

FIRST EDITION

New!

FORM THREE
**ENGLISH
LANGUAGE
NOTES**

- *Remarkable Teacher's Resource*
&
● *Reliable Student's Textbook*

With

**GRAMMAR,
EXERCISES AND
KEY ANSWERS**

EMMANUEL KACHELE



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FORM THREE ENGLISH NOTES FOR SECONDARY SCHOOLS

*Remarkable Teacher's Resource
&
Reliable Student's Textbook*



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CONTENTS

ACKNOWLEDGEMENTS	vi
PREFACE	vii
1.0 LISTENING FOR INFORMATION FROM DIFFERENT SOURCES	8
1.1 Giving Specific Information	8
1.2 Responding appropriately to given instructions	Error! Bookmark not defined.
1.3 Reproduce in writing what is heard	Error! Bookmark not defined.
1.4 General Information.....	Error! Bookmark not defined.
1.5 Give a general summary of a text read	Error! Bookmark not defined.
2.0 USING APPROPRIATE LANGUAGE CONTENT AND STYLE IN SPEAKING	Error! Bookmark not defined.
2.1 Expressing opinions in interviews and discussions	Error! Bookmark not defined.
2.2 Expressing opinions in debates	Error! Bookmark not defined.
2.3 Expressing opinions in impromptu speeches	Error! Bookmark not defined.
2.4 Presenting facts and ideas logically and fluently	Error! Bookmark not defined.
3.0 READING FOR INFORMATION FROM DIFFERENT SOURCES	Error! Bookmark not defined.
Bookmark not defined.	
3.1 Intensive Reading.....	Error! Bookmark not defined.
3.2 Give a summary on what you read	Error! Bookmark not defined.
3.3 Extensive Reading	Error! Bookmark not defined.
4.0 READING LITERARY WORKS	Error! Bookmark not defined.
4.1 Setting, Plot and Characters	Error! Bookmark not defined.
4.2 Themes	Error! Bookmark not defined.
4.3 Features of a Novel	Error! Bookmark not defined.
4.4 Features of a Play	Error! Bookmark not defined.
4.5 Features of Poetry	Error! Bookmark not defined.
4.6 INTRODUCTION TO LITERATURE AND ANALYSIS OF LITERARY WORKS	Error! Bookmark not defined.
4.7 Analysis of selected literary work: ‘ <i>Unanswered Cries</i> ’	Error! Bookmark not defined.
defined.	
4.8 Analysis of selected literary work: ‘ <i>The Lion and the Jewel</i> ’ ...	Error! Bookmark not defined.
defined.	
4.9 Analysis of selected literary work: ‘ <i>Song of Lawino</i> ’ ..	Error! Bookmark not defined.
5.0 WRITING USING APPROPRIATE LANGUAGE CONTENT AND STYLE .	Error! Bookmark not defined.
Bookmark not defined.	
5. 1 Past Events	Error! Bookmark not defined.
5.2 Imaginary Events	Error! Bookmark not defined.
5.3 Expository Essays	Error! Bookmark not defined.
5.4 Descriptive Essays	Error! Bookmark not defined.
5.5 Argumentative Essays.....	Error! Bookmark not defined.
5.6 Creative Writing.....	Error! Bookmark not defined.
6.0 WRITING FORMAL LETTERS	Error! Bookmark not defined.
6.1 Letters to the Editor	Error! Bookmark not defined.
6.2 Business Letters	Error! Bookmark not defined.

KEY ANSWERS**Error! Bookmark not defined.**
REFERENCES**Error! Bookmark not defined.**
ABOUT THE AUTHOR 14



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“Let's learn together, let's be better together.”

Emmanuel Kachele
2022

PREFACE

Form Three English Language Notes with Grammar, Exercises and Key Answers is a fundamental book for Ordinary Level English Language. In this First edition, the book covers the following important aspects:

- ▶ The book covers all 6 Form Three Main Topics per current syllabus.
- ▶ These 6 main topics have been broken down into 28 understandable sub topics with easy titles.
- ▶ Each sub topic has been prepared in agreement with the current syllabus and it explores more resources and examples which relevantly correlate with the syllabus itself.

For the teachers:

This book is a helpful resource for teaching Form Three Students in an understandable and easy way. The book has easy steps and sections to follow in order to make sure that students understand the most part of each sub topic. More importantly, each sub topic in this book has the following useful sections:

- ▶ **Introduction:** This is where a teacher can get the chance on how to introduce or begin a sub topic.
- ▶ **Vocabulary and patterns of the particular sub topic:** The list of vocabulary and sentence patterns gives the teacher an important insight into what is in the particular topic.
- ▶ **The sub topic's body:** These are real-life texts, extracts, notes, and examples of each content of a sub topic.
- ▶ **Speaking and listening practice (dialogues):** These are designed to help students dramatise and role-play a particular area or topic.
- ▶ **Grammar:** Grammar section is for making sure that students practice the grammatical aspect/topic that goes with the particular sub topic.
- ▶ **Vocabulary and grammar practice:** This section is for testing students' ability to master the topic's content as well as their grammatical competence.
- ▶ **Revision exercises:** These are extra sub topic's exercises and questions for individual or group studies.
- ▶ **Key Answers:** This is the last and more important section at the end of the book which provides some answers for the questions in Vocabulary and Grammar section.

For the students:

This book has been written to help students understand English Language usage and get comprehensive preparation for the **Ordinary Level Certificate of Secondary School Education (CSEE)** in Tanzania. The book will assist Form Three Students to understand and use English Language confidently and competently in their daily life and working experiences.

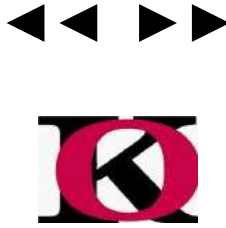
Apart from that, Form Three Students are advised to do the following tasks for their fullest support from this book:

- ▶ Read all notes and attempt comprehension questions.
- ▶ Read **Grammar** aspect for each sub topic and attempt the questions if there are any.
- ▶ Attempt the questions in **Vocabulary and Grammar Practice** before jumping quickly to the **Key Answers** at the end of the book.
- ▶ Attempt questions in Revision Exercise section individually, in pairs or in groups.

I am optimistic that teachers will find this book useful and Form Three Students will observe its reliability in meeting their English language learning goals. We highly value your feedback. Contact us for any questions or comments.

“Let's learn together, let's be better together.”

Emmanuel Kachele 2022



1.0 LISTENING FOR INFORMATION FROM DIFFERENT SOURCES

1.1 Giving Specific Information

TOPIC CONTENTS:

- ☒ INTRODUCTION
- ☒ KATAVI: LOOKING FOR SPECIFIC INFORMATION
- ☒ DICTATION
- ☒ JUMBLED TEXT
- ☒ GRAMMAR 1.1.1:
COMMAND SENTENCES: REVISION
- ☒ SPEAKING PRACTICE 1.1.1:
- ☒ VOCABULARY AND GRAMMAR EXERCISE 1.1.1:
- ☒ REVISION EXERCISE 1.1.1:

INTRODUCTION

Listening for specific information is the first topic in Form Three. This topic has many listening activities and games. Common listening activities have been introduced in Form One and Form Two. More listening activities are involved in 'Listening for specific information'. Other language skills like Reading and Writing may be involved for emphasizing the understanding of the lesson.

In this topic, students will learn how to give specific information.



Figure 1. Image Credit: amnesty.org

VOCABULARY FOCUS

Symptoms, virus, infection, transmit, prolong, ill, treat, underpay, abuse, sniff, syringe, intoxicate, addict, news broadcast, subject, information, announcements, campaigns against AIDS slogans, behaviour, gang relax, mental disorder, stigma.

STRUCTURES

- ☒ *There has been...*
- ☒ *although...*
- ☒ *....since....*
- ☒ *...for....*
- ☒ *By year....*
- ☒ *medicine for*
- ☒ *AIDS will have been....*
- ☒ *There is going to be....*
- ☒ *There will be....*
- ☒ *...however,...*
- ☒ *in order to...*
- ☒ *to...,*
- ☒ *As... as ...,*
- ☒ *better than...*
- ☒ *least of...,*



KATAVI: LOOKING FOR SPECIFIC INFORMATION

Read the following text and answer the questions that follow:

I live in Katavi Region. This is one of the new regions in Tanzania. However, it is one of the regions which are growing fast. Sometimes people from other regions think that Katavi region residents are all Fipa. Undeniably, Katavi emanated from Rukwa region but still its people are not entirely Fipa. People often fail to differentiate people from these two regions. The original

dwellers of Katavi Region are Bender people. Originally, these people were gatherers and hunters, but nowadays, they are practicing various activities like farming, trade and livestock keeping. However, Katavi region is slowly growing and it's expected to be well developed later.

Comprehension questions

- (1) Identify all adverbs in the text above.
- (2) Where did Katavi Region emanates from?
- (3) Who are original dwellers of Katavi Region?
- (4) What were the early activities of the early dwellers of Katavi Region?
- (5) Mention at least three (3) modern activities which are dominated by Katavi residents.

DICTATION

Write the following dictation. This dictation should be read by the teacher or by the student before other students:

Globalisation is a process of bringing the whole world into one village through interconnection. Through internet, people from all over the world have the opportunity to access information from around the world at any time. For example, through teleconference, the meeting can be held even if the members are not in the same room. Although, globalisation seems to simplify many things, it has its disadvantages. Everyone needs to understand these disadvantages for his/her advantage.

JUMBLED TEXT

Rearrange the following sentences into a meaningful paragraph:

- (A) We quickly informed the firefighters.
- (B) One child mistakenly threw a firebrand at the roof and the house caught the fire.
- (C) Firefighters successfully put out the fire and advised us to be careful next time.
- (D) One day, children were playing with the fire outside the house.
- (E) Our house is thatched with grass.

GRAMMAR 1.1.1:

COMMAND SENTENCES: REVISION

1. Construct any five (5) command sentences.

VOCABULARY AND GRAMMAR EXERCISE 1.1.1:

1. **complete the following sentences by choosing the correct words from the brackets:**

(since, for)

- (1) I cannot tell you how old she is, ____ I have never seen her.
- (2) She has been working in the kitchen ____ morning.
- (3) He cannot walk properly; ____ his feet are not strong now.
- (4) Tanzania has been an independent country ____ 1961.
- (5) I have loved Bongo Movies ____ I was 11 years old.
- (6) We have known each other ____ two years.
- (7) I haven't seen Josephat ____ ages.
- (8) He didn't enjoy Christmas. He had been seriously ill ____ last month.
- (9) It has been two weeks ____ we spoke on the phone last time.

(10) I have been waiting for you _____ morning.

2. Compose sentences by using the following words:

- (i) As.....as
- (ii) Betterthan
- (iii) However,
- (iv) There has been, ...
- (v) Although....
- (vi) There will be....
- (vii) There is going to be....

REVISION EXERCISE 1.1.1:

Rewrite the following sentences according to the instructions given in the brackets:

(1) HIV/AIDS medicine will be discovered in 2030. (*Change the sentence into Future Perfect Continuous Tense*)

(2) He is black like charcoal. (*Rewrite the sentence using:....as....as...*)

(3) Rains may destroy our environments sometimes. We need it for farming. (*Join the sentences with: However*)

(4) Yanga FC won the game. They didn't play a nice football. (*Join the sentences using: Although*)

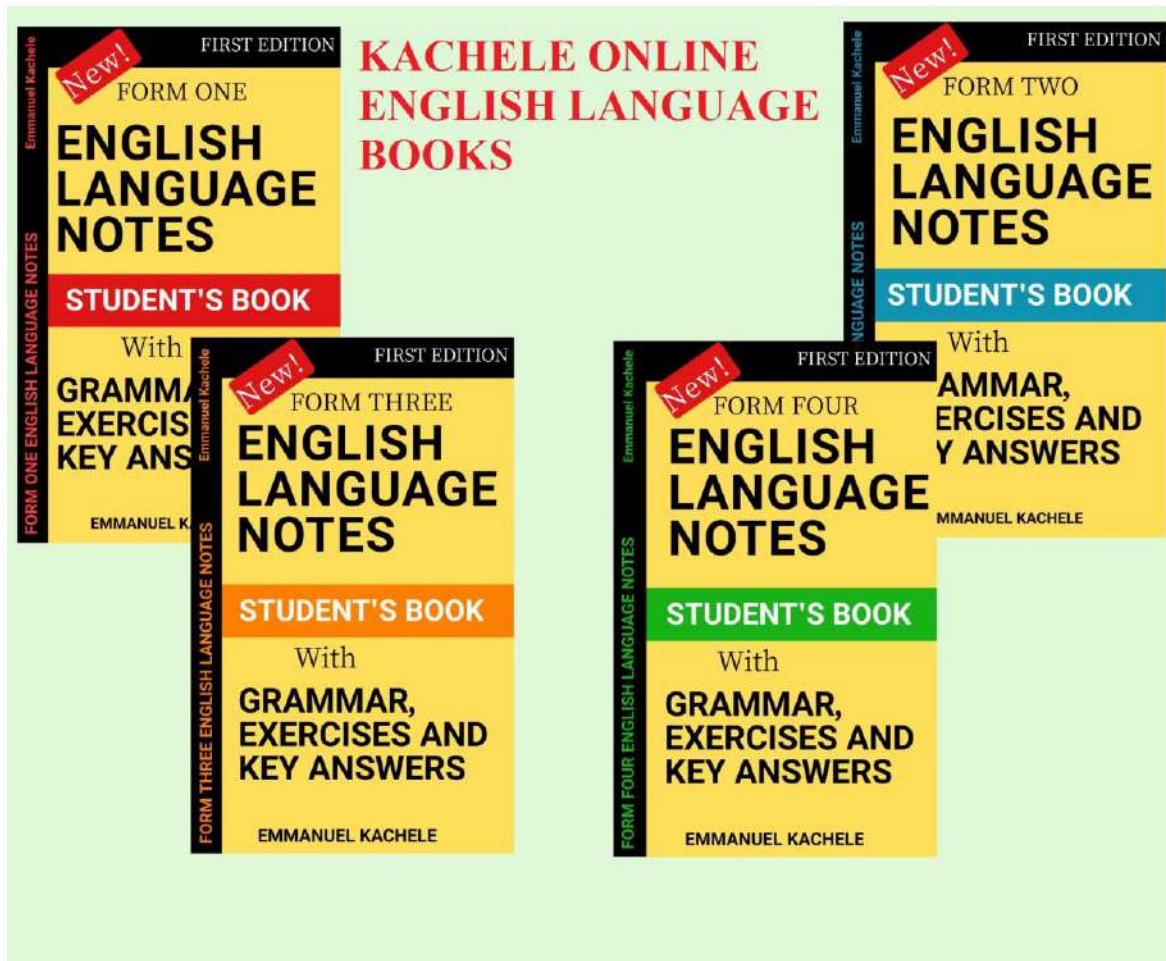
(5) I have been reading this novel from morning until this time. (*Rewrite this sentence using: Since*)





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Apart from being a [blogger](#), he is active on numerous social media platforms where you can always get in touch with him anytime. He can answer your questions through: Facebook as [Manny Kachele](#), Instagram as [mannykachele](#), Twitter as [@mannykachele](#), LinkedIn as [Manny Kachele](#), and Pinterest as [Manny Kachele](#). He also manages the following Facebook Pages: [Manny Kachele](#) & [Kachele Online](#) as well as one Facebook Group: [English bit by bit](#).