

FIRST EDITION

**New!**

FORM TWO

# ENGLISH LANGUAGE NOTES

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

With

# GRAMMAR, EXERCISES AND KEY ANSWERS

EMMANUEL KACHELE



ISBN 978 9912 9931 7 4

# FORM TWO ENGLISH NOTES FOR SECONDARY SCHOOLS

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



EMMANUEL KACHELE

[KACHELE ONLINE](http://KACHELEONLINE)





**KACHELE ONLINE**  
P.O.Box 294,  
Mpanda, Katavi.  
Tanzania

**Tel:** +255622 009 566  
+255765 884 936  
**Email:** [kacheleonline@gmail.com](mailto:kacheleonline@gmail.com)  
**Website:** [www.kacheleonline.co.tz](http://www.kacheleonline.co.tz)

© Emmanuel Alkado Kachele



First published September, 2022

**Book Cover by Manny Kachele**

**ISBN 978 9912 9931 7 4**

All Rights Reserved. No part of this publication may be reproduced, stored in a retrieval system, or transmitted in any form or by any means, electronic, mechanical, photocopying, recording, scanning, or otherwise without the prior written permission from the writer and **KACHELE ONLINE**.

## CONTENTS

1. ACKNOWLEDGEMENTS .....	vi
2. PREFACE .....	vii
3. 1.0 LISTENING TO VARIOIUS SIMPLE ORAL TEXTS .....	8
4. 1.1 Listening – Part 1 .....	8
5. 1.2 Listening – Part 2 .....	<b>Error! Bookmark not defined.</b>
6. 2.0 TALKING ABOUT EVENTS.....	<b>Error! Bookmark not defined.</b>
7. 2.1 Celebrations .....	<b>Error! Bookmark not defined.</b>
8. 2.2 Accidents.....	<b>Error! Bookmark not defined.</b>
9. 2.3 Elections.....	<b>Error! Bookmark not defined.</b>
10. 2.4 Sports .....	<b>Error! Bookmark not defined.</b>
11. 2.5 Visits .....	<b>Error! Bookmark not defined.</b>
12. 3.0 ASKING FOR SERVICES.....	<b>Error! Bookmark not defined.</b>
13. 3.1 Telephone Calls .....	<b>Error! Bookmark not defined.</b>
14. 3.2 Reservations .....	<b>Error! Bookmark not defined.</b>
15. 3.3 Shopping .....	<b>Error! Bookmark not defined.</b>
16. 4.0 LOCATING PLACES .....	<b>Error! Bookmark not defined.</b>
17. 4.1 Locating Places .....	<b>Error! Bookmark not defined.</b>
18. 5.0 ANALYSING INFORMATION FROM THE MEDIA.....	<b>Error! Bookmark not defined.</b>
19. 5.1 Factual Information.....	<b>Error! Bookmark not defined.</b>
20. 5.2 Non-factual Information .....	<b>Error! Bookmark not defined.</b>
21. 6.0 GIVING DESCRIPTIONS .....	<b>Error! Bookmark not defined.</b>
22. 6.1 Quality Things .....	<b>Error! Bookmark not defined.</b>
23. 6.2 Quantity Things .....	<b>Error! Bookmark not defined.</b>
24. 7.0 TALKING ABOUT CULTURAL ACTIVITIES.....	<b>Error! Bookmark not defined.</b>
25. 7.1 Games .....	<b>Error! Bookmark not defined.</b>
26. 7.2 Marriages .....	<b>Error! Bookmark not defined.</b>
27. 7.3 Funerals.....	<b>Error! Bookmark not defined.</b>
28. 8.0 EXPRESSING OPINIONS.....	<b>Error! Bookmark not defined.</b>
29. 8.1 A point of view .....	<b>Error! Bookmark not defined.</b>
30. 9.0 READING FOR COMPREHENSION.....	<b>Error! Bookmark not defined.</b>
31. 9.1 General Information.....	<b>Error! Bookmark not defined.</b>
32. 9.2 Specific Information .....	<b>Error! Bookmark not defined.</b>
33. 10.0 INTERPRETING LITERARY WORKS.....	<b>Error! Bookmark not defined.</b>
34. 10.1 Stories .....	<b>Error! Bookmark not defined.</b>
35. 10.2 Analysis of Selected Story: “ <i>Hawa the Bus Driver</i> ” .....	<b>Error! Bookmark not defined.</b>
36. 10.3 Poems.....	<b>Error! Bookmark not defined.</b>
37. 10.4 Analysis of A Selected Poem.....	<b>Error! Bookmark not defined.</b>
38. 11.0 WRITING CARDS AND MESSAGES .....	<b>Error! Bookmark not defined.</b>
39. 11.1 Cards .....	<b>Error! Bookmark not defined.</b>
40. 11.2 Messages .....	<b>Error! Bookmark not defined.</b>
41. 11.3 Telephone Messages .....	<b>Error! Bookmark not defined.</b>
42. 11.4 Written note/message.....	<b>Error! Bookmark not defined.</b>
43. KEY ANSWERS .....	<b>Error! Bookmark not defined.</b>

44. REFERENCES ..... **Error! Bookmark not defined.**  
45. ABOUT THE AUTHOR ..... 14



## ACKNOWLEDGEMENTS

I sincerely thank my parents; **Mzee John Alkado Kachele** and **Bi Leonada Dismas Mwambila** for their loving, spiritual and scholastic upbringing. Their support and family's backing is beyond the price and irreplaceable.

I am truly grateful to my dear wife and my whole family for the fundamental support. This family has always been there for me and have never given up its faith towards my writing adventures.

Genuinely, I acknowledge the tremendous career support from the following:

- ▶ **Mr. Reuben Swilla** (Statistics Officer, **PO-RALG**)
- ▶ **Ms Elinesi Mwangomba** (Headmistress, **Karema Secondary School**)
- ▶ **Michael Lyambilo** (DSEO, Namtumbo DC, Ruvuma. Formerly, DSEO, **Tanganyika DC, Katavi**)
- ▶ **Nicholaus Mwanjabala** (**BA. (Ed – UDOM Alumni)**)

Specifically, I extend my gratitude to this prolific **Kachele Online** Team for their important inputs into my works:

- ▶ **Benjamin Alkado Kachele** (Bachelor Degree in English Language and Geography - Mwalimu Nyerere Memorial Academy, Dar es Salaam, 2022)
- ▶ **Haji Said** (Bachelor Degree in Linguistics and Geography – Jordan University College, Morogoro, 2016)
- ▶ **Tumain Reuben Rehman** (St. Maurus Teachers College)

I can't forget the linguistic and mutual support from my fellow teachers (English Language Department & the staff) from the following schools:

1. **Lukima Secondary School** (Mbinga, Ruvuma, 2011 – 2012).
2. **Mwese Secondary School** (Tanganyika DC, Katavi, 2012 – 2014).
3. **Karema Secondary School** (Tanganyika DC, Katavi, 2015 – 2019).
4. **Sibwesa Secondary School** (Tanganyika DC, Katavi, 2019 – 2022).
5. **Kabungu Secondary School** (Tanganyika DC, Katavi, June 2022 – Present).

I also extend my heartfelt gratitude to all my students wherever they are for their support and trust.

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

**Emmanuel Kachele**  
**2022**

## PREFACE

**Form Two 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 11 Form Two Main Topics per current syllabus.
- ▶ These 11 main topics have been broken down into 29 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 Two 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 Form Two National Assessment (FTNA) and CSEE** in Tanzania.

The book will assist Form Two Students to understand and use English Language confidently and competently in their daily life and working experiences.

Apart from that, Form Two 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 Two Students will notice 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 TO VARIOIOUS SIMPLE ORAL TEXTS

### 1.1 Listening – Part 1

#### TOPIC CONTENTS:

 INTRODUCTION

 **READING AND LISTENING TO THE TEXT**

 **SPEAKING AND LISTENING PRACTICE 1.1.1:**

 **VOCABULARY AND GRAMMAR EXERCISE 1.1.1:**

 **REVISION EXERCISE 1.1.1:**

#### INTRODUCTION

[Listening to and Understanding Various Simple Oral Texts on Various Issues](#) is a listening skill. Listening skill is almost every student's challenge. Fortunately, this language skill is mostly perfected by practicing more listen-talk activities with the students. The nature of the topic itself requires students to talk in the class and allow each other to listen attentively and respond to the given tasks.



Figure 1. Image Credit: clipart.world

#### VOCABULARY FOCUS

*Sports, hobbies, meals, concert, travel, health, kick, home, house, dribble, stigma, effect, orphans.*

#### STRUCTURES



*Be, I am in the house, I am at home, suffering from, participate in a..., pass the ball..., many people were reported..., drive carefully..., walk slowly.*

### **READING AND LISTENING TO THE TEXT**

***Listen to the following story and do the crossword:***

If you think that English language is difficult, then you are wrong. English language is so easy. Don't listen to those who say it is impossible to learn this language. These kinds of people are weak. First, they fear the language which is used all over the world. Secondly, they fear the language which is one of the two official languages used in Tanzania, the other one is Kiswahili! They fear the language which is used by the government in its various official government documents. And importantly, these people have no hospitality because they do not want to welcome the tourists by using English language! There are so many good things I can say about English language.

At Primary School, you learnt a lot about parts of speech and tenses. So, English you have learnt until this time subject has laid a foundation for you. Now, at this level, you only need to practice more in order to make sure you are good at English.

Now, let me remind you about parts of speech you have learned so far:

Do you remember a part of speech which allows us to name things? For example; naming things like ugali, chapatti, or a book? So, this part of speech helps us to name such things even your name! Do you still believe English Language is difficult?

Do you remember a part of speech which tells us what someone or something does?

For example; the words like eat, walk, do, study, or talk, they all tell what we do every day. And you still believe English language is difficult?

I think you also remember well a part of speech that describes other words clearly.

For example; words like 'happy' and 'angry' express more about things in these sentences: 'I am a happy man' or 'She is angry'. English is so easy.

I hope you are also aware of the part of speech that enables us to describe other actions well or clearly. Words such as 'slowly' and 'carefully' enable us to describe our actions more clearly.

See these examples: 'I walk slowly' or 'walk carefully'. This is the easiest language to learn!

There is another part of speech that shows us where events occur or takes place. For example, words like 'in' and 'at' show us where events take place.

Take a look at these examples; 'I am in the house' or 'I am at school.' Will you still believe that English language is easy? Now, you will surely believe that English language is as easy as pie!

Another part of speech is that which enables us to join words or sentences together.

For instance, simple words like 'and', 'or' or 'but' help us to easily join sentences together. Look at these examples, 'You and I', 'Juma or Asha' or 'I like mangoes, but I like oranges more.' This language is as easy as ABCs!

Don't forget that there is a part of speech that enables us to avoid repeating the same words over and over again. These words are like; 'he', 'she', and 'it'. Check out these examples; Juma is here. He is

here for you. In the second sentence, we use ‘he’ so that not to repeat the name ‘Juma’. We can’t say; ‘Juma is here. Juma is here for you!’ That’s why we say English language is easy!

**Crossword Puzzle**

4							2			
1		1			5			3		
	5									
2										
				3						
4										

Table 1. Crossword Puzzle

**Across**

- Words that explain more about adjectives and verbs: \_\_\_\_\_.
- Words that show where events take place: \_\_\_\_\_.
- The words that help us to name things: \_\_\_\_\_.
- Words that are used to avoid repeating nouns: \_\_\_\_\_.
- An example of a word that denotes male and it is used instead of making the repetition: \_\_\_\_\_.

**Down**

- Words that enable us to express what we do every day: \_\_\_\_\_.
- Words that enable us to join words, phrases and sentences easily: \_\_\_\_\_.
- Words that modify or explain more about other words: \_\_\_\_\_.
- An example of a modifying word that expresses joy: \_\_\_\_\_.
- An example of a connective word that shows contrast: \_\_\_\_\_.

**SPEAKING AND LISTENING PRACTICE 1.1.1:**

**SAYING YOU'RE PAYING ATTENTION**

**Dialogue 1**

**JAMIL:** There are a lot of things to do. But clean this house first. Do you hear me?

**AMIDAH:** Yes, Sir. *I'm listening.*

**Dialogue 2**

**JAMIL:** I want these files to my office right now. Don't delay.

**AMIDAH:** *I heard you,* Sir.

**Dialogue 3**

**JAMIL:** Here's a plan and you have to listen very carefully.

**AMIDAH:** *I'm all ears.*

**Dialogue 4**

**JAMIL:** *Do you hear me out?*

**AMIDAH:** *I hear you*, Daddy.

**JAMIL:** Don't forget to buy some potatoes.

**AMIDAH:** *Okay*, Daddy.

**Dialogue 5**

**JAMIL:** Are you with me?

**AMIDAH:** Yes. *I'm still here*.

**VOCABULARY AND GRAMMAR EXERCISE 1.1.1:**

1. Listen to the following text and fill in the blanks using words in the box below:

*Favourite, whistle, score, dribbling, referee.*

Football is my (1) \_\_\_\_\_ sport. I know how to play it, but I am not so good at it. I have some great (2) \_\_\_\_\_ skills but I (3) \_\_\_\_\_ few goals. (4) \_\_\_\_\_ is the person who controls the whole match on the football pitch.

I dislike the final (5) \_\_\_\_\_ especially when my team is not leading.

2. Match the following items in List A with the correct responses in List B:

**List A**

- (i) Strike with the foot.
- (ii) The act of kicking the ball into the net.
- (iii) Run with the ball while making small kicks.
- (iv) Teach, supervise or train someone in sports.
- (v) The act of throwing a ball into the play.

**List B**

- A. Dribble
- B. Coach
- C. Kick
- D. Throw in
- E. Score

**REVISION EXERCISE 1.1.1:**

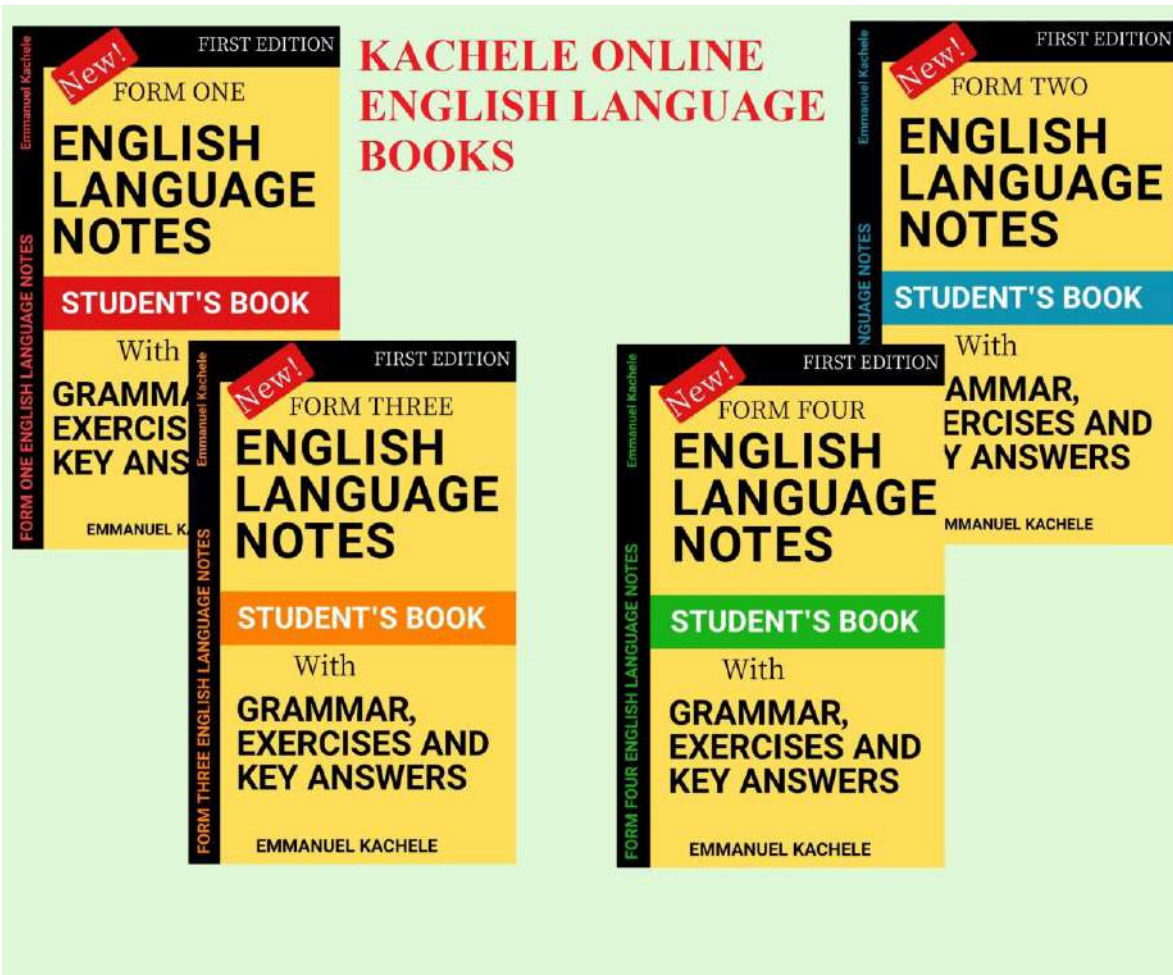
- (1) In groups, listen to the passage provided and answer the guiding questions that follow.
- (2) Listen to the text read, audio or video speech and answer the questions that follow.
- (3) Independently, listen to the text read, audio or visual text and then answer the questions.





# GET MORE BOOKS FROM KACHELE ONLINE

([www.kacheleonline.co.tz](http://www.kacheleonline.co.tz))



FOR MORE NOTES,

**CONTACT US:**

**Call/SMS:** +255622 009 566/+255765 884 936

**WhatsApp:** +255622 009 566/+255765 884 936

**Social Media:** Manny Kachele

**Email:** [kacheleonline@gmail.com](mailto:kacheleonline@gmail.com)

## ABOUT THE AUTHOR



[Emmanuel Alkado Kachele \(Manny Kachele\)](#) is a UDOM Alumni and a teacher who has been teaching [English language](#) and [Literature](#) for both Private and Government Secondary Schools since 2008. He has taught [English Language and Literature](#) in Tuition Centres, Private Schools, and Government Schools in Rukwa, Iringa, Ruvuma, and Katavi respectively. In general, he has been known as [English language and Literature teacher for 'O' Level and 'A' level](#) respectively.

He is currently teaching at Kabungu Secondary School, Tanganyika DC, Katavi.

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](#).