

## Me and my life



Lesson	By the end of the lesson the students will be able to:	Vocabulary	Structures	Learning strategies
1. My family	<ul style="list-style-type: none"> <li>state their name, age and place of residence</li> <li>say who is in their family</li> <li>state what they are good at/not good at.</li> </ul>	Place of residence; parents (father, mother); brothers/sisters; grandfather/ grandmother; school subjects	Present simple first and third person singular: I live/he lives; I have/she has; How many..... ...good/not very good at + ...ing; His/her name is; His/her mother's name is...; We (are) both...	<ul style="list-style-type: none"> <li>Classifying basic personal information within themes</li> <li>Differentiating between verb forms.</li> </ul>
2. My day	<ul style="list-style-type: none"> <li>talk and write about their daily routines</li> <li>demonstrate understanding of another person's daily routine</li> <li>understand and use the time to say when things happen every day</li> </ul>	Get up; eat/have breakfast/lunch/dinner; have a bath; do sports; pray; sweep the floor; go to bed; go to sleep; start school	The time: at seven o'clock; at half past seven; Present simple questions using 'do' with the time	<ul style="list-style-type: none"> <li>Listening for gist before listening for more detail.</li> </ul>

## Topic 1: Me and my life

<b>3. My likes and dislikes</b>	<ul style="list-style-type: none"> <li>express likes and dislikes correctly</li> <li>use short replies to questions about likes and dislikes</li> <li>collate information in groups about favourite things and convey this information to the teacher</li> <li>analyse the likes and dislikes of the class.</li> </ul>	Dancing; playing football; reading comics; going to the cinema; doing homework; playing netball; fighting; cleaning; walking to school; listening to music; coffee; pineapples; bananas; rice; snakes; popular; school subjects (such as English, mathematics, science etc.)	I like/don't like (noun); I like/don't like ...ing; Yes, I do/No, I don't; My favourite... is...; The most popular... is...	<ul style="list-style-type: none"> <li>Summarising information in groups.</li> </ul>
<b>4. My home</b>	<ul style="list-style-type: none"> <li>demonstrate understanding of the main points of a short factual text about a town</li> <li>describe the location, population, economic activity and main buildings/activities in their own town.</li> </ul>	town; region; north; south; east; west; industry; buildings (bank; post office; school; cinema; hospital; supermarket; police station); near; next to; jobs (farmer, etc.); food processing; manufacturing.	There is/there are...; It is...; It has...	<ul style="list-style-type: none"> <li>Activating previous knowledge; predicting/guessing content of a text</li> <li>extracting important information from a text</li> <li>note taking.</li> </ul>
<b>5. My future plans</b>	<ul style="list-style-type: none"> <li>demonstrate understanding of the future plans and intentions of other people</li> <li>express the future plans of other people and their own future plans, with everyday verbs.</li> </ul>	Help; study; read; play; practise; go shopping; listen to music	You are going to...; She is going to...; He is going to...; I am going to...; She isn't going to...; He isn't going to...; I'm not going to...	<ul style="list-style-type: none"> <li>Listen to the plans of others and judge what is realistic and unrealistic, thereby giving situational meaning to the target structure.</li> </ul>
<b>6. My old school</b>	<ul style="list-style-type: none"> <li>demonstrate understanding of sentences in the simple past tense</li> <li>produce some regular/irregular verbs in the past tense.</li> </ul>	Take; eat; play; have; learn; study; start; read; patient; noisy	Regular past verbs: played, started; Irregular past verbs: took, ate, read, studied, had; Simple past negative: 'I didn't like...' 	<ul style="list-style-type: none"> <li>Activate previous linguistic knowledge and refer to it</li> <li>Refer learning to personal experience</li> <li>Deduce the formation of language through experimentation.</li> </ul>

<p><b>7. Stories from my country</b></p>	<ul style="list-style-type: none"> <li>understand the main points of a story told in the past tense</li> <li>recall and write the past forms of some irregular verbs.</li> </ul>	<p>hut; yard; lonely; firewood; gourds; noble chieftain; seeds; plants; vanish; roof; calabash; dry; turn into; climb; surprised</p>	<p>Past regular/irregular verbs: was; lived; had; grew; cleaned; fed; washed; cut; carried; cooked; looked; put; prayed; appeared; gave; vanished; hid; could; wanted; hoped; went; began; called, helped; ran; made; sat; started; turned; happened, learned</p>	<ul style="list-style-type: none"> <li>Listening for true/false happenings in a story</li> <li>Remembering and writing the past forms of some irregular verbs.</li> </ul>
<p><b>8. My life at secondary school</b></p>	<ul style="list-style-type: none"> <li>make predictions about how their life at secondary school will be</li> <li>express agreement/disagreement with predictions</li> <li>make predictions about their future lives.</li> </ul>	<p>School subjects; strict; improve; playtime; future</p>	<p>Will/won't; I think... will happen; I don't think... will happen; I think/don't think so.</p>	<ul style="list-style-type: none"> <li>Analysing the use of 'will' to express predictions; trying to agree/disagree with given predictions; formulating new predictions.</li> </ul>
<p><b>9. My hopes and dreams</b></p>	<ul style="list-style-type: none"> <li>Reviewing previous topics in order to remember them more easily in tests.</li> </ul>	<p>Ambitions; bus driver; photographer; tailor; lawyer; hard job; hard work; fun; exciting; interesting; grow up</p>	<p>I'd like to...; I want to...; I hope to...; When I am older...; When I grow up...</p>	<ul style="list-style-type: none"> <li>understand various ways of expressing hopes and ambitions for the future</li> <li>express their hopes and ambitions for employment</li> <li>express hopes and ambitions related to other fields of life.</li> </ul>
<p><b>10. My English</b></p>	<ul style="list-style-type: none"> <li>co-evaluate and self-evaluate their English language abilities</li> <li>co-correct errors in the English used in previous lessons</li> <li>suggest steps that can be taken to improve their own English proficiency.</li> </ul>	<p>Listen; understand; read; speak; write</p>	<p>I can...; I can't...; I need to...; I should...; (plus all structures from lessons 1 to 9)</p>	<ul style="list-style-type: none"> <li>Self-evaluation.</li> </ul>

## Topic 1: Me and my life

### Lesson 1: My family

**Vocabulary:** Place of residence; parents (father, mother); brothers/sisters; grandfather/grandmother; school subjects

**Structures:** Present simple first and third person singular: I live/he lives; I have/she/he has; How many... do you have? good at/not very good at + ...ing; His/her name is; His/her mother's name is ...; We are both ...

#### Lesson content objectives:

By the end of the lesson the students will be able to:

- state their name, age and place of residence
- say who is in their family
- state what they are good at/not good at.

**Learning strategies:** Classifying basic personal information within themes; differentiating between verb forms.

#### Introduction (5 mins)



- Say: 'Good morning/afternoon. How are you?' Wait for the students to reply.
- If you don't know their names, see if some students can name each other. Say: 'What's his name? What's her name?' They will answer: 'His name is... /her name is ...'
- Ask some other students (who have not been named) what they are good at. Say: 'What are you good at? Are you good at football? Are you good at mathematics?'
- Tell the students something you are not very good at. Say: 'I am not very good at drawing; I am not very good at...'

#### Presentation (10 mins)



- Say: 'Open your book at Topic 1, Lesson 1 and look at Activity 1'. Hold up your Student book at the correct page and point to the activity. Ask: 'Which page do you need?' Wait for the students to reply.
- Ask how old they think the girl (Neema) is.
- Ask them to copy the diagram into their exercise books.
- Explain to the students that you are going to read out information about Neema and they should listen and write the answers for each point next to the arrows. Read the text.



Neema

Neema is 13 years old. She lives in Dodoma. Her father's name is Hassan and her mother's name is Salma. She has two brothers and no sisters. She also has a grandfather and a grandmother. Neema is very good at mathematics but she is not very good at English.

- Ask questions about Neema to check the students have heard and written the correct answers. For example:
  - 'How old is Neema?' (Answer – 13 years old)
  - 'Is Neema a boy or a girl?' (Answer – A girl)
  - 'What is Neema's mother's name?' (Answer – Salma.)
  - How many brothers does Neema have? ( Answer- two)
  - How many grandmothers does Neema have? ( Answer- one)
- Check if the students know the difference between his/her and if they can use the apostrophes for possessive.

**Practice (5 mins)**    

- Say: 'Look at Activity 2.' Hold up your Student book and point to the activity.
- Ask the students to complete the sentences about Neema. They should choose the correct verb form and add in the answer.
- Monitor the students; make sure they are choosing the correct verb form.
- Feedback on the answers.

**Consolidation/evaluation and assessment (10 mins)**   

- Ask the students to draw a similar diagram like the one in Activity 1 in their exercise books but with their own name in the middle and information about themselves around it.
- The students find a partner and tell the partner about themselves using the information in the diagram. They should then swap diagrams and read about their partner.
- They join with another pair and tell that pair about their partner.
- Monitor and listen to check that the students are using the correct language and pronouns (I/he/she and have/has.)

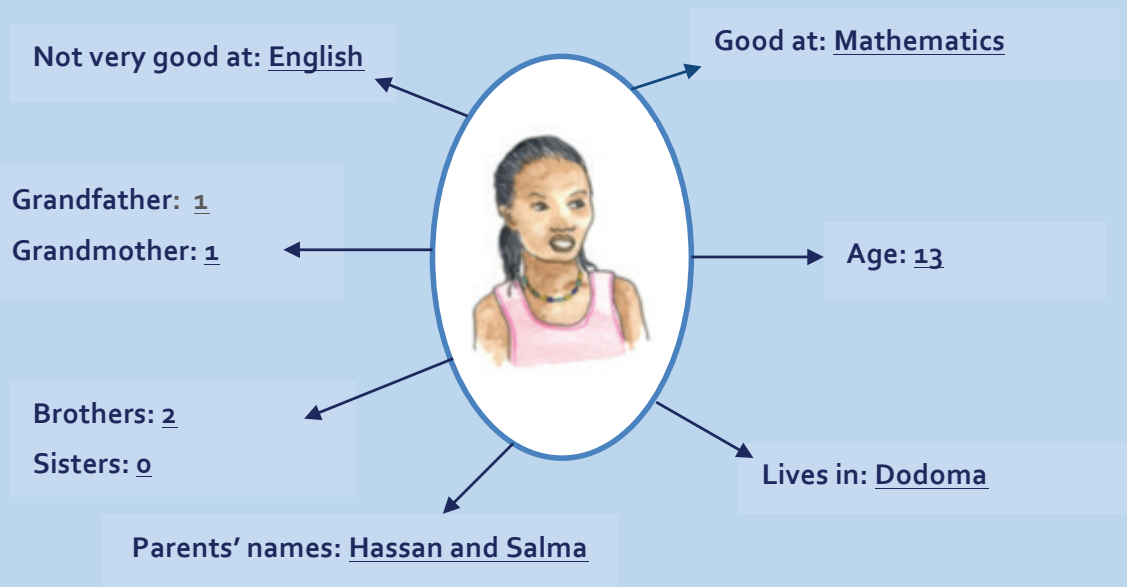
## Topic 1: Me and my life

### Reflection

- Say:
  - 'Tell me how your life and family are similar or different to Neema's or your partner's family.'
  - 'State something the same or different between your information and Neema's or your partner's information.'
  - 'All people are the same in many ways. What similarities can you think of?'

### Answers

#### Activity 1

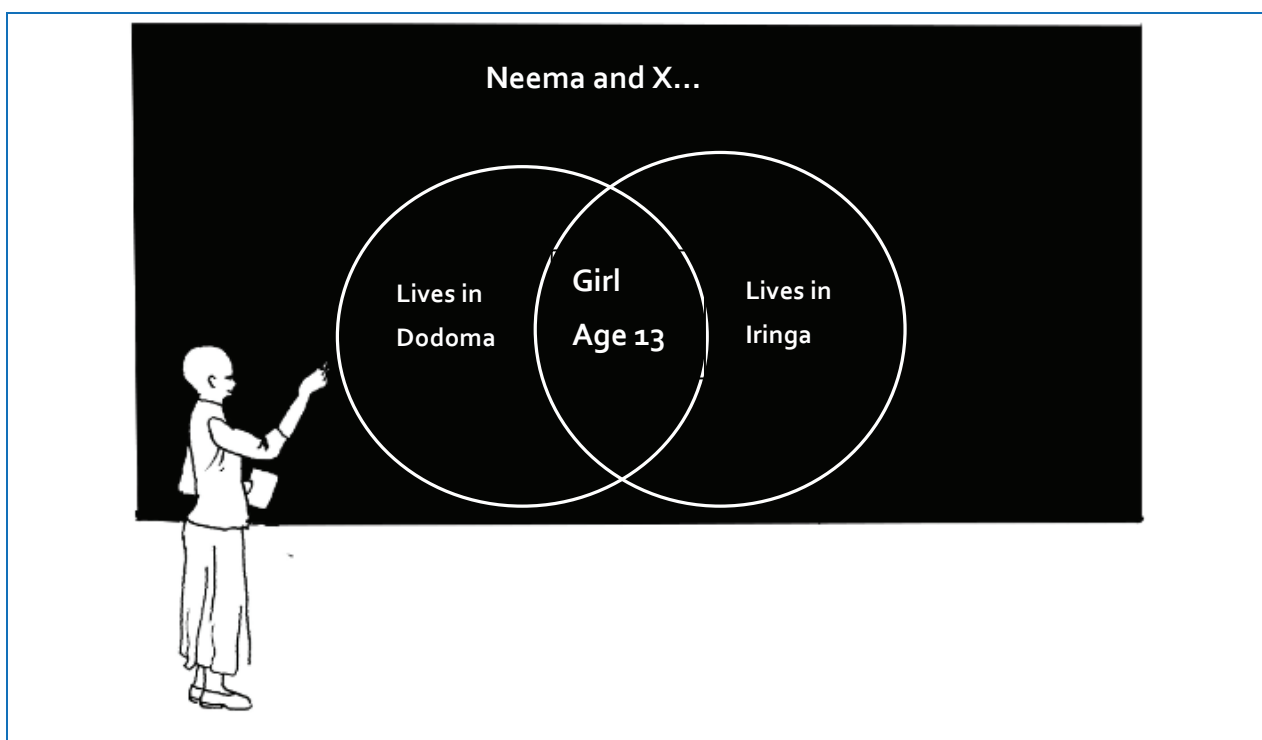


#### Activity 2

- Her name **is Neema**.
- She **is 13** years old.
- She **lives in Dodoma**.
- Her parents' names **are Salma and Hassan**.
- Neema **is** good at **mathematics** but **she is** not very good at **English**.
- She **has two** brothers and **no** sisters.
- She **has one** grandfather and **one** grandmother.

**Extension activity**   

- Draw a Venn diagram on the board and write Neema’s name above one circle.
- Ask the students to think about how they are similar to Neema and to write the answers in the intersection of the two circles.
- Ask the students to think about how they are different to Neema and to write the answers in the non- overlapping parts of the circles. They can say: ‘Neema... but I...’
- They should find something similar on their life diagrams. They can write or say: ‘We both...’



**Teacher’s reflections** 

- The students should be familiar with ‘am/is’, ‘have/has’ and the use of ‘how many...’in asking questions.

*Note: if there are any problems using is/are and have/has this will affect further units. The students must be able to use this target language. You may need to repeat this lesson or include another on the use of this target language.*

**Possible homework**  

- The students could use the information they have learned about their partner to write a paragraph about them as well as a paragraph about themselves.

## Topic 1: Me and my life

### Lesson 2: My day

**Vocabulary:** Get up; eat/have breakfast/lunch/dinner; have a bath; do sports; pray; sweep the floor; go to bed; go to sleep; start school

**Structures:** The time: at seven o'clock; at half past seven; Present simple questions using 'do' with the time

#### Lesson content objectives:

By the end of the lesson the students will be able to:

- talk and write about their daily routines
- demonstrate understanding of another person's daily routine
- understand and use the time to say when things happen every day.

**Learning strategy:** Listening for gist before listening for more detail.

**Preparation:** Read and practise the text about Rashidi before the class. A clock may be needed to revise the time in English.

#### Introduction (5 mins)



- Say: 'Good morning/afternoon. How are you?' Wait for the students to reply.
- Ask: 'What time is it?' and note how accurately they reply.

*Note: The students are required to understand and say the time in this lesson, so you need to know if this is going to be a problem.*

- Say: 'Open your Student book at Topic 1, Lesson 2 and look at Activity 1.' Hold up your Student book at the correct page and point to the activity. Ask: 'Which activity and page do you need?' Wait for the students to reply.
- Say: 'Today we are going to talk about what we do every day. Look at these pictures. What do they show?' (Answer – eating, cleaning, praying.)
- Ask some students: 'Do you pray every day? Do you have lunch every day? What time do you have lunch?'
- Ask the class to put their hands up and tell you other things they do every day.
- List the actions on the board.



Presentation (10 mins)



- Say: 'The boy eating lunch in the picture is called Rashidi. Listen to me telling you about Rashidi's day.'
- Ask them to look at the first picture in Activity 1 and say: 'Do you think Rashidi goes to sleep in the morning or at night?' Read through the list of actions in Activity 2 with the students and make sure they understand everything. Tell them that the actions in the list are not in order.
- Ask the students to listen and write the time that Rashidi does things as they hear that time. This will tell you whether they can write down the times. Read the text.
- Feedback on the time and if needed write it on the board.

*Note: If the students do not know how to write the time, you will have to keep stopping and writing it on the board for them to copy. You will need to teach this again on another day.*

- Read the text again and this time tell the students to complete the table.
- Feedback with the answers.



**Rashidi**

Rashidi gets up early every day, at about 6 o'clock in the morning. He washes his hands and face and gets dressed. Then at half past six he has breakfast with his family. Before leaving the house at 7 o'clock he prays. Then he walks to school. At 8 o'clock he starts school and he studies in class until lunchtime. He has lunch at 1 o'clock and after lunch he has more lessons at school. At 3 o'clock he does sports at school and then he goes home. At 5 o'clock he feeds the animals and at 6 o'clock he has dinner. Then he does his homework and plays with his brothers. At 8 o'clock he has a bath and prays again. At 9 o'clock he goes to sleep because the next day he will have to get up early again!

Practice (10 mins)

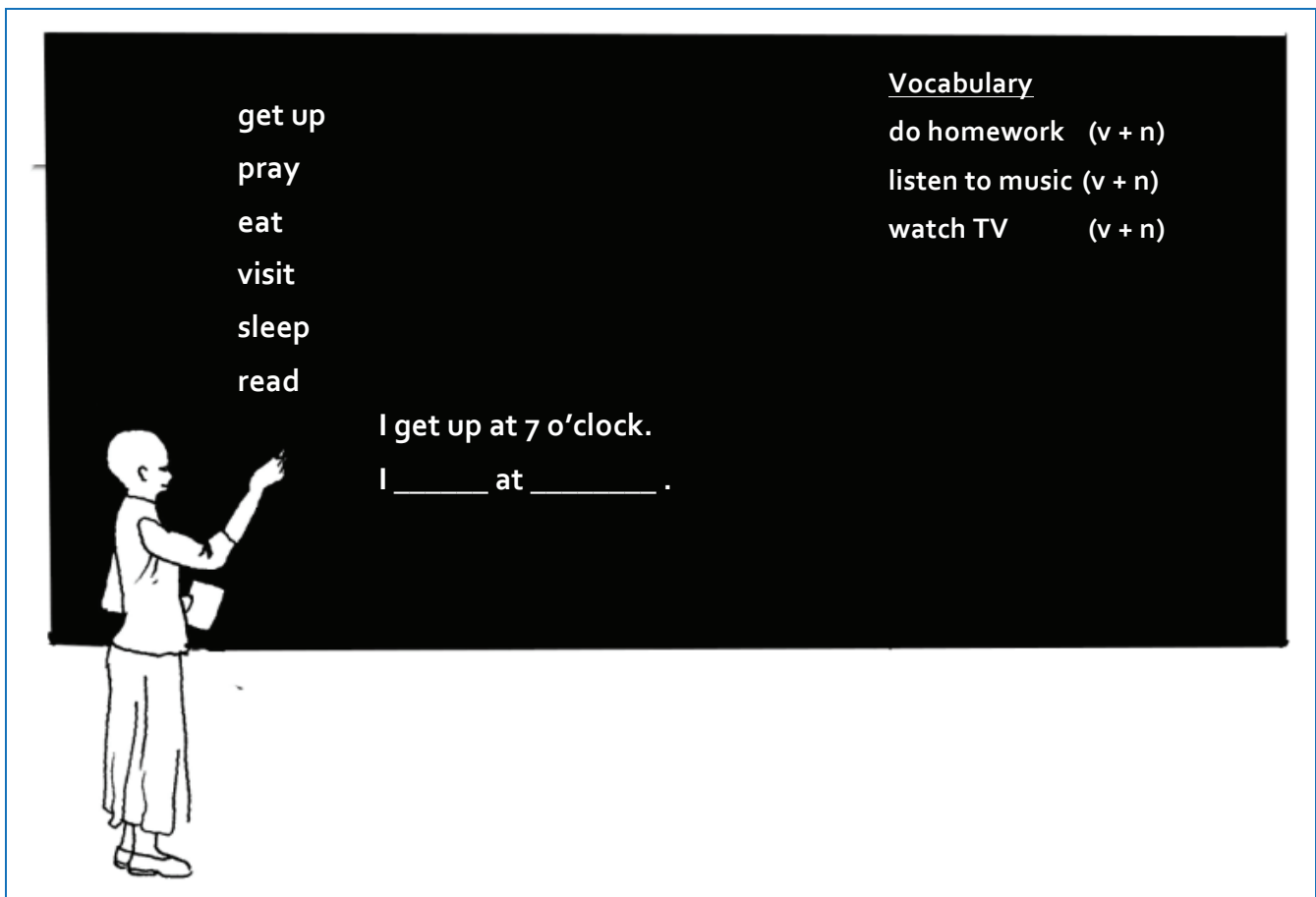


- Ask the students if they do the same things as Rashidi every day, and to put their hands up if they do different things at different times every day.
- Take about five feedback answers.
- Write on the board: 'I get up at 7 o'clock.'
- Then write gapped sentences on the board. I \_\_\_\_\_ at \_\_\_\_\_.

## Topic 1: Me and my life

- Put the students in pairs and ask them to write five sentences in their exercise books about their daily routine. They should use the sentence on the board as a model.
- Monitor the activity. Encourage the students to use words from their book and to check spelling etc.

*Note: It is a good idea to keep the top right hand side of the board as a place for vocabulary and translations. This way the students know where to look when they need help with a word. If anyone in the class asks for a spelling or translation then you can write it here so that it is there for the rest of the class. Make sure that you let the class know what kind of word each is: (n) = noun; (v) = verb; (adv) = adverb; (adj) = adjective, etc.*



### Consolidation/evaluation and assessment (5 mins)



- Put the students into groups of four and ask them to swap exercise books and read sentences about another student out loud.

*Note: For this, they will have to add 's' to the verb when using he/she. If they cannot do this easily you will need to give more practice in another lesson.*

**Reflection** 

- Ask the students if girls and boys have different daily routines and talk about why.
- Ask the students if they need more practice saying and writing the time in English.

**Answers** 

**Activity 1**

Eating, sweeping, praying.

**Activity 2**

Time	Activity
21.00 – 9 o'clock	He goes to sleep.
13.00 – 1 o'clock	He has lunch.
15.00 – 3 o'clock	He does sport.
08.00 – 8 o'clock	He starts school.
06.00 – 6 o'clock	He gets up.
20.00 – 8 o'clock	He has a bath.
18.00 – 6 o'clock	He has dinner.
07.00 – 7 o'clock	He prays.
17.00 – 5 o'clock	He feeds the animals.
06.30 – half past six	He has breakfast.

**Extension activity** 

- Put the students into pairs.
- Ask the students to interview each other about their daily routines.
- Tell them to use, 'What time do you...?'

**Teacher's reflections** 

- Did the students do well listening and writing at the same time?
- Do the students need to revise the time in English?

## Topic 1: Me and my life

### Lesson 3: My likes and dislikes

**Vocabulary:** Dancing; playing football; reading comics; going to the cinema; doing homework; playing netball; fighting; cleaning; walking to school; listening to music; coffee; pineapples; bananas; rice; snakes; juice; popular; school subjects (such as English, mathematics, science etc.)

**Structures:** I like/don't like (noun); I like/don't like ...ing; Yes, I do/No I don't; My favourite X is... ; The most popular X is ...

#### Lesson content objectives:

By the end of the lesson, the students will be able to:

- express likes and dislikes correctly
- use short replies to questions about likes and dislikes
- collate information in groups about favourite things and convey this information to the teacher
- analyse the likes and dislikes of the class.

**Learning strategy:** Summarising information in groups.

#### Introduction (5 mins)

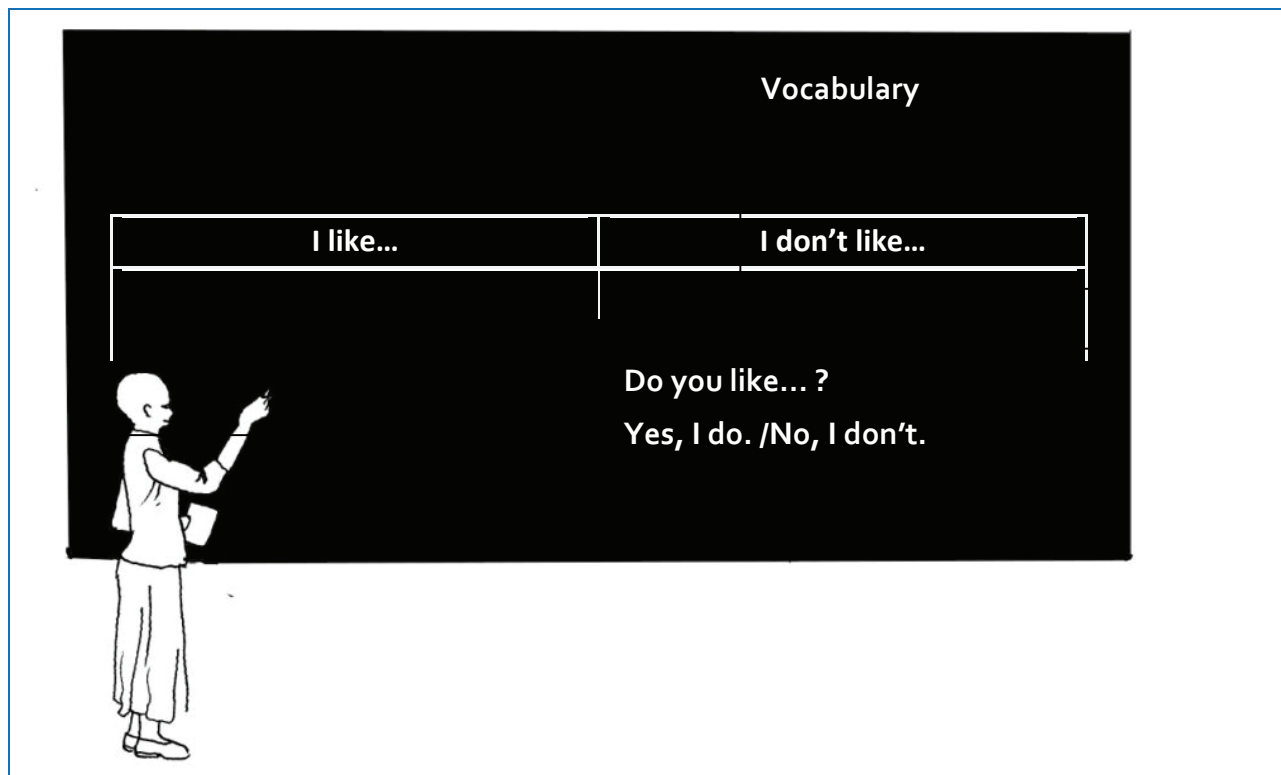


- Say: 'Good morning/afternoon. How are you?' Wait for the students to reply.
- Say: 'Open your book at Topic 1, Lesson 3 and look at the picture in Activity 1.' Hold up your Student book at the correct page and point to the picture.
- Say: 'What are the people doing in this picture?' (Answer – Reading, writing/doing homework, playing football.)
- Then ask different students: 'Do you like playing football? Do you like reading? Do you like doing homework/studying?' Accept any kind of reply for now. If any students appear not to understand, demonstrate through facial expressions, gestures, smiley faces, etc.
- Write on the board 'I like...' and 'I don't like...' And ask several students to finish the sentences orally.

#### Presentation (5 mins)



- Ask the students to look at Activity 1 and to write two lists in their exercise books. One list with the heading 'I like' and one with the heading 'I don't like'. Draw it on the board.



- Write, 'Yes, I do.' and 'No, I don't.' on the board.
- Quickly, ask groups of students a *Do you like?* question from the list. (Answer – 'Yes, I do.' or No, I don't.)
- Then ask students to put up their hands for every item in the table. Say: '*Put your hands up if you like dancing,*' and react, saying: '*Oh, dancing is very popular!*' or '*Oh, homework is not very popular!*' Ask confident students to take over from you and ask the questions.

**Practice (10 mins)**    

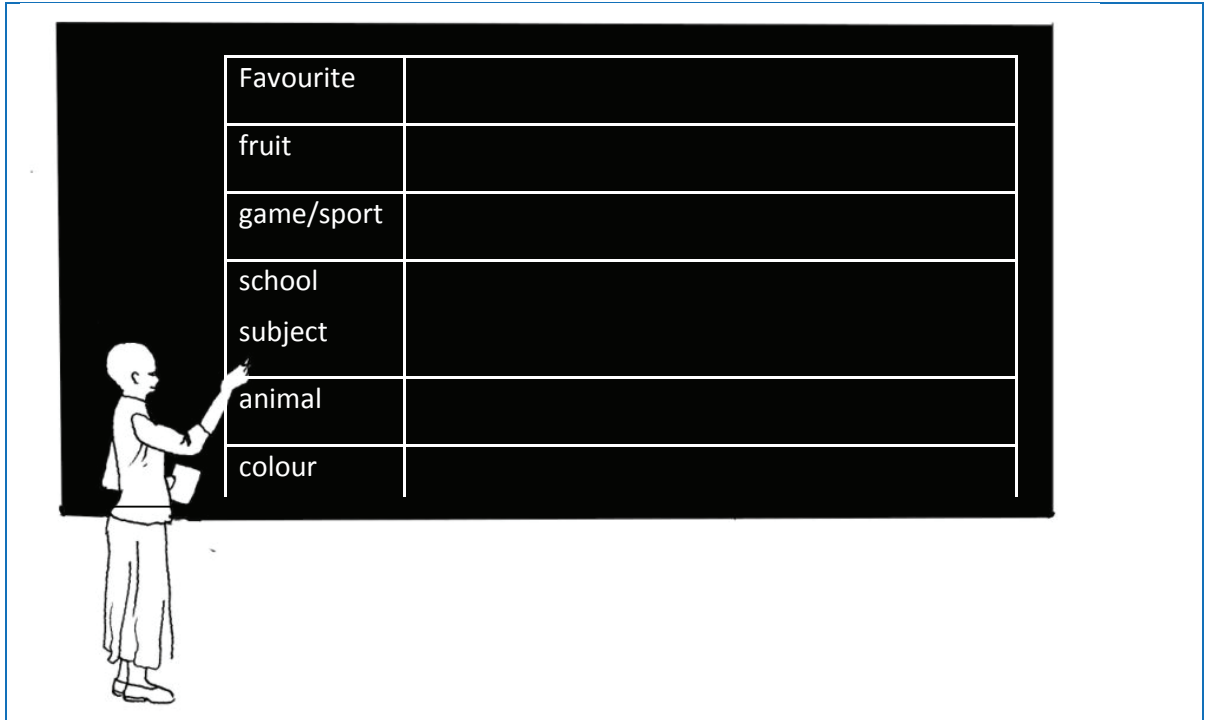
- Ask students to look at Activity 2 and write their favourites in their exercise books. They have five minutes for this.
- Tell the students to get into groups of four and find a way to collect the information about what everybody's favourite things are. Ask each group to decide on a secretary to take notes of the favourites. They have about five minutes for this.

## Topic 1: Me and my life

### Consolidation/evaluation and assessment (10 mins)



- Draw a table on the board like this:



- Ask the secretary of each group to shout out the favourites for each thing and how many members of the group stated them as favourites. Note on the board.
- Ask the students to add up which are the most common favourites.

### Reflection

- Say:
  - *'A lot of people in this class like... Not many people like ...'*
  - *'What is the most popular...?'*
  - *'What is the least popular school subject and why don't you like it?'*

### Extension activity

- The students write a list of *Do you like...?* questions and interview each other.
- If they are ready, they report back with He/she likes/doesn't like.

### Teacher's reflections



- Were the students able to organise the information on their own in groups?
- Did the students speak English during the group activity? If not, how will you change that next time?

### Possible homework



- The students could use the information they have learned about the favourites of the class to write a paragraph.

## Topic 1: Me and my life

### Lesson 4: My home

**Vocabulary:** Town; region; north; south; east; west; industry; buildings (bank; post office; school; cinema; hospital; supermarket; police station); near; next to; jobs (farm, etc.); food processing; manufacturing.

**Structures:** There is/there are... ; It is... ; It has...

#### Lesson content objectives:

By the end of the lesson the students will be able to:

- demonstrate understanding of the main points of a short factual text about a town and region.
- describe the location, population, economic activity and main buildings/ activities in their own town.

**Learning strategies:** Activating previous knowledge; predicting/guessing content of a text; extracting important information from a text; note taking.

**Preparation:** Bring a town map or map of Tanzania to class.

#### Introduction (5 mins)

- Say: 'Good morning/afternoon. How are you?' Wait for the students to reply.
- On the upper left side of the board write the name of the town where your school is situated.
- Write 'region' and ask: 'Which region is our town in?' (Refer to map if you have one.)
- Under that write 'near' and ask: 'Which other towns or regions are near our town?' (Refer to the map if you have one.)
- Write 'jobs' and ask: 'What jobs do people do in our town?'
- Write 'industries' and ask: 'What is an industry? What industries are in our town?' (Answer – This is a difficult question to answer so accept the name of a factory or the name of a product.)
- Write 'buildings' and ask: 'What buildings are there in our town?'

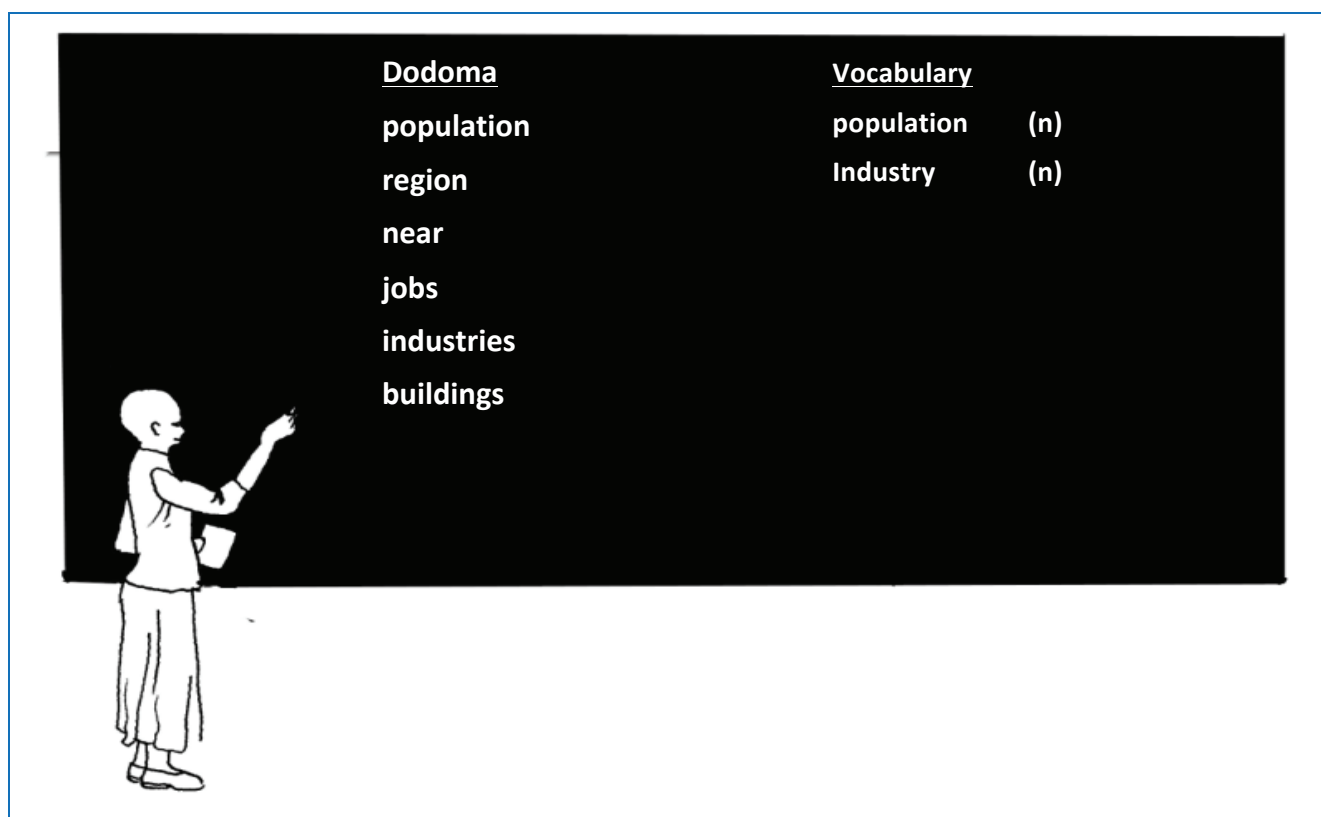
*Note: It is a good idea to keep the top right hand side of the board as a place for vocabulary and translations. This way the students know where to look when they need help with a word. If anyone in the class asks for a spelling or translation then you can write it here so that it is there for the rest of the class. Make sure that you let the class know what kind of word each is: (n) = noun; (v); = verb (adv); = adverb; (adj) = adjective, etc.*



**Presentation (10 mins)**



- Say: 'Open your book at Topic 1, Lesson 4 and look at Activity 1.' Hold up your Student book and point to the correct page.
- Tell the students to look at the position of Mafinga on the map and point to the words such as population, etc. on the board. Ask the students if they know any information about Mafinga.
- Ask the students to read the text. In pairs, see if they can find the information about Mafinga that was listed on the board, about their town.



**Practice (5 mins)**



- Ask individual students, then the whole group, to make sentences about Mafinga using the prompt words on the board.
- Ask the students to look at the gapped sentences about Mafinga in Activity 1 and say which words are missing.
- Say: 'Look at Activity 2.' Hold up your Student book and point to the activity.
- Ask students in pairs to make notes about their town in the table. They don't need to copy the questions. Monitor the activity and help students with any words they don't know.
- Feedback as a whole class.

## Topic 1: Me and my life

### Consolidation/evaluation and assessment (10 mins)



- Ask the students as a whole group if their town is similar to Mafinga. How is it the same? How is it different?
- Put the students into groups of three. Ask them to draw a Venn diagram showing what is similar and what is different.
- Ask: *'What are your favourite things about your town?'*

### Reflection



- Ask the class if they could now describe another town in English, neither their town nor Iringa. Are they able to do so? Ask them for an example of a nearby town and mention population, jobs, etc.
- Ask the class what they have learned and what they still find difficult.

### Answers



#### Activity 1

- (More than) **50,000** people live in Mafinga.
- Most people in Mafinga work as **farmers**.
- The main industries in Mafinga are **manufacturing** and **food processing**.
- Mafinga belongs to the **Iringa** region .
- Iringa region is near **Singida, Dodoma, Morogoro, Ruvuma, Mbeya and Lake Nyasa**.

### Extension activity



- Ask students:
  - *'Where can I get an aspirin in our town?'*
  - *'Where can I buy some chicken in our town?'*
  - *'Where can I play sport in our town?'*
  - *'Where can I pray in our town?'*
- Let the whole class call out answers then choose individual students and ask: *'Hands up who can tell me the way there.'* Let the students try to give you directions which don't need to be precise as they are not objectives of the lesson.

**Teacher's reflections** 

- What did the students already know?
- What do they still need to learn?

**Possible homework** 

- The students could use the information they have learned about the town to write a paragraph about their town or they can draw a map of the town and label it in English.

### Lesson 5: My future plans

**Vocabulary:** Help; study; read; play; practice; go shopping; listen to music

**Structures:** You are going to... ; She is going to... ; He is going to... ; I am going to...; She isn't going to... ; He isn't going to... ; I'm not going to...

#### Lesson content objectives:

By the end of the lesson the students will be able to:

- demonstrate understanding of future plans and intentions of other people.
- express the future plans of other people and their own future plans, with everyday verbs.

**Learning strategy:** Listen to the plans of others and judge what is realistic and unrealistic, thereby giving situational meaning to the target structure.

**Preparation:** Think of some mimes for actions you are 'going to' do. For example, what you do when you are 'going to' go to sleep, (get undressed, put your nightclothes on, look sleepy, rub your eyes) when you are 'going to' brush your teeth (pick up the toothbrush, put toothpaste on it), when you are 'going to' clean the floor (pick up the broom in a certain way...).

#### Introduction (5 mins)



- Say: 'Good morning/afternoon. How are you?' Wait for the students to reply.
- Say: 'I am going to have a very busy day today. I am going to do lots of things. Let's play a game. You watch me and guess what I am going to do today.'
- Say: 'You are going to...' and ask the students to repeat it and then write it on the board. Tell the students this is what they have to shout out.
- Mime three or four actions demonstrating what you are going to do. Mime what you would do before the action i.e. getting ready to do the action, (see preparation above) not the action itself, so that the students understand the 'going to' concept.
- Say: 'Open your book at Topic 1, Lesson 5 and look at the picture in Activity 1.' Hold up your Student book and point to the correct page.
- Ask: 'What is she going to do next weekend?' Students may reply simply 'play' or 'skip'; if so encourage them to say 'She is going to...'