

# **PASS YOUR GRADE 7 ENGLISH**

**Examination Skills**

**Amos Chiwero and George Mavunga**



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## HOW TO USE THIS BOOK

**Pass Your Grade 7 English** is a revision book written for the purpose of helping Grade 7 pupils taking the Zimbabwe School Examinations Council English Language to pass the examination. The book also equips pupils with language skills that enable them to cope with the demands of high school subjects, the majority of which are taught in English.

The exercises in this book follow the format of the current Zimbabwe School Examinations Council Grade 7 English Language examination. Pupils can tackle the exercises individually, with parents, or in class. Where the exercises are done individually, pupils should refer to the *Pass Your Grade 7 English Answer Book* for answers to the comprehension and language questions. The answers to composition questions should always be given to teachers for marking.

Each of the exercises in Part One is the equivalent of a Paper 1 examination and each of the exercises in Part 2 is the equivalent of a Paper 2 examination. Pupils can, therefore, do Exercise 1 in Part 1 and then move on to Exercise 1 in Part 2. It is hoped that this approach will give pupils enough practice on how to answer the papers, one after the other, as they will do in the actual examination.

The glossary of words at the end of the book is a list of vocabulary items used in the different passages in the book. Pupils should refer to these if they face any difficulties in understanding the meaning of any of the words used in the passages.

The notes on composition writing in Part 3 should be read carefully before the exercises are done, and the hints given should be remembered when writing the different types of compositions.

Pupils should also refer to the list of commonly misspelt words for practice on words that present most pupils at Grade 7 level with spelling difficulties. The list can be used as a simple checklist, or the teacher can use it as a source of spelling and language exercises.

# **PART I**

## **Paper One**

**Time: 2 hrs**

### **Instructions to Candidates:**

1. **Read all instructions carefully.**
2. **Do not start answering questions until you are told to do so by the invigilator.**
3. **Answer all questions in this paper within the given time.**
4. **Choose the best answer from the suggested answers given.**
5. **Choose one answer only. If you cross out an answer, do so neatly.**
6. **If you do not understand the instructions, ask the invigilator to explain them before you start.**

## EXERCISE 1

*Read the passage below and answer the questions that follow:*

### Passage 1

Sithembeni was alone at home. The rest of the family had gone to Victoria Falls on holiday. Sithembeni had remained behind because she had to go to school for a netball camp.

It was not long after going to sleep that Sithembeni was awoken by a disturbing noise. Her heart began beating very fast and for a moment she did not know what to do. Then she decided to investigate. Before she had completely jumped out of bed, she heard the noise again. Sithembeni realised no one would hear her even if she screamed at the top of her voice. The Marutas, their neighbours, were also away attending a funeral.

Sithembeni thought of phoning the police to tell them that someone had broken into the house. Alas! The phone was in the lounge and she was too scared to venture out of her bedroom. Then she heard the noise again. This time she became very sure that it was outside the house. She gathered enough courage to find out who, or what was causing the noise. Throwing all caution to the wind, Sithembeni left her bedroom, dressed only in her nightdress. She quickly unlocked the door to the lounge and stood in the veranda, attentively listening. There was a repetition of the noise and Sithembeni could tell it was coming from the garage.

"Who's there?" She called out and shortly afterwards, she heard the footsteps of someone running. She went round the house to check and was just in time to see a man scaling the fence.

### COMPREHENSION QUESTIONS

1. All the other members of Sithembeni's family were away \_\_\_\_\_.
  - a) attending a funeral.
  - b) attending a party.
  - c) on holiday.
  - d) looking for alternative accommodation.
2. Sithembeni had remained at home because she had to \_\_\_\_\_.
  - a) attend a church meeting.
  - b) attend Mathematics lessons at school.
  - c) attend a rugby camp at school.
  - d) attend a netball camp at school.
3. When she heard the noise for the first time, Sithembeni \_\_\_\_\_.
  - a) decided to phone their neighbours.
  - b) was undecided as to what she should do.
  - c) decided to phone her parents.
  - d) screamed for help.
4. Sithembeni did not phone the police because \_\_\_\_\_.
  - a) the phone was not working.
  - b) she was afraid of being beaten by the police.
  - c) she did not know the police emergency number.
  - d) she was too scared to go to the lounge where the phone was.
5. When Sithembeni called out, the thief \_\_\_\_\_.
  - a) remained in the garage.
  - b) threatened to shoot her.
  - c) ordered her to go back into the house.
  - d) ran away.

## LANGUAGE QUESTIONS

**Choose the best word or words to complete each of the following sentences:**

6. Several children \_\_\_\_\_ after the ten kilometre race.  
a) fainting                                      b) fainted  
c) faint    d) was fainting
7. Neither Peter nor John \_\_\_\_\_ responsible for the problems that we faced.  
a) was    b) are  
c) were                                         d) will be
8. Either the headmaster or the deputy \_\_\_\_\_ in the office now.  
a) are    b) were  
c) is    d) was
9. Someone \_\_\_\_\_ our tomatoes since Tuesday.  
a) have been stealing                      b) are stealing  
c) has been stealing                        d) is stealing
10. Everyone \_\_\_\_\_ talking about John's injury since yesterday.  
a) have been                                  b) has been  
c) had been                                    d) is being

**Read the passage below and answer the questions that follow:**

## Passage 2

Mrs Moyo was one of the most popular women in our neighbourhood. Her husband had died in 1994. She, therefore, had taken over the responsibility of sending her children to school and meeting all their other needs.

Although she had no training in business, Mrs Moyo ran a very successful grocery shop. In addition to being able to provide for her family better than most families, she was well-known for her generosity. She would help some of the less fortunate members of our neighbourhood with both money and material things. Mrs Moyo, however, did not like lazy people. She encouraged hard work and women used to go to her for advice on how to start and run a business.

## COMPREHENSION QUESTIONS

11. One of the family responsibilities which Mrs Moyo had was \_\_\_\_\_
  - a) buying houses for her children.
  - b) sending her children to school.
  - c) buying cars for her children.
  - d) buying air tickets for her children.
12. Mrs Moyo was also well known in the community for being \_\_\_\_\_
  - a) mean.
  - b) harsh.
  - c) generous.
  - d) selfish.
13. Mrs Moyo encouraged people to \_\_\_\_\_
  - a) be also generous.
  - b) beg for donations.
  - c) be selfish.
  - d) work hard.
14. Mrs Moyo would help those members of the community who \_\_\_\_\_
  - a) could provide for themselves.



- b) had as much money as she had.
- c) were less fortunate than most people in the community.
- d) could meet only half of their needs.

15. Most women went to Mrs Moyo to seek advice on \_\_\_\_\_
- a) how to run a business.
  - b) how to grow vegetables.
  - c) how to discipline children.
  - d) how to rear chickens.

## LANGUAGE QUESTIONS

**Choose the best word or words to complete each of the following sentences:**

16. The naughty children broke into the house and \_\_\_\_\_ some food.
- a) steal
  - b) stealing
  - c) steals
  - d) stole
17. The girls did their homework and \_\_\_\_\_ to play afterwards.
- a) go
  - b) gone
  - c) went
  - d) goes
18. "Tafadzwa," said the headmaster, \_\_\_\_\_
- a) "come to my office at ten o'clock."
  - b) "Come to my office at ten o'clock."
  - c) come to my office, "at ten o'clock."
  - d) come to my office at ten o'clock.
19. The success of any team depends \_\_\_\_\_ the preparations before matches.
- a) by
  - b) on
  - c) around
  - d) in
20. The teacher told us to \_\_\_\_\_ our hands if we knew the answer to his question.
- a) rise
  - b) raise up
  - c) raise
  - d) rise up
21. Last term the teacher \_\_\_\_\_ a difficult Mathematics test.
- a) has set
  - b) have set
  - c) set
  - d) was set

**Read the passage below and answer the questions that follow:**

### Passage 3

HIV is an abbreviation for Human Immuno-Deficiency Virus. This is a virus, which, after entering a human being's blood system, attacks his or her immune system. The immune system is our bodies' natural defence against diseases.

When a person's immune system has been weakened by HIV, the person can easily be attacked by other diseases such as tuberculosis, meningitis and pneumonia. When the body can no longer defend itself, and a person who has contracted HIV is suffering from one or more diseases, we say the person now has AIDS. AIDS stands for Acquired Immune Deficiency Syndrome.

There are several ways in which one can contract HIV. It is said about 90% of the people who contract the virus, catch it through sexual intercourse. Other ways in which HIV can be contracted are mother-to-child transmission in pregnant mothers, sharing unsterilised sharp objects such as needles and razor blades with infected individuals and any other form of blood contact with an infected person.

HIV is not transmitted through shaking hands with an infected person as long as both people do not have open wounds in their hands. It is also not transmitted through staying with an infected person or sharing toilets with him or her. Experts say there are very low quantities of HIV in saliva. This, therefore, makes it very difficult to get the virus from kissing, as long as both people do not have open wounds on their lips or inside their mouths.

### COMPREHENSION QUESTIONS

22. When HIV enters a person's blood it \_\_\_\_\_  
a) strengthens his or her immune system.  
b) weakens his or her immune system.  
c) does nothing to his or her immune system.  
d) is destroyed by the person's immune system.
23. The immune system \_\_\_\_\_  
a) carries digested food round the body.  
b) circulates around the body.  
c) defends the body against diseases.  
d) removes waste from the body.
24. The majority of people who contract HIV do so through \_\_\_\_\_  
a) contact with unsterilised sharp objects.  
b) shaking hands with unhealthy people.  
c) sharing bedrooms with infected people.  
d) sexual intercourse with infected partners.
25. From the passage we learn that \_\_\_\_\_  
a) a pregnant mother cannot pass HIV to an unborn child.  
b) a pregnant mother can pass HIV to an unborn child.  
c) all pregnant women have HIV.  
d) all babies born to mothers with HIV also have HIV.
26. There are \_\_\_\_\_ chances of contracting HIV from kissing as long as none of the people involved have no open wounds on their lips or inside their mouths.  
a) very high  
b) minimal  
c) fifty percent  
d) sixty percent

### LANGUAGE QUESTIONS

**Choose the best word or words to complete each of the following sentences:**

27. AIDS is a condition just \_\_\_\_\_ high blood pressure and epilepsy.  
a) if  
b) of  
c) for  
d) like
28. It is advisable for married people to get tested \_\_\_\_\_ HIV before deciding whether to have a baby or not.  
a) if  
b) of  
c) for  
d) in
29. It is good practice to dispose \_\_\_\_\_ any needles that have come into contact with human blood.  
a) by  
b) for  
c) of  
d) against



## LANGUAGE QUESTIONS

**Choose the word from those given which is opposite in meaning to the one in underlined:**

36. The queen was wearing an expensive robe at the feast.  
a) ancient  
b) cheap  
c) friendly  
d) brunette
37. The brave soldiers attacked the city last night.  
a) fought  
b) destroyed  
c) entered  
d) defended
38. The line I drew was very crooked.  
a) straight  
b) long  
c) perimeter  
d) distant
39. The aeroplane ascended through the cloud.  
a) landed  
b) flew  
c) descended  
d) disappeared
40. The number of our children increases every year.  
a) multiplies  
b) decreases  
c) averages  
d) flows

**Read the passage below and answer the questions that follow.**

### Passage 5

One day Mrs Gwenzi went shopping. When her husband came home in the evening she began to tell him about a beautiful cotton dress. "I saw it in a shop this morning," she said, "and ..."

"And you want to buy it," said her husband. "How much does it cost?"

"Five hundred thousand dollars."

**“Five hundred thousand dollars, for a cotton dress? That is too much!”**

But every evening when Mr Gwenzi came back from work, his wife continued to speak only about the dress, and at last, after a week, he said, "Ok, buy the dress! Here is the money!" She was very happy.

On the next evening Mr Gwenzi came home and asked, "Did you buy the famous dress?" She answered, "No."

**"Why not?" He asked.**

“Well, it **was** still in the window of the shop after a week, so I thought: nobody else wants this dress, so I **don’t** want it either.”

## COMPREHENSION QUESTIONS

41. The dress which Mrs Gwenzi wanted her husband to buy for her was made of \_\_\_\_\_
- a) leather.
- b) silk.
- c) sisal.
- d) cotton.

42. The dress would cost \_\_\_\_\_  
a) five thousand dollars. b) fifty thousand dollars.  
c) five hundred thousand dollars. d) five million dollars.
43. Mr Gwenzi thought that the dress was \_\_\_\_\_  
a) cheap. b) expensive.  
c) not beautiful. d) beautiful.
44. Mrs Gwenzi was given the money to buy the dress after \_\_\_\_\_  
a) two weeks. b) one week.  
c) three weeks. d) four weeks.
45. The word 'famous' in the passage means the same as \_\_\_\_\_  
a) disliked. b) beautiful.  
c) much-talked about. d) ugly.

### LANGUAGE QUESTIONS

**Choose the best word or words to complete each of the following sentences:**

46. The dress \_\_\_\_\_ Mrs Gwenzi wanted her husband to buy for her was manufactured in Zimbabwe.  
a) whose b) whom  
c) of which d) which
47. Neither Mrs Gwenzi nor her husband \_\_\_\_\_ which company had manufactured the dress.  
a) known b) knowing  
c) knew d) know
48. None of the women in the town \_\_\_\_\_ the dress which Mrs Gwenzi wanted to buy.  
a) likening b) liking  
c) like d) liked
49. Mrs Gwenzi was so disappointed \_\_\_\_\_ she did not buy the dress.  
a) that b) of which  
c) why d) if
50. Mrs Gwenzi later \_\_\_\_\_ a wise decision not to buy the dress.  
a) make b) made  
c) making d) has made

## EXERCISE 2

**Read the passage below and answer the questions that follow:**

## Passage 1

Child abuse is fast becoming a problem in Zimbabwe. There are various forms of this problem. For example, children can be abused sexually or through ill-treatment at homes and other places.

According to recent newspaper reports, most victims of child abuse are below the age of sixteen. Most of these children are abused by people who are very close to them, such as parents, guardians, older siblings, maids, neighbours or family friends.

What makes child abuse difficult to deal with is that most victims do not report it to their parents, close relatives or the police. This is usually because in the majority of cases, abused children are threatened with death or withdrawal of material support. Children should, however, remember that no one has a right to abuse them. They should, therefore, be courageous enough to report any form of abuse to their parents, other family members or the police.

## COMPREHENSION QUESTIONS

1. There are \_\_\_\_\_ forms of child abuse.  
a) two  
b) different  
c) three  
d) four
2. Most of the children who are abused are \_\_\_\_\_.  
a) under the age of sixteen.  
b) over the age of sixteen.  
c) between the ages of sixteen and twenty.  
d) over twenty years old.
3. The word "guardians" in the passage means the same as \_\_\_\_\_.  
a) cousins  
b) grandparents  
c) people taking care of a child who is not their own.  
d) uncles and aunts.
4. The word in the passage which means the same as "one's brothers and sisters" is \_\_\_\_\_.  
a) guardians.  
b) siblings.  
c) maids.  
d) neighbours.
5. Child abuse is difficult to deal with because \_\_\_\_\_.  
a) victims do not have anyone to report to.  
b) the police do not listen to reports by children.  
c) victims feel it is not necessary to report.  
d) most victims do not report the abuse.

## LANGUAGE QUESTIONS

**Choose the best word or words to complete each of the following sentences:**

6. Children are usually abused by either parents \_\_\_\_\_ close relatives.
- a) and                      b) but
- c) or                        d) with

7. Victims of child abuse should \_\_\_\_\_.
  - a) be afraid or ashamed.
  - b) neither be timid nor forgiving.
  - c) report abuse to either the police or to their parents.
  - d) be supported either by the community or the extended family.
8. All an abused child \_\_\_\_\_ to do is tell someone about the abuse.
  - a) needed
  - b) needs
  - c) is need
  - d) need
9. Parents and relatives are \_\_\_\_\_ examples of people who can abuse children.
  - a) all
  - b) one
  - c) both
  - d) many
10. Reports \_\_\_\_\_ the child abuse make a sad reading.
  - a) in
  - b) with
  - c) by
  - d) on

**Read the passage below and answer the questions that follow:**

### **Passage 2**

For a long moment we did not know what to do. We just stared at each other in silence. Things, however, became obvious. There was no time to waste blaming each other for the trouble we were clearly in now.

My twin brother Farai and I, had travelled all the way to Harare from our rural home in Bocha. Upon arrival at Mbare, the main bus terminus in Harare, Farai had suggested that since it was now late we should go and sleep at Uncle Patrick's house in Highfield. I had, however, insisted that we should go to Gunhill where our brother, Joseph rented a three bedroomed cottage. We had both been offered Form One places at St. Ignatious College and the following day was the deadline for the acceptance of the offers.

When we arrived in Gunhill at about half past seven in the evening we were, however, shocked to learn that our brother was no longer staying at Number 7 Acacia Drive. The new lodger, a cruel-looking old man, told us he did not know Joseph's new address. He had moved in a few days after Joseph's departure. After this explanation, he politely ordered us out of the premises. With only a little money on us, the next course of action was going to be difficult to decide on.

### **COMPREHENSION QUESTIONS**

11. The word obvious in the passage means the same as \_\_\_\_\_.
  - a) unclear.
  - b) clear.
  - c) confused.
  - d) easy.
12. After realising the trouble they were now in, the brothers decided that \_\_\_\_\_.
  - a) they could wait a little longer for a solution.
  - b) there was no time to waste.
  - c) they could phone their brother.
  - d) no one would come to their rescue.
13. Farai had suggested that they should go to their uncle's house because \_\_\_\_\_.
  - a) their uncle stayed alone.
  - b) it was getting late.
  - c) their uncle would welcome them anyway.
  - d) they were too tired to travel to Gunhill.

14. The word deadline in the passage means the same as \_\_\_\_\_  
a) the last day. b) the first day.  
c) two days after the last day. d) one day before the last day.
15. Deciding what to do was difficult because \_\_\_\_\_  
a) it was getting darker and darker.  
b) the old man had politely ordered them out of the premises.  
c) they had only a little money on them.  
d) they did not know the way back to Mbare.

### LANGUAGE QUESTIONS

**Choose the best word or words to complete each of the following sentences:**

16. We \_\_\_\_\_ in Bulawayo since 1999.  
a) will live b) has lived  
c) is living d) have lived
17. The \_\_\_\_\_ is made up of five members.  
a) comit b) committee  
c) comet d) cometh
18. The teacher told us we would be responsible for our \_\_\_\_\_.  
a) chose. b) choose.  
c) choosing. d) choice.
19. The \_\_\_\_\_ from the kitchen was appetising.  
a) cent b) sent  
c) send d) scent
20. Chipso used aluminium foil to \_\_\_\_\_ the present.  
a) wrap b) rape  
c) reap d) ripe

**Read the passage below and answer the questions that follow:**

#### Passage 3

Soon after her arrival, Esther broke the big news. I had never seen my father so happy. It was as if he was the one who had won the scholarship. He received the news with such jubilation you would have thought my sister, Esther, had been the first student in the whole country to win a scholarship.

Esther was in her final year at the University of Zimbabwe. She was pursuing a degree in Electrical Engineering. My parents were so proud of her that they would boast about her achievements to anyone who cared to listen. Now, she had won a scholarship to do a masters degree at a university overseas. She would be leaving soon after her final examinations. I was very happy for her, but I could not help being a little bit jealous of her achievements. This was especially because my performance at school would always be compared with Esther's and being a boy, it was said I was supposed to do better all the time.

Whereas Esther enjoyed science subjects and the calculations associated with them, I was more comfortable with the languages, Geography and History. Since her primary school days, Esther had said she would one day become an engineer and indeed she was about to qualify as one. My aim was to study law, but my father always said that it was a field for women.



## COMPREHENSION QUESTIONS

21. The big news was that \_\_\_\_\_  
a) Esther had passed her final examination.  
b) Esther had been expelled from University.  
c) Esther had found a job.  
d) Esther had won a scholarship.
22. Esther was in \_\_\_\_\_  
a) her first year at university.  
b) her final year at university.  
c) her third year at university.  
d) her second year at university.
23. Esther would be going to a university \_\_\_\_\_  
a) in another province in the country.  
b) in another district in the country.  
c) outside the country.  
d) in another town in the country.
24. The writer was a little bit jealous of his sister because \_\_\_\_\_  
a) he was not good at science subjects.  
b) he hated calculations while she enjoyed them.  
c) he would be remaining behind while she went overseas.  
d) his performance at school was always being compared with hers.
25. The writer's father thought that \_\_\_\_\_  
a) only men should study law.  
b) only women should study law.  
c) both men and women should study law if they wish.  
d) only men should study Electrical Engineering.

## LANGUAGE QUESTIONS

**Choose the best word or words to complete each of the following sentences**

26. Most young girls prefer rice \_\_\_\_\_ sadza.  
a) to  
b) than  
c) for  
d) not
27. She told the class,  
a) "It's very important to follow instructions in an examination?"  
b) "It's very important to follow instructions in an examination."  
c) "Its very important to follow instructions in an examination."  
d) "Its very important to follow instruction's in an examination."
28. Grandmother asked Peter,  
a) "What time do you think you'll have come back from school."  
b) "What time do you think you'll have come back from school!"  
c) "What time do you think you'll have come back from school?"  
d) "What time do you think you'll have come back from school?"
29. You can only pass mathematics if you have the \_\_\_\_\_ attitude towards the subject.  
a) write  
b) right  
c) wright  
d) rite

30. The famous cricketer tied the \_\_\_\_\_ with his fiancée last week.
- |         |         |
|---------|---------|
| a) not  | b) note |
| c) knot | d) net  |

**Read the passage below and answer the questions that follow:**

**Passage 4**

Even before he was properly awake, David was conscious of the fact that this might be his last Sunday at home for a long time. He and Shadreck would be returning to school on Tuesday, and after that? Who could say? Several boys had crossed to Mozambique last term and the likelihood was that many more would follow this term.

He and Shadreck were determined to go, and during a *pungwe* meeting near the school, they were called and told to be ready to go at any time. David always liked Sundays at home. *Baba* would not hear of them doing any work on the farm on Sunday except what was necessary for the animals.

"If we work on Sunday," he would say, "God won't bless our work on the other six days. Besides, we and the animals all need a rest." Sometimes they went to church at the mission or they visited friends on nearby farms. His father would join the other men for a drink, but David rarely touched beer.

Today he planned to do some studying with Shadreck as tomorrow they would be busy packing. He nudged Shadreck, still asleep beside him, "Come on, Shad, it's time we went down to milk the cows." After they had finished at the kraal they had their breakfast, collected their school books and went off into the veld calling to the two dogs to follow them.

(Adapted from: *Crossing the Boundary Fence* by Patricia Charter. Published by College Press)

**COMPREHENSION QUESTIONS**

31. On Tuesday David and Shadreck would be \_\_\_\_\_
- |                                |                              |
|--------------------------------|------------------------------|
| a) going back to town.         | b) going back to school.     |
| c) going back to the hospital. | d) going back to university. |
32. After being called at a *pungwe* near the school, as recruits, David and Shadreck had been told to \_\_\_\_\_
- |   |   |
|---|---|
| a) be ready to go any time.                       | b) wait for the return of the other boys. |
| c) wait until it was safe to cross to Mozambique. | d) wait until they were called.           |
33. David always liked Sundays at home because \_\_\_\_\_
- |  |
|--|
| a) his family had delicious meals on Sundays.            |
| b) it was a day on which they went to church.            |
| c) his father insisted that they should rest on Sundays. |
| d) it was a day on which they fed the animals.           |
34. David planned to do some studying with Shadrach because \_\_\_\_\_
- |  |
|--|
| a) they were going to write an examination on the first day at school. |
| b) he enjoyed studying on Sundays.                                     |
| c) the following day they would be busy packing.                       |
| d) they had not had any other time to study.                           |
35. The two boys went to study \_\_\_\_\_
- |                 |                        |
|-----------------|------------------------|
| a) up a kopje.  | b) in the veld.        |
| c) in the bush. | d) in the maize field. |

## LANGUAGE QUESTIONS

**Choose the best word or words to complete each of the following sentences:**

36. To stay healthy one must \_\_\_\_\_ regularly.  
a) access    b) exercise  
c) excess     d) excise
37. The team has been described as the \_\_\_\_\_ that we have ever produced.  
a) most bad                                        b) worse  
c) worst    d) most worst
38. None of the children \_\_\_\_\_ where Tawanda is at the moment.  
a) knew    b) knows  
c) known     d) knowing
39. We were asked to go and \_\_\_\_\_ the two soccer teams playing in the cup competition.  
a) watches                                        b) watching  
c) watch    d) watched
40. Light travels \_\_\_\_\_ than sound.  
a) fast    b) more fast  
c) faster    d) fastest

**Read the passage below and answer the questions that follow:**

### Passage 5

“Good morning, Sister,” Father Hancock stood up behind his desk, “Please sit down. What can I do for you?”

"Well father. I have come to make a report," Sister Barbara began, "I think there is something I ought to tell you, though very unofficially of course."

"Yes carry on."

"I was crossing from the dormitories to the school office last night when I saw a group of students, about seven or eight of them, behind the Form 4 classroom. It looked as if they were having some sort of meeting."

**“What time was this?”**

"About nine I should say, though it might have been a bit later."

"I think it was a meeting of the committee. You may not know, Sister that this is a group of students which has contact with the comrades. I expect you had the same sort of thing at your last school. I have known about this committee for sometime and I am fully in approval. But with the exception of Mr Chisambo, I have not as yet told any members of staff because of the security aspect, but perhaps I should."

(Adapted from: *Crossing the Boundary Fence* by Patricia Charter. Published by College Press)

## COMPREHENSION QUESTIONS

41. Sister Barbara had gone to Father Hancock \_\_\_\_\_
- a) to ask for permission to go to town.
  - b) to make a report.
  - c) to complain about the students indiscipline.
  - d) to tell him she was going to resign.

42. Sister Barbara thought the students were \_\_\_\_\_  
 a) fighting. b) holding a meeting.  
 c) quarrelling. d) studying.
43. The committee was \_\_\_\_\_  
 a) a group of students in the debating club.  
 b) a group of students in touch with the government soldiers.  
 c) made up of senior prefects.  
 d) a group of students in touch with the comrades.
44. The existence of the committee was known by Father Hancock and \_\_\_\_\_  
 a) two other members of staff. b) one other member of staff.  
 c) three other members of staff. d) four other members of staff.
45. From the information in the passage Sister Barbara \_\_\_\_\_  
 a) had never taught at any other school. b) had been teaching at another school.  
 c) was planning to transfer to another school. d) was planning to go to university.

### LANGUAGE QUESTIONS

**Choose the best word or words to complete each of the following sentences:**

46. The three \_\_\_\_\_ decision was accepted by all their followers.  
 a) leader's b) leaders'  
 c) leaders's d) leaders
47. Most of the children at Tsungai Primary School this year \_\_\_\_\_ boarders.  
 a) is b) were  
 c) are d) was
48. We bought five oranges three of \_\_\_\_\_ were rotten.  
 a) whose b) whom  
 c) that d) which
49. The books \_\_\_\_\_ the table belong to Makanaka.  
 a) on b) over  
 c) in d) beyond
50. \_\_\_\_\_ children from our school visited Matopos last week.  
 a) Fort b) Fought  
 c) Forty d) Forth

### EXERCISE 3

**Read the passage below and answer the questions that follow:**

### Passage 1

Thandie woke up at five o'clock in the morning as usual. She had to make fire in order to prepare porridge which she and her brother, Tinashe, would have as breakfast before going to school. The school was about eight kilometres away so they had to start early.

Thandie and Tinashe had come to the village to stay with their maternal grandmother after the death of their mother. Their father had also passed away three years earlier. Both of them had died of AIDS-related diseases. Unfortunately, Togara, Thandie's uncle, her father's younger brother, had taken all the property and sold their house in Budiriro, a high density suburb in Harare.

At first, Thandie and Tinashe could not cope with rural life. Now they were used to it. Thandie was twelve years old now and in Grade Seven. Tinashe was nine and in Grade Four. They soon learnt that they were not the only children at school, whose parents had died of AIDS-related diseases and were being looked after by their grandparents.

There were several children in similar circumstances. Mrs Mangwenya, the Senior Woman of the school, held counselling sessions for such children. She was also the school's link teacher with a non-governmental organisation that was providing material and financial support to such children.

## COMPREHENSION QUESTIONS

- From the passage we learn that Thandie woke up at five \_\_\_\_\_.  
a) rarely.  
b) most of the time.  
c) once in a long while.  
d) lazily
- Thandie and Tinashe had to leave early for school because \_\_\_\_\_.  
a) they were very lazy.  
b) they wanted to avoid being late.  
c) they liked school very much.  
d) their teacher was a cruel man.
- In the village Thandie and Tinashe stayed with \_\_\_\_\_.  
a) their father's mother.  
b) their father's father.  
c) their mother's mother.  
d) their uncle Togara.
- Thandie and Tinashe's parents had died \_\_\_\_\_.  
a) in a car accident.  
b) in a shootout with robbers.  
c) in floods that had hit the country.  
d) of AIDS-related diseases.
- Mrs Mangwenya was the school's \_\_\_\_\_.  
a) headmistress.  
b) senior woman.  
c) interact club patron.  
d) teacher-in-charge.

## LANGUAGE QUESTIONS

**Choose the best word or words to complete each of the following sentences:**

6. The President said the country can only develop if there is \_\_\_\_\_ in the country.
- a) piece                      b) pierce  
c) pears                     d) peace



14. In addition to veterinary science, Dr Munyonga also studied \_\_\_\_\_  
a) pharmacy. b) accounting.  
c) management. d) philosophy.
15. At the time that the story was written, Dr Munyonga was studying for a \_\_\_\_\_  
a) Master of Science in Tourism and Hospitality Management degree.  
b) Master of Science in Strategic Management degree.  
c) Master of Public Administration degree.  
d) Master of Business Administration degree.
16. Dr Munyonga believes that \_\_\_\_\_  
a) girls should not perform better than boys in anything.  
b) girls should not aim at the best performance in anything.  
c) men's standards of ability should not be used to measure the performance of women.  
d) girls should only compete amongst themselves.

### LANGUAGE QUESTIONS

**Choose the best word or words to complete each of the following sentences:**

17. Dr Munyonga believes the only difference \_\_\_\_\_ men and women is biological.  
a) after b) to  
c) between d) of
18. The two \_\_\_\_\_ music has been well received by gospel music lovers.  
a) sister's b) sisters'  
c) siste'rs d) sisters's
19. There are not too many \_\_\_\_\_ books on the market these days.  
a) childrens' b) children's  
c) childrens's d) childre'ns
20. One of the armed \_\_\_\_\_ was shot dead by the police.  
a) robber b) robber's  
c) robbers d) robbers'
21. The team has parted ways with \_\_\_\_\_ coach.  
a) its b) it's  
c) its' d) its's
22. The student was asked to \_\_\_\_\_ Mutsvairo's poem.  
a) receipt b) recite  
c) re-site d) re-sight

**Read the passage below and answer the questions that follow:**

#### Passage 3

And so Dumbani lived, mixing with the kopjes and the rivers so that he grew thin and tough and continually wary. He was now, in every sense, a creature of the wilds. He spent most of the time longing for company, but he decided to forget about this, reminding himself that he was lucky even to be alive. By and large, Dumbani was happy.

Then, one morning as the sun filtered yellowly through the trees, Dumbani awoke with a start. The scent of wood smoke filled the little nook he had made in a bush thicket on the bank of a stream, and Dumbani was surprised to see an old man calmly piling twigs on the hot coals of the previous night's fire. Instinctively, he grabbed for his assegai. It was gone. Noticing the movement, the stranger looked up at him steadily.

"*Sabona, mnganaam!*" The greeting was very respectful and politely formal. Dumbani rose quickly, filled with hope, but stopped short when he saw his spear lying at the old man's side. The stranger, his eyes fixed on the young man's face, handed him the spear. Dumbani took it and sat down, wondering.

(Adapted from: *The Warrior* by B.W. Murgatroyd. Published by College Press, 2000.)

### COMPREHENSION QUESTIONS

23. At the beginning of the story Dumbani lives \_\_\_\_\_  
a) with his grandmother. b) with his grandmother and grandfather.  
c) with his parents. d) on his own.
24. Dumbani lives \_\_\_\_\_  
a) in a village. b) in a modern city.  
c) in the bush. d) on a farm.
25. The expression 'by and large' suggests that Dumbani was \_\_\_\_\_  
a) not happy at all. b) happy to a large extent.  
c) neither very happy nor very sad. d) very sad.
26. Dumbani awoke with a start because \_\_\_\_\_  
a) he had seen a lion. b) he sensed the scent of wood smoke.  
c) he heard some human voices. d) someone had tapped his shoulder.
27. When Dumbani tried to grab his *assegai* he found that \_\_\_\_\_  
a) it was no longer where he thought it was.  
b) it was lying five metres from where he was.  
c) it had been broken into pieces by the old man.  
d) the old man was holding it above his head, ready to strike.

### LANGUAGE QUESTIONS

**Choose the best word or words to complete each of the following sentences:**

28. Children are the \_\_\_\_\_ members of our society.  
a) more vulnerable b) much vulnerable  
c) much more vulnerable d) most vulnerable
29. \_\_\_\_\_ the years people have not been talking openly about child abuse.  
a) In b) Over  
c) Under d) When
30. I remember \_\_\_\_\_ her before.  
a) to meet b) having met  
c) have met d) had met



31. The workers \_\_\_\_\_ the letter yet  
a) have not written                      b) did not write  
c) does not write                        d) having written
32. The nurse said we should always \_\_\_\_\_ against cholera.  
a) gourd                                      b) gauge  
c) guide                                        d) guard
33. During Chief Gwenzi's \_\_\_\_\_ our people moved to Mhondoro.  
a) rain                                        b) reign  
c) ruin                                         d) ran

**Read the passage below and answer the questions that follow:**

#### **Passage 4**

In a small village called Mukazi in Wedza, Zimbabwe, there lived a boy called Kapitau, an orphan. His parents died when he was young. He also did not know any of his relatives.

Kapitau grew up under harsh conditions as a servant of the chief. He spent most of his time herding cattle and he would often be asked to go and collect firewood for the chief's court.

Mbuya Maruteta, one of the elderly women in the village had told Kapitau that his parents and relatives had all died in the floods which had destroyed lives, property, livestock and other valuable things. She said that the little baby Kapitau, who was only a month old then, had miraculously survived the tragedy. He was picked up a few days after the floods by Chikobvu, the chief of the area, who was also a traditional healer.

One day Kapitau went out into the forest with other boys and girls from the village to look for firewood. A big snake suddenly appeared in front of the children.

"Snake! Snake!" shouted Kapitau as he ran into the thick forest. The snake remained stationary, with its head raised almost half a metre above the ground. It was indeed a big, big snake. The other children quickly took to their heels, heading in the direction of the village. Kapitau was so shocked that he kept on running in his own direction until he was tired. To his horror, the snake appeared again in front of him. Kapitau jumped up and down. "Snake! Snake! Help! Help!"

*(Adapted from: Kapitau and the Magic Whistle by A. Mushonga. Published by Priority Projects Publishing, 2001.)*

#### **COMPREHENSION QUESTIONS**

34. Kapitau lived in a village called \_\_\_\_\_.  
a) Zimbabwe.                                b) Wedza.  
c) Mukazi.                                    d) Chikobvu
35. Which word in the passage tells us that Kapitau's parents had died?  
a) young                                        b) orphan  
c) harsh                                         d) elderly
36. Whom did Kapitau work for?  
a) Mbuya Maruteta                        b) his parents  
c) his relatives                                d) the chief

37. The floods had killed \_\_\_\_\_  
 a) none of Kapitau's relatives. b) all of Kapitau's relatives.  
 c) some of Kapitau's relatives. d) a few of Kapitau's relatives.
38. Where was Kapitau when he saw the big snake?  
 a) in the village b) in the forest  
 c) at mbuya Maruteta's house d) at the cattle kraal
39. The word "perished" in the passage would mean the same as \_\_\_\_\_  
 a) died. b) troubled.  
 c) fell. d) cried.
40. The snake remained stationary. "Stationary" means the same as \_\_\_\_\_  
 a) running. b) moving.  
 c) still. d) slithered away.
41. The snake appeared again \_\_\_\_\_  
 a) behind Kapitau. b) at Kapitau's side.  
 c) in front of Kapitau. d) two metres away from Kapitau.
42. Kapitau's parents had been \_\_\_\_\_  
 a) killed in a war. b) killed in devastating floods.  
 c) bitten by a snake. d) picked up by chief Chikobvu.
43. Besides being a chief, Chikobvu was also \_\_\_\_\_  
 a) Kapitau's relative. b) a traditional healer.  
 c) a herd boy. d) married to Mbuya Maruteta.

### LANGUAGE QUESTIONS

**Choose the best word or words to complete each of the following sentences:**

44. Temba could not \_\_\_\_\_ his family by telephone when he was in Murewa.  
 a) conduct b) contact  
 c) contract d) conductor
45. "Sit down," \_\_\_\_\_  
 a) The teacher told the boy. b) "The teacher told the boy."  
 c) the teacher, "told the boy." d) the teacher told the boy.
46. The snake that Kapitau saw was \_\_\_\_\_ than the one that bit Mbuya Maruteta.  
 a) big b) more bigger  
 c) biggest d) bigger
47. Kapitau was \_\_\_\_\_ tired \_\_\_\_\_ he rested under the tree.  
 a) so ... that b) even ... though  
 c) too ... to d) so ... to
48. \_\_\_\_\_ Kapitau nor his friends knew his parents.  
 a) Either b) Neither  
 c) Both d) All
49. The two brothers fought \_\_\_\_\_ their late father's wealth.  
 a) about b) on  
 c) over d) by
50. The girl \_\_\_\_\_ results were excellent won a scholarship to study medicine at Harvard University.  
 a) whom b) whose  
 c) who d) which

## EXERCISE 4

**Read the passage below and answer the questions that follow:**

## Passage 1

A desert is a dry region where there are hardly any living things. Animals cannot live without plants and in a desert there are few plants because of lack of water.

Deserts are huge tracks of land that are barren and desolate. About a quarter of the total area of Africa is a desert, and nowhere in this great continent is the desert far away from our doors.

Deserts may be produced by very slow changes in climate over which we have no control. But large areas have been, and are being, converted into deserts by people's carelessness. For many centuries, human beings, the most destructive of all living things, have been chopping down the forests, burning the bush and farming the soil.

## COMPREHENSION QUESTIONS

1. In the deserts there are \_\_\_\_\_
  - a) no plants at all.
  - b) very few plants.
  - c) many plants.
  - d) as many plants as anywhere else.
2. A desert is a region where \_\_\_\_\_
  - a) it is barren and desolate.
  - b) there are many animals.
  - c) it is always very hot.
  - d) there is very little sand.
3. If all people were careful there would be \_\_\_\_\_
  - a) no deserts at all.
  - b) more deserts than we have now.
  - c) fewer deserts than we have now.
  - d) just as many deserts as we have now.
4. The fraction of Africa that is not desert is \_\_\_\_\_
  - a) less than the fraction that is desert.
  - b) about three quarters.
  - c) about one quarter.
  - d) half of the whole continent.
5. Which of the following human activities is not responsible for the formation of deserts?
  - a) planting trees.
  - b) burning the bush.
  - c) chopping down forest.
  - d) clearing the land for farming.

## LANGUAGE QUESTIONS

**Choose the best word or words to complete each of the following sentences:**

6. The whole night, it was raining \_\_\_\_\_  
a) fast. b) curiously.  
c) heavily. d) certainly.
7. He cut himself with a knife and was bleeding \_\_\_\_\_  
a) profusely. b) well.  
c) lovingly. d) surely.
8. When her son died, the widow cried \_\_\_\_\_  
a) sweetly. b) poorly.  
c) bitterly. d) carefully.
9. The students all listened \_\_\_\_\_  
a) attentively. b) cruelly.  
c) weakly. d) slowly.

10. The hungry pigs are feeding \_\_\_\_\_  
a) carefully. b) skilfully.  
c) greedily. d) beautifully.

**Read the passage below and answer the questions that follow:**

### Passage 2

One day, Kapitau was sitting alone in his palace. He called little Simba, one of his favourite sons. Kapitau took Simba to his secret room. "My beloved son Simba, I have called you here because I would like to tell you a secret. But before I do so, I would like you to assure me that you won't give away the secret. Not even to your mother, best friend, neither should you tell your brothers nor sisters." It was a tense moment.

After some hesitation, Simba said, "I won't."

"Are you sure?" asked the father once more.

"I won't," repeated Simba.

He showed him the secret place where he kept his magic whistle and how it worked. One day an argument erupted between Simba and his elder brothers. It was an argument about who would inherit the father's riches when he died.

The brothers made a mockery of Simba saying that even though he was the favourite, he would not get anything when the father died. They said they would take everything and he would get nothing.

Simba hit back at his brothers, telling them that he wouldn't mind even if they took away everything because he would still remain with something special. The boys kept on teasing him and asking him to prove that his father had given him something special.

*(Adapted from: Kapitau and the Magic Whistle by A. Mushonga. Published by Priority Projects Publishing, 2001.)*

### COMPREHENSION QUESTIONS

11. A palace is a place where \_\_\_\_\_  
a) a servant lives. b) a king lives.  
c) there is a secret room. d) a chief's relatives live.
12. The phrase "give away the secret" means the same as \_\_\_\_\_  
a) hide the secret. b) reveal the secret.  
c) run away from home because of the secret. d) destroy the secret.
13. Simba was supposed to tell the secret to \_\_\_\_\_  
a) his mother and brothers. b) his best friend.  
c) his sisters. d) nobody.
14. Kapitau showed Simba \_\_\_\_\_  
a) where he had hidden his riches. b) his magic whistle and how it worked.  
c) his riches. d) his palace.
15. The argument between Simba and his brothers was over who would inherit \_\_\_\_\_  
a) their father's magic whistle. b) their father's riches.  
c) their father's magical powers. d) their father's trade secrets.

16. The word 'inherit' in the passage means the same as \_\_\_\_\_  
 a) to make someone rich.  
 b) to destroy the property of someone who has died.  
 c) to receive the property of someone who has died.  
 d) to spend riches at will.
17. The something special Simba would remain with was the \_\_\_\_\_  
 a) riches.  
 b) goats and cattle.  
 c) magic whistle.  
 d) secret place.
18. Simba's brothers were teasing him. Teasing means the same as \_\_\_\_\_  
 a) to scold someone.  
 b) to warn someone.  
 c) to speak politely to someone.  
 d) to joke with someone.
19. Simba's brothers kept teasing him so that he could \_\_\_\_\_  
 a) hide the magic whistle.  
 b) prove that his father had given him something special.  
 c) show them the riches he had inherited from his father.  
 d) cry.
20. Simba \_\_\_\_\_  
 a) would not worry if his brothers took away all their father's riches.  
 b) would cry if his brothers took away the riches.  
 c) would run away if his brothers took away the riches.  
 d) would tell his mother if his brothers took away the riches.

### LANGUAGE QUESTIONS

**Choose the best word or words to complete each of the following sentences:**

21. Simba was not supposed to tell the secret \_\_\_\_\_ to his brothers and sisters  
 \_\_\_\_\_ his best friend.  
 a) neither... or  
 b) either... or  
 c) neither... nor  
 d) either... neither
22. Simba's brothers did not know the \_\_\_\_\_ room in which the whistle was kept.  
 a) exit  
 b) exact  
 c) exactly  
 d) exert
23. Of all the boys Simba was the \_\_\_\_\_  
 a) most angry.  
 b) angry.  
 c) angrier.  
 d) angriest.
24. The magic whistle was his \_\_\_\_\_  
 a) father's.  
 b) fathers'.  
 c) father  
 d) fathers.
25. Simba had only \_\_\_\_\_ to blame for letting the secret out.  
 a) him self  
 b) himself  
 c) his self  
 d) his

**Read the passage below and answer the questions that follow:**

### **Passage 3**

The long awaited day arrived. The visiting team had already arrived and dressed up for the biggest match of the year. The spectators took up their seats around the playground, unable to guess which team would win.

The umpire blew the whistle and two teams trotted widely separated onto the field. The home team came on first, and then the visiting team followed. We all held our breath as the match began.

Just before the halftime interval, a slow ball came rolling towards our goal. I signalled to our goalkeeper to relax as I was going to clear it away, but in trying to do so, I missed the ball and it rolled into our goal. It was a goal! The visitors were jubilant, but we were depressed. After the rest we consolidated our attack. We made several scrambles for the ball and several attempts at the enemy's goal but all was in vain. They had now put more than half their men in defence, hoping to maintain their one-goal-to-nil lead over us up to the end of the match.

Just before the final whistle, I abandoned my defensive role and moved to the front line. I received a good pass, then, with the courage of desperation, dribbled past the opponents and hammered home a goal for my side at point-blank range.

The match ended soon after. A date for a rematch was set up and as usual, the restlessness began again.

### **COMPREHENSION QUESTIONS**

26. The writer of this passage was \_\_\_\_\_  
a) a player of the winning team.                      b) a player on the home team.  
c) one of the spectators.                                d) the goalkeeper of the home team.
27. The biggest football match of the year \_\_\_\_\_  
a) was won by the home team.                      b) was won by both of them.  
c) ended in a draw.                                      d) ended in bitter fighting among the players.
28. When the match began, the spectators \_\_\_\_\_  
a) knew which team was going to win.            b) knew the match would end in a draw.  
c) saw that it was a dull game.                      d) could not foretell the end result of the match.
29. Towards the end of the match, the visiting team \_\_\_\_\_  
a) was eager to score more goals.                      b) made several scrambles for the ball on their own.  
c) made another score for their side.                d) concentrated on defending their goal.
30. When the match ended, the restlessness began because \_\_\_\_\_  
a) the two teams were going to play together again.  
b) football is a very dangerous game.  
c) the match had ended soon after a score.  
d) someone had dribbled past the opponent.

### **LANGUAGE QUESTIONS**

**Choose the best word or words to complete each of the following sentences:**

31. \_\_\_\_\_ student wants to be counted among the best.  
a) All    b) Every  
c) Some    d) Most

32. \_\_\_\_\_ accusation laid against him was true.  
a) Every b) Some  
c) Most d) All
33. \_\_\_\_\_ usher was where they had been told to be by the headmaster.  
a) Some b) Most  
c) Every d) All
34. "\_\_\_\_\_ side has won," said the chairman after the meeting.  
a) All b) Each  
c) Both d) Most
35. \_\_\_\_\_ prefect has his or her special duties.  
a) All b) Both  
c) Every d) More
36. Tambu visited her sick father \_\_\_\_\_ three days.  
a) most b) more  
c) some d) every
37. Three boys stood in \_\_\_\_\_ row at assembly.  
a) a b) much  
c) by d) some
38. The coach said Peter could play for \_\_\_\_\_ the senior team or the reserve team.  
a) all b) more  
c) none d) either
39. The teacher wanted to find out who had made \_\_\_\_\_ mistakes in the test.  
a) the list b) the least  
c) the best d) good
40. There were \_\_\_\_\_ letters for Catherine in the letter box.  
a) an b) a  
c) any d) some

**Read the passage below and answer the questions that follow:**

### Passage 4

"That's the end of the weather forecast," said the radio announcer as Mike and Peter prepared to go out.

“There you are, Peter,” stated Mike, “If we go, we will get caught in this storm and according to the forecast, it’s a very serious one.”

"Then we will stay indoors and play a game of chess," Peter suggested.

“Not chess, but cards,” his friend promptly answered suggesting his own favourite game.

“Why not both: chess and cards?” Suggested a third voice from the back. The two boys turned round and saw a figure already running ahead up the side of an ant-hill.

Without delay, the two boys gave chase up the side of a cliff, over the top, down the valley until they caught up with her at the side of the river where the two boys had intended to do their fishing that day.

"Good day, Anna!" The two boys greeted the girl breathing heavily after a long pause.

"You should have brought your fishing lines boys," Anna spoke at last. The two boys looked at each other rather stupidly. They realised that after all, they had at last come down to the river where they had intended to do their fishing.

"We had to give up fishing," said Mike, "because there ..." A deafening roar of thunder cut him short. At once, they all ran home as fast as they could.

### COMPREHENSION QUESTIONS

41. In the passage we learn of \_\_\_\_\_  
a) only two people. b) exactly four people.  
c) more than five people. d) exactly three people.
42. The weather forecast had predicted that the storm was going to \_\_\_\_\_  
a) be a brief one. b) last four days.  
c) be not so dangerous. d) be a very serious one.
43. According to this story, Mike was very interested in \_\_\_\_\_  
a) fishing with nets. b) playing cards.  
c) running down the river. d) playing chess.
44. When the two boys were chasing Anna, they \_\_\_\_\_  
a) did not know that they would reach the river.  
b) thought that they would never catch her.  
c) hoped to catch her by the side of the river. d) wanted to beat her in the forest.
45. In the end, they had to run home because \_\_\_\_\_  
a) they wanted to fetch their fishing lines. b) there was going to be a storm.  
c) they were chasing Anna again. d) Mike could not say all that he wanted.

### LANGUAGE QUESTIONS

**Choose the best word or words to complete each of the following sentences:**

46. Patrick was suspended from work because he had \_\_\_\_\_ to the manager.  
a) laid b) lied  
c) lie d) lead
47. The road which we took \_\_\_\_\_ us astray.  
a) laid b) lied  
c) led d) lead
48. The headmaster warned the mischievous sixth form students that the school was not the right place for \_\_\_\_\_.  
a) none of them. b) either of them.  
c) some of them. d) neither of them.
49. Chengetai lost a purse in \_\_\_\_\_ accident she was involved in last week.  
a) some b) a  
c) more d) the
50. Mr Shava advised us \_\_\_\_\_.  
a) "To work hard inorder to succeed."  
b) "to work hard in order to succeed."  
c) "To," work hard in order to succeed. d) to work hard in order to succeed.



## EXERCISE 5

*Read the passage below and answer the questions that follow:*

### Passage 1

One day Tortoise thought how important he would be if he collected all the wisdom in the world. He travelled to different parts of the world, talked to many clever people and read many learned books until he had what he thought was all the wisdom there was in the world. He put it all in a calabash, closed the mouth tightly lest the wisdom filter out, and then sat down to rest. He began to think of the safest place to keep his calabash.

He roamed the river valley, the mountains and the forests until he found a very tall tree. He fastened the calabash to a rope with one hand. This was very difficult, as the calabash got in his way several times. Halfway up the tree, Tortoise paused to take a breath. He appeared so tired that he could have fallen off the tree trunk any time. Just as he started on again, Hare arrived at the bottom of the tree and looking up, he saw Tortoise still clutching the rope that held the calabash.

"Tie the rope around your waist," suggested Hare, "Then, you will be able to climb more easily." Tortoise was so annoyed at this piece of wisdom that he himself had missed that he dropped the calabash. The calabash smashed into pieces on the hard surface and all its contents scattered throughout the world again.

### COMPREHENSION QUESTIONS

1. Tortoise closed the mouth of the calabash tightly so that: \_\_\_\_\_
  - a) no more wisdom could get inside.
  - b) no wisdom could get out.
  - c) even kings would come to him for advice.
  - d) he could sit down and rest.
2. Climbing the tree was not easy for Tortoise because \_\_\_\_\_
  - a) he was not used to climbing tall trees.
  - b) the calabash was too full of wisdom.
  - c) he was climbing with one hand.
  - d) the calabash got in his way several times.
3. According to the passage, Tortoise thought he had \_\_\_\_\_
  - a) not collected all the wisdom in the world.
  - b) collected all the wisdom in the world.
  - c) already advised many kings.
  - d) not collected any wisdom at all.
4. When Tortoise dropped the calabash \_\_\_\_\_
  - a) its pieces spread throughout the world.
  - b) the wisdom scattered throughout the world.
  - c) he was so annoyed that he wanted to hurt Hare.
  - d) he became the wisest throughout the world.
5. Tortoise was annoyed with Hare's advice because \_\_\_\_\_
  - a) Hare made fun of him.
  - b) it was not good advice.
  - c) it was very good advice.
  - d) He himself had not thought about it.

## LANGUAGE QUESTIONS

**Choose the best word or words to complete each of the following sentences:**

6. Shamiso is \_\_\_\_\_ honourable woman.  
a) a    b) some  
c) an                                         d) none
7. The manager said she was sorry to differ \_\_\_\_\_ us on an important issue.  
a) to                                         b) against  
c) by                                        d) with
8. Most girls are fond \_\_\_\_\_ reading.  
a) for                                        b) in  
c) with                                      d) of
9. The generous lady supplied the poor \_\_\_\_\_ food from her shop.  
a) by                                        b) over  
c) with                                      d) in
10. The villagers took the headman \_\_\_\_\_ his word out of respect.  
a) for                                        b) by  
c) with                                      d) over

**Read the passage below and answer the questions that follow:**

## Passage 2

At a word from his mother, Takadini hopped off to where the other children were playing. He stood timidly at the edge of the playing area watching, as the others sang and danced around in circles or chased one another. The younger children played apart from the bigger ones. After watching for a while, Takadini hopped close to a group that was sitting on the ground playing *Chidhange Chidhange*. He did not attempt to join them, but as he stood over them, they stopped playing and stared up at him. One boy, about two years older than Takadini suddenly got up and began hopping about on one leg, occasionally falling over on purpose. The others laughed each time the actor fell. Takadini thought the other boy was making up a game for his benefit so he joined in the laughter. Then the boy ran up to Takadini, ran around him two times before, on the third circuit, bumping into him, knocking him flat in the dust. As if that was a signal, the others, about nine in all, rose, formed a circle above Takadini and began chanting:

*"Little white rooster, where is your father?  
One legged rooster, hop to your mother...  
We don't want you near us  
Little white rooster, hop, hop away."*

The older children stopped their games to watch what was happening, but no one moved to join in or to stop the jeering. To Takadini, lying on his back in the dust, the children looked frightening as they danced above him chanting and jumping. He covered his eyes and screamed. As if the scream broke a spell, his tormentors stopped dancing and ran off.

(Adapted from: *Takadini* by Ben Hanson. Published by Fidalyn Productions, 1997.)

## COMPREHENSION QUESTIONS

11. The word in the passage which tells us that at first Takadini was afraid of joining the other children who were playing is \_\_\_\_\_  
a) hopped. b) timidly.  
c) edge. d) watching.
12. In addition to singing and dancing the other children were also \_\_\_\_\_  
a) fighting each other. b) splashing water at each other.  
c) playing hide and seek. d) chasing one another.
13. When Takadini stood over the children who were playing, they \_\_\_\_\_  
a) laughed at him. b) chased him away.  
c) jeered at him. d) stopped playing and stared up at him.
14. The boy who stood up and started hopping about on one leg was \_\_\_\_\_  
a) about two years younger than Takadini. b) about two years older than Takadini.  
c) about three years younger than Takadini. d) about three years older than Takadini.
15. Each time the actor fell, the other children \_\_\_\_\_  
a) cried. b) ran away.  
c) laughed. d) also fell over.
16. Takadini joined in the other children's response to the actor's behaviour because \_\_\_\_\_  
a) he did not want the other children to laugh at him.  
b) he thought the other boy was making up a game for his benefit.  
c) the game was exciting.  
d) he was afraid the other boy would beat him up.
17. The word "signal" in the passage means the same as \_\_\_\_\_  
a) a command. b) a request.  
c) an indication. d) a promise.
18. Including the actor, about \_\_\_\_\_ children formed a circle above the fallen Takadini.  
a) ten b) nine  
c) eight d) eleven
19. The word "chanting" in the passage means the same as \_\_\_\_\_  
a) whispering b) shouting.  
c) laughing. d) hissing.
20. In their chanting, the other children asked Takadini \_\_\_\_\_  
a) where he was born. b) why he was different from them.  
c) where his father was. d) why he was standing near them.

## LANGUAGE QUESTIONS

**Choose the best word or words to complete each of the following sentences:**

21. Takadini was \_\_\_\_\_ than the other boys in the village.  
a) cleverest b) cleverer  
c) most clever d) more clever



28. He went to the police station to ask them to \_\_\_\_\_  
 a) arrest his brother. b) give him some food.  
 c) help him find his brother. d) point out the difficulties.
29. When he walked from one shop to another, he was \_\_\_\_\_  
 a) looking for his brother. b) trying to find a job.  
 c) already returning home. d) unpacking some goods.
30. At last he managed to find his brother \_\_\_\_\_  
 a) according to plan. b) because of the brother's effort.  
 c) just by chance. d) because the police helped him.

### LANGUAGE QUESTIONS

**Choose the best word or words to complete each of the following sentences:**

31. Most drinks consist \_\_\_\_\_ water, sugar, colouring and a preservative.  
 a) by b) for  
 c) from d) of
32. The businessman deals \_\_\_\_\_ special Chinese suits.  
 a) for b) from  
 c) with d) in
33. The police officers were encouraged to deal fairly \_\_\_\_\_ all members of the public.  
 a) for b) from  
 c) with d) in
34. People should not derive pleasure \_\_\_\_\_ actions that harm others.  
 a) in b) of  
 c) for d) from
35. The prefects told us that \_\_\_\_\_  
 a) "we would be punished if we made noise."  
 b) "We would be punished if we made noise."  
 c) we would be punished, "if we made noise."  
 d) we would be punished if we made noise.

**Read the passage below and answer the questions that follow:**

#### Passage 4

Mrs Tembo's old grandfather lived with her and her husband. Every morning he went for a walk in the park and came home at half past twelve for his lunch.

One morning, a police car stopped outside Mrs Tembo's house at twelve o'clock, and two policemen helped the old man to get out. One of them said to Mrs Tembo, "The poor old man lost his way in the park and telephoned us for help, so, we sent a car to bring him home." Mrs Tembo was very surprised, but she thanked the policemen and they left.

"But grandfather," she then said, "you have been to that park nearly everyday for twenty years. How did you lose your way there?"

The old man smiled, closed one eye and said, "I did not quite lose my way. I just got tired and did not want to walk home."

### COMPREHENSION QUESTIONS

36. Every morning Mrs Tembo's old grandfather \_\_\_\_\_  
a) went for a swim in the nearby river.  
b) went for a walk in the park.  
c) played golf at the nearby golf course.  
d) played soccer at the nearby sports club.
37. Mrs Tembo's old grandfather always came back home at \_\_\_\_\_  
a) noon. b) half-past one.  
c) half-past twelve. d) half-past four.
38. According to one of the policemen, when Mrs Tembo's grandfather had lost his way in the park he \_\_\_\_\_  
a) shouted for help. b) went to the police station for help.  
c) telephoned the police for help. d) telephoned the fire brigade for help.
39. What did the police send to take Mrs Tembo's grandfather home?  
a) a bicycle. b) a helicopter.  
c) a car. d) a motorbike.
40. After hearing what had happened to her grandfather, Mrs Tembo was \_\_\_\_\_  
a) anxious. b) shocked.  
c) excited. d) surprised.
41. Mrs Tembo's grandfather had been going to the park for nearly \_\_\_\_\_  
a) ten years. b) twenty years.  
c) forty years. d) seventy years.
42. Mrs Tembo's grandfather told the police he had telephoned them for help because \_\_\_\_\_  
a) he had felt sick. b) he had felt faint.  
c) he had felt tired. d) he had failed to find his way home.

### LANGUAGE QUESTIONS

**Choose the best word or words to complete each of the following sentences:**

43. Mrs Tembo, her husband and her grandfather \_\_\_\_\_ lived at the same house.  
a) both b) all  
c) some d) none
44. Mrs Tembo's grandfather \_\_\_\_\_ a very old man.  
a) were b) will  
c) was d) am
45. Mrs Tembo's grandfather enjoyed exercising \_\_\_\_\_ he was old.  
a) although b) where  
c) but d) now

46. The policemen \_\_\_\_\_ brought Mrs Tembo's grandfather home were very kind.  
a) which b) whom  
c) where d) who
47. The old man enjoyed walking through the park because of \_\_\_\_\_ quiet environment.  
a) it's b) it is  
c) its d) i'ts
48. Mrs Tembo's grandfather \_\_\_\_\_ to the policemen that he had lost his way.  
a) laid b) lied  
c) led d) layed
49. Mrs Tembo \_\_\_\_\_ grandfather usually strolls in the park, was a school teacher.  
a) whom b) who  
c) whose d) which
50. Mr Tembo will have to visit the \_\_\_\_\_ to have his shoes repaired.  
a) cobra b) cobbler  
c) tailor d) dentist

## EXERCISE 6

**ZIMSEC Paper 1 2004**

***Read the letter below and answer the questions that follow:***

### **Passage 1**

House Number 1185  
Kupenya Street  
Masasa  
Kwekwe

14 July 2004

Dear Fungai

Friend, it is my pleasure to invite you to my birthday party which will take place on 28 July, 2004. I will be turning thirteen on this day. For a change, we have decided to hold the party at the church as the day will be a Sunday. Everyone is looking forward to enjoying the sweet music by the church band.

Preparations for the party are now at an advanced stage. A famous and long-serving catering group has been hired to take care of all the food requirements. All sorts of food and drinks will be there – with the exception of beer of course. The pastor said it was going to be a great day for the youths.

Please try to come on the day before the party and help me make final arrangements. I will be very grateful if you bless my birthday party with your presence.

Your friend

Rosemary

### **COMPREHENSION QUESTIONS**

1. Who is being invited to the party?  
a) the pastor  
b) the band  
c) Rosemary  
d) Fungai
2. How old was the writer when she wrote the letter?  
a) twelve  
b) thirteen  
c) fourteen  
d) twenty-eight
3. The party will be held at \_\_\_\_\_.  
a) Fungai's home.  
b) the church.  
c) the pastor's home.  
d) the catering company.
4. The words "with the exception of beer" mean there will be \_\_\_\_\_ beer at the party.  
a) little  
b) only  
c) good  
d) no







24. Mother decided to take \_\_\_\_\_ of the injured dog.  
a) care    b) caring  
c) cared     d) cares
25. People should be arrested \_\_\_\_\_ they set traps in the bush.  
a) although    b) whatever  
c) whenever     d) until

**Read the story below and answer the questions that follow:**

### Passage 3

## Fainting

Most of us have seen someone faint, maybe even during school assembly. Fainting results from a lack of oxygen in the brain because not enough blood will be getting there. Sometimes if we are about to faint, we feel dizzy, start sweating and become cold. Our sight may also become blurred. When we faint, we become unconscious and fall down. This is our body's way of making it easier for more blood and oxygen to flow to our head. Usually, after a few minutes we recover and wake up.

There are several things we can do to help another person who is feeling dizzy or has fainted. First aid for dizziness is to sit the person down with their head lower than their knees.

Common causes of fainting are lack of food, a sudden fright, being in a stuffy room, severe pains and standing out of doors on a hot day. Rules to follow are: don't panic – stay calm; check that the person recovers; take them outside to rest in the fresh air.

(Adapted from: "Action Magazine", Number 9.)

26. According to the passage, fainting is caused by \_\_\_\_\_ in the brain.  
a) more blood                                      b) severe pain  
c) lack of oxygen                                d) lack of food
27. Which word in the passage means the same as 'unclear'?  
a) dizzy    b) blurred  
c) unconscious                                     d) fainted
28. Which of the following may cause fainting?  
a) too much heat, tight clothing and lack of food  
b) too much food, severe pain and raised feet  
c) sudden fright, raised feet and tight clothing  
d) too much heat, sudden fright and lack of food
29. According to the writer, the rules one has to follow when helping a person who has fainted are \_\_\_\_\_.  
a) two.    b) three.  
c) four.    d) five.
30. After gaining consciousness, a person who would have fainted must be \_\_\_\_\_.  
a) given food.                                        b) taken outside.  
c) put in a room.                                    d) awakened quickly.
31. The word 'severe' as used in the passage means \_\_\_\_\_.  
a) great.    b) quick.  
c) slight.    d) harsh.

## LANGUAGE QUESTIONS

**Choose the sentence that is correctly punctuated:**

32. a) Help, help, cried the child.  
b) 'Help! Help!' cried the child.  
c) 'Help!' Help! cried the child.  
d) 'Help. Help.' cried the child.
33. a) "What is your name? Asked the visitor."  
b) "What is your name?" asked the visitor."  
c) "What is your name?" asked the visitor.  
d) "What is your name asked the visitor."

**Choose the best word or words to complete the following sentences:**

34. I wish I \_\_\_\_\_ not fainted during assembly.  
a) have  
b) as  
c) had  
d) did
35. She left \_\_\_\_\_ the hospital in an ambulance because she was feeling dizzy.  
a) for  
b) on  
c) to  
d) along
36. Neither my father nor mother \_\_\_\_\_ aware of his illness.  
a) are  
b) is  
c) were  
d) aren't
37. He is \_\_\_\_\_ than him.  
a) more intelligent  
b) much intelligent  
c) very intelligent  
d) most intelligent

**Read the passage below and answer the questions that follow:**

### Passage 4

#### The Treasure

She wandered off by herself to the end of the garden and climbed over the fence. She had not wanted to go there again. All the same, Rose kept on walking and was getting nearer and nearer the uprooted tree. How could she be sure there was no rich treasure there until she had seen for herself?

She walked along the hedge and came to the roots of the tree which were spread over and poked into the ground with her shoe. Just below the surface was something made of metal, round and hard. She bent down quickly to pick it up and rubbed the dirt off with her fingers. It was only an old copper coin. Perhaps there should be other coins made of gold or silver. She found a sharp stick and began to dig eagerly at the soil around her. She searched for a long time but all she found was another coin as old and useless as the first one.

*Adapted from: Davey's Kingdom by F.L. Cornish. Published by Victory Press.*

## COMPREHENSION QUESTIONS

38. In the passage, Rose climbed over the \_\_\_\_\_.  
a) tree.  
b) fence.  
c) garden.  
d) ground.

39. According to the passage, she was in search of \_\_\_\_\_  
 a) an uprooted tree. b) the garden.  
 c) the treasure. d) the hedge.
40. The coins which she found were made of \_\_\_\_\_  
 a) copper. b) gold.  
 c) silver. d) soil.
41. Rose cleaned the coins she found using \_\_\_\_\_  
 a) her shoes. b) a stick.  
 c) a root d) her fingers.
42. The words "wandered off" in the passage mean the same as \_\_\_\_\_  
 a) in. b) out.  
 c) away. d) up.
43. The word "eagerly" in the passage means the same as \_\_\_\_\_  
 a) "anxiously." b) "angrily."  
 c) "sharply." d) "hopelessly."
44. According to the passage, the coins were useless, meaning that they had no \_\_\_\_\_  
 a) power. b) value.  
 c) strength. d) money.

### LANGUAGE QUESTIONS

**Choose the best word or words to complete the following sentences:**

45. \_\_\_\_\_ of the girls wanted to go with Rose.  
 a) Anybody b) Nobody  
 c) Another d) None
46. The garden fence was erected \_\_\_\_\_ a company from Bulawayo.  
 a) by b) up  
 c) with d) down
47. People did not doubt Rose's failure \_\_\_\_\_ find the treasure.  
 a) for b) on  
 c) of d) to
48. I had asked Rose to remind them but she \_\_\_\_\_  
 a) forgot. b) forget.  
 c) forgotten. d) forgetting.
49. The police found the treasure \_\_\_\_\_ which the two girls fought .  
 a) on b) over  
 c) in d) at
50. Rose went to bed early \_\_\_\_\_ she felt tired.  
 a) as b) if  
 c) until d) that

# **PART 2**

## **Paper Two**

**Time: 1hr 30 min**

### **Instructions to Candidates:**

- 1. Read all instructions carefully.**
- 2. Do not start answering questions until you are told to do so by the invigilator.**
- 3. Use a blue or black pen to write your answers.**
- 4. In Section A, choose either 1(a) or (b).**
- 5. Write all sentences in good grammar and punctuate them well.**
- 6. You are advised to spend 1 hour on Section A and 30minutes on Section B.**

## EXERCISE I

### SECTION A

#### Composition (20 Marks)

You are advised to spend 1 hour on this section.

1. Answer either 1(a) or 1(b)

**Either (a)** Write a composition about a visit to your school by a former student. Your composition should be between 80–120 words in length. Use all the following points and any other you may think of to write your composition.

- name of the former student
- when he or she left the school
- what he or she is doing
- what he or she told the students

**Or (b)** Write a composition about the recent theft of Mr Murimi's cattle. Your composition should be between 80–120 words in length. Use all the following points and any other you may think of to write your composition.

- date of theft.
- in the forest
- number of cattle stolen
- when the theft was discovered
- what Mr Murimi did after discovering the theft
- who the suspects were

### SECTION B

#### Comprehension (10 Marks)

You are advised to spend 30 minutes on this section.

2. Read the following passage very carefully before you attempt any questions. Answer all the questions in full sentences. You are advised to write sentences in good grammar and punctuate them well:

##### Passage 1

The domestic animals in Matombo village were awake and Nhubu should have been awake too. Instead, the lazy little boy snuggled down into his blanket and snored heavily. Suddenly, a voice called, "Nhubu! Nhubu! Wake up. Nhubu!"

"Wake up Nhubu! Don't you want your breakfast?" called his mother's voice again. Nhubu did not answer.

"I wonder what there is for breakfast," he thought to himself. Oranges were nice, bananas were nice, but beans were homid. There were no windows in the round grass-thatched hut which was his room, so the little boy jumped up and ran to the door and peeped out. There were his mother, his father, and his big brother and sister sitting on the ground and enjoying a breakfast of bananas and beans!

Nhubu peeped at his father – he was holding a half-eaten banana in his hand. He peered at his brother Tatenda – he was cramming a banana into his large mouth. He stared at his sister Marita – she was nibbling a banana, daintily, it is true, but nevertheless the fruit was disappearing very quickly.

“Banana, please, mother. I am hungry this morning,” called Nhubu, skipping out of the hut on his ten bare toes.

“Beans first, dear, then banana,” said his mother firmly, giving him a large helping of beans.

### QUESTIONS

- a) What is the name of the village Nhubu lived in? (1)
- b) Who was calling Nhubu to wake up? (1)
- c) Why was Nhubu being called to wake up? (1)
- d) Name the two different fruits mentioned in the passage which the boy liked? (2)
- e) Use one word to describe what Nhubu thought about beans? (1)
- f) Give the names of Nhubu's brother and sister. (2)
- g) Explain the meaning of the phrase “on his ten bare toes.” (2)



## EXERCISE 2

### SECTION A

#### Composition (20 Marks)

You are advised to spend 1 hour on this section.

#### 1 Answer either 1(a) or 1(b)

**Either (a)** Write a story about a Speech and Prize Giving day recently held at your school. Your composition should be between 80–120 words in length. Use all the following points and any other you may think of to write your composition.

- when the event was held
- who the guest of honour was
- what theme the guest of honour talked about
- other events which took place

**Or (b)** Write a composition about a dangerous wild animal recently seen near your village or town. Your composition should be between 80–120 words in length. Use all the following points and any other you may think of to write your composition.

- type of wild animal
- when the animal was seen
- who saw the animal
- what happened to the dangerous animal

### SECTION B

#### Comprehension (10 Marks)

You are advised to spend 30 minutes on this section.

**2 Read the following passage very carefully before you attempt any questions. Answer all the questions in full sentences. You are advised to write sentences in good grammar and punctuate them well:**

#### Passage 2

One hot summer day a crow that had been flying about for a long time began to feel thirsty, so she looked around to see if there was any place where she could find some water. There was no stream nearby, and as there had not been any rain for several weeks all the little pools were dried up.

At last she spied a large pitcher at the edge of a cornfield in which some reapers were at work. Full of joy she flew towards it, hoping to quench her thirst, but when she came to the jug and looked in she saw that though it was nearly half full, the water was quite beyond her reach.

She perched upon the edge of the jug, first at one side and then at the other, and bent her head down towards the water as far as ever she could, but all was in vain. She dared not hop down inside, as there was not enough room in the vessel for her to stretch her wings so as to fly out again.

The poor bird then hopped to the ground and tried with all her might to overturn the pitcher but found she was not strong enough. Then, she pecked at it with her beak in the hope of breaking it, but that too was useless.

So she stood and thought for a few minutes and then flew away and came back bringing in her beak a large pebble. Then she dropped the pebble into the water, and when she peeped in she saw it had risen a little way up the sides of the vessel. So she fetched another and another and as she dropped them one by one into the pitcher the water rose. A little by little, it rose till at last it came so near the top, that the clever bird, standing on the rim, could reach it with her bill, and drink as much as she wanted.

### QUESTIONS

- a) Why did the crow feel thirsty? (1)
- b) Where did she hope to get water? (1)
- c) Why couldn't she reach the water in the jug? (1)
- d) Why did she not hop down into the jug? (1)
- e) In what two ways did the crow try to get the water before she thought of her good plan? (2)
- f) Complete this sentence by adding a suitable ending to it:  
In the end the crow reached the water by ... (2)
- g) What does the word **pitcher** mean? (1)
- h) Give a word similar in meaning to the word **bill** used in the last paragraph. (1)

## EXERCISE 3

### SECTION A

#### Composition (20 Marks)

You are advised to spend 1 hour on this section

1. Answer either 1(a) or 1(b)

**Either** (a) Write a composition about a car accident you witnessed recently. Your composition should be between 80–120 words in length. Use all the following points and any other you may think of to write your composition.

- when the accident occurred
- where the accident occurred
- the number of cars involved
- the number of people involved
- what happened to the people who were injured

**Or** (b) Write a composition about an important meeting held at your school recently. Your composition should be between 80–120 words in length. Use all the following points and any other you may think of to write your composition.

- the date of meeting
- the purpose of meeting
- who attended the meeting
- what was agreed on at the meeting

### SECTION B

#### Comprehension (10 Marks)

You are advised to spend 30 minutes on this section.

2. Read the following passage very carefully before you attempt any questions. Answer all the questions in full sentences. You are advised to write sentences in good grammar and punctuate them well:

#### Passage 3

Close to young Chimusoro's home was a stream that flowed all the seasons of the year. On warm, sunny days he loved to crawl, like a chameleon, through the long grass and bushes that grew on its banks. When the rain had made the water rush and roar, it was fun to try to crow on the slippery, mossy stones, to race bits of wood against each other, and to build waterfalls by piling stones in the fast current. But most of all, Chimusoro could just grasp the branches, and he soon discovered that by clinging to them and kicking off he could swing across the water and back again. The faster he swished himself off the bank, the faster did those elastic-like branches swish him back. A lovely game! But Chimusoro was never quite certain that he could hold on long enough to get back.

Chimusoro hated the days when his mother and father expected visitors. His parents expected him to stop playing. They wanted him to be well-washed and dressed up in his best clothes. This meant that he could not play at the stream. On one of those days, the sun was shining, the sky

was blue, and the tree swayed gently over the stream. Chimusoro was "ready" waiting indoors for the "visitors."

"Can't I just go outside," he asked, "to walk about...not to do anything?"

"Well, yes," agreed his mother, "but mind to keep yourself clean; there's a good boy."

But, very soon, there was Chimusoro on the bank of the stream with the branches above, calling to him, tempting him.

"I don't understand why I can't have just one little swing," he thought to himself. "Nothing will happen to me. I can keep my clothes clean," and so seizing the branches, he swished off.

### QUESTIONS

- a) Where was the stream that was Chimusoro's playmate all seasons of the year? (1)
- b) What did Chimusoro like doing in the long grass and bushes that grew on the stream's banks? (1)
- c) What made the water 'rush and roar'? (1)
- d) Why did Chimusoro dislike visitors? (1)
- e) Chimusoro was waiting indoors for the visitors. Give a word opposite in meaning to the underlined word used in this passage. (2)
- f) On what condition did mother allow Chimusoro to go outside on the day the visitors were coming? (2)
- g) What does the word **tempting** mean? (2)

## EXERCISE 4

### SECTION A

#### Composition (20 Marks)

You are advised to spend 1 hour on this section.

**1 Answer either 1(a) or 1(b)**

**Either** (a) Write a composition about Tendai's visit to a big hospital. Your composition should be between 80–120 words in length. Use all the following points and any other you may think of to write your composition.

- visiting sick uncle
- shown to the male's ward
- pleasant nurse
- very clean environment
- many sick people
- uncle happy to be visited
- uncle recovering
- uncle to leave hospital after one week

**Or** (b) Write a composition about a fire at Mr Gwenzi's home. Your composition should be between 80–120 words in length. Use all the following points and any other you may think of to write your composition.

- children playing near kitchen
- lit a fire
- heavy wind
- kitchen caught fire
- neighbours' attempts to put out the fire
- some property saved from the fire
- roof fell in

### SECTION B

#### Comprehension (10 Marks)

You are advised to spend 30 minutes on this section.

**2 Read the following passage very carefully before you attempt any questions. Answer all the questions in full sentences. You are advised to write sentences in good grammar and punctuate them well:**

#### Passage 4

Peter put his books into his bag and prepared to set off on the three and a half kilometre walk home. Suddenly, his friend John popped his head around the classroom door. "The headmaster wants to see you, Peter," he said.

Peter made his way to the office, trying to remember his actions of the past few days: Why should Mr Mutanda want to see him?

He saw the headmaster standing beside the school manager, Reverend Alexander, near the school office.

"Peter," called Mr Mutanda, "Reverend Alexander has something to give you."

As Peter approached, Jess, the minister's large dog, came bounding to meet him, her tail wagging in recognition. Peter patted her on the head.

"Good morning, Sir," he said, almost bursting with curiosity. The manager lifted a box which had holes about the size of a coin drilled in the sides and handed the box to the puzzled boy. Peter lifted the hinged lid and gasped, "Oh... it's a puppy!"

"Oh, thank you, Sir," he cried. "I have always wanted a dog for myself."

"You and Jess are such good friends that I decided to keep one of her litter for you," replied Reverend Alexander.

"I promise you I will look after it," Peter said gratefully.

"Now run off home and show your friend your dog ..." replied the manager.

Peter set off home. He had already decided to call it Simba because he was sure it would grow up as brave and strong as a lion. His dog would never be like so many other dogs he had seen, hungry, diseased; and spent hours sleeping in the sun or searching for unwanted scraps of food.

His parents were not pleased at first when he arrived home with a pet. Father said it would chase his goats and frighten the neighbours' children. Mother wondered how she would manage to feed it, but when she saw the tears in her son's eyes she said, "Oh ... well, I feed six mouths everyday. One more won't make much difference!"

## QUESTIONS

- a) What was Peter doing when he was called by the headmaster? (1)
- b) Write down two actions which show us that the manager's dog was friendly with Peter. (2)
- c) Explain in your own words the phrase 'bursting with curiosity.' (2)
- d) Why did Peter decide to call his dog Simba? (1)
- e) State two things Peter disliked about so many other dogs he had seen. (2)
- f) Why was Peter's father not pleased about the puppy? (1)
- g) What made Mother finally allow Peter to keep the puppy? (1)

## EXERCISE 5

### SECTION A

#### Composition (20 Marks)

You are advised to spend 1 hour on this section.

1. Answer either 1(a) or 1(b)

**Either** (a) Write a composition about the day when Sithembiso was stung by bees. Your composition should be between 80–120 words in length. Use all the following points and any other you may think of to write your composition.

- Sithembiso playing under a tree
- many bees fly past
- Sithembiso stung by some of them
- search for help
- taken to the clinic

**Or** (b) Write a composition about the day when a huge tree fell next to your classroom. Your composition should be between 80–120 words in length. Use all the following points and any other you may think of to write your composition.

- heavy rains
- violent wind
- thunder and lightning
- falling of the huge tree

### SECTION B

#### Comprehension (10 Marks)

You are advised to spend 30 minutes on this section.

2. Read the following passage very carefully before you attempt any questions. Answer all the questions in full sentences. You are advised to write sentences in good grammar and punctuate them well:

#### Passage 5

Aunt Mafaro came to take us out for a motor ride the other afternoon. It is unnecessary to say that we were ready almost immediately. Mother and Annah sat beside aunt in front, while we children were squashed in the back seat; and off we went at a moderate pace.

Aunt's car is a beautiful, eighteen- horse- power; she says she can go up to one hundred and sixty kilometres an hour when we come to an open road. Aunt stepped on the accelerator and we simply flew along. She is a good driver, and the car soared up the hill, even very steep ones. Once we had a narrow escape, when a man on bicycle suddenly shot out from a concealed by-road. The car swerved to one side; but, except for the little fright we got, nothing happened. Soon afterwards we came to a wayside café; where we had tea. On the return journey we stopped at a garage for petrol, and arrived home at about six o'clock.

#### QUESTIONS

Say whether the following statements are true or false and give a reason for each answer you give:

- a) We made aunt wait for a long time. (2)
- b) There was plenty of room for the children at the back. (2)
- c) At the start of the journey aunt drove slowly. (2)
- d) Our car collided with a bicycle. (2)
- e) We went straight home after the little fright we got. (2)

## EXERCISE 6

ZIMSEC PAPER 2 2003

### SECTION A

#### Composition (20 Marks)

You are advised to spend 1 hour on this section.

1. Answer either 1 (a) or 1 (b)

**Either (a)** Write a composition about Munya's unpleasant experiences while herding cattle. Your composition should be between 80–120 words in length. Use all the following points and any other you may think of to write your composition.

- in the forest
- ripe fruit in a tree
- stung by wasps
- swollen face
- taken to hospital

**Or (b)** Write a composition about your nearest shopping centre. Your composition should be between 80–120 words in length. Use all the following points and any other you may think of to write your composition.

- name of shopping centre
- location and size
- types of shops
- problems and improvements needed

### SECTION B

#### Comprehension (10 Marks)

You are advised to spend 30 minutes on this section

2. Read the following passage very carefully before you attempt any questions. Answer all the questions in full sentences. You are advised to write sentences in good grammar and punctuate them well:

#### Passage 6

##### The Big Catch

The boys selected a rock each to sit on. They baited their hooks in turns and cast their lines into the water. They sat in a dreamy silence for a while. Their eyes were on the corks which bobbed gently up and down on the water's surface. From time to time, the tugging on the line was a sign to the boy holding it that the worm had been swallowed. The boy would then pull the line, land the fish and rebait the hook. At the end of an hour and a half, they had landed seven medium-sized breams when suddenly Tonderai gave a shout. There was something huge on his line.

Sipho and Tendai rushed to him. They held onto him while he pulled the line. Whatever was down there in the pool was not going to give up without a struggle. Both Sipho and Tendai felt it as they held on to Tonderai to stop him being dragged into the pool.



Suddenly, there was a splash as a large fish leapt up clear of the water. The boys celebrated as they pulled the fish out of the water.

(Adapted from: The Msasa Avenue Three in the Country by M.G.Mucheri .)

### QUESTIONS

- (a) What were the boys doing? (1)
- (b) What did the boys use as bait? (1)
- (c) How many fish did the boys catch? (1)
- (d) How did the boys know that the fish had swallowed the bait? (1)
- (e) After how long did Tonderai catch the big fish? (1)
- (f) Explain the meaning of the words "land the fish." (2)
- (g) Give the meaning of the words "not going to give up without a struggle." (2)
- (h) What made the splash? (1)

## PART 3

### GUIDELINES ON COMPOSITION WRITING

#### TYPES OF COMPOSITIONS

There are different types of compositions. These include the narrative, descriptive, expository or argumentative and the letter.

It is important to be able to identify the type of composition to which the topic that you have chosen belongs. It is important to know this because it helps you decide how to write the composition, that is, manner or style of writing. In an argumentative composition you have to present an argument; in a narrative composition you tell a story; in a descriptive composition you have to describe, while in a letter you have to use the correct layout to write either a personal or business letter.

Some topics may, however, have elements of more than one type of composition. For example, a topic such as "The Accident" is both narrative and descriptive. It is also important to note that examiners pay a lot of attention to accuracy of language. A composition with interesting ideas, but too many errors will not score a good mark.

In this section you are given guidelines on how to write each of these types of composition. You are advised to read the following guidelines carefully and do all the exercises in order to prepare yourself fully for each type of composition. The work done should be given to the teacher for marking. Teachers are also advised to give students further composition topics for practice.

#### 1) The Narrative Composition

To narrate is to tell a story. When you write a narrative composition, you are telling a story. Most of your verbs therefore have to be in the past tense. You can write the story as if you were actually involved in what happened or as if you were watching from a distance as the events took place (that is, as if you were an observer). When writing as if you were involved you mainly use the pronoun 'I' or 'We' to show that you are the character or characters of main focus in the story. When writing as if you are not involved, you mainly use pronouns such as 'She', 'He', 'They', 'It' or the actual names of people to refer to characters involved in your story.

The narrative composition should have a clear **introduction**, **body** and **conclusion**. Before writing the story, you need to **plan**.

#### Developing Points For Your Composition

In the Grade 7 English Language examination the compositions are given with specific guidelines for the points you need to write the composition. This will act as a plan for your composition. All you have to do is to rearrange the information given into the right number of paragraphs (that is, three or four paragraphs), add relevant information, write full sentences with proper grammar and paragraph linkages so that your ideas can flow.

It is important to carefully check if you are able to develop the ideas suggested by the examiner because it helps you to see if you have the information needed to develop the ideas given for the composition. If you find you do not have the information needed to develop the points provided for the topic that you will have chosen, it might be better to move on to another topic for which you have enough information. It also helps you to remember some points which may have come to your mind immediately after choosing the topic.

## EXAMPLE

**TOPIC: A party I attended recently**

### COMPOSITION GUIDELINES

- 23 February, 2005, Sibongile's birthday party, Held at the Sabi Hall
- Sibongile turning thirteen
- Woke up early in the morning and prepared
- Driven to the hall by my mother
- A lot of people at the hall: friends; relatives; school mates
- Lots of food and drink
- Music and dancing all day
- Presents
- Blowing of candles and cutting of cake
- Speech by Sibongile's mother
- End of party and return home

You must arrange these points into three or four paragraphs. If you find yourself unable to place them into paragraphs you have probably chosen the wrong topic. In this example, points one to four can make up the first paragraph, while points five, six and seven can make paragraph two and points eight, nine, ten will make the third paragraph, and then point eleven can be used as the fourth paragraph and will act as the conclusion.

**Notice also that some of the points are not expressed in full sentences, but phrases, which just help you to put down the main points which you are going to use in writing the composition. You will need to develop the phrases into full sentences. Remember your composition must be 80-120 words long.**



### Exercise 1.1

For each of the following composition topics write down the points you would need to write the composition and then arrange them into the paragraphs they will appear in the composition:

- 1) A trip to a famous place in Zimbabwe.
- 2) The day I learnt that it pays to tell the truth.
- 3) An occasion when I saved my sister from trouble.
- 4) An occasion when the whole school was proud of Tanyaradzwa.
- 5) My first day at a big hospital.

## THE INTRODUCTION

The introduction is a paragraph that tells the reader what the story is going to be about. For example, if the story is about, **Muchaneta's Accident** or **A journey by bus**, the introduction should say something about this. For example,

### EXAMPLE 1

#### **Muchaneta's Accident**

*Muchaneta was absent from school today. Her mother sent in a message that she had an accident yesterday.*

A good introduction must also be interesting to the reader so as to make the reader want to read further. It must, therefore, just introduce the story and not tell everything about the story. In the example above, the writer mentions that Muchaneta had an accident but does not go on to give all the information about the accident. This leaves the reader with an interest to go on reading to find out what actually happened to Muchaneta.

You must also make use of words which make the reader imagine or see in his or her mind what was happening. Read the following example;

## **EXAMPLE 2**

### **TOPIC: Muchaneta's Accident**

*In one powerful swing Peter brought the axe down. That should cut the log into two, he thought, but Muchaneta's loud scream shocked him. Muchaneta was holding her right leg with both hands, in deep pain.*

Use of actual words spoken by characters in the introduction can also help to capture the attention of the reader. These must, however, be correctly punctuated. Look at the following example;

## **EXAMPLE 3**

### **TOPIC: A party I attended recently**

*"Hurry up or you will be late for the party," my mother shouted impatiently from the kitchen. She was going to drop me off at the Beit Hall where Julia's birthday party was being held.*

**Remember that the introduction is one paragraph which should be neither too short nor too long, so it is recommended that the introduction be about 30 - 40 words in length.**



## **EXERCISE 1.2**

Write introductions to each of the topics in **Exercise 1.1** above.

## **THE BODY**

This is the main part of the composition. It is made up of two to three paragraphs. Each paragraph should have one main idea. The different paragraphs should, however, be closely related in how they develop the story. In other words, no paragraph should introduce an idea completely different from those being discussed in the other paragraphs. Events should be narrated in the order in which they happened. If the order is mixed up, usually the story becomes difficult to understand. Read the following example which is developed from the introduction in Example 1, **Muchaneta's Accident**:

There is a very big tree in her parent's garden and Muchaneta likes climbing it. Yesterday there was a rather strong wind and her mother had told her not to climb the tree because it was shaking.

When her mother went out, Muchaneta began to climb the tree. She told herself that ~~she would~~ be careful and would not go very high but after a short time, Muchaneta saw something ~~at the top~~ of the tree which she thought was a bird's nest. She climbed higher to find out. Here the branches were slippery.

Suddenly, the wind blew very strongly for a few seconds. Muchaneta's left hand slipped and she fell. She tore her blouse, cut her hands and broke her left leg.



### **EXERCISE 1.3**

Write four paragraphs which make up the body of each of the topics in **Exercise 1.1** above.

## **THE CONCLUSION**

This is the last paragraph of the composition. Its main purpose is to end the story. This can be done in different ways. For example, one can end a story by describing the last event or by explaining the puzzle in the story, that is, bringing out in the open something that was not clear throughout the story, but which caused events to happen in the way that they did. The lesson to be learnt from the story can also be used to conclude the story. Read the following examples which conclude example 1 of Muchaneta's Accident and Example 2: A party I attended recently.

### **EXAMPLE OF A CONCLUSION**

#### **EXAMPLE 1**

**TOPIC: Muchaneta's Accident**

*The doctor soon came and bandaged Muchaneta's leg. Muchaneta cried because it hurt a lot. Her mother told her that she should be more careful after this accident.*

#### **EXAMPLE 2**

**TOPIC: A party I attended recently.**

*I phoned my mother to let her know I was ready to come home. In no time she had arrived. I went and hugged Julia before leaving.*



### **EXERCISE 1.4**

Write suitable conclusions to each of the topics in **Exercise 1.1**.

## **GENERAL POINTS TO REMEMBER ON THE NARRATIVE COMPOSITION**

- it has an introduction which gives the reader an idea of what the story is about.
- it is told either as a personal experience of the writer using 'I', 'We' (first person narration) or from an observer's point of view using 'He', 'She', 'They' or 'It' (third person narration).
- it is told mainly using the past tense.

- the story is told from one event to the next in the order in which the events happened.
- has specific details on what happened, when, where and who was involved.
- uses verbs in such a way that the reader can imagine what was happening.
- is written in about 12 sentences, that is about 80-120 words in about three to four paragraphs.
- has a conclusion which may explain any of the following (a) what happened at the end of the story, (b) what is to be learnt from the story or (c) an unexplained point in the story.

### **QUESTION 1 - Practice**

Write a narrative composition based on the topic below.

**Topic: The day when everyone in my school was proud of me**

First, raise about twelve points which you must then arrange into three to four paragraphs. Your composition should be about 80-120 words long. You should not spend more than an hour writing the composition.

## **2) THE DESCRIPTIVE COMPOSITION**

A descriptive composition aims at describing an object, idea, process or event. The description is done better through use of adjectives (describing words) which will clearly describe, compare with other objects, and use of examples or, how people react to what is being described.

Description of anything is usually more interesting if you pay more attention to what is unusual about what you are describing. For example, description of your friend as being of average height, weight and being neither too light nor too dark in complexion would not be very interesting if not followed by a description of something about him or her that makes him or her different from most people. Addition of what you or other people think of what is being described sometimes also helps to make a descriptive composition interesting. Examples could be the fact that you like an old suburb or village you live in even if it is not beautiful or big.

### **Developing ideas for a descriptive composition**

A descriptive composition should have the given ideas developed just like what we have already said for the narrative composition.

### **EXAMPLE**

#### **Our Suburb**

##### **PLAN**

- Name of suburb
- Where it is located and when it was built
- Physical appearance of the suburb, for example, clean streets, narrow / wide roads, ugly or beautiful houses and so on
- daily activities carried out by people in this suburb
- Any other special features

You need to arrange these points into three or four paragraphs. For example, points one to three can be put in paragraph one, points four and five can be put in paragraph two while point six will make up paragraph three.



### **EXERCISE 2.1**

**Write plans for each of the following topics by first listing the points you will use in writing the composition and then arrange them into three or four paragraphs:**

- 1) The most disliked pupil in my class.
- 2) Our neighbour's dog
- 3) My School
- 4) My favourite musician
- 5) The oldest woman in our village

### **INTRODUCTION**

The introductory paragraph should include a brief description of the person, object or event being described, starting with general features. What makes the object, person, idea or event different from others should also be pointed out in the introduction, but not in too much detail.

### **EXAMPLE OF AN INTRODUCTION**

#### **TOPIC: Our Suburb**

*I live in an old suburb called Mbare. It is one of the oldest suburbs in the city of Harare. I have lived there since the age of five, six years ago.*



### **EXERCISE 2.2**

Write suitable introductions to the topics in **Exercise 2.1** above.

### **THE BODY**

As is the case with a narrative composition the body of a descriptive composition is the main part of the composition. It is made up of two to three paragraphs. The paragraphs must be linked to each other. This is achieved by carefully deciding which features of the object, event, idea or person are going to be described first, which ones are going to be described next and which ones will be described last.

#### **Example : Descriptive composition**

#### **Topic: Our Suburb**

*We have a few small shops in our suburb but there are a lot of vendors in the streets who sell vegetables, fruit, fish and a lot of other goods. Many people buy from them because they sell their goods at cheaper prices than the shop owners.*

*The streets are always dirty because of the litter thrown on the ground by people when they buy fruits and other goods from the vendors.*

### EXERCISE 2.3

Develop suitable paragraphs for the bodies of the composition topics in **Exercise 2.1**.

#### CONCLUSION

If it is an event, as in a narrative composition we can end by describing what things were like when the event came to an end. For a building or place, we can conclude by explaining how its features as described make it special.

#### EXAMPLE OF A CONCLUSION

##### TOPIC: Our Suburb

*This is all I have got to say about our suburb, the beloved Mbare. I will continue to enjoy living in this suburb, famous for being the home of Rufaro Stadium, Stodart Hall and some of the most well-known people in Zimbabwe.*

### EXERCISE 2.4

Write suitable conclusions to each of the composition topics in **Exercise 2.1** above.

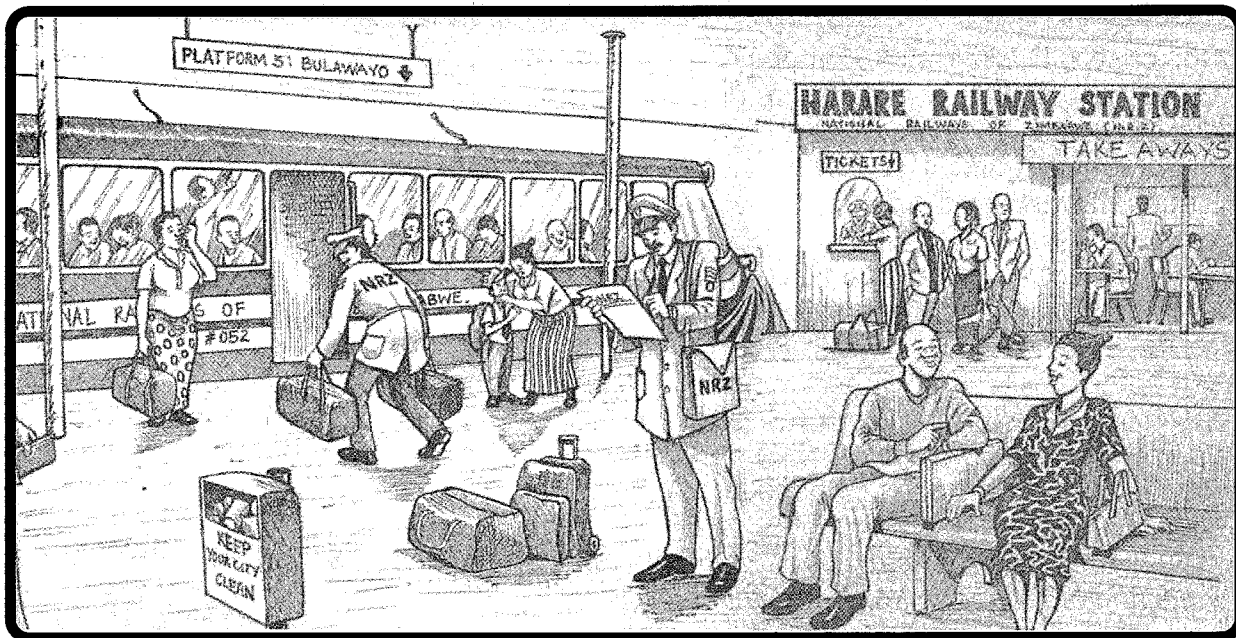
#### QUESTION 2

Look at the picture below.

##### HARARE RAILWAY STATION

Write a composition describing the station as if you have just entered the main platform from the entrance hall. Some things will be to your right, to your left and others in front. Do not forget to say something about the stationmaster and the porters. You should not spend more than an hour writing the composition.

##### THE HARARE RAILWAY STATION





**You need to arrange these points into three or four paragraphs. You may begin your composition as follows:**

*Let me describe to you the Harare Railway Station.*

**\*You should note that picture compositions are currently not being examined. This exercise is for practice to help you imagine what you want to describe which you will need in raising points when writing descriptive compositions.**

### **3) THE EXPLANATORY OR EXPOSITORY COMPOSITION**

The purpose of this type of composition is to show or expose one's knowledge on how something happens or is done. Most explanatory or expository compositions are, therefore, explanations or descriptions of processes or steps taken when doing something. An explanatory or expository composition can also be on the importance, dangers, advantages or disadvantages of doing something. Since there are elements of description in an explanatory or expository composition, one can borrow from the descriptive composition, especially the descriptive words. The knowledge that one shows in this type of composition is based on either personal experiences or what other people have already suggested. The information in this type of composition should, as much as possible, be correct.

#### **Developing the points for an explanatory / expository composition**

This is as important in an explanatory / expository composition as it is for the narrative and descriptive composition and it serves the same purpose. The ideas are already given so you just need to develop them.

#### **EXAMPLE**

**TOPIC: How to prepare my favourite meal**

##### **Guidelines**

- name of the food
- names of the ingredients (things you need to mix to prepare the food, if there are any, for example milk, flour, sugar and baking powder may be the ingredients needed to bake bread)
- state how you mix the ingredients
- explain how the meal is cooked or prepared, for example by frying, roasting, baking or stewing
- explain how the meal is served and eaten, for example, porridge can be served in plates and can be eaten using a spoon while still warm

The above ideas should be grouped into three or four paragraphs and the composition should be written in about 12 sentences.



#### **EXERCISE 3.1**

**Write plans for the following topics. For each topic list the points for the composition, then arrange the points into three or four paragraphs and write the composition in about 12 lines:**

- 1) How to avoid contracting the HIV virus
- 2) The benefits of regular exercise
- 3) Why children should have a balanced diet
- 4) The benefits of a good education
- 5) What happens at a factory our class visited recently

## THE INTRODUCTION

This should state the subject being discussed and how it will be discussed. This should be done in an interesting way which attracts the attention of the reader. You should find an interesting way of putting across ideas even if they are on things that people do in every day life and may not be generally seen as interesting.

### EXAMPLE

**TOPIC: The importance of trees to people.**

*It is difficult to imagine life without trees because of the number of benefits that people get from them. These benefits which people get from them are going to be explained in this composition.*



### EXERCISE 3.2

Write introductions to the topics in **Exercise 3.1** above.

## THE BODY

This, like in the narrative and descriptive compositions, is made up of three to four paragraphs which must be properly linked to each other. What is being described or discussed determines what should come first in the composition and what should come last. For example, when describing a manufacturing process, what is done at the beginning of the process should be described before what happens in the middle of the process or at the end of it. You should be as clear and accurate as possible in order to show the reader that you fully know what you are discussing. Mixing up ideas will make the reader think that you are not sure of what you would like to write.



### EXERCISE 3.3

Develop paragraphs for each of the topics in **Exercise 3.1**.

## THE CONCLUSION

To conclude an explanatory or expository composition you can either describe what happens at the end of the process you have been describing or summarize the main points discussed in the composition.

### EXAMPLE

**TOPIC: The importance of trees to people.**

It is clear that without trees our lives would be very difficult. This is because trees are a source of many things that we need to survive. It is important, therefore, for people not to cut down trees carelessly.



### EXERCISE 3.4

Write suitable conclusions to each of the composition topics in **Exercise 3.1**.

### QUESTION 3

**Write a composition on the advantages of living in the rural areas.**

List the ideas you want to write in the composition. Arrange these ideas into three or four paragraphs. Your composition should be about 80-120 words (about) 12 lines in length and you should not spend more than an hour writing the composition.

#### **4) THE ARGUMENTATIVE COMPOSITION**

The word 'argumentative' is formed from the verb 'argue'. Most debating topics are examples of argumentative composition topics. In an argumentative composition, therefore, you give ideas for and against a given topic. The points must be written in a way that makes the reader understand your argument.

A very important requirement for an argumentative composition is that it must be balanced. This means that you should come up with points both for and against the topic. In an examination if you decide to write an argumentative composition, you must make sure that you have enough points both for and against the topic. These ideas must make sense and be correct as much as possible.

To make an argumentative composition interesting, you need to support your ideas with evidence where possible. This also helps to make the reader understand your argument and possibly agree with it.

#### **DEVELOPING THE GIVEN POINTS**

This involves arranging the given points into paragraphs and fully developing the ideas into meaningful points.

#### **EXAMPLE**

**TOPIC: Boarding schools are far better than day schools. Do you agree?**

##### **Arguments for the topic:**

- More study time at boarding school: students do not waste time travelling to and from school, students do not have to do household chores
- Most boarding schools have better facilities: libraries, laboratories
- Good sporting facilities at most boarding schools
- Pass rates in Zimbabwe: boarding schools generally perform better.

##### **Arguments against the topic:**

- Most day schools cheaper: reduced chances of children being sent back home for non-payment of fees.
- Children stay with their parents: very few chances of abuse compared to boarding schools.
- Children disciplined by their parents unlike at boarding schools where rules may be too relaxed or too strict.

- Some day schools also have good facilities: can also make use of community facilities, for example, libraries.

**\*You have to arrange the points into three or four paragraphs.**



### **EXERCISE 4.1**

**Write plans for the following topics. List the points you want to use for each topic. Then arrange the points into three or four paragraphs:**

- 1) Science has brought more harm than good to people.
- 2) Boys and girls should not learn together because they have different learning needs.
- 3) Life in the rural areas is better than that in the urban areas.
- 4) Mothers play a more important role in the upbringing of children than fathers.
- 5) Happiness is more important in life than riches.

### **THE INTRODUCTION**

This serves to let the reader know what the argument is about and the different sides that there are to the argument. The writer should find a way of exciting the reader's interest in the composition even if the topic is a common one.

### **EXAMPLE: INTRODUCTION**

**TOPIC: Boarding schools are far better than day schools. Do you agree?**

Boarders and day scholars always argue over which of their type of schools is better than the other. I have found both arguments very interesting and will give them in this composition.

### **THE BODY**

As with the other types of compositions, this is the main part of the composition. It is made up of two to three paragraphs in which the writer writes the main arguments for and against the topic as suggested in the introduction. Below is the possible arrangement of the body of an argumentative composition:

#### **Paragraph 1**

The introduction. State what your argument is going to be, without giving details as shown in the example above.

#### **Paragraphs 2**

Arguments that support the topic. State all your reasons for supporting the topic giving the necessary examples.

#### **Paragraphs 3**

Arguments against the topic. Give your points against the topic to balance your argument.

## Paragraph 4

Conclusion. Close your argument by summarising your argument .



### **EXERCISE 4.2**

Develop paragraphs for the composition topics in **Exercise 4.1** above.

## **THE CONCLUSION**

To conclude an argumentative composition you can summarize the main arguments raised in the composition and give your opinion. You can also end by asking questions which will raise further debate on the topic.

### **EXAMPLE: Conclusion**

**TOPIC: Boarding schools are far better than day schools. Do you agree?**

*From the arguments in this composition it can be seen that there are more advantages at boarding schools than at day schools. So given a choice, I would prefer learning at a boarding school.*



### **EXERCISE 4.3**

Write a suitable conclusion to each of the topics in **Exercise 4.1** above.

## **QUESTION 4**

**Boys should be more educated than girls.**

Write a composition giving your views. First list the points you are going to use in your composition, then arrange them into three or four paragraphs.

## LETTER WRITING

Letters are another type of composition you need to know how to write. Letters are written differently from the other types of compositions we have already discussed. It is important to understand the different kinds of letters and distinguish between acceptable practices in the different types of letters.

There are three basic types of letters one needs to know: **friendly letters**, **social notes** and **business letters**. Each type has its own form. Having a form to follow can make letter writing a much easier and more pleasant task, because each form is a guide to what to say.

### 1) The friendly letter

A type of letter commonly written to friends, relatives and other people with whom we relate. The issues or information in the letter are mainly social and have nothing to do with "business", so the vocabulary and structure for this type of letter are informal. The purpose of a friendly letter is to let our friends know what we have been doing and how we feel about what has been happening. Although the style of a friendly letter is informal, it should still be clearly structured, with each paragraph carrying a main point. Also, slang and other unacceptable forms of expression which your teacher will discuss with you should be avoided. Remember that you are writing for an examination and not for fun, so there is need for you to use style acceptable for examination purposes.

### 2) Social Notes

Social notes are written for a specific purpose, such as to invite someone to a party, to thank someone or accept an invitation. Social notes have the same form as a friendly letter, but they are much shorter. Sometimes only the date is used in the heading instead of the writer's whole address.

Social notes are a form of courtesy that people appreciate. The following kind of social notes are the ones you will write most often.

#### a) The Thank-You Note

This is usually written after you have received a gift. Even if you do not like the gift, it is still important to thank the person for thinking of you.

#### b) Notes of Invitation, Acceptance and Regret

Invitations have to be written carefully to make sure that all the necessary details are included. The following guidelines will help:

- i) Specify the type of activity and the date on which it is to be held.
- ii) Tell the purpose of the activity.
- iii) Give the address of the place where the activity will be held.
- iv) Tell how the person should reply to the invitation.
- v) Include directions or transportation suggestions if needed.

The abbreviation **RSVP** stands for a French phrase that means 'please respond'. The person sending the invitation would like to know how many people are going to attend the party. Sometimes there will be a phone number next to the **RSVP** so that all you have to do is call. Usually however, you should send a note of acceptance or regret. Always answer an invitation as soon as possible.

### 3. The Business Letter

A type of letter written on strictly business matters to someone known to you or completely unknown to you. When you want to request information, or order a product, make an application for employment or even complain about services, you will need to write a business letter. This type of letter must be written in a formal style and must focus strictly on the purpose for which it has been written.

**Here are some examples of informal and formal styles of writing a letter:**

Informal	Formal
i) I've been here ...	i) I have been here...
ii) I thought I'd better just write and let you know that ...	ii) I write to inform you that...
iii) Well, I must rush now to catch the post. Do drop me a line...	iii) I look forward to hearing from you in the near future...
iv) Love...	iv) Yours faithfully/Yours sincerely...

## PERSONAL LETTERS



**In setting out a personal letter you must pay attention to the following points:**

**a) The sender's address (the heading)**

- The address of the sender should begin from the right of the centre (that is, at the top right hand side of your paper).
- There should be no punctuation in the address.
- No abbreviations should be used in the address except PO Box (for Post Office Box), P/A for (Postal Agency) and P Bag (for Private Bag). This means that abbreviations such as St for Street ; Rd for Road; Av for Avenue; CL for close; Dr for Drive and any others should not be used, but written in full.

**b) The date**

- This must be placed under the address and a blank line should be left between the address and the date.
- The date should be written in full without ordinal numbers for the day, e.g. 10 July 2007 not 10th July 2007 or 10/07/07.

**c) The salutation**

- A blank line should be left between the date and salutation.
- A blank line should also be left between the salutation and the first paragraph of the letter.

**i) To relatives the salutation can be...**

Dear mother, Dear Aunt Mary, My dear son, My dear John.

(NB: the word dear does not have a capital letter when it comes after My.)

**ii) To friends:**

When the friendship is very close – My dear Jane, Dear Peter.

From one man to another, when the friendship is close – My dear Jona,  
Dear Samaita.

**iii) To older people whom you do not know well –** Dear Mr. Mhanzi,  
Dear Mr. Tomu, Dear Miss Majoni or Dear Mrs. Mutusva.

**d) The body**

- The body of a friendly letter is where you communicate your full message.
- Remember to paragraph correctly, that is using block paragraphing, not indenting.
- There should be a blank line between paragraphs.

**e) The complimentary close**

- A blank line should be left between the last paragraph and the complimentary close.
- A double blank line should be left between the complimentary close and the signature.
- A number of words can be used depending on the person to whom you are writing.



- i) To relatives: Your loving daughter/son/brother/cousin, etc. Your affectionate mother etc.
- ii) To friends: Your affectionate friend, Your friend, Yours truly, etc.

**Note:**

The ending of a personal letter may be preceded by such a greeting as, "With love to all", "With kind regards", "Best wishes for your success", or "Remember me to your father and mother." This actually serves as a conclusion to the letter. It should be set out at the bottom left hand side as follows:

With love to all.

Your affectionate son

James

**f) The signature**

- The signature in a friendly letter is written below the complimentary close .
- Generally only your first name is written.

## EXAMPLES OF PERSONAL LETTERS

### Example 1:

Chidoma Secondary School  
Box 715  
Gokwe

1 July 2007

Dear John

I have just remembered that Friday is your birthday, and I am wondering what to give you as a present. I believe you mentioned a little while ago that you needed a new book case. Or would you prefer a camera? You must write and tell me, as I wish to make certain of giving you just what you would like.

I expect you are looking forward to the holidays. Don't forget to pay us a visit when you come back from Victoria Falls. I am very busy at present.

With very best wishes for a happy birthday.

Your uncle

Mairos

## Example 2

Flat B10/78 Mukonono Road  
New Marimba Park  
Harare

31 July 2007

Dear Taurai

I was very glad to get your letter and to hear that you were having a good time. I am enjoying myself equally well here, though in a different way.

You will hardly believe how interesting a farm-yard is! I have been learning to do many things, such as milking cows and watering and weeding the garden. The spade has made blisters on my hands, and I am now very dark from the outdoor life.

I have also learnt to harness the donkey and heifers and to drive the milk cart to the dairy board. It is great fun getting up early in the morning when it is still dark. The other day I had a bad fall. As you know, I am not accustomed to riding on a donkey cart. Well, I went to the market riding on a cart pulled by one of our wildest donkeys. As we passed a bush along the road, a hare jumped up in front of us, with the result that the donkey shied and ran into the bush with the cart turning over and throwing me out in the process. Luckily, no bones were broken, except for a little fright and few bruises.

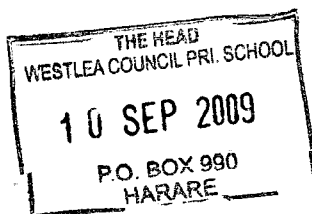
I hate to think that in a few days time school begins again, but I suppose we cannot be on holiday for ever.

Yours ever

Tanyaradzwa

## MORE PRACTICE WITH PERSONAL LETTERS

1. You are just out of hospital after a nasty accident. Write to a friend telling him/her all about it. Use all the following points and any other you may think of to write your composition.
  - when the accident happened
  - where the accident happened
  - what type of accident it was e.g. car accident, fire and so on
  - what / who caused the accident
  - who rescued you
  - how you were taken to hospital
  - your experiences at the hospital
  - how you are feeling now(20)
2. Write to your cousin, telling him about the books you have recently been reading. Use all the following points and any other you may think of to write your composition.
  - titles of the books and names of the authors /writers
  - were the books bought for you, you borrowed them from the library or you were given by a friend
  - what is each book about
  - which book or books interest you and which ones do not
  - what have you learnt from the book or books(20)
3. You are going to a large town for a few days. A friend of your father lives there. Write and ask him to meet you at the station. Use all the following points and any other you may think of to write your composition.
  - give the reason why you are going to the town
  - state the day and date you are going to the town
  - mention the type of transport you will use, for example, a bus or train
  - give the approximate time of your arrival into the town
  - state the exact station where you expect someone to meet you on your arrival.
  - give details of how the person waiting to receive you can identify you, if he/she has never met you. For example, colour of clothes you will be wearing, what you will be carrying and so on(20)



## BUSINESS LETTERS

In setting out a business letter, the following must be noted:

**a) Addresses**

- The half block format should be used (although the full block format is also acceptable).
- i) The Sender's address (Heading)**
  - as indicated under personal letters.
- ii) The Receiver's (inside) address**
  - A blank line should be left after the date
  - This should be written to the left of the page, flush with the margin
  - No punctuation should be used.

**b) Salutation**

- Generally, as indicated under personal letters.
- i)** If you do not know the name of the person you are writing to, use for example: Dear Sir, Dear Madam
- ii)** If you know the name of the person you are writing to, use for example; Dear Mr Chikasha, Dear Mrs Makwanya, Dear Miss Dube or Dear Ms Tauya.
- iii)** Dear Sir / Madam should be used only if you do not know the sex of the addressee.

**c) Topic line/Heading/Subject of the letter**

- Leave a blank line between this and the salutation.
- It may start with the word **RE:** followed by the subject of the letter, or just the subject of the letter without **RE:**
- It can be written entirely in block letters or in small letters (with the key words starting with capitals) and underlined.
- i)** Before you begin the letter, give it a heading and write it in capital letters e.g. **RE: APPLICATION FOR A FORM ONE PLACE.** or write it in small letters and underline e.g. RE: Application for a Form One Place.

**d) The body**

- The body of a business letter is brief, courteous and to the point. You must state clearly the purpose of your letter.
- There should be a blank line between the paragraphs.

**e) Complimentary close /Ending**

- i)** If the person is not known to you or you have not used their name in the salutation, end your letter as follows:

**Yours faithfully**

Misheck Magama

- ii) If you have stated the recipient's name in the salutation end your letter as follows:

**Yours sincerely**

Misheck Magama

**\*There should be a blank line between the complimentary close and the name of the writer of the letter.**

**f) Signature**

Print your name in full (first name and surname) four lines below the closing, then write your signature in the second line between the closing and your full name. Even if your signature is not clear, your full name should be clearly written.

**Example:**

Yours faithfully

M. Magama

Misheck Magama

## **EXAMPLES OF BUSINESS LETTERS**

### **Example Letter 1 (Half block format)**

#### **Letter of Application**

3840 Area 3  
Dangamvura Township  
Mutare

14 February 2006

The Headmaster  
Chinokura Primary School  
PO Box 10  
Mufakose  
Harare

Dear Sir/Madam

#### **RE: APPLICATION FOR A GRADE SEVEN PLACE BEGINNING JANUARY 2007**

I would like to apply for a Grade 7 place at your school beginning January 2007.

I am currently doing Grade 6 at Dangamvura Primary School in Mutare. My father will be transferred on his job to Harare and the whole family is going to move. He bought a house in Mufakose near your school which is why I would like to come and do my Grade 7 at your school.

I have enclosed my Grade 6 reports and supporting letter from my current headmaster for your consideration in assessing my suitability to join your school.

If a personal interview is required, I shall be pleased to present myself at any time convenient to you.

Yours faithfully

Tamuka Mhonda

## LETTER OF REQUEST

Another type of letter you need to know how to write is the letter of request in which you write requesting individuals or a company to do something for you. For example, you may write requesting information on prices of commodities, applying for a bursary and so on. Such a letter should be written politely and should have enough information for the person or company you are writing to know exactly what you want them to do for you.

Let us now look at an example of such a letter.

### Example Letter 2 (Full Block format)

#### Letter of request

Mukamba Primary School  
PO Box 62  
Nyazura

26 July 2007

The Editorial Manager  
Priority Projects Publishers  
PO Box 66856  
Kopje  
Harare

Dear Mr Mponda

#### RE: REQUEST FOR READING BOOKS FOR A SCHOOL LIBRARY

I am writing as the student librarian at Mukamba Primary School. Our school recently opened a school library.

Our problem now is that we do not have enough books for the library. Although, we have tried to make students bring books used by their parent, brothers or sisters in their schooldays, most of the books brought are outdated, and torn or unsuitable for school use.

We are kindly requesting your company to donate any books that you think may be useful to students in any grade. These may be novels, textbooks or magazines.

We look forward to your support.

Yours sincerely

Austin Sekete



## LETTER OF COMPLAINT

When you spend your time and money on certain goods or services, you want to be satisfied by the services. The service providers, on their part, usually want you to be a satisfied customer or client. If you are not satisfied with the service or product received from them, you sometimes have to write what is called a letter of complaint. This letter must be written politely stating the problem. No abusive language must be used.

### Guidelines for letters of complaint

1. Give the specific name of the service given or product bought.
2. State when and where the service was provided or the item was bought.
3. Describe the problem clearly.
4. Explain how you want to have the problem corrected. For example, state that you are returning the product either for a refund or for another one without a fault.

### Example of a letter of complaint

#### Example Letter 3 (Half block format)

Highlanders Football Club  
PO Box 516  
Gweru

8 August 2007

The Manager  
Sportswear (Pvt) Ltd  
Sports and Equipment Repairs  
PO Box 145  
Harare

Dear Sir / Madam

#### RE: MISSPELT NAMES ON SOCCER JERSEYS DELIVERED

When I received personalised soccer jerseys for my team from your company, I noticed that fourteen out of the thirty jerseys delivered had players' names misspelt. The delivery of the jerseys to us was done two weeks later than the agreed date. We are very disappointed.

I am returning the fourteen jerseys that have misspelt names to you and would like to have the mistakes corrected as soon as possible. If delivery cannot be done two weeks from now, please refund the fourteen thousand dollars that was paid for the fourteen jerseys.

Respectfully

George Vundhla  
(Team Manager)

## **PRACTICE WORK: BUSINESS LETTERS**

- 1) Write a letter to a principal of a secondary school of your choice applying for a place to do your form one. Use all the following points and any other you may think of to write your composition.
  - state that you are applying for a place to do form one
  - give your age and sex
  - mention school where you are doing or did your Grade Seven
  - give your Grade 7 second term results if you still have not received your national examination results or your Grade Seven final examination results if you have received them (20)
  
- 3) Write a letter to the headmaster of your school suggesting to him (her) how the school and its surroundings could be made more attractive and pleasant for pupils and what improvements should be made. Use all the following points and any other you may think of to write your composition.
  - need for more and new books in the school library-most of the current collection old and out of syllabus
  - need for more furniture
  - grass around school yard should be cut frequently
  - need to plant flowers in the school yard
  - most toilets need repairing as they are nearly always out of order (20)

## PARAGRAPHING

Paragraphing is an important element in composition writing. A paragraph is a group of sentences that work together to explain or support one main idea. That idea is usually stated in the first sentence. The rest of the sentences in the paragraph develop the main idea fully .

### PARAGRAPHING REQUIREMENTS AND METHODS WHEN WRITING COMPOSITIONS

In writing your compositions you are free to choose between two methods of paragraphing, the **block method** and **indentation**. Whichever method of paragraphing you choose to use, remember to use it throughout the composition without mixing the two types, that is, if you choose to use the block method, you have to use it throughout your composition without using the indenting method in the same composition.

#### BLOCK METHOD

In this method paragraphs start close to the margin with a blank line between them. When you use the block method you begin all your sentences close to the left hand side margin of your page. You then leave a line between one paragraph and the next one. This is the method now preferred in many schools, although the indenting method is also acceptable.

#### EXAMPLE 1

*Tatenda felt like crying when she was told that she would no longer be travelling to Bulawayo. She had been dropped from the school's netball team. The coach said only fifteen players would be going.*

*Sadly, Tatenda walked home. Although both the coach and Theresa, her friend, had tried to console her, she could not get over the disappointment. The journey home, normally a fifteen minute walk, took her about forty-five minutes.*

#### INDENTATION

In this method paragraphs are indicated by indenting without skipping any lines between paragraphs. In indentation you leave a space between the left hand side margin and the first word of the first sentence when starting each paragraph and you do not leave a line between one paragraph and the next. Where you have used indenting, you should leave a recognisable space or gap between the margin and the start of a new paragraph.

#### EXAMPLE 2

*When she arrived home Tatenda went straight to her bedroom. She threw her bag on the bed and immediately went to sleep, crying. Even her parents did not know that she had returned home from school.*

*When Tatenda woke up someone was calling her name. At first, she could not tell whose voice it was. Then she realised it was her mother who was calling her. Tatenda went straight to the lounge where her mother was.*

#### REMEMBER.....

**You should stick to one idea in each paragraph. Begin your paragraph with a topic sentence. The topic sentence is usually the first sentence in a paragraph which tells what the rest of the paragraph is going to be about. The topic sentence states the main**

**idea that must be developed by the other sentences. If a sentence directly relates to the topic sentence, it belongs to the paragraph, but if it only relates indirectly or not at all, it does not fit and should not be used in the paragraph.**

### **Practice exercise on topic sentences and supporting ideas**

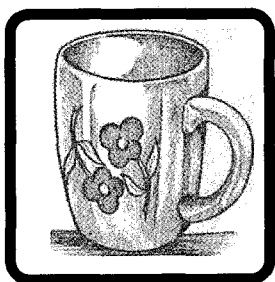
Each of the following groups of jumbled up sentences has one sentence which is a topic sentence and the rest are supporting ideas. Choose the one sentence that would work best as the topic sentence and then rearrange the sentences in each group in their proper order to form a paragraph.

- 1) a) It was full of people.  
b) A motor car passed.  
c) They all looked happy.
- 2) a) That is why I love Christmas.  
b) Christmas is a time of peace and goodwill.  
c) It is also a time of plum puddings.
- 3) a) She was too wise to be so.  
b) Mary was a very pretty girl.  
c) Nevertheless, it was not in vain.
- 4) a) Our dog thinks it is a brave animal.  
b) Ever since, he barks at motor cars, but from a safe distance.  
c) One day he was hit by a car.
- 5) a) On top of these put small pieces of wood.  
b) Next, lay dry sticks on the paper.  
c) First place some crumpled paper in the fire place.  
d) To lay a fire is easy.
- 6) a) But no letter has come from him.  
b) Taurai went off on holiday a fortnight ago.  
c) I wonder, therefore, if he is too ill to write.  
d) Before he left he promised to write me a letter.
- 7) a) A few seconds afterwards the thunder crashed.  
b) The sky grew blacker and blacker.  
c) I knew then that the storm had burst.  
d) Suddenly, it was rent by lightning.

## ADDITIONAL COMPOSITION PRACTICE

- 1) Write the paragraphs suggested to you by each of the following groups of words:
  - a) Boys continually ringing door bell – householder to have revenge – waits behind door – bucket of water – bell – door hastily opened – clergyman drenched.
  - b) Driving – heavy rains – car skids – lands in ditch-dark night – walk home.
  - c) Open veld – dark clouds – thunderstorm – far from shelter.
  - d) Mother on holiday – Sunday – cook dinner – father pleasantly surprised.
  - e) Holidays – fruit farm – assist with packing – fun in the evenings.
- 2) Each of the following sentences may be expanded into a paragraph by using specific details. Use your imagination to come up with two or three supporting ideas for each topic sentence. Develop each group of sentences into a well written paragraph of three to four sentences.
  - a) Mother and I went out to do our Christmas shopping.
  - b) There was a serious fire at a furniture store yesterday.
  - c) Motor drivers must pass a driving test.
  - d) The last few minutes of the match were packed with excitement.
  - e) The street was full of excited people.
- 3) Look at the pictures and guidelines given for each below. Write a composition using the material given.

### A. TEA CUP

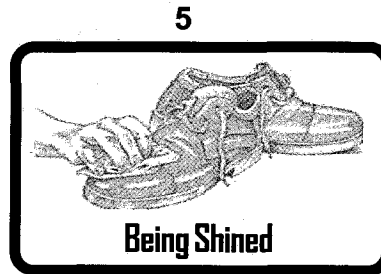
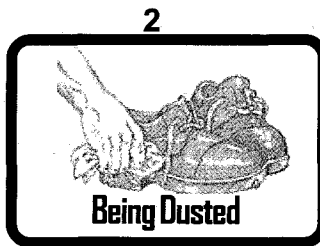
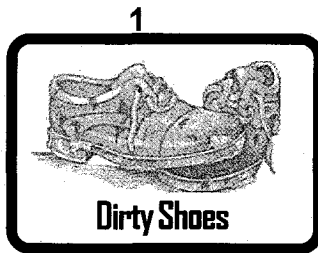


- i) What is the main use of a tea cup?
- ii) What is its shape?
- iii) Does this shape make it easy to drink from?
- iv) Why does a tea cup have a handle?
- v) Why is its surface smooth?
- vi) How are tea cups decorated? (pattern, design)
- vii) Does the decoration make the tea taste better?
- viii) Describe the tea cup in three paragraphs.

### B. HOW I CLEAN MY SHOES

- i) Where do you brush your shoes? (dust from shoes may settle on food or furniture)
- ii) How do you hold the shoe?
- iii) What kind of brush do you use to brush dust and mud off? (hard or soft)
- iv) How much shoe polish should you use? (a thick or thin layer?)

- v) How much of the shoe do you cover with shoe polish? (what parts are likely to be missed?)
- vi) What kind of brush do you use to polish your shoes? (hard or soft?)
- vii) What is the use of the pad?
- viii) Describe how you clean a pair of shoes



- 4) You are advised to spend 1 hour on each composition. Each of your compositions should be between 80–120 words in length.

Use all the given points and any other you may think of, to write your composition. (20 Marks)

**A. Write a composition about your favourite sport.**

- i) name of sport
- ii) number of players in a team
- iii) equipment used to play the game
- iv) how long the game is played
- v) how the winner of the game is decided

**B. Write a composition about Juliet's visit to a big library.**

- i) when she visited the library, with whom
- ii) name of library
- iii) location of library
- iv) number of people who work at the library
- v) number/types of books at the library
- vi) other reading material found at the library

**C. Write a composition about a recent disease outbreak in your town or village.**

- i) name of disease
- ii) when the outbreak occurred
- iii) possible causes of the outbreak
- iv) number of people affected
- v) how the disease was controlled

**D. Write a composition about the theft at Mr Nyati's house.**

- i) Mr Nyati alone at home
- ii) awakened by loud noise
- iii) went to investigate
- iv) kitchen window broken
- v) saw thief jumping over fence

**E. Write a composition about the lost child.**

- i) church meeting
- ii) many people
- iii) child playing with others
- iv) parents could not find him
- v) announcement made
- vi) child re-united with parents

**5) You are advised to spend 1 hour on each composition on this section. (20 Marks)**

**A. OUR SCHOOL**

- i) What is the name of your school?
- ii) Where is it?
- iii) What sorts of pupils go to it?
- iv) What are their ages?
- v) How many pupils are there?
- vi) How many teachers are there?
- vii) What sorts of buildings, playing-fields, laboratories, etc. has it got?
- viii) What classes are there in it?
- ix) What subjects are studied?
- x) What examinations are taken?
- xi) What games are played?
- xii) What is the school particularly good at?

**B. MY HOME/FAMILY LIFE**

- i) Where do you live?
- ii) In what sort of building do you live?
- iii) What does it look like?
- iv) Do you have a garden?
- v) Who are the other members of your family?
- vi) When do you see these other members?
- vii) What are the main things that you do at home?

**C. MY FRIENDS**

- i) Have you any friends?
- ii) What are their names?
- iii) Why do you like them?
- iv) How old are they?
- v) Where do they live?
- vi) Where do they go to school?
- vii) When do you meet them?
- viii) What things do you do together?

**D. OUR NEIGHBOURS**

- i) Do you know your neighbours well?
- ii) Are any of them about your own age?
- iii) Are any of them friends of yours?
- iv) What work do they do/where do they go to school?
- v) Are any of them especially interesting?
- vi) When do you see them?
- vii) When do you meet them?
- viii) What do you do together?

**E. MUSIC**

- i) What is your favourite kind of music?
- ii) What are the most popular kinds in your home area?
- iii) What sorts of people like which kinds?
- iv) What musical instruments are particularly popular in your home area?



## **LIST OF COMMONLY MISSPELT WORDS**

<b>accept</b>	<b>achieve</b>	<b>accompany</b>	<b>acquire</b>
<b>address</b>	<b>advise(v)</b>	<b>advice(n)</b>	<b>aeroplane</b>
<b>all right</b>	<b>angel</b>	<b>angle</b>	<b>annual</b>
<b>anxious</b>	<b>anxiety</b>	<b>argue</b>	<b>argument</b>
<b>absence</b>	<b>accommodation</b>	<b>advertisement</b>	<b>answer</b>
<b>apologise</b>	<b>begin</b>	<b>beginning</b>	<b>believe</b>
<b>business</b>	<b>brought</b>	<b>benefited</b>	<b>beneath</b>
<b>breathe</b>	<b>behaviour</b>	<b>breadth</b>	<b>bought</b>
<b>beard</b>	<b>balloon</b>	<b>candle</b>	<b>cannot</b>
<b>carriage</b>	<b>cattle</b>	<b>cease</b>	<b>centre</b>
<b>century</b>	<b>chief</b>	<b>children</b>	<b>cigarette</b>
<b>clerk</b>	<b>cholera</b>	<b>colour</b>	<b>column</b>
<b>comb</b>	<b>committee</b>	<b>commit</b>	<b>committed</b>
<b>competition</b>	<b>conscientious</b>	<b>conscious</b>	<b>unconscious</b>
<b>correspondence</b>	<b>choose</b>	<b>choice</b>	<b>conscience</b>
<b>criticism</b>	<b>control</b>	<b>careful</b>	<b>daily</b>
<b>discipline</b>	<b>disappear</b>	<b>definite</b>	<b>decisions</b>
<b>develop</b>	<b>desperate</b>	<b>defence</b>	<b>excellent</b>
<b>existence</b>	<b>exaggerate</b>	<b>exercise</b>	<b>except</b>
<b>exceed</b>	<b>excessive</b>	<b>excite</b>	<b>enmity</b>
<b>excess</b>	<b>embarrass</b>	<b>embarrassed</b>	<b>enough</b>

<b>failure</b>	<b>famous</b>	<b>favourite</b>	<b>farther</b>
<b>further</b>	<b>foreigner</b>	<b>forgotten</b>	<b>friend</b>
<b>forty</b>	<b>fourteen</b>	<b>guard</b>	<b>guardian</b>
<b>guess</b>	<b>guide</b>	<b>gentle</b>	<b>good-bye</b>
<b>height</b>	<b>honour</b>	<b>hammer</b>	<b>happen</b>
<b>happened</b>	<b>honest</b>	<b>horrible</b>	<b>hundred</b>
<b>hurriedly</b>	<b>hour</b>	<b>hotel</b>	<b>hoe</b>
<b>heaven</b>	<b>hidden</b>	<b>independence</b>	<b>immediately</b>
<b>interest</b>	<b>interested</b>	<b>incident</b>	<b>increase</b>
<b>inferior</b>	<b>interview</b>	<b>interesting</b>	<b>inquiry</b>
<b>January</b>	<b>jewellery</b>	<b>journey</b>	<b>juice</b>
<b>justice</b>	<b>knife</b>	<b>knowledge</b>	<b>kitchen</b>
<b>kneel</b>	<b>knelt</b>	<b>knot</b>	<b>key</b>
<b>laugh</b>	<b>laughter</b>	<b>lawyer</b>	<b>lesson</b>
<b>library</b>	<b>luckily</b>	<b>lying</b>	<b>mountain</b>
<b>museum</b>	<b>muscle</b>	<b>murder</b>	<b>maintenance</b>
<b>marvellous</b>	<b>mischievous</b>	<b>measure</b>	<b>middle</b>
<b>mosquito</b>	<b>mosquitoes</b>	<b>murder</b>	<b>musician</b>
<b>necessary</b>	<b>ninth</b>	<b>neighbour</b>	<b>necessity</b>
<b>nephew</b>	<b>nineteen</b>	<b>ninety</b>	<b>noise</b>
<b>noisy</b>	<b>occasion</b>	<b>occurred</b>	<b>occurrence</b>
<b>opportunity</b>	<b>occur</b>	<b>October</b>	<b>original</b>
<b>offence</b>	<b>omitted</b>	<b>omission</b>	<b>opinion</b>

<b>panicked</b>	<b>parallel</b>	<b>possess</b>	<b>privilege</b>
<b>pursue</b>	<b>profession</b>	<b>preferable</b>	<b>reference</b>
<b>persuade</b>	<b>practise</b>	<b>practice</b>	<b>plough</b>
<b>poison</b>	<b>piece</b>	<b>peace</b>	<b>potato</b>
<b>potatoes</b>	<b>proud</b>	<b>proceed</b>	<b>quarrel</b>
<b>queue</b>	<b>question</b>	<b>quite</b>	<b>quiet</b>
<b>quarrelled</b>	<b>receipt</b>	<b>recipient</b>	<b>refer</b>
<b>referred</b>	<b>receive</b>	<b>recommend</b>	<b>recognise</b>
<b>repetition</b>	<b>reign</b>	<b>repeat</b>	<b>release</b>
<b>register</b>	<b>secretary</b>	<b>sacrifice</b>	<b>satchel</b>
<b>Saturday</b>	<b>scene</b>	<b>sin</b>	<b>seize</b>
<b>separate</b>	<b>surprise</b>	<b>skilful</b>	<b>temporary</b>
<b>tragedy</b>	<b>truly</b>	<b>tendency</b>	<b>tied</b>
<b>tired</b>	<b>thirsty</b>	<b>terrible</b>	<b>thief</b>
<b>telephone</b>	<b>temper</b>	<b>thought</b>	<b>tennis</b>
<b>though</b>	<b>thorough</b>	<b>thunder</b>	<b>temperature</b>
<b>undoubtedly</b>	<b>unnecessary</b>	<b>upper</b>	<b>umbrella</b>
<b>vicious</b>	<b>valuable</b>	<b>vegetable</b>	<b>victory</b>
<b>vow</b>	<b>volley-ball</b>	<b>woollen</b>	<b>waste</b>
<b>waist</b>	<b>weather</b>	<b>whether</b>	<b>weep</b>
<b>whip</b>	<b>wonder</b>	<b>wander</b>	<b>width</b>
<b>whilst</b>	<b>yoke</b>	<b>yell</b>	<b>yield</b>
<b>yard</b>	<b>year</b>	<b>yesterday</b>	

# MEANINGS OF DIFFERENT WORDS AND PHRASES

## PAPER 1

### EXERCISE 1

#### Passage 1

Throwing all caution to the wind - acting without the necessary care  
lounge - sitting room  
scared - suddenly frightened

#### Passage 2

popular - well-known  
generosity - willingness to give a lot to other people  
less fortunate - those without a lot of what they need

#### Passage 3

contracted - got HIV  
transmission - passing of the virus  
unsterilised sharp objects - those on which the germs have not been killed  
experts - people with a lot of knowledge in a certain area

#### Passage 4

infection - disease  
passage ways - openings through which the virus will be passed from one person to the other

### EXERCISE 2

#### Passage 1

withdrawal of material support - not being given needs like food and clothes  
courageous - strong

#### Passage 2

stared - looked at each other for a long time  
insisted - continuously argued

#### Passage 3

scholarship - financial help given to someone to enable him/her to carry out studies  
jubilation - great happiness  
pursuing - doing a degree in Electrical Engineering

#### Passage 4

conscious - aware  
likelihood - possibility  
*pungwe* - a Shona word meaning an event taking place over-night  
would not hear of them doing any work - would not accept the idea of them doing any work  
rarely - hardly  
nudged - pushed Shadreck slightly  
veld - open country with grass, or shrubs, or widely separated trees

#### Passage 5

dormitories - rooms where children at boarding school sleep  
approval - in agreement

### EXERCISE 3

#### Passage 1

start early - depart/leave for school early  
maternal grandmother - grandmother on their mother's side of the family  
financial support - support in the form of money

#### Passage 2

empire of businesses - a large number of businesses  
discrimination - being looked at as different from others  
venturing - taking a courageous decision  
the preserve of male students - considered only suitable for male students  
Veterinary Science - the study of diseases affecting animals and how to prevent them  
desire - wish  
urge - encourage  
look down on themselves - look at themselves lowly  
strive - work hard to achieve the best

#### Passage 3

kopjes - small hills  
he did not find the solitude oppressive - living alone did not make him uncomfortable  
with a start - with sudden surprise  
instinctively - by natural reaction  
*assegai* - a thin and long spear

#### Passage 4

miraculously survived - survived in a way that could not be explained  
the tragedy - the event in which a lot of lives were lost  
horror - great shock

### EXERCISE 4

#### Passage 1

converted - changed

#### Passage 2

erupted - suddenly arose  
made a mockery of Simba - they made unpleasant fun of Simba

#### Passage 3

umpire - referee  
halftime interval - halftime break  
consolidated - strengthened  
scrambles - attempts  
in vain - without success  
abandoned - left  
courage of desperation - strength which was a result of the great fear of losing

#### Passage 4

weather forecast - an announcement made on radio or television of what the weather will be like in future  
storm - heavy rains accompanied by violent winds  
indoors - inside the house  
promptly - immediately  
without delay - without wasting time  
a long pause - a long break or stop

## EXERCISE 5

### Passage 1

calabash - container  
roamed - travelled all over the river valley  
annoyed - disappointed  
scattered - spread

### Passage 2

timidly - in fear  
occasionally - once in a while  
jeering - noisy mockery  
tormentors - those jeering at him

### Passage 3

misery - great worry  
eager - very willing  
suspected - thought that  
desperate - felt that he was in big trouble and needed help  
wholesale - a shop that sales things in large numbers  
fondly - lovingly

## EXERCISE 6

### Passage 1

food requirements - the food that will be needed  
grateful - thankful

### Passage 2

snare - trap made of wire  
content - it was happy to lick the wound  
stroked it - moved his hand back and forth over it  
cautiously - carefully

### Passage 3

feel dizzy - feeling faint  
stuffy room - a room that is not well ventilated  
unconscious - lose awareness of what is happening around us  
stay calm - remain steady  
recovers - regains awareness of what is happening around them

### Passage 4

wandered off - moved away to where there was no one  
poked - dug

## PAPER 2

### EXERCISE 1

### Passage 1

domestic - kept by or living with people  
snuggled - lied close up for warmth  
snored - grunted noisily in breathing during his sleep

(Paragraph 1)

(Paragraph 1)

(Paragraph 1)

horrid - terrible	(Paragraph 3)
peeped - looked through a narrow opening	(Paragraph 3)
peered - looked searchingly	(Paragraph 3)
cramming - filling his mouth with too much banana	(Paragraph 4)
stared - looked fixedly with eyes wide open	(Paragraph 4)
nibbling - biting gently, taking small bites at the banana	(Paragraph 4)
daintly - delicately	(Paragraph 4)
skipping - jumping out	(Paragraph 5)
bare - without shoes or stockings	(Paragraph 5)
helping - portion of beans served	(Paragraph 5)

## EXERCISE 2

### Passage 2

spied - saw after carefully searching or observing	(Paragraph 2)
pitcher - jug	(Paragraph 2)
reapers - people harvesting corn by cutting it with sickles	(Paragraph 2)
quench - stop or slacken	(Paragraph 2)
perched - rested upon, settled upon	(Paragraph 3)
in vain - without success	(Paragraph 3)
dared not - did not have the courage, could not	(Paragraph 3)
vessel - jug / container	(Paragraph 3)
hop - jump into	(Paragraph 3)
pecked - struck with her beak	(Paragraph 4)
pebble - stone worn and rounded by action of water	(Paragraph 5)
peeped - looked through the small opening of the jug	(Paragraph 5)
fetchd - looked for and brought more stones	(Paragraph 5)
rim - edge	(Paragraph 5)

## EXERCISE 3

### Passage 3

playmate - the one / thing that he played with	(Paragraph 1)
crow - joyfully cry	(Paragraph 1)
mossy - overgrown with moss	(Paragraph 1)
swift - fast flowing	(Paragraph 1)
grasp - hold tightly	(Paragraph 1)
swished - take off fast / cutting the air	(Paragraph 1)
elastic - springy, flexible	(Paragraph 1)
indoors - inside the house, within the house	(Paragraph 2)

## EXERCISE 4

### Passage 4

popped - suddenly appeared	(Paragraph 1)
minister - priest	(Paragraph 3)

## EXERCISE 5

### Passage 5

squashed - packed tightly, squeezed crowded	(Paragraph 1)
moderate - the speed was neither fast nor slow	(Paragraph 1)

accelerator - the pedal that increases speed of the car  
soared - went uphill, mounted great heights  
concealed - hidden or covered  
wayside - on the side of the road  
cafe - tea shop, restaurant

(Paragraph 2)  
(Paragraph 2)  
(Paragraph 2)  
(Paragraph 2)  
(Paragraph 2)

## EXERCISE 6

### Passage 6

baited - put food on the hook to attract fish  
corks - pieces of corks used as floats for fishing lines  
bobbed - moved up and down  
tugging - violently pulling

(Paragraph 1)  
(Paragraph 1)  
(Paragraph 1)  
(Paragraph 1)