3. Alternately, have the student at the front ask yes/no questions that the rest of the class answers until they are able to figure out the word on the board.

#### Sticker on the Head

Level: Intermediate/Advanced

1. This is a variation of Back to the Board, which can also be played in groups. Write a word on a small piece of paper and stick it to a student's forehead. (The sweat should hold it if you are in a warm area.) The student with the sticker on their forehead must ask yes/no questions until they know what the word is.

#### I'm Going on a Picnic

Level: Beginner

1. The first student says "I'm going on a picnic, and I'm bringing..." and says something they are bringing with them on the picnic.
2. The next student repeats what the student before them said, and adds a new item. Each student must remember all the previous items and add a new one.
3. The initial sentence can be adapted for any vocabulary topic. "I'm going to a family reunion, and I'm going to see..." or "When grow up, I'm going to be a..."

#### Alphabet Lists

Level: Beginner/Intermediate

1. Students try to write a word from the topic for every letter of the alphabet.

#### Categories

Level: Beginner/Intermediate

1. Write categories on the board (countable nouns, past tense verbs, feelings, family members).
2. Students work in groups to write as many words as possible for each category.

### Tic Tac Toe

Level: Beginner/Intermediate

1. Draw a tic tac toe board on the board. In each square, write a vocabulary word (for lower levels you could use pictures).
2. Divide the class into 2 teams. One is Xs the other is Os. Each team takes turns choosing a word and making a sentence with it. If their sentence is correct, draw an X or an O in the space. The first team to get 3 in a row wins.

### Hangman

Level: Beginner

1. Think of a vocabulary word. On the board write a dash for each letter in the word.
2. Ask students to call out letters. If the letter is in the word, write it on the corresponding dash. If it is not, draw one line of the hangman picture and write the letter above it so they will know it has already been guessed. If the word is guessed before the picture is finished, the class wins.
3. After the word has been revealed, ask students to use it in a sentence.

### Word Find

Level: Intermediate

1. The teacher writes a long word on the board. The students use the letters from that word to create as many smaller words as possible. Each letter may only be used the number of times it appears in the original word.

### Anagrams

Level: Beginner

1. The teacher scrambles the letters from a word and writes it on the board. The students must guess what the word is. (ahfetr=father)

### Board Races

Level: Beginner/Intermediate

1. Divide the students into two teams.
2. The night before, prepare pictures of vocabulary words. Make sure you have 18-20 pictures. You can use nouns, verbs or adjectives.
3. Tell the students, you are going to be creating sentences using the pictures that I show you. They must be complete sentences, and you have to use at least 2 vocabulary words in your sentences. You also must be able to read your sentence out loud to the class. For example, if I show you a picture of pasta, you could say: "I like to make pasta with tomato sauce."
4. The first student who can write a sentence and read it correctly to the class earns 1 point for their team.

## Listening

Four Corners

Level: Beginner

1. Students stand in the center of the classroom, cleared of tables and chairs. The four corners of the room are labeled 1, 2, 3, and 4.

2. Teacher call out instructions and students follow. "If you like football, go to 1. If you like netball, go to 2."
3. Discuss results together and have students return to center of the room. Ideas for four corners: colors, types of music, clothing, animals, number of brothers or sisters.

### Telephone

Level: Beginner

1. Write a sentence on a piece of paper. Give it to the first student in a row.
2. The student reads the piece of paper and then turns it over and repeats the sentence to the student behind him, and so on down the row.
3. The last student in the row writes the sentence on the board, and the first student compares it to the original sentence.

### Listening Comprehension with Pictures

Level: Beginner/Intermediate

1. Draw pictures of 10-12 Vocabulary words on chart paper with dark markers.
2. Paste the pictures on your board and number them 1-1
3. Tell students you are going to say a statement about each picture. If the statement is true, tell them to write "True" on their paper. If the statement is False, tell them that they have to correct the false statement with the correct statement.

### Bingo

Level: Beginner

1. Have students draw a quick 3 x 3 grid (like for tic tac toe) in their exercise books. Write a list of vocabulary words on the board. Have the students write a word from the list in each square.
2. Call out words from the list. If a student has the word on their paper, they cross it out. The first student to get 3 in a row calls "line" and gets a point. The first to get all 4 corners calls "corners." The first to get a cross down the middle calls "cross." The first to fill all nine squares calls "bingo" and gets 2 points.

### Salama Says

Level: Beginner

1. The teacher gives the students instructions. If the teacher starts the sentence with "Salama says..." then the students must perform the action. If the teacher does not say "Salama says..." first, the students are not permitted to do the action. Students who make a mistake are out.

## Speaking

### Ball Toss

Level: Beginner

1. Find a ball or anything round and light to throw around.
2. Throw the ball to a student. When they catch it, they must say a sentence and throw it back to you.

3. If your students are more advanced, they can ask a question and throw the ball to the next student to answer, or repeat the sentence of the student before them with a different pronoun. For example: I like playing netball. She likes playing netball.

### Create a Dialogue

Level: Intermediate

1. Students are divided into small groups.
2. Each group is given a card that gives specific points that they must make in their dialogue. (where are you from, family, school)
3. Give students fifteen minutes to create dialogues and practice within their groups. Make sure that you stipulate that each person must speak in the dialogue.
4. After students have had time to prepare, allow each group to come present.
5. After one group presents, ask the class 2 questions about the dialogue. Tell them to write their answers on paper and turn them in for a quiz grade.

### Row Races

Level: Beginner

1. Ask a question on the topic you are practicing. (Past simple: Did you eat meat last night?)
2. The first student in the row answers the question, then turns around and asks a new question to the student in the desk behind them. They continue like this until the end of the row. When the last student has spoken, the entire row stands to show they are finished.

### Danger Steps

Level: Beginner/Intermediate/Advanced

1. Draw two sets of steps on the board, with something dangerous at the bottom and a person at the top. Divide the class into 2 teams.
2. Ask each team a question. If they answer a question wrong, move the person down one step. If there is a question about whether the answer is wrong, draw them hanging off the edge of the step. The team whose person falls into danger is the loser.

### Scrunchy Ball

Level: Beginner/Intermediate/Advanced

1. Before class, write questions on slips of paper and scrunch them into a ball around a piece of candy.
2. The students play hot potato with the ball. When the teacher says stop, the student with the ball removes a piece of paper and answers the question. If they cannot answer, they can give the ball to another student. If the student with the last piece of paper answers the question correctly, they get to keep the candy.

### Chalkboard Football

Level: Beginner/Intermediate/Advanced

1. Divide the class into 2 teams. Draw a football field on the board, with 2 balls, one for each team.



2. Ask questions. When a team member gets a question right, their ball moves closer to the goal. If you want a short game, the team with the first goal wins. If you want a longer game, the team with the most goals after a certain time wins.

### Numbers

Level: Beginner/Intermediate/Advanced

1. Write numbers on small pieces of paper (one for each student in the class). Distribute them randomly to your students.
2. Each time you ask a question, call out the number of the student to answer, in a random order. The student with that number must answer. If they do not know the answer, they can nominate another student, by saying another number.

### Holiday

Level: Beginner/Intermediate

1. Groups are given a variety of options for where to go on a holiday. Together they must pick one holiday that they all want to go on.
2. Groups share with the class and explain why they picked that holiday option.

Zanzibar: Swimming, Sailing, and Fishing for 2 weeks

America: One week in New York City

China: A month of travel on trains, no translator provided

France: Good food, drinks, and hotels for 10 days.

South Africa: A month of travel in a bus through the country

England: Rent a car and see the countryside for a week

### Fire

Level: Beginner/Intermediate

1. Tell student to imagine their home has caught fire. They have a few minutes to get their most valuable possession. Which 5 things would you take? Why?
2. Students read their list aloud and explain why they selected each item.

## Writing

### Ordering

Level: Beginner/Intermediate

1. In groups students are given four pictures, which when placed in the correct order, tell a story.
2. Students arrange the four pictures and then write a story to accompany the pictures.
3. A few students read their stories aloud.

Note: This can also be done as if students were writing a report for a newspaper.

### Problem Solving

Level: Intermediate/Advanced

1. Groups are given a problem. Together they brainstorm a series of solutions and write them all down.

2. The group chooses the best three to present to the class. Possible problems: Your bicycle has a flat tire, you lost the key to your house, it begins to rain and you do not have an umbrella, you don't have a match to start a fire, you see a snake in front of you

### Partner Activity

Level: Intermediate

1. Have students get into pairs. Tell students that each person is going to take ten minutes to write a 5-6 sentence description of an event.
2. After students write their descriptions, tell them that they will read their description to their partner. It is their partner's job to draw what they are being told by their partner. Remember to tell students NOT to look at each other's sheets!
3. After the activity, call on 3-4 groups to come forward and share their work with the rest of the class.

### Yes/No Questions

Level: Intermediate/Advanced

1. Split students into pairs and have each student write their own Yes/No questions. For examples, "Are there clouds during a storm?" or "Is there sun when it is hot outside?" Tell each student that they must write 6 questions. Tell students they may also write one riddle-type question. For example, what is hot, big, and burns like fire? Make sure you give students enough time to think of questions - especially for lower level students - this will be difficult to do.
2. Have the pairs exchange questions and talk about the answers to each one.
3. Call on three pairs to come to the front and share their work with the rest of the class.

## Reading

### Word Find

Level: Beginner/Intermediate/Advanced

1. Write a reading passage on flip chart paper or the blackboard.
2. Give students a specific thing to find in the reading passage, such as plural nouns or past tense verbs. Give them 5 minutes to read the passage and write down the words that they find.
3. Review their answers as a class, underlining or circling all the words they found.

### Running Dictation

Level Intermediate/Advanced

1. Have a text on your topic on paper at the front. Divide students into groups of about 5.
2. Have one student from each group come to the front to look at the paper. They may not speak or write. The students return to their groups and tell the groups what they remember. The group writes it down.
3. Have the next student from each group come look at the paper for one minute then return to the group to dictate. The group writes.
4. Compare texts to see which is most accurate.

### Odd One Out

Level: Intermediate

1. On the board, write lists with one item that doesn't fit. Students must find the odd one out and explain why it doesn't belong. This is good for practicing parts of speech (write all nouns and one adjective) or for practicing verb tenses (write all past tense verbs and one continuous verb).

### Jigsaw Text

Level: Intermediate/Advanced

1. Write a story or passage on a piece of paper and cut it into pieces. Give the pieces to your students and have them put the pieces in the correct order.

### Draw the Event

Level: Intermediate

1. Write a description of an event on the board. However, make sure you include numbers of things so that you can check student work.
2. Read the description to your students. For example, "There was a big storm with 10 huge rain clouds. The sun was behind the farthest cloud to the left, and the wind blew in three big gusts. There was also snow, but only in the mountains. On the ground, where the people were farming, there was rain, lightening and wind."
3. Read the description again, but this time have students draw what you are saying. To make it more/less challenging, you can either leave the statement on the board or erase it as you repeat yourself.

## Classroom Commands

TPR

Level: Beginner

1. To begin, have students stand. Start with the first command, for example, "Make a circle." As you say, "Make a circle," draw a circle in the air or on the board for the students to see.
2. Have students repeat the command AND the physical motion of drawing a circle.
3. Move onto the next one. Having students do this for all commands is good for the first couple times. Then, it can get boring. Spice it up by having a student who knows all the commands clap to make a beat, and "sing-say" the commands. Practice with other PCVs who have rhythm before you try it on your kids.

### Classroom Command Races

Level: Beginner

1. Divide the class into 2 teams. Explain to the kids that you will call one person from each team to come up to the board and write the classroom command in English. The first person to write it AND say it correctly in English get a point.
2. There are a couple ways you can do this. You can draw pictures of the classroom commands or show the TPR for the classroom command or (and I do not like translations, so I do not recommend this) but you could say the Kiswahili of a command.
3. Then, call students up and have them race to see who can write the command in English first.

## Self-Introduction

### Introduction Circle

Level: Beginner

1. Students form a circle. The first person introduces themselves. "My name is " Then the person to their left restates their name and then introduces themselves. "This is . My name is " This pattern repeats around the circle. Note: You can make this more challenging by making the introductions contain more information and making the students use she and he.

### Ball Toss Introductions

Level: Beginner

1. Create a list of English names. Tell students that they have to pick a name that will be their English name for the rest of the year. Allow students to create name cards if you have paper and markers.

2. After students pick their names, tell students to form a circle. Start the circle by saying, "Hello, My name is . My birthday is . Does anyone else in this circle have a birthday in ?

3. Whatever student raises their hand, they receive the ball. They introduce themselves and continue. Once that month expires, switch to favorite food/favorite sport/number of family members/etc.

Extension: Ball toss back and forth, asking students the English name of the person sitting on their left/right side.

## Directions

### Create a Map

Level: Beginner/Intermediate

1. Draw a coordinate plane on the board. Make sure to label your axis with numbers!

2. Place the beginning hobby on the plane. For example, at the origin of the plane, you could draw a house and tell students, "Mike plays cards at his house."

3. Prepare slips the night before that give directions. Example slip: Mike likes to play guitar. Draw a guitar 3 spaces to the left and 1 space down from his house.

4. Divide the students into two teams. Tell students they will have to come up in pairs and take a slip of paper from the hat. The first person who can directly draw their instructions on the map earns a point for their team.

5. This activity can be done as a race or just as guided practice for introducing directions.

## Likes and Dislikes

### Likes and Dislikes

Level: Beginner/Intermediate

1. The teacher puts a series of pictures on the ground, either ones drawn by hand or cut out from a magazine.

2. Students come to the front and choose two pictures, one they like and one they don't like. They then must explain why they like and don't like each picture aloud to the class.

### Identity Cards

Level: Beginner

1. Students are grouped into pairs. Each student receives an identify card. The two students interview each other to fill out the card and then present their partner to the class.

Name:

Three things they like:

Family:

Hobbies:

Three things they don't like:

Favorite Subject:

### Preferences Partner Interviews

Level: Beginner/Intermediate

1. Have students copy the following chart into their notebooks.

Meats: Do you prefer meat or chicken?

Vegetables: Do you prefer broccoli or carrots?

Fruits: Do you prefer apples or oranges?

Other Food: Do you prefer eggs or a sandwich?

What do you prefer to drink?

Do you follow a healthy or unhealthy diet?

2. Have students find a partner. Tell students that they are to interview their partners, asking and answering each of the questions in the box. Make sure you circle the room to see if students are speaking in English.

Extension: Have the students draw a quick picture underneath the preference that is stated.

### Bingo Card

Level: Beginner

Procedure:

1. Students are given or draw a bingo card. Each square should have a sentence about likes and dislikes. (I like chocolate. I dislike running.) They then must find students in the class who fit the description in the space and sign their name.

### ABCD

Level: Beginner

1. For each group, draw 4 pictures of hobbies and label them A, B, C and D. Make sure all the groups have the same pictures! On the flip side of 2 pictures, write the words yes and no.

2. Divide students into their groups and give each group a set of pictures.

3. Next, tell the students that you will be giving a clue about 1 of the 4 cards in front of them. It is their job to raise the correct card, A,B,C,D.

4. After a few rounds, tell them to flip to the 2 cards that say yes and no.

5. Tell students that you will make a statement about a hobby. It is their job to raise the yes or no sign. Remember to tell students to rotate turns!

Example sentence: Basketball is played with teams of two people.

(Students should raise their "No" card.)

### Partner Activity

Level: Beginner/Intermediate/Advanced

1. Have students write the following in their notebooks 4 times.

Person you asked:

Question:

Answer:

Picture:

2. Tell students they will have to rotate to 4 different people in the classroom and ask them questions about what they like and dislike. Ask them to write the name of the person, the question they asked and the answer. Then, ask them to draw a picture.

Make sure you give an example on the board.

Do you like to play soccer? Mia answered, "Yes, I like to play soccer."

So you write on your paper: Mia likes to play soccer.

## Family

### Partner Interviews

Level: Beginner

1. In this activity, students will be interviewing each other about their families. To help students organize, create a graphic organizer of questions on the board. For example, How many brothers do you have? Are your parents married? Do you have relatives who are deceased? What is the name of your oldest cousin? How many family members live at your house? Name one Aunt in your family. How many brothers and sisters does your father have? Who is your father's mother?

2. Also, you can have students walk around and ask different people this information. Have students sign where they answered questions so you know that kids went around and asked different students.

3. When interviews are complete, ask students if they would like to share. Pick 2-3 people to share out their answers.

### Family Tree

Level: Beginner

1. Draw a giant family tree on the board. Make it extended - included aunts, uncles, cousins, grandparents, whoever you can fit. Make sure to label people with names underneath.

2. Before you start the activity, explain your tree to the kids. Show them what the different lines mean in terms of marriage/divorce/being deceased/kids/etc. Ask if there are any questions.

3. Have students number their papers 1-10. Tell them you are going to ask them to identify people on the tree by asking them a series of questions. For example, "Who is John's father?"

4. After you do all ten, give the students 20 minutes to write a summarizing paragraph of the family tree. Tell them to describe relationships and if they want to, they can invent personalities for people. For example, crazy Aunt Alice is married to Uncle Jim. Uncle Jim likes to fish and play cards.

5. For more limited speakers, include a list of vocabulary words that you would like them to include in their summarizing paragraphs.

6. Have 1-2 students read their paragraphs at the end of class.

### Smack That!

Level: Beginner

1. Draw 2 identical family trees on the board next to each other.
2. Divide the students into 2 teams. Give students something to smack the board with, either a flyswatter, stick, or piece of folded manilla.
3. Tell students you will read a statement about the family tree. When it is their turn, they must run up to the board and smack the appropriate family member. Then, in order to earn a point, they must say this person's title. For example, if you say, "My father's father" and the student slaps "John," then the student has to be able to say "John is the grandfather." For each smack, the team earns 1 point.

### Drawing our Own Family Trees

Level: Beginner

1. Guide students through the creation of a family tree by drawing your own on the board and having them copy it into their notebooks. As they are copying, explain to them what the lines mean and tell them that they are free to label things with names and relationships to each other.
2. Give students the option of either drawing their own personal family tree or inventing one. However, make sure you stipulate how many people you want included, if you want names/relations/or both, etc. Give students about 30 minutes to complete their tree.
3. When they are done, have students present their family trees to the class and offer a 5-sentence summary of their family tree before they turn it in for a grade.

### Listening Activity

Level: Beginner

1. Draw a family tree on the board. Tell the students that you are going to do a listening activity that practices the use of possessives with family members. Tell students to take out a sheet of paper and number it 1-10.
2. Make sure that you label the name of each person in your family tree, and include things such as cousins, aunts, and uncles.
3. Give students an example, "John is the brother of Michael." Tell students if it is true, to write true on their papers. If it is false, the students need to correct the statement to make it true.
4. After the listening activity is over, call on students to correct the false statements.

### Occupations

Job Prestige

Level: Intermediate/Advanced

1. The students in pairs are given a list of 14 occupations and asked to rank them twice, first in order of which makes the highest salary and second, which is most important to society.
2. Let the students discuss their rankings aloud and their reasoning.

### Semantic Maps

Level: Beginner/Intermediate

1. Draw 7-8 templates of semantic maps on larger paper. In the middle of each semantic map, choose one of the vocabulary words that describes a profession. Example: To work with numbers, machines and computers.
2. Divide students into groups of 5-
3. Place markers at each of the templates. Tell students that they will be rotating in their groups to each blank semantic map. Their task is to write in one job that would match with what the semantic map describes in its middle circle. Tell students that groups cannot repeat professions!
4. When all templates are filled, have each group present the jobs at the front of the classroom.

### Information Gap

Level: Intermediate

1. Write two charts on the board, both with missing information. Each should have half of the information. Have students split into 2 groups and tell them they are to copy either "A" or "B" into their notebooks. The charts should include the categories name, occupation and more information (things like "is creative" or "likes to work with her hands.")
2. After everyone is done copying, erase the board completely. Then tell students this is an Information Gap Activity. Their job is to fill in the gaps in their charts by asking their classmates questions.

### Professions Bingo

Level: Beginner/Intermediate

1. Draw a blank bingo card on the board and tell students to copy it into their notebooks. Generally, a five by five card with blank square in the middle is best.
2. Have students fill in their own bingo cards with any profession words that they want. As they do this, pass out the bingo chips. The best bingo chips in Tanzania are the bottle caps that come from beer and pop. Start collecting now! If you don't have enough, you can also cut out small squares of paper, or simply have the students write an X in the space.
3. Once everyone has their card filled in, proceed to call on professions. Put the professions words into sentences as you call them out. The first kid who fills out their card and can read back their vocabulary words in their own sentences wins!

### "Because" Listening Activity with Picture File

Level: Advanced

1. Paste 10-12 pictures of professions on the board (or draw them).
2. Tell students to number their papers and make sure to number the pictures as they do that.
3. Then tell students you are going to read a statement about a profession. For example, "A plumber needs to use his hands." Their job is to write on their papers the answer to "Why?" For example "A plumber uses his hands because he fixes toilets and sinks."
4. After you are done with the pictures, allow students to work in pairs and go over their answers.
5. Then call on a few of the pairs to share their answers with the rest of the class.



### Professions Concentration

Level: Intermediate

1. Tape the pictures of professions upside down and flipped over so that the kids can't see the picture. Put 12-16 on one side of the board. On the side that the students can see, write a letter.
2. On the other side of the board, paste phrases that go with the professions you chose. For example, if you taped a picture of a doctor on one side, write the phrase, "Gives medicine to treat patients" or something like that on a sheet of paper. Turn the paper upside, flip it over, and write a number on the back. For this game, it is best to use that manilla paper. Manilla is thicker, more durable, you can find it at most stationary stores and the markers won't bleed through. As for pictures, either draw them or start collecting photos from magazines, books, wherever you can find them.
3. Divide students into 2 teams. Tell students that they have to call out a letter from one side of the board, and a number from the other side. As they call out the letter and number, flip the cards over to reveal the pictures. Have students read out the English as the cards are flipped. If the cards make sense together, take them off the board and give them to that team. The team with the most pictures at the end wins.

### Ownership/Possession

Show and Tell

Level: Intermediate

1. Students are asked to bring in an object they use everyday.
2. In pairs, students discuss their objects and why they are important to them.
3. Then students share aloud.

### Appearance

Matching Articles to Clothes

Level: Beginner

1. The night before, prepare baggies for 8 groups of students. Each baggie has a group of clothing nouns and this/that/these/those that must be matched together.
2. Divide students into groups.
3. Tell students that their task is to match the nouns with their appropriate this/that/these/those from the baggies. For example, this hat or these pants.
4. Make sure that you indicate the difference between this and that/these and those on your baggie slips. It is best to explain these differences in terms of distance.
5. After students have matched their slips, tell each person in the group must create 2 sentences using the slips. This will make a total of 8 sentences for each group.
6. Example: These socks are long with stripes.
7. Then, have students illustrate their sentences.
8. After all groups have constructed their sentences, have them come to the board and read their answers.

### Describing Appearances

Level: Beginner

1. Draw 8 pictures on the board of people with different appearance, wearing different clothing. Give each a different name.
2. Tell students that you will be reading them statements with descriptions of what they see on the board. Ask them to write the numbers 1-8. What they have to do is write the name of the person that you are describing next to the number.
3. Read answers out loud when you are done and have students check each other's work.

### Shopping for Clothes

Level: Beginner/Intermediate

1. On the board, draw different types of clothing articles that may be bought at the store.
2. Place prices next to each article of clothing.
3. Divide students into groups of 5. Give each group a scenario. Create scenario cards the night before. For example: "You are travelling to the mountains, where there will be a variety of hot and cold weather."
4. Have each group draw what they might need using the board. If they need other items, they may draw those as well. Have them total up the cost of these items on the left hand side of their paper. Have them label all of their clothing items, and finally, have them write a short summary of what they chose and why they chose it on that paper as well.

Example:

Hat: 20 tsh

Tank top: 10 tsh

Swimming Shorts: 15 tsh

Sandals: 30 tsh

Total: 75 tsh

This man is going on vacation to the beach. It is very warm outside, and he wants to go swimming in the sea. He bought a hat, tank top, swimming shorts, and sandals so that he could enjoy his vacation by the sea.

### Character

Comments

Level: Intermediate

Procedure:

1. Students write their names on the top of a piece of paper. Students then pass the papers around and others write compliments to them.  
"She is a good listener" "He is my friend."
2. Teacher then reads the slips of paper and the class guesses whose paper is being read aloud.

### Matching

Level: Intermediate

1. Write adjectives for describing character on slips of paper. Make sure each one has an opposite.

2. Distribute the slips to your students. Ask those with positive words to come to one side of the room, and those with negative words to go to another. Have them read their slips, and check that they are correct with the class. If they are incorrect, have them stand on the other side of the room.
3. If your class is large, ask each student to give their paper to one who did not get one the first time around. If it is small, they may keep their paper. Now, direct them to find the student with the opposite word. Check the answers with the whole class.

## **Opinions**

Rank Order

Level: Intermediate/Advanced

1. On the board, the teacher writes a series of words. Students are asked to rank what is most important, number 1 and what is least important, number 10.
2. Students then discuss their results in pairs and share aloud why they ranked the words the way they did.

Words: Family, Education, Religion, Friends, Money, Travel, Marriage, Fame, Work, Helping Others

Mad Discussion

Level: Intermediate/Advanced

1. Divide the class into two teams. A member from each team comes forward and draws a word from a hat.
2. The students will have one minute each to discuss why their word is more important to mankind than the other teams word.

Words: books, phones, flowers, cars, paper, watches, shoes, trees, music, sugar, clothes, news.

Pros and Cons

Level: Intermediate/Advanced

1. In groups, students are given a topic. They must think together of positive, negative, and interesting points about this topic.
2. Then individually, each student writes a short essay using these points. Possible Topics: Corporal punishment, pregnant girls stopping school, English as a medium for instruction, changing the voting age to 14, Zanzibar becoming an independent country.

## **Food and the Market**

Groupings

Level: Beginner

1. Have students number their paper 1-8. On the board, draw eight different foods or drinks from the vocabulary list, but make sure they are from different "categories" (ie, meats, veggies, fruits, etc)
2. Tell students, "We will start with the first picture. You are going to identify what category that picture belongs to. For example, if you see a picture of a chicken, you would write on your paper that chicken is a type of meat."

3. Go through all eight pictures. Then call on students to share out their answers with the rest of the class. End with a discussion of nutrition and how eating foods from different categories is good for your health.

### Creating Recipes

Level: Intermediate

1. Tell students that they will be creating a cookbook as a class. Each person is responsible for creating one recipe using the foods that you have been studying on your vocabulary lists.
2. Guide students through the writing process by writing a simple recipe on the board together as a class. Make sure to highlight verb commands in the recipe so that students understand how they work.
3. Write directions on the board. Tell students that their recipe must have more than 3 steps, and they must write a rough draft that will be peer-reviewed and checked by you before they make a final copy. The final copy should include pictures of the various steps: for example, boiling water, adding spices, draining, cutting, etc.
4. Have students tape their final recipes to the board. When you have everyone's recipe, assemble into a book.

### Energizers

Elevens

Level: Beginner

1. All students stand. Count around the class from 1 to 11. Each pupil may choose to say one, two or three numbers. The pupil who says 11 is out and sits down. Last few standing are winners. E.g. pupil A says, '1,2', pupil B says, '3,4,5', pupil C says, '6', D says, '7,8,9', E says, '10', F is out.

Fizz Buzz

Level: Intermediate

1. Tell the students you are going to count around the class, but for each multiple of 3, they must say fizz instead of the number, and for each multiple of 5, they must say buzz. For numbers that are multiples of both 3 and 5 (such as 15) they must say fizz buzz.

# Chapter 10

## Grammar Exercises

This chapter includes example exercises you can do with your students, grouped by topic. You can write them on the board and have your students complete them in their books.

### Parts of Speech

Write 5 examples of each of the following:

1. Noun-
2. Adjective-
3. Adverb-
4. Preposition-
5. Verb-
6. Conjunction-

Identify the parts of speech in the following sentence:

I usually go to town with my best friend and his very intelligent girlfriend.

I -  
usually -  
go -  
to -  
town -  
with -  
my -  
best -  
friend -  
and -  
his -  
very -  
intelligent -  
girlfriend -

### Nouns, Pronouns and Articles

Place the list of nouns into the correct category:

Person	Animal	Place	Thing
man, tailor, bird, pen, shoe, policeman, farm, fish, Mary, planet, hospital, computer, Father George, Zambia, singer, hippo, clerk, roof, Cairo, post office, Namibia, priest, mosque, country, mosquito, driver, tire, rain, earrings, Jasper, moon, cook, hoe, Sudan, chair, window, church, floor, carpenter, continent, Iringa, painter, light bulb, Jupiter, Kampala, paint, plumber, belt, Earth, sink, Europe, electrician, library, farmer, classroom, politician, Dodoma, city, goat, town, hen, village, glasses, region, doctor, ruler, district, nurse, lake, market, watch, barber, saloon, bar, store			

Complete the sentence using the correct word.

1. This is ( ) friend, I walk to school with him. (He his I my their)
2. The boy went to the shop and ( ) bought beans. (We his he she my)
3. ( ) is talking to her friend. (She we their me her)
4. This is where my cousins live it is ( ) house. (They you his it their)
5. Is this ( ) book? (He she your you we)
6. The dog barked loudly ( ) can see a thief. (He you we it they)
7. ( ) grandmother is very old she lives with us. (Her we they she our)
8. Sara and ( ) mother walked to church together. (She her our its I)
9. My brother and ( ) go fishing at the weekend. (You I your she our)
10. ( ) cried a lot when his father died. (She her me they he)
11. The lions ran fast and ( ) caught the zebra. (their you it we they)
12. The chicken protects ( ) chicks from birds. (It your her its his)
13. ( ) new car is very big. (We his they he she)
14. Our school won the football match. ( ) were happy. (They my she he we)

Complete the sentence using the correct word.

1. That boy is being helped by ( ). (Ours yours them his it)
2. She has a new bag, the bag is ( ). (Ours her us them hers)
3. These footballs are ( ). (Her him us me his)
4. We bought the present, the present was bought by ( ). (Him us them his hers)
5. After going home my boss phoned ( ). (Her him me theirs yours)
6. Jovin has a cat the cat is ( ). (Its yours his my his)
7. The children's teacher talked to ( ). (His them ours mine hers)
8. Our teacher told ( ) to be quiet. (Ours yours mine us his)
9. That bicycle is ( ), we bought it yesterday. (His hers theirs us ours)
10. The money is ( ). (Me mine it you him)
11. They have harvested maize, the crop is ( ). (Ours theirs yours his mine)
12. He gave the money, the money was given by ( ). (Them us her him me)
13. When my sister was walking a snake bit ( ). (Hers/ her ours them it)
14. Was the noise made by ( ) ? You yours mine his mine

Complete the sentence using the correct word.

1. The men are waiting for ( ) boss to arrive. (They his their mine its)
2. We have a big classroom this classroom is ( ). (His yours us ours hers)
3. The big dog started barking and began chasing ( ). (I his yours it me)
4. The girl is living with ( ) aunt. (She her hers you them)
5. My friend and ( ) went to the market. (Me I her she we)
6. Yesterday ( ) went to visit her grandmother. (Them her ours she it)
7. This is Joram, I always sit next to ( ) in class. (Her my him he you)
8. Our uncle is ill so ( ) will come to live with us. (We he you me ours)
9. Baraka and ( ) family have gone to Mwanza. (I us he his him)
10. The presents were given by ( ). (Them we ours your his)
11. The giraffe ran away when ( ) saw the hunter. (I you it me her)

12. The cat belongs to Sauda, it is ( ). (Ours she her us hers)
13. This is ( ) school, it is very big. (They its our I yours)
14. Do ( ) speak good English? (He my she her you)
15. I have three pens, they are all ( ). (Her mine hers ours me)
16. The teacher will tell ( ) off if we talk in class. (Us them we our you)
17. The letter is for ( ). (My mine his her ours)
18. ( ) want to become doctors or teachers. (He we him their my)
19. I am happy with ( ) exam results. (I me my mine you)
20. Maria is sad, ( ) has lost some money. (She he her ours their)
21. The zebra was eating when the lion chased ( ). (Them mine your they it)
22. That is my house, ( ) live there with my parents. (Mine our I she your)

Use a or an correctly with the following words.

1. cloud
2. orange
3. orchard
4. dagger
5. melon
6. book
7. elephant
8. country
9. eagle
10. shoe
11. island
12. stool
13. radio
14. zebra
15. ostrich
16. umbrella
17. tree
18. light bulb
19. mouse
20. computer

### **Verbs**

Put the correct simple present tense form of the verb talk in the blank space.

1. The boy
2. The men
3. She
4. I
5. You and I
6. We
7. The woman
8. The priest

9. The girls
10. He
11. You
12. They
13. The policeman
14. The teachers
15. The teacher
16. He and she
17. It
18. The doctor
19. The pilot
20. She and I

Complete the sentences using each of the following verbs: think, examine, bring, carry, cut, plant.

1. He
2. She
3. He and she
4. They
5. Mary
6. Mary and Eugene
7. You
8. Peter and I
9. We
10. Peter, Paul and Catherine

Choose the correct auxiliary verb.

1. The women ( ) just cooked the food. (has, are, were, do, have)
2. They ( ) playing draughts at the moment. (is, was, are, have, must)
3. The ill man ( ) see a doctor quickly. (is, was, has, do, should)
4. All pupils ( ) wear clean clothes at all times. (does, have, must, were, are)
5. The girl ( ) washing clothes yesterday. (was, were, is, has, can)
6. The animals ( ) eaten all our tomatoes. (has, is, were, have, might)
7. I ( ) telephone my friend tomorrow. (is, am, was, have, shall)
8. My uncle ( ) drive a lorry. (is, has, can, have, do)
9. My friends ( ) getting ready for the party now. (is, are, was, have, would)
10. Maria ( ) never gone to Dar es Salaam. (is, have, has, can, does)
11. Juma and John ( ) broken two plates. (are, had, has, could, were)
12. The frogs ( ) croaking loudly last night. (is, are, was, have, were)
13. I ( ) buy a new hat next weekend. (is, am, was, might, have)
14. She ( ) like to become a lawyer. (is, was, would, has, shall)
15. The boy ( ) reading a newspaper to his grandfather. (was, are, should, is, has)
16. ( ) you like oranges? (does, have, do, are, am)
17. ( ) you cleaned the room yet? (has, might, will, have, are)



18. ( ) the fisherman going to the lake? (were, is, has, must, should)
19. ( ) our visitors arrive tomorrow? (were, are, will, have, had)
20. ( ) that man catch the big snake? (do, did, is, was, has)
21. ( ) Hamisi and his brother swimming in the river? (was, are, have, should, can)
22. ( ) the pupil written to his aunt? (have, was, has, might, can)

Choose the correct modal verb.

1. The ill man ( ) see a doctor quickly. (is, was, has, do, should)
2. All pupils ( ) wear clean clothes at all times. (does, have, must, were, are)
3. I ( ) buy a new hat next weekend. (is, am, was, might, have)

### Adjectives

Complete the sentences, choosing the correct degrees of comparison.

1. A cheetah is ( ) than an antelope. (Fast faster fastest)
2. That man is very ( ) . (Happy happier happiest)
3. That is the ( ) dress in the shop. (Expensive more expensive /most expensive)
4. I think Mathematics is the ( ) subject. (Difficult more difficult most difficult)
5. Happy is ( ) than her friend. (Intelligent more intelligent most intelligent)
6. My grandfather is the ( ) man in our family. (Old older oldest)
7. The elephant is the ( ) animal in the world. (Big bigger biggest)
8. Be careful there is a ( ) snake over there. (Dangerous more dangerous)
9. Fadhi is a very ( ) runner, he always wins races. (Quick quicker quickest)
10. The children in class 6 are ( ) at English than those in class. (Good better best)
11. He is the ( ) man in Tanzania. (Rich richer richest)
12. That woman is very ( ) she helps many people. (Kind kinder kindest)
13. The ( ) man cannot run fast. (Fat fatter fattest)
14. The ( ) girl in my class is called Anita. (Beautiful more beautiful most beautiful)
15. Eating carrots is ( ) than eating chips. (Healthy more healthy most healthy)
16. He got ( ) marks in the exams than his sister. (Bad worse worst)
17. My neighbors have a ( ) guard dog. (Fierce fiercer fiercest)
18. My brother Heri is ( ) than I am. (Handsome more handsome /most handsome)
19. Jamila is ( ) than her husband. (Young younger youngest)
20. Mr. Pengo is the ( ) member of his family. (Tall taller tallest)

Choose the correct form of the possessive.

1. The women are waiting for ( ) neighbour to arrive. (They his their mine)
2. We have a big house. This house is ( ) . (His yours us ours hers)
3. The dog started barking and started chasing ( ) . (I his yours it me)
4. The girl is dancing with ( ) sister. (She her hers you them)
5. My friend and ( ) went to the shop. (Me I her she we)
6. Yesterday ( ) went to visit her grandmother. (Them her ours she it)
7. This is Joram, I always sit next to ( ) in class. (Her my him he you)
8. Our uncle is ill so ( ) will come to live with us. (We he you me ours)
9. Baraka and ( ) family have gone to Mwanza. (I us he his him)

10. The presents were given by ( ) . (Them we ours your his)
11. The giraffe ran away when ( ) saw the hunter. (I you it me her)
12. The cat belongs to Sauda, it is ( ) . (Ours she her us hers)
13. This is ( ) school, it is very big. (They its our I yours)
14. Do ( ) speak good English? (He my she her you)
15. I have three pens, they are all ( ) . (Her mine hers ours me)
16. The dog is scratching ( ) . (Himself ourselves itself herself )
17. They are doing the work ( ) . (Themselves ourselves yourselves myself )
18. The boy hurt ( ) . (Myself himself herself yourself )
19. You must not walk by ( ) at night. (Itself ourselves myself yourselves)

### Adverbs

1. The children listened to their teachers ( ) . attentive / attentively
2. We ran ( ) to escape the barking dog. quick / quickly
3. The children sang very ( ) at the concert. beautiful / beautifully
4. My friend Amina is very ( ) because it is her birthday. happy / happily
5. The ( ) teacher shouted at the pupils. angry / angrily
6. The man walked ( ) home after a ( ) day. Tired / tiredly busy / busily
7. The girls were talking ( ) as they walked to the shop. loud / loudly
8. The people were ( ) on seeing the famous singer. excited / excitedly
9. We laughed ( ) when we heard the ( ) news. joyful / joyfully good / well
10. The ( ) elephant ate all our maize crop. large / largely
11. I used a ( ) knife to cut the ( ) rope. a) sharp / sharply b) thick / thickly
12. We ( ) completed the work in the time given. easy / easily
13. When I did the work I was very ( ) to do it ( ) . careful / carefully correct / correctly
14. Before the crash the bus was being driven too ( ) . fast / fastly
15. We thought the work was very ( ) . hard / hardly
16. My friend always buys ( ) clothes to wear. expensive / expensively
17. My friend's neighbour is very ( ) . strange / strangely
18. I couldn't understand he talked so ( ) and ( ) . quiet / quietly sad / sadly
19. I found some ( ) books in the library. interesting / interestingly
20. The team played ( ) so we lost the match. bad / badly
21. We solved the ( ) problem ( ) . difficult / difficultly clever / cleverly
22. My ( ) sister did her exams ( ) she got 100%. young / youngly perfect / perfectly
23. The world is an ( ) place. amazing / amazingly
24. We always write ( ) in our exercise books. neat / neatly

### Conjunctions

Use and, but, or or in the following sentences.

1. I am going to buy both apples ( ) oranges.
2. Do you prefer milk ( ) water?
3. We are young ( ) we know how to read and write.
4. Should I wear a skirt ( ) pants?
5. Should I wear a shirt ( ) pants ( ) a dress?

6. My teacher is very good ( ) I still failed the exam.
7. I must pay for my uniform ( ) school fees.
8. He is very lazy ( ) good at football.
9. She has visited Kenya ( ) Uganda in the past five years.
10. Is he a Form I ( ) Form II student?
11. I will go to school ( ) then I will go home.

### Prepositions

1. He is standing ( ) to the woman with long hair ( ) the door. (By / beside / on / next / between over / near / on / in / along)
2. When the lion ran ( ) me I climbed ( ) a tree. (Over / opposite / up / onto / towards on / beside / under / into / by)
3. I saw the news ( ) the television I keep the television on a shelf ( ) my bed. (On / at / by / with / over under / inside / amongst / above / between)
4. He took the key ( ) his pocket and put it ( ) the lock. (into / onto / out of / over / outside b) at / in / on / besides / towards)
5. John left school ( ) the age of 14 and worked ( ) a shop. (on / above / between / at / up on / near / in / into / between)
6. He saw a space ( ) two cars and drove ( ) it. (over / above / through / between / onto into / onto / inside / under / above)
7. The thief climbed ( ) a wall and climbed ( ) a window. (into / under / near / over / amongst through / by / under / above / around)
8. I walked ( ) the market and met my friend ( ) the butchers. (Over / at / outside / next / around down / onto / under / across from / through)
9. Go ( ) those stairs and ( ) the corridor. (along / under / up / near / to over / along / inside / through / opposite)
10. I hid the money ( ) the books ( ) the shelves ( ) the library. (outside / above / amongst / towards / along in / on / under / at / by in / near / far from / beside / onto)
11. The house is ( ) fire so we are putting water ( ) the flames. (in / at / with / to / on / into / onto / over / out of / inside)
12. The bank is ( ) the police station and ( ) to the post office. (over / opposite / at / next / along / next / between / around / above / beside)
13. The doctor walked ( ) the room where my father was sleeping and looked ( ). (On / next to / into / down / between b) out of / around / above / near / away from)
14. I walked ( ) my house and ( ) the school. (amongst / over / away from / far / inside b) towards / opposite / down / out of / between)
15. You are too ( ) from me I cannot hear you come ( ) to me. (up / down / over / in / far / on / behind / close / under / away from)
16. The thief hid ( ) a tree when the police ran ( ) the road. (down / outside / over / behind / in front of / far / above / around / between / along)
17. I stood ( ) many people listening to the President speak he stood ( ) us. (onto / amongst / down / over / inside / on / in / up / in front of / under)
18. While I rested ( ) a tree my friend climbed ( ) into the branches. (through / under / above / close / outside / down / along / up / opposite / towards)

19. When he saw his son climbing ( ) the roof his father told him to come ( ). (onto / into / far / between / behind / in front of / under / out of / down / amongst)
20. He is standing ( ) the classroom ( ) the two trees. (into / up / outside / over / above / between / up / down / through / over)

Use for or since in the following sentences:

1. The children have been waiting ( ) a long time.
2. She has been working here ( ) 7 years.
3. I have not seen him ( ) last Tuesday.
4. He has been admitted to hospital ( ) yesterday morning.
5. The boys have been playing football ( ) some time.
6. ( ) I came here, I have never seen a lion.
7. The dogs have been barking ( ) several minutes.
8. Amina has been living in Mwanza ( ) November.
9. The girls have been cooking ( ) sunrise.
10. I have been digging ( ) a few hours.
11. We have not been learning mathematics ( ) our teacher went to study.
12. The birds have been singing ( ) fifteen minutes now.
13. It has not rained ( ) last month.
14. I have been living here ( ) 1999.
15. They have been building that house ( ) many years.
16. We have been talking ( ) an hour.
17. They have been travelling ( ) seven days.
18. We have been collecting firewood ( ) early morning.

### Passive Voice

Write the following sentences in the passive voice.

1. The chickens (feed) every day.
2. The floor (wash) every day.
3. The food (eat) every day.
4. The bicycles (mend) every day.
5. The water (drink) every day.
6. The letters (write) every day.
7. The newspaper (read) every day.
8. The snake (see) every day.
9. The television (look at) every day.
10. The potatoes (peel) every day.
11. The windows (close) every day.
12. The wood (cut) every day.
13. The buses (drive) every day.
14. The classrooms (sweep) every day.

# Chapter 11

## Sample Lesson Plans

### Sample Lesson Plan for a Reading Lesson by Rhona Brown, VSO volunteer

The following text is used in a reading skills lesson:

Tanzania is a big country. The capital city is Dodoma but the biggest city is Dar es Salaam on the east coast. Tanzania has many mountains. If you go to the north, you will see Mount Kilimanjaro. It is the highest mountain in Africa. It's 5,895 metres high.

Tanzania also has many lakes. If you travel to the west of Tanzania, you will find Lake Tanganyika and if you go to the north, you will see a very big lake, Lake Victoria.

Tanzania is also famous for its game parks, for example, the Serengeti national park in north Tanzania. If you drive through the Serengeti, you will see many wild animals but you won't see any tigers.

Finally, Tanzania also has beautiful islands and beaches. You will cross the ocean and reach the island of Zanzibar, if you take a ferry from Dar es Salaam.

Adapted from: *English in Use. Teacher's Guide 1* Pg 79. Longman 2005

Stage	Main aims	Sample Reading Lesson Activities
<b>Pre-listening / reading activities (ENGAGE)</b>	<ul style="list-style-type: none"> <li>to raise interest,</li> <li>to introduce vocabulary</li> <li>to activate previous knowledge</li> </ul>	<p>T shows blank map of Tanzania and asks Ss, "What do you already know about Tanzania?" Ss discuss in pairs and report back to class.</p> <p>T checks meaning of north, south, east west.</p>
<b>During listening / reading activities (ACQUIRE / PRACTISE)</b>	<ul style="list-style-type: none"> <li>to give students a reason to read</li> <li>to promote reading as an active skill</li> <li>to practise specific sub-skills e.g. scanning in reading</li> </ul>	<p><b>Reading Task 1</b> T puts 9 vocab word cards on board. "Read the text and find which of the topics are mentioned." T reveals text on the blackboard Ss read silently and identify which words are included Pair check – class check and add examples</p> <p><b>Reading Task 2</b> T draws table on board and Ss copy it into their exercise books. (cardinal direction and sights) Demonstrate with 1 answer Ss work individually to transfer information from text into table in short, note form.</p>

		Pair check – class check – T elicits answers from Ss and fills in table on board.
<b>Post listening / reading activities (REFLECT)</b>	<ul style="list-style-type: none"> <li>to provide opportunity to respond to the text</li> <li>to personalise the topic</li> </ul>	<p>T covers text on board.</p> <p>T write question prompt on board, “What will I find if I go to the ____ of Tanzania?” and introduces speaking activity.</p> <p>T demonstrates Q and A with 1 Student and sets up task.</p> <p>Ss work in pairs, using info in table to tell their partner about Tanzania</p> <p>T monitors and writes down common errors to use in future lesson</p>

### Grammar Lesson Plan- Simple Past- by Rhona Brown and Alison Bowler, VSO Volunteers

<b>Main Objective:</b>	Students should be able to follow a short story expressing past events
<b>Main topic:</b>	9.0 Expressing past events
<b>Sub-topic:</b>	9.2 Narrating past events using regular and irregular verbs in a short biography of Nyerere.
<b>Teaching / Learning Aids:</b>	pictures, verb phrase cards

Stage	Time	Teaching Activities	Learning Activities	Assessment
1. Introduction	10 mins	<p>Show pictures and ask students to work with their partner to say what they can see</p> <p>Ask students to discuss a logical order of pictures to show someone’s life story. Feedback to whole class</p> <p>Ask students, “Whose life do you think this is?” (Nyerere)</p>	<p>Students brainstorm in pairs</p> <p>Students discuss possible order in pairs then make suggestions to whole class</p>	observe range and accuracy of vocabulary and correct / direct where necessary
2. New Knowledge	20 mins	<p>Write gapped sentences on board</p> <p>Stick past verb phrases on board.</p> <p>Ask students to discuss which verb phrases match which picture</p>	<p>Students share knowledge and discuss with partner</p> <p>Volunteers come to board and match pictures</p>	check students can understand meaning of past verbs by seeing if they

		<p>Ask students to come to board and match verbs to pictures / gapped sentences</p> <p>Check answers are correct and do extra meaning check if necessary</p> <p>Check meaning: "Is this now or in the past?" Is it still happening or is it finished?"</p> <p>Highlight regular and irregular verbs</p> <p>Elicit rules / differences and draw table on board</p> <p>Remove cards and drill sentences</p>	<p>Students answer questions to check meaning / use of past simple</p> <p>Students notice differences and try to deduce rules</p> <p>Students copy table into exercise books and see if they can add more.</p> <p>Students repeat sentences to practice pronunciation</p>	<p>are able to match correctly</p> <p>listen and do individual drills if problems noticed</p>
3. Reinforcement / Application	5 mins	<p>Demonstrate pair test: Student 1 "Start" Student 2 "Started"</p> <p>Instruct students to work in pairs and test each other on past verb forms</p>	<p>Students work in pairs to test each other.</p>	<p>monitor task and check which students need extra help remembering past forms</p>
4. Reflection	2 mins	<p>Ask students which part of the lesson they liked / found easy / found difficult.</p>	<p>Students share their views on lesson</p>	
5. Consolidation	3 mins	<p>Put students in teams</p> <p>Show pictures to see if students can produce full sentences.</p>	<p>Students try to remember full sentences to win points for their team.</p>	<p>check which verbs cause problems in form / pron and plan extra practice in next lesson</p>

Notes: Target language sentences-Julius Nyerere **was born** in 1922.

He **started** school when he was 12 years old.

He **studied** to be a teacher in Kampala.

He **went** to the UK in 1951

And he **did** a Masters at Edinburgh University.

He **formed** TANU in 1953.

He **became** president of Tanzania in 1962.

He **retired** in 1985 and

He **died** in London in 1999.

### Lesson Plan using a song/simple present tense by Riah Werner, PCV Mboni Secondary School

Topic	Personal routines		
Time	80 min.		
Objectives	Students will be able to <ul style="list-style-type: none"> <li>• use the simple present tense to talk about morning routines</li> </ul>		
Materials	Clock with movable hands Pictures of morning activities Ball		
Resources	Baseline		
Stage	Minutes	Activities	Teaching Notes
Introduction	15	Greetings and introduction of topic Display clock. Set the hands to 6:15, 6:30, 6:45, 7:00 and 7:15. For each time, ask student to think about what they are usually doing in the morning. Tell students they are going to listen to a song. Ask them to think about what the song is about. Sing “This is the way I wash my face” once. Share answers in pairs/as a group.	Make sure the concept of routines is understood. These are things that we do everyday/most days.
Presentation	40	Write the times on the board. Tell students they are going to listen to the song again and that this time they should remember which actions are done at which times. Elicit example sentences using the times as prompts. Use concept check questions to ensure understanding Drill for pronunciation Write the sentences on the board and highlight the structure. Draw lines to separate the subject and verb Students use substitution table with more times and morning activities to create sentences.	“What do you do at 6:15?” “At 6:15 I wash my face.”  Subject + simple verb He/she + simple verb+s/es



Reinforcement	25	<p>Teach students to sing the song.</p> <p>Practice singing and gestures</p> <p>Using sentences from the substitution table or their own ideas, add more verses to the song.</p> <p>Have students write their own sentences in their books.</p>	
Assessment	<p>Have students sing in groups or walk around to check pronunciation.</p> <p>Monitor written work.</p>		

# Chapter 12

## Resources and References

This book was adapted from the English Teaching Manual For Peace Corps Volunteers 2011. The main contributors to the first edition were Claire Thomas, Carol Sevin and Lisa Dalaque.

### Other References and Resources

A list of other books and documents consulted when putting this book together is below, along with how you can find them in Tanzania.

- **English Grammar in Use** by Raymond Murphy, distributed during training
- **A Communicative Grammar of English** by Geoffrey Leach and Jan Svartvik, distributed during training
- **Grammar, Speaking and Listening Activities for Primary & Secondary School English Language Students in Tanzania Teacher's Book**, commonly called the VSO Activity Book, by Jonathan Coolidge, available as a PDF
- **Basic English Grammar** by Betty Azar, available as a PDF
- **Teaching English as a Foreign Language to Large, Multi Level Classes** by Peace Corps, Information Collection and Exchange #M0046, available on the Sharing Promising Practices CD
- **TEFL/TESL: Teaching English as a Foreign or Second Language** by Peace Corps, ICE #M0041, available on the Sharing Promising Practices CD
- **Fun with Grammar: Communicative Activities for the Azar Grammar Series** by Suzanne W. Woodard, available as a PDF
- **Techniques in Teaching Vocabulary** by Virginia French Allen, a few copies available in the volunteer lounge library
- **Techniques in Teaching Writing** by Ann Raimes, a few copies available in the volunteer lounge library
- **Keep Talking: Communicative Fluency Activities for Language Teaching** by Friederike Klippel, a few copies available in the volunteer lounge library
- **Grammar Games: Cognitive, Affective and Drama Activities for EFL Students** by Mario Rincoluceri, a few copies available in the volunteer lounge library
- **Testing for Language Teachers** by Arthur Hughes, a few copies available in the volunteer lounge library
- **Baseline: Orientation Course Material for Form One** by the Ministry of Education and Culture, distributed during training
- **English in Use** by Barbara Webb and Neville Grant, Books 1 and 2 distributed during training, ask the education staff if you need books 3 or 4
- **Ordinary Level English Language Review** by Sarah Stephen and Alpha Dally, available in educational bookshops in Tanzania, ask for reimbursement if you need it
- **Form 2 English Review** by Alpha Dally and Cyprian Massawe, distributed during training

- **English Language Syllabus for Secondary Schools Form I-IV 2010** by the Ministry of Education and Vocational Training, distributed during training
- **The Lighter Side of TEFL** by Elizabeth Ball, distributed by the US Embassy's Regional English Language Office
- **The Monster Book of Language Teaching Activities** by the Regional English Language Office, Sao Paulo Brazil, Distributed by the US embassy's Regional English Language Office
- **Intensive English: Preparatory Course for New Secondary School Students** by Village Schools Tanzania, available electronically
- **Hawa the Bus Driver** by Richard S. Mabala, distributed during training
- **Mabala the Farmer** by Richard S. Mabala, distributed during training

If you need other materials, such as literature books for forms 3 and 4, contact Peace Corp's education team. They may be able to provide you with the books you need, direct you where to find them near you or reimburse you for titles you bought yourself.

### Online Resources

The following websites have explanations of English grammar and ideas for teaching English as a foreign language.

- [www.EnglishClub.com](http://www.EnglishClub.com)
- <http://www.englisch-hilfen.de/en/>
- <http://www.ego4u.com/>

Peace Corps Tanzania also has a volunteer-run website, which has some English teaching resources available in electronic formats. It also serves as a repository for volunteer-created resources, so if there is something you would like to share with other PCVs, you can upload it and make it available.

- [pctanzania.org](http://pctanzania.org)