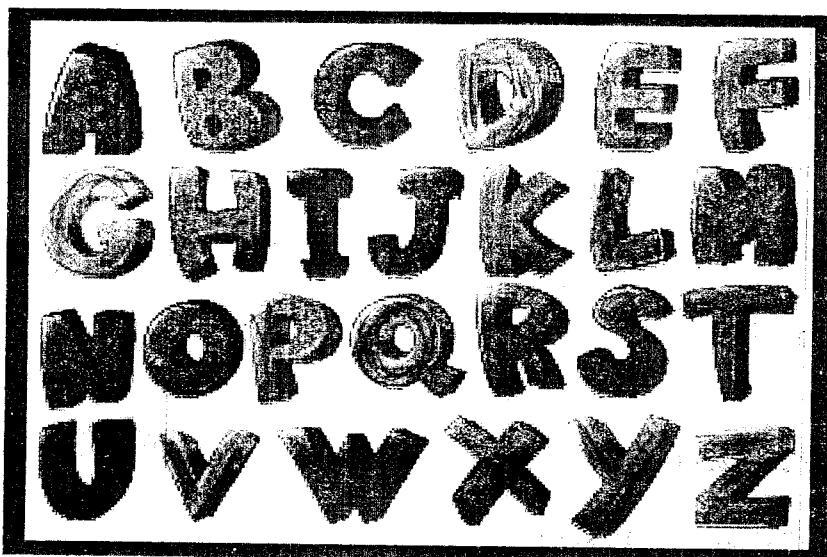


Enjoy English

Grade 7

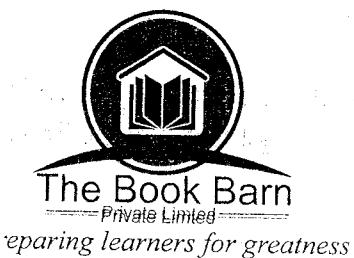
Revision



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SECTION

A

OBJECTIVES

Learners should be able to:

- use appropriate descriptive language to describe persons, places, objects, experiences and scenes
- compile information on personal day to day experiences or future plans using correct language structures
- identify key points from a variety of texts read
- outline the steps taken in carrying out a particular process
- narrate events in sequential order
- use appropriate language structures to write messages for announcements
- punctuate sentences and paragraphs correctly
- read and analyse instructions from given texts
- deduce meanings from different symbols, signs and warnings
- identify initial and terminal sounds of words
- articulate initial and terminal sounds of words with emphasis on pronunciation
- use appropriate language structures to critique stories and news from the media
- use appropriate language structures to respond to statements/questions.

1.1 Nouns

Nouns are naming words. They name people, places, ideas and things. The following are types of nouns in English Language.

Common nouns

Common nouns are

- a) names of people for example, aunt, mechanic, brother, mother, baby and child.
 - b) names of places such as, Matobo, school, airport, continent, state and city.
 - c) ideas for example, envy, love, hate, respect, patriotism and pride.
 - d) names of things such as table, book, pencil, iPad, computer, coat and boots.
- Common nouns are not capitalised unless they either begin a sentence or appear in a title, Mister (Mr), Doctor

Proper nouns

- Proper nouns are names of specific people, places, things or ideas. Proper nouns should always be capitalised. Examples include, days of the week and months such as Monday and March.

Abstract nouns

- An abstract noun is a noun that refers to an idea, quality, characteristic or feeling. For example, happiness, truth, danger, wisdom, patience, bravery and thoughts.
- Abstract nouns are not real objects that we can identify using our five senses

Concrete nouns

- A concrete noun is a noun that can be identified through one of the five senses (taste, touch, sight, hearing or smell).

Compound nouns

Compound nouns are made of two or more words joined together to make a single word
for example, tooth + paste = *toothpaste*

hair + cut = *haircut*

bed + room = *bedroom*

Collective nouns

- A collective noun is the name of a group of people or things, for example, team, herd, troop, flock, fleet, swarm, group and pride.
- They are called collective because a single word is used to stand for a group of things or people.
- The following are some well-known collective nouns.

A bunch of bananas or grapes

A bundle of vegetables

A gang of thieves

A troop of soldiers

A herd of cattle or buffaloes or elephants

A pride of lions

- Used correctly collective nouns also help to spice up your compositions and your spoken language.

Countable nouns

- Anything that can be counted, whether singular such as a dog, a house, a friend, or plural like a few books and lots of oranges are countable nouns.

Uncountable nouns

- Uncountable nouns are for the things that we cannot count in numbers. For instance, sugar, rice, milk, water, oxygen, hair, sand and water.

Exercise 1.1

Identify nouns in the following sentences

1. Themba lives in a cave.
2. My brother works in South Africa.
3. A zebra is a beautiful animal.
4. My brother is suffering from cholera.
5. His father goes to work by bus everyday.
6. The President will attend the conference this morning.
7. The tomatoes in the basket are all ripe.
8. Our headmaster is very friendly to all the students.
9. My sister and I will visit the museum before the end of the month.
10. The fruit shop is selling delicious apples, bananas and mangoes.

Exercise 1.2

Which of these nouns need to start with a capital letter

tree	thomas	road	book	sanyati	vumba
school	zimbabwe	person	harare city	kadoma	government

Exercise 1.3

Identify countable and uncountable nouns from the list below.

- | | | | | | |
|-----------|------------|-----------|-----------|-----------|-----------|
| 1. hat | 2. sugar | 3. radio | 4. case | 5. milk | 6. pencil |
| 7. zebra | 8. island | 9. bucket | 10. wool | 11. honey | 12. oil |
| 13. spoon | 14. petrol | 15. grass | 16. piano | | |

Exercise 2

There are some modern collective nouns which are used for some sets of everyday items. Research and use your dictionary to connect the following sets to their collective noun.

	Items	Collective noun
1.	spoons, forks, knives	cutlery
2.	toilets, bathrooms	
3.	electric iron, television, radios	
4.	ploughs, cultivators, harrows	
5.	cars, lorries, buses, bicycles	
6.	pens, pencils, papers, books	
7.	toothbrushes, soap, toothpaste	
8.	blankets, sheets, pillows	
9.	tables, chairs, sofas	
10.	chickens, ducks, turkeys	

- It is important to note that since the collective noun refers to a group of objects as one unit, it is therefore treated as singular not plural.

- Collective nouns such as toiletries, appliances and facilities will however be treated as plural.

Study the following sentences.

The team is going to train every weekend.
The team are going to train every weekend.

Correct
Wrong

Masculine/feminine Nouns

- These are special names that stand for males and females of humans, animals or other objects.
- In some nouns, the change from male to female nouns only needs a slight change to the spelling and pronunciation of the noun.

For example:

<i>male</i>	<i>female</i>
<i>man</i>	<i>woman</i>
<i>lion</i>	<i>lioness</i>
<i>prince</i>	<i>princess</i>
<i>waiter</i>	<i>waitress</i>
<i>master</i>	<i>mistress</i>
<i>he-goat</i>	<i>she-goat</i>

- In some cases masculine (male) and feminine (female nouns take on a different spelling altogether)

Study the following examples:

<i>boy</i>	<i>girl</i>
<i>king</i>	<i>queen</i>
<i>bull</i>	<i>cow</i>
<i>aunt</i>	<i>uncle</i>

- It should be noted that language has undergone some changes and unisex terms are now preferred to those that divide humans by gender. Consider the following examples.

Old nouns (male)	Old nouns (female)	New nouns (neutral)
Headmaster	headmistress	school head
Camera man	camera-woman	camera operator
Policeman	police-woman	police officer
Mankind	_____	humanity
Garden boy	_____	gardener
_____	house-girl	maid/domestic worker
Chairman	chairwoman	chairperson

Singular and plural

- Nouns are always either in their singular or plural forms.
- Nouns change in different ways to their plural forms.
- Other nouns take on 'es' and others 'ies' in their plural form.

Rule 1

- Adding an 's' to a noun makes a plural.
 - Most plural nouns are formed by adding 's' to the singular noun.
- Examples:** *girl + 's' = girls* *cake + 's' = cakes*
gate + 's' = gates *pen + 's' = pens*

Rule 2

- Nouns that end in 'y' are made plural by changing 'y' to 'i' and add 'es'.
 - Some plural nouns are formed in different ways.
- Examples:** *enemy = enemies* *country = countries*
city = cities *lorry = lorries*
berry = berries *doily = doilies*

Rule 3

- Nouns that have a vowel before 'y' are made plural by simply adding 's'.
- Examples:** *boy = boys* *toy = toys*
day = days

Rule 4

- Singular nouns that end in 'f' are made plural by changing 'f' to 'v' and adding 'es'.
- Examples:** *thief = thieves* *leaf = leaves*
knife = knives
- Exceptions:** *roof = roofs* *chief = chiefs*
cliff = cliffs

Rule 5

- Nouns that end in *s, ss, ch, sh or x* are made plural by adding 'es'.
- Examples:** *dress = dresses* *fox = foxes*
brush = brushes *witch = witches*
gas = gases *watch = watches*
- There are some nouns that are only used in plural form.
- Examples:** *scissors* *shorts*
spectacles *trousers*
jeans *drawers*
pliers *shears*

Some plural nouns are formed in different ways

Exercise 3

Give the plural of the following nouns

- | | |
|---------------|------------|
| 1. photograph | 2. piano |
| 3. goose | 4. chimney |
| 5. mouse | 6. hero |
| 7. dress | 8. half |
| 9. army | 10. city |
| 11. chief | 12. watch |

Exercise 4

Add 's', 'es' or 'ies' to the following nouns to put them into their plural form.

- | | |
|------------|-------|
| 1. house | _____ |
| 2. potato | _____ |
| 3. berry | _____ |
| 4. book | _____ |
| 5. tomato | _____ |
| 6. gully | _____ |
| 7. bully | _____ |
| 8. mystery | _____ |
| 9. hero | _____ |
| 10. zoo | _____ |

- Some nouns do not follow the above patterns.
- In some situations the word changes completely in its plural form while in others it may not change at all;

Examples: *person = people*

child = children

ox = oxen

mouse = mice

sheep = sheep.

Learners should be aware of different nouns and how they are used in their plural form.

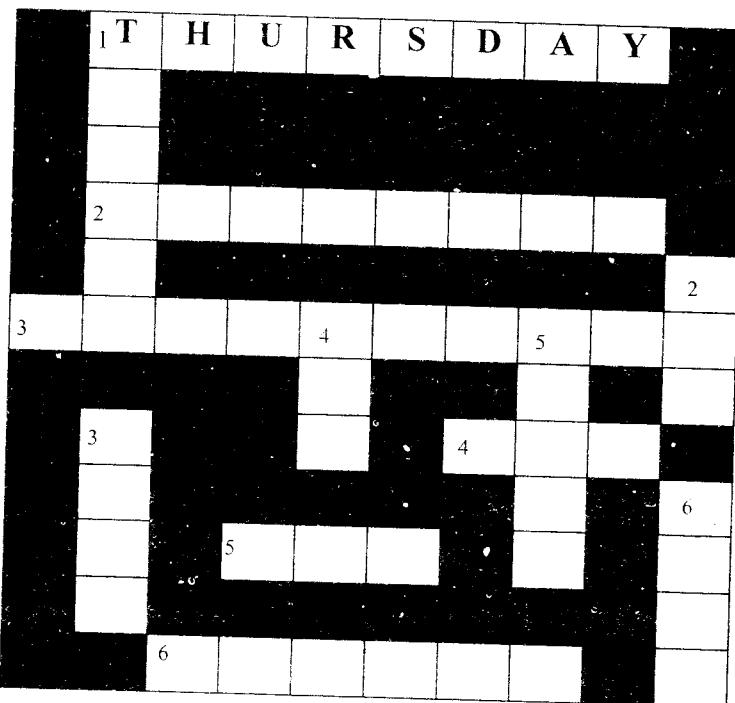
Exercise 5

Put the following nouns into their plural form.

- | | | | | |
|----------|--------|--------|-------|------|
| syllabus | radius | person | goose | food |
| water | soil | salt | oil | time |

PUZZLE

Complete the following puzzle with appropriate noun(s).



ACROSS

1. The fifth day of the week.
2. The opposite of concrete nouns.
3. A compound noun which starts with a "t", that we use to brush our teeth.
4. A singular name for man is _____.
5. A countable noun that we ride in.
6. A feminine noun used for women.

DOWN

1. Give a common noun of a fruit plant we grow in the garden.
2. A countable noun when man is more than one.
3. A naming word is a _____.
4. Made of pole and dagga with a thatched roof.
5. A _____ of bees.
6. A singular noun of a capital of a country.

1.2 Antonyms

- Antonyms are words expressing the opposite meaning of another word.
- The opposite of the word antonyms is synonyms which means words with the same meaning

examples:

good - bad
tall - short
fat - thin

Exercise 6

Match words whose meanings are opposites

- | | |
|-------------|-----------|
| 1. dry | wet |
| 2. high | shallow |
| 3. above | foolish |
| 4. clever | below |
| 5. deep | exterior |
| 6. narrow | outside |
| 7. inside | expensive |
| 8. interior | low |
| 9. ugly | wide |
| 10. cheap | beautiful |

- Antonyms are not always straight forward, especially if they are opposites of adverbs. For example, for the opposite of wise, both foolish and stupid can do, depending on the context or sense in the sentence.
- Antonyms can be created by putting certain suffixes and prefixes to them.
- Prefixes are parts of words added to the beginning of a word to alter its meaning, in the same way suffixes are attached to the end of a word.
- The words true and untrue, 'un' is a prefix that creates an antonym.
- Some common prefixes that create antonyms or opposites are:
un, in, dis, mis, ir, il, in

Exercise 7

Construct opposites of the following adjectives by adding a suitable prefix from:

un, dis, mis, ir, il, in

Examples:

true	untrue
1. obey	_____
2. important	_____
3. faithful	_____
4. secure	_____
5. legitimate	_____
6. legible	_____
7. responsible	_____
8. regular	_____
9. fire	_____
10. complete	_____
11. accurate	_____
12. honour	_____

The Suffix

Antonyms can be created by replacing the suffix **ful** with **less** in some words.

Examples: *careful* = *careless*

faithful = *faithless*

Exercise 8

Identify eight more similar pairs of antonyms that take the '-ful' and '-less' pattern.

1.3 Similes

- A simile compares the quality of one object with that of another using as and like.
Examples of similes are:
 - a) *as dangerous as machine guns*
 - b) *as beautiful as the rainbow*
 - c) *as noiseless as a shadow*
 - d) *as bright like a star*
 - e) *as fearless like a lion*
 - f) *as round like a ball*
- Not all phrases that have 'as' are similes, for example: "He walked as if he was ill." This is not a simile.
- It is also important never to create your own similes but you must use those ordinary ones.
- The use of a simile ought to flavour your writing therefore you have to use similes that are easily understandable in our country.
- Some similes do not make any sense in this modern day and in our country. Such similes must be avoided.
- Some similes have also been overused such that they are now stale and awkward to use in one's writing.
- These, just like the strange ones, ought to be avoided.

Exercise 9

Choose six similes from the following and construct some sentences using them.

- a) curious as a fish
- b) countless as the desert sands
- c) dry as a bone
- d) friendly as a puppy
- e) immense as the sea
- f) lonely as a deserted ship
- g) simple as ABC
- h) terrible as hell
- i) ugly as a scarecrow
- j) unreal as a dream

WORD SEARCH

Find the antonyms from the word search below.

G	O	O	D	A	U	G	L	Y
C	U	F	B	C	W	E	T	Z
L	T	O	T	T	A	L	L	I
E	S	O	L	O	W	D	S	N
V	I	L	T	H	C	R	H	S
E	D	I	S	S	V	Y	O	I
R	E	S	S	B	A	D	R	D
X	R	H	I	G	H	V	T	E

1.4 Verbs

What are verbs?

Verbs are action words or doing words. They express the action that we can see or feel with our own senses. Examples of such doing words are:

jump walk run shout write laugh

However, not all actions can be seen or felt. Mental activities are among the actions that cannot be seen or felt. Here are examples of verbs of mental actions:

think like hate decide plan imagine fear wish

Examples of stative verbs are:

is was will be am

Transitive and Intransitive Verbs

The basic sentence unit is subject → verb → object

The subject is the doer, the verb is the action and the object is the material thing that can be touched. For example in:

James kicked the ball.

James is the *subject* or doer, kicked is the *verb* and the ball is the *object*.

However, some sentences may not have an object and still be correct. For example:

The sun was shining.

In sentences where there is an object the verbs are transitive whereas in 'The sun is shining' the verb 'shining' is intransitive because it does not state the object.

More examples of intransitive verbs.

Today is hot

Rudo is quite clever

The man died

The Subject + Verb + Object pattern depends on whether the sentence/verb is transitive or intransitive.

Transitive verbs have an object.

Intransitive verbs however have no objects

HINTS

Please note that knowing whether a verb is transitive or intransitive is not very important, what is essential is being able to use such verbs in your sentences.

Verb forms

Base Or Root	Present Continuous Tense	Past Tense	Past Participle
play	playing	played	played

write	writing	wrote	written
break	breaking	broke	broken
see	seeing	saw	seen
cut	cutting	cut	cut
read	reading	read	read

Exercise 10

Complete the following verb forms as above

	Base/Root	Past Tense	Past Participle
1.	take	_____	_____
2.	speak	_____	_____
3.	run	_____	_____
4.	drink	_____	_____
5.	sit	_____	_____
6.	cook	_____	_____
7.	wait	_____	_____
8.	decide	_____	_____
9.	withdraw	_____	_____
10.	choose	_____	_____
11.	lose	_____	_____
12.	grow	_____	_____

Auxiliary Verbs (helping verbs) a word of actions that helps the main verb to be complete. Of course at times they can work on their own as stative verbs. In the following examples they are given as auxiliary with possible verb connections

examples: *Is/was (eating)*

Has/ have/had (arrived)

will (play)

are (going)

am (writing)

Modal verbs

Are a type of auxiliary verbs that are used to express uncertainty, possibility, permission or obligation. Examples of modal verbs are:

may, might, can, could, should, would, shall, must, ought to.

Some confusing modals

should and must

Should is used to suggest the best action or advice while must is used for rules which if they are broken may result in punishment or nasty results.

examples: *You should study for the examination.*

You must stop when the robot is red.

Can and may

Can is used to show ability while may shows possibility and in questions, request for permission.

examples: *Can you use a screw driver to open the door, we have lost the key?*

May you open the door for the visitor?

Guidelines

Modal	What it is used for	Examples
Can/Could	• Requests and what one is able to do	• Can you help? She could write well
Shall/should	• Give advice, offer and suggest	• Shall I help you? Should I go?
Will/would	• Asking one to .., offer and suggest	• Will you please stop? Would you like..
May	• Possibility, ask if allowed to do	• It may rain soon. I might come there
Ought/might	• Someone's duty, strong suggestions	• We ought to study hard.

Exercise 11

Complete correctly

1. Young children not play close to harmful objects. (shall, must, ought)
2. We go for fishing this weekend. (might, ought)
3. You to know your candidate number very well. (will, shall, ought)
4. Andrew not come to the party as he was seriously ill. (must, ought to, could)
5. you please switch off the radio. (Must, Shall, Will)
6. I can see you are sick, I call the ambulance. (might, must, should)
7. I borrow your ox this farming season? (Must, May, Should)
8. I teach you all how to play a guitar. (should, can, could)
9. I do my homework if I am to pass. (must, shall, can)
10. We now all go for our practical Agriculture lessons. (could, should)

Phrasal Verbs

A phrasal verb is made up of two or more words that would lose or change meaning if one of the words were removed, for example:

Turn-up (for a meeting).

Phrasal verbs just like any other verbs follow the root, present continuous, past tense and past participle form. For example:

Base/Root	Present Continuous	Past Tense	Past Participle
Turn up	turning up	turned up	turned up

Exercise 12

Complete the following verbs in the same way.

Base/Root	Present Continuous	Past Tense	Past Participle
1. turn down	_____	_____	_____
2. turn off	_____	_____	_____
3. turn away	_____	_____	_____
4. put out	_____	_____	_____
5. put off	_____	_____	_____
6. put up at	_____	_____	_____
7. break up	_____	_____	_____
8. break down	_____	_____	_____
9. break into	_____	_____	_____
10. break out	_____	_____	_____
11. give-up	_____	_____	_____
12. give-in	_____	_____	_____
13. give away	_____	_____	_____
14. cope with	_____	_____	_____
15. take down	_____	_____	_____

Exercise 13

Put the phrasal verbs that have the suitable meaning to complete the following sentences

1. She failed to _____ her financial problems.
A. copy down B. cope with C. cope out D. copy on
2. Thieves _____ the house and stole many valuables.
A. broke out B. broke down C. broke up D. broke into
3. By half time our team had conceded many goals but we did not _____.
A. give in B. give up C. give away D. give out
4. It was too late into the night and the children had to _____ aunt's house for the night.
A. put out B. put up at C. put off D. put on
5. The proposal to have a clinic built in the area was _____ by the district council.
A. turned up B. turned away C. turned down D. turned out
6. All schools had to be closed when Covid 19 _____.
A. broke up B. broke down C. broke away D. broke out

Passive verb sentences

Passive and active sentences depend on whether the subject is doing something or is not doing anything in the sentences.

Consider the following sentence.

The farmer dug a well.

Dug is related to the farmer as the doer of that action. Now look at the following example:

A well was dug.

The subject is ‘well’ but it is not the doer of the action, therefore the second sentence is passive. Passive sentences are sentences where the action is done on the subject. The passive voice can be used when the doer of the action is not known or when the writer wants to place less importance to the doer. The passive voice uses verbs in their past participle form.

example: *Thirty five asbestos roofing sheets were stolen.
Our team was beaten in three out of five matches.*

Exercise 14

Complete the passive voice sentences by changing the verb in brackets into the correct form.

Recent demonstrations in the city have left a trail of destruction. Windows of shops were (breaking) and groceries (stealing). Over ten vehicles were (burning) and nearly one hundred people were (injuring). Property worth millions was (destroying). Hooligans were (seeing) throwing stones at cars. The police arrived in time and several individuals were (arresting). The suspects have already been (taking) to court and some of them have already been (sentencing). A call has been (making) for people to desist from violence.

Subject-verb agreement

The subject or the noun is either singular or plural and the verb form must be in agreement with the subject. The noun subject will be in three forms, first person, second person and third person, in each case it may either be singular or plural, as shown below.

Object/Noun	Singular	Plural
First person	I live in Karoi.	We live in Karoi.
Second person	You live in Karoi.	You live in Karoi.
Third Person	He/she/Tom lives in Karoi.	They live in Karoi.

Collective nouns often cause confusion when it comes to subject-verb agreement. Most collective nouns are treated as singular, first person, second person and third person singular and plural in relationship to the verb form.

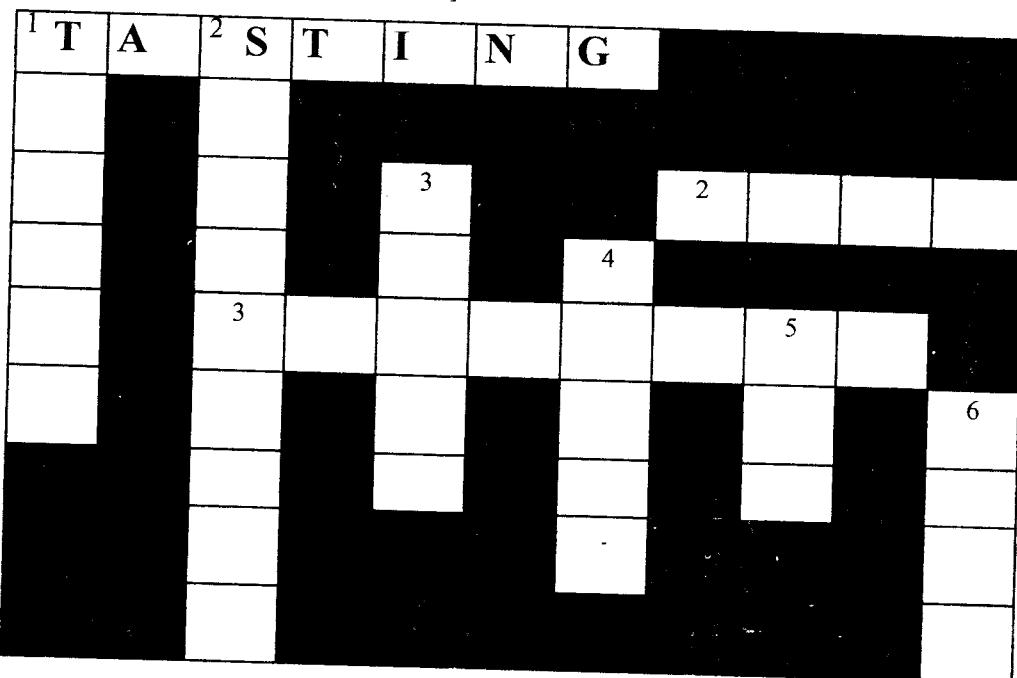
Exercise 15

Choose the best verb form from those in brackets.

1. Our team (practice/practices) every Thursday.
2. Team members (use/uses) the club house for their ablutions.
3. Some of the sports people (play/plays) for international clubs.
4. Either the coach or the fitness trainer (go/goes) with the team for matches.
5. Neither the goalkeeper nor his substitute (is/are) here today.
6. Both players (perform/permorms) very well as defenders.
7. Mr Moyo, as well as his assistant, (are/is) absent today.
8. None of them (was/were) present on the competition day.

PUZZLE

Complete the following verbs on the puzzle below.



ACROSS

1. John is ____ using his tongue.
 2. Chipo can ____ sadza.
 3. She is ____ with her mouth wide open.

DOWN

1. James is ___ the car out of the road.
 2. I found him ___ down my pictures in the phone gallery.
 3. We usually ___ when we have the flue.
 4. Chipo can ___ when talking
 5. The boy can ___ his head a lot in agreement.
 6. Can you kindly ___ the window, it's really hot.

1.5 Adverbs

- An adverb is a word that describes an action (verb) or a describing word (adjective).
 - It modifies the verb or adjective so that the meaning is clearer. Adverbs normally end in “-ly” when they describe a verb/action.
 - Adverbs that describe an adjective do not end in “-ly”. Very is an adverb that does not end in -ly.
 - Examine how the following adverbs modify action of walking. These are adverbs of manner.

walking –quickly/ slowly /tiredly /energetically/proudly/sluggishly.

Exercise 16

Put at least 5 adverbs after the following actions.

- | | | | | |
|-------------|---------------|---------------|---------------|---------------|
| 1. Laughing | _____ / _____ | _____ / _____ | _____ / _____ | _____ / _____ |
| 2. Eating | _____ / _____ | _____ / _____ | _____ / _____ | _____ / _____ |
| 3. Writing | _____ / _____ | _____ / _____ | _____ / _____ | _____ / _____ |
| 4. Talking | _____ / _____ | _____ / _____ | _____ / _____ | _____ / _____ |
| 5. Sleeping | _____ / _____ | _____ / _____ | _____ / _____ | _____ / _____ |

- It is important to note that some words that end in -ly are not adverbs because they will not be modifying an action,

Examples: *We went to a lively dance.*

She made a costly mistake.

- To understand adverbs better it is necessary to also focus on adjectives for comparison.
 - Adjectives describe a noun while adverbs describe an action, how something is happening or being done.

Examine the following sentences.

Mr Dube is a careful driver.

Mr Dube drives carefully.

“*Careful*” is an **adjective** while “*carefully*” is an **adverb**.

Exercise 17

Change the following adjectives to adverbs.

For example

quick	quickly
1. merciful	_____
2. adventurous	_____
3. loud	_____
4. silent	_____
5. painful	_____
6. active	_____
7. efficient	_____
8. hopeful	_____
9. happy	_____
10. casual	_____
11. beautiful	_____

- Adverbs may be placed before or after the verb they describe as in the following sentences:

Example: *He peeped nervously through the window.*

He nervously peeped through the window.

Exercise 18

Find a suitable adverb to fill the blank spaces.

The children walked _____ to the playground. They saw that the sports field was _____ packed with people. Some supporters were _____ cheering their teams while some girls _____ sang _____ and _____ danced near the goal post. Our netball team played _____. They ran, they dodged and they scored. Mrs Mangena the coach watched her team _____. She was certain of victory.

Adverbial Clauses

- When a group of words form a short sentence that helps describe an action in the same manner as an adverb it is an adverbial clause.
- Adverbial clauses are found in different forms. Adverbs of manner explain the 'how' of an action.
- We have already dealt with adverbs of manner. Other types of adverbial phrases or clauses are given below.
- In each case the adverbial phrase will be describing the verb in the main part of the sentence.

Adverbs of time

- Phrases that include, when, how long, how often.

Examples: She laughed *when she saw me.*

Farai stopped working *the moment she saw her friend.*

Adverbs of duration

- Shows the length of time which an action took.

Examples: a) James succeeded in getting a driver's licence *after thirty days.*
b) He lived with his sister *for six years.*
c) She waited patiently *until her mother arrived.*

Adverbs of place

- Can indicate the place of an event. Phrases include behind, down, in, off among others.

Example: a) The old woman fell down *near the well.*

Adverbs of number

- These words show or ask about the number of people present or doing something. Phrases include one, two, twice, once among others.

Example: a) You only live *once.*

Adverbs of question

- These are interrogative verbs. Phrases include, when, how, why, where among others.

Example: a) *Why* are you so late? There was a lot of traffic.

Adverbs of frequency

- These are used to show how often an activity takes place.
- Words such as often, never, frequently, regularly, hardly, rarely are part of adverbs of frequency.

- The following sentences illustrate how adverbs of frequency are used.

Examples: a) Maude visits her grandmother *nearly* every holiday.
b) Dentists encourage us to brush our teeth *regularly*.

Exercise 19

Complete the following sentences by giving the first part to the given adverbial clauses.

For example: She screamed loudly when she saw the snake.

1. _____ for three years.
2. _____ near their house.
3. _____ at exactly six o'clock.
4. _____ using an axe.
5. _____ without making any noise.
6. _____ since she came to live in this village.

1.6 Adjectives

Adjectives are describing words such as blue, angry, cold, dry and hard.

- An adjective is described as modifying or quantifying a noun or pronoun. It tells us more and gives us extra information about something, for example, if somebody says, "It's a warm day" the adjective *warm* is giving us extra information about the noun *day*.
- Adjectives are words that make sentences more interesting and add spice to writing.
- Different kinds of adjectives can tell us about size, quantity, colour, temperature, feeling and type, therefore we may divide them into three classes which are *descriptive*, *quantity* and *distinction* adjectives.

1. Descriptive adjectives are used to describe a noun for example:

Size: tall tree, small animal, big boy, fine man

Colour: red apple, blue pen, black cow, brown leaves.

Shape: cone tree top, square field, triangular roof.

Material: iron bar, wooden plate, clay pot, glass tumbler.

Temperature: hot weather, cold day, warm water.

Time: early morning, late super, daily bus.

Feeling: sad boy, happy girl and exciting game.

Quality: hard wood, good work, New Year, handsome boy, delicious food.

2. **Adjectives of quantity:** are used for countable and uncountable number of items or people.

Adjective of quantity: most of the boys, a few plates, every teacher, all children.

3. **Adjective of distinction**

a) **Demonstrative** - This, that, these, those, yonder

b) **Interrogative** - Which, what, whose.

Example: whose book is it?

c) **Distributive** - Each, every, either, neither.

Example: They can use either road or rail to go home.

Note that: In most cases adjective are placed before nouns.

Exercise 20

Underline the adjective in the following sentences.

1. The clever boy solved the problem.
2. Only a few books were handed in for marking.
3. The crazy dog chased its tail throughout the day.
4. The oldest baobab tree is found in Victoria Falls.

Comparison of Adjectives.

Some adjectives have three degrees of comparison which are *positive*, *comparative* and *superlative* degree.

Positive adjective is simply descriptive, it describes a noun or a pronoun, for example, *wise* king, *rich* man, *cold* day. It is used to describe one person or item.

Comparative Adjective is used to compare two or more people or things, for example:

Tendai is *older* than all his classmates. ...*faster* than the other athletes, ...*taller* than the other boy. The easiest way of comparing simple adjectives is to add "-er" to the comparative degree as shown above.

Superlative Adjective is used in comparing three or more creatures, people or things. The easiest way of a superlative adjective is to add "-est" to the superlative degree as shown below.

...the *largest* lake in Africa. ...the *longest* river in the continent. ... is the *heaviest* bag in the lorry.

For adjectives that end with "-e", the "e" is omitted when adding "-er" for comparative or "-est" for superlatives, for example:

For those adjectives that end with *a* or *y*, the *a* and *y* are omitted before adding "*i*er" for comparatives and "*i*est" for superlatives. For example, Happy —— happier —— happiest

Exercise 21

Complete the following table

Positive	Comparative	Superlative
small	smaller	smallest
hot	_____	_____
large	_____	_____
happy	happier	happiest
easy	_____	_____
early	_____	_____
big	_____	_____

Those adjectives with two or more syllables have **more** or **less** been written before the positive adjective. When expressed in its comparative degree add **most** or **least** to its superlative form.

Exercise 22

Follow the example in the table below and complete the remaining adjective in their comparative and superlative degree.

Positive	Comparative	Superlative
beautiful	more beautiful	most beautiful
dangerous	_____	_____
lovely	_____	_____
intelligent	less intelligent	least intelligent
comfortable	_____	_____
powerful	_____	_____
wonderful	_____	_____
painful	_____	_____
handsome	_____	_____

Exercise 23

Some adjectives are **Irregular** as they can change completely. For example.

Positive	Comparative	Superlative
bad	worse	worst
far	_____	_____
good	_____	_____
much	_____	_____
little	_____	_____

Exercise 24

Some adjectives are **proper adjectives** as they are formed from proper nouns which are names of a particular thing or place, for example, Africa is a noun can be changed to African.

Proper noun	Proper adjective
Zambia	_____
Nigeria	_____
Asia	_____
Europe	_____
China	_____
Thessalonica	_____

Exercise 25

Underline the adjectives in the following sentences.

1. Ruvarashe is the most beautiful girl in our town.
2. He is the youngest in our class.
3. The Zimbabwean boy won the gold medal at the Olympic games.
4. The earliest birds always catch the fattest worms.
5. The worst match was played yesterday.
6. The big lion ran after the little mouse.
7. The warm day turned hot at night.
8. The fastest athlete was rewarded by the trainer.
9. The least mark that he got was seventy.
10. The vicious dog became more dangerous to our children in the community.

1.7 Prepositions

- The preposition is placed before a noun or a pronoun.
- A preposition may be a single word or a group of words.
- Some people consider prepositions to be small words such as; *to, on, in, etc*, but they need not be small lettered words only.
- Words such as *during, across, behind* are prepositions too.

Prepositions of time

- They show the relationship of a person, or a thing with other objects in the sentence. Examples, *on Sunday, at night, in the morning, during the night, after supper, since January, until December*.

Prepositions of place

- Relate two places or a subject to a place. Examples of words that often get into the category of prepositions of place are, *near, outside, inside, beside, above, below, across*.

Prepositions of direction

- These relate to the movement of a person or object in relation to some objects mentioned in the same sentence. They include:
to, from, towards, past, across, to and from, into, onto

Prepositions with special uses

- There are some prepositions with other special uses such as those that use 'with.' Examine the following sentences and note how the prepositions in bold letters are used.
 - a) She writes **with** a black pen.
 - b) She took the pen **from** her father.

These prepositions are used especially with adjectives for example: skilled in ___, good at ___, far from ___, laugh at ___. There is no specific formula for telling you which preposition goes where. The knowledge of using them comes with careful and continuous practice.

Prepositions for comparing

- Prepositions can also be used to compare qualities by likening one quality to another. The following prepositions and prepositional phrases are used to compare qualities.
like, as, as if, than, as though.

Exercise 26

Place the correct preposition to complete the following sentences.

(*to, on, in, for, with, at*)

1. The teacher was pleased ___ my work.
2. Jairos Jiri was kind ___ people with disabilities.
3. "I don't see what is wrong ___ this car," said the mechanic.
4. The major reason ___ going to school is that we become better citizens.
5. Most young people are interested ___ the game of nhodo.
6. I do not know why my friend is angry ___ me.
7. The storm caused a lot of damage ___ Mr Chaka's tobacco crop.
8. Her friends came to congratulate her ___ her twelfth birthday.

Exercise 27

Choose the best preposition A, B, C, or D to complete the sentences.

1. The white fluffy clouds were floating lazily ___ the Earth.
A. above B. far from C. into D. past
2. In some deep South African gold mines, workers dig over 2000 metres ___ the surface of Earth.
A. beneath B. above C. between D. along
3. Zimbabwe is found ___ Zambezi and Limpopo rivers.
A. on B. between C. above D. underneath
4. The Vumba mountains receive rainfall ___ the year.
A. after B. before C. between D. through out
5. Three stray elephants were seen heading ___ Chalala National Park.
A. from B. towards C. to and from D. through
6. You have to struggle and strive ___ you succeed.
A. unless B. since C. until D. after
7. The actor jumped ___ the stage and started singing.
A. into B. onto C. out of D. over
8. They made a single file and marched ___ the playground.
A. on B. onto C. above D. into

1.8 Punctuation marks

- The placement of correct punctuation marks is extremely important in written communication.
- Look at the following sentences which have exactly the same words and note how punctuation is altering the meaning.

"You are going there."

"You are going there?"

"You are going there!"

- Apart from sending the wrong meaning, bad punctuation is very annoying to the reader, especially in classwork.
- It can also cost the candidate marks in an examination.
- Some punctuation marks which every learner must use with accuracy are *full stop, capital letters, comma, question mark, exclamation mark, quotation mark, hyphen, colon and semi-colon*.

Full stop (.)

- This is used at the end of a full sentence or statement and also to separate letters in an abbreviation, for example, *PO, Box, e.g. Etc. N.B.*

Comma (,)

- It is used to separate items in a list for example: Mother bought soap, butter, mealie-meal and other groceries.
- It is also used to separate parts of a sentence for example:
When they arrived in Binga, they saw the Chief awaiting them.
- We use the comma to separate a city and the country in speech for example,
He will be buried in Bulawayo, Zimbabwe.

Question Mark (?)

- If the type of sentence is a direct question, it will not end in a full-stop but with a question mark.
- Questions of the who-what-where-when-why-which-type are called interrogative and they end with a question mark.
- Questions that can be answered with either yes or no also need to be ended with a question mark. For example: *Is today a Friday? Did you take my satchel?*
- Questions that start with; *Can, Have, Did, Is and Will* also need a question mark.

Exercise 28

1. Choose the correctly punctuated sentence.
 - A. Parts of language structures such as punctuation marks prepositions, similes and nouns are essential in writing
 - B. Parts of language structures such as punctuation marks, prepositions similes and nouns are essential in writing.

- C. Parts of language structures such as punctuation marks, prepositions, similes and nouns are essential in writing.

D. Parts of language structures such as punctuation marks, prepositions, similes, and nouns are essential in writing.

2. A. yes, I usually do my chores after writing my homework.

B. Yes, I usually do my chores, after writing my homework.

C. Yes I usually do my chores after writing my homework.

D. Yes, I usually do my chores after writing my homework

What is missing from the following sentences?

3. Ropafadzo was not at school yesterday because she tested positive for COVID-19
A. . B. / C. " D. .

4. Will the lock down period be extended
A. . B. / C. , D. ?

5. My favorite subjects are physical education mathematics and agriculture.
A. ? B. . C. , D. /

Exclamation mark (!)

- Sentences that show shouting, fright or disbelief, surprise are ended in exclamation marks.
 - When a person interjects, that is, cuts short another's speech, an exclamation mark is often inserted. For example, *Are you coming today!*

Quotation marks (" ")

- These are used for direct quotes.
 - When the writer shows exactly the words spoken by an individual that is a direct quote.
 - The directly quoted text is shown by enclosing it with quotation marks which may also be called opening and closing inverted commas.

How to punctuate using quotation marks.

- The word that follows the question mark and the exclamation marks must always start with a capital letter as the following examples show:
“Are you the head-girl of Karoi Primary?” Asked the visitor.
“Watch out!” Shouted the police officer to the pedestrian.

Observe how the following sentence is punctuated.

"We start school at 7 o'clock", said the school head.

- Note that the comma is outside the closing inverted marks. The statement is wrongly written, it should be written as:
“We start school at 7 o’clock,” said the school head
 - The comma is inside the closing quotes. The first word inside a quotation has a capital letter.

Capital letters (A, B, CX, Y, Z)

These are used

- a) at the start of a sentence.
 - b) for proper nouns of people, places, cities, institutions. For example, Danisa, Victoria Falls, Zimbabwe, Save River, Nemangwe High School, Zuvarabuda Primary School.

- c) when two or more words are part of the name of a title, all must be capitalised.
This is mostly used in titles for example, Re: Application for a Vacancy for Form One.
- d) with titles of respect such as Mister, Madam, Sir, Honourable, His Majesty, Your Highness among others.

Exercise 29

Choose the correctly punctuated sentence

1. A. "I don't know" Zivai screamed at the Science and Technology teacher.
B. "I don't know! Zivai screamed at the Science and Technology teacher.
C. "I don't know!" Zivai screamed at the Science and Technology teacher.
D. " I don't know!" Zivai screamed at the Science and Technology teacher?
2. Where should capital letters be placed in the sentences below?
A. chipo,tarisai,busani and piwai are the noise makers.
B. Chipo,tarisai,busani and piwai are the noise makers.
C. Chipo, Tarisai,busani and piwai are the noise makers.
D. Chipo, Tarisai, Busani and Piwai are the noise makers.

Read and re-write the passage using the correct punctuation marks.

3. there there said mrs mahovo. its us we are back. she flooded the lounge with light from her cellphone. mandla breathed a sigh of relief.auntie flo was in a very bad state and we had to take her all the way to northdale clinic.

Hyphen (-)

- This is used to join two or more words to make them one for example, a bat-eared fox and purple-blue. Sometimes it is correct just to write the words without a hyphen in-between for example, bat eared fox.

The semicolon (;)

- This is used to separate items that are given in sentences or long phrases.
- Also when there are commas and the writer needs to separate parts of the sentences.
For example, *I had a huge meal, however, I am already hungry again.*

The Colon (:)

- It is used to show that a list is following. For example, I saw many different types of vehicles which included: cars, trucks, buses, tractors and many others.

Exercise 30

Choose the correctly punctuated sentence

1. A. The traditional instruments used in music are the following: drums shakers and mbira.
B. The traditional instruments used in music are the following: drums: shakers and mbira.
C. The traditional instruments used in music are the following: drums, shakers and mbira.
D. The traditional instruments used in music are the following, drums: shakers and mbira.
2. A. Tadiswa is a fast runner" she came first during inter-house track competitions at her school.
B. Tadiswa is a fast runner; she came first during inter-house track competitions at her school.

- C. Tadiswa is a fast runner: she came first during inter-house track competitions at her school.
- D. Tadiswa is a fast runner. she came first during inter-house track competitions at her school.
3. A. The new primary school in Budiriro has state- of- the-art spacious classrooms.
 B. The new primary school in Budiriro has state, of- the-art spacious classrooms.
 C. The new primary school in Budiriro has state- of, the-art spacious classrooms.
 D. The new primary school in Budiriro has state- of- the,art spacious classrooms.
4. A. On Friday we learnt: mass displays, shona and agriculture.
 B. On Friday we learnt mass displays :shona and agriculture.
 C. On Friday we learnt: mass displays: shona and agriculture.
 D. On Friday we learnt mass displays: shona and agriculture.
5. A. Mount Nyangani is a beautiful sight it has; high and huge mountains.
 B. Mount Nyangani is a beautiful; sight it has high and huge mountains.
 C. Mount Nyangani is a beautiful sight it has; high and huge mountains.
 D. Mount Nyangani is a beautiful sight; it has high and huge mountains.

1.9 Intensifiers

- Intensifiers show that a certain quality or characteristic is far above the normal or ordinary.
- Very, extremely and highly are examples of intensifiers.
- The following phrases and sentences show how they can be used:
The bag is very heavy.
In October, the sun will be extremely hot in Southern Africa.
Petrol is highly flammable.

Exercise 31

Construct sentences using the following phrases:

- very unlucky
- extremely hot
- highly gifted
- greatly saddened
- immensely pleased
- the much-hated

Intensifiers as Conditional Sentences

- Some intensifiers are used as conditional sentences where one characteristic depend on another characteristic. Study the following sentences.
*At twelve years of age, Tino is **too** old **to** be in ECD class.*

Exercise 32

Find the best ways to complete the following sentences using the 'too ____ to' ____ pattern.

- I am too young to ____.
- The Mathematics test was too difficult to ____.

3. The toy I wanted was too expensive to _____.
4. Chipo's handwriting is too small to _____.
5. The distance from Bulawayo to Victoria Falls is too long to _____.
6. For the whole of December, Uncle Melusi was too busy to _____.

- ***So*** always goes hand in hand with ***that***. The clause that comes after that is dependent on the one that comes after for example:

The bag is ***so*** heavy that Sibongile cannot carry it.

It was ***so*** noisy in the library that it was difficult to study.

Exercise 33

Complete the following table by putting the best ending to the clauses.

	The box is so big	that	it cannot pass through the door
1.	In October the sun is so hot		_____
2.	At the party Tendai ate so much		_____
3.	Yesterday we went to bed so late		_____
4.	It was so cold in winter		_____
5.	The road to Kenzamba was so bad		_____

1.10 Conjunctions

Structures showing cause and effect conjunctions

Co-ordinating conjunctions join words, phrases and sentences together. These are independent sentences.

Conjunctions	Cause or reason
	Examples
as	<ul style="list-style-type: none"> • As he had lost his sister, I could not discuss with him. • He failed to board the bus as he was feeling very sick.
since	<ul style="list-style-type: none"> • Switch off the TV since you are not paying attention. • Do not try to talk to him since he is quite cross.
because	<ul style="list-style-type: none"> • We cannot open schools because it is still not safe to do so. • I cannot allow you to go because you are our chief suspect.

Adjectival phrases

- An adjectival phrase or an adjective phrase is a group of words that include an adjective which modifies a **noun** or **pronoun** in a sentence.
- The **adjective** can initiate the **phrase**, for example, fond of steak, conclude the **phrase**, for example, very happy, or appear in a medial position, for example, quite upset about it.

- The use of **adjectival phrases** will give more life and personality to the sentences.

Examples of adjectival phrases in sentences include:

that

The house **that** Farai built is beautiful

The purse **that** the thief stole was found

so that

I bought a jersey **so that** I would not feel the winter weather.

I wrote a letter **so that** he would remember.

in order that

Our learners worked hard **in order that** they have quality results.

He came early **in order that** we discuss our presentation.

Exercise 34

Complete the following sentences using the correct word

- I am unable to come tomorrow I have a big task home. (so, because, that, since)
- I have to go there today the situation is going out of hand.(so that, since)
- Melody could not eat she had a sore throat. (so, since, as, because)
- I am putting on these woollen clothes it is too cold. (so, so that, because)
- You may go home you have finished your work. (since, so that, so)
- I failed to hear the opening remarks I was an hour late. (so that, because, in order that)
- It was a very sunny and hot day we all stayed indoors. (but, so, because)
- it was dark, we decided to look for a place to sleep. (That, so, since)
- Pamela did not go with us her daughter was not feeling well. (so, because, so that)
- The young boy failed to lift the bag it was too heavy. (as, so, in order that, so that)

Question Tags

- Question tags or tag questions turn a statement into a question.
- They are often used for checking information that we think we know is true.
- Tag questions are made using an auxiliary verb for example, **be** or **have** and a subject pronoun for example, **I**, **you**, **she**. Negative question tags are usually contracted: It's warm today, **isn't** it (not 'is it not')
- Usually if the main clause is **positive**, the question tag is **negative**, and if the main clause is **negative**, it's **positive**. For example, It's cold (**positive**), isn't it (**negative**)? And It isn't cold (**negative**), is it (**positive**)?
- If the main clause has an auxiliary verb in it, you use the same verb in the tag question. If there is no auxiliary verb (in the present simple and past simple) use **do / does / did** (just like when you make a normal question).
- There is one weird exception: the question tag after **I am** is **aren't I**. For example, I'm in charge of the food, aren't I?

Positive sentences, with negative tags

Present simple 'be'	She's Italian, isn't she?
Present simple other verbs	They live in Harare, don't they?
Present continuous	We're working tomorrow, aren't we?
Past simple 'be'	It was cold yesterday, wasn't it?
Past simple other verbs	He went to the party last night, didn't he?

Negative sentences, with positive tags

Present simple 'be'	We aren't late, are we?
Present simple other verbs	She doesn't have any children, does she?
Present continuous	The bus isn't coming, is it?
Past simple 'be'	She wasn't at home yesterday, was she?
Past simple other verbs	They didn't go out last Sunday, did they?

Exercise 35

Complete the following correctly

1. Ellah and Davie will visit us next month
2. Chipo wouldn't like to die today,
3. Our country has a lot of wealth,.....?
4. Education is the key to life,
5. The New Curriculum is not hard as earlier suggested,.....?
6. The rats were a problem until father brought pesticides,.....?
7. These tasks are not difficult at all,.....?
8. The Pastors gave us false prophecies about Corona,.....?
9. Dams have dried up,.....?
10. I haven't finished my work,.....?
11. Zimbabwe is not in South Africa, is it?
12. Our dogs caught a big buck, didn't they?
13. We have to work hard in order to pass, don't we?
14. Hazel is not ten years old, is she?
15. Getting one unit in every subject at Grade 7 wasn't easy for Getrude, was it?

1.11 Conditional clauses

- We talk of aspects that are possible through use of conditional clauses. (If)
If + present will/will not + plain form (infinitive)

If	we work hard	we will	
	we pay attention to teachers	we will	
	our parents pay fees in time		
	we practice good personal hygiene	the country will	
	every Zimbabwean works hard	our country will	

If + past tense + would/wouldn't + plain form

- If the deceased man had taken heed of corona precautions, he wouldn't have died.
- If he advised them correctly, they would do the best for our team.
- If we worked hard, we would get good yields.

If + past perfect tense + would/wouldn't + plain form

- If we had received the alert news in time, we would have been ready.
- If our National Soccer team had prepared well, we wouldn't have suffered a heavy defeat.

If	I had a car		
	I had finished my University education	I would	
	I had some extra food	I wouldn't	
	I hadn't studied hard	I wouldn't	
	I hadn't instructed my class	I wouldn't	

NB: The main clause may also be written before the 'if clause

- When the 'if' clause comes first, it has a comma after it.
 - When the 'if' clause comes second, there is no comma.
- a) We will get Covid -19 if we do not practice recommendations by the Health Department.
 - b) As students, we can do very well if we study and practice daily.
 - c) The man would not have been murdered if he had taken heed of his wife's words.

Exercise 36

Complete correctly

1. If you hire a taxi, you be there in time for the meeting. (had, will, was, were)
2. If I home, I would be watching Tom and Jerry cartoons. (was, am, were, had)
3. If I written to her, she wouldn't have come. (have, had, hadn't, were)
4. All the plates have been broken if Charles had taken enough care. (would, wouldn't, may)
5. If it tomorrow, we will not be able to play our match. (rained, rain, raining, rains)

6. The school roof wouldn't have been blown off if the School Development Committee it down.
(was taken, had taken, took, has taken)
7. We have our Grade 7 Zimsec Exams in September and October if nothing disturbs us.
(were, will, are, would)
8. If I had across the river, I could have seen the shipwreck. (swim, swum, swam, swimming)
9. If you allow me to explain, you understand me better. (will, had, would have, were)
10. We will defeat our rivals if we seriously now. (trained, training, train)

1.12 Direct and indirect speeches

- Direct Speech uses the actual or exact words of the speaker.
- This is actually shown by use of quotation marks ("") or inverted commas ('').
- Actual words are enclosed in inverted commas.
- Such direct speeches are made of two parts which are introductory part with verbs like said, shouted, exclaimed, asked, sighed and actual words spoken.

Examples

- a) "Hazel Mazinda is a hardworking and honest girl," *said the Head of Chikangwe High.*
- b) "Are we going to close earlier due to Covid - 19?" *asked the Grade 7 class.*

Words in both sentences with quotation marks are the actual words spoken by the speaker while italicised show the introductory part.

- When changing sentences from Direct to Indirect or Reported Speech, there are certain words that should be changed.
- No punctuation marks are needed for Indirect Speech/Reported Speech. The table below can assist you with a few examples.

Direct	Indirect
now	then
today	that day/yesterday
this	that
yesterday	the day before
last night	the night before
tomorrow	the following day
last week	the previous week
ago	before
this morning	that morning
here	there

Other important changes

Direct	Indirect
i	he/she
are	were
my	his/hers
our	their
you	i/we
your	my/our
shall/will	should/would
has/have	had
may	might

Example

- Direct Speech** - The boy said, "I will be here next week."
- Indirect/Reported Speech** - The boy said that he would be there the following week.

Important rules

- The statement will not change if it is a fact that is always true.
 - Direct Speech** - James said, "The sun sets in the West."
Indirect Speech - James said that the sun sets in the West.
 - "Zimbabwe is a beautiful country," said our President.
Our President said that Zimbabwe is a beautiful country.
- If the first word of the question or actual words spoken are question words, then you use those questioning words as connecting words
Direct Speech - Mr Mapfunde asked, "Why are you late for lessons?"
Indirect Speech - Mr Mapfunde asked why the child was late for lessons.
- Commands and Requests
The teacher said, "Do your composition quietly." (**Direct**)
The teacher asked us to do our compositions quietly. (**Indirect/Reported**)

Exercise 37.

Change these sentences into Indirect Speech

- The new ECD boy said, "I am afraid."
- The teacher said, "The sun sets in the West."
- Linda asked, " Will you come with me for dinner?"
- "Who is making noise?" asked the Head.
- The farmer said, "I am pleased with my yield this year."
- Our teacher asked the class, "Can you please find my spectacles?"
- "I have found a vaccine for Coronavirus!" shouted the young Scientist.
- Mother asked, "Will Annah choose this pair of shoes?"
- "I hate misbehaving learners," said the Head of the school.
- Mr Favour said, "Do your work quietly but neatly."

1.13 The passive and active voice

Active voice

- We use the active voice when we want to show that the subject of the sentence does something. Active voice is used when action is done by the subject as shown below.
The boy *kicked* the ball.
Memory *opened* the door.
The President of the Republic of Zimbabwe *announced* the 21 days lockdown due to Corona virus.
- All underlined words are subjects and the coloured/italicised words show what the subjects did.
- The active and passive can be used in any tense. In the passive this is possible using part of the verb “to be” plus the correct participle. We often use the passive voice when talking about history of something if it is in the past.
The school was opened in 1985.
Kariba dam was built along Zambezi River.
The sofas were designed by my father.

How to change Active voice to Passive voice

It is important to follow the three steps below to change Active voice to Passive voice.

- Move the subject of the sentence to the end the sentence and put “by” in front of it.
- Move the object of the active sentence to make it the passive subject.
- Change verb from active to passive by adding form of the verb plus past participle of the main verb as shown below.

Our teacher closed *the door*. (Active)

The door was closed by our teacher. (Passive)

Active and passive voice		
Tense	Active	Passive
Simple Present	Ivy writes an interesting composition.	An interesting composition is written by...
Present Continuous	Ivy is writing an interesting...	An interesting composition is being...by...
Past Simple	I wrote an interesting composition.	An interesting composition was...by ...
Past Continuous	Ivy was writing ...	An interesting composition was being...by...
Present Perfect	Ivy has written an ...	An interestinghas been written by...
Past Perfect	Ivy had written an ...	An interesting.....had been written by...

Future Simple	Ivy will write an interesting...	An interesting ... will be written by...
Future (Be going to)	Ivy is going to write...	An interesting... is going to be written by...
Modal	Ivy must write an interesting composition.	An interesting composition must be....by ...
Modal Perfect	Ivy should have written an interesting...	An interesting composition should have been...by...

In some passive sentences, the doer is not mentioned especially when the doer is a pronoun.

For example:

- We keep our books in our drawers. Our books are kept in the drawers. (by us)
- They will make a ruling soon. A ruling will be made soon. (by them)

Used to + passive

- Teachers used to beat learners.
- Our ancestors used to walk long distances.
- Our farms used to be for whites only.
- Zimbabwe used to be the bread basket of Southern Africa.

Exercise 38

Change these sentences to the Passive

1. The girl cooks the meal.
2. The mechanic repaired the Toyota car.
3. My little brother had stolen my money.
4. Ezra was writing a poem for Speech and Prize Giving Day.
5. Our teacher will teach us examination techniques before we write.
6. I made a good puppet.
7. Allen baked a delicious cake.
8. Munashe will have polished the wardrobe.
9. The police caught them terrorising merciless thief.
10. The Pastor gave a heart rendering prayer at the grave side.

1.14 Word formation (suffixes and prefixes)

- Words can be changed from the basic/root by adding a prefix or a suffix.
- Prefixes are words that are added at the beginning of words/root.
- Pre- means before a word. An example of a basic/root word is paid.
- We can add a prefix **-un** to form a new word unpaid. **Un** + paid = **unpaid**.

Prefix	Root/Basic	New word
un-	safe	unsafe
in-	correct	incorrect
mis-	behave	misbehave
dis-	agree	disagree

- Courtney Dazel Ndlovu is safe at home. She saw it unsafe to travel during the 21 day lockdown period of Covid-19 in Zimbabwe.
- A suffix is a word that is added at the end of a root word. The table below shows how suffixes are added.

Suffix	Root/Basic	New word
-able	move	movable
-less	care	careless
-ment	enjoy	enjoyment
-ous	fame	famous
-full	power	powerful

- Comfort Mapfunde is a boy who has great fame in Karoi. He is famous for his helping attitude.

Exercise 39

Change the words by adding the correct Prefix and use in meaningful sentences

- | | | | | |
|--------------|---------------|-----------|------------|----------------|
| 1. advantage | 2. balance | 3. legal | 4. regular | 5. behave |
| 6. Conscious | 7. convenient | 8. manage | 9. honest | 10. reasonable |

Exercise 40

Change the words by adding the appropriate Suffix and use in meaningful sentences

- | | | | |
|--------------|-----------|----------|----------|
| 1. care | 2. pain | 3. glory | 4. enjoy |
| 5. neighbour | 6. child | 7. hope | 8. host |
| 9. danger | 10. grace | | |

1.15 Unless/in spite of/despite the fact that

We use "in spite of" and "despite" to show a reality or fact in one half of the sentence and that fact makes the rest seem quite surprising. "In spite of" and "despite" can be used to mean the same.

If you put a verb phrase after "in spite of" or "despite" then the verb form must be in the "ing" form

- In spite of having a lot of wealth, Mr Kofi was an unhappy person.
- Despite him lacking education and wisdom, my brother became so rich and famous.

Examples of use of "in spite of"

- a) Our clash did not prevent us from working together.
- b) Melody's injury did not prevent him from going to school.
- c) The heavy luggage did not affect his pace.

Answers

- a) We continued working together in spite of our clash.
- b) In spite of his injury, Melody continued going to school.
- c) His pace was not affected in spite of the heavy luggage.

Unless

This is used to show that something will happen if nothing stops it from happening.

- Let us study unless you are too tired today. (*If you are not tired, let us study*)
- Unless you work quite hard, you will fail the ZIMSEC Examinations. (*If you do not work quite hard, you will fail ZIMSEC Examinations.*)

Exercise 41

Join the following sentences using the correct word from; **in spite of, despite the fact that and unless**

1. The farmer had a very poor harvest. The region had a very good rainy season.
2. Mrs Ruzivo does not care for the children. Her husband gives her enough money.
3. Most people kept on doing their normal duties. The government declared a 21 day lockdown.
4. Communities continue to use sledges. EMA has policies against land degradation.
5. He is not going to help you. You reform from your bad behaviour.
6. My father will not come home this holiday. He gets money from his employer earlier.
7. We will not plant trees on the first Saturday of December. The Forestry Commission provides trees and pesticides well in time.
8. The class dismally failed. The teacher was good and hardworking.
9. I will not bring you that book. You give me my lost ruler today.
10. Chipukandipemwenje was so ugly. She married the President of a very powerful country.

1.16 Either or /neither nor

- Either or is given to offer an option or choice.
- This relates to where one is applicable and not both.
- You make a choice between two given actions, plans or items.

Either or and Neither nor use the singular forms of verbs. Note therefore that the verbs is, was, and has are used.

HINTS

However, if the noun close to the verb, in either or/ neither nor is PLURAL, then it takes the PLURAL form.

- My teacher will either come today or tomorrow.

- I will either go by bus or by a private car.
- You can either cook rice and chicken or sadza and beef.
- Neither the teacher nor learners attended the party.

The words neither nor refer to the negative aspect where the added **n** refers to **NOT**. This is used to show that the two things mentioned are both true.

- Neither Mr Gurure nor Mr Dirani will defy the President's 21-day lockdown.

Guidelines

- Two singular subjects separated by “either” or “neither nor” use singular verbs.
- Plural subjects separated by “either or” or “neither nor” use the plural form.

Exercise 42

1. Either the girl or the boy bringing us the order today. (*is, was, are*)
2. I need either an apple..... an orange. (*nor, or, neither*)
3. Neither teachers psychologists can help improve James' performance. (*or, nor, either*)
4. Either James or John made an error. (*has, have, were, are*)
5. Neither Manjenjenje nor Chihera about that achievement. (*knows, know*)
6. Either one or the other to blame for the loss of my cow. (*is, are*)
7. the learners nor the teachers knew the answer to that question. (*Either, or, Neither*)
8. Either my mother father will bring me some chocolates today. (*nor, or, neither*)
9. Either Tafadza or Spencer doing driving lessons last year. (*was, were, is, are*)
10. Neither the cows nor the goats to Mr Gwazvo. (*belong, belongs*)
11. The rowdy noise was a result of one of the two, drumming singing. (*either ... or, neither nor*)
12. Jean's mother was annoyed since the child had cleaned the house washed the dishes. (*either.... or, neither nor*)

1.17 Abbreviations and acronyms

- Abbreviations are words that are written in a shorter way. It is simply shortening words.

Guidelines

- Abbreviations usually end in full stops

Fem.	Pres.	Capt.	Wed.	Hon.
------	-------	-------	------	------
- When abbreviations end in the last letter of the word, no full stop is written

Dr	Jr/Jnr	Mr	Sgt	Sr
----	--------	----	-----	----
- If the initials of letters of the words are used then full stops are omitted

PM	BA	SPCA	USA	MC
----	----	------	-----	----

Abbreviation	Word in full	Abbreviation	Word in full
AD	Anno Domini-in the year of the Lord	Dr	Doctor
P.O.	Post Office	PA	Personal Assistant
Eg	For example	Prof	Professor
BC	Before Christ	PhD	Doctor of Philosophy
A.m	Ante Meridian (Before Midday)	NB	Nota bene, Note well, Very Important
Ave	Avenue	MP	Member of Parliament
Rd	Road	Mr	Mister
St	Street	BA	Bachelor of Arts
Gen	General	Pvt	Private

Acronyms

- Acronyms are when the initials of the words/group of words are used to form a new word.

Examples

Acronym	Word in full
AIDS	Acquired Immunodeficiency Syndrome
UN	United Nations
UNHCF	United Nations High Commission For Refugees
UNICEF	United Nations Children's Education Fund
WHO	World Health Organisation
CID	Criminal Investigation Department
AA	Automobile Association/Alcoholics Anonymous
HIV	Human Immunodeficiency Virus
ATM	Automated Teller Machine
WWW	World Wide Web
IT	Information Technology
CNN	Cable News Network

RIP	Rest In Peace
VIP	Very Important Person
ICU	Intensive Care Unit

Exercise 43

What do the following abbreviations stand for?

- | | | | | |
|----------|---------|---------|---------|-----------|
| 1. CEO | 2. MC | 3. Hon. | 4. Sgt | 5. Pvt |
| 6. H.O.D | 7. DVD | 8. RAM | 9. ANC | 10. NB |
| 11. cnr | 12. Rd | 13. a.m | 14. P.m | 15. i.e |
| 16. no. | 17. etc | 18. c/o | 19. e.g | 20. R.I.P |

1.18 Instructions

What are instructions?

- Is the act of educating, giving the steps that must be followed or an order.
 - Instructions are detailed information about how something should be done or operated.
 - An example of an instruction is someone giving another person detailed directions.
 - An instruction text is a piece of non-fiction text which gives instructions on how to complete a task. The purpose is to tell the reader how to do or make something.
 - The information is presented in a logical sequence of events which is broken up into small sequenced steps and these texts are usually written in the present tense.

Direct instructions

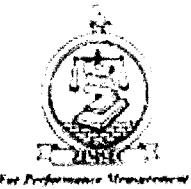
- An instruction is an expression that requires the person receiving it to do something, or to stop doing it.
 - They can be verbal instructions for example,
The teacher can say “*Take notes.*” “*Do your homework.*”
 “*Look at the board.*”
 - They can be written instructions for example, recipes

- Instructions are also given to candidates on examination papers

Candidate Name

Centre Number

Candidate Number



ZIMBABWE SCHOOL EXAMINATIONS COUNCIL
GRADE SEVEN EXAMINATION, SPECIMEN.

ENGLISH

PAPER I

701/01

SPECIMEN PAPER

Time: 1 Hour 30 minutes

INSTRUCTIONS TO CANDIDATES

1. Read all the instructions carefully.
2. Do not open this booklet until you are told to do so by the invigilator.
3. Use only an HB pencil for all entries on the answer sheet.
4. When you are told to start, choose one correct answer from the suggested answers and shade it very dark as shown in the examples at the top of the answer sheet.
5. If you wish to change your answer, erase it completely with a pencil rubber and then shade the new choice.
6. If more than one lozenge is shaded for any one answer, that answer will be regarded as wrong.
7. Answer all the questions on the separate answer sheet provided.
8. If you do not understand the instructions, ask the invigilator to explain them to you before you start.

INFORMATION FOR CANDIDATES

Each question carries one mark

This question paper comprises 9 printed pages and 3 blank pages.

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[Turn over

Exercise 44

Use the above instructions on an examination sheet to answer the questions below.

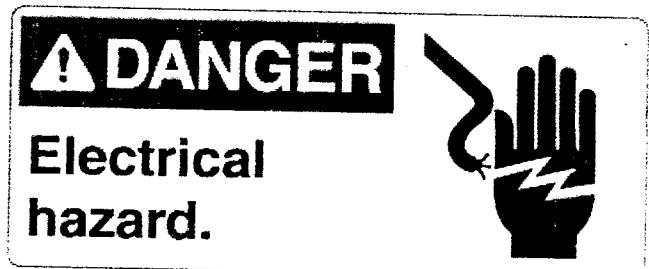
1. Name the subject being examined. (1)
2. What is the instruction on number three? (1)
3. How long is the examination? (1)
4. State the level of the examination. (1)
5. The examination body for the above examination sheet is -----.(1)

Indirect instructions

- Is learner centred where learners observe, investigate and experiment.
- The teacher puts more responsibility to learners, for example,
What do you get after mixing water and sugar?

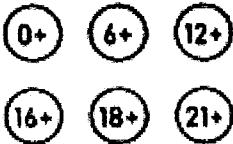
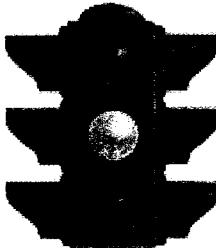
Symbols, signs and warnings

- These are informative signs which are very legibly printed and noticeable placards that inform people of the purpose of an object under advertisement or gives instruction of the use of that object.
- Examples are: Stop Sign, EMERGENCY, toilet and danger signs.



Exercise 45

Match the symbols, signs and warnings with their meanings

Symbols, signs and warnings	Meanings
	Speed limit for drivers slow down or increase speed. It is measured in kilometres.
	Warning sign to prevent falls, slips and trips
	For controlling traffic at road junctions and pedestrian crossings.
	Age restrictions and warnings found on products such as toys and. They are also restrictions on content shown on television and movies.
	Instructions for drivers to stop on crossings. Then proceed when there are no pedestrians and other cars passing.

Rules

1. Rules are sets of instructions that guide us on what is allowed.
2. Rules help to guide actions towards the desired results.
3. Rules can be set at home and at school.
4. Rules should be followed all the time.

Exercise 46

1. In pairs write five (5) rules to follow when using a computer room.
2. In groups of fours, draft school rules

Filling of forms

Filling in forms accurately is a key skill in applying for jobs, schools and bank loans.
Fill the following forms below.

INDEMNITY FORM



**Marambanyika Primary School
Buhera
Zimbabwe
Phone: +2634-612312/0773423336/0772123456
Email: marambanyikaprimary@gmail.co.zw**

INDEMNITY FORM - Athletes

Following is the Indemnity form required before children may leave the school on visits.
Please return to the Sports Coach.

I..... being Parent/Legal Guardian

of.....

give my consent for her to travel either on the School bus or by Parent
transport to any sporting venue for Athletics for this theTerm of 20.....
or (occasion).....

I understand that she will take part at her own risk. While every reasonable
precaution will be taken, the School, Teachers, Head, Parents, Board of
Governors, Ministry of Education, or organisers may not be held responsible
in the event of an accident, illness, misfortune and loss of belongings. I
understand that the members of staff involved acts in '*loco parentis*' and may
authorise any necessary medical treatment should an emergency arise. I note
below any medical or other information I feel the teacher should know.

SIGNATURE..... DATE:.....

PHONE No: CELL NO:

Medical/Other Information:

Exercise 47

You have been selected to participate in high jump for the inter-schools track events. Fill in
the indemnity form above.

PASSPORT

Page 1

PLEASE DO NOT FOLD

A
ZPT

APPLICATION FOR A ZIMBABWE PASSPORT

TO BE COMPLETED IN BLOCK LETTERS IN BLACK INK BY THE APPLICANT

For further instructions see page 4

1 PERSONAL DETAILS	
C Number	Birth Entry Number
Surname	
Other names	
Married name	<input type="checkbox"/> Yes <input type="checkbox"/> No
Sex (Male)	<input checked="" type="checkbox"/> Female <input type="checkbox"/> Single <input type="checkbox"/> Married <input type="checkbox"/> Widowed <input type="checkbox"/> Divorced
Date of birth	
Place of birth	Country of birth
Height	Colour of eyes
Middle name or initials	Colour of hair
Profession	
Home address	
Country of permanent residence	Telephone no.
2 MARRIED WOMAN, OR DIVORCED OR WIDOWED	
Date of marriage	Spouse's Surname
Physical details of spouse	Relationship to applicant
Employment	<input type="checkbox"/> Male <input type="checkbox"/> Female
3 NEXT OF KIN	
Father's name	Relationship to applicant
Residence address	Telephone no.
4 FOR OFFICE USE ONLY	

Exercise 48

Your school is taking part in the Marimba Festival in South Africa and as a member of the band a passport is required for travelling. Fill in the passport application form in order to obtain the passport.

AFFIDAVIT FORM

AFFIDAVIT

I

(FULL NAMES AND NATIONAL REGISTRATION NUMBERS)

residing at

do hereby solemnly and sincerely swear/declare the following:-

I make the above statement conscientiously believing the same to be true.

Signed

Signed before me at this day of
DATE MONTH YEAR

Signed

Exercise 49

Your grandparents have lost their documents due to theft at their residence. Help them to fill in the affidavit form above.

Exercise 50

You have encountered a problem in the middle of a journey and you want to withdraw money from your bank.

Complete the following bank withdrawal slip form.

SAVINGS WITHDRAWAL SLIP



Date

Name

(in block letters)

Address

(only enter if address has changed)

Amount in words

\$

ACCOUNT NUMBER

7 - -

Signature

1.19 Homophones and homonyms

Homophones are words that sound the same but have different spellings and meanings.

For instance:

- **site/sight:** Site is a noun meaning location, whereas sight, means a vision or seeing.
- **sent/scent:** Is the past tense of send while scent is a distinctive odour.
- **soul/sole:** The immaterial part of a person; the actuating cause of an individual life, while sole, is it means the bottom of the foot or 'only'.
- **brake/break:** When teaching my daughter how to drive, I told her if she didn't hit the *brake* in time she would *break* the car's side mirror.
- **cell/sell:** If you *sell* drugs, you will get arrested and end up in a prison *cell*.
- **cent/scent:** I won't spend one *cent* on a bottle of perfume until I know that I love the *scent*.
- **die/dye:** If you accidentally drank a bottle of fabric *dye*, you might *die*.
- **flour/flower:** To bake a *flower*-shaped cake, you will need some *flour*.
- **for/four:** I purchased *four* new pairs of shoes *for* my upcoming vacation.

Frequently confused homophones

There are several homophones in the English language that almost everyone gets confused at some point. These frequently confused homophones include:

- **accept/except:** *Accept* is a verb that means to take or receive. *Except* is used as a preposition or conjunction to mean but or exclude.
- **affect/effect:** *Affect* is a verb (in most cases) and indicates influence. *Effect* is a noun (in most cases) and is the result of an action or change.
- **compliment/complement:** *Compliment* means to say something nice about someone or something. *Complement* means something that enhances or completes.
- **then/than:** *Then* is a versatile word used as an adverb, noun or adjective to show the order of how things happened. *Than* is a subordinating-conjunction you can use to make comparisons.

Exercise 51

Give the word similar in sound to the following words and use the words to construct sentences.

- | | | | | |
|-----------|---------|----------|----------|-------------|
| 1. knight | 2. knot | 3. poor | 4. right | 5. sea |
| 6. sole | 7. son | 8. steal | 9. tail | 10. weather |

Homonyms

- Are two words that are ~~spell~~ the same and sound the same but have different meanings.
- The word “homonym” comes from the prefix “*homo-*,” which means the same, and the suffix “-nym,” which means name.

Therefore, a homonym is a word that has the same name as another word, meaning that the two words look and sound exactly alike.

Examples of homonyms are:

- **mouth:** Is used for eating and speaking and mouth is also a place where a river enters a lake.
- **capital:** The most important city in a country and capital also refers to wealth.
- **address:** A place where one lives or resides and also address is a formal speech delivered to an audience.
- **band:** A musical group and also a ring worn in the wrist or waist.
- **bright:** Very smart or intelligent and also a room filled with light.
- **circular:** Taking the form of a circle and can also refer to a store advertisement.
- **die:** To be very eager for something and die also refers to cease living.
- **express:** Something done fast or to show your thoughts by using words.
- **kind:** Group with similar characteristics and also refers to a person of good nature.
- **lie:** To make untrue statements and also refers to resting on a supporting surface.

Exercise 52

State two meanings of each of the following homonym words

- | | | | | |
|---------|-----------|-----------|-----------|-----------|
| 1. well | 2. spring | 3. rock | 4. quarry | 5. pound |
| 6. ream | 7. right | 8. tender | 9. tire | 10. rose. |



1.20 Feelings and wishes

Expressing feelings

1. We express feelings in terms of our bodies and moods. These are physical or bodily feelings. We can express them in the following way:

I feel hungry

I feel tired

I am happy

I feel dizzy.

- We can also use some idioms to express feelings as in the following examples.

Feeling under the weather → not well/sorrowful

To be on cloud nine → feeling very happy

Feeling worn out → tired

Feeling blue → feeling bored/moody

2. Feelings can be used to express illness and health.

I have a pain in my neck.

I feel nausea.

I woke up this morning with a splitting headache.

I am feeling weak and have no appetite.

My gums are sore and painful.

I have a sore throat.

3. Opinions

- Our judgment of something is also a feeling. What we feel over a certain situation is our **opinion**. Look at the following feelings or opinions.

I feel we have got to take care of the needy people in our society.

I think everyone must do something about global warming.

I believe there are enough resources in the world to build everyone a home.

In my opinion teachers should be paid better than other civil servants.

Complete the following phrases to form some opinions.

1. I feel _____.
 2. I think _____.
 3. I believe _____.
 4. My view is that _____.
 5. In my opinion _____.
-
4. Expressing wishes using ‘if’

If wishes were horses beggars would ride.

The above proverb is a conditional sentence; the action in the second part of the sentence depends on the verb in the first part. Complete the following wishes in the same way.

1. If I had hundred dollars, I would _____.
2. If I could drive a car, I would _____.
3. If Henry could play rugby, he would _____.
4. If I were a prefect, I would _____.
5. If I do not get into the school team, I will _____.
6. If I was the President of this country, I would _____.

5. Some wishes are to do with one's aspirations, that is, what one would like to do in the future. Use the substitution table below to create sentences with aspirations.

I wish to	go to university after secondary school.
I hope to	be an engineer after school.
I look forward to	visit my grandmother this coming December.
I endeavour to	playing with you when you come to stay with us
I aspire to	pass my grade seven with flying colours.

Exercise 5.3

Complete the following sentences with the correct word/s

1. If I _____ a millionaire, I would use my money to build schools.
A. were B. was C. am D. be
2. If my sister _____ ride a bicycle, she would use one to school.
A. can B. would C. am D. could
3. I wish I _____ swim.
A. would B. can C. will D. could
4. I look forward to _____ you.
A. visit B. visits C. visiting D. visited
5. Danielle aspires to _____
A. be a nurse B. nurse C. nursing D. nursery
6. If I _____ enough money, I would go to a boarding school.
A. has B. had C. have D. am
7. It is my _____ to write a book.
A. wishing B. wishes C. wished D. wish
8. I endeavour _____ in the school netball team.
A. for being B. to be C. to been D. I would be

1.21 Dictation and spellings

Dictation

Dictation is the process of writing down what someone else has said.

Dictation improves **listening** skills, **writing** skills, **reading** skills, **spelling** and **punctuation**.



Read the following passages

Our motherland Zimbabwe

In the Southern part of Africa lies Zimbabwe
A beautiful, peaceful and scenic country
Born on 18 April, 1980 from colonial rule
Our patriotic heroes and heroines sacrificed,
Life, material and knowledge sacrifices were done.

Chief Rekayi Tangwena

The brave chief took his case to the courts, but during the colonial days it was rare for a black person to win a case against a white person. Outside the courts the Chief waged acts of guerrilla warfare against the settler. The Gairezi Range lies along Zimbabwe's eastern border, directly in the path to Mozambique where freedom fighters were being trained. Thus when the chief was not fighting the coloniser in the courts, he was busy helping young fighters to cross into Mozambique.

Exercise 54

1. Learners listen to the paragraphs being read.
2. Learners practise writing the passage and spellings.
3. In groups, learners are to exchange their work and make corrections where possible.

Spellings

To be able to spell correctly is very important in written communication. Good spelling is a requirement and should be mastered.

Examples:

*patriotic, colonial, knowledge, patriotic, scenic, heroines, heroes, country, beautiful, sacrifice
fighters, settler, guerrilla, warfare, eastern, freedom, coloniser, courts, range, trained.*

Exercise 55

1. Go through the list of word spellings and close your book.
2. In pairs take turns, one person to dictate the word spellings and another person to spell the words.
3. Write the word spellings.

Topic 2

COMPOSITION WRITING

OBJECTIVES

Learners should be able to:

- use appropriate language structures to express ideas in coherent paragraphs
- express their imagination through writing stories, controlled, free compositions, reports and poems
- compile information on personal day to day experiences or future plans using correct language structures
- use appropriate language structures to critique stories and news from the media
- deduce meanings from advertisements.

What is a composition?

The word composition comes from the verb compose which means to put different parts together in order to come up with a whole piece of work.

A composition is a continuous writing of linking ideas on a topic, therefore a composition is made up of three different parts put together to come up with one piece of work. The three parts are the introduction, body and conclusion.

Stages of writing

When writing a composition you have to go through the following steps:

- a) Read the question and understand it. The candidate has to read through the given topics twice or thrice and choose the topic they understand better to avoid getting stuck midway. Choosing something that is important to you in composition writing makes you produce the best item as it is easier to write about something you believe in.
- b) As you choose a topic, ask yourself how much you can write without diverting from the topic requirements.
- c) Underlining of the key words on the chosen question will help to guide you in planning so that you keep focused on the demands of the topic.
- d) Keep referring to the key word in your plan.

Planning a composition,

Brainstorming is an important stage in the planning of a composition.

The structure is the next stage of preparation, where you come up with the ideas you want to put in each paragraph.

- a) Arrange your ideas into three parts, introduction, body and conclusion.
- b) Organise and draft the ideas in a sequence that you are going to follow as you write your paragraph.

Example: The day I got involved in an accident.

Plan.

When was that?

time, day, date and year, season, weather on the day.

Where did it happen?

place, rough road, curve, slippery, blind spot/ area, black spot, name the place.

What happened?

driver: tremendous speed, lost control, head on or side swiped, as deaf as a doorpost, passengers and what they said on speeding.

How did it happen?

veered off the road, overturned.

How were people saved and who saved them?

police called, ambulance carried the injured, hospital, doctors, horrible, terrifying, disastrous, anxiety newspaper journalist.

A rough draft is then done, where the candidate puts his or her ideas together on a rough piece of paper using points written during brainstorming. Candidates clearly define the parameters and framework of their composition. Those who do not plan risk losing some ideas from their mind along the way because of pressure and may write a substandard composition, which lacks points as they race against time.

HINTS

- Note that a composition ought to answer the following questions, What...? Who..? Which...? Whom...? Whose?, How...? When..? Where...? Why...? and other questions related to the topic of your choice.
- Do not waste time, get into your essay early. That is in the first or second sentence of your introduction.
- Keep referring to the topic in each paragraph you write to check if you are still within the question requirements.
- Topic sentence on every paragraph should guide the reader on what to expect in the whole paragraph.

What do markers expect in a composition?

1. correct use of grammar.
2. correct spellings.
3. correct use of punctuation marks.
4. correct word separation.
5. coherence of ideas.

Please note, neatness, good handwriting and good use of vocabulary will help you get the impression marks.

Parts of a composition

The three parts of a composition introduction, the body and the conclusion are going to be explained below.

Introduction

An introduction is the part which gives the reader an idea of what is to follow in the paragraphs that are coming. It should captivate the marker or reader.

An introduction should have the following characteristics.

- a) Should be an attention grabber, a mind capture.
- b) Give brief background or a general idea of what is to follow.
- c) Definition of terms is done in the introduction as well as use of dialogue.

Body

This is the main part of a composition in which ideas, views and opinions are expanded for the purpose of convincing the reader. It has a topic sentence in each paragraph that has the main idea of that particular paragraph. It can have three or more paragraphs and each paragraph should have its own main idea. The different parts of speech are used in the body depending on the type of composition.

Conclusion

The conclusion is the last part of the composition which highlights the key points discussed in the preceding paragraphs and should link with all the above paragraphs for it to be relevant. It only summarizes the ideas discussed before.

Paragraphing

Each paragraph has several sentences dealing with one main idea or point. Changing from one paragraph to the other is determined by the following factors:

- a) Changes in activities for example, you were eating and now you are washing dishes, each of the two should have separate paragraphs.
- b) Changes in time for example, one event took place in the morning and continues into the afternoon. Activities of that event are treated separately as they occur at different times.
- c) Changes of place that is one is travelling from Harare to Nyadire, events in Harare are treated differently from those that took place all the way until the writer reaches Nyadire.
- d) Changes of characters involved, where Mr. Moyo was the main actor and focus has changed to Mr. Gurure, it means the paragraph is going to change.

HINTS

- Whenever you are going to another paragraph.
- You have to omit a line or indent your work on every first sentence of a new paragraph.
- Last sentence of a paragraph should prepare the reader for the next paragraph.

Different types of compositions

There are four main types of compositions and each type follows some specific rules. Based on the topic, the writer chooses the type of composition to write and develop accordingly. These different types are argumentative, narrative, descriptive, expository. We also have letters, dialogues, poems and pictorial composition falling under the main types.

2.1 Argumentative

The word argumentative comes from the word argue.

It presents both sides of an argument using logical reasoning. The end result is to persuade the reader that position A is better than position B or the other way. The writer can also take a neutral position and discuss the ideas equally. In this type of composition, the writer may be expected to compare and contrast ideas. He or she must clearly show his or her position and try to bring out evidence so as to make the reader buy his or her opinion. The writer may use supporting facts from research, people's views for example, scientist discoveries and researches.

Length

Your essay must not be less than 80 words. Essays that are too short will be penalised. At the same time, writing very long composition may result in one going off topic and making a lot of mistakes.

Models

1. Life in the city is better than that in the countryside.

Although many people like to live in towns, I prefer countryside life to urban life for numerous reasons.

Countryside life style is cheaper than that in the urban area as people grow food for their consumption and for sale whilst those in town buy almost everything. Learners are also taught farming practically both at home and school. Rural people preserve their culture in marriage, farming and take good care of their environment.

Space for children to play is available which makes them grow physically and also become critical thinkers and problem solvers. During sports, rural athletes do better because of endurance unlike the city learners. People work together and share their possessions as a community at all times. Unlike the city people, they comfort each other during times of trouble.

Rural life is better because of the low cost of living, good relations and the idea of working together.

Argumentative compositions practice question.

Write a composition on the following topics. Your composition should have between 80 to 120 words.

a) Are school uniforms a good idea?

Words that you may use.

mischiefous, location, behaviour, costs, availability.

b) Should people help the poor?

Words that you may use.

hard working, fluent, attentive, obedient, wide readers, experimental, problem solvers, skills, behaviour.

c) Boarding schools have advantages on the performance of the learners than day schools.

Words that you may use.

resourced, more teachers, children have ample time to study, balanced time, study time allocated every day, good diet, good environment.

2.2 Narrative

Narrative from the word narrate is a report of an event presented to readers in words arranged logically. A narrative or story is told by a narrator who has first hand experience of the event.

The introduction **ought to arouse the reader's attention and prepare them** for what is coming without pre-empting the details. You have to decide to write it in either first person singular (I) or plural (We) and third person (He). This type of composition should be action packed.

HINTS

- The following details should characterise a narrative essay:
Character description: What they look like, how they think and act.
- **Setting description:** Where the story took place, stories do not take place in a vacuum.
- **Time:** Period, the time the story took place is important.
- **Plot:** The order of events in a story.
- **Situation:** What is happening as the story opens, details of the problem and how it was solved or how it ended.
- In this essay you need to use the chronological time or order of events.

A narrative composition should answer the following questions:

- Who or which**, that is people involved.
- When**, that is time the story occurred.
- Where (place)**, where it happened.
- What happened**, an account on what happened in a few sentences.
- How** you felt at the time in a few sentences.

The introduction here will:

- Hint on what is to follow.
- Introduce main actors.

- Introduce place and time.
- The body builds the story to the climax
- Last paragraph summarises main ideas.

Narrative compositions practice questions.

Your composition should be between 80 to 120 words. Where you are given points, use the points given and any other you may think of.

1. Write a composition about your holiday at a tourist attraction centre of your choice in Zimbabwe.

Words to use.

glorious, magnificent, wonderful, eye catching, admirable, inviting, delicate, charming, classy, dazzling, divine, enthralling, adorable, fascinating, foxy, exquisite, bewitching and angelic.

2. Write about a funny day at your school.

Words that you may use.

amazing, entertaining, lark, wonderful, enjoyable, pleasant, lively, delightful, fascinating, magnificent, amusing, merry.

3. The natural disaster that I witnessed in Zimbabwe.

Words you may use.

hazard, danger, disastrous, destruction, horrible, massive, terrifying, unpredictable, huge, impending, random, devastating, historical, bizarre

4. Write a composition about a wedding party that you attended. Use the following points and add more points of your choice.

- Who were getting married and who else attended?
- What was the venue?
- When was the wedding?
- What made the wedding exciting and how?

Words that you may use.

enthusiasm, spacious, decoration, escort, disperse, red carpet, wedding bells, bride, bridegroom, bridesmaids, photographer, presents, vows.

2.3 Descriptive

It is the form of essay that describes something or someone, listing characteristic features and important details to provide the reader with a picture of what the writer is talking about. It provides the look and feel of an object and should appeal to the readers' five senses. It should create a vivid mental picture to the reader and the writer has to be precise.

Descriptive essays present a person, place or things in a way that readers feel as if it is in front of their eyes, tasting it, hearing it or smelling it.

For example, The smell of the deliciously prepared food made everyone salivate as we eagerly waited to be served.

Descriptive words should be used to describe the person, place or process. For example, the description of food in a composition may include smell, taste, how to prepare it, health benefits.

Models

The day a thief got into our house.

The door was flung open with so much force that cold wind rushed in. I could not utter any word, with fear racing through my nerves into the spine. I asked myself, who is this person, how did he open a locked door and why?

I opened my eyes with my head partially covered and I saw a man who was as swift as a deer in his movement. His face was as black as coal. Holding a screw driver that he had used to open the door, he looked like Tafara, my brother's friend.

He picked my mother's handbag and made his way towards the exit door. My father heard some footsteps so he picked his gun as he waited patiently by the bedroom door. He opened fire at the thief who fell by the door way.

My father made a police report and Tafara was taken to the hospital. Tafara was later charged with unlawful entry into our premises.

Topics for descriptive compositions to practise on your own

a) Preparing the food I like most.

Words you may use.

boiling, baking, roasting, deep frying, grilling, dicing, shredded, fillet.

b) My favourite teacher in the school.

Words you may use.

handsome/beautiful, chatty, easy going, friendly, tolerant, brave, funny, generous, honest, kind, hardworking, polite, well behaved, tidy, smart, wise, affectionate, ambitious, adventurous, compassionate, considerate, courageous, courteous, diligent, frank, gregarious, intuitive, empathetic, sympathetic, persistent.

c) The day I came across a lion.

Words you may use.

terrified, dismay, horror, dread, panic, trembling, phobia, uneasy, misgiving, coldfeet, worry, distress, frightened, nightmare.

d) Write a composition describing the most beautiful building in your community, town or school.

- What is the name of the building?
- Where is it found?
- It's appearance and features
- What makes it beautiful?
- Words that you may use.

Words that you may use.

ancient, beautiful, fascinating, charming, nice, contemporary, interesting, wonderful, admirable, significant, leisure, majestic, colour, shape, size.

e) Write a composition describing the place you wish to visit again.

- What is the name of the place?
- Where is it located?
- Its appearance and features
- Why do you want to visit it again?

Words that you may use.

ancient, beautiful, fascinating, charming, nice, contemporary, interesting, wonderful, admirable, significant, leisure, majestic

2.4 Factual or expository

To expose is to uncover or lay bare or discover something in a way so that others understand what it is. It is a realistic composition which does not need imagination. The language used must be simple and straight forward. This type of composition explains, illustrates, clarifies or simplifies something in a way that it becomes simple to the reader. However, many students assume that it is an easy topic hence in the majority of cases they fail.

HINTS

- Have clear knowledge of the subject, for example, baking a cake or preparing a cup of tea.
- Knowing what to include and what to exclude in an essay.
- Arranging the material logically. This involves overall planning of the paragraph, sequence as well as the logical development of ideas in each paragraph.
- Use of exact words when describing or explaining processes, and in well-constructed but simple sentences.

There are a variety of expository compositions which are:

Descriptive essays:

Which describes something, some place, some experiences or some situation through sensory information.

Process essay:

Explains or shows the process of making something

Comparison:

Compare and contrast between two things.

Cause effect:

Find out the cause and effect of something.

Problem solving:

Name and identify a problem, find a solution and explain it.

Topics for expository compositions practice.

1. The process of baking a cake.

Words you may use.

ingredients, recipe book, oven, dough, creaming, rub in, blind bake, sieve.

2. Someone in your community has misinformed people about HIV and AIDS, Write a composition on how you can help your community understand the facts about HIV and AIDS.

Words you may use.

facts, contact, transmit, prevalence, stigma, stereotyping, positive, adherence, virus, immune system, negative, isolate, ARV drugs, infection, victim, antibodies, syndrome, deadly, incurable, discrimination, chronic, acquire.

3. Write a composition on the causes and effects of soil erosion.

Words that you may use,

runoff, splash/rill/sheet and gully, leaching, overgrazing, vegetation, agents, accelerating, expose, logging and mining, construction, desertification, deforestation.

4. Write a composition about the problems caused by stray wild animals in your community and suggest possible solutions

Words you may use.

stray, roaming, destroying, consequences, conflicts, accidents, culling, welfare, impact hazardous, spread of diseases, controlled movement, harmful, ecosystem, random.

2.5 Letter writing

There are two types of letters which are a formal letter also known as a business letter and an informal letter also known as a friendly letter.

HINTS

- Some candidates lose marks when writing a business letter because they write it as a friendly letter on the format.
- They write a single address whereas business letters require two addresses.
- They omit the reference part.
- Some completely forget to write their addresses because of examination pressure.
- They omit their name at the end of the letter.

How to avoid the above mistakes.

Below are tips that learners may use in letter writing:

- Read and understand the topic first.
- Classify your letter as business or friendly before you start.
- Underline the key words on the topic.
- Plan your letter making sure you are responding to the key words and the requirements of the type of letter you are writing.

Steps in planning the letter.

Paragraph 1

State the reason for writing the letter that is the subject, remember to get to the reason as soon as you start to write the letter.

Paragraph 2

Give details of the letter.

Paragraph 3

Conclude, advise, thank and give warning.

Paragraph 4

Pass your greetings and what you are looking forward to.

Steps in letter writing.

- Start with your address.
- Date.
- Greetings or salutation.
- Start your letter in paragraphs depending on your ideas.
- Close the letter with your name.

HINTS

- Use friendly language.
- Arrange your ideas in logical paragraphs.
- Use correct grammar, spelling, punctuation and format.

Topics of friendly letters may ask you to:

- a) Convey personal news.
- b) Thank someone.
- c) Give an instruction.
- d) Give a request or an excuse.

Model of a friendly letter.

Musanhi Primary School
Post Office Box 610
Murewa

30 July 2019

Dear Tendai

I would like to invite you and your family to join us for my brother's birthday party on Saturday 10 October at our homestead in Mukombe village.

As you board at Mbare Musika, ask for buses that go to Mukombe village just after Muswe Township. When you get to the township, tell the conductor to advise you when you arrive at Kanyongo Bus Stop where my young sister will be waiting for you.

The party will start at ten in the morning. On that day, everyone will dress in their African attire, so please do the same. We will be serving delicious traditional food.

I hope you will find this invitation in order despite the short notice. Pass my greetings to your parents.

Your friend

Charles

Exercise 56

1. Write a letter to one of your friends inviting him or her to an event at your home. Your letter should be between 80 and 120 words excluding the address.

Words that you may use.

spacious, incredible, fantastic, disperse, hilarious, beautiful, fascinating, charming, nice, contemporary, interesting, wonderful, admirable

2. Write a letter to your sister telling her about a place of interest that you recently visited. The body of your letter should be between 80 to 120 words excluding your address. You are advised to use the following points and any other points you may think of.
 - What is the name of the place?
 - When did you visit the place?
 - Where is the place found?
 - What did you see that you liked about the place
 - What interested you the most at the place?

Model of a formal or business letter.

Muzezuru Primary School

Post Office Box 87

Mudzi

28 July 2018

The Chief Executive Officer

Mudzi Rural District Council

Box 68

Kotwa

Dear Sir / Madam

RE: A LETTER OF APPRECIATION

I write this letter on behalf of the Muzezuru residents and as their secretary registering our appreciation on the road you recently constructed that leads to our village.

This road has brought a lot of developmental projects in our community as it is now easier to travel to Kotwa to sell our garden produce. It has also helped us a lot whenever we want to travel to Kotwa hospital for our medical checkups as the transport system has since improved.

Our schools used to lose teachers because of the poor transport network but now things have changed. Instead of transferring to other schools where there are better roads, they are now coming to our schools.

My community is very grateful for the development you brought to our area.

Yours faithfully

Tinotenda Jarawaza

Business letter topics may ask for the following:

- a) Application for a place at a school.
- b) Job application.
- c) Letter of complaint.
- d) Letter of request.
- e) Letter for an excuse.
- f) Appreciation letter.

Model of an electronic mail (email) letter

An email is a short name for electronic mail. It is an internet feature that is used to communicate through computers, phones and tablets.

- Emails are used to send and receive messages. They can also be used to send and receive documents, images, meeting reminders and appointments.
- For a person to be able to send and receive emails, an email address is required. An email address is created using electronic devices such as phones and computers where there is internet connection.
- An example of an email address is *chipogutu@maparuraprim.co.zw*
- When composing an email, there is **subject**, address, to **reply** or write to. The email can be **copied** to other recipient.
 - **Subject:** is where you state the reason for writing the letter.
 - **Reply to:** is the address of the recipient you wish to respond.
 - **Copy to (cc):** is where you want to send an identical letter to different recipients at the same time.

Compose email

Compose and send an email to the selected Contacts.

Subject: reminder of prefects meeting on Thursday September 30, 2021

Copy to: gradesevenprefects@gmail.com

Reply-to: headofprefects@gmail.com

Message:

Just reminding all grade seven prefects of the prefects meeting on Thursday in the small hall. Please make sure everyone attends. The meeting agenda is available on Google class.

Best regards,
Head of Prefects

Add to Activity History 

1 message will be sent.

an email being composed

2.6 Pictorial writing

When you write a pictorial composition you have to follow the principles below.

1. Read the instructions carefully and understand them.
2. Read the question carefully to understand it and underline keywords and phrases in the question.
3. Check if all the information and ideas are given.
4. As you plan, arrange the information in a suitable order.

HINTS

- Note that the order of paragraphs is determined by place, time, events and activity changes.
- Use descriptive words, and include feelings, emotions and thoughts.
- Write in first person, *me* or *us*, or in third person, *him*, *he*, *she*, *her* or *them*.

1. Write a story of at most 120 words based on the pictures below.



1



2



3



4



5



Words that you may use.

fatal, casualty, ambulance, screeching of wheels, reckless, negligence, wreckage, dreadful, tragic, hospital, doctor, admission, paramedics, discharged.

2.7 Report writing

1. The syllabus requires candidates to write a report, as it enables them to enhance the listening, speaking, reading and writing skills for future purposes.
2. Grammar, spellings, punctuation and correct tenses are very important.
3. State the purpose in the first paragraph.
4. Details of a process or incident are very important and should bring real life situations.
5. Relevant language should be used in explaining what happened with ideas arranged logically.
6. These questions should be answered in a report, what, when, where, who, why, whom and how.
7. Explain, comment and suggest solutions depending on the nature of the question.
8. Give reference to previous reports where necessary for example,
Based on my visit to your shop, I have compiled this report on what you should do to improve on customer service.
9. A report may focus on a particular event on a given day.

Model of a report

To: The Officer In Charge.
From: George Mushamba.
Subject: Armed robbery incidents.
Date: 4 August 2019.

With reference to the above subject, I have compiled this report on what should be done to improve the security situation along Samora Machel Avenue and Fourth Street, closer to Total service station.

We have received numerous reports of armed robberies in that area. Last week we got six reports and we arrested two culprits in connection with the incidents. The other culprits are still at large.

I suggest that we construct a police post around the area, give awareness to the public to avoid parking in that area at night and advise shop owners to close their businesses before 6 pm. We also need officers to patrol the area at night whilst we await the construction of the police post.

If we follow the above recommendations, we will manage to control the criminal activities taking place around that area.

Topics for report writing to practice on your own.

Your report(s) should be between 80 and 120 words.

1. Write a report to the Environmental Management Agency about the dangers that your community is exposed to as a result of illegal mining activities that are taking place.

Words that you may use.

environment, soil erosion, drowning, open pits, water collecting, vegetation destroyed, pollution, minerals, livestock and children, hazardous, destruction, collective effort, educate.

2. Compile a report to the Officer In-Charge of police on incidents of child abuse that are taking place at a farm close to yours

Words that you may use.

abusive, future, forced marriages, premature births, death during birth, orphaned children, deprived, education, guidance and counselling, protection, responsibility, rights, gender, discrimination, stereotyping.

3. Compile a report to the Farm Manager about the good work that is being done by farm workers at your father's farm.

Words that you may use.

plants, animals, infrastructure, crops, yields, irrigation, weeding, spraying, fumigation, soil.

2.8 Poem

They are different from other types of compositions in the sense that:

- a) They do not have sentences but lines.
- b) They have stanzas not paragraphs.
- c) Some use rhymes, style while others do not.
- d) Poems do not put many ideas in one line.
- e) You develop your ideas in stanzas and write step by step.

HINTS

- Spellings grammar and punctuation are as important in poems as in other compositions.
- Be creative and capture your readers' attention.
- Use descriptive words or adjectives.
- You can personify an object in a poem using (I) for object like trees as if they can talk, for example, I am a tree, I give life, I provide shelter, I provide timber, I give them shade, the shade which protects them from the scorching sun yet none of them bothers to come and say thank you.

Model poem.

Topic: Life is not all about riches.

The crazy dog chased its tail
Tried it, but failed it, continued
The harder it attempted, the more difficult it became
On he went, and on he failed
The crazy dog chased its tail
So shall it be with those who go after riches.

The crazy dog chased its tail
The closer it seemed, the harder it became
The faster it moved, the faster the tail moved away
The more it was closer, the more difficult it seemed to reach
Then round and round he went
Soon it became weary
So shall it be with those who go after riches.

The crazy dog chased its tail
The more it tried, the more it failed
The more it failed, the more effort it put
Soon the crazy dog lay to rest
While looking at its tail
Twice he tried to reach, twice he failed
What a waste of effort
So shall it be with those who go after riches.

Exercise 57

1. Write a poem about water.

Words that you may use.

value, sources, recycle, benefits, precious, uses, hydroelectricity, important, life, provide, essential, environment, cooling, collection.

2. Write a poem about an animal of your choice.

Words that you may use.

precious, useful, important, benefits, relate, characteristic, behaviour, life span, wild/domestic, habitat, indigenous, habits, class, browser, carnivore, herbivore or omnivore.

2.9 Dialogue

- A dialogue is a conversation between two or more people. It makes the characters' action seem real.
- A dialogue captures the way people really speak as it uses direct speech.
- Like any other composition, it has a topic, introduction, body and conclusion.
- Candidates should only write the exciting parts of the conversation.

- Use the correct punctuation marks to show one's emotions, exclamation marks for surprises and joy.
- Description of action should be in brackets but you ought to minimize action because it should be a conversation. The words in brackets showing action start with small letters.

Model

Dialogue between a shopkeeper and a client.

Shopkeeper: Good morning madam.

Mrs. Gomo: Good morning my son, how are you?

Shopkeeper: I am fine, how can I help you?

Mrs. Gomo: I am looking for a pair of brown school shoes, size three.

Shopkeeper: Let me check for you. (*as he walked into the storeroom.*)

Shopkeeper: I found these three pairs, you can choose the best brand for yourself.

(*Mrs. Gomo picked the chocolate brown pair.*)

Mrs. Gomo: I prefer this one to the other two pairs, how much is it?

Shopkeeper: It's sixty-eight dollars madam, it is one of those shoes we are giving on discount.

(*Mrs. Gomo opened her handbag, took out a hundred dollar note and gave it to the shopkeeper.*)

Mrs. Gomo: Here you are my son.

Shopkeeper: Thank you madam, (*he received the hundred dollar note and opened his till to get some change.*) Your change madam, thank you for coming, please come again.

Mrs. Gomo: You are welcome my son.

Mrs. Gomo walked out holding a plastic bag with a new pair of shoes and a hand bag on her right hand.

Dialogue questions for your own practise.

- a) Write a dialogue between a police officer and a child on children's rights and responsibilities. Your dialogue should have between 80 to 120 words excluding the names.

Words that you may use.

respect, rights, responsibility, norms and values, understanding, education, guidance, taboo, report protection, communicate, gender sensitivity, relationships and family roles, likes and dislikes.

- b) Write a dialogue between two children arguing over the responsibility of taking care of the environment. Use some of the points below and any other you may think of. Your dialogue should be between 80 to 120 words excluding their names.

- What is an environment?
- Why should it be taken care of?

- Whose responsibility is it to manage the environment?
- What activities should communities do to manage their environment?
- What are the dangers of mismanaging the environment?

Exercise 58

Write a dialogue between an Information Communication Technology teacher and a learner on how to operate a computer.

2.10 Diarising

Is to keep a record of events in a diary.

- Diary writing is considered to be a very personal form of writing of the day to day events in one's life.
- Most people use paper diary and is considered one of the forms of expression of one's thoughts and feelings.
- Both the young and the old, love to write about their daily activities recording the past events or those planned for the future.
- Is good for those who want to just vent out their emotions while they are feeling lonely or depressed.
- It is also a good activity to look back at the life and analyse yourself on the basis of your past.
- The quality of diary writing depends on the creativity, imagination, and expression of the writing individual.
- Diary writing skills can be enhanced by imagining a situation.
- Though there are no set rules or regulations for writing a diary, there are some features of diary writing needed to be followed by learners to make diary writing more organised, creative, comprehensive and interesting.

The importance of a diary

The importance of writing a diary allows learners to focus on their writing without worrying about their audience or what anyone else will think. Recording a diary regularly helps to improve learners thinking processes, and can even help learners become more creative in how they think. Diaries help to organise thoughts and make them apprehensible and improve writing techniques.

Advantages and disadvantages of keeping diaries

- One personal advantage is that by documenting events and feelings you can access those details many years later.
- One possible disadvantage would be when another person happens to read it; they may come across some personal item that you might not have wanted to share with them.

Recording

Is a day by day listing of your work, goals, prayers and plans of what you are working toward. A learner can start writing and keeping his/her narratives and thoughts and can

review the work later to see how they turn out. The diary entries should be shorter narratives. Here are tips to consider when writing diary entries:

- Brainstorm what you're going to write about.

- Ask yourself questions.

- Write down your answers.

- Pick a format.

- Make them different.

- Don't be hard on yourself while you're writing.

- Keep your thoughts in order.

- What kind of language should be used in diary writing, the language they are most likely to use when telling a story and writing a diary.

Exercise 59

Keep a weekly record of your events in a diary

2.11 Media literacy

Is the ability to identify different types of media and the messages they are sending. Therefore, as viewers or readers need to view the media objectively with the goal to find out and analyse what is being presented.

It encompasses the practices that allow people to access, critically evaluate, and create or manipulate media.

Media in the form of advertisement

An advert is an announcement online, in a newspaper, on television or on a poster about a product, job or an event. An advert in general, shows how good that thing is. It can be a notice or announcement in a public medium promoting a service.

What is an advertisement used for?

An advertisement is the promotion of a product, brand or service to a viewership in order to attract interest, engagement and sales. Advertisements come in many forms, from a copy to an interactive video.

How do you write an advertisement?

3 Simple but powerful tactics for writing compelling advertisement.

- Show viewers how you will solve their problem. When it comes to writing adverts headlines, most businesses start and stop at plugging in keywords.
- Include emotional triggers.
- Focus on benefits, not features.

Types of advertising

There are many types of advertisement media such as the following:

There are many types of advertisement media such as the following:

- Newspaper advertising can promote your business to a wide range of customers.

- Magazine advertising in a specialist magazine can reach your target market quickly and easily.
- Radio.
- Television.
- Online.
- Directories.
- Direct mail, catalogues, brochures and leaflets.

What is an example of product advertising?

A billboard displaying a new car model is a typical example. Point-of-purchase advertising is simply using a display near the product. Companies will often provide retailers special displays to be used by their product.



A billboard displaying a various cars being sold

Activities

1. Using a stopwatch to time your presentations, take turns to dramatise adverts of your choice.
2. Make use of ICT gadgets or locally available resources to gather more information on advertising.
3. In groups, come up with an advertisement to market agricultural produce from your class garden.

Exercise 60

Answer the following questions.

1. What is an advertisement? (1)
2. Give two uses of an advert. (2)
3. List five types of advertising. (5)
4. On the billboard above, what are the products being advertised? (1)
5. Name the company that advertised the products on the billboard. (1)

Media in the form public speaking

- Public speaking is performing a speech to a live audience.
- It is commonly known as formal face-face speaking of a single person to a group of listeners.

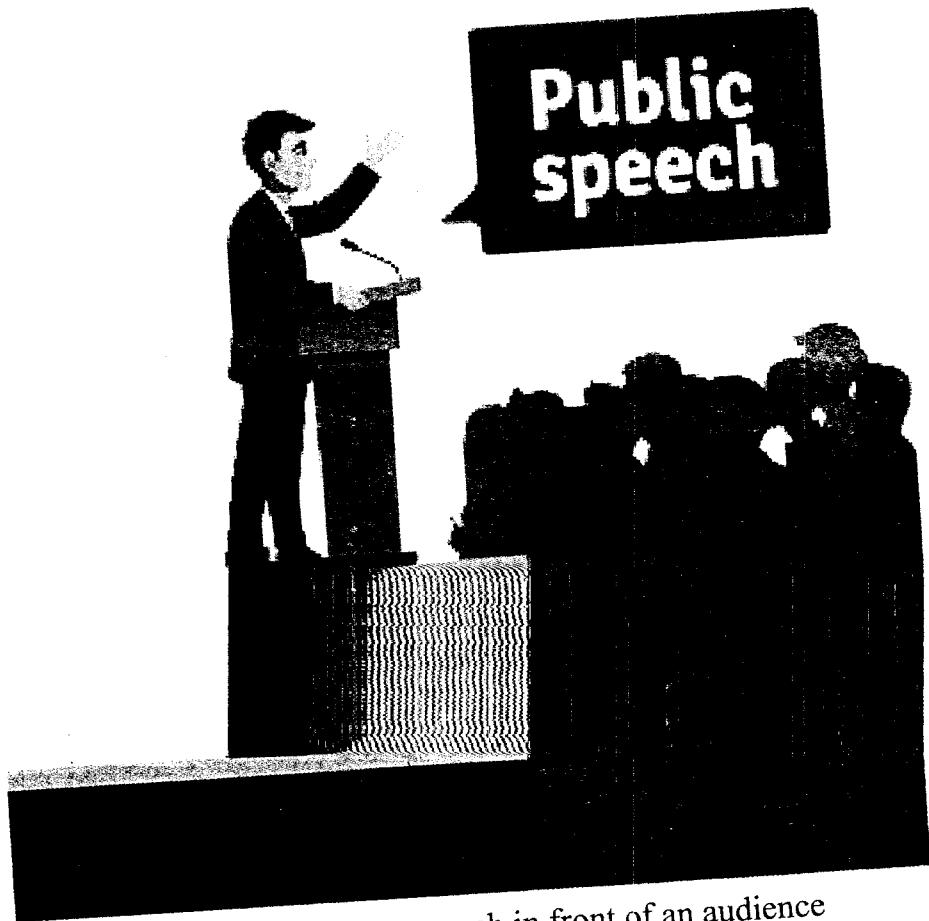
Importance of public speaking

- Public speaking influences decision making and motivate change.
- Is there to inform, persuade and to entertain audience.
- Improves communication skills.

How do you prepare for a public speech?

5 Steps of Speech Preparation

1. Develop the purpose of the speech
2. Analyse the audience if you should go formal or informal.
3. Develop the topic of the speeches.
4. Structure the message of the speech.
5. Convert the message for oral interpretation.



A person delivering a speech in front of an audience

Exercise 61

1. Learners to organise themselves in groups using their month of birth.
2. From the groups one speaker to give a ceremonial speech on the topics below:
- a) My best birthday ever.
 - b) A sports day to remember.
 - c) Uses of computers.

2.12 Speech writing

A speech is similar to an essay or report but is different in that while the others are meant to be read a speech is meant to be heard. It is a write-up of what is going to be said by word of mouth.

Types of speeches

Informative speech

Its aim is to educate or pass important information about something. Covid 19 awareness, traffic awareness, importance of hygiene in the home, road traffic safety and many others, fall under informative speeches.

Instructional/Demonstrative speech

Is a speech of "how to do certain jobs or acts." Instructions on the process of doing something such as baking a cake, how to clean a tiled floor, how to prevent soil erosion and others fall under this title.

Persuasive speech

Sometimes the purpose of a speech is to convince the audience to make a certain choice. When there is going to be an election to choose the school head girl, one may have to give a speech on one of the candidates in order to persuade the audience to vote for her. Advertisements for goods, when given orally, are good examples of persuasive speech.

Special Occasion

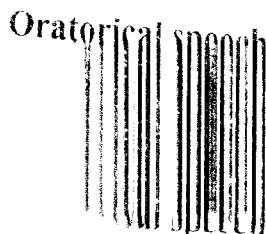
On birthdays, graduations, funerals, weddings, school prize giving days and other special occasions, people of all ages may be called upon to make a speech. Just like the other speeches such presentations must be well planned and written down before-hand for them to be effective.

Other types of speeches

Motivational speech

- Special assemblies
- Sport teams about to play
- Career days

Impromptu speech



- Celebrate graduation
- Address serious issues
- Give comfort -death
- Eulogy at funeral

Debates

Structure of a written speech

A speech follows the same *introduction-body-conclusion* format.

The introduction

It contains:

- Salutations and greetings where you may follow protocols of greeting your audience and acknowledging distinguished guests present.
- The speech topic or theme. The audience are informed about the nature of the speech they are about to receive.
- The importance of the topic of the speech. This persuades the audience to listen to the speech.

To make the introduction captivating, you may start with a thought provoking quote. For example, on a topic on prevention of cholera, a quote such as: *cleanliness is next to Godliness* would be effective.

The body

Here is where the main reason for the speech is found. The points must be presented in an orderly way. Two or three main points will normally be fine at primary level speech. Each main point must have its own paragraph and must be stated in the first sentence of the paragraph, the topic sentence. The rest of the sentences in the paragraph will be supporting and building up on the topic sentence.

Since this is a speech not an essay, include adequate examples to ensure that the audience clearly understands the ideas in the speech. Use of stories, personal experiences and anecdotes can be very powerful in making audience understand the topic vividly.

Conclusion

When all the points have been presented then it is time to conclude. There are many ways of concluding a speech but in general, a conclusion must have a summarising statement where the speaker revisits the main aim of the speech. It may also include a call to action. For instance, if it were a speech teaching some people on the dangers of Covid 19 then the conclusion may call upon the audience to take an active role in fighting the pandemic.

HINTS

- Decide on the main idea of the topic
- Write like you are talking
- Use concrete words and examples
- Use appropriate language for your audience
- Simplify so that it is clearly understood
- Vary the sentence structure

Transition words

A good speech uses transition words well. Transition words are also known as discourse markers. These are words that relate a new sentence to the previous one. Discourse markers show that your ideas are joined together and moving forward.

They include words or phrases such as:

- *To begin with/Firstly*
- *Another (important aspect of ...)*
- *In addition to that*
- *However .../Despite*
- *Last but not least ...*
- *Lastly/In conclusion ...*
- *Etc.*

Ways of arranging/ordering points in a speech

Points and facts must be carefully arranged. Even good points will lose their effectiveness if not properly arranged. There are several ways of ordering your facts in a speech. Some of them are given below:

- Order of importance: here the most important facts/points are given first while the less important ones occupy the last paragraphs.
- Order of occurrence/chronology. Chronology means time-related. When writing a speech about a process, the activities that take place first will have to be said first. When writing about baking cup-cakes, one cannot start by serving the cup-cakes in the first paragraph.
- Related facts close together.

Structure of sentences

Sentences ought to be short rather than long. Long rambling sentences will cause the audience to miss out the meaning. Break a long sentence into two short ones. The vocabulary should not be too simple as to be ‘pedestrian language’. At the same time it should not be loaded with jaw-breakers, the listeners have no time to look up the big words in the dictionary.

Other aspects of speech to note

- Write in the first person singular where you use *I, I am* and *me*. If you are representing a group of people, *We* can be used too.
- Cite some famous person/quotes, use figurative speech such as proverbs metaphors and similes to spice the speech
- To create a personal touch with your audience, occasionally repeat the salutation for example through phrases such as: *My dear students, My fellow youths, People of Zimbabwe*. This is quite effective in persuasive speech.

Specimen of written speech

Introductory/Greetings/Salutation

Good morning/afternoon/evening fellow colleagues, brothers and sisters, ladies and gentlemen as well as all distinguished guests. My name is Ellah Sidoni, the Sister in Charge at Pumula South Clinic.

The world over has been in turmoil as a result of Covid-19. This pandemic has devastated economies. I am going to talk about the effects of the disease and what we need to do.

.....

Body

As we all know

The underlying fact

Statistics show that

Conclusion

We need to, Our role then is to, We ought to, In order to avert the effects we have to, Finally

Exercise 62

Learners prepare and deliver speeches on the following topics:

1. The importance of traditional foods.
2. How to prevent injuries during sports.
3. Should learners be allowed to bring and use cellphones at school?
4. An inspiring speech on embracing learners with disabilities.
5. Uses of computers in schools.
6. Effects of Corona virus on Zimbabweans.
7. Home online lessons are better than learning at school.
8. The importance of parents, children and grandparents relationships.
9. Hard work yields good results.
10. The significance of heritage sights in Zimbabwe.

Topic 3

COMPREHENSION

OBJECTIVES

Learners should be able to:

- read and answer questions from a variety of texts
- select correct responses from given alternatives
- infer the contextual meanings of words
- evaluate texts read
- identify main ideas in the text
- answer comprehension questions in complete and correct sentences.

The following steps or guidelines will assist you to thoroughly understand and answer comprehension passages correctly.

- Read the title or heading.
- Read through the passage carefully noting unfamiliar words.
- Note the contextual meanings of unfamiliar words.
- Get an overview of the story or passage.
- Read the questions identifying key words and phrases.
- Then read the passage again bearing in mind the questions.
- Answer the questions correctly.

HINTS

- Remember to answer in the tense required.
- Use correct required part of speech if asked to give synonyms, contextual meanings or any required word.
- Give answers in full.
- Never start your answers with a conjunction.
- Ensure correct numbering as in the question.
- Never change numbering.

The table below helps you to answer correctly as required by the question.

	Questioning word	Demands/requirements
1	who	name, person, people,
2	what	exact, actual, things, occupations, activities
3	when	time, date, period/era, setting

4	where	place
5	how	process, way, method, action, state of things
6	how many/ much	number/quantity
7	which	option/choice/ alternatives
8	why	reason

Every “wh” question bears two important elements which are:

- Questioning word
- Key Word/Idea or Phrase.

Examples

1. **Who** is crying?
 - Questioning word is **who** and **demands name**.
 - 'is crying' is the key word/idea

Answer: James is crying.

Contextual meanings of words

The following structures will assist you to answer contextual questions.

- Contextually the wordmeans.....
- As used in the passage the word or phrase.....means.....
- According to the passage, the words or phrase.....mean(s)....
- The wordas used in the passage means....
- From the passage, the words.....mean.....

If contextual question has an **adverb**, **adjective**, **noun** or any form, try and ensure you give your answer in that form.

- If the question has a word in quotation marks, then put your answer in quotation marks.

Example: What does the word “exhausted” mean as used in the passage?

The word “exhausted” as used in the passage means “tired”.

3.1 Model comprehension practice exercises

Read the following comprehension passage and answer all questions in full.

Exercise 1

Our motherland Zimbabwe

In the Southern part of Africa lies Zimbabwe
 Beautiful, peaceful and scenic country
 Born on 18 April 1980 from colonial rule
 Our patriotic heroes and heroines sacrificed,
 Life, material and knowledge sacrifices were done.

Our motherland, a land of honey and milk

Our motherland, colonialists had taken
A country rich of minerals and tourist resort
Our motherland boasts of educated citizens, our pride
Patriotic citizens who have high stewardship.

Our motherland, a country with hard workers
Our hardworking proud and respectful Zimbabweans
Zimbabweans who are marvelled elsewhere for hard work
Such workers nurtured by Our motherland, a country of plenty
A country jealously eyed by many outsiders due to its wealth
Our motherland with its rich land, Our productive land
Land that was the centre of controversy with colonisers
Our land, the land we proudly gave back to our Zimbabweans
Our land, our empowerment for our patriotic Zimbabweans
Our motherland, our land, our treasure, our treasured pride.

Answer in full

1. What is the title of the poem?
2. Where is our motherland found?
3. When did the writer's country attain nationhood?
4. What did the gallant heroes sacrifice?
5. What is Zimbabwe's greatest pride?
6. How did our motherland teach its citizens?
7. What do patriotic citizens do for the country to show care?
8. Which word in the passage shows that our citizens are "envied"?
9. Why was our land a centre of controversy?
10. How is our land used by our loyal Zimbabweans?

Exercise 2

Read the following letter and answer all questions in full.

House Number 1365
Claudia Township
Karo

23 July 2020

Dear Hazel

Thank you so much dear sister for your letter dated 13 July. I am so happy that it was both informative and educative. It was full of edutainment. Thank you once more.

Your letter was excellent in that it encouraged me to study hard for my upcoming 2020 Zimsec Grade 7 Examinations. I enjoyed your tips that I should have a timetable which I should stick to. Thank you so much for encouraging me to be hardworking and obedient to our parents. Sister Clementine is also

being helpful with research skills and my homework. She at times exempts me from household chores for me to concentrate on my studies.

I am also enjoying our church sessions. The 2020 Convention for Friday was quite enjoyable. How was it for you? I enjoyed most the Friday afternoon session where it looked at how father, mother and children can contribute to the happiness of the entire family. It was really a marvel to see how we can contribute to the happiness of our family. I am a really changed person. Please I also encourage you to change so that we increase our family happiness.

I visited Aunt and her family last week. I went there with Spencer and we enjoyed ourselves so much. I was busy there helping Bido herd cattle while Aunt and Lavender prepared food for us all. The boys were busy grading tobacco. I had the best experience. I managed to learn a lot of lifeskills that would help me to be a responsible and productive man in future.

How are you doing at home? How are the grandparents? I miss them since I last visited them on 4 January this year. When are you coming back home sister? We all miss you. You can come back soon since Aunt is coming here next week with her new car.

Pass my greetings to everyone at home. Looking forward to your response at your earliest convenience. Thanks once more for your letter it took me to cloud nine.

Your loving brother

Comfort Taropafadzwa Mapfunde

Answer all questions in full

1. When was this letter written?
2. Where does the writer live?
3. What made the writer to write this letter?
4. How did the writer benefit from the letter he received?
5. What is the relationship between the writer and addressee?
6. What other help is the writer receiving in Karoi?
7. Which part of the 2020 Convention was enjoyed most by the writer?
8. How was the Friday afternoon church service most helpful to the writer?
9. What lessons would assist the writer to be a good and responsible citizen?
10. Which phrase used in the passage shows that the writer was very excited?

Exercise 3

Read the following comprehension passage and answer all questions in full.

Sick friend

The following dialogue took place at a clinic when Chenai had escorted her sick friend. Chido, Chenai's friend fell sick on their way from school. This was after a busy sporting Thursday afternoon.

- Nurse:** Hey you little girl, what's the problem?
- Chenai:** I have brought my dear friend, who is terribly sick.
- Nurse:** What's her problem and where are her parents?
- Chenai:** She has a terrible headache and was vomiting all the way from school. She is now very weak so I had to carry her on my back all the way. Her parents are at home.
- Nurse:** What a lovely and true friend. You are quite helpful. You are a star. Let me carry her using the stretcher here.
- (The two girls entered the Sister Screening room. Sister Mangwiro calls for a book and a thermometer from the Registry Admissions Clerk)*
- Clerk:** Here you are sister. I saw this courageous and true friend struggling to carry her friend.
- Nurse:** She is a true friend. Keep the good deeds.
- Chenai:** You are welcome.
- Nurse:** You seem relaxed now girl, what is your name.(As she records in the book)
- (Struggling and with tears) I, II am Chido.*
- Nurse:** What's your age, and where do you stay?
- Chido:** I am eleven years old and I stay in Chinokopota kraal under Chief Nyamhunga.
- Nurse:** *(Checking temperature)* Thank you, what is your problem?
- Chido:** I have a terrible headache. *(Starts vomiting and crying)*
- Chenai:** *(Crying also)* Please nurse, please help my friend.
- Nurse:** Calm down Chenai, all will be well. Do you have phone numbers for your parents Chido?
- (Sobbing) 0774124.....199/ 0774 961 694.*
- Nurse:** Thank you so much. I would better call and avoid letting you to run home to inform them. *(Sister calls)*
- Chenai:** What did her mother say?
- Nurse:** She will be right here soon. Thank you for your concern Chenai. You can go and stay in the waiting bay while I attend to your friend.
- Chenai:** Thank you nurse. Please help my friend. *(To Chido while patting her) You will be fine dear.* *(Chenai is shown the waiting room by Sister Mangwiro)*
- Nurse:** Take these tablets with water my dear girl. All will be well soon.
- (Chido is taken to a resting bed in Sister Mangwiro 'rest screening room 1)*
- Chenai:** *(Knocking at the door with Mr and Mrs Mutukura)* Sister I have Chido's parents with me here.
- Nurse:** Come in, it's good of you Chenai. Good afternoon parents. You have taken no time to be here. Thank you.

Answer all questions in full

1. Who escorted her friend to the clinic?
2. When did the friend fell sick?
3. What was Chido's problem?
4. How was the sick child taken to the clinic?
5. What was the name of the Sister?
6. How did Chido show she was in pain as she responded to the nurse?
7. How were the sick child's parents informed of their child's problem?
8. Where did the sick child live?
9. Why was Chenai seen as a good friend?
10. How long did the Mutukura's take to come to the clinic?

Exercise 4

Chief Rekayi Tangwena

Chief Rekayi Tangwena is one traditional leader whose contribution to the struggle clearly stood out. For many generations the Gairezi range belonged to the Tangwena people. All of a sudden in 1966, the settler government pronounced that Gairezi Range belonged to one white-man called William Hanmer. Naturally the chief refused to surrender his inheritance.

The brave chief took his case to the courts, but during colonial days it was rare for a black person to win a case against a white person. Outside the courts the Chief waged acts of guerrilla warfare against the settler. The Gairezi Range lies along Zimbabwe's eastern border, directly in the path to Mozambique where freedom fighters were being trained. Thus when the chief was not fighting the coloniser in the courts, he was busy helping young fighters to cross into Mozambique.

He would conceal the would-be fighters in his village until it was safe for them to cross the border.

Among the people Chief Rekayi Tangwena helped to cross were Edgar Tekere and Robert Mugabe, who was later to become the first black president of the country. The late musician, war veteran and provincial hero Simon Chimbetu could have passed through Chief Tangwena's hands too. In one of his songs he sang about the difficulties he faced while crossing the Gairezi Range.

In the September of 1969 police together with bulldozers moved into the Tangwena villages and demolished homesteads. It was an attempt to cow the people to submit. The brave chief, with the people behind him, literally stood his ground. The settlers on their side were determined to get the beatific Gairezi Range and launched another attack.

In 1970 over 500 cattle belonging to the Tangwena people were impounded by the settler regime. Property, homes and cattle kraals were burned and the people driven out of their homes. This did not dampen the Tangwena people's fighting spirit. Even from the forests they continued to fight a bitter war for their land.

When independence came in 1980, the new government in honour of the great Chief's contribution to the war elected him as a senator. Chief Tangwena held that position until his death on 11 June 1984. He was laid to rest at the National Heroes Acre.

Answer the following questions using correct grammar.

1. Who wanted to take over Gairezi Range from the Tangwena people?
2. Where did Chief Tangwena took his complains?
3. Why did the freedom fighters pass through Gairezi Range?
4. How did Chief Tangwena help the freedom fighters?
5. What shows that Simon Chimbetu knew about Gairezi Range?
6. The phrase in the passage which means 'refused to be moved' is _____.
7. When did Chief Tangwena become Senator?
8. Apart from electing him Senator, how else did the government honour Chief Tangwena?
9. For how long was chief Tangwena a Senator?

Exercise 5

Traffic Jam

City streets at five to six
All are caught in this mix
Of lorries, buses and small trucks
Thudding past like stampeding beasts
Or dung-beetles called to a feast.

Humans encased in metal
Racing home in their coffins on wheels,
Grim faced with work-place fatigue
Wincing at the din of diesel engines
The choking exhaust fumes.

Pedestrians dodging speeding cars
Amid the tooting of motorcycles hooting.
But whatever the delay or your hurry
Driver or biker, you've got to stop
The robot's decision is final.

Answer the following questions in correct grammar.

1. How many stanzas or paragraphs does the poem have?
2. At what time of the day did the scene described take place?
3. What are the lorries and buses being compared to in the first stanza?
4. What shows that the people in the poem are not enjoying it at all?
5. What is being referred to as 'coffins on wheels'?
6. Apart from the noise, what else is making the situation unpleasant?
7. Which two words in the last stanza rhyme?
8. How is the robot making a final decision?

Exercise 6

The two herd-boys

One Saturday morning, Mashoko and Lizwe were herding cattle together as they

always do. The two young neighbours were preparing to go out to the pasture lands.

Mashoko: Let's go graze the cattle in the plains near the river.

Lizwe: But Chemabondo Hill is a better place, the grass there is tall and the cattle won't wander much there.

Mashoko: Spring is very hot, and it will be even hotter on that hill. If we go to the valley, we will cool off in the river when it gets hotter.

Lizwe: My teacher says water logged places harbour cattle diseases. Besides on Chemabondo hill we will eat mapfura there and other fruits.

Mashoko: But last week that's where we were. Why don't we go to the river for a change?

Lizwe: No I will not go to the river bank. If you want to go there, then let's part ways. (*Mashoko paused a while then started to take out his cattle. Just then Old Mlambo stepped forward. He had overheard the boys' argument.*)

Old Mlambo: Do you think it is best for you to separate? Herding cattle all alone will be so boring, don't you think so? (*The boys nodded their heads*). I suggest you should compromise.

The two boys looked confused by that word.

Mashoko: What do you mean, Sekuru?

Old Mlambo: You should meet half way. If last week you went to Lizwe's choice, this week go to Mashoko's choice. That way you can continue working and playing together.

The two boys were satisfied with Old Mlambo's advice. They thanked the Old man and started driving their cattle towards the river.

Answer the following questions in correct grammar

1. On which day did the boys meet?
2. What was the relationship between Mashoko and Lizwe?
3. Why did Lizwe prefer going to Chemabondo hill?
4. Where had the boys herded cattle the previous week?
5. Mashoko preferred going to the river because _____.
6. How did Old Mlambo knew that the boys had a disagreement?
7. Why did Old Mlambo think herding cattle together was good for the boys?
8. Whose choice was to be followed the coming week?
9. Who taught Lizwe to avoid herding cattle in water logged places?
10. Which word shows that the boys were happy about Old Mlambo's advice?

3.2 Summary writing

- A summary is a shortened form of the passage retaining the main ideas or points, therefore written in reported speech.
- The past tense is usually ideal in summaries.
- You are required to reduce the passage to a certain number of words.

How to summarise.

- Read the instructions carefully, know where to begin or end.
- Read the passage carefully.
- Note main points, key sentences and sequence of events.
- List main points in your own words.
- Write the draft, count words and note whether key points were addressed.
- Write the final summary.
- State number of words in brackets if the examination requires it.

Exercise 62

Summarise the following passage in less than 80 words

Tambudzai went shopping.

Tambudzai Sarupinda, a Marondera resident, went shopping. She is 40, and has lived at 3037 N. Foothill Street since 1992. Tambudzai has been married to Brighton for seventeen years. They have two children; Job is fifteen years old and Nicole is thirteen. Tambudzai owns a 1995 four-door blue Toyota. At 9 a.m., Tambudzai got into her car and drove to Fidelity, a department store a mile away.

Fidelity was having a holiday sale. Tambudzai bought a four-slice toaster for \$29.95 plus tax. The regular price was \$39.95. She paid by cheque. On her way home, Tambudzai stopped at OK supermarket to buy a litre of dendairy full cream milk. The milk was \$3.50. Tambudzai got 50 cents as change. Tambudzai arrived home at 10 a.m. Brighton and the kids were still sleeping. She woke them up and then made a hot and nutritious breakfast for everyone.

After having their breakfast, Brighton instructed the children to go and read their books. They read their books from 12 p.m to 2.p.m. After their reading, they went out to play with other kids in the neighbourhood.

SECTION

B

PAPER 1 TESTS

TEST PAPER 1

Read the following passage carefully and answer the following questions

Traffic safety

Every year thousands of people like drivers, passengers and pedestrians lose their lives through road accidents and pedestrians top the list of road deaths. The reason is that, at one time or another, everyone becomes a pedestrian making people on foot the largest mixed group of road users. Small children, some as young as five, the aged who might have poor sight and hearing, those with ill health or disabilities, are all part of this group. The incidence of a drunken person, their vision blurred and their alertness slowed is another hazard on the road.

When motor vehicles and pedestrians share the same road, it is pedestrians who are mostly endangered. Drivers have a duty to protect this vulnerable group. Motorists ought to move at safe speeds when they are in heavily populated areas. Their vehicles need to have adequate brakes for quick stopping and also have a good loud-sounding hooter to alert other road users.

On the other hand, poor road behaviour by people on foot puts them at risk. Some pedestrians choose to walk on any side, even in the middle of the road. The right side of the road, facing oncoming traffic is the correct side for pedestrians. If pedestrians use zebra-crossing points, or robot controlled intersections to cross the road, the danger of being knocked down by a vehicle would be greatly reduced. At night, pedestrians are advised to wear bright, reflective clothes to make them easily visible to the driver.

With careful and orderly use however, our roads need not be traffic jungles.

Now answer the following questions by choosing **A, B, C or D**

1. Which road users are mostly killed in road accidents?
A. motorists B. passengers C. cyclists D. pedestrians
2. Motorists can protect pedestrians by _____.
A. sounding hooters B. using the zebra crossing
C. travelling at safe speed D. using the left side of the road
3. The function of the hooter is to _____.
A. warn pedestrians B. call friends
C. frighten walkers D. make pedestrians listen.
4. Pedestrians would be much safer if they _____.
A. walk on the left side of the road
B. walk in the middle of the road
C. walk outside the road
D. they use roads separate from motor vehicles.

5. Which word means the same as crowded?

 - A. Largest group
 - B. heavily populated
 - C. vulnerable group
 - D. road users

6. What puts some old people in greater danger of accidents?

 - A. poor sight and hearing
 - B. slow walking
 - C. they are weak
 - D. they do not listen

7. Why are roads referred to as traffic jungles?

 - A. Disorderly road use
 - B. drunken people
 - C. the high number of pedestrians
 - D. speeding by motorists

Language Questions

8. The motorist was fined for _____.
A. speed B. over-speeding C. speeds D. speeding

9. At night people walking on the road _____ wear brightly coloured clothes.
A. may B. can C. ought to D. have to

10. The police came to the _____ of the accident.
A. site B. cite C. sight D. side

Give the word similar in meaning to the underlined phrase

11. The police officer asked for the driver's licence and copied the number.
A. Took on B. took off C. took down D. took out

12. The boxer lost many rounds but did not surrender the fight.
A. Give away B. give out C. give up D. give in

13. The traffic lights were out of order.
A. Poorly arranged B. not clear to see
C. not working D. working normally

Read the following passage and answer questions that follow

Home alone

There was a black-out and Mandla, sitting alone in the dark house, was frightened. His parents had left at midday hoping to be back within two hours. They had gone to the other side of town to see Aunt Flora who was not feeling well. Now, it was nearly nine in the evening and they had not returned.

The darkness terrified him and he wished the electricity would also come back soon. Mandla heard shuffling footsteps outside. He froze with fear, someone seemed to be trying to open the back door. In the ceiling too, there was something groaning. He imagined it to be a dinosaur trying to climb down and get at him.

Suddenly the door was yanked open, a loud scream tore out of Mandla's throat.

"There, there!" Said Mrs Manhovo. "It's us, we are back." She flooded the lounge with light from her cellphone. Mandla breathed a sigh of relief. "Auntie Flo was in a very bad state and we had to take her all the way to Northdale Clinic."

There was a knock on the door and a police officer stepped into the house. "We heard a disturbing scream, is everything alright here?"

Mr Manhovo had to explain what had happened. The police-inspector nodded his head slowly. "It is illegal to leave children under twelve alone in a house," he said. "It's child-abuse and we call it neglect."

Comprehension

14. At what time did Mandla's parents leave home?
 - A. around 10 o'clock
 - B. at nine o'clock
 - C. around twelve
 - D. in the evening
15. Mr and Mrs Manhovo were away from home for _____.
 - A. nearly nine hours
 - B. Over nine hours
 - C. about twelve hours
 - D. exactly nine hours
16. What made Mandla freeze with fear?
 - A. he heard a dinosaur
 - B. he was afraid of the police officer
 - C. there was no electricity
 - D. the sound of footsteps.
17. Northdale Clinic was _____ Mandla's home.
 - A. quite near to
 - B. not far from
 - C. far from
 - D. a short distance from
18. Who was Mandla to Aunt Flora?
 - A. a nephew
 - B. a son
 - C. a brother
 - D. a niece
19. Leaving children under twelve years alone is illegal because _____.
 - A. there will be a black-out
 - B. they might get afraid
 - C. it is a form of child abuse
 - D. they will be attacked by dinosaurs

Language

Give the word or words similar in meaning to the underlined.

20. Mandhla loves his aunt dearly and regularly visits her.
 - A. rarely
 - B. frequently
 - C. barely
 - D. seldom
21. After cooking a meal for twenty people there was hardly any mealie meal left in the bucket.
 - A. a lot of
 - B. scarcely any
 - C. so much
 - D. plenty of
22. Mrs Manhovo found the doctor's handwriting unclear.
 - A. illegible
 - B. legible
 - C. Illegal
 - D. legal

Complete the following sentences correctly.

23. The _____ was given an injection by the doctor.
 - A. patient
 - B. spectator
 - C. participant
 - D. audience
24. Children under twelve have to be _____ by the law.
 - A. protect
 - B. protection
 - C. protected
 - D. protective

Read the passage below and answer questions which follow

A visit to the Victoria Falls

The Grade Sevens from Nembudziya Primary were on cloud nine. The excitement of getting so close to Victoria Falls, one of the natural wonders of the world, was great. With note-books and cellphones to take photographs, they crowded around the historic statue of David Livingstone.

A guide told them that the explorer David Livingstone was the first white man to see the falls, which he named after the queen of England. As the children watched the roaring falls, they could understand why the local Tonga people called it Mosi- oa tunya, the smoke that thunders.

There are five separate falls, the guide explained. The Main falls has the widest curtain of falling water while the Rainbow falls, where water tumbles 108 metres into the abyss, is the deepest. A man called Serpa Pinto was the first to accurately measure the falls in 1878. The highest volume of water was drained by the Devils Gorge.

From the falls, the learners went to the Zambezi river bridge, a very high metal bridge. At the bridge, they were mesmerized by people taking bungee jumping. Two boys, Dino and Melusi, were given the chance to have their ankles tied for a hundred-metre free-fall down the bridge. When they were back onto the bridge, the two boys said it was quite an exhilarating experience.

Comprehension questions

25. What did the learners use their cellphones for ____.

 - A. taking notes
 - B. taking pictures
 - C. calling home
 - D. playing a game

26. The falls are called Mosi-oa-tunya because ____.

 - A. of loud thundering
 - B. that's the name of the queen
 - C. of the depth of the falls
 - D. of the curtain of falling water.

27. Which is the deepest falls?

 - A. The rainbow falls
 - B. the main falls
 - C. Mosi-oa-Tunya
 - D. the Devils Gorge

28. The sport which the children saw involved ____.

 - A. swimming
 - B. taking photographs
 - C. jumping down the bridge
 - D. cruising on the Zambezi

29. Which word in the story means very exciting?

 - A. historic
 - B. roaring
 - C. exhilarating
 - D. abyss

30. Which statement is true about the falls?

 - A. Pinto was the first to measure the falls
 - B. Pinto was the last to measure the falls
 - C. Livingstone was the first person to see the falls
 - D. Other people had tried to measure the falls before Pinto

Language Questions

31. You are from Nembudziya Primary, _____.
A. Are you? B. were you? C. did you? D. aren't you?
32. Your aunt likes watching the falls _____.
A. did she? B. doesn't she? C. wasn't she? D. does she?

Choose the correctly punctuated sentence

33. A. The children bought fresh chips, drinks, burgers and sweets.
B. The children bought, fresh chips, drinks, burgers and sweets.
C. The children bought fresh chips, burgers, drinks, and, sweets.
D. The children bought fresh, chips, drinks, burgers and sweets.
34. A. "Don't come here?" Shouted the firefighter.
B. "Don't come here," shouted! the fire fighter.
C. "Don't come here." Shouted the fire fighter.
D. "Don't come here!" Shouted the fire fighter.
35. Find the sentence which is correctly written.
A. The Zambian border town was named after Livingstone.
B. After Livingstone was named the border town Zambian.
C. The Zambian border town Livingstone was named after.
D. Livingstone was the Zambian border town named after.
36. Which word is correctly spelt?
A. journey B. journey C. jorney D. journy
37. The country takes good care of _____ citizens
its B. its' C. I'ts D. it's

Give the word/s which means the same as the underlined

38. Very few people came to the meeting.
A. turned out for B. turned in for C. turned on for D. turned up for
39. The aeroplane departed at midnight.
A. took off B. took up C. took on D. took away
40. In alphabetic order which word would come first?
A. Chiredzi B. Chitungwiza C. Chivhu D. Chinhoyi

TEST PAPER 2

Read the passage below and answer questions that follow

Born in 1952 in the Highfields location of Harare, Oliver Mtukudzi had by 1977 started making a name for himself in music. Over the years, he rose to be Zimbabwe's most internationally famous musician. The musical icon, popularly known as Tuku, had upon his death in 2019 amassed 66 musical albums equal in number to his age, a really great achievement.

Tuku's music touched on various social ills ranging from colonialism, child abuse and awareness campaign for HIV and AIDS. The theme of 'humanism or hunhu-ubuntu' was central to his music. His talent as an entertainer and educator saw him also act in Neria, a film that highlighted the oppression of widowed women.

Between 2002 and 2008, Tuku dominated the National Arts Merit Awards (NAMA) by getting an award each of the years. Between 2010 and 2014 three universities honoured Tuku with degrees, one Masters and two Doctorates. The awards that the soft spoken musical guru received during his lifetime are too numerous to mention.

Despite his great fame, Doctor Oliver Mtukudzi remained a very down to earth man who could interact with all people quite easily. Sadly, Doctor Oliver succumbed to diabetes and became the first musician to be awarded the National Hero status. He was buried in his home village of Madziva.

1. In which township was Oliver Mtukudzi born?
A. Highfields B. Harare C. Madziva D. Zimbabwe
2. What was the teaching in the film Neria?
A. oppressing widows B. helping widows
C. hunhu Ubuntu D. not oppressing widows
3. How many National Arts Merit Awards did Tuku receive?
A. sixty six B. nine C. seven D. eight
4. The phrase in the passage which means the same as humble is _____.
A. down to earth B. national hero C. soft spoken D. famous
5. What was the last respect given to Doctor Mtukudzi?
A. NAMA Award B. Masters' degree
C. Honorary doctorate D. national hero status
6. What showed that Dr. Oliver Mtukudzi was not a man of self-pride?
A. singing about widows B. acting in a film
C. amassing 66 albums D. interacting with different people

Language Questions

7. The Moyo's family is quite wealthy, their child ____ to a private school.
A. go B. going C. goes D. went
8. In China rice is ____ with chopsticks.
A. eat B. ate C. eating D. eaten

9. The cat was suckling _____ kittens.
 A. its B. it's C. its' D. their
10. The musicians do not know _____ their manager will be back.
 A. how B. when C. where D. which
11. In folk stories a hare is _____ a baboon.
 A. cleverest B. cleverer than
 C. clever than D. cleverest than
12. The boy was injured in _____ legs.
 A. both B. all C. two D. two of his
13. Bundles of firewood were _____ in neat rows.
 A. lied B. lay C. laid D. lain

Researching

Knowing where to search is very important to the researcher. One does not have to sift through piles of books or hop from site to site on the computer, wasting time. As an example, novels and folk stories will be found under fiction while books on the First Chimurenga will be in the History section.

When researching online, that is, by a computer, one needs to know sites by their kinds. The last part of a web address helps us to know what kind of site it is, just like a section in a library. For example, the website for the Zimbabwe Republic Police is www.zrp.gov.zw. The suffix .gov shows that it's an official government department. Government departments, such as the National Archives, are rich sources of data. The National Archives possesses some of the oldest information about Zimbabwe.

Other suffixes include .com which is used by commercial businesses and individual people. Colleges and universities are educational institutions which treasure chests of decades old research and their websites normally end in .edu. These suffixes are numerous and one has to know those important to their research.

Comprehension questions

14. When one is researching in a real library, one needs to know _____.
 A. the site B. the suffix
 C. whether they are online D. book sections
15. Researching on computers is called researching _____.
 A. in the archives B. online C. in sections D. in a library
16. The Ministry of Primary and Secondary Education will have the suffix _____.
 A. .gov B. .org C. .edu D. .com
17. Where can one get information of events in Zimbabwe around 1890?
 A. the university B. The National Archives
 C. The Zimbabwe Republic Police D. The Fiction section.
18. Knowing the section where certain types of books are found is important because
 A. it makes researching interesting B. you do not hop from site to site
 C. it saves time D. you don't pile books

19. Another word in paragraph two which means information is _____.
A. information B. data C. archives D. website

Language questions

20. Some people think researching by computer is _____ researching in real libraries.
A. difficulty B. difficult than
C. most difficult D. more difficult than
21. The _____ was very hot yesterday.
A. whither B. whether C. wither D. weather
22. Rural _____ will help people in remote places to use computers.
A. electricity B. electrocution C. electrification D. electrical.
23. If we had used computers to research, we _____ found the information easily.
A. could have B. should have C. may have D. would have
24. The boys found the information _____ computer.
A. at the B. in the C. out of the D. on the
25. Neither Molly nor her father _____ how to operate a computer.
A. know B. knows C. knowing D. can know
26. It rained the whole night _____ the morning.
A. until B. unless C. during D. after
27. The people no longer use the old well, it is now _____.
A. unused B. disused C. misused D. abused

Read the following passage carefully

Global warming

It is common to hear elderly people say some decades ago, they used to receive the first heavy rains around October. Today, the rainy season only commences around December. What these senior citizens would be referring to is climate change, a really worrying pattern which is affecting most countries of the world, ours included.

Climate change is related to global warming which is the increase in average world temperatures as a result of changes in the atmosphere. The increase in the amount of gases such as carbon and methane in the atmosphere is destroying the Ozone layer. These gases are known as green-house gases. As the protective Ozone layer is destroyed, more and more sun's rays reach Earth causing temperatures to rise.

The burning of forests and use of firewood are some sources of excessive carbon dioxide. Other green-house gases are produced by some perfumes and appliances such as fridges. Climate change is not only responsible for causing skin cancers but also for causing more incidences of droughts and flooding. From cyclones such as Cyclone Idai which ravaged the eastern and southern parts of Zimbabwe in 2019, Agriculture has been greatly affected and some countries are now failing to produce enough to feed their people.

Comprehension questions

Language questions

34. Cyclones cause _____ droughts or flooding.
A. Neither B. both C. All D. either

35. The women were _____ the effects of global warming.
A. discussing about B. discussion
C. discussing D. discussing of

36. Matthew Rusike is remembered for _____ a children's home.
A. finding B. founding C. found D. funding

37. Choose the correctly punctuated sentence
A. Children from Guruve Primary donated towards cyclone Idai victims.
B. Children from Guruve Primary donated towards Cyclone Idai victims.
C. Children from Guruve primary donated towards Cyclone idai victims.
D. Children from Guruve primary donated towards Cyclone Idai victims.

38. It is important to always _____ water.
A. serve B. conserve C. reserve D. preserve

39. Which is the correctly written sentence.
A. Cotton is sometimes referred to as white gold
B. Sometimes referred to as white gold is cotton.
C. To as white gold cotton is referred sometimes.
D. Cotton is referred to as sometimes white gold

40. The worker asked his _____ for permission to go on leave.
A. employee B. employment C. employer D. employs

TEST PAPER 3

Read the following passage

Usongore High School

Post Office Box 2233

Nyanyadzi

30 April 2020

The Director

Youth Connect Organisation

Post Office Box 3322

Mutare

Dear Sir/Madam

RE. REQUEST FOR ASSISTANCE WITH GARDENING TOOLS

We are a group of fifteen boys and girls aged between ten and thirteen. We have a gardening club at Usongore High school which is 115 kilometres from Mutare and ten kilometres before Birchenough Bridge. We read from the Sun Newspaper that your organisation is assisting youth projects similar to ours.

We appeal for help in the form of gardening tools, a mesh wire to protect the garden from livestock, some gardening seeds of various kinds. In addition to these, we are also in need of either a solar or a fuel pump to ease our water problems. Our project produces vegetables, tomatoes, sugarcane and several other crops.

Hama Maoko, which is the name of our club, is quite productive. Last year we managed to pay school levies for each of our club members for the second term. The Gudyanga Community where we come from is also benefitting from the constant supply of fresh healthy vegetables.

For more information about our club you can contact our Ward Councillor, Mazwi Kichini, on cellphone number 0798776.

Thanking you in advance.

Yours Faithfully

Chido Duwetu

(Club Secretary)

Comprehension questions

1. Who wrote this letter?
 - A. Chido Duwetu
 - B. Mazwi Kichini
 - C. the Headmaster of Usongore
 - D. Gudyanga
2. What was the biggest benefit of the project to its members?
 - A. water supply
 - B. sugarcane
 - C. fresh vegetables
 - D. money for school fees
3. Where did the writer get information about Youth Support Organisation? From _____.
 - A. the television
 - B. the councillor
 - C. school
 - D. a newspaper
4. The writer shows that the information in the letter is true by _____.
 - A. giving the size of the garden
 - B. giving the schools address
 - C. giving the Councilor's contact number
 - D. saying how much they benefitted from the project.
5. The word in the passage which means asking for something is _____.
 - A. assistance
 - B. benefitting
 - C. request
 - D. advance
6. How long is it from Mutare to Birchenough Bridge?
 - A. 115 km
 - B. 10 km
 - C. 105km
 - D. 125km

Language Questions

7. After a busy hot day, the children were feeling _____.
 - A. wearing out
 - B. worn out
 - C. wore out
 - D. won out
8. Some drought tolerant crops were _____ for the arid regions of Matabeleland.
 - A. chosen
 - B. choosing
 - C. choose
 - D. chose
9. The councillor was pleased that _____ were many people waiting for him.
 - A. there
 - B. those
 - C. their
 - D. they
10. My friend does not like sugarcane, I don't like them _____.
 - A. again
 - B. neither
 - C. either
 - D. even
11. The climate was _____ hot that all the crops failed.
 - A. very
 - B. quite
 - C. mostly
 - D. so
12. If I _____ a scientist I would study the effects of global warming.
 - A. was
 - B. am
 - C. wasn't
 - D. were
13. In the past decades the first maize was _____ around October.
 - A. sewn
 - B. sown
 - C. sown
 - D. sworn

Read the passage and answer questions that follow

Jerusarema-Mbende

North-east of Harare in Murehwa and surrounding districts comes a breath-taking dance called Jerusarema-mbende. Despite its very funny and humorous actions, it was actually a war dance. Folklore has it that elderly women would shuffle and dance a distance from the attackers distracting their attention. The most skilled warriors would use that chance to move secretly and take the enemy by surprise.

The original name of the dance was mbende only. The local Zezuru chiefs changed its name to Jerusarema to outwit the white missionaries who had criticized the dance as suggesting sex. With the coming of independence in 1980, the dance was unbanned and its original name was restored. Some people however still chose to use the two names together.

The new government took the path of preserving mbende together with other dances such as muchongoyo from Manicaland and nxuzu from Matabeleland as part of Zimbabwe's cultural heritage. The Zimbabwe Broadcasting Corporation (ZBC) helped popularise the Mbende drum by using it to introduce their news bulletins. In 2005, the United Nations Scientific and Education Organisation (UNESCO) honoured jerusarema-mbende by giving it the status of Masterpiece of Oral and Intangible Heritage for Humanity. This uplifted mbende as a heritage not for Zimbabweans alone, but for the entire humanity.

14. How did the Zezuru use the dance in a battle?

- A. to frighten the enemy
- B. to make the enemy laugh
- C. to attract their attention
- D. to confuse the enemy with noise.

15. Which word in the passage means put or given back?

- A. restored
- B. uplifted
- C. banned
- D. criticized

16. What direction is Harare from Murewa?

- A. north-east
- B. south-west
- C. south east
- D. northwest

17. Why was the dance's name changed to Jerusarema?

- A. It was now a Christian dance
- B. It originated from Jerusalem
- C. To appear different from Mbende
- D. So that missionaries would join in the dance

18. When did the Zimbabwe Broadcasting Corporation play the mbende drum?

- A. during a culture programme
- B. in the middle of the news
- C. at the end of the news
- D. at the beginning of the news

19. How many years after independence did UNESCO honour Mbende?

- A. 25 years
- B. 15 years
- C. 5 years
- D. 35 years

Language Questions

20. We must preserve our own culture _____.

- A. ourselves
- B. themselves
- C. yourselves
- D. themselves

21. The children failed to identify _____ bag it was.

- A. which
- B. who
- C. whose
- D. who's

Give the pronoun with the same meaning to the underlined

22. The books and pens were donated to my sister and me.

- A. her
- B. me
- C. us
- D. we

23. We went to Victoria Falls with the Moyo family.

- A. they
- B. them
- C. their
- D. those

Put the correct answer.

24. In the second match the Rangers football club played _____ the Reds.

- A. with
- B. from
- C. against
- D. against of

25. "Didn't you see the man who was asking for you?" ____.
A. No, I did. B. Yes, I didn't. C. Yes I haven't D. No, I didn't
26. Albert Nyathi, who grew up in Bulawayo is one of Zimbabwe's greatest ____.
A. poems B. poets C. poetry D. poet
27. The lion chased its ____ up the hill.
A. prey B. pry C. play D. spray

Read the following passage and answer questions that follow.

Electrical hazards

It is often said that fire is a good servant but a bad master. Properly used, it does its job very well but when it goes wild the results are usually nasty. The same can be said for electricity, the invisible fire.

The danger posed by electricity is in two kinds. The first is when a person gets an electric shock, it can be fatal. The other is improperly connected wires or appliances starting a fire which then guts down a building.

The Zimbabwe Electricity Supply Authority (ZESA) advises that appliances which are not being used should be switched off, especially when people are retiring for the night. This reduces the possibility of an appliance over-heating and starting a fire, besides, it saves electricity. Some people have a tendency of putting too many connections into one socket; most electrical fires have been started that way. The power authority also warns people to leave the job of making repairs to appliances or of fitting electricity in homes to qualified technicians. Bad electrical repairs are time bombs.

Children ought to be taught never to play near substations or to climb electricity poles. Electrical wires hanging close to the ground should always be treated as live and ZESA should be informed without delay.

28. When is fire a bad master?
A. when we use it B. when it gives an electric shock.
C. when it does its job very well. D. when it goes wild.
29. Which word in the passage means causing death?
A. nasty B. fatal C. invisible D. shock
30. The danger of putting too many connections into one socket is that ____.
A. people will get electric shocks. B. it wastes electricity.
C. it can cause a fire D. it damages appliances.
31. Retiring for the night means ____.
A. stop work because it is dark B. having a short break at night
C. going to bed D. tired at night
32. A wire which has electricity is described as ____.
A. red B. live C. appliance D. socket
33. Which phrase in the passage means a bad habit ?
A. a tendency B. without delay C. nasty D. informed

Put the correct word or words to complete the sentences

34. Repairing electricity needs _____ skills.
A. technic B. technical C. technically D. technician
35. Children should _____ play near substations nor climb electricity poles.
A. not B. never C. neither D. either
36. _____ of his good education he failed to repair the appliance properly.
A. Despite B. In spite C. Because D. As a result
37. Which word is wrongly spelt?
A. counselor B. councilor C. chancellor D. counsele
38. Throughout the night we heard the _____ of an elephant.
A. roaring B. squealing C. trumpeting D. grunting
39. We searched all over but could not find the bag _____.
A. somewhere B. everywhere C. nowhere D. anywhere
40. An _____ happened on the road today.
A. instance B. incident C. instead D. instant

TEST PAPER 4

Read the following passage and answer questions that follow

Preparing for travelling

When you are travelling in your country, you probably need only enough bus fare and an identity card if you are an adult. When you are travelling into another country however, you need a special document called a passport which you apply from the government. While your government will authorize your visit with a passport, the country which you intent to visit may not approve of your visit. To show that they agree, they will give you another document called a visa.

Not all countries require visitors to have visas. You do not have to travel outside your country to apply for a visa. Information on whether the country you intend to visit requires a visa or not can be obtained from the embassy in your own country. It is the embassy which will give you a visa upon knowing the purpose of your travel.

The Organization of International Migration is concerned with the high number of travellers who just leave their homes on international journeys without the right papers. Some of these visitors end up being arrested by police or deported before they reach their destinations. In 2016, some Zimbabwean job-seekers had to be rescued by the government when they were stranded in Kuwait without any accommodation, food or air-fare back home.

Comprehension questions

1. What document is important when travelling in your own country?
A. bus fare B. identity card C. passport D. visa
2. Where does one get a visa?
A. outside the country
B. within your country
C. from the police
D. from the Organisation of International Migration
3. The word papers in the third paragraph means _____.
A. travel documents B. money
C. identity card D. school certificates
4. Which statement is true?
A. You get a visa from your government.
B. All countries require visitors to have visas.
C. You get a visa from an embassy.
D. You travel outside the country to get a visa.
5. The word which means send back from a foreign country is _____.
A. arrested B. concerned C. stranded D. deported
6. Why had the Zimbabweans gone to Kuwait?
A. to get visa
B. to look for accommodation
C. to look for jobs
D. to visit the embassy.

Language questions

7. This was my greatest day ____
A. ever B. never C. never ever D. ever ever
8. He likes cornflakes which he ____ with milk.
A. eat B. eating C. ate D. eats
9. The police had ____ all along that Denny was the thief.
A. knows B. knowing C. known D. know
10. The man is failing to properly feed and ____ his family.
A. cloth B. clothe C. cloths D. clothes
11. Most Zimbabweans prefer maize meal ____ rice.
A. for B. to C. on D. against
12. The cheetah ____ from the leopard in that it has dark lines below its eyes.
A. differs B. different C. difference D. differ
13. The motorist is ____ arrest for speeding.
A. on B. under C. in D. into

Comprehension

Mean Maude

It was nearly three o'clock and still her aunt had not sent her any food. Hunger gnawing in her stomach made Maude even more furious. Her classmates saw her nasty frowns and kept their distance. They called her mean Maude, the most short-tempered girl in the school. "But I told her that we are staying at school till late!" She hissed. No one dared to answer.

Maude left the classroom to wander outside. When she came back, she saw that someone had put their baggage on her place. Cursing and ranting, she chucked the parcel into the nearest bin. She glared round the class to see who would complain. Everyone looked back at her calmly. A cleaner passing by lifted the bin and carted it off to the rubbish dump.

Just then the teacher's cellular phone rang. It's your aunt", said Mr Nkomo to Maude. "She wants to know if you saw the food parcel she sent you."

"A parcel?" quizzed Maude. "What food parcel?" Then her mistake dawned on her. If only she had asked before throwing the parcel away. The other pupils sniggered and laughed when they saw her regretful face. That day was to be the hungriest day for Maude, but it had taught her a little lesson.

14. The story happened ____.
A. in the morning B. in the evening
C. in the afternoon D. at night
15. Why did the other pupils keep away from Maude?
A. she was smelling B. she wanted their food
C. they didn't want to play with her D. they were afraid of her temper
16. How did the cleaner carry the refuse bin away?
A. she pulled it away B. she carried it on her shoulder
C. she carried it in her hands D. she put it in a cart

17. The word in the passage which means 'realize' is _____.
A. chucked B. dawnd C. sniggered D. quizzed
18. How did Aunt communicate with Maude's teacher?
A. by letter B. by word of mouth
C. she sent a messenger D. she phoned
19. What lesson did Maude learn?
A. not to be angry B. not to throw things in the bin
C. to ask first before acting D. to play with others.

Language

20. Her friends came to congratulate her ____ her thirteenth birthday.
A. on B. of C. for D. about
21. That girl has no friends, she is _____.
A. friendship B. unfriendly C. friendless D. friendly
22. Some people do not believe ____ traditional cure.
A. of B. about C. with D. in

Read the following passage carefully

ARVs and AIDS

ARVs or Anti-Retrovirus drugs, are medicines which one takes to fight HIV in their body and live for longer and healthier life. They do not cure HIV or AIDS but they reduce the amount of HIV in the blood. ARVs help the immune system become stronger, the body can fight diseases better. These important drugs can give an HIV survivor a much longer, healthier life when taken correctly.

For people living with HIV whether they are on ARV or not, it is important to treat any infections one gets, take preventive medicines, build up strength with a healthy diet, avoid reinfection or infecting others. That is what is called positive living. Caregivers should ensure an infected person gets enough rest daily.

It is essential to take the right dosage prescribed by a registered doctor. One should never stop or change the prescription without the doctor's permission. Survivors should also take regular tests especially CD4 counts to make sure the drugs are working well for them. CD4 cells are the body's defence system.

Once an HIV positive person starts taking ARVs, he or she must take them for life everyday, in the right way. Stopping and starting, even missing a few doses, may cause drug resistance. Drug resistance is very dangerous as the virus becomes more difficult to defeat. Even if one starts to feel better or have other side effects from the drugs, they must not stop taking them or alter the exact dose without seeing a medical expert.

23. Anti-retroviral drugs _____.
A. cure HIV
B. reduce HIV in the body
C. stop infecting others
D. are the body's defence system.

24. To "take them for life" in the story means take ARVs _____.
A. for the rest of their lives B. to support life
C. because it is good for life D. in order to remain alive.
25. What should one do if one experiences some side effects?
A. see the doctor
B. change the type of ARVs
C. stop taking the drug
D. reduce the drugs one is taking.
26. The body's defense system is the _____.
A. the ARVs B. the right dosage C. a healthier life D. CD4 cells
27. What is drug resistance as used in the passage?
A. when ARVs defeat HIV
B. when a person refuses taking drugs
C. when HIV becomes too strong for ARVs.
D. when drugs cause another problem
28. The word used in the passage to mean a person infected with HIV is _____.
A. survivor B. medical-expert C. registered doctor D. care-giver

Language Questions

29. He is very active in sport ____ testing positive to HIV.
A. regardless of B. despite C. as though D. however
30. Which sentence is correctly punctuated?
A. "Come early tomorrow", said the teacher.
B. "Come early tomorrow". said the teacher.
C. "Come early tomorrow," said the teacher.
D. "Come early tomorrow", Said the teacher.
31. Which one is a complete sentence?
A. It was a huge frightening.
B. Everyday in the morning.
C. She arrived late.
D. As soon as he saw me.
32. Martha's parcel from overseas will be ____ to her this week.
A. flying B. flied C. flown D. flight
33. We are waiting for the ____ shop to be opened so that we can buy some books.
A. station B. stationary C. stationer D. stationery
34. The lady was wearing a dress with black and white _____.
A. straps B. strips C. stripes D. steps
35. The little boy nearly stepped on ____ bottles.
A. broken B. broke C. breaking D. break

Give the word or words opposite in meaning to the underlined

36. The jumping fish dashed above the surface of the water.
A. between B. over C. beneath D. around

Complete correctly

37. Long ago people travelled ____ horse back for long distances.
A. by B. on C. with D. about
38. He put a _____ soil in the plastic pocket and plated a tree.
A. many B. a few C. group of D. little
39. All the athletes reached the far end but Tendai went _____ all of them.
A. far from B. much further than
C. more further than D. most far than
40. Each school was asked to send two _____ to the quiz competitions.
A. audiences B. members C. opponents D. participants

TEST PAPER 5

Read the passage below and answer all questions that follow

Personal Hygiene

Dirt has always been unhealthy and an eyesore. Germs breed and stay in dirt. Doctor Nero lectured the pupils of Pumula South about the dangers of dirt. He explained that thousands and thousands of germs accumulate on our hands as we play. Doctor Nero together with three sisters from Pumula South Clinic explained that germs were tiny and minute organisms which can only be seen through a microscope. The health personnel pointed out that germs enter our bodies through various means which include breathing, cuts, taken in as we eat and using dirty hands. Food should then be kept clean, served in clean utensils and eaten using clean hands.

The Senior Sister, Sister Soko, supported Doctor Nero and pointed out that insects can also spread diseases. She gave an example of flies. She stated that practicing personal hygiene was an ideal means of ensuring healthy living. She likened cleanliness as being next to Godliness. Washing of hands in clean running water was one way of ensuring prevention against germs. It is important to ensure that hygiene is strictly observed from personal, food, school and community at large. Everyone has to play a key role to make the environment conducive to healthy living. Good health is more valuable than money.

1. Germs stay in ____.
A. eyesore B. hands C. dirt D. pupils
2. ____ taught Pumula South pupils about personal hygiene.
A. Nurses only B. Doctor Nero C. Pumula South D. Sister Soko
3. What makes us fail to see germs using our naked eyes? They are ____.
A. too dangerous B. too personal C. too Godly D. too small
4. How many members came from Pumula South Clinic?
A. four B. three C. two D. one
5. Germs can enter our bodies through ____.
A. eyes only B. insects only
C. dirt, eating with dirty hands and insects D. play
6. How can one reduce chances of getting diseases?
A. see doctors B. practising personal hygiene
C. killing insects D. removing germs
7. Which word/words show that germs are very small organisms?
A. dangerous B. tiny and minute
C. microscope D. personal hygiene

Language Questions

Choose the best word or words to complete the following sentences.

8. The Health Personnel went to Pumula South Primary School....car.
A. by B. on C. with D. in

9. _____ the Doctor and Senior nurse were clear.
- A. All B. Neither C. Either D. Both
10. The sick boy was _____ at Pumula South Clinic.
- A. admitted B. accepted C. resisted D. refused
11. Last week the Health Personnel _____ our school.
- A. visit B. visits C. visited D. visiting
12. It is difficult to play without using hands, _____?
- A. is it B. isn't it C. doesn't it D. wasn't it

Read the passage and answer all questions correctly

Savings

Making any savings was never a simple task. Families that had vision to progress and achieve in future would be seen foregoing some luxuries just to make a saving. In Mutare, there was Mr Samanyika who was geared to see success for his family. This man who migrated from Hurungwe in Kazangarare defied all odds in the community. Nobody ever expected people to manage savings due to economic challenges.

Mr Samanyika had a big family of five daughters and six boys. He could hardly clothe them all well, let alone send them to good schools. He was however determined to save for the future of his family. Mr Samanyika bought an eight roomed house, started a Sewing and a Carpentry Company. Two of the girls and four boys joined the Carpentry Shop and did wonders in Mutare and its surroundings. The remainder of the children joined the Sewing Company and had branches going as far as Kariba and all major cities. Mr and Mrs Samanyika became very happy parents in their newly bought house. The children also became very successful and had a fleet of vehicles. They became the talk of town. Determination, perseverance and having foresight is an ingredient for success. Hard sweat is sweet. The family organized a party to celebrate. This was recorded as the family's "red letter day" It was from rags to riches.

13. Saving was always _____.
- A. simple B. not simple C. good D. never a task
14. Visionary families managed to save due to _____.
- A. buying luxuries B. stocking luxuries
C. leaving luxuries D. saving luxuries
15. Mr Samanyika lived in _____.
- A. Mutare B. Hurungwe C. Kazangarare D. Community
16. Mr and Mrs Samanyika had _____ children.
- A. five B. six C. eight D. eleven
17. The carpentry company grew to strength as shown by branches _____.
- A. in Kariba B. in major cities and Kariba
C. Mutare D. in and around Mutare
18. Which words show that working hard is productive?
- A. Hard work is sweet B. Determination and perseverance
C. having foresight D. ingredient

Language Questions

Choose the best word or words to complete the following sentences.

19. If I _____ Mr Samanyika, I would have educated my children well.
A. am B. were C. was D. is
20. After working so hard, Mr Samanyika _____ realised his long dream.
A. accidentally B. immediately C. eventually D. suddenly
21. This is the boy _____ parents were determined to save for the future.
A. whose B. who C. whom D. which
22. Samanyika's children were taught how garment sewing is _____.
A. did B. doing C. does D. done
23. The Community in Mutare _____ that hard work pays.
A. accepted B. expected C. excepted D. exempted
24. _____ of having achieved great success, Mr Samanyika remained humble.
A. Despite the fact that B. Unless
C. Because D. In spite

Read the passage and answer all questions correctly

Independence Day Celebrations

Zimbabwe was born on 18 April 1980 from the cruel rule of the British. All roads led to the first national event with every Zimbabwean hopeful of the best and peaceful ever Zimbabwe. Many heroes and heroines had passed on. Quite a number were buried in mass graves for the benefit of new Zimbabwe.

Multitudes of people thronged the celebration centre. Ululations and jubilations marked the colourful day. Freedom fighters had tears of joy as they flashed back to the horror and agony of the war. Various forms of entertainment made the occasion memorable. Traditional leaders and dance groups came from across the country. The stadium was filled to capacity. The new national flag also made the stadium colourful as almost everyone waved from every corner.

The maiden address by the then Zimbabwean leader, R. G. Mugabe made tears drop but at last our freedom had been granted. The road to freedom was muddy and gruesome. The speech encouraged unity of purpose, constructive, progressive and forward moving Zimbabweans. Every Zimbabwean was happy that the land described to have honey and milk was now theirs indeed. The long memorable day ended with aromas of classic food from reputable food outlets. The delicious food made everyone salivate. Songs and dance ended the day.

25. When did Zimbabwe gain nationhood?
A. 18 April 1890 B. 18 April 1980
C. 8 April 1980 D. 19 April 1980
26. All Zimbabweans hoped for a _____.
A. national event B. good country
C. peaceful Zimbabwe D. cruel ever Zimbabwe

27. The words _____ show that people were very happy.

 - A. multitudes
 - B. colourful
 - C. ululations and jubilations
 - D. thronged

28. The freedom fighters had tears of joy because _____.

 - A. the war was a joy
 - B. the war was really bad
 - C. they only flashed back
 - D. they had been buried in mass graves

29. The first speech by R G Mugabe taught Zimbabweans to have _____.

 - A. oneness
 - B. joy
 - C. honey
 - D. peace

30. Why were Zimbabweans happy?

 - A. the promised land was now back
 - B. the whites were no longer there
 - C. they would get free milk and honey
 - D. were promised unity

Language Questions

Choose the best word or words to complete the following sentences.

31. Zimbabweans were congratulated ____ attaining independence.
A. for B. by C. with D. on

32. The deceased during the war were never taken to any _____.
A. hospital B. mortuary C. surgery D. pharmacist

33. The multitude waited to be ____ by the President.
A. saluted B. lectured C. addressed D. briefed

34. There was ____ of food during the first Independence celebrations.
A. little B. much C. few D. plenty

35. My brother and ____ enjoyed the Uniformed Members' displays.
A. I B. me C. we D. us

36. The period of the war was ____ dangerous as evidenced by tears from survivors.
A. quote B. quiet C. quite D. quit

37. Each ex-combatant was given a very fat ____ as compensation after the war.
A. check B. chick C. cheque D. cheek

38. Which word arranged alphabetically would be the third?
A. accident B. account C. accept D. academic

39. Which sentence has words arranged in the correct order?
A. The boy. B. Mary read a booklet.
C. The Head on a motorbike. D. working hard teacher.

40. Which sentence is correctly punctuated?
A. Why are you late? bellowed the teacher.
B. "Why are you late bellowed the teacher."
C. "Why are you late!" bellowed the teacher.
D. "Why are you late?" bellowed the teacher.

TEST PAPER 6

Read the passage and answer all questions correctly

Trees, life for all

Just a mere look at a tree, may show that it is of no value to mankind. Trees are very valuable to all living organisms. Trees support life of every living being. Humans tend to overlook the importance of trees in their existence. People tend to ignore the First Saturday of December to plant at least a tree.

Trees are life sustaining in many spheres. Trees provide the most valuable oxygen for our breathing, key to our survival. Paper, wood, furniture, poles and trusses are all from trees. Soil erosion is also prevented through trees binding the soil together. Trees prevent drought and floods as well. Deforestation has mainly been caused by no other animal other than humans. For mankind to think of afforestation and reforestation, this has not been forthcoming. Trees are becoming scarce and tobacco farmers are now resorting to the use of coal. People should have lessons based on the idea that depends on the presence of trees. Planting trees, instead of cutting them down should be more of a hobby. Most kraal heads in rural areas have made rules against cutting down trees. A better method should be used in farms and resettlements. Trees are life for without them, a lot of things suffer.

1. Trees are important to ____.
A. humans B. all living organisms
C. no mankind D. animals only
2. ____, which comes from trees is key to human survival.
A. Breathing C. Oxygen D. Paper
3. Trees are important in that they give us ____.
A. paper and wood only B. furniture and poles only
C. paper, wood, furniture and trusses D. oxygen only
4. How do trees prevent soil erosion? By ____
A. providing oxygen B. binding the soil
C. sustaining the soil D. restoring the soil
5. Deforestation has greatly been caused by ____
A. people C. tobacco D. breathing
6. How are tobacco farmers curbing deforestation? Through use of ____.
A. poles C. animals D. farms
7. What should people do in the face of deforestation?
A. avoid making paper from trees B. make furniture from steel
C. avoid use of trees at all costs D. plant trees

Language Questions

Choose the best word or words to complete the following sentences.

8. People will no longer cut trees unnecessarily, ____?
A. won't they C. didn't they D. don't they

9. The farmers have just _____ a meeting on the value of reforestation.
A. hold B. holding C. held D. holds
10. Due to deforestation, the weather was so hot _____ we failed to stay outside.
A. as B. that C. so D. very
11. _____ we are trying to plant trees, we still have a long way to go.
A. Because B. Even if C. Unless D. Although
12. The farmers did their work _____.
A. themselves B. himself C. ourselves D. himself
13. Mr Ruzai, the successful farmer, lent an axe _____ Mr Rama.
A. from B. by C. to D. with

Read the passage and answer all questions correctly

Fishing

Tawana's pastime activity was fishing. His father took him for the first time to a dam when he was just three years old. Tawana at that age enjoyed seeing his father catch fish. His father would catch fish while the son played a few metres from the edge of the river often drawing but sometimes moulding funny shapes with the damp soil. The boy concentrated more on his play than what his father was doing.

His father, a professional in various fields, was also very good in fishing. The father taught the energetic and artistic boy how to fish at the age of four, a very tender age indeed. The boy found it tough at first, but with time it indeed became a hobby. The fishing lines were too heavy at first and he could not worm the hook. With great enthusiasm, soon enough Tawana improved. The boy started regularly accompanying his father. Tawana landed his big fish on a warm day with a light breeze. The catch was a red bream, so big that he called his father to help him pull the big catch out of water. On this day, he made seventeen more catches twice better than his father's two days catch. He hurried home to show his mother. Tawana's mother doubted the news at first until the father came and confirmed it. This was indeed a feather in Tawana's cap, a milestone achievement. It was quite motivational. The entire family was elated.

14. Tawana's pastime activity was _____.
A. drawing B. moulding
C. following his father D. fishing
15. Tawana used to.....at the age of three as his father was fishing.
A. collect fish E. play
C. fish D. enjoy watching worming a hook
16. What made fishing difficult at the age of three for Tawana?
A. fishing lines were too heavy B. fishing lines were too long
C. he could worm a hook D. he was not a professional
17. What made Tawana improve his fishing skills:
A. father's advice B. his professionalism
C. great enthusiasm D. experience

18. The boy hurried home in order to _____.
A. make his mother cook B. bath early ready for supper
C. show his mother the big catch D. be happy
19. Why was the whole family happy? Because
A. Tawana was happy B. Tawana had made the bigger catch
C. Tawana was now able to worm a hook D. they had enough relish

Language Questions

Choose the best word or words to complete the following sentences

20. Tawananyasha is the boy ____ father was a good mentor.
A. whose B. where C. who D. whom
21. The father managed to pull the fish ____ out of the dam
A. vigorously B. angrily C. patiently D. sadly
22. The big catch was all shared equally ____ the five family members.
A. on B. between C. for D. among
23. Mr Matare ____ the child to learn fishing at a tender age.
A. allow B. allows C. allowed D. allowing
24. ____ the boy and his father went home happily.
A. Both B. All C. Either D. Neither
25. No one was ever ____ by the boy's chatter about his catch.
A. board B. bowed C. bored D. body

Read the passage and answer all questions correctly

Hard work

Violet is one of the two daughters of the late hardworking and successful father. Violet, a hardworking and beautiful young woman, worked hard to support her grandparents. She virtually did everything at their rural home, Nyamhunga, in Hurungwe. Born and bred in Kariba, Violet was a "no novice" to chores in the rural set up. The other sister was away in Karoi and was the opposite as she wanted everything done for her. Violet was only assisted by Tadiwa who was responsible for looking after goats and cattle. Tadiwa was also responsible as no single day did the animals fail to come home.

Violet and Tadiwa were the talk of their neighbourhood. The community took it as abuse while in actual essence, this was good training. Later, every progressive family tried to encourage their sons to seek Violet's hand in marriage. This was not that easy as the young beauty was not an easy go. She had been nurtured with high morals, respect and visionary attitude. Violet worked hard even at school that she passed with flying colours at O'level. Despite the long distance she travelled to school, her results were evidence of determination and being principled. As a result of her attitude and hard work, she was happily married and a big party was held for her. Everyone wished her good marriage life. Only the jealous, most of whom had failed to win her heart, had negative comments. She was now an example for all youthful girls in the community that hard work pays.

26. How many children were in Violet's family?
A. one B. two C. three D. four
27. Violet's late father was known for his _____.
A. success B. not working hard
C. handsome looks D. support to the family
28. Where was Violet living?
A. Karoi B. Kariba C. Nyamhunga D. Hurungwe
29. What was the difference between the two sisters?
A. Violet was lazy B. Violet's sister was lazy
C. Violet stayed in town D. Violet's sister was hardworking
30. How did the community view the way Violet and Tadiwa worked?
A. good training B. wrong attitude C. novice D. abuse
31. Violet's work attitude and spirit was a lesson to the community that hardwork is _____.
A. rewarding B. marriage giving
C. determination D. gives negative comments

Language Questions

Choose the best word or words to complete the following sentences.

32. Violet travelled a long distance ____ foot
A. by B. with C. by D. on
33. The young beauty was the ____ in the community.
A. more hardworking B. hardworking
C. most hardworking D. hardworker
34. ____ long ____ Tadiwa remains loyal and hardworking, he will get good rewards.
A. So ____ as B. Whether ____ or C. So ____ that D. As ____ as
35. The industrious Violet woke up at the first cock's _____.
A. crowing B. croaking C. purring D. barking
36. There were ____ boys herding cattle with Tadiwa.
A. most B. hardly any C. all D. none
37. Both children were hardworking, ____?
A. aren't they B. weren't they C. didn't they D. isn't it
38. Tadiwa switched ____ the radio in order for Violet to study without disturbance.
A. on B. up C. off D. out
39. Choose a sentence which is correctly written
A. Missing a table was under the coin. B. The missing coin was a table under.
C. A missing coin was under the table. D. The table missing a coin was under.
40. Which sentence is correctly punctuated
A. Snake!Snake!"exclaimed the little boy."
B. "Snake, snake exclaimed the little boy."
C. "Snake snake!"exclaimed the little boy
D. "Snake! Snake!" exclaimed the little boy.

TEST PAPER 7

Read the passage below and answer the questions that follow correctly

Bee keeping

Agriculture is a key component of our Zimbabwean economy. It is the backbone of our economy, no wonder the Land Reform Programme. Many careers, which include general labourers, milk men or women, farm managers, veterinary officers, engineers, salespersons and agronomists just to mention a few are a result of Agriculture.

Agriculture involves many activities such as growing plants, keeping animals and bee keeping. Bee keeping, which is termed, apiculture, is the art of keeping bees in order to produce honey. There are basically three types of bees in a colony. These are worker bees, drones and a queen bee. Management of bees is not an easy task but requires special knowledge and skills. It is highly recommended to approach the hive from opposite windward direction and avoid making noise. There are common diseases which also require great knowledge. Some of the diseases include foulbrood, nosema and sacbrood. Bees, like other Agricultural plants and animals, also get affected by a variety of pests. These could be dangerous. Such pests include bee pirates, spiders, wax moth and even ants. Honey can give us wax, propolis and honey. If not professionally handled, bees are not friendly and can kill.

Comprehension Questions

Language Questions

Choose the best word or words to complete the following sentences.

7. The.....bees frightened the young boy.
A. hissing B. droning C. buzzing D. growling

8. All the farmers have.....making preparations for the coming season.
A. begin B. begun C. began D. beginning
9. When.....bees were angered, everyone ran into hiding.
A. those B. this C. that D. these
10. You have to be.....careful when harvesting bees.
A. extremely B. hardly C. radically D. frequently
11. The thief was, out of the blue arrested while harvesting honey. The words “out of the blue” mean...
A. old fashioned B. unexpectedly C. immediately D. quickly
12. Nomsa was the.....of the twin farmers.
A. busy B. more busy C. busier D. busiest
13. The young boys were afraid.....bees.
A. with B. on C. for D. of

Read the passage below and answer the questions that follow correctly

11 Kwame Nkrumah
Great Harare
Harare

10 April 2020

Dear Simangaliso

Thank you so much for your letter dated 12 March 2020 in which you inquired about what your caretaker is proposing. Just two weeks ago, I witnessed a similar court case where the crime had been committed last year in December. You are right to seek for advice. You are absolutely right to refuse your caretaker's demands which are both wicked and wrong. Stop going to his guard office forthwith.

Tell your Guidance and Counselling teacher, a friend, or your parents without delay. That sort of a caretaker is a bad apple at that institution and your Head would immediately ensure the man is investigated. He could be sexually abusing other silent learners. There is need for urgent involvement of school authorities before many are abused.

If you think no one will believe you as you mentioned and then he tells you to stay behind, ensure your trusted friend is close by. If he touches you, then scream and expose his unprofessional behaviour. Your friend can be used as witness that will save you from your worry. When this happens, immediately report to the Victim Friendly Department at your nearest police station. That police department is confidential, friendly and professional. I salute you for raising this since many are suffering in silence. Be ever vigilant. You are a shining star who has had the guts to disclose the ills by such an unfatherly, misguided and unprofessional threat at your school.

Awaiting to hear from you soon.

Your loving Auntie

Aunt Stella

Comprehension Questions

14. When was this letter written?
A. two weeks ago B. 10 April 2020
C. 12 March 2020 D. last December
15. Who was responding to the received letter?
A. Aunt Stella B. Simangaliso
C. Guidance and Counselling teacher D. caretaker
16. Simangaliso was advised to.....
A. visit the caretaker's room
B. stop going to the room and tell someone
C. never to disclose
D. be just a witness
17. Which words show that the caretaker was bad among many?
A. sexually abusing B. bad apple
C. institute D. unprofessional behaviour
18. The Victim Friendly Department is ideal for Simangaliso to report to because
A. it will investigate B. the man can be arrested
C. it is confidential and friendly D. has no favours
19. The words.....show that Aunt Stella was irritated by the caretaker's behaviour.
A. ever vigilant
B. guts to disclose
C. shining star
D. unfatherly, misguided and unprofessional

Language Questions

Choose the best word or words to complete the following sentences.

20. _____ Simangaliso was young, she was intelligent.
A. Even B. Although C. Since D. Because
21. The attitude of the caretaker is _____ bad ____ think of.
A. so.....that B. extremelyas C. too....to D. asas
22. Bee farming is very easy, isn't it?
A. Yes, it is B. No, it isn't C. Yes it isn't D. No, it is
23. Auntie Stella is _____ understanding counsellor.
A. a B. the C. an D. so
24. If I were Simangaliso, I _____ have reported to the Head earlier.
A. will B. shall C. would D. am
25. The letter was _____ by an innocent young girl.
A. wrote B. rites C. writing D. written

Read the passage below and answer the questions that follow correctly

Studies

Planning to pass is one thing and preparing to pass is yet another. Indeed, Debra and her three friends realized that without goals, you are bound to hit a brick wall. Sweat yields success was one principle that the four girls internalized. The girls were set to write their

first public examination, New Curriculum Grade 7. The introduction of many subjects was a bother and burden to the shining quadry-girls at Knowe Primary in Norton.

The girls were a marvel to their hardworking teacher, Shasha Chitsvare who had taught his class the essence of studies. The class would have a clear timetable where they would study independently and later do it as a class with someone leading. The entire class had mastered the art of studying to such an extent that, during the absence of the teacher, no one would ever notice. This was a well-organized and effective study habit that the learners mastered. The learners were also put into groups which had the ability to set standard tests to be shared and written by the class. Learners would compete sitting a standard paper and aim to score above 90% on any group set test. This instilled a culture of competition. This approach to studies made every child prepared for the final examinations without fear of tests. Irrespective of the challenges of the New Curriculum, the class was just prepared for the final examination by mid second term.

Comprehension Questions

26. Debra and her friends made..... to guide them in their studies
A. goals B. preparations C. brick wall D. success
27. The four girls had clearly understood that..... makes one successful.
A. only planning B. working hard
C. without goals D. being shining stars
28. The class had been taught on study skills by _____.
A. Debra B. four girls
C. Knowe Primary School D. the class teacher
29. What shows that the class was orderly and principled towards their study habits?
A. managed to follow a study timetable very well
B. feared their teacher when he was away
C. no one noticed the absence of the teacher
D. studied independently
30. Group set tests were important in that they developed _____.
A. independence B. co-operation C. competition D. fear of tests.
31. Why was Debra's class ready for final examinations by mid second term?
A. because of a harsh teacher
B. because learners were only principled
C. because of a well -designed study timetable and many revision tests
D. because of always scoring above 90%

Language Questions

Choose the best word or words to complete the following sentences.

32. _____ learners studying hard, they failed.
A. In spite of B. Despite C. Unless D. Neither of
33. The Grade 7 class.....to fare very well due to good study habits.
A. are going B. is going C. were going D. going
34. Debra _____ swim very well when she was at school
A. can B. might C. should D. could

35. Learners have been studying ____ January.
A. since B. for C. by D. as
36. Debra went to her class ____ started revising.
A. so B. but C. because D. and
37. The injured Grade 7 boy's leg took long to.....
A. hill B. heal C. heel D. hael
38. The class did not know whether they had ____ the Head's test.
A. past B. pass it C. passed D. paste
39. Which sentence is in correct word order?
A. Comfort neither watch action movies nor Hazel.
B. Action movies neither Hazel nor Comfort watch.
C. Neither Comfort nor Hazel watch action movies.
D. Neither Hazel watch action movies nor Comfort.
40. Which sentence is correctly punctuated?
A. Mangoes, bananas, and apples are good fruits.
B. Mangoes bananas and apples are good fruits.
C. Mangoes, Bananas and Apples are good fruits.
D. Mangoes, bananas and apples are good fruits.

TEST PAPER 8

Read the passage below and answer the questions that follow correctly

Langeni Primary School's hopes shattered

Beitbridge's hopes of lifting the coveted Coca Cola Under 14 sponsored tournament were shattered when their favourite team, Langeni Primary, crushed to underdogs from Mashonaland West, Kariba Heights Primary of Kariba. This was held just a week before the National lockdown to Covid 19 on 21 March 2020 at Dulibadzimu Stadium in Beitbridge.

Kariba Heights appreciated the reception they received from the Venda speaking people who were friendly and loving. When the visiting team arrived a day before the big tournament, they were advised that the area had very dangerous scorpions and was very hot. The villagers advised the visitors to be careful and make effort to be safe. This was good advice that was welcomed by the soft-spoken Head of Kariba Heights, Mr Kalimbuka.

Langeni Primary School was boasting of supporters from Chicago Township, Lutumbe village and the whole of Beitbridge locality. With the support of locals, the packed stadium made their team shine from the onset of the game through cheering, drumming and singing. Langeni had to contend with a one all draw at half time.

Second half saw a changed game plan from both teams. The outstanding visiting team's technical bench made positional changes that saw them play possession football denying the hosts the ball for most of the time. Local supporters had no option other than cheering good football from a disciplined and youthful team, Kariba Heights. In the last quarter of the game, Langeni were pinned to their defence and the helpless defence and keeper succumbed to three quick artistic goals. Kariba trio strikeforce were so lethal that most local supporters trickled out. The game ended with Kariba Heights being crowned Champions with 1-4 win.

Comprehension Questions

1. Whose hopes of winning were affected?
A. Coca Cola B. Under 14
C. Beitbridge team D. Kariba team
2. The competition was held at _____.
A. Dulibadzimu Stadium B. Kariba Stadium
C. Langeni Primary D. Mashonaland West
3. What did Kariba Heights School appreciate?
A. Venda language B. co-operation
C. good reception D. dangerous scorpions
4. What was the character of Mr Kalimbuka?
A. soft spoken B. cooperative C. good advisor D. careful Head
5. How did local supporters show their support? By _____.
A. scaring visitors B. cheering and singing
C. trickling out D. making changes

6. How did the visitor's technical bench help improve second half performance ?
A. substituting players B. cheering and drumming
C. making positional changes D. scoring
7. Why did the local supporters trickle out?
A. the game was over B. their team was shining
C. their team had won D. their team was being overpowered

Language Questions

Choose the best word or words to complete the following sentences.

8. The dribbling striker was a member of the winning _____.
A. troop B. team C. staff D. gang
9. Kariba Heights bus ____ to a halt at Dulivadzimu stadium.
A. roared B. road C. rowed D. rode
10. The coach of the winning team had ____ his players to be composed.
A. encourages B. encouraged C. encourage D. encouraging
11. If the hosts had utilized first half scoring chances, they ____ won.
A. would have B. will have C. shall D. were
12. We will win the game, ____?
A. will we B. won't we C. isn't it D. wasn't it
13. Kariba Heights travelled ____ the end part of Mash West to Beitbridge.
A. from B. to C. by D. with

Read the passage below and answer the questions that follow correctly

Cyclone Idai

The news and warnings about a cyclone fast approaching Zimbabwe was never taken heed of by most Zimbabweans. Our Zimbabwean experience never gave us any hint about the impending danger. Disaster Management Teams and all rescue operations underestimated the disaster.

The mountainous areas of Chimanimani and Chipinge believed they were safe as the government seemed well prepared for the danger. In Chipinge, under Mashiri area, people went on well with their daily routines. Disaster struck one night when it rained very heavily. The heavy rains gave no room for further action as it was continuous. The floods swept homesteads, livestock and virtually everything along the way. The Cyclone, termed Idai was a disaster as families perished. Stones were observed falling from mountainous places at the speed of lightning. The community was stunned. Rescue teams could not easily help as the area became inaccessible. Roads and bridges were swept away. The government quickly sent rescue teams which included Army personnel in helicopters, health, social welfare, counsellors and other government officials. Homesteads, schools and shops were ruined to the ground.

This Cyclone Idai is a sad memory in the lives of many Zimbabweans. The Government with the support of other support organisations sent truckloads of support

services in the form of food, clothing and tents to survivors. Gratitude should be given to the helping hand that was extended from across all divides, Zimbabwe and abroad.

Comprehension Questions

14. What was fast approaching in Zimbabwe?
A. A cyclone B. News
C. Zimbabweans D. Disaster Management

15. What made people be reluctant to prepare for the Cyclone?
A. rescue team B. lack of experience
C. danger D. Disaster Management Team

16. Where were people doing their normal business?
A. Mashiri in Chimanimani B. Mashiri in Chipinge
C. Idai of Chimanimani D. Cyclone

17. What did the floods do to the area?
A. killed everyone B. swept livestock and homesteads
C. killed animals only D. rescued everyone

18. Which words show that the stones were moving very fast?
A. continuous B. virtually everything
C. perished D. speed of lightning

19. Why was help not easy to be rendered?
A. rained continuously B. rescue teams were few
C. roads were inaccessible D. no one had survived

20. What was given as assistance by both government and other organisations?
A. food, clothing and tents B. food only
C. money D. truckloads

Language Questions

Choose the best word or words to complete the following sentences.

21. The surviving ____ in the affected areas pleaded for assistance.
A. chief B. chievies C. chiefs D. cheffs
22. Cyclone Idai started hitting Chimanimani ____ the evening.
A. at B. in C. on D. by
23. Cyclone Idai survivors were told to stay in safe places ____ they got rescued by helicopters.
A. because B. since C. if D. until
24. Some organisations got ____ for championing assistance in the Cyclone hit areas.
A. prizes B. charges C. prices D. rewards
25. The news ____ that Cyclone Idai is causing agony and disaster wherever it goes.
A. would B. was C. is D. are
26. This was the ____ Cyclone in the history of Zimbabwe in the 21st century.
A. worst B. worse C. least D. bad

Read the passage below and answer the questions that follow correctly

Indigenisation, our future

With the rate of unemployment rising in Zimbabwe and thousands of educated graduates being churned out of various universities, going for practical areas is the sole solution. The Government of Zimbabwe introduced many programmes to assist towards a Science and Practically oriented country. Some of the programmes include Technical and Vocational (Tech-Voc) subjects, introduction of Vocational Colleges and STEM programmes. The Government has also given sponsorship to students doing Science and Technical subjects.

Most of our graduates are job seekers and the Indigenous Road map encourages having self-employed graduates who have the capacity to form companies. With funding, practical oriented vision and patriotism, our graduates can resuscitate Zimbabwe by forming companies. The outbreak of the Corona virus pandemic has seen the Government funding many local companies to make sanitisers and masks. In order for our country to do well, indigenisation is the answer.

The New Curriculum is meant to equip learners with life skills that will produce a vibrant patriotic and hands on graduate at any level. This is a very positive indigenisation approach that will produce a new era to take Zimbabwe to greater heights.

With proper funding, hardworking Zimbabweans can form and lead very successful companies. Lack of funding is affecting this very noble vision, a rescue package against importing almost everything. This lack of local products has seen the influx of cross border traders going just across the Limpopo to South Africa at Musina for commodities that we could make locally.

Comprehension Questions

27. What is rising in Zimbabwe according to the passage?
A. employment B. universities
C. unemployment D. practical subjects
28. Which programme has the government introduced to support efforts for Indigenisation?
A. Introduction of vocational subjects
B. non sponsorship programmes
C. Introduction of STEM Colleges
D. Indigenisation
29. What does the Indigenisation programme aim to achieve?
A. self-reliance and job creators B. Job seekers
C. quality graduates D. STEM graduates
30. What are the values of the New Curriculum as stated in the passage?
A. production of graduates
B. production of patriotic and hard workers
C. graduates waiting for funding
D. equip learners with life skills that will produce hands on graduates.

31. What can rescue Zimbabwe from ever importing?
- A. formation of companies
 - B. funding STEM
 - C. prohibiting cross boarder traders
 - D. buying from across Zambezi
32. Why has the country seen a rise in cross -boarder traders?
- A. lack of money
 - B. lack of local companies
 - C. attitude of customers
 - D. shortage of buyers

Language Questions

Choose the best word or words to complete the following sentences.

33. The New Curriculum _____ transform the Zimbabwean Education.
- A. was
 - B. will
 - C. had
 - D. is
34. Thandiwe, our Headgirl, recited a poem on Education. _____ was loud and very clear.
- A. She
 - B. Her
 - C. He
 - D. We
35. A decade _____, our Education was meant only to benefit our colonisers.
- A. for
 - B. ago
 - C. since
 - D. since
36. _____ is against implementation of the New Curriculum, with resources available.
- A. Anybody
 - B. Nobody
 - C. Each
 - D. Most
37. Most textbooks are now out of date. The phrase **out of date** means _____.
- A. unexpected
 - B. with old dates
 - C. old fashioned
 - D. detailed
38. Which sentence is in correct word order?
- A. Lions their in roared cages.
 - B. Cages roared lions in their
 - C. Lions roared cages in their.
 - D. Lions roared in their cages.
39. Which word if arranged alphabetically will be fourth?
- A. plastic
 - B. paper
 - C. point
 - D. purse
40. Choose a correctly punctuated sentence
- A. "What is affecting indigenization in Zimbabwe asked Mr shamu?"
 - B. "What is affecting indigenization in Zimbabwe?" asked mr Shamu.
 - C. "What is affecting indigenization in Zimbabwe?" asked Mr Shamu.
 - D. What is affecting indigenization in Zimbabwe asked mr shamu

TEST PAPER 9

Read the following passage and answer the questions that follow.

The wedding.

In spite of the distance from the villages to the wedding venue, most of the people walked all the way to Dhizha village just to witness Tapiwa and Pamela's wedding.

The two were getting married on 27 December. Both the bride and the groom's families had a lot of excitement on the day. As they waited for the arrival of the two, they sat chatting about different issues ranging from development, prices of goods and other things.

Just as they were discussing, they heard cars hooting as a sign that the much awaited persons had arrived. The pastor stood and showed the bridegroom and his best man the way to the front of the congregation. A few minutes later the bridesmaids and the groomsmen entered. Just after the flower girls and page boys walked in. Lastly the bride, escorted by her father walked on a red carpet to the front.

The pastor asked Tapiwa to move closer to Mr. Nhamoyebonde who handed Pamela officially to Tapiwa and proceedings started. Marriage vows and rings were exchanged in the presence of family members and friends. After the exchanges, the bridal team and family members proceeded for a photograph session and came back in just an hour. Upon their arrival, people moved to their tables as they had waited for that time since morning, which was the feeding time.

Petros Matyora a young man who was greedy took two plates filled with food all for himself. People laughed their lungs out as he ate from the two plates simultaneously and asked for some more.

Indeed this wedding was attended by many people from the different villages around. Some came from Dhizha, Chitewe, and Chirasavana whilst others travelled all the way from Uzumba.

1. How did most people get to the wedding venue?
A. They used buses. B. They used cars
C. They walked. D. Cycled to the venue.
2. Where was this wedding taking place?
A. At Dhizha village. B. At Chitewe village.
C. At Uzumba village. D. At Chirasavana.
3. According to the passage, what signified the arrival of the two?
A. The chatting people. B. Hooting cars.
C. The excited people. D. The Pastor.
4. Who showed the bridegroom how to proceed to the front?
A. The bridal team. B. Family members.
C. The congregation. D. The Pastor.

5. In the passage, what else was exchanged by the bride and the bridegroom besides marriage vows?
 A. Rings B. Stories C. Food. D. A car.
6. Who was greedy at the wedding?
 A. Tapiwa B. Pamela C. Petros D. Chitewe.

Choose the correct word or words to complete the following sentences.

7. _____ of the good rains, we had a poor harvest.
 A. Despite B. Unless C. Although D. In spite
8. Pamela speaks _____ English or Tonga very well.
 A. neither B. either C. nor D. both
9. This is the _____ comfortable bed in our house.
 A. most B. too C. better D. more
10. We have _____ any milk left in the bottle.
 A. hardly B. nearly C. scarcely. D. mostly
11. The lady that she needed to have more money if she wanted to travel by air.
 A. new B. knew C. know D. no
12. They hid the treasure a big stone.
 A. among B. besides C. between D. under

Read the passage below and answer the questions that follow.

The largest land animal in Africa.

The animal that both tourists and my fellow Zimbabweans love to see is an elephant. It is a mammal, which means it gives birth and feeds its young ones on milk. It feeds on trees, bushes and shrubs.

The gestation period of an elephant stretches to about twenty-four months. The female elephant gives birth to a young calf then feeds it on milk during its first months after birth. The male is called a bull and the female is a cow.

Land and vegetation are destroyed in areas where there are large herds of this largest land creature. Whenever the vegetation is destroyed, the land is left bare and vulnerable to erosion. The destruction of vegetation by large herds is called over-grazing.

People need to be very careful of this largest land animal. They need to be given knowledge on how to remain safe when they come across a herd of elephants. They should not attack them even if they destroy their crops as most fights between human beings and this biggest land mammal have ended up with many people losing lives.

Indeed elephants, the largest land animals are our precious natural resource.

13. According to the passage, what does a mammal do?
 A. Feeds on shrubs.
 B. Destroys vegetation
 C. Feeds its young ones on milk.
 D. Kills people.

14. What is the male elephant called?
A. Bull. B. Cow. C. Buffalo. D. Calf.
15. Elephants live in a _____.
A. flock. B. herd. C. swarm. D. gang.
16. Who needs to be given knowledge according to the passage?
A. Elephants. B. People. C. Calves. D. Animals.
17. What happened in most fights between men and elephants according to the passage?
A. Death of human beings. B. Elephants were killed.
C. Erosion took place. D. Vegetation was destroyed.

Choose the correct word or words to complete each of the following sentences.

18. The car was parked ____ two trees.
A. among B. under C. between D. about
19. Many people have died because ____ Cholera
A. by B. in C. at D. of
20. Today we are leavingMasvingo
A. at B. for C. in D. by
21. I often think of to America
A. go B. gone C. goes D. going
22. I will see you when I back.
A. Will come B. come C. came D. shall come

Read the passage below and answer the questions that follow.

Some communities are still discriminating girls.

Education is the key to the development of every society. It is regrettable that some communities still discriminate against the education of the girl child and consider the boys as being more equal than the girl. Such communities treat the girl child as subjects of early marriages, physical, emotional and sexual abuse. In my view, educating the girl child is educating the nation whilst educating the boy child is just like educating one person.

Girls grow up to be mothers and they are the ones who instil good morals and values to the children as they grow whilst boys, when they become fathers have little time with the children, therefore I agree with the fact that educating a girl child is educating a nation.

In my view, educating a girl child is more important than educating a boy because the girl child is tolerant and obedient as compared to the boy child. This is seen in the way women accept each other in communities than men. If you study the crime rate world over, most known criminals are men who use sophisticated techniques that they would have acquired as they get educated whilst women do not commit serious crimes.

The girl child knows where she came from and looks after her parents even when they are educated. Some boys just go around taking drugs and forget about the parents and communities they come from. At times, boys do not remember to plough back to the communities they come from which makes me believe that if we want our communities to develop, let's stop discriminating the girl child and treat both boys and girls as equal.

23. According to the passage, what do some communities discriminate against?
A. Educating the girl child.
B. Educating the boy child.
C. Development of communities.
D. Marriage of the boy child.
24. Which phrase from the passage means that girls are given unfair treatment compared to boys?
A. Boy child is treated better than the girl child.
B. Girls grow to be mothers.
C. Fathers have little time with children.
D. Girls commit more crimes than boys.
25. How did the author justify that, educating a girl child is educating a nation?
A. Girls instil good morals and values to the children when they become mothers.
B. Girls are subjects of abuse.
C. Boys commit serious crimes.
D. Women do not commit serious crimes.
26. Which word in paragraph 3 means accepting someone's view?
A. acquired B. obedient C. tolerant D. compared
27. Which phrase means to give something in return to your community?
A. commit crimes. B. plough back.
C. have acquired. D. impart morals and values.

Choose the correct word to complete each of the following sentences.

28. The girl child is tolerant and obedient ____ compared to the boy child.
A. in B. with C. as D. to
29. Chipo has gone to the shops, ____ she?
A. didn't B. wouldn't C. hasn't D. isn't
30. After cooking for the guest, the widow had hardly ____ oil left in the jar.
A. much B. little C. some D. any
31. Pamela is the ____ beautiful girl in our neighbourhood.
A. highly B. most C. such D. much
32. Tapiwa ____ a strange dream last night.
A. has B. have C. hasn't D. had
33. Mr. Gomo asked Nelly to ____ the radio so that he could listen to the news.
A. turn in B. turn on C. turn up D. turn down
34. Ropafadzo could not wear her shoes because her ____ were swollen.
A. feet B. leg C. foot D. legs

Read the passage below and answer the questions that follow.

Some friends are not true friends.

At the edge of the shallow river, Tadiwa suddenly screamed in pain and called for help. When Tafadzwa, Joe and Zoro realized that he had been bitten by a snake, they fled leaving their companion to his fate.

Tadiwa felt the pain of the snake bite and lonely as he called for help with no one showing up. His friends had deserted him. Without further delay, Tadiwa ran as fast as his legs could carry him to the bush that uncle Jack had shown him three months before, which happened to be fifteen metres away from the scene of the incident. The herb was said to be a snake poison neutraliser. He used a stick to cut the roots of the bush and quickly chewed them.

He felt relieved after chewing the roots as he walked back home in pain but sure that he was not going to die. Upon arrival, his father took him to Gutu hospital and the doctor did some tests which confirmed the absence of any snake poison in his blood.

This incident made Tadiwa realize that his friends were not true friends because they left him at his own peril at the time he needed them most.

35. Why did Tadiwa scream?

- A. He was in pain.
- B. He wanted his friends to know where he was.
- C. He had seen a snake
- D. He was losing blood.

36. According to the passage, how many boys were in the story?

- A. Two
- B. Three
- C. Four
- D. Five

37. From the passage, which word means the same as friend?

- A. Fled
- B. Companion
- C. Fate
- D. Deserted

38. What did Tadiwa use to cut the roots of the herb?

- A. A stick.
- B. A hoe.
- C. A neutralizer.
- D. A bush.

39. The doctor confirmed the absence of any snake poison in his blood means ____.

- A. There was a lot of snake poison in his blood.
- B. There was no poison in his blood.
- C. There was little poison in his blood.
- D. His blood was poisonous to his body.

40. What made Tadiwa realize that his friends were not true friends?

- A. They left him alone when he was in trouble.
- B. They helped him.
- C. They laughed at him.
- D. They took him to hospital.

TEST PAPER 10

Read the report below and choose the best answer to the questions that follow.

A report to the school head on theft activities in my class.

To: The School Head.

From: Thomas Gurure

Subject: Increase in theft activities.

Date: 4 August 2019

It is sad that we have noted an increase in theft activities in our class and culprits have since been identified.

These notorious culprits are Joshua, Chamu and Lizard. They have stolen a lot of books, both textbooks and unused exercise books. Not only do they steal from the school but also from other learners as well. We have since lost a lot of money, bags, school tracksuits and shoes to these boys. They also steal supplementary books that are bought by our parents for us to study and it has been established that they are selling to a dealer in town along Union Avenue.

The thieves wait until we all leave the school. They have got their own keys which are similar to the teacher's keys which they use to open the locked doors. Their victims and the teacher are shocked the next day when they find their property stolen while the door was locked.

I suggest that after school, our security guards should move around checking if there are no trespassers and if all the children have gone home. I also suggest that the school changes the keys to our Grade Seven A classroom. If these suggestions are adopted, i hope the rate of theft will decrease tremendously.

1. Who wrote the above report?
A. Chamu B. Joshua C. Thomas D. The Head
2. What made the writer of the report sad?
A. Increase in theft.
B. Decrease in theft activities.
C. The school security guards.
D. Identification of culprits.
3. From the passage, how many notorious culprits have been named?
A. Four B. Two C. Three D. Five
4. According to the passage, which of the following items is one of those that were stolen?
A. Desks B. Hats C. Textbooks D. Balls
5. Where are the stolen books taken to?
A. A dealer in town B. Home C. The guards D. Their friends.

6. How do these culprits open the classroom door?
A. By breaking in.
B. They use keys.
C. The door are left unlocked.
D. They ask for keys from the security guards.
7. What was the writer's suggestion for the reduction in theft activities?
A. Arrest of culprits B. Locking the doors everyday
C. Changing keys to the classroom. D. Expelling the culprits

Choose the correct word or words to complete the sentences below.

8. The thief _____ committing the crime.
A. denied B. refused C. accepted D. agreed
9. David did not come with them, _____ he remained behind and cleaned the fowl run.
A. but B. since C. yet D. and
10. Uncle Jack is very stubborn, he does not like to be told _____ to do.
A. how B. when C. where D. what
11. _____ Ruth does not come soon, we will go without her.
A. When B. Unless C. If D. So
12. _____ the cold weather, we remained indoors.
A. In spite B. Due C. Because D. Owing to
13. Our teacher is fond _____ children.
A. of B. in C. to D. at

Read the passage and answer the questions that follow.

My first day at a new school

The ripples of fear ran down my spine as I was at the school gate on my first day at school. I came across new faces as I walked towards my classroom, the Grade One Green classroom. When I opened the door, the facilitator greeted me with a joyful smile on her face. The fear that I had gradually disappeared because of the reception I got from my new facilitator.

The classroom was very colourful and well decorated to the satisfaction of everyone. When everyone came, the new facilitator introduced herself and told the other students to accommodate me and assist me with everything I needed.

Shaun, a very friendly boy came closer and sat by my side. When we went out at around ten, two boys came, grabbed my lunch box and shared the pieces of polony that my mother had packed for me. As they wanted to come for the second time, Shaun ran and stopped them. I missed my old school because of the treatment I got from those two boys.

When we went back to the classroom, Shaun reported them to Mrs. Ndoro, our class facilitator who punished them for that. From that day Shaun became my friend and I hope he is going to be my friend for life.

14. In what grade was the writer when he joined the new school?
A. One B. Two C. Five D. Three
15. How did the facilitator greet the new learner?
A. By a hand shake.
B. With a smile.
C. By giving the writer a seat.
D. By opening a door for the new student.
16. According to the passage, how did the classroom look?
A. Ugly B. Beautiful
C. Poorly done D. Not ready for children's learning
17. Who grabbed the writer's lunch box?
A. Shaun B. The teacher. C. Two boys D. His friends
18. Who was the writer's class facilitator?
A. Mrs. Ndoro B. Shaun C. The two boys D. Mr. Ndoro
19. What shows that the facilitator was not happy with the behaviour of the two boys?
A. She smiled at them. B. She punished them.
C. She reported them to the Head. D. She called their parents.

Choose the best word to complete the following sentences.

20. Faith was one of the lucky ones who _____ not captured by the enemies.
A. were B. was C. are D. has
21. Mr. Nyamuda is not one of those parents who _____ always worrying about their children.
A. is B. are C. had D. have
22. There are tall buildings _____ London.
A. at B. from C. in D. for
23. He can wait _____ next Sunday.
A. as B. since C. until D. at
24. Tariro can speak neither Tonga _____ Ndebele.
A. or B. nor C. to D. and
25. We have _____ time to play.
A. not B. know C. none D. no
26. Joe travelled from Masvingo to Beitbridge _____ train.
A. on B. with C. in D. by

Read the following passage and answer the questions that follow.

The Gutu Agricultural Show.

The show ground was fully packed with people of different ages who had come at the Gutu Agricultural show. The 2019 Grade Seven learners from Munyikwa Primary School and their facilitators were in attendance. At all the stands were people from different businesses representing their companies.

he representatives wore T shirts, jeans and caps with logos of their companies. The learners from Munyikwa's first stop was at Zimbabwe Electricity Supply Authority stand where they had an address from a female electrician. This inspired Dorothy who used to think electrical engineering was for men only. She asked so many questions to the female electrician who gave her all the answers that she needed. She then decided to become one when she completes her Secondary education.

They moved to the National Parks stand where they saw zebras, crocodiles, buffalos and lions. The most exciting one was a friendly lioness named Lisa. Learners took turns to feed it whilst the Game Ranger explained to them the characteristics of this wild cat and how it hunts and feeds.

Indeed it was a worthy experience for the Grade Seven learners from Munyikwa Primary as they learnt a lot at the Agricultural show.

27. The show ground was fully packed with people of different ages means _____.

- A. there were a few people.
- B. some people were not allowed in because of age.
- C. the show was asking people to provide their ages.
- D. there were many people of different ages.

28. Which class from Munyikwa Primary School attended the show?

- A. The Grade Five class.
- B. The Grade Four class.
- C. The Grade Seven class.
- D. The Grade Six class.

29. According to the passage, who was inspired by the female electrician?

- A. Dorothy
- B. All the learners.
- C. Facilitators
- D. The game ranger.

30. What were company representatives wearing?

- A. Jackets.
- B. Suits.
- C. T shirts.
- D. Protective clothing.

31. Which animal was friendly according to the passage?

- A. Zebras
- B. Crocodiles
- C. Buffalos
- D. Lioness

Choose the correct word or words to complete the sentences below.

32. Dorothy fell from the roof top and _____ her leg.

- A. break
- B. broke
- C. broken
- D. breaking

33. The work was shared _____ all of them.

- A. within
- B. among
- C. between
- D. around

34. The guests had a discussion _____ the cyclone that destroyed their crops.

- A. to
- B. about
- C. on
- D. of

35. Graham _____ us how to play hockey.

- A. teach
- B. taught
- C. learned
- D. discussed

36. This is the boy's pair of trousers, it is _____.

- A. theirs
- B. hers
- C. ours
- D. his

37. That is the girl _____ broke the window as she was playing soccer with her friends.

- A. whom
- B. whose
- C. who
- D. whom

38. The lioness ____ furiously at the tiger that wanted to kill its cubs.
- A. pulled B. crept C. strove D. charged
39. Since he came, we ____ happy.
- A. are B. have been C. has been D. will be
- Which of the following word is **CORRECTLY** spelt.
40. A. Accommodate B. acommodate
C. Accomodate D. Accommodaten

SECTION

C

PAPER 2 TESTS

TEST PAPER 1

Section A: Composition [20 marks]

You are advised to spend 1 hour on this section

Answer either A or B

1. a) A new disease is affecting people throughout the world and the government has put down some measures to prevent people from leaving their homes for twenty one days. Write a composition explaining how you plan to spend the next twenty one days. Use the following points and any other you may think of.
 - name of disease
 - work that you will be doing
 - games and entertainment
 - any safety measures for preventing the disease
 - any advice you can give others
- b) Some stray domestic animals got into the school garden and destroyed some vegetables. As the one who was in charge of the gardening project, write a report to the school head telling him about the incident.
 - Date and time
 - kind of animals and their number
 - The value of vegetables destroyed
 - the effect of the damage to the project
 - recommendation/s

Section B: Comprehension [15 marks]

You are advised to spend 30 minutes on this section

2. Read the following passage and answer the questions below.

The Cheetah and the Lion

The cheetah is a fascinating creature. At over eighty kilometres per hour, it is the fastest creature over land. Its speed is clearly displayed when it dashes for the impala. The impala itself is no slow runner, but in the face of the cheetah, its spectacular leaps and lightning speed are simply no match.

Some people often mistake the cheetah for its similarly spotted cousin the leopard. However, the cheetah is much smaller and leaner than the leopard. The cheetah is easily

distinguished by its dark lines running down the eyes like black tears. While leopards spend most of their time up trees, cheetahs barely climb trees, preferring to lurk in the Savannah grass.

When the cheetah dashes through the Savannah grass after its prey, its thick tail helps it to swerve through tight corners and to maintain its balance. It would be expected that at such a speed the cheetah would be without any predators, but lions kill adult cheetahs more than all its other enemies. How can that be? How does the not so fast lion manage to catch the sleek cheetah? The secret is in the difference between fear and aggression.

An aggressive cheetah chasing prey is the one that reaches top speed. But a frightened one, fleeing from the lion, barely reaches three quarters of its potential speed. If only the cheetah could defeat its fear, it would easily outrun the lion.

- a) What is the cheetah's highest speed? [1]
- b) How is the cheetah like a leopard? [1]
- c) How does the cheetah differ from the leopard in appearance? [1]
- d) Which animal is the cheetah's worst enemy? [1]
- e) What is the cheetah's favourite shelter? [1]
- f) Which word in the passage means the opposite of fear? [1]
- g) How does the leopard like to spend most of its time? [1]
- h) Which word in paragraph three means to turn sharply? [1]
- i) What causes the cheetah to fail to run fast? [1]
- j) How does the cheetah's tail help it in its hunt? [1]
- k) Write a summary in one paragraph of the details of the cheetah as stated in the passage you read above. Your summary must not exceed (80) eighty words including the following first statement:

The cheetah is one of those interesting animals....

[5]

TEST PAPER 2

Section A: Composition [20 marks]

You are advised to spend 1 hour on this section

Answer either A or B

1. a) Write a composition on how to prepare your favourite meal. Your composition should be between 80 and 120 words in length. Use the following points:
 - Name and type of dish or meal
 - Ingredients and cooking utensils needed
 - Method of preparation
 - How it is served and eaten
 - Nutritional value of the meal
 - Any other information you may have
- b) There has been a number of robberies and break-ins in your area. Write a letter to the police informing them of the robberies. Use the following points and some of your own. The body of your letter should be between 80 and 120 words.
 - The name of your area
 - When this problem started
 - How the thieves are robbing homes
 - Property that is mainly targeted by the robbers
 - The type of help that you need from the police

Section B: Comprehension [15 marks]

You are advised to spend 30 minutes on this section

2. Read the following passage and answer the questions below.

The world's most numerous birds.

The red-billed quelea birds, the world's most numerous birds, cause extensive damage to cereal grains such as wheat, rice, barley, sorghum and millet at their ripening stage. These tiny birds have threatened food security to the arid regions of Matabeleland that rely on the drought tolerant cereals of sorghum and millet for their staple food.

AREX estimates that the loss of cereal to the red-billed qualia birds is at least US\$ 1 billion annually. To control this pest, farmers use either lethal or non-lethal ways. Lethal methods involve killing of the birds while non-lethal ones merely keep the menace off the crop. The non-lethal ones include scare-crows, noise-making devices, slings and flame-throwers among others. The success of non-lethal methods is limited because of the usual shortage of labour in rural areas.

Lethal methods include using chemicals and explosives to eliminate the birds. Explosives can only be used in a small area making it unsuitable for large wheat plantations. This leaves chemical control as the only effective qualia control method.

The use of chemical poisoning called *queleatox* has been on the increase. This measure, however, has been criticised as being environmentally unfriendly. Another danger of using poison is that some communities eat the birds.

- a) Which part of the quelea bird is red? [1]
 - b) Which type of crop is mainly destroyed by quelea birds? [1]
 - c) Why does the Matabeleland region rely on sorghum and millet? [1]
 - d) At what stage of growth is the cereal crop attacked by qualia birds? [1]
 - e) What name is given to the method of killing of quelea birds? [1]
 - f) Which problem arises from methods of not killing the birds? [1]
 - g) Which word in the passage means kill? [1]
 - h) What is the danger of poisoning quelea birds? [1]
 - i) What is the name of the chemical used to kill quelea birds? [1]
 - j) The word in the story opposite in meaning to praised is _____. [1]
 - k). Write a summary of the passage showing the dangers of the quelea birds and how to control the damage. Your summary should not have more than (80) eighty words including the first statement below.
- The world's most numerous bird the quela causes a lot of damage... [5]

TEST PAPER 3

Section A: Composition [20 marks]

You are advised to spend 1 hour on this section

Answer either A or B

1. a) Write a letter to your friend advising him or her on ways of reducing day to day expenses in the home. Use the following points and any other you may think of. Your composition should not be over 120 words in length.
 - making a budget
 - cutting on luxuries
 - involving family members
 - start money-making projects
- b) Write a composition about an adult person that you admire, that is, your role model. Use the following details in your composition.
 - Name, age and sex of the person
 - Occupation of the person and other personal details
 - His/her education and how he became successful in his life
 - His/her character and why you admire him/her
 - What you have learned from his/her life.

Add any other information you may think of. Your composition should not be over 120 words in length.

Section B: Comprehension [15 marks]

You are advised to spend 30 minutes on this section

2. Read the following passage and answer the questions below.

Talents

Mr Thabani, facilitator of the Grade Sevens, was concerned. The newcomer in the class, Landimpilo never got above twenty-five percent in any subject. Within weeks, the boy had earned himself a nickname, the runt of the class, the weakest one.

One day, Binga Primary was hosting the District Athletics Event. Mr Thabani sat on the terraces paying more attention to his cellphone than to the proceedings on the field of play.

He was jolted to the present by loud applause and cheers from the spectators. "Landimpilo Kondo is our gold medalist for the 100 metres sprint," the master of ceremonies was saying. Mr Thabani found himself clapping too.

The second event, the 800-metre race again went to Landimpilo. Afterwards, he got a

silver in the 200-metre hurdles. All in all, the athletic boy bagged four gold medals, three silvers and a bronze. The learners of Binga Primary cheered and clapped, feeling proud of Landimpilo. As if that was not enough, he was to represent the district at provincial competitions in Mutare four weeks to come.

The visibly elated Mr Thabani rushed forward. "Congratulations!" He said hugging the boy. He fished into his pocket and pulled out three ten dollar notes. "Add to your spending money, and wish you the best in Mutare." Landimpilo had carried the day. From that day, no one called him a runt anymore.

Answer the questions if full and in correct grammar

- a) What grade was Landimpilo doing? [1]
- b) What was Landimpilo's nickname [1]
- c) Where was the District Athletics competitions held? [1]
- d) What showed that Mr Thabani was not interested in sports? [1]
- e) How many medals did Landimpilo get altogether? [1]
- f) What kind of medal did Landimpilo get in the third event? [1]
- g) Which phrase shows that Landimpilo was the most successful athlete of the competitions? [1]
- h) Where will the next competitions be held? [1]
- i) Why did other learners call Landimpilo by a nickname at first? [1]
- j) How did Mr Thabani show that he was pleased by Thabani? [1]
- k) Summarise the passage to show the life of Landimpilo at the new school. Your summary should not be more than (80) eighty words including the following sentence.
Landimpilo was a new comer whose performance in class was... [5]

TEST PAPER 4

Section A: Composition [20 marks]

You are advised to spend 1 hour on this section

Answer either A or B

1. a) A fire broke out at your school when you had not done a firebreak. Your class had been encouraged by your teacher to ensure a firebreak was done. Write a report to your Supervisor of Environmental Management Agency (EMA).

Your report should be between 80 and 120 words in length. Use the following and any other relevant points.

- When it happened
- How did it start
- What happened
- How did you try to extinguish the fire
- What was destroyed
- What did you learn?
- Recommendations and suggestions

- b) Write a letter to your friend congratulating him/her on his/her success.

Your letter should be between 80 and 120 words. Include the following and any other relevant points

- What success your friend achieved
- What made him/her achieve
- Lesson/s you got
- How the success will help both of you
- Any presents or awards for him/her

Section B: Comprehension [15 marks]

You are advised to spend 30 minutes on this section

2. Read the following passage and answer the questions below.

Mutare Railway Station

Our school had a trip to Mutare and Masvingo for a week. Our trips were usually for five days. The places of interest in Mutare included a joy ride to Odzi from the railways. Other places we had earlier on visited included Coca-Cola and Christmas Pass. Everyone was on cloud nine and the jovial mood was even seen in teachers. The joy ride was just the talk of everyone. We departed from our lodge for the railways just after supper at half past seven in the evening.

We realized the Railway Station presented an interesting and eye-catching scenery. Our first port of call was the Inquiries Office. We had already been booked but only wanted to

check the time table. The train for Odzi was scheduled to leave at 8.30pm. Our teachers took us through a tour of the place. We were seated in the train by 20:00hrs but were now waiting for the train driver. Vendors moved around selling roasted "Ngozha" and other goodies. Ngozha was a commonly sold roasted bird and with its aroma, almost everyone went for it. It was indeed delicious.

Everyone was impatient. The long-awaited train driver was nowhere to be seen until half past ten. Most children were now sleeping. The situation was bad until our teachers decided against the joy ride.

- a) Where did the school children go for their trip? [1]
- b) How long was their trip? [1]
- c) What made both teachers and learners happy? [1]
- d) Where were the leaners and teachers staying during their stay in Mutare? [1]
- e) How was the view at the Railway Station? [1]
- f) Why did the school report to the Inquiries Office first? [1]
- g) What activities did the learners do before taking their seats? [1]
- h) What made most learners buy Ngozha? [1]
- i) Which word or phrase shows that the train driver never came? [1]
- j) Why did teachers cancel the intended joy ride? [1]
- k) Summarise the above comprehension passage in (80) eighty words showing the major events of the Trip. Ensure the main points are clearly given. Begin the summary using the following sentence.

It was a week long memorable trip to Mutare and Masvingo where... [5]

TEST PAPER 5

Section A: Composition [20 marks]

You are advised to spend 1 hour on this section

Answer either A or B

1. a) Write a letter of condolence to a friend who recently lost a parent due to a road accident. The body of your letter should be between 80 and 120 words. Use the following points and any other you may think of.
 - how you received the news
 - how you felt when you got the news
 - words of sympathy and encouragement to your friend
 - any advice to your friend
- b) Write a composition clearly showing how to prepare a traditional meal of your choice. Use the following and any other important details.
 - Meal of choice
 - Ingredients/ What is required
 - How it is prepared
 - Serving of the meal

Section B: Comprehension [15 marks]

You are advised to spend 30 minutes on this section

2. Read the following passage and answer the questions below.

My Dream

I had never dreamt. I had only heard my fellow classmates talk of their lovely and frightening dream experiences. Isaac, Lee and Ashley had all narrated their dreams. It was during the night of 23 March 2020 when I had a pleasant dream. I went to sleep late that day. That was really unusual of me. I dreamt being in a garden with blooming flowers, trees and classic beauty of an environment. I was just surrounded by whistling birds and all wild animals. I was in a state of bliss.

I enjoyed observing the scenery from a high area. Fruits of all kinds were ripe. As I came down the hill, I realized my dream car was just parked on the other side of the hill. I first took all types of fruits including those I had never eaten before. I took a bunch of bananas for my friends but got scared by the swarm of bees in the apple tree. As I was now advancing towards my dream Hammer car, I got the greatest frustration of being awakened by my mother. I was almost late for school. I knew I was going to get a stern warning from the no nonsense Grade 7 teacher. It was just seven minutes away from the time we were expected. The glory, enjoyment and classic dream life was all destroyed. What an end!

- a) What had the writer not experienced?

[1]

- b) How many people are mentioned in the first paragraph? [1]
- c) When did the writer experience the first dream? [1]
- d) What was unusual of the writer? [1]
- e) What did the writer dream of? [1]
- f) When did the dreamer see the dream car? [1]
- g) What shows the writer thought of his friends? [1]
- h) When did the dreamer get the greatest frustration? [1]
- i) Why was the dreamer frustrated? [1]
- j) What was the greatest fear that the writer got when he woke up? [1]
- k) Summarise the story about a boy who had never dreamt before and show his first dream experiences in (80) eighty words. Ensure the main points are clearly given including the following sentence:
Dreams were just stories from my friends until one day [5]

TEST PAPER 6

Section A: Composition [20 marks]

You are advised to spend 1 hour on this section

Answer either A or B

1. a) Imagine your school is planning a Speech and Prize Giving Ceremony for end of November. Write a letter to your local Member of Parliament requesting him/her to be the Guest Speaker on behalf of the Organising Committee. You are the Secretary of the Organising Committee, so write using the following and add any other details
 - Venue
 - Date and time
 - Purpose and value of gathering
 - Other guests attending
 - Nature of prizes and categories
 - Main theme/Topic of Speech
- b) The Government has introduced the teaching of Information Communication Technology. Write a letter to your parent showing how this subject has helped you now and its future value. Your letter should be between 80 and 120 words. Include the following and any other details
 - What the subject teaches
 - Skills you have acquired from the subject
 - How the subject helps in future
 - Value of the subject to the nation
 - Suggestions

Section B: Comprehension [15 marks]

You are advised to spend 30 minutes on this section

2. Read the following passage and answer the questions below.

Corona Virus outbreak

The first Corona Virus case was discovered in Wuhan City in China. This was in the Hubei Province in December 2019. This was after series of flu and pneumonia. The deadly pandemic has spread like veld fire to more than two hundred countries globally. This pandemic was declared a world pandemic by the World Health Governing Body, commonly known as World Health Organisation (WHO) on 11 March 2020.

Most countries are adopting social distancing, sanitising, the use of face masks, self-isolation and lockdowns. The Zimbabwean President declared a 21-day lockdown except for essential services.

The measures noted above are in addition to the following:

- Washing of hands for at least 20 seconds in running water with soap
- Coughing into flexed elbow
- Avoiding touching face, mouth and nose.

Zimbabweans are urged to stay at home during the lockdown in order to avert the dangers of mass deaths as evidenced in Italy and United States of America. So many countries like China, Iran and Germany have also confirmed many cases. Zimbabwe recorded its first corona virus case on March 20. It was on the third day, on 23 March 2020 when the country then recorded its first death. Schools then closed prematurely as a way of protecting learners, teachers and the public. Wilkins Hospital, owned by Harare City Council, was one of the Coronavirus testing and referral centres. This hospital was also upgraded, courtesy of the Chinese government. The President also appointed a taskforce, chaired by the Vice President, Kembo Mohadi to ensure issues to do with corona virus are acted upon as a matter of urgency.

- Where was the first Corona Virus case discovered? [1]
- When was the pandemic discovered? [1]
- How did the pandemic spread? [1]
- What caused WHO to declare it a global pandemic? [1]
- How are most countries trying to reduce the spread of the virus? [1]
- Which states became outstanding in daily deaths record? [1]
- Which word used in the passage shows Coronavirus has affected many people [1]
- How did the Chinese help the Zimbabwean Government? [1]
- Why did schools close earlier than they were supposed to? [1]
- Why was a taskforce created? [1]
- Summarise the comprehension passage in (80) eighty words narrating the history of Corona Virus and preventive actions being taken. Ensure the main points are clearly given. [5]

TEST PAPER 7

Section A: Composition [20 marks]

You are advised to spend 1 hour on this section

Answer either A or B

1. a) Write a composition of between 80 and 100 words describing a scene at a busy borehole where people were engaged in a fight as a result of the scarce commodity- water. You may use the following and any other valuable points.
 - When and where did this happen
 - What caused the fight
 - How did others react
 - What took place during the scene
 - What suggestions do you give?
- b) Using between 80 and 120 words, can you write a poem on the topic "Education". In your poem include the following as key points:
 - What it is
 - Value of education
 - How it helps
 - What the world has achieved due to education
 - What is it like without education?

Section B: Comprehension [15 marks]

You are advised to spend 30 minutes on this section

2. Read the following passage and answer the questions below.

Field day

In late April, Mr and Mrs Makore, as Agricultural Extension Officers, called for a field day at Mr Chakamanga's homestead of Chimusimbe Area. Field days are usually held from early March to end of April. This area is well known for quality produce in the form of tobacco, maize, sorghum, millet, groundnuts just to mention a few. This is a result of the hard working Makore couple and co-operative community.

The occasion started with a prayer from Pastor Zhanero and a befitting and encouraging Bible reading. Speeches came from varied Agriculturalist and Community leaders. Mr Makore made the farmers stand on their feet with his eloquent explanations relating to farming. Ululations and joyful singing punctuated his talk.

Farmers around the area were allowed to showcase their produce at Mr Chakamanga's maize field. Learners from nearby schools also managed to perform, reciting poems and drama depicting the value of Agriculture. Nearby kraal Heads also graced the occasion.

The well organized and colourful event was well attended and indeed a success. An array of prizes was displayed in the form of ploughs, cultivators, fertilisers, maize seeds and school stationery. Quite a number of prizes were won, notably by Chomusoro, Mapfunde, Sidoni and many learners. The grand prize was scooped by Mr Chakamanga, who went away with a tractor and two tonnes of fertilizers. This was all attributed to standard modern farming practices and good timing.

- a) When was the field day held? [1]
- b) Who organized the field day? [1]
- c) What made the Field Day a success? [1]
- d) What sort of opening was given by the Pastor? [1]
- e) What shows that the Field Day was a success? [1]
- f) How were members entertained on the day? [1]
- g) Which words show that the farmers were impressed by their Agricultural Officer? [1]
- h) Mention any two prizes which were available for farmers. [1]
- i) How many people won prizes? [1]
- j) Why did Mr Chakamanga get the biggest prize? [1]
- k) Summarise the comprehension passage in (80) eighty words showing the events of a well organised field day. Retain the main points and use the following opening statement.

A well organised field day was organised in April in Chimusimbe area of Hurungwe at... [5]

TEST PAPER 8

Section A: Composition [20 marks]

You are advised to spend 1 hour on this section

Answer either A or B

1. a) Write a dialogue between an Agricultural Extension Officer and a farmer discussing the importance of Agriculture. Your dialogue should include the following points and any other you may add. Your dialogue should be between 80 and 100 words.
 - What is Agriculture
 - Branches it covers
 - Value/Importance
 - Contributions to the economy and development
 - Careers from Agriculture
- b) Write a composition about your first day herding cattle in the forests in your rural area. Your composition should be between 80 and 120 words. Include the following and any other points you may add.
 - Where and when?
 - Who were you with?
 - How big was the herd?
 - What happened in the forest?
 - What did you learn?

Section B: Comprehension [15 marks]

You are advised to spend 30 minutes on this section

2. Read the following passage and answer the questions below.

Big Cats

The cat family evolved from the weasel-like miacids some million years ago. Cats rely on approaching their prey using a silent but lethal approach. Cats tiptoe silently and spring to power once close to their prey. These cats have great strength coming from their hind legs and strong back. These are carnivorous animals which follow their prey and depend on speed and strength. As meat eaters, these cats are great hunters.

Cats are put into two distinct groups namely the big cats and small cats. The big cats comprise seven species which are the lion, tiger, leopard, cheetah, clouded leopard, snow leopard and the jaguar. All the big cats inhabit in Africa except for the jaguar which is found in South America. Leopards which mainly live in Africa and Asia are known to be

the best climbers ever. The two groups of cats have great differences. Small cats seem to respect their food as they eat in a crouched position but the big cats just lie down. The other variation is noted when these cats lie down. Small cats tuck their front legs under the body whereas big cats lie with front legs outstretched. The lion is the only sociable of the cats as it is able to live in a pride or a group of lions. The group is only led by the most dominant, strongest and biggest old male for stability and control. Apart from the lions, most big cats are solitary hunters.

- a) Where did cats come from? [1]
- b) What do cats rely on to catch their prey? [1]
- c) What do cats feed on? [1]
- d) Which groups or categories are the cats put into? [1]
- e) How many species do the big cats belong? [1]
- f) What distinction do leopards have over other big cats? [1]
- g) What is the difference between small and big cats? [1]
- h) Which word used in the passage shows that lions are able to live with others? [1]
- i) How do other cats differ from lions hunt? [1]
- j) Why do lions have their prides led by a dominant old and strong male? [1]
- k) Summarise the comprehension and show major details of the cat family in (80) eighty words. Ensure the main points are clearly given and include the following sentence.
The cat family evolved millions of years ago from... [5]

TEST PAPER 9

Section A: Composition [20 marks]

You are advised to spend 1 hour on this section

Answer either A or B

1. a) You recently made a school trip to one of the many tourist attraction centres in Zimbabwe. Write a composition describing the tourist resort centre. Include the following and any other relevant details. Your composition should be between 80 and 120 words.
 - Name of a tourist attraction centre
 - Size of the centre
 - The view or scenery of the centre
 - What other observations
- b) Write a letter complaining to the Minister of Health about people failing to observe the Covid-19 Corona virus precautions. Your letter should be between 80 and 120 words in length and include the following and any other points.
 - Reasons for complaining
 - What people are doing in your area
 - Dangers of failing to observe safety measures
 - How dangerous the disease is
 - Suggestions

Section B: Comprehension [15 marks]

You are advised to spend 30 minutes on this section

2. Read the following passage and answer the questions below.

Television Lessons

A classroom is a dull form of learning which is gradually being replaced by Radio and Television lessons. Many channels on decoders provide lively and very interesting lessons. Monotonous statements and sometimes beatings from teachers are no longer relevant. Isaac and Lee are the happiest as they disliked their class teacher due to their negative attitude towards learning.

Televised lessons are both entertaining and educating. These lessons capture the attention of learners who get glued to the television. The lessons stick to learners' minds and can be recorded for future references. Such lessons are well planned unlike situations in classrooms

where you find some teachers just there to tell learners to read for the entire day. However, television lessons are not available for most rural learners. Learners and parents have to make do with the current mode of direct teacher delivery. Our Zimbabwean situation is still far from this form of modernized and entertaining method due to inadequate satellite stations, power cuts and unavailability of solar powered schools and homes. While television lessons seem good, they lack the interactive approach as learners are denied room to respond, give their views and get corrected. The Government however has radio lessons on the cards while television lessons are “still a dream in a long pipeline.”

- a) What is replacing classroom-based teaching? [1]
- b) Where can learners get interesting lessons from? [1]
- c) Who enjoyed introduction of television lessons? [1]
- d) What shows learners are interested in television lessons ? [1]
- e) How do teachers sometimes make lessons boring? [1]
- f) Where is televised teaching still a challenge? [1]
- g) What single challenge affects use of television lessons? [1]
- h) Which words show that there is a long way to go before television lessons are used? [1]
- i) What plans has our Government put in place regarding lessons? [1]
- j) Why would television lessons not work well for both rural and urban learners? [1]
- k) Summarise the above comprehension passage in (80) eighty words. Include the following sentence.
Modern methods of teaching are gradually replacing the traditional dull... [5]

TEST PAPER 10

Section A: Composition [20 marks]

You are advised to spend 1 hour on this section

Answer either A or B

- 1. a)** Write a composition on the topic, "When my favourite relative visited us." Your composition should be between 80 and 100 words in length. Use the points below and any other you may think of in writing your composition.
 - Who is your favourite relative?
 - When did he/she visit you?
 - Who came with him or her?
 - What they did for you.
 - What you liked most about his/her visit
- B.** Write a letter to the Department of Health and the Manager complaining about uncollected rubbish in your community. Your letter should be between 80 and 100 words in length excluding the address. You may use the following points and any other points you may think of.
 - What type of rubbish?
 - Who should collect the rubbish?
 - Why it is not being collected, if you know
 - What are the dangers faced by your community
 - What are your recommendation?

Section B: Comprehension [15 marks]

You are advised to spend 30 minutes on this section

- 2. Read the following passage and answer the questions below.**

My pet.

His high appetite to play and his cuteness just makes my Bingo the best pet I have ever had.

He has white fluffy fur which makes him look cute. His red eyes are as big as tomatoes. Bingo has tiny paws and a long tail that he at times tries to chase but cannot catch.

He is two years old but he looks like a little puppy. His favourite food is cooked beef and soup. If you give him cooked vegetables, he complains.

Whilst I do the dishes, I always keep Bingo playing with a plastic ball. When I finish we play hide and seek with my pet. He usually hides behind the garage door

I have my best friend beside me most of the time when I am not at school. At times when I go to school, he follows me all the way and then he comes back home alone. At times, he waits for me at the school gate.

My Bingo is a lovely pet. If you see him, you will like him for his friendliness. I love Bingo.

- a) What appetite does Bingo have? [1]
- b) According to the passage, what makes Bingo look cute? [1]
- c) What does Bingo try to chase sometimes? [1]
- d) According to the passage, when does Bingo complain? [1]
- e) How old is Bingo? [1]
- f) Which game does the writer play with Bingo? [1]
- g) Where does Bingo wait at times when the writer goes to school? [1]
- h) The word which means Bingo is beautiful as used in the passage is _____. [1]
- i) Where does Bingo hide when they play hide-and-seek? [1]
- j) Why does the writer think that if you see Bingo you will like him? [1]
- k) Summarise the comprehension passage in (80) eighty words giving the major details of Bingo. Make sure that you include the following sentence to begin your summary.
A cute looking pet that had a desire to play was what made my pet the best. [5]

SECTION



ANSWERS FOR SECTION A

Exercise 1.1

- | | | |
|-----------------------------------|------------------------|---------------------------------|
| 1. Themba/cave | 2. South Africa | 3. Zebra/animal |
| 4. Cholera/brother | 5. bus/father | 6. President/conference/morning |
| 7. tomatoes/basket | 8. Headmaster/Students | 9. sister, Museum/month |
| 10. apples, bananas, mangoes/shop | | |

Exercise 1.2

Kadoma, Zimbabwe,	Sanyati, Harare City	Thomas,	Vumba,
----------------------	-------------------------	---------	--------

Exercise 1.3

Countable	Uncountable
hat	petrol
radio	grass
pencil	honey
zebra	wool
Island	oil
buckets	sugar
spoon	milk
piano	

Exercise 2

- | | | | |
|-------------|------------------------|---------------|---------------|
| 1. cutlery | 2. ablution facilities | 3. appliances | 4. implements |
| 5. vehicles | 6. stationery | 7. toiletries | 8. linen/ |
| bedding | 9. furniture | 10. poultry | |

Exercise 3

- | | | | |
|----------------|------------|------------|-------------|
| 1. photographs | 2. pianos | 3. geese | 4. chimneys |
| 5. mice | 6. heroes | 7. dresses | 8. halves |
| 9. armies | 10. cities | 11. chiefs | 12. watch |

Exercise 4

houses	potatoes	berries	books	tomatoes	gullies
bullies	mysteries	hereos	zoos		

Exercise 5

Syllabi (syllabuses)	radii	people	geese	food	water
soil	oil	time			

blockbuster

Across: Thursday abstract toothbrush man car female

Down:	tomato	men	noun	hut	swarm	city
--------------	--------	-----	------	-----	-------	------

Exercise 6

- | | | | |
|--------------|---------------|------------|-------------|
| 1. wet | 2. low | 3. below | 4. foolish |
| 5. shallow | 6. wide | 7. outside | 8. exterior |
| 9. beautiful | 10. expensive | | |

Exercise 7

- | | | | |
|-----------------|----------------|------------------|---------------|
| 1. disobey | 2. unimportant | 3. unfaithful | 4. insecure |
| 5. illegitimate | 6. illegible | 7. irresponsible | 8. irregular |
| 9. misfire | 10. incomplete | 11. inaccurate | 12. dishonour |

Exercise 8

Example of antonyms with -ful and -less

merciful	merciless
pitiful	pitiless
colourful	colourless
painful	painless
doubtful	doubtless
dreamful	dreamless
thoughtful	thoughtless
mindful	mindless

Exercise 9

Many different sentences possible

Word search

good - bad	foolish - clever	high - low	dry - wet
inside - outside	tall - short		

Exercise 10

Base/Root	Past Tense	Past Participle
1. take	took	taken
2. speak	spoke	spoken
3. run	ran	ran
4. drink	drank	drunk
5. sit	sat	sat
6. cook	cooked	cooked
7. wait	waited	waited
8. decide	decided	decided
9. withdraw	withdrew	withdrawn
10. choose	chose	chosen

11. lose	lost	lost
12. grow	grew	grown

Exercise 11

- | | | | |
|---------|------------|----------|----------|
| 1. must | 2. might | 3. ought | 4. could |
| 5. will | 6. should | 7. may | 8. can |
| 9. must | 10. should | | |

Exercise 12

Base/Root	Present Tense	Past Tense	Past Participle
turn down	turning down	turned down	turned down
turn off,	turning off	turned off	turned off
turn away,	turning away	turned away	turned away
put out,	putting out	put out	put out
put off,	putting off	put off	put off
put up at	putting up	put up	put up
break up,	breaking up	broke up	broken up
break down.	breaking down	broke down	broken down
break into	breaking into	broke into	broken into
break out	breaking out	broke out	broken out
give-up,	giving up	gave up	given up
give-in,	giving in	gave in	given in
give away	giving away	gave away	given away
cope with	coping with	coped with	coped with
take down	taking down	took down	taken down

Exercise 13

- | | | | |
|------|------|------|------|
| 1. B | 2. D | 3. B | 4. B |
| 5. C | 6. D | | |

Exercise 14

- | | | | |
|--------------|-----------|-------------|------------|
| 1. broken | 2. stolen | 3. burnt | 4. injured |
| 5. destroyed | 6. seen | 7. arrested | 8. taken |
| 9. sentenced | 10. made | | |

Exercise 15

- | | | | |
|--------------|------------|---------|---------|
| 1. practices | 2. use | 3. play | 4. goes |
| 5. is | 6. perform | 7. are | 8. was |

Puzzle

Across:tasting	cook	laughing	
Down:towing	scrolling	cough	shout
nod	open		

Exercise 16

Laughing	→	noisily/loudly/softly/rudely/ humorously
Eating	→	greedily/hungrily/slowly/noisily/quickly
Writing	→	neatly/carelessly/carefully/quietly/hastily
Talking	→	excitedly /funnily /fluently/happily /tearfully
Sleeping	→	soundly/restless/comfortably/deeply

Exercise 17

- | | | | |
|---------------|------------------|-----------------|--------------|
| 1. mercifully | 2. adventurously | 3. loudly | 4. silently |
| 5. painfully | 6. actively | 7. efficiently | 8. hopefully |
| 9. happily | 10. casually | 11. beautifully | |

Exercise 18

Many possible answers

Exercise 19

Many possible answers

Exercise 20

- | | | | |
|-----------|--------|----------|-----------|
| 1. clever | 2. few | 3. crazy | 4. oldest |
|-----------|--------|----------|-----------|

Exercise 21

hotter - hottest

larger - largest

happier - happiest

easier - easiest

earlier - earliest

bigger - biggest

Exercise 22

more dangerous - most dangerous

more lovely - most lovely

less comfortable - least comfortable

less powerful - least powerful

less wonderful - least wonderful

less painful - least painful

less handsome - least handsome

Exercise 23

worse - worst

further - furthest

better - best

more - most

less - least

Exercise 24

Zambia - Zambian

Nigeria - Nigerian

Asia - Asian

Europe - European

China - Chinese

Thessalonica - Thessalonians

Exercise 25

- | | | |
|-----------------------------|------------------|---------------------|
| 1. most beautiful | 2. youngest | 3. Zimbabwean, gold |
| 4. earliest, fattest | 5. worst, little | 6. big |
| 7. warm, hot | 8. fastest | 9. least |
| 10. vicious, more dangerous | | |

Exercise 26

- | | | | |
|---------|---------|---------|--------|
| 1. with | 2. to | 3. with | 4. for |
| 5. in | 6. with | 7. to | 8. on |

Exercise 27

- | | | | |
|------|------|------|------|
| 1. A | 2. A | 3. B | 4. D |
| 5. B | 6. C | 7. B | 8. D |

Exercise 28

- | | | | | |
|------|------|------|------|------|
| 1. C | 2. B | 3. A | 4. D | 5. C |
|------|------|------|------|------|

Exercise 29

- | | |
|------|------|
| 1. C | 2. D |
|------|------|

3. Check answers on Home Alone passage on Test paper 1, paragraph 3.

Exercise 30

- | | | | | |
|------|------|------|------|------|
| 1. C | 2. B | 3. A | 4. A | 5. D |
|------|------|------|------|------|

Exercise 31

Many different ways of completing the sentences.

Exercise 32

Many different ways of completing the sentences.

Exercise 33

- | | |
|--|------------------------------------|
| 1. that we do not play sport. | 2. she had a stomach ache. |
| 3. we woke up very late | 4. we had to wear jerseys all day. |
| 5. it took us many hours to get there. | |

(NB: many different ways to complete the sentences)

Exercise 34

- | | | | |
|------------|------------|-------|------------|
| 1. because | 2. since | 3. as | 4. because |
| 5. since | 6. because | 7. so | 8. since |
| 9. Because | 10. as | | |

Exercise 35

- | | | | |
|--------------------------------|---------------------|--------------------------------|---------------------------------------|
| 1. won't they | 2. would she/he | 3. doesn't it | 4. isn't it |
| 5. is it | 6. weren't they | 7. are they | 8. didn't they |
| 9. haven't they | 10. have I | 11. No, it isn't | 12. Yes, they
did/ No, they didn't |
| | 13. Yes, we have to | 14. No, she isn't/ Yes, she is | |
| 15. No, it wasn't/Yes, it was. | | | |

Exercise 36

- | | | | |
|----------|--------------|-----------|-------------|
| 1. will | 2. were | 3. hadn't | 4. wouldn't |
| 5. rains | 6. had taken | 7. will | 8. swum |
| 9. will | 10. train | | |

Exercise 37

1. The new ECD boy said that he was afraid.
2. The teacher said that the sun sets in the West.
3. Linda asked whether we would come with her for dinner.
4. The Head asked who was making noise.
5. The farmer said that he was pleased with his yield that year.
6. The teacher asked whether we could find his spectacles.
7. The young Scientist shouted that he had found a vaccine for Coronavirus.
8. Mother asked whether Annah would choose that pair of shoes.
9. The Head said that he/she hated misbehaving learners.
10. Mr Favour told us to do our work quietly but neatly.

Exercise 38

1. The meal is cooked by the girl.
2. The Toyota car was repaired by the mechanic.
3. My money had been stolen by my little brother.
4. A poem on Speech and Prize Giving was being written by Ezra.
5. We will be taught examinations techniques by our teacher before we write.
6. A good puppet was made. (by him/her)
7. A delicious cake was baked by Allen.
8. The wardrobe will have been polished by Munashe.
9. The terrorising merciless thief was caught by the police
10. A heart rendering prayer was given by the Pastor at the grave side.

Exercise 39

Addition of Prefix

- | | | | |
|------------------------|-----------------------|-------------------------|---------------------|
| 1. disadvantage | 2. imbalance | 3. illegal | 4. irregular |
| 5. misbehave | 6. unconscious | 7. inconvenient | |
| 8. mismanage | 9. dishonest | 10. unreasonable | |

Exercise 40

Addition of Suffix

- | | | | |
|------------------------|---------------------|--------------|--------------|
| 1. careful/careless | 2. painful/painless | 3. glorious | |
| 4. enjoyment/enjoyable | 5. neighbourhood | 6. childless | |
| 7. hopeful/hopeless | 8. hostess | 9. dangerous | 10. gracious |

Exercise 41

1. The farmer had a very poor harvest despite the region having a very good rainy season.
2. Mrs Ruzivo does not care for the children despite her husband giving her enough money.
3. Most people kept on doing normal duties despite the fact that the government having declared a 21 day lockdown.
4. Communities continue to use sledges despite the fact that EMA has policies against land degradation.
5. He is not going to help you unless you reform from your bad behaviour.
6. My father will not come home this holiday unless he gets money from his employer earlier.
7. We will not plant trees on the first Saturday of December unless the Forestry Commission provides trees and pesticides well in time.
8. The class dismally failed despite the fact that the teacher was hardworking and a good teacher.
9. I will not bring you that book unless you give me my lost ruler today.
10. Chipukandipemwenje was so ugly despite the fact that she married the President of a very powerful country.

Exercise 42

- | | | | | |
|--------------------|------------|----------------------|--------|------------|
| 1. is | 2. or | 3. nor | 4. has | 5. know |
| 6. is | 7. neither | 8. or | 9. was | 10. belong |
| 11. Either or | | 12. neither nor | | |

Exercise 43

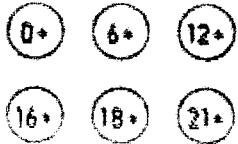
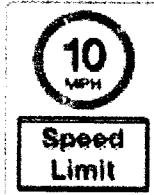
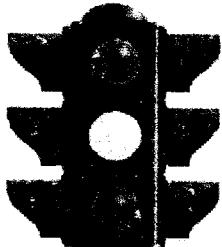
- | | |
|----------------------------------|------------------------------|
| 1. CEO – Chief Executive Officer | 2. MC- master of ceremony |
| 3. Hon. - honourable | 4. Sgt- seargent |
| 5. Pvt- private | 6. H.O.D- head of department |

- | | |
|----------------------------------|-------------------------------|
| 7. DVD- Digital versatile disc | 8. RAM - Random access memory |
| 9. ANC-African National Congress | 10. NB- note well |
| 11. cnr - corner | 12. Rd-road |
| 13. a.m- ante meridian | 14. P.m – post meridian |
| 15. i.e- that is | 16. no.- number |
| 17. etc- etcetera | 18. c/o – care of |
| 19. e.g –for example | 20. R.I.P- rest in peace |

Exercise 44

1. English Paper 1
2. Use only an HB pencil for all entries on the answer sheet.
3. 1 hour 30 minutes
4. Grade 7
5. Zimbabwe School Examination Council (ZIMSEC)

Exercise 45

Symbols, signs and warnings	Meanings
	Warning sign to prevent falls, slips and trips
	Age restrictions and warnings found on products such as toys and. They are also restrictions on content shown on television and movies.
	Instructions for drivers to stop on crossings. Then proceed when there are no pedestrians and other cars passing.
	Speed limit for drivers slow down or increase speed. It is measured in kilometers.
	For controlling traffic at road junctions and pedestrian crossings.

Exercise 46

To do the activity as instructed.

Exercise 47

To do the activity as instructed.

Exercise 48

To do the activity as instructed.

Exercise 49

To do the activity as instructed.

Exercise 50

To do the activity as instructed.

Exercise 51

1. **knight/night:** The *knight* is on his way to the castle, but traveling at *night* is very dangerous.
2. **knot/not:** I do *not* know how she learned to tie the *knot* to make that necklace.
3. **poor/pour:** I *pour* drinks at a bar every night. I am *poor* because I have too many bills and not enough money.
4. **right/write:** There is no *right* way to *write* a great novel.
5. **sea/see:** At my beach house, I love to wake up and *see* the *sea*.
6. **sole/soul:** I need to get a new *sole* put on my favorite pair of running shoes. Jogging is good for my *soul*.
7. **son/sun:** My *son* is 13 years old. He likes to spend time outside in the *sun*.
8. **steal/steel:** Someone who decides to *steal* a car has committed a crime, but auto parts are made of *steel*.
9. **tail/tale:** My cat was crazily chasing his *tail* while I read a fairy *tale* to my children.
10. **weather/whether:** I don't know *whether* to bring a jacket or not. The *weather* looks unpredictable today.

Exercise 52

1. **Well** - in good health/a source for water in the ground.
2. **Spring** - a season/coiled metal.
3. **Rock** - a genre of music/a stone.
4. **Quarry** - a site for mining stone/to extract or obtain slowly.
5. **Pound** - unit of weight/to beat.
6. **Ream** - a pile of paper/to juice a citrus fruit.
7. **Right** - correct/direction opposite of left.
8. **Tender** - gentle/offer of money.
9. **Tire** - to grow fatigued/a part of a wheel.
10. **Rose** - to have gotten up/a flower.

Exercise 53

- | | | | |
|------|------|------|------|
| 1. A | 2. D | 3. D | 4. C |
| 5. A | 6. B | 7. D | 8. B |

Exercise 54

So many possible answers.

Exercise 55

Possible answers.

Exercise 56

Possible answers.

Exercise 57

Possible answers.

Exercise 58

Possible answers.

Exercise 59

Possible answers.

Exercise 60

Possible answers.

Exercise 61

Possible answers.

Exercise 62

Possible answers.

ANSWERS FOR MODEL COMPREHENSION

Suggested Answers

Model Answers

Comprehension 1

1. The title of the passage is Our Motherland Zimbabwe.
2. Our motherland is found in the Southern part of Africa.
3. The writer's motherland attained its independence on 19 April 1980.
4. The gallant heroes sacrificed their life, material and knowledge? (*Any one of the 3*)
5. Zimbabwe's greatest pride is its educated citizen.
6. Our motherland taught its citizens by instilling stewardship.
7. Patriotic citizens work hard and have respect for their country.
8. The word marvelled as used in the passage mean being envied.
9. Our motherland was on the centre of controversy due to its productivity.
10. Our land is used for empowerment for our loyal citizens.

Comprehension 2

1. The letter was written on 23 July 2020.
2. The writer lives in Karoi at house 1365 Claudia township. (*Give half mark for Karoi only*)
3. The writer wrote the letter to thank for the letter received/respond/reply to the received letter.
4. The letter benefitted the writer through study tips/words of encouragement.
5. The writer was a brother to the recipient of the letter.
6. The writer is also receiving help in research skills and homework.
7. The Friday afternoon convention interested the writer most./The writer was most interested in Friday afternoon convention.
8. Friday afternoon session of the Convention was helpful as it gave tips on happy families.
9. Lessons on lifeskills would help writer to be a responsible person.
10. The phrase took me to cloud nine shows that the writer was very happy.

Comprehension 3

1. Chenai escorted her friend to the clinic.
2. The friend fell sick on a Thursday afternoon after sports.
3. Chido's had a terrible headache and was vomiting.
4. The sick child was taken to the clinic whilst being carried on a friend's back.
5. The name of the sister was Mangwiyo.
6. Chido showed that she was in pain as she struggled and cried in response to the nurses's questions.

7. The sick child's parents were informed of their child's problem by being telephoned/ through the mobile phone.
8. The sick child lived in Chinokopota village under Chief Nyamhunga.
9. Chenai was noted as a good friend because she carried her friend to the clinic.
10. The Mutukuras took no time to come to the clinic./The Mutukuras took little time to reach the clinic.

Comprehension four

1. A white settler called William Hanmer.
2. He took his complaints to the courts
3. (because) it lies along the way to Mozambique.
4. By hiding/concealing them/ by giving them shelter.
5. He sang about it.
6. The phrase he stood his ground.
7. In 1980, at independence.
8. He was buried at the National Heroes Acre.
9. 4 years.

Comprehension five

1. It has three stanzas.
2. In the evening.
3. Stampeding beasts /dung beetles called to a feast.
4. They are wincing and look angry.
5. Cars or vehicles.
6. Exhaust fumes.
7. The words tooting and hooting rhyme.
8. By forcing drivers and bikers to stop.

Comprehension six

1. The boys met on Saturday.
2. They were neighbours.
3. He liked eating mapfura fruits.
4. On Chibondo Hill.
5. They could swim if they felt hot.
6. He overheard them.
7. It will not be lonely and boring.
8. The following week they would take Lizwe's choice.
9. He learned that from his teacher.
10. Satisfied.

ANSWERS FOR SECTION B

Test Paper 1

- | | | | | |
|-------|-------|-------|-------|-------|
| 1. D | 2. C | 3. A | 4. D | 5. B |
| 6. A | 7. A | 8. D | 9. C | 10. A |
| 11. C | 12. C | 13. C | 14. C | 15. A |
| 16. D | 17. C | 18. A | 19. C | 20. B |
| 21. B | 22. A | 23. A | 24. C | 25. B |
| 26. A | 27. A | 28. C | 29. C | 30. D |
| 31. D | 32. B | 33. A | 34. D | 35. A |
| 36. B | 37. A | 38. D | 39. A | 40. D |

Test Paper 2

- | | | | | |
|-------|-------|-------|-------|-------|
| 1. A | 2. D | 3. C | 4. A | 5. D |
| 6. D | 7. C | 8. D | 9. A | 10. B |
| 11. B | 12. A | 13. C | 14. D | 15. B |
| 16. A | 17. B | 18. C | 19. B | 20. D |
| 21. D | 22. C | 23. D | 24. D | 25. B |
| 26. A | 27. B | 28. B | 29. C | 30. A |
| 31. C | 32. B | 33. C | 34. D | 35. C |
| 36. B | 37. B | 38. B | 39. A | 40. C |

Test Paper 3

- | | | | | |
|-------|-------|-------|-------|-------|
| 1. A | 2. D | 3. D | 4. C | 5. C |
| 6. D | 7. B | 8. A | 9. A | 10. C |
| 11. D | 12. D | 13. C | 14. C | 15. A |
| 16. B | 17. C | 18. D | 19. A | 20. A |
| 21. C | 22. C | 23. B | 24. C | 25. D |
| 26. B | 27. A | 28. D | 29. B | 30. C |
| 31. C | 32. B | 33. A | 34. B | 35. C |
| 36. B | 37. D | 38. C | 39. D | 40. B |

Test paper 4

- | | | | | |
|-------|-------|-------|-------|-------|
| 1. B | 2. B | 3. A | 4. C | 5. D |
| 6. C | 7. A | 8. D | 9. C | 10. B |
| 11. B | 12. A | 13. B | 14. C | 15. D |
| 16. D | 17. B | 18. D | 19. C | 20. A |
| 21. C | 22. D | 23. B | 24. A | 25. A |
| 26. D | 27. C | 28. A | 29. B | 30. A |
| 31. C | 32. C | 33. D | 34. C | 35. A |
| 36. C | 37. B | 38. D | 39. B | 40. D |

Test Paper 5

- | | | | | |
|-------|-------|-------|-------|-------|
| 1. C | 2. B | 3. D | 4. A | 5. C |
| 6. B | 7. B | 8. A | 9. D | 10. A |
| 11. C | 12. B | 13. B | 14. C | 15. A |
| 16. D | 17. D | 18. A | 19. B | 20. C |
| 21. A | 22. D | 23. A | 24. D | 25. B |
| 26. C | 27. C | 28. B | 29. A | 30. A |
| 31. D | 32. B | 33. C | 34. D | 35. A |
| 36. C | 37. C | 38. A | 39. B | 40. D |

Test Paper 6

- | | | | | |
|-------|-------|-------|-------|-------|
| 1. B | 2. C | 3. C | 4. B | 5. A |
| 6. B | 7. D | 8. B | 9. C | 10. B |
| 11. D | 12. A | 13. C | 14. D | 15. B |
| 16. B | 17. C | 18. C | 19. B | 20. A |
| 21. A | 22. D | 23. C | 24. A | 25. C |
| 26. B | 27. A | 28. C | 29. B | 30. D |
| 31. A | 32. D | 33. C | 34. D | 35. A |
| 36. B | 37. B | 38. A | 39. C | 40. D |

Test Paper 7

- | | | | | |
|-------|-------|-------|-------|-------|
| 1. C | 2. A | 3. C | 4. D | 5. B |
| 6. C | 7. C | 8. B | 9. A | 10. A |
| 11. B | 12. C | 13. D | 14. B | 15. A |
| 16. B | 17. B | 18. C | 19. D | 20. B |
| 21. C | 22. A | 23. C | 24. C | 25. D |
| 26. A | 27. B | 28. D | 29. A | 30. B |
| 31. C | 32. A | 33. B | 34. D | 35. A |
| 36. D | 37. B | 38. C | 39. C | 40. D |

Test Paper 8

- | | | | | |
|-------|-------|-------|-------|-------|
| 1. C | 2. A | 3. C | 4. A | 5. B |
| 6. C | 7. D | 8. B | 9. A | 10. B |
| 11. A | 12. B | 13. A | 14. A | 15. B |
| 16. B | 17. B | 18. D | 19. C | 20. A |
| 21. C | 22. B | 23. D | 24. D | 25. C |
| 26. A | 27. C | 28. A | 29. A | 30. B |
| 31. A | 32. B | 33. B | 34. A | 35. B |
| 36. B | 37. C | 38. D | 39. D | 40. C |

Test Paper 9

- | | | | | |
|-------|-------|-------|-------|-------|
| 1. C | 2. A | 3. B | 4. D | 5. A |
| 6. C | 7. D | 8. B | 9. A | 10. A |
| 11. B | 12. D | 13. C | 14. A | 15. B |
| 16. B | 17. A | 18. C | 19. D | 20. B |
| 21. D | 22. B | 23. A | 24. A | 25. A |
| 26. C | 27. B | 28. C | 29. C | 30. D |
| 31. B | 32. D | 33. B | 34. A | 35. A |
| 36. C | 37. B | 38. A | 39. B | 40. A |

Test Paper 10

- | | | | | |
|-------|-------|-------|-------|-------|
| 1. C | 2. A | 3. C | 4. C | 5. A |
| 6. B | 7. C | 8. A | 9. A | 10. D |
| 11. C | 12. D | 13. A | 14. A | 15. B |
| 16. B | 17. C | 18. A | 19. B | 20. B |
| 21. B | 22. C | 23. C | 24. B | 25. D |
| 26. D | 27. D | 28. C | 29. A | 30. C |
| 31. D | 32. B | 33. B | 34. C | 35. B |
| 36. D | 37. C | 38. D | 39. B | 40. A |

ANSWERS FOR SECTION C

Test Paper 1

Answers to paper 2-type Comprehension questions

The answers given here are only the stems, for a comprehension answer to be marked correct it must be well punctuated, be in correct grammar and have correct spelling, among other things.

1. over 80km/hour
2. it has spots.
3. It is much smaller/it is leaner than a leopard /it has dark lines running down the eyes.
4. The lion
5. The grassland
6. Aggression
7. Up trees
8. Swerve
9. Fear
10. It helps it to maintain balance when it turns sharply.

Test Paper 2

1. The beak
2. Wheat, sorghum, barley, millets, or cereals
3. They are drought resistant/it is arid in Matabeleland
4. At ripening stage
5. Lethal way
6. They require a lot of labour
7. Eliminate
8. It damages the environment/it may poison people also
9. Queleatox
10. Criticised

Test Paper 3

1. Grade seven
2. A runt
3. At Binga Primary school
4. He paid more attention to his cellphone than to the sports
5. Eight
6. Silver
7. Landimpilo had “carried the day”
8. In Mutare
9. He got the lowest marks.
10. He hugged him/he gave him some money

Test Paper 4

1. The school went to Mutare and Masvingo for the trip.
2. The trip was a week long. (seven days trip)
3. Joy Ride made everyone happy.
4. Learners and teachers were staying at the lodge.
5. It was an eye catching scenery/view.
6. School reported to the Inquiries first to check the timetable.
7. The learners toured the Railway Station.
8. Aroma made learners buy Nozha.
9. The phrase “nowhere to be seen” shows the Head troke was not available.
10. Teachers cancelled the Joy Ride as learners were now sleeping. (Learners had slept)

Test Paper 5

1. The writer had not experienced a dream.
2. Three people are mentioned in the paragraph.
3. The writer experienced the first dream on 23 March 2020.
4. It was unusual for the writer to go to sleep early.
5. The writer dreamt of a blooming garden with all animals.
6. The dreamer saw the dream car as he/she came from the hill.
7. Taking a bunch of bananas for friends shows the dreamer was thinking about friends.
8. He/She got the greatest frustration when his/her mother woke him/her up
9. The dreamer was frustrated because he/she was awakened.
10. The greatest fear was being late for school.

Test Paper 6

1. The first Corona Virus case was discovered in Wuhan city in China.
2. It was discovered in December 2019.
3. The pandemic spread like veld fire.
4. WHO declared it as a pandemic due to the way the virus had spread.
5. Adopting social distancing, self-isolation and lockdowns are ways countries are adopting in trying to control the spread of the virus.
6. Countries like Italy and USA had outstanding death records.
7. The word pandemic shows that Corona is deadly.
8. By upgrading Wilkins Hospital
9. Schools closed a week earlier in order to protect learners, teachers and general public from the spread of the virus.
10. A taskforce was created to help promptly act on Corona cases.

Test Paper 7

1. Field day was held in late April.
2. The Field day was organized by Mr and Mrs Makore./ Two Agricultural Extension Officers
3. The hardworking couple and co-operative staff made the field day a success.

4. The Pastor gave a befitting and encouraging opening.
5. The field day showed that it was a success through being well attended and colourful.
6. Members were entertained through learners' poems and drama.
7. Ululations and singing showed farmers were impressed by their Extension Officer.
8. Any two forms of prizes available were ploughs, cultivators, fertilisers, maize seeds and stationery. Any two prizes 1 mark, that is $\frac{1}{2}$ each
9. Many people won prizes.
10. Mr Chakamanga won the grand prize because of his stand and farming practices.

Test Paper 8

1. Cats came from weasel like miacids.
2. Cats rely on silent but lethal approach.
3. Cats feed on meat.
4. Cats are put into big and small cats.
5. Big cats fall into seven species.
6. Leopards have distinction of being climbers over other cats.
7. The differences between small and big cats lies in that either
(i) small cats tuck their front legs while big cats lie with outstretched front legs or
(ii) small cats eat while crouched while big cats just lie
8. The word sociable shows lions are able to live with others.
9. Other cats are solitary hunters/ lone hunters
10. Prides are led by dominant old and strong male lion for stability and control.

Test Paper 9

1. Television and Radio lessons are replacing classroom-based teaching.
2. Learners can get interesting lessons from decoders
3. Isaac and Lee enjoyed the introduction of television lessons.
4. Getting glued to the Television set shows learners are interested in TV lessons.
5. Teachers sometimes make lessons boring by making learners read for the whole day.
6. Televised teaching is still a challenge in rural areas.
7. Inadequate satellite stations, power cuts and unavailability of solar powered schools an affect use of TV for lessons. (Any one correct answer)
8. The words still a dream in a long pipeline shows that there is still a long way to go before TV lessons are used.
9. The Government has put radio lessons on plan.
10. TV lessons would not work well as these lack interactive approach with learners.

Test Paper 10

1. Bingo has a high appetite to play.
2. The fluffy white hair makes Bingo look cute.
3. Bingo tries to chase his tail at times.
4. Bingo complains when he is given cooked vegetable.
5. Bingo is two years old

6. Hide-and-seek
7. He waits at the school gate
8. Cute or lovely
9. He hides behind the garage door
10. ...because of his friendliness